

**Psychological Intelligence
Foundation CIC
and
International Centre for
Developmental Super-Vision**

**Diploma in Developmental
Super-Vision**

Handbook



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1 Supervision and Developmental Super-Vision

1.1 Supervision

There are many definitions of supervision and an exploration of these will be an integral part of the studies described in this Handbook.

The underlying assumptions on which this programme is based are described in Hay (2007):

“A helpful way to consider the nature of supervision is through three elements described around 20 years ago by Brigid Proctor (1986): normative, formative and restorative. I have renamed restorative as supportive as I think this better captures what is needed for coaches, who tend to encounter less ‘distressing’ client issues than the counsellors that Brigid was writing for.

For the normative aspects, the supervisor has a responsibility for ensuring that the coach is practising in ways that are competent and ethical. This includes checking that the coach is working within whatever professional, organisational and national rules and laws apply. In other words, it is about ensuring that the coach is behaving as a good coach should and meeting the norms of the profession.

When it comes to formative, the supervisor has a role in the development and growth of the coach and may do this via feedback, direct guidance, role modelling or a variety of other options. The aim is to develop the skills, theoretical knowledge, personal attributes, self awareness, etc of the coach so that the coach becomes increasingly competent.

For the supportive element, the supervisor is there to support the coach when the inevitable doubts and insecurities arise, and to challenge and confront (supportively) when the coach’s personal issues become evident. This includes providing a safety-valve for those times when a coach unwittingly seems to pick up the issues that the client has and starts behaving as if these are the coach’s own issues. It also includes prompting the coach to see a therapist whenever the coach’s own issues are getting in the way.” (p.5)

The above was summarised into the European Mentoring & Coaching council (EMCC) Interim Guidelines on Supervision, which were also written by Hay, approved by EMC Council in 2004, and which still appear on the EMCC website:

“The EMCC Code refers to a supervisor assessing competence and supporting development. A more detailed way of defining the nature of supervision can be based on an idea by Proctor (1986):

- *normative – the supervisor accepts (or more accurately shares with the supervisee) responsibility for ensuring that the supervisee’s work is professional and ethical, operating within whatever codes, laws and organisational norms apply*
- *formative – the supervisor acts to provide feedback or direction that will enable the supervisee to develop the skills, theoretical knowledge, personal attributes and so on that will mean the supervisee becomes an increasingly competent practitioner*
- *supportive (Proctor calls this restorative) – the supervisor is there to listen, support, confront the supervisee when the inevitable personal issues, doubts and insecurities arise – and when client issues are ‘picked up’ by the supervisee”*

That document also contained an introductory comment and guidance on finding a supervisor:

“The EMCC Code of Ethics requires that all members have regular supervision. It is likely that the form of this (and duration, frequency etc) may vary depending on the nature of coach/mentoring being undertaken – for instance, an independent executive coach working with a strong business focus may have different supervision needs to a coach/mentor who focuses on personal/interpersonal skills and both may vary from the needs of an in-company mentor whose mentoring activity represents only a relatively small part of their overall role.

“There are a number of bodies that have qualification processes for supervisors and you may find that one of these will be suitable. However, the field of coach/mentoring is still relatively young and you may prefer to explore other options; there may also be a shortage of qualified supervisors.

EMCC is not at this time determining who your supervisor can be – however, we recommend that you apply the following criteria to any supervisor you choose:

- *they have experience as a coach/mentor*
- *they have experience of being supervised*
- *they have experience as a supervisor (not necessarily of coach/mentors)*
- *they evidence a theoretical framework for their own practice and you find this relevant to your own work*
- *they evidence theoretical framework(s) relating to supervision*
- *they have an understanding of the context of coach/mentoring (as practised by supervisee)*
- *they are aware of the impact of values, beliefs, assumptions (of supervisor, of coach/mentor in their own practice)*
- *they are respectful of diversity in its many forms and alert to its potential benefits and pitfalls*
- *they demonstrate a capacity for self regulation (as will need to foster this in supervisee)*
- *they show commitment to CPD for themselves and others*
- *they agree to abide by EMCC Code of Ethics etc even if not EMCC member*
- *there will be no dual roles (i.e. supervisor is not also line manager, business partner) - n.b. peer supervision is acceptable e.g. between colleagues, students”*

References

Hay, J (2007) *Reflective Practice and Supervision for Coaches* Open University Press

Proctor, Brigid (1986) ‘Supervision: A co-operative exercise in accountability’ in A. Marken & M Payne (eds) *Enabling and Ensuring: Supervision in Practice* Leicester National Youth Bureau/Council for Education and Training in Youth and Community Work

1.2 The link to transactional analysis qualifications

Students are not required to become transactional analysis supervisors. However, it is worth mentioning that the design of this programme is very much influenced by the international accreditation procedures operated within the TA community. Very few professional approaches are as rigorous as that for transactional analysis. Analysts are expected to develop a high level of self-awareness so that their own issues do not interfere with the needs of the client. They also spend time learning to analyse individual, group and organisational dynamics so they can do this whilst maintaining the focus of their interventions. All ICDSV trainer/supervisors have TSTA accreditation in a developmental field of TA, as described below.

International certification processes are operated by the International Transactional Analysis Association, the European Association of Transactional Analysis and Western Pacific Transactional Analysis Association (currently changing name and constitution). These three bodies liaise to ensure that their respective qualifications are at equivalent levels of competence. They operate four levels of endorsement:

- The first level is *Certified Transactional Analysts (CTA)*, which can be attained with organisational, educational, counselling or psychotherapy specialism. This level usually takes 4 or 5 years to achieve.
- CTAs who have been internationally endorsed can become *Provisional Teaching and Supervising Transactional Analysts (PTSTA)* in their own specialism. They are then able to provide accredited training for those seeking CTA qualification.
- After about 6 years, PTSTAs can undertake three examinations (theory/ethics etc. teaching, supervising) to become *CTA Trainer*. This level was introduced during 2010.
- The final level is *Teaching and Supervising Transactional Analyst*. It takes around 7 years to reach TSTA, culminating in three examinations. TSTAs can teach and supervise PTSTAs. The ICDSV trainer/supervisors for this programme have all reached this level of qualification.

Within the UK, the psychotherapy CTA examination is recognised by the UK Council for Psychotherapy and successful candidates can be added to the UKCP Register. There are several university programmes now running, including MSc in TA Psychotherapy programmes that are validated by Middlesex, Queen Margaret (Edinburgh) and Leeds Metropolitan Universities. There is also an MSc in Developmental TA, run by Psychological Intelligence Foundation CIC, that is validated by Middlesex University. This latter is run via the Professional Development Foundation (PDF), led by David Lane who did much original work on the EMCC quality awards, and the programme is therefore equivalent to the requirements for the EMCC EQA.

1.3 Developmental Super-Vision

The use of the hyphen is deliberate – super and vision – as in super-vision. This refers to the process of helping the supervisee to step back, metaphorically, from their work so that they can take a meta-perspective, or broader view, of their practice.

This use of the term 'supervision' is of course very different to the way it is customarily used within industry to mean the activities of supervisors or first-line managers when they watch to see that work is undertaken in the way that their organisations (or said supervisors) expect. There may be elements of this managerial function within coaching supervision but the emphasis will be quite different, as will the way it is implemented. People are unlikely to review their development needs openly with supervisors who may later incorporate such information into an annual appraisal and use it to justify a lower salary.

The addition of 'developmental' is to emphasise that the key purpose of super-vision is to enhance the capabilities of the supervisees, so they are more competent with clients. A key element of this is reflection, in that supervisees are being encouraged to review their own practice and gain greater self-awareness.

Appendix 1 contains details of the competencies that will be used for this programme. You will see later that these have been 'matched' to competencies in use by for professional development programmes accredited by Middlesex University.

1.4 Literature

The design of the programme is flexible so that it will meet the needs of individual students. The content will be continually updated to reflect developments in the profession.

Reading Lists will be reviewed with students, who will be expected to read widely around their own professional practice as well as about supervision.

Particular attention will be paid to accessing, and understanding the limitations of, research studies relevant to the area of practice and to supervision processes.

2 Programme Aims and Structure

2.1 Programme Aims

This programme is intended to enable students to develop a broad theoretical basis and the practical skills required to provide supervision competently to helping professionals and trainees in the student's own field of application.

The subsidiary, or enabling aims, are to:

- provide students with access to internationally-accredited trainer/supervisors who will provide, teach and model supervision in ethical and accurate ways
- allow a wide range of people to undertake professional supervision training through flexible programmes that are run in different areas
- give particular encouragement to students from non-traditional backgrounds, minority groups and those with special needs
- extend the availability of competent and supervised coach/mentoring to the general public
- increase the application of competently delivered supervision into organisations and educational establishments generally
- ensure that students are aware of critical views of supervision and of alternative approaches, and can make informed choices

2.2 Programme Framework

The programme consists of participation within taught workshops, participation within group supervision sessions, providing supervision to a number of supervisees, receiving live supervision, and making 3 theoretical and 3 case presentations.

