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## Second SEC Webinar on “Being the Change We Wish to See”

The second webinar organized by the ITAA Social Engagement Committee, held on 1 March, generated a good deal of interest from members. We restricted booking to 100 people because we wanted to have a group size in which meaningful dialogue could take place. That many registered to attend, and in the end 63 were present on the day. This is apparently a good turnout—or so we are told by people who regularly run these kinds of events. Nevertheless, this might be a good time to remind everyone that if you register for an event in a moment of enthusiasm and then find you are unable to attend, it would be a kindness to unregister and make room for someone else.

Webinar participants came from all over the world, including the Americas, even though it was not an easy time slot for them. All fields were represented. People connected with old friends and colleagues and also met new ones.



*Diane Salters*



*Chitra Ravi*

The theme was being the change we wish to see: upholding our ethical values in the context of increasingly polarized global perspectives, doing so from an “I’m OK, You’re OK, We’re OK, They’re OK position” (Namaste) (Ubuntu).

Diane opened the session with a few words about this important TA concept, and each committee member added a few words about their own perspective on the theme. Permission to record was received from participants. You can view the committee’s input and the reports back from the small groups to the plenary [here](#).

The small group conversations were preceded by a brief input from Salma and Günther on the principles of dialogue as a process for deep listening. Participants then had 25 minutes to discuss within their small groups, and many people reported what a fruitful process this was. The reports from the groups were stimulating, varied, and often moving. You can see all of this on the video.

The webinar concluded with an invitation to members to give us feedback, to suggest themes for future events, and to become involved in the focus groups that we established (see the March 2021 *Script*).

*Diane Salters (chair) on behalf of social engagement committee members Günther Mohr, Salma Siddique, Sashi Chandran, Victoria Baskerville, and Wataru Suematsu*

ITAA Past President and current SEC chair Diane Salters can be reached at [disalters15@gmail.com](mailto:disalters15@gmail.com); ITAA President-Elect Chitra Ravi can be reached at [chitra.seed@gmail.com](mailto:chitra.seed@gmail.com).

## the **SCRIPT**

**Newsletter of the International Transactional Analysis Association**

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## Reflections on the SEC Webinar by ITAA President-Elect Chitra Ravi

This topic was so intense that it came alive in the webinar from the beginning and especially in the breakout rooms. When the sub-groups came together, we poured out our various perspectives and experiences of how polarization has affected us in unique and different ways in our lives.

We come across many contexts in which our/others' views are polarized. From a TA perspective, we can view polarization as a rigidified split of two opposing and extreme positions taken by two individuals or groups, each tightly clinging to their chosen pole. This creates a relational impasse. When the impasse is strong, disowning parts of the self and often the other is inevitable. The impasse can only be resolved when there is a choice to forfeit the rigidity and include all parts of one's self and in the process to be open to including the other person.

When we as transactional analysis professionals are involved in such contexts, where is it that we locate ourselves on the continuum of OKness?

Some reflective questions about the process of moving toward a balance with myself and the other: What happens when I listen to my inner process and do not disown it or when I omit any part of myself? I render that part not OK. How can I include all parts of myself, those parts that are OK and those that are not OK? Do I cower down or do I find my voice? At times, do I hold on to a rigidified and inflexible stance?

Personally, when I find myself becoming rigid, how can I move into an observer or Martian position? By taking a pause and stepping

out of the dynamic that I'm being drawn into, that small voice of reason within me calls out to be heard, urging me to just pause and wait. When I allow it to speak to me, I am then able to find a place of balance, find my own voice, and listen to the other.

To sum up, I found the following comment from the webinar chat very apt: "The OK-OK position is not so much a port to be arrived at but a constant destination. We are human and it has to be OK to make mistakes. It's the repair that matters." 📍

Save the Date!  
22-23 May 2021

**ITAA**  
1<sup>st</sup> ITAA  
Online Workshop

4 sessions  
by 4 different speakers  
in 4 TA fields

ITAA is launching our first-ever online Workshop. Unlike a typical didactic webinar, these 4 different sessions will be interactive to stimulate more of the Adult in all of us. Sessions take place over a 24-hour period so that hopefully, regardless of where you live, you can participate in at least two of the sessions at convenient times.

The topic will be "Ruptures and recovery: within and between individuals and in the society".

Mark your calendars now and watch for more details in *The Script*, on the ITAA website, and via email.

