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Contents

Editorial

Julie Hay

Welcome to our 5th year of publication!

Updating what I wrote in my first editorial in 2009, we continue to "come a long way since Hobbs (1984) challenged the TA community, and Eric Berne, for so uncritically accepting Spitz's (1945) flawed study about the importance of childhood stimulation."

In that first issue, I also wrote that we had a "nicely inter-national set of articles – China, Italy and Sweden – from some different cultural settings".

Since then we have published papers about studies in Austria, Germany, Italy, Macedonia, the Netherlands, Romania, Serbia, and the UK.

We are pleased this time to be able to include research results from Russia, and from authors in Belgium reporting on work that has taken place in 19 different countries that spread across Europe, Asia, Africa and the Middle East – with, for good measure, an evaluation by a neutral researcher based in the UK.

For our next issue, we are currently reviewing studies and hope to extend our coverage to Brazil, South Africa and Switzerland.

We also continue our cross-fields selections, with papers relating to:

- the use of online counselling by young people with thoughts of suicide, by a transactional analysis psychotherapy specialist;

- the application to organisational roles of a questionnaire developed by a transactional analysis organisational specialist;

- organisational workshops run by a transactional analysis educational specialist who applied the redecision approach initiated by Gould & Goulding (1979) to executive coaching workshops; and

- qualitative research conducted by a transactional analysis psychotherapy specialist into the outcomes of the executive coaching workshops.

Research Conference

In 2013 we had an issue that comprised the papers from the 2nd EATA TA Conference.

We are pleased to announce that the 3rd EATA TA Conference will take place in Cagliari, in Sardinia, Italy, on 22-23 May 2014. The theme will be *Research and professional practice: how research can take its roots in practice?* - underlining the importance of the mutual enrichment between research and practice and especially focusing on how research can profit from the experience of practitioners.

Book the date in your diary now and see the EATA website for details of how to submit a presenter proposal and book to attend:

http://www.eatanews.org/conferences/eata-conferences/

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A Thematic Analysis of Preferences of Young People using Online Support to Discuss Suicide Ideation - UK

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Abstract

Young people (mainly 15-17 years) using an online counselling, support and advice website were asked about their preferences for online versus face-to-face discussion of suicidal feelings. Thematic analysis of results (n = 24) yielded a main theme of 'anonymity' with sub-themes of 'safety and freedom', 'confidentiality' and 'control'. Issues of safeguarding distressed young people who have chosen to remain anonymous are raised.

Key words

Young People, Cyberspace, Anonymity, Suicide Ideation, Transactional Analysis

For confidentiality reasons, the usernames of the young people have been changed. Their quotes are in the original form with regard to spelling, grammar and punctuation. For the benefit of those for whom English is not a first language, a 'translation' into proper English of abbreviated/misspelled words is given in square brackets within the quotes.

Introduction

This article utilizes research carried out with a group of self-selecting young people who use the Internet counselling, support and advice website www.Kooth.com. They were asked about their preferences about talking about suicidal feelings online rather than face to face.

Previous research by King et al (2006), utilising Kids Helplin' (www.kidshelp.com.au), an Australian Young People's website, showed a preference for online communication, although by 2010 Kidshelpline (2011) showed that preferences had changed towards contact via telephone, and in particular mobile phone, when discussing suicide thoughts or behaviours. This change in contact preference occurred over seven years during which contacts regarding suicide ideation increased from 2.9% in 2006 to 6.4% in 2011; online support for discussing suicide ideation still accounted for 33% of the counselling sessions in 2010.

In the UK, Cooper's (2013) critical review and evaluation report of UK counselling in secondary schools, did report a preference for online support. He reported statistics from various researches ranging from as low as 8% up to 33% of young people who would 'probably' or might 'definitely' consult a face-to-face/school-based counsellor if they experienced an 'emotional difficulty'. These figures are comparable with research carried out by Childline (2008), which found that only 8% of 1,024 children surveyed would talk about a 'big' problem with an adult, with 54% citing they would feel 'too embarrassed' about this. In cyberspace, there is no such embarrassment, which may account for why 46% of secondary school children surveyed would look online for support (Cooper 2013).

Since the inception of the World Wide Web in 1991, and in particular since the interactive birth of Web 2.0 (1999), the Internet has become a pervasive feature of modern life. Where once online and offline lives were separate and distinctive, now that boundary has blurred. Online life now exists as part of real life and not something separate from it, and this is particularly true for many young people or "digital natives" (Turkle 2011 p.xii quoting Palfrey, J & Gasser, U. 2008)) who are born of the digital age and are unaware of a life before its invention. Young people's access to the Internet at school, college and at home, together with their familiarity with communicating for pleasure, study and socializing, has naturally led to them using cyberspace to seek out emotional support. This has facilitated and encouraged the increased placing in cyberspace of young people's emotional and mental health support services, both in the form of counselling and self-help materials. For young people, cyberspace is always there,

waiting, paying attention, listening and ready to offer support, validation feedback and much, much more.

"most of us talk to friends online everyday, it's part of our lives, so even when chatting to a counsoler [counsellor] online, we not completely out of our comfort zone" Floyd, 17 years

Adolescent Suicide

Adolescent suicide is of international significance. Globally youth suicides are increasing (Befrienders Worldwide 2013) to such an extent that young people within the 15-19 years age group are now the group at the highest risk of suicide in a third of all developed and developing countries, with the 10-25 year age group being particularly vulnerable as suicide within this age group is the second biggest cause of death (World Health Organisation 2009). Globally, suicide for all age groups and gender, represents a death every 40 seconds and by 2020 the WHO predict this figure will have increased to one death every 20 seconds.

In the UK, after years of decline where the suicide rate fell by 28% between the years 1997-2003, those rates have now increased for those in the 10-19 years age bracket to represent 4% of total UK suicides (Windfuhr et al 2008). Presumably these young people believed "the only way out" (Ayres 2006 p.4) was to kill themselves with hanging/strangulation and self-poisoning being the most common methods (Windfuhr et al 2008). More recent statistics issued by the Office of National Statistics (2011) have confirmed the downward trend has been reversed and suicides increased significantly in the UK between 2010 and 2011.

Literature Review

Adolescence is a time of significant developmental change. Erikson describes adolescence as the psychosocial stage of identity verses confusion, where exploration of independence, the development of a sense of self and personal identity together with social and peer relationships become paramount. In transactional analysis terms, Levin (1982) described adolescence as the stage of 'sex and separation' and Widdowson (2008) as "primarily a time for formation of script in the context of self and others . . . [when] . . . due to the plasticity of the brain" (p.141) the script can either be confirmed or re-written with a new show put on the road instead.

Cornell (2008) further discusses script renewal, confirmation of it and suicidal ideation. He writes, "script level change can create periods of severe stress, guilt, anxiety both intrapsychically and interpersonally" (p. 91). Therefore it would not be uncommon for adolescents, as a group who find themselves in the midst of such significant changes, to experience suicidal ideation.

Other than those authors mentioned above, Little (2009) and White (2011) have both written about suicide and Ayres (2006) has written specifically on suicide as it relates to young people: however there seems nothing within TA literature linking suicide, young people and cyberspace.

Research Question

Whilst I knew from previous research (King et al, 2006) that young people find the Internet a 'comfortable environment' to access counselling services, my aim in the research was to find out if that translated to discussing their suicidal ideation.

Discovering this would, I hoped, enable procedures to be developed which would support both the organisation and the therapeutic counsellors in their work with their young suicidal clients.

I believed that a piece of 'qualitative inquiry' held "the promise of discovery, of generating new insights into old problems" (McLeod 2001 p.1); it would generate ideas on how as practitioners we could help, what interventions we could use to support vulnerable young people, what questions we could ask at this distressing time, as Shneidman (1994), quoted by Leenars (2010) suggests: "The most important question to a potentially suicidal person is not an inquiry about family history or laboratory test of blood or spinal fluid, but "how do you hurt?" and "how can I help you?" (p.14)

Methodology

The method chosen was to ask the young people by posting a message on the three moderated public message boards on www.Kooth.com entitled "Help with my Studies??" I choose this method because I believed it would give me access to a large number of young people. I also knew from moderating the boards that there was already a number of young people discussing suicide and believed a simple post would enable them and any other young person to get involved if they chose to do so. The message I posted was thus:

Hi,

I'm Sally and I manage the counsellors here on Kooth. I've just started a course and for it I have to do a piece of research. The research I'm interested in is young people's experience of talking online to a counsellor and whether young people prefer talking online rather than face-to-face. I'm particularly interested in talking about suicide online as I know this is often one of the hardest things to talk about and I wonder if it's easier online and if so why?

So why this post? Well I'm wondering if anyone out there would be interested in chatting to me? We could either do it in this thread or we could set up a private chat or messages. I'm happy with either.

If anyone is interested or wants more info, please just message me. Thanks in advance

Sally

Ethics

My status as the researcher was that I was the manager of the online Therapeutic Team, which consists of trained and qualified counsellors and psychotherapists. I originally discussed this research with the Senior Management Team where permission to carry out the research was granted by the Managing Director. One of the concerns I had regarding asking young people to discuss suicidal ideation with me was the impact these discussions could have upon their emotional welfare and safety.

I subsequently discussed the research and the possible implications with the Therapeutic Team: first to ascertain whether they were working with any young people who they thought might be willing to contribute; second to alert them to the possibility that there may be an increase in suicide ideation 'talk' on the message boards and in 'chat'; and lastly to ascertain their thoughts regarding the research.

