



THE INTERNATIONAL FOCUSING INSTITUTE

Building on the work of Eugene T. Gendlin since 1979

NEW PROCESS FOR NAMING COORDINATORS

(Being tested in a Pilot Program)

Revised April 2020 from the original announcement in December 2017

Note on implementation process

The implementation of this proposal is currently being implemented through a Pilot Program which began January 1, 2018 and will continue until the International Leadership Council (ILC) makes a further determination. Since Coordinators-in-Training often study for several years, we continue to gather feedback. During the Pilot Program, the old guidelines for appointing Coordinators also continue in effect for those Coordinators in Training (CiT) and Coordinators who prefer it. (The old guidelines are found in the Coordinators' resource section of the website, entitled Old Process for Appointing Coordinators.) In other words, during the pilot program, two different processes for appointing Coordinators will be in place (the "new process" and the "old process"). This will allow the International Leadership Council (ILC) to ensure that the new system is workable and useful before everyone must follow it.

At such time as the ILC determines that the system is working well enough to implement (perhaps with revisions or clarifications), they will ask the Board to confirm the new process. This will be done after consultations with Coordinators.

Introduction

The International Leadership Council (ILC) plans to help facilitate conversations about the function(s) of Coordinators in the future. *This document addresses only the naming of Coordinators, without addressing the wider question of the function of Coordinators within The International Focusing Institute.*

In the early days of Focusing, many trainers were “appointed” as “Coordinators.” In other words, they were “handpicked” by Gene Gendlin and Mary Hendricks-Gendlin to serve the Focusing community worldwide by becoming the teachers of those who would carry forward Focusing as professionals. This new process grew out of a felt need to update the process to reflect our current realities.

THE PROCESS

Becoming a Coordinator in Training - CiT: The process begins when a Coordinator identifies a Trainer/CFP as a good candidate to be a CiT, or a certified Trainer (Certified Focusing Professional, or CFP) expresses their interest to a Coordinator and asks them to become a Mentoring Coordinator (MC). (A Trainer/CFP who doesn't have an MC can approach the ILC to request assistance in finding one.) When a relationship is formed between a Mentoring Coordinator and a potential Coordinator-in-Training, the MC initiates the process. They do this by notifying the Executive Director (ED) that the Trainer/CFP would like to be recognized as a CiT. The ED will announce to the ILC and the community of Coordinators that the person is a new CiT.

Forming a Support Team: The MC, together with the CiT, create a Support Team for the CiT as early as possible in the process. They then send the names of the Support Team to the ED, who will communicate it to the ILC. The MC is always a member of the Support Team. The Support Team will be comprised of 3-5 members, including the MC. Attention should be paid to language compatibility and following the guidelines as shown below (in the section about the constitution of the Support Team). The MC remains the primary leader of the CiT's process. Members of the Support Team will interact with the CiT individually or as a group. The Support Team may refer the CiT to available resources, based on its assessments of the needs and interests of the CiT. We envision that the Coordinators on the Support Team, with the exception of the MC, will not be paid

for being on the Support Team, except of course if they give specific trainings to the CiT, in which case they should receive their normal fee.

As in the "old process," the Coordinator-in-Training needs to have worked out a full training program that takes people all the way through from beginning to Certification. This needs to be in writing e.g. workshops, partnering, reading materials used, and individual mentoring sessions. The program is designed by the CiT and replicates an existing program or it can reflect his or her own style and interests. Every Coordinator has a different program and we value this diversity.

Finalizing the process of becoming a Coordinator: As is true under the "old process," The Coordinator-in-Training needs to have taken at least two people all the way through the program in conjunction with a current Certifying Coordinator. These Trainees need to be recommended by the Mentoring Coordinator for certification. The certificate will have the names of both the Mentoring Coordinator and the CiT. The Mentoring Coordinator should work out with the CiT how this co-training will take place. The arrangement needs to satisfy the Mentoring Coordinator that the CiT is offering a high quality of training.

When the MC and the rest of the Support Team agree that the CiT is ready to be appointed as a Coordinator, the Support Team will recommend, via the ED, that the CiT be appointed as a Coordinator. (In a situation in which the Support Team cannot agree, or in which the CiT has been unsuccessful, the ILC with the ED offer themselves as resources to help resolve the conflict.)

Purposes and principles

General Purpose:

To protect diversity while also ensuring that those who are appointed as Coordinators by TIFI are those who are able to carry forward Focusing in theory and practice.

Specific Purpose:

To update and clarify the process for approving the appointment of Coordinators.

Working principle:

TIFI recognizes the importance of proceeding in a way that is truly international, and respectful and supportive of a wide variety of languages, and cultures and styles of Focusing. We will proceed in a way which is respectful of the traditions that already exist. We wish to ensure that Coordinators are well prepared and able to fulfill their responsibilities without imposing one way of teaching or practice.

Training Sequence:

To be considered as a CiT, one must first be a Certified Focusing Professional (Trainer) certified by TIFI.

Qualities of a Coordinator

TIFI recommends that the MC assures that those seeking to be named as Coordinators demonstrate the following:

- Skill as a Focuser;
- Familiarity with the theory, philosophy, research and practices from which Focusing and TAE arise, as well as the Experiential use of other methods;
- Skill in communicating and teaching Focusing;
- Willingness to be active within the Coordinator community in various roles/tasks as needed;
- Openness to continuously carry forward his/her Focusing practice;
- Commitment to the ethical dimension of the role of a Coordinator;
- Other general qualities necessary as a Focusing Coordinator.

If certain qualities need to be advanced prior to a CiT being named as a Coordinator, the Support Team will interact with the CiT to discuss how these qualities can be further advanced as needed.

Means of assessment

TIFI protects diversity by not setting standard criteria on how to evaluate a CiT with regards to the qualities outlined above. The MC will present to the rest of the Support Team how these qualities can be assessed for the particular CiT. Documents such as the following may be helpful for assessment:

- A resume showing the CiT's experience in teaching and co-teaching Focusing workshops/sessions;
- The CiT's approach to Focusing Training;
- Articles that the CiT has written;
- A list of Trainers (Certified Focusing Professionals) that the CiT has certified through TIFI, under the MC's supervision.

In order for the CiT to be named a Coordinator, the Support Team must be in agreement about the CiT's readiness.

A note on why three to five: Having a minimum of three Coordinators on the Support Team assures the community that the CiT is well qualified. The hope is also to enrich the experience of the Coordinator-in-Training, as they will be recognized by a diverse team (international whenever possible) of Coordinators. We hope that this new process will foster a deeper and broader sense of community among Coordinators, as well as strengthening the preparation of those in training.

A note on specialization

The new process recognizes a single status of "Coordinator." Although Coordinators specialize in certain fields (including teaching Focusing to adults, working with children, working with clients in psychotherapy or working with art), all Coordinators of TIFI share the common ground of Focusing. The current proposal respects the specialization of the CiT by recommending that a portion of the Support Team work in the same specialization as the CiT. At the same time, the proposal recommends that the CiT be sufficiently knowledgeable in the core theory and practices of Focusing, by having a portion of the Support Team be from other areas of specialization. Beginning with the implementation of this process, the title will simply be "Coordinator," without distinguishing types of Coordinators.

Please write the ILC with any comments or suggestions at ilc@focusing.org.