THE Script

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Celebrating Moving Forward With TA in Africa

by Karen Pratt

It was a great joy to travel to Nairobi, Kenya, to supervise Sophie Bruas (CTA-E) in her first TA 101. She flowed with ease and cocreated a highly interactive and exciting experience for 12 participants. Their level of vibrant discussion and honest self-reflection was testimony to the safe and inviting learning environment that Sophie created.

This felt like a significant moment for me as well—a sense of the legacy of passing on what Colin Brett offered me 24 years ago when I began my TA journey in South Africa.



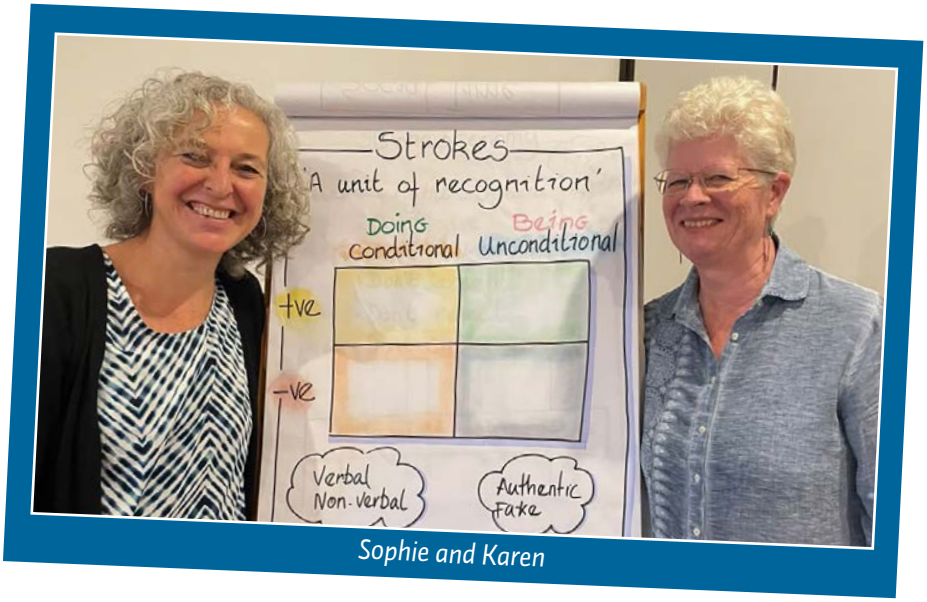
TA 101 Participants: (names in order from the left): back row: Maryann Dutlow Hotz, Aparna Patil, Simran Shah, Teckie Karoki, Anthoni Kariuki, Weez Bonanno, Benson Irungu, Susan Banda; front row: Kimani Mwaura, Anne Muraya, Sophie Bruas, Ruth Kiraka, Martin Oduor-Otieno

itaa
INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION

Roots of TA in South Africa

The early history of TA in South Africa began in the 1970s when South Africans Maria Gilbert and Petruska Clarkson completed their own TA training and began to gather a small group of South African therapists and counselors into a TA learning group. They had been trained by Richard Erskine and Rebecca Trautmann, who were among the few foreign trainers who were willing to train in South Africa at the time of the Apartheid regime.

There was a regular flow of people interested in TA from Witwatersrand University. Diana Schmukler was the Professor of Clinical Psychology there, and she and Merle Friedman promoted TA, making it part of the psychology curriculum. When Diana left, she handed over the loosely formed South African Transactional Analysis Association (SATAA) to Sharon Kalinko to continue running it.



Sophie and Karen

Diane Salters returned from exile to South Africa in 1993 just before the first democratic elections in 1994. She became involved in local government politics and community education before resuming her work as a therapist a few years later. She then joined Sharon to set up the SATAA more formally as a registered non-profit organization with the aim of hosting a TA World Conference. That took place in 2008 in Johannesburg and was a vibrant experience that many people still remember fondly.

Expansion in Africa

At last the time has come to expand further into Africa! As well as being the first TA 101 trainer in East Africa, Sophie is also stepping into the role as regional representative for Africa and the Middle East on the ITAA Board of Directors. We look forward to the growing of TA in Africa.

Sophie recalls how it all began: "And would you consider running a TA 101 in Kenya, Sophie? I will come to support you." I can't recall exactly how Karen phrased her question, but the intense emotion I felt at that moment remains intact in my memory. It was a mix of pride, excitement, and the feeling of being invited to 'join the adults at the table!'

My experience of this first TA 101 is that of a rite of passage. Like all rites of passage, it comprises three distinct phases: a phase of separation, one of liminality, and finally one of incorporation (van Gennep, 1960).

Separation

"With my CTA in hand, naturally, my belonging to the various exam preparation groups had become obsolete. Alone with the *Handbook*, I faced the preparation of the TA 101. My perception of the TA community had always been global and mainly virtual. I could have sought the company of my peers or my mentors to support and guide me, but for some reason, it seemed to me that I had to develop 'my workshop' without these influences. Don't rites of passage involve tasks to be accomplished alone to show one's value and readiness? I procrastinated a lot. As the workshop date approached, my initial feeling of euphoria gave way to doubt and a sense of imposture. How could I have been so arrogant as to claim that I was ready to impart my TA knowledge? To counter this feeling, I sent invitations to my network of coaches and a few selected clients who had heard me talk about TA and whom I thought

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Exploring functional ego states

would be kind to me. Was it the timing or the novelty of the training in a context where few CPDs are available in person? Within 72 hours, the list of 12 participants was complete, and there was enough interest to even consider a second training in October. The point of no return.

