

A PERSONOLOGY PIVOT IN TRANSACTIONAL ANALYSIS (METHODOLOGICAL OBSERVATIONS)*

V.A. PETROVSKY^a

^a HSE University, 20 Myasnickaya Str., Moscow, 101000, Russian Federation

Трансакционный анализ: персонологический поворот (методологические заметки)

В.А. Петровский^а

^а Национальный исследовательский университет «Высшая школа экономики», 101000, Россия, Москва, ул. Мясницкая, д. 20

Abstract

The first attempt is being made to synthesize fundamental, cultural, and practical psychology, focused on a transactional and analytical interpretation of personality (the “TA-model”). The professional language of transactional analysis, the identification and names of “games” and life scenarios, the very stylistics of Berne’s texts: all these are a manifestation of the effect of the presence of the cultural phenomenology of personality in transactional analysis. The as yet undisclosed resources for the operationalisation of TA categories, and their interpretation from a general psychological standpoint, hypothesis testing, the updating of contexts for the use and modification of known research methods, all act as motivation for the inclusion of transactional analysis in the context of fundamental personality psychology. The work of the creator of transactional analy-

Резюме

Предпринята первая попытка синтеза фундаментальной, культурной и практической психологий, сфокусированных на трансакционно-аналитической трактовке личности («ТА-модель»). Профессиональный язык трансакционного анализа, выделение и названия «игр» и жизненных сценариев, сама стилистика текстов Берна — свидетельство присутствия в трансакционном анализе культурной феноменологии личности. Нераскрытые пока ресурсы операционализации категорий ТА и их интерпретация с общепсихологической точки зрения, проверка гипотез, обновление контекстов использования и модификация известных методов исследований мотивируют включение трансакционного анализа в контекст фундаментальной психологии личности. Работа создателя ТА, наметившего

* In days gone by, this paper could have been termed “methodological”: nowadays it should rather be called a “project”. To the Russian reader, the term “methodology” carries associations with the protracted birthing of theory (Petrovsky, 2009, p. 197). A “project” entails grants, financial support, and reporting documentation that takes as much time to put together as the research itself. We prefer to call the content of this article methodological observations (not a theory as yet, but rather material from which to construct it).

sis, who demarcated the lines for the theoretical comparison of TA with both complementary and oppositional systems of psychotherapy, remains an under-explored field of research, at the same time that their mutual rapprochement and mutual germination are occurring in a “natural manner”. It may prove possible within the scope of scientific research to “spy out” the common elements of the work of representatives from various fields and schools of psychotherapy, and to evaluate them in order to present the results of this meta-analysis to the counsellors themselves, as a psychological tool for the development of their own behaviour and consciousness. Such is the “challenge” of the TA-model of personality in the context of counselling psychology.

Keywords: general personology, transactional analysis, second-order structural model of personality, contamination, confusion, operationalization of constructs, Big Five, method of reflected subjectness, personological triangle, “psychological tool”.

Vadim A. Petrovsky – Professor, Center for Fundamental and Consultative Personology, School of Psychology, Faculty of Social Sciences, HSE University, DSc in Psychology, Professor.

Research Area: history, theory and methods of psychology, psychology of personality, personology, counseling psychology.

E-mail: petrowskiy@mail.ru

линии теоретического сопоставления ТА с дружественными и оппозиционными системами психотерапии, остается до сих пор неразвитым направлением исследований, в то время как «естественным путем» происходит их взаимное сближение и взаимное прорастание друг в друга. В рамках научных исследований, возможно, удастся «подсмотреть» общие элементы работы представителей различных направлений и школ психотерапии, оценить их с тем, чтобы предъявить результаты метаанализа самим консультируемым в качестве психологического орудия развития их поведения и сознания. Таков «вызов» ТА-модели личности в контексте консультативной психологии.

Ключевые слова: общая персонология, трансакционный анализ, структурная модель личности второго порядка, контаминации, конфузии, операционализация конструктов, Большая пятерка, метод отраженной субъектности, персонологический треугольник, «психологическое орудие».

Петровский Вадим Артурович – профессор, Центр фундаментальной и консультативной персонологии, департамент психологии, факультет социальных наук, Национальный исследовательский университет «Высшая школа экономики», доктор психологических наук, профессор.

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Контакты: petrowskiy@mail.ru

The conspicuous gap (divide) that exists between three fields of psychological study, i.e. between fundamental, cultural-phenomenological, and counselling psychology of personality, is viewed by psychologists as both a prerequisite and an incentive for the creation of *general personology*, the “science of personality” (Petrovsky, 2000, 2013¹; Petrovsky & Starovoytenko, 2012; Starovoytenko, 2023).

The criteria for the strict definition and demarcation of these fields of psychology have yet to be elaborated. They are not coherent *per se*, representing as they do

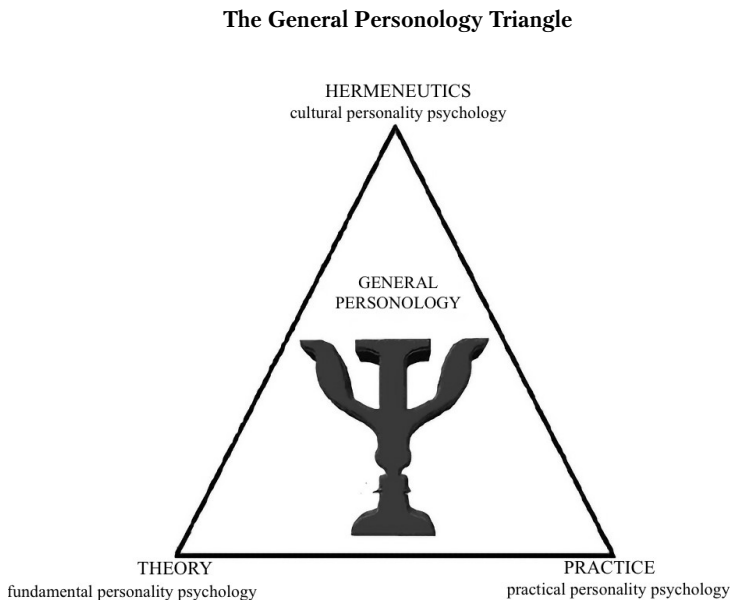
¹ The generally accepted databases for peer-reviewed scientific literature in Russia, SCOPUS and WoS, favour nomothetic developments. Let us allow ourselves a little dark humour, and say that qualitative research remains for now “beyond the pale of settlement”.

not unities, but multiplicities, although the differences between them are beyond doubt: the issues, approaches, reliability criteria, categorical apparatus, even the language, are all different. “Objectivity”, “truth”, “determinism”, “hypothesis”, “operationalisation”, “statistical methods”, “interpretation of results”, “explanatory approach”, these are all concepts of fundamental science. “”, “freedom”, “choice”, “attitude”, “meaning”, “uniqueness”, “understanding”, “acceptance”, “psychotechnical myth”, “personality growth from within”, this is how practical psychology positions itself. “Soul”, “spirit”, “mystery”, “authorship”, “cultural time”, “text”, “symbol”, “metaphor”, “hero (character)”, “comical”, and “ethical dimension” are all concepts related to cultural psychology of personality.

The terms intended for the differentiation of these three fields of psychology, along with the symbol of “general personology”, the **Personology Triangle** (Figure 1) were previously put forward by the author at the 5th Congress of the Russian Psychological Society in Moscow on 14–18 February 2012, in his address entitled “Post-non-classical Personality Psychology”.

The idea to include culture as an attribute of personology belongs to Elena Starovoytenko². This facet of general personology appeared initially in the author’s

Figure 1



² Previously, the Culture termed “person studies” figured in our posited model of general personology (Petrovsky, 2003a) as both the prerequisite and the result (the source and the outflow) of the development of general personology. But subsequently, over the course of my collaboration with Elena Starovoytenko, who had independently elaborated the concept of personology, I became convinced, following my colleague, of the necessity of incorporating cultural psychology into the very fabric of this future “science of personality”.

