

4 THE TA 101 INTRODUCTORY COURSE

4.1 The Official TA 101 Course: Purpose, Requirements and Certification

4.2 The TA 101 Course Outline

4.3 The TA 101 Written Examination

4.3.1 Instructions to candidates

4.3.2 TA 101 written examination questions

4.3.3 Marking the TA 101 written examination

4.4 Endorsement of CTAs as TA 101 Instructors

4.5 Winners of the Eric Berne Memorial Award

4.6 Documentation

TA 101 Verification Form (12.4.1)

TA 101 Instructor Endorsement Form (12.4.2)

4 THE TA 101 INTRODUCTORY COURSE

4.1 The Official TA 101 Course: Purpose, Requirements and Certification

The TA 101 course is the official introduction to transactional analysis. Its purpose is to provide consistent and accurate information about TA concepts. The following requirements must be met in order to qualify as a TA 101 course recognised by EATA.

- The course content must include content as specified in section 4.2
- The course must be a minimum of twelve hours long
- The TA 101 instructor must be officially recognised so they must be
 - ❖ A Teaching Transactional Analyst, or
 - ❖ A Provisional Teaching Transactional Analyst,
 - ❖ A CTA Trainer or
 - ❖ A CTA who is endorsed as a TA 101 Instructor.

The first time an official 101 is offered by a PTSTA (normally within 3 years of signing the TSTA contract), it has to be supervised live and endorsed by a TSTA (see 12.4.2).

- The whole 101 must be led solely by the trainer during all the duration of the course
- The supervisor must be present to supervise the whole event live

Students who participate in the whole course are awarded the TA 101 Certificate. The 101 is awarded by the trainer who runs the 101 or by the National Association authorised by EATA, or both.

Recipients of the TA 101 Certificate can apply for the appropriate category of membership in EATA, via membership of her/his national or local TA organisation affiliated with EATA.

The basic knowledge of the TA 101 can also be acquired by independent study. The TA 101 Certificate is awarded on successful completion of the TA 101 Exam, Section 4.3.

4.2 The Transactional Analysis 101 Course Outline

Notes:

1. SECTIONS (A, B,) and NUMBERED ITEMS (1,2,...a,b,...) are essential and mandatory, whereas BULLETED ITEMS are optional and a guidance to the trainer
2. The outline below can be taught in any order at trainer's discretion
3. Items marked * may be communicated to students in written form, rather than by direct teaching

A. STATEMENT OF THE PURPOSE OF THE TRANSACTIONAL ANALYSIS 101 COURSE

B. PROJECTED OUTCOMES

By the end of the 101 participants will be able to:

1. Describe basic theoretical concepts of transactional analysis
2. Apply basic transactional analysis concepts to problem solving

3. Classify a range of interpersonal behaviours and internal processes using basic transactional analysis concepts

C. DEFINITION AND UNDERLYING VALUES OF TRANSACTIONAL ANALYSIS AND ITS AREAS OF APPLICATION

1. Definition of transactional analysis
2. Value base (philosophical principles)
3. Definitions of autonomy
4. Contractual method
5. Areas of application - differences in process
 - a) Counselling
 - b) Educational
 - c) Organizational
 - d) Psychotherapy

D. BRIEF OVERVIEW OF THE DEVELOPMENT OF TRANSACTIONAL ANALYSIS

1. Eric Berne
 - o Who was Eric Berne
 - o Development of his ideas
 - o Literature list of Berne's most relevant works *
2. Development of transactional analysis
 - o Evolution of transactional analysis theory and methodology post Berne
 - o Eric Berne Memorial Awards *
 - o Literature list of EBMA award winning publications *
3. Transactional analysis organizations
 - o TA-worldwide: national, regional, multi-national and international TA associations *

