

Organizational Behaviour
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Lecture - 28
Assertive Behaviour and Transactional Analysis

Welcome to the chapter 18 of the discussion, today which is on Assertive Behaviour and Transactional Analysis. So, it is why it is important to learn assertive behaviour and transactional analysis is, in organizations sometimes we face situations where there are conflicting viewpoints, present by other parties. And sometimes we feel like we are to make our voices known to others, we have to make our viewpoints known to others.

And this is very important part of communication, so that others get to know, what we are thinking about, what others are telling or even if not what others are telling, what is our viewpoint regarding a problem attainer, how we are contributing to a particular decision. Now, we are trying to communicate our views to others specifically as a respond to others opinion about some of our work or something that we may disagree to what others are telling?

There are various ways of doing it; one could be aggressive in nature, one could be passive in nature and the other one could be assertive in nature. Now, both being passive in nature or aggressive in nature does not lead to very good outcome, in the sense it does not lead to a positive outcome of positive outcome of like a win situation. So, when when it is a assertive, but when it is assertive in nature both it is more of adult to adult communication and without less of emotional coloring to it, which is there in aggressive behaviour. And we get to know what are our exact viewpoints regarding the issues at hand. So, in this chapter we are going to see what is assertive behaviour and different types of transactional analysis.

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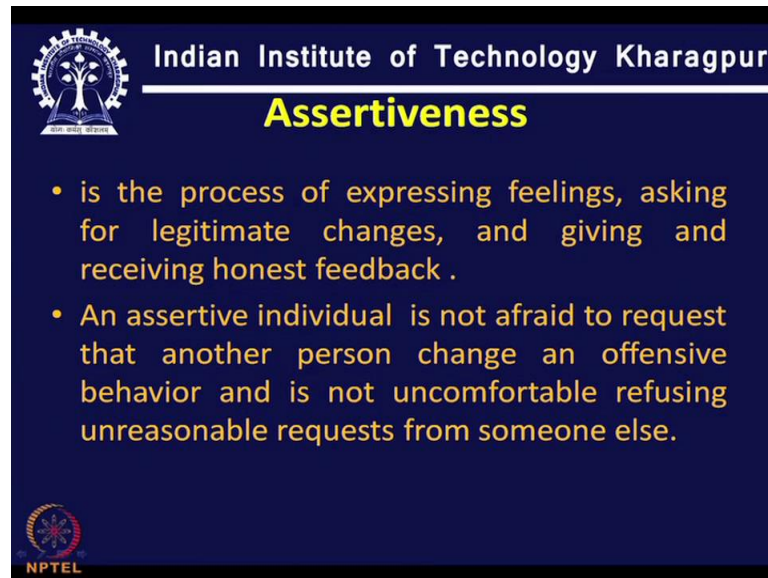
Objectives:

- **To develop an understanding of:**
 - **Assertive Behaviour**
 - **Transactional Analysis**
 - **Structural analysis**
 - **Descriptive model**
 - **Kinds of transactions**
 - **Phenomenon of transactions-strokes, life positions, scripts, games**
 - **Diagnosis of Transactional analysis.**

The objective of this chapter is to discuss what is assertive behaviour, what is transactional analysis. Under it, there are structural analysis descriptive model, what are the different kinds of transactions, phenomena of different transactions like strokes, life positions, scripts, games and the diagnosis of transactional analysis. So, first we will start with definition of assertive behaviour and try to differentiate it from a passive behaviour and aggressive behaviour.

We will also try to learn what are the different verbal and non-verbal components of assertive behaviour, and in different situations like when there is a conflict, when you have to pass a communication to others, when you pass your message to others. And when you have to make your points known, how it has differed like, if you are following a passive style, assertive style and a aggressive style and what are the related outcomes to it. So, we will move through this discussion starting with the definition of assertive behaviour.

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Assertiveness

- is the process of expressing feelings, asking for legitimate changes, and giving and receiving honest feedback .
- An assertive individual is not afraid to request that another person change an offensive behavior and is not uncomfortable refusing unreasonable requests from someone else.

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Assertiveness, if you can see is the process of expressing feelings asking for legitimate changes and giving and receiving honest feedback. So, here So, these are the three parts to assertive behaviour is one is that of expressing feelings, then asking for changes, which are legitimate in nature, which are required changes. And changes we do not, which we do not want to bring, because emotionally we are very attached to a particular thought process.

So, the how to bring in and asking for changes, which are legitimate and giving and receiving honest feedback. So, honest feedback is in the sense, if someone or something is wrong and we observe, we feel like this correction needs to be done. So, in assertiveness, what through assertive behaviour, what we try to do is to give a honest feedback regarding these issues. And assertive person is again not afraid to request someone to change a very offensive behaviour and also is not uncomfortable refusing unreasonable unreasonable demands request from someone else.

But, this is where this assertive people's communication differ from that of passive behaviour. In passive communication people, who are going for passive communications they sometimes cannot tell this is not reasonable demand, that you are making on me or this is not possible for me to do it. Because this is something unnecessary or unnecessarily unreasonable that you are asking from me, but in assertive behaviour

people can people are not uncomfortable while refusing unreasonable demands from someone else.

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- Assertive people are direct, honest and expressive. They feel confident, gain self-respect, and make others feel valued.
- By contrast, aggressive people may humiliate others, and unassertive people elicit either pity or scorn from others.

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So, we can see like assertive people are direct honest and expressive. So, they feel confident, they gain self respect and make others feel valued. So, in assertive communication, what we do, we give a direct feedback to give a honest feedback and we are express our minds with due respect to the other person. In front of whom or about whom we are making our commands, and it is and people feel confident and gain self respect and the these attitudes make others valued also.

So, in contrast, when the same behaviour is through aggressive people, they try to humiliate others, they try to humiliate others and passive people, they allow others humiliate thing. And like passive people and which people are assertive people, elicit either pity or scold from others. So, in aggressive behaviour people may humiliate others, but in passive behaviour I stimulate others to be like humiliate me or and I and I invite scone from others. So, that is the difference, where we are talking the difference between aggressive behaviour, assertive behaviour and passive behaviour or assertive behaviour.

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- Being assertive in a situation involves five stages.

When confronted with an intolerable situation, assertive people

- describe it objectively ,
- express their emotional reactions and feelings,
- empathize with the other's position.
- Then they offer problem-solving alternatives and
- indicate the consequences (positive or negative) that will follow..



Being assertive in a situation in, it involves five stages. So, one when getting confronted with a very intolerable situation, assertive people what to do is, first they describe the situation in details and to describe it objectively. Then after objectively observing of particular situation, they try to express their emotional feelings and reactions to it. They empathize also with others viewpoint, because my viewpoint is my viewpoint, other persons viewpoint is that persons viewpoint, based on his or her perception, family background, experience, etcetera. So, what happens the human mind in and assertive people they will respect the other persons positions also. Then what may happen, they may suggest problem solving alternatives and indicate the consequences, both positive and negative, that are going to follow like from the alternative suggested. And out of that these people are going to make their own points, which according to them are correct in the thinking process.

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Verbal and nonverbal components

- Eye contact is a means of expressing sincerity and self –confidence (in many cultures), while an erect body posture and direct body positioning may increase the impact of a message.
- Appropriate gestures may be used , congruent facial expressions are essential, and a strong but modulated voice tone and volume will be convincing.
- Perhaps most important is the spontaneous and forceful expressions of an honest reaction.

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Verbal and non-verbal components of assertive behaviour include first is, the is the eye contact which is a measure of sincerity and self-confidence. And erect body posture and direct body positioning is is the increased it is the in effect, which is effecting the impact of the message. So, appropriate gestures may be used congruent facial expressions are essential and strong, but modulated by student volume will be convincing.

So, along whenever we are trying to speak about certain things like how we modulate our voice, what is the volume with what we speak, all these things will be determined whether we are assertive in nature or not. So, and the most important affect may be honest and spontaneous and forceful expression of the honest reactions. So, without like just thinking too much of, what others may go to think like if I give them genuine feedback, that is what it is most spontaneous and forceful expression of an honest reaction to something.

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COMPARISON OF ALTERNATIVE BEHAVIOR STYLES

	Passive	Assertive	Aggressive
Characteristics	Allow others to choose for you. Emotionally dishonest. Indirect, self-denying, inhibited. In win/lose situations you lose. If you do get your own way, it is indirect.	Choose for self. Appropriately honest. Direct, self-respecting, self-expressing, straight forward. Convert win/lose to win/win.	Choose for others. Inappropriately honest (tactless). Direct, self-enhancing. Self-expressive, derogatory. Win/Lose situation which you win.
Your own feelings in the exchange	Anxious, ignored, helpless, manipulated. Angry at yourself and/or others.	Confident, self-respecting, goal oriented, valued. Later: accomplished.	Righteous, superior, depreciatory, controlling. Later: possibly guilty.
Others' feelings in the exchange	Guiltily or superior. Frustrated with you.	Valued, respected.	Humiliated, defensive, resentful, hurt.
Others' view of you in the exchange	Lack of respect. Distrust. Can be considered a pushover. Do not know where you stand.	Respect, trust, know where you stand.	Vengeful, angry, distrustful, fearful.
Outcome	Others achieve their goals at your expense. Your rights are violated.	Outcome determined by above-board negotiation. Yours and others rights respected.	You achieve your goal at others' expense. Your rights upheld; others violated.
Underlying relief system	I should never make anyone uncomfortable or displeased... except myself.	I have a responsibility to protect my own rights; I respect others but not necessarily their behavior.	I have to put others down to protect myself.

From: "Managing Stress Before It manages You", by Steinmetz, Blankenship, Brown, Hall, and Miller, 1980.

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When we are comparing alternative behavioural styles and if we can see like passive, assertive and aggressive, if we are making a comparison the characteristics of it, is that, in passive we allow others to choose for us. We are emotional dishonest, indirect, self denying, inhibited. In win lose situations, you lose. If you do get your own way, it is indirect and assertive behaviour people choose for themselves.

