



Bill Cornell

Facing Conflict, Finding Common Ground

**Script Editor Bill Cornell
Interviews Former ITAA
President George Kohlrieser**



George Kohlrieser

This interview was carried out in conjunction with the publication of George Kohlrieser's new book, *Hostage at the Table: How Leaders Can Overcome Conflict, Influence Others, and Raise Performance* (Jossey-Bass, 2006). A past president of the ITAA, George is currently Professor of Leadership and Organizational Behavior at IMD in Lausanne, Switzerland, and an international trainer and consultant in leadership education and conflict management.

Bill: I'd like to start our conversation by asking you to talk about your evolution from being a psychotherapist to doing hostage negotiation and conflict resolution to your current involvement in leadership training and how transactional analysis has been a link among those different professional endeavors.

George: Actually, it hasn't been an evolution from one to another. I've really followed dual, if not triple, tracks from the beginning of my career in the late 1960s. The training I got as a psychotherapist in transactional analysis, gestalt, humanistic psychology, and bodywork have all provided a tremendous foundation for understanding the self and the self in relation to others. Between 1968 and 1970, while using transactional analysis as a psychotherapist, I was simultaneously working with the Dayton, Ohio, police on an intervention team that responded to domestic violence and hostage situations. We often went directly into people's homes to intervene, so I became interested in relationship disturbances very early in my career. I was then invited to do team building for the intervention teams and between clinical psychologists and police, so even then I was working with conflict and conflict management.

The Dayton program in 1968 was the first of its kind to send a psychologist and mental health workers into homes with police. They recognized that in 90% of all homicides, police had been in the home at least once previously for a domestic violence call, and in 52% of homicides, they had been called in five times! So the people in the department realized that a domestic violence call could be a high predictor that somebody was going to die. As a result, we developed in-home, early intervention programs and reduced the homicide rate quite dramatically.

Bill: This reminds me of the intervention programs James Gilligan set up in prisons to reduce violence, suicide, and homicide.

George: That's right, and the reduction was dramatic. Gilligan gave the keynote at the transactional analysis conference in Nova Scotia in

2000. His book is excellent, and he's a wonderful man. Unfortunately, as is often the case, in Dayton there were funding cuts that seriously interfered with the program. However, even though funding for community mental health was reduced, the police picked it up and stayed involved. They functioned as allies to the mental health professionals and distressed families and were really seen as allies!

After 3 years, I got tired of doing emergency interventions on Christmas, Thanksgiving, weekends, and at night—peak times for family fights and violence. I wanted to be less directly involved, so the police chief asked me to join the

"Berne said, in essence, how we relate can lead to intimacy or it can lead to hell. Third-degree games are hell, and they are about violence."

police academy to train police officers and domestic violence teams. I continued as a member of the hostage negotiation teams for both the Dayton police department and the Montgomery county sheriff's department doing some post-hostage debriefings in Dayton until 1998 and am still involved in conflict resolution and hostage negotiation. Through all of this work, I had a chance to experience the high effectiveness of police as leaders and learned a great deal about leadership and leadership training. It was exciting to see what I was learning and doing applied in larger organizations and organizational interventions, so there was a gradual transfer into teaching and training leadership principles. I

found that transactional analysis is a natural and highly effective model to include in any leadership education program.

Bill: Would you say more about conflict resolution per se since it is a major focus in your book, *Hostage at the Table*?

George: Sure. The other thing I was doing in Dayton was teaching mental health technicians at the Dayton State Hospital in the management of violent and difficult patients. The only thing the hospital offered violent patients was medication and/or isolation. I was trying to help staff answer questions such as how do you respond when a patient starts screaming and/or becomes threatening? How does the mental health worker create a bond with a violent or disturbed

continued on page 2



Heather Fowlie

The following are excerpts from the keynote speech given by Heather Fowlie at the 17th Australasian Transactional Analysis Conference at Te Papa Museum, New Zealand, 12 November 2004.

I am delighted to be here and to have the honor of delivering this keynote speech. I didn't always feel so positively about doing this sort of thing, and I think the process that I went through around it is interesting enough to share with you, especially as it has a direct link with the theme of this conference and the content of this speech.

When I was asked to give this keynote, I thought the organizers had made a mistake and didn't realize who I was. Internally I felt sure that I

Standing Together: Diversity and Communication

by Heather Fowlie

wasn't experienced enough, good enough, qualified enough, big enough, old enough—whatever "enoughs" you could think of, I wasn't them!

Through vigorous discussions with friends and colleagues, I began to realize that I was talking to myself in the language of internalized oppression. As a female—and an originally working class female at that—I wasn't meant to be important, to shine, to be seen, to have important things to say. (There's the confusion part. Now the introjection part.) I had swallowed whole (internalized) the oppression and lies that go with the classifications that I had been born with,

and doing a speech like this would mean breaking some of the societal rules that had been laid down for how people like me should act. This kind of internalization and the personal alienation that accompanies it is, I suggest, a natural

and unavoidable consequence of being born and raised in a society in which some classifications or differences are devalued and compared less favorably to others.

This is depicted in Wycoff's (1976) equation, which she wrote about in the book *Love, Therapy and Politics*, which was the book that made me decide to train as a transactional analysis

therapist rather than another kind of therapist. I came across it in a secondhand bookshop and saw how political it was and thought that transactional analysis must be really political so it would suit me. Of course, when I entered

training I realized that transactional analysis practitioners are no more or less political than any other practitioners, but it worked to get me here.

continued on page 6

"There can be no prospect of 'standing together' unless we acknowledge the power discrepancies that presently accompany our differences."

Facing Conflict

continued from page 1

patient? Again, this was about early intervention and crisis management with violence-prone individuals, creating a bond, something I write a great deal about in the book. It was really conflict management again. Conflict and conflict resolution are part of daily life. We learn about conflict and conflict management primarily in our families, at school, and through the media, although much of what we learn isn't very effective. In fact, a lot of what we learn may actually make things worse.

Bill: Your comments bring to mind the fascinating time I had recently editing the April 2006 *Transactional Analysis Journal*, which is a special issue on "Freedom and Responsibility" containing many papers from the 2005 Edinburgh conference on the same theme. Virtually without exception, each of the articles—all written independently—addressed a shift in ethic and clinical focus from psychotherapy and a transactional analysis philosophy based on supporting autonomy to an ethic and philosophical/clinical emphasis on trust and interrelatedness. I think the subtitle of Diane Salters's article, "We Are One—We Are Many," really captures the theme of this *Journal* and its expression by the other authors in so many ways.

George: That sounds like a really interesting journal. And I agree. These days there aren't many people reciting what was known as the "gestalt prayer" (to paraphrase Fritz Perls, "I am not in this world to live up to other peoples' expectations, nor do I feel that the world must live up to mine"), are there? I was certainly exposed in the 1960s and 1970s—not only in my transactional analysis training but also in gestalt and other humanistic models—to that

original overemphasis on autonomy, personal responsibility, personal choice, and personal freedom, but I don't think it ever really took for me. I was deeply influenced by Jim Lynch, among others, and his emphasis on the fundamentally social quality of human nature and the importance of social relations with both verbal and nonverbal dialogue for physical and emotional health. My own tendency is to be very social, so the ethic of autonomy never quite fit me. I think too much individual autonomy (the independent loner I describe in the book, for example) can actually be quite destructive psychologically and physically. Of course, maybe it was also my Catholic upbringing, my Catholic family, the nuns, being in seminary, and so on, but I don't think it was just that.

I was originally drawn to transactional analysis by two things. The first was that it provided a state theory, that is, self-understanding through our internal states, our ego states. It's such a clear and powerful model. The second is that transactional analysis is a social psychology; Berne had a social philosophy, so transactional analysis had an interpersonal basis—states influencing other states. He said, in essence, how we relate can lead to intimacy or it can lead to hell. Third-degree games are hell, and they are about violence. And this process is in the context of predictable outcomes of games and scripts. You can imagine how important it is in a hostage negotiation—or with any highly violence-prone person—to predict an outcome. The idea that one word, one sentence, one transaction can change the destiny of a person is never more clearly demonstrated than in a hostage situation. Hostage negotiators are some of the best transactional analysts I have ever met!

In addition to transactional analysis, I was also deeply influenced by Carl Rogers's concept of unconditional positive regard and by Fanita English, who was my first TA trainer. Both had deeply social, interpersonal models of therapy that took into consideration how we engage, including how we communicate through the nonverbal. I was also strongly influenced by the work of John Chilton Pierce, for whom bonding is a primal, primary process. As for conflict resolution, from the beginning I had a growing understanding that it was all about building bridges. We can only get along with each other through building bridges and finding common ground.

