



**Dr Jose M F**

## Knowing Ego States

# Agenda

- Assessment
- Introduction to TA
- Ego States
- Transactions
- Interpretation
- Life Positions
- Strokes
- Change
- Insights and Actions

# Introduction

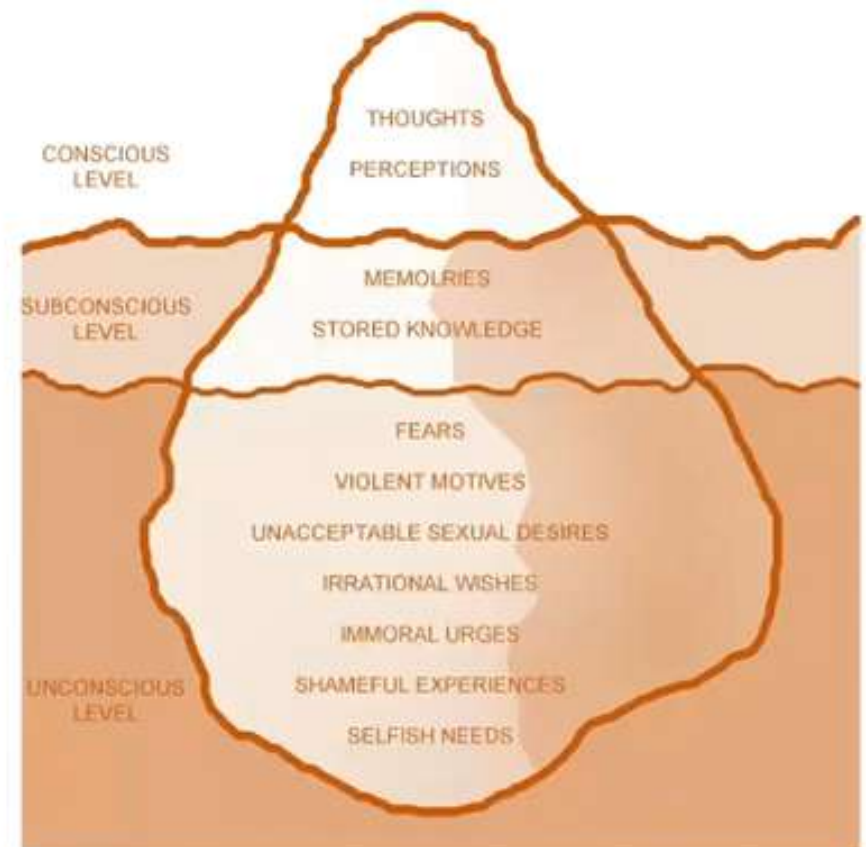
Transaction Analysis

# Historical View

## Three Levels of Awareness - Freud

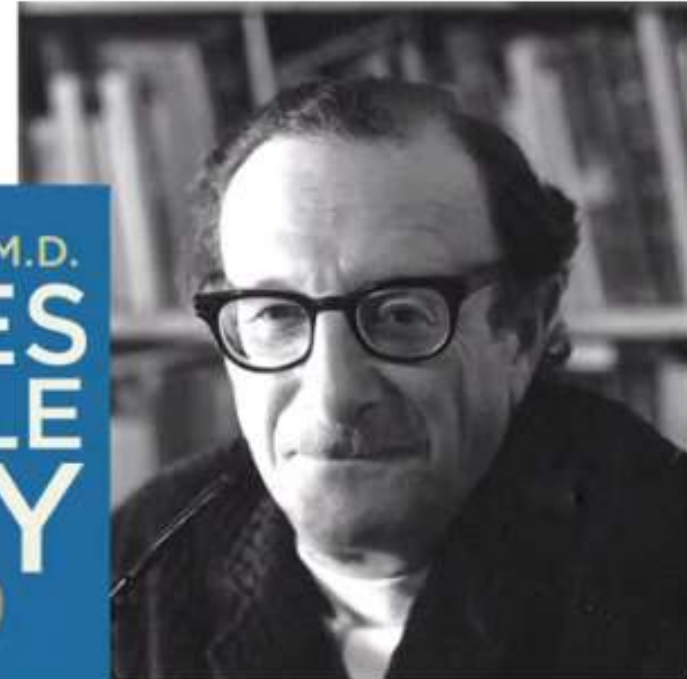
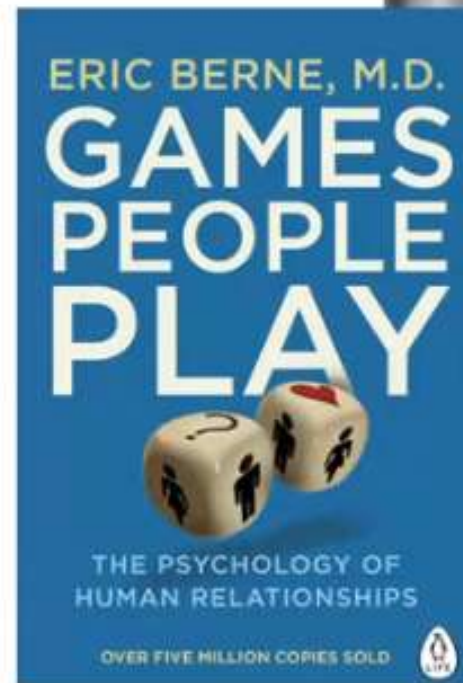
- Id
- Ego
- Superego

Transactional Analysis (TA) was greatly influenced by one of the foremost theory in Personality, the *Psychoanalysis by Sigmund Freud*.



# Eric Berne

- In 1936, he began his Psychiatric residency at the Psychiatric Clinic of Yale University School of Medicine.
- According to Berne, human brain works like a camcorder it records all our thoughts, feelings and emotions since childhood, which tend to replay in adult life, hence each of us are unique the way we interact with others.





# Interpersonal Communication

- Deals with relationships between people, usually face-to face, through which relationships are made, maintained or changed.
  - Give and collect information.
  - Influence the attitudes and behavior of others.
  - Give and receive emotional support.
  - Form contacts and maintain relationships.
  - Make sense of the world and our experiences in it.
  - Make decisions and solve problems.



# Issues in Interpersonal Communication

- Was primarily due to Personality conflict. *Example - personal dislikes, Ego, personal disagreements, styles etc.* resulting in...
  - Communication problems
  - Loss of motivation
  - Hostility and Conflict
  - Indiscriminate opposition
  - Difficulty in reaching decisions or consensus