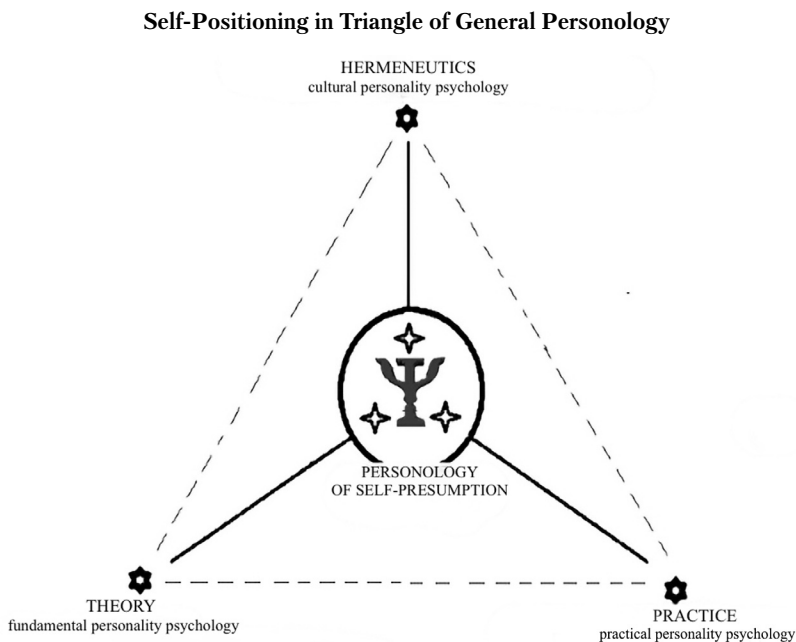
paper entitled “Hermeneutics. The Cultural Psychology of Personality” (subsequently renamed by the author as “The Cultural Phenomenology of Personality”). This is the uppermost point of the triangle, resting as it were atop the symbol (the discipline of psychology, the psyche), which itself in a slightly modified form makes up the central figure, located between two background profiles turned towards one another, as if they were researchers and practitioners communicating face to face.

According to the vision of those behind its creation, general personology is centred around four questions of the psychology of personality: “What is personality?”; “How does something *become* personality (how does personality take place)?”; “What can be done, if...?”; and “In the name of what should changes be made?”. Hence, general personology is not merely the science *about* the personality, but also *of the personality itself*: it is the science of the methods of self-awareness, of the tools of self-realisation, the science of the way-markers for development and for adaptation to society (Petrovsky, 2003a).

There is also a fourth point within the general personology triangle. According to the author’s design, it is as depicted in Figure 2.

This new “point” symbolises the processes of *self-presumption* on the part of the psychologist over the course of their theoretical and practical work: the incorporation of their own personal experience, their own meanings, and their own intuitive guesswork (as for example, in this article). It should be noted that the geometric figure, which we propose here, represents a visualisation of general personology as a *methodology for synthesising* fundamental, cultural-phenomenological, and practical psychology. At this juncture (if we base our work on facts, without getting

Figure 2



ahead of the course of events), we are talking here about a *navigational chart* (a methodological framework) for the work that still lies ahead. Should general personology, as a methodology for synthesising the “three psychologies”, succeed in becoming a holistic psychology of personality, then this triangle, with its “internal point”, begins to fill out, transforming itself into a *personology pyramid* (Starovoytenko, 2023), – but so far this remains only a work in progress.

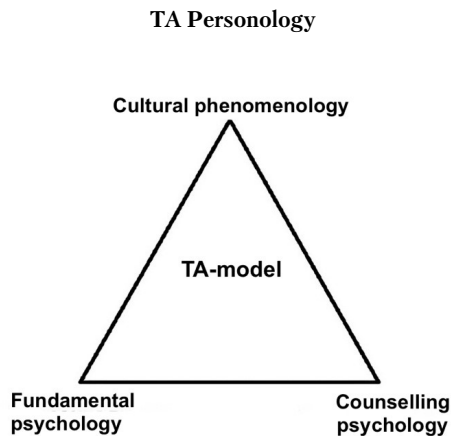
In the current research, we will limit ourselves to the “triangle”, and place the *TA-model of personality* at its centre (Figure 3).

The *objective* (the central idea) of this project is to reveal the prospects for *transactional analysis (TA)*³ as a general personological discipline: to outline ways towards building TA-personology based on the transactional model of personality, combining theoretical-experimental, cultural-phenomenological, and counselling-therapeutic developments.

1. The TA-Model of Personality

1.1. Long gone are the days when Russian psychologists would make their judgments of transactional analysis based on poor-quality translations of Berne – sim-

Figure 3



³ We have adopted the Russian translation of “transactional” which is rightly insisted upon by M.P. Papush (n. d.) – one of the best translators of Berne’s works, a Candidate of Art History, and Professor at the Institute of Practical Psychology). Although it is something I find difficult to get used to myself, Papush is correct when he says that we are dealing not with “trans-actions”, but with transactions – <https://www.transactional-analysis.ru/thinking/46-aboutberne>. I would add to the question as posed: “Which is correct: ‘transaction’, or ‘tranzaction’?”. Answer: “The spelling selected depends upon which discipline the term relates to: if it is informatics or psychology, then tranzaction is correct, if it is politics, jurisprudence or finance, then transaction.” – <https://russkiymir.ru/education2/services/ask/83904/> I propose a slightly tongue-in-cheek compromise: we will spell it “transaction”, and pronounce it “tranzaction”.

plified and popularised versions that reduced transactional analysis to a combination of three simple words, Parent, Adult, and Child. Books published in Russia today that are aimed at professionals (Shustov, 2020; Makarov & Makarova, 2022) open up the theory of Berne and his followers, along with its most promising uses in client work. Master’s degree programmes and professional re-training programmes, workshops and practical seminars (L.Y. Shyokholm, M.P. Papush & etc.), supervision and supervisor-training programmes (T.I. Sizikova, V.E. Gusakovskiy, D.I. Shustov, N.L. Zuykova, E.S. Soboleva & etc.) reveal the full depth of the TA method; important educational work on the translation of the book by I. Stewart and V. Joins “Modern Transactional Analysis” (translation by D. Kasyanov); papers published in the journal “Transactional Analysis in Russia”, as well as popular books (Dalit, Malkina-Pykh & etc.) encourage a non-specialist readership to study this method. A number of Russian psychologists have attained the highest degrees of recognition within the TA system⁴.

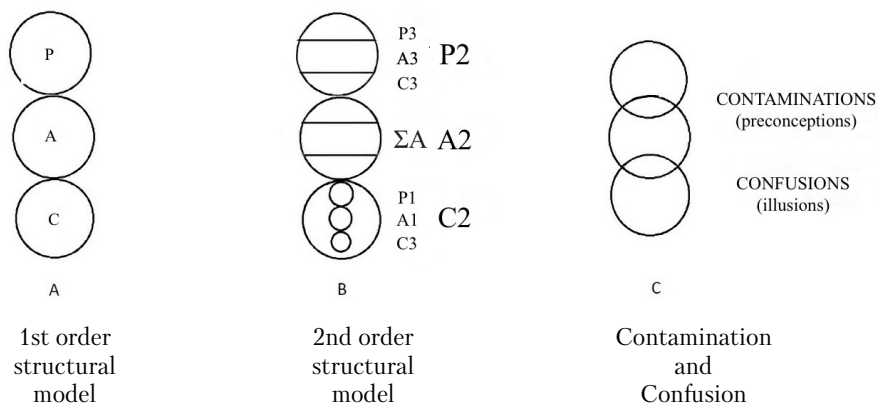
Notwithstanding this growing interest in transactional analysis in Russia, the fact remains that the three areas of the psychology of personality – transactional analysis, fundamental science, and cultural phenomenology – coexist while at the same time never intersecting or entering into a coalition with one another. In this article, we outline ways for their possible synthesis within the scope of general personology.

1.2. The abstract TA-model of personality. First eidos, then words. As proposed by the author, the primary idea of personality in transactional analysis is not a series of words that in turn entail a whole host of associations, but rather a *diagram* depicting three circles (Figure 4). These figures have their own *names*: the “Parent ego-state”, the “Adult ego-state”, and the “Child (Baby) ego-state”.

