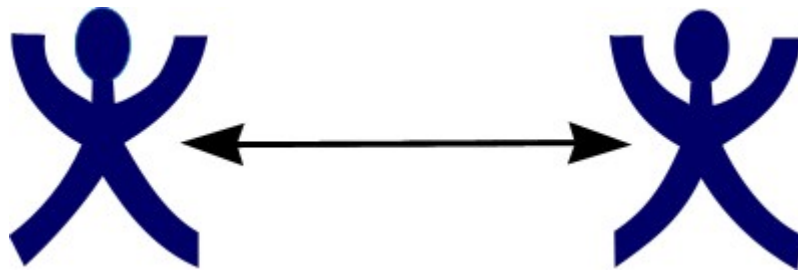


# Introduction to Transactional Analysis

## Trainer's Guide



For use with the  
**Trainer Controlled Audio CD**  
"Why can't you....."



## Contents

| <b>Subject</b>                                    | <b>Page</b> |
|---|-------------|
| Introduction                                      | 3           |
| Advantages of using Trainer Controlled Audio      | 4           |
| Options for Trainers                              | 4           |
| PC requirements                                   | 4           |
| Introduction to Transactional Analysis – Overview | 4           |
| Background knowledge and skill requirements       | 5           |
| Using the programme                               | 5           |
| Screen Menus                                      | 6           |
| Audio Scripts 1- 26                               | 7           |
| Possible Exercises                                | 13          |
| Running Workshops                                 | 14          |
| Possible Training Programme                       | 14          |
| Knowledge Test                                    | 17          |
| Power Point Slides 1- 41                          | 20          |

© Anglia Training Associates 2002  
Tel: 01953 883 953  
[WWW.uktraining.uk.com](http://WWW.uktraining.uk.com)  
Email: [info@uktraining.uk.com](mailto:info@uktraining.uk.com)

## 1. Introduction

This package is designed to give you, the Trainer, sufficient material to introduce Transactional Analysis (**TA**) as a concept for looking at communication in industrial and commercial situations.

**TA** has not been popular with Trainers, as it does require a solid understanding of it before attempting to deliver it in training sessions. However, it does give a powerful framework for helping people understand communication issues and to handle them in new and effective ways. It therefore has applications in these training areas:

Customer Service  
Communication analysis  
Interpersonal Problem Solving  
Management Development  
Performance Appraisal  
Personal Development  
Telephone Skills  
Team Building  
Workplace Counselling

Please note that **TA** is widely used in Clinical Psychology and is a well-tried and long developed approach to understanding human communications. This means that this material does not claim to be any more than a taster. However, for Trainers that persevere, the rewards are there!

## 1. Package Contents

This package contains the following:

**Trainer' Guide** – this document - 30 Pages PDF format

### **Trainer Controlled Audio CD**

Contains 26 audio clips accessible from easy-to-use menu screens. The clips cover basic concepts, dialogues, Life Positions and interview examples. The CD contains all the material in the package.

The CD will "autorun" and no setting up is needed.

### **An introduction to Transactional Analysis** – Workshop

Notes - 20 Pages in PDF format

### **Customisable Power Point Presentation** – 41 slides

based on Workshop Notes content.

### **OHP slides** (2) in JPEG format for printing an Analysis slide.

### **Knowledge Quiz** – with answer sheet also

available at the end of this document.

All materials with the exception of the CD may be **printed and copied freely**.

You can set up "**short cuts**" to the CD and documents by pressing the **SETUP** button in the information section of the programme. These will be contained in the **TA folder** on your desktop.

## 1. Advantages of using Trainer Controlled Audio

Trainer Controlled Audio came out of the development of Trainer Controlled Video. The latter gave trainers an extensive electronic video role-play. The first programme was developed for training in Selling Skills and was very successful in live sessions.



The Audio version is technically much simpler, as it does not require complicated video decoder boards and the associated bits and pieces.

Use of the material allows you to choose from a library of examples. This permits “pick and mix” and of course, infinite repeatability. The use of “third party” material in training sessions can bring additional life to a course, with audio material being a good way of developing listening skills.

The programme previous to this was aimed at Telephone Skills development and independent feedback from trainers is that it really puts the group on their toes as immediate responses are expected!

## 2. Options for Trainers

There is no “right” way to use this material. That is down to you. It can be used:

- **As a complete workshop - an introduction to the subject**
- **In a “didactic” mode – explaining each example.**
- **For drill and practice, to check understanding.**
- **As exercises - e.g. responding in appropriate ways to examples.**
- **In small sections, as part of existing courses, to give examples.**

## 3. PC requirements

You need a PC with Windows 95 onwards (but not NT). It has to have double speed CD CD-ROM drive and a sound card. [Power Point](#) and [Adobe Acrobat Reader](#) must also be installed. If Acrobat reader is not available, it can be installed from the [Help screen](#) on the CD. You may also need additional speakers, if you do not have a PC / Lap-top with good sound delivery.

The programme runs at 800 x 600 screen size.

## 4. Introduction to Transactional Analysis – overview (from [Workshop Manual](#))

**Transactional Analysis (TA)** is the name given to a number of related concepts that seek to throw light on the way we and others behave and feel.

The basic assumptions are:

1.1 That every one has learned, at an early age, ways of feeling and behaving that tend to become habitual regardless of their continued appropriateness.

1.2 That feelings cause behaviour.

1.3 That even though characteristic ways of feeling and behaving are habitual, we can control them and if necessary replace unproductive ways of feeling and behaving with more satisfactory ones.

1.4 That we can do much to help other people, whether they be our superiors, associates, colleagues, or subordinates to modify their feelings and behaviour for the better.

1.5 That feelings of doubt, indecision, embarrassment, fear and anger drain energy from both individuals and organisations and in various ways, extract a heavy toll in time and money.

The TA concepts were originally developed by Dr. Eric Berne in the 1950s. He published 'Games People' play in 1964. In the UK, this book outsold "Lady Chatterley's Lover", such was its popularity! The TA Institute that he founded now flourishes with branches in most countries. Many organisations throughout the world actively use TA concepts in their training and development programmes.

TA claims to be today's simplest and most efficient method for understanding and modifying human behaviour. It is intended to give the layman some comprehensible concepts so that he or she can improve themselves and help others to do the same. This process is not intended to be dangerous, or impossible, or to require the help of experts.

## 5. Background knowledge and skill requirements

You will be an experienced Trainer. You design your own courses, set training objectives, adapt your style to group needs and levels and have good facilitation skills.