After discussions with the Therapeutic Team, and upon reflection, I decided that I would only 'accept' young people into the research who were either already engaged with a 'primary counsellor' or were 'known' to the Therapeutic Team by being ex-clients and/or regular users of the message boards. This I felt would also have the additional effect of discouraging those young people who may be less serious about the research. I was aware this might mean that some young people were excluded from the research for what I believed were "safety" reasons, although this precaution turned out not be needed.

Respondents

The post on the 3 separate message boards in a four week period (November 2010) received a total of 14 views on the school years 7, 8 and 9 board, (ages 11-14); 121 views on the school years 10 and 11 (ages 15-16) board and 134 views on the older (16+ years) boards. This was comparable with other posts on the message boards. No young person was excluded from taking part, as all young people were 'known' users of the service. There can be no guarantee, of course, that all the young people who might have wanted to take part felt able to respond to my message.

16 young women and 6 young men posted replies. Most of these young people fell within the 15-17 year age group. The youngest respondent was 14 years and the oldest respondent was 23 years. Most young people posted between one and three posts. Some young people sent me private messages and/or 'chatted' to me via the website's secure, synchronous chat room.

Method

Thematic analysis (Braun & Clarke 2006) was used to identify, analyse and report patterns (themes) within the data. This was done by the author and supervision was provided, including by an experienced researcher, because this was part of a dissertation for a master's degree.

Results

An over-arching theme emerged of Anonymity, and within that sub-themes of Safety & Freedom, Confidentiality, and Control of Affect & Relationship. Figure 1 shows how these fitted below the theme of Preference that had been a key focus of the research question posed.

"*..right id [I'd] personally say online is best ..when you are talking bout [about] thing you wouldn't normally like, suerside [suicide]…*" SUnshiNe, 17 years

Figure 1: Themes and Sub-Themes
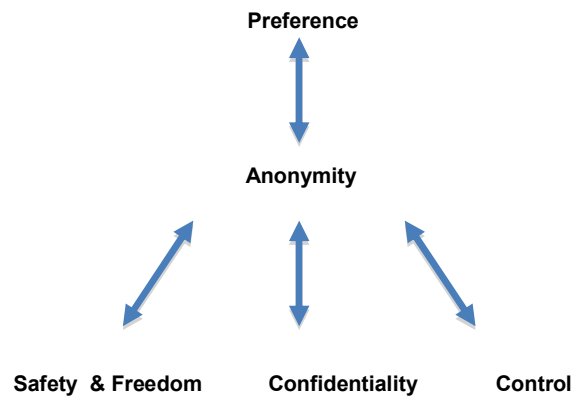
Anonymity

Anonymity was the major theme expressed by the young respondents and the bedrock upon which all other themes rested. Anonymity granted young people the safety and freedom to say all they needed to say with self-confidence and control.

"*..it's just easier to reveal how broken you can be to someone who can't see you*" ticktac, 15 years

"*…Face to face they know you, on here they don't even know my name!*" princess14, 14 years

"*ive recently tried committing suicide and i wud [would] find it difficult telling a councellor [counsellor] face to face because then they know who i am and councellors on here don't know who u r*" [you are] Niffy234, 16 years

"*…Online, i feel more confident in saying how i truly feel, and i can say ALL thats going on with me…* " Niffy234, 14 years

Safety and Freedom

One of the tensions exposed by the research was around Safeguarding. In the UK, Safeguarding refers to statutory Government guidance (Department for Education 2013) on protecting and preventing harm, together with maintaining and promoting the welfare of children and young people.

In my research, only one respondent referred specifically to a practitioner's need to engage with safeguarding young people at risk. Young people (90%) predominantly used the word 'safe' in terms of being able to say openly what their experiences were, not 'safe' as in needing to be 'guarded' against. What cannot be discounted though is the impact of the 'disinhibition effect' (Suler 1998) and how this reduction in social inhibitions that apply in face-to-face communications may also contribute to young people's sense of safety and freedom online.

"..I can talk about really bad things, more freedom to say what I want to say..." echo reflection, 16 years.

" I'd probably want a guarantee that no matter what we talk about, it stays between us and only us...no face to face counsellor in the world would offer that… so it has to be online" Floyd, 17 years

It appeared that young people were free to say all they needed to say and were not inhibited by the presence of the other. Does cyberspace therefore, offer what appears to be the lack of a symbiotic relationship between the young people and their parents (others) and this is experienced as Freedom? Not being able to 'see' the counsellor, the young people feel a sense of freedom to express and take care of their own needs rather than having to take care of and adapt to the other in order for the other to take care of them in return.

"if you are talking to someone who doesn't know you, they you won't judge you and they won't worry about you therefore there are fewer feelings of guilt concerning the subject" Katiiee, 17 years

"..whereas online it kinda feels like youre talking to the computer.."primarytimer123

"..easier to say online how you truly feel, safer not being judged" noname, 23 years

Reeves (2010,) says, "there is no 'right' or 'wrong' position to take regarding suicide - just your own position" (p. xii), but is this possible with vulnerable young people? Anonymity raises questions and concerns for professionals with regards to safeguarding. How do you safeguard an anonymous young person in cyberspace and how do you make cyberspace 'safe' and if you do would young people use it to the degree to which they do?

"…online it feels safer to open up.." Nelly21, 21 years

"..I can talk about really bad things, more freedom to say what I want to say..." cloudburst123, 16 years

Safety and Freedom were also expressed in relation to the lessening impact that 'suicide talk' in cyberspace has on the other, due to their absence and hence a lesser impact on the young person (15%). Whether this is positive is debatable.

"…you cnt [can't] see there [their] reaction and they cnt [can't] see urs [yours], it makes the impact easier to deal with.." SUnshiNe, 17 years

".. you don't have to look at the person.." exfactorr, 16 years

It would appear from these comments though, that the freedom expressed may be freedom from judgment. Young people do not want to be judged for experiencing and expressing such vulnerabilities.

Confidentiality

Confidentiality is a strongly held professional responsibility based on ethical principles and professional codes of practice. Breaching of confidentiality for any practitioner working with vulnerable young people at risk is also a professional and ethical responsibility. While many vulnerable young people have been removed from harm through UK current Safeguarding procedures, there seemed to be a number of young people in my research (25%) who appeared reluctant to discuss face-to-face their inner turmoil due to their perceived belief that this would lead to a breach of their confidentiality. If young people are requiring or demanding confidentiality then anonymity in cyberspace preserves and provides it and young people know this.

" I'd probably want a guarantee that no matter what we talk about, it stays between us and only us...no face to face counsellor in the world would offer that… so it has to be online" Floyd, 17 years

"…online there is more confidentiality therefore more freedom to say what you want to say", ticktac, 15 years

Yet what young people call confidentiality could also be interpreted as an inability of the other to take action. In the anonymous environment of cyberspace, as a practitioner you are unable to act; you have little choice but to keep confidentiality!

"..i touched on my suicidal feelings with my f2f [face-to-face] counsellor, she told me she had to pass it on and I had to persuade her into thinking I would never do it :/ [symbol for facial expression]" rainbowgirl, 16 years

'..if I though [thought] for a second that by talking to a counsellor, action would be taken, I would definitely not talk to one…" chillie, 18 years

Control

Widdowson (2008) argues that because of the "massive neurological organisation" (p.143) taking place during adolescence, adolescents have limited neurological capacity and hence lack ability to successfully regulate or control their intense and difficult emotions. In cyberspace young people appear to have more of this capacity then they do in their offline world. They appear to be utilizing a means of support that helps them to manage and contain their emotions and believe, rightly or wrongly, that they have control of both themselves and, importantly, the other. The young people can indicate when feeling overwhelmed that enough is enough, both intrapsychically and interpersonally, simply by logging off and leaving their distress online!

"…*online if you feel worried or upset or anything you can just close down the computer really quick and make the person go away…online you can be more in control* …" JAir, 17 years

"…*online feels safer…if you panic you can turn the conversation easier*" K9, 16 years

"…*if I spoke face to face to someone about some of the stuff, well I'd probably just keel over with embarrassments, nerves, tears you name it!:* echo reflection, 16 year

"..*there is less emotions due to the fact that you can't see the other person's emotions..*" tiny luv, 15 years

Winnicott (1971) described adolescence as the "death of someone" and that through the process of maturation and the emerging into adulthood "there is to be found death and personal triumph" (p.145). Logging off seen from this perspective takes on another dimension. Could this 'death of someone' be the death of the practitioner containing the projected distress? This would be a preferable option for distressed and vulnerable young people?

A noticeable emotion regulated by the young people in cyberspace appeared to be shame; Tilney (1998) writes of it as "self-judgment for some public display of inadequacy" (p. 114). Cyberspace allows young people to be vulnerable in the 'presence' of the other without being seen to be so.

"*I feel ashamed or embarrassed talking f2f [face-t0-face]*" confusedgurl 16 years

Kaufman (1989) states that phenomenologically, to feel shame is to feel seen in a painful, diminished sense.

"..*don't like people seeing me cry*.." snow, 16 years

Liebert et al (2006) asks whether cyberspace offers relief to those who are especially sensitive to the presence of others, those who have experienced emotional trauma, social marginalization, or misjudgement from others, those who may therefore need to communicate without the fear of the other's reaction or their imagined condemnation. This would certainly concur with Tomkins (1978) who stated, "shame is the affect of indignity, transgression and of alienation" (p.135). How creative then of young people to have found a way of dealing with shame inducing activity.

