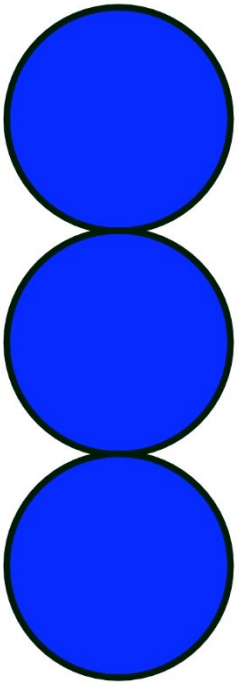

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Editorial

What a strange year it has been! Cancelled conferences, cancelled TA exams, cancelled workshops, cancelled one-to-one and group sessions - and major changes to everyone's stroking patterns.

A sad year also for many of us, and for many families and friends. As well as those lost to the pandemic, we have said goodbye to some well-known TA names - Graham Barnes and Jenni Hine, whose Obituaries conclude this Issue.

Covid-19 has also had some impact on the journal but fortunately only in the sense that some research has been postponed and therefore cannot be written about. Hopefully the move to online working, which is now becoming so extensive within the TA community, is even now being extended to the ways in which research can be done.

Meanwhile, this issue contains material from Brazil, Bulgaria and Italy. In the last issue we added Guatemala (via a Polish author) and Syria, to Belgium, Brazil, China, Germany, India, Italy, Romania, Russia, Serbia, Sweden, Switzerland, UK and USA - and now we add Bulgaria to bring it to 16 countries over 11 years - and we already expect to add Australia in 2021.

We begin this issue with a fascinating development of a proposed typology of scientists based on ego states and contaminations and exclusions. By Patrick Whitehead, the typology can also be applied to TA practitioners - and I can't resist applying it to how we may have responded to Covid-19. Have you been using all of your ego states as you have updated your Parent with reliable information from experts, paid enough attention to your Child needs, and used your Adult to problem solve and identify options? And have you still been able to stay integrated if Covid has impacted directly on you or your loved ones? Or might you be struggling with Parent only, unable to decide which experts to believe, or with Child only and distressed because life is so different to what you want, even though you and yours have escaped any life threatening Covid-19 outcomes? Something to reflect on. . . .

Next in this issue we have the story behind a research study to develop an Italian language version of the Ego State Questionnaire (ESQ-R) created by Loffredo and colleagues (references in the article). Fiorenzo Laghi, Giuseppe Crea, Claudia Filipponi, and Giorgio Cavallero have provided a full account of how they translated, researched and refined to create the ESQ-RI, and have even provided copies so others can use it.

Whilst 'in' Italy, we have included another practical contribution from Cesare Fregola, with a focus on today's 21st Century Skills - and how young people have access to so much learning via their mobile phones. Published originally in Italian, the translation for this has been in the opposite direction to that needed for the ESQ-RI, and brings more of Cesare's material to a wider audience.

The fourth article in this issue continues the process of translation to bring TA ideas to a wider audience - in this case we have translated, from Portuguese, Regina Berard's work on TA and multiple intelligences, and how this combination helps with diagnosis and intervention.

After that is another practical application of TA that is also an organisational case study research report - Vladislav Yordanov reports on an extensive project in Bulgaria where he combined functional analysis with transactional analysis. He reports on some thorough planning for a project with multiple stakeholders, sets out the stages of functional analysis, and illustrates how he combined it with the TA model of the Sailship Success to draw out the unconscious beliefs held by any individual about any company.

Happy reading as we move into 2021 and hopefully an end to Covid-19.

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Examining the Scientist – Practitioner Divide in Psychology: A Transactional Analysis Typology of Scientists

Abstract

Using transactional analysis models of ego states (Berne 1961, 1964), the author proposes a typology of scientists, and diagrams 14 types based on integrated ego states, contaminated Adult, and single ego state with dual exclusion. The typology is presented as the latest in what could be called the psychology of science, whose exemplars include Thomas Kuhn (1962/2012) and Abraham Maslow (1969). Psychology of science is differentiated from philosophy and theory of science, and existing research into the personality of scientists is explored. Of major importance is the apparent divide between scientist and practitioner in clinical and counselling psychologies.

Based on Feyerabend's (1970) infamous quip about science that "anything goes", the author shows how using a proposed transactional analysis of scientist types, Feyerabend's comment can be understood three ways: Parent: "Scientists shouldn't be so serious"; Adult: "It seems that anything goes"; and Child: "No rules!" It is only in their integration (PAC) that Feyerabend's meaning can be understood. So, too, for the psychological practitioner, whose practice cannot be divorced from its scientific foundations. The author concludes by using the proposed typology to suggest how the same categories applied to practitioners may explain their responses to research.

Keywords

psychology of science, scientist/practitioner, researcher/practitioner, importance of research, Paul Feyerabend, transactional analysis, typology

Introduction

Philosophy of Science and Psychology of Scientists

Philosophers and scholars have been arguing about knowledge since the beginning of recorded history, probably earlier. During the Fifth Century BCE, Heraclitus observed a river and saw a process. Parmenides objected, calling it a thing.

Since that time, arguments about the nature of knowledge (epistemology), and reality (ontology), and how to determine each (methodology) have filled manuscript pages and lecture halls. Contemporary theoretical and practical differences may be seen in Figure 1, where the *x*-axis is the continuum of epistemology (from Rationalism to Empiricism) and the *y*-axis is the continuum of ontology (from Analytical to Continental; see Radnitsky, 1983).

In any scientific community, battle lines develop at points of metascientific contention. In the history of psychoanalysis, Fritz Perls (1969) observed that resistances could be oral and Freudians disagreed. Gestalt Therapy was the consequence. To Perls, the disagreement represented a cavern of distance between psychoanalysis and Gestalt Therapy. But, to the behaviourists, psychoanalysis and Gestalt Therapy are identical in that they are both nonexperimental psychologies.

Today the logical empiricists conduct experiments with fMRI machines while phenomenologists examine experience by asking open-ended questions. Each, however, has its own heated battles within boundary lines.

The above conflicts concern the theory and philosophy of science, and appeal is generally made to philosophical argument. Once the argument has been made and agreement reached, such metascientific discussions are dropped until someone like Martin Heidegger comes along and upsets Edmund Husserl's system, or Edward Tolman comes along and upsets Fred Skinner's system, and the theoretical and philosophical discussion must occur once again.

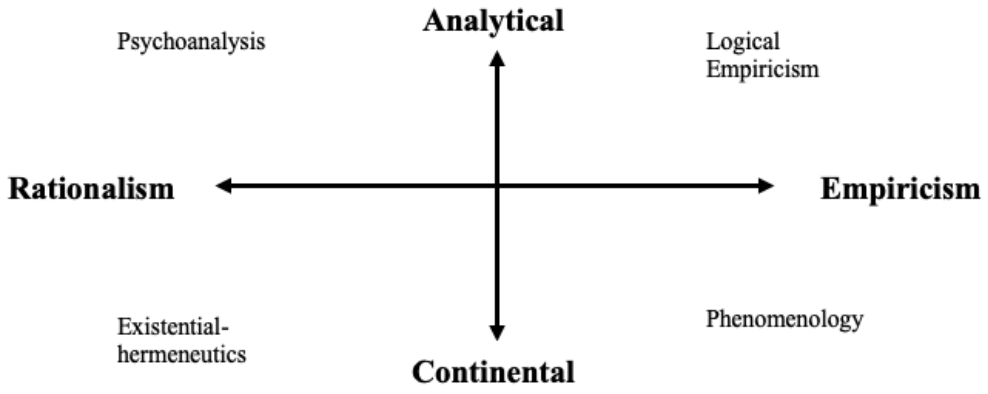


Figure 1: Contemporary Schools of Metascience: A Simplified Diagram

Other metascientific treatises have been written on the *practice* of science. These approach what could be called a psychology of scientists - a title once used by humanistic psychologist Abraham Maslow (1969) in *Psychology of Science: A Reconnaissance.* The most famous analysis of scientific practice is Thomas Kuhn's (1962/2012) *The Structure of Scientific Revolutions*. In it Kuhn differentiates between two types of scientist: Normal and Revolutionary. Normal scientists operate within established boundaries with established protocols, and publish in established journals. Revolutionary scientists break with the establishment. Normal scientists are rule-bound, systematic, and careful, whereas Revolutionary scientists are spontaneous, creative, and unafraid to take risks.

Normal and Revolutionary scientists can be seen in all branches of science - revolutions can occur in physics, medicine, botany, and even the humanities (e.g., Wolfe, 2011). A scientist (or philosopher) cannot leap from one category to the other, of course. They are trained into a community where they enjoy membership for a period of time. Disappointment with the community develops until it is no longer tolerable, a rupture occurs, and a new scientific community eventually emerges. The scientific community develops and grows until its members become Normal scientists themselves. The bidirectional arrow in Figure 1 captures this movement back and forth. The progression may be seen in transactional analysis, captured by Karpman (2006). TA sprang out as revolution from Freudian psychoanalysis. It developed methods, procedures, and training protocols, and has even developed its own revolutionary off-shoots.

While Kuhn and Maslow have provided a helpful analysis of the scientist's practice, there is much room for improved understanding and variability of types. Few authors have addressed this question directly. McNie, Parris, and Sarewitz (2016) propose that research typology might be considered against three activities of knowledge production, learning and engagement, and organisational and institutional processes, and that the focus of any of these may vary from science-centric to user-centric. Kobori, Ellwood, Miller-Rushing and Sakurai (2019), whose focus is ecology, refer to the way the general public contribute to scientific knowledge by pointing out how technology allows volunteers to participate in ways that were previously accessible only to experts. This means that a typology of scientists might be equally applied to understand non-scientist volunteers, or practitioners who are themselves not trained in scientific methods.

Clarification of Terms

The Science Council (2020) in the UK provides a definition of a scientist as "... someone who systematically gathers and uses research and evidence, to make hypotheses and test them, to gain and share understanding and knowledge" (np). They add that this may be further defined by how they go about their work (such as through statistics or data), what they are seeking to understand, and where they are working. They also suggest there are 10 types of scientist, albeit this typology seems targeted at children considering careers: Business, Communicator, Developer, Entrepreneur, Explorer, Investigator, Policy, Regulator, Teacher and Technician. The Wise Campaign (2020), with a mission to increase gender diversity within scientific roles, extends the Science Council types and proposes that they are linked to personality types.

When used throughout this article, the word 'scientist' will be used to refer to those who have trained as researchers using established methods, experimental and otherwise, for the purposes of increasing knowledge. As Rogers (1961) describes the scientist-practitioner, they are "pursuing aims, values,

purposes, which have personal and subjective meaning for [them]" and they ask "How can I tell whether this tentative belief has some real relationship to observed facts?" (pp. 216-217).

'Practitioner' will refer to those who apply discovered or known principles professionally (e.g., in teaching, therapy, consulting, coaching, etc).

Personality of Scientists

A more precise psychology of scientists can be found by examining the latter's personality. Examinations of scientist personalities have occurred along three primary axes: the sorts of scientists who commit fraud, the sorts who are creative, and the practitioners who ignore the research upon which their practice is based. The audience drawn to the word 'research' in this journal's title will be interested in the second axis; the audience drawn to the word 'practice' will be drawn to the third. The audience in general is urged to avoid the first axis.

Personality of Scientific Charlatans

In September 2018, American philosopher Peter Boghossian and two colleagues wrote and submitted 20 bogus articles to academic journals. Seven were accepted without revision, seven required revisions, and six were rejected (with recommendations for review at other journals). Many of the articles - including "Human Reaction to Rape Culture and Queer Performativity at Urban Dog Parks in Portland, Oregon," which was published and then retracted by *Gender, Place, and Culture* - contained analyses of fabricated data. The school (Portland State University) later sanctioned Boghossian, but not for fraud. He was penalised for his failure to submit an application for ethical approval, and banned from conducting research at the school.

With his phony articles, Boghossian hoped to expose what he saw as a problem with falling standards in scholarly publishing - particularly in the field of gender studies. The Boghossian scandal is reminiscent of the Sokal Hoax from 1996. Alan Sokal published a satirical article in the academic journal *Social Text* (Sokal, 1996a). Sokal's article was "liberally salted with nonsense," and with it he hoped to expose "an apparent decline in the standards of intellectual rigor in certain precincts of the American academic humanities" (Sokal, 1996b, p. 62).

There is no consensus on the significance of the hoaxes in the scientific communities. Some argue that the submission of fabricated data and sham arguments is fraudulent (e.g., the university that employs Boghossian), while others see it as courageous satire with the intention of exposing the nudity of the emperor (which, in this case, is the apparatus of scholarly publishing).

Scientific scandals have been troubling enough to lead to at least one large-scale and grant-funded study. Tijdink, Bouter, Veldkamp, van de Ven, Wicherts and Smulders, (2016) explored the relationship between personality and scientist misbehaviour by subjecting 535 Dutch biomedical scientists to a battery of personality tests. They found that Machiavellian scientists (i.e., scientists who are deceptive and manipulative) were most likely to report having deceived and manipulated their participants, journal reviewers and editors, and grantors.

To the list of scandals in science and scholarship, medical and psychiatric quacks can be added, including the treatments sold by American early 19th century travelling mad doctors (later called alienists before they became nationally organised as psychiatrists (McGovern, 1976), and make-believe cancer cures (e.g., Bohannon, 2013).

The Personality of Good Scientists

While the ethical transgressions above are startling and severe, they represent the minority of scientists. With this we turn in the other direction, and look to the personality and qualities that make for good scientists, upon which volumes have been written. Here are a few scientist-practitioners who have reflected on the qualities of good scientists.

American therapist Carl Rogers regularly tested his person-centred and experiential therapies, and published his findings (*see* Rogers 1961 and 1980 for examples). For many decades, he also worked as a mentor and instructor for therapists-in-training. For training psychologists, Rogers writes that "[w]e should be selecting and training individuals for creative effectiveness in seeking out and discovering the significant new knowledge which is needed" (Rogers & Coulson, 1969, p. 170). He goes on to list autonomy, originality of thought, and scientific creativity as the qualities of an ideal scientist.

Fellow American humanistic psychologist Abraham Maslow (1969) lists the qualities of a poor scientist, which include among others a "compulsive need for certainty," impatience, inflexibility, "the inability to say 'I don't know,' 'I was wrong,'" and "intolerance of ambiguity," (pp. 26-29). Maslow lists 21 negatives in all. Qualities of the good scientist may be found in their opposites.

Scientist-Practitioner, Practitioner-Scientist, or Neither?

Ethical grey areas do remain, however, particularly in the helping professions where research informs practice. For centuries, it was standard medical practice to drain blood from the sick and dying, because doing so was consistent with the dominant medical model of the time (i.e., Humourism). Medicine,

however, has evolved, and infections are treated with Penicillin and antibiotics. The evolution would not have taken place had physicians paid no attention to their patients during or after treatment.

In medicine, research informs practice. A drug company tests the safety and efficacy of a COVID-19 vaccine on tens of thousands before it can be prescribed. In psychology, however, the precise direction of this relationship is less clear. Indeed, it might even be reversed - that is to say, practice informs research, which in turn informs practice, and so on. For this, a practitioner-scientist is needed.

American psychologist James Bugental (1982) presented a paper where he turns on its head the idea that the scientist provides the research and the therapist applies it. "[I]n clinical psychology, we have made more contributions to the body of psychological knowledge from the practitioner's end than have been received by the practitioner from the research investigators" (p. 565). This, however, does not mean that the therapist is free to practice at whim. It does not mean that anything goes. On the contrary, it means that the therapist must be ever more vigilant about the effectiveness of their practice. Therapists and clinicians must be researcher/practitioners or scientist/practitioners. They must ask "Are my clients getting better?" and "How would I know they weren't?" Indeed, these are the questions Eric Berne has left us in his final speech. He explains the world of the therapist as: "There's just two people - that's all there is. And two chairs for comfort. … So a real psychotherapist's problem is: What do I do when I'm in a room with a person who is called a patient if I am called the therapist" (Berne, 1976, p. 16). Such is the laboratory of the therapist.

Rogers integrated practice and research the way Bugental has described, just as Sigmund Freud (1910) and Kurt Goldstein (1934/2000) had done before him. In a candid reflection, Rogers (1980) explains how he was initially impressed by the apparent helpfulness of therapeutic techniques. But then he recognised how the same problems soon resurfaced in the lives of his clients. He continued to examine his results, make changes, and examine results until he found what worked. For Rogers, the solution was unconditional positive regard. Were Rogers to have continued using therapeutic techniques without examining their effectiveness on clients, he would be doing the latter a grave disservice. Judging from the impact his approach to therapy would have on the community of practitioners, he would also have been doing a grave disservice to the fields of clinical and counselling psychologies.

Disinterest in Research

Historically, there has been disinterest in research, although that is changing within the transactional analysis community, as evidenced by this journal and also a requirement that TA training and examination processes include familiarity with the conduct and application of research. However, there is still sometimes an apparent allergy to research.

In the past, Zachar and Leong (1992) found diametrical opposites when comparing personalities of psychological scientists to psychological practitioners. The scientists were more objective and rational than practitioners, and the practitioners were more subjective and tolerant of ambiguity than the scientists. Of the 205 psychologists who were studied, the majority identified as *either* scientist or practitioner - *few identified as both* (i.e., scientist-practitioners).

20 years later, Mark Widdowson (2012) investigated practitioner disinterest in science among transactional analysts. He learned that TA practitioners feel as though they "don't know enough about research"; they find it "complex, boring, and time consuming" but also "important"; and they will do it if "taught about practical research methods"; if "it is practical… and interesting"; and if they "will benefit from doing it" (pp. 182-184). In his article, Widdowson draws on nearly 30 years of scholarship on psychological-practitioner disinterest in research. He cites, for example, Marrow-Bradley and Elliott's (1986) six explanations which boil down to: research is irrelevant to practice and is therefore a waste of time.

Also in the past, and complicating the relationship between research and practice still further, are the personality profiles of scientists and practitioners. Feist (1994) interviewed 99 full professors of physical and human sciences at prominent research universities, and found that scientists who think complexly (their word) about research are hostile and exploitative, whereas scientists who think complexly about teaching (i.e., practice) are warm and gregarious. This divide can be seen in the reception of Rogers' voluminous contributions to psychological science: practitioners were ambivalent about what were, to Rogers, his biggest scientific contributions; and psychological scientists were ambivalent about his contributions to therapy (excluding him from a list of scientific contributions). These he reported in a retrospective essay (Rogers, 1980, pp. 46-69).

The Issue: The Scientist–Practitioner Divide in Psychology

Hidden beneath the scientist–practitioner divide is the question of who is responsible for developing models of health and well-being upon which therapies are based. Is it the scientists who, using the polemic derived by Zachar and Leong, are interested only in statistical analyses? Or is it the practitioner who has no interest in research? Of the first option, Berne (1966) reminds us how "[i]t has long been suspected

in clinical psychiatry that a therapist who starts out with the idea of making statistics will obtain different results from one who does not initially have that in mind" (p.193). About the latter, Berne cautions against using *ex post facto* logic - that is, inventing an explanation after something has occurred in therapy. For this he gives an example of how easy it is to arrive at impressive sounding yet contradictory explanations (pp.186-187).

By examining scientist types, the reader is encouraged to keep the scientist–practitioner divide in mind, and to recognise the importance of each. Scientists of different types can produce equally rational arguments and conclusions, yet still find themselves at odds with one another. Berne (1966) gives the example of thoughtful therapists designing a study on juvenile delinquency. One group vied to protect society from delinquency and another to save the delinquent from society, and so on (p. 189). A scientist typology will be useful in understanding such differences.

