



IDTA Newsletter

Volume 17 Issue 2

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Welcome to the second issue for this year!

As in our previous issue in March, we express our regret about the current circumstances within Ukraine, Russia and the surrounding countries. We emphasise our commitment to our TA colleagues, wherever they are.

We continue to celebrate the progress of WOTAA – the World Online TA Association - because IDTA was one of the first supporters of this initiative to bring us all together worldwide. We are delighted that there are now already members in 26 countries. If you are not already a member, why not go to <https://wotaa.org> - free or a small donation, or already donated if you are a member of IDTA.



And keep reading - This time we have a major article, written by Eithna Coen, about how she analysed the situation when setting up a coaching service within an organisation. Eithna did this as part of her submission towards her certification by the International Centre for TA Qualifications (www.ictaq.org) as TA Master Practitioner, an MSc, and potentially also CTA.

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IDTA Council News

We have continued to have online meetings only – apart from considering the environment this is of course the only way we could meet as an international Council.

At the last meeting, Council had decided that we should change the IDTA Constitution so that it does not say that we function only in the UK. Noted that IDTA is currently registered as a UK Charity as well as a UK Ltd Company so any change will be time consuming, and that it would be easier if we became a Community Interest Company but any such change might be used by EATA to end our affiliation. In that case, it might only be UK members who were affected. Members in other European countries tend to also be members of their own national association, and our members outside Europe may not be too concerned about losing EATA membership.

Agreed that this be deferred for decision by the incoming IDTA Council as it will be very time consuming and would have to be agreed at an IDTA General Meeting (annual or special).

IDTA Annual General Meeting

Council confirmed that the AGM will be run online on Saturday 23 July starting at GMT 0900/0930 (the different start times are because we have to wait 30 minutes before we can actually start the business of the meeting because we usually do not have enough people to create a quorum – and the rules say that you can carry on without a quorum after 30 minutes.)

Confirmed that the following are willing to stand for re-election: Julie as Chairperson; Mary as Treasurer; Lynda as Chair TSC; and Eithna and Traian as Council Members. All except Julie will need approval at the AGM from the Rule that says Council members can only serve for 4 years in any 6 years. Agreed that this is necessary to maintain continuity on Council.

WOTAA

We are still excited about WOTAA - the World Online TA Association - at <https://wotaa.org>. Our intention as founder members is that this website will become a worldwide online hub so that WOTAA (not just IDTA) members can find and contact each other, as well as all being able to see what online activities are available within the worldwide TA community.

There are now members in 26 countries - Argentina, Australia, Belgium, Bosnia & Herzegovina, Brazil, China, Colombia, Germany, India, Iran, Ireland, Italy, Japan, Malta, Netherlands, Peru, Poland, Romania, Russia, Serbia & Montenegro, Slovakia, Sweden, Switzerland, Turkey, the United Arab Emirates and the UK. And with the corresponding range of different languages.

WOTAA began with options to enter details of TA qualifications, TA programs, TA conferences and TA Events. A page for TA Journals was added, and now another page is there for TA Groups to be announced.

ITAA

IDTA Council were disappointed to learn in July last year that ITAA are currently reviewing the objectives of the partnership programme – without any involvement of the Partner Organisations. We asked for more information but have heard nothing since.

Council has been kept updated with what has been happening since ITAA President, accompanied by another member of ITAA Board of Trustees, arranged a meeting with Julie Hay on 11 March 2022 during which they told her that ITAA Board of Trustees regard her use of social media about the cancellation of the World TA Conference in 2020 as unethical and had implied that there might be a problem between ITAA and IDTA. Julie had withdrawn as an examiner in March to avoid future problems for any candidates. She also offered to resign as IDTA Chairperson but IDTA Council had responded that this should not happen, that ITAA should not be

determining who is IDTA President, and it seemed doubtful there can be an ethics charge about someone telling the truth.

IDTA Council had been fully informed about all actions taken regarding that 2020 Conference; knew that Julie had managed to renegotiate with the hotel and most of the participants to defer the on-site conference until 2023 so that the small number who wanted refunds could be given them. The Organising Committee had also organised an online conference in 2020, to be attended free by those who had booked for the on-site conference, and also receiving many additional (international) bookings. In spite of these efforts, ITAA, EATA, FTAA, UKATA and IARTA Presidents had excluded IDTA President (Lynda Tongue, who had signed the contract with them) from discussions and announced publicly that everything was cancelled. This led to the inevitable insolvency under UK law of the organising company, which had been set up by the UK TA associations to protect them from financial liability. This in turn led to the loss of GBP 77000 as 'insolvency fees' so that creditors received only about 20% refunds.

