



IDTA Newsletter

Volume 17 Issue 1

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Welcome to the first issue for 2021

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 are also sad about the death of Fanita English, who contributed so much to TA - that all of us use.

By way of contrast, our good news is that we are celebrating what has been happening within 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 25 countries.

We encourage everyone to go to <https://wotaa.org> and join this worldwide community - free or a small donation if you can afford it (equivalent to a cup of coffee in your own country). If you are an IDTA member, IDTA already donated this on your behalf.

And we are pleased that in this issue of our Newsletter, we have two significant contributions from two TSTA IDTA members.



Contents

Obituary - Fanita English.....	2
IDTA Council News.....	3
The Systemic Leadership Model..... <i>Lynda Tongue</i>	4
Your Professional Identity..... <i>Julie Hay</i>	9

Obituary: Fanita English



It is with great sadness that we announce the death of Fanita English, peacefully at her home in California in January this year.

Fanita was 105 years old and has contributed massively to the TA community. Her material was invaluable across all fields of TA application.

Her legacy is impressive.

To mention just a few, her ideas included such familiar concepts as:

- the three-cornered contract
- episcrypt and how unresolved trauma becomes a hot potato
- lots about rackets
- sleepy, spunky and spooky - survival instinct, instinct to create, and instinct for rest
- that we need the structure of a script, scripts can be positive and not only negative, and that we can engage in improvisation theatre

Fanita was awarded the Eric Berne Memorial Award twice, received the EATA Gold Medal, and the ITAA Lifetime Achievement Award. Here are a few of her early references:

English, Fanita. (1969). Episcrypt and the "Hot Potato" Game. *Transactional Analysis Bulletin*, 8(32), 77-82.

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IDTA Council News

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.

In December we reported that there were already members in Argentina, Australia, Belgium, Brazil, China, Colombia, Germany, India, Iran, Ireland, Italy, Japan, Malta, Netherlands, Peru, Poland, Romania, Serbia & Montenegro, Sweden, Switzerland and the UK. Since then we have added new members in Russia, Slovakia, Turkey and the United Arab Emirates. 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. Now a page for TA Journals has been added, and soon there will be a page for TA Groups to be announced.

Everything entered on the website is done so free, or by optional donation – there are no fees. As a founder member, IDTA gave a donation so that IDTA members can join free.

Note: we have seen something issued by EATA that has incorrect information - we are letting them know that WOTAA does not run TA qualifications - WOTAA does not run anything except the website - for others to put information about what they are running, and for members to be able to get in contact with each other via the private membership database - only the other pages are public.

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.

EATA

We note that the German-speaking associations within EATA (Austria, Germany, Switzerland) have announced that they are organising a meeting of the Presidents of the TA associations that are affiliated to EATA. IDTA attempted to organise this meeting online last year but there were few responses. The new arrangement is for an on-site meeting only, in Vienna at the end of April.

It would mean IDTA President travelling there from the UK and staying in a hotel for two nights. IDTA Council have decided that it will not be a good use of IDTA funds, especially as the event is billed as a workshop and the agenda is given as "How do we shape the future of our National TA Associations as a Non-Profit Organisation." IDTA is already set up as a non-profit association.

There is also a main question listed of "What do we need the TA associations in the member countries for?" The original rationale for these meetings was that Association Presidents felt that they did not have enough information or influence about the running of EATA Council.

We note also that EATA Executive Committee have decided that EATA should still rely on volunteers (including the delegates) and maybe pay for professional work on specific projects, rather than hiring a Chief Executive Officer. IDTA Council would have preferred that they used some of the approximately €400,000 that EATA has in the bank to pay for professional management.

We note that a Task Force is considering whether a mission statement on ecological and social aims should be included in the syllabus of trainings, the competence profiles of trainees, and the rating scores of the exams. IDTA Council has the view that the emphasis in TA training should remain on the competence of practitioners to apply TA with clients. It was also noted that it seems somewhat contradictory to be emphasising ecological concerns whilst also insisting that people must travel to meetings and exams. However, we welcome feedback from IDTA members

The Systemic Leadership Model

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The Systemic Leadership Model aims to help Leaders understand the importance of clear communication from a systems point of view, and encourages personal awareness in terms of impact on others; open communication; understanding the importance of congruency and modelling effective behaviour; and the vital role leaders play in the development of others.

