



Racketeering in the field of Education Options for Protecting oneself from Racketeering

by *Nicole Pierre*

I am interested in the use of transactional analysis in daily life situations, notably in the management of family and professional relations.

In my work as a trainer and supervisor I often found confusion concerning the notion of racketeering and a strong demand for tools for avoiding or getting out of racketeering relationships.

Cet article a comme objectif de reprendre les origines du parasitage

The purpose of this article is to resume the origins of racketeering, the intra- and inter- psychic processes connected to symbiosis. It will show the possible evolutions of a racketeering relationship, it then proposes ways and means to spot this relationship and options to get out of it or at least to protect oneself from it. To illustrate my words, I have chosen examples from the educational field, either from relations between teachers and pupils, or between teachers and administrators.

RACKET FEELING, RACKETEERING AND PSYCHOLOGICAL GAME

A- Intrapsychic process: racket feeling and racket

1 – The racket feeling is a substitute feeling.

The racket feeling is a substitute feeling, inappropriate to the situation experienced by the child which it set up in his family, without being conscious of it, in order to obtain strokes.

For example, in an environment where anger is forbidden and sadness is not only accepted but is source of attention and concern, the child will substitute the feeling of sadness for the feeling of anger. This is the reason why the maladapted feeling is called substitute feeling. Throughout this article I will use this qualification rather than that of racket to name *“a familiar emotion learned and encouraged in childhood, experienced in many different stress situations and maladaptive as an adult means of problem-solving»(1)*

2- Substitute feeling, racket and racket behaviour

Raymond Hostie (2) writes: “We translate « racket » by racket feeling. Our translation respects and emphasises Berne’s double design. A “racket” in American indicates a gang of crooks [....] who drain the benefits [.....] of victims to their profit [...]. Thus a “racket” is a “parasite organism that lives at the expense of another organism, as can be seen in the animal or vegetable kingdom. Moreover, the word “parasite” also designates background noises disturbing communication”

. ‘.To Holloway, as quoted by Zalcman (3) “the racket is not a feeling but “ “an underlying intention to exploit others»

The most important contribution concerning the racket comes from Fanita English(4). To Fanita “racket” is the substitute feeling, the transactions serving the racket feeling she calls «racketeering» and the “racketeer” is the person who engages in racketeering in order to obtain strokes.

In order to make the connection between the substitute feeling and racketeering, let us take the example of a pupil coming from a family where anger is a suppressed feeling that has been substituted by sadness. At school, this student will immediately start crying when his classmate pinches his rubber. The crying is the racket behaviour expressing the substitute feeling of sadness.

These tears will attract the attention of a particularly nourishing teacher and both will be in a rackety relationship.

The substitute feeling and the racket behaviour manifest themselves outside the field of awareness; they are ways and means to create symbiosis between two complementary individuals. Let us see how.

B – Inter-psychic process – the rackety relationship, a symbiotic relationship

1 – What the racket relationship consists of and the different types of racketeers.

Fanita English perfectly explains the racketeering, as a complementary relationship between two individuals. She distinguishes two types of racketeers.

The type I racketeer looks for a pseudo Parent from a :

- “helpless” Child ego state, Adapted Submissive Child *“Ah, I really don’t understand this exercise...” or*
- from a Bratty Child ego state, Adapted Rebellious Child. : *“Yuk! I was not able to do your exercise!”*.

The type II racketeer looks for a Child from a :

- “helpful” Parent position, Nourishing Parent: *“Wait, let me explain it to you in a different way”*.
 - Or out of an « authoritarian »Parent position, Critical Parent: *« You did not work and you will flunk your test once again! »*

Each of these transactions is a symbiotic appeal and the racketeer who ‘appeals’ will engage in a symbiotic relationship with the person who responds in a complementary role. This is a way of non-conscious manipulation, by which one person uses another, apparently (unconsciously) consenting (which, in the case of school, will help to maintain the status quo of the institution).

Going back to the example mentioned above of the pupil crying because of his schoolmate pinching his rubber: this behaviour, the tears, may “hook” the compassion of a teacher of the complementary type who, when little, was stroked for his kindness, his care for others, and who will in this case “reproduce” automatically his stroked behaviour. He will take great care of the pupil, offer comfort in exchange of verbal and non-verbal messages meaning: *“You at least are kind!”*. The demonstration of sadness, the tears, gets the racketeering under way. The transactions between the pupil and the teacher, the two racketeers might be called “the racket process”.

The racket transactions are parallel transactions from the Child ego state of the pupil to the Parent ego state of the teacher and from the Parent ego state of the teacher to the Child ego state of the pupil. The two racketeers, the pupil and the professor will both obtain positive benefits. This is a clear symbiotic relationship with straight demands; and agreeable to both players.

But what will happen in case one of the racketeers wishes to put an end to this type of exchange, when one of the players wants to get out of the symbiosis?

Let us look at the different scenarios of racketeering and their possible consequences.

2 – The evolution of the racket sequence

a) Both partners obtain positive benefit and the sequence may continue.

As long as there is something in the relationship for both, that satisfies their need for strokes, the situation is not harmful and may continue.

At school the teacher may feel particularly useful and helping in his interventions with a pupil in difficulties - who exploits the situation by soliciting new explanations. The youngster reproduces at that moment the usual and efficient transactions he has been using in his family ever since he was

very little. The two partners collect their strokes: gratefulness for one and care for the other that is: positive benefits

This symbiosis can not be qualified as « unhealthy » as it may bring a kind of balance.

The two consenting partners behave as if they were in a functional symbiosis although it is not contractual as neither the roles nor the period of time have been clearly defined between them.

Some rackety relationships may last for many years, even a lifetime. This is the case for example in couples where the two partners hold complementary positions and adapt to it.

In friendships too this type of relationship based on this repetitive functioning that is satisfying to both partners, can be found.

However, a change can occur.

b) One of the partner wants to put an end to the racket sequence.

It is possible to accept a racketeer for a certain period of time. Each of us has memories of somebody insistently giving us bits of advice- while we did not ask anything – in order to extort a series of “thank you”. And then we wish to put an end to this type of relationship that does not suit us anymore.

It is the case of a young academic, assistant of the Manageress of the U.F.R. (Unit of Formation and Research). Initially she submitted to the directives and demands of the Manageress as she was learning her new duties. Both evolved in a functional symbiosis, where each had her place.

Then the young woman saw that, even if she liked her tasks, she could no longer stand this way of working; she reacted more and more aggressively and started considering to leave her job.

Both women had functioned hitherto through complementary transactions, one as an «authoritarian» Parent, the other as a bratty Child, with positive benefits for both. Now the young assistant did not accept any more the too much controlling style of her superior. What decision to make? Leave this department that suited her? Try to negotiate?

