

**International Feldenkrais Federation**  
**Competency Profile**



**workbook**

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This workbook is a companion to the IFF Competency Profile. It is a tool to help one process the enormity and complexity of the Profile in easy, interesting and orderly steps. It is meant to be processed slowly, a bit at a time, with attentiveness and self-reflection. Like an ATM lesson, one can return to it over and over and each time discover something new.

# Competency Diagram

Integrated Competencies		Areas of Activity	Competencies including Competence in Action	Resources				
				Knowledge	Abilities	Situational memories		
Dealing with goals	Dealing with complexity	1. Feldenkrais Learning Applications	1.1 ... with individuals					
			1.2 ... with groups					
			1.3 ... in workplace environments					
			1.4 ... in other professions					
		2. Personal Dimension	2.1 Professional development					
			2.2 Personal development					
			2.3 Maintaining one's own balance					
		3. Business Organization	3.1 Practice management					
			3.2 Marketing					
			3.3 Interdisciplinary collaboration					
		4. Professional Association	4.1 Work in the professional association					
			4.2 Public relations work					
		5. Quality, Research and Training	5.1 Quality assurance and quality improvement					
			5.2 Research					
			5.3 Training initiatives					
		Attitudes and Values						

The Diagram represents these relationships:

A "Competence" is the ability to apply "Resources" in a given professional situation (the Area of Activity)

Resources fall into three categories: "Knowledge", "Abilities", and "Situational Memories"

"Attitudes and Values" infuse every aspect. Therefore, they are shown at the bottom of the diagram.

"Integrated Competencies" affect all aspects of the Method and therefore stretch across the entire diagram.

# Attitudes and Values

In addition to competencies, there are **Attitudes and Values** that are fundamental to Feldenkrais practitioners everywhere. In fact, regardless of the depth, breadth, or unique nature of a practitioner's resources, in order to act successfully, practitioners all over the world agree that competent Feldenkrais practitioners strive to...

- Respect the individuality of human beings
- Maintain the highest ethical and professional standards as stated in the national codes of conduct
- Transfer responsibility to their clients for their own learning processes
- Offer the opportunity to explore actions (movement) in order to become self-determined
- Embrace experimental learning
- Initiate self exploration via movement
- Communicate clearly
- Expand their perceptions, while exploring situations, actions and relationships
- Avoid judgment
- Engage in ongoing self-reflection
- Continuously acquire knowledge and improve their ability
- Support the potential for creativity, authenticity, flexibility, curiosity, openness

These Attitudes and Values infuse every aspect of a Feldenkrais practitioner's professional life.

## Flash FI –Bringing Attitudes and Values to life

- Find a partner. Each partner will have a chance to be both "practitioner" and "student". Each lesson will be 15 minutes long, including the interview, the lesson, and time for reflection. After the first lesson, both partners look through the Attitudes and Values together and identify which ones were evident in each person's experience.
- Then, change roles and repeat.

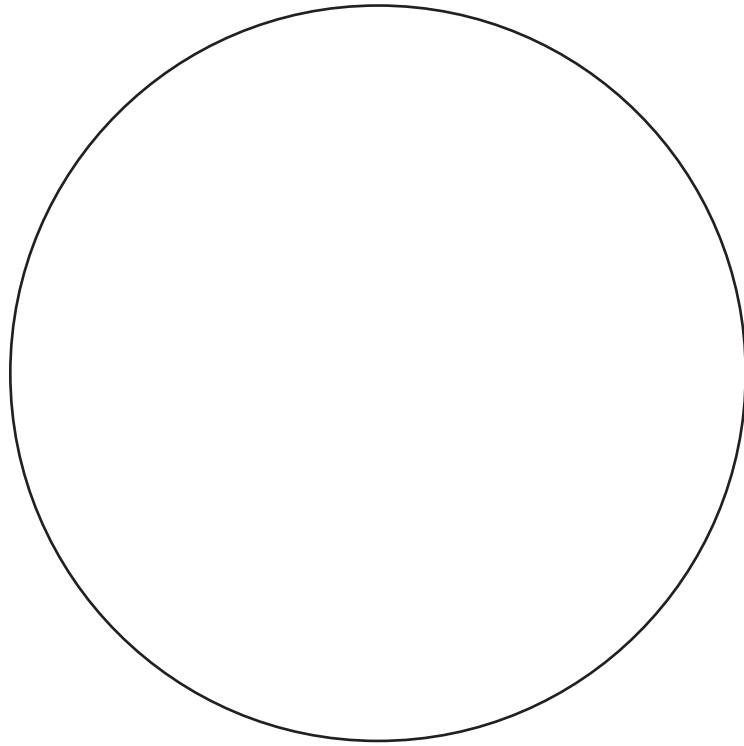
*"If you know what you're doing, you can do what you want"*



