

Working Guidelines for GaNVC Recognized Facilitators

May 8, 2007

TRAINING INSTITUTE (TI) REGISTRY

1. The purpose of the Registry is to serve as a “clearing house” for agencies, organizations, and faith communities wanting to have a facilitator come to speak, teach, facilitate or offer NVC.
2. Information on how to contact the Registry will be posted on the GaNVC website, in the GaNVC newsletter, printed on all GaNVC handouts, and linked from CNVC, if possible.
3. A designated member of the TI Adjunct Circle will oversee this function as “List Keeper of Facilitators available for NVC offerings”. Presently this adjunct circle is represented by the Local Trainings Facilitator.

FACILITATORS

1. Facilitators on the TI Registry list will be compiled by the TI Adjunct Circle and comply with “Standards of Admission”.
2. Facilitators can use these Guidelines in order to be placed on the GaNVC listing for private offerings.
3. Facilitators will be requested to donate a portion of compensation to GaNVC as described below.

2007 GUIDELINES FOR FACILITATORS TO BE LISTED IN THE GANVC REGISTRY

A. Facilitator will have:

1. Reviewed and stated an intention to practice and share with integrity, reviewed the CNVC ABC’s for Certification Readiness;
2. Received 20 hours of training from a CNVC Certified Trainer during the previous 12 months;
3. Delivered 20 hours of NVC training per year through any combination of the following
 - a. Practice Group facilitation
 - b. Workshop facilitation
 - c. Ongoing Class facilitation
4. Participated in a Practice Group for minimum of 6 sessions *per year*.
5. Maintained bi-weekly contact with an “empathy buddy” for 3 months
6. Attended one residential IIT experience (hours not applicable to #2 above)

B. To be placed on the Registry (per rotating basis below) to be referred to individuals/agencies/communities/organizations who desire an NVC learning opportunity, a Facilitator will have:

1. donated \$50 to \$25 to GaNVC per annum to help defray expenses of Registry maintenance and
2. have collected and submitted to the Registry List Keeper at least 3 written “OBSERVATION OF EXPERIENCE” Statements (OES) from CNVC Certified Trainers and/or 3 Central Circle peers;
3. have collected and submitted to the Registry List Keeper at least 3 written OES feedback forms from other persons who have participated within the previous 12 months, in an NVC offering by the Facilitator;
4. These OES feedback forms shall, based on personal experience of the writer:
 - a. convey an observation of the Facilitator’s knowledge and skill of NVC;
 - b. communicate what needs were met as a result of having been in a class, introduction, practice group or other offering;
 - c. note what practical applications were found to be useful in some aspect life, be it work, community, family and relationships.
5. have been accepted to CNVC as a Certified Trainer OR *candidate*. *If this is true, then one does not have to do numbers 2, 3, or 4.*

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Facilitators may want to consider OES's from someone who has experienced EACH NVC educational offering category under which they want to be listed (e.g. Parenting, Intro, Practice Group, Relationship, etc.)

6. schedule/offer at least one session per 12 months to contribute to TI community's learning;
7. contribute 10% of the net proceeds from any facilitation resulting from a TI Registry referral, listing on the GaNVC website or in any GaNVC publication

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An example of the OE feedback form:

I am offering this OBSERVATION OF EXPERIENCE STATEMENT (OES FORM) on behalf of _____, as a Facilitator of NVC. My experience of being in a class, practice group, introduction, or other offering with _____, on _____ date, provided me with skills or awareness that I found to be useful in my life, work, relationship and/or self growth. For example:

Signed: _____

Date: _____

HOW A FACILITATOR/TRAINER COMES UP FOR REFERRAL

1. According to desired interest of the Facilitator, s/he will be placed on one or any of the following referral list(s) :
 - a. Offer Introductory workshops
 - b. Facilitate in ongoing Practice Groups
 - c. Offering Customized NVC Classes to meet clients needs (possibly list different types of classes, so those interested can put their names by them)
 - d. Assist at GaNVC Workshops or Seminars
 - e. Assist at CNVC Workshops or Seminars
 - f. Participate in other agency or community organizations
2. The list(s) will be maintained by a designated List Keeper, who will contact the Facilitator.
3. The TI Recognized Facilitator Registry will be an alphabetical list. If a call comes to GaNVC, then the referral for the training or practice group or intro will go to the next person on the Registry for that particular type of event.
4. If a specific Facilitator is requested, The List Keeper who receives the call will follow-up with that Facilitator in order to make sure that the requesting client's needs have been met. If the requested Facilitator says "No", then the List Keeper will follow through to make sure the clients' needs are met in another way.
5. If a Facilitator is directly contacted for a workshop, or a caller has a preference for a particular facilitator, then that Facilitator gets the facilitation opportunity.

