



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Research Commons

<http://researchcommons.waikato.ac.nz/>

Research Commons at the University of Waikato

Copyright Statement:

The digital copy of this thesis is protected by the Copyright Act 1994 (New Zealand).

The thesis may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use:

- Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person.
- Authors control the copyright of their thesis. You will recognise the author's right to be identified as the author of the thesis, and due acknowledgement will be made to the author where appropriate.
- You will obtain the author's permission before publishing any material from the thesis.

**Developing and Evaluating a Training Programme for
Leadership Behaviours Focusing on
Psychological Theory of Transactional Analysis**

A thesis submitted in fulfilment

of the requirements of the degree

of

Master of Management Studies

In

Human Resource Management

At

The University of Waikato

By

MEENAL BUDUKH



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

2021

Abstract

In situations of conflict, it is commonly found that a leader's communication style matters tremendously to deliver an intended message (Khan, Ismail, Hussain, & Alghazali, 2020). Especially in times such as pandemics, wars, industrial revolutions it is the leaders that are discussed the most (Vacharkulksemsuk & Fredrickson, 2013). One of the many topics discussed regarding this profile of leadership is the communication style that is used by the leaders, especially during trying times such as mergers, change in leadership positions, or changes at any level of an organisation (Pavitt, 1999).

Drawing on an existing psychological theory that attempts to target the complex psychological aspect of communication developed by Dr Eric Berne (1961) known as, Transactional Analysis (TA), the aim of this study was to first, adapt TA from a psychological theory to a business training programme for leaders, to be applied at the workplace. This aspect of TA has been missing from workplace leadership training (Nykodym, Longenecker, & Ruud, 1991). Second, this thesis sought to evaluate the adapted training programme that is based on the theory developed by Berne (1961), to ascertain its validity in a leadership sample away from the theory's psychological settings.

Training evaluation is central to the successful implementation of training in the workplace (Farjad, 2012). While there are many types of evaluations, this thesis evaluated the TA training programme using a two-fold strategy. First, using the Johari Window (Luft & Ingham, 1955) to evaluate leaders' insights into the process of communication. Second, using Kirkpatrick's (Watkins, Leigh, Foshay, & Kaufman, 1998) four levels of evaluation i.e. 1. Reactions 2. Learning 3. Behaviour 4. Results. The participants completed a second evaluation of the training programme one week after the intervention using Kirkpatrick's evaluation model.

The training programme was conducted for 11 participants of various backgrounds with leadership and business work experience, for 60 minutes each day for four days, with the training programme being evaluated on the fifth day. The sample consisted of Masters of Business Management Students, Bachelor of Engineering, Master of Cyber Security, Bachelor of Animal Behaviour, and other such programmes offered by the University of Waikato. These participants were international students,

who largely had leadership experience, who were completing a one year Executive Education and or Masters level course. Participants chose to attend the training programme either via online zoom calls or face-to-face. There were 4 online participants and 7 face-to-face participants in total.

While most participants' feedback was that the TA training programme was relevant, well delivered, and interesting, some participants suggested that improvements in the timing and depth of the topics covered in the training could be made. In terms of evaluation, using the Johari window, the study showed, overall, increased levels of positive introspection and improved communication. Evaluation via Kirkpatrick showed that in terms of 1. Reactions – TA training was received as largely positive. 2. Learning – evaluated to be mainly good 3. Behaviour – evaluated to be overall consistent, overall demonstrating that the training module was successfully adapted for leaders.

A limitation observed in the thesis was small sample size. It is also recommended that a replication of this study and evaluation over larger and more diverse samples (for example workplace, not student leaders) would be beneficial. Furthermore, future research may want to increase the teaching time to more than 60 minutes and delve deeper into some of the concepts covered to enhance the programme.

In summary, a training module adapted from Berne (1961) on TA was developed and taught to leadership students studying tertiary degrees. Largely the evaluation of this adapted TA training programme was that it was both well received and that it does bring positive changes for leaders.

Key Words: Transactional Analysis, Leadership, Communication, Training Programme, Evaluation

Acknowledgements

I would like to express my sincere thanks and gratitude towards the people without whose support it would not have been possible to accomplish as much I have in the past year. It has been a very interesting year indeed. First I would like to thank my supervisor, Dr Maree Roche. Your support, feedback, encouragement and friendship have been extremely valuable to me. Thank you for being available to me whenever I needed your support. Thank you for supporting my ideas.

I would like to thank my former employer Kerry for supporting me, always being there for me whenever I needed someone to turn to, for being the most understanding, empathetic employer. Thank you for always believing in me even when I didn't, for having faith in me. Thank you for being you.

I would like to thank my family in India and New Zealand for supporting me in every way possible. You all have been there for me every time I needed a bit of advice, when I wanted to be heard and when I felt less confident. I cannot thank you enough for that. Being so far away from my family has never been so difficult, especially with COVID19. But family away from my family never doubted my skills and efforts for this thesis to come to its fruition. Thank you once again.

Last but not least, I want to thank my flatmates. You all encouraged and supported me through tough times. Late-night food runs, late grocery shopping and sympathy ice cream tubs would not have been the same without you all.

Table of Contents

Abstract	ii
Acknowledgements	iv
Table of Contents	v
List of Tables	vii
Introduction	1
Literature Review	3
Difference between Leaders and Managers	3
Leadership as a Relationship	3
The Psychology of Leadership and Transactional Analysis	4
Psychological History of Transactional Analysis	6
Three Psychological States of TA	7
Difference between TA in Personal and Organisational Setting	8
Psychological Types of Transactions/Communications in TA	11
Relational-Needs	14
Psychology of Transactions in Transactional Analysis	15
Leadership and Transactional Analysis	17
Evaluation of TA Training Programme	19
Johari Window	19
Kirkpatrick’s Evaluation Model	21
Methodology	23
Ethics Approval	23
Participants	23
Setting	23
Materials	24
Information Sheet	24
Consent Form	25
Training Overview	25
Day 1 (Contracting skills and Perspectives)	26
Day 2 (Recognising Perspectives and Shifting Perspectives)	27
Day 3 (Life Positions)	27
Day 4 (Psychological Games)	27
Day 5 (Training Evaluation)	28
Trainers Reflections	29
Research Design	30
Procedure	30
Method of training –	30
Sample –	30

Physical Atmosphere –	32
Training package –.....	34
Kirkpatrick’s evaluation included four different levels of feedback.	40
Participant Reports.....	40
Results.....	42
Johari Window	42
Scoring –	42
Trainer’s Observations.....	55
Overall Observations –	57
Reflective Observations of the Researcher –	57
Discussion.....	59
Training Programme – Transactional Analysis	59
TA Training Evaluation Measures.....	59
Overall Review of the TA Training.....	61
Online and Face to Face Modes of TA Training Programme.....	62
Implications of the TA Training Programme.....	63
Limitations	64
TA Training Programme –.....	64
Future Studies	64
Conclusion	65
References.....	66
Appendix A – Johari Window	70
Appendix B – Kirkpatrick’s Evaluation Model	72
Appendix C – Participant Information Sheet.....	75
Appendix D – Participant Consent Form.....	76
Appendix E – Zoom Shots of the Physical Setting of the TA Training Programme.....	77
Appendix F – TA Training Module Sessions 1-5.....	80
Appendix G – PPT Presentations of the TA Training Sessions 1-5	106
Appendix H – Johari Window Sample Graph	110
Appendix I – Johari Window Participant Results.....	111

List of Tables

Table 1. Terminologies Adapted for the TA Training Programme	9
Table 2. Sample Information	31
Table 3. TA Training Programme Schedule	35
Table 4. Lesson Plan for TA Training Programme Sessions 1-5.....	36
Table 5. Johari Window Scoring Sheet.....	43
Table 6. Kirkpatrick Evaluation – Reaction section	45
Table 7. Kirkpatrick Evaluation – Learning section	50
Table 8. Kirkpatrick Evaluation – Behaviour Section	52

Introduction

It is very common to find the work environment to be very upsetting and or overwhelming in today's ever-changing world. A very good example could be the recent pandemic and the different methods in which leaders all over the world dealt with the crisis. The crisis and the effects were completely unforeseeable (Khan et al., 2020). A common standpoint to look at such situations is that they are given tremendous attention in comparison to positive events such as improved motivation at the workplace or organisations achieving set annual goals (Vacharkulksemsuk & Fredrickson, 2013). The main reason for such high levels of attention on negative events seems to be that these stand for maladaptation which signals the need for change (Issah, 2018), even a single negative event as the pandemic COVID19 poses to be a threat to any leadership since assigning blame is very common in the aftermath of such situations (Liu, 2010). Negative events such as these often trigger a fight or flight response at the leadership level as well as at an organisational level. "Such a fight or flight response can lead to narrow-mindedness, restrict the creativity, and limit one's options to tried and true courses of action, depleting one's physical, social and psychological resources, leading to stress, alienation and even illness" (Youssef-Morgan & Luthans, 2013, pp. 198-208).

Any failure to launch success since historic times has been accredited to be so due to leadership, may it be a rugby game, a war or a business (Ahern, 2020). A survey conducted to investigate whether the leader or the organisation is the cause for successful organisational culture supported this very finding (Kelloway, Weigand, McKee, & Das, 2013). Bennis and Thomas (2002) in their book *Crucibles of Leadership* mentioned that a leader's ability to find meaning in any negative event and to learn the lesson in difficult times is an indication that the leader is reliable. Reliable and positive leadership has always been a strong basis for building a durable, culturally diverse and fruitful leadership-team dynamic (Yasir, Imran, Irshad, Mohamad, & Khan, 2016). Communication, especially leader-employee communication is considered to be the basis of the modern organisation (Men, 2014). This communication helps define an organisational structure, creates relationships, and constructs organisational culture and values. It is vital in socialisation, decision-making capacity, problem-

solving and changes processes (Men & Stacks, 2014). This communication also increases employee productivity and assists to improve employee performance (Medler-Liraz & Seger-Guttmann, 2018).

Appropriateness and effectiveness are two elements essential in building good communication (Spitzberg & Cupach, 1984, pp.481-524). Although that is true, another vital component of communication is perception. Perception is most likely to be based on the leaders' ability to motivate their team, knowledge, skills and an understanding of the context of the situation being communicated (Cupach, Canary, & Spitzberg, 2009, p.29). According to a study conducted by Kouzes and Posner (2010) a team's productivity, energy, morale, commitment towards work, their team, motivation, organisational citizenship behaviour are considerably affected by the leader's style of communication.

Literature Review

Difference between Leaders and Managers

Leaders create a vision for their followers or team mates to share. Leaders are agents of change, they bring in the actual change needed in the organisations, to motivate or do what needs to be done for the team to achieve success. Leaders bring in their unique perspectives in difficult situations. Leaders are risk-takers (Ibrahim & Cordes, 1996). They are visionaries. An important aspect of being a leader is the ability to build relationships (Ibrahim & Cordes, 1996). A leader coaches their employees and motivates them to achieve the success they deserve by guiding them through the process till the objective is achieved. Leaders make sure they are compatible with their employees, and the changing world. They win followers over because of their uniqueness (Ibrahim & Cordes, 1996).

Alternatively managers, create goals for their team members to follow. They focus on maintaining the status quo; they have a reputation to uphold. Managers mimic or adapt leadership but it is only an imitation of how leadership is perceived by them. Instead of diving into risk-taking behaviour, they prefer managing risky behaviour. Managers focus on the present goals that are short-term and a means to an end (Ibrahim & Cordes, 1996). Managers build systems and processes with directives, and a problem or task-focused approach. Instead of gaining a certain number of employees, managers are given employees to work with; it is their job to maintain a level of work ethic (Ibrahim & Cordes, 1996).

Leadership as a Relationship

Efficient leaders understand the importance of building relationships. They invest time and effort in building and maintaining these relationships. These relationships are generally with other managers, other leaders, and team members at different levels in an organisation or the society. These relationships create a very effective foundation which has a significant impact on work relations. The common goal and the consistency in maintaining a mutual or collective purpose, assist in motivating both parties to preserve that relationship. Maister, Green, and Galford (2001) in their book, mention a formula that acts as a building block in preserving work relationships.

$$T = \underline{C + R + I}$$

S

In the above equation, ‘T’ implies Trust, ‘C’ implies Credibility, ‘R’ for Reliability, ‘I’ for Intimacy and ‘S’ stands for ‘Self-orientation’. Credibility can be defined in one of two ways; first is the ability of the leader to do what is right and to follow up on the promises they made; second is the degree to which a leader can use their experience to impart an objective and emotionally appropriate response. Communicating with an appropriate emotional response can be perceived by team members as a show of belief and intent. Intimacy in the workspace portrays a level of emotional understanding within the workspace and is a competency of leadership communication. Intimacy in communication can be crucial when communicating career development, promotion, compensation, re-organisation, hiring, and firing (Yagil & Medler-Liraz, 2014). Self-orientation implies the focus of an individual. If the leaders’ focus is on communication with the teammates among other things, that helps to define the relationship between a leader and their team. A leader’s communication demands a level of trust and commitment towards their team to build a level of understanding between them (Yagil & Medler-Liraz, 2014).

The Psychology of Leadership and Transactional Analysis

A leader displays various patterns of behaviour that help in categorising their style of leadership, some of which are mentioned below.

Transformational leaders influence their followers and motivate them to accomplish more, become one with the collective vision, and make valuable contributions (Antonakis, 2012). Transactional leaders base their leadership style on transactions that involve reward or punishment type of exchanges between the leader and their team members (Tan & Yazdanifard, 2013). Servant types of leaders listen to their employees’ grievances, show empathy towards them, assist in the healing process, are aware of developments in the organisation and communicate clearly. They possess a vision for others to follow, an ability to keep themselves updated with the constant developments in

the organisation, pass on learned knowledge, and show commitment to the growth of employees to build a community (van Dierendonck, 2010). These and many others styles of leadership help develop the communication style of an organisation at large (Gemedo & Lee, 2020).

A model that is commonly known leader-member exchange theory (LMX), explains the relationship between leaders and their teams. This theory firmly believes that team members work strongly under the influence of the leader. The quality of this relationship between a leader and their team members is dependent on the leader's communication skills (Erdogan & Bauer, 2015). Leaders offer an open platform for the teammates by showing them support, providing guidance, giving opportunities that help the team members develop. The theory suggests that since leaders take a very comforting and welcoming stance, the team members' motivation levels are positively affected. Their response to the leader is presented with increased levels of loyalty, a higher level of communication and voluntary behaviour. In a way, the team voluntarily commits to the organisation through their commitment to the leader.

Researchers found that high-quality leader-member exchanges led to more attention as well as support from the leader. This in turn produced less employee turnover, more positive performance evaluation, higher frequency of promotions, greater organisational commitment, desirable work assignments, better job attitudes, greater participation, and faster career progress over time (Graen & Uhl-Bien, 1995). Researchers also found a positive correlation between the quality of leader-member relationships and citizenship programmes that involve the trust equation and LMX theory at the workplace, in the context of leadership communication (Rege, Molleman, & van de Brake, 2019). TA also suggests that leaders should maintain high-quality exchanges with their teams in order to create a culture of commitment and efficiency within the organisation.

Asrar-ul-Haq and Anwar (2018) in their study found that authentic leaders who incorporate transformational, transactional and servant styles of leadership together can have a positive effect on job satisfaction, work motivation, dedication and overall wellbeing of their employees. Nevertheless the manner in which these benefits are achieved depends on the psychology of the leader. The

psychology of the leader is different from leadership behaviour. A leader is expected to have a certain understanding of the team, and motivate as required. The leadership role itself entails certain characteristics that have been studied for years. But the psychology of the leader is different from the duties that the leader has to perform. One aspect of which is the communication style that the leader displays.

To achieve a set of goals, a leader needs to communicate them well enough for their team to align their goals mutually. Transactional Analysis plays a very important role in this process of communication. A transaction is simply communication or a conversation between two individuals. The string statement made by the proponents of transactional analysis, “to be human is to be in a relationship with other” (Trautmann & Erskine, 1999, p.4) states the importance of communication as a foundation upon which human relationships are built. Transactional Analysis is a psychological theory of communication based on concepts of human behaviour that attempt to heal or meet one’s psychological needs. This psychological theory was first developed by Eric Berne in the 1950s (Nelson-Jones, 2015). The key aspect of any communication according to this psychologist was the perspective regarding the way we communicate, the fashion in which the world at large is perceived. To analyse any transaction, certain concepts were introduced by Berne (1961).

Psychological History of Transactional Analysis

The concepts used in Transactional Analysis are based on the model of psyche i.e. personality introduced by Sigmund Freud (1989). Freud structured the consciousness as id, ego and superego where ‘id’ is the primitive and instinctual part of the personality. Ego according to Freud is not different to, but a part of id which gets modified through experiences when one is exposed to the external world. The superego is the values and morality which develop within the psyche due to the external exposure. To put it in simple terms, id is the devil and superego is the angel sitting on one’s shoulders; ego is the individual oneself. Id and superego, depending on their nature, make suggestions and it is upon the ego to make decisions based on those suggestions (De Sousa, 2011).

Using Freud's theory as a basis, Berne divided the ego or self into three perspectives. Perspectives are a continuous pattern of feeling and understanding, directly associated with a corresponding consistent pattern of behaviour (Berne, 1964). These perspectives spring from a child, parent and adult which are present in all of us. That is, humans have three internal perspectives, parent, child and adult which play out interchangeably when in dialogue with oneself or another (Berne, 1961).

Three Psychological States of TA

There are many theories in the stream of psychology that claim to explain personality in different manners accounting to the individual differences portrayed by humans. Transactional analysis attempts to do the same by differentiating the three psychological states that every individual experiences (Berne, 1964). In Transactional Analysis, Berne (1961) distinguishes that every individual has a parent, a child and an adult within them. The parent, child and adult, react to situations that one experiences. Sometimes they are brought out because of others in the flow of a transaction (Boholst, 2003). These are explored in detail in the following sections.

The parent perspective can take forms of either a nurturing parent which is caring, concerned and often appears as a maternal figure or it can also manifest as the controlling parent which tries to influence the child to do as the parent wants them to.

The adult perspective is a rational person who talks reasonably and assertively. He or she neither tries to control nor react aggressively towards others.

The child perspective has three states, the 'natural child' who is not self-aware and is often playful, they are open and vulnerable. The 'little professor' nature of the child perspective is very curious and always open to new experiences. The 'adaptive child' on the other hand reacts to the world around them by either changing themselves to fit in or rebelling against the forces (Berne, 1964). The perspectives are founded in our morals, ethics, feelings and our ability to reason with. The set of related thoughts, feelings and behaviours which are expressed, outwardly, are rooted in the perspectives that we are coming from at the given time of the transaction. These perspectives encompass important facets of the leaders' personality.

Transactional analysis is based on the philosophy which states that relational transactions with others are guided by the perspectives that we communicate from (Berne, 1964). For example, in the Adult perspective, a leader may discuss a difficult topic with rationality, reasonable expectations and explanations. A parent perspective may be quick to judge or offer a piece of advice or two, where as a child may be quick to back out in the face of adversities or react inappropriately depending on the individual differences. (Berne, 1964)

Difference between TA in Personal and Organisational Setting

Transactional analysis has been used as a psychological theory at large since it was first introduced. In the past it has more often been used in the personal setting as compared to the professional setting. In the personal setting TA is used to discover the nature of several aspects of an individual (Mountain, 2012). The personal background is explored in depth including childhood, relation with parents, feedback given to an individual while growing up, educational background, relations with friends, relations with siblings and social behaviour. This assists in understanding how the perspective of an individual is formed. In an organisational setting, it is impractical to use the companies' resources to delve in to the background of an individual in order to understand their perspectives. Hence TA in the organisational setting works differently by analysing transactions in the form of transcripts. Using TA to introduce and identify with concepts such as individual perspectives, types of transactions and psychological games that are outlines below, are predominant in organisations can develop a culture that promotes transparent, effective, safe communication.

Some terminologies from the transactional analysis psychological theory could not be continued in the organisational setting. To make better use of the resources provided by this theory in the organisational setting, the terminologies were substituted for workplace use in the training programme developed by the researcher. A table of these terminologies is given below (Appendix G).

Table 1. Terminologies Adapted for the TA Training Programme

The terminology used by TA psychological theory	The terminology used by the TA training programme
Ego states	Perspectives
Racket Feeling	Real Intention
Life Script (past)	Responses from Child Perspective
Episcripts	Responses from Parent Perspective
Life Script (present)	Life Position

This difference between two settings is reflected in the following examples as well.

For example,

1. James wanted to meet his aunt who lived in another town. Since he had never left his town before. He had to figure out how to reach that town. He was successful in reaching this town to meet his aunt after he came up with a plan to do so. James solved this problem using his adult perspective; he solved this problem logically and rationally by exploring his strengths and weaknesses.

This study aims at developing a training programme that is tailored to be used in the workplace. Hence, the perspectives would be adapted differently if the situational set up was changed i.e. from personal life situation as discussed above to a more of a professional or workplace set up. In that case, another example has been discussed here to explain the changes that would be brought on due to situational changes,

An employee communicating from an adult perspective would respond in rationally ensuring to express their perception of the situation and find a solution acceptable to both the parties moving forward.

2. Manager: You should have spoken up at the meeting. I was expecting you to be clear with your ideas.

Employee: I understand I came across as tongue-tied. I was more inclined to listen to what others had to say since they all made very valid points. Next time, I would like to integrate all those points which will help me express my ideas clearly. (Adult Perspective)

An individual coming from a Parent perspective i.e. smothering or controlling, is more likely to enter a transaction with a set of rules and restrictions for everyone around them including themselves. The first example discussed below is of such a perspective in a personal situation (Heathcote, 2010).

1. Bob would usually take charge of setting the time, place and activities him and his friends would engage in. He would often need to approve of a plan before getting involved. Eventually, his friends got fed up with him and most of them decided not to include him in their plans anymore.

The second example is of a workplace situation where the manager displays the parent perspective by expressing their disappointment in the employees not meeting their expectations to confidently express their ideas at an important meeting.

