



IDTA Newsletter

Volume 13 Issue 4

December 2018

Just in time to mark the end of the year and to wish you all an OK-OK New Year with plenty of autonomy, positive strokes, and opportunities for your physis to do what physis does!

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IDTA Council News

World TA Conference 2020—will be in the UK!!!!

The joint UKATA/IARTA /IDTA bid to host the World TA Conference 2020 in the UK has been accepted by ITAA/EATA/FTAA. IDTA Executive Director has become the Chairperson of the Conference Committee and Lynda Tongue and Sandra Wilson have both joined that committee on behalf of IDTA.

The venue will be the Metropole Hotel in Birmingham and the dates will be **16-18 July 2020**, with the usual examinations beforehand and a TEW afterwards. There will also be some post-conference Institutes on 19th July. So put the dates in your calendar now and we will be issuing more information in due course.

TA conferences are run by volunteers so please email us at admin@instdta.org if you are interested in being involved in this exciting initiative.

EATA Council-TA Journals

In the Council News in the last issue, we reported that EATA Council have continued to reject the request made by IJTARP Editor for realistic funding and for supportive actions to maintain IJTARP – the *International Journal for Transactional Analysis Research & Practice*, which was launched by EATA in 2010. We also showed how the funding requested (€22,000 p.a.) compared favourably to the net expenditure for the *Transactional Analysis Journal*, which is available only to those who join the ITAA or who have access through a University or other institution that pays for access to Routledge journals. EATA continued to offer only a small proportion of the costs, at the same level that they now provide to the *TAJ* (€5000).

Recently, ITAA have advised IDTA that they will no longer be charging a membership

fee for IDTA to be an ITAA Partner Organisation. We do not yet know what the rationale for this is but for 2018 IDTA paid ITAA US\$334. IDTA Council have therefore decided that they will donate this sum to *IJTARP*, in the hope that this will initiate some form of crowdfunding or similar to maintain the existence of the journal. This reflects the IDTA Council commitment to maintaining this open access journal which has the added benefit that authors can put their papers onto www.academia.org where they can be accessed by over 60 million academics. To obtain the same freedom of use of their papers, authors are required to pay Routledge US\$2-3000 per paper.

EATA Council – Presidents' Group

The newly formed body of the Presidents of the affiliated national associations to the EATA continue to seek to establish themselves. Their request for financial support was rejected by EATA Council in July 2018, in spite of the fact that the delegates to EATA Council are sent to present the views of their own associations.

The group have now announced that another meeting of Presidents will be held in Ljubljana, Slovenia on 9/10 March 2019. IDTA Council have decided that Julie Hay will attend this meeting on behalf of IDTA, acting on the basis that her role as Executive Director includes the remit to act as IDTA President when the actual President is not available.

IDTA Community Gathering

Having had to cancel the planned online event that was due to run on 6 October 2018 because of a combination of presenters withdrawing and a lack of participant bookings, IDTA Council have now decided to explore a different option. This will be targeted at bringing in new members, the topic will be coaching, and Master Certified Coach Sandra Wilson will

apply to have ICF CCEU's awarded. Sandra will be joined by Lynda Tongue, Julie Hay and possibly other TA trainers so that there will also be advanced TA training credit hours – and of course it will count as CPD for anyone who is not looking for ICF or TA credits. The event will be run in September or October 2019 and further information will be circulated as soon as it is available.

EATA Update

Although we announced in the last Newsletter that EATA Council have decided that they will work out a procedure for recognising Special Interest Groups (SIGs) (and would therefore be able to recognise that IDTA has a high proportion of

members outside the UK) we have now learned that the intention is only a joint delegate (or two depending on member units) for all SIGs as one entity. This appears to put IDTA at a significant disadvantage – we will still be sharing a delegate with other associations with very different interests, and our representation will be less than that of any national association that has at least 25 member units and therefore gets its own delegate.

We were pleased to note that EATA Council have now decided that the EATA President must in future be TSTA or PTSTA. We believe that this is important in terms of EATA being recognised outside the TA community as a professional association.

Congratulations

MSc in Developmental TA – Beatrijs Dijkman



IDTA has a contract with ICDTA that recognises the qualifications run by that body. As part of that, ICDTA (www.icdta.net) awards Certificates and Diplomas

which can also lead to an MSc, all of which run alongside CTA.

Beatrijs Dijkman has now completed all the requirements and has been awarded an MSc Professional Development (Developmental Transactional Analysis) by Middlesex University, and her work was so good that the MSc was at Merit level.

The MSc is pitched at the same academic level as CTA (Level 7) so Beatrijs is now completing her CTA Written Exam at the same level.

Many congratulations to Beatrijs, who is now a TA Master Practitioner.

Diploma in DTA—Froukje Willering

Another success on the ICDTA qualifications— Froukje Willering is now Advanced TA Practitioner, having attained her Diploma. This means Froukje is well on the way to the MSc and has met 50% of the CTA requirements.



CTA Counselling – Julie Hay

IDTA Executive Director Julie Hay passed her CTA Counselling exam in Belgrade, Serbia and will now be applying through the Expansion process to become TSTA Counselling. This will mean that Julie is TSTA in all four fields of application.

Julie has asked us to point out that she will not be the first to achieve this although she thinks that she may be the first to achieve it by taking three CTA exams. Her TSTA Educational was through an Expansion based on two of her students passing their CTA exams – one of whom was Trudi Newton!

