



IDTA Newsletter

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IDTA recognises EATA, ITAA and ICTAQ qualifications within IDTA membership categories.

ICTAQ runs TA Practitioner, TA Advanced Practitioner and TA Master Practitioner qualifications, with the latter at the same level as CTA and at university Masters Level 7.

ICTAQ accreditations are run mostly online and there are plans to offer an online Master Practitioner examination to those who have completed CTA requirements but have not yet been able to attend for a CTA oral exam.

To find out more, without obligation or commitment, please email details of your current TA journey to ictaq@ictaq.org or complete the enquiry form at <https://ictaq.org/request-for-online-exam-via-cta-process>

[If you are already CTA, ICTAQ is also exploring the option to provide an online endorsement to become a TA Trainer and/or Supervisor Designate – email for details.]

IDTA Council News

New Council

We held the AGM in July and elected the new Council as follows.

Julie Hay has now become the Chairperson, after several years of not being on the Council – although she has been, and will continue to be, the Executive Director. Julie is also the IDTA Delegate to ETA Council and on page 3 you can read her report of what happened at the EATA Council Meetings that were run over three days on Zoom.

Mary Tobin continues to be the IDTA Treasurer, after a special resolution was passed at the meeting to extend her term of office because she has been volunteering for some time now.

A similar resolution was passed so that Sandra Wilson and Lynda Tongue could also continue to serve, so that we continue to have these TSTAs, and their experience, on Council.

The other members who agreed to continue serving and were re-elected are Jianqiao Chen in China, Rie Miura in Singapore and with strong links to Japan, Eithna Coen in Ireland, and Traian Bossenmayer in Romania – so we continue to have a truly international Council.

Council Meeting – ICDTA Developments

We had a first meeting of the new Council this month but due to administrative problems, not everyone was able to attend. However, there were several items of interest that were discussed, including the report back from EATA Council meeting (Page 3).

Discussion also included some exciting updates from ICDTA. IDTA has had a contract for several years with ICDTA – the International Centre for Developmental TA. This is because ICDTA runs a series of qualifications which are recognised by IDTA within their membership categories. These qualifications have until now been fitted around the CTA, on the assumption that the ICDTA Certificate and Diploma represented 50% of the requirements of CTA so that

students would then go and take their final exams with EATA or ITAA. However, those associations are taking some time to sort out whether they will offer online exams. ICDTA has therefore decided to introduce a further level that will equate to CTA.

The ICDTA qualifications will therefore provide options for people to become a TA Practitioner (based on the Certificate) a TA Advanced Practitioner (based on the Diploma) and a TA Master Practitioner (based on a new Advanced Diploma). These three levels will continue to be aligned with university qualifications of postgraduate Certificate, Diploma and Master of Science (MSc), as an optional extra for students who want this and are able to pay the additional fees to the University.

Some time ago ICDTA was joined by ICTAP - the International Centre for TA Psychotherapy – and together they are known as the International Centre for TA Qualifications. This has now been established as a legal entity, using the Community Interest Company option under UK law.

ICTAQ will soon be issuing a series of free access publications that can be used by students and trainers. These will be based on the workbooks that Julie Hay, as a TSTA in all four fields, has been providing within her own international webinars. They include reviews and critiques of TA literature generally, as well as developments of the concepts. They will be freely available as PDFs and EPUB's, and via Amazon as paperbacks and for Kindle. For the Amazon option, the prices are being set so that purchasers will pay only the costs that Amazon will charge for production and postage.

IJTARP

IDTA continues to provide some financial support to the *International Journal for TA Research & Practice*, and a new issue appeared in June containing articles about research and practice in Syria, Brazil, Switzerland, Italy, and Poland - this journal is published as open access so is freely available to everyone – go to www.ij tarp.org.

Report back from EATA Council Meeting

From Julie Hay

My apologies that I cannot provide more information. I am still waiting to see the draft minutes of the meeting, and during the meeting it was confirmed that, as had already been announced in the EATA Newsletter, matters discussed on Council are meant to be regarded as confidential and not shared with external persons. 'External persons' was defined as being anyone who is not on EATA Council. Bearing in mind that EATA is made up of the affiliated associations and their members, this is a difficult ruling to follow.

Topics that were discussed which are of particular relevance to IDTA included: the Affiliation Policy of EATA concerning associations outside Europe; a proposal to consider arrangements for ethical procedures and processes; that exams are planned to run on-site in Germany and France in November; that lawyers have been unable to confirm EATA ownership of IJTARP so the matter of the journal is now closed; that EATA now has over €400,000 in the bank; and that a five-year trial will be conducted of meetings of the Presidents of the EATA affiliated associations.

Free access to some articles in the TAJ

ITAA have advised that the following are available for free download until December 31: 2020.

