IDTA

Volume 5: Issue 1	**Newsletter**	April 2010

IDTA Special Event Issue

Welcome to this issue, which contains full details of the IDTA Special Event planned for June 24th.

This issue also contains two articles—from Lynda Tongue who gave us a great item in the last issue also, and the other from Anita Mountain and Chris Davison who have provided a thorough account of their topic at the IDTA Conference last October.

Plus—a reminder that the next IDTA Event will be on 30th October; more news about how Developmental TA is progressing in the Ukraine; and congratulations to IDTA Member Bogdan Serbanescu for becoming the first PTSTA (Provisional Teaching & Supervising Transactional Analyst) in Romania—Bogdan is Organisational but is the first PTSTA in any field there.

And not forgetting an update from IDTA Council—please read so you know what is happening with your association— and consider volunteering to help us with the running of IDTA. It's a great source of strokes!

Contents

New contact details for IDTA—a reminder—please update your records

The ONLY address for IDTA is IDTA, Wildhill, Broadoak End, Hertford, SG14 2JA. Please do NOT send any cheques or correspondence to any other addresses as we may well not receive it.

We have also now given IDTA a telephone number, using the 03000 numbers that are available to charities. Having such a number means that you can call IDTA from anywhere in the UK for the cost of a local call, and from outside the UK for the same cost as dialling an 01 or 02 (London) number.

Next time you pay IDTA, please also check the bank account details on the invoice. We now have an account at The Co-op Bank and not at Bank of Scotland any more.

Special Events 24 June and 30 October 2010

We hope you noted the Event dates published in the last IDTA Newsletter and that you are planning to attend both. We have planned one day in June near Luton and one day in October near Leicester. These will be instead of the previous pattern of a 2 day conference.

The designs of the days will be different to provide variety of content as well as variety of location.

On 24th June the event will be at Putteridge Bury (near Luton airport), a dedicated conference centre in some extensive grounds that will be a great place to be at that time of year.

The programme will consist of a range of workshops led by IDTA

trainers. This means that all the hours attended can be counted against EATA requirements. The programmes will be non-residential but there are plenty of overnight options in the area.

See pages 3 and 4 for details of the potential workshops. Those booking are being asked to indicate their workshop preferences so we can schedule it so as many as possible to be able to attend their own choices.

On 30th October, our second event of the year will take place at a centre near Leicester. This event will be targeted more widely and we hope to bring in our 'clients', such as managers and teachers, potential new members such as consultants, coaches and educators, and of course our existing members.

More details of the venue will be sent out as soon as our booking is confirmed. We will then also send out a call for presenters, who will not have to be TA certified. So, if you are applying TA developmentally, or you know someone who is, please consider being a conference speaker.

And even if not, put this date in your diary too. The IDTA Annual General Meeting will take place during the event.

First Romanian PTSTA (O)

After several years of visits to Romania by IDTA trainers, Bogdan Serbanescu has now become the first PTSTA in Romania, and has just run a TA101 in Timisoara with 19 students.

Although Bogdan is PTSTA (O), he is in fact the first Romanian PTSTA in any field. He plans to start ongoing developmental TA programmes soon in Bucharest and possibly Timisoara also. He has also joined the team of trainers running DTA programmes in the Ukraine and Poland.

Julie Hay was there to fulfil the requirement that a PTSTA's first 101 must be observed by a TSTA – and Julie was delighted to confirm Bogdan's competence at the end.

Julie Hay TSTA (OE) handing Bogdan Serbanescu PTSTA (O) his EATA 101 Instructor Certificate

The 101 group in Timisoara, with Julie Hay TSTA (OE) and Bogdan Serbanescu PTSTA (O) in the centre.

Text, Tract & Tent: Three of the Cons of coaching in Organisations

Although coaching often happens on a one-to-one basis, it is usually commissioned by an organization. The **context** of the organization therefore needs to be accounted in the work. Without this, work with the coaching client can only be one-dimensional. There are also direct consequences for the **contract** and the **content**. Multi-party contracts are to be expected, and the organization's agenda will influence the content of sessions. This workshop will focus on this important aspect of the coaching relationship. We will provide some input, there will be opportunities for discussion, and an exercise.

Anita Mountain is the founding partner of Mountain Associates. She works nationally and internationally providing training, coaching and supervision for a range of organizations. Anita is also a Fellow of the Institute of Training & Occupational Learning.

Chris Davidson has worked as a consultant and trainer for 18 years, and has been freelance for the past ten years. He has worked with both public and private sector organisations. His work has included team development, working with difference, change management and coaching. He is a partner in Mountain Associates.

