

2 THE FOUR FIELDS OF SPECIALISATION

2.1 Introduction

2.2 The four fields of specialization –brief descriptions

2.3 The core competences

2.3.1 Psychotherapy core competences

2.3.2 Counselling core competences

2.3.3 Educational core competences

2.3.4 Organizational core competences

2 THE FOUR FIELDS OF SPECIALISATION

2.1 Introduction

The theory and practice of transactional analysis is applied in four different areas – called the Fields of Specialization. It is possible to undertake training and certification in each of these fields. The four fields are Psychotherapy, Counselling, Educational and Organizational.

2.2 Brief Descriptions

A. The *Psychotherapy field of specialization* is for practitioners who aim at facilitating the client's capacity for self-actualization, empowerment, healing and change. The psychotherapeutic process enables the client to recognize and change archaic, self-limiting patterns –"to deal with the pain of the past in the present so to be free to live life in the future". The aim is for clients to understand themselves and their relationships and create options to live their lives in an aware, creative, spontaneous way also open to intimacy.

B. The *Counselling field of specialization*: TA Counselling is a professional activity within a contractual relationship. The counselling process enables clients or client systems to develop awareness, options and skills for problem management and personal development in daily life through the enhancement of their own strengths, resources and functioning. Its aim is to increase autonomy in relation to their social, professional and cultural environment.

C. The *Educational field of specialization* is for professionals who work in the area of learning and study in pre-school, school, university, and post-university contexts. It is also concerned with the support of child, adolescent and adult learners within the family, institutions or society. TA educational theories and applications may be used towards the development of teaching teams and institutions. The aim is to further personal and professional growth within a social perspective.

D. The *Organizational field of specialization* is for professionals who work in or for organizations, taking into account organizational frames of reference and contexts as well as the organization's development. Their work is aimed at the development, growth and increased effectiveness of the organization and of people working within organizations, as well as the effectiveness and efficacy of organizational systems.

There may be national legal restrictions on who can practice as a psychotherapist and/or as a Counsellor. Both the trainee and their Principal Supervisor have the responsibility to be aware and informed about such restrictions (see status of training sec 3 and sec 4 training contracts.) Trainees need to discuss these with their Principal Supervisor when choosing this field of specialization.

2.3 The core competences

A task force from each field has drawn up a set of core competences, which articulate the knowledge, attitudes and skills expected from a certified transactional analyst in that field.

2.3.1

Psychotherapy core competences

Using his/her knowledge and understanding of transactional analysis theory, a Transactional Analyst psychotherapist will demonstrate the following abilities.

1. GENERAL REQUIREMENTS

- b) Understand TA theory and its application to psychotherapy with individuals and with couples, families and groups as appropriate.
- c) Assess the client and make an informed decision about taking him or her into treatment, including up-to-date knowledge of other treatment possibilities, and convey to the client the different options together with willingness to assist the client in choosing how to proceed.
- d) Know and understand their national association\EATA\ITAA/Code of Ethics and complaints procedures and demonstrate ethical and professional competence in practice, including working within the legal requirements governing psychotherapy in the region of practice (see section 3 and 4)
- e) Demonstrate the ability to locate TA within the wider field of psychotherapy.
- f) Have an awareness of the significance and implications of cultural and social diversity and difference within and outside the consulting room.

2. THERAPEUTIC RELATIONSHIP

- a) Manifest a respectful attitude towards self and others.
- b) Demonstrate an understanding of the importance of the therapeutic relationship in its potential of generating change, its nature, and its