The typology which follows provides 14 types of scientist and is intended as a model for understanding the similarities and differences between them. Kuhn, for example, is careful to explain that Normal and Revolutionary scientists are both important, although from his descriptions it is clear which is his favourite. With the typology presented here, the author has three objectives: to identify the admirable (and less so) qualities of each type of scientist; to compare scientists, practitioners, and scientist-practitioners in psychology; and to have a bit of fun.

The typology has been developed by the author using the model of ego states and methods of analysis as they have been outlined by Eric Berne in his work on TA (Berne, 1961, 1964). This tool will be useful for interpreting claims made about the practice of science, claims that would otherwise be ambiguous. This will be demonstrated using Paul Feyerabend's infamous quip, that the only rule in science is that "anything goes." The typology will be described and diagrammed. It will then be used to interpret the breadth of impact of Feyerabend's quip.

Typology of the Scientist's Ego States

Using the TA concept of ego states, the scientist's personality can be diagrammed in three basic forms with variations. They are:

1. Integrated Parent, Adult, Child (with variations in emphasis) (*n*=1)
2. Contaminated Adult: Parent and Child Varieties (with and without exclusion) (*n*=8)
3. Single Ego State with Dual Exclusion (Parent, Adult, and Child varieties) (*n*=5)

Integrated PAC Scientist

The scientist with integrated ego states has Parent, Adult, and Child available, and benefits from each. The Child is creative, curious, spontaneous, and intuitive; the Adult is methodical, rational, and empirical; the Parent is systematic and knows how and for whom the game is played.

The integrated scientist may shift from one ego state to the next depending on which is most beneficial. The Adult has to emerge if work is to get done, the bossy Parent formats references, and only the Child can leap from a bathtub with an epoch-shaking insight. This is the well-rounded and integrated personality of the scientist-practitioner and practitioner-scientist who sees research as more than a feather in the cap and practice as more than the unreflective application of techniques.

To determine which ego state is favoured, the scientist's objectives must be examined. The Parent is eager to demonstrate expertise; the Adult eager to solve a problem or produce something; and the Child to have fun.

The integrated PAC scientist is diagrammed in Figure 2, and is the familiar three stacked circles of Berne's structural model, although described here in terms of behaviour as well as internal motivation.

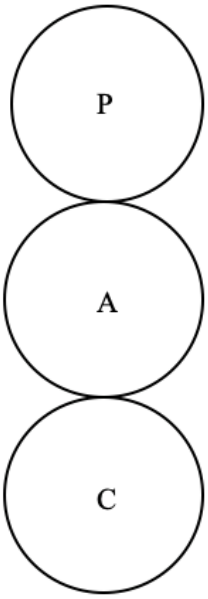


Figure 2: Integrated PAC Scientist

Contaminated Adult Scientist

History reveals, however, that not all scientists have integrated ego states. This unhappy fact is responsible for many inter- and intra-departmental scuffles, methodological squabbles, and hair-raising comments from reviewers of scientific articles (D'Andrea and O'Dwyer, 2017).

When factions emerge, they can usually be traced to crossed transactions. The most common is when the Prejudiced Parent-Adapted Child is met with the identical response, as in "You're wrong!" "No, *you're* wrong." This transaction summarises Galileo's break from the Church, Einstein's break with modern physics, Jung's break with Freud, and so on. The PC-AC/PC-AC crossed transaction is only an issue when scientists have a (Prejudiced) Parent-contaminated Adult, which can occur with or without excluded Child. Were crossed transactions of this sort never to occur in science, however, there would be no variety and no revolution.

The Adult scientist can be contaminated with Parent (Figure 3.a) or Child (Figure 3.b). The scientist with a contaminated Adult is foremost Adult - making observations, solving problems, and so on, but contamination by Parent results in narrowed vision while contamination by Child results in a desk full of research proposals and unfinished manuscripts.

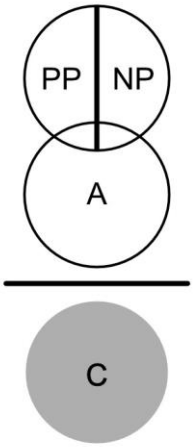


Figure 3.a: Parent-Contaminated Adult (with excluded Child)

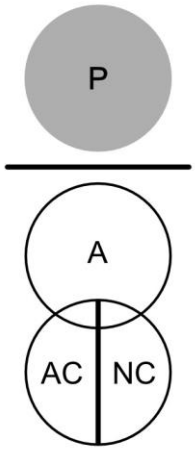


Figure 3.b: Child-Contaminated Adult (with excluded Parent)

Parent-contaminated Adult

The scientist with a Parent-contaminated Adult comes in four types: Prejudiced or Nurturing Parent, each with or without exclusion. This is diagrammed in Figure 3.a (shown with excluded Child).

Prejudiced Parent-contaminated Adult - This scientist makes observations, designs studies, and applies knowledge, but does so with the manuscript already written. Often sponsored by industry bodies or corporations, the prejudiced Parent has begun with the end already in mind. Into this category falls the Machiavellian scientists described by Tijdink, et al. (2016) who exploit others to their benefit.

Nurturing Parent-contaminated Adult - This scientist cultivates the next generation of scientists, and is found training graduate students, writing textbooks, and/or organising conferences to the neglect of their research. It is also the psychological practitioners who have no interest in research, who were described by Widdowson (2012) and Zachar and Leong (1992).

There are two variations of each. With excluded Child, the scientist is cheerless. Without excluded Child, there is the reward of good feelings (Natural Child) or the reward of pleasing mother who may be a dean, supervisor, or organisation (Adapted Child). Into this category falls William Whyte's (1956) organisational scientist, who concentrates on practical application of previous ideas rather than discovery of new ideas, and about whom Whyte wrote that "science means applying ideas; knowing *how,* not asking why" (p. 205, italics in original).

Child-Contaminated Adult

The scientist with a Child-contaminated Adult follows their intuition, takes risks, and is either indifferent (Natural Child) or dis/obedient (Adapted Child) to authority.

Adapted Child-contaminated Adult - This scientist experiences imposter phenomenon (Clance, 1985), and is more comfortable working as research assistant than as primary investigator. Dissertations take ten years but are completed, and the scientist never ventures far from their mentor's work.

Natural Child-contaminated Adult - This scientist is driven by intrinsic motivation. They follow hunches and take risks. Though exciting and inspiring in practice, the unfinished manuscripts begin to pile up and must be taken to the press posthumously by a dedicated family member or student.

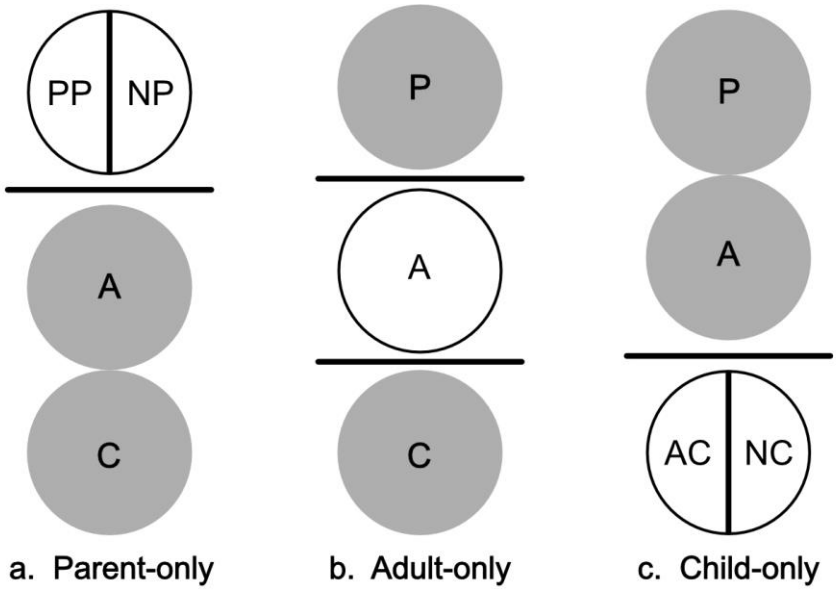
Single-Ego Scientist

The final ego-state category is unlikely in practice, but helpful for understanding and differentiating between preceding variations. It is the scientist with a single ego state with double-exclusion, and comes in three variations (Parent, Adult, or Child).

Parent-only Scientist - The Parent-only scientist is diagrammed in Figure 4.a, and comes in two forms. Both repeat the teachings/findings of a mentor (who is viewed as an infallible sage) or boss-person (e.g., Provost or grant signatory). The Prejudiced Parent-only does so through publication and the Nurturing Parent-only does so through teaching or practice. Both say "I have all of the answers and nothing left to learn."

Adult-only Scientist - The Adult-only scientist is diagrammed in Figure 4.b, and is typified by Alfred North Whitehead's (1958) pure positivist as one who observes the bee alighting on the blossom and nothing more.

Child-only Scientist - The Child-only scientist is diagrammed in Figure 4.c, and comes in two forms.



(P)P: “It is as Plato said.” (Written)
(N)P: “It is as Plato said.” (Lectured)

A: “A bee has landed”

(A)C: “I don’t know”
(N)C: “This is fun”

Figure 4: Scientist with Single Ego State

The Adapted Child-only scientist stands in the laboratory in paralysed fear, worried that the microscope will collapse if touched. The Natural Child-only scientist uses the microscope to smash bugs. It is exemplified by Felix Hoenikker, the fictional scientist from the novel *Cat’s Cradle* by Kurt Vonnegut (1963). Hoenikker plays with scientific instruments the way children play with their toys. His employers gave Hoenikker machinery and radioactive materials, and he invented the atomic bomb. Had he been given milk and an icetray, he would have invented soft-serve ice-cream.

Applying the Typology of Scientists to a Case

Feyerabend's quip that the only rule is that “anything goes” (1975, p. 7) was met with exasperated sighs from scientists and scholars whose Prejudiced Parents were in control (see Figure 3.a). Feyerabend (2010) was later forced to revise his statement, limiting its impact.

A transactional analysis of the comment (and its effects) will reveal the full significance of Feyerabend’s observation and, by extension, also reveal the variety of motivations held by some scientists. It will be used to examine the divide between scientists and practitioners in psychology.

The stimulus “Anything goes in science” is at once the opening move of three transactions: Child – Child, Adult – Adult, and Parent – Parent. It is diagrammed in Figure 5. To grasp the full weight of the comment, each must be analysed.

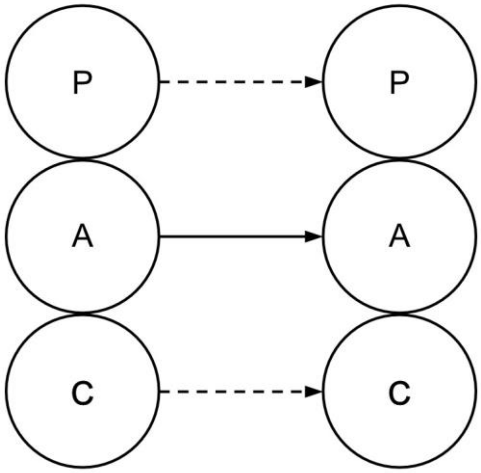


Figure 5: "Anything Goes" Transactional Diagram
Parent–Parent. Psychological Level. (“Scientists shouldn’t take themselves so seriously”)
Adult–Adult. Social Level. (“It seems to me that anything goes”)
Child–Child. Psychological Level. (“No rules!”)

The stimulus “Anything Goes” accomplishes three objectives. At the social level, “Anything goes” is the opening move in an Adult – Adult transaction (“It seems to me that anything goes”). This is represented in Figure 1 as the solid line. Two ulterior or psych-

ological level transactions also occur, represented by the dashed lines: Feyerabend's Child ("No more rules!") and Parent ("Scientists shouldn't take themselves so seriously").

Child – Child

"Anything Goes" may be understood as an expression of Feyerabend's Natural Child. The Natural Child is comfortable following intuition and creativity. It is spontaneous and curious. It says "This is fun" and "I can make of it whatever I want." It gets its hands dirty hunting for lizards and bugs, and does so with full endorsement from Mother (e.g. the sponsoring organisation, university, or institution).

While Natural Child strokes are obtained by following desire ("This looks fun, I think I'll do it"), game-play can easily and quickly evolve. The boundaries of play can be pushed until 'Mother' is forced to put her foot down ("Cops and Robbers") or play can become increasingly reckless until the fMRI machine is broken ("Kick Me!").

The comment was first made in dialogue with Feyerabend's friend, Imre Lakatos (published later as Lakatos & Feyerabend, 1999), who believed that the scientific method could be summarised using rules. In the context of their relationship, "anything goes" in science was a playful jab at Lakatos.

Sample Child – Child Transactions

> Child 1: "No rules"
> Child 2: "Hurray!"
>
> Child 3: "Let's see what we can get away with this time."
> Child 4: "They'll be so mad!"
>
> Feyerabend: "You're an idiot."
> Lakatos: "No, *You're* an idiot."

Adult – Adult

It is clear from Feyerabend's bibliography that "Anything goes" is not whimsical, but the result of serious study. Neither Child nor Parent are interested in using evidence to support opinion. The Child is entitled to its feelings, and to hell with everyone else; the Parent's opinions are beyond question and confirmed by everybody (as in "everybody *knows* scientists are too serious"). Feyerabend wrote books and articles and gave speeches where he outlined his reasoning. Such effort is uniquely Adult.

Elsewhere, but particularly in *Against Method*, Feyerabend (2010) supports his claim that, in science, anything goes.

"[O]ne of the most striking features of recent discussions in the history and philosophy of science is the realization that events and developments, such as the invention of atomism in antiquity, the Copernican Revolution, the rise of modern atomism (kinetic theory; dispersion theory; stereochemistry; quantum theory), the gradual emergence of the wave theory of light, occurred only because some thinkers either *decided* not to be bound by certain 'obvious' methodological rules, or because they *unwittingly broke* them." (p. 7) (italics in original)

Each scientific discovery Feyerabend lists is well-known, although it would be wrong to categorise them together into one homogeneous science. Each scientist broke with scientific convention in order to resolve problems they faced. Feyerabend observes that "This is not just a *fact* of the history of science. It is both reasonable and *absolutely necessary* for the growth of knowledge" (p. 7; italics in original)

Feyerabend (1970) emphasises how important it was to the development of science for these revolutionary scientists to be amateurs. Indeed, it could not have been any other way as the methods upon which they would ultimately depend had not been invented. Thus the amateur scientist is, to Feyerabend, the exemplary scientist.

Sample Adult – Adult Transactions

> Adult 1: "Archimedes relied on his intuition to solve his problem."
> Adult 2: "A famous discovery, yet such intuition is besmirched today as unscientific."
>
> Adult 3: "Galileo and Einstein used personal pronouns and observations in their reports."
> Adult 4: "That would likely be at odds with editors of scientific journals today."
>
> Feyerabend: "It seems that anything goes."
> Lakatos: "Could you show me?"

Parent – Parent

If Feyerabend's hero is the amateur scientist, then his villain is the expert. The expert is the scientist ruled by the Prejudiced Parent. Experts wield their expertise like an axe, swinging at anything resembling a tree. And, for the expert, everything looks like a tree.

Experts are easy to spot because they have the best methods and answers and policies and insights and so on. This is confirmed by virtue of their expertise. Anyone who disagrees with an expert is guilty of lack of expertise (P–C). There is no disagreeing with an expert. Only an expert can understand what an expert is doing.

Controlled by the Prejudiced Parent, the expert is limited in their observations. Only those observations which fit into the approved narrative are acceptable. The expert "has decided to subject [themselves] to standards which restrict [them] in many ways" (p. 389).

When Feyerabend says "anything goes," it is also as a Parent to another Parent. It is the opening move of

"Ain't it Awful?", which is a common pastime between Parents. Feyerabend's Parent is communicating that expert scientists have abandoned science and ought to be admonished.

Sample Parent – Parent Transactions

> Parent 1: "Scientists shouldn't take themselves so seriously."
> Parent 2: "They're being ridiculous."
>
> Parent 3: "Scientists ought to be more spontaneous."
> Parent 4: "Are they competing with undertakers?"
>
> Feyerabend: "Scientists shouldn't take themselves so seriously."
> Lakatos: "Science must be taken seriously" (P-C, P-C crossed transaction)

Discussion

Feyerabend's Amateur Scientist

It is clear that, for Feyerabend (1970), the exemplar scientist must leave room for the Natural Child. He most esteems scientific writing that appeals to the Child, for which he gives examples from Galileo, Newton, and many quantum physicists. Such scientists are creative, exciting, and fun. But this does not mean that these scientists lack Parent. To write in the casually elegant manner of the quantum physicists takes great discipline, as William Zinsser (2006) has explained of all great writers.

Kuhn's Normal Scientist

Feyerabend was not alone in his gripes about expertise in science. Kuhn (1962), the reader will remember from the introduction, has called expert scientists Normal Scientists. The creative amateur scientists he called Revolutionary Scientists. We can now say that so-called Normal Scientists have a Parent-contaminated Adult. Normal scientists are learned in the methods of their fields, but are thereby limited from the breadth of conflicting insights and observations. Like Democrats and Republicans discussing an item in American politics, experts talk past one another in P–C/P–C crossed transactions. The physicist says the helium atom is a molecule. The chemist says it is an atom. Around and around they go.

Revolutionary scientists have a Natural Child-contaminated Adult. They see points of departure, think outside of the (Parental) box, and take risks. In order to develop a research community, however, Revolutionary scientists must develop into Normal scientists - that is, they must shed Natural Child for Prejudiced Parent.

Maslow (1969) magnifies the differences between Normal and Revolutionary scientists in his metascientific treatise. If Kuhn is hard on Normal Scientists for being slow to change their ways, then Maslow is unforgiving (P-C: "You're doing it wrong.")

Inevitability of the Prejudiced Parent – Contaminated Scientist

A world where revolutionary and amateur scientists are in control is unlikely. A new scientific breakthrough, discovery, or revolution always begins with the creativity, enthusiasm, and spontaneity of the Child. But in order to test hypotheses, clarify procedures, and get any work done, the Adult must emerge. As the community grows, a government evolves and with it rules, policies, and regulations. Members of the community must follow the rules or else the community will splinter and fall apart.

Stephen Karpman (1975) has diagrammed the development of an idea/method/revolution/ organisation from Child to Parent in his Parent Percolator An idea begins unformulated, uncertain, and unclear as a Child's playful observation. This germinates into a clear and fine-tuned procedure of the Adult. With clarity comes systematicity, rigor, and common language of practice. Finally, the bureaucrat (Parent) emerges.

Limitations

With any tool that has been derived from a psychotherapeutic method, there is a risk that the tool will be used to overly criticise some and sing praises of others. The purpose of this discussion of science is to better understand ourselves as scientists, scholars, educators, and practitioners.

Please note also that the author has no wish to promote a psychological ethic in the practice of science. Each ego state has its strengths and weaknesses, upsides and downsides.

Though it is easy to conjure an Adult-only scientist who is bereft of Child, who is dedicated to neutral observation, and who sees Others as de-identified units of data, finding one is another story. Philosopher of science Michael Polanyi (1974) has demonstrated that even the rational objectivity of the experimenting scientist finds its roots in the scientist's subjective awareness. The Child is inescapable. So, too, with the Prejudiced-Parent-only scientist (or practitioner) who is incapable of making observations about what seems to be working and what doesn't. Such a scientist or practitioner would have to be unimaginably dense or short-sighted.

What we find instead are scientists and practitioners who temporarily allow wishful thinking and imagination to eclipse perception, or in whom fear of failure or punishment temporarily interrupt awareness. By recognising these moments and addressing them, greater PAC integration is achieved.

