



IDTA Newsletter

Volume 12 Issue 1

March 2017

Community Gathering – 22 April – book now

Our most important news in this issue is that we are getting close to the date of our next IDTA Online Community Gathering – it is coming up now on 22 April. Go to the next page to see the final programme and email us to reserve your place.

ICDTA Certificate awarded for the first time

Another significant piece of news is that Froukje Willering in the Netherlands, has now successfully completed the requirements for the Certificate from the ICDTA – International Centre for Developmental Transactional Analysis. Froukje is the first student to reach this stage and we will be making a presentation to her online as part of the Community Gathering.

IDTA has become a Partner Organisation of the ITAA

An equally important news item for this issue is that the IDTA has now become a Partner Organisation of ITAA. We were the second TA association to achieve this status, following a few days behind the South African TA Association. To date we are the only two!

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IDTA Community Gathering – ONLINE

PROGRAMME 22 April 2017 - 1100-1500 UK time

1045	Early signups for all participants
1100	Welcome & Introductions—Julie Hay TSTA OPE
1110	Coaching and Contact doors—Lynda Tongue TSTA-Org – UK Listening skills are of vital importance in the coaching relationship. We can add layers to this skill by understanding driver speech patterns, and connecting them to Paul Ware's 'Doors to Therapy'. In this session, we will discuss Open, Target, and Developmental doors.
1135	The essentials of fast telephone coaching for leaders using TA—Christine Reijnders - Belgium What I'll be covering is: What inspired me to offer fast telephone sessions for leaders; A quick overview of the TA concepts I use most often; One or two cases to illustrate a telephone coaching session; Summary of my experience and learning with it to date.
1215	The Original TA Training Programme for Lay People—Hülya Ustel - Turkey For five years I have been teaching TA to lay people. I will share my journey and how it is getting bigger and an exciting way to go for me. I will also give some examples about my outlines for different groups.
1245	Celebration—Award of ICDTA Certificate to Froukje Willering
1255	Break
1315	Activating Free Child energy in education to positively influence symbiosis—Beatrijs Dijkman - Netherlands In this presentation I will show an example of how I give a course using participatory theatre, created by Augusto Boal based on Freire's critical pedagogy (Freire 1972), and how this helps student social workers increase autonomy in other situations.
1345	Importance of Relationships in Business—Nina Mileksic – UK (from Slovenia) Relationships are often hailed as one of the most important assets for business success. This presentation aims to analyse the process of networking and relationship building using TA, and suggest which TA models could be used to coach people to develop required competencies for successful networking
1505	Going for Gold—Debbie Moore - UK The presentation will describe how I used the Functional Fluency model as part of a short workshop for managers and customer service staff. The aim was to help them be more effective in their interactions with customers and colleagues.
1520	Physis and Thymos - or yin and yang in TA—Lieuwe Koopmans PTSTA O - Netherlands In TA the word Physis is used for natural energy of everything to grow and develop. In this workshop I will introduce the concept of Thymos, a Greek word that stands for the courage to live. We will explore the meaning of both Physis and Thymos to deepen our understanding of developmental processes.
1555	Closing—Julie Hay

Free to IDTA members – just email admin@instdta.org to book

Non-members—join for £20 (discounts for economically-disadvantaged areas of the world) - just email and we will process your membership and your booking

The Presenters on 22 April

Lynda Tongue TSTA-O – UK

Lynda runs a learning and development consultancy, based in Devon, UK. She specialises in leadership, running programmes and coaching leaders. She also runs TA for Practitioners (TAPs), a multi-level training group in the Developmental field, and TA Tribe, an online "virtual" training group. Lynda is also the Deputy Director of the MSC in Developmental TA programme.

Christine Reijnders - Belgium

Christine runs her own business called Start to be YOU (for Belgian market targeted to SME's) and Leaders Fast Lane (for international telephone coaching sessions for leaders). She has been associated with the Leadership Trust in the UK since 2005, first as facilitator for experiential leadership trainings, and since 2011 as consultant, executive coach and course director. Before working in leadership development she used to work (20+ years) on middle management level in international private organisations. Since 2015 she has been running an experiential leadership development course for masters students

Hülya Ustel—Turkey

Hülya has been a psychologist for 24 years and has been using TA in her work for 8 of those. She regards TA as an umbrella that covers all of her knowledge, and she is motivated to teach it to others. She has been very much in the lead in introducing the TA Personal/Professional Awards – she initiated them in Turkey and was the first person to have students who obtained this award. The TAPDA has of course now become available internationally, thanks to the original work done by Hülya.

Beatrijs Dijkman - Netherlands

Beatrijs is an educator in professional education for Social Work in the Netherlands, with a focus on drama, creativity and working in groups. She is in contract working towards the MSc in developmental TA.