They are honest in nature, direct and self-respecting, self-expressing the straight forward, convert win lose to win win aggressive behaviour is they choose for others. So, they are appropriate live honest, direct, self-enhancing, self-expressive derogatory. So, main point here is derogatory, where win lose situation in which a person wins. Your feeling in the exchange process, in passive behaviour it is anxious, ignored, helpless and manipulated, agree at yourself and others.

When it is assertive behaviour, it is confident, self-respecting, goal-oriented, valued later accomplished. In aggressive, people are righteous, superior, depreciatory and controlling. laterly is possibly guilty. So, what we see, in the in assertiveness there is a feeling of accomplishment, while in aggressive behaviour, later there is a possible guilt of like we were aggressive at certain point of time, the others feelings in the exchanges.

Passive is guilty or superior and in assertive it is valued, respected. In aggressive, it is humiliated, defensive, resentful and hurt. How others view us in the exchange process. In passive, it is lack of respect, distrust, can be considered as the push over, do no move

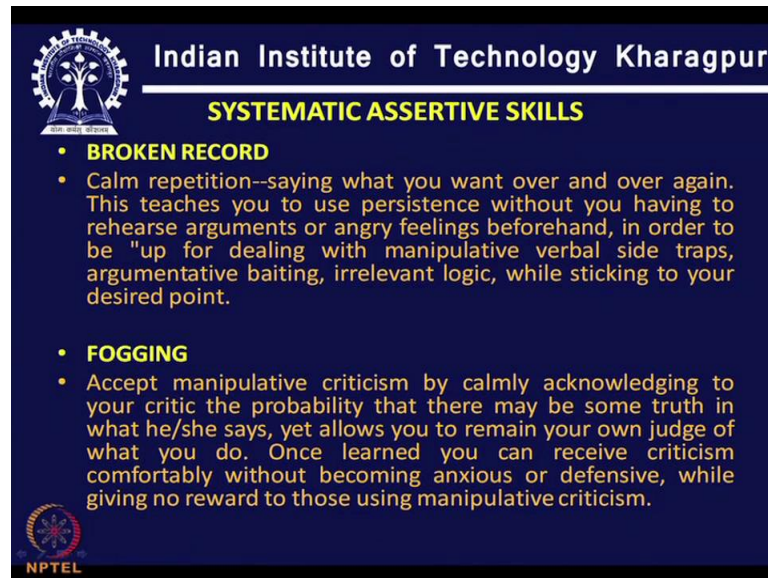
where you stand. In assertive, it is more of respect, trust, know where you stand and aggressive it is vengeful, angry, distrustful, fearful.

Outcome the whole thing is that, others achieved their goals at your expense. So, if you are passive in nature, others will gain the position at your at your expense and your rights are violated. Outcome in assertiveness is, outcome is determined by above board negotiations. Yours and others rights are negotiated and respected. In aggressiveness, you achieve your goal at others expenses. Your rights are upheld, others are violated.

Underlying relief system is the, what you feel like, when you are going falling these three stages or types like I will never make anyone uncomfortable or displeased except myself is what, they think like the passive people think. In assertiveness I have a responsibility to protect my own rights. I respect others, but not necessarily their behaviour. This is very important like it is it I have nothing to do, I have no venges against the person concern.

So, I have respect for the person, but I am I may not agree with the things that the person is telling or the ideas. So, I have responsibility to protect my own right. I respect others, but not necessarily their behaviour and in aggressiveness is, I have put others down to protect myself. So, in order to nurture my own self interest what I have done is, I have put I have put others down, appear make them appear humiliating make them appeared like, they are sort of like not able to do anything and... So that, putting down others helps me to protect myself and this tells you about the difference of passive assertive and aggressive behaviour and that is what the and they like relief system is talking of...

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SYSTEMATIC ASSERTIVE SKILLS

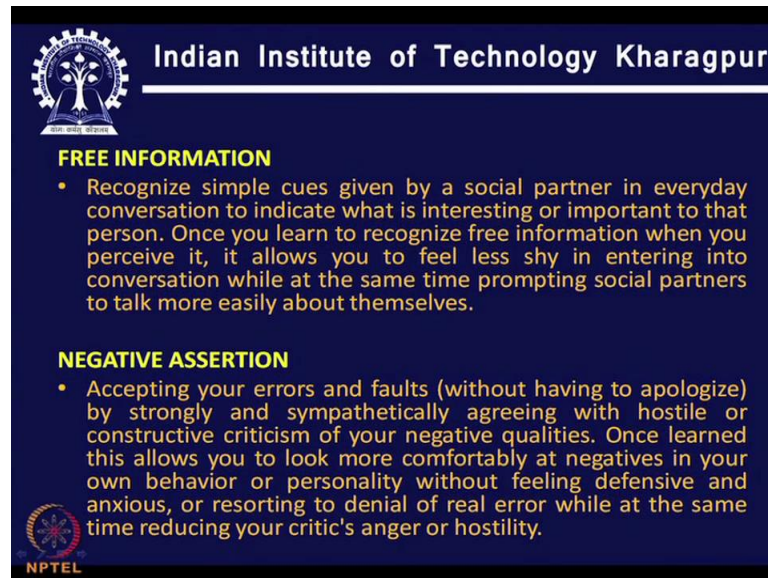
- **BROKEN RECORD**
 - Calm repetition--saying what you want over and over again. This teaches you to use persistence without you having to rehearse arguments or angry feelings beforehand, in order to be "up for dealing with manipulative verbal side traps, argumentative baiting, irrelevant logic, while sticking to your desired point.
- **FOGGING**
 - Accept manipulative criticism by calmly acknowledging to your critic the probability that there may be some truth in what he/she says, yet allows you to remain your own judge of what you do. Once learned you can receive criticism comfortably without becoming anxious or defensive, while giving no reward to those using manipulative criticism.

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Now, their assertiveness is if people can be taught to be assertive and there are certain skills of developing assertiveness. Now here will try to focus now will try to focus into some of the assertive skills and first is that of called, broken record which is nothing but keep on repeating calm reputation of calm reputation of what you want to say and that is done over and over again. So, and this is where you use the technique of persistence, this teaches you to use persistence without you having to rehearse arguments or angry feelings beforehand. So, what happens, like you do not have to go for some manipulative verbal side traps etcetera but what you do is you make your points known repeatedly, calm reputation of whatever you want to say again and again, that is called a broken record.

In fogging what happens, it is a process of accepting or manipulative criticism very calmly by acknowledging the critic and then telling a probably there is some truth involved that person has said. But this is how the actual functioning is done. So, this is called like fogging. You tell that there is some truth in whatever points you are telling but this is also the, another we have seen the thing. So, that is taken care of, when you are talking of fogging. Because, people know like you are ready to receive criticism without becoming defensive or aggressive in nature and while giving no rewards to those who are using this manipulative criticism to overpower you and bringing you to the, may be passive state or something like that, so that this part is called fogging.

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FREE INFORMATION

- Recognize simple cues given by a social partner in everyday conversation to indicate what is interesting or important to that person. Once you learn to recognize free information when you perceive it, it allows you to feel less shy in entering into conversation while at the same time prompting social partners to talk more easily about themselves.

NEGATIVE ASSERTION

- Accepting your errors and faults (without having to apologize) by strongly and sympathetically agreeing with hostile or constructive criticism of your negative qualities. Once learned this allows you to look more comfortably at negatives in your own behavior or personality without feeling defensive and anxious, or resorting to denial of real error while at the same time reducing your critic's anger or hostility.

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Free information, free information is we have to be clever enough to should be clever enough to receive simple cues given by social partner in everyday conversation about himself or herself and what is important to (()) and you have to catch this information when and catch this in free information, which is the make the discussion, proceed in that way, feeling less shy in entering into conversation about his own which could be very specific private to that other person.

So, what we have to take care of the free information available and then without feeling shy we have to proceed with that because may be the person who is giving this free information is keen and progressive with this discussion also. Negative assertion negative assertion is when you accept your errors and faults but for that you do not require to apologise and and what is done over here is, we are ready to accept the constructive criticism about some of the negative qualities.

So, what happens over here, it is it allows people to look more comfortably into their own negatives and face the negatives properly and make character behaviour, which will help them to develop as a person. So, this is where it is very important, this negative assertion is important. So, what happens I am accept accepting my faults. I am criticizing my faults and I will try to find out newer ways of react dealing with this problem. So, and we are not aggressive, feeling shy or appearing to be anxious because we have come to know some of our negatives.

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Assertiveness and effectiveness in leadership and interpersonal dynamics

Domain	Passive	Assertive	Aggressive
Conflict	Avoidant, Trivializing.	Candid, Constructive	Belligerent, Demanding.
Negotiation	Weak opening, Ready concessions	Strong opening, Integrative solutions	Extreme opening, aggressive tactics.
Teamwork	Silent without opinions, conformists	Egalitarian, open, engaged	Confrontational Dominance seeking
Influence	Suppliant, appeasing	Active, forthright, persuasive	Bullying, Cajoling
Decision Making	Equivocal, indecisive	Proactive, inclusive	Unilateral, self-serving



Assertiveness and effectiveness in interpersonal dynamics, that is what we were talking about this start like for different domains of what, how does it look like when we are talking of passive communication, when we are talking of assertive communication and aggressive communication in though. So, the left hand side shows the failures domains which are under discussion and the right hand side shows you the different ways and how it starts and what are the possible outcomes.

So, when you are talking of conflict, So in passive what they do is, avoid conflict and what try to do is, we try to made the issue which and then my think of ok, it was not worth responding because the issue at hand was not that much important. Next is the same conflict when we are going through the assertive behaviour, here what we trying to do is giving up, we are giving a candid feedback and we are giving a constructive feedback. When it is aggressive in nature the same thing the same conflict, the behaviour becomes belligerent and demanding in nature.