During the meeting with ITAA President, Julie had asked that the truth be published. In spite of reminders, ITAA BOT then left Julie with no more information for 3 months, including advising after some time that there are multiple truths and they would be in touch if and when, a rather vague comment after threatening ethical action. Julie advised IDTA Council by email on 3 July that she had written again to ITAA Board of Trustees proposing a deadline of 3 months for them to respond. She had also reminded them that there is a recording of the meeting.

EATA

It was noted that the TA associations in Germany, Austria and Switzerland had held the meeting they organised of national TA Association Presidents in Vienna on 30 April 2022. IDTA Council had decided against attendance. Notes of that meeting were received and circulated to all IDTA Council

members. Only 12 countries were represented, including Switzerland by one of the organisers of the meeting. Another organiser seemed to have attended in her role as President-Elect of EATA. The third organiser does not appear on the list of those who attended. There were 16 countries not represented – Belgium, Bosnia, Bulgaria, Finland, Germany, Kazakhstan, Kyrgyzstan, Macedonia, Montenegro, Poland, Russia, Serbia, Slovenia, Spain, Turkey and the UK. Although EATA still shows IDTA is a UK association on their website, we are of course a Special Interest Group with our own delegate.

The notes refer to how setting this up has been discussed thoroughly for two years, although there is no mention of the fact that IDTA offered to set the meeting up on zoom during Covid lockdown and only four countries ever answered. It was interesting also to see in the Notes that EATA leadership regard the delegates as people to do the work of EATA, whereas they are in reality meant to be representing the views of their national associations. Later there is a comment added that better contact happens when a delegate is a member of the board of the National Association – however these meetings are now confidential so it is not clear how delegates can report back to their national association.

The main agenda for the meeting was to talk about how national associations could be non-profit organisations. IDTA is already non-profit and registered as a charity. EATA is also non-profit and the EATA Treasurer refers to this each year when she presents the accounts, when she says that more money should be spent because it is not good for a non-profit organisation in Switzerland to have so much money in the bank.

A report of an EATA Executive Committee meeting on 6/7 November was issued on 4 February containing inaccurate information about WOTAA. As IDTA is a founder member it was decided that IDTA delegate should advise EATA Council of accurate information. This was sent on 3/4/22 but to date no

response has been received and it is not known whether what was submitted has been circulated to other EATA Council members.

EATA Ethics Adviser had put into the EATA Newsletter in February 2022 a somewhat contradictory proposal that all EATA affiliated organisations be required to have their own Social Media Policy that directly relates to their own codes of ethics, procedures and protocols for managing complaints, whilst at the same time commenting that "The EATA codes relating to ethics and professional practices obligations apply equally to online and off-line behaviours." A revised IDTA Social Media Policy, which says simply that the IDTA Policies and Procedures apply equally to online and off-line behaviours, was approved.

The EATA Council meeting in July is only being held on-site in Belgrade. Although EATA appears to reimburse travel costs, this would

involve a lengthy stay because of flight times. Julie has therefore sent her apologies, with an explanation that she now has Ukrainian refugees living with her and does not wish to be away for six days. She has also pointed out that EATA President had already written that her comments at meetings are not to be included in the Minutes. It was confirmed that no-one wished to attend in Julie's place.

The Agenda was received and circulated on 3 June. Julie commented that as the agenda starts with a reminder about confidentiality, there seems little point in her attending because she would not be able to tell IDTA Council what happened anyway. Julie was not sure when the decision to keep these meetings confidential began – when she was EATA President these meetings were open to anyone who wished to observe and the only confidential items were when/if ethical cases had to be discussed.

IDTA recognises EATA, ITAA and ICTAQ qualifications within IDTA membership categories.

ICTAQ runs TA Practitioner, TA Advanced Practitioner and TA Master Practitioner qualifications, with the latter at the same level as CTA and at university Masters Level 7.

ICTAQ accreditations are run mostly online and offers an online Master Practitioner examination to those who are CTA or who have completed CTA requirements but have not yet been able to attend for a CTA oral exam.

