



Walking the TALK

by Kathy Laverty

I remember the first ITAA conference I attended in Bangalore, India, in 2004. At the time I was experiencing writer's block as I struggled through my CTA written case study. I remember sitting at the back of the bus next to Gianpiero Petriglieri, who asked me if I would like to submit an article for the *Transactional Analysis Journal*. I looked at him wondering if he was serious and rambled off a script reaction about why I was unable to do so. He informed me that the editorial board was there to direct and assist and that I could receive all the help I needed to be actively involved in the ITAA.

I never forgot that conversation, and over the ensuing years I have experienced in the ITAA a community of professionals who will support and mentor you as you grow. Each time I attend an international conference, I am aware of the rich diversity that we collectively hold as a community. As John Heath (2009) titled his recent *Script* article, "Think Global, Act Local, Get Involved." There, in the back of the bus in Bangalore, a seed was planted in me. Many years later I can reflect that Gianpiero's comment was not just an empty gesture.

We are part of a global psychological community of professionals who, even in the current global market with all its stresses and strains, offer a connectedness, a community in which through involvement we can sharpen each other, learning from those who have gone before us. Building together with curiosity and a willingness to engage, together we can "walk the TA talk."

I was also fortunate enough to attend the international TA conference in South Africa in 2008, with its theme of "Cradled by Culture." I was born in South Africa, so there was something symbolic about being there again. Having grown up in a culture that teaches one to respect one's elders, I am inspired by Rev. Desmond Tutu, who gained international fame as an anti-apartheid activist in the 1980s and was awarded the 1984 Nobel Peace Prize. He reminds us that

One of the greatest gifts we can give to another generation is our experience, our wisdom, the wisdom of an

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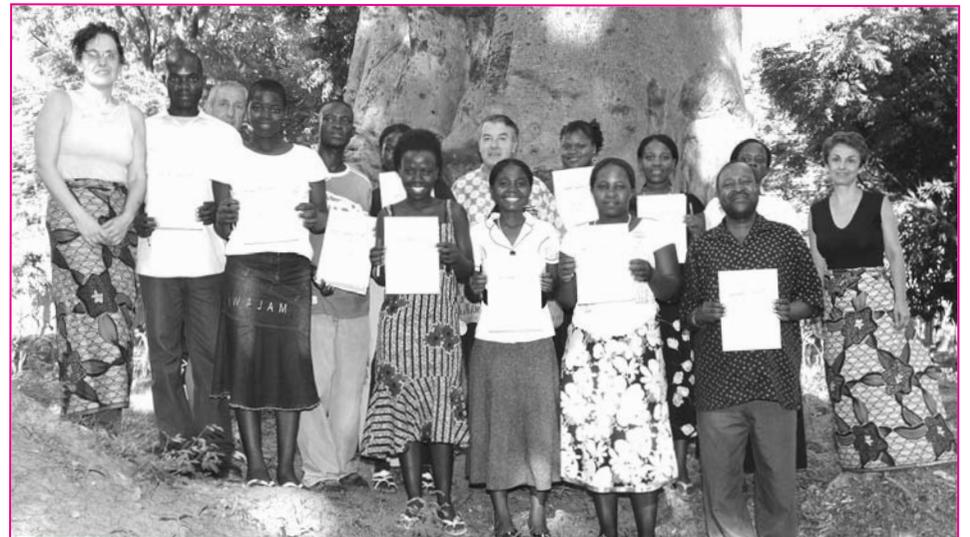
Bwino-Bwino, OK-OK: Training with Transactional Analysis in Malawi

by Susanna Cesarini and Nadia Murgioni

"Bwino" is a key word in Chichewa, the national language in Malawi. That's how local people translate "OK," and that's how we chose to handle a training experience with transactional analysis in Malawi.

We were asked by an Italian nongovernmental organization (NGO) called Oltreconfine (which means "Beyond the Borders") to run a psychosocial training as an evolution of its social work in South Malawi, where an Italian Monfortan priest called Mario Pacifici had set up an active community in the 1970s. We enthusiastically took up the challenge of working with TA in one of the poorest countries in Africa. We were both familiar with difficult challenges and with the passive attitude they often imply. Nadia works with the disabled, Sue with unemployed people, and we are both currently working with l'Aquila Catholic school teachers to restart after the 2009 earthquake. Our main expectation for our work in Malawi was to provide transactional analysis training as the initial step in a longer process, with the objective of enabling local people to act autonomously in their own choices.

While in Malawi, we decided to structure our 2-week stay in two phases. The first phase consisted



Malawi TA 101 participants with Nadia Murgioni on the far left, Susanna Cesarini on the far right, and Father Mario in the middle of the second row.

of 10 days of discovering and contracting. We met people, observed life, gathered information, visited schools and companies, attended formal and informal rituals, ate their food, and walked a lot, according to the local habit. Being in a multicornered contract, this phase ended with two contracts with our local clients and defined our training work.

The One-day Workshop with Kindergarten Teachers

The request of a local committee of teachers was empowering in coping with a demanding situation due to a lack of funds (kindergarten is not part of the national education plan in Malawi), a

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The Importance of Interdisciplinary Training Experiences

by N. Michel Landaiche, III

Berne's model of human functioning—which formed the foundation for practice in transactional analysis—was meant to be applicable for groups as well as individuals, in organizations as well as in clinical settings, and within a broad range of helping and mentoring activities, such as teaching, coaching, counseling, consulting, psychotherapy, supervision, and training. (Berne's first TA book was on psychotherapy; his second was on organizations and groups.) This inherent interdisciplinarity is one of the strengths of transactional analysis as a model and as a practice that attempts to facilitate the maturing and growth of students and clients in a variety of contexts.

We all know that humans are complex beings whose troubles can be equally hard to figure out. We also know that students and clients do not restrict highly distressed and distressing behavior to clinical settings. Business managers and executives can struggle with intense emotional states and personal histories that interfere with their work and life satisfaction. Students and trainees can find their learning blocked by habitual patterns of reactivity and frustration. Organizations, student classrooms, and training groups can become locked in highly charged, conflictual dynamics that undermine their efforts toward achievement.

No matter where we work, how we structure our contracts, or what we expect in terms of outcomes, we encounter and need to know how to work with the most challenging aspects of human experience and behavior. We need a way to think and respond when there is little access to the Adult ego state. We need confidence, a capacity for compassion, and diverse skills when faced with a bundle of disorganized impulses and somatic distress.

As a professional community comprised of different disciplines, we have developed multiple perspectives for conceptualizing and working with this complexity of being and trouble that people bring when they request help. Each field of practice within transactional analysis—organizational, educational, counseling, and psychotherapy—cultivates and embodies a particular form of knowledge. We each see and understand an aspect of the considerably larger problem of being human.

So, when we study and learn together as a larger, more diverse professional community, each perspective can challenge and expand our more familiar, comfortable ways of thinking and working:

- Psychotherapists can help us understand and work with the most intense emotions and entrenched psychological states.
- Counselors can remind us of the fundamental human capacity for growth and creativity.



- Organizational consultants can teach us about the process and dynamics of living and working in groups and communities.
- Educators can share their attentiveness to structuring the learning processes that are essential in every practice context.

Each field in transactional analysis shares a fundamental emphasis on human growth and development—toward autonomy, spontaneity, awareness, and intimacy. Each also makes use of innate human capacities for communicating, feeling, thinking, relating, patterning, and meaning making—all essential for human neurophysical development. So, by sharing across disciplinary lines what we see and how we think and practice, we also promote the development of more complex frameworks and sturdier ways of being with our students and clients. This also happens when we learn from others in the sciences, arts, and humanities.

Clearly, there are times when we need to work with just others in our discipline. There are times

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How Does Our TA Garden Grow?

Once upon half a lifetime ago, I was employed by a community relations agency that provided a range of support services for the wide variety of ethnic minority communities in a lively part of London. I quickly noticed how the representatives of different groups fought among themselves rather than putting their energy into the agency's support services and the work that was needed to educate the majority white community about inclusion and equalities. Young and naive, I was shocked at the infighting, politicking, and turmoil within the agency and how this amplified divisions among the wider community and aggravated racism. It was there that I discovered that one response to facing scarcity is agitation.

Eric Berne (1963, pp. 67-77) wrote about such phenomena insightfully and considered how within a group boundary there is either cohesion against an outside pressure or agitation among group members, the latter of which can then develop into attacking the leadership. Both can create a sense of solidarity among members: a false intimacy. The "character" of the organization's culture, transmitted from one generation of members to another, is often significant in determining whether there is a healthy cohesion focusing on the organization's purpose and tasks or whether energy is expended aggressively to avoid such work.

