



# IDTA Newsletter

Volume 8 Issue 1

March 2013

## Welcome to this issue—and we hope you like our new logo

This first issue for 2013 comes out just before the 2nd joint ITA/IDTA Conference—we hope to see some of you there in Cheltenham soon.

And if you can't make it, you can always sign up for the Livestream Event—this will allow you to watch 5 workshops and the opening keynote address—and is FREE! A great opportunity from the conference organising team.

Read on for the usual update from IDTA Council, plus a couple of articles that have been written as part of the MSc in Developmental TA/ICDTA Certificate in DTA.

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**There is still time to sign up for the National TA Conference 5-7 April 2013, including the FREE Livestream online**

**See the conference website at <http://uktaconference.wordpress.com/>**



## Report from IDTA Council

### ITA/IDTA Joint Conferences

The next joint conference is running very soon after you get this Newsletter – 5-7 April in Cheltenham – check out <http://uktaconference.wordpress.com> if you want to attend or sign up for the great Livestream option that will allow you to hear the opening keynote speech and five special workshops on Friday 5<sup>th</sup> – FREE!

### TAPA Schemes

In the last Newsletter we mentioned South Africa and Singapore. We're now working with schemes in Taiwan, Turkey, Croatia and Serbia. The complete list of past, present and pending schemes now includes those 6 countries plus Armenia, Austria, Germany, Italy, Macedonia, Slovenia and the UK, plus initial enquiries from the Netherlands and Russia.

We have expanded from the original TAPACY (TA Proficiency Award for Children & Young People) to offer also the TAPATE (Teachers & Educators) and TAPACP (Caregivers & Parents).

The ICDTA ([www.icdta.net](http://www.icdta.net)), with which IDTA has a contact about TA qualifications, provides similar schemes for those at work. Called DTAVA – Developmental TA Vocational Awards, these are designed for managers, those in customer services, and for any other occupations where the TA is being used to enhance work skills.

### IDTA Logo

We have a new logo. You will see it on this Newsletter and on the IDTA website. It will gradually be added to all IDTA documents.

### IDTA AGM

Like the conference, the AGM will take place soon after you receive this Newsletter. It is scheduled for 1815 (or 1830) on Friday 5<sup>th</sup> April at the Conference

Hotel. This is an 'extra' AGM because it repeats one already run in February that related to the IDTA financial year April 2011 to March 2012, and adds a shortened financial year April – December 2012.

We 'shortened' one IDTA financial year so we could in future make our financial years run January – December, thereby enabling us to have our AGM's at the joint conferences in April each year, and also lining up with the EATA financial year.

### IDTA Website & Marketing

Our webmaster, and very enthusiastic marketer, David Morley has been recalled to Australia from France – by his employer and not the police! Fortunately, he will remain on Council and carry on with supporting us and taking part in online Council meetings.

However, he will no longer be able to attend the occasional face-to-face meetings of Council, so he will miss out on stroking opportunities – so if you like the IDTA website, please use the Contact form to send him strokes . . .

### EATA Matters

We are still awaiting the EATA definition of a Special Interest Group, and still seeking to clarify whether TSTA attainment can be extended over 14 or 28 years.

We are pleased that EATA PTSC acceded to our request that the Written Exam Questions for the Organisational Field be put back from 9 to 13 choices, as for the other fields.

We continue to input to an EATA Taskforce that is reviewing the Organisational competencies, and particularly the requirement to work with a whole organisation – something that is only feasible with small/medium companies – we doubt many CTAs work with the whole of Coca-Cola, the NHS, British Airways, Google, etc.

## UK TA Associations

The Chairs of 4 UK TA associations affiliated to EATA – ITA, IARTA, IDTA, STAA – continue to discuss options about the remit and election of UK delegates to EATA and also on a process for decision making amongst our associations.

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## Analysing ‘people’ within organisations

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The author acknowledges the invaluable stimulation, examples and ideas provided by David Dobedoe, Euan Cowie, Lyn King, Ros Soulsby, Min-Min Teh and Diane Richardson during a training workshop.