"..*watching their face as they take in what you say is what I like not seeing…...disgust or anger towards your story...* echo reflection, 16 years

Echo reflection expected "disgust and anger". In this she appears to be transferring her real life expectations into cyberspace via the computer. Hargaden and Sills (2002) speculate on whether there is any relationship free from transference. While the authors were referring to relationships in real life, it would appear that transference is alive and well and living in cyberspace too. Suler (1998) describes cyberspace as a possible "transitional space .an extension of the individual's intrapsychic world" (p.1) - a psychological space that can stimulate the process of projection, acting out and transference relating.

Limitations of the study

The results exposed the limitations of the study. The young people who replied were already using the online environment so were likely to have decided their preference already. More research is needed to get the views of suicidal young people who are using a face-to-face or telephone service. Ideally, research is needed to explore the preferences of those who have used online, face-to-face and telephone so that a comparison can be conducted. More studies would also overcome the limitation of the relatively small n of 24.

Other factors are the identity of the respondents and how genuine their suicidal ideation was. We assume they were the ages and gender they said they were when joining the website but there is no way to check that.

Conclusion

The young people who responded to the research question indicated that they prefer the online environment when discussing their suicidal ideation and that in cyberspace they have found a space where they feel safe to discuss their turmoil in complete confidence.

However, it is the very thing they credit for creating this 'safe' space, anonymity, which causes major concerns. The anonymous online environment challenges professionals to hear young people in a different way, a way directed and dictated by them. It is we, as professionals and organisations who are being challenged in how we individually and procedurally

respond and interact and are thus engaged in the ultimate learning from the patient (Casement 1985).

The implications for safeguarding our most vulnerable and distressed young people at this critical time are significant. How can we reconcile our duty of care and to protect with the safety they clearly see as provided by the anonymous online environment? If young people's preference for discussing 'big' problems is via the anonymous environment of cyberspace, is this an indictment of current UK Safeguarding procedures that young people are creatively bypassing by using cyberspace?

Another conclusion is that some young people at their most distressed appear to not want a reaction from us or for us to engage in action. Many simply want to be listened to by another willing to go there with them other, someone who will simply ask the questions "How do you hurt?" and "How can I help?"

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An Analysis of Working Styles in Different Professions in Russia

Abstract

A convenience sample of 861 people (451 female, 410 male) working in a range of organisations and professions in Russia completed a translation into Russian of the Working Styles Questionnaire (Hay 1992). Statistical analysis indicated adequate discrimination between styles and it was possible to create norm tables based on the full sample. Average patterns are presented for each of 15 occupations including engineers, information technology, public relations, secretarial, sales, accounting, economists and HR roles. It can be seen that Be Perfect style predominates in every occupational pattern, with Please People a close second in most and Hurry Up least evident in most.

Key words

Working styles, questionnaire, assessment and development centre, professions, engineers, information technology, public relations, secretarial, sales, accounting, economists, human resources management, transactional analysis

Introduction

The study reported here is an investigation conducted over several years into the use of the Working Styles Questionnaire (Hay 1992) as a contributor to assessment and recruitment decisions for a variety of professional roles within multinational and Russian organisations in St Petersburg and other regions of Russia.

An account of how Hay (Hay & Williams 1989, Hay 1993/2009) developed the concept of working styles appeared recently in Pavlovska (2013) so will not be repeated here. It may be summarised as "Hay acknowledges that her work was based on the early work of Kahler but stresses that she opted for a focus on healthy functioning rather than pathology. She explains that working styles are positive manifestations of an unconscious set of behaviours learned in early childhood……. [she] introduced a Working Styles Questionnaire that reflected the concept of working styles being the ways in which drivers were often regarded as strengths within organisational settings, particularly when they were within the conscious awareness of the individual rather than being subconscious attempts to get recognition from others; the questionnaire also reflects that the strengths come with some pitfalls." (p.30).

Pavlovska also commented on the paucity of previous research on organisational applications of transactional analysis theory, and how prior research into Kahler's concepts tended to be within educational settings.

Pavlovska demonstrated differences in working styles, as measured by the questionnaire, in terms of economists, legal advisors and IT experts, all working in Macedonia. This study extends that to Russia and covers a total of 15 different occupations spanning engineering, information technology, public relations, secretarial, sales, accounting, economists and HR roles.

Research Objective

The objective of the research was to investigate the usefulness and practicality of the Hay (1992) Working Styles Questionnaire (WSQ) in recruitment, assessment and development centres as well as for individual consulting/coaching, and in particular to provide statistical analysis as a basis for further application of the questionnaire for such purposes.

Methodology

The Sample

Standardization sampling was random. The study involved 861 people aged from 20 to 55 years, having different status and educational background (mostly with higher University education), who work in more than 30 Western and Russian companies and organizations in St. Petersburg and other regions of Russia (such as Coca-Cola, Ford, Admiralty Shipbuilding Yard, etc). There were 451 women, and 410 men.

The Questionnaire

Hay's (1992) WSQ was translated into Russian by the author. Subjects were given a relatively short time (5 minutes) to complete a pencil and paper version, so that they would be more likely to respond to the questions without considering social expectations.

Subjects were required to complete the questionnaire as part of:

- an assessment and development centre process; or
- preparation for a training programme; or
- individual assessment at the request of company HR or recruitment agency during the analysis of several candidates for a position.

Narrative explanatory reports were generated based on the on WSQ results as part of the process of assessment and development centres and when requested for recruitment purposes. When associated with training programmes the results were reviewed orally with the participant. Simple theoretical explanation was provided to all participants and users of the data (see Kasyanov 2013). The intention was to provide open communication between interested parties (management – employees, company – potential candidate, supervisor – supervisee, etc.) and a non-judgmental approach concerning the results was emphasised.

Ethical Considerations

We insisted that the results were made available to the individuals as well as HR and/or management. Accordingly, we contracted with customer organisations that participants would have the opportunity to ask questions, express different opinions and challenge any perceived 'wrong' results.

Anecdotally, we observed an employer discussing the veracity of the report with a potential candidate; in another case an individual who had rejected the results returned after a few months to request a copy to present to a new employer.

Results

Table 1. General statistics of sampling (N = 861 people).

	Hurry Up	Be Perfect	Please People	Try Hard	Be Strong
Mean	21	29	26	25	23
Median	21	29	26	25	23
Mode	20	30	28	24	23
Std. Error of Mean	.18	.15	.18	.17	.15
Standard deviation	5.3	4.5	5.2	5.0	4.2
Minimum value	0	12	6	8	6
Maximum value	39	40	40	40	37
Total	18128	24735	22499	21681	19544
Percentiles:					
25%	17	26	23	22	20
50%	21	29	26	25	23
75%	25	32	30	29	25

Table 2: Correlations (n = 861)

Correlation is significant at the 0.01 level (2-tailed).

		Hurry Up	Be Perfect	Please People	Try Hard	Be Strong
Hurry Up	Pearson	1.000	.139	.198	.351	.144
	Sig. (2-tailed)	.	.000	.000	.000	.000
Be Perfect	Pearson	.139	1.000	.262	.300	.280
	Sig. (2-tailed)	.000	.	.000	.000	.000
Please People	Pearson	.198	.262	1.000	.329	.188
	Sig. (2-tailed)	.000	.000	.	.000	.000
Try Hard	Pearson	.351	.300	.329	1.000	.251
	Sig. (2-tailed)	.000	.000	.000	.	.000
Be Strong	Pearson	.144	.280	.188	.251	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.

Figure 1. Graphical Representation of Preferred Working Styles n = 861
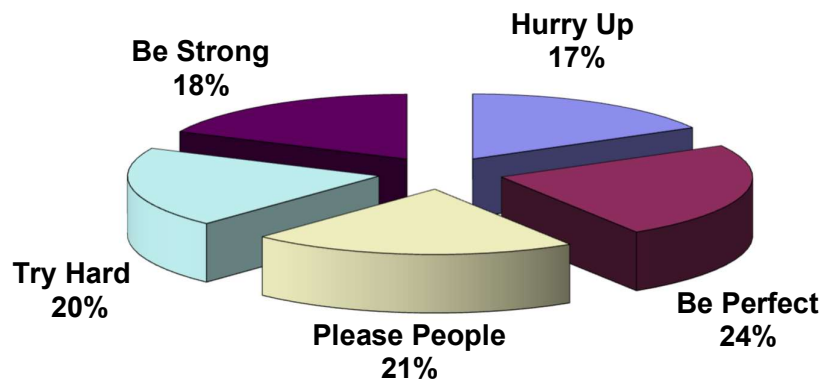
Figure 2: Graphical representation of the scores for the 5 working styles