Relationship is at the heart of effective and supportive leadership, yet many people mistakenly overlook this fact and appear to think it is about exerting power over others. 'Being in charge' of a team means being responsible for the well-being and effectiveness of the individuals who come together to achieve goals in the organisational context. It also means having an awareness of the needs of the organisation and the environment in which it is situated.

The wise leader learns about the dynamics which flow in organisations, they learn to listen and tap into the 'undertow' to understand about morale, conflict flash-points, weak connections between teams etc. The *really* wise leader pays attention to the dynamics between people, especially to those between themselves and their team, their peers and the leadership levels who hold authority and power.

Taking time to understand the power of the psychological processes between people can enable a leader to create a team environment which is creative, happy and productive.

In 2011, I wrote an article entitled *Parallel Process*, citing the work of Clarkson (1991) where she describes parallel process in the supervisory relationship. It is straightforward to make the links from the psychotherapy world to the organisational context.

Clarkson identifies:

- What the client brings (pro-active transference)
- What the therapist brings (pro-active countertransference)
- What the therapist reacts to in the client (reactive countertransference)
- What the client reacts to as a result of what the therapist brings (client countertransference or reactive transference)

Clarkson says that any of these may form the basis for "*facilitative or destructive psychotherapeutic outcomes*" (p.99). I believe this is also the case between levels of leaders, mapped across an organisational framework.

I diagram these processes in Figure 1. It is easy to see from this diagram the ripple effect – each individual moves in friendship and family 'circles'. We have acquaintances and chance meetings with people. We have exchanges with other professionals, etc, and at these points of meeting, we have the potential to impact and be impacted upon by others. Maybe changed a little - or a lot. We may have a profound effect on a person and never know about it! The point is, changes can occur many times a day and in many situations.

Returning to Clarkson's supervision context in relation to parallel process, an issue presented by a client to a coach or mental health practitioner, may be picked up by the practitioner, and replicated when that practitioner takes their work to supervision.

Rather than a pathological process as it is mostly described in Clarkson, I see its potential as a developmental process. It could be an opportunity for positive practice to be experienced within the system. An opportunity – as long as the supervisor or leader has enough awareness to 'break the chain'. Instead of taking on the issue as presented, for themselves, they can instead turn it around, or model a different, more positive process. This is because parallel process is *bi-directional*, working down as well as up the chain of practitioners.