What may be the consequences of the breaking off a rackety relationship? How will the “rejected” racketeer react to the situation?

- The insufficiently nourished racketeer will start looking for another person to racket.

The pupil mentioned above will not be long in reopening with someone else (a different teacher, a supervisor...) in order to get his attention.

In the teachers room, the colleague who feels she/he is not being listened to by the person she/he is usually speaking to, will turn to a more available and obliging person.

The manageress will find a new young assistant to control.

And the relationship with the first partner will break off, temporarily or for good.

- The inveterated racketeer cannot bring him/herself to let go of his source of strokes.

In whatever way one of the partners chooses to end the racketeering, the other partner cannot disregard it; he/she either continues the same type of transactions, hoping to ‘catch on’ again, or may change ego states and start a psychological game, as he refuses to loose the stroke source.

This is why Fanita English claims that the psychological game is a racket that failed.

- The racketeering ends up in a psychological game.

In the case related above the teacher after having made a few interventions to comfort the pupil is on the point of taking up his course; he eyes the classroom and his attitude changes: these non-verbal messages indicate to the pupil that he will no longer be the subject of attention. They form

the psychological, hidden level of the transaction that from simple and parallel, changes into the ulterior transaction that starts off the psychological game.

The pupil changes from Adapted Child to a Critical Parent ego state accusing “*One cannot work in this class, you allowt them all do as they like!*” This is the cross-up of the psychological game.

Racketeering and psychological game both have the same objective : to obtain strokes with complementary partners. What differentiates them is the nature of the initial transactions which are simple and parallel for in racketeering, complex and ulterior in the psychological game.

In other words, from the clear symbiosis of the racketeering there is a switch to the hidden symbiosis of the psychological game with manipulative transactions preparing the cross up.

Hence the advantage of staying vigilant and to seek to protect oneself from racketeering or to get out of it.

II - OPTIONS FOR GETTING OUT OF A RACKET

I will present different interventions that resemble more or less the options for getting out of a psychological game. Nevertheless, in racketeering, the taking into account of the types (II - 1.a.) allows for more adapted and thus more effective transactions.

1- Ways of spotting the rackety relationship

We can become aware of racketing

- either by observing inadequate behaviour in the other person. (a pupil crying because of a comrade insulting him)

- or by the perception of an unpleasant feeling inside oneself (uneasiness)

The teachers Nurturing Parent was touched for a while by the whining pupil, but he ended up being irritated, feeling manipulated. The inauthentic creates uneasiness and it is this feeling of uneasiness that allows us to become aware the we are being racketed.

« »Notice your own exasperation: if you are regularly feeling irritated whereas «normally» you ought to feel sympathetic, it may be that you are in the presence of a racket feeling «5

In this manner one of the partners may feel on his nerves, demotivated in a relation because of an insistent behaviour. The racketeering has been spotted. How to get out?

2- Refuse to take on the complementary role

Being conscious of the role one easily takes on, how to go about to not let oneself be caught that is how not answer the symbiotic call?

I suggest anticipating a possible next racketeering by saying to oneself for instance:

- Facing a « helpless » Child :

For those who tend to be a « helping Parent » : “*If he/she starts complaining I will not sympathise, I will just rephrase in a neutral tone of voice*”.

For those who tend to be the “authoritarian Parent” :”*If he starts complaining I will not put him down, I will reformulate in a neutral voice.*”

- Facing a « bratty » Child :

For those who tend to react from their Parent : « *If he starts to grumble I will answer with humour*”.

- Facing an « authoritarian » Parent :

-For those who tend to be in Submissive Adapted Child, “helpless”:

“If he aggresses me I will not submit, I will ignore him”.

- For those who tend to be in Rebellious Adapted Child, “bratty”: *“ If he is aggressive, I will not rebel, I will keep silent”.*

- Facing a « helpful » Parent :

« If he comes to help me , I will know how to refuse politely”.

3 – Diagnose the transaction and try a helping intervention

While racketeering, sufficient transactions are exchanged to allow for a behavioural and social diagnosis. This is a good occasion to:

- find out in which ego state the racket is situated, that is spot my own as well as the other persons’ ego state.
- Transact, or show an appropriate non-verbal behaviour , from a positive ego state.

Some examples :

a) a colleague says in a sad way: “ I’m so tired “ or “ It is so difficult, I can’t make it”.

I diagnose an Adapted Submissive Child, of the “helpless” type

I reply: “You seem to need help, someone telling how to go about”.

b) A pupil protests : “ Your class does not interest me!”

- I diagnose a Rebellious Adapted Child, type “bratty”

- I reply: “ I note that you don’t appreciate my course”

c) A colleague, after explaining the subtleties of the new computer, insists: *“Are you sure you’ve got it? Sure you can do this job by yourself?”*

- I diagnose a “helpful” Parent

- I answer: *“Thank you for worrying, I know I can turn to you if necessary”.*

d) A collaborator launches curtly: *«Look at your watch! You will miss the beginning of your class! «,*

- I diagnose an « authoritarian » Parent.

-I reply : “ I see you wish me well, thank you”.

In these few examples, the intervention will be successful - if the partner moves into a positive ego state!

4 – Acknowledge receipt after having satisfied the need.

That is to start with giving the strokes the person comes to seek and next acknowledge, simply from the Adult the other persons words.

Resuming the previous examples :

a) – « *I’m tired* » says the colleague.

Reply: *«Indeed, you look tired to me! ... I understand, your situation is not comfortable.»*

Be attentive in this case not to reply in a way that might seem defensive like « I can’t help you much !» Even if coming from the Adult ego state, it is an intervention which is likely to be taken badly by the racketeer as he does not ask for anything directly.

On the other hand it is possible to confront from the Positive Critical Parent: *“You need to do something to protect yourself”*

b) « *Your class does not interest me !* » the pupil says.

Reply: *“Yes! I hear you, the subject is indeed difficult “.*

c) « *Are you sure you’ve got it ?* » says the colleague.

Reply: *“Thank you for taking care of me! I think can manage manage”.*

d) » : «*Look At your watch! You will miss the beginning of your class! «,* says the collaborator.

Reply: *”I appreciate your vigilance. I heard what you said”.*

5 – Accept the racketeering while protecting oneself

In as far as one has spotted the « racketeer », one knows what is going to happen. If one wants to stay bonded, one can accept to enter the process consciously, by setting rules of protection (investment of time, energy...).

For example, knowing one's limits, say to the racketeer who starts a conversation or who telephones: "I cannot speak to you for a long time, I have an appointment".

Or be prepared to end the discussion after a certain period (notably when one starts feeling irritated) by saying for example: "We're going to end this discussion, I have an appointment".