- difference from any other relationship.
- c) Show empathic sensitivity and understanding of the client, his or her symptoms and self-limiting script, as well as showing the ability to communicate this understanding to the client
 - d) Demonstrate a capacity to understand another person's phenomenology and his/her own frame of reference without losing contact with his/her own separate experience.
 - e) Display ability to self-reflect and to use this self-awareness in appropriate self-disclosure.
 - f) Demonstrate an understanding of developmental issues, transference and counter transference phenomena, and the ability to use transactional analysis to address it successfully. This will include the willingness to allow transference to develop in the client/therapist relationship and to handle the client's regressive states appropriately and therapeutically. It will also include understanding his/her own counter transference and the limits it may create, as well as the ability to use it constructively.
 - g) Behave in a respectful way toward self and others, including showing sensitivity for different frames of reference, cultures, and social norms as well as taking account of the impact on the relationship of these differences in the consulting room.
 - h) Demonstrate potency, protection, and permission and show an understanding of their importance.
 - i) Communicate congruence in their interactions.

3. TRANSACTIONAL ANALYSIS THEORY

- a) Articulate an understanding of the basic theory of TA and its application in clinical practice as described in the major TA texts, including structural analysis, transactional analysis, game, racket and script analysis as well as child and adult developmental stages
- b) Describe the application of aspects of all the major approaches to TA and demonstrate knowledge of recent developments, including the similarities and differences between these approaches.
- c) Demonstrate an understanding of TA theories of group process.
- d) Make interventions which can be explained according to TA theory and practice.

4. CONTRACTING

- a) Show an understanding of the necessity for clear contracts as well as an ability to negotiate clear contracts.

- b) Demonstrate the capacity to negotiate with a client in order to arrive at a shared understanding of the work to be undertaken as well as formulating an appropriate treatment contract. This will include understanding and respecting the difference between contracts for social control and contracts for autonomy which allow for intrapsychic and interpersonal change involving script work.

5. PLANNING: ASSESSMENT AND TREATMENT DIRECTION

- a) Describe a comprehensive system of assessment and diagnosis using standard TA concepts.
- b) Show an understanding of the psychiatric diagnostic systems used in the country in which practice takes place (e.g., DSM, ICD).
- c) Make meaning of a client's experiences using standard TA concepts in a way that maintains the I'm OK - You're OK attitude.
- d) Show an awareness of and have the ability to respond to risk and harm factors for self, client, and others.
- e) Assist the client in recognizing and naming their self-limiting patterns of thinking, feeling, and behaving and in deciding whether change is desired.
- f) Conceptualize, using TA theory, in order to develop an overall treatment plan based on the particular issues to be addressed.

6. IMPLEMENTATION: THE PSYCHOTHERAPY PROCESS

- a) Show the capacity to make accurate phenomenological observations of the client and use those as the basis for a therapeutic hypothesis that is linked to TA theory and philosophy.
- b) Show ability to use group process as an effective intervention.
- c) Select interventions appropriate to the stage of treatment and the treatment contract.
- d) Demonstrate the ability to effect timely interventions.
- e) Recognize and assess script issues as they arise within the session and address them appropriately according to the stage of treatment (for example, script signals, game invitations, discounts, driver behavior).
- f) Show the ability to evaluate the effect of an intervention and use that information to update hypotheses and select subsequent interventions.
- g) Encourage the client's autonomy and resources.

7. PERSONAL ATTRIBUTES

- a) Demonstrate a commitment to the philosophy of transactional analysis in such qualities as a belief in the capacity of the individual to take responsibility for him/herself, understanding an individual's ways of being, and responding to an individual's ability to grow and change.
- b) Have a willingness to be available for ethically intimate contact, including the practice of appropriate self-disclosure.
- c) Demonstrate a commitment to ongoing personal and professional development, specifically the development of autonomy, including the capacity for awareness, spontaneity, and intimacy
- d) Recognize one's own limitations and the limitations of psychotherapeutic practice.
- e) Use intuition and creativity in response to the therapeutic situation.
- f) Show understanding of strengths and limitations of personal resources.
- g) Demonstrate the ability to seek help appropriately and use it effectively.
- h) Demonstrate the capacity for self-reflection.