Liminality

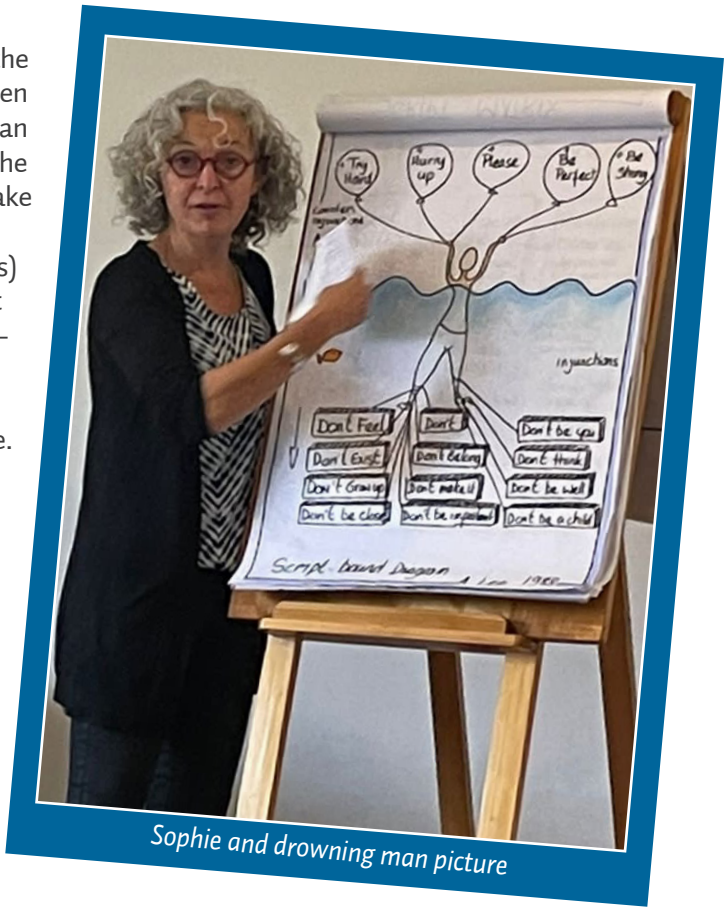
"This transition phase is undoubtedly the most uncomfortable. Once the process is initiated, the transformation work begins. Here I needed to move from the state of receiver to that of giver of knowledge. Developing a TA 101 that meets the guideline's specifications but above all that instigates curiosity and desire for the future of TA in Africa was my guiding star. I am not looking to convert or convince people but rather to inspire and to convey my passion for TA. I felt the weight of all the names that preceded me: How will I, in just 2 days, cover so many theories and models, maintain coherence and rhythm, and stay true to my humanistic-radical educational philosophy? At that stage, the task seemed titanic and confronted me with my script. Model after model, drawing after drawing, the rhythm appeared, and my TA 101 took shape, or was that me who took a new shape?

Incorporation

"Two days before the start of the training, Karen had arrived in Kenya, which was a relief. I was ready. There was something immensely gratifying about experiencing this moment of transition with the benevolent presence of my mentor.

In Northern Kenya, in Samburu country, I remember a few years ago being invited to the Enkipaata, a ceremony marking the passage of young men to the status of Moran (adult). The role of the 'Rika' (Elders who take a role of guiding the younger generations) was predominant at each stage, enveloping the young ones with a watchful and compassionate gaze. I found this kind of eldership in Karen's eyes, as she sat slightly apart but remained within my line of sight. The rapport we have built over the past 6 years was transforming that day. We were becoming 'peers in adulthood' (I only realized this later that day sitting with Karen at my kitchen counter with a glass of wine).

"Developing the knowledge of transactional analysis in East Africa will require more than a few TA 101s, I am aware, but it is a step. The interest and appetite are there, it just needs to be nurtured. I am a 'Moran'!"



Sophie and drowning man picture

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A Life of Digital (Dis)Connection: The Impact on Society, Groups, and Individuals

by Alexandra Gheorghe and Traian Bossenmayer



Alexandra Gheorghe



Traian Bossenmayer

The *TAJ* theme issue we are editing on "A Life of Digital (Dis)Connection: The Impact on Society, Groups, and Individuals" is especially relevant now as we navigate the profound and ongoing digital transformation shaping our world. **Our aim is to invite diverse perspectives and reflect together on our evolving relationship with the digital world**, which continues to profoundly shape our personal and professional lives.

When we look back, we have been online for more than 25 years, but this journey has not been linear. It began as an add-on to our analogue routines with emails, online shopping, forums, and messaging. Gradually, the online world expanded, influencing our personal, professional, and social contexts. The exponential growth came with smart devices and social networks, which offered an enriching and potentially overwhelming sense of global connectivity.

Given our differences, personalities, temperaments, and roles, each of us made different meanings of this invitation to join the digital world. Generational patterns also played a role, since some have found it easier to transition from an analogue to a digital way of interacting, just as those who have known only the digital age might feel rather estranged by off-the-grid contexts.

The global pandemic that began in March 2020 dramatically altered the balance between online and offline life. Human contact moved mostly online for meetings, exams, school, and therapy sessions. For months, the world lived in the digital realm, adapting to new ways of working and interacting. As the world reopened post-pandemic, some activities returned to their original formats, whereas others stayed online. The change that the pandemic has brought to our lives may have simply accelerated a change that was already taking place due to the new ways of living in the digital age.

