TOWARDS
EXCELLENCE

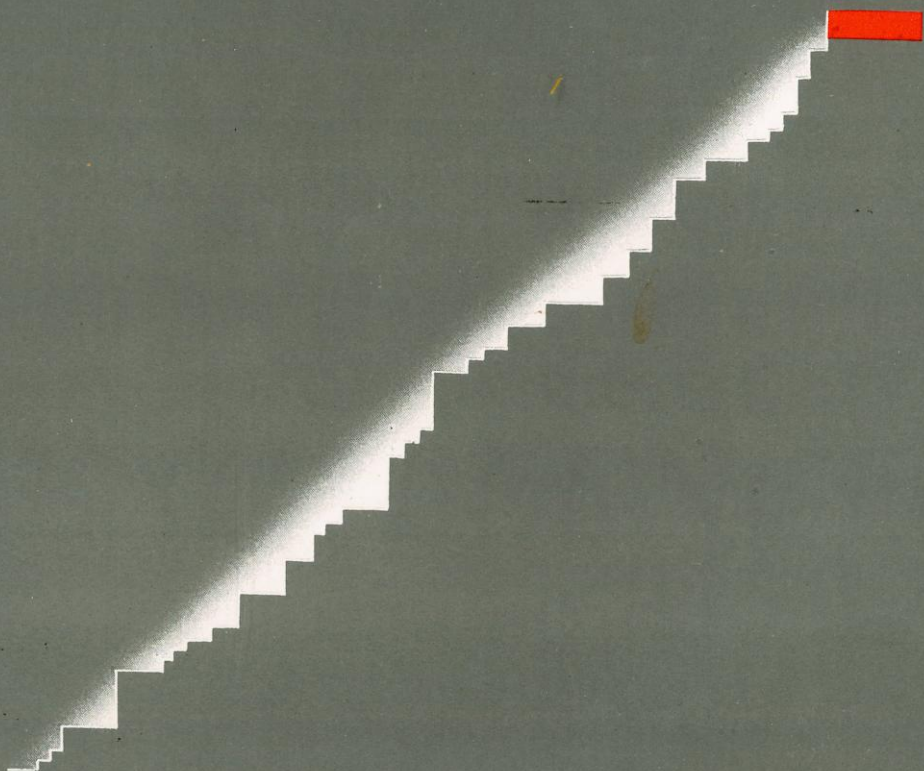### Dr. Lily Neelankavil, Ph.D.

CICA

CENTRE FOR INDIVIDUAL AND CORPORATE ACTION

The Centre's Programmes for Individual & Corporate Action

The centre offers programmes of durations ranging from 2 to 6 days, open to people of all ages, from all walks of life, interested in positive action for growth. The basic contents are simple and within your reach. The process is easy to perceive, absorb and implement. The number of participants is restricted, to form small functional groups: where the emphasis will be on experiential learning, where we recognize, acknowledge and respect your own unique ways of seeking autonomy and help you explore your attitudes, needs and expectations for effectiveness in your everyday lives — at work, in the family, or in society.

Winsight

This is the moment you have waited for. The drama of your young life is about to unfold. You hover, magically, on the threshold of your future, ready to chart your career. Ready for the plunge into life and living. Winsight is our exclusive six-day experiential learning programme that provides you valuable insights to excel, both personally and professionally, to reach beyond the limitations of the present, towards a realistically attainable future. Your inherent potential is discovered and discussed; your fears dispelled and destroyed. Inner release is secured and power unlimited, unleashed. You will assume confident charge of your life. And be what you want to be...

Towards Excellence: An Action Programme for Empowerment

Human faculties are meant not merely to eke out an existence, but also to quest for excellence. However, we often confront conflicting values, priorities and fractious pressures that constrain our growth. There is then the need to *identify* personal goals and ideals; to discard outdated life scripts; and to *discover* an alternative course of action that would enhance effectiveness, fulfilment and well-being. Successful completion of this programme provides avenues for advanced training in counselling and HRD.

Thinking on Your Feet: Developing Creative Communication Skills

Life is full of moments when you have to think on your feet. In the class room or conference room, in meetings with clients or colleagues, with family or friends, you must appropriately respond to the situation of the moment. This innovative workshop will communicate and provide theatrical improvisational techniques designed to heighten your concentration and focus on your role of the moment. In a relaxed atmosphere, participants will go through a series of 'on Stage' exercises and games designed to improve self awareness, listening skills, responsive-

ness, presentation, non-verbal and verbal communication, responding to situations that occur without warning, movement and posture. Managers, sales persons, professionals, business men and women — this two day programme is for you.

Compatibility and Beyond: An Exploratory Journey

In today's corporate world, the search for excellence is relentless and determined. It is a world that demands only the very best. Does this quest for excellence stop at the work arena? Does not our personal life merit the same quality of performance? There are some of us who are capable of sudden meteoric heights on the corporate ladder, but in the bargain, miss out on the rich experience of life. And there are others who are immersed in the good life and find the climb to success slow and arduous. The ideal median is as elusive as it is difficult, though empirical evidence points out that it is quite possible to have the best of both worlds. You are then presented with a choice. Fashion your life as you wish, redesign it or simply let it deteriorate into the mundane routine of making a living. How would you want to channelise your energy? How best would you want to make use of it? Here is a unique, yet realistic two day programme open to all couples.

ExecutEVE Development: Be a Sensitive and Supportive Partner

She is a woman confronted with conflicting values, clashing priorities and contradictory pressures. She is a woman who conforms to the socially expected image of dependent womanhood. But in the process, she negates her individuality, deprecates her self-worth and potential and denies herself opportunities for growth. If you are this woman: Discover the dormant personal ideals you cherish. Discard those obsolete patterns of thought, feeling and action. Examine a few relevant behavioural science concepts that will add new meaning to your everyday life, in family, society, or at work. Identify alternative options that will harmoniously integrate family commitments and personal well-being. We have in store for you, a two day programme.

Creative Selling: Grooming and Gearing for the Competitive Edge

Does your salesman come back with orders instead of excuses? Is he excited about his job? Does he bubble with enthusiasm like you do? Does he readily accept your attempts to motivate? Has he ever sat down and looked at himself? If the answer is 'No' to most of the above questions, you would do well to send him over to us for two days and watch the change in amazement. If the answer is 'Yes' you could still send him over to ensure nothing is old hat. This programme consisting of two modules of two days each, utilises an array of accurate insights from the fields of psychology, behavioural sciences and Transactional Analysis. It is a highly participative programme that reinforces the learning points through various experiential simulations.

TOWARDS
EXCELLENCE

Dr. Lily Neelankavil, Ph.D.,

BEFORE I SAY HELLO!

I am born a manager. In my roles as daughter, sister, wife, mother, trainer and consultant, I have always managed others or, at least, wanted to manage them. All my reading, learning, training and consulting have been centred around the realities of these "unmanageable" and "mismanaging" experiences of mine.

I believe that true and full living is based on the intra--personal dynamics, the interpersonal relationships and the basic perceptions of reality through which we integrate, evaluate and interpret people, events and things. I am also convinced that people are not totally at the mercy of either their heredity or their environment. They can modify both. Our programmes, at the Centre for Individual and Corporate Action, are anchored in this conviction and are aimed at facilitating awareness of one's own resources for individual and corporate action.

Compiling this programme material, I have gratefully borrowed various concepts and constructs from quite a few of my esteemed teachers and from other authors. I am indeed indebted to all of them. Although I do not claim originality for this work, I certainly do credit myself with adding some meaningful dimensions to these concepts and also with validating and adapting them to our own Indian social and organizational context. I also express my appreciation to all my counselees and the participants of various programmes, for demanding this reading material. Working with them has always been a mutually rewarding experience.

Whether one is at the bottom of the ladder or on top of the heap, attending this programme and reading this material can be a worthwhile experience and an unique facility towards excellence.

Lily Neelankavil

Contents

1. Introduction

Transactional Analysis (TA) is a rational method for analyzing and understanding behaviour and interpersonal relations. It includes a theory of "personality" and a theory of "social relationships". It offers a way to answer critical questions about ourselves and our lives: What is going on? Why is it going on? How do I change what is going on if I don't like it? In answering these questions, TA uses concepts that are easy to understand and are both appropriate and applicable to a wide range of individual and corporate situations. This is perhaps one of the most accepted applied behavioural strategies for individual and organizational development.

The whole concept of TA was originally authored, in 1958, by Dr.Eric Berne, a famous psychiatrist. The basic concepts are classified into four specific areas: Structural Analysis, Transactional Analysis, Game Analysis and Script Analysis.

Structural Analysis

This explains one's personality structure and the various ways in which it functions in day-to-day situations. It helps us become aware of what are known as our Ego States, which are the sources of our various thoughts, feelings and actions.

Transactional Analysis

This helps us in analyzing and classifying the elements of communication between individuals and their relationships. Naturally, it helps improve the efficiency and effectiveness of communication and fosters a mutual sense of well-being and growth.

Game Analysis

Repetitive and harmful patterns of communication, springing from ulterior motives, occur in social and work situations.

Identifying and dealing with them is the scope of Game Analysis. People tend to live their lives by constantly playing out certain games. To understand Why, How, and Where they do so, and then, finally, How to get out of these non-productive and frustrating interactions, is the ultimate aim of Game Analysis.

Script Analysis

A script is a life plan or a prediction made for the future, very much like a dramatic stage production that an individual is compelled to play out. Shakespeare says, "All the world's a stage, And all the men and women merely players; They have their exits and their entrances; and one man in his time plays many parts."

Script Analysis helps to identify the permissive and prohibitive messages, generally received in childhood, based on which people devise certain life scripts and live them out, both consciously and unconsciously. One can, indeed, break and rewrite these scripts to make them functional, valuable and enjoyable.

Let us now discuss in detail the above-mentioned areas, their meaning and relevance to our daily life.

2. *Structural Analysis*

We have three Ego States.

Parent Ego State: The TAUGHT concept of life

The Parent Ego State is made up of the attitudes, beliefs, opinions and prejudices we observed and learned from influential grown ups when we were very young. Our childhood perceptions and experiences are stored in our minds like video tape recordings. We replay them later, often using the same words, gestures and expressions, which those grown ups used so many years ago. The brain works like a tape to preserve the complete experience, in sequence, in the form of recognition. We also get parental messages from grandparents, elder brothers and sisters, teachers or other "big" people around us. The Parent Ego State is the part of our Personality which we have borrowed from others, mainly parent figures. When we are in our Parent Ego State we feel, think and behave as we have often seen our parents behave.

This ego state is active: for example, while raising our own children. Even when we are not actually exhibiting this ego state, it influences our behaviour as the parental influence performing the function of a conscience. The way we were affected by parental influence in our childhood determines the way we are now. This is known as the automatic part of the personality.

Can you recall some of the people who are responsible for your Parent Ego State?

Of course, many of us change our values and attitudes as we go through life, erasing old parent tapes and recording new ones. Nevertheless the importance of the parent Ego State lies not so much in the actual content of those tapes as in the way in which they are used.

While in our Parent Ego State, we may act in either a controlling or a nurturing way. Sometimes, parents treat their children in a loving way, speak kindly to them, offer shelter and protection, or take care of them in other ways. We call this nurturing behaviour. Such nurturing behaviour helps children grow. At other times parents criticize, make rules, give commands or punish their children. Since the main object of such behaviour is to control the child, we call it controlling behaviour. Because small children are repeatedly subjected to these two major forms of parental behaviour, they unconsciously copy these behavioral forms. Their Parent Ego State also develops these two major aspects.

Critical or Controlling Parent ← CP | NR → Nurturing or Nourishing Parent
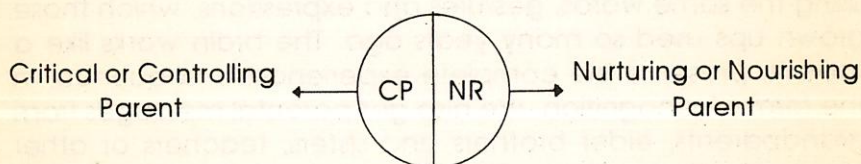
Critical Parent: The first function of the Parent Ego State is related to setting standards, establishing values and a pattern of morals to live by and pass on to others. When we act from this part of our personality, we become critical and strict; we blame, and sometimes punish and control, others. We use this part of our personality when we want others to obey us. When people apply their own standards to others, they often make rules and attempt to enforce them. Such behaviour is labelled "the Critical or Controlling Parent".

Usually, the Controlling Parent speaks in a loud, firm voice. All of us have parent tapes that can affect our job performance. Many of these tapes are helpful. They enable us to carry out countless routine tasks automatically without needing to think them through each time. But, sometimes, parent tapes can get in our way. Unless we make a special effort to become aware of our parent tapes, we respond to them automatically, without realizing that they are playing in our minds. As a result, even generally helpful parent tapes can

sometimes get in our way. This is because our Parent Ego State does not analytically examine the situation to decide whether a given parent tape is appropriate. So parent tapes are sometimes triggered automatically, in inappropriate situations. If we follow such tapes blindly, without thinking, our responses could be self-defeating.

Critical Parent behaviour is anything to do with "setting standards", "using authority", "being responsible", "making value judgements", "exercising control over others". These are very important and positive kinds of behaviour for, without them, we could not operate either as individuals, or as a group, or as a society. Unfortunately, the terminology describing Critical Parent behaviour has an emotive ring to it. Many people reject the thought of having a Critical Parent frame of mind. There is, of course, a less acceptable aspect of the Critical Parent, as indeed is the case with all the ego states. When this type of behaviour is used predominantly, or inappropriately, it is likely to have negative results and relationships will suffer.

Nurturing Parent: The second function of the Parent is relating to people in an understanding way. Behaviour such as caring, loving, nurturing and helping are all attributed to the Nurturing Parent. This part of the personality helps us develop meaningful relationships. At work, the Nurturing Parent can be seen in the manager who protects his subordinates.

The ability to be aware of, and use, nurturing behaviour is a necessary one. However, excessive use of this part of the personality can also have negative effects. To be over-nurturing is to smother people, block off their potential for growth and deny them some of their personal autonomy.