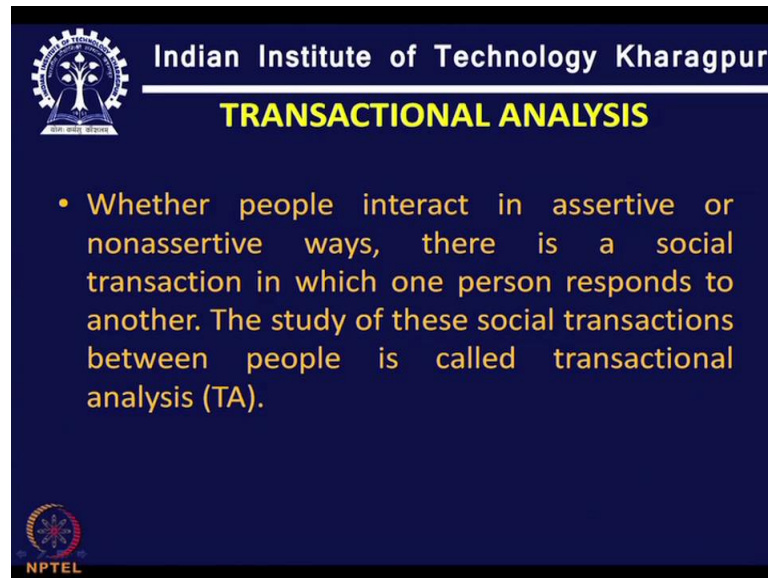
So, for the same domain, for the three types of activities, you three types of activities the responses different. The ways of looking at the problem is different. When you are talking of negotiation, then in passive behaviour there is a weak opening and weak opening and maybe we are ready to for a certain concessions. When we are talking of assertive behaviour, so what you trying to do is, we are making the opening very strong and then we trying to integrate the solutions.

When it is aggressive in nature, so it is extreme opening. So, is extreme opening means like we try to tell everything, may be of one self and use aggressive technique. So that I know better than you sort of things, team work, in team work the passive people are generally silent without any opinions made and they confirmed to the teams behaviour. In assertiveness there is egalitarianism and open ended, and engaged in a team work, Then we are talking of aggressive behaviour, it is confrontational in nature and dominance seeking.

So, I want to get dominance. So, I you have to learn listen to my viewpoints, these are the things when you are talking of team work. Applicant or the influence is, it is further passive people, it is applicant, it is appeasing in nature. For assertive it is active, they are forthright in nature and they are persuasive in nature also. And for aggressive people it is bullying and cajoling, decision making are the important things is decision making. In passive case it is equivocal, indecisive.

So, what happens it is better not to differ but it is easy to say the same thing at others are same, so that we can mix with the crop. So, equivocal and indecisive, when you are talking of assertive behaviour one important point is, it is pro-active in nature and it is inclusive in nature. When you are talking of aggressive behaviour, it is it is unilateral and it serves only once, it is self serving in nature. These are some of the points along with the domains like, when you are talking of conflict, negotiation, team work, influenced, decision making. These are the domains and these on the right hand side, these are different styles of responding and we find like the assertive behaviour may be is the more better for way of responding than others.

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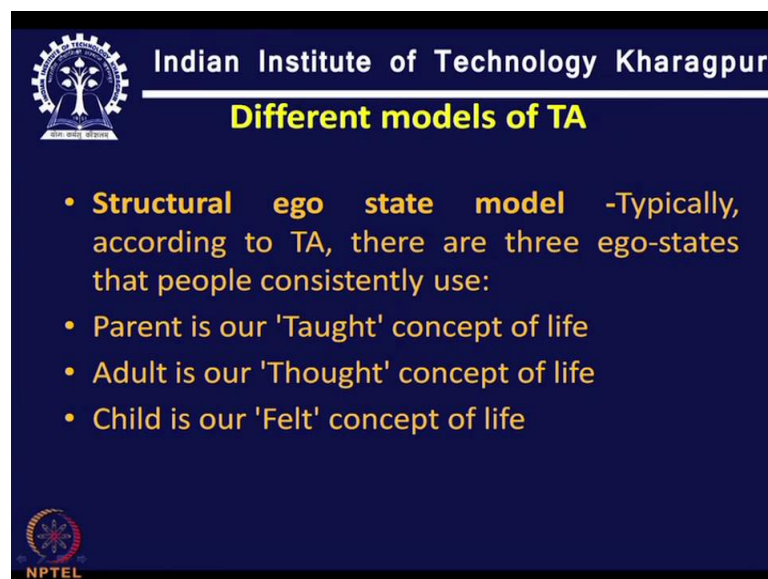
TRANSACTIONAL ANALYSIS

- Whether people interact in assertive or nonassertive ways, there is a social transaction in which one person responds to another. The study of these social transactions between people is called transactional analysis (TA).

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When we are talking of assertive behaviour, when you are talking of negative behaviour or even when you are talking of assertiveness, aggressiveness, whatever it is. So, this is nothing but one to one to one communication and this communication occurs in a much better way, when one person responds appropriately to the other person. So, what we are emphasizing in transactional analysis is social transactions between people, when they are trying to respond to each other, then will did this whole process is called transactional analysis and there are different steps to transactional analysis.

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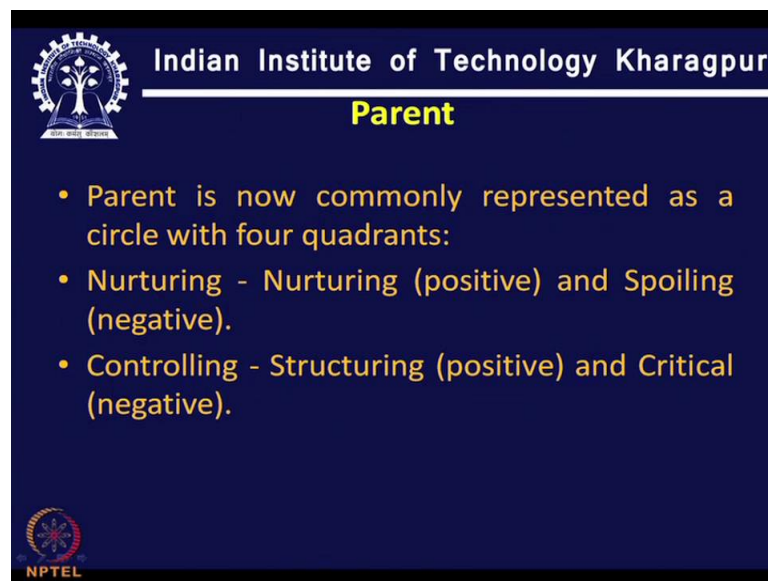
Different models of TA

- **Structural ego state model** -Typically, according to TA, there are three ego-states that people consistently use:
 - Parent is our 'Taught' concept of life
 - Adult is our 'Thought' concept of life
 - Child is our 'Felt' concept of life

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The different models as we stated is first, is the structural ego state model. In it, it is thought like the three there are three ego states, that that people generally have. One is the parent is a taught concept, what we have learnt, what others the conscious tells us to do. So, parent is a taught concept. Child is our felt concept like, how we feel about certain things and adult is our thought concept, what we are thinking about certain things. So, parent is taught, adult is thought and child is felt concept.

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Parent

- Parent is now commonly represented as a circle with four quadrants:
- Nurturing - Nurturing (positive) and Spoiling (negative).
- Controlling - Structuring (positive) and Critical (negative).

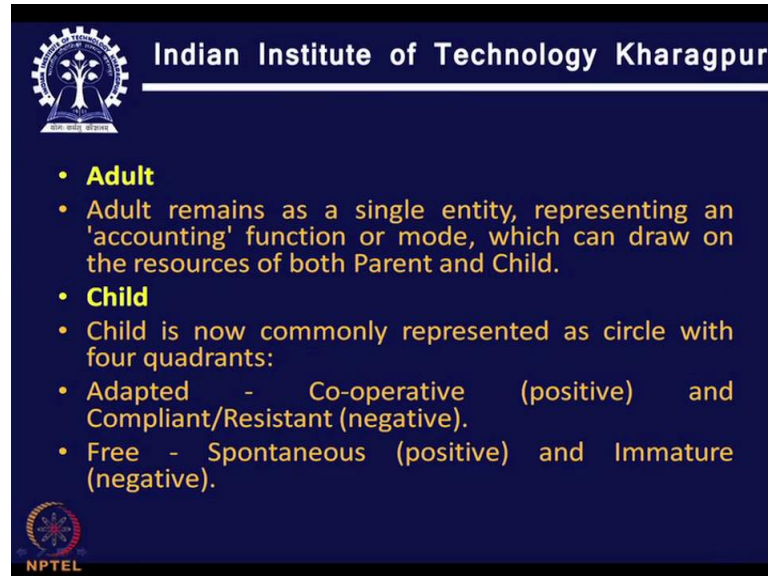
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So, with this in the structural ego state model, what we try to find out like, if these three states are present within an individual, each of these three states and I am communicating to another person, then from which state should I communicate it is a child state, adult state or the parent state. And if I am not able to map the state with the these particular type in the other person, there is one like adult communicating to child or child communicating to adult, parent communicating to child and child communicating to parent, adult communicating to adult.

If these things are not known, then we may face certain problems. So, what we are trying to do over here, is to study the details of who is the parent, who is the child and we try to see like the interaction process in and there are certain sub divisions also. In parent, now the parent is divided into two major parts the nurturing parent, first one is the nurturing parent and the which is a parent which nurtures and the parent which spoils and

controlling is again structuring positive and critical, which is negative. So, parent is divided into four parts now nurturing and spoiling, structuring and critical.