2. Manager: You should have spoken up at the meeting. I was expecting you to be clear with your ideas. (Parent Perspective)

Employee: I am sorry. I will do better next time.

An individual taking on a child perspective is likely to either demand certain outcomes or agree with the rest of the statements made by others. This child perspective can stem out of innocence that is seen

most often in children or out of certain needs that go unnoticed (Heathcote, 2010). The first example discussed is from a personal situation.

1. Freda saw her parents fight a lot when she was a child. She would withdraw herself from that situation and spend time going for long walks in order to make herself feel better. These experiences affected her as an adult. She was terminated from her first job for withdrawing during demanding periods at work. This withdrawal would reflect in her personal life when it came to friends and partners. Her daily life was affected due to her tendency to withdraw.

The workplace example portrays an employee displaying a child perspective with the aim to conform to the manager's expectations and avoiding conflict by apologising to the manager.

2. Manager: You should have spoken up at the meeting. I was expecting you to be clear with your ideas.

Employee: I am sorry. I will do better next time. (Child perspective)

It is important to understand that transactions influence successful relations among all the employees for the organisation to run smoothly. It is very important to recognise the perspectives in the transaction before any analysis of the transaction can be done. This helps to practice consistency in maintaining perspectives in any transactions.

Psychological Types of Transactions/Communications in TA

Additionally, three types of transactions were explained by Berne (1964) for them to be productive: complementary, crossed and ulterior transactions. These transactions are observed in daily life between the three perspectives discussed above. These transactions depending on their motive are divided into three types. The connection between these perspectives is explained below.

Complementary transactions occur when the transaction takes place between the individuals who are communicating from the perspectives that complement each other (Adult-Adult, Parent-Child, Child-Parent transactions). Since the communication takes place from similar perspectives, these

transactions are fruitful as they make communication easier. This type of transaction is preferred to practice communication that creates awareness.

If however, the response to the stimulus is from a perspective different to the one that has been invited, problems occur. Crossed transactions are those in which individuals communicate from different levels of perspectives which create a veil of good communication but in reality, this communication is flawed and hence it is not fruitful, it invites conflicts. It holds the person back from the intimacy of the communication and nudges the person to play 'games'. These games are the hidden motives that motivate individuals to communicate in a manipulative fashion (Eswarappa & Das, 2019).

In ulterior transactions, individuals communicate on two different levels. There is the social message (text) what we send, and the psychological message (subtext) that we mean (Berne, 1964). This type of transaction often creates conflicting situations since the need that one expresses most often is not what one may want in actuality. For various reasons one prefers delivering the social message that does not reflect their psychological message, creating a disparity. This creates confusion as the results of this type of transactions are never productive (Hollins Martin, 2011).

As mentioned above, all these types of transactions are used in the daily life of all individuals in personal as well as professional settings. To adapt the psychological theory into a training programme suitable for workplace set up, understanding the inner workings of these transactions is a necessity. This assists in maintaining simple transactions that are brought out by the adult perspective with rationality, and a logical understanding of the given situations (Allen & Allen, 1997).

Various problems that may occur due to bad communication styles are listed below,

- The nature and extent of the problem
- What the issue in actuality is about i.e. subtext of the text,

- Level of tolerance of the individuals involved in the disputed transaction,
- The confidence level of the participants who are dealing with the ‘problematic’ transaction,
- Critical situations,
- Managing workplace relationships,
- Understanding the boundaries as a leader,
- Leaders’ behaviour towards the team,
- Leadership in crises,
- Nature of the transaction while giving negative feedback,
- Stress that builds up due to relational problems i.e. decreased quality of work life.

To put it simply, the miscommunication or faulty transactions lead to confusion and psychological issues for the leader not only with regards to the team but with regards to the leader themselves (Nykodym et al., 1991).

Every individual is involved in thousands of such transactions that occur daily in different contexts. Developing high quality of communication is a necessary skill in forming meaningful relationships, may it be in the workplace or at home (Gazzaniga, 2008). Every individual by nature has a few relational needs that they expect to be fulfilled through the relationships they form. These relationships can be in the form of leader-follower, friends, manager-employee and parents-children (Trautmann & Erskine, 1999). These needs don’t disappear once the relationship is formed but in turn give birth to new needs and so on. These needs do not arise only for the present relationships, but unfulfilled relational needs may give rise to new ones, these exist throughout our lives. It is then that several cross transactions are experienced.

As discussed earlier, the different types of transactions assist in effective communication. Bad communication is often led by faulty types of transactions (crossed transactions). Understanding the underlying needs that are expressed in a personal or a professional relationship is the key to a type of communication that creates awareness. One way of meeting these relational needs is by using concepts covered in the psychological theory of TA to create an organisational culture with effective

communication. Eight such needs that an individual has from relationships are identified by Trautmann and Erskine (1999) in their study that is relevant to this research project.

Relational-Needs

1. The need for security: at a workplace, it can be a need to know that the individual has consistent employment (job security)
2. The need for validation: the need not to be judged by the leader. It can also be the social support that the individual has created at the workplace such as, co-workers that become friends or managers who provide feedback to the employees proactively, thereby easing the understanding of individuals and creating a friendly rapport between co-workers and managers
3. The need for acceptance: Acceptance is the act of being received as adequate, valid or suitable for the job or to the work environment or the position one hold in an organisation. The team members need their leader to be, dependable and consistent in their acceptance towards their team
4. The need for mutuality: The employee's need to be correlative with other team members for the equal and consistent treatment given to the team by their leader. This works more like a confirmation and can be similar to the need to feel equally important by having feedback that validates one's position with their co-workers.
5. The need for self-definition: the individuals' need to establish their roles and to identify as a belonging member or as a part of the team that makes the team whole.
6. The need to make an impact on the other: especially at a workplace every individual tries to impress their managers to gain rewards or make sure their work is up to the mark that their managers have set for them.
7. The need to have the other person initiate: every individual feels the need to gain some acknowledgement or validation from managers. The willingness of the manager to initiate expressing this acknowledgement or validation encourages belongingness.

8. The need to have attachments: attachment is often defined as a constant fear that the individual needs from one's job roles will not be fulfilled. Such individuals with a need for attachment may have a tendency to micromanage their work. This may cause them to experience a distanced relationship with co-workers as they might have to face certain criticism from team mates due to such micromanagement.

(Trautmann & Erskine, 1999)

The need to be recognised by the other is usually strong while playing games, according to Berne (1964). Psychological games are played to fulfil the needs mentioned above which are often expressed through ulterior transactions. Since TA is first and foremost a psychological theory it caters to the psychological needs that the individual expresses either overtly or covertly. It attempts to create a safe space for individuals to openly express their needs from relationships they have in a personal as well as a professional setting (Berne, 1968).

Psychology of Transactions in Transactional Analysis

“Inborn tendencies play a role in influencing the human behaviour” (Jung, 2014a)

While uncovering and resolving psychological games, Carl Jung suggested that commonly shared history of beliefs, personalities or archetypes, and behaviours are most often the causes for individuals to resort to playing psychological games. These games are viewed as safety nets that are a means to an end. According to Jung, archetypes are themes with a universal meaning within all the different cultures over the world. This often is reflected in our dreams, literature, art and religion (Jung, 2014b). Researchers believe that Jung's idea of archetypes stems from Frederick Nietzsche's philosophy (Abramson, 2007). These archetypes can be said to manifest in the roles of a mother or a father in an employee as per the needs of an organisation. This unconscious choice of behaviour is made based on the expectations of the organisation, actions of leaders and their team members (Abramson, 2007). These accounts of both the psychiatrist and the philosopher are in accordance with the transactional analysts. They assist the role of the leader to build a rapport with their team and the rest of the organisation.

The transactional analysis states that our responses and relational needs arise from our early life influences, for example, advice given by parents and judgement passed by peers to mention a few (Molesworth, Grigore, & Jenkins, 2017). TA helps us to deal with all these perspectives and conduct a fruitful transaction. Steiner (2006) shared his idea of 'stroke economy'. He describes it as a lack of regard created by communication which is full of crossed transactions (Nuttall, 2000). In a stroke economy, one is always trying to get the other to fulfil a relational need while hiding their true motives, leading to crossed transactions.

Furthermore, this may result in psychological 'games' that make transactions unfruitful. According to Berne (1964), psychological games as an example, may give rise to 'victimisation' games. These portray an individual as one who is always the so-called 'victim' where bad things always happen to them; or the 'persecutor' where the individual expects to see justice being served right away or expects to build up situations that create conflicts; or the 'hero' who invests into saving the victim, making the victim dependant on the hero to be saved every time. 'Victim', 'persecutor' and 'hero' are concepts that are famously known as the drama triangle (Berne, 1968; Karpman, 2012). The drama triangle theory suggests that individuals take on one of the three roles to deal with conflicting situations (Karpman, 2012). Games are initiated through cross or ulterior transactions which originate from having ulterior motives for almost all the social exchanges, ending with a payoff. A payoff is the result of a psychological game that is played to confirm ones' negative concepts about one. Berne claims that games are in essence aimed at trying to avoid intimacy, responsibilities for the individuals' insecurities and further the beliefs about fears, weaknesses and complexes (Berne, 1968).

Having good communication skills for a leader is considered to be a necessity (Arendt, Pircher Verdorfer, & Kugler, 2019). Transactional Analysis is a psychological theory based around communication skills that can be adapted for a workplace (Mountain, 2012). Based on the works of Berne (1964), Mihailovic and Mihailovic (2004) conducted a TA training programme to create an alternative environment at work that fosters autonomy, endorses ethical principles and a sense of responsibility. The leader sets the pattern of communication through set procedures in the organisation such as documents, ideas, perceptions of managers, and promotional messages, to

mention a few. In such situations the leader takes on certain perspectives for example, controlling parent, nurturing parent, adult, or free child, depending on the organisational culture. In such training programmes, TA is used in a diagnostic and a restorative manner which is majorly applicable to the world of work.

Studies were conducted to understand this exact willingness to communicate among the leaders with their team members (Pavitt, 1999; Tan & Yazdanifard, 2013). They concluded by stating that leaders with a high willingness to communicate are perceived as more reliable. This can be related to high work motivation being the driving force to be willing to communicate. Eric Berne, the developer of Transactional Analysis identified human motives he coined as stimulus hunger, structure hunger and recognition hunger (Berne, 1964). Essentially structure hunger represents the relational needs that people have. Structure hunger causes people to play games. According to Berne (Berne, 1964), these motives assist us to develop the understanding of our surroundings, individuals, and processes that occurs around us. In terms of developing a productive relationship, it is very important to understand the needs of that relation. To put it simply, beliefs that the individual holds regarding oneself and others in that particular relationship fosters awareness towards the relational needs and behaviours of the individuals involved in the relationship. Berne mentions that all these hungers or needs are important and any level of disturbance in these can cause overcompensation on other levels to create equal levels overall (Erskine, 1998).

Leadership and Transactional Analysis

While TA in its very essence was developed to be used as a psychological theory, Harris (2012) argues the same approach can be extended to nations, institutes, collective groups, such as organisations and leadership. It was found that TA is not just valuable in the personal setting but also useful as a training programme to be applied in the world of work. This finding was supported by Mihailovic and Mihailovic (2004).

Every leader sets a communication narrative for the organisation which depends on the way leaders or managers run the organisational procedures, organisations' functions while in crisis or ethical

dilemmas, including management of relationships. To avoid playing games and or change the organisational narrative, it is important to recognise the perspectives and types of transactions. Recognising these concepts can reveal whether the individuals involved in the transaction are playing psychological games or at least that a game has been initiated. When the respondent replies in an open and honest way, expressing their true intentions and unresolved needs, the aim of TA is accomplished. Assuming the adult perspective implores the individual to reject playing these psychological games and invest in honest transactions.

TA focuses on resolving the destructive games with considerable impact. Berne (1961) explains that games involve the extinction of opportunities of social intimacy; which could result in disloyalty from employees towards the organisation or the leader. The leaders' role in motivating the employees is to discover new roles and responsibilities, to introduce creativity at work. Improving the procedures at work is crucial, and this is gained through productive transactions. To ensure that the employees reach their equilibrium and to maintain the structure of the group, leadership roles must be compatible with the needs of the group (Pavitt, 1999, p. 317). Transactional Analysis recognises these needs.

Transactional Analysis utilises different types of transactions to create a collective reality so that the leaders can communicate using specific signs and symbols with a certain value assigned to them. That is how leaders establish the language, stories and rituals thereby establishing the organisational culture. This is also how leaders communicate their evaluations regarding past events, analyse of the present and set goals to be achieved in the future (Erskine, 1998).

Individuals instinctively seek relationships and continue a pattern of communication that encourages connection throughout their life (Erskine, 1998). In the process of being a leader, the activities that one undertakes, drive the group to achieve their goals in any given situation (Krausz, 1986). As such, this thesis suggests that appropriate use of TA, understanding others' perspectives and use of the right type of transactions, effective use of one's perspectives, knowing when psychological games are being played and utilising the concepts to shut those down will have positive implications for leader-follower relations (Krausz, 1986).

Using the psychological state called self-efficacy i.e. the belief in oneself that one has the capacity to do something, interactive skill training with audio-visual aids was used in the TA training programme this thesis aims to design. Self-efficacy was used as a technique in order to help understand TA concepts during the training programme. The training strategy mainly focuses on modes to help leaders equip themselves with the means to develop a healthy culture of communication. This initiative has been developed taking into consideration the resources that the organisation may have, including time restrictions and the current skill level of participants. The training has been tailored to the specific needs of the leaders which include creating a perfect environment in the organisation to support the skill training. The process of learning is said to be completed when the application of the same skills or learned knowledge in similar situations, or repetition of the behaviour is successfully carried out when the need arises. Since self-efficacy influences the learning of any skill it was incorporated in the training by verbal encouragement, an association of the new skill with something one has learnt before, the process of observation and imitation or challenges that the individuals could successfully emerge out of.

Evaluation of TA Training Programme

The present training programme aims to design TA based training programme in order to develop a productive and effective communication culture in organisations and evaluate the same to ensure the consistency and validity of the training programme.

In order to evaluate the TA training programme, two measures were used to effectively assess the training programme. First, Johari Window was chosen since it helps measure the psychological state of an individual. It describes an individual's level of comfort experienced while communicating with others and the degree to which one is interested to have an open conversation where one shares information and is open to receiving communications sent by others.

Johari Window

The Johari window model (Appendix A) was presented by Joseph Luft and Harry Ingham in 1955 (Saxena, 2015). This feedback model represents the awareness of the individuals about themselves

and others. According to this feedback model, there are four different ways in which individuals communicate with the others, (Saxena, 2015)

1. Open area –

This area represents the conscious presentation of our personality, our beliefs, attitudes, perspectives and way of life. We are well aware of this area and so are others. Using well-approved disclosure techniques and honest feedback techniques, this area can be extended further. This is the best way to maintain communication that creates awareness and to further develop oneself.

2. Blind area –

This area covers beliefs, attitudes, and perspectives that others perceive with more clarity than we do about ourselves or the things that we visualise to be true regarding ourselves but for a range of reasons others don't agree with that notion of ours. When we get feedback from others, if it is accepted to be constructive, it creates a way for us to corroborate with our understanding, our level of acceptance of the criticism and grow from there on.

3. Hidden area –

This area consists of beliefs, attitudes, and perspectives those are known to ourselves but are hidden from the rest of the world but which can be disclosed as and when we decide. Some information in this area is kept out of reach from others due to known inhibitions or a variety of reasons including fear. The amount of information shared determines the amount of disclosed information we are okay sharing with others.

4. Unknown area –

This area consists of information that stays hidden from us as well as others. We come across information from this area as and when a situation calls for it. Information in this area may include hidden skills, attitudes and beliefs.

This model assists in the evaluation of one's perception about oneself and whether it is different from others' perceptions of them (Saxena, 2015). This model has been a revolutionary assessment technique that helps develop leader-member communication, improve emotional intelligence practices, and maintain awareness regarding effective, open communication. Depending on the results, this evaluation assists leaders in effectively conveying parts of their personality that they want others to know and or parts they want to change or improve.

Johari Window is used in order to understand the current psychological state of an individual, assist in creating a path to reach the goal determined by the individual. The ultimate goal in this context is to widen the 'open area' to have effective communication, help improve introspection i.e. examination about one's own psychological, emotional state.

Kirkpatrick's Evaluation Model

The second type of evaluation used is Kirkpatrick's evaluation model (Appendix B). This analyses the training programme on four levels. On the level of reaction, it measures how favourably the participants responded to the training, using a feedback questionnaire analysing the content, methodology, facilities, and the training programme content. Learning is measured using a questionnaire that measures knowledge, skills and abilities (KSAs) of the participants learned at the training. Behaviour was measured using a set of 10 questions (Appendix B) that were sent to the participants a week from the day training was concluded as is discussed below.

1. Reaction –

At this level, the model studies the reaction of the participants' regarding the training programme. Their level of satisfaction with the training, whether they would recommend it to others, whether they found the material, audio-visual aids, home works, case studies, role-plays, presentations, activities used at the training programme satisfactory.

2. Learning –

This level measures whether the training programme was able to deliver what it was supposed to in terms of knowledge, skills and participation to mention a few. A test was added at the end of this section to assess the same with multiple choice and true or false questions.

3. Behaviour –

This level analyses the degree to which the knowledge and skills were integrated at the behavioural level, whether it was consistently followed up or not.

4. Results –

This level analyses whether the aim of the training was achieved. This section measures the implications of the TA training programme. Further details have been explained in the results section where results calculated from Johari Window and Kirkpatrick's evaluation are explained.

Methodology

Ethics Approval

The concerning thesis was approved by the ethics committee at the University of Waikato Management School Human Research Ethics Committee. It was also approved by the designated institute, for students of courses offered by the University. Proper consent was taken from the participants. Confidentiality was promised to the participants and the institute.

Participants

A sample of 11 students from management courses and other courses that are offered by the University of Waikato were selected that fit the inclusion criteria which is, age group between 20-50 years, with experience of leadership either in an industrial setting or any other set up.

This thesis aims to develop a TA training programme aimed to enhance the communication between leader and follower. In order to conduct this training programme, a needs analysis was conducted. This was accomplished on two levels of job role i.e. on an individual's level determining who needs the training, and the task analysis or the KSAs i.e. knowledge, skills and abilities for the specific job role. These 11 participants were administered for either of the styles of training, face-to-face or online via zoom calls.

Setting

The participants were contacted through work e-mails at the institute's email domains in order to share the details of the training. This chain of communication was approved by the senior authorities at the concerned institute. The participants were provided with basic details of the training programme that would take place over the week and the researcher informed the participants of the physical setting, the training material, information sheet, a list of apparatus that the participants would need for the training programme i.e. notepads, pens, etc. They were also provided with a consent form. A recap of the training was given to the participants again on the first day of the training, the consent form and information forms were read out to the participants. In case the participants had any questions

regarding the training programme they were given extra time to resolve any doubts or queries. The consent forms were signed by the participants.

After the above process was complete, the participants were provided with the rest of the material needed for the training. The participants were given a schedule of the training; they were read out the plan for each day at the beginning of each training day. At the end of each day, they were given a recap of the day and were given a small home work to be completed for the next day of training. Using audio-visual aids, group discussions, quizzes, group activities and role-plays the participants were given a complete experience of face-to-face and online organisational transactional training. The participants were given a feedback form at the end of the final day of the training programme. This form included an evaluation of the training based on the Johari Window Questionnaire (Appendix A) and Kirkpatrick's Evaluation Model (Appendix B).

Materials

Small quizzes, group discussion material based on the training modules, case studies, active summaries of the training modules, role-play scenarios based on pre-determined situations, presentation of YouTube links and Ted-talks, Kirkpatrick's model of evaluation and Johari window evaluation forms were adapted for or used in this training programme.

Information Sheet

The information sheet (Appendix C) includes the purpose of the training programme, information of the researcher and the supervisor. It also includes the number of hours and days the participants were asked to dedicate to the training, the expectations from the participants during the training, material for future use. The participants were informed that they were to receive a copy of their reports if they wished to have one after all the analysis was done. The participants were made aware of the option that they can withdraw from the study at any point if they felt so. The participants were also made aware that their information will only be handled by the researcher and the supervisor. The participants were informed that their information would be kept completely anonymous. At the end of

the sheet, the participants were provided with contact details of the researcher and the supervisor in case they had any questions regarding the study during respectable hours.

Consent Form

The consent form (Appendix D) includes a clause saying that the participants have read the information sheet provided to them, that their questions have been answered and that they understand that they have the right to withdraw from the studies whenever they wish to or decline to answer any particular questions. The form also asks if the participant consents to have an audio-visual recording of the training programme to which they can say no and that they agree to participate in the training programme, and have read and agreed to all the requirements written in the information form.

Training Overview

(Appendix F)

Organisational Transactional Analysis is the main body of this training programme. The modules used in this training are adapted condensed version of the original Transactional Analysis developed by Berne (1961). The audio-visual aids incorporated in this training programme were used to help make the learning relatable and easier. This programme was designed to assist in improved communication for leaders with self and others. Organisational Transactional Analysis focuses more on the programme's implications on organisational culture and behaviour but the present training programme was designed to tailor the needs of a leader, and communication styles with their team mates.

Small quizzes, group discussions, discussions of certain case studies, active summaries, role-plays, demonstrations, and self-efficacy techniques were included to enhance the learning of the segments of the training programme. Role-play as a mode of communication has been proven to enhance the learning of communication skills. It induces an empathetic approach (Baile & Blatner, 2014). It helps prepare the participants to be involved in others' roles. Group games/ discussions are an interactive way of engaging in learning verbal, non-verbal behaviour, sharing information, shifting between perspectives, engaging in productive communication, making observations and discussing different

scenarios. With the help of audio-visual aids, watching actors act out the model behaviour, observation of verbal and non-verbal communication can help participants practice.

The entire training programme is divided into five days of training for 60 minutes each. The four modules focus on the transactional analysis programme and evaluation of the same on the fifth day of the training programme. The modules included in the training are described in the appendices (APPENDIX F).

