Seasons Greetings and
Best Wishes for the New Year

Following our successful IDTA Online Community Gathering on 1 October 2016, we are delighted to announce that the next Gathering has now been organised to take place on 22 April 2017 – see page 3 for the programme – email us to book your place!

In the September IDTA Newsletter we had an article about one of the presentations in October. We are now pleased to be able to include two more articles based on presentations at that event.

We also have updates for two more TA Proficiency Award schemes run during 2016 – in the UK and in the Netherlands.

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IDTA Community Gathering – ONLINE – FREE TO IDTA MEMBERS - 1100-1500 UK time 22 April 2017

These virtual conferences are just like any meeting that you might attend except that you remain in the comfort of your own home. The technology means that you only have to click the link that you will be sent; this will connect you to our online conference room, a chance to meet others and to enjoy the content throughout the day.

Having run our 2nd event very successfully on 1 October 2016, we will now be running our 3rd event on 22 April 2017. The outline programme is on the next page—just email to book your place.

If you are reading this Newsletter but are not yet a member of IDTA, please join via our website at http://www.instdta.org/membership-and-contact-details.html - it costs £20 (discounts for financially-disadvantaged countries; also discount if you are already an EATA member through another affiliated association)

CALL FOR EXAMINERS AND AUDIENCE AND SUPERVISEES

on behalf of Cathy McQauid TSTA Exam Supervisor and Frances Townsend CTA Exam Supervisor

EATA/COC CTA and TSTA Examinations at Chancellors Hotel and Conference Centre, in Manchester, UK

Friday 16th and Saturday 17th June 2017

EATA need as many people as possible to volunteer. To be an examiner you must be CTA or above, and attendance of the examiners’ briefing meeting Friday 16th June 2017 from 3pm is mandatory. You do not need TA certification to volunteer as audience for teaches or as supervisee.

You can volunteer by completing this form https://goo.gl/forms/fsxxxXQ9XodGFeeI2

Addition to article in the previous IDTA Newsletter

Srinath Nadathur has asked us to publish an amendment to his article on ‘Effective exchange of feedback to enhance working relationships’ that appeared in the IDTA Newsletter Volume 11 Issue 3 to the effect that the idea for using colours within the OK Corral should have been referenced to Mountain, A & Davidson, C (2011) Working together: Organizational Transactional Analysis and Business Performance UK: Gower Publications.

TA Proficiency Awards

For more information about TAPA schemes described on pages 4-6 and and where they have been run, go to http://www.instdta.org/ta-proficiency-awards.html. If you would like to explore how to run a TAPA scheme in your country, whether for children, teachers, parents or anyone else, you can contact Julie Hay at admin@instdta.org and she will put you in touch with the National Coordinator in your country—or maybe persuade you to do that role if you are the first person there to start a scheme ☺️. TAPAs exist for children, parents, teachers, caregivers and other roles connected with children. TAPDA’s exist for managers, employees, and other roles that are not involved with children.

IDTA Membership is Worldwide

IDTA now has members in 19 different countries (21 if you count England, Scotland and Wales instead of UK ☺️) - 39% of our membership covers Australia, Belgium, Brazil, Canada, France, India, Ireland, Italy, Netherlands, New Zealand, Poland, Romania, Russia, Slovenia, Switzerland, Turkey and USA.
## IDTA Community Gathering – ONLINE

