

Intimacy Analysis Today: The Intimacy Scale and the Personality Pinwheel

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Abstract

Intimacy theory may be called Eric Berne's "unfinished symphony." In this centenary *Transactional Analysis Journal* theme issue, "Eric Berne: Then and Now," a "Now" of intimacy analysis is presented to fill in the blanks in Eric Berne's intimacy theory from "Then." New transactional analysis concepts and diagrams are used to demonstrate that creating mutual intimacy is a social skill that can be developed through Adult learning. In the Intimacy Scale, social intimacy is facilitated by the range of topics discussed. As seen through the Personality Pinwheel, social intimacy is facilitated by the number of ego states involved. The Intimacy Scale is a way of grading the intimacy by *Content* (closeness of topics discussed), and the Personality Pinwheel is used for increasing intimacy by *Process* (how to engage more ego states). The Personality Pinwheel counts the OK ego states involved in an intimate relationship and teaches methods for favorably engaging all of them.

Intimacy as Berne's "Unfinished Symphony"

Although Berne placed intimacy at the top of his time structuring list of how people can spend time together, he privately believed that true intimacy occurred only at rare moments in a person's life, and he rarely spoke about it. He never developed the concept theoretically. That was THEN. His writing efforts were primarily spent just below intimacy on the level of games. In his popular best selling book *Games People Play* (Berne, 1964) he wrote, "Prolonged intimacy is rare, and even then it is primarily a private matter; significant social intercourse most commonly takes the form of games, and that is the subject that principally concerns us here" (pp. 19-20).

Though intimate honesty and authenticity were mentioned at times in Berne's writings, most references were general with hopeful discussions of someone becoming game free. He only spoke of intimacy as between the two Natural Child ego states, free of parental influence and games. In a later book (Berne, 1970) he opened the door wider for ego states, stating, "People have been trying to define intimacy, for example, for 5,000 years, with little success up to the present. By using the idea of ego states, however, I think we can say more about it now than anybody has been able to say previously" (p. 139). However, he never offered that there can be intimate rewards within every ego state, which is the subject of this article NOW.

There were occasional references to intimacy in Berne's books, but no plan as to how to get there. Intimacy was rarely mentioned in our Tuesday night training meetings at his San Francisco home in the 1960s. Sometimes too much closeness brought on his dry humor. He once said, "The PAC circles are like an ice cream cone and if it gets too warm, it melts." He warned of therapeutic overuse of the Nurturing Parent, calling it "marshmallow throwing." He referred to the three types of therapy available as "chicken soup (marshmallows), religion (Freud), and science (TA)." As a person, though, he was always appreciative and supportive of us all.

Berne's main focus was that the goal of TA treatment was to "cure patients faster" by using measurable contracts and new theory, simply trimmed to the basics by using "Occam's Razor" and written in layperson's language for easier understanding. New thinking on social behavior NOW still needs to fit his formula for scientific breakthroughs, usually with novel TA diagrams, charts, formulas, and lists, as in this article NOW.

The importance of this article in TA theory is that it (1) theorizes that behind each ego state

there is an ego state personality; (2) moves the use of TA diagrams from describing what has already happened into tools for creating change in the future *from a reactive TA to a proactive TA*; (3) is specifically a two person cooperative approach similar to neo Freudian two person self psychology changes as applied to recent relational TA therapy; (4) opens the door to an entire new scientific field for TA study, that of an intimacy analysis that includes in it a method for change; and (5) brings Berne's TA into the cognitive behavioral therapy (CBT) arena for wider popular use in relationship training and with further recognition of TA.

Personally, in my own development as a trainee with Berne for 6 years, I used all his scientific principles of theory making with the drama triangle in 1968, reducing all 100 games to the three changing roles of Persecutor, Rescuer, and Victim, and with the "Options" articles in 1971, carefully teaching how to escape from the games by a nimble OK crossing of negative transactions. That was the THEN for me. Ever since then I have been working on the NOW of theory and training in relationship analysis, intuition analysis, listening analysis, compassion analysis, and intimacy analysis as the NOW presented in this article on intimacy theory and training, with the first of this intimacy trilogy already written up as a NOW by introducing dual psychological and social intimacy blocks in last year's April *Transactional Analysis Journal* (Karpman, 2009).

Another evolution from Berne's THEN is that TA ideas have broadly spread into current use in the wider field of psychology beyond the TA borders to include coaching, education, and CBT TA style training in social skills in the NOW. These ideas are all available to the majority of TA therapists NOW; they can pick and choose from the different TA "schools" taught and available NOW as the therapy situation arises.

Other Psychological Theories of Intimacy

Passivity? There are, of course, many theories about intimacy. Many Freudian theories regard people as passive victims, that is, as passive victims of deep narcissistic wounds of childhood that trapped their free energy in a

countertransference bind, leaving them unable to gather up the interest or trust for intimacy energy that would need to be released in cathartic regressive therapy. But also some patients may see themselves as passive victims of bad dating choices in the world today or even as passive victims of airborne pheromones and "chemistry" that they are helpless to understand. But either way, besides having a "bad start" in childhood, they can gain in personal growth by an active social skills training system that is rooted in solid transactional analysis theory.

Purposeful? Most Bernean TA approaches dispute the passive victim theories, saying that the Child is not a passive victim but is responsible for making conscious "script decisions" in childhood (Goulding & Goulding, 1976) decisions that are no longer useful and that can be redecided in redecision therapy while specifically teaching the independence that comes from the idea that "the power is in the patient." Early childhood intimacy blocks can be removed by redeciding from any of the 13 injunctions with inhibitions such as Don't Be You ("I can't be my real self"), Don't Be Close ("You won't like me"), or Don't Want ("I want nothing for myself"). If a person has a Don't Act, he or she will not take action to look for a relationship; a Don't Belong will not feel welcome entering public to meet people.

Relational. Recent TA has a therapist centered treatment approach to intimacy by way of a corrective office experience with a therapist in the "intersubjective transference field" of relational therapy (Erskine, 1991). When the Personality Pinwheel model presented here is included in that office procedure, the "attuned and authentic" therapist, in the spirit of sharing, would happily model all five ego states openly, flexibly, and effectively. Then, with safe permission, he or she will elicit, guide, and enhance the same liberating full openness in the patient.

Early TA Intimacy: Then. Flirtations with the subject of intimacy appeared in a few earlier TA relationship approaches. Eric Berne's descriptive social level Relationship Diagram (Berne 1961, 1970, pp. 270-274) counted the nine open channels of communication (not transactions) drawn between each person's three ego states, with six out of nine channels necessary

for a relationship. But in there Berne was not dealing with any process for gaining mutual intimacy or individual fulfillment, which I am addressing in this article's NOW. Steiner (1971) discussed the value of transactional stroking in relationships. The Currency Wheel (Palmer, 1977) offers 14 script turn ons as "script currencies" (e.g., One and Only, Pied Piper, Beauty, Unique, etc.) that people can share to gain script love—the more currencies the better.

Others in TA from the Then to the Now. Taibi Kahler advanced his miniscript theory driver observations from the THEN into the NOW of his process therapy model, opening up intimate possibilities between six base OK personality types and carefully analyzed in the NOW of his process therapy model (Kahler, 2008). Redecision therapy of the THEN continues into the NOW with the formation of the Redecision Therapy Association and a recent large rededecision conference in New Orleans and a special issue of the *Transactional Analysis Journal* (April 2010), all representing recent developments NOW. Most basic TA ideas invented THEN are still basic to TA training to day, so Berne's thinking is alive and well in our practices NOW. Many other TA developmental and treatment approaches fill the pages of the *Transactional Analysis Journal*; most of those THENs and their followers quietly continue to work on their theories and have brought them into the NOW. They contribute to TA theory development over the years and are reflected in this centenary issue of "Eric Berne: Then and Now." With these widespread scientific developments in TA, no one theory should claim to be more NOW than another.