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- **Adult**
 - Adult remains as a single entity, representing an 'accounting' function or mode, which can draw on the resources of both Parent and Child.
- **Child**
 - Child is now commonly represented as circle with four quadrants:
 - Adapted - Co-operative (positive) and Compliant/Resistant (negative).
 - Free - Spontaneous (positive) and Immature (negative).


Adult state is not generally divided. It remains as a single entity representing the accounting function more like, which can draw the resources from both the child and parent. Child is a person who is sort of demanding nature and without much a reasons for their demand. So, but now child is again divided into four parts, whose adapted child is cooperative and passive and compliant or resistant in nature, and free child is spontaneous and immature. So, and we again this respond from the child would be from each of these four parts. So, all together now what we are having is, (()) from parents we have four divisions, adult is only one and child is again four. So, the with this with this framer we again interact with the parent, child and adult combination presenting another person.

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Signal type	Parent	Child	Adult
Physical	angry or impatient body-language and expressions, finger-pointing, patronising gestures,	emotionally sad expressions, despair, temper tantrums, whining voice, rolling eyes, shrugging shoulders, teasing, delight, laughter, speaking behind hand, raising hand to speak, squirming and giggling.	attentive, interested, straight-forward, tilted head, non-threatening and non-threatened.
Verbal	always, never, for once and for all, judgmental words, critical words, patronising language, posturing language.	baby talk, I wish, I dunno, I want, I'm gonna, I don't care, oh no, not again, things never go right for me, worst day of my life, bigger, biggest, best, many superlatives, words to impress.	why, what, how, who, where and when, how much, in what way, comparative expressions, reasoned statements, true, false, probably, possibly, I think, I realise, I see, I believe, in my opinion.



And there are certain cues through which, you can understand from what ego state we are functioning. The physical features of it is, angry or impatient body language and expression then finger pointing etcetera. Child is emotionally child is emotionally is sad expressions, this fact emphatant from their whinning voice then rolling eyes, shrugging shoulders, tensing, delight, laughter, speaking behind, raising hands to speak. Then all these things are all these things show like there is some this these are not very matured ways of doing things.

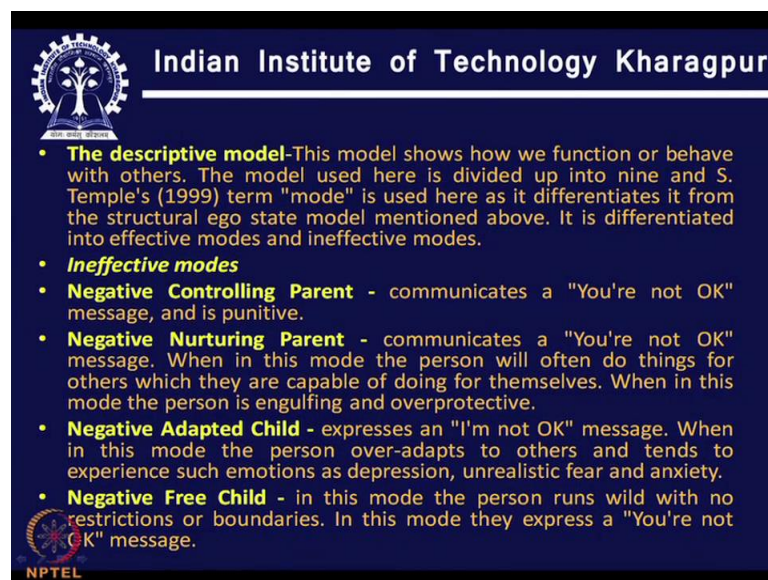
When you are talking of adult, it is physically attentive, interested, straight-forward, tilted, straight-forward and non-threatening, and non-threatened. Verbal, in verbal we use certain words, which we can tell, if that is (()) number of times we can tell from which ego state that the person is functioning. If it is from the parent state, in verbal, parents generally tell, you always do these things, never try to get away I have told it for once and for all and the words are generally judgemental in nature.

Critical words and this is patronising language, so like whether you either you hear it or you are gone sort of words. So always, never, for once and for all these words are there in the parent state. In child child state there is certain words like I wish, I dunno, I want, I am gonna, I do not care. (()). So, what is the worst day of my life, so the these are more related with emotions more related with emotions and their ways of reacting to it.

(()) speaking of adult the verbal cues given here, are more of like wh questions why, what, how, who, where and why, when, how much, in what queries that comparative expression, that queries which has to compare facts, reasons statements, true or false. So, these are certain differences when we between like parent child then parent child and the adult and when they are again where they are again contributing to the like.

So, even the contributing towards like the communication, so the these cues we have to understand and if if we are able to understand this cues present in other persons communication. We can start interacting from the proper state of mind like, if someone is communicating from a parent state, that may be responding in a child state will keep the communication going out.

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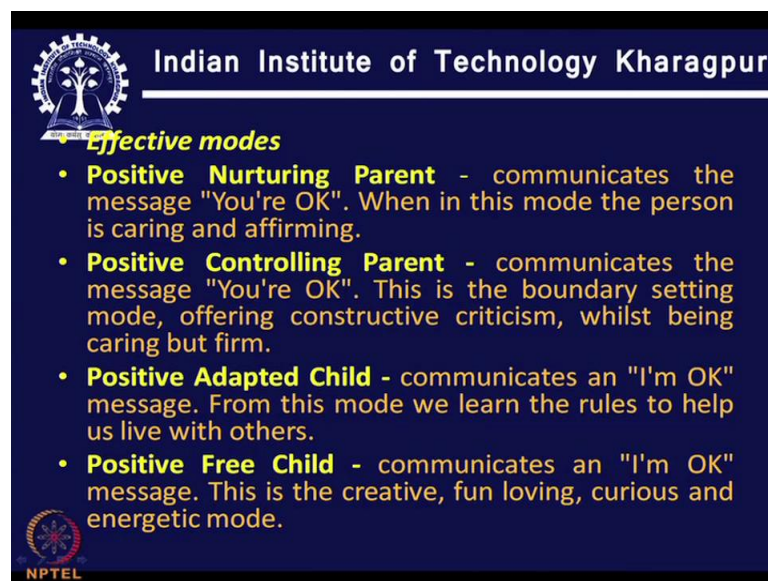
- **The descriptive model**-This model shows how we function or behave with others. The model used here is divided up into nine and S. Temple's (1999) term "mode" is used here as it differentiates it from the structural ego state model mentioned above. It is differentiated into effective modes and ineffective modes.
- **Ineffective modes**
- **Negative Controlling Parent** - communicates a "You're not OK" message, and is punitive.
- **Negative Nurturing Parent** - communicates a "You're not OK" message. When in this mode the person will often do things for others which they are capable of doing for themselves. When in this mode the person is engulfing and overprotective.
- **Negative Adapted Child** - expresses an "I'm not OK" message. When in this mode the person over-adapts to others and tends to experience such emotions as depression, unrealistic fear and anxiety.
- **Negative Free Child** - in this mode the person runs wild with no restrictions or boundaries. In this mode they express a "You're not OK" message.

So, these things leaves this chart (()) you know, exactly what that state is the employee is communicating from, where we talking of a descriptive model. It tells of like in, how we functional behave with others and it is differentiated into modes of behaviour like effective modes and ineffective modes, ineffective modes are negative controlling parents. When parents are communicating like, you are not ok and the result is punitive in nature. Next is negative nurturing parents and communicates again like, you are not ok message, when in this state the person will do things for other, which they are capable of doing for themselves. So, what is that, if the other person we can do certain things, still

again the way will do certain things for him or her assuming that, the other person we cannot do it for him or her, herself.

So, in the state the parent is over protective in nature. Next is negative adapted child. In negative adapted child, it gives the message I am not ok. It gives the message like I am not ok and the person over adapts to other sentence to experience such emotion as depression, unrealistic fear, etcetera. Negative free child is the person runs while with no restriction or boundaries and the express a feeling more of expression is you are not ok message. So, what happens over here, what I believe in like and what I communicate like if I believed like you are not ok and also I am not ok messages. These are and how do you know like this people are believing in this messages is, from their interactions and how their modes of behaviour like, what they are trying to do for themselves, or for others how they are communicating with each other.

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Effective modes

- **Positive Nurturing Parent** - communicates the message "You're OK". When in this mode the person is caring and affirming.
- **Positive Controlling Parent** - communicates the message "You're OK". This is the boundary setting mode, offering constructive criticism, whilst being caring but firm.
- **Positive Adapted Child** - communicates an "I'm OK" message. From this mode we learn the rules to help us live with others.
- **Positive Free Child** - communicates an "I'm OK" message. This is the creative, fun loving, curious and energetic mode.

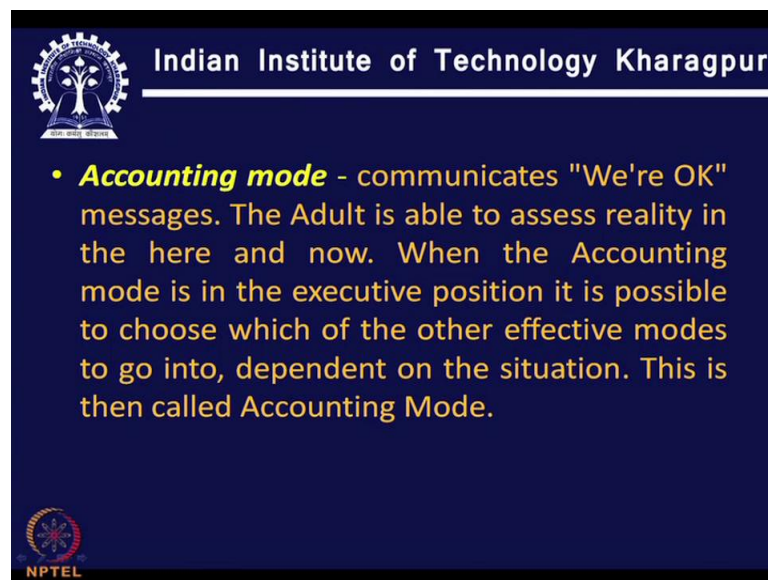
NPTEL

Effective modes are the positive nurturing parents, communicates the message you are ok. When in this mode, the person is caring and affirming in nature. Positive controlling parent, it communicates the message you are ok. So, this is boundary setting mode offering constructive criticism, while being caring about the firm. Next comes positive adapted child communicates I am ok, so from this message you learn like, the what are the rules to help us live with others.

