



IDTA Newsletter

Volume 13 Issue 3

September 2018

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The New IDTA Council

The IDTA Annual general Meeting took place on 29 August 2018 and the following were elected unanimously:



Lynda Tongue, who was previously the Chair of the IDTA Training Standards Committee, has now become the IDTA Chairperson (or President, if we use the same term for this leadership role as EATA and other associations in Europe.

Mary Tobin was re-elected as Treasurer.



Sandra Wilson, who was the chairperson last year, is now the Chair of the IDTA Training Standards Committee. This means that we still have a TSTA for this important position.

Council members elected are:



Diane Richardson
Uk



Lindsay Ainger
UK



Shane Evans
UK



Leona Bishop
Curacao



Jianqiao Chen
China

IDTA Council News

IDTA Elections 2018

The IDTA Annual General Meeting took place on 29 August 2018 and you can see the results on the front page of this Newsletter.

We have left vacant the role of Vice Chairperson and for the role of Secretary we continue to have the legal elements undertaken by IDTA Executive Director Julie Hay.

We still have vacancies for more Council members so if you are interested in volunteering please contact any one of the existing members or the Executive Director for a no-obligation chat about what is involved, including the possibility of being co-opted for the rest of the term of office.

World TA Conference 2020

IDTA has joined with UKATA and IARTA to put in a bid to host the World TA Conference 2020 in the UK. Our proposal to do this is currently being prepared for submission and we are looking for volunteers to join the Conference Committee. Please contact IDTA Executive Director on admin@instdta.org if you are interested in being involved in this exciting initiative.

EATA Council – Special Interest Groups

EATA Council had their annual meeting in July and made a decision to have Special Interest Groups, which is something that IDTA has been asking for, and which is actually shown in the EATA constitution as being in existence. However, it seems that we now have to wait another year whilst EATA Council work out a procedure to put this into effect. Meanwhile, we note that they have accepted an affiliation request from an association in a country that is not within Europe, so we are hoping that there will also be some way of recognising that

IDTA has many members outside Europe.

EATA Council – TA Journals

We reported in the last IDTA Newsletter that there were problems relating to EATA support of the International Journal of TA Research & Practice (IJTARP), plus that EATA were due to consider a proposal to financially support the Transactional Analysis Journal (TAJ). During the meeting in July, EATA Council decided to offer only reduced funding to IJTARP, at the same level as they decided to provide to TAJ.

TAJ net expenditure has averaged US\$25,000 per year, being provided of course by the ITAA. This figure is the result of editorial costs of US\$25,500 plus printing costs of US\$30,000, set against the income that ITAA receives because readers must join ITAA to access the TAJ unless they are able to do this through an institution that subscribes to the Routledge database. In return for the €5000 annually that EATA has decided to give TAJ, it has been pointed out that non-English speakers may arrange to have the material translated for them.

A request by IJTARP Editor for funding of US\$22,000/€25,000 to cover the actual costs (compared to the total costs of TAJ of US\$55,500) continues to be rejected by EATA, without any discussion. The costs for the 2018 issues of IJTARP are currently being borne by the IJTARP Editor but this is of course unsustainable so alternative sources of funding will need to be found.

Meanwhile, the importance of having IJTARP continue as an open access journal, available to everyone, and with copyright being retained by the authors so that they can re-publish their material wherever they wish, is explained by George Monibot, a journalist writing in UK newspaper *The Guardian*, at https://www.theguardian.com/commentisfree/2018/sep/13/scientific-publishing-rip-off-taxpayers-fund-research?CMP=share_btn_link

EATA Council—Presidents' Group

There was also a request from a fairly newly formed body of the Presidents of the affiliated national associations that EATA provide them with some financial support. Surprisingly, bearing in mind that the EATA delegates are sent by those associations, EATA Council voted against this request. It seems that the delegates voted against the Presidents of their own associations.



IDTA Community Gathering

Some of you may recall that we were planning an online IDTA event on 6 October 2018. However, through an unfortunate coincidence some presenters had to withdraw so we have postponed the event and will announce a date in 2019 in due course.

TA Proficiency Awards

We have a new National Co-ordinator in Australia—Julie Smith.—who has had an interest in TA for almost 20 years. Julie lives in Perth, Western Australia where she has spent more than 35 years working in

education - beginning as a primary teacher before moving to establishing and managing an educational publishing business, and then most recently as a curriculum consultant and writer of primary science teaching materials.

Julie delivers workshops to teachers using key TA concepts to help them understand themselves and their interactions with their students with the goal of improving classroom relationships that not only ensure overall well-being but optimise learning.

TA Online

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The internet – the way forward for TA training and supervision?

I really appreciated the invitation to write this article about why I see a need for a virtual TA group, and my experience in connecting with trainees digitally, through supervision sessions, workshops and online events.

In this article, I give you some background as to why I have increased my online presence as a trainer: my thoughts about

embracing the technology; and considerations around teaching philosophies, and the elements of which to be aware when working online.

Background

I am based in the southwest of the UK and I am in the organisational field. I gained CTA status in 2007, PTSTA in 2008 and TSTA in 2013.

I am Deputy Programme Director for the MSc programme run by Psychological Intelligence Foundation CIC and recognised by the International Centre for Developmental Transactional Analysis (ICDTA). This program is conducted internationally, and I co-train with Julie Hay running professional development and exam preparation workshops. Webinars

support the face to face input. Alongside my TA community work, I run a busy learning and development consultancy, founded in 1991. I am currently in the middle of conducting a large piece of leadership research.