You will also need a good grasp of Transactional Analysis. If you do not have this you will need to research this a little beyond the level of this material. Get hold of a copy of:

**Born to Win** by Muriel James and Dorothy Jongeward ISBN 0-330-29314-1

**Games People Play** - Eric Berne - Andre Deutch Ltd 1964

**"I'm Ok, You're OK"** - T. Harris – Arrow Books – ISBN 0-099-55841 8

**Practical Transactional Analysis in Management** - Addison-Wesley 1977

All these tend to be reprinted from time to time. If in difficulty, also try your local library. It is possible to gain qualifications at a professional level in Transactional Analysis. For more details of this contact [Anglia Training Associates](#). Tel: 01953 883 953.

## 6. Using the programme

The programme has been designed to be simple to use. It will "autorun" from the CD-ROM drive, provided this has not been switched off. There is no install process, so the CD can be shared among any number of people in the same organisation.

The programme is run from 4 screens, which are accessible from the main menu screen. There is a choice of [26 examples](#) ranging from single sentences to dialogue examples. A full script is given in the next section.

You can **Exit** the programme from the Main Menu or by pressing **Escape**.

## Screen Menus

### Main Index screen

This gives you access to the four example screens, with **left or right** mouse clicks.

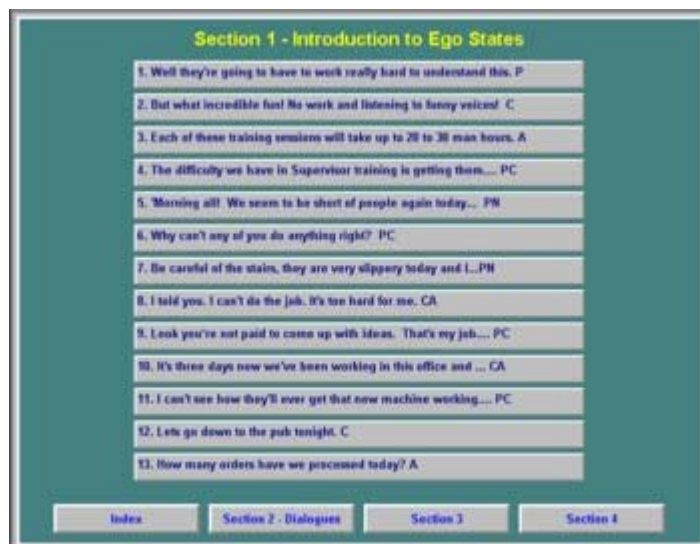
You can also **View** and **Print** the **Trainer's Guide**, the **Workshop Manual**, the **Knowledge Quiz**, the **Audio script**, **Exit** the programme or go to the **Help** section.



### Introduction - Single voices Section 1

Use this first as an introduction. The buttons have the text shown on them, as well as some hints about the example transactions.

Simply click and play! Note that you can go to other screens while the audio is playing. Navigate to the other sections from here, using the bottom **menu bar**.



### Dialogues Section 2

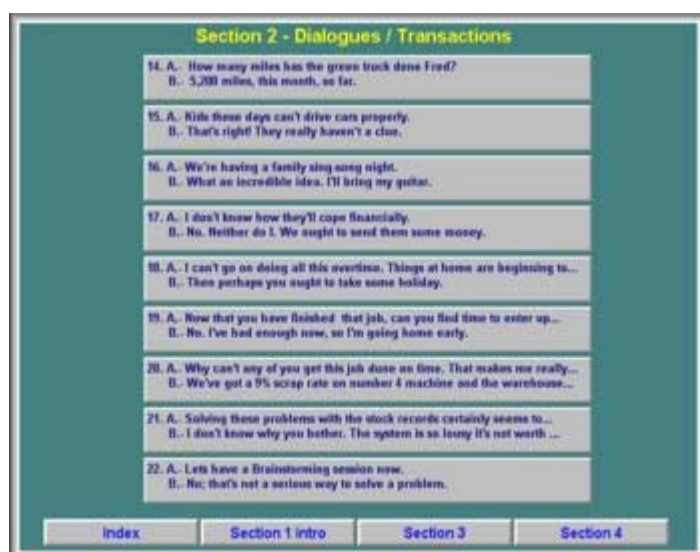
This section gives you material that allows you to check understanding from the first section. If you have an OHP, display the transactions on this or improvise with a flip chart!

Note you can also use **key presses** for basic navigation:

**h** = Help

**i** = Index

**1- 4** = Section Number



## Ego-States Section 3

This gives you one example of a Winner and a Loser. Click on the text to run these. Click on the **Blue** button to bring up the second example.

The yellow button **stops** the audio.

**Section 3 - Ego States - Winners / Losers**

23.  
You wouldn't believe how hard this job is. When I took it I thought it would be difficult. Well, I only took it to stand in for Sally when her pregnant. I said I would try to help out until they get someone else in as supervisor. But really! You feel stuck in the middle with this lot. All the operators do is test you like dirt. They are always complaining about something: the heating not being good enough, or the machines breaking down. I do my best, but you try getting the Engineers to understand what you need. You look at them some real time again.

I think it's because I'm a woman. They don't want to take any notice of me, that's it. And my boss is no better. Never a good word to say to me. "Why is the production down again? We can't afford scrap levels like that." At least he keeps in his office most of the time. Do you know that Fred the machine operator came to see me this morning. He complained about the lighting in his area. Not enough to check the small panel on the controlroom, it was giving him eye strain, what's he going to complain of next? I had those lights changed last week. Took me a month to get the Electricians to do it too. How can I hope to do this job right? Nobody wants to help me. It's like the Personnel Department found the same decent operators. They are always leaving. It's no better at home. The old man is only interested in the football page in the Sun, he can't even manage page 3 any more!

Change example. Click on text to run.

Index Section 1 intro Section 2 Section 3

## Dialogues Section 4

This section includes two dialogues. Work this in exactly the same way as section 3.

You can use the material at different levels here. Use it to identify types of transactions, or as **game playing** examples!

**Section 4 - Ego States - Dialogues**

25.  
A: Ah! Come in. Take a seat there.  
B: You want to see me for some reason?  
A: Yes. It's about what you did yesterday.  
B: Yesterday?  
A: Yes. We had all those rejects on the line right through the afternoon. You set the machine up at lunch time didn't you?  
B: Yes.  
A: Well, you can't have done it right. You ought to know better. You've been here long enough. We had scrap coming out of our ears. What a performance!  
B: It really makes me angry to think you just couldn't be bothered to check that operation.  
A: You can't have done, otherwise it would have been OK.  
B: It wasn't my task.  
A: It must have been. It's your job!  
B: Yes, but you weren't there yesterday afternoon.  
A: Right! That's why I am seeing you now. If I had been there yesterday afternoon you wouldn't have a job by now. Plenty of people queuing at the door you know.  
B: You won't even let me finish.  
A: Why should I. The issue is totally clear to me.  
B: Yes, but don't you remember what you told me on Monday.  
A: I told you to get the machine checked.  
B: Yes and that's what I did. The Engineers set it up yesterday afternoon.  
A: They replaced the bearings over lunch hour, just as I asked them to do.  
B: You were in charge of the machine. Output is your responsibility.