Positive free child is communicates again I am ok message. This is a creative fine loving curious and energetic model. So, again in this case like, messages are communicated like you are ok, I am ok, sort of thing and it is divided into positive nurturing parents then controlling parents affirmative like adaptive child positive, adapted child and positive free child.

So, again how do you know like these are the steps from which people are communicating is, observing some of their behaviours as mentioned over here. And correspondingly we have to choose the state of ego, state that we have to choose to respond to these people in these states in more effective way.

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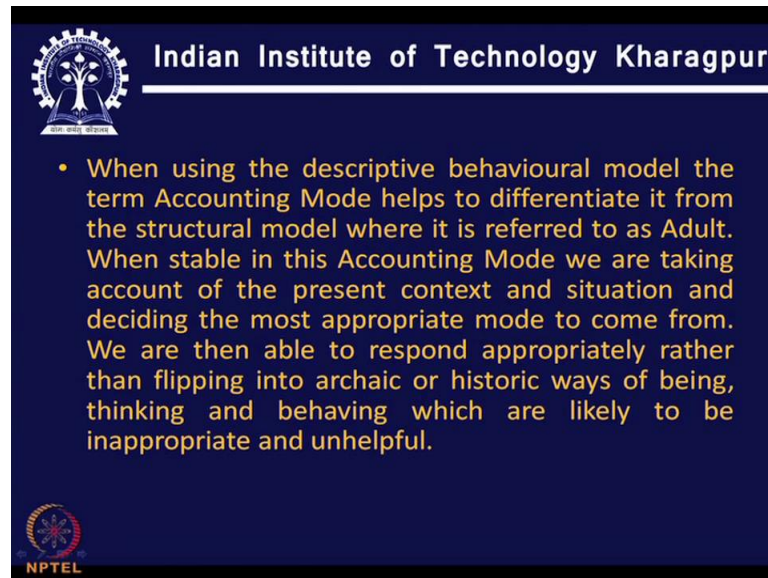
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- **Accounting mode** - communicates "We're OK" messages. The Adult is able to assess reality in the here and now. When the Accounting mode is in the executive position it is possible to choose which of the other effective modes to go into, dependent on the situation. This is then called Accounting Mode.

Accounting mode, in accounting mode we are ok messages are communicated, it and it allows the adult to assess reality here and now. When accounting mode is the executive position, it is possible to choose, which are which is the other best possible mode to go for, in the effective mode to go for because adult is there in the situation. So, in the central to the situation, this is called the accounting mode. So, accounting mode means like we are communicating from an adult state of mind.

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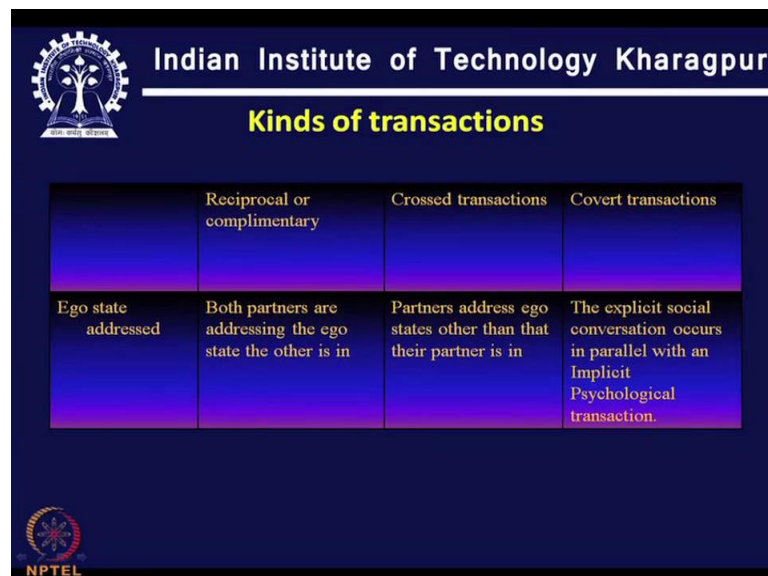
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- When using the descriptive behavioural model the term Accounting Mode helps to differentiate it from the structural model where it is referred to as Adult. When stable in this Accounting Mode we are taking account of the present context and situation and deciding the most appropriate mode to come from. We are then able to respond appropriately rather than flipping into archaic or historic ways of being, thinking and behaving which are likely to be inappropriate and unhelpful.

NPTEL

So, when using the description behaviour model, the it help the term accounting mode helps to separate it from separate it from the structural model, where it is referred to as an adult. So, over all similar types of things in over what we do, in accounting mode easily in take the account of the present context as well as the situation, and as well as trying to deal with the appropriate try to deal with the appropriate mode and what, what would be like when we are trying to communicate.

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Kinds of transactions

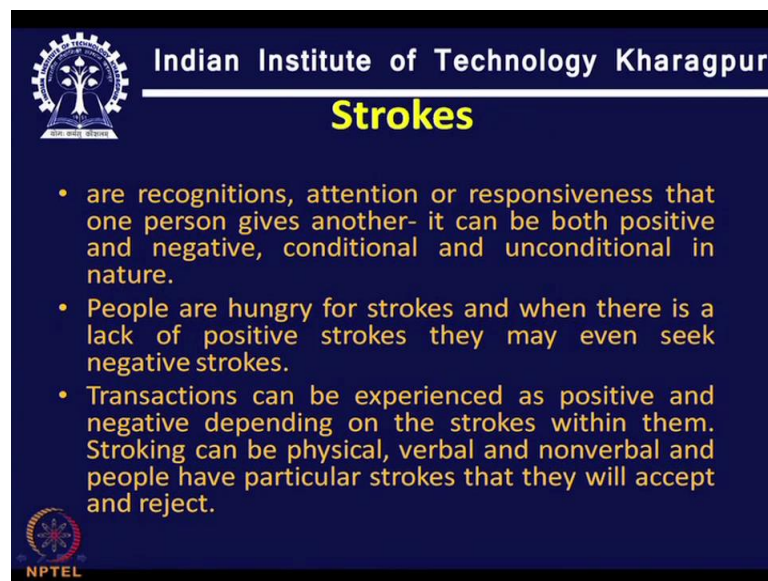
	Reciprocal or complimentary	Crossed transactions	Covert transactions
Ego state addressed	Both partners are addressing the ego state the other is in	Partners address ego states other than that their partner is in	The explicit social conversation occurs in parallel with an Implicit Psychological transaction.


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What are the different kinds of transactions like reciprocal or complimentary transactions, cross transactions and covert transactions and the left you find the ego states addressed. So, in reciprocal or complimentary communication, we find both the both the partners are addressing the ego state the other is in. In cross transaction, the partners are communicating ego states, other than what they are in and that is why it is getting crossed.

Covert transactions are explicit social conversation. In covert behaviour like, there are two types of talks going on like, on the top the top people as on the like people are telling something. But inherently and the mind other thought process is going on, these are called implicit psychological transactions. So, and these explicit social transactions and implicit social transactions, they go hand in hand.


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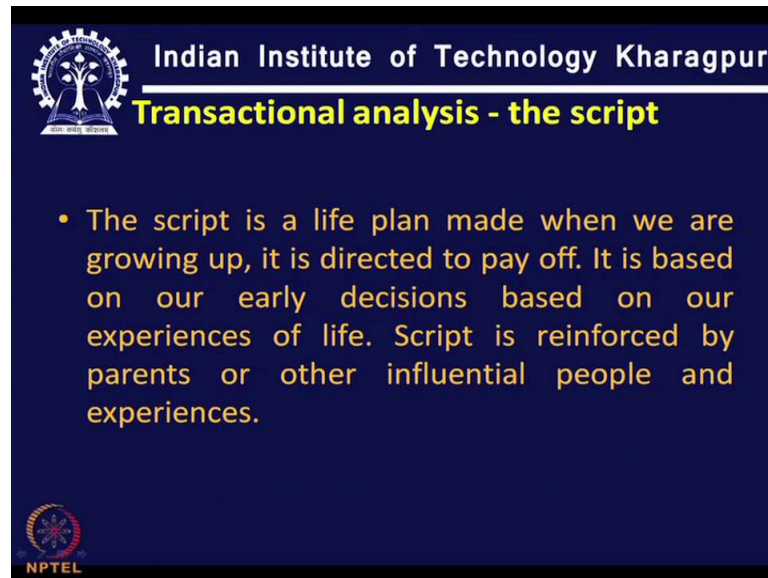
Strokes


- are recognitions, attention or responsiveness that one person gives another- it can be both positive and negative, conditional and unconditional in nature.
- People are hungry for strokes and when there is a lack of positive strokes they may even seek negative strokes.
- Transactions can be experienced as positive and negative depending on the strokes within them. Stroking can be physical, verbal and nonverbal and people have particular strokes that they will accept and reject.

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When we are talking of strokes, these are recognitions, attentions or responsiveness that one person gives to other, it can be both positive and negative, conditional and unconditional in nature and people generally are hungry of strokes. When there is a lack of positive stroke, people may offer choose to get negative strokes. They may even seek negative strokes, transactions can be viewed as positive or negative, depending on the strokes within there. So, stroking can be physical, verbal and non-verbal and people have particular strokes, that will accept and reject that they will accept and reject.


