



Volume 4: Issue 2

Newsletter

# The future is bright: the future is . . . TA

- to quote from one of this issue's contributors.

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## Editorial

Welcome to the June newsletter. Our focus this issue is on the learning experience of TA trainees, and seven of you have submitted articles. The pieces are all personal, insightful, reflective and make great reading - so thank you all very much.

And thank you to everyone else who has submitted articles - on topics ranging from process review to leadership. Keep them coming! Your perspectives and reflections are a rich resource for us all.

News from the training groups remains a standing item, so do remember to update us regularly.

We have some exciting workshops on offer at Conference - see pages 5 to 7 -

## Jenny

and the list is not yet complete. Please note that the early bird booking for Conference has been extended until the end of June. And for those readers who are not IDTA members, bear in mind that the cost of joining the IDTA, combined with an early bird Conference booking, works out less than a regular non-member Conference booking. Book now to take advantage of this!

In the next issue we will be including book reviews, so put pen to paper (or finger to keyboard) and let us know what books or articles have been particularly helpful for you on your TA journey.

Enjoy reading this bumper issue, and have a good summer.

## Conference entertainment!

We are looking for an affordable band or mobile disco for the evening of the Conference dinner. If you can help, or know someone who can, please email [admin@instdta.org](mailto:admin@instdta.org). Thank you!

## IDTA Membership Benefits

- Conferences and events with a DTA focus
- Access to professional qualifications and proficiency awards
- Forthcoming e-journal
- Membership of a worldwide TA community
- Internet-based Professional Register
- Networking with others who share your interest in developmental applications of TA

# Notes from the Chair

# Giles

Dear Colleagues

The past couple of months have been both productive and consolidating for Council. We have met recently in June and had several teleconferences since the last newsletter. I thought it would be worthwhile outlining some of the work of Council so far this year.

Annie Murray has brought together a **qualifications group** with the aim of looking at how we might develop the current IPQ programme. A new **website group** is to be formed so that we can review and further improve our web presence.

Not surprisingly, Council have been deliberating over the redrafting of proposals following the **consultation exercise** earlier this year. I am pleased to say that it looks like we will have been able to account for many of the perspectives and incorporate suggestions made by members during the consultation. We have a Council meeting in July at which the revised proposals will be finalised, after which we will circulate those so members have the summer to consider them before the AGM at the October conference. We also intend to publish a summary of all the responses to the initial consultation document. If you made a response and do not wish your comments to be included in a summary, please let me know.

In addition to the revised proposals, Council will also be preparing related **constitutional amendments** which will require a ballot. Again, these details will be circulated prior to the summer break.

Last month, Anthea Harding and I attended the moderation session of the Medway **TAPACY** cluster and enjoyed the work of over 20 children and young people ranging from 7 to 16 years old. We'll have further coverage of this event in the next newsletter. Many will know that IDTA received EATA funding to support extending TAPACY to other countries in the region. We have had responses from across six countries and we now start contracting a more detailed specification for the project. Exciting stuff!

The **conference and exam process** are clearly significant activities in their own right and we will soon be publishing a second, more detailed flier for conference – and there are details in this newsletter. Please can I ask you to make your booking – take advantage of the extended early bird deadline, and see if your trainees, fellow practitioners and colleagues can come.

Finally, you may be aware that the AGM is the time when we elect a **new council**. Please consider whether you are interested in standing for council membership. All council positions are up for election and we will be sending out details of council nomination arrangements during the summer.

I wish you well in your plans for summer and look forward to meeting many of you at conference in the Autumn.

**Giles Barrow**

# Conference 2009

# Debbie



Grosvenor House Hotel, London

IDTA conference in London this year is shaping up to be special with keynotes from Jean Illsley-Clarke and Colin Brett. Jean is a world leader in parent education; she won the 1995 Eric Berne Memorial Award and is best known for her work on affirmations and overindulgence. Jean is an accomplished workshop leader and as well as delivering her keynote, is offering a workshop on '**Adding Temperament to Development...**' which looks at connecting the child's or employee's temperament and development with the parent's or manager's temperament.

Colin is a renowned international coach, using TA to inform his practice as a coach and to deliver coaching training across the world. His area of particular interest lies in how people can stop stopping themselves and make the most of their lives.

This conference is also special because it is the first time IDTA has run CTA exams, and we will precede conference with examiner training on Wednesday and the actual exams on Thursday. The closing date for applications is not until 1 July 2009 and we are looking forward to being able to celebrate a number of exam successes at our conference dinner.

The venue this year is in central London, in an archetypal Victorian hotel which will provide a magnificent back drop for our workshops and conference dinner. It is also close to many top attractions and is within sight of theatres offering 'Wicked' and 'Billy Elliot'; so for those who would like to combine conference with some leisure time, the hotel is holding the conference rate for a few days before and after conference.

We also have a great range of Educational and Organisational workshops on offer from some of the TA community's leading and rising stars. The workshops confirmed so far are on the following pages.

# Conference 2009 workshops - 1

<b>Adding Temperament to Development in Support of a Growing Child or an Employee in a Changing Organization</b>	<b>Jean Illsley Clarke</b>	<b>E/O</b>
<p>Development has its own timetable, and temperament seems to have its own profile. How can we connect the child's or employee's temperament and development with the parent's or manager's temperament and situation? Use Helen Neville's temperament assessment and new research on development to create a Developmental Parenting Highway map that can help improve parenting behaviours. Or combine Neville's temperament assessment with Trudi Newton's and Rosemary Napper's developmental information on supporting change in an organisation.</p>		
<b>A TA Psychometric Tool for Real : TIFF® in Action</b>	<b>Jane Hicks</b>	<b>O</b>
<p>The introduction will set the scene for using TIFF as an integral element of a project offering personal and business development. An overview of the Functional Fluency model will be offered. TIFF will be explained as a psychometric tool. Evidence as to how TIFF works will be shared using stories from the project participants themselves. An exercise to explore people's hopes and fears about using psychometric assessments will be used. Workshop participants' views will then be compared with what happened in the project.</p>		
<b>'Beauty is in eye of the beholder.'</b>	<b>Rosée Elliott and Heather Matheson-Aiken</b>	<b>E</b>
<p>This workshop will:</p> <ul style="list-style-type: none"> <li>- discuss the importance of transparency and political awareness when working with young children and their parents, given our leadership positions in school</li> <li>- share the pupil's and parent's voice, reflecting on the impact of their TA experiences on their personal development and growth</li> <li>- invite participants to work with each other and explore the potential of working co-creatively to facilitate understanding of self and others within a learning community, using a solution-focussed coaching approach</li> <li>- challenge thinking around the roles of learners and teachers; are they one and the same?</li> </ul>		
<b>The Coach's Professional Framework: Where Does Transactional Analysis Fit?</b>	<b>Sandra Wilson</b>	<b>O</b>
<p>In this workshop, participants will be introduced to the concept of the coach's professional framework and the facets of that framework from an ontological perspective.</p>		

## Conference 2009 workshops - 2

<p><b>"Play up, play up and play the game". Learn the concepts and application of Functional Fluency with this new board game</b></p>	<p><b>Susannah Temple and Sue Ashby</b></p>	<p><b>E/O</b></p>
<p>This experiential workshop gives participants an opportunity to play the newly devised and produced Functional Fluency Game and get to grips with the 9 Behavioural Modes in a supportive and challenging environment. There will also be time to discuss participants' responses to playing the game and to explore the Functional Fluency model in greater depth and detail.</p>		
<p><b>Conflict Resolution Through Hearts and Minds</b></p>	<p><b>Anita Mountain and Chris Davidson</b></p>	<p><b>O</b></p>
<p>We will explore the nature and psychology of conflict. Often loyalty and a sense of injustice promote division and polarisation, partly through the need to convince others that we are right. Loyalty can also be encouraged and used by others for their own ends.</p> <p>The workshop will aim to promote the use of hearts as well as minds. By becoming aware of psychological and group dynamics, we hope to co-create alternatives to division and polarisation. We will link Audergon's work with TA concepts, so come along and find ways to move from a hope-less to a hope-full position.</p>		
<p><b>Saturday</b></p>		
<p><b>Star light , star bright... an educational and social perspective of Potency</b></p>	<p><b>Evelyne Papaux</b></p>	<p><b>E</b></p>
<p>I want to present and share the idea of a new model, a visual metaphor describing autonomy and promoting interdependency and cooperation.</p> <p>The workshop will be an invitation to discover this model and experiment in which ways it could make meaning of each one's professional experience and excellence in using developmental TA.</p>		
<p><b>Members and Undifferentiated Slots</b></p>	<p><b>Lynda Tongue</b></p>	<p><b>O</b></p>
<p>"Undifferentiated Slot," rather than a term of abuse, is the name Berne used to label those we do not know prior to entering a group. In this workshop, we will examine the nature of transference and its relationship to the dynamics of power and how this relates to the overall success of an organisation.</p> <p>We gather together in groups for learning, for working together, for sport and for playing together, and what goes on between people at the psychological level has a direct impact not only on our achievements but also, eventually, on our health and well-being. Come and explore!</p>		



# Conference 2009 workshops - 3

<b>The Organisational Script Experience</b>	<b>Anne de Graaf</b>	<b>O</b>
<p>Organisations are essentially seen as patterns of human behavior. In other words, it is human activity that is organised. Using script theory to analyse organisational culture, ie human behavior, may enlarge our understanding of (dys)functional aspects of organisational functioning.</p> <p>To understand what is going on in organisations, the individual is to be looked at from the position of the organisation and the organisation from the position of the individual: a 'socio-' and a 'psycho-' perspective. This reflects the fundamental hybrid character of the concept of script!</p> <p>In this workshop, you will have an opportunity to do some research into how the story of your life (= personal script) influences the story in an organisational context (= organisational script) and vice versa.</p>		
<b>How do we know what we know?</b>	<b>Trudi Newton</b>	<b>E/O</b>
<p>Enthusiasm for TA, and numerous personal and professional stories of success and awakened awareness, can sometimes obscure the reality that TA psychology has limited research-based evidence to support our beliefs of effectiveness.</p> <p>In the workshop we will experiment with designing plans for TA-linked research and use examples from some recent projects to explore what we can learn, what we can know and how we can know we know it.</p>		
<b>Morale, Equipment and Organisation - Leadership from a TA Perspective</b>	<b>Bill Heasman</b>	<b>O</b>
<p>Eric Berne, in his second book, <i>The Structure and Dynamics of Organisations and Groups</i>, mentions that any consultant would do well to have the motto 'Morale, Equipment and Organisation' on a plaque above their door.</p> <p>In this workshop we will explore what Berne meant by this, and focus specifically on the importance of morale. Together we will examine TA leadership theories that promote the morale of groups and organisations whilst encouraging cohesion and the autonomous worker.</p>		
<b>Elders &amp; Elderly: The Art of Growing Old Gracefully</b>	<b>Giles Barrow</b>	<b>E</b>
<p>This workshop will consider the challenges and dilemmas of the older adult and specifically with regard to psychological well-being. The session will refer to a combination of Adlerian concepts, and ideas from <i>Growing Up Again</i> by Jean Illsley Clarke. At the heart of this consideration is the dilemma of how the individual achieves continuing engagement in life whilst acknowledging the inclination to withdraw. Participants will have opportunities to think and discuss implications for how we support, and can be supported by, older adults in our work and wider community.</p>		