**PROGRAMME**  22 April 2017 - 1100-1500 UK time

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter</th>
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<tr>
<td>1045</td>
<td>Early signups for all participants</td>
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<tr>
<td>1100</td>
<td><strong>Welcome &amp; Introductions</strong></td>
<td>Julie Hay</td>
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<td>1110</td>
<td><strong>Coaching and Contact doors</strong></td>
<td>Lynda Tongue TSTA-Org – UK</td>
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<td>Listening skills are of vital importance in the coaching relationship. We can add layers to this skill by understanding driver speech patterns, and connecting them to Paul Ware’s ‘Doors to Therapy’. In this session, we will discuss Open, Target, and Developmental doors.</td>
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<td>1140</td>
<td><strong>The essentials of fast telephone coaching for leaders using TA</strong></td>
<td>Christine Reijnders - Belgium</td>
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<td>What I’ll be covering is: What inspired me to offer fast telephone sessions for leaders; A quick overview of the TA concepts I use most often; One or two cases to illustrate a telephone coaching session; Summary of my experience and learning with it to date.</td>
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<td>1150</td>
<td><strong>The Original TA Training Programme for Lay People</strong></td>
<td>Hülya Ustel - Turkey</td>
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<td></td>
<td>For five years I have been teaching TA to lay people. I will share my journey and how it is getting bigger and an exciting way to go for me. I will also give some examples about my outlines for different groups.</td>
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<td>1225</td>
<td><strong>Break</strong></td>
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<td>1250</td>
<td><strong>Activating Free Child energy in education to positively influence symbiosis</strong></td>
<td>Beatrijs Dijkman - Netherlands</td>
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<td>In this presentation I will show an example of how I give a course using participatory theatre, created by Augusto Boal based on Freire’s critical pedagogy (Freire 1972), and how this helps student social workers increase autonomy in other situations.</td>
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<td>1315</td>
<td><strong>Importance of Relationships in Business</strong></td>
<td>Nina Mileksic – UK (from Slovenia)</td>
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<td>Relationships are often hailed as one of the most important assets for business success. This presentation aims to analyse the process of networking and relationship building using TA, and suggest which TA models could be used to coach people to develop required competencies for successful networking.</td>
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<td>1345</td>
<td><strong>Going for Gold</strong></td>
<td>Debbie Moore - UK</td>
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<td>The presentation will describe how I used the Functional Fluency model as part of a short workshop for managers and customer service staff. The aim was to help them be more effective in their interactions with customers and colleagues.</td>
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<td>1350</td>
<td><strong>Physis and Thymos - or yin and yang in TA</strong></td>
<td>Lieuwe Koopmans PTSTA O - Netherlands</td>
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<td>In TA the word Physis is used for natural energy of everything to grow and develop. In this workshop I will introduce the concept of Thymos, a Greek word that stands for the courage to live. We will explore the meaning of both Physis and Thymos to deepen our understanding of developmental processes.</td>
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<td>1505</td>
<td><strong>Closing</strong></td>
<td>Julie Hay</td>
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**Free to IDTA members** – email [admin@instdta.org](mailto:admin@instdta.org) to book
IDTA runs the TA Proficiency Awards internationally. Here are a couple of updates about schemes that finished recently.

**TAPACY for Children who are Carers**

This TAPACY scheme in the UK took place in 3 areas of Kent over July and August 2016. 3 groups of young people were taught some TA concepts and then produced portfolios of work to show their understanding of the TA concepts and how they are using what they’ve learned to help them in the future.

The young people were mainly young carers. The project was led by Kelly Donaldson, Head of Young Carers’s service at IMAGO COMMUNITY, who is in training for CTA Psychotherapy.

Among the concepts they covered were strokes, rackets, drivers, contracting, ego-states, transactions, drama triangle and OK corral.

The young people showed their understanding of these concepts by a number of means:

- Some of them made masks to demonstrate rackets.
- They made clay models for drivers
- To demonstrate ego-states/transactions they drew pictures and acted out different scenarios

This picture demonstrates the authentic feeling of sadness being covered up by the racket feeling of happiness
They also acted out scenarios to show the drama triangle and used stories to show the different positions.

In general the young people said they felt better about themselves and communicated better leading to improvements in their relationships. There were some overall changes observed by the teachers of the groups as the sessions went on, for example, both the giving and receiving of positive strokes increased and the types of strokes were moving from conditional to unconditional. Young carers tend to have a great sense of responsibility as they often spend a lot of time looking after others and don’t have much opportunity to be children and as such there were some common factors observed such as a Be Strong driver, a lot of Parent ego-state and/or the Victim role on the Drama Triangle. As the sessions progressed there was a development towards expressing the Free Child and showing vulnerability by asking for help to get their needs met.