\$50 USD fee  
with Talent discounts

## Intersectionality in TA Training

by Mica Douglas and Victoria Baskerville

**I**n the following interview, Mica Douglas (she/her) talks with Victoria Baskerville (she/her) about her interest in intersectionality and why she thinks these ideas are vital right now in the world and in TA training.

**Mica (MD):** I know that you are a member of the ITAA Social Engagement Committee and will coordinate a focus group on intersectionality. You are also part of the United Kingdom Council for Psychotherapy research group looking at inclusivity and exclusivity in training. Given your interest in how intersectionality and social responsibility are important to the TA community and TA training, let's begin with how it all began for you and your cultural narrative.

**Victoria (VB):** Setting the scene with cultural narrative is central to my vision of intersectional training. This immediately challenges projection and invites a dialogue and meeting place. I think it's important for us to hear each other's cultural story, which as Dwight Turner wrote, locates our intersectional identity



Mica Douglas



Victoria Baskerville

and othering. I grew up in Blackpool, England, a largely White, working class town. I was brought up heterosexual. As I have evolved, I have taken on a more middle-class culture and moved to the South. I have now lived in the South longer than I lived in the North, and since the age of 23, I have identified as lesbian. So I am aware of the transcultural aspects of holding within me both the oppressor and the oppressed, thus modeling the way I facilitate every aspect of training and meeting.

**MD:** How do you define intersectionality?

**VB:** The lens of intersectionality brings awareness of how we have many different social and cultural identities. In 1989, Crenshaw devel-

oped the idea of intersectionality, which locates the social categorization of people in terms of privilege and oppression. Some may experience multiple oppression, for instance, a Black woman will feel more oppressed than a White woman, yet White and Black women may feel oppressed by men in general.

**MD:** How do you define social responsibility?

**VB:** Social responsibility and social justice need to be central to all training and to us as transactional analysts. In fact, our ethics and values are based on the International Declaration of Human Rights, and social responsibility is about having a collective view rather than an individualistic one. It means acknowledging that all oppression is connected, that we are all in a system that is interconnected.

**MD:** How do you integrate this with transactional analysis?

**VB:** We go back to Berne's original ideas and Steiner's social psycholo-

gy, which is about making psychotherapy more accessible to all and the whole beginning with TA as a group therapy. It seems important to return to those concepts now with the way the world is changing and all the polarization that is taking place. We are called to look out into the world more.

**MD:** How do you see these issues in relation to TA training?

**VB:** We need to actively, rigorously offer an intersectional lens across all aspects of TA training and practice so that we represent our many diverse communities. That means attending to whom we invite into training, how we invite, where we locate ourselves, and how we are visible and reach out to diverse communities. Often people who are not White, who are from minority groups or are socially and economically challenged and discriminated against, do not see themselves as invited to train to be therapists because they aren't mirrored in our community. We need to consider the social, political, historical, and cultural context across training in every moment, including with the curriculum, theory, process, and dialogue. This begins with the deconstruction of theory and practice through an intersectional lens.

Mica Douglas, DPsych, MSc TA, TSTA(P), UKCP psychotherapist and supervisor, is developing with TA East London Institute a supervision course focused on intersectionality and social responsibility ([mica.douglas@btinternet.com](mailto:mica.douglas@btinternet.com)).

Victoria Baskerville, MSc TA, TSTA(P), UKCP psychotherapist, supervisor, trainer, is the founder of the TA East London Institute where intersectionality is integral ([victoriabaskerville@icloud.com](mailto:victoriabaskerville@icloud.com)).

**MD:** How do you apply these ideas in the real world of training?

**VB:** All cultural groups need to be represented, starting with an intersectional team and ongoing dialogue about the differences among us. Tutors and students need to look at privilege and power through all aspects of learning. We need to invite them to reflect on their cultural context and then build on this dialogue through the group experience and collective. This enables a cocreative process and shared vision for making the training inclusive.

**MD:** Say more about how intersectionality begins with cultural narrative.

**VB:** Michelle Obama talked about how White people tend to talk about their stats and qualifications not about their cultural identity, whereas people of color and minorities have had to talk about cultural identity because of their experience of discrimination. Having the conversations in this way blows away the projections. We often see race and not the detail of the intersectional identity. Anton Hart talks about non-defended dialogue and radical openness that brings deep connection.

**MD:** I imagine the challenge is holding all dimensions simultaneously and resisting "either/or" or "better/worse" thinking. What difference do you think this approach makes to students and their work with clients?