To find out more, without obligation or commitment, please email details of your current TA journey to ictaq@ictaq.org or complete the enquiry form at <https://ictaq.org/request-for-online-exam-via-cta-process>

Anticipatory Analysis

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Editor's Note: *this is an extract from a submission by Eithna towards her certification by the International Centre for TA Qualifications (www.ictaq.org) as TA Master Practitioner, an MSc, and potentially also CTA. The assessors thought her material so good that it should be published. We have amended this extract to disguise the identity of the client, although they gave their permission for ICTAQ assessors to know it..*

I used Hay (1995) 'Steps to Success' model, a series of steps to achieve, as I analysed ahead what I might need to consider for the implementation of the coaching service. I used this model to check what I might be discounting at each step and what I needed to account for as I metaphorically walked the stakeholders in the organisation, who will be involved in the development and implementation, up the steps. I aimed for success by thinking about and focusing on aspects of planning, development, implementation and evaluation at each step. The person, who discounts, believes or acts as though some aspect of the self, other people, or reality is less significant than it actually is (Mellor & Schiff 1975).

The Cathexis theory on discounting identified patterns of symbiotic relationships and passive behaviour in the treatment of severely disturbed individuals (Schiff, 1975). I wanted to avoid as much as possible these kind of relationships and passivity. The Cathexis school belongs to one of the original three school of TA, Classical and Redecision being the other two. It was based on work done by Schiff (1975), members of her family and colleagues. Although the Cathexis theory of discounting was developed for another context, and future developed by Mellor and Schiff (1975) Hay (1995) continued its development as the 'Steps to Success' model from an organisational perspective to demonstrate how we can notice discounting at many levels, which she called steps, and how we can avoid discounting by paying attending at the various steps. Hay, using this

model discusses the patterns of symbiotic relationships and passive behaviour that exist in many of the contexts in which people work and think together in every day organisations and often stops us achieving successful change and taking action.

Following my analysis, I plan to ask my line manager, the director of the XXX who is very supportive of the development and implementation of the coaching service and who will have overall responsibility (authority) in the line manager structure in the organisation in this region and a senior manager who had made explicit that she did not rate the usefulness of coaching, to work through the steps and the analysis I will complete and check even further what I may be omitting or discounting from their perceptive. This would allow my frame of reference (my thinking process) (Schiff, 1975, Hay 2009) to be questioned and give me an opportunity to change it and also influence their frames of references. Schiff & Schiff (1971) in their article on passivity state that, "the purpose of the passivity is to maintain the non-functioning of those ego states which would challenge the dependency contract" (p. 71). In organisations this is often the case where status quo is not challenge and we keep doing the same thing over and over.

Step 1 Situation: *This refers to the current situation, is everyone clear on the facts, what is the problem we are trying to solve, what is the stimulus for the change*

I had identified coaching as an approach to managing and working with people as a key driver for change in the culture of the organisation. At this step it is important I remind myself and the key stakeholders of the 'stimuli' for developing and implementing the coaching service. I will check for agreement with those I was contracting with and watch out for passivity (Schiff & Schiff 1971) knowing some staff may not want to change from the current dependencies. The most common management style in the organisation is telling staff what to do; it's a health service so this has to happen sometimes of course. This style is often paralleled with patient care, staff telling patients what they must do even if the

patient/service user has no intention of doing it (discounting information i.e. such as staff hearing it does not fit with the patient's map of the world, 'I can't stop smoking or I won't be able to stay living in this house, it's my only thing I do for myself' 'well you must stop'). Moving to a coaching approach asks staff, what they think, what they want, what solutions they think might work or what skills they may need (Bungay 2016). For some this is a change to how staff is interacted with currently. Using a coaching approach staff are asked to do their thinking themselves, take responsibility for the outcomes and in doing so use more of their Functional Adult ego state (Hay 2009) rather than someone else doing their thinking and deciding inviting an Adapted Child ego state (Hay 2009) from the employee. The manager generally using their Parent ego state invites the employee to Adaptive Child.

The invitation and request for the development and implementation of the coaching service came from the services (the membership) of the organisation after consultation by the managers (leadership) in regard to what supports the Nursing and Midwifery professions and practices wanted. Some had experienced coaching as part of a project we had implemented in the previous years on developing clinical leaders and clinical leadership in the organisation (XXX 1111). An evaluation of coaching as part of that development demonstrated coaching as an effective tool for developing leaders in the organisation. Therefore, we have good evidence this is a reasonable and effective intervention for developing professions and practices in this context.

