the SCRIPT

INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION

VOL. 46 NO. 1
JANUARY 2016

IN THIS ISSUE

Reaching Out in Difficult Times 1

Important New Book on Educational TA 4

Members' Forum 5

Keeping In Touch 7

In Memoriam: Greco, Zalcman 9

Standards/Qualifications in Written Exams 10

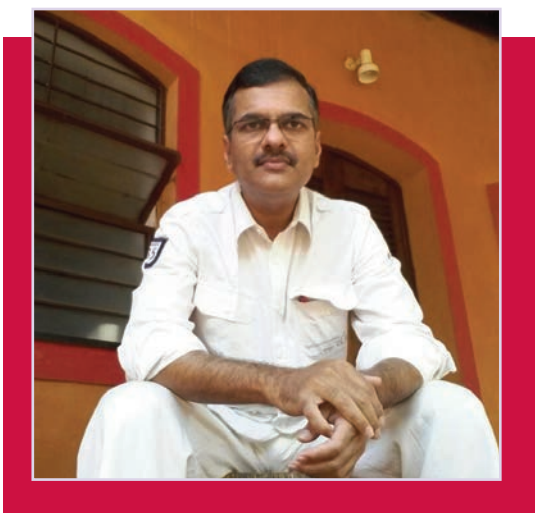
2016 Dhaka Conference 12

Reaching Out in Difficult Times

by C. Suriyaprakash

When you read this, we will have ushered in another new year: 2016! My wish is that it will bring a renewal of our hopes and aspirations in spite of the backdrop of recent terror and devastation we have faced. It has been a difficult few months.

On 13 November, Paris experienced its worst ever acts of terror, and then barely 2 weeks later, San Bernardino, California, endured its own terrorist shooting. The journeys of refugees not only into Europe from the Middle East and Africa but also elsewhere in the developing world reflect their desperate need to escape the conflicts and wars in those regions as the world attempts to come to grips with the rise of terrorist groups and ideologies. In this same time period, nature, too, has been battering some of us. Chennai, India, site of the 2012 ITAA/SAATA Conference, was deluged with more rain than had been seen in over 100 years, causing massive and devastating flooding. Likewise, areas of northern England have also seen heavy storms and serious flooding. Scores of other terrible events have occurred around the globe due to both nature's fury (likely exacerbated by climate change) and human greed. Our hearts go out to the victims of all of these events as they pull the threads of their lives together and work to recover and rebuild.



If there is a silver lining in the midst of this terror and pain it may lie, at least in part, in the triumph of the human spirit we glimpse in the many stories of people helping each other, reaching out to provide rescue and relief to the victims or even just moral support. One such story that I heard recently was about a TA training group that took place in Paris on 14 November, the day after the attacks there. There was some discussion about whether the group should even meet, but ultimately

they decided to gather. The strength of the bonds between them and the intensity of their work that day was different from other times. They were grateful and glad to be together, to own their minds and hearts, and to strengthen each others' resolve not to let the terrorist attacks break their spirit.

There have also been messages of care and concern from all over the world to individuals and groups affected by these tragedies. It is almost as if the violence has called forth a response in proportion, not just an increase in bombs targeting Daesh, but rather a response of solidarity and humanity as great as the inhumanity of the killings.

I was not directly affected by the floods in Chennai and neighboring coastal areas. But the homes of many friends and relatives were flooded, their livelihoods lost. Again, some of the stories I heard moved me deeply.

the SCRIPT

Newsletter of the International Transactional Analysis Association
2843 Hopyard Rd., Suite 155
Pleasanton, CA 94588, USA
Fax: 925-600-8112
Email: info@itaaworld.org
Website: www.itaaworld.org

Editors: Laurie Hawkes and Steff Oates
Managing Editor: Robin Fryer
Desktop Publishing: lockwood design

Deadlines—15th of the month prior to the month of publication (e.g., 15 January for the February issue)

Advertising: Twelfth page: $50; sixth page: $100; third page: $200; half page: $300; full page: $400. Publication of advertising in *The Script* does not imply endorsement by the newsletter, the editor, or the ITAA.

The Script (ISSN 0164-7393) is published monthly by the International Transactional Analysis Association. For information on membership, visit www.itaaworld.org or contact the ITAA at the above address.

© 2016 International Transactional Analysis Association, Inc.

"If there is a silver lining in the midst of this terror and pain it may lie, at least in part, in the triumph of the human spirit we glimpse in the many stories of people helping each other, reaching out to provide rescue and relief to the victims or even just moral support."