  - Inefficient division of labour
  - Task distortions...

# Transaction

- Eric Berne then investigated interpersonal communications between individuals.
- He mapped interpersonal communications to three EGO States (*a consistent pattern of feeling, thoughts and experience*) of the individuals involved, called the *Parent, Adult, and Child* state.
- He called the Interpersonal communication (*verbal or non-verbal*) between two people, which was directly related to their pattern of behaviour as **Transactions**.
- Hence, fundamental unit of social interaction is **Transaction**.



# Basics of Transaction

- When two or more people encounter each other, sooner or later one of them will speak or acknowledge the presence of the other, this Berne called **Transactional Stimulus - Agent**
- When the other person say or does something, which is in some way related to the stimulus, is called **Transactional Response - Respondent**
- At anytime any person recognize another with a smile, a nod, a frown, a verbal greeting etc. is called a **Stroke**

# Transactional Analysis (TA)

- Personality theory - explains how people are structured psychologically in terms of ego states, (*Parent-Adult-Child*) how people function & express their personality through behaviour.
- Helps understand our behaviour and that of others to effectively communicate, motivate, guide, direct and enrich communication in relationships in the ever-changing environment.

# Philosophy of TA

- People are OKAY
- People can THINK for themselves
- People can MAKE DECISIONS for themselves
- People can change decisions and
- People can change behaviour and build effective interpersonal relationships.

