

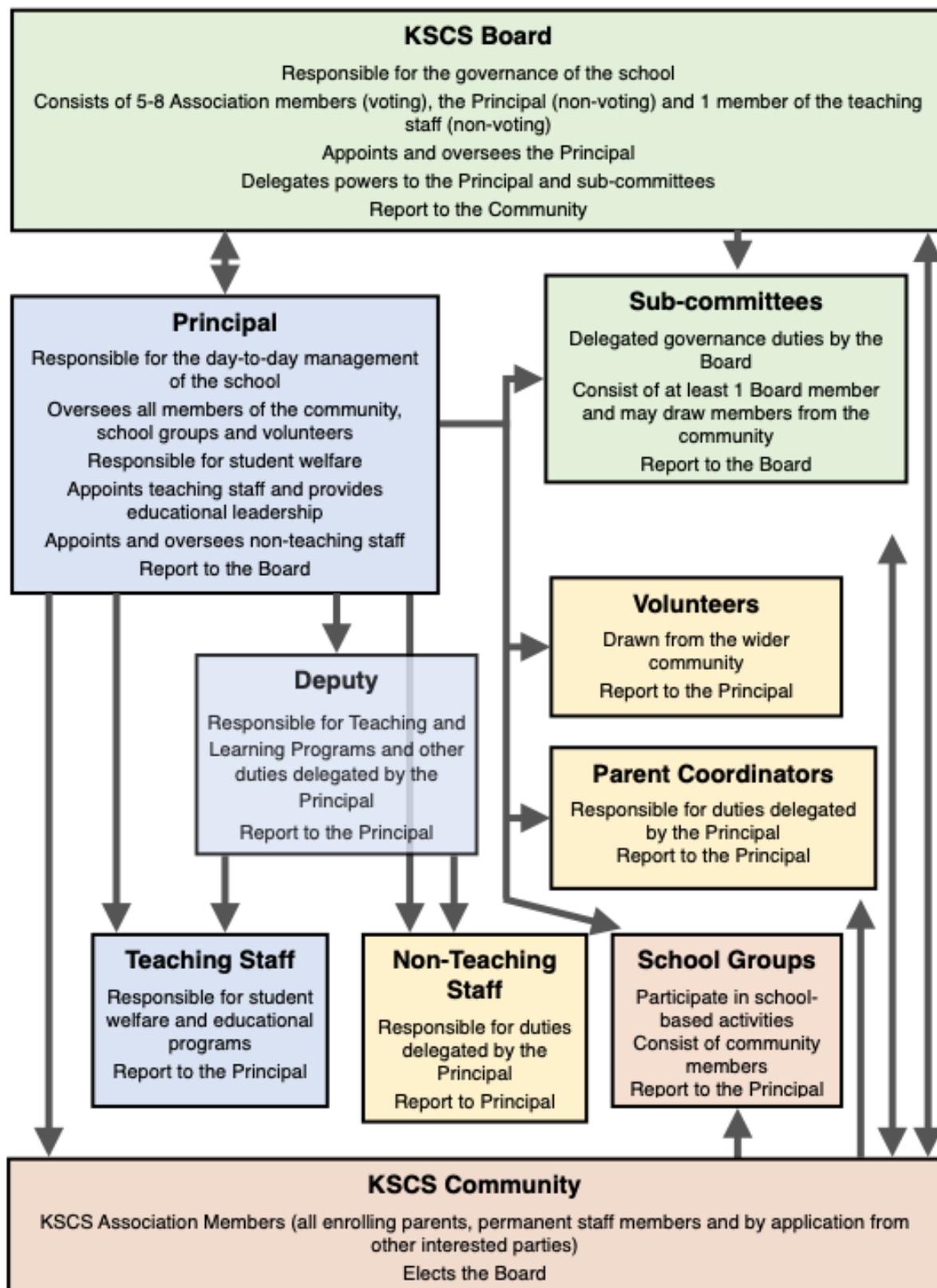


## **Communication Policy - Procedures and Forms**

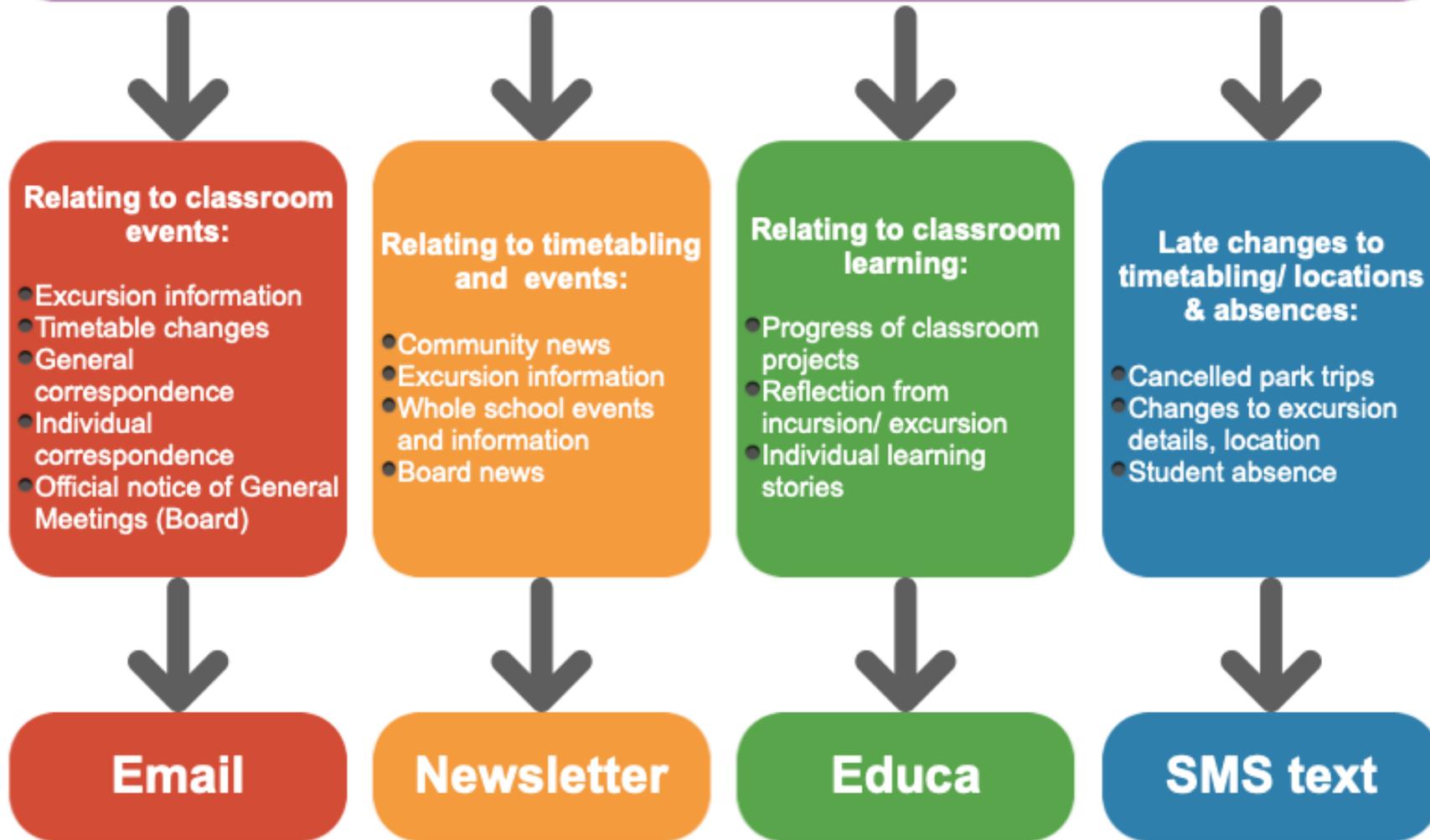
**The following procedures and forms support the implementation of the KSCS Communication Policy:**