# Conference 2009 booking form

Delegate details			Payment details																																
Organisation:			I enclose a cheque made payable to IDTA for																																
Name:			£_____																																
Job title:																																			
Address:			Please invoice me at the following address:																																
Postcode:																																			
Tel:			<b>BACS, Bankers Draft or Swift</b>																																
Fax:			Bank plc:																																
Email:			Account No:																																
Contact name and number for enquiries:			Sort Code:																																
<p style="text-align: center;"><b>EARLY BIRD SPECIAL OFFER</b>                      (extended until end of June 2009)                      Rates after June 30 in brackets</p>			Confirmation of your registration will be emailed to you within one week of receipt of your application form.																																
			Joining instructions will be sent three weeks prior to the event.																																
<p><b>Registration details (please circle)</b></p> <table border="1"> <thead> <tr> <th>Two day rate 2 &amp; 3 Oct 2009 (including conference dinner)</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>IDTA members rate</td> <td>£237.00</td> <td>(257 )</td> </tr> <tr> <td>Non members rate</td> <td>£257.00</td> <td>(297 )</td> </tr> <tr> <th>One day rate (excluding conference dinner)</th> <th></th> <th></th> </tr> <tr> <td>2 Oct: IDTA members rate</td> <td>£110.00</td> <td>(120 )</td> </tr> <tr> <td>2 Oct: Non members rate</td> <td>£125.00</td> <td>(145 )</td> </tr> <tr> <td>3 Oct: IDTA members rate</td> <td>£110.00</td> <td>(120 )</td> </tr> <tr> <td>3 Oct: Non members rate</td> <td>£125.00</td> <td>(145 )</td> </tr> <tr> <td><b>Conference dinner</b></td> <td>£50.00</td> <td></td> </tr> <tr> <td><b>Room rate*</b></td> <td>£106.00</td> <td></td> </tr> </tbody> </table>			Two day rate 2 & 3 Oct 2009 (including conference dinner)			IDTA members rate	£237.00	(257 )	Non members rate	£257.00	(297 )	One day rate (excluding conference dinner)			2 Oct: IDTA members rate	£110.00	(120 )	2 Oct: Non members rate	£125.00	(145 )	3 Oct: IDTA members rate	£110.00	(120 )	3 Oct: Non members rate	£125.00	(145 )	<b>Conference dinner</b>	£50.00		<b>Room rate*</b>	£106.00		Fees include tea, coffee, lunch and documentation.		
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			<b>NB</b> This form can be downloaded as a Word document from the IDTA website.																																
			<p>—</p> <p>* For room bookings, please contact the hotel directly, quoting <b>IDTA Conference</b>.                      Tel: +44 (0)207 868 6258                      Fax: +44 (0)207 868 6222</p>																																



# Constructive Engagement Pro-

A group of women of the South African Peace Alliance [www.sapeacealliance.org.za](http://www.sapeacealliance.org.za) have designed and developed the Constructive Engagement Programme (CEP), the goal of which is to develop emotional intelligence in young people, providing them with the skills for alternative, peaceful communication at school, at home, and in their social settings.

This programme is informed by the IDTA's TAPACY model, where educators and children have the opportunity to achieve a TA award based on the evidence of learning and application of TA as a means for peace building and constructive engagement.

We have added the methodology of Appreciative Inquiry (AI) to our process as we see wonderful synergies between TA and AI. Both modalities work from the premise that people are the experts in their own lives, and what you focus on, develops. By equipping educators and children in our schools, the very foundation of our country will be strengthened. TA proposes mutually respectful, positive models for dealing with conflict and discipline. In a country coming out of Apartheid, an era of oppression and victimisation, we propose models that allow diverse groups to develop and thrive together and not at the expense of each other. As today's learners become adults, they will be better equipped to succeed in their professional lives and have internalised relationship and communication skills that will enable them to parent their children in a positive way. Appreciative Inquiry is a search for the best in people, their organizations, and the relevant world around them. It involves the systematic discovery of what gives "life" to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. It is the art and practice of asking questions that strengthen a system's capacity to anticipate and heighten positive potential. AI deliberately, in everything it does, seeks to work from accounts of this "positive change core"—and it assumes that every living system has many untapped, rich and inspiring accounts of the positive. Link the energy of AI and TA directly to any change agenda and changes never thought possible are suddenly and democratically mobilized.

## The CEPA Team

1. Karen Barenche is the Chairperson of the South African Peace Alliance, and the Executive Head of Funding for the CEP project.
2. Marguerite Sacco Turner, Karen Pratt and Ezelle Theunissen are CEP Directors who lecture, supervise, mentor and manage the CEP Facilitation process. Karen is a CTA in Education, having received her CTA in 2008, Ezelle is our AI specialist, and Marguerite has passed the written CTA examination (organisational), and will sit the oral exam at the IDTA conference in London this year.
3. Patti Silbert is the CEP's expert in Monitoring and Evaluation (M&E), responsible to measure progress, effectiveness and success of the programme.

We have begun piloting the programme in the Western Cape Region of South Africa, with a monitoring and evaluation process to provide analysis of its effectiveness.

Our vision is to develop to a point of inviting every South African School to join in with this peace initiative.

**Our process is dependent solely on donor funding. Should you wish to contribute, please contact Karen Pratt ( [kpratt@mweb.co.za](mailto:kpratt@mweb.co.za) ) or Marguerite Sacco Turner ( [info@saccoconsulting.co.za](mailto:info@saccoconsulting.co.za) ) for more information.**

## Focus on TA trainees

# Easton Exam Group, Suffolk

### **We Three Trainees**

We Three began working together in September 2007 and from our first weekend's study a strong bond was forged between us. We meet approximately five times a year for two or three days of exam preparation and while we have always said that we are committed to becoming CTAs, there has been considerable anxiety in the air. The anxiety seems to have been about setting a target date for the exam and actually beginning the serious writing, in fact, any sort of writing!

However, the last time we were together we all felt ready to commit to exam and our trainer remarked that, 'the group now feels like an exam preparation group rather than a mature training group.' Something has changed for us and I think the answer to this might be found in the concept of Cycles of Development (Levin, 1975).

For our study days we stay in a beautiful cottage in an idyllic country setting. Our day begins with early morning tea at 7.30am and this may last for a considerable time as we put the world to rights. Throughout the day we are looked after by a lovely lady who recognises our need for tasty homemade soups not to mention the cakes and sponges which appear for tea and coffee breaks. We are indeed well cared-for and nurtured, Being (0 – 6mths).

During the day we work hard so there is plenty of Doing (6mths – 18mths) and Thinking (18mths – 3yrs) and I think we would all agree that we are pretty good thinkers. But something has been missing for us and the clue may be in what happens when we close each day. When the weather is good our trainer always suggests that we should go to the beach to get some fresh air, but the sea holds no interest for us. All we want to do is go to the pub!

This is definitely not about alcohol or the young barman we always hope will be there to serve us! The jokes and laughter will have started on our walk to the pub so this is certainly about 'going out to play'; that is, Recycling. We need some Doing that is other than studying. We need to top up our play hours; we just don't seem to have enough of them!

The food in the pub is excellent, the staff cheerful and welcoming and always ready to accommodate any variations to the menu we may request. But above all, as they have got to know us, the staff join in the banter and laughter. They see and hear us! In fact over the past two years dinner has become a truly pleasurable experience.

We Three have needed to play in order to Do and Think effectively and we are now all starting to write with an eye on Montreal for our exam. I am certain we will all get there together but we may need an annual dinner for old time's sake; just a bit of playtime to top us up.

**Anthea Harding**  
**Rosée Elliot**  
**Vicky Towler**

## Focus on TA trainees

### DTA Southwest training group, Exeter, Devon

My first introduction to TA was through the ego states model as part of my Psychology degree in the late seventies, and I remember thinking then how accessible it appeared. Over the next 25 years I came across snippets of TA until in 2005 I decided to look more seriously into doing a course. At that time I decided to do a diploma in Business, Executive and Life Coaching rather than TA. Pragmatism, length of training and location were important factors; I live in the South West and didn't want to travel too far. It was during the coaching diploma that I had the fortune of working with a colleague in a coaching triad who had direct TA experience and we explored a number of models in relation to my own situation – I was hooked on its value to my own coaching practice. A couple of years later I was lucky enough to attend a small, local coaching support group at which Lynda Tongue was speaking on the subject of supervision. It was here that I came across the DTA Southwest Training Group and the opportunity to study developmental TA. I practically signed up on the night!

To date I have attended all eight modules. Each module consists of one day of theory and a second day of supervision. I really enjoy the balance between theory and practice. I have used the supervision days to explore both my own practice with clients (teams or individuals) and to uncover my own “stuff”. I have to say that I have been surprised at how much “stuff” I actually had, which was bound at some level to be getting in the way of my effectiveness in working with clients.

The learning environment within the group has personally been exceptional. It goes without saying that the input from Lynda and Bill (Heasman) is of an extremely high quality and is always delivered in a very clear and highly respectful way. The interaction within the group, our willingness to share and learn from each other's experiences is joyous. We are a mixed group in terms of our experiences and use of TA and the learning experience is all the richer for it.

From my own perspective as a Business Coach, the key lessons that I have taken so far from my TA learning experience include the following points:-

1. The importance of taking the time to get the contract right and of regularly revisiting it along the way
2. TA is easily accessible and understood by clients and insight leads them to a much deeper level of self awareness than they might otherwise achieve
3. Supervision is crucial to developing my practice both for dealing with my own “stuff” and for developing a deeper understanding of what might be happening for the client
4. The greater the level of understanding I have of what goes on between people and what impacts on people's behaviour, the more value I can add to my client
5. Stimulating creativity through interventions that appeal to the Natural Child in us has a real value in organisational learning and development – despite feeling chaotic at times.

What a wonderful journey I am on!

**Caroline Brewer**

## Focus on TA trainees

# Cumbria training group

### The never ending journey!

It is an interesting challenge being asked to write about my experience of being a TA student. My approach to this document is to attempt to give some insight into the experience so far. I will give some examples and share with you some of my hopes for the future in getting the job finished. The job being a complete CTA.