# TA in Management

- Simple Language
- Non-Threatening Self Analysis
- Built in Humour
- Appropriate for “Normal” People
- Useful at Work & Home
- Personality Theory simplified
- Motivation Theory simplified
- A Leadership Style
- A Training Tool
- Aid in dealing with Conflict

# Our Focus

- Ego States
- Analysis of Self Awareness
- Analysis of Transaction



*“People are born prince and  
princess and then their  
parents kiss them and turn  
them in to frogs”*

*Eric Berne*

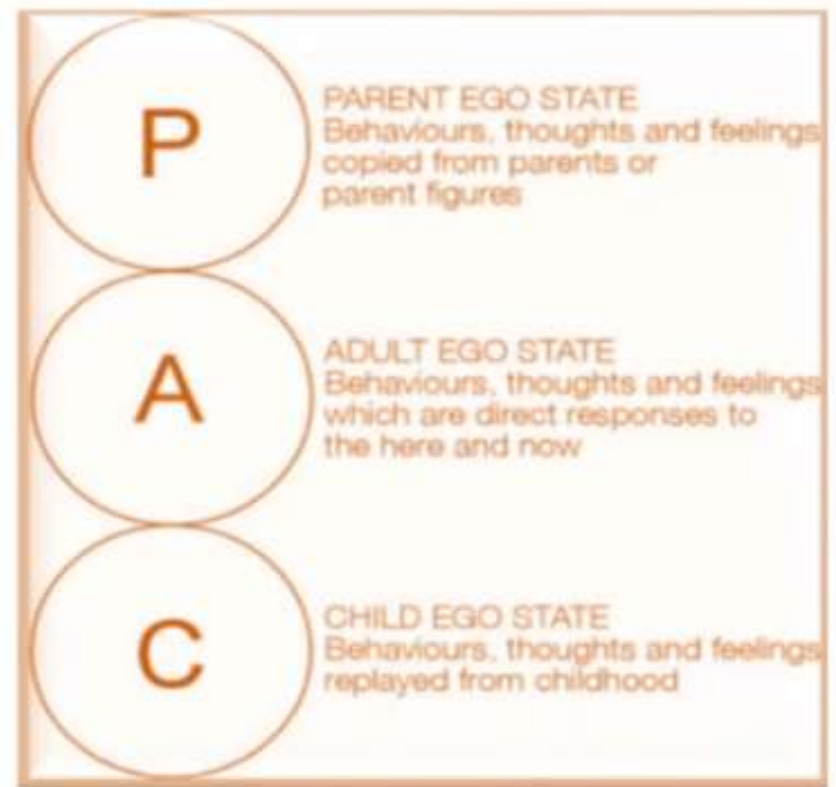
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# EGO STATES

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# 3 Ego States

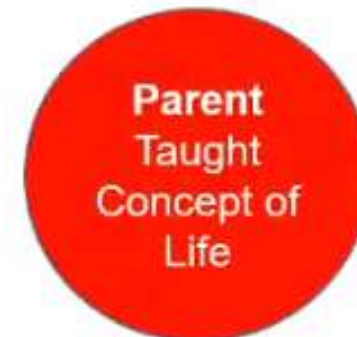
- Each person is made up of 3 ego states
  - Parent,
  - Adult and
  - Child
- Chronological conditions are irrelevant to ego states.
- We shift from one ego state to another in transactions.



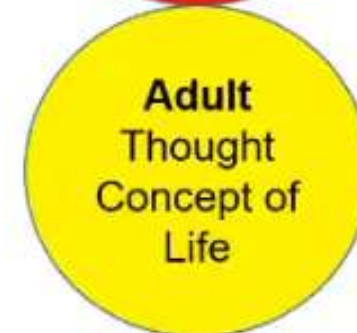
# Basic Structure of Personality

1. **Parent** - When a person thinks, feels & behaves in ways copied from his/her parents *"Do as I do"*
2. **Adult** - Thoughts, feelings, or behaviours that are a direct result of current happenings Adult-*"I will be frank with you"*
3. **Child** - Thinking, feeling, behaving as one did as a child *"What shall I do?"*

## EGO STATES



*Does not mean responsible*



*Does not mean mature*



*Does not mean childish*

# Ego States



The diagram consists of three vertically stacked circles. The top circle is red and labeled 'Parent'. The middle circle is blue and labeled 'Adult'. The bottom circle is green and labeled 'Child'. To the right of each circle is a list of associated functions or characteristics.