More \_\_\_\_\_

Change example. Click on text to run.

Index Section 1 intro Section 2 Section 3

## Help Screen

Pressing the appropriate button gives access to:

- Workshop Manual
- Trainer's Manual
- Knowledge Quiz
- Power Point slides
- Acrobat Reader (if not already installed)
- Credits
- License Agreement
- Install Desktop Icons

This enables you to set up a Desktop folder containing links to all the printable documents as well as the slides. If you have left the CD in your machine, you can start the programme from the TA icon. **Note** that this does not install the CD.

**Trainer Help Section**

The following materials are available to you:

Trainer Controlled Audio clips  
This means you decide what you want to use and when! There are 26 clips on the CD ranging from single voices to longer dialogues. There are many different ways of using these, but this will depend on factors such as your training style, how the material is incorporated into existing training and the knowledge level of the group.

The advantage of using audio from a PC menu is that it gives you, the Trainer, a third party resource to use as explanatory material, exercises, or for role plays. All the material can be accessed quickly and immediately repeated.

This material is from an industrial setting, but this is really irrelevant, as the aim is to assist in identifying behaviours and not to seek to emulate every organisational environment. However, if you really want your own material, beyond this, we would be pleased to quote you!

View Trainer's Guide PDF format  
View Workshop Manual PDF format  
TA Knowledge Quiz PDF format  
Power Point Slides  
You need the Acrobat Reader programme installed to be able to read PDF files. If you do not have this, you can install it now by pressing the button below.  
Install Acrobat Reader  
Credits

Index Section 1 intro Section 2 Section 3 Section 4

## 8. Audio script

### Introduction to Transactional Analysis - Full script

#### Section 1

1. Well they're going to have to work really hard to understand this.
2. But what incredible fun! No work and listening to funny voices!
3. Each of these training sessions will take up to 20 to 30 man-hours.
4. The difficulty we have in Supervisor training is getting them on courses. They have failed to get their jobs sufficiently organised to be able to cover their work for more than an hour at a time.
5. ' Morning all! We seem to be short of people again today. Sue, can you look after the carton erector. Gill, you managed the glue machine very well yesterday. You do a couple of hours on it this morning, OK. Ah, John, have you managed to get the Fork Trucks fully charged up for today?
6. Why can't any of you do anything right?
7. Be careful of the stairs, they are very slippery today and I wouldn't want to see any of you off work through an accident.
8. I told you. I can't do the job. It's too hard for me.
9. Look you're not paid to come up with ideas. That's my job. Just get on with what you're doing and concentrate on inspecting the next product batch.
10. It's three days now we've been working in this office and you still haven't got the heating fixed.
11. I can't see how they'll ever get that new machine working. They don't understand half of it and that's only the beginning.
12. Let's go down to the pub tonight.
13. How many orders have we processed today?

#### Possible Exercises:

1. What is one thing you have copied from a parent?
2. Give an example of one message you still hear and obey, fight against, or, feel confused about.
3. Think of a recent situation, in which you gathered facts and then made a reasonable decision based on them.
4. Think of one form of manipulation you used successfully as a child and still use.
5. Think of one thing you did for fun as a child and still do.

## Section 2.

14.

A.- How many miles has the green truck done Fred?

B.- 5,200 miles - so far.

15.

A.- Kids these days can't drive properly.

B.- That's right! They really haven't a clue.

16.

A.- We're having a family sing-song night.

B.- What an incredible idea. I'll bring my guitar.

17.

A.- I don't know how they can cope financially.

B.- No. Neither do I. We ought to send them some money.

18.

A.- I can't go on doing all this overtime. Things at home are beginning to suffer.

B.- Then perhaps you ought to take some holiday.

19.

A.- Now that you have finished that job, can you find time to enter up the days records.

B.- No. I've had enough now so I'm going home early.

20.

A.- Why can't any of you get this job done on time. That makes me really angry.

B.- We've got a 9% scrap rate on number 4 machine and the warehouse has only delivered 35 spare cartons.

21.

A.- Solving these problems with the stock records certainly seems to have improved the system.

B.- I don't know why you bother. The system is so lousy it's not worth the effort.

22.

A.- Lets have a Brainstorming session now.

B.- No; that's not a serious way to solve a problem.

### Possible Exercises

Put two chairs in the middle of the group and ask for two "volunteers" to sit in them. The other group members ask them to give two pieces of dialogue at a time in which ever ego-states requested by the group; e.g. Parent to Child, Child to Child. After two minutes replace the speakers with two more. Monitor the dialogues closely. Are they as requested? Give guidance as needed. End after about 10 minutes.

### Section 3

23.

You wouldn't believe how bad this job is. When I took it I thought it would be difficult. Well, I only took it to stand in for Sally who got promoted. I said I would try to help out until they get someone else in as Supervisor. But really! You feel stuck in the middle with this lot. All the operators do is treat you like dirt.

They are always complaining about something: the heating not being good enough, or the machines breaking down. I do my best, but you try getting the Engineers to understand what you need. I've been at them time and time again. I think it's because I'm a woman. They don't want to take any notice of me. That's it. And my boss is no better. Never a good word to say to me. "Why is the production down again? We can't afford scarp levels like that." At least he keeps in his office most of the time. Do you know that Fred the machine operator came to see me this morning. He complained about the lighting in his area. Not enough to check the small print on the containers. It was giving him eye strain. What's he going to complain of next? I had those lights changed last week. Took me a month to get the Electricians to do it too. How can I hope to do this job right? Nobody wants to help me. It's time the Personnel Department found me some decent operators. They are always leaving. It's no better at home. The old man is only interested in the football page in the Sun, he can't even manage page 3 any more!

24.

I must admit, when I first started I didn't think I could do it. I mean, well, I'd done the training course last year but a real job, so soon! My new manager really wanted me to succeed. You don't know what a great help that can be. There's lots of problems, of course. The line was badly laid out and it caused extra work for the operators. They've been very helpful. I started asking them what was causing difficulties and I obtained some really useful replies, even managed to do something with nearly all their ideas. The men's morale seems to be getting better and production is going up each week. It's good to see the results of my efforts. In another six months I will have the section running well. I am going to make it work well. Then I shall want a manager's job. Don't think it will be a bed of roses. I've had quite a few failures and there are some problems that today defy solutions. I'm determined to do my job in the best way I can.

### Section 4

25.

A.- Ah! Come in. Take a seat there.

B.- You want to see me for some reason?

A.- Yes. It's about what you did yesterday.

B.- Yesterday?

A.- Yes. We had all those rejects on the line right through the afternoon. You set the machine up at lunch time didn't you ?