These requirements are set out in the table below:

100 units/hours	Giving supervision to at least 5 different supervisees
20 units/hours	Receiving live supervision of supervision
60 hours	Participation in workshops/seminars led by ICDSV trainer/supervisors
3 units/hours	Theoretical presentations plus discussion
3 units/hours	Case presentations followed by group process reviews
50 units/hours	<i>Receiving supervision of their practitioner activity – it is anticipated that this requirement will have been met as part of attaining their professional qualification before starting the programme</i>

Because supervision is a skill, students are expected to spend a significant amount of time in self-study, application and/or research of supervision in their professional context. In addition to the hours of self-directed practice/application indicated, students will be expected to have attained general experience in their chosen profession before any award is made. In line with usual university calculations based on ratios of teaching to self study hours, this will involve, for each 25 hours of workshops/seminars:

65 hours	Self-directed study	260 hrs in total
30 hours	Self-directed practice/application (in addition to supervision hours specified above – e.g. practising elements/techniques etc)	120 hrs in total
30 hours	Self-directed analysis/assessment (e.g. when getting ready to bring material to supervision)	120 hrs in total

2.3 Programme Design Considerations

The programme incorporates some extremely thorough processes for ensuring that students 'live' what they learn. Thus, in addition to acquiring theoretical knowledge and practical skills, students are required to develop a high level of self awareness and the ability to analyse themselves and their interactions.

Students are expected to:

- study, contrast and critique the various supervision models and approaches
- place these models within the broader supervision traditions and critique them in relation to other related models of human learning and development
- generate hypotheses related to potential interventions
- record their interactions with supervisees and subsequently analyse the recordings
- relate analyses to hypotheses in meaningful ways
- present cases to an ICDSV supervisor (and often to peers) and engage in critical reviews of their own performance

This programme has been designed to incorporate these robust international learning processes, whilst at the same time ensuring adequate attention to academic considerations.

Wenger (Wenger, Etienne, 1998 *Communities of Practice* Cambridge, UK: Cambridge University Press) points out that learning is often designed on the assumption that it is an individual process, which takes place in a classroom away from the distraction of the world outside. He proposes instead a social theory of learning, in which learning takes place within communities of practice – social configurations within which learners have identities and within which they are active participants.

Wenger thus provides a theoretical explanation of this programme. Students will do much of their learning within their own range of communities of practice. These may be, for example, the organisations they work within and the practitioners they supervise.

At the same time, the student group will also be a community of practice as students take on an identity as a member through their engagement and participation. These particular communities will also mirror their professional communities in two ways:

- they will have changing memberships as some students shift between centres
- they will include different identity levels as we mix together those studying for the Diploma related to coaching, mentoring, teaching, counselling, etc.

These factors will ensure that the circumstances of the taught elements of the programme will allow both tutors and students to identify any unhelpful reactions that might indicate potential issues within their professional communities of practice.

2.4 Link to post-graduate qualifications

We now have an agreement with the Professional Development Foundation and Middlesex University that links this programme into an option to obtain postgraduate accreditation including an MSc. For this, the current ICDSV Diploma equates to a Postgraduate Certificate and students may continue as below if they wish.

For the **Post-Graduate Certificate**, the intention (already) is to:

- provide a core body of knowledge and understanding appropriate to postgraduate level and to the professional application of supervision
- promote the individual's problem solving skills and equip them to approach complex issues from a variety of perspectives
- foster an attitude of professionalism, quality and ethical practice to the application of supervision
- develop the ability to evaluate theoretical frameworks critically and apply them to practical situations
- develop intellectual and creative powers, understanding and judgement, and the ability to communicate
- foster a commitment to ongoing study that will reflect current developments in their field
- assist in the development of independent learning skills to enable graduates to approach new issues and topics with confidence

In addition, for **Post-Graduate Diploma**, the intention is to:

- develop the skills and understanding of research methodology thus promoting a critical attitude to research and consultancy reports
- increase cultural awareness and the ability to perceive their area of specialism in a broader perspective

In addition, **MSc** students will be expected to:

- further develop their skills in research methodology
- undertake a substantial piece of independent work

As part of this process, we have already compared the ICDSV competencies to those used for programmes accredited by PDF. These are the same criteria that apply to the programme run under PDF auspices for the EMCC EQA. A summary of these comparisons is shown in Appendix 2. Appendix 3 shows a similar cross-referencing for Learning Outcomes.

Students may opt to have their ICDSV Diploma submissions assessed under the PDF/University procedures, in which case it fulfils requirements for 40 CAT points at postgraduate level; students may undertake further study in line with PDF/University arrangement to obtain an MSc. Please contact us to discuss options as these qualifications are tailored to individual students.

3 Academic Leadership & Staffing

3.1 Academic Leadership

The Programme Team is led by Julie Hay and contains several supervisor/trainers. CVs for the current team are included as Appendix 6. Note that all tutors may teach at any of the centres, as required and appropriate.

We are keen to ensure that only properly qualified staff are used to teach on the programme. These are professionals who have been certified as competent to teach and supervise by an international group of their professional colleagues. They are also all staff members on an existing MSc programme.

3.2 Staff Development

Continuous Professional Development

All tutors are engaged in continuous professional development and regularly attend and present at national and international conferences.

All tutors are also actively engaged in the type of supervisory activities that students will need to undertake, as well as being active coaches and also engaging in training, educational and consultancy activities that some of the students and their clients are likely to be engaged in.

Tutors will continue to read journals and current books relating to their fields.

Several tutors are also established authors in the field, as indicated in their CVs.

All tutors regularly serve as examiners at international exams, both for marking of written submissions and as members of panels for oral examinations.

All tutors are or are in training to be PDF Advisors/Assessors, evaluating submissions from students on programmes accredited by Middlesex University such as Coaching and NeuroLeadership.

ICDTA Code of CPD

All tutors currently subscribe to the Code of Continuous Professional Development for the ICDTA – International Centre for Developmental Transactional Analysis. This requires a CPD log to be submitted annually, plus a peer review session to be conducted every 5 years. Activities considered to be CPD include:

- Research,
- Reading,
- Professional writing,
- Attendance at conferences and workshops,
- Further training in TA or another discipline,
- Service to TA associations,
- Personal therapy,
- Peer group contact,
- Personal interests relevant to professional development.

The 5-year requirement is described as follows:

- Every 5 years the member meets with a group of not less than 3 colleagues (at least one of whom should be from outside the member's orientation and, if possible, the ICDDTA).
- The member presents their portfolio or logbook for the last 5 years, explaining how it has demonstrated CPD, and what they have gained from it. They will also discuss their current learning needs and make a plan for future CPD.
- The group members give feedback and decide whether or not to endorse the portfolio. The group may decide to recommend a further course of action prior to endorsement of the portfolio.
- On satisfactory completion of the monitoring process the member submits the signed endorsement form confirming their ongoing professional development to ICDDTA.
- If the member concerned disagrees with their assessment or the recommendations of their group an appeal can be made through ICDDTA Professional Practices Committee.
- If a member fails to maintain effective CPD, or provide the necessary documentation, they will be referred to ICDDTA Professional Practices Committee.

Specific development related to assignment marking

In addition to ongoing personal and professional development, the team development plan includes:

- Obtain examples of assessed assignments from PDF/Middlesex University for review
- Access to PDF staff to discuss assignment marking
- Compare marking of international examinations against marking of assignments for this programme
- Double mark all assignments and discuss similarities and differences at regular team meetings
- Review assignment markings with tutors working on similar programmes (e.g. psychology, coaching, Neuroscience) at PDF

3.3 Research

Creswell (Creswell, J 1994 *Research Design* Sage pp 1-2, 10-11) provides the following definitions and categories:

“ ... a **quantitative** study is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analysed with statistical procedures, in order to determine whether the predictive generalisations of the theory hold true.”

“ ... a **qualitative** study ... is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.”

He suggests that quantitative studies comprise **experiments** and **surveys**; qualitative studies include **ethnographies** (collection of primarily observational data of cultural groups), **grounded theory** (multiple stages of data collection to refine categorisations), **case studies** (variety of data collection processes applied to single entities bounded by time or activity) and **phenomenological studies** (developing relationships of meaning based on subjects' lived experiences).

Members of the core programme team engage in most of the above, with the exclusion of experiments.

As consultants, much of the work of the team consists of **critical ethnographies**, in that the collection of observational data is analysed and provides the basis for challenges to the subjects in order to stimulate individual, group and/or organisational culture change.

Programme Leader Julie Hay is Editor of IJTAR – the International Journal of Transactional Analysis Research www.ijtar.org, which all tutors access.

Research to underpin curriculum

Much of the research activity of the tutor team is related directly to the curriculum, as it concerns hypothesising and applying supervision in a variety of contexts and situations.

Further research inputs are planned as follows:

- Liaison with professional association Research Committees to maintain up-to-date information about relevant research projects worldwide
- Tutorial and/or teaching contact with appropriate staff at PDF/Middlesex University
- Review of professional journals to identify relevant research being undertaken by others

4 Equal Opportunities

Notwithstanding the admissions criteria, it is the intention of the programme to be inclusive of students of all backgrounds. Special arrangements will be considered where appropriate.