**Parent**

Giving Advice, Criticizing, Discipline, Moralistic, Nurture, Protect, Make rules and regulations, Teach, Judge, Injunctions

**Adult**

Plan/ organisation, Make Decisions, Reason/ rational, Evaluate, Set limits, Adaptability, Intelligence, Objective appraisal of reality  
Regulation of activity

**Child**

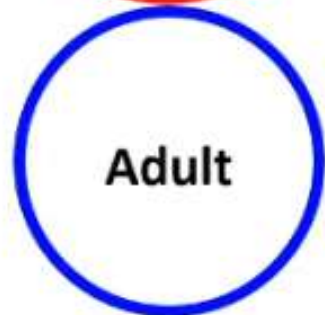
Anger, Fear, Playful, Rebelliousness, Curiosity, Creativity, Excitement/ Fun loving, Affectionate, Trust, Selfish/ Mean



# Ego States



- Lecturing, Judging, Traditions, Criticizing, Should & Don't
- Consoling, Sympathy, Advising, Guides, Taking Care Of



- Objective, Data, Rational, Problem Solving, Less Emotion



- Playful, Impulsive, Curious, Creative, Fun, Rebel
- Manipulative, Submissive, Conform to adult expectations
- Hateful, Loving, Impulsive, Spontaneous

# Characteristics of Ego States

- All are present and have value, however one is usually dominant
- Ego states are **irrespective of age** and differentiate from the normal use of the words parent, adult and child.
- The Parent and Child ego states are echoes of the past.
- The Adult ego state is a response to the here and now when a person is grown up and using grown up responses We need all Ego states, dropping one means 2/3 human potential
- States and not Roles
- Communication between people can be from one ego state to a different one or from one ego state to the same ego state.
- They are a set and related; thoughts, feelings and behaviours.