Bill: There are some wonderful stories in your book that illustrate that process between world leaders such as Itzach Rabin and Yasser Arafat and Ronald Reagan and Mikhail Gorbachev.

George: Yes, it's pretty amazing how crucial that dynamic has been on the world stage between both individuals and groups. The ones you just mentioned are just two wonderful examples of arch enemies who moved to common ground and formed a personal friendship. As we talk about this, I realize that even when I was doing psychotherapy, I rarely did individual therapy. I did group therapy. I was trained in groups, did my most important personal therapy in groups, and my supervision was in groups. I really believe problems get solved in groups. I think we are missing a lot about the group experience and group treatment in transactional analysis these days. Groups, dialogue, conflict, conflict resolution, and self-discovery: I think that's what it's all about!

Bill: How does that affect your current work in leadership training?

George: I do almost all of my leadership training in groups, which is quite different from the individual coaching model that has become popular these days. Leaders must know, understand, and use group dynamics to be effective, and transactional analysis has one of the best models of group treatment and group dynamics. Berne's theory of group dynamics—spotting the first discount, the first move in a game or script—this is early intervention again, intervene before the escalation. In transactional analysis we have a great system, one that can be taught easily and used effectively. The fundamentals are so pow-

"A new look at what every leader needs to know about controlling emotions, relating, dialoging, negotiating, and breaking free of being hostage to the past or to one's current environment. This book is a practical masterpiece."

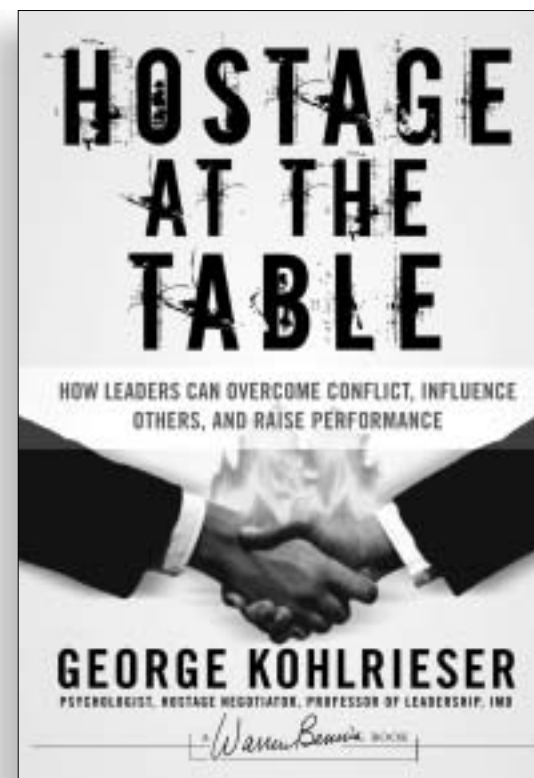
—Jim Allen, M.D. Professor of Psychiatry and Behavioral Sciences; President of International Transactional Analysis Association

"In *Hostage at the Table* George Kohlrieser brings his unique expertise in the emotional land mines of negotiation to the challenges of leadership. Leaders everywhere will find much of practical use in this smart and engaging look at the emotional undercurrents that make or break an organization."

—Daniel Goleman, author, *Emotional Intelligence*



George Kohlrieser, Ph.D.,
TSTA Former President
of the ITAA



Published by Jossey-Bass
ISBN: 0-7879-8384-0
www.hostageatthetable.com

erful and so illuminating for anyone needing to influence others. This is a key point of the book: Do not allow others to take you hostage metaphorically; instead, always maintain personal and social power.

Bill: I'm thinking back again to the stories in your book, of which there are many, not only about well-known people but also ordinary individuals. How do you understand the function of stories in training and writing?

George: I have found that in organizational work, people don't remember theories and/or ideas all that well, but they do remember stories. Stories touch people, move them, and when people are moved, there is a state change, a change of ego states. Then the principle, the message of the story is remembered. I don't think ideas, in and of themselves, promote change, whereas stories can communicate the challenges and pain of life—a lot of the stories in the book are stories of personal pain and struggle—and as people identify with the people in the stories, they learn and change because they are moved emotionally and possibilities are opened up in their mind.

Bill: I know what you mean. I really enjoyed your stories and appreciate how you used them to bring the theory alive. Unlike some writers and speakers, your stories are not told to entertain or get a laugh, they're told to teach. I am reminded of an experience I had yesterday when I was teaching about the dynamics of narcissism, not always the easiest thing to grasp. The group was struggling a bit with the concepts, so I told a story of a case disaster in which I made a mistake with a severely narcissistic client. He responded by saying, "You just dropped the ball, Billy Boy, and with me you only drop the ball once. You won't see me again. No second chances. You blew it, Billy Boy." My students got the idea, and they certainly will remember Billy Boy. In fact, at the end of the day, some of the folks asked me to sign their astestation forms with "Billy Boy"!

George: Right. The story has to be told without too much humor. It's not to entertain. You can teach the theory of grieving, for example, and people will learn something. But you can tell a story like Frank's, who at 99 had a stroke, recovered, and at 104 was blind and could still say, "The party isn't over yet"! People hear Frank's story and they understand grief and recovery at a gut level. I start every chapter in the book with a story as well as weave in vignettes all along, and I use lots of stories in my training. Storytelling is a real art. I learned a lot about the power and function of storytelling reading Joseph Campbell and listening to great storytellers like my father.

Bill: To switch gears a little bit, at the heart of your book, as I understood it, is the concept of the secure base.

George: I think the establishment of a secure base is central to effective leadership and fundamental to high-quality personal lives and professional leadership. This is a completely new concept in corporate and organizational life. In leadership training, I teach people you must deal with people's emotions; a leader is an influencer of emotions. I also teach about the establishment of a secure base—secures bases, really. I have people in leadership seminars reflect on their personal history and who their secure bases were: parents, teachers, spouses, friends, bosses, religious leaders, and so forth.

One of the problems in the corporate world is that so many people don't have friends, don't have secure bases. But having a secure base or bases reduces anxiety and increases trust and effectiveness. In an organization, the secure base may be the boss, peers, the corporation itself, the work, or even the product. In fact, leadership itself should provide a secure base. I teach about internal and external secure bases—how secure bases help to shut down anxiety-based reactions and reduce the sense of danger. The fact is, people think better and work better together when

continued on page 3

ITAA The Script

The Newsletter of the International Transactional Analysis Association
2186 Rheem Dr., #B-1
Pleasanton, CA 94588-2775, USA
Phone: 925-600-8110
Fax: 925-600-8112
E-mail: itaa@itaa-net.org
Web site: <http://www.itaa-net.org>

Editor: William F. Cornell, MA
Managing Editor: Robin Fryer, MSW
Desktop Publishing: lockwood design
Printing: MarinSun Printing

Subscription Rates:
\$10 as part of all ITAA membership dues; not available by separate subscription

Advertising Rates:
Classified Ads: \$5/per 80 characters/spaces
Display Ads: Copy should be camera-ready

Ad Size	Rate	Width	Height
1/16 pg	\$50	2" (5cm)	3" (7.6cm)
1/8 pg	\$90	4½" (11.5cm)	3" (7.6cm)
1/4 pg	\$170	4½" (11.5cm)	6" (15.2cm)
3/8 pg	\$250	4½" (11.5cm)	9¼" (23.5cm)
1/2 pg H	\$330	9¼" (23.5cm)	6" (15.2cm)
1/2 pg V	\$330	4½" (11.5cm)	12¾" (32.4cm)
9/16 pg	\$370	6¾" (17.2cm)	9¼" (23.5cm)
Full pg	\$625	9¼" (23.5cm)	12¾" (32.4cm)

Deadlines for copy and advertising—first of the month prior to the month of publication. (*The Script* is not published in January, May, or September.)
Deadline: 1 June for the July issue; 1 July for the August issue.

Note: Publication of advertising in *The Script* does not imply endorsement by the newsletter, the editor, or the ITAA.

The Script (ISSN 0164-7393) is published monthly except January, May, and September by the International Transactional Analysis Association. The subscription rate is \$10/year as part of dues for all classes of membership. For information on dues rates for various membership classifications, contact the ITAA office at the above address. Periodicals postage paid at Pleasanton, California, and additional mailing office. POSTMASTER: Send address changes to *The Script*, 2186 Rheem Dr., #B-1, Pleasanton, CA 94558-2775. © 2006 International Transactional Analysis Association, Inc.

Published on recycled paper

Facing Conflict

continued from page 2

there is trust. That's the key idea I work to communicate in my leadership training: how to create and maintain secure bases so as to reduce fear and increase trust. Leaders must have secure bases and must also be a secure base for others.