Getting the best out of supervision

A key aim of TA is build self awareness and expand options so that we become increasingly competent professionally (as well as personally!). Supervision is a great way of being prompted to identify our discounting; preparing for supervision through a process of reflection can be almost as valuable as the supervision session itself. In this session we will review and try out various frameworks for getting the most out of reflection and supervision.

Julie Hay TSTA (OE) is the author of *Reflective Practice and Supervision for Coaches*, Open University Press 2007, as well as many books and articles on TA, NLP, coach/mentoring and assessment centres. Julie was a founder and President 2006-2008 of the European Mentoring & and Coaching Council, and is the founder and director of the International Centre for Developmental Super-Vision.

The hero's journey (an extension of script theory)

One of the sources that inspired Berne to think about life script was the work of anthropologist Joseph Campbell, author of 'Hero with a Thousand Faces' in 1949. Campbell analyzed stories and myths from all over the world to develop a 12 step model of development. In this workshop we will use film to illustrate the essence of each step and the paradoxes that need to be overcome to progress to your next stage of development. This workshop proposes an extension of script theory, embedded in universal symbolism and mythology, to further insight into your own hero's journey and to take that next step.

Drs Sari van Poelje is a manager-consultant in international business and a Teaching and Supervising Member of Transactional Analysis in the organizational field. She has been working on the interface of people and organizational development for 22 years, in a variety of roles and companies a.o. ASML, KLM, EMI. On the basis of this experience I have published several books and articles on learning, leadership, coaching and OD.

Trusting in Organisations

If we really "trusted" others would the amount of energy we expend differ and if so would this affect productivity? Trust is: "*reliance on and confidence in the truth, worth and reliability etc. of a person or thing: faith*" (Collins English Dictionary). Trust is a key element of contracting and maintaining commitment. In this workshop we will consider the concept of trust, what it is, how we develop and lose trust, and its relevance to the workplace and to other organisations we are involved with.

Anita Mountain is the founding partner of Mountain Associates. She works nationally and internationally providing training, coaching and supervision for a range of organizations. She is also a Fellow of the Institute of Training & Occupational Learning.

Developmental Transactional Analysis and Team Building

The world of the 21 century has become increasingly complex and uncertain; this is reflected in the world of work. One response to the increasing uncertainty of life is an investment in team work. The question is what methods and models can help team leaders and members work better together? Transactional Analysis, with its roots in group work, has a plethora of valuable tools to explain what goes on in groups and how that group can perform as a team. This workshop will explore some of the ideas and theories that I use when facilitating teams to high performance.

Bill Heasman leads a team of leadership and management development consultants in a large public sector organisation. In this role he is regularly called on to facilitate teams at every level of the organisation. His passion for team building spans 20 years. In this work Bill invariably uses TA theory. Bill is a Provisional Teaching and Supervision Transactional Analyst with an organisational specialism and he delights in teaching TA to anyone who will learn. He is particularly keen to explore and exploit effective ways of learning.

DTA and Positive Psychology

Developmental TA distinguishes the educational, organisational and counselling/coaching fields from psychotherapy. I will show how DTA and PTA need the same competencies but different working methods and how developing potential rather than curing pathology draws on all schools of TA but does so in ways that convert the various theoretical models into positive psychology.

Julie Hay TSTA (OE) has been teaching TA around the world for over 25 years and currently runs DTA programmes in the UK, the Ukraine and Poland. She is the author of numerous books and articles on TA, NLP and supervision. Julie led the design and introduction of the Certificate and Diploma in DTA and is now director of the ICDTA – International Centre for Developmental TA as well as being one of the founders and current Chairperson of IDTA.

IDTA Special Event Booking Form – 24 June 2010

You can download a copy of this form at www.instdta.org

	Fee
Conference fee includes attendance, lunch, teas/coffees and presenter handouts	£95
IDTA or other EATA affiliated TA association member – deduct 10% If not IDTA, please state which association you belong to:	- £9.50
Colleague also booking - deduct 10% Please complete another booking form for colleague so we have contact and payment details – please give their name here:	- £9.50
TOTAL FEE PAYABLE	

My workshop preferences: please indicate 1st, 2nd, 3rd

Workshop	My preference	Workshop	My preference
Text, Tract, Tent – Mountain & Davidson		Trust in Orgs - Mountain	
Supervision - Hay		Team Building- Heasman	
Hero's Journey - van Poelje		Positive Psychology - Hay	

My details

Last Name	First Name
Organisation (optional)	Job Title (optional)

Address	
Country	Postcode
Tel No	

Email
Cheque made payable to IDTA enclosed
Please invoice me/my organisation quoting order reference:
* Please send details of IDTA Membership OR
**I am enclosing an IDTA membership form with this booking
***see www.instdta.org to download an IDTA membership form or email us on admin@instdta.org

Please return form to IDTA by emailing it to admin@instdta.org
Or faxing it to us on 01992 535283 or post it to us at
IDTA, Wildhill, Broadoak End, Hertford SG14 2JA

News from the IDTA Council

EUROTAPACY

We reported previously that EATA had given IDTA a grant to support the expansion of TAPACY across Europe. TAPACY is the TA Proficiency Award for Children and Young People and has been run for several groups already within the UK. On 21st January IDTA hosted a meeting of 'interested parties' from Armenia, Croatia, France, Germany, Italy and Switzerland.