TA Proficiency Awards

TAPA schemes continue to be run in many areas of the world, as TAPACY – for Children & Young People; TAPATE – for Teachers & Educators; TAPACP – for Caregivers & Parents; and TAPAHA – for Helpers & Assistants.

During 2018 there has been ongoing activity in Turkey, plus large schemes have continued to run in the Netherlands, where TAPACY is being applied across a whole school system, and in India where there are consistently many students attaining the Award each time the scheme is run.

Also during 2018, we have had enquiries about schemes in Australia, Curaçao, Japan and the UK and hope to be reporting on successful outcomes next year.

TA Personal/Professional Development Awards

TAPPDAs run alongside TAPPDA - the main difference is that they are designed for anyone and they are without the TAPA link to children. They are run by the same volunteers who organise the various TAPA schemes around the world. They are about

the application of TA concepts in personal and/or professional life. There are three main roles: the participant (who learns and applies TA concepts), the teacher/facilitator (who presents TA concepts) and the assessor (who verifies the application of TA concepts using portfolios prepared by participants).

The first TAPPDA scheme was run in Turkey by Hülya Üstel Kokdemir in 2011; since then they have been run regularly in Turkey as well as more occasionally in Serbia and then in 2017 a TAPPDA scheme was run for the first time in Brazil, with eight unemployed participants of whom five have gone on to obtain employment. The scheme has been repeated in Brazil during 2018, whilst during that year TAPPDAs have been run in Turkey for coaches and for counselling students on a University master's programme.

TAPAs are run by IDTA; TAPPDAs are run by ICDTA. Both are project managed by Julie Hay (julie@juliehay.org), who will be delighted to provide you with information and the name of your national co-ordinator - or to invite you to consider becoming a coordinator if you are the first in your country to set up either scheme.



Some TAPATE students in Turkey with their certificates, shown with their teacher Erçin Kimmet, with Julie Hay joining them online for the celebration.

Children and Life Positions

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I have noticed that in some TA publications, authors suggest that very early in our life as a child we conclude I'm Not OK, and that the life position I'm Not OK – You're OK becomes the defining decision of our life, deeply ingrained, and influencing everything we do.

Is this true? I have always believed that children are inherently OK and the decision that I'm Not OK depends on the treatment they receive at the hands of their parents and other authority figures. During the stages of Being, Exploring and Identity (Levin, 1982; Hay, 2009), if they receive loving and firm Parental support, encouragement and guidance, there seems to be no reason why they cannot conclude I'm OK.

I can give two real-life examples which reinforce my belief: My wife is a senior teacher in a Montessori pre - school. Presently, she works with very young children in the eighteen-thirty months age group in their Infancy Programme. Their classes are inclusive, accommodating special children also who play and learn along with the rest. She shared the following:

" The children play a game in which they take turns dropping a ball in a basket kept a couple of feet from where they stand. All of them were doing it easily except a special child who was unable to do it. He tried several times but could not, and was getting upset and angry. One of the other children suddenly left his place and ran to the basket. He picked it up and brought it to the special child, and placed it at his feet so that he could easily drop the ball in."

"Another time, when I was working with the children aged 3-4 years, we had a special child whose case was quite severe. She was unable to speak, walk properly, and her fists would unclench only with

difficulty. She was of course receiving medical treatment, but her parents wanted her to also attend pre-school along with other children.

The others were so gentle with her that you had to see it to believe it. Whereas they were occasionally rough with each other, pushing and shoving, there was absolutely nothing of the sort around her. When she walked clumsily to a place to choose a particular activity but was unable to pick it up because her fists would not open, another child would pick it up and hand it to her or put it on the table in front of her."

All my instincts rebel against the assertion that children decide that I'm Not OK. It seems to me that the children who helped the special children were operating from I'm OK , You're OK, at the ages of two and three years!

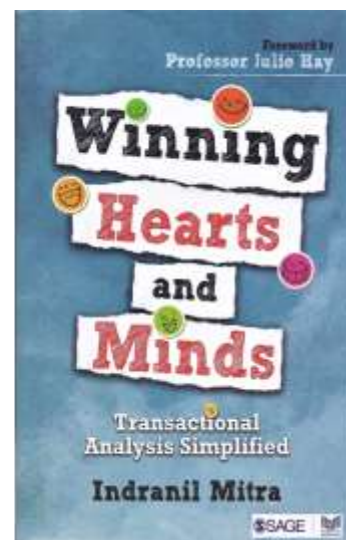
I invite readers to submit their own examples.

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*Editor's addition—
Indranil's
book!*



Group Dynamics: C7P7A7

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The following appeared as the content of No. 55 of a series of blogs where I am working through ideas I have written about over the years. If you would like to see others, please go to www.juliehay.org

In Blog 26 I presented C5P5A5 as a handy donkey bridge (Townsend, 1994) for remembering a list of factors to think about when we are analysing group processes. I traced my development of this from 1993 through to 2012 (Gobes, 1993; Hay, 1993, 2009, 2012). However, I overlooked an alternative I had described in a publication I wrote for Fenman (Hay, 2004). Below, therefore, is a new version based on a combination of the two different versions of C5P5A5. This now has 7 factors for each, and has therefore become C7P7A7.

As before, we cannot keep all of these in mind at once so they can be considered roughly chronologically. C7 relates to what is happening as the group starts up. P7 applies once the group has moved into doing its work. A7 is relevant as the group is reaching the end of a task or a meeting.