I was aware I was very passionate about having an effective coaching service in the organisation because of my experience of it, however not everyone would be interested in the development of 'soft skills'. I brought this to my attention, as I considered this step so as not to discount; it was not the only option available to assist in the development of people's thinking, problem solving and action taking in the organisation. HR offers a range of leadership and management development programmes. I was aware I and others could

tune out what didn't fit our frame of reference (Schiff, 1975). I also had to consider coaching had limitations and the offerings of other interventions and supports were needed to ensure the success of the coaching service, such as employee assistance, HR, counselling, and mentoring. I am prepared to have my frame of reference questioned and have included this in contracting and through my reflections after each contracting meeting, is coaching the most appropriate intervention here, what other intervention might be useful to consider?

Creating and maintaining boundaries was a key situational factor for the success of the coaching service. Coaching would not be the answer to all management and leadership problems in the organisation. I would check, through good contracting practice and ethical reflection using the codes of ethics from our associations and IDTA that all the parties understood what the coaching service is offering and the contexts it is offered within including the psychological level. I want a service which has a clear purpose, to support the development of employees to maximise their potential and that of the organisation. I have designed a fact sheet outlining what the coaching service offers and have it available at contracting sessions. A lot of this satisfied my Internal Parent ego state who liked boundaries and clarity. My Internal Parent ego state knew I was good at project development and so I pulled up previous experiences and used this content to feel confident and reassure my Internal Child I could do a good job even though I may feel some uncertainty at times about how this service might work.

Understanding the situation of what we are proposing here, at this step helped when I had to have a response to comments such as 'this coaching malarkey is a waste of time; just tell them what to do'. My Internal Adult ego state balances my thinking and feeling between my Internal Parent and Internal Child ego states. I am prepared and response appropriate, i.e. 'I am interested in what you are saying and welcome your different view'. I checked in with my frame of reference and beliefs about how the service supports people to change. This

would influence how I would interact with managers and listen to what they have to say, what are their discounts, its meaning and its capacity? What is their current frame of reference about the development of employees of the organisation, particularly in their department? Do they see the health service as just being about providing a service to the public and development of employees is not part of its function? We hear employees say a lot 'it's all about the patient' which now as I write this I feels this also is a discount in Adaptive Child, I the employee is not meant to matter, I'm in this as a vocation. We also hear 'I'm ok if the patient is ok,' which of course is not possible a lot of the time and places Okness conditionally, which sound like a parental directive, if ok if (Kahler 1975).

Having the ICF (2016), EATA (2007/2011) and IDTA (2005) Ethical Codes to use as our frame of reference to analysis situations, promote and actualise ethical principles into values, to underpin practice is very helpful. The codes give us rules that Berne refers to as the group authority rules that order the group work (Berne 1963). As we implement the coaching service I am aware that there are so many situations that coaches are involved in, with multiple interests, within which ethical questioning may occur, what is the right thing to do here and whose right is more right. We will encounter situations that require responses to unexpected issues, resolution of dilemmas and solutions to problems. Using the codes, national laws, XXX polices and guidelines and supervision will help with our ethical reflections as we develop this service.

Step 2 Significance: *What is the significance of the situation that I need to consider to be successful in implementing this coaching service?*

Prior to this, staff from a small number of different departments were sent to or volunteered for training as coaches with few if any plans how they would practice in the organisation when the programme was completed. There were limited strategies, structures or systems in place to apply the skills of coaching. Although the XXX national HR had a guide to coaching published since

2015 (XXX 1111), there was limited implementation of its principles and its structures, strategy and systems were not clear. Many employees did not have access to the limited service and there were not enough coaches to coach more than a handful of employees and so a few people who were in the 'know' in the organisation got to access coaching as a support, mostly at corporate level or in Berne's description at the leadership level (Fox 1975). Coaching did not happen beyond the internal boundary between the leadership and rest of organisation. There appeared to be a view in the organisation that coaching was only applicable if you had a corporate role and HR seems to have this as its frame of reference also. I would have to go down to the situation step if I found this as a strongly held view in discussions to outline the benefits we had witnessed in our study of clinical leaders who exist mostly in the membership and how beneficially this could be for the organisation in terms of clinical practice, complaints, and possibly reduce legal cases taken against the organisation and how it is useful for the service users also in terms of getting more up-to-date evidence based people management. Clinical leaders expressed the view about the coaching they experienced; they were more likely to be motivated, to be involved in networks, journal clubs and study clubs and were more confident about their practice.