Discussions about the situation in various countries led to some refinements and several projects are now being considered. One has already started in Italy, with immigrant children who need help to cope with the state educational system.

Professional Register

We have decided to re-introduce the Professional Register as a free member benefit. We have removed the existing entries for now because there were so few – we hope now that all trainees and qualified members will want to be listed.

If you are an IDTA student or qualified member, you will soon receive an email to request confirmation that you wish to be listed, plus a form that will enable you to add more details. We hope to raise the profile of the Register as this will benefit IDTA and our members.

IDTA Student Membership Category

IDTA has until now had 3 student member categories: in ongoing training, in contract for Certificate or Diploma, in contract for CTA.

When the 'student ongoing' was introduced several years ago, it was intended to be a temporary classification for those students who had completed 2 full years of a TA programme and continued to attend training and supervision on that programme for at least 24 hours per year. Note that it was intended for those students who were linked in to a regular programme with a specific trainer. It was not a category where you could just add together attendances at different places.

This temporary classification was to give the student some recognition of their commitment to TA, while they decided which TA qualification, and/or which field of application, was relevant for them.

It seems, however, that the category has been seen as a more permanent option. Council has decided,

therefore, to discontinue it. In line with normal ITAA/EATA procedures relating to qualifications, we are announcing this now to take effect in one year's time. So if you have been using this category, we encourage you to move forward and commit to a TA qualification.

CPD Returns

IDTA has always had a policy that qualified members are required to submit annual logs of their Continuing Professional Development. However, the process seems to have lapsed.

The due date for these is 1st October so we will send you a reminder in August if you are in the relevant membership category.

Please take note of this requirement now and make sure you are maintaining an appropriate record. There is no set format because we know that some of you must also submit CPD Returns to other professional associations – so you can use the same for IDTA if you prefer.

If you are a trainee, IDTA does not require a separate CPD Return as you will in any case be maintaining a log – and if you are a PTSTA, you can just send IDTA copies of your Annual PTSTA Returns if you wish.

IT and Marketing Support

Would you like to become more involved with IDTA – but not to the extent of joining Council? We have lots of opportunities for volunteers!

If you know something about IT or marketing, you can probably see ways in which IDTA could present a more professional image.

We know that we have a very simple website and we engage in fairly low impact marketing. We would love to change this – but IDTA has limited funds and Council members have limited time and lots of other IDTA priorities.

So why not help us – please. Just send an email, without commitment, to chairperson@instda.org with brief details about what you could offer and a contact telephone number – and a member of Council will call you to talk about options.

Do it now, while you're thinking about it. You don't't need to be an expert – just to have some time to spare, some knowledge of IT or marketing, and the motivation to get involved. We can assure you that you'll get a lot in return – the satisfaction of seeing

your results and the impact on IDTA – and plenty of strokes from Council and the wider membership.

Professional Qualifications

Several years ago Julie Hay took the lead in establishing a Certificate and Diploma in Developmental TA, representing 25% and 50% of the requirements for CTA.

At one time these were accepted by a university, although this arrangement ceased when said university would not honour the contract.

When IDTA was established, the qualifications were transferred to it as the IDTA Profession Qualifications. However, it became apparent over time that TA qualifications need to be managed by EATA/ITAA qualified trainers rather than by an elected Council. A group of trainers are, therefore, co-operating to run

the qualifications under the auspices of the ICDTA— the International Centre for Developmental Transactional Analysis. IDTA Council and ICDTA are currently negotiating a contract that will reflect the role of the trainers whilst allowing IDTA to relate membership categories to the DTA Certificate and Diploma in much the same way as we currently apply the EATA contracted trainee, CTA and (P) TSTA classifications.

IDTA Lending Library

We have been given a donation of TA books and journals and are planning to start a postal lending library for student and practitioner members. We will be asking for a deposit for some rare books. Once cataloguing has been completed, we will be advising all students and practitioners of what is available and the procedure for requesting a publication on loan.

Developmental TA in the Ukraine

Julie Hay TSTA (OE) and a team of (P)TSTA colleagues have been running a TA programme in Kiev since 2004. To help in the process, because it is difficult to sponsor trainees straight to CTA when everything must be done via interpreters, they are now providing a structure which allows students to submit some portfolios and essays and attain a certificate and diploma that are equivalent to 25% and 50% of the TA requirements for CTA.

