



Volume 6 Issue 2

Newsletter

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### Report from IDTA Council

#### Events

You have probably noticed that we have 'gone quiet' about events. We had to cancel the planned event for May in Bath due to lack of bookings. We very much regretted this and worked hard to organise a way to go ahead with small numbers but it was just not feasible. We were also disappointed to learn that the proposed Organisational conference in spring 2012 in Zurich is no longer going ahead.

We have now bowed to the inevitable and accepted that the current economic climate is not conducive of people spending time and money on such events – so, sadly, we have not gone ahead with arrangements for the proposed November event this year and the longer event next year.

However, we have begun a dialogue with the ITA about options for a joint event

in April 2012, so - no guarantees – but we are hopeful of a successful outcome. Meanwhile, the dates to keep clear in your diary are sometime around 12-15 April 2012.

#### EUROTAPACY & EUROTAPATE

This pan-European project, funded by EATA and managed by IDTA, goes from strength to strength. Award ceremonies have been held in Armenia, where two teachers have also completed the requirements for the EUROTAPATE (TA Proficiency Award for Teachers & Educators). Another Award ceremony will take place soon in Italy, and on 12 July Anita Mountain will act as IDTA Ambassador at an Award ceremony for several schools in Lincolnshire.

The work in setting up the UK project was done by Steve Russell, in Italy Ulrike Widen is now the National Co-ordinator and in Armenia that role is taken by Varduhi Shahnazaryan. Our sincere thanks to those three, and all the others involved, for their hard work on this initiative.

There will be a EUROTAPACY/TAPATE Meeting in Bilbao, led by Julie Hay who is the Project Manager for the scheme. Contact her via [chairperson@instdta.org](mailto:chairperson@instdta.org) if you want to get involved, or go to [www.instdta.org](http://www.instdta.org) for more information.

### **Organisational Competencies and Exam Questions**

Lynda Tongue, as Chair of IDTA Training Standards Committee, continues to liaise with EATA over our concerns about the Organisational field competencies and exam questions.

We have been challenging the competencies over several years, since they were set by a Taskforce led by a TSTA (Educational) and shifted the focus onto OD Consulting as if that were the only way to work. They also called for trainees to work with the 'whole' organisation – fine for small company work but hardly realistic if you provide TA services to large multi-nationals.

We are now also challenging an EATA and Training & Certifying Council (T&CC - the international equivalent of EATA, legally separate from ITAA) decision to change and also reduce the number of exam questions for the Organisational field. We felt that a choice of 6 questions from 9 put our Organisational trainees at a serious disadvantage against other fields that can choose from 12 or 13; we also challenged once again the overt OD focus. We are awaiting some response from EATA and Lynda has offered to lead a new Taskforce through a proper process of consultation.

Having maintained that Metanoia Institute is a training organisation and not a democratic organisation that meets EATA rules as an affiliate, we have now heard that Metanoia

Institute have give the given the required one year notice to end their affiliation.

We have noted that the new Scottish Association for Transactional Analysis, and the International Association for Relational Transactional Analysis, have both submitted Affiliation requests to EATA.

### **New MSc Professional Development (Developmental Transactional Analysis)**

IDTA has a contract with the ICDTA (International Centre for Developmental TA) whereby IDTA recognises ICDTA qualifications, including student categories, and reflects these in IDTA member categories.

ICDTA will now be extending their categories to reflect a new contract between ICDTA founder Julie Hay's company Psychological Intelligence Ltd and the Professional Development Foundation that is linked to Middlesex University, to provide university accreditation at post graduate certificate and diploma and at MSc level to the programme already being run in the UK, Romania, Poland, the Ukraine, Turkey and New Zealand.

ICDTA Council welcomes this initiative, which we feel is likely to raise the profile of DTA considerably due to the attraction of an MSc from a UK university. We noted that CTA exam will be an optional extra to be obtained after the MSc. This decision was taken because of the impracticability of running a university-accredited programme when the competencies and exam procedures can be changed at short notice and without consultation (such as has happened as above for the Organisational field).

## **Working Together: Organizational Transactional Analysis and Business Performance – Further extract**

**© 2011 Anita Mountain TSTA (O/P) &  
Chris Davidson PTSTA (O)**

We decided that this time readers might find it helpful to have one of the exercises from the above book, which, by the time you read this will already be out.

As you know, the target audience for this book is those working in organizations and there are a range of different exercises at the end of each chapter. The aim of these exercises is to raise individual and group awareness and promote effective relationships in the workplace.

We recognise that many IDTA members are from education and this particular exercise was created for a previous publication: *The Space Between: bridging the gap between workers and young people*, (Mountain, 2004).

### **The Game Diary**

The following exercise will enable you to think through your own and a team's game processes. When you get that 'same old feeling' then this is the time to bring out the diary and consider what occurred. By doing this you will become more finely attuned to the process and find ways to stop it earlier on, and eventually not get involved at all.

This is based on Game theory. By identifying the predictable points in arguments, you are able to see how, and where, you can intervene in processes and change the outcome.

### **What to do**

Work through a recent event. Choose one that you seem to repeat again and again and where you also experience feeling or thinking something at the end which is familiar.

Draw the chart landscaped out on a piece of paper, as shown overleaf, with sufficient room for making notes within each box.

