EATA Newsletter

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# EATA NEWSLETTER

## EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS

N° 123 November 2018

## The purpose of the European Association for Transactional Analysis is the following:

- To promote knowledge and research on Transactional Analysis, to develop its theory, and to ensure agreed standards of practice.
- To promote cooperation in Europe in the field of Transactional Analysis.
- Membership: the members of the Association are affiliated members of EATA through their national, regional, international or specialist TA Associations, which are affiliated with EATA.
- The rights and conditions of Affiliation are decided by the EATA Council and laid down in the Council Regulations.
- Only exceptionally individual members can be accepted where special circumstances warrant this.

## Content

# Editorial

Dear readers, in this issue we are presenting to you the summary of the main organizational news and important announcements. There have been some significant desicions made by EATA Council during the Coucil work in July 2018, which will reflect on the future work of EATA.

Beside that, as usual we are celebrating the success of our certified members, great conference work behind and ahead of us.

We are also presenting to you the inspiring contribution by Sari van Poelje about application of TA in coaching.

Our Ethical advisor in his regular column reminds you to have your eyes on the ethics and to keep asking yourself ethical questions and by that support your society and yourself professionaly and personally.

If you would like to participate in the next issue with article (story) proposal send it to eata.editor@gmail.com before January 31st. 2019.

Have a stimulative and productive winter seasson.

Yours,
Kristina Brajovic-Car
Editor

# Theory development and Research Conference in London, July 5th and 6th, 2018

As seen by the insider from TDRC
Written by Günther Mohr, TSTA, Frankfurt/Germany, www.mohr-cosching.de

To address the need for research in TA today, every three years the EATA conference focuses on research and theory development (TDR). This year´s London TA Theory Development and Research conference 2018 was organized by IARTA (International Association of Relational TA) and EATA (European Association forTransactional Analysis). The conference was partly situated in the premises of Metanoia Institute. Thanks to the organizers of the conference, namely Mica Douglas, Biljana van Rijn and all the others.

Presenters were offered the opportunity to provide their inputs in different formats. Charlotte Sills and Steve Chapman opened the first day of the Conference with a keynote event: "Creative Adventures in Transactional Analysis." The topic was presented in a very interactive format with several exercises performed in pairs in the big group. Mick Cooper opened the second day of the conference with a keynote speech: "*Developing an integrative model of counselling and psychotherapy: Contributions from (and to) Transactional Analysis*".


One other format was executed in small groups, as usual in scientific conferences. In 90 minutes, three presenters were offered the opportunity to present their papers, each during a 30 minutes time slot, including discussion. This format required a strict structure and moderation. The one I was in was moderated by Joel Vos. He introduced the structure and guided the discussion very well.
Another format was executed through 24 workshops, presenting a variety of TA applications and theory discussions in different parts of Europe. All four fields were represented.

For example in TA theory Heather Fowlie guided a very interesting discussion about ego state theory. After starting with an input about Berne´s different approaches to ego states around 30 people in the workshop discussed a variety of inspiring theses. Laura Bastianelli, from the clinical field, has reported on "Biomarkers in psychotherapy research: an integrative perspective for the outcome evaluation". Cesare Fregola, from the educational field, has invited for the discussion on "Research on Lifelong Learning and the Cultural Parent". Lucia Würsch, from the organizational field, presented "Transactional Analysis' contribution to strategic organisational aims: A case study in Switzerland". In the counselling field, Claudia Scheurenbrand covered the topic. "Development of self-efficacy expectations and counselling skills of teacher students through TA guided biographic self- reflection". Many more workshops, which I am, regretably, unable to name here, found their audience. All those topics may still be found in the conference program on the following link: (https://eata2018-london.cyrfer.com/wp-content/uploads/EATA2018-Programme-v2.pdf).

In general, TA is making progress in both research and theory development. It is worth noting that, in a meanwhile, several authors have applied for TDRC grants (Theory Development and Research) and will have their work compared with TDRC's high standars for the quality of research.

The summer 2018 even in London was very hot.
Not only inspiration but also transpiration could be experienced. So presenters and participants had a hot and memorable work.

# President's report on the 2018 EATA Council in London

Traditionally, the EATA Council gathered in July for the yearly Council meeting and committee work. It is thanks to these Delegates of your affiliated associations, that EATA is continuously developing and organizing. So, to start of this report, I like to thank your Delegates for doing a tremendous job. The Council meeting 2018 in London was packed with discussions and decision-making, mostly thoroughly prepared in committees and Task Forces (TF).

# TASK FORCES

### TF EATA Development

An article on the work of this TF was published in the previous Newsletter. In summary, this TF looked at necessary changes to strengthen the organization's structure to ensure good quality.

These decisions were made: for future elections, the candidate for president-elect has to be CTA-Trainer, PTSTA or TSTA. People who have worked in Council in the past 4 years will also be eligible to candidate themselves, as are Delegates in Council.

One of the vice-presidents will be deputy to the president. In case of an early or unexpected resignation of the president, the deputy will take over until the next Council..

To ensure good quality in the work between committees, a system for a process facilitator will be designed.

### TF Conferences

This TF did a major overhaul of the Conference handbook and looked at every organisational aspect possible to organize a conference. For future conferences, workflows for staffing organizing and scientific committees will be much clearer.

For people attending EATA conferences, it will be much clearer which services can be expected, like translation, special discount rates for certain groups, among other things.

### TF Membership representation

The EATA Council is staffed by Delegates from our affiliated associations. Most of these are national organizations, but there are two other kind of TA associations affiliated: the Special Interest Groups (SIG), like UKARTA and regional groups (RG), like TAUS for the Balkan region. Up till now, these associations could only be represented through Delegates that are responsible to represent a country, and had to include the representation of the interest of SIG's and RG's into their work. This was not an ideal situation.

Council approved a proposal for delegates dedicated to represent the SIG's. The representation for RG's will be worked out in detail this year.

The changes needed for the changes of all three TF's are not yet effective: they have to be embedded into the statutes and Council regulations. Changes to the statutes will be voted on next year at the general assembly.

# INTERNATIONAL ITAA EATA TASK FORCE

Another major discussion and decision was to start investigating if and how we can get into closer cooperation with the International Transactional Analysis Association, ITAA. This idea was first initiated by Sylvie Monin and Krispijn Plettenberg, who have both been involved in a number of joint EATA-ITAA projects in the past.

Council decided to explore all options that are mutually beneficial. Where this leads to, time will tell. But as this is a very strategic project, time and thoroughness will prevail over speedy decisions. In this Newsletter you will find the joint statement of ITAA and EATA regarding this development.

# A NEW COMPOSITION OF THE EXECUTIVE COMMITTEE

The Executive Committee (EC) had to choose a new vice-president, as Sylvie Monin said goodbye to Council as Swiss Delegate (for her tremendous contribution to EATA, she was awarded the bronze medal. You will read more in this Newsletter).