Context – what is the context within which the group is functioning and how might this be influencing the group dynamics?

Contact – how well is initial contact being made between the group members; are they taking time to create relationships?

Contract – what is the contract, or agreed remit, of the group; are group members clear about this?

Content – is the content of the discussion related to the contract; are group members focusing on appropriate content?

Creativity – is there evidence of creativity; are new ideas welcomed?

Commitment – do all group members seem equally committed to the work of the group; are they all contributing?

Contrasts – how are group members using any differences between them (e.g. cultures, styles, etc) rather than these leading to unhelpful conflict?

Personal – is the group process respectful; are they listening to each other and communicating effectively?

Professional – are the group at the performing stage (Tuckman, 1965); are they working on the issues in line with their professional roles?

Psychological – is the process clean, with a lack of hidden messages; are the group avoiding game playing?

Power – is there an absence of power plays; are more senior group members encouraging others to play a full part?

Paradigms – whose maps of the world are being operated within; are group members being open-minded enough about the perspectives of others?

Parallel – is the group functioning in the here-and-now and avoiding any sense of parallel process (Searles, 1955) dynamics outside the group (such as replaying conflicts between their managers)?

Performing – has the group reached the performing stage;

Attachment – have the group reached the stage where they are close and open with each other?

Autonomy – are group members managing to be autonomous and offer their own views rather than engaging in groupthink?

Authenticity – are group members being genuine about their feelings and opinions rather than holding back?

Alternatives – is the group generating alternatives and choosing from a range of options rather than closing down too quickly?

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Actions – are practical actions being generated or identified, accompanied by enough details about plans for implementation?

Accountability – are the group members allocating/accepting responsibilities to specific group members for ensuring actions are implemented?

Aims – do the outcomes relate back to the original aims of the group?

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Mark your calendar now

TA World Conference Birmingham, UK

16-18 July 2020

being run by UKATA, IARTA and IDTA on behalf of ITAA, IARTA, FTAA



The Systemic Leadership Model

© 2018 Lynda Tongue

Summary

Leaders play a vital role in the health and success of any organisation. In this article leadership parallel process is described in a systemic model to show how important it is for leaders to be aware of the permissions they give out, and also of the impact they have on others. Understanding the phenomenon of parallel process and how good or poor practice ripples throughout an organisation, can positively affect the flow of communication, the confidence of individuals and success of the organisation. The model is described, and followed by some pointers on practical application.

Introduction

I have recently concluded a longitudinal piece of organisational research, focussing on leadership and TA, and using action research methods to discover how effective TA is in supporting leaders to provide a 'well-led' environment for staff and service users.

Group 1 started in February 2015 and groups 2 – 14 Started in September 2015 and finished September 2017. 136 leaders at all levels of the organisation underwent 6 days delivered in two day workshops. The company named the programme 'The LEAD Programme' and the focus was on leading self, leading teams and leading performance.

Working with 15 groups of roughly 10 participants each, from across all departments and all levels gave me a unique insight into the successes, challenges, problems and processes of an organisation in the care sector. This company provides residential care for Mental Health Needs, Learning Disabilities, Dementia, and Complex Behavioural Needs, and employs mental health nurses,

managerial staff and a range of specialist and support workers, amounting to roughly 1200 staff.

I am writing up the research currently for future publication; the focus for this article is on a model which I am developing particularly as a result of my research.

The Systemic Leadership Model

I am always fascinated by what goes on at the boundaries in the organisational system, whether that be between leadership levels and staff, or across the organisation, between teams and departments.

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.

Clarkson (1991) wrote about parallel process in the supervision relationship, where she 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. I believe this is also the case between levels of leaders, mapped across an organisational framework.

Rather than a pathological process as it is mostly described in Clarkson (1991), I see

its potential as a developmental process, an opportunity for positive practice to be experienced within the system. Parallel process is bi-directional, working down the chain of practitioners as well as up.

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. 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. A powerful positive process ripples through the systems. This could of course could go the other way if the supervisor gets caught in the parallel process.

We can map this work on to leadership frameworks within organisational systems. 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 their direct reports. Obviously concepts like life positions (Berne, 1961; Ernst, 1971), ego states (Berne, 1961), TA proper (Berne, 1961), psychological games (Berne, 1964), strokes (Steiner, 1971), 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 but did not diagram it; Figure 1 is a version to help us look at hierarchy from a parallel process point of view.

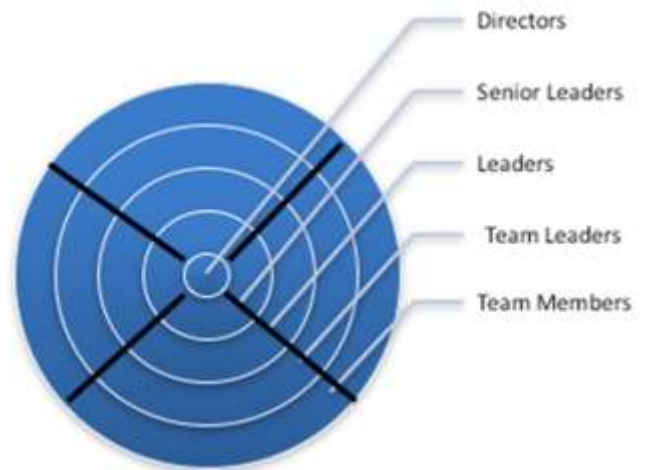


Figure 1: Complicated Organisational Structure (described, but not diagrammed by Berne, 1963, p. 23)

Depicted here on this model is a straightforward structure of six departments and four 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 (Von Bertalanffy, 1968) 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.