6- Ignore the racket

That is: don't answer, change the conversation, do something else, propose something different : « Do you feel like having a cup of coffee ? »

Or let the racketeer who instigates the transactions go it alone, without taking the complementary position. (6)

Conclusion

Trained as he is since his early childhood to experience the substitute feeling in order to satisfy his environment, the racketeer cannot but express his racket behaviour and he is entitled to benevolence

However, to be clear about the mechanism of racket enables one to protect against it.

After having specified what is of the order of the non conscious in the racket feeling, I centred the interventions on the inter-relational, thus resuming "The bernian idea that one can understand and help people by studying their behaviour in the here and now in a relational or social context, and particularly by analysing their transactions".(7)

While staying aware of the limits of our field of action, the intervention is gratifying and worth making while taking full responsibility.(8)

As a matter of fact, the purpose of TA is not to control the racketeers, but personal change that makes racketeering difficult by elaborating contractual relationships.

Nicole Pierre T.S.T.A.E., Paris

¹ Manuel d'A. T. I. STEWART - V.JOINES page 251, «TA To day» p 209

³ Zalcman, M., Analyse des jeux et analyse du racket, A.A.T., 65, p 21-39

«Games analysis and racket analysis : overview, critique and future developments» TAJ January 1990

⁴ English, F., Le mécanisme de substitution des sentiments parasites aux sentiments réels (orig. TAJ, 1971), AAT, 7, p 108-113 CTA, 1, p 166-171, » The substitution factor : rackets and real feelings «, TAJ, 1, 4, 1971

Les rôles de Victime dans le triangle dramatique (orig. TAJ, 1976), AAT, 7, p 122-124 CTA, 1, p 130-132

« Differentiating victims in the Drama Triangle », TAJ, 6, 4, 1976

Le parasitage (orig. TAJ, 1976), AAT, 7, p 119-121 CTA, 1, p 172-174, « Racketeering « TAJ, 6, 4, 1976

Deux modes de parasitage (orig. TAJ, 1999), AAT, 103, p 126-129 CTA, «Two racketeering patterns», TAJ, 29, 2, 1999, *Analyse transactionnelle et émotions*, Epi, p 93-154., What shall I do to tomorrow ? Barnes G (éd.), Transactional analysis after Eric Berne, Harper's College Press, p 321-327

⁵ English, F., Le mécanisme de substitution des sentiments parasites aux sentiments réels (orig. TAJ, 1971), AAT, 7, p 112 CTA, 1, p 170, « The substitution factor : rackets and real feelings «, TAJ, 1, 4, 1971

⁶ Zalcman, M., Analyse des jeux et analyse du racket, A.A.T., 65, p 28

«Games analysis and racket analysis : overview, critique and future developments» TAJ January 1990

⁷ Zalcman, M., Analyse des jeux et analyse du racket, A.A.T., 65, p 21

»Games analysis and racket analysis : overview, critique and future developments» TAJ January 1990

Vote for EATA Statutes

After many years of discussion and the need to update our statutes for registration in Switzerland the new statutes were revised and voted on by postal vote to 5979 EATA members. There were 608 votes in favour and 27 votes against so the new statutes have now officially been accepted.

The General Assembly has the same power as it did in the old statutes and we hope you will join us for the new style General Assembly in Santiago de Compostella on July 9th, 2006 which will give you time to discuss issues and new EATA resources and projects with the Executive and Council members.»

Adrienne Lee, President of EATA

Trainee Exchange Programme



by Adrienne Lee

As EATA President it has always been one of my greatest wishes to find ways of networking and promoting the development of TA right across Europe. As each country develops its own TA programmes so strongly we may lose some of the «cross –fertilisation» and stimulus from other countries and cultures. EATA has therefore recently introduced some new projects to stimulate cross cultural and national exchanges in different ways, we have launched the International Colloquia, the EATA Newsletter has been translated into five different languages on the website, and now we are launching another new project that we hope you will support with enthusiasm.

One of the great advantages for us in the TA modality is that we are part of a large, flourishing international community. In the old days we went from trainer to trainer all over the world to gather our training hours to fulfil requirements but now the vast majority of trainees all over Europe belong to Training Institutes where they do most, if not all, of their training. Of course there are great advantages in this, but we recognise that there have also some been some losses. Hence the idea for this new Trainee Exchange Programme has emerged.

The goals of the Trainee Exchange Programme are to encourage:

- International TA networking – so that trainees meet and connect with TA trainees in other European Countries.
- Cross fertilisation of theory and practice – so that different cultural responses to, and developments in TA theory and practice can be explored and experienced.
- Expanded training frame of reference – so that different approaches to training in TA can be experienced.

We propose that the Trainee Exchange Programme be arranged in the following way:

- Directors of Training Institutes in one country will connect with an Institute in another country and agree the exchange.
- The EATA office will keep a record of those Training Institutes that seek exchanges and make this information available to any enquiry.
- The exchange will be for a maximum of 6 trainees (number to be discussed and agreed with trainers)
- Trainees agree to «twin» with a trainee in the other country and exchange accommodation and hospitality, and set up their own communication with each other.
- Training Institutes make no charge or fees for the exchange visitors (and expect reciprocal arrangement for their trainees)

- Exchanges that are offered can be advertised in the EATA newsletter. They may also be arranged privately but may be notified in the Newsletter so, we know if this is happening and can research the value of the experience
- The exchange length of time may be agreed between Training Institutes (normally this will be a 2 or 3 day workshop)
- It is possible that more than one Training Institute in the country may wish to be involved in the same exchange (e.g. trainees from INITA in Hanover may attend one weekend at The Berne Institute, UK and one weekend at Metanoia, and Berne and Metanoia trainees may attend one weekend in Hanover and one in Switzerland)
- If trainees require translation they have to organise this and fund this themselves (EATA bursaries can be requested)
- Trainees are responsible for their own travel costs etc (EATA bursaries can be requested)
- Training Institutes and trainers are responsible for establishing the **contract** for the exchange and to exchange information about their training programmes.
- INITA (Germany) and The Berne Institute (UK) will pilot this Exchange in 2007/2008 (and possibly the Eric Berne Institute in Zurich)

If your Institute and trainees are interested in participating in this programme, or if you have any thoughts and comments about this that you want to share or discuss please contact Adrienne Lee on adrienne@theberne.com. Or the EATA offices.

Adrienne Lee TSTA, President of EATA 2006.

1. EATA International Colloquium

**November 14th 2006 10.00 a.m. – 6.00 p.m.
In Frankfurt Main Germany**

European routes to relational approach in Transactional Analysis

Presenters: **Helena Hargaden**, TSTA London, **Matthias Sell**, TSTA Hanover
Charlotte Sills, TSTA London

Moderation: Ulrike Müller, TSTA Freiburg

Morning session: Presentations and plenary discussion

Afternoon session: Workshops

English/German translation will be offered

The Colloquium is financed by EATA.