Note: scales vary

HU

Std. Dev = 5,29
Mean = 21,1
N = 861,00

BP

Std. Dev = 4,48
Mean = 28,7
N = 861,00

PP

Std. Dev = 5,21
Mean = 26,1
N = 861,00

TH

Std. Dev = 5,01
Mean = 25,2
N = 861,00

BS

Std. Dev = 4,25
Mean = 22,7
N = 861,00
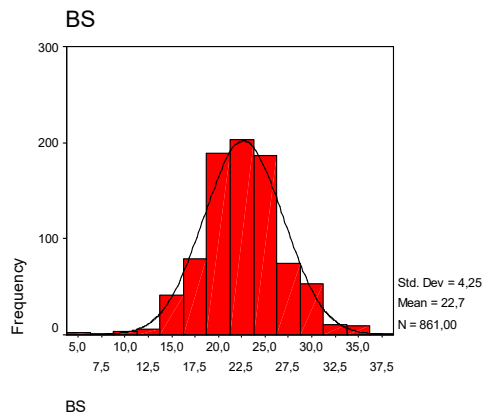
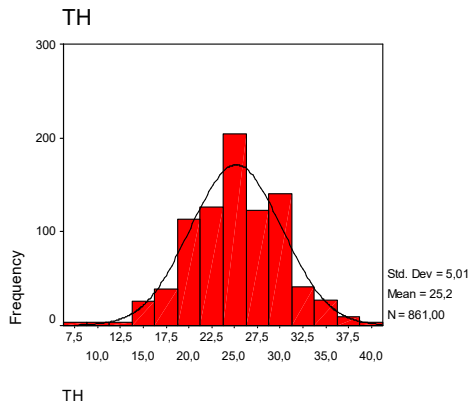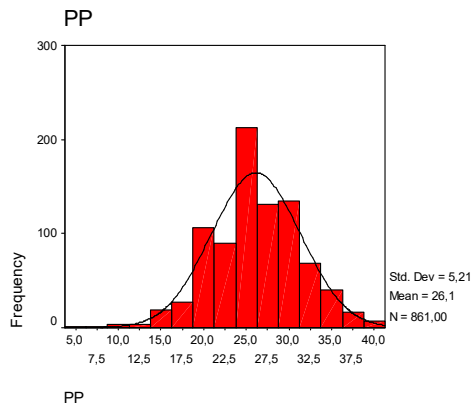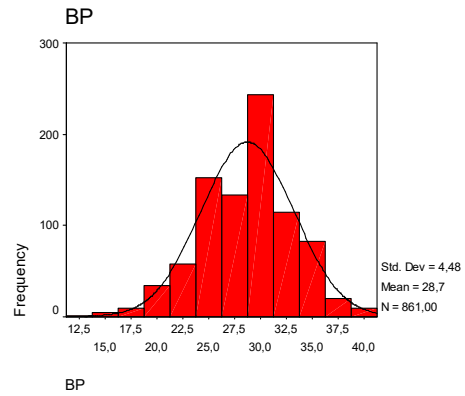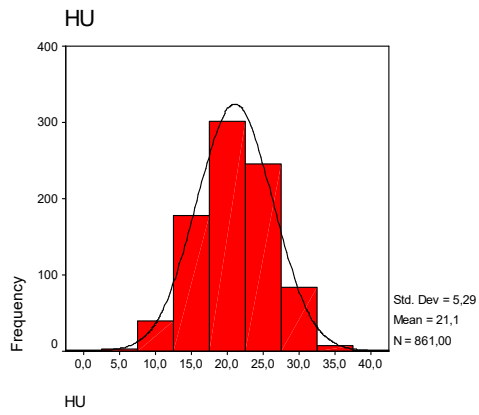*Table 3: Averaged Working Style 'Patterns' by Profession/Roles*

Profession/Role	Hurry Up	Be Perfect	Please People	Try Hard	Be Strong
Engineers (all categories)	20	28	25	24	23
IT	19	28	25	25	23
Programmers	20	28	25	25	23
PR	22	27	25	26	23
Marketing	22	28	24	27	21
Secretaries	21	29	26	22	24
Sales Persons	20	29	26	24	24
Sales Managers	22	30	28	26	23
Sales FMCG	21	32	31	27	22
Heads of Regional Sales Offices	21	28	26	24	24
Chief Accountants	21	29	25	24	22
Accountants	21	29	27	24	23
Economists	23	31	27	26	20
HR-Specialists	23	28	26	26	22
Recruiters	21	29	27	25	23

Discussion

The Sig. (2-tailed) tests in Table 2 indicate that the correlations between the styles are significant but the Pearson coefficients are low enough to indicate reasonable differentiation, although Try Hard is the least differentiated.

The charts comprising Figure 2 provide a clear visual representation of how each style has a different scoring pattern within the questionnaire.

Figure 1 shows the proportions of primary working styles identified; when viewed against Table 3 it is apparent that Be Perfect has the highest scores for every occupation assessed. Please People comes in at second place for most of the occupations, and Hurry Up is least prominent for most occupations.

We might speculate that this reflects the Russian culture, either nationally or within large organisations. Pavlovska (2013), researching in Macedonia, found Be Perfect first and Please People second for her sample of IT Experts but this order was reversed for Legal Advisors and for Economists the Be Perfect and Please People styles tied for first place with a significant second style of Try Hard.

Limitations

One obvious limitation is that the research was conducted in Russia so the results may not be transferable to other countries.

Furthermore, the WSQ was translated by the author and no checks were made to ensure equivalence to the original English version. However, the author has attended training by Hay in St Petersburg so has had exposure to the originator's intentions. The translated version has also been used by Hay and UK colleagues when teaching in Russia and the Ukraine.

The WSQ has not been validated statistically in the English version; Hay (2009) produced it originally as a training aid rather than an assessment tool.

There has not yet been any follow-up research to ascertain whether the individual results of the WSQ have proved to be accurate in the working environment. However there has been ongoing contact over the years with many participants and the organisations that commissioned the use of the questionnaire and no challenges have been raised – indeed, several companies have continued to commission the ongoing use of the questionnaire.

Conclusion

The main outcome of this work has been the production of a Russian version of the WSQ, norm tables based on a sample of 861 women and men in a variety of roles associated with large Russian and multinational companies in St Petersburg, and some patterns relating the WSQ scores to specific occupations.

It is hoped that this may provide the basis for further researches using this instrument, both within Russia and as a method for investigating potential national cultural differences in working styles. Such research might also compare the patterns of working styles as healthy manifestations versus drivers (Kahler 1975) as pathological adaptations.

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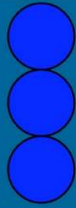
Application of Redecision Therapy in Executive Coaching Workshops: Part 1 – the Workshop

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Abstract

First in a series of three, this paper describes how the redecision approach (Goulding & Goulding 1979) has been applied over many years within executive coaching workshops internationally. The potential controversy about using a therapeutic approach in a business context is addressed, participant profiles and leadership characteristics are described, the impact of the group environment is considered, and the links between working on 'problems' and Berne's (1961) stages of cure are explained. The stages of working are related to those described by Goulding & Goulding (1979) and supplemented with material from McNeel (1999-2000) and Allen & Allen (2002). This paper describes the interventions that are evaluated qualitatively by Widdowson & Rosseau (2014) and that will be further evaluated quantitatively in the future.

Key words

Redecision therapy, executive coaching, stages of cure, business context, group working

Introduction

This is the first article in a series of three. The second article (Widdowson & Rosseau 2014) presents the findings from a qualitative study which investigated the outcomes of this model, and includes a selection of quotations from participants which often confirm the life-changing nature of the intervention. The forthcoming third article will present results from a quantitative study, using an adapted version of the Ryff Scales of Psychological Well-being (Ryff 1989), which investigates changes in psychological well-being amongst participants of the workshops.

These articles are based on our experiences during three decades of facilitating developmental workshops in different industries in Europe, the USA, Asia, Africa and the Middle East. Participants have ranged in occupation from boardroom-level executives to manual workers.

Redecision therapy in business

We acknowledge that the notion of using redecision therapy (Goulding & Goulding 1979) in business contexts may be regarded as controversial within the transactional analysis community. However, having worked as a psychotherapist with individuals and groups for over 10 years, prior to 'converting' to a business consultant, I (MR) perceive the differences between social control, symptomatic relief, transference cure and script cure (Berne 1961). People do reach cure in a business environment and it is far more than just 'understanding what happened'. They do regress, change the root cause and leave the workshop with profound and sustainable redecisions.

From the world of sports and into the business world, there is an increasing awareness that results are influenced by what goes on 'between the ears'. Gallwey (2000) is well known for his concept formula of P = P – I, which stands for "performance equals potential minus interference" (p.18). This comes extremely close to the Goulding & Goulding (1986) comment about their redecision approach about helping clients to take away the straitjackets they have put on themselves in the past.

We believe, and expect to demonstrate in the later parts of this paper, that business environments have tremendous potential to build a third story, honouring Berne's (1966) vision as he described it during an interview at his Carmel house: "My feeling is that Freud has set the foundation. I think that we've built something on the foundation. Sometime in the future, someone will build the third story. And I think the answer is in script . . If we can get in there and break that up, than we can

really change a person's life course. Not only for the person, but also for his children . . . [and] future generations."

Participant profiles

Samuels et al (1968), writing of short term psychotherapy, provided profiles we can relate to our participants:

- *people who perceive their concerns as quite circumscribed* - at the start of the workshops, participants have instrumental questions, such as how to improve relationships with colleagues, or be better negotiators, or deal with resistance during presentations;

- *people who wish to sample counselling without commitment* – in line with Berne's (1961) stages of cure*,* at first some participants want only social control over their behaviour; some may also symptomatic relief. During the workshop they discover and understand the underlying script system (Erskine & Zalcman 1979) and move to the next stage: transference cure. At the end of the workshop, they create and refine an action plan and at the follow-up session many of them make statements such as "I was thinking of what you said, when I…" which indicates transference cure. Many also report a change in feeling, acting and thinking that has generalised and extended beyond the original contract. They then report they did some self-reparenting (James 1974). Those terms are our description of the process and not the way the participants report back to us.