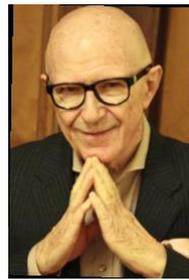
"Hard Talk: Gender Inclusion in a Corporate Setting" by Servaas van Beekham
<https://bit.ly/3kwy2d0>

One article will be chosen from each issue of the TAJ, this is the first one and is by the EBMA winners in 2020. <https://bit.ly/3hIG00Q>

Additionally, a link to the 50th Anniversary Virtual Special issue where 15 articles were chosen from previous issues.
<https://bit.ly/3mCoXRy>

Don't forget – these are only available until the end of this year.

Obituary



I am sad to announce that Graham Barnes died from a heart attack on 9 August 2020 at his home in Stockholm, Sweden, at the age of 83.

Graham contributed much to TA. He was given the Eric

Berne Memorial Award in 2005 for 'Homosexuality in the First Three Decades of Transactional Analysis: A Study in the Theory and Practice of Transactional Analysis Psychotherapy'. *Transactional Analysis Journal* 2004 Volume 34 (2) 126-153.

He was also one of the trainers in Raleigh, USA who contributed to the Social Action TA 101 project that ITAA and USATAA are offering free access to - see <https://www.usataa.org/circles-of-interest/social-justice-circle/project-ta-101/>

Those who are familiar with my material will know that I quote extensively from his 1977 book *TA after Eric Berne*, as well as using his ideas about the drama diamond. This is such a helpful way of understanding how life positions may show up as existential positions (attitudes) as Berne originally described them, or as behaviours, as Ernst showed, or as psychological level or emotional responses - which means that we may experience all three of the different not-OK versions at the same time.

Having spend many years combating intolerance, Graham was very supportive when I challenged some TA colleagues about what I thought was an abusive way to apply TA theory to refugees. Because he was a 'famous' TA person, his support of the refugees – and me - was particularly powerful and welcomed.

His legacy will live on through his material within the TA community. Condolences may be sent to his sister, Joan Seabury, at joanofart@gmail.com and there is a Facebook page at [missessor.fonus.se/grahambarnes](https://www.facebook.com/missessor.fonus.se/grahambarnes).

Julie Hay

Covid19 – Isolation and the Human Psyche

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The global pandemic has touched us all in some way, shape or form. Early on in lockdown someone said to me “Stop complaining we are all in the same boat.” I said “No, we are all in the same storm, we are in different boats.” The conversation sparked my curiosity about my own process and how I was making sense of the world as I was experiencing it. I found the lack of contact and connection difficult and I was interested to reach out to others to hear how they were weathering the storm. The result was that I offered a series of four webinars, with two objectives in mind. First of all I wanted to offer contact and connection to my professional circle and at the same time cover topics which could help us all make sense of our experience of 2020 through the TA Lens. These four short articles capture the essence of the theories I taught and offered my suggestions on how they might be used to promote self-understanding and acceptance, not only for the webinar participants but also to support them in the work they do. They are written for people with little of no experience of TA, so please read them with that in mind.

1. Isolation & Psychological Hunger

The global pandemic has turned our understanding and experience of the world upside down. We have been grounded! We can make sense of this at an intellectual level but how is it affecting us at an emotional level? How can we maintain and support emotional well-being for ourselves and others?

My friend Colin Brett and I offered a webinar recently to help people make sense of the impact of isolation on the human psyche. One of the topics we covered was the concept of psychological hunger as defined by Berne (1970). Berne suggested psychological

hungers are a biological need and what drives us into social action. Essentially this is a theory of motivation.

The six hungers are:

- **Stimulus**
 - The need to use our five senses
 - Lack of stimulation can cause distress
 - Sensory deprivation removes all stimuli
 - Stimulus can be intellectual or emotional – we can be excited by a book or upset by world events
- **Structure**
 - How we structure time, to make sense of the time we have
 - Berne identified different ways of structuring time. Some yield more and/or healthier interaction with others
 - We fill our lives with things to do
 - We create professional bios/cv to document our career
- **Recognition**
 - Recognition and acknowledgement by others reinforces our identity
 - A sense of belonging and esteem – our acceptance into groups and our status within them
 - The social norms built into society (a nod or a smile to a stranger)
- **Contact**
 - The need for physical contact
 - Boosts our sense of identity – we are both separate and connected
 - Beyond visual recognition – a deeper feeling of togetherness
 - Creates a sense of contact and comfort
 - We get contact from rituals – handshakes and hugs

- **Incident**
 - Relation to stimulation – looking for things around us that are interesting
 - Adding spice to our lives – TV, newspapers, and other media
 - Stimulation we get from the incident – departure from the humdrum of daily life
- **Sexual**
 - Related to passion and love but beyond sex
 - We can be passionate about many things

The hungers are not discrete but interwoven, interactive and interdependent. They are a dynamic motivational system. The satisfaction or lack of satisfaction of one of the hungers affects others.