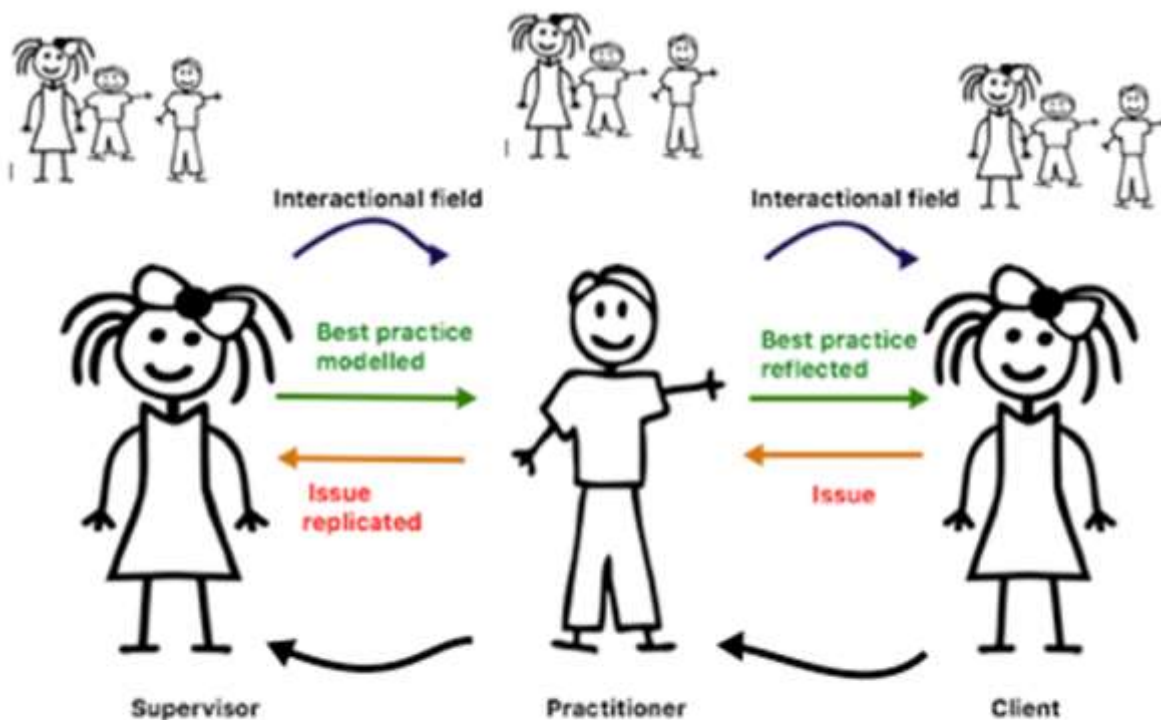


Figure 2: Systemic Parallel Process

Seen as a 'slice' and viewed from a different angle, we can clearly depict the interactional fields between levels of leadership, as in Figure 2.

At each arrow is the interactional field between leader and follower. Best practice filters down through an organisation and so starting at the top, 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 (Hay, 2009) allowed, and accounting through clear contracting is in place. The value and importance of regular one-to-ones to enable feedback and information to flow cannot be over-emphasised. 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.

Quintin 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.

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?

Building on Figure 2: Systemic Parallel Process to show positive leadership parallel process, we can see clearly how leaders hold the keys to the success of the organisation. How they behave, the relationships they build, how they encourage positive morale, giving recognition, providing direction and structure has the potential of to ripple down through the organisation, and out into the wider community.

Putting it into Practice

Practitioners in organisations work within contracts which hopefully allow them to share their expertise and knowledge. Sometimes, we do not get the remit to work as extensively as we might like, but whatever our intervention, the impact has the potential to reverberate beyond the individual or team with whom we are working.

Given a broader remit, a learning and development practitioner would have more impact working with the senior leadership team first. Teaching TA concepts will have more impact at this level, rather than Team Leader level. The positive permissions they give (hopefully) as a result, will reach further into the organisation as they model the behaviours for their staff, and the staff at each 'lower' level.

Encouraging senior leaders to contract (Berne, 1961) clearly, helping them to understand their drivers (Kahler, 1975), psychological hungers (Berne, 1970), behavioural ego states (Hay 1993), etc, will help to improve and enhance relationships. Exploring rackets and games (Berne, 1964) will help them to deal with conflict, manage stress, increase confidence.

Teaching senior managers the application of these TA concepts within a framework of Leader as Coach helps the manager to work across those boundaries in a clean, clear and transparent way, giving them a

structure for supporting continuing development. If all leaders work in this way, then the interactional field between peers and leadership levels will set up a dynamic of positive parallel process, as described in Figures 2 and 3.



Figure 3: Systemic Leadership Model

Whichever field of TA we practice within, we are likely to have clients who work within organisations or need to deal with organisations (e.g. social services, schools). An understanding of organisational dynamics as well as individual psychological processes is needed - we are part of this positive or negative process and wherever we apply our interventions, at whatever level of the hierarchy or even from outside it – the impact we have can be far reaching.

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Without Transition there is No Change!

© Sandra Wilson

The following is the content of the keynote speech that Sandra Wilson TSTA (Organisational) gave to the Scottish Association of TA Conference in Edinburgh on November 2018.