Day 1 (Contracting skills and Perspectives)

The first day of the training started with an icebreaking activity and then proceeded with YouTube links and ted-talks displaying the importance of communication in an organisation. The first session started off with a discussion on contracting skills. A contract is a mutually agreed course of action. All the parties involved in such a contract decide to undertake the specific course of action when they agree they need one to resolve a conflict, who will undertake the mutually agreed-upon course of action, what is exactly the course of action, what is the due date and if there is any payment or exchange. If this contract is measurable, manageable, with a specific end date and motivation then the contract is easily accomplished.

The module on contracting skills also involved effective and ineffective ways of contracting. That included a supportive approach which was a friendly, calm, caring and affirmative way; a structuring approach where the individuals work best by offering constructive criticism; a playful approach where individuals approach in a fun-loving manner. Ineffective ways such as destructive criticism that involves inconsistent feedback, or over-adapting behaviour which can be displayed by the leader were discussed.

The session ended with perspectives and perspective related activities. Perspectives are thoughts, behaviours and feelings that are copied, replayed from, or directed from the child, adult and parent that are within every individual. The activities included that help understand and identify perspectives were, watching YouTube links, Ted-talks, attempting to identify which perspective the characters were communicating from, attributes that distinguished them from each other and how to recognise

which perspectives individuals communicated from in real-life situations. Role-play was another activity that helped achieve the same message related to perspectives. The participants were provided with a summary of the first session and a small home work to be done.

Day 2 (Recognising Perspectives and Shifting Perspectives)

The second day focused on recognising the different perspectives and types of communications possible. The second part of the training consisted of learning how to shift from unproductive communication to a productive one. The use of YouTube links and Ted-talks to describe productive and unproductive communication helped to learn the different types of perspectives and communication types as well. This session ended by discussing the last session's homework and relating that homework to the second session. Another small homework was given to the participants.

Day 3 (Life Positions)

Life positions were a continuation of the previous session, tying it to the previous two sessions. It attempted at trying to bring together the whole training to sum it up and bring out the core of the programme. Life positions help reassess one's perception of conflicting situations. This helps one understand the process of feedback, how to send and receive feedback between co-workers from different levels of hierarchy. The session ended with a discussion of the homework given in the previous session and its relevance to the current session. The third day ended with homework which was discussed in the next session.

Day 4 (Psychological Games)

Psychological games were introduced on the fourth day. Individuals play games to manipulate each other to fulfil the need of that moment from a certain relationship. These manipulative ways become a part of behaviour which is expressed when certain situations arise. Different types of unproductive communication styles were also included to define how to recognise them and how to avoid them or deal with them. Discussions on the previous day's homework and its relation to the training amounted to a quality group discussion over a case study. The last homework based on the rest of the training was given to the participants to bring the whole training to its fruition.

Day 5 (Training Evaluation)

Johari window (Appendix A) is a technique based on feedback from oneself and others. In the four panes of this theory, there is an open area, a blind area, a hidden area and an unknown area. The open area includes information regarding the individual, their attitudes, behaviour, emotions, feelings, skills of the individual. This represents the 'I am OK, You are OK' position in the left-most corner. The blind area includes information about the individual that others notice that they are unaware of. This represents the 'I am not OK, You are OK' position. The hidden area includes information known to oneself but unknown to the rest of the world. This represents the 'I am OK, You are not OK' position. The unknown area includes information that one is as unaware of as the rest of the world. This could include any traumatic past events, hidden talents, qualities. This is represented by the 'I am not OK, You are not OK' position.

An evaluation was done using Kirkpatrick's model of evaluation (Appendix B). This type of evaluation involves four levels, reaction, learning, behaviour, results. Reaction measured how favourably the participants responded to the training, using a feedback questionnaire analysing the content, methodology, facilities and the training programme content. It essentially is a measure of participant satisfaction. Enough data can be gathered using these sheets to improve the training or the value of the training. It works like a reality check, whether the training that is being provided is worth the resources being invested in it or not.

Measuring learning was completely based on the KSAs of the participants using the homework mentioned earlier which worked such as learning aids. A set of questions was included in order to check the learning; a set of 10 multiple choice and true or false questions were added to the same section.

Behaviour was measured using a set of 10 questions (Appendix B) that were sent to the participants a week from the day training was concluded. This helped to evaluate what the participants have and have not learned. It assisted the analysis of the utility of the training for participants in order to develop their skills, knowledge, confidence and self-efficacy. Behavioural evaluation reveals whether

the participants were able to utilise the skills learned at the training in their workplace. It may also reveal the area in which there is a need for development. It is possible that the behavioural change may have been obstructed due to certain organisational structural elements or elements of the organisation's culture. Hence it becomes crucial to reinforce and reward the positive behavioural changes.

Trainers Reflections

Another part of the evaluation was added by the trainer to corroborate the participants' observations by adding the researchers' reflections after each session was conducted. It became apparent in the sessions that trainer observations would be critical in the final evaluation of the training programme in order to supplement the Johari Window and Kirkpatrick's evaluation model. These reflections were also used to understand and analyse the programme based on some categories that were used to make sure that the observations were objective (Guest, Namey & Mitchell., 2013). These observations were made by the researcher while conducting the training programme or activities while the training was conducted. It was majorly based on the responses of the participants, their performances during the activities being conducted, their initiative-taking quality, and over all responses during discussions. Observational notes were made after each session to keep the accounts authentic and objective. This was only used as a reflective measure to gauge limitations and future study prospects of the TA training programme.

Observation categories –

1. The physical appearance of the participants was observed such as age, clothing, gender, physical appearance and anything that indicated their interest in the training programme.
2. Verbal behaviour and interactions were observed to study their comfort levels with the new group and their development in that area over the 5 days of the training programme.
3. Physical behaviour and gestures were observed to study the degree to which concepts covered during the TA training programme affected the participants, whether their behaviour presented any discomfort towards the training, and or any discomfort displayed towards any other participants in the group.

4. Participants who stood out for receiving attention due to their characteristics, how other participants reacted to this shift in dynamic, how did the participants respond to the attention that was given to them was observed to study the group dynamic as an additional observation.

(Guest, Namey & Mitchell, 2013, pp. 91,92.)

Research Design

This research uses a post-test design where communication skills were measured after the training programme had been conducted. After the training, a set of two evaluations were taken to record the effectiveness of the training programme. A week after the training was conducted, another set of questions was sent to the participants, which recorded whether their understanding of the concepts covered during the training was being used at their workplace and any difficulties they may have encountered while doing so. This post-test study was used to study the effects of the training module introduced in the given research programme. The training conditions and the physical atmosphere were consistent for the same group of participants both online as well as face-to-face.

Procedure

Method of training –

The method of training consisted of two main sections, the first being the development of the training programme and the second one being the evaluation of the training programme using Johari Window and Kirkpatrick evaluation technique.

Sample –

The sample consisted of eleven participants out of which, face-to-face training was provided to seven and online training was provided to four participants at the same time. Random letters were assigned in order to maintain confidentiality using Google Random Letter Generator. The common key factor in the sample is that all the participants came to New Zealand to study executive studies. The sample has been described in detail in the following table.

Table 2. Sample Information

No.	Randomly Assigned Alphabet	Age	Sex	Nationality	Educational Background	Work Experience	Leadership Role (No. of Months)
1.	T	24	M	Chinese	Masters of Business Management	Manager	8
2.	A	23	F	Kiwi	Masters of Business Management	Manager	8
3.	W	26	F	Icelandic	Bachelor of Animal Behaviour	Residential Assistant	14
4.	R	24	M	Arab	Master of Cyber Security	Manager	7
5.	N	26	M	Indian	Master of Management Studies	Residential Assistant	10
6.	F	48	M	Danish	Master of Business	CEO	24

					Management		
7.	V	32	M	Indian	Master of Business Management	Senior Manager	24
8.	P	30	F	Indian	Master of Business Management	Senior Manager	16
9.	X	26	F	Indian	Master of Science in International Human Resource	HR Manager	24
10.	S	22	M	Indian	Bachelor of Engineering	Senior Manager	12
11.	B	27	M	Indian	Master of Business Management	Entrepreneur	24

Physical Atmosphere –

(APPENDIX E)

The training was conducted in a comfortable environment including four couches, two coffee tables, stationery available in case participants wanted to take notes, with plenty of coffee and tea. There was plenty of sunlight, air conditioning, water, a nearby toilet and fire exits. To make it a bit more focused, a divider was pulled over to reduce outside distractions. Blinds of both the windows were kept open. Since the training was conducted after 4 pm there were higher chances of the participants feeling tired from the day's work.

The researcher checked the room every day before every session to ensure the physical setting was the same, the air flow of the room was comfortable, there were no other distractions nearby, that the presentations were running smoothly, zoom could connect with the online participants properly without a glitch, internet connection was working properly, extra notepads, pens and coffee or tea was refilled for the participants.

The training was delivered using a mix of lecture method, discussions, and case studies, activities involving group building, communication and feedback oriented activities. Every session began with an activity related to communication or topics related to the session being covered that day. The activities were followed by discussions including the aim of the session and summary points from the activities which worked as segue into the topic of the session. These activities were specifically selected, developed in order to achieve a goal.

These were followed by the content of the module of all the sessions, followed by a break for five minutes. Then the participants were asked to reassemble for the next part of the module.

The first opening activity included was a clapping game where specific instructions were given to stand together in a circle, rub palms together, clap once, clap twice and lastly clap in a specific rhythm. To make it a little interesting, Samoan words were used, for instance, to rub palms together, 'mili mili mili' was used, to clap once, 'pati' word was used, to clap twice, 'lua pati' was used and to clap in a specific rhythm 'tott fa' was used. The trainer made sure to use the right usage of the Samoan terms. The aim of this activity was to grab the attention of the participants in case they felt tired from their day or just to break the ice between the trainer and the participants. This activity was used so that both face-to-face and online participants would be engaged in the activity. The outcome was achieved since this activity made the participants feel fresh and they got back to the training with a fresh mind set as it provided a good amount of entertainment.

Another activity was used where the participants were told to stand in a line, one behind the other and face the same wall. Online participants were supposed to observe any changes and developments. They were told what to observe whereas the face-to-face participants were unaware of the basis on

which the online participants were observing. The trainer tapped on one of the participant's shoulder and showed them an action. That participant was then asked to tap on the next participant's shoulder, ask them to turn around and show the same action as they understood. The rest of the participants were asked to continue this chain till the last participant. The first and the last participants were invited in front and asked to show the actions they understood. There was a slight difference between the actions of the first participants and the last participant. The online participants were then asked to share their observations concerning the activity based on TA concepts.

Depending on the content of the session, discussions, case studies, lecture methods were used as those methods helped the trainer to help the participants to be more involved. At the end of each session, a little time was kept aside to discuss the summary of the session and answer any questions the participants may have had. Audio-visual aids were added to make the content more relatable. Discussions were included to ensure the content was understood as it was intended.

Training package –

(Appendix F)

The aim of the training was to inculcate habits of communication that create awareness among the leaders using transactional analysis. This training focused on taking a profound psychological theory and designing it in a way that is suitable for the workplace. Evaluation of this TA training programme using Kirkpatrick's evaluation parameters is another contribution by the researcher. The training took place over five days, wherein the first four days included transactional analysis concepts to help the leaders develop the required amount of empathy in the daily work settings.

A table outlining the details of the lesson plan can be found below. The sessions started at the same time every day, followed the same format but included different activities according to the different contents of the day.

Table 3. TA Training Programme Schedule

Day No.	Learning Objectives
1.	Contracting Skills Perspectives
2.	Recognising Perspectives Shifting Perspectives
3.	Life Positions
4.	Psychological Games
5.	Training Evaluation

Table 4. Lesson Plan for TA Training Programme Sessions 1-5

Day No.	The objective of the day	Time	Activities
1.	Contracting Skills Perspectives	5:00pm –	Introduction,
		5:15pm	Ice Breaker
		5:15pm – 5:30pm	Contracting Skills
		5:30pm –	Break
		5:35pm	
		5:35pm – 5:50pm	Perspectives
2.	Recognising Perspectives	5:50pm – 6:00pm	Discussion Question and Answer
		5:00pm – 5:10pm	Welcoming Activity

Shifting Perspectives

		5:10pm – 5:30pm	Recognising Perspectives
		5:30pm – 5:35pm	Break
		5:35pm – 5:50pm	Shifting Perspectives
		5:50pm – 6:15pm	Discussion Question and Answer
3.	Life Positions	5:00pm – 5:10pm	Welcoming Activity
		5:10pm – 5:30pm	Life Position
		5:30pm – 5:35pm	Break
		5:35pm – 5:45pm	Case Study
		5:45pm – 6:00pm	Discussion Question and Answer
4.	Psychological Games	5:00pm – 5:10pm	Welcoming Activity

		5:10pm – 5:30pm	Psychological Games
		5:30pm – 5:35pm	Break
		5:35pm – 6:00pm	Case Studies Discussion Question and Answer
5.	Training Evaluation	5:00pm – 5:10pm	Talk with the Participants Instructions about the evaluation process
		5:10pm – 5:30pm	First evaluation
		5:30pm – 6pm	Second Evaluation Discussion with the face- to-face training participants Thank you note

Day one consisted of an introduction to effective and non-effective contracting techniques which help understand the difference between manipulative and non-manipulative modes of communication; an introduction to perspectives, meaning the frame of mind of the persons communicating with each other.

The second day consisted of learning to recognise, and shifting perspectives. This session included the current, and shift in the perspectives that can be brought as the need arises, to continue smooth conversations. Audio-visual aids were used to better understand these concepts. The intention of this session was to introduce the 'other side' of the story.

Day three consisted of life positions. This session focused on the 'OKness' of the individuals as they communicate. The 'OKness' term relates more to how well an individual knows oneself as they communicate with others, the amount of information one is willing to share with others and how willing the individual is to understand others' perspectives.

Day four included psychological games. As the name goes this session consisted of manipulations that come in to play when one wants to direct the conversation with an ulterior motive. This session focused more on how conversations of this nature lead to tricking someone into achieving what the person wants but using deception instead of honest intention. With the help of the drama triangle participants were introduced to the three types of roles that individuals tend to take, for instance, persecutor, victim and rescuer in any conflict and how that impacts the outlook towards any situation. Ways to avoid these roles and take up better roles, for instance, persecutor to challenger, victim to creator, rescuer to coach which save the essence of the leaders' personality and at the same time help to turn the conflict around, were explored. Later on different types psychological games were discussed.

Day five consisted of the evaluation of the four days of training based on Johari window and Kirkpatrick's evaluation of the training, enabling to evaluate the adapted training programme.

Johari window was used to measure the level of disclosure or feedback an individual shares with the others. This disclosure takes place in four different panes of the window when it comes to 'asking' or 'telling' information about oneself or others in any situation. (Appendix A)

Kirkpatrick's evaluation included four different levels of feedback.

(Appendix B)

Reactions were measured by asking questions related to the training, nature of the training, presentations, audio-visual aids provided by the trainer, the trainer's ability to communicate and its adaptability to the world of work. The reactions were recorded on the Likert scale.

Learning was recorded by asking questions related to the understanding of the training material and by giving a small test that consisted of questions related to the training that took place over the four days. Questions around any hindrance to learning during the training were asked. Since this training was delivered both, online and face to face at the same time, the reactions included both ways of conducting the training.

Behaviour was recorded a week after the training in order to check if the participants were able to make use of the training and to check if they actively continued to apply the different topics introduced at the training.

Results were measure by putting together all the data received from participants over the four days of training and reflective observation by the trainer.

At the end of every session the trainer wrote down their observations regarding the training, the participants including constructive feedback with improvements that needed to be made about the method of delivery of the training, the trainer and the participants.

Participant Reports

Results for this particular training involve a reflective overview of the patterns obtained in all the above levels of Kirkpatrick's evaluation model and Johari Window.

A collective profile made out of the results of all the levels mentioned above was included in the reports that were sent to the participants. Different ways in which one can integrate the techniques discussed at the training sessions would be included at the end of the discussion which works as an understanding of how much one has learned during the training.

Results

As discussed in the methods section, TA training was conducted over the span of five days, one hour each day ending with training evaluation on the last day. The evaluation included a standardised Johari Window test and a Kirkpatrick's evaluation model based questionnaire, tailored to the needs of the evaluation of the present training programme.

The results section covers detailed information about the tests used to evaluate the training programme as well as the results and feedback given to the trainer by both face-to-face and online participants.

Johari Window

The Johari Window test includes 20 questions with two options to answer from. The participants are required to choose one of the given two options and rate that option out of 1-5. They then required to rate the other option out of 1-5 as well, keeping in mind that the sum of the ratings of the two options together should be 5. For instance, out of given options for statement number 5, participant Z associates with option B more than option A, Z rates option B as 4 in which case the rating of option A becomes 1. The inverse is possible as well, if Z resonates with option A more than with option B, Z rates option A as 5, in this case, the rating of option B becomes 0.

Scoring –

The ratings of options help with scoring and plotting the scores on the graph which indicate the area that one exposes or chooses to expose. Different options measure different dimensions of the scale.

Table 5. Johari Window Scoring Sheet

Solicits Feedback	Willingness to Self-Disclose/ Gives Feedback
2B	1A
3A	4B
5A	6B
7A	9B
8B	11B
10B	13A
12B	15A
14B	17B
16A	18B
20A	19B
Total	Total
(Top axis)	(Left axis)

A sample graph describing these details is included in the appendices (Appendix H)

The sum of ratings that measure the dimension ‘solicits feedback’ was plotted on the top most side of the graph and the sum of ratings that measure ‘willingness to self-disclose/gives feedback’ was plotted on the left side of the graph. When a line is drawn from the topside of the plotting to the

bottom of the graph and from the left side of the graph to the right side of the graph we get four distinct sections of the graph. The graph in appendix H is a representation of the original graph before plotting any points on it. After plotting the ratings the graph represents the degree of disclosure of the areas of each participant. The graph showing distinct areas and their boundaries vary according to the different individuals.

These reports were given to the participants as a form of feedback and to help the participants understand the percentage of the area that they predominantly fall in to.

The results of the participants once calculated were plotted on the graph as presented in (Appendix I),

The graphs (Appendix I) are reports of the participants. Each participant's graph was plotted in a similar method. No pattern was found in specific with the Johari Window test in relation to areas among the participants.

Next, Kirkpatrick's evaluation was used to evaluate the TA training. This module for feedback contains four levels. This evaluation was designed by a former professor, Donald Kirkpatrick first in 1959. This model was updated in 1975 and then again in 1993 (Watkins et al., 1998).

To evaluate the present training a questionnaire based on the Kirkpatrick model was tailored to measure the aspects of the TA training better.

1. Reaction – This section measures the feedback of the participants based on whether the training was found to be satisfactory or not. The ratings were recorded on the Likert scale.

Table 6. Kirkpatrick Evaluation – Reaction section

Percentage of respondents	Questions
81%	Participants rated the training programme considering the content, the trainer, the methods used and the surroundings in which the training took place as good or outstanding on the scale of satisfactory.
19%	The rest of the participants rated it as outstanding.
54%	Participants rated the training matched their expectations.
45%	The rest rated the training exceeded their expectations.
100%	Of the participants responded yes as to whether they would recommend the present training to other candidates.
54%	Participants rated the YouTube, Ted talks, group

discussions, case studies, lectures, training material; home works used or provided during the training as worthwhile.

18% Participants rated the same question as exceeded their expectations,

28% The rest rated the overall training module as effective.

64% Participants rated the trainer's presentation, ability to communicate, emphasis on key points, audio-visual aids, and hand-out material as effective.

18% Rated this question as effective enough.

9% Rated this question as very much effective.

9% Rated this question as somewhat effective.

64% Participants rated the applicability of the material they covered in the training to apply at their jobs as completely agree.

36% Participants rated the same question as agree.

54% Participants rated that they liked the style of the training as outstanding.

36% Of them reported the question as good and

10% The rest rated it to be satisfactory.

73% Participants rated the YouTube, Ted-talks shown in the module to be perfect whereas

27% The others considered them to be somewhat matched.

54% Participants rated their overall involvement as just right in terms of the overall workload, case studies, and homework assignments.

27% Participants rated their involvement to be just about right and

19% Rated their involvement as too light.

55% When asked for suggestions to improve the training, voted for deeper knowledge, understanding to be provided of the topics and more time to be allotted to the sessions,

36% Rated for more homework assignments to be allocated to the participants and

9% Rated for more interactive activities to be added to the training programme.

91%	When asked to provide additional comments, criticism or suggestions that might be helpful for the training group to know before scheduling future programme, suggested more time to be allotted to the group discussions,
9%	Suggested the physical environment as a little too comfortable.
90%	Participants responded that the training was outstandingly engaging,
10%	Responded the training was satisfactorily engaging.
54%	Participants rated the training to be outstandingly worthwhile,
54%	Whereas participants rated the training to be satisfactorily worthwhile.

2. Learning – In this section the understanding of the topics covered for the participants was tested by introducing twenty Likert scale type statements, four feedback open-ended

questions and ten questions that tested the learning of the participants. The first twenty questions of this section asked questions around the ability of the participants to apply the skills or concepts covered at the training.

Table 7. Kirkpatrick Evaluation – Learning section

Percentage of respondents	Questions
100%	Overall participants agree that they understood the concepts and they can apply the topics covered in the training to their workplace.
100%	Of them agree there was nothing that they did not understand at the training and that they feel confident to apply the modules, concepts covered at the training to their workplace.
91%	When asked if there was any change that the participants noticed in themselves after being introduced to the new skills, reported being more introspective in terms of their communication and how they present themselves,

9%	Reported there is no change.
100%	When asked if anything noticeably hindered the participants' process of learning, reported nothing hindered their process of learning for both online and face-to-face participants.
73%	When asked if anything promoted the participants' learning, reported group discussions being of utmost help.
27%	Reported previous leadership experience being of help, the participants collectively reported the environment and coffee, tea refreshments as promoting the learning experience.
27%	When asked if there were any topics specific that they wanted to explore in detail, voted for psychological games,
18%	For each life positions and drama triangle.

36% Voted for all the topics to be explored in detail as their interests were peaked by it and it motivated introspection.