**VB:** It is all about the dialogue, none of it is about shaming the other. Of course, people get in touch with their vulnerability: White people are challenged in a new way, and people of color are not always used to having the dialogue with White people. It is about setting the scene for the dialogue and holding mutual respect. All oppression is connected, and being aware of it can

give us empathy for different parts of ourselves and for those parts in other people. In the research group, we have heard from many people in training who feel ill equipped to work with intersectional diversity through normative training.

**MD:** Working in this way with students and clients must lead to some intense experiences in dealing with cultural defenses about the "other." American novelist James Baldwin wrote in the *New York Times* on 14 January 1962, "Not everything that is faced can be changed; but nothing can be changed until it is faced." Is that the philosophy?

**VB:** Yes, the process is intense, needed, vulnerable making, challenging, and deeply moving. It is an evolving process that has to be lived into and has to be in the veins of training. It is only in the naming of the intersectional identity of each other that we can truly meet and address themes of power and privilege. 🍎

## TAJ Theme Issues

### "Systemic Oppression: What Part Do We Play?"

Coeditors: Helen Rowland and  
Karen Minikin  
Deadline: 1 August 2021



### "Ecological Transactional Analysis"

Coeditors: Giles Barrow, Hayley  
Marshall, and Sylvie Monin  
Deadline: 1 February 2022

Please follow the submission  
requirements posted [here](#).

Email manuscripts to  
TAJ Managing Editor Robin Fryer,  
MSW, at [robinfryer@aol.com](mailto:robinfryer@aol.com).

## IBOC News About Online Exams

by Sue Eusden and Jacqueline van Gent

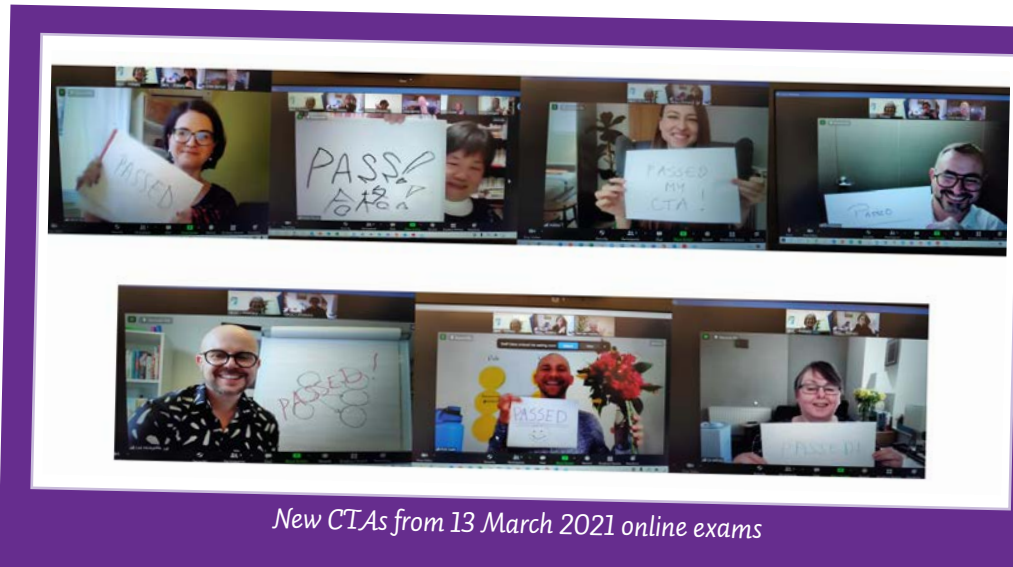
**T**his month we bring you news from the second International Board of Certification (IBOC) Certified Transactional Analyst (CTA) online exams, inform you about a mock Teaching and Supervising Transactional Analyst (TSTA) exam, and highlight future certification dates.

### CTA Online Exams 13 March 2021

These exams took place with candidates, translators, and examiners from 11 different countries encompassing time zones from Guatemala (-6GMT), New Zealand (+13GMT), Australia (+11GMT), Japan (+9GMT), Singapore (+8GMT), India (+5.5GMT), United Kingdom (GMT), Slovenia/Netherlands/Serbia (+1GMT), and Romania (+2GMT).