Next year, the terms of Oana Panescu (General Secretary) and Krispijn Plettenberg (President) end.
The following new EC members were elected by Council:
Annamária Cser as General Secretary-elect,
Joanna Januszewska and Sylvia Schachner as new Vice-President and Peter Rudolph as President-elect.
Anna Krieb, Treasurer, Eleonore Lind, Vice-President, Marianne Rauter, Executive Secretary stay on the EC.

# COOPERATION WITH JULIE HAY FOR IJTAR/P

Council also discussed the cooperation with Julie Hay for IJTAR/P. The EC reported about their work between Council 2017 and 2018, with most importantly the apologies that EC did not have the correct or full information about the expanded scope of the Journal from IJTAR to IJTAR/P. Council acknowledges this and made a minuted apology to Julie Hay for this.

Council sees the importance of supporting academic Journals that publish about TA research and practice and have asked the EC to continue its efforts to re-establish cooperation with Julie Hay for IJTAR/P. Since the 2018 Council, EC has tried to get into face to face contact with Julie Hay. For now, this was without result, but Julie has informed us about her requirements to work in cooperation with EATA. EC is also in consultation with other people involved in IJTAR/P, to see if that will provide us with a way forward.

# Exciting Plans for Closer Cooperation Between EATA and ITAA

By ITAA President Diane Salters and EATA President Krispijn Plettenberg

As presidents of EATA and ITAA, we are excited to announce to members the beginning of a new phase of closer cooperation and interaction between our two associations. Although EATA and ITAA have worked mostly independently from each other, we do serve a common community of TA people all over the world. In the past couple of years, exchange of ideas, support, and new shared initiatives intensified organically. This led to a joint meeting of ITAA's Board of Trustees (BOT) and EATA's Executive Committee during the 2017 Berlin TA World Conference. Then and there, we realized that there is a fruitful opportunity to work more closely together.

Following early discussions between us, the EATA Council, in June, decided to financially support the production of the Transactional Analysis Journal for the next 5 years. EATA fully agrees on the importance of TA publications for both research and practice and recognizes the TAJ as an important means to this end. EATA's financial contribution underlines our appreciation for the efforts of the TAJ staff and ITAA to develop and promote TA worldwide in publishing a high-quality, peer-reviewed, multicultural journal. This will make a huge difference to the sustainability of the Journal and recognizes its importance not just for ITAA members but for the much wider TA community. The ITAA gratefully acknowledges this support.

The EATA Council further resolved to undertake, with ITAA, to set up an international task force to look at how EATA and ITAA can collaborate in the future over the many areas of common interest, even to the extent of investigating the possibility of joining to form one worldwide body that could represent all TA practitioners. The task force will be staffed by people from both organizations and external resources. They will set up a project and process structure first. Consultation with a broad representation of our members is crucial and will be done.

We had stimulating and exciting joint discussions at the ITAA BOT meeting in Kochi and agreed on the establishment of the international task force. This was followed by a creative workshop about the future of the ITAA in the worldwide TA community, which resulted in all sorts of interesting ideas from participants. Together with the results of the ITAA member survey (details of which will be published soon), this gave us a clear mandate to become involved in these closer links.

Where this will take us in the months ahead we do not yet know, but we are clear that we hold a vision of close collaboration and the building of a worldwide TA community that has the structures –whatever they might prove to be– to maintain and standardize our training excellence, to stimulate the development and acceptance of TA internationally, and to ensure local creativity and adaptability. Because this will be a process that has an impact on both organizations and our members, thoroughness is more important than speediness.

We will keep members informed on a regular basis as we go forward with this project.

EATA President Krispijn Plettenberg can be reached at krispijn@stayamazedeveryday.com
ITAA President Diane Salters can be reached at disalters15@gmail.com

# TA researchers in the spotlight with two EATA Gold Medals at the 2nd Research Conference

Dmitri Shustov

The conference in London was the second theory development and research conference organised by EATA, as part of a successful pilot (we will hold these themed conferences in the future again). It was exciting that, appropriately, we could put two people from our TA community with a strong track record in research in the spotlights: Dmitri Shustov and Jean-Pierre Quazza.

Dmitri is one of the first TA psychotherapists there and founded the Ryazan Association for Transactional Analysis (in 1994). Dmitri worked in EATA's Council as Delegate and really ignited an organised TA community in Russia, by almost tripling the membership numbers. Contributing to making TA more accessible, active and attractive, he held conferences and seminars, got trainers over to Russia and promoted other TA fields too.
Most importantly he put TA on the map by researching its effectiveness in therapy. His PhD dissertation was devoted to investigating self-destructive behaviours in people with alcohol dependence (which is a most serious problem of Russia) where he obtained the evidence that identifying these patterns is important both for diagnosing and treating alcohol dependence with psychotherapy.

His research facilitated the spread of TA terminology and concepts among Russian psychiatrists and specialists in addiction treatment. Dmitri's contribution to recognition of TA in Psychiatry and SUD treatment is best evidenced by inclusion of TA in the list of formally recognized, evidence-based practices for treating addictive clients.
(With contributions by Ilya Fedotov, Tatiana Agibalova and Nadezhda Zuikova)

Working in TA since the end of the seventies, you could call Jean-Pierre a veteran in TA. Besides working with TA, he also worked for TA in the sense of contributing to our organisations. He was board member and Vice-President for IFAT for many years and Delegate for EATA, to become president of EATA in 1991.

His contribution to research was not only by publishing himself, he also made sure that the Francophone platform for TA research publications, AAT, survived. Jean-Pierre always looked for improving AAT's scientific rigour. He contributed at making it one of the most human science scientific journal shared on the internet and in university libraries.
Jean Pierre always committed on understanding how TA was organized and circulated in other European countries, and on sharing about those different models with his French colleagues. He supported the cooperation work with German Transactional Analysts and this allowed several exchanges between French and German.

In 2015, this led to the French German study day on TA transfer of knowledge. He's a member of IARTA (International Association of Relational Transactional Analysis) too and participates regularly to online congresses organized by this association.

(With contributions by IFAT)

Jean-Pierre Quazza

# EATA's Bronze Medal awarded to Sylvie Monin


EATA awarded Sylvie Monin, TSTA-C, for her outstanding contribution to EATA over the past eight years. Sylvie joined the Council as Delegate for Switzerland and served the last six years as Vice-President in the Executive Committee. Characteristic for her work was how she was active, responsible and involved with all her heart in the projects she worked on. We got to know Sylvie as someone devoted to the OK-OK principle in the functioning of EATA, with a thorough approach of the ethical aspects and protective of the idea of equality between all fields and people.