A Muslim woman who delivered a baby inside a Hindu temple named her child Ganesh. A Hindu lady was taken to the hospital by a Christian in time to deliver a boy she named Sam. In the deluge of destruction, the differences that may keep people apart in normal times crumbled and brought out what is at the core of the human spirit: the desire to reach out to and support one another in solidarity, irrespective of caste, religion, or creed. How much better a place our world would be if this was the way we behaved with each other in normal times, if our default mode could always be finding the unity in diversity.

These events have made me reflect on what we as transactional analysts have to contribute to bringing about such a transformation. Serving people to mitigate their suffering is central to our helping professions, whether in counseling, psychotherapy, education, or organizational development. As transactional analysts we do a stellar job on those levels. However, how far do we proactively engage with society to minimize the circumstances that cause suffering? Berne described transactional analysis as a social psychiatry, but, unfortunately, over the years, it has increasingly become an approach to treat individuals or individuals in groups. What happened to its wider social nature and applications? How can it play a role in community development and social transformation? Such questions bring to mind the efforts of a few years ago initiated by Leonard Campos to develop a group interested in TA for Social Responsibility (TAFSR). It seems like this would be an important and meaningful moment to revitalize that group, to gather together those transactional analysts who want to use TA actively to make a difference in our world. We need such efforts now more than ever.

Can we use transactional analysis to reduce violence in our streets as much as it helps to reduce it inside four walls or inside our heads? Can it be an effective tool to help a community realize its full potential for growth and change as much as we do that with its individual members? With the increasing focus on the individual, have we lost track of the larger social dimension? Is it time to shift gears and engage with communities as transactional analysts? Are we ready to move out of our comfort zone of being in the respectful margins and claim space in the society as an active and effective partner in creating impacts for a better world? How much does TA contribute to countering violence, destruction, and poverty as well as to promoting peace, passion, and prosperity in our communities?

I believe TA offers a potent theory and framework that can allow us to forge ahead in these directions. Perhaps we have not taken that direction as much as we might have because it was commonly believed that Berne wanted to remain apolitical and thus the ITAA should avoid taking any political stance. I myself was of that opinion until recently when a friend clarified that Berne took that stance because he believed politics was a game. According to

> *"It is almost as if the violence has called forth a response in proportion, but not just an increase in bombs targeting Daesh, but rather a response of solidarity and humanity as great as the inhumanity of the killings."*

Steiner (2010), Berne's "reaction to the heated political conversations of the day was that they were either a game or a pastime of the 'Ain't It Awful" variety" (p. 212). On the other hand, in a 1969 editorial, Berne wrote, "[Transactional analysis is now] sufficiently well established to undertake one or even two crusades. . . . It is the fashion among psychotherapists to disdain moral judgments . . . [but] there must be something worth fighting for" (p. 212).

As responsible citizens of the world and members of our professional community, I believe we cannot turn a blind eye to the sociopolitical forces that influence our lives, whether we want to or not. I recall the Sanskrit aphorism "vasudhaiva kutumbakam" (Mahopanishad VI.71-73), which means "the world is one family." As members of that family, our responsibility includes influencing the etiquette of our cultures with the humanistic philosophy of "we are all OK" and to empower people, especially the underprivileged, to choose their own destiny.

With the increasing scale of social unrest and violence in our world, I think it is time for us to promote the application of transactional analysis in community development and social transformation. I know many transactional analysts do pro bono work, but I think it is important that we talk about and share those efforts both to inspire others and to learn from one another about the challenges they present.

Please, write to *The Script* about what you are doing, how you are using TA in your social engagement work to promote peace and harmony. (To read about one such effort with regard to refugees, see the Members' Forum on page 5).

As I conclude, I want to acknowledge that the writing of this message has been, in itself, an experience of reaching out to and collaborating with others, especially the *Script* team of Laurie Hawkes, Steff Oates, and Robin Fryer. They share my intense desire to find a way for us as individual transactional analysts and for our association as a whole to make meaningful contributions to positive social change across the globe. And it is in that spirit that I send my best wishes to each and every one of you for a healthy, happy New Year that brings peace, passion, and prosperity to our lives and our world.

Reference

Steiner, C.M. (2010). Eric Berne's politics: "The great pyramid." *Transacational Analysis Journal, 40,* 212-216.

C. Suriyaprakash, TSTA (O), is ITAA President. He can be reached at suriya.sunshine@gmail.com .

intact academy
COACHING & CONSULTANCY EXCELLENCE

REGISTER NOW FOR OUR ICF ACCREDITED PROGRAMS:

- Coach Academy
- Team coach Academy
- Leadership and Change Academy
- Supervision Academy
- Train the Trainer Academy
- Redecision Therapy Workshop
- Advanced Supervision Masterclasses
- CTA-PTSTA exam preparation workshop

With Sari van Poelje, Giles Barrow, Sandra Wilson, Gloria Noriega and other international trainers.