Isolation and lockdown

Shortly after lockdown started in March, I notice a shift in my natural energy pattern, I had less energy, I felt less motivated, my eating patterns changed and my need to watch television had increased. My hungers were not being met in what would be my normal way, so I was seeking substitutes. I reflected on what was going on and realised that my need for stimulus, structure, recognition, and contact were not being met. I am used to a well-ordered diary which includes travelling to different places every week, and here I was confined to my home. My days are structured delivering training, doing coaching and supervision, suddenly my diary was emptied for six months. What a vacuum that created! The work I do brings me in daily contact with different individuals and groups and I get recognition for what I do and who I am as a human being. I am a very tactile person and I realised how much I was missing physical contact with the people I work with and the people I play with. I was longing to see a friend or colleague and just give and receive a hug. My work is my passion and the absence of work created a deficit in the satisfaction of my hunger for passion.

In this dynamic interwoven system, I was seeking to satisfy the hungers I was not able to meet by over-compensating in those that I could. So, I was using taste to create satisfaction of stimulus and structure hunger. I was spending more time on social media and checking to see who had liked my Facebook posts in an attempt to satisfy my recognition hunger. I started binge watching boxed sets on TV and got a charge from having incident hunger satisfied. I became addicted to the daily Covid-19 briefings and the unfolding dramas that are the news bulletins. None of these actions satisfied my needs remotely and certainly the moments of increased energy were short-lived.

I am a Teaching and Supervising Transactional Analyst, I know this stuff, but here I was a living, breathing example of what might be happening to others during the lockdown. So, if I am struggling, perhaps others are too. My self-analysis was what caused me to offer the TA Connect free webinars where I go back to what I call TA basics and offer a short, simple overview, with appropriate personal disclosure to help people understand what might be going on for them.

Lack of satisfaction of the hungers that are important to us may cause us to feel depleted, low energy, lacking enthusiasm. The metaphor is our battery is flat and we need a charge. What can we do about it?

Thinking about yourself

- Notice and acknowledge what you are missing
- Notice what you are using as a substitute
- Notice your thoughts, feelings, and behaviours
- Develop strategies for satisfying your hunger in healthy ways

Thinking about others

- What might they need?
- How can you check that out?
- What will you offer? (often simple things)

In our community of practice

- What will we do to stay connected and healthily satisfy the hungers?

Above all, give yourself permission to have a day when you just know that you are low energy. Choose to do something when you are suffering from stimulus hunger. Look through photos that bring you joy, listen to a piece of music that you love, get outside (without breaking any lockdown rule) and just enjoy whatever scenery you have around you.

Reference

Berne, E (1970) *Sex in Human Loving*. New York: Simon & Schuster

2. Isolation & Passive Behaviours

Staying with my curiosity as to how lockdown resulting from the global pandemic might be affecting the human psyche, I offered a webinar on the topic of isolation and passive behaviours.

We all have the capacity to engage in passivity, think of occasions when you may have put something off, or haven't done it all, or when you re-direct your energy rather than do something that seems too big, or too hard or you feel it is impossible to accomplish.

Discounting

Discounting is an internal mechanism which involves us ignoring or minimising some aspect of ourselves, others or the situation. When someone seems determined to hold on to a problem, there is a strong possibility that they are discounting. We discount at different levels:

- The existence of the evidence, the problem, or the options we have
- The significance of the evidence or the problem
- Change possibilities – that something else can happen
- Personal abilities of the people involved to do something different

Let us look at this what this might mean in the context of Covid-19:

- I hear about the global pandemic and I ignore it (Discount the problem)
- I get more information and think “It doesn't affect me”; or “It will be all over soon”; or “We have survived this sort of thing in the past” (Discount the significance of the problem)
- I feel concerned but think “There is no cure for this, it will just have to run its course.” (Acceptance of the significance but do not believe that anything will help)
- I realise this is serious but think “There is nothing they or I can do” or “They are doing all they can.” (Discount the people involved)

The passive behaviours

With lockdown and isolation, we have had messages from authority figures, and we will each have had our own reaction to the message, so what might have been the impact on our behaviour? There is a helpless/hopeless reaction to the situation, as we face a problem that we cannot solve. Passivity is a behavioural response when we face a problem that we believe cannot be solved. We engage in certain behaviours to discharge the emotional tension. There are four passive behaviours that are apparent when someone is discounting and feeling unable to deal with the situation at hand:

- **Doing nothing** – a non-response, we channel our energy into inhibiting responses rather than taking action. We might say “I am confused by all this advice”; or “I can't think straight”; or “I don't know what to do”. Anyone that tries to help might get dragged in and end up doing nothing too.
- **Over-adaptation** – not identifying our own goals for getting through the situation. We might check what our friends are doing and do the same or let someone else in the family decide and go along with the decision.

- **Agitation** - doing things that are pointless, feeling uncomfortable and/or confused. We engage in repetitive, non-goal directed activity and the avoidance behaviours use up energy.
- **Incapacitation or violence** – this is a discharge of energy built up due to being passive. We might begin to feel ill with minor ailments or become violent and harm self or others. When we engage in this behaviour, we take no responsibility for our action, “He made me so mad, I couldn’t help myself” or buy into the idea that we just cannot stand it any longer. Violence takes many forms, physical violence, verbal violence, and emotional violence.