Nina Mileksic – UK (from Slovenia)

Nina has a degree in Psychology and Masters in HRM. She works in a multinational financial services company in the City of London in a business oversight role which involves mediation and coordination across teams and countries, as well as a focus on regulatory requirements relating to how financial services conduct business. Recently she has started to build on her working experience in the corporate world by introducing TA into her work, and putting down foundations for her own coaching and consulting company.

Debbie Moore - UK

Debbie runs her own training and coaching consultancy based in Sussex, England. She is a contracted trainee in Organisational TA and has been a licensed TIFF provided since 2008.

Lieuwe Koopmans PTSTA O - Netherlands

Lieuwe is a Dutch trainer, coach and consultant. He works in all social fields both nationally and internationally. He is a trainer in Functional Fluency and TIFF and author of several Dutch books on TA about development and the power of the encounter.

One of his books; *This is who I am!* is due to be published in English soon.

IDTA Council News

ITAA Partnership



We have now signed a formal contract with the ITAA and have become an ITAA Partnership Organisation. We will soon be adding this to our website alongside the ITAA logo, and we will appear on the ITAA website as a partner. Partnership gives us a route to decision making within ITAA, we will submit an annual report to ITAA for consideration, and we can send an observer to ITAA meetings – as can ITAA to IDTA meetings.

IDTA will be paying a (very small) fee to ITAA per member, and our two associations will be making their newsletters available to all members. There will also be discounts for conferences and free advertising of events in each other's newsletters. They are now in the process of setting up the necessary administrative procedures to implement the agreement.

ICDTA Certificate

IDTA and ICDTA have a formal contract – ICDTA operates a number of awards and qualifications alongside the EATA/ITAA CTA, CTA Trainer and TSTA – and IDTA recognises ICDTA qualifications within our structure of membership categories.

We are delighted to learn that Froukje Willering in the Netherlands, a student with Psychological Intelligence Foundation CIC, has become the first to be awarded the ICDTA Certificate. This is the equivalent of achieving 25% of the requirements for CTA. It is also at the same level as a Postgraduate Certificate, or 60 university

credits on the way to an MSc, which is the route that Froukje is taking. Her work is therefore due to be submitted to a University panel in May.



We will be celebrating Froukje's achievement and awarding her Certificate online during the IDTA Community Gathering on 22 April.

IDTA Council Member becomes ITAA President Elect

Unconnected with our process to become an ITAA Partnership Organisation, we are delighted to announce that Lynda Tongue, long time IDTA Council Member and Chair of IDTA Training Standards Committee, has become ITAA President Elect.



This is truly wonderful news and we know that Lynda will do a great job when she takes over as President.

EATA Delegate

Lynda moving on means that she cannot continue in her role as one of the UK delegates to EATA. We are therefore liaising with the other three UK associations – UKATA, STAA and IARTA – to begin the process we agreed a few years ago for appointing a delegate that will be the official representative from all four associations. This procedure involves selecting someone and appointing them to the role – it is not run as an election of a representative because the delegate commits the associations to whatever is agreed at EATA meetings. I anticipate that you will soon see an invitation from the four associations to volunteer as we begin the selection process.

EATA Business

We have an increasingly lengthy list of items where we are waiting for responses from EATA. We have just heard that they have once again deferred their decision-making about allowing us to be recognised as a Special Interest Group. We have been asking for this because we are not a UK Association – 40% of our members are elsewhere. It is disappointing that after several years' work by a Task Force, there is still no decision and the Task force will have to be reconstituted because members of it

have reached the end of their term of office.

We still also have outstanding questions about why the Task Force that was looking at the organisational field was closed down before it completed its remit, why the content of the EATA Handbook has irrelevant examples about the organisational field, why there is now an option to take 28 years to become a TSTA, why the CTA Trainer and TSTA hours requirements are similar, and why they have introduced problematic wording within a new statement about plagiarism.

IDTA AGM

Our last AGM was held in July 2016 so we are due to have another in July 2017 or within a couple of months afterwards. Council are now considering options for the date and location. Meanwhile, we invite all members to start thinking about whether they would like to volunteer to join Council. Now that we have an Executive Director and some administrative support, the work of Council Members is focused more on policy and planning. Also, we are increasingly running our meetings online and via email, so there is no requirement to be based within the UK. If you think you that you might like to consider this option, feel free to contact anyone currently on Council or to talk to the Executive Director. Contact details are on the back page of this newsletter.

Message from the SAATA Newsletter Team

Editor's Note – the South African Association of TA is currently the only other ITAA Partner Organisation alongside IDTA.

Greetings from the SAATA Newsletter Team! We are inviting anyone who is a part of the TA community to contribute to our newsletter for future issues. You can send in your content at any time; we will keep it in our repository and publish it in an upcoming edition of the newsletter once our editorial team has reviewed it.

Please send your submission to newsletter@saata.org as a MS Word attachment. If you're using any images, please send the image file as a separate attachment.

