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*The art of leading*

# **Guidelines for Acquiring Teaching Credentials (Graduation)**

in Theme-Centered Interaction (TCI)

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## **Preface**

Teaching TCI is a craft and perhaps also an art. What is special about TCI is the fact that TCI leaders and teachers are, to a great extent, their own tools, based on their knowledge and intellect, their emotions and ethics, their biography, their perceptive faculties and awareness, their body and its expressiveness.

In the process of acquiring the TCI teaching qualification, it is necessary for trainees to holistically expand their abilities and potential according to their personal talents. Assessing one's own personal development is a particular challenge for the chairperson. However, trainees should also gain additional understanding about their abilities and limitations from the recommendations and the accompanying conversations as well as from the counseling process with their mentors.

The following pages refer to personality traits and competence which can and should provide direction and orientation for development during advanced training. Only those who, as a result of this process, are convinced that they have made sufficient progress should take responsibility for applying for qualification as a TCI instructor.

These Training Guidelines are based on many years of experience by TCI teachers and instructors. They have collated these experiences with the intent of forming them into concrete separate steps for the advanced training of instructors, based on the values and axioms of TCI. These Guidelines are intended to provide impulses for individual growth, both to trainees and to RCI- international, thus guaranteeing a high standard of TCI instruction.

RCI would like people with all manner of different talents to take pleasure in teaching TCI and bring it to life.

We hope that all those who engage in this process will gain useful experience and successfully complete their project!

## **1 Preamble**

The Guidelines for acquiring a teaching qualification as an instructor of Theme Centered Interaction recognized by RCI-international (Graduation) offer a framework and a concept which aims to ensure the necessary experiential and learning steps. On the one hand these guidelines offer a set of general directions for trainees, upon which they can base their individual courses of study. On the other hand, it provides orientation for graduate instructors and should be adhered to when concluding individual training agreements with trainees.

In order to promote active and responsible management of the curriculum and to respect diverse learning situations, teachers and trainees can, in justified cases, agree upon alternatives for selected elements of the training program together with the Graduation Committee. This is to guarantee

- that the teaching qualification corresponds to RCI- international's standards of quality, which it upholds and furthers in its own interest and in order to compare favorably to other courses of instruction, and
- that every trainee can use these guidelines as a flexible compass for instruction, in accordance with her/his individual personality and education, her/his individual growth and specific globe conditions.

## **2 Beginning and End of Advanced Training**

Training to qualify as an RCI instructor begins with the steps set out under 4. and 5. (see below) and ends when the teaching qualification has been attained. This qualification is awarded by the Graduation Committee (GC) on behalf of RCI- international and provides the basis for a teaching contract with RCI- international.

## **3 Objectives**

These objectives for the attainment of a TCI instructor's qualification describe the capacities and personality traits to be expected of TCI instructors at RCI- international. Hence they represent a concept upon which advanced training can be based. This means that trainees are moving along their individual paths toward these goals, are aware of their prevailing personal, methodical and didactic limitations and understand that these objectives are suggestions for their own development.

Qualifying as a TCI instructor is a confirmation of the following abilities:

- applying and teaching TCI, as well as training others in TCI
- explaining and reflecting on TCI – didactics and one's own understanding of teaching and learning
- participating in the further development of TCI with due consideration for the Globe

### **3.1 Objectives regarding personal and social competence**

- Authenticity
- Creativity and deductive prowess
- The ability to communicate and to deal with conflicts
- The ability to cooperate and actively participate
- Dealing with power and authority responsibly, in accordance with the axioms
- The courage to take a position (to consciously say "yes" or "no")
- Mindfulness for one's own personality and the personality of others
- The ability to recognize one's own structures and patterns, deal with them mindfully and not ask too much of oneself.
- The ability and willingness to grow and develop

### **3.2 Objectives regarding didactics and methods**

Trainees should develop the ability to teach the theory and practice of TCI. This can primarily be accomplished by way of the following elements:

- Knowing the theory of TCI and being able to put it in one's own words
- Presenting TCI theory in connection with the theme and the process
- Making transparent the connections that have been recognized, the intended goals and the decisions arrived at
- Knowing how to analyze a process and teaching others how to do so
- Understanding ongoing group processes, being able to explain the connections involved and present them orally
- The ability to reflect on relationship configurations involving I, We, It and Globe- events, and to use this ability to develop leadership impulses in accordance with TCI
- Being aware of one's own teaching style and (critically) reflecting upon it
- Developing TCI further and exploring new areas for its application (even outside RCI- international)
- Living and conveying TCI in committees and institutions