Another thing that is important in the corporate world is for people to learn about separation and loss—how to separate when necessary, whether willing or unwilling.

Bill: I'm not sure what you mean by "willing or unwilling."

George: Corporate life these days—any organization really—is not completely secure. There are constant changes, losses, and transitions that are often forced, not chosen. Therefore, the corporation may temporarily be lost as a secure base. The leaders, however, can still be secure bases and help employees rebound to the organization as a secure base. Leaders have to understand the meaning and power of loss, separation, transition, and grief. People have to go through that process in order to be available to rebuild a secure base. Too many organizations don't recognize the emotional impact of separation and loss. This is probably the biggest missing element in corporate life and leadership today. As a result, workers' attachment, effectiveness, and engagement within organizations is dropping off catastrophically, something I document in the book.

In psychotherapy, we understand the importance of positive transference, safety, and the secure base. How can you lead without these things? I don't think you can lead effectively through times of change without understanding that it's the job of leadership to create security and cohesion. You can be tough and even deliver pain when necessary, but you have to acknowledge the pain and its effects if you are going to maintain trust and cohesion among your colleagues and employees. I teach people, even corporate leaders, that you have to "go back" to understand your own history of secure bases in order to learn to provide them to others and to understand their function. We were talking earlier about autonomy. To be truly autonomous, you must have a secure base. It is important to be secure and autonomous, rather than an autonomous loner who remains isolated.

Bill: I'd like to talk more about the connection you elaborate in the book between the secure base, bonding, and conflict.

George: The root of all conflict is the threat of differentness. Differentness leads to conflict when a bond is not there or when a bond has been broken. Much more differentness and conflict can be resolved by bridge building and bonding than by fighting and "winning." It is hardwired in our brains to avoid conflict; fight or flight, for example, both have the effect of avoiding really facing and embracing conflict. To be good at conflict management, you have to do what is counterintuitive—you walk toward the danger, the conflict, or the threat to build a bridge and a bond even if you do not naturally like the person.

Bill: Like skiing: "Lean down the mountain, into the mountain." Right! You've got to be kidding. It is definitely counterintuitive.

George: And it works. You walk toward the conflict, you engage and show an interest in and a willingness to help the other person (who is also threatened) to get what he or she needs. When you demonstrate engagement, reciprocity becomes possible; the other will begin engaging in return. These are learned, not natural skills. But where do we learn such skills these days? If we don't learn them from our parents, teachers, religious leaders, or governments, we have to learn them later. These days we—and more importantly, our children—are being taught far too often to fight, to use violence as a solution, by our governments, our movies, our video games.

Bill: Not only movies, video games, and governments, but even our churches and religions are advocating and justifying violence—even demanding it. George Bush, for example, uses religion to justify violence.

George: That is so true. We must find the courage to turn and approach the other. If the person doesn't want to form an emotional bond with you, look for a common interest—there always is one. The bond, the bridge, can be formed around a common interest rather than a personal bond, if necessary.

Bill: You said in one of your e-mails to me as we were setting up this interview that your leadership training model is shaking up the corporate world. How so?

George: The corporate world is focused on making more and more products and only on achieving results. The overt message may be that "we are putting people first," but that is basically bull. What is shaking people up is the idea that high performance is built and maintained through bonding and building relationships. As I said earlier, corporate people so often have no bonds, not with each other or even with family. They have few friends and little time to spend with people outside of work. The time they spend working is incredible. The idea that shakes people up is that true leadership creates bonds, must create a secure base, must help people deal with pain and grief in the world of work, must deal with emotions, and must learn to dialogue. Across the spectrum of organizational life—not only in corporations, but also in non-governmental organizations, nonprofits, government agencies—people feel taken hostage by their work environments. True leadership helps people look at themselves and their emotions and to create change. What shakes people up is the understanding that dialogue brings out greater trust, better ideas, and higher performance. Most corporate communication is unidirectional. I teach the use of dialogue at every level of an organizational structure.

Bill: Before we stop, I like you talk a little bit about your upcoming trip and participation at a leadership conference of the World Economic Forum in Sharm el Sheikh, Egypt.

George: Sure. I'm really excited about that meeting. I'll be giving a talk and chairing a panel on "The Psychology of Leadership" with a special emphasis on understanding the Arab mind-set. The World Economic Forum (WEF) is sponsoring the conference to address issues of leadership in the Middle East with the goal of building cooperation between the business communities, nongovernmental organizations, social activists, and government leaders to help address the tensions in that part of the world. The WEF has sponsored these kinds of programs for 22 years now. I am particularly interested in developing leadership skills among young Arabs. This is crucial in the Arab world, which is so rife with poverty, intense splits between rich and poor, and struggles over ethnic and religious identities. How do we build bridges and dialogue between religions and ethnic groups to stop the incredible demonization and escalations of violence there? It is a privilege to be invited to participate. With over 60 percent of the population in the Middle East under the age of 25, our only hope for harmony is to build strong leadership skills in young adults, both male and female.

Bill: What an extraordinary experience that should be! I think this is a good place to stop our conversation for today, but in my persistent role as *Script* editor, I must say that we would love to have an article about your experience at the conference once it's over.

George: I'd be happy to write something. And thanks so much for this conversation and the wonderful work you and Robin Fryer do with *The Script* and in the service of the transactional analysis community. You two build bridges and keep the dialogue alive.

George Kohlrieser, PhD, can be reached at kohlrieser@imd.ch.

EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA EXAM	COC	8 July 2006	Santiago de Compostela, Spain	1 April 2006
	BOC	26 July 2006	Istanbul, Turkey	27 Jan. 2006
	COC	6 Oct. 2006	Florence, Italy	1 July 2006
	BOC	9-11 Oct. 2006	Tokyo, Japan	9 July 2006
	WPATA	16 Nov. 2006	Sydney, Australia	16 Aug. 2006
	COC	16-17 Nov. 2006	Neustadt, Germany	1 Aug. 2006
	COC	1 Dec. 2006	Montpellier, France	1 Sept. 2006
TSTA EXAM	COC	8 July 8, 2006	Santiago de Compostela, Spain	1 April 2006
	BOC	26 July 2006	Istanbul, Turkey	27 Jan. 2006
	COC	16-17 Nov. 2006	Germany	1 May 2006
	COC	1 Dec. 2006	Montpellier, France	1 Sept. 2006
CTA Written	All Regions (Non-Europe)	Your choice	Submit to Regional Exam Coordinator after paying \$50 fee to T&C Council	Your choice
TEWs	PTSC	9-11 Jul. 2006	Santiago de Compostela, Spain	9 Mar. 2006
	PTSC	4-6 Dec. 2006	Montpellier, France	4 Aug. 2006

* COC CTA exam candidates who are doing the COC written case study must submit it no later than six months before the oral exam date. Details/application available from the COC Language Group Coordinators.

Note: Exams subject to availability of examiners/exam supervisors. BOC not responsible for expenses incurred when unavailability of examiners/exam supervisors causes exams to be canceled or postponed. To be an examiner for an ITAA/BOC exam, examiners must be at least a CTA for a CTA exam or a TSTA for a TSTA exam.

To arrange to take a BOC exam, contact the T&C Council, 2186 Rheem Dr., #B-1, Pleasanton, CA 94588-2775, USA. Note: COC people sitting for BOC exams must forward the equivalent of the EATA fee to the T & C Council office. **To arrange to take a COC exam,** contact your EATA Language Coordinator. Check with the EATA office or the EATA Newsletter for the name of the appropriate Language Group Coordinator. **TSC Training Endorsement Workshop fee:** \$450 ITAA members/\$600 non-ITAA members payable in US dollars to T&C Council, c/o the T & C Council office, 2186 Rheem Dr., #B-1, Pleasanton, CA 94588-2775, USA. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.

"Conflict Management: The Art of Making Peace"

with George A. Kohlrieser, PhD

This 55-minute tape shows internationally recognized trainer, hostage negotiator, and conflict resolution specialist George A. Kohlrieser, PhD, discussing what causes conflict and how to resolve and prevent it. He demonstrates how to maintain interpersonal connections in the midst of conflict, transaction by transaction, creatively combining transactional analysis theory and applications with John Bowlby's work on separation and attachment. With great intelligence, sensitivity, and humor, Dr. Kohlrieser addresses the theory, practice, and problems of dialogue and negotiation as they relate to conflict resolution in personal, professional, and community settings. As Dr. Kohlrieser says, "The science and art of conflict resolution is built on the skills of dialoguing and negotiation, and there is no better tool for doing these than transactional analysis." Dr. Kohlrieser works with profit and nonprofit organizations, law enforcement, and governments in 50 countries.