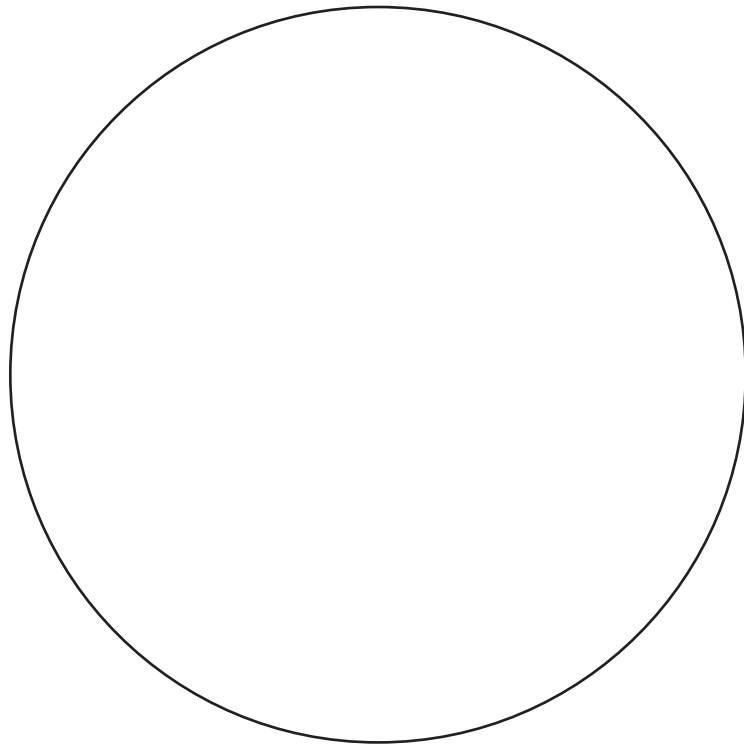
## Cake, Pie, Bar Charts– Creating a picture of your professional life

This is one way to get a realistic picture of the current demands on one's time and attention, and then compare that to an ideal, "dream" situation. The Competency Profile includes five categories of professional activity. They are listed in the second column of the Competency Diagram, as well as in these sample charts. It is NOT expected or recommended that each practitioner be active in every category. There may be some fields in which a competent practitioner spends no time or attention. On the other hand, there may be one or two which monopolize most of one's professional life. Try this: draw a chart, a pie, cake, or a bar chart which illustrates the portion of your time that you spend on each area of activity in your current professional life. Then, consider if this is ideal for you. If it is not ideal, draw another chart that illustrates the proportions of your perfect professional life. Have some fun. Use the small charts in the workbook, or get some big pieces of paper and get out of your chair and onto the floor with your markers, crayons or colored chalk.

## Current Chart



## Ideal Chart



# Assessing one's Competencies:

This workbook has been created to serve both those who prefer to process in solitude, and those who prefer the support of friends and colleagues.