My background is in Outdoor Education. I spent many years in outdoor pursuits centres working with people on adventure holidays, school trips and management training. Before I started to study TA, I had built up quite a lot of experience working in various management training contexts, especially the areas of leadership development and team building. I gradually realised that I lacked a framework for understanding what I was doing. I worked with the energy of a young man with lots of enthusiasm combined with mixture of management theories that were the things that I picked up from colleagues, a bit of reading, and a good measure of the positive elements of my script as an older brother programmed to look after his younger siblings.

My introduction to TA was being asked to work on a series of "Coaching for managers" workshops. As a trainer, one of the conditions of doing this work was that I attended a TA 101. I enjoyed the course but I know now that it did not equip me particularly well for the work I was being asked to do! *It is important to note that this is not what the 101 was designed for and I think it is relevant to point out that it was a 101 aimed at people with a Psychotherapy interest.*

Doing this work I got to teach Ego States, Transactions, the OK Corral and the Drama Triangle time and again, gradually learning all the time. I began to recognise how these models could be used together systematically to provide a rich metaphor for understanding many situations. My limited TA library got progressively more and more dog eared as I had to revisit the same theory as my understanding and knowledge grew. A very helpful comment made to me early in my TA journey was that people learn through repetition and it can be good practice to go over things again and again picking a little more up each time. Well, it makes sense to me. Over time, I gradually started to understand how to transfer this theory to other situations and can no longer imagine working without these basic tools in my thinking.

One of my frustrations at this stage was not being able to find enough TA material to read that I could understand and would help my understanding develop to a new level. I was equally frustrated with *TA Today* - there were things in there that I found difficult and no amount of re-reading from the same perspective was going to help me understand it. I have used, and do use, my copy a lot, but now I have other references it is not always my first port of call. I'm not taking a dig at *TA Today*. My frustration is that it is recommended to people who are new to TA as THE book and there are all sorts of alternatives that people could use and we should be recommending as well.

As I developed, I recognised that TA was a framework that could give a profound understanding of many situations and that to be able to work with it effectively I needed further training. At the same time, I knew that I should comply with best practice and get some supervision. I didn't fully understand what that would entail, I did not understand the boundary between psychotherapy and other practices, but was blessed with a strong dollop of Parent "Shoulds" and "Adapted Child Compliance", so persevered and got myself sorted to join Annie Murray's training group in Cumbria.

Annie's approach is great and evolves as the training group evolves. Typically each session consists of two days, the first training and the second supervision - with lots of good food and

## Focus on TA trainees

### Cumbria training group (contd)

On the training day, Annie suggests a theme like “the role of the rebel in organisations” or “being creative with conflict” and we develop our understanding layering in TA theory, checking understanding and reflecting on our real working experiences. We don’t limit ourselves to TA theory, so we look to other resources that can complement our understanding. Beginner and more experienced students working together. For the beginners, any question is OK and for the more experienced being able to clearly communicate good explanations and revisit theory is a great way to check your knowledge. I think there are times when different people are aware of different things but of course this will happen; we’re all different and we all learn at our own pace from different experiences.

On the supervision day, “Anything goes!” Well, not quite. Annie’s style is to allow everybody to have at least one slot of supervision. A time to focus on something that will help you develop professionally. The focus is to take care of us as practitioners and help ensure that we are doing valuable work for our clients. It may be a group conversation, it may be one to one supervision with Annie or it may be the opportunity to practise something you think you might like to do with a client etc. One characteristic of these sessions is Annie’s tenacious insistence that we contract clearly before we start with a good sense of desired outcome. After these sessions, the highlight is that we always review the process - a constantly amazing session by which patterns in the work place are often recognised as repeating in the supervision. It’s fair to say that often there is more learning in the process review than in the session itself. With this style of working we all learn from each other and it’s great to be in such a supportive and helpful group.

Personally I have found that there are two themes in the supervision:

1. Learning to integrate the TA theory with my work, what is going on for the client and what is going on in the relationship between me and the client. Learning to think systematically with the TA and getting more and more fluent with it.
2. My own personal development journey, for example learning to recognise the transference in the group and my transference habits. It has been particularly interesting as I struggle to compete with my “brothers and sisters” and in recognising this I’m learning slowly to do things differently as I gain a more and more developed understanding of my own ulterior. I grew up as a Big Brother - developed loads of skills in looking after little brothers and a sister. However, these skills will only take me so far professionally as long as I was working in the good old boy school of management training! These skills needed to be recognised, understood and be used in a controlled way.

Another good and recent example of my work in supervision would be a piece where I was struggling with a client and took the work to supervision. Annie asked me the question - “What do you want from me?” - a straightforward question that took me a few hours to fully develop an answer for! I think I was looking to my Mum for protection! I’m guessing that there were a number of times as a young child where I wanted protection and did not get it. This situation was similar enough that I was feeling the same in the here and now in need of protection and powerless. Of course, once this is recognized, it’s not little David who needs to deal with the challenges - Little David needs looking after and the other David is quite capable of getting into high quality and powerful conversations to move things forward now he recognises what is going on for him.



## Focus on TA trainees

### Cumbria training group (contd)

Working with TA in the workplace is exciting. It gives people a language to understand and describe things that they knew were happening but didn't know how to describe, explore or work with. Perhaps the most common statement in my work is "flipping heck," (or words to that effect!) "I've spent my whole life rescuing them". With some careful facilitation, and typically a strong focus around the "Winners Triangle", they are able to figure out how to move things forward.

What I find is that TA can help people develop their understanding of their world and make significant changes. What follows are two examples that spring to mind as I write.

A warehouse manager in an engineering organisation was particularly interested in the OK Corral and the concept of Stroke Economy. With the insight this gave him he made changes to how he worked with his team. They in turn responded by behaving in a significantly more autonomous way. This included them reorganising a warehouse. These changes meant that they improved their performance with a significant knock on effect to those that they supplied.

With young military officers the insight gained from understanding Ego States lead to them being significantly more confident in working with their managers. To quote one young man "I manage my manager much better now." This I find quite remarkable given the context.

In using TA in organisations there have been challenges. Because the basic Parent Adult Child concept can be perceived as very simple, a great many people discount TA as simplistic. No end of people I have been asked to work with have previous exposure to TA which is not helpful and I have even had delegates who claim to have been cuddled as part of a previous TA based management training and, as a consequence, were sceptical to say the least!

In my experience, there is a pattern of people discounting the skill and depth possible in this work and assuming that their intuition is adequate. There appears to be a lack of recognition for the quality of work TA trains you to do. I think that I have a job on in promoting this for myself and as a parallel our community has the same challenge.

Finishing a CTA - how long? I think I have now done all my practice hours, all my training and supervision hours but still need to sort out a lot of professional development time and want my work to continue to develop in the interventions that I'm involved with.

I have also been lucky enough to have a non TA mentor, Anthony Rungay, who has been tremendously supportive of my professional development and complements my TA training superbly. I think it is really valuable to have support that has a different perspective yet respects TA and the TA community.

Lastly I would like to say something about the TA community. On the whole I have found it very welcoming and have enjoyed learning alongside the famous and the not so famous! I would recommend attending conferences when you get the chance and the couple of international conferences that I've been to have been great.

When I'm not working, I'm at home with my partner Ann and our lovely daughter Lydia. We live in Cumbria and try to make the most of the great outdoors.

Many thanks to all those that have helped me so far; the journey continues.

**David Dobedoe**

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## Focus on TA trainees

# Beyond Next Steps training group, Ipswich, Suffolk (1)

I first came across TA in the mid 80's when working for a London borough. I have no idea about the experience and qualifications of the trainer but suspect, if measured by today's standards, he would have been found wanting. To be honest, at that time, I found it a scarring experience and I left the training session feeling that everything I did was 'Childish'. On reflection I now know that I tended to operate a lot, then, from a CHILD ego-state, but to a young man in his twenties it was not a pleasant revelation.

Clarity began when I joined my current employer. My line manager had been studying TA for some time, and had created a work environment where TA literacy was very prevalent. As with most of my colleagues I was asked whether I wanted to go on a TA 101 and, having agreed, finally, after some 20 years of (albeit diminishing) discomfort, I gained a proper understanding of my Child-LIKENess and reconciled what had happened all those years previously.

Since then, work have funded me to attend a Developmental TA group on a regular basis. And as I write this, I, of course, realise that I still don't fully know about my Child, nor my Adult, nor my Parent. I am on a journey of understanding, which I am thoroughly enjoying, but one thing I've not got yet is a full understanding.

However I'm trying and am working with a highly committed yet challenging group who are equally committed to their own learning. The theory of TA is comprehensively covered and meets a lot of my own intellectual needs around knowing where I've come from, if I'm to know where I'm going. That's not to say that practical application is ignored and the insights I've gained in this respect have been invaluable in my work, which straddles educational and professional development and organisational issues.

Having the work environment I have is of enormous benefit. Never before have I worked in a place that is so open in its transactions and where full, clear and unstinting support is provided as I struggle to not make script-bound decisions and to stay 'integrated'.

My journey continues and I've still a fair way to go, as you'd expect. Some concepts seem, initially, to make blinding sense, only for deeper thought to make grasping the self-same concept like 'nailing jelly to a tree'. But it's never dull and without qualification 'doing TA' has had a profound effect on the way I work, and a profound affect on the way I am and will be.

**Gary Telfer**

## Focus on TA trainees

# Beyond Next Steps training group, Ipswich, Suffolk (2)

### TA – A Learning Experience

My first experience of TA was most unfortunate. My director at work had obviously been on a management course and, deciding to compliment me on some task well done, said, “Consider yourself warmly stroked”. Having at the time absolutely no understanding of TA or its language, this fuzzy stroke missed its mark in style.

I later came across the concept of Parent-Adult-Child and complementary transactions using the Adult ego state during management training, but it was just one of a number of assorted concepts thrown out in the course of a week and made no particular impact apart from its obvious sense.

Recalling these two incidents emphasises to me the importance of learning TA from practitioners and the risks of throwing TA language around to people who haven't been introduced to the ideas and models in a structured way. There's a certain irony in this, in that Berne was anxious to shrug off the clinical language of psychotherapy and to find words and concepts to make transactional analysis accessible and meaningful outside the clinical setting.

TA came back into my life three years ago through my involvement with my professional body, where the principles were being applied to a new model of professional peer assessment. To enable assessors to work in an Adult-Adult way with candidates, it was necessary to learn about ego states and transactions. This sparked an interest for me which I followed up with a TA101 with Debbie Robinson in Ipswich. Those of us who had been on the 101 then had the opportunity to join a “Next Steps” course which was being developed by Debbie and Giles Barrow.

Thinking about what made the initial learning process so rewarding, it's clear that it's the people as much as the content. The group I'm involved in comes from a diverse range of backgrounds and professions, but has become a very comfortable learning environment, even if some of the discussions are robust and challenging. There's a lot of laughter and learning is fun.