Effective exchange of feedback to enhance working relationships – Part 2

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This article appeared in SAATA Journal, Vol 3, No 1, January 2017 and is reproduced with permission. It is Part 2 – Part 1 appeared in IDTA Newsletter 11:3 in September 2016

This is the second part of a 2-part essay, where I explore the use of Strokes (Berne, 1964) and Stroke Economy (Steiner, 1971) to effectively exchange feedback in a professional environment. In part 1 (Nadathur, 2016), I described the constituents of feedback as follows:

I used the OK Corral (Ernst, 1971) as a tool to understand the intent of feedback, and discussed, through examples, how the intent plays an important role in deciding the outcome of the feedback exchange process. In the context of the team I was coaching, I introduced the OK corral through examples and helped participants draw their Corralograms (Ernst, 1982). This was a reflective exercise where participants shared the quadrants they operate from

during a typical work day. An outcome of this awareness was an eagerness in the participants to know how to operate from the I'm OK, You're OK quadrant (Ernst, 1971) more often. Content of feedback helps in understanding this.

Content (What?)

Content is what gets exchanged between the giver and the receiver. Strokes are helpful in understanding content. Similar to physical hunger for food, all of us have a psychological hunger for stimulus – the need for physical touch. Berne (1964) inferred from Rene Spitz's experiments, that the satisfaction of this need is critical for the healthy development of an infant. As we grow up, the availability of physical touch reduces. We make up for this decrease by seeking other forms of recognition from a fellow human, like a smile, or a hello. In a working context, the feedback we receive from colleagues and supervisors satisfies this recognition hunger (Berne, 1964), helping us feel valued and motivated. Berne (1964) colloquially termed any act of recognizing another person's presence as stroking, and called what gets exchanged in such an act a stroke. Thus, strokes constitute the what? (content) of feedback.

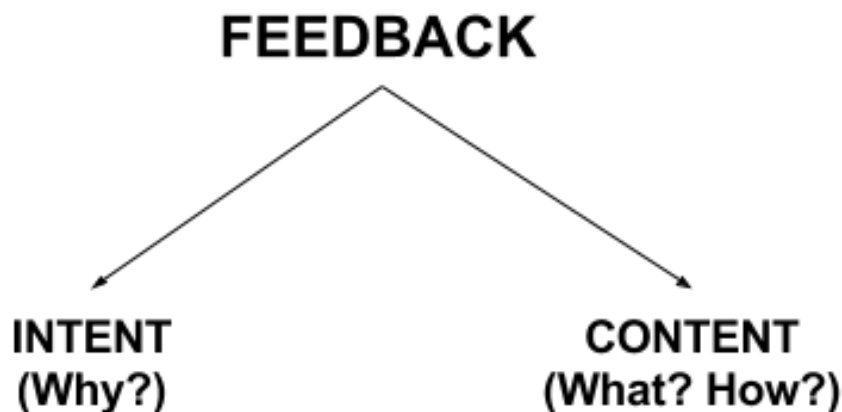


Figure: Feedback

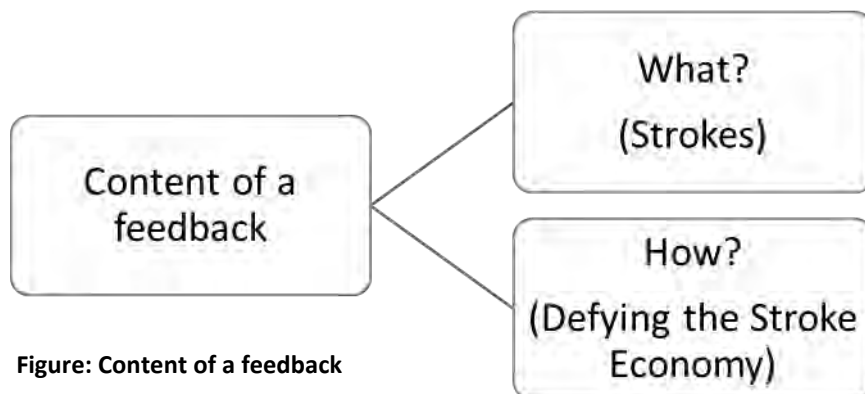


Figure: Content of a feedback

Woollams & Brown (1978) detailed the various kinds of strokes, which I have put together in the image below.

A feedback could be a combination of multiple kinds of strokes. Some examples are given below.

Verbal-Unconditional-Positive stroke:

I'm happy to have you on our team!

Non-Verbal-Unconditional-Negative stroke:

Meeting a known person's eye, and turning away without acknowledging their presence.

Verbal-Conditional-Positive stroke:

The proposal you submitted is excellent!

Verbal-Conditional-Negative stroke:

The quarterly report you sent for review had a major error. It had last year's profit numbers instead of this year's!

Artificial stroke:

Everything you do is always the best! – Unlikely to be true.