2.3.2

Counselling core competences

Fundamental considerations

The core competences formulated for the field of counselling will guide trainers in devising their specialist training curricula. This is not a list of the contents of the course; it is a description of inter-disciplinary *and* work-specific knowledge, attitudes, skills, and values for addressing the needs of the client and client systems¹ engaged in counselling.

These core competences describe the professional activities of Transactional Analysts in the Counselling field.

Transactional analysis in the field of counselling can be applied on two levels:

- Complementary counselling (or the use of counselling skills) as a sub-task in various psycho-social and socio-educational professions, as well as in other social, psychological, medical, legal and economic occupations.

¹ The term 'Client system' refers to the client's context and the various groups and sub-groups of which the client is part (e.g. family, extended family, work group, cultural/religious group etc.).

- Primary counselling by professional counsellors working in private practice, counselling centres, voluntary, non-profit- and profit-organisations etc.

In order to take into due account the nature of the training in transactional analysis, the description of the core competences comprises

- Three basic competences: the self-competency, social competence and technical competence of counsellors
- Ten specific counselling competences.

Basic competences are general areas of ability in which cognitive, personal and social skills are organized and employed in the profession.

Counselling competences are occupation-specific skills, employed to meet the particular requirements needed for dealing with situations in the counselling field of application. Each of these counselling competences is built on and related to the three basic competences.

EATA definition of transactional analysis counselling

Transactional analysis counselling is a professional activity within a contractual relationship. The counselling process enables clients or client systems to develop awareness, options and skills for problem management and personal development in daily life through the enhancement of their strengths and resources. Its aim is to increase autonomy in relation to their social, professional and cultural environment.

The field of counselling is chosen by those professionals who work in the socio/psychological and cultural fields of practice. Some examples amongst others are: social welfare, health care, pastoral work, prevention, mediation, process facilitation, multicultural work and humanitarian activities.

Core competences of transactional analysis counselors

Basic competences - interdisciplinary skills

1 SELF-COMPETENCE

Personal, character-related skills: values, attitudes, behavior and character traits such as initiative, activity, tenacity, willingness to learn.

Clarification: the ability to deal with own personality traits, needs and expectations, strengths and limitations and to follow the ethical guidelines and complaints procedures of their National Association\ EATA and ITAA.

1.2 SOCIAL COMPETENCE

Basic social skills, such as co-operation, conflict resolution, negotiating skills.

Clarification: the ability to communicate and interact with clients, individual and groups, as well as colleagues and other people in the professional environment on the basis of the philosophical assumptions of transactional analysis.

1.3 TECHNICAL COMPETENCE

Basic theoretical and methodological skills, such as managing process with regard to developing relationships, solving problems and working contractually, include knowledge of transactional analysis philosophy and theory.

Clarification: the ability to grasp and organize facts and situations and to deal with them strategically, while monitoring the quality of interactions.

2. Counselling competences - specific professional skills**2.1 KNOWING AND UNDERSTANDING THE FIELD OF APPLICATION**

- a) In-depth technical expertise in the general and specialised field of counselling.
- b) professional experience in the field of application.
- c) Use of in-depth knowledge of group dynamics and client systems.
- d) Awareness of opportunities and limitations in the counselling field.
- e) Commitment to learning about and understanding socio-cultural influences on the field of application.

2.2 ASSESSMENT

- a) Realistic assessment of the potential for development and change in the client system.
- b) Familiarity with the legal basis for work contracts, specific to the country of practice.
- c) Familiarity with the specific criteria related to the practice of counselling for offering counselling services in specific field of application.
- d) Awareness of own strengths and limitations as a Transactional Analyst Counsellor.

2.3 FORMULATING AND PRESENTING THE COUNSELLING CONCEPT

- a) Organising different areas of counselling practice and presenting one's own work, both verbally and in writing, in an understandable format, highlighting own counselling priorities.
- b) Familiarity knowledge and ability to work with a range of approaches suitable for dealing with the questions and problems which arise in specific field of application, from initial contact through to the conclusion of the counselling.
- c) Familiarity with other counselling approaches in addition to transactional analysis, when those might be useful.

