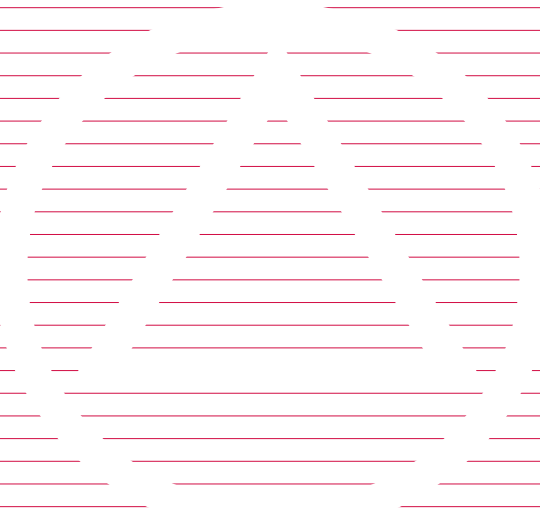


TCI IS EVERYWHERE
TCI IS ALIVE
AND LEARNABLE
TCI FOCUSES ON
PRACTICAL WORK
WHAT IS **TCI**?
THEME-CENTERED-
INTERACTION
TCI EMPOWERS
TCI IS CONCRETE
CAN BE DESCRIBED



ruth cohn
institute for **TCI**
international

The art of leading



Dear reader, we are glad to hear about your interest. This brochure offers a general answer to the frequently asked question: What is TCI?

TCI IS GOAL-ORIENTED

Personality development, processes of change, restructuring - modification all have many facets that present themselves in various ways.

Everyone is touched by the phenomena of change. They disrupt our environments, set or widen limits and have a decisive influence on us. This is one aspect.

On the other hand, we are autonomous, direct our lives, take influence, make choices and take responsibility for our actions or failures to act. Sometimes we experience our actions as effective, and sometimes we feel faint-hearted or overwhelmed.

TCI helps design change

The concept of Theme-Centered-Interaction (TCI) offers support in the stream of change and helps design situations that otherwise might be tense or conflicted. TCI combines anthropological premises with a theory of guidance and leadership.

In this way processes in groups, teams, businesses and organizations can be analyzed, planned, directed and designed more successfully. It is thus possible to combine cooperation, personality development and responsible action in working with meetings and duties.

Consequence: People learn from encountering each other, even when their work is orientated toward achieving results and goals.

WHAT IS TCI?

TCI IS BASED ON THEORY

TCI is a professional strategic concept developed by Ruth C. Cohn from psychoanalysis and humanistic psychology. It aims at effective learning and working in all situations based on communication.

Ruth C. Cohn (1912 - 2000): After her training as a psychoanalyst in Zürich, a German Jew, emigrated to the USA in 1941. In America she successfully combined basic aspects of Psychoanalysis and social psychology in order to make them accessible to students and instructors in the non-therapeutical fields of economics, education and politics.

Surprisingly convincing

For over 30 years more than three generations of instructors, adult educators, counselors and executives in Europe have been working successfully with TCI. TCI continues to be a surprisingly effective method for leading groups, of accompanying processes, of motivating people to work together without getting bored.

TCI IS CONCRETE

ONE CONCEPT

TCI is a concept for dealing and working with people in widely varied fields of action.

TCI supports people, who are active in social situations, where it is their aim to solve tasks effectively, work and lead together, live or learn together, even under difficult personal or external conditions. In this way it is possible to find meaning and joy in one's work as well as greater professional and personal satisfaction.

TWO POSTULATES

TCI supports individual capacities by means of two postulates:

1. The chairperson postulate: Be your own guide
2. The postulate on disturbances: Disturbances take precedence

THREE AXIOMS

TCI unfolds within three basic dynamic areas and employs three axioms. The first axiom has to do with the dynamic field between autonomy and dependency.

The second axiom pertains to the dynamic field of ethics.

The third axiom pertains to the dynamic field existing of freedom and conditionality.

FOUR FACTORS

TCI identifies four factors that determine cooperation between people in groups and institutions:

1. The material, task or subject at hand: the **ITs**
2. Each participant with her/his special competence, concern, feelings and her/his biography: the **Is**
3. The relationships and interactions among all participants: the **WEs**
4. The framework, the context, the influencing environmental factors: the **GLOBE**

TCI EMPOWERS

TWO POSTULATES

As a professional concept for optimal counseling and leading groups, teams, and boards, TCI supports personal action by means of two postulates:

1. The chairperson postulate: Be your own guide

This postulate focuses on self-guidance. That means:

- ▶ Becoming conscious of one's own internal and external reality
- ▶ Using senses, feelings and thoughts for a better understanding of oneself and one's surroundings
- ▶ Making decisions and taking responsibility for them

It is a part of the reality of human existence that self-determination is subject to internal and external conditions. Paradoxically, on the one hand, I am supposed to learn how to guide myself; on the other hand, it is impossible for me to avoid self-guidance and self-responsibility. For example, even when I obey someone, I am the one who has decided to do this.

