This text and outline coverage of Transactional Analysis, Gestalt Psychology, and their application to General Semantics and writing represented part of the 1973 Teaching Methodology and Concepts Committee report. At that time, the work seemed to be extremely unique. Presently, much communication research draws on these areas. Because these ideas have yet to be researched completely and integrated fully, they are included as research issues for ABCA members. Sentence outlines of Transactional Analysis and Gestalt Psychology precede an attempt to interrelate the two areas to General Semantics and writing.

OUTLINES OF TRANSACTIONAL ANALYSIS
AND OF GESTALT PSYCHOLOGY

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THE FOLLOWING SENTENCE OUTLINES entitled, "Outline of Transactional Anaylsis" and "Outline of Gestalt Psychology and Therapy," represent the work of the Teaching Methodology and Concepts Committee of ABCA for 1973. They were prepared and are presented with several assumptions and thoughts in mind.

First, the 1969 Teaching Concepts Committee completed several years of work when it submitted three similar sentence outlines to the Board. Perhaps it was thinking of the Board and other people in the Association when the assignment was made that the business communication field must look for ways to update courses and to broaden them. At any rate, the name change to ABCA occurred shortly thereafter, no doubt reflecting the need for a broader scope and new ideas for the discipline. Since that time, however, no similar work has been done. Thus, it appears that these outlines are logical, timely, and necessary for the business communication field and its quest for new and current ideas to incorporate within its scope.

In addition, the areas of Transactional Analysis and Gestalt Psychology, while not new in terms of origin, do appear to represent topics which have not been investigated or integrated within *business* communication. Thus, it is assumed here that the two areas outlined depict *new* areas for business communication and ABCA. It is further assumed that this function—to continually look for new concepts to teach as well as current

methods of teaching—exists as one of the most important activities of the committee.

Thirdly, these outlines are presented with a certain philosophy—about education, business training, and business communication, in particular. Stated explicitly, that philosophy entails the belief that the content and teaching of business communication courses must involve more than what is or how-to-do-it material; some conceptual material must be a part of the basic course or courses. No longer can teachers of business communication courses include only description of what is being done in business and not-for-profit organizations; they must be "ahead of the game, so to speak—ahead of what is being done." Through research and continual examination of new concepts, business communicators can achieve this philosophy. To the extent that Transactional Analysis and Gestalt Psychology exist but are not widely a part of business communication offerings, then they reflect such a conceptual and forward-looking philosophy.

Like the 1969 report, the two areas of coverage are selective; yet they do represent possibilities for new areas to be covered in business communication courses. To be sure, there are other topics which need investigation. It is with these ideas of possibility and the newness that the outlines are submitted to the Association. *If, how,* and *where* they are used will depend on individual members of ABCA, their philosophy of course content, and their school or institutional philosophy and interpretation of communication.

Organization of the outlines does follow a specific pattern. First, the topic is generally introduced; next basic terms, concepts, and definitions are given. Then, applications to human behavior are made. Following both of the coverages of Transactional Analysis and Gestalt Psychology, an attempt is made to show the relationship between the two outlines and to relate the coverages to the communication process.

Although I must accept final responsibility for this report, special thanks must go to Miss Carla Ann Peters, my most diligent research assistant. She prepared the bibliographies in addition to preparing with meticulous detail the notes from which the outlines were drafted. Moreover, she spent many hours giving me feedback on the organization plan and the refinement of it. For her work, I am most grateful.

Working on this project and preparing it in its final form forced me to do some thinking that I probably would not have

done on my own. For that enlightening experience, I must say thanks! I also welcome feedback on the outlines as well as any new ideas that could be researched and reported on. If one ABCAer has a new idea because of the work presented here, then the effort to prepare these outlines will certainly have been worthwhile.