Trainees who are "young" in terms of their involvement with transactional analysis are sometimes similarly shocked when they discover the agitation that can prevail within our community. Passionate about our compassionate TA theories, they are often bewildered and disappointed to observe "older" members debating on the Internet or at conferences in ways that do not seem to uphold "I'm OK, You're OK." Gianpiero Petriglieri will be talking at the ITAA conference in Montreal about how transactional analysis is deemed to be marginally respectable by other psychologies, in other words, a psycho-

logical "minority group." Perhaps it is not surprising then, that among ourselves, we too seem sometimes to want to develop a pecking order. As a result, many of us might be seen by TA trainees to uphold "I'm More OK than You." It is an inevitable paradox that whatever tenet of theory people espouse or create, it usually reflects an issue that they are personally dealing with in some way.

Within transactional analysis, such jostling is not only between the fields of application but also between different theoretical perspectives. Debate, at its best, can stimulate creativity as open minds struggle with sociocognitive conflict (Vygotsky, 1962), and new meanings emerge for all involved from cocreative dialogue. Argument is destructive and avoids focusing on real issues when it involves not listening, becomes personalized or linked to national or ethnic origins, or when people are proud that they have not read or refuse to think about whatever it is that they are opposing. When a particular theoretical approach or a field of application is critiqued, then the proponents may strengthen the boundaries around themselves and experience a greater sense of solidarity and increased OKness, thus justifying their particular frame of reference. These boundaries can develop into the walls of a silo, and what is within begins to ferment, with no new ideas entering to spark a creative mix. In earlier days of transactional analysis, the term "schools" was used to differentiate clusters of assumptions and practices linked to particular theoretical models. The very term suggests a silo that can stimulate a "mine's-better-than-yours" stance and prevent individual practitioners from developing their own theoretical identity.

A major strength of transactional analysis is the breadth of its concepts, applications, and underlying philosophies. Almost any idea from any other psychology can be considered using transactional analysis models. At the 2009 ITAA conference in Lima, Gloria Noriega and I addressed the potential for conflict or creativity across the varied theoretical perspectives within TA. We talked about the confusion that many trainees experience because their curriculum may include many models from different perspectives without showing the development of theory over time within TA. Our thinking was stimulated by a chapter about transactional analysis by Tudor and Hobbes (2002), and more recently Widdow-

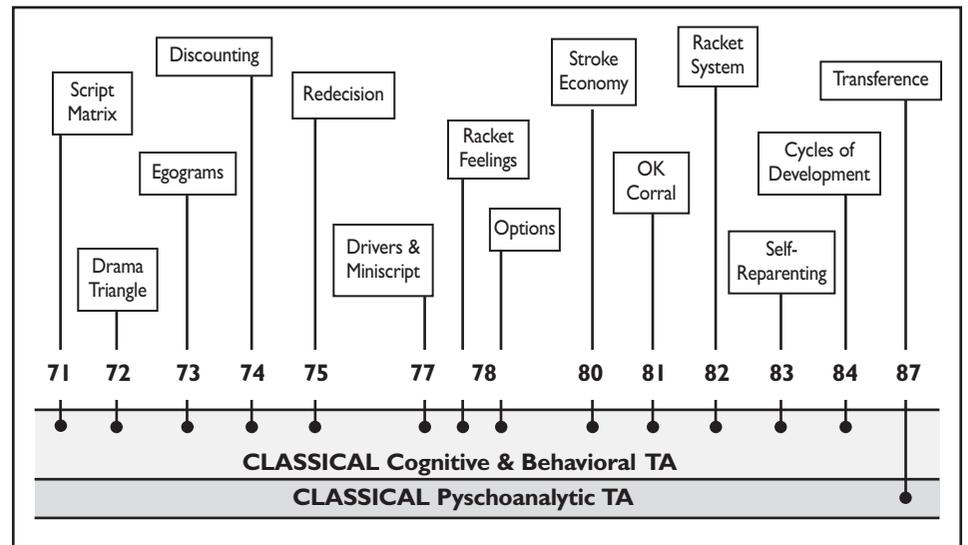


Figure 1
The Original Fertile Ground

son (2010) has published an excellent book briefly describing each approach in terms of theory and in practice.

Berne's original development as a psychoanalyst is well known, with Federn and then Erikson as his training analysts. They, in turn, had directly learned from Freud. So the "grandfather" of TA is clearly present, and some of Berne's books (1947, 1963, 1966) reflect a psychoanalytic way of thinking combined with a desire for accessible language and a sharing of knowledge with the client. California in this period provided a cultural climate for humanistic ideas, and transactional analysis began to flourish alongside person-centered, gestalt, and other humanistic approaches, all of which held out hope for the human condition. By the later 1960s, at the same time that Skinner's ideas were becoming increasingly known, a cognitive behavioral focus within transactional analysis came to the fore. In this period TA became enormously popular. By the mid-1970s, ways of thinking and working with rededitions had developed as a particular way of working incorporating ideas from both TA and gestalt. Also in the 1970s, the ideas of Cathexis Institute created a number of new concepts. Issues of power in communities prevailed, and social psychiatry became another thread of TA development. Each of these different approaches had figures who became well known for their ideas, and this range of theories in the first 20 years or so of TA's development became, and still is, the substance of the TA 101. A fertile ground was creat-

ed and theoretical flowers bloomed that were acknowledged by our awards (see Figure 1).

By the mid-1980s, in the wider world of psychologies, recognition of some of the similarities and complementary aspects between seemingly different ideas began, and such moves toward integration continue to this day. In the 1990s, integrative ways of working were published within transactional analysis. During this decade the constructivist notions, which were present in Berne's early writings and very much a sociopsychological strand of the 1950s and 1960s, re-emerged as cocreative transactional analysis. This thread embraced meaning making and narrative, reinforced by new findings from neuroscience. In the first decade of the twenty-first century, some TA ways of thinking developed into relational practices, which are a good example of a zeitgeist effect: This theoretical development was not directly influenced at the time by relational notions developing in other psychologies, but later reviews of the wider literature show parallel notions elsewhere. These contemporary ideas of the past 25 years are built on the foundations of the first 25 years, although they are much less known and understood by all transactional analysts (despite some receiving our awards). The recently published book on scripts (Erskine, 2010) contains many of these contemporary ways of thinking and traces the theoretical links back to original TA ideas (see Figure 2).

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ITAA The Script

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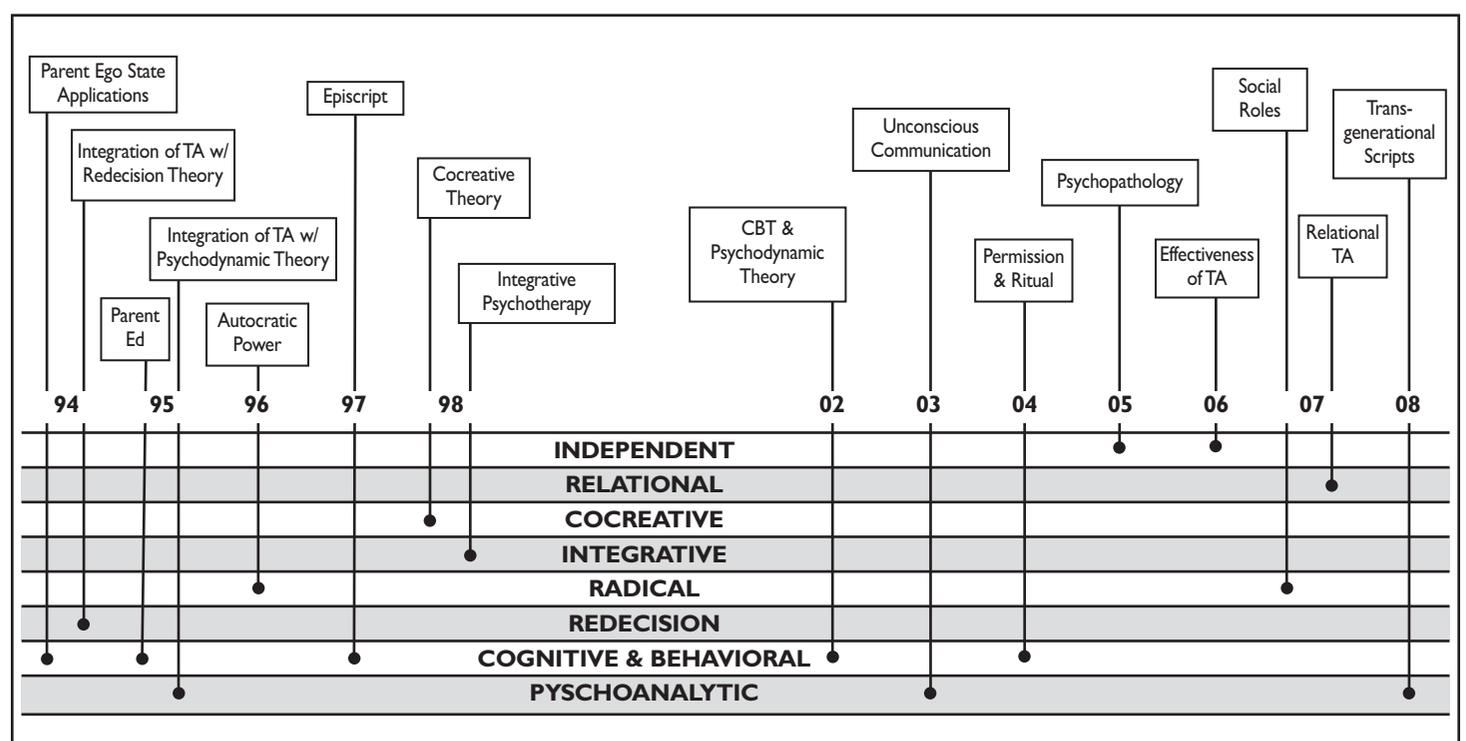