I want to start by saying thank you to the organisers for inviting me to give this keynote speech. It has caused me to reflect, review, and positively reframe my thoughts, feelings and actions relating to transitions. This is an invitation to you to reflect on the individual and collective frame of reference we have on change and transition. I am offering the result of my reflections and it is okay for you to disagree. We can disagree without being disagreeable. If anything comes up for you as a result of anything I say, or your reaction to the topic then please don't sit with it, there are plenty of able people in this room who you can talk to.

'Transition' what does it mean? The process or period of changing from one

state or condition to another. Transition is a natural process – it is a process of change that happens over a period of time.

Life is a transition – and there are many aspects that we have no control over, so we accept the changes although we may not like them, but we accept them and work with what is. I look in the mirror in the morning and see my granny looking back at me, I have a moment of shock, and then ask myself – “how did that happen?” How different from my memory of being a child, the ongoing desire to be one year older, who is this room remembers saying “I am four and three quarters”. To be going to school, to be a teenager, to leaving school, to starting work, to being old enough to do the things the grown-ups do. The impatience of youth, wishing my life away and today, conversely, desperately trying to slow it down. We transition from babies to toddlers to schoolkids, to adolescents, to university (perhaps) to work, to settling down with a partner, perhaps having kids, changing jobs, moving house, to becoming grandparents to retiring. These transitions all hold a place in our memories.

If I asked you to reflect on the transitions in your life, I am fairly confident you would immediately have an image, a sensation, an emotion that captured a period of transition in your life. I can vividly remember my first day at primary school, I loved it. I remember the excitement when I was told “You are going to school on Monday”. The trouble started when I had to go the next day and the next after that. I thought I was going for a day, I didn’t realise I was going for eleven years. So essentially my childhood lasted five years!

All of us in this room are potentially going through transition right now, perhaps some of us are finding those transitions are causing discomfort. My current state of transition is one of acceptance, accepting the aging process, noticing that I find impossible to do the things I did 10, 20, 30, 40 years ago with the same ease, like getting into a standing position without an accompanying sigh. But isn’t it interesting that whatever the event, we somehow manage to navigate our way through transitions, even with the human risk and emotional costs attached to them?

I have been involved in organisational change since the late 1980’s and I have constantly experienced a mindset of ‘this is going to be tough.’ Reading literature on transition and change, I notice a common theme of change being painful. Indeed, William Bridges, the American Psychologist, said that left to their own devices, caterpillars would not choose to become butterflies, they would become bigger, fatter, caterpillars. I take his message to mean change is inevitable and transition is painful but something beautiful emerges. There is a bit of ‘jam tomorrow’ there. “It will all be worth it in the end”. Not an encouraging prospect. But some transitions can feel like a slap in the face and others are more gradual.

DH Lawrence said people are not afraid of a new idea, they are afraid of a new experience. I think that’s true and it comes

from our growth instinct. Physis! The desire to grow, the capacity to grow. The inevitable growth and development I referred to earlier. And yet at the same time, human beings crave stability, security and comfort. Throughout our lives, I think, we are balancing our need for learning and growth with our need for safety, order and permanence.

I see change and transition as two different, yet integrated things. Change is situational, transition is psychological. It is not the event that is the challenge per se, it is the inner re-orientation or redefinition of self that we go through to incorporate the changes in our lives. Isn’t transition just about recreating ourselves? How have you re-orientated or recreated yourself over the years?

As transactional analysts isn’t change what we are about, the journey to autonomy, freedom from script, the capacity to make conscious choices about who and how we are in the world? We make contracts for change in whatever field we work in. We are in the business of change.

My own journey has been a series of transitions that have resulted in a transformation of me and my practice. Did I always embrace the transitions? No. Was I resistant? Yes. Well do I remember a therapy session when I refused to say anything to the therapist, I was well and truly in the huff. We sat and looked at each other for 50 minutes. My journey wasn’t always easy, in fact I did a really good job of self-sabotage in my CTA exam. When it came to the TSTA exams, I was in a completely differently place, psychologically. That was an eight-year process of gradual transitions, I had re-oriented and re-created myself.

What inspires you to do the work you do? What transitions have you gone through to reach this point in your journey. When you started that journey, what was your motivation? What was your mission? My

invitation to you is to reflect on the stage of transition that you are in on your TA journey.

What brings our clients to us? Often an event, a change in their lives, a desire to be different, internal or external pressure. Turbulence in some shape or form.

Turbulence is a normal aspect of psychological functioning and it is often that turbulence which drives the desire for many of my clients to change. The strength and amount of turbulence varies, however, according to how much pressure they are under at any given moment. This pressure may come from internal or external sources. By internal sources I mean their instinctual needs, memories, fantasies, beliefs and wishes, also their relationship to themselves and important others in their minds. By external sources I mean events and relationships in the outer world that affect us. In my line of work that is most often an event in the organisation of which the client is part and over which they have had little or no control.

If I think about my internal world I use the metaphor of a 'lava' lamp in which convection currents are in perpetual and ever-changing movement in relation to one another. The amount of movement in the lamp is determined by the amount of heat in the system. In a similar way the amount of turbulence there is in our inner world is determined by the amount of 'psychological heat' being generated by pressure from inside us or from the external world.