90% The answers given by the participants about learning of the TA concepts were correct.

10% The rest answers were incorrect.

3. Behaviour – In order to measure this section, the participants were sent a combination of ten questions that studied the results of whether the participants were able to follow through with the topics covered at the training.

Table 8. Kirkpatrick Evaluation – Behaviour Section

Percentage of respondents	Questions
100%	The responses of participants' show that the participants have a better understanding of their perspectives.
90%	Of them said they will be able to express the

suitable perspective for the suitable conversation.

- 10% Said they are still working on it.
- 63% The participants expressed that there is a possibility that they can deliver their intentions better than before.
- 36% Claimed that they can confidently deliver their intentions better than before.
- 90% Of the participants who continued using contracting skills covered at the training
- 10% Whereas the rest did not.
- 81% The participants confirmed that they have a better understanding of where they stand with their teammates after the training.
- 18% Claimed they may have an understanding as to where they stand with their teammates.

54% Of the participants agreed that they do not use manipulative techniques at the workplace

45% Whereas the participants agreed they use manipulative techniques at the workplace.

90% The participants agreed that they use the techniques explored at the training in order to express their point of view.

10% Agreed that they do not use the techniques explored at the training.

54% Of the participants confirmed using drama triangle whenever needed.

36% The participants confirmed there is a possibility that they use the drama triangle.

10%	The participants confirmed they do not use the drama triangle concept.
90%	The participants confirmed they understand how the psychological games work with themselves.
10%	Of them confirmed there may be a possibility that they do.
54%	Of the participants agreed that there may be a possibility that they understand how the psychological games work with others
27%	Confirmed that they do understand how these games work with others.
19%	Agree that they do not understand how psychological games work with others.

Trainer's Observations

Day one – During the first ice breaking activity conducted it was observed by the trainer that not a single participant looked back at the previous participant to ask them if what they understood was the intended interpretation of the actions i.e. in a process of communication, it does not occur to

communicators to pause and verify if both the parties are on the same page. The goal of this activity was to make the participants realise the need for communication that increases awareness, which was achieved when the online participants shared their observations and face-to-face participants had a discussion about it.

The concept of perspectives needed to be discussed at length with the participants for the trainer to understand if the participants were on the same page as the trainer. The participants were interested to know more, the exercises or home works given to them were about contracting skills and perspectives. Based on some questions asked during discussions, it needed to be made clear as to what the overall motive of the training was.

Day two – It was challenging to include the online participants as much as the face-to-face participants in the training programme. In the recap of the previous session, the participants mentioned the concepts had become clearer due to the homework that was assigned. The session ended with a long discussion figuring out how to understand the difference between different shifts of perspectives. There were a lot of repetitions of similar questions. Some extra time needed to be spent on resolving the questions that participants had. The discussions ran longer than the assigned time of the training sessions. Participants were instructed to read the given material along with the allotted homework.

Day three – The participants' questions regarding the previous session seem to have been resolved after some reading the material that was allotted to the participants. It was observed that the concept of 'OKness' was easily comprehended without there being a need for further discussion. The session ended on time.

Day four – Learning from the previous observations, the discussion time allotted was increased for this session. This was the longest session. The discussions ran longer since the topics were discussed in detail. The activities that were included in the session were enjoyed widely by both face-to-face and online participants. The discussions were rich. The nature of the questions was varied.

Overall Observations –

1. The time allotted for the sessions needs to be extended
2. Some refreshments, for instance, coffee, tea were helpful
3. The time of the day for the said training was in the evening at 5 pm due to the busy schedules of the participants. This could very well have affected the attention span of the participants.
4. The training environment was comfortable but at times could have induced sleepiness.
5. The concepts introduced in the training are rich in content hence the time required to discuss, understand and integrate needs to be extended.
6. Overall the participants seemed interested to know the agenda of the next day.
7. The discussions often were related to the participants' previous work experience.
8. The activities worked well to express the motives.
9. More activities that focus on the online participants must be explored.
10. It was noticed that the discussions ran longer than were anticipated. In every discussion, all the participants made sure to include feedback or comments from different perspectives, past work experience, any new upcoming techniques that they may have explored and how it all affected their experience of the training. The pattern of objectively discussing the TA concept initiated by the participants was also observed by the trainer. The significance of actively involving the opinions from different perspectives was worth mentioning in one of the observations made by the trainer.

Reflective Observations of the Researcher –

1. The physical appearance of the participants –

Some participants made sure to arrive at the place where TA training was being conducted. But some had to be reminded by others or their other appointments ran longer than expected hence the sessions tended to start a bit later than expected. As mentioned earlier, evening timing may have caused some laid back behaviour. But once at the venue, they made sure to be attentive.

2. Verbal behaviour and interactions –

Some participants were vocal about their questions, expressed inquisitiveness towards the novelty of the concepts being shared. Some participants took their time to open up, the rest were very much comfortable with the group and were observed to be discussing the concepts from different perspectives i.e. adult, child, parent, discussing how the concepts can be used at the workplace.

3. Physical behaviour and gestures –

Participants were observed to be comfortable with concepts covered during the TA training programme, it was observed that the participants felt at ease and safe when they shared their experiences towards TA training, and no discomfort was displayed towards any other participant of the group.

4. Participants who stood out –

Some participants were observed to be receiving attention due to their outspoken characteristic and asking questions or taking the initiative to share their workplace-related experience in order to clear any doubts they had. Other participants displayed comfort with the changing dynamic of the training, for instance, one of the participants shared some insights regarding the workplace or bring the TA concepts into personal life situations. The participants' response was observed to be inviting and calm to the experiences shared in the safe space of the venue. At times other participants made sure to ensure everyone was on the same level when it came to understanding the concepts covered in the training programme.

Discussion

This thesis aimed to contribute to the literature in two modes. First, this thesis sought to adapt a psychological based training programme on communication practices – Transactional Analysis – for leaders in the workplace and second, the thesis aimed to evaluate the developed training programme to assess its suitability and validity in the workplace.

Training Programme – Transactional Analysis

This thesis sought to design and adapt a psychological theory-based training programme on communication practices – Transactional Analysis – for leaders in the workplace. This training programme assists in building a social communication profile for a leader. This programme helps a leader to practice communication that creates awareness with their teams. This training programme introduces effective as well as non-effective communication skills to create a basis of what a contract in the process of communication is i.e. a mutual understanding of the plan of action in order to achieve a common goal based on the three main perspectives and experiences – child, adult and parent. These perspectives are significant as they give an individual an understanding of ‘where one comes from’.

Understanding these perspectives is significant in the process of effective communication. The present training programme has been designed based on the psychological concept - transactional analysis. The training programme is significant in terms of creating a communication culture that is built on awareness for the leaders in the workplace. Having this kind of communication is known to be fruitful in terms of personal growth, self-growth and having effective contracting skills. Life positions such ‘I am OK, you are OK’, were introduced in the training are a part of creating an understanding of the leadership style and extending the same for others.

TA Training Evaluation Measures

The second goal of this thesis is the evaluation of the revised training methods. Two evaluation methods were used in order to evaluate the training programme, Johari Window (Luft & Ingham, 1955) and Kirkpatrick’s evaluation (Watkins et al., 1998). Johari window captured the life positions

of the participants and aided in finding out whether the feedback given at the end of the training programme, or the learning achieved as a result of the training programme is taken by the participants as is intended. Johari window explored different areas i.e. open, blind, hidden and unknown. Overall, participants mentioned expressing increase in their positive introspection after the training and understanding different life positions and different psychological games.

The learning part of Kirkpatrick's evaluation explained if the presented concepts were in reality received by the participants. A set of ten questions towards the end of this section assisted the trainer to answer this question. Kirkpatrick explored the feedback on four different levels,

1. Participants overall feedback about the training, whether the training met their expectations or not, whether they would recommend the training to others, what according to them needed to be explored more or less and other suggestions about the training based on their knowledge was measured.

The pattern in their responses suggested that overall they would recommend the training programme. Their feedback regarding the presentation of the training provided a positive indicator of their receptivity and attentiveness towards the type of training and the manner in which the training was delivered. Overall the feedback towards 'packaging' of the training and presentation of the training was positive.

2. Interestingly, the concepts of the TA training were not only well received but understood and were found to increase positive introspection percentages overall among the participants. This was found to be significantly high in all the responses given by the participants. As such the findings suggested that they all spent extra time to explore in further detail some of the concepts covered during the training. Results also show some of the participants actively made changes in their communication style and reported the techniques covered at the training to be working for them.
3. One week after the TA training programme was conducted, participants were asked a set of ten questions, and it was noticed that 80% of the participants actively used techniques and

concepts covered at the training, suggesting that after the training and using the material, understanding and use of concepts became better for some participants.

Overall, Kirkpatrick evaluation offered an insight to the trainer to update the training according to suggestions made by the participants. This evaluation was specially tailored to cater for the needs of leaders in order to create their perception in terms of the concepts covered at the training. Feedback given by the participants regarding concepts they would be interested to explore in detail had a common pattern. The common choice was an in-depth understanding of psychological games and their workings into the patterns of communication.

All the Johari Window result graphs indicate all the participants have bigger open areas meaning they are open to sharing feedback, open to indulging in meaningful communication, and open to accepting and giving feedback. This also suggests that participants actively invested themselves in a healthy feedback style including feelings, behaviour patterns, skills, and perceptions regarding any topics of conversation. The area falling under hidden, blind and unknown was different for every participant. Because of individual differences, the areas present different proportions of areas covered by each participant.

Overall Review of the TA Training

Overall reactions regarding the training were on the range of outstanding and satisfactory. The participants mentioned that the training met their expectations, including discussions, case studies, group activities, hand-out materials, home works; YouTube, Ted talks provided or included during the training were well received as well as well appreciated. The online participants, as well as face-to-face participants, agreed that the training could be useful for workplaces.

It was observed that participants, in general, were positive in their feedback regarding the training. The participants were interested to understand workplace communication in the light of the new topics discovered. The training also took into consideration the implications of the organisational cultural aspect and how a leader influences the surroundings and inner workings of an organisation, which appeared to be of particular interest.

However, a word of caution would be that the group was small and while there was a majority of positive feedback, there was some variation in experiences. The participants' feedback and the researcher's observations were found to be similar overall.

It is important to mention that there was a significant increase in reporting of positive self-introspection due to the training and how one behaves in the situations discussed at the training. Introspection i.e. self-examination of one's emotional as well as psychological observation seemed to have increased drastically since the TA training was conducted. The participants' feedback suggests that it was one of the effects of the TA training. That helped them understand the perspectives better.

Online and Face to Face Modes of TA Training Programme

In terms of trainer's observations, the dedication towards the training, and initiative taking approach practised by online participants was of particular significance. In face-to-face training, the initiative taking or motivated behaviour is easy to notice since the trainer is actively involved as well. For a trainer to conduct both face-to-face training and online training at the same time while maintaining the same levels of motivation and interest was indeed challenging. The feedback received a week after the training was consistent in terms of understanding and being able to use the skills covered at the training in terms of oneself. As the training was intended to be applied to oneself and others, the participants reported continuity in using the techniques and skills explored at the training programme. In case they had any issues while practising the skills many of them reported using the material provided to them.

It was observed that the participants both online and face-to-face felt included during the training sessions. It was observed that there were certain situations where the online participants felt a bit disconnected since they were not present physically but they made sure to be involved and to give their insights while discussing the concepts. When activities were specifically held for online participants they made sure to be active.

Implications of the TA Training Programme

The present training programme was designed for leaders to understand the different communication issues they may have with their colleagues and staff members. The training addresses this issue by focusing on introducing a transactional communication style that was adapted for the workplace. This style of communication tries to introduce an easier way to understand how communication falters and what good communication is like in its nature. It helps to regulate the stress or tension at work that may be an effect of poor communication. Using healthy ways to communicate as a leader helps build a strong profile, as it facilitates the ability to accurately deal with the conflicts or stressful situations one faces at the workplace.

Since this training programme was adapted from psychological concepts, it was tailored to meet the different conflicts at work that arise from communication issues. The training programme integrates the style of communication that brings an understanding of miscommunication and how to avoid interruptions in the process of communication. Leaders benefiting from this training programme will have gained a capacity to use empathy to the appropriate amount needed for the workplace in order to communicate better with their teams.

If integrated into the personal life, a leader can benefit from communication that creates awareness. A better communication style followed by better results and a richer understanding of the messages being sent and received as well as the feeling of being 'good enough' for the job would be easier to accomplish than anticipated.

The evaluation techniques used in order to objectively measure the feedback areas of participants online and face-to-face, measured the reactions, understanding and the applicability of the training programme with space included for personal feedback. The participants were from varying backgrounds, ages, nationalities and religions, which helped to test the training's validity. However, the general evaluation of the training was positive.

Limitations

TA Training Programme –

The main limitations were those observed by the trainer, are summarised here,

The timing of the training was a limitation. It was conducted at 5 pm which meant the participants were tired by the time they would arrive at the training. More activities need to be added to the training that is related to the concepts covered in the training to make the learning easy and lively for the late afternoon. The time limit of the training needs to be increased from one hour to at least two hours which will give more time for valuable discussions and give more time to grasp the concepts covered in the training programme. Face-to-face and online conduction of the training was a little difficult and could have been handled better with inclusion of more activities that could be attempted by both online and face-to-face participants. The sample size was another limitation of the thesis. In order to gain greater reliability and validity, bigger sample size is needed.

Furthermore, following up on participants after some more time – two months – may provide greater insight into the applicability of the programme and be of long-term use. As such, a bigger sample size will ensure the reliability of the study.

Combining three types of evaluations i.e. Johari Window, Kirkpatrick model of evaluation and the researchers' observations led to the development of a Transactional Analysis training programme that is compatible for the workplace for leaders either new to their roles or as a refresher for leadership skills.

Future Studies

While overall the training was positive, there are a number of future studies that could build on this thesis. For example, multiple avenues can be explored for future studies in a similar faculty of Transactional Analysis. Training programmes related to work motivation, emotional intelligence at work, would be interesting to explore. A revised version of the same training programme with a few modifications would be able to greatly contribute to workplace communication. Occupational counselling is another avenue that can be explored using the Transactional Analysis training programme. In-depth exploration of each of the concepts covered in the TA training programme would be another opportunity to explore. Another avenue could be to check if any other

psychological therapies could be inculcated in order to help make the organisations a better, safer space to work for future generations.

Conclusion

In conclusion, the aim of the present study was to adapt a training programme to cater to the leaders' needs to communicate in order to create awareness, which was successfully achieved. The participants found the training to be meeting all of their expectations. The training programme was successfully delivered to a multicultural group of leaders from different backgrounds, religions and nations. The online and face-to-face participants were both made sure to be involved in the whole process of training. Furthermore, evidence from the evaluation of the training programme found that largely, the programme was evaluated positively with Johari window, Kirkpatrick's evaluations and the trainer's observations, suggesting this is a suitable tool for the leaders in the workplace.

References

- Abramson, N. R. (2007). The Leadership Archetype: A Jungian Analysis of similarities between Modern Leadership Theory and the Abraham Myth in the Judaic-Christian Tradition. *Journal of Business Ethics*, 72(2), 115-129. doi:10.1007/s10551-006-9159-5
- Ahern, S., & Loh, E. (2020). Leadership during the COVID-19 pandemic: building and sustaining trust in times of uncertainty. *BMJ Leader*, doi: 10.1136/leader-2020-000271
- Allen, J. R., & Allen, B. A. (1997). A New type of Transactional Analysis and one version of Script Work with a Constructionist Sensibility. *Transactional Analysis Journal*, 27(2), 89-98. doi:10.1177/036215379702700204
- Antonakis, J. (2012). Transformational and charismatic leadership. In D.V. Day & J. Antonakis *The nature of leadership* (2nd ed., pp. 256-288). Thousand Oaks, CA: Sage.
- Arendt, J. F. W., Pircher Verdorfer, A., & Kugler, K. G. (2019). Mindfulness and leadership: Communication as a behavioral correlate of leader mindfulness and its effect on follower satisfaction. *Frontiers in Psychology*, 10, 667-667. doi:10.3389/fpsyg.2019.00667
- Asrar-ul-Haq, M., & Anwar, S. (2018). The many faces of leadership: Proposing research agenda through a review of literature. *Future Business Journal*, 4(2), 179-188. doi:10.1016/j.fbj.2018.06.002
- Baile, W. F., & Blatner, A. (2014). Teaching communication skills: Using action methods to enhance role-play in problem-based learning. *Simulation in Healthcare*, 9(4). Retrieved from https://journals.lww.com/simulationinhealthcare/Fulltext/2014/08000/Teaching_Communication_Skills__Using_Action.2.aspx
- Bennis, W., & Thomas, R. (2002). Crucibles of leadership. *Harvard Business Review*, 80, 39-45, 124.
- Berne, E. (1961). *Transactional analysis in psychotherapy: A systematic individual and social psychiatry*. New York, NY: Grove Press.
- Berne, E. (1964). *Games people play: The psychology of human relationships*. New York, NY: Grove Press.
- Berne, E. (1968). *Games people play: The psychology of human relationships*. London, England: Penguin.
- Boholst, F. A. (2003). Effects of transactional analysis group therapy on ego states and ego state perception. *Transactional Analysis Journal*, 33(3), 254-261.
- Cupach, W. R., Canary, D. J., & Spitzberg, B. H. (2009). *Competence in interpersonal conflict*. Long Grove, IL: Waveland Press.
- de Graaf, A. (2013). The group in the individual: Lessons learned from working with and in organizations and groups. *Transactional Analysis Journal*, 43(4), 311-320. doi:10.1177/0362153713516447
- De Sousa, A. (2011). Freudian theory and consciousness: A conceptual analysis. *Mens Sana Monographs*, 9(1), 210-217. doi:10.4103/0973-1229.77437
- Erdogan, B., & Bauer, T. (2015). Leader-Member Exchange Theory. *International Encyclopedia of the Social & Behavioral Sciences*. doi:10.1016/B978-0-08-097086-8.22010-2
- Erskine, R. G. (1998). The Therapeutic Relationship: Integrating motivation and personality theories. *Transactional Analysis Journal*, 28(2), 132-141. doi:10.1177/036215379802800206
- Eswarappa, K., & Das, S. (2019). Transactional Analysis. In D. A. Leeming (Ed.), *Encyclopedia of psychology and religion* (pp. 1-4). Berlin, Germany: Springer Berlin.

- Farjad, S. (2012). The evaluation effectiveness of training courses in university by Kirkpatrick Model (Case Study: Islamshahr University). *Procedia - Social and Behavioral Sciences*, 46, 2837-2841. doi:<https://doi.org/10.1016/j.sbspro.2012.05.573>
- Freud, S. (1989). The Ego And The Id (1923). *TACD Journal*, 17(1), 5-22. doi:10.1080/1046171X.1989.12034344
- Gazzaniga, M. S. (2008). *Human: The science behind what makes us unique*. New York, NY: HarperCollins.
- Gemeda, H. K., & Lee, J. (2020). Leadership styles, work engagement and outcomes among information and communications technology professionals: A cross-national study. *Heliyon*, 6(4), e03699-e03699. doi:10.1016/j.heliyon.2020.e03699
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2), 219-247.
- Guest G., Namey, E. E., & Mitchell M.L. (2013). *Collecting qualitative data: A field manual for applied research*. Thousand Oaks, CA: Sage. doi:10.4135/9781506374680
- Harris, T. A. (2012). *I'm OK, you're OK*. London, England: Random House.
- Heathcote, A. (2010). Eric Berne's Development of Ego State Theory: Where did it all begin and who influenced him? *Transactional Analysis Journal*, 40(3-4), 254-260. doi:10.1177/036215371004000310
- Hollins Martin, C. (2011). Transactional analysis: A method of analysing communication. *British Journal of Midwifery*, 19, 587-593. doi:10.12968/bjom.2011.19.9.587
- Ibrahim, H., & Cordes, K. (1996). Leader or manager? *Journal of Physical Education, Recreation & Dance*, 67(1), 41-42.
- Issah, M. (2018). Change leadership: The role of Emotional Intelligence. *SAGE Open*, 8(3), 2158244018800910. doi:10.1177/2158244018800910
- Jung, C. G. (2014a). *Four archetypes*: Abingdon, England: Routledge.
- Jung, C. G. (2014b). *On the nature of the psyche*: Abingdon, England: Routledge.
- Karpman, S. B. (2012). Listening, learning, and accountability: Three rules of openness, three rules of accountability, and the Adult Scales, Listening Scales, and Listener's Loops. *Transactional Analysis Journal*, 42(1), 71-86. doi:10.1177/036215371204200109
- Kelloway, E. K., Weigand, H., McKee, M. C., & Das, H. (2013). Positive leadership and employee well-being. *Journal of Leadership & Organizational Studies*, 20(1), 107-117. doi:10.1177/1548051812465892
- Khan, M. A., Ismail, F. B., Hussain, A., & Alghazali, B. (2020). The interplay of leadership styles, innovative work behavior, Organizational Culture, and Organizational Citizenship Behavior. *SAGE Open*, 10(1), 2158244019898264. doi:10.1177/2158244019898264
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership: The no-fads, heart-of-the-matter facts you need to know*. Hoboken, NJ: John Wiley & Sons.
- Krausz, R. R. (1986). Power and leadership in organizations. *Transactional Analysis Journal*, 16(2), 85-94. doi:10.1177/036215378601600202
- Luft, J. & Ingham, H. (1955). The Johari Window Model. Retrieved from http://www.humanresourcefulness.net/CypressCollege/docs/HUSR224/Johari_Window_Questionnaire-package.pdf
- Liu, H. (2010). When leaders fail: A typology of failures and framing strategies. *Management Communication Quarterly*, 24(2), 232-259. doi:10.1177/0893318909359085

