IDTA Annual Conference
Cultural Difference
Can we be different and still get on with each other?
9 and 10 November 2007   Glasgow

This conference plans to build on the success of previous years and this year sees a change of location to a venue in Scotland.

The Beardmore Hotel sits on the bank of the River Clyde, set in a quiet and spaciously landscaped area, with a walkway and a grassed area to the river side, it is an idyllic location.   Approximately six miles from Glasgow city centre, with good bus and train connections, making the venue easily accessible. (Approximate costs from the city centre: taxi £15, train £2.50).

Special rates for accommodation are available for conference delegates; these include use of the leisure centre.

The conference offers a range of workshops on cultural difference providing opportunities for personal development and networking.   It will provide a space to share ideas and listen to each other, challenge our thinking, and explore new areas – a space in which to grow and develop, learning from each other.

Anita Mountain is giving the keynote speech; there will be a conference dinner on Friday evening, followed by entertainment providing opportunities to socialise with old friends and new, there will be something for everyone.

Thanks to those who have already volunteered their services, anyone else who is willing to help either before or during the conference, please contact Gill Edmondson

The conference flyer and booking form are attached at the end of the newsletter, book soon so you don't miss the early bird rate. Better still get together a group of 10 people or more and additional reductions are available.

Further information will shortly be available on the new look website. Watch this space for further details.

Looking forward to seeing you in November!

Useful links: http://www.thebeardmore.com/   http://www.visitscotland.com/
http://www.blueskyhostel.com

Gill Edmonson   email: gill@flecy.orangehome.co.uk mobile: 07837408690

Editorial	TAPACY
The IDTA are proud to announce details of our annual conference, which this year takes place in Glasgow. This will be an exciting opportunity to bring yourself up to date with current thinking in the Development field of TA, to meet old friends and make new ones. Book your place before 30 July for the early bird rate – see the booking form on page 14. The IDTA support and promote research projects and if you are considering running, or indeed are already running a piece of research, then please let us know about your findings. Steve Russell has done just that and his article about his research, which took the form of a case study investigation into the application of TA in managing classroom behaviour can be found on page three. Karen Stuart contributes a thoughtful article which shows the use of TA philosophy and tools in an outdoor educational setting, and Joanne Garner concludes her article on supervision. Added to this is another in our biography series, a whimsical description of her TA journey from Ria Varnom. So, what is happening in your TA world? What projects, what interventions, what research are you undertaking? How are your results contributing to your learning and practice? How about sharing some of that knowledge with fellow members? Developmental TA is such a positive, affirmative methodology – we know that, and we also need the research to back our knowledge up. If you need any support in running a research project, then please get in touch with IDTA, firstly through me and we will do our best to support you. ……. And then perhaps you could not only publish your findings here, but also consider running a workshop at the Conference! **Lynda Tongue, Editor** lynda@trianglepartnership.com	There have been a couple of exciting TAPACY (TA Proficiency Award for Children and Young People) developments recently. First, in Cumbria two moderation sessions took place for children attending schools supported by Kaz Stuart and her colleagues from Brathay. A fuller report will feature in a later issue. A second development has been an emerging idea which needs your thoughts and support. From the outset TAPACY was intended to celebrate the engagement of everyone involved in the scheme – not just the children and young people. However, this aspect became overlooked in the excitement of seeing the enthusiasm of students. IDTA wants to review how a wider group can be included in the scheme. At the moment the TA Community Award (TACA) is in its earliest stage of development. The idea is that any organisation – a local authority team, a school, a private business, voluntary association or charity – could apply for the award. In order to gain the TACA the organisation would need to demonstrate a lived out commitment to Developmental TA principles. They would be able to use the evidence that they think best shows how they: use TA in the work of the organisation; show a proper use of power; attend to multi-handed contracting; promote growth and encourage co-creativity throughout. That's the progress so far. IDTA wants to extend the TAPACY model as it forms part of our commitment to making TA more accessible to wider groups. And we'd welcome any further suggestions for how TACA might be taken further. Maybe you know of an organisation that would be interested? If so, please contact me. **Giles Barrow** giles.barrow@virgin.net
Deadline for the next issue: 3 July 2007	**For advertising rates, apply to the Editor**