ORDER FORM

Name _____

Address _____

City/State _____

Country/Postal Code _____

COST: \$45 members, \$55 nonmembers (additional \$5 for PAL)
includes tax and postage

Check enclosed (in US funds drawn on a US bank) or

MasterCard VISA AmerExp JCB Discover Card

Card Number _____ Exp. Date _____

Signature _____

Send to ITAA, 2186 Rheem Dr., #B-1, Pleasanton, CA 94588-2775, USA; fax: 925-600-8112

Nominations for Officer & Trustee Positions

The ITAA is pleased to announce the following nominations for board and officer positions:

Vice President of Operations

C. Suriyaprakash, India

Vice President of Research and Innovation

Moniek Thunnissen,
The Netherlands

Treasurer

(no candidate)

Trustees

US/Canada/Mexico:
Dan Caubles, US

India/Asia/Africa:
Diane Salters, South Africa

Central/South America:
Joaquin Granados-Rossi, Costa Rica

Because there are no contested positions, there will be no election. These individuals will begin to serve their terms on 1 January 2007.

ITAA Membership Meeting and Proxy Form

Members are urged to attend the 27 July 2006 membership meeting from 4:00-5:30 pm in Istanbul, Turkey. If you cannot attend, please fill out the proxy form below. The ITAA Bylaws state that the quorum for conducting business at the business meeting is 50 voting members or 5% of the qualified voting membership, whichever is smaller. Please sign and mail the form to the ITAA by 27 June 2006 or file it with the ITAA secretary at least 30 minutes before the scheduled time of the meeting. This general proxy will only be used to establish a quorum.

Proxy Vote Form

I _____
(please print)
herewith assign my proxy vote to the secretary of the ITAA or to _____
(print name)
to be used only to establish a quorum at the membership meeting of the International Transactional Analysis Association, convening on 27 July 2006 at 4:00 pm in Istanbul, Turkey.

Signature: _____

Date: _____

LONG-TIME MEMBERS HONORED

Below are the names of those members who have completed 10, 25, or 30 years of membership in the ITAA. As president I thank them on behalf of us all for their loyalty to this organization. It is only through the continued support of our members—and especially our long-term members—that we can move confidently into the future. I therefore salute these people as supporters and as holders of the history and wisdom of our organization.

James R. Allen, ITAA President

30 Years of Membership

Joann Anderson
Jose Mesquita Nogueira Ayres
Marilyn G. Barkan
Annika Bjork
Linda K. Brewer
Paul Brown
Gale Burford
Lea Ceria
Vilma Novo Mendonca Cortez
Michael B. Cox
Keiko Doi
James Hanna
Thomas Kaschten
James C. Knapp
Ole Kyed
Aaron Lederer
Helene Lemieux
Betty P. Lowery
Vern Masse
Robert Medlin
Chantal Merat
Carol Monson
Yoshitaka Moronaga
James A. Pesta
Henry Ian Pizer
Suzanne C. Robinson
Rishun Shinzato
Alice Stevenson
Brenda Mary Tweed
Natalie Tyler
Hilary J. Wakefield
Mary Westphal

25 Years of Membership

Lasse Ahnby
Kathy Boucher
Pinuccia Casalegno
Alberto Jorge Close
Leisha Douglas
Yen Chong Foong
Gwen Griffen
Patricia L. Lutz
Maria Gloria Molaioli
John J. Oprendeck, Jr.
Vincent Pereira
U. L. Rao
Diana Shmukler
Forrest H. Stewart
Oddmund Teigen
Valentina Terlato
Ana Tholenaar
Gro Traavik
Thomas D. Vadaya

10 Years of Membership

Motoko Sato Arita
Duncan Bremner
Keith Chinnock
Leonard A. Clark
Pierre Cloete
Sue Cornforth
Yvonne De Kruff
Claude Marie Dupin
Maila T. Flesch
Munetake Fujita
Dominique Gouaille
Susan Jane Hampton

Yoshikazu Harano
Laurie Hawkes
Sandra Hayes-Gardiner
Linda Hoeben
Kunihiko Iida
Hiroe Iida
Julien Pierre Ilwicki
Linda Le Voy Jackson
Jean Michel Javourez
Lorna J. Johnston
Noriko Kawaguchi
Jeannette Kuc
J. Alfred Levert, II
Yoko Maeda
Ray Mcenhill
Ksenija Popadic Mihailovic
Masanori Mizuno
Masayuki Ohashi
Gilles Pellerin
Meena Radhakrishnan
Lise Small
C. Suriyaprakash
Yunoue Toshimichi
Maurice E. Vaughan
Marion Wade
Patricia M. White
Mitchell Winn
Susanne Ulrica Young

WELCOME TO NEW MEMBERS

NEW MEMBERS	MEMBERSHIP SPONSOR	NEW MEMBERS	MEMBERSHIP SPONSOR
February 2006			
Fiona Camberun, New Zealand	—	Fiona Camberun, New Zealand	—
Heyyaff Amri, Saudi Arabia	—	Antonia Muir, New Zealand	—
Gerri Chabot, United States	—	Milena Lozic, Serbia & Montenegro	Zoran Milivojevic
Mischael Enoch, United Arab Emirates	—	Ivana Drezgic, Serbia & Montenegro	Zoran Milivojevic
Peter Hall, Spain	—	Milka Avramov Ivic, Serbia & Montenegro	Zoran Milivojevic
Ajit Karve, India	—	Nadja Mitrovic, Serbia & Montenegro	Zoran Milivojevic
Beena Dharman, India	—	Ljiljana Varga, Serbia & Montenegro	Zoran Milivojevic
Saji Joseph, India	—	Jelena Petrov, Serbia & Montenegro	Zoran Milivojevic
K. Rajan, India	—	Zdenka Matkovic, Serbia & Montenegro	Zoran Milivojevic
Haridas Mani, India	—	Marina Zupanjac, Serbia & Montenegro	Zoran Milivojevic
C. R. Sarath, India	—	Sanja Perkovic, Serbia & Montenegro	Zoran Milivojevic
T. N. Gopi, India	—	Danijela Vasic, Serbia & Montenegro	Zoran Milivojevic
Enrique Lopez Ruschke, Mexico	—	Jelena Lukic, Serbia & Montenegro	Zoran Milivojevic
Rachael Bell, New Zealand	—	Darka Krsmanovic, Serbia & Montenegro	Zoran Milivojevic
Milena Djordjevic, Serbia	—	Tatjana Miljanovic, Serbia & Montenegro	Zoran Milivojevic
Ivanka Stosic, Serbia & Montenegro	Zoran Milivojevic	Aleksandra Relic, Serbia & Montenegro	Zoran Milivojevic
Magdalena Petrovic, Serbia & Montenegro	Zoran Milivojevic	Ksenija Spiler Bozic, Slovenia	Ljubljanska Banka
Natasa Bunjevac, Serbia & Montenegro	Zoran Milivojevic	Elta Boshard, South Africa	—
Dejan Pavlovic, Serbia & Montenegro	Zoran Milivojevic	C. H. (Kees) van Bruggen, The Netherlands	—
Evica Busarac, Serbia & Montenegro	Zoran Milivojevic	Margit Sleuwenhoek, The Netherlands	—
Vladimir Kljajevic, Serbia & Montenegro	Zoran Milivojevic	Elvin Aydin, Turkey	—
Mariana Tisma, Serbia & Montenegro	Zoran Milivojevic	Tessa Elliott, United Kingdom	—
Mira Divac, Serbia & Montenegro	Zoran Milivojevic	April 2006	
Lepa Pribicevic, Serbia & Montenegro	Zoran Milivojevic	Andrew C. Millar, Australia	Linda Gregory
Anton Majhen, Slovenia	—	Abeda Sultana, Bangladesh	PK Saru
March 2006			
Mary-Anne Stewart, Australia	—	Arpita Rani, Bangladesh	PK Saru
Maureen Cook, Australia	—	Masaha Akhtar Murshed, Bangladesh	PK Saru
Anita Schoeffel, Bosnia & Herzegovina	Zoran Milivojevic	Carla Poletti Schmidt, Brazil	—
Sharon Ashton, Canada	—	Edmea Pontes Balestiero, Brazil	—
Sushmitha Nalagotla, India	Anil Krishnan	Lada Marinkovic, Serbia & Montenegro	—
Hiroko Kikuchi, Japan	Chie Shigeta	Marina Mitic-Jekic, Serbia & Montenegro	Zoran Milivojevic
Masumi Aonuma, Japan	—	Sanela Milosevic, Serbia & Montenegro	Zoran Milivojevic
Tomoka Nagami, Japan	—	Marguerite Sacco, South Africa	—
Duk Kyu Jung, Korea	—	Kudret Suzer, Turkey	—
Peter Tia, New Zealand	—	Al Chrzan, United States	—
		Danette Conklin, United States	—

TAJ Articles Now Available On Disk

The *TAJdisk* is a research tool designed to complement and promote the existing *TAJ* paper journal. It is designed to run on a Windows PC and has the following features:

- Includes most *TAJ* articles from volumes 1-30 (i.e., from 1971-2000 inclusive). (A small number of pre-April 1993 articles will not be included where authors have refused permission to republish.)
- The collection of articles can be searched by title, author, year, or content. A search result will show a list of all articles found.
- Each article can be viewed, searched, or printed for personal use.