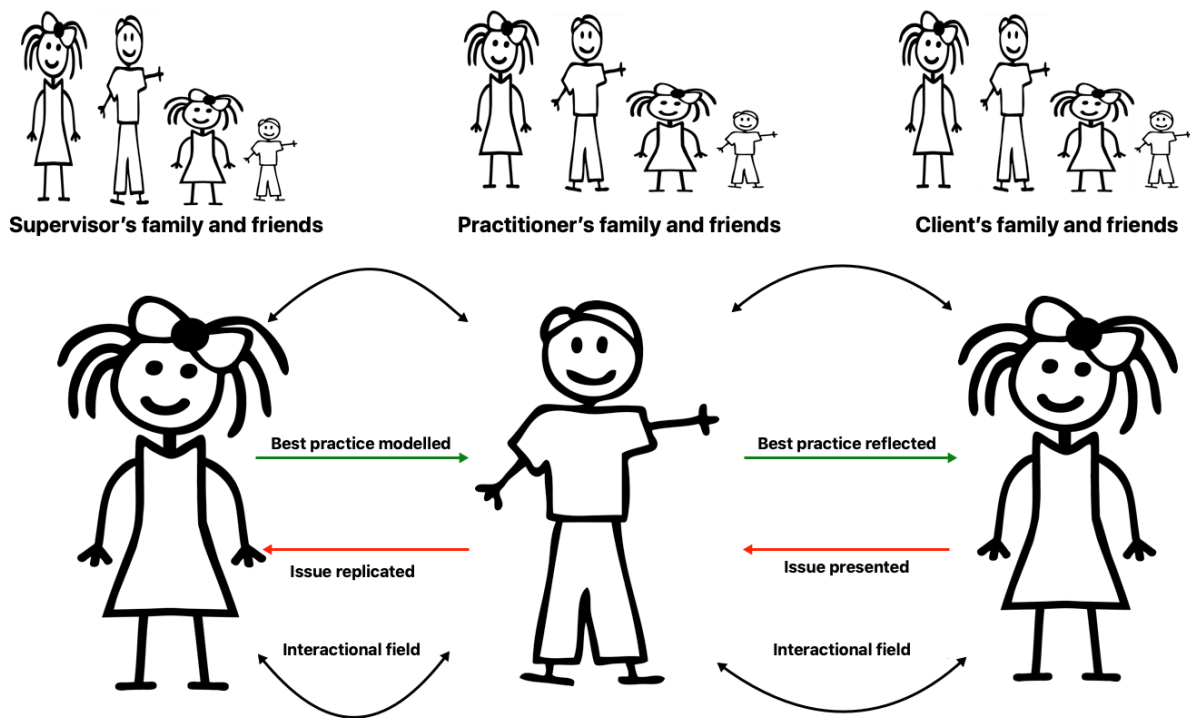


Figure 1: Systemic Parallel Process

To explain the model so far: a client takes their issue or challenge to a practitioner (therapist, counsellor or coach). The same issue is replicated between the practitioner and the supervisor. Hopefully, the supervisor avoids getting stuck in the parallel process, and models a more effective approach to the practitioner and the practitioner does the same at their next encounter with the client. the client lives and works within a system (family, friendship network, workplace). So, of course, do the practitioner and supervisor. unconsciously, changes are made, invitations given out and received and many more than one individual at each level makes changes, responds differently, behaves differently. Fascinating! A powerful positive process ripples through the systems. This could, of course, go the other way if the supervisor gets caught in the parallel process!

Having written a workshop handout in 2018 about systemic parallel processes from the point of view of supervision, I developed a model to show the importance of this systemic approach in the leadership context. It aims to support leaders to understand the value of

their role, and that their behaviour (driven by unconscious processes) has such a knock-on effect.

Leaders can be taught to understand the bi-directional nature of parallel process – if they are aware of the impact they have on others, if they understand the messages they give unconsciously as well as consciously and 'clean up their language', then they realise their leadership power in a positive way by modelling the behaviour they want to see in those they lead. Obviously concepts like life positions, ego states, transactional analysis (proper), games, strokes, etc., all serve to help the leader gain personal insight, and give them opportunities to change how they communicate with their staff. Their positive modelling of effective behaviours is then replicated throughout the leadership levels.

Berne (1963) described the complicated organisational structure in his book: *Structures and Dynamics of Organisations and Groups*.

He did not diagram it, but Figure 2 is a version to help us look at hierarchy from a parallel process point of view.