As a key driver of digital transformation, social media has changed how we live and perceive our surroundings. Constant connectivity and/or the pressure to maintain a digital identity offers benefits but also encourages new rituals that

sometimes devalue past offline interactions. "Social media are the new cool cultural hangouts, having replaced the street corner or public park of old" (Evans, 2014, p. 154).

A quick review of *TAJ* articles has revealed little on the topic of the impact of the digital world and the significant transition to online interacting as we work and live as practitioners, trainers, and supervisors. Stilman (2022, 2023) invited us toward a more in-depth reflection of working online and argued that this transition is a significant shift that we still need to find our way through with all its benefits and limitations. Perhaps more importantly, he called on us to be aware of how this shift informs our own ability to change and integrate new experiences and become, in the process, more versatile practitioners.

Evans (2014) eloquently wrote about the place social media and relating in cyberspace play in the development of young people. She described multiple nuances that inform this development in the digital world with its positive and potentially well-attuned attributes that are easily recognizable and accessible for the digital generation.

Professionals from other approaches and connected fields of humanities have also attempted to explore and understand the changes, benefits, and challenges that this transition to a digital world continues to bring.

The *Oxford Review of Education* focused on the effects of the digital world on children and young people as early as 2011 in a theme issue titled "Digital Technologies in the Lives of Young People" (see Coleman, 2011). The *Journal of Social Psychology* dedicated a special issue to the topic in 2018 when they explored "Interpersonal Relationships in the Digital Age" (see Okdie & Ewoldsen, 2018). In 2019 the *Journal of Social Work Practice* published an issue on "Networked Relationships: Opportunities and Challenges for Social Work in the Digital Era" (see Kirwan, 2019). In the field of counseling and psychotherapy, the *European Journal of Psychotherapy and Counselling* recently published a theme issue titled "Technology, AI Bots and Psychotherapy After Covid: What Futures for Psychotherapy in a Digital Age?" (see Loewenthal, 2024). The *Psychotherapy Research* journal also explored the theme in a section on "Therapy Relationships and Digital Interventions" (2024) (see Newman & Hayes, 2024).

We start our investigation from a place of curiosity and openness toward this rich topic and aim to bring in diverse opinions, reflections, and experiences. Our invitation to you all in our community is to bring your experiences as counselors, educators, coaches, organizational consultants, and psychotherapists and to share your own findings, theoretical explorations, and research.

As the digital world continues to develop and expand, the number of ways in which we can explore its implications increases exponentially. We are interested in reading submissions on this topic from a variety of perspectives. **For inspiration, we offer some questions to guide your reflections about this new way of being and interacting, one of digital (dis)connection.**

- How is our identity (personality, self/body image, etc.) being developed and shaped in this online world?
- How do we teach and parent differently and how do these roles change?
- What are the benefits and ethical challenges of conversational artificial intelligence in psychotherapy?
- How does the development of the brain change as a result of the time we spend online? Does this inform the way we look at addictions?
- How has this transition changed our ways of working, interacting, and belonging in organizations?
- In our diverse roles, what have we gained? What have we lost?
- How are we informed by new research on the topic?

We welcome submissions from new as well as seasoned writers, and we particularly welcome submissions from all fields of application. Please follow the Submission Guidelines here and send your contributions to *TAJ* Managing Editor Robin Fryer robinfryer@aol.com by 1 February 2025. Please direct questions to Alexandra Gheorghe at ale.gheorghe@gmail.com and Traian Bossenmayer at traian@bossenmayer.ro.

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July *TAJ* Theme Issue on "Leadership" Now Available

We are excited to announce that **the July *TAJ* on "Leadership," guest edited by Sue Eusden and Giles Barrow, with an exciting and stimulating lineup of articles, is now available online.**


Giles Barrow *Sue Eusden*

In their Letter From the Coeditors, Sue and Giles write:

"We are acutely aware of what is going on at different levels in terms of how leaders are showing up these days. Certainly, on the world stage, with so many national elections taking place this year (2024) involving over half of the globe's population, the question of who should lead will be on many minds. With significant international tensions, warfare, and regional disputes, leaders face immense pressure to perform, to deliver, and to bring their people with them. Closer to home, we are mindful of what leadership means for the communities in which we live and, in particular, our own professional community.

"To lead is to create movement, to open up spaces, to direct or transform in order to influence others. A common frame of leadership, deeply embedded in the human condition, is that leaders need followers and followers need leaders. We are familiar with how leadership development programs are highly popular, drawing on an almost primal hunger to exercise influential power. Leadership can be big business and, in an increasingly globalized world oriented toward consumer autonomy and economic growth, and a leader's accomplishment in such a system can be attributed to personal qualities rather than understood as an entanglement of dynamic power systems. This complexity is further heightened when leadership is set in the context of social media, in which the success of 'influencers' is measured by the rate of remuneration, often devoid of consideration of the values that underpin what and who is being influenced. Without collective care, models of sustainability, and a strong ethical compass, there is a danger of a corruption of the concept of leadership, perhaps reminiscent of Berne's tilting stack of pennies, which eventually results in dysfunction and abuse of power. Given all the turmoil, it is clear that we can be led or misled in different, and sometimes violently opposing, directions.

"In the process of editing this leadership issue, we have been interested in what is called for from leadership as we look to the present and the future. In the aftermath of the COVID-19 pandemic, for example, or the demonstrable and welcome rise in awareness about intersectionality, the growing demand for social change, and the climate catastrophe we are facing: What does this all mean for those who lead?