Programs start from February 2016 in Antwerp, Milan, Rome, Paris and Lyon

More info at www.intact1.com

TAJ Theme Issues

"The Sense and Nonsense of Research in the Human Sciences"
Coeditors: Bill Cornell and Mark Widdowson
Deadline: 1 July 2016

"Gender, Sexuality, and Identity"
Coeditors: Brad McLean and Bill Cornell
Deadline: 1 January 2017

Please follow the submission requirements posted here. Email manuscripts to *TAJ* Managing Editor Robin Fryer, MSW, at robinfryer@aol.com .

"The First of Its Kind": A New Book on Educational TA

by Steff Oates

Educational Transactional Analysis: An International Guide to Theory and Practice, *is described by its publisher, Routledge, as "the first of its kind," that is, the first comprehensive account of educational transactional analysis. We asked* Script *Coeditor Steff Oates to find out from Giles Barrow and Trudi Newton, the book's editors, and Evelyne Papaux, one of its contributors, a little about the book and how it came to be.*

GB/TN: Thanks, Steff, for this opportunity to talk about a project that we have really enjoyed and that has had a long gestation. We had both been aware that while there were quite a few useful, practical resources for educational transactional analysts, there was no key reference text. For some years, we have taken turns publishing papers on aspects of educational TA intentionally so that, at the least, educational trainees would have a widening range of literature to draw from in their own training and development. Around 3 years ago, we finally decided to embark on what we envisaged would be the first comprehensive account of educational transactional analysis.

SO: I can see the need for a comprehensive account of educational transactional analysis, but how is it different from the articles?

GB/TN: In practical terms, the book's format enables a more extended, comprehensive scope than the articles did. We could create a more coherent, connected account of the educational TA field and involve a team of worldwide contributors. We wanted to breathe further life into an educational psychology that has been gradually emerging since its early days in the 1960s and has gathered momentum over the past decade or so. Our intention was not to prescribe what educational transactional analysis entails, and we don't claim that the book describes the only way of making sense of it. Rather, we aimed to provide a psychological framework and to present educational transactional analysis as a distinct theory of teaching and learning. In other words, educational transactional analysis is as much about an educational theory with a robust purpose and method as it is an approach for illuminating the psychological dimension of the educational process.



Giles Barrow, TSTA (E), lives and works in the United Kingdom, where in addition to being a TA trainer, he is a qualified teacher with experience in both the mainstream and specialist sectors. He works in schools and with local authorities and community groups with a focus on understanding and developing relational dimensions of teaching and learning. In addition, he runs a small farm in Suffolk, UK. Email: giles.barrow@virgin.net; website: www.crackingbehaviour.com .



Trudi Newton is a writer, researcher, and consultant working with other educators to facilitate radical learning and community development. She works nationally in the UK and internationally, including directing a 4-year training program for educators and school psychologists in St Petersburg, Russia. Trudi also develops workshops and training programs for coach supervisors. Email: trudi@taresources.co.uk .



Evelyne Papaux has worked with children and their families for many years in a variety of contexts. She is currently a trainer in TA and for educators and a consultant in a center offering support and resources for educational professionals. She lives and works in Switzerland. Email: evelynepapaux@bluewin.ch .

SO: That sounds exciting even to me as a psychotherapist, and it seems like it might be relevant to TA trainers across all four fields. Is that how you see it?

GB/TN: Yes, in many respects trainers from other fields will find useful material in the book, especially in relation to adult learning, which is an essential part in the role of TA trainers. However, it is one of the few transactional analysis publications that primarily serves educators generally, not only TA trainers and trainees.

When we began the project, we agreed on a list of contributors and wrote to ask them if they would write about whatever was important to them or most pertinent for them as educators. We were chuffed to receive such positive, full responses to our invitation. However, while we began to see a shape for the book, we did not have a publisher and were apprehensive about whether our proposal would have wide enough appeal for a major publisher to take it on. We nevertheless approached Routledge, which voiced some initial reservation until they received feedback from reviewers, who were supportive of our aims. More importantly, the reviews gave us some great strokes and incredibly useful feedback and suggestions. The impact of this commissioning process was that our editorial role was extended, and the target audience significantly expanded.

SO: How would you describe the experience of working as a team and with so many contributors?