The *TAJdisk* is available now for £59 (currently about \$104), which includes worldwide shipping. A percentage of each sale is received by the ITAA, and bulk purchase discounts are available for training organizations.

Full details and purchasing are available at www.tajdisk.co.uk.

TA CONFERENCES WORLDWIDE

JULY 26-29 2006: Istanbul, Turkey. International TA Conference sponsored by ITAA and TAD. Contact: info@ta2006.org or secretariat@ta2006.org; website: www.ta2006.org.

SEPTEMBER 2-3 2006: Coimbatore, India. Annual meeting organized by Asha Counselling and Training Services and Relations Institute of Development. Contact: C. Suriyaprakash at suriya@asha-net.com or fax: +91 422 2310520; www.asha-net.com.

SEPTEMBER 6-9 2006: Bahia, Brazil. XXVI Latin American TA Association Conference. Contact: Antonio Pedreira (ALAT President) at atpedreira@uol.com.br or call 71 3237-2035/3331-6855; or contact Monica Levi at monicalevi@uol.com.br.

NOVEMBER 17-19 2006: Sydney, Australia. 18th Australasian TA Conference. Contact: Nadine Emmerton at nemmerton@primusonline.com.au.

Beyond the First Draft: Writing for Professional Journals

with **Bill Cornell**

26 July 2006

Writing for a professional journal involves entering into dialogue with one's collegial community. Writing to one's peers can be both exciting and intimidating and is often accompanied by the anticipation of recognition, belonging, even acclaim, on the one hand, and disagreement, disregard, or even rejection, on the other. Such an enterprise is not easy, and yet it is our discussions through professional journals that are at the heart of the evolution of theory and technique.

The impulse to write is simultaneously creative ("I have an idea!") and antagonistic ("I have a better idea than . . . !"). This tension is essential for vibrant thinking and writing. Professional writing often starts with an argument or challenge to some other author(s) or school of thought. The argument phase of writing is what we commonly call "the first draft." The guidelines for writing on the inside front cover of every *Transactional Analysis Journal* include Eric Berne's admonition, "If you are mad at the editor, please show it some other way than by sending a first draft." Writing is also often an effort to wrestle with gaps between theory and actual clinical experience, which sometimes demands that we reconsider our training and preferred modes of practice. This wrestling match in one's own thinking, especially when writing to one's peers, can create a stalemate with a first draft full of great questions that stays on one's desk.

This writers' workshop is designed to carry participants beyond the first draft. A successful article moves from argument and questioning to engagement, challenge, exploration, and invitation to dialogue. We will be working together with one another's manuscripts in dyads and as a group, addressing such questions as:

- What interferes with the clarity of my writing? What am I working through for myself in undertaking this piece of writing?
- How can I articulate my ideas and experience more clearly, first to myself and then to the reader?
- To whom am I writing? How do I write with this audience in mind?
- Do I demonstrate knowledge, respect, and regard for those whose ideas I am addressing?
- Do I provide sufficient basis—through literature review, research, and/or case material—to substantiate my point of view?
- How do I keep the reader engaged?
- How do I invite readers into their own their own thinking and experience? How do I invite readers into a respectful, creative interchange with my own thinking?

Participants must bring to the institute a manuscript in progress and have read Elizabeth Minnich's essay, "Teaching Thinking," which will be e-mailed upon registration. If possible, please e-mail your working draft to Bill Cornell by 10 July at bcornell@nauticom.net or mail hard copy to him at 145 44th Street, Pittsburgh, PA 15201, USA.

Bill Cornell is editor of the ITAA newsletter, The Script, and a coeditor of the Transactional Analysis Journal. He has published numerous articles and chapters in a variety of journals and books and is the editor of The Healer's Bent by Jim McLaughlin and the coeditor with Helena Hargaden of From Transactions to Relations. He is also a psychotherapist in private practice in Pittsburgh, Pennsylvania, USA, and does training, supervision, and conference presentations throughout Europe and North America.

**To register for this institute and the conference,
visit www.ta2006.org**

Istanbul Business Meetings

Board of Trustees:

Monday 24 July and Tuesday 25 July, 8:30 - 5:00 pm

ITAA President's Wine and Cheese Party:

Tuesday 25 July, 6:30 - 8:00 pm

Meeting with New ITAA Trustees:

Sunday 23 July, 7:30 pm (in Jim Allen's room at the Hyatt Regency)

Annual ITAA Membership Meeting:

Thursday 27 July, 4:00 - 5:30 pm

TA Presidents' Meeting:

Friday 28 July, 6:30 - 8:30 pm (followed by dinner)

2006 WORLD TA CONFERENCE



ISTANBUL, TURKEY
26-29 JULY 2006

TRUST AND UNCERTAINTY IN THE 21ST CENTURY

Organized by The International Transactional Analysis Association (ITAA)
and the Turkish Transactional Analysis Association (TAD)
Supported by ASAM Child and Family Development Center

Preconference Institutes: 25-26 July
BOC Exams (CTA/TSTA): 26 July

ANNOUNCING A SPECIAL PANEL ON

"Different Approaches, Different Domains: Transactional Analysis and Other Approaches at Work, in Family Relations, and in Personal Growth"

with Jim Allen, John Heath, Jack Wood, and Birgitta Heiller



James R. Allen, MD, FRCP(C), MPH, TSTA, is professor of psychiatry and behavioral science and Rainbolt Chair of Child Psychiatry, University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma, USA. He is also the current president of the International Transactional Analysis Association. His particular interests include neurobiology, constructivism, positive psychology, and mentalization.

John Heath, TSTA, lives and works in northern England. He is a psychotherapist in private practice and also runs a transactional analysis training program. He is particularly interested in the field of body-oriented psychotherapy and in the notion of psychophysical healing. He is consultant psychotherapist to a chronic pain management program.



Jack Denfeld Wood, PhD, is clinical professor of leadership and organizational behavior at the International Institute for Management Development (IMD), in Lausanne, Switzerland. His academic publications and areas of special interest include depth psychology and the role of unconscious processes in leadership and followership, group dynamics, and ideology. Jack is a practicing psychotherapist and a diploma candidate at the C.G. Jung Institute in Zürich.

Dr. Birgitta Heiller, TSTA, is a BPS chartered counseling psychologist and UKCP registered psychotherapist who runs a private clinical and supervision practice and teaches in the UK as well as abroad. Her interests include the integration of psychotherapeutic approaches and the convergence of the neurosciences, psychoanalysis, and psychotherapy. Relational methodology and constructionist theories are currently the main sources of inspiration informing her clinical practice.



Send conference questions to info@ta2006.org
Visit the conference Web site at www.ta2006.org

**See the January-February 2006 issue of *The Script*
for more information**

Standing Together

continued from page 1

The equation that Wycoff (1976) came up with was this: "Alienation=Oppression+Mystification" (p. 7).

By alienation, Wycoff was referring to a felt "sense of not being right with the rest of the world or humankind, a feeling of being not-OK, because something is wrong with you" (p. 7). She suggested that this feeling is a result of and arises out of growing up in a society in which you are oppressed and then lied to about that oppression. This is the last part of her equation, mystification, by which she means deception. People are deceived into colluding with their oppression; they are deceived into believing that something is wrong with them rather than understanding they are being exploited.

"Parenthood involves helping children to develop the skills and resources that they need to live interdependent rather than overly independent or overly dependant lives."

Despite many years of therapy, a passionate belief and commitment to antioppressive practices, and many challenges to my own personal internalizations as both the oppressed and oppressor (because we take it in the other way too), the alienation and mystification that goes along with the unconscious adoption of both of these roles (oppressed and oppressor), still have

the potential, at times, to come back and bite me—and, unfortunately, in the process, you.

The theme of this conference is "Standing Together: Diversity and Communication." The synopsis that I sent to the conference organizers describing this keynote put my position on this a little more unambiguously, and I want to share that with you now: There can be no prospect of "standing together" unless we acknowledge the power discrepancies that presently accompany our differences. There can be no celebration of "diversity" unless we appreciate and accept the fact that oppression currently serves to devalue some differences while elevating others. There can be no intimate "communication" unless we challenge the lies and redistribute some of the power that has created and continues to maintain this disparity.

