



## THE **Pilot** TRAINING EVALUATION WORKSHOP (TEvW) outline and requirements

We organised the material according to the handbook part 10 TEW and this is for the pilot workshop on December 2<sup>nd</sup> –4<sup>th</sup> 2009 in Budapest. There is an ongoing evaluation and research about this pilot and we invite participants to give feedback on the paper as well as after the TEvW.

We do not have feedback from T&CC yet but we discussed in TACC to create the status of a CTA trainer. In August 2009 during the ITAA meetings Trudi Newton as Chair of T&CC invites to discuss and decide it.

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## 10 THE TRAINING EVALUATION WORKSHOP (TEvW)

### 10.1 Nature and purposes of the Training Evaluation Workshop

The TEvW is an evaluative process designed to evaluate Provisional Teaching and Supervising Transactional Analyst (PTSTAs) as CTA supervisors and teachers. It is conducted by a staff of Teaching and Supervising Transactional Analysts (TSTAs). The TEvW is an evaluative learning process with feedback. It is a structure that allows EATA to assess the teaching and supervision skills of PTSTAs and to ensure that the training being offered to the public will, from the outset, be at a level consistent with their 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 CTA Trainer.

To qualify as a Training Evaluation Workshop, the workshop must be arranged through and approved by PTSC, be staffed by TSTAs, and follow the format outlined in the description below.

### 10.2 Participants

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

In addition all candidates must:

1. Have a current Training Contract with EATA and he or she is a PTSTA for a minimum of 6 years
2. Be certified by COC or BOC as a Certified Transactional Analyst
3. Have examined at least five times at three different examination sites during the period of his or her training contract
4. The principal supervisor must have acted as examiner in three TSTA examination venues during the TSTA training contract with the candidate.

The candidates for the TEvW should have to fulfil the following requirements:

1. 300 hours of experience teaching TA, within which must be included
  - 45 hours of teaching which has been supervised by a TSTA who is a member of EATA, ITAA or WPATA of which 20 hours must be 'live' supervision.
  - 'live' supervision endorsement of the first TA 101 (see 12.4.2)
2. Completed 100 hours of continuing professional education/development
3. Given at least 12 hours of presentations at conferences and professional meetings, 6 of which must be at national or international meetings
4. 500 hours of experience supervising TA in individual or group supervision, which must include
  - a minimum of 40 hours of supervision each for at least two supervisees
  - 50 hours of supervision which has been supervised by a TSTA who is a member of EATA, ITAA or WPATA, at least half of which must be 'live'
  - Supervision of the TA 101 will not be counted as part of the supervision hours requirement.



The candidate must bring four copies of the following to the TEvW:

1. the TRO (Training report outline see below)
2. A Curriculum Vitae setting out his or her education, training and experience
3. Three letters of endorsement - one endorsement has to include all paper work (TRO, outlines and handouts!)
  - a. one from the current Principal Supervisor
  - b. and two from other TSTAs who have supervised recently the participants' teaching and supervision
4. His or her PTSTA Annual Summary Reports
5. His or her Principal Supervisor's Annual Summary Reports
6. The Principal Supervisor's Certification for the TEvW
7. Evidence showing that they have paid the TEvW's fees

### 10.3 Registration for the Pilot TEvW

- All PTSTA whose extension or 2nd contract expires on December 31st 2009 must apply for the first TEvW available before October 1st 2009. Those who do not apply will definitely revert to CTA status.
- Applications should be made to the TEvW Co-ordinator Matthias Sell: [institut@inita.de](mailto:institut@inita.de).
- If a participant withdraws before the Pilot TEvW, there is no refund.

### 10.4 TSTA supervision and letters of recommendation

The prospective CTA-Trainer must get live supervision from TSTAs on their teaching and supervision within 6 year before the date of the TEvW. If, in the judgment of these TSTAs, the supervisee is ready to become a CTA-Trainer, each TSTA will complete a recommendation form (see attachment) that the prospective CTA-Trainer must include in the documentation for the TEvW. (Three endorsements –see above).