GB/TN: Working with our large group of contributors was pretty much problem free. Given that we were working across five languages, several continental frames of reference, and a diverse team, there was plenty that could have gone awry. Instead, we felt a virtual physis coming through in the process. It was as if we had pushed at an open door.

SO: What a wonderful phrase, virtual physis! Having acknowledged that this book will be of interest to all four fields of transactional analysis, I see the importance also of more clearly defining educational TA as a separate discipline. How was this thought through in terms of the book?

GB/TN: We partly had an introductory intention because, despite having been around for several decades, educational transactional analysis has remained elusive and well cam-

Members' Forum

Dear TA Colleagues:

I, like many of you, have been impacted by the pain and suffering of the refugee crisis across the world. Many of you will have been involved in responding to the situation in a range of ways depending on which country you live in, and I know some of you are doing amazing things out there. Thank you to all of you who are taking action.

In the United Kingdom we have few refugees but many people trying to get here. At The Link Centre, we have been collecting things and sending them out to various locations to help people in crisis. I have set up a Facebook page (see below) so that we can support each other in helping others. At the moment we have 276 people in the group, and it is mostly me posting things, but the idea is that we can all post on there to support, encourage, and work together on this.

I am also setting up free online emotional support for the volunteers who are working face-to-face with the refugees because some of them are getting burned out. I would like to offer some free online training and free supervision. If you are willing to give any time to this for free, please let me know if you can offer training, supervision, or online emotional support to the volunteers. Or if you just want to know more, email me at leilani@thelinkcentre.co.uk .

I have also set up a donations page that will go directly to refugees if you would like to help by donating money—every little bit helps: www.gofundme.com/px6ndkds .

Thanks in advance. In community we have strength to change things.

Leilani Mitchell, TSTA (P), United Kingdom
www.thelinkcentre.co.uk; Twitter: @leilanimitchel
Facebook: www.facebook.com/TransactionalAnalystsRefugeeResponse/

Editorial Note: *We appreciate individual member efforts to address important social needs such as those of refugees, and the ITAA is not in a position to support or endorse specific activities or programs.*

ouflaged. We wanted to demonstrate a distinct identity, in the process declaring the purposes, applications, principles, and philosophy of educational transactional analysis. So, we sought contributions from a richly diverse group of experienced TA educators. The diversity extends across different dimensions. We have the voices of those who were involved at the beginnings of educational TA, in some respects, before it existed. Jean Illsley Clarke wrote a retrospective account about those early days, for example, and other contributors represent the subsequent three generational phases of senior practitioners, with a handful of contributions from some of the most recently qualified Teaching and Supervising Transactional Analysts in the field. We also gathered voices from all of those areas in the world where educational transactional analysis is practiced. Colleagues from Japan, India, South Africa, Australia, mainland Europe, the United Kingdom, and the United States all present perspectives drawn from their respective cultural contexts.

There are a couple of other ways in which the contributors differ significantly. Educational TA is practiced wherever learning takes place, so there are stories from a range of educational contexts. In the past, TA in education has sometimes been regarded as an activity that a handful of TA practitioners do in schools with children. Our intention is to do away with this misunderstanding. In fact, educational transactional analysis has always been about the educational endeavor, wherever that takes place. In the book, there are accounts from adult education, the corporate world, professional development and training, community projects, higher education, vocational training, parent and family support, specialist and mainstream schooling, early years, primary and secondary education, and teacher training and personal growth programs.

SO: We at *The Script* thought it would be nice also to hear from one of the contributors about her experience, so how was it for you, Evelyne?

> *"Trainers from other fields will find useful material in the book, especially in relation to adult learning, which is an essential part in the role of TA trainers. However, it is one of the few transactional analysis publications that primarily serves educators generally, not only TA trainers and trainees."*

EP: When Trudi and Giles asked me to contribute to the book, I felt honored at a personal level and also happy at a professional level. I was pleased to be involved in a project aimed at offering an educational TA reference for educators and transactional analysts and motivated by the fact that this time readers would not need to translate the material into their own frame of reference but would find reflections and examples talking about educational relationships in all sorts of dimensions and contexts. As I wrote, I realized that I had space to talk about my passion and that some ideas I was ready to write about had not yet been shared with anyone. I experienced an oscillation between frustration when it was hard to find the right word in a foreign language and a positive challenge because I needed to pay additional attention to what I really meant. The result of this writing process has been a clarification and crystallization of my thinking, which has added value to my practice.