Our Problems with Difference

We are not born with a problem with difference; it arises, instead, out of the very first difference that we have to negotiate and come to terms with, which is a massive and significant one—the fact that we are different from and therefore separate from our mother (or whomever is fulfilling the primary caregiver role). Fairbairn reminds us that our greatest motivation is for contact, and, as a consequence, our greatest fear is of separation. Accepting the fact that we as infants literally cannot exist without an-other and the dawning realization that because we are different/separate from our mothers we are therefore separable has the potential to feel life threatening and to raise all kinds of primitive terrors within us. To prevent this potential separation and later to keep the primitive terror associated with it out of awareness, we as infants and young children put our energies into developing defenses as a means of both attempting to preserve and strengthen the bond with our primary

caregiver and to deny and repress anything that appears to threaten it (the earliest and most primitive form of script).

To summarize and restate the core of Fairbairn's developmental perspective through our transactional analysis lens, through the intuitiveness of A_1 we develop ways of pleasing our parents, thereby making ourselves more and more like the kind of child we think our parents want. Through P_1 we find a way of splitting off from ourselves and projecting onto others any of our own emotions and longings because we fear that if they are allowed to rise up within us, they might cause our parents to abandon us. By introjecting and then identifying with the parts of our caregivers that hurt, confuse, or frustrate us, we manage, in the fantasy of our own mind, to keep our caregivers as totally good and therefore dependable and available to us.

In effect, from our earliest moments, we as infants, terrified of separation, are attempting to deny and contain any emotions within ourselves that we fear could provoke this separation and any emotions within our caregiver that we fear could do the same. One of the tasks of parenthood is to understand, respond to, and contain this terror and to manage it in such a way that there is little need for the child to develop an extreme version of the kind of defenses just described. Additionally, and at the same time, parenthood involves helping the child to develop the skills and resources that he or she needs to live an interdependent rather than an overly independent or overly dependant life. For all intents and purposes, we are talking about the healthy resolution of symbiosis.

Children who are helped to dissolve the symbiosis in an age-appropriate and healthy manner gradually come to realize that separation/difference is not, in fact, life threatening but rather life enhancing. Children who are not stay unresolved and disturbed around issues of separation. And theory suggests that the younger the child, the more frequently and the greater the degree with which the symbiosis is either ruptured or unsuitably enforced, the more primitive is the disturbance that is likely to follow. As such children get older, they rely more and more on their defenses to keep feelings associated with their unresolved symbiosis at bay, and the more they may need to avoid and/or attack anything within the self and anyone outside the self that threatens to raise these feelings out of the unconscious where they have been banished.

Difference acts as a major threat to the success of this attempted banishment of feelings because it serves as a compelling and undeniable reminder of our separateness from each other. It therefore operates as a powerful symbolic link back to our very first experiences of difference and the accompanying feelings that we had to accept, contain, and manage as part of that experience. Sameness—however contrived it might be—does not provoke this process in the same way. This may explain why many liberally minded people often try to deny the differences that exist between us: "I don't care if they're black, green, yellow, or orange; I treat everyone the same" or "I don't really think of you as gay" and so on. By denying the relevance of difference, one can "disappear" it and thus not have to contend with the threats that facing differences can evoke.

Another way of thinking about this is to appreciate that our difficulty with difference leaves us open and susceptible to thinking about others and acting toward them in a prejudiced way—in other words, seeing and acting toward them as if they are an object (to form an opinion about the other without just grounds or sufficient knowledge and to relate to the other on the basis of this in a discriminatory manner). And it follows that the greater our difficulty with difference, the less difference we are likely to be able to tolerate.

How we think about these differences, the varying values we place on them, and how free and appropriate we feel it is to act on our difficulties, differs dramatically, however, and suggests that

some kind of socialization takes place that significantly impacts on this process. This socialization process takes our differences and labels them, assigns different qualities to them, and places different values on them so that we end up with some differences being valued as superior and the norm from which all other differences deviate whereas others are labeled as inferior and lacking in some way (e.g., the male norm is superior to the female difference, the white norm is superior to the black difference, the heterosexual norm is superior to the homosexual difference, etc.). This process, plus the presence and assigning of power (in all its forms, including economic, political, social, etc.) to groups that are considered normal, leads to the oppression of those groups that are seen to

"People are deceived into colluding with their oppression; they are deceived into believing that something is wrong with them rather than understanding they are being exploited."

fall outside of this norm. Basically, the presence of power takes what starts off as an individual difficulty with difference and transforms it—through the processes of definition, devaluation, and lies—into a medium that enables, supports, and maintains the oppression of some groups of people and the automatic privilege of others. This is graphically depicted in the following equation: Power + Prejudice = Oppression.

To summarize what I have said:

- Our problem with difference arises out of the very first difference we have to accept and negotiate: the one with our primary caregiver.
- Awareness that we are different from our primary caregiver brings into focus the fact that we are separate and therefore separable from each other.
- Since we are relationship seeking from birth and as infants cannot exist without our primary caregivers, this knowledge feels life threatening and therefore terrifying to us as small children.
- To avoid the separation that we fear, we develop and adopt all kinds of defenses to try and prevent this separation.
- If our parents are appropriately able to assist us through this process, then these defenses will be minimal and our terror of separation will diminish.
- If the healthy symbiosis that exists between us as children and our primary caregivers is not appropriately resolved, we are likely to carry some of this terror into adult life.
- The degree of terror that we as children take with us into adulthood is, for the most part, dependant on the degree to which the symbiosis was and remains unresolved.
- To cope with the feelings arising out of our unresolved symbiosis, we as children deepen our defenses as a means of keeping these feelings out of awareness.
- Difference in the present acts as a powerful and symbolic link back into this most primitive of terrors.
- To keep this terror at bay, we try at one extreme to deny difference and at the other to literally get rid of it.
- The addition of power into this dynamic transforms this individual difficulty into a medium that enables, supports, and maintains oppression.
- In this way, our difficulty with difference leaves us open and vulnerable to the potential of both being oppressed and of being oppressive.

Therapeutic Journey: Practice and Life



by James Allen
and
Barbara Allen



"This extraordinary book is a must read! From an introductory guide to the therapeutic encounter for the novice to clear and accessible expositions of such topics as constructivism and the inner neurobiology of intersubjectivity, it does, indeed, offer us a therapeutic journey full of insight, wisdom, and joy."

Mary Goulding, MSW

This book is a collection of papers by Jim and Barbara Allen, who spent 40 years integrating mental health principles into their public and private lives and their teaching. The topics they write about range widely and include what to do after meeting the patient, types of treatment, trauma, social constructivism, working with children and adolescents, the biological underpinnings of transactional analysis and mental health interventions, family therapy, transference, rededication therapy, and social issues related to drug use, American Indian adolescents, the Oklahoma City bombing, war, and the Tulsa race riots of the 1920s. While neither solely a textbook nor a memoir, these papers can be used by both beginning and experienced practitioners.

Price: \$50

Shipping: Surface: USA: \$7, International: \$12

To purchase, contact the ITAA, 2186 Rheem Dr., #B-1, Pleasanton, CA 94588-2775, USA;

Phone: 925-600-8110; Fax: 925-600-8112; E-mail: itaa@itaa-net.org;

Web site: www.itaa-net.org

Our Roles as Transactional Analysis Practitioners in Challenging Oppression

It will probably come as no surprise that I think that we have a role to play in challenging oppression since both roles—oppressed and oppressor and, in particular, our fear of difference from whence this all originates—limits and separates us from ourselves and by definition from others as well.

I want to return to Wyckoff's (1976) equation of oppression to explain how I think we can intervene. If you recall, she suggested that Alienation = Oppression + Mystification. Her equation basically means that people are deceived into colluding with their oppression, deceived into believing that something is wrong with them rather than understanding they are being exploited. She goes on to suggest that if mystification is removed, people can realize that they are actually being oppressed and they will no longer feel that they are not OK. This is shown in the following equation: Oppression + Awareness = Anger (p. 8).

Awareness is the opposite of deception, and Wyckoff was suggesting that once people become aware of the ways in which they are oppressed, they will become angry about it, an anger that is very useful in motivating them to use their Adult and focus their energy on fighting for and reclaiming their power.

The last part of Wyckoff's (1976) equation focuses on the antitheses to alienation or mystified oppression: Awareness + Contact = Action → Liberation (p. 9). She was suggesting that the awareness and anger that comes from removing mystification brings with it an understanding and desire for action. "To be able to make your life better, you must seize control over it; thus, you must act. Consciousness alone is not enough. Thought, when it excludes the necessity for action, is alienated" (p. 9). To be able to overcome oppression and gain liberation, we need support and impetus from others, which she calls "contact."