Adult Ego State: The THOUGHT concept of life

The Adult Ego State is the state of our personality which is known as our "wise self", or the managing or executive state of the personality. This helps us to decide, to reason out, to be aware of options or to have the ability to choose, to ask

questions and to stay with reality. The Adult Ego State is the computer of our personality — in go the facts, round they go and out pops the answer. This Adult Ego State could be described as the best computer on earth, as it has made all other computers: but no other computer will ever make an Adult Ego State. As a knife edge becomes rusted and blunt without use, the Adult Ego State also becomes rusted and blunt, if unused. The more it is used, the sharper and brighter it becomes. The Adult uses information in an objective way to evaluate both information and situation in order to make rational decisions. It operates within the reality of the "here and now" situation. This makes it very different from the other two ego states. The Parent Ego State makes its judgements and decisions on the basis of *taught* patterns of behaviour. The Child makes emotional decisions on the basis of feelings or avoids decision-making altogether. None of these behaviour patterns is necessarily appropriate to "here and now" situations. By using our Adult Ego State we are rationally assessing our options and estimating the probable outcome of our actions. In this way, we can minimize failure and increase the possibility of success. The Adult Ego State is divided into two parts:

Photographic Adult ←——| PA | CA |——→ Combining Adult
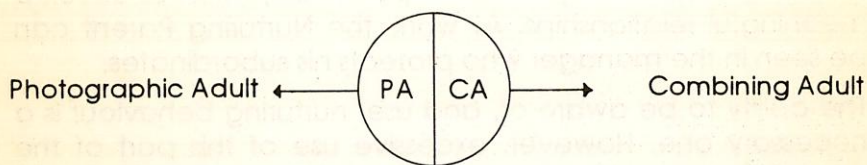
The *Photographic Adult Ego State* is the state which notices and takes a photograph of a situation; the *Combining Adult Ego State* is the state of our personality which combines the situation with facts and analysis before giving the decision or conclusion. In the Parent Ego State, we respond automatically; in the Adult Ego State, we appraise the environment objectively on the basis of past experience and respond analytically. While in the Adult Ego State, we are cool and

collected and make decisions unemotionally, based only on facts. Little children, too, have Adult Ego States. For example, when four-year-old Ramu says, "I bet Babu is home, I see his car", he is using his budding Adult and calmly estimating the probabilities based on facts.

The Child Ego State: The FELT concept of life

We are born with this ego state. It is known as the *free state of mind.* There is, within each person, a little boy or girl who feels, thinks, acts, talks and responds in just the way the person did as a child of a certain age. The Child in a person is not regarded as childish or immature (these are parental words), but as child-like, meaning like a child of a certain age. The important factor here is the age, which may be anywhere between two and five years in ordinary circumstances. It is important for the individual to understand his Child, not only because it is going to be with him all his life, but also because it is a most valuable part of his personality.
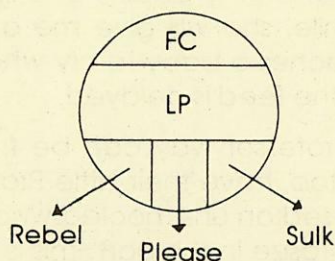
Natural Child: The emotions and the need for selfish gratification (often providing the motivation to stay alive) are still with us. When we act spontaneously and without holding back our feelings, we are in a frame of mind which we can call a Free or Natural Child. The Natural Child is spontaneous, energetic, feeling, curious, loving and uninhibited. It is that part of us which feels free and loves pleasure. When we are in our NC we transact freely and openly with others. NC is not always without fault. It can be self-centred, impatient and greedy. When we are in this part of our personality, we are

like new-born babies. We fulfil our needs in a very natural way and do not follow rules and regulations. Life would be boring without NC. Expressing our feelings and getting our needs met can have a very positive influence on our physical and mental health and well-being, especially if it is done in a way that does not harm others. However, to be totally selfish and unrestrained is anti-social and each of us has a pattern of behaviour to control our Free Child impulses.

Little Professor: The Little Professor is the thinking part of the child, thinking without knowing all the facts which are normally thought necessary. It is creative, intuitive and manipulative. With the Little Professor, a child psyches out a situation and seems to have an in-born ability to dream up new ideas, pull just the right strings to reach desired goals, intuitively sense what to do or how to solve a problem. As if by magic, the Little Professor is able to come up with unusual connections; put familiar things together in new ways and imagine new ideas, products and solutions. This is, in some ways, similar to little girls knowing that, "if I tease my daddy, he will give me a pat on my back"; and little boys that, "if I give my mom a smile, she will give me a smile or a kiss in return". Nobody teaches a baby to cry when he is hungry or to suck his thumb if the feed is delayed.

Thinking the Little Professor way can be free of rigid boundaries. Grown-ups, too, have their Little Professor. This part of our personality is based on unschooled wisdom. We imagine, day dream and fantasize in this part. This is a part of the personality which is frequently very active in poets, writers and scientists. For an organization, this function of an employee's Child Ego State is very valuable. It enables the organization to be competitive and operate successfully in the market place.

Adapted Child: Learning to control the Free Child is a necessary part of every young child's development. Without this self control, society would not function and there would be anarchy. The need to function as a member of a family, an

organization, or society, requires a strong Adapted Child frame of mind.

The basis for Adapted Child behaviour comes from the parental tapes we carry in our heads. These messages are internalized when we think: I should, I must and I ought to. This is not to be confused with the externalization of these messages, when the Critical Parent says to others; you should, you must and you ought to. The AC acts in patterns learned from the environment. Your AC is developed when you learn to change your feelings and behaviour in response to the world around you. It is through adaptation that we become socialized, are able to cooperate with others and live in groups. It is our AC that says "please" and "thank you" to customers. Compliance and politeness are functions of the Adapted Child.

On the other hand, to be excessively adapted and compliant is not healthy for the individual or for the organization in which he works. Over adaptation can lead to avoidance of decision making, an inability to stand by one's beliefs or to think independently.

Included in the range of Adapted Child responses is rebelliousness, for people frequently rebel in response to the wishes, intentions and opinions of others. Feelings of guilt, fear, anxiety, depression and envy are also characteristic of the AC. It is because of this that the AC, which is so helpful and essential in many ways, can also become the most troublesome part of one's personality: the part that gets in one's way. It is the part that may feel *not OK* if one is frightened when required to speak before a group; hurt when things don't go one's way at a meeting; depressed when one's work is criticized; anxious when confronted by important deadlines.

The child learns to adapt in different ways. It may do as it is told, or it may sulk or avoid the situation by withdrawing or procrastinating. Grown-ups may, on occasion, react in one of these ways. This part of our personality enables us to face

the world and survive. It is necessarily full of rules and regulations and, sometimes, we become fed up with these rules and regulations. The situation then becomes one in which we rebel.

Rebel: It has been said that a child rebels for the first time when he is two years old and for the last time when he is 16 years old. My own experience has been different: my children rebelled as early as five or six months, when they rejected their feed.

Please: Some people find it very difficult to say "no" to others. They always say "yes", but every time they do so, they give themselves a jerk and each jerk brings them down in their own estimation. When you always say yes you please others; but always pleasing others means killing yourself.

Sulk: This is the situation when we do not want to say yes or no. So we pout and shrug and say, "I do not know". This is when life becomes a burden. If I decide that I will neither share my feelings nor rebel, there is a possibility that, in the long run, I may think of committing suicide.

Developing the personality based on ego states

Each ego state in a personality has its appropriate time and place. To realize your full potential in a job, it is important to be able to move, with flexibility, from one ego state to another, depending on the current situation. For example, if you want to come up with new and creative ideas to solve a problem, the best ego state is probably the Child, especially your Little Professor. When you want to scrutinise your ideas and choose the best one, your Adult would be the best ego state. People who lack ego state flexibility tend to operate rigidly from one or two ego states, regardless of the situation, and do not use their whole personality. The first step to developing ego state flexibility is to learn to recognize which ego state is appropriate in a given situation. There can be no moral judgement to say one state is better than another. Dr Eric Berne has indeed stated, at one point, that the Parent

Ego State is no good. This he must have said because his own Child Ego State was strong when he made the statement. It is good to get into the Parent Ego State to nurture a child and to teach it discipline; it is good to get into the Adult Ego State to solve certain problems; it is equally good to get into the Child Ego State to have fun and to ensure mental and physical growth. What is important is to remember that no single ego state is the best. Beginning with this awareness, a person can develop a good integration of the three ego states.

The general atmosphere in a school, office, organization or family is based on the assumption that teachers, bosses or parents are in the Parent Ego State and have an excess of psychic energy in that State. Students, subordinates and children are seen as being in the Child Ego State. Thus the assumed relationship is

Parent to Child and from Child to Parent
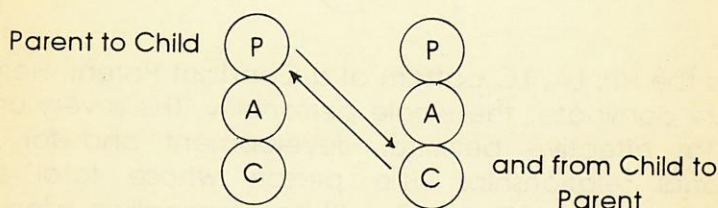
This is not a healthy relationship as it prevents successful and authentic results. (A — A) (C — C) is a relationship which is encouraging, productive and constructive; (P — C) (C — P) is a non-productive and destructive relationship.

Exclusion: In some people, the ego state boundaries may be so rigid that psychic energy may be blocked and unable to flow easily from one ego state to another. When this happens, it is known as exclusion of ego state boundaries. Unfortunately, with some bosses and instructors, as with some parents and teachers, the Parent Ego State, which criticizes and blames, appears to be excessively dominant. Such people are not well received by their subordinates and students.

I am here presenting the ego state boundaries and the various restricted personalities that may result, in order to emphasize that physical, mental and spiritual health means having all our ego states available, without any one state overwhelming the whole or being excluded from the whole. Here, when I use the terms HP or LP, I mean High Parent or Low Parent to indicate whether the Parent Ego State is dominant or excluded. The same holds good for the Adult (HA or LA) and the Child (HC or LC) Ego States. For example:

*A Constant Parent (Industrial Organizers Only)*

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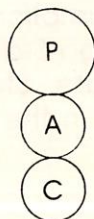
This is the HP, LA, LC pattern of a Constant Parent. Here, the Parent dominates the whole personality. This is very unhealthy for effective personal development and for inter-- personal relationships. The person whose total self is dominated by the Parent Ego State is basically guided by his beliefs, attitudes, opinions, prejudices, and is a slave of the past. He is either very caring or very bossy towards other people. He puts his moral principles above everything else and looks at life in terms of Right versus Wrong and Good versus Bad. A HP person is generally honest, reliable and kind; he is a solid citizen. He is unlikely to ever try to get away without paying his bus fare and is marvelous in a crisis.

Such a person takes it for granted that he knows what is the right thing to do. He assumes that he himself is always OK and that other people are not! He also assumes that other people need to be controlled and/or criticized and that they are dependent on him for help, instructions or orders. Other people react to an HP person from their Child Ego State and feel secure in his presence; they respect, they

comply, and they secretly rebel. The HP person often looks older than he actually is. The HP, LA, LC persons are the ones who are the industrial organizers. They follow the "we have always done it this way" rule, and expect others to follow it, too. They are not flexible or amenable to change.

A Bore Adult (Knowledgeable Professionals Only)

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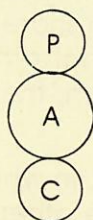
This is a bore Adult. The person whose total self is dominated by his/her Adult Ego State is basically unemotional. Lack of emotion makes such a person cold. An HA person is very rational and fair in his dealings with others. He is clear-headed, practical and knowledgeable; an intelligent conversationalist and marvelous in a situation which calls for weighing the pros and cons. Such a person prides himself on being "involved" and is impatient with those who allow their feelings to interfere with logic. He is objects-oriented and facts-oriented. Other people seek out the HA person for specific purposes, as when they need his professional knowledge, but otherwise find him dull. This kind of person has difficulty in working with others.

A Troublesome Child (The Infantile Personality)

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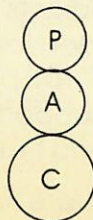
This is a troublesome Child. The person whose total self is dominated by his Child Ego State is, basically, impulsive. Such a person responds to life according to his feelings of the moment. He is usually excitable, nervous, charming, and fun-loving. Such a person often looks younger than he is. In the HC ego state, a person is unreliable and inconsiderate of other people's wishes and needs; he tends to manipulate other people. When he is in a good mood, he wants only the company of those willing to share his mood. When he is in a bad mood, he demands that other people nurture and indulge him. For such a person, the key question is: "Who are my friends?"

Unlike the above examples, in which the person stays in one ego state and excludes the other two, some persons favour the use of two ego states and exclude only one.

The Joyless Person (Industrial High Achievers Only)

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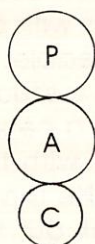
This is the HP, HA, LC pattern. Such a person is often among the industrial high achievers. When rationality is fuelled by the Parent, good results can be achieved; reasoning and experience are essential ingredients of success. But excluding the Child makes such a person lacking in joy, sorrow, spontaneity and insight. The HP, HA person develops symbiotic relationships. He does not support other people in their efforts to develop their Adult and Parent.

A Difficult Person (Love and Hate Policy)

The HP, LA, HC person excludes the Adult, resulting in a chronic condition of emotional turbulence and, in extreme

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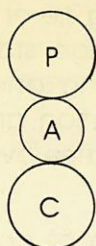
cases, of manic depression. This is a difficult person to work with: at one moment, he is hard working, moralistic, judgmental and authoritarian; the next moment, he wants to be liked, applauded and taken care of. Because of this love-hate behaviour pattern, other people have to be alert to the state in which such a person is, before they approach him.

Most Productive Personality (Charming Personality)

P

A

C

This, in one way, may be a most productive personality. When the charm of the OK Child adds intuition and creativity to the power of the Adult, great things can be achieved. When the Parent behavioural pattern is minimal and values are held in the Adult state, rationality can function at its best. Such a person supports others in their mental and physical growth and so achieves the goal of communicating and understanding. But a LP, HA, HC person, in excluding his Parent Ego State, can become uncaring of himself and of others.

Which type are you?

Contamination: A person whose Adult is integrated may, at times, revert to behaviour which originates in his or her Parent

or Child. A person in the process of integration accepts responsibility for everything he or she feels, thinks or believes. During this process, the ego states go through a series of changes. The clear thinking and reasoning of the Adult is often spoilt by contamination and, when this happens, the boundaries of the ego states overlap and two, or all three, ego states get mixed up.

Lack of clarity is one sign of contamination, usually of the Adult contaminated by the Child. The expression of prejudicial attitudes as absolutes, with the frequent use of words such as always, never, should and must, indicates contamination. An effective technique for getting free of contamination is to ask these sets of questions addressed to the different ego states:

To the Parent Ego State

1. What would each of my parent figures say about this problem?
2. What would each of them do?
3. What would each of them feel?

To the Adult Ego State

1. What facts do I already have?
2. What facts do I need to obtain?
3. What facts do I want?

To the Child Ego State

1. What are my revived childhood feelings about this problem?
2. What hunches do I have?
3. What are my uncensored feelings?

Usually, when we are faced with a problem and need to make a decision, we use only one pattern of logical thinking and do not allow our psychic energy to flow from one ego state to another. But according to Structural Analysis, we

take into account the view of each ego state on a particular problem.

		Yes	No	
P	Is it valuable or worthwhile?			
A	Is it possible or feasible?			
C	Is it enjoyable or likeable?			
	Total			solution

Lax Ego Boundaries: An open mind is very well in its way, but it should not be so open that nothing can be firmly kept in, or out of, it. The mind should be able to shut its doors sometimes. When this is not possible, there is a situation of lax ego state boundaries. People in this situation appear to suffer from a lack of identity and to indulge in slipshod behaviour. They have great difficulty in functioning in the real world and may need professional help.

