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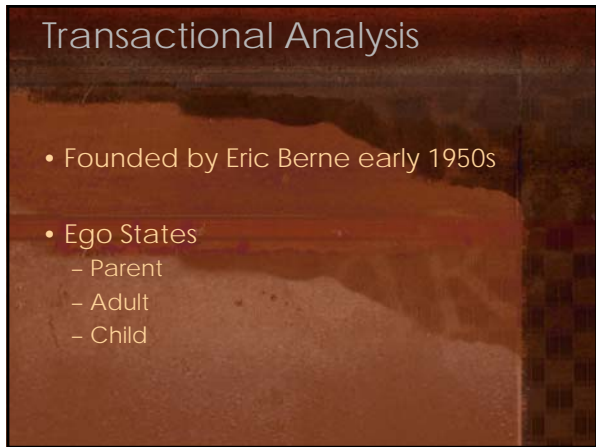
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## Transactional Analysis

- Parent:
  - authority, absorbed conditioning, learning and attitudes from when we were young
  - conditioned by our real parents, teachers, older people, next door neighbors, aunts and uncles, Father Christmas and Jack Frost.
  - 'how to', 'under no circumstances', 'always' and 'never forget', 'don't lie, cheat, steal', etc, etc.

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## Transactional Analysis

- Adult:
  - Our 'Adult' is our ability to think and determine action for ourselves, based on received data.
  - The adult in us begins to form at around ten months old, and is the means by which we keep our Parent and Child under control.

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## Transactional Analysis

- Child:
  - Our internal reaction and feelings to external events.
  - Seeing, hearing, feeling, and emotional body of data within each of us.
  - When anger or despair dominates reason, the Child is in control.
  - Like our Parent we can change it, but it is not easier.

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## Transactional Analysis

- Parent is our 'Taught' concept of life
- Adult is our 'Thought' concept of life
- Child is our 'Felt' concept of life

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## Transactional Analysis

- At the core of Berne's theory is the rule that effective transactions (ie successful communications) must be complementary.
- If a crossed transaction occurs, there is an ineffective communication. Worse still either or both parties will be upset.

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## Transactional Analysis

- Parent:
  - Physical - angry or impatient body-language and expressions, finger-pointing, patronizing gestures,
  - Verbal - always, never, for once and for all, judgmental words, critical words, patronizing language, posturing language.
  - Beware of cultural differences in body-language or emphases that appear 'Parental'.

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## Transactional Analysis

- Child:
  - Physical - emotionally sad expressions, despair, temper tantrums, whining voice, rolling eyes, shrugging shoulders, teasing, delight, laughter, speaking behind hand, raising hand to speak, squirming and giggling.
  - Verbal - baby talk, I wish, I dunno, I want, I'm gonna, I don't care, oh no, not again, things never go right for me, worst day of my life, bigger, biggest, best, many superlatives, words to impress.

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## Transactional Analysis

- Adult:
  - Physical - attentive, interested, straight-forward, tilted head, non-threatening and non-threatened.
  - Verbal - why, what, how, who, where and when, how much, in what way, comparative expressions, reasoned statements, true, false, probably, possibly, I think, I realize, I see, I believe, in my opinion.

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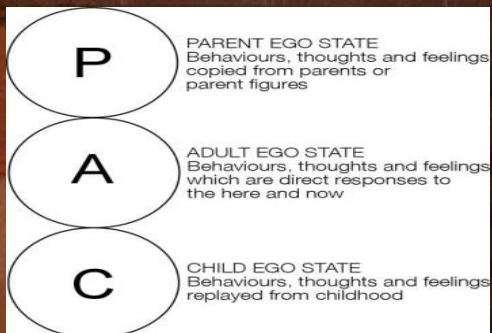
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## Diagram



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## Transactional Analysis

- Only 7% of meaning is in the words spoken.
- 38% of meaning is paralinguistic (the way that the words are said).
- 55% is in facial expression. (source: Albert Mehrabian)

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## Meta Message

- Dr. Deborah Tannen spoke in her video "He Said, She Said" about the "Meta Message" meaning the message within what is being said through spoken words.
- Military: "Its Cold in Here" meaning someone of lower rank should do something about it.
- Females: "Do You want to stop for drink?" meaning I do & want your thoughts.