Participants pay a contribution of 20 Euros for translation and soft drinks.

This will be the first in the series of International Colloquia organised by EATA in order to offer a platform to strengthen professionalism, internationalism, and develop new theories, models, and methods. EATA members at CTA level and above are cordially invited.

For information and registration please contact

Nevenka Miljkovic, EATA Vice President, e-mail: nevenkamiljkovic@t-online.de

EATA Newsletter in different languages

We are proud to announce that in addition to the 5 already existing languages (English, French, German, Italian, Spanish) the EATA newsletter will now be available also in Russian. All these editions are available via the EATA website www.eataneews.org and can be easily downloaded. Only the English issue is produced and posted in paper directly to the members.

This is a big achievement, since language is a very important bridge for contact between EATA and its members.

New book in Hungary



The authors.

The names (from the left): Annamária Váry, Zsuzsa Józsa, Béla Buda (publisher's reader), Erzsébet Juhász, Éva Ács, Judit Szamosi, Miklós Kiss, Mária Nábrády, Judit Magyar, Katalin Járó (editor), Zsuzsanna Valkai

Let me inform the European TA community about a great success of the Hungarian TA people. At the end of the last year we succeeded in publishing a two-volume book about the state of the art, and our practice in TA with the title:

CAN WE MODERATE THE PREPONDERANCE OF THE SCRIPT TOWARD AUTONOMY?

DO WE HAVE A CHANCE TO LIBERATE OURSELVES?

THE TWO VOLUME BOOK: "DESTINY AS DECISION" OFFERS TOOLS FOR THIS CHANGE IN THE SPIRIT OF ERIC BERNE.

The book (subtitled: The discovery and liberation of emotions) is the continuation of the volume "Without games – Transactional Analysis in Practice" and was issued by the same publisher, Helikon, Budapest in 2005. It was introduced to the public in December on a party with almost 100 participants.

1. Compass in the jungle of emotions

Different approaches of emotions in psychology. The standpoint of TA (Mária Nábrády)

2. Destiny forming situations and decisions

Psychological counseling – way toward future (Éva Ács)

3. Social-cultural field: conflicts on the surface and in the deep

Organizations on the turn of the century. The spirit and daemons of change (Annamária Váry)

4. The landscape of suffering and the ways of rebuilding

The challenges of psychotherapy and the TA (Erzsébet Juhász and Katalin Járó)

Did you know or hear already?

Did you know or hear already?

ta and art

A conference with this theme will be organised in Dessau/Germany (language German) on the **2nd and 3rd of February 2007**. This conference will take place in the famous "**Bauhaus**", where from 1919 until 1932 between others such famous teachers as W. Gropius, Lyonel Feininger, G. Marcks, Paul Klee, Oskar Schlemmer, Wassily Kandinsky were teaching and working. The conference is organised by hilde anderegg (Switzerland) and Matthias sell (Germany), is sponsored by EATA, DGTA and INITA and offers an interesting mixture of theory and practice around Transactional Analysis and the Arts.

Information and booking: INITA, Langensalzastr. 5, D-30169 Hannover,
Tel: +49(0)511-988450, Fax: +49(0)511-805700, Email: institut@inita.de

2006 World TA Conference, Istanbul, Turkey

2006 World TA Conference, Istanbul, Turkey, July 26-29

Organized by The International Transactional Analysis Association (ITAA)
and The Turkish Transactional Analysis Association (TAD)
Supported by ASAM Child and Family Development Center

Theme: "Trust and Uncertainty in the 21st Century"

Preconference Institutes: 25-26 July,

BOC Exams (CTA/TSTA): 26 July

Training Endorsement Workshop: 30-31 July



Institute of Developmental Transactional Analysis

Annual Conference 6 and 7 October 2006

The Hilton Hotel, Watford, Hertfordshire

Keynote Speaker: Annie Murray, Chair of IDTA

Developmental Transactional Analysis is a thriving and growing discipline, covering the organisational, educational and counselling fields. Physis – the urge to grow and develop - is a significant concept in developmental transactional analysis. Creating insights, encouraging strengths and facilitating growth are the key tenets of our work. As practitioners in the developmental field, our objective is to stimulate physis for individuals, within community, and through community.

This, the IDTA's third annual conference, takes developmental TA as its theme and is offering delegates the opportunity to explore how TA is and can be used to promote healthier individuals, teams and organisations. There will be a range of developmental workshops for participants to choose from over the two days. "Who do we think we are?" is the topic of the panel discussion on Day two. Leaders in the developmental fields of Transactional Analysis will put forward their views and will invite an exploration of TA as it is applied in organisations, counselling and educational settings. The wide and varied programme offers something for everyone: managers; team leaders; HR professionals; teachers; trainers; educators; coaches; mentors; counsellors anyone who has an interest in development.

EATA International Trainer's Meeting - Programme

Santiago de Compostela 6th -7th of July 2006

The Trainers Meeting will be organized in sessions around themes which were proposed by the participants to the previous trainers meetings. Each session will have one or two coordinators who will give a short presentation on the theme and will also facilitate the discussion and the exchanges in the group. The works will take place in small and plenary groups.

July 6th:

9.00 Welcome; contracts; structure of the day

9.30-11.00 **How do you understand and teach OKness in your country and national association?**

Discussion in national and international groups.

Plenary group **Marco Mazzetti**

11.00-11.15 Coffee break

11.15 -12.30 **What has the educational field got to teach us about teaching adults?**

Trudi Newton

12.30 – 2.00 Lunch break

2.00 - 3.45

Starting the new route to TSTA : the pilot study and the research project

Trudi Newton, Henning Schulze, Charlotte Sills and Resi Tosi

3.45 – 4.00 Tea break

4.00 – 6.00 **TA theory of unconscious and unconscious theory in TA**

Exploration exercise – work in small groups

Round table discussion with representatives of the four fields of specialization **Charlotte Sills**

6.00: **Cocktail hour and Spanish guitar** Gold medal givings and celebration

July 7th:

9.00– 11.00 **Different Approaches to TA**

The practitioner-client relationship; TA practice and the concept of change/'cure'. Implications for training.

Open space **Sylvie Rossi**

11.00 -11.15 coffee

11.15 – 12.15 **Think Global – Act Local**

Discussion on relevance for EATA now and in the future **Matthias Sell**

12.15 – 12.45 **“Towards General Assembly”** – what issues would trainers like to go forward to the GA and to Council?