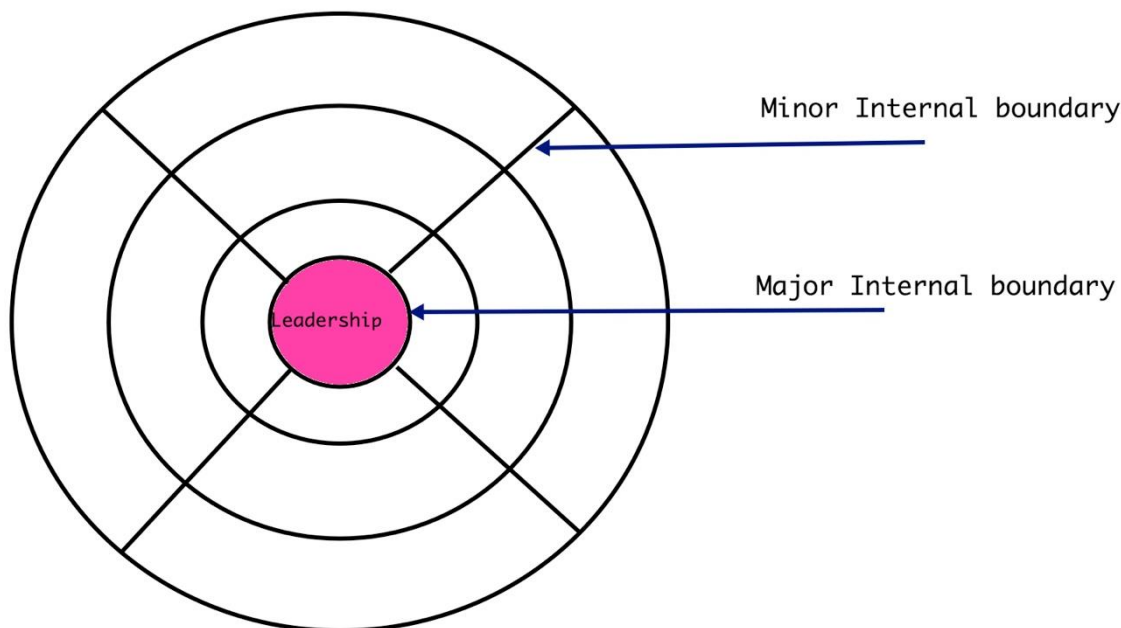


Figure 2: Complicated Organisational Structure (described but not diagrammed by Berne)

Depicted in Figure 2 is a straightforward structure of four departments and three layers of leadership – many organisations are much more complicated than this in their structure. However, even with this straightforward structure the complexity can be seen – boundaries between membership of the group and non-members, boundaries between levels of leadership and boundaries between departments. How these boundaries are managed, how people communicate at each point is crucial because systems thinking tells us that the vibrations of the quality of that communication will be felt throughout the system. In other words, how senior leaders behave, how they get results through their teams will be observed (consciously and unconsciously) and replicated throughout the system.

Seen as a 'slice' (Figure 3) and viewed from a different angle, we can clearly depict the interactional fields between levels of leadership.

At each arrow is the interactional field between leader and follower, best practice filters down through an organisation so the relationship between directors and next level down needs to be one where Integrating Adult (Tudor 2003) processes are applied, strokes

given and received, working styles allowed and accounting occurs through clear contracting in place. The value and importance of regular one-to-one meetings to enable feedback and information to flow cannot be over-emphasised. Flowing back down through the hierarchy is the avoidance of negative parallel processes and the positive role-modelling of effective leadership. When this is not happening, the effects will be felt throughout the system.

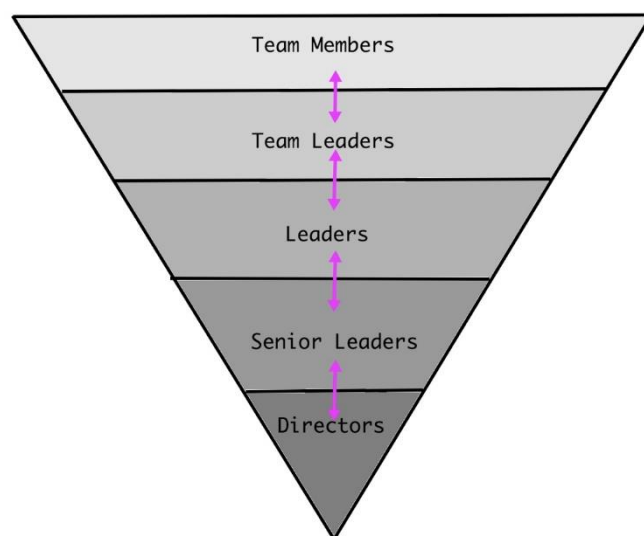


Figure 3: Departmental Leadership Layers

Quentin Holdeman (1989) wrote about the 'symbiotic chain' – a parallel process involving symbiosis from Parent to Child from one layer of management to another throughout an organisation. Paying attention to the communication style at each level, with each individual in relationship with team members is crucial to an open flow of information, allowing for problem solving, creativity and personal and professional development.

Jutta Kreyenberg (2005) says “the dynamics of processes are often more important than structures” (p.305). She gives the example of a river – in order to understand a river, it is necessary to analyse not just the water, ground, sand and stones, but also its energy –

how it flows. How the energy flows through the leadership layers is information for the transactional analyst – what gets stroked; what permissions are given; what leadership style is transmitted?

If we extend the triangular 'slice' of an organisation to depict a representation of the organisation as a whole, we can see in Figure 4 the real power and importance of boundary management and the leadership relationship, and how this could be a positive process: positive leadership parallel processes, with leaders consciously leading from an I'm OK, You're OK stance - we can see clearly how leaders hold the keys to the success of the organisation.