On qualifying, I became a member of the assessing team, of P/TSTAs from all fields, for the International Centre for Transactional Analysis Qualifications (www.ictaq.org), which also recognises non-university accredited options that lead to CTA. I therefore joined an international training team, delivering programmes in St Petersburg, Poland, the Ukraine, Turkey and China and I have worked and continue to work with some of those participants online, giving supervision and running online workshops.

I ran a small organizational TA group based in Exeter, UK for three years, but this came to an end because it was a small group, and not financially viable or viable from a group dynamic perspective. In the UK coaches and trainers and consultants are not required to be qualified in order to practice, and although many see the benefits of continuous professional development, the rigorous standards of TA development and certification are too much of a commitment for many. Not just in time but also financially. The route to CTA and beyond is expensive, and when it is an optional expense – this tends to shrink the market for a TA trainer.

I really dare not add up the cost of becoming qualified in TA! While I do not regret the many thousands of pounds I have spent over the years on my development for one moment, I realise that this alone can make TA learning impossible for many people. The online approach offers a place for people to belong, network, share ideas etc – people who may not be able to get to regular face to face training, or attend conferences whether due to cost or travel time or mobility

issues. This for me is one of the main reasons I started the online TA tribe: to make TA accessible to many more people.

I give you this background in order to help you see how I came around to the understanding and realization that a technological online approach was perhaps one which I could nurture, hoping that it will blossom in the future. We are busy professionals, balancing our work and development activities with our home lives. Time is precious. Money, a consideration.

Embracing the technology

When I first entered the world of work way back in the 1970s, I learnt to touch type. I learnt this skill in a secretarial school run by a local engineering firm. I learnt on a manual typewriter – the keys were heavy and had to be struck with force – by comparison to the keyboards of today, it was hard work.

One of my concerns about online training was, being far from a “millennial” I have not exactly grown up with the technology. I know people of my generation who struggle to send text messages How would I manage to train, run a group, monitor process, respond to questions – and deal with the technology all at the same time?

When I began my career, the computer in my organization took up a whole room! Only certain people were allowed access. The room was environmentally controlled and had an air of mystery about it. Today, most of us carry around a computer that is usually not far from our fingers, and often seen as an extension to our arms! There is a Facebook meme which has updated Maslow’s Hierarchy of Human Needs (1943) triangle to show a new foundational level as that of “wifi”, more important even than seeking to meet basic human needs. This is funny - and almost true for many people.



So what I have found is that I need not have worried about my ability to run the webinars. As with most things, it is an attitude of mind and simply another learning loop for me, which I have (mostly!) mastered.

My own learning has been enhanced by online connection. I belong to an online peer supervision group which has been working now for more than two years and spans three countries and two continents. Our work together is enhanced by the different frames of reference and our differing experiences. I have been giving supervision over skype for many years, and over the last 3 or 4 years running occasional workshops online. I started TA Tribe in 2016 with a more cohesive offer and I will continue to develop it over the coming years.

Most of us live “logged-on” lives these days. Berne identified humans have a hunger to connect, a hunger for recognition, a hunger for stimulation (Berne, 1970. Evans (2014) says that Berne can rest easy, “*technology has expanded our capacity to communicate and relate, to seek and be recognized globally*”. Sally Evans is the clinical lead for a UK online organization (www.kooth.com) which offers an online therapy service to young people. She says they surf the internet for pleasure and play, connect with friends, discover information and quotes a 17 year old as saying that the internet is a part of

their daily life “*so that even when chatting to a counselor online, we are not completely out of our comfort zone*”. I believe that the internet already has a huge impact on educational processes, and this impact will continue to grow.

Long before the internet, children in Australia living in the outback gained their schooling with the aid of shortwave radio. The idea of remote learning is not a new one. I truly believe that TA Trainers of the senior generation overcoming any technophobe fears and delivering online will be continuing Berne’s mission of radical social psychology. We can reach communities in this way! And I believe if he were alive today, he would be embracing the opportunities for teaching and learning in exactly the same way.

The technology is such these days that we can connect from wherever we are, with whomever we want. There are platforms which allow us as teachers to see and be seen by our participants, share our screens, run presentations, put participants into syndicate groups and conduct discussions across geographical boundaries. There are some barriers of course, those of internet connection, language and time zones are the obvious ones, and there are other, more subtle considerations to be made when working online, and I will come to those later.

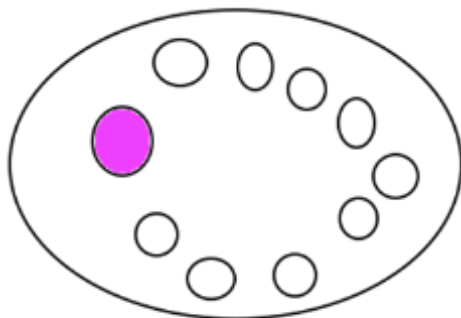
The genie is definitely out of the bottle – younger generations are comfortable with online work and as trainers, I think we need to be able to offer this route to make TA accessible to all.