B.- Yes

A.- Well you can't have done it right. You ought to know better. You've been here

long enough. We had scrap coming out of our ears. What a performance! It really makes me angry to think you just couldn't be bothered to check that operation.

B.- Yea, well I did check it.

A.- You can't have done, otherwise it would have been OK.

B.- It wasn't my fault.

A.- It must have been. It's your job!

B.- Yea, but you weren't there yesterday afternoon.

A. Right! That's why I am seeing you now. If I had been there yesterday afternoon you wouldn't have a job by now. Plenty of people queuing at the door you know.

B.- You won't even let me finish

A.- Why should I. The issue is totally clear to me.

B.- Yes, but don't you remember what you told me on Monday.

A.- I told you to get the machine checked.

B.- Yes and that's what I did. The Engineers set it up yesterday afternoon. They replaced the bearings over lunch hour, just as I asked them to do.

A.- You were in charge of the machine. Output is your responsibility.

B.- I know, I know, but you asked me to help the Packing department yesterday afternoon too. I went there for the whole of the afternoon as you requested. Now how could I check the machine? I was only following your orders.

A.- Production is your responsibility. Engineering don't know how to set the machine up.

B.- Well that right. So you said on Monday. You said that you would be there, yesterday afternoon to stand in for me now you're accusing me of messing up production when I was only following your orders

A.- OK, OK, perhaps I was a bit hasty.

B.- Too bloody true!

A.- I forgot that I said that to you. I got called to a meeting by my boss at lunch time. The meeting lasted all afternoon.

B.- That's your problem.

A. - All right I'm sorry, but we lost a lot of product and the customers are screaming for it. What with last month's performance, we can't afford to do without good product on the market.

B.- It's still your problem. Why send me to packing when you knew that you wouldn't be here to cover for me. They could have got through, a bit slower maybe, but they would have all managed.

A.- OK. I'll make sure you don't have to go there again. They'll have to look after themselves for the future. Can you check the machine for tomorrows run?  
Sorry about getting at you. I think the pressure's getting to me.

B.- OK. but you nearly had me walking out then.

A.- All right. yet again- I'm sorry. Do you want blood with an apology as well ?

B.- Lets just say that you think I'm indispensable and leave it at that.

### **Possible exercises**

Ask what main ego-states were used.

Was the outcome expected at the beginning?

What life positions were evident here?

### **26.**

A.- Can I see you a minute?

B.- What's the problem?

A.- I think I'll have to leave Friday.

B.- Oh, well you only started three weeks ago. I am surprised. You seem to like the job, what's changed? I thought you were here to stay.

A.- The place is all right and the people here a quite friendly. Its just the job.

B.- What part of the job?

A.- The folding job, on the line. I can't do it. It's difficult to keep up and I keep the others waiting for my work. I'm letting them down all the time.

B.- Why is it difficult for you?

A.- I don't know. My hands seem to get in the way of each other. All the others do it OK.

B.- Who trained you?

A.- It was Freda, I think. She was in a hurry and she had her own job to do.

B.- Ah well, you should have been trained by Mary, our departmental trainer.  
Did Mary train you in the other jobs?

A.- Yes, she was really helpful, but she was off sick on the day I was meant to be trained.  
Freda had to stand in.

B.- Yes, well. Mary is back on Monday. Look, I don't want you to leave just because you can't do one job. You do all the others well and we really do need you here and the girls like working with you too. Now, how about if I get some extra help to assist you on the folding job until Friday. Mary is back on Monday. I can get here to start with you first thing. It sounds like Freda didn't train you properly, but that's not her fault. So we'll have to start again.

A.- Well, put like that its not so bad. It would save me looking for another job.  
Are you sure Mary can help me?

B.- She helped you on all the other jobs, so far and you do them OK.

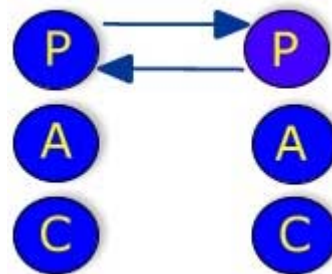
A.- All right. I've changed my mind. I'll stay.

### Possible Exercises

What ego-states dominated?  
What Life Positions are evident?

### Additional Exercises:

If you are using the Power Point slides, use the blank diagrams, with a pen to highlight transactions from role plays or from the CD.



Alternatively, print out the JPEG files in the OHP directory on the CD and print onto OHP film. Cut out the arrows and use them to identify transactions from the CD or from your own material.

### Hot Seat

This can be used to resolve interpersonal problems and is very powerful. Typical situations could be appraisal interviewing, handling difficult people, or any other situation where a person continually experiences difficulties communicating with someone else. However, don't use it unless you are confident you can facilitate the outputs from this.

You need two chairs close together. In one sits the "problem holder". The other is empty. The individual talks to the empty chair and then swaps over to become the other person with a reply. You need to be able to reflect what is going on and to point to some ways of bringing change to the situation. Keep the subject matter to the work situation!

### Strokes (Recognition)

This is an area guaranteed to raise much discussion. The Power Point slides contain a bar graph on which you can plot group responses. Please modify this if needed.

Questions: Do you get enough recognition / praise for your job?  
How much recognition / praise do you give others?

## Games

Questions: Can you give examples of 'games' in which you have become involved?  
How did you feel at the end? Winner or loser?  
How might you prevent a game being destructive?

## Running Training Workshops

This material is really designed to fit into *your* training programmes and how you use it is entirely up to you! However, it will work as a stand-alone course. The final length will depend on how much you add to this to suit your organisation's needs and culture.

The listing below assumes you want to use the Power Point slides and the CD. This means changing from one to the other. To do this you should run the set up programme from the information section on the CD.

This will create a folder on your desktop which when opened gives you links to all the material. Use the alt+tab key to switch between Power Point and the audio clips. Make sure you turn off the projector when you change to the CD.

You can, of course print the slides as OHP material and use this medium instead!

If you are covering Customer Care and Phone skills you may wish to use the [Phone Master CD](#) which includes 450 clips many of which can be used with a TA slant. Details of this are available from us and a substantial discount is available if you have already purchased this programme.