Julie has now been asked to run a similar programme, with an educational bias, in another Ukrainian town and also in Poland. Again, there will be a team of trainers providing this.

During the workshops in March, Julie was delighted to deliver a copy of the TAJdisk that had been donated by Graeme Summers. The photo shows the group watching as Julie hands the disk to Lyudmila Zasilskaya, the organiser of the training workshops.

Lyudmila has been a stanch supporter of TA training in the Ukraine, having been running the workshops even at a loss. This is especially commendable because Lyudmila is an engineer and entrepreneur so is not currently in an appropriate profession to become CTA herself.

Detective work needed

Do you recognise these names? They have all made payments to IDTA but we have no way of matching them up with members or conference attendees. Please email admin@instdta.org if you have any idea who they are—especially if it is you!

Talent Solutions   New Developments   Clark and Hofmans-Clark

Conflict Resolution Through Hearts and Minds

Anita Mountain MSc, CTA (O/P), FITOL, TSTA (O/P), Chris Davidson CTA (O), PTSTA (O)

© Mountain Associates

Loyalty is usually experienced as positive. However, loyalty can also be used for negative ends. At times when a sense of injustice is present, it can be used to promote division and polarization. In TA terms we might consider this exploitation of the positions on the Redefining Hexagon (Mellor & Schiff, 1975).

Loyalty is not always clear cut. We can feel pulled by opposing forces, which in itself can create conflict. The ease of this swing is highlighted by the term "playing devil's advocate", when a person can take up a position to "promote discussion" or take up an underrepresented position.

We need to know ourselves well enough to know how to remain OK/OK when our, and others, loyalties are pulled. At these times there is often a pull between what appears to be logic and what we say in our hearts. Alternatively, our passion can prevent us exploring the rationale. Listening to ourselves, as well as to others, is therefore a necessary prerequisite to conflict resolution. In TA terms we need to be autonomous and, whilst autonomy is often defined as the capacity for spontaneity, intimacy and awareness, we also need to operate with integrity and take responsibility.

> "Integrity, in relation to wholeness and morals and ethics, is seen as central to autonomy and a freeing force in people's lives."   (Mellor, 2008)

Mellor's article outlines that to become autonomous we need to get in touch with the power and freedom that we have by embracing integrity and developing our capacities for awareness, spontaneity, intimacy, and <u>responsibility</u> (Alastair Moodie's addition – no reference).

We need to consider our own integrity and good practice. Good practice is based on beliefs, values and opinions, from which ethical behaviour stems. The belief system is an important part of TA. There are many of us who know the theoretical concepts but do not put the underpinning philosophy into practice.

During times of conflict most of us move into a position of righteousness or innocence, when we act as a Bystander (Clarkson P. 1993). Clarkson outlines 12 games that Bystanders can play, including:

"It's None of My Business" (or "Pontius Pilate"),

"I Don't Have All The Information" (or "Ignorance is Bliss"),

"I'm Just Keeping My Own Counsel" (or "I'm All Right Jack").

"The Truth Lies Somewhere In The Middle" (or "It's Six of One - and Half-dozen of the Other")

The privileges acquired by some can be a demotivator to change and encourage collusion by doing nothing.

Social Psychology

As a social psychology TA is well placed to explore large group interactions. When we read Audergon (2005), there is much that Transactional Analysts can relate to. Audergon's experience leads to many valuable insights about justice, injustice and their related actions. She explores how our passions and loyalties can pull us apart in the name of justice, and how we can be silenced into violent conflict. She explains how we do this by dehumanizing the "enemy" and how leaders can exploit human psychology in order to get what they want.

In order to make changes we have a responsibility to become aware and be autonomous, without which we can all be Bystanders in processes. All of Audergon's work is from an OK/OK stance and is about contact, relationship, responsibility, vulnerability and potency.

Mountain's Winner's Pyramid (2004) reflects this:

The Winner's Pyramid
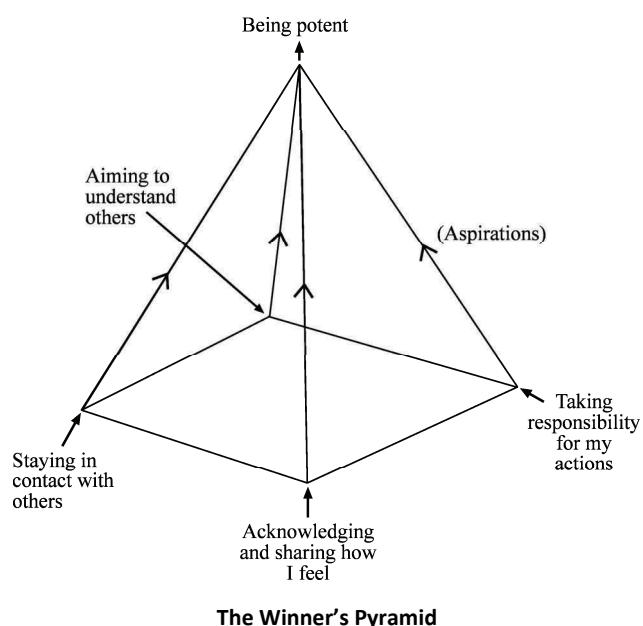
The Winner's Pyramid can be considered from the perspective of two people or groups of people. When