In organisations the size of the XXX it would be difficult to begin with to be responsive to all of the membership and therefore we planned a phased approach to the implementation of the internal coaching service to enhance its chances of success. Mohr (2006) talks about the dynamic dimension of the organisational structure and one dynamic is attention, where is the attention directed? The idea is to direct the attention to a small sector of the organisation in one region and then expand in phases as we build the service, learning as we develop. I outline how this will work in the planning section.

There is substantial evidence that a coaching approach when used to support staff provides benefits for the organisation, such as

increased productivity, increase work satisfaction, better interpersonal relationship and understanding (Cox, Bachkirova and Clutterbuck, 2018, Gormley & van Nieuwerburgh 2014). I aim to have a consistent message across the organisational boundaries that coaching is useful and we have evidence from employees, organisational and patients / service user levels. I was aware from my NLP training that as the messages pass through boundaries it may be deleted, distorted and generalised (Bandler and Grinder, 1975). The presupposition message in our language might be helpful here. We can say 'it is possible we will be gathering even more evidence to show that coaching is highly effective and how easily coaching can be used to change the way we manage'. 'You might be surprised later or in a few months how useful coaching has been to your department, freeing you up more to develop your department as you wish it to be' and/or 'We will be very interested in how this works for you?' Presuppositions work because the audience must accept certain things in order to make meaning of what it is that one is saying. These aid the conscious mind to resist less, and then the unconscious mind might be more accepting (Bostic St. Clair and Grinder, 2001). As in TA terms the target is helping relationships, improving communication and gaining the right mindsets for creating potential.

I considered at this step in TA terms what strokes (Berne 1961) staff might interpret when they hear this service is being offered for their development and support. This could motivate and ignite 'inner strength' in the organisation (Mohr 2006). This could be interpreted as an organisational positive unconditional stroke; staff feel good for being recognised, as the message is the organisation is interested in the growth and development of its employees without even attending a coaching session. It could also be interpreted as a negative conditional stroke whereby the employee might see it as the growth and development will only be supported if you attend coaching.

Another significance to consider is that current supports in the organisation are often viewed as remedial, implying there is something wrong with the employee if they need to attend, as the only supports available are counselling, employee assistance and occupational health. Coaching offers a forward-thinking intervention that is viewed in general as a benefit to one's potential (Cox *et al* 2018).

Some managers may see coaching as useful but can't imagine how it might work in an organisation of this size, especially without coaches being employed full time. The plan for funding more coaches to train would be helpful to mention and at the same time be aware some managers will think that we could spend this money better on what they would see as more immediate needs. The concept in health service of taking care of its staff and funding their development is relatively new and is a change in the belief that all monies in the organisation are spent on patient care not employee development (XXX 1111).

Another aspect to consider was that managers might think that the coachees would complain about them as managers, which of course they will, and everyone would know their business. Explaining confidentiality, how it works would be important and keeping it in mind at all steps would assist in minimising this fear.

As I considered the significant issues that were coming to mind I was able to think of responses and account for the significance of the factors involved rather than discount them. This meant I will be well prepared for questions at information sessions, acceptance and rejections and plastic fuzzies (Steiner 1974) and will plan more comprehensively. Eventually through discussions managers may see the wider significance and possibilities, even though they may not see how it can be implemented, they will then be ready to go up to the next step.

Step 3 Solution: *What are the potential solutions for the coaching service, the organisation and those involved that I need to consider to be successful in implementing this*

coaching service? An awareness that this step may mark the beginning of the change.

Once I have agreement for implementation of the coaching service and our overall contract is as complete as it can at the different levels of the organisation, we move to planning and implementation. At this stage most stakeholders involved will believe this is possible and will be aware there will some challenge and will plan to overcome them. I plan to establish a planning, development and implementation (PD& I) team to work with me, problem solve and think solution focused. The team members will be invited to challenge each other's frame of references respectfully and avoid discounting in order to have a successful service. This team will communicate through meetings, networks, conferences, and fora, up and down the structures of the organisation in the southeast, sideways and across departmental boundaries (Mohr 2006) plan and consider options put forward prior to implementation. I am known in the organisation and have a track record for completing projects. I have a big picture vision of the service delivery planning and implementation from the contracting process and am now filling in some of the finer details through this analysis.