I trusted Trudi and Giles to take care of my work and to create a meaningful picture in combination with all of the contributions. I felt a balance between giving and receiving, with each of us sharing his or her expertise on a specific theme and curious to discover what colleagues would bring to the process. Even though we never met in person as a group, this team spirit has resulted in a strong feeling of belonging to a community, an invitation to take part in a cocreated work. This became manifest when some of us gathered during the 2015 EATA Conference in Rome to present the book. It would have seemed right that Trudi and Giles, after their long hours of collecting, reading, and editing, would have had the honor of presenting the book, but they asked each contributor present to introduce his or her chapter. It was a powerful and moving moment, a demonstration that our common motivation was to present the book as a gift to our peers in a selfless way and that we all considered the whole to be greater than the sum of its parts.

I look forward to reading my colleagues' chapters and learning from them. I also look forward to hearing comments from readers and hopefully stories about how this book inspires them in their own practice.

SO: Well, Trudi, Giles, and Evelyne, it seems that you have achieved your goal of creating an archive of material —theoretical, technical, and practical —to specifically support TA practitioners in education as well as all educators who are interested in the relational aspects of teaching and learning. Well done! We wish you all the best and much success with the book.



First TA 101 in Albania (from left, back row): Dhurata Nixha, Artemisa Shehu, Ermira Hila, Dawn Purver, and Tim Purver; (front row) Andia Meksi, Jetona Myteveli, Julie Hay, Marjeta Berhami, Desara Agaj, and Flutura Emiri

The First TA 101 in Albania was run on 6-8 February 2015 by Julie Hay, TSTA (O, P, E). The hard work of making the arrangements was done by Dawn Purver, a CTA (P) in training and a consultant psychotherapist working at the Sadik Dinci Psychiatric Hospital, Elbasan, and the ABC Health Foundation in Tirane. Dawn collaborated with psychiatrist/psychotherapist Dr. Neli Demi, who is the president of the Albanian Association for Psychotherapy (Tirane) and who provided the venue for the training. Dawn also organized the translation of the TA 101 booklet with the help of Bardha Celanji, Anxhela Gramo, and Adela Lamcja. Dawn and Adela also produced an initial version of the EATA Translation Dictionary in Albanian; this will soon be joining versions in various languages based on the terms in the glossary of the book *TA Today* (used with the kind permission of the authors, Ian Stewart and Vann Joines) that are available for download from the EATA website (http://www.eatanews.org/ta-resources-and-links/ta-dictionary/). Two more interpreters also helped, with Brunilda Rustani translating on day one and Stela Murati providing the same service on days two and three. Dawn also found time to apply to the QKEV, which is the Ministry of Health accreditation body in Albania, with the result that the TA 101 was accredited as recognized CPD with 18 credits. Participants had a range of professional roles, including an international development specialist/consultant (Dawn's husband and the reason she has been living in Albania for the past 3 years), a medical doctor who is also a psychotherapist, school psychologists, university lecturers in psychology, a mental health specialist, a project officer, and a child and adolescent psychologist. Several participants stayed on for an extra day of advanced TA training, which gave them additional time to consider how they might apply what they had learned in the TA 101.

The Institute for Counselling and Transactional Analysis (ICTA) 43rd National Conference will be held on 13-15 May 2016 with two days of preconference activities from 11-12 May. The theme will be "Work-Life Integration," and the venue will be Asirbhavan, Kacheripady, Kochi, Kerala, India. Two of the three keynote speakers will be ITAA President C. Suriyaprakash, TSTA (O), and Pearl Drego, TSTA (P), of New Delhi. Justice Abraham Mathew will inaugurate the conference. For more information and to submit a presentation proposal, contact ICTA President K A Sebastian at sebastianka99@gmail.com . The deadline for proposals is 15 February 2016.



George Kohlrieser, former ITAA president and a professor of leadership and organizational behavior at IMD business school in Switzerland, has now done two TED talks. One is on teaching leadership through bonding and the other is about how to turn loss into inspiration .



Tony White with Jana Sušteršicc, who translated his book on adolescence into Slovenian



Joanna Beazley Richards and John Baxendale (third and fourth from right in front row) with participants from the training day on working with trauma in Ocean View Township, near Cape Town, on 3 November 2015. Diane Salters is also shown (first from right, second row).



Joanna Beazley Richards (back row, first on left) and Diane Salters (second row, far right) with participants of trauma workshop at FAMSA (Families South Africa). John Baxendale is not shown because he was taking the photo.