## Possible workshop programme

| Stage        | Activity   | Material           |
|--------------|--|--------------------|
| Start        | <b>Icebreaker</b><br>Ask the group to greet each other as children and to talk to each other for a further two minutes in this way.                          |                    |
|              | <b>Link</b> this to the Workshop title and state aims:<br><b>To be able to understand, identify<br/>And respond to different modes<br/>of communication.</b> | Slide 1<br>Slide 2 |
| Work modes   | <b>Explain:</b><br>How you will work with the group<br>What materials are available to them<br>at the end of the course.                                     | Workshop Manual    |
| Introduction | <b>Background to TA</b>  |                    |

|                          |   |                                  |
|--------------------------|---|----------------------------------|
|                          | Application: Training and counselling<br>Published literature   |                                  |
| <b>Foundation</b>        | <b>Introduce the main ego-states</b> <ul style="list-style-type: none"> <li>• Parent</li> <li>• Adult</li> <li>• Child</li> </ul>   | Slide 3                          |
| <b>Ego-states detail</b> | Cover each in more detail   | Slides 4-11                      |
| <b>Exercise</b>          | <i>Switch off projector mode and load CD material.</i><br>Run section 1 clips, asking group to identify ego-states<br><br><i>Change to Power Point slides</i>   | CD<br>Section 1                  |
| <b>Transaction Types</b> | <b>Complementary and crossed transactions</b><br><br><i>Change to CD</i><br>Run section 2<br>Ask group to identify ego-states as well as transaction types  | Slides 12-20<br><br>CD Section 2 |
| <b>Games</b>             | <i>Change to Power Point</i><br><b>Discussion point:</b><br>What games can you identify from Your job?<br>What problems do these cause?<br>Include: How to avoid games.   | Slides 21- 23                    |
| <b>Life positions</b>    | Cover 4 Life Positions – Stress that all people move from one position to another quite frequently.<br><br><i>Change to CD</i><br>Run two life position examples –23 /24<br><br><b>Discussion point:</b> What makes you move from one state to another? | Slides 24 -27<br><br>Section 3   |
| <b>Strokes</b>           | <i>Change to Power Point</i><br>This can be a long session, as it covers Issues of recognition and praise at work. It also looks at how to give praise and criticism. Follow the exercises linked to the slides.  | Slides 28 – 40                   |

**Discussion point:** Does our organisation's culture allow sufficient praise to be given?

*Change to CD*

Run 25 / 26

These cover strokes, life positions and games.

Section 4

**Discussion point:** What games are being played?

**Life Positions**

*Change to Power Point*

This is about motivation.

Discussion point: What is your Life Position?

Slide 41

---

## TA Quiz!

The next three pages contain a TA "Quiz".

You will find this useful in checking understanding. To make it non-threatening, pass out the answer sheets when this has been completed.

Note: this type of multi-choice quiz lends itself well to the use of the **Decision Dynamics TeamWorker** system. This uses radio-operated handsets, which enable each person to give their choice of answer. The group responses are collected on your PC and graphed to show the final result.

The system is easy to use and there is no limit to the number of question "banks" that can be used. One set of hardware (handsets and receivers) can be shared among several Trainers.

For more information on this, contact us to arrange a demonstration, or visit our web site.

# Assess your Knowledge of Transactional Analysis

Tick the appropriate line on the right hand side, then check your results against the answer sheet which will be given to you.

---

1 . The Theory of Transactional Analysis is based on:

- 1. Individual motivation \_\_\_\_\_
- 2. Ego-states \_\_\_\_\_
- 3. Freudian Theory \_\_\_\_\_
- 4. Behaviour Theory \_\_\_\_\_

2. How many main ego-states are there?

- 1. One \_\_\_\_\_
- 2. Three \_\_\_\_\_
- 3. Five \_\_\_\_\_
- 4. More than five \_\_\_\_\_

3. The type of person who spends a lot of time thinking about their past life is more likely to be:

- 1. A Winner \_\_\_\_\_
- 2. A Loser \_\_\_\_\_

4. "Parent" type behaviour can include:

- 1. Prejudice, criticism, care \_\_\_\_\_
- 2. Only prejudice \_\_\_\_\_
- 3. Desire for control and power \_\_\_\_\_
- 4. Being authoritarian \_\_\_\_\_

Into which category do the following transactions fall:

- 5. "Why can't you ever get to work on time?" \_\_\_\_\_
- 6. "We will run out of material at 2.30 p.m." \_\_\_\_\_
- 7. " I think Transactional Analysis is fun." \_\_\_\_\_
- 8. "Be careful of the puddles in the car park." \_\_\_\_\_
- 9. "Sue, you've done a really good job producing that report." \_\_\_\_\_
- 10. "This cup of tea is horrible!" \_\_\_\_\_
- 11. "We have reduced paperwork by 10% in 10 weeks." \_\_\_\_\_
- 12. "All Accountants are really boring people!" \_\_\_\_\_

13. "I'll try." \_\_\_\_\_
14. "They have developed a very advanced welding process." \_\_\_\_\_
15. "It looks neat, but I can see two typing errors." \_\_\_\_\_
16. Which Stroke would be more effective?
1. " I really liked the way you handled that situation. You explained our position really carefully. Well done." \_\_\_\_\_
  2. " Jane, I want to congratulate you on the way you do a good job." \_\_\_\_\_
17. Which do you consider is the most despairing life position?
1. I'm OK, You're OK. \_\_\_\_\_
  2. I'm not OK, you're OK. \_\_\_\_\_
  3. I'm not OK, you're not OK. \_\_\_\_\_
  4. I'm OK, you're not OK. \_\_\_\_\_
18. What would be the Adult response to:  
"I wish this phone would stop ringing all the time."
1. "Why don't you just pull out the plug?" \_\_\_\_\_
  2. "Yes, I have the same trouble." \_\_\_\_\_
  3. "How many calls do you get in a day?" \_\_\_\_\_
  4. "You must be worn out at the end of the day!" \_\_\_\_\_
19. The most creative ego-state is:
1. Adult \_\_\_\_\_
  2. Natural Child \_\_\_\_\_
  3. Little Professor \_\_\_\_\_
  4. Adapted Child \_\_\_\_\_
  5. Nurturing Parent \_\_\_\_\_
20. Ulterior transactions can be described as:
1. Hidden ego-state \_\_\_\_\_
  2. Games \_\_\_\_\_
  3. Shyness \_\_\_\_\_
  4. Subtle meanings \_\_\_\_\_

## Answer Sheet

1. 2 - Ego-states
2. 2 - Three
3. 2 - A loser
4. 1 - prejudice, criticism, care
5. Parent (critical)
6. Adult
7. Child ( little professor)
8. Parent (nurturing)
9. Parent (nurturing)
10. Child (adapted)
11. Adult
12. Parent (critical)
13. Child (adapted)
14. Adult
15. Parent (critical)
16. 1
17. 3
18. 3
19. 3
20. 2

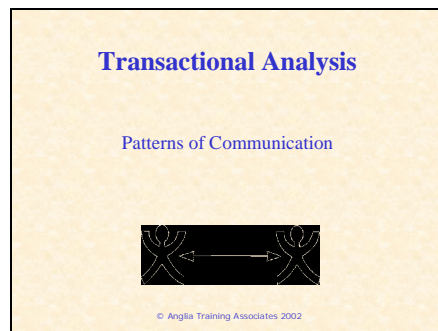
# Power Point Slides

There are 41 slides available for you to use and customise. Details of all of these and the notes are given below.

