



# EATA Newsletter

EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS N°101, JUNE 2011

## 2011 World TA Conference

«The Challenge of Growth»

Bilbao, Spain 7. - 9. July 2011

### Organizational Symposium

Open space forum

Günther Mohr, «The Organizational Imago»,  
Thomas Steinert (Germany),  
Anita Mountain (UK),  
Rosemary Napper (UK)  
and others

### Counseling Symposium

- *Bea Verzaal (Netherlands)*, «‘The power is in the relationship: What Energy has got to do With it?’»
- *Sylvie Monin (Switzerland)*, «Attunement and How Attuning to Misattunement Is a Source of Growth»
- *Liselotte Fassbind Kech (Switzerland)* «Using the Future to Master One’s Challenges of the Present»

### Educational Symposium

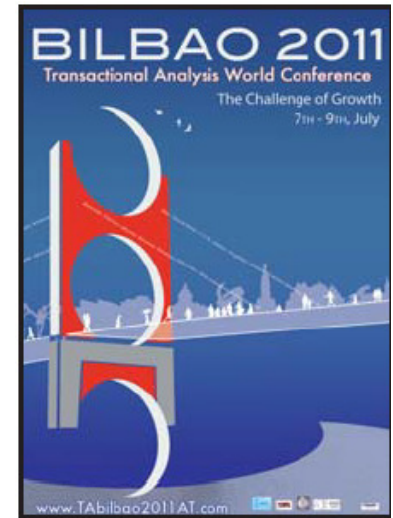
- *Karen Pratt (South Africa)*, «TA Educators as Agents of Change»
- *Henk Tigchelaar (Netherlands)*, «Challenge to Growth: Pride and Shame in the Classroom»
- *Giles Barrow (UK)*, «Educator as Cultivator»

### Psychotherapy Symposium

- *Heather Fowlie (U.K.)*, «What you Wanted to Know About Relational TA but Were Afraid to Ask»
- *Charlotte Sills (U.K.)* «Relational Transactional Analysis»
- *Marco Mazzetti and Charlotte Sills*, «Working with the Relational Field in Supervision and Self Supervision».

Sponsored by EATA, ITAA,  
ATAA and APPHAT

July is coming soon and with it the TA world conference which will take place in Spain July 7th – 9th, 2011.



Representative for the large variety of interesting workshops in connection with the conference theme „The Challenge of Growth» you find on the left the topics of the symposia which will be held in the different fields. Please have a look at the rich programme of the conference and maybe you decide spontaneously to come to the wonderful city of Bilbao and meet Transactional Analysts from all over the world. This is an unique opportunity.

You find all the details of the conference on the website [www.tabilbao2011at.com](http://www.tabilbao2011at.com)

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## *Invitation to Bid for International Trainers Meeting 2012*

Every three years EATA organizes the International Trainers Meeting for Transactional Analysis trainers in Counselling, Education, Organisational and Psychotherapy, coming from all over Europe and also outside Europe. Its purpose is to discuss key issues in training and accreditation, networking and fulfilling requirements for continuing professional development.

### **Submission instructions**

Selection for awarding the International Trainers Meeting will be made by EATA Executive Committee according to clearly defined and agreed criteria.

### **Completion of documents**

The National Associations that wish to host the International Trainers Meeting in 2012 are responsible for ensuring that they have completed the bid fully and accurately.

Give as much detail as possible to enable the awarding committee to fully account for all aspects of your bid.

### **Intention to bid – Deadline 30<sup>th</sup> June 2011**

Bidders should note that an International Trainers Meeting can attract up to 150 participants from across the globe.

Bidders are required to email a letter to Marianne Rauter stating their intention to submit a bid. (email: [EATA@gmx.com](mailto:EATA@gmx.com)). The intention to bid email must be received by 30<sup>th</sup> of June 2011. A lead contact person for the bidding association should be identified in the submission with contact details.

All correspondence must be in English.

Any questions regarding the bid should be sent to EATA office ([EATA@gmx.com](mailto:EATA@gmx.com)) not later than 20<sup>th</sup> June 2011

### **Bid award – 1<sup>st</sup> August 2011**

The Executive Committee will review all bids according to the pre-determined criteria. The award will be made by 1<sup>st</sup> August 2011. The successful bidder will enter into a contract with EATA.

### **Specifications**

Bidders are required to consider and respond to the following questions:

- What influenced your decision to bid for the International Trainers Meeting 2012?
- What experience does your association have of designing, planning and organising similar events?
- What resources do you have, which you can draw on for support in designing, planning and organising the conference?
- What do you consider to be the risks associated with the design, planning and organising of an event of this size? How would you plan to manage these identified risks?
- What sort of venue do you have in mind for the meeting?

- In which city would you intend to locate the meeting? (This should take account of ease of access from international destinations; accommodation options; cost of transport and accommodation). Please tell us what influences your choice.
- What thought have you given to using professional conference organisers? What are the pro's and con's of this? What do you anticipate the costs will be?
- Please sum up in one or two sentences what you think are the outstanding features of your bid.
- Please add in additional information you wish the Executive Committee to take account of.

### **Bid Pack for Interested Associations**

Please ask for the Bid Pack at EATA office, Marianne Rauter (EATA@gmx.com). She will send it to you via eMail immediately.

This pack contains detailed instructions concerning the submission to be made by interested parties for the project to design, plan and organise the **International Trainers Meeting in 2012**.

### **The first International Trainers meetings were held in**

- |      |                               |
|------|-------------------------------|
| 2003 | Malmö, Sweden                 |
| 2006 | Santiago di Compostela, Spain |



- |      |             |
|------|-------------|
| 2009 | Rome, Italy |
|------|-------------|

**What interesting place will it be in 2012 ??**

## **EATA Newsletter**

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## Clarifying and expanding the theory of Positions.

by Stefan Sandström, TSTA-P, Sweden

### Abstract

This article

- relates Positions as presented by Eric Berne (TAB...) to the positions of the British objects relation school of psychoanalysis.
- proposes a way to relate Positions to psychiatric diagnosis.
- compares conventional psychiatric diagnosis with diagnosis based on Position.
- proposes to include narcissistic process alongside paranoid process as resulting from the «I'm OK – you're not OK» Position.
- proposes three modes for diagnosing Position: External, Internal and Generating.
- shows how these modes can be used for diagnosis and for understanding various condition and their resulting emotions and behaviours.

### Positions and psychological process

In his classic article «Classification of positions», published in the Transactional Analysis Bulletin (1962), Eric Berne presented the four life positions and stated the psychological processes attributed to each one of them:

- I'm OK – You're OK, healthy
- I'm not OK – You're OK depressive
- I'm OK you're not OK paranoid
- I'm not OK – You're not OK schizoid

### Positions and the English object relations' theory school

It seems clear enough that Eric Berne derived inspiration for his model from the English object relations' school of psychoanalysis. Well before Berne's theory of positions, this school (hence referred to as B.O.R) had already presented a theory of four positions: schizoid, paranoid, depressive and object constancy.

Melanie Klein (1943) worked out the paranoid, depressive and object constancy positions, while Ronald Fairbairn (see 1994) created the theory of the schizoid position. Later Klein merged the schizoid position with the paranoid into the paranoid-schizoid position. For this she has been criticised by several authors including Harry Guntrip (1983) and Laplanche and Pontalis (1973) The main point of this criticism has been that the schizoid and the paranoid position are different specifically since the paranoid process is *relating* whereas the schizoid position is not, and generally since schizoid and paranoid processes are different. The idea that Berne's theory of Position was founded on the B.O.R theory of positions is substantiated by the process that Berne attributes to the different positions (see figure below). Healthy and object constancy can be understood to mean the same thing.