Joanna Beazley Richards and John Baxendale ran three workshops for professionals (more than 20 participants in each) on "Trauma and Recovery: A TA Approach," "Severe and Complex Trauma," and "Understanding and Treating Trauma in Children" in South Africa from 30 October to 1 November 2015. Joanna also ran a free workshop on the basics of trauma and the dos and don'ts of how to respond to it. This was for NGO staff, most of whom have minimal training but deal with trauma every day. All four of the workshops were sponsored by the South African Transactional Analysis Association (SATAA).

Tony White traveled to Slovenia to do a series of workshops and presentations from 15-26 October 2015. He participated in a weekend practicum organized by Projekt Za Dobroéivljenje [Project for Good Life) with 70 participants. Over the 2 days, eight therapists demonstrated the practice of therapy on clients using different approaches, including logosynthesis, logotherapy, and psychodrama. Tony demonstrated transactional analysis and wrote, "The practicum, in its second year now, is a unique training event, one I have not seen before. It provides an excellent perspective on different types of psychotherapy as they are demonstrated one after another." Tony also ran his "highest" redecision therapy marathon at a beautiful resort 1.1 kilometers above sea level in Ambružar, 30 kilometers outside of Ljubljana. He believes it was the first redecision therapy weekend marathon in Slovenia. In addition, Tony ran a workshop on adolescence to coincide with the release of the Slovenian translation by Jana Šušteršicc of his book *A Happy Teenager Is Not a Healthy Teenager: Adolescence, Anger, and What to Do* [*Srečen najstnik ni zdrav najstnik: Adolescenca, jeza in kako z njima ravnati*]. His 2013 book on working with drug and alcohol users has also been translated into Serbian by the Psihopolis Institut and was published in 2015 with the title *Alkohol I Droge: Terapija I savetovanje technikama transakcione analize* [*Alcohol and Drugs: Therapy and Counseling by the Methods of Transactional Analysis*].



Tony White (far right, back row) with marathon participants in Slovenia



Giovanni Greco

Giovanni Greco, Chairman and Director of the Scuola di Analisi Transazionale [School of Transactional Analysis] (SIFP) in Rome, suddenly passed away on Sunday 22 November 2015 at the age of 61.

A psychologist and psychotherapist with multiple interests, he operated across several fields in his profession: from labor to education, from organizations to clinical work. He was a consultant for major Italian and multinational industrial groups and was active in the health field and with several institutions for quality assessment in education. He was also engaged in responsible roles in professional politics as vice chairman of SIPAP (the Italian society of professional psychologists) and as a member of the board of ENPAP (the National Institute for Assistance to Psychologists).

The other side of his soul, the least known to most people, was his interest in the theater. Giovanni graduated from the dramatic arts academy and played and directed in the most famous Italian theaters.

His last achievement, which brought together his multiple skills, was founding the school of psychotherapy in transactional analysis and taking it to its current functional level, which means he playing an engaged, passionate role in spreading transactional analysis in Italy. Today, the school is successful in its fourth year.

Giovanni's kindness, intelligence, enthusiasm, and vision as well as the originality of his ideas will be terribly missed.

Our thanks to Giorgio Cavallero, TSTA (P), who wrote on behalf of the Scuola di Analisi Transazionale [School of Transactional Analysis] SIFP in Rome, Italy. Giorgio can be reached at g.cavallero@for-srl.it .



Marilyn Zalcman

Marilyn Zalcman, Teaching and Supervising Transactional Analyst (psychotherapy) and cowinner with me of the 1982 Eric Berne Memorial Scientific Award, died in April 2015 after a prolonged illness.

I first met Marilyn in 1973, the day she passed her certification as a transactional analyst. She was unhappy about the way the exam had been handled, so I encouraged her to get involved with the Training Standards Committee and contribute what she could to make a difference in how the exams were conducted. She did and became instrumental in establishing both a new philosophy and different procedures for the then Clinical and Teaching Member examinations. Throughout the 1970s, she was active on several ITAA committees and the ITAA Board of Trustees. In the early 1980s, she moved to the Washington, DC, area, where she pursued her clinical practice in transactional analysis.

I remember Marilyn joining my advanced training program. She and I had many lively discussions about games, scripts, and rackets. We agreed that the various definitions of rackets each described some aspect of life scripts. She made numerous notes on her observations of the live therapy that I was doing, which resulted in our 1979 article "The Racket System: A Model for Racket Analysis." That was the work cited in our Eric Berne Memorial Scientific Award for advances in the theory and methods of transactional analysis.

Marilyn loved Italy. She and her husband bought a house in the southern part of the country, and beginning in 1995, she ran a series of advanced seminars in Rome. Her aim was to build unity among the various TA schools in Italy. In 2009, her illness prevented her from continuing to conduct workshops. Her colleagues from Rome have written to me about how they feel the loss of her sense of humor, her understanding of transactional analysis, and her constant kindness. She will be missed.

