

# IDTA Newsletter

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This issue introduces two new regular columns, reproduces a speech delivered by a member of IDTA Council, offers some random quotes and some IDTA Council updates

## Editorial

In April I attended the ITA Conference in Exeter and I would like to direct you to Sandra Wilson's closing speech which is reproduced in this newsletter with Sandra's kind permission.

The theme of the conference was "Homonymy and Separateness", and Sandra did a fantastic job of pulling all the threads together to recount a personal view of the impact the conference had had on her. She makes some salient points, and she received huge applause and appreciation of the difficulty of the task she performed. I urge you to read what she has to say.

And speaking of conferences, I am on the IDTA Conference Committee and things are really hotting up now with the preparations for the IDTA Conference in October (see panel opposite).

My thanks go to Janette Brown for suggesting a regular "bio" column to give some personal details behind the "names" often seen in TA publications. This requires the co-operation of various people - so fingers crossed!

May I also direct you to what I hope will become a regular feature - *A Week in the life of ....* In this edition, we feature Steve Russell, a Behaviour Support Teacher who takes us through his week, illustrating TA in action. I would like similar articles please from trainers, teachers, coaches, counsellors, and consultants.

**Lynda Tongue**

[lynda@trianglepartnership.com](mailto:lynda@trianglepartnership.com)

## IDTA News

### IDTA Annual Conference

6th and 7th October 2006  
Watford, Herts

#### Keynote Speaker

Annie Murray  
Chair of IDTA

Developmental Transactional Analysis is a thriving and growing discipline, covering the organisational, educational and counselling fields.

The wide and varied programme offers something for everyone: managers; team leaders; HR professionals; teachers; trainers; educators; coaches; mentors; counsellors ..... anyone who has an interest in development.

To secure your place at the conference, visit [www.instdta.org](http://www.instdta.org) for a booking form.

### Website

The new website is under construction and plans are in place to make it a real resource for IDTA members. Please bear with us while we develop and design a website of which to proud!

### Next newsletter

Featuring:

- IDTA updates
- A week in the life of ...
- Biography feature
- Conference report

**Final copy deadline:** 11 October 2006

## Developmental Day

The IDTA Council met up in Edinburgh for a Council meeting with a difference. They spent a full day practicing what we preach by looking at a vision for the IDTA, what it is we want to achieve and how we are going to work together to achieve those aims.



**Back row:** Trudi Newton, Annie Murray, Giles Barrow, Sandra Wislon, Anthea Harding, Emma Barrow

**Front row:** Gill Edmonson, Bill Heasman, Maggie Chadwick

## TAPACY Report

Following the excitement of the Greenwich moderation last March things have been quieter regarding TAPACY recently. However projects are gradually developing which are likely to result in moderations awards next year. An interesting network of schools in Greenwich, Sutton and Southend is beginning to form and this promises to be a most unusual approach to the scheme. Meanwhile it is anticipated that the first overseas award will be made in the Spring. Karen Pratt – a trainee in South Africa – is running the scheme in an impoverished township school with support via an ITAA Eric Berne grant. Now there's a story....

**Giles Barrow**

## Read any good books lately?

Not merely a standard chat-up line, but a real invitation to send in a book review. If you have come across an interesting or challenging read lately, whether in book or article form, then share your thoughts! In this way, we can all benefit from the learning.