2.4 ESTABLISHING AND MAINTAINING THE COUNSELLING RELATIONSHIP

- a) Knowing and applying the EATA/ITAA principles of professional ethics.
- b) Awareness of own frame of reference to ensure adequate openness and transparency in the relationship with clients.
- c) Familiarity with the principles of getting to know and establishing a trusting contact with clients and clients' systems.
- d) Communication on the basis of an OK–OK attitude.
- e) Ability to facilitate a working relationship with the client and client-system.
- f) Ability to respond to and work with feelings, thoughts and behaviour flexibly and in response to the client's personality.

2.5 ANALYSING THE COUNSELLING SITUATION

- a) Choosing an appropriate method during the initial meetings to collect the appropriate data and record the case history.
- b) Applying transactional analysis and other theories to analyse the counselling situation.
- c) Ability in using the collected data to formulate a resource-oriented definition of the problem and to communicate it clearly to the client or client-system.
- d) Acknowledging, respecting and understanding the socio-cultural influences on the counsellor, the client and the client system.

2.6 WORKING WITH COUNSELLING CONTRACTS

- a) Familiarity with transactional analysis contractual work and knowledge on how to apply it professionally.
- b) Ability to explain the concept of the transactional analysis contract in the context of a specific problem.

- c) Establishing appropriate counselling contracts for different settings with individuals and groups.
- d) Working on the basis of a contract and being capable of updating the contract as necessary.
- e) Evaluating the contract during and at the end of the counselling process together with the client.

2.7 PLANNING AND MAKING INTERVENTIONS

- a) Ability of planning the counselling process in line with the agreed contract.
- b) Ability to apply transactional analysis theory and skills as well as being familiar with some other approaches, to establish effective problem-solving strategies.
- c) Use of effective interventions to promote autonomy, when working with the client or client's system.
- d) Ability to apply a range of interventions appropriate to the specific counselling situation, with individuals and groups.
- e) Working with the Adult ego state of the client contacting the Child and Parent ego state through the Adult ego state.

Clarification This means no regressive work in Counselling interventions

2.8 FOCUSING ON RESOURCES

- a) Ability to use and build on the client's strengths, as agent for change.
- b) Identification of existing resources in the client and client's system and ability in integrating them into the counselling process.
- c) Using working knowledge of local resources in the community which could be of support to the client or to which the client could be referred, including medical, psychiatric, psychotherapeutic and other services.

2.9 DEALING WITH CRISES

- a) Identifying crisis situation and making appropriate interventions.
- b) Where indicated, using referral for clients who are in crisis or in need, without undue delay, to the appropriate professional.
- c) Protecting clients from harm.

2.10 MONITORING QUALITY AND PROFESSIONAL DEVELOPMENT

- a) Keeping clear and accurate records and reliable documentation about the counselling process according to professional and legal requirements.

- b) Using clear criteria to evaluate the effectiveness of counselling work, routinely reflecting on own work on this basis and using the results as a tool for personal and professional development.
- c) Showing awareness of economic circumstances in the counselling work.
- d) Reflecting on own role as counsellor and presenting own identity as a Transactional Analyst Counsellor.
- e) Furthering own continuing professional development by attending courses, conferences, by studying literature etc.
- f) Setting up professional supervision to monitor own quality of work.

2.3.3

Educational core competences

Using knowledge and understanding of transactional analysis theory, an educational Transactional Analyst will demonstrate the following abilities:

GENERAL REQUIREMENTS

- Knowledge of TA theory and of its application to education.
- Compare and explain relevant educational theories from a TA perspective.
- Describe own vision of education, how this correlates with TA, and how he/she promotes this in different settings, taking into account the historical, cultural and educational context in which he/she is practicing.
- Know ethical guidelines and complaints procedures of their National Association and of EATA and ITAA, being able to apply them to educational settings, demonstrating ethical and professional competence. "Educational settings" include, but are not limited to: parent education, pre-school, school, college, adult and community education, youth work, vocational and professional training, as well as both formal and non- formal contexts of the above.