## Self Assessment

- Choose an area of activity on which to reflect. In choosing it can be helpful to ponder your cake/pie charts. Is there a particular area that captures your interest? An area of activity that either dominates or is invisible in your chart? An area in which your current chart and your fantasy charts are intriguingly the same or different?
- Now, look at the Competency Diagram and consider the Competencies within each area of activity. Is there a category that captures your interest? Is there one Competency that might be interesting to bring into the foreground of your awareness? Somehow, pick one.
- Turn to that Competency in your Profile, and then also turn to the blank tables at the end of the workbook. These are meant to be reproduced and used with any of the Competencies. There are three blank tables, one for "Competence in Action", one for "Knowledge" and one for "Abilities". On the "Competence in Action" table write the name and the description of the chosen Competency. Then, use the text in the Profile to copy one bullet point of "Competence in Action" into each one of the spaces in the left column. Repeat this with the resources for that Competency, copying each of one of the bullet points under "Knowledge" and "Abilities" into the appropriate spaces on the blank resource tables.
- Reflect on each CIA (Competence in Action) and resource. Rate your current level of interest as well as your level of comfort with each one. Check the box with zero if you have no interest or experience with that item. Check the box with "3" if you have a lot of interest or experience. Write a note to remind yourself how and when you have used or needed that resource. Document your reason for choosing 0-3. Also, notice your response to rating your experience. How does it feel to mark a zero? How does it feel to mark a "3"? Which kind of rating stimulates your interest and desire to learn or do more with that item?



## Peer Assessment – in Duos or Trios

- Read the feedback guidelines\* to get a feel for how to language feedback.
- Pick a partner with whom to exchange. There are two active roles in this process with one optional role of observer. Each person will experience every role.
- (Person S) will begin by talking through their Self Assessment. They might include the reasons for choosing this category, their feelings about each item and the rating that each one received.
- (Person Q) will listen attentively and ask Questions to fill in the details, or help shift the focus. When S is finished talking about their Self Assessment, Q will ask if S would like feedback, and if so, on what particular topic. Q will give only the requested feedback. That means that if S does not request feedback, NO feedback will be given. Afterward, Q will ask S how they felt about the process, and allow S time to reflect and respond.
- (Person S) can then ask Q how the process felt, giving Q time to reflect and respond.
- (Person O) is the Optional Observer. Person O observes the interaction between S and Q. Afterward, O will ask if S and Q would like feedback from the observer point of view. If S and Q agree, then they may specify exactly what kind of feedback and on which part of the process.
- After Person O gives the requested feedback, O will ask how the process felt, giving time for S and Q to reflect and respond.
- Finally, S and Q will ask O how the process felt, giving time for O to reflect and respond as well.
- Change roles and repeat.

# Feedback Guidelines for Peer Assessment

As Feldenkrais teachers we know that learning processes need support and respect to be useful and valuable. Feedback can powerfully affect one's self image and must be offered considerately and with keen awareness. Following these guidelines for asking questions and providing feedback will insure that Peer Assessment will be a pleasing experience.

## Questions

When one is listening and supporting a peer in the assessment process, mirroring and asking the right kind of questions may help one's colleague discover or bring awareness to that which is out of their habitual perceptual field. Imagine how you might "continuously envelope your partner with awareness by asking respectful questions".

Some tips for asking questions:

**Open questions:** These kinds of questions provoke reflection and associations.

### For example:

- "What's your intention behind this/that...?"
- "What is your thinking about this/that...?"
- "How did you do this/that before you learned this/that?"
- "How did you come to make this decision"?

**Closed questions are those that can be answered with a yes or no. They are not as helpful in this process.**

**Resource-related questions:** These kinds of questions focus attention on the knowledge, abilities, and situational memories that one may access in any situation.

### For example:

- "What did help you in this/that situation?"
- "Do you know another way of doing the same?"
- "What knowledge and abilities supported you in this situation?"
- "Could you tell me step by step, how you have managed this situation?"