### Private, Professional and Organisational Roles

Schmid (2008) was honoured with the Eric Berne Memorial Award for his role concept, which he developed as “an expansion of the ego state model” (p.19) when dissatisfied with the lack of systemic concepts within TA that could be applied in organisational work.

He proposed a three-role model of organisational, professional and private roles, although he did concede (Schmid 2008) that other models had more roles. Schmid diagrammed the three roles within a ladder, which of course allowed for the addition of more roles at the top and foot of said ladder, although he precluded this somewhat by enclosing the ladder within a circle labelled ‘personality’.

He defined a role as “a coherent system of attitudes, feelings, behaviours, perspectives on reality, and accompanying relationships” (p.20) and went on to say that roles are linked to specific realities and frames of reference. He also described various ways of analysing roles just as we do ego states; I summarised these in a previous article (Hay 2011).

## Superior, Equal or Inferior

Crespelle (1998) had previously also written about roles and ego states. He referred to social roles and quoted Stoetzel (1960) in linking them to social contexts such as institutions and particular cultures. Crespelle also commented that roles are tied to activities, and played in ways that reflect relative role positions. He went on to describe how role positioning depends on external signs that serve as status indicators, such as rank (power), beauty, lifestyle (privilege or handicap) and experience, and performance (knowledge or sophistication).

Crespelle proposed that we adopt one of three interpersonal stances based on status indicators: superior, equal or inferior, and that we interact between role positions just as we transact between ego states. He diagrammed the roles like ego states except that he used three stacked diamonds, and illustrated equal and unequal complementary interactions, and superior and inferior crossed transactions.

He labelled equal complementary transactions as ‘co-operation’ (between the middle, equal, diamonds); unequal complementary as ‘hierarchy’ (one up and one down); crossed transactions where both seek to be one up as ‘antagonistic’; and crossed where both seek to be one down as ‘blocked’. The final two appear similar to Schiff et al (1975) material on competitive symbioses.

### Internal and Behavioural Ego States

The third strand to this paper is that I have developed a model (Hay 1992, 2009) that incorporates internal and behavioural ego states rather than structural and functional. I did this as a pragmatic solution to the problems I encountered when seeking to teach ‘ego states’ to managers, as well as in response to ongoing differences of ego state definition within the TA community. In this model, I use dotted circles to

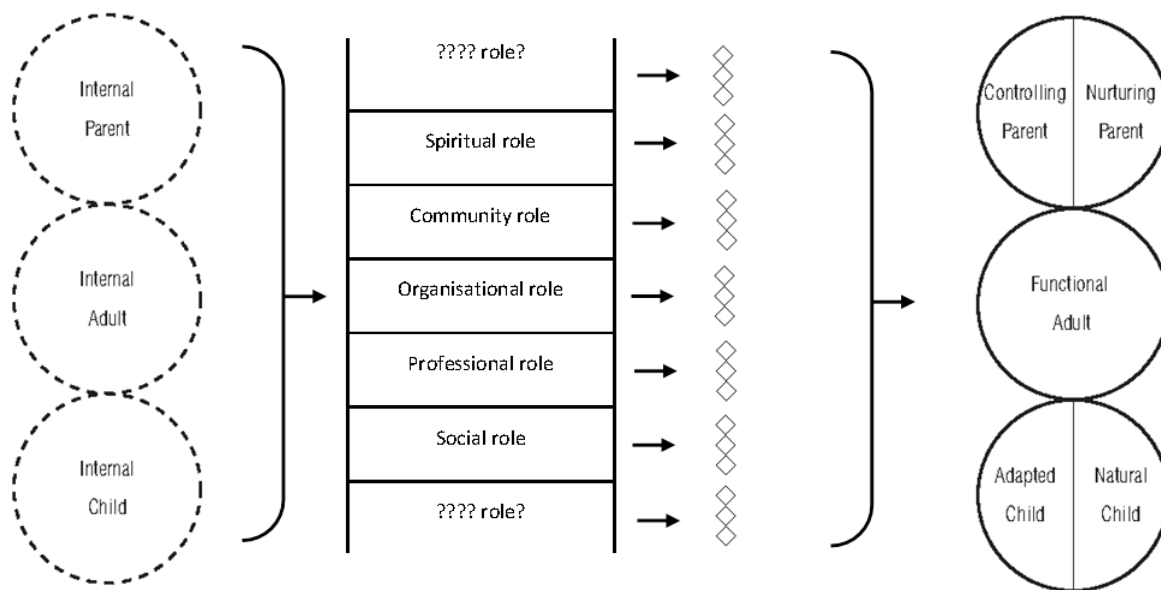


Figure 1: from internal ego states through roles via stances to behavioural ego states