Looking back on her work Sylvie says in her own words: "I engaged among others in three important projects that have been very dear to my heart and which are all about building bridges. First was the organization of EATA 2016 conference on the theme of "Identity, Integration, Boundaries", to offer a space to reflect how transactional analysts contribute to building bridges between cultures and communities, which received outstanding reviews from our TA community.

Second was to encourage a financial engagement from EATA to support publication of the Transactional Analysis Journal. The TAJ is a tremendous tool for spreading TA worldwide and building bridges both between the various TA communities and the outside world.

Third was the vision for a TA worldwide Association which I shared with EATA President Krispijn Plettenberg. I used the metaphor of a symphony orchestra during the TSTA exam I took in Kochi, India last summer. In a symphony orchestra we have many instruments, with a rich variety of sounds, shapes and material, each unique while being complementary. Like a symphony orchestra I trust a Worldwide TA Association could thrive from its many cultures, all unique and all complementary, joining strengths, skills and experiences."

The key contribution to EATA lays in both her personal as well as her organisational skills. Sylvie's contribution is sustainable. In a way, the bronze medal is almost a future award as her work will have a meaningful impact on projects that will materialize in the next years, especially the work of the International ITAA EATA Task Force.

Sylvie Monin on the award: "Today I feel deeply honoured and proud to have received EATA bronze medal with the mention "in recognition for her numerous contributions to the development of EATA as professional organization, by initiating and contributing to policies as EATA Vice-President and Delegate for Switzerland, and by building bridges between the European and International TA communities".

# EATA Development News – Welcome to Kyrgystan!

In May 2016, the first “101 course” was conducted in Kyrgyzstan. That was the first time that PTSTA-P Ganna Golovan conducted TA training in Kyrgyzstan. People were very inspired by this training, and since it was only a visit for a trial course, most people expressed their desire to continue studying. By the beginning of the advanced training in TA for this group, another 101 was conducted and the group of students increased to 30 people.

The participants of this group began to share their impressions about the training with their colleagues. Many people called the organizer with a request to organize second group. After 2 months, the 3rd in-depth training group was created. By now there are 4 training groups of advanced TA training led by Ganna Golovan.
After 9 months from the first “101 course”, the participants started to talk about their identity and decided to establish official community by creating the Association for Practitioners of Transactional Analysis in Kyrgyzstan (APTAK).

Within the next years after the establishment of the association different trainers visited Kyrgyzstan: Soboleva Elena (TSTA-P) from Russia, Marco Mazzetti (TSTA-P) from Italy, Silvia Schachner (PTSTA-E) from Austria. A webinar on organizational was held by TA Harry Gerth (PTSTA-O) from Netherlands. In APTAK we have inspiring plans for the future to welcome Birgitta Heiller (TSTA-P) from UK, as well as Keith Tudor (TSTA-P) from New Zealand.

Since July 2018, APTAK has been affiliated to EATA and one student has already sighed contract for CTA in psychotherapy.

Yours faithfully,
APTAK President
Kirill Filippov

# Coaching with Transactional Analysis

Drs. Sari van Poelje

The following article is part of the special edition of best articles published by a quarterly Dutch magazine on TA for practitioners. This magazine publishes on average 80 pages of new articles on case studies and application of TA every three months through a professional publisher, for more than three years.

As a trial they are publishing one edition of best of articles in December 2018 in English


## Abstract

TA coaching is focussed on both personal and professional development, and provides a guideline in each step from contact and contract, through problem definition, intervention and evaluation. It provides us with simple and pragmatic language to help the client understand the patterns they may be stuck in and explore options for change.

In this article I explore step-by-step coaching process, using TA concepts to break through behavioural, intrapsychic and script patterns. For each step of the coaching process, I provide questions and examples, to guide your coaching interventions.



## Key words

Transactional Analysis, Coaching, Coaching process, Contracting, Problem definition, Coaching Interventions, Coaching roles, coaching evaluation


## What is Transactional Analysis?

Transactional Analysis (TA) is a practical theory of personality, communication and systemic change (https://itaaworld.org, 2008). It gives a comprehensive insight into behaviour, by providing concepts and tools to analyse exchanges between people, and links to insights into our development and also how to change. Basic principles of TA:

Through a comprehensive framework of concepts, TA provides a guideline for effective intervention at the individual, group and organizational level and a powerful tool for professional and personal growth. Important principles of TA are (Stewart and Joines, 2012):

- Pragmatic: True knowledge is to know how to act in simplicity.
- Choices and decisions: every human being has the ability to (re)decide their life.
- OK-OK: You and I are OK as we are – every human being has equal value.
- Contractual: Intervention starts after you have a bilateral plan of action, which is consensual, adequately compensated, competent and legal.

For the TA coach this means that coaching is based on an explicit contract and shared responsibility with the client for the process of change. The interventions of the TA coach are embedded in respect for self and the other, on an ingrained belief that change is.

# Definition of TA coaching

There are many definitions of coaching, for example:

- "Unlocking a person's potential to maximize his or her own performance. It is helping them to learn rather than teaching them." (Whitmore, 2002).
- "A collaborative, solution focused, result-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and person growth of the client." (Stober and Grant, 2006,).
- ICF defines coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential." (ICF, 2014).

What I like about these definitions are the focus on potential, learning and performance, the collaborative partnership between coach and client, and the focus on goals.

DISTINGUISH FROM SUPERVISION AND OTHER FIELDS

Within Transactional Analysis I would define coaching as: "a contractual collaborative relationship to bring about sustainable behavioural change and quality of life, working through the Adult ego state with an awareness of the Child and Parent ego states" (van Poelje, hand-out, 2013).

# Goal of TA coaching

The ultimate goal of TA coaching is professional and personal development to enhance autonomous performance.
Autonomy is manifested in the release or recovery of three capacities: awareness, spontaneity and intimacy (Berne, 1962, p.158-160).

- Awareness is the ability to hear, see, feel, taste and hear without interpretation in the here and now.
- Spontaneity is the capacity to choose from a full range of options and respond directly and freely to others.
- Intimacy is ability to have relationships based on an open sharing of feelings and wants without ulterior transactions.

Autonomy can be recovered through specific coaching interventions. Intervention comes from the Latin intervenire, meaning "to come between, or to interrupt." In the TA sense, to do an intervention means to interrupt a non- problem-solving pattern of behaviour, like a racket, game or life script.

TA coaching is appropriate for people who have enough Adult capability to make and work on a contract. If a client seems to lack Adult capability, and seems to operate solely from Parent or Child, it would be more appropriate to refer them to psychotherapy.

# Benefits of using TA

On the whole people come to coaching for two reasons: immediate specific circumstance or a general "sense of stuckness" (van Poelje, hand-out 2013). Immediate circumstance can be a traumatic experience like loss of a loved one, loss of a job or illness. In this case, coaching is focussed on creating a holding environment for the client, which contains and nurtures them, or a referral to therapy.