Transactional Analysis and Behaviour Management:
An investigation into the application of TA in managing classroom behaviour

Steve Russell

The research took the form of a case study investigation into the possible contribution TA could make to helping staff understand and manage challenging behaviours in school. As a behaviour consultant I had delivered training in some of TA's core concepts to a variety of school staff. I became very curious as to how strongly the ideas appeared to resonate with staff, who would quickly and quite spontaneously use them to develop a framework within which to reconsider some of the challenging behaviours with which they were faced. A significant aspect of this was their willingness to consider the influence their *own* behaviour might be having on the pupils – an area that is often very sensitive and quite difficult to access with staff groups.

Curious to explore these positive responses in a more systematic manner, I devised a research project which involved training a primary school teacher and secondary teaching assistant in a number of key TA concepts. These included Ego States, Life Scripts and Life Positions, Strokes, the Drama Triangle and Cycles of Development.

Research questions
- Can TA help to develop staff's understanding of some of the possible causes of challenging behaviour?
- If so, can the new insights serve to inform their approaches to managing behaviour?
- Does the use of TA as a theoretical framework encourage staff to reflect upon the possible ways in which their own behaviour impacts upon the pupils?

As the research progressed, it became apparent that, in my role as behaviour consultant, TA principles were informing the way in which I was relating to the staff. I subsequently expanded the focus of the research to consider how TA might positively contribute to behaviour support staff's working practices with school staff.

The staff were introduced to key TA concepts and encouraged to reflect upon what insights these might offer. They then reviewed their current methods of supporting and managing the pupils, with modifications being made and in some instances developing completely new strategies, including exploring evidence of the positive effects they were having upon the young people's behaviour and self-esteem.

Each of the concepts was evaluated in relation to the three primary research questions above.

Developing staff's understanding of the pupils' behaviour
Many of the ideas from TA helped staff to clarify their understanding, especially about the possible underlying factors linked with the pupils' emotional well-being. Of particular use was the Cycles of Development model which encouraged staff to consider the pupils' behaviour from a developmental perspective. This subsequently prompted significant shifts in both their perceptions of behaviour and how they subsequently responded to it.

The concepts Life Positions, Life Scripts and Strokes enabled staff to consider the critical factor of self-esteem in terms of understanding the pupils' behaviour.

Raising staff's self-awareness
In terms of developing self-awareness, the Drama Triangle proved to be particularly helpful. The staff very quickly utilised these concepts to place the pupils' behaviour

within the context of their interactions with others, including the staff themselves. This subsequently facilitated detailed self-reflection on the part of the staff as they considered how *their* feelings, attitudes and actions interplayed with those of the pupils. My own sense was that this was in part attributable to there being something about the concepts that helped staff to feel 'safe' enough to be honest about those feelings, attitudes and thoughts which we are not always keen to acknowledge.

As a practical response to these insights, staff modified the existing behaviour-monitoring records to establish these as a more contract-based support intervention that encouraged Adult-Adult interactions between themselves and the pupils.

The teaching assistant also decided to change the way in which she supported her student in order to try to avoid the roles of Persecutor, Victim and Rescuer being played out. This brought about very significant results in terms of reducing levels of confrontation and also increasing the amount of work the student produced.

TA and the role of the behaviour support teacher/consultant
Throughout the research, I was struck how, to borrow Lerkannen and Temple's phrase, "…relevant, appealing, challenging, meaningful and inspiring" (2004; p.269) TA is as an educational psychology. The staff were able to grasp the concepts with relative ease and quickly used them make better sense of the pupils' behaviours. My role as consultant became far less that of offering suggestions as to the meaning that lay beneath the behaviour and more, by providing the framework of TA, that of facilitating their own problem-solving.

This led me to reflect upon the contribution TA has to offer to those working as behaviour consultants/support teachers. Schools often perceive such professionals as 'the experts', the professionals who will come in and "sort out these naughty kids ("I'm Not Ok/You're OK") please help me, the helpless Victim, Mr Rescuer". What the research bore out was how TA can very effectively challenge these assumptions.