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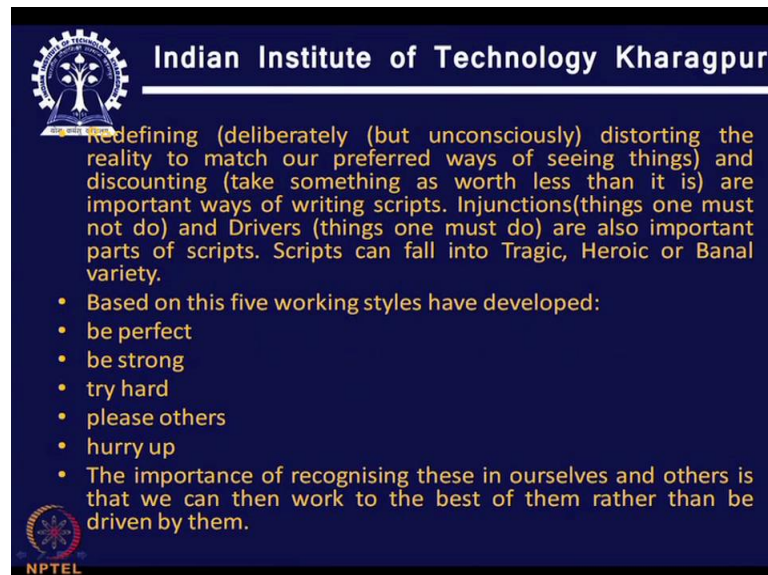
Transactional analysis - the script


- The script is a life plan made when we are growing up, it is directed to pay off. It is based on our early decisions based on our experiences of life. Script is reinforced by parents or other influential people and experiences.

 NPTEL

In transactional analysis, there are various points to it and first is the script. So, script is the life plan made when we are growing up, it is directed to pay-off. It is based on our early decisions about, how do you decide about your life. So, script is reinforced by parents or parents or other influential people in our life.


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Redefining (deliberately (but unconsciously) distorting the reality to match our preferred ways of seeing things) and discounting (take something as worth less than it is) are important ways of writing scripts. Injunctions (things one must not do) and Drivers (things one must do) are also important parts of scripts. Scripts can fall into Tragic, Heroic or Banal variety.

- Based on this five working styles have developed:
- be perfect
- be strong
- try hard
- please others
- hurry up
- The importance of recognising these in ourselves and others is that we can then work to the best of them rather than be driven by them.

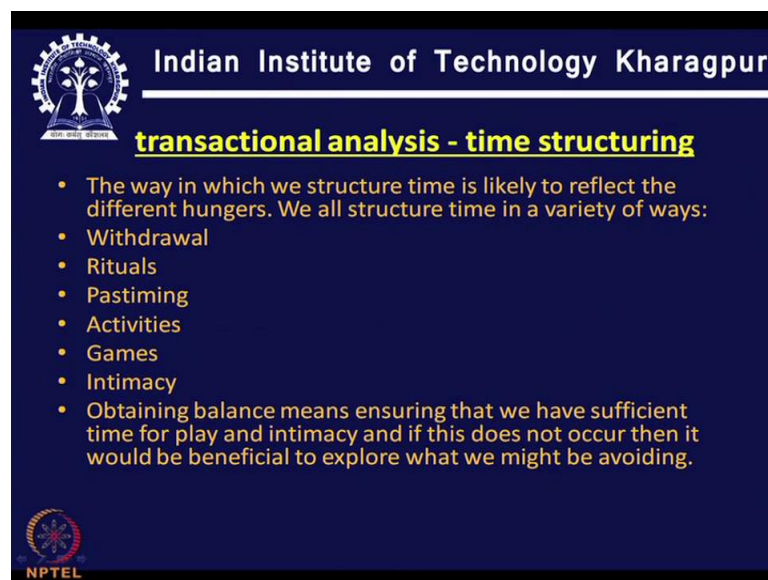
 NPTEL

Then what are the important things in scripts are like, if we have a script like initial way of looking into our life plan, then what we try to do is, redefine the reality and unconsciously; redefine the reality distort in the reality to make it more closer to a

preferred ways of seeing things. And discounting like at discounting some of the important things, which of there we discount give less worth to certain, may be some on contradictory effects.

And what is told to do is, scripts may fall into two three categories like tragic, heroic or banal variety. So, based on these things like, working styles developed are be perfect, be strong, try hard, please others and hurry up. So, so it is an important recognition given in ourselves than others, that we can work then that we can then work to the best rather than by given by certain things.

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The slide features the IIT Kharagpur logo in the top left corner. The title 'transactional analysis - time structuring' is centered in yellow text. Below the title is a bulleted list of time structuring methods. The NPTEL logo is in the bottom left corner.

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transactional analysis - time structuring

- The way in which we structure time is likely to reflect the different hungers. We all structure time in a variety of ways:
- Withdrawal
- Rituals
- Pastiming
- Activities
- Games
- Intimacy
- Obtaining balance means ensuring that we have sufficient time for play and intimacy and if this does not occur then it would be beneficial to explore what we might be avoiding.

NPTEL

So, important parts of scripts like injunctions drivers very important in deciding about the situations and next will see that other parts of transactions, which is time structuring, which is we all structure time in various ways like withdrawal, rituals, pastiming, activities, games, intimacy and you have to obtain a balance between withdrawal and we have to have a balance between these activity. So that, we have sufficient time to play an intimacy and if it does not occur, then it would be beneficial to explore like what we might be avoiding.

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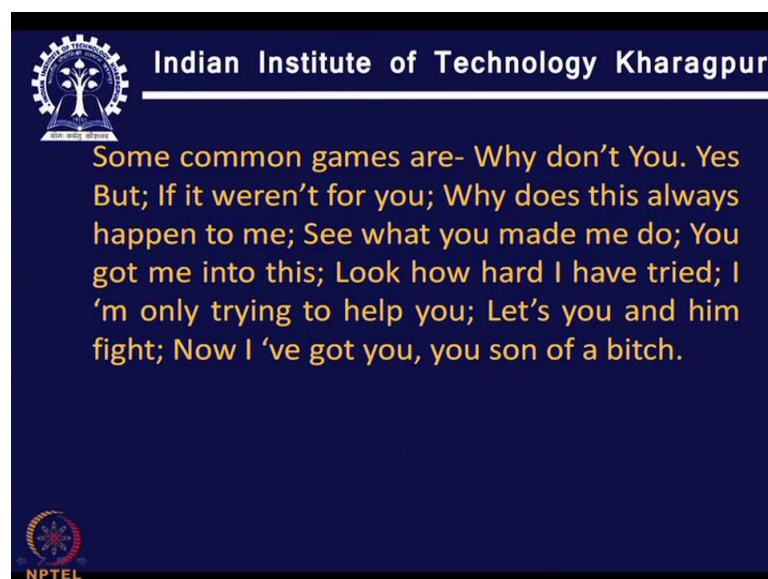
Games


- Games are learned pattern of behaviour, series of transactions that is complimentary, ulterior and proceeds towards a predictable outcome.
- Each game has a payoff for those playing it. Games may vary in flexibility, tenacity and intensity.
- Based on the degree of acceptability and potential harm games can be of first degree, second degree and third degree.
- Games are also studied based on their aim, roles, social and psychological paradigms, dynamics and payoffs.

 NPTEL


So, in transactions the time the how we define things are very important, how we structure time, how we define things are important. So, games in games there is a series of behaviour, transactions that is complimentary, ulterior in nature, proceed towards some predictable outcome. So, each game has a payoff for those playing it, so games may vary in flexibility, tenacity and intensity. Based on the degree of acceptability and potential harm from playing in gray games can be divided into first degree, second degree and third degree. So, games can be also classified based on the roles, psychological paradigms, dynamics and payoffs.

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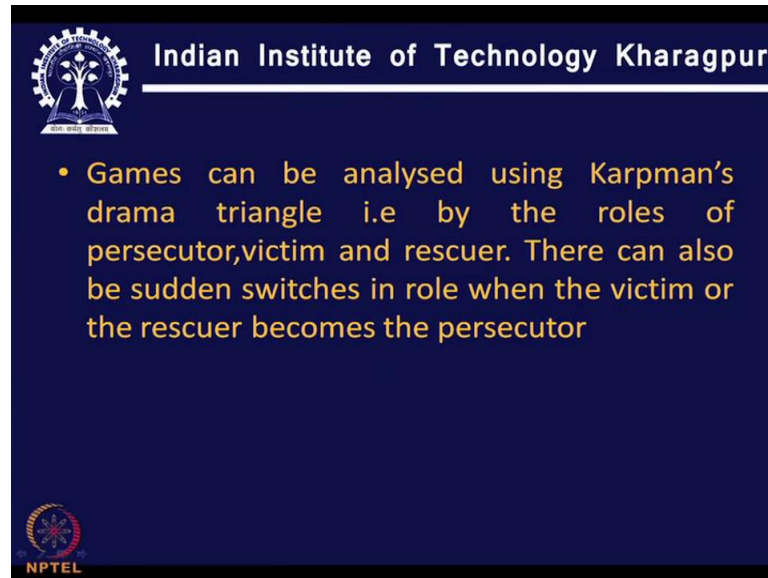
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Some common games are- Why don't You. Yes But; If it weren't for you; Why does this always happen to me; See what you made me do; You got me into this; Look how hard I have tried; I 'm only trying to help you; Let's you and him fight; Now I 've got you, you son of a bitch.

 NPTEL

These are some types of common games like why do not you, yes but if it were not for you, so if it were for you etcetera. So, these whatever listed are, some of the common games which are there.