### 10.5 Materials for the TEvW

All participants must submit one copy of their Training Report Outline (TRO) October 15<sup>th</sup> 2009 to the person nominated by the TEvW coordinator.

Participants should prepare and bring the following to the TEvW:

1. Four copies of didactic outline and the hand out for the participants of their teaching presentation based on TA theory of the participants' own or other authors' material which would be suitable for an advanced TA training group to evaluate didactic material and didactical skills/knowledge
2. A ten minute presentation selected from the outline above. Each participant will teach this in the TEvW and get feedback and supervision on it to evaluate teaching style (didactical/teaching attitude)



3. A supervision problem for group presentation. Participants should be prepared to supervise a fellow-participant and be supervised by a fellow-participant and discuss this case on a meta level. There will be one supervision of each participant, reflection and discussion about it to evaluate the level of reflection of supervision and the supervision philosophy.
4. An ethical problem/case for group discussion. Participants should be prepared to discuss with fellow-participants and the staff ethical issues to evaluate reflection capacities, skills & attitude in ethics of TA
5. a prepared example of organizational issues concerning the TA organisations for the discussion in the whole group to evaluate/reflect on role and influence of TA organisation
6. We will have a discussion about the experience with trainees and training groups: the curriculum, about planning, about evaluation, about different phases and the experience of the candidates which will be reported and reflected in the discussion. Every participant should be prepared to give examples for the discussion to evaluate 'attachment and separation' and to evaluate role behaviour during the education program

#### 10.6 Organisation of the Pilot TEvW

1. There will be about twelve participants from different countries in the Pilot TEvW. That assumes a staff of three TSTAs, plus the TEvW Supervisor and a second person serving as reflecting team for the staff, is available.
2. The Pilot TEvW lasts for three days.
3. The Pilot TEvW will be conducted in English. PTSC does not provide translators and does not pay translators' expenses. Participants who need translation must provide their own translators. To allow work in small groups, a guideline is that not more than four participants should share a translator.
4. In order to honour and maintain the multicultural tradition of the TEvW, normally no more than 60% of the participants will be accepted from any one country.

#### 10.7 Staffing of the Pilot TEvW

1. Staffing of the Pilot TEvW is on a volunteer basis, and TSTAs give their time and expertise as a service to future CTA-trainer/PTSTAs and for the advancement of the organisation and dissemination of TA.
2. TEvW staff will be reimbursed for their travel, lodging and cost of food expenses.
3. The TEvW Co-ordinator is responsible for the administrative work in organising the TEvW.
4. During the Pilot TEvW, the TEvW Coordinator will serve primarily as a process person with the staff and participants. It is the TEvW coordinator's job to explain the meaning and purpose of the TEvW to the staff and the participants and to ensure that this is carried through in the evaluation process with each participant.
5. The TEvW coordinator will provide to each member of the staff support through supervising their tasks.



#### 10.8 The Pilot TEvW programme

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

1. Training Report Outline (TRO)
2. Teaching
3. Supervision
4. Education planning
5. Exams
6. Ethics
7. Organization
8. Personal Quality

In section two to six, the participants give presentations in the large group or in small groups, followed by discussions relating to training policies and procedures, teaching methods, supervision methods, training programme designs, and ethics and professional standards. The presentations and discussions are 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 Pilot TEvW Staff

The goal of the Pilot TEvW is evaluate PTSTA to become CTA trainers. Besides that the goal is to provide to the participant feedback about their strengths and preparedness as supervisors and teachers, and thus considerate and friendly feed back and due to circumstances individual interviews are a key element in the process. Each participant should receive extensive feedback on areas which are required to become a CTA-Trainer. First of all there will be an evaluation on the standard of an advanced PTSTA level. There will be requirements and recommendations, which will form the basis the possibility of following steps.

As stated above, the TEvW is not an examination, and there will be no deferrals. However, the TEvW staff may consider there are significant shortcomings in the work of a prospective PTSTA. The staff will make out written requirements and recommendations what the prospective PTSTA and his/her Principal Supervisor needs to do so that the participant can grow and learn in the areas specified. At least a requirement can also be to take part in another TEvW.