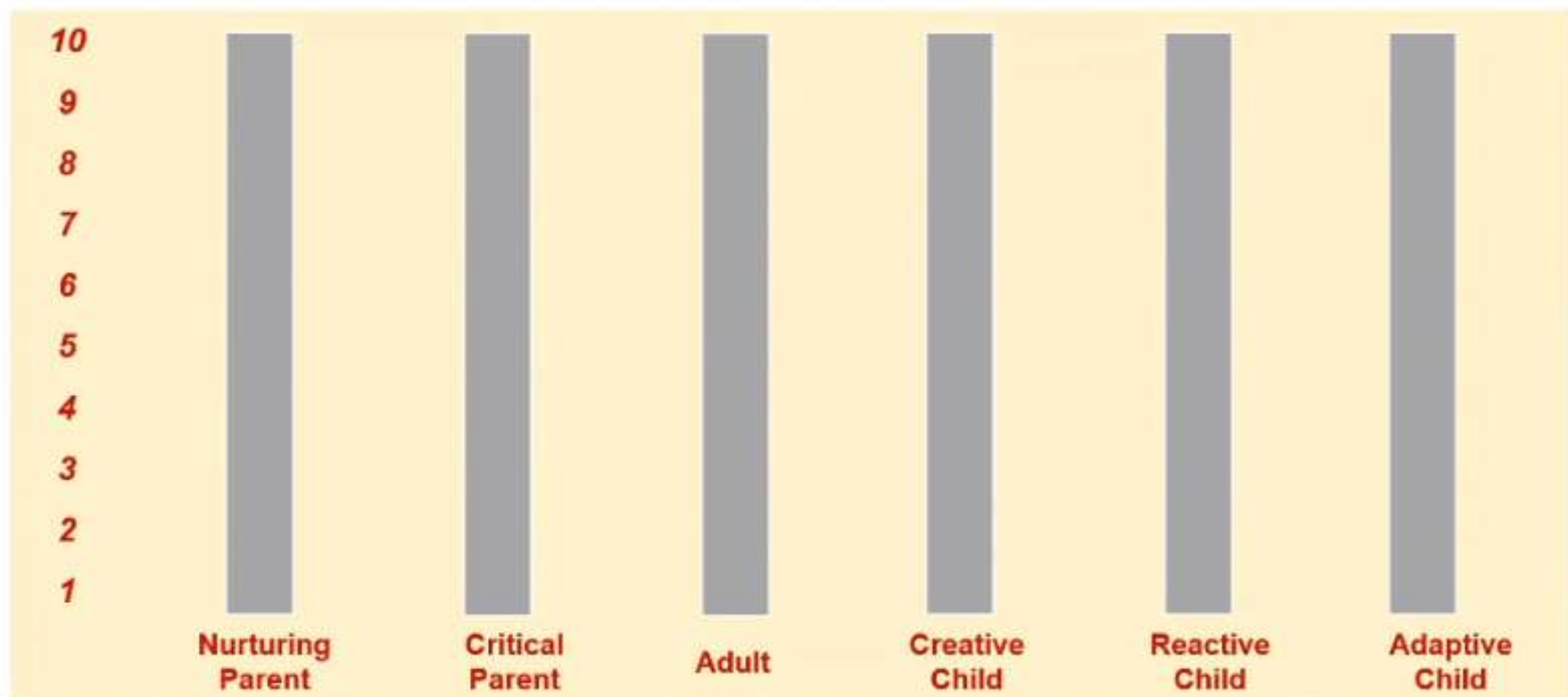
# Ego State and Results

	Underdeveloped	Overdeveloped
<i>The Parent</i>	Poorly developed conscience	Overly critical of child and adult
<i>The Child</i>	All work and no play	All play, impulsive, angry or sick
<i>The Adult</i>	Loss of contact with reality, impulsiveness	Overly serious, intellectualizing

## Quiz - Identify the Ego State

1. It's not my fault, my drink got spilt on your new carpet.
2. I wonder what might have caused that accident.
3. For goodness sake, clean up that mess.
4. Shall we clean up the mess together with a wet cloth?
5. I refuse to get involved in this incident.

# Self Estimate



Be honest about your assessment.



# Interpretation

Transactional Style Inventory – Scoring Sheet											
Item	Your Score	Item	Your Score	Item	Your Score	Item	Your Score	Total			
A		B		C		D		A+B+C+D	Styles	Ego State	Position
1		13		25		37			Supportive	Nurturing Parent	OK
2		14		26		38			Sulking	Adaptive Child	Not OK
3		15		27		39			Regulating	Critical Parent	OK
4		16		28		40			Aggressive	Reactive Child	Not OK
5		17		29		41			Problem Solving	Adult	OK
6		18		30		42			Bohemian	Creative Child	Not OK
7		19		31		43			Resilient	Adaptive Child	OK
8		20		32		44			Rescuing	Nurturing Parent	Not OK
9		21		33		45			Assertive	Reactive Child	OK
10		22		34		46			Prescriptive	Critical Parent	Not OK
11		23		35		47			Innovative	Creative Child	OK
12		24		36		48			Task Obsessive	Adult	Not OK

Your Dominant Style =

Your Backup Style =

# What Does Your Score Mean?

- Your habitual way of interacting with others is your interpersonal style.
- **Parent** - Regulates behaviour
  - A. Critical Parent - through prescriptions & sanctions
  - B. Nurturing Parent - by providing support.
- **Adult** - Collects information and processes it.
- **Child: Has several functions, primarily concerned with (a)**
  - A. Creative Child - creativity, curiosity and fun
  - B. Reactive Child - reactions to others (including rebellion)
  - C. Adaptive Child - adjusting to others' demands or sulking.

# Nurturing Parent

## **SUPPORTIVE STYLE**

- They are supportive coaches for people,
- Typically, this style encourage others and provide necessary conditions for continuous improvement.
- People with this style show patience in learning about the problems of others and have empathy and provide support when needed.