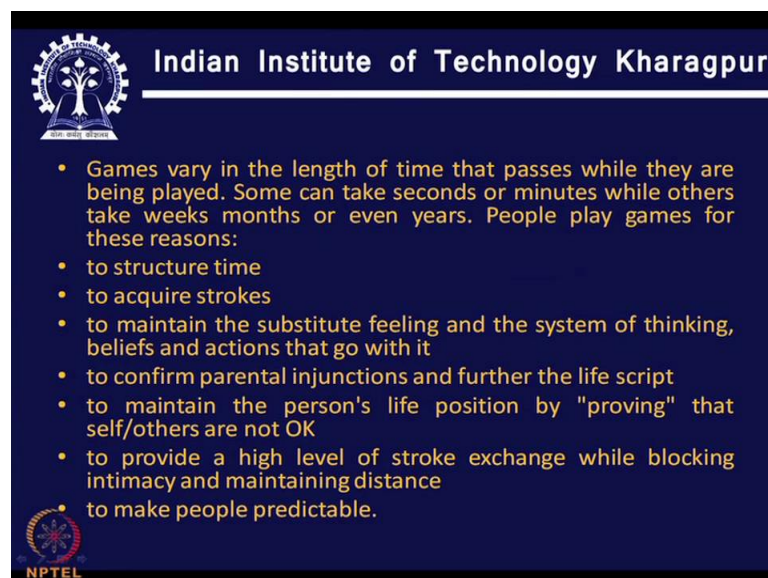
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The slide features the IIT Kharagpur logo in the top left corner and the text "Indian Institute of Technology Kharagpur" in the top right. A single bullet point in yellow text reads: "Games can be analysed using Karpman's drama triangle i.e by the roles of persecutor, victim and rescuer. There can also be sudden switches in role when the victim or the rescuer becomes the persecutor". The NPTEL logo is in the bottom left corner.

In every in every game, there may be people play three different there are peoples who play generally play three different roles of persecutor, victim and rescuer. That can also be certain switches in role, where the weaker becomes the rescuer or the rescuer becomes the persecutor.

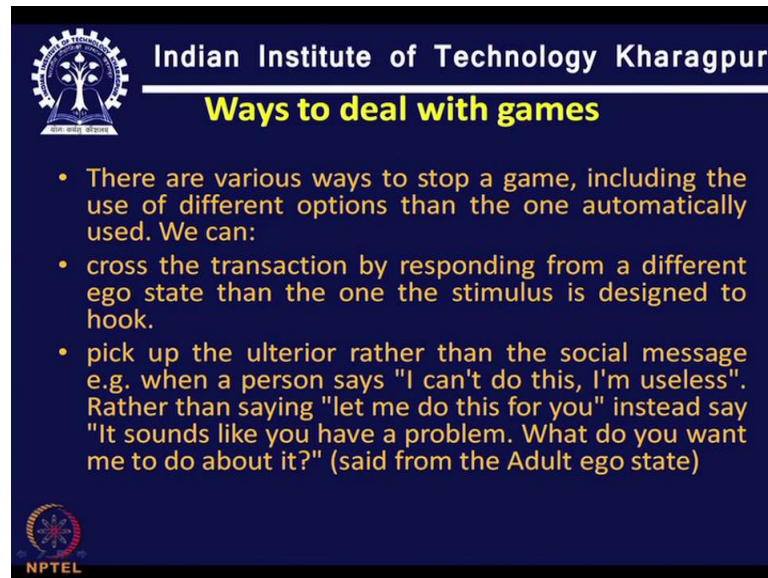
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The slide features the IIT Kharagpur logo in the top left corner and the text "Indian Institute of Technology Kharagpur" in the top right. A list of reasons in yellow text includes: "Games vary in the length of time that passes while they are being played. Some can take seconds or minutes while others take weeks months or even years. People play games for these reasons: to structure time, to acquire strokes, to maintain the substitute feeling and the system of thinking, beliefs and actions that go with it, to confirm parental injunctions and further the life script, to maintain the person's life position by 'proving' that self/others are not OK, to provide a high level of stroke exchange while blocking intimacy and maintaining distance, to make people predictable." The NPTEL logo is in the bottom left corner.

So, and again games vary in their length of time that passes, while the game is being played and games people generally play to structure the time, to acquire strokes, to maintain the substitute feeling on the system of thinking belief and action that is going on, so to confirm parental injunctions and further the life script. So, again to prove once life positions and so there can be various various reasons why people play games.

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The slide features the IIT Kharagpur logo in the top left corner, the text 'Indian Institute of Technology Kharagpur' in white, and the title 'Ways to deal with games' in yellow. It lists three strategies for handling games, with the third strategy providing a specific example of a response.

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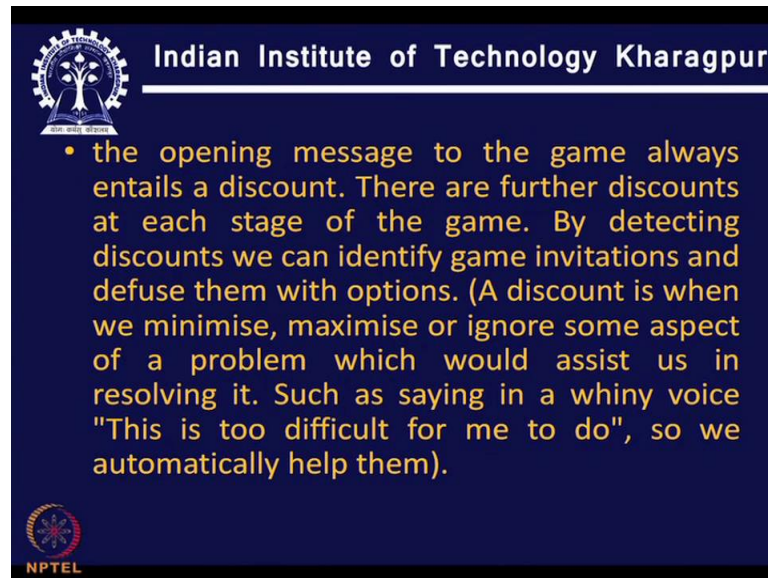
Ways to deal with games

- There are various ways to stop a game, including the use of different options than the one automatically used. We can:
- cross the transaction by responding from a different ego state than the one the stimulus is designed to hook.
- pick up the ulterior rather than the social message e.g. when a person says "I can't do this, I'm useless". Rather than saying "let me do this for you" instead say "It sounds like you have a problem. What do you want me to do about it?" (said from the Adult ego state)

NPTEL

There are various ways to deal with games like cross the transaction responding from a different ego state, then pick up the ulterior rather than social message. So, when a person says, I cannot do this, I am useless, rather than saying, let me do this for you. Instead say, it is sound like you have problem, what you want me to do about it, so so it is said from the adult ego state.

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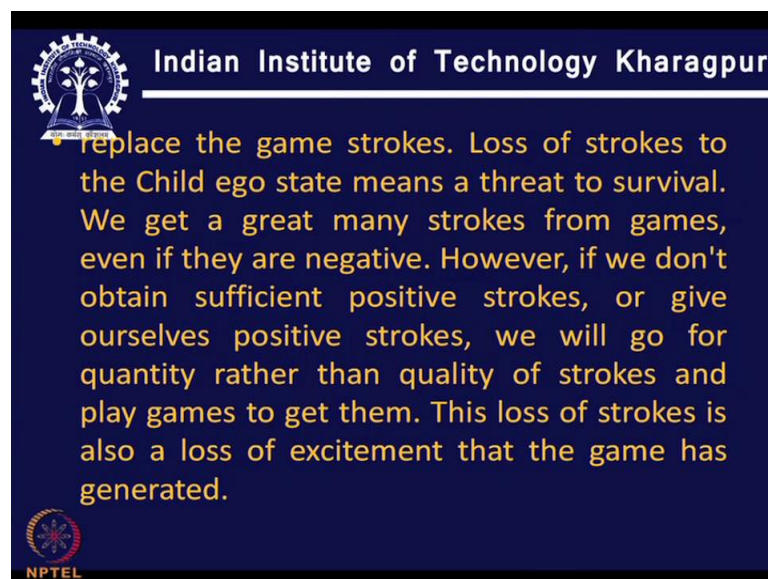
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- the opening message to the game always entails a discount. There are further discounts at each stage of the game. By detecting discounts we can identify game invitations and defuse them with options. (A discount is when we minimise, maximise or ignore some aspect of a problem which would assist us in resolving it. Such as saying in a whiny voice "This is too difficult for me to do", so we automatically help them).

NPTEL

So, the opening message of the game is always entails a discount by, we have to detect discounts and identify game invitations and defuse them with the options. So, discount is what, when we defuse some aspect of the problem, ignores some aspect of the problem, which will assist us in resolving it. So, if someone is telling the like it is very difficult for me to do certain thing so so what you do is try to help that person. So, we are to understand the discount given at each of the stages and we have to act according like what is this discount about and what it is telling to do?

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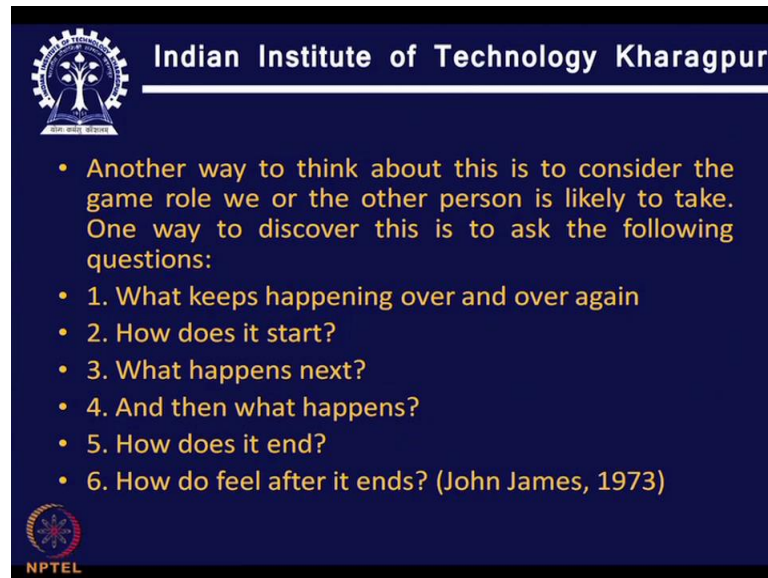
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- replace the game strokes. Loss of strokes to the Child ego state means a threat to survival. We get a great many strokes from games, even if they are negative. However, if we don't obtain sufficient positive strokes, or give ourselves positive strokes, we will go for quantity rather than quality of strokes and play games to get them. This loss of strokes is also a loss of excitement that the game has generated.