My father was a psychiatrist and spent much of his professional life frustrated with the medical establishment and the need to diagnose illnesses in patients rather than understand what was going on in their lives. My mother was analysed by Ronnie Laing, who had links with the emerging TA community in the sixties. There was the inevitable family expectation that I, too, would follow a medical career. I didn't, but come to TA with an awareness of psychiatry and psychiatric thinking (including some of its pitfalls) which colours my learning experience.

I can't track the quote down now, but someone wrote that people seek therapy when their scripts no longer serve a purpose for them. I've approached learning TA as a process of personal development and at a time in my life when I was looking for growth and change. I have found that learning TA requires me to explore my own experiences, beliefs, behaviours and desire for personal growth. This could be regarded as a narcissistic process, but I firmly believe that it isn't.

Having started learning TA as personal development, and recognising my own growth through it, I've decided that the future for me has to include practice in transactional analysis. Quite how is not too clear, but there are some interesting opportunities opening up. The

## Focus on TA trainees

# Hartlepool

### My TA Learning Journey

I have been learning TA now for over 6 years and, as I write, I'm currently editing my case study and preparing for exam. I'm looking forward to gaining my CTA (O) as it marks the end of one journey and the start of another.

I discovered TA by accident when I was on a management training event. The trainers had half a day where they introduced TA concepts. Of the two days, it was these concepts that stood out and resonated with me and I wanted to know and understand more.

I therefore purchased a couple of books on TA and enrolled on TA 101 with the Cambridge Institute of Transactional Analysis. The 101 was both scary and exciting. It discussed and highlighted things such as feelings and thinking (I was a Be Strong with a Don't Think injunction at the time) - the scary bit.; and presented lots of models such as Drivers, Ego States, Strokes and Games - the exciting bit.

The 101 was pivotal in my TA journey. The following year, I attended a TA core concepts group and started to build my competence and understanding in TA, and the following year TA advanced training. I was also by this time attending professional development workshops and really building my skill level with TA.

A few things were also happening as a result of this learning and development. I was more effective with work and able to handle situations with different approaches that led to positive outcomes. I was also managing myself and was able to be out of Driver Behaviour and select an I'm OK, You're OK position. I was discounting less and being more autonomous as a result and I was performing to a higher level. In addition to this my relationships were changing as I was becoming more open and as a result I was getting closer to people and attaining intimacy.

I was also building relationships in my training group that were at a level of intimacy and with one person in particular, Richard, who is my TA study buddy and has shared my TA journey from the start and is one of my greatest friends.

It was in 2005 that I attended the EATA conference in Edinburgh and opened myself to the TA community and gained further insight into TA. It was also at this event that I met and signed a contract with my sponsor, Colin Brett. I felt that TA moved up a couple of gears as I was now aiming for CTA and my learning and development became honed and focused.

In the following four years I have attended many workshops, professional development workshops and supervision sessions, and I have explored TA concepts to a much greater level and made greater links. I have also focused more on Berne's organisational work and groups as I move towards CTA.

For me, TA opened my eyes to the fact that I enjoy learning and developing both others and myself. It has enabled me to grow as a person and to be autonomous in more situations. I have also improved my relationships with family, friends and colleagues and TA has given me great friends and a supportive learning environment.

As I move closer to a new chapter in my TA development, I look forward to the new challenges and growth that will take place and the new people I will meet along the way.

**Joe Holmes**

## Focus on TA trainees

### South Africa

It has been a remarkable journey that began in 2002 at a TA 101 weekend with Colin Brett (TSTA organization), and culminated in 2008 when I qualified as the first South African educational CTA. The journey continues as I prepare to do my Training Endorsement Workshop in India in September this year.

What has made this such a valuable experience for me? As I reflect on this, there are several aspects that come to mind.

- I resonate with the respectfulness and hopefulness of TA as a modality – it is something that I strive to live as well as teach.
- The learning was co-creative and radical – I never felt that I was being “filled up” with information – it was rather a re-discovery of what I already knew, in the framework of new models that enabled me to understand myself and my patterns of relating. Colin’s dynamic training style embodied the three P’s – I felt protected as I began to understand my script and recreate a positive lifeplan, there was permission and safety to do this and try things differently, and his knowledge of the subject and skill in working with groups created a powerful learning experience.
- I realise that as I was incrementally increasing my TA knowledge, there was a concurrent growth in my ability to use TA out in the world. I discovered that it was easily understood and relevant across the spectrum of South African communities.
- During my ongoing training, supervision became an increasingly prominent and vital part of both my personal and professional growth. The fascinating and powerful phenomenon of parallel process, used masterfully, always amazed me.
- From 2005 I began to attend international conferences which widened my experience of TA and enabled me to connect with other educational TA trainers, most especially Trudi Newton and Giles Barrow. They generously played a significant role in my preparation for my exam.
- When I first considered the number of hours necessary to qualify, I was somewhat daunted! However, sometime during my 2<sup>nd</sup> year of training I knew that this was what I wanted to do. Looking back now from “the other side” of my CTA, I realize that the thoroughness of the process was extremely valuable for me. When I began to tackle a task (eg. the case study, exam tapes), I seemed to begin by feeling somewhat unsure. By the time I had completed the task I realized how much I had developed and grown in confidence through the process.

I was accredited as a TA 101 trainer in January this year and have run two 101 weekends so far. It is a thrill to begin to be on the other side of training – I know I will continue to grow into this new role, due in part to my determination and passion for the work, and in a large part thanks to the support and encouragement of my TA trainers and colleagues.

**Karen Pratt, CTA education**

# CREATING CONDITIONS FOR THE OPTIMAL FUNCTIONING OF KOLB'S LEARNING CYCLE

Anne McDermott, Karen Pratt and Ezelle Theunissen

## 1. Introduction

During 2007, a group of 5 South African co-active coaches undertook training as coach supervisors through Coaching Development, UK. Coaching is a relatively new profession in South Africa, and the need for coaching supervision is increasingly being recognized. Coaching Development is the first ICF-accredited coach training institution to submit their coach supervision training programme for ICF accreditation and the trainees were privileged to participate in this training, unique in the South African context.

The training took place in two parts: a three-day workshop in May 2007, followed by a four-day residential training in October 2007. The trainees, with extensive and varied qualifications and professional experience, found this training to be an unusually profound source of learning and professional growth. This article aims to highlight the marks of this dynamic learning experience through Kolb's learning cycle.

This brief article will begin with a description of coach supervision as a burgeoning new profession, the theoretical models that informed this coach supervision training and the unique training process that emerged. Thereafter, it will discuss the key elements that made this learning process (and Kolb's learning cycle) function optimally.

Although this was not a Transactional Analysis training per se, we postulate that the key elements which we identify can inform and enhance the rigorous journey to TA certification and any other training programs.

## 2. The Emergence of Coach Supervision

The importance of supervision is recognized throughout a range of helping professions and, increasingly, is recognized as vital to professional practice. In supervision, one person is seen as the "wiser and stronger" of the two. The supervisor's task is to facilitate a wider perspective with the goal of supervision being to improve effectiveness, promote competence and excellence in professional practice and provide protection for both client and supervisee.

Supervision comprises three aspects: Developmental/Educational, Supportive and Structural/Managerial. (Kadushin 1985, Proctor 1986, Hawkins and Smith 2006)

**Developmental/Educational:** This aspect enhances the supervisee's awareness and develops skills, understanding and competence. It is facilitated through a process of reflection, exploration and appropriate challenge. It explores the process of the work, the interpersonal dynamics between coach and client, related theory and alternative ways of working. The supervisor helps the supervisee to understand the client better and become more aware of their own reactions and responses by looking at how they intervened and what happened.

**Supportive:** This aspect seeks to understand the emotional impact of the work on the supervisee, provide them with support and assist them in managing their emotional states – for the good of both the supervisee and the client. Emotions managed through supervision can improve the sensitivity and understanding of the supervisee of themselves as well as their client, thereby leading to personal and professional development.

**Structural/Managerial:** This aspect takes into account the ethical considerations of coaching,

ensuring that the work is appropriate for the coach, the client and the profession. The supervisor enables the supervisee to be clear about her role, the aims and objectives of the work, and to identify appropriate resources if necessary.

### 3. Theories

The following theoretical models informed the training:

#### 3.1 Coactive Coaching

All trainees were previously trained as co-active coaches and the coach supervision was underpinned by co-active principles. The term “co-active” has been used to describe the coaching relationship in the following ways (Whitworth, Kimsey-House and Sandahl, 1998):

- The client is resourceful, creative and whole
- Co-active coaching addresses the client’s whole life
- The agenda comes from the client

The relationship is a designed alliance

The essence of a co-active relationship is that both parties are active collaborators and the relationship is an alliance between two equals, meeting for the purpose of the client’s needs

#### 3.2 Transactional Analysis

TA is a theory of development, personality and communication with a set of interlocking concepts that can be understood and applied to promote personal change. The philosophy of TA can be summarised as:

- Everyone is OK
- Everyone can think
- Everyone can choose to change

In their article entitled “Co-creative transactional analysis”, Summers and Tudor (2000) quote: “when two people engage with one another in some way, something comes into existence which is a product of neither of them exclusively. There is a shared field, a common communication home, which is mutually constructed” (Parlett 1991:75 as cited in Summers and Tudor).

The principles of co-creative TA include “we-ness”, shared responsibility and present-centred development. “We-ness holds that “relating is more potent than the potency of the therapist or client alone” (pg 24). Co-creative TA supports the principles of interdependence, co-operation and mutuality within the therapeutic relationship by emphasising shared responsibility, with active contributions coming from both therapist and client (pg 24). It further emphasises the importance of present-centred development rather than past-centred child development. The work is seen as an Adult-to-Adult process of learning and healing.

These aspects of co-creative TA underpinned the process of the training and numerous TA concepts were included in the course. The facilitator modelled OK-ness as she worked with integrity and authenticity; and demonstrated psychologically clean transactions. The “three P’s” (Crossman 1966) of potency, protection and permission were present through the facilitator congruently modelling these principles. This enabled optimal learning to take place; permission to develop new Parent messages about learning, protecting the learner’s Child ego state from presumed consequences that may occur from disobeying entrenched Parent beliefs and commands, and potency to ensure that the learner perceives the facilitator as



more powerful than the archaic, limiting Parent messages.

In terms of the ego state model, we transacted from the Integrating Adult in here-and-now awareness, accessing the positive aspects of our Parent and Child ego states. We held awareness of Drama triangle roles and were conscious to remain off the Drama triangle. The process invited “we-ness” and shared responsibility.

### **3.3 Kolb’s Learning Cycle**

The process of learning throughout the training was based on Kolb’s learning cycle (1984). Real life (or role play) experience is explored through reflection. Making meaning occurs as ideas emerge and meaning is made of the experience. These ideas are tested by action and experimenting with new ways of doing things. This changed behaviour leads to new experience, and so the cycle begins again. According to Kolb, moving through these 4 stages is needed to complete a learning experience.