indicate the inability to directly observe the existence within of Internal Parent, Internal Adult and Internal Child; we see only the resulting behaviours. I use the normal ego states circles to diagram behavioural ego states, with Parent and Child subdivided just as Berne (1961) did originally for the functional model. However, I rename Adult as Functional Adult to emphasise that it is not the same as here-and-now or Integrated/Integrating Adult. This also provides consistency as all behavioural ego states then have two-part labels; Functional Adult joins Controlling Parent and Nurturing Parent, Adapted Child and Natural Child.

### Ego State Diagnosis

Putting these ideas together, I arrive at the representation shown in Figure 1. Our internal ego states, shown as dotted lines because we cannot directly observe them in others, contain our stores of recordings and our processing unit, as well as being the receptacles for our ongoing experiences. Script and autonomy are there.

These function within our roles. We may be neatly within one role or we may have role contamination, as in the recent case of a Christian airline stewardess seeking to show a religious symbol that the uniform requirements of her organisational role at that time precluded.

We may also have role conflict, such as when we want to be at work in our professional role and at home with our loved ones. In any role, or mix of roles, we may opt for the status of superior, equal or inferior – hence there are 3 stacked diamonds available for each role.

Finally, we display behaviour, for which I use the diagram of behavioural ego states. Drawn just as Berne (1961) drew functional, this has solid lines because it can be observed. Unlike several other TA models, it recognises that any behavioural ego state can be positive or negative. For example, Nurturing Parent from a superior stance will lead to ‘smothering someone in kindness’; Functional Adult may put someone down with logical precision when they needed support or encouragement.

## References

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## Systemic Constructivist TA applied to Organisational Consulting

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Kreyenberg (2005) quotes Bolling during a seminar (2001, no reference given) as explaining the difference between living and mechanical systems as like kicking a dog versus kicking a stone. You can predict the likely outcome with the stone but with the dog you can only estimate probabilities.

She goes on to reference Vester (1988) and Dörner (1997) for a list of the characteristics of using systems:

- ◆ Unpredictable because there is too much information to process
- ◆ Networked and have to know where or how things connect
- ◆ Dynamic and hence changing even as you analyse
- ◆ Invisible in places
- ◆ Indeterminate, with chaotic effects rather than linear, casual relationships

Proposing the need, therefore, for systemic constructivist thinking, Kreyenberg

comments on how transactional analysis is already such an approach. She explains that, even though Berne focused on humans as units and sought to show linear processes such as his game formula (Berne 1964), he was also clear on interdependencies among society, culture, families, groups and organisations. She also points out that later writers have added much about constructivist transactional analysis (e.g. Allen 1993, Loria 1995, Kenny 1997).

Kreyenberg goes on to list seven key issues that can help us "understand the phenomena we observe in organisations" (p. 302).

*1. Holistic Thinking* – TA is a "holistic, teleological approach that looks at the whole mosaic of the system, including the context" (p. 302). It connects empirical with phenomenological, and rational with intuition; we also take into account that the TA practitioner becomes part of the whole and hence impacts on the organisation.

*2. Self Similarity* – social systems have fractals, whereby the same pattern recurs on many levels; TA models are also fractals, allowing us to hypothesise about wider issues from an analysis of elements such as transactions to games to culture.

3. *Circularity* – as when social systems operate as closed systems (chicken and egg); TA concepts are often explanations of just such circularity, such as how scripts play out, how the racket system is a cycle, etc.

4. *Subjectivity* – we construct our reality, through words, language, metaphors, and hence can change our reality; in TA application our focus is on helping others to change their frames of reference and hence their subjective ‘realities’. Autonomy includes awareness of our subjectivity and the capacity to choose from a full range of options (what Berne called spontaneity).

