



IDTA Newsletter

Volume 12 Issue 3

September 2017

Welcome to our September Newsletter

The Call for Presenters is out for the next IDTA online Community Gathering due to take place on 17 March 2018 – and we are already open for bookings for participants.

We have held the IDTA Annual General Meeting and elected the IDTA Council - with several re-elections for continuity and a welcome new member—Leona Bishop in Curacao.

We have a call for help from EATA Research & Development Committee about research in academic settings.

And in this issue we have two papers - from new Council member Leona Bishop we have the content of her presentation during the recent Online Community Gathering - and from Julie Hay we have an extract from the workbook she has produced for her forthcoming October event within her series of monthly workshops and webinars.

Contents

IDTA Online Community Gathering 17 March 2018— Call for Presenters and Bookings being taken	2
IDTA Council News	4
Overcoming (role) conflict using TA within a management team of a small Non-Governmental Organisation in a 'small' community on Curaçao: A Presentation made for the IDTA Online Community Gathering 16 September 2017 <i>Leona Bishop</i>	5
Autonomy – some of the Early Material <i>Julie Hay</i>	16

IDTA Online Community Gatherings - next one now being planned



17 March 2018 - 1100-1500 UK time

Call for Presenters

Already open for Bookings!

We have been running online Community Gathering events since April 2016 and are now planning our 5th. Attendance is a free benefit to all IDTA members. Currently we also invite ITAA members and SATAA members because of the IDTA partnership arrangement with ITAA.

For previous events we have had participation from Belgium, Brazil, France, India, Italy, Netherlands, Poland, Romania, Slovenia, Switzerland, Turkey and UK, with requests to have the recordings received from members in Australia, China, Russia and the USA because of the UK timings ☺

Each time, we have several sessions in sequence, so we run it as one 4-hour event, with a 20-minute break, so that all participants are logged in for all presentations. We are using Zoom, which is great because it allows for any number of Webcams to be showing and also allows plenty of audience participation.

We are now inviting people to offer to present on 17th March next year. Whether

you are qualified in TA or not, we will welcome you if you have something interesting to share, whether that be a new approach to some TA theory, how you have been working with clients, using TA alongside non-TA approaches, or indeed anything else that is likely to interest our members.

All we need at this point is the title for your presentation, two or three sentences about it, two or three sentences about you as presenter and including your TA involvement so far, and some indication of how long a session you would like to run.

It would be really helpful to get that soon as we are keen to start shaping up the programme and get the publicity out. Once we see what offers we have, we will then be able to get back to you and confirm whether you are in the schedule.

And even if you don't want to present, you can send in your booking already — just email admin@instdta.org with March Event as the heading and we will confirm.

See the next page for ideas about presenting

Free to IDTA, ITAA, SATAA 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

IDTA Online Community Gatherings - presentations during previous Gatherings—to prompt you to offer to present on 17 March 2018

5- Trust Contract (Karpman)	Tin Vanderhoeven - Belgium
Activating Free Child energy in education to positively influence symbiosis	Beatrijs Dijkman - Netherlands
Coaching and Contact doors	Lynda Tongue - UK
Coaching and Contact doors	Lynda Tongue – UK
Contracting for Effectiveness in Meetings	Nina Mileksic – UK (from Slovenia)
The differences and the similarities – developmental TA and TA psychotherapy	Julie Hay - UK
The Dynamics in the Supervisory Relationship -	Julie Hay – UK
Emotional Intelligence and the OK Corral	Sharon Ward - UK
Essentials of fast telephone coaching for leaders using TA	Christine Reijnders – Belgium
Exchange of feedback and working relationships	Srinath Nadathur - India
Going for Gold (Functional Fluency for Managers and Customer Service Staff)	Debbie Moore – UK
Importance of Relationships in Business	Nina Mileksic – UK (from Slovenia)
Leadership Fundamentals	Lynda Tongue - UK
Leadership Research	Lynda Tongue- UK
Linking Theory of Emotions with TA Concept of Frame of Reference	Nina Mileksic – UK (from Slovenia)
The Original TA Training Programme for Lay People—	Hülya Üstel Elevis – Turkey
Physis and Thymos - or yin and yang in TA	Lieuwe Koopmans - Netherlands
Role Concept and Functional Fluency in a small community	Leona Bishop -Curacao
Sailship Success and Branding	Diane Richardson – UK
TA journey of an HR professional	Mat Tratnjek – UK, from Slovenia
TA Module in Coaching and Mentoring MBA Programme	Hülya Üstel Elevis – Turkey
Team Coaching in the Automotive Industry.	Soley Sezgin Akten – Turkey
Using TA during difficult workplace mediation-	Shane Evans – UK
Using TA to help people suffering from fear of failure	Koen Bosschaerts - Belgium
Working Styles & NLP Logical Levels	Susan Botfield - UK
Working Styles & Senior Leadership Teams	Clayton Ainger - UK
Working Styles in the Workplace	Lindsay Ainger - UK

Free to IDTA, ITAA, SATAA 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

IDTA Council News

AGM and New Council

We held our Annual General Meeting on 8 and 9 July 2017 and elected a new Council.

Sandra Wilson was re-elected as Chairperson/President, Bill Heasman as Vice Chair, and Mary Tobin as Treasurer.

The role of Secretary will continue to be undertaken by Julie Hay alongside being Executive Director.

We passed a Special Resolution so that Lynda Tongue could serve another term on Council so she could continue to be Chair of the Training Standards Committee, where it is important to have someone with an appropriate TA qualification.

Diane Richardson and Lindsay Ainger were re-elected to Council; Shane Evans was elected after being co-opted last year, and we welcomed a new Council member, Leona Bishop.

Leona is a CTA trainee in the Organisational field. She is the CEO of Dare to Care Leadership, Functional Fluency Coordinator Caribbean and TIFF Provider. Leona lives in Curacao. Leona is also the National Coordinator for the Caribbean for the TA Proficiency and Personal/Professional Awards, and the translator into English from Dutch of Lieuwe Koopman's recent TA book *This Is Me!*

Leona Bishop—New Council Member



IDTA Online Community Gatherings

Run on 16 September 2017

Next one will run 17 March 2018

We have just run our 4th successful IDTA online event on 16 September. We had several great presentations and during the event we were able to award the ICDTA Certificate to Beatrijs Dijkman, a student in the Netherlands who has completed the requirements (hours of application, TA training and supervision, plus submission of an 8-month learning journal and 3 portfolios demonstrating evidence of competent practice). Beatrijs' work is also going to University panels in expectation of being awarded the 60 credits equivalent to a postgraduate certificate—on the way to an MSc.

The next event is scheduled for 17 March 2018 and you will see an invitation to present, or to attend, in this Newsletter – plus a nudge to keep the date free anyway so that you can participate.

Two of our new Council members presented. - Shane Evans on a difficult workplace mediation, and Leona Bishop on role concept and functional fluency in a small community (in Curacao in the Caribbean).