Lesion Boundaries: A person who exhibits uncomfortable behaviour when sore points are touched is suffering from lesion of his ego boundaries. He may have been seriously injured in childhood by a single traumatic event or a series of unhappy experiences. When something rubs the sore spot, the old injury may break open, accompanied by an outpouring of strong irrational emotions.

3. Transactional Analysis

Now we will examine the role of ego states in interpersonal relationship. The theory of ego states deals with interpersonal dynamics as well as interpersonal communication. Communication between people can be visualized as one person's Parent, Adult and Child (PAC) talking to someone else's PAC. This duality is what makes the ego state important and powerful.

From the Transactional Analysis (TA) view point, conversations are made up of series of transactions. A transaction is the basic unit of communication, consisting of a stimulus, usually spoken, and a response to it. Study of TA helps us to understand the psychological aspects of interpersonal communication and relationship.

Complementary Transactions: When the transaction is complementary, the lines of communication are open. This is the first rule of communication. The communication can continue smoothly as long as the transactions are complementary. It is important to recognize the other person's frame of mind and know what sort of reply they expect from you; and if you complete the transaction by giving the expected response, communication will continue smoothly. Such a transaction is known as an open, continuous and on-going one. For example,

Where do I find the manager's office?
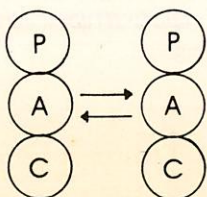
The third door on your left.

It's disgraceful! I've been waiting 10 minutes to get served.

P   P
A   A
C   C
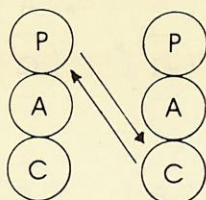
Oh, I'm sorry, I'll attend .to you right away.

These days, salesmen are so sloppy in their work.

P → P
A   A
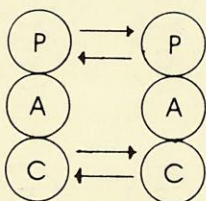
Yes, look at the sloppy way they dress.

I'm so excited about working with your team on the project.

C → C
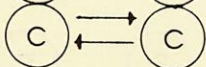
Yes, great we finally made it.

It must be tough to work when you are angry.

P   P
A   A
C   C
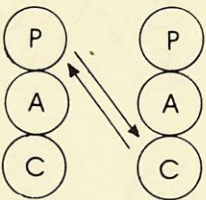
I feel like tearing up my proposal after getting this rotten memo.

Crossed Transactions: Transactions are not always open and on-going or continuous. Often the transactions get blocked. When this happens, the flow is stopped or diverted. It is an annoying fact of life that people do not always say what we expect them to say. They reply to us in ways which obstruct the smooth flow of conversation. Misunderstanding and communication breakdown follow. The person has replied from a frame of mind different from the one expected and the transaction is no longer complementary but crossed.

These kinds of responses only hinder effective communication; one or the other of the persons involved will have to switch over to a different frame of mind, for the conversation to have a successful outcome.

Where do I find the
manager's office?

P   P
A → A
C   C
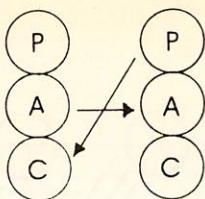
You have eyes;
you should look.

Where do I find the
manager's office?

P   P
A → A
C   C
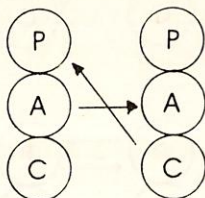
I don't know; I'm only
a clerk here.

Don't come late.

P   P
A   A
C   C
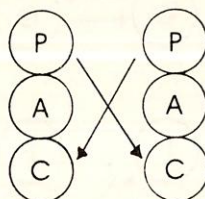
Even you come late!

Please explain this.

P   P
A   A
C   C
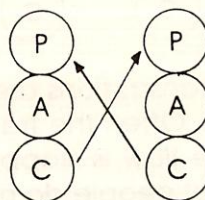
I have my own
headaches.

This gives us the second rule of communication. When the transaction is blocked, communication is likely to break down. Conversely, when communication breaks down, it is always as a result of crossed transaction. Crossed transactions are usually seen as a negative aspect of communica-. tion and this is likely to be so when the response is automatic (in Parent or Child). However, crossing transactions by

responding from the Adult can be an useful strategy in some situations. For example:

This report is terrible; it's all wrong.

What exactly is it that you think is not correct?
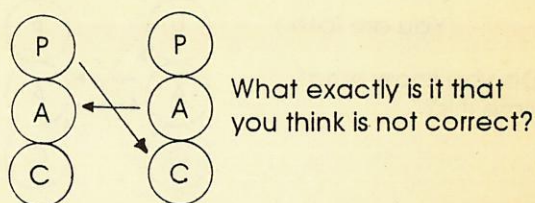
The likely result of this response is that the first person's Adult will be hooked and conversation will follow a more productive path. Additionally, by replying from his Adult the second person has avoided the possibility of being either apologetic or, more importantly, becoming emotionally involved by being rebellious. Crossed transactions occur quite frequently on the job. They lead to hard feelings and misunderstanding among people and also cut down productivity.

Hidden Transactions: Transactions discussed so far have been straightforward because the persons involved said what they meant. Very often, people don't say exactly what they mean. They say one thing, but mean something different. Their words have a different message. A hidden transaction is one where words do not carry the true meaning of the message.

The third rule of communication is that whenever a transaction has a double meaning, it is the hidden message that is generally acted upon. Teasing is an example of hidden transaction. For example, a man might say to his best friend, "Hello, I was hoping not to see you today"; and the reply might be, "I prayed for that, too". What they are really saying is: "I wanted to see you; I'm glad I have met you"; and the reply, "God heard my prayers". Cynicism and sarcasm are also, though not attractive, forms of hidden transactions.

The diagram of a hidden transaction has two sets of lines.

Solid ones refer to the actual words and dotted ones to the hidden message.

(You are late.)

Do you know what time it is?

It is half past ten.

(I don't care.)
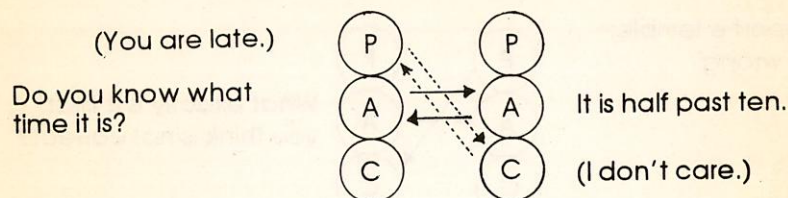
Breakdown in communication occurs when one fails to recognize the unspoken message, for it is the one that is meant to be acted upon. The important point about hidden transactions is that they are often dishonest because of their hidden content. If people want to relate to each other in a trusting way; communication needs to be as open and straightforward as possible. To analyze a transaction, we should consider such things as the physical setting, what has just happened, body language, and the tone of voice, etc, apart from the actual words used.

The TA approach depends on our intelligence, and on our ability to make a choice on the basis of all available date. With TA, the emphasis is on its use as a communication tool. For these reasons, TA is a non-threatening, interpersonal relationship model appropriate for organizations. TA can, indeed, provide people with a lasting tool for change.

4. Strokes

A major problem is how to motivate others for action. TA offers one of the most practical solutions to this problem, one which is closely related to our early development. Work in the field of child development has clearly shown that for babies to survive and grow, both physically and mentally, they need to be touched, fondled and shown recognition. This physical handling stimulates the release of growth hormones from the pituitary gland. Individuals who do not get this kind of recognition have been seen to be both physically and mentally retarded, often so severely that even death may result. Once past childhood, while the critical need for physical stimulus decreases, the basic need for other forms of recognition stays with us all our lives. Insufficient recognition of our existence may lead to depression, mental anxiety and illness.

It is a basic fact of life that each of us needs to be seen and recognized by others. We spend a large amount of our time giving and receiving recognition. To completely ignore a person and to act as if he or she did not exist is sometimes resorted to as a cruel form of mental punishment; to be starved of human contact is almost as bad as being starved of food.

Some acts of recognition have a negative effect on the recipient. This may range from a mutual feeling of discomfort to an intensely hostile feeling. Recognition which has the opposite result can also range from slight to intense pleasure. Furthermore, it has been noted that some recognition is totally spontaneous and given with no strings attached. Other recognition is conditional in that it is task related: something must be done or not done to elicit the stroke (recognition). This makes for four classifications of recognition.

Positive conditional:	"This is an excellent report, well done!" "Your time keeping is good now: keep it up."
Positive unconditional:	"I really like you." "You are fun to be with."
Negative conditional:	"Your work is sloppy; improve it or else." "Is this the best you can do?"
Negative unconditional:	"You get on my nerves." "You look a real mess."

Dr.Bowli, a W.H.O. scientist, came to this conclusion after much research: that children who grow up detached from their parents, especially from their mothers, lack feelings of brotherhood and cooperation. They are incapable of loving or of accepting affection from others. He also found that those who have no connection, whatsoever, with their parents, particularly during the first five years after birth, have adjustment problems. He further explains that those children who do not get enough love and attention in their childhood become schizophrenic and die of the disease marasmus. This conclusion provides evidence for the important role of strokes in the biological and psychological development of human beings. Lack of oxygen results in physical death. Lack of strokes, or recognition, means the psychological death of a person. Medical tests have shown that when we laugh or feel happy, a particular kind of fluid, known as Endorfin, is produced in the body; this helps mental and physical growth.

Frequently (and this is something I myself have noticed), we do not want to give positive strokes, or recognition, or appreciation, to people around us. There are different reasons why we may get blocked in our stroking pattern.

1. We should not

   We will not

   We want not to

   (P) (A) (C)
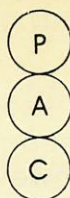
stroke others because we did not receive strokes when we were small.

2. We should not

   We will not

   We want not to

   (P) (A) (C)
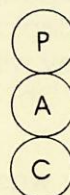
stroke, because of past experience; if someone has rejected our strokes earlier, we now fear further rejection.

   3. Resentment of certain facts, heavy work at home as well as at the office, fatigue, tension, etc.

   4. Cultural messages or injunctions against stroking:
      a. Don't stroke, you'll spoil her.
      b. Don't stroke yourself, be humble.
      c. Don't ask for strokes, asking is bad.
      d. Don't accept strokes, be modest.
      e. Don't reject strokes, be courteous.

Stroking brings change. This is true if the following factors are borne in mind.

   1. Stroke at the right time; don't postpone it.
   2. Stroke the positive aspect, not the negative.
   3. Stroke sincerely; don't be sarcastic.
   4. Stroke again and again; don't store strokes.
   5. Stroke at times of crisis; don't neglect others' feelings.

Notice how the conditional strokes are for *doing,* while the unconditional are for *being,* and are therefore more personal.

For most people, positive recognition is preferable to negative and unconditional recognition is more powerful than conditional recognition. However, because strokes are so essential to our well-being, it would appear that most people will accept negative strokes rather than none at all. In fact, many persons feel more comfortable dealing in negative strokes, mainly as a result of their childhood training, experience in schools and organizations. In such cases, it is not unknown for a person to display feelings of discomfort when given a positive stroke. They will probably discount the stroke by saying something like, "Oh, it's nothing, really", or "I could have done better".

Case example: When Tara was a little girl, she had been told by her mother: "If anyone says nice things about your clothes, you must reply that it is just an old dress." The rejection of positive strokes by Tara could lead to a drying up of strokes from those who met her because no one likes to have their compliments rejected blatantly. It is my firm belief that this sample concept of strokes and their classification is one that has more to offer us in terms of understanding human behaviour and motivation than all other motivation theories put together.

People need strokes, for a sense of survival and well-being on the job. In fact, strokes are a basic unit of motivation. Stroking patterns are directly related to management styles. Anyone who finds himself in a situation where he is getting consistently poor performance from a subordinate or group of subordinates would do well to consider his relationships in terms of the way he strokes the people who work for him and with him. When employees do not get enough strokes on the job, they will use a variety of techniques, some harsh, to make up their stroke deficit. For example, to fill up their stroke bank, employees may play psychological games. Good strokes humanize and improve the quality of work life.

When organizations are relatively small, strokes come easily. Employees are more often able to discuss their problems with their superiors, sometimes in an informal and personal atmosphere. They can bring up their problems and chat about how they are doing. They can get a more or less direct feedback of their performance. As organizations grow larger, however, employees become further removed from one another and from their bosses, and people begin to feel smaller. "Nobody listens; nobody cares" they complain! These feelings can be easily traced to a change in the stroke economy. As the organization becomes larger, strokes become fewer and more remote. Informal strokes become formalized into things like conferences and performance appraisals. Such strokes are alright; but they often lack the personal and genuine quality of more spontaneous strokes. Also, formalized strokes often mean few strokes.

Raising the criteria for strokes: The purpose of stroking is not to

1. manipulate people (this will have no effect); or
2. control people (relationships will be spoilt).

The purpose is to help them reach mutually agreed upon goals. Strokes are to be given sincerely and honestly. People sense when strokes are not genuine and then they reject them. So, stroke consistently at first, then intermittently. Don't suddenly stop offering strokes simply because you feel they are not needed any more. If you do this, performance may fall as suddenly.

Ear Shotting: Another useful technique for stroking performance is third hand stroking. When you give a third hand stroke, you do not talk directly to the person concerned; instead, you talk to a third party when the person you intend to stroke is within earshot. Hence the term Ear Shotting. Often, ear shotting strokes are used negatively, with negative results. Many parents ear shot in a negative way when they talk about their children's misdeeds in their presence. Husbands and wives also ear shot each other negatively.

Reminder for stroking: Yet another effective way of stroking others is to display a record of their performance. A displayed checklist, assignment sheet or chart, that shows that people are performing at a high level, can be a reminder to stroke them. (It can also remind people to stroke themselves.) Such a record gives both supervisors and subordinates a clear idea of what is expected. This helps avoid psychological game playing.

Ways of stroking: When we see performance that calls for stroking, it is also important to be aware of our pattern of stroking the other person's ego states. Sometimes, we do not distribute strokes equally. One ego state may get all the strokes and the others none. If we are fixed in a certain stroking pattern, we are often unaware of its consequences.

Traditionally, women get strokes for such things as appearance, cuteness, niceness, neatness, quietness: strokes for their Adapted Child Ego State. In contrast, men get strokes for such things as performance, leadership, decision making, achievement: strokes for their Adult Ego State. These cultural patterns for stroking continue in many organizations today, even though the roles of men and women have changed. Since everyone can now use all their ego states, it would be a good idea to become aware of stereotyped stroking and to move towards more balanced stroking of ego states.

Sometimes, supervisors complain that female employees are not as self-reliant, decisive, or logical as they should be. Sometimes men are described as insensitive and without feeling. Can you see how this may happen if the patterns are stereotyped, if only part of each personality gets recognition? It works like a self-fulfilling prophecy.