A key reminder here is to have all involved think of the coaching service as more than one: one coaching. The leadership stakeholders were explicit in that they wanted to affect the organisation and its approach to developing and supporting employees in a combination of approaches, such as one to one coaching, (although highly effective for individuals it can be time consuming and may not meet organisational needs) (Cox *et al* 2018), deliver coaching skills for managers programmes, (which may accommodate more participants on programmes who are introduced to the concept of using a coaching approach), facilitating team coaching, (which requires a higher level of coaching skills and can be very effective in organisation) (Carr & Peters 2013, Hackman & Wageman 2005, Clutterbuck 2009, Hawkins 2014) and other workshops that support a coaching approach and intervention. Some of these options might see coaches and managers discount

their applicability in order to maintain their frame of reference and keep the status quo. For example, team coaching could involve change at the individual, team and department level and possibly at the internal boundaries with other departments. Some managers or employees may not want change at any level; they may associate change with not doing a good job, rather than change being a natural evolution. Their frame of reference might be that if it needs to change they are seen as not good at what they do. So although they support the one-to-one coaching piece they may not support the team coaching piece and may see the one to one as a solution to sorting difficult people, problems and situation they can't or don't manage themselves.

Being aware of this now will allow me and the coaches hear the discounts or notice managers are in the denial phase in the competence curve (Hay 2009) and work with the manager's frame of reference, by providing constructive feedback, by hearing the grandiose 'it always worked well this way', 'it would never work; and see the possible psychological games invitations to persecute or rescue (Karpman 1968). Promoting change as being a constant process, less about them and more about it being unavoidable might help (Kotter 1996). Knowing when to step down to the step below if required, explaining why we are offering coaching, what is to be gained for the department by engaging in coaching and what are you doing well that you might want to hang to (Kahn 1990). The coaching service is a solution to working with and managing self and others so that the individual and the team can reach their potential and impact the organisation. Part of the engagement at this step is encouraging managers and staff to work out what if any aspects of the coaching service, the one to one, team, workshops, and the coaching skills programmes might be a useful solution to them to solve any challenges they have.

Motivation for change is also key here and so all ideas are listened to and considered carefully. Charvet (1997) demonstrates how we are motivated to act. She tells us in NLP terms that 40% of us respond best when

invited to 'go towards' a positive outcome, promised relevant benefits at the end and 40% of us are motivated by 'moving away' from a negative outcome in other words afraid of the consequences of not doing it. Therefore as implementers we ask questions like how much better things would be if we introduce a coaching service and how much worse if we do nothing.

Step 4 Skills: *At this step is acceptance there are solutions, now we need to consider what skills are needed to successfully implement this coaching service?*

At this step I consider the skills required for the implementation and delivery of the coaching service. What skills do I need as the leader? What skills do managers need to facilitate the service, what skills do? They already have that they might be discounting. What skills do the coaches need to deliver the service and what skills do coachees need to use and evaluate the service. What skills does the organisation need as a whole knowing it is changing even as we analysis (Kreyenberg 2005). What skills do we need to for the strategy, structures and system to happen, what skills is needed for safety, strokes and stimulation to occur? Hay's (2004) Sailship Success model helped me consider skills from all perspectives, the micro and the meta perspective. In the realisation of the change, I will consider the skills that already exist in the organisation and what have we to do to acquire the new skills needed.

A job specification would have helped me as leader. I didn't get one. On reflection I could have agreed one with my line manager and the HR manager. The overall contract really helped. Leadership skills such as people management, project management, change management, negotiation, persuasion and motivation and communication are key to successful implementation for me to demonstrate. Coaching skills such as competencies of contracting, establishing relationship, active listening, questioning, creating awareness, action planning, goal setting, monitoring progress and accountability were essential also (ICF 2017). I choose to develop Developmental

Transactional analysis skills at this time such as a commitment to the philosophy of TA, contracting, establishing respectful relationships, maintains and modelling OKness, understanding frames of reference, participating in reflective practice and supervision, understanding TA theories and applying tools and techniques, using appropriately ethical competencies, referral systems, analysing and assessing and giving and receive constructive feedback. Each manager/ coach engaging with the service will have some of these skills and their own cognitive and emotional profile with different levels of psychological hunger (Berne 1961) and will hold different positions of power and can therefore help or hinder the attainment of goals. The more awareness of the skills required to be developed at every level throughout and across the organisation and the more they are linked to the development of interrelationships and across boundaries the more likely the service will be successful and the greater the impact on the culture of the organisation (Schein 1983, Balling 2005). If I had not completed this analysis I would have centred only on the skills the coaches required and missed important aspects (discounted) of the complexities of living social system of the organisation (Krausz 1996). Kreyenberg (2005) tell us one of the three factors to consider before any organisational intervention, the self-reflective process, a largely internal process is vital, the other two being contact with the client and meta concept.