In addition to observing the University's declaration on equal opportunities, and the International and European TA Associations' Codes, we subscribe to the following:

4.1 Our values

- All individuals should have the opportunity to live autonomous and socially responsible lives
- Respect is given to the individual and common humanity of all people
- Relationships shall be carried out without discrimination on the basis of religion, race, colour, creed, disability, nationality, socio-economic status, gender, age, sexual preference, or any other form of diversity
- Physical, psychological and social violence and oppression are opposed
- Individuals are encouraged to be aware of their relationship to the world around them, and to choose effectively their own responses and be responsible in their behaviour
- These values and subsequent actions are to enhance the well-being of individuals and society

4.2 Our practice

- We avoid knowingly discriminating on any grounds
- We constantly seek to enhance our own awareness of possible areas of discrimination
- We aim to challenge in a supportive way any colleagues, clients, participants or students whom we perceive to be using discriminatory behaviour
- We monitor our language, both spoken, written and non-verbal, for inadvertent discrimination

5 Admission Criteria

5.1 Student Profile

This programme is aimed primarily at those already working in a developmental context, be that in personal and/or professional development or operating organisationally or educationally. Educational in this sense is wider than the school system as it includes social work, adult education, parent education and a whole range of personal development initiatives such as building social skills, assertiveness, relationship skills - anything aimed at helping individuals to function better in their daily lives. Students are therefore likely to be a consultant, trainer, teacher, counsellor, facilitator, coach, educator, lecturer, mentor. Those practising as psychotherapist are also likely to find the programme relevant

It is required that participants will already have qualifications that are relevant to their current profession.

5.2 Admission Criteria

The programme is designed as a *conversion* programme, in that it introduces a substantial amount of new knowledge not requiring specific pre-requisite study.

However, students will be expected to demonstrate an ability to undertake the academic requirements of the programme. Evidence for this will include:

- a first degree or equivalent academic qualification, or:
- a professional qualification that has involved academic study at degree level, or:
- submission of a 3000 word assignment that demonstrates an ability to take a topic and selection of reading material specified by the tutor team and produce a cogently-argued summation of the key concepts within the literature.

In addition, it is expected that students:

- have held a position of responsibility of relevance to the programme for a period of at least two years, and/or:
- can demonstrate that he/she will be able to undertake sufficient practical work during the period of the programme so as to be able to complete the practical elements and requirements of the programme

5.3 Student Selection

Irrespective of the candidate's entry qualifications, the Programme Team will need to be satisfied that a candidate:

- is capable of meeting the academic requirements of the programme (with support if necessary)
- understands the self-developmental nature of learning to supervise other professionals
- is willing to share responsibility for devising a route through the programme
- has the motivation (and time available) to undertake the self-directed learning associated with the programme.

Potential students will apply directly to the centre of their choice or, if in doubt, to the Hertford centre. Students who appear to meet the admission criteria will be interviewed by a member of the Programme Team.

All students will then be interviewed by a second member of the Programme Team; both interviewers must be in agreement for a place to be offered. An offer will be made to those students who meet the entry qualification standards and exhibit a commitment to the process of acquiring the skills of providing developmental super-vision in order to help others develop themselves.

6 Teaching and Learning Methods

6.1 Variety of Methods

Teaching and learning methods and ongoing assessments will be as varied as possible, including - but not limited to - lectures, demonstrations, group discussions, presentations to colleagues on the programme, group, peer group and individual supervision/coaching, theory seminars, learning journals, academic tutorials, active research, analysis by self, colleagues and tutors of audio/video tapes of supervision . Such activities may be conducted in a face-to-face setting or via webinars or skype.

Maximum plenary group size for tutor led activities will generally be 10, although tutors may work together on occasion to cater for larger groups or when specialist visiting lecturers are involved. Time will also be spent in pairs and syndicate groups of various sizes. Students will be encouraged to form their own small study groups and to set up peer support arrangements which may include Skype contact.

Each participant will be allocated to a sponsoring tutor who will provide support and challenge throughout the process. In addition to sessions with other members of the tutor team, participants will be encouraged to attend workshops run at national and international conferences (e.g. EMCC, ICF, AOCS etc).

6.2 Self Directed Activities

There will be three formats for self-directed work.

Self directed Study

Students will be required to complete appropriate reading before and after sessions and to contribute to discussions on this basis.

Self directed Application

Students will be expected to be using what they have learned in their work as supervisors. They will bring examples of this to the tutorial/supervision sessions.

Self-directed Assessment

It is a key facet of this training that students review their own behaviour and self-assess. Students will be required to make tape (or video) recordings of their supervision sessions and to analyse these using a range of concepts. They will bring examples of this to the tutorial/supervision sessions and will also be expected to include relevant examples within their assignments. These examples should demonstrate ongoing analysis of all aspects of work done, including:

- contracts established with supervisees (and organisations)
- interactions with supervisees (individuals or groups)
- interventions made
- stages of working with supervisees

Such analyses are made to develop the student's skills at applying the models at a meta level as well as within the supervisor/supervisee (and practitioner/client) relationship.

The analyses are then customarily presented for case reviews, or supervision. This uses several formats:

1. one to one with sponsor/tutor, generally observed by other students but can also be done privately (e.g. if confidential content to be discussed)
2. cascade – one student supervises another, who is in turn supervised by sponsor/tutor
3. group – where student presents and group act jointly as supervisors (generally with sponsor/tutor there also to monitor and intervene if appropriate)
4. peer supervision (intervision) – where students supervise each other without a tutor present

The supervision sessions with the tutor will form a significant part of the learning process. Students will be required to present their work regularly. This will allow the tutor to form a view on and provide feedback about:

- the student's current level of competence
- their awareness of the process between them and supervisee(s)/organisation(s)
- their ability to analyse using constructs/models
- their willingness to accept constructive feedback from others
- their degree of progress and development over time

At the same time, students will be taking part in the group reviews of the process of the supervision of other students in the group, and of the theory and case presentations made. This will allow the tutor to assess and provide feedback and coaching related to:

- the student's level of competence at applying supervision theories to help a 'colleague'
- their awareness of the process between another student and their supervisee/organisation
- their ability to engage in analysis of interactions and dynamics
- their skill at asking questions that stimulate awareness in others
- their skill and sensitivity in giving feedback
- their degree of progress and development over time
- how students react to new ideas and information
- their application of concepts to self and within their work
- the nature and style of their questions and challenges
- their contribution to the debate (e.g. how widely read, how experienced in application)

7 Assessment

The assessment strategy for this programme utilises the supervisory skills of the tutors who will apply these to the analysis and assessment of student needs and progress. The assessment process will be open and reviewed regularly with each student. There are many years of international TA training to demonstrate that these processes are effective in developing competent practitioners.

The involvement of the student in the process of the programme itself has already been described in the previous section. This will not form part of the formal assessment as this would be likely to lead to students being reluctant to share openly any difficulties they are experiencing. We recognise that people are not perfect and that there needs to be an ongoing process of development through increased self awareness.

However, there will of course still be a need to assess students in a more formal manner in order to confirm that they have acquired an appropriate level of theoretical knowledge and the ability to apply such knowledge competently. The formal assessment process is therefore based on the submission of three theoretical presentations and three case presentations. A student will require endorsement by at least two ICDSV supervisors.

During the theory presentations, students must:

- demonstrate their ability to handle and evaluate competing critical, methodological and theoretical models
- show evidence of developing their capacity for independent and critical thought
- demonstrate their ability to take specified concepts and describe these clearly and cogently
- use appropriate literature referencing to demonstrate the development of the concepts over time
- show their understanding of how the concept can be applied in practice
- critique the ways in which the concepts might be misunderstood, misused or misapplied

In addition, during the case presentations, students must:

- demonstrate competence by undertaking interventions that apply concepts competently and professionally to supervisees/groups/organisations
- demonstrate their ability to choose between different concepts and select the most appropriate for a specific purpose

8 Student Support

8.1 The Admissions Process

Students who are accepted will be assigned provisionally to a sponsor - a member of the programme team who is suitable in respect of specialisation and location. This sponsor will be responsible for ensuring that an appropriate induction process is completed and will assist them in considering their previous experience and qualifications so as to plan:

- an individual programme of attendances at the various locations
- additional attendance at conferences and other events
- further activities as appropriate

The outcome of the Admissions Process will be recorded as a written learning contract between the student, the sponsor and Psychological Intelligence Foundation CIC.

8.2 Additional support

In line with the commitment to encourage access for non-traditional students, minority groups and those with special needs, various options will be considered, including but not limited to:

- action learning sets
- coaching sessions
- additional one-to-one tutorial sessions
- attendance at additional group tutorial sessions
- specialist external support
- workshops
- attendance at additional or repeated components
- an online network where candidates may post work, and communicate with others, peers and tutors, plus access to various on line resources.

There may be additional costs to students for these forms of support; bursaries may also be available.

From time to time a student may experience difficulties with continued attendance on the programme, due to domestic problems, ill health, employment changes and so on. In such cases, a student may discontinue the programme for a period of time not exceeding one year. If continuing to practice, the student must maintain ongoing supervisory contact with their sponsor during this time.

8.4 Personal and Professional Development

Training in supervision is a process that develops increased levels of self-awareness. Competent application requires an absence of personal issues that might interfere with the professional role. This sometimes means that the training leads students to recognise that they have unresolved issues from the past.

This often provides excellent opportunities for personal growth alongside professional development. However, such matters are generally best handled by maintaining a clear boundary between the personal and professional aspects. Students who need additional support when working on personal issues will, therefore, be encouraged to contact professionals who are not part of the Programme Team.