## Random Quotes

*"I expect to pass through this world but once. Any good thing therefore that I can do, or any kindness I can show to any fellow-creature, let me do it now; let me not defer or neglect it for I shall not pass this way again."*

(Variously attributed to Quakers Stephen Grellet, 1773-1855, and William Penn, 1644-1718, and to Mahatma Gandhi, 1869-1948, Indian spiritual leader)

*"If you don't know where you are going, you will probably end up somewhere else."*

Laurence Peter, Canadian academic and expert on organised hierarchies, from his 1969 book *The Peter Principle*

*"To know anything well involves a profound sensation of ignorance."*

Ruskin

*"Many highly intelligent people are poor thinkers. Many people of average intelligence are skilled thinkers. The power of a car is separate from the way a car is driven."*

Edward de Bono, British psychologist, writer and expert on thinking

*"Character building begins in our infancy, and continues until death."*

Eleanor Roosevelt, US humanitarian and wife of President Franklin D Roosevelt

*"Always do the right thing. This will gratify some people and astonish the rest."*

Mark Twain

*"No man is fit to command another that cannot command himself."*

William Penn

*"We are born princes and the civilizing process makes us frogs"*

Eric Berne

## A Week in The Life of....

I want to share some notes from a recent email I received from a colleague. Steve Russell is a Behaviour Support Teacher in Lincolnshire. He has recently completed a Masters and his dissertation has an important focus on how TA can be used effectively in schools. Steve has been gradually integrating TA into his practice and continues to pursue his own training and supervision. He gives us a series of anecdotes that illustrate TA in action...

I facilitated a group of newly qualified teachers reflecting on their practice and - shared the functional egostate model with reference to how students *can* function from Rebel Child and it strongly resonated with one of the teachers. She's keen to share this with the students themselves. She's also expressing a strong interest in the idea of a reflective practice group I'm thinking about setting up next year where TA and solution focused approaches will form the backbone if I can get it up and running.

*Steve writes:*

I was with a Behaviour Improvement Mentor today, this time problem-solving a case she and I are co-working. We've been really floundering with it, but TA gave us a good framework within which to work. In particular the notion of time-structuring (which I hadn't come across until the other week) proved to be particularly helpful in leading us to consider possible reasons for the high levels of off-task behaviour the student engages in. It was also very encouraging to see the mentor making links with other TA concepts we had previously discussed. The Cycles of Development assessment model I am developing is still being thrashed out so as to get it as user-friendly as possible for all staff.

I did some whole class teaching (Yes! I can still do it after 5 years out of the classroom teacher role!). I introduced Windows on the World and it went down really well. I used footage from the kid's

film, *Monsters' Inc.* The kids had each window on separate cards and simply raised the one they thought best fitted the scene; there was some really good thinking on their part. The teacher was impressed and is looking at having the four windows up as a display. There's a strong possibility of doing some more work with her next term and extending this into considering strokes with the kids. I also threw in the idea of the Little Professor with the class at the outset of the lesson. We talked about how asking questions are really good for the LP - including, 'I don't get that - can you explain it again to me?', to give them permission to say they didn't understand.

So, in the midst of the uncertainty of life in the world of LEAs, specifically focusing on TA is proving to be very helpful professionally at the moment - and is giving some more dynamism to the work I'm doing in schools. I know I have said it many times before but I can't get over how strongly this stuff resonates with staff.

**Steve Russell, as told to Giles Barrow**

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## TAJ Articles

Chris Davidson and Anita Mountain have had an article published in the Transactional Analysis Journal (TAJ, Vol 35 No 4). *Assessing systems and processes in organisations* outlines the application of an assessment-analysis-action model and discusses three-dimensional OKness to foster clear contracts and interactions in organisations.

In the same issue, there is an interview with Julie Hay where amongst other things, she answers the question "What makes organisational Transactional Analysis a special Field?"

Congratulations to all three!

The TAJ is produced by the ITAA. Visit their website for details: [www.itaanet.org](http://www.itaanet.org)

## Conferences and conference experiences – Sandra Wilson

As part of the Conference Committee I am currently heavily involved in the preparation our third annual conference in October and I have been reflecting my experience of participating in TA conferences. I was invited to give the closing speech at the ITA's conference in Exeter earlier this year and my speech summed up how I had experienced the conference and in particular what was going on in my own process as a participant.