## **4. How the training process took place**

This coach supervision training course typically runs over 3 x 3 day modules in the UK. However, cost required that the course be run in South Africa over two modules. Module 1 was identical to that in the UK while module 2 combined the UK modules 2 and 3. It was held over 4 days of residential training, which allowed for longer training days to make up the total number of training hours. An unanticipated outcome that developed as a result of these circumstances was a unique learning experience.

Instead of breaking away in small groups during the practice sessions, each session became a demonstration by two students of a coach supervision session (drawing on real life experiences from their practice) in front of the remaining 3 participants and the facilitator. This observation was guided by a performance-indicator checklist, based on the supervision competencies. Once the session was complete, the supervisor would reflect aloud on how the process was for her and then the supervisee would do the same. The reflecting team would then give structured, evidence-based feedback, as would the facilitator. Finally, each individual would meta-reflect (reflect on their reflections) and record their learning (reflection, meaning-making and action-planning) in their journal; this was ‘quiet time’ with no reporting back or discussion.

This process of learning accelerated the group’s personal and professional growth so dramatically that they unanimously agreed to establish a peer-supervision learning group - using the same process - in the months between this training and the final supervision assessment. Each peer supervision group was based on the demonstration and reflection process that had emerged during the residential training and that would also be the process followed during the assessment. Meetings were held 6-weekly, never missed and always with full attendance - testimony to the trust that had developed in the group as a result of the learning process and the confidence in its power to develop and strengthen their practice.

## **5. Discussion**

There were unique features of this learning experience that allowed Kolb’s learning cycle to function optimally.

### **5.1 Residential**

The residential nature of the training made for optimal learning conditions. It allowed a deepening of the rapport and trust within the group and between the group and facilitator. The retreat-like, country venue supported the intense process and longer working hours. An hour

free after lunch enabled each participant to do what they needed to support their individual learning process and working styles - a walk with a friend or alone, coffee in the village, or time to read or sleep.

## 5.2 Joint responsibility for identifying coach competencies

This was a unique experience for this group of seasoned learners: co-creating the core competencies they believed would qualify them as competent coach supervisors. These were then compared to and merged with the facilitator's list of previously-identified competencies. This ensured enthusiastic buy-in from the group and led to a deepening of the pre-existing competencies – a process which, if it were to be repeated in future trainings, would ensure a continually-developing training process.

## 5.3 Reflecting Team

All members of the group, including the facilitator, were active participants during each session. Feedback was informed by a list of supervision competencies agreed upon at the outset and in line with Coaching Development's criteria for competence.

The process during each session was as follows:

- Role play in which supervisor supervises supervisee (supervisor & supervisee are both coaches and coach supervisors-in-training, i.e. course participants)

- Facilitator and remaining three group members observe the role-play

- Supervisor reflects aloud on how the process was for her

- Supervisee reflects aloud on how the process was for her

- Each of the three group members gives evidence-based feedback to the supervisor on the supervisor's performance

- The facilitator gives evidence-based feedback to the supervisor

- Everyone takes a moment to do a meta-reflection (reflect on the reflections) and record their individual "learning" (reflections, meaning-making & planning new action) in their journal

The evidence-based feedback was given in turn by each reflecting team member from an 'I'm OK-You're OK' stance. The facilitator played an important role in modelling this process. In addition, she played a dual role as participant and expert – thus mirroring the role of a co-active supervisor through a positive parallel process. As a result, the feedback was rich and many-textured, coming from a number of sources; and was developmental, as it allowed the learner to be stretched in ways that were challenging, yet affirming.

## 5.4 Acceleration around Kolb's learning cycle

In reviewing the four aspects of the learning cycle – experience, reflection, making meaning and action, it became clear that each participant was actively engaged in each aspect of the cycle during each session. Each person, in their role for that session, reflected to the whole group, which accelerated the meaning-making and action planning for the next exercise. Moving through the learning cycle was not a linear process - it involved reflection and making meaning while still engaged in experience and cycles of learning within other cycles. The facilitator's questions and feedback enabled participants to deepen their reflection, meaning-making and new action plans, which were immediately recorded in the learning journal.

The facilitator and all group members being present during every learning session greatly

increased each participant's accountability to the whole group. Each participant took greater responsibility than they might have if they had divided into smaller, break-away groups

Prof James Zull, author of "The Art of Changing the Brain" (a book which adds biological substrate to Kolb's learning cycle) is of the opinion that there are basically two types of students – introverts and extraverts – each with preferred learning strategies. Introverts are usually most comfortable in the reflection and making meaning stages, with a tendency to be slower to reach the experience stage. Extraverts are more likely to excel at the experience and action stages, with less time spent in reflection and meaning-making. (2002)

This suggests that, in order for a student to maximise their learning experience, the training needs to stretch them to those parts of the cycle where they are least comfortable. This is exactly what this training did – the process followed throughout the training accelerated the participants' movement around the learning cycle. The high levels of trust within the group and between the group and facilitator allowed the participants to fully engage in this accelerated learning process – stretching themselves beyond their comfort zones in ways not always possible on trainings.

A further contribution to this acceleration was that each "supervisor" identified which competencies she wanted to focus on developing during the role-play, prior to beginning it, which focused the group's feedback during the reflecting stage of the cycle.

## 6. Conclusion

A small group of co-active coaches took part in the first coach supervision training in South Africa in 2007. Due to practical considerations the training had to be adapted. A unique outcome from these "adaptations" was creating conditions that optimised Kolb's learning cycle. This article has aimed at distilling what these optimal conditions were, in the hope that they may be recreated in other similar learning settings. The small size of the training group and novelty of the qualification were among the circumstances that led to an intensive, condensed training in a residential setting. All participants were actively involved in every part of the training, including co-creating the competency requirements for the qualification, and had increased personal and professional responsibility within the group. Participants were accelerated around the learning cycle, as there was no opportunity not to be actively engaged, nor linger in preferred comfort zones on the cycle. These unique outcomes support current and historical theory that emphasize the critical role of the facilitator in establishing trust within a group and modeling potency, permission and protection.

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## Return to Romania – May 09 Tongue

Lynda

In 2004 I attended my first EATA conference in Timisoara, Romania. I ran a workshop there with Sandra Wilson, where we had about 18 or 19 people attending, all hungry for information on TA in organisations.

While in the workshop we had a range of nationalities as well as a range of experience and knowledge of TA, I remember being struck by the number of young Romanian psychology students who were keen to know more about TA and its applications. Our workshop was to introduce the DTA Integrated Leader model that we had developed together, and I remember students being very attentive and interested in our presentation.

So when towards the end of April I received an open email from Anne de Graaf asking for a volunteer to run a 101 in Timisoara – I jumped at the chance to return.

It was organised very quickly – there had been some hesitation as to whether they could get enough people to make it viable, but had decided to go ahead anyway. In the event, there were 39 participants!

I was collected from the airport by Judit, one of the organising team and her beautiful one year old daughter. Judit kindly took me to the hotel and then on into Timisoara for a walk in the really very warm sunshine around the main square with it's Orthodox church at one end and the opera house at the other. I remembered it well from my previous visit – the buildings are very grand, although some are in desperate need of attention.

The TA 101 was conducted in a very modern building, the third floor of a clinic. I arrived in the sunshine, slightly apprehensive as I had been told the numbers and I realised my biggest challenge was covering the syllabus with such a large group and working through a translator!

Amalia, who had been my contact prior to arrival had a registration desk set up in the corner and she was very busy taking details and making sure everything was running smoothly. She was concerned for my comfort and was very thoughtful regarding me and my needs – and she kept her sense of humour when challenged by those things that can happen when organising an event of this size and nature!

Chairs were arranged around three sides of the room in two rows, with me and my translator, Simona at the front. Simona is not a professional translator, and my only other experience of teaching TA through a translator was running a four day programme in the Ukraine last year. If I had any anxieties, I needn't have worried. We developed a warm connection and really had fun delivering together.

I found the participants, who were mostly psychology students and therapists with a smattering of managers and a couple of engineers, to be very enthusiastic and fully engaged learners. Many questions were asked, there was much fun and laughter and I received some wonderful feedback at the end of the workshop.

What strikes me most as I reflect on my trip to Timisoara is the fabulous team work of the organising team, and the energy and good natured way the participants worked together. The room was adequate but not huge for the number of people, and the air conditioning had shall we say a restricted range ..... there were no refreshments provided and the training days were long and hot. Nonetheless, they all stayed until the very end (and I confess I went 15 minutes over time) and I suspect would have stayed for more.

Just as I felt on returning from the Ukraine, we take our learning opportunities so much for granted here. We expect coffee on arrival (or even on tap!) and comfortable seats as well as a competently delivered programme. Some trainees turn up for courses just because “they were sent” – and I once had someone introduce himself by saying he was only there because his friend could not drive and so he had to bring her!

I had a great time in Romania. I enjoyed meeting some wonderful people who received me warmly. I hope to be asked back again – I learnt so much from the trip. Delivering programmes in places where TA teaching is difficult to come by, is rewarded by participants who are really there to learn. For an educator, it does not get much better than that!

**Lynda Tongue**

PTSTA (O)



## Training at Beechwoods, with Mountain Associates

When considering training groups Chris and I think not only of our regular on-going Developmental/Organisational TA training group here in Desford, Leicestershire, but also about the twice yearly training we undertake in Russia as well as trips to France and the occasional trip to Armenia. I will talk about these in turn.

The on-going workshop we facilitate in Desford has been running now for 10 years. Starting out with three or four people it eventually snowballed and we tend now to have full groups. At first we ran this on a monthly basis but eventually as our ecological awareness grew we decided to move to a three-day bi-monthly programme, which works really well. We have people attending from the south coast and the north east of England as well as from other parts of Europe, including France, which means that they need to spend less time travelling and therefore have lower carbon footprints. A further advantage is that participants can get to know each other and are more likely, in Bernian group imago terms, to become individuated.

The vibrant exchanges this international group have are a joy to be involved with. The Friday evening offers the opportunity for one of the participants to facilitate a seminar. The aim of this time is to bring in new ideas, to share a different concept or approach, or perhaps how they apply an aspect of TA theory to the settings in which they work. The seminars offer a safe environment for the seminar facilitator to learn and to receive feedback including of course, positive strokes. All of this is contracted for at the beginning of the seminar. These seminars also offer those coming up to their Training Endorsement Workshop an opportunity to practice their prepared teach.

So, as you can see our training group is multi-level. When contracted for, the more experienced are afforded the opportunity to teach and supervise, making for a vibrant co-creative process. The teaching of others who have less knowledge can help those who have been training longer to assess if they actually do know the theory. This “teaching” is not always done formally but can happen in the smaller experiential groups. Those with less experience can ask the questions that others may make assumptions about, and these may develop into deeper discussions and perhaps raise more questions to be explored.