EATA Matters

We still have some outstanding queries that we have raised with EATA and which are taking years to deal with. These include:

Allowing 28 years to attain TSTA status.

Organisational TA being shown in the Handbook to include counselling such as by nurses and advising on educational curricula.

Our long-standing request to be regarded as a Special Interest Group rather than a UK association—we now have 60% of our 123 members outside the UK.

Overcoming (role) conflict using TA within a management team of a small Non-Governmental Organisation in a 'small' community on Curaçao

A Presentation made for the IDTA Online Community Gathering 16 September 2017

© 2017 Leona Bishop

The purpose of my contribution was to illustrate the application of the role concept of Transactional Analysis (Schmid, 1994/2006) combined with Functional Fluency (Temple, 1999). A case study is used to highlight how these concepts can be used / linked for interventions within a small management team to overcome (role) conflict. I go on to pose the question: "Whether or not role 'contamination' is harder to prevent / overcome when living and working in a small community."

Location and Client System

Curaçao is an island in the southern Caribbean Sea, about 65 km (40mi) north of the coast of Venezuela. It is a 'constituent country' or sovereign state of the Kingdom of The Netherlands, which means that it is largely self-governing but with strong political links. The population is over 160 000, and it occupies an area of 444 square kilometres (171 square miles).

The client was a small environmental Non-Governmental Organisation (NGO), founded in 2015 by two friends, both sole proprietors, running the NGO next to their own businesses. Their Objective for the NGO was raising environmental awareness amongst all elementary school children (age 9 – 12) and their teachers on Curaçao within 5 years. Activities include creating environmental teaching materials and curricula, bringing environmental

education to elementary schools via 'guest teachers' working with the NGO, and organising awareness raising events. The NGO is dependent on funding and sponsoring.

From starting off with two founders, the NGO has grown to 35 team members within 2.5 years. This meant that soon all roads led to the two founders for all day-to-day decisions. Both had full knowledge of everything that happened, there was no formal organisational structure, especially at managerial level, and no clear role boundaries – they were chipping in whenever and whatever was needed.

They had been very successful in the community, as a fast-growing organisation with fast-growing demand for their products. They had big ambitions for the years to come – however there were problems including:

- Unstable funding stream;
- Founders no longer able to cope with the increased 'business' and tasks;
- working long hours, without financial reward;
- own businesses of the founders were suffering;
- stress / health issues / burn-out around the corner;

Without a professional organisation structure, with clear roles and tasks, the NGO was falling apart. Increasing tension between the founders had been evolving into a conflict when one of the founders expressed the desire to become the sole leader.

It was at this juncture that one of the founders asked me to coach the management team to help improve the scenario.

Our agreement

Initial problems presented by the client based on the obvious symptoms of an

ailing organisation were:

1. Lack of sustainable funding to meet high ambitions;
2. Imbalance between high effort and low reward;
3. High levels of pressure on management team, stress, conflict and health problems.

Based on these, the agreement was to facilitate them to do the required interventions that would result in:

1. An organisational structure that supports the NGO's purpose, ambition and strategy;
2. A healthy balance between effort and reward within the context of a non-profit making organisation;
3. Improvement of the wellbeing of management team members.

With a timeframe of 6 months, divided into two phases: diagnosis and intervention.

Diagnosis Phase

Frameworks for diagnosis were:

- the organizational script grid (Krausz, 1993)
- Berne's group diagrams (1963)
- Group imagoes and stages of group development (Berne, 1963, Tuckman, 1965)

Management team members were interviewed with the use of the Functional Fluency instrument (Temple, 2015).

Interpersonal and inter-group dynamics were assessed through observation of meetings and real-time transactions.

Highlights of the diagnosis were:

- **Organizational script:** "non-winner"; survival reactive, unclear organizational structure, unclear roles, poor leadership, a lot of time spent without clear objectives/

priorities, dependence, approach to money ambiguous, decision making and problem solving are poor, . . .

- **Group diagrams showed:** lack of clarity in roles and responsibilities at all levels, complex leadership with both founders occupying the space without clarity of boundaries, time wasted in the minor internal processes, . . .
- **Adapted group imago / storming:** agitation across the leadership boundary, conflicts and polarisation around personal issues with concomitant emotional responding in the task sphere, . . .

Intervention Phase

Planned interventions as a result of diagnosis were:

1. Clarify the values, mission & vision;
2. Scenario planning;
3. Clarify goals and results;
4. Role analysis for all positions;
5. Coaching to clarify the leadership role and the boundaries between the two founders;
6. Restructuring the organisation;
7. Team coaching & training to improve functional effectiveness of management team.

One third of the way . . . we were stuck in the process when questions with regard to organisational relationships arose and decisions needed to be made about a new organisational structure and roles.

The Role Concept of TA (Schmid, 1994/2006) and the Functional Fluency Model (Temple, 2015) were used for the role analysis and to help clarify the boundaries between the two founders and resolve the conflict.

Schmid (1994/2006) developed his role concept when dissatisfied with a lack of

systemic concepts within TA that could be applied in organisational work. He won the 2007 Eric Berne Memorial Award for his expansion of the ego state model, which integrates TA-approaches with systemic ideas and can be used as both a personality model and a communication model. In this model:

- a person is described as the portfolio of his or her roles played on the stages of his or her world;
- a person's uniqueness and humanness are expressed in the way they structure their roles;
- they are also expressed as content and in the way roles are experienced and lived;
- going beyond ego states, roles connect people with plays and stages of their worlds;
- thus, personality is also a matter of context and content.

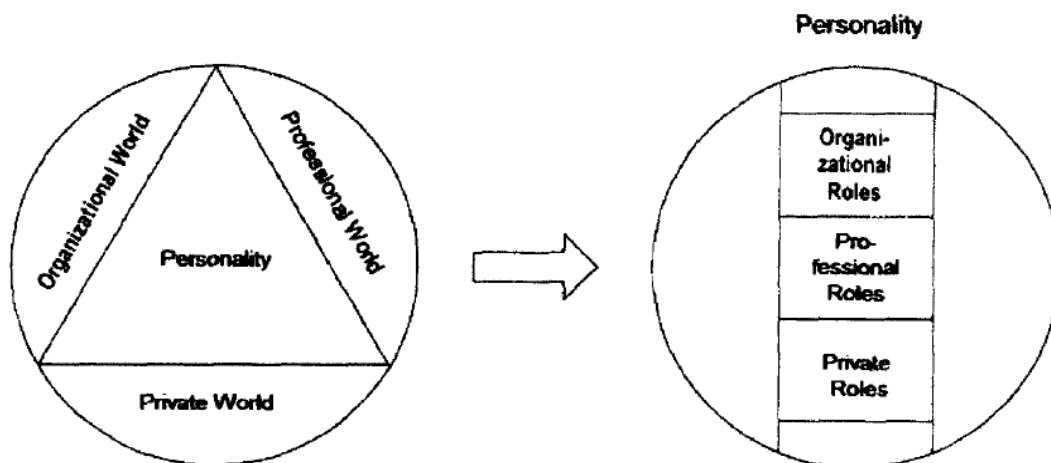
The circle is a symbol for the necessity of integrating roles and worlds. Schmid diagrammed the roles within a ladder, which allowed for the addition of more roles at the top and the foot of the ladder (Hay, 2011).