Position, Berne	Process, Berne	Position B.O.R
I'm OK – You're OK	Healthy	Object constancy
I'm not OK – You're OK	<b>Depressive</b>	<b>Depressive</b> position
I'm OK – You're not OK	<b>Paranoid</b>	<b>Paranoid</b> position
I'm not OK – You're not OK	<b>Schizoid</b>	<b>Schizoid</b> position

## Positions and diagnosis

It is a widespread praxis to differentiate psychiatric diagnosis into 3 categories beside the healthy: psychosis, personality disorder, and neurosis. Each of these correspond to one type of process in the B.O.R theory of positions, and I hold that this also means that they correspond to one specific Position in Berne's theory:

Position, TA	Position B.O.R	Psychiatric diagnosis
I'm OK – You're OK	Object constancy	No diagnosis
I'm not OK – You're OK	Depressive position	Neurosis
I'm OK – You're not OK	Paranoid position	Personality disorder
I'm not OK – You're not OK	Schizoid position	Schizophrenia

The -- position is central to all psychosis since it is only in this position that psychotic hallucinations occur. It is also the basis for psychotic withdrawal. In the first two positions (++ and -+) there is generally an adequate perception of people and relationships as well as a capacity for adequate reality testing. In the third (+-) there is a basic deficit in attachment (Bowlby, 1988) that leads to primitive defences such as splitting, projective identification, etc which in turn leads to gross distortions of people and relationship, but there is still adequate reality testing. In the last position (--), then, there is a fundamental deficit in attachment that leads to the person not having a capacity for adequate reality testing (as long as the person stays in this Position) (see figure below).

	Realistic perception of others	Adequate reality testing
<b>Neurotic</b>	Yes	Yes
<b>Personality disorder</b>	No	Yes
<b>Psychotic</b>	No	No

## The nature of diagnosis

Although it is quite normal for people to spend some time in all of these (TA) positions without automatically developing severe pathologies, when one position becomes clearly dominant for a person he or she will eventually fulfil criteria for that type of diagnosis. For people with grave psychological problems it must be noted that they sometimes also function from more healthy positions, and that this is a factor that is extremely helpful for the formation of therapeutic alliances and beneficial for psychotherapy in general.

Diagnosis based on Position, then, makes for diagnosing psychological processes rather than people, and is thus less stigmatising than conventional psychiatric diagnosis. We *are* not intrinsically disturbed, but we *do* things that are pathological, and these actions can be diagnosed. At the same time it cannot be denied that there is an experiential base for such disturbed actions, and that this can be diagnosed as well, though the conclusion that this is what we «are» seems erroneous to me. Several problems may follow if this is the only perspective used in diagnosis:

- stigmatising
- distinction between us (healthy) and them (sick)
- support for the illusion that a borderline client is always a borderline-client and hence does not display other healthier processes (reduction)
- reification – seeing the client as a thing

### Process of I'm OK – You are not OK position

As to Eric Berne's attribution of psychological process to the Positions, my only disagreement is my assertion that the + – Position can lead to *two* types of process: either paranoid or narcissistic. The paranoid process is characterized by the perception of self as «A good person in an evil environment», whereas the narcissistic can be expressed as «A smart person in a world of fools» (rich, beautiful, noble, superior etc.). In both cases the self is seen OK and others as not OK.

### Three modes of Position

It happens every now and then that therapists will argue about what position a client is in. It is my experience that this is often due to one person focusing on the external and the other on the internal process. The external process is behavioural and can easily be seen by observing the subject, while the internal must be inferred from behavioural clues and knowledge of the subject. These processes are not always the same.

The third mode is what I call the *generating mode* and is depending on the individuals quality of attachment. Here we find only two positions:

1. ++ where there is good enough attachment this leads to a basic perception that individuals and relationships are valuable.
2. -- where there is not good enough attachment this leads to a devaluation of the worth of individuals and relationships.

I will come back to the generating mode in more detail below.

Much information can be deduced from the combination of internal, external and generating positions (see scheme below):

External	Internal:				Generating
	--	+ –	– +	+ +	
+ +	IRRELEVANT	-Fake -Manipulation	Minor inhibitions	<b>True health</b>	+ +
– +	Latent psychosis	<u>Personality adapt:</u> -passive- aggress. -histrionic -obsess- compulsive	<b>-Neurotic depression -Inhibitions</b>	Shyness	+ +
+ –	-Paranoid psychosis -Some PTSD conditions	- <b>Personality disorder</b> -Early manic phase in bipolar psychosis	-Compensated depression -Low self- esteem - Bordering to pers. disorder	IRRELEVANT	--
--	- <b>Schizophrenia</b> -Some PTSD conditions	-Paranoid schizophrenia - Late manic phases in bipolar psychosis	-Psychotic depression	IRRELEVANT	--

This scheme is of course not exhaustive. It is merely intended to provide some ideas about what a combination of the external and internal modes may amount to (the generating mode is described below). The most typical and clear-cut conditions are those where the external and internal mode are the same, e.g. (++)/(++), (–+)/(–+) etc. that are shown diagonally in bold print in the figure.

Some comments:

**External ++:** Usually external ++ will also mean internal ++. When the internal Position is +- it may signify some gross psychopathic manipulations.

I believe that one can also have some minor inhibitions and self-doubt (-+), while still maintaining an external ++.

**External - +:** When this is combined with an internal -- It leads to adaptation and going through the motions without any real personal investment. The internal -- makes for a process ranging from schizoid to schizophrenic, and so is common in latent psychosis.

I find the internal +- very congruent with the personality adaptations mentioned, in the diagram (Ware and Joines & Stewart). These personality adaptations are based on neurotic processes and formed as reactions to the child living in a clearly oppressive environment and defending against it.

When there is a -+ both in the external and internal mode, this may amount to a neurotic depression and/or to severe inhibitions, since the nature of neurosis is essentially inhibition (Freud).

Finally when the internal process is ++ and the external -+ this can be a reaction to a constitutional shyness in the person.

**External +-:** The +- position is relating, which the -- position is not. When we find the -- position in the internal mode here, there will often be a lot of controversy and conflict on the outside (+-) with delusions and psychotic process on the inside, which is typical of paranoia. Some people with PTSD (Posttraumatic stress syndrome) may also exhibit this combination, e.g. when they are caught up in continual adrenalin-induced aggression stress and paranoid process.

Personality disorder are typically exhibited as +- both externally and internally as is often the early manic phase of a bipolar psychosis.

In the case when we have a -+ internally, but a +- in the external mode the external mode is often compensatory to ward of feelings of inadequacy, poor self-esteem and/or depression – particularly of the type where the «Don't exist» injunction is combined with a «Be perfect» Driver. This last alternative denotes people that are primarily neurotic, but closer to a personality disturbance than others with neurotic problems.

**External --** in both external and internal mode is typical for schizophrenia, but can also be found in severe posttraumatic conditions as with apathetic children that are refugees or live in war zones, and for that matter also with adults with very severe PTSD.

When the internal Mode is +- the tendency to relate to external stimuli is slightly bigger. Here we find Paranoid Schizophrenia in which the person normally relates to the external world, but from a basis of profound delusions («I am John the Baptist»). We can also find later stages of the manic phase of bipolar psychosis. In the case where we have an internal -+ process it may present itself as the extremely heavy depression where the person can hardly move physically, much less relate coherently to the external world.

### Generating mode

I call the third mode generating because it is a basis for the internal and external modes of the Position and because these can be seen as different ways of living with a certain generating mode. At this level there exists only two possibilities: ++ and --. What alternative will take precedence is decided by the quality of attachment in the person. Values such as «being OK» are subjective and must be attributed to someone by someone. When attachment is too poor there will be no valuing of the other, the self or the relationship. When attachment is good self, others and the relationship will be valued.