- *people whose problems or preoccupations are in the mild-to-moderate range* - within the organisations we work with, we do not often see severe or life threatening pathology. Even with severely traumatised people, the participants are typically functioning at a high level and therefore are less likely to have severe pathology.

- *people who are open to focal work* – which applies to many of our participants!

- *people who are well motivated and ready for change* - even participants who are sceptical at the start of the workshops start contributing fully once they see the potential benefits of the training.

The following anecdote illustrates the impact of the workshops. A blue-collar employee, making a presentation on the workshop to visiting managers from central office, was asked what he considered to be his own major change after this program. To their surprise, he replied" I stopped beating my wife." When probed about this, he added "I learned here to respect people and how to gain the respect of others. When I go back home there is no way I can forget that."

Leadership characteristics

Leiberman et al (1973) studied the effectiveness of group therapy in 17 different types of groups and found that redecision therapy led by Bob Goulding was by far the most effective.   McNeel (1982) found evidence of significant change for participants in redecision workshops run by Bob and Mary Goulding; Bader (1982) also found significant change in five families participating in redecision therapy as compared to controls; Kadis & McLendon (1981) likewise reported high levels of change within 59 families that experienced redecision therapy.

The leadership behaviours correlated with the best outcomes that were identified by Lieberman et al (1973) can be related to the workshops:

- they are moderate in their use of emotional stimulation, not seducing the clients with their charisma.

- they work with contracts, which automatically puts the participants in the foreground.

- they are high in caring – the Gouldings ate and played with the participants; in the workshops we stay with the group from the very beginning, and make sure that we know what is happening in the business.

- they offer explanation of what they observe and information on how to change - we believe that observation combined with clear direction for change is one of the strengths of transactional analysis.

- they are moderate with their use of structured exercises - **t**his sometimes creates challenges for us so we emphasise that the workshop is co-created. In our experience, participants used to Western and African cultures adjust quite easily whereas we notice that those used to the cultures of the Middle East and Asia need more time to adjust to the process.

The group environment

Change processes can be facilitated easily in a group environment. People get feedback from their peers, they can experiment with new solutions in a safe environment and they have the support of the other team members. Although in recent years the business world has had a tendency to shift towards individual coaching of their leaders, in our experience working in a group environment is a lot more effective. In this environment it is relatively easy to build protection (Crossman 1966) for change, so that participants can test new approaches and have them validated/confronted by peers. This is an experience which is difficult to engineer in individual sessions.

Commonly cited concerns about reluctance to open up in front of colleagues, or the danger of sharing information,

are unfounded. Participants report gaining much mutual understanding and a higher degree of acceptance of so-called 'strange behaviours'; they learn to understand what Kets De Vries (2006) proposes:

1. You can explain all of human behavioor, even when it seems irrational.

2. Much human mental activity happens 'outside of conscious awareness'.

3. How people handle and express emotion is central to who they are.

4. Human development is an inter- and intrapersonal process.

A relevant quote of one of the participants is: "The most difficult part was the fact of telling life stories and opening up on things that still hurt very much in front of other people who were work colleagues. But this was also the part that most helped in order to understand the reason behind things and also to build trust among us."

Stages of Working

Goulding & Goulding (1979) typically had therapy clients choose a scene, or memory, that represents an early experience of the current problem. In the business environment, people come to the workshops with a clear idea of what they want to accomplish. When prompted, they readily connect this to situations with parental figures. They tend to be experienced in quality management approaches and hence are used to the logic of 'regressing' to the root cause of a problem; hence they rarely question their own regression to earlier life experiences.

We understand this process in terms of Berne's (1961) stages of cure:

- social control involves bringing dysfunctional behaviours under control

- symptomatic relief comes from having a good understanding of intrapersonal functioning; participants go on to report that they are handling situations effectively that previously would have strongly invited them into scripty behaviour

- transference cure comes when participants symbolically and internally substitute the trainer for their parents – as when they claim: "I remember you said…" – often attributing words to us that we did not say – they have created an internally adjusted parent

- script cure - when the person takes over for themself the intrapsychic role they had projected onto the trainer

We have analysed the format of our workshops from detailed process notes and audio and video recordings and found that the general structure of our workshops is broadly in line with the three stages described by

Goulding and Goulding (1979), supplemented with the two stages they described in an interview with Bader (Goulding & Goulding 1986), so the five stages are:

1. contact – 'saying hello' to the group

2. contract negotiation – as a group and also to work on tangible problems

3. impasse clarification – emotions, behaviours and thinking patterns connected to the problem, and how these fit the script system (Erskine & Zalcman 1979)

4. redecision – where they recognise that injunctions are believed falsehoods (McNeel 1999-2000)

5. protection – preparing to apply the new decision in real life, with maintenance planning and reintegration back into family, workgroups and community, including setting up positive reinforcement to support the new decision (Allen & Allen 2002).

What next

Part 2 of this paper is appearing in the same issue of this journal (Widdowson & Rosseau 2104) and describes a qualitative study of the changes made by participants as a result of attending the workshops. Thematic analysis indicates that the impact was significant.

Part 3 is being planned and will be a quantitative study, probably using an adaptation of Ryff's (1989) material on psychological well-being.

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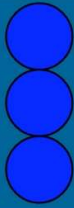
Application of Redecision Therapy in Executive Coaching Workshops: Part 2 - A Qualitative Exploration of Participants' Changes

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Abstract

This is the second paper of three and describes an investigation into the way that executive coaching as a growing field of organisational development can be based on transactional analysis theory and methods. Twelve participants who had attended a coaching workshop based on Goulding & Goulding's (1979) redecision therapy approach completed a follow-up Change Questionnaire adapted by the first author from material by Elliott et al (2001) and responses were analysed using thematic analysis (Braun & Clarke 2006). Participants reported experiencing a wide range of personal growth experiences, positive interpersonal change and growth in their business, managerial and leadership skills as a result of participating in the workshops. Limitations are described including the possible impact of the transferential artefact of wanting to please the workshop facilitator. The thematic analysis findings suggest that such an approach can provide an effective framework for executive coaching workshops.

Keywords

executive coaching, redecision therapy, qualitative research, thematic analysis, transactional analysis

Introduction

Executive coaching is a blossoming field, which has been widely implemented across a range of business contexts. Despite the wide use of coaching, the evidence base for its effectiveness is still in the relatively early stages of development (Kampa-Kokesch & Anderson, 2001). Much of the effectiveness research which has been conducted so far appears to have focused on the impact coaching has on performance enhancement and improved efficiency/ output within the business. Olivero et al. (1997) found that participants in a coaching programme reported greater personal growth and improved work performance. Coaching has also been found to be effective at improving interpersonal relationships, self-efficacy, and personal responsibility, all of which improve overall work functioning and increased personal well-being. Furthermore coaching tends to have high levels of client satisfaction and is largely well-regarded and valued by executives (Kampa-Kokesch et al 2001; Evers at al, 2006). Coaching has also been demonstrated to be an effective method of leadership development, with participants experiencing positive changes in management skills, improved work-based interpersonal relationships, increased productivity and goal setting (Kombarakan et al 2008) and increased effectiveness in business meetings (Perkins, 2009).

There is strong similarity between coaching and the fields of counselling and psychotherapy. This makes sense; all three are activities which rely on the use of psychological theory and method to promote personal change and transformation. Much coaching practice seems to be based on cognitive-behavioural or psychodynamic principles (Kampa-Kokesch & Anderson, 2001). Probably the biggest difference exists in the area of the purpose or intention of these activities. In executive coaching, the focus is specific and goal-directed and is on enhancing individual s personal development to promote positive changes in their work performance. This is in contrast to counselling or psychotherapy where the intention is the resolution of a specific personal problem and may be more exploratory in nature (Hart et al, 2001).

Although there is strong similarity between coaching, counselling and psychotherapy (and indeed many practitioners work in more than one of these fields), we do not consider these to be equivalent activities, nor do

we make the assumption that professionals in one field are automatically qualified to work in others, and we acknowledge that each field requires a specific and specialist set of competencies and knowledge.

Several relevant studies have investigated the outcome of transactional analysis redecision therapy groups, all of which report positive findings. McNeel (1982) examined the outcomes of a two day redecision therapy marathon group (n=15) and found that participants experienced the group as a positive experience which had led to greater personal growth which was sustained at a three-month follow-up interval. Unfortunately, McNeel's study did not use standardised outcome measures so it is difficult to precisely determine the nature or extent of the changes. A study by Boholst (2003) recruited 28 participants, 15 of whom attended a five-day transactional analysis therapy marathon group, whilst 13 formed a no-intervention control group. Once again, standardised outcome measures were not used, although participants were both self and peer-rated as having improved their communication and interpersonal style. This improvement followed a pattern which corresponded to changes relating to the functional model of transactional analysis theory; that is, participants experienced a reduction in Controlling Parent and Adapted Child and an increase in Nurturing Parent, Free Child and Adult interpersonal modes. A study conducted by Noriega Gayol (1997) also examined the outcomes of a one-week intensive transactional analysis psychotherapy group (n =21). The group was based on the transactional analysis principles of contracting, self-reparenting and redecision therapy. Several measures were used, including a pre-post Coopersmith (1981) Self-Esteem. The results demonstrated statistically significant improvement in self-esteem (p = 0.01) which was maintained at three month follow-up. These three studies suggest that a transactional analysis redecision-based group intervention helps participant to improve communication style, increase their self-esteem and enhance their personal development.