Cont/

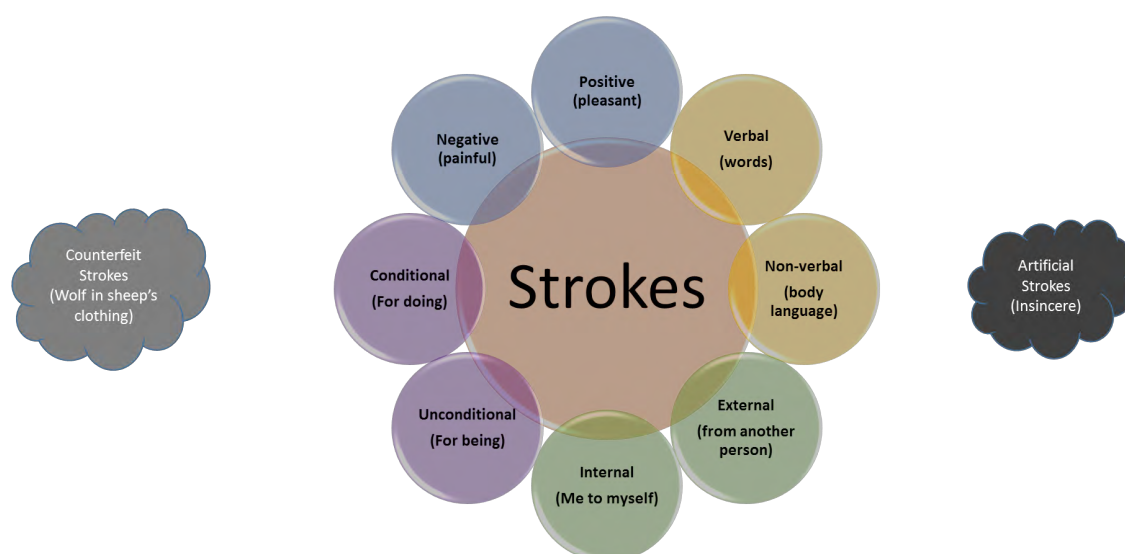


Figure: Various kinds of strokes

Counterfeit stroke:

Not too bad, for a beginner (said with a sneer).

While most strokes are useful, some (artificial, counterfeit, unconditional negatives) aren't. This brings us to what constitutes an effective feedback.

In my discussions with colleagues from the TA community on what constitutes an effective stroke, we identified 3 important components:

Qualifier – The adjectives that add quality to the stroke.

Data – The meat of the stroke, provides information.

Impact – Describes how the giver is impacted by the receiver; personalizes the stroke.

Let's use this construct to analyse and enhance the effectiveness of some examples from above.

1) *The proposal you submitted is excellent!*

Qualifier = excellent—a Positive Stroke

Data = The proposal you submitted

Impact = ?

In this example, the qualifier (excellent) indicates that the feedback giver is pleased with the proposal. However, it is not clear as to what made the proposal excellent. Was it the layout, the content, the flow or something else? This leaves the feedback receiver confused as to what "excellent" means, and (s)he is likely to interpret it in ways which the giver may not have intended to convey. Let's add some more adjectives to this stroke to qualify what excellent means.



Figure: Effective feedback (stroke)

The proposal you submitted is excellent! It is comprehensive, clear and practical.

Now the receiver knows what excellent means. This is the job of the qualifier - to clearly specify what is being appreciated (or criticised). Having qualified the stroke, let's add some impact to personalise it.

The proposal you submitted is excellent! It is comprehensive, clear and practical. It makes my job of getting customers' approval easy.

When the feedback giver shares the impact the receiver's work has had on him/her, it adds a personal touch to the feedback and helps in strengthening the working relationship. It also provides the receiver a glimpse of what the giver cares about.

Let's take another example to add the missing parts and make the feedback effective.

2) The quarterly report you sent for review had a major error. It had last year's profit numbers instead of this year's!

Qualifier = major error—a Negative Stroke

Data = quarterly report you sent for review, last year's profit numbers instead of this year's.

Impact = ?

This one's a negative feedback, and the qualifier is amply supported by data. However, the impact is missing, so let's add that.

The quarterly report you sent for review had a major error. It had last year's profit numbers instead of this year's! You and I could face prison-time if this report gets published as-is.

Now, the impact substantiates why this was such a *major* error, and also personalises the feedback, making it clear and effective.

Content (How?)

Exchange of feedback a.k.a. strokes must be a free-flowing phenomenon. However, it is not so, due to some of our limiting beliefs and societal conditioning. Stroke Economy, a theory that states there are rules governing the exchange of strokes, explains this phenomenon.

The rules of the stroke economy (Steiner, 1971) are:

- Don't give strokes you would like to give.
- Don't ask for strokes you would like to get.
- Don't accept strokes you would like to accept.
- Don't reject strokes you don't want.
- Don't give yourself strokes.

