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10 THE TRAINING ENDORSEMENT WORKSHOP (TEW)

10.1 Nature and purposes of the Training Endorsement Workshop.

The Training Endorsement Workshop (TEW), is not an examination, it is an evaluation process for learning with feedback. The TEW is designed to prepare and evaluate Certified Transactional Analysts as TA supervisor teachers and trainers and It is conducted by a staff of Teaching and Supervising Transactional Analysts (TSTA).

The TEW Coordinator who is appointed by PTSC, is responsible for the organization of the TEW.

The TEW is a workshop structured so as to allow EATA to assess the teaching and supervision skills of CTAs and to ensure that the training being offered will, from the outset, be at a level consistent with EATA's training standards and ethics. For the participant, it is an opportunity to decide whether or not they want to make the commitment required to engage in the process of being trained and supervised in order to become a Teaching and/or Supervising Transactional Analyst. To qualify as a Training Endorsement Workshop, the workshop must be arranged through and approved by PTSC or PSC of ITAA or FTA, it must be staffed by TSTAs, and follow the format outlined in the description below.

10.2 Participants

Participants are those interested in qualifying as a TA trainer and supervisor and at offering accredited TA training and supervision.

In addition, they must:

1. have passed the CoC or IBOC Certified Transactional Analyst (CTA) examination in the field of application in which they wish to initiate training
2. Have been a Certified Transactional Analyst for at least one year in that field of application.

10.3 Registration for the TEW

- Applications must be submitted no less than 8 months before the TEW
- Completed registration form, a copy of applicant's CTA certificate and a copy of payment of fee has to be sent to the TEW Coordinator.
- Contact details for the TEW Coordinator are found on the EATA Website.
- If an applicant withdraws more than six months prior to the date of the TEW the registration fee can be transferred to another TEW in Europe, or participants can also apply for a refund of the fee, in such case EATA will charge 10% of the fee for administrative costs.
- When the withdrawal is between six to two months prior to the TEW date,

the transfer of the fee to another TEW, or a refund of the fee can only be considered by PTSC under extraordinary circumstances. Requests for such refunds must be sent to PTSC for decision. EATA will, in any case, charge 10% of the fee for administrative costs

- If a participant withdraws less than two months before the TEW, there is no refund.

10.4 TSTA supervision and letters of recommendation

The prospective PTSTA must get live supervision from at least two TSTAs on his/her teaching and supervision within a year of the date of the TEW. If, in the judgment of these TSTAs, the supervisee is ready to become a PTSTA, each TSTA will complete a recommendation form that the prospective PTSTA must include in the documentation for the TEW (see Section 13)

The supervising TSTAs must complete

- one specific form to endorse the TPO
- one specific form to endorse the candidate's Teaching
- one specific form to endorse the candidate's Supervision

10.5 Materials for the TEW

10.5.1 Training Proposal Outline

All participants must submit via mail:

- one copy of their Training Proposal Outline (TPO) (see 10.11), six months before the TEW, to the TEW Coordinator or to the staff member delegated by the TEW Coordinator prior to the TEW.
- A letter of recommendation for the TPO from a TSTA.

The TPO will be read by a staff member (TSTA) and feedback will be given to the participant during the TEW. If this TSTA has questions about the TPO submitted by the candidate or is not satisfied with it he/she will get in contact with the candidate to seek answers to additional questions. He/she may ask the participant some further work on the TPO no later than four months before the TEW. In this case the TSTA will receive from the TEW coordinator the email address and phone number to call the candidate. The appointed TSTA reading the TPO will also send a final feedback to the participant one week before the TEW; during the TEW a group discussion concerning the TPOs will take place

The endorsement of the TPO presented by the candidate when applying for the TEW is valid for a period of three years.

10.5.2 Materials to submit latest 4 weeks before the TEW.

Each participant must send to the TEW Coordinator two letters of recommendation for teaching and supervision from TSTAs. Both must be sent no later than four weeks before the TEW.