9 Quality Assurance

9.1 PIF Quality Management Procedures for Professional Services

Quality assurance is a normal part of operation of Psychological Intelligence Foundation CIC, as it is for transactional analysts who work within the Professional Practice Guidelines of national and international TA associations. These include, according to the situation:

- clear contracting with client organisations/institutions, and with participants, to establish specific, measurable outcomes
- regular progress meetings with client and/or participant representatives on extended pieces of work
- feedback from participants during and at the end of training or other interventions
- feedback from participants and their line managers after completion of programmes and at suitable intervals thereafter
- where feasible, feedback from others in contact with participants (e.g. colleagues, customers, suppliers)
- sampling using telephone calls and face-to-face with individuals and groups
- provision of a help-line so that we become aware of any areas where more support or training may be needed
- active involvement of our principal and also peer monitoring between consultants
- regular supervision sessions for consultants (i.e. case reviews)

9.2 Quality Assurance of the Programme

In addition to the quality assurance processes associated normally operated by Psychological Intelligence Foundation CIC, the following will apply:

Student Feedback

- student feedback through questionnaires at the end of each component (teaching sessions, assignment assessments, etc), to be reviewed by the tutor(s) concerned
- analysis of student feedback questionnaires (components and modules) to be reviewed quarterly by the Programme Director
- student feedback questionnaires will also be seen by their sponsor if this is not the same as the tutor who ran the components/taught modules

Student Representation

- students will be encouraged to liaise on a day-to-day basis with tutors and administrators over general aspects of the programme
- students will be encouraged to attend meetings with those at other locations to discuss any common concerns; meeting rooms will be made available to them for this at the Hertford centre and at venues to be determined outside UK; tutors will attend these meetings only by invitation

- at least one meeting will be held with all students at each location to review the academic aspects of the programme and allow them to contribute to the ongoing development of the programme
 - an annual meeting will be held at the Hertford centre, attended by all members of the programme team and open to all students, to collect input to the academic process

Complaints Procedure

- students will be advised that professional practices require them to make any complaint initially to the person complained of
- if a satisfactory outcome is not then forthcoming, they have the right to speak to any member of the programme team
- should the outcome still not be satisfactory, they will be advised to set out their complaint in writing and send it to the Programme Director. If the Programme Director is the subject of the complaint, they can send it to any other member of the programme team.
- tutors will keep notes of any complaints received directly or referred to them and of actions they have taken in response
- complaints received in writing will be dealt with by the Programme Director or tutor to whom it is addressed; actions taken will be reported to and reviewed at the next meeting of the programme team

Ongoing Staff Development

- it is a tenet of TA that practitioners continue to analyse their own behaviour; all tutors will therefore undertake regular supervision sessions at which they will present and analyse their work
- the programme team tutors will undertake a minimum of one supervision presentation per term; contributing and visiting lecturers will be expected to be in ongoing supervision arrangements elsewhere or to accept supervision from a member of the programme team
- student feedback questionnaires will include information about tutors; this will be analysed and any trends will be reviewed at programme team meetings and, if appropriate, addressed during supervision

Student Monitoring

- each student will be allocated to a sponsor, who will monitor their overall progress, identify any issues that might require therapeutic or counselling support and ensure that the student makes appropriate arrangements
- student results will be reviewed by individual, by tutor and by centre; these analyses will be reviewed by the Programme Director quarterly and any anomalies or poor performance indicators will be discussed in the first instance with the student's sponsor
- cases of poor performance that are not corrected within a term will be reviewed at programme team meetings so that further action can be decided; the sponsor will normally be the one to convey any requirements to the student

Appendix 1: Developmental Super-Vision Competencies

Personal Attributes

1. Demonstrates a commitment to a philosophical stance that incorporates belief in the capacity of the individual to take responsibility for themselves, understanding of an individual's way of being, and responding to an individual's ability to grow and change
2. Maintains and models OKness through respect, awareness, reliability, professionalism and integrity
3. Has sufficient insight into own frame of reference to ensure adequate openness and transparency in relationship with supervisees
4. Has the ability to seek help appropriately and use it effectively
5. Recognises own personal and professional strengths and limitations and those of the situation and responds accordingly
6. Demonstrates self-reflective practice, congruence, the ability to listen and a willingness to learn, grow and change
7. Has a willingness to be available for ethically intimate contact including the practice of appropriate self-disclosure
8. Applies intuition and creativity appropriately

Professional Context

1. Understands socio-economic and political realities, frames of reference, systems and cultures, and how these influence individuals and vice versa
2. Relates on micro and macro levels, from individuals to whole client systems, and is able to analyse the whole as well as the parts
3. Knows the ITAA/EATA and EMCC Codes of Ethics and those of other relevant professional associations locally and nationally
4. Demonstrates ethical and professional competence in practice, including working within the legal requirements and other specific criteria relating to their application of supervision in the country of practice
5. Is able to discuss ethical and unethical behaviour and the use and potential abuse of the practitioner's role
6. Shows an awareness of and the ability to work with the ambiguities of boundary issues
7. Has an adequate assessment of their own competencies and referral possibilities
8. Can locate supervision within the wider professional field
9. Can describe their own vision of their professional field, how this correlates with their own approach to supervision, and how they promote this in different settings

Theory

1. Can articulate an understanding of the basic theories of supervision as described in the major texts and journals
2. Can describe the application of aspects of several approaches to supervision, including the differences and similarities of these approaches
3. Demonstrates a working familiarity with a range of concepts that are of particular relevance to their specific area of practice
4. Demonstrates awareness of recent theoretical developments in supervision and an understanding of the practical applications
5. can explain how other theories in their own field of practice can be contrasted and used alongside or instead of supervision

Relationship

1. Establishes a relationship of mutual respect that models caring, empathy, congruence, warmth and openness and promotes empowerment and autonomy
2. Behaves in a respectful way toward self and others, including showing sensitivity for different frames of reference, cultures, and social norms as well as taking account of the impact on the relationship of these differences
3. Demonstrates an understanding of the importance of the relationship in effecting change, its nature and its difference from other relationships
4. Shows empathic sensitivity and understanding of the supervisee(s) and the ability to communicate this in such a way that the supervisee feels understood
5. Exhibits a capacity to understand another person's phenomenology and bracket his/her own frame of reference without losing contact with his/her own separate experience
6. Displays ability to self-reflect and to use this self-awareness in appropriate self-disclosure
7. Demonstrates an understanding of developmental issues, transference and counter transference phenomena, and the ability to address these appropriately
8. Demonstrates potency, protection, and permission and show an understanding of their importance

Contracting

1. Is familiar with contractual work and knows how to apply it professionally
2. Works on the basis of a contract and is capable of updating the contract as necessary
3. Has the capacity to negotiate with a supervisee or client system to arrive at a shared understanding of the work to be undertaken and to formulate an appropriate contract
4. Is able to explain the concept of the contract in the context of a specific problem
5. Can establish appropriate contracts for different settings with individuals and groups
6. Is familiar with the theory of three (or more) sided contracts and when these apply
7. Determines who is/are the relevant person(s) and/or authorities to contract with
8. Is familiar with the different levels of contracting (administrative, professional, psychological) and takes these into account
9. Is familiar with the legal basis for contracts specific to the country of practice
10. Evaluates the contract during and at the end of the process together with the supervisee

Analysing & Assessing

1. Applies a comprehensive system of assessment and diagnosis to analyse the situation
2. Shows an understanding of diagnostic systems used in the professional field in the country of practice
3. Is capable of using the collected data to formulate a resource-oriented definition of the problem and communicates it clearly to the supervisee or client-system
4. Takes into account, respects and understands the socio-cultural and other influences
5. Realistically assesses the potential for development and change in the supervisee and/or client system
6. Identifies the key requirements of the individual(s) or organisation to ensure appropriate choice of interventions
7. Makes meaning of a supervisee's experiences in a way that maintains the I'm OK - You're OK attitude
8. Shows an awareness of and has the ability to respond to risk and harm factors for self, supervisee and others
9. Assists the supervisee in recognising and naming their own or the supervisee system's or organisation's self-limiting patterns of thinking, feeling, and behaving and in deciding whether or not change is desired

Designing & Planning

1. Conceptualises, using supervision theory, in order to develop an overall plan based on the particular issues to be addressed and in line with the agreed contract
2. Accurately identifies and plans to apply a range of options for interventions with supervisee and/or client system
3. Is able to apply at least one theoretical approach to supervision and the associated skills/techniques as well as being familiar with some other approaches
4. Plans interventions to promote autonomy, when working with the supervisee or client system
5. Identifies existing resources in the supervisee and client system and plans so as to utilise and integrate them into the process
6. Has working knowledge of other local resources in the community which could be of support to the supervisee or to which the supervisee could be referred
7. Demonstrates awareness of different styles and plans accordingly
8. Demonstrates awareness of different stages to be encountered and plans accordingly.
9. Identifies possible pitfalls and problems and generates realistic options for dealing with them