For example, many managers I work with are quick to criticise (i.e., give negative strokes), but rarely give positive strokes. They believe that erroneous behaviour must be criticised immediately so it can be arrested, while there is nothing special about healthy behaviours for them to be appreciated regularly. They seem to be following the 'Don't give strokes you would like to give' rule, making it difficult for subordinates to get appreciation from them. This creates an artificial scarcity of positive strokes in the working environment and the subordinates find it is easier to get criticised instead. Since strokes are essential for survival, this leads to subordinates "inadvertently" resorting to unhealthy behaviour just so they can get strokes from the manager. This is similar to how people dying of hunger will even eat rotten food if healthy food is unavailable.

The Qualifier-Data-Impact model of exchanging feedback helps managers be specific about what actions and behaviours

they want from their subordinates. It provides a structure to constructively exchange negative feedback, and be specific while appreciating. The receiver precisely understands the feedback's intent and content. In a group context, a useful exercise is to "defy the stroke economy by opening the heart" (Steiner, 1999). It entails a free exchange of strokes, operating from the I'm OK, You're OK quadrant and enhances cohesion by enabling open, honest and respectful communication.

In summary, know thy intent (I'm OK, You're OK), share thy content (effective strokes) and open thy heart (defy the stroke economy).

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Srinath works as an Agile Coach, enabling organizations transform to agile ways of working. He has over 11 years of experience in Software Products and Services in various roles ranging from Programmer to Manager to Entrepreneur. A transactional analysis trainee in the organisational field, he can be reached at srinath.gn@gmail.com.

IDTA Online Community Gathering 22 April 2017

7 different presenters, several different TA concepts, used within a variety of applications, in a variety of countries.

FREE TO IDTA MEMBERS

Just email admin@instdta.org to book



Summer Schools Hertford, UK

4-7 July 2017 led by Julie Hay TSTA OPE and Lynda Tongue TSTA O

8-9 July 2017 led by Julie Hay TSTA OPE and Madeleine Lauger TSTA O

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The Other Side of Power

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The following formed part of the text of a workbook on Power & Leadership within the ongoing developmental TA programme that Julie Hay leads – and is provided here in recognition of Claude Steiner, who died in January aged 88.



Probably the best-known TA author on power is Claude Steiner (1981), who wrote that his book on the topic of power was a sequel to *Scripts People Live* (Steiner, 1974). He described how his early experiences with power were related to engines, how he realised that metaphors of power linked to machines were “unable to speak to the realities of love, hate, hope, fear, joy or guilt.” (p.16), and how he came to realise also that the ‘American Dream’ is really the ‘American Nightmare’.

He critiques books on power that had appeared a few years before by various authors, and describes realising that he “was the privileged white male child of educated parents in a land and time of plenty... [who] didn’t realise that many other people work twice as hard as I did and didn’t succeed at all.” (p.30) and who

was prompted by the civil rights and women’s movements to recognise how blacks and women were oppressed – and then “to realise that my privilege extended beyond blacks and women. I had an unfair advantage over young and old people, gay people, disabled people, fat people, single people, but above all over the vast numbers of poor people in this country and the world over. The illusion that I was entitled to that advantage dissolved, and this new awareness radically change my view of myself and the world.” (p.31).

Steiner went on to propose the other side of power as an alternative “based on the belief that it is possible to be powerful, happy, and alive, to have close loving friends, to be appreciated by one’s co-workers, business competitors, or employees – and at the same time to be fair, considerate, and be guided by one’s conscience in all of one’s actions.” (p.33).

In Chapter 2 Steiner relates power to control in our everyday lives, using an example of ‘Mark’ and ‘Joan’, a couple who still love each other and are sexually attracted to each other but who have got into power plays as each tries to control the other – him to have sex and her to prevent it. Mark’s occasional attempts to make love forcibly have led Joan to fear a repeat; his continued attempts to manipulate her by being nice are met with her own attempts at control through refusal.

Steiner gives an example at work of the same dynamic, when the boss insists the employee works late, taking advantage of the employee’s obedience, but leading to resentment. As an alternative to the “control, power-play competitive mode [Steiner suggests the boss needs to use the] Other Side of Power – the loving, give-and-take, cooperative mode...” (p.46). He describes how this would involve the boss asking politely whether the employee is able to stay late, and offering something in return such as time off on another day.

Obedience is often mistaken for cooperation. Steiner tells the story of someone deliberately stepping on your toe, telling you it is for the good of the country, and of you seeing that the same thing is happening to many other people. When you see some people protesting, you are pleased when you see the police arrest them. Steiner explains this allegory is how we do not challenge unpleasant things done to us by people in power. Instead, we doubt ourselves, thinking we are stupid not to understand or too lazy to act. Hence, to become powerful, without power plays, we need to learn to be disobedient – which of course goes against what we have been taught as children.

Even as adults, we continue to obey 'authority'; Steiner refers to Milgram's (1974) well-known experiment during which people were manipulated into giving what they believed to be dangerously severe electric shocks to a 'learner' who was making mistakes, and who was begging them to stop.