The prospective CTA-Trainer and their Principal Supervisor will then work together to fulfil these requirements and the Principal Supervisor then confirms their completion in writing, on the TEvW Staff Evaluation Form prepared by the TEvW staff. The TEvW Recommendation Form, including the note of confirmation added by the Principal Supervisor, must be send to the EATA to become a CTA-Trainer or to sign a new TSTA contract.



## 10.10 The Contracts

The Training Evaluation Workshop is a workshop for evaluation and feedback, and is a preliminary requirement to be satisfied before initiating procedures to become a CTA - Trainer. In order to work and train as a CTA-Trainer, a person must have been evaluated by the staff of a TEvW workshop. The candidate cannot practice or advertise as a CTA-Trainer until the date of a full evaluation by a Training Evaluation Workshop.

TSTA contracts last for seven years and may be renewed once. After this time it is necessary to complete another TEvW and therefore the contract with the Principal Supervisor can be renewed, if the requirements make it necessary. When the term of the contract expires, the PTSTA reverts to CTA status.

When the CTA trainer wants to become a TSTA he or she has to sign a TSTA contract with a TSTA and follow the guidelines to take the TSTA exam as usual.

## 10.11 Content outline for the TEvW

### 1. Program / Curricula

#### A. Introductions

#### B. Orientation (Participants presentations)

1. The trainer and the TA organisations
2. PTSC/TSC policies and procedures
3. COC/BOC guidelines and examinations

#### C. Organisation of a curriculum

1. Different ways of TA Curricula
2. Different ways of working in staffs and group assignments

### 2. Teaching

#### A. Teaching methods (Participants presentation)

#### B. Teaching presentations (participants in whole plenary and in small groups)

1. Review of outlines for didactic presentations on TA theory
2. Presentation of 10-minute segments
3. Feedback to presenter

### 3. Supervision

#### A. Supervision methods and philosophy (Participants presentation)

#### B. Supervision (participants in small groups and cases in plenary discussion)

1. Supervision of CTA problems, with or without prepared tape samples.
2. Feedback to supervisor and supervisee
3. Feedback to the case discussion on a meta level

### 4. Education-Plan

1. Training programme designs and personal development (Participants presentation)
2. Principles of planning (Participants discussion)
3. Training and planning as a process of developing a identity as CTA-Trainer



#### 5. Exams:

1. Exam preparation process
2. Being an examiner

#### 6. Ethics

1. Ethics & professional standards: how to teach and evaluate them (participants presentation)
2. Presenting a case with ethical implications (small-group discussion and feedback)
3. Ethics & Personal Development ( Plenary discussion)

#### 6. Organization

1. Reporting about the experience of conferences (participants presentation and discussion)
2. Reporting about experience of given workshops on conferences (small-group discussion and feedback)
3. Reporting about the experience of being active in the organization ( Plenary discussion)

#### 7. Personal Quality

1. Every participant will be evaluated on his/her personal style by the participants group and by the staff
2. Through all the process the participant will be evaluated on his/her personal style, thus in the feedback the following criteria will be evaluated : to be present to communicate; to be authentic; to be yourself; to be able to behave in a process level
3. Through all the process the participant will be evaluated on his/her knowledge and handling of TA values
4. Self-Evaluation

#### Final session

These are discussions with individual participants to look at evaluations, requirements and recommendations for to become CTA Trainer. This is the point when TEvW staff will inform the participant of any requirements that the CTA-Trainer and Principal Supervisor will have to complete before the CTA-Trainer Certificate can be signed.

#### 10.12 The Training Report Outline (TRO)

The TRO questions below are intended to help the participant to show their competence and experience for the Training Evaluation Workshop and will be used for discussion and feedback from the staff. They are suggestions for what you might include. The TRO will be marked as a whole and not on whether you do or do not include each suggestion.