### Training in France

When the first French participants came the training group here in Desford was coined the “Ha Ha Group”, which was great as it fitted with our philosophy that learning can be fun. One of the French participants, Pascale Theobald decided that she would like to share the approach she found here with her colleagues in France and so the regular summer programme was established in Tours. This takes place every July where there is ample opportunity for good company, international exchange and of course, good food. Usually one or two people come from the UK and you are more than welcome to come too. Pascale is now a PTSTA (O) and we are looking forward to greater cooperation with the training programme in Tours.

This French connection has also led to two supervision days in Paris with people from a range of different businesses and serves to promote TA, Acteus – the French group of consultants who organise the event, as well as offer a rich learning experience for us all. Once again these are multi-level days with the opportunity for cascade supervision.

### Training in Russia

The programme in Russia developed from Trudi Newton's work, as we originally supported her programme. When Trudi's programme ended the group asked if we would continue to go to St Petersburg and facilitate an organisational as well as a psychotherapy programme. In order to support those who wanted to obtain CTA psychotherapy Anita obtained her TSTA (P) via an expansion - made somewhat easier by already being a CTA (P).

We therefore run a psychotherapy, as well as an organisational, programme. In truth my first love in training is Organisational TA, but I am happy to support the people there to get where they want to be. As many of you will know Chris was diagnosed with cancer last year and we had to put our involvement on hold. However, with Chris is going from strength to strength, Anita will be going to St Petersburg again in April. Those in contract to do their CTA have maintained contact through Skype – what did we ever do before that!

The Russian group is always curious, stimulating and challenging. Many have postgraduate degrees and doctorates and are not the type to sit back. Learning about the culture and watching the changes over the years is interesting as well as demanding. Friendships have been forged and much learning has taken place on all sides.

### **Training in Armenia**

The Armenian programme developed through a Russian woman, Diana Yudina who lives in Armenia and who travels up to St Petersburg to attend our training programme. Diana wanted to establish TA in Yerevan and invited us there two years ago. We were the first TA trainers to go to Armenia and they treated us so well. Some had heard that the English were stiff and formal and Anahid said that as soon as she saw us at the airport she knew we were going to be alright (Phew!). On being asked what she would have done if her fears had been correct she said "I did not know you, but I do know me and I would have warmed you up!" And that really sums up the warm experience we had whilst we were there.



Following our three-week trip the Armenian group set up their own TA association and are really keen to move forward developing the approach in their country. Again, plans to go again last year had to be shelved but Julie Hay offered to go and went in March this year, so thanks Julie for supporting their efforts. We will be going again in the Autumn and really look forward to this visit.

### **Qualifications**

I was pleased to have a link with a University in the UK and approached them to see if they might be interested in validating a Developmental TA Masters Degree and supporting the other DTA qualifications. Since that initial enquiry Julie Hay and I met with the Head of the Business Department and Julie has since presented the paperwork to the University and we wait to see if there is interest in this initiative.

### **In General**

These days TA has a rich mix of different “schools” including relational (though I thought we always were), bodywork, constructivist, co-creative as well as the Redecision, Cathexis and Classic schools. In our Developmental TA programmes we pull together these different frameworks and promote dialogue and debate about their application for the benefit of the client/s.

On a more general note, Transactional Analysis offers us the opportunity to travel and to learn about other cultures. We feel very privileged to be part of an international approach which teaches people about OKness and open communication. We firmly believe in *being* Transactional Analysts and not just *doing* TA, whilst at the same time in starting from where people are and starting from strengths.

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

## Using the Cycle of Development in Lincolnshire schools

'The Wall' is a resource that uses the Cycle of Development theory to help adults make better sense of children and young people's behaviour. It originated several years ago out of my work as a behaviour support teacher. Frequently I was approached by staff who would talk about a pupil's challenging/troubling behaviour in terms of him being 'immature' or 'having gaps in his development'. The Cycle of Development proved to be an invaluable framework within which to place these concerns and observations and help to move things forward.

Building on this, I worked with colleagues to create a visual representation of the Cycle. This took the form of a wall, with each different stage being represented as a layer of bricks/developmental tasks. It proved to be a potent resource as the adults began to develop a shared understanding and language around 'troubling behaviour'. Many staff have spoken of 'light bulb' moments as they worked through the different developmental stages and found the 'gaps' they instinctively knew were there and tailored their responses to the pupil's behaviour accordingly.

The Wall is now in its second incarnation and about to go live as a web-based resource via the Lincolnshire School Improvement Service. The site will have a number of different sections, including areas that enable staff to:

- create an Individual Behaviour Development Plan. Adults can problem solve the behaviours causing concern, using solution-focused questions to highlight existing successes and strengths and create targets related to the pupil's developmental needs.
- look at specific behavioural issues such as attention-needing, defiance and poor social skills in the light of the Cycle of Development
- create a profile of a youngster's emotional development – particularly useful when adults are feeling overwhelmed and bewildered by a youngster's needs
- explore the developmental stages and tasks directly with children and young people to help them to make better sense of their own behaviour and needs
- consider how SEAL programmes relate more specifically to pupils' emotional development

There is also a training section where staff can have a detailed look at the Cycle theory and also the solution-focused thinking approach.

If you would like to know more, please feel free to contact me: [steverussell@cfbt.com](mailto:steverussell@cfbt.com)  
or 07919 167585

### **Steve Russell**

Senior School Improvement Consultant (Behaviour & Attendance)  
Lincolnshire School Improvement Service

## Process Review: Considerations Barrow

Giles

I was in a group recently and trainees raised questions about the purpose of the process review following supervision sessions. During the discussion it became clear that, at least for these individuals, there was some confusion about what the process review is about, how it works and why it's done. I was interested in our discussion and it had me thinking again about this aspect of our practice and I wanted to offer an explanation of how I understand the process review. I would also be interested to hear the thoughts of others who use the approach in their work and check out if there is a consensus and difference amongst those who practice process review.

For readers who may be unfamiliar with the approach, process review happens after a piece of supervision. Observers are encouraged to share questions and insights and these form the basis of a process that extends for a further period of around 10 minutes.

### Process Review – what it isn't...

Some of the group I was working with assumed that post-supervision review process was about assessing whether it was a 'good' piece of supervision. In other words, the purpose of the review was primarily the assessment of the supervisor's competence in managing whatever the supervisee brought to supervision. In specific instances assessment may be the intention and here the criteria for feedback will have been contracted for before the start of supervision. Reviewing the process in these circumstances will focus on the themes identified by the supervisor. Similarly, where the supervisor is preparing for exam there will be more formal criteria that inform the process review. However, generally in my practice – and I understand in many trainers' work – process review is not primarily concerned with assessment of supervisor performance.

### Process Review – what it can be...

In my mind, the purpose of reviewing the supervision process is to engage in a second series of insights into the presenting theme/concern at the meta-level. What this means in practice is that the group focus on the **process** of the supervision in order to build new or expanded understanding of what is going on in the field of the practice.

It is important at this stage to differentiate between process and content in reviewing supervision. Readers who are familiar with process review will be aware that an important protocol is for the supervisee to simply observe during the review process and that the group discuss only the process of supervision and do not re-open the piece by focussing on the content of the session. This is a crucial feature and one that is ignored at the cost of missing important *additional* insights. By this point there is likely to be little gained from continuing the narrative with the supervisee, unless re-contracting takes place.

So, if the process is the focus, the group will maximise the impact of the review if they can attend to the following:

- Parallel process between the supervisee and supervisor
- Attending and accounting for their internal experience of the supervision process
- Careful consideration of the opening phase of the supervision, including the contracting discussion
- Tracking non-verbal communication of supervisee, supervisor and group members

The basic assumption of the process review is that the supervisee brings into the room the dynamic essence of what has gone in the field of practice. This essence will have known qualities which the increasingly experienced supervisee will name and attend to during the supervision. However, invariably there will be factors of the dynamic which remain out of awareness but which are nevertheless brought into the piece. Process review gives all participants an opportunity to bring these into view.

There are several benefits of the process review for the group.

- It provides all group members with an opportunity to contribute to the development of each other
- It encourages co-creativity in terms of building a collective account of practice issues
- It gives an opportunity to build competence and confidence in the practice of supervision for the whole group
- It provides the supervisee with a second reflection on their supervision theme
- It gives the supervisor the chance to provide a commentary on the process which can be useful for those beginning to learn about supervision

Whilst the common practice is to use process review immediately after supervision sessions I also use it occasionally following teaching input or workshops. I am aware that these have been my own notes on how I make sense of why process review is important. If you are involved in process reviews, what's your perspective?

**Giles Barrow**



## A New Metaphor for Leadership and some TA thinking.

Phil Aspden. Student of TA with the Cumbria TA group

When you think of leadership, do you have someone who automatically springs to mind? Are they from stories; history or your own experience?

Inevitably, many of us will visualise popular heroic figures that have shown courage, determination of will and expounded heroic effort in their achievements. Many of us will also recall our own high point experience of being led and realise that these figures can be quite different, perhaps not heroic in a conventional sense but creating the right space, time and conditions for us to thrive and succeed. In my own experience this was someone who showed a great belief in my ability, probably more than I did at the time, and who gently nurtured me as an emerging 'talent' in the organisation. When the time came for him and I to move on the loss of this relationship was quite profound to me. We only used to meet every 2 weeks but we stood side by side in overcoming many hurdles and in coping with a fast developing business. He certainly did not act like the classic hero, at times of adversity he did not rescue me but supported and encouraged me in my efforts to deal with the issues we faced. In many cases I stood in front of him not behind, and through this I grew in confidence and ability.

The final decision was, potentially, always his. His organisational power was always and explicitly greater than mine but he never encroached on my team and held firm boundaries between my responsibilities and his.

Working now as an organisational change and development consultant for my own company [Summerhouses: people and development] I realise just how lucky I was. Some people will never encounter such a leader in their entire working lives. His leadership model was not a simple heroic one, but a more complex and flexible one. In TA thinking we can see that the fundamental difference was that his position was clearly I'm OK/ You're OK. A heroic leader may be limited to an I'm OK/ You're Not OK position with a resultant need to continually rescue me and eventually [when, disempowered, I give up] drop me from a great height. Unfortunately the latter model, despite the prevalence of leadership development, assessments and skills training, seems to still be much more common in the UK at least.

As Jackie Orme, the Chief Executive of the Chartered Institute of Personnel and Development asked in a speech at the Ceridian Executive Forum in March 2009:

*"Are we too wedded to a model of heroic leadership, with someone who leads from the front, has all the answers, and doesn't typically look for much dissent from the organisation?"*

In following the often meandering path of my own development I have discovered TA as providing valuable insight into the organisations that we work with. I have also discovered Appreciative Inquiry and Solutions Focus as different but complementary practical approaches and philosophies that can bring significant benefit to my work and consequently to the organisations and individuals that I work with. When the psychological framework of TA and these approaches [which have roots in Positive Psychology and Brief Therapy respectively] intertwine and support each other it feels like an endorsement of my own choices for personal development.

