

DTAVA

Developmental Transactional Analysis Vocational Award

For those whose work involves
an element of people-skills



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Contacts

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Introduction

The DTAVA - Transactional Analysis Vocational Award – has been designed specifically for individuals who wish to check out their application of TA concepts within their normal work. Such work may be in any occupation: examples are management, sales, customer services, nursing – any role where people contact is a significant element of the work... It will also be of interest to organisations wishing to enhance the people skills of their employees.

DTAVA operates through a process whereby participants learn and apply various TA concepts, produce portfolios of evidence and undertake a process of self and peer assessment.

The DTAVA is not centred on a pass or fail system; instead the emphasis throughout the scheme is acknowledging the involvement of candidates in a TA-based learning process. The TA can be learned in a variety of ways and from a range of sources. It is not essential that those teaching the TA are professionally accredited. However, the assessors acting on behalf of ICDTA will have met stringent criteria under the international TA accreditation processes so that the DTAVA scheme ensures consistent, values-based practice.

The DTAVA is one of a series of Awards operated by the International Centre for Developmental Transactional Analysis in order to recognise the competent application of TA concepts by those who are not seeking professional accreditation.

Principles

The assessment and accreditation of the DTAVA is underpinned by a series of core assumptions:

- all people are OK as human beings
- people have an urge to grow and develop themselves
- We make decisions and are therefore responsible for our behaviour. We can influence others and invite certain responses but they decide how to react.
- TA is practised as part of a contractual arrangement - in other words participants are expected to use the theory to understand themselves better, and to work in partnership with others towards a mutually agreed outcome.
- Individuals learn in different ways and have different preferences for demonstrating what they have learnt
- Learning takes place within a context that is permission giving and promotes diversity and inclusion so that individual potential can be realised

Equality of Opportunity and Inclusivity

The following extracts from the ICDTA Policy on Equality of Opportunity and Inclusivity are included here as they apply directly to the DTAVA Scheme; the ICDTA expects all involved to adhere to this policy regardless of membership of ICDTA. The full text can be viewed by request to ICDTA. #

- 1.1 Equality of Opportunity means that ICDTA is positively committed to promoting equality within the provision of access to services, supervision and training regardless of race, ethnicity, culture, age, religion, gender, class, sexual orientation, disability, health status and having dependants.
3. Inter-Cultural and Anti Oppressive Practice
 - 3.1 We live nowadays in a multi-cultural society with many differences of race, ethnicity, class and religion as well as differences of age, gender, sexual orientation and disabilities, leading to rich and complex diversity.
 - 3.2 TA practitioners are required to commit themselves to an understanding of the meaning of diversity and acknowledge the impact of different cultural experiences on themselves, their clients and their work.
 - 3.3 The ICDTA acknowledges that discrimination exists and adversely affects access to services and life opportunities. Many people experience prejudice and discrimination on the basis of their race, ethnicity, culture, age, class, religion, gender, sexual orientation, disability, health status and having dependants. 'Discrimination' manifests itself in many forms, from the overt discrimination experienced by people with disabilities when faced with obstacles which exclude them from accessing services, to the more subtle attitudinal barriers, which may exclude a variety of groups of people from employment and impact on the quality of service received.
 - 3.4 Many forms of discrimination are unlawful. However more subtle forms of discrimination continue to affect many people. TA Practitioners are in a position of responsibility with regard to those with whom they work. It is expected that all relationships arising out of TA practice will develop on a professional, caring and non-discriminatory basis.
 - 3.5 TA practitioners have a responsibility to recognise the reality of difference and of discrimination and prejudice in society and within the profession. Practitioners are responsible for addressing and challenging discrimination.
 - 3.6 The ICDTA is committed to the understanding of Equality Issues and to the implementation of the Equality of Opportunity and Inclusivity Policy.