We are delighted to announce seven new CTAs:

Brad McLean, CTA-P, Australia  
Naoko Toyoda, CTA-O, Japan  
Adina Tita, CTA-P, Romania  
Lee McAuliffe, CTA-C, UK  
Joanna Chrzastowska, CTA-P, UK  
Piotr Jusik, CTA-C, Guatemala  
Liz Jeffries, CTA-P, UK



*New CTAs from 13 March 2021 online exams*

Our thanks and appreciation go to all the examiners: Haseena Abdulla, Marina Rajan Joseph, Aruna Gopakumar, Sue Brady, Ellaine Sweeting, Mirjam te Slaa, Rauraman K, Giles Barrow, Sisko Torkkeli, Enid Welford, Deepak Dhananjaya, Karina Heiligers, Sorin Duma, Grace Lam, Steff Oates, Seema Pradhan, Tess Elliott, Marina Banic, Joy Roshan, Prathitha Gandadharan, Piet van Haaster, and Hayley Marshall,

Giles Barrow and Enid Welford took the role of process facilitator (PF).

### Feedback from two examiners:

“The training on examining online and the session yesterday were very helpful in preparing a first-time examiner and also getting everyone on the same page since everyone is newish to examining online. I commend you and Jacqueline for accounting for the vast time differences—amazing. It was a very fulfilling session as an examiner; I learned a lot. Thank you.” *Grace Lam, Singapore*

“Each exam is a learning experience for me. Each examinee stimulates and invigorates me, at the same time humbling me and making me feel proud too.” *Prof. Marina Rajan Joseph, India*

Our thanks extend to the team behind the scenes: Deepak Dhananjaya (creator of Zoom links and Google forms for score sheets) and Janet Chin (IBOC administrator).

IBOC asked Mandy Lacy from New Zealand to be an independent observer for the exams and to write a report with her observations and feedback. Here are a few of her comments: “I observed the boards were mindful in working together well and their preparation integrating the exam briefing recommendations well enacted. The question and feedback framing practices were especially evident. The observer role and debriefing added further depth and transparency to the process. I was unsure about online examinations. However, from my experience today, I am confident that there is equal exam rigor with both face-to-face and online. I think that online exams will actually bring more equity as the barriers of travel and expense are minimized to allow more people to sit exams. I am learning the New Zealand Maori language and leave you with this proverb: ‘Ehara taku toa, I te toa takitahi, Engari, he toa takatini,’ which means ‘Success is not the work of one, it is the work of many.’”

We continue to share knowledge and learning with EATA and their COC and are working together cooperatively, in the spirit of equality and collaboration between and across associations, to honor mutual recognition and accreditation.

### Mock TSTA Exams

We plan to run five mock TSTA exams (five single exams, not five

full TSTA exams) on 16 May. This is to open a learning opportunity for IBOC to evaluate the best ways to run these exams. We will organize one theory exam and two supervision and teaching exams. This will give us a rich experience to ensure that the TSTA exams in September are well constructed and that we can prepare examiners and candidates appropriately. This is a limited event, and the invitations have already gone out. We will report back our findings in *The Script*.

### Training Endorsement Workshops

Two more dates have been set for next year: 13, 14, 15 May 2022 and 4, 5, 6 November 2022. Please check the website for details of how to apply and deadlines.

### Future Exam Dates

The next set of online exams will be in September with both CTA and TSTA exams. The deadline for applying for September TSTA exams is now closed. The deadline for applying for a CTA exam is 9 June 2021.

New dates have just been added to the website for next year: CTA and TSTA exams online—25/26 March 2022 and 23/24 Sept 2022. Please see the website for further details.

We congratulate the newly qualified CTAs, and our thanks go to all who have worked to make these exams happen.

*IBOC Cochairs Jacqueline van Gent (jacvangent@gmail.com) and Sue Eusden (smeusden@gmail.com)*



## New Dutch CTAs Reflect on February Online Exams

**H**ere are some comments from the four new Dutch CTAs, who passed their online exams on 30 January 2021.

**Adri van den Brand:** I was supposed to do my CTA in Birmingham in July, then in Rösraht in November, both cancelled shortly before because of the pandemic. It was so disappointing. Then the IBOC came up with a proposal: online exams, the first ever! The organization, in the hands of Jacqueline van Gent and Sue Eusden, among others, was fantastic. What professionalism! Clear schedules, timely reporting, great care. Online was a completely new experience. I did a mock exam at The Berne last year, and the thrills of being physically and energetically together in the same room made me rise above

myself. I experienced that encounter from the screen differently. But that does not outweigh my joy that ITAA has arranged it and thus made it possible for CTAs under contract to take their exams after all. And for other participants, it was really a godsend because now they did not have to travel thousands of miles and invest hundreds of euros in flights and hotels. This has made the CTA more accessible, and I applaud that!