There is a clear difference between a person that has developed good enough attachment and one that has not. This is observable not only from the social and psychological viewpoints, but also from the biological:

Allen N Schore (1994) writes that there is a significant difference in synaptic activity in the brain of a person that has and in the brain of the person that has not developed a good enough attachment. I take this to signify that when attachment has been good enough it has led to integration of active internal Parent objects. This scheme is of course not exhaustive. It is merely intended to provide some ideas about what a combination of the external and internal modes may amount to (the generating mode is described below). The most in the child that create internal process and therefore more synapses. From the psychological viewpoint this could be called the achievement of *basic trust* (Erikson, 1974).

The consequence of not actualising this development could be called an *emptiness depression* (Guntrip, 1983). This is subjectively characterised by feeling of ego-dystonic loneliness, abandonment and meaninglessness, and constitutes the core of the schizoid process (—). In the personality disorders the person defends against this condition well enough to maintain adequate reality testing, basically by monopolising goodness (I'm OK – You're not OK) by means of massive projection, redefining, projective identification etc.

In schizophrenia and the most severe phases of other psychoses, this defence has been broken down, resulting in a psychotic withdrawal from the external world to internal fantasies characterised by delusions and hallucinations. This means that in both personality disorders and psychoses the generic position is — , and the difference between the diagnosis lies in the ability or non-ability to defend against it.

In the neurotic process (–+) it is evident that people are essentially valuable though the person's own value (goodness) has been projected onto others and the badness of others have been retroflected (Pearls, Hefferline, & Goodman, 1951) towards the self. It is also clear that relations are meaningful. This signifies the important threshold of basic trust, or good enough attachment. Since people and relationships are valued, the generic position here is ++. It goes without saying that the same is true for the person that exhibits ++ on the internal and external level.

## Conclusion

My ambition with this article has been to state the theoretical foundations and to enlarge the theory of positions. I hope that this will make it even more useful. I also think that one of the ways for theoretical development of TA is to increase the complexity behind the simple and effective models that were handed down to us from Eric Berne and the people in his *Tuesday evening seminars*. Not in order to replace them, but to complement them.

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## ***Tribute to Tony Tilney TSTA. 1928 - 2011***

It is with enormous sadness that I write that Tony Tilney passed away peacefully in his sleep 18<sup>th</sup> February 2011. Tony was 83 years old and had been in ill health for some years with Alzheimer's ending the last year of his life in a nursing home in Solihull. He was born in Wales, UK and put himself through college after which he married and had two children, Joanna and Mark, and later became a grandfather to Adam and Nicola. Tony's life spanned three careers beginning as a scientist which he was passionate about and then a teacher. However, it was his final employment years as a psychotherapist and trainer which he enjoyed the most. Tony had a plethora of skills and expertise but his scientific mind was evident throughout his life. Often bringing him into conflict with TA, he could be challenging yet stimulating which was of particular benefit to his trainees and colleagues alike. He wanted TA to encourage dialogue outside of itself and not be so insular which he particularly encouraged in his editorial years of the TAJ. He was a man of amazing intellect, an accomplished scientist, editor, author, stimulating trainer, supportive colleague and great friend. Tony also excelled in the field of art and culture which he particularly shared with family and friends. He was an extraordinary cook long before world foods were fashionable, an accomplished pianist and sculptor. However, his legacy in our community lies with his publication of the Dictionary of Transactional Analysis in which he 'lives on'.

***Gwyn Phelps***

I remember Tony with deep affection and respect, a man of few words and great intellect. Tony was one of the first Transactional Analysts I met. Tony, Gwyn and I were students together on one of the first training programmes in the UK, taught by Adrienne Lee and Ian Stewart. Later Tony invited me to teach on his training programme at The Thanet Centre near Birmingham, and I remember his delight at completing his Dictionary of TA and his quiet enjoyment of the success and strokes he received as a result. We shared many celebrations and losses together over twenty five years of connectedness, and sadly in recent years his illness took him away from us. In the words of colleagues Tony was an engaging and humorous teacher, a wonderfully witty man with a wry sense of humour and the attitude of a scientist. We will miss him and continue to celebrate his life.

***Mo Felton***

## ***Farewell, Martine***

Our French TA community is in mourning again. Martine Walter (TSTA-O) left us last February 17<sup>th</sup>, after several months of a courageous battle against cancer. Once again we are struck by a loss, once again we are sad and grieving. Martine was an excellent professional, she had co-created the TA school for professionals in Organizations (ATORG), she was invested, with her finesse and intelligence, in the national and international TA organizations, and she had contributed to inter-cultural reflections about the exam processes. She had also cooperated for several years in the Turkish TA programs.

With her big heart and bubbly personality, Martine was easy to feel close to, because of her laughter, humor, creativity, and Free Child. When she worked with people, she combined gentleness and high demands, firmness and playfulness. Learning with her meant learning with pleasure. Her constant generosity was felt in every one of her actions, be it with her trainees or in charities, where she kept long-term engagements. Martine also had a passion for creativity, which led her to blend practices and theories for her clients' great pleasure.

Her death came so suddenly, we didn't have the time to say goodbye to her, to tell her how much we loved her and appreciated her charm and energy. We didn't tell you enough, Martine, how much we would miss you, we your colleagues, your friends, also we in your school, your students and I, your business partner. There is so much more we would have wanted to do with you !

***Christine Chevalier***



***Martine Walter***

## ***Organisational and educational TA beyond Berne (part 1)***

by **Günther Mohr, TSTA-O, Germany**

(Presentation at the EATA Conference in July 2010 in Prague)

### **1. The «Garden of TA»**

My background lies in the organisational and education fields as I have applied the TA method in my work with adults for many years. I agree with Eric Berne up to a point and will explain later where I go beyond him. I would like to invite you to picture with me the «garden of TA» where you can feel at ease with pictures of a garden while concentrating on our topic on an intellectual level. It is not the microcosm of the single flower, which indeed is very beautiful, in which we are interested today. It is the bigger picture which we obtain by looking at it in a new way. On this journey I will present models that connect TA to modern challenges in the professional world gained from organisational and educational field experience.

During the course of my speech I would like to touch on two particular aspects, the idea system and the brand «TA». Following those points I will present some new ideas:

- On the personal level – the Attention Model (BE REAL)
- On the organisational level – the Systems Model (STAR)
- On the role level – the Professional Roles Model (DIAMOND)
- 21<sup>st</sup> century identity for TA and the future – major trends

How did I come to TA and why I stayed with it? I was confronted with TA for the first time in a 1970s group therapy. It was combined with Arthur-Janov-Primal-Therapy, loud and emotional. Fortunately I also had much training in psychodynamics, in behaviour therapy, and in systemic consulting. My perspective changed to become that of an economist and psychologist (first, clinical, then educational and organisational) having had experience in a variety of fields. However my home became TA, because it showed a multivariable view integrating aspects of

- Depth Psychology – addressing pre-conscious and unconscious processes (Script)
- Behavioural Perspectives – (Contract, Decision)
- Humanistic / Emotion oriented methods (professional methods)
- Systemic Procedures (Game Theory, Racket System)

### **2. The Idea System and the Brand, TA**

First of all let us look at the idea system. We recognise a lifecycle of idea systems. In the course of history many idea systems were constructed and quickly disappeared, because they lost their connection to the current issues of society. Examples can be found in philosophy, politics, religion, and psychology.

From an economical standpoint, if a brand's lifecycle is in decline it can be revitalized with new perspectives, new concepts, and new products. That is also relevant for large idea systems. Some scientists say that even if there had been no Paul who globalised the Christian religion and got rid of some dogmatic rituals Christianity would have vanished very early like many other idea systems. In psychology examples are Initiative Therapy, Reality Therapy, even including Adlerian Individual Psychology.