2. The postulate on disturbance: Disturbances take precedence

This postulate focuses upon disturbances. This means:

- ▶ Hindrances, distractions and interferences along the path to a goal should be recognized as reality
- ▶ If possible, we should try and overcome them

Possible sources of disturbances are both internal processes of a physical, emotional and rational nature as well as external givens of a physical, ecological, social, political nature.

When disturbances are ignored or denied, they work their way into the foreground and impede learning, work and development. It is therefore important to take these disturbances seriously and to work through them until the person or group is able to work and be active.

TCI PROMOTES DEVELOPMENT

THREE AXIOMS

TCI begins with the interaction between the individual and his surrounding; thus making a systemic view possible. In this way, each group member, each colleague, and each student can take responsibility for his actions and for the mutual achievement. TCI unfolds in three basic energy fields and functions with three axioms:

1. The first axiom has to do with the dynamic field between autonomy and dependency.

An individual is autonomous in as much as he regulates and decides for himself. It is, however, also evident that each person is stuck in various, often mutual dependencies. TCI concludes that autonomy increases as mutual dependencies become clearer.

2. The second axiom pertains to the the dynamics field of ethics.

On the one hand the TCI model subscribes to humanistic values: reverence is due to all life, to its growth and decline. On the other hand one's own life must be given respect. TCI requests that values become conscious and weighty decisions are made in light of humanism and that they respect personal needs.

3. The third axiom pertains to the dynamic field of freedom and conditionality.

On the one hand individuals make free choices, and on the other hand internal and external limits for decisions exist. TCI is based upon the conviction that it is possible to extend these limits by becoming aware that they exist, thus creating a prerequisite for extending them. This is the way that development unfolds.

TCI CAN BE DESCRIBED

FOUR FACTORS

Wherever people work, learn and live together, four factors are at work: TCI identifies four factors that determine cooperation between people in groups and institutions:

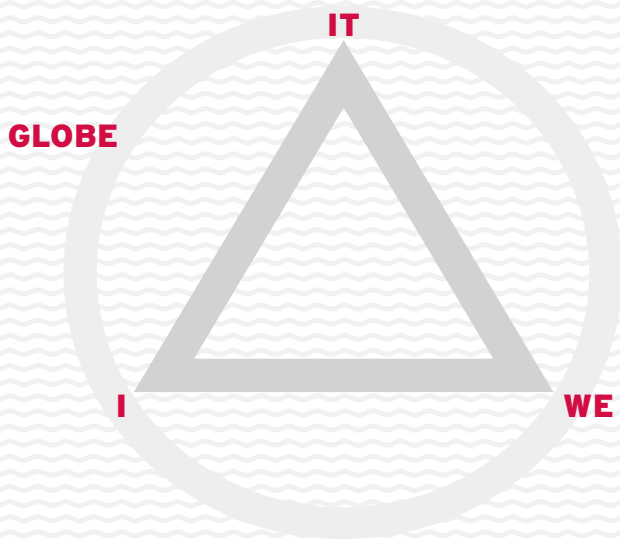
1. The material, task or subject at hand: the **ITs**
2. Each participant with her/his special competence, concern, feelings and her/his biography: the **Is**
3. The relationships and interactions among all participants: the **WEs**
4. The framework, the context, the influencing environmental factors: the **GLOBE**

Learning and working processes are disturbed and impeded

- ▶ when attention is only given to the task at hand without regard to individual wishes or the quality of communication
- ▶ when there is no mutual project or goal
- ▶ when the group members are primarily invested in their conflicts, forgetting their actual tasks
- ▶ when influences and conditions at hand are neglected

All four factors are equally important in achieving optimal cooperation, for living learning and for continued development of the individual and a learning organization. It is the leader's duty to see that a balance among the four factors is found. This means that, in addition to the work on a topic, individual concerns and capacities, the group process and environmental factors must be taken into consideration and, where needed, thematised.

THE FOUR-FACTOR MODEL



WHAT IS TCI?

TCI CAN BE WIDELY USED

in education, in training and in counseling

In education, in school, in teacher training or in social work. With the aid of TCI it is possible to treat others fairly, as equals and to instigate vital learning processes.