### **3.3 Objectives regarding responsibility for leading TCI training groups**

Advanced training leading to a TCI teaching qualification is meant to prepare candidates for the challenges facing TCI instructors and trainers. The following elements of advanced training are especially suited to this purpose:

- Giving practical support and supervision during TCI training
- Developing hypotheses about the learning process of individual participants and groups and elaborating on them in the group process
- Offering honest and constructive feedback and assessment
- Drawing up written recommendations – as well as non-recommendations – and defending them
- Reflecting on one's own role as an instructor who evaluates and judges
- Being equally present and attentive with respect to two target groups: group participants and co-leaders
- Arranging and reflecting on planning sessions and evaluations

- Acquiring and disseminating information about TCI- training and RCI- international.

## **4 Prerequisites for Advanced Training**

- The TCI- Diploma
- Sufficient experience in applying TCI in one's own professional area of work.
- Proof of groups, events and seminars led according to TCI since earning the Diploma

## **5 Beginning Advanced Training**

### **5.1 Opinion from a TCI Instructor**

Advanced Training begins with a conversation resulting in an opinion on the candidate's desire to become a TCI- instructor. This conversation focuses on the candidate's:

- Present knowledge of TCI
- TCI didactic and methods competence
- Social competence
- Personal competence

The conversation is led by a TCI- instructor chosen by the candidate. The opinion is drawn up in writing and is a requirement for registration for the Orientation Workshop.

### **5.2 Orientation Workshop**

The Orientation Workshop serves the purpose of information and exchange with respect to the graduation process. It is a conscious step into a new phase of training.

A substantial portion of the workshop is dedicated to detailed feedback from the course leader(s) and the participants amongst themselves, in order to allow candidates to arrive at the decision most appropriate for them as individuals with respect to their graduation project.

Subsequently, the candidates contact their regional Teaching College without delay.

Potential content of Orientation Workshops:

- assessing own resources and discovering themes to be developed
- examining one's own motivation and expressing it in words
- developing one's own (explicit and implicit) view of teaching
- taking on responsibility for one's own graduation process (curriculum)
- giving feedback to participants from the course leaders / fellow participants
- providing information on mentoring
- consciously moving from TCI application to TCI instruction
- giving encouragement to explore specialized TCI literature
- providing information about TCI- instructors' Contracts
- reflecting on our understanding of leadership and authority today

## **6 The Elements of Advanced Training**

### **6.1 Contact Person in the Graduation Committee (GC)**

A member of the Graduation Committee is available to clarify formal and curriculum-related elements. Contact details are listed at:

<http://www.ruth-cohn-institute.org/graduation.html>

### **6.2 Mentors**

Each trainee chooses a member of the ITC as a mentor. Together they agree on consultation meetings which will accompany the training process. This process supports the individual "inner" advanced training process, designed to promote personality development as well as TCI teaching competence. The trainee is responsible for documenting this process.

The mentor has no function in the assessment process, is not a member of the Graduation Committee and does not write recommendations.

### **6.3 Recommendations**

Two recommendations from jointly led TCI- seminars are required in order for a candidate to qualify as a TCI instructor, in respect of which the following aspects must be considered:

- The recommendations should be submitted by TCI-instructors from two different regions.
- The instructors submitting the recommendations should not be of the same gender.
- At least one recommendation should be based on a methods course.
- The trainee must share responsibility for planning, carrying out and evaluating the seminars in question.
- The seminars must provide sufficient opportunity to trainees to experience and test themselves as instructors in a group.
- Trainees should practice providing a co-leader with guidance and draw up an assessment for him/her (recommendation or non- recommendation) in writing.
- Both graduation recommendations refer to each other. They deal with the level achieved with respect to the objectives as defined (cf. item 3).
- Should a recommendation be denied, reasons for this are submitted in writing, including specific indications for the further graduation process. Even a refusal to issue a recommendation is a part of the process of advanced training and must be duly documented.