Firstly, as a consultant whose working practices were based upon TA's three core values, I sought to establish and sustain a relationship with the staff that was 'OK/OK'. They were regularly encouraged to think for themselves, to reflect upon and apply the concepts explored. My understanding of Life Positions, Drama Triangles and Game theory assisted me in seeking to sustain the 'OK/OK' relationship.

Secondly, because staff were able to establish their own connections between the concepts and the pupils' behaviour, they became increasingly empowered. As such, their sense of dependence upon myself as the consultant was implicitly challenged.

A postscript to the research
One of the particularly encouraging results of the research is the way in which TA is being increasingly embraced by more of the staff at the secondary school:

- Contracts are being used that are based upon TA principles
- Heads of Year and the Deputy Head are showing a growing interest in Cycles of Development, with a trial project currently underway to develop a profiling tool to assess students with social and emotional needs.

TA not only informed my role as consultant but also as a researcher. Gaining this awareness during my own reflections following the research sessions proved to be particularly useful. I believe that this was an important factor in enhancing the validity and reliability of the data collected.

© **Steve Russell** (in ongoing TA training with an Educational specialism)
Email: blues.dues@virgin.com

Bigraphy – Ria Varnom

The level of TA I have reached is enlightenment: pre-exam, sitting on the fence, gathering information, weighing up the next stage. I would put it as wandering towards the Promised Land – enjoying the scenic route.

My fields of application are Organisational and Educational, however, the start of my TA journey was therapeutic.

My work is portfolio based. I run management development courses in Birmingham, supported by mentoring services and action learning groups, and I have developed peer coaching circles in the not-for-profit sector and with BME managers. TA is a central theme in the work and training I provide as well as an ethical basis for my approach to people.

I work for Cruse, the bereavement charity. My current role is Training Manager, planning and developing the work of the Birmingham Branch. We supported the survivors and those affected by the London bombings and are involved with the resilience planning in Birmingham. I head up internal and external training. We have just had our IiP status renewed and the training provision was highlighted as a Beacon of Excellence. I am *very* chuffed.

As well as my work with Cruse, I have a small coaching practice, working with Chief Executive Officers and the top tier of organisations, planning professional development through coaching and training, drawing on the strategic aims of the organisation, identifying their route to operational objectives by assessing and evaluating the managers role and effectiveness.

Lynda asked me, "Where did you train?" *Where didn't I train?* I started training when shoulder pads were an essential fashion accessory – what, are they not I hear you say … and the great smell of Brut was the "in" cologne for chaps.

I have travelled the TA highway and traversed the TA map like a rash. I started in Birmingham, close to home. I travelled south and sat (like a knight) at the highly polished table of Julie Hay in Watford, where I developed my organisational craft and identified a handful of demon injunctions from my past that could have held me hostage.

I then travelled up north and trained with at Therapia in Manchester. During this time, I changed direction career-wise and concluded my therapeutic work in favour of management development. I got on the training road again and headed to the uppermost part of England, almost fell into Scotland, in the beautiful Cumbrian wilds of Brampton, where I returned to Organisational TA training with wonderfully creative Annie Murray and added value to my work portfolio. I have since trained with CITA and developed my coaching competence with Colin Brett. So, if mileage were enough to gain a CTA, I would have a handful of them by now.

I am a good advocate of TA. I have enabled and challenged many people through coaching, using TA as a framework of ethics and belief in *physis.*

I have developed exciting work-partnerships with professionals licensed in other fields, such as Myers-Briggs, Careers Counsellors, Occupational Personality Profilers and Stress Educators, seeking to bring the added dimension of TA. I like the challenge of bringing together models that complement and lever greater knowledge, understanding and development of the individual and their environment.

My TA journey has been a lengthy one I have explored the crevices of my script and have enjoyed renewal, healing and reaching developmental goals that at one time seemed out of reach. Most of all, the community that is TA in the UK has been a major part in the honed and polished Ria I am today, who is still a work in progress.

© **Ria Varnom** (in on-going training with an organisational specialism)
Email: developyou@aol.com

Windows on the World – and into Outdoor Education

Karen Stuart

Models of Okness: An overview

The OK Corral, or Windows on the World, is a theory from Transactional Analysis that has much to offer outdoor education.