The author suspects that the Scientist–Practitioner divide in psychology is less opposite sides of a cavern, and more two sides of a hill. That is to say, the scientist and practitioner are working *towards* the other and on the same problems.

Conclusions

Although the typology developed by this author has been of scientists, the readers of this journal are more likely to be practitioners, albeit that the current professional norm has become researcher/ practitioner. In the spirit of fun within which the typology was originally developed, readers might like to consider where they may fit within the following summary of the 14 types when applied to practitioners:

1. Integrated PAC – how well are you combining your expertise, your problem-solving ability, and your fun (or enthusiastic enjoyment) within your work?
2. Prejudiced Parent-contaminated Adult – how much do you rely on knowing what Berne said?
3. Prejudiced Parent-contaminated Adult with excluded Child – how serious are you as a practitioner?
4. Nurturing Parent-contaminated Adult – how much time do you spend teaching your own version of TA to others?
5. Nurturing Parent-contaminated Adult with excluded Child – how serious are you as a practitioner?
6. Adapted Child-contaminated Adult - how long did it take you (or is it still taking you) to be ready to take your TA examinations?
7. Adapted Child-contaminated Adult with excluded Parent - are you avoiding accepting any role modelling?
8. Natural Child-contaminated Adult - how often are you getting excited by non-TA approaches before you have attained sufficient TA competence?
9. Natural Child-contaminated Adult with excluded Parent - are you challenging any potential role modelling?
10. Prejudiced Parent-only – Adult and Child excluded – are you concentrating on publications rather than practice?
11. Nurturing Parent-only – Adult and Child excluded – are you concentrating on teaching rather than practice?
12. Adult only – Parent and Child excluded – are you so focused on analysing that you are forgetting the significance of relationship?
13. Adapted Child only – Parent and Adult excluded – are you worrying about getting things wrong in the opinions of others?
14. Natural Child only – Parent and Adult excluded – do you think the norms of the profession are too serious and it should be more fun?

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Evaluation and Measurement of Ego States: The Psychometric Properties of the Italian Translation of the Revised version of the Ego State Questionnaire (ESQ-R-I)

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Abstract

As a response to the need for more objectivity, Loffredo, Harrington, Munoz & Knowles (2004) developed a 40-item version of the Ego State Questionnaire-Revised (ESQ-R), which was the readjustment of the original 60-items version (Loffredo & Omizo, 1997). The present study evaluates an Italian version of the ESQ-R scale, completed by a sample of 483 subjects (204 males, and 279 females) and demonstrates acceptable construct validity and reliability in its five subscales of Critical Parent, Nurturing Parent, Adult, Free Child, and Adapted Child. Exploratory factor analyses suggested five factors as referred to in the original ESQ-R scale; items loaded at .30 or below were excluded and additional study showed an Italian version ESQ-R-I with 33-items to have a good construct validity as an objective measure of the five ego states entities according to transactional analysis theory. Implications for future research are included.

Keywords

ego states; transactional analysis; Ego State Questionnaire-Revised; Ego State Questionnaire-Revised - Italian; validation.

Introduction

Transactional analysis theory provides both a structural model of personality and a functional or behavioural model (Berne, 1961, 1966). In the structural model the personality is based on the recognition of three ego states, called the Parent, the Adult, and the Child (Berne, 1961). The structural analysis is referred to as the observation of the executive ego state involved in a specific transaction (Berne, 1963).

On the other hand, functional ego states are categories in which we make behavioural diagnoses of ego states (Berne, 1961; Joines, 1976). The functional model is based on both the individual's and social behaviour, and divides the ego states into five distinct entities: the Critical and Nurturing Parent (CP and NP), the Free and Adapted Child (FC and AC) and the Adult ego state (Woollams & Brown, 1978).

Different authors made attempts to measure ego states in a systematic and quantifiable manner, through the development of instruments which empirically measure ego state functions (Heyer, 1979; Thorne & Faro, 1980; Doelker & Griffiths, 1984).

Heyer (1987) for instance, having used his questionnaire with samples of 806 and 715 across a variety of groups, confirmed five ego states and even suggested that Adapted Child had "at least two principal functional modes: Conforming and Demonstrative." (p. 292). In his study he concluded that the advantage of using an objective measure was to improve the creation of a standardised measure which can be used to compare groups and individuals.

As a response to the need for more objectivity, in the present work we evaluate the measurement properties of the Italian translation of the Ego State Questionnaire-Revised (ESQ-R, Loffredo, Harrington & Okech, 2002), providing some empirical evidence of the ego states functional model by showing that they are distinct and measurable entities drawn from individuals' behaviour.

The development of objective methods for the assessment of ego states questionnaire

The differentiated expression of the ego states can be accessible to the consciousness of people through their experience, and this learned behaviour "gives rise to the appearance of enduring character traits that are commonly termed 'personality'" (Heyer, 1979, p. 10). These persistent differential traits of personality can be considered as distinct and measurable entities (Heyer, 1987), and may be defined as "habitual response patterns, providing consistency of response to objects, persons, and situations" (Loffredo & Harrington, 2008, p. 2).

In Berne's definition, each ego state is a directly observable phenomenon corresponding to observable behaviours, as it is "a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behaviour" (Berne, 1966, p. 364).

To respond to what is occurring in life, all use and choose the available ego state, which is potentially accessible to the consciousness of the individual and is also observable by others as distinct and measurable entities (Heyer, 1987, p 286).

The measurement of the ego states as observable response patterns has been the target of many studies in defining the measurement of ego states and also to help locate transactional analysis theory within a scientific paradigm (Williams & Williams, 1980).

Several published studies have attempted to identify ego states with different methods, either at an intuitive level, assessing the behavioural and linguistic indicators (Klein, 1980; Solomon, 2003; Steere, Tucker & Worth, 1981), or with projective instruments (Turner, 1988).

An important contribution to the need for the assessment of ego states is Dusay's egogram, an instrument which can provide a subjective representation of the distribution of psychic energy among these dimensions (Dusay, 1972). This instrument focused on the importance of individual judgment to recognise the different ego states, but at the same time showed the limit of poor reliability when the subjective perception is influenced by different external experiences (Dusay, 1977, pp. 61-65).

Other studies have demonstrated that ego states can be measured through an objective questionnaire, either by paper-and-pencil test, or adapting existing instruments such as the Adjective Check List (Schaefer, 1976; Thorne & Faro, 1980; Williams & Williams, 1980) or developing specific tests (Price 1975; Brennan & McClenaghan, 1978; Doelker & Griffiths, 1984).

Among the several attempts that contributed in different ways to the construction of objective measures based on transactional analysis ego state theory, we can mention the following:

- Price (1975) developed the Psychic Energy Profile (PEP) relating to distribution of energy; a questionable instrument because of its low reliability coefficient.
- Turner (1988) developed two specific projective instruments, the Parent-Adult-Child Drawing Task (PAC-D), and the Transactional Analysis Sentence Completion Form (TASC): there is no information on reliability and validity for these.
- Heyer (1979) developed the Ego State Profile Questionnaire, a standardised measure which can be used to compare groups and individuals. From the psychometric point of view this scale has a good convergent construct validity as it has a good correlation with the psychological construct of self-esteem of Rosenberg (1965), and with the dogmatism scale of Troldahl and Powell (1965). In Heyer's (1979) study differences between the genders have been identified: the Critical Parent (CP) ego state was found to be consistently higher among men than among women.
- Based on Heyer's Ego State Profile (1979), Doelker and Griffiths (1984) worked out another instrument, The Ego State Inventory (ESI), based on the items of Personal Orientation Inventory (POI) (Shostrom 1964), and of Cattell's 16PF (Cattell, Eber & Tatsuoka, 1970).
- Thorne and Faro (1980) suggested that the advantage of using an objective measure is to improve its relationship with clinical application. Therefore, they developed the Ego State Scale (ESS) to measure the ego states and to examine the relationship between ego states and pathological issues such as depression, schizophrenia and hysteria.
- The Transactional Behavior Questionnaire (TBQ) of Brennan and McClenaghan (1978) is an instrument that measures, besides the ego states, the transactional analysis domains of existential positions, stroking behaviours and intimacy. Levels of reliability were rather low.
- Williams and Williams (1980) based their work on the Adjective Checklist (ACL, Gough & Heilbrun, 1965), from which they identified 65 items that were strongly associated with the ego states. Although stable individual differences were found, their research with young college students indicated no differences between males and females, and high correlation among ego states.

Most of these foregoing studies had as their purpose the identification of the ego state by different methods of measurement. Furthermore, the findings from the specific studies by Heyer (1979) and by Brennan and McClenaghan (1978) suggest that individual differences in ego states, replicable in a variety of different conditions, can be recognised by self-report questionnaires.

The development of the Ego State Questionnaire (ESQ)

As part of an empirical study aimed at identifying differences relative to personality dimensions in a group of undergraduate college students, Loffredo and Omizo (1997) used a new instrument to measure ego state, the Ego State Questionnaire (ESQ). In this first research, the reliability of the ESQ utilising Cronbach's alpha was reported to be .61.

In a later study, the construct validity of the Ego State Questionnaire was verified through a factor analysis using the Varimax factor rotation (Loffredo, Harrington & Okech, 2002). The results show five factors corresponding to the five functional ego states. However, factor analysis revealed poor construct validity for the Critical Parent and Free Child ego states, while it was good as a measure of the Nurturing Parent, Adapted Child, and Adult ego states.

In order to improve the construct validity of the instrument, new items were added on all scales. At the end the authors obtained a 60-item version which revealed the five primary factors corresponding to the five functional ego states. Based on a factor analysis on this version, a selection of the 8 highest factor loaded items for each ego state gave rise to the ESQ-R made of 40-items (Loffredo, Harrington & Okech, 2002). In this final version, seventeen items derived from the original ESQ, as the results of the original factor analysis was fairly good. For the new items added into the 40-items questionnaire, seventeen were based on adjectives identified by Williams and Williams (1980), and were found to be strongly associated with specific functional ego states. Four new items were based on some words identified by Woollams, Brown & Huige (1976) and indicative of specific functional ego states. Two items were completely new.

In a more recent research Loffredo (Loffredo, Harrington, Munoz & Knowles, 2004) confirmed the reliability of the ESQ-R, utilizing the split-half method. The results obtained for each of the five subscales ranged from .69 to .83, and for the entire ESQ-R was .80. In this work they used two factor analysis: the first one was used to identify the patterns of the five factors represented by the 60-items version, and accounted for 36.11% of the item variance; the second one was used to identify the five factors represented by the 40-items version, and accounted for 43.6% of the item variance.

Aim of the present study

This study aimed to give an empirical contribution to the body of literature which describes the phenomenon of objective methods for the assessment of the functional ego states, confirming that reliable individual differences in individuals' behaviour drawn from ego state entities may be identified through self-report questionnaire.

In order to investigate the psychometric properties of the Italian version of the ESQ-R and to evaluate whether the distinction between the ESQ-R sub-factors is significant, we assessed the following points:

1. Construct validity, through an exploratory factor analysis of the ESQ-R scale to evaluate if the five-factor structure evident in the original version of the ESQ-R test is maintained in the Italian versions.
2. Internal consistency, to evaluate the degree to which all items on a particular scale measure the original concept.
3. Gender-related differences in ego states scales, to verify if, based on the previously reviewed literature, female participants are characterised by higher levels of Nurturing Parent (NP) compared to male participants (Loffredo & Omizo, 1997), and if male participants are higher in Critical Parent (CP) ego state (Williams & Williams, 1980).

To address these research points, these questions guided our work:

- Research Question 1: Does the Italian version of ESQ-R demonstrate factorial validity?
- Research Question 2: Are the derived factors internally consistent and stable?
- Research Question 3: Are there gender-related differences in ego states subscales?

The Statistical Package for the Social Sciences (SPSS 20.0) was used to conduct factorial analysis. The internal consistency of the subscales was measured by Cronbach's alpha coefficient.

Method

Participants and procedure

The participants were 483 Italian adults (204 males, and 279 females), with a mean age of 36.91 (SD = 11.58) and a range from 18 to 66. The geographic distributions were: north of Italy 9%; centre 79%; south 12%. We used a non-random sampling method with snowball sampling. Data collection was conducted via paper and pencil questionnaires by trained inter-

viewers, as part of the training program of the School of Transactional Analysis (SIFP) in Rome. We used a cross-sectional study design with a unique data collection: the data were collected within 4 months from the beginning of the research.

Ethical Considerations

Prior to participation, all subjects provided informed consent. The study was conducted in accordance with ethical standards of the responsible committees on human experimentation and with the 1964 Helsinki Declaration. Before the data collection started, the protocol was approved by the Ethics Commission of the School of Transactional Analysis (SIFP) in Rome.

Measures

The *Ego State Questionnaire Revised* (ESQ-R, Loffredo et al., 2004). The ESQ-R was translated from English into Italian following the procedure described by Beaton, Bombardier, Guillemin, and Ferraz (2000), including forward and backward translation, and pilot testing. A five-point *Likert* scale was used (1 = *completely disagree*; 5 = *completely agree*), and scores on the eight items on each of the five subscales were summed. The five subscales of the functional ego states are: Critical Parent (CP) with statements reflecting critical, restrictive, parent characteristics (e.g. "I am critical of others"), Nurturing Parent (NP), with statements reflecting nurturing and growth-enhancing parent characteristics (e.g. "I enjoy nurturing others"), Adult (A), with statements reflecting the ability to perceive and utilise information for reality-testing (e.g. "I am a fair minded person"), Free Child (FC), with statements reflecting free and autonomous child ego state characteristics (e.g. "I am a pleasure seeking person"), and Adapted Child (AC), with statements reflecting either conforming or rebellious child ego state characteristics (e.g. "I generally conform to the wishes of others").

The original version of Loffredo at al (2004) obtained the following coefficient of reliability for the five subscales: Critical Parent (CP) was .78, Nurturing Parent (NP), was .83, Adult (A) was .69, Free Child (FC) was .76, and Adapted Child (AC) was .75 (p. 93).

Results

The first step in data analysis examined the factor structure of the Ego State Questionnaire-Revised: Italian (ESQ-R-I) to test the working hypothesis that the inventory reflected a five-factor structure, differentiating among the five ego states of Critical Parent, Nurturing Parent, Adult, Free Child, and Adapted Child. All variables were initially screened for missing data, distribution abnormalities, and outliers (Tabachnick & Fidell, 2013).

Research Question 1

Given that exploratory factor analysis (EFA) is a valuable heuristic strategy to model specification, a Principal Components Analysis was conducted on the total sample data to address Research Question 1.

The suitability of the intercorrelation matrix for factor analysis was demonstrated by high inter-item correlations, a strong KMO (.83), and a significant Bartlett's test of sphericity ($\chi^2[780] = 5997.504$, $p < .000$). After reviewing the scree plot, initial loading plots, percentage of variance accounted for by each extracted factor, we examined the factor structure of the ESQ-R-I to test the working hypothesis that the inventory reflected a five-factor structure, differentiating between Critical Parent, Nurturing Parent, Adult, Free Child, and Adapted Child.

Table 1 is the structure matrix, which demonstrates how all of the items are related to the other five factors, and Table 2 presents the Varimax rotated solution that clearly differentiates between the five factors. This clear factor structure, however, required the deletion of the items that loaded at .30 or below of the hypothesised constructs, because in applied research only factor loadings greater than or equal to .30 are generally interpreted as salient (Brown, 2015, p. 27; Kline, 1986, p. 189). Two items dropped from the subscale of the Adapted Child ego states, two from the Free Child ego states, and one from Critical Parent. In the final solution 33 items loaded significantly (i.e., factor loadings >.30).

From Table 2 it will be seen that on an overall basis in the total sample, 33 of the 40 items (82.5%) were allocated by the factor analysis process to factors whose item content identified them with the previously hypothesised constructs of the five major ego states. The lowest levels of successful prediction were found in the Free Child ego state (75% success) and in the Adapted Child ego states (50%). These five factors accounted for 42.36% of the variance.

The first factor, accounting for 11.32% of the variance, had an eigenvalue of 4.53 and eight items loaded at .30 or above on the Nurturing Parent (NP) ego state. The second factor, explaining 8.79% of the variance, had an eigenvalue of 3.51 and seven items loaded at .30 or above on the Critical Parent (CP) ego state. The third factor, explaining 8.55% of the variance, had an eigenvalue of 3.42 and six items loaded at .30 or above on the Free Child (FC) ego state. The fourth factor, explaining 8.31% of the variance, had an eigenvalue of 3.33 and eight items loaded at .30 or above on the Adult (A) ego state. Finally, the fifth factor, with the 5.39% of the variance explained, had an eigenvalue of 2.16 and four items loaded at .30 or above on Adapted Child (FC) the ego state.

This finding replicates previous research results (Loffredo, 1998, Loffredo et al., 2004), as good construct validity as measures of Nurturing Parent, Controlling Parent, and Adult, but from acceptable to

	Critical Parent	Nurturing Parent	Adult	Adapted Child	Free Child
ESQ_2	.608	-.164	-.113	.161	.026
ESQ_10	.406	-.263	.070	.122	-.043
ESQ_13	.646	-.165	.003	.245	.043
ESQ_18	.691	.002	.174	-.072	-.003
ESQ_20	.237	.462	-.048	.115	.222
ESQ_24	.726	.003	.162	.136	.043
ESQ_33	.514	-.057	-.232	.218	.209
ESQ_38	.576	.100	.272	-.133	-.074
ESQ_5	-.072	.755	.179	.117	-.180
ESQ_7	-.047	.739	.153	-.003	-.177
ESQ_15	.007	.419	-.013	.060	-.127
ESQ_19	-.076	.627	.194	.055	-.271
ESQ_23	-.063	.696	.241	.179	-.217
ESQ_29	-.078	.728	.210	.135	-.142
ESQ_32	-.158	.480	.267	.398	-.169
ESQ_36	-.181	.482	.314	.372	-.200
ESQ_3	.008	-.111	.298	-.091	-.172
ESQ_8	.051	.071	.697	-.114	-.326
ESQ_12	.139	.151	.590	-.015	-.065
ESQ_25	.126	.005	.601	.120	-.141
ESQ_28	-.011	.149	.709	.022	-.093
ESQ_31	.224	.210	.460	.226	-.356
ESQ_34	-.035	.296	.607	.103	.022
ESQ_37	-.203	.228	.621	.142	-.329
ESQ_1	.185	-.135	-.165	.112	.569
ESQ_4	.118	-.082	.029	.426	.085
ESQ_9	.053	.032	-.070	.653	.050
ESQ_16	.140	-.126	-.131	.148	.637
ESQ_21	.286	.106	-.081	.622	.138
ESQ_26	.094	.150	.120	.678	.049
ESQ_30	.487	.079	-.160	.297	.299
ESQ_39	.341	.158	-.207	.311	.339
ESQ_6	.002	.585	.187	-.124	-.320
ESQ_11	-.026	.217	.076	-.024	-.744
ESQ_14	.168	-.054	.203	-.117	-.470
ESQ_17	-.003	.264	.069	.077	-.710
ESQ_22	-.020	.392	.400	-.093	-.562
ESQ_27	-.016	.460	.288	.024	-.576
ESQ_35	.382	.265	.015	.102	-.166
ESQ_40	.262	.212	.375	-.003	-.503

Table 1: Structure Matrix of the Ego State Questionnaire-Revised dimensions for the five dimensions (N = 483)

	Critical Parent	Nurturing Parent	Adult	Free Child	Adapted Child
	ESQ2 **.60**	ESQ5 **.75**	ESQ3 **.30**	ESQ6 .25	ESQ1 .07
	ESQ10 **.39**	ESQ7 **.74**	ESQ8 **.67**	ESQ11 **.74**	ESQ4 **.43**
	ESQ13 **.63**	ESQ15 **.42**	ESQ12 **.59**	ESQ14 **.47**	ESQ9 **.66**
	ESQ18 **.69**	ESQ19 **.61**	ESQ25 **.60**	ESQ17 **.71**	ESQ16 .11
	ESQ20 .25	ESQ23 **.68**	ESQ28 **.71**	ESQ22 **.49**	ESQ21 **.59**
	ESQ24 **.72**	ESQ29 **.72**	ESQ31 **.41**	ESQ27 **.52**	ESQ26 **.66**
	ESQ33 **.51**	ESQ32 **.46**	ESQ34 **.60**	ESQ35 .16	ESQ30 .26
	ESQ38 **.58**	ESQ36 **.45**	ESQ37 **.58**	ESQ40 **.46**	ESQ39 .24
Eigenvalues	3.51	4.53	3.33	3.42	2.16
% explained variance	8.79	11.32	8.31	8.55	5.39
Cronbach' alpha	.74	.82	.73	.75	.57
Items tested	8	8	8	8	8
Items consistent with prediction*	7	8	8	6	4
% consistent	87.5	100.0	100.0	75.0	50.0
All Ego States	Total items tested: 40; consistent with prediction*: 33; % consistent: 82.5				

*Highest factor loading was in hypothesised ego state factor

Table 2: Rotated factor loadings of the Ego State Questionnaire-Revised dimensions and Cronbach's alpha coefficients for the five dimensions (N = 483)

	Alpha	Mean	SD	Min	Max
Critical Parent (CP)	.74	17.36	5.00	7.00	32.00
Nurturing Parent (NP)	.82	32.39	4.70	14.00	40.00
Adult (A)	.73	29.02	4.91	12.00	40.00
Adapted Child (AC)	.57	11.70	3.01	4.00	20.00
Free Child (FC)	.75	21.36	4.11	8.00	30.00

Table 3: Scale properties

low construct validity as measures of Free Child and Adapted Child.

