

# Information Sheet: the TCI graduation process and how candidates are expected to draw up their written thesis



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*The art of leading*

This information sheet is based on the following rules stipulated in the Guidelines for Acquiring Teaching Credentials (Graduation) of May 2017, page 10:

*“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...** 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).”*

## 1 The Basics

The graduation thesis is a report submitted by graduation candidates on their own graduation course. It should show how and why the candidate planned the course as she/he did and how it actually turned out. The reasons for deviations and the processes observed are to be analyzed with respect to ideas and issues raised in specialist literature.

This could be followed by the description of a personal standpoint on one’s own current understanding of teaching / learning and present teaching ability: What did my course allow me to recognize with respect to my new role as a TCI- instructor, what do I need to keep on looking for, what would I do differently in future?

With respect to one’s future responsibility as a TCI- instructor, an especially important part of the graduation process is that in addition to acquiring the ability to lead oneself and groups according to TCI, candidates should reflect on how they have “taught” TCI when planning and carrying out courses. (This is what distinguishes this thesis from the diploma thesis.) This comprises the didactic decision as to why she/he chose specific content to be taught to the target group envisaged, based on the situation of the participants; how many topics were chosen and which method was used to shape, enhance and promote the learning process. It is equally important to reflect on successful sequences and interventions and recognize why they were successful, just as one should look at those which may have obstructed or impaired the learning process on the part of the participants. Question for discussion: What would I do differently next time, and why?

The **course announcement and planning** should showcase themes relevant to TCI- training, deliberately chosen for their content and targets with reference to TCI- international’s current training rules. This should include a clear indication of which type and category the course belongs to, within basic or advanced training. A connection to the TCI- training guidelines should be recognizable in the TCI- specific leadership brought to the course.

When reflecting on **how processes actually turned out in practice** it is a good idea to critically examine not only particularly successful sequences but also unsatisfactory or surprising developments which did not correspond to how sessions had been planned. In so doing, TCI- specific planning and analysis instruments should be applied: the Four-Factor-Model, the principle of dynamic balance, the effect of themes, theme definitions and structures, analysis of the group process / group phases, self-perception as a participating leader, leadership interventions, etc.

This **analysis** should focus on the **teaching / learning process in and with the group**, encouraged by my **leadership actions** (or the fact that I refrained from acting/intervening, as the case may be) and my **effect as a person** as well as the influences emanating from individual group processes.

## 2 Content and (potential) structure of the written thesis

### 2.1 Point of departure and preliminary comments about my course

This is the part in which I am expected to set out what is most important to me and what I know about my target group; what I think makes sense for this target group or what I would like to try out; if applicable, what the mandate of the institution is and a few words about my own role; some thoughts on how I intend to reach out to potential participants; what could be the appropriate course format and timeframe for them (a week-long course, a course divided into several parts, or some other setting – coming to a total of 18 sessions); planned fees and expenses and the issue of co-leadership. My own hopes, dreams and fears, and how they affect the course announcement I have drawn up.

### 2.2 Wording of the course announcement

Information for potential participants including the theme, goals and content of the course (include brochure and information material as enclosures where applicable).

### 2.3 Initial planning your course

This can be detailed or brief, whichever I find more useful. It should include the selection of teaching content and targets as well as the reasons why they were chosen: which aspects of TCI do I wish to and can I teach this group in this situation, allowing them to experience and understand them? Which methods are appropriate to this end? How can I use these methods to initiate, encourage and support learning processes, which theme descriptions, structures, social and working forms are suitable, and by which additional media and methods can they be accompanied? Which timeframe is suitable?

The overview of the planned structure and sequence of themes should not take up more than one page, where possible.

### 2.4 The actual course

If necessary, this section should include information about the current situation, venue, rooms/facilities and participants.

**A brief summary / minutes** including an overview of all **content / themes and structures** with respect to each individual session and, if there was a co-leader, which session was conducted by whom.

Furthermore, a **personal overall evaluation** at the end of the course: How did I feel as a person acting as a course leader / teacher? How satisfied was I with the results achieved? What did I find surprising, gratifying? What was irritating or disappointing? What became of my intentions, my concerns, my hopes and fears? How well did my course actually match participants' expectations, experiences and learning concerns? How satisfied were the participants (possibly including the results of request for feedback, individual learning results and/or evaluations at the end of the course)?

For this purpose, **individual sessions or course phases** can be selected from the overview for a more in-depth analysis of the teaching / learning processes and of the group process. It is not necessary to reflect in detail on the entire course process.

## 2.5 Process reflection on selected course segments

Particularly suitable examples could be:

- An especially successful course sequence showing my own teaching skills and ability to initiate learning processes; an educational course phase for the learning of participants or for myself as a person and teacher;
- My own leadership and interventions in difficult, delicate phases of the group process;
- A surprising process, which did not develop as planned, a description of special learning processes (or lack of learning) on the part of individual course participants;
- The recognition of transfer phenomena, of components of my own personality in the relations established with certain course participants.

We recommend that the initial description of the course proceedings be a purely factual account, followed by questions of your own with respect thereto, in order to subsequently draw up an analysis of the effective factors and submit comments from a personal perspective. Your aim should be to present teaching and learning processes based on the following questions: As a course leader, what have I been able to achieve with the theme I selected and introduced, as well as with my method, and, as a person, what was I able to accomplish, enhance or prevent? Which group phenomena took effect and what guided my actions as a group leader? All of this should always be discussed with a view to the interaction of all four factors.

Which consequences do I draw from this analysis? Looking back, what would I do differently now – what have I learned from this situation for myself?

It is our premise that learning can always occur in a spontaneous and unplanned fashion, especially on the level of personality development of the individual, in encounters with others; but also in the area of methods insights on leading with TCI. This can also be a part of the reflection process.

## 2.6 Formalities

- The thesis must be written in German or English.
- The application must be submitted on time, the deadline being the 1<sup>st</sup> of April of any given year.
- The thesis should be 25 to 40 pages long.
- The language used should be appropriate, with spelling and punctuation in accordance with current rules.
- It must be submitted in a neat, presentable form.
- Its structure must make sense.

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RCI Graduation Committee