Figure 2
Adding to the Fertile Ground

Australasia Region Report

by Kathy Laverty

TA Is Alive and Well in Australia and New Zealand

TA is growing in Sydney, Brisbane, Melbourne, and Perth, Australia. The Western Pacific Association of Transactional Analysts (WPATA) has 170 members. TA also continues to make significant strides in Auckland, Northland, New Plymouth, Wellington, Christchurch, and Dunedin in New Zealand. The New Zealand Transactional Analysis Association (NZTAA) has 70 members.

Celebrating Nationally and Internationally Recognized Training

The most important development in the Australasia region is the registration of 33 Certified Transactional Analyst (CTA) psychotherapists at the master's level in New Zealand. The standard of training in the region continues to promote professionals who are well integrated and respected in the field of mental health. The level of commitment to excellence is impressive, and the amount of behind-the-scenes work that goes on continues to amaze me.

Integration of modalities is the main focus of training in this part of the world. There is an interesting process in the region to include PTSTAs in internationally shared workshops to enhance their qualities as trainers and supervisors and to prepare for exams. The main purpose of these workshops is to create learning that expands the boundaries of individual training and supervision by adding interpersonal, intercultural, and international dimensions. These workshops have been held in Sydney, Australia; Rotorua and Wellington, New Zealand; Tokyo, Japan; and Calicut, India. They were attended by PTSTAs from the region, of which there are 35 currently.

Mutual Recognition

In Australia there continues to be a working alliance with the Psychotherapy & Counselling Federation of Australia (PACFA) and WPATA. The latter continues to be involved in working to maintain and contribute to the ethics and development of training and standards in Australia. Transactional analysis is also well represented in the Association for Supervision, Coaching, Consulting in Australia and New Zealand (ASCCANZ). WPATA has a contract of recognition as supervisor for their CTAs with ASCCANZ. With some extra training and assessments, a CTA can be accredited as a supervisor by ASCCANZ, which opens inter-

national doors and connections because ASCCANZ has contracts of mutual accreditation for supervisors and coaches with the European Association for Supervision (EAS) and the Association for National Supervision Associations in Europe (ANSE), Europe's two leading associations for supervision and coaching. TA 101s are run throughout the year in both countries.

Examinations

There were CTA exams in Sydney in November 2009, and all candidates passed.

Exam preparation groups with mock oral exams are run throughout the year in Sydney, thus ensuring that candidates are well prepared for their exams.

Reality of the Region

Due to the vast size of the region and the distance between cities (e.g., Perth is a 5-6 hour flight from Sydney), attending an international conference is out of reach of many members here. Therefore, we encourage members to connect at a local level. Nevertheless, I am committed to continuing to inspire people to contribute and let their voices be heard within the ITAA, because without its members our future is uncertain. As Gianpiero Petriglieri (2008) put it so succinctly, "Both homes—our local home and our global home—are important, essential. When we forget our local home we lose our roots. When we forget our global home, we lose our reach" (p. 1).

Up-coming Events

Australia is hosting the 20th Australasian TA Conference in Fremantle, Perth, Australia, 10-14 November 2010. On behalf of WPATA, we look forward to your company at the conference. Especially exciting will be the introduction of the Australian TA Association (ATAA) for the first time. In addition, the first WPATA conference was held at the Esplanade Hotel in Fremantle in 1988, so it will be a revisiting of our roots for many of us to come to the same venue for this year's gathering.

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Petriglieri, G. (2008). Our story: Building community, making history. *The Script*, 38(1), 1, 8.

"The level of commitment to excellence is impressive, and the amount of behind-the-scenes work that goes on continues to amaze me."



Garden Grow

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Becoming a Certified Transactional Analyst (CTA) ideally involves learning about all these different theoretical perspectives, as well as the assumptions of their underlying paradigms, and through personal proclivities and experimentation beginning to determine one's own professional identity. As a result, a transactional analyst might describe himself or herself with an adjective relating to one of these eight perspectives—or stay independent and refuse such a descriptor! A Teaching and Supervising Transactional Analyst (TSTA) ideally needs to be clear about all the different theoretical perspectives and the evolution of psychological ideas within and outside of TA as well as clear about his or her own particular focus. At the same time, TSTAs need to remain open-minded with regard to the different professional TA identities they encounter through exam boards, in the literature, and at conferences. These are wonderful opportunities for us to continue to learn about the richness of transactional analysis.

In many ways transactional analysis is an oral tradition, perhaps because busy practitioners do not find the time to write and perhaps because the anti-academic culture of early TA still permeates our thinking and contributes to our comparative absence in university curricula. The *Transactional Analysis Journal (TAJ)* is the major vehicle for capturing much of our evolving theory from all the different perspectives within TA. Some TA associations ask for permission to translate articles for their Web sites or journals; some articles from other languages are translated for the *TAJ*. It is not surprising that our journal can stir debate as it presents new ideas; it is a loss for this enlivened theoretical evolution when fear of near-extinction of particular TA approaches stimulates silos appearing. It is all too easy to lose perspective on the huge range of different stances contained within the covers of the *TAJ*.

Recently, the *Transactional Analysis Journal* coeditorial team compiled some statistics that demonstrate some aspects of the international and multifield nature of the *TAJ*. For example, of 150 articles published from 2005 to 2009, 117 (78%) were from countries other than the United States, and over a third (36%) were written by authors from countries where English is not the majority language. In terms of fields, of the 147 articles published between 2004-2008, 13% focused on education, 9.5% on organizations, and 77.5% on counseling/psychotherapy; these percentages are roughly equal to the percentages of our current members in those fields (based on those members who have identified with a field in their membership records, which is about half of our members). However, although some would like to do so, many articles in the *TAJ* cannot be simply classified as representing a single theoretical perspective. As I have argued here, many of our concepts are built on and value earlier ideas. Using myself as an example, I don't know how I would classify my article showing the connections between TA and positive psychology or many of the articles in the recent themed *TAJ* on training within TA, which I coedited.

Over time, many transactional analysts develop different passions within our theoretical range. I often wonder how Eric Berne would have evolved if he had not died so tragically young and so early in the development of transactional analysis. Transactional analysis ideas are simple and complex, wide ranging in application, valuable to individuals, groups, systems, and societies. What riches we can share! To do so more widely, we perhaps could practice more open-minded thinking among ourselves and embrace and enjoy the breadth of ideas we have developed. I am reminded of the warm fuzzy tale (Steiner, 1970): If we believe there is scarcity, then we will behave in ways that prove this to be so. So if we believe that there is a scarcity of interest in a particular and "right" TA approach, we will behave in limiting ways and prove this to be the case.

Let us each take the opportunity to challenge ourselves and go to a workshop or read a seemingly

difficult article from a lesser known area of transactional analysis and be open to finding something meaningful within that changes our frame of reference—just as tossing a stone in a pond disturbs and changes the ecology of that pond forever.

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The Sense of Ambivalence: What I Learned from Eric Berne

by Marco Mazzetti

It was as early as 7 years after Eric Berne said his last "Hello" that I met transactional analysis. On a brilliant day in September 1977—I was 19—I went to meet a friend of my father, a psychologist and Catholic priest, for a consultation because I was a troubled boy.

I remember his office, in a monastery on a hill. The window was wide open to a beautiful view of Lake Maggiore in northern Italy, with mountains, clouds, and sun mirrored in its waters. And I recall his words: "Marco, I think the right thing for you is to learn about transactional analysis. It's a new psychotherapeutic approach coming from America, and it will fit you. You are studying in Rome, and I know there are some people there who are doing it." Unfortunately, I cannot recall either the face or the name of that man who had so deep an impact on the story of my life.