Pre-Berne Freudian Theory: Then

Berne invented a radical departure from the prevailing Freudian psychoanalytic establishment, seeing theirs as the THEN and his own as the NOW. He used to joke, "We're building a new Mercedes out here, and back in New York they're still driving a Model T Ford."

Freudians back THEN, with their focus on a childhood past, might see ego state flexibility training, such as the Personality Pinwheel, as "manipulation." The answer to that is that in the Personality Pinwheel there is no "manipulation"

involved. In TA, "manipulation" is a two handed game for a negative payoff, which is clearly not the case here. Neo Freudians today might say that additional structural ego state work is needed for lasting change, but that is not needed in well thought out social skills training. The old school system is not applicable when it incorrectly teaches that independent personal growth is only a "band aid," and an other symptom would just "pop up" somewhere else if the underlying childhood pathology is not explored in many years of analysis. At the THEN time of Berne, Freudians called educational adjuncts in therapy "intellectual defenses." Berne, with a smile, responded, "We respect our patients' intelligence." Later Berne wrapped it up by saying, "I could have spent the rest of my life disproving psychoanalysis, but I decided to invent TA instead."

THEN, at Berne's time in the 1960s, many other therapies also disproved Freudian thinking. Faster results were wanted for those happier times. Many others wrote that Freud's unconscious theories and lengthy treatment did not apply to the proliferation of newer change models. Back THEN, in Berne's time, there was a revolution mounting against Freud. We could see newcomers like gestalt getting to the emotions faster and rational emotive therapy getting to the thinking faster—and then a TA that did both faster. Then a CBT came along that overthrew them all in the eyes of the medical profession and well into the NOW by proclaiming to be more scientific and "evidence based."

Many other educational approaches were being developed that were actually opposed to the use of childhood explorations. Optional therapy work can complement social skills training and vice versa, but digging for pathology certainly would be inappropriate or forbidden in coaching and educational settings using TA, for instance, and yet their behavioral successes would be clearly evident and handsomely paid for.

Cognitive Behavioral Therapy. For the "NOW" we can ask, "Is intimacy training a form of CBT?" Not exactly. When TA adds emotions to cognitive behavioral therapy, perhaps we could then call it CBT TA, if we wanted to bring CBT under the TA umbrella, just as relational therapy brings in the neo Freudian

two person self psychology under the TA umbrella. TA has the CBT tools for objective education, training, practice, and measurement, but also TA can dig deeper into emotionally scripted causes of behavior to create deeper change when necessary. Social skills training is available in this article and can be reinforced with social rewards, as would CBT. The addition of emotions to the cognitive style is a major advantage of transactional analysis over cognitive behavioral therapy alone.

Intimacy Theory I: The Intimacy Scale

The Intimacy Scale was created to give value and warmth to the *topics* people talk about. The topics are placed on a scale that rates the social intimacy experienced between people during discussions. These discussions fall into five sections on the Intimacy Scale on an axis that rates closeness, along the axis between 0% isolation and 100% intimacy (Figure 1).

In Eric Berne’s published and private transactional diagrams, he would often quote the words to explain the social or psychological duplex level transactions that he was diagramming, but they were just snapshots in time and space. He never considered putting these words and sentences into a larger context of how they did or did not contribute to the goal of intimacy. The diagrams had no place to insert them. His focus was on the games that interfered with Natural Child intimacy but not on the topics that people could personally choose that could lead their discussions into intimacy.

Intimacy Theory and Training. The Intimacy Scale presented in Figure 1 is a new, original concept and transactional analysis diagram that can answer some age old questions of why some people are unable to engage in interesting discussions that move relationships forward while others do it easily. It can be used as a checklist for analyzing later what went wrong. The scale includes the method for teaching how one can move relationships forward from isolation, to interesting discussions, then on to personal friendships, then on to mutual intimacy, if desired.

The training with the Intimacy Scale referred to is (a) the teaching, (b) the practice, and (3) the reinforcement of positive conversations.

The theory is that there is this range of topics available, they are accessible to everyone, and it can be taught individually and/or with couples who seek deeper relationships at home and work.

Intimacy Blocking. Intimacy theory includes the ways to solve an intimacy issue socially, but this can be frustrated openly by (1) the overt barriers of the four intimacy blocks: the closed loop of Condescending, Abrupt, Secretive, and Evasive behaviors that block meaningful discussion of intimacy; or (2) covertly, by not revealing the three Scared, Disgusted, and Deprived feeling stamps in a secret collection that has turned off all motivation, as discussed in the first of this trilogy on intimacy analysis (Karpman, 2009).

Although reluctance to enter intimate relationships can be related to current life choices, other reasons are buried and unknown as unconscious script, transference, identity, or self worth issues that need to be uncovered and resolved in psychotherapy. These will be discussed as the case examples arise in the article.

The Intimacy Scale in Figure 1 can be taught and practiced in transactional analysis therapy and in coaching, counseling, consultation, education, and self discovery. It is applicable to all those who want to understand and improve the quality of their relationships to singles, partners, family, friends, in sales, and in business. The scale does not require the knowledge of ego states that is dealt with in the later section on the Personality Pinwheel, which discusses how to involve a greater number of ego states among participants seeking intimacy. This article as written can be a free handout in training and therapy.

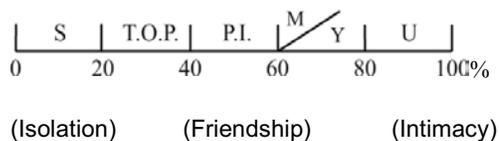


Figure 1
The Intimacy Scale

The Initials Explained. In the next sections are the five levels of discussion topics referring to the capitalized initials in Figure 1. To remember the initials, one can see them as sounding like an existential phrase: “Stop. I’m You.” The goal of training and practice is to be able to discuss the full range of topics meaningfully while moving among them and monitoring which level you and the other person are in. Note that conversations do not have to proceed to intimacy; many people are quite happy to stay with their favorite levels on the scale.

S 0% 20%

Silence. Silence occurs when no topics are discussed. Silence can leave a person feeling isolated and lonely. It can represent social withdrawal on the TA time structuring list (Berne, 1972, p. 22). Or it can be a choice for a much needed moment of relief when nothing has to be discussed between talked out couples some “private time.” But silence often is an awkward moment of embarrassment in a conversation, when uncomfortable thoughts leave a person looking for an escape, thinking, “How do I get out of here?” Silence can as well be a strategic retreat from discomfort. A shy person may have an ascetic life of preferred silence and be happy to let others do the talking, or the difficulty making friends can be a problem throughout his or her life.

T.O.P 20% 40%

Things, Objects, Places. Here, things, objects, and places (T.O.P., 20–40%) are talked about, but the lives of people who use them are not. These subjects are not personal. Discussing them avoids any deeper issues involved at the people 60% (P.I.) level or beyond. Talk of inanimate objects like frying pans, hockey sticks, and garage doors soon runs out of ideas. There may be camaraderie in pastimes about places visited, or the new restaurants in town, or how to fix leaking carburetors, but eventually the topics get exhausted and silence (S) follows. Some people have a greater collection of facts and things to talk about than others and can carry the conversation all by themselves. In a work situation, business (T.O.P.) may be all people are paid to talk about, and they are not encouraged to get into gossip about people (P.I.) or relationships with coworkers (M/Y) or

to ignore the power differential and inappropriately expect to get intimately close to supervisors (US).