It is a useful lens through which to observe our own thoughts, feelings and behaviours when working with groups, as well as being a powerful tool to give groups insight into themselves.

Stewart and Joines define a Life Position is defined as:

"One's basic beliefs about self and others,
which are used to justify decisions and behaviour"

The construct is simple: there are four windows through which everyone views the world. We have a general disposition towards one window in most of our life, but they are also situational, and so we may choose to look through a different window in a different situation, and this can change minute to minute. For example, we may generally view the world as an adult through IOKUOK having learned that this is the most effective position to get on with others. A bad day however can easily throw us into one of the other three more unhelpful windows.

The four windows are created by two overlapping spectrums. The first spectrum is our own personal sense of 'okayness' from I'm okay at one end to I'm not okay at the other. Okayness is a perception we apply to ourselves. The second axis is a spectrum of the 'okayness' of others again from you are okay, to you are not ok. This is our perception of how okay others are. These create four windows or Life Positions as shown in figure 1 below:

I'M NOT OK YOU'RE OK	I'M OK YOU'RE OK
I'M NOT OK YOU'RE NOT OK	I'M OK YOU'RE NOT OK

The window that you are looking through (or Life Position you are adopting) may be demonstrated by your thoughts, attitudes, beliefs, and actions (verbal and non verbal). We will now look at the implications of adopting each window:

IOKUOK – this person is likely to build a reality for themselves that is a win-win
IOKUNOK – this person will seem to be a winner but operates from a one up one down position of continual struggle as those around them eventually reject the put downs
INOKUOK – this person will write a losing reality being victimised and losing out to others
INOKUNOK – the person is convinced that the world is futile and full of despair, life involves rejecting and being rejected

Franklin Ernst (1973) expanded upon the model of the Life Positions to include 'operations' that go with each type. When we respond to a situation from one of the positions, we can either respond in a thinking, Adult way that helps us to change our Life Position, or we respond from the Life Position in a way that reinforces it, building the script.

The operations are shown in figure 2.

GET ON WITH IOKUOK Healthy position	GET RID OF IOKUNOK Paranoid position
GET AWAY FROM INOKUOK Depressive position	GET NOWHERE WITH INOKUNOK Futility position

Figure 2: Life Position Operations

These are detailed below.

IOKUOK – *Get On With*: When asked to do a job, I check whether I can or not and then agree that it's fine. This is a healthy position.

IOKUNOK – *Get Rid Of*: When a colleague lets me down I can either be honest and then problem solve, or I can shout them out and send them away reinforcing my idea that others are not okay.

INOKUOK – *Get Away From*: When trying to escape a whining colleague I can be up front and say I have no time to listen, or I can make an excuse and run away reinforcing my perception that I am not OK but others are.

INOKUNOK – *Get Nowhere With*: When my partner rings to tell me of a disaster at home, I could either calm them down and agree to sort it out when I get home, or from this position I can rant at how bad everything is and hang up depressed, reinforcing my idea that I'm not okay and the rest of the world is not okay.

Thomas Harris proposes that all young children adopt INOKUOK (with reference to self and parents), and that this decision is only reversed in later life with further positive information about the self. Claude Steiner, and Eric Berne however, suggest that infants are born into IOKUOK and then change with subsequent experiences.

Once we have chosen a window to look through (a rational unconscious decision is made at about 3 years), we tend to live the rest of our lives from this position, noticing evidence that reinforces it and creating situations to reinforce it. This becomes a life script or story for us.
A child in INOKUNOK will be full of despair. She views herself as being one-down and unlovable. She believes no-one will help her because they are not OK either. Thus she will write her life script around scenes of rejecting and being rejected' (Stewart

and Joines). Met any young people like that? I certainly have.

Events in life change our Life Position. Someone who is rejected or hurt in teenage years may decide that "Women are all untrustworthy" – shifting into a strong You're not OK space. Bringing this Life Position and expectation to all future relationships can create repeated break-ups.