The circles and their definitions are then *further specified* and “interpreted”. At the same time, the terms “ego”, “subject”, “reflection”, “imprinting”, “parental figures”,

Figure 4

Three TA Models



⁴ The difficulty of attaining the highest levels of certification is compared, not unreasonably, by some doctors of science to the difficulty of defending doctoral dissertations in psychology in Russia.

and “childhood years” are used: these terms are also further defined in the light of transactional analysis. We submit the following definitions:

- “an ego-state may be described phenomenologically as a coherent system of feelings related to a given subject, and operationally as a set of coherent behavior patterns; or pragmatically, as a system of feelings which motivates a related set of behavior patterns” (Berne, 2024). This definition is the basic version for subsequent modifications by various authors. We might also offer our own at this point: an *ego-state* is the position of a subject in their mutual relationship with parental figures, either as established during childhood or as formed in the “here and now”. With childhood experience in mind, we distinguish a subordinate position (Adaptive Child “plus”), a protest position (Adaptive Child “minus”), and an independent position (“Natural Child”). The “Self-standing” of the “Adult”, as appropriate to the situation, is also considered here in the context of parent-child relations (separate from any parental introjections or relics of the child’s ego)⁵.

- the Parent ego-state is the reflected ego of parental figures;
- the Adult ego-state is the ego of a subject as appropriate to a situation;
- the Child ego-state is the imprinted ego of a subject in their childhood years.

2. The TA-Model of Personality in the Context of Culture (Cultural-Phenomenological Disclosure)

It is worthy of note that the cultural phenomenology of personality is *de facto* presented in the works of Berne and his followers, although it is not so clearly visible as it is in the analytical psychology of Carl Jung.

At first glance, this is merely an “adaptation” of Berne’s psychotherapeutic constructions to the cognitive abilities of clients and readers. The language of transactional analysis is deliberately straightforward, being as it is part of the natural language (“Parent”, “Adult”, “Child”, “stroking”, “hunger for stimulus”, “coupons”, “rackets”, “scenario”); the fairy-tale characters in the scenarios (“Little Red Riding Hood”, etc.) are familiar to the reader from childhood, the names for the “games” are clear and understandable, and the slightly crude slang draws one in (“Now I’ve Got You, You Son of a Bitch”, etc.).

Nevertheless, this “new language” of Berne’s psychotherapy is not merely an adaptive linguistic gimmick to compensate for the “obtuseness” of psychological and psychoanalytical terminology, nor is it simply a way of assisting consultant and client to establish mutual contact. It (the language) enables the client to converse with themselves, to turn inwards and assess their own therapeutic progress once they have left the psychologist’s office. To adopt the terminology of fundamental psychology, espousing the ideas of Lev Vygotsky, this is the creation of *psychological tools* for self-regulation, the “emblematic mediation” of one’s own behaviour

⁵ The reader may spot here an analogy with Dmitry Uznadze’s concepts of fixed and primary attitude (Uznadze, 1966). However, unlike attitude, the term “position” in the definition of ego-states has an additional meaning, combining the unconscious and conscious levels of self-regulation.

(Vygotsky, 1982). The therapists and teachers of transactional analysis have indisputably borne witness to the reconstruction of the consciousness of clients and students alike under the influence of this new language (which at the same time requires little or no translation into everyday language), a language that enables them to enhance their self-reflection, to increase their sensitivity to their own needs, and to enrich their internal dialogue with “partners” in the circle of self-awareness.

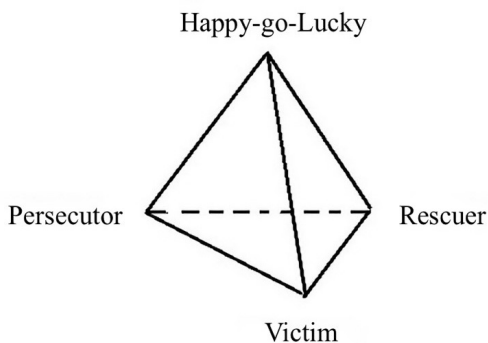
The cultural-phenomenological origin of the modern interpretation of Berne’s “games” is quite obvious: as we know full well, it is the result of Stephen Karpman’s specific reading of theatrical plots, which made it possible to isolate three basic positions for the characters: Victims, Persecutors, and Rescuers. The cultural-phenomenological raid carried out by Karpman made it possible to reduce significantly the number of “games” that have built up over the years by switching between the positions “Victim Persecutor”, “Rescuer Victim” etc. as a means of separating “games” from other ways of structuring time, such as “pastimes” (“psychiatry”, the “greenhouse of feelings”) and the emotional racket (the “shortcoming”) (Karpman, 2019). We broaden the range of such game roles by attaching to them the figure of the “Happy-go-Lucky” figure, who pays no heed to the *difficulties and risks* of the world (the “Gingerbread Man”, singing whilst perched on the fox’s nose), and the Karpman Drama Triangle is thus resolved to a *tragicomic pyramid* (Petrovsky, 2003b) (Figure 5).

This opens up a special class of transactions and, in particular, *intrigues* (Petrovsky, 2000, p. 11); in day-to-day communications, *intrigues* are, for example, practical jokes, including April Fools’ jokes, in which the Persecutor transforms themselves into the Rescuer, and the Victim becomes the Happy-Go-Lucky figure. Some examples of the changeovers that lend a new calculus to such games are provided in I. Stewart & V. Joines (Stewart & Joines, 2021, pp. 319–321).

It is not only the words in Berne’s lexicon of TA (P, A, C), the names of “games” and scenarios, which have psychotherapeutic potential (this is quite obvious, and has been duly noted as shown by the experience of conducting individual consultations and group sessions); it is also the *stylistic element* of Berne’s texts, and their

Figure 5

The Tragicomic Pyramid (V.A. Petrovsky, 2003b)



particular *intonational structure* – this is less obvious, and could become the subject of a separate analysis.

3. The TA-Model of Personality in the Context of Scholarship (Theoretical-Empirical Disclosure)

3.1. First-order transactional analysis. Interpreting the components of the TA-model. We are dealing here with the structural and functional understanding of ego-states, and it is worth highlighting that idea occasionally occurs in the proposals of theorists to separate the functional aspects of ego-states from their structural (intrapsychic, phenomenological) aspects. By placing this emphasis on the unity of the structural and the functional, we proceed from Berne's own insight: "An ego-state may be described phenomenologically as a coherent system of feelings related to a given subject, and operationally as a set of coherent behavior patterns; or pragmatically, as a system of feelings which motivates a related set of behavior patterns."

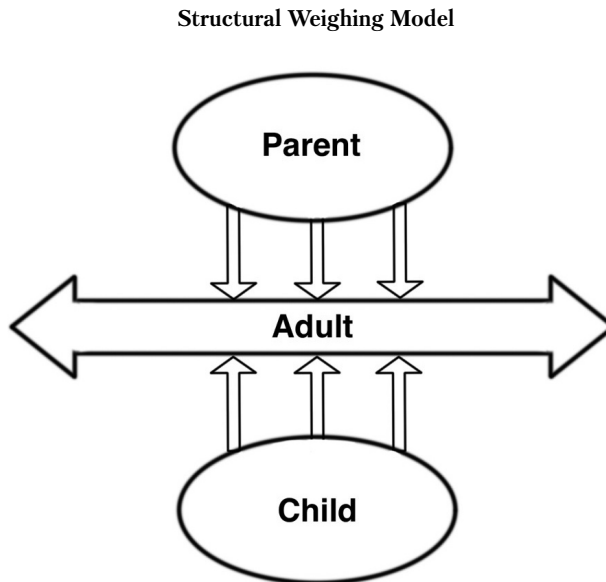
The third part of this definition, which is sometimes omitted, deprives the ego-state of its motivating function, and thus "behavior patterns" lose their meaning, thereby contradicting Berne's central idea of the scenario-led determination of behaviour. By eliminating the teleological dimension (need, motive, goal, task), we invalidate the possibility of a "subjective" interpretation of ego-states, which, as we have already noted, makes it impossible for us to elaborate the picture of internal communication between the Parent, Adult, and Child ego-states.