Non-verbal stroking/physical touch: We can also stroke others in non-verbal ways, including written words. The most direct, and often the most powerful, stroke is the kind that involves physical touch; a pat on the arm, shoulder or back, a hearty handshake or a warm hug. There are times when

physical touch is OK on the job; when it is appropriate and genuine, it adds an important dimension to the quality of contact between people.

Body Language: Our body also delivers messages without spoken words. We do not always realize that we are sending messages with our bodies by the way we use gestures, postures and facial expressions. *Eye contact* is an important aspect of body language. Often, just an eye contact results in either a positive stroke (which is also known as *warm fuzzy*), or a negative stroke (which is known as *cold prickly*). Have you ever felt chilled to the bone after someone gave you an icy glance, or happy when someone beamed at you with a twinkle in the eye?

When we give verbal strokes and body language strokes together, the messages should jibe with each other. For example, if you intend to give Ramsingh a warm fuzzy while complimenting him, yet you frown and look away, your intended compliment may well be perceived as a cold prickly.

Written messages: If you find it hard to say something warm or complimentary, consider expressing your appreciation through the written word. You may wish to stroke co-workers, subordinates, or even bosses, with brief handwritten notes. The added value of a written positive stroke is that the person who gets it can keep it and re-read it from time to time.

Gifts are another non-verbal way of stroking a person. We're not talking about buttering up or bribing someone, but about a spontaneous act of thoughtfulness or a planned honour for a service or for an outstanding performance.

Organizational stroking: It is not only individuals who have stroking patterns. Groups and business organizations are no exception. They praise certain kinds of behaviour and criticize or even ignore certain other kinds, just as individuals do. Organizations have an accepted monetary way of stroking people on the job. Bonuses and raises can be effective strokes for motivating employees to be responsible and

productive. Often, money paid to employees is a maintenance stroke. Of course, people need money to meet their basic needs. But once these needs are met, other values and other kinds of recognition become more important. To be most effective, money should be accompanied by strokes for personal worth and by an honest challenge to the individual.

Stroking for being: So far we have, almost exclusively, stressed stroking for performance. But it is also important to stroke people simply because they are there, because they exist. Such stroking is not only reassuring; it is also especially rich in feeling. It tells others that you know they are there and that you care about them as people. People need both kinds of strokes. If you stroke them only when they have carried out some specific performance, your strokes may be interpreted as plastic strokes, as cold manipulation; people will see right through them.

Subordinates who consistently get only performance strokes often say or feel things like: My boss comes and talks to me only when he wants me to work an extra night; that man just doesn't give a hoot about people, or what they are really saying; I would sure like some strokes for my Child; work seems better when it feels good to be here.

People who are stroke-deprived tend to grouch, to be lethargic and unproductive, sometimes even resorting to sabotage. But in a work situation where people stroke each other freely just for being, they feel better about themselves and about each other and are likely to put more energy into their work. Stroking others for being is also rewarding simply because it feels good to do it. If we stroke others with one hand while holding out the other for a return stroke, we will probably be disappointed. Although it is unwise to expect strokes in return for those we give, strokes do tend to boomerang. Often, you get more in return than you give. An excellent way to stroke others for being is to show them appreciation without any thought of modifying their behaviour.

5. *Life Position*

Every human being has an image of himself. We constantly look at ourselves in relation to the world and the people in it. Sometimes, a person will feel good about himself and confident of his worth. At other times, he will feel less confident, possibly even worthless. We look at the people around us and generalize that, in our opinion, they are acceptable human beings with a right to exist. But there are times when we feel that the actions and attitudes of certain persons are unacceptable and, therefore, we devalue those persons.

Regardless of changing opinions and attitudes about oneself and others, each person has one particular image of himself which will predominate and which will certainly be apparent in times of stress. The basic and favourite self-image is the one that a person adopts in early childhood and tends to operate from throughout his life. A person's self-image is formed as a result of the treatment he receives during childhood and his perception of the world at that time. By the time the child enters school, he has a *life position.* A child who lives in a family where he is encouraged, loved, and given mainly positive strokes is likely to come to the conclusion that as a person he is OK. He is likely to see the people around him, such as his parents, relatives and siblings, as OK people, too.

On the other hand, a child who is being constantly criticized and punished and given mainly negative strokes may well conclude that he is a worthless person and, therefore, not OK. He will probably have a similar opinion of those around him. The early decisions we make about ourselves and those around us, in terms of our being OK or not OK, offer four alternatives ways of relating to the world. These are called basic life positions and are illustrated here:

YOU'RE OK

Get away from (Depressed)	Get on with (optimistic)

I'M NOT OK ← → I'M OK

Get nowhere (Despairing)	Get rid of (Distrustful)

YOU'RE NOT OK
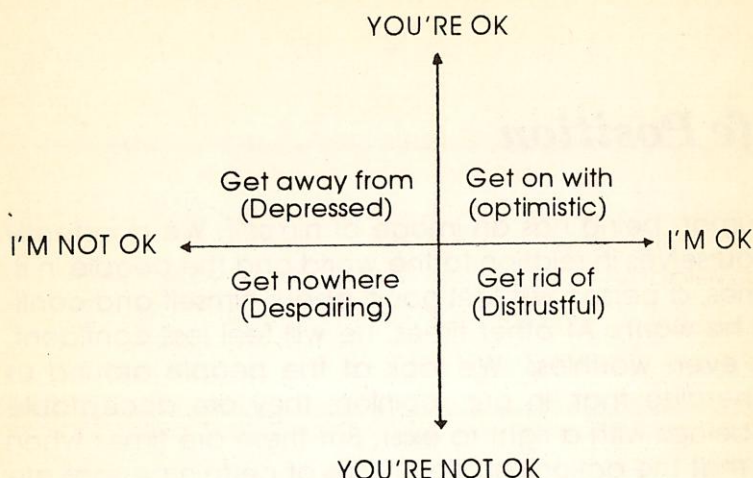
The concept of life position expresses the way an individual relates to others, in terms of thinking, feeling and behaving, at a given time. Some people have one position that is dominant and enduring in their relationships; others seem to change positions continually.

1. "I'M OK — YOU'RE OK" (Get on with): This is called the healthy position. People are born with this life position. Those who continue to occupy this life position have an optimistic and confident attitude towards self and others. Being in an "I'm OK — YOU'RE OK" position does not mean we see the world through rose-coloured glasses. It is more of a realistic assessment of the situation. It means: "In my opinion, I'm OK in spite of my deficiencies. I will neither punish myself for these deficiencies, nor will I totally ignore their existence. Other people, too, have deficiencies but this does not mean that they are second-class citizens and cannot be trusted." OK-OK people are happy people and exchange strokes freely, work with each others' collaboration and with mutual respect, and face problems constructively. They are also able to play together and have fun. Criticism and conflict, when tackled from this OK-OK position, are more likely to have a satisfactory outcome. The underlying message would be: "I care enough about you to fight and argue with you";

rather than: "I am criticizing you in order to make you feel bad and put you down". OK-OK makes it possible for two persons to state their needs and wishes and come to agreement on how to achieve their goals. In a boss-subordinate situation, if the subordinate feels I'm OK and the boss is OK, work can be done exploring new experience and attaining greater achievement. Development of good feelings, associated with positive stroking, will contribute to healthy personal development.

2. "I'm not OK — YOU'RE OK" (Get away from): This is called the depressive position because "I'm not feeling OK" is associated with so many bad feelings. In this position, people do not accept themselves, become and prove themselves inadequate. This is a very commonly observed attitude. A person demonstrates this self-image when he feels depressed and powerless and in some way inferior. The person who sees himself as not. OK will be self-depreciating and will readily accept from others the criticism and negative strokes that they may give him. Such a person also demonstrates "not OK" feeling when he discounts the positive strokes that other people give him and says things like: "I could have done better; this was just luck." This may be everyone's early childhood position. It probably arises from the helplessness of the small child who observes that big people know everything and can do everything, and contrasts this with his own powerlessness. When a person takes this position, life's tasks seem hopelessly difficult. He lacks the courage and confidence to try new tasks. Such a person will avoid confrontation with his problems, with other people and with himself.

Virtually everyone experiences "not OK" feelings at some time, either in certain situations or in relation to certain people. The important thing to remember is that this is an attitude and not a reality. We do not go through a quality control system at birth which says this person is OK and this person is not OK.

Case example: Ramsingh is a man who had a very unhappy

childhood. Neglected by his mother and almost totally ignored by her, he developed a self-image of being worthless and of no importance. In adulthood, Ramsingh finds every possible opportunity to discount his own ability which is, in fact, measurably good. He felt most uncomfortable when, by virtue of his job requirements, he was given a company car which he felt he did not deserve.

Case example: Ramesh was a senior executive in a multi-national organization. He was sensitive to the fact that his boss could speak six languages and most of his colleagues could speak at least two, while he himself had no language ability. This caused him great concern and was a continuing source of self-punishment. For a long time, he refused to face the reality that his company had hired him for other qualities which his colleagues did not possess. He chose, instead, to see only his own deficiency and to exaggerate his not OKness.

3. "I'm OK — You're not OK" (Get rid of): This is the distrustful or paranoid life position. A person in this position finds it difficult to give positive strokes. He gets angry, sees other people as inferior, unworthy, incompetent and wrong; he puts others down. When I'm OK and you're not OK, I will be suspicious of you. This position suggests attitudes of superiority and distrust. A person having this self-image is more likely to operate from the Critical Parent than from any other ego state. The Nurturing Parent frame of mind can also suggest the same basic philosophy, with the underlying message: "You're not OK, so I will look after you."

It is my belief and it is increasingly confirmed that, unfortunately, the most common style of management in many organizations is one which supports the belief that people are not OK and cannot be trusted. In society in general, it is only criminals and mentally ill persons who are seen as not OK and are got rid of by being sent to prisons and hospitals. In an organization where a boss feels a subordinate is not OK, the boss will be inclined to try to get rid of him. The boss feels the subordinate should not belong to that organization;

perhaps he should be sent for some special course. When the subordinate takes up the I'm OK — You're not OK position, he will also feel justified in indulging in "get rid of" behaviour. He cannot easily get rid of the boss. More likely, he will try to escape from him by asking for a transfer, taking leave, staying home from work, creating disturbances, not obeying instructions, doing the wrong things and, in the end, shifting to a "nowhere" position.

Case example: Chandra was a supervisor who believed it would be wrong to trust his subordinates and give them positive strokes because they might see it as a weakness and take advantage of him. His negative stroking patterns resulted in an unhappy working atmosphere and a high labour turnover rate.

4. "I'm not OK — You're not OK" (Get nowhere): This is sometimes called the schizophrenic position. It means that the individual has given up and sees life as being no good. In this position, a person is confused about his own life. He has no aim. His thinking is: life is pointless, why bother? What is the sense of it? There is no way to make it in life. A child who is getting nowhere can go to extremes to escape a world which appears scary. He may play stupid so effectively that he is diagnosed as being mentally retarded; or he may really go crazy to escape what he perceives as intolerable demands. In organizations, bosses sometimes shift from the I+U- or I-U+ position to the I-U- position; they may have a nervous breakdown or end up in a mental hospital.

Fortunately, this black outlook on life is not very frequently encountered. Although most of us do experience being in the doldrums at some time or the other, we very soon shake off such feelings. In situations where a person demonstrates this self-image for any length of time, he or she is likely to show extreme apathy and do very little productive work.

6. *Time Structuring*

Here is another important and interesting topic which is very useful to all of us. If I ask myself the question, what will I do with my time on earth? I will come up with a long, wonderful list. So will you, if you ask yourself the same question. Different people choose to structure their time in different ways. This brings us to another question: Why do we structure our time? What is the need to structure time? Children often ask "Mama, What do I do next?" I have heard adults say, "What are we doing this weekend?" or even, "I hate my job because there is not enough to do."

Being bored for a long time hastens emotional and physical deterioration in much the same way as inadequate stroking does. To avoid the pain of boredom, people seek something to do with their time. This, says Dr Eric Berne, is a major existential problem facing man. There is a need to structure time. Some kind of time structuring helps people feel OK and makes others who relate to them feel OK as well.

Withdrawal from others

$\left(\text{P}\right)$ Copying Parental Behaviour

$\left(\text{A}\right)$ Rational Adult Decision

$\left(\text{C}\right)$ Child's Training
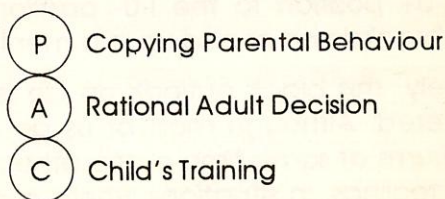
Withdrawal behaviour can come from any of the three ego states. Sometimes, withdrawal is a rational Adult decision: people need time to be alone, to relax, to think their own thoughts, to take stock of themselves. Withdrawal can be

healthy. Sometimes, a good fantasy is a better use of time than listening to a boring lecture!

Withdrawal is sometimes based on copying parents; i.e., a person imitates parental behaviour. For example, I have seen that my mother, when she wanted to withdraw, would spend more time in the kitchen, cleaning or cutting. I also do this sometimes.

Withdrawal can also take place from the Child Ego State. This is often a replay of a person's childhood adaptation arising out of the necessity for protecting the self from pain or conflict. It can also be the result of training. When a child is trained to go to his room and shut the door and told, "and don't come out till you have a smile on your face," he learns to withdraw either physically or psychologically behind a forced smile. Withdrawal is defined as physical or mental disengagement from relationship. Quite obviously, when someone leaves a meeting or walks away from a conversation and goes off by himself, he is withdrawing; as long as he stays by himself he will not be in a position to receive strokes from others. A less obvious pattern of withdrawal is when someone mentally switches off from a conversation and closes out the other person or persons involved. When this happens, the person virtually stop listening. While it is quite normal to daydream or woolgather occasionally during conversations and meetings, a propensity to do this often would be cause for concern.

Carry out rituals

These are stereotyped and predictable complementary transactions. They follow a set pattern and a consistent number of strokes are exchanged. The most common rituals we engage in are the morning and evening social greetings and farewells. Rituals provide maintenance strokes which are necessary, but not particularly powerful. Many rituals of this nature grease the wheel of social interchange. They provide strangers with a way of getting to know each other and come close to each other.

Engage in pastimes

Pastime transactions are those in which people pass their time with one another by talking about common subjects such as the weather. Old men sit on a park bench and discuss politics: "The government ought to straighten out this mess." Another remark that sets off a common topic of discussion is, "Aren't kids terrible, nowadays!" People may thus exchange opinion after opinion, with a total disregard for the facts, and enjoy every moment of the conversation.

Pastimes are relatively safe. These superficial exchanges are often used between people who do not know each other well. Men talk about their jobs, cars, sports, or the stock market; women pass the time talking about recipes, children, home decoration. In such transactions, the participants do not join at a deeper level of interaction.