OUTLINE OF TRANSACTIONAL ANALYSIS

I. Orientation to Behavior Analysis, Interpretation, and Modification
   A. People have gained an increasing curiosity in the area of human relations. Behavior modification processes enable people to alter their personalities rather than to adjust and conform only to their individual existence.
   B. Two new processes in the understanding of the "hows" and "whys" of human awareness have originated:
      1. Transactional Analysis
      2. Gestalt Therapy
II. Introduction to Transactional Analysis
   A. Dr. Eric Berne presented his theory of behavior modification, Transactional Analysis, in 1961 in his book, *Transactional Analysis in Psychotherapy*. Berne established this approach to primarily direct individuals in their establishment of "self-control and self-direction."
   B. Berne's theory evolved as he noted behavior alterations in individuals as they focused on a new stimulus. The alterations of behavior included facial expressions, body movements, gestures and word intonations, sentence structure, posture, and carriage. Several different personalities can exist within the entirety of one individual's makeup. It is possible for one or more of the different personalities to be in complete control of the person's behavior.
   C. In his book, *Principles of Group Treatment*, Berne suggests that Transactional Analysis be used in groups. Usage in the groups enhances individual human awareness. This awareness enables the individual to become cognizant of his personalities, his emotions, and his behavior.
   D. Eric Berne later wrote *Games People Play* as a sequence to his first book. Berne emphasizes that human relations could be analyzed according to the various "selves" which are transacted to other individuals in various ways. He determined that some of the transactions had ulterior motives, which were a means of manipulating others into playing games. Games are instrumental in obtaining the "payoff."
   E. The initial goal of Transactional Analysis is to "establish the most open and authentic communication possible between the affective and intellectual components of personality." (*Principle of Group Treatment*, p. 216) Transactional Analysis systematizes observation and language concerning human behavior into a thinking process

which the majority of individuals can understand and apply to their existence. Thus, Transactional Analysis creates a new form to approach human behavior—particularly communication behavior. By using simple and direct terminology, instead of psychological words, Transactional Analysis and its usage intensify.

III. Basic Transactional Analysis Concepts, Terms, and Definitions

    A. A "Transaction" is the primary unit of social exchange.

        1. A "Transactional Stimulus" is entailed when two or more individuals encounter one another. One person speaks or gives some indication of the other party.

        2. A "Transactional Response" occurs when the opposite party responds to the "stimulus" and proceeds to do something related to the initial motivation.

        Transactional Stimulus ————————➤ Transactional Response

    B. Transactional Analysis deals with four types of Analysis:

        1. STRUCTURAL ANALYSIS is the investigation of the individual's personality.

        2. TRANSACTIONAL ANALYSIS is the investigation of the "stimulus and response" interaction.

        3. GAME ANALYSIS is the determination of "complementary ulterior transactions progressing to a well-defined, predictable outcome," or payoff. (*Games People Play*, p. 49.)

        4. SCRIPT ANALYSIS is the analysis of past experiences and feelings that are recorded in the human brain. These are played out later in life.

    C. Transactional Analysis interprets which ego state the individual has put into effect in the beginning "stimulus" and which ego state results in the "response" by the other party. Transactional analysis examines a transaction and determines which ego state is evident. In all humans, three ego states are always prevalent.

    1. Parental Ego State

    2. Adult Ego State

    3. Child Ego State
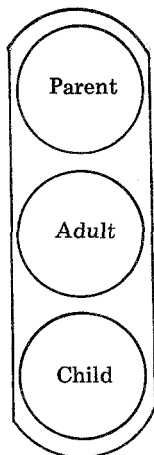
Each ego state is distinct and separate, although some people can exist in two states concurrently. The Parent, Child, and Adult ego states are normal and necessary for human survival. (*Games People Play*, p. 27) Through awareness of these three ego states, a gestalt (a configuration) is formed of a person's unique experiences.

D. The brain functions as a recorder and locks all past experiences and feelings into one of the three ego registers. These ego states are replayed, recalled, and reexperienced throughout life. The stored ego phases determine the outcome of a transaction. A transaction usually proceeds in a series but is initially derived from one of the three ego states.

E. Parental Ego State is formed by the surrounding external stimuli perceived between birth and five years of age. The Parent State is inclusive of what the child sees and hears from his real parents or his parental substitutes. Berne suggests that the parent has two main functions: (*Games People Play*, p. 27.)