More often than not, coaching clients come because they feel stuck. Their old "familiar" patterns that used to bring them success, don't work anymore. In this case, TA provides an exceptional tool because every concept in TA describes a pattern of behaviour. For example, an ego state is a pattern of thinking and feeling, linked to a pattern of behaviour. A transaction is a pattern of stimulus and response. A game is a non-problem-solving pattern of behaviour ending in a known pay-off. A life script is a pattern or story with a beginning, middle and a predictable end.

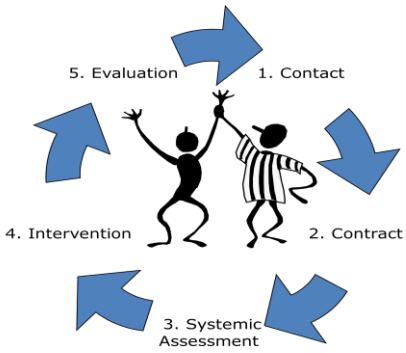
So, TA provides a tried and tested conceptual framework to understand and interrupt patterns, which is the essence of coaching. It also provides break-through interventions to interrupt hindering patterns and create new healthy ones. Understanding patterns is the key to unleashing potential.


# The TA coaching process

There are many ways of describing healing processes in TA, more often than not derived from psychotherapy (Clarkson, 1992; Erskine, 2011; Berne, 1961).

I have found the following iterative sequence best describes the steps taken during TA coaching (van Poelje, hand-out, 2013):

van Poelje's Coaching process



# Step 1. Contact

A client usually comes to the coach through their own initiative, perhaps because they've met or read about the coach through social media, or through word of mouth. They call or email to set up a first meeting, to check out "the chemistry".

Often this first contact is very telling for the subsequent coaching process. On the content level, the client describes what I call their presenting problem, sometimes in the form of an ambition ("I want to become a better manager") and sometimes in the form of pain ("I've just been fired. Can you help me?"). Both pull and push factors are necessary to create sustainable change.

How the client and the coach transact in these in these first few minutes often sets the tone for the working alliance. A working alliance can be defined as collaborative processes where client and coach agree on goals, collaborate on tasks designed to bring successful outcomes, establish relationship based on trust, acceptance and competence (Gaston, 1991).

To create a positive working alliance several areas are important to address:

- Clarity of expectations, by being clear about your competence, your limits, your principles.
- Structure for the relationship, by clarifying timing, fees, roles, responsibilities.
- Establishing reliability, by making realistic commitments and respecting boundaries.
- Showing compassion through empathy with the client.

The positive working alliance is a condition for a learning and healing coaching process.
Sometimes, however, the coach already gets caught in the transferential relationship (Erskine, 2011; Moiso, 1985). Outside of awareness, both the coach and the client get caught up in the story and start reacting to each other as if they are part of the old patterns that the client is trying to break out of. For example, one of my coaching clients often spoke for a long time, in a very monotonous tone about the things that had happened to him, in response to my opening question, "So what do you want in these 40 minutes?" I often found myself wandering off in my thoughts or feeling quite sleepy in his presence. In working together, he realized that he often had the experience that people didn't really listen to him, and that he felt he wasn't important enough. I worked first on the behaviour – how to speak in shorter sentences, really answering the question. And after that on the underlying patterns, rackets and life script. Once I had the real issue on the table, he started to be much more to the point and present in his communication.

The client always comes to the coach between hope that this time it will be different, and fear that they will get the same old result in the coaching as well. Unconsciously, from the moment of first contact the client tests this fear, by re-enacting their old script patterns and testing to see if the coach, who represents the possibility of change, is more powerful than their resistance to change. If the coach succumbs to this testing, they may establish a relationship in which no real change happens, instead of a positive working relationship, and reinforce the script of the client unwittingly.

Questions you can ask yourself about contact:

- How did you come into contact with this client? Was it a referral, direct approach by the client, or indirect through someone else?
- What were your clients and your initial definition of the problem?
- What type of relationship did your client establish – equal, dominant, adapted? What ego states did the client and coach use in this phase?
- How might this relate to their problem?
- What TA concepts did you use to formulate your initial hypotheses?

# Step 2. Contracting for change

A contract is an explicit bilateral agreement about a clear plan of action (Berne, 1962). Working with contracts stimulates autonomy and equality in the relationship; the client (co) determines the goals and focus of intervention (Stewart and Joines, 2012). It also helps to shift attention from problems to solutions (Clarkson, 1992) and in an organizational setting this is much appreciated.

The 'soft' contract is usually a first plan of action based on the initial diagnosis accompanied by a more, business like, agreement. After a period of more extensive diagnosis, a 'hard' overall contract can be made, including a differentiation of goals (personal, functional, systemic) and methods. This provides the framework for the total plan of action (van Poelje, 1994).
Within the overall contract, session contracts can be made defining specific goals and steps within the larger plan.

Berne (1961) Speaks of three types of contracts: administrative, professional and psychological. These 'types' are actually always in play so we could speak of areas of contracting.

- An administrative contract defines the business arrangements, for example, payments, services, planning. Like all elements of the contract, it is subject to Steiner's (1971) four criteria: mutual consent, valid consideration, competency, and lawful object. I would say the administrative contract is a healthy Parent element in contracting.

- The professional contract defines the boundaries of the professional relationship, for example, problem definition, methods, agreed upon results. The professional contract should be specific, measurable, visible, do-able, positively worded and explicit (Stewart and Joines, 1987). I would say it is the most Adult area of contracting.

- The psychological contract is based on the conscious and unconscious personal needs of the coach and the client (Berne, 1966). A positive psychological contract can lead to a feeling of alliance or a working relationship. A negative psychological contract, however, can lead to the reconfirmation of games and script. When all is said and done it is this contract that determines the success of the intervention process. I would say the psychological contract is the most Child driven aspect of contracting, because it relates to the unconscious processes, often linked to old, childhood experiences.

There is more chance of sustainable behavioural change if the contract is not only based on the ambition or pull factor, but also on the pain or push factor, and if the contract includes working with all ego states. For instance, it is often not enough to contract for: I want to become a better leader (ambition/pull factor). An exploration of the underlying pain or push factor will yield more change in the contract, for example, I want to become a better leader because I am losing all my best people and my boss says I will not get promoted if I don’t develop more people management skills.

# Step 3. Problem definition

One of the huge benefits of working with TA is that it provides a congruent conceptual framework that helps the coach identify and understand the patterns of behaviour a client may be stuck in.
To validate our problem definition, I use different modes of diagnosis in TA (Stewart and Joines, 2012).