**Olivier Sprangers:** It was a great experience! Yes, online is very different. I benefited greatly from the opportunities to practice online in advance: learning to master the technique, feeling familiar with drawing on a flip chart behind my back while on video, keeping sound



Successful Dutch CTAs with their certificates

quality good, video appearance (camera at forehead height so that you don't look condescending, light coming from behind your screen so that your face doesn't fall away in the dark), use scrolling on the screen share so that the English-language examiners know exactly where the Dutch-language fragment is. In the session itself, learning to deal with the different and slightly more distant contact and asking more often

and more clearly if something has come across. Clear, slow talking in the direction of the microphone. And last but not least, almost constantly having to bear the small sadness that the real contact is not there during and also afterward: no eye contact with palpable attention, no hug, no actual pat on the back. But the great joy that the exam could go ahead and my learning process was not interrupted, that is the real benefit in this.

**Frouk Willering:** The online experience was fine. Partly due to the careful facilitation from Sue Eusden and Jacqueline van Gent, the online process went smoothly. As a candidate, I experienced it as a full-fledged exam. The advantage of online was that it was easy to prepare technically, and it could be done from my

familiar environment. The disadvantage was the lack of direct contact, especially around the exams.

**Miek Hehenkamp:** Sure, online is not like a physical meeting, especially in terms of the big hugs of the fellow candidates afterward. That was missed. Because it was my turn at 8 am, and at 5 pm we did our debriefing and had our celebration, I just did my weekly shopping in between. It felt like after giving birth and finding myself on the street for the first time: "I am a mother/CTA and so happy . . . and no one sees it but me!" That adrenaline, that bliss, online or offline. I don't think that feeling makes much difference. At 5.30 pm, with all the candidates and examiners, the vibe of all those professionals from all over the world (a benefit of taking exams via the ITAA) splashed out of my screen! Party time! 🎉

**TA PUBLICATIONS**

*We regret the delay in publishing this announcement due to the unprecedented events of 2020 and are happy to do so now.*

**Steiner TAJ Articles in Portuguese**

Silvana Maria de Jesus reports that the Portuguese translation of Claude Steiner's TAJ articles was successfully finished in September 2019. *Educação Emocional: O Que o Amor Tem a Ver com Isso?* [Emotional Literacy: What's Love Got to Do With It?] was published as a special edition of *Revista Brasileira de Análise Transaccional* (the Brazilian Journal of Transactional Analysis). [UNAT-Brasil](#)

requested and was granted permission to translate and republish the articles.



*Silvana Maria de Jesus (left) and ITAA Latin American regional representative Michelle Thomé celebrate the publication of the new Portuguese collection of Claude Steiner's articles.*



*Students of the Universidade Federal de Uberlandia who were part of the translation team for the book (along with experienced UNAT members)*

## The World Is Our Oyster: Opening Up TA Training for Everyone Everywhere?

by Anne de Graaf and Henk Tigchelaar

**I**t seems that, as a cheerful bonus of the COVID-19 pandemic, TA training and supervision is becoming increasingly accessible and attainable for a great variety of people around our globe. For many of them, there was (and still is) hardly any TA training and supervision available near where they live and work. Moreover, for people who are less rich and fortunate (than us and others who have benefited thus far), TA training and supervision is unattainable because of the high costs involved. Time for change?

### Travel and Accommodation

In an earlier article (August 2020 *Script*), we calculated the CO<sub>2</sub> emissions of our journey toward TSTA status. The results were shocking and reason enough to thoroughly reconsider the many traveling within our TA community. Based on the calculations made for that article, we also found that we spent about two thirds of our total budget for TA training and certification on travel and accommodation costs and only one third on fees for training and costs for exams. Anne paid over

€25,000 and Henk paid almost €30,000 to airlines, hotel chains, restaurants, gasoline, parking spots, and more. It is clear that traveling by car/train/plane toward TA training and/or exam venues and staying in hotels and B&Bs makes it especially expensive to enjoy TA training and/or to obtain TA certification.

### An Ethical Question

It is often said that TA combines a highly accessible theory with a highly practical approach (Cornell et al., 2016, p. vii). Isn't it strange that becoming proficient in the same accessible theory is not available to everyone everywhere? If a central ethical question for us as TA professionals is how we make a valuable contribution to the growth and development of our clients (p. 238), we should reflect on the challenge of how the global TA community is taking care that anyone who wants to develop as a TA professional is given the opportunity to do so without facing major obstacles. It is not difficult to recognize that until now, only a happy few could afford to take part in TA training and exams. So, in addition to the negative ecological

aspect of environmentally harmful travel, the high travel and accommodation costs are extra motivation to offer both the exams and all forms of training as affordably as possible. The internet offers many possibilities and may significantly increase the opportunity to participate in TA training and/or initiate a CTA or TSTA journey.