A client may come to us for therapy, counselling, or in my case coaching, when the amount of psychological turbulence they are experiencing causes discomfort for them or disequilibrium in the system they are part of. And it is usually an event that has caused the discomfort. I invite the client to engage in psychological transition using the coaching process, and by

accessing and exploring their inner world. So begins the journey of transition in pursuit of insight, choice, decision and action. On the journey I work with the client helping them move ever closer to internal cohesion which, in my line of work, I describe as self-awareness and self-regulation. The client is able to manage the inner and outer dynamics more effectively through having gained a deepened understanding of their own intrapsychic process and how that influences the interpersonal process. It sounds as though it is all plain sailing but of course it is not. For one thing, I am fairly sure that in organisational life we never truly get 'mutual consent' for change goals – we get a variation of that concept. Resistance is a natural part of transitioning for humans, we invite our clients to step into the unknown, we shake the foundations on which they have survived so far. It's my job to work with them to co-create a psychologically safe space. I need to embrace their resistance, lean into it, and help them work through it. When an organisational client comes to coaching to 'change' I invite the line manager to consider how they will be different in order to support the difference in the coachee.

So, change is, I think, seen as a really big deal. Perhaps we need to start by changing what we mean by change! What if we perceive it differently? What if we saw it for what it actually is - growth, including growing old! It is a bit passé to talk about embracing change, perhaps is more about reframing change.

I think we need to reframe change for our clients. In coaching we work with change goals, it is all about what they need to change. My thinking is that we need to be focussing on what has changed rather than how they have to change. What is the situation or event that has created the change? Then we can bring their focus to what transitional stages they may go

through so they can deal effectively with that change. A focus on re-orientation and redefinition. The focus in organisational life is often to act to bring about change; my thinking is that perhaps we should be more open to transitions as a state of being rather than an act of doing.

Existentialists suggest we meet every day with death on our shoulder. What if we met every day of our lives as an opportunity for transition? That every day we get a chance to become a better version of ourselves, for ourselves? I think we can help clients see change as a gradual, incremental series of transitions rather than a giant leap into the unknown? We can meet our clients where they are and work through forward movement so they can get to where they want to be. We must come from a place of acceptance and permission. Permission to be who you are, permission to make gradual transition, to take time for this transition process. Accepting 'the world' as it is and asking what can I learn from it?

Coaching is often referred to as a one-to-one relationship within a process, is it different from organisational consultancy?

In the context of organisations, change is driven by social, political, economic, technical, regulatory and environmental factors and is generally outside the control of most of the people who are affected by it. I hear so much hype about change. We need transformational change! We need to change the culture of our organisation! We need to change how our people think! Despite all that has been written on the subject of organisational change, there is in my experience, very little understanding of it. Organisational change requires all the constituents of the organisation to engage in transition and yet little attention is given to the psychological processes inherent in humans and the resultant human reaction to change. My experience is that often the message is adapting to survive rather than adapt and thrive. And sadly, the change is

required from everybody else and it needs to happen now.

Every organisation is an emotional place because it is a human invention, serving human purposes and dependent on humans to function. And humans are emotional animals subject to anger, fear, surprise, disgust, happiness, joy, ease, disease.

By the same token, organisations are interpersonal places and arouse more complex emotional constellations that shadow all interpersonal relations: love; hate; envy; gratitude, shame, guilt, contempt, pride – it's an emotional dance that we engage in as we move consciously and unconsciously from encounter to encounter with others. Emotions in organisations are primarily a source of disturbance but that isn't necessarily dysfunctional – although they are often seen as such and there is something dysfunctional about showing 'negative' emotion and the way that manifests behaviourally.

So is the only difference between our work with individuals and our work with organisations, the boundary within which we make observations and do our work? This tends to suggest that the shift of boundary is not of much significance, a quantitative rather than qualitative shift. We do the same but with more people. I believe it is a qualitative shift, we cannot understand an organisation unless we understand the human constructs that define it. I also believe that what happens in the context of the individual also happens in the context of the organisation. I think that organisations have scripts, at both content and process level and I define culture in this context. But however one defines it, culture shapes an organization and its employees and impacts anyone who comes into contact with them. Culture is the result of very complex group processes and it refers to those elements of a group or organisation that are the most stable

and least changeable. How about we reframe culture change, think about autonomy in the context of organisations and call transformational change, the journey to autonomy – a new way of being? How about we use gentler language in the context of organisational change. In a world where change seems to be more ‘violent’ – should we be the ‘peaceful’ ambassadors of transition? My experience of organisational change is that it has become this big thing that needs to happen, and it is generally content rather than process focussed. Organisations think about what action they can take rather than the transitions that necessitate psychological shifts. Often they don’t like what I have to tell them. They protest that they are no worse than anyone else. So, what if we reframed the idea of organisational change and made it organisational transition? What if we asked the question “What has changed?” and then invited reflection on the transitional steps to reorientation and redefinition?

We need to debunk the myth that change is huge, painful, and it needs to happen now and it’s for everybody else (below Director level)

As organisational consultants it is our job to create the right amount of disequilibrium in the system. How can I hold the organisational boundary whilst paying attention to the complex web of relationships, the script matrix, the script system, the transference and countertransference, the inner world of the individual, the team, the function and the whole system? We must become a player in the process rather than an observer of what is happening, and we must invite corporate leaders to do the same. Transition is accomplished through a series of new experiences and how we work with the client organisation through offering different relational experiences is important. How ready is this organisation and its people for new experiences? It is

our job to help members of the system redefine how they relate to each other and give them the support they need to accomplish that. We do it through modelling and through supporting the re-orientation and re-definition of engagement across the organisational hierarchy. And we must encourage engagement across the organisational hierarchy, the transition must start at the top. There must be a place for creativity, curiosity, humility, direct communication and respectful challenge in this process of transition and what is our role as consultants in co-creating that space? And we should consider how we will change as consultants as a result of our engagement with this organisation.