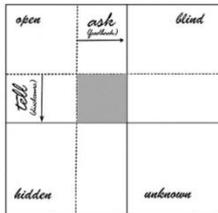
- Maister, D. H., Green, C. H., & Galford, R. M. (2001). *The trusted advisor*. New York, NY: A Touchstone Book.
- Medler-Liraz, H., & Seger-Guttmann, T. (2018). Authentic emotional displays, Leader–Member Exchange, and emotional exhaustion. *Journal of Leadership & Organizational Studies*, 25(1), 76-84. doi:10.1177/1548051817725266
- Men, L. R. (2014). Why leadership matters to internal communication: Linking Transformational Leadership, symmetrical communication, and employee outcomes. *Journal of Public Relations Research*, 26(3), 256-279. doi:10.1080/1062726X.2014.908719
- Men, L. R., & Stacks, D. (2014). The effects of authentic leadership on strategic internal communication and employee-organization relationships. *Journal of Public Relations Research*, 26(4), 301-324.
- Mihailovic, K. P., & Mihailovic, D. (2004). The social matrix of globalization. *Transactional Analysis Journal*, 34(4), 347-355.
- Molesworth, M., Grigore, G. F., & Jenkins, R. (2017). Games people play with brands: An application of transactional analysis to marketplace relationships. *Marketing Theory*, 18(1), 121-146. doi:10.1177/1470593117706530
- Mountain, A. (2012). Working together: Organizational Transactional Analysis and business performance. *Human Resource Management International Digest*, 20(4). doi:10.1108/hrmid.2012.04420daa.016
- Nabudere, D. W. (2006). Towards an Afrokology of knowledge production and African regeneration. *International Journal of African Renaissance Studies - Multi-, Inter- and Transdisciplinarity*, 1(1), 7-32. doi:10.1080/18186870608529704
- Nelson-Jones, R. (2015). *Basic counselling skills: A helper's manual*. Thousand Oaks, CA: Sage.
- Nuttall, J. (2000). Intrapersonal and interpersonal relations in management organizations. *Transactional Analysis Journal*, 30(1), 73-83.
- Nykodym, N., Longenecker, C. O., & Ruud, W. N. (1991). Improving quality of work life with transactional analysis as an intervention change strategy. *Applied Psychology*, 40(4), 395-404.
- Pavitt, C. (1999). Theorizing about the group communication-leadership relationship. In L.R. Frey, D. Gouran, & M.S. Poole (Eds.) *The handbook of group communication theory and research* (313-334). Thousand Oaks, CA, Sage.
- Regts, G., Molleman, E., & van de Brake, H. J. (2019). The impact of leader–member exchange on follower performance in light of the larger social network. *Human Relations*, 72(8), 1265-1291. doi:10.1177/0018726718806351
- Saxena, P. (2015). Johari Window: An effective model for improving interpersonal communication and managerial effectiveness. *SIT Journal of Management*, 5(2), 134-146.
- Spitzberg, B. H., & Cupach, W. R. (1984). *Interpersonal communication competence* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Steiner, C. (2006). Transactional analysis and psychoanalysis: Writing styles. *Transactional Analysis Journal*, 36(4), 330-334.
- Tan, M. Y., & Yazdanifard, R. (2013). *A review on leader-member relationship: leadership styles, team members' behavior, and trust*. Retrieved from https://moam.info/a-review-of-leader-member-relationship_5c8f760c097c47cd718b45f4.html
- Trautmann, R. L., & Erskine, R. G. (1999). A matrix of relationships: Acceptance speech for the 1998 Eric Berne memorial award. *Transactional Analysis Journal*, 29(1), 14-17.
- Vacharkulksemsuk, T., & Fredrickson, B. L. (2013). Looking back and glimpsing forward: The broaden-and-build theory of positive emotions as applied to organizations. In A.B. Bakker

- (Ed.) *Advances in positive organizational psychology* (45-60). Bingley, England: Emerald Group Publishing.
- van Dierendonck, D. (2010). Servant Leadership: A review and synthesis. *Journal of Management*, 37(4), 1228-1261. doi:10.1177/0149206310380462
- Watkins, R., Leigh, D., Foshay, R., & Kaufman, R. (1998). Kirkpatrick plus: Evaluation and continuous improvement with a community focus. *Educational Technology Research and Development*, 46(4), 90-96. doi:10.1007/BF02299676
- Yagil, D., & Medler-Liraz, H. (2014). Feel free, be yourself: Authentic Leadership, emotional expression, and employee authenticity. *Journal of Leadership & Organizational Studies*, 21(1), 59-70. doi:10.1177/1548051813483833
- Yasir, M., Imran, R., Irshad, M. K., Mohamad, N. A., & Khan, M. M. (2016). Leadership styles in relation to employees' trust and organizational change capacity: Evidence from non-profit organizations. *SAGE Open*, 6(4), 2158244016675396. doi:10.1177/2158244016675396
- Youssef-Morgan, C. M., & Luthans, F. (2013). *Positive leadership: Meaning and application across cultures*. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1133&context=managementfacpub>

Appendix A – Johari Window

The Johari Window Model

The Johari Window is a disclosure/feedback model of awareness, named after Joseph Luft and Harry Ingham. It was first used in an information session at the Western Training Laboratory in Group Development in 1955. The four panes of the window represent the following:



<p>Open: The open area is that part of our conscious self - our attitudes, behavior, motivation, values, way of life - of which we are aware and which is known to others. We move within this area with freedom. We are "open books". It is through disclosure and feedback that our open pane is expanded and that we gain access to the potential within us represented by the unknown pane.</p>	<p>Blind: There are things about ourselves which we do not know, but that others can see more clearly, or things we imagine to be true of ourselves for a variety of reasons but that others do not see at all. When others say what they see (feedback), in a supportive, responsible way, and we are able to hear it, in that way we are able to test the reality of who we are and are able to grow.</p>
<p>Hidden: Our hidden area cannot be known to others unless we disclose it. There is that which we freely keep within ourselves, and that which we retain out of fear. The degree to which we share ourselves with others (disclosure) is the degree to which we can be known.</p>	<p>Unknown: We are more rich and complex than that which we and others know, but from time to time something happens - is felt, read, heard, dreamed - something from our unconscious is revealed. Then we "know" what we have never "known" before.</p>

Johari Window Questionnaire

Instructions:

- Carefully read each numbered item and its statements marked "A" and "B."
- Assign a point value to the A and B statements as follows:
- The total point value for A and B added together is five (5).
- If statement A is most similar to what you would do, mark 5 for A and 0 for B.
- If A is not wholly satisfactory, but in your judgment better than B, mark 4 or 3 for A and 1 or 2 for B.
- The converse is true: if B is best mark 5 for B and 0 for A and so on.

- If a friend of mine had a "personality conflict" with a mutual acquaintance of ours with whom it was important for him/her to get along, I would:
 - Tell my friend that I felt s/he was partially responsible for any problems with this other person and try to let him/her know how the person was being affected by him/her.
 - Not get involved because I wouldn't be able to continue to get along with both of them once I had entered in any way.
- If one of my friends and I had a heated argument in the past and I realized that s/he was ill at ease around me from that time on, I would:
 - Avoid making things worse by discussing his/her behavior and just let the whole thing drop.
 - Bring up his/her behavior and ask him/her how s/he felt the argument had affected our relationship.
- If a friend began to avoid me and act in an aloof and withdrawn manner, I would:
 - Tell him/her about his/her behavior and suggest that s/he tell me what was on his/her mind.
 - Follow his/her lead and keep our contact brief and aloof since that seems to be what s/he wants.
- If two of my friends and I were talking and one of my friends slipped and brought up a personal problem of mine that involved the other friend, of which s/he was not yet aware, I would:
 - Change the subject and signal my friend to do the same.
 - Fill my unformed friend in on what the other friend was talking about and suggest that we go into it later.
- If a friend of mine were to tell me that, in his/her opinion, I was doing things that made me less effective than I might be in social situations, I would:
 - Ask him/her to spell out or describe what s/he has observed and suggest changes I might make.
 - Resent his/her criticism and let him/her know why I behave the way I do.
- If one of my friends aspired to an office in our organization for which I felt s/he was unqualified, and if s/he had been tentatively assigned to that position by the leader of our group, I would:
 - Not mention my misgivings to either my friend or the leader of our group and let them handle it in their own way.
 - Tell my friend and the leader of our group of my misgivings and then leave the final decision up to them.
- If I felt that one of my friends was being unfair to me and his/her other friends, but none of them had mentioned anything about it, I would:
 - Ask several of these people how they perceived the situation to see if they felt s/he was being unfair.
 - Not ask the others how they perceived our friend, but wait for them to bring it up with me.
- If I were preoccupied with some personal matters and a friend told me that I had become irritated with him/her and others and that I was jumping on him/her for unimportant things, I would:
 - Tell him/her I was preoccupied and would probably be on edge for a while and would prefer not to be bothered.
 - Listen to his/her complaints but not try to explain my actions to him/her.
- If I had heard some friends discussing an ugly rumor about a friend of mine which I knew could hurt him/her and she asked me what I knew about it, if anything, I would:
 - Say I didn't know anything about it and tell him/her no one would believe a rumor like that anyway.
 - Tell him/her exactly what I had heard, when I had heard it, and from whom I had heard it.
- If a friend pointed out the fact that I had a personality conflict with another friend with whom it was important for me to get along, I would:
 - Consider his/her comments out of line and tell him/her I didn't want to discuss the matter any further.
 - Talk about it openly with him/her to find out how my behavior was being affected by this.
- If my relationship with a friend has been damaged by repeated arguments on an issue of importance to us both, I would:
 - Be cautious in my conversations with him/her so the issue would not come up again to worsen our relationship.
 - Point to the problems the controversy was causing in our relationship and suggest that we discuss it until we get it resolved.
- If in a personal discussion with a friend about his/her problems and behavior s/he suddenly suggested we discuss my problems and behavior as well as his/her own, I would:
 - Try to keep the discussion away from me by suggesting that other, closer friends often talked to me about such matters.
 - Welcome the opportunity to hear what s/he felt about me and encourage his/her comments.
- If a friend of mine began to tell me about his/her hostile feelings about another friend whom s/he felt was being unkind to others (and I agreed wholeheartedly), I would:
 - Listen and also express my own feelings to me/her so s/he would know where I stood.
 - Listen, but not express my own negative views and opinion because s/he might repeat what I said to him/her in confidence.
- If I thought an ugly rumor was being spread about me and suspected that one of my friends had quite likely heard it, I would:
 - Avoid mentioning the issue and leave it to him/her to tell me about it if s/he wanted to.
 - Risk putting him/her on the spot by asking him/her directly what s/he knew about the whole thing.

- 15) If I had observed a friend in social situations and thought that s/he was doing a number of things which hurt his/her relationships, I would:
- A. Risk being seen as a busy body and tell him/her what I had observed and my reactions to it.
 - B. Keep my opinion to myself rather than be seen as interfering in things that are none of my business.
- 16) If two friends and I were talking and one of them inadvertently mentioned a personal problem which involved me, but of which I knew nothing, I would:
- A. Press them for information about the problem and their opinions about it.
 - B. Leave it up to my friends to tell me or not tell me, letting them change the subject if they wished.
- 17) If a friend seemed to be preoccupied and began to jump on me for seemingly unimportant things, and became irritated with me and others without real cause, I would:
- A. Treat him/her with kid gloves for awhile on the assumption that s/he was having some temporary personal problems which were none of my business.
 - B. Try to talk to him/her about it and point out to him/her how his/her behavior was affecting people.
- 18) If I had begun to dislike certain habits of a friend to the point that it was interfering with my enjoying his/her company, I would:
- A. Say nothing to him/her directly, but let him/her know my feelings by ignoring him/her whenever his/her annoying habits were obvious.
 - B. Get my feelings out in the open and clear the air so that we could continue our friendship comfortably and enjoyably.
- 19) In discussing social behavior with one of my more sensitive friends, I would:
- A. Avoid mentioning his/her flaws and weaknesses so as not to hurt his/her feelings.
 - B. Focus on his/her flaws and weaknesses so s/he could improve his/her interpersonal skills.
- 20) If I knew I might be assigned to an important position in our group and my friends' attitudes toward me had become rather negative, I would:
- A. Discuss my shortcomings with my friends so I could see where to improve.
 - B. Try to figure out my own shortcomings by myself so I could improve.

Appendix B – Kirkpatrick’s Evaluation Model

Name –

Contact details –

Reactions –

1. Considering the content, the trainer, the methods used and the surroundings in which the training took place, how would you rate the training program?

Unsatisfactory Satisfactory Good Outstanding

2. Were your expectations –

Exceeded Matched Somewhat Matched Unmatched

3. Are you going to recommend this training program to other candidates?

Yes, Because ...

No, Because ...

4. Please rate the relative values (1 = not effective; 2 = worthwhile; 3 = negligible)

Videos –

Small group Discussions –

Case studies –

Lecture –

Training Material –

Home works –

5. Please rate the trainer’s presentation (1 = not effective, 2 = somewhat effective, 3 = effective)

Ability to communicate –

Emphasis on key points –

Audio-visual aids –

Hand out Material –

6. Can you apply what you learned to your job? (1 = Unsatisfactory, 2 = Satisfactory, 3 = Good, 4 = Outstanding)

7. Did you like the style of method of training? (1 = Unsatisfactory, 2 = Satisfactory, 3 = Good, 4 = Outstanding)

8. Were the videos relevant to the topic of the modules?

Matched Somewhat Matched Unmatched

9. How would you evaluate your participation in the program?

Overall workload – Too heavy _____ Just Right _____ Too light _____

Case studies - Too heavy _____ Just Right _____ Too light _____

Homework assignments - Too heavy _____ Just Right _____ Too light _____

10. What suggestions would you have for improving the program?

11. Please add any additional comments, criticism or suggestions that you think might be helpful for the training group to know before scheduling future programs.

12. The training was engaging. ? (1 = Unsatisfactory, 2 = Satisfactory, 3 = Good, 4 = Outstanding)

13. The training was worth your time. ? (1 = Unsatisfactory, 2 = Satisfactory, 3 = Good, 4 = Outstanding)

14. I liked the way the training was conducted. ? (1 = Unsatisfactory, 2 = Satisfactory, 3 = Good, 4 = Outstanding)
15. I liked the style or the method of the training. ? (1 = Unsatisfactory, 2 = Satisfactory, 3 = Good, 4 = Outstanding)
16. I can apply what I learnt to my workplace. ? (1 = Unsatisfactory, 2 = Satisfactory, 3 = Good, 4 = Outstanding)

Learning

17. I know what contracting skills are. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
18. I know what perspectives are. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
19. I know my own perspectives. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
20. I can figure out others' perspectives. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
21. I understand the types of transactions. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
22. I know generally which life position I hold in conflicts. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
23. I understand the concept of drama triangle. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
24. I understand the victim's role in the drama triangle. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
25. I understand the persecutor's role in the drama triangle. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
26. I understand the rescuer's role in the drama triangle. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
27. I can draw a drama triangle if I need to. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
28. I know what psychological games are. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
29. I understand the 'Why don't you, yes but' game. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

30. I understand the 'If it weren't for you' game. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

31. I understand the 'Why does this always happen to me?' game. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

32. I understand 'Now I've got you, you son of a bitch' game. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

33. I understand 'Let's you and him fight' Game. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

34. How would you rate your knowledge on these concepts from 1-5? (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

35. Are there topics in the training you still don't understand? (1 = Yes, 2 = No, 3 = Maybe)

36. I feel confident that I can apply what I learnt in the modules. (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

37. What is the biggest change you've noticed in your work so far with these new skills

38. Did anything noticeably hinder your ability to learn during the training?

39. Did anything noticeably promote your ability to learn during the training?

40. Are there any topics in specific you would like to pursue? Why?

41. What is the role of the contractual techniques in communication?

- To force the client to do what the other person wants
- To outline an agreed upon line of outcomes
- Contractual techniques are not explored in this training
- To make sure the other person feels involved
- None of the above

42. Jarvis has been giving different solutions to Anna's work problems but she seems to come up with 'yes but...' answers to every solution.

- Anna is playing psychological games with Jarvis
- Jarvis clearly likes Anna
- Anna just wants attention from Jarvis
- Anna actually needs help but is hesitant to ask directly

43. We have a child, parent and adult hidden in all of us.

- True
- False

44. A crossed transaction often leads to conflicts.

- True
- False

45. Drama triangle consists of...

- Persecutor
- Persecutor
- Victim
- Jailor
- Rescuer
- Mother

46. Constructive criticism in an mode of contracting.

- Effective
- Ineffective

47. Life positions display our status.

- Okness
- Financial

- > Social
- 48. Being caring, organising, comforting, over-protective, supportive, firm or smothering are the characteristics of perspective.
 - > Adult
 - > Parent
 - > Child
- 49. 'I am OK, You are OK' is the healthiest life positions.
 - > True
 - > False
- 50. When your psychological message and social message doesn't match, it is called transaction.
 - > Ulterior
 - > Cross
 - > Parallel

Name –

Contact Information –

Disclaimer – Fill out the columns that are most relevant to you. Please report honestly, your results will be kept confidential. There are no, right or wrong answers.

(Yes = 3, Maybe = 2, No = 1)

No	STATEMENTS	YES	Maybe	No
1	Do you have a better understand of your perspectives?			
2	Do you think you will be able to portray your perspectives better now?			
3	Do you deliver your intension better than before?			
4	Do you utilise effective contracting skills at work?			
5	Do you have a better understanding of where you stand with your team?			
6	Do you indulge in manipulative behaviour to achieve your motives?			
7	Do you present your side of the story using techniques explored at the training?			
8	Do you draw the drama triangle when faced with a conflicting situation?			
9	Do you understand how the psychological games work with yourself?			
10	Do you understand how the psychological games work with others?			

Appendix C – Participant Information Sheet

Participant Information Sheet

Waikato Management School
Te Raupapa



Participant Information Sheet

The purpose of this research is to use Transactional Analysis training and analyse whether that assists to enhance leadership communication.

This research is being conducted by Meenal Budukh under the supervision of Dr. Maree Roche as a part of a master's thesis at the Management School University of Waikato.

All the participants will be asked to contribute 50-60 minutes of your time for 5 days split over a few weeks so not to burden the participants. The participants will be expected to be present, to be actively involved, to contribute however depending on the work experience of the participants, to complete the small activities, provide their feedback that will be given throughout to the training. The material for future use will be provided at the end of the training. Aggregated information will be provided to all the participants when the analysis of all the data is complete. If requested individual participants will be provided with a copy of their profile and findings.

The participants can withdraw from the study at any moment they feel so.

All the information collected will be analysed to study the outcomes. Only the researcher and the supervisor will be privy to the information. All the information collected will be kept confidential, in order to do so, the identity of the participants will be kept anonymous in the final report.

During the length of the study, the participants can contact the researcher and or the supervisor to ask further questions. The preferred more of contact is via email which is included at the bottom of this page.

Researcher – Meenal Budukh – mb235@students.waikato.ac.nz

Supervisor – Dr. Maree Roche – maree.roche@waikato.ac.nz

Appendix D – Participant Consent Form

Consent Form for Participants

Waikato Management School
Te Raupapa



[INSERT TITLE OF PROJECT]

Consent Form for Participants

I have read the **Information Sheet for Participants** for this study and have had the details of the study explained to me. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I also understand that I am free to withdraw from the study [PLEASE INCLUDE A DATE OR TIMEFRAME], or to decline to answer any particular questions in the study. I agree to provide information to the researchers under the conditions of confidentiality set out on the **Information Sheet**.

- I agree for this interview to be audio recorded
- I agree to participate in this study under the conditions set out in the **Information Sheet** form.

Signed: _____

Name: _____

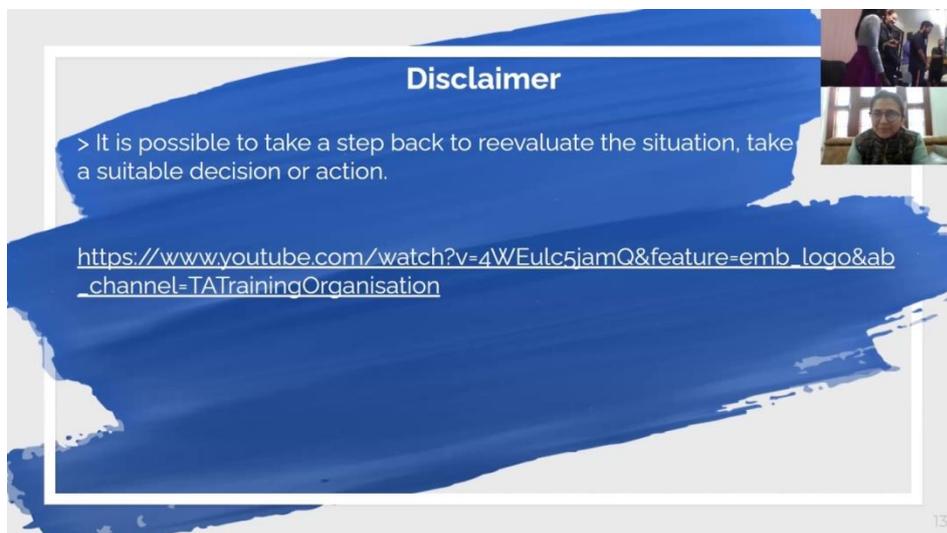
Date: _____

Researcher's Name and contact information:

Supervisor's Name and contact information:

Appendix E – Zoom Shots of the Physical Setting of the TA Training Programme

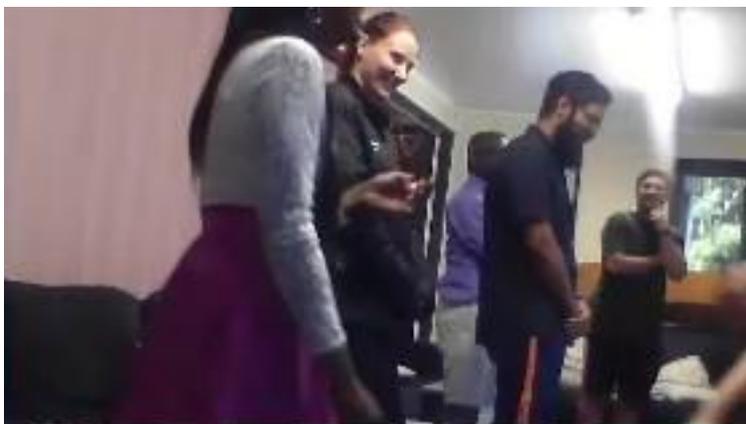
Photos taken from Zoom recordings of the Training Programme



Physical Setting



Cropped Out Photos from the Above Photos of Participants and the Physical Setting



Appendix F – TA Training Module Sessions 1-5

Pre Amble

The aim of the current training is for the managers to achieve the ‘I am OK, You are OK’ life position. Life positions are overall thinking patterns. For this training’s purpose it is assumed that the managers that have moved on to handling new leadership positions are in either of the three life positions i.e., ‘I am not OK, You are OK’ or ‘I am OK, You are not OK’ or ‘I am not OK, You are not OK’. These positions will be discussed further in the training program using transactional analysis. Transaction means communication. We communicate based on our own view of ourselves and others. If we hold a negative view of either ourselves or of others, it creates hurdles in the process of clear and effective communication.