You can access these in the following ways:

- Copy these from the CD onto your PC and set up your own shortcut.
- Run the setup programme from the CD. Open the TA folder and click on the icon.
- Run the slides direct from the CD – **Index or Help screens.**

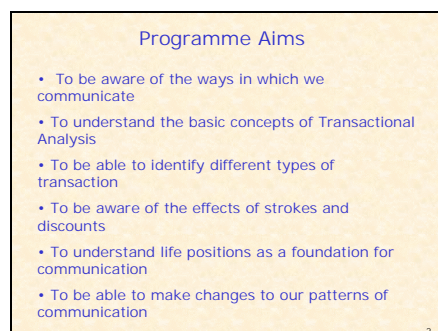
Slide 1



Please modify these slides to suit your company "style".

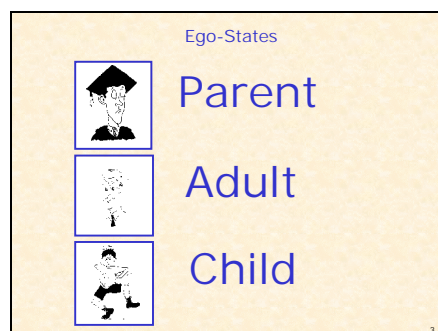
The slides can be used by anyone in your company or organisation, but please note that they are designed to work with the CD and Workshop Notes material.

Slide 2



This assumes you want to cover all the main aspects of TA. If not, then you will need to change this and then remove the unwanted slides.

Slide 3



This is the "core" of TA. Change or remove the graphics to suit your tastes. If you do that, make sure you alter the animation sequences too.

You could involve your group, by asking them to give examples of these headings here. However each state is covered in more detail.

Slide 4

**Parent Ego-State**

- Behaviour and attitudes modeled from external sources, primarily parents.
- **Feelings of:**
  - What is proper /correct
  - Right and wrong
- Dogmatic
- Autocratic
- Heavy control

**Critical Parent**  
**Nurturing Parent**

4

Question: From where else do parental "models" come from?

Question: From where do you get your feelings of right and wrong?

Slide 5

**Parent Ego-State**  
**Nurturing Parent**

- Nurturing
- Protective
- Sympathetic
- Comforting

**Non Verbal:**  
comforting  
touch

**Verbal Clues:**  
"There, there..."  
"Try again."  
"Don't worry."

5

Question: What other verbal examples are there?

Play the audio.

Question: What examples can you give?

Slide 6

**Parent Ego-State**  
**Critical Parent**

- Critical
- Prejudicial
- Moralising
- Punitive

**Non Verbal:**  
Pointed finger  
Shaking head  
Hand wringing  
Arms folded  
Foot Tapping  
Wrinkled brow  
Sighing

**Verbal Clues:**  
"Always..."  
"Never..."  
"Remember..."  
"You stupid boy!"

6

Question: What other verbal examples are there?

Play the audio.

Question: What examples can you give?

Slide 7

**Adult Ego-State**

- Set in current reality
- Objective gathering of information
- Organised, adaptable, intelligent

**Non Verbal:**  
Serious expression  
Thoughtful  
Neutral listener

**Verbal Clues:**  
"The facts tell me to do..."  
"How many...?"  
"When .....?"

7

Question: What other verbal examples are there?

Play the audio.

Question: What examples can you give?

Slide 8

**Child Ego-State**

- An infant's natural impulses
- Plus recordings of child's early experiences and responses

Adapted Child  
 Little Professor  
 Natural Child

8

Beware of yourself or workshop members making judgements about appropriate Ego-states. The Child state may not be seen as acceptable at work! However, all creativity (as opposed to Adult problem solving) and fun stems from this. But if you want to create a boring culture.....

Slide 9

**Child Ego-State  
Adapted Child**

- Toned down Natural Child

**Verbal Clues:**

"Please"

"I wish"

"I'll try."

"I don't care"

"I don't know"

**Non Verbal:**

Giggling

Teasing

Flirting

Whining

9

Question: What other verbal examples are there?

Play the audio.

Question: What examples can you give?

Slide 10

**Child Ego-State  
Little Professor**

- Emerging Adult
- Creative
- Intuitive
- Manipulative

**Verbal Clues:**

"I've got a brilliant idea!"

"Its unlucky to do that."

"How about..."

**Non Verbal:**

Building

Making things

Enthusiasm

10

Question: What other verbal examples are there?

Question: What examples can you give?

Slide 11

**Child Ego-State  
Natural Child**

- Dictated by feelings
- Impulsive, fearful
- Inquisitive, self indulgent
- Affectionate, rebellious
- Playful, aggressive

**Verbal Clues:**

"Look at me!"

"Nobody loves me."

"That's mine."

"That's fun!"

"Can't"

**Non Verbal:**

Tears

Temper tantrums

Downcast eyes

Shoulder shrugging

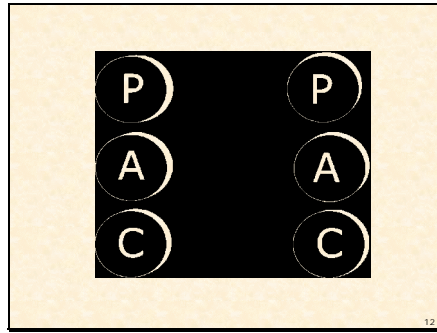
11

Question: What other verbal examples are there?

Play the audio.

Question: What examples can you give?

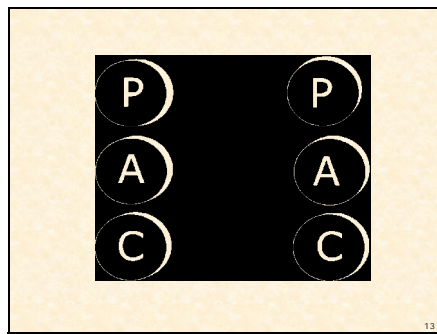
Slide 12



This is the simple transaction model for identifying the different types. More examples follow. You can use this "blank" slide for your own examples. Link the transactions using the pen tool.

If you want to get to this slide from the next example slides, click on the GREEN arrow and then use the "Previous" link from the pop-up menu to return.

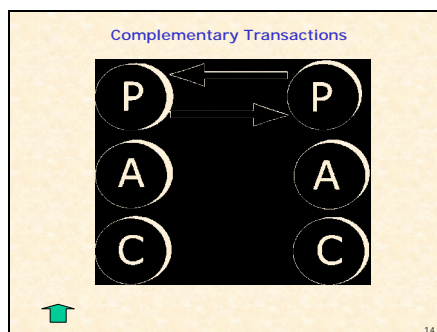
Slide 13



This is the simple transaction model for identifying the different types. More examples follow. You can use this "blank" slide for your own examples. Link the transactions using the pen tool.

