

THE HOFFMAN INSTITUTE TEACHER TRAINING PROGRAMME

In-depth description including:

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The Hoffman Institute

The Hoffman Institute International, based in the United States, inherited the organisation from Bob Hoffman when he died in 1997. Their mission is three-fold: to help spread the work of the Hoffman Process, to safeguard its quality, and in doing so to help develop the consciousness of mankind. Hoffman International has a Board of Directors who license the methodology of the Hoffman Process to Institutes in 14 countries in the world: Argentina, Australia, Bahrain, Brazil, Canada, France, Germany, Ireland, Italy, Mexico, Spain, Switzerland, the UK and the USA. The HP is taught in the language of the country in which it is presented, with the exception of Bahrain

The Hoffman Institute UK is an organisation directed by Tim and Serena Laurence. The UK teachers are Ben Shuckburgh, Jeremy Kynaston, Esme Page, Sabine Maertin, Eliza Meredith, Simon Matthews, Jain Hopkins, Mairi Russell, Janet Burgis, Donna Lancaster, Tom Laughton, Loreen Visser and Mark Grant. In addition, Lisa Wenger, and others from the USA, Australia, Canada and Italy teach here regularly. Serena Laurence manages the office with Lynn Crescens Smith, Nikki Wyatt, Clare Gilsenan and Debra Rand as the main staff assisting her. The Hoffman Institute in Ireland is an affiliate of Hoffman UK and is administered by Jeremy Kynaston.

Being a Hoffman Process Teacher

The teaching staff is a group of close colleagues. Teaching the Hoffman Process itself is interesting, challenging, demanding, intense and rewarding. Teachers work in a supportive team environment for periods of 8 consecutive days on site, eating all meals together and usually living in the same house. The days begin at 7.30 with a breakfast meeting and go on usually until 10p.m., and occasionally later. During the day you may lead various sessions. When you are not leading a session you may leave the room and rest as long as the supervisor knows where you are (a useful skill to develop is the cat nap). You will have the responsibility for up to 8 students. You will have read their pre-course work before the course, perhaps have had a phone call with them, and will be familiar with their personal history and. You may have to check in with them at different times during the day, and spend extra time with them whenever they reach a certain stage. Teachers meet at the site at 5pm on the Thursday of a course, and end after a debrief and appreciation session at 3pm on the final Friday.

Teachers usually teach no more than one Process per month and generally a maximum of 10 Processes a year, which would involve about 84 days (eight days of the course and a half day on the Thursday). Beginning teachers often teach less than this, perhaps six processes a year for a total of 51 days. There has been scope for treating this as a part-time occupation, with as few as four processes a year, or making it more of a serious commitment involving many more, as well as other workshops and projects in conjunction with the office. **The direction we are now going is to train people who are prepared to commit a substantial portion of their working time to the Institute. To help the students, and us we hope that you would be available to provide support groups, other workshops and to work with projects alongside the office-based team.** In other countries teachers have regularly taught every month, and sometimes up to 15 a year. All teachers are self-employed and can substitute other teachers of the same experience and gender for processes they have chosen or been offered. Once qualified, a Hoffman Teacher can also lead the following: Q2 three day Graduate Intensive and Reconnection Days, Welcome Home evenings, Support Groups, and individual coaching of the Hoffman tools. In addition, projects are continually offered to certain teachers depending on their skills and background such as liaising with therapists, researching the long-term effects of the process, developing the web site, working with the business community, updating the teaching materials etc. etc, in which case additional income can be generated. Fees for these vary for each project and depend upon time and skill involved.