"We have also been curious about how power, authority, rank, and privilege arise across our community. Leadership is very much a part of the way we live, learn, and practice our TA, and hierarchy is found as much within our community as it is outside of it. International and regional organizations clearly require leadership, as do national associations. In addi-

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Digital (Dis)connection

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Newman, M. G., & Hayes, J. A. (2024). The therapy relationship, digital interventions, and their interaction. *Psychotherapy Research, 34*(5), 571-573.

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Stilman, R. (2023). Transcending the edge of connectedness: Screen relations in practice. *Transactional Analysis Journal, 53*(2), 176–185. https://doi.org/10.1080/03621537.2023.2184149

tion, leadership is fundamental to the network of training institutes around the world. We also recognize how leadership takes other, less obvious forms in terms of its practice as well as being positional. This includes, for example, those writing for the *TAJ* or editing its regular and special issues; those undertaking administrative roles supporting the training and examination system, including marking written exams or chairing examination boards; the thought leaders contributing innovative theory and ideas for application; those coordinating conferences, seminars, and workshops; and, finally, all those TSTAs and those on the TSTA journey—all of these individuals hold an important level of leadership.

"In turn, we have needed to reflect on our own leadership roles within the professional community, both through the formal posts we hold in relation to the training and examination system as well as contributing to the development of educational and psychotherapy theory and practice. While we both seek to advocate for changing the systems to be more progressive and democratic, we have been frequently reminded that we are the system. How easy it is to be seduced and engulfed in what no longer holds validity but defend it anyway, only to wish for a new world that seems improbable. Holding such a paradoxical position is arguably at the heart of contemporary leadership: how to remain with integrity in systems that are entropic by nature while being committed to their renewal."

The articles in this issue include the following:

"Does Transactional Analysis Have Enough to Offer Those in Leadership Positions to Enhance Their Understanding of the Role?" by Vanessa Williams

"Leadership, Intersectionality, and Feminism: Radical-Relational Perspectives" by Karen Minikin

"System Imago: A New Perspective on Leadership and Power" by Anisha Pandya

"Being in Charge: A Quest to Embrace the Role of Both Feminine and Masculine Energies in Leadership, Leaving Duality Behind" by Sarah Lowes

"The Leadership Triad: A Relational Model" by Michael Korpiun

"The Impact of Attachment on Leadership in Organizations" by Miek Hehenkamp and Cor van Geffen

"Iatrogenic Effects of Harmful Leadership in Psychotherapist Training: Split Group Imago and Psychological Games Between Teacher/Therapist and Trainee/Patient" by Antonino Raneri

"Affinity Continuum: Toward Professional Autonomy" by Jan Šimek, Lenka Procházková, and Michal Dubec

"*The Fluent Leader: Functional Fluency and Effective Leadership Inspired by Transactional Analysis*, edited by Valerie Fawcett" reviewed by Jr-Earn Lam

TAAANZ
Transactional Analysis Association of Aotearoa New Zealand

Transactional Analysis Conference November 2024—Wellington

Conference theme: Karangarua—Unity through diversity in relationship.

Join us in Wellington and be part of a transformative experience that bridges cultures and disciplines. At this international conference, we invite you to focus with us on whanaungatanga (relationships) and what happens when they are disrupted. Local and international speakers will lead us in an exploration of how transactional analysis can be used to help us build and maintain crucial relationships.

The conference will be preceded by an introductory TA101 course which will have a strong bicultural perspective (19th–20th November) and TA exams (also on 19th & 20th November). **Early bird pricing** applies until 15 July: **$525NZD for TAAANZ members** and $575NZD for non-members.

21st to 23rd November, Wellington, Aotearoa New Zealand

Te Raukura, Taranaki Wharf

To register, go to the TAAANZ website:
https://www.taaanz.nz/2024-international-conference

Regarding Copyright, Translation, and Republication of *TAJ* Articles

by Steff Oates, former ITAA Director of Research & Innovation



History

We have had many queries regarding the legality of copying *Transactional Analysis Journal* (*TAJ*) articles for educational and other purposes and about translation and republication licensing. **Here we hope to provide some information that will be useful to readers. If you have questions not answered here or want to request permission for use, translation, and/or republication of *TAJ* articles, please contact** *TAJ* Managing Editor Robin Fryer (robinfryer@aol.com). She will then either reply directly or will consult as needed with representatives on the ITAA Board of Directors and/or the *TAJ* publisher Routledge/Taylor & Francis.

Background to Copyright Law

The copyright for *TAJ* articles belongs to the ITAA. When an article is published, the author(s) sign an agreement with our publisher, Taylor & Francis, to allow publication with the understanding that the copyright remains with the ITAA.

Each *TAJ* author is provided with 50 reprints of their article, which they may share at their discretion. In addition, they may post their own Author Original Manuscript (AOM) or the Accepted Manuscript (AM) on their own website. **When posted online, the article must indicate the source with the following words:** "This is an [Accepted /Original Manuscript] of an article published by Taylor & Francis in the *Transactional Analysis Journal* on [date of publication], available at http:// www.tandfonline. com/[Article DOI]." Please note that for the *TAJ*, the Original Manuscript is the one submitted to the *TAJ* editorial team prior to review, and the Accepted Manuscript is the one that has been copyedited before submission to the publisher.

Author(s) may also share their article(s) at a meeting or conference by printing and distributing the published work known as the Version of Record (VOR). The VOR must also be accompanied by the words in the paragraph above.

When trainers and supervisors wish to distribute articles by authors other than themselves, there are legal guidelines that refer to fair use in the United States (US) or fair dealing in the United Kingdom (UK). We are aware that other areas of the world may have different laws/regulations/requirements with regard to such guidelines, but since it is not possible to cover all those here, we urge members to research these issues as needed for legal usage requirements in their countries/region.