Therefore:

- Distinction between the three worlds is helpful for a better understanding and more autonomous definition of oneself in organizations.
- Many questions confront the same person in different ways depending on the role from which questions are put.
- Definition of Role: "a coherent system of attitudes, feelings, behaviours, perspectives on reality, and accompanying relationships" (Schmid, 2008, p.20).
- The description of roles always touches on the description of relationships corresponding to these roles and the play the role is played out within.
- From the view of the person every role entails ideas about the kind of relationships which can be shaped for and are suggested by this role.

At this stage questions were put forward to the two founders (& MT members) to reflect upon:

- How many roles do you have (on



The Three-world Personality model & Role ladder model based on the Role Concept Schmid, 2008, p.19

which stages are you standing and which roles are you playing)?

- How many roles are active simultaneously in you in the context?
- How competently do you act within each role according to the situation?
- How do you structure your relationship with one another on the basis of your roles?

Insights

The chart below shows the results.

A and B both recognised that they were:

- not being economical with their own resources of energy and time; eaten up by role demands (**role economy**);
- lacking congruency in most of the organisational roles - not (yet) in accordance with their talents (**congruity of roles**);
- spending most of their energy in the professional roles where they felt comfortable with each other,

working together well (**activating roles / executive power**);

- unconsciously shifting energy from the private role to the professional role, due to increasing pressure, influencing the focussed reality as well as the relationship (**activating roles / executive power**);
- not recognizing that they had to acquire role competence in the organisational roles (**role competence**);
- not able to differentiate roles situationally and in reference to the context (**role competence**);
- not feeling fulfilment in diverse roles simultaneously (**role integration**);
- unconsciously activating feelings and behaviours in management team meetings which needed to be addressed in the private role relationship between founders (**role contamination**).

Founder A			Founder B			Representative of NGO
Foundation treasurer	Organisational		Foundation secretary			Psychological leader
Admin. supervisor			Visionary			
Purchasing manager			Fundraiser / Proposal writer			
Marketing & Sales			Marketing & Sales			
Event manager			Event MC			
Curricula creator	Professional		Curricula creator			
Graphic Designer			Writer / Journalist			
Sole proprietor working with FB & for FB's husband & sponsors & friends			Sole proprietor working with FA & for sponsors & friends			
Friend of sponsor	Private		Rotary member (Rotary is sponsoring NGO)			
FB's close friend			FA's close friend			
Carpool mom			Wife (of NGO-freelancer)			
Single mother of son who is best friends with FB's son			Mother of son who is best friends with FA's son			

For B, additional insights included:

- Feeling unable to develop herself adequately in her organisational role, leading to stress, diminishing quality of life, mental burn out, health issues (**autonomy**);
- Not dealing responsibly with the working capacity and the time of herself and other team members (**role economy**);
 - Fixed in role as representative – manifesting her commitment to the NGO in all situations (**role fixation**);
 - Finding it increasingly difficult to break away from professional roles into private roles (**functional limitation**).

Roles and Reality in the Relationship

“An integrated personality is the concept of a mature personality, meaning a person who can integrate diverse roles in different worlds in a **functional** and **essential** way.” (Schmid, 2008, p.20) (bold added)

“From the systemic perspective communication is a **co-creative process inventing reality**. Communication is not only an exchange of messages, but also a definition of the roles in which we communicate, the contexts we refer to or create, as well as the pertaining relationships.” (Schmid, 2008, p.20) (bold added)

When commencing communication we ought to focus our attention first and foremost on establishing the proper role level in the relationship and addressing the partner **effectively** in this role area. Similarly, the reliable considerations and procedures for activating and addressing ego states apply here too.

Transactions between roles are considered as complementary or non-complementary, overt or covert – Schmid likens the latter to foreground and background levels of communication (Hay, 2011). Hence, we

can imagine the two parties with their roles and their communication, using a basis the function fluency model shown overleaf.

Simplifying the diagrams somewhat (the functional fluency modes are still there but not shown in the diagram), we can show the transactional sequence between A and B. As shown overleaf, these were:

1 – 2: Complementary in professional roles

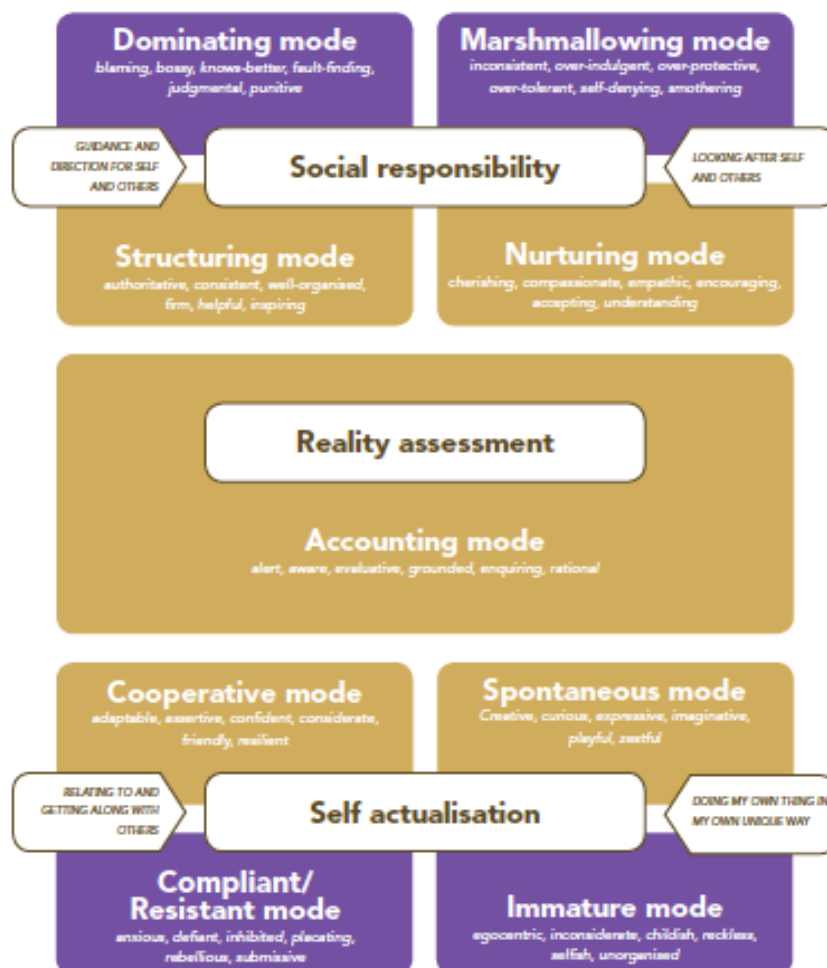
They got to know each other through their sons who became best friends at school. Soon A and B start to work creatively and effectively together as professionals (A is graphic designer and B is a writer) – complementary transaction (1 and 2) in professional roles / effective behavioural modes with a lot of energy going into the Cooperative and Spontaneous modes.