12.45 – 2.00 Lunch

2.00 – 3.30 **Power and Responsibility – uses and abuses**

Small groups work on power in the organisations:

Danger and avoidance/protection from abuses in national organizations

Barbara Classen and Stefan Sandstrom

3.30 – 3.45 Tea break

3.45 – 4.30 Farewells and large group plenary.

A new format for TEW *Self evaluation and planning of development in intercultural exchange*

by *Matthias Sell, TEW coordinator*

In the framework of my work as staff member of 17 **Training Endorsement Workshops (TEW)** in 11 years, and as current TEW coordinator, I'd like to comment in this article on a few changes that have lead to a new concept for the TEWs .

I already have presented the concept we've developed with **Annika Björk** (who has been TEW coordinator for many years) in the PTSC and we have agreed to discuss the new ideas with a broad TA public. In the TEW procedure as it has been until now, there are many useful aspects, that strengthen and link the TA community in Europe and throughout the world on one hand, and that contribute to the lively exchange about teaching and training of TA during the TEW meetings on the other.

The Training Endorsement Workshop gives staff and participants and international connection,

- 1) through many discussions on the **Training Proposal Outlines**
- 2) as there is an **Evaluation of Quality** trough the feedbacks
- 3) as participants learn from each other how **TA is taught in different cultures** and which status it has in them
- 4) as **different ways to teach and supervise** become apparent through the teaching and supervision
- 5) as a **self perception and self evaluation** process is initiated regarding the degree of maturity of the development of the participants and
- 6) as a feeling and a knowledge regarding **planning steps** and needs for further development come into being, that go much further than the feedback the trainers give directly concerning inner attitude and the position taken regarding teaching and the organisation of training in TA.

These positive aspects need to be highlighted and supported. If we consider that the TEW is the only organised meeting of TA people in which we work directly and immediately together, in which feedback is given directly and immediately, in which work is done on the personality and identity of the professional role, all of it in an international exchange, then it is appropriate to develop an new vision on how to extend and improve this process within the TA community.

Not least, it seems to me that it is important for the increase in **professionalism and quality of the European organisation EATA** that we show the public that we have had for a long time, and still have high standards in the training of TA and that we set up high standards in the continued training and coaching of trainers.

For the reasons mentioned above I suggest to modify and broaden the procedure and the sequence of the TEW in a way that enhances contact, and that favours coaching and the exchange between colleagues. The graphic representation explains how we see things. One year after the CTA exam a candidate registers for the first workshop (this remains unchanged). This workshop is implemented using the design of the current TEW, but now the emphasis is on the preparation for teaching and training. I will be a **real preparation course**, the Training Preparation Workshop (TPW). It will be prepared according to the same criteria as now : the candidate will show his/her teaching capacity (Teaching), his/her capacity to supervise (Supervision) and his/her training planning (TPO).

As a preparation for the future activity, the feedback of the staff-trainer focuses on one specific point. As far as teaching is concerned, the **management of the process** will be observed. For the Supervision part, the **structure of supervision** will be point of focus. With the TPO, the **concept of the training planning** will be at the centre of the feed back. These focal points have been chosen because they provide an opportunity to give the candidate precious support and a clear orientation for the teaching activity. Important contents such as **knowledge on ethics and TA organisations** will be included in the preparation. Until now these aspects were dealt with through small presentations by the staff-trainer. This seems important because the discussion on ethical questions and questions regarding the TA organisations allow the candidate to connect to his/her **role as trainer** and to fit into the frame of reference of the TA community.

Finally the candidates should develop a **personal development plan** for the next 3 years of their training practice. This is a form of self determination and self development that will be accompanied and commented upon by the staff trainer during the final feedback of the **Training Preparation Workshop (TPW)** with focus on the congruence of the perceived and experienced behaviour and actions in the three days of the TPW.

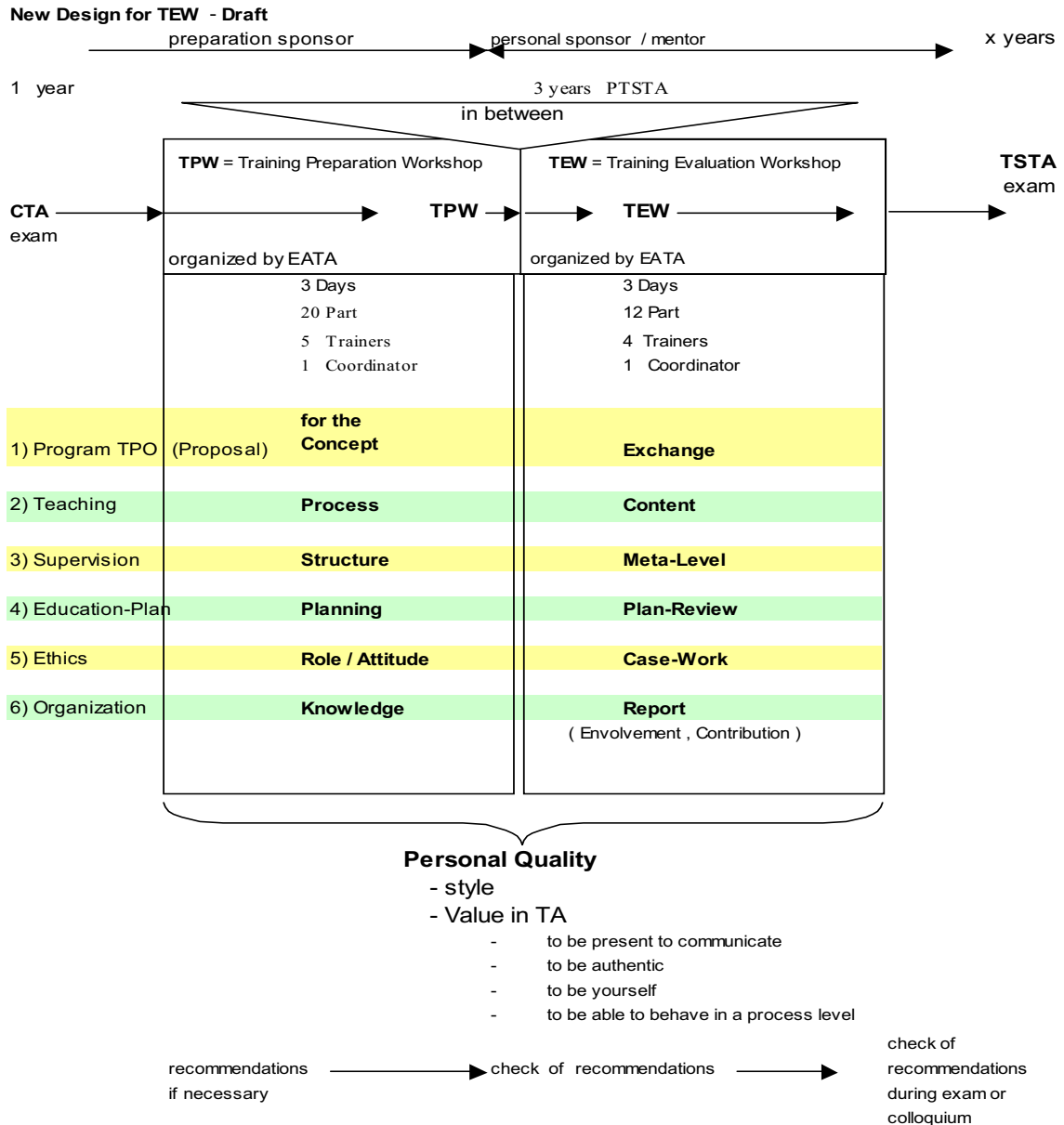
After three (or four) years another workshop is to take place with a smaller number of participants, in which the development plan is reviewed and evaluated. Teaching and Supervision are demonstrated and the training plan is presented along with the changes that have emerged in time.