Implications for trainers

Having taught this model to children and young people, the implications for us as trainers and facilitators are that we can:

a) invite the young people into aware of the window they are looking through and point out that there are options of other windows to look through
b) provide evidence that they are OK in order to allow them to move into a helpful window
c) be tolerant of unhelpful behaviours whilst still valuing the individual as we realise that the behaviour has stemmed from an unhelpful Life Position rather than innate 'badness'.

Life Positions can be changed – as a result of insight, therapy or powerful external experiences. We have a responsibility and opportunity as educators to keep the young people in, or move them towards IOKUOK through our programmes and interventions.

I linked the windows to cognitive behavioural theory to create an easy to use grid demonstrating what we might think, feel and do from each Life Position.   This is shown below in figure 3.

	IOKUOK	IOKUNOK	INOKUOK	INOKUNOK
Thoughts	I am great at teamwork, and so are my team	I am great at teamwork, but Fred keeps letting us down.	I can't get on with John, everyone else did really well though and finished.	I hate this, I can't do this. Its pointless. We're all useless at it.
Feelings	Pleased with everyone's actions/ achievements equally	Ha! I showed them, bunch of losers!	Oh God, I really hope I don't have to do a climb again – I was rubbish, they all thought I was stupid, they can all do it.	Climbing sucks – its rubbish. The instructor just made us all look stupid.
Behaviours	Treats everyone with due regard.	Shows off, gives instructions, takes control.	Reticent, hangs back, quiet.	Pessimistic, uninvolved, pours cold water on the effort.

Figure 3. What we would think, feel and do in each Life Position

A useful progression with groups is to look at how each Life Position would respond to success or failure – this is often a key to them realising their general disposition, especially in the realm of emotion and feeling. Outdoor education courses are also often carefully constructed to allow opportunities for success and failure for the delegates – this offers us a way of working with the responses the young people have in a developmental way.

Table 4 shows some typical responses.

	IOKUOK	IOKUNOK	INOKUOK	INOKUNOK
Response to success	That is great!	Fantastic, I did much better than the others. I knew I would! I'm great@!	That must have been easy, I only did it because of all the help I got from the instructor.	That was unusual, it's a fluke, bet I won't do that again.
Response to failure	What can I learn from that for next time?	That's not like me, it must have been hard – bet the instructor stitched us up, and John messed up!	Oh no – I let them all down, as usual, that always happens, I hate team activities!	Typical, that figures, we're so rubbish I knew that would happen, its pointless!

Figure 4. Life position Responses to Success and Failure

Julie Hay further explored the windows and CBT with the "Disposition Diamond". This showed that we may have a different Life Position in our general attitude, our behaviour and our emotions. Someone whose general Life Position is for example INOKUOK may cover this up by behaving in a superior way, and yet feeling totally dejected. This would give a diamond layered as:

ATTITUDE: INOKUOK
BEHAVIOUR: IOKUNOK
EMOTION: INOKUNOK

Hay shows six main Disposition Diamonds. To explore this way of conceptualising Okness would be outside the scope of this article – the salient point however is that the young people we work with may demonstrate behaviours that are not congruent with their feelings or general Life Positions. This puts us as practitioners into the role of investigators, working out what seems to be an authentic here and now response, and what might be a racket. It also offers opportunities for rich personal development as these are discussed in theory and practice. Young people that I have used the concepts of Windows on the World and Rackets with overtly, have said that it helps them to work out what is going on for others – the class clown that 'disses' all the lessons can be perceived as vulnerable by peers rather than 'cool'.

It is very useful to discuss issues such as 'racial discrimination' on the three levels of thoughts, feelings and behaviours. Young people benefit from the concept that there can be incongruity between the three levels, and they easily come up with examples

of when they expressed the correct thought verbally, and to control their emotions, but could not control their behaviours.

Models for outdoor development practice

I have divided these into two sections, one looking at ways we can use Windows on the World to enhance our delivery, and secondly ways in which we can use the Windows with groups.

For ourselves:

- Reflection on which groups do we really feel we are OK to work with (skills/capabilities/self perception)?

- Which activities trigger I'm not Okay for us – how can you work with this developmentally?