Implementation

1. Demonstrates the application and integration of supervision concepts in practice
2. Pays attention to factors which create a safe climate for the work, including taking into account constraints due to environmental, social and cultural issues
3. Is anti-discriminatory in their practice and promotes this in ways which are consistent with their role, legislation and the situation
4. Recognises and responds appropriately to unconscious dynamics
5. Shows the capacity to make accurate phenomenological observations of supervisees and to use these as a basis for choices of interventions
6. Gives permission, protection and strokes for supervisees to think, challenge, question, grow and change
7. Protects supervisees from harm and refers supervisees to other professionals where this is indicated
8. Can provide a rationale for specific interventions in terms of appropriateness and timeliness
9. Shows the ability to evaluate the effect of an intervention as it is made and uses that information to update hypotheses and subsequent interventions
10. Recognises and assesses psychological issues as they arise within the session and addresses them appropriately in line with the contract

Evaluation

1. Has clear criteria and uses them to undertake continual processes of evaluation of their own practice
2. Identifies what needs to be evaluated in their work with supervisees and client systems and plans how to collect the relevant information
3. Identifies ways of evaluating interventions and the rationale for their selection
4. Checks for patterns and trends in the way they work as well as evaluating their work with specific supervisees and client systems
5. Uses supervision to increase their self-awareness and professional competence
6. Demonstrates a commitment to ongoing personal and professional development
7. Is willing to accept feedback, confront personal issues and undertake personal therapy when indicated
8. Is aware of debates in their field concerning evaluation and quality improvement
9. Is familiar with research methodologies and can critique their own work and the findings of others

Appendix 2: PDF Programme Learning Outcomes and ICDSV Competencies – a comparison

PDF Learning Outcomes		Super-Vision Competencies
<i>Knowledge and understanding</i>		
A1	<i>Identification and appropriate use of sources of knowledge and evidence.</i>	1. Theory 2. Implementation 3. Contracting
A2	<i>Select appropriate approaches based on reasoning</i>	1. Professional Context 2. Analysing & Assessing
A3	<i>Knowledge of range of ethical codes and professional practice guidelines</i>	1. Professional Context 2. Implementation 3. Contracting
A4	<i>Takes into account perspectives of all stakeholders</i>	1. Contracting 2. Professional Context
<i>Cognitive skills</i>		
B1	<i>Analysis and synthesis of information, including at unconscious levels</i>	1. Analysing & Assessing 2. Evaluation
B2	<i>Self appraisal/critical reflection on practice and learning and supervision processes</i>	1. Personal Attributes 2. Evaluation 3. Theory
B3	<i>Self directed about own learning and development</i>	1. Designing & Planning 2. Implementation
B4	<i>Evaluation and critique of empirical and experiential data</i>	1. Evaluation 2. Theory
<i>Practical skills</i>		
C1	<i>Awareness of context and adjusts to suit audience</i>	1. Personal Attribute 2. Professional context 3. Implementation
C2	<i>Manages resources</i>	1. Designing & Planning
C3	<i>Engagement to match styles, content and audiences</i>	1. Implementation 2. Personal Attributes 3. Contracting
C4	<i>Accepts responsibility but does not rescue</i>	1. Relationship 2. Contracting
<i>Graduate Skills</i>		
D1	<i>Communicate ideas, principles and theories effectively by oral and written means</i>	1. Implementation 2. Contracting 3. Theory
D2	<i>adds to sum of professional knowledge through own specialism</i>	1. Personal Attributes 2. Implementation
D3	<i>Uses IT to obtain and disseminate knowledge</i>	1. Theory
D4	<i>Applies research methodologies to produce robust and defensible conclusions</i>	1. Analysing & Assessing

Appendix 3: PDF Learning Outcomes defined for Developmental Super-Vision

A	Knowledge and understanding	
A1	Knowledge	Identifies and makes appropriate use of a range of sources of knowledge and evidence
A2	Reasoning	Selects appropriate approaches based on reasoning and critical evaluation and can explain choices
A3	Ethics	Exhibits knowledge of a range of relevant ethical codes and professional practice guidelines and can explain their application to own practice
A4	Perspectives	Identifies and takes into account the perspectives of and potential impact on all stakeholders
B	Cognitive skills	
B1	Analysis/Synthesis	Analyses and synthesises information from a range of sources, including unconscious as well as conscious processes
B2	Critical reflection	Reflects critically on own practice and own processes of learning and supervision, and on the practices and processes of others
B3	Self Direction	Identifies and plans how to meet supervisees' learning and development needs, taking into account potential pitfalls; does the same for own development
B4	Evaluation	Uses clear criteria and processes to evaluate own practice, incorporating supervisee feedback; critiques the work of others including research findings
C	Practical skills	
C1	Context	Demonstrates awareness of context, relates interventions to supervisees/audiences, adjusts to suit changing circumstances
C2	Resources	Manages resource implications for self, others and organisations of practical initiatives; works within own competence and seeks help appropriately
C3	Engagement	Maintains OK/OK relationships; matches communication style and content to a range of supervisees/audiences and professional requirements
C4	Responsibility	Accepts appropriate responsibilities whilst ensuring that other do the same; uses contracting to avoid 'rescuing'
D	Graduate Skills	
D1	Communication	Communicates ideas, principles and theories effectively with professional colleagues through written and oral means
D2	Leadership	Adds to the sum of professional knowledge by developing and contributing their own areas of specialist expertise
D3	Information management	Uses information technology to access a wide range of sources of information and to communicate to others
D4	Research	Applies research methodologies and techniques to produce well founded conclusions

Appendix 4: Tutor CVs

Name	Country	Page
Julie Hay	UK	31
Lynda Tongue	UK	39
Sandra Wilson	UK	42
Madeleine Laugeri	Switzerland	46
C Suriyaprakash	India	47

Julie Hay UK

Qualifications and Memberships

Chartered Fellow Chartered Institute of Personnel Development (formerly FIPD, FIPM and FITD)

Chartered Manager Chartered Management Institute (CMgrMCMI)

Former Fellow Royal Society of Arts

Former Member Chartered Institute of Transport.

M. Phil. (management and organisational assessment)

Diploma in Management Studies (DMS) - with distinction

Internationally accredited as Teaching and Supervising Transactional Analyst (Organisational, Psychotherapy & Educational)

Master Practitioner and Licensed Trainer NLP (Neuro-linguistic programming)

NVQ Assessor

Occupational & Advanced Testing Saville & Holdsworth, MBTI, FIRO, KAI

Enneagram (Riso and Hudson); Behaviour Analysis (British Airways after Rackham & Honey);

Open Space Technology with Harrison Owen

Diploma in Transactional Analysis Psychotherapeutic Counselling

Professional Contribution

Visiting Professor, Middlesex University

Academic Dean Transactional Analysis Professional Development Foundation

Programme Director MSc Professional Development (Developmental Transactional Analysis)

Founding Director, President 2006-2008 of the European Mentoring and Coaching Council.

Inaugural (2009) and current Editor International Journal of Transactional Analysis Research

Served on several committees related to counselling at work, supervisory management

Past President of both the European and the International Transactional Analysis Associations.

Vice Chair Institute of Transactional Analysis 1986-88

Founder and inaugural chairperson, and Chairperson 2009-2011 Institute of Developmental Transactional Analysis.

Editorial Board of Transactional Analysis Journal 1998-2000.

Leads International Centre for Developmental Transactional Analysis and International Centre for Developmental Super-Vision.

Forensic Psychotherapist

Experience

From 2012 to present – Chief Executive, Psychological Intelligence Foundation CIC

From 1999 to present – Managing Director, Psychological Intelligence Foundation CIC, trading as A D International and as Sherwood Publishing

From 1993 to present – Chief Executive of Sherwood Publishing, specialist publishing relating to business of A D International; books, audiotapes, workbooks (mainly by Julie Hay); quarterly INTAND Newsletter – International Network for TA and NLP (until end 2003)

From 1986 to present - Chief Executive of A D International, a training consultancy providing a full range of assessment and training services, such as:

- leadership of team providing management development programme for Scottish Prison Service
- design of customer care and management training days for 60,000 staff of major bank
- teambuilding and strategy planning initiatives for Bristol-Myers Squibb, Full Sutton Prison, J Sainsbury
- action learning plus group dynamics programmes for London Borough of Bromley
- Developing Excellence programme for Maxwell Communications Corporation
- coaching and mentoring skills for Cabinet Office, Drake & Scull, IBM, Chemical Bank; Department of Health, Improvement & Development Agency (including cross-cultural mentoring), led external mentoring team for Herts Constabulary
- assessment/development centre design for National Clinical Assessment Authority, South Bank University, Sun Alliance, Devon County Council, Bull Information Systems, Probation Service, Schroders, First New York Securities
- major management training needs survey for Robert Bosch
- consultant/trainer training for Rolls Royce Motor Cars, MaST, APN, Soma, J Sainsbury, Nationwide Anglia, London Boroughs of Tower Hamlets and Haringey, Metropolitan Police, Probation Service, Bristol-Myers Squibb (Eastern Europe)
- workshops on leadership and organisational culture in India, Australia and Mexico; performance assessment training in Eastern Europe and Israel

1986 – present – leading TA and NLP training programmes in UK and Eastern Europe

Currently leading Developmental TA programmes in UK, Ukraine, Poland, Turkey

Over 45 years experience in industry, government and the public sector, including: internal consultancy during the period of major change within British Airways; merger of Local Authority departments; recruitment of 2000 external staff into British Airways at the start of the recovery period; management of training departments - British Airways Sales and Customer Service Travel Industry Training School and Glacier Metal Company Training Department; project management on major capital equipment export contract; numerous overseas presentations and workshops.