When we are stuck in a passive behaviour, we engage in amplification or displacement. With amplification we:

- Turn up the volume on the internal dialogue
- Become overwhelmed
- Discount our ability to engage in any problem solving

And with displacement we:

- Ignore the problem that is troubling us
- Turn our attention to smaller problems
- Issues that we can normally resolve get blown out of proportion

How does knowing this help?

Start by identifying the passive behaviour in yourself and use the antidote:

- *Doing nothing* – do nothing in awareness (Adult decision)
- *Over-adaptation* – say what you want or think
- *Agitation* – decide where you want to put your energy
- *Incapacitation or violence* – (feeling unwell or lashing out) – do something soothing

Once we make choices in awareness, we are more able to think logically. Identifying one

thing that is under our control that will ease the situation and will be helpful. When we move from passivity to action, we shift the block. We do not have to do this on our own, we can ask for help and we can help others.

Thinking about self

- “What am I discounting?”
- “What passive behaviour do I revert to?”
- “What can I do?”
- “What conversation do I want to have and with whom?”

Thinking about others

- What might they need?
- How can I check it out?
- What can I offer (often simple things)?

3. Isolation & Energy

The short article captures what I covered in the third of my TA Connect Webinars on the impact of lockdown and isolation on the human psyche.

The focus for this webinar was on how our energy might be impacted by the change in the pattern of our lives forced on us through the lockdown process. Using the TA lens of strokes and time structuring, I will share my reflections on how we can pay attention to our energy and learn to take care of our stroking needs.

Strokes

In TA terms, a stroke is a unit of recognition, I recognise you and account for you as a human being. Strokes feed our hunger for recognition. Strokes can be conditional or unconditional, so we get strokes for doing and being. They are verbal, so something I say to another person, or non-verbal, for example a smile or a frown. Strokes can be positive, growth enhancing and affirming, or negative, hurtful, or painful. Strokes come from internal sources, so I might give myself some praise, or I might engage in fantasy; or they come from external sources, other people.

We all have preferences for the type of strokes we like to get, for doing or being. As a

child I was stroked for what I did, so I look for strokes for doing rather than being. If someone gives me a stroke for being, I can tend to filter it out, so I have learned to pay attention to accepting strokes for being. We tend to give others the strokes that we want for ourselves. Strokes from different sources have differing levels of quality and intensity. We collect strokes and “bank” them; we hold them in a memory and can pull that memory out and get the strokes over again. This works for both positive and negative strokes.

Steiner (1970) introduce the concept of the stroke economy, suggesting that we treat strokes as though they were money, operating an economy and being careful about what we give and receive. We create myths about strokes:

- Don't give strokes
- Don't ask for strokes
- Don't accept strokes
- Don't reject the strokes you don't want
- Don't give yourself strokes

Time structuring

Berne's concept of time structuring shows how we get strokes. This theory is how we structure time and relationships (satisfying structure, stimulus, and recognition hungers). There are six possible ways of structuring time:

- Withdrawal - spending time alone – physically, mentally, or emotionally
- Rituals – ritualistic greetings, smile, a nod, saying “Good Morning”
- Pastimes – literally passing time with others, collecting data about them, checking them out, making small talk
- Working/playing – engaging in goal directed activities with others
- Psychological games – repetitive unhealthy interactions with others
- Intimacy – close relationships with others

Each form of time structuring brings us strokes of different intensity.

Stroking; time structuring and energy

When we do not get enough of our preferred type of strokes, our stroke bank gets depleted, and it needs to be topped up. Our energy is impacted when our time structuring patterns are interrupted, we may feel empty, tired, listless. We might find that we are putting our energy into unhelpful repetitive interactions with others (psychological games), because negative strokes are better than no strokes at all. We might be able to draw on memories of positive strokes that will lift our mood. We might draw on hurtful memories and replay old scenes, which will give us a high intensity stroke, but it will be a negative stroke.

So what?

Think about self:

- Notice your energy, thoughts, feelings, and behaviours
- Acknowledge what you are missing
- Give yourself some positive strokes
- Stop re-running encounters that have generated negative strokes
- Pay attention to energy depletion – it may be related to time structuring and stroke deprivation
- Accept positive strokes, even if they are not your preferred type
- Reject negative strokes, you are not a sponge!
- There is no strokes economy – it only exists in your mind

Thinking about others:

- Reflect on your way of being with those around you
- Pay attention to the strokes you are giving
- Notice that you might be withholding strokes
- Smile at a stranger in the street (it might make their day)

- Share these simple, yet profound theories with other people – it might help them

4. Isolation & My Imago

The short article captures what I covered in the fourth of my TA Connect Webinars on the impact of lockdown and isolation on the human psyche.

The focus for this webinar was the consideration of how we are perceiving and experiencing our “workplace” and our professional relationships. Using the TA lens of the structure and dynamics of organisations and groups, I shared my reflections on what we might pay attention to, and the theory we might use, to making meaning of the confronting reality of the impact of lockdown and remote working on the intrapsychic and interpersonal process.