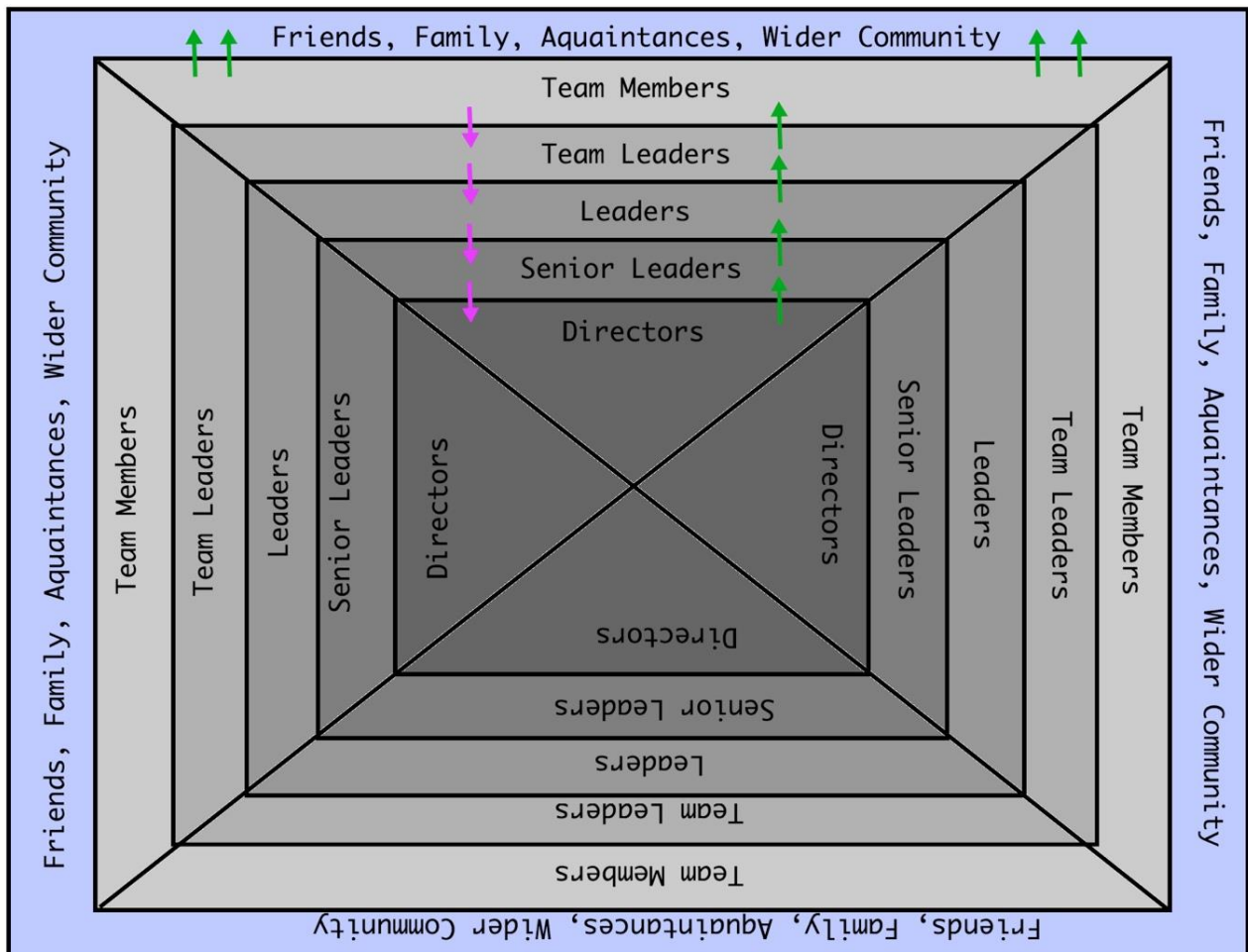


Figure 4: Systemic Leadership Model

We can also see how this positive force might ripple out into the community. How leaders behave, the relationships they build, how they encourage positive morale, giving recognition, providing direction and structure has a far-reaching potential, flowing through the organisation and out into the wider community.

Those of us who work as TA practitioners in the organisational field especially, understanding organisational dynamics as well as individual psychological processes - we are part of this positive process and wherever we apply our interventions, at whatever level of the hierarchy – the impact we have can be very powerful indeed.