3 – 4: Complementary in private roles

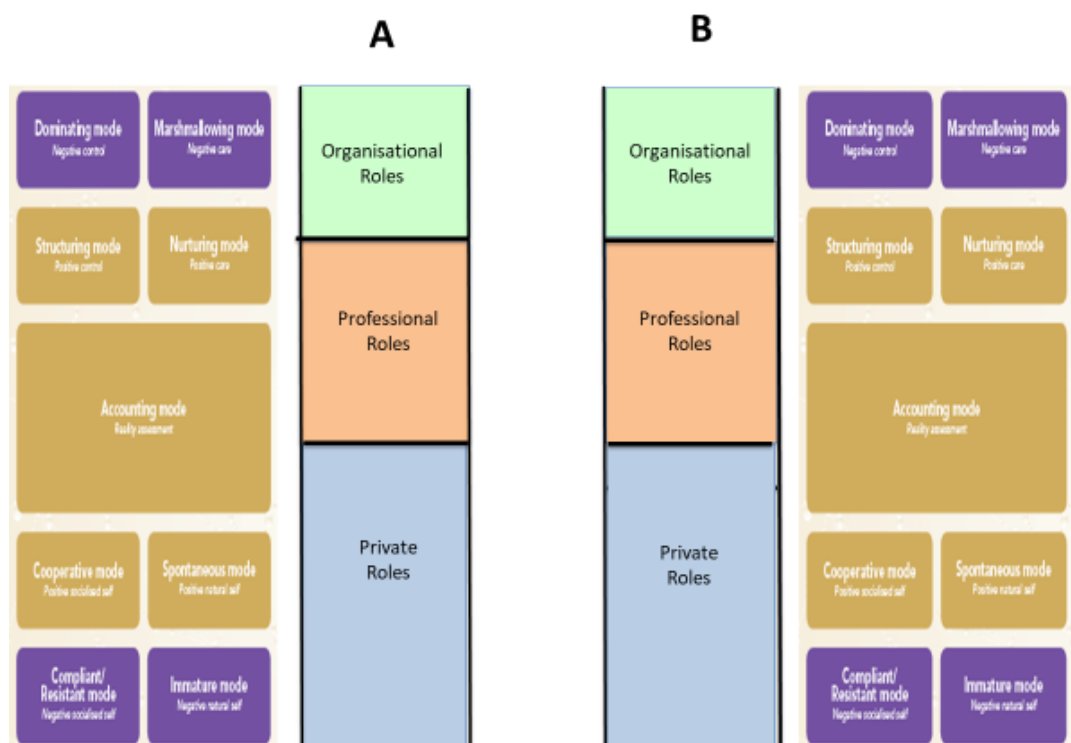
A and B become close friends. A is having a difficult time after ending a relationship. She is finding it tough being a single mom with an overactive son. B takes A and A's son under her wing, B typically putting relatively a lot of energy into the Marshmallowing mode (over-protective, smothering, self-denying) and A typically putting relatively a lot of energy into the Compliant mode (placating, inhibited, submissive).

5 – 6 / 5a – 6b: Non complementary in professional roles

Difficulties arise when the private role relationship starts interfering with the course of the professional role relationship. B starts 'over asking' A and A does what B asks in the professional area (5 and 6). B is feeling the pressure of not earning enough money in her own business because she is putting all her time and energy into the NGO, which is putting pressure on her private roles. B asks a lot from A in the professional area because of the pressure she is feeling in the private area (5.a). She does this typically putting relatively a lot of energy into the Immature mode



Structuring relationships & communicating between roles in a 'functionally fluent' way



(inconsiderate, impulsive, unorganised) and A does what B asks out of loyalty and wanting to please B (6a. Compliant Mode). Stimulus and response – pertaining to the role areas – result in a non complementary transaction. The intensity of the private relationship was being used up.

7 – 8 / 7a – 7b: Non complementary in organisational role

B, becoming aware of her ineffective behaviour and seeing that the organisational roles had been neglected and that they urgently needed to be filled competently in order for the NGO to professionalise, starts to take her organisational roles seriously, whilst also addressing A in the organisational area . B writes a proposal for a new organisational structure, proposing that she takes the lead as managing director of the NGO and asks A which roles she sees for herself. Although B's intention is to bring structure into the organisation, a relatively large amount of her energy is leaking away into the Dominant Mode (bossy and fault-finding). A gives her input with resistance - Resistant mode (7-8).

A and B get caught up in discussions, not able to come to an agreement on the new organisational structure and roles. A and B were trying to solve the relationship problem on a role level on which no solution was to be found (non complementary). They needed to go to their private relationship first to open up new possibilities. What was going on (in a nutshell)?

A and B felt alienated from one another and were no longer happy working together and spending time privately together. B was internally extremely angry, blaming A that she was "letting B do all the work". Her thoughts: "For years she has been taking care of A looking for work that they could do together. A always makes sure that she organises her own work well,

she has plenty of income, and I have nothing . . . and her son hit my son and she isn't doing anything about it . . . She doesn't know how to handle her son, ... She's a great graphic designer, but she's incapable of taking a leadership role ... I have a dream with this NGO and she is holding me back.." (Dominant Mode: blaming, fault-finding, judgmental).

A's thoughts (A also in the Dominant Mode): "B is so demanding and bossy, it's never enough, she always wants more and more, she hasn't got a switch off button, I am so loyal to her, how could she just want to kick me out of the management team, I would never do that to a friend, she's discounting the amount of time and energy I have put into this and the fact that I am the founder and creator together with her . . . And she doesn't participate in the mom carpooling, whilst she has a husband and I have to do it all by myself . . ." (7aD – 8a D).