The 33 items represented all portions of the conceptual model of Loffredo et al. (2004), although some items of the original version (namely two items belonging to the Free Child, four items of Adapted Child, and one item of the Critical Parent) loaded lower with the previously hypothesised respective subscales.

The strength of factors and the conceptual parsimony of the 33 items that loaded at .30 and above on the 5-factors led us to select these items for the final revised scale. The Italian version of the Ego State Questionnaire can be considered the renewed culturally adapted version of the original Ego State Questionnaire revised by Loffredo et al. (2004).

Research Question 2

The second step in data analysis (addressing Research Question 2) examined the psychometric properties of these revised and shortened subscales in terms of coefficient alpha. All reliability coefficients obtained were above the threshold of acceptability proposed by DeVellis (2003).

For each of the five factors the mean (M), standard deviation (SD), minimum and maximum were calculated as shown in Table 3.

We reported the following coefficients of reliability for the five subscales: Critical Parent (CP) was .74, Nurturing Parent (NP), was .82, Adult (A) was .73, Adapted Child (AC) was .57, Free Child (FC) was .75.

Research Question 3

The third and final step addresses the third research question. It involved examining gender-related differences in ego states subscales. Results yielded from ANOVA revealed gender-related differences only for Nurturing Parent ego states, $F(1,481) = 22.51$, $p = .000$, where females showed higher scores ($M = 33.24$; SD 4.23) than males (M 31.23; SD 5.06), and for Free Child ego states, $F(1,481) = 4.50$, $p = .034$, where females showed higher scores ($M = 21.70$; SD 3.98) than males (M 20.90; SD 4.23).

Discussion

The present studies contributed to the measurement of functional ego states by developing and testing the Italian version of the ESQ-R scale (Loffredo et al., 2004). In this research we examined three questions in a sample of adults who had voluntarily accepted to take part to this study.

The first question was: does the ESQ-R-I demonstrate factorial validity?

Paralleling previous studies (Loffredo et al., 2004), this measurement research employing exploratory analyses revealed support for the five-correlated factors model postulated by Berne (1961). The VARIMAX rotation factor analysis revealed the predicted pattern of five factors represented by the ESQ as in the original version. The first four factors showed strong pattern matching, with between 6 to 8 items in the scale loading on the factors. The fifth factors were somewhat weak, with only 4 of the items loading on the factors.

In the final solution of the subscales, we ignored variables with loadings lower than .30. We obtained a version of 33 items distributed in the five factors of Critical Parent, Nurturing Parent, Adult, Adapted Child, and Free Child, as in the original version. These factors showed adequate proportion of variance accounted by the common factors and factor loadings, as they accounted for 42.36 of the item variance with a significant improvement over previous results (Loffredo et al., 2002; Loffredo et al., 2004).

At the same time, in line with the conclusions of Williams and Williams (1980) and Loffredo (1998), these findings suggest that the theoretical constructs may need to be re-evaluated to define the psychometric characteristics of the ego states as non-independent subscales.

The second question was: are the derived factors internally consistent and stable?

Reliability results for the five ego states subscales suggest that the ESQ-R-I shows from good to acceptable construct validity as a measure of all functional ego states, although with varying accuracy. Therefore, the transformation of the ESQ-R scale into a shorter version of 33 items has a clearer factorial structure but also a more internal consistent value. Therefore, we can answer positively to the second question.

The third question was: are there gender-related differences in ego states subscales?

This hypothesis is partially confirmed by the results. Data from ANOVA showed that female reported higher tendencies in Nurturing Parent and Free Child ego states, compared to their male counterparts, and this difference was significant; while no significant differences were found between males and females in the other ego states.

The identified gender differences found may be related to other research suggesting that female subjects showed more provident nurturing state than men (Loffredo & Omizo, 1997; Alipieva, 2017; Heyer, 1979), while males show higher levels in the critical, restrictive, parent characteristics (Williams & Williams, 1980).

Limitations

Although this study has provided insight into the development of an objective measure of ego states, some limitations should be considered.

First, the factor analysis has shown a good structure of the test, although it needs to be administered to several samples and factor analysed again to confirm its validity. For this reason, this research represents only a first step in understanding the factorial structure of functional ego states as distinct and measurable entities drawn from individuals' behaviour.

Second, all data were collected using a self-report questionnaire. Studies using observational data and other-report methodologies to assess both the individual's and social behaviour could be useful for this aim.

Finally, as the study is limited only to non-clinical subjects, it would be important to extend the research to a clinical sample, in order to see how mental health factors may influence ego states and the way they are measured. Therefore, further research to confirm the functional model based on individual and social behaviour, and how it may be divided into the five distinct entities of the ego states, is recommended.

Conclusions

In summary, we have provided preliminary results about the Italian adaptation and validation of Ego State- R, which has been found to be valid, reliable, and rapid to administer.

Due to numerous requests by researchers, Donald Loffredo & Rick Harrington (2012) published the ESQ-R in *Transactional Analysis Journal*.

Following their lead, we include as Appendix 1 the ESQ-R-I and invite others to use it.

The authors will appreciate information about any investigations in which the measure is used.

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Disclosure statement

The authors declare that they have no competing interests.

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Appendix 1: ESQ-R-I

Le affermazioni di questo questionario servono a misurare alcune caratteristiche che ti distinguono nella tua unicità come persona. Indica quanto ciascuna affermazione ti descrive, utilizzando la seguente scala:

1	2	3	4	5
Assolutamente in disaccordo	**In disaccordo**	**Né d'accordo né in disaccordo**	**D'Accordo**	**Assolutamente d'accordo**

Assicurarti di rispondere a tutte le affermazioni.

1	Non sono una persona che critica gli altri	**1**	**2**	**3**	**4**	**5**
2	Raramente sono confuso	**1**	**2**	**3**	**4**	**5**
3	Per essere felice ti devi conformare agli altri	**1**	**2**	**3**	**4**	**5**
4	Mi piace aiutare gli altri	**1**	**2**	**3**	**4**	**5**
5	Spesso cerco di alleviare il dolore e le sofferenze degli altri	**1**	**2**	**3**	**4**	**5**
6	Sono uno che ha le idée chiare	**1**	**2**	**3**	**4**	**5**
7	Generalmente mi adatto ai desideri degli altri	**1**	**2**	**3**	**4**	**5**
8	La maggior parte della gente non è all'altezza del mio stile di vita	**1**	**2**	**3**	**4**	**5**
9	Sono una persona che ama divertirsi	**1**	**2**	**3**	**4**	**5**
10	Sono una persona realistica	**1**	**2**	**3**	**4**	**5**
11	Tendo a trovare i difetti degli altri	**1**	**2**	**3**	**4**	**5**
12	Sono una persona disinibita	**1**	**2**	**3**	**4**	**5**
13	Non sono interessato a ciò che succede agli altri	**1**	**2**	**3**	**4**	**5**
14	Sono una persona a cui piace divertirsi	**1**	**2**	**3**	**4**	**5**
15	Sono duro con gli altri	**1**	**2**	**3**	**4**	**5**
16	Generalmente incoraggio gli altri	**1**	**2**	**3**	**4**	**5**
17	Passo molto tempo cercando di scoprire cosa gli altri vogliono da me	**1**	**2**	**3**	**4**	**5**
18	Sono una persona energica	**1**	**2**	**3**	**4**	**5**
19	Non sono una persona altruista	**1**	**2**	**3**	**4**	**5**
20	Sono severo nei giudizi verso gli altri	**1**	**2**	**3**	**4**	**5**
21	Sono una persona molto logica	**1**	**2**	**3**	**4**	**5**
22	È importante accontentare gli altri	**1**	**2**	**3**	**4**	**5**
23	Non sono una persona entusiasta	**1**	**2**	**3**	**4**	**5**
24	Non sono un tipo organizzato	**1**	**2**	**3**	**4**	**5**
25	Mi piace prendermi cura degli altri	**1**	**2**	**3**	**4**	**5**
26	Sono una persona molto capace	**1**	**2**	**3**	**4**	**5**
27	Sono una persona molto gentile	**1**	**2**	**3**	**4**	**5**
28	Tendo a esasperare molto gli altri	**1**	**2**	**3**	**4**	**5**
29	Di solito sto molto attento	**1**	**2**	**3**	**4**	**5**
30	Sono una persona comprensiva	**1**	**2**	**3**	**4**	**5**
31	Sono una persona equilibrata	**1**	**2**	**3**	**4**	**5**
32	Sono spesso molto autoritario	**1**	**2**	**3**	**4**	**5**
33	Sono una persona avventurosa	**1**	**2**	**3**	**4**	**5**

ESQ-R-I Scoring

Genitore Normativo (GN)	Genitore Affettivo (GA)	Adulto (A)	Bambino Adattato (BA)	Bambino Libero (BL)
1*=	4=	2=	3=	9=
8=	5=	6=	7=	12=
11=	13*=	10=	17=	14=
15=	16=	21=	22=	18=
20=	19*=	24*=		23*=
28=	25=	26=		33=
32=	27=	29=		
	30=	31=		

Nota: Per gli item contrassegnati dall'asterisco* (item reverse) effettuare la seguente operazione: 6- la risposta fornita dal soggetto.

Ad esempio se la persona ha risposta 4 all'item 2 effettuare la seguente operazione: 6-4. A questo item sarà attribuito un punteggio uguale a 2

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Transactional Analysis And Education – Living with Current Complexity: Contracting, Context and Complexity, and Consciousness, Cognition and Comprehension

Editor's Note: this article appeared first in Italian in 2018 as Educare alla complessità per abitaria e Analisi Transazionle. 6c - Contratto e campo educativo, complessità, consapevolezza, consocenza, comprensione. Quaderni di Psicologia Analisi Transazionale e Scienze Umane, 68/69, 130-160. and is reproduced here with kind permission of that journal.

The article contains two items which use initial capital letters to create a 3C; the translation into English has been adjusted to maintain this memory aid.

Some changes have also been made so that significant footnotes are now included within the text or reproduced within an appendix. Some references have also been added.

Abstract

A brief presentation of the OECD (2018) 21st Century Skills framework indicates that there are many possibilities for those involved in training, education, teaching and learning. A three-party contract model is reinterpreted in the light of the current complexities of social, economic, cultural and technological changes, and the way in which these are highlighting attention to borders and ethical aspects, allows us to hypothesise new synergies between various fields of TA application of psychotherapy, counselling, educational and organisational. Although this contribution focuses on research within the educational context, it demonstrates the possible implications for personal learning relationships within the complexity of our time.

Key Words

Contract, Educational Context, Complexity, Learning, Teaching, Innovation, Change, 21st Century Skills.

Introduction

This work is part of a framework of ongoing experimentation and research into how transactional analysis can be introduced into the learning processes and teaching within primary schools. (Fregola, 2016a)

The learning and teaching processes are reinterpreted from a perspective that allows the integration of relational, cognitive, metacognitive and affective dimensions, and assumes that they can become the 'object' of the didactic activity, in line with the OECD (2018) (Fregola, 2016b) skills of the 21st century to facilitate the development of self efficacy and autonomy within the social context outside the school, where new approaches to social communication is increasingly in evidence. These approaches can be related to the characteristics of both virtual places (social networks, Internet, video games) and 'real' places (where complex communication processes (Prensky, 2012) are influenced by multicultural (Cominicini, 2012) and intergenerational (Baschiera, De Luigi, Luppi, 2014) dynamics. The consequences concern each of us as we are immersed in processes of innovation and change that invite us to frequently revisit the personal repertoires of knowledge, skills, cultural references, attitudes (Fregola, 2017a).

The work is part of the research that places TA as a reference theory that integrates with other theories of education (Epifanio Erdas, 1979) and of the psychology of learning (Bocci, De Angeli, Fregola, Olmetti and Zona, 2016), in order to re-interpret the relationship that each person has with their own learning (Fregola, 2012). In this context, one of the central themes concerns the perspective of the contractual agreement of TA with its particular

characteristics (Berne, 1971; English, 1975), which provides elements that are proving interesting in the ongoing experiments and in the training activities aimed at future primary school teachers and in-service teacher training, as well as the training of other figures interested in educational processes, training and learning at school.

The work is divided into two parts: the first concerns the three Cs, contract, complexity, and context of the educational field, and this triad constitutes the integrating background of the work.

The second part concerns a model of an educational contract that is being gradually developed on the basis of a research-action hypothesis (Fregola, 2017b), which intends to structure the possible interactions between the second three Cs: awareness, understanding, knowledge [*to maintain the C - hereafter referred to as consciousness, cognition and comprehension*] within the contractual perspective and forms the basis of the model. The latter is in the process of being formalised as the heuristic phase of research has just been completed and the experimental phase in progress has already provided interesting elements of orientation and in-depth analysis. The theme of change acts as a bridge between the first and the second part. It is considered relevant to share with the reader the fact that Berne, in many books, introduces the meanings of words he uses and will use. Some words, in fact, can acquire different meanings and determine perceptions, report on experiences, elicit reactions, different responses in terms of analysis and also of understanding the written text or the orality of the sentence. In this work the term change has the specific meaning of referring to the fact that whenever there is an innovation that comes from the outside in a system (Von Bertalanffy, 1968), or that we intend to generate or introduce inside, the change represents the transformation of innovation into competent behaviours that find observable application, within the professional performance that is put in place in everyday life (Fregola, 2003).

Innovation and Change

Those who attended school until the 1960s will remember that there was a hole in the wooden desks [for the inkwell]. People of all ages, at all times, will react differently to this information. Those who arrived at school equipped with pens made of plastic or other materials may have talked of the holes at home and may then have discovered that those who attended school before them had not just the information but also the experience of using the holes [for the ink for their pens]. Grandparents may therefore have recalled directly lived experiences. Some may have recalled the moment of the introduction of the ballpoint pen, fountain pen, or maybe the typewriter at home or at work or in the school. The need to write, and the writing function, are basically unchanged but the way we do it, and the tools and related materials, on the other hand, constitute an element of change that can be related directly or indirectly to the knowledge, skills and abilities necessary to write. The consequences in the internal world relating to learning are manifold because they can concern not only knowledge and know-how but the culture and its manifestations that impact on that know-how.

In the film *Policarpo ufficiale di scrittura* [Policarpo Writing Official by Mario Soldati (1959), there is evidence of how the object of the typewriter did in fact constitute an innovation that brought about change.

The protagonist, the actor Renato Rascel, is the Policarpo character for whom the director has built an intricate intertwining between private and working life, so the viewer can immerse themselves in a generational dynamic marked by customs, family models, and social classes characterising the behaviours of men, women, children and the elderly of that time.

Policarpo tries in every way to resist innovation, to protect his profession, perhaps his power and his identity and, between the lines, one can grasp the attempt to maintain a definition of boundaries between status relative to the role it plays in public administration and family and inter-family ties. It is the future husband of his daughter, who works in the industry where the typewriter is produced, which persuades Policarpo to experiment with innovation. The motivation for change arises when Policarpo discovers the existence of the copy paper which allowed the production of more than one copy of a document at the same time. When the day of the presentation of the typewriter arrives, Policarpo exhibits himself with an admirable performance in front of the government representative. He demonstrates his professional evolution to bystanders compared to being a writing officer despite the fact that in order to perform the function, the same function, the necessary skills marked the transition to a new profession: from being a calligrapher to being a typist. He received the praise of his colleagues and the government representative but aroused unease and surprise in his superiors who were also forced, despite themselves, to give him a promotion. The possibility of getting involved is guided by an economy principle. Despite the result achieved for Policarpo, it was still a matter of giving up a repertoire of acquired and reassuring skills that had gradually evolved over time until it became a set of expert skills that highlighted his personality, his interests and his own way of representing himself in that role (Schmid, 2008). It is precisely the awareness that innovation was irreversible to trigger the change process. We read in the film the role of intuition that guides an evolutionary adaptation that manifests the

continuing to be recognised as a person and as a professional in his/her ability to become. Policarpo, therefore, decides to learn typing on the basis of a principle of personal economics that can be observed through the scenes in which his passion, skill, rigor and precision are evident in every single action that make his skills and competences manifest, and his talents when he prepares working conditions in the morning by carefully choosing the tools of his job. Finally, there is an economic and organisational dimension that implicitly enters Policarpo's assessments and choices; his perception of the risk that innovation may be a threat to maintaining his job is not evident, but the signal of his motivation for change, as we have seen, comes from the discovery that the second copy can be made by the machine and puts him in the condition to pay attention to the relationship with his own learning in experiencing the contrast between a force that leads back to routine, conservation and persistence and a force that derives from innovation that stimulates or breaks into everyday life with all its consequences of threats and opportunities and moves towards its evolution (Naciti, 2015).

'Routine' is here understood as a set of assimilated automatic schemes that are mastered.

The same schemes can come into action under the influence of the Integrating Adult (Tudor, 2016), or under the influence of duty, dictated by the Normative Parent, which induces the Adapted Child to take and hold executive power (Moiso and Novellino, 1982).

To better consider the impact of innovations on customs and lifestyles, we can refer to the advent of the washing machine. In the past, you went to the river and, where there was no river, public wash houses became widespread so that in time they replaced the river. Wash houses became places where there was female work and also became places for small talk, support and reciprocity, solidarity, socialisation and information. People felt part of a community and learned of many facts. The patterns of social communication were loosened and situations were created in which rituals, pastimes, withdrawal and psychological games became part of the structuring of time. From documentation that can be found on the Internet, activities and intimacy are also detectable from the testimonies about how a hard and tiring job became lighter through the exchange of competencies and gossip, and the women making jokes and talking. (Sanders, 2003).