The Context

The research gathered data from group workshops facilitated by the second author, who works as an executive coach in a range of large international companies. More information about the nature of these workshops is provided in the first paper (Rosseau et al 2014).

The workshops were held in 19 different countries (15 European, 1 Asian, 2 African and 1 Middle Eastern). In total 192 participants attended; an average of 10 participants in each group across the 19 workshops. Participants were aware that research was being conducted on the process and outcome of the workshops and consented to participating in the research and to publication of anonymised data. This included consent from those returning questionnaires to use their data and

the consent of all participants to use data from their workshop evaluation forms. The follow-up period was between 10 and 24 months after participation in the workshop. The length of time provides confirmation on the stability and endurance of the changes made by participants.

The workshops are intensive three-day groups which integrate methods from all four fields of specialisation in transactional analysis. The structure is based on the Goulding and Goulding (1979) three-part process; contracting, impasse clarification and redecision. The first part of the group is focused on participants establishing their contract goal for the workshop. This is then followed by an educational phase where individuals identify and clarify issues and areas for development. The content of this includes: ego states, enhancing communication, assertiveness training, negotiation and leadership skills, problem-solving, learning theory, basic neuroscience and script theory. Additional mini lectures are provided according to the specific needs of the participants. After this, participants move into the redecision phase. This is an individually-tailored process where participants are guided through the use of redecision methods to make personal changes and overcome specific obstacles which prevent their optimal personal and professional functioning (see Rosseau et al 2014).

Aims

The aims of the research were to examine:

- The level of participant satisfaction with the workshop.

- The changes participants experienced as a result of the workshop

- The specific elements of the workshop the participants found most useful

Research Protocol

At the end of each workshop, participants had completed a feedback form which included a 10 point Likert scale for satisfaction (0 represented total dissatisfaction and 10 represented completely satisfied). Participants were asked to provide a score according to the impact of the workshop, the applicability of the workshop, and whether they would recommend the workshop to their colleagues. Written evaluations had been received from 192 participants (100% return) and these were analysed to examine the overall extent of participant satisfaction in the workshops; a summary of results are shown in Table 1.

A sample of twelve workshop participants were then contacted by e-mail, selected on the basis that they had explicitly stated in the workshops that they would be happy to participate in research and complete a follow-up interview or questionnaire (thus ensuring informed consent had been attended to). Participants were also

Country	No of participants	e-mail contacted	Impact total	Impact average	Applicable total	Appicable average	Recommend total	Recommend average
EUROPEAN	144							
Belarus	9		78	8.67	81.0	9.00	77.0	8.56
Belgium	13		115.5	8.88	118.0	9.08	115.0	8.85
Denmark	8	1	68	8.50	72.0	9.00	68.0	8.50
Finland	9	1	80.5	8.94	81.0	9.00	77.0	8.56
France	12		107	8.92	109.0	9.08	105.0	8.75
Georgia	13		114	8.77	118.5	9.12	113.0	8.69
Germany	10	1	88	8.80	89.5	8.95	85.0	8.50
Holland	8	1	71	8.88	72.0	9.00	68.0	8.50
Poland	7		62.5	8.93	63.5	9.07	64.0	9.14
Russia	12	1	108.2	9.02	107.5	8.96	108.0	9.00
Spain	6		54	9.00	54.0	9.00	54.5	9.08
Sweden	5	1	44.5	8.90	45.5	9.10	45.0	9.00
Switzerland	12	1	107	8.92	108.0	9.00	102.0	8.50
UK	8	1	69	8.63	71.5	8.94	71.0	8.88
Ukraine	12		108	9.00	108.0	9.00	109.0	9.08
ASIAN								
Kazachstan	14	1	125	8.93	127.0	9.07	126.0	9.00
AFRICAN	23							
Kenya	10	1	89	8.90	90.0	9.00	85	8.50
South Africa	13	1	116	8.92	116.0	8.92	119.1	9.16
MIDDLE EAST								
Saudi Arabia	11	1	98	8.91	100.0	9.09	100.5	9.14
TOTAL	192	12						

required to have a good standard of written English. In the case where more than one group member met both these criteria, one was randomly selected.

The e-mail explained the nature of the research, and the subjects were asked to complete and return an anonymised questionnaire (no identifying details were recorded on these forms). Surprisingly, there was once again a 100% response rate to the request.

The Change Interview used is a semi-structured interview schedule which was developed for psychotherapy research and which invites research participants to reflect upon the changes they have experienced during the course of psychotherapy and to identify their understanding of the causal factors in their own change process (Elliott et al 2001). The change interview format was adapted for a questionnaire format by the first author (see Appendix 1) and this was e-mailed out to the 12 selected subjects.

Qualitative data from the Change Questionnaire was analysed by the first author using Braun and Clarke's (2006) Thematic Analysis method. This is an inductive qualitative analysis approach. Participant responses were examined and concepts were identified. These

were converted into codes, which were then subjected to constant comparison to identify over-arching themes. Quotes which illustrate these themes have been presented in the results below.

The literature review was not conducted until after the data analysis had taken place. This was to ensure that no *a priori* assumptions were made or that any existing literature would cloud the data analysis process.

Results
"Phenomenal", "mind blowing", "life changing", "unusual" and "very effective"

All 192 group participants had provided feedback for the workshop and the results are indicated in Table 1. These were unanimously positive and suggested participants had high levels of satisfaction with the workshop. Overall scores on *How impactful was this workshop?* ranged between 8.5 and 9.02. Scores relating to the applicability of the workshop ranged between 8.93 and 9.12. The score for whether participants would recommend the workshop to colleagues ranged between 8.49 and 9.16. This suggests that participants had a high level of overall satisfaction with the workshop. A number of participants also provided additional unsolicited feedback on their forms which stated that they had felt sceptical about the workshop at the beginning but that their perceptions changed as they started to become aware that they were witnessing and experiencing personal change during the workshop.

Change Questionnaire Feedback
The feedback from the Change Questionnaire respondents was also unanimously positive about the impact and effectiveness of the workshop. The responses can be grouped into four superordinate categories; internal changes, interpersonal changes, enhanced leadership skills and helpful aspects of the workshop.   These are illustrated in Figure 1.

The following quote was typical of the majority of the respondents, who reported positive changes linking to several of the superordinate themes:

I'm happier in my job and in my life. I feel stronger and more self-confident than ever before. Also, my relationships with friends, family and colleagues has improved a lot. I feel more of a leader.

Superordinate Theme 1: Internal Changes
All participants reported a series of internal changes which resulted in a greater sense of personal well-being.

The training effects were multiple: a higher self-awareness, better engaging skills and a lot less frustration coming from managing relationships

I am more confident in connection with difficult decisions regarding people.

I am more balanced, satisfied and am trying to relax whenever I can

The exercises with the ego states gave me good insights to different people I worked with it that point in time – and to myself in different situations both now and then

1.1 Enhanced Self-Awareness
Participants commonly reported a deeper level of self-awareness which tapped into their own personal issues and helped them to become aware of the origins of their way of being:

The most important outcome for me personally was to understand the root causes of my behaviours and thinking patterns.

This theme was expressed by most of the participants who appreciated a level of depth to their increased understanding. It would seem that identifying and working with each individual s life experiences and issues enabled participants to make use of the workshop to promote their own path of self-development:

Overall what I found useful about this training was the fact that it went into the personal. It didn't just face the surface wanting to give solutions to symptoms . . . It analysed the root cause and built a path of development that was very personal

Many participants reported a substantially increased sense of self-awareness as a direct result of the group format and opportunities for receiving and reflecting on interpersonal feedback:

The training made me see how others perceived me and how little I was willing to do to meet new people.