Looking more closely into this matter – Today's idea systems generally have three aspects:

1. One needs a founder, an «Euhemerus», (Berne named the brilliant person at the beginning of his book **The Structure and Dynamic of Groups and Organizations** «Euhemerus» to whom people are related). He was a king's scribe in ancient Greece, who conceived the idea that all gods have their origins in actual persons such as famous kings. They were commemorated as gods. Euhemerus' king liked his theory and paid him very well. Around 2.300 years later Eric Berne developed another theory about him.
2. A theory or teaching («canon»)
3. An organised community of members (association, organisation)

I am a Bernian transactional analyst. I am Bernian in the way Eric Berne worked. He observed the world precisely and developed concepts and models around what he saw. He did not adapt a former canon other than working scientifically and methodically. Some say he was a rebel, but I don't think so. He was very mature in terms of TA finding his own autonomous way. He looked beyond the rim of his teacup.

I am not a Bernian in the sense of being devoted to Eric Berne. I do not think it is appropriate to read and reread Eric Berne's book again and again in hopes of finding out what he could have meant pertaining to our times. That does not make any sense to me. We have to build new models for our contemporary issues, and I think that Eric Berne would agree to this. TA theory is good and useful. Indeed many words are integrated in our daily language such as stroking, frame of reference, discounting, psychological games, and drivers only to name some of the commonly used terms. The strength of an idea can be very powerful, but it has to be relevant to current issues and trends in society and specifically to the professional world. There is a tendency in the professional worlds of therapy, coaching, education, and organisational development towards an integrative approach. The question for us therefore is, how can we be a contribution in the integrative process, keeping our own identity and still being connected to others?

### 3. Community and Organisation

As an organisational transactional analyst I am allowed to start with a joke. One day when the devil's messenger, Lucifer, returned to hell from earth he excitedly reported, «Unfortunately human beings have developed a very good idea that could save mankind.» The devil very calmly answered, «That is not a problem, Lucifer. All you have to do is to make sure that they are well organized.»

So the organisational perspective has traps. Regarding TA associations I maintain that my TA colleagues have an excellent training and certification system standardised around the world. We have been globalized for many years. However I fear that the associations are preoccupied with themselves even possibly serving private needs. As a member of a TA association you have benefits

- with contacts
- in stroking
- in a sense of belonging
- in games
- in work

on a very high level. You become familiar with a specific language. However the TA world is only a part of the role worlds. According to Bernd Schmid's model it is a «professional world.» Now I would like to elaborate on the second point, the content level. First we have to ask ourselves what is the state of the brand, TA? On an organisational and economical level a good idea system is a brand. What is the lifecycle of the brand, TA? Today organised TA is losing market shares.

1. Membership numbers have stagnated in all big national TA associations. EATA's increasing numbers have only come from new organisations in eastern countries where TA is novel. From this we learn that a brand with new products facilitates growth.
2. However in reality, compared with the growing market, the TA associations are continually losing market shares.
3. TA is hardly mentioned in scientific literature or even in popular science publications.
4. There is a lack of professional recognition or accreditation in most countries.

Now I would like to take a new look at the TA garden, to restructure it and to experiment with some plants which will appeal to professionals. I call them ideas and proposals. Every good gardener says a Chinese garden is not only made of plants. It consists of four elements. You may wonder about the first three, because they are buildings, water, and hills; then plants. Applying this to organisational and educational work terms we look at the area of the person and the area of the system. The areas overlap if people relate to a system, the role area. I will present platforms for all of these areas.

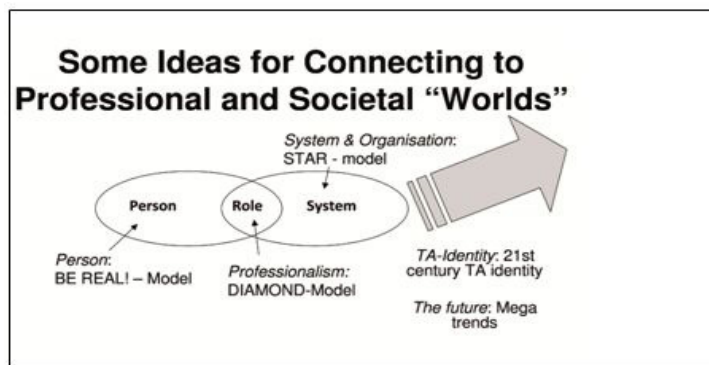


Figure 1: Some Ideas for Connecting to Professional and Societal "Worlds"

#### 4. The BE REAL! Model

Now let us look at a model of the single person. It is the model of attention and awareness, which I call the BE REAL! Model. What does this mean for you?

First of all you get an instrument to identify main attention focuses of human beings, which can be used for diagnosis and intervention. Secondly you obtain an overview of necessary awareness levels for an integrated awareness or an integrated self. Thirdly, there is a language which connects the current professional world. It is a model for working with single persons that can be used as a guiding model. The four fields of TA, therapy, counselling, coaching, and education should include six levels of awareness.

First you will see a division between the awareness level that is present in everyday life and some other deeper levels. Everything starts with **Body Awareness**. It starts even before birth including all body sensations, growth, health, and aging. Then for humans the **Feeling Awareness** develops. Awareness is focused on feelings, e.g. joy, anger, anxiousness, shame, guilt, and much more.

**Rational Awareness** contains the aspects of logic, thoughts, and thinking processes.

The **Ego Construct Awareness** is the current conclusion of the experiences people have at a certain age about themselves. It starts very early with our differentiation of Ego State Clusters such as Parent/Ego, Child/Ego, and Adult/Ego Systems, also with the script developing process. It includes all personal characteristics with which one identifies. Am I introverted or extraverted;

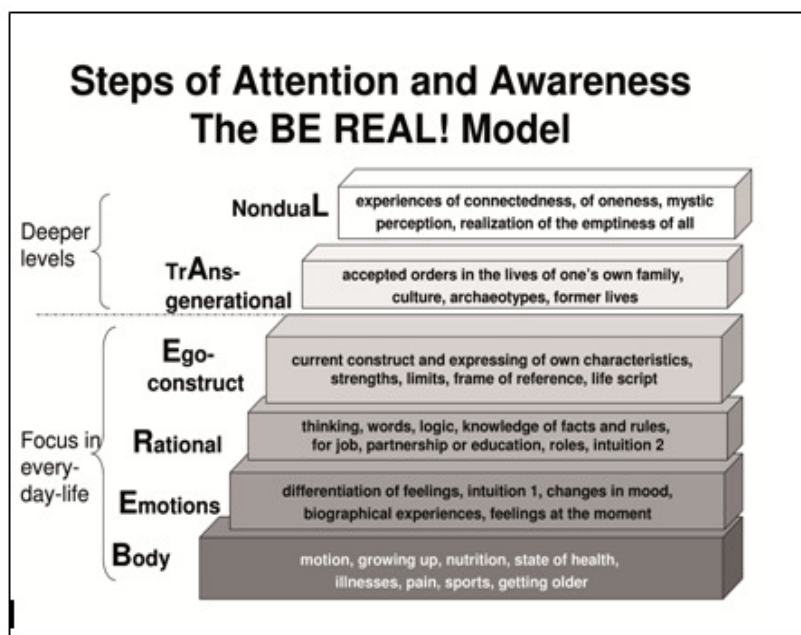


Figure 2: The BE REAL! Model

am I primarily a feeler or a thinker? All personality theories give attributes to describe this level. What has changed since Berne is that we now know that there is no ego organ. The ego construct is a learnt and constructed entity surely with parallel neural systems but not as an organ. Berne and his followers, the Gouldings, were right that the ego construct is the result of a decision which can be redefined.