  1. Direct Active Ego State in which the person responds as he perceives his own parental figures doing. In accordance with Maslow's thinking, Berne suggests that people through their Parent Ego State will raise their offsprings similar to their own rearing. This state ensures human survival as it transmits how to be parents from one's own parents. This point in Transactional Analysis appears to overlap that of time binding in General Semantics.

  2. The indirect influence form has a degree of inconsistency. The child adapts himself to parental doctrines and responds in the exact manner that his parents want him to do. The parents initiate the requirements of "No drinking"; yet the following morning the parents have hangovers. A discrepancy therefore exists between what is and what should be creating inconsistency. The Parent Ego State is the learned admonitions, rules, and regulations that are replayed influentially throughout living in physical and social existence. (Physical—"Don't touch the iron," Social—"Catholics never lie.") The Child receives these recordings beginning with the nonverbal communications of stroking, advancing to more elaborate verbal expressions. In summarization, the Parent Ego State is the individual's response to that of parental figures and his utilization of similar feelings, actions, etc. Whenever this state is incomplete, the Adult Ego State can be utilized in the obtainment of satisfactory parenting.

F. The Child Ego State is an internal recording of childhood events and experiences, whereas the previous parental state recorded external events. This ego state is the basis for self-image. Berne states the Child Ego has two parts:

  1. The Adapted Child who is trained and has behavior modified to the parental influences.

  2. The Natural Child who is untrained and exhibits impulsive and spontaneous actions. The child is in a state of rebelling or creating at his own free will.

  A third Child Ego form is enumerated in *Born to Win*, written by James and Jongeward. This additional part is the "Little Professor," (p. 131). This ego state has characteristics of intui-

tion, creation, and manipulation. In most cases, there are transferences between the Natural Child and the Adapted Child, which result in a confused "inner" Child with negative feelings. In transaction, someone gives stimulation in a parental role and the Child Ego State is activated.

G. The Adult Ego State is the regulator of the other two ego states—Parent and Child. The Adult is the mediator or referee between these two egos. It is vital that the Adult gain awareness of his Parent and Child egos, in order to achieve the most effective combination of the entire personality. "The Adult allows appropriate expression of all ego states because each has its contribution to a total personality." (*Born to Win*, p. 248.)

Berne suggests that avoidance of the Adult Ego State leads to the "Bash Trap Phenomenon." The person ignores his Adult reasoning power and continues to "bash" himself with the same situation.

H. Ego State Boundaries are defined by Berne as semipermeable membranes which allow the flow of psychic energy from one state to another. When a individual has initiated one ego state in a transaction, the remaining two are temporarily inactive; but these remaining two egos are of continual existence and are at any time capable of becoming active. There are two types of ego boundaries:

1. Lax Ego Boundaries which allow the psychic energy to slip from one state to another. The person experiences loss of the individual identity of his various ego states. The resulting personality is highly unpredictable.
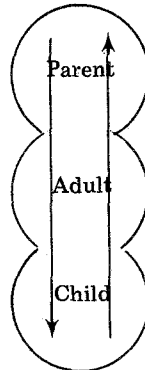

2. The Rigid Ego Boundary does not allow for any movement between the three states. The individual prevents the existence of the two other ego states and "locks" himself into one rigid state. The resulting personality is one of unreasonable emotions. In these instances, professional help is sought when serious personality disorders result from this "exclusion." (See figure next page.)
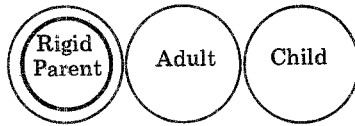
I. Classifications of Transactions are:
   1. Complementary transactions occur when a message is sent from one specific ego state with the intention of receiving a predicted response in a certain ego state from the other party. The simple complementary response follows parallel lines. (Parent-Parent, Adult-Adult, Child-Child, Parent-Child, Child-Adult, etc.)
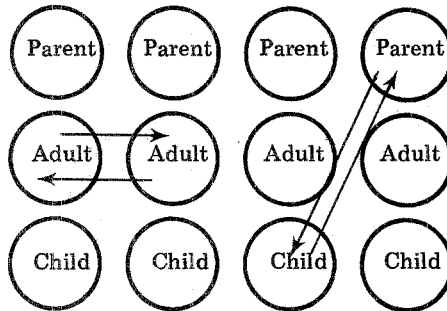

Each have expected response appropriate to the stimulus.