E. THEORY OF PERSONALITY – EGO STATES

1. Definition of ego states
2. Structural model of ego states
 - o Recognition and 4 types of diagnosis of ego states
 - o Internal dialogue
3. Contamination
 - o Exclusion
4. Behavioural descriptions of ego states
 - o Egograms

F. THEORY OF COMMUNICATION – TRANSACTIONAL ANALYSIS PROPER

1. Motivational theory - structure, stimulus and recognition hungers
2. Transactions
 - o Definition of a transaction
 - o Types of transactions
 - o Rules of communication
 - o Options

- 3. Strokes
 - o Definition of strokes
 - o Types of strokes
 - o Stroke economy
- 4. Social time structuring

G. THEORY OF LIFE PATTERNS – SCRIPTS

- 1. Script analysis
 - a) Life positions
 - o Definition of life positions, OK-ness
 - o Four life positions
 - o Relationship of life positions to games and script
 - b) Script
 - o Definitions of script
 - o Origin of script in child's experiences
 - o Process of Script development
 - Injunctions
 - Attributions
 - Counter-injunctions
 - Early decisions
 - Somatic component
 - Program
 - Script change
 - Script matrix and other script diagrams
- 2. Game analysis
 - a) Definitions of games
 - o Reasons for playing games
 - o Advantages of games
 - o Examples of games
 - o Degrees of games
 - b) Ways of describing the process of games
 - o Drama triangle
 - o Formula G
 - o Transactional game diagram
- 3. Racket analysis
 - a) Definitions of rackets and their pay offs
 - o Trading stamps
 - b) Significance of internal / intra-psychic processes
 - c) Relationship of rackets to transactions, games and script
 - o Racket system and racket analysis

H. TRANSACTIONAL ANALYSIS METHODOLOGY

- Group and individual method

The Training Standards Committee recommends that the TA 101 course should reflect the material and recent developments in transactional analysis that are represented in the Eric Berne Memorial Award winning articles. A list of authors with references to the works for which they received their awards can be found in Section 4.5.

4.3 The TA 101 Written Examination

The TA 101 Written Examination is based on the TA 101 Course Outline. It is an “open-book” examination, which is to say that the candidate answers the questions in their own time and with the help of any TA books or other sources of information they wish. There is a minimum pass score of sixty-five. A pass in the examination can be accepted in the place of attendance at an official TA 101 course.

4.3.1 Instructions to candidates

- Write your name and address at the top of each page
- Write out the complete question above each answer
- Each answer should be about one page long
- This is an ‘open-book’ examination, and you may use any literature sources for preparing your answers to the ten questions below
- Use personal examples where relevant, not those in the TA books
- Cite the references you use to answer each question either in the text of your answer or at the end of your answer
- Where an introductory text is used, the originator of the TA theory should be referenced
- Send your TA 101 written exam to the trainer of the 101 or to any TSTA, CTA Trainer, PTSTA or 101 Instructors of your choice. Before sending your 101 written exam to a trainer ask her/him the cost she/he practices for the marking.

4.3.2 TA 101 written examination questions

1. Briefly define transactional analysis (TA) as you see it expressed in one of Eric Berne's books, giving the reference. Give two examples to illustrate how TA can be used to make life changes. (This question refers to TA as a body of knowledge, not to “transactional analysis proper”. If no Eric Berne book is available in your language, use a TA theory book that is available, remembering to cite the book).

2(a) The structural model of ego states: Give a definition of an ego-state. Describe each ego state and explain four ways to diagnose an ego-state.

2(b) Functional Analysis: Draw a diagram of the functional model and give examples of behaviour from each mode.

3. Define a transaction; list the three types of transactions; and describe and draw an example of each type of transaction with dialogue.

4. Explain the relationship between stimulus hunger, recognition hunger, and strokes. Include definitions of each concept in your answer.