But can a concept be found in science that can combine the internal and external aspects of an individual's existence? The answer is "yes". This is the concept of *activity* developed in general psychology as a system of two-way transitions between the intrapsychic (subjective) and the extra-psychic (behavioural) manifestations of an individual's activity that realise their life relationships. From this standpoint, ego-states are the *states of activity* of an individual which cannot be reduced to their constituent parts (which cannot be broken down into phenomenological realities and behavioural patterns), which in turn creates fertile conditions for the correlation of ego-states as intrinsic entities with complex constructs of fundamental psychology. By adopting this approach, categories of TA are granted the opportunity to become part of the fundamental psychology of personality (receiving, as it were, a "residence permit" for it).

Some authors (Ohlsson, 1998) cast doubt on the possibility of interpreting and describing the Adult ego-state in the same way as the Parent and Child ego-states, citing Berne himself, who considered the Adult to be "the least clear of the three types of ego-states", and who limited himself to characterising it in clinical practice by means of exclusion, "as a residual state once all the elements of Parent and Child have been excluded" (Berne, 2024, p. 103). Ohlsson proposes calling his ego-structure model "weighing", noting that here the Adult finds themselves in a dual "field of tension" generated by the Parent and the Child (Figure 6).

The attainment of a balance between the influence of these two poles may be illustrated using a proverb from Soviet times (of which it is unlikely that the author

Figure 6



of the “weighing” model was aware): “If ‘you musn’t’ (Parent), but ‘you really want to’ (Child), then ‘you can’ (Adult)”. It makes sense to underscore the fact that, according to Berne, the Adult ego-state was the “least clear” in clinical practice, since fundamental research focused on transactional analysis was after all lacking in his time.

3.2. Cathexis. “Free cathexis”. Physis. The *cathexis* (*psychic energy*) construct owes its emergence to Sigmund Freud. The idea of cathexis is barely employed in the positivist-oriented theory and practice of modern transactional analysis. Berne, always concise in his constructions, with Occam’s razor glinting in his hands, would not have burdened his writings with complex terms and concepts if they did not represent any value for himself or his colleagues.

Berne distinguished between three forms of psychic energy: bound, unbound, and free. In Berne’s understanding, bound energy was equivalent to potential energy, unbound energy to kinetic energy, while free energy had no equivalent in the realism of physics (except for the “muscular energy” of a monkey *jumping down from a branch*, a particular type of energy relevant to Berne’s metaphor (Berne, 2024, p. 54). This instance of “jumping” refers to the *arbitrary use of energy* (the monkey, in Berne’s vivid illustration, does not merely sit on a branch, possessing “potential energy”, nor does it just fall down (“kinetic energy”), but actually *jumps* down. It is hard to ignore the fact that Berne’s “free energy” does not fit into the physical picture of the world, just as “free will” does not fit into the deterministic picture of the world (in the constructions of some philosophers).

We consider that the notion of “switching” between ego-states as a manifestation of free energy could be used as a “stimulus-means” (L.S. Vygotsky) for the liberation of clients within the therapeutic process (as it is noted by philosophers, the idea of freedom makes people freer).

Physis is a particular “energetic-based” concept proposed by Freud, adopted by Berne, and elaborated by transactional analysts. The Greek word “Physis” describes the source of the inner need to grow. It refers to the physical life-energy that is invested in health, creativity, and expanding our individual horizons (Erskine et al., 2018). Transactional analysts speak of *physis* as the innate ability to challenge “the forces of consent”.

It can be imagined that other “innate tendencies” may be involved in the interpretation of *physis*, for example *self-actualisation*. Without denying the interpretation of *physis* as “growth from within”, we can determine a phenomenologically similar trend as the manifestation of excessive possibilities arising in activity, and introduce the operationalised construct of “active maladaptivity”, i.e. a preference for goals with an unforeseen outcome. The setting of such goals is “suprasituational”, in that it is carried out above and beyond the threshold of external or internal necessity. Examples of active maladaptivity include selfless “risk for risk’s sake” and the choice of “open” tasks that do not guarantee the possibility of resolution (Petrovsky, 1971, 2021), “flutter” (Shmelev, 2015), and the deliberate compounding of the difficulties of tasks to be solved (Poddiakov, 2008).

3.3. As it turned out, Berne’s troubling premonitions that the notion of the phenomenological reality of ego-states would come in for revision were not unfounded. For example, Ian Stewart and Vann Joines, authors of the largely irreproachable textbook “Modern Transactional Analysis”, challenge the possible notion that Parent, Adult, and Child exist in reality at all, and are not simply *names* to define a “permanent pattern of feelings and experiences associated directly with a corresponding permanent pattern of behaviour...” “...It may be said that Parent, Adult, and Child are not things, but names.” But for Berne, these are not just words (or terms, or names). He emphasised that “The division into three must be *literal*, as if there were *three different personalities* in each patient...” “The therapist’s intervention will be ideal when it hits the target, that is when it makes sense and is acceptable to all three aspects of the patient’s personality, because *they all hear* what is being said...” “The situation is exactly the same as if there were two other people in the room with the therapist: an adult, who is observing, and a pathological child; although in truth they are physically inseparable. The challenge is to separate them in a psychological sense, so that the Child can speak *for themselves*...” “...The therapist should ask themselves the question: why does the patient allow themselves to be exposed? Could it be that their Parent is betraying the Child? Or is the Adult persuading the Child to give away their secrets? Or is it the Child carrying on their game in order to ‘save face’, even though they are making it easier for the therapist, hoping that they will be saved, in the same way that a child will make squeaking sounds from their hiding place during a game of hide-and-seek to help them to be found?” (p. 41).

Stewart’s and Joines’ absolute authority puts in an unenviable position any personologist overseeing an attempt by psychologists to abolish the *subjectness* of ego-states in the systemic structure of personality. It is not easy to imagine that one “pattern” of activity is “offended” or “angered” by another; this could only be experienced by the *subjects* (“subpersonalities”) that “live” within us (here the author is

proceeding from the notion of the “otherness in others” as a category of multisubjective theory (Petrovsky, 2000).

The mutual expansion of cultural phenomenology and consulting-therapeutic practice into each other’s orbits leaves the *Gestalt* of TA-personology open-ended. What is required is an empirical verification of the adequacy of solutions which emerge “at the confluence” between culture and the practical work of psychologists. The Hamlet performing on the stage and the Hamlet watching from the stalls are two different people, and the one cannot exist without the other. The differences between them comprise a question of singular importance.

3.4. The inter-relationship between categories of TA and operationalised psychological variables. The establishment of the desired relationship here entails the comparison of existing constructs in personality psychology with the clinical categories of transactional analysis. We are talking about constructs of fundamental psychology — “traits”, “temperamental properties”, “attitudes”, “gestalt”, “cognitive schemas”, “cognitive complexity”, “emotional intelligence”, “attribution of responsibility”, “self-esteem”, “locus of control”, “field dependence/independence”, “motivation”, “subjectness (agency)”, “personalisation”, etc. — as “expansive fundamental psychological constructs”. The TA categories — “ego-state”, “cathexis”, “OK positions”, “contamination and confusion”, “switching”, “transactions”, “stroking”, “games”, “parental messages”, “early decisions”, “drivers”, “emotional rackets”, “life scenarios”, “personality adaptations”, etc. — are “expansive clinical psychological constructs”. We cannot, of course, expect that direct one-to-one correspondences between the two sets of constructs will be established in all cases along this journey, but there remains nonetheless a way to match up the correlational pleiades of fundamental psychological constructs with that of the clinical psychological constructs.

Returning to the ego-states of Parent, Adult, and Child (Figure 4A), we will limit ourselves here to some illustrations. Will it prove possible to establish significant correlations between their clinical manifestations of ego-states and the psychological variables involved in the analysis?