Teaching philosophy

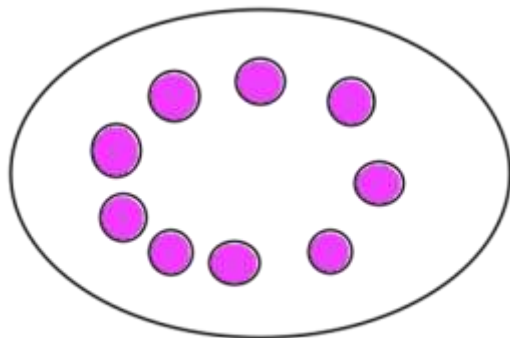
In his 2009 article, Shotton argues that there is a danger that TA training is becoming too rigid, highly structured and where people are encouraged to complete their training with one training institute. I believe that adult learners benefit from an eclectic approach, experiencing different trainer styles and benefiting from a

diversity of approaches. To the dimension of training institutes, summer schools, conference workshops we can now add the benefits of the internet and the digital age.

When face to face, my teaching philosophy is a mixture of Newton's Progressive and Radical styles (2003/2014). The Progressive style is where the teacher may guide the learners who as adults bring knowledge, experience and specialisms, and I as the TA teacher bring advanced knowledge of TA theories, the Radical style is we learn and change together— learning between teacher and student is reciprocal and we increase our awareness together. Newton diagrams these as follows:



Progressive



Radical

When online I notice that my style is more on the Progressive side – I am more overtly in control (the technology demands that – I can even mute and unmute people!) and because we have less of the non-verbal cues to follow I make sure I am clear in my

direction and the dynamic appears to be more trainer – learner – trainer – learner, and less learner to learner interaction than you would expect in a face to face group. This of course is mitigated when syndicate work is undertaken. Here the learners discuss and work together, blending their experience and understanding, supporting each other just as they would in a face to face group. This more structured approach is enabling to many learners. I find myself being very overt about format and structure of the workshop as a way of offering safety and boundaries in the “unboundaried” ether of online work

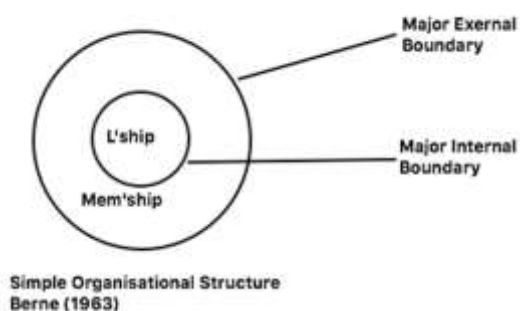
I notice when I am working online, the process is in many ways more “concentrated” than when face to face with a group. We all listen more intently, are more careful about interrupting people, in many ways are more “polite” with each other. Often it is easier for those working in a second language, because people are more careful in this way. Barrow (2011) cites the need to contain an inherent tension in the learning process – *“the certainty of change alongside the uncertainty that comes in trusting the co-creative potential of the learning process”*.

I have found this to be just the same online but something that Barrow also mentions is the need for the teacher to be grounded. I must admit, when first running online workshops attaining “groundedness” around the technology was quite a challenge! My learning to master the technology was useful – it reminded me how it feels to be uncertain in our skills – always good for a trainer to experience! I agree with Barrow in the general principle of the educator doing whatever work is needed for them to be grounded, to provide a safe space for the learning, change and growth to occur – a stimulating, unthreatening environment where participants can be nurtured to grow can be just as effective in an online community.

When working with adults I think it is important to embrace the different experience and specialisms each learner brings to the learning sessions. With new people, I may not know what they are bringing to the learning process until they begin to share it. I think it is important to create a space where we can all learn from each other – and it is also important for the teacher to be flexible about this, to not be intimidated by it and to facilitate a process where the contribution of each learner blends with the teacher’s input. Co-creation, in other words!

Recognising that we join together in groups to get our psychological hungers met is even more important online.

Berne (1963) diagrammed a Simple Structure to describe some organisations. TA Tribe fits this description to a degree.

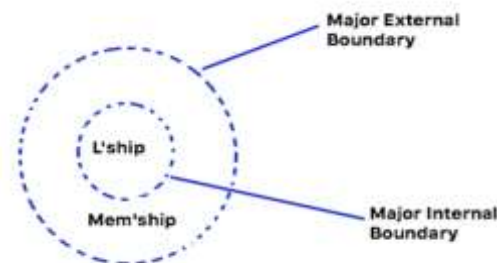


I am in the leadership role, workshop attendees form the membership and there is a major internal boundary between us, and a major external boundary around us all.

However, as for conventional organizational TA training, the external boundary is permeable. We have people coming and going (just as in organisations), the group is not a closed membership group. Also with TA Tribe, the boundary between myself and the participants is permeable. I can give the control of the workshop to a participant if they have

something they want to contribute and need share their screen to do so.

So in fact, our organizational structure is better shown like this:



I as trainer am in overall control, leading the sessions. Online we have no doors and walls to physically represent ‘containment’. As an online leader I am conscious of this, and pay attention to time boundaries, offering recognition so that all individuals feel “seen”, and included. Workshop numbers are kept to small groups to facilitate this.

One of the ways in which a trainer takes care of psychological needs is in clear contracting. This offers structure, an opportunity for strokes, and stimulation in the learning on offer. It also helps people to adjust their imagoes – hearing introductions helps them to fill in the undifferentiated slots by gaining information, being able to “place” people geographically, perhaps realise they have connected before at conferences, workshops or online. I open the link roughly fifteen minutes before the workshop is to start to enable some pastiming in the group.