Perhaps let’s reframe how we see organisational consultancy and move away from an intervention such as ‘change projects’; leadership development programmes; employee engagement, blah blah blah. Let’s look at organisational consultancy as a multi-party psychology and organisational transition, as the co-creation of new psychological experiences and the reframing of relationships. How would that transform our offer and the work we do?

And so, colleagues, for me the concept of transition as a consequence of change is liberating. Change is inevitable, transitions are choices made in response to the inevitable.

Personal development and organisation development can be a journey of self-discovery moving the travellers from doubt to certainty; from turmoil to excitement (or peace), from self-criticism to self-belief to a re-oriented and re-defined person or system. Let’s truly partner our clients in whatever field we work in their transition.

Without transition change is just re-arranging the furniture.

Power Potentials

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In 2011 I produced a workbook in which I reviewed what various authors had written about power and pulled out my own version of the sources of power, calling it 'power potentials'. The following is an extract from that workbook, plus updates I have added over the years, concluding with some reflective activities that I have designed during 2018 when considering professional identity and professional relationships.

Altorfer, English, Jacobs, van Poelje

Nearly 40 years ago, Otto Altorfer (1977), who at that time was a Provisional Teaching Member in Special Fields, contrasted formal courtesy with authentic courtesy, and formal power with personal power. He made the case [without references] for awareness and appropriate use of strokes and stroking patterns, and avoidance of discounting. He explained that authentic courtesy is needed to respond to the true feelings that may be hidden in the non-verbal messages, and that personal power "relies on mutuality and the principle of seeking agreement and consensus...[and needs that we] recognize needs for belonging, self-development, and self-actualization..." (p.341).

Fanita English (1979) quoted 18th century philosopher Jean-Jacques Rousseau for the notion that everyone emerges from childhood with a slave or tyrant mentality, labelling them respectively as Type I, helpless victims or rebels who seek strokes from powerful Parent figures, and as Type II, helpful yet bossy Powerful Parents who start out as rescuers but shift to persecutor and eventually to victim (no initial capitals in original). Hence, Jones in Guyana, and Hitler before him, became the Great Leader or the Grand Inquisitor, who could offer the slaves (Dostoevsky, 1957) someone to worship and hence an escape from autonomous functioning. English points out

how people appear to function more effectively in such circumstances, as they no longer have to deal with contradictory or unpleasant emotions and have now got a stable conception of the object of life (Dostoevsky).

Alan Jacobs (1987) continued with English's questions on which his article was based: "Why do people join political, religious, professional, or social movements, of whatever size, and surrender so completely, giving up everything including their lives, their fortunes, their families? What needs do people have to find and love a marvellous parent who has all the answers, and in his or her name, to even commit murder and suicide?" (p.59). He goes on to refer to various political, religious and social movements that seek to impose their own view of reality and hence to control large numbers of followers – such as Nazis in Germany, Bolsheviks in Russia, Khomeini in Iran, Pol Pot in Kampuchea, as well as fundamentalist religious groups including those of Jews, Christians and Muslims. The atmosphere that allows such autocratic structures to emerge is one of "economic turmoil, war, and social, religious, or political oppression [which] exacerbate personal existential fears..." (p.60). He goes on to suggest that there will be masters, followers, bystanders, sources of evil, slaves, and resisters.

Several years later Sari van Poelje (1995) suggested that in the current climate of rapid changes and globalisation of local problems these ideas become more relevant. It is almost as if the complexities and the uncertainties of modern life lead people to look to their leaders for certainty. This is a recipe for autocratic systems to begin to take hold. She develops Berne's (1964)/Jacobs (1987) by using thicker lines to show that the external boundary is permeable allowing bystanders to be recruited during the early stages. Then the external boundary is closed, and

Lieutenants are appointed to manage internal agitation. Only Lieutenants can cross the external boundary to convert followers. To further strengthen the external boundary an enemy or Object of Evil is identified (Jacobs 1991). For example, Enemies for Hitler were Jews and Gypsies and for US President Bush they were Terrorists and the 'Axis of Evil'.

The Lieutenants deal with any agitation and now may be divided in their tasks, some managing the internal group process (Police) and others managing the external group process (Army). Those managing the external process will be responsible for acquiring resources, including labour. Where this labour is forced they are known as Slaves. Finally, Resisters emerge. They refuse to accept the symbioses and fight to overthrow the Master.

Power is therefore a significant contributor to the appropriate and inappropriate maintenance of boundaries, whilst also being how boundaries may be breached when the power option is chosen instead of building bridges. Power may reinforce or challenge boundaries within any of the categories I describe below.

Krausz on Power

Krausz gained the Eric Berne Memorial Award in 2012 for her articles on power and leadership. In her 1986 paper, she defined power as "the ability to influence the actions of others, individuals or groups." (p. 85). She then defined leadership as the way that power is used in that process of influencing. She went on to consider two sources of power: organisational power related to status within the structure, function in the system, and the extent of influence on others that the status assigns; and personal power as the specific characteristics, experiences, knowledge, expertise and ways of relating to others. She pointed out that organisational power is formally distributed between the members of an

organisation whereas personal power is not distributable and depends on each individual. She also claimed that organisational power is activity oriented while personal power is results oriented, although she did not give any explanation for that.