   2. Crossed Transactions are encountered when the opposing individual exhibits an unexpected response to a given stimulus. The person is unable or unwilling to transact in the appropriate manner. Great detrimental impact is the result of Crossed Transactions as the transaction initiator doesn't obtain the expected response.
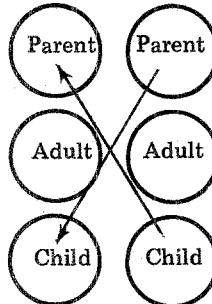
Example: 1. Boss—"What time is it?"
        2. Secretary—"You're always in such a hurry."

(See figure on next page for accompanying illustration.)
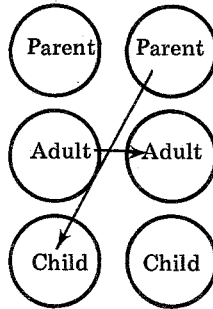
3. Duplex or Ulterior Transactions involve more than two ego states. When this ulterior message is initiated, hidden under its acceptable meaning is another connotation. For example, the Adult has expressed one thing while the Child is sending a different meaning.
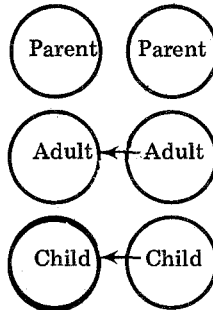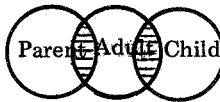

Illustration: "Wouldn't you like to come and see my etchings sometime?"

Contamination can occur when the various ego states overlap which results in prejudice or delusions.

IV. General Application to Human Behavior

A. Dr. Thomas A. Harris presented four basic positions encompassing the three ego states. These positions were explained in his book, *I'm O.K.—You're O.K.* These basic patterns included:

1. *I'm O.K.—You're O.K.* which exhibits all three ego states in a mentally healthy position. All states are realistic about the person and his relations with others. Often winner's assume this position.

2. *I'm O.K.—You're not O.K.* is characterized by the Child ego state feeling victimized or persecuted. The person feels his life isn't worth much.

3. *I'm not O.K.—You're O.K.* is the overbearing Child ego state

feeling powerless in comparison to all others. That individual has little value for his own life.

4. *I'm not O.K.—You're not O.K.* is exhibited in persons who have lost the desire to live and do not cherish human existence.

These are reference points from which an individual can evaluate himself and change what he thinks is desirable in order to obtain the I'm O.K.—You're O.K. position, the preferably mature situation.

B. Stroking or recognition encourages a child's mental and physical growth. Positive stroking increases possibility of stable life positions while negative patterns of stroking instill a losing attitude into an individual. If negative strokes are predominant, the person can become aware of this flaw and establish new transaction patterns. He can activate his Adult Ego state and extinguish his negative behavior. Through his Adult Ego state he filters what he chooses to replay from the Parent and Child Ego states. But such a change necessitates awareness first. Through awareness of these basic positions, the person becomes responsible for himself, his change, and his growth pattern.

C. People seek something to do with their time in order to avoid inadequate stroking. Time can be structured in the following ways:

1. Withdrawals, physically or psychologically, from any of the three ego states. To avoid stroking, a person often slips into a world of fantasy, which can be legitimate.

2. Rituals are the basis of social interchange. The ritual is an accepted part of life, devoid of any real meaning or intimacy; yet they maintain minimum stroking. ("Goodnight" or "Goodbye.")

3. Pastimes are stroking at superficial levels such as talking about the weather.

4. Games are a social level series of complementary transactions with an underlying message with hope of obtaining a payoff. Advantages of games are:

    a. Existential advantages which are the reactions to the need to surrender to inherent phobias.

    b. Internal psychological advantages include their direct effect on the psychic economy.

    c. External psychological advantage is the avoidance of the feared situation of playing the game.

    d. Internal social advantage is designated by the type of the game as it is played in the individual's intimate circle.

    e. External social advantage is the obtaining of outside social contacts.