It is this author's opinion that communication in the 'set of washrooms' is very different from communication within the walls of the home. It protects social and private spaces to the point of recognising, in the history of the washhouse, a place in which principles were incubated for female associations and the definition of cultural, civil and political rights. It is known that scientific research and the development of tools and technologies have allowed mass diffusion characterising the industrial revolution. On the one hand, innovation can have economic reasons and on the other hand, diffusion of it went in the direction of improving living conditions in terms of well-being, hygiene conditions, and determining a new social order with important repercussions on lifestyle and relationships. It took a while for the washing machine to become a mass phenomenon. It seems that one of the resistances to change was due to the conviction that the time freed would have been used in inappropriate ways that would have been out of line with the rules and social permits granted to women. The spread of the washing machine, as well as that of other appliances, was also initially conditioned by the high costs so they were not accessible to many, but the resistance due to customs should not be overlooked. It seems that the mass diffusion of washing machines began from an advertising slogan that pointed out that such a machine would allow women more time for their children and husbands. (Asquer, 2007).

Information, Knowledge and the Knowledge Society

The two examples of innovation proposed can be reinterpreted as metaphors for a transformative process that has identified and described an epochal generational change. The current historical moment is characterised by ever more frequent innovations and by increasingly complex requests to change in a society which is in constant transformation – the knowledge society.

The metaphor of the *knowledge society* (Alberici, 2002), can be taken as a descriptive and evocative image of the new human condition that has been, and is being determined, according to the development of information and communication technologies and the network, which has as its structural foundation interconnections between real and virtual, with increasingly significant sequences in the ways of interpersonal communication, identity, intimacy and imagination (Gardner and Davis, 2014), starting from multi-ethnic and intercultural interactions (Schachner, 2016).

Our research has shown that awareness of being immersed in the knowledge society can refer to understanding the important distinction between information and knowledge itself. To master the information it may be sufficient that you have learned schemes that allow you to search for information, identify it, classify it, select it according to its characteristics, purposes and objectives expected for its use in the context in which it operates and above all

to make sense of it. The generations all synchronously present have experienced and developed different approaches in interacting with the functions of information and knowledge. The scholar Umberto Zona (2015), citing Gardner and Davis (2014) describes how the digital era has given birth to generations shaped by technology and over an extremely short period of time compared to biological and cultural generations. The author presents a survey on how the concept of generation has evolved, thanks to which it can be deduced that another generation is taking shape today which can take over within a few years or even a few months. Until the 1950s, the generations defined themselves in reference to common cultural and political experiences and had a much longer duration, sometimes partially overlapping each other. "The Silent generation (the one "silenced" by television broadcasting), for example, travelled a good stretch of road in the 1950s, together with the shouted aesthetic of the Beat generation; just as the mythical sixties and seventies functioned as aggregators of very different youth cultures (from those belonging to the hippy movement to those protagonists of metropolitan social movements). The so-called Generation X groups together all those born between 1960 and 1980 and was however marked by historical events of great impact such as the Vietnam War, the Falklands War, the East-West opposition, the explosion of rock music. The next Generation Y, including those born between 1980 and 2000, had a scenario of the fall of the Berlin Wall, globalisation, the expansion of the internet. Therefore, more hybrid generations put together the cultural aspect with the more strictly regsitered one" (Zona, 2015, pp. 68).

According to Gardner and Davis (2014), rather than with time and duration, the current one, the *app generation*, should be distinguished based on how identity, intimacy and imagination are transformed. Online communities and social networks that are accessible through apps are in fact reformulating:

- the principle of identity from the point of view of belonging and frequenting the places where virtual and real relationships can be managed (Lèvy, 1997);
- the principle of intimacy in relation to a reformulation of the boundaries between what is public and what is private (Berne, 1971; Waring and Reddon, 1983)
- the principle of imagination in relation to the possibility of representing a future that cannot be based on stable models that can allow you to make predictions with the risk, among other things, of creating app-dependencies (Zona, 2015)

Knowledge, therefore, implies a finalised and meaningful processing of personal, social information, as Berne (1986) wrote, with all three ego states.

In order for information to travel correctly, with timeliness and quality, and to become available where and when it is appropriate or necessary, guidance tools and models are required. *Navigating information to generate knowledge* is a contract with families and other subsystems involved in the educational process, that a school can promote as its institutional reason for being.

The transformative processes taking place bring together new interactions between people, objects, and places (Bauman, 2011; Prensky, 2009, 2010, 2012; Schwab, 2016; Floridi, 2017). Etiquette, technicalities and group character of the Cultural Parent (Drego, 1983) can jeopardise or hinder, as well as facilitate, giving structure and design to plans for change. Those who are preparing to start processes for transforming innovation into change, by choice or in spite of themselves, may find they are calling into question the identity of their roles, their own system of skills, the methods of communication they adopt, and the patterns of relationships that are 'spreading' in exchanges mediated by the virtual world. Because of these assumptions, one of the hypotheses that guide our work is that teaching, training and learning are in close relationship with the schemes that determine how knowledge is transformed in an individual way into information, as well as that knowledge itself may remain unchanged, or may change partially, or may be 'reinvented'.

'Relationship with one's own learning' means here awareness, understanding and knowledge of both declarative and procedural knowledge (Fregola, 2016a, p.145). The question we have asked ourselves in research is: what relationship does each of us have with our learning in the knowledge society?

An investigation with the teachers: what is the title of this photo?

In early December 2014, Gary Pikovsky tweeted the photo in Figure 1, taken at the Rijksmuseum in Amsterdam, with the caption "No comment necessary"

You, the reader, are asked to "listen" to your own moods and reactions that develop while observing the image and to develop a title that describes the photo.

This question was the basis of the survey conducted with around 150 teachers, who were asked to write their individual titles. These titles were then collected and classified into categories which were chosen to represent symbolic meanings or the way in which similar meanings could be inferred. The classifications of the titles can be seen in Figure 2.

After sharing the framework of categories and checking that people were recognising their own proposals within it, a lesson was run using the 'Flipped Classroom' process (Cecchinato and Papa, 2016).

Figure 1. No Comment Necessary (Pikovsky, 2014)

The flipped classroom is an educational technique that can be applied intentionally within a didactic contract between the class and the teacher. (Bergaman and Sams, 2016; Longo, 2016; Rivoltella, 2013).

This inverted class can be structured in three stages: Briefing, Conducting, Debriefing, with the initial briefing conducted whilst still at the school.

The Flipped Classroom *Briefing*

We share:

- The aims - the purposes
- The learning objectives - the expected results in terms of knowledge and competence
- The skills that are being pursued
- The sequence at the museum and the rules for consulting a smartphone or tablet

Conducting

When in front of the work of art, the students are expected to note their reactions, feelings, moods, emotions and thoughts. They consider any previous knowledge about the museum, the specific artist, or any connections with the historical period of reference.

They then search for information on their smartphone or tablet, selecting their own criteria for searching and the sources they draw from and looking for different options. They can consult with each other without asking any questions of the teacher.

Polluters of sacred places

Shared isolation *Distraction*

Wikipedia at the museum

Indifference *Emotional distance*

Technological consultation

Appearances *School Trip*

The search for involvement

Sociality and the new solitude

Separate youth *Ignorance*

Wasted youth *Blindness*

The art of indifference – The art of ignorance

Figure 2: Categories of Proposed Titles

Debriefing

Whilst still in front of the picture, as shown in Figure 3, and respecting the expectation of silence within the museum, the students exhibit the results of their research. In addition to sharing their feelings, moods, emotions, thoughts and points of view, they share the analysis of their sources and discuss (in a pedagogical sense) what is information and what is knowledge, and what is personal and social knowledge that they have been building. (Bocci, De Angeli, Fregola, Olmetti and Zona, 2016).

Back to the Teachers and their Titles

The teachers were asked to confirm or change the titles that each had assigned before they had been told about the flipped classroom technique.

In essence, a knowledge contract had been entered into relating to the flipped class (Ballanti and Fontana, 1981), so the process had stimulated understanding and awareness of some of the 'internal' phenomena initiated by the stimulation of seeing the image, and activated within different ego states. This makes it possible to work on the contamination of the Adult caused by prejudice, and more generally by the system of parental beliefs and the beliefs held by the Adapted Child which come into effect when a threat is perceived. In some cases, however, the power of the Free Child demonstrates curiosity, wonder and the Adult, with the guidance of the Normative Parent about the Nurturing Parent to maintain boundaries between old and new, and the support of commitment and attention, keep the critical sense active and start the engines of learning.

Figure 3: The Debriefing Phase

After the request for confirmation or change of title, the following results occurred, as shown in Figure 4:

- about 40% changed it and some categories not previously contemplated were added;
- 35% confirmed their title;
- 25% confirmed their title within categories that can be defined as coming from an area of contamination of Parent and/or Child on Adult.

3C: Consciousness, Cognition and Comprehension

Ferdinando Montuschi (1994) comments on the specific characteristics of the contract for the educational field of application. It presents particular problems that concern not only the intervention but also its location, which is the context, structure and relationships within which the intervention takes place. This leads to identification of two specific dimensions of the contract; the social dimension and the professional dimension (Montuschi, 1994, p16).

In our research we add the focus on learning in complexity (Morin, 2001), which led to revisiting the issue of the personal relationship with one's own learning. The contract process began with an initial agreement with the participants to 'write the title of the photo'.

It was followed by a contract that can be defined as Bernian, (Berne, 1986; Steiner, 1974) centred on learning, taking into account the Bernian criteria of a contract and developed on three dimensions that manifest themselves as interdependent: consciousness [Berne's awareness], cognition and comprehension. It requires re-interpretation of the didactic structure and its phases to recover the psychological level of the contract. The technique of the flipped classroom can be considered a scaffolding for the teaching process. The value for learning derives from managing the group in a more deliberate, intentional way that takes into account:

- *mutual consensus* on the context, the aims, the objectives that characterise the photo at the museum in Amsterdam, to be understood as documentation of the pedagogical-educational process;
- *valid remuneration*, observable from the fact that the subjects involved in the relationship, each with their own role (trainer-teacher), contribute to the educational intervention with a valid contribution. In this case the user and the structures involved are connected by a direct or multi-party contract (English, 1975);
- *competence*, here understood as a repertoire of ability accompanied by the willingness to take into consideration the issue of transforming innovation into change: the traditional lesson is integrated with the flipped class;
- *legal objective*, which opens up interesting evaluations of the ethical issue of change and the dilemmas on what is a constraint, to be understood as a change that in spite of ourselves must be managed, and possibilities, to be understood as a set of processes that allow active, personal and respectful participation of the various systems of reference to the transformations taking place (Ceruti, 2009).

The evidence, which the research has highlighted, concerns the transformation, or confirmation, of one's point of view on young people, technology and some etiquette related to today's world. There are two sources that allow you to find these elements:

- the analysis of each title assigned to the photo before knowledge of the topic on the Flipped Class and after the reworking that was requested of the photo title;
- the sharing of intercepted internal dialogues, moods, feelings, emotions, thoughts that this operation entailed allowed us to work on understanding and awareness and this allowed us to distinguish the phenomena related to new learning, those relating to the reworking of the above.

It was useful to reflect together with the participants in the research on how new levels of knowledge, understanding the difference between innovation and change and the development of awareness can constitute a mix that arises when referring to phenomena that affect learning within the complexity of the knowledge society.

This supported the hypothesis that a contract that is structured taking into account the 3Cs of consciousness, cognition and comprehension allows us to investigate and enhance the specificities of the educational field. In particular, this is more evident

when working with the intention of conceiving, designing and creating learning environments in which the TA contribution can support a contract focused on the most suitable conditions that can facilitate the transformation of innovation into change (Fregola, 2012). Figure 5 shows the model.

The 3C contract model articulates the interaction between the way of developing one or the other, or their possible combinations, according to sequences that can generate virtuous circles (see Figure 6) here and now, of the value of innovation and the deliberate decision of promoting and determining self-efficacy and autonomy with less influence of learning schemes that somehow hinder the process of awareness, in the decision to start a process of involvement, motivation, relational and emotional commitment to participation in transformative processes of turning innovation into change (Fregola, 2016b, 2017b).

Generation 2.0 *Art with a click* *Technology to Art*
Yes but it is not the same thing *Knowledge available to all*
Kids at the museum *Knowledge from past and present*
Entertainment and sharing for the adolescent App generation
Let's look together

Polluters of sacred places *Distraction* *Ignorance*
Wikipedia at the museum *Indifference* *Emotional distance*
Technological consultation *Appearances* *School Trip*
The search for involvement *Sociality and the new solitude*

Separate youth - Separation of the young and the elderly
Wasted youth - Youth being wasted *Blindness - Risking blindness*
The art of indifference – The art of ignorance - Art - the risk of indifference

Figure 4: Confirmed and Changed Categories
New - changed

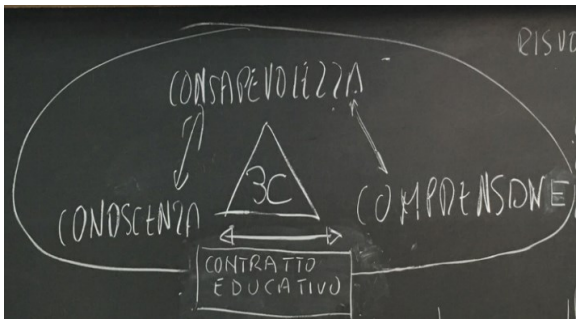

Figure 5: Model for the Educational Contract within the complexity of the Knowledge Society

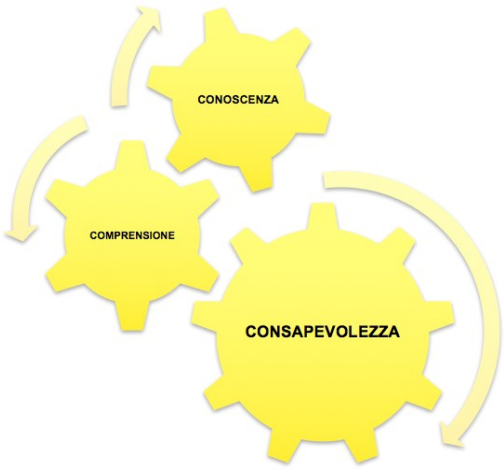

Figure 6: Virtuous Circles developed by the 3Cs

Final Considerations

At the end of this work, we share some considerations which may have an evolutionary value rather than as conclusions. The results detailed above mark a point of arrival, in that they define the structure of the 3C contract model and provide the first definitions. The experiments about its applicability are still in progress. At the same time, connections, doubts and a focus are opened that relate to the increasing complexity of personal relationship with learning. We propose that boundaries are needed between what happens as a result of deliberate and intentional actions arising from conscious choices, and what happens dynamically between those and the results of experimental action (Levi Strauss, 1967).

The interactions between the learning relationship, consolidated knowledge and innovation knowledge, have allowed us to formulate hypotheses about the connections that happen in everyday life within interpersonal relationships, in the interaction between roles, in the belonging of roles to organisations which are involved in a changing macro-social context, and how these are in close relationship with the phenomena of the world inside the person. TA allows us to make these more explicit and to study some of the hidden influences so that we may improve learning processes and personal relationships within learning from the perspective of the freedom of learning. Whilst changes are still in progress, the need for contextualisation and understanding of the evolution of the external context and its impact on information and knowledge has become evident, as well as the need to take care of the consequences in the internal world of people.

Berne (1947/1957) wrote of physis as the underpinning of the values that define the philosophy of TA. He defined it as "the growth force of nature, which makes organisms evolve into higher forms..." (p. 404). Mauro Ceruti (2014, pp. 89), refers to the rediscovery of physis whilst writing about *The End of Omniscience*, quoting the aphorism of Cornelius Castoriadi: “Physis is what has in itself the principle and origin of creation of shapes ".

Each generation admires the work with the aims, interests, motivations, curiosities, postures and with a composure that guides and is guided by the cultural parent of the era to which it belongs (see Figure 7). This approach leads us to hypothesise areas of synergy between the various fields. For example, it has been found in the laboratory phases envisaged by the research path that the contamination of prejudice against the Adult can have different levels in terms of maintaining or changing the title of the picture This supported the hypothesis that if the belief is rooted to the point of threatening the frame of reference (Schiff,

Figure 7: Other Generations Viewing the Rembrandt Painting

1981), the internal phenomena that manifest themselves in an observable way in each field, using the toolbox of the transactional analyst of ego states, transactions, rules of communication, drivers and discounts, allow us to observe to what extent the possibility of reading the reality of the here and now can be related directly with pedagogical-didactic action or requires a contract that requires a decontamination process which, in turn, requires a specific field focus. In some cases the need for decontamination has shifted the focus onto the practitioner's activity within an empowerment or problem-solving contract, whereas in other cases it has shifted to psychotherapy where the contamination is rooted in the deepest processes of beliefs, observable through discounting or within pastimes and games.

These cases need different processes because, not only is the possibility of expressing the best of oneself jeopardised, but the protection of oneself in one's role as teacher, of the image one has of one's role, of students, families or of the school organisation, is threatened. Finally, there is the added value of the organisational field of TA in the transformative moments of school and the training systems in which one is immersed and which are also closely related to adult learning processes (Kolb and Fry, 1975; Mezirow, 2003).

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Transactional Analysis and Multiple Intelligences – A Proposed Diagnosis and Intervention

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Where possible, quotations have been adjusted to reflect original English publications, particularly for TA publications.

Abstract

The diagnosis of ego states in action is the first step taken by a transactional analyst in order to develop an intervention plan. Multiple Intelligences theory can help with this by enabling recognition of the abilities and competencies that the client has already, and how the Adult ego state may then become decontaminated and energised. The present study discusses the relationships between the concepts of ego states and multiple intelligences and how this can help with facilitating diagnosis and clinical intervention.

Keywords

ego state, multiple intelligences, contaminated thinking, transactional analysis.

Introduction

As a Transactional Analyst, I have gained much experience over the years of the existential positions (Berne, 1961, 1972) of clients who come to the clinic. Based on these experiences, I have considered Bernian theory in order to elaborate some ways to understand the processes of how personality is constituted.

The purpose of this paper is to demonstrate a relationship between ego states and the theory of multiple intelligences as described by Gardner (1994), as an aid to diagnosis and clinical intervention planning by psychotherapists. I also want to demonstrate that stimulating specific intelligences and the corresponding abilities allows decontamination and energizing of the Adult ego state to happen in a playful, good-natured and enriching way as it awakens in the client resources, skills and abilities that have not yet been activated or of which the client is not yet aware.

The Theory of Transactional Analysis

TA is a psychological approach created by Eric Berne (1958), a Canadian psychiatrist. Characteristics which define it include a positive philosophy of trust in the human being. Berne says that we are born with the capability to obtain success and satisfaction unless we have a serious organic impediment. This means that we are all born OK and that education and the environment can produce undesirable effects. TA is a theory that uses simple language and can be understood by an eight-year-old child. The practitioner-client relationship is based on the contract, which is an objective goal of positive behavioural change to be achieved during treatment.

The main concepts that TA uses to understand the human being are: ego states and transactions – communication occurs between people from three different ego states; social stimuli or strokes – recognition of the existence of the other; time structuring – how we use time in our social relationships; psychological games – conflicts in relationships; emotions – feelings and their expressions; existential position – how I perceive myself in relation to other people; and life script – a life plan developed in early childhood, based on parental influences.

TA focuses on the study of ego states, which we can understand as coherent systems of thought and feelings, manifested by corresponding patterns of behaviour. The term ego state designates states of mind and their behaviour patterns as they occur in nature. Each human has three types of ego states: first, those derived from parental figures, colloquially

called Parent – in this ego state the person feels, acts, speaks and reacts as one of their parents or other authority figure did when the individual was a small child. The second is the ego state in which the person analyses their environment objectively, calculates possibilities and probabilities based on past experience, and is called the Adult ego state. In the third, each human carries within themselves a little child who feels, thinks, acts, speaks and reacts in a manner similar to how they did when they were a child – relics of our past – and called the Child ego state.