Lynda Tongue TSTA (Organisational)

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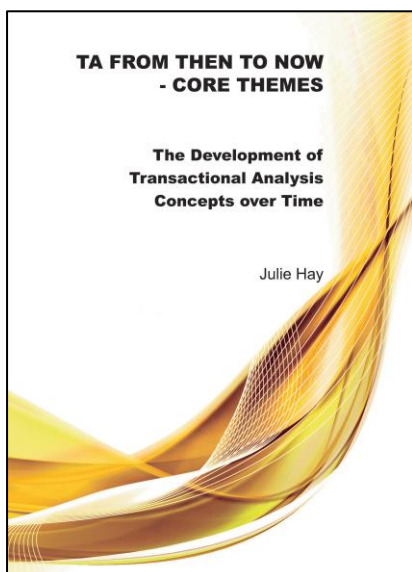
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IDTA recognises EATA, ITAA and ICTAQ qualifications within IDTA membership categories.

ICTAQ runs TA Practitioner and Manager qualifications that can lead to a University Master's degree (Level 7) via accreditation of prior experiential learning.

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TA from Then to Now is a series of books based on the TA training workbooks that Julie Hay has been running for many years. The first book in the series is called Core Themes, and reviews the numerous ideas, frameworks, structures and developments of TA theory, from its Bernian roots to the present day, interspersed with critiques and developments.

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Your Professional Identity

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Prompted by Lynda's material, I thought it might be useful to consider how we arrive at our professional identities as TA practitioners. The following is extracted from a free book I will be publishing at some point within the TA from Then to Now series.

NTA = non-TA author

Some initial thoughts

As you continue to think about your professional identity, it is worth reflecting on what came before now. NTA Professor Brett Kahr (2020), of the Tavistock Institute in London, describes how psychotherapy took 125 years to move from perversion to professionalism. He writes of how Freud, and others, were vilified at a time when psychiatrists performed hysterectomies and similar operations on psychologically-distressed women, and castrations on men, and resisted strongly (including with anti-Semitism) any suggestion that talking could be a form of therapy. This continued until the 1960s/1970s and only changed due to pioneering psychotherapists. Kahr mentions how clients attending psychotherapy often wish to do so in secret, and how nowadays several celebrities have helped to change the image – such as His Holiness the Pope, Michelle Obama, Prince Harry and Jane Fonda.

TA emerged in the 1950s/1960s. Berne himself had difficulties with McCarthyism. Although the records indicate that this was because he was suspected of being in contact with communists, it may also have been that the focus on everyone being equally OK might have seemed like communism.

Berne's first theories emerged in 1949 and by 1958 he had produced most of the basic TA concepts. A broad timetable for development of the concepts was: 1955-1962 – ego states; 1962-1966 – transactions and games; 1966-1970 – script analysis. The International TA Association (ITAA) was formed around Berne in 1964; there are now national TA

associations in many countries, with some even having more than one association when different languages, different applications, different universities, or other regional differences are involved.

For many years, the main focus of TA was psychotherapy; this was referred to as the clinical field of application and anyone applying TA in a nonclinical way was able to obtain a qualification called a 'special field' for which they specified their own topic. For example, the author of this book chose 'Organisational and Management Development' on the basis that it would look good in a curriculum vitae and in professional publicity. Eventually, the special fields were divided and renamed so now there are four fields of application recognised by the ITAA and also by the European TA Association (EATA): psychotherapy, organisational, educational, and counselling. Accreditation in any of these fields is obtained through the same process, with the same examination procedures and the same standards. There are different sets of competencies required, although you will see later that these are little more than different words describing the same basic competencies. The only real difference is that the candidate demonstrates their competence in a different context.

Beginning in the 1990s, I (Hay, 1992) began introducing the form of TA that concentrated on development rather than pathology. It is interesting to note that NTA Martin Seligman chose positive psychology as his theme when he became the President of the American Psychological Association in 1998.