Such is certainly the case with Solutions Focus; I have just completed the SF Professional Certificate with Mark McKergow and Jenny Clarke of SF Work: the centre for solutions focus at work. This was an excellent learning experience and has given me entrance to the EDGe group of Solutions Focus consultants who meet regularly for development. This community of support; learning and intellectual nourishment is a very similar experience to my meetings with the Cumbria TA group run by Annie Murray. It was at one of these EDGe meetings that Mark McKergow introduced his new metaphor for leadership 'Leader as Host, Host as Leader'. This was a very powerful experience for me, at once seeming blindingly obvious [and yet no-one has really explored it before] and a revelation. Also my emotional response to the metaphor was so strong that I was completely engaged by it. My own best experience model as described above was so much closer to the metaphor of host than to the metaphor of hero.

Mark also spoke about the servant leader metaphor as introduced by Robert Greenleaf and now gaining popularity, apparently in the wake of the high profile leadership failures in the financial sector that resulted in the 'credit crunch'. As Mark states, this has been a 'useful counterblast' to the heroic model but has associated problems. In my own case my 'good' leader was always in control, his manner of exercising that control was excellent but for me 'servant leader' does not describe it.

The article is available in the downloads section of the IDTA website:

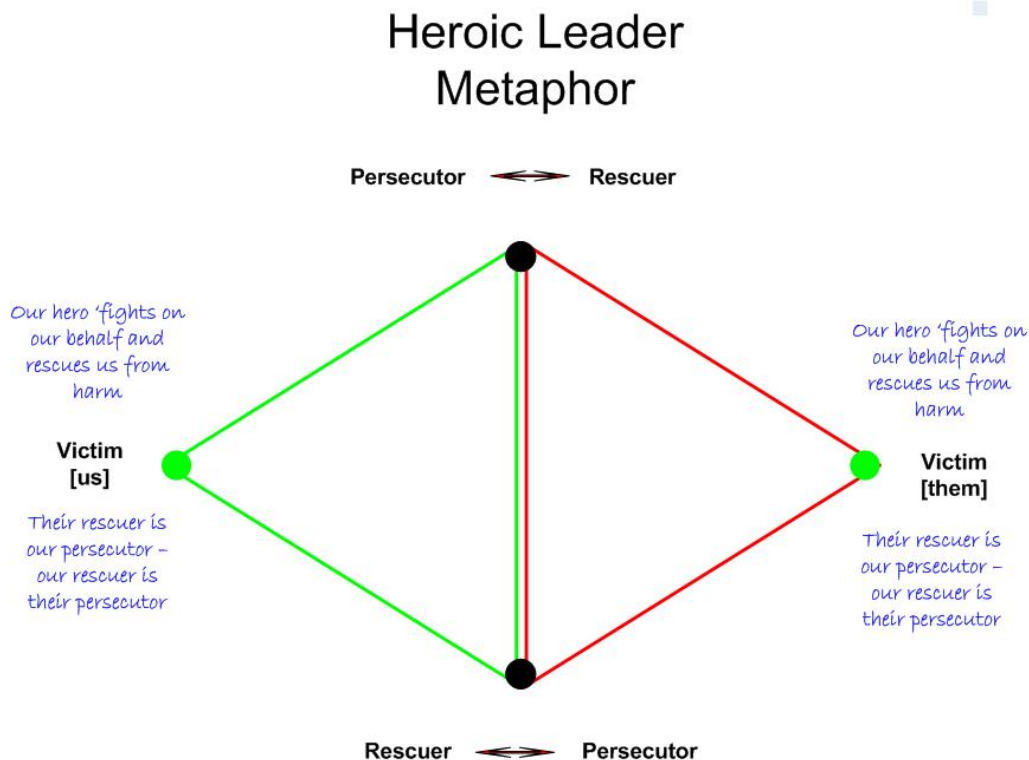
<http://www.instdta.org/?Downloads> (look for Host Leadership paper 2009)

and I urge you to read it fully to understand the distinction between the 3 metaphors.

Travelling home on the train, reading the article fully, I began to explore the metaphor and found myself thinking of TA concepts such as the OK Corral and the drama/ winners triangle. In many ways the change of position [as in life position] describes the change from hero to servant or host. This is fundamental and seems to be a significant issue when we examine those current leadership failures. The I'm OK/ Your OK position is compatible with the win/win value espoused by Stephen Covey and by many others in the literature on leadership and it is also possible to see that the 'position' determines the 'attitude' i.e. that I'm OK/ You're OK leads us to hold win/win values. For some time I assumed that I'm OK/ You're OK and win/win were the same but I have moderated that view to be that they are not the same, one is a position the other a value, but that they are clearly linked. My 'model' leader worked from an I'm OK/ You're OK position **and** held the win/win value. The problem I have with the servant leader metaphor is that there are elements of deliberate lose/win [and in some respects I'm not OK/ you're OK and I'm not 'worthy'] implied by it. I realise this may well be my own take on it but I also know this has been an issue for others coming to terms with the radical shift of hero to servant leader. We seem to go from self interest to self denial in one stroke. Could it be that the host metaphor is the one that truly conveys the ideas of I'm OK/ You're OK and win/win? The host is responsible for the event and visitors/ guests and is rewarded in some way and also shares the enjoyment of the experience.

Next I began to consider the drama and winners triangles. It was the association of rescuing with the hero metaphor that started this train of thought. The hero rescues, which can sometimes be necessary, and could be said to persecute too, in an unrelenting push for victory – demanding greater and greater effort from the followers. It is possible to be a hero without followers but unlikely, and in some respects we can see that the hero needs victims [the wronged/ dispossessed/ distressed/ helpless] as followers. I played at first with the idea of joined drama triangles to depict a recent conflict situation we had dealt with i.e. 2 competing and conflicting teams within an organisation where the 2 team leaders and their teams were at loggerheads. From the victims position our hero is their persecutor and our adversary is our persecutor, and their hero see fig 1.

I have recently qualified as a mediator and this had some real resonance with TA applied to conflict resolution that I was exploring. The hero thrives in a conflict and usually has followers in need of rescuing. The conflict escalates and the possible outcomes are win/lose/ or lose/ win or even lose/lose. The position taken is I'm OK/ You're not OK on each side and within each side from the point of view of the rescuer or persecutor.



**Figure 1 : heroic leader in conflict**

Consider the shift now from drama to winner's triangle – our leader can now be assertive and caring and we can admit our vulnerability rather than play victim. Relate this to the host metaphor and something very interesting happens. Assertive and caring are excellent qualities for a host, what is more the host is able to admit vulnerability whereas this is much harder for the hero [the hero can become victim in certain circumstances but might give up the hero role in doing so]. The shift is complete and very well described by the transition from drama to winners triangles.

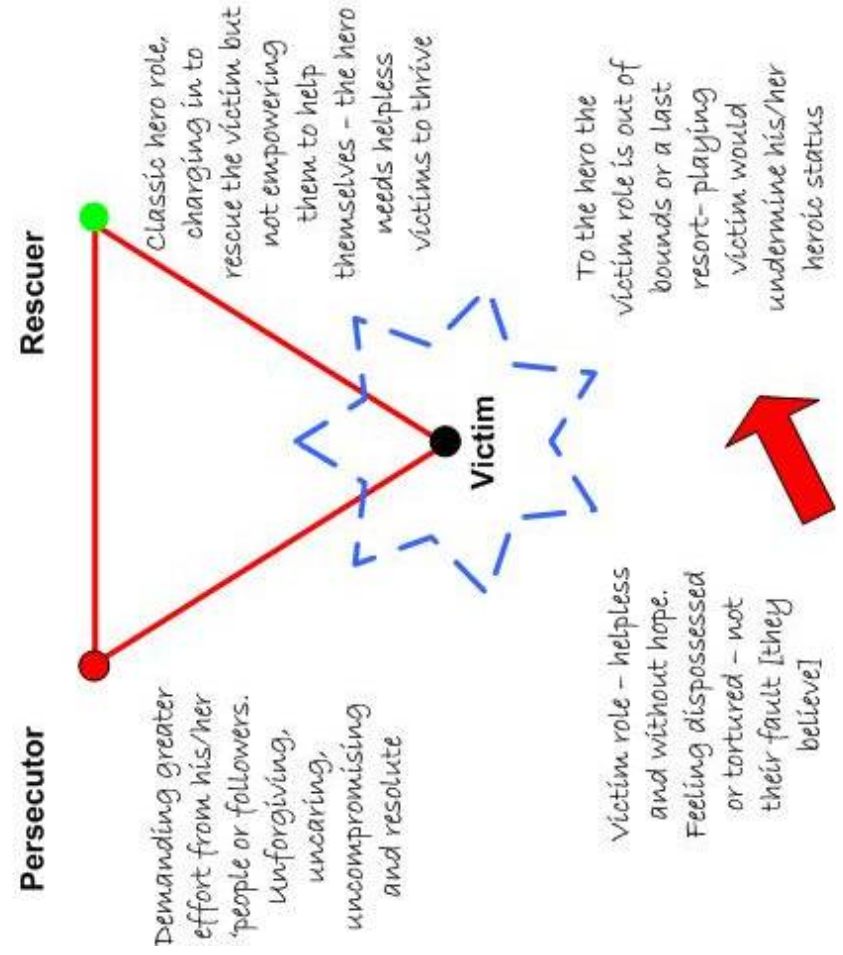
Instead of only looking at conflict this lead me to look at leadership behaviours. Could this new metaphor combine elegantly with the drama and winners triangles to provide a profound model for working with individuals on leadership?

Fig 2 reflects my current thinking on this and Mark McKergow and I have had several conversations about it including one in conference with Annie Murray to explore the TA model further.