Back in Rome, I did not search for anyone for months. When spring came, a paper appeared in the showcase of the faculty advertising the presentation, at the Institute of Psychology, of "Transactional Analysis: A New Psychotherapeutic Approach." I decided to attend. The lecture was not exactly a success; the audience members were a friend of mine, whom I had invited to be my companion; me; and a couple of lovers, clearly more interested in their love than in transactional analysis. However, the lecturer did not lose heart: She was a woman who seemed—to the teenager I was—very old (she was in her fifties, more or less my age now) and extremely lively. I was captivated, and a few days later I was knocking on the door of her office. Her name was Maria Teresa Romanini, one of the first ITAA Teaching Members in Italy. After that first session, walking home, I understood what I wanted to do in life: become a transactional analyst. At the same time, I was thinking that, sadly, it would never be possible, because I was a too disturbed guy.

During the following months, I started to "listen" to Eric Berne. I read *Transactional Analysis in Psychotherapy* (Berne, 1961) and later his other books. I realized from the beginning that I was

ambivalent. I admired Berne's cleverness and the precise and fascinating system he was developing. I enjoyed his humor, and, at the same time, I felt scared by him. In his writing, he despised losers, and I was feeling like a loser; he looked down on bad therapists, and I was afraid to become one of those. The effect was to experience a kind of fear and anxiety while I was learning from his books.

Recently, preparing a paper about the centennial of Berne's birth, I was once again reading his writings, and I discovered still, inside me, the same ambivalence. If you read his last paper (Berne, 1971), for instance, you meet all the aspects that some of us transactional analysts love about Eric. There is his commitment, his anti-conformism, his humor, and his attitude about curing people. And there is also everything that I was scared of when I was young and still dislike now: his heavy sarcasm, his disdain toward some people ("losers" and "other" therapists and psychiatrists), his competitive way of life, his provoking attitude.

I feel the same ambivalence when I think about some aspects of the theoretical foundations of transactional analysis. Eric chose to use terms taken from everyday life. He spoke about parents, children, adults, strokes, games, rackets, contracts, and so on. He did it for a good reason, and I understand his choice. I like his ideas of "democratizing" psychiatry, of putting the power into the hands of patients by offering them the tools to be competent about themselves, to become the therapists of themselves, ideas that were already present—in some way—since his first book (Berne, 1968a, originally published in 1947 as *The Mind in Action*).

In the same light, I was enthusiastic about his "staff-patient staff conference," a procedure whereby, following a ward meeting or group therapy session, the staff holds its professional conference—including treatment planning—in the presence of the patients (Berne, 1968b). The idea was that if certain thinking cannot be shared with the patient, it isn't useful to think it. At the same time, in my opinion, the use of some of the everyday words Berne chose created a kind of jargon (maybe a slang?) that separated transac-



Marco Mazzetti in front of Eric Berne's Collins Street house in San Francisco

tional analysis from the rest of the world of psychotherapy.

Eric's biographers (Cheney, 1971; English, 1981, 1984; Hargaden, 2003; Jorgensen & Jorgensen, 1984; Schiff, 1977; Steiner, 1974; Stewart, 1992) seem consistent in describing him as a troubled soul. He was often warm, welcoming, and lively, on the one hand, and rebellious, irritating, and arrogant on the other. I think both "faces" of Eric were present in the choice of popularizing psychotherapy: his cleverness, his democratic attitude, and his commitment to "cure" alongside his rebellious wish to provoke. The effect was double-faced too: He created a community—our community—that was and is deeply involved with his principles and often very enthusiastic, as I am. But we have to admit that the impact of Eric's thinking outside the world of transactional analysis is poor; in the academic world his presence is weak and often banalized.

In spite of these opposites, I listened to Eric, and I'm still listening to him after more than 30 years. I love him and I'm angry with him. I'm ambivalent. As Eric was. And he was ambivalent because he was a human being. The more I proceed in the journey of life, the more I think that ambivalence is our nature, and one of our main goals is to accept and deal with it. It reminds me of a couplet from one of my favorite poets during high school, Catullus:

*Odi et amo. Quare id faciam fortasse requiris.
Nescio, sed fieri sentio et excrucior.
(I hate and I love. You would wonder how it could be possible.
I don't know, but I feel it is happening and I torment myself.)*

Our patients are often uncertain and cannot make a decision, squeezed as they are between two different needs. Or perhaps they are confused because they are feeling unpleasant and pleasant emotions at the same time and blame themselves for it. And yet, those for whom we more often feel unpleasant feelings, such as fear and anger, are the ones we love the most—at least this is my experience. We, and our patients, need permission to be ambivalent, as Eric was.

Often people link the idea of being ambivalent to a sense of resignation and not-OKness. For this reason, I presume, most patients feel ashamed and guilty when they experience their ambivalence. I think it is not a matter of not-OKness but a matter of humanity, of being human. It is a prejudice that ambivalence leads to a sense of resignation: It actually leads to a sense of richness, of being several things at the same time, with the difficulties of dealing with them but also with a sense of the complexity of our nature. For example, in the same Child ego state people can feel a healthy anger and a healthy love, all at the same time.

In this very moment, while I'm typing on my computer, among my several Child ego states, one is extremely excited because it is involved in the creative process of writing a paper and another is very angry because he detests staying home on this sunny afternoon instead of going to the park to play soccer. Among my several Adult ego states, there is one thinking that it is better to write more sentences to explain what the word "ambivalence" means for me, and another is saying that more sentences will be repetitive and probably boring. And as far as the Parent is concerned, I'm hearing a voice saying that I must honor my teacher, that I shouldn't criticize him, that I've taken the Hippocratic oath, and so on, while another is affirming that it is my duty to be frank and honest in my writing.

I think all of these ego states are right, even though in some way conflicting: my Child ego states are right in wishing to write and play soccer, my Adult ones in wishing to explain more and less, and my Parent ones in inviting me to honor and discuss my teacher, Eric Berne. It is complicated, and it is our rich, human life.

It is fascinating, after more than 30 years of learning from him, to discover that Eric wasn't some kind of superman but simply a clever and "normal" man, with his troubles and his ambivalences. And even a troubled man, with his limits, weaknesses, and ambivalences, can become a Euhemerus, as Berne (1963) called the founders of a history, who can create a system that helps hundreds of thousands people. It is a powerful permission I take from him: to do and to cure even if I'm not perfect, even if sometimes I do not feel fine, and so on.

And because I was and am one of the thousands people cured by his ideas, I feel a deep gratitude to Eric Berne, to this trustworthy and long-term companion in the journey of my life. And I'm happy to dedicate to him these notes, with ambivalence and love.

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A Scenario for the Future

Dear Editor:

I would like to thank Rosemary Napper for confronting us in her *Script* articles with the reality of the ITAA's financial situation and for inviting each of us to contribute our preferred scenarios for a twenty-first century ITAA. I love and deeply care for the ITAA. I have a number of suggestions, which I consider essential for the health, well-being, and continuance of our organization.

My main suggestion is that whatever the outcome of these consultations, I believe we, as an organization, must act with great integrity, care, and concern regarding the staff who currently work for the ITAA. We must ensure that they are valued, appreciated, and rewarded for their excellent service.

Having said that, I agree with Rosemary that we (as an organization) do not have the funds or resources to make every suggested scenario viable. I believe that many of the proposed scenarios could be provided at national and regional levels. Therefore, I want to focus here on the significance of the ITAA being the main organization to represent transactional analysis internationally. An international TA organization is needed to represent and unify TA worldwide, thereby ensuring the cohesion of the TA approach and preventing disintegration.

When a way forward has been agreed and decided upon, it will be important to stay focused on our purpose and the services we provide, thereby ensuring that what we offer is viable, trans-

parent, and streamlined. Where possible, we need to make our services self-funding or ensure our membership dues cover costs. We also need to find ways to increase our membership through promotion to people/organizations with a vested interest in transactional analysis (e.g., ensure all TA trainees worldwide receive an invitation to join the ITAA). We may also need to increase our membership dues to help improve our financial situation.

Here is my preferred scenario, using the same headings as those in the April 2010 issue of *The Script* (pp. 4-5).

Name and Purpose: International Transactional Analysis Association (no change of name). To provide a unifying international transactional analysis presence that promotes the understanding and development of TA theory and practice, facilitates international connection, and provides information regarding TA.