US Guidelines Regarding Fair Use

Fair Use factors to consider:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use on the potential market for or value of the copyrighted work

UK Guidelines Regarding Fair Dealing

Fair dealing is a term used to describe some limited activities that are allowed without infringing copyright. **Briefly these are as follows:**

1. **Research and study:**

- The copy is made for the purposes of research or private study
- The copy is made for noncommercial purposes
- The source of the material is acknowledged
- The person making the copy does not make copies of the material available for a number of people

2. **Instruction or examination:** Copying parts of a work or a sound recording, film, or broadcast for the purpose of instruction or examination is allowed under the following conditions:

    - The copying is done by the student or the person giving instruction
    - The copying is not done via a reprographic process. (Reprographics is a printing term producing higher quality than photocopy.)
    - The source of the material is acknowledged
    - The instruction is for a noncommercial purpose

Scenarios Explaining Some of the Subtleties (These scenarios are taken from The California State University Longbeach; https://csulb.libguides.com/copyrightforfaculty/scenarios)

Scenario 1: A professor copies one article from a periodical for distribution to a class.

Fair Use?
Yes. Distribution of multiple copies for classroom use is fair use. However, the repeated use of a copyrighted work, from term-to-term, requires more scrutiny in a fair use evaluation. Repeated use, as well as a large class size, may weigh against fair use.

Scenario 2: A professor has posted his class notes on a web page available to the public. He wants to scan an article from a copyrighted journal and add it to his web page.

Fair Use?
No, if access is open to the public, then this use is probably not a fair use. No exclusively educational purpose can be guaranteed by putting the article on the web, and such conduct would arguably violate the copyright holder's right of public distribution. If access to the web page is restricted, then it is more likely to be fair use.

For the *TAJ* Specifically

Trainers, supervisors, and teachers making copies of *TAJ* article for educational purposes should consider the options below to ensure they are complying with fair use or fair dealing.

1. Is this a nonprofit endeavor?
2. With regard to the quantity being produced, does it follow fair use or fair dealing guidelines?

Another important consideration in relation to the *TAJ* is that **fair use does not apply if the photocopying of articles constitutes a threat to the viability of the *Journal*.** For example, if trainers provide photocopies for students, does that mean that those students will not need to join the ITAA to access articles?

In the ITAA, **student membership** has been specifically designed so that students can join and have *TAJ* access for only $90/year, and the scholarship grant fund provides students in financial hardship with help in covering membership fees. Students also need to be aware that their membership password should not be circulated to other students.

Translation & Republication of *TAJ* Articles

The ITAA has contracted with Routledge/Taylor & Francis specifically so that it can **grant permission to TA associations worldwide to translate/republish articles for a small administrative fee** ($35 per article). Such permission requests from TA associations should be sent to *TAJ* Managing Editor Robin Fryer (robinfryer@aol.com).

Other individuals or organizations who approach the ITAA for such permissions **are handled on an individual basis** and usually involve Routledge/Taylor & Francis. (It appears that their fee for republication for one article is about $1000, though that may depend on circumstances.) In considering any translation and/or republication request, the ITAA requires assurance that the translations are carried out by professional translators and to an appropriate standard.

The ITAA/Taylor & Francis Liaison Committee examines each request and decides on the appropriate fee for each application. (The ITAA receives as royalties 40% of the fee charged for each permission.) **All requests other than routine ones from TA associations as outlined above are assessed on the following criteria:**

- Is it a commercial request (i.e., for profit) or not for profit?
- Is the translation verifiable by a professional bilingual person?

Beyond a routine translation/republication request from a TA association for an article or small number of articles, the association's country is then assessed along the lines of the numbeo cost of living comparison as to how much they should be charged for republication.

Checklist of Instructions for anyone negotiating translating or republishing of TAJ articles.

1. Check who owns the copyright
2. If the request concerns either a *TAJ* article or some other publication copyrighted by the ITAA, they or the requester needs to contact the ITAA (either the managing editor or the Director Research & Innovation) to determine if the ITAA can handle the request or whether Routledge or some other publisher/entity needs to be involved. Be prepared to provide answers to the following questions:
   - Who will do the translation?
   - What steps will be taken and by whom to ensure the translation is accurate?
   - How will the translation be made available: in a book or journal, on a website, as a handout? Give as much info as possible about the circumstances (e.g., book author/publisher/print run; who publishes the journal or owns the website; who teaches the class and where; etc.)
   - Will there be a cost to readers? If so, how much and who will the money go to? Is this a for-profit or nonprofit project?
   - When will the translation likely be published or available?

This article is designed to address some of the questions that frequently arise with regard to use/republication/translation of *TAJ* articles, even though we are unable to cover all the ground, especially with regard to guidelines and legal standards in all countries/regions. **If you have specific questions, please contact Elvyn Aydin Keles, new ITAA Director of Research and Innovation at** elvinaydinkeles@gmail.com . We want to do what we can to demystify the republication process and to support members and TA groups/associations in their efforts to make *TAJ* materials available to as many people as possible.

Steff Oates, former ITAA Vice President of Research & Innovation, can be reached at lcfan@me.com .

July *TAJ* Free-Access Article on "Does Transactional Analysis Have Enough to Offer Those in Leadership Positions to Enhance Their Understanding of the Role?"

