
by Karin Fritzsche, Katrin Hater, Margit Ostertag, Cornelia Rotter and Philipp Rubner

In the course of the TCI Workshop 2016 (on the subject “Pyramid – Triangle – Sphere. We are experimenting with different systematisations of TCI”) we discovered a common interest in providing a consistent and at the same time concise depiction of the TCI system in text and images in our small group. The core statements and elements of TCI are frequently described consecutively instead of showing the contentual connections between them (cf. Reiser 2014, p. 69). Pictorial representations, e.g. TCI as a house (Matzdorf 1993, p. 339) or a tree (Standhardt/Löhmer 2015, p. 16ff.) do not fully reveal the connections between the different elements and levels either. Different forms of TCI depictions were discussed in the Workshop 2016. Moreover, Helmut Reiser presented his complex model of combining the different TCI elements to establish a consistent theory which has been the subject of controversial discussion.

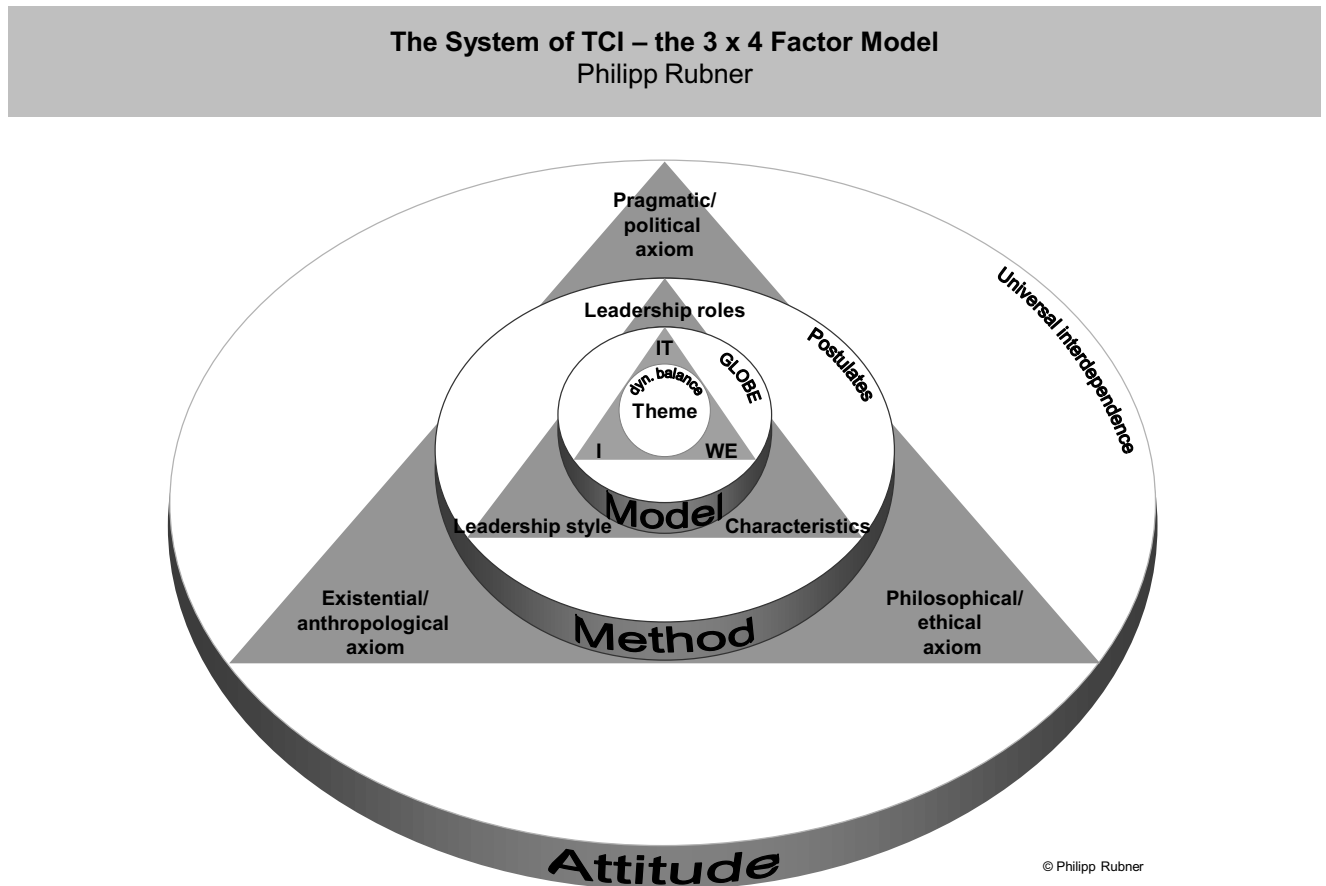
We were particularly inspired by the thought of dialectic in Helmut Reiser’s speech and article (2014). In terms of visual depiction, we found Philipp Rubner’s model (2008) very convincing. The combination of these two approaches initiated a very productive discussion in our group. Maybe, we supposed, the intrinsic connections between the TCI elements could be explained along this basic dialectic structure. And maybe just a few explanatory sentences about Philipp Rubner’s graphic depiction would suffice to develop a concise depiction, e.g. with the aim to teach TCI, without inadequately reducing the complexity of the TCI system. We continued our discussion in September and finally drew up a working paper which we are very pleased to put up for discussion.