EDUCATIONAL RELATIONSHIP

Using an I'm OK – You're OK attitude, the TA educator will:

- a) Establish a relationship of mutual respect that models caring, empathy, congruence, warmth and openness and promotes empowerment and autonomy, based on awareness of and sensitivity to different frames of reference, cultures, values, and social norms.
- b) Show respect in attitudes and behaviors towards self and others, as well as towards interests and needs of the learner and towards the subject matter.
- c) Have an understanding of the importance and potency of the educational relationship in the self-development of the learner and of its difference from other relationships. This includes self-reflection and knowledge about transference and counter transference from an educational TA perspective.

- d) Demonstrate awareness of the boundaries of the educator's role. This includes the recognition of own personal strengths and limitations, of the ones of the educational setting, and of those related to dealing with learner's needs.
- e) Create an educational alliance for learning through a multiple focus on learner's, on own frame of reference, and on the goals of a learning situation.
- f) Demonstrate potency, protection, permission, as well as showing understanding of their relevant functions and importance in practice.
- g) Show an understanding of different models of education and learning along with comparative approach to learning theory.
- h) Demonstrate an understanding of different educational philosophies and of their connection with educational methods and practice, relating values and context, meta-perspective and TA critique.

TRANSACTIONAL ANALYSIS THEORY

- a) Articulate an understanding of the basic theory of TA and its application in educational practice, showing how the methodology, illustrates TA concepts as described in the major TA texts, including theories of child and adult development and of group development.
- b) Show ability to analyze and explain different situations in professional contexts, related to groups and individuals, in terms of TA theory and application of professional interventions.
- c) Describe the different schools of TA and indicate their applicability in the educational setting.
- d) Apply TA theory to an understanding of the learning process.

CONTRACTING

- a) Explain and demonstrate the use of the concept of contracts, bilateral contracts and the three (or more) corner contracts as they apply to professional interventions from an educational TA perspective.
- b) Show awareness and understanding on how to make contracts in different types of educational settings acknowledging needs, goals, context, culture and the boundaries of the different systems involved. Show understanding of a range of educational contexts and the ability to assess and adapt teaching and learning in relation to context and culture. Show awareness of the importance of working with culture and ability to work with

diversity.

c) Monitor, review and, when required, renegotiate contracts.

PLANNING

a) Assess the educational and developmental needs of a particular group or individual.

b) Establish the aims and objectives for the program, when appropriate with the participant(s), in order to meet the assessed needs or mandated requirements.

c) Design a program that carries out the established aims and objectives.

d) Design ground rules to be contracted with the group.

e) Demonstrate an understanding of group process and plan appropriately for different group stages.

f) Understand and use different styles of leadership, as appropriate.

g) Demonstrate awareness of different learning styles, the ability to identify these for individuals and groups and their implications for planning.

h) Plan content delivery in a variety of ways to enhance the learning process.

i) Evaluate the learning outcomes and their implications for future planning and practice. This can include a more explicit reference to research as relevant in educational tasks.

j) Show awareness and understanding of differences between teaching in physical presence and teaching online.

IMPLEMENTATION

a) Operate from an I'm OK-You're OK position with awareness of discounts in intersubjective processes, in order to limit the possible development of games.

b) Contract with the group so as to enhance the learning process, including agreeing on, or negotiating ground rules.

c) Use and apply principles of adult education or suitable pedagogies as appropriate.

d) Demonstrate in educational relations permission and protection to learn, think, challenge, question, grow, and change, towards potency in learning development

e) Demonstrate use and integration of TA concepts in practice.

f) Present, apply, and teach TA concepts as appropriate for

implementation of the program.