- **Behavioural diagnosis:** Words, tone, tempo of speech, expressions, postures, gestures, breathing, and muscle tone provide clues for diagnosing ego states. For example, one client habitually laughed or smiled when she was describing events that were very painful to her, as if she was not taking herself seriously. When I talked about the difference between her verbal and non-verbal behaviour, she was able to understand more general ways in which she was undermining herself at work.

- **Social diagnosis:** Observation of the kinds of transactions a person is having with others and their reactions. Our own responses to someone will often be a way of assessing which ego state or mode they are coming from. For instance, I once had a client where I was severely tempted each time to tell them what to do. I realized that I was being invited into Critical Parent, because the client was over adapting from Child, saying he really didn't know what to do, he was often confused and he'd like to hear how I would do it. Once I realized this I started using more playfulness and Adult questioning, and eventually he started answering his own questions more.

- **Historical diagnosis:** The person's past also provides important information. If, as a child we had feelings similar to those we are experiencing now, it is likely we are in Child ego state. If our mother or father behaved or talked in the same way that we are behaving or talking now then we are probably in a Parent ego state. For instance, I had a client who wanted to take a sabbatical from his CEO job. He felt stuck because he told me he was afraid he'd never get a job again, despite his brilliant track record. When I deepened our conversation around this, he told me his father always repeated that security was more important than fun. During the coaching he started questioning if this motto was still valid for him in his life, and what his new values could be.

- **Phenomenological diagnosis:** Sometimes clients re-experience the past with all the connected thinking, feeling, behaviour you had when you took your script decisions then and there. In those moments you can see the client regressing to the state and age they were when they first experienced

a similar situation. For example, I was talking with a client about their sense of unsafety. The client connected that to his experiences during the Second World War. As we were talking I could see his non-verbal behaviour and posture change into that of the scared four-year-old he was at that time. Awareness of these phenomenological traces can guide your coaching interventions in the here and now.
These four modes of diagnosis help us gather data about what is going on with the client. Why are they stuck?

Questions you can use to define the problem:

- What data are you picking up through behavioural, social, historical and phenomenological diagnosis?

- How does this translate into relevant TA concepts at the behavioural, relational or narrative levels?

- What could you work on first at the behavioural level, to ensure the client develops a sense of understanding and success, before moving on to deeper levels?

# Step 4: Interventions

In some coaching methods the coach is encouraged to be very non-directive and facilitative in their attitudes. I would say the TA coach has at least three other optional roles in intervention, besides the facilitative role (Holloway, 1995):

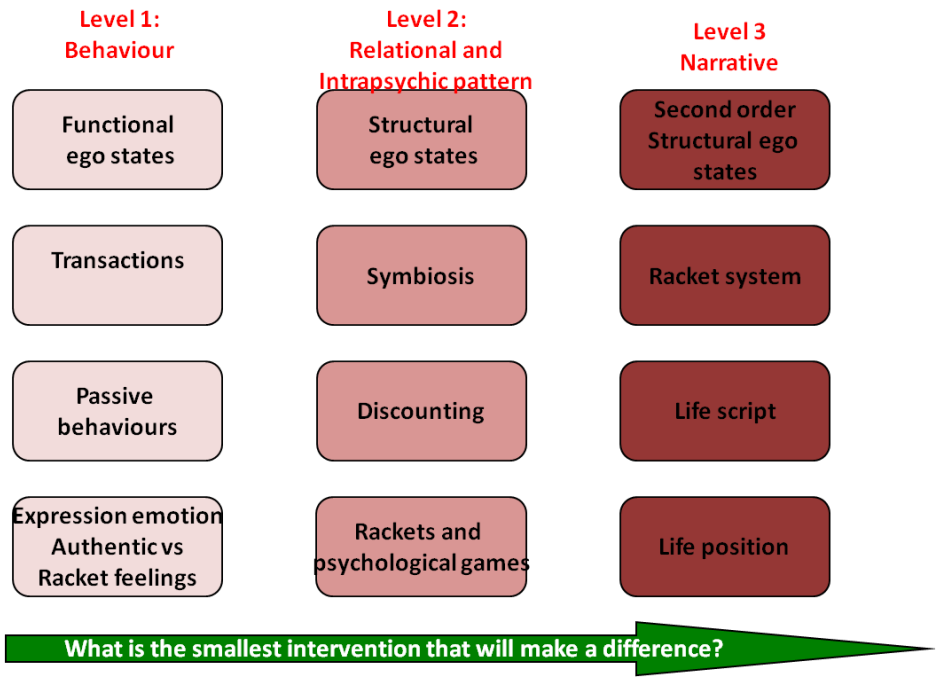
Coach roles

| | |
|---|---|
| **Educative role:**<br>Focus is on the client as client<br>Goal is to instruct.<br>Tasks are to evaluate behavior, identify options, demonstrate alternatives, teach strategy. | **Facilitative role:**<br>Focus is on the client as a person.<br>Goal is to support personal development.<br>Tasks are to explore thoughts and feelings, facilitate self reflection, help define areas for personal growth. |
| **Consultative role:**<br>Focus is on the environment of the client.<br>Goal is to generate and help evaluate data.<br>Tasks are to develop alternative interventions, brainstorm about strategy, discuss problem areas. | **Evaluative role:**<br>Focus is on the management skills of the client.<br>Goal is to do an assessment.<br>Tasks are to give information about ethics in assessment, give appreciation for skill, highlight strengths and developmental areas. |

For example, if a client asks: What is 1+1? From an educative role, it is OK to say 1+1 is 2. And from a facilitative role: Why is this an important question for you? Or a consultative role: Is there confusion about basic facts in this organizational culture? Or an evaluative role: It seems to me that with your budgeting role, it is essential that you know that 1+1 is 2.

One of the coaching tools I have developed that helps coaches figure out the level of intervention is the intervention matrix. The guideline is to intervene at the least complex level first, and then move on to other levels if the pattern has not shifted.

van Poelje's TA Problem definition




To stimulate change, Berne (1966, pp. 233-247) said there are eight basic categories of intervention:

Berne's operations

| Categories | Types |
|---|---|
| Authoritative | Instructing, Suggesting, Giving opinion on patterns |
| Prescriptive | Explain, Informing, Teaching |
| Informative | Offering theory, Feedback |
| Confrontative | Self disclosure, Reflective listening, Questioning, Unmasking discrepancies |
| Facilitative | Invitation, role play |
| Cathartic | Inquire about feelings, body language, exploration supervisee's experience |
| Catalytic | Question, paraphrase, specify, interpret, explore |
| Supportive | Validate, reassure, stroke |

Interventions should follow logically from the problem definition and should be focussed on realizing the contract the coach made with the client. For instance, let's say a client comes with an initial question around improving work-life balance. In your initial diagnosis you have understood that one of the contributing factors to the client not being able to solve this is that he uses a lot of Critical Parent ego state, for example, "People should work hard in life to fulfil their duties." And let's say you found out in the first conversation with the client that this is a family pattern embedded in his script: I am only loved if I am successful through hard work.