In 2003 Anita Mountain, Trudi Newton and I established the Institute of Developmental TA (<http://www.instdta.org>), which became affiliated to EATA at that time, is now recognised by EATA as a Special Interest Group, and which is also a Partner Organisation with ITAA. Latterly, I have also created the International Centre for TA Qualifications (<https://ictaq.org>), under whose auspices a series of free books are being published as open access. ICTAQ offers an alternative set of TA qualifications to those provided by ITAA and EATA. There are other

TA associations which also offer alternative qualifications. ICTAQ operates on the basis that there are two broad approaches to the application of TA – developmental TA (DTA) with the focus on helping people to develop themselves (and within which candidates can concentrate on coaching or management if they wish), and psychotherapy TA (PTA) with the focus on cure. I borrow from neuroscience to provide a possible distinction based on areas of the brain – DTA involves working in the here-and-now with the neocortex whereas PTA engages with the emotional brain and is therefore more likely to make active use of regression (although hopefully not when dealing with trauma).

Practitioner Identities

Allamandri, Baldacci and Procacci (2016) provided some useful ideas based on the material of Carlo Moiso (1998a, 1998b, 2007), explaining that he had begun to reflect on script identities. Although that work, and the current article by Allamandri et al was focused on psychotherapy clients, the material can be usefully applied to thinking about our own professional identities. They describe how Moiso wrote of *levels of identity* and how Natural Child, as the potential identity, may follow a positive or negative direction depending on whether the individual's needs are met or frustrated within the environment.

If the needs are met (well enough) there is a healthy development of Natural Child. However, when the needs are not met, the individual may develop alternatives in the following sequence:

1. the Dumbfounded Prince/Princess, or Fixated Archaic Child, that contains the repressed need.
2. To give meaning to this, the child moves into the Frog (Berne, 1972), or Private Adapted Child, by adopting beliefs about self, others and life in general.
3. The child then sets out to behave in ways that seem to be required by others and develops the Mask (Berne, 1972), or Social Adapted Child.

4. The combination of the Frog and Mask together create the Character, which provides a permanent identity with which to deal with the “six inescapable aspects of life: the unpredictability of the future, the irreversibility of the past, the injustice of life, the inevitability of death, the inadequacy of the human being, and overarchingly, the senselessness of everything.” (Moiso, 2007, p.27).” (p.201).
5. Sometimes the Character may take on the nature of the Hero, or idealised character.

Cornell, de Graaf, Newton and Thunnissen (2016), also writing about script, referred to NTA Hogg and Abrams (1998) for the concept of “the group in the individual (p.3)” (p.153), whereby individuals categorise themselves and influence their identities through their membership of groups, such as by gender, nationality, profession, etc. Cornell et al. link this to NTA Moreno’s (1946) emphasis on studying the greater whole as well as the parts, and to NTA Erikson’s (1950) notion of ‘*reciprocity*’, with mutual influencing occurring in the development of identity.

A couple of years later, in a special issue of the *Transactional Analysis Journal* on the theme of Social Responsibility in a Vengeful World, Tosi (2018) quoted NTA Reda (1986) for a definition of *personal identity* as “an active representation of self” (p.140 - page number in Tosi, where the page number for Reda not shown).

In the same issue, Gheoghe and Deaconu (2018) referenced NTA Allport (1937, 1961), NTA Erikson (1950, 1968) and Erskine (1988), when they wrote that *personal identity* is “a group of individual traits that make a person unique” (p.152). They also referenced Campos (2015), [Norman] James (1994) and NTA Tajfel (1981) for use of the term “*social identity* as a collection of group memberships that define the individual” (p.252). They go on to write that they will take into account both processes, on the assumption that “inside of us there is a complex, flexible and coherent system of more or less integrated subsystems... We create and develop these subsystems as part of our growth, regardless

of being in a relationship or not..." (p.152-153). They go on to refer to *internal identity* (NTA Bucci, 2007) as multiple and shifting states which they likened to ego states, and *external identity* as the self-state in which relationship boundaries are negotiated (NTA Sullivan, 1950; Dalal, 2016), and which they consider similar to Little's (2006) ego state relational units.

In the same issue, Cupsa (2018) writes of *cultural identity*, referencing NTA Fong and Chuang (2004) for this being shared systems of communication, traditions, heritage, language and other norms, and NTA Schein (2010) for defining culture as shared basic assumptions.