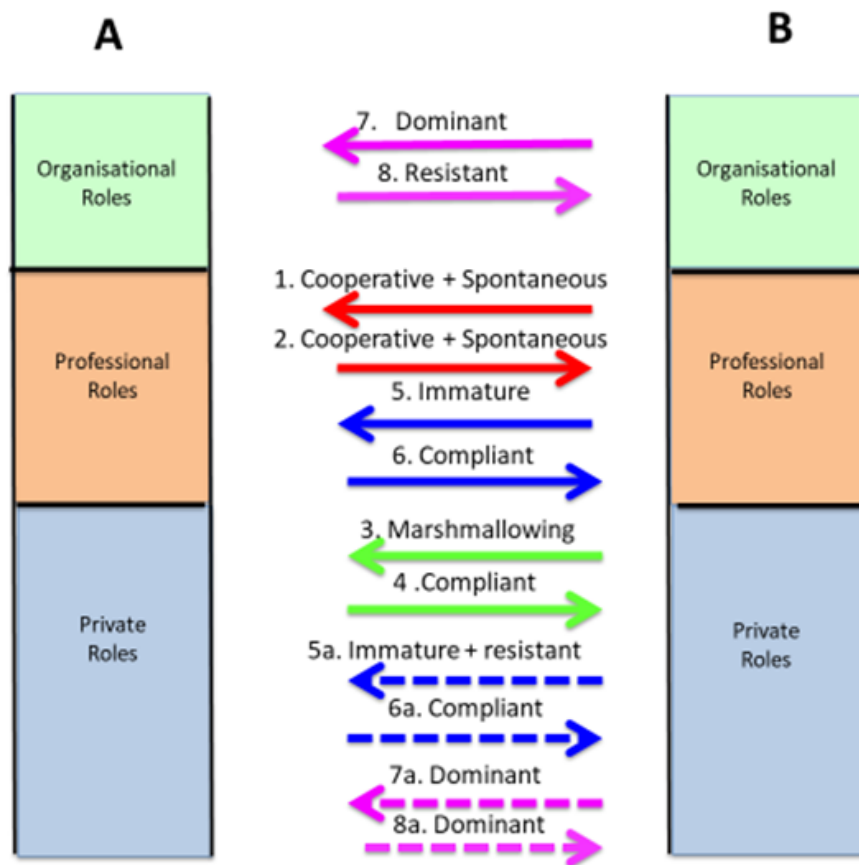
The private relationship had come into the foreground of the organisational relationship. Confronting each other with their thoughts, feelings and perspectives in the private relationship area instilled a new dynamic in the relationship, loosening up the stereotype relationship patterns that had developed over the years in the professional and private relationship areas, opening up new possibilities on the organisational level.

Concluding questions

- Is role 'contamination' harder to prevent / overcome when living and working in a small community?
- Is it harder to integrate roles when living and working in a small community?

I have no scientific proof (yet), just experience on the island of Curaçao.

The case I have presented does seem to be an illustrative example of how things 'go' on this island. For example, I continue to



have a relationship with both founders, as businesses leaders as well as acquaintances.

This experience has made me become much more aware of the stages that I am playing on in my world and the roles I am playing, and that it is important to be crystal clear from which role I communicate and also understand from which role questions are put to me.

It is also about 'contracting' with roles in mind, and it is extremely important to be economical with psychic energy, time and attention in the roles I take on . . . and much more!

How is it for you?

References

- Berne, Eric (1963) *The Structure and Dynamics of Organisations and Groups*, New York: Grove Press
- Hay, Julie (2011) Transactional Analysis and Social Roles *IDTA Newsletter* 6:4 8
- Krausz, Rosa (1993) Organisational Scripts *Transactional Analysis Journal* 23:2 77-86
- Schmid, Bernd (1994/2006). Transactional Analysis and Social Roles, in Möhr, Gunther & Steinert, T (eds). *Growth and Change for Organizations: Transactional Analysis in New Developments 1995-2006*, Bonn: Kulturpolitische Gesellschaft (32-61) (original publication was in 1994)

Schmid, Bernd (2008) The Role Concept of Transactional Analysis and Other Approaches to Personality, Encounter, and Cocreativity for All Professional Fields *Transactional Analysis Journal* 38:1 17-30

Temple, Susannah (1999) Functional Fluency for Educational Transactional Analysts *Transactional Analysis Journal* 29:3 164-174

Temple, Susannah (2015) Celebrating Functional Fluency and its Contribution to Transactional Analysis Theory *Transactional Analysis Journal* 45:1 10-22

Tuckman, Bruce (1965) Developmental sequence in small groups *Psychological Bulletin* 63 384-399

Researchers in Academia—tell EATA who you are 😊

EATA Research & Development Committee would like to hear from any researchers who are in academic settings and who are willing to complete a questionnaire. Whilst all research is valuable, they want at this point to target academia in order to find ways to support the publication of TA research in academic journals. Please invite anyone you know who researches TA within an academic setting—they do not have to be TA accredited. Please email direct (not via IDTA) to David Kryštof on david.krystof@ta-cata.cz to confirm that you are willing to receive a questionnaire.

Publish in IJTARP

Don't forget that academics and others can all submit their work—on research and practice involving TA—to *IJTARP*—the *International Journal of Transactional Analysis Research & Practice*—see www.ijtar.org or email direct to editor@ijtar.org

IJTARP is an EATA publication so is published as open access, free to anyone to sign up as a reader, and with no fees to authors. Plus there is help for authors who have not published before, and with translations into English.

Psychological Intelligence Foundation CIC

A non-profit educational foundation



Led by Julie Hay, TSTA Organisational, Psychotherapy & Educational

We operate in Hertford and other centres in the UK,
plus internationally with workshops and webinars

Get an MSc while you study for CTA, CTA Trainer or TSTA

Get developmental TA practitioner accreditation in one year

Get recognition by EMCC, ICF, ILM, CMI

TA Awards you can offer your clients

Practitioner Awards for those already qualified in non-TA approaches

Professional Qualifications that equate to 25% and 50% of CTA

Postgraduate Certificate, Diploma, MSc

Add an extra field without repeating the training hours

TA Trainer/Supervisor and TA Master Trainer/Supervisor –

27 days over 3 years, plus optional MSc, alongside EATA CTA Trainer/TSTA

For more information see www.pifcic.org and www.ictaq.org
or contact Julie Hay on pifcic@pifcic.org to arrange a free exploratory discussion

Psychological Intelligence Foundation CIC
Wildhill, Broadoak End, Hertford SG14 2JA, UK
+44 (0)1992 550246 www.pifcic.org

Triangle TA Group and TA Tribe

**CPD, mentoring and supervision for coaches,
trainers, consultants, teachers, therapists,
youth, health and social workers**



Triangle TA Group (TTAG) is a new multi-level group based in the seaside town of Torquay, Devon, UK.

Joining TTAG will give you opportunities to:

- Increase your communication skills
- Improve your coaching practice
- Enhance your training practice
- Work towards TA qualifications
- Receive supervision on your professional practice
- Network with like-minded professionals

Qualifications on offer are:

- Triangle TA Practitioner Award
- Developmental TA Certificate and Diploma
- MSc Professional Development (DTA/DTA Coaching)
- Certified Transactional Analyst exam preparation
- Teaching and Supervising Transactional Analyst exam preparation

Upcoming workshop dates:

- | | |
|---------------------------|--------------------------|
| • 23 and 24 November 2017 | • 21 and 22 June 2018 |
| • 26 and 27 April 2018 | • 25 and 26 October 2018 |

Cost: £250 plus vat (individual rate) £350 plus vat (organisational rate)

So – whether you are interested in working towards TA qualifications, or are seeking continuing professional development, visit www.lyndatongue.com for more details.

TA Tribe – an online group providing regular workshops and supervision for those who for practical reasons prefer a “virtual” approach. **Supervision** one to one is also available.