You contract for practising more Nurturing Parent and Free Child ways of behaving at work, and at the same time give homework to discover if there were any family members in the past that were successful and were known for having fun in their lives to provide different models of success. So, for instance, you give the client homework to find three things that give them joy in their life (Free Child) and to apply those. Or you give homework to interview good carers in their circle of friends, ask them what they do and practice two of their behaviours in the coming week.

In your interventions you use a lot of Nurturing Parent and Free Child facilitation to model this way of being for the client.

Questions you can use to guide interventions:

- Remind yourself what the contract and problem definition is. Explain how you want to realize this contract with the client in a step-by-step plan of action.
- What coach role would the client learn from most, in what order?
- What interventions have had a positive influence on your client? What interventions had a negative impact on your client? Give concrete examples of both.
- Describe your own values and ideas that may have been important in these interventions.
- Where there any key events that may have led you as the coach to change your original goals and intervention plans? What options did you choose to deal with those key moments?

# Step 5. Evaluation of a TA coaching

A successful TA coaching helps the client realize a solution to their immediate problem, and helps them to develop the insight, knowledge and skills to solve problems autonomously in future. On the whole, I use six criteria to evaluate TA coaching (Clarkson, 1995):

Criteria coaching evaluation

- Contract realized
- Key issues identified
- Reduction potential harm
- Personal & professional development
- Coach models process
- Respectful relationship

**The first criterion is:** has the initial contract been realized with the client? When the contract is realized the coaching is over, unless the client recontracts for a next piece of work.

**Second:** Have key issues been identified? That is to say are the underlying problems and challenges clear, and have they been addressed in an appropriate manner.

**Third:** Has the coach taken steps to ensure reduction of potential harm to self and others? If the client is in self-harming patterns of behaviour or is harming others through their behaviour the first priority of the coach should be to contain those behaviours. Persistence of these behaviours may be an indication that psychotherapy rather than coaching is in order.

**Fourth**: TA coaching is not only focussed on "providing fish, but also on teaching to fish." Has the coach broached both professional and personal development to develop the client's awareness, spontaneity and intimacy to be able to resolve problems autonomously in future?

**Fifth:** As a coach you are the change. Has the coach modelled the change the client wants to achieve during the coaching process?

**Lastly:** Has the coach maintained an OK-OK relationship throughout the coaching?

Questions to ask yourself during evaluation:

- Describe current state and possible future developmental steps of the client.
- To what extent has the contract been realized?
- How would you score yourself on a scale of 1 (lowest) to 10 (highest) regarding the criteria of evaluation?
- What are you proud of?
- What have you learned in the process?
- Would you do anything differently next time?

# Conclusion

Transactional Analysis provides a powerful conceptual framework for coaching that enables working at the behavioural, relational and psychodynamic levels of intervention. It is rooted in a philosophy of change based on contracts, OK-ness, pragmatic methods and the ability of clients to redecide their lives.

TA coaching is focussed on both personal and professional development, and provides a guideline in each step from contact and contract, through problem definition, intervention and evaluation. It provides us with simple and pragmatic language to help the client understand the patterns they may be stuck in and explore options for change.

The characteristic of Transactional Analysis is that it helps coaches understand and intervene in non-problem-solving patterns of behaviour, and the roots of the behaviour, by providing deceptively simple concepts to describe life patterns clients may be stuck in.

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# EATA Summer events 2019 in Cherkassy, Ukraine

Next year's Summer events by EATA will be held in Cherkassy, in the Ukraine. This includes:

- Council meeting, 29 June - 1 July

- Exams, 2 and 3 July

- Conference, 4 - 6 July

- General Assembly, tbd.

- TEW, 8 - 10 July

The main venues will be the University of Cherkassy and the Philharmonic, which are in walking distance and in the center of the city. Many hotels are located directly nearby.

The conference organising committee will set-up a website soon and provide more details on the events, travel arrangements, etc. soon.

# NEWS FROM TDRC (Theory Development and Research Comittee)

Following and exciting conference in London attended by the participants from different countries and fields of application, TDRC is looking for the new ways to support research and theory development in our TA community.

The conference showed that we have research groups and individual researchers who are developing projects, aiming to develop both theory and practice, and evaluate the work of Transactional Analysts. The conference was not only aimed at researchers. It also gave an opportunity to discuss and develop theory, and take part in experiential workshops. This combination of intellectual discussion and creativity was also evident in the keynotes by Charlotte Sills (TSTA) and Steve Chapman, and Prof. Mick Cooper.

Our initiatives for the next year continue to build on this. We have received a wealth of submissions for the IJP (International Journal of Psychotherapy) special issue on TA, and look forward to being able to show you the new issue at the next EATA conference in Ukraine.

We are starting to pilot a new Researcher Support Scheme, aiming to support researchers in developing their ideas into full, high standard, research projects.

The new call for research funding applications (2018-2019) is now open. You can find the information about both on https://www.eatanews.org/research-funding/

Dr Biljana van Rijn (TSTA Psychotherapy)
TDRC Chair

# Corner on Ethics

# What About Dual Relationships?

I am going to write on dual relationships. From time to time these are the focus of attention in ethical and professional matters for Transactional Analysts. I'll say a bit about what they are and when they can be problematic. Hopefully I will provide some ways we can think and respond when complex relationships emerge within our work.

A dual relationship has to be "two" relationships. Human beings are in essence relational and engage in all sorts of relationships through their trajectory of life. With each other we engage in all sorts of types of relationships with a single person. I think that, again in essence (I mean by "in essence" that in order to be a human being we "have" to relate) we do this. One minute we relate like a friends, then fight and relate like enemies. Sometimes I am like a "father" to someone and the next minute like a "child" to them.

Transactional Analysis has lots to say about this. It is a social psychology, and since it's conception taken relationship as the primary organising principle in understanding how someone has become the person they are, how an organisation functions, how a school educates. The Ego State model claims that a human being is the sum of his past relationships.

TA also has wonderfully elegant way to draw attention to the dual nature of relationships in it's transactional diagrams and in particular the ulterior transaction. Here the presence of dual relationship is drawn on by emphasising the presence of "Parent" or a "Child" seeking, sustaining, searching for forms of relating while engaging in the moment with fellow beings. This is one way to draw out the social psychology of Transactional Analysis.

When we look at the practice of Transactional Analysts it delineates certain dual relationships as wrong and considers them inappropriate for practitioners to engage in. The least controversial are one's that involve the delivery of a service such as TA Counselling (one relationship) and the development of, for example, a romantic relationship at the same time. This is considered wrong and both relationships occurring simultaneously are not considered appropriate professional practice. Within our community there is a general consensus on this.

