**A. K. RICE INSTITUTE   
for the Study of Social Systems**

**Training and Certification Program**

**January 2022**

**REQUEST FOR ADVANCEMENT TO CONSULTANT CANDIDACY**

The focus of Phase II is *“****Knowledge of Systems Psychodynamic Thinking****”*. In this stage trainees have mentored opportunities to work as consultant candidates in group relations conferences. For advancing to consultant candidacy:

* Complete the narrative prompts listed below.
* Provide a list of your learning activities since you entered the Training and Certification Program (e.g., conferences, training events, study groups, classes, webinars, and related events).
* Arrange for your mentor to endorse readiness to advance to consultant candidacy.
* A payment of $300 is due which can be paid through the AKRI website.

**NARRATIVES**

**Phase II: Knowledge of Systems Psychodynamic Thinking**

As in the initial application, we rely primarily on ***first-person narrative descriptions*** of your experience. Throughout, we focus on connecting to the deeper of texture of collaboration with others, of meaningful reflection and self-examination, and of using one’s vulnerability in the service of learning.

Except where group relations conference experience is specified, please feel free to draw from whatever experiences have led to your insights/understanding. This includes online as well as in-person experiences, experiential learning events of any sort, and experiences in everyday social systems such as families, community, or work settings.

**Please respond to the following prompts:**

1. What was a moment, either in a group relations conference or other setting, when you felt fully authorized? How do you understand this moment?
2. Describe an experiential learning that enhanced your understanding of leadership and followership in groups and organizations from a systems psychodynamic perspective.
3. Describe an experience which informed you about how individuals “carry” or express some aspect of the group. How/why did your experience of being “a carrier”, or coming to represent something of importance to the group, come about?
4. What have you learned about how your actual or perceived identities and history affect your work, including calling forth fantasies and projections from other group members? How do your identities/history affect how you see others?
5. Reflect on your own embodied experience as it pertains to working in a conference or other group setting. Where have bodily sensations preceded feelings that contributed towards understanding what might be happening in a group or a conference?
6. What has been your experience when being confronted with the necessity to speak what is felt to be unspeakable when it relates to the task of the group?
7. The impact of role is a central part of systems psychodynamic thinking. Please describe a conference or other experience that has taught you about the impact of role on how we think/perceive/function.
8. Describe an experience in role in a conference which informed you about what you represent in the system. How did you recognize this?
9. Describe a moment that illuminated something about the unconscious inter-group dynamics and what insight it left you with.
10. Describe an experience that led to a greater understanding of how organizational/group dynamics reflect the larger socio-political context.
11. How does the group relations conference, in the Tavistock tradition, differ from other experiential group learning approaches?
12. Since the COVID pandemic began, group relations conferences have moved to an online format. What do you see as the essential differences in terms of conference engagement and experiential learning?
13. Is there anything else that you would like to add for our consideration?