individuals, groups or nations do not take responsibility for their actions any traumas and difficulties remain. Ignoring a situation develops isolation and when that situation is acknowledged connection is possible. When there is a refusal to be accountable the injustice is passed down through the generations. Armenia is an example of this as Turkey has refused to acknowledge the genocide that occurred in 1915, and many Armenians feel the injustice of this. This is in stark contrast to South Africa, where the Truth and Reconciliation Commission was set up to address the wrongs undertaken by the Government during the past apartheid system. By telling the story from different perspectives healing can start to happen.

The 6th Driver

Tudor (2008) outlines the case for a 6th driver i.e. "Take it" and looks at how this works at the individual as well as the national and international levels.

The "Take It" driver can be positive as it is a healthy part the child's developmental processes and interactions with the world. However, it can also have a negative, bullying side that is about acquisition and succeeding without enjoying, or alternatively about over-adaptation to another, i.e. taking to please someone else. Tudor outlines the US government's "Take It" processes under Bush, in terms of taking other countries' resources, their refusal to cooperate with international treaties e.g. the Kyoto agreement etc.

If we are interested in TA and in operating in OK/OK ways we need to consider if we have this driver and, if so, what the healthy and unhealthy aspects might be.

Three dimensional OKness

Berne (1972/1975) made brief reference to *three handed* OKness in which he referred to 'They' as the *third hand* complement to 'I' and 'You'. With the exception of the present author (Davidson, 1999, 2006), Summers and Tudor (2000) and, in a specific context, Jacobs (1987), the third position of this *three-handed* vision has been largely overlooked in the TA literature.

The term *three dimensional* is used in preference to Berne's (op cit) term, on two grounds. Firstly, it carries something of the flavour of the difference, for instance, between seeing a scene in a two-dimensional way, and seeing the same scene in three dimensions – either by having a moving picture, or by being physically there. A photograph conveys a good deal of information, but this is incomplete when compared to being able to move around the space and see it from different perspectives. Secondly, the

term "dimension" has the flexibility of allowing the positions to consist of either one person, or many.

In the familiar formulation *I'm OK, You're OK*, "I" and "You" represent two persons or positions. The third dimension of 'They' may represent an actual third person or, in different situations, the rest of a family, a group or gang, everyone else/the world, and so on. It could be argued that I may not know the relationship between 'You' and 'Them' or that it may be irrelevant (see White, 1994, 1995). However, as with two-sided OKness, we are dealing with subjective judgements: it represents an internal process. When a person views 'You' or 'Them' as not OK, this does not mean that this is an objective fact! What is important is that it reflects the person's *perception* of that relationship. Such judgements are, of course, influenced by the nature and quality of the social relationships in which we grow and develop.

The Three-Dimensional model

If we are to take account of the third hand of three-dimensional positions, the OK Corral needs to be extended in order to include a third person or persons (see Figure 2). It can be seen that each of the four original positions is related to *two* three-dimensional positions – where the third person/s are either OK or Not OK – as indicated by the arrows in the diagram.
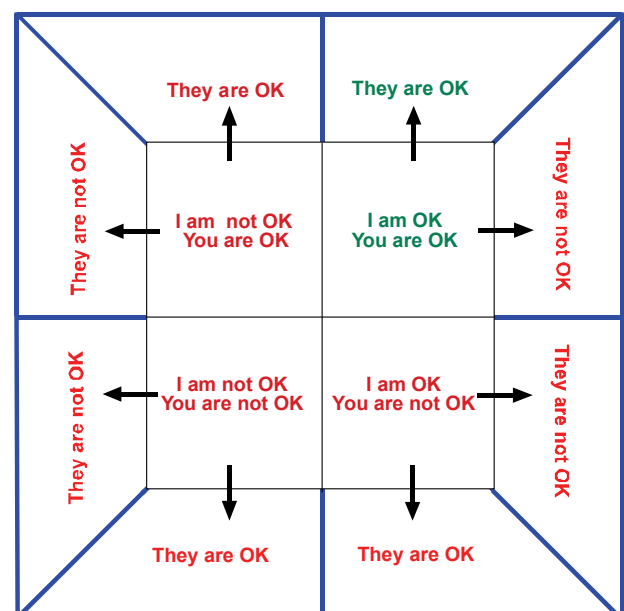

Figure 2 The three dimensional three-dimensional position

Here these eight different three dimensional positions are elaborated and illustrated from the standpoint of people working in organisations.