For most people the world ends here, but there is more to reveal. Now we will go beyond the experiences of everyday perception systems and so called common sense, because the essence of the following attention and awareness levels is only visible in a certain context. This is the **transgenerational attention** level, the aspect of being connected to former and later generations. Former generations mean much more than parents even more than the grandparents' generation. It is the foundation of personal aspects from one's own ancestors. Derived from transgenerational family research (Boszormanyi-Nagy, Hellinger, Weber) we know about the importance of the attention level. Most of the time it functions subconsciously and often reveals the ego construct. It often reveals itself after the ego construct.

On the thinking level many people know that they have ancestors, but one becomes aware of specific traditions and the family heritage when working through the intensive participation perception of the family constellation.

The highest level is the **nondual level** which is usually not conscious. It is the attention on connectedness, unity spiritual perspectives, and the absence of judgemental thoughts, separation from others, and ego desires. The ensuing desire to want to know more which can only be developed through lengthy meditation training allows the nondual level to reveal more and more. Now I would like to connect the BE REAL! Model to classical TA

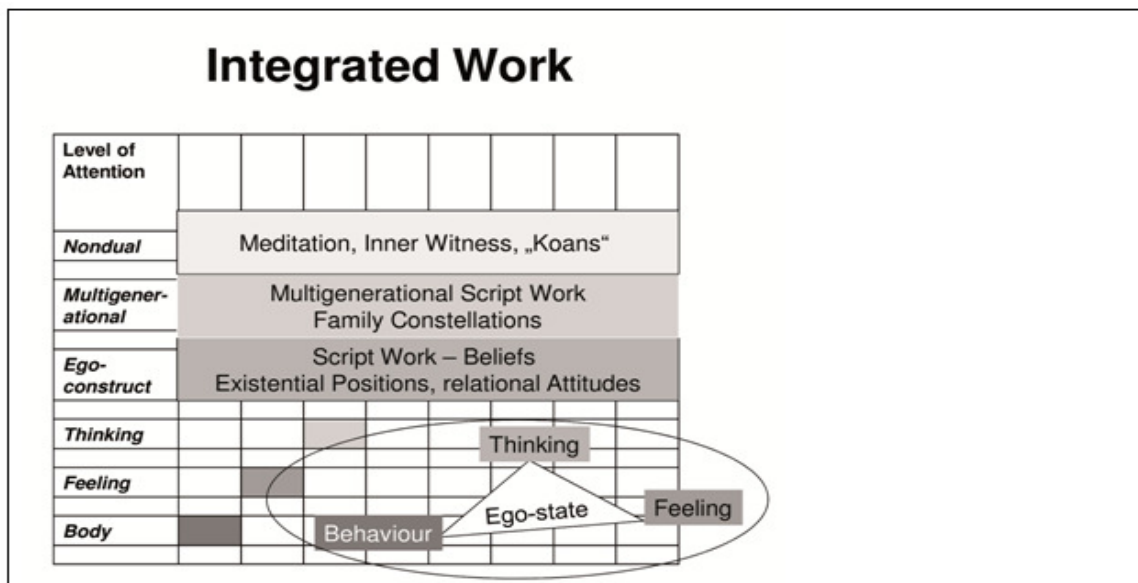


Figure 3: Integrated Work

On the first three attention levels, body, feeling, and rational, we can see the ego state patterns. An ego state is defined as a coherent pattern of thinking, feeling, and behaviour. Working with TA in ego states is focused on these levels. The fourth attention level, the ego construct, is the basis for working on script and frames of reference. Concepts about the own self and major insights of the own personality are touched.

On the transgenerational attention level script work (Mohr, 2010) is the process of integrating and changing the influences of family, culture, and milieu. Focusing on the nondual level means working with meditation training and concepts of the inner witness.

*To be continued EATA newsletter October 2011*

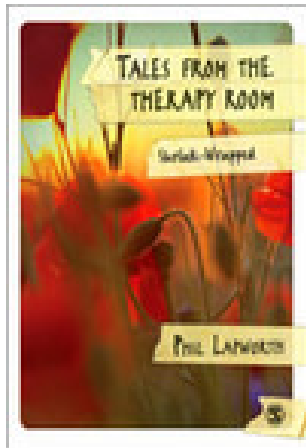
## Book review

*Phil Lapworth*

*Tales from the Therapy Room:*

*Shrink Wrapped*

*SAGE Publications, 2011*



This book is a delight. It is comprised of ten fictional stories – told in the first person by a fictional therapist. The stories involve a fascinating cast of characters – from Cheryl, the sultrily beautiful romantic in search of love - to Luke, the ‘spiritually wounded’ 40-something - to Lee, the young offender ‘wired like a whippet in a cage’ Each story addresses a different aspect of the therapeutic endeavour. Some of these aspects are the challenges of any therapist’s consulting room - issues like boundaries, misunderstandings, working in and with relationships, working with sexuality or spirituality. Some concern more unusual circumstances . . . from the transpersonal to the theatrical! Each story invites us into the usually unseen world of the therapy room to witness what goes on there between therapist and client and, particularly, what the therapist feels and thinks during and between sessions, as he endeavours to engage effectively with the situation.

A taster: In ‘Holding Boundaries’, the therapist faces the dilemma of what to do with his suspicion that two of his clients may be meeting outside the therapy room. ‘The Carving’ explores the nature of the therapy room itself and how the introduction of a wooden carving affects each client in a different way, and how one particular client employs the carving to his own ends. ‘In at the Deep End’ concerns trust in relation to both client and therapist. In an ironic turning of tables, the therapist (along with the reader) is left unsure as to what he can and cannot trust, while his client, having worked through her rather paranoid approach to life, goes off swimming with sharks!

But ‘Who is this mysterious therapist?’ readers will wonder to each other. Who can he be? He is certainly not Phil himself. . . Why, Phil never wears a suit! Whoever he is, the richness of the stories lies in the blend of qualities which are, without doubt, a fundamental part of the author. On the one hand, we feel Phil’s loving sensitivity and understanding for the human condition and the stories are, at times, deeply moving. On the other hand, an irrepressible humour shines through the words. I love the fact that some of the situations completely take the therapist by surprise, while others – ones that I might find difficult – seem to leave him unfazed. Yet they are all written with a wry wit that is extremely amusing, while never for a moment failing to take seriously the plight of the client. I laughed out loud many times – and if you ever get the chance to hear Phil read some extracts aloud, don’t miss it. His delivery is delicious.

Perhaps the cherry on the cake is Chapter 11, which is called ‘Unwrapped through discussion’. Here the therapist muses and reflects on the stories, taking them seriously as real therapeutic situations. For each story, he shares how he thought clinically about the client and the situation, how each can be discussed theoretically, his clinical choice points, the options he had and why he made the decision he did. He invites the reader to think about his or her own thoughts and opinions – what would they have done in that situation? How else could the issue be addressed? Phil offers some provocative questions to stimulate debate. It is an absolute treasure trove.

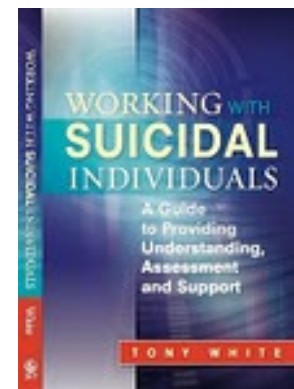
The 'lay' reader may not bother to read Chapter 11, and still get enormous pleasure from the book – particularly if they have ever been in therapy or contemplated it. The book itself does 'unwrap' the person of the therapist in an extremely delightful way. But for the therapist reader, engaging with Phil's thinking and clinical decision-making is an enormously rich learning and adds an exciting dimension to the book. I recommend it to every trainee of any approach to counselling or psychotherapy and to any qualified practitioner who would like the opportunity first to be entertained, and then to take part in a collegial debate in the comfort of their own home!