What is required in a Hoffman Teacher:

- Thorough understanding of the Process and tools
- Ability to be present to and hold the space for deep emotional work
- Emotional range, ability to model anger, compassion, joy, etc.
- Therapeutic skills, especially empathic resonance
- Emotional maturity, presence, and flexibility
- Willingness and ability to grow
- Teamwork
- Ability to deliver information clearly and effectively
- Ability to evoke strong emotions in individuals and group
- Personal presence and power
- Stamina
- Ability to carry out all necessary tasks required to take students through the Process
- Willingness and ability to ask for help, to receive feedback, and to be supported by more experienced teachers.
- Knowing what you don't know and being willing to learn
- Accepting that the strongest healing force is love

Hoffman Teacher Training Programme

The Hoffman Teacher Training Programme (TTP) brings out in already skilled people a grounded sense of personal power. This is linked to strong presentation skills and the ability not only to hold the attention but also to guide the energy of a group of people. The guidance of this energy can be used both to move a group into a profound meditative state of mind or into a powerful emotion such as anger, sadness or joy. Therapeutic skills such as empathic resonance and the ability to 'hold' or 'mirror' an individual while retaining personal boundaries are also an important component of the training programme. In addition to these, the ability to accept and learn from feedback and accept or pass on responsibility to a team member will be brought out.

The TTP furthermore offers comprehensive instruction in the principles and techniques of the Hoffman Process and results in an in-depth understanding of the HP and development of the skills and techniques necessary to the effective teaching of the Process. All of these lead to certification by the Hoffman Institute as a Hoffman Process Teacher.

Patterns: The TTP is personally challenging. In the TTP you receive personal attention to become your very best both professionally and personally. Trainees find that the patterns that inhibit and limit them in their life inevitably surface in their training. It is crucial to start the TTP with the commitment to face those patterns. Trainees are expected to complete an Observer Process (separate guidelines available). Each Teacher Trainee is matched with a HP teacher as their mentor for the duration of the training programme as a personal and professional support.

Independent Learning: It is important to develop or already possess the ability to learn by oneself. Much of the techniques built upon rely on the trainee studying and practising them by him or herself in between processes and training days. If you have already received university-level education, this may not be completely new to you, but it may need some brushing up. You will receive a Teaching Guide or syllabus containing all the visualisations and didactic sessions. You will be expected to become very familiar with this guide. In addition, there is a significant portion of the process that is not written down and is handed down simply by seeing it done, through shadowing other teachers or apprenticeship. You will need to learn or already possess effective note-taking skills on how certain sessions are facilitated and have reflected on how you would adapt them to your own style.

Feedback: for many already successful people, it may come as somewhat of a shock to receive very detailed feedback about voice, body posture, gestures, clothing, personal boundaries and an array of personal behaviour patterns. For example, you may be told that your dress is too bright and therefore inappropriate for a certain session of the Process. Within the same hour you may hear that your voice is too strident or too weak. You may be told to speed up your delivery in one session and to pace yourself more slowly in the next one. You may work in one Process with a teacher who says that whatever you do is wonderful, and in the next shadow one who gives you feedback on what seems like the smallest detail. You are expected to listen to all this feedback and weigh it up with the question - is there something in there for me? Overall, you have to be open to change, just as you were as a Process student. In the training programme as in the Process, you may be greatly surprised, thrilled, delighted, overwhelmed or overjoyed. It is a unique experience and one that you will certainly remember and may well treasure for the rest of your life.

Timing and the effect on your life: you will have to be able to take regular periods of eight days off your personal and professional life. You need to be able to discuss this very frankly with your partners and family as well as with your work colleagues. How will it be with them when you are away? How might it be with them if you are not able to give them much of your attention even when you are away? Let them know that the times you can call them will be limited, and the environment of the Process is so all-encompassing at first that you may find it hard to jump between that and the home or work environment. Especially in the early stages of training and then the responsibilities of being a Hoffman teacher without much experience, you may return quite tired. Your family will have to be told about this, and the strain of needing some down-time when you first return. Then perhaps three weeks later you may be off again and the cycle of not being available and returning home tired will start all over again.

You will also need to set aside time in between processes for learning and practising presentations and attending teacher training days. This time may vary greatly, depending particularly on your ability to learn and present material.