Services/Functions Provided: (1) to promote the understanding and development of TA theory and practice at the international level through the provision of an international TA journal, the Eric Berne Memorial Award, and facilitation of an international examination board; (2) to facilitate international connection and the provision of information regarding TA and TA organizations/community through an e-newsletter (electronic and bimonthly to reduce costs, yet still maintain regular contact), annual conference, Web site, and email.

Benefits: To have TA represented at the international level; understanding and development of TA maintained and furthered; way for worldwide

TA community and other interested parties to communicate and be informed; worldwide TA community (both professional and nonprofessional); information regarding TA.

Membership Categories: Professional/practicing classification for those qualified in TA (e.g., psychotherapists, counselors, educators, consultants, trainers). Professional/practicing classification for trainee TA practitioners. TA national and regional organizations, giving discounted ITAA membership and benefits to their members. Other interested parties: organizations, including universities and institutions (see Mohr, 2010); individuals, including those no longer practicing professionally. Journal-only option. (Increase membership fees in line with other professional psychological organizations. All of the aforementioned categories with reduced rate for individuals on very low incomes.)

Leadership: Board of trustees that is internationally representative and from all fields of TA and categories of membership, including representative from examinations board.

Communications: International journal (quarterly) (in both paper and electronic format, with dues charged according to preference), e-newsletter (bimonthly), annual conference, Web site, email.

Services From: (1) board of trustees, (2) managing editor, (3) editors and editorial review board, (4) examinations board, (4) administrator/Webmaster (need office-type presence to administer organization and respond to queries), (5)

conference organizer and conference committee, (6) Eric Berne Memorial Award committee, (6) promotional volunteers (e.g., to ensure all TA trainees receive promotional ITAA membership flyer).

Financed By: (indicated here for each item listed above under services): (1) voluntary work, with limited funds for travel costs from interest on assets; (2) membership dues; (3) voluntary work (publishing costs to be covered by membership dues); (4) voluntary work, with limited funds for travel costs from interest on assets and self-funding examinations; (5) membership dues; (6) voluntary work, with conferences to be self-funding; (7) voluntary work; (8) voluntary work, with promotional literature to be funded from membership dues.

Core Values: internationalism/international representation, unification, quality, community, communication, information provision, diversity, and inclusion.

I look forward to hearing other members suggested scenarios and to working together to negotiate an outcome that will save our organization and ensure its future.

Ann Heathcote, Manchester, England

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The Making of a TA Dictionary

by Susan Clarke

Some years ago, by accident, in a fit of pique in the mid 1990s when training with Jean Illsley Clarke, I began a project to create a new dictionary of transactional analysis. Jean had given us homework to do on "rackets." I consulted the books I had, plus the ones in Jean's library, and found different definitions of rackets in each one—if there was a mention at all! And being a know-it-all and then operating out of "I'm OK and all of you are not," I made a list of every single reference to rackets that I could find!

It is clear to me now, looking back, that I was committed to living in a "make wrong" world, but that angry and resentful energy ultimately gave me the focus to go through several hundred books looking for the definitive and final definition of the term "rackets." Of course, it turned out there wasn't a definitive definition; each is different depending on the point of view of the author. So, I created a table of 19 references, starting with Berne in 1964 up through Hay in 1993. I presented that to the class, having no clue about the implications of what I had created.

Sixteen years later, I have written a reference book of transactional analysis: definitions, diagrams, biographies, photos, awards, and organizations, with upward of 140,000 words, 2,000 entries, and 200 diagrams. It also reflects differences in how transactional analysis is viewed cross culturally and offers ideas about how to find sources in the TA literature, a reference dictionary with writings from all of Berne's books plus a way to find other articles from all over the world, including from the *TAB*, *TAJ*, *Tashi Darshan*, *ITA News*, *USATAA-NET*, and more. *Clarke's Dictionary* differs from Tony Tilney's earlier *Dictionary of Transactional Analysis* in that it offers not only definitions, but where the definitions came from. In many instances, the entry is cross-referenced so that the area of study is expanded. It is not only about definitions but about the body of work encompassed within transactional analysis.

This project put me face-to-face with old script issues; old frame of reference, ideas, and values; and old ways of being. It may sound like a long time to put a book together (16 years), but in truth, any shorter time frame would not have worked. I began to complete my work on my past within Jean's training group (supervised by Russ Osnes) and have continued to defuse the effects of having been bombed, abandoned, and uprooted during my childhood. (It is great what anger can do when channeled into constructive action!)

Now, the dictionary is entering a new phase, on the verge of being published as a CD. Jean continues to push me, encourage me, hassle me, and then, this year, she present me with an ultimatum: that she will be using the dictionary in her preconference workshop in Montreal. So, it had to get done, and now!

As an addendum, *Clarke's Dictionary* will be "finished" as a beta version on CD, and those who purchase the beta version can obtain the upgraded, collated, hyperlinked version at a major discount in June 2011. Of course, this project will, by definition, never be finished, but I reckon this is a good start. The dictionary project has added immeasurably to my life in many ways, and I hope it will be a useful contribution to the transactional analysis literature.

For more information, contact Susan Clarke by phone at 651-227-8776 or email her at SusanClarkeDC@comcast.net.

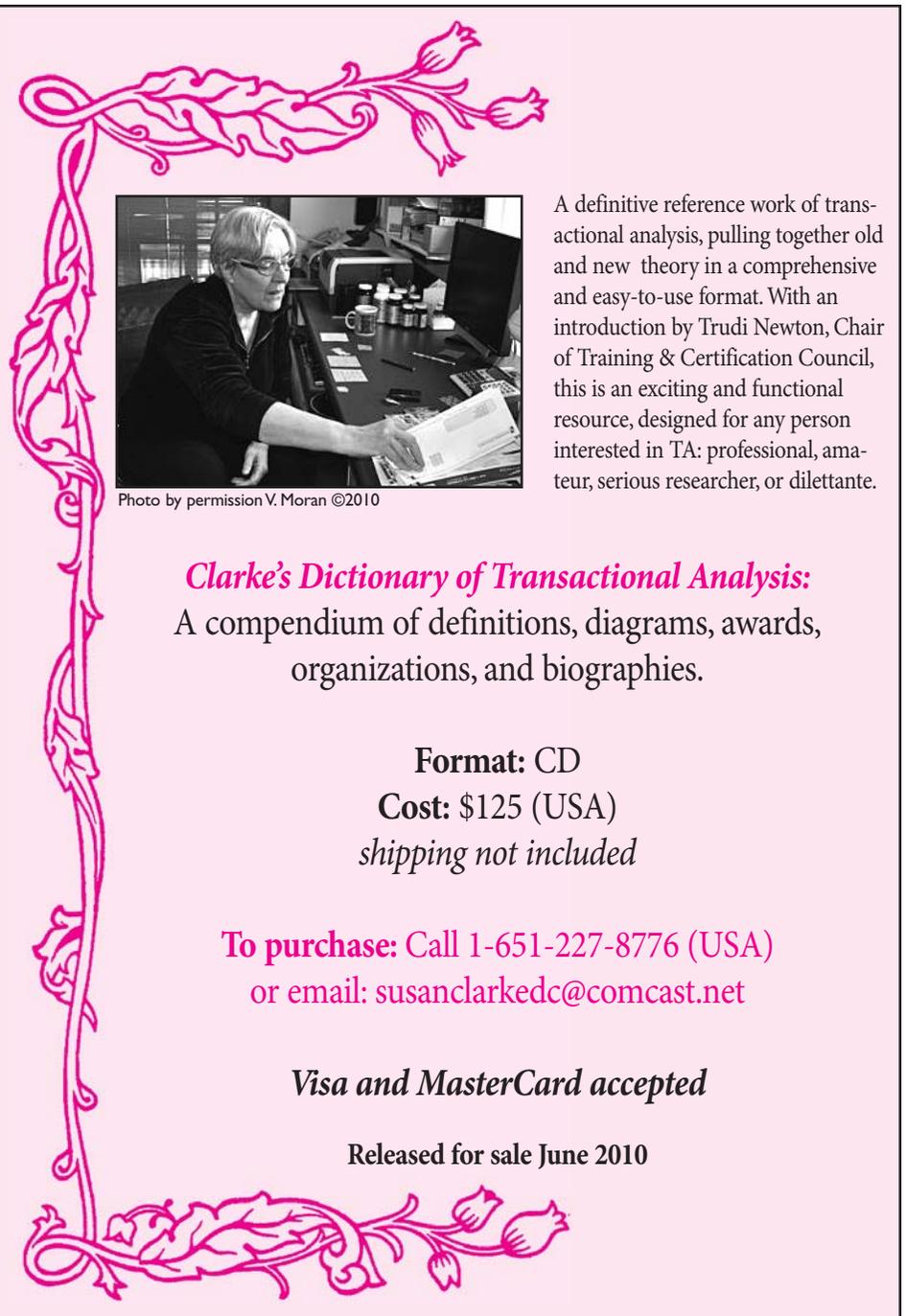



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Bwino-Bwino

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scarcity of educational materials, and many difficult pupils who had suffered terrible situations, including parental death, poverty, and illness. Nadia proposed a one-day workshop on learning and teaching strategies for working with children. She contracted to focus the workshop on group experience, increasing awareness, and helping teachers to begin discovering their own working styles and talents.