I thought I would share the speech with colleagues in the IDTA as we prepare for our own conference, invite you to bring into awareness your process as you experience our conference and to feedback, if you are willing, to the conference committee what you notice about how the structure, organisation and dynamics of the conference impact on you.

"When Carole Shadbolt rang me last autumn and asked me to come and do the closing speech I felt acknowledged, accounted for and wonderfully stroked as well as feeling very connected to the TA community. I was curious, however that she gave me 8 months notice until I realised I needed time to learn how to say "homonymy".

Interestingly about the same time belonging and separateness came on to my radar screen not so much because of the conference but more because of my own journey over the last few months, but I will say more of that later.

My offer to you today is my reflection on how I have experienced the conference, what has challenged me, what has been stirred in me and what has resonated for me. If what I have to say resonates with you or gives you food for thought then great – if it doesn't that it also okay – you will process your experiences in your way.

Energy has been a large part of the conference for me, noticing my own energy, where I put it and what happens to it as I explore the concepts of belonging and separateness. And the theme of energy emerged as I listened to the elegant keynote from Diane Salters. I got a sense of Diane as a strong and passionate woman with a quiet energy but nonetheless an energy which propelled her in a forward direction and helped her to make her stand against inequality and discounting. I notice my own loud, angry energy when I stand against inequality and discounting and whilst this has its place I realise how often it holds me back rather than moving me forward. Thank you Diane for modelling another way.

This theme of energy has a further 3 key components, I'd like to say something about each of these and give you the chance to reflect on what these have meant for you. The first of these is **Community**. I am drawn to be part of this community, it has a magnetic attraction for me and I have found it connective and inclusive. And yet I fear for segregation in our community and I think of the things that separate us, our hierarchical structure, the training establishment we have an alliance with, the person we trained with, our desire to keep ourselves okay, often at the expense of those others, our lack of willingness to seek to understand each other and our discounting of the unique and very special skills we have in the different fields of TA.

I have been tribal at this conference; I have stuck with my tribe, the Developmental Transactional Analysts, those of us that are part of that separate Community the IDTA. I notice how easy it was for me to stay with my gang and to intensify the differences between us and 'them', to make my tribe brighter, smarter and better than those others. How easy it might be to slip into segregation, to stand apart rather than be separate. What is alive for me is the need to have this separateness but to keep it healthy and to hold an ++ position.

The second component I want to talk about is **Harmony**. The Drum Café session, yesterday was absolutely amazing, I felt part of a big and powerful force, the synergy was palpable. We created harmony and we created rhythm with what seemed like minimum instruction, direction, little effort and no external control. For the first 10 minutes we made music together and not a word was spoken. During that hour of making music I was in tune and rhythm with friends and strangers and it didn't matter about difference, we were marching to the beat of the same drum. At other times I was noisy and in tune only with the small group around me, I was drowning out or silencing others and sometimes I felt silenced and drowned out by other groups.

The drumming became a metaphor for how easy it is for me to drown out others through the assumptions I make about them, the interference that is the story I make up in my head to keep me okay. The interference that blocks belonging and moves me away from rather than towards those who are different.

In this theatre yesterday we became one and yet there was space for difference, we could be rhythmic and in harmony and yet produce very different sounds. We were engaged with each other. What occurs to me is that when we are in harmony, allowing for and honouring individual and group difference, this community can achieve amazing things.

And now the 3<sup>rd</sup> component, **Identity**. I mentioned that belonging and separateness has been on my radar screen for the last few months. This is to do with my struggle with my identity as a Transactional Analyst. I have experienced a strong desire to turn my back on TA, I felt I was being engulfed by the community and that there was no space for anything but TA in my life. I now realise that this engulfment is down to my over-identification with TA to the exclusion of other parts of my self.

Put me in a room full of Transactional Analysts and immediately my desire to belong to this group gets turned up to warp factor 10. My identity is bound up with those Transactional Analysts that are like me and I move towards my tribe, minimising the differences between us as a sub-group and maximising the differences between us and 'those others'. My identity is what helps me belong to those groups I gravitate towards and yet can serve to keep me separate from those I am wary or suspicious of who seem to be different.