## **RESCUING STYLE**

- Indicates a dependency relationship where individual perceives the main role as rescuing the other person, who is seen as being incapable of taking care of himself.
- Another characteristic is that, support is provided conditionally, contingent on deference to the provider.
- Attitude is one of superiority and person's support constantly reminds others of their dependence. This style does not help other people to become independent and to act by themselves



# Critical Parent

## **NORMATIVE STYLE**

- People with this style not only help others to solve a specific problem but also helps them to develop ways of approaching a problem and raises questions about relevant values.
- These are people who are interested in developing proper norms of behaviour for others and in helping them, understand why some norms are more important than others.
- They influence other through modelling their behaviour and raise questions about the appropriateness of some aspects of behaviour.

## **PRESCRIPTIVE STYLE**

- Critical of the behaviour of others. They develop rules and regulations and impose on others.
- People using this style make quick judgments and insist that certain norms be followed others.
- May give advice and prescribe solutions for others, rather than help others explore alternative solutions to their problems.

# Adult

## **PROBLEM-SOLVING STYLE**

- People with this style are more concerned with solving problems but does not see them as being merely confined to tasks.
- For such persons, the problems have various dimensions. The focus of the person is on dealing with and finding out solutions to problems.
- In this process, they solicit the help of and involve many others.

## **TASK-OBSESSIVE STYLE**

- People with this style are more concerned with the task. Matters not directly related to the task are ignored.
- They are not concerned with feelings and, in fact, fail to recognise them since they do not perceive them as related to the task any may attempt to function like computers.
- A task-obsessive style can be insensitive to the emotional needs, personal problems and apprehensions of others.



# Creative Child

<b>INNOVATIVE STYLE</b>	<ul style="list-style-type: none"><li>• Innovators, are enthusiastic about new ideas and approaches and enthuse others too.</li><li>• Unlike the Bohemian, they pay enough attention to nurturing their ideas so that they result in concrete action and become internalised in the system.</li></ul>
<b>BOHEMIAN STYLE</b>	<ul style="list-style-type: none"><li>• The creative child is active in this style. The person has lot of ideas and is impatient with current practices.</li><li>• The style is less concerned with how the new ideas work than with the ideas themselves.</li><li>• Such people are nonconformists and enjoy experimenting with new approaches, primarily for fun. They rarely allow one idea or practice to stabilise before going on to another.</li></ul>

# Reactive Child

## **ASSERTIVE STYLE**

- In this style, the person is concerned with the exploration of a problem, the main characteristic is perseverance.
- This style confront the organisation to get things done for their subordinates or clients. They are more concerned with confronting problems than confronting people for the sake of confrontation.
- Such people are frank and open but also perceptive and sensitive and respect the feelings of others.

## **AGGRESSIVE STYLE**

- People with this style are fighters. They may fight for their people or for their ideas and suggestions, hoping that this will help them to achieve the desired results.
- Their aggressiveness, however, makes people avoid them and not take them seriously.

# Adaptive Child

## **SULKING STYLE**

- People with this style keep their negative feelings to themselves, find it difficult to share them.
- Typically, they avoid meeting people if they have not been able to fulfil their part of the contract.
- Instead of confronting problems, a person with this style avoids them and feels bad about the situation, but does not express these feelings openly.

## **RESILIENT STYLE**

- In this style, person shows creative adaptability-learning from others, accepting others' ideas and changing their approach when required.
- Although such people may show several styles of behaviour, one style will generally be used more frequently than others.

## Questions to Ponder

- Is there a difference between the self estimate and assessment based results?



# Life Positions

- Berne believed that a lot of people get stuck in one ego state, which may be due to early childhood experiences.
- His theory was that in childhood we have a life position assigned to us, because of the experiences we have from birth onwards.
- He thinks there are four possible life positions
  - I'm not OK, You're OK
  - I'm not OK, You're not OK
  - I'm OK, You're not OK
  - I'm OK, You're OK



# OK & Not OK

Ego States	Styles in two life Positions	
	Not OK	OK
Nurturing Parent	Rescuing	Supportive
Critical Parent	Prescriptive	Normative
Adult	Task- Obsessive	Problem-Solving
Creative Child	Bohemian	Innovative
Reactive Child	Aggressive	Assertive
Adaptive Child	Sulking	Resilient

**YOU**

**Not OK**

**OK**

**Not OK**

Lacks Trust in Self & Others. Feelings of Hopelessness, Often Extreme Depression

**P- C, C-C, P-P, C-P**

May evolve from hurt or discounted child giving himself strokes. Feels distrust, anger, superiority

**P-C**

**OTHERS**

**OK**

Feelings of inferiority, hero worship, looking for parent substitutes, seeks dominance from others.