Financing: you will also need to assess the financial impact of being unpaid during the training programme and any extra costs it may incur. Part of your discussion with yourself and loved ones will also be about the financial implications of being a Hoffman teacher (see below - Payment as a Hoffman Teacher- for these rates). If you have no other work at all, can you sustain your life-style as a part-time consultant working perhaps 68-85 days a year (8-10 processes)? If you have other work, how do you arrange coming back and forth between that and the Process? In an ideal world, you would have some combination of income and life-style that allowed you to be a Hoffman trainee or teacher without worrying about the money. If you were concerned about money or being away from home, that concern may be picked up by your students to the possible detriment of their own participation in the Process. Some Hoffman teachers have this as their main or only source of income, while others return to their regular work.

Timescale: for some people, the Training Programme is very easy and they sail through it in a period of around nine months from starting the time of their first Process to becoming paid as a qualified Teacher. For others, it takes more time, juggling with other commitments and concerns. All trainees love to learn, love being a member of a team, and they love the Process itself. This latter is perhaps the most important aspect helping people through - a love of the Hoffman Process itself. That may mean different things to different people, but always remember this: teaching this work, we are in service. There is a spiritual aspect to this work that is hard to name or define, but it is strongly felt, and that can be a very strong support when our human resources are floundering. In terms of the Process language, the Light and the Spiritual Self step in to remind our Emotional and Intellectual selves what this is really about. And it's not just about patterns, and not about being a human being with the occasional spiritual experience. The truth that we are reminding ourselves of is this: we are all spiritual beings having a human experience.

Stages towards becoming a Hoffman Teacher:

1. Application:

You are required to fill out the Application form when you wish to apply. This involves obtaining some references and proof of academic achievement, as well as writing a personal statement. You may also be invited for a further interview, which may be conducted by phone, in person or both. We will let you know within four weeks of the deadline for receiving all your materials whether or not you will be invited to attend the initial Interview Day. If you are serious about the training, we encourage you to have an informal meeting or phone conversation with a Hoffman teacher or trainee to gain more of a personal feel.

Admission Guidelines

- * HP (8-day Intensive) Graduate
- * University or College Graduate (some exceptions made for people with natural abilities).
- * Graduate study or equivalent life experience
- * Communication skills - both verbal and written
- * Knowledge and experience of working with people
- * Commitment to continued personal growth
- * Demonstrated ability to work intuitively, independently and as a team member

At this stage your application will have been received, but you may not have been formally accepted on the programme nor will you have had to commit to the training.

2. Interview Day:

If your application form looks strong, you may be invited to attend one or perhaps two days so that we can learn more about your abilities. Certain characteristics naturally exist within you, such as an empathic understanding of people, and you will have a chance to demonstrate these skills. During this day(s) Hoffman teachers will role-play typical scenarios that crop up in the process itself and you will have to respond as you best see fit. These role-plays may be recorded on video.

Following this session you will be formally notified in writing of whether or not you have a place on the initial stage of the teacher training programme.

3. Participation in a Process:

Those who have been selected will be required to attend an '**Observer Process**' soon after acceptance. This gives you and the teachers a chance to see how being a member of a team and being in a process environment for a week fits in with your life. You will participate in various exercises of the process, working on patterns. These patterns are often ones that relate to the work itself: leadership, counselling skills, transference, counter-transference and being on a team. It is also a chance to help the teachers with the logistical side of running a process. If you have been on the Hoffman Leadership Programme (HLP), this requirement will most likely have already been fulfilled.

4. Off-site HP Training:

These take place during all three phases of the training programme. They consist of one and two-day sessions, with the possibility of some multi-day intensives depending on the number of trainees involved. They will be led mainly by Tim Laurence and Esme Page McDowell and will draw on skills from many other teachers of the Hoffman Institute.