- Which groups do we feel are OK or not OK (background, range of behaviours), and how can we address this?

- Do you/and or your centre enforce rules/discipline in a way that allows the individual to be OK even if their behaviour is not?

- Which Life Position do you spend the majority of your time in? Use the diagram below to explore where and when you are in each.
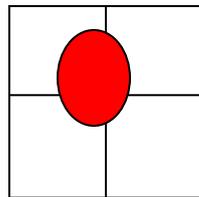
For work with groups:

- Create opportunities to deliver clear and unconditional statements that they are OK as a group and as individuals

- Explain and use the windows theory (taped to the floor) to stimulate discussion about what situations/ people they adopt which Life Position in " so if you are asked to canoe, where will you be?"

- When might you be in each Life Position?

- What do you say and feel in each one?

- Where do you spend most of your time?

- What could you do instead of your usual response?

- Watch TV or film snippets and spot who is in which Window

- Discuss which window they want to be in and use NLP techniques to move them from an actual state to the desired state

- Explore what IOKUOK will look like, sound like, feel like, explore trying to be that state as long as possible

- Sort a series of statements into the Windows they are most likely to belong to

- Frame activities with the young people all starting in one window, then moving to another at your command, which felt best?

- Review activities with use of the windows, who was in which, when, why, so what can we learn from that, how is that useful to us and when?

- Develop minute by minute self awareness – "STOP!   Where are you now? Where do you want to be?"

- Reviewing – stand in the box that you think you were in. Did you think and feel and act in that way or were there differences?

- Use to structure feedback – which window do you think Sue spends most time in and why, how could you tell, was it what she said, did or how she looked?

Karen Stuart (contractual trainee, organisational field)
Deputy Head of Services for Children and Young People, Brathay Hall, Ambleside

References:
Harris, Thomas M.D.   I'm OK – You're Ok, Arrow Press, 1969

Ian Stewart and
Vann Joines   TA Today, Lifespace Publishing, 1987

Ernst, Franklin   'The Ok corral: the grid for get-on-with' in TAJ, Vol 3, No 2 1973

Steiner, Claude   Scripts People Live, Bantam Press, 1975

Berne, Eric   Structure and Dynamics of Organisations and Groups. Grove Press 1966

Hay, Julie   TA for Trainers, Sherwood Press, 1993

Supervision for People Developers? (continued)

Joanne Garner

In part one of this article, published in the last newsletter, I proposed that consultancy supervision is an important element in the continuing professional development of trainers, facilitators, HR consultants and managers in the same way that supervision is now an accepted practice for coaches and counsellors.   I outlined my own journey towards supervision of HR consulting practice.

I will now offer two examples of how that worked and the benefits gained.

Example A

The first project which illustrates the benefits of consultancy supervision was when I was retained as an independent HR consultant to lead the soft skills element of a culture change programme. This project lasted for a total of four years.

Commissioned and contracting initially with the CEO and later with Human Resources, my colleagues and I worked with the senior and middle management teams to support and enable leadership through a period of major change. As a team of external consultants, we drew on many TA concepts to support us in our work – in particular, multi-cornered contracting was one to which we returned time and again. This model also provided the basis for a stimulating and popular workshop for participants, who while munching the obligingly shaped Toblerone chocolate bars as a gustatory aid to learning, drew intricate maps of their relationships and reporting lines. These "maps" proved hugely affirming for them, in diagramming the complexity of their relationships they could see where lines of communication frequently broke down – and what to do about it.

As Managing Consultant, leading a team of coaches to deliver a variety of interventions cascading throughout an organisation, it was essential for us to have external and unbiased support to maintain a clear perspective. I needed constantly to review my role, responsibilities and accountability in leading the project; and it soon became clear that it was also vital for my team of coaches and facilitators to have an independently facilitated forum, in order that we could jointly consider our relationships, both with the client organisation, and with each other, as they evolved and the project grew in size and complexity.

We raised our awareness and reviewed our own and our client's transactions in terms of Ego States and Games – using masking tape on the floor to diagram the models, we lived the Drama Triangle and the alternative Winners Triangle (1)! We analysed particular games; and reflected on our own Rackets as they were impacted by the organisational dynamics. We reviewed our own and the clients' Driver behaviours and how this might lead us to discount certain aspects of our work, as well as recognising the strengths (Working Styles) (2).