I am reclaiming those other aspects of myself that I have lost, creating a place for TA in my identity and accounting for the other things I offer. In so doing become healthier and more autonomous.

So you may have spotted that the 3 elements **community, harmony and identity** give us the acronym CHI - *energy* - lifeforce (and my thanks go to Trudi Newton who yesterday pointed this out when I spoke to her about the themes that had emerged for me). And linking all of this back to the theme of the conference, *Homonomy and Autonomy*, can our energy be at work simultaneously in these two areas?

I think so, autonomy gives me my identity but it is not enough to reconcile self with community. My own needs are not given preferential treatment but are weighted in relation to the needs of others. I consider the well-being of not just myself but of the group as a whole. Homonomy and autonomy are complementary dimensions of my growth. Autonomy allows me to express my independence and separateness while homonomy is my experience of being part of a meaningful whole and in harmony with the communities I am associated with.

I believe that TA has given me the personal and professional growth to join groups in a healthy way, to be who I am, to be apart and to belong - to have my own signature.

If this is true for me, then I believe it can be true for our community.

Colleagues I want to leave you with the question 'how can we use homonomy and autonomy as complementary dimensions of the growth of this community?'"

*ITA Conference, 2006 'Homonomy and Autonomy – Belonging and Separateness'*  
*Feedback on your IDTA 2006 conference experience to one of the conference committee: Gill Edmonson, Lynda Tongue, Debbie Robinson*  
[sandra@tasotland.org](mailto:sandra@tasotland.org)

## Biography – Lynda Tongue

Well this is a sign – either one of desperation as I have another page to fill and no submitted copy, or a sign that the power of editorship has gone to my head and I am now into grandiosity on a large scale (grandiosity to the power of 2 – there's that word power again).

Actually, it's the former, and the fact that others perhaps need time to get their biography together, while mine is in my head and available at my finger tips, so to speak.

So here goes. I have been studying organisational TA mostly at Watford for five years now and as I reflect on my TA journey, I realise the road has not been straight, I have come to a couple of dead-ends, indeed the odd pot-hole but also some one-way streets, and even a bit of fast-shifting on the motor-way!

I am in the middle of my written exam (24,000 words loses its scare if you spread them over the months) and intend to take my oral somewhere exciting next year – might as well make the occasion as special as possible.

I have for the last three years served on the IDTA Council, and now Chair the Membership committee and serve on the Conference committee too. I have learnt and grown a great deal through my roles and have made many like-minded friends – lovely benefits, and I would invite anyone who is interested in volunteering for a role to contact me for details. Our AGM is in October this year.

I have developed, in partnership with Sandra Wilson, a leadership model which

we have presented at conferences in Romania, Nashville, Birmingham and Sussex. We call our model "The Integrated Leader" © and wrote an article about it for this publication (March 2005). Using as a foundation an idea from Claude Steiner, we developed and updated for organisational application his "Seven Sources of Power" (TAJ Vol 17, no 3 July 1987).

I run a training and development business based in the South-West and teach TA models and philosophy in just about all my learning interventions.

I work across public and private sectors and really love the diversity of cultures I encounter and feel privileged to have the opportunity to teach a framework and ethos that for many has an instant impact – visible "physis" is an exciting phenomenon! Whether working at all levels in a manufacturing environment, running an extensive programme with a police constabulary or a much smaller programme with a private company the effect is the same: TA is mostly embraced as a means of bringing about positive change, reducing stress levels and improving relationships and confidence.

I am currently working on ways to encourage companies to conduct TA Action Learning Sets as a means of supporting and underpinning their Management Development Programmes. Watch this space!

I am excited about being near to qualifying (I think I could become a brain surgeon quicker, except that I faint at the sight of blood), and am looking forward to the next leg of my journey.