FINANCIAL CONSIDERATIONS

1. If referred by GaNVC and TI Registry, it is requested that the Facilitator will contribute to GaNVC an amount equal to 30% of the net income of the proceeds of that training(s) after expenses have been deducted.
2. If the Facilitator offers a training that was obtained personally, it is requested that Facilitator will contribute to GaNVC an amount equal to 10% of the net income of the proceeds of that training(s) after expenses. If a Facilitator's class is listed on the website and or the Recognized Facilitator is listed as a Recognized Facilitator on the website, then the Facilitator donates 10% of net income of the proceeds of the training(s) after expenses have been deducted.
3. Some Facilitators may choose to provide offerings pro bono as an investment in the community. Others may choose to donate the entire proceeds to GaNVC.

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Attachment A

The following was copied from the CNVC certification packet:

CERTIFICATION READINESS ABC'S

(A) KNOWING NVC (theory, concepts)

(B) LIVING NVC (consciousness)

(C) TEACHING NVC (effective presentation)

Please use the materials provided for each of the following areas (A,B,C) to help you develop and monitor your growth and readiness in that area.

(A) KNOWING NVC

Familiarity with, Understanding and Recall of NVC Concepts

Do I understand the purpose of NVC, and its philosophical assumptions, concepts of life-alienated and life-connected communication, the quality of empathy and the elements of the "Giraffe dance"?

The following is a review of basic NVC concepts and processes and some questions which often arise at NVC trainings:

NVC Concepts and Processes

Key differentiations

1. "Being Giraffe" vs. "doing Giraffe"
2. Giraffe honesty vs. Jackal honesty
3. Empathy vs. sympathy and other forms of response (fixing, reassuring, storytelling, etc.)
4. Protective vs. punitive use of force
5. Power with vs. power over
6. Appreciation vs. approval, compliments or praise
7. Choice vs. submission or rebellion
8. Observation vs. observation mixed with evaluation
9. Feeling vs. feeling mixed with thoughts
10. Need vs. request
11. Request vs. demand
12. Stimulus vs. cause
13. Value judgment vs. moralistic judgment
14. Natural vs. habitual
15. Interdependence vs. dependence or independence
16. Life-connected vs. life-alienated
17. Shift vs. compromise
18. Persisting vs. demanding
19. Self-discipline vs. obedience
20. Respect for authority vs. fear of authority
21. Vulnerability vs. weakness
22. Love as a need vs. love as a feeling
23. Self-empathy vs. acting out, repressing, or

wallowing in feelings

24. Idiomatic vs. classical (formal) Giraffe
25. Guessing vs. knowing
26. Empathic sensing vs. intellectual guessing

NVC model: parts and components

27. The NVC Model: expressing honestly and receiving empathically, the four components (purpose and characteristics of each), the Giraffe Dance
28. The four ears (four choices we have when hearing a difficult-to-receive message)
29. Three kinds of Giraffe requests

NVC processes

30. Hearing another's anger (blame, criticism)
31. Expressing "no"
32. Hearing "no"
33. Self-empathy when (a) stimulus is external and (b) stimulus is internal
34. Mourning and learning from our regrets
35. Screaming in Giraffe
36. Interrupting
37. Expressing gratitude
38. Receiving gratitude
39. Making conscious choices with awareness of needs
40. Expressing an "apology"

Frequently asked questions in trainings

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1. Why is it important to stay focused on feelings and needs?
2. How do you think Nonviolent Communication can change the way conflict is handled?
3. How do you define empathy? Could you talk more about the difference between empathy and sympathy?
4. I understand you promote a unique form of appreciation; how is it different from telling someone how great they are?
5. I've heard you say that my presence is the most precious gift I can give to someone's pain. Can you explain what you mean by that?
6. I've heard Marshall talk about "enjoying someone's pain." What does that mean?
7. When we empathize, why do we guess rather than simply ask what the speaker is feeling?
8. You're saying we are not responsible for how other people feel. Can you tell me what we are responsible for then?