***Questions that focus attention on the center of a problem are not helpful in this process. These kinds of questions cause tension, and often create a state of closing down rather than one of opening up. For example: "Why did you feel incompetent?"***

## Feedback

During the feedback process all participants must maintain self-respect and respect for each other. All feedback acknowledges who each practitioner is, where each is in their learning process, where each comes from and the capacity that each has for self development. Feedback is always descriptive, not judgmental.

***Initiating feedback:*** Feedback is provided by request only. The practitioner requesting feedback also sets up the boundaries for the feedback. The requesting practitioner clarifies the topics for feedback, the timing of the feedback, the participants and the location for the process. The requesting practitioner leads the process and may switch from the process itself to a discussion of how the process is going at any time (metalevel).

***Preparing for and formulating feedback:*** To be open to ***receiving*** the feedback, the requesting practitioner first scans and "quiets down" any habitual responses to input from others. In preparation to ***give*** feedback, the practitioner carefully considers what feedback to give, how to order the comments, and how to frame and language the feedback so that it will be most useful for the listener. Feedback should be truthful and compassionate.

## Exchanging feedback

To give Feedback	To receive Feedback
Make "I"-statements. If there is a group involved avoid the possibility of 'ganging up' on someone.	Listen patiently to what the other person/peer is telling you. Do not interrupt if possible
Refer to a concrete action/examples while giving feedback. Do not generalize ("one should, we think..."), make descriptive statements only, and do not judge.	Notice if you want to defend yourself. Think that the feedback is an occasion for your learning.
Reflect back to your partner a summary of what you have seen or heard. Comment on both strong points and weak points.	Clarify any feedback that is unclear for you by asking questions.
Bring in your own ideas, presented as alternative possibilities, for example: - 'if I were working on this I would explore...' - 'I propose another way, that I would start with...'	Reflect the feedback back to your partner, summarizing what you have received with this feedback.
Listen to the reactions to your feedback. Express yourself more clearly, if it seems that the listener misunderstood.	Take time to think about what you have heard. Become aware what it evokes in you.

**Evaluating feedback:** It is helpful to have many micro loops of meta-evaluation during the feedback process. This could be as simple as, 'How is this going for you?'

At the end of each feedback activity/session there should be a final discussion of how the process was for each person: its completeness, and difficulties, its value, etc. Strategies for improvement can be discussed and noted. Any outstanding issues can be dealt with at this time.

# Learning Plan

A written strategy that reflects one's desires for professional development based on the discoveries one makes during self and peer assessment.

## Shaping a Learning Plan

- Begin by turning to Competence 2.1: Professional development. It is on page 18 in the Competency Profile, and is included in this workbook on the following page. Examine the first section, Competence In Action. Based on your previous Self Assessment and Peer Assessment discovery processes, complete the first steps. Identify areas of expertise and of underdevelopment in your Feldenkrais practice. Note how and when you will research learning opportunities.
- Identify your time line and the necessary resources (teachers, time, money, books, tapes, etc.). Consider and list how to allocate the appropriate resources. Write down your plan and commit to it.
- Complete a Self Assessment and/or Peer Assessment process of this Competency as well. Use these insights to further refine your learning plan.
- Return to these pages often, as you proceed with your plan. Assess the changes in your practice and/or change the learning plan appropriately as you're self discovery deepens and your competency grows.