P.I. 40% 60%

People, Ideas, Psychology, Issues, Philosophy, Interests. Here begins the fascinating discussions wherein people share personal ideas and opinions about current events or gossip about people in the news or what family and friends are doing. This is where people get into their theories on just about everything. A boring T.O.P conversation between dating singles can be remedied by moving forward to the next level and looking for the broader, more personal, and philosophical issues involved in the topic. Then one challenges the other to share his or her ideas on the issues (P.I.). Extra reading may be recommended in therapy or training to deepen the range of someone’s interests. Usually, political polarization and competitive opinions are best avoided.

M/Y 60% 80%

Me and You. This involves getting to know the other person with his or her hopes, dreams, and bad times—talking with interest about friends and families, hobbies, books, sports, work, and entertainment activities—all in the excitement of mutual discovery and genuine interest. It is the getting to know someone and finding that someone is also interested in getting to know all of the “real me.”

Often this (M/Y) level is the stumbling block for new singles, who quickly find out that they are not really interested in getting to know another person. They either do not know how preferring fun conversations about things and places because they think that is what is wanted—or they cannot express their best sides in a positive way and the other person loses interest. An inability to present a positive self image can be a (M/Y) subject for the therapist and the client to work on.

(M/Y) represents sharing that is mutual, not one-sided, as in the example of a hurried “interview” by one man who left the woman feeling, “He knows all about me but I didn’t find out anything about him.” Any intense “Me, Me, Me” or “You, You, You” or “Us, Us, Us” game feels pressured and alienating. Irreversible polarizing should be avoided by discouraging finalities

and generalities, such as, “We never agree. We’re like oil and water!”

A goal at this 80% level is to discover many interests in common. Compatibility in interests and personality is realized in the (M/Y) area. A (M/Y) accumulation of shared experiences and shared beliefs over time can be the bond that links couples together at the (US) level.

U 80% 100%

US. Progressing over to (US, 80 100%) stage, new couples may share the topic of what they first liked about the other, perhaps confessing a magical “love at first sight” connection on the intellectual or physical level as a common (US) experience. A hopeful awareness arises here that they have a lot in common and can make plans, share experiences, and make memories together either as romantic partners or as BFF (“Best Friends Forever”).

(US) can in time with love, admiration, appreciation, strokes, trust, and loyalty be a comfortable foundation level, allowing couples to shift their conversations among all the levels from time to time and to accept the personal differences that may arise. They can also enjoy the togetherness of sharing quiet time in the same room. Some take pride in the spirit of always wanting to be surprising and refreshing to the other person.

Notes on Theory. Couples may call the attraction “chemistry” and not know why. But this may actually be the sharing of many of their favorite 14 TA script currencies (Palmer, 1977) or the addition to the higher topics of conversation in the Intimacy Scale, combined with the number of ego states welcomed in the Personality Pinwheel, as well as the quality of strokes given (Steiner, 1971).

The Intimacy Scale in Use

Explanation. The Intimacy Scale is used to explain how conversations can be advanced from the superficial to more meaningful levels (or vice versa, if preferred); why certain topics of conversation do and do not work; and what to do to stay versatile and interesting in your talk and avoid being boring. Some fine tuning of the training follows.

Speed. The moves across the scale may be gentle and slow—slow as in building up a persuasive

argument for a business presentation in salesmanship or for romantic interests. Or the moves may also be too sudden, perhaps purposeful, for instance, by a comedian for shock effect, or used slowly like a “segway” blend to demonstrate the art of comedy. The sudden laughter of “we think alike” can create an (US) connection with the audience.

Diagrams. The explanations also cover the possibilities of when topics are either overdone, underdone, or done wrong. These are illustrated with conversational topic bar graphs, “Talkograms” next, and the TA Sweatshirts later in this article. Different diagrams and pictures are used in intimacy training to further teach the concepts visually, similar to the visual use of the Personality Pinwheel diagram later to teach ego states in action.

1. *TOPICS OVERDONE.* Two examples of how a conversational category can be overdone are pictured as follows:

Too Obsessed. Figure 2a illustrates a conversation by a man who repeatedly monopolized his discussions with all the *ideas* that fascinated him (P.I.). In another example, a person was obsessed with gossip about *people* almost exclusively (P.I.). Overdone with too much information, these topics become tedious and soon the other person tunes out into dreamer silence (S).

Too Personal. Figure 2b illustrates people who are “too pushy too soon,” perhaps pressing too quickly for sex, romance, or commitment. It can show up as pressured Me/You (M/Y) talk, interrogating the other person too personally (YOU), as in the ritual singles’ game of “20 Questions” (“What’s your name, where do you work, do you come here often, and what’s your sign?”). This can also include someone who talks exclusively about himself or herself (too much Me, Me, Me) and seems boasting and self-centered too much ME. Conversely, it can represent someone who is too other-centered—too much YOU—relentlessly intrusive and rescuing others with smothering helpfulness. This can include an “over the shoulder” micromanager at work or the “helicopter mom” hovering over her children. There are couples who labor too long in talking out their troubling

relationship issues (M/Y) and find it soon becoming a tedious transactional Ritual and forgetting to have fun together as an (US) couple.

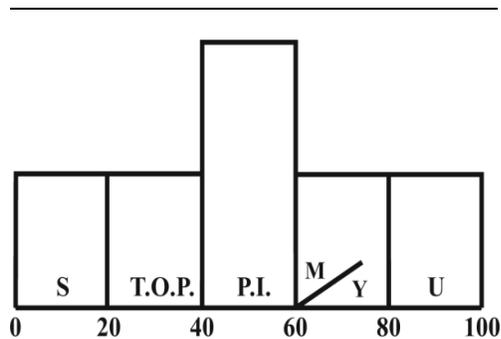


Figure 2a
Overdone: Too Obsessed

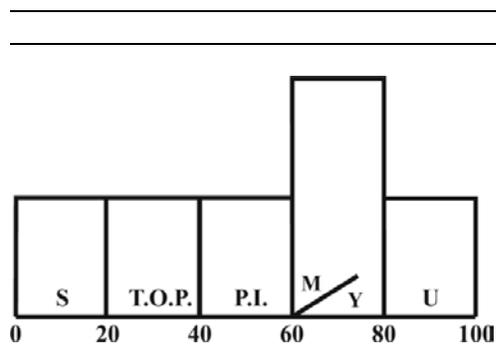


Figure 2b
Overdone: Too Personal

2. *TOPICS UNDERDONE.* A conversational category may be underdone as illustrated in Figure 2c and Figure 2d.

No Ideas. Figure 2c illustrates people who lack ideas and are unable to discuss people and issues in an interesting way, as shown with a low (P.I.) in Figure 2c.

Notes On Theory. There usually are underlying script issues with such individuals. One patient made a childhood Don't Be You decision from a fear of her ideas being exposed to intellectual criticism in the home. Another patient reinforced an earlier Don't Belong decision when around "smarter" people in the classroom. These people need permission to be

themselves and to think and share ideas. All other script injunctions may also come into play.

Notes On Training. Homework may include reading newspaper and magazine articles or seeing more movies to be able to share information and form original opinions. Extended discussions can be practiced in the office setting as well and rated for their continuing interest. Improvements may also be suggested.

No Commitment. Figure 2d may represent a person with underlying fears of rejection, fears of intimacy, fears of commitment, or all of those and who automatically avoids the intimate (US) category in conversations.