Part of the process was to provide managers with adequate information to assist in their decision making in the appropriateness of when and how to engage with service and for what reasons. Coaches would develop skills as stated above for coaching competencies. Coaches now were also functioning in dual roles in the organisation, in their regular role and in their coach role. They may need skills to navigate this (Schmid 2008). The organisation would require the skills of governance to ensure the coaching service is in line with all organisational policies such as dignity at work, complaints procedure, ethical code of conduct and performance

management. Therefore all these skills within the organisation need to come together in an integrated way in order to achieve the primary task of the coaching service. At this step there is potential to discount from all of the above aspects. Key was to not to discount for example manager's skills not to use the service or coaches skills to deliver the different aspects of the service.

What emerged for me at this step reinforced the decision to have a strategy that would take a phased approach to the implementation and delivery of the coaching service enabling the service to develop and grow over time. This would allow the skills of all involved to be shared and others to develop over time, allowing a more likely successful outcome. This would also mean we are not discounting the skills that exist. I was aware my frame of reference believed we can learn what ever skills we may need. Now I am aware I may need to go back down steps to work out motivation for some people who themselves didn't yet believe they could learn and develop new skills and thinking. I also was aware we would need a long term CPD and supervision plan and budget to support the service development. Also at this step the organisational leaders might want a good coaching service immediately and assume as all coaches had a qualification they were skilled enough and discount the need for CPD ongoing and supervision. I recall in contracting how some managers were surprised that coaches attended supervision.

Step 5 Strategies: *At this step is consideration of the implementation of the solutions to successfully have an internal coaching service?*

At this step I will know we have some of the skills and the solutions already within the organisation and also know now we have more skills to acquire to implement the range of solutions we are planning to offer. I know we are now planning a developmental phased approach to implementation of the solutions. At this step I consider aspects of operationalising the service to achieve success. I consider what might be discounted by the by key stakeholders such as supports,

resources and networks, already in existence, available locally, regionally and nationally and learning from other organisations that have used coaching either successful or not, much can be learned in the unsuccessful (Gormley, H and van Nieuwerburgh 2014). I consider how the organisations may present discounting, for example, managers and coaches might be slow to action, to get involved, to offer coaching as an intervention, to offer and promote the coaching skills programme. Managers might wait for views from others who have participated, especially those opinions they trust.

The dominate workings styles, drivers (Kahler 1975, Joines & Stewart 2002, Hay 2009) of the employees might also influence how they may engage and how well the strategy will work. The XXX is a helping service with the majority of employees being women and in my opinion with the majority having as their dominant working styles 'Be Strong' and 'Please People' (Hay 2009). Also as a society Irish people have spent generations in Adapted Child, doing what big 'Parent' tells us to do, either the Catholic Church or British rule. Therefore if the organisations do not tell its employees who expect to be told what to do, they may continue to do the same thing, or may think they are pleasing by doing the same thing.

A person with a 'Be Strong' working style has a successful communication channel in Critical Parent ego state to Adaptive Child ego state and like to be instructed (Joines & Stewart 2002, Hay 2009). A person with a 'Please People' working style has a successful communication channel in Nurturing Parent to Natural Child and likes to know he/she is cared about. The coaching service strategy will take account of working with these working styles, knowing there are others working styles in the organisation also. Outlining that coaching is organisational policy, the Parent ego state of organisation endorses and approves of it, through emphasising the coaching service gives permission to be open about feelings and employees have a right to take care of themselves demonstrates the leadership of the organisation encourages employees Child ego state and Nurturing Parent. Also the

coaching service will work with employees to get recognition for the change they are bringing about in their drivers i.e. Please People being more assertive, Be Strong people letting others help them.