Carry out activities

An activity is undertaken with an objective or goal in mind as, for example, with painting, gardening, cooking, teaching or writing. People deal with problems, gather information, compute, make decisions and act accordingly. Some of the most rewarding experiences in life occur during activity. However, when a person is fully engrossed in activity, he may inadvertently damage a family relationship or friendship. On the other hand, if he does not spend enough time on activity, life can seem useless and a bore. Some people manage to become involved in activities which are unpleasant and painful. This may result in bad feelings about themselves and about others. Activity is getting done something which a person wants to do.

When the activity comes to an end, the person feels empty, restless, or useless. This problem comes into sharp focus when certain time structuring activities, such as caring for a child, going to school, or doing a job, come to an end.

(Parent Ego State)
Have to do   P

                    A   (Adult Ego State)
                               Need to do
(Child Ego State)
Want to do   C
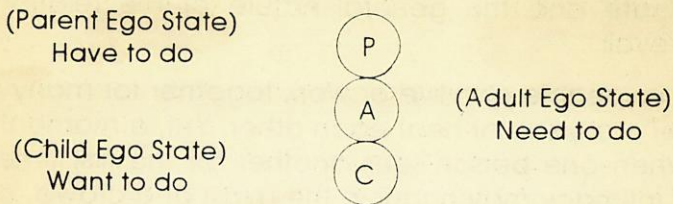
Experiencing intimacy

Intimacy is a deeper level of human encounter than rituals, pastimes and activities. Intimacy is free of games. It occurs in those rare moments of human contact which arouse feelings of tenderness, empathy and affection. Such affection is not just a warm sensation; it involves genuine caring which is not based only on appearance.

Intimacy can also be seen as time spent on relationships where the persons involved are being open, trusting, sharing and caring towards each other. It involves acting in an autonomous manner and allowing the other person to do the same. It also requires a degree of emotional involvement and a willingness to make yourself vulnerable. Because of this, intimacy is usually reserved for only one or two persons in our lives.

To many people, intimacy is scary and something to be resisted at all costs. This accounts for the high degree of game playing in many relationships. The strokes available from intimate relationships are positive, frequently uncondi-tional and very powerful.

It seems to me that, in organizations, most of our time is struc-tured in ways other than those involving intimacy. While this is completely understandable, the positive outcome of trusting relationships where people see each other as OK cannot be too highly rated or too often emphasized.

Obviously, organizations pay people to structure their time in

activity. Where it is found that intimacy is not the case, managers may care to examine the stroking patterns which predominate and the general nature of the relationships which prevail.

Sometimes people can live or work together for many years but never really see or hear each other. Yet, a moment may come when one person sees another for the first time. The sense of intimacy may occur in the midst of a crowd, or in a continuing friendship at work, or in a marriage relationship.

7. Game Analysis

Most of the popularity that TA enjoys today is probably because of its games. These games are not the sports that many of us engage in, but psychological games, a series of ongoing transactions with an ulterior message. These transactions conclude with an emotional payoff — hurtful stroke — which, in turn, reinforces an old decision that either "I'm not OK or You're not OK". Games are usually played without our awareness, and in our blind areas. When we feel bad as a result of games, we may smoulder or sulk and store our feelings in the Hidden Areas. Most games cause a certain amount of discomfort and perhaps generate bad feelings.

When people play games they do things like: fail to come through for others; pass the buck; make mistakes; complain; dote on their sorrows and inadequacies; catch others in the act.

When people play games, they are not really talking about what it sounds as if they are talking about. The hidden motive discounts the players. The person with whom the game is played collects negative strokes. He or she gets hurt. The problem goes unsolved.

Psychological games limit productivity. Structuring work time with psychological games not only decreases the problem-solving capacities of organizations and bosses, but also inhibits their full productivity. A boss who could be productive diverts his psychic and physical energies from getting the job done, making decisions or solving problems to playing games. Awareness is focussed on past events rather than on the current reality of the work scene. If the reality of the situation goes unperceived, the problem goes unsolved. Games played in organizations are not necessarily different from games played at home.

Games have motivating force. Psychological games appear

to have an "advantage". However, most of what occurs in a game is destructive, at least to some degree. Naturally, the intensity with which people play games varies.

1. Games are a way of filling up time. Structuring time is a basic human need. If time is not structured, a person suffers boredom. Boredom encourages physical and mental deterioration. A boss who is bored with his job is more prone to psychological game playing than one who is not.

2. The need for strokes is universal. We all need strokes to survive and negative strokes are better than none. People get strokes from playing games, though these strokes are negative. If the work environment is void of positive strokes, a person has a greater need to play games.

3. Games are played to strengthen psychological positions. Ultimately, they are played to put ourselves down or to put others down. Most of us occasionally assume the "I'm not OK" position and arrange our worlds to confirm it.

4. Psychological games assist in avoiding or regulating intimacy. When bosses and subordinates are engaged in game playing, they avoid an authentic, honest, or open encounter. Some bosses and subordinates discourage openness and honesty. Authenticity on the job can be foiled by game playing.

Some common games

We will now look at some common games played on the job. As you become familiar with them, you will learn to recognize them if they occur in your organization. Recognizing a game is the first step to giving it up.

1. Yes but or Why don't you?

This is one of the most commonly played games in organizations. It is a way of putting people down quite frequently without their being fully aware of it.

There is a special payoff, if the game puts others down. In this game, the initiator of the game lays out a problem. The problem is the hooker. The complementary hand is giving advice or a possible solution to the problem. On the plausible Adult to Adult level, the transaction appears to be

I'm your boss, how can
you give me suggestions?

I have this problem,
I would like you to
help me solve it.
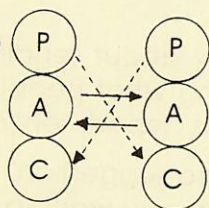
I'm only trying to
help you.

Yes, I have some good
ideas to help you solve
your problem.

Another way of seeing this is

I'm only trying to you
help you.
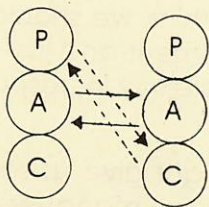
Parents aren't
always right.

The initiator of the game is actually saying, "I have this problem, you just try to help me solve it and I'll put you down." If hooked, the responder may continue to offer solutions for a long time in the effort to help the other person. Players often structure time in a business meeting to play their games. The dialogue may look like this:

Mr.K.: I have called this meeting so that we can discuss the problem of absenteeism in our department. Within the last ten months, there seems to have been very irregular

attendance and it is my belief that something is wrong that we need to work out.

First responder: I think there is a need to revaluate our rules about when people have to be at work. We have had a very rigid policy about people being here at a certain time, whether it is essential to their job or not.

Mr.K.: Yes, that is a good suggestion. But it seems to me we are letting people get away with far too much already. It is part of workers' discipline to be here on time. If I let one person come in late just because it does not seem important that he should be here at 8.30, then I am going to have everybody on my neck.

Second responder: How about sending out an anonymous questionnaire and seeing what people say about how they feel about working in this department?

Mr.K.: Again, a very good suggestion. But it seems as if every time we have a problem, you want to do some kind of study. With the last one we did, we did not come up with any data to help us solve the problem. I don't know why you think it will work this time.

Third responder: Well, I think we should call a general meeting of the whole department and just put these facts on the line and see what people say in response. Maybe we could open them up.

Mr.K.: Well, yes, that might give us some feedback. But, on the other hand, we are the managers and supervisors of the department. We certainly ought to be able to put our heads together and solve this problem without having to call in everybody. What a waste of time!

When everyone has given up offering any ideas to Mr.K., he has won the game. Underneath, the kid in him (the Child Ego State) may experience a sense of triumph that, once more, he has proved that "Parents can't tell me everything".

"Yes, but" can consume a great deal of an organization's time. Problems that need genuine solutions go unsolved.

Energies are invested in playing the game rather than in the solution of the problem. Learning not to be hooked into an "Yes, but" can save a lot of company time. The classic antithesis is to refuse to offer advice or solution. If a player starts the game with, "I'm having a bad time getting these clerks motivated to take more training", the responder may withhold suggestions with, "that can be tough, what are your plans?"

I'm having a bad time
motivating these clerks
to take more training.

That can be tough
(Nurturing)

What are your plans?
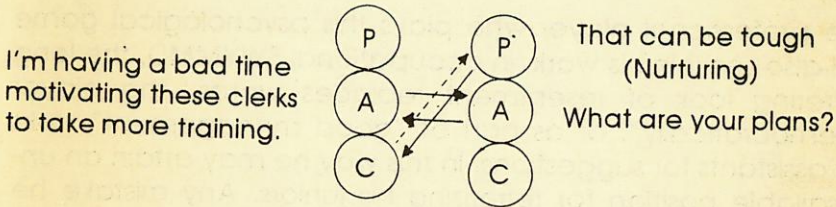
2. See what you made me do

This is a common blaming game. The person who plays this game makes a mistake in the presence of another person and then blames the other person for that mistake. For example, a lab worker is working on a slide as the supervisor approaches. Just as the supervisor looks over his shoulder, the lab worker drops the slide and breaks it. Rather than accepting responsibility for the mistake, he turns to the supervisor angrily, and says, "see what you made me do (SWYMMD)". Another common version of the game is the typist who makes a typing mistake when the boss walks by and says, SWYMMD.

The individual who plays SWYMMD is often a collector of angry feelings about others and feelings of inadequacy about himself. Sometimes, however, the person is collecting feelings of self-righteousness and purity: "Nothing is ever my fault; it's always yours." This is similar to the disclaimer for not OK behaviour: "The Devil made me do it."

This kind of blaming often leads the person to isolation. After many such encounters which result in their being blamed,

other people tend to avoid the player. In a work situation, such people may be more productive if they are semi-- isolated and not subject to a great deal of supervision.

SWYMMD may also be played between parents and children. Unfortunately, it is a game which is only too easily learned by young children, so that it is easily passed on from generation to generation. The underlying satisfaction and advantages are more clearly demonstrated when it is played more seductively.

The professional player who plays this psychological game will also use it in his work. In occupational SWYMMD, the long suffering look of resentment replaces words. The player "democratically", or as part of "good management", asks his assistants for suggestions. In this way he may attain an un-assailable position for terrorizing his juniors. Any mistake he makes can be used against them by blaming them for it. Used against superiors at work (blaming them for one's mistakes), it becomes self-destructive and may lead to ter- mination of employment or transfer to another unit. In that case, it is a component of "Why does this always happen to me?" with resentful people; or of "There I go again" with depressives.

3. Let's you and him fight

This game involves at least three hands. One person goes to a second person and attempts to engage the second and a third person in an argument to prove (ulterior motive) that my boss trusts me better than you, I am closer to my boss and better than you. To illustrate:

Thangaraj was unhappy and complaining loudly to a co-worker, about the inordinate amount of overtime he had to put in. He complained: "This is the third night in a row that I've stayed on after work." A co-worker, Ramsingh, listened for a while and then began to encourage Thangaraj to go and have it out with his boss. He prodded him with: "I know

the ropes here and I'll help you. There's no reason for you to stay late night after night and get nothing out of it."

This kind of encouragement to confront the boss went on for about twenty minutes. Finally, Ramsingh was successful in rousing Thangaraj. Together, they went down the hall and knocked on the boss's door. When they got inside, Thangaraj began his complaint about all the extra work he had done without any reward and how he was fed up with it. Ramsingh chimed in occasionally with: "That's right", and "We have a committee to take care of this kind of problem. Employers have no right to exploit their employees, especially a sincere worker like Thangaraj."

The boss was puzzled by this confrontation. He seemed particularly upset when he showed Thangaraj a memorandum on his desk which stated that he was being considered for a promotion. There was a statement of appreciation for his dedication and hard work, sometimes even without additional pay. At this point, Ramsingh turned with a quizzical look on his face and said: "Thangaraj, I was trying to help you." In this particular instance, the dynamics of two games were skillfully combined. It started out as "Let's you and him fight" in a three-handed manner, and ended with Ramsingh being an "I'm only trying to help you" player. Rather than sitting back and smirking at the others for acting like fools (which is what a typical "Let's you and him fight" player does), Ramsingh was there to collect his kick for being a Phoney Rescuer. As a consequence of this encounter, Thangaraj's promotion was delayed by six months.

4. Phoney roles

To learn more about how to identify games, let's analyze them in more detail. Game players usually assume one of three basic roles:

Victim, Persecutor and Rescuer. We have capitalised these phoney, play-acted roles to distinguish them from genuine situations. Some people are victimized in a very real way by

others. For example, they may be victimized personally or politically, or discriminated against on the job. In such cases, they are real victims. However, when referring to a person who plays a part and manipulates others to help fulfill that part, we capitalise "Victim" to show that we're talking about the role, not the reality. Here are descriptions of three basic roles.

Persecutors are people who make unrealistic rules, enforce rules in cruel ways, pick on "little guys" rather than on persons their own size.

Victims are people who provoke others to put them down, to use them and to hurt them; send "helpless" messages; forget when it is convenient to do so; and act confused.

Rescuers are people who offer a phoney helpfulness to keep others dependent on them; don't really help others and may actually dislike helping; work to maintain the Victim's role so that they can continue to play Rescuer.

Players of psychological games often switch back and forth in their roles. For example, the Victim will sometimes tire of being stepped on and will suddenly become the Persecutor. Similarly, a person who enters a game as a Rescuer may suddenly find that he or she is the Victim.

KARPMAN'S DRAMA: An useful concept to help us identify game situations is the Drama Triangle. It shows how people are likely to be in one of three roles while playing a game. The roles are Victim, Persecutor and Rescuer. In any dynamic situation involving two persons in any of these roles, there are likely to be quick role switches, as illustrated in the diagram below.

```
I+U-  ·P  _____  R  I+U-
CP,RC                                  NP,PC
       \                            /
        \                          /
         \                        /
          \                      /
           \                    /
            \                  /
             \                /
              \              /
               \            /
                \          /
                 \        /
                  V  I-U+ AC,SC
```
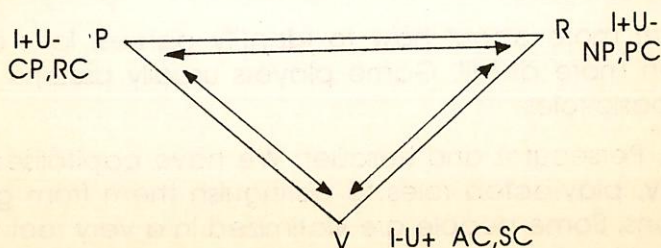
Players of psychological games often switch back and forth in their roles. An example of Drama Triangle behaviour would be when a person operates from Critical Parent and is seen to be persecutory. The Victim involved is likely to suffer a certain amount of this treatment, but will finally switch to Rebellious Child behaviour. When that happens, the participants have changed roles; the Victim becomes the Persecutor and the Persecutor is then the Victim.

Similarly, a person who plays "I'm only trying to help you", which is a Rescuer role, experiences the outcome of being rejected. At that point, the Rescuer becomes the Victim and the Victim becomes the Persecutor. Another common situation is for the Victim to act helpless and attract the attention of the Rescuer. The Rescuer gives aid and assistance until, frustrated by the Victim's total inability to do anything for himself, he switches to the Persecutor's role.