I offer opportunities to connect with each other on a dedicated Facebook page. There are other online group meeting places such as Slack and Flock – places where teams can have on-going conversations, share references and updates etc. These advances in technology help people to connect and help me as the trainer to embellish the learning offering.

What about connection?

As mentioned elsewhere, contracting is key to providing safety, protection, structure etc – it encourages connection.

I have worked with a triad of supervisees for nearly two years now, and we have never met face to face. We meet monthly online and within the first couple of sessions I was struck by how rich our connection had become, and how quickly this had come about. Our thorough contracting and our individual willingness to engage with the process facilitated a level of trust between us which matches face to face work. And as yet – I have not met the participants face to face!

I have noticed that just as in face to face work, as a group becomes more comfortable with the process and with each other, they relax and enjoy connecting with people from other cultures, other countries. The level of diversity brings a richness all of its own.

I also think that for some, working remotely offers a layer of protection. Something in the closeness of the relationship between trainer and group, but at the same time there is physical distance. This distance is helpful for those in small TA communities as it offers opportunities to gain other perspectives and also freedom to get supervision from a supervisor who is outside their normal network.

Challenges

Practitioners such as coaches, trainers and consultants who are in TA contracts are able to use the online workshops to supplement their training. In some countries the provision of developmental TA programmes is very low. Some practitioners (coaches, trainers etc) have to attend therapy training groups, even though they have no intention of becoming a therapist. This may lead to a confusing of boundaries – the organizational context is different from the therapy context. Online

work can go a long way to helping those individuals gain the training hours they need with trainers from their own field.

One of the challenges is that for some participants, I am an *additional* resource – I am not their primary trainer or sponsor and this can be problematic.

I have found that ways of interpreting the EATA handbook can differ – so I am mindful of keeping confusion to a minimum for trainees and supervisees. I refer people back to the handbook, and encourage autonomy in their decision making! It has highlighted for me several anomalies in our system and as an ex-member of EATA's Commission of Certification (COC) I will continue to feed-back my concerns and queries.

To illustrate my point, the handbook states in Section 5.3.3 page 10, that CEOs can become CTAs. I am of the view that if the CEO or manager is working with their own team, there is a contracting issue – the team are not in a position to say they do not want the boss to “use” TA with them. The handbook is not clear on this and appears to condone it. Other TSTAs may not agree with me.

The handbook also states that for the organizational field the client is the organization and that the candidate must work with the whole organisation, not just individuals and/or team. I am of the view that as an organisational learning and development consultant, I work with multi-party contracts but I do not necessarily work with the whole organization. I do not know of a consultant who would work with the whole of Coca Cola for instance. Working with multi-party contracts means that I have the overall aims and objectives of the organisation firmly in my focus, but I cannot (as the handbook states), increase the “autonomy of organisations” because in my opinion an organization is not an individual. Once again, other TSTAs may disagree with me, so it is important for me

to manage this area carefully with students, to be clear about my own thinking and to encourage enquiry and autonomy in the students.

Considerations when starting an online group

- Explore the online platforms available before choosing one with which you feel comfortable and which gives you flexibility to share your screen, use a “whiteboard” etc
- Offer additional ways for participants to connect, through team technologies (Slack, Flock, What’s App groups for instance), Facebook etc
- Consider offering different day and time slots to accommodate different time zones
- Think about languages – will you work through a translator? What will your contract need to be with them and the group?
- Supervision groups are different to workshop groups – think about the ways they are different and how you will manage them
- Be clear in your contracting before the workshop and at the beginning of the sessions
- Pay attention to boundaries (time, inclusion etc)
- Consider conducting a pilot group before launching so you can practice using the technology
- Stay in the here and now! Understand and accommodate for the reality that is that your participants will be working with other trainers and supervisors – and avoid potential game invitations

Conclusion

At the beginning of this article I posed the question whether online TA programmes were the way forward. I truly believe this is the case. The internet has opened up possibilities for TA training which increases access by being cost-effective, time effective, allows people with mobility issues access and incidentally has very little impact on the environment.

In addition, learners are offered a freedom to choose who they learn with and potentially, as more TA trainers embrace the technology, the opportunity to learn from different trainers, and the freedom to design their own learning programmes.

In other words, the autonomy to engage with learning providers with different styles in an accessible, affordable way.

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Would you like to join IDTA Council?

We meet online to allow international participation.

Go ahead and contact any one of the existing Council members if you would like to talk about what is involved

Triangle TA Group and TA Tribe

**CPD, mentoring and supervision for coaches,
trainers, consultants, teachers, therapists, youth,
health and social workers**



Triangle TA Group (TTAG) is a multi-level Transactional Analysis group based in the seaside town of Torquay, Devon, UK.

We are an international, friendly group of practitioners who attend the workshops to enhance and improve their professional practice. Due to the multi-level nature of the group in terms of their TA experience, the group is run along the lines of an action learning set. Day one is for theory input and the programme for day two comes from the group. Each person asks for a session(s) which might be to give or receive supervision, run a teach session, guide a discussion on a point of theory etc.

Therefore the group welcomes organisational practitioners (coaches and trainers etc) who are attending for continuous professional development, contractual trainees studying for their CTA, those who are PTSTAs working towards their final exams, and those who are following the MSc Professional Development (TA). Visit www.lyndatongue.com.