Twenty-six kindergarten teachers from Balaka attended the workshop. Nadia invited them to “unlock” their imaginations and express their skills by making a butterfly using local materials (color, flowers, powder, leaves, etc). Furthermore, she explained the three Ps theory (Crossman, 1966), which is helpful in constructing thoughtful and considerate relationships with children. Each teacher showed her creation as a way to discover being OK-OK using power, permission, and protection as a Wonder-Malawian-Woman. Each teacher gave herself permission to visualize and find material to create pictures using Malawian supplies. The crucial elements were color, talent, and happiness, which inspired their creations. Each teacher gave herself the power to remember the positive influences received from significant teachers at school. Each received protection that made her aware of the positive influences in her past as well as her own personal teaching style. The teachers safely recognized one another’s positive influences while maintaining their own teaching style.

Training with the Andiamo Youth Cooperative Trust

This is the main organization in Balaka, with more than 700 employees and several departments. Andiamo Campus has different sections (e.g., motor vehicle mechanics, shoe making and maintenance, tailoring, carpentry). The board had a double request: (1) training in communica-

tion in order to enhance the quality of human resources (HR) activities and (2) a workshop on conflict for executives who currently face fast growth in the organization.

These requests turned into two training events. The first was a 1-day workshop on conflict with 12 Andiamo Trust executives. Berne’s (1963) boundary theory was the basis of the workshop in order to provide a tool for understanding conflict. Group members were open and curious about analyzing dynamics that occur in their own organization. Sue focused her work on OKness and invited people to start from their own values to build new viewpoints. She chose to work by using a simple symbol, a brick, the key foundation of any building in Malawi. The idea of “brick” was then made real by bringing in a local, handmade one of red mud. It was compared to an Italian brick found in the missionary house—a good metaphor for “globalization.” It was a way to nurture the Cultural Parent in order to find new answers to new needs without discounting past solutions.

The second event was a TA 101 with 12 workers from the Andiamo Youth Cooperative Trust. It was a moving experience in which people could demonstrate OKness while discovering transactional analysis concepts. We were impressed by how they could talk about the Parent ego state as a whole culture, which was possible because of strong values that are still present and relevant for them. The drama triangle (Karpman, 1968) was crucial for discussing the position of a developing country and the frequent experience of different roles in relation to volunteers, NGOs, local government, and so on.

All the TA 101 participants ended up hoping to move forward with the transactional analysis training, despite local difficulties (e.g., regular problems with Internet connections). The Child ego state was fulfilled with the final ceremony that framed the commitment of Malawi trainees. The final picture (see page 1) under a baobab tree (a symbol of Malawi) portrays this mood.

During our Malawi stay, TA was the key. As one participant remarked, “You did not give us por-



Nadia Murgioni (right) holding a butterfly creative collage made by Malawi kindergarten teachers.

ridge, you made us think.” Considering the challenges presented to us because of differences in culture and language, we think the success of the workshop was due to building an alliance by highlighting rather than downplaying the cultural distance and differences between them and us. We believe autonomy comes from acquiring the main elements that make each person unique and from learning to share what makes different people less distant.

We want to acknowledge Karen Pratt (ITAA board representative for Africa/India) for her key role in linking our work to the South African Transactional Analysis Association (SATAA). We share the common goal of developing transactional analysis in Africa. This link became real in a Skype conference call, during which Karen talked with the 101 group and encouraged them in their training.

So, thanks to our African friends, to Karen, to Bambo Mario: zikomo zikomo (“Thank you” in the Malawi language)!

Susanna Cesarini, PTSTA (O), is an Italian sociologist and counselor trainer. She can be reached at sue.cesarini@yahoo.it. Nadia Murgioni, CTA (E) is an Italian pedagogist and counselor trainer. She can be reached at nadia.murgioni@virgilio.it

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Walking the Talk

continued from page 1

older generation. In the traditional village there used to be those who are called elders. They were no longer fit physically to do the strenuous things, but they were looked up to because they were seen as repositories of experience, wisdom—which they wanted to share with the next generation. (Zuckerman, 2008, p. 178)

Leaving the conference I flew to Cape Town, where I saw the work that Karen Pratt (now ITAA regional trustee for Africa) is doing using TA in marginalized areas of the community. Another example of someone walking the talk. As Nelson Mandela has said, “It is what we make out of what we have, not what we are given, that separates one person from another” (as cited in Zuckerman, 2008, p. 120). For his part, Gianpiero (Petriglieri, 2008) wrote, “Fostering, supporting, and learning to live in a global community are challenges and responsibilities for each and every one of us today. In transactional analysis, especially, they carry great rewards, since we value theories and practices that make dialogue across boundaries creative and enriching” (p. 8).

The 2009 conference in Lima, where the theme was “New Life from Old Roots,” also provided the backdrop for a challenging look at transactional analysis and glimpses of many people who walk the TA talk. I was struck by the richness of the TA elders who contributed generously to the next generation, and the conference was enhanced by many young Peruvian psychology students who queued to get into the workshops, hungry for knowledge and keen to debate and ask questions.

When I leave the comforts of my local home and risk the experience of being surrounded by difference, I give myself the opportunity to grow. Attending an international conference provides one with life-changing moments that may challenge us to move beyond our comfort zones, and interactions around the breakfast table or the back of the bus can enrich our lives.

I want to encourage members who are not involved to get involved, and one good way to do that is to go to the Eric Berne Centenary Conference this August in Montreal. Create a community to which you can be proud of belonging.

Be the change you want to see. Come walk the TA talk with others from around the world. I guarantee you will find it an enriching, fascinating, amazing adventure.

Kathy Laverty is the Australasian regional representative to the ITAA Board of Trustees. She can be reached at kathy_laverty@yahoo.com. The original (and somewhat different) version of this article was published in the December 2009 issue of the TA Times and is reprinted here with permission.

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TA Professional Terminology

by Trudi Newton

Many national transactional analysis associations and also training institutes are introducing their own qualifications in TA. Lis Heath (2009) wrote about this last year in *The Script*, and Nevenka Miljkovic has been doing similar research for EATA’s Professional Training Standards Committee (PTSC). Often the reason for the introduction of new qualifications is that people, for whatever reason, do not want or need to do the Certified Transactional Analysis process—they think it is too lengthy and/or not sufficiently relevant to their professional development—but nevertheless want some recognition for their level of knowledge and competence in TA, often in accord with their national accreditation requirements.

TA CONFERENCES WORLDWIDE

9-10 JULY 2010: Prague, Czech Republic. EATA Conference. Contact: Blanka Cepicka at info@eataprague.cz.

11-15 AUGUST 2010: Montreal, Canada. Eric Berne Centenary Conference (ITAA). Contact: www.itaaconference.com.

13-18 AUGUST, 2010: Bombay, India. Institute of Counselling & Transactional Analysis (aided by Counselling and Suicide Prevention Centre) 37th International Annual Conference. For more information, visit www.confholistichealing.com.

10-14 NOVEMBER 2010: Fremantle, Australia. 20th WPATA Conference. Contact: Linda Gregory at lgregory@iinet.net.au or www.wpata.com.au.

This is all good, and we appreciate the time and concern that trainers put into it. But as the Training and Certification Council (T&CC) and the PTSC have noted, it is not appropriate to “rubber stamp” these qualifications because of national variations. Whether we should be introducing other levels of qualification is a separate issue, one that continues to be discussed and debated (e.g., Klingenberg & Pierre, 2009).

For now, the T&CC and the PTSC want to reiterate the present situation on the terminology of qualifications. ITAA and EATA Professional Practice Guidelines state that only those who have passed Board of Certification (BOC) or Commission of Certification (COC) exams may use the terms CTA, Provisional Teaching and Supervising Transactional Analyst (PTSTA), and TSTA (i.e., describing oneself as a transactional analyst). Therefore, any qualifications awarded by national associations or training institutes should avoid using the words “transactional analyst.”

The reason for this is the protection of the public and, in particular, of potential and actual trainees. The PTSC and the T&CC take great care to monitor and maintain standards of accreditation that ensure a level of competence that the public can expect from CTAs and TSTAs. That is not to say that others, without these qualifications, are not competent practitioners in their field, but we cannot be answerable for their ability as we can with qualified members.