Just as in the first workshop (TPW) focal points for the evaluation are determined in the **Training Evaluation Workshop (TEW)**. This time, the **content** is given more attention as far as Teaching is concerned, and the coherence and richness of knowledge are evaluated. The Supervision is evaluated in terms of a **meta-reflection** on supervision processes. The training concept will be assessed in the **discussion and exchange**, and finally the **personal development plan will be reviewed**. Ethical questions will be addressed with **case studies** and the **engagement in TA organisations** will be assessed through presentations and workshops. Throughout all these specific observations, the personal style will be taken into account as well. It could be evaluated with the questions : Is the candidate present in the communication ? Is the candidate authentic, self assured, is he/she able to think and reflect on the process, can he/she plan developmental processes and orient him/herself in these ?

Should recommendations or requirements for further development arise out of the evaluation of the candidate, the candidate could comply with them on his way to become a trainer and demonstrate during the exam that he/she has fulfilled them.

This new process only will work out if there are trainers willing to staff under the same conditions as the current TEW, i.e. refunding of travel expenses and accommodation. The benefit for them is the high degree of exchange and experience in the international context : This direct experience of intercultural exchange within the TA organisation is usually only found in international conferences, and then only to a certain extent. Within the staff-team we usually take enough time to give each other feed back and this is experienced as very valuable. At the same time the trainers contribute with their work to the earning of funds for the organisation that might be needed to fund translators. It is thus a piece of cultural work for the TA community.

To conclude one has to mention, as it is apparent in the graphic below, that this new sequence exactly fits into the ideas of a pilot project regarding the training of trainers. This joint approach, if we could materialise it, would be an additional step towards professionalism. I'm grateful for feedback and comments. Please sent those to me directly, I will collect them and inform the PTSC.



Reminder

«The Eata Commission of Certification (COC) will stick to the rule that all exams and exam venues will be advertised 12 months prior to the exam, to permit candidates and organisers to have a reasonable time to prepare the exam (in spite of a recent exception with the venue Florence, that was taken with special reasoning).

The local organizers will need to agree with the chair of COC the date of the exams in advance of this 12 months period. COC is welcoming the requests for exam organisation from national associations.

COC wants also to remind all local associations (after some misunderstanding, which recently occurred) that at each venue the official language of EATA is English and at all venues there will be exams available in English. In addition and whenever possible there may also be exams available in other languages (local, etc.). It is the responsibility of the exam supervisor to arrange these exams and to advertise the availability of exams in each of the languages available as soon as possible. «

TA Tales from the Southeast



Account of a journey to Zagreb from Toni Lipp (PTSTA-O) and Judith Schütz

End of March, the Croatian TA Association UTA organized an advanced TA training workshop in the organizational field. The workshop was organized with the assistance of the European Connection Committee of EATA, as a part of an ongoing project which task it is to provide to members of EATA in East European countries training in different TA fields.

Toni Lipp and Judith Schütz (both from the Swiss German TA Association DSGTA) were the teachers, and people came not only from Croatia, but also from Bosnia-Herzegovina, Serbia and Montenegro, and Romania to attend this two and a half days workshop.

The workshop was an adventure for everybody who attended: for the participants for some of whom it was the first time to gather in a mixed ethnic group after the war, for the workshop teachers who had never before worked in Southeast Europe, and last but not least for the president of UTA who did not know the Swiss speakers beforehand but readily agreed to host and organize this workshop.

But TA proved strong and unifying enough to bridge all cultural and personal uncertainties. Starting with an 101 exercise from Leonhard Schlegel on o.k.-ness and acceptance, the group quickly found its mutual roots and trust to work together. TA and systemic theory input on work in organizations, group exercises, personal reflection, lively discussions, and supervision sessions made for an intensive workshop.

Now, some weeks after the workshop, what are the most outstanding impressions that the two workshop leaders Toni Lipp and Judith Schütz want to share with the TA community? Here is our say: We are impressed by the participants' dedication to learn and advance in TA (some attendees willingly endured an exhausting overnight train ride just to participate at the workshop).

People in Southeast Europe are ready to move on. They strive for a new future, for success, prosperity, and international acknowledgment of their abilities and business acumen.

TA trainees in this area are participants in the democratic processes of their countries. Their struggle to build up new collaboration patterns is sometimes met with such difficulties as power play, corruption, and mobbing/harassment. Ever more reason to encourage EATA to furthermore provide and support training in organizational filed in this area.

Time perception and time handling are different in Southeast Europe than in Switzerland. Toni and Judith learnt that participants may be late for starting the workshop in the morning, but never for the joint night-out!

The interest in TA is great in Southeast Europe but there is a lack of teachers, structures, and financial means. We see this situation as a call-to-action for the TA associations in Central Europe. The future of TA in Europe may well depend on the dissemination of TA in the new economies of the east. How do we give further consideration to this development?