### Online

Currently, the COVID-19 pandemic has motivated initiatives for online exams, supervision, and training by both ITAA and EATA. More individual TA trainers and private training institutes offer online TA training. The experiences with these options are (although there is still much to be improved) generally positive (see exam reports in the March and April 2021 *Scripts*). Anne currently works with a TA Foundation Year training group in which students participate from all over the globe: Hong Kong, Turkey, Slovenia, Italy, France, and the UK. Most of the students in this online training cannot, for various reasons, attend TA training on site. ITAA/EATA have offered several webinars, after which many



participants reported that this was their first meeting with the international TA community. Henk meets his international peer supervision group on Zoom instead of traveling to the UK, which saves valuable time and high travel costs. Participants are happy with these online possibilities.

### Online Emissions?

Readers of our 2020 article pointed out that working online also exerts pressure on the environment. A study (<https://bit.ly/3q5pjBt> from 6 February 2021) forecasts that if remote working and other physical distancing requirements continued through 2021, an additional 34.3 million tons in emissions of CO<sub>2</sub> and other greenhouse gases would be generated worldwide. So, digital is not all green and still causes pollution. We can, however, collectively reduce the internet's environmental footprint and promote sustainability. Of course, better than digital meetings are no meetings, fewer meetings, meetings that take less time, and so forth. Leaving the camera off during a web call can reduce the digital footprint by 96%. Streaming content in standard definition rather than in high definition can lead to an 86% reduction (<https://bit.ly/3aJOnYA> from 9 February 2021). Let's make sure the meetings we engage in are all necessary and useful. Another study estimates that streaming represents no more than 5% of the total costs compared to the cost of traveling to work (<https://bit.ly/3a1VA6S> from 6 February 2021). Mindful Zooming, cautious Skyping, vigilant Teaming, and conscious meeting are helpful

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means to make TA training and examination accessible for more students from all around our globe than we ever envisioned.

### The World Is Our Oyster

Although a good deal of online activity is still motivated by the current pandemic, we expect much training to continue being offered online, even after the pandemic is over. We also call for TA training to be kept accessible to everyone who is interested in it anywhere in the world. Let's look with open minds

into all the possibilities for making TA training and certification accessible for all. This calls for an in-depth debate about how we can ensure in the near future that TA training and certification is accessible to everyone everywhere in this world ... and of course that we do not further harm our planet. Remember, the world is our oyster.

### Reference

Cornell, W. F., de Graaf, A., Newton, T., & Thunnissen, M. (Eds.). (2016). *Into TA: A comprehensive textbook on transactional analysis*. Karnac Books. 5

## USATAA Initiates Workshop Series With Richard Erskine and Vann Joines

"Spring Forward!" is the theme of two new workshops that the USA TA Association (USATAA) is offering this month and next. Given the great response to the Social Justice TA 101 presented at the 2019 Raleigh ITAA/USATAA Conference and now playing for free on [YouTube](#), the USATAA Education Committee decided to offer 2-hour follow-up workshops to educate, sustain, and expand interest in transactional analysis.



### Richard Erskine on "Interpersonal Attunement: Responding to Relational Needs"—17 April

Richard will describe affective, rhythmic, and cognitive attunement essential in interpersonal communications and illustrate the eight relational needs that create a sense of well-being. The workshop will provide fundamental concepts and ways of transacting for psychotherapists, counselors, educators, consultants, and anyone involved in interpersonal communications.

### Vann Joines on "Personality-Focused Treatment"—29 May

Vann will present six personality adaptations and how they can be used as a guide to treatment. He will demonstrate how each adaptation has a particular thinking, feeling, and behavioral mode of contact with others, a target area in which they can experience growth and change, and a trap area where they are most vulnerable. This information will allow therapists, consultants, and others to establish connection, rapport, and targeted interventions.



Seats are already filling up quickly for Richard's workshop. An interview with him and registration information for both workshops can be found at <https://usataa.org>. There is a recommended \$25 donation and registration is limited to 100.

# What Kind of Worldwide Community Are We?

by Steff Oates

The fourth ITAA/EATA webinar was held on 12 February at various times throughout the world and was joined by members from 15 countries. It was another fruitful gathering that demonstrated how much people appreciate the opportunity to meet in community and engage in dialogue. We again heard calls for this to be a monthly event, which the webinar team appreciated. Although this regularity is not possible because of our busy schedules, there will be two more this year: in June and November. Watch for email invitations and *Script* announcements.