1. KSCS Organisational Chart
2. Communication Flowchart
3. Non-Violent Communication Guidelines
4. How You Can Use the NVC Process
5. Feelings and Needs Chart
6. Easy NVC steps

## ORGANISATIONAL CHART



## Flow of information from school to community



## **3. Non-Violent Communication Guidelines**

(Joshua Schultz - [positivepsychology.com/non-violent-communication](http://positivepsychology.com/non-violent-communication))

Nonviolent Communication (NVC) is a process of communication created by psychologist Marshall Rosenberg. It is a compilation of ideas about compassionate human behaviour, packaged to meet the needs of modern times.

NVC is based on the assumption that compassionate communication yields different results than uncompassionate communication and that these differences have a significant impact on both individual and societal levels

### **How to Practice It: 4 Steps**

There are four steps and two parts to Nonviolent Communication

#### **A. Observations**

NVC emphasizes observation without judgment. This means presenting the simple facts we have observed. For example, instead of saying, “*You often don’t listen when I’m speaking,*” you can say, “*In our meeting today, I noticed that you were on your phone.*”

Learning to practice NVC entails learning to separate what you observe from personal value judgments on that observation. Reserving these judgments helps prevent the triggering of defenses, opening up the possibility for an exchange that leads to understanding. Sharing these observations with others is the start of NVC.

#### **B. Feelings**

NVC involves taking responsibility for your feelings. This requires a change in perspective of how others’ words and actions affect our feelings. In NVC, what others say and do is considered the *stimulus*, but never the *cause* of feelings.

Instead, it is how we choose to respond to these stimuli and our needs and expectations at the time that causes feelings to occur.

When faced with a negative message from someone else, NVC illuminates four options. To illustrate these options, let’s use the example of criticism, “*You’re so selfish*”:

1. Take it personally:  
“*I really am selfish...*”
2. Fight back:  
“*I’m not selfish; you’re selfish!*”
3. Consider your own feelings and needs:  
Say something like: “*When I hear you say that I am selfish, I feel hurt because I need some recognition of the effort I make to consider your preferences.*” By connecting their feelings with their needs, the speaker makes it easier for their partner to respond compassionately.
4. Consider the other person’s feelings and needs:  
Ask something like: “*Are you feeling hurt because you need more consideration for your preferences?*” This response opens space in the conversation for the other person to express their underlying needs.

To bypass the first two likely automatic reactions, the person practicing NVC must be tuned instead to options three or four.

In this way, the individual is empowered to take responsibility by making different choices when interacting with others. By making these different choices, they are more likely to understand their conversation partner and meet their own needs. Rosenberg writes that the goal of learning to communicate one's own needs is to reach a stage called "*emotional liberation*."

### **C. Needs**

Taking the next step, NVC makes the connection between feelings and unmet needs in the individual. These needs are common and fundamental to all human beings. The outer expression of feelings, such as anger and frustration, are seen as indicators of needs, such as love and acceptance, that are unfulfilled.

In the third step of NVC, the individual learns to look inside themselves for these needs. NVC training facilitates this through practice and by expanding the vocabulary of feeling words, thereby increasing the nuance with which individuals can pinpoint and describe their needs. Speakers then use this information to make effective requests from others.

### **4. Requests**

NVC's final step is to make specific, doable requests for things that enrich the requester's life. They are made in such a way that it enables the person to respond compassionately to the request. Requests are never demanded. NVC considers demands always to be violent, intimidating, and forceful – the source of many ineffective and unhelpful communication exchanges.

Requests in NVC are positive. This means requesting what you want, rather than what you don't want. An example of this would be saying: "*I'd like you to spend more time with me at home*" rather than "*I don't want you to spend so much time at work.*"

The most effective way to separate a request from a demand is to include in the statement your own feelings and needs. This requires being conscious of what you are asking for and why you are asking for it. The clearer your request, the more likely you will get what you are requesting.