5. Using an example of your own, describe the various elements of the racket-system.
6. Describe how work colleagues might model the six ways of structuring time at a party.
7. Describe a game that you have observed and use the Drama Triangle to analyse it. What was the Payoff for each of the participants?
8. Name the four life positions and explain how they relate to games and scripts, giving examples.
9. Define injunction, program, counter-injunction, and early decision. Explain the part each plays in script formation, using a script matrix to illustrate.
10. Using a TA definition of autonomy, distinguish between autonomy and independence, giving examples of how you might recognise the difference.

4.3.3 Marking the TA 101 written examination

A. Instructions to markers

When you mark the TA 101 written examination, please bear in mind that the examination is a substitute for the TA 101 course and that expert knowledge is not expected.

B. Recommended procedure

- Read each question checking the references used by the examinee
- Score each question on a scale from 1 to 10
- Use the following guidelines, which are based on three criteria
 - a. the amount and accuracy of information
 - b. understanding of the material and relevance of examples
 - c. the organisation and clarity of the written answer

10 points:

- ❖ The information included is comprehensive and accurate
- ❖ The candidate's understanding of the material is good
- ❖ The answer is carefully thought out and presented clearly and concisely

8 points:

- ❖ The information given is accurate and covers the material well
- ❖ The candidate's understanding of the material is above average
- ❖ The answer is concise and clear

6 points:

- ❖ The basic information is given and is accurate
- ❖ The candidate's understanding of the material is average
- ❖ The answer is clear

4 points:

- ❖ Some basic information but one or two important aspects are missing or inaccurate

- ❖ The candidate's understanding of the material is below average
- ❖ The answer is poorly organised but clear

2 points:

- ❖ Only minimal information is given or answered inaccurately
- ❖ The candidate's understanding is not sufficient
- ❖ The answer is poorly organised or unclear

0 points:

- ❖ The information given is inaccurate or insufficient
- ❖ The candidate's understanding is poor
- ❖ The answer is chaotic or incoherent

C. Comments and verification. Please write feedback for the examinee on the examination or on a separate sheet. This should be clear, concise and accurate. Where the candidate's answer is insufficient or inaccurate, give references where they can find the relevant information. For the candidates who pass, please fill out the TA 101 Verification Form (12.4.1.) and, if the candidate wishes (optional) he/she can send this Form to the local TA association for registration.

4.4 Endorsement of CTAs as TA 101 Instructors

CTAs may become TA 101 Instructors if:

- they teach a TA 101 at which they are supervised
- the teaching is in the presence of a TSTA or a TTA
- the Principal Supervisor provides detailed feedback on the teaching including, where appropriate, recommendations or requirements to be met before endorsement

TSTAs or TTAs who give the live supervision and decide to endorse the CTA should fill out the TA 101 Instructor Endorsement Form, (Section 4.6), and send it to the EATA Executive Secretary. If the TSTA or TTA decides to impose extra requirements on the potential instructor, he or she should ensure that these are fulfilled before completing the TA 101 Instructor Endorsement Form. The endorsement will be officially registered and a stamped copy will be sent to the new TA 101 Instructor.

TA101 Instructor is not a certification but a regulated endorsement between an individual and PTSC/ IBOC or PSC

- The TA 101 instructor endorsement is valid for five years; it must be re-endorsed every five years.
- A TA 101 Instructor needs to be in continuous supervision with a PTSTA/TSTA as part of his/her professional development
- A TA 101 Instructor does not have to repeat the live supervised 101 when signing up a contract as PTSTA within three years.

4.5 Winners of the Eric Berne Memorial Award

The Eric Berne Memorial Scientific Award was established in 1971 to honour and perpetuate the memory of Eric Berne's scientific contributions. It was to be given annually to the originator of a new scientific concept in TA. In 1990, the ITAA Board of Trustees decided to change the title and

scope of the Award. It is now known as the Eric Berne Memorial Award in Transactional Analysis. The Award is given annually for published contributions to TA theory or practice, or for the integration or comparison of TA theory or practice with other therapeutic modalities. A committee appointed by the ITAA Board of Trustees chooses the winner(s) of the Award.