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## Transactional Analysis

- "There is no general rule as to the effectiveness of any ego state in any given situation (some people get results by being dictatorial (Parent to Child), or by having temper tantrums, (Child to Parent), but for a balanced approach to life, Adult to Adult is generally recommended. "

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## Contemporary TA

- 1980's by Wagner, Joines and Mountain
- Subdivided into a 7 element Model

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## Contemporary TA

- **Parent**
  - Parent is now commonly represented as a circle with four quadrants:
  - **Nurturing** - Nurturing (positive) and Spoiling (negative).
  - **Controlling** - Structuring (positive) and Critical (negative).

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## Contemporary TA

- **adult**
  - Adult remains as a single entity, representing an 'accounting' function or mode, which can draw on the resources of both Parent and Child.

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## Contemporary TA

- **adult**

- Adult remains as a single entity, representing an 'accounting' function or mode, which can draw on the resources of both Parent and Child.

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## Contemporary TA

- **child**

- Child is now commonly represented as circle with four quadrants:
- **Adapted** - Co-operative (positive) and Compliant/Resistant (negative).
- **Free** - Spontaneous (positive) and Immature (negative).

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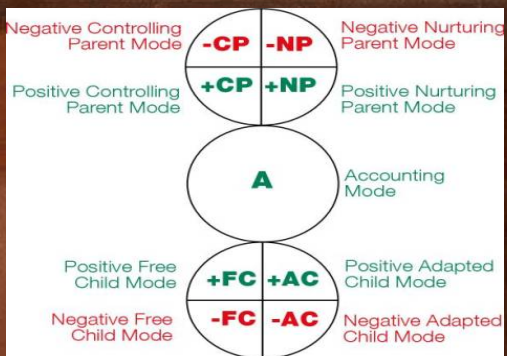
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## Diagram



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## Ineffective Modes

Negative Adapted Child - expresses an "I'm not OK" message. When in this mode the person over-adapts to others and tends to experience such emotions as depression, unrealistic fear and anxiety.

- Negative Free Child - in this mode the person runs wild with no restrictions or boundaries. In this mode they express a "You're not OK" message.

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## Ineffective Modes

• Negative Controlling Parent - communicates a "You're not OK" message, and is punitive.

• Negative Nurturing Parent - communicates a "You're not OK" message. When in this mode the person will often do things for others which they are capable of doing for themselves. When in this mode the person is engulfing and overprotective.

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## Positive Modes

• Positive Nurturing Parent - communicates the message "You're OK". When in this mode the person is caring and affirming.

• Positive Controlling Parent - communicates the message "You're OK". This is the boundary setting mode, offering constructive criticism, whilst being caring but firm.

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## Positive Modes

- Positive Adapted Child - communicates an "I'm OK" message. From this mode we learn the rules to help us live with others.
- Positive Free Child - communicates an "I'm OK" message. This is the creative, fun loving, curious and energetic mode.

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## Strokes

- Compliments
- On the whole we prefer to receive negative strokes than no strokes at all, at least that way we know we exist and others know we exist.
- Personally determined (culture, etc!)
- Stroking can be physical, verbal or nonverbal.

