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# **The Hoffman Institute**

## **Teacher Training Programme**

**Hoffman Institute UK**

PO Box 72, Quay House, Arundel, West Sussex BN18 9DF

T +44 (0)1903 88 99 90 E [info@hoffmaninstitute.co.uk](mailto:info@hoffmaninstitute.co.uk)

[www.hoffmaninstitute.co.uk](http://www.hoffmaninstitute.co.uk)

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## **The Hoffman Institute**

The Hoffman Institute UK Ltd, was founded by Tim Laurence and Serena Gordon in 1995. The offices are based in Arundel, West Sussex and the company is licensed by Hoffman Institute International to deliver the week-long Hoffman Process in the UK and Ireland. Hoffman International, based in the UK, has a Board of Directors responsible for issuing licenses and protecting copyright. The global mission is three-fold: to help spread the work of the Hoffman Process, to monitor and safeguard the standards and quality of delivery, to organise conferences and exchanges for evolving the methods and application of the Hoffman work. There are currently Hoffman centres in Argentina, Australia, Brazil, Canada, Chile, France, Germany, Ireland, Italy, Netherlands, Russia, Spain, Switzerland, UK and the USA.

## **Being a Hoffman Process Facilitator**

Teaching the Hoffman Process is an interesting, challenging, intense but rewarding experience. The teaching team works in a supportive environment for periods of 7 consecutive days, staying on-site, eating all meals together and working throughout the day and into the evening. During each day, facilitators will be required to lead various sessions, attend to the needs of clients and support the members of the team. They have the responsibility for up to 8 students throughout the week supporting them and looking after their safety and well-being.

## **What skills and experience are required to be a Hoffman Facilitator?**

- Graduate of the Hoffman Process
- Further education or equivalent life experience
- Group facilitation and presentation skills
- Thorough understanding of the Process and tools
- Therapeutic skills, especially empathic 1:1 resonance
- Ability to function in a healthy way within a team
- Clear communication skills
- A strong commitment to being in service
- Presence and authority
- Emotional maturity
- Calm and grounded self presentation

- Willingness and ability to take responsibility for personal growth and healing
- A willingness and ability to ask for help, to receive feedback and to be curious about the lessons that life teaches us
- A strong sense of Spiritual connection
- Strong personal and professional boundaries
- Flexibility and adaptability
- Stamina
- Emotional range, ability to model anger, compassion, joy, etc.
- Ability to read the 'energy' of a group, meet it and then to guide it into a new direction
- Ability to be present and hold the space for deep emotional work

## **Teaching the Process in the UK**

The UK teaching team are self-employed working under a UK contract and a Code of Practice. All are required to have their own Public Liability Insurance. Hoffman UK offers no guarantee of the number of teaching places offered per year however, typically the Institute has been able to offer between six and ten Processes according to availability. It may be possible to teach as few as four Processes a year, or to make it a serious commitment teaching more, as well having an involvement with other workshops and projects.

Members of the teaching team can generate extra income by being involved in: Introduction Days, Q2 3-day refreshers, Reconnection Days, Welcome Home and Information Evenings, Support Calls, Support Groups and individual coaching. In-house projects are continually on offer for example, developing new workshops, networking with therapists, research and working with new communities, updating the teaching materials and constantly improving and developing the work on offer. Fees for these vary for each project and depend upon time and skill involved.

## **Hoffman Teacher Training Programme**

The Hoffman Teacher Training Programme (TTP) offers comprehensive instruction in the principles and techniques of the Hoffman Process. It aims to offer trainees an in-depth understanding of the course and to develop the skills and techniques necessary

for the effective teaching of the Process. Not everyone is able to acquire all the necessary skills to join the teaching team and some trainees do not complete their training on this basis. However, the intention is always to support trainees to enable them to ultimately qualify as a Hoffman Process Facilitator.

The training includes a mixture of on-site and off-site training backed up by independent learning with support from a dedicated mentor. Inevitably, the early training will focus around patterns that relate to the training: leadership, counselling skills, transference, counter-transference and being part of a team.

The training encompasses not only the theory and practice of the Process, but also becoming an experienced facilitator. Trainees will be working on developing skills in delivering visualisations, didactic presentations, giving instructions and 1:1 interactions. As training progresses, trainees will be required to spend significant time and energy focusing on preparing for pieces in advance of each Process.

A major part of the TTP is the collaboration and support created within the group of trainees. Trainees will organise practice sessions, share notes and create other systems outside the official training to support each other and maximise learning.