The following is a chronological list of winners of the Award for the years 1971-2014 together with references to the works for which they received their awards.

- 1971 **Claude Steiner**, Script Matrix.
"Script and counterscript". TAB 5, 18, 1966, 133-35.
- 1972 **Stephen Karpman**, Drama Triangle.
"Fairy tales and script drama analysis". TAB 7, 26, 1968, 39-43.
- 1973 **John Dusay**, Egograms.
"Egograms and the constancy hypothesis". TAJ 2, 3, 1972, 37-42.
- 1974 **Aaron Schiff and Jacqui Schiff**, Passivity and the Four Discounts.
"Passivity". TAJ 1, 1, 1971, 71-8.
- 1975 **Robert Goulding and Mary Goulding**, Redecision and the Twelve Injunctions.
"New directions in Transactional Analysis". In Sager and Kaplan (eds.), *Progress in group and family therapy*. New York: Brunner/Mazel, 1972, 105-34; and *"Injunctions, decisions and redécisions"*. TAJ 6, 1, 1976, 41-8.
- 1976 **Pat Crossman**, Protection.
"Permission and protection". TAB 5, 19, 1966, 152-4.
- 1977 **Taibi Kahler**, Miniscript and Five Drivers.
"The miniscript". TAJ 4, 1, 1974, 26-42.
- 1978 **Fanita English**, Rackets and Real Feelings: the Substitution Factor.
"The substitution factor: rackets and real feelings". TAJ 1, 4, 1971, 225-30; and *"Rackets and real feelings, Part II"*. TAJ 2, 1, 1972, 23-5.
- 1979 **Stephen Karpman**, Options.
"Options". TAJ 1, 1, 1971, 79-87.
- 1980 (joint award): **Claude Steiner**, The Stroke Economy.
"The stroke economy". TAJ 1, 3, 1971, 9-15.
- 1980 (joint award): **Ken Mellor and Eric Sigmund**, Discounting and Redefining.
"Discounting". TAJ 5, 3, 1975, 295-302; and *"Redefining"*. TAJ 5, 3, 1975, 303-11.
- 1981 **Franklin H. Ernst, Jr.**, The OK Corral.
"The OK corral: the grid for get-on-with". TAJ 1, 4, 1971, 231-40.
- 1982 **Richard Erskine and Marilyn Zalcman**, Racket System and Racket Analysis.
"The racket system: a model for racket analysis". TAJ 9, 1, 1979, 51-9.
- 1983 **Muriel James**, Self-Reparenting.
"Self-reparenting: theory and process". TAJ 4, 3, 1974, 32-9.