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**ITAA WEBSITE:
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Developing a New Pathway to TSTA

by Maurice Vaughan

The purpose of this article is to contribute to the dialogue within the transactional analysis community about concerns regarding the Teaching and Supervising Transactional Analyst (TSTA) training pathway. In my view, the current pathway is outmoded and has not integrated best practice models that encourage accessible engagement in post-CTA training. A specific example is the absence of assessment processes that recognize prior learning and current competencies in supervision, educational philosophy, training, planning, and assessment.

There are interesting developments occurring in Australia, where transactional analysis training is now under the umbrella of the Australian Quality Training Framework (AQTF). Because training is being integrated in a broader academic community, there are some immediate impacts. TSTAs may no longer be able to hold a monopoly position for delivering training. Mutual recognition of other training delivered under the AQTF umbrella is required under the legislation, so an individual meeting the requirements of a registered training organization industry expert will be able to deliver accredited training. This may circumvent the need for Certified Transactional Analysts (CTAs) to pursue TSTA status.

Elisabeth Shaw (2009) identified ethical concerns emerging from counseling/psychotherapy training institutes that operated in a closed way. Accreditation processes were developed in house often without accountability to a wider academic community. The down side of this developmental history is that they have attracted criticism for lacking transparency, accountability, and, in worse case scenarios, acting as "rarefied religious communities" (p. 54).

In the case of transactional analysis, the ITAA is like the academic community to which TA training institutes are accountable, but it has not yet integrated recent developments in accreditation methods.

Barriers to Training and Credentialing

Education philosophers warn against unnecessary barriers that create disincentives for individuals wishing to pursue training. These "barriers to entry" exist for various reasons, only some of which are legitimate. Such barriers might include, for example, processes to ensure that trainees are competent and safe practitioners and others that are less legitimate. An example of a barrier for current CTAs is the time and expense of pursuing TSTA status. The cost of paying for and attending a training endorsement workshop (TEW) is both

time consuming and expensive. While the process is a good one, it is a significant disincentive for many prospective TSTAs. Having completed a TEW myself, I would regard it as rigorous enough to suffice as a credentialing process for CTAs to move to TSTA status, provided that there is the quality assurance that the candidate has specific training from other recognized institutions that match TSTA competencies.

Suggestions for Change

My main concern about the current training process is the transition from CTA to TSTA. This could be simplified and made more accessible for those CTA practitioners who want to become trainers if a broader academic community were to be engaged in the training of both CTAs and TSTAs, thus enabling trainees to cross credit suitable transactional analysis and other related tuition that does not sit under the Training & Certification Council (T&CC) credentialing umbrella.

There is a need to recognize and value training that is relevant to TSTA accreditation requirements, and this can be facilitated. Significant advances have been made in the last few years in recognizing prior learning and ways to assess and match students' learning and current competencies as well as matching these against existing performance criteria and assessment requirements. The T&CC could set up a process whereby CTAs apply to a Training and Endorsement Committee for recognition as a TSTA. This would be a paper application and, where necessary, telephone interviews with referees could be conducted to ensure validity.

Recognition of prior learning and current competencies are recognized as an acceptable form of accreditation. An applicant must submit details of prior learning and work experience that clearly demonstrate current competencies and knowledge. A trained assessor evaluates the applicant and seeks further details or proof as required to maintain the credibility of the assessment process.

There are a number of advantages in this process, especially in relation to TSTA accreditation. Many CTAs have training in supervision and recognized endorsements in the supervisions process. I would encourage recognition of prior learning process be initiated so that CTAs' prior learning and experience is not discounted.

The second major skill set that is assessed in the TSTA process is teaching, curriculum development, and assessment. This is, perhaps, the Achilles' heel of the TSTA training assessment process. Shaw (2009) offers the following warning about the fact that clinical expertise does not necessarily translate to broad-spectrum teaching and assessment skills: "Against this background,

backgrounds and histories, even prior professional training that may seem irrelevant to working with people. Yet all of these experiences potentially enrich and broaden our understanding of the people who come to us for help. The function of interdisciplinary training is to take advantage of our community resources in order to enrich our learning and professional effectiveness.

We have much to learn from one another. And we each have a piece to contribute to our collective conceptualization of the human condition.

N. Michel Landaiche, III, is a psychotherapist and training supervisor for the student counseling center at Carnegie Mellon University in Pittsburgh, Pennsylvania, USA. He can be reached by email at mlandache@gmail.com.

it makes sense that one's primary training for teaching is one's own experience of being supervised and taught. In the history of non-trained teachers, this could clearly be a case of the blind leading the blind" (p. 54).

One does not necessarily need to be a TSTA to assess the suitability of an applicant. One does, however, need to be a trained and credentialed assessor. The assessment criteria already exist, and an experienced assessor can match an applicant's current competencies and prior learning to these. Because the TSTA training pathway will be explicit and simplified, current CTAs will have increased incentives to pursue TSTA status. If doubt does exist in the assessment process, the candidate's application could be referred to a specialist transactional analyst for moderation.

This process could be contracted out to save costs, because some learning institutes now specialize in such processes, which are rigorous and comply with internationally recognized academic accreditation processes.

Other Training Pathways/Criteria

What I am suggesting is a broader accreditation process that takes into consideration a range of factors in accrediting TSTAs. The current TEW could be used as a point of certification, accompanied by a range of other assessment requirements, including, for instance:

- Participation in the TA community at the organizational level (e.g., involvement in regional committees and activities that promote grassroots involvement in the TA community)
- Presentation of papers or workshops at regional/international TA conferences (agreed number of presentations)
- Participation in the examination process for CTAs (agreed number of times helping in or organizing exam processes)
- Publications in the *Transactional Analysis Journal* or other academic, peer-reviewed journals (agreed number of publications)
- Publication of TA-related material (non-peer-reviewed publications in newspapers, magazines, or local TA publications)

An internal accreditation process as outlined (for TSTA status) would promote engagement of CTAs in the organizational and academic streams of the broader transactional analysis community.

The pathway would then be that, to become a TSTA, one would:

- Be accredited as a CTA
- Have acquired an agreed number of the points just outlined
- Have been assessed for relevant prior learning and current competencies
- And/or attend a TEW

In Conclusion

Change is needed in the post-CTA training structure. Flexible, accessible learning pathways are needed that will engage CTAs in the TA community and in lifelong learning opportunities. The market may take care of this as academic institutions respond to the type of demand that is being articulated here. A master's program in TA could be developed, and embedded in this training would be the recognition of TSTA status or a similar endorsement (such as master practitioner). The current TSTA structure is outmoded and does not encourage academic engagement with broader social services accreditation processes and institutions. Maintaining such a position could continue to marginalize transactional analysis as an acceptable discourse and therapeutic modality.

Maurice Vaughan can be reached at Maurice.Vaughan@op.ac.nz.

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Successful Examinees

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Sarah Grierson, CTA (psychotherapy)
Mary Swanson, CTA (psychotherapy)
Maggie Hayden, CTA (psychotherapy)
Deborah Jelpke, CTA (psychotherapy)

EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA Exams	BOC	11 Aug 2010	Montreal, Canada	10 May 2010
	WPATA	11 Nov 2010	Fremantle, Australia	11 Aug 2010
	BOC	7 Jan 2011	Bangalore, India	7 Oct 2010
TSTA Exams	BOC	11 Aug 2010	Montreal, Canada	10 Feb 2010
CTA Written	All Regions	Your choice	Submit to Regional Exam Coordinator after paying \$50 fee to T&C Council	Your choice
TEW	BOC	15-17 Aug 2010	Montreal, Canada	15 Apr 2010
	WPATA	14-16 Nov 2010	Fremantle, Australia	13 Jul 2010
TEvW	EATA	1-3 Dec 2010	Barcelona, Spain	1 Jul 2010

*COC CTA exam candidates who are doing the COC written case study must submit it no later than six months before the oral exam date. Details/application available from the COC Language Group Coordinators.

NOTE: Exams subject to availability of examiners/exam supervisors. BOC not responsible for expenses incurred when unavailability of examiners/exam supervisors causes exams to be canceled or postponed. To be an examiner for an ITAA/BOC exam, examiners must be at least a CTA for a CTA exam or a TSTA for a TSTA exam.