Notes On Therapy. As an example of underdone, one scripted patient chose a Don't Be Close decision to protect against a relentlessly critical parent, taking on the "Lost Child" role in a dysfunctional family. In TA, those decisions can be treated in a variety of ways, for example: (1) with two chair regressive gestalt therapy in the redecision format (Goulding & Goulding, 1976), (2) in the attuned one to one intersubjective field (US) of relational therapy (Erskine, 1991), (3) in Bernean group therapy with educational and social level script analysis, (4) by work on specific Dreamer issues among the six personality types and phasings in the Kahler process therapy model (Kahler, 2008), and (5) in many other transactional analysis early developmental approaches (Levin, 1982; Schiff & Schiff, 1971). A low (US) level of interest is shown as the lowest bar in the lower right of Figure 2d. It is shown later with its "sweatshirt" that invites an *intimacy game* and switch (Figures 3a and 3b).

3. *TOPICS DONE WRONG.* Some misuses can include people coming off as intrusive, insensitive, or inappropriate, even though the topic seemed OK. There can be situations in which the subject discussed is OK but the timing is wrong. There are many theories behind how people avoid closeness. If their talk is contaminated with dramas, drivers, and discounts, it can sidetrack any goal of genuine conversation. Some passive people in a group discussion think they are supposed to wait for others to start the conversation. They will not initiate conversations themselves, perhaps from an

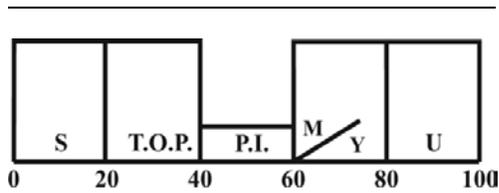


Figure 2c
Underdone: No Ideas

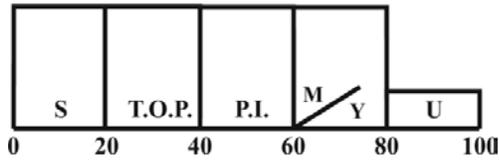


Figure 2d
Underdone: No Commitment

underlying Don't Belong belief or a Don't Be Important feeling that they have nothing to offer. Conversely, one shy man in a group described himself as "a man of few words," but he listened intently and was able to feel included and to benefit from the conversations of others.

Intimacy Games: Then and Now

The defeat of intimacy is the payoff in all games in the hierarchy of Berne's time structuring list. Games can come complete with the set up, the switch, and the payoff. These games can reinforce a script Don't Be Close injunction that may negatively advance a person's script, along with the many other psychological "advantages" of games.

For the "Then and Now" of this centenary TAJ Eric Berne memorial issue, the moves of a game can follow Berne's long list THEN of over 100 games by name in his popular best seller *Games People Play* (Berne, 1964) or follow his complex game Formula G: C + G R → S → X → P (Berne, 1972, p. 23) or follow the long list of the ulterior advantages of games. But TA in the NOW usually uses games reduced in practice to just a few games or people make up their own suitable names. They

may even be referred to more simply as some one feels "gamey," or the con is just a "Bait And Switch" or a "Trick and Trap." Games can be interrupted at the discount level (Schiff & Schiff, 1971) or at the driver level (Kahler with Capers, 1974). Or, many people simply identify the three role switches in the drama triangle and work from there (Karpman, 1968, 2007e) in the NOW, less complicated than the first ideas of Berne back THEN.

The Game Is in the Sweatshirt: Then and Now

But these intimacy games can be signaled on a person's "sweatshirt" as a warning for the intuitively trained person to see. In our "202" seminars in his San Francisco home in the 1960s THEN, Berne would frequently talk about a person's identity as being worn on his or her "sweatshirt." But rarely are they referred to in TA use NOW. Berne wrote about it extensively for seven pages in *What Do You Say After You Say Hello?* (Berne, 1972, pp. 176-182). He wrote about sweatshirts: "All the items . . . discussed so far . . . are condensed in the patient's demeanor, the way he 'comes on,' and that is called his 'sweatshirt'" (p. 176). On the next page he continued, "A transactional or script sweatshirt is an attitude which is clearly advertised by the person's demeanor, just as clearly as though he wore a sweatshirt with his script slogan printed on the front" (p. 177).

To bring it up to date, we can place a person's individualized Intimacy Scale on his or her sweatshirt in the NOW, an intimacy measurement unknown in Berne's THEN. For example, the "No Commitment" person in Figure 2d can signal to others an ulterior message ("con") on the front of a TA "sweatshirt" aimed at the "mark's" weakness ("gimmick") but giving fair warning to intuitive people of what game to expect. The front is the "Come On," the back is what Berne once referred to as a "Come to Find Out" game after the switch.

In the example in Figure 3a, the front of the sweatshirt has the "Not Ready Yet" teaser that offers hope the "con" to the other person's "gimmick" to his or her wish to "Try Hard" and achieve intimacy. Then, classically, there comes the inevitable surprise "switch" to the

back of the sweatshirt, shown in Figure 3b for the game surprise of “I’ll Never Be Ready” and the payoff in disappointment racket stamps.

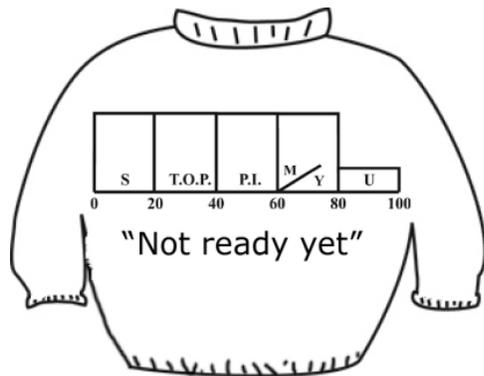


Figure 3a
(Set Up) The Front of the Sweatshirt

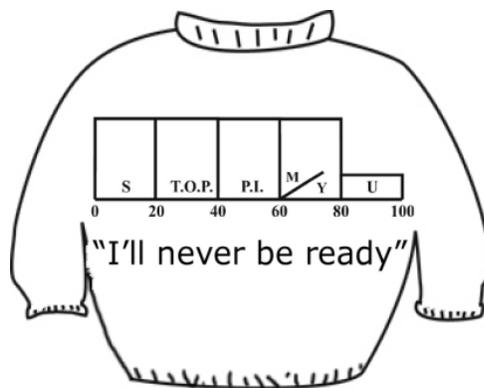


Figure 3b
(Switch) The Back of the Sweatshirt

New Sweatshirt Theory

Berne in those seven pages THEN listed many possible sweatshirts, but in the NOW they can be reduced to only two challenging sentences to be filled in that contain a game “thesis.” Just as a multiplicity of games THEN

were reduced to three roles in a drama triangle, NOW just these two sentences can be used to reveal most games by intuitively filling in the sweatshirt thesis with either of two sentences:

1. “Try and . . . If You Can”
2. “Let’s All Pretend That . . .”

Using either of these two sweatshirt templates for the “No Commitment” person in Figure 2d, the game thesis seen on the sweatshirt could be used as follows: (1) predicting in advance the moves and switches in this person’s ulterior intimacy game or (2) finally realizing later what had happened after it all “Come To Find Out!”

1. “Try and Know Me If You Can”
2. “Let’s All Pretend I Can Be Intimate”

Intimacy Scale Variations

1. *TO ILLUSTRATE NEGATIVE TOPICS.* Figure 4, with the (+/-), illustrates that in teaching the Intimacy Scale, explanations are needed to point out that negative topics can emerge as well. Any research project that diagrams conversations should allow for this.