If you want to get to this slide from the next example slides, click on the GREEN arrow and then use the "Previous" link from the pop-up menu to return.

Slide 14



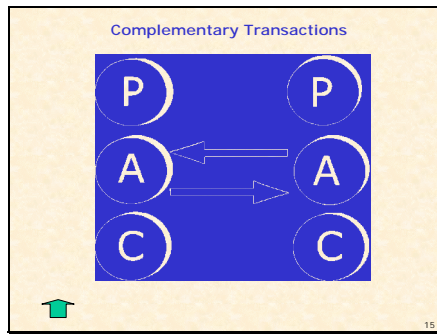
**First speaker:**

"Unions are too powerful nowadays".

**Second speaker:**

"They certainly are. They are going to ruin the economy again!"

Slide 15



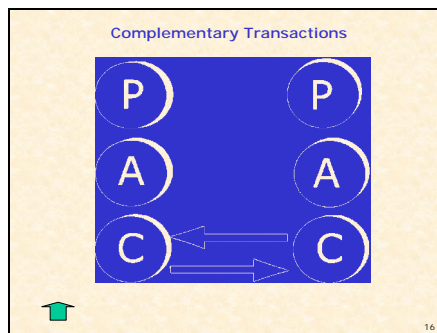
**First speaker:**

"What time is the meeting today?"

**Second speaker:**

"This afternoon at two thirty"

Slide 16



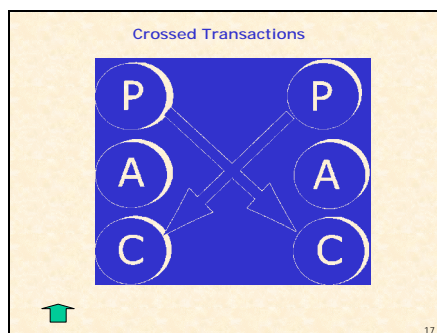
**First speaker:**

"What time is the meeting today?"

**Second speaker:**

"This afternoon at two thirty"

Slide 17



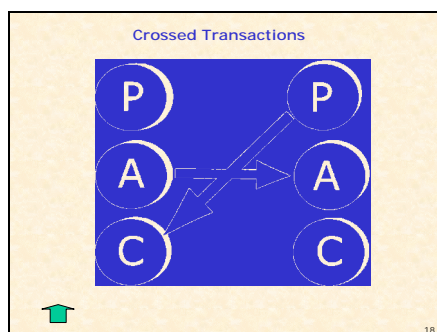
**First speaker:**

"You got that wrong. I had him ready to buy and you messed it up".

**Second speaker:**

"Rubbish! I simply told him the truth. You shouldn't lie to secure a sale. In the long run it isn't worth it".

Slide 18



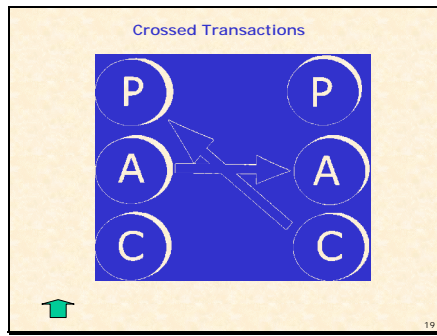
**First speaker:**

"Our deadline for getting this report into the mail is seven tonight. We've got a couple of secretaries standing by."

**Second speaker:**

"Why do you always leave things until the last moment? You do it every time. I've told you before..."

Slide 19



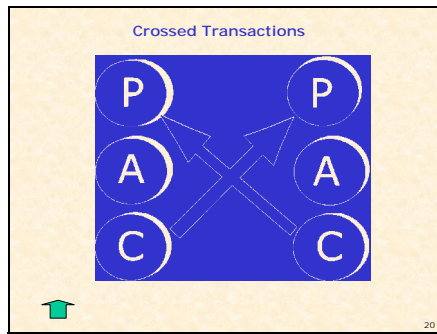
**First speaker:**

"I wonder if I can have fifteen minutes of your time so that I can get this ready before the transport leaves?"

**Second speaker:**

"Can't. I've too much to do myself".

Slide 20



**First speaker:**

"I'm so tired! Would you type these letters for me?"

**Second speaker:**

"Oh, please don't ask me... I'm tired too. The boss has been on at me ever since I came in".

Slide 21

Games

Games:

are manoeuvres that people indulge in to get the strokes they need. And /or to be in a position to discount others.

have at least one loser.

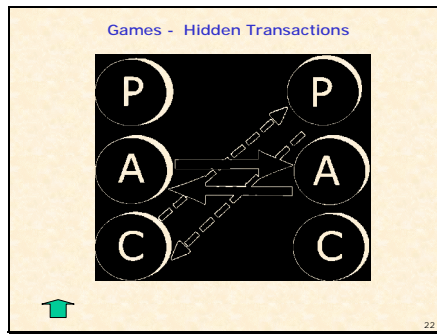
are played by either the Parent or Child ego-states and are outside the awareness of the Adult.

Games can cause major issues in the workplace, but firstly people have to be aware of them!

A game is basically a manoeuvre that people indulge in to get the strokes they need. And /or to be in a position to discount others.

A game has at least one loser.

Slide 22



**Subordinate:** "I really would like to get your help in solving my work overload problem".

**Manager:** "Would it help if you planned more carefully? Perhaps a wall chart would help?"

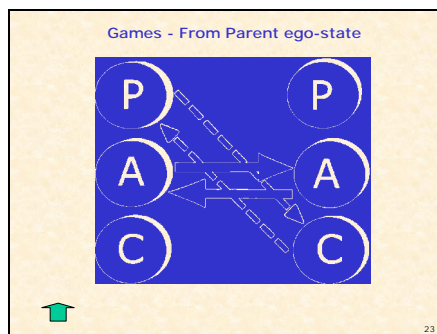
**Subordinate:** "Yes, but while I'm planning I could be getting on with one of the jobs".

**Manager:** "Why not delegate more? Could Bill take on more for you for example?"

**Subordinate:** "I've tried that but he's as overloaded as I am".

**Manager:** "(etc)"

Slide 23

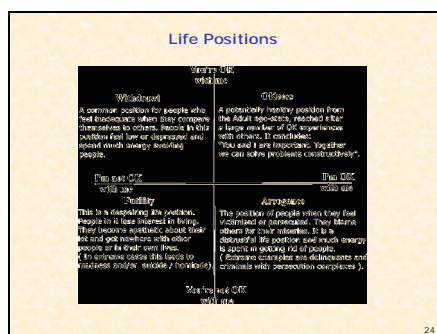


**Manager:** "Were you late in again this morning?"

**Subordinate:** "I'm afraid I was."

**Manager:** "Right! You've forced me to take some action....etc"

Slide 24



This slide is self-explanatory. You need to stress that we all move into other states from time to time.