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Attachment A (Continued)

(B) LIVING NVC

Intention to live in NVC consciousness

This involves an intention to embody NVC consciousness in our lives in each moment. We might ask ourselves, "What am I doing to:

- (1) ground myself in the consciousness of feelings and needs -- to live more fully from the heart?"
- (2) deepen my capacity to empathize with myself?"
- (3) develop my ability to be present moment by moment?"
- (4) deepen my capacity to receive the world empathically?"
- (5) develop awareness of my own intentions when speaking or acting?"
- (6) bring clarity to my communication -- to express myself in a way that is readily understood by others?"
- (7) create fulfilling relationships and to live in harmony with those around me?"
- (8) deepen my sense of interconnection with others and all of life?"
- (9) increase my capacity to give from the heart?"
- (10) appreciate myself and other people more?"
- (11) be able to live more often in the place of gratitude and abundance?"
- (12) take more joy in the joy of others?"
- (13) cultivate compassion in my life?"
- (14) deepen awareness of what I am wanting back from others when I speak or act?"
- (15) deepen awareness of when my 'Giraffe ears have fallen off' (i.e. when I have forgotten that I have choices in how I hear a message)? And what do I do when I then become aware that I had forgotten?"
- (16) feel more alive?"
- (17) be more aware of when I am in my head and disconnected from the heart?"
- (18) experience more freedom in my life?"
- (19) be able to 'express anger fully'?"
- (20) experience greater clarity in my life?"
- (21) experience more peace in my life?"

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Attachment A (Continued)

(C) TEACHING NVC

Clear Intentions, Effective Presentation, Openness to Feedback

This involves an ability to convey our understanding of NVC -- to both present nt concepts and to facilitate practice in ways that effectively support others in their learning needs.

1. Clarity of intention in becoming a certified trainer

(a) What are the intentions behind my desire to become a certified trainer?

(b) What are the intentions behind my desire to teach NVC?

(c) What am I wanting to get out of (or learn from) doing this?

(d) Do I see myself teaching the truth? Is it possible for others to have a different truth? How important

is it that others agree with my teachings on NVC?

(e) What is my commitment to an NVC regional team or to CNVC? How does my presence enrich the NVC community? How do I contribute to the cohesiveness, harmony or growth of the community? What motivates me to participate in a vision to create a Giraffe world?

2. Presenting and demonstrating NVC theory and concepts

(a) How do I develop my ability to communicate to others what I understand of NVC concepts?

(b) How do I develop my ability to understand and answer others' questions about NVC?

(c) How do I deepen my confidence in leading a practice group or presenting a piece of the teaching?

(d) How do I develop my ability to inspire others to approach me with their learning needs?

3. Ability to present the teaching effectively

(a) What do I consider to be the most important information to present?

(b) How do I organize this material?

(c) What kinds of teaching aids, curricula, activities, examples, etc. do I use?

(d) How do I engage the participants' interest?

(e) How do I increase such qualities as clarity, comprehensiveness, compellingness, etc.?

(f) How do I develop my skills and fluency in demonstrating the model through role-play or other illustrations during training situations?

4. Receiving and offering feedback

(a) How do I solicit feedback and strengthen my ability to give and receive honest feedback as resource for my own and other people's growth? How do I offer feedback to others in a way that is likely to meet both our needs?

(b) How do I cultivate the capacity to offer my knowledge – including "correcting" people's errors – in a way that they welcome hearing?

(c) How do I increase my facility to receive negative feedback (especially when directed at myself or those with whom I am identified) without hearing criticism or perceiving hostility? How do I become more receptive to the possibility of benefiting from such feedback?

(d) When I organize or teach at NVC events, what kinds of interactions with others are most likely to trigger me? How would I like to be responding?

5. Group Skills -- "How might I

(a) expand my capacity to contribute in the context of a group?"

(b) contribute more to each person's sense of their own power?"

(c) contribute more to a group's sense of purpose and community?"

(d) contribute to depth, authenticity and honesty in a group?"

(e) contribute to harmony, the resolution of tension and conflict, mutual understanding and

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cohesiveness?"

(f) contribute more to inspiration, joy, and lightness in a group?"

(g) contribute more to focus, efficiency and order?"

(h) develop more awareness of* the feelings and needs of other people in a group?"

(i) more fully balance my needs and those of others in a group?"

(j) become more vulnerable in a group?"