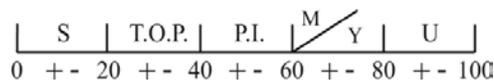


Figure 4
Positive + and Negative - Discussions

2. *TO DIAGRAM SWITCH SEQUENCES.* Figure 5 illustrates for research how sequences in conversations could be numbered. It shows a three sequence friendship ending argument in which a first degree discussion of politics (P.I.) switches quickly into revealing the extreme differences among the discussants (M/Y). After heated second degree arguments, there was a switch to Silence (S), and neither person cared to talk to the other person again; but each still got typical game payoffs for an argument, such as (1) being defeated again, (2) being misunderstood again, (3) being exasperated again, or (4) or being triumphant again.

3. *TO DIAGRAM PERMANENT BOUNDARIES.* Note that Figure 5 includes two new double thick lines to represent permanent barriers

that prevent further progress in any direction here, to avoid any chance of intimacy, as in the political argument just described. Dotted lines (not shown) could represent permeable boundaries between sections.

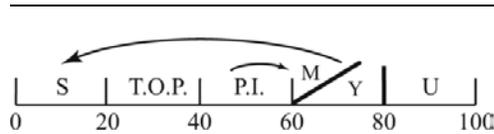


Figure 5
A Two-Step Sequence with
Permanent Barrier Lines

Case Examples

Example 1: Joe. Joe was a construction worker, an all male action figure who came into therapy because he wanted to be with a woman but he did not know why his dating was not working. In therapy it was discovered that he had a common problem: He did not know how to get to know someone, and he was not putting in the effort.

For the past year he was in the “Stuck in Singles” Loop of always “Picky, Lazy, and Lacking” (P/L/L) rather than the opposite “Winners Loop” of “Positive, Looking, and Lovable” (P/L/L), same initials (Karpman, 2009). He was Too Picky in that he found faults in every woman he met, Too Lazy to spend enough time going out looking for women, and Too Lacking in that he could neither discuss ideas at the 60% level (P.I.) nor do the feeling talk at the (M/Y) Me/You level at 80% or the (US) talk at the 100% level.

When the woman inevitably wanted more personal revelation, feelings, and friendship, his fear of intimacy kicked in, and his unfeeling miniscript “Be Strong” “Driver” pushed her away with negative judgments about her in a game of “Blemish” at the miniscript “Stopper” level and then over to the final miniscript “Payoff,” which he didn’t disclose (S) thus discounting his intimacy problem and solvability. Conversation became uncomfortable for both of them. Soon, they both were staring at the walls and just wanted to get away.

Notes in Training. However, Joe was a hard worker and motivated in therapy. He did the homework that he practiced during dating: keeping in mind the Intimacy Scale (genuine interest in her topics) and the Personality Pinwheel (genuine interest in her five ego state personalities). In time he was able to open up and succeed in a committed relationship and to leave therapy.

BOREDOM ANALYSIS. Figure 6 shows the initial stage in the first weeks of Joe’s therapy. In the transactional analysis time structuring list, his initial pastimes about things, objects, and places in dating inevitably slid into boring ritual talk and eventually withdrawal (S). No (P.I.), (M/Y), or (US) topics ever entered his conversations and he never “connected.”

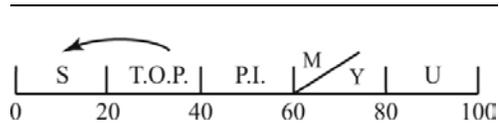


Figure 6
Boredom Analysis

Example 2: Bill. Figure 7a, 7b, and 7c show a three stage sequence. Bill, an eligible bachelor in his thirties, looked forward to arriving at work in his busy office to end the silence (S) and boredom of his withdrawal into obsessive thoughts at home (Figure 7a). He liked going to work and talked comfortably with the people there about things, objects, and places of the impersonal business talk (T.O.P. 40%). He occasionally engaged in interesting discussions about current events at (P.I.): people, ideas, and issues (60%) (Figure 7b). But when some women at work got interested in him and hinted at moving him over with them to (M/Y), Me/You, (80%) talk, he quickly backed off and silently (S) retreated into himself (20%) (Figure 7c). Some of the hopeful women felt rejected in their Child, but others in their Parent wrote him off, thinking of him as too shy and self absorbed for their likes.

Notes on Theory. In therapy, it was discussed that at the *social level TA*, Bill harbored recurrent

fears of dating because he would not be able to function conversationally or physically. He would not discuss this with the women or elicit their help (which they would have given him). He was also afraid of workplace rumors if he dated coworkers, and he would not discuss that subject either (S). On the deeper *psychological level TA*, there was an intimacy block from within, an inner “You’re No Good” script tape from his father that damaged his acceptability, hope, and confidence with women.

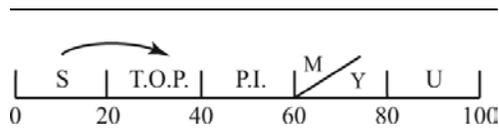


Figure 7a
Bill's Arriving at Work and Talking about Work

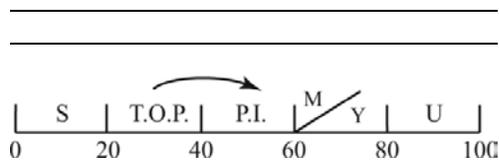


Figure 7b
Bill's Current Event Conversations at Work

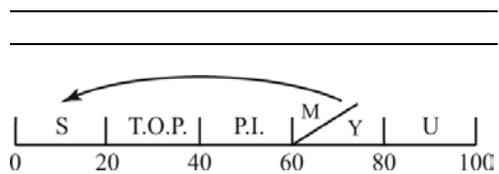


Figure 7c
Bill's Sudden Fear of Closeness and Escape

Example 3: Jill. Figures 8a, 8b, 8c refer to Jill, a 20 something saleswoman who loved men and sex and made it obvious. But the only men she wanted were the disinterested and challenging “hard to get” kind. Repeatedly, they only stayed around for a one night stand. The brief me and you (80%) exchange at the singles’ bar quickly moved across the Intimacy Scale to (US) talk of sex (100%) (Figure 8a). But after the one night stand was over, the men

never called back (Figure 8b), and she was left with 0% silence on her cell phone.

Progress in Therapy (Figure 8c). After too many similar disappointments, Jill decided in therapy that in the future she would get to know the men by first using her intelligence to discuss with them the topics of people, psychology, issues, and ideas (P.I.) at the 60% level, and then only with men she found that she had a lot in common with (M/Y) 80%. Dating improved dramatically. She had several rewarding relationships with men at the 100% (US) level; they would call back, and she soon left therapy with her contract satisfactorily completed.

Figure 8c is also useful for applying to conscious life choices made by cautious people who may also have a (a) fear of rejection, (b) fear of aggressive people, or (c) fear of commitment and who might want to slow things down by changing the subject to something more general and less personal.