We will concentrate our attention on well-known variables and their associated research techniques, with certain exceptions.

Below we provide a list of *hypothetical* correlations.

Parent ego-state. Correlations:

- *Dominance / Submission* (Interpersonal Checklist) by T. Leary
- *Affective rigidity* (MMPI Scale 6)
- *Dominance* (16PF test, Factor E) by R. Cattell

Controlling parent. Correlations:

- *Extrapunitivity* (*Rosenzweig test*) by S. Rosenzweig
- *Affective rigidity* (MMPI Scale 6)

Caring parent. Correlations:

- *Impunitivity* (*Rosenzweig test*) by S. Rosenzweig
- *Parenta*
- *l Loyalty to Unconventional Child Behaviour* by Petrovsky & Polevaya

Adult ego-state. Correlations:

- *Internal locus of control* (*Rotter test*) by J. Rotter

- *Field independence – field dependence* by H. Witkin & D. Goodenough
- *Emotional intelligence (Lucin test)* by D. Lucin
- *Intelligence (Cattell 16PF test, Factor B)*
- *Emotional stability (16PF test, Factor C+)* by R. Cattell
- *Cognitive complexity* by G. Kelly

Child ego-state. Correlations:

- *Impulsiveness (Barratt test)* by E. Barratt

Free child. Correlations:

- *Spontaneity (ITO)* by L. Sobchik
- *Carelessness (16PF test, Factor F+)* by R. Cattell

Negative adaptive child. Correlations:

- *Independence (16PF test, Factor E+)* by R. Cattell
- *Excitable psychopathic traits (MMPI Scale 4)*

Positive adaptive child. Correlations:

- *Compliance (16PF test, Factor E-)* by R. Cattell
- *Anxiety (MMPI Scale 7)*
- *External locus of control (Rotter test)* by J. Rotter
- *Intropunitivity (Rosenzweig test)* by S. Rosenzweig

It should be noted that the “parade” of expected correlations set out here may not take place in detail, but the genre of the article – “Methodological notes” – requires that the author not limit himself to general phrases. Empirical verification should be applied not only to these hypothetical relationships, but also to others, in an expanded capacity, and the same applies to the next part of the projected study.

3.5. Second order structural analysis. In this case, the personality model incorporates a differentiated description of the Adult, Parent, and Child ego-states, respectively denoted A2, P2, and C2.

The associated terms indicated in the figure (A1 and A3, P1 and P3, C1 and C3) are “decoded” in the TA texts, and are granted their proper verbal description. In some cases, this may be a common name (the Little Professor – A1, the Parent–Wizard – P1, the Baby – C1), while in others it is descriptive, via an enumeration of the conditions of origin, content, and orientation of communicative messages.

In the first instance there will be an *addressee* for the observations, that is to say, “someone” (“phenomenological reality”), while in the second, the source of the statements is impersonal (“It just has to be done!”, “All men are cheaters”, “Haha”). It may appear that this detail is excessive and of little import, but it indicates important differences in the “ideology” of transactional and analytical constructions, which becomes manifest in the course of psychotherapy. By subtracting the “names”, we are in actual fact depriving the sources of the messages of any agency (in the Russian-speaking tradition, we would say we are depriving them of their “subjectness”). It seems natural in a session to take a seat on a chair where a “Weirdo” can “sit” (this is how we describe one of the parts of the Parent), but it is difficult when “children’s emotional reactions, parietal figures copied by the eyes of a child”, turn out to be on an empty chair.

The second-order structural model proposed by Berne uses the metaphor of a Russian doll: nested figures going all the way back to the most distant ancestors. This idea, “rhyming” as it does with the psychogenealogy of Anne Ancelin Schützenberger (2019), and present in the constructions of Bert Hellenger, former transactional analyst and author of the constellations theory is, in fact, disavowed in contemporary analysis.

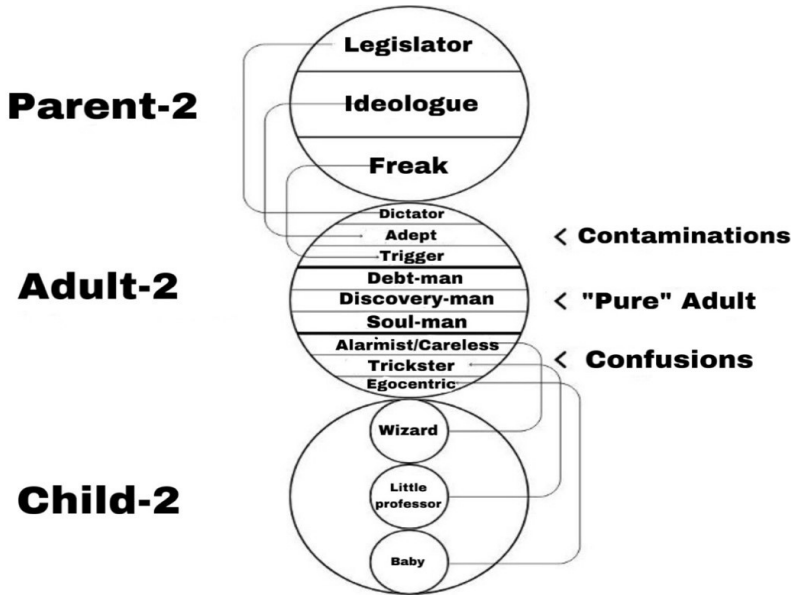
In the model of Ian Stewart and Vann Joines, the second-order Parent is interpreted using the analogy of a businessman sitting at their desk dealing with various documents. “At the end of the working day, he doesn’t throw all these papers in the trash, but files them away in folders” (p. 57). It is clear from the text that these “folders” are used by a transactional analyst, but what for? Answer: “To ‘organise’ the traces of a person’s memory about their thoughts, feelings and behavior in such a way that it is useful in analyzing personality using structural analysis” (Ibid.). There should therefore be no doubt that, in the second-order structural model, the messages of the parietal figures are arranged first and foremost in the interests of the transactional analyst, and not of the “businessman” themselves; these considerations are not at all similar to Berne’s model of nested “living” figures (in his original models of the second, third, etc. orders). The radical difference between these models is cause for special consideration.

Let us return our attention, however, to the example of the “businessman”, because after all he arranged the documents in his own interests, and not those of anyone else. The *subjectness* of the businessman is implied here, and it only remains for us to decide in what role he is acting when working with the documents (responding to offers, refusing support, planning events, etc.). It also remains to be decided how to name (designate) each of the role-positions present in the Parent-part of the second-order structural model. At the same time, linguistic orientation (the search for an intuitively acceptable name) points us once again towards a cultural-phenomenological “reading” of the transactional-analytical theory, if it is necessary to differentiate and name not only the elements of the Parent, but all the components of the TA-model of personality.

In simple cases, the second-order structural model takes the form depicted in Figure 4B, while in more complex cases we are dealing with contamination and confusion (Figure 4C). The question as to how contamination and confusion on the one hand correlate to ego-states in the second-order model on the other does not yet have a direct answer. We will limit ourselves to the hypothetical. It can be assumed that the contaminated parts of an Adult, as per Berne, represent the projection (the presence) of the “component parts” of the Child and Parent into the Adult. Let us redraw the traditional Berne model of contamination, which includes “Prejudices” and “Illusions” (in modern terms, “Confusions” and “Entanglement”). We introduce the symbols R’, A’ and P’, meaning the projection of the ego states of the Somatic Child (C1), the Little Professor (A1) and the Parent-Wizard (P1) into Adult 2, and also the similar symbols P”, A” and C” to indicate the presence of elements of the Parent ego-state as an adult. Question: how to comprehend (in natural language material) the new elements that have appeared? Cultural phenomenology suggests the names of those who act as the carriers of these functions: subjects (= actors, agents, authors) (Figure 7).