From ICDTA Equality of Opportunity & Inclusivity Policy: Addendum

As proponents of TA, the ICDTA recognise that much of the early literature was written in the 1950's and 1960's at a time when there was little awareness of the impact of discriminatory language. Berne, the founder of TA uses many terms which would be unacceptable if he were writing today. It is of course impossible to study TA without becoming familiar with the writings of the founder and other authors of that era. We emphasise that TA has moved on since then and that the ICDTA is committed to developing a TA community that embraces Equality of Opportunity and Inclusivity. In line with this commitment, we note that much early TA literature used discriminatory labels and concepts. Such literature, if used sensitively, provides a valuable resource for training to explore and challenge discriminatory labels and concepts and move to best practice.

The Stages – an Overview

1. Optional – find other organisations or individuals to engage with (this may be done later and/or via ICDTA)
2. Contact ICDTA to express interest and be contacted by a assessor or project manager
3. Agree ‘contracts’ with all parties (note: people must be given the right to opt out of the DTAVA process as TA learning cannot be imposed)
4. Sign a contract for DTAVA – see Appendix 3 for an individual version or contact us if you wish to establish an organisational scheme.
5. Arrange for participants to learn TA (this may already have been initiated before step 1)
6. Participants collect evidence of their understanding and application of TA concepts and collate a portfolio (see below)
7. Optional - Participants collaborate to provide peer assessments that are added to portfolios (see below)
8. Optional - Colleagues, customers, senior managers etc can also provide assessments or other evidence that can be added to portfolios
9. Submit portfolios to ICDTA for assessment
10. The assessor will review the portfolio and confirm whether it is satisfactory. If a portfolio does not contain sufficient evidence of proficient application, the assessor will provide detailed feedback on what is still needed.
11. Optional: organise an event at which the ICDTA assessor will hand out certificates to successful candidates. (Note – extra charge will apply for assessor’s time and travel). Arrange for portfolios to be displayed for peer comment.
12. Optional: successful candidates are invited to attend an ICDTA Award Ceremony/Celebration: this may be run in conjunction with a convenient TA Annual Conference or Event (no charge for the Award Ceremony)

Assessments and Portfolio Building

Self Assessment

In order to progress to the DTAVA, Participants need to have followed a series of learning opportunities about core TA ideas. Programmes for learning can be created by individual centres – there are no prescribed lessons or activities. However, a range of core concepts must be covered and participants will be expected to demonstrate their understanding and application of *at least six* TA concepts.

Individual candidates may arrange their own training; this can be obtained in a modular form from a number of teachers or via self-study.

The following is not a complete list and is included here for guidance on the level at which TA theory may be regarded as a concept for DTAVA purposes

<i>Ego-states/Modes</i>	<i>Drama Triangle/Potency Pyramid</i>	<i>Discounting/Steps to Success</i>
<i>Transactions</i>	<i>Psychological Games</i>	<i>Scripts</i>
<i>Strokes</i>	<i>Time Structuring</i>	<i>Working Styles/Drivers</i>
<i>Windows on the World/ Life Positions</i>	<i>Rackets/Substitute Feelings</i>	<i>Contracting</i>

The emphasis in the award is on understanding *and* application. Candidates are encouraged to draw from their experiences and to provide a range of types of evidence. All evidence will be treated by assessors as strictly confidential and will be returned to the candidate after evaluation. Evidence possibilities include:

- Notes of meetings, annotated to show the candidate’s analysis and how they chose to intervene
- Correspondence, emails, etc with notes to explain the candidate’s TA analysis of what is happening and their choices of behaviours
- TA diagrams, again annotated to show parties involved, with a commentary explaining what was happening, how candidate chose to behave, what results of their intervention were
- Audio recordings of meetings, one to one, sessions, etc (with permission of others involved) accompanied by explanatory notes
- Audio recordings with a ‘buddy’ – possibly another candidate - who will prompt with questions so that recording will take the place of written notes
- Video recordings, such as making a presentation at a training course, with details of what the candidate has achieved using TA – and including questions, feedback, etc from the audience
- Written descriptions of how the candidate has applied TA, describing the TA concept, the situation, who was involved, what happened, etc (note that these need to describe what actually happened – we are not looking for theoretical essays).