Wyckoff's equation basically suggests that intervention, at least initially, needs to focus on raising awareness and demystification. This kind of intervention is a highly political one and, interestingly enough, so is nonintervention because it simply serves to maintain the status quo. As Samuels (1993) wrote, "Politics concerns the way in which power is held or deployed by the state, by institutions, and by sectional interests to maintain survival, determine behaviour, gain control over others and, more positively perhaps, enhance the quality of human life. Politics implies efforts to change these arrangements and efforts to maintain them" (p. 3).

Awareness raising and demystification are also highly personal interventions, both for the practitioner and the client, whether the latter is an individual, an educational establishment, or an organization. We cannot help a client to do this unless we have done it for ourselves. The process for both is similar and involves a commitment and an ability to:

- Work through our own separation issues
- Work through our own experiences of oppression
- Work through our own ability to oppress
- Work through and examine our own attitudes, values, and beliefs, locating where we picked these up from and exploring whether they have any relevance for our lives today

Acknowledging and embracing difference is a challenging process for all of us. It takes us out of our comfort zone and reconnects us back with any unresolved terror that we carry within us. Failure to respond to this challenge, however, reconfirms, reinforces, exaggerates, and feeds that unresolved terror. In this way we have a lot more to gain than lose from facing and naming our fear.

I was recently at a transactional analysis trainers' meeting where we were discussing issues of diversity with each other. There had been many heated discussions at previous meetings around various subjects, which suggested a rumbling and undisclosed fear of difference per se and of different approaches in particular. In a moving

"Difference acts as a major threat to the success of this attempted banishment of feelings because it serves as a compelling and undeniable reminder of our separateness from each other."

and well-structured exercise, we were invited to discuss our fantasies and fears with each other. Many of us were able to identify that we had been "demonizing" each other, carrying and projecting some kind of malevolent fantasy Parent onto the other. And in naming and owning the projection, we were able to let much of it go. In response to this, one trainer said, "When I am away from here I can demonize you, when I meet with you and get to know you, it is not so easy for me to do that."

My hope is that we can use this conference in some small way to acknowledge our differences, to get to know each other better, and in the process to increase our ability to stand together, celebrate our diversity, and communicate with each other.

Heather Fowlie is a Provisional Teaching and Supervising Transactional Analyst (psychotherapy) in private practice in southwest London, England. She is deputy head of the transactional analysis department at the Metanoia Institute in West London and teaches in the MSc program there. She can be reached by writing to her at 264 Cannon Hill Lane, Raynes Park, SW20 9HN, England, or by e-mail at HeatherFowlie123@aol.com. For a full copy of this speech, please contact Heather at the address given.

The author wishes to thank Suhith Shivanath for her help in clarifying some of the thoughts expressed in this article.

REFERENCES

- Samuels, A. (1993). *The political psyche*. New York: Routledge.
- Wyckoff, H. (1976). Problem-solving groups for women. In H. Wyckoff (Ed.), *Love, therapy and politics: Issues in radical therapy—The first year* (pp. 3-27). New York: Grove Press.

CEU Credits for TA Videotapes

Currently, social workers, marriage and family therapists, and licensed counselors can obtain credits (through NBCC and/or the California Board of Behavior Science Examiners) for viewing any of the following ITAA videotapes on transactional analysis and answering a short, multiple-choice questionnaire for each tape.

Jack Dusay on "Evolution of Transactional Analysis and Its Applications" (1.5 CEUs).
Tape = 100 mins., \$45 mem./\$55 nonmem.

Fanita English on "Permissions" (1 CEU).
Tape = 35 mins., \$45 mem./\$55 nonmem.

Fanita English on "The Forces Within Us" (1 CEU).
Tape = 58 mins., \$45 mem./\$55 nonmem.

Mary Goulding on "Redecisions" (One of Master Therapists Series) (1 CEU).
Tape = 49 mins., \$45 mem./\$55 nonmem.

Robert Goulding on "Scripts" (1 CEU).
Tape = 55 mins., \$45 mem./\$55 nonmem.

Robert and Mary Goulding on "Redecision Therapy" (2 CEUs).
Tape = 70 mins., \$85 mem./\$95 nonmem.

Muriel James on "Self-Parenting: Theory and Practice for Group Leaders" and "Ego State Boundary Problems: Diagnosis and Treatment" (1.5 CEU for both tapes).
Tapes = 86 mins., \$90 mem./\$110 nonmem.

Yann Joines on "Diagnosis and Treatment Planning from a TA Framework" (1.5 CEU).
Tape = 90 mins., \$45 mem./\$55 nonmem.

Stephen Karpman on "Game-Free Communication for Couples" (1 CEU).
Tape = 74 mins., \$45 mem./\$55 nonmem.

Claude Steiner on "Emotional Literacy and Transactional Analysis" (1 CEU).
Tape = 78 mins., \$45 mem./\$55 nonmem.

Claude Steiner on "Strokes" (One of Master Therapists Series) (1 CEU).
Tape = 49 mins., \$45 mem./\$55 nonmem.

Abe Wagner on "Breaking the Communication Barrier: TA + NLP" (2 CEUs).
Tape = 129 mins., \$95 mem./\$105 nonmem.

The cost for obtaining CEUs (which covers administrative expenses) is separate from the cost listed above for the videos themselves.

To Apply: If you already have the tape(s), please fill out the form below (indicating the tapes for which you seek credit) and send the form with payment or credit card information covering the CEU application process to the ITAA office. If you do not have the tapes for which you seek CEU credit, you can order them using the form below. When ordering the tape(s), include the CEU application form below and add the cost of CEU application to your check or credit card payment.

Exam and Certificate: You will be sent the tape(s) and/or the short questionnaire for the tape(s). After viewing the tape and completing the questionnaire, return the latter to the ITAA office and a CEU certificate will be issued for the total number of credits obtained from the application (currently a minimum of 1 and a maximum of 15.5 CEUs).

CEU APPLICATION AND TAPE ORDER FORM

Name _____ Degree _____
Address _____
Phone _____ State License # _____
Email _____

Tapes I want to order:

- Dusay: \$45/\$55 English (Permissions) \$45/\$55
 English (Forces) \$45/\$55 M. Goulding: \$45/\$55 R. Goulding \$45/\$55
 Gouldings: \$85/\$95 James: \$90/\$110 Joines \$45/\$55
 Karpman: \$45/\$55 Steiner (Emot. Lit.): \$45/\$55
 Steiner (Strokes): \$45/\$55 Wagner: \$95/\$105

Subtotal for tapes ordered (includes airmail shipping)..... \$ _____

Tapes for which I want CEU credit (Cost: \$10 per tape):

- Dusay English (Permissions) English (Forces)
 M. Goulding R. Goulding Gouldings
 James Joines Karpman
 Steiner (Emot. Lit.) Steiner (Strokes) Wagner

Subtotal for CEU credits for _____ tapes..... \$ _____

Total Enclosed \$ _____

Check enclosed (payment must be in US funds drawn on a US bank). Make check out to "ITAA/CEU."

Please bill my:
 VISA MasterCard American Express JCB DiscoverCard

Card Number _____

Signature _____ Exp. Date _____

Send form and payment to ITAA, 2186 Rheem Dr., #B-1, Pleasanton, CA 94588-2775, USA, or fax to 925-600-8112

Upcoming TA/Theme Issue

"TRANSACTIONAL ANALYSIS AND SUPERVISION"

Coeditors:

Bill Cornell and Carole Shadbolt

Deadline for Manuscripts:

1 September 2006

Please follow the instructions to authors on the inside front cover of any recent issue of the *TAJ*. Please e-mail manuscripts to *TAJ* Managing Editor Robin Fryer, MSW, at robinfryer@aol.com.

ITAA WEBSITE:
www.ita-net.org

KEEPING IN TOUCH

NORTH AMERICA REGION

Abe Wagner, TSTA (Organizational) writes that transactional analysis in the organizational world is alive and well. His seminar and conference schedule this year includes St. Petersburg, Helsinki, London, Cairo, Istanbul, Buenos Aires, Singapore, Tokyo, Ottawa, and Mexico. His books *The Transactional Manager* and *Say It Straight or You'll Show It Crooked*, along with his course "Breaking the Communication Barrier, TA + NLP = Synergism" are rising to new heights. For more information, you can visit Abe's Web site at www.abewagner.com.



Mary Woods, wife, colleague, and coauthor of Ken Woods, passed away on 17 April after a long illness. She will be fondly remembered, and we offer our condolences to Ken and his family. If you wish to contact him, he can be reached at 21 E. Mountain View Lane, Belfair, WA 98528; e-mail: ken-mary@denobi.net.