Supervision enabled us to see how one of the organisation's games of Mine's Bigger Than Yours (my need for resources/recognition/freedom/authority is greater than yours) was played out as a power struggle between Sales and Operations, paralleled between us as Consultants and firstly HR, and then with the firm of Chartered Accountants retained to audit the balance sheet!

We offered our clients in training workshops, and ourselves in supervision, perspectives from different Windows on the World (3) and pondered how these might lead to particular Games and Rackets.

On other occasions, we reflected on the invitations we felt as external consultants to cathect Adapted Child or Critical Parent in the same way that we observed our clients in these Ego States. We used the concepts of the Somatic Child and Physis to enlighten us as we observed emerging patterns of illness in the organisation. We pondered Berne's use of fairy tales to reflect on the archetypal/mythical aspects of the organisation's script.

We were able to teach many of these concepts in group training modules, and coaches followed up with coachees to provide a coherent and consistent approach to communication skills and interpersonal relationships. In supervision, we discussed how and in what ways we as a team were role modelling this (or not!).

In both projects cited, with some groups we experienced what is termed a kinaesthetic response – where the facilitator/trainer (or therapist) experiences in their body some aspect of the client's concurrent bodily experience. We were able to discuss this in supervision. It can be both un-nerving and a rich source of insight (4).

Example B
My second example is when delivering advanced facilitation skills over a period of five years to internal consultants in a Police Service. In this project, I was one of a team of trainers working under the direction of a Managing Consultant. He managed the commercial contract and designed the programmes we co-delivered with him. Our approach was experiential – we role modelled the advanced facilitation skills to participants "live" as the teaching method. The shock of living the experience, to police trainers who were used to a hierarchical command-and-control culture and "chalk and talk" training style cannot be underestimated! The dynamics of each workshop were unpredictable and deeply felt, often reverberating for many months. There was an overt and very powerful political and cultural (social engineering) motivation for this project – naturally this had a tremendous impact on our work.

Participants, living with a deficit of positive recognition for their work, loved our teaching of Strokes. The concept of Discounting was particularly useful – we used Hay's Steps to Success model (5), linked to the organisation's Be Strong driver; this led to considering the organisation's Stroke Economy and possible antidotes. We were able to support participants to change the way they related to each other. Cycles of Development (6) was another useful model.

Other models used
In addition to core concepts of TA, it is my practice to draw on other models and authors, to inform and underpin my consultancy interventions and in considering them in supervision. I am thinking here particularly of Will Schutz's FIRO, William Bridges' Organisational Character, Transitions and Life Cycles, based on Jungian typology, and Tuckman & Jensen's Stages of Team Formation (7). I also use Kubler Ross's work on loss and bereavement, to support transitions and culture change. As stated earlier, it makes sense to me to use the same models in supervision on which I am reflecting.

A model of supervision
Finally, here is a model of supervision I find helpful in supervision: Petruska Clarkson's Five Bands of Supervision (8)

It imposes a useful self discipline for me when preparing for supervision: which Band does my primary material, or reason for seeking supervision, fall into? How does this analysis help me understand my underlying need? It puts the onus on me as supervisee to consider carefully what I am bringing to supervision, rather than (say) my line manager or sponsor deciding the priority for me driven by the organisation's requirements to monitor my work.

I adapt the Bands for organisational work as follows:

Band 1   Assessment and (Treatment) Planning:
          How to think about the situation (diagnostic phase)

Band 2   Strategies and Interventions:
          What to do about the situation (planning and contracting phase)

Band 3   Parallel Process – Reflecting on the transference and counter-
          transference dynamic:
          What is really going on in the situation? (what archaic material, myths
          or archetypes - are erupting from the client's and my own material
          which can inform me? How will I manage my own responses to this
          material?)

Band 4   Theory for teaching and integration:
          What information is lacking in the situation? (what else can help me
          deliver the contract?)