It is possible that this process was mediated through an opportunity to receive live and direct 360 degree feedback from a range of colleagues whilst simultaneously reflecting on this.
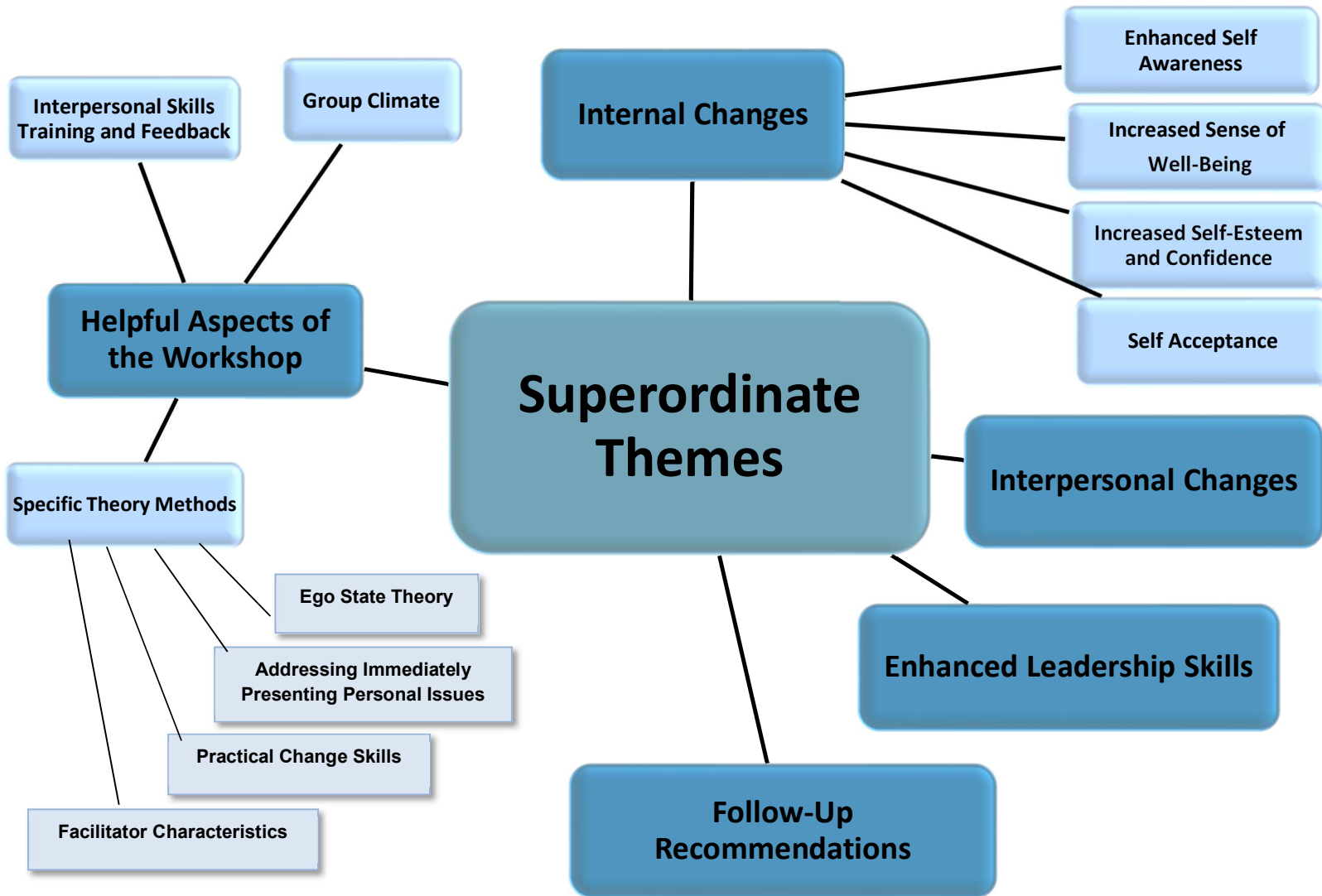
1.2 Increased sense of Well-Being
All participants reported an increased sense of overall well-being which had a wide impact on many areas of their life; as quoted for above.

I'm happier in my job and in my life. I feel stronger and more self-confident than ever before. Also, my relationships with friends, family and colleagues have improved a lot

Since the course I have been happier than ever before - I feel good about myself

Figure 1: The Themes

Several participants described their increased well-being as a greater sense of self-efficacy, which was combined with a healthy acceptance of their limitations and circumstances and a more assertive approach with others:

I no longer feel frustrated because of things out of my control, I learnt to say "no" to things/people and stopped over-loading myself

1.3 Increased Self-Esteem and Confidence
Typically, participants reported increased self-esteem and an improved sense of self-confidence which in turn has increased the level of esteem other people hold them in:

I have grown into someone I am proud of and who many of my friends and colleagues on peer level come to for advice and coaching – both personally and privately.

I am doing well and I started to really believe in myself. I guess I am more attentive to every progress I am making and try to celebrate a success as well, instead of already thinking of the next steps and points I need to tackle.

In this quote, the participant identifies a process of increased accounting for their development which led to a greater sense of pride and achievement.

1.4 Self-Acceptance
The theme of self-acceptance was commonly reported, with participants becoming increasingly self-compassionate and accepting of their imperfections:

I am feeling good about myself….not like there's something "wrong" or "to fix" about me. I started giving myself several "permissions to."

I am not so harsh on myself and this has definitely changed my outlook on life

Another participant described this process of self-acceptance and acceptance of flaws and weaknesses as:

I learnt that people can love me or like me even if I show my weaknesses and I also learnt that I don't always need to be perfect

This acceptance of imperfections was a sharp contrast for these participants against their previously held views that imperfections were to be hidden and eradicated. Two respondents reported specific changes relating to an increased sense of self-acceptance which also had a positive impact on their interpersonal relationships.

Something else that changed and is very important to me is the fact that I no longer take criticism personally. This is a consequence of not expecting perfection from myself

anymore and accepting the fact that I have flaws and certain aspects of me are not going to be liked by others. It's not that I don t care anymore….I still work on myself, search feedback and act upon it but I don t crucify myself over it now! At the beginning of the training receiving negative feedback would have kept me up for nights trying to figure out what I did wrong… now I just accept it and look for solutions to improve without blaming myself.

In this quote, the participant clearly describes how letting go of perfectionism and developing self-acceptance has given them greater resilience and increased capacity to receive negative feedback and find a greater sense of perspective over others perceptions of them.

Superordinate Theme 2: Interpersonal Changes
All of the respondents reported positive interpersonal changes, many of which have already been referred to in previous quotes or will be discussed below. One participant described an interesting process of increased ability to mutually interact with others:

My thinking process also changed: I no longer have a 100% internal locus of control: I acknowledge that other people also influence the general output. By only changing myself I won't be getting all the results that I want. My behaviour changed: I learnt to influence, engage and negotiate in a more effective way. Now I am a lot more capable of reaching results through others

Superordinate Theme 3: Enhanced Leadership Skills
Participants also typically reported enhanced leadership skills. These were primarily interpersonal in nature and did not tend to refer to increased productivity, although it is likely that they did have a positive impact on the productivity levels of their teams.

An unexpected side-effect of the training is that I am able to considerably reduce passive behaviours in my team, hence be a lot more effective in problem solving.

Although this participant described an improvement in their ability to handle issues in their team, unfortunately they did not specify how they had implemented this change. This improvement in leadership ability was reflected by another participant, who also did not specify how their skills had improved:

The feedback from the rest of the organisation is also very good: I am seen as a fair and credible counterpart with a very mature leadership style. My role provides support to over 320 people so I have plenty of feedback!

Superordinate Theme 4: Helpful aspects of the workshop
4.1: Group Climate:
All participants identified the group climate to have been particularly helpful in promoting change. The group

climate was characterised by high levels of participation and openness, and also a sense of belonging:

What also helped was having people that are undergoing the same process as you that keep you motivated and included, part of a community.

In this quote, the participant suggests that the group members had a mutually motivating effect on each other to support each other's change process. The experience of inclusion and belonging and a willingness to be open and vulnerable was one which was highly valued by almost all of the respondents. The element of inclusion appears to have encompassed the valuing of each member's participation in the group experience as both a giver and recipient of helpful feedback.

The contribution of every participant of the training, the open discussions helped a lot. Especially the first round concerning the perception and the last round with the feedbacks were surprisingly super impactful.

4.2 Interpersonal Skills Training and Feedback:
Five participants stated that the aspects of the workshop which focused on interpersonal skills training had been helpful, and in particular, getting direct and immediate feedback from the facilitator and other participants.

The training made me see how others perceived me and how little I was willing to do to meet new people

One participant reflected on their interpersonal changes and how these had come about and stated that:

The other most important factor in bringing these changes is that I had someone help me envision these changes (what needed to be changed, the cause behind it, what would change look like) and, fundamentally, that FOR THE FIRST TIME EVER gave me the tools (real ones, practical, hard ones) to act on change .

Here it seems that the facilitator's influence was central in providing a model for change by helping the participant clarify what their problems were and their origins, identify contract goals and suggest a direction for change. This is in keeping with the redecision model used in the workshops as described in the article by Rosseau et al (2014). In particular, the participant appears to be emphasizing that the change process did not just involve insight, but also specific actions.

Increased self-awareness, self-efficacy, a sense of direction for change and a pro-social desire to help others were also raised:

Probably the best training in my career. I really do feel that I went home from the training with a better understanding of myself, where I want to go, and as well

with the skills to support my colleagues and friends in finding their path on the job and privately

This pro-social outcome characterized by increased desire to help others has links to superordinate Theme 2: Interpersonal Changes) and superordinate Theme 3: Enhanced Leadership Skills; participants reported desirable changes in their way of relating to others which enhanced their ability to manage the interpersonal demands of their role. This is an interesting finding, as the use of a therapeutic approach which emphasises personal responsibility and individual change might not be immediately expected to produce such outcomes.

The negotiation exercise is something I really remember as if it was yesterday. Maybe because it was fun but also because I think it exhibited how difficult it can be to come to an agreement when you don't see/sense where the other person is coming from.

In this quote, the participant expresses the value of interpersonal learning components of the workshop as being helpful in improving their ability to successfully negotiate with others.

The combination of group climate, a focus on self-awareness and developing interpersonal skills is also mentioned by this participant:

The fact that, on the training, you get time for self-investigation as well as honest feedback from the group. This gave me the necessary time to get some perspective and brought along the extra perspective from the group… It gave me tools I have actively used which is also why I believe the change happened, because I made it become alive.

Again, the group gave participants an opportunity to experiment with new ways of being in the here-and-now and experience immediate and direct interpersonal feedback on these new behaviours or ways of relating to others.

4.3 Specific Theory/Methods: (Use of therapy interventions)

4.3.1. Ego State Theory
Two respondents identified ego state theory as being helpful:

The exercises with the ego states gave me good insights to different people I worked with at that point in time – and to myself in different situations both now and then.