Steiner points out how civil disobedience was needed for the American Revolution, the civil rights movement, the creation of trades unions, and the ousting of McCarthy and Nixon, and how it will be needed to defeat nuclear power (this in 1981). He emphasises that such "Disobedience is not necessarily a rebellious, violent trait, though it *can* be that – and at times needs to be that. I am speaking mostly of gentle disobedience that comes from self-respect and an ironclad commitment to be lovingly critical of oneself and others, to not go along with what we don't agree with and to ask, "Why?" over and over again until we are satisfied." (p.54). (Italics in original)

To explain why some obey authority more than others, Steiner describes the ego states as three ways to act:

"The Parent – the person who tells people what's right or wrong and what to do. The

Parent can be nurturing, taking care of people, and trying to protect them against harm, or it can be critical and nasty, controlling them with power plays and abuse.

The Adult – the person who thinks and acts rationally, without emotion, according to the rules of logic.

The Child – the spontaneous, irrational, and emotional, childlike aspect of the person." (p.55). (Italics in original)

He describes an incident of bullying amongst children, with the bully "coming from his controlling, oppressive Parent which is also called the Enemy, or the Pig Parent." (p 56) and the victim of bullying's own Pig Parent telling him to do as the bully demands, so that his scared Child is overwhelmed by two Pig Parents. Hence, this "Enemy has as its major and only function to Control people, and it is the source of all of the power plays and abuses of power that we are subjected to." (p.56) and we learn this type of behaviour from the grown-ups.

Steiner goes on to describe how the Enemy, or Pig Parent: inhibits us; tells us what to do and not to do; makes us feel not -OK; convinces us we are bad, ugly, sick, etc; may sound rational or authoritarian; operates as physical symptoms and/or nightmares; and may be flashes of dread or be like a tape recording playing inside our minds.

When it comes to power, Steiner writes of the noticeable attributes such as money, physical strength, employees/servants, or possessions, and contrasts this with feeling powerful, as an internal subjective sense of being a winner regardless of the outward attributes. Pointing out that power in terms of people is nowhere near as clear as it is for scientists thinking of ergs (units of physical power) related to dams, batteries, coiled springs and so on, he goes on to consider the myths of power as:

“1. The myth that most people are equally powerful.

2. The myth that people are basically powerless.

3. The myth that people have complete power over their own experiences and destiny.” (p.70)

No. 1 ignores the existence of power elites who make major decisions affecting us all. Here Steiner quotes examples of large corporations bribing foreign officials and the government overlooking these and other abuses, the Vietnam war, and the coming struggles about nuclear power.

No. 2 arises because we become used to feeling powerless, especially when we blame ourselves for not having an impact even when it would not be realistic to do so. “Powerlessness and isolation go together. Even if we are powerless as individuals, we can become powerful when we get together with others to change things.” (p.77). Hence, powerlessness has a component which is justified, as there are many things we really cannot change. The antidote is collective action.

No.3 relies on another myth – that “We are in sole control of our destiny; in short, we create our own reality.” (p.78). Continuing the quotation, Steiner calls “this notion ‘The Son of the American Dream’ because it is an artefact of the economic and geographic conditions in which we have lived for the last century. The conditions of plenty, which a few were able to easily exploit to their advantage, created the illusion for most North Americans that success and happiness were just a matter of being willing to work hard enough.” (p.78). Steiner wrote that this point of view has become distorted into a mindless belief in our absolute power; self-confidence and positive thinking may give us the power of faith and hope but what we achieve is not solely due to how hard we try. “Our power depends partially on

what we do and partially on what others do in response to it. Neither the myth of powerlessness nor the myth of absolute power makes any sense at all in the real world.” (p.81).

Steiner gives a brief account of the stroke economy (referring the reader to Steiner, 1974 for a fuller account). As a reminder in this workbook, the rules/myths are:

“Don’t ask for strokes.

Don’t give strokes.

Don’t accept strokes you want.

Don’t reject strokes you don’t want.

Don’t give yourself strokes.” (p.89)

Due to these rules, something that should be readily available (strokes) has become scarce and therefore treated as valuable and rationed. The rules are applied to the ‘feelings’ of being right, and to love, as if these are two commodities. The competition for these generates greed – we take more than we need for fear of future scarcity. In addition children and grown-ups may act this out through power plays such as ‘All or Nothing’ where they threaten to withdraw in some way unless they get their own way, Steiner also writes of how corporations operate in a similar manner by threatening that there will be no jobs, or no energy, or American way of life if they are not allowed to do as they wish, such as environmental destruction.

Steiner comments on the contrast between psychological games and power plays, writing that both “are defined as a transactional or series of transactions with a motive and a payoff. In games, the motive is to get strokes (biological advantage), to structure time (social advantage), and to assert a point of view which one holds about oneself (existential advantage).....In power plays, the motive is to obtain something from someone against that person’s will.....It probably could be argued that a game is a subtle power play for strokes.” (p.95)

Steiner describes how each power play has an antithesis, which is a way to neutralise it. He likens this to the martial art of Aikido, because it consists of defence and no offensive moves. We have to give up our desire for whatever commodity is being made scarce, and practice economy and conservation. This is most effective when the scarcity is artificial, such as psychologically in the scarcity of strokes, although it may not work as well when the scarcity is for something important that it is harder to detach ourselves from needing. Steiner illustrates the ultimate in this by referring to Hitler, where the only way to detach would have meant giving up the wish to stay alive.