We will be using various terminologies that adhere to the child, the adult, and the parent which are present in all of us. Depending on the situation, our view of ourselves and others, we choose which one out of the child, the parent, or the adult will communicate. Sometimes communication with others makes us think from a certain perspective. It is ultimately upon us to choose who will communicate on our side, the child, the parent, or the adult.

In the further training, we explore how the child perspective is similar to employees, the parent is similar to managers and the adult is similar to leaders.

Training Day 1 –

Contracting Skills, Perspectives -

“When you enter an organization, the organization also enters you” (de Graaf, 2013).

Everything included in an organization, the reception, staff, employees, management, the building, everything has an impact on what an employee does or does not do. In TA, an employee’s behaviour is understood from their own personal script, but in organizations the organizational perspective is necessary. It is about group dynamics, leadership, and organizational change. Every group in an organization has internal and external boundaries. Contracting techniques help us with maintaining a good balance between these two boundaries. How good the functioning of an organization is dependent on its emotional structure rather than a cognitive one. Most of the managers look after their own uncertainties and/or fears, instead of managing the reality. The moment they dare to open their emotional selves to their team, they can start managing the team better.

The transactional analysis offers a symphonic expression of ethical, philosophical, behavioural, trustworthy, empathetic, and abiding by the principles. It is used to move away from the ‘dog-eat-dog’ world to a socially aware and responsible organization.

(de Graaf, 2013)

The principles that TA is based on are –

1. We all have the ability to think

If we look at the organization as one big group, one’s need to consider one thought that drives the group or groupthink as the term goes. This hampers decision-making and limits creativity in exploring different alternatives. One might feel pressured to continue with what others say in order to ‘fit in’. It could also mean that individuals are interested in avoiding the conflicts instead of resolving the conflicts.

If the leader decides to make the boundaries clear as to what will be tolerated or what will not be, the sense of fairness and justice will be easy to establish. This helps the leaders to be perceived as the objective judges of actions. This fosters loyalty, commitment in the workforce.

2. We make judgments about ourselves and others as we grow up. Many of these decisions are not helpful to us as adults and these can be changed.

Depending on the leadership styles, the freedom given to the team, the extent of decision making can be left on the team.

3. We all have the right to be in the world and to be treated well and should treat others well.

To be ‘OK’ is one of the basic understandings of the TA. To be OK and to exist in the world, to be safe is the necessary principle. This concept is important with respect to diversity, personal growth, development. It is also a position that we hold with others i.e. OK with others or not. The concept of ‘OKness’ with others does interact with others’ rights of being treated equally. For example, the direct presumption that Jasper is not OK with Nora’s behaviour results in jumping to the conclusion made by others that Jasper is not OK with the rest of the team’s behaviour. Focusing on the problematic behaviour helps resolve the conflict instead of avoiding it.

Contracting Skills

A contract is a mutually agreed course of action. All the parties involved in such a contract decide to undertake the specific course of action when they agree they need one in order to resolve a conflict, who will undertake the mutually agreed-upon course of action, what is exactly the course of action, what is the due date and if there is any payment or exchange. If this contract is measurable, manageable, with a specific end date, and motivational then the contract is easily accomplished.

For example, if one of the team member's goals of the week was not achieved, the manager calls the member to discuss what, why, how, when of the problem and discuss what can be done in order to resolve the conflict. This is a contract between the manager and his team member.

There are two ways in which we process these contracts.

1. Effective mode –

Being in an effective mode is a conscious process.

- Understanding that there is a difference between reacting and responding to a stimulus.
- Realising that there are different ways of perceiving given situations, multiple possible effects of actions that are undertaken as a response, and various possible interferences that can be run to resolve any conflicts that may occur.
- In the face of adversities, individuals in this mode are interested in ideas, opinions, to have debates about the conflicts, exchange different ways to look at the concerned situation. This allows everyone involved in the conflict to reconsider their positions whenever they want and modify their storylines accordingly in a safe environment.
- One also has the freedom to take a step back, observe the situation and then make a suitable decision or take an action. There are different approaches to being in the effective mode.
- They are as follows -
 - Ø Supportive Approach –
 - One tends to support, help create a friendly, calm, safe, caring, and yet affirming, above all, reliable environment to share everyone's views or opinions.
 - Ø Structuring Approach –
 - This can be best understood as the boundary-setting approach. In this approach, individuals offer constructive criticism while understanding each other's perspectives and perceptions. Based on their responses one takes a decision considering when the limits are crossed.
 - Ø Co-creative Approach –
 - Eager to join others while creating, developing something together as a team. An individual in this mode is able to consider the pros and cons of any situation in order to maintain cooperation.

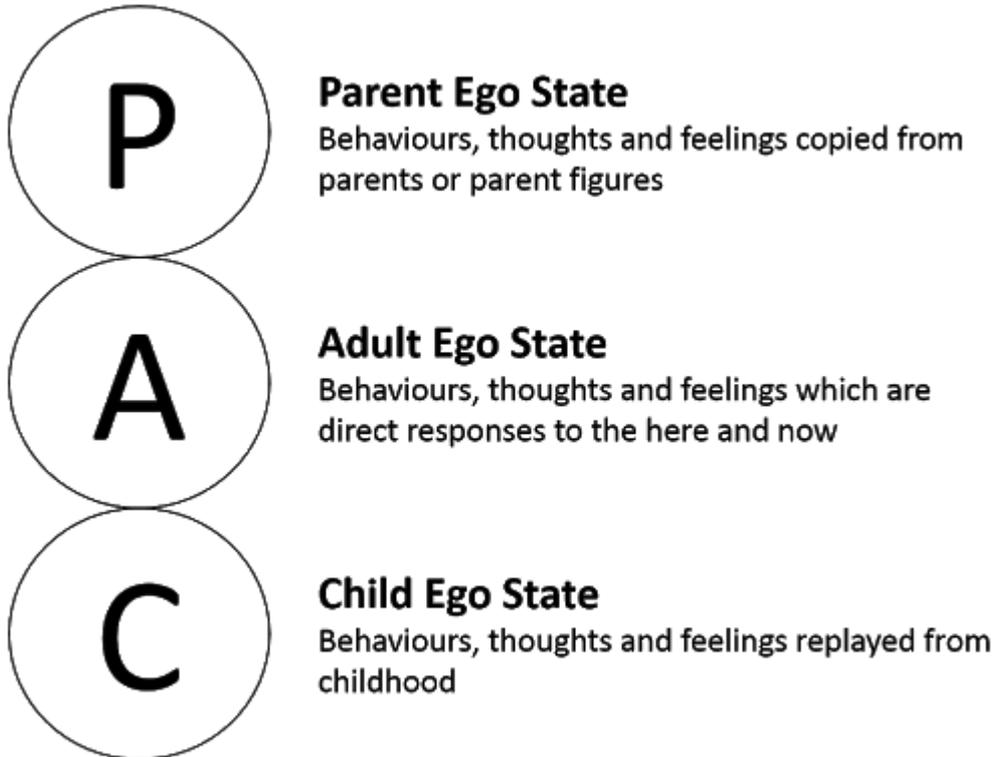
- Ø Playful Approach –
- This can be called a creative mode. An individual expresses oneself in a fun-loving, energetic manner. It helps to diffuse a potential problem or an issue.

2. Ineffective Mode –

- Ø Criticising Approach –
- An individual tends to be bossy and behave as though others cannot do anything on their own. The general idea is that the leader micro-manages everything. The choice of action taken in this situation is usually to persecute or bully, prohibit or ban, patronize or treat someone condescendingly or mockingly.
- Ø Inconsistent Approach –
- The leader makes a show out of not recognizing the needs of the organization. The leader does not acknowledge the needs of the team or the organization by ignoring them. The leaders change their behaviour in random, unpredictable ways. The team may find this unreliable.
- Ø Interfering Approach –
- The leader in this approach does things for others that they are capable of doing on their own. This rescuing behaviour turns out to be an obstacle to the smooth processing of the organization. It could also be perceived as overindulgent or fussy.
- Ø Over-adapting Approach –
- The leader behaves in an overtly flexible manner in order to please others. They can be passive and compliant without asking the team what they want. The stress levels in this approach may strike up since the leader is consistently drawn towards pleasing others.
- Ø Oppositional Approach –
- The leader just as the name suggests behaves in an obstructive manner. The leader is unlikely to listen to others' opinions and is likely to vote 'no' when others vote 'yes' without a rationale.
- Ø Reckless Approach –
- The leader tends to behave in ways that make others notice the unwillingness to take responsibility for actions. One tends to be loose on time constraints for instance i.e. missing deadlines for meetings because of no apparent reason. The leader is not being obstructive purposefully but just in their own world so to say.

Perspectives –

Perspectives are thoughts, behaviours, and feelings that are copied from, replayed from, or directed from the child, adult, and parents that are a part of who individuals are.



PARENT –

Attitudes, perspectives, thoughts, behaviours, feelings inspired by parents and other authoritative figures in our lives motivate us to behave like a parent in certain situations. Everyone in their lives meets at least one person who they think is the most perfect person they have ever met. Of course, our imitation of these perfect individuals will be a mix of their negative and positive habits.

The elder siblings often behave in this way. This kind of behaviour offers us some positive dimensions for example; we have our own definition of managing ourselves and our relationships, a set of dos and don'ts that help us deal with any kind of situations, how to nurture and support others. But there are some negative aspects to this as well. This way of dealing with life is 'borrowed' from someone else, making you less flexible and sticking to rules as you know the best.

Characteristics: Autocratic, fault-finding, dismissive, constructive, organising, firm or smothering, invasive, overprotective, supportive, compassionate, caring.

For example,

Manager: You should have spoken up at the meeting. I was expecting you to be clear with your ideas.

Employee: I am sorry. I will do better next time.

In the above example, the manager is communicating from a parent's perspective.

CHILD –

Behaviour, thoughts, and feelings are replayed from childhood. Individuals in this perspective think and behave similarly to that of their childhood selves. They could be spontaneous, inquisitive, creative, intuitive, and emotional in their responses. They could also express a certain level of negativity, resistance, or a little bit of hostility. The behaviour comes across as if the child's parents are watching them; hence the behaviour is not original and becomes a repetitive pattern.

Characteristics: Fearful, rebellious, compliant, accommodating, assertive, co-operative or egocentric, wild, inconsiderate, creative, curious, playful.

For example,

Manager: You should have spoken up at the meeting. I was expecting you to be clear with your ideas.

Employee: I am sorry. I will do better next time.

In the above example, the employee is responding from a child's perspective.

ADULT –

You must have noticed by now that child and parent perspectives speak of our experiences from the past. Adult perspective springs from the present. This perspective is a combination of positive aspects from the parent and child perspective. Behaviour, thoughts, and feelings are inspired by the present reality; one is rational, understanding the pieces of the given information, processing it in an empathetic, objective way. This perspective is concerned with making predictions, plans, which are not influenced by emotions or intuition.

Characteristics: Processes information, filing of the information based on previous experience, communication that creates awareness, rational, objective.

For example,

Manager: You should have spoken up at the meeting. I was expecting you to be clear with your ideas.

Employee: I understand I came across as tongue-tied. I was more inclined to listen to what others had to say since they all made valid points. Next time, I would like to integrate all those points which will help me express my ideas clearly.

In the above example, the employee is responding from an adult's perspective.

(Using audio-visual aids make the perspectives easy to understand)

Training Day 2

Recognizing, Shifting perspectives -

“What can I do to become and to stay in harmony with everyone involved in the organization?”

Communication patterns are also called transactions. A transaction is a simple communication between two or more than two individuals, it may also be speech or non-verbal signals given to each other.

The best way to recognize your own state is listening to the words like should, want, need, etc. that often work as pointers in order to understand the perspectives. Parent behaviour as mentioned earlier includes nurturing, empathetic behaviour. The best pointers in order to recognize which perspective an individual is approaching from are to focus on the vocabulary they use, the tone of their voice, tempo of the speech, expressions.

A person coming from a parent perspective will be controlling, abrupt, dominant, and detached, they may be waving a finger at you and or having a clenched jaw. These are just some of the pointers. Of course, there will be variations as we look at different parents and their individual differences.

If the individual's speech or sentences are clear, easy to understand, flexible, prepared for unforeseen events, acceptance towards others, it is highly likely that they are communicating from an adult perspective. These are just a few behavioural aspects that come with the adult perspective.

Child perspective behaviour, on the other hand, is recognizable in playful, sulky, rebellious, creative, enthusiastic, and excited, the behaviour will reflect nodding, quiet and withdrawn, or nosy and showy behaviour.

If we are observing a conversation, people's responses can also describe which perspective they are communicating from. Based on the social interactions we can have a pretty clear picture as to who is speaking from which perspective. In some cases, if you know the person, that provides a pattern of behaviour and it is comparatively easy to guess in that case which perspective the person is coming from. For example, you may react to a situation and realize that your behaviour was contrasting with how you usually behave and you never behaved like that when you were a child. Hence you introspect as to where this behaviour is stemming from and you recall noticing your parents behave that way on several occasions. This is another way to figure out which perspective individuals communicate from.

To have autonomy i.e. to respond in a pattern that is based on here and now; spontaneity i.e. the understanding that there are always choices to make and that we have the freedom to choose our own reaction to the situation. Also, there is always the choice not to respond to the situation; intimacy i.e. the capacity to relate to individuals around and reciprocate at the same time; responsibility i.e. individual is concerned about the impact of an individual's actions on others in a wider social context. Now that we know how to recognize the perspectives, the next step is finding out what kind of communication is useful and how to recognize it.

There are three types of communication patterns -

The main aim to be achieved is to be in a positive relationship with oneself and with the other. To achieve this we need to maintain an approach that is mindful as we discussed in the earlier module. It can be also called being co-creative because you and the other come together to create an emphatic,

respectful, non-judgemental space for an open conversation. In certain transactions, the perspectives shift and it becomes difficult to maintain the safe space that was co-created.

1. Parallel or Complementary Transactions –

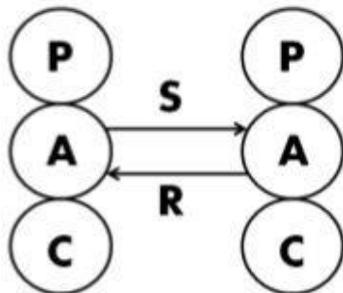
In this transaction, individuals communicate from similar perspectives, i.e., adult – adult. For example, consider two co-workers evaluating a failed project.

Person A: Let's figure out what went wrong.

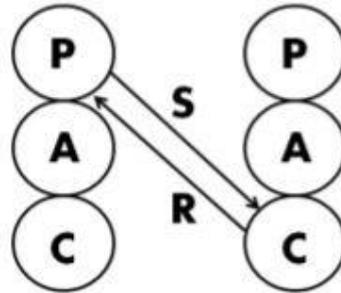
Person B: Yes, let's get to work and find out what happened.

Complementary transactions

Complementary transaction is the one in which the transactional vectors are parallel and the ego state addressed is the one which responds



Adult – Adult complementary transaction



P to C, C to P complementary Transaction

Another example of a supervisor communicating from a parent-to-child perspective

Supervisor: You are late again! You better learn to manage time better!

Employee: I am sorry, it won't happen again. I promise.

As the supervisory approached from a parent's perspective, the child's perspective from the other turned the conversation into a complementary one.

2. Crossed Transactions –

We most often experience this kind of a transaction when someone fights, passes a sarcastic comment, verbally bullies, or abuses someone. An easy example is,

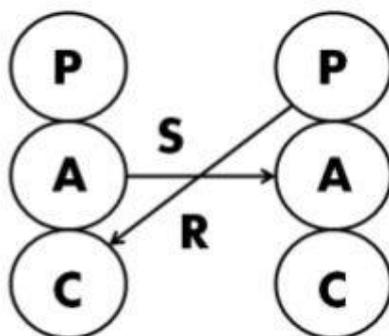
Manager: Are you sure the numbers in these reports are correct? Maybe you want to check it again?

Employee: Why are you always criticizing my work?

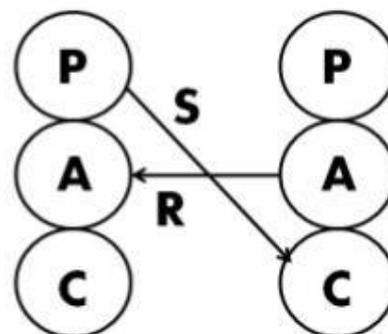
Here the manager approached the conversation from an adult perspective but the employee resorted to the child perspective in order to respond. A person starts the communication from a certain perspective which is meant to be a parallel transaction but the message is either misinterpreted or misrepresented and the response comes from a different perspective, exactly what happened in the example above.

Crossed transaction

A **crossed transaction** is one in which the transactional vectors are not parallel, or in which the ego state addressed is not the one which responds.



A to A, P to C, crossed transaction



P to C, A to A crossed transaction

The other respondent ends up reacting out of either withdrawal, turns away from the conversation, or changes the subject of the conversation. Let's look at another example -

Colleague 1: What time is it?

Colleague 2: What am I your secretary? Get yourself a watch!

In this example, colleague 1 approaches the conversation from an adult perspective but the colleague 2 responds from parent perspective leading the conversation to an abrupt end.

3. Ulterior Transactions –

When our beliefs and thoughts do not match our speech, that's when we tend to send mixed signals. For example, the project manager or employee has been dodging the manager; the manager finally catches up with the employee and asks,

Manager: Hey, how's the project coming along?

Employee: Sorry, I won't have the project document ready for tomorrow's deadline

Manager: Its ok, I have been thinking of assigning the job to someone else anyway.

In the above example, it seems that both the interactions take place from an adult perspective but in reality, the employee is speaking from the child perspective because instead of communicating any issues the employee had they decided to deflect the manager from the parent perspective as they see that the employee has the potential but deflecting is not an effective way of communication which leads the manager to think the employee is incapable to finish the job given to them even though they have potential. Instead of expressing this concern, the manager decides to deflect as well by hiding the disappointment or anger towards that employee and thinking, another person is a better fit than the current employee.

Another example can be,

Colleague A: That's a really nice top. Didn't you wear it to a previous conference some years ago?

This comment appears to be made from an adult perspective but there is an underlying negative message i.e. I see you are still wearing old clothes. Sometimes this underlying message is unclear but one feels uncomfortable about such messages or conversations. The hidden or underlying message is often called a psychological message and the message that is received is the perceived message. Ulterior transactions take place out of distrust and conflict.

The basic rules of Communication:

For communication to be fruitful certain rules need to be fulfilled. For one the communication needs to take place from one state to another state. Crossed transactions always end up in conflicts and back questions like, "What did you mean by that?" "What do you mean, I said I would do it" "Yes, but it's not what I meant" and so on. There are some ways one can develop this awareness in any communication process including your internal dialogue and external dialogue.

1. Self-talk –

An effective way to have a good conversation is, to begin with, positive internal dialogue. The one we have with others is supportive, solution-oriented. We usually base our self-talk upon life experiences one has had. Studies show that leaders in positive self-talk mode were more likely to be more effective in their leadership skills than negative self-talk.

As we go further in this training, it will be easier to understand how to stick to positive self-talk. (Role-play or positive talk in the mirror)

2. Troubleshooting

Bad communication or unproductive communication is usually a result of either the need to control, the aim to prove oneself to be better than others, when one is put down by something external or when

one is put down because of something they did and lastly because maybe someone takes a defensive stand. When it comes to effective communication, the tone, voice, the way one stands, facial expressions, the context of the conversation, are some of the elements that matter.

(YouTube links of bad and good communication will be shown, group discussion)

(Discussion on how these transactions and rules of communication apply to perspectives)

Impressions can be made in passing or just by wishing someone ‘good morning’ when they come to work. Most of the academic language is called positive recognition. The term refers to the situation when people exchange positive expressions like, ‘nice to meet you’ or how the French say, ‘enchanté’ a greeting when they make new acquaintances or meet new people. When it comes to accompanying such verbal recognition with actions, for instance, trusting someone with the undertaking of some task, asking them for their opinion, creates a sense of appreciation, belongingness or attachment, trustworthiness. Here for the sake of this training, we will call them strokes.

This need for being acknowledged is shared by everyone, children and adults alike. Such kinds of strokes are a way of showing someone that they are accepted or welcome or even that they belong to that particular work environment or surrounding. A few keynotes about strokes as follows -

1. In any relation strokes establish a firm basis for growth.
2. It is completely acceptable to ask for strokes when one needs or wants them.
3. An increase in confidence and optimistic feelings increase with acceptance towards them.
4. On the other hand rejecting them may be healthy if it is reciprocal.
5. Strokes can be given to oneself to endorse self-importance and positive feelings.

Strokes can be given using positive memories, dreams, movements, and nature including positive self-talk. Most often it happens that one gives out recognition but does not receive as much in return. A few ways suggested to give oneself positive recognition are, messages, walks, luxurious baths, holidays, seeing friends, positive self-talk, indulging in a hobby, etc. Such recognition helps to increase self-worth and positive feelings about oneself. We often give out strokes based on the kind of relationship we have with the person. The value of strokes also depends on ways in which they are delivered. People have the inclination towards being more accepting of the strokes that are delivered by seniors and on the other hand, they can be dismissed if the strokes come from someone who is not as respected in the eyes of the person on the sender. The more open one is about acceptance of the positive strokes, the better the self-worth or self-esteem, or self-efficacy.