ASIA/AFRICA REGION

"**Saying Hello!**" is the theme of our annual two-day meeting on transactional analysis and human development, to be held 2-3 September 2006 in Coimbatore, India. We started this in 1998 as response to the interest generated by the 1997 ITAA conference in Coimbatore. Since then, each year, over 100 participants from all walks of life, including CTA trainees and trainers, attend. The gathering is jointly host by Asha Counselling and Training Services and Relations Institute of Development. This year we plan to have a TA 101 alongside a workshop on "Journey Process" by Lalitha Mathew and her team, a workshop on thinking skills to teach children with learning disabilities, and an exclusive workshop for advanced transactional analysis

trainees. We would be glad if any transactional analysis trainers traveling to India around that time would like to attend the meeting or do a one- or two-day workshop for our trainees here.

In addition, *Script* readers might be interested to know that the TA Study Circle of Coimbatore celebrated its 23rd anniversary in March.

CENTRAL/SOUTH AMERICA REGION

The **XXVI Latin American TA Congress** will be held 6-9 September 2006 in Bahia, Brazil. The congress is sponsored by the Latin American TA Association (ALAT) and the Brazilian TA Association (UNAT). For general conference information, see www.dagaz.com.

br/dagazhotsite/textoingles.php; the call for papers can be accessed at www.dagaz.com.br/dagazhotsite/norm.php and proposals should be sent to Monica Levi at monicalevi@uol.com.br by 31 June; for accommodations and registration, see www.dagaz.com.br/dagazhotsite/turismo.php

EUROPEAN REGION

As we went to press we received word that **Petruska Clarkson** died in Amsterdam, Netherlands, on 21 May 2006. Her death will be mourned by many, and we offer condolences to her family, friends, and colleagues. We plan to publish a longer remembrance of her in an upcoming issue.

TA Association Presidents Invited to Gather in Istanbul

Following on the successful gathering initiated last year by EATA President Adrienne Lee to bring together the presidents of national and regional transactional analysis associations during the 2005 World TA Conference in Edinburgh, Scotland, ITAA President Jim Allen has invited them to join together again this year in Istanbul during the ITAA/TAD conference 26-29 July 2006.

The Istanbul TA Association Presidents' meeting will take place on Friday 28 July from 6:30-8:30 pm and will be followed by a dinner.

A letter has gone out from President Allen to the presidents included on the list below. However, if the information on the list is outdated or incomplete, please contact Ken Fogleman at the ITAA office (e-mail: ken@itaa-net.org) as soon as possible so that everyone who should be invited will receive an invitation.

This is a special opportunity for the leaders of TA associations from all across the globe to get to know each other better and to share their ideas, concerns, and successes. As President Allen says, "I hope as many TA association presidents as possible will join me in Istanbul for stimulating conversation and dinner. If last year's gathering is any indication—and I'm sure it is—we have a lot to say to and learn from each other!"

LAST NAME	FIRST NAME	FAX	EMAIL	ASSOCIATION	COUNTRY
Alekna	Raimundas		raimundas.alekna@lrs.lt	LTA	Lithuania
Allen	James	1 405 271 3808	james-r-allen@ouhsc.edu	ITAA	United States
Attanasio	Silvia	0039.0635402495		SIMPAT	Italy
Banic	Marina		mbanic@sbb.co.yu	SATA	Serbia
Bentele	Maya		Maya@bentele.ch	DSGTA	Switzerland
Bertok	Martin			SLOVENTA	Slovenia
Blarke	Janne	004539908407	janne@blarke.net	DTA	Denmark
Bonvin	Anne		anne.bonvin3@bluewin.ch	ASAT/SR	Switzerland
Bridge	Jenny	44 181 8787 388		ITA	UK
Cavallero	Giorgio Cristiano		g.cavallero@for-srl.it	AUXIMON (SIAT)	Italy
Cepicka	Blanca		sena.praha@tiscali.cz	CATA	Czech Republic
Cuadra Perez	Jésus		jcuadra@correo.cop.es	ATA	Spain
Decaux Calmeil	Annie		annie.decaux-calmeil@wanadoo.fr	IFAT	France
Didriksson	Susanne			STAF	Sweden
Drego	Pearl		obsndpad@giadl01.vsnl.net.in	TACET	India
Filippi-Callewaert	Véronique	0032.26603187	veroniquefilippi@skynet.be	ASSOBAT	Belgium
Goussakovsky	Vladimir E.		vladimir@vg8602.spb.edu	SITA	Russia
Gratz	Brigitte	0043.6643249671	brigitte.gratz@aon.at	ÖATA	Austria
Griskonyte	Ausra		ausragrisk@one.lt	LTA	Lithuania
Hauser	Hans Georg	0043/2628/62920-13	hghauser@compuserve.com	ÖTISO	Austria
Hriscu	Eugen		eugenhriscu@yahoo.com	ARAT	Romania
Jozsa	Zsuzsanna	003612912427		HATA	Hungary
Jung	Duk Kyu	82 53 626 1347	jdk8826@hanmail.net	KTAA	Korea
Lee	Adrienne	44 115 947 3296	adrienne@theberne.com	EATA	UK
Lipp	Toni		tlipp@stroke.ch	DSGTA	Switzerland
Maki	Dianne	1 908 234 1254	makiseti@aol.com	USATAA	United States
Martínez Rodríguez	José Manuel	0034.983379010	jmmartinezr@intersep.org	APPHAT	Spain
Murray	Annie		amhstart@aol.com	IDTA	UK
Noriega	Gloria	52 55 5271 5204	gnoriega@imat.com.mx	IMAT	Mexico
O'Connor	Janet	1 520 886 0176	southwesttraining@cox.net	ATAA	United States
Pancevska	Nikolovska Eleonora		lora_pn@yahoo.com	MATA	Macedonia
Piironen	Ritva	0035893238239	ritva.piironen@danpat.fi	FINTA	Finland
Pispa	Markku	00358.9740169	markku.pispa@kolumbus.fi	FINTA	Finland
Pucelj	Bojan		b.pucelj@siol.net	SLOTA	Slovenia
Quagliotti	Laura	0039.0118195511	presidente@aiat.it	AIAT	Italy
Ranci	Adelaide	00390.2-70127022	at.mi@centropsi.it	CPAT	Italy
Reid	Fatma Torun	90 216 363 3484	frreid@yahoo.com	TAD	Turkey
Saru	PK	91 42 231 4552	pksaru@vsnl.com	CHILD	India
Schweiger	Ingrid	0043.316303765	ingrid.schweiger@utanet.at	ITAP	Austria
Sell	Matthias	49 511 805 700		DGTA	Germany
Shotton	Peter		mandp@questmail.fsnet.co.uk	ITA	UK
Sisalli	Gaetano		gasisa@tiscali.it	IAT	Italy
Soboleva	Elena		avelobos@mail.ru	SITA	Russia
Spassenko	Nadyezhda Ivanovna		nadyezhda@spassenko.relcom	UATA	Ukraine
Teigen	Oddmund	0047.66779346		NTAF	Norway
Verzaal	Bea		beaverzaal@euronet.nl	NVTA	Netherlands
Vidjak	Ana Marija			UTA	Croatia
Weisberg	Marian	1 212 496 7503	marweisberg@aol.com	ERTAA	United States

INFORMATION WANTED...

On Your Area of Expertise

We frequently receive requests from students, researchers, authors, and other professionals who are looking for information about individuals who use transactional analysis in relation to particular areas or populations. These requests come from all over the world, many of them via email. We would like to be able to respond to such requests more quickly and directly, so we are establishing a database that lists members who have an interest or expertise in certain areas. To do this we need to hear from those who would like to be included in this database. Please note that these inquiries are not for clinical referrals, but for scholarly assistance or consultation. Please send a short statement that indicates your areas of interest/expertise and let us know how people can contact you. Possibilities include postal address, phone and/or fax numbers, email address, and website address. Please e-mail to itaa-admin@itaa-net.org.

On Transactional Analysis Publications

We are interested in updating our listing of transactional analysis publications to include, in particular, textbooks or chapters in textbooks on transactional analysis. If you know about or have written a textbook or chapter—or have information about other books, articles, and chapters about transactional analysis (especially those published in non-transactional analysis journals or books)—please send us the book title/subtitle, the chapter title and inclusive page numbers if relevant, name(s) of author(s), year of publication, and name and city of publisher. E-mail details to robinfryer@aol.com.

On Transactional Analysis Training and/or Groups

Please let us know if you run transactional analysis training and/or groups or give TA 101 courses, please let us know about it and/or put us on your mailing list. Send info to itaa-admin@itaa-net.org or mail by post to ITAA, 2186 Rheem Dr., #B-1, Pleasanton, CA 94588-2775, USA.