EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS
ORAL EXAMINATION TA ORGANISATIONAL SCORING SHEET

CANDIDATE _____   **DATE** _____

Each of the ten following areas is graded on a 5-point scale. Select the number rating which you believe best describes the candidate's performance.

1.   Understanding the Professional Context

5	4	3	2	1	
Articulates and discusses coherent personal and contextual vision as an an O.D. consultant, congruent with TA		Articulates and discusses some personal and contextual vision as an O.D. consultant, showing some links to TA philosophy		Can hardly articulate a and discusses a coherent personal and contextual vision as an O.D. consultant, with little linking to TA philosophy	1 _____ 2 _____ 3 _____ 4 _____ _____

2.   Working with people in organisations

5	4	3	2	1	
Demonstrates accounting for historical, cultural, social perspectives, and actively facilitates learning in the organization.		Shows some awareness of historical, cultural, social perspectives and demonstrates some learning in the organisation. .		Awareness of historical, cultural and social perspectives and the learning by the organisation is vague or invisible.	1 _____ 2 _____ 3 _____ 4 _____ _____

3.   Demonstrating assessment and contracting

5	4	3	2	1	
Demonstrates high ability in assessing the client system and in making appropriate contracts.		Demonstrates some ability to assess the client system adequately and some appropriateness in contracting		Demonstrates no adequate assessment of the client system and only little evidence of appropriate contracting.	1 _____ 2 _____ 3 _____ 4 _____ _____

4.   Demonstrating designing and implementing

5	4	3	2	1	
Shows high level of design and implementation of methods related to developmental needs of the client system; including program planning for optimal learning		Shows some relationship of design and implementation with the needs of the client system and some learning occurring from that		Shows a limited relationship of design and implementation with the needs of the client system; learning is not visible	1 _____ 2 _____ 3 _____ 4 _____ _____

5.   Creating an I+/U+ relationship with client

5	4	3	2	1	
Creates a co- operative and respectful working and learning relationship		Shows some ability to create an adequate working and learning relationship		Shows little or no ability to create an adequate working and learning relationship	1 _____ 2 _____ 3 _____ 4 _____ _____

6. Managing group process and dynamics

5	4	3	2	1
demonstrates high awareness of group dynamics in practice and is able to name and conceptualize group process		Demonstrates some awareness of group dynamics in practice	Demonstrates little or 2 no awareness of group 3 dynamics in practice	

1 _____
2 _____
3 _____
4 _____
========

7. Demonstrating interventions

5	4	3	2	1
Shows high level of awareness of the impact of own interventions		Shows some awareness of the impact of own interventions	Shows a limited 2 awareness of impact of 3 own interventions	

1 _____
2 _____
3 _____
4 _____
========

8. Reflective ability and ethical practice

5	4	3	2	1
Shows high awareness of own professional practice and personal process and clearly relates to ethical principles		Shows some awareness of own professional practice andpersonalprocess and some relationship to ethical principles	Shows limitedawareness of own professional practice and personal process and little relationship to ethical principles	

1 _____
2 _____
3 _____
4 _____
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9. Knowledge of own field in relation to transactional analysis

5	4	3	2	1
Shows knowledge of organisational theories and approaches and the ability to relate them to TA		Shows some knowledge of organisational theories and approaches with some ability to relate them to TA	Shows little knowledge of organisational theories and and personal process and little relationship to ethical principles approaches and a limited ability to relate them to TA	

1 _____
2 _____
3 _____
4 _____
========

10. OVERALL RATING

5	4	3	2	1
High professional level		Some omissions but good enough professional level	Professional level inappropriate	

1 _____
2 _____
3 _____
4 _____
========

Points are to be used as a guide and the judgment of the examiners is the final decision. However, deferment is automatic: 1) if a candidate receives a rating of '1' from all of the examiners in any one category, or 2) if the total score is less than 25 points for the examination.

If two examiners vote to defer, the candidate is deferred (no process facilitator is called).

A process facilitator is an experienced examiner whose purpose is to hold the board solve problems arising during the examination procedures. Anyone can request the chairperson to call a process facilitator at any time during the examination. The candidate may request the chairperson to call a process facilitator at any point before the individual board members begin to score. This point is to be announced by the board chairperson, who will ask the board I they are ready to being scoring. After this point, only the chairperson or a board member (through the chairperson) can call for a process facilitator.

The process facilitator will establish a clear contract with the board and will help the board reach a decision. If no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor can help the board reach a decision or can excuse the board and convene a new board to re-examine the candidate. Neither the process facilitator nor the examination supervisor will examine or vote.

TOTALS

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Examiners Name:	Certify	Defer	Combined total
1.	[ ]	[ ]	_____
2.	[ ]	[ ]	**Average Total**
3.	[ ]	[ ]	_____
4.	[ ]	[ ]	(Combined total divided by 4)