The life of systems

A work group is a system which has directly observable structure and functions which we can call the public or social structure. They also have an unconscious life comparable to that of an individual, which we can call the psychodynamic structure. To understand the impact of change in any system these two perspectives have to come together. From the social perspective, for many of us our working pattern has changed. We are working remotely and on a digital platform. Not everyone has a home office, so suddenly work colleagues are being invited into our homes, the boundary between work and home has been crossed. Perhaps during lockdown, we are not dressing in the same way as we would for work, so in addition to seeing colleagues in an unfamiliar environment we are also seeing them in unfamiliar styles of attire. From the psychodynamic perspective individual and collective unconscious processes are at work. How might meeting our colleagues behind a computer screen be changing our perspective of them? How close do we feel to colleagues when we can't be in the same room as them. What data are we collecting? How often are we speaking openly about the impact of remote working, irrespective of whether we

consider it good or bad? To help people move through the current situation and to find a pathway to the new order (whatever that may become) we need to consider the social and psychodynamic perspectives

From the work of the Grubb Institute we have the theory of the organisation-in-the-mind. This theory draws attention to the ways that we might understand the behaviours of group members as reflecting unconscious assumptions, images and fantasies held about the system. Using this concept, we can start to tease out the conscious and unconscious mental constructs that inform individual and collective perceptions and behaviours. We can start to see how these might cloud or illuminate the group's way of working. (Armstrong 2005). My curiosity is how the current changes to working patterns may have shifted and changed the conscious and unconscious mental constructs individuals have.

Through the TA Lens

In TA (Berne 1963) we refer to the public structure and private structure of organisations and groups. The **public structure (social)** is what we see when we look into the organisation from the outside. We see the buildings, the service or product, the marketing, and these are things which draw us to the organisation and help us decide if we want to be part of it. What are we prepared to do to cross the external boundary and become a member of that organisation or group?

Once we cross the external boundary and become a part of the organisation, we add this to our identity, we identify with the organisation, our role within it, our place or work, our team or service. It brings structure and order to our professional life and gives us a set of codes to follow. It helps meet our basic needs for structure, stimulus, and recognition. How might all of these things have been interrupted by lockdown and remote working?

The private structure, or imago, is the mental picture we as individuals hold in our mind about how the organisation/group is or

should be (psychodynamic structure). There are four stages to the private structure which individuals move through, and the imago shifts and changes as these moves take place.

Stage 1 - Provisional imago

This is the unique preconscious expectation of what the group will be like, so we have already started to create the “mental picture” before we join the group. Into that picture we put the experience we have about every group we have been part of, and we add to that myths that we hold about the group and fantasies of what it will be like. We see a place for ourselves in the group and we know how we join and engage in groups. We have a place for the leader in the group, but we may not have a lot of information about the leader, so we add in the information we have about every leader we have experience of. We may know little or nothing at all about the other members of the group, so they could be a mystery.

Stage 2 – Adapted Imago

Once we join and start to experience the group, we superficially modify our imago as we experience the confronting reality. We are building a data bank about the group, noticing how others fit into the group, notice the cliques, and become part of a clique. At this stage we experience conflict and polarisation to do with interpersonal issues. We are resistant to the influence of the group but do not feel safe to deal with that, so resistance manifests as resistance to the task.

Stage 3 – Operative Imago

As we continue membership of the group, at this stage we are seeking to find our place in the leader’s imago. We are noticing who we see as close to or distant from the leader and this helps us to sort out our relationship with the leader. We learn at this stage how to behave with others in the group, we have sorted out the pecking order and perhaps engaged in sibling rivalry. We have moved beyond resistance and experience more cohesion in the group. We accept the standards and roles and we know how things get done in the group.

Stage 4 -Secondarily Adjusted Imago

When we reach this stage the relationship issues have evolved to a stage where we have decided what our issues are with the leadership, who we feel close to and distant from, who we are prepared to tolerate and who we wish were not in the group. We will have given up our individual inclinations in order to support group cohesion and we recognise that the group is more important than individual needs. The interpersonal process is the tool through which the task is achieved.

How does using this theory help?

To help people move through the current situation and to find a pathway to the new order (whatever that may become) we need to consider the social and psychodynamic perspectives. Working life and patterns have been interrupted during the lockdown and this will have impacted on the social structure. For some people work has stopped completely, for others working from home has become the new normal. In the context of the psychodynamic structure, whatever stage we had reached in the development of our imago, the current situation will have affected us both consciously and unconsciously. How has seeing people on a digital platform in their home changed our perception or experience of them? What might people be missing with regard to the normal working patterns? Perhaps the opportunity to collect data about someone by having lunch with them, a water cooler meeting, a walk from the front door to the office? All of those occasions when we just pass time with people and collect data which shapes our perception.

What might be the positive impact of physically distancing from our colleagues? How might we use this space to reframe our working world? How might our perception be changing positively as a result of working digitally?