# Competency 2.1: Professional development

**Feldenkrais practitioners continuously expand and refine their professional knowledge, abilities, and attitudes.**

Competence in Action	level of interest	level of comfort	Narrative: stories, examples, reflections on, or documentation of your experiences with this aspect of the competency. Consider references to case studies, videos or other relevant items.								
<p>Note areas of expertise and underdevelopment within one's Feldenkrais practice. Research upcoming learning opportunities (e.g. advanced trainings, workshops, study groups, supervision, mentoring)</p>	<p>0 1 2 3</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> </tr> </table>					<p>0 1 2 3</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> </tr> </table>					
<p>Shape a learning plan. Identify and allocate the required resources (e.g. time, money, teachers)</p>	<p>0 1 2 3</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> </tr> </table>					<p>0 1 2 3</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> </tr> </table>					
<p>Apply oneself to the learning plan. Integrate new knowledge into one's Feldenkrais practice and share one's experiences with colleagues.</p>	<p>0 1 2 3</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> </tr> </table>					<p>0 1 2 3</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> </tr> </table>					
<p>Assess changes in professional development. Adjust learning plan appropriately and identify more training and learning opportunities.</p>	<p>0 1 2 3</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> </tr> </table>					<p>0 1 2 3</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> <td style="width: 25px; height: 20px;"> </td> </tr> </table>					

<b>Resources</b> <i>Knowledge</i>  <b><i>Feldenkrais Teachers:</i></b>	level of interest	level of comfort	<b>Professional            development</b> Narrative: stories, examples, reflections on, or documentation of your experiences with this aspect of the competency. Consider references to case studies, videos or other relevant items.
Know about advanced training opportunities and sources (association/ guild, trainers, assistant trainers, colleagues, advanced training programs, IFF Academy, supervision)	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Are familiar with professional educational resources (e.g. journals, internet, books/ publications, Feldenkrais trainers, IFF)	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Are familiar with various Methods of somatic education	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Have knowledge of research studies and outcomes which relate to the Feldenkrais method	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Are familiar with cultural discourses (e.g. linguistic, philosophical, artistic, societal, psychological) which may impact one's development within the Feldenkrais Method	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

<b>Resources</b> <i>Abilities</i>  <i>Feldenkrais practitioners are able to:</i>	level of interest	level of comfort	<b>Professional development</b> Narrative: stories, examples, reflections on, or documentation of your experiences with this aspect of the competency. Consider references to case studies, videos or other relevant items.
Initiate professional learning processes	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Develop an individual style of Feldenkrais practice	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Use movement experience and skeletal awareness to stimulate learning and integrate new knowledge into practice	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Accept accountability for one's work with individuals and groups	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Shape interactions responsibly	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Reflect on one's own work style	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



## Self and Peer Assessment– an ongoing and long-term practice

The following pages are blank tables. They are meant to be reproduced and used with any of the Competencies. Use Competency 2.1, included in this workbook, as an example of a completed table.

Choose the Competency that is most interesting or compelling at this time. Turn to those pages in the Competency Profile, and then also turn to the blank tables at the end of the workbook. There are three blank tables, one for "Competence in Action", one for "Knowledge" and one for "Abilities". On the "Competence in Action" table write the name and the description of the chosen Competency. Then, use the text in the Profile to copy one bullet point of "Competence in Action" into each one of the spaces in the left column. Repeat this with the resources for that Competency, copying each of one of the bullet points under "Knowledge" and "Abilities" into the appropriate spaces on the blank resource tables. When all of the text has been copied into the blank tables, use the blank spaces in the right column to make notes about pertinent experiences and memories that support and illustrate your Self Assessment and Peer Assessment processes.

# Competency

Competence in Action	level of interest	level of comfort	Narrative: stories, examples, reflections on, or documentation of your experiences with this aspect of the competency. Consider references to case studies, videos or other relevant items.
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Resources <i>Knowledge</i>  <i>Feldenkrais Teachers:</i>	level of interest	level of comfort	Professional development  Narrative: stories, examples, reflections on, or documentation of your experiences with this aspect of the competency. Consider references to case studies, videos or other relevant items.
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Resources <i>Abilities</i>  <i>Feldenkrais practitioners  are able to:</i>	level of interest	level of comfort	Professional development  Narrative: stories, examples, reflections on, or documentation of your experiences with this aspect of the competency. Consider references to case studies, videos or other relevant items.
	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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