There were individual examples of awareness and changes in behaviour. One group contained 3 siblings who were able to recognise their usual roles on the Drama Triangle and as a result were able to change how they behaved towards each other. A 12 year old girl said she had a Hurry Up driver and realised that sometimes slowing down can help her as she makes mistakes through rushing.

In September the 3 groups came together for a celebration event where 15 young people received the TAPACY award. Kelly reported that it was a fantastic evening and great to get the three groups together.

IMAGO are planning to teach another 3 groups in January 2017.

**TA Proficiency Awards - TAPACY, TAPATE, TAPACP, TAPAHA – and TAPDA**

The TA Proficiency Awards (TAPAs) continue to spread around the world—to date in Armenia, Croatia, Italy, Macedonia, Netherlands, Serbia, Slovenia, South Africa, Taiwan, Turkey and UK, and also involving an assessor in China.

They have become a very significant IDTA social action initiative, relying as they do on mostly voluntary activities.

Initiated originally for children and young people (hence TAPACY), they have been expanded to include TAPATE for Teachers & Educators, TAPACP for Caregivers & Parents and TAPAHA for Helpers & Assistants. There is a so a TAPDA (TA Personal/Professional Development...
TA Proficiency Awards launched in the Netherlands

On September 8, 2016 a group of 50 children, ranging in age from 6 to 8 years old, and four of their teachers, were awarded with certificates and badges for having completed the requirements of the TAPACY (TA Proficiency Award for Children & Young People) and TAPATE (the same award for Teachers & Educators) respectively.

This made primary school De Bonte Tol, in Pijnacker, the first school in the Netherlands to have run the TAPA scheme – joining Armenia, Croatia, Germany, Italy, Macedonia, Serbia, South Africa, Taiwan, Turkey and the UK as places where TAPA has been run (and where in some places it has been extended to parents and caregivers, teaching assistants, and unemployed people.

The project at De Bonte Tol was set up by the school leader, Marina Hoos, who has been studying TA and who commented afterwards that “I am very happy about what the students and teachers achieved. This is the basis for a society in which we live together with respect for everyone’s autonomy and for each other.”

The project ran during the school year 2015-2016 and the pupils and teachers worked with TA4Kids, a curriculum set up for promoting social emotional development. The group learned about OKness, strokes, contracting, script, ego states and transactions. This creative approach used group activities and individual assignments to contribute to increased self-awareness, the ability to cooperate, and the autonomy of the students.

As is usual with a TAPA scheme, the pupils produced portfolios of evidence of what they had learned and how they had applied it in their lives. These were assessed by Gisèle Sarolea, an advanced TA student who volunteered for this and had supervision from Julie Hay TSTA OPE, who project manages the scheme internationally on behalf of the Institute of Developmental TA and makes sure that standards are consistent across different countries. Another volunteer was Alice Timmermans, another advanced TA student who also has much experience within the educational system in the Netherlands, and who served as the Ambassador and handed out the badges and certificates at the Award Ceremony.

The photos show the entire group, of children and teachers, posing happily with their certificates, and an extract from the portfolio of one of the children.
The McKinsey 7S framework or model for strategic fit was developed over thirty years ago by strategy consultants McKinsey and in particular Tom Peters and Robert Waterman, co-authors of the classic management book *In Search of Excellence* to help develop and implement organisational strategies.

It was originally thought that to implement strategy you needed to align strategy with structure (and vice-versa). This wasn’t enough and McKinsey developed the 7S model to show that a softer set of issues also needed to be considered when implementing strategy.

The idea is that all these seven elements are interlinked and you need to consider how any changes impact on and can be impacted by the other elements of the McKinsey 7S framework. The model starts to look more complex once the lines are joined together to show the interconnection of each.
Richard D’Aveni in his book *Hypercompetition* argues that its consistency makes a business predictable and therefore easier for a competitor following an aggressive strategy to anticipate and beat; also that it is about achieving a strategic fit across the organisation and that it is inflexible. It becomes a case of your strength becomes your weakness. With the 7S Model, your chances of implementing strategy increase but competitors can guess what you’re trying to do. Without the consistency embedded in the 7S model, the strategy has less chance to be turned from a plan into reality.