The training that takes place encompasses not only the theory and practice of the HP, but also on becoming a teacher, a workshop leader, and a member of an organisation. You will be working on developing skills in various areas, particularly in visualisations, didactic presentations, and giving instructions. There will be some background reading, and from your side written reports. During this period more profound individual work with students will be practised. This stage can ask from you, as well as give you, huge leaps in personal development. You will receive feedback from teachers as to how well you are progressing.

5. On-Site HP Training:

Phase I - Orientation Phase: 3 Processes within six months

For these first few processes, you are given some of the shorter and easier sessions to lead by yourself or with someone else. You will be expected to come to the Process with your assigned presentations already prepared, so your focus can be on refining your didactics and working with feedback. You must know your material well and have tested it with a teacher and/or on tape, and not be trying it out for the first time in the process itself. You will also be asked to follow two or more students and write up reports on their week, incorporating your insights. Depending on your skill and their perceived willingness, the teacher may ask you to check in or even work with these students occasionally.

With each process you will be given greater levels of responsibility both with the material of the process and with student work. The teachers in each Process will give feedback to you throughout the week.

You are required to spend the time between Processes to work with your feedback, in terms of patterns, skill development, and preparing for the next level of presentations. You will be expected to submit a written self-evaluation at the latest two weeks after finishing each Process, submitted to the training supervisor and your mentor. You will have at least one, and possibly two, days of training between processes to debrief the last process and prepare for the next one.

We strongly recommend that during this phase and throughout the Hoffman training, you invest in a therapist or supervisor outside of the Hoffman team to check in with. They can give you a reality check on how you are dealing with what is coming up, framed outside and beyond Hoffman vocabulary. Previous trainees have spoken of the value of this in moving as they step beyond their normal comfort zone.

After the first three processes, two members of the teaching team will meet with you and mutually discuss with you your progress. At this point, we will all have a much clearer idea of whether being a Hoffman teacher is in your destiny.

Phase II - Trainee Teacher: Minimum of three Processes.

This is likely to be the most intensive phase of your training, and you should plan accordingly. If you are to finish your training, you will be required to spend significant time and energy focusing on assignments given to you during the weeks between processes. You will also continue to be assessed by the teachers. Not everyone is able to acquire all the skills needed to become a teacher, and this may only become apparent in the second phase. Some people do not proceed beyond this phase of Trainee Teacher.

You are now expected to facilitate longer presentations, with the questions from students that come up in them. You may conduct the initial interview with some or all of your assigned students, with the teacher present in the room. Your work during the week with those students now involves more time, more depth, and more scope for individual skill and intuition. At the same time, you may experience strong reactions to and from some students. In one day you may be called an angel in human form and a devil incarnate; someone whose compassion is limitless or someone who just doesn't seem to care. Transference and counter-transference will be worked with, and not just on a theoretical level, in the intensity of the Hoffman Process. Remember that you are now face to face with people who may feel insecure, very possibly regressed to an earlier age, and with all their normal support systems removed. What's more, you are not even calling them by their proper names.

Phase III - Assistant Teacher: Around three Processes.

You are now making a strong contribution to the team. You have done at least six processes and can deliver the majority of Process sessions. Your individual work is becoming much deeper and more solid. You will have more students to follow each process, though the overall responsibility for them is still with the teacher you are accompanying. Students will now most likely treat you as a full member of the teaching team. One of the side-effects of this is to receive even more transference: you are a figure of authority.

You will gain a great deal of satisfaction from nearing the end of your training and seeing how much you are able to contribute to change. At the same time, this cannot be attached to your ego. You are there helping to deliver the Hoffman Process: 'an experiential educational programme based on humanistic and spiritual principles that may or may not assist in personal growth.' Whether 'your' students have 'got it' or not is beyond your control and therefore not something to base your state of equanimity upon.