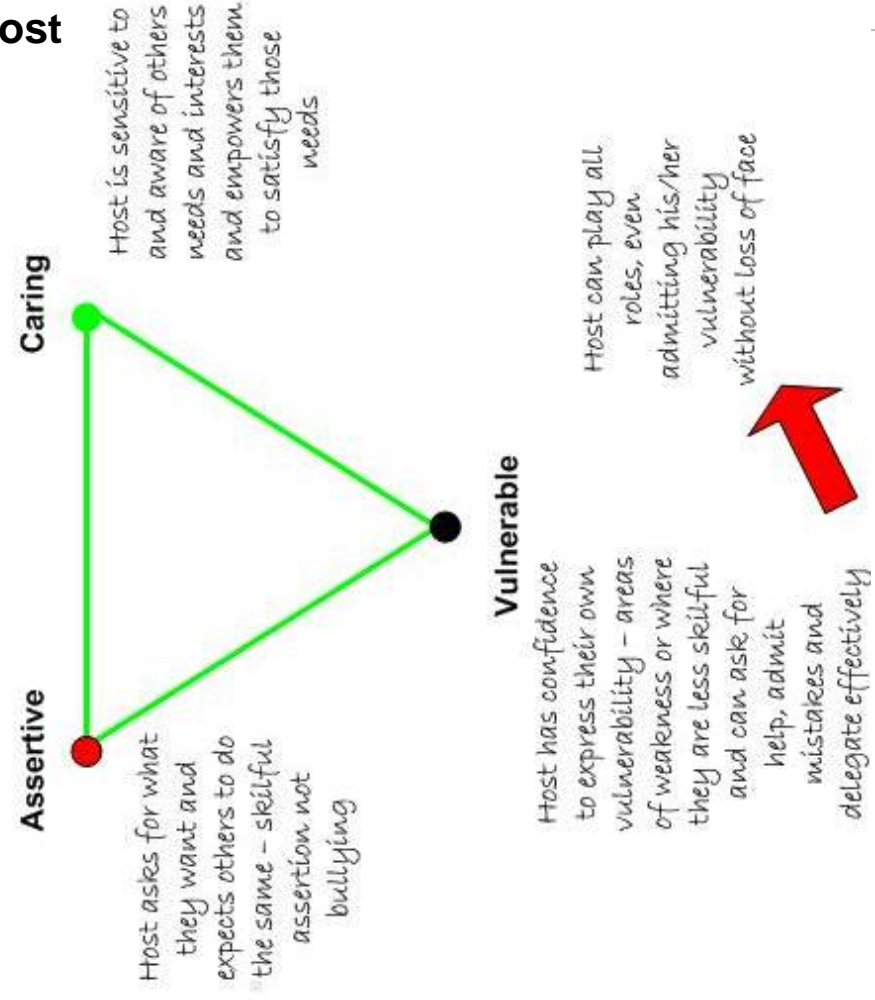
I have always found that the drama to winners triangle model has great resonance with people – it frequently results in those 'ah yes' moments when people see it, apparently throwing light on their own or others behaviours. The concept of a 'switch' often gives a further 'ah yes' as people reflect on real situations where that appears to have happened. For instance in some cases, we, acting as rescuer, may be switched by the victim into the position of persecutor or even into the position of victim. The switch in those instances is **done** to us, but what about our own ability to 'switch' or transition from these positions?

**Figure 2: Hero to Host  
Drama to Winners**

**Heroic Leader  
Metaphor [Karpman -  
drama triangle]**



**Leader as Host  
Metaphor [Acey Choy  
- winners triangle]**



In our leadership work at Summerhouses, we consider the need for qualities of

- awareness
- clarity
- flexibility
- authenticity

All essential for a good host and at least awareness and flexibility seeming to be important in the servant leader metaphor too.

In this context **awareness** of people's needs and the **flexibility** of style and approach to respond to those needs is an essential quality for our servant and host leaders but probably less so of our hero leader who is instead seen as resolute; single-minded and determined.

In his article Mark refers to flexibility as being an essential attribute for the host and it is the concept of flexibility that for me makes the metaphor come alive. As a host [and to some degree as a servant leader but with the attendant difficulties of association] we are able to move from caring to assertive as the situation demands. This has clear links with Ken Blanchard's situational leadership – the leader/ manager is sometimes directing, sometimes coaching and supporting or delegating – as the situation demands [requiring awareness]. The host is similarly sometimes directing the proceedings and at other times stepping back to allow others to take a full part. This is when the essential difference occurred to me. The host metaphor allows much greater **movement**, greater flexibility of action and response than either of the other 2 metaphors.

Tim Gallwey uses the concept of **mobility** in his 'The Inner Game of Work' describing it as: ***Mobility:** The capability to move or be moved. Applied to us it means the ability to move or adapt, change or be changed. It also means the ability to reach ones objectives in a fulfilling manner to reach goals at the right time and in a way we feel good about. Therefore, mobility is not only change but fulfilment and harmony with ones progress.*

Movement, self induced, on the positions of the winners triangle is available to the host, less so to either servant or hero. This led me to consider 3 simple models of the metaphors and how that movement might be expressed. This is shown as my final diagram [yes I am a visual learner] figure 3. Mark describes this movement and flexibility in his article by referring to four balances between apparent opposites where the host must find the 'right point of balance in their role' i.e. by shifting along the spectrum until the balance is achieved.

Something that also stood out for me in Marks article was the Arabic proverb – 'the host is first and last'. This can be taken to describe the sequential steps of issuing invitations preparing, welcoming through to saying goodbye at the end. Perhaps we can also stretch it now to describe the mobility that the host has to lead from the front or enable from the back. The movement of shifting from the ineffective positions of the drama triangle to be assertive and caring and perhaps vulnerable too, using all points of the winners triangle flexibly and effectively.



All of this feels like very rich territory indeed. I find it very exciting and the aim of this article is to stimulate some excitement and debate in the IDTA about the new metaphor and the TA frame that it seems to sit so comfortably in. can we further describe the movement required for good leadership and where might other aspects of TA give insight?

I am aware that I am limited in my knowledge being a relative TA newcomer and I invite you to tell me what you think. Mark is still developing the new metaphor and I feel it will catch on quickly and elegantly answer the current need for a new leadership metaphor that is more relevant to our times.

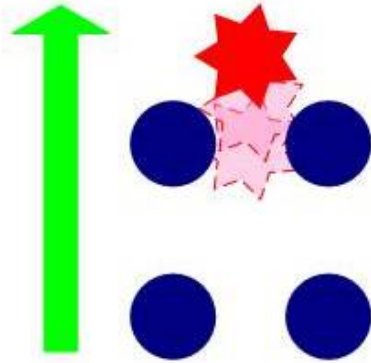
I invite you to send any comments and views to: [philaspden@summer-houses.eu](mailto:philaspden@summer-houses.eu)



# 3 Leadership Metaphors

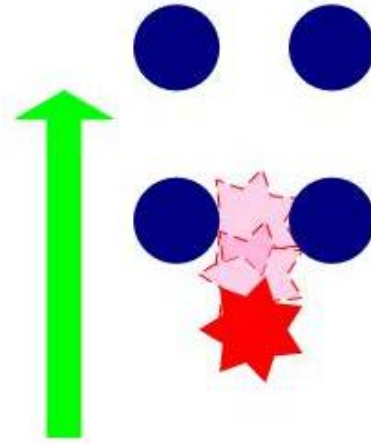


## 1. Hero



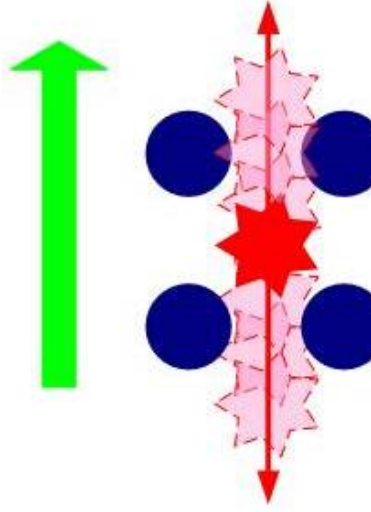
Leads from the front, directive, describes the vision and TELLS people how to achieve it. Energy is used to PULL others in a command and control style. The style feels quite fixed as the hero usually needs followers but could adopt the position of standing square with his/her followers.

## 2. Servant



Reverses the hero position, enables and empowers others, stands back and lets them define the vision. Energy is used more to PUSH the others through support and encouragement. The style feels fixed as the metaphor is lost if the leader moves position too far and becomes directive. When trust is developed a more central role may emerge

## 3. Host



Is in the centre of things, invites; prepares; monitors and adjusts. Energy is used to engage and organise. Host is less fixed in position and can use a range of leadership styles WITHOUT losing the metaphor. The host has mobility and is in many senses both 'first and last'

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Please also note that MarkMcKergow is developing a new website at [www.hostleadership.com](http://www.hostleadership.com) which will be live shortly and contain information about the host leadership metaphor.

# DTA Training Groups

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Please notify us ([newsletter@instdta.org](mailto:newsletter@instdta.org)) if any of the details here are incorrect, or if a training group has been omitted.

# IDTA Council - Hellos and Goodbyes

## Resignations

Julie Hay - Honorary President

Lynda Tongue - Vice chair

Paul Robinson - Treasurer

Council would like to record its thanks to outgoing members for their work on behalf of IDTA.

## New members

Lisa Holmes - Treasurer (co-opted)

Vicky Towler (co-opted)

List of current Council members overleaf.

All Council posts are up for election at the AGM in October.

Are **YOU** interested in standing for Council membership?

Details of nomination arrangements will be sent to members over the summer.

# Council Members



**Giles Barrow TSTA (Educational)**, Chair of IDTA. Giles is an educator, based in Suffolk and works all over the country. He has been on the Council since the start and is especially interested in TA proficiency awards and raising the profile of Developmental TA.



**David Dobedoe** Contracted trainee in the Organisational field, IDTA Website. Based in Cumbria, David is a consultant and trainer who specialises in organisational development, leadership training, team development and coaching.



**Anthea Harding** Contracted trainee in the Educational field, Secretary. Anthea works one to one with children who are working below an age-appropriate level at school. Her vision for the future is that TA will become the common language in schools and that every child will have a TA toolbox.



**Bill Heasman PTSTA (Organisational)**, Chair of Training Standards Committee. Bill's early career was in Social Care and management. For the past 20 years he has been involved in facilitating learning in three areas; with individuals through coaching, with groups through training and team development and he produces policies to promote development of the organisation he works for.



**Joe Holmes** Contracted trainee in the Organisational field, Development and Delivery. Joe is a Corporate and Personal coach and operates his own business, Licentia Associates, focussing on organisational development. Joe has many years experience in operational management and project management and believes that the key to organisational development is its people.



**Jenny Labbett**, Newsletter Editor, is a trainer, facilitator and coach. She runs her own IT consultancy and is growing her coaching practice, which focuses on professional and personal development for individuals and groups. Her TA journey started two years ago and she joined the Council in October 2008.



**Debbie Robinson PTSTA (Organisational)**, Chair of Conference. Debbie runs her own organisational development company Quay Interactions which provides consultancy services to private and public sector organisations. She also offers coaching and a range of leadership training using a range of techniques, grounded in Transactional Analysis.



**Lisa Holmes**, Treasurer

**Vicky Towler** Contracted trainee



## Rules of submission

- News items and articles, 800 words maximum
- Microsoft Word format
- Diagrams referenced
- TA status as designated in EATA handbook
- Send to: [newsletter@instdta.org](mailto:newsletter@instdta.org)

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Readers will already be aware that the IDTA aims to provide networking and professional development opportunities to practitioners using Developmental Transactional Analysis. The purpose of this newsletter is not only to update members but also to invite and encourage participation in the growth of the Institute. Views expressed in this newsletter are those of contributors and do not necessarily reflect the official policy of the IDTA.