TRAINING DAY 3

Life Positions -

We follow the life positions based on the roles described above that we communicate through. Life positions are nothing but our own perception of ourselves and others' perceptions about us. The way we view others or ourselves is just a way of thinking or looking at the world and not a fact. Just like the roles described above the life positions change depending on beliefs, as we grow and develop from situation to situation. We focus on the life position within the work environment.

There are four ways in which our view of the others and self can be divided into

1. I'm OK, You're OK (Ascendant) –

Individuals in this position view themselves and others in a positive and accepting manner. Such people are more likely to get along with everyone in a work environment even though they may not like their behaviour. It is the healthiest way of looking at the world and oneself.

2. I'm not OK, You're OK (Alienated) –

Individuals in this position tend to see themselves as less important and less able in comparison to others. They end up putting others on a pedestal and give away their own power to others just to get away from the embarrassment or discomfort.

3. I'm OK, You're not OK (Anarchic) –

Individuals in this position think exactly opposite to what is mentioned above. They consider themselves better than others. One may either need to do things for others who don't have the ability to do things for themselves. One does not check with others if they want to learn to do things on their own but gets done with it anyway. On the other hand, one might oppress, blame, criticize others for all the things others get wrong. As one may guess this is a very angry position.

4. I'm not OK, You're not OK (Apathetic) –

This position is a hopeless one. If nobody is OK, then the rest are to be blamed. This usually happens when for example an argument hits a stalemate.

(Activity – put statements in suitable position)

		You are okay with me			
I am not okay with me	I am not OK You are OK	I am OK You are OK			I am okay with me
	<i>The One-down position</i> <i>"I wish I could do that as well as you do."</i>	<i>The Healthy position</i> <i>"Hey, we're making good progress now."</i>			
	I am not OK You are not OK	I am OK You are not OK			
	<i>The Hopeless position</i> <i>"Oh this is terrible – we'll never make it."</i>	<i>The One-up position</i> <i>"You're not doing that right – let me show you."</i>			
		You are not okay with me			

In a conflicting situation, some useful questions to ask one in order to monitor the situation are,

1. Is this person significant to me?
2. Am I generally having difficulties in my dealings with them?
3. Do I sense that they are generally having difficulties dealing with me?
4. Do I need to work with this person, regardless of my liking/disliking of them?
5. Can I actually work with them even if I disagree with them on some issues?
6. Is there a recognizable pattern here for me in terms of other times and other relationships?

These questions help individuals relate to the world, others and figure out different options available. Life positions are basically beliefs that can be changed. The ultimate goal is to have a sense of OKness. If OKness for someone depends on feedback gained from others, the OK position could be looked upon as fragile, dynamic. OKness is about the relationship and connection. The effectiveness of the functioning of any organization will be hampered if there are any problems with these two i.e. relationship and connection. The organizational culture and the type of leadership will have an impact on the workplace-related efficacy of the employees. Employees being valued side by side with expertise and experience with enough opportunities provided for future development of skills is sure to obtain a commitment from them.

Ascendant or 'I'm OK, You're OK' type of organizational leadership is sure to bring about power, prosperity, and happiness in the organization.

The anarchic or 'I'm OK, You're not OK' type of organizational leadership is more likely to have a high level of individual commitment but very little control. Employees are more likely to react in other to 'save their own skin' manner instead of giving a thought to the corporate objectives of the organization.

The alienated or 'I'm not OK, You're OK' type of organizational leadership is more likely to utilize rules and procedures, without attempting to involve employees or cooperation with the other teammates. Managers may behave in an autocratic manner in such organizations.

The apathetic or 'I'm not OK, You're not OK' type of organization promotes neither commitment nor control. It means no authority that manages the workforce, no shared motives, objectives or future planning.

In the absence of structuring or supportive leadership, the level of not OKness may increase. Social situations involving elements that bring maladapted responses out of people may shape up Okness life position not just of the leader but of followers as well. For the sense of OKness, it is important to monitor internal reactions which are people's responses and the situations that invoke deep believes of the people. The communication can be termed as effective if the communicators remain in OK positions.

The factors involved in OKness are quality of the relationships of the individuals involved, the self-esteem of the individuals, their feeling of belongingness towards each other or to the topic of the discussion, and the 'blame' element involved in the conversation which portrays obvious signs of OKness, willingness to be open to learning of the individuals involved, volatility of the individuals which negatively reflects the nature of the conversation, the ability of the management to offer positive structuring and supportive leadership, hope since it helps individuals to focus on the future plans, the investment made by each individual towards the conversation or the organization, resilience of the individuals involved to face the conflicts or difficult situations.

Training Day 4

Psychological Games –

“The strongest force in humankind is not survival, it is habit” – (Satir, 1988, p. 101)

The aim of this training is to focus on self, others, and the world. Beliefs that we hold about these three determine our relationship with the rest. The term we often use in relation to this concept is ‘OKness’. The OKness in relation with self, others, and the world at large is considered to be a life position. For example, due to stress, Joana believes that she is wrong and becomes defensive. She puts others on a pedestal and thinks that someone else will be better at decision-making than her. In this example, Joana might want to go away from her office, colleagues and go home.

Activity –

Think back to the painful interaction in recent times. Write down the details of the situation, write down the pattern of your own responses, judge the conversations based on these five questions,

Was there a repetitive pattern?

Were you aware of the pattern?

Which emotions did you experience at the end of the conversation?

Did you express yourself honestly? Were there any hidden or ulterior motives?

At any time during the conversation were you surprised or confused by the unexpected turn that the conversation took?

Discuss.

Games are like a duplex flat, from the outside they deliver a message but in reality, there is an underlying message. The duplex transaction is where individuals give out a message but mean the other. This conversation can take place with two or more people. A game usually has a familiar pattern of behaviour, has a predictable outcome, and may involve bad feelings. Playing games entails unproductive usage of energy, time, and unnecessary tension and conflicts that can potentially disrupt any relation.

Such games are played unintentionally, the aim is to meet the needs of the individual expressed at the given point in time but they are not healthy. The awareness of a game being played is comprehended when the game is over.

For example,

Joe: Sam, where did you keep that file? I had it yesterday but now it's gone.

Sam: It is next to the copy machine, where you left it last night.

Joe: Please don't talk to me like that. I asked you because I was with you last night and I couldn't remember where I kept it. I have been very busy lately and it's hard to keep on top of everything without a PA.

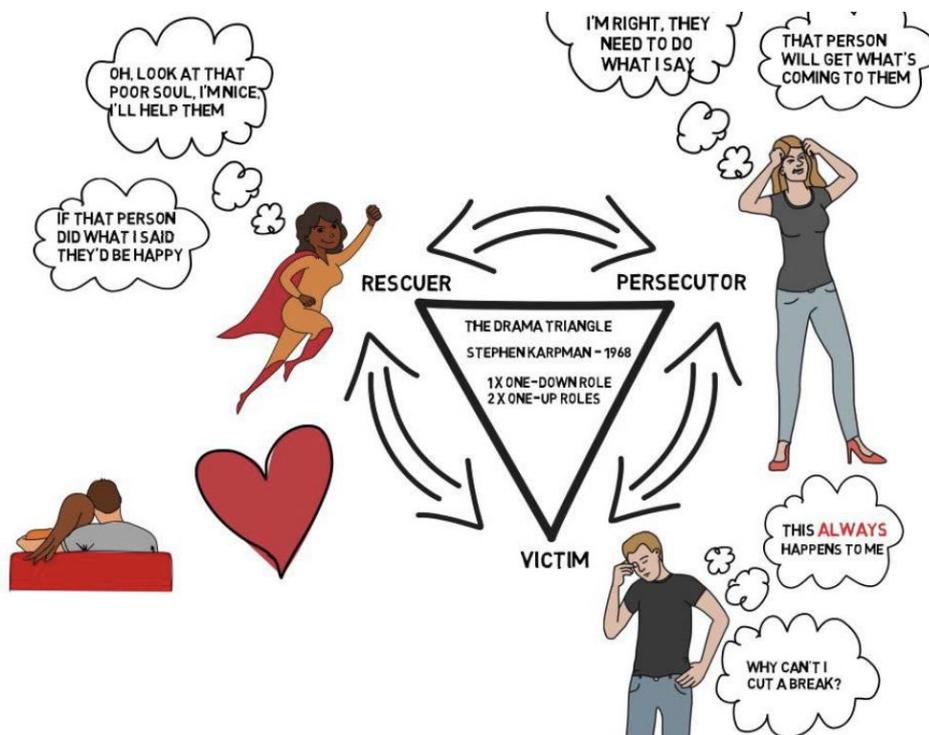
In this example, Joe and Sam seem as though they are very much mindful while communicating with each other, but they are critical about each other's communication and are delivering the messages as,

Joe: 'He keeps moving my files!'

Sam: 'He cannot organize his files and work properly'

Joana from the earlier example may feel that there is no hope; no one can help her make a decision. Or on the other hand, Joana may end up blaming everyone for not being able to make a decision and consider not taking anyone's help since if she wants something done right, she will have to be the one to do it. However none of the above are comfortable positions for any of the parties involved since we categorize everyone including oneself as either the victim, persecutor, or rescuer, in a concept called the 'drama triangle'. This triangle suggests the three roles we usually take on in a situation.

In the earlier example where Joana felt helpless and she did not believe her own capabilities, she saw herself in the victim role. When she thought that everyone's help would not suffice, she will have to take the final decision, she moved to the rescuer's role. If she felt those others' opinions are not worthy of taking into consideration since they are unfit and she would get it done all on her own, she moves to the persecutor's role.



The victim feels powerless, helpless. The victim is stuck with the same pattern of behaviour and cannot see beyond that. Hence they expect someone to be their rescuer. For example, Rene thinks that she won't be able to communicate a very important decision to her team. She will ask her colleagues or her supervisor for advice since she feels helpless and thinks this is a reoccurring pattern in her behaviour. When faced with difficult behaviour she chooses to ask her supervisors for help.

The rescuer takes responsibility for others' behaviour and makes the problem about them. The rescuer takes over the whole situation and reacts in a way that they are the only ones with the solution or who can solve the problem. They may have some problems of their own but they often forget about their own problems and focus more on helping others. For example, in Rene's situation, her colleague

James may feel he 'has' to help Rene. She needs someone to take that important decision for her since she is conflicted. He makes the decision for her and takes care of the problem for Rene.

A persecutor on the other hand is someone who is frustrated with the situation or the person. In Rene's situation, James's colleague, Sarah, may feel that by taking Rene's decision for her James is not exactly helping her, but doing her work for her. Hence Sarah gets frustrated and she passes inappropriate and unhelpful remarks on James.

It is very easy to get roped in this triangle since everyone is constantly playing these roles and traveling through them from time to time during any time in a conversation or a situation. We usually pick the roles that best identify with our belief system.

When the victim role comes naturally then, one could become a survivor. One could ask questions like, 'what do I want?' or 'What steps can I take?' and reflect on the good things in life that one already possesses.

When the rescuer role comes naturally, one could invest all that energy into coaching or teaching instead of taking over the whole situation. Listening, supporting, encouraging the person, asking questions like, 'what would you like to see happen?' or 'how can one plan out the next move?' While doing so, it is important to set boundaries around time and energy one wants to spend on that individual and communicating it to the individual.

When the prosecutor's role comes naturally, then it could help to become a challenger. A firm but fair outlook towards the situation or the person could help to address the situation, its consequences and set boundaries.

Activity –

Write down real-life prosecutors, victims, and rescuers and what makes them that, and write down words that best associate with each other three roles.

We play these games in order to confirm our beliefs about ourselves, the world around us, and about others, people get to avoid responsibilities and commitment, people also get to control how close others get to us but still receive attention and care from others when we need and to avoid confrontations that question our core beliefs.

There are three types of games –

1. Socially acceptable such as relationship fights, friendly discussions.
2. Not discussed in public such as hidden alcohol addiction, client-counselor relations
3. Irreversible changes such as a trial that occurs due to a criminal assault

Games always follow the same process, the situation may be different. There is always a theme, game advantage, pay off and reinforcement of the underlying beliefs. These games are unconsciously played. There is always a feeling of discomfort at the end of the games, we call it racket feeling. A racket feeling is a familiar emotion or a pattern of response that was learned in childhood. This pattern was continued in adulthood and is now used as a justification for the behaviour, which means we also use psychological games to get the desired results.

For example, Jeremy was very busy with his own workload, he was meant to send a specific document to a client. He fails to inform his assistant about it. The next day Jeremy asks his assistant if he sent out the document to the client. The assistant replies in a confused state since he didn't because he didn't know he was supposed to. Jeremy realizes he must have forgotten about it. But instead of

saying that he blames his assistant for not doing his job and threatens his job. The assistant apologizes and goes back to continue his work. In this example, Jeremy is trying to manipulate the environment by expressing his racket feelings. He knows if he hides his real emotions, then he will get what he wants out of the situation where he is not the victim, he is reacting from a child's perspective in order to get a parent-like response from his secretary.

Games Played by Individuals

1. 'Why Don't You, Yes But' –

The most common game individuals play is, 'Why Don't You, Yes But' for example,

A: I had such a tough day today and I am so angry, I could punch a wall

B: Tell me what happened?

A: (Explains the problem)

B: You should...

A: I should but then...

B: Okay, then maybe you could...

A: Yes but...

B: Then maybe you could try...

A: I have had a very stressful day stop badgering me!

In the above example, it seems that A is asking for suggestions from B by sharing their problems to which B is responding well by suggesting multiple options. But the real or hidden objective of this conversation is that A wants attention from B. When A receives what they want from B, they move towards ending the 'game'.

2. 'If It Weren't For You' –

Sometimes individuals in the victim role-play the 'If It Weren't for You' game where they end up blaming an individual for all of the failures even though they are well aware that the reason for failure was completely different. For example, in Jeremy's example, he knew very well that he had forgotten to inform his assistant to do something but he thought if he accepted his fault, it would be 'disastrous' and possibly end up being perceived as a forgetful person. If he were to play this game he would say, "If it weren't for you, I would have been far ahead in my work by now!"

3. Why does this Always Happen to Me? (Setting up a self-fulfilling prophecy) –

Individuals set up a prophecy for themselves. Usually, these prophecies are statements that the individuals associated with, that have been experienced by the individuals on several occasions. These beliefs are about the individual's own capacity to do something or the inability to do something. For example,

Josh has been updating his team about on-going projects at their workplace. He has been the one to lead the meetings since he became a manager. But he finds that he gets nervous when it comes to public speech, due to his past experience. Hence he thinks every time he has to lead the meetings, something bad will happen, during the meeting like he will stutter or add a lot of filler words or pause

fillers like umm, hum, err, etc. To hide his fears or being nervous, anything and everything that happens at such meetings make him think that it is bad and that it happens only with him all the time.

4. Now I've Got You, You Son Of a Bitch (escalating minor disagreements or errors into major interpersonal conflicts) –

This game is very commonly played in organizations. It is a common game that identifies power play at the core. This game is often played when individuals find ways to put one over on someone or catch them out. As a reaction to this, one finds ways to react vengefully to the earlier person and the game continues. For example, the manager wants to discipline a member of the team for good reason. This person looks for vengeful ways 'to equal the score'. This leads the manager to respond in a way that creates a hurdle that disrupts the processing of the organization and the 'getting back at you' continues. This deteriorates the quality of the organization and the whole culture.

5. Let's You and Him Fight –

This game is often played in organizations when an individual X is the reason the other two individuals Y, Z fight or disagrees. X takes a back seat and it is as if they watch the 'fireworks'.

How to deal with games?

1. Before the so-called games begin, familiarise yourself with the structure of the games.

One of the ways to do this is asking oneself questions such as

- a. How does this game start?
 - b. Who starts it?
 - c. What happens then?
 - d. How do you feel before, during the game?
 - e. How does it end?
 - f. How do you feel after it ends?
2. Identify your own gimmicks/need that the game falsely fulfils, is it possible to let go?

If yes then how? And if no then why not?

3. Look out for any discounts. Discounts are any statements that do not match with our gimmicks/needs that we try to fulfil through the game. Some examples of such discounts can be, 'I can't', 'You are useless', 'You always...', 'You never...'
4. Cross Transactions are one way of stopping these games, for example,

When Eric wants to ask John for help, he keeps responding with, 'Yes, but...' in which case Eric is playing the 'Why don't you, Yes but' game. John recognizes the game and instead of giving Eric more suggestions, he says, 'I am sure you will work it out, Eric.' Here the Eric is communicating from the child's perspective, hence instead of responding from a parent, John responds from an adult perspective. This response caused their life positions to be OK.

5. Dealing with ulterior messages rather than social messages is another way of dealing with games. For example,

Mary: I cannot do this, I am useless!

Chris: Hmm sounds like you have a little bit of a problem. What would you like me to do about this?

Chris's response is very clear, inviting, and helpful to the conversation instead of giving in to the game by responding, 'let me do this for you. This kind of response keeps Chris out of the rescuer role and into the coach role which helps both him and Mary to remain in OK positions.

6. One can develop awareness regarding games at any stage. It is always an option to

Decide not to pick up a bad feeling at the end of any game, which is not easy but definitely possible. One can always debrief as to what happened to find ways for everyone involved to change their pattern of communication by running training programs for example.

7. Another more direct way is to confront the game where one might say 'I am aware you and I often get into this and I wonder what we might do differently in order to avoid doing the same in future. Are you willing to discuss this further?'

Or one can always ignore the game but remain aware of the potential in case the game escalates.

Something to take away –

> There is always a repetitive pattern of responses in similar situations.

> Draw your own drama triangle in a conflicting or problematic situation and figure out the roles the involved individuals are playing and how they are jumping to other roles as the situation develops.

Training Day 5

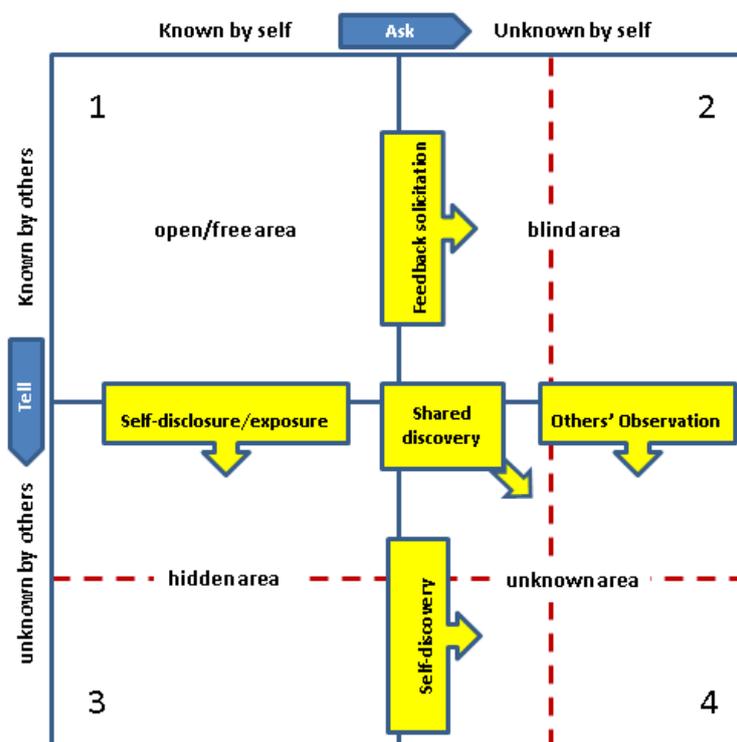
Training Evaluation –

“Despite the western view of people as independent individuals, in reality, we need each other for our survival and well-being.” (Nabudere, 2006)

Since the present training was designed by the researcher based on the Transactional Analysis psychological theory, analysed needs evaluation techniques are used in order to test the validity and reliability of the training program. For that purpose, two types of evaluation methods are used i.e. Johari window and Kirkpatrick’s evaluation. Johari window questionnaire focuses on individual and others interaction in a group, one perception about self and others whereas Kirkpatrick’s evaluation assists to focus, to evaluate the effectiveness of the training program based on the participants’ satisfaction, acquisition of knowledge, skills, attitudes, and behaviour, improvement in behaviour and business-related achievement.

Johari Window –

Johari Window model



For training evaluation, two procedures are used to get the best feedback for the participants as well as the researcher. Johari window is used to increase self-awareness as well as personal development in a group. Imagine a window with panes. There are four ways in which one can examine their own behaviour. Two of these window panes represent oneself; the rest of the two represents the other.

1. Open area –

This area contains all the information that the person actively knows about oneself including, behavioural patterns, thoughts, feelings, skills, views, perceptions held by the individual as well as others. Usually, all communications occur in this area. The more communication that occurs in this area the more effective and highly qualitative it is.

2. Blind area –

This area consists of information regarding an individual that is known to others but that the individual themselves are oblivious to. This blind area can be reduced by more efficient communication through open and mindful feedback.

3. Hidden area –

This area contains information that is known to the individual but the others are unaware of it. This includes information that the individual may be reluctant to share or reveal due to certain fears or insecurities. These fear and insecurities could be well-founded in certain past experiences which could affect relationships and hence this area can be reduced by finding security in certain relations enough to share this hidden area.

4. Unknown area –

This area consists of all the information that neither the individual nor others know about. This area usually includes traumatic events, information, feelings, capabilities, and such. The individuals remain unbeknown to anyone until one discovers these hidden abilities. Open communication is the best way to decrease this area.

The present training uses a standardized questionnaire to measure these four aspects of the individual. The two statements given below are examples of statements used for this type of evaluation. A statement is given to which two options are provided. The individual has to choose an option that fits the best with their opinions, perspectives, and core beliefs and rate that option out of 1-5.

For example,

- 1) If a colleague of mine had a "personality conflict" with a mutual acquaintance of ours with whom it was important for him/her to get along, I would:

_____ A. Tell my colleague that I felt s/he was partially responsible for any problems with this other person and try to let him/her know how the person was being affected by him/her.