Figure 7

The Complete Ego-Structure of Personality



• *Egocentric (C)* – hidden presence in the Adult of the aspirations of the Somatic Child (his instinctive drives, programs, mechanisms of adaptation to the situation). Effect – *self-indulgence*

• *Trickster (A)* – the hidden presence of the Little Professor in the Adult (intuitive comprehension of the situation and crafty manipulations). Effect – *agility, slyness, maze*

• *Panicker* or a *"Slob" (P)* – the hidden presence in the Adult of the insistence of the Magic Parent (in particular, self-intimidation or unjustified complacency in the face of difficulties and dangers). The Effect – *suspiciousness/"not caring"* (*"sloppiness"*, etc.)

• *"Trigger" (= Teasing, Provocation) (C)* – the concealed presence in the Adult of the eccentricities of parietal figures, imprinted in the Parent. Effect – *retraction, capture*

• *Adept (A)* – the hidden presence in the Adult of the Parent as a source of dogmas and ideologies. Effect – *Beliefs*

• *Dictator (")* – the hidden presence in the Adult of the Parent as a source of directives. Effect – *pressure*.

We also suggest a possible Russian–language interpretation of terms describing the Adult per se (as a "Pure Adult") in the second-order model: *Ethos, Logos* and *Pathos*⁶.

⁶ When convincing listeners, according to Aristotle, all argumentation in rhetoric can be divided into three groups: "ethos" (appealing to the moral), "logos" (appealing to the intellectual), and

The innovations which lend cultural meaning to the multisubjective ego-structure of personality enable us to empirically verify the terms introduced (dogmas, beliefs, provocations, self-suggestion, self-deception, self-indulgence).

In this regard, we turn to the **Big Five** five-factor personality model (Osin et al., 2015), which describes the structure of a person's personality through five common, relatively independent traits (dispositions): E/Extraversion; A/Agreeableness; C/Conscientiousness; N/Neuroticism; O/Openness to Experience.

Now let us consider the Adult ego-state in the second-order TA model from the point of view of the possible relationship of its constituent components with the Big Five factors, starting with the "Pure Adult".

We place the "P_A" – Ethos – "Person-as-Duty" ego-state in correlation with factor **C** (Conscientiousness): integrity, consciousness, self-control. High indicators for this factor are "self-efficacy" (C1), "orderliness" (C2), "dutifulness" (C3), "achievement-striving" (C4), "self-discipline" (C5), and "cautiousness" (C6).

The "A_A" ego-state – Logos – "Comprehending Person" ("Person-as-Discovery") corresponds to factor **O** (Openness to Experience): originality, inquisitiveness. The positive facets of factor O are: "imagination" (O1), "artistic interests" (O2), "emotionality" (O3), "adventurousness" (O4), "intellect" (O5), and "liberalism" (O6).

We position the "C_A" ego-state – Pathos – "Person-as-Soul" in correlation with factor **A** (Agreeableness): fraternity and cooperation (positive side): "trust" (A1), "morality" (A2), "altruism" (A3); "cooperation" (A4), "modesty" (A5), and "sympathy" (A6), as well as factor **E** (positive side): "friendliness" (E1), "gregariousness" (E2), "assertiveness" (E3), "activity level" (E4), "excitement-seeking" (E5), and "cheerfulness" (E6).

And now let us look at contaminations and confusions in the context of the Big Five.

Contaminations. We make the following assumptions: 1) the Diktat emanating from the Parents causes such manifestations of neuroticism (factor **N**) as "anxiety" (N1) and "anger" (N2); 2) the presence of unfounded Beliefs is interrelated with "depression" (N3) and "self-consciousness" (N4); 3) the presence of a Trigger acts in combination with "immoderation" (N5) and "vulnerability" (N6).

Confusions. We associate such features of self-suggestion as "self-intimidation" or "unfounded disregard for the risks and difficulties of being in the world" with

"pathos" (appealing to the emotional/sensual) that is, when convincing an Adult who is free from contamination and confusion. We propose the following interpretation of these terms: "Ethos" is a set of life-rules which manifest themselves in self-control, self-discipline, conscious duty, someone who demands of himself I must ("Person-as-Duty"); "Logos" is the word, the mind, the intellect, openness to experience, sensitivity to that which is new, the quest for harmony in the world: someone who favours this is the "Comprehending Person" (the "Person-as-Discovery"); "Pathos" is inspiration, "humanity", someone who feels and manifests himself in this way is a "Person-as-Soul". Do these words dovetail in terms of their meanings with the description of the three sides of the Adult in Berne's model? That is for Berne to say.

low indicators for factor **E** (social awkwardness). We also associate low values for factor **A** (cooperation) with “crafty manipulations and the intuition of the Trickster”, which manifest themselves in selfishly ignoring the interests of other people in order to achieve benefit for oneself.

We can therefore see that the positive manifestations of four out of the Big Five factors (E, A, C, and O) are presumptively associated with the “pure” ego-structure of the Adult (i.e. one that is free from contaminations and confusions), while at the same time the negative sides of factors E and A, along with the neuroticism factor N in all its forms, are considered here as interconnected with contaminations and confusions. It goes without saying that these are hypothetical constructions requiring empirical substantiation, but each defines one of the vectors for the formation of transactional personology.

3.6. Developing new methods of personality research. The task of synthesising fundamental and consultation-based psychology in the field of transactional analysis entails updating the methodological research database.

It is well known that Berne was not a fan of using any kinds of tests when working with patients, believing it to be detrimental to the process, but this view is not irrefutable in the context of a meta-analysis of psychotherapeutic systems as norms of counselling psychology (the important thing is to take into account for what purposes and in what form research techniques are used, as well as how much the clients are interested in obtaining reliable information about themselves).

3.6.1. Non-standard use and modification of projective methods.

These include the TAT and CAT projective tests, along with the Rosenzweig Frustration Reaction Test. The procedure and processing of the subjects’ responses differs from the traditional methods, and this time the subjects under study are ego-states and intrapersonal transactions (“autistic transactions”).

Procedure: the personologist (who combines the roles of researcher and consultant into one person) covertly “directs” the narrative from a consultation session with a client to a projective test, suggesting that the client thereby solve the “psychological problem” faced by the character, create a psychological portrait of the participants in the situation, and so on (the traditional “legend” that a person’s fantasy is supposedly being explored is replaced here by another legend, consisting of “the accuracy of the assessment of what is happening is being investigated”, “psychological intuition” etc.). Of course, the nature and categories, along with the *interpretations* of the projective products, differ from the classical exercise. It is possible to reveal OK-positions, typical transactions, the profile of strokes, rackets, scenario solutions, the features of counter-scenarios and anti-scenarios, and so on.

One form of conducting such work is the “20 +1 question” methodology, which focuses on the *background* to the problem of the consultative request (the “historical diagnosis of ego-states”). In this method, the 20 questions addressed to the participant correspond to *Berne’s scenario apparatus model*, while the twenty-first question reveals the particular features of the imagined reactions of the *characters* in the pictures to the narrator themselves (projection and projective identification). This technique brings us close to working on chairs (the character and the client consistently switch places), creating suitable conditions for *redecision*.

An alternative research path is to present *children's* forms of projective tests (CAT, the frustration test, etc.) to *adult* clients, thereby engaging the Child ego-state to a greater extent than when using classical TAT pictures and the Rosenzweig Frustration Reaction Test for adults.

Yet another technique that can be used here is to record picture-based narrations on video, with the recordings then being viewed together with the clients. The switching between ego-states, the congruence of verbal and non-verbal manifestations (in particular the mismatch between the executing and the experiencing Self), behaviour drivers, etc. are all recorded. Commentary can also be recorded on a second audio track, making it possible to analyse the degree of Adult awareness of the ego-states on show (a combination of intrapsychic and behavioural manifestations of the ego-structure of personality).