Over 30 years experience of teaching transactional analysis and supervising students around the world, including leading ongoing developmental TA programmes in UK, Poland, Turkey and Ukraine. Have sponsored successful students to Teaching & Supervising Transactional Analyst level in UK, Netherlands and India. Current CTA and PTSTA trainees are in UK, India, Slovenia, Romania and New Zealand. Contribute to programmes in Lithuania, Romania, Russia, and Armenia. Presenter at EATA Summer Schools: Macedonia

2008, Croatia 2010. Regular presenter at European, international and national TA association conferences. Author of numerous articles, audiotape sets and books on transactional analysis, including on supervision.

Over 40 years experience - counselling and therapy

2009 – 2013 – student on MSc in TA Psychotherapy programme at Middlesex University/Metanoia Institute

2009-2011 – student on Diploma in Counselling programme at Metanoia Institute

2009 – 2010 – student on Somatic Trauma Therapy Training

2010 -2013 – Volunteer Counsellor at Category B Prisons

2009 onwards - private practice including online therapy to clients in Eastern Europe

2009 – 2010 - placement at Metanoia Counselling & Psychotherapy Service

1996 onwards – added Enneagram to approach – issues about identity, personal style, development of true self, stress reactions and the path to health.

1994 onwards – added NLP to approach – issues included phobic responses, smoking cessation, obsessive/compulsive behaviour.

1986 onwards – freelance counselling/coaching – issues included: trauma after major accident, home/work life balance, living with disfigurement. Range of short-term (brief) interventions when teaching/travelling e.g. personal and work relationships, employment insecurities, issues around studying for qualifications.

1975 onwards – counselling within British Airways – based on transactional analysis, behaviour analysis, Myers-Briggs: issues included working and family relationships (e.g. realisation that feedback about work performance indicated similar issues in personal life), living with disabilities (e.g. thalidomide); member of Counselling at Work Committee of BAC (nowadays ACW/BACP).

Served as staff member on Group Relations Training Association Annual T-group Event. (8 staff, c. 100 participants)

Taught counselling skills to managers and to volunteers within Employee Assistance Programmes.

Over 25 years experience of coaching /mentoring

Active in this area for many years, including researching it when writing ***Transformational Mentoring - Creating Developmental Alliances for Organisational Cultures***. This was published in 1995 by McGraw-Hill (and republished by Sherwood in 1999). Much of what was written then is now also commonly referred to as coaching. In 1992, established a network of HR professionals who were keen to know what others were doing; this group met regularly on a quarterly basis until end 2003 when the EMCC succeeded it.

Founding Director of the European Mentoring and Coaching Council (alongside David Clutterbuck, Sir John Whitmore and others), a member of the Examining Board of the Oxford School of Coaching and Mentoring and hence the CIPD, and regular presenter at European Coaching & Mentoring Conferences.

Since 1992 have provided consultancy advice, led senior level discussions to relate coach/mentoring to corporate culture, and/or designed and run training events and provided support materials for a number of organisations in places as varied as India, Australia and Eastern Europe. Within the UK:

- Drake and Scull (heavy engineering and construction) - manager development programme
- Department of Health – introduction of scheme plus mentor/mentee/line manager training
- Hertfordshire Constabulary - team of external coach/mentors for the top 43 managers
- Improvement & Development Agency (IDeA) - materials and advice for Women's Leadership and Top Managers' Programmes, and for Horizon's cross cultural programme
- Forestry Commission – design of scheme, training of mentors and mentees, workbooks, ongoing support to 'supermentors' who in turn support mentoring pairs
- Cabinet Office – design and introduction of scheme, plus evaluation
- plus others including: Anglia Regional Health Authority; Sun Alliance; Swiss Re; Inland Revenue; Probation Service; Essex, Kent and Gloucestershire County Councils; Bristol City Council; NHS Chief Executives Development Programme; States of Guernsey; London Borough of Sutton (special version for junior employees who were female and/or black and/or with disabilities)

1974-1986: British Airways - varied experience as manager, internal consultant and trainer

- managerial and professional responsibility for British Airways Travel Industry School, a training business generating revenue of £500K p.a. as well as providing promotional training in support of the airline's marketing strategy.
- Training Consultant Sales and Customer Services, acting as internal consultant at managerial level, supporting change processes associated with major shift in organisational culture and management style.
- full range of training and development, including acting as training consultant to specified areas of the company. Training designed and conducted personally includes supervisory and management skills such as problem solving and decision making; interpersonal skills, team building, persuasion; industrial relations; training skills (for captains, flight engineers and customer contact staff); report writing and presentations.
- introduction of assessment and development centres into Engineering Department of 15,000 staff. Researched role of manager, trained senior managers as assessors, designed and ran simulations, chaired assessment committees and advised on subsequent development activities and promotions.
- within a 12 month period, re-established Recruitment and Selection Department, increasing staff from 10 to 70 and negotiating provision of accommodation and equipment, and led this team in the recruitment of 2000 new staff, using advanced assessment and selection techniques.
- designed and managed the introduction of 250 place Youth Training Scheme, including provision of work experience and off-the-job training.
- developed and introduced company-wide personnel policies and procedures, including submission for Executive Board approval and negotiation/consultation with Trade Unions and Staff Representatives.
- training and management of small team within Engineering Department to handle 2000 voluntary redundancies over a 3 month period.

1958-1971: Experience in wide range of organisations and functions, including:

1971-1974: London Borough of Harrow -

Administration Manager: managed merger of two units handling administration/maintenance of Council buildings.

1967-1971: Glacier Metal Company Ltd (Associated Engineering Group)

Company Training Officer: full range of training activities, from induction to management development via fork lift truck driving and power press operation. *Member AUEW.*

Acting Company Training Manager: responsibility for Apprentice Training School during 6 month absence of Manager.

Project Technical Clerk: control of administrative procedures on £3 million engineering capital equipment contract with USSR

1967: Amoco (UK) Ltd

Assistant to Accountant: oil company accounting, service station account reconciliations, customer correspondence, troubleshooting

1964-1967: Dexion Ltd - Newsum Timber Engineers -

Supervisor - Sales Support Team: management of team providing full range of sales and marketing support, analysis and forecasting, order processing, etc.

1961-1964: Kodak

Cost Clerk: maintenance of production records, input of data to computer, analysis of chemical usage, investigations of staff suggestions, payroll submission and query handling. Also elected *Staff Representative* on Works Council, and *Safety Representative.*

1958-1961: Civil Service - Department of Scientific and Industrial Research

Scientific Assistant: in team of 3 setting up the National Lending Library, designing procedures for receipt and lending of international collection of post-graduate text books and journals

Publications

BOOKS and TAPES

Transactional Analysis for Trainers McGraw-Hill 1992, Sherwood 1996, 2nd edition Sherwood 2009

1st edit translated into French as *Analyse Transactionnelle et Formation* Desclée de Brouwer 1994

2nd edition translated into Polish as *Analiza Transakcyjna dla trenerów* Kraków : Grupa Doradczo-Szkoleniowa Transmisja 2010

Working it Out at Work - Understanding Attitudes and Building Relationships Sherwood 1993 2nd edition 2009

and translated into Slovenian as *Uspesni na delu* Potritev d.n.o. 1999

into Romanian as *Sarada de la serviciu*, CODECS 2006

into Dutch as *We lossen het samen wel op - Transactionele Analyse op de werkvloer* SWP Publishers 2004

into Persian as *Success Psychology in the Workplace*, Roshd, date unknown and as *I am not OK, are you okay* publisher and date unknown

- Donkey Bridges for Developmental TA : Making transactional analysis memorable and accessible* Sherwood 1995
- Transformational Mentoring: Creating Developmental Alliances for Changing Organizational Cultures* McGraw-Hill 1995, Sherwood 1999
- Developmental Alliances : A Guide to Mentoring* Sherwood/Local Government Management Board 1996
- Getting the Best out of Development Centres* Cabinet Office 1996
- The Gower Assessment and Development Centre* (a package of simulations, programmes, documentation for running centres) Gower 1997
- translated into Dutch as *Materiaal voor Assessment & Development Centers* TFC 1999
- translated into Polish as *Ośrodki oceny i rozwoju*, plus onto CD-ROM, Oficyna Ekonomiczna, 2003
- Mission to Enernova – Assessing Potential and Developing Performance* Gower 2002 (with Peter Emery)
- Action Mentoring* Sherwood 1997
- Dealing with Difficult People - The Workbook and Tape Set* Sherwood 1998
- Advisor (NLP) for *The Complete Communicator* Video Series BBC for Business 1998
- Transactional Analysis Introductory Course – Workbook & Tape Set* Sherwood 2001
- Neuro-Linguistic Programming Practitioner Course – Workbook and Tape Set* Sherwood 2001
- Mission to Enernova – Assessing Potential & Developing Performance* (with Peter Emery) Gower 2002
- Simulations for Assessment, Training and Development* - photocopiable manual plus CD-ROM Gower 2004
- Reflective Practice and Supervision for Coaches* Open University Press 2007

CHAPTERS

- TA at Work in *Gower Handbook of Training & Development*, Gower 1999
- Assessment & Development Centres in *Gower Handbook of Training & Development* Gower 1999
- Developmental TA in *Growth and Change for Organizations: Transactional Analysis New Developments 1995-2006* editors Günther Mohr & Thomas Steinert, ITAA 2008
- Skype Supervision in *Virtual Coach, Virtual Mentor* David Clutterbuck (ed) Information Age Publishing 2009
- Using transactional analysis in coaching supervision Chap 11 in *Coaching and Mentoring Supervision Theory and Practice* Bachkirova, T, Jackson P & Clutterbuck, D (eds) Maidenhead, UK: Open University Press 2011
- E-supervision: application, benefits and considerations Chap 19 in *Coaching and Mentoring Supervision Theory and Practice* Bachkirova, T, Jackson P & Clutterbuck, D (eds) Maidenhead, UK: Open University Press 2011

Lynda Tongue UK

Qualifications & Memberships

Teaching & Supervising Transactional Analyst (Organisational)

Chartered Fellow CIPD

BA (Hons)

Professional Contributions

Deputy Programme Director MSc Professional Development (Developmental Transactional Analysis)

Regular speaker at national conferences.