In the early stages, trainees will be asked to follow two or more students, write reports incorporating personal insights and possibly even work closely with them during the week. The number of students allocated to a trainee will increase on each training Process leading up to the full 8 nearing qualification. They will be given some of the shorter and easier sessions to lead individually or alongside a facilitator and will be expected to know their material well.

With each Process comes a greater level of responsibility both with the material and with student work. The teaching team on each Process will give feedback throughout the week. Trainees will be expected to work with feedback, in terms of patterns, skill development, and preparing for the next level of presentations during the time between Processes. Trainees will be required to submit a written self-evaluation to the training supervisor and mentor within two weeks of finishing each Process.

After the first three Processes, two members of the teaching team will meet with each trainee and mutually discuss their progress to ensure that becoming a Hoffman facilitator is the right path.

As the training progresses, trainees will be expected to facilitate longer presentations and answer student's questions. They will conduct the initial interview with some or all of their assigned students, with a facilitator present in the room. Their work during the week with those students now involves more time, more depth, and more scope for individual skill and intuition.

Trainees will be expected to make a strong contribution to the team and be able to deliver the majority of Process sessions. The individual work becomes much deeper and more solid. Trainees will have more students to follow each Process, though the overall responsibility remains with the facilitator.

Following this phase, there will be a meeting with the training supervisor and mentor to discuss progress.

Qualification usually happens on the 8<sup>th</sup> or 9<sup>th</sup> Process, when there is widespread agreement amongst the teaching team that a trainee has reached a basic level of competence in all aspects of the Process. They have become a full member of the team, serving as sole facilitator for eight students.

The time it takes to qualify as a Hoffman Facilitator varies according to each person's experience and knowledge. It usually takes between 8 months to 1 year to qualify depending on availability to train and speed of progress.

**Ongoing Professional Development and Training:** The teaching team are invited to apply for further training before qualifying as a Supervisor. An annual allowance is also available for the teaching team to seek external training to enhance their abilities and knowledge. The Institute offers paid supervision sessions with an independent therapist following each Process taught.

**Feedback and Support:** A key part of the TTP is receiving and learning from feedback that supports greater awareness, change and growth both personally and professionally. Trainees need to be prepared to receive detailed feedback about abilities

and attitude as well as voice, energy levels, personal boundaries and an array of behaviour patterns.

Trainees must be aware that many patterns may re-surface during this training period. It is important to commit to dealing with these patterns at the appropriate place and time. Trainees will be offered support by a mentor for the duration of their training programme and may wish to take professional supervision or therapy during this time. Emotional self-responsibility is a crucial part of being a Hoffman Process Facilitator.

**Timing and the effect on personal life:** It is important that a trainee's home and working life can tolerate long periods of being away. During the Process, there will inevitably be limited contact by phone or email.

### **Cost of Training *(Based on current rates and subject to change)***

Hoffman UK subsidises the training for each programme. However, trainees are required to pay £100 per calendar month for each month of the training until qualification. This investment covers a small portion of our costs for the training and mentoring we make available. It may be possible to pay for additional, individual coaching if required.

Trainees are required to pay a 'deposit' of £800 per Process attended; this covers food and off-site accommodation. Once a trainee reaches the final phase of training, usually 7-9 Processes, this will no longer apply. The 'deposits' will be refunded in instalments of £800 following each Process taught as a qualified teacher if all other conditions have been met.

## **Selection for the Teacher Training Programme**

1) Applicants will be required to complete a detailed application form and to submit references along with a written personal statement.

2) Successful candidates will be invited to attend an interactive workshop, usually held at Hoffman UK in Arundel, to hear more detailed information about the TTP, experience role playing, give brief presentations and to ask questions.

3) Applicants will be asked to attend 1, 2 or 3 Processes as an observer. The Observer Process gives applicants an opportunity to experience the Process from the teaching team's perspective, work with the logistics and get a practical idea of what is involved during the week. It also gives the teaching team an opportunity to see how the candidates respond to the Process environment. At the end of each Observer, invitations will be issued to progress towards the next phase of the TTP to those who have responded well during the week.

4) **Assessment Day:** Candidates who have been short listed from the Observer Processes will be invited to attend an Assessment Day, usually in Arundel. This interactive task-led day will build on other skill sets, including role-play and 1:1 work. At the end of this day, successful candidates will be accepted onto the Hoffman Teacher Training Programme.

## **Next Steps**

After reading this document we encourage you to really ask yourself whether you have the resources and support to complete all the phases to becoming a member of the Hoffman teaching team. 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 any aspect of the Hoffman TTP or would like to speak to a qualified facilitator please e-mail [lynn@hoffmaninstitute.co.uk](mailto:lynn@hoffmaninstitute.co.uk).

Hoffman Institute UK Ltd

T: +44 1903 88 99 90