Being a “formal” management model can also mean that not everyone is comfortable using it, partly due to McKinsey’s reputation of brilliant consultants but also perceived to being likely to recommend reduced Head Count to reduce costs.

When I look at an organisation I think about its brand symbol/logo and perhaps its slogan, partly due to my training as a Graphic Designer who went onto specialise in brand identity.

Presenting the organisation as a ship gives a way of illustrating what we must pay attention to if we want to create a brand/culture/organisation that will deal effectively with the rapid rate of change. The ship also helps people talk about their organisation as metaphor which they can relate to rather than as a business model used by Management Consultants.

On the Sailship success model developed by Julie Hay the slogan & symbol are placed on the flag at the top of the mast as shown. Often people outside of the organisation think that this is the brand. They forget that this is only one tiny element of an organisations brand or identity.

Depending on the size and function of the organisation it will have many interactions with the public.

- Sale of goods or services
- Call Centres and service repair centres
- Social Media and other digital communication channels such as the web site
- Print media
- Staff/customer interactions
- Staff/Management etc, etc.
In Hay’s model, each sail sits in the sail below it, as it has a bigger role to play. **Strategies, structures and systems** are the ‘hardware’ side.

**Safety** is psychological safety. Health and safety i.e. hard hats, special clothing, safety systems etc are Systems. How safe do you feel and how do you feel about both yourself and your colleagues and how do they feel about you? Safety is therefore also emotional safety: do employees feel able to be open about their concerns; do they trust the organisation to be honest with them? Emotional safety does not imply job security but it does encompass an atmosphere in which such matters are openly discussed.

**Stroking** - an analysis of the stroking patterns within an organisation will show what needs to change to reinforce the new culture rather than behaviours from the past.

**Stimulation** - in what ways is creativity fostered and initiative encouraged? What arrangements are made for ongoing development of people? And most important of all, what celebrations are there - events, activities, rituals that reinforce both small and large successes - including initiatives that turn out to be mistakes and which are celebrated as learning opportunities!

We can then add the people, as explained overleaf.
Skipper = A ship’s Captain in English slang - sets the strategy, i.e. the goals/direction etc. Sailors (or Staff) have skills, strengths, and shortcomings. Does the organisation have the skills needed to fulfil its Strategies etc?

Next comes the weather, as a metaphor for the environment. What is sunny, just the company, the industry or the whole economy. The same analysis needs to be applied to storms. At the moment due to the low oil price many petroleum/oil/chemical companies are struggling as profits fall and new technologies replace oil in some areas of traditional demand. Yet the current economy is much more favourable especially in selling houses or travel for example.

The Context also effects the Sea State, how likely is the ship to be swamped? What are the risks or threats for the ship and what are the opportunities? What threats lurk below the surface?

How does this ship interact with the other ships in the fleet or is it a single ship organisation? Is it a single ship in this country, but has both international organisations with in its own larger multi-national organisation? Is it part of a big fleet, or just a small department in a much larger organisation?
And where is it trying to reach? Are the organisation’s suppliers or customers in another ship or are they on the shore/land already?

Why are these questions important?

VW for example had a department which was encouraged to meet certain targets even if they were achieved using dubious practices

GAP and Nike are just two organisations that had their reputation damaged by the suppliers they used only paying foreign based production staff minimum wages and having them work in very poor conditions, which badly upset their target demographic, especially as they claimed to have an ethical approach to doing business with both customers and suppliers. Primark had similar difficulties but its demographic were less concerned about these issues so whilst suffering some damage they were able to recover quickly.

Over the page are some inks to relevant TA concepts.

Below are some references in case you want to follow up on any of the material.