Triangulating these relationships highlights the fact that although 'I' and 'You' can sometimes become

'We', there are other times when 'I' may feel isolated from both 'You' and 'They'.

1) "Everyone's OK"

There is balance here, the person does not need to place themselves in the one up or one down position either within their relationships, or in relation to anyone else outside those relationships. This is not to say that they will be in agreement with everyone in their sphere, simply that they treat people they relate to with respect, and expect others to treat them in the same way. Just as with the OK Corral, where "I'm OK You're OK" is regarded as the "healthy" position, this is the only "healthy" position of the eight.

2) "We're OK while we keep Him/Her/Them Not OK"

Here the person's relationships with others can only stay OK by making someone else not OK. These 'others' can be a whole range of people. The person is also likely to change their perception of who is not OK, depending on who they are with in the moment. A passage from Doyle's (1998) novel *Paddy Clarke Ha Ha Ha,* illustrates this well:

> "It was great. Liam was finished now; Kevin and me wouldn't even talk to him any more. I was delighted. I didn't know why. I liked Liam. It seemed important though. If you were going to be best friends with anyone - Kevin - you had to hate a lot of other people, the two of you, together. It made you better friends. And now Liam was sitting beside Charles Leavy. There was just me and Kevin now, no one else."

(pp.181-2)

This encapsulates the dynamics of this position which could be characterised as a symbiotic relationship relying on the demonising of a third person. This position is common at all levels of social relationships. It describes the dynamics between teams, gangs, many political parties and most religions. It can be seen as the root of all discriminatory attitudes toward people of different race, gender, sexuality, class, intellectual or physical ability. This position also describes political relationships, for example, George Bush's dismissal of certain states as forming an *Axis of Evil*, and the corresponding demonisation of the west by some groups.

3) "No-one except me around here is OK"

This is the antisocial position. The person is consistent in treating everyone else as not OK. They are likely to be identified as a bully. Alternatively they may be someone who plays the psychological game 'Gotcha' on a regular basis: in other words, always catching people out with some aspect of themselves that is supposedly wrong. This position may also follow on from position 2 – a person may start a relationship with someone on a positive basis – styling them as "different from all the others" only to move to the negative position of Not-OKing them. "You're no different after all – I knew I shouldn't have trusted you"

Harry Potter at home is on the receiving end of this position – Dudley and Harry's aunt and uncle, singly and collectively make Harry ('You') Not OK, and everyone who has any connection with him ('They' – Hogwarts, his parents etc etc) Not OK too.

4) "You're the only one around here who's not OK"

This is a persecutor/blaming/scapegoating position. Here the person may pick on one member of the team, pointing out that everyone else is doing just fine. 'They' are not necessarily involved in this – they merely serve as the means to further the blaming process!

This could be going on within the team when they are in their "private" space, despite the fact that to outsiders, all the team are "OK" with each other and it is the rest of the world that is *Not OK*. There is frequently a "pecking order" with some members being bullied or picked upon. Similarly, families frequently present a united front to the world – "he's one of us *Bloggs* and no-one touches any of us and gets away with it"

5) "They're the only ones around here who are OK"

Here someone might scapegoat a particular person, blaming them for some slight or problem. An alternative pattern is to scapegoat everyone within a group and making another team or grouping (e.g. managers) OK, by elevating them in some way. From the viewpoint of a team or other social grouping ('We'), there is not necessarily the unity that may be seen from the outside. There is likely to be a pecking order, with scapegoating being common. Moreover, the psychological leader of the team may be seen in a variety of OK and not OK ways by the individual members of the group (see 3 above).

6) "No-one's OK"

This is a 'hopeless' position from all sides. If this were to be more than a temporary position, it would reflect a severely dysfunctional person (or people) who has lived, or is now living, in a dysfunctional situation. They would represent a high risk – since without the hope of self, others or the world being any different, they might well engage in violence – verbal or physical - to others (either 'you' or 'them') or self

harm. There is unlikely to be positive attachment here, since the combination of Not OKness on all sides is unlikely to promote trust, or the motivation to get close to others.

7) "You're the only one around here who is OK"

Here the person could be idealising or idolising the person they are addressing ('You'). They might be saying something like "You're so clever. No-one else here knows how to do it. I'd like you to show me how to do it." They are likely to see themselves as inferior to the other person, though other people are also seen as being Not OK.