IDTA Council Member - 2004-2007, 2008 - ongoing

Chair IDTA Training Standards Committee – 2000 - ongoing

UK Delegate to EATA 2014-2017

President Elect ITAA 2017

Experience

Lynda specialises in the areas of individual and organisational development. She has been consulting with all levels of management and staff, across public and private sectors, since 1991. She believes that the skills and talents of many people lie untapped and finds enormous satisfaction in working with individuals to unlock their true potential.

Lynda runs a TA training academy in south-west England. As well as running programmes in the UK, she has enjoyed delivering TA workshops in the Ukraine, Russia, Romania, Poland and Turkey, plus Prague and Nashville, USA.

Publications

Tongue, L (2005) Discounting *IDTA Conference Papers*

Tongue, L (2009) "Research into Brain Functioning and the links to TA *IDTA Newsletter*, Vol 4, Issue 4 p 15

Tongue, L (2009) Groups, Members and Undifferentiated slots *IDTA Conference Papers*

Tongue, L (2010) Culture – A Family Affair? *IDTA Newsletter*, Vol 5, issue 1 p 13

Tongue, L (2010) Drivers and Working Styles in the Training Room *Triangle Partnership Newsletter*

Tongue, L (2010) TA4Work – spread the word! *ITA Conference*

Tongue, L (2011) Going for Growth, *IDTA Newsletter*, Sept, Vol 6, issue 3 p 18

Tongue, L (2011) Parallel Process, *IDTA Newsletter*, Sept, Vol 6 issue 3 p 14

Tongue, L (2012) Endings *IDTA Newsletter*, Sept, Vol 7, issue 3 p 8

Sandra Wilson UK

Qualifications & Memberships

Graduate of The Chartered Institute of Personnel & Development 1986
Corporate Membership of The Chartered Institute of Personnel & Development 1988
BA Psychology, The Open University 1991
BPS Level 2 (SHL Trained), The British Psychological Society 1998
Diploma in Coaching, The Alexander Corporation (bespoke programme for UD) 1992
Diploma in Organisational & Management Development, Henley College 1993
Fellow – CIPD Development, The Chartered Institute of Personnel & Development 1998
MBTI Certificate of competency, Oxford Psychologists Press 2000
Certified Transactional Analyst (Organisational) European Association for Transactional Analysis – TEW 2003
Business Practitioner, Neuro Linguistic Programming, A D International 2004
Provisional Teaching & Supervising Transactional Analyst (Organisational) European Association for Transactional Analysis – Training Evaluation Workshop 2004
FIRO-B Certificate of Competency, Oxford Psychologists Press 2005
Diploma in Coaching, Coaching Development 2006
MA Abnormal Psychology, University of St Andrews (part-time) 2007
MProf (Coaching), Middlesex University 2009
Teaching & Supervising Transactional Analyst (Organisational), Chartered Fellow of the CIPD
Registered User, Psychometric Tests and Personality Profiles
OPP Registered User, Psychometric Tests, MBTI and FIROB, European Association for Transactional Analysis 2009

Professional Contribution

Until recently Sandra was a Director on the UK Board of the European Mentoring & Coaching Council and Chair of the Conference Committee.

Sandra also served as UK delegate and then Vice President European Transactional Analysis Association.

Experience

2006 – to date	Director – The International Centre for Business Coaching
1995 – 2006	Principal Consultant - Sandra Wilson Consulting Organisation & Management Development Consultants
1994 - 1995	Senior Partner – The Felgate Partnership Organisation & Management Development Consultants

Specific projects, current and recent are:

Visiting Lecturer at University of Strathclyde and the Open College.

Design and implementation of a strategy for creating a coaching culture for an NHS Board – bringing a systemic approach to the use of coaching as a development intervention

Executive coaching in the NHS.

Co-design and delivery of a coaching scheme for a large public sector organisation.

Executive coaching with key financial services sector organisations, global manufacturing companies, a public sector media organisation, key players in the public sector.

One-to-one coaching with senior managers/executive directors (various) nationally and internationally.

Design and delivery of coaching programmes for key players in global manufacturing, media, NHS and customer services.

Design and delivery of a governance framework for the selection and assessment of external coaches for a key player in the NHS.

Design and delivery of a public programme teaching foundation coaching skills to managers – run internationally.

Design and delivery of a first line manager leadership development programme for the Scottish Prison Service designed to support a culture change initiative. (Including assessment of written work for credits towards a Certificate in Management).

Design and delivery of elements of a middle management programme for the Scottish Prison Service including project management and the co-ordination of activities of a team of 4 facilitators. (Including assessment of written work for credits towards a Masters degree – visiting lecturer at the University of Strathclyde).

Design and delivery of change management support and coaching for change for a major public sector media organisation.

Design and delivery of executive team development for an NHS Board.

Design and implementation of a mentoring scheme for a large manufacturing company to support a 120 new recruits.

Design and delivery of a strategic change and organisational development programme for a major manufacturing company in Scotland involving directing the work of 4 external agencies.

Design and delivery of organisational change and development programmes for large multi-national companies in the UK; Eire and Eastern Europe.

Design and facilitation of executive team development programmes in the financial services sector, manufacturing and customer services.

Clients include:

Unilever UK	NHS Fife	Fife Constabulary
BBC Scotland	NHS Tayside	Gleneagles Hotel
The Coaching Institute of Romania	NHS Grampian	Scottish Prison Service College
Coca-Cola Romania & Serbia	NHS Highland	The Tipperary Institute
CATA Prague	NES	The Forestry Commission
NHS Forth Valley	Aberdeen Education Authority	Glasgow Caledonian University

Insight Investment Ltd	Ballygowan Mineral Water Ireland	Group Lotus Performance Cars
Britannic Asset Management	Elit International & Elit Ruhagyar Rt	HMV Record Stores
Prudential	Scottish Qualifications Authority	Scottish Power
Thomas Tunnock Ltd	Conoco Oil & Gas	i-coach academy
Chivas Brothers Ltd	BP Oils & Chemicals	Pagan Solicitors
Seagram Europe Ltd	Scottish Natural Heritage	ITAP – Austria
United Distillers plc	Sky Subscriber Management Centre	
JBB (Greater Europe) plc		
Bulmers Ireland Limited		
1993 – 1995	Employee Development Manager – UK Operations – Guinness plc	
1993 - 1995	Open Learning Manager – UK Operations – United Distillers	
1990 - 1993	Divisional HR Manager - Grain Distilling – United Distillers	
1988 – 1990	Production Manager – Distillers Co (Bottling Services) Ltd	
1985 – 1988	Training Manager – Distillers Co Ltd	
1981 – 1985	Deputy Personnel Manager – Distillers Co Ltd	
1979 – 1981	Personnel Officer – Distillers Co Ltd	
1977 – 1979	Recruitment Officer – Distillers Co Ltd	
1974 – 1977	PA to the Personnel Manager – Distillers Co (Bottling Services) Ltd	
1969 - 1974	Various secretarial roles – Fife County Council	

Publications

Sandra is the co-author of 'The Integrated Leader'™ model of leadership and power. She is currently working on two coaching books, *The Integrated Coach* and *Coaching Conversations – A Handbook for Managers*.

She has written numerous articles on coaching for the CIPD publication 'Coaching At Work' and recently co-wrote an article for a Dutch coaching journal.

Madeleine Laugeri Switzerland

Qualifications and Memberships

Organisational Consultant – Coach – Trainer – Supervisor

External Professor at Haute Ecole de Gestion du Canton de Vaud.