**References**


Organisational Cone: the reference for this is a workbook that is only available to students undertaking training with Julie Hay; the diagram and some brief notes are therefore included within this newsletter on 19.


Continued . . .
Some links to relevant TA concepts

1:00 o’clock

Hopefully the organisation’s managers are good enough Parents to allow others to grow, hence The Autonomy Matrix, rather than the script matrix.

3:00 o’clock

A Stroking Chart can be used to perform an analysis of the organisational stroking patterns, both positive and negative.

5:00 o’clock

Psychological safety can be reviewed in terms of Windows on the world (life positions). How do you feel not only about yourself but others as well?

6:00 o’clock

Julie Hay’s Competence Curve - the rougher the sea state, the more dramatic the change, impacting on the Competence Curve - both how dynamic the curve is and how much time is spent adjusting to the new strategy/scenario etc.

7:00 o’clock

Hazies developed by Dorothy Jongward and Philip Sayer, which breaks a ‘hazy’ or vague, Goal or strategy down into Sub-Goals and Tasks.

9:00 o’clock

Julie Hay’s Organisational Cone based on Eric Berne’s Organisational work and diagrams.

11:00 o’clock

Steps to Success, a model based on the Discount Matrix, where each step helps to identity when/where discounting might be happening.

12:00 o’clock

Ulterior Transactions or Psychological Levels, what messages does the organisation or organisation’s brand think its saying with its symbol and slogan, and what are they saying and is the message understood by the target audience?
Running Effective Meetings in Corporations
© 2016 Nina Mileksic

Meetings are one of the most frequent work activities in organisations, and are considered key for achieving desired outcomes.

And yet, the number of articles and blogs about “wasted time in meetings” that can be found online goes into hundreds. Most complaints about meetings revolve around the following:

- Lack of clear objectives or clear agenda for a meeting
- Too many people in a meeting and lack of engagement from participants
- Participants turn up unprepared
- Participants “hijacking” the agenda (conversation getting off track)
- Key participants or decision makers don’t turn up
- Timekeeping
- Lack of clear actions following the meeting

Authors of those blogs and articles also recommend certain tasks to be performed before and at every meeting to ensure the meetings are efficient and effective. However meetings can still turn out inefficient, with lack of engagement, no clear conclusions or being perceived as “sabotaged” or “waste of time”. Is there something more to it than just a task list?

Applying the socio-psychological lens to it, let’s look at meetings from the perspective of relationship dynamic, using the concept of Contracting from Transactional Analysis (TA).

Contracting is one of the major principles of TA (Hay, 2012). In normal use of the word, a contract is an agreement between the parties about what they expect to happen. Contracts are normally understood to be a form of a legal document, however it is recognised that verbal contracts also exist.

The process of contracting in TA is normally analysed from the perspective of a “one-to-one” relationship or a relationship between a trainer/consultant, the participants and the organisation. However, contracting within organisations takes place all the time and the effects of it are particularly apparent in meeting outcomes.

Main Drivers of Contracting in Meetings

To understand the social dynamics in meetings, there are 4 key questions, answers to which will strongly influence the outcome of meetings:

- Why is the meeting being called?
- Why these particular people? (i.e. from participant’s point of view – why me?)
- What contribution do we expect from participants? (i.e. how do we want them to help?)
- What is the objective of the meeting? (i.e. what are we trying to achieve by holding this meeting?)

Answers to these four questions can be found by analysing 3 key aspects of contracting in organisations:

- Relationships (multi-cornered contract)
- Expectations (3 levels of contracting)
- Goals (psychological distance)

Relationships (Multi – cornered contract)

Looking at meetings from a “big picture” perspective, the majority of topics in meetings will be driven or influenced by organisational objectives (or its business strategy).
For example – an organisation is planning an expansion of existing services into a new market. The timeline is 6 – 8 months. For that purpose it sets up a project team to analyse the opportunities, challenges and any tax, legal and regulatory requirements of that market.