Since NVC is a reciprocal exchange, it can be broken down into two parts: 1.) Expressing honestly through the four components, and 2.) Receiving empathically through the four components. The second part depends on listening abilities, which NVC views as just as, if not more, important than speaking abilities.

It is important to remember that NVC is not a set formula, but something adapted to each individual context. The essence of the process is in the consciousness of the four components, rather than the words exchanged.

## How You Can Use the NVC Process



Clearly expressing  
how **I am**  
without blaming  
or criticizing

Empathically receiving  
how **you are**  
without hearing  
blame or criticism

### OBSERVATIONS

1. What I observe (*see, hear, remember, imagine, free from my evaluations*) that does or does not contribute to my well-being:

“When I (see, hear) . . . ”

1. What you observe (*see, hear, remember, imagine, free from your evaluations*) that does or does not contribute to your well-being:

“When you see/hear . . . ”

*(Sometimes unspoken when offering empathy)*

### FEELINGS

2. How I feel (*emotion or sensation rather than thought*) in relation to what I observe:

“I feel . . . ”

2. How you feel (*emotion or sensation rather than thought*) in relation to what you observe:

“You feel . . . ”

### NEEDS

3. What I need or value (*rather than a preference, or a specific action*) that causes my feelings:

“. . . because I need/value . . . ”

3. What you need or value (*rather than a preference, or a specific action*) that causes your feelings:

“. . . because you need/value . . . ”

Clearly requesting that  
which would enrich **my**  
life without demanding

Empathically receiving that  
which would enrich **your** life  
without hearing any demand

### REQUESTS

4. The concrete actions I would like taken:

“Would you be willing to . . . ?”

4. The concrete actions you would like taken:

“Would you like . . . ?”

*(Sometimes unspoken when offering empathy)*



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## Some Basic Feelings We All Have



### Feelings when needs are fulfilled

- Amazed
- Comfortable
- Confident
- Eager
- Energetic
- Fulfilled
- Glad
- Hopeful
- Inspired
- Intrigued
- Joyous
- Moved
- Optimistic
- Proud
- Relieved
- Stimulated
- Surprised
- Thankful
- Touched
- Trustful

### Feelings when needs are not fulfilled

- Angry
- Annoyed
- Concerned
- Confused
- Disappointed
- Discouraged
- Distressed
- Embarrassed
- Frustrated
- Helpless
- Hopeless
- Impatient
- Irritated
- Lonely
- Nervous
- Overwhelmed
- Puzzled
- Reluctant
- Sad
- Uncomfortable

## Some Basic Needs We All Have



### Autonomy

- Choosing dreams/goals/values
- Choosing plans for fulfilling one's dreams, goals, values

### Celebration

- Celebrating the creation of life and dreams fulfilled
- Celebrating losses: loved ones, dreams, etc. (mourning)

### Integrity

- Authenticity
- Creativity
- Meaning
- Self-worth

### Interdependence

- Acceptance
- Appreciation
- Closeness
- Community
- Consideration
- Contribution to the enrichment of life
- Emotional Safety
- Empathy

### Physical Nurturance

- Air
- Food
- Movement, exercise
- Protection from life-threatening forms of life: viruses, bacteria, insects, predatory animals
- Rest
- Sexual expression
- Shelter
- Touch
- Water

### Play

- Fun
- Laughter

### Spiritual Communion

- Beauty
- Harmony
- Inspiration
- Order
- Peace
- Honesty (the empowering honesty that enables us to learn from our limitations)
- Love
- Reassurance
- Respect
- Support
- Trust
- Understanding

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## Easy NVC Steps

You are triggered.

You observe yourself using this phrase:

**I feel \_\_\_\_\_ because I need \_\_\_\_\_**

This is honest self-empathy.

Once you understand your need that is not being met, then consider the other person:-

**You feel \_\_\_\_\_ because you need \_\_\_\_\_**

This is empathy for the other person.

Next step is a choice to speak empathy for other, or honesty about self.

Adding a request:-

**Would you be willing to \_\_\_\_\_**

For example :- would you be willing to tell me what you heard was important to me?