5. *From Structure to Process* – which Kreyenberg illustrates with the example that to understand a river, you must analyse how it flows as well as the water, ground, sand and stones. TA picks up this theme through its focus on energetic and structural patterns; for instance, ego states are a theory of energy distribution.

6. *Focus on Effects* – is necessary because it is often impossible to determine cause and effect, so it can be hard to identify where leverage exists. When TA is applied pragmatically and in a constructivist mode, its relevance “derives from the usefulness of specific assumptions with specific clients in specific situations” (p. 306) – it is not necessary, or possible, to prove the truth of a construct.

7. *Logical Level* – refers to solutions, as when Wilber (2001) “differentiates between homeostasis (a system remains stable), translation (a system varies within its boundaries), and transformation (a system changes itself) (p. 306). TA enables us to take into account levels such as individual, group, organisation and to switch between microanalysis and metaperspective.

Kreyenberg provides a table (p. 308) that summarises the characteristics of the

systemic constructivist approach to organisational consulting aligned to TA, and includes some metaphors, for each of her seven key points.

She concludes with three factors to consider before any organisational interventions, which she attributes to another personal communication with Balling, in 1997:

1. *Metaconcept* – how our actions are influenced by our attitudes and values within the ethical and cultural frameworks of TA.
2. *Self-reflective Process* – how we observe – diagnose – plan – intervene – evaluate through a largely internal process.
3. *Contact with the Client* – the TA style and the ease with which we can share TA concepts with clients.

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### A non-profit organisation

**Training and supervision** that meets **EATA/ITAA** requirements for **CTA and TSTA**, that also meets **ICDTA** requirements for **professional and practitioner accreditation** recognised by **IDTA**. and **Middlesex University** requirements for postgraduate certificate and diploma and **MSc Professional Development** (Developmental TA – with application specified where appropriate e.g. DTA Coaching).

Parts of these programmes also meet requirements of **European Mentoring & Coaching Council**, **Chartered Management Institute** and **Institute of Leadership .and Management**.

We also run **Vocational Awards** that those in TA training (or qualified) can offer to their own clients e.g. **DTAVAME** is the DTA Vocational Award for Managers & Executives – candidates produce portfolios of evidence of how they have applied several TA concepts

Our programmes are led by Julie Hay TSTA O & E, Visiting Professor Middlesex University, and the team includes Lynda Tongue PTSTA O, Anita Mountain TSTA O & P, Madeleine Laugeri TSTA O, Sandra Wilson TSTA O, Bill Heasman PTSTA O, Bogdan Serbanescu PTSTA O, and Anne Tucker PTSTA O. Check Amazon for books and TAJ for articles by Julie Hay and by Anita Mountain/Chris Davidson.

We run our programmes for students in various UK locations, plus Poland, Armenia, Ukraine, Russia, Turkey, New Zealand, China and also via webinars.

For more information, go to [www.pifcic.org](http://www.pifcic.org) or email [julie@adinternational.com](mailto:julie@adinternational.com) or call us on 01992 550246 to organise a no-obligation chat via phone, Skype or GoToMeeting – or speak to any of the team

## Contact details for Council

Chairperson—Julie Hay 07836 375188 or  
03000 115230 chair@instdta.org  
Skype: juliehay

Vice Chair—Anita Mountain 01455 824475  
vicechair@instdta.org

Treasurer—Keith Morton 01455 213093  
treasurer@instdta.org

General admin—Julie Hay 03000 115230  
admin@instdta.org

Training Standards—Lynda Tongue 07793  
077953 training@instdta.org

Membership—Bev Petrossian 07968 482238  
membership@instdta.org

Marketing & Website—David Morley  
marketing@instdta.org

Conferences - Keith Morton 01455  
213093 conferences@instdta.org

## 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: admin@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

## Advertising rates

- ◆ Full page: £50
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Send to: admin@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

## Next issue copy dates

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Institute of Developmental Transactional Analysis, Wildhill, Broadoak End, Hertford, SG14 2JA  
www.instdta.org

Registered in England Company No: 04727639

email: admin@instdta.org