In the past, the average number of Processes attended before qualifying has been nine. Some of this depends upon off-site training, which is meant to reduce the time needed away from home or regular work. In some countries, with a great deal of concentration on off-site work and a background in this type of work, the training was completed in five processes. In others, for a combination of circumstances, it took more than twelve. Having said all this, the main variable is you, of course. Do you believe that you are ready to become a Hoffman teacher? Is that sense of authority conveyed to the students and the teaching team?

6. Qualification as Hoffman Teacher

You will be qualified as a Hoffman Teacher when you reach a basic level of competence in all aspects of the Process. Generally qualification happens when there is widespread agreement among the UK teaching team that you have become a full member of the team, serving as sole teacher for your group of up to eight students. Your training and development will of course continue throughout your years as a qualified teacher, as you move from Junior Teacher to Senior Teacher and on to Supervisor. Indeed, your personal growth never has an ending point.

Suggested Introductory Reading List

You Can Change Your Life - Tim Laurence
Journey into Love - Kani Comstock and Marisa Thame (amazon.com)
No One is to Blame - Robert Hoffman (amazon.com)
They **** You Up - Oliver James
Emotional Intelligence - Daniel Goleman
For Your Own Good – Alice Miller
A General Theory of Love – Thomas Lewis
The Wisdom of the Enneagram: Don Riso and Russ Hudson
Principles of the Enneagram: Helen Palmer
Love's Executioner - Irving Yalom
The Art and Practice of Group Psychotherapy - Irving Yalom
Bradshaw on: The Family - John Bradshaw
Healing the Shame that Binds You - John Bradshaw
Women Who Love Too Much - Robin Norwood
Iron John - Robert Bly
On Encounter Groups - Carl Rogers
Our Inner Conflict - Karen Horney
Principles Series (Thorsons) - NLP, Psychosynthesis, Shamanism etc.
The Hero's Journey - Joseph Campbell
Anatomy of the Spirit - Caroline Myss
Stormy Search for the Self - Stan and Christina Grof

Ongoing aspects of the training:

- Checking in with your mentor after each process. They will be prepared to spend an hour with you in person or on the phone helping you move forward.
- Maintain contact with your therapist/supervisor
- Form study groups with fellow trainees.
- Begin facilitating Post-Process Support Groups
- Participate in client screening in conjunction with the office
- Intensify your skills development and personal work, following through with personal recommendations.
- Complete the assigned reading
- Accept ongoing evaluation of progress by teaching team.

Cost of Training

You are required to pay £100 per calendar month for each and every calendar month that your training lasts, payable three months in advance. Your investment covers a portion of our costs for the training and mentoring we make available. On your side, once you are accepted, we will do all in our power to encourage your vision of becoming a teacher of this valuable work.

The only week of the Process that you may actually pay for and not get the money returned is the Observer Process, at around £600-£700 for room and board, depending on single or twin accommodation. You will pay a deposit of £600 for each Process after your Observer that you attend up to and including your sixth training process. This deposit will be returned to you in two stages once qualified as a teacher, if all other conditions have been met, with £1800 after six processes and the final £1800 after twelve processes.

Timetable and Fees for Hoffman Teacher Training Programme 2008/2009

We are as of the current date (July 2008) open to certain people applying, though at this stage we will probably not be able to put them into the apprenticeship part of the programme. Once received, we will be in touch within four weeks to let them know of provisional acceptance. Normally there is a set date for First Interview Day – provisionally early October 2008.

Observer Process: Within six months of being accepted. £600-£700 for accommodation

Phase I - Apprentice Teacher. Three Processes within six months of each other. Pay £100 per month plus deposit of £600 per process

Phase II - Trainee Teacher. Three Processes within six months of each other. Pay £100 per month plus deposit of £600 per process

Phase III - Assistant Teacher. Number of Processes variable, usually three Processes. Room and board free, £100 training fee per month.

Certification as Teacher.

Teaching Fees for a UK Hoffman Teacher in 2008

If you are serious about applying, we will be happy to send you full information about the fees paid to teachers. Please contact lynn@hoffmaninstitute.co.uk

Q2 Three Day Graduate Intensive

These are run three or four times a year and are paid at approximately the daily rate on the Process.