Please note that we have adopted Philipp Rubner’s model as it stands since it illustrates the connections between the different TCI levels and elements. We have added some anthropological, theory-constitutive statements and notes to the pictorial depiction. The continuous importance of dialectic was new to us in this regard.

The structure of our text follows the inherent consistency of the levels as illustrated by Philipp Rubner: attitude, method and model. Following this structure we have worked our way forward from the outside to the inside, as it were, and described the elements shown in the illustration briefly and succinctly.

TCI as a System – An Approach to a Concise Depiction

by Karin Fritzsche, Katrin Hater, Margit Ostertag, Cornelia Rotter and Philipp Rubner



The theory of **universal interdependence**, the connection between each and everything is the basis of TCI. Autonomy is inherent in universal interdependence: Only things which are separate can be connected. The coexistence of interdependence and autonomy shows the dialectic basic structure of the human being.

This kind of dialectic understanding is incorporated in the three **axioms** and expressed by the opposites autonomy–interdependence, coming into being–passing away and freedom–limits.

The **attitude** of TCI takes account of this kind of dialectic.

The dialectic tension, the *both ... and*, is the power source of development and change.

The dialectic cannot be resolved; however, its inherent tension constantly asks us to make new decisions. This being asked is expressed by the two **postulates** (chairperson and disturbances). At the same time, the postulates provide orientation to make *conscious and responsible* decisions.

As a **method**, TCI encourages learning and working processes promoting personal development.

A prerequisite is the acknowledgement that all individuals, their interactions, common cause and the context (**I, We, It and Globe** in the four factor **model**) are equal. In the course of the process, this equality is symbolised by **dynamical balancing**. The challenge is to perceive the situational importance of the respective factor and to shape the process accordingly (**leadership roles combined with leadership style and characteristics**). The key element of shaping the process is the **TCI theme**.

The overall reference point of TCI is the desire to contribute to a humane and solidly united society:

“I would like to encourage those who do not want all this suffering [in the world] not to give up and feel helpless, but rather to use the power of their imagination and their ability to act in order to declare and practice solidarity for as long as we still feel autonomous strength in ourselves. This is what I would essentially like to achieve with TCI.” (Cohn/Farau 2008, 374)

Literature

Cohn, Ruth C.; Farau, Alfred: Gelebte Geschichte der Psychotherapie – Zwei Perspektiven. 4. Auflage. Stuttgart 2008.

Löhmer, Cornelia; Standhardt, Rüdiger: TZI – Die Kunst, sich selbst und eine Gruppe zu leiten. Einführung in die Themenzentrierte Interaktion. Stuttgart 2015.

Paul Matzdorf: Das „TZI-Haus“. Zur praxisnahen Grundlegung eines pädagogischen Handlungssystems. In: Cohn, Ruth C.; Terfurth, Christina (Hrsg.): Lebendiges Lehren und Lernen. TZI macht Schule. 3. Auflage. Stuttgart 1997, S. 332-387.

Reiser, Helmut: Vorschlag für eine theoretische Grundlegung der Themenzentrierten Interaktion. In: Themenzentrierte Interaktion 2/2014, S. 69-77.

Rubner, Philipp: Das System der TZI – das 3x4-Faktorenmodell. In: Themenzentrierte Interaktion 2/2008, S. 86-94.