The initial task of a transactional analyst is to identify which ego states are in operation and whether they are operating in a positive or negative circuit. The positive circuit refers to behaviours that a person adopts in their life which leads to well-being and achievement of goals; the negative circuit refers to behaviours that do not generate well-being and instead promote conflicts and non-achievement of goals. This identification process can be performed using diagnostic criteria proposed by Berne, in the following order: behavioural – observation of conduct, gestures, postures and vocabulary; social reaction – the ego states which arise [in others] in response to the person's behaviour and transactions; historical – when the individual identifies how the behaviours were learned in their past; phenomenological – the reliving of experience in the here-and-now.

An important part of diagnosis is identifying which ego states are active at a certain time, and the displacement from one ego state to another. Berne (1961) suggested that the displacements between ego states are due to three factors: "the forces acting within each state; the permeability of the boundaries between ego states and the cathectic capacity of each ego state" (p.41). The concept of cathexis is defined as the psychic energy flowing between the ego states, and therefore the existence of some kind of boundary between ego states is implied. Anomalies in the psychic structure are related to these boundaries and a very common pathology is referred to as contamination.

Contaminated Thinking

"Thinking is contaminated when the boundaries of the Adult ego state are not strong enough to hold back Parental prejudices and Child delusions. The boundaries are neither lax nor semipermeable. They are overly permeable. (James, 1986, p.192).

Adult ego state can be contaminated by Child, Parent or both ego states at the same time. With contamination, the prejudices and delusions that come from the Parent and/or the Child are experienced by the client as syntonic with the Adult and defended as such.

Berne wrote that cure in TA occurs when clients are able to use their Adult effectively, and that this is possible when the Adult has been decontaminated from parental influences and/or archaic experiences. Moving the psychic energy through the ego state boundaries, and finding new options to face daily challenges, is an invitation for the client to move towards autonomy, the major goal of TA. The TA concept of autonomy was described by Berne as the expression of three capacities: awareness, spontaneity and intimacy. Erskine and Trautmann (1996) emphasise the Integrated Adult, saying that "... the process of integrating the personality, which includes helping clients to become aware of and assimilate the contents of their fragmented and fixated ego states into an integrated neopsychic ego, to develop a sense of self that decreases the need for defense mechanisms and a life script, and to reengage the world and relationships with full contact. It is the process of making whole: taking disowned, unaware, unresolved aspects of the ego and making them part of a cohesive self." (p.316).

Every psychotherapist develops their art, through clinical practice, of decontaminating and energising Adult ego states. This article demonstrates how the theory of multiple intelligences can be integrated with TA for the process of diagnosis and clinical intervention.

The Theory of Multiple Intelligences

American psychologist Howard Gardner (1983) introduced the theory of multiple intelligences (MI) with a book entitled S*tructures of the Mind.* The great contribution of this theory is to demonstrate that we are intelligent in various ways and that these intelligences can develop according to environmental stimuli. For Gardner, intelligence is biopsychological and this means that the person is able to solve problems, make decisions, be creative, work in teams, generate new problems to be solved or produce products that are important in a particular cultural environment or community.

Some characteristics define the intelligences. The first is the independence between them, even when they are operating together. This means that it is possible to stimulate a less developed intelligence from a more developed intelligence. There is no hierarchy between them and therefore one intelligence is not defined as more important than another. Another important aspect is that intelligence has a biological inheritance but they can still be conditioned by the environment, which means that environmental stimuli can develop or block certain intelligences. Each intelligence has specific skills and competencies. Gardner has delineated eight of them:

- *Linguistic Intelligence* denotes a person's ability to organise words into sentences, clarity in expressing and organizing ideas in spoken and written form, and assessing complex meanings. This intelligence is present in poets, orators, sellers and advertisers.
- *Logical/mathematical Intelligence* refers to a person's ability to calculate, perform complex mathematical operations, and find solutions to logical problems. The person will also be able to relate facts and evaluate consequences, recognise patterns and make deductions. This is present in scientists, mathematicians, accountants, engineers, programmers, architects, accountants and researchers.
- *Spatial Intelligence* is characterised by a person's ability to spatially represent the world, to have a sense of direction, to recreate images by memory and to move into the past and the future in their mind. Present in engineers, sailors, geographers, navigators, painters, sculptors, drivers and surgeons.
- *Bodily/Kinaesthetic Intelligence* is the ability to work skilfully with objects, both those involving finger mobility and those that involve full body use, motor coordination, control and body perception, including sensations. It is present in athletes, dancers, surgeons, sculptors and artists.
- *Interpersonal Intelligence* is revealed in an individual's ability to relate to people, perceive their moods, feelings, beliefs, emotions, motivations. It involves the ability to work cooperatively with people in verbal and non-verbal communication, to recognise social roles and the importance of social environment in the actions of the individual. Present in leaders, politicians, teachers, therapists, parents (educators in general), activists, negotiators, diplomats.
- *Intrapersonal Intelligence* is the ability to build a refined perception of yourself, recognise your strengths and weaknesses, and feel good about yourself. A person with this well-developed intelligence controls their emotions, manages their feelings and their projects. Present in therapists, spiritual leaders, motivational speakers, philosophers and psychologists.
- *Naturalist Intelligence* is the ability to observe patterns of nature, identifying and classifying objects and understanding natural systems (such as birds, fish, mammals, plants) and those created by man (such as different types of cars, shoes, toys, clothes). Categorisation is also a fairly strong feature in this intelligence. Present in naturalists, farmers, botanists, hunters, ecologists, biologists, decorators, collectors, navigators and landscapers.
- *Musical Intelligence* is the individual's ability to think in the form of music, to interpret, write, read and express themselves through music. Musical intelligence clearly perceives tone or melody, rhythm or frequency and grouping of sounds and their intrinsic characteristics, called timbre. Present in musicians, choreographers, music critics, maestros, DJs, tuners of musical instruments, composers, sound engineers, singers.

It is important to note that every human being is capable of developing all their intelligences unless they have brain damage. The intelligences are observable but not measurable. There are several inventories that allow anyone to observe the dynamics of their intelligences and see which are more developed and which need stimulation for their awakening. The environment in which the person finds themself may or may not value particular intelligences and the abilities and competencies derived from such intelligence. In order for someone to develop a certain characteristic or resource, they need to develop the relevant intelligence. For example, to make deductions or relate facts requires the development of logical/mathematical Intelligence.

Common points between theories – TA and MI

The basic assumptions of each theory are similar, in that they include trust and OKness of humans and that all have the ability (intelligence) to achieve success and satisfaction unless they are brain-damaged or have serious health problems. Stimulating a particular intelligence and its corresponding abilities will allow a person to experiment with new roles and new behaviours, meaning that they will change from one ego state to another and from a negative to a positive circuit.

- In Logical/Mathematical intelligence, we can visualise the Adult in action because of the ability to make logical deductions, plan, relate facts and analyse consequences. Skilful questioning - according to Berne the first therapeutic operation [Berne, 1966, and called by him 'interrogation'] – by the practitioner allows the client to expose their internal contents, fantasies, secret desires, as well as their way of seeing the world. Knowing what and how to ask is of fundamental importance in creating a trustworthy practitioner-client bond. Questioning allows the practitioner to perceive how readily the client analyses facts and assesses the consequences of their behaviours, and to register what the client does well and how the client has learned to do that. Being a positive experience, the practitioner can anchor the skills

and resources and thus assist the client in organizing information to use at an appropriate time.

- Spatial Intelligence allows us to walk the timeline, so the client can move back into the past and review the introjections from authority figures. Regressive techniques can be used at this time for the Child to make the necessary decisions and become free of parental programming. In many instances, redecision occurs spontaneously and naturally, when the Adult possesses the appropriated resources and skills and uses them to overcome the problematic situation experienced in the Child. Moving to the future allows the Free Child to use their imagination and creativity to create situations where they are comfortable, and to organise in the here-and-now to achieve their goals. This organisation foresees the use of resources and capabilities to break the commands of the Parent.
- Naturalist Intelligence is characterised by classifying and identifying patterns and the Adult actively participates in this intelligence when it recognises the repetitive and stereotyped patterns that compose the life script.
- The Bodily/Kinaesthetic Intelligence enables the client to perceive subtle sensations that occur in the body, such as a change in breathing, or facial or body movements that may reveal some aspect of the internal dynamics that has hitherto been discounted. It is possible to become conscious of some repressed feeling in the Child and to receive permission from the practitioner to express that feeling freely.
- Interpersonal Intelligence, in addition to inviting Free Child to express itself and seek new, healthier relationships, also encourages the Adult to find appropriate form and language (transactions) to maintain relationship.
- Musical Intelligence stimulates art and aesthetics as a way to find quality-of-life and well-being, putting the Child into a state of relaxation and fun.
- Intrapersonal Intelligence is the perception of self, of the qualities and weaknesses that we possess, the awareness of our desires and purposes. In developing this intelligence, the Free Child regains spontaneity and creativity to express desires.
- Linguistic Intelligence permeates all other intelligences during the therapeutic process, stimulating Adult to organise thinking and communication of ideas effectively, including organising words into sentences clearly and expressively.

Following TA diagnostic criteria, the practitioner will survey which ego states are in evidence and how they are contaminating the Adult. This diagnosis is made for clients so the practitioner can undertake intervention planning. Along with this assessment, it is possible to identify which intelligences are available and which are dormant, since the abilities and competencies of each intelligence are perceptible in the client's report, the way in which the information is organised, and what they believe is the reason for their problems. With the observations already made, it has been found that logical/mathematical and spatial intelligences contribute significantly to the processes of decontamination and energization of the Adult. Well-developed logical/mathematical intelligence allows the client to deal with different ideas or subjects and check them against reality, mainly in their emotional aspects, besides allowing them to evaluate the consequences of certain behaviour. When this intelligence is underdeveloped, it is advisable to activate it as soon as possible because otherwise the person will have difficulty in connecting their thoughts and feelings with the corresponding elements in their environment. Ways to activate this intelligence include asking the client to recognise the learning gained from a previous experience, and thinking of different transactions or behaviours to respond to a particular stimulus.

With spatial intelligence developed, the practitioner can encourage the client to take into the past the resources needed to change a negative experience, as well as to take that into the future. Optimising the resources in this way energises the Free Child. Imagining new behaviours, experiencing new sensations, and detaching from old patterns of behaviour, allowing the client to strengthen the boundaries of the Adult.

These two intelligences give psychological support to the client to organise emotional content and to visualise with more clarity the changes to be made in their life. From there, depending on the contract between the client and practitioner, the other intelligences can be investigated with a view to meeting the contract. When a client approaches a practitioner, generally their intrapersonal intelligence needs to be strengthened and expanded, and this is the end result that needs to be achieved.

The following case study demonstrates the therapeutic process, focusing on the intelligences and the ego states.

A psychiatrist had referred a 40-year-old single woman with severe depression that was having damaging consequences within her work environment. She was a teller at a large bank and at least twice a week there were financial discrepancies in her till, with the shortfalls being deducted from her salary. Additionally,

the woman did not take pleasure in doing anything different on weekends, spending time cleaning house and taking care of her relatives. She had become involved with a married man, who was gradually moving away from her and this was leading her to a state of great anguish. Another concerning factor was intense hair loss which was not responding to treatment.

At the beginning the woman spoke very little, expressing the will to die. When the intelligences were considered, it became evident that her spatial intelligence was completely missing; when she was asked to close her eyes and imagine a situation in the past and the future, she could not see it. Nothing happened when she was asked to look at an object in the room and then close her eyes and visualise it mentally.

It was also evident that her day-to-day life was constrained with obligations and responsibilities, with little room for any fun or caring for herself. Logical/mathematical intelligence was not being used to evaluate the effects of her actions on her state of health.

The focus of the therapy was to develop spatial intelligence abilities in order to cathect Free Child, as well as strengthening Adult to be able to evaluate and manage day-to-day events. Several exercises were given for this purpose. The client was asked to look at objects for some time and then close her eyes and visualise them. At another time the exercise was to observe objects or people and then to draw or paint them. During therapy the woman liked to talk in detail about everything that had happened during the week and also to comment on the effects of the exercises. Over time, her Child emerged and the therapeutic bond strengthened. At the end of each session, she began to ask for new exercises, saying that she liked to do them. After three months of treatment, the client reported with some enthusiasm that she now had the ability to mentally visualise observed objects. She also reported that the financial losses at work had declined.

After approximately six months of treatment, the client revealed a secret desire to paint on canvases, which she had never carried out because she considered it impossible. Over the course of a year of work, exercises had been conducted at increasing levels of complexity – for example, mentally creating a blank screen and projecting past situations or future creations onto this screen. At this time, the association of spatial intelligence with bodily/kinaesthetic intelligence was made by relating the images to the sensations or emotions that those images aroused. During this period the patient began to report new behaviours and attitudes in her daily life, including a considerable reduction in taking care of the well-being of others, and greater attention to her own needs. She started meeting with friends and planning activities on weekends, applying logical/mathematical intelligence skill. At the end of the first year, she took her desire to paint more seriously and began looking for a teacher for this activity. She felt strong and secure enough to terminate the bond with the partner, as she found new ways to be accepted and taken care of.

By the end of the second year of treatment, she was already painting pictures with a hitherto unknown spatial intelligence ability, her Free Child had enough space to express her desires, and her Adult began to take care of such desires and plan how to fulfil them. By now the symptoms of depression and hair loss were gone, the money in her till was now balancing, and her memory and mindfulness were present. She felt strong, alive and able to move on with her life, and decided that her therapy was complete.

Throughout the therapeutic process, spatial intelligence was the focus of attention and was gradually associated with bodily/kinaesthetic intelligence. In this way, the Free Child gained space in her life. Whenever she attended a session, she received support and encouragement from the practitioner to express herself. The strengthening of her Adult to plan and take care of her needs allowed the release of much energy that was used by Child. The logical/mathematical intelligence skills had been broadened and directed towards intrapersonal intelligence (good self-perception).

Final Considerations

The decontamination and energising of the Adult, taking into account the abilities and skills of the various intelligences, encourage clients to continue in the process of self-knowledge, as well as elevating self-esteem, so they feel more and more capable of being autonomous. Recognising that we are all intelligent in some ways fosters a trusted therapeutic contact, as does conviction in the client's ability to find ways to re-think the decisions made in childhood about themselves, others and the world. Clients feel valued and respected in their life trajectory, and discover with a certain humour that they can experience themselves in different roles, feel new sensations, and plan the future with more freedom.

The content of this article is drawn from my clinical practice and discussions with study colleagues over many years of experience. I do not claim to establish any unquestionable truth. It is a proposal to consider and an invitation to have a 'new look' at the person in front of you.

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Using the Metaphor of the Sailship Success within a Functional Analysis of a Fintech Company: An Organisational Case Study in Bulgaria

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Abstract

The author describes the application of the transactional analysis model of Sailship Success (Hay, 2017) within a functional analysis case study in a Fintech company based in Bulgaria but with locations in several other countries. Details are given of the way in which the consultancy project was established, its objectives and the methods that were used. Although the design and results of a questionnaire are also described, the focus is on how the Sailship Success was introduced as a metaphor during interviews with managers, leading to identification of significantly different perspectives about whether the organisation was more like a peaceful ship or one going into battle. Other issues highlighted included there being no clear idea of the intended destination of the ship, a lack of awareness of potential threats such as competitors, and lack of any consciousness of being a part of a fleet of companies.

Key Words

Sailship Success, transactional analysis, functional analysis, Fintech, metaphor, questionnaire, organisational design, organisational strategy, organisational processes, organisational systems, organisational structure

Introduction

At the beginning of the 21st century, technological hype as well as Internet technology development favoured the development of a new type of company – Fintech (Gimpel, Rau and Roeglinger, 2017: Philippon, 2016; Schueffel, 2016). These skilfully combine different technological innovations – Internet, mobile apps, social networks, social media, artificial intelligence, big data analysis, etc, with traditional approaches, which contribute to their rapid development. However, the environment in which they are working is rapidly evolving, which means that management's attention is mostly focused outside the company on competitors and new technologies, rather than inside the organisation on organisational processes and people management. Because of this, Internet companies quickly accumulate significant problems, due to poorly designed organisational processes and systems, or quality of communication between employees, lack of cooperation, no clear roles and responsibilities, and so on. All of this leads to duplication of activities and efforts, multiple mistakes, unnecessary work, delays, poor quality service, misunderstandings, conflicts, confusion, chaos and fear.

The author acted as a consultant to such a company, established in Bulgaria but developing rapidly internationally, in order to conduct for them a comprehensive analysis of the company and to make recommendations for future actions. This was done as part of a PhD thesis so included developing an up-to-date diagnostic method(s) that would meet the needs of the rapidly evolving technological environment whilst providing a quick and up-to-date diagnosis of the current state of the company.

The study involved a combination of functional analysis (Worren, 2016) and the Sailship Success model (Hay, 1996, 2004, 2012, 2017) from within transactional analysis. The steps of functional analysis were used as the stages of the research, which included the design of a questionnaire and interview to cover the elements of the Sailship metaphor. Use was made of the metaphor to enable access to material that might otherwise not be available consciously to participants.

Aims and Objectives

The aim of the study was to develop and demonstrate in practice a method for analysing an organisation, with particular reference to fintech companies, in a way that would apply in Bulgaria and abroad. It was noted that each organisation has its own characteristics, so the intention was to provide a starting point for

developing a future 'Organisational Development Strategy' for a particular organisation.

The main hypothesis was that there is a close connection between:

- the 'proper' Fintech structure (procedures, processes, practices, company culture, etc.),
- the 'right' attitude to the staff (need for specialists, their proper positioning, understanding of their personal needs, etc.)
- and achieving significant success in a rapidly evolving technological competitive environment.

Achieving a symbiosis between the proper organisational structure and the right attitude towards the staff should lead to significant success for the company.

The following tasks were identified as necessary:

- providing a theoretical overview of the basic concepts related to the management and improvement of processes in the organisation;
- identifying and systematising the good practices (methods) during conducting an organisational diagnostic;
- analytical review of the Fintech industry;
- summarizing and describing the main stages, goals and methods during conducting an organisational diagnostic;
- analysing the strength of the relationships between the structure of a Fintech company and the attitude towards its people;
- analysing of the key indicators for identifying discrepancies between the current structure and staff, including:
    - *Functional analysis* - evaluation and analysis of the organisational structure regarding departmental functionality;
    - *Analysis of Effectiveness* - evaluation, analysis and recommendations for strategic planning improvement;
    - *Analysis of Efficacy* - evaluation and analysis of the resources used and results achieved in the organisation;
- identifying areas for improvement;
- giving suggestions for organisational structure improvement according to established patterns.

Methodology

Organisation and Staff

At the time the study was commissioned by the Board of Directors in 2018, the company was a relatively new and young organisation in the Fintech field, with locations in six countries. It had started as a product of a large, established Swiss financial institution that had used an inter-company hackathon in 2016 to find out the next promising product with big potential. The hackathon was won by a team of three people who received not only funding for their idea but also support from the parent-company in the form of know-how, financial and material resources. The product is an integrated financial solution for companies so the essence of the business is in the B2B2C (Business-to-Business-to-Consumer) format, allowing customers to use banking services without having traditional banking.

For a short time the new product revealed tremendous growth potential and at the end of 2017 senior management decided to make a spin-off from the parent-company. Before the spin-off, one of the founders left due to a disagreement with the future vision of the product. At the start of the project, the organisation was a separate entity, with two founders who were also executive directors. Even though the company was independent, some of its processes still depended on the parent company.