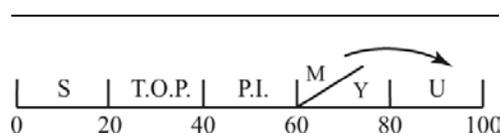


Figure 8a
A Too-Quick Turn-On

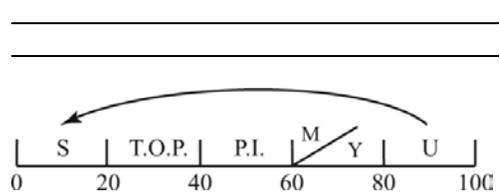


Figure 8b
A Too-Quick Turn-Off

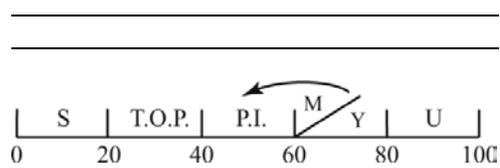


Figure 8c
A Slower Getting To Know You

Example 4: A Couple. Figure 9 refers to a newly married couple who were in business together. They found their business disagreements led to fights that involved a negative Me/You (80%) trading of insults about each other's judgment, character, and attractiveness. But secretly, it was an "If It Weren't For You" game, because their (M/Y) fights were their most personally involving (US) stroking interactions.

In Therapy. To keep the peace, they agreed that at the first sign of escalation, either one would decide to take a time out and switch to safe business subjects (T.O.P.) or even retreat to another room or leave the premises (S, 0-20%). This is the same "time out" that is recommended to avoid domestic violence escalations (Figure 9).

In Coaching. Similarly, a boss, a sports coach, or a military officer may feel compelled to create distance and respect for the common good and quickly switch to business talk to appropriately tone things down, that is, to go from (M/Y) (80%) backward to T.O.P. (40%) (Figure 9).

But the opposite may also be a choice; the arrow may be advanced in the other direction (not shown) from (T.O.P.) forward to (M/Y) with a decision to "better get to know the people" they work with in order to increase teamwork, loyalty, and job satisfaction (US).

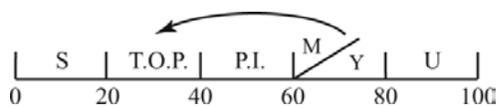


Figure 9
Creating Necessary Distance

Intimacy Scale Training

Office Practice. In the office setting, a patient is shown the Intimacy Scale diagram on paper or on a blackboard or given a copy of this article. The scale is first explained with examples and then used for practice and homework during the weeks ahead to monitor and reinforce the positive results. The psychological

levels are explored in therapy; the social levels are practiced in the office and in homework.

In practice, the diagram and stages in the Intimacy Scale are all regularly referred to directly by name. Eric Berne once said, "You know a patient is in therapy when they start using your language." Here the cooperative patient will come in prepared each week to describe the progression, or lack thereof, by using the language of the topics on the Intimacy Scale. The homework always also includes reporting on the total number of ego states engaged in the companion Personality Pinwheel diagram described in the next section.

Workshop Practice. In a relationship training workshop, the Intimacy Scale is written on the blackboard for the audience to refer to. The practice is then done in pairs. Some of the more popular exercises are described in the following sections.

1. *Tug Of War.* This one on one exercise gives participants an experience of rapid switches forward and backward. For example, one man's conversation with his woman partner was approaching familiarity too rapidly. He opened up a discussion with the suggestive topic of "our bedrooms" (US). But then the woman artfully distanced the bedroom subject by referring to antique books she read years ago on "the interior design of living spaces in the middle ages" (things and objects in faraway places and time). In this exercise, both partners should practice all the levels of the scale.

2. *Bus Stop.* This is a workshop group demonstration called "Bus Stop" that places a man and a woman volunteer on a "bench" with the instructions that they have 10 minutes (before the bus arrives) to gradually find out enough about each other and what they have in common to make them want to get together again and trade phone numbers. The workshop leader, in real time, at the blackboard with the audience watching, points out the topic areas as they are covered by the couple on the Intimacy Scale and also notes if enough OK ego states are being engaged in the Personality Pinwheel diagram, also drawn on the board.

3. *Openers.* In this full group workshop exercise, each person takes a turn to blurt out to the crowd just one opening sentence to see if it

could generate 15 minutes of interest. The others raise their hands if they would like to talk about that subject for at least 15 minutes. One woman once opened with “I saw a suitcase in the terminal today.” No one raised their hand. But when another participant asked, “I have never been able to have a great relationship; I wonder if that is possible?” most people raised their hands to talk on that subject. An example that has no “kid hooks” was once suggested by Berne as a conversational non opener: “My, aren’t the walls perpendicular tonight?” That T.O.P. topic too would not generate 15 minutes of interest.

Resistance in Intimacy Training

Resistance in intimacy training is as varied as the approaches that there are to treat it. On the TA social level, ambivalent singles may simply not want to give up their lifestyle, fearing that relationships will not be as rewarding as their personal freedoms. People may be held back by old unresolved positive and negative attachments to people in their past. Some people have doubts that they have anything to offer or that they are able to connect and be liked. There are hidden “Never” scripts (e.g., “I’ll “Never” compromise my demands!”) or “Until” scripts (e.g., “I can’t do serious dating “Until” I first move out, then get my place, then get a car, then more money, etc.”). Some of these personal script timetables refer to Berne’s (1970, pp. 166-177) list of six time scripts.

Someone may be “not much of a talker” and just be uncomfortable meeting people. A man may have the “Peter Pan Syndrome” (Don’t Grow Up) and keep the high school identity of “one of the boys” until he is 40, when all his drinking buddies are married, leaving him sitting at the bar alone. Pessimists may be reluctant to trust because of their negativity. Others are held back by memories of defeats or accumulated hurts, failures, or fears of responsibility that need to be talked out. Age, tiredness, and hormones may unknowingly influence a person’s motivation. Common script tapes such as “nothing matters, why bother? It won’t work” often play in the background, out of awareness as an endless loop, leaving a person with only half hearted attempts to connect. Some people

are just not open on any given day. All these and more may come up in discussions. The Intimacy Scale is also useful in classroom and coaching situations in which deeper psychological level therapy is not necessary. Copies of this Intimacy Scale and Personality Pinwheel article are always used together in a handout for singles and others wanting to connect but who do not know how but are willing to learn. Many people are pleased with the immediate results.

Intimacy Theory II. The Personality Pinwheel

The Personality Pinwheel is an original transactional analysis diagram that places the five OK ego states of a person onto a circular “pinwheel.” The diagram is used to analyze conversations with another person who has his or her own five OK ego states on his or her own pinwheel (Figure 10). The ego states are placed on a new circular ego state model, necessarily invented as rotating to best illustrate the option of reaching out to the other person, turning both pinwheels, in self and other, in the search to find available ego states to engage in oneself and in the other. The goal is closeness or intimacy by liberating all five of the ego states personalities in each person, thus resulting in a person feeling comfortably accepted and welcome. The action of turning is represented by the side “spin marks,” and the OKness is represented by the “+” mark by each ego state. The sparks are the conversation. The base represents stability.

Theory

The theory is that increased personal involvement between people is a function of the total number of OK ego states actively engaged and welcomed between the two people. This is a scientific diagram that explains what is already naturally happening between people, but here it is put into a more comprehensive psychological format that can be reliably taught. People appreciate using a system of knowledge that offers 10 fundamental ways of relating to people that can be taught step by step with supervised practice. No underlying therapy or structural ego states are necessary in this social skills training and would actually be inappropriate and

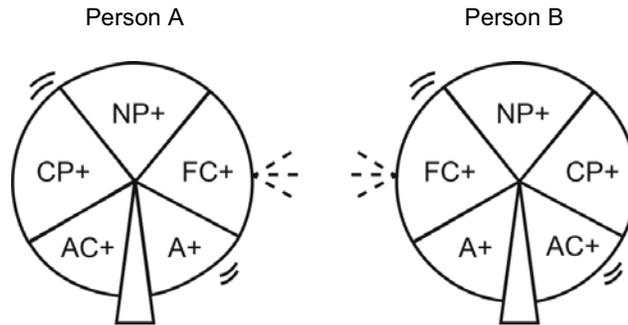


Figure 10
The Personality Pinwheel

forbidden in coaching and educational settings. When each person lets the other person know “the real me” on all five sides of his or her personality, he or she can trust that he or she is acceptable and can speak more freely. The person can feel that his or her worth and depth is known and understood and does not need a therapist to be “the first person to really understand me.”