Appendix 1 contains some examples of question prompts for various TA concepts; these are suggestions only. Please note that we cannot guarantee that replying directly to the questions will create a passing portfolio. We need candidates to provide evidence that demonstrates both understanding and application – for example by telling a real story of a work-based incident a participant might identify Drama Triangle positions and explain Winning Triangle solutions that were used; this would show understanding and application.

When candidates have created an item of evidence – regardless of its format – they are asked to include it in their portfolio and list it on a contents page at the front. This is to ensure the candidate presents their understanding and application in a way that makes it easily seen by the assessor.

Peer Assessment

When the TA is being learned via a training programme, candidates are encouraged to build up evidence provided by their fellow students. This evidence can again take different formats, for example through audio/video footage and/or written accounts.

When individuals offer evidence for peer assessment, they and the recipient will note this on their portfolio contents pages. One copy will be given to the person they are supporting and the second will be kept for their own evidence portfolio.

Assessors

Assessors will be appointed by the ICDTA on the basis of the following criteria:

- The assessor has professional experience of working within an organisation
- The assessor has a background in TA training and supervision that meets at least the level required for Student membership in the ICDTA, currently (2008) at least two year with an internationally qualified TA trainer/supervisor within the developmental TA fields, or has been accepted as a Contractual Trainee in accordance with ICDTA requirements
- The assessor is engaged in continuing professional development in TA, including ongoing supervision with internationally qualified TA trainer/supervisor within the developmental TA fields
- The assessor commits to maintain membership of ICDTA at the level of Student Member or above, and hence to adhere to all ICDTA Codes and Regulations, for the period during which they are registered as a assessor

The ICDTA will maintain a list of assessors and undertakes to ensure quality assurance through regular monitoring.

Note that assessors may not act as assessors in their own organisations or where they have been providers of the TA training to students that forms the basis for the DTAVA Awards.

Costs and invoicing arrangements

The DTAVA is not operated as a commercial activity and the ICDTA determines moderation fees to ensure a consistent and 'at cost' rate. These rates may, therefore, change over time. At September 2013, they are £50 per portfolio assessment. This fee will be payable again if a portfolio has to be re-assessed after changes.

These rates are for moderation and awards only and do not include the costs of TA training. ICDTA can provide details of suitable TA training providers but has no part in the commercial

arrangements for such provision. The ICDTA assessor will, however, provide advice on whether sufficient and suitable TA training is being provided. Any providers of TA teaching who have made arrangements with organisations will invoice directly to centres; there will be no ICDTA involvement beyond the initial provision of contact information.

The ICDTA will invoice the candidate or their organisation for the registration fees at the time that names of candidates are provided or when a portfolio is submitted whichever is the sooner. Organisations are responsible for issuing appropriate purchase orders in good time where these are required for payment of invoices.

Appendix 1: Notes on preparing DTAVA portfolios

Basically, the assessor needs to be able to see that:

1. You have understood the chosen TA concept
2. You have applied that concept competently within your work
3. You have analysed what is happening using TA terminology
4. You have made some changes to your own behaviour in order to get different results
5. you have increased your competence in your role

You can include various items within your portfolio; the following are some suggestions:

- Notes of meetings, annotated to show your analysis and how you chose to intervene
- Correspondence, emails, etc with notes to explain your TA analysis of what is happening and your choices of behaviours
- TA diagrams, again annotated to show parties involved, with a commentary explaining what was happening, how you chose to behave, what results of your intervention were
- Audi recordings of meetings, one to one, sessions, etc (with permission of others involved) accompanied by explanatory notes
- Audio recordings with a 'buddy' – possibly another candidate - who will prompt with questions so that recording will take the place of written notes
- Video recordings, such as making a presentation at a training course, with details of what you have achieved using TA – and including questions, feedback, etc from the audience
- Written descriptions of how you have applied TA, describing the TA concept, the situation, who involved, what happened, etc (note that these need to describe what actually happened – we are not looking for theoretical essays).