1. Chart the steps on a diary like the one below by answering the questions at the top of the page.
2. Over time, after perhaps two or three occurrences, a familiar pattern with a predictable outcome may appear and this will indicate a Game.
3. Identify the familiar feeling which will probably accompany the end of the process.
4. Continue to work through similar incidents as they occur.
5. Consider any patterns and themes that you notice.
6. Where could you do something different? What options do you have at each stage?
7. When you realize how you hooked someone else into a game, or were hooked yourself, consider what you could do differently in the future. For example, if you are one of life's Rescuers consider what you might do to remind yourself that you are OK as you are, without having to look after others. Alternatively consider how you could notice your own, or someone else's opening discount that might start the game.

Where will you get your need met for recognition in healthy ways in future?

	What started it Time How I felt	What I did	What they did	What happened	The payoff, or how I felt when it ended
Sunday					
Monday					
Tuesday					
Wednes- day					
Thursday					
Friday					
Saturday					

## SETTING UP THE COACHING CONTRACT

Extracted and amended from  
*Transactional Analysis for Coaches and Mentors* by Julie Hay, Sherwood Publishing, in press

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A key element at the start of any coaching engagement is agreeing the 'contract' – what does the client want to work on and what can the coach offer. The questions below are written with the client in mind, although they may also need to be covered with any other stakeholders, when you have multi-party contracts such as those involving the client's line manager or the HR officer who is organising the coaching arrangements.

We can think of contracting on three levels:

procedural – the administrative aspects such as when and where you will conduct the coaching, what are the financial arrangements, what procedure applies for cancellations, and so on.

professional – what is the coaching meant to achieve, how will practitioner and client work together, what professional skills will the practitioner bring, what are the boundaries of the coaching, etc.

psychological – what may happen out of awareness if we fail to pay attention to any underlying dynamics, are there risks that the client may idealise the coach, or that the coach may 'mistake' the client for a child, or that we get too cosy with each other, or avoid being honest...

I usually list these levels in the order of procedural, professional, psychological

because they relate to the ego states of Parent, Adult and Child – or what are the rules, what are the options and how might we be 'naughty' and do things we shouldn't. However, when talking to clients it may be more natural to talk about the professional level first, then to add procedural, and only to address psychological when we've established enough rapport.

### *Checklist: One-to-one contracting*

#### *Professional*

*How do we each understand the nature of the coaching or mentoring we are about to engage in?*

*Can we reach a shared understanding? What process shall we agree to now for either of us to use to raise any future discrepancies?*

*What is our agreement about confidentiality? Although it is usual for the coach to maintain confidentiality about the client, do we need this commitment in both directions if the coach is likely to be using self-disclosure? This may be particularly important when a mentor is also a senior manager whose admitted weaknesses or failures should not be gossiped about.*

*What does the coachee or mentee hope to achieve via the process? Is that realistic?*

*What professional skills and knowledge does the coach bring? How competent do they feel to assist the client in attaining the hoped-for outcomes?*

*What are the professional boundaries of the relationship, e.g. is the coach qualified and expected to give business advice? How will we distinguish between coaching and counselling?*

*Who else is available to the client if the coaching raises issues that are outside our agreed boundaries?*

### **Procedural**

*How often will we meet and for how long each time?*

*Where will we meet and who will organise the venue?*

*Will we always meet in the same place or shall we vary the venue?*

*What are the venue requirements, e.g. privacy, not overheard or overlooked, or maybe at the client's workplace so behaviour can be observed?*

*If we are engaged in distance coaching (e.g. phone or Skype), what rituals shall we establish to ensure as good rapport as if we were face-to-face?*

*Do either of us have 'gate-keepers' who need to be briefed so they don't protect our diary by being reluctant to add in meetings?*

*What shall we do about cancellations, how will we let each other know, who is responsible for re-arranging a cancelled session (whoever cancelled it, perhaps?)*

*If this is paid coaching, will charges still apply if the client cancels, how much notice is required, what happens about holidays?*

*What happens if the coach has to cancel a session?*

*What notes will be kept? By whom and where?*

*What information might the coach provide to others? e.g. will the coach report to the customer and if so, what will be covered?*

*Will the client see what the coach reports, and if so, will that be before or after the report is made?*

*What information will the client provide to others? e.g. will the client report on their own progress to their own manager? Will the client provide*

*management with feedback on the coach's performance? Will the coach see this, and if so, when?*

### **Psychological**

*How might we unwittingly sabotage our relationship, e.g. being too nice to each other, getting into a parent-child dynamic, becoming competitive, etc?*

*What previous experiences of coaching or mentoring might influence this new relationship? How can we ensure that we don't bring outdated expectations into the dynamic?*

*What ground rules shall we agree so that either of us has a clear process for raising any problems in the future, in a way that will guarantee the other person will listen?*

*How will we recover trust if, in spite of our best intentions, something still goes adrift in our relationship?*

*Is there anything else we need to share at this point – have we been as open as possible about any anxieties or concerns, however vague these may be?*

### **NOTES & SOURCES**

Berne's ideas on contract are contained in *Principles of Group Treatment* Eric Berne, Grove Press Inc., 1966.

For more ideas on multi-party contracting, see *Reflective Practice and Supervision for Coaches*, Julie Hay, Open University Press 2007.

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In the previous newsletter there was an extract from our book *Working Together, Organizational Transactional Analysis and Business Performance*, which was published by Gower on 22 June. We would like to let you know that we have changed the name of this model to OK Modes.

Anita Mountain & Chris Davidson

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## We welcome submissions

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

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

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