3.6.2. Reinterpretation of fundamental personality questionnaires (Cattell's 16PF test, MMPI etc.) Any of the statements in the questionnaire can be considered as comprising a transaction between personality ego-states, grouped into My Self and My You. The first of the two Selves is the "Actor", the second is the "Partner" (the one whom I address in an "empty room"). Each Self is represented by a set of ego-states: Parent, Adult, and Child. Transactional analysts independently interpret statements as one or more transactions out of nine options for (mis-)alignment within the Parent, Adult, Child system: "on the side" of "My Self" and, correspondingly, "on the side" of the "Parent", "Adult" and "Child" of "My Thou". For example, the Parent_{SELF} <> Parent_{YOU} unity, or the Parent_{SELF} >< Parent_{YOU} confrontation, the Adult_{SELF} <> Child_{YOU} unity, or the Adult_{SELF} >< Child_{YOU} confrontation, and so on. Complex combinations will be thrown into sharp relief, for example: "I reject any compromises with people who are unable to follow the rules": "My Parent is against the Child, who is against the Parent": $P_{SELF} >< (C_{SELF} >< P_{YOU}) = (P_{SELF} >< C_{SELF}) \& (P_{SELF} <> P_{YOU})$. This means: "I am confronting My inner child and supporting the inner parent of the Other in me." The "algebra" of internal transactions is more complicated, and the various forms which it takes are set out in a number of works, in particular (Petrovsky, 2000, 2013). In these studies it was possible to show, in particular, that Child-Parent confrontations and Child-Adult "alliances" are linked both to the ability to follow a diet and to a tendency towards risk-taking.

3.7. Reflexive practices (Starovoytenko, 2024). These enable us to deal with ego-states as a *phenomenological reality*. They include the practice of the reflexive disclosure of one's life's problems; the practice of reflexive dialogue of the Self with the Other as "You"; the practice of the dialogue-based achievement of the identity of the Self; the practice of reflection on key impressions of life; the practice of the reflexive discovery of the unknown Self. The TA-model focuses such reflexive practices on internal ("autistic") transactions within the My Self – My You system, and on various forms of representation of the other Self in me and my Self in the Other.

3.8. The reflected subjectness method (Petrovsky, 2021). The unique feature of this method is that it enables us to explore personality from the perspective of the influence that an individual exerts on other people, both in the process of interacting with them, and afterwards, beyond direct communication. It is implied that a "personality" is not only an individual subject (body, feeling, thoughts, intentions,

actions, attitudes, appeal to other individuals), but also a *reflected* subject “living” in others, exerting direct or indirect influence over them, either in the moment or delayed, entirely consciously or acting gradually, unconsciously: “his (another person’s) attitude to the world, explaining to me my attitude to the world” (Tolstoy, 1984, p. 412). “It seems to me that it is strictly speaking impossible to describe a person,” Leo Tolstoy wrote in his diary. “But I can describe how they affected me”⁷.

The essence of the method is to actualise the image of a person who holds significance for the subjects of the investigation, and to track the changes in their behaviour and consciousness. This is a *non-contact method* of investigating an individual’s personality, whereby the usual set of testing tools is addressed to other people, and not to the individual themselves (we call such individuals *study subjects*, while the one whose *personality* the researcher is really interested in is the *Investigatee*). The means of actualisation are many and varied: actual contact with the *Investigatee* in the “here and now”, their photograph, their voice, a video recording, and, possibly, the “subliminal” representation of stimuli capable of recalling them. As a result, the effects of the dynamics in the manifestations and products of the subjects’ activity can be traced, which forms a special “dimension” of their personality (indeed, this is a *dimension*). The participants in the experiment may not know, and usually do not guess, *what* is being investigated and *who* is the object of study: the “cards are revealed” only later⁸. The cardinal difference between the reflected subjectness method and the questionnaire and other traditional methods is obvious.

Below we have set out several phenomena discovered over the course of the implementation of the reflected subjectness method.

- the dynamics of the frustration response when actualising the image of a significant other person (Petrovsky & Gurenkova, 1985);
- the improved originality of subjects’ responses in a verbal associative experiment (using a frequency dictionary) in the presence of people who are considered creative by experts (Yanotovskaya, 1987);
- the dependence of the interpretation of the relationship between the characters of projective images under the influence of the voice of a significant person (with gaps or indistinctness in the content of their speech): the experienced “presence” of some parietal figures, represented by a voice, prompted the subjects to interpret the relationship between the characters in the picture as more benevolent, while the “presence” of others stimulated negativity of interpretations (Vorobyov, 1986);
- the stimulation and suppression of the tendency to cross the “line”, “to be on the edge”, under the influence of parental introjects: the conditional image in the picture of human eyes “looking” into the face of the study subjects provoked the

⁷ The quotation continues: “To say of a person: he is an original person, he is kind, clever, stupid, consistent, etc. ... these are words that do not give any idea about a person, but still claim to describe a person, while often they only confound.” Entry recorded 4 July 1851 (Tolstoy, 1984, p. 46).

⁸ Any Ethics Committee members can feel completely at ease in this matter, without showing any increased interest.

desire in some cases to violate the prohibition, and in others, to suppress such tendencies (research undertaken by the author together with A. S. Ognev, and conducted with the aid of an eye tracker) (Ognev et al., 2021);

- the effect of enhancing creativity, enterprise, and independence, while actualising the introject of a successful “Other Self” which differs from the “Actual Self” (Evchenko, 2016).

The thousands of instances of the use of this method in individual and group therapy demonstrate the vivid dynamics of the ego-structure of the clients’ personality when actualising the image of others who are important to them (the effect of the dynamics of the ego-structure of the *consultant*’s personality under the influence of the personality of the client is also interesting, and is also being investigated).

The “reflection” of the Other in the consciousness and behaviour of the subjects can be discerned in a broad range of phenomena (in addition to the aforementioned dynamics of self-esteem, tendencies towards risk-taking, increased perceptual illusions, etc.). Many of the studies mentioned herein were carried out under the guidance or with the participation of the author long before his “acquaintance” with transactional analysis, perhaps not all of them will be in demand in terms of consulting and therapeutic work, but the potential for using the proposed method in the future to create a TA-based personology is obvious.

3.9. Specific research tasks:

a) the hermeneutics of cultural texts as an aid in the work of a consultant (particularly when working with the second-order structural model);

b) the expansion of reflection through the use of new analytical techniques (including, for example, the reflected subjectness method, which enables the disclosure of interpersonal influences that as a rule remain beyond the awareness of the partners involved);

c) the harmonisation of concepts about significant others while taking into account the “multi-subject” structure of their personality (exploding the myth of the total meaningfulness of manifestations of activity)⁹;

d) the establishment and use of the differences between *psychotechnical myths* and *scientific ideas* as tools in counselling and psychotherapy¹⁰;

e) analysis of the speech of the transactional analyst in the process of TA therapy, supervision and teaching (in TA categories).

⁹ An obsessive search for meaning will lose that meaning. For example: “How could he?! He gave his word!” It is important to understand *who* gave their word and *who* broke that word.

¹⁰ “The growth of personality from within” is a psychotechnical myth (although colleagues who subscribe to Carl Rogers are unlikely to agree with this thesis), while childhood trauma as a source of difficulties for adults in adapting to society is a hypothesis with the status of a scientific idea. The boundary between “evidence of consciousness” functioning in culture and scientific ideas is formally present in the public consciousness, but in fact the line itself is blurred: for example, the “Oedipus Complex” as either a ubiquitous occurrence or a “rare phenomenon” in development is a moot point for many analysts (Jacques Lacan, for instance).

3.10. The adaptation, modification, and elaboration of new tests. This is undoubtedly a necessity in the establishment (the “nurturing”) of TA-personology.

One of the few (for now) examples is the licenced professional version of the Joines Personality Adaptations Questionnaire (JPAQ) test in Russia. The Russian-language version developed by Vadim Petrovsky and Julia Poltavskaya features high alpha-Kronbach indices and satisfactory indicators for convergent validity, estimated on the basis of MMPI and GRT (this work is currently being carried out by Evgeny Osin, Vadim Petrovsky, and Julia Poltavskaya together with Ludmila Sobchik). The interrelation between personality adaptations and the Big Five factors is also in the process of being established (in research by Julia Poltavskaya).