The following are some more specific prompts related to a selection of TA concepts (note that these are not the only concepts you can include in your portfolio):

Contracting

Annotate a diagram of a three cornered contract to show who was involved, what was agreed, how did things work out in practice. Note how the other parties reacted to your contracting initiative, and how you explained the contracting process to them. Comment on the agreements between each pair of parties, how the third party in each case was kept informed, how were any confidential aspects dealt with. Comment also about the levels – practical/procedural, professional and psychological. In particular, describe the hidden messages at the psychological level – what you thought they might be and what you did about them.

The PAC Model

Take a portion of a meeting or other interaction and annotate ego state diagrams to show who you were interacting with, what got communicated from which ego states, when and how ego states changed and particularly how you decided what ego states to exhibit, when and why you changed ego state, whether you changed more than once. Or present similar information for a series of short interactions with a range of people. Or analyse your own ego state preferences, how these impact on the people you work with, and how you have changed them since you learned about ego states.

Windows on the World/ OK OK

Annotate the Windows on the World diagram with notes to show that you can identify and describe examples where you now recognise which window you were looking through. Describe the impact on you and/or the people you were interacting with. Check for any patterns within your examples. Identify and describe examples of what has happened when other people have been operating from the various windows. How have you changed your own behaviour and in what situations in order to invite someone to move to the OK OK window?

Working Styles

Analyse your own working style preferences and how these impact on the work you do. Analyse the working style preferences of several of the people you work closely with. How do the various working style combinations affect the ways you work together? Review how positive and negative aspects of the various working styles show up within your organisation, and/or your department or your team. What changes have you decided to make in your own behaviour in order to get the benefits without the drawbacks of your own working style(s) and those of the people you interact with?

Drama Triangle and Potency Pyramid

Review the meetings you attend and identify occasions where you now recognise that people (including you perhaps) were adopting roles on the Drama Triangle. Annotate a diagram of this to show how an interaction 'went wrong', noting who was involved, what happened, how they (and you?) shifted roles on the triangle, what the payoffs were. Then use the Potency Pyramid diagram to show how you intervened and/or changed your own behaviour to get a more constructive outcome.

Discounting & Steps to Success

Identify examples of when you have spotted that other people were discounting. Describe what was happening and how you analysed this and decided whether to intervene. Take an example or two of when you did intervene and show on the diagram how you helped them to move up the Steps to Success. Make notes about instances when you now recognise that you were probably discounting. Show these on the steps to success and also how you have used that model to work out for yourself what was really going on and what you needed to do about it.

Strokes

Draw up a stroking profile pattern that shows how you interact with several of the people you work most closely with. Analyse the strokes you typically give to and receive from each of them. Review the pattern and plan how you might improve it in ways that will enhance working relationships. Pay attention to which are positive and negative strokes and check for any of Steiner's stroke myths in operation. Make notes on how you can better target your strokes to the recipients so they get the type of strokes they most appreciate.

Appendix 2: Some question prompts

To be read in conjunction with the notes above, the following can be used by the candidate or by a buddy to prompt the candidate. In either case, an audio recording can be made if preferred instead of writing the answers.