Do buy it and read it. You will be diverted, stimulated and invited to stretch your mind. What could be better?!

*Charlotte Sills*

## *Book review*

***Tony White, „working with suicidal individuals».  
A Guide to Providing Understanding, Assessment and Support.  
Jessica Kingsley Publishers, London and Philadelphia, 2011  
ISBN 978 1 84905 115 6***



Tony White, a well-known TSTA from Australia, publishes here a valuable book for all people who work with suicidal or at-risk individuals, including practitioners in health, social work, psychotherapy and counseling.

I have read the book with pleasure and admiration: first Tony gives a clear and detailed descriptive and diagnostic introduction into many of the different facets of suicide, attempted suicides, suicidal behavior and the possible underlying issues in the psyche and history of individuals. Consequently he also describes in detail and with broad knowledge the assessment of suicide risks. This is especially helpful for all clinicians who have not yet studied these issues and do not have a large scale of practical experience in working with suicidal individuals. He uses TA in a very good and differentiated way and really clarifies, why Transactional Analysis is a very clear and helpful method for working professionally with this kind of problems.

What I like very much in addition is, that Tony clarifies and describes in detail the concepts of the no-suicide contracts. He shows the complete theory of the «no-suicide contract iceberg», where it is clearly visible, that this is not in any way a superficial means, that can be used easily. It really needs a deep understanding and knowledge of the complete redecision therapy theory and practice to understand and use the concept for the treatment of the «whole iceberg» instead of seeing only the – small – part that is visible above the water line. This is especially valuable in my eyes, since, over the last decades, I heard some colleagues discuss the no-suicide contract model as a little outdated and maybe not so helpful, because it might be a little superficial.

I am sure that this valuable and well written book will be a helpful and interesting reading for many professionals, also from the TA community.

*Dr. Jan Hennig*

## News from PTSC

First of all, many thanks to all of you involved in this work, especially PTSC members, COC members and all the trainers who contribute with your reflections to the development of the following decisions and news. The main goal is to share with all EATA members information about Training/exams. Much of this material has been published in PTSC Telegram N° 28.

### 1 EVENTS

*1.1 International Trainers Meeting: July 5<sup>th</sup> 2011 in Bilbao,*  
from 10:00 a.m. to 1.30: «Professional Standards and Accreditations in TA worldwide: today's perspectives». **It will be a wonderful chance for the worldwide TA trainers to share their thinking on relevant issues for this special time. All trainers are invited to participate and share their reflections and to contribute to a wide view from different perspectives.**

*1.2 International Trainers Meeting, in July, 2012.*

National Associations are invited to offer to host this important event. **The bidding process is published online. Please, send your proposal to Marianne Rauter (eata@gmx.com).**

*1.3 International Colloquium*

**EATA is happy to offer CTAs the possibility to freely participate at International Colloquiums that are held by National Associations, agreed with EATA.** National Associations may propose themselves for these events, contacting Nevenka Milikovic (NevenkaMilikovic@t-online.de).

### 2 NEWS

*2.1 CTA Trainer: a new status of certification.* **I'm especially glad to announce the new status of CTA trainer, recently approved by PTSC. It is an important chance to better articulate the accreditation processes, creating a status which mirrors the interest of focussing on training for CTAs.**

**The CTA trainer is a new status that allows provision of TA training and supervision to prepare future CTAs for the exams; the Trainer fully takes responsibility toward his/her trainees and signs autonomously their CTA training contracts (without any endorsement by a TSTA). In addition, the new status of accreditation of trainers will focus on specific criteria to train future CTAs that are different from the focus and criteria needed to train PTSTAs. A CTA trainer, whenever he/she wants, may decide to sign a new TSTA training contract to become TSTA. To become a CTA trainer the advanced PTSTA have to be evaluated participating in a TEvW.**

To know the procedure to reach this kind of accreditation, see PTSC Telegram 28 (2.2.2). The CTA trainer status at the moment *is a special status recognised by EATA* for everyone with EATA contracts. A dialogue is open about it with the T&CC.

*2.2 TEW (old format), TEW (new format) and TEvW: differences and similarities*

**You will find below a detailed description of the three paths, procedures, the common spirit of them and whatever is linked to it. This clarification is aimed to help CTAs to choose their preferred path to continue their training in TA and PTSTAs to have detailed information about how to become CTA trainer.**

A special thanks to Matthias Sell who contributed to this section, clarifying the specificity of each kind of training.

**2.2.1. TEW (old format).** This is the Training Endorsement Workshop that you will find in the Handbook, section 10 (fig. 1).

**2.2.2. TEW (new format).** This Training Endorsement Workshop comprehends two different Workshops, the **Training Preparation Workshop (TPW)** + the **Training Evaluation Workshop (TEW)**. The principal procedures (see fig. 1) are described below:

- **Minimum one year after the CTA exam** a candidate registers for the first workshop, the TPW (this remains unchanged).
- **TPW:** it will be prepared according to the same criteria of the old format with the emphasis on the *preparation* for teaching and training: the participant will show his/her teaching ability (Teaching), his/her competence to supervise (Supervision) and his/her training planning (TPO). As a preparation for the future activity, the feedback of the staff-trainers *focuses primarily on the process* of teaching/supervision, with one specific point to address for the future preparation.
- **Personal plan for the next three years** of their training practice.
- **TEW:** Training Evaluation Workshop. After three years another workshop takes place, with the same staff of the previous one. At this time the staff-trainers would *focus on both the process and the content* of Teaching, Supervision and Training planning.
- Within two years of **individual time of preparation** the participant may attend a TEvW to become CTA trainer.

### 2.2.3. TEvW, Training Evaluation Workshop for CTA trainers

This is a high level evaluation for advanced PTSTA who make the decision to become a CTA Trainer. The purpose of the workshop is to evaluate on seven areas: **Teaching, Supervision, TRO (Training Report Outline), Ethics, Awareness, Exam processes; Personal Style, Personal planning of a curriculum for TA-training.** For further details, see PTSC Telegram (2.2.3)

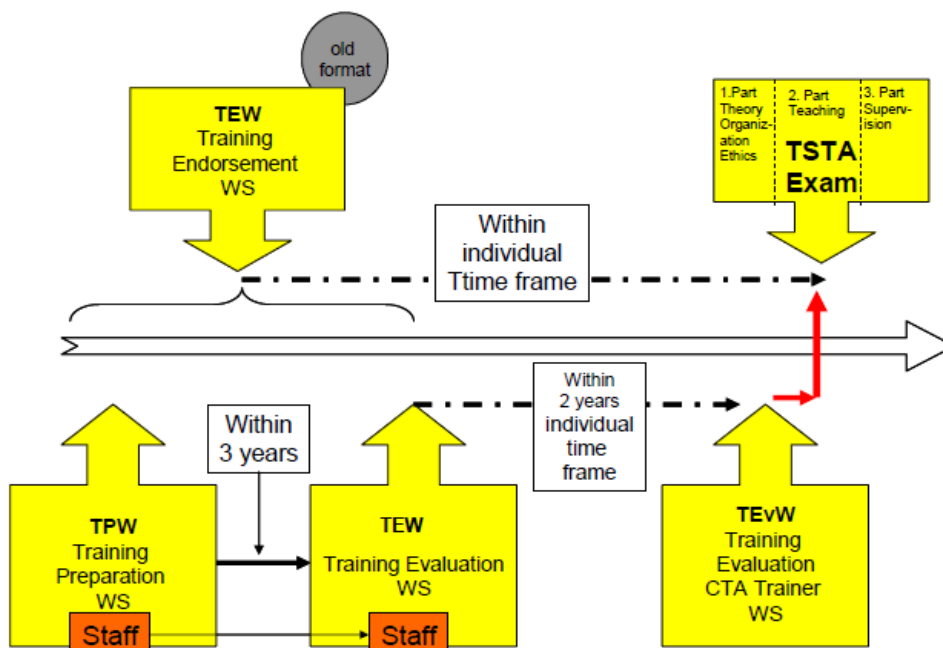


Fig. 1: Different types of Training Workshop: TEW (old format), TPW/TEW (new format) and TEvW

This offers a wonderful experience of professional growth in groups that takes advantage from the richness of the internationality of the experiences of candidates and staff members, all of them contributing to the growth of the TA community.