Training

The training teaches people (1) what the basic transactional analysis social ego states are, (2) how to go about freeing up each of the five ego states in themselves, and (3) how to reach out to free up the other person’s five ego states. It can be first practiced as an exercise in group therapy or in a one to one with a therapist, then socially for homework. Some OK words used to describe the process of bringing out the best in someone else’s ego states are: to welcome, enhance, liberate, attract, draw out, invite, release, request, give permission, reach out, solicit, extract, allow, experience, discover, appreciate, stroke, and empower. Trainers can also demonstrate the functional ego states using themselves as a role model. This model has been successfully used and perfected over 30 years.

The goal for couples is personal liberation for both parties in making relationships feel more permanent and complete; this gives a step by step way of reading the progress as it is

unfolding. As homework, the total number of ego states experienced are noted, improved on, and reported back. They are counted up and discussed week to week to reward the progress of the training. It is an important marker to note that to be counted, the ego states must actually be authentically *experienced* in the other person and in oneself.

Used in coaching, for example, an actor in training would not only practice developing the effective full range of his or her five “personalities” but also learn how to reach the full range of ego state personalities in audience members. Business consultants in the workplace can set up exercises in which clients learn likability (demonstrate five OK ego states in themselves) and sensitivity (find and appreciate five OK ego states in others) by creating two way practice exercises with ego states.

Often in therapy the Personality Pinwheel is used as homework with single persons wanting to develop personal skills in order to connect more successfully with a partner. The rotating wheel conveys ego state flexibility much more so than does the traditional, rigid, stacked circle model, which is not used. It is important that the pinwheel diagram appeals to a person’s Free Child, particularly in a playful workshop setting. Enlisting the cooperation of the Free Child is always important in social TA therapy. As Berne said, “The Free Child is the most important part of the personality and all the other ego states are set up to protect it.”

Note that the training always includes working together with the companion concept as two sides of the same coin:

1. The five step Intimacy Scale rates the warmth of the topics discussed.
2. The ten part Personality Pinwheel rates the warmth by the number of ego states involved.

Teaching the Ego States

Note that the ego states can be written in any order in the diagram. They are used here as the five sides of the “personality” and not traditionally as transactions; therefore, transactional lines are not drawn. Only the OK sides of the ego states are involved to achieve the mutually positive outcome.

The Process. First, the ego states are explained. They can be practiced in group therapy. Then further reading is offered by using this article as a handout and by reading a recommended inexpensive introductory primer (Campos, 2001) or the original classic best seller books that are still available (Berne, 1964; Harris, 1967; James & Jongeward, 1971). There are also advanced TA developments in training books (see Stewart & Joines, 1987, and others). There is a recommended seven disk DVD introductory TA 101 lecture series that is now available (United States of America Transactional Analysis Association, 2008). Any additional knowledge of ego states helps. The ego states can be practiced in individual, group, and workshop trainings, such as rehearsing OK crossed transactions practice with “Options” (Karpman, 1971) and viewing an available DVD available from the ITAA, such as *Game Free Communication for Couples* (Karpman, 1997, 2007b).

Note that instead of the original three ego states Parent, Adult, and Child here we use the social level five ego states system that is more varied and useful. The OK Rebel Child (RC+) is incorporated into the Free Child. Here we use only the socially observed behavioral and experienced “functional” ego states, not the unseen internal “structural” ego states. This follows Berne’s final definition of an ego state as something external and real that can be photographed and tape recorded (Karpman, 1972). The ego states of the Personality Pinwheel are described in the following sections. Readers

should note which ones describe them and what they are able to encourage and reward in others.

CP+ The OK Critical Parent Personality. The CP+ in you and in the other will both take charge and bring the conversation around to appreciate each other’s values, character, and accomplishments. Mutual CP+ talk can be about personal successes, ambitions, purpose, and job responsibilities. Strength of character and foundations of trust will be revealed as you let the other person know who you are and what you believe in. Obviously, you need to know your own identity and positive self image in order to reveal these qualities. Show that you can take charge and solve problems with friends and at work and seek and stroke examples of that in the other. In contrast, the negative CP would be critical, closed minded, opinionated, and prone to Persecuting Victims in the drama triangle (Karpman, 1968, 2007e).

NP+ The OK Nurturing Parent Personality. You actively inquire about others’ kindnesses and give them strokes for their good deeds and ideas. Demonstrate comfort, tenderness, and concern. Know what they care about and of their desire to be useful. Reveal some of your own OK AC+ so the other feels helpful as an NP+ to you. Give him or her NP+ opportunities to function by asking for OK help but not as a needy or pitiful AC. Meet the six needs for couples in the Love Me, Like Me, Help Me, Hear Me, Hold Me, Have Me list (Karpman, 2007d). In homework, rate how well you gave of yourself. Rate yourself 0 to 100% on the four step Generosity Scale; the steps are give generously, give enough, give less, and give elsewhere (Karpman, 2007c). Find out what others need and show that you can be a best friend, a concerned listener, and will offer support (Karpman, 2007a). Give and receive comfort and reassurance. Care about others’ self fulfillment and self worth and give guidance. Get in touch with your heart and theirs. Build a core group of trusted friends. Confidants provide help during troubled times. In contrast, the negative NP would be saccharine sweet, losing respect by being too easy and too helpful to the point of smothering, including the continual Rescuing of intimidating and unreliable people in the drama triangle.

A+ The OK Adult Personality. Be able to talk about a range of topics. Demonstrate reason, good listening, straight talk, and openness. Save up information and interesting facts to discuss when you meet people. Facilitate others in feeling smart, clever, and wise in your presence and with others. Show the ability to talk openly about the relationship and its issues. Let your intelligence be useful, not competitive, for the other person's benefit and admiration. Experience a love of talking things over with each other as a best friend and confidant. The negative (Excluding) Adult A is intellectually cut off from feelings, compulsively factual, and boring.

FC+ The OK Free Child Personality. Be playful and open to teasing. Go out to fun places and make memories together. Bring with you inspiration and a joy of life. Be fun, charming, spontaneous, surprising, joking, and sometimes refreshingly unpredictable (RC+). Reward the same in the other. Find the creative side in others: stroke them for their style in clothes, home decorating, or humor. Appreciate their spontaneity, optimism, and hopes. Laugh and love with them. Be glad when they get fulfillment in their physical and emotional life. Give strokes for who they are, what they do, and what they have done. Accept strokes from others. The negative FC is unreliable, hypomanic, corny, spacey, and histrionically dramatic and will wear you out if you try to keep up with it.

AC+ The OK Adapted Child Personality. AC+ is passive and easy to be with. These indi-

viduals are reliable, trustworthy, act appropriately, and will not embarrass you in public. They are cooperative and vulnerable but want to be understood and appreciated. Show that your AC+ is adaptable and flexible and will not be a problem for others. Let them win more than their share of arguments. Admire the other person. AC+ will pitch in and work hard as a good team player. You need to show your wants and needs with your OK AC+ so the others can help you with your issues and feel needed in their NP+. The negative AC will carry TA rackets and script games and play helpless victim roles that can drain and drag you down to the point that you get forever sidetracked from your own life goals.