10.5.3 Materials to bring to the TEW

Participants must prepare and take the following to the TEW:

1. Four copies of their TPO, one of the copies must be signed on the first page by the TSTA who endorsed it.
2. A short English summary of own TPO which can be read by colleagues
3. Four copies of an outline of a teaching presentation based on TA theory of the participants' own or other authors' material which would be suitable for a beginning or advanced TA training group A ten minute presentation selected from the outline above. Each participant will teach it in order to demonstrate his\her teaching style in the TEW and will be given feedback and supervision on it.
4. Four copies of a handout relating to the content of the ten minute presentation which is given to the audience as didactic support. The candidate will engage the group in learning through a process that is congruent with his\her approach as an adult educator
5. A supervision problem for group presentation. Participants must be prepared to supervise a fellow-participant and be supervised by a fellow-participant who might also be from a different field than their own
6. A log consisting of:
 - A concise, current professional curriculum vitae
 - Two letters of recommendation for teaching and supervision from TSTAs
 - One letter of recommendation for the TPO from a TSTA
 - the CTA certificate
 - the copy of the bank transfer or payment confirmation of fee according to the actual indication on the EATA website.

10.6 Organization of a TEW

- There are generally no more than twelve participants in a TEW. This involves a staff of four TSTAs, including the TEW Coordinator. If there are less than 12 participants the staff will be reduced accordingly.
- PTSC normally organizes three TEWs per year. If there is a need, PTSC may organize additional workshops. TEWs will normally be linked to the EATA Conference or Trainers' Meeting in the relevant year.
- TEWs normally last for three days. However, if there are less than eight participants, the TEW Coordinator can decide to run the TEW over two days and a half.
- The date of the TEW must be announced at least 12 months in advance, and will be advertised, on the EATA website, as well as in the EATA Newsletter

- The TEW will be conducted in English. PTSC does not provide translators. Participants who need translation must provide their own translators.
- To allow work in small groups, PTSC requires that not more than two participants share a translator.
- A participant can apply for a bursary for translation by contacting the TEW Coordinator who will inform the participant of the procedure. The applicant must apply for a bursary no later than four weeks before the TEW Application for Bursaries is to be done to the PTSC member delegated for this task. Bursaries payment by EATA takes place after the TEW.
- In order to honor and maintain the multicultural tradition of the TEW, normally no more than 40% of the participants will be accepted from any one country.

10.7 Staffing of a TEW

1. Staffing of a TEW is on a volunteer basis, and TSTAs give their time and expertise as a service to future PTSTAs, for the dissemination of TA and for the advancement and development of EATA as an organization
2. TEW staff will be reimbursed for their travel, lodging and living expenses.
3. The TEW Coordinator is responsible for the administrative work in organizing the TEW.
4. During the TEW, the TEW Coordinator will serve primarily as a process facilitator with the staff and participants. It is the TEW Coordinator's job to explain the meaning and purpose of the TEW to the staff and to the participants and to ensure that this is carried through in the evaluation process with each participant. The TEW Coordinator in his/her role as a supervisor will support the TSTAs in their role as staff members.
5. The TEW Coordinator also has the responsibility of making sure that all new staff members are integrated in the process of the TEW and receive all necessary feedback.
6. A pre-TEW staff meeting takes place one week before the TEW, In that meeting each staff member will share his/her plans regarding his/her presentation The aim of this meeting is to coordinate the different teachings and to discuss with the TEW coordinator about any further information they may need, or questions they may have. It is also a space where the TEW

coordinator can explain the difference between creating the Final Feedback Forms and giving feedback to participants for their supervision and/or teaching. In the Final Feedback Forms the staff members are asked to give an **evaluation for learning** which implies a reflection about the participant's competences and learning needs on a meta-level.