Thanks to this experience, in *Budapest*, on December 2009 and in *Barcelona*, Spain, on December 2010, EATA have accredited at the moment 9 (3+6) CTA trainers in the following fields: two in Education (1 from Germany and 1 from Switzerland), two in Counseling (from Germany) and five in Psychotherapy (1 from Germany, 1 from France and 3 from Italy). **Congratulations to all of them!**

For the dates and venues of the next Training Endorsement/Evaluation Workshops, see the EATA website. **If you are interested**, look for the Outline and Requirements in the website ([www.eataneews.org](http://www.eataneews.org)) where you will find conditions and deadlines. You may also contact Matthias Sell, TEW Coordinator ([sell@mmt-sell.de](mailto:sell@mmt-sell.de)).

**2.3. Alessandra Pierini (I) is the current Supervising Examiner.**

**If you need to contact her, use the following email address: [alessandrapierini@tiscali.it](mailto:alessandrapierini@tiscali.it)**

**2.4. New Language Coordinators for UK and «Other Countries». Cathy McQuaid (UK) has resigned from being Language Coordinator (LC) for the English language, UK and «Other countries». Many thanks to Cathy. COC has decided to separate these two tasks. Barbara Clarkson ([clarkson@talktalk.net](mailto:clarkson@talktalk.net)) is the new LC for UK while Marina Banic ([mbanic@sbb.rs](mailto:mbanic@sbb.rs)) is the LC for «Other Countries». Thanks to both of them for their availability.**

**2.5. COC has prepared a format with the administrative rules for the organisation of the examinations for CTAs and TSTAs. This format clarifies general and administrative rules about the process of organizing the EATA examinations through a National Association. Please, use the form of this «Contract» in the future, together with «Request for EATA Subsidy for the organisation of COC exams» and the «Local Exam Supervisors Job Description» (see PTSC Telegram 28 – appendix 1). Contact Marco Mazzetti, Chair of COC ([marcomazzetti.at@libero.it](mailto:marcomazzetti.at@libero.it)) for any further information.**

**2.6. TA training hours required for the CTA exam. According to the new accredited status of CTA Trainer, the hours required for CTA exam can be delivered not only by PTSTA or TSTA (Professional Practice Guidelines 3.2.2. E) but also by CTA Trainers.**

**2.7. Advertisement. This is not new, but there have been recent misunderstandings: according to our Professional Practice Guidelines (3.2.2. G) members should be careful when they publish their names in association with someone with different titles in order to not create misunderstanding about their own category, e.g. CTA and (P)TSTA. Members in contract might check their advertising with the Principal Sponsor.**

### **3. DECISIONS**

Any change and decision published in PTSC Telegram/T&CC Update **come to effect immediately**. When is possible to ask for the old format it is clearly stated (3.1.3; 3.5.1). Anyway this possibility comes to an end on **01.01.2012**.

#### **3.1. CTA exams**

**3.1.1. Certification of the number of words in the written examination. The candidate sending to the Language Coordinator his/her written examination has to send also a signed statement of**

*the number of words in his/her written exam (see the Handbook, section 8). The Language Coordinator can ask for an electronic version of the exam, if needed.*

*3.1.2. Modified the examiners' evaluation form (12.7.15). Below the name of the examinee, an addition is made to state if he/she has passed or deferred (see PTSC Telegram 28 – appendix 2).*

*3.1.3. Written exam questions for Theory in Organizational field (agreed also by T&CC, Montreal 2010). Modified the written exam questions for Theory in Organizational field (See PTSC Telegram 28 - appendix 3). Thanks to Sabine Klingenberg and Anne de Graaf for their work.*

*Important: the candidate may choose the old format until 01.01.2012. After this date he/she has to use only the new format.*

## **3.2. CTA training**

*3.2.1. Percentage rule for CTA training in the field (agreed also by T&CC, Montreal 2010). Candidates have to have, as a minimum, 30% of the required professional training hours in TA (30% of 300=90) in the field in which the candidate wants to be examined.*

*3.2.2. Anonymity of the candidate and possibility of feedback of the marker of the written exam at the end of exam process. When the written exam process is ended it is possible to ask for feedback to the marker. Therefore in the Handbook (form 12.7.8.) after «[...] can be paid» we add: «and clearly state if you are available for a feedback with the candidate at the end of the exam process».*

## **3.3. TEW**

*3.3.1. Change of the process of TPO. The TPO has to be sent 8 months before to the staff member. He or she has to give feedback and decide to accept or not accept the TPO. If he or she does not accept it, it has to be sent back with the feedback. The candidate has to include the feedback, send the new version and the first feedback to the TEW coordinator. The TEW coordinator has to send both to a second marker. Then the second marker gives feedback. If the TPO/TRO is accepted, the candidate can participate in the TEW/TPW, if not the candidate has to write a new TPO.*

*3.3.2. Requirement for the TEW. A possible requirement of the TEW is to follow another TEW. The obtained endorsement of TPO is valid for a period of three years.*

*3.3.3. Deadline to sign a TSTA training contract after the TEW endorsement. The contract must be signed within one year otherwise the candidate has to participate in a new TEW/TPW.*

## **3.4. PTSTA Training**

*3.4.1. 101 Instructor. For the 101 instructor they have to follow the procedure according to the EATA Training and Examination Handbook 4.4.*

*3.4.2. Length of TSTA contract. If there is a second contract – this contract expires exactly 14 years after the first endorsement (even for the exceptional cases when there was a gap between the first and the second contract). Both TSTA and PTSTA are co-responsible to oversee the term of the contracts.*

*3.4.3. Outline and Requirements of the next Training Evaluation Workshop. You will find Outline and Requirements for the Training Evaluation Workshop for experienced PTSTA to become a CTA trainer in the website [www.eatanews.org](http://www.eatanews.org), with all information you need.*

### 3.5. TSTA Examination

**3.5.1. TA 101 Topics for TSTA Teaching exam (agreed also by T&CC, Montreal 2010). *Small changes have been made. You may find the new list in the PTSC Telegram 28 - appendix 4. Important: the candidate may choose the old format until 01.01.2012. After this date he/she has to use the new format.***

**3.5.2. Tape TSTA exams as mandatory. *We have introduced the obligation to tape the TSTA exam, in each of its section. This will allow the possibility to appeal in any circumstance.***

**3.5.3. Waiting list for TSTA Exams. *Most people are aware of the waiting list for TSTA exams and can take individual responsibility for checking the availability of places with the Supervising Examiner (SE). COC agreed on the following procedure: the Supervising Examiner keeps a list and, if there is a place available in the next exam site, she will give the place to persons on the waiting list. The SE will not accept anyone for a place if she or he has not completed all requirements when they apply.***

**3.5.4. Change in TSTA Training contract (Handbook, 12.6.2). *Small and significant changes are made to underline the commitment of the trainee; they are the following (PTSC Telegram 28, 3.5.4).***

### 3.6. Rules for expansions

**3.6.1. *Two clarifications have been made in the Handbook about expansions (section 6. part 2); you will find in PTSC Telegram 28, 3.6.1).***

We have a lot of ongoing discussion and will get you informed in the next Telegram.