- 1984 **Pam Levin**, Developmental Cycles.
"The cycle of development". TAJ 12, 2, 1982, 129-39.
- 1985-1986: No awards presented
- 1987 **Carlo Moiso**, Ego States and Transference.
"Ego states and transference". TAJ 15, 3, 1985, 194-201.
- 1988-1993: Not awarded
- 1994 (joint award): **Sharon R. Dashiell** (area: Practice Applications).
"The Parent resolution process: reprogramming psychic incorporations in the Parent".
TAJ 8, 4, 1978, 289-94.
- 1994 (joint award): **John R. McNeel** (area: Practice Applications).
"The Parent Interview". TAJ 6, 1, 1976, 61-8.
- 1994: (joint award): **Vann S. Joines** (area: Integration of TA with other Theories and Approaches).
"Using redecision therapy with different personality adaptations". TAJ 16, 3, 1986, 152-60; and *"Diagnosis and treatment planning using a Transactional Analysis framework"*.
TAJ 18, 3, 1988, 185-90.
1995. (joint award): **Peg Blackstone**
(area: Integration of TA with Other Theories and Approaches).
"The dynamic Child: integration of second-order structure, object relations, and self psychology". TAJ 23, 4, 1993, 216-34.
- 1995 (joint award): **Jean Illsley Clarke** (area: Practice Applications).
Applied Transactional Analysis in Parent Education
"Self-esteem: A Family Affair", Harper San Francisco, 1978
"Self-esteem: A Family Affair Leader Guide". Harper San Francisco, 1981.
(additional reading) Bredehoft, D.J. *"An Evaluation Study of the 'Self-Esteem: A Family Affair' Program with High Risk Abusive Parents"*, TAJ 20, 2, 1990, 111-17.
1996. **Alan Jacobs** (area: Theory). Transactional Analysis and Social Applications
"Autocratic power", TAJ 17, 1987, 59-71.
"Nationalism", TAJ 20, 1990, 221-228.
"Aspects of Survival: Triumph over Death and Loneliness", TAJ 21, 1991, 4-11.
"Autocracy: Groups, Organizations, Nations, and Players", TAJ 21, 1991, 199-206
1997. **Fanita English** (area: Theory). Hot Potato Transmission and Episcrypt
"Episcrypt and the 'Hot Potato' Game", TAB 8 (32), 1969, 77-82
1998. (joint award): **Richard G. Erskine and Rebecca L. Trautmann**
(area: Comparison and/or Integration)
"Ego State Analysis: A Comparative View",. TAJ 11, 1981, 178-185.
"Ego Structure, Intrapsychic Function, and Defence Mechanisms: A Commentary on Eric Berne's Original Theoretical Concepts", TAJ 18, 1988, 15-19.
"Transference and Transactions: Critique from an Intrapsychic and Integrative Perspective", TAJ 21. 1991, 63-76.

- "Inquiry, Attunement and Involvement in the Psychotherapy of Dissociation"*, TAJ 23, 1993, 184-190.
- "The Process of Integrative Psychotherapy"*, In B.R. Loria (Ed), The Boardwalk Papers: Selections from the 1993 ERTAA Conference, (pp.1-26).
- "Shame and Self-Righteousness: Transactional Analysis Perspectives and Clinical Interventions"*, TAJ 24, 1994, 86-102.
- "Methods of an Integrative Psychotherapy"*, TAJ 26, 1996, 316-328.
- "Theories and Methods of an Integrative Transactional Analysis: A Volume of Selected Articles Motivation and Personality Theories"*, TAJ 28, 1997, 132-141.
- 1998 (joint award): **James R. Allen and Barbara Ann Allen** (area: Theory)
"Narrative Theory, Redecision Therapy and Postmodernism", TAJ 25, 1997, 327-334.
"A New Type of Transactional Analysis and One Version of Script Work with a Constructionist Sensibility", TAJ 27, 1997, 89-98.
"A Typology of Psychopathology and Treatment of Children and Adolescents", TAJ 25, 1997, 256-264
- 1999-2001 No awards presented
- 2002 **Leonard Schlegel** (area: Theory)
"What is Transactional Analysis?" TAJ 28, 1998, 269-287
- 2003 **Michele Novellino** (area: Theory)
"Unconscious Communication and Interpretation in Transactional Analysis", TAJ 20, 3, 1990
- 2004 **Pearl Dreger** (area: Permission Ritual Therapy)
"Changing Systems through Correlations of Injunction Inventories," from P. Lapworth (Ed.), The Maastricht Papers: Selections from the 20th EATA Conference (pp. 5-19), Amersfoort, The Netherlands: European Transactional Analysis Association. Building Family Unity through Permission Rituals: Permissions and Ego State Models, Bombay: Alfreruby Publishers.
- 2005 **Graham Barnes** The Circularity of Theory and Psychopathology with Specific Identification in the Construction of Schizophrenia, Alcoholism, and Homosexuality. Chapters 5 and 6 of Graham's doctoral dissertation, *"Psychopathology of Psychotherapy: A Cybernetic Study of Theory"* (Royal Melbourne Institute of Technology, Melbourne, Victoria, Australia) and *"Homosexuality in the First Three Decades of Transactional Analysis: A Study of Theory in the Practice of Transactional Analysis Psychotherapy,"* TAJ, 34, 126-155 (2004).
- 2006 **Theodore B. Novoy** *"Measuring the Effectiveness of Transactional Analysis: An International Study."* TAJ, Vol. 32, No. 1, pp. 8-24, January 2002
- 2007 Joint Award: **Helena Hargaden and Charlotte Sills**: New theory of relational domains of transference. Chapters 4 and 5 in Hargaden, Helena, and Sills, Charlotte, *Transactional Analysis - A Relational Perspective*, Hove: Brunner-Routledge, 2002.
- 2007 Joint Award: **Bernd Schmid**: New theory, role concept Transactional analysis and social roles In G. Mohr & T. Steinert (Eds.), *Growth and change for organizations*:

- Transactional analysis new developments 1995-2006 (pp. 32-61). Pleasanton, CA: International Transactional Analysis Association. (Original work published 1994)
- 2008 **Gloria Noriega Gayol:** Contribution New Theory, Mechanisms for Transmitting Transgenerational Scripts.
 “Codependence: A Transgenerational Script”, TAJ, 34, 312-322 (2004),
 “Construcción y Validación del Instrumento de Codependencia (ICOD) para Mujeres Mexicanas” [Construction and Validation of the Codependency Instrument (ICOD) for Mexican Women],” April 2002 Revista Salud Mental.
- 2009 **Dolores Munari Poda:** Contribution A Unique Approach in Child Therapy Using Transactional Analysis and an Innovative Method for Communicating with a Child-Patient’s Different Ego States to Effect Positive Changes in Self-Image and Script
 “Every Child is a Group: The Girl of the Snakes” TAJ, 34, 52-68 (2004)
- 2010 **William F. Cornell:** Contribution The Relational and Somatic Organization of the Child Ego State: Expanding Our Understanding of Script and Script Protocol
 “Life Script Theory: A Critical Review from a Developmental Perspective” TAJ, 18, 270-282 (1988); W. F. Cornell,
 “Babies, Brains, and Bodies: Somatic Foundations of the Child Ego State”, in C. Sills & H. Hargaden (Eds.), Ego States, pp. 28-54. London: Worth Publishing, 2003;
 W. F. Cornell & N. M. Landaiche III, “Impasse and Intimacy: Applying Berne’s Concept of Script Protocol” TAJ, 36, 196-213 (2006)
- 2012 **Rosa Krausz:** Contribution For the Use of Transactional Analysis Concepts to Understand the Dynamic Relationship Between the Use of Power and Leadership Styles; Organizational Script as a Tool for Diagnosis and Designing Change Interventions in Organizations.
 “Power and Leadership in Organizations” TAJ, 16, 85-94 (1986);
 “Organizational Scripts” TAJ, 23, 77-86 (1993)
- 2012 **Marco Mazzetti:** Contribution For Advancement in the Theory and Practice of Transactional Analysis Supervision
 “Supervision in Transactional Analysis: An Operational Model” TAJ, 37, 93-103 (2007)
- 2013 **Not awarded**
- 2014 **Susanna Temple:** For the Functional Fluency Model of Human Social Behaviour as the Basis for the Behavioural Diagnosis of Any Class of Ego State
 “Functional Fluency for educational transactional analysts”, TAJ, 29, 164- 174, (1999).
 “Update on the Functional Fluency Model in education”, TAJ, 34, 197-204, (2004)
 “Bringing up the child”, In K. Tudor, The adult is parent to the child: Transactional analysis with children and young people, Part 3, Chapter 17, (pp. 228-237). Russell HousePublishing, 2008.

4.6 Documentation (see Section 12)

TA 101 Verification Form (12.4.1)

TA 101 Instructor Endorsement Form (12.4.2)