5. Wooden Leg

This is a cop out game played to avoid fulfilling work requirements. The person who plays wooden leg uses a physical or emotional handicap, which in itself may be real enough, as an excuse for lack of performance. The attitude is, "What can you expect from a poor person with a wooden leg?"

An example: A worker said: "If I work too long under these lights, I get a terrible headache." This person used a susceptibility to headaches to manipulate other people to finish the job. Another person, who was having a hard time holding down a job, lamented when counselled: "What can you expect of me, I come from a broken home." With this play the expectation was that the supervisor should feel pity and not expect good job performance.

One person played this game quite literally when he broke his leg and, after a stay at home, returned to work. He was well able to move around, but he used a cane. He also used his "disability" to manipulate people around him into doing things for him. He sat behind his desk with his cane hanging

in front of the desk, in full view of the workers. Looking up woefully when someone went by, he would ask the person, in a pitiful tone, to run an errand for him, get him a file, put something back in its place, or bring him something. Needless to say, his fellow workers collected feelings of anger and resentment against him. These feelings were cashed in when an officer was transferred and there was a farewell party. He was not invited because (as he discovered later) it was too far for him to walk!

People from deprived backgrounds may learn to play this game well. They use their early life experience as an excuse to under achieve, or to refuse training opportunities, or to discontinue a programme. The use of "wooden leg" in this manner accounts for a large number of job losers.

A person who plays "wooden leg" wants to be excused from work and responsibility. Such a person often has a burden to bear in the form of a physical or social handicap. But he takes advantage of the handicap and uses it as an excuse.

Some common excuses are: I am too short; I am too tall; I wear glasses; My ears are extremely sensitive to loud noises; I never learned to read very well; I have never done that before; I come from a poor home; I have always had a bad memory.

6. Some games reinforce self-negation and self-pity: (i) Kick me; (ii) Stupid; (iii) Schlemiel

(i) *Kick me:* "That was a terrible thing for me to have done." "I have been kicking myself all day for that." Such players invite, manipulate and provoke others to kick them. "Kick me" players prefer people who will kick them.

(ii) *Stupid* is a variation of "Kick me". There is provocation, manipulation and invitation to put the player down. However, in this game, the put down involves the person's brain, i.e., literally calling the person "Stupid". "Stupid" players have learned to negate their own intelligence and to seek negative strokes from others.

One woman who played a very hard game worked as a receptionist and secretary. Her boss came in, one day, in a great hurry, saying: "This report has to reach the head office the day after tomorrow. Stop whatever you are doing and see that this gets in the mail by four O'clock." The secretary became a little flustered but dutifully promised to put aside everything else and get the report out. Two weeks later, there was a great to-do at her desk. She was fussing aloud: "How could I have done this? What a stupid thing to do when it was so important!" The boss discovered that she had just found the envelope containing the report in her desk, where it had been lying for two weeks. As the secretary had expected, she got a comprehensive scolding for her stupidity. She acted out her game of "Stupid" in other ways by filing things in the wrong places, placing letters on the wrong desks, sending in coffee at the wrong time, etc. This young woman is likely to play her game so hard that, unless some therapeutic change occurs, she will be kicked out of her job for being too stupid to handle the work, thus fulfilling her "loser" script compulsion.

Such behaviour fits in with the "Now I've got you" game. In this case the boss makes no attempt to resolve the problems raised by each occurrence of stupid behaviour, but saves up "anger stamps" with each such incident. After a certain number is collected, the boss feels justified in saying: "One more mistake, and that's it. She's fired!"

(iii) *Schlemiel* is a game related to the games of "Kick me" and "Stupid", but the expected payoff is different. The payoff sometimes fulfills a secret wish of the player: "Somebody loves me, no matter what I do or how bad I am."

A young man was transporting a new piece of equipment from one table to another. In the process, he dropped it. He then went into a long performance about how dumb it was of him to do such a thing. "Here is a new piece of equipment worth several thousand rupees. No one has even had a chance to use it; and I am so clumsy that I've dropped it and broken some important parts. How could I do such a

dumb thing? I don't know how people can stand to have me around here."

This young man's pitch was not aimed at obtaining a kick or a scolding. He was asking for something else. He was asking for forgiveness. His expectation was that if he put on a pitiful enough act, if he came across as remorseful enough, someone's Nurturing Parent would eventually say to him, "Don't worry about it, Ramsingh. It is only a piece of machinery and no one was hurt." Next week he may spill ink on a freshly mimeographed programme. This is similar to the cigarette burn that the visiting sales representative makes on your desk and then, successfully feels so bad about it that you say, "Oh, now forget it. Don't get upset. I'll take care of it."

If you work with someone who plays this game, avoid giving the expected "forgiveness" stroke. For example, in the above illustration of the young man who dropped the machinery, a better response would be straight Adult: "It looks as if this part is broken. Please take it to the repair shop and have them repair it and contact me when it is fixed."

Anyone can make a mistake or have an accident. However, the "Kick me" player, the "Stupid" player and the "Schlemiel" player create an inordinate number of mistakes and accidents. This is a pattern, not something that happens rarely from which they learn and change. The individual who is more of a winner also makes mistakes; but he rarely makes the same mistake twice. One of the marks of a winner is to learn from experience. The game-playing loser, the person who is programmed to fail, does just the opposite. Mistakes are repeated over and over again. Statements like, "Oh, I forgot", or "Well, I had such good intentions", or "I can't remember everything", or "How clumsy of me! I seem to be doing the wrong thing all the time" are often manipulative plays. While the person is taking a Victim position, the people around are literally being persecuted. Avoiding the forgiveness stroke helps stop the game.

7. Now I've got you, you s.o.b.(NIGYYSOB)

The NIGYYSOB player lays booby traps. He sets impossible goals, gives ambitious directions, fails to provide subordinates with needed aids, or provides hazy standards. When a subordinate fails to measure up, this player pounces on him as a Victim and indulges in angry explosions. The payoff comes when the Persecutor feels justified in working up a "righteous anger". The Victim, feeling inadequate, is likely to play "Kick me" or "Stupid".

When this game is played in organizations, the first player lies in wait or arranges a set-up for someone to make a mistake. When the mistake occurs, the player pounces, venting his wrath and cashing in his anger stamps. A supervisor who gives incomplete instructions or sets unclear standards may be setting up such a game. In this game, interactions waste a great deal of the company's time and productivity.

A mistress who leaves her money on the dresser and then pounces on her servant for being a thief is playing NIGYYSOB.

In this game the initiator will set up or observe a situation where someone makes a mistake of some sort, only to step in later to point out the error or misdemeanour triumphantly. He has enjoyable feelings of superiority, confirming an I'm OK, You're not OK position; he is therefore able to hand out negative strokes in support of this basic attitude which can be recognized by the half smile and the triumphant sparkle in the eye.

8. Corner

A "Corner" player is likely to manoeuvre other people into a situation in which, no matter what they do, they never come out right. In one such situation, worker Ramsingh complains that if Sounderaj would take on more responsibility and be more aggressive about getting certain data on time, the whole department would run smoothly. But when Sounderaj attempts to get the data on time, Ramsingh finds something

wrong with it. Sounderaj is unable to clearly analyze what is going wrong. He feels, no matter what I do, I always come out wrong. If I am not aggressive about gathering information and bringing in the data, then I am wrong; if I forge ahead, I have reported in a wrong way, or inaccurately, by his standards. It seems as if, literally, no matter what I do, I can't please him. I'm damned if I do and damned if I don't.

This particular feeling is typical of the individual who feels cornered. A secretary played a variation of "Corner" with her boss. She increasingly complained that she disliked being asked to undertake personal errands for him, such as buying presents for his family or shopping for his wife and daughters. She said he asked her to do these errands in her lunch hour or on her own time and she became very verbal about her resentment. Hearing of her complaint, her boss apologized: "I didn't realize this was so upsetting for you. I will take care of this in future."

Shortly after, the boss returned from lunch with a watch he had bought for his daughter and proudly displayed it to his secretary, expecting a nice stroke. To his surprise her response was: "If you had asked me to get a watch for you, I could have saved you 200 rupees." The boss was baffled and felt cornered. His secretary had seemed angry because he asked her to do his personal shopping; now she was angry because he had done it himself. This particular situation was resolved by a levelling encounter in which the boss described to the secretary the position he felt himself to be in. She was then able to realize that she had literally put him in an impossible position in which, no matter what he did, he was wrong. Part of their new contract was that he could make shopping requests and she could say "no" if it was inconvenient or distasteful to her.

9. Blemish

"Blemish" players are the office nitpickers. They pick on small, inconsequential details. They love to pettifog or quibble over trifles when more important matters need attention. The

payoff is a false sense of superiority felt when the Victim (the person being criticized) feels uncomfortable, inadequate or angry. A "Blemish" player seldom sees the big picture. He is too busy attacking piddling details. As a result, he rarely gives warm fuzzies like, "That was a really good job", or "Your approach to the problem was terrific". He seems unable to allow others to feel good for very long and is likely to point out the mispronounced word, the comma used instead of the colon, the unmatching tie, etc, etc.

Some "Blemish" players try to give warm fuzzies but seem unable to manage them. For example: "That's great, the way you typed out this letter so fast, Sheela. It looks really neat, but next time remember Anita has a doctor's degree and so should be addressed as Dr. Anita." A "Blemish" player usually makes it his business to pass out lots of anger stamps or inadequacy stamps to subordinates, co-workers and, sometimes, even supervisors. One man remarked: "My boss would be great if he didn't have that awful beard."

The people picked on can become resentful and angry and may eventually cash in. I have seen a "Blemish" player give away so many anger stamps to other people that, in one particular case, a co-worker had collected enough resentment to finally switch the game. She caught the "Blemish" player in a relatively important mistake, and, at this point, nailed him, feeling, "Now I've got you, you s.o.b." This is an illustration of the classic switch in the roles of Victim, Persecutor and Rescuer that occurs in the intermingling of games.

10. Harried Executive

This is a common game among modern men and women and the organization is a perfect setting in which to act it out. This is a serious game. By the time the game is recognized, the player has worn out his body to the extent that irreparable damage has been done.

Unfortunately, organizations are sometimes set up for

"Harried", and they stroke this kind of behaviour favourably. One reason is that the "Harried" player first enters as Superman or Superwoman, able to keep all the balls in the air, able to say "Yes" to all requests, and at all times the "Johnny-on-the-spot", ready to take on yet another responsibility. Such a player structures his life's time with work — sometimes "busy work". As long as he is working hard he maintains his false sense of "OKness". There is very little play or leisure activity, or just plain inactivity, in the life of a typical "Harried Executive". If "Harried" tries to play for relaxation, he tends to work hard at it. As the "Harried" player moves ahead in his job, he takes on more and more work and responsibility. He brings work home at night and on weekends. There is always one more project that can be taken on. Such a load may be carried successfully for 15 to 30 years. The player may project as competent and confident, successfully covering an I'm not OK feeling and appearing super-OK.

I remember one man who, after 23 years of hard work, bragged: "I haven't spent a vacation with my family for 16 years." He was expressing pride in the amount of time he had devoted to his work, yet there was a pathetic, regretful ring to his voice.

Eventually, there comes a day in the life of "Harried", when he or she can no longer come through. At this point, the deterioration of the "Harried Executive" begins to manifest itself. He may call in with symptoms of illness, appear dishevelled, be unable to come to work and, eventually, be unable to perform any more. By the end of the game, the person who tries hard to be everything to everybody collects enough justification to have a total collapse. Depression is a common payoff of the game. Other payoffs may be severe physical ailments and even heart attacks.

One executive played "Harried" for 27 years, using his organization as the setting. He died falling face forward on an unfinished report which he had been working on at home on a Saturday night.

Not all "Harried" players are business executives. There are "Harried" telephone operators, "Harried" desk clerks, "Harried" waiters, "Harried" teachers, "Harried" housewives, "Harried" farmers, etc. No matter where and how it is acted out, the game of "Harried" is of such a serious nature that people caught up in it need to stop as soon as possible. Bringing balance into one's life means having time for oneself and for other people, for pleasures, for resting and relaxation, as well as for work. The person who stops playing "Harried" often has to learn how to say "No", how to judge when an adequate day's work has been done, and how to structure time in new ways, particularly in ways that will be personally fulfilling and physically healthy.

One of the most common statements that I hear from "Harried" players is that they regret having neglected themselves, their families and their friends. It is quite common, for example, for the "Harried Executive" to lament that he never really had time for his family. An useful tool in working with a "Harried" player is to ask him to think, for a moment, about "where will I end up if I keep doing what I'm doing now?" He can then become aware that he is using his work to depress or kill himself.

Games use up time and energy

Games not only eat up work time; more importantly, they cost us our life's time. For all these reasons, it is important to get a handle on our own games.

1. *Be patient with yourself.* It is certainly easier to see what others are doing. First, if you do see the game someone else is playing, ask yourself, "Am I playing that game?" Also ask yourself, "If someone else is playing that game, what is the complementary game that I am playing?"

2. *Give an unexpected response.* The classic way to stop a game is to give an unexpected response to the first move, or as early in the game as possible. Remember, since games involve repetitive situations, a player's

moves are often predictable. For example, in the game, "Yes, but", the person starting the game usually states a problem from the Victim role. The Rescuer predictably responds with a series of reasonable suggestions. Every suggestion in turn is dismissed with a phrase like "Yes, but". The Rescuer can avoid this game simply by giving an unexpected response. One such response is to turn the problem back to the initiator: "That's quite a problem. What are you going to do?"

However, if a person is used to playing a game and you suddenly refuse to play it, you are depriving that person of his or her usual supply of strokes. When this happens, the player may respond almost like a drug addict going through withdrawal symptoms. Just as a drug addict may scramble frantically to get a fix, the game player may try harder and harder to lure you into a game.

3. *Stop putting people down.* One key feature present in all games is a put down. When we play a game, we either collect or give negative strokes. By decreasing the frequency with which we resort to putdowns, we will automatically decrease our game playing: no putdown, no game.

4. *Build self-confidence.* One way out of an ever-growing collection of "not OK" feelings is to increase your self-esteem and build an even sounder sense of "I'm OK". You can learn to appreciate your true nature and care about yourself. You accept the fact that you deserve success. You may thus boost your self-confidence and self-esteem so that you will have less use for games like "Kick me" that provoke putdowns. In addition, whenever you operate from a core of confidence, you can allow other people their success without envy. Others are OK too

5. *Stop playing phoney roles.* Since phoney roles are al-

ways part of psychological games, if we stop playing phoney roles, we can stop playing games. For example, when we stop "acting" like Victims, we can also stop attracting Persecutors and Rescuers. When we stop acting like Rescuers, we no longer need Victims.

6. *Give and receive more warm fuzzies.* If we are not giving and receiving warm fuzzies on the job, we are likely to be playing games to get some kind of attention — even if only negative. One way to avoid games, then, is to dramatically increase the time we spend giving and getting more warm fuzzies. Such behaviour is incompatible with game playing. We can't consistently exchange genuine warm fuzzies and play games at the same time.