5. Activities allow for the accomplishment of perception of external reality. Primarily this activity gets something done. (Stamp collecting)

6. Intimacy allows for the positive strokes free of games or exploitation. These are the rare moments of actual human contact.

D. Scripts are possessed by each person which programs his existence and all are rooted in the parental messages. The various scripts include cultural, subcultural, family, and psychological which

assume beneficial as well as destructive roles. If scripts are out of accordance with a child's potential, negative reactions take place within the Child Ego state. Berne feels some people receive roles and function below their real potential; these people fail to become the winners they were destined to be initially. The opposite theory is true. An aware person can redetermine his script or role of existence and live in accordance with his uniqueness by making his decisions and expressing his feelings free from outside influences.

E. The ultimate goal of Transactional Analysis is to achieve individual autonomy in which the individual is self-governing and responsible for his own feelings; also, he is capable of shedding inappropriate living patterns.

Through Transactional Analysis, he becomes "aware."

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OUTLINE OF GESTALT PSYCHOLOGY AND THERAPY

I. General Introduction to Gestalt Therapy

A. Similar to Berne's Transactional Analysis, Gestalt Psychology and Therapy also emphasize that people gain "awareness" of both emotional and intellectual insight. *Emotional* awareness is of the *greatest* importance in this process of understanding of human relations, as that is the moment of self-discovery. *Intellectual* insight comes from the gathering of data.

B. Gestalt was a reaction from the atomistic introspective outlook of the early 1900s. Gestalt refuted atomism by holding that the act of perception was unmediated by learning.

C. "Gestalt" is a German word with no exact English meaning. Its rough equivalent meaning is shape or form of the whole. Korzybski's idea of the structural relationship of the organized whole most closely approaches the "Gestalt" connotations.

II. Leaders, Origin, and Books
  A. Kurt Goldstein and Wolfgang Kohler initiated the Gestalt therapy thinking in the 1920s and early 1930s. Their explanations to the understanding of human relations were based on introspection and behavior of an individual. Gestalt thinking gave a new outlook of understanding behavior in an undistorted natural approach to thinking, acting, and feeling—all of which were inseparable from the human viewpoint.
  B. Although Gestalt is not a new creation, only recently has it experienced increased popularity. It was previously fruitful in the academic realms through the work of Kohler and Katz. Dr. Fredrick Perls has given Gestalt Therapy its encouraging impetus. Numerous works have accompanied its popularity: *Gestalt Therapy Verbatim, In and Out of the Garbage Pail, Gestalt Therapy, Excitement and Growth in the Human Personality.*
  C. Dr. Fredrick Perls has observed innumerable personalities being fragmented. A "dualism" is characteristic because of the number of splits the person encounters. These contrasts include the infantile and the mature, body and mind, organism and environment, and self and reality. Gestalt thinking initiates that humans are only partially aware of portions of the whole personality. (*Gestalt Therapy Verbatim*, p. 10.)
  D. The aim of Gestalt is to aid individuals in regaining the intended wholeness of a personality—to reunify, to reclaim, and to integrate awareness of the various split portions. This process is achieved through assimilation. Such assimilation derives from contrast and polarization, first, and then integration.
III. General Concepts, Ideas, Definitions
  A. A new organization emerged in the Gestalt doctrine. Priority is given to the whole over the individual parts.
  B. The systematic field initiated in the Gestalt Theory is not solely confined to psychology; it is a new manner in considering things in all phenomena—physics, biology, etc.
  C. Assimilation is of great importance to Gestalt thinking. The human organism grows solely by assimilating from the environment what it needs for its own growth. A person must become "aware" of what is truly needed through his own individual selectivity and criticism. He must develop the ability to filter environmental factors so as to acquire the perfect assimilation by his own awareness.
  D. Instead of being concerned with abstract, unknown factors which stimulate human behavior, Gestalt bases its formation on awareness of tangible factors. Assimilation awareness is characterized by these features:
    1. Contact awareness is possible without awareness; but for awareness contact is indispensable. The crucial factor is what the person is in contact with.
    2. Sensing awareness determines the actual nature of awareness— the acoustics, tactile, or proprioceptive.
    3. Excitement awareness includes the physiological excitation to the undifferentiated emotions.