There are a number of reasons for this of course but two stand out. Firstly, it is considered inappropriate given the likely vulnerability that the person as a client brought to the TA Counselling and a movement into a romantic relationship with the practitioner would be considered an exploitation of this earlier relationship. Secondly the movement into another relationship (client and lover) presents a conflict of interest for both parties. The interests of a practitioner and of a lover are quite different and could easily conflict with each other. The practitioner has the interests of their client as the guiding aspect of the relationship. In romance the interest and desires of both parties are paid equal attention to.

Let's turn our attention to some other dual relationships. In some TA communities (UK for instance) there is much discussion on whether the relationship of Trainer/ Trainee and Therapist/Client and Supervisor/Supervisee and Practitioner/Client should also be a prohibited dual relationship. When I started training in TA in the UK there was no limit on these different relationships. It was considered appropriate practice for the role of Supervisor, Therapist and Trainer to be maintained by one person. After a while the UK TA community decided to recommend that trainees and trainers, wherever possible, do not combine the role of Supervisor and Therapist. Interestingly there were a number of TA practitioners who thought that this was a bad idea. Their view was that managing the complexity of the different roles was of intrinsic value. They argued that a level of interpersonal flexibility that resulted from these dual relationships was good for the practice of TA. It's discouragement was considered a loss as TA practitioners wouldn't develop skills to manage this sort of complexity.

In my view the job of being a supervisor is quite different to that of being a therapist. A supervisor's focus of attention is on the supervisee as a worker in which the work being done (TA) is explored also the supervisor has certain responsibilities in relation to the work the supervisee brings to the supervision. This responsibility could involve the supervisor taking courses of action that could go against the interests of the supervisee. I'm thinking here of those unusual cases where suspension or limitation of practice might be what the supervisor thinks is appropriate. As a therapist our primary focus is the flourishing of the client. The practice of TA is focussed on a broad based form of flourishing, in which the performance in a work setting is only a part.

Maybe the best way to think about all of this is in relation to the contract. Transactional Analysis puts emphasis on the contractual basis of its work. The practitioner is required to make a bi-lateral agreement that is made towards a well-defined outcome. Some practitioners view a well-defined outcome as being a clear goal, but others (of which I am one!) think of a well defined outcome as being a mutually agreed purpose that is clearly understood. In a therapeutic contract the well-defined outcome will be towards the flourishing of the client. In a supervision contract the well-defined outcome will be towards the flourishing of the TA activity that is being supervised. This will also include requirements

that the TA activity conforms to the various norms TA subscribes to in its ethical and professional practices codes. These are two very different activities.

To conclude I think that if you engage in more than one relationship with the same person and one of those relationships is as a TA practitioner then you might want to consider the following:

- Assess these relationships on the dimensions of power and purpose – what are they for and are there potential abuses of power?
- Consider the contract – do the relationships compliment the contract or could they / do they conflict with the well-defined outcome of the contract?
- Seek consultation.
- Always engage your client with openness on the consequences of any dual relationship

Written by Robin Hobbes,
EATA Ethical Advisor

# Translation/Republication of TAJ Articles in Non-English Journals/Newsletters

As part of the negotiations with SAGE and then Routledge, the ITAA made it clear that it wanted to be able to grant permission to other TA associations and groups to translate/republish TAJ articles in their non-English-language journals and newsletter. The ITAA wanted to be able to handle such requests directly, without them having to go through the publisher or require payment of the publisher's fees. As a result, there is a section in the contract that gives the ITAA full authority to grant these permissions (as distinguished from permissions to republish in English). We have a long history of providing such permissions and believe that the ITAA is in the best position to recognize those requests that are legitimate and appropriate, unlike the publisher, which is not familiar with the global TA community.

The process works by someone representing the group/organization/association sending to TAJ Managing Editor Robin Fryer an official request for permission to translate/republish TAJ material. The request needs to indicate the title/subtitle, author(s), issue/number/pages, and date of the TAJ in which the article was first published. The permission must be for a nonprofit reproduction with a clear statement of where it will be republished and/or to whom it will be sold at cost. (Robin may ask for additional information for clarification.)

If the request meets the guidelines, she will indicate permission has been granted with the stipulation that a notice be published with the translation indicating where/when the article was first published and that it is translated/republished with the permission of the ITAA. An administrative fee of $35 per article is usually charged, although if that is a hardship, the fee may be negotiated. The emphasis is on working things out whenever possible.
In addition, it is made clear that the responsibility for the translation lies with the individual/group/organization making the request, and that they need to work with the original author to make sure the translation is acceptable.

Also, as additional information, the TAJ often publishes articles that were originally published in other languages in other TA journals. The TAJ team also works very closely and in great detail with non-native-English-speaking authors to make sure their ideas are presented in the TAJ in as clear and professional a manner as they would be if they were published in their native languages.

Please direct any questions about this arrangement/process to Robin Fryer at robinfryer@aol.com .

# Exams Corner

## New CTAs, 3-4 May 2018 Padua, Italy

**Counselling (CTA-C)**
Annalia Arcangeli

**Organizations (CTA-O)**
Denise Giuliana Ferravante

Psychotherapy (CTA-P)

Cristina Aurora Boca
Maria Antonietta Brandani
Sara De Carli
Ilaria Di Patria
Benedetta Fani
Francesco Lonati
Veronica Milinovich
Silvia Moretto
Gianclaudio Plebani
Giulia Ricci
Spinelli Maria

**CTA exams, 3-4 May 2018, Padua**

**Exam Supervisors**
Marco Mazzetti, Alice Arduin

**Examiners**

Eleonora Addonizio
Daniela Allamandri
Alice Arduin
Raffaela Barbon
Clara Battisti
Enrico Benelli
Maddalena Bergamaschi
Simonetta Caldarone
Daniela Cannavale
Ariela Casartelli
Antonella Casella
Maria Luisa Cattaneo
Giuseppe Cherri
Valeria Cioffi
Antonella Consonni
Ugo De Ambrogio
Sara Filanti
Orlando Granati
Pierluigi Imperatore
Giuseppina Malasisi
Maria Grazia Masci
Antonella Raffaella Paolillo
Simone Piperno
Laura Quagliotti
Simona Ramella Paia
Barbara Ricci
Fabio Ricardi
Marco Sambin
Raffaella Maria Sarcinelli
Immacolata Savastano
Stefania Soliman
Boris Volodin
Ulrika Widen

# LONDON Exams:

Successfull CTA candidates,
London, Ealing, July 4th, 2018

Alison O'Dowd, CTA-P
Linda Gillham, CTA-C
Maja Sedmak Cvelbar, CTA-P
Paola Zunin, CTA-E
Sosan Norman, CTA-P
Tanja Krist, CTA-P
Vanessa Williams, CTA-O