The project lead has the responsibility to meet the objective of the project and report back to the senior management on conclusions and recommendations, so the final decisions about the market expansion can be made.

The project lead will therefore be expected to work with several Subject Matter Experts (SMEs) to achieve the objective of the project – for example market analyst, legal, tax and regulatory experts.

The dynamics between them can be represented with in Figure 1. Each of the SMEs is bound to work towards organisational objectives by way of their employment contract with the organisation. They will also have other projects to work on within the scope of that same employment contract. These projects will often have competing priorities.

So the project lead will need to account for specific factors which will influence the outcomes of this project. These factors will need to be accounted for when arranging meetings with the group of SMEs.

Project lead’s awareness of the organisational relationships and underlying contracts will enable him/her to identify and communicate key messages to ensure:

- Why is the meeting being called? – Planned new market expansion within the next 6 – 8 months.
- Why these particular people? – Senior management expects an analysis of market conditions and recommendations to help the decision making process.
- What contribution do we expect from participants? – Each SME is expected to provide their expert opinion in relation to the market expansion.
- What is the objective of the meeting? – If the meeting is the first in the series of meetings, it may be to provide detailed briefing to SMEs, define timelines, milestones, agree priorities etc.

Figure 1: Dynamics
It is essential for the project lead to communicate these messages ahead of the meeting and include them in the meeting invite (in the form of an agenda), as this will significantly impact Expectations of meeting participants.

**Expectations (3 levels of contracting)**

Berne proposed there are three aspects of contracting that need to be considered, which Hay (2012) described as Procedural, Professional and Psychological.

**Procedural** level of a contract is the simplest to specify in the context of a meeting – the time, duration, location of the meeting and the subject of the meeting, which will give an indication what the conversation will be about.

**Professional** level of a contract will need to explain the reason why this particular individual is invited to the meeting, what contribution is required from the attendee and in what context. For example, the explanation addressing the Professional level of contract might be a note to the head of the legal department:

“As you may be aware, the company is planning expansion into the new market X within the next 6 – 8 months. Senior management has requested an analysis of market conditions and recommendations which will help with decision making process. We require experts in areas of market analysis, legal, tax and regulatory. Your input at the planning meeting would be much appreciated. The agenda is attached to the meeting invite. If you are unable to attend, please send a delegate to ensure timely delivery of the project.”

**Psychological** level of a contract can be described as a “fine print” in an agreement. It is potentially the more difficult element of meetings to manage effectively, as it refers to the underlying dynamics and is usually unknown to the project lead.

Examples of psychological level for example would be that one of the SMEs required on the project is already stretched and has just been informed the promotion s/he was expecting did not materialise. With this new project, s/he is required to do even more work for the same pay, which may create resentment and influence her/his attitude towards the project lead.

It is difficult to think about all possible underlying dynamics influencing the psychological contract level in meetings. One option is to invite the participants to bring the psychological content to the social level and discuss it in the meeting. Taking the example above, the following invitation into a discussion could bring the issue into the open and help the project lead manage it:

“Thank you for joining the meeting. As you saw in the meeting invite, the company is planning expansion into the market X where we currently don’t operate. Timeline is 6 – 8 months. Management is expecting a market analysis including relevant legal, tax and regulatory aspects in 2 months time which will give them sufficient time to prepare all relevant documentation and resources for implementation. I’m aware you all have multiple projects to work on, so the key objective of this meeting is to obtain your input on feasibility of the project in the proposed timeline and any other considerations you would like to raise. Would anyone like to raise any concerns or things to keep in mind before we dive into the detail?”

The above introduction into a meeting would hopefully have the following effect on the participants:

- Focus them on Professional level – why are they at the meeting and what contribution is required from them
- The timeline and key objectives of the project
• Acknowledges competing priorities of all participants (in the modern professional workplace it is relatively uncommon that a person would work on only one project/task at the time, so it is almost certain there will be competing priorities)

• It gives participants an opportunity to bring underlying dynamics (psychological level) up into the open and discuss it, as well as account for it during the project (e.g. the project lead can provide feedback back to senior management if there are resourcing concerns in the Legal department so either a re-prioritisation or additional resources may be required)

Awareness of the psychological level of a contract also increases the chances of success by addressing another significant aspect of meetings – focus on achieving Goals (Psychological distance).