Contact: tlipp@stroke.ch and judith.schuetz@osn.ch



Exam Successes

The following three people passed their CTA Oral Exam at **Chennai, India** January 26, 2006

Julie **Guest**, UK, Psychotherapy
Judy **Shaw**, UK, Psychotherapy
Ragina **Rao**, India, Psychotherapy

Congratulations

Successful Candidates on 25.11.2005 in **Graz/**

Austria:

Annemarie **Trkmic**
Mag. Gertrude **Lausegger**
Ronald **Gyaki**
Mag. Berthold **Kager**

and 19.5.2006 in **Bad Gleichenberg/Austria**

Ingrid **Rauch**
Lic.phil. Johanna **Braun**

all in the field of psychotherapy

Exam success in **Exeter, UK**, April 6th, 2006:

All psychotherapy:

Teaching Transactional Analyst: Mo Felton

CTA: 1. Binkie **Heather**
2. Ann **Angier**
3. Deborah M **Wortman**
4. Helen **King**
5. Vauna **Beauvais**
6. Michael **Hartley**
7. Helen M **Rowland**
8. Kathy **Laverty**
9. Suzanne **Paton**
10. Ann **Heathcote**
11. Zing Jean **Rock**
12. Christina **Wagstaff**
13. Paul Richard **Kellett**
14. Christine Ann **Hosking**
15. Lynda **Howell**
16. Roxana **Howkins**
17. Hayley Nicole **Marshall**
18. Sue **Ashby**

We congratulate **Evita Cassoni** who passed her TSTA-Exam in Hofgeismar/Germany, November 2005, Congratulations also to **Birgit Günther** who passed her CTA Exam in Hofgeismar/Germany November 2005.

We apologize to **Silvia Grassi** who withdrew from the II level exam and did not sit in.

Book reviews

by **Jan Hennig**

David Midgley, **Dying to Live, spiritual case story of a secular counsellor**. Published by Free Association Books, London, ISBN 1853439835

This book can be seen as a TA autobiography: David Midgley writes about his life and about TA – about TA theory as well as his personal experiences with the TA community, with therapists, trainers, the exam system etc. He describes his psychotherapy training, experiences of personal therapy and the trauma of being deferred on a CTA exam. He writes about his contacts with prominent (in the TA community) Transactional Analysts, pleasant ones and less pleasant ones. He writes about his life (which includes the severe consequences of motor neurone disease) and about his spiritual journey through life from Script limitations to mastering life and finding a spiritual perspective.

And in all his stories TA is an important element. It is interesting to read the story of a life, expressed partly as a path with TA, through therapy, training and professionalism – and the clear and easy to follow style of the author, his wit and lively descriptions of situations make this book a pleasure to read.

Gordon Law, **Mind, Body, Soul and Spirit in Transactional Analysis: an integral Approach to Relationships**. Published by IMPACT, www.impact-uk.org, ISBN 978-0-9552287-0-4

This is a book for transactional analysts (and for people learning and/or discussing TA) though it is not a development of new TA theory or practice directly. Gordon presents detailed models for the description of contact – for therapy AND health, for practice AND theory, for explanation AND research. He presents models for bridging “either/or” questions in TA – for instance the division of “structural analysis and functional analysis” of Ego States – through higher complexity and meta level descriptions.

The descriptions and models offered are very detailed and precise and include and address the existing literature (both from TA authors and from other authors) adequately and informatively. Gordon’s theses are clearly formulated and given to the TA community for scientific discussion. One of the highlights are for me the proposals to better and more adequate descriptions of the development of Ego States through a combination with models from Ken Wilber.

This book is not quickly and superficially readable, it is a precise and complex invitation into discussion and research about TA and its models and methods.

As a TA trainer and practitioner I am very happy about this book, it gives clear and inviting structures to necessary discussions about TA and its validity and comparability with other methods.

I hope that many of us will pick up the discussion points and enter into the long necessary scientific discussion and use the proposed structures for further research in and about Transactional Analysis.

Announcing:

Professional Excellence Workshops

→ Celebrating your excellence in TA! ←

Coming dates: 8-10 Sept. 2006, 2-4 Mar. 2007, 7-9 Sept. 2007

Do you want to enhance your professional skills in TA? Then the P.E.W.s are for you! To all TA professionals, these workshops offer an excellent opportunity for advanced training and supervision. The P.E.W.s – run regularly twice per year since 1992 – have been a “springboard” from which many participants have gone on to gain success in EATA/ITAA examinations, both CTA and T/STA. The workshops have also proved their value as preparation for the EATA/ITAA Training Endorsement Workshop (TEW).

The workshop leaders are **Alice Stevenson, Ian Stewart, and Adrienne Lee**, Teaching and Supervising Transactional Analysts. As a team with fourteen years’ experience of the P.E.W. format, they can offer you an outstanding environment for learning.

Workshop format is highly flexible. Activities are tailored contractually to the needs of the participants, and typically include: multi-level supervision ... tape presentation ... discussion of theory and ethics ... practice exams (CTA or TSTA) ... supervised teaching ... personal work.

- **Venue:** Hawkhurst, England (Sept. ’06 and ’07) and Nottingham, England (Mar. ’07).

- **Fee:** per 24-hour workshop: £325. Booking deposit: £75.

- **For bookings** and further information please contact: Alice Stevenson, Upper Green, Sandhurst, Hawkhurst, Kent TN18 5JZ, England (tel./fax (+44)(0)1580-850361; email alices@onetel.com); or: The Course Registrar, The Berne Institute, 29 Derby Road, Kegworth DE74 2EN, England (tel/fax (+44)(0)1509-673649; email via www.theberne.com).



Call us today on

+44 20 8579 2505

or visit our
website

www.metanoia.ac.uk

Metanoia Institute
13 North Common Road
Ealing, London
W5 2QB

Registered Charity

TSTA PREPARATION CPD for PTSTAs and Senior Practitioners

9th/10th June 2006

This intensive workshop is specifically designed for PTSTAs preparing for their TSTA exams. It also serves as a community for senior practitioners to explore and debate current ideas in relation to supervision, training/education and clinical practice. Content and structure of the days will be negotiated between the tutors and participants.

The workshop will be facilitated by two or more TSTAs drawn from: Charlotte Sills, Geoff Hopping, Helena Hargaden, Katherine Murphy, and Barbara Traynor.

These workshops are also part of continuing professional development for TA graduates interested in development of Transactional Analysis theory. There will be opportunity to negotiate sessions of advanced theoretical discussion to include, for example, object relations, self-psychology or constructivism and their influence on new perspectives of Transactional Analysis. There is also (limited) opportunity for CTA preparation.

Costs:

Members: £190 Non-Members: £230

CTA EXAMINATION PREPARATION WORKSHOPS 2006-07

Facilitated by Katherine Murphy, TSTA, our CTA Exam Preparation Workshops series is aimed at helping students to get ready for their exams.

This is a closed group for people preparing for their written and/or oral exam. This would include people who are actively thinking about starting the process and want support from peers to people who are wanting mock oral exams. Students will be expected to attend all 8 days. The group works on a cooperative basis

Course Dates

2006: 29th September, 3rd November, 1st December

2007: 12th January, 16th February, 9th March, 11th May, 29th June

Costs:

Members: £850 Non-Members: £1050

BEING A PRACTITIONER IN A MULTI-CULTURAL WORLD

5th/6th November 2006

This two-day workshop, facilitated by Dr Valerie Batts, will offer the VISIONS model – a challenging yet supportive framework for understanding equality and inequality in the world.