A Case Example

Rob, a mechanical engineer in his late thirties, awoke from a "Rip Van Winkle" script and came into therapy. He barely dated for 10 years then suddenly realized time was passing him by. He was worried that he might never get married or have the family he wanted. But he was uncomfortable with women, and he did not know how to develop a relationship. He was given some introductory TA reading and became interested in going further using psychology.

First he needed practice talking with women as friends in casual conversations. He did this, and over the weeks his fears left, confidence returned, and he was ready to progress forward. He was interested in learning TA ego states with the Personality Pinwheel. Then he used it for homework practice and analysis.

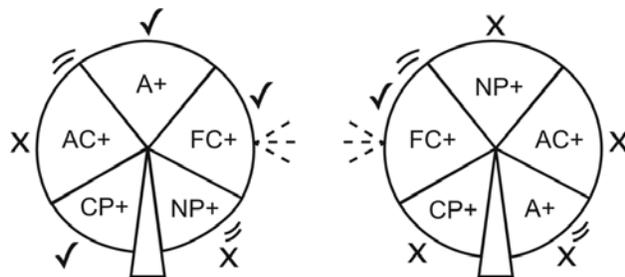


Figure 11
The Personality Pinwheel: Rob's First Date

First Date: Figure 11. Let's look at Rob's pinwheel homework on the left. The check marks indicate that he was in his playful FC+, in his straight talking A+, and discussing his responsibilities at work as competent CP+. Using the X marks to show what was missing, he never revealed a need in his AC+ for her help, and he showed no NP+ to her, denying her the hope of someday having a good friend who was sensitive and helpful to her. The total for him was three checks and two Xs in Figure 11.

Her pinwheel is on the right in Figure 11. His discomfort was intimidating to her, and she hid both A+ information and CP+ opinions from him out of a fear of inadequacy, choosing to go along with his fun FC+ instead. She showed some AC+ vulnerability that he did not pick up on, so no check mark was given to her there because he never experienced her AC+. He avoided any NP+ interest from her because of his fears of being vulnerable to his projected meddlesome mother, revealed in therapy in transference work.

Homework Reporting. The therapist/trainer first addresses the homework reported by following a checklist to see if each of the 10 ego states (5 + 5) were welcomed and experienced by both parties. Five routine questions were asked of Rob, not only about what he observed in her behavior, but what he personally experienced with her. He was asked if he *experienced* these feelings:

CP+ "Did she respect you?"

NP+ "Did she help you?"

A+ "Did she talk with you?"

FC+ "Did she have fun with you?"

AC+ "Did she need you?"

For this he only could give one check mark: to her playful FC+ having fun with him. In the NP+ help axis, when he was asked if his Adapted Child requested help from her Nurturing Parent, he could not think of any help he would have needed from her. Then the therapist offered AC+ suggestions: He could have asked her for advice with his family, friends, or co-workers or for her advice as a newcomer to the local dating scene. Her NP+ never felt that he needed anything useful from her or perhaps from any woman. Therefore, Xs were recorded on the pinwheel (Figure 11) for his unused

AC+ and for her unused NP+. Each ego state routinely is asked about in therapy. Rob only encouraged and experienced one ego state from her: the check mark by the FC+. Out of a possible 10 checks, the total score for the first date was only four (his 3/5, hers 1/5), which is below the recommended minimum of three per person. They had no interest in seeing each other again.

Deeper into Therapy. Rob realized that the absence of OK NP+ both ways was a trust issue for him that needed work. There was also his realization that he did not really want to "know" a woman and certainly did not know how to go about it. In therapy he saw that was based on an old aversive transference experience with his mother. He had no sisters or women friends as positive role models, and he lived his non-dating life as "one of the boys" in his own high school "Peter Pan" script (Don't Grow Up).

Subsequent work on his ego state skills improved the total score up to seven on the Personality Pinwheel. He also progressed on the Intimacy Scale as he became much better on the scale at People/Ideas discussion (at 60% in intimacy), Me/You genuine interviewing, friendship, feelings of knowing each other (at 80% intimacy), and even enjoying an occasional "US" experience at 100% intimacy. The shared FC+ camaraderie and the mutual physical turn on grew more satisfying.

A Spiritual Goal. The attuned spiritual goal may be to attain a transcendental magical shared "Oneness Ego State," theoretically a new "transactional nirvana" or a reawakening of the Freudian "oceanic feeling" of the new infant and of Indian mysticism when all 10 ego states in harmony will total 11 in the Intimacy Formula I in Figure 12, with e+ representing ego states. Dotted lines can encircle both pinwheels with a new double ego state "skin" representing Transactional Oneness (Figure 13).

$$5e + 5e = 11e$$

Figure 12
Intimacy Formula I

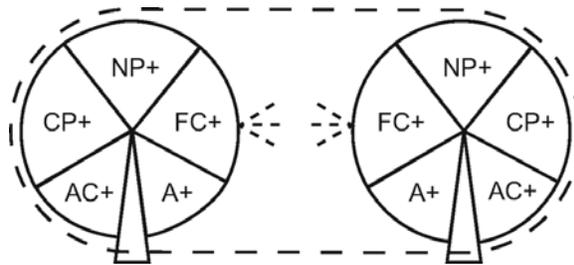


Figure 13
Transactional Oneness

Theory Issues for Intimacy Analysis

For this “Eric Berne: Then and Now” centenary issue, I introduced intimacy analysis as a NOW, an important new present day leap forward in ego state theory from Berne’s THEN. In the THEN, Berne used functional ego states (people to people) in the context of describing the transactions of observable social behavior. The Personality Pinwheel advances this social ego state theory, not just for describing past transactions but as an immediately useful tool for developing future depth and richness in ongoing social relationships. It is applicable to all five fields of transactional analysis: psychotherapy, business, counseling, educational and scientific.

In the Personality Pinwheel there are twelve new theoretical positions:

1. Behind each of the five ego states there are five distinct and complete personalities.
2. The 10 personalities are accessible in everyone.
3. Motivated people can learn how to release each of their own personalities.
4. Motivated people can learn how to help release each of a motivated partner’s personalities.
5. People feel trust and worth when their five personalities are experienced and welcomed.
6. One has responsibility for freeing up one’s own ego states for his or her partner.
7. One has responsibility for reaching out to free up his or her partner’s five ego states.

8. It is equally applicable for starting new relationships and restarting tired relationships.
9. Depth of friendship and intimacy is measurable by the number of ego states involved.
10. “Chemistry” between people can be scientifically measured and taught in a classroom.
11. There is an Intimacy Formula I representing a shared ego state goal of “oneness.”
12. The new circular Personality Pinwheel diagram is necessary to best teach the concept.

Summary

This Eric Berne THEN and NOW centenary issue documents how Eric Berne THEN left intimacy undone as his “unfinished symphony.” This article fills in original NOW concepts in TA social psychology intimacy theory. The Personality Pinwheel is based on a 10 step progression of intimacy in relationship involvement with the “process” goal of getting all 10 of the OK ego state “personalities” between people welcomed and involved, five ego states per person. The Intimacy Scale rates the intimacy “content” goal in a progression of topics from isolation to intimacy, 0% to 100%. Intimacy games are mentioned and signaled with updated transactional “sweatshirt” theory. The concepts have been developed in use for over 30 years in clinical, coaching, and educational fields and can be studied, learned, and practiced in supervised training with feedback and

reward. With the goal of intimacy, people find out they can bring out the best in other people as well as in themselves, resulting in improved personal success with people. A detailed discussion of diagrams is included in each theory section.

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