Ask for examples of these states from the group:

- in themselves
- in other people

Slide 25

**Transaction Variations**

- Weak            "I Wonder if....."
- Diluted        Buried in other messages
- Indirect        Three person involvement
- Ulterior        Implication or innuendo

25

Clearly identifying transactions is not always simple as people "wrap them up". Ask for examples here.

Slide 26

**Winners**

- Credible, responsible people
- Achievement not the most important thing in their life
- Do not project images
- Have basic self confidence
- Assume responsibility for their own lives
- Make up their own minds
- Live in the here and now
- Know their feelings and limitations
- Can be spontaneous
- Want to make the world a better place

26

Again, stress that it is normal for people not to feel like winners all the time.

Explore the situations where people have moved from one to the other.

Slide 27

**Losers**

- Avoid being responsible for their own lives
- Use manipulative techniques
- Are "cornered"
- Live in past or future
- Full of self pity and blame others
- Use phrases like:
  - "If only ...."
  - "When ...."
  - "What if ...."
- Unable to give full potential

27

Ask group to come up with the difficulties in communicating with loser.

How can this be overcome?


Hint: get to Adult state - losers are in Child state.

Slide 28

**Strokes**

**Positive**

- Have to reinforce I'm OK, You're OK message
- Express:
  - Feelings
  - Compliments
  - Information about competence
- Can be part of rituals



28

A stroke, in TA terms, is simply a unit of recognition. Question: Evaluate group's hunger for recognition on a scale of 1-10 ( draw on flip chart or use GREEN arrow to go to scales on slide, then use pen).

Slide 29

**Strokes**

What is your need for recognition / strokes?

1 \_\_\_\_\_ 10

How often do you give strokes?

Never \_\_\_\_\_ Frequently

29


Mark feedback from the group on the scales with the pen.

Slide 30

**Strokes**

Negative - "Discounts"

- Lack of attention
- "Put downs" by self and others
- Disguised as **positive strokes**



30

People tend to receive more negative strokes than positive ones.

1. Explore this issue.

2. Link again to "scale" slide with GREEN arrow.

Slide 31

**Strokes**

How often do you get negative strokes?

Never \_\_\_\_\_ Often

How often to you give negative strokes?

Never \_\_\_\_\_ Often

31

Use pen to add group score here.

Slide 32

**Type 1 praise - Has little effect on the performance of the receiver**

1. Generalised praise
2. Praise with no further explanation of why a behaviour is being commended.
3. Praise for expected performance, when it may be questioned.
4. The 'sandwich' system .
5. Praise perceived by the receiver as a 'carrot'.
6. Praise handed out lavishly only when the 'brass' or 'higher ups' are present.

32

People will most likely have experienced all of these!

Ask for examples.

Slide 33

**Type 2 Praise - may have a positive effect on performance and build an authentic relationship.**

1. **Specify praise** - such as "Charlie, you did a great job handling that unpleasant customer with a complaint this afternoon."
2. **Continuing with**, "The reason I think it is such a good job is because you appeared interested, asked questions, wrote down the facts, asked the customer what she thought we should do to make it right."
3. Praise for **better than expected results**.

33

Get examples of these from group members.

Slide 34

**Type 2 Praise - may have a positive effect on performance and build an authentic relationship.**

4. Praise, when deserved, given by itself is **believable**: when mixed with criticism it is **suspect**. Don't **mix** the two.
5. Praise that is primarily to **comment** and **recognise**, and does not seek to put a mortgage on the future.
6. Praise given when it is **deserved**, not just on special occasions to build the image of the praiser to some third party.

34

Slide 35

**Type 1 criticism - tends to produce defensive reaction in the receiver and worsening performance.**

1. Criticism that involves the use of the personal **"you"**, e.g. "You're having too many accidents on the lift truck, Bill. What's the matter with you anyway?"  
a 'discount'  
'blaming game'  
taken as personally threatening.
2. Criticism that is **un-analysed**.
3. If the situation has been properly assessed, some managers are **at a loss to provide coaching necessary** for the subordinate to improve. This may be the result of ignorance or lack of competency in deciding on the corrective steps.

35

Are your group "receivers" or "givers"?

Get examples and ask what feelings were generated and what were the outcomes?

Slide 36

**Type 1 criticism - tends to produce defensive reaction in the receiver and worsening performance.**

4. Critique of an individual **in public**.
5. Criticism given only in the **interest of the boss**.
6. The manager does **all the criticising** which sets the stage for a Parent-Child transaction.
7. Criticism is used as a part of a **Critical Parent game** or to justify withholding pay increases or promotions.

36

Slide 37

**Type 2 criticism - a type of constructive criticism that may improve performance.**

1. Criticism using a **situational description**, e.g. "Bill, we're experiencing an increase in lift-truck accidents. What is going on?"
2. Discussion of **cause and effect**.
3. If steps 1 and 2 above have been properly accomplished, it is important for **solutions to be outlined and agreed on**.
4. Individual criticism given **in private** is usually more acceptable.

37

Emphasise the difference between Critical Parent and Adult approaches to giving Criticism.

Slide 38

**Type 2 criticism - a type of constructive criticism that may improve performance.**

5. Criticism is given also, or even chiefly, **in the interests of the employee** (to provide greater competencies, future achievements, or a more secure future with the organisation).
6. The subordinate **participates in the critiques**, even to the point of taking the lead role in defining the unsatisfactory condition, analysing causes and suggesting corrective steps.
7. **Game-free criticism** leading toward candour and intimacy.

38

Slide 39

**Stamp Collecting**

Stamp collectors

Save **strokes and discounts** - trading stamps.

**Bookfuls** are surrendered for a gift, **free from guilty feelings**

**Gold stamps** are surrendered for a well deserved:

- free dress
- car
- holiday
- party
- any other desired reward.

Most people do this to some extent. Ask for examples.

Slide 40

**Stamp Collecting**

**Brown Stamp Collectors:**

Harbour **feelings of resentment** until they feel entitled to:

- a 'free' rage
- drinking binge
- absenteeism
- go slow
- pilfering
- vandalism

A full book = a 'free' strike.

Each stamp represents an incident in which the person felt discounted or put down.

Again, ask for examples.

Slide 41

**Life Scripts**

- Being a high achiever
- Saving others
- Making money
- Fighting
- Saving for a rainy day
- Finding the end of the rainbow

41

This is very much about motivation.

Question: What is your life script?

© Anglia Training Associates 2002  
Tel: 01953 883 953  
[WWW.uktraining.uk.com](http://WWW.uktraining.uk.com)  
Email: [info@uktraining.uk.com](mailto:info@uktraining.uk.com)