Our thanks to Richard Erskine for his comments. Richard is a Teaching and Supervising Transactional Analyst (psychotherapy) and can be reached at richard@integrativetherapy.com .

Do We Need to Improve, and If So, How? Standards and Qualification in Written Exams

by Thorsten Geck



The written exam is an important step for candidates on the way to becoming a Certified Transactional Analyst (CTA). Not only does it give them the chance to show how they apply theory in their daily work, but it is also an opportunity for integrating knowledge, experience, and attitude at this stage in their developmental process. It is also about quality.

In my role as ITAA Vice President Professional Standards and former cochair of the International Board of Certification (IBOC), I want to write about what quality might mean for us, the members of the transactional analysis community, whether we are certified members, teaching members, or on the way to becoming certified.

Here is one way quality is defined in the business world:

In manufacturing, a measure of excellence or a state of being free from defects, deficiencies and significant variations. It is brought about by strict and consistent commitment to certain standards that achieve uniformity of a product in order to satisfy specific customer or user requirements. ISO [International Organization for Standardization] 8402-1986 standard defines quality as "the totality of features and characteristics of a product or service that bears its ability to satisfy stated or implied needs." (www.businessdictionary.com/definition/quality.html)

So, what is important about quality in the context of the transactional analysis community and especially for ITAA members? When it comes to exams we might differentiate between:

- **Process quality:** How do we manage the process between receiving a written exam until the result of pass or defer is delivered?
- **Outcome quality:** What standards do we apply to deliver justified and comprehensible feedback for the written exam?
- **Value quality:** What attitude is central when we communicate strokes and how do we encourage personal growth as part of feedback for the written exam?

Let us explore these a bit more.

Process quality: The *Training and Exams Handbook* describes what candidates need to consider when deciding when to send in their exam for further assessment. For the IBOC, regional group coordinators, and exam markers, quality has to do with how timely we are in assessing an exam. When should feedback be delivered so that candidates can continue preparing for the oral (and final) exam? A formal appeal of the results of an exam can be based only on the formal exam process, although candidates may complain about the content of the feedback they receive (e.g., an assumed not-OK or discounting attitude of a marker). This may happen, for example, when a marker takes 4-5 months to send feedback about an exam, which is certainly a long time to wait when the candidate is curious if not also anxious and tense.

Outcome quality: This could be seen as product quality. The written exam feedback is the one opportunity to communicate with candidates

about what they have to offer. This is not a dialogue but an impression about their thinking and ability to describe their integration of TA into their professional work. The structure and message of the feedback are crucial: The candidate needs to understand how the marker assessed the exam and what he or she wants to offer the person for further development toward the oral exam. The handbook is somewhat vague about this aspect of product quality.

Value quality: The "I'm OK, You're OK" attitude is a central TA concept and represents the value of mutual dialogue and sharing experiences. It also offers a framework for offering useful feedback and confronting inconsistencies and flaws as well as indicating desirable change. Because candidates work so hard to deliver a good written exam, this effort needs to be recognized. Markers not only give feedback, they offer it with the idea of communicating to a learner.

At the same time, marking is also a great learning opportunity for the marker. For example, how is TA taught and applied in other regions of the world? How does that reflect on the marker's own teaching of TA in his or her own context? How does the international TA community deal with different cultural backgrounds and frames of reference? Are TA concepts applied differently in different cultures? I believe they are, and this needs to be brought into greater awareness so that we can learn from each other within our international community.

In addition, markers must keep in mind not only how candidates apply theory to their professional work. A special quality of TA teaching and learning is the emphasis on one's individual biography, learning, and experiences. The candidate writes to an anonymous person about very personal experiences and offers insight into his or her development, which sometimes involves dealing with (unpleasant) flaws. Such sharing needs to be considered with respect in the context of the marker's feedback, even if it is assessed as part of the exam.

Quality is the groundwork of standards. Standards are based on tradition (Parent: This is how it is done) and focused on thoroughness and benefit for the candidate's clients (Adult: This is best way to support growth and enable cure). In addition, they define the boundaries about how TA is done the "right way" (Child: Did I do it right, will they accept me?).

What does all this mean for our activities regarding exams?

Process quality: (1) We need markers for written exams. To reduce the time between when exams arrive and they are assigned to markers, we need more examiners. **I encourage you, if you are available to read exams, let us at the IBOC know (see email address below).** This information will be forwarded to the regional group coordinators. (2) We also want to shorten the time between when exams are sent to markers and when they confirm to regional group coordinators that they will read the exam and provide feedback to the candidate. That will help the coordinators find another marker more quickly if the first marker cannot do the job.