Joining TTAG will give you opportunities to:

- Enhance your coaching and/or training practice
- Work towards Certified Transactional Analysis status
- Receive supervision on your professional practice
- Enjoy contact with an international group of like-minded professionals

Qualifications on offer are:

- Triangle TA Practitioner Award
- Developmental TA Certificate and Diploma
- MSc Professional Development (DTA/DTA Coaching)
- Certified Transactional Analyst
- Teaching and Supervising Transactional Analyst

Upcoming workshop dates:

25 and 26 October 2018

4 and 4 April 2019

Fees: £250 plus vat (individual rate)

£350 plus vat (organisational rate)

TA Tribe – an online group providing regular workshops and supervision for those who for practical reasons prefer a “virtual” approach. **Supervision** one to one is also available. For more information, visit: www.ta-tribe.com for more details.

The Icebergian Unconscious

© 2018 Julie Hay

Discussion with participants on a recent webinar stimulated my thinking about how we define and describe the unconscious within transactional analysis. So with my thanks to them for, as usual, turning my teaching process into an exciting learning opportunity for me, the following is my summary of the key points we discussed and my representation of how we might imagine our own consciousness as being that part of the iceberg below the surface – and how this provides us with a way of understanding how our unconscious impacts our ability to see clearly even from that part of us that is above the surface. Previously (Hay, 2012) I have referred to an image of the TA practitioner needing a pickaxe so that they can make cracks in the concrete that has been poured over us as children, so that our physis (Berne, 1968) will generate our natural urge to grow to our potential. Using the metaphor of an iceberg means that instead of a pickaxe, perhaps we need to target clients with some warm water that can melt the problematic unconscious elements.

The Unconscious in TA

Cornell (2005) referred to characterological unconsciousness, transference unconsciousness and emergent unconsciousness, all with references to non-TA authors. However, he described first what he labelled Bernian unconsciousness when he wrote of how Berne's earlier comments that fit within the psychoanalytic tradition gradually disappeared from his writing as he appeared to work hard to set TA apart from psychoanalysis. Cornell wrote that Berne's better-known material came to have only implicit ways of indicating that unconscious processes might be at work, such as when he wrote about ulterior transactions, the psychological level of communication, the protocol, group images, and the private

structure of the individual, all without any explicit mention of the unconscious.

In terms of ulterior transactions, we can link this to the way in which Berne (1964) described three levels of games as if they coincide with different levels of being below awareness. First-degree games are those we play in public; second degree games are where we prefer to be in private, and Berne's third degree were those involving serious consequences. I have written (Hay, 1992) that I find it more helpful to imagine a scale of outcomes from mild to severe, because Berne's three degrees do not reflect the way in which people within organisations, for example, typically move through stages of verbal warnings, disciplinary procedures, and getting fired but do not arrive at the more serious outcomes such as those involving physical harm.

I think that these different levels of games reflect different levels of 'ulteriorness' or, in other words, how deeply buried our awareness is within our unconscious. Hence, with a first-degree game we are not particularly surprised when we reach the payoff, whereas someone playing a psychological game that ends up with them being dismissed from their job may express considerable shock when the payoff is reached. Other ways in which the levels of games might vary include examples such as "games which significantly detract from our performance; people becoming unwilling to cooperate with us ... colleagues complain to the boss about us verbal warnings into disciplinary we get fired or walk off the job ... the law is breached and we end up in court we take risks with safety and finish up in a hospital or morgue, or being sued." (Hay, 1992, p.132).

Ulrike Müller (2002) reviewed Berne's (1958, 1961, 1966, 1972) understanding of the term 'unconscious', pointing out that Berne tended to concentrate on questions, such as what is unconscious, repressed and/or cathected, how do they occur and

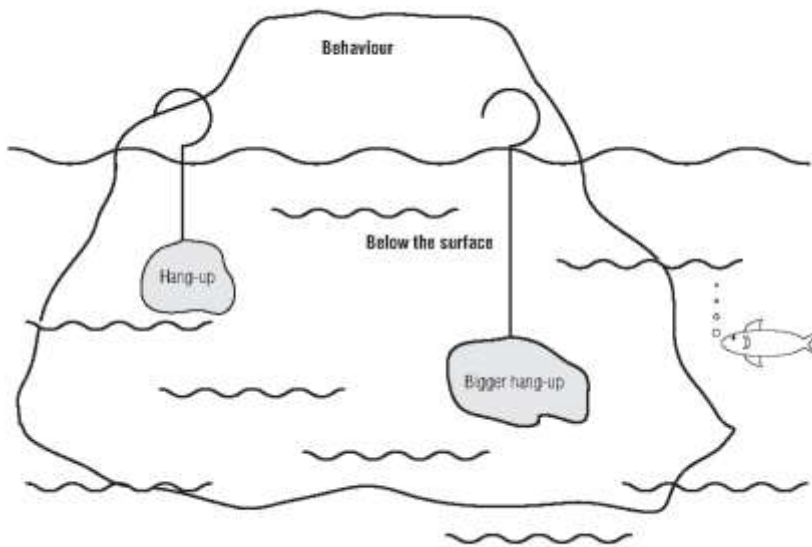


Figure 1: *The Iceberg* (Hay, 1993, p. 14 - diagram copied from 2nd edn Hay, 2009b, p. 4)

what are the effects, rather than directly on Freud's (1991/1923) ideas about repression proceeding from the ego, large portions of the ego and superego being unconscious, and Freud's concept of Besetzungsenergie (for which Müller references Strachey (referenced to Meisel & Kendrick 1985) for the admittedly inadequate translation as cathexis).