For both black and white practitioners, it is an opportunity to challenge our attitudes, including “political correctness” and explore our cultural identity and its implications in a supportive and non-shaming environment.

The workshop will identify barriers to effective multicultural systems, help participants to develop a common language and apply strategies at personal, interpersonal, institutional and cultural levels. Work will be didactic and experiential.

Costs:

Members: £190 Non-Members: £230

* Metanoia Membership is open to UKCP Registered Psychotherapists, BACP Registered Practitioners and Chartered Psychologists. Contact Kate Fromant for details (kate.fromant@metanoia.ac.uk).

"A new look at what every leader needs to know about controlling emotions, relating, dialoging, negotiating, and breaking free of being hostage to the past or to one's current environment. This book is a practical masterpiece."

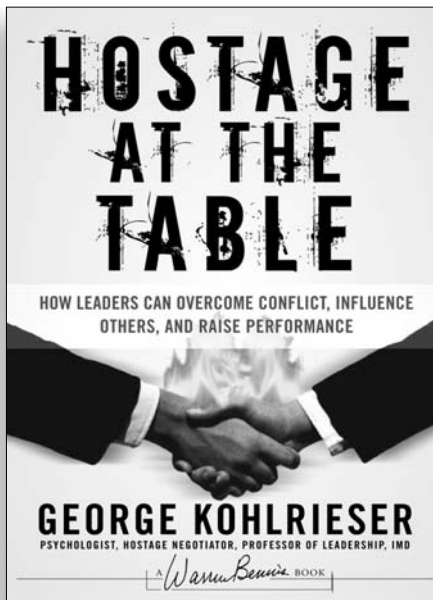
—Jim Allen, M.D. Professor of Psychiatry and Behavioral Sciences;
President of International Transactional Analysis Association

"In *Hostage at the Table* George Kohlrieser brings his unique expertise in the emotional land mines of negotiation to the challenges of leadership. Leaders everywhere will find much of practical use in this smart and engaging look at the emotional undercurrents that make or break an organization."

—Daniel Goleman,
author,
Emotional Intelligence



George Kohlrieser, Ph.D.,
TSTA Former President
of the ITAA



Published by Jossey-Bass
ISBN: 0-7879-8384-0
www.hostageatthetable.com

PAID ADVERTISEMENTS

Workshop advertisements will be accepted only from Advanced Members or from members in contractual training, in the latter case with the signature of the sponsor.

Size _ Height Width Pounds Euro

1 page	265mm	185mm	£ 140	Euro 245
1/2 page	128mm	185mm	£ 70	Euro 123
1/4 page	128mm	88mm	£ 35	Euro 63
1/8 page	65mm	88mm	£ 20	Euro 36

The ready to scan or to print version should be sent to the

Editor: Jan Hennig, Kapellenstr. 3, D-63867 Johannesberg

Tel: 49-60295373, Fax: 49-60295881

e-mail: JanHennig@t-online.de

PAYMENT: by bank transfer ONLY to EATA

- either in British Pounds:

Royal Bank of Scotland, 189 Camden High Street, London

NW1 7BP, Account N° 16-0023-10042822, sort code 160023

- or in Euro: UBS, Rue du Rhône 8, 1211 Genève 2, Switzerland

Account N° 0279-C2-632 960.5, Bank code WCH ZH 12B

EATA Newsletter

is published by the
**European Association
for Transactional Analysis**
a non-profit association
registered in
Geneva, Switzerland.

Mailing address

EATA, c/o M. Rauter
Silvanerweg 8

78464 Konstanz, Germany

Fon: +49-7531-955190

Fax: +49-7531-95271

E-mail: EATA@gmx.com

Web site: <http://www.eatanews.org>

Editor

Jan Hennig

in cooperation with
publication committee

Kapellenstr. 3, 63867 Johannesberg,
Germany

tel: +49-6029-5373

fax: +49-6029-5881

e-mail: editor-eatanews@gmx.de

Managing Editor

Marianne Rauter

Printing

Druckerei Maus
Konstanz

Frequency/Deadlines

for copy and advertising

August 20 for October issue,

December 20 for February issue,

April 20 for June issue.

Subscription

is a benefit of paying membership
and is not available separately.

Membership

is available directly
from Affiliated Associations

Non-European ITAA members

may also subscribe
from the EATA office.

EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location
CTA	COC	July 8th, 2006	Santiago de Compostela, Spain
	BOC	July 26, 2006	Istanbul, Turkey
	COC	Oct. 6th, 2006	Florenz, Italy
	COC	Nov. 17th, 2006	Neustadt/Weinstrasse, Germany
	COC	Dec. 1st, 2006	Montpellier, France
	COC	Feb. 3-4th, 2007	Gotenburg, Sweden
	COC	June 27-28th, 2007	Rome, Italy
	COC	Nov. 16th, 2007	Neustadt/Weinstrasse, Germany
	TSTA	COC	July 8th, 2006
BOC		July 26th, 2006	Istanbul, Turkey
COC		Nov. 16th, 2006	Neustadt/Weinstr.asse, Germany
CTA Written	All Regions (Non-Europe)	Your choice	Submit to Regional Exam Coordinator after paying \$50 fee to T&C Council
TEWs	COC	Jul, 9-11,2006	Santiago de Compostela
	TSC	Jul. 30-31, 2006	Istanbul, Turkey
	COC	Dec, 4-6, 2006	Montpellier, France
International Trainer's meeting			
	EATA	July, 6 - 7, 2006	Santiago de Compostela, Spain

* COC CTA exam candidates who are doing the COC written case study must submit it no later than six months before the oral exam date. Details/application available from the COC Language Group Coordinators.

Note: Exams subject to availability of examiners/exam supervisors. BOC not responsible for expenses incurred when unavailability of examiners/exam supervisors causes exams to be canceled or postponed. To be an examiner for an ITAA/BOC exam, examiners must be at least a CTA for a CTA exam or a TSTA for a TSTA exam

To arrange to take a BOC exam, contact the T&C Council, 436 14th St., Ste. 1301, Oakland, CA 94612-2710, USA. Note: COC people sitting for BOC exams must forward the equivalent of the EATA fee to the T & C Council office. **To arrange to take a COC exam**, contact your EATA Language Coordinator. Check with the EATA office or the *EATA Newsletter* for the name of the appropriate Language Group Coordinator. **TSC Training Endorsement Workshop fee:** \$450 ITAA members/ \$600 non-ITAA members payable in US dollars to T&C Council, c/o the T & C Council office, 436 14th St., Ste. 1301, Oakland, CA 94612-2710, USA. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, Matthias Sell, eMail: institut@inita.de.