7. *Risk authenticity.* Many of us play games because we do not know how to establish open and honest relationships with other people. So, another way to avoid games is to risk authenticity. If we can transact more* openly and honestly with people on the job, our game playing will decrease, since game playing is incompatible with authenticity.

The first step towards establishing more open relationships involves surrendering our resentments against other people. Being open and game-free can lead to intimacy. True intimacy involves releasing of feelings of warmth, tenderness and caring for another person. Such transactions can happen with people at work and they usually feel very good.

8. *Keep your sense of humour.* You may now be able to spot a game you play. If so, try to see yourself acting it out as if you are in the movies, on the big screen. If you really do this, you may find it is difficult not to chuckle at some of the antics you go through. Some of the manoeuvres we go through when we play games are pretty funny.

Games can be stopped in many ways

Most of us play our games without information or awareness. When a game is over, however, we often have some awareness that the same old thing has happened once more. The repetitive nature of games is one way of beginning to recognize them. It is not unusual for us to find ourselves repeating the same series of transactions again and again, perhaps with the same person. Games structure different amounts of time. Games such as "Kick me" or "Blemish" may be over in a few minutes, while "Alcoholic", "Debtor" or "Harried" may fill up a whole life time.

Adult input about games helps us become aware of them, recognize them, and consider options. Usually, the first step is hindsight: "Good grief, I just did it again!" Middle sight comes a little later: "There I was, right in the middle of it, and suddenly I knew what was going on." Foresight comes with persistence: "I was really compelled to give her advice and offer a solution, but I managed not to." With enough foresight, games can be stopped before they start, hopefully in favour of a more authentic means of encounter.

8. Script Analysis

In this chapter we are going to deal with a very interesting and amazing topic. The objective of the chapter is the discovery of script-based behaviour which is derived from early childhood decisions. Decisions then made interfere with autonomy; if we are not autonomous persons we are blocked in our personal, inter-personal, and social growth. If energy is focused on redecisions, and not on decisions which we made in our past, it will give us the opportunity to put a better show on the road of life.

What is autonomy?

Eric Berne says a real person is one who acts spontaneously, in a rational and trustworthy manner, with decent consideration for others. Those who do this are autonomous persons. The major concept of Script is that people can be autonomous. There is no need to be enslaved by the past.

Script analysis reveals that the turn towards becoming a whole person and filling up the hole in the personality is achieved through change and a readiness to change. It also reveals that everyone has the power to change. If others do not change, I can still take the opportunity to change myself.

Change is a continuing process for those who want to be real people. Real people are autonomous people who are able to demonstrate the release or recovery of three capacities: awareness, spontaneity and intimacy. Most people harbour the illusion that they are autonomously making their own decisions when, actually, they are more like persons sitting down at a piano and playing notes that have been previously programmed. They are not autonomous persons. They are scripted to feel, think and act in certain ways.

To become autonomous, most people need to rethink the decisions they made in early childhood, about themselves and about other people. Many of these decisions were a result of parental programming.

Parents pass on the programming they received from *their* parents. Such parental programming is no more the fault of parents than is the passing on of physical traits through the genes they received from their ancestors. Parental programming is a part of life and is both negative and positive.

Many children pick up positive messages from their parents. These messages are given verbally: messages to think, to feel, to be healthy, to succeed, to rejoice, etc. Such children, when they grow up, are likely to be more autonomous than others. They have a winner's script. Some children pick up negative messages, given verbally or nonverbally, from parents or other persons in charge. These messages are prohibitive injunctions. According to Mary and Robert Goulding, common ones are, "Don't be you", "Don't be a child", "Don't be important", and "Don't belong". In response to these injunctions, the child makes decisions like, "I won't grow", and "I won't be".

Psychotherapists know more about bad or negative scripts than about good or positive scripts because the former are more dramatic and people spend more time thinking about them. Only a few winners bother to find out how they got that way, while losers are always anxious to know this so that they can do something about it.

Before a child is 8 to 10 years old, he develops a concept about himself and his worth. He also formulates ideas about others, very early in life. When such decisions about self and others are made, they may be quite unreasonable and unrealistic. The days of decision lead a person into a psychological life position, games, rackety feelings, etc. The life position is taken by the child in the Child Ego State and is written through the transactions that take place between parents and child.

Autonomous people will have self awareness, and self awareness is a continuous process which can be understood better if we see it with the help of autonomy. Eric Berne says: "Self awareness is like giving oneself a haircut. With sufficient care and practice it can be done."

Awareness is knowing what is happening now. Autonomous people are aware. They peel away the layers of contamination and hear, see, smell touch and taste. They study and evaluate for themselves and know that old opinions can distort their perception. They perceive the world of feeling and fantasy and are not afraid or ashamed of themselves. Aware people bear with other people. They do not use their psychic energy to form questions or create diversions or plan counter-attacks in their heads.

Instead, they tend to make genuine contacts with other people. Mind, body and inner core respond in unison to the here and now. While their minds are focussed on something, their bodies are not doing something else. They spontaneously choose from the full spectrum of Parent opinion behaviour, Adult thinking behaviour and Child feeling behaviour. Thus, autonomous persons are not only aware, they are also spontaneous and flexible, not foolishly impulsive. They explore the many options that are open to them and use the behaviour they judge to be appropriate to their situation and goals. These spontaneous people are liberated. They take and accept responsibility for their choice. They know how to learn to face new situations and to explore new ways of thinking, feeling and responding.

Such persons accept their personal history but make their own decisions, rather than remaining at the mercy of their fate. In addition to having the qualities of awareness and spontaneity, autonomous people are also capable of intimacy. They learn to let go, revealing more of themselves by dropping their mask. They are open and authentic, existing with others in the here and now. They see others as they are, not through the distortion of past experience. People who do

not experience awareness, spontaneity and intimacy are not in touch with their own potential.

The Script is the life plan or a prediction for the future, very much like a dramatic stage production, that an individual feels compelled to play out. Since the Script determines the identity and destiny of the individual, it is the most important of the tools which help us to understand our personal, inter-personal and social actions. One way of understanding the Script is the analysis of the life drama.

Most people — I would say all of us — are involved in some form of acting or performing, on several stages, in different roles, and for different audiences. We expend energy in playing these several roles. According to Frederick Pearl, there are two major stages: the public and the private. The public stage is the one where our acting is visual and observ-able. When we are on this stage, we are in the present tense. On our private stage, we rehearse in our minds for the future, for the different roles we want to play. Sometimes, when we are on this stage, we are too involved in our fan-tasy to separate it, and ourselves, from the present tense.

In the life of every individual, the dramatic life events, the roles that are learned, rehearsed and acted out, are originally determined by a Script. The drama starts at birth. As the person grows, he or she learns to play the parts of hero or heroine, or the complementary roles. Each life drama is the result of family culture and a psychological Script.

How does the Script occur?

1. Non-verbally for infants, who begin to pick up messages about themselves and their worth, through their first ex-periences of being touched or rejected by others.

2. Facial expressions provide the next medium, when they begin to see and respond. Children who are cuddled and shown abundant affection, who are smiled at and talked to, receive different messages from those who are

handled with feelings of fright or anxiety. Some children experience parental indifference, learn to feel that they are not OK, and may feel like nothing.

A child's first feelings about himself are likely to remain the most powerful force in his whole life drama. They are significant for their influence on the psychological position that the child later feels compelled to adopt. For example:

"You will be famous one day."

"You are a great kid."

"You are a bad seed."

"We were better off without you."

Some of the messages relate to the future. For example:

"That kid will never have a job."

"With your get up and go, you would sell refrigerators to the Eskimos."

"Oh, what a nurse you would make."

"She is too lazy to work."

"Isn't she the little mother?"

"You will never be a man."

"We are Brahmins, and Brahmins marry only Brahmins."

"Marriage is a trap that only fools fall into."

"College is meant for eggheads."

"Keep the Ten Commandments."

"Playing ball is a waste of time."

"Be sure you have bowel movements every day."

These messages are always given in the form of injunctions and are felt by the child to be messages which give permission. They are hard for a person to break because, in a

sense, the person is being a good boy or girl by following his or her parents.

Every person is born an unique individual who has inherited capacities and potentialities to develop, to experience, and to express. According to Eric Berne, this means that each child is a potential prince or princess. However, very early in life, some children receive messages from significant people that discount them in some ways and cause them to function below their real potential. They become frogs or beasts, instead of the winners they were born to be.

Of course, you can always blame your parents, if you want to play the blaming game, and make them responsible for all your problems. Frederick Pearl says: "As you know, parents are never right. They are either too large or too small, to smart or too dumb. If they are stern, they should be soft; if soft, they should be stern. But when do you find that parents are alright?" Until you are willing to let go of your parents, you continue to conceive of yourself as a child.

As messages are received, the child takes a psychological life position and develops the roles accordingly, for his or her life drama. Once the roles are decided upon, a person's Child Ego State selects and manipulates others to join his cast of characters.

Cultural Scripts are the accepted and expected dramatic patterns that occur within a society. They are determined by the spoken and unspoken assumptions believed by the majority of people in that society. Cultural Scripts reflect what is thought of as the national character. The same drama may be repeated generation after generation. Script themes differ from one culture to another.

Family Scripts. Each family has a certain kind of pattern which determines its culture. Some families, however, pick an unique drama and insist on their children playing it the same way so that a Family Script is formed.

Psychological Scripts require people to live up to a certain

identity and to fulfill a certain destiny. This is most observable in the individual whose drama is destructive and tragic.

According to Dr. Eric Berne, nearly all human activities are programmed, from early childhood, by ongoing scripts. A person's script is always based on the following questions which involve personal identity:

1. Who am I? In answer, say your name and the meaning of your name as it stands for you in your life.

2. What am I doing here?

3. Who are all those others?

Experience may lead a person to conclude either of the following:

I am a bum. I will never amount to anything. Other bums put me down.

I have a good head on my shoulders. I can do whatever I decide to do. Other people help me.

Life is like an onion. "You peel off one layer at a time and sometimes you weep." (Carl Sandburg)

When a person is able to recognize the games which he plays and is aware of his life position, he can be more aware of his life script.

Frequently one hears a person say, "Well, I am fated that way", or, "Well, that's the way it has to be as far as I am concerned, because that's my life". But, as Dr. Thomas A. Harrison has said, while you are not responsible for what has happened to you up to now, you *are* responsible for what happens to you from now on. You do not have to follow a script. You can make your own life plan.

Modern people wear many masks and have many forms of armour that keep their reality confined and unknown, sometimes even to themselves. The possibility of encountering

one's reality, of learning about oneself, can be frightening and frustrating. Many people expect to discover the worst; there is a hidden fear that they may also discover the best! To discover the worst is to face the decision of whether or not to continue in the same pattern; to learn the best is to face the decision of whether or not to live up to it. When old expectations and traditions are thrown off, or are no longer possible, new scripts emerge. The experience of change can be painful, disrupting, or unifying; it can be for the better or the worse, or a *mixture* of these things.

It has looked to me as if some scripts have been based on a childhood concept of Santa Claus who will bring the individual a magic gift to crown his or her life. People with such scripts wait for varying lengths of time before they fall into despair over the non-appearance of Santa Claus. It is this despair that makes a person appear, to others, as someone who needs treatment. Script analysis has the techniques to break up the Santa Claus fantasies so that scripts can be rewritten.

According to Fritz Pearl, the father of gestalt therapy, "Every plant and every animal has only one inborn goal: to actualize itself." On the one hand, we find ourselves to be individuals who want to actualize; on the other hand, we belong to a society which prevents us from doing so. This is the conflict. This conflict needs to be resolved.

So what do we do, after all?

Being able to identify our "Scripts" is of little value unless we are willing to make a contract for change with ourselves. Making a contract usually means giving up some familiar feeling or habit often experienced as comfortable, even enjoyable. Thus, in contracting to change, we are often faced with the seemingly unpleasant task of opting against our own dominant self-interest motive — being victims of our own script of comfort.

We may, through all these facilitating media, communicate

various practical concepts. While we can impart training, we are fully aware that development cannot be imparted. For, in the ultimate analysis, all development is self-development. For a person to change, he must make a contract to change. All real and permanent growth must begin here. A shy person can be coaxed into assuming an air of confidence: but it will only be a mask; one mask replacing another. There can be no real change, no real growth, in any of us until and unless our basic perception of reality, our vision, is changed. Someone sincerely interested in helping you change can certainly help you find a contract you are willing to accept. Do get in touch ....
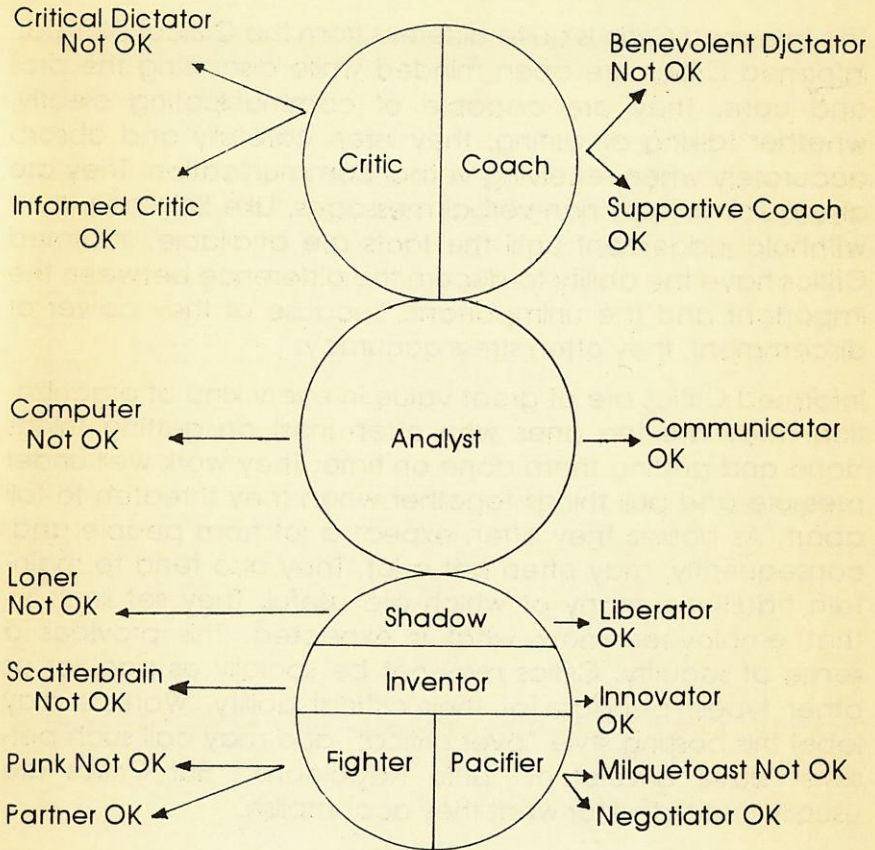
9. *Managerial Effectiveness*

At one time or another, almost everyone is a manager/boss. Parents are seen as managers. So are spouses, teachers and employers. All the way up the ladder, someone usually manages someone else or, at least, wants to do so. As one seven-year-old said: "Mom, I wish you'd have another baby quick. I'm tired of doing this and doing that. If there were someone else in this family, I'd boss them around and tell them to do things." I firmly believe that everyone wants to be an "OK boss".