Where someone started a new post prior to lockdown or since lockdown and is working remotely, how can they move beyond the provisional imago stage, might they be stuck?

What opportunities are they getting to collect data which will change and shape the next stage of their imago? I imagine that some people will have moved into leadership roles prior to lockdown and may be struggling to define their space and style as a leader. What impact might there be on people who have been redeployed or had their posts repurposed as a result of their organisation's response to the pandemic?

The inner world of the individual and the group they are part of will, I believe, have been impacted by the experience of the fallout from the pandemic. How, as coaches and consultants can we best help them to work through the experience and reconnect with whatever the new normal turns out to be?

My invitation to the reader is to consider your own imago in relation to a group you are part of. What might be different now from before lockdown? What are your thoughts and feelings? How are these impacting your behaviour? Try using symbolic representation to draw out what is held in your unconscious, create an imago, prior to lockdown and now in lockdown and notice what, if anything has changed. Doing this for yourself will help you do it well with others.

References

Armstrong D (2005) *Organization in The Mind*. London: Karnac

Berne E (1963) *The Structure and Dynamics of Organisations and Groups*. Philadelphia: Lippincott –

New Publications from Julie Hay

Download free at
juliehay.org
(PDF & ePub)



Paperback, Kindle
(at cost)

available at
 amazon

Recently Translated Publications



TA Tribe

*Online Transactional Analysis Training and Supervision
for Coaches, Consultants, Teachers and Trainers*



Tribe Foundation Programme

Online Workshops 2020 -21

Lynda Tongue (TSTA-org) is offering a new series of online workshops from September 2020. This series aligns with the Certificate in Developmental TA, awarded by the International Centre for TA Qualifications (ICTAQ), and leads to **TA Practitioner** status. However, you are also welcome if you simply wish to refresh your TA theory, or perhaps are not seeking TA qualification at this time but are looking for continuing professional development.

This programme offers Developmental Transactional Analysis (DTA) theory and its application in the organisational context. The workshops give an opportunity to revisit, refresh or learn anew in small groups the powerful psychological approach to communication and confidence building that DTA offers.

The workshops are 6 hours duration, and the fees are £85 plus vat. They are live, highly interactive and are supported by workshop materials including powerpoint slides, reference and further reading lists and a workshop paper. The workshops aim to run twice a month and there is a discount offered for block bookings of five workshops.

For more information on the workshops, visit: www.ta-tribe.com/tribe-wshops.

Tribe Advanced Practitioners Group (TAPs)

Online Workshops 2020-21

This group is for those who have 2 – 3 years (or more) TA training experience and who have therefore got a good grasp of the core concepts. Once again, the group is for those who are intending to qualify in TA as well as those who are only interested in continuing professional development.

The Diploma and Advanced Diploma subjects and approaches will be covered over a rolling period of two to three years. The Diploma leads to **TA Advanced Practitioner** status, and the Advanced Practitioner to **TA Master Practitioner** status. The workshops are monthly, of two days duration (Friday and Saturday) and are online. The fee is £190 plus vat. Theory topics will be covered on the Friday, in order to deepen TA learning and application and Saturday is a supervision day. Individual and cascade supervisions will be conducted as required. Participants are also encouraged to bring recordings of their work, and to request live feedback on their teaching and/or coaching.

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Case Formulation

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I have just (a few days ago) completed today's permission (or was it an instruction?) from my great grandmother through transgenerational scripting that you "learn something new every day". Today's learning has been that we in TA have been doing something called case formulation without always naming it as that.

My learning was prompted by an article by Corrie and Kovacs (2019) writing about the functions of formulation in coaching psychology. They described formulation as an emerging consideration within the field of coaching, and wrote about how they have seen that coaches need the skill of formulation when they bring into supervision cases in which they are 'stuck'. This intrigued me, especially when they referred to a PPP model – not the well-known TA 3P model of permission, protection (Crossman, 1966) and potency (Steiner, 1968) – but Purpose, Perspective and Process (Corrie and Lane, 2010; Lane and Corrie, 2009) - which seem to me to be more about contracting and intervention planning than about hypothesising as we analyse the client..

I looked further and discovered the 2nd edition of *Formulation in Psychology and Psychotherapy* by Johnstone and Dallos (2014), in which they write that "Formulation draws upon psychological theory in order to create a working hypothesis or 'best guess' about the reasons for a client's difficulties, in the light of their relationships and social contexts and the sense they have made of the events in their lives. Formulations are co-constructed with clients, and their main purpose is to inform the intervention." (p.xx). As I read that, I thought that sounds like what we do in TA when we analyse and contract – or as I wrote about with colleagues (Guen, Hay, Kidd, Salem and Westley, 2011) when we extended Ian Stewart's (1989) flowchart to maintain the bidirectional flow and added in the context and the relationship, as shown in Figure 1.