Unfortunately, these participants did not provide further specific information regarding how ego state theory had been helpful or how they had used this theory outside of the workshop.

At first, I thought these circles were too good to be true. But, they really work. I can easily read people and understand myself.

Here we see that the participant is clearly stating how learning ego state theory has both enhanced their own self-awareness and also provided a method for increasing their interpersonal understanding. The use of phrases such as 'too good to be true' and 'easily' give the impression that the model was easy to implement and that the results the participant experienced from using this aspect of transactional analysis theory was pleasantly surprising.

4.3.2. Addressing immediately presenting personal issues:

Two mentioned that they had contracted for and engaged in a piece of personal therapy as specific issues had emerged in the group, and that they had found this to be helpful.

4.3.3. Practical Change Skills:

Two respondents stated that the workshop had given them practical change skills, but did not specify what these were.

Changing aspects so deep of your personality is the most difficult thing to do….and most of the time you feel helpless and frustrated. . . [the facilitator] gave me tools that empowered me, that made me curious to try them out, that were very easy to test and that gave me quick wins to keep me going!

In this quote, the participant explicitly states that despite recognising how difficult they felt deep change work to be, they felt empowered by the approach used. It would appear that the facilitator worked to activate their interest and motivation to take the first steps into personal change, and that each successive small change was identified and celebrated which continued to motivate the participant to continue with the process.

4.4. Facilitator Characteristics: Observation, Assessment and Permission

Five participants specifically raised the facilitator's characteristics as being a key factor in the success of the workshop. In particular, these participants stated that they had valued the facilitator's ability to observe individuals and the group, make an assessment and then use this to guide the intervention.

Specifically, one participant stated that the facilitator never *left us in our comfort zones but knew* exactly *how far outside to push us.*

Another participant described the facilitator's identification of their core vulnerabilities and a permissive stance which promoted change:

I think the most influential thing for me during the training was (the facilitator's) ability to see what you cover/hide deep inside. Usually it is your "weak" parts, or just something that makes you less strong and more vulnerable, it may be fear, anger, shyness, different complexes, etc. Once he noticed my "inner layers", which in my opinion were weaknesses, and said that it is ok to be imperfect, it is ok to relax, I was really impressed. Just because he understood me or read me as a book so well and gave food for thoughts… (following this, I reflected on my way of being and) I thought maybe it is time to relax, to change, to share emotions and even to fail. It is time to let it go and be imperfect.

4.5. Follow-Up Recommendations

Four participants stated that they had found individualised recommendations for further reading had been helpful in consolidating their changes, although they did not specify what the recommended reading was.

Discussion

The findings in the study are broadly in line with previous research. As with the studies conducted by Olivero et al. (1997) Kampa-Kokesch & Anderson, (2001), Evers et al (2006) and Kombarakan at al (2008), participants in the coaching workshops experienced personal growth, improved work performance, positive interpersonal changes and increased self-efficacy. The findings also broadly support the existing transactional analysis literature on redecision therapy-based groups which found improvements in communication and personal growth (McNeel, 1982), and increased self-esteem (Noriega Gayol, 1997). This suggests that transactional analysis provides an appropriate framework for conducting such coaching workshops and that results obtained in clinical settings may also be applicable to the use of redecision methods in a business setting.

In business, managers use models to do a health check of their organisation. In Europe, the European Foundation for Quality Management (EFQM) (2013) approach is widely used. The model helps businesses to check how they perform on different elements. Four areas for observation deal with components of output and five areas for observation measure factors that enable those results. The entire cycle is supported by innovation and learning. We think that, upon adaption of the EFQM-model for total quality, it must be possible, and above all, beneficial to create such an observation grid for psychological interventions, regardless of the area of application. So far, most research tries to find a connection between an approach on the one hand and the results on the other. We recommend to also develop a more Holistic view that puts more emphasis on many

components, rather than looking for a cause-and-effect relationship. Enablers are intervention planning, flexibility in methodology, autonomy of the coach. Under results we could put the level of cure, social results, professional results.

The EFQM approach has helped a large number of businesses and organisations to diagnose where the areas for improvement are, and 'cure' them. We think that using a RADAR (European Foundation for Quality Management 2013) as a structured way of looking at psychological intervention processes, can be beneficial not only for the coach/therapist/teacher but also for research purposes. The reader will have noticed that in this article, we still mix enablers and results. Of course, there is a connection between both, but maybe, looking for a linear connection, we blind ourselves to important parts of the bigger picture.

transactional analysis, as a model for applied psychology and a set of intervention tools, already has a holistic view. As enablers, we have contracting, continuous training, partnerships and shared resources. In the result area, we have different ways of measuring success.

It would be fascinating to have an instrument that, regardless the field of application, regardless of the specific focus (transactional analysis schools), helps us to improve both the enablers and the results, with that supported by innovation and learning.

Limitations
The participants were a convenience sample who were approached by the second author to take part in the research. Although an attempt was made to ensure the sample was as representative as possible, it is nevertheless possible that some selection bias occurred in the sampling process.

It is also possible that transferential artefacts such as a desire to please the workshop facilitator unduly influenced the responses. This possibility was increased due to the fact that participants sent their responses directly to the second author instead of to the first author who was a neutral and independent researcher.

These potential sources of bias are a major limitation of this study, and in further research it would be desirable to address this by arranging for the selection and participant contact to be conducted directly by an independent researcher who was not involved in the delivery of the workshops.

The use of a questionnaire tool instead of an interview resulted in some limitations in the available data. The feedback which was provided at times lacked specificity; this could have been addressed in an interview format where greater probing could have taken place. This limitation in the data clearly had an impact by limiting the

findings to provision of a preliminary view of what changes the participants experienced and how those changes come about. Nevertheless, the commonality amongst participants' feedback is notable and adds to the trustworthiness of the findings.

The importance of transactional analysis as a guiding framework for the workshops is unclear, and although a number of participants did specifically mention the theory of ego states as being helpful, it is not possible to state that transactional analysis played a major part in the process due to the relative lack of specific data relating to transactional analysis theory or processes.

Conclusions
The findings of this study suggest that transactional analysis, and specifically the use of redecision methods, can provide an effective framework for executive coaching workshops delivered in a business environment. Participants experienced a wide range of personal growth experiences, which included increased self-awareness, increased self-acceptance and positive interpersonal change.

Participants also experienced positive growth in their business and leadership skills as a result of participating and reported that this increased their professional effectiveness which in turn had a beneficial effect on their management skills and overall team productivity levels.

In light of the high levels of personal growth experienced by participants, a further study which specifically measures positive change and personal growth using a standardised outcome tool is warranted. This is being planned and it is hoped that it will enable specific quantitative evaluation of the effectiveness of the workshop method.

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Appendix 1: Change Questionnaire

Adapted by Mark Widdowson from Elliott et al (2001)

General Questions:

1a. What other trainings have been influential for you?

1b. What has the training-effect been like for you so far? Please check thinking, feeling and behaviour.

1c. In general terms, how are you doing now?

       Professionally

       Privately

2. Changes:

2a. What changes, if any, have you noticed in yourself after the training? (For example, are you doing, feeling, or thinking differently from the way you did before? What specific ideas or new ways of thinking about things, if any, have you got from the training so far, including ideas about yourself or other people? Have any changes been brought to your attention by other people?) Please also list these changes on the table on the next page. Please feel free to add more if you wish.

2b. Has anything changed for the worse for you since you took the training?

2c. Is there anything that was in your training contract that hasn't changed since the training started?

The changes I have made since starting the training	The change was: 1 Expected 3 Neither 5 Surprising	Without therapy the change was: 1 Unlikely 3 Neither 5 Likely	The importance of this change for me: 1 Not at all 2 Slightly 3 Moderately 4 Very 5 Extremely
1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

3. Change Ratings:

(Go through each change you have identified that you have made since starting the training and rate each one on the following three scales :)

3a. For each change, please rate how much you expected it vs. how much you were surprised by it? (Use this rating scale:)

(1) Very much expected it

(2) Somewhat expected it

(3) Neither expected nor surprised by the change

(4) Somewhat surprised by it

(5) Very much surprised by it

3b. For each change, please rate how likely you think it would have been if you hadn't been in this training? (Use this rating scale :)

(1) Very unlikely without therapy (clearly would not have happened)

(2) Somewhat unlikely without therapy (probably would not have happened)

(3) Neither likely nor unlikely (no way of telling)

(4) Somewhat likely without therapy (probably would have happened)

(5) Very likely without therapy (clearly would have happened anyway)

3c. How important or significant to you personally do you consider this change to be? (Use this rating scale :)

(1) Not at all important

(2) Slightly important

(3) Moderately important

(4) Very important

(5) Extremely important

4. Attributions

In general, what do you think has caused these various changes? In other words, what do you think might have brought them about? (Including things both outside of training and in training)

5. Helpful Aspects

Can you sum up what has been helpful about the training so far?

Please give examples. (For example, general aspects, specific events)

6. Problematic Aspects

6a. What kinds of things about the training have been hindering, unhelpful, negative or disappointing for you? (For example, general aspects. specific events)

6b. Were there things in the training which were difficult or painful but still OK or perhaps helpful? What were they?

6c. Has anything been missing from this training? (What would make/have made your training more effective or helpful?)

7. Suggestions

Do you have any suggestions for us, regarding the research on the training?

Do you have anything else that you want to tell me?