Goals (psychological distance)

Psychological distance refers to the perceived distance in terms of relationship that exists between the parties (Hay 2012, Micholt, 1992). In the above example, the Legal SME might feel distanced from the company goals due to the workload and disappointment about the expected promotion. That may mean that this particular individual will be more focused on finding a new role outside of the company rather than achieving the goal of the project team to perform the required analysis in time -see Figure 2.

While psychological distance can be managed to a very limited extent during the meeting, the project leads can do other types of work prior to the meeting to ensure the psychological distance between participants in relation to the company objective is optimal.

For example, before sending out a meeting invite, the project lead could phone each of the participants to introduce the subject and understand their individual circumstances (e.g. workloads, lack of resources, urgent issues etc). That would give an opportunity to build a relationship (and hence decrease psychological distance) and discuss topics which individuals wouldn’t normally share publicly in a meeting.

Effects of Accounting for Relationships, Expectations and Goals

Returning to the original list of complaints about meetings, the above discussed elements of contracting would address the following:
• Lack of clear objectives or clear agenda for a meeting
• Too many people in a meeting and lack of engagement from participants
• Participants turn up unprepared
• Key participants or decision makers don’t turn up

However there are still three which may have the power to derail the meeting objectives if not managed effectively during the meeting.

**Process of re-contracting in a Meeting**

It is very much possible that despite all the preparation for the meeting and clarity of communication, things will still go off-track and manifest themselves as:

• Participants “hijacking” the agenda (conversation getting off track)
• Unsuccessful timekeeping (meeting overrunning)
• Lack of clear actions following the meeting

This may happen when for example participants bring the items from psychological level up into the open in the middle of the meeting instead of raising it at the start. Alternatively, they may start discussing a related (or non-related) subject. Sometimes it happens that a heated debate evolves between only 2 or 3 meeting participants.

In such situations there is a danger that the original contract established with the group will fall apart, and that is where the perception of “wasted time” or “meeting sabotage” emerges.

To successfully manage such situations, the project lead must consider entering into the process of re-contracting with the group as a whole. For example, if the Market Analyst during the meeting raises an issue that

“Management haven’t even completed the expansion into market Z which we are still finalising, and they already want us to work on a new market. Markets Z and X are extremely unpredictable right now and we don’t even know if the investment in market Z will pay off, let alone wasting money entering market X. It seems reckless.”

Other participants may join in with criticizing the project or senior management, which makes the situation for the project lead rather awkward. In such cases the project lead may be able to stabilise the situation by initiating a process of re-contracting:

“We were going to discuss the analysis of market X, however from the discussion I understand there are concerns about expansion into market Z due to the current unpredictability. Is that something which would require us to end the conversation about market X and instead articulate the concerns with market Z to be brought to the attention of senior management?”

Such intervention not only brings the conversation under control for the purposes of time keeping, but also reminds the participants of the original contract and the fact the conversation is outside of the agreed contract.

Whichever of the two options participants choose (conversation about market X or market Z), it will help the project lead clarify the next steps and formulate clear actions following the meeting.

Noting and distributing the meeting minutes will then serve as a reminder to the participants of what was discussed and actions agreed.

**Summary**

For all theoretical models it is crucial they can be used in practice, and more
importantly, that they can be seen as effective in the day-to-day functioning of an organisation. At the end of the day – organisations will only use knowledge that creates value.

I work in a multinational corporation myself and apply the principles of contracting in meetings in my professional work on a daily basis. As use of the concept is based on understanding and awareness of the socio-psychological dynamics in an organisation, it means that any effort to make a meeting effective must only be to steer the existing energy of the meeting participants towards the desired goal.