Recommendations are based on:

- observation of the trainee's teaching and leadership skills
- assessments with respect to the objectives as defined (cf. item 3)
- the trainee's self-assessment regarding teaching skills (explicit / implicit)
- a partial process analysis

## **6.4 Written thesis based on a TCI seminar, led independently by the trainee**

The written thesis submitted in conclusion of advanced training is an essential component of the graduation process. Trainees draw up a process analysis of a TCI seminar which they have organized and carried out independently.

Particular emphasis is put on the didactics and methods of the trainee's own teaching skills. The structure and content of the thesis are discussed in the "information sheet about drawing up the thesis", available at: <http://www.ruth-cohn-institute.org/graduation.html>.

As a rule, the independently led course should include 18 working units of 90 minutes each in various formats. Exceptions should be agreed on beforehand with the Graduation Committee (GC).

## **7 Granting of Teaching Credentials**

### **7.1 Application for Granting of Teaching Credentials**

The application must be addressed to the members of the Graduation Committee (one complete copy for each member). The deadline for the submission of applications is the 1st of April of each year.

The application must include:

- 1 The application form including a cover letter, CV and photograph
- 2 Description of the trainee's graduation process
- 3 Proof of participation in the Orientation Workshop
- 4 Proof of mentorship
- 5 The recommendations / non-recommendations from the training instructors
- 6 Proof of payment of graduation fees
- 7 A separately bound copy of the written thesis (process analysis) must be enclosed, including a statement of release / refusal of release of the thesis for research purposes
- 8 An electronic file (pdf) of the written thesis must be sent to RCI-international's Head Office

## **7.2 Granting of Teaching Credentials**

The Graduation Committee makes its decision by the 1st of September of the year of submission of the application for granting of teaching credentials and informs the applicant of its decision in writing.

In the overall assessment, the two recommendations and the written thesis are valued and considered equally. The Graduation Committee decides on the approval or rejection of the written thesis. Additional stipulations or revision of the thesis are not envisaged.

If the thesis is approved, candidates are awarded their teaching credentials as a qualified TCI instructor by the Graduation Committee. Successful candidates are then invited by the GC to attend the Graduation Workshop, and they inform their Regional Teaching College.

The award of TCI teaching credentials (Graduation) is carried out on behalf of RCI- international and is the basis for the Teaching Contract to be concluded with RCI- international.

## **7.3 Refusal of the written thesis**

Should there be serious deficits, the approval of the written thesis can be refused. In this case, the GC submits a written opinion and schedules a feedback session with the candidate.

A new process analysis may then be drawn up, based on a further independently led course, the format of which has been agreed with the Graduation Committee.

An appeal may be filed against the Graduation Committee's decision. It must be addressed to the Committee appointed for this purpose by RCI- international (at present this is the Board of Arbitration). The reasons for the appeal must be submitted in writing.

## **8 Graduation Workshop**

The Graduation Workshop (max. 2½ days, depending on the number of participants), during which the Certificate of Graduation is presented in an appropriate framework, marks the end of the graduation process.

The workshop may be devoted to:

- Short presentations of important insights from participants' own process analysis
- Feedback on process analysis from the GC

- Professional discussions and exchange among colleagues
- The transition from being a group leader to being an instructor
- Dealing with power
- Introduction to the duties, obligations and rights of graduate TCI instructors

The newly graduated TCI instructors are invited to attend the International Graduates' Conference, where they are received as members of the circle of certified TCI instructors.

## **9 Transitional Provisions**

These Guidelines for Acquiring Teaching Credentials in TCI (Graduation) shall be valid as of the date of their approval on May 26<sup>th</sup>, 2017.

Please observe the following transitional provisions:

- **Deadline on November 1<sup>st</sup>, 2017**  
The provisions of the previous Guidelines for Graduation / Acquiring Teaching Credentials in TCI shall apply.
- **Deadline on April 1<sup>st</sup>, 2018**  
The provision of the new Guidelines for Graduation / Acquiring Teaching Credentials in TCI shall apply. Candidates may choose to either submit three recommendations, according to the previous rules, or submit two recommendations according to the new rules and participate in the 2018 Graduation Workshop.
- An Introductory Conversation in 2017 is recognized as participation in the Orientation Workshop. An opinion from a TCI instructor (cf. item 5.1) is a prerequisite for this recognition.
- The first Orientation Workshop will take place in January 2019.
- Any further questions should be discussed and clarified with the Graduation Committee.

*(Translated and revised in April 2017)*