8) "Everyone except me around here is OK"

Here the person may be seeing themselves as a Victim in terms of the Drama Triangle (Karpman, 1968). They will be generally be isolated within the relationships and teams of which they are a part, for instance, someone who feels less competent than other members of their team. They are likely to have very low self-esteem, and to negatively compare themselves with others – whether known or unknown to them. They may well have a "Don't Belong" injunction (Gouldings, 1976) They may switch from this position to position 3 (*I'm the only one around here who's OK*) which will feel less uncomfortable.

The extension of the two-dimensional 'I'm OK, You're OK' to include the third dimension of 'They' offers a way to understand the social context in a way that accounts for differences in our perception of our own and others' Okness – including those with whom we are not currently in dialogue and those who we choose to exclude from our awareness. Whilst everyone will have their particular existential life position, this may not necessarily fit with the observable, social level of their interactions with others when we extend the concept to three dimensions. Most, if not all wars could be usefully diagrammed with this extension.

Extending Group Imagoes

Berne's (1966) concept of the Private Structure of a group is extremely useful. Imagoes are a pictorial way of representing what is in a person's head and therefore not visible. (We can of course develop assumptions about what leads a person to behave in a particular way and then make hypotheses about their imago). Imago theory only includes other members of the current group which the person is in (and further, is only applied to structured groups that have a leader – hence the leadership "slot"). Each of us will take in to every group we join, our "family" imago, our "community" imago and our "global" imago. The fact that we may transferentially "map"

our family onto members of the group has been extensively written about. In some groups the content of our own extended imago may come to be shared with others in the group – and hence become part of the public structure, in that it now forms part of the explicit content of the group's "business". It is our view that useful work could be done in developing imago theory to include this extended social context.

Autocratic Systems

Alan Jacobs (1987) described a process in autocratic systems (Figure 3). Among the population at large (the 'followers') "Not OK" elements of the self are eliminated by a process Jacobs calls 'extrusion' and projected onto a marginalised group. The grandiose leadership projects "Not OK" elements of the internalised other onto the same group. At the same time, "OK" elements in the followers' image of the other, and in the leadership's self, are projected onto the new order, the state, a 'symbiotic' creation.
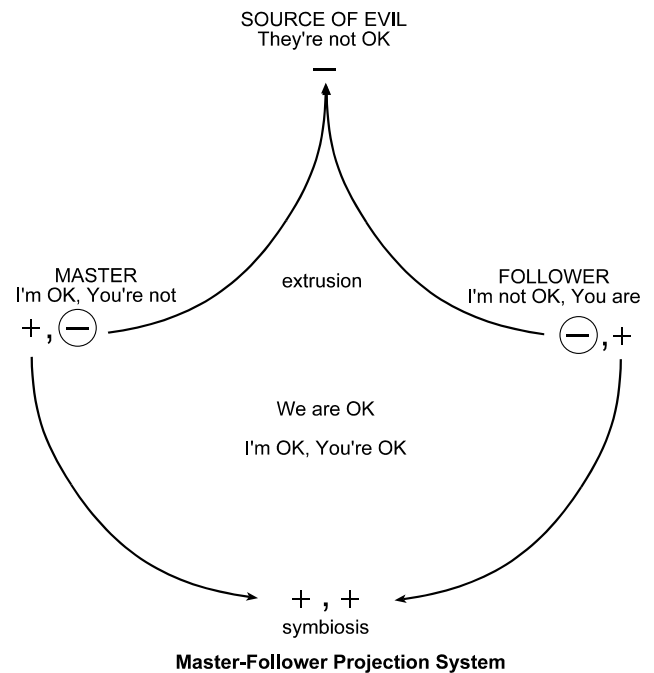

Master-Follower Projection System

Figure 3 – Jacobs (1987)

Conflict and Awareness

Complexity theory can be used in the fields of organisational development and in conflict resolution. Audergon notes:

"The term 'edge of chaos' … is used among people studying complexity theory, and refers to the dynamics of a system far from equilibrium, to describe the region or moments that are ripe for

evolution, just before the system has gone over the border into chaos. …When an organization is closer to equilibrium, there's a tendency for more rigidity and difficulty in dealing with disturbances or change. Organizations at 'the edge of chaos' – which we can intuitively imagine are organizations in a time of great flux, or with changing rules and a more fluid structure – are more ready for innovation and transformation". (Audergon, 2005)

Involving feelings

Awareness requires us to link our think about our feelings, feel about our thoughts and take action with integrity. We often learn not to get involved with issues unless it affects us personally or we have experienced the place where a situation is occurring. When we listen to the news it is more likely to impact on us if we have been to a particular region or city. It is this contact, this relationship, that attachment, that develops awareness and understanding and it is here that consciousness can arise.

Perhaps the last word should be left with Gandhi:

> "Whatever you do will be insignificant, but it is very important that you do it".