Reconnection Days:

These are run every two or three months and are paid at approximately the daily rate on the Process.

Welcome Homes:

One UK based teacher from each process is expected to attend the Welcome Home once a month, on the Tuesday following a process. The evening should also be attended by the teacher or facilitator leading that group's four (including Welcome Home) follow-up support nights. This person should be agreed upon by the supervising teacher and the office informed. A fee is paid and the Institute will pay for travel to and from the venue. An extra fee is paid for those coming from outside the M25.

Support Groups:

One UK based teacher or trained facilitator is expected to lead up to 4 support groups. Extra support groups arranged must be with the Institute's permission and guidelines

Coaching is arranged directly with the client, at fees agreed with the Institute. Fees to the teachers are paid directly to them by the clients.

Other Workshops:

Teachers are occasionally asked to run specific day or weekend workshops for past students. These are dealt with on an individual basis, depending on time and preparation work involved.

Travel/accommodation costs:

The Hoffman Institute will pay for a teacher's travel to and from the Process site, on production of invoice and receipts. The Hoffman Institute will be responsible for accommodation on the Thursday night of a Process, and for all accommodation costs for the week. You are also entitled to receive one massage on site, and one session of supervision following the process.

A massage is offered to all qualified teachers on a process and paid for by the Institute

A one-hour supervision session is required for all teachers after a teaching week, and paid for by the Institute.

Telephone allowance:

There is a telephone allowance for each working teacher per month. You need to be either teaching a Process, Q2/other workshop or be involved as a principal trainer of the Teacher Training Programme during the month you are billing for this allowance.

Ongoing training:

The Hoffman Institute UK believes in the value of ongoing training in a variety of methods and disciplines and may contribute towards a portion of your costs. Each application will be assessed on an individual basis.

Team Meetings:

These are essential for continued growth and better communication within the Institute and everyone's attendance is encouraged. We hope to allocate on average one day every 3-4 months and an agreed date will be discussed by all. The Institute will pay for travel for qualified teachers to and from these meetings. All UK based teachers and at least one office member are asked to attend.

AGM:

Once a year we will have an Annual Hoffman Institute meeting for all office staff and UK based teachers and trainees. Travel to and from this meeting will be paid for by the Institute. All UK based teachers and all office staff are asked to attend.

Summer and Christmas Parties:

The Institute will arrange one summer and one Christmas party each year. Teachers and office staff and their partners and children are invited free of charge.

Therapist lunches:

Any teacher wishing to attend these lunches is welcome.

International Conference:

Every second year the Hoffman International hosts a conference for teachers and organisers of the Hoffman Process from around the world. As a UK-based teacher your accommodation is paid for. In addition, if you have worked six processes in the last twelve-month period, your flight will be paid for. If you have worked less, the Institute will pay the pro rata proportion (i.e. 3 processes, 50% of ticket).

In conclusion, we hope that this document has informed you and answered your questions about what is involved in the lead up to being a Hoffman Teacher. We encourage you to read it a number of times and to really ask yourself whether you have the resources to complete all the stages. In our experience, it is very important to feel supported on a number of levels, not least emotionally and financially. If you have any further questions relating to anything in this document please e-mail Lynn in the office: lynn@hoffmaninstitute.co.uk. If she cannot answer you, she will pass on the enquiry, either to Esme Page Macdowell or to Tim Laurence

Note: This document applies to the Teacher Training Programme for people wishing to teach and be based in the UK. Different procedures, costs and durations may apply for those wishing to teach in other countries or living outside of the United Kingdom.

If you would like an application form please return to the Working For Us page and click the application form link for a pdf version or email: lynn@hoffmaninstitute.co.uk to have it emailed as a word document.

When you're serious about change

Hoffman Institute UK
Call us on: +44 (0)1903 88 99 90