Band 5   Ethics and Professional Practice – what should happen in the situation?
          (Consultancy supervision provides the reflective space to discuss "Ethics
          as Process" (9)where the supervisee can think through their own course
          of action in the light of the relevant Codes of Practice)

Conclusion

It was only in the creative and supportive space of supervision, away from the pressures of "stand up" delivery, that my colleagues and I were enabled to stand back and consider these ideas without pushing ourselves to Hurry Up to Be 100% Perfect, not to Please Everyone, or Try so Hard to Be Strong!

© Joanne Garner CTA (Psychotherapy)
Email: info@coachingandcounselling.co.uk
Tel/fax: 01293 419894/07973 864095

References
1   Napper & Newton (2000)
        Tactics Chapter 9 Managing conflict
2   Hay (2002)
        TA for Trainers (2003)
3   Hay
        Working it Out at Work (1993)
4   The kinaesthetic response is a phenomenon which was the subject of a small
        piece of research I conducted in 2003 for an MSc in TA – an as yet unpublished
        paper!
5   Hay op cit
6   Napper & Newton, op cit
7   Please contact me for detailed references if required
8   Clarkson (1988)
        Handout in supervision group. Exact source unknown.
9   Orlans (2006)
        Ethics as Process: The Challenge of the Reflective Space
        article in UKCP journal summer 2006

CULTURAL DIFFERENCE
Can we be different and still get on with each other?

The Institute of Developmental Transactional Analysis

ANNUAL CONFERENCE
9th-10th November 2007

Beardmore Hotel and Conference Centre, Glasgow

Developmental Transactional Analysis is a thriving and growing discipline used in organisational, educational and counselling fields. It provides a range of techniques and methods to support individual, team, class, school and organisational development.

The annual conference is a pivotal event for those with an interest in, or curiosity about Transactional Analysis. It provides delegates with the opportunity for professional development, sharing skills and knowledge, investigating and experimenting with new ideas.

This year's conference explores cultural difference, from the perspective of can we be different and still get on? Presenters will aim to motivate and inspire delegates, offering new or different approaches to working in their particular field.

The two-day conference will provide keynote speakers, a range of workshops and the opportunity to network.

The conference is aimed at:
- Managers
- Team Leaders
- HR professionals
- Teachers
- Trainers
- Educationalists
- Coaches
- Mentors
- Counsellors
- Anyone with a role or interest in personal and professional development of themselves and/or others

Book by 30th July for your Early Bird discount

Conference Booking Form

Conference fees include attendance, lunch, teas/coffees and presenter handouts			√
Individual without corporate support	1 day	£110	
Individual Early bird rate – book and pay before end July	1 day	£95	
Individual without corporate support	2 days	£180	
Individual Early bird rate – book and pay before end July	2 days	£160	
Bookings paid for by organisations	1 day	£170	
Organisational Early bird rate – book and pay before end July	1 day	£150	
Bookings paid for by organisations	2 days	£250	
Organisational Early bird rate – book and pay before end July	2 days	£220	
Conference Dinner – Friday 9th November (Includes entertainment)		£26	
IDTA member* – deduct 10%		less 10%	
For 1 day booking, please indicate which	9th Nov	10th Nov	**TOTAL**

For special rates for bookings of 10 or more contact Gill Edmondson
Tel: 07837408690 email: gill@flecy.orangehome.co.uk

Last Name	First Name
Organisation	Job Title
Address	
Country	Postcode
Tel No + ( ) ( )	Fax No + ( ) ( )
Email	
Signed	Date

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 and IDTA membership form or email us on instdata@adinternational.com

Please return this form to IDTA by emailing to idta@adinternational.com
Or faxing it to us on +44 1923 210648 (please phone 07836 375188 for new fax number after 15th June) or post it to us at IDTA, Wildhill, Broadoak End, Hertford SG14 2JA

NOTE: A special rate of £62.00(single) £77.00 (double) bed and breakfast has been arranged with the Beardmore Hotel (includes use of leisure facilities). To take advantage of this offer and book accommodation, contact: Beardmore Hotel, telephone: 0141 951 6000 fax: 0141 951 6018 email: Kirsten.Orr@beardmore.scot.nhs.uk quoting IDTA conference.