For more information, visit: www.ta-tribe.com for more details.

Autonomy – some of the Early Material

© 2017 Julie Hay

Author's Note: The following is extracted from a workbook on Individual Development (the topic for October), written by me as part of the TA training I provide via workshops and webinars for those seeking TA qualifications, including an MSc and the CTA. See www.pifcic.org for more details.

In 1987, a guide to TA literature produced by Novey (1987) had no separate entry for autonomy, listing it only on page 34 under the heading of Script vs autonomy. The following is a collection of ways in which autonomy was dealt with in the early literature.

Within the *Transactional Analysis Bulletin* there are occasional mentions of autonomy but the word appears to be being used in its normal sense rather than having a specific transactional analysis definition. The only exception appears to be Mannel (1968) who refers specifically to it as the equivalent of being in Adult ego state, commenting that Parent represents conformity and Child is about social cooperation.

Berne (1964) did not index autonomy in *Games People Play* but had a 3-page chapter entitled Autonomy and a 1-page chapter entitled Attainment of Autonomy (4 pages out of a total of 173 pages in the book). He wrote that:

"The attainment of autonomy is manifested by the release or recovery of three capacities: awareness, spontaneity and intimacy." (p 158)

He described awareness as the "... capacity to see a coffeepot and hear the birds sing in one's own way, and not the way one was taught... requires living in the here and now, and not in the elsewhere, the

past or the future" (p. 158)

"Spontaneity means option, the freedom to choose and express one's feelings from the assortment available (Parent feelings, Adult feelings and Child feelings). It means liberation, liberation from the compulsion to play games and have only the feelings one was taught to have." (p.160)

"Intimacy means the spontaneous, game-free candidness of an aware person, the liberation of the eidetically perceptive, uncorrupted Child in all its naivety living in the here and now." (p. 160). This definition appears to define intimacy in terms of awareness and spontaneity, rather than as a separate construct.

Berne also wrote here about one-sided intimacy, giving as an example the behaviour of professional seducers.

Berne (1970) indexed the topic in *Sex in Human Loving* as Autonomy, illusions of. He wrote that:

"man is born free, but one of the first things he learns is to do as he's told, and he spends the rest of his life doing that. Thus his first enslavement is to his parents. He follows their instructions forevermore, retaining only in some cases the right to choose his own methods and consoling himself with an illusion of autonomy . . . the road to freedom is through laughter – no joke magazines in slave-holding countries like Nazi Germany. Sun Tzu demonstrated military discipline by beheading harem girls who giggled so the rest obeyed orders. . . . This freedom to select methods for arriving at the predetermined goal helps to support the illusion of free choice or autonomy. e.g. Cinderella scripted to be a winner, sisters to be losers but all did it in their own ways. . . . It is built-in that the Parental instructions will work like an electrode, so that the person will end up following them almost automatically with little or no chance to decide for himself. It is also

built-in that he will think he is exercising free will. . . Some people know their behaviour is determined by what parents told them at an early age.” (p. 177)

Steiner (1971) in *Games Alcoholics Play* did not index autonomy and referred on page 125 to awareness, spontaneity and intimacy without mentioning autonomy.

Berne (1972) did not index autonomy in *What do you say after you say Hello?* but he referred to the uncontaminated part of Adult in his diagram of contaminations as the “true autonomous area... [which] is actually free to make Adult judgements based on carefully gathered knowledge and observation. It may work efficiently in a trade or profession, where a mechanic or a surgeon uses good judgment based on previous education, observation, and experience.” (p.154).

Berne went on to say that “Insofar as he recognises and separates these three areas [uncontaminated parts of P, A, C] he is autonomous; he knows what is Adult and practical, what he accepts that came from others, and what he does that is determined by early impulses rather than by practical thinking and rational decisions.” (p. 155)

Berne also suggested that we should regard only the area of Adult without contaminations as the ‘True Autonomous Area’ and not the area of the complete circle of Adult that includes the shaded parts of the contaminations. He described dividing the smaller area of true autonomy by the larger area that includes contaminations to produce a figure that he proposed be known as the Degree of Autonomy.

Steiner (1974) indexed autonomy in *Scripts People Live*. He commented that “Decisions which lead to healthy personality development must be both timely and autonomous. Thus, in proper script-free ego formation, the date of

decisions is such that it provides for sufficient information, lack of pressure, and autonomy.” (p. 85). He includes a chapter entitled *Child-Rearing for Autonomy*, wherein he commented about raising children to have a maximum amount of autonomy, bringing them up to discover what it is they want, not interfering with their spontaneity, awareness and intimacy, suggesting an example of letting the child decide its own bedtime and letting them learn that autonomy does not include the freedom to cause inconvenience to others; and that raising children for autonomy requires a larger community which is supportive and understanding of the process.

He went on to provide 10 Rules, which can be summarised as:

- Do not have a child to whom you can’t extend an 18 year guarantee of Nurturing and Protection.
- Provide the child with freedom to fully exercise the faculties of intimacy, awareness, spontaneity.
- Intimacy is defeated through the Stroke Economy.
- Awareness is defeated through Discounts.
- Do not lie to your children, ever, either by omission or commission.
- Spontaneity is defeated by arbitrary rules applying to the use of the body.
- Do not Rescue and then Persecute your child.
- Do not teach children competition.
- Do not allow your children to oppress you.
- Trust human nature and believe in your children.

Holloway (1974) wrote that “Autonomy can be described as the ultimate

individuation and implies that the person is capable of the full use of options in attaining strokes from multitudinous others and that specifically excluded is the option of a single fixed dependent relationship (including a fantasised dependency). Ongoing dependency, especially beyond childhood, is only granted in exchange for obligation. Obligation is accompanied by resentment and resentment prevents intimacy. Autonomous functioning, therefore, is the condition which permits of intimacy while dependency precludes intimacy between adults.” (p. 15-16). Holloway goes on to suggest two broad categories of contracts, for social control and for autonomy, referring to rededication therapy is an approach to achieve the latter.

Baute (1975) introduced the idea of the ‘autonomy chair’. Writing of how some clients announce they are leaving a therapy group before the therapist believes they are ready, Baute explains that confronting this may be seen as the therapist attempting to block the client’s autonomy. The technique of the autonomy chair is that the group member sits in the particular chair and asks the group whether they believe he/she is free of whatever was the subject of the therapeutic contract. “The group and the therapist confront the person in the “autonomy chair” with observations, impressions and questions concerning his behavior.” (p. 181). Meanwhile, the therapist is alert to whether any games are being played around the chair technique, by the group members or by the therapist themselves. For instance, group members may be angry at someone getting well if they have not done so themselves, or the therapist may not want to part with a group member who seems to be doing well and for whom the therapist feels ‘Pygmalion pride’. Baute explains that the use of the chair is voluntary. No personal attacks are allowed but challenges are

encouraged, as are ‘I’ rather than ‘You’ comments. The focus is on the person in the chair and they are expected to respond to each question or statement; any processing of transactions is done with others later.