Müller also pointed out how Berne introduced the notion of the script protocol as an archeopsychic unconsciousness (Berne 1961) which means it comprises repressed psychological material from the earliest years of life. The maintenance of this is served by the full script, which is in turn maintained through discounting (Mellor & Schiff, 1975) in line with a frame of reference (Schiff, Schiff & Schiff, 1975). She reminded us also that Berne had cautioned that the unconscious, psychological level may be operating on both sides – in other words, the practitioner as well as the client is likely to have unconscious contaminations. Hence, Berne (1972) wrote that "True autonomy is the recognition that the Adult rarely functions without contamination" (p. 155).

Icebergs

In my first TA book written for the layperson (Hay, 1993) I presented a picture of an iceberg as shown in Figure 1, commenting that "People are like icebergs – the relatively small amount that shows above the surface is controlled by the great mass that is hidden beneath the waves. As we go further below the surface, we have less and less conscious awareness of what is contained there. We can be confident that there will be a number of useful aspects that keep us balanced. We can also be sure that there will be unhelpful aspects too, including some that we have no conscious awareness of. These become our hang-ups and sometimes interfere with our ability to interact with the world in genuine and skilful ways." (p. 13).

Van Beekum (2006) also used the metaphor of an iceberg but in his case he proposed that the TA iceberg did not go as deep as the iceberg of psychoanalysis. This thinking appears to be the basis for regarding relational TA as somehow more than earlier TA schools (which van Beekum refers to as approaches). He wrote of how

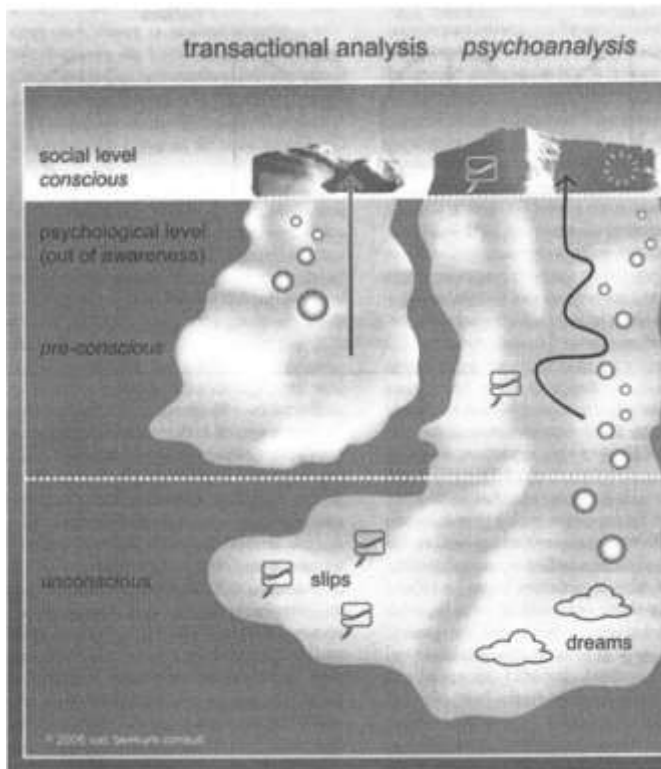


Figure 2: Icebergs (van Beekum 2006 p. 324)

the relational TA approach had been developing gradually over 20 years [in 2006] and that “It is obvious that the current rapprochement of transactional analysis and psychoanalysis in the shared area of relational psychotherapy is an important development for psychotherapists.” (p.318) before going on to propose that it is also relevant for non-psychotherapy TA practitioners.

Van Beekum’s iceberg diagram (Figure 2) appears to indicate that there are deeper levels to the unconscious that are not taken into account within TA, with the former only dealing with a psychological level and a pre-conscious. However, within that deeper level he shows Freudian slips and dreams although both of those are often brought into consciousness fairly easily.

We can also contrast this with the way in which Taibi Kahler (1979a, 1979b) indicated that drivers reflect within their sentence

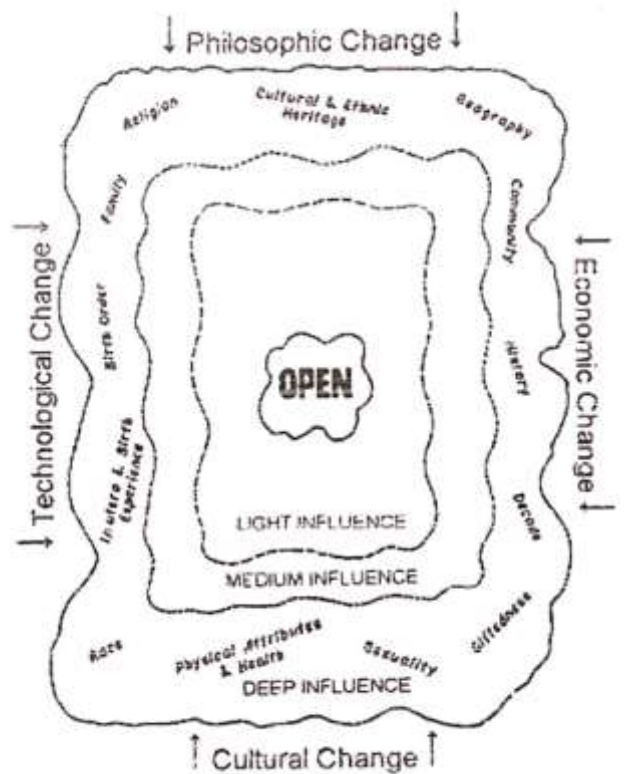


Figure 3: Frame of Reference (Clarke 1996 p. 215)

pattern the full pattern of the script. This means that our behaviour above the surface is linked to our deep script pattern, and hence to our protocol. As the protocol, according to Berne, develops as an archeopsychic unconsciousness, it would appear to be at a very deep level.