He also contrasts antithesis with escalation, where the latter is a retaliatory power play which prolongs the competitive situation. For instance, if a salesperson tells you that someone else is likely to buy the car you are looking at if you do not decide immediately, you might respond along the lines of 'Have it Your Way' by saying that in that case you won't bother coming back. Steiner questions when it might be acceptable to power play back in this way, pointing out that wars are such but that for most of us, such serious choices are not necessary and recommending that a peaceful and cooperative manner usually gets more of what is wanted for everyone. For this, he refers the reader to Marshall Rosenberg's (1979) non-violent approach.

By the time Steiner reaches Chapter 7, he decides to define power plays more rigorously as "A Control power play is a conscious transaction or series of transactions in which one person attempts to control another's behavior." (p.104), after which he says that Control power play is the correct label but for ease he will simply refer to power play. He mentions Eric Berne's transactional analysis (without specific references although elsewhere he refers to Berne, 1961, 1964, 1976) and proposes that all power plays can be

analysed in terms of the stimulus and response of a transaction. He refers to the stimulus of the power play as the power move, and suggests that there can be four possible responses: acquiescence, countermove, antithesis or cooperative response. The first two are competitive responses that reinforce and perpetuate the power play; acquiescence completes the power play by letting the other person succeed and countermove escalates and becomes a stimulus for a second round. The antithesis is a self-defensive response which means the parties remain in the Control mode, whereas the cooperative response is intended to shift mode.

It is not always easy to know whether a power play is in operation. Steiner comments that power moves are conscious acts but some people will be oblivious to them whereas others will believe power play is in operation when it is not. Steiner refers to these as the Pollyanna error and the Paranoia error. He provides examples of how it can be difficult sometimes to know whether there is a power move and/or an escalation rather than a straightforward statement. For instance, someone may say that they are going to the movies by themselves and will be back late. If this is said to someone that they know is afraid of staying home alone, it may be a power play to control them into coming to the movies as well. If the person responds by saying that they will also go out and they will stay overnight with a friend, this may be an escalation but it could also be a way of taking care of oneself.

Proposing an example of rape as an overt physical power play, Steiner suggests that we can analyse power plays on two dimensions: whether they are overt or hidden/subtle; and whether they are physical or psychological. He writes that power plays tend to move from subtle to overt and from psychological to physical. Hence, power plays may have the theme of

intimidation, which Steiner says occurs much more frequently among poor and working-class people, especially from men to women and also between men, and the ultimate is rape, which he describes as the crudest of sexual power plays.

Intimidation power plays can be based on metaphors, such as claiming to have a broken heart, or political slogans. Such power plays may also use physical positioning, as it is easier to intimidate people if you are physically above them, or are behind a large desk, or if you can see more than they can, or if you are surrounded by people who would appear to be on your side. The head of the table is also a power spot, which is why round tables are better for cooperation.

In order to stop a power play, power parity is needed. This means the application of power that matches the power of the power play itself. Escalation means that more energy has been used whereas antithesis needs to be like a wall, which will stand up to the impact but will not push back. Power parity is also required for a cooperative solution. It may be necessary to find some way of changing the physical arrangements before you can match the power that comes with someone occupying a power spot. This may not be possible in hierarchical situations.

Steiner suggests a number of ways in which conversational intimidation occurs: interrupting, talking fast, raised voice, using insults; reacting with feigned shocked disbelief, which Steiner calls You got to be kidding (which he writes as if it is one word all in capitals); using logic through presenting false ideas supported by logic, or true ideas supported by false logic; If you can't prove it, you can't do it, which Steiner describes as expecting someone to prove their point when it is not possible to do this through logic; discrediting the sources of someone's point of view; redefinition which involves shifting the topic of the

discussion; and finally Steiner mentions threats, assault and physical violence.

Steiner then proposes that lies are a third family of power plays, adding that we are lied to extensively from our earliest days, and we also have many excuses for why we feel justified in lying ourselves. He refers to the bold-faced lie that relies on the trust of the recipient and their lack of information, or may be presented as the Big Lie, which is so enormous that we believe it because we cannot believe that such a lie can exist. Those who seek to control through lies may also spend a period first by being super honest. There are also lies of omission, half-truths, and secrets; promises to provide something that turns out to be far less than was expected; distorting the way that statistical evidence is presented; and gossiping to introduce false information.

The preceding material by Steiner was about offensive power plays; he then goes on to describe passive power plays, such as simply not listening, doing something else while you are speaking, forgetting instructions, or ignoring the responses from the other person, especially when they are saying no. Guilt can be used as the basis of a passive power play, as can claiming some kind of right to be respected.