Goulding & Goulding (1978) wrote that when a child makes a decision to accept information, they forfeit their autonomy. They described their goal as *immediate* [their italics] autonomy for the patient, with patients making their own decisions rather than relying on the therapist in the role of the parent. In Goulding & Goulding (1979) they added that they ask the client to claim their autonomy whenever they give it up, by owning that “Each person makes himself feel and that no-one makes another person feel.” (p.5). They also identify on page 85 some words that deny autonomy: try; can/can’t versus will/won’t; make feel, discount when applied to discounting others – each of us decides whether to consider ourselves discounted; it instead of I; you instead of I; we instead of I; maybe, perhaps.

Baute (1979) claimed that autonomy had come to mean individualism and privatism, with transactional analysts being blind to the oppressive conditions and personal alienation that mean that much of the human race has no opportunity of achieving autonomy. He proposed that two concepts, a sense of community and human responsiveness, are needed beyond intimacy and autonomy, and commented that “as long as TA is a belief system that does not recognize its own loopholes, it functions as a middle-class tranquillizer and an endorsement of the status-quo.” (p. 170)

Bary (1979) also wrote about the way in which TA therapists emphasise that freeing up “process, autonomy and spontaneity, is touted as entirely positive. In rebuttal, many accuse TA of encouraging hedonism at the expense of values and value-

oriented living. Much of the current popular press is devoted to critiques of the “me generation” and the fads, such as TA, which contribute to the phenomenon of the “me generation.” (p. 179). She goes on to explain the desirability of youthful hedonism and the need to relinquish it in a way that promotes stability of the life plan and joy and satisfaction in living, which requires autonomous choosing of values and life plans as opposed to submission to others’ values. She describes how the natural Child operates out of a me-first orientation, tied to the moment, and that “this autonomous but diffuse and hedonistic orientation gradually adapts to varying degrees to others’ rules for living as the adapted Child and Parent ego states are formed. In adolescence, when the cognitive machinery has matured to an adequate degree, making a fully functional Adult available, the person is ready to throw off this parental programming, re-evaluate and question old beliefs and attitudes, and after a period of turmoil and doubt, make new, personally-derived choices about previously held positions.” (p. 179).

Bary likens this to Erikson’s (1968) ‘identity crisis’ or turning or choice point, of adolescence. She went on to refer to Marcia’s (1964) expansion of Erikson’s work into four categories of approach to the situation of adolescence:

- Diffusion – where there is no identity, all decisions are in the moment, here-and-now. When extended beyond childhood this means that the person seems weak, easily influenced and immature;
- Foreclosure – where the person is prematurely closed off from the choice process and instead incorporates and accepts their parents’ choices unquestioningly. The compliant adapted Child and the Parent ego states are in alliance.

This may be functional if the parents had good beliefs and opinions but is no help when change in the world occurs;

- Moratorium – this is the process of re-evaluating old beliefs and weighing alternatives, which can occur rationally and calmly but often instead involves rebellion and upheaval because the previous programming needs major opposition to shake it loose. The rebellious adapted Child and the natural Child provide the impetus and motivation whilst the Adult is used to re-evaluate and re-decide. This is what adolescence so often appears to be about but is a problem if the process occurs later in the life cycle or not at all;
- Achieved Identity – major choices have been made by the individual and they are now ready to tackle the other adult life crises which will follow, such as “the intimacy crisis of who and how to love; the generativity crisis of who, what, and how to produce, create, serve, and contribute to the world; and eventually the integrity crisis of how to view the totality of one’s life.” (p. 180).

Whitney (1982) challenges the use of the concept of autonomy as if it characterises personhood, albeit that he then went on to say that personhood is not easily defined. He pointed out that “The word autonomy has its derivation in the Greek word *autonomia*. With reference to a person it means the power or right of an individual to live according to his own will; to govern himself according to his own reason. An autonomous individual is one who has the right to self-government. The biological connotation is that of a separate organism which is not dependent on any other. This information is from *Webster’s*

Dictionary." (p. 210). From this, he emphasised that there are two elements: individual human rights and power; and the person not being dependent on any other.

In terms of the first, he argued that, although the right to autonomy may exist, it has no meaning for a new-born baby or for someone with disabilities who cannot live independently of others - these do not have the power to be autonomous and this means that within TA we are using a term that does not apply to all people. In terms of the second, this would appear to contradict the ways in which we need to be in relationship to others, as indeed is presented within TA in terms of the theory of strokes. Whitney pointed out that when Berne (1964) refers to autonomy in terms of awareness, spontaneity and intimacy, he is contradicting the meaning of autonomy.

Another example of a contradiction pointed out by Whitney is that within a society that bases its values on Christian doctrine, no-one has a right to live according to one's own will. This is based on the work of Jesus who, when tempted, prayed to the Father, "not my will, but Thy will be done" (Mk.14:36)."

Several years later, Kandathil & Kandathil (1997) also related autonomy to Christianity, commenting that "The Christian perspective, as represented by Protestant theologian Paul Tillich and the ecumenical council of Vatican 11, converge in their understanding of what is meant by "autonomy". Both agree that autonomy is possible only within the framework of God's law written in the heart of man" and quoting the second Vatican Council (1962-1965) "For man has in his heart a law written by God." (p. 24)

Denton (1982) contrasted the Adlerian (Simoneaux 1977) concept of 'Gegenspieler' - the one against whom one's life is played – with that of

'Folgenspieler' - the one after whom one models one's life. Denton explained that the child measures themselves against their parents or siblings, who may therefore fulfil the role of Gegenspieler. He cautioned that the therapist may then become the Folgenspieler or 'player to follow' on the way to autonomy. This may be a necessary part of the process but it is also important that the client goes beyond the need for a Folgenspieler if they are to complete the journey to autonomy.

There is plenty more material on autonomy, including my own model of the Autonomy Matrix (Hay, 1997, 2012) this has been a sample of what gets covered.

References

- Bary, Brenda B (1979) Values, Hedonism, Autonomy? *Transactional Analysis Journal* 9:3 179-181
- Baute, Paschal B (1975) Termination and the Autonomy Chair - A New Ritual for Group Intimacy *Transactional Analysis Journal* 5:2 180-182
- Baute, Paschal B (1979) Intimacy and Autonomy are not Enough (Is TA a Middle-class Tranquilliser?) *Transactional Analysis Journal* 9:3 170-173
- Berne, Eric (1964) *Games People Play*, New York: Grove Press
- Berne, Eric (1970) *Sex in Human Loving* New York: Simon & Schuster
- Berne, Eric (1972) *What Do You Say After You Say Hello?* New York: Grove Press
- Denton, Jerry (1982) 'Gegenspieler' - 'Folgenspieler': Imprinting and Autonomy *Transactional Analysis Journal* 12:4 264-266
- Erikson, Erik (1968) *Identity, youth and crisis* New York: Norton
- Goulding, Robert & Goulding, Mary (1978) *The Power is in the Patient* San Francisco: TA Press

Goulding, Robert & Goulding Mary (1979) *Changing Lives through Redecision Therapy*. New York: Grove Press Inc.