From the July 2024 theme issue on "Leadership," the free-access article is "Does Transactional Analysis Have Enough to Offer Those in Leadership Positions to Enhance Their Understanding of the Role?" by Vanessa Williams. This article opens with a critical review of a selection of transactional analysis (TA) theory on leadership to illustrate the richness of what is available. It then presents some views and experiences from a sample of senior leaders in order to explore any links between the two. Consideration is given to what constitutes leadership and how our understanding of it has shifted over time to engage those who are less familiar with the topic. The article concludes that Berne's original thinking, embellished by later TA practitioners, is a valuable resource for leaders today. The goal of the article is to provoke curiosity across the TA community about how to raise awareness of TA more broadly in organizations.

We encourage all *TAJ* readers to read this article and to use this important opportunity to encourage your colleagues and friends to learn more about contemporary transactional analysis. You will find the free-access article from the July issue available on the Taylor & Francis TAJ website (accessible via the ITAA website). Look for the green checkmark in the lower right corner.

Conferences & Events Calendar

6 November 2024
ITAA-EATA Webinar with Aruna Gopakumar and Samhita Arni

21-23 November 2024
TAAANZ International TA Conference, Wellington, Aotearoa, NZ

11–13 April 2025
UKATA National Conference, Swindon, UK, conference@uka4ta.co.uk

8–10 August 2025
World TA Conference, Montpellier, France

20-21 September 2025
SAATA Conference, Chennai, India



"The Power of Potency and the Potency of Power"

by Nicole Lenner

As part of the ongoing ITAA/EATA webinar series, on Monday 10 June 2024, I had the honor of presenting some of my thoughts and ideas about power dynamics. Around 350 colleagues from more than 20 countries attended, a truly international event, and I was excited with the huge interest in this topic. The webinar was introduced by Kristýna Tomonovà for the webinar committee, EATA President Sylvia Schachner, and ITAA President Thorsten Geck, with some words of appreciation for the webinar committee and our community. Leilani Mitchell was, as ever, master of technology, with other members of the committee watching the chat and reporting questions and comments.

This summary is to briefly describe the content of my presentation and the discussion that started during the webinar and that I am happy to continue elsewhere.

Nicole Lenner can be reached at nicole.lenner@amae.de .

To begin, I introduced myself as a Teaching and Supervising Transactional Analyst (Counseling) since July 2023 and shared that I perceive a significant change in how colleagues in the TA community approach me since I became a TSTA. With achieving the TSTA status, I seem to be seen standing on top of a high mountain that I climbed, not only more knowledgeable but also more powerful. Even friends who are not involved in TA were congratulating me for reaching the highest rank in my community. As much as it is true that the preparation for and the process of taking the TSTA exams is a lot of work (inner work as well as paperwork as well as studying), and I am somewhat proud to have made it to this point, I proposed a different metaphor for it. The image that I introduced for people's learning journey is that of a TA map that is black and white when you start off with your 101 and that you will color more and more the further you travel, explore, and become familiar with the TA landscape and the application of TA to your context. The coloring can be seen as the process of meaning making and development, and thus each TA map will look slightly different when colleagues go for their exams. That is what we then call "your identity as a transactional analyst," and in the best way, examiners will be interested in what your map looks like at the time they meet you and evaluate your work.

As TA folks, we focus on supporting thriving, inviting the potency in our clients and trainees and fostering our own potency. At the same time, the reality of our training and certification system contains power differences that are lived out in supportive and sometimes in unhealthy ways. I fear that the more I am/we are unaware of my/our power, the higher the risk of underestimating its potentially unhelpful dynamics. I hope that the more aware we are, the higher the chance of having a positively powerful impact, including at times when I and others feel powerless in the face of events in our world. My intention in this webinar was to raise our awareness and dare open communication about power. I believe this will lead to even more potency, not only in us and our trainees/clients, but

also in what we can contribute to the contexts we belong to outside of our TA community.

In various conversations, many of them with Marian Timmermans from The Netherlands (TSTA-O), I developed a model that we call the "Power Corral." This model can support self-reflection and conversations about the experience of power dynamics in the relationships we have.

Reminding us of the ethical principle of empowerment, I suggested that empowering needs to be a dance between inviting into healthy adaptation (you cannot change the landmarks on the TA map) and supporting thriving and growth (choosing the colors that fit best for you and your context, plus potentially adding new landmarks). These are the two poles of the horizontal dimension in the model. The vertical dimension is the wielding of power "with an intention" (the top pole) and "outside of awareness" (the bottom pole).

The example I chose to illustrate the use of this model was a TA trainer asking everyone in their group to at least once in the training year prepare a presentation about a certain TA model. From the trainer's perspective, they might intentionally invite healthy adaptation by being explicit regarding the requirements and support growth by their invitation to create a presentation about a trainee's understanding and examples of a certain model. Outside of the trainer's awareness, this task might feel overwhelming for some trainees and might be perceived as unhelpful pressure, while not enough thought is given to the fact that not everyone is growing with a challenge when it is perceived as too big.



"Myth and Memoir" with Aruna Gopakumar and Samhita Arni

On 6 November 2024, the next ITAA-EATA joint webinar, "Myth and Memoir" with Aruna Gopakumar and Samhita Arni, will explore the connection between the personal and universal. We will examine ways to blend personal experiences with the archetypal power of myth, infusing individual stories with universal themes. We will express our personal truths in a manner that relates to collective experiences. We will understand how artists and writers across time have infused their own personal stories with the power of myth to challenge and question social norms and the status quo, creating epiphanies. We will discuss the relevance of the same to our work as transactional analysts. **Watch future *Scripts* for information on how to register.**

With this example at hand, webinar participants were invited into small groups to discuss if and how the model might be useful for reflections on power dynamics in their contexts. Many interesting questions and potential additions and adjustments to the model were shared after the breakout time. The question "how can we speak about it if it's outside of our awareness?" met one core implication of the model: It requires courage to confront aspects that others cannot yet see via their frame of reference, especially if the other is of a higher rank within the hierarchy. And it needs courage to listen and understand the confrontation as an

option for mutual learning. Open communication, an open mind, and an open heart seem key if we want to raise our awareness about solving unhelpful power dynamics.