The focus of this webinar was “Tribe or Community?” ITAA President Elana Leigh and EATA President Peter Rudolph opened the proceedings with moving introductions regarding their own experiences of being in a tribe or community.

Elana focused on how central our community has been during the pandemic and how active EATA and ITAA have been in working together to build a world TA identity. In doing this, it has been important to acknowledge differences—that EATA and ITAA are separate orga-

nizations that operate in different ways—and at the same time there is a strong shared history, philosophy, and set of principles and practices. Elana talked about how each of our individual relationships with power underpins the way we belong and behave in groups and communities.

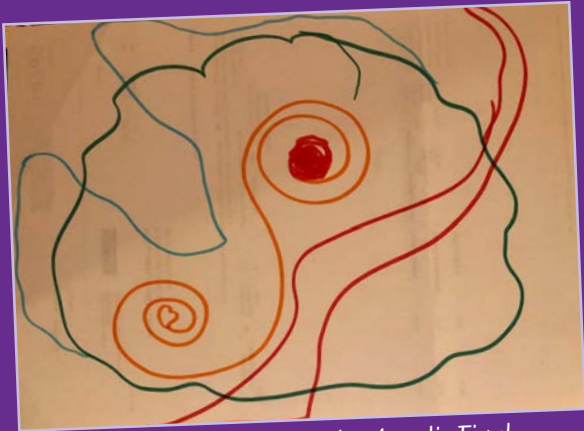
She believes that the power dynamics inherited from our families and cultures are ever present and consciously and unconsciously inform our thoughts, feelings, and actions. She suggested that we owe it to ourselves and others to reflect on the power struggles and fractures within our communities and that through asking questions of ourselves and others, we will create a more cohesive international community in which we truly tolerate and live with difference. Among the questions she suggested we ask ourselves during the webinar were: How do I observe and feel myself belonging in a group? Where do I place myself in the group (center, middle, on the outskirts)? Who in the



Group imago drawing by Suheyyla Pinar Alper

TA community do I include or gravitate toward and who do I exclude or feel repelled by?

Peter Rudolph then spoke to how the TA community may be seen as a tribe, which he sees as a social environment that offers relational structures, roles, identity—and the option to stay and act in the world. He spoke of his early life in a German post-World War II situation, living in a good bourgeois world, and of his role as a rebel with an invisible conviction of “I’m not OK, you are OK.” Peter spoke of the division of good guys and bad guys and that being a good guy in post-war Germany meant overadaptation to the West-



Group imago drawing by Annelie Figul

ern coalitions and that this was paralleled in his village. The good people were nice, funny, and cultured; the others were threatening, bad, and strictly different. It took Peter time to understand his role in carrying the “not OK” part for his family, which enabled them to live with split-off shame and fear of being not OK. For Peter, the student protests and the alternative movements in the 1970s and 1980s opened his understanding of the hidden shame and responsibility for history and unmasked the surface of a bigoted and frozen world. Peter decided to make “relevant and serious work in rebellious circumstances.” He linked his history with his familiarity in the “TA tribe,” his growing realization of a strange, interesting, attractive world outside and people who are interested in listening without judgment. He talked movingly about his experience of becoming involved in EATA and hearing other delegates speak about their experience of TA in their countries. Peter ended by saying, “To stay oneself, accept my own identity, and realize and encounter the other one in their being as an-other one without having to ‘other’ him or her is a process that we all have to do.”

Participants were then invited into breakout rooms to consider these

questions: In terms of the TA community, in which part of the community do you feel hot and in which part do you feel cold? What meaning do you make of this? People were then asked to speak to the whole group or put something in the chat. I will summarize my experience of the webinar here by quoting directly from my notes and the chat.

It was clear that some people took issue with the word “tribe” as a racially sensitive word and preferred other ways of describing our community. One person said, “A tribe is a place where everyone knows everyone intimately; it is smaller and more closed than community.” It was clear from the chat that some people feel more at ease internationally than with their own nations. One breakout room discussed Eric Berne’s idea of belonging, which involves eligibility, adjustment, and acceptance. I was impressed by the range of ages and the variety in stages of the journey of people in this webinar. For example, former ITAA President John Heath spoke of his appreciation for the webinar team for bringing together EATA and ITAA in these joint ventures, which he sees as necessary and a great move toward the healing of past rifts.

For the second breakout experience, participants were asked the question: Following on from your understanding of the first question, what are your personal challenges? People were invited to draw their experience, and we print two of these with this article.