## CONGRATULATIONS !

**TEW London Ealing, July, 2018.**

| | |
|---|---|
| Tintori | Alessia |
| Jahara | Sam |
| Puccinelli | Simone |
| Nannini | Barbara |
| Cionca | Valerie |
| Sharples | Rosalind |
| O'Hern | Linda |
| Cook | Fiona |
| Terry | Annette |
| Etzold | Ilonka |
| Gaijmans | Anne |
| Musat | Carmen |

**Staff:**
Mayke Wagner Froböse
Raffaele Mastromarino
Pepe Martinez
und Sabine Klingenberg

**Successful TSTA / TTA candidates**
**London, Ealing, July 4th, 2018**

| | |
|---|---|
| McLachlan Charlotte | TSTA |
| Mesko Aleksandra | TSTA |
| Massi Anna | TSTA |
| Prosperi Alessandra | TSTA |
| Sisalli Gaetano | TSTA |
| Revello Barabara | TSTA |
| Allamandri Daniela | TSTA |
| Imperatore Pierluigi | TTA |
| Ramella Paia Simona | TSTA |
| Boschetti Desiree | TSTA |
| Piotrowska Alexandra | TSTA |

## Kochi Exam Results August 15-16. 2018

The IBOC exams in Kochi, Kerala, India (August 15-16, 2018) were successful..
We congratulate the colleagues who are part of the international TA community on a different level of involvement.

## CTA Successful Examinees:

| | | |
|---|---|---|
| Deepak Dhananjaya | CTA – Psychotherapy | from Bangalore, KA, India |
| Jalaja Pillai | CTA – Counseling | from Bangalore, KA, India |
| Joy Roshan | CTA – Psychotherapy | from Bangalore, KA, India |
| Sili Zhou | CTA – Psychotherapy | from Beijing, China |

**Exam Supervisor –** C. Suriyaprakash

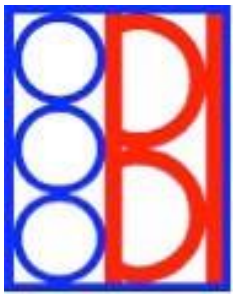
This wouldn't have been possible without the support from the examiners:

Adrienne Lee, Alessandra Pierini, Anne Tucker, Charlotte Daellenbach (Chair), Chitra Ravi (Chair), Diane Salters (Chair), Elana Leigh (Chair), Elena Soboleva, Fran Parkin, Karen Pratt (Chair), Saru PK (Chair), Sashi Chandran (Chair), Sharon Kalinko, Steff Oates (Chair), Susan George, Theo van der Heijden, Annie Cariapa (Chair), Christine Kalin (Chair), Haseena Abdulla, Michael Harsh, Raguraman K, Sisko Torkeli, Soo Hee Oh, Takayuki Muroki, Prathitha Gangadharan

And the **Process Facilitator** – Thorsten Geck
And **Translator** – Joseph Thevercad

We also thank the many people who were willing to contribute as audiences and supervisees in the TSTA exams.

# Advertorial



## Professional Excellence Workshops
**at**
## The Berne Institute, UK

**Dates: Sept 7/8/9 2018, 1/2/3 March 2019, 6/7/8 Sept 2019**

**Do you want to enhance your professional skills in TA?** Then the Professional Excellence Workshops are for you! Whether or not you have an exam in view, these workshops offer you an excellent opportunity for advanced training and supervision. You will have the chance to sharpen your TA skills, develop your professional identity and network with colleagues, in a supportive group setting.

**The workshop leaders** are **Adrienne Lee, Ian Stewart** and **Mark Widdowson.** As a team with in-depth experience of the PEW format, they offer you an outstanding environment for learning.

**Activities** typically include: Multi-level supervision, Tape presentation, Discussion of theory and ethics,

Practice exams (CTA or TSTA), Supervised teaching, Personal work, Preparation for TEW. **Workshop format** is highly flexible. You list your wants and needs at the beginning of the workshop, and we tailor the programme contractually to suit you.

**Fee** is £395 (£445 from January 2019). Please send payment to register your application for a place. Please make payment in UK £ only, by Eurocheque, I.M.O., or cheque drawn on a UK bank, made payable to The Berne Institute.

For bookings and further information, please contact: The Course Registrar,

The Berne Institute, Berne House, 29 Derby Road, Kegworth DE74 2EN

01509 673649 Email: via website, www.theberne.com

The Berne Institute - Promoting Excellence and Autonomy

# Triangle TA Group and TA Tribe

## CPD, mentoring and supervision for coaches, trainers, consultants, teachers, therapists, youth, health and social workers …..

**Triangle TA Group** (TTAG) is a multi-level Transactional Analysis group based in the seaside town of Torquay, Devon, UK.

We are an international, friendly group of practitioners who attend the workshops to enhance and improve their professional practice. Due to the multi-level nature of the group in terms of their TA experience, the group is run along the lines of an action learning set. Day one is for theory input and the programme for day two comes from the group. Each person asks for a session(s) which might be to give or receive supervision, run a teach session, guide a discussion on a point of theory etc.

Therefore the group welcomes organisational practitioners (coaches and trainers etc) who are attending for continuous professional development, contractual trainees studying for their CTA, those who are PTSTAs working towards their final exams, and those who are following the MSc Professional Development (TA). Visit www.lyndatongue.com.

**Joining TTAG will give you opportunities to:**

- Enhance your coaching and/or training practice
- Work towards Certified Transactional Analysis status
- Receive supervision on your professional practice
- Enjoy contact with an international group of like-minded professionals

**Qualifications on offer are:**

- Triangle TA Practitioner Award
- Developmental TA Certificate and Diploma
- MSc Professional Development (DTA/DTA Coaching)
- Certified Transactional Analyst
- Teaching and Supervising Transactional Analyst

**Upcoming workshop dates**:

25 and 26 October 2018 4 and 5 April 2019

**Fees**: £250 plus vat (individual rate) £350 plus vat (organisational rate)

**TA Tribe** – an online group providing regular workshops and supervision for those who for practical reasons prefer a "virtual" approach. **Supervision** one to one is also available. For more information, visit: www.ta-tribe.com for more details.

# TA AND SOCIAL RESPONSIBILITY

## 4th Winter School Belgrade

### 8 – 9 December 2018

EATA – European Association for Transactional Analysis
SATA – Serbian Association for Transactional Analysis

## IMPORTANT DATA!

### REGISTRATION FEE:

- SATA members: 6,600 RSD (55€)
- EATA members: 7,800 RSD (65€)
- OTHERS:……9,000 RSD (75€)

Please contact SATA Serbia on sata.conference@yahoo.com to get detailed instruction for payment of registration fee.

SATA will organize for all workshops in SATA Winter School **an official translator**.
**LOCATION:** Mama Shelter Belgrade, Kneza Mihaila 54a street, 11000 Belgrade, Serbia