_____ B. Not get involved because I wouldn't be able to continue to get along with both of them once I had entered in any way.

- 2) If one of my colleague and I had a heated argument in the past and I realized that s/he was ill at ease around me from that time on, I would:

_____ A. Avoid making things worse by discussing his/her behaviour and just let the whole thing drop.

_____ B. Bring up his/her behaviour and ask him/her how s/he felt the argument had affected our relationship.

The use of the Johari window is useful for this training since it can help the researcher and the participants to develop a better understanding of themselves after this training is complete. It provides an increased knowledge (Luft & Ingham, 1955).

Kirkpatrick's Evaluation

This evaluation involves four levels of feedback. The four levels are described below,

Reactions–

This section measures the participants' reactions, the content of the training, and feedback about the trainer, the methods used to conduct the training, the physical surroundings and such. Following is the form that would be used to measure the trainees' reactions (Kenneth N. Wexley, 2002, p.129).

1. Considering the content, the trainer, the methods used, and the surroundings in which the training took place, how would you rate the training program?

Unsatisfactory Satisfactory Good Outstanding

2. Were your expectations –

Exceeded Matched Somewhat Matched Unmatched

3. Are you going to recommend this training program to other members of your department?

Yes, Because...

No, Because...

4. Please rate the relative values (1 = not effective; 2 = worthwhile; 3 = negligible)

YouTube/Ted-talks –

Small group Discussions –

Case studies –

Role-play exercise –

Lecture –

Training Material –

Home works –

5. Please rate the trainer's presentation (1 = not effective, 2 = somewhat effective, 3 = effective)

Ability to communicate –

Emphasis on key points –

Audio-visual aids –

Hand out Material –

6. Can you apply what you learned to your job? (1 = Unsatisfactory; 2 = Satisfactory, 3 = Good, 4 = Outstanding)
7. Did you like the style of method of training? (1 = Unsatisfactory; 2 = Satisfactory, 3 = Good, 4 = Outstanding)

8. Were the YouTube links, Ted-talks relevant to your work?

Matched Somewhat Matched Unmatched

9. How would you evaluate your participation in the program?

Overall workload – Too heavy _____ Just Right _____ Too light _____

Case studies - Too heavy _____ Just Right _____ Too light _____

Homework assignments - Too heavy _____ Just Right _____ Too light _____

10. What suggestions would you have for improving the program?

11. Please add any additional comments, criticism or suggestions that you think might be helpful for the training group to know before scheduling future programs.

Feedback to the reactions area does not guarantee that the training was a success and that participants have learnt what the training hoped to achieve.

Learning –

This level measures the knowledge, skills, attitudes, behaviour patterns gained by the trainees. A multiple choice questionnaire is an easy way to understand if the training delivered what it was meant to i.e. validity of the training. Questions asked in this questionnaire involve some situations and a number of responses will be given to test the individual's knowledge. These questions could also involve true or false questions.

1. What is the role of the contractual techniques in communication?

- To force the client to do what the other person wants
- To outline an agreed upon line of outcomes
- Contractual techniques are not explored in this training
- To make sure the other person feels involved

- None of the above
2. Jarvis has been giving different solutions to Anna’s work problems but she seems to come up with ‘yes but...’ answers to every solution.
 - Anna is playing psychological games with Jarvis
 - Jarvis clearly likes Anna
 - Anna just wants attention from Jarvis
 - Anna actually needs help but is hesitant to ask directly
 3. We have a child, parent and adult hidden in all of us.
 - True
 - False

Behaviour –

This area measures the improvement in behaviour based on the training. This kind of evaluation helps to assess if the participants understand how to apply the training, where they may need help and in favourable conditions help the behaviour to foster further. Since organizational culture plays an important role in influencing behaviour, it needs to be considered while assessing behavioural changes at work. For example, following is an example of how the behaviour will be assessed,

1 week after the training:

No.	STATEMENTS	YES	Maybe	No
1	Do you have a better understanding of your perspectives?			
2	Do you think you will be able to portray your perspectives better now?			
3	Do you deliver your intention better than before?			
4	Do you utilise effective contracting skills at work?			
5	Do you have a better understanding of where you stand with your team?			
6	Do you indulge in manipulative behaviour to achieve your motives?			
7	Do you present your side of the story using techniques explored at the training?			

8	Do you draw the drama triangle when faced with a conflicting situation?			
9	Do you understand how the psychological games work with yourself?			
10	Do you understand how the psychological games work with others?			

(Yes = 3, Maybe = 2, No = 1)

Appendix G – PPT Presentations of the TA Training Sessions 1-5

Session 1

TRANSACTIONAL ANALYSIS COMMUNICATION
MEENAL BUDUJH

CONTENT

- ★ Day 1 - Contracting Skills Perspectives
- ★ Day 2 - Recognising Perspectives Shifting Perspectives
- ★ Day 3 - Life Positions

- ★ Day 4 Psychological Games
- ★ Day 5 Training Evaluation

"When you enter an organization, the organization also enters you." Anne de Graaf.

Communication is a two way process in which the sender encodes a message/ messages, sends them through a channel/medium to the receiver, which is then decoded by the receiver and a feedback is sent to the sender. Noise disrupts the communication.

Situation-
You have just come home from a rather hectic day. You can see that your partner is busy with something. You ask your partner for a refreshing beverage.
Partner- "Is that all am I to you? Am I supposed to feed you every time you come home from a 'hectic' day?"

How would you respond?

Principles of TA -

- We all have the ability to think -
- > The pressure to 'fit in' in order to avoid conflict.
- > Clear boundaries in order to maintain justice or fair treatment.
- > Fostering loyalty and commitment.

Contracting Skills

- > A contract is a mutually agreed course of action.
- > When the teams agree that they need to take a course of action in order to resolve the conflict.
- > For example, If one of the team member's goal of the week was not achieved. The manager calls the member to discuss what, why, how, when of the problem and discuss what can be done in order to resolve the conflict. This is a contract between the manager and his team member.

PERSPECTIVES

- P Parent Ego State**
Behaviours, thoughts and feelings copied from parents or parent figures
- A Adult Ego State**
Behaviours, thoughts and feelings which are direct responses to the here and now
- C Child Ego State**
Behaviours, thoughts and feelings replayed from childhood

Session 3

Communication- Creating Awareness (Co-drawing)

1. **Operational Essentials** These foundations need to be sound, consistent and congruent with the rest of the business ethos. If there is any discrepancy at this level employees may feel insecure, business processes may be inefficient or duplicated and engagement will be low.
1. **Employee Relations**, where management of people and teams becomes all important. The tools to deliver value added performance management interventions, supporting grievances and disciplinary processes and to stay one step ahead of this transactional element of managing people and teams, as well as deliver on their own objectives. Training and development opportunities give rise to increased confidence and skill sets here.

Life Positions

Basic beliefs about self and others which are used to justify decisions and behaviour.

Life Positions

1. I am OK, You are OK -
 - > Mentally healthy positions.
 - > If a person is in this position with oneself and others, they can solve problems constructively.
 - > Expectations from others are likely to be valid.

2. I am not OK, You are OK -
 - > A position commonly held by individuals that who feel powerless in comparison to others.
 - > It leads to withdrawal, less confident, low levels of self-efficacy, in some cases suicidal.
 - > The individuals in this position end up putting others on a pedestal and give away their own power in order to avoid discomfort.

3. I am OK, You are not OK -
 - > An individual in this position feels powerless, victimised.
 - > Or they consider themselves better than others.
 - > One may do things for others if they think others incapable of doing them.
 - > This is a very angry life position.

4. I am not OK, You are not OK -
 - > This position is a hopeless one.
 - > If nobody is OK, then the rest are to be blamed. This usually happens when for example an argument hits a stalemate.

You are okay with me	
I am not okay with me	I am okay with me
I am not OK You are OK <i>The One-down position</i> <i>"I wish I could do that as well as you do."</i>	I am OK You are OK <i>The Healthy position</i> <i>"Hey, we're making good progress now."</i>
I am not OK You are not OK <i>The Hopeless position</i> <i>"Oh this is terrible - we'll never make it."</i>	I am OK You are not OK <i>The One-up position</i> <i>"You're not doing that right - let me show you."</i>
You are not okay with me	

Session 4

Activity

Think back to the conflict interaction in recent times. Write down the details of the situation, write down the pattern of your own responses, judge the conversations based on these five questions.

1. Was there a repetitive pattern?
2. Were you aware of the pattern?
3. Which emotions did you experience at the end of the conversation?
4. Did you express yourself honestly? Were there any hidden or ulterior motives?
5. At any time during the conversation were surprised or confused by the unexpected turn that the conversation took?

Psychological Games

Cycle of the game

Stage 1: A need arises
Stage 2: The need is expressed
Stage 3: The need is fulfilled

Drama Triangle

- > A drama triangle consist of a victim, a persecutor and a rescuer.
- > The three roles of the drama triangle easily recognizable in their extreme versions.
- > Each role in the drama triangle, victim, persecutor, rescuer represents our state of mind, how we think and the way we act when dealing with differences of opinion or disagreements with our own self or others.
- > If not yourself, you probably have seen others play these roles.
- > Knowing how to put our "big girl" or "big boy" parts on and get out of the triangle is essential when dealing with people who want to pull us in.

Victim -

Person playing a victim role believes they are "at the effect of" a person or situation.

The belief that someone or something else beyond their control is responsible for their situation prevents them from taking responsibility for their own condition and deny the power to change their circumstances.

Persecutor -

A persecutor or a villain has a tendency to control, blame and threaten others living with a false sense of superiority. They put on a grandiose act in an attempt to hide their fear of failure and get defensive when things do not work out the way they anticipated.

They seek rescue by pinpointing problems and directing others as the primary cause of those problems. The validation of their beliefs come from seeing a victim (situation or a person) to hold accountable for their problems and trying to manipulate them in working their way.

Rescuer -

The hero or rescuer establishes their own sense of well-being through others. They feel good and worthwhile about themselves by helping others and in the process neglect their own needs.

The motivation that drives their action is not one of genuine care for others, but rather a desire to feel good about themselves by being in the act.

Out of victim role to creator: From problem to problem solving

1. Write down your goals. Clearly state the results you want to achieve.
2. Think hard about how you can achieve them yourself without help from others. Look for your strengths.
3. Now apply inversion mental model and identify what prevents you from achieving these goals.
4. Remove the roadblocks and take small steps in the direction of your goals. Remember motivation comes from action, not procrastination.

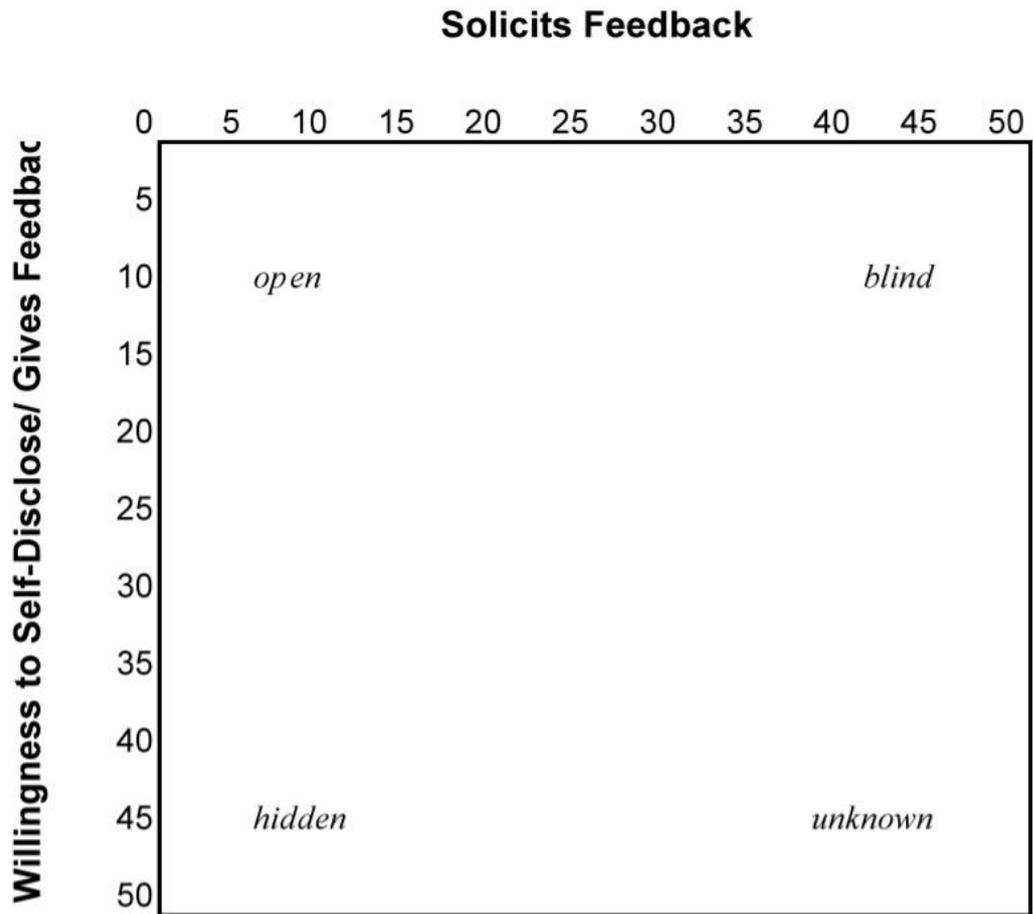
Out of rescuer role to coach: From creating dependency to enabling self responsibility

First step to shift from a rescuer role is to accept that your work is not selfless. It does more harm than good to others and it's damaging to your own self.

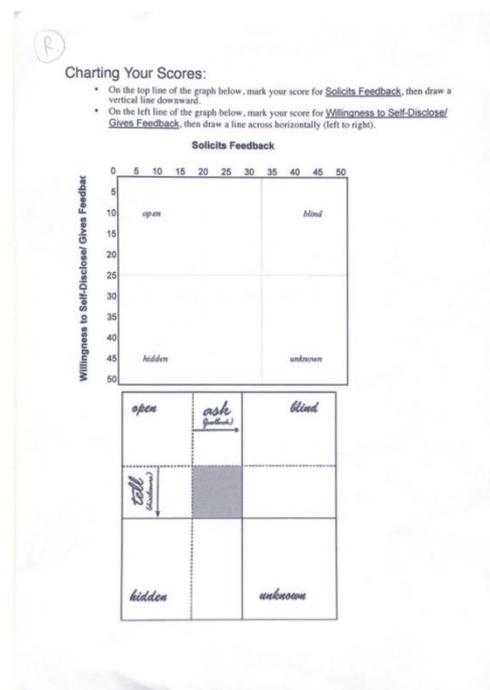
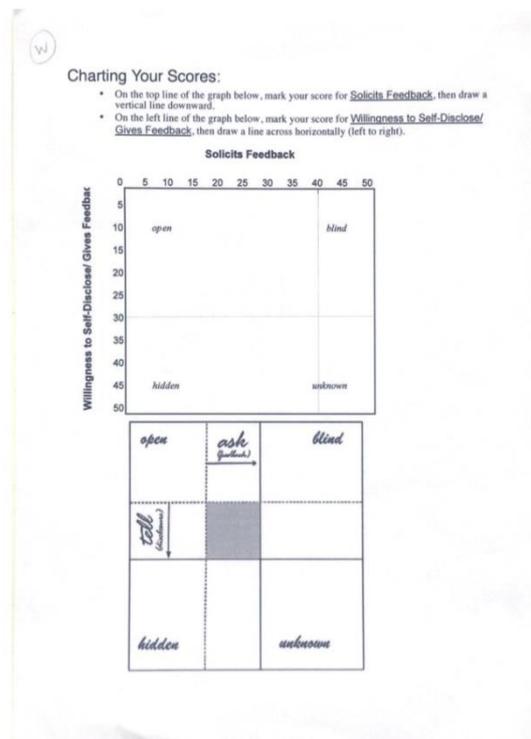
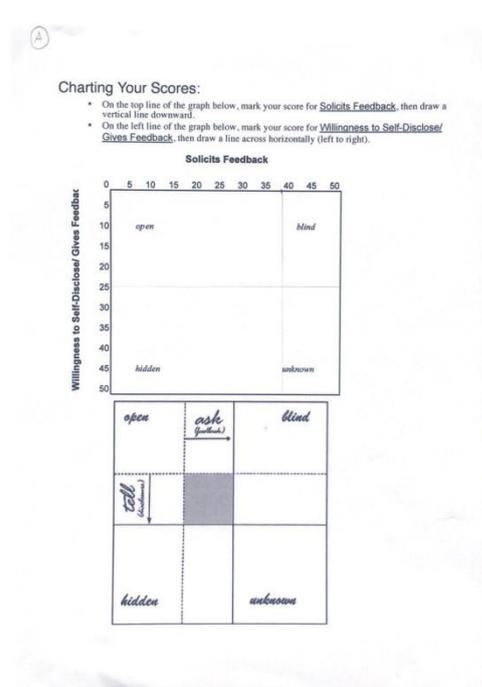
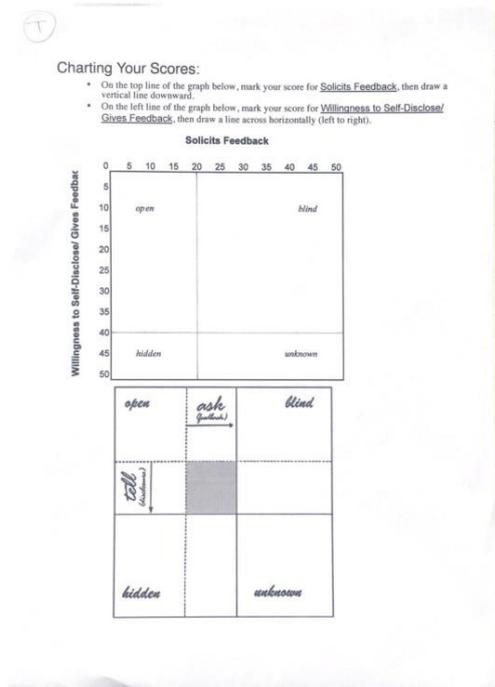
Now to move from rescuer to coaching mindset believe that people can take care of their own. Shift from creating dependency to enabling self responsibility, from providing solutions to letting them find their own solutions, from supporting victim mindset to encouraging a creator.

Act as a coach - listen actively, empower others, encourage them to not give up and help them learn from mistakes.

Appendix H – Johari Window Sample Graph



Appendix I – Johari Window Participant Results



N

Charting Your Scores:

- On the top line of the graph below, mark your score for Solicits Feedback, then draw a vertical line downward.
- On the left line of the graph below, mark your score for Willingness to Self-Disclose/ Gives Feedback, then draw a line across horizontally (left to right).



F

Charting Your Scores:

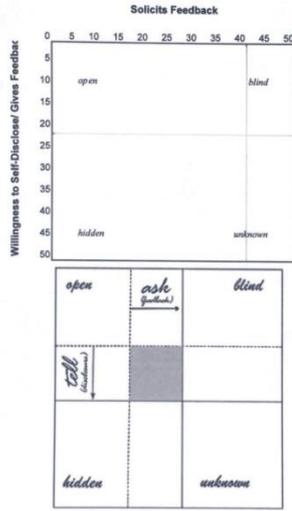
- On the top line of the graph below, mark your score for Solicits Feedback, then draw a vertical line downward.
- On the left line of the graph below, mark your score for Willingness to Self-Disclose/ Gives Feedback, then draw a line across horizontally (left to right).



V

Charting Your Scores:

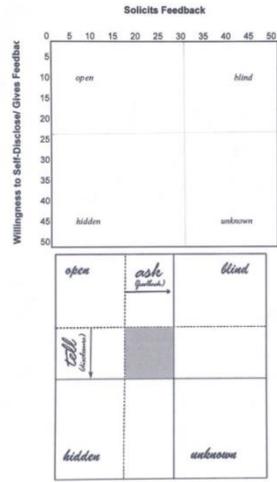
- On the top line of the graph below, mark your score for Solicits Feedback, then draw a vertical line downward.
- On the left line of the graph below, mark your score for Willingness to Self-Disclose/ Gives Feedback, then draw a line across horizontally (left to right).



P

Charting Your Scores:

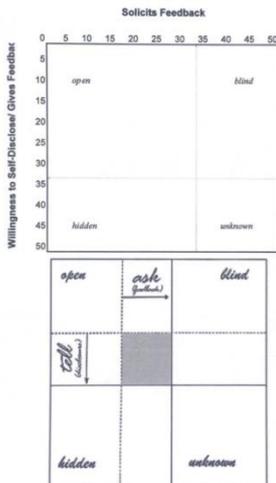
- On the top line of the graph below, mark your score for Solicits Feedback, then draw a vertical line downward.
- On the left line of the graph below, mark your score for Willingness to Self-Disclose/ Gives Feedback, then draw a line across horizontally (left to right).



X

Charting Your Scores:

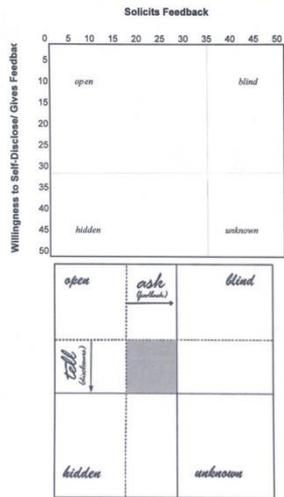
- On the top line of the graph below, mark your score for Solicits Feedback, then draw a vertical line downward.
- On the left line of the graph below, mark your score for Willingness to Self-Disclose/ Gives Feedback, then draw a line across horizontally (left to right).



S

Charting Your Scores:

- On the top line of the graph below, mark your score for Solicits Feedback, then draw a vertical line downward.
- On the left line of the graph below, mark your score for Willingness to Self-Disclose/ Gives Feedback, then draw a line across horizontally (left to right).



Charting Your Scores:

- On the top line of the graph below, mark your score for Solicits Feedback, then draw a vertical line downward.
- On the left line of the graph below, mark your score for Willingness to Self-Disclose/ Gives Feedback, then draw a line across horizontally (left to right).