I am aware at the strategy step that employees who have 'Be Strong' working styles may discount the need for coaching, thinking its 'soft skills' are not necessary and may need instruction to engage with the service. Employees with 'Please People' working style may like the coaching caring ethos and think it might help everyone and want everyone to attend. The coaching ethos is to self select to engage in the process, it may need be, to get employees to engage we may have to strongly encourage staff and at the same time give the message that we are not here to rescue, explaining the difference (Karpman 1971).

I recall Webster (2011) in a review of work by Binnie and Titchen (1999) in their book Freedom to Practise, outline how their methodology for 'spotting the talent' in the organisation, the talent being those who ask questions, who are somewhat interested and then suggest working with this 'talent' to motivate others to engage in practice development and change. We could use this as part of our strategy to mobilise staff engagement at the beginning, if it is a problem, work with those who want to engage with the service and ask them to promote it if they have found it useful.

I will develop an action plan for implementation with the development planning and implementation group which will include some of the supports and resources already available within and external to the organisation such as human, financial, technological, regulatory, environmental and competitive. Part of this plan is linking with organisations who have implemented similar coaching service, considering what processes worked and didn't work and what was their learning that might be useful. I will use the spectre model with P, D& I group to take account of the situation outside of the organisation to support a successful strategy development within.

Strategies are the processes we operate in order to achieve results. Implementation requires drive, passion and motivation. As a leader I am responsible for keeping the momentum going even when it might appear some stakeholders might not want this service to succeed and might get in the way of its success. The service can use supervision and TA concepts for analysis to aid a successful strategy, such as ego states to figure out interactions and their possible meaning at the behaviour level, stroking, where managers might unknowingly be seeking negative strokes or rejecting strokes, possible injunctions i.e. don't grow up, don't think, don't feel and note possible parental messages, working styles to choose the best communication channel, script analysis to notice possible injunctions, attributions, and invitations to psychological games, the drama triangle to clarify where might the switch have happened in the game. It occurred to me as I write up this analysis our organisation may have a specific programming to have men as its leaders, we have never had a woman leader and perhaps as women in the organisation we are obeying this through our injunctions as don't be successful, don't lead.

Step 6 Success: *What does a successful internal coaching service look and behave like?*

At this step I consider how the organisation views success, what is the belief it has about success, what could stop the coaching service being successful, what are its beliefs on failure, what is to be gained from staying the same, not having a coaching service. What will the organisation get from having a coaching service? The organisation is generally good at celebrating success, some departments better than others. In recent years our unit and HR is one of better departments. The principles of attaining success are knowing what you want and your outcome, taking action to get it, paying attention to feedback, noticing how it is being received and being flexible to change (Bandler and Grinder, 1975, Kotter 1995). Coaching is about change (Cox *et al*, 2018). If change has not happened at some level in the thinking,

feeling and behaviour process of department and individuals within the organisation, then it is unlikely the intervention has been successful (Kotter 1996). Success is measured in the change the coaching service enables at the organisational, departmental and individual level (Gormley, H & van Nieuwerburgh, C (2014). I am clearer now on the service, the outcome we want and what I need to pay more attention to, what will make it successful, and what expectations have I and others got, through this analysis. I have considered the hidden benefits of taking no action through this analysis and am more prepared to account for them.

I will watch out for the discount of 'it will never happen' even though we have solutions, skills, a strategy and capability available in organisation and planned for those we don't have yet. I have heard 'it can only access a small number and so it wouldn't have any real effect'. Here the long-term strategy is important to have worked out, in business they call it scaling up, to show we can replicate the service we develop in the southeast region in other regions. We will account for the cost involved financial, human, and time. We will demonstrate the coaching service as value for money and useful at all levels of the organisations in different contexts.

We know we will be successful when the service is up and running and the employees recommend it to each other as a useful organisational support and resource. When the staff and managers evaluations tell us it has been useful in practice and how it has impacted positively, relationships and work. This will be a high intensity stroke for all involved. We will know it has been successful when the organisation leadership continue to demonstrate commitment with continued budget for its delivery. We will know its successful when we hear and see examples of a coaching approach to people management. We will know it's successful in the organisation when employees are engaged in planning and developments, looking for more educational opportunities, promotions are

occurring in departments you don't usually see and hear them happening in and we hear and see examples of innovation and change occurring.

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Claire Daplyn
3. Cross-cultural Study of Teacher Passivity through the Lens of Educational Transactional Analysis
Anna Pierzchała, Edyta Widawska and Piotr Jusik
4. The Life Script Heptagon
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