In September 2019, Elana Leigh (2019) was taking on the role of ITAA President and wrote about questions within ITAA "about identity and survival: Who we are? Who do we serve? How will we survive? In the wider world, we are experiencing many shifts in power and populations. As a microcosm of a macrocosm, we in the ITAA are also observing changes and shifts in our membership demographics..." (p.5). She went on to comment on the tension between TA certification and generic spreading of TA, adding that these are symbiotic and need each other to thrive.

Reflection Questions: Professional Identity

Before you think about TA theory, TA qualifications, TA competencies, you might like to pause at this point and think about why you are learning TA. There are many books available that introduce TA for personal development; this publication has been written for those who wish to develop the competencies required to become professional TA practitioners.

TA has been variously described as a theory of personality, a systematic psychotherapy, a social psychology, and a theory of social behaviour. It is applicable to situations as diverse as psychotherapy, counselling, education, coaching, supervision, organisational development, HR, consultation and management training.

As mentioned above, a key distinction is whether you are working on curing clients or facilitating their development. Alternatively, you may be learning TA to become more competent in whatever professional work you are currently undertaking

The following questions are intended to prompt your thinking about your professional application of TA, whilst at the same time demonstrating that successful TA practitioners start from different places.

1. Are you already doing the kind of work into which you intend to incorporate TA or are you planning to develop a new professional identity?
2. Are you planning to become a TA practitioner or to use TA within your own professional work – is your intention to be a TA qualified helping professional or to use TA to improve your managerial and/or interpersonal skills?
3. If you plan to use TA within your own professional work rather than as a practitioner, how are you likely to do that?
4. If you plan to become a TA practitioner, how are you likely to describe yourself to potential clients – might that be as a consultant, trainer, facilitator, coach, psychotherapist, counsellor, educator, social worker, or some other form of helping professional?
5. Are you likely to be more interested in the developmental TA, including as a coach or as a manager, or the psychotherapy TA approach?
6. How will your life be different when you have learned enough TA to apply it in the way you are planning?

Finally, imagine that you are a few years into the future and you are a fully qualified TA practitioner or manager, or you have incorporated TA into your professional life. Imagine how you are spending your time professionally. Check that you are feeling good about what you are doing – if not, maybe you need to think again.

Practitioner Types

Although he was writing about scientists, Patrick Whitehead's (2020) quotation from the Science Council (2020) of a description of scientists can just as readily be seen as a description of TA practitioners – " "... someone who systematically gathers and uses research and evidence, to make hypotheses and test them, to gain and share understanding and knowledge" (np)." (p.4). Whitehead goes on to develop a model of 14 types of scientists [or practitioners] based on the TA concept of ego states.

He begins by describing an Integrated PAC scientist as shifting between ego states depending on whether the situation calls for being:

- creative, curious, spontaneous and intuitive – Child;
- methodological, rational and empirical – Adult;
- systematic and knowledgeable – Parent.

He continues that double exclusions may mean that a scientist [practitioner] is:

- only using Child – in Adapted Child and worried, or in Natural Child and having fun (inappropriately);
- only using Parent – which may be Prejudiced Parent who insists on what others should believe, or Nurturing Parent who presents the information 'for their own good';
- only using Adult – who is the observer who sees only what is obvious, without considering meaning.

He then adds other styles that result from contaminations:

- Prejudiced Parent contamination - starts with the end in mind and 'proves' it;
- Nurturing Parent contamination passes on to others what they have already decided is what should be believed;
- either of the above may also have an excluded Child and will therefore seem cheerless;

- Adapted Child contamination - may experience impostor syndrome, may rely on a mentor [sponsor?], and may take years to qualify;
- Natural Child contamination - may follow hunches and take risks, and still may not complete.

Whitehead goes on to consider the ways in which transactions may be limited during practice, although he only considers interactions between individuals who are similar:

- Child-Child – anything goes, there are no rules;
- Adult-Adult – logical comments only, and his examples show logical challenges;
- Parent-Parent – statements about what has been determined by experts.

Reflection Questions: What type are You?

Consider how consistently you are able to be an Integrated PAC type of practitioner?

When you struggle with that, which ego state might you be typically excluding? Why might that be and what can you do to ensure that ego state is activated?

Whether you are excluding an ego state or not, how might your professional behaviour be impacted upon through contaminations? Again, why might that be and what can you do to 'uncontaminate' yourself?

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