10.8 The TEW program

The TEW is conducted in large and small groups with the staff facilitating active discussion and feedback among workshop participants. The workshop itself is divided into eight sections, described in outline form below:

- Orientation
- Training Proposal Outline
- Teaching
- Supervision
- Self-Evaluation
- Individual discussion and feedback
- Ethics
- EATA Organization

In the first four sections, the TEW staff gives presentations in the large group or in small groups, followed by discussions relating to:

- training policy and procedures, training program designs.
- teaching methods and learning theory and practice.
- supervision methods, philosophy and theory.
- ethics and professional standards.
- exam and evaluation standards.

The presentations and discussions are normally followed by small-group sessions in which participants will use prepared material to demonstrate their competence and be evaluated on their teaching, supervision, and training proposals. Throughout the process, peer and staff review is used to give feedback to participants on both their strengths and areas for further learning in a supportive and co-operative atmosphere.

10.9 Feedback, Requirements and Recommendations from TEW Staff

The goal of the TEW is to provide the participants with feedback about their strengths and their learning edges as supervisors and teachers, and thus individual interviews and evaluations are a key element in the process. Each participant should receive extensive feedback on areas in which they need to develop skills and establish a plan for their development. There will be requirements and recommendations, which will form the basis of the contract and training program that the participant will develop with the Principal Supervisor with whom he/she will sign the TSTA contract, after the TEW.

As stated above, the TEW is not an examination, and there will therefore be no pass or deferrals. However, the TEW staff may consider there are

significant shortcomings in the work of a prospective PTSTA. In this case, the staff will make out written requirements and recommendations as indicated the TEW Staff Evaluation Form (Section 13).

The prospective PTSTA and his/her Principal Supervisor and other TSTAs need to acknowledge and account for the recommendations spelled out in the final feedback form so that the participant can grow and learn in the specific areas indicated. Those need to be considered throughout the training journey of the candidate while the requirements need to be completed before signing the PTSTA contract. In some cases, a possible requirement of the TEW is to take part to another TEW. This will be done under the judgement of the TEW staff and in order to ensure the appropriate protection to the candidates, their prospective trainees and the whole community, The prospective PTSTA with their prospective Principal Supervisor and/or another TSTA will then work together to fulfill these requirements, and the Principal Supervisor and/or the other TSTA then confirms their completion, on the TEW Staff Evaluation Form prepared by the TEW staff.

When this is complete the PTSTA and Principal Supervisor can sign the EATA contract. The TEW Final Feedback Form, including the note of confirmation added by the Principal Supervisor and/or another TSTA, must be attached to the EATA contract form, which will then follow the normal procedure.

10.10 CTA-TS contract and TSTA Contract

The Training Endorsement Workshop is a workshop for preparation, evaluation and feedback, and is a preliminary requirement to be satisfied before initiating procedures to sign a CTA-TS or a TSTA contract. In order to work and train as a PCTA TS or PTSTA, a candidate must sign either a CTA TS contract, to be entitled to train practitioners or a TSTA contract, to train both Practitioners and Trainers. Once the contract is signed it must be endorsed by EATA. The contract must be signed within one year otherwise the candidate has to do a TEW once more. **The candidate cannot practice or advertise neither as a PCTA TS nor as a PTSTA until the date of EATA's endorsement of the contract.** TSTA contracts last for seven years and may be renewed only once, before the expiring date of the first contract. CTA TS contracts may follow a slightly different route (see sec 11 for CTATS contracts specifics). It is not necessary to complete another TEW before contract renewal. When the term of the second contract expires, the PTSTA reverts to CTA status and can neither sign a further contract as trainer (see section 11 and section 12) nor register for a TEW