Contracting

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Who was involved in the contracting?
2. Were they named individuals or was one party the organisation itself?
3. If so, who represents the organisation in this case?
4. Were there any other people with an interest in the contracting or the results of it?
5. If there were, how did you take them into account without involving them in the contracting?
6. How did you explain the contracting process to the people you planned to contract with?
7. How did they react to the idea of contracting?
8. What contracts already existed between each pair of parties (i.e. along each side of the triangle) – for example, contracts of employment and/or what is expected within a role?
9. What new agreements were contracted for between each pair of parties?
10. What was the procedural/practical level of these?
11. What was the professional level of these?
12. What did you think was happening at the psychological level –the unspoken messages, the assumptions, any history, the impact of the hierarchy and so on?
13. What did you do about the psychological level factors?
14. How did you make sure that each third party knew enough about the contract along the opposite side of the triangle to their corner?
15. How did you take into account the power differentials between manager and employee?
16. What have you learned from this contracting process for the future – how will it be useful in your work?

Ego States

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

For a meeting or other interaction

1. Who was involved?
2. What were their roles or responsibilities?
3. What got said – taking a segment that you think involves a change of ego state by you to get a different outcome?
4. Describe the ego states and any changes made for each person.
5. How did you identify the ego states you were seeing – what was it about their behaviour that you noticed?
6. What did you take into account when you decided to change your own ego state?
7. How did others react to your change of ego state?
8. Was that what you expected?

9. How did it lead to the outcome you wanted?
10. If it didn't get the reaction you expected, what did you do then about your ego state?
11. What have you learned from this interaction for the future – how will it be useful in your work?

For your own ego state preferences:

1. Think about how you typically behave at work.
2. Give a couple of examples to illustrate being in each ego state. What are you doing? How are other people reacting?
3. Which ego states do you not seem to use? Why is that? Do you need to change that?
4. Describe your typical interactions with 3 or 4 of your employees, colleagues, customers. What ego states apply for you and them?
5. How effective are your interactions with each of them?
6. Give one or two examples of how you have changed ego state since you learned about TA.
7. What did you do differently?
8. How did they react?
9. If their reaction was not what you hoped for, what did you do then?
10. What will you be doing differently in future in terms of ego states?
11. How will this contribute to your competence in your role?

Windows on the World

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

Taking each position in turn:

1. Describe an example of when you were looking at the world in that way.
2. How did your own window influence the way you behaved?
3. How did the other person respond?
4. How much do you think their behaviour was influenced by your own behaviour versus being due to their own window on the world?

When you have an example for all 4 windows:

5. Check for any patterns or themes in your behaviour. For instance, do you tend to spend more time in any particular window?
6. Are you in IOKYOK enough? If not, how might you prompt yourself to stay in this position more often?
7. What examples can you describe of other people being in each of the positions?
8. When their window was unhelpful, what did you do to invite them to IOKYOK?
9. What was the result?
10. What has all this meant for your own windows?
11. How have you changed your own patterns of behaviour to be in IOKYOK more of the time?
12. How will this contribute to your competence in your role?

Working Styles

Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.

1. Which working style or styles do you spend time in?
2. How do you know that? Give examples of how you behave and why that fits a particular working style.

3. What are the benefits of your working style within your work?
4. What are the disadvantages of your working style within your work?
5. Choose 4 or 5 people you work closely with – employees, colleagues, your manager, customers, etc.

For each of them:

6. How do you identify their predominant working style or styles? Give examples of what you notice.
7. How does the style contribute to and yet cause problems in their work?
8. For each person, what happens when you interact – how does your working style fit or clash with theirs?
9. How have you now changed your behaviour in order to achieve more constructive interactions with each of them?
10. How have they responded?
11. Check out your work team. What range of working styles are there? How do they get on with each other?
12. How do their working styles clash or complement each other?
13. What can you do to invite better working relationships where they value each other's working styles?
14. What longer term changes to your behaviour will you make to ensure you and your team get the benefits of the various working styles?
15. How do you plan to overcome the pitfalls associated with working styles as drivers?