TCI promotes personality development and personal education in professional training, in college, universities and continuing education by means of holistic, experiential, effective learning.

In pastoral care and church work, as a concept for taking action to increase trust, improve relationships and promote communication. TCI protects against blind spots, enlarges perspectives and can also help a person to work on what is really relevant.

When planning and evaluating training courses: you will be able to do this on a deeper and more respectful level, ensure the transfer as well as using the group process to successfully increase the quality of your work.

TCI is a useful, basic concept for coaching, supervision, counseling, conversational skills: for your work you get a well-founded basis that you can access at any time.

...ON A DAILY BASIS

in business, organizations and teams

For planning and leading sessions, conferences and meetings. You can develop a running theme or goal-oriented discussions, deal with difficult participants or touchy questions and do this within the time allotted to you.

For the prevention of and dealing with conflicts and communication difficulties. With the help of TCI you can openly look at and work through difficult situations and profit in the future from insights thus gained.

In management trainings for development of leadership personalities and skills. This helps you to be prepared to take in different perspectives and viewpoints.

TCI can be used as an instrument for analyzing and intervening in the area of team development. You will then be able to work successfully as a participating leader, and your team will be able to do its best.

TCI FOCUSES ON PRACTICAL WORK

GUIDING AND LEADING WITH TCI

The participating leader

TCI has a specific understanding of leadership: group process, a conversation, a session should be guided and not left up to spontaneous dynamics. The leader decides selectively authentically to what extent she/he wants to share her/his own personal sensations, feelings and thoughts. The leader decides which of her/his own ideas will support or hinder the group process and the assignments at hand.

Theme orientation, personal orientation, process orientation

The leader designs and pilots the group process so that its' orientation is thematical, personal and procedural. Each participant is invited to take part in making decisions and taking responsibility for them. She/he is also asked to be her/his own chairperson and to report disturbances.

Appropriate social forms support work on the theme. Small groups, individual work, project groups, discussions in plenum.

Custom-made work structures ensure diversification and intense learning experiences: these can be complementary non-verbal exercises, presentation assignments, interactive games, etc.

Theme-centered instead of leader-centered

One of the most important tools for leading discussions and group processes is a theme that is formulated according to certain criteria. A theme that is formulated according to TCI rules

- ▶ deepens the working and the learning process
- ▶ includes individual participants in the process
- ▶ includes both factual levels and human levels
- ▶ encourages openness and exchange among the group members

The theme makes the leader's aims transparent and thus possible for the participants to oppose or accept it.

TCI IS ALIVE AND LEARNABLE

LIVING LEARNING

Experiential learning in the here and now, combined with self-awareness, group awareness and process awareness is what Ruth Cohn terms "living learning". It addresses the entire human being, his thinking, feeling and actions.

A TCI group is always a place of learning and experiencing, in which the group process, its effect on the individual, communication phenomena and active leadership are experienced. The theory that is taught makes it possible to understand the processes that are experienced.

A TCI course combines self-awareness and personality development with theoretical learning and the methods of leading and teaching:

- ▶ By taking part in courses lasting several days in seclusion you can become acquainted with the method, increase qualifications and further personal development.
- ▶ During the basic training course you learn how to employ the TCI method and stance as well as how to reflect your own professional role and personal development (certificate completes training).
- ▶ During the training that leads to a diploma your TCI skills and knowledge in the field of your profession will deepen. You learn how to employ TCI actively and creatively in your particular profession. You also become flexible to the extent that you can employ TCI in areas similar to your profession (diploma completes training).
- ▶ If you become qualified as a TCI trainer after completing the diploma training you are then certified to train others as an instructor of TCI (graduation completes training).

All the authorized TCI training programs are combined under the umbrella organization Ruth Cohn Institute for TCI-international and are led by accredited trainers.

TCI IS EVERYWHERE

When you participate in a TCI course or lecture you are part of the international TCI network.

A network in which people gather whose orientation is the model of Theme-centered Interaction (TCI) as a form of living and of task oriented learning and working in many professions. TCI continues to develop far beyond regional, national and continental boundaries.

The umbrella organization for the regional member associations and the international professional groups is the Ruth Cohn Institute for TCI-international. Regional member associations are located in Germany, Austria, Switzerland, Luxemburg, Belgium, the Netherlands, Hungary and India.

You can contribute to our professional association by using TCI in your area of work. These are:

- ▶ Professional Group TCI for instructors in schools, universities, advanced training for instructors
- ▶ Professional Group Supervision
- ▶ Professional Group Theology
- ▶ Professional Group Economics

You will find all the contacts and the entire program online:
www.ruth-cohn-institute.org

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