

Analysis of Interpersonal Relationship: Transactional Analysis, Johari Window

Interpersonal relationship: A **strong bond between two or more people refers to interpersonal relationship**. Attraction between individuals brings them close to each other and eventually results in a strong interpersonal relationship.

Interpersonal relations can be better managed through the understanding of the concepts of Transactional analysis, understanding life positions, stroking and the Johari window.

Transactional analysis aims at improving the communication and interpersonal relations between the individuals which is one proven method that helps two persons communicate and behave on the job in a mature manner by understanding each other's motives by entering into complimentary transactions. Transactional analysis is developed by Eric Berne.

The Basis of Transactional Analysis are the Three Ego States in Individual's Personality. These are

1. The Parent ego
2. The Adult ego
3. The Child ego

These ego states have nothing to do with chronological age of the individuals but refers to the psychological age which is reflected in one's behavior and interactions with others. As Berne states, "Although we cannot directly observe these ego states, we can observe behavior and from this infer which of three ego states is operating at that moment".

Parent ego state an individual tends to behave more in the nature of a parent by always dictating the right and the wrong behavior which can be of two kinds :the Nurturing Parent and the Critical parent.

Adult ego state evokes behavior that could be described simply as logical, reasonable, rationale and unemotional.

Child ego state is associated with behaviors that appear when a person is responding emotionally encompassing the 'natural' impulses and attitudes learned from child experiences.

Concept of life positions

The concept of life positions, which is an important part of TA as a way of understanding individuals behavior in the organization is another significant tool of enhancing interpersonal understanding and appreciating each other behavior in a more objective manner by identifying one's self worth and the worth of others.

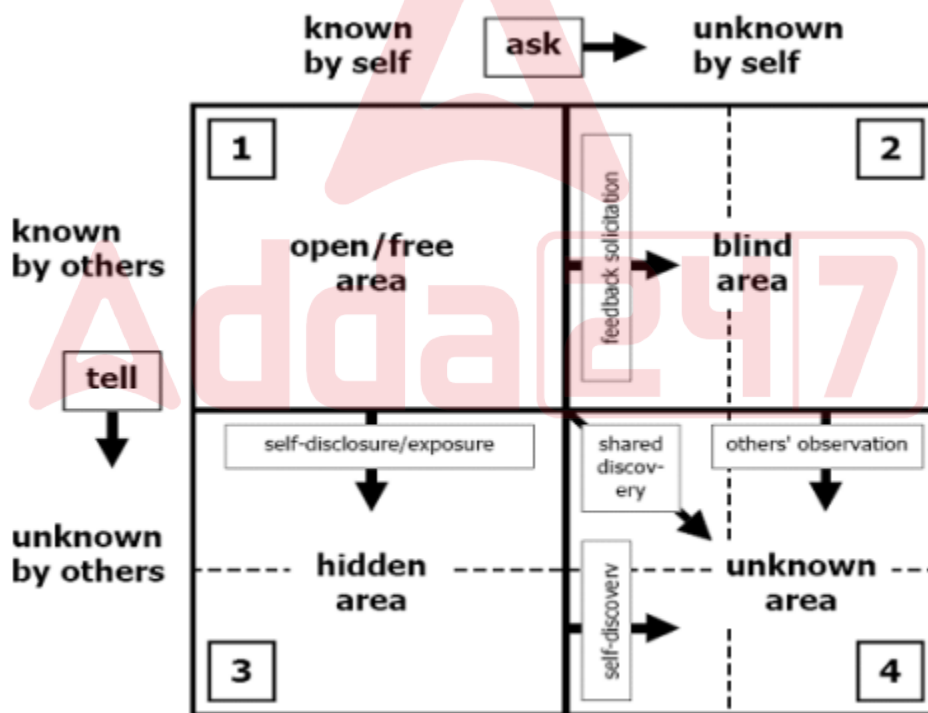
Similarly the Johari window helps in opening up the hidden area of the individuals through feedback and critical appraisal which in turn leads to better communication and interpersonal relations amongst the individuals and enhances organizational effectiveness and commitment. All these initiatives are not only important but are absolutely necessary in today's stressful working conditions where the child ego states of the individuals tend to predominate the work stations and leads to communication gaps which in turn hampers organizational effectiveness.

Stroking: Stroking is another important concept of TA , which can be exhibited in the form of recognition that we usually get from people around us which can be either positive recognition, negative feedback or attitude of indifference. It has been found that it is better to have negative strokes than of indifference as it will at least show our presence.

Johari Window

Definition: Johari window is a psychological tool to self-assess one's behaviour as well as the relationship with others, through feedback or disclosure. It is one of the most effective means of self-analysis by considering the other's perspective to understand oneself in a better way.

The Johari window is a technique created by Joseph Luft and Harrington Ingham in 1955 in the United States. Below given diagram is of Johari window



1. **The first pane, the "Arena,"** contains things that I know about myself and about which the group knows. This window is characterized by free and open exchanges of information between myself and others, this behavior is public and available to everyone. The Arena increases in size as the level of trust increases between individuals or between an individual and the group. Individuals share more information, particularly personally relevant information.

2. **The second pane, the "Blind Spot,"** contains information that I do not know about myself but of which the group may know. As I begin to participate in the group, I am not aware of the information I communicate to the group. The people in the group learn this information from my verbal cues, mannerisms, the way I say things, or the style in which I relate to others. For instance, I may not know that I always look away from a person when I talk... or that I always clear my throat just before I say something. The group learns this from me.

3. **Pane three, the "Facade" or "Hidden Area,"** contains information that I know about myself but the group does not know. I keep these things hidden from them. I may fear that if the group knew my feelings, perceptions, and opinions about the group or the individuals in the group, they might reject, attack, or hurt me. As a consequence, I withhold this information. Before taking the risk of telling the group something, I must know there are supportive elements in our group. I want group members to judge me positively when I reveal my feelings, thoughts, and reactions. I must reveal something of myself to find out how members will react. On the other hand, I may keep certain information to myself so that I can manipulate or control others.

4. **The fourth and last pane, the "Unknown,"** contains things that neither I nor the group knows about me. I may never become aware of material buried far below the surface in my unconscious area. The group and I may learn other material, though, through a feedback exchange among us. This unknown area represents intrapersonal dynamics, early childhood memories, latent potentialities, and unrecognized resources. The internal boundaries of this pane change depending on the amount of feedback sought and received. Knowing all about myself is extremely unlikely, and the unknown extension in the model represents the part of me that will always remain unknown (the unconscious in Freudian terms).

The main objective of the model is to increase mutual understanding that encourages disclosure and feedback to increase our own open area so that both you and your colleagues are aware of your perceptual limitations and reduce the blind, hidden and the unknown areas through disclosure i.e. informing others of your beliefs, feelings and experiences that may influence the work relationships. The open area also increases through feedback from others about your own behavior, which sounds easy but very difficult to seek. But this kind of feedback will invariably help you to reduce your blind area, because your coworkers often see things in you which you cannot see for yourself. And finally, the combination of disclosure and feedback occasionally produces revelations about information in the unknown area.