Quantitative information about the style was obtained as part of the project. There were 137 staff, of whom 105 had been reappointed from the parent-company, leaving 32 appointed from 'outside'. The male-female ratio was virtually balanced – 70 males and 67 females, 51% to 49%. In addition to the two managing directors, another 11 people held management positions; 10 of these had transferred from the parent-company and one had been recruited early in 2018. The average age was 31 years, ranging from 18 to 56 years. 35% (n 48) of the workforce were in the age range 26-30, with 23% (n 31) 21-25, 20% (n 27) 31-35, and 15% (n 20) 36-40. One person (1%) was 18-20 and the remaining 10 (7%) were 46-56.

No job descriptions were available. An organigram was provided that showed what appeared to be two separate organisations, each with a Board of Directors. One showed a Chief Commercial Officer leading functions named as Business Development & Products, Sales, Marketing, Operations (shown as vacant), and HR. The other showed a Chief Operating Officer, leading functions named as Technology, Development, Integration, Finance and Risk Assessment. Names were provided although it later transpired that they were not all accurate; the impression that HR served only one part of the structure was also inaccurate.

Overview of Methods and Stages

As the purpose of this paper is to present the use of the transactional analysis-based model of Sailship Success rather than a detailed account of functional analysis, the overall approach is summarised through

several figures. More information is available within the thesis (in Bulgarian, Yordanov, 2019), or from the author.

Participants were all expected to take part in the stages that applied to each of them. They were advised that the external consultant would be working closely with them to record and identify the activities being performed, in order to conduct a functional analysis and identify the strengths and weaknesses of the organisation, and the areas for improvement, and so that an organisation chart and procedural manual could be produced. This was positioned as necessary because of the fast growth of the company and the improvement of products and services being provided. They were advised that there would be a Questionnaire survey (anonymous), Interviews with senior management, and Individual conversations with the staff.

Figure 1 shows the 3 stages of the organisational analysis and the results: much time was spent on setting up the project. Figures 2, 3 and 4 illustrate the main activities during the three stages. Methods used included examination and evaluation of documents and information, observation and evaluation of people, a questionnaire, and interviews. The three parts of the organisational analysis were:

- Analysis of the current state of the organisation;
- Identify areas for improvement based on findings and lessons learned from the analysis of the current situation;
- Formulating specific recommendations for improving the areas identified.

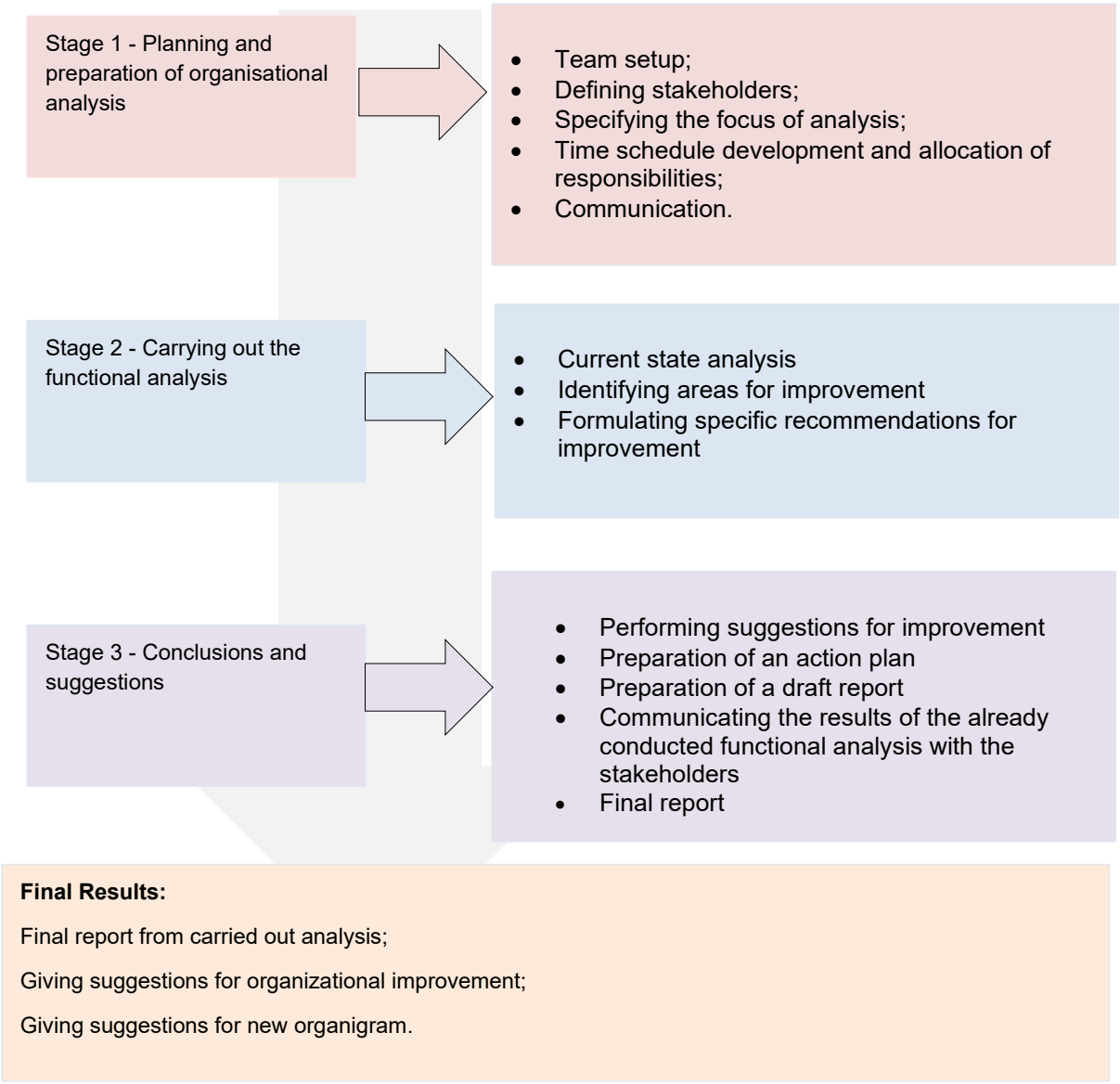

Figure 1: Planning and preparation of organisational analysis

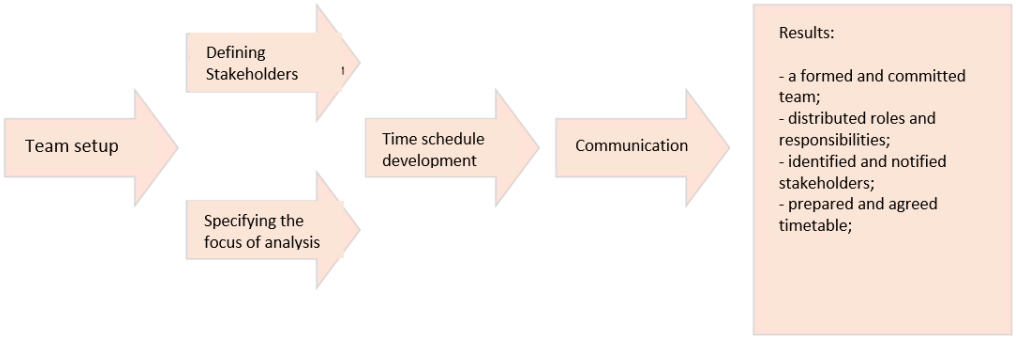

Figure 2: Stage 1 Activities

Figure 3: Stage 2 Activities

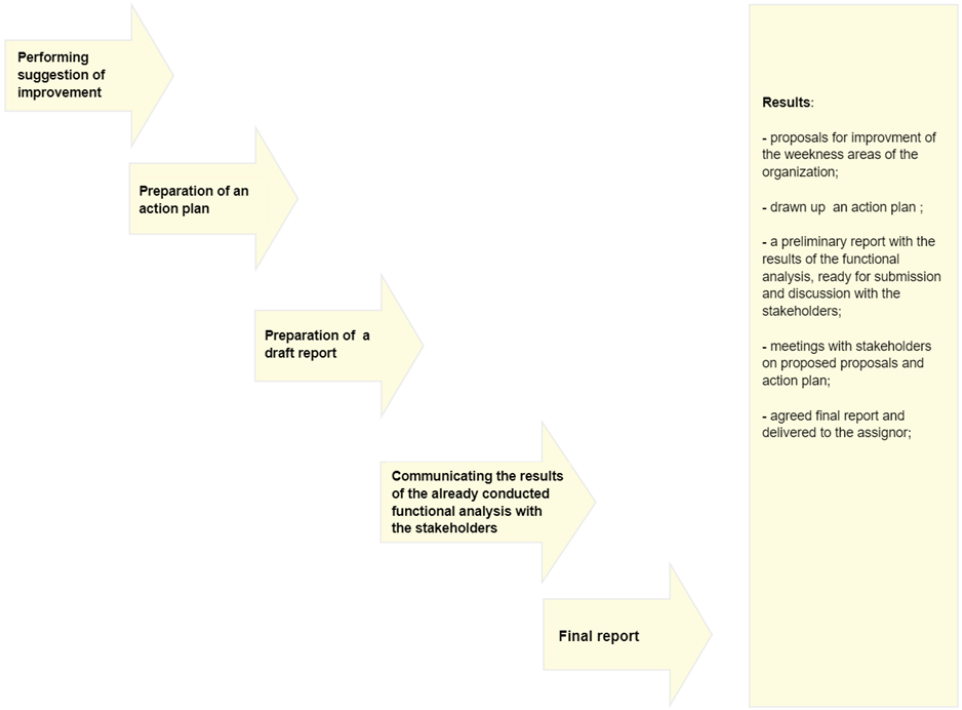

Figure 4: Stage 3 Activities

Questionnaire and Interviews

Interviews and discussions allowed the author to obtain the most complete and comprehensive picture of the current state of the organisation. The subsequent analysis presented the importance of the relationship between the structure of the organisation with the positioning and attitude of staff, and whether this is a factor for the success of the company.

Initially, the author gained first impressions of the organisation thanks to monitoring methods and a questionnaire. The questionnaire (Appendix 1) was divided into 13 main sections with a total of 57 questions. It was completed by all managers and employees.

In the next stage, senior management and operational management were interviewed. The questions used for these semi-structured interviews are shown in Appendix 2. The creative analogy method was used by asking, "How would you describe the organisation as a ship?", which aims to collect data from the subconscious of the managers about the organisation. Other questions were about similar aspects to the questionnaire but this was alongside obtaining responses for the various elements of the Sailship Success model as shown in Figure 5. A matrix was then set up so the author could better see the big picture, and examples of managers' quotations are included below under Results.

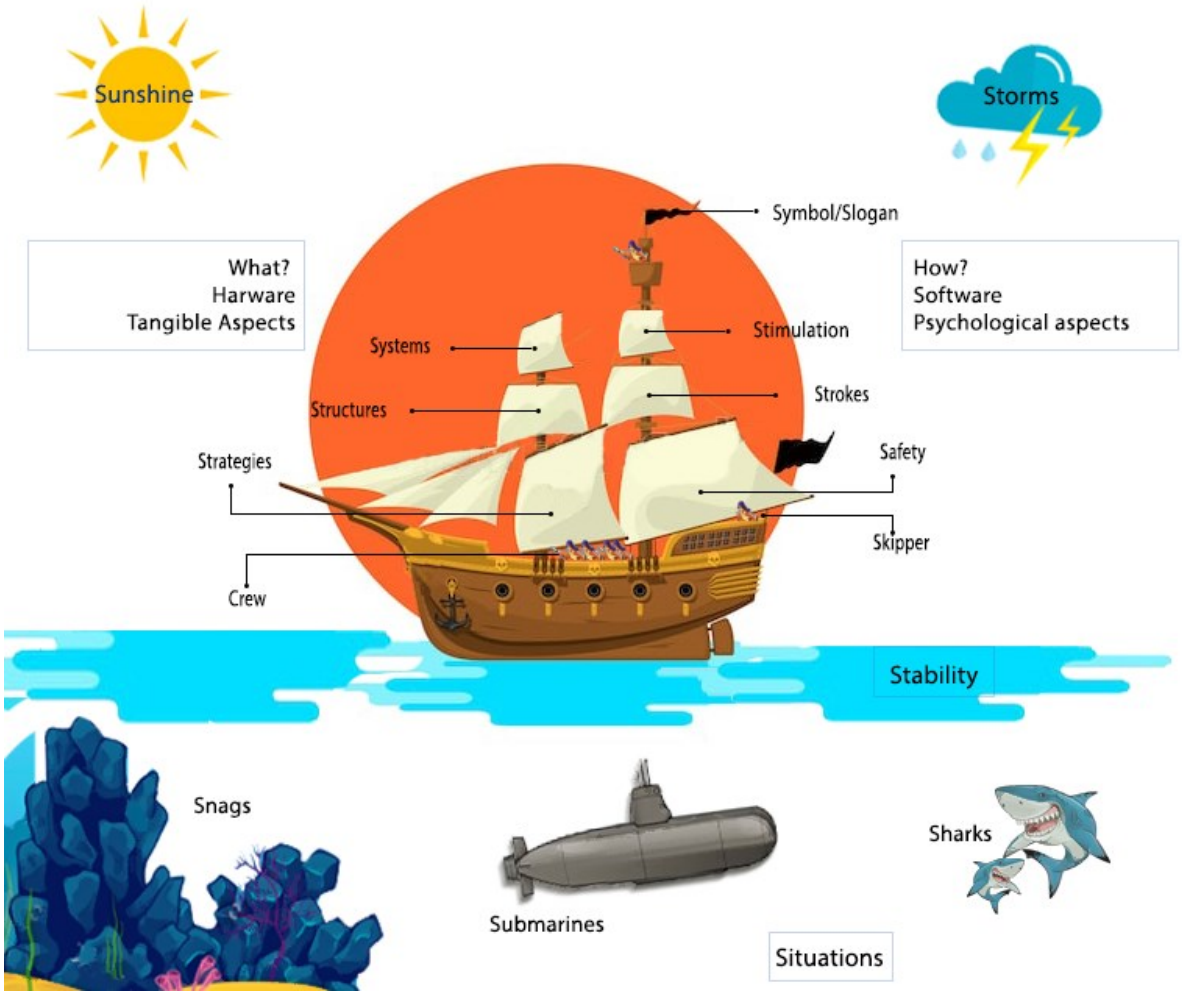

Figure 5: The Author's Visual Aid (amended from Hay, 2017, p.6)

Individual interviews were also conducted with the staff in the organisation, with the main questions being asked about what they were doing, how they were feeling in the organisation, what they would improve and what they liked. Again, the question "How would you describe the organisation as a ship?" was asked, although there was less emphasis on this than there had been with the managers. They were also asked to describe (outline) the process of their work, which was subsequently fundamental to charting processes in the organisation.

In addition to the individual interviews, two blue boxes were provided as an additional way of collecting information. In them, anyone who wished could anonymously share an opinion that should be taken into account in the analysis of the final results. Many comments were received and summarised although none were directly related to the Sailship Success.

Results

The Questionnaire

The following is a summary of the results from the completed questionnaires, under the headings shown in Appendix 1.

Structure

People in the organisation felt confused due to the lack of clarity in the structure. Just over 50% believed that the structure of the organisation is not clear and there are no clearly defined procedures and responsibilities of departments. The same proportion felt it was not clear who had what responsibility.

Objectives

Nearly half were of the opinion that there are goals in the organisation with an action plan, but at the same time half did not think these objectives were clearly defined and met. It seemed there was also a lack of unanimity on the question of whether the action plans of the departments are monitored by the management and whether adequate measures are taken if there is a deviation from the set goals.

Results Orientation

People believed there was a system for planning and follow-up control, but the indicators that take into account the goals were not clear. At the same time, the management appreciates the efforts of the staff by encouraging and supporting them, but there are still no clear rules and criteria for evaluating the staff for the results achieved.

Systems/Procedures

Nearly half believed there were clearly defined procedures that provided support, and changed according to the requirements of the organisation. At the same time, the other half believed that such procedures either do not exist, or they are not useful and also do not support the activity work process. Many indicated there were no clearly defined rules and procedures for work.

Working Conditions

One of the strongest aspects of the organisation is the material base and social benefits that it provides to its staff. This contributes to a better working atmosphere and the comfort of its staff.

Technology

The quality of the hardware and software allows the smooth execution of activities; the software is licensed and updated; and the hardware allows the smooth use of the software. The technical means are modern and functional.

Human Resources Management

Regarding responsibilities, nearly 75% believed that everyone in the organisation was aware of what needs to be done, and also 91% indicated that people are given all the powers and resources to perform tasks. Only 62% believed that managers encouraged people to take responsibility for their work; only 61% believed that management provide constructive feedback (positive or negative).

55% said that training was provided; 58% believed it was not a problem for the staff to express their opinion freely without any consequences.

Attitude and Morals

80% said people are interested in their work, ask additional questions, and take part in groups or make suggestions. 69% indicated that conditions are provided so that people can self-organise and take the initiative. However, only 46% were happy with what they did, and the remaining 64% expressed the opinion that they are not or cannot judge.

Communication

On the issue of effective communication, responses were split approximately 50/50. 54% believed that effective communication took place, while 42% claimed the opposite. Only 45% saw such communication as effective, relevant and useful, with 39% saying it was not. Only 60% believed there was two-way effective communication between the organisation and customers; for this only 11% disagreed but 33% opted for Don't know.

Meetings

Less than half indicated that meetings held in the organisation were regarded as effective, with clear goals and an agenda to follow, and actions afterwards. 65% responded that staff could, however, express a free opinion about current operational problems.

Problems and Crises

54% believed that they faced and dealt with difficult conflicts. However, almost as many - 41% - answered Don't know". Only 39% agreed that the organisation took the initiative to identify and resolve external conflicts; 12% were of the opinion that this does not happen; and 52% answered with Don't know. 75% said that the leaders encourage their people to solve problems quickly, insisting that they include solutions. However, around 50% said that problems are not solved immediately and remain afterwards.

Quality

71% indicated the belief that the managers in the organisation care about the quality of the services offered, although only 26% indicated regular analysis took place, such as through specifically implemented systems related to the quality of the services offered.

Attention/responsiveness to customer

Just under 60% indicated that the organisation was interested in its customers and their opinions, responds quickly and efficiently to customer inquiries and also listens to them. 64% responded that the organisation is flexible and responds quickly to customer needs. However, 32% and 34% respectively chose the Don't know responses.

The Interviews

The following is a summary of the results of the 'sailship' section of the interviews with the managers.

The Ship

Bearing in mind that the organisation is located in Bulgaria but is rapidly developing in other European countries, it was interesting that all managers responded that they see the ship 'alone' in the sea. The organisation works in a group, together with a few other organisations, and part of the functions are taken over by external companies, or the parent-company, so it was noteworthy that the managers did not see it as part of a fleet.