    4. Gestalt awareness always accompanies formation of awareness.

Such phases or levels of awareness aid in the growth of individual integration. These deepening levels of awareness help a person change from dependency to that of self-sufficiency; to change from outer external support to that of authentic inner personal strength.

E. Awareness can be obtained in the following Gestalt therapy methods to differentiate a person's full potentials:
    1. Role Playing is the most difficult for many people to understand. Perls requires all persons to act out and imagine all parts to their makeup. Perls does not use other people to role play, only the single individual.
    2. Exaggeration of a symptom or behavior increases awareness.
    3. Use of fantasy or dreams. Perls feels that dreams are fragments of individual personalities. To achieve full wholeness of the person, he must "re-own" the fragmented parts; and through this method hidden potentials are recognized.
    4. Incorporation of the principle of staying with the immediate moment and staying with that initial feeling until it is understood and integrated with the individual.
    5. Awareness of bodily senses helps to clarify relationships between people.
    6. The usage of "I" instead of "you" or "it" helps an individual to assume self-responsibility and self-direction.
    7. Learning to talk "to" rather than "at" someone.

F. Every person has two stages in which he assumes roles.
    1. The Private Stage is one where he only thinks and assumes no bodily action. This stage is hidden in his secret thoughts where he continually prepares for future actions.
    2. The Public Stage is one where the physical actions and behavior can be seen. This stage is verifiable and observed by society.

G. An Ego Boundary is the differentiation between the self and others. There is a continual polarity between what goes on inside of the self and what goes on outside of a person's ego boundary. Two phases are associated with this idea:
    1. Identification with a segment of the world in which we live as a part of ourselves. This phase exhibits love, cooperation, and cohesion.
    2. Alienation is the outside of the ego boundary in which there is suspicion, strangeness, and unfamiliarity.

H. Four Gestalt Laws play an important part in transforming visual forms into independent units shaping everyday life.
    1. The law of proximity which states that, other things being equal, those elements which are closest to each other in a total stimulus situation tend to form groups.
    2. The law of similarity states that when more than one kind of element is present, those of similarity form groups.
    3. The law of close forms plays an important part in organizing the visual field into the familiar and the unfamiliar.
    4. The law of common movement explains why elements are grouped when they move simultaneously and in a similar manner.

These laws maintain that we comprehend objects as units before we have any inclination of knowing what they are like. These laws form an important Gestalt hypothesis: That all objects appear as closed units, originally, without experience, if they are formed into whole by the factors listed in the laws. Gestalt theory believes that experience in no manner plays a major role in forming objects into separate entities. According to Gestalt psychology, the tendency to form objects would become operative in the awareness of a child from birth, even without experience of any sort. It is through awareness of experience, however, that human beings become more mature, responsive, and self-governing.

I. Self-Regulation versus External Regulation is influenced by the three different ego states of the parent, adult, or child.
  1. Parental influences can be detrimental until the person drops the conception of being a child. He must accept his parents as part of his personal history but must learn to make his own decisions rather than remaining at the mercy of parental influences.
  2. The Child state is incorporated when the moment of self-discovery is reached. The recognition of this self-discovery has great emotional importance with the child discovering his self-awareness.
  3. The Adult ego state can enable the aware person to determine his fragmented parts composing his personality. Projections are a trait that belong to an individual but are actually not experienced in that person's behavior. Through the Adult ego state, a Gestalt of experience is formed of unique human experience.

J. The individual manipulates himself in three ways:
  1. Projection, as previously discussed, is attributed to objects or persons in the environment and then experienced as directed toward the individual himself.
  2. Retroflection is the behavior to redirect the activity inward and substitutes the person himself in place of the environment.
  3. Introjection is the adoption of acting, feeling, or evaluating an individual behavior system but is not assimilated as an accepted part.