Becoming an OK boss isn't always easy. But it can be fun. This diagram shows us how it can be done. It is intended to make so much sense that, before we fully know it, we will be increasing the basic OKness we have already.

OK bosses are continually in the process of evaluating themselves so that they can become more self-actualizing; that is the main idea of this diagram. They are committed to what they consider to be worthwhile work. They are doers as well as dreamers, pioneers as well as planners. Their work is part of their identity and both their work and their personhood contribute to their own well being and the productivity of others. They do not wait passively for things to happen. They are motivators and agents of change who initiate events. Instead of wasting their time, they use it creatively and productively. In essence, they are bright. They would agree with Maslow who said: "What is not worth doing is not worth doing well."

From Critical Dictator to Informed Critic

Critics, according to Webster, are those who express a reasoned opinion involving a value judgement. They are able to discuss, judge, discern and communicate. From their not OK side, critics become dictators. They are nagging,

Critical Dictator
Not OK

Benevolent Djctator
Not OK

Critic   Coach

Informed Critic
OK

Supportive Coach
OK

Computer
Not OK

Analyst

Communicator
OK

Loner
Not OK

Shadow

Liberator
OK

Scatterbrain
Not OK

Inventor

Innovator
OK

Punk Not OK

Fighter   Pacifier

Milquetoast Not OK

Partner OK

Negotiator OK

repressive, opinionated parental types, bosses who insist that things go their way. Critical Dictators are seldom open to new ideas or new procedures: "that's the way it's always been and that's the way it's going to be" claims this type of boss. The Critical Dictator is not in favour of change in

product, programme or service. Changes made are often disturbances to the critical dictator's long-held traditions and prejudices which are upheld by the belief, "I know more than you do."

The Informed Critic is quite different from the Critical Dictator. Informed Critics are open minded while discussing the pros and cons. They are capable of communicating clearly, whether talking or writing; they listen carefully and absorb accurately when receiving verbal communication. They are also quick to spot non-verbal messages. Like Solomon, they withhold judgement until the facts are available. Informed Critics have the ability to discern the difference between the important and the unimportant. Because of their power of discernment, they often stress accuracy.

Informed Critics are of great value in every kind of organization. They are the ones who often insist on getting things done and getting them done on time. They work well under pressure and pull things together when they threaten to fall apart. As bosses they often expect a lot from people and, consequently, may often get a lot. They also tend to maintain traditions, many of which are useful. They set limits so that employees know what is expected. This provides a sense of security. Critics may not be socially as popular as other types, because of their critical ability. Workers may label this bossing style "over critical" and may call such persons "slave drivers" or "Little Napoleons". But Critics are usually respected for what they accomplish.

A strong Critic is often a potent OK boss.

The Coach from Benevolent Dictator to Supportive Coach

Coaches are supportive, Parental type bosses who often take pleasure in caring for their people. *But, from their not OK side, Coaches become Benevolent Dictators.* They overwhelm and manipulate people with their concern.

Like the Critical Dictator, this kind of boss, often with the best

intentions, insists on things going his or her way. To effect this, he may be overly helpful. This attitude encourages helpless and dependent responses.

A Benevolent Dictator's desire to be helpful may be hidden behind remarks such as, "You really do well when you put your mind to it", or, "I am sure you can do it; just try harder", or, "Let me finish it for you or put someone else on the job; you have been working so hard". Underneath the over--nurturing mask there is, sometimes, the paternalistic, conde-scending attitude of a person who feels threatened by other people's talents or achievements and so aims to keep them in their place.

A more positive use of these caring and encouraging per-sonality traits is found in those bosses who act as Supportive Coaches. A Supportive Coach encourages his subordinates just as an athletic coach may do. He cheers them on; he gives pep talks; he does everything possible to help employees develop their fullest potential and is pleased with their successes.

A Supportive Coach is often concerned over issues such as fair employment practices and the physical and emotional health of employees. He is usually patient when giving in-structions and repeats the instructions if they are not under-stood. He is flexible and willing to change his plan of action if it seems appropriate to do so. The Supportive Coach is often competent at motivating employees. He can listen well and give active feedback. He is supportive and offers ap-propriate advice and sympathy. As a consequence, employees tend to feel understood by the Coach and, be-cause they feel understood, often respond with higher motivation and productivity.

Supportive Coaches could also be disliked by some employees for their over-nurturing ways. They are labeled "too amiable" or "too goody-goody". Others, however, ap-preciate this type of boss precisely for those caring qualities.

The Analyst from Computer to Communicator

"The always-rational Analyst" is continually adding and subtracting, multiplying and dividing products, numbers and people. From his not OK side, the Analyst becomes a Computer, primarily intent on processing data, especially data related to economics. He is often inadequate in dealing with the human side of supervision and management, because he focuses excessively on computing statistics.

Computers seldom show sympathy and concern, unless the concern may, in some way, lead to economic profit. They may say things like, "The office is not the place to discuss personal problems", or, "Let's not talk about personal matters; let's get on with the job". Even if they don't say it, calculating that saying it won't change anything, they frequently think it. If Computers attend a company, department, or agency party, they often buttonhole someone to discuss money or tasks. They may act as if they had lost the ability to laugh and play; they tend to leave early if the party becomes fun, or stay and observe objectively while remaining uninvolved.

The positive flip side of a mechanistic Computer is a responsive Communicator. This is a very potent boss who is strong because of this same ability to collect data, analyze it, and estimate probabilities. This boss is humanistically oriented. People are important; decisions are made that include this basic value. The responsive Communicator works on speaking and writing clearly and is not redundant, vague, evasive or inconsistent. A Communicator boss uses time productively because he knows the importance of clear communication. He does not get caught up in psychological games such as Now I've Got You, See What You Made Me Do and I'm Only Trying To Help You. He knows that there's a time for work and a time for play and can distinguish between the two.

Sometimes co-workers are jealous of Communicator bosses who seem to have it all together and tend to say it well. They may accuse them of being "too analytical". As a rule,

however, such bosses are appreciated for the clear way in which they think and act.

The Shadow from Loner to Liberator

Shadows have little substance. They are one-dimensional and therefore difficult to grasp. Neither critical nor nurturing, they stay uninvolved. From the not OK side, Shadows are Loner Bosses. Such bosses often use a closed door, a large wide desk and a tip-back chair. Others who come in are often set at a distance or are uncomfortable enough to get a "don't stay" message.

Loners act unconcerned about the well being of their employees. Sometimes they are intellectuals who may have succeeded in academic life, while they fail at an inter--personal level. It is not unusual for a research scientist to be "advanced" to a boss situation. Accustomed to often working alone on a project, such a person may continue as a Loner and a Shadow, unless he or she gets training in supervision and management skills.

On the positive side, Shadow bosses may really be Liberators, because they do not interfere. Other people are free to "do their own thing", work at their own pace, set their own limits, design their own goals, run their own show and develop their own programme. Non-interfering Liberators stay out of the way and tend to maintain a "hands-off" policy with employees. For example, they may not insist that their top sales personnel attend pep talk sales meetings or give reports on schedule. They are seldom either overly helpful or repressive.

Liberators often expect others to be creative, trustworthy and competent. It is not surprising that they often get their expected responses. Whereas dependent type people may want and need stronger Parental leadership, the self-motivated, self-starter employee will thrive in the liberating atmosphere created by an OK Shadow boss.

The Pacifier from Milquetoast to Negotiator

Pacifier bosses are, generally, "agreeable". They provide a soothing, balanced atmosphere at work.

The obedient, complaisant, always agreeing, childish boss is a scared *Milquetoast,* a doormat. He is soft, bland, often boring. A Milquetoast boss usually gives in to both superiors and subordinates. He seldom speaks up for himself. Instead, he acts servile and tries to please everyone, but never succeeds.

Such a boss is fearful of conflict. He will go to great lengths to avoid a head-on confrontation, saying things like, "Let's not get upset", or, "It will work out in time", or, "Arguing won't get us anywhere". As a result, some problems never get solved as they are never "battled through".

The agreeableness of the Pacifier boss is positive on the flip side. It has a strong, healing quality and is a crucial characteristic of a fair Negotiator. The balm is especially useful when tempers are high and permanent alienation could result from the fighting.

The Negotiator often provides a balanced atmosphere for employees who like to work on their own. He or she can be counted on not to "rock the boat" too hard, or totally "upset the applecart", or carelessly "muddy the waters".

Because Negotiator bosses seem willing to examine the other side of most disputes and to sometimes go along with other people's opinions, co-workers often feel that they can relax and lower their defenses in their presence. Consequently, there is more opportunity for misunderstandings to be clarified, conflicts to be negotiated and problems to be solved.

The Fighter from Punk to Partner

Fighter bosses are aggressive; they actively pursue success.

The sulky, rebellious, hostile, childish boss is like a punk who fights crooked. Certain kinds of golfers, called "sandbag-

gers", are also like this; they are crooked about their score and manage to get a higher handicap than they should, thus gaining an unfair advantage. They are out to win by any means, fair or foul.

This kind of a boss has a lot of hostility which may or may not be openly expressed. Sulkiness, for example, is a disguised form of hostility. It is expressed by the Punk boss who, for example, procrastinates in setting schedules, establishing budgets, discussing personal problems, and so forth. When hostility is more open, it may be expressed as an excessive competitiveness which so permeates the environment that it is felt by others to be an invasion. When things go wrong the Punk boss goes for revenge: "I'm going to get him fired", or, "You tell that client that we don't care about his business". Often people like this take a "I win, you lose" position.

Fighter bosses can also have a strong positive value when they channel their assertiveness towards teamwork. They act as good business partners with their employees. This kind of boss will fight for success, will often defend the company against competitors, and will struggle to protect the department, its budget, and its personnel against so-called attackers. The negative hostility of a crooked fighter is positively expressed as "guts" by a Partner.

As fair, though assertive, Partners, such bosses share information with their employees, clue them in on new strategies and techniques, develop a positive fighting team spirit among them, and act as OK referees if necessary. They never keep pertinent information secret. They continually update others on new developments. Out of a sense of fairness, they act with integrity and refuse to take unfair advantage of others.

The Inventor from Scatterbrain to Innovator

Inventors often possess genius. Their new ideas come quickly and easily.

Scatterbrains are so busy being experimental that they do

not allot the time and energy necessary to complete a task. They often do not have the communication skills needed to make their creative ideas understood and adopted. "Let's try something new" is their constant refrain. Some Scatterbrains work in relative isolation, then come out from behind the door to "spring" their new ideas on people. Others continually interact with co-workers, hoping they will approve of their schemes.

This exciting flair for new ideas is positively expressed in the creative Innovator. This boss provides an exciting atmosphere. He is often liked for his ready flow of fresh ideas and enthusiasm that energizes others. "I've got a great idea," he may say, "and I think I know how we could do it." The Inventor is sometimes a great joke teller, the life of any party, intuiting a natural desire in other people to be entertained. He can usually be counted on to dream up new solutions to old problems, new designs for outmoded equipment, and new policies, programmes and procedures for others to implement.

Whereas some subordinates are uncomfortable with a boss who's always coming up with new ideas for products, services, or marketing, others find it stimulating. It releases their own basic creativity. They feel alive and ready to go.

10. *Perspective for Action*

In identifying and understanding the perspective for individual and corporate action, it is necessary to understand the context clearly.

An effective managerial style is one in which people are encouraged to use both their natural Child and their Adult computers. These two aspects are the ones most often held in check, discouraged, ignored or beaten into submission by the managerial Parent. Many a manager feels himself losing power and giving up control of his organization by permitting the Adult and Child in his subordinates to emerge. In a sense, his perception is accurate. He is giving up power and control; but it is only the power and control which, in the past, his Parent has maintained through the use of manipulations and secret contracts. It is not the strength and insight available to him through his own OK Child and his Adult. If he operated from his Parent, however, he will often see this as giving up total power and control, and he may be reluctant to do so. The dilemma faced by many a manager is that, to get the most out of his people, he must first be willing to give up his old Parental power, risk losing his control (which his Adult and Child were never involved in, anyway), and abrogate all his old secret contracts. Although this often appears risky, it is usually a risk well worth taking.

Management techniques which, in the long run, most successfully optimize production, are those which permit employees to exist as people, not as pawns, or as only part people (as only Parent or only Child as when secret contracts exist), or as human machines. Such techniques involve establishing a system of OKness in which people perform well because they feel good about themselves, because they feel good about what they are doing, and because they receive good positive strokes for doing what they are doing.

Such techniques involve defining the context and integrating the individual and corporate objectives. In large organizations, this involves a process of communication which must go on fairly and constantly, from the top .down. Many people who are responsible for operating systems have had only one kind of system as their role model: the traditional family system in which they were raised. In this system, transactions are frequently based on very limited kinds of Parent-Child relationships.

In all systems, however, people (whether children or adults) develop best when they are deliberately given situations in which they can make their own choices, where they understand the context and have a stake in the outcome, where their ideas contribute to results, and where they are permitted to experiment and share ideas without being subject to judgement. Such conditions permit them to develop their Adult and to reduce their reliance on Parent-Child (tell me how to do it) transactions. Such conditions provide, as part of the learning process, explicit permission to fail; mistakes are not used as an opportunity to censure, punish or judge, or as an invitation to feel bad. They are used only to provide new data about what not to do. In a very real sense, permission to fail is permission to grow. It is as important in the building of strong organizations as it is in the building of strong children and healthy adults.

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Human growth and organisational development go together. It is individuals who make organisations. It is therefore the health and well-being of the individual that ensures robust corporate foundations and vitality.

This is a modern-day truism that CICA discovered more than a decade ago. A decade studded with many milestones and many successful programmes aimed at energising the individual, and through the individual, the wider canvas of organisations.

The faculty, specialising in human resources development, displays innovative virtuosity in designing and conducting a wide spectrum of programmes, all devised in response to specific individual and organisational requirements.

CICA has learnt from experience that the rudiments, the basic guiding tenets of effective management, are universal whatever the organisation. And so CICA's action plans focus on philosophies and techniques that induce a strong sense of conviction and yield a rich harvest of positive transformation in individual and corporate life.

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The Neelankavils, a unique husband-and-wife team, both eminently qualified, are the dynamic faculty resource behind CICA.

Dr. (Mrs) Lily Neelankavil has an exemplary track record in counselling and group process work. Her manifold interests and specialisations in Applied Behavioural Sciences, which include a recent specialised study in the USA, make her one of the most sought after trainers in the field today. She is consultant to many leading business houses, management institutes, professional bodies, educational and social organisations.

Dr. George J. Neelankavil, till recently Director Human Resources and Services, MRF Ltd., and now Group Management Advisor to wide ranging business and service organisations, has over thirty years experience in management and organisational development. His name is linked with prestigious business organisations and his leadership role in national and international management and development bodies is widely respected.

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