10.11 The Training Proposal Outline (TPO)

- The TPO questions indicated below are intended to help the participant prepare for the Training Endorsement Workshop and will be used for group discussion and feedback from the staff.
- The name of the candidate should be put in the upper right-hand corner of each page.
- The TPO should be no more than 20 pages in addition to which diagrams, references are to be included. The TPO should be typed, font Times New Roman (size 14) double-spaced and printed on one side of the paper only and securely bound.
- If English is not the candidate's first language, he/she should check with the TEW Coordinator to see if there will be a staff member speaking his/her own language at this TEW and if the TPO can be written in that language. In such case the candidate must add a summary in English (2 pages).
- If a translator is needed, the candidate must take responsibility for organizing for this.
- One copy of the TPO must be sent to the TSTA indicated by the TEW Coordinator at least six months before the TEW.
- The staff member who evaluates the TPO can ask to the candidate to do more writing). He/she will send each participant a short written individual feedback by mail, one week before the TEW (see 10.5.1)
- The TPO subgroups at the beginning of the TEW will be coordinated by a staff member who will guide a group discussion on topics and questions that he/she thinks are significant for future trainers. The staff member will decide the topics that he/she thinks are especially important after reading the four TPOs. The aim of the subgroup discussion is a shared reflection, on some topics that can then be expanded, and on professional experiences, so as to compare diverse cultural and professional perspectives.
Sharing participants TPO with their TEW colleagues is an option to be decided by each participant. The short English summary of the TPO can be read and shared with all colleagues (see above 10.5.3)

10.11.1 The TPO questions

A. Personal factors • What is your motivation in becoming a PTSTA?

- Describe your professional life, psychological motivation, the economic implications and your enthusiasm for transactional analysis.
- How does being a PTSTA fit into your mid and long-range professional life planning?
- What are your plans for the next five or ten years?

B. Professional factors

- Write about your own experience of being a trainee. Say something about

its length; intensity; the range of TA taught; its integration with other theories; supervision; self-experience; personal growth; the personal style of your trainer(s); ethical issues; cultural diversity; attachment and separation and your exam experience

- . • How will this experience influence your own outline for a curriculum?
- Describe your theoretical understanding of the teaching and learning process and say how you would apply this to the aims, content and methodology of your own training program. Include your understanding of adult learning and curriculum theory and provide references for this.

C. Curriculum and Teaching

- In what context will you start training?
- Will you train alone or in co-operation with others? If in co-operation, say with whom.

Make clear what your particular contribution will be.

Who will participate in your training program?

- How will you select participants and what will your selection procedures be?
- What will your criteria be for taking a trainee into contractual training?
- Provide an overview of the curriculum and subjects you think should be taught in a complete training program, leading to trainees becoming transactional analysts.
- Give a detailed time structure for the training program, including the organization of the training days / seminars, special workshops, therapy marathons, supervision units, etc.
- Describe the methods you will use for teaching TA, including comments on your general and specific theory and practice. Say how you will lead experiential learning and encourage personal growth
- . • How will you evaluate the level of your trainees at different stages of training?

Include your ideas on: basic competence; entering in examination group; preparation for examination.

- How will you make sure that your methods fit the educational level of your trainees and how will you take into account the training stages of development of your trainees?

D. Exams

- Describe your ideas about evaluation and about guiding your candidates through to the exam. Give examples of a good examination experience and describe what you would change in the exam process and what you could do to prepare yourself for being a good examiner.

E. Supervision

- Demonstrate your theoretical understanding of supervision and describe your ideas and method of doing supervision

F. Therapy

- Describe your ideas about the role of personal therapy within the training program. You might include comments on: criteria and requirements for personal growth; the advantages and disadvantages of multiple personal relationships; possible ethical problems arising from the above.

G. Research

- Outline your ideas about the relationship between research and TA theory and practice. What TA research has had most significance for you, and how will you integrate research into your training program?

H. Fields of TA Practice

- How will you ensure that the four separate fields of TA practice are accounted for in your training and teaching?

10.12 Documentation

Endorsement letter for TEW (13.10.1)

TEW Staff Evaluation Form (13.10.2)

TEW Registration Form (13.10.3)

CTA TS Contract (13.4.2)

TSTA Contract 13.4.3)

TPO QUESTIONS (13.10.A)

Guidelines for TPO Evaluation (13.10.B)

Structure for Teaching and Supervision Segment (13.10.C)

Feedback for Teaching Segment (13.10.D)

Feedback for Supervision Segment (13.10.E)

Final Feedback Form (13.10.F)

Participants Feedback (13.10.G)