- Put your name in the upper right-hand corner of each page
- Your TRO should not be more than 20 pages in length, excluding any diagrams and your bibliography
- It should be typed, double-spaced and printed on one side of the paper only



- If English is not your first language, check with the TEvW Co-ordinator to see if there will be a staff member speaking your language at this TEvW and if you can write the TRO in that language. If you do this, you must add a summary in English
- If you need a translator, you must take responsibility for organising this yourself
- Send one copy to the person indicated by the TEvW Co-ordinator until October 15<sup>th</sup> 2009

## The TRO

### A. Personal factors

- What is your motivation in becoming a CTA-Trainer? Say something about your professional life, psychological motivation, the economic implications and your enthusiasm for transactional analysis.
- How does being a CTA-Trainer fit into your mid and long-range professional life planning?
- What are your plans for the next ten years?

### B. Professional factors

- Write about your own experience of being a PTSTA trainee. Say something about its length; intensity; the range of TA and supervision, teaching and learning theory 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. How does this experience influence your own TA program and/or curriculum?
- Describe your method and philosophy of teaching and your understanding of learning processes and say how you integrated this into the aims, contents and methodology of your own training programme.
- Include some reference to adult learning and curriculum theory.
- Describe your ideas about evaluation processes and about guiding your candidates through to the exam. Give examples of your 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.

### C. Curriculum and Teaching

- In what context you run your training program?
- Did you train alone or in co-operation with others? If in co-operation, say with whom and make clear what your particular contribution you worked on. Who participated in your training programme?
- How did you select participants and what were your selection procedures and what was your experience?
- What was and were still your criteria for taking a trainee into contractual training?
- Give an overview of your curriculum and describe seven subjects you think should be taught at all and describe these subjects according to your field of application.



- Report your experience of time structuring while following your curriculum programme, and report about the experience of the organization of the training days / seminars, special workshops, therapy marathons, supervision units, etc.
- Describe the methods you used with success for teaching TA, including comments on your general and specific theory and practice. Report how you integrated experiential learning and encourage personal growth.
- Report with few words a special theoretical TA theme you became very interested in?
- Report with few words a special theoretical theme of other method you became very interested in?
- Describe the way you of evaluation you used and the evaluation process for different levels of your trainees?
- How do you prepare candidates for the exam, describe the process. What are your criteria to decide whether a candidate is ready for examination process?
- How do you know that your methods fit the educational level of your trainees?

#### D. Supervision

- Describe your supervision philosophy and your theoretical understanding of doing supervision. Give a short example and describe challenges you were faced with.

#### E. Therapy

- Describe your way to invite candidates for personal development and individual work. 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.

#### F. Ethics

- Describe how you use the Ethic Code and ethical guidelines in your training. Outline your ideas about the relationship between ethics and training practice. Give a short example.
- Describe how you teach about ethics. Give a short example
- Describe in short words your experience on ethical issues during exam process as examiner.

#### G. Organization

- Report from your workshops which you have held on conferences national and international
- Report of your engagement within TA Organizations, being a delegate, a member on a staff, a member on a board, a member on a project group, being an examiner, etc.

#### H. Research

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



## I. Fields of TA Practice

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

### Timetable and documentations:

As soon as possible but at least before October 1st 2009:

All PTSTA whose extension or 2nd contract expires on December 31st 2009 you must apply for the first TEvW available. Those who do not apply will definitely revert to CTA status.

Send a formless letter TEvW Co-ordinator Matthias Sell: [institut@inita.de](mailto:institut@inita.de).

Before October 1st 2009:

Send to TEvW Co-ordinator Matthias Sell:  
[institut@inita.de](mailto:institut@inita.de).

- a formless letter of application
- a copy of appropriate payment receipt: € 465 (for bank account information see [www.eatanews.com](http://www.eatanews.com))
- the recommendation form of the Principle Supervisor (see attached)

You will then get a confirmation and the address of the person nominated to mark you TRO

Before October 15<sup>th</sup> 2009:

Send one copy of your Training Report Outline (TRO) to the person nominated by the TEvW coordinator.