To arrange to take a BOC exam, contact the T&C Council, 2186 Rheem Dr., #B-1, Pleasanton, CA 94558-2775, USA. Note: COC people sitting for BOC exams must forward the equivalent of the EATA fee to the T & C Council office. **To arrange to take a COC exam,** contact your EATA Language Coordinator. Check with the EATA office or the EATA News for the name of the appropriate Language Group Coordinator. **TSC Training Endorsement Workshop fee:** \$450 ITAA members/\$600 non-ITAA members payable in US dollars to T&C Council, c/o the T & C Council office, 2186 Rheem Dr., #B-1, Pleasanton, CA 94558-2775, USA. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.

Interdisciplinary

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when we need to learn and focus on specific skill sets and content knowledge pertinent to a particular area of practice. Each field has concerns that would likely be of little interest to those practicing in other fields. But when we learn only with colleagues who share our background and perspectival biases, we limit our professional growth and capacities. By restricting our interdisciplinary contact, we reinforce defensive splitting and prejudice within our professional community.

The individuals who train to become transactional analysis practitioners often have complex

KEEPING IN TOUCH



January 2010 multilevel training group in Coimbatore, India

The 10th Multilevel Training (MLT) was hosted by Asha Counselling and Training Services in Coimbatore, India, 9-10 January 2010. The MLT was introduced in India by **Charlotte Daellenbach** of New Zealand and **Elana Leigh** of Australia back in 2001. It involves CTA trainees at all levels, CTAs, PTSTAs, and TSTAs learning in a training format simultaneously at each level. At the 2010 event, there were three TSTAs, six PTSTAs, and 46 CTA trainees. The theme was "Ego States." The program opened with a plenary introduction of participants and the theme, after which trainees were divided into three small groups to meet in four sessions over the two days. Each small group session was facilitated by a PTSTA, who was observed and given supervision by a fellow PTSTA, who was, in turn, supervised by a TSTA. On Saturday evening, **Susan George**, **C. Suriyaprakash**, and **T. S. Radhakrishnan** presented an overview of the development of ego state theory. The MLT provided a variety of experiences, and participants found many answers to questions they had come with as well as new questions for which they would seek answers from their ongoing TA training. The next MLT will be held 8-9 January 2011 in Bangalore, India.

The Western Pacific Association of Transactional Analysts (WPATA) is holding its 20th Australasian Conference at the Esplanade Hotel in Fremantle, West Australia, 10-14 November 2010. The theme of the gathering is "Healing Mind, Body, Spirit," and keynote speakers include psychotherapist and university teacher Adrienne Lee, who cofounded the Berne Institute in the UK, and Dr. Russell Harris, the foremost provider in Australia of Acceptance and Commitment Therapy, which aims to create a rich, full life through mindfulness and values-guided action. For more information on the conference, please contact Linda Gregory by email at lgregory@iinet.net.au.

The Institute of Counselling & Transactional Analysis (ICTA), aided by the Counseling and Suicide Prevention Centre (CASP), is holding its **37th international annual conference 13-18 August 2010 in Bombay (Mumbai)**, India. The aim of the 6-day conference is to develop an understanding of how nature or the universe works as a whole, how conflict and healing are both part of nature's process, and how nature invites healing to happen in the holistic sense. For details see www.confholistichealing.com.

Erich Kosloski Ferreira and **Rosa Krausz** are the editors of *Prêmios Eric Berne 1998-2007*, which is a collection of 13 articles from the winners of the Eric Berne Memorial Award for those years. Translated into Portuguese, these works are now available to people who might not have been able to read them in the original English. The book was published by UNAT-BRASIL in 2009. For more information, see www.unat.com.br.

Ken Mellor's book *Urban Mystic* was recently short-listed in the spirituality category of the 2010 Next Generation Indie Book Awards. The book includes descriptions of his training in the United States in the mid-1970s and his transactional analysis work back in Australia until the early 1980s. Ken would like to hear from anyone with information about any of his articles published in a language(s) other than English. He would like to obtain copies, if possible, and/or have reference details so they can be quoted. Please send any such information to him by email at contact@awakenw.net.

Marina Rajan Joseph, MD, has become a Provisional Teaching and Supervising Transactional Analyst in education after successfully completing a Training Endorsement Workshop at the South Asian Association of Transactional Analysts (SAATA) conference in Calicut, Kerala. She has started a new transactional analysis training institute called SHALOM (Self-Help and Abundant Living for Many) Institute of Transactional Analysis.

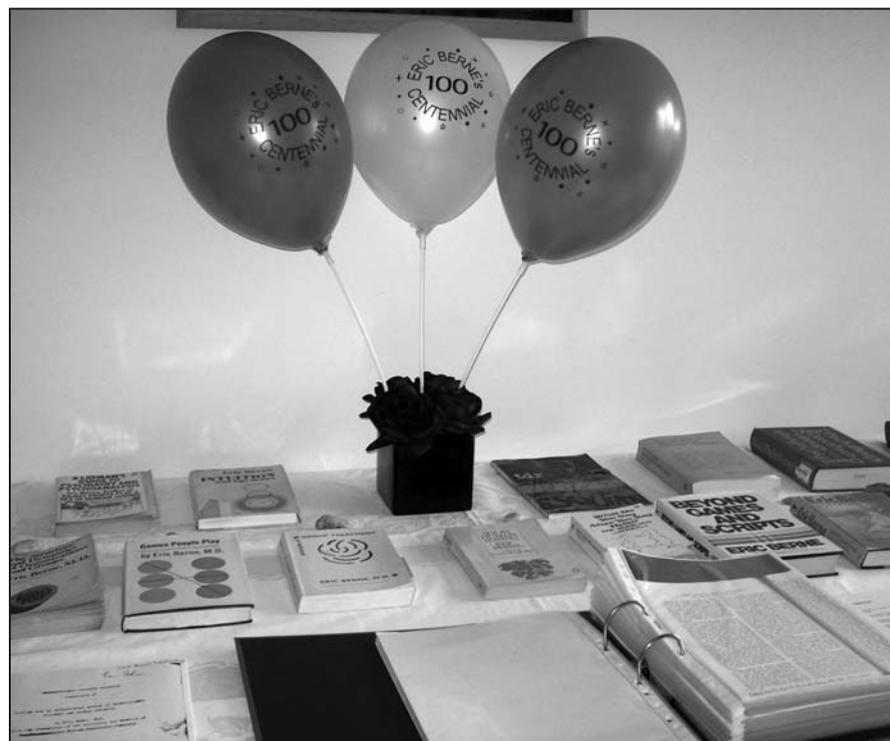
Among the activities of the institute are: (1) a TA 101 on 30-31 October 2009 for 29 postgraduate engineering students from the Rajiv Gandhi Institute of Technology in Pampady, Kerala; (2) a 4-hour introductory session on 3 November 2009 for 30 new teachers at Rajagiri School of Engineering and Technology in Kakkanad, Kochi, Kerala; and (3) a 2-hour introduction to TA for 24 priests and the bishop of Angamaly diocese of the Malankara Orthodox Church India. They have requested more training later.

Marina is an associate professor in the Department of Community Medicine at MOSC Medical College in Kolenchery, Kerala, India.

Vi Callaghan celebrated her 90th birthday with a party on 19 December 2009. Vi is a long-time member of the ITAA and was the social secretary for the San Francisco Social Psychiatry Seminars held in Eric Berne's Collins Street home. Congratulations, Vi!

Eric Berne Centennial "Do"

On Sunday, 9 May 2010, **Ann Heathcote** held an afternoon party at her home in Manchester, England, to celebrate the birth of Eric Berne 100 years earlier. She invited lots of her TA friends/colleagues in the northwest of England, and **Roberta Orton** "an honorary Northerner," traveled all the way from Devon in the south of England to be there too. There were banners and balloons, food with a Jewish theme, 7-Up and white wine (which Berne served after his seminars), and a table full of Berne memorabilia. Two of the guests, **Manon Plouffe** and **Paula Mallinson Roberts**, arrived sporting Eric Berne-type spectacles! And **John Heath** and **Jamie McDowell** managed a surprise "pop in" while preparations for John's sixtieth birthday party were underway back in Penrith, Cumbria (John has the same birthday as Eric Berne: 10 May). A good time was had by all.



Clockwise from top right: Ann Heathcote (left) in Eric Berne glasses with Eunice Mortimer; Sign at Ann Heathcote's home announcing her Eric Berne centennial "do"; Balloons and memorabilia on display at Berne centennial party; John Heath celebrating his 60th birthday at Berne party.

Upcoming TAJ Theme Issue

"Learning from Our Mistakes"

Guest Editor: **Charlotte Sills**
Deadline for Manuscripts: **1 January 2011**

Please follow the instructions to authors on the inside front cover of any recent issue of the TAJ and email manuscripts to TAJ Managing Editor Robin Fryer, MSW, at robinfryer@aol.com.