Frames of Reference

Schiff & Contributors (1975) introduced the notion of a frame of reference through which we perceive ourselves, others and the situation, and which is the mechanism via which we discount those elements that do not fit our preconceived map of the world. Jean Illsley Clarke (1988) develops this notion by proposing four parts to it, with a fifth added (Clarke, 1996) so that Figure 3 shows:

- The open area in the centre, which is the “capacity to incorporate new information without trying to alter or deflect it” (p. 214).

- The area of light influence, where information will be examined based on values and assumptions already held.
- The area of medium influence, where the assumptions are those from early family settings but are still “... easily remembered and open to examination” (p. 214).
- The area of deep influences, which are firmly entrenched, automatic, often outside awareness, and are “potent organisers of the individual’s response to life” (p. 214).
- The wrap of cultural change, where Clarke indicates that “Technological, economic, philosophic, and locus of power changes intrude on all areas of life and on all areas of one’s frame of reference.” (p. 215).

A Three-Dimensional Iceberg

Clarke’s diagram is of course two-dimensional but if we imagine that it is three-dimensional we can treat it as a way of understanding the impacts of the different areas as if they are levels of our unconscious. Hence, the Open level might be our consciousness and therefore above the surface. Just below the surface we will have unconscious aspects that are relatively easy to bring into our awareness, and which are presumably not linked to any deeper levels. Below that will be Clarke’s medium and deep influence levels. As we consider the areas as if they are levels, we also need to notice that there are likely to be connections between levels. Kahler (1978) has written about how we might see the doors to contact [doors to therapy, Paul Ware, 1983] and the levels of the miniscript (Kahler & Capers, 1974) as if they are on a set of steps that lead down into a basement. The doors to contact are above the surface, the driver is just below the surface, and the stopper, blamer and despairer are at increasingly deep levels of discomfort. An alternative metaphor for

understanding these connections is reflected in my original (Hay, 1993) diagram of an iceberg, where current consciousness is shown to have some inevitable ‘hooks’ into our unconscious. Perhaps we should make these hooks more barbed or with bristles to indicate the additional connections at different levels.

At this point, we need to interpret differently what Clarke referred to as the fifth area as the context in which our iceberg is floating because it is clearly not a deeper level of unconsciousness. Instead, we can imagine that the context is the sea in which our iceberg is floating, and the degrees of change of various aspects of it are reflected in the size of the waves, how much the wind is blowing, whether we are near any other icebergs, or glaciers, islands or continents, or whether there are any sailing vessels in the vicinity, or any metaphorical birds, animals, mammals, fish, crustaceans, or likewise, sitting on us or nibbling away at us (or even defecating on us).

Pulling the ideas described above together, we can now represent this as a three-dimensional iceberg (Figure 4), with our consciousness above the surface and increasing levels of unconsciousness below, floating within a sea that comprises the various contextual factors that are impacting on us.

Alongside the iceberg, I have indicated on the left our circumstances - were we born/formed within a glacier or did we have to occupy a crevasse to come into existence; where have we been floating ever since and how supportive or not has our environment been; and what is the metaphorical weather like for us now. On the right hand side, I have shown the protocol at the very base of the iceberg; above this I believe that episcript (English, 1969) and transgenerational scripting (Noriega Gayol, 2004) will have occurred in such a way that the impact of this is more unconscious than our script, which we will