(in Audergon, 2005)

Please stay in dialogue with us if you have responses to anything we covered in this article – ta@mountain-associates.co.uk

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Arlene Audergon has placed a number of her articles on her website, where they are freely downloadable. If you navigate to the Publications page, there are links to PDF documents there:

http://www.processwork-audergon.com/

There is also a summary of the *War Hotel* Chapters there and the entire introduction to the book.

Culture – a family affair?

Lynda Tongue

My role as a management educator and coach takes me into different organisational cultures, and I really enjoy that privilege.

I can be with librarians or police officers one day, construction workers the next and the following day working with entrepreneurs running highly successful businesses. It is fascinating to get to know these different walks of working life, the different ways of "how we do things around here" and the challenges those "ways" may pose for individuals.

And no matter which culture I work in, Transactional Analysis (TA) helps me to solve problems and build better relationships and to be more confident "comfortable in my own skin". Now that has got to be worth knowing about!

Eric Berne (psychologist founder of TA) wrote a book in 1966 called *Structures and Dynamics of Organisations and Groups* and among other gems in there he wrote about his concept of group culture based on his model of individual personality, Ego States.

If you are familiar with TA, you will recognise the Parent, Adult, Child model. When diagnosing an organisation's culture, Berne said it was possible to see that the rules, traditions, beliefs, values, rituals, prejudices were located in the Parent of the group, and this he called the **Etiquette**.

The tools, knowledge, skills and methods of the organisation could be located in the Adult, and this he called the **Technical**.

The emotions, friendships, fears, hopes etc were located in the Child, which he called the **Character**.

If we look at the Houses of Parliament, the laws of the land, the oath that Members of Parliament swear, the dress code and the rules they follow around Maiden speeches for instance are all part of the Etiquette. The Technical is the debates, Prime Minister's Question Time etc and the Character comes out in the shouting and loud challenges to front bench spokes men and women.

The Character also has a flavour of "what can we get away with under the rules". The scandals of 2009 to do with Members of Parliaments' expense claims is a useful illustration. Based on what we read in the press, it seems that MPs believed they had a right to make certain expense claims, even though they were not directly related to their Parliamentary work

(Character), the Claims office had been sanctioning these claims (Etiquette), and the expense forms were the Technical means .

This model can be used to diagnose a "cultural personality" (Drego, 1983). She took the Etiquette, Technical (which she calls Technicalities), Character model and introjected it into the structural ego stage model, and called it The Cultural Parent (Drego, 1983).

So it is like the group acting as one – with a dominate personality that is the culture of the group, or organisation. If you are a Star Trek fan, think of The Borg – a very predominant Cultural Parent!

I have worked with organisations where the Cultural Parent is nurturing, where staff are provided for (generous holiday arrangements, opportunities for job share, consideration given for bereavements etc). Many local authorities certainly used to be described in this way, and although things are a little different these days, much of this culture still remains.

Other Cultural Parent personalities are more controlling (staff have to clock in and out, ask permission to leave their work stations, receive only the minimum quota of holiday etc).

Many family run businesses can be a fascinating mixture of both controlling and nurturing.

In many cultures, senior managers can often complain that staff members will not take responsibility but when their systems are looked at more closely, it can be seen that individuals have little control or power, are often not really aware of the limits of their job role and receive little guidance from their managers.

Pearl Drego identifies that an unhealthy Cultural Parent wants to:

- keep things the way they are

- repeat old history without change

- assume responsibility for others that those others can well assume for themselves

- keep power over others and destroy anything that threatens their (the managers) control

- provide punishment for new and untried behaviour, even when it is working

In today's challenging climate it is imperative that managers and staff have the skills and the support to achieve individual and organisational goals. The more complex the organisation, the less it can be micromanaged (Bernd Schmid and Arnold Messmer,

(2005). People need to be confidently competent and able to take responsibility for carrying out tasks effectively.

So how *can* a culture of responsibility prevail?

Senior managers can be supported to communicate clearly with their staff. They can be coached and tutored into managing performance regularly so that a positive relationship, with clear dialogue is fostered throughout the management structure. They can learn to delegate effectively so that their team members will take responsibility in a safe and protected way.

By apparently giving away power, the power of the manager grows as the team benefits. This is much more comfortable than the manager spending much

of his or her time fire-fighting – which is a clear route to a stress-filled day!

If you want to change a culture, it is the Etiquette that needs to be worked on – changing the rules, the codes of ethics and making sure they are adhered to will have a long-lasting effect. It will not happen overnight - changing a culture takes time. It can be quite a painful transition period while the organisation is moving through that change and systems have to be put in place and refined and given time to bed-in.

Above all, there needs to be a steady hand at the top of the organisation, someone who has drive and energy, who is supportive but not smothering and who models the behaviours they want to see throughout the organisation.

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