We propose that a valid tool for measuring personality adaptations will make it possible for progress to be made in solving some of the problems under active discussion in transactional analysis. The possibility of statistically modelling the relationship between the manifestations of personality adaptations and other personality variables is becoming a reality. The author has in mind the construction of a (linear) regression model: $Y = a + b_1 * X_1 + b_2 * X_2 + b_3 * X_3 + b_4 * X_4 + b_5 * X_5 + b_6 * X_6$, where Y is the dependent variable (the personality trait being assessed), a is the constant, the b-integers are the regression coefficients, and the X-integers the predictors (the manifestation level of one of the six personality adaptations). In this way, it will be possible to assess the relationship between various personality traits and disorders on the one hand, and a combination of personality adaptations on the other. Is narcissism a specific personality adaptation, or is it a combination of two other adaptations – paranoid and antisocial? The method proposed will address this question (Keith & Widdowson, 2008; Joines, 2011).

4. The TA-Model of Personality in the Context of Therapeutic Practice (Counselling-Therapeutic Disclosure)

As a true theoretician, Eric Berne was preoccupied with the question as to where his theory took its place among other therapeutic systems (psychoanalysis, Gestalt therapy, the human-centred approach, etc.). We quote in full the words from a concise and profoundly meaningful article by Marina Gulina (Gulina, 2001): “Transactional analysts themselves identify with the humanistic trend according to their own principled positions (the value level), but they do not deny the analytical roots of this theory (the conceptual level), while at the procedural level they are utterly ‘method tolerant’, such that you can find examples of the use of almost any methods as part of TA theory. The most well-known is the combination of TA theory with Gestalt therapy, but there are also examples of using the tools of TA in Ericksonian hypnosis, behavioral training, etc.”

It would seem that there is little to add to this assessment: “What can I say beyond what has been said above, if transactional analysis has been primarily a therapeutic system since the late 1960s (counselling work grows out of therapy)?” Nonetheless, the “personological triangle” implies additional elements.

It may prove possible within the scope of *scientific research* to “spy out” the common elements of the work of representatives from various fields and schools of

psychotherapy, and to evaluate them in order to present the results of this meta-analysis to the counsellors themselves, as a psychological tool for the development of their behaviour and consciousness. The effectiveness of using such “findings” depends on the measure of non-triviality of the facts established by psychologists. Techniques for assessing this non-triviality are currently being developed, and are bringing tangible results (Mitina & Petrovsky, 2001; Petrovsky, 2013; Petrovsky & Andreeva, 2018). As such, the use of the personological triangle as a “psychological tool” (Vygotsky, 1982) for possible psychotherapeutic interventions is a long-term objective for TA-personology. Generally speaking, we see it in Figure 8.

Such are the general features of the transactional personology model proposed. Specifying the model’s discrete components is a matter for the future.

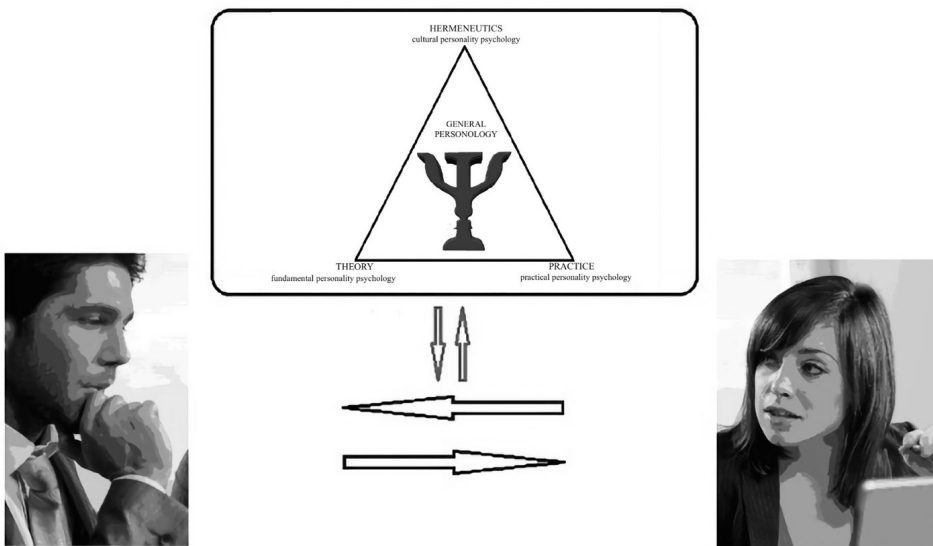
Limitations

Focusing as it does on empirical research, this article is nonetheless not a generalisation of it. The author does not consider this fact to be a “limitation”: this is the genre of methodological development which he has adopted, and which makes up the *project* for upcoming research.

The real limitation is that the subject of the TA-model of personality takes its place in the context of only one school, that of Bernesian transactional analysis. The author’s focus up to this point has been on the TA model of a personological approach to understanding personality as such. Background issues, which are no less significant (such as the problematics of “games,” “rackets,” “parental messages,”

Figure 8

The Personology Triangle – a “Psychological Tool”



“early decisions,” “drivers,” and the phenomena of “transference and countertransference,” etc.), have remained outside the scope of discussion. Meanwhile, the development of the project necessitates the essential alternation of “figure” and “ground” within this context.

Beyond today’s personological comprehension are the Mary and Robert Goulding’s Redecision School, John Bowlby’s Attachments School, Richard Erskine’s Integrative Transactional Analysis, Martin Wells’ and Rebecca Trautman’s Spiritual Transactional Analysis, and the psychoanalytic school of Carlo Moiso and Michele Novellino, among others.

Conclusion

The methodological observations summarised in this article are aimed at creating a research framework in the field of general personology, focused on the transactional analysis (TA) model of personality. An examination was conducted of the cultural-phenomenological, theoretical-empirical, and counselling-therapeutic aspects of the TA-model’s development, which make up the vertices of the “personology triangle”:

1. The language of everyday communication, as opposed to academic obtuseness in describing the main categories of TA – linguistic solutions characterising the structure of personality in the first- and second-order models, including a special interpretation of contamination and confusion – is the cultural origin behind the selection of “games” and “scenarios” (“Little Red Riding Hood”, “Little Pink Riding Hood”, “Schlemiel”, “Now I’ve Got You, You Son of a Bitch”, etc.; the “dramatic triangle” and “tragicomic pyramid” in the description of the “games”); the distinction between real and fairy-tale life; the mythological names of the processes of scenarios in time (“Hercules”, “Tantalus”, “Sisyphus”, “the Sword of Damocles”); implicit-value (non-neutral) terminology in describing the position of a person in society; “cultural meanings” as opposed to “psychiatric stigmatisation” (for example, the names of personality adaptations: “Creative dreamer” instead of “Schizoid”, “Playful rebel” instead of “Passive-aggressive”, etc.); and finally, the style of Berne’s texts as a possible source of the dynamisation of the reader’s personality.

2. The construction of *complete structural and functional first- and second-order personality models* (including contamination and confusion) in combination with empirical studies of the relationship of their elements with fundamental psychological variables (“dominance – submission”, “affective rigidity”, “type and orientation of frustration response”, “impulsiveness”, “field dependence – field independence”, “locus of control”, “cognitive complexity”, “parental loyalty to unconventional child behaviour”, “emotional intelligence”, “spontaneity”, “recklessness”, “independence”, “psychopathic traits”, “malleability”, etc.). Free from contamination and embarrassment, the “Pure Adult” (“Person-as-Duty”, “Comprehending Person”, “Person-as-Soul”) is examined in the context of possible interrelations with elements of the “Big Five”. The manifestations of the “energy-based” concept of “physis” are interpreted in connection with the author’s concept of “excessive possibilities arising in activity” and operationalised in terms of self-actualisation and “suprasituational” (maladaptive) activity.

3. The modification of existing methods (TAT, CAT, the Rosenzweig frustration test, etc.), and the development of new methods of personality research (“reflected subjectness”, the “transactional reinterpretation of fundamental questionnaires”), along with the use of reflexive techniques. The modification and validation of the Russian-language version of the Joines Personality Adaptation Questionnaire, and the identification of new usage cases.

4. The idea of using the “personology triangle” as a “psychological tool” for transactional and analytical interventions.

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