- g) Use self-awareness in appropriate TA interventions, including self-disclosure towards demonstrating that both vulnerability and potency have an impact on learning.
- i) Demonstrate congruence in interactions.
- j) Demonstrate awareness in using appropriate stroking in educational settings or contexts, for participation, cooperation, respect for group members, in order to enhance motivation and creativity in the promotion of health and autonomy.
- k) Recognize and respond appropriately to interactions involving games, discounts, crossed and ulterior transactions, and invitations to symbiosis
- l) Consider the cultural script of the organization or institution and identify how this may affect the content and process of teaching and learning within it.
- m) Contribute theoretical information to empower students to understand their own behavior.
- n) Show autonomous thinking related to specific educational field also in relation to other fields.
- o) Differentiate between direct and indirect learning and decide when each is appropriate

PERSONAL ATTRIBUTES

- a) Demonstrate an understanding and a commitment to TA philosophy.
- b) Demonstrate self-reflective practice, congruence, and the ability to use feedback.
- c) Maintain and model OK-ness through respect, awareness, reliability, professionalism and integrity.
- d) Articulate personal and social vision and goals for teaching.
- e) Recognize own personal strengths and limitations and those of the educational setting.
- f) Confront appropriately when dealing with disruptive group process, or disruptive interpersonal professional exchanges

- g)** Understand the requirements for personal and professional awareness and development, and demonstrate willingness to learn, grow, and change.
- h)** Demonstrate acceptance and use of feedback, accepting feedback, confrontation of personal issues and willingness to undertake personal therapy, when indicated, in the process of becoming an effective TA educator.
- i)** Show awareness of accounting for the more-than human-environment in educational tasks, and of its influence in the role of educator.

2.3.4

Organizational Core Competences

Transactional Analysts in the field of organizations (CTA-O) must have a basic relevant degree in any subject or comparable professional experience in the field. In addition they are expected to have general knowledge of economy, finance, sociology, psychology and law.

Transactional analysis adds its own dimension to this. With this total equipment, CTA-O's (who can be consultants, teachers, managers, CEOs and who can come from outside or inside the organization) should be able to identify the needs of a corporation, organization or institution and assess whether they have the skills to assist them with these needs.

This includes that *the client of a CTA-O* (for example as described in the case study part of the examination) *is the organization itself*, not an individual, or team who happens to operate in an organizational context but with whom the practitioner is working separately. *The link with the development of the organization as a whole must be visible.*

On deciding that they are competent to undertake the work, the CTA-O must then have the ability to plan and design the intervention, deliver and finally evaluate the outcome.

In Berne's terms this would mean to increase their effectiveness, their ability of dealing with crisis- resilience- and their skills for development.

The following is described into areas of competence required by a CTA-O, which fit into the above process. So, the CTA-O must be able to undertake all of the following using transactional analysis both as an approach and in the process of reflection.

1. UNDERSTANDING THE PROFESSIONAL CONTEXT

The Transactional Analyst in organizations must be able to:

- a) understand change processes in organizations, which take into account the socio-economic and political reality, frames of reference, systems, culture, relationships, the influence of the organization on the individual and vice versa.
- b) have an adequate assessment of own competences and referral possibilities.
- c) reflect on and teach theoretical models, especially from transactional analysis, to address organizational needs.

- d) relate on micro and macro levels, from individuals to the whole organization and be able to analyze and consider the whole as well as the parts.
- e) reflect on these aspects, using transactional analysis concepts.

2. PEOPLE AND SYSTEMS

The Transactional Analyst in **organizations** must be able to:

- a) know and apply models for working with people in systems.
- b) show an understanding of systemic and personal aspects and reflect on the level and effects of interventions.
- c) deal with complexity whilst prioritizing and focusing on key issues.
- d) manage the boundary between organizational goals and personal needs.
- e) show an awareness of interactions between sub-systems including their own consultant system.
- f) discriminate between individual and organizational learning processes, connect these processes with the marketplace, with employees and with the organization's survival.
- g) reflect on these aspects, using transactional analysis concepts.