Other participants’ comments:

“Our belonging to the community does not necessarily require that we make up a tribe. To me, like to others, ‘tribe’ evokes exclusion of others.”

“Being relatively new to the TA world, I have been impressed by how much of a community there is in comparison with other modalities. It excites me—I can’t wait to dive in and belong in it. I am excited by the international aspects of this community and the richness this offers.”

“As someone from a multicultural and faith background, I wish my experience of belonging and connectivity was a simple one to express.”

“We could see our TA communities representing differences in nations. The challenge is that if we can stay connected even in difference and grow together, so can the world.”

There was breakout room discussion regarding the model of spiral dynamics, which describes the development of social organizations in relation to the degree of consciousness: A tribe is at stage 2, a community is at stage 6 (out of 8).

In my experience, this webinar was a community in process doing the very thing that Elana and Peter had invited at the beginning. We were asking challenging questions of ourselves and others in order to create an international community that, as Elana stated, truly tolerates and lives with difference. 🍷

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### ITAA and IBOC Have New Contact Info

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**SAATA is holding an online celebration of Saru's life on 10 April 2021 at 17:30 IST. Everyone is welcome to join by [clicking here](#) (Zoom meeting ID: 940 8459 0674; passcode: 587714).**

**PK Saru**, a legend in the TA world, passed away peacefully on 25 March 2021. A long-time ITAA member and TSTA-P, Saru was a major force in TA in India, Bangladesh, and elsewhere around the world. She served on the ITAA Board of Trustees and was the founder trustee and past president of the South Asian Association of Transactional Analysts (SAATA). She was also the managing trustee of CHILD and Asha Counselling Centre based out of Coimbatore, India. Saru was the recipient of the ITAA Muriel James Living Principles Award and the SAATA Professional Excellence Award.

Suriyaprakash C., an early trainee, close colleague, and friend, writes to Saru: "I'm sure you will be joyful and rejoicing wherever you are! We will mourn your death and will celebrate your life and, as you said, we will move on." Suriya also recalls the words Saru used at the end of every TA event: "When we met in the beginning, we said Hello. Now it

is time to say good-bye. Saying hello and good-bye with the same equanimity is maturity. We are neither independent nor dependent. We are all interdependent. Remembering that, let us say good-bye. Good bye!"

Since we learned of Saru's passing just as we were finishing up this *Script*, we offer these brief comments now with more to come later.

## Charlotte Christoph-Lemke

Charlotte died on 14 December 2019 after some years of health problems and decline. Her son Lothar was with her. Richard Erskine remembers Charlotte as a brilliant synthesizer of ideas who was good at comparing/contrasting the use of specific methods, a prolific promoter of TA across the German-speaking world, and someone with a big heart. Charlotte became head of the TA Institute in Munich and authored a 1999 *TAJ* article on "The Contributions of Transactional Analysis to Integrative Psychotherapy" as well as a chapter in the German version of the Erskine-Moursund book *Integrative Psychotherapy in Action*. For more about Charlotte visit: <http://www.mita.edu/charlotte/>



**Ray Quiett**, a member of ITAA and USATAA for over 30 years, professor emeritus and former chair of sociology at East Central University, passed away in February 2021



at his home in Oklahoma. He held many leadership positions professionally and was recognized with numerous awards from the university as well as from the Oklahoma Counseling Association, for which he had served as president. We learned from Ray's excellent workshops on many topics, including closing escape hatches, "Game Busters," and more. TA friends and colleagues remember Ray as a warm and steady hand on the USATAA Council: "Ray was a gentle soul and a wonderful transactional analyst. He was a great supporter of USATAA and a great friend" (Felipe Garcia); "At conferences, he was a regular at the men's breakfast. He loved me and I loved him" (Chuck Holland); "We were together in Raleigh. We will miss him terribly. It was always very special to be loved and cared about by Ray" (Dianne Maki-Sethi); "I am so sorry to hear about Ray. He was a friend and a very good person" (Val Chang); and "Ray was such a nice guy and a wonderfully competent teacher and therapist" (Vann Joines). Ray Quiett will be truly missed. He brought wonderful calm energy and clear explanations to TA, and a twinkle in his eye added to his gentle teaching. Submitted by Lucy Freedman

**KA Sebastian** died unexpectedly of cardiac arrest on 21 March 2021. He was current president of the Institute for Counselling and Transactional Analysis (ICTA) headquartered in Cochin, Kerala, India. Our condolences to the Indian TA community on this sad loss. We know he will be greatly missed.