Outcome quality: The PS and IBOC will set up a webpage where teaching members can communicate about the challenges and difficulties of summarizing their assessment about a written exam. **Please send us your questions or challenges you have with providing feedback on written exams.** These FAQs will be answered or discussed. We intend to develop a database containing the answers, which can be consulted to maintain and improve the quality of feedback.

Value quality: (1) The best way to reflect on values is to discuss them. We intend to ask experienced teaching members to provide examples of sound, inspiring written exam feedback that might stimulate an exchange about what is important. These will be presented on the webpage. (2) The next trainers' meeting will incorporate a session about dealing with written exams. The format will be presentation, sharing, and discussion.

I look forward to stimulating our discussion about exam standards.

If you are willing to read exams (indicate field of application), write to IBOC Chair Chitra Ravi at chitra.seed@gmail.com .

If you have questions or comments about the written exam process and how to handle feedback for written exams, write to Vice President Professional Standards Thorsten Geck at thorsten.geck@gmail.com .

Thank You

Many thanks from the International Board of Certification and its chairs Thorsten Geck and Chitra Ravi to Janice Dowson, Vladimir Gussakovski, Vann Joines, Charlotte Daellenbach, Diane Salters, and Robin Fryer for their work on the new ethics code. Thanks also to Charlotte Daellenbach, who was the main person responsible for updating the new Training and Examinations Manual.



South Asian Transactional Analysis Conference
Hosted by Ain o Salish Kendra (ASK)
2-4 September 2016 Dhaka, Bangladesh

For more information: www.askbd.org/ask/
Call for Proposals Deadline: 31 January 2016

The South Asian Association of Transactional Analysts (SAATA) plays a crucial role in networking and developing professional competencies in TA applications in counseling, education, organizational development, and psychotherapy in the South Asia region. Research studies have proven the effectiveness of TA to enhance quality of relationships, in parenting and classroom interactions, and a variety of other contexts.

The theme of the conference is "Freedom Within," which refers to choosing an unbounded flow of psychic energy and using all ego states with spontaneity and awareness. People will achieve true freedom by changing in the direction of OKness, fostering intrinsic worth and value, and growing into responsible citizens who act on behalf of their own lives as well as the lives of others and the world.

"This conference will be an inspiration and opportunity to those who have learned and are practicing transactional analysis and will bring recognition to the TA community in Bangladesh."

It is estimated that one in every six people in Bangladesh suffers from mental illness, but most remain untreated or are mistreated. Like most mental health systems in the developing world, Bangladesh's is not designed or equipped to provide adequate, affordable, accessible care for people in need. Public stigma and self-stigma aggravate the problem as does a shortage of trained personnel at both professional and community levels.

The introduction of transactional analysis into Bangladesh by Ain o Salish Kendra (ASK) in 2003 was the first noteworthy initiative to address this need in Bangladesh. More than 500 professionals have attended TA 101 courses, and 53 have received the Diploma in TA during the last 12 years as a result of courses organized by ASK in support of ASHA Counselling and Training Services from India.

SAATA and ASK have both played leading roles in promoting training and services in South Asia. This has enabled certified counselors and psychotherapists to contribute to the mental health system of Bangladesh, and SAATA, in partnership with ASK, is pleased to sponsor the South Asian Transactional Analysis Conference 2016 and IBOC examinations in Dhaka. The idea behind this endeavor is to inspire and provide opportunities for professional growth and development. The conference in Bangladesh will be a chance to showcase practicing TA therapists to an international TA community. The IBOC examinations for international certification of counselors, psychotherapists, and supervising trainers will take place on 1 September 2016. This conference will be an inspiration and opportunity to those who have learned and are practicing transactional analysis and will bring recognition to the TA community in Bangladesh.

The conference is open to all aspirants of personal and professional growth and change: therapists, counselors, physicians, educators, consultants, trainers, corporate executives, coaches, parents, students, and others. The program will include a preconference institute and exams, plenaries/keynote speeches, lectures, workshops, and poster presentations. In addition, important meetings will occur in conjunction with the conference, including the ITAA Board of Trustees and the annual general meetings of the ITAA and the SAATA.

Special Note: The IBOC exams in Dhaka will be limited to 2 TSTA and 4-6 CTA candidates. Please apply early if you are interested in being examined there.

More information about IBOC and COC exams can be found on the ITAA website at http://itaaworld.org/training-and-certification-transactional-analysis