The Johnstone and Dallos book had much relevant material and contains chapters on case formulation for various approaches, including psychodynamic, cognitive-behavioural, systemic and integrative, but not TA. I therefore looked in the *Transactional Analysis Journal* and searched for 'formulation', which generated 377 articles. However, only three had 'formulation' in the title and, of these, one used the word in the general sense and was about ego state models (Cox, 1999), and in another the word appeared in the title only (van Beekum, 2015). The other article, by Salole (2001) was indeed about case formulation; he repeated a previous research study by a non-TA author who had compared case formulations prepared by different clinicians using the Patient's Plan Diagnosis method (Weiss, 1993). Salole repeated this using a TA approach, albeit with a heavy focus on the TA redecision school, and demonstrated that eight TA clinicians produced statistically correlated formulations.

I looked at some of the articles with the word formulation in the text but mostly it was used in a general sense of the word or referred to how we 'formulate' TA concepts. An exception I noticed was Novellino (1984), who proposed a scientific approach of collection of data, formulation of hypotheses, verification of the hypotheses, intervention and feedback.

I then did the same search in the *International Journal of Transactional Analysis Research & Practice* and found there numerous studies which included case formulations. These were HCSED (Hermeneutic Single-Case Efficacy Design), such as by Widdowson, whose studies spanned 2012-2014, and Benelli and co-authors spanning 2015-2018 (I will not list the references for all of these as IJTARP is an open access journal which you can easily access and search for the author names). As the Editor of that journal, I probably should have noticed the use of the term but had not registered its significance (and in case you repeat the search, in Ohlsson (2010) the word appears but only in the title of a reference given).

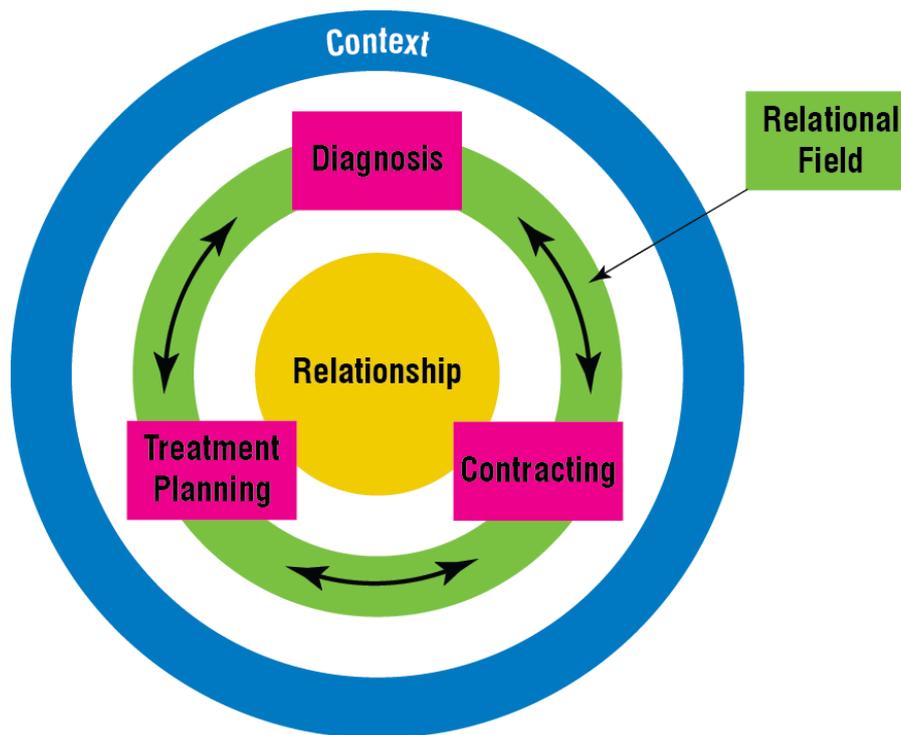


Figure 1: Diagnosis, Contracting and Treatment Planning – a visual representation (Güven et al, 2011, p.8)

So, I went back to the non-TA publications and consider how what was written there might be relevant to TA. Johnstone and Dallos pointed out that many definitions of the term pre-suppose it to be an event rather than a “recursive process of suggestion, discussion, reflection, feedback and revision that is part of the moment-to-moment process of therapy [that] may be the more common clinical reality.” (p.4). For me, this description aligns well to how cases in TA can be regarded as critical ethnographic researches – we hypothesise, act and observe, amend our hypothesis, act and observe, and so on.

Johnstone and Dallos also pointed out that most definitions incorporate the viewpoint and role of the client, stressing that the formulation should be “a *shared* production that is based on *personal meaning*.” (p.5) (italics in original), before themselves quoting the Division of Clinical Psychology (2011) definition which also refers to the formulation being constructed collaboratively. This sounds

like constructivist (Allen and Allen, 1997) and cocreative (Summers and Tudor, 2000) TA. It also aligns well with the TA emphasis on contracting being done with the client and not to the client or on the client. Indirect support for this is provided by a meta-analysis by Bisra, Liu, Nesbitt, Salimi and Winne (2018) of 64 studies involving almost 6000 participants, which found that self-explanation is a powerful learning technique. Although the work was about how students learn, as opposed to being torqued through instructor explanation, it is suggested that the benefit may be largely due to engaging in the “unique process of generating an explanation oneself... allowing them to identify and address gaps in their understanding” (Jarrett, 2019, online) (underlining added). It was also necessary that the individual was making connections with new learning, which for TA means that they are relating TA concepts to their existing self-awareness.