To end the webinar, I shared some of Claude Steiner's thoughts on power. In a 1987 *Transactional Analysis Journal* article, he suggested an alternative to authority and the unidimensional "mountain to climb." He described seven sources of power along the seven energy centers or chakras in a person's body: transcendence, knowledge, communication, love, control, passion, and grounding.

I am thankful for all the valuable and kind responses during the webinar that I could read afterward in the chat comments. For those who could not attend or are curious about what happened in the webinar, **I am offering a free repeat of the webinar on 24 September 2024 at 6–8pm MEST (you can sign up for it** here**.)**

Reference

Steiner, C. M. (1987). The seven sources of power: An alternative to authority. *Transactional Analysis Journal*, *17*(3), 102–104. https://doi.org/10.1177/036215378701700309

TAJ Editorial Board Members Sought

The *Transactional Analysis Journal* coeditors are looking for new members to join the editorial board. If you are interested, please email your name, country, and a brief statement about your areas of interest/expertise and your experience in writing and/or editing to *TAJ* Managing Editor at robinfryer@aol.com by 1 October.

IBOC Exam Calendar

Type	Exam Date	Location	Application Deadline
CTA	3-5 Oct 2024	Online	Closed
TSTA	3-5 Oct 2024	Online	Closed
CTA	19-20 Nov 2024	Wellington, NZ	19 Aug 2024
TSTA	19-20 Nov 2024	Wellington, NZ	19 May 2024
CTA	27 Feb-1 Mar 2025	Online	27 Nov 2024
TSTA	27 Feb-1 Mar 2025	Online	27 Aug 2024
CTA	9-11 Oct 2025	Online	9 Jul 2025
TSTA	9-11 Oct 2025	Online	9 Apr 2025

IBOC TEW Calendar

Type	TEW Date	Location	Application Deadline	TPO Deadline
TEW	24-25 Nov 2024	Wellington, NZ	Closed	Closed
TEW	25-27 Apr 2025	Online	Closed	25 Oct 2024
TEW	28–30 Nov 2025	Online	28 Mar 2025	28 May 2025
TEW	24–26 Apr 2026	Online	24 Aug 2025	24 Oct 2025
TEW	27–29 Nov 2026	Online	27 Mar 2026	27 May 2026

Note: Written exams can be submitted anytime throughout the year.

Please send applications for exams and TEW to the IBOC administrator: iboc@itaaworld.org
For the EATA exam calendar, please refer to: https://eatanews.org/exams/#coc-calendar and for the EATA TEW calendar, go to: https://eatanews.org/tew-calendar/?highlight=TEW%20calendar

Welcome to New Members

JUNE 2024

Suzanne Caddell, United Kingdom
Katie Cheesman, United Kingdom
Tetiana Demchuk, Ukraine
Tetiana Denysenko, Ukraine
Revati Deshpande, India
Irena Fras, Slovenia
Oksana Ivanova, Ukraine
Yevheniia Ivanova, Ukraine
Dunja Jolic, Serbia
Devika Khanna, India
Yuliia Kopchak, Ukraine
Anastasia Korepanova, Russia
Miho Kusaka, Japan
Zhanna Lison, Ukraine
Maryna Lutsenko, Ukraine
Komal Mathur, India
Shaen Milward, United Kingdom
Iryna Mirodan, Ukraine
Giridhar Narayanan, India
Oksana Nizhevska, Ukraine
Tatiana Panova, Russia
Mila Paunovic, Serbia
Olga Pekur, Ukraine
Anastasiia Perepelytsia, Ukraine
Oksana Prokopenko, Ukraine
Swati Ramgopal, India
Heather Sanderson, United Kingdom
Nurilla Seifullina, Kazakhstan
Ulpan Seifullina, Kazakhstan
Olena Smyrnova, Ukraine
Habby Sudhan, India
Svitlana Volokhan, Ukraine

Ethical Practice and Contracting in Clinical Practice

by Marina Rajan Joseph



When I decided to become a TA trainer, I was passionate and believed that I could make a difference. Because I was already a medical doctor and teacher, ethics and ethical practice were woven into my training and practice. Practicing consent and contracting before clinical examination/treatment and confidentiality were the most important recommendations for ethical medical practice. Often contracting was implicit and consent was verbal. However, the physician's first maxim is "Do no harm" and the second is "Do good."

When patients presented with physical distress, often immediate interventions in urgent care had to be given for relief from distress. The absence of explicit contracting was often overlooked in such situations. In contrast, during planned procedures, consent was more often documented. However, on reflection I see it was often from a one-up position by the caregivers to the care receivers. Caregivers were revered and perceived as persons who would help only, not harm.

As time passed, I saw health care become more commercialized. Laypeople became more aware of medical matters, and people started demanding accountability from caregivers. This led to contracting and consent becoming more explicit, documented, and ritualistic, often serving the role of self-defense for caregivers. The high pedestal on which caregivers were placed slowly came down. Litigation against health care providers became common, and the ethical responsibility of professional committees was sometimes overlooked. The line between ethical and legal complaints became thinner.