Drama Triangle and Potency Pyramid

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Identify a couple of examples where you realized that people were adopting roles on the Drama Triangle.
2. Who was involved? How were they behaving? What were they saying?
3. Work through each example, describing what was said and done.
4. Analyse this in terms of the Persecutor, Rescuer and Victim roles on the triangle.
5. Was there a definite switch in roles by one or more of those involved? What happened?
6. What do you think the payoffs were for those involved?
7. Choose an example where something similar happened and you intervened to get a more constructive outcome.
8. Show this on the Potency Pyramid diagram in order to analyse the event in terms of Power, Vulnerability and Responsibility.
9. Again, describe what was happening until the point you intervened.
10. Then describe what you did. How did you change your behaviour?
11. Why did you choose that way to behave?
12. What happened? How did the others react?
13. What aspects of the triangle will you pay particular attention to in future? How will this increase your competence in your role?

Discounting and Steps to Success

Note: whilst talking, it is a good idea to be sketching replies onto the relevant TA diagram. This can then be included in the portfolio.

1. Choose two examples when you spotted that other people were discounting. For each:
2. What was happening? What were they doing?

3. What did you think they were discounting?
4. What level did you think they were discounting?
5. How did you help them – explain in detail how you interacted with them so they moved up the Steps to Success?
6. What did you and they say and what was the result on each step – situation, significance, etc?
7. What was the final result?
8. How will you use the steps to success in the future – for yourself to improve your competence in your role?
9. How will you use it to help others to overcome their discounting?

Strokes

Note: there is no TA diagram for this but it may help to produce a chart showing the details for the people involved.

1. Identify the 5 or 6 people you work most closely with – team members, colleagues, your manager, customers/clients/patients, etc.
2. Draw up a chart on which you can note your stroke exchanges.

For each:

1. What strokes do you typically give them?
2. What are they about – the weather, their work, something personal, etc? Note the words that are said.
3. What intensity of strokes do you typically give each person – low, medium, high?
4. How many strokes do you give them, e.g. one a day, one a month?
5. Are the strokes you give them usually positive or negative?
6. Can you identify any of the stroke myths in operation (not giving, not asking for, not accepting, not rejecting, not stroking self)?
7. What do you think of your stroking profile with each person?
8. What changes have you made since you learned TA?
9. What changes do you still need to make?
10. What do you think of your overall pattern of giving strokes?
11. Do you stroke some people more than others?
12. Can you explain this in terms of understanding their stroke preferences? If not, do you need to make changes?

Now repeat the above but for the strokes you get from them.

13. What are the strokes you receive about?
14. What intensity?
15. How many?
16. Positive or negative?
17. Any stroke myths in operation?
18. What do you think about the profile from each person?
19. Think about whether you are lacking in any strokes you need. If you are, how will you get these strokes elsewhere?
20. How has learning about strokes made a difference to the way you relate to your colleagues, to management, to customers/clients/patients, etc?

Appendix 3: DTAVA: Individual Candidate Contract

Contract/Agreement

This agreement outlines the contract established between {insert name of individual/student} hereinafter referred to as the **Participant**, the person who is teaching TA to the participants {insert name} hereinafter referred to as the **Teacher**, and the International Centre for Developmental Transactional Analysis hereinafter referred to as the **ICDTA**, in respect of taking part in the above Award scheme.

The **Teacher** agrees to:

- provide a wide range of opportunities for learners to learn TA and relate it to their personal lives
- bear the direct costs associated with the teaching of TA to the participants
- provide a venue for the Award Ceremony, if one is required

The **ICDTA** agrees to:

- Provide an Assessor who will be competent to evaluate the work of the participants
- provide certificates to all participants being granted the Award
- monitor the operation of the TAPDA Scheme so that standards are applied consistently internationally

The **Participant** agrees to:

- provide suitable evidence that they have learned and applied TA to their personal life
- pay the agreed assessment fee to the ICDTA, via the Teacher where applicable

Signed		Date	
Name:			
Participant			
Signed		Date	
Name			
Teacher			
Signed		Date	
Name			
on behalf of the ICDTA			