Some people are particularly invested in power plays and put much energy into controlling others. Steiner claims that behaviour modification is also a form of power play because at that time it was being used on people who were confined in prison or mental hospitals where rewards and punishments were being used to shape their human behaviour, without their awareness. He also suggested that the rich and powerful teach the use of control to their children, and that all major politicians and corporations that would like to run our lives are constantly influencing all of us without us realising. Such control can lead to national governments controlling the news, or total populations being

subjugated, or the World Bank having the power of life and death over minor governments through the control of economic transactions. He points out that the ultimate example of control gone wrong was Hitler's Third Reich, and suggests that the New Right in the USA is using similar tactics (in 1981).

Going on to write about how to avoid being controlled, Steiner identifies four levels of awareness of being controlled and four levels of awareness of controlling others. In terms of being controlled, some (like him) are very aware and can spot power plays easily, others are aware of being manipulated although they are not aware of the power play dynamics, others only become aware of having been power-played some time after the event, and some people are never aware and simply do whatever is expected. In terms of controlling others, some will use conscious manipulation – and these include some psychotherapists, salespeople, doctors, politicians and managers. A second group are instinctive players because of the environment in which they grew up – they are often hotheaded and lose control so get less of what they want. Some are completely unaware of power playing and have no such skills. Finally, the fourth type know about power plays, know how to use them and to stop them, know how to respond cooperatively, and have made a conscious decision to do so.

Naming these four types the cold-blooded, hotheaded, innocent and cooperative person, Steiner describes what happens when they interact:

Hothead meets Hothead leads to escalation and uproar.

Hothead meets Innocent is typically what happens between men and women, the hothead gets what they want and the innocent goes along but eventually refuses so that the hothead escalates.

Innocent meet Innocent so there is harmony and easy communication.

Conscious Manipulator (Steiner appears here to have changed the name for cold-blooded) meets a Cooperator and there is a struggle as the cooperator attempts to influence the manipulator without power playing. In order to do this, the cooperator needs to be skilled and knowledgeable about control and power plays so they can recognise what is happening and respond effectively. They need to deflect the power play, which may be done by ignoring a subtle power play as long as that will not be seen as acquiescence. Alternatively, Steiner suggests the use of a WAM, which he jokingly describes as a gadget and which stands for Wait a Minute and is said in some form to the power player so that it gives the cooperator a chance to think about what to do. If a more forceful WAM is needed, Steiner suggests that you use an alternative WAFM (Wait a F**king Minute). After this the cooperator needs to choose a creative strategy, such as asking for more time to check facts, or to discuss their choices with friends, or to ask questions about what is being proposed, or to simply state that you feel you are being intimidated and you do not want to do what is being proposed.

In the final two chapters, Steiner presents ideas on how to let go of control and how to fill the vacuum that will be left. He explains that he became aware of the extreme subtlety and omnipresence of control in his own life when he and a woman agreed to switch gender roles on a date. He then experienced how it felt to have the 'man' turn up late because of an important phone call, decide where they were going to eat, kiss him on getting into the car, drive too fast, guide him where to walk through holding his arm, tell him what he should choose from the menu, stroke his thigh under the table, ostentatiously pay for the meal, expect him to go

wherever she wanted to go afterwards, and then become aggressive sexually which led him to experience a lack of ability to respond. Due to this experiment, Steiner realised that control and love are two different types of energy and whereas there may be a temporary pleasure in being controlled, people will want to be loved but not controlled in the longer term.

Some of the ways in which the control is exhibited is through invasion of personal space, conversational behaviour as described previously, and the sexism involved in the system of domination by men of women. Hence, Steiner now recognised why there was anger and energy within the women's liberation movement, and why men often struggle to make the transition when control is so deeply ingrained in them. Steiner also comments in some detail about control issues in terms of sexual relationships, orgasm, birth control, and the 'linguistic oppression' of referring to women as girls. He also describes living in the Round Mountain Cooperative Community, where the children are brought up without power plays (apart from those that are necessary to ensure that children avoid danger) in the belief that children will do whatever is right for them if they are given the freedom to choose. Steiner proposes that the world of work could also be improved if the workplace became more cooperative and more democratic.

Finally, Steiner introduces the concept of emotional literacy as an important aspect of the Other Side of Power. For many people, feelings are varied, or 'squashed' and we need to tune into the subtleties of

our bodily experiences instead of seeking stimulation from loud music, violence, speeding, pornography, drugs and so on. "Being emotionally literate, we are able to relate effectively, cooperatively, lovingly, nurturally with other people and get what we need and want without oppressing others. Emotional literacy makes us aware of the ugliness of lies, the unfairness of discounts, the importance of emotions – good and bad, ours and others. Emotional literacy teaches us about Love and Hate, intuition and paranoia, the difference between thoughts and emotions, and how to use both together to give us power and wealth." (p.224-225).

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