Hay, Julie (1997) The Autonomy Matrix in *INTAND Newsletter* 5:1 November

Hay, Julie (2012) *Donkey Bridges for Developmental TA* 2nd edit Hertford: Sherwood Publishing

Holloway, William (1974) Beyond Permission *Transactional Analysis Journal* 4:2 15-70

Kandathil, George and Kandathil, Candida (1997) Autonomy: Open Door to Spirituality *Transactional Analysis Journal* 27:1 24-29

Mannel, Sydney (1968) Sixth Summer Conference – Summary of Proceedings – Clinical Papers: The Use of Structural Analysis in Pediatric Psychiatry *Transactional Analysis Bulletin* 28 88

Marcia, James (1964) *Determination and*

construct validity of ego identity status. Unpublished doctoral dissertation, Ohio State University

Novey, Theodore (1987) *An Advanced Reference Guide to the Transactional Analysis Literature* Glenview IL: TA Associates

Simoneaux, Jacqueline (1977) *Adlerian Psychology and TA* in James, Muriel (1977) *Techniques in Transactional Analysis* Reading MA: Addison-Wesley Publishing Company

Steiner, Claude (1971) *Games Alcoholics Play* New York: Grove Press (page refs refer to 1974 Ballantyne Books publication)

Steiner, Claude (1974) *Scripts People Live*, New York: Bantam Books

Whitney, Norman (1982) A Critique of Individual Autonomy as the Key to Personhood *Transactional Analysis Journal* 12:2 210-212

Some News Items

IDTA now has members in Australia, Belgium, Brazil, Canada, China, France, India, Ireland, Italy, Netherlands, New Zealand, Poland, Romania, Russia, Slovenia, Switzerland, Turkey, the UK (England, Scotland and Wales) and the USA.

EATA have now changed the title for CTA Trainer to CTA Trainer & Supervisor.

Also, because the exams for this status are so expensive, they will only be run in alternate years in future.

Don't forget to put 17 March 2018 in your dairy for the next IDTA Online Community Gathering - and why not offer to present - see pages 2-3



Announcing a new approach to TA qualifications

Julie Hay, Lynda Tongue and Sandra Wilson are delighted to announce that they are launching ICTAQ – the **International Centre for Transactional Analysis Qualifications** www.ictaq.org

To avoid any misunderstandings, ICTAQ is a way to offer more qualifications and supplement CTA, CTA Trainer and TSTA – and we will still be encouraging appropriate candidates to continue through to these TA community endorsements.

ICTAQ will bring together ICDTA www.icdta.net under which we have been operating a series of awards and qualifications related to developmental TA for several years already; and ICDSV www.icdsv.net where we have been operating supervision qualifications. Both of these can lead to an MSc at a UK university, and both can involve online study supplemented with summer schools or similar. Our plans now include:

ICTAP - International Centre for TA Psychotherapy www.ictap.net **Developing Psychotherapy TA qualifications** on a similar basis to those already running for Developmental TA, that use ongoing assessment of professional practice (rather than essays) to lead to an - Certificate and Diploma as stages on the way to CTA. This sidesteps the international procedure whereby you get nothing if you drop out between your TA 101 and the final examination a few years later. Apart from ensuring that students have regular feedback on their practice, and developing their ability to communicate with other professionals, this format will also provide staged qualifications to confirm increasing competence, based on the same competencies that are used for CTA. It also means that students can commit for shorter periods of time and then build these up.

Linking our DTA qualifications more directly to ICF – International Coach Federation – as well as the existing links to EMCC - European Mentoring & Coaching Council – for their Practitioner and Master Practitioner. We also have links to Chartered Manager CMI status and ILM.

What this means in practice:

1. For the new organisation, we have a new website www.ictaq.org
2. ICDTA and ICDSV will continue under the auspices of ICTAQ
3. We are launching a new identity for ICTAP

We have a team of colleagues who are already involved with ICDTA and ICDSV, and are currently establishing the team for ICTAP. We invite all P/TSTAs who might like to offer any of these qualifications to contact us to discuss joining the relevant team:

- ICDTA for Organisational, Educational, and Counselling when it means Coaching or other non-therapy approaches
- ICTAP for Psychotherapy and Counselling when it refers to a therapy format
- ICDSV for TSTA/CTA Trainer in any TA field of application

Contact us at ictaq@ictaq.org or phone Julie at +44 (0) 7836 375188
or book for a no-commitment chat at <https://juliehay.youcanbook.me>

Contact details for Council

Executive Director — Julie Hay 03000
115230 admin@instdta.org

Chairperson—Sandra Wilson
chair@instdta.org

Vice Chair—Bill Heasman vice-
chair@instdta.org

Training Standards—Lynda Tongue 07793
077953 training@instdta.org

Website—Mary Tobin
webmaster@instdta.org

TA Proficiency Awards—Julie Hay
03000 11520 tapa@instdta.org

We welcome submissions

- ◆ News items and articles
- ◆ Microsoft Word with minimal formatting
- ◆ Diagrams as pictures; photos as jpg's
- ◆ Academic referencing
- ◆ TA status of author as designated in EATA handbook or IDTA membership categories
- ◆ Send to: admin@instdta.org
- ◆ Send articles at least two weeks prior to the advertising copy deadline if you are aiming for a particular issue, or at any time if you don't mind when it appears
- ◆ Please note that submissions will be peer reviewed for relevance to IDTA

Advertising rates

- ◆ Full page: £50
- ◆ Half page: £30
- ◆ Quarter page: £20

Send to: admin@instdta.org as word doc with pdf so we can check we achieve the layout you want, or as jpg to be pasted in ; pdf only acceptable if you have purchased a whole page

Next issue copy dates

Publication dates: March, June,
September, December

Copy deadlines: 1st of month

Copyright policy

Please note that all articles in the IDTA newsletter are copyright [©] to the authors. They can be reproduced elsewhere, provided that the following information is included and a note is added about reproduction:

© Year, Author Name(s), Title of article, in IDTA Newsletter, Vol ? Issue ? Month of issue

e.g. © 2009 Tongue, Lynda, *Research into brain functioning and the links with TA*, in IDTA Newsletter, Vol 4, Issue 4, December—reproduced with permission

IDTA aims to provide networking and professional development opportunities to practitioners applying developmental transactional analysis. The purpose of this newsletter is to update members and to invite and encourage participation in the institute and to enhance the application of developmental TA generally. Views expressed in this newsletter are those of contributors and do not necessarily reflect the official policy of the IDTA.

IDTA Registered Office

Registered in England Company No: 04727639

Institute of Developmental Transactional Analysis , Wildhill, Broadoak End, Hertford, SG14 2JA
www.instdta.org email: admin@instdta.org