**C-P**

The "winner", health, optimistic, usually adult to- adult ego state. Ideal life position on & off the job.

**A - A**

- Early in life, individuals take a position regarding their intrinsic worth and that of others
- Environmental experiences influence these positions

# TRANSACTIONS

# Analyzing Transactions

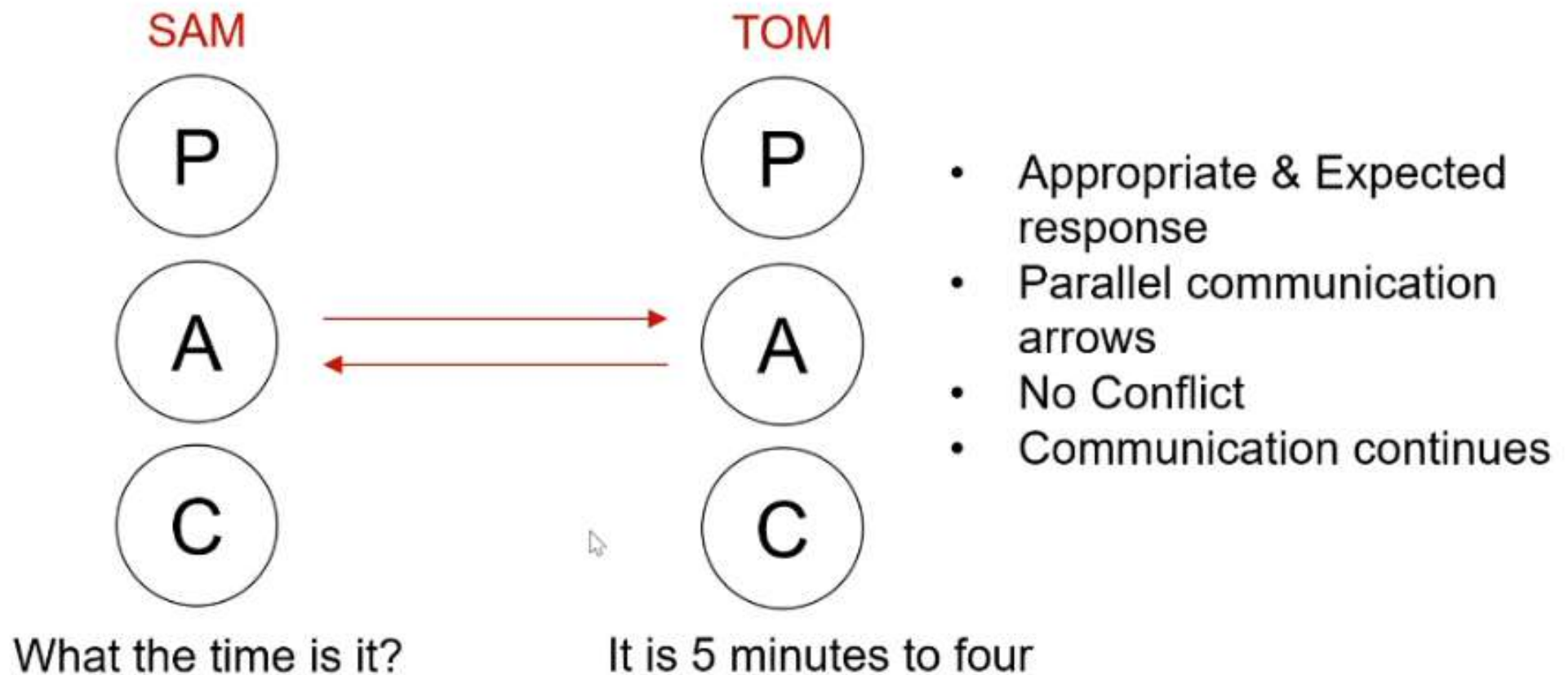
- Only 7% of meaning is in the words spoken.
- 38% of meaning is paralinguistic (*the way that the words are said*).
- 55% is in facial expression.