> ***Contracting can be effective only if it is more than a ritual and if mutual okness is practiced. And I think it is more the responsibility of the practitioner, who is more informed and viewed as more powerful in the relationship. The psychological well-being and awareness of the practitioner is key to this practice.***

When I read Berne referring to ethical psychotherapy practice, I related it to my medical ethics training. I saw that the principles are the same as in medical practice. The major difference was that in TA practice there was explicit contracting. I realized that the material a psychotherapist works with is subtle and not explicit, which necessitates explicit and clearly worded contracting. I realized what is more important is not whether contracts are written down but that they be clearly expressed and worded. I became aware of the depth of life position theory, which makes contracting imperative in all interpersonal work. I also realized that formalizing and writing down the administrative contract is only part of the contracting.

The most important aspect of contracting is the boundary within which the practitioner and client agree to work. The client—be it patient, student, or trainee—deserves to feel safe in their vulnerability in any ethically challenging situation.

Contracting can be effective only if it is more than a ritual and if mutual

okness is practiced. And I think it is more the responsibility of the practitioner, who is more informed and viewed as more powerful in the relationship. The psychological well-being and awareness of the practitioner is key to this practice. I learned that being an ethical practitioner is what enables making a difference as a TA practitioner.

For example, one of my trainees requested that I pay her IBOC fees (after giving cash to me) with my credit card because she did not have one. I was intuitively aware that it was not something I should do. But I chose to do it once after explaining the situation to her. When she made the same request a second time, I had to find space and time to sit with her and explain our contract, how the transference and countertransference were involved, and guide her to take responsibility for paying her fees.

I invite readers to reflect on your experiences in your evolution as ethical practitioners, including experiences of ethical challenges and how you handled them.

Marina Rajan Joseph can be reached at marina.rajan@gmail.com .

Advertise in *The Script*!

Reach transactional analysts around the globe by advertising your workshops, books, conferences, and other events in *The Script*. Rates are reasonable: twelfth page: $50; sixth page: $100; third page: $200; half page: $300; full page: $400. Deadlines—15th of the month prior to the month of publication (e.g., 15 January for the February issue). For details, contact Robin Fryer (robinfryer@aol.com).

Training and Certification

News from IBOC and PSC

Website Page Reorganized

Over the last month we have been working with the website team to redesign the pages covering the training, certification, and exam processes. There were two different pages: one called Training and another called Certification. The *Handbook* was tucked away in the Certification page under the submenu of Exam Administration, and we heard your comments about the difficulty in finding it and navigating around things!

Now you can find all you need on one page called Training and Certification. The drop-down tabs lead you step by step through the process at all levels. Links to the relevant parts in the *Handbook* accompany each section. The full *Handbook* and individual forms are on the dropdown tab "Examination Administration."

As you know, there is already a translation capability for the website; we are looking into options for making the complete *Handbook* translatable too in the near future.

October Exams

Please look out for the next round of exam emails going out soon to candidates and examiners so that you keep updated with important information.

Karen Pratt and Giles Barrow, PSC Cochairs

Haseena Abdulla and Sue Eusden, IBOC Cochairs

Webinar Recordings Available Online

There are now five webinar recordings available on the ITAA YouTube channel.

Ethics Committee webinar:
"From the Intrapsychic to the Systemic: Evolving Ethical Thinking"
27 October 2022

Social Engagement Committee webinars:
"Hope & Despair: How Do We Conceptualize and Experience Them as Transactional Analysts?"
4 April 2023

"What Is Your TA Work or Your Idea of Social Engagement?"
30 October 2023

"Avoidance & Engagement in a Disturbed World" (Personal Self) - Diane Salters
23 January 2024

"Avoidance & Engagement in a Disturbed World" (Professional Self) - Keith Tudor
22 April 2024

"Exploring Legacy, Legitimacy, and Identity: Transactional Analysis in a Changing World"

8–10 August 2025
Montpellier, France

We are excited to provide some key statistics about the upcoming 2025 World Transactional Analysis Conference:

- 361 tickets sold to date
- 37 countries represented
- 3 keynote speakers
- 2 conference debates

As of 31 May 2024, we have received:

- 109 proposals for 90-minute workshops
- 54 proposals for 3-hour workshops

The program committee and workshop proposal reviewer team are working diligently to evaluate these submissions and finalize an exciting program. Due to this overwhelming response, the organizing committee is negotiating with the conference venue to increase participant capacity and the number of workshops offered. Although we initially planned for 80 workshops, we now aim to offer at least 140 workshop sessions (140 sessions of 90 minutes; the final number will depend on the program committee's evaluation process).

Additionally, we will expand our capacity for the optional Gala party, promising an authentic French experience with a "petit je ne sais quoi." Expect a blend of gastronomy, cabaret, architecture, and the festive spirit of a traditional French "guinguette."

Don't miss your chance to be part of this unique event in the south of France. Secure your ticket now at the second early-bird rate available through this link . If you're new to the WTAC/IFAT platform, simply click on "Create Account" to get started

Jean-Luc Boyer
IFAT President & Conference Chair
WTAC 2025

Registration Discounts Available

If you are interested in being considered for a discount voucher to use for registration fees for attending the Montpellier conference and are not yet a member of the ITAA but are from a TAlent 1 or TAlent 2 country, please email info@itaaworld.org with your full name, your country of permanent residence, and the country where you are currently residing along with your current mailing address.

The WTAC ticketing system is now open:
https://my.weezevent.com/world-ta-conference-france-2025