This prompted me to update the diagram shown as Figure 1, which now becomes Figure

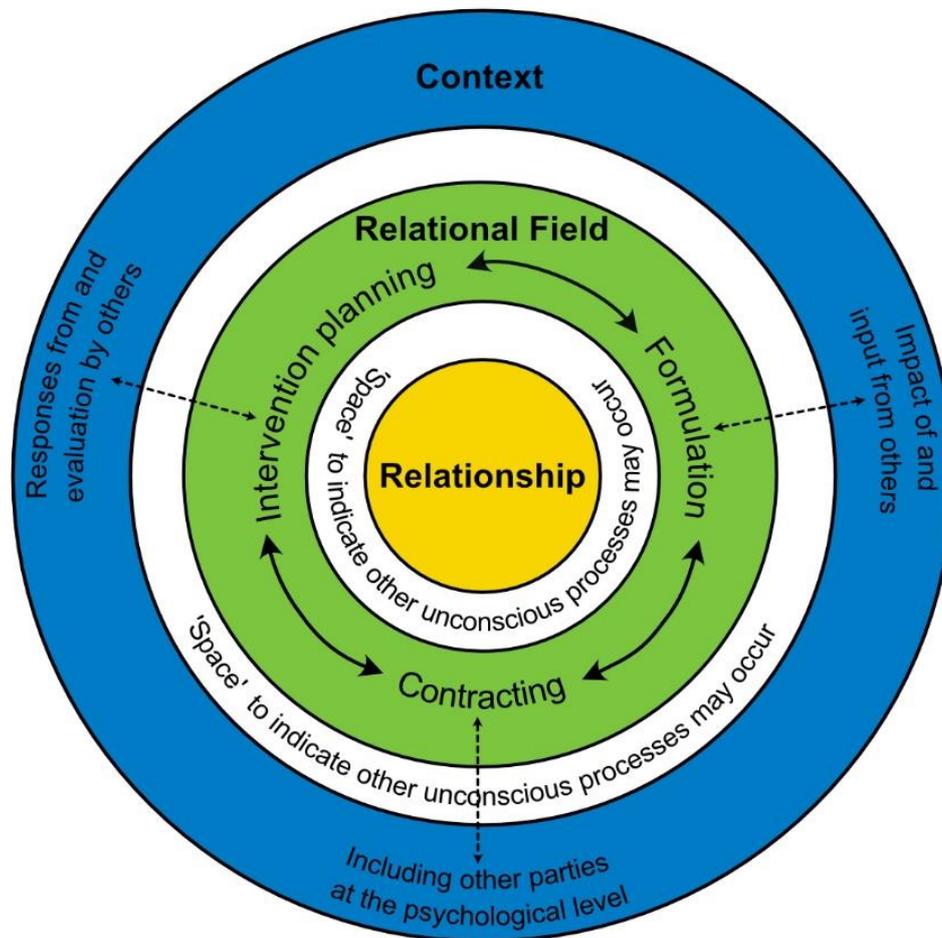


Figure 2: Formulation, Contracting, Intervention Planning

2. As shown in Figure 1, Guven et al maintained the ongoing cyclical of Stewart’s flowchart with loops back but felt that more was needed, and that what emerges at any point may lead to movement in either direction.. They modified Stewart’s labels slightly (treatment direction became treatment planning) and added an outer circle to represent the context within which the practitioner and client are working, and the inner circle to represent the relationship between them. They pointed out that the inner circle is impinged upon by the activities of diagnosis, contracting and treatment planning but these three are inside the context. This outer circle can be likened to the frame (Goffman 1974) which may be implicit but still impacts significantly on the process.

Finally, the middle circle represents the relational field through which client and therapist interact, and which mediates between the relationship and the context as the process moves to and fro between diagnosis, contracting and treatment planning. It is deliberate that there is white space between relationship and relational field and between relational field and context – each can ‘free wheel’ but who really knows what goes on there!

In Figure 2, this might now be labelled Formulation instead of Diagnosis, and Intervention Planning instead of Treatment Planning. Contracting will of course stay the same term. Additional arrows can be added between Formulation, Contracting and

Intervention Planning to show how each interacts with Context. For any professional activity with a client who is within an organisational context, for instance, the contract is likely to become multi-party so that stakeholders within the context must be included. This in turn has a significant influence on the Intervention Planning, in that clear boundaries around confidentiality are likely to be needed between the work being done with the client and the stakeholders within the Context; it may be necessary to point out that those stakeholders will be able to observe the results in the ways in which the client will exhibit changed behaviour, and that the client may choose to volunteer information, but that those stakeholders will not be briefed directly by the practitioner.

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