All three important mechanisms by which the person manipulates himself are deeply seeded in all human beings with moral rightness; often their modification seems wrong.

IV. Application to Human Behavior
A. The individual can become increasingly preoccupied with his private or public stage of behavior. Rehearsing on the private stage may often be appropriate at certain times, but leaving the person tuned to private roles leads to serious problems. Some individuals perfer one stage over another, while others spread to the various scripts and play differently on each. For example: The boss who is hardcored at the office, yet gentle as a lamb with his daughter. It is at the public stage where people assume and act out the life scripts, privately rehearsed.
B. The polarity of the ego boundary creates an inner conflict. People

are not willing to accept themselves; therefore, they are not totally themselves. Without such totality a person may live and achieve only a small percentage of his potential. The ego boundary is continually changing and usually becomes smaller. Also, the ability to cope with the world may become intolerable. One's ego boundary is manipulated so that he is always on the "winning" side.

C. The person is often stuck between these contrasting poles, and these opposing sides leave the individual at conflict with himself. The fragmented person whose existence is polarized is characterized by arrogant, helpless, or tyrannical behavior. In Gestalt therapy, the structure of the fragmentation is worked through; creating it and working through it is called an "impasse."

D. Many people assume a game to fulfill an imbalance of their personality stages. Friends and enemies are selected to help the individual obtain his potential behavior goal. The game encourages two manipulative positions (*Gestalt Therapy Verbatim*, p. 85):

1. Parental "TOPDOG" is the one who knows best. He demands, yet is always righteous. Contrastingly, he is a bully who threat-you with disaster. For example: "If you don't, no one will like you."

2. The child "UNDERDOG" in the long run overpowers the more primitive "topdog." The "underdog" is apologetic and cunning, but defensively strives for control. Example: "I tried my best."

These manipulative roles reinforce the child's early psychological positions. Perls refers to this as the "self-torture" game.

E. The Child ego state sets a bear trap innovation whereby innocent people fall unknowingly into a promise; yet later the ultimate trap falls.

F. Projections in the Adult state can alienate human awareness. In an unaware manner, he blames his friends for being mad at him, while actually he is mad at his friends. Once he has projected his anger onto another, he feels that the responsibility for the situation rests on another.

G. Retroflections combine the absurd and pathetic. For example: The lonely college freshman is often alone and cannot make contact within the dormitory with his peers. One day, he finds himself calling his own name up to his window. He reflected what he wanted from others but was unsuccessful in obtaining this. To eliminate retroflections the person must accept and integrate his dissociated parts.

H. Introjection is the result of a conflict given up before it is resolved. For example, in one case a contestant left the playing field because of the losing score. He replaced through a false identity a second integrity; and in the clubhouse, he identified with the winning side, and turned against himself.

"To train the ego, with its various identifications and alienations, by experiencing deliberate awareness of one's various functions, a person can ultimately sense and spontaneously say that 'it is I who is thinking, perceiving, feeling, and doing this.'" (*Gestalt Therapy*, p. 212.)

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ON THE INTERRELATIONSHIP OF TRANSACTIONAL ANALYSIS AND GESTALT PSYCHOLOGY WITH APPLICATIONS TO COMMUNICATION THEORY AND PRACTICE

That there is overlap between Transactional Analysis and Gestalt Psychology should be obvious after examining the first two sections of this presentation. Both attempt to view man in a holistic and integrated framework without fragmented, inseparable parts.

Both also emphasize the need for responsibility for self (self-direction, self-movement) through awareness of experience and through the ability of an individual to adapt and adjust not only physically but mentally (outwardly as well as inwardly). The words of Alexander Pope of "know then thyself" and "the best study of mankind is man" apply particularly to Transactional Analysis and Gestalt Psychology. Through them, a person can know himself better; as a result, his interpersonal relationships should improve, including his communicative behavior. Thus, individuals should become more fully human and achieve more of their potential—functioning at more than the five and six percent figure that Margaret Mead and Herbert Otto have estimated.