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## Stroke Economy

- Positive: "I Like You"
- Negative: "I Don't Like You"
- Conditional: "I Like (or don't) You"
- Unconditional: "I Like You When You Smile...or Don't when you are sarcastic"

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## Stroke Economy

- Claude Steiner
- five restrictive rules about stroking:
  - don't give strokes when we have them to give
  - don't ask for strokes when we need them
  - don't accept strokes if we want them
  - don't reject strokes when we don't want them
  - don't give ourselves strokes

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## Stroke Economy

- Claude Steiner
- five unrestrictive rules about stroking:
  - give strokes when we have them to give
  - ask for strokes when we want them
  - accept strokes if we want them
  - reject manipulative strokes
  - give ourselves positive strokes

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## Diagram:




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## Blame Model

- Jim Davis TSTA
- I'm to blame (You are okay and I'm not okay - 'helpless')
- You are to blame (I'm okay and you are not okay - 'angry')
- We are both to blame (I'm not okay and you are not okay - 'hopeless')

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## Blame Model

- Healthy:
  - "It's no-one's fault, blame isn't the issue - what matters is how we go forward and sort things out." (I'm okay and you are okay - 'happy')

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## Scripts

- life plan, made when we are growing up

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## Games

- First Degree games are played in social circles generally lead to mild upsets not major traumas.
- Second Degree games occur when the stakes may be higher. This usually occurs in more intimate circles, and ends up with an even greater negative payoff.
- Third Degree games involve tissue damage and may end up in the jail, hospital or morgue.
- Chris Davidson (2002) has argued that world politics can involve fourth degree games - where the outcomes involve whole communities, countries or even the world.

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## Games

- Vary in the length of time that passes while they are being played. Some can take seconds or minutes while others take weeks months or even years.

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## Games

- People play games for these reasons:
  - to structure time
  - to acquire strokes
  - to maintain the substitute feeling and the system of thinking, beliefs and actions that go with it
  - to confirm parental injunctions and further the life script
  - to maintain the person's life position by "proving" that self/others are not OK
  - to provide a high level of stroke exchange while blocking intimacy and maintaining distance
  - to make people predictable.

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## Games

- How to Deal with them:
  - cross the transaction by responding from a different ego state than the one the stimulus is designed to hook.
  - pick up the ulterior rather than the social message e.g. when a person says "I can't do this, I'm useless". Rather than saying "let me do this for you" instead say "It sounds like you have a problem. What do you want me to do about it?" (said from the Adult ego state)

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## Games

- How to Deal with them:
  - the opening message to the game always entails a discount. There are further discounts at each stage of the game. By detecting discounts we can identify game invitations and defuse them with options. (A discount is when we minimize, maximize or ignore some aspect of a problem which would assist us in resolving it. Such as saying in a whiny voice "This is too difficult for me to do", so we automatically help them).

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## Games

- How to Deal with them:
  - replace the game strokes. Loss of strokes to the Child ego state means a threat to survival. We get a great many strokes from games, even if they are negative. However, if we don't obtain sufficient positive strokes, or give ourselves positive strokes, we will go for quantity rather than quality of strokes and play games to get them. This loss of strokes is also a loss of excitement that the game has generated.

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## Games

- How to Deal with them:
  - 1. What keeps happening over and over again
  - 2. How does it start?
  - 3. What happens next?
  - 4. And then what happens?
  - 5. How does it end?
  - 6. How do feel after it ends? (John James, 1973)

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## Contemporary TA

- Now one is not only attempting Adult-Adult transactions but any positive combination.

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## Contemporary TA

- Transactional Analysis is a contractual approach. A contract is "an explicit bilateral commitment to a well-defined course of action" Berne E. (1966). Which means that all parties need to agree:
  - why they want to do something
  - with whom
  - what they are going to do
  - by when
  - any fees, payment or exchanges there will be

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## Contemporary TA

- Like Business Contracts
- Positive Words "I Want" rather than "I Don't Want..."
- Must be:
  - Measurable
  - manageable
  - motivational

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## Recommended Books

- TA Today - Ian Stewart & Vann Joines
- I'm OK You're OK - Thomas and Amy Harris
- Staying OK - Thomas and Amy Harris
- Games People Play - Eric Berne
- What Do You Say After You Say Hello - Eric Berne
- Scripts People Live - Claude Steiner
- The Total Handbook Of Transactional Analysis - Woollams & Brown
- Transactional Analysis For Trainers - Julie Hay
- The Transactional Manager - Abe Wagner

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