I hold on average 4 to 5 meetings a day. As a result of using the concept of contracting, my meetings have become increasingly effective, participation is high (above 80%), usually meetings take less time than planned, and there is a more or less complete absence of conflict, digression or “sabotage” during meetings. It has also become much simpler to complete tasks and make progress as participants are clear on the required contribution.

There is also consistent positive feedback on the meetings I organise. In particular, this applies to a weekly committee meeting I chair, which is attended by 15 to 18 senior managers across our London and Luxembourg offices. Two Regional Departmental Heads have provided feedback to the effect that: “This committee meeting is the best, most informative and most effectively-led meeting I attend.”

References

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**IDTA Practitioner and Professional Registers**

Are you listed? Check your details or send in an application form to be added!

The IDTA operates both a Practitioner Register and a Professional Register, to provide accessible information so the public can identify (or confirm the status of) professionals operating under the auspices of EATA/ITAA within the TA developmental fields.

The **Practitioner Register** is an exciting new initiative and will contain entries for Practitioners who have completed sufficient hours of advanced training and supervision from internationally accredited TA trainers/ supervisors, together with practical experience with clients, to demonstrate their ongoing commitment to their own personal and professional development. So, if you have attended training with a PTSTA or TSTA In the Educational, Organisational or Counselling fields, why not submit the form at [http://www.instdta.org/professional-practitioner-registers.html](http://www.instdta.org/professional-practitioner-registers.html)

The **Professional Register** has existed for a few years now and contains the details of anyone who is in a contract as student or trainee for a TA qualification, as well as those who hold CTA, CTA Trainer, PTSTA or TSTA. Check your own entry at [http://www.instdta.org/professional-practitioner-registers.html](http://www.instdta.org/professional-practitioner-registers.html) or email admin@instdta.org to advise any updates or to request an application form.
Hay’s Organisational Cone

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(with grateful acknowledgements to Diane Richardson for the Cone diagram)

Berne’s (1963) provided organisational diagrams that he named complex, where the large circle represents the complete organisation and the smaller circles are to sub-divide it into the different hierarchical levels, and compound, where the divisions within the circles are to represent the different departments and functions. Berne also referred to complicated but did not provide a diagram; it is a combination of compound and complex – i.e. with circles for different hierarchical levers or layers, overlaid with segmentation into different functions or departments, as shown here.

I have also suggested (Hay, 2012) that we change the way in which organisational charts are so often drawn in a hierarchical, top down, as in Figure a below. There have been suggestions that we should reverse this, as in Figure b, to show how customer/client facing employees are most important and management are meant to be a resource. I think both miss the point, and prefer to suggest an ‘on the level’ diagram as in Figure c.
I combine this idea with about levels with Berne’s complicated version to produce what has come to be called Hay’s Organisational Cone, as shown below. This represents how all levels within an organisation are important in their own ways. It also avoids the drawback with Berne’s circles that leaders appear to have no direct contact with the outside world; in the cone all levels have external boundaries within different contexts.

References

Dates for your Diary
IDTA Online Community Gathering – 22 April 2017
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+44 (0)1992 550246 www.pifcic.org
TA for Practitioners and TA Tribe

Lynda Tongue (TSTA – O)

**TA for Practitioners** (TAPs) is a new multi-level group based in the seaside town of Torquay, Devon, UK.

It runs on a pattern of a three day workshop every other month, with an online workshop delivered in the intervening month. It is for those practitioners who use Transactional Analysis (TA) in an organisational and/or coaching context to support others to develop, build confidence, reach potential and enhance communication skills.

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Supervision is also available online, through Zoom, Go-to-Meeting or skype. Visit [www.lyndatongue.com/ta-for-practitioners](http://www.lyndatongue.com/ta-for-practitioners) for more details and a booking form.

**TA Tribe** – an online group providing regular workshops and supervision for those who for practical reasons prefer a “virtual” approach. For more information, visit: [www.lyndatongue.com/ta-online](http://www.lyndatongue.com/ta-online) for more details and a booking form.
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We welcome submissions

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Publication dates: March, June, September, December
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