## Types of Transactions

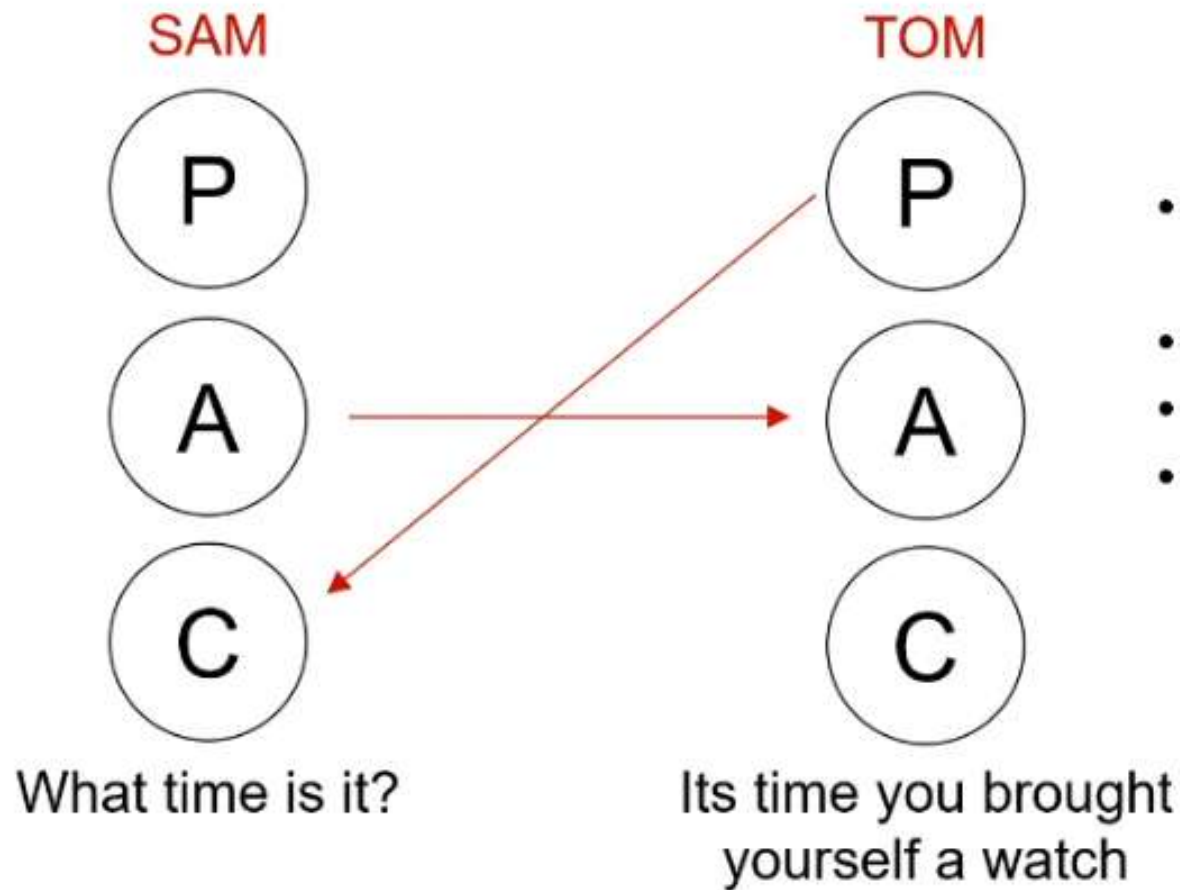
1. Complementary transactions
2. Crossed transactions
3. Ulterior transactions.



# 1. Complementary Transactions



## 2. Crossed Transaction



- Not Appropriate & not Expected response
- Crossed communication arrows
- Conflict
- Communication breakdown

### 3. Ulterior Transactions (Games)