There were differences in perceptions even amongst the three senior managers, with two imagining the ship as *a big business-oriented cruise, with the company's products as engines which gave strength and power to the ship,* and one of them describing it as a *warship, like a Greek Trier* (a ship with oars), *with everyone following the beat of a drum*. One of the operational managers also mentioned a Trier but in that case it was seen that *everyone was rowing for themselves*. The rest of the operational management suggested a *battleship in full combat readiness but which might never return or may return empty-handed, a pirate ship, the Titanic sinking on one side and ignoring the message about the iceberg, a big boat that might never arrive, something big but rusty and battered, with punctures from which the ship may sink, a small discovery ship that will find India instead of America, and a ship that used to be small and manoeuvrable.*

The Weather

Most mentions of the weather were negative: *changeable but stormy, rainy, sunny, windy , stormy and unclear, cloudy but calm, a storm is coming, it's cold.* There were a couple of mixed comments: *sunny with showers and some storms, sometimes it's good and sometimes it's a storm.* Only one mention was not overtly negative: *There is a headwind. We need to take advantage of the headwind and step on the gas.*

The Sea

Although this part of the metaphor includes consideration of competitors and other threats to the organisation, it did not seem that these were recognised by any of the managers. Instead, they made general comments about the sea that were little different to the comments about the weather: *rough, sometimes stormy and sometimes calm, blue and deep, the Indian Ocean*; and one more extensive comment, from an operational manager who clearly had a very different perspective, that *Sometimes there are waves but together we manage them. When we dance, the sea dances with us to cheer us up, we haven't lost a crew member due to this enthusiasm and collaboration.*

The Skipper (Captain)

Most were clear that there was one captain, with two assistant captains. However, there were several comments indicating that the communication management channels were not clear: *the captain does not see the assistant captains; there is a huge distance between the captain and his assistants so that the captain's orders are not interpreted correctly; one assistant captain does not see properly and one does not hear.*

The Crew

One of the senior managers described the customers as being the crew, presumably due to a misinterpretation of the metaphor. One operational manager, who had described the organisation as *a passenger ship*, gave quite extensive comments about the crew: *they are united, collect resources, discuss excursions in a circle, dance different dances and do exercises for mental health*. However, most of the comments by others were much less positive: *the young sailors still have to learn and take more responsibility, they lack experience, while the ship is sinking they are smoking and drinking while others try to save the ship, they will not be able to board the passengers.* The manager who thought it was a pirate ship commented that *the crew is quite organised*!

Discussion

The reporting back to management on the functional analysis was extensive; the results of the questionnaire are presented in Appendix 3. It can be seen that the same pattern emerged as did during the interviews. This was that the company is largely divided; the pattern of differences between top management and operational management is reinforced by the way in which there are few items in the questionnaire that have more than 60% in agreement.

Environment

Hay refers to the environment, in terms of weather, sea, problems under the surface of the sea, and whether the ship is alone or within a fleet. The interviews with the management clearly signalled a focus on mainly stormy weather and stormy seas, and there were several mentions that the ship needed to fight, although there was no mention of hidden threats from competitors, government initiatives, or similar. It was particularly noteworthy that there was no apparent awareness of being part of a fleet, even though the organisation has establishments in several other countries. The overall impression is that the operational management is very involved in every detail within the processes inside the organisation, and that the senior management are not in touch with what is happening. The positive interpretation of this might be that they are busy with external circumstances but that was not evident during the interviews.

Hardware Sails

Hay refers to these as *strategies, structures and systems*, and usually draws the sails to show that each level is somehow nested and therefore reliant on the previous level. There was little evidence of a clear strategic direction, and this was reinforced by the way in which the study itself was commissioned because they were aware that they had insufficient structure. Systems were clearly there but these tended to be technological systems because of the nature of the business rather than systems for how the ship was being run.

Software sails

These are where the concepts of transactional analysis become highly relevant.

Hay explains *safety* as referring to psychological safety – do people feel safe to express their opinions. Although these elements were not asked about directly within the interviews, we can see little evidence of psychological safety in the responses to the questionnaire. Only 58% indicated they would tell their managers what they were thinking, even though 86% indicated that people are sharing their knowledge with others – presumably colleagues.

Stroking, which is a transactional analysis term that represents units of human recognition, can be indicated by Questions 12 and 28, where in each case only 62% believed that good results were appreciated by managers, or that regular constructive feedback was given. A somewhat higher percentage – 68% - believed that managers provided support and encouragement to meet goals.

Stimulation refers to opportunities for those on the ship to develop themselves and only 54% responded positively to Question 29 about training to improve employee performance.

Limitations

This was largely a project that involved a functional analysis, to which was added the concept of Sailship Success. The idea of using a metaphor is that people will become aware of what they know unconsciously, so care must be taken about how much prompting is done by the consultant.

However, with hindsight, more might have been done to prompt responses within the questionnaire and within the interviews. More specific questions might have been included, and more emphasis placed on the picture of the sailship during the interviews, to prompt more attention to all elements.

Conclusion

The Sailship Success model added much useful information to the report that was submitted to management. It was possible to present the findings within the metaphor itself, as an addition to the more factual results from the questionnaire and the other information obtained during the interviews.

In this particular case, it was useful to alert management to the way in which the dangers – underwater rocks (specific problems), sharks (competitors who steal employees), or submarines (direct competitors) - were not being noticed because of the inward focus of the organisation. The different perspectives of whether this was a peaceful ship or one going into battle, and the apparent lack of awareness of the rest of the fleet, were also significant.

This project was set up to span several weeks but organisations will often need to move more quickly, especially in our current world of fast sharing of information and new technologies. Sailship Success could then be used on its own, either by interviewing several managers and presenting them with a summary of the results, or by inviting a group of managers to discuss their organisation in line with the metaphor.

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Appendix 1: Translation of Questionnaire

For each question, participants were asked "Does it exist?" and could tick Yes, No, Don't know.

No	Question
1. Structure of the organization (organization chart):	
1.	The organization has a clearly structured structure
2.	The responsibilities of the departments are clearly defined and properly allocated
3.	The reporting procedure is clear and documented (everyone knows where and to whom to report, with whom to meet on a given issue, etc.)
2. Objectives of the department (long-term 1-3 years):	
4.	The organization has a mission, vision and goals with which everyone is familiar
5.	The goals of the organization are defined and documented
6.	The objectives are supported by action plans for each department
7.	The action plans are monitored and analysed at least once a year by the management
8.	Corrective action is taken by management to address implementation issues and lack of results
3. Results orientation:	
9.	The department in which you work has a system for work planning and subsequent control
10.	There are certain indicators to measure progress
11.	Regularly and systematically (at least monthly) the results are analysed according to each goal.
12.	Good results are appreciated by managers
13.	Managers support and encourage staff to meet their goals
14.	Performance reviews clearly reflect team and individual results against planned goals
4. Systems / procedures:	
15.	Systems and procedures have been created for all key processes/activities in the organization
16.	The systems / procedures are simple, supportive and flexible for everyone
17.	Systems / procedures are analysed and modified to ensure that they meet the current and future requirements of the organization.
18.	The systems and procedures for all key processes / activities are supported by appropriate tools (lists, methodologies, manuals, etc.)
5. Working conditions (their quality):	
19.	The material base is modern and in support of efficient work
20.	The atmosphere is pleasant, responsive, friendly, active, etc
21.	The organization provides additional social benefits for staff (e.g. people, fitness, etc.)
6. Technology (IT equipment, software, equipment) document reproduction, etc.):	
22.	The hardware and software in the organization allow the smooth execution of activities
23.	The quality of specialized software (e.g. internal document exchange system, chat, etc.) allows efficient and effective work
24.	The quality of other technologies (e.g. printers, telephones, etc.) allows efficient and effective work
25.	Technologies are systematically analysed to ensure that they meet the operational needs of the organization
7. Human resources management:	
26.	People are aware of their responsibilities and what they are expected to achieve

27.	People are given the power and resources they need to get the job done
28.	Managers provide regular constructive feedback on results (good and bad) to employees
29.	Managers provide training and support to improve employee performance
30.	Managers hold people accountable for their work
31.	Employees are not afraid to say what they think to their supervisor/manager
8. Attitude and morals:	
32.	People make extra efforts to ensure that they achieve their goals (they go beyond their duties)
33.	People are given enough freedom to take initiatives in their work
34.	People are interested in their work - they ask questions, give their contribution and suggestions, make improvements, etc
35.	People share their knowledge with others in the organization and are willing to help
9. Communication (its quality):	
36.	People are happy with their work
37.	Effective communication is available within and between departments
38.	The information that people need to do their job effectively is available, accurate, concise (compact), essential, and timely
39.	People are informed about the big picture, e.g. newsletters, e-mails, information boards, etc
40.	There is effective two-way communication between the organization and customers
10. Meetings:	
41.	Meetings have clear goals and follow a specific agenda
42.	Meetings are well managed (chaired and facilitated) and yield results
43.	Meetings are short and include only those people who can contribute (unless it is an informational meeting)
44.	Meetings end with certain actions (which are recorded and persistently pursued)
45.	During meetings, staff openly states what problems they face at the operational level
46.	The management take care about staff feedback.
11. Problems and crises:	
47.	Problems are solved quickly and efficiently
48.	Difficult and/or sensitive problems are solved (not ignored or left to other people / organizations to solve them)
49.	Managers take a calm and structured approach to dealing with problems and crises
50.	Managers encourage their people to solve problems, urging them to bring solutions along with the problem
51.	If there are external conflicts, the organization takes the initiative to identify and resolve them
52.	Managers face difficult conflicts and deal with them
12. Quality:	
53.	Management does not compromise on the quality of services or processes
54.	Quality standards are implemented and analysed systematically (at least every three months)
13. Attention / responsiveness to customers:	
55.	Attention is paid to the prompt and effective solution of customers' problems
56.	The organization systematically seeks the opinion of customers to improve the quality of its services
57.	The organization is flexible and responds quickly to customer needs

Appendix 2: Interview Structure

Before beginning of the interview, the consultant mentions the following:

- what is the main goal of this interview;
- how the interview will be guided - the steps which the interviewed person will go through;
- emphasise confidentiality – it is very important that everything said will be confidential and kept in secret.

1. What is your name and could you describe what do you do?
2. How do you feel in the organization?
3. What could you improve?
4. What do you like?

Sailship Success Questions:

1. Could you describe the organization as a Ship?
2. How does the weather look like?
3. What is this ship doing?

Additional questions for Management:

1. Do you know what is the mission, vision and goal of the organization?
2. Could you describe a typical day in the office?
3. Could you describe your duties in a chart?
4. If someone makes a mistake, what happen afterwards?
5. Do you ask people for anything? / Do you seek cooperation from others?
6. Do you have any welcome procedure for the new employees?

Additional Questions for Staff:

1. Do you know the mission, vison and goals of the company?
2. Do you know what happen in the organization?
3. What are the internal processes?
4. Could you describe a typical days in the office?
5. Could you describe your duties in a chart?
6. How are tasks given from the manager?
7. How are deadlines followed?
8. Is there any way for initiatives?
9. If someone makes a mistake, what happen afterwards?
10. Is there any way for someone to suggest something?
11. Does the manager ask you about your opinions?
12. How you could improve your performance?
13. Did you have any welcome procedures as a new employee?
14. Did you find your way quickly in the organization?
15. Do you know well the management (senior and middle level)?
16. Does management greet you?

Appendix 3: Questionnaire Analysis

n= 113

Question	Answer	Count	Percentage
1	Yes	78	69.6%
	No	25	22.3%
	I don't know	10	8.9%
2	Yes	55	51.4%
	No	41	38.3%
	I don't know	10	9.3%
3	Yes	57	50.4%
	No	34	30.1%
	I don't know	24	21.2%
4	Yes	68	60.2%
	No	27	23.9%
	I don't know	17	15.0%
5	Yes	45	40.2%
	No	36	32.1%
	I don't know	29	25.9%
6	Yes	49	44.1%
	No	34	30.6%
	I don't know	30	27.0%
7	Yes	38	33.9%
	No	18	16.1%
	I don't know	58	51.8%
8	Yes	58	51.8%
	No	18	16.1%
	I don't know	39	34.8%
9	Yes	85	76.6%
	No	18	16.2%
	I don't know	9	8.1%
10	Yes	60	53.6%
	No	25	22.3%
	I don't know	29	25.9%
11	Yes	46	40.7%
	No	28	24.8%
	I don't know	39	34.5%
12	Yes	69	61.6%
	No	22	19.6%
	I don't know	25	22.3%
13	Yes	75	67.6%
	No	15	13.5%
	I don't know	27	24.3%
14	Yes	41	37.6%
	No	17	15.6%
	I don't know	52	47.7%
15	Yes	46	41.1%
	No	25	22.3%
	I don't know	44	39.3%
16	Yes	49	43.4%
	No	39	34.5%
	I don't know	33	29.2%
17	Yes	49	44.1%
	No	21	18.9%
	I don't know	46	41.4%
18	Yes	44	39.6%
	No	37	33.3%
	I don't know	34	30.6%
19	Yes	94	84.7%
	No	13	11.7%
	I don't know	3	2.7%
20	Yes	94	83.9%
	No	16	14.3%
	I don't know	5	4.5%
21	Yes	108	96.4%
	No	2	1.8%
	I don't know	1	0.9%
22	Yes	88	77.9%
	No	21	18.6%
	I don't know	9	8.0%
23	Yes	80	70.8%
	No	26	23.0%
	I don't know	12	10.6%
24	Yes	92	81.4%
	No	10	8.8%
	I don't know	10	8.8%
25	Yes	52	47.3%
	No	11	10.0%
	I don't know	47	42.7%
26	Yes	82	74.5%
	No	14	12.7%
	I don't know	20	18.2%
27	Yes	91	81.3%
	No	16	14.3%
	I don't know	13	11.6%
28	Yes	69	61.1%
	No	27	23.9%
	I don't know	23	20.4%
29	Yes	61	54.5%
	No	36	32.1%
	I don't know	18	16.1%
30	Yes	69	62.2%
	No	14	12.6%
	I don't know	32	28.8%
31	Yes	65	57.5%
	No	32	28.3%
	I don't know	24	21.2%
32	Yes	68	60.7%
	No	15	13.4%
	I don't know	35	31.3%
33	Yes	78	69.0%
	No	16	14.2%
	I don't know	24	21.2%

Question	Answer	Count	Percentage
34	Yes	90	79.6%
	No	14	12.4%
	I don't know	20	17.7%
35	Yes	94	85.5%
	No	11	10.0%
	I don't know	8	7.3%
36	Yes	52	46.0%
	No	18	15.9%
	I don't know	51	45.1%
37	Yes	61	54.5%
	No	47	42.0%
	I don't know	15	13.4%
38	Yes	50	45.0%
	No	43	38.7%
	I don't know	21	18.9%
39	Yes	65	57.5%
	No	33	29.2%
	I don't know	18	15.9%
40	Yes	68	60.2%
	No	12	10.6%
	I don't know	37	32.7%
41	Yes	55	48.7%
	No	31	27.4%
	I don't know	29	25.7%
42	Yes	50	44.6%
	No	29	25.9%
	I don't know	41	36.6%
43	Yes	52	46.8%
	No	25	22.5%
	I don't know	36	32.4%
44	Yes	52	46.4%
	No	24	21.4%
	I don't know	44	39.3%
45	Yes	75	67.6%
	No	14	12.6%
	I don't know	29	26.1%
46	Yes	70	61.9%
	No	19	16.8%
	I don't know	33	29.2%
47	Yes	58	52.3%
	No	31	27.9%
	I don't know	32	28.8%
48	Yes	61	57.0%
	No	22	20.6%
	I don't know	31	29.0%
49	Yes	68	61.3%
	No	21	18.9%
	I don't know	26	23.4%
50	Yes	85	75.2%
	No	13	11.5%
	I don't know	19	16.8%
51	Yes	44	38.9%
	No	13	11.5%
	I don't know	59	52.2%
52	Yes	60	54.5%
	No	12	10.9%
	I don't know	45	40.9%
53	Yes	81	71.7%
	No	9	8.0%
	I don't know	26	23.0%
54	Yes	30	26.5%
	No	28	24.8%
	I don't know	58	51.3%
55	Yes	75	66.4%
	No	8	7.1%
	I don't know	32	28.3%
56	Yes	67	60.4%
	No	12	10.8%
	I don't know	36	32.4%
57	Yes	71	64.5%
	No	17	15.5%
	I don't know	27	24.5%

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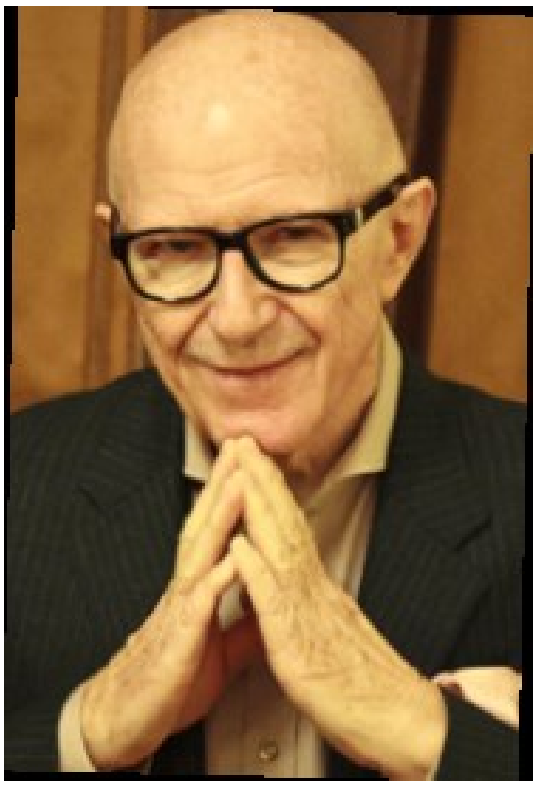
Graham Barnes - An Obituary – August 2020

Julie Hay



Graham Barnes

I was very sad to learn that Graham Barnes died from a heart attack on 9 August 2020 at his home in Stockholm, Sweden, at the age of 83. Graham contributed much to TA and he knew that I used his material extensively in my own teaching.

Graham was given the Eric Berne Memorial Award in 2005 for his article on 'Homosexuality in the First Three Decades of Transactional Analysis' (Barnes, 2004).

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

Those who are familiar with my material will know that I quote extensively from his 1977 book *TA after Eric Berne*, as well as using his ideas about the drama diamond (Barnes, 1981). This is such a helpful way of understanding how life positions may show up as existential positions (attitudes) as Berne (1962) originally described them, or as behaviours, as Ernst (1971) showed, or as psychological level or emotional responses - which means that we may experience all three of the not-OK versions at the same time.

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

His legacy will live on through his material within the TA community.

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Jenni Hine - An Obituary – October 2020

Julie Hay

I am so sorry to hear that Jenni Hine has died. I had contact with her and husband Mervyn over many years and they made great contributions to the TA community. I still remember fondly our initial meeting, when as a TA beginner I had travelled to Switzerland for a conference and discovered that we were being made welcome in their home before being taken in a group to the conference venue. I also enjoyed joining them many years later for their wedding anniversary party.

Recently I was also in contact by email with Jenni about one of the significant contributions made by her and Mervyn. I was correcting misinformation and making sure that Jenni and Mervyn got the credit for the original idea about giving discounts to people in economically-disadvantaged countries. They had come to me with this idea when I was EATA President and I was really pleased to get it introduced. We joked about how they were making the bullets and I was firing the gun, because previously their idea had not been picked up on. We named it the TAlent as a play on TA and the name for money. When I then became ITAA President, I was delighted to introduce the same idea there, which was why I acted so quickly when I saw that ITAA were publishing inaccurate information and not crediting them with the idea.

I went on to use the same idea when I was one of the founders of the European Mentoring & Coaching Council, and also in the Institute for Developmental TA, as well as into my own TA training business, and various other initiatives. Although it was cancelled, I managed to convince the major TA associations that the TAlent idea should be implemented in its correct original format for the World TA Conference that was due to have been run in the UK in July. I am pleased that, thanks to her daughter Marion's efforts with emails, I was able to make sure that Jenni knew that this idea was still going strong.

Jenni also contributed much to TA theory. Her material on games, and how couples can trace the start of a game back to the honeymoon, is so enlightening for clients, as is her TA explanation of Stern's RIGs (Representations of Interactions that have been Generalised). And I am sure Jenni would want us to credit Mervyn also, who was at CERN when they introduced the Internet. So, we are unlikely to ever forget their several legacies to the TA community and through us, to many others.

References

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