3. CONTRACTING AND ASSESSING

The Transactional Analyst in organizations must be able to:

- a) select the applicable authority to contract with.
- b) work with multi-level and multi-cornered contracts.
- c) identify the key requirements of the organization and/or individual requiring the organizational intervention to ensure the appropriate interventions.
- d) accurately identify the range of options for interventions.
- e) identify methods of integrating different learning and assessment opportunities.
- f) select options effectively to promote equality of opportunity and access to achievement.
- g) reflect on these aspects, using transactional analysis concepts.

3. DESIGNING AND IMPLEMENTING

The Transactional Analyst in **acknowledging** organizational needs has to be able to:

- a) achieve learning objectives as specified.
- b) evaluate the effectiveness of the programs developed
- c) consider the balance and content of different length programs.

- d) identify possible design problems and generate realistic ideas for overcoming them.
- e) use and adapt materials from external sources within the constraints of copyright law.
- f) discuss designs with others at critical development stages.
- g) agree and maintain time scales as planned.
- h) reflect on these aspects, using transactional analysis concepts.
- i) design and implement project management.

5. CREATING A POSITIVE, SAFE LEARNING CLIMATE AND CULTURE

The Transactional Analyst in the organizational field must be able to:

- a) give a rationale for the style of interaction while modelling it so as to promote it among all parties involved.
- b) show to have given consideration to factors which create a safe climate and culture, such as:
 - actively listening and giving feedback to participants.
 - encouraging participants to question and discuss the task.
 - supporting OK-OK principles.
 - stroking as appropriate.
- c) identifying constraints on communication due to environmental, social and culture issues.
- d) Promote equality and respect in order to actively be anti-discriminatory in their practice and promote this in ways which are consistent with their role, organizational policy and legislation.
- e) reflect on these aspects, using transactional analysis concepts.

6. MANAGING GROUP DYNAMICS

The Transactional Analyst in the organizational field must be able to:

- a) maintain a balance between group process and the task.
- b) encourage equal participation.
- c) Use professional skills in working with those avoiding the task.
- d) challenge stereotyping of individual roles and behavior in the group and constructively use this to enhance learning.
- e) Have an understanding and show a knowledge of different types of groups.
- f) show awareness of key theoretical models of group work.
- g) Use professional skills in forming, maintaining and closing groups.
- h) recognize and work with power and authority in groups.

- i) reflect on these aspects, using transactional analysis concepts.

7. EVALUATING INTERVENTION(S)

The Transactional Analyst in the organizational field needs to be able to:

- a) identify ways for evaluating interventions and the rationale for their selection.
- b) explain the scope and purpose of the evaluation.
- c) be aware of the debates in the field concerning evaluation and quality improvement.
- d) clearly identify what will be evaluated and know how to collect the appropriate information.
- e) reflect on these aspects, using transactional analysis concepts.

8. EVALUATING OWN PRACTICE

The Organizational Transactional Analyst needs to be able to:

- a) evaluate own practice against set goals and criteria.
- b) be aware of own impact on others.
- c) accept feedback in a positive manner and assess it for validity and importance.
- d) set clear and realistic goals and targets for their own personal\ professional development, and development stages.
- e) reflect on these aspects, using transactional analysis concepts.

9. ADDRESSING ETHICAL ISSUES

The Transactional Analyst in the organizational field must be able to:

- a) show an awareness of ambiguities of boundary issues when working in organizations.
- b) be able to discuss and show evidence of ethical behavior in organizations and of the potential use and abuse of the consultant/practitioner's role vis-à-vis the different roles in an organization.
- c) show that he/she has appropriately set and maintained boundaries to information shared by management about employees or shared by a coachee with the consultant.
- d) follow and reflect their National Associations\EA\ITAA complaints procedures and Code of Ethics.