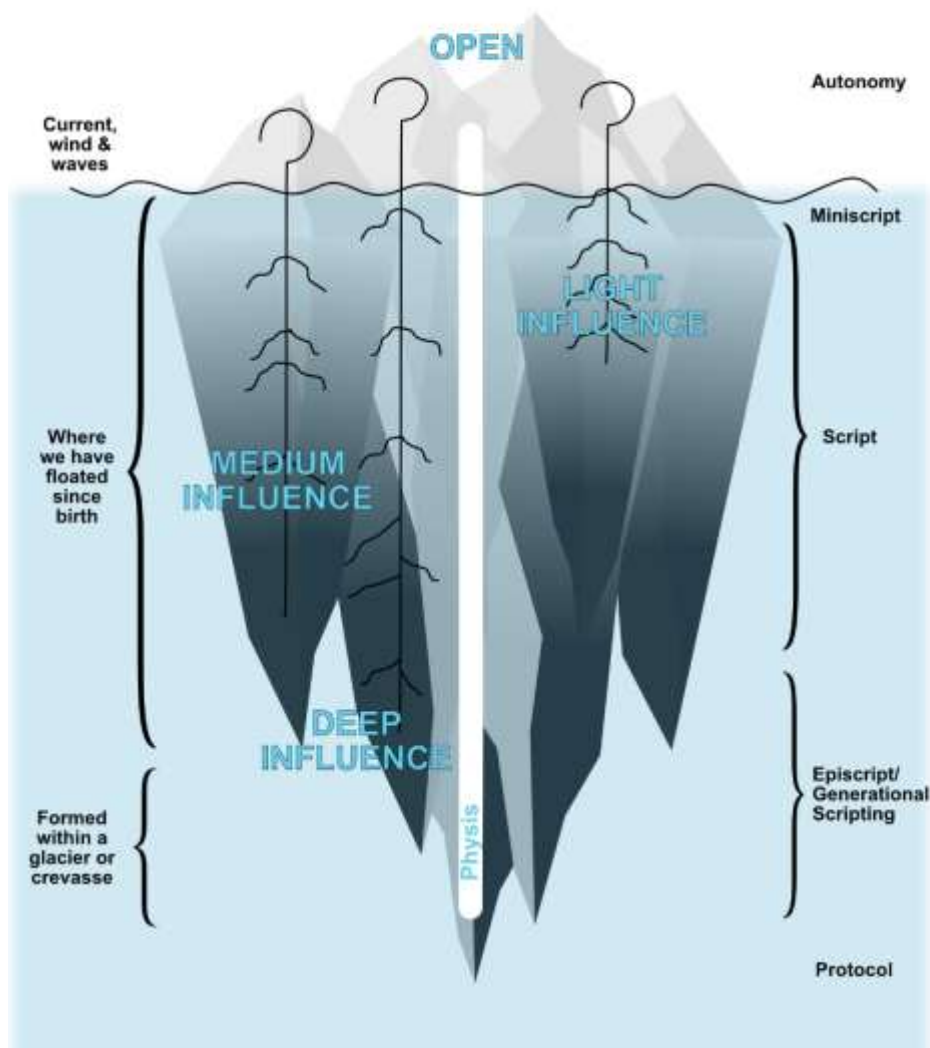


Figure 4: Icebergian Unconsciousness

have created with the benefit of our neocortex and which will therefore be easier to bring into consciousness once we learn some TA. Right at the top is the miniscript, the operation of which is mediating in terms of whether we are functioning above or below the surface. Although it is mixing my metaphors, I am reminded that Kahler (1978) showed a script diamond diagram in which he showed a hierarchy of OKness, with four levels of I'm OK, You're OK above the baseline and the driver and increasing levels of not OKness below. Later (Kahler, 2008), he used the metaphor of the floors of a condominium, with the driver being

exhibited at the base level and leading down into second degree distress in the basement and third degree distress in the cellar. I cannot see it in his books so perhaps I heard him describe this during a workshop; I have an image of a stepladder with 3 levels leading upwards that match Ware's (1983) open, target and trap doors, and 4 levels downwards that are driver, stopper, blamer and despairer.

In the same way that I have referred to Berne's (1962, 1966) original idea of existential life positions [i.e. not Franklin Ernst's (1971) behavioural life positions] as windows on the world that are made of

distorting glass, we can imagine that our iceberg similarly has a surface that distorts/ discounts what we are perceiving. Our unconscious hang-ups are connected through to however we are thinking, feeling, and behaving. We may believe that we are fully conscious and have complete awareness but we are likely to still have vestiges of our original protocol – particularly when we factor in genetic predispositions - neuroscience nowadays informs us that it really is a mix of nature and nurture.

We can represent this within the metaphor by imagining that we have areas where the ice consists of clear, uncontaminated frozen water and other areas where there are varying degrees of contamination so that the ice is no longer clear. Our ability to perceive and construct our world will depend on where we are within that part of the iceberg that is above the surface, and how that connects to areas below the surface that are uncontaminated. To paraphrase the description of infinite regression (turtles all the way down), the existence of physis means there must be autonomy all the way down, even if only within a very fine sliver of ice.

Targeted Melting

Writing this article prompted me to look on Google, where I learned that it can be difficult to judge the shape an iceberg has below the surface. The length to height ratio varies between different icebergs and they have a variety of shapes; some have steep sides with flat tops but others have rounded tops, some have one or more spires, some look like a wedge and yet others have slots in them. Some are damaged when they scrape on the bottom of the ocean.

I also learned that some icebergs are made of clearer water than others. This depends on where they were formed – in some environments they may be white ice because they formed over many years

within a glacier; in others they may look blue because they formed more quickly within a crevasse. Other colours may be because of what is trapped within them but may also be due to dust or dirt on the surface. As they melt, the tiny air bubbles within them pop and they make a fizzing sound – just as we often ‘fizz’ as we experience a decontamination or deconfusion.

For me, this information is reassuring as it means the metaphor is even more useful when we think about the diversity of the human race. We can think of ourselves and our clients as icebergs. When I presented this metaphor originally (Hay, 1993), I went on to comment that the book, and hence the reason for learning TA, was about:

- “knowing what might be below the surface,
- knowing how this affects what shows above the surface,
- knowing how to use the useful parts below the surface,
- knowing how to change the parts that act like sabotage mechanisms,
- and knowing how to translate all of this into more effective behaviour above the waterline.” (p.14).

With this extended three-dimensional iceberg, I have a message for TA practitioners – we can use the wide range of interlinked TA concepts to work with our clients to identify where the contaminated ice is situated, so that together we can target some metaphorical warm water at the appropriate areas. With some clients, the temperature of the water may need to be increased. With some clients, we may need to help them find a warmer sea within which to live, at least for as long as they need healing to take place. With some clients, we need to take care that we do not initiate too much melting before they are ready. The amount, positioning and temperature of the water required may

give us an indication of whether the client needs a developmental or a psychotherapeutic TA approach.

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