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Replace the game strokes is loss of strokes may be threat to a survival. So, what we do, if we cannot give sufficient positive strokes or then what will go for will go for strokes if you do not have sufficient number of positive strokes. These are positive strokes, we go for the quantity rather than quality of strokes and play games to get them. So, this loss of strokes is also loss of excitement that the game has generated.

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The slide features the IIT Kharagpur logo in the top left corner and the text "Indian Institute of Technology Kharagpur" in the top right. The main content is a list of questions in yellow text on a dark blue background. At the bottom left, there is a small NPTEL logo.

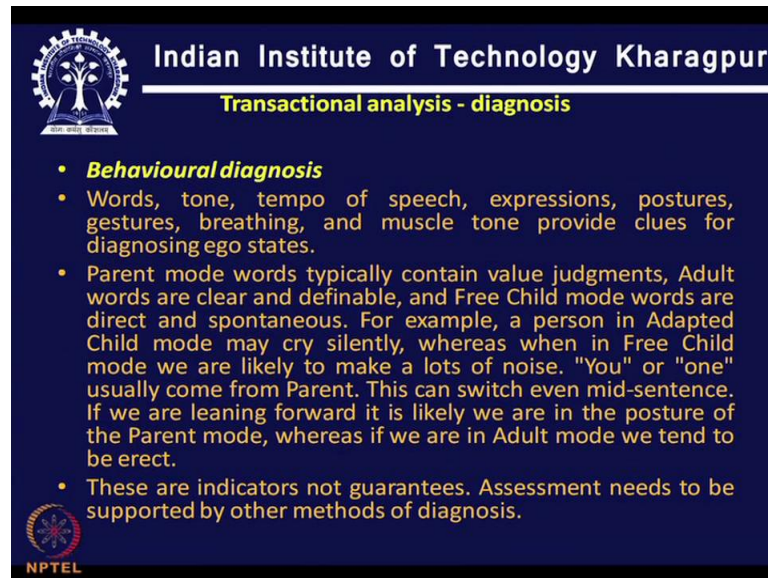
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- Another way to think about this is to consider the game role we or the other person is likely to take. One way to discover this is to ask the following questions:
 1. What keeps happening over and over again
 2. How does it start?
 3. What happens next?
 4. And then what happens?
 5. How does it end?
 6. How do feel after it ends? (John James, 1973)

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So, what is required is to replace the game strokes, then again apprehending about, what is the role that the other person is trying to take like, by getting cues from answering what happens again and again, when did it start, what is going to happen next, then and then what happens. So, how what is the possibility of ending, so how do you feel after it ends, all these will suggest like, what is the person the game role, the other person is going to take.

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Transactional analysis - diagnosis

- **Behavioural diagnosis**
- Words, tone, tempo of speech, expressions, postures, gestures, breathing, and muscle tone provide clues for diagnosing ego states.
- Parent mode words typically contain value judgments, Adult words are clear and definable, and Free Child mode words are direct and spontaneous. For example, a person in Adapted Child mode may cry silently, whereas when in Free Child mode we are likely to make a lot of noise. "You" or "one" usually come from Parent. This can switch even mid-sentence. If we are leaning forward it is likely we are in the posture of the Parent mode, whereas if we are in Adult mode we tend to be erect.
- These are indicators not guarantees. Assessment needs to be supported by other methods of diagnosis.

NPTEL

Behavioural diagnosis is about tone, tempo of speech, expressions, postures. These help us to provide certain cues to the games like, as we discussed earlier like parent modes typically contain value judgements, adult words are clear and definable, child modes are more, more direct spontaneous. So, these are some of indicators which help us to know like, what is the state taken by the other person and how we should react to it.

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social diagnosis


- Observation of the kinds of transactions a person is having with others. For example, if eliciting a response from someone's caretaking Parent it is likely that the stimulus is coming from Child, though not necessarily the Adapted Child mode. Our own responses to someone will often be a way of assessing which ego state or mode they are coming from.

NPTEL

So, social diagnosis is observing the kind of transaction the other person is having with others. So, if a person is care taking of other person, it may be someone else like to

whom this person is communicating could be in a child state and though not to the adapted child mode. So, so how you respond to others in many cases, it dependent on how we see, what is our stage the other person is responding from.

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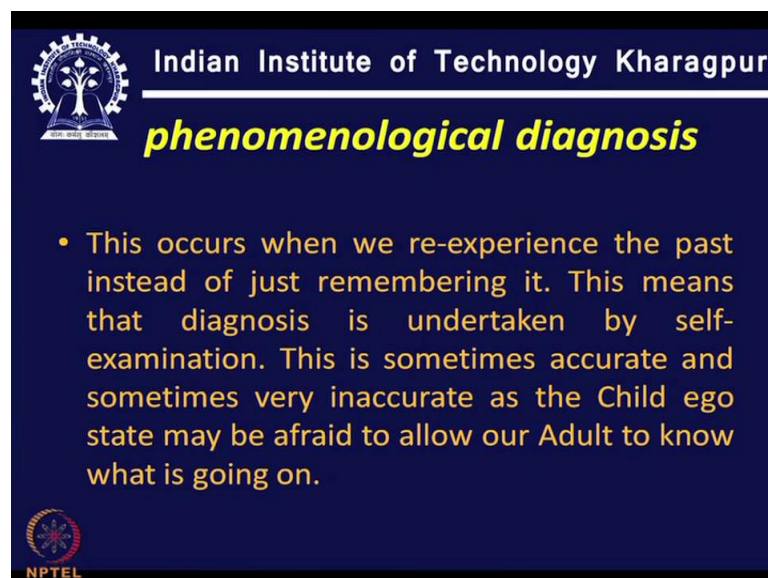
historical diagnosis


- The person's past also provides important information. If, as a child we had feelings similar to those we are experiencing now, it is likely we are in Child ego state. If our mother or father behaved or talked in the same way that we are behaving or talking now then we are probably in a Parent ego state.

 NPTEL

So, that is called the social diagnosis. Past history also has determined the ways of responding at least we had feeling similar to those, what we are expressing now. Then as a child, then may be respond from a child state or if our mother talked to a similar way as a parent now, we try to behave in similar ways, so these are historical diagnosis.


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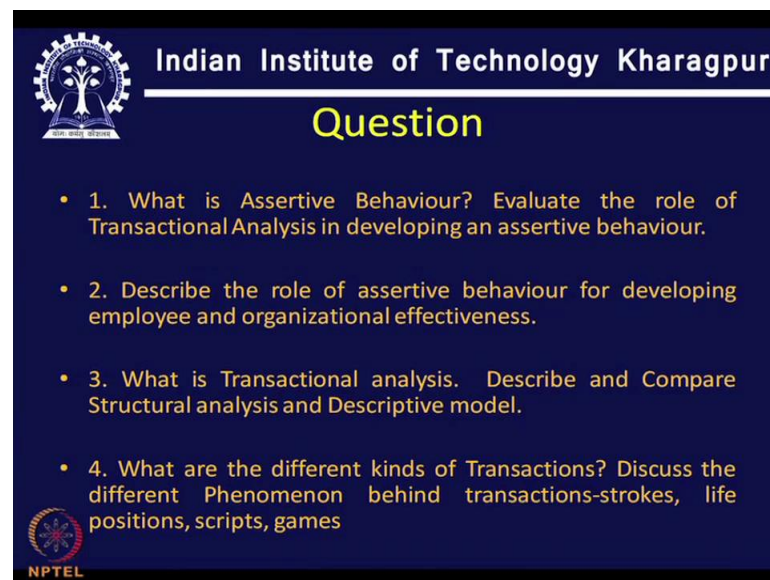
phenomenological diagnosis

- This occurs when we re-experience the past instead of just remembering it. This means that diagnosis is undertaken by self-examination. This is sometimes accurate and sometimes very inaccurate as the Child ego state may be afraid to allow our Adult to know what is going on.

 NPTEL

Phenomenological diagnosis when we re-experienced the past in the same way, rather than just remembering about it, then this diagnosis is taken by self examination. So, if there is something accurate and inaccurate, the as a child ego state may not want the adult to know what is going on.

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Question

- 1. What is Assertive Behaviour? Evaluate the role of Transactional Analysis in developing an assertive behaviour.
- 2. Describe the role of assertive behaviour for developing employee and organizational effectiveness.
- 3. What is Transactional analysis. Describe and Compare Structural analysis and Descriptive model.
- 4. What are the different kinds of Transactions? Discuss the different Phenomenon behind transactions-strokes, life positions, scripts, games

We have certain we have certain questions following in this chapter, which is regarding what is assertiveness, role of assertive behaviour for developing employee and organisational effectiveness, transactional analysis. Describe and compare structural descriptive model, what are the different kinds of transaction, discuss the different phenomenon behind transactions strokes, life positions, script and games.

But, what before concluding we may we must say like, these behaviours assertive behaviour or when we speaking of transactional analysis, these are to be practiced rather than being taught. And like it requires more of like practical orientations, practical teaching, practical observations, seeing others behave, detecting the cues from others and then only we will be able to know what is the state that the other person is functioning from.

Because sometimes there could be overlap of the states and persons cues given like, if you are not very expert enough to detect the cues because cues also come as bundled of ques. And if we are not able to detect it, maybe you will not be finding out the proper way of interacting with the other person. Thank you.