External Trainer at Frankfurt Goethe Management Institute

Member of the Institute of Developmental Transactional Analysis

Founder member of FREGAT (Association Francophone pour l'Evolution des Groupes par l'Analyse Transactionnelle)

Director - Founder of the School for the Emerging Change – Nyon Switzerland

Chartered Translator – Geneva School for Interpreters – Geneva University

Internationally accredited as Provisional Teaching and Supervising Transactional Analyst (Organisational)

Chartered Adult Trainer (FSEA – Federation Suisse pour Education des Adultes)

Practitioner NLP (Neuro-linguistic programming);

Trained in Open Space Technology

Trained in Process Communication Model

Professional Contribution

Served on as President of the Shareholders for a small IT company for 5 years,

Served as member of the Swiss TA Association for 6 years and as a member of the Swiss Training and examination Committee

Ex Swiss delegate to the European Association for Transactional Analysis (EATA). Ex president of the EATA Development Committee

Presenter at EATA Summer Schools: Macedonia 2009,

Regular presenter at European, international and national TA association conferences.

Author of a development of Berne's organisational theory published in French and English in TA reviews.

Experience

from 1992 to present – Managing Director, Laugeri Team Consultants Ltd

from 1995 to present: External HR consultant with Nestlé Suisse and Nestec and External HR consultant with Hewlett Packard LTD.

providing a full range of coaching, consulting and training services, such as:

Delivering training programmes at Nestlé Training Center and Hewlett Packard EHQ

Delivering Team building and management development activities for more than 20 internal departments at Nestlé in Switzerland, France, EMEA (Greece, Romania) and Nestlé Nordic in departments such as Research Centers, NPT(Nestlé Productivity Team), Technical Dpt and Factories, Marketing Dpt, IT Dpt.

Training managers and Teams to the Emerging Change Contracts as part of the World Nestlé Continuous Excellence Programme

Team Building with Hewlett Packard Management Team when they moved their offices to Prague and in many other departments of the HQ in Geneva and Eastern countries

Team Building and training activities for Oracle Ltd in the Arab Emirates (Dubai, Kuwait, Abu Dhabi, Bahrain)

from 2006 to present: lecturing in IDTA training programmes in Eastern Europe and the Middle East

from 2005 to 2009 – Founder and Co Director of GATE: Groupement d'Analystes Transactionnels en Entreprise – Organisational Consulting Coaching and Training activities

from 1987-1991 Digital Equipment Corporation (Geneva)

Education Specialist II – Level II Trainer - European Skills and Management Training

Organise and facilitate Management Training seminars for the EHQ and the Swiss subsidiary employees.

Organise and co-facilitate the “Digital Skills and Management Training” programme

Geneva University (Faculté des Lettres)

Before 1986: Full time employee Biogen (Glaxo) Ltd until 1983, then external consultant.

Over 30 years experience in industry, government and the public sector, including: internal consultancy during the period of major change within Digital Equipment Corporation;

Numerous overseas presentations and workshops.

Over 15 years experience of teaching transactional analysis and coaching managers and teams around the world, including ongoing TA training in Poland, Czech Republic, Hungary, Turkey and for HP and Oracle.

Over 20 years experience of coaching

Founding Director of the Emerging Change School and Community

A training programme for consultants and managers based on Berne's Organisational Theory and other recent contributions to group dynamics analysis and management skills development.

Since 1992 have provided consultancy advice, led senior level discussions to relate coaching activities to corporate culture, and/or designed and run training events and provided support materials for a number of organisations in Europe and Eastern Europe.

Publications

TA and Emerging Change: in “Growth and Change for Organisations – Transactional Analysis New Developments 1995-2006” ITAA Publications: Günther Mohr and Thomas Steinert 2006

Analyse Transactionnelle et Changement Emergent: in « Le système comme client »

Actualités en Analyse Transactionnelle – No119 – Les Editions d' AT – July 2006

« Analisi transazionale e Cambiamento Emergente” : Le chiavi del dialogo gerarchico in”Neopsiche,

Rivista di Analisi Transazionale et Scienze Umane” – Anno 2009 – No 7 – Editions Ananke

C Suriyaprakash India

Qualifications and Memberships

2010 Dr. G.R. Damodaran College of Science, Bharathiar University, Coimbatore, PhD, Management: Personality and Leadership

2008 Training and Certification Council of Transactional Analysts, USA Teaching and Supervising Transactional Analyst (TSTA, Organisational Development

2004 Annamalai University, Annamalai Nagar, M.A Applied Psychology

2000 Madurai Kamaraj University, Madurai, M.Phil. Entrepreneurship

1999 Training and Certification Council of Transactional Analysts, USA Certified Transactional Analyst (CTA) Organisational Development

1999 Indira Gandhi National Open University, New Delhi P.G.D.H.E. Higher Education

1994 BSMED, Bharathiar University, Coimbatore M.B.A.HRD & Marketing

1990 P.S.G. College of Technology, Coimbatore B.E. Mechanical Engineering

Teaching Member, International Transactional Analysis Association, USA

Certified Member, South Asian Association of Transactional Analysts

Trainer Member, Institute of Developmental Transactional Analysis, UK

Life Member, Institute for Counselling and Transactional Analysis, Kochi

Life Member, Indian Society for Applied Behavioural Science, New Delhi

Life Member, National HRD Network, New Delhi

Life Member, Divyodaya-centre for inter religious harmony, Coimbatore

Member, Global Facilitators Network, Dubai

Professional Contributions

Have guided several students in their MBA research projects between 1994 and 2003

2001-2 ITAA/WPATA Annual conference, Sydney: Relationship Analysis

2001-2 National Seminar on 'Business Research', PSGIM, Coimbatore: Relationship Analysis of Student-Teachers in an Institute of Higher Education: an empirical study

2007 Study Meeting on Global Leadership Development, Dec 20, 2007, Tokyo, Japan, sponsored by the Asian Productivity Organisation (APO), Tokyo: Transformational Leadership

2008-9 ITAA International Conference, Johannesburg, South Africa, Transactional Imago

2008-9 Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, India: Transactional analysis for enhancing excellence in life skills education and life long learning

Third South Asian Association of Transactional Analysts Conference, Calicut: Transformational Leadership

2010 ITAA International Conference, Montreal, Canada: Transactional Analysis of Transformational Leadership

Experience

1995 to 2003 (Part Time); 2003 to date (Full Time); Over 8000 hours of training, coaching and counselling for Organisational Development in India, Bangladesh, Dubai, Singapore, Ukraine

2010 To date Jansons School of Business Professor of Human Resources: Managing Interpersonal Effectiveness, Organisational Development

2003 to date Relations Institute of Development, Partner, Co-director, Facilitator, Organisational Development training, coaching and counselling with transactional analysis and applied behavioural sciences for corporate and non-profit organisations

1994 to 2003 Dr. G.R. Damodaran College of Science Lecturer (equivalent to assistant professor)

1991 to 1994 SGS India P Limited, Quality Engineer

1990 to 1991 Union Carbide India Limited, Development Engineer

Client List Includes:

Outside India:

Ain-o-Salish Kendra, Dhaka, Bangladesh

Bangladesh Institute of Management, Dhaka

Jaleel Traders, Dubai

Raheem Afroz Group of Companies, Dhaka, Bangladesh

Stansford School of Business, Singapore

Ukrainian Association of Transactional Analysis, Kiev, Ukraine

In India:

Apex Laboratories, Chennai and all over India

Armstrong Apparels

Astral Consultants Limited

Avinashilingam Deemed University

Bharath Packings, Hosur

BKS Mills

BSNL

Centre for Information and Guidance, Kozhikode

Century Apparels

Conquest

Crown Labels

Firstsource Solutions Limited, Bangalore, Mumbai, Chennai, Kolkata, Vijayawada, Hubli

Francis Wacziarg Apparels Limited, Tirupur, Bangalore, Mumbai

Gangotri Textiles

Gowrish CNC Private Limited

GRD Institute of Management

GRG Institute of Management for Women

Hindustan Latex Limited, Mumbai

Indian Oil Corporation

Jagannath Textiles

Jayarathna Exports Limited

Kishore Apparels

KPR Knits Limited

Laidlaw School, Ketti, Nilgiris

Lakshmi Electrical Drives

Mahendra Engineering Works

Meriden Apparels

Network Clothing Company	RVS School of Management Science and Research
New India Assurance	Samaritans, Mumbai
Orchid International	Saraswathy Vidyalaya, Udumalpet
Parivarthan, Bangalore	Shakti Knitting Limited
Peevees Public School, Nilambur, Kerala	Sparsh Foundation, Bangalore
Penguin Engineers	St. Joseph's College, Coonoor
PRICOL	Suguna Broilers, Udumalpet
Q-Soft Technologies	Tata Institute of Social Sciences, Mumbai
RBR Exports Limited	Tech Knit India Exports
Renaissance Limited	Vivid Textile Processors Private Limited
Roots Industries	

Publications

2006 (Book Chapter) I. A. Mohanraj, Transactional imago, G. Mohr & T. Steinert (Eds.), *Growth and change for organizations: Transactional analysis new developments 1995-2006*. Pleasanton, CA: International Transactional Analysis Association. 164-172.

2003 (Book Chapter) Compatibility analysis of teacher-student relationship: An empirical study using transactional analysis, *Contemporary Trends in Business Research*, PSG Institute of management, Coimbatore

Research Projects Undertaken

2007-2009 Part of doctoral dissertation - Title of the dissertation: Transactional analysis of transformational leadership: Relationship between personality of leaders and members, leadership style and leadership outcomes. Partly funded by the Eric Berne Fund for Future, International Transactional Analysis Association, Oakland, CA, USA

Have guided several students in their MBA research projects between 1994 and 2003