Krausz went on to identify three types of organisational power and three types of personal power:

Organisationally based:

- *Coercion/pressure* – based on fear of punitive acts and employed to ensure that individuals or groups will comply. Leads to an organisational climate of alienation.
- *Position* – related to the status a person has in the organisational structure and/or their job, this is also known as institutional, legal, traditional or legitimate power and theoretically those with equal status have equal power. Leads to an organisational climate of depression and confusion.
- *Reward* – the capacity to assign direct or indirect, material or psychological compensations such as money, position, strokes, etc. Leads to an organisational climate of insecurity.

Personal based:

- *Support* – based on the ability to stimulate the involvement of peers, superiors, subordinates and others. Leads to an organisational climate of anxiety.
- *Knowledge* – related to skills, knowledge, and experience relevant to the job and the organisation. Leads to an organisational climate of acceptance, security but also possibly dependence.
- *Interpersonal Competence* – based on communication skills, empathy,

authenticity, respect, trust and capacity for intimacy. Leads to an organisational climate of trust and openness.

Seven Sources of Power

Steiner (1987) commented in his Abstract that “Power is almost universally and mistakenly seen as the capacity to control other people”. (p. 102). He proposed a more positive paradigm of power as the

capacity to effect change and identified seven sources of power based on the ancient theory of the chakras of Kundalini yoga. He referred to these as a rainbow of options rather than the unidimensional power based solely on control, commenting that each may be underdeveloped to the point of nonexistence or overdeveloped so that it crowds out other sources of power. His comments are summarised in Table 1.

The Source of Power	Chakra	Under Developed	Over Developed
Grounding The capacity to stand one’s ground	Earth	Easily pushed around and unsteady	Stubborn, unmoveable and dull
Passion Power to create, recreate, transform	Sex	Unexcitable, boring	Driven by sexual passion or fanaticism through repression
Control Ability to aggressively manipulate others and the environment	Power	Unable to deal with internal or external environment	Competent in power games of one up. Constantly testing who is better/right.
Love To nurture, heal and instil hope	Heart	Inability to experience loving feelings and to benefit from strokes	Driven to excessive sacrifices and self neglect
Communication Create in others feelings and ideas that reflect our own	Throat	Remains quiet and fails to convey ideas	Overbearing especially if used in conjunction with control
Knowledge Science, wisdom, vision and intuition	Third Eye	Ignorance	Over reliance on knowledge as power
Transcendence Appreciation of unity with the Universe	Cosmos	Considers self as separate from others and insensitive to them	Detachment from earthly ways, mystical

Table 1: Summary of Seven Sources of Power, based on Steiner 1987

Hay 2015	Krausz 1986	Steiner 1987	French & Raven 1959	Hicks & Gullet 1975
Physical - as in being stronger, bigger, etc than others or using supporters who have physical power, such as gangsters, mercenaries, etc	coercion	grounding	coercive	physical
Pecuniary (i.e. Financial) - having control over tangible rewards and penalties	reward		reward coercive	economic
Performance – being an expert, having knowledge that others lack	knowledge competence	knowledge	expert	performance knowledge
Personal – interpersonal and communication skills, emotional intelligence	reward interpersonal	control Communi- cation		personality
Psychological – positively as charisma or negatively through ulterior transactions	support	passion love Transcend- ence	charisma referent	personality
Positional – the power that comes with the role, the level within the hierarchy, the legal context	positional		legitimate coercive	positional
Political – based on ideologies, beliefs, values that others (can be persuaded to) adopt				ideological

Table 2: Power Potentials (Hay, 2015)

Power Potentials

Table 2 shows how I classified power sources mentioned by others such as Krausz (1986), Steiner (1987), French & Raven (1959) and Hicks & Gullet (1975). The last two are not TA authors but are well known for their material on power and leadership.

Note that I regard coercion as a behaviour rather than a source of power, and control as an outcome of power rather than a source.

I also suggest review activities as part of workbooks produced during 2018 for an ongoing TA programme:

Activity: Power and the Practitioner

Review how you might unconsciously be influencing clients (or colleagues) through the potential power that you have. For each Power Potential:

- How might this be impacting a client or colleague?
- Is this a conscious and positive use of influence or might it be undermining their autonomy?
- What changes will you make to ensure that you are not unconsciously influencing them?

Activity: Power in the Professional Relationship

Use the prompts below to consider how the various sources of power might be having an impact on your professional relationships. Consider what you might need to do to minimise any inadvertent power differentials, in either direction.

- **Physical** - even if this applies inadvertently because you are bigger or smaller than the client; do you ever feel intimidated by a client?
- **Pecuniary** (i.e. Financial) -who sets the fees, reduced fees or pro bono working, paid to you or indirect; impact when clients withhold fees; when clients offer gifts?
- **Performance** – being an expert, explaining your role; having a client who is a (TA) practitioner; client who is expert in their profession?
- **Personal** – interpersonal and communication skills, emotional intelligence – when different levels for you and a client; when client is more skilled than you?
- **Psychological** – positively as charisma or negatively through ulterior transactions – the impact of transference, counterdependency, etc?
- **Positional** – the power that comes with the role, the level within the hierarchy, the legal context; of you and of the client; of other stakeholders?

- **Political** – based on ideologies, beliefs, values that others (can be persuaded to) adopt; impact when you know the client's political views?

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