A special thanks to all the people that are so professionally working in the Committees (COC and PTSC) that contribute so much to all these reflections and changes. Thanks a lot also to all the people who make possible all process of certification in TA, all Language Coordinators and Exam Supervisors, to the Supervising Examiner, and to the TEW Coordinator. Thanks for your commitment and your voluntary work.

I'm looking forward meeting you in **Bilbao** at the **International Trainers Meeting**, the **World Conference**, and the **exams**, to contribute together to the development of professionalism in TA.

Warm regards

*Carla de Nitto, Chair of PTSC  
cdenitto.eata@libero.it*

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Nevenka Miljkovic (Serbian and Croatian languages) nevenkamiljkovic@t-online.de

## Exam successes

### CTA and TSTA candidates passed at Daventry, UK, April 28th- 29th, 2011

#### CTA Candidates

Debby Heath	P
Beverley Drew	P
Nicky Worrall	P
Gill Fitzpatrick	P
Colleen Newport	P
Sara Riseborough	P
Janni Macfarlane	P
Jennie Miller	P
Naoko Toyoda	E
Salma Siddique	P
Mary F. Perry	P
Sally Holligan	P
Emma Swales	P

#### TSTA Candidates:

STA P	Enid Welford
TSTA C	Jürg Grundlehner

Exam Supervisors:  
Jill Hunt & Sue Eusden

Process Facilitators:  
Graeme Summers & Adrienne Lee

### CTA's that passed exam in Belgrade, April 14th - 15th, 2011

All in the field of psychotherapy

Barbara Fabbroni  
Marina Hadzi Pesic  
Stanislav-Sasa Petkovski

Process facilitators:  
Marco Mazzetti , Biljana Van Rijn

COC Observer: Sabine Klingenberg

A Geethan passed his CTA-P exam  
**Jan. 7th, 2011 in Bangalore, India.**

Process Facilitator: Marina Rajan.  
Exam Supervisor: P. K. Saru.

### Milan on May 26 and 27, 2011 CTA exams passed successfully

Bertolini Giuseppe	CTA-P
Braga Alessandra	CTA-P
Capone Olga Maria	CTA-P
Clemente Elena	CTA-P
Confalonieri Cristina	CTA-P
Costardi Gianluca	CTA-P
Gerosa Sonia Angela	CTA-P
Stefanini Dora	CTA-P
Trigiani Simona	CTA-P
Zerbo Valeria	CTA-P

EATA COC Moderator: Classen Barbara TSTA-P  
Process facilitator : De Micheli Milly TSTA-E  
Exam Supervisor: Cassoni Evita TSTA-P

### **Congratulations**

*to all candidates and*

### **Many thanks**

*to all examiners and volunteers who made  
exams possible*



### **Exams in Belgrade**

## Working Together: *Organizational Transactional Analysis and Business Performance*

Anita Mountain TSTA (O/P) and Chris Davidson PTSTA (O)



*Working Together* offers up-to-date theory developed by the authors. With chapters on how to apply TA in the workplace *Working Together* is a down-to-earth yet intelligent read and a valuable resource for those who wish to improve the quality of relationships and improve productivity. It will be of value to individuals, leaders, and managers at all levels. This book offers a toolkit of resources to support the people processes of the business.



July 2011 (244x172 mm ~ 250 pages) Hardback - ISBN - 978-0-566-08846-9 £65.00  
(ebook ISBN - 978-1-4094-3156-5)

[www.gowerpublishing.com/isbn/9780566088469](http://www.gowerpublishing.com/isbn/9780566088469)

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## Transforming your Identity

### *International workshops for* CTAs ► PTSTAs, PTSTAs ► TSTAs/CTA Trainers

These workshops offer you an excellent opportunity for **advanced training** and **supervision**. It is suitable for people looking for an ongoing group as well for those who want to visit to prepare for any of the EATA/ITAA Training Endorsement Workshops (**including new formats: TPWs & TEWs, TEvWs**) or the **TSTA exam**. Depending on your needs and wants, we design different activities and settings (e.g. mocks, supervision in cascades, discussion of theory, ethics and didactics, supervised teaching).

We, Sabine Klingenberg, TSTA/O and Claudia Fountain TSTA/O, offer high experience in running TEWs, TPWs & TEWs, TEvWs and TSTA exams and training, supervising and teaching in English.

**Dates:** Aug. 29.-31.2011, April 02.-04.2012, Oct. 08.-10.2012

**Venue:** Hamburg, Germany

**For bookings** and further information please contact:

Sabine.Klingenberg@abakushad.de or Tel. +49-40-73127433

**Fees:** For each workshop € 575, - plus VAT. The fees are due as soon as you have made the booking. Cancellations can be made up to 8 weeks prior to the beginning.

Booking deposit is € 150, - plus VAT

CONFERENCE INVITATION: "Staying OK in a Changing World"  
HATA 2011, BUDAPEST

The Hungarian Association for Transactional Analysis is pleased to invite you to its second National Conference to be held on

17<sup>th</sup> September 2011

The theme:

*"Staying OK in a Changing World" -- Twenty Years of Transactional Analysis in Hungary.*

The conference program is composed of brief lectures (20 min) and workshops (90/120 min) on the four fields of TA. Taking place in Budapest, the event is organized in collaboration with the oldest Hungarian university's Institute of Psychology.

Venue: Kazinczy u. 23.-27., Budapest 1075

Participation fee: 5.000 HUF (free for lecturers and workshop leaders)

Please, submit your applications with an abstract of 150 words to the Hungarian Association for Transactional Analysis, until 15. July 2011.

Contact: Ács Éva 1037 Budapest, Laborc u. 30/A

E-mail: magyarjudit@digikabel.hu

**Application Form**

HATA's second jubilee conference (17 September 2011, Budapest, 1075 Kazinczy u. 23.-27.)

Name:..... Address:.....

E-mail:..... Telephone:.....

I wish to take part as  participant  lecturer

Workshop/lecture title:.....

Abstract (max 150 words)

**Duration:**

lecture (30 min)  workshop (90 min)  workshop (120 min)

**Field of lecture/workshop:**

psychotherapy  education  counseling  organization

Signature:.....

## Conferences

*EATA, ITAA,  
ATAA, APPHAT*

*World Conference  
«The Challenge of Growth»  
July 7th - 9th, 2011  
Deusto University, Bilbao, Spain*



## Exam Calendar

<b>Exam</b>	<b>Exam Date</b>	<b>Location</b>
CTA and TSTA:	COC July 5 <sup>th</sup> -6 <sup>th</sup> , 2011	Bilbao, Spain
	COC November 10 <sup>th</sup> -11 <sup>th</sup> , 2011	Louvain-la-Neuve, Belgium
	COC November 17 <sup>th</sup> -18 <sup>th</sup> , 2011	Neustadt/Weinstr., Germany
	COC November 15 <sup>th</sup> -16 <sup>th</sup> , 2012	Rösrath/Köln, Germany
CTA	COC February 22 <sup>nd</sup> -23 <sup>rd</sup> , 2012	Rome, Italy
TEW	COC July 2 <sup>th</sup> -4 <sup>th</sup> , 2011	Bilbao, Spain
TEvW	COC December 3 <sup>rd</sup> -5 <sup>th</sup> , 2011	Lissabon, Portugal

\* 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, 2186 Rheem Drive #B-1, Pleasanton, CA 94588, 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 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 T&C Council office, 2186 Rheem Drive #B-1, Pleasanton, CA 94588

**COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, Matthias Sell, eMail: [institut@inita.de](mailto:institut@inita.de).