



Nonviolent Communication: A Model for Social Change

Adapted from Marshall Rosenberg, Ph.D. and Liv Monroe

"In every moment, each of us is trying to meet our needs in the best way we know how." (Marshall Rosenberg)

---=oOo=---

"Out beyond ideas of right and wrong, there is a field, I'll meet you there" (Rumi)

An Introduction to Nonviolent Communication

Nonviolent communication is founded on language and communication skills that strengthen our ability to remain human, even under challenging conditions. NVC guides us in reframing how we express ourselves and hear others. Instead of being habitual, automatic responses, our words become conscious responses based firmly on an awareness of what we are perceiving, feeling and wanting.

NVC is a Language of Compassion Rather Than Domination, which helps us to resolve conflicts by focusing our consciousness on what we are observing, feeling, needing, and requesting. It leads us toward a quality of connection among people where everyone's needs are valued and get met through compassionate giving out of the joy of contributing to another human being.

The potency of NVC is in its pragmatic simplicity. In any moment, there are two ways to enhance connection & understanding:

- (1) vulnerably express our own feelings & needs, or
- (2) empathically listen to the feelings & needs of the other.

These are radically different choices than we are accustomed to experience when we are in conflict: namely, fight, submit or flee. With practice, NVC helps us navigate within ourselves to transform blame & judgment, where neither our own needs nor those of the other person are likely to be met, into a mutual awareness of human needs.

Nonviolent communication uses the metaphors of giraffe and jackal to describe communication that is either life-serving - communicating to connect -, or violence provoking communication.

Nonviolent communication is a model of being conscious of what one values and is courageous enough to live accordingly.

The model involves the following steps:

1. Objective Observation (observation without judgment)
 - a. Concrete actions I observe, without analysis
 - b. When I (see, hear, remember, imagine, etc.)
2. Honest Feelings (from inside oneself)
 - a. How I feel in relation to these actions
 - b. "I feel"
3. Universal Needs (no reference to a specific action, place or person)
 - a. The life energy in the form of needs, desires, wishes, or values that creates my feelings.
 - b. "because I am (needing)"
4. Specific, Present, Doable Requests (detailed, ideally 40 words or less)
 - a. a. Clearly requesting that which would enrich my life and the life of my community without demanding. The concrete actions I would like to be taken.
 - b. b. "Would you be willing to..."

Violence Provoking or Life-Alienating Communication

At the base of all violence is a kind of thinking that attributes the cause of conflict to wrongness of others, with a corresponding inability to think in terms of vulnerabilities (what one feels, fears, yearns for, and misses). Violence comes out of fear and a belief that some people deserve certain treatment. Jackal encourages this -kind of thinking by incorporating the following into our everyday language:

A. Diagnosing (instead of respecting): judging and implying wrongness or badness of those who don't share or live up to one's values. Note that it is important to have and make value judgments, i.e., determinations of what one values. Moralistic judgments such as the following are violence provoking.

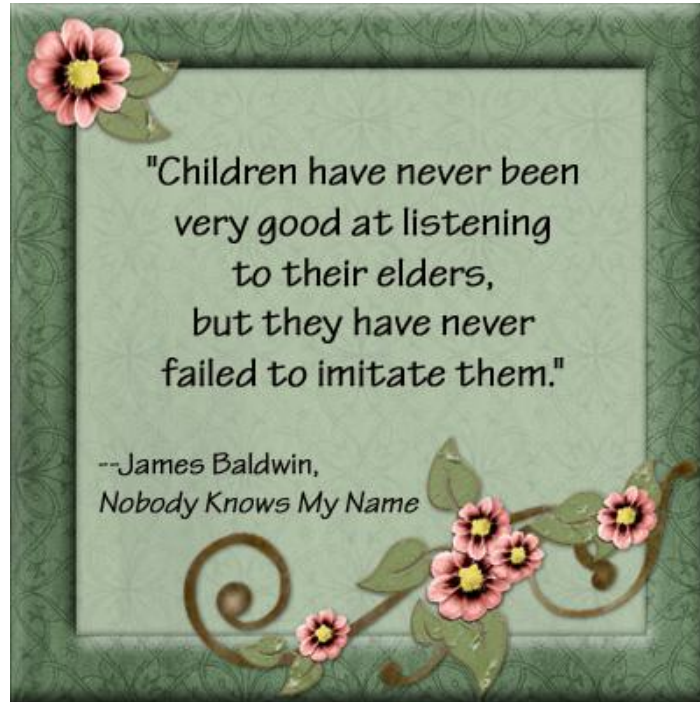
1. Name calling, fault finding, criticism, put downs, or praise
2. Evaluations, interpretations, analysis, diagnoses, labels (classifications . keep one from seeing the humanness and individualness in others)
3. Concept of deserve (certain actions or people deserve punishment, others deserve reward, e.g. merit recognition)
4. Any shame inducing language or behavior.

B. Denying Responsibility (instead of taking responsibility): blaming others or attributing the cause of one's own actions and feelings to external causes.

1. Blaming others for how one feels, rather than recognizing that feelings are caused by whether or not one's needs are being met, for example:
 - a. Saying, "you made me mad," to someone who arrived late.
 - b. Believing that someone "hurt you" when they forgot your birthday.
2. Obscuring choice by using words that blame others for one's actions.
 - a. Dictates of authority ("I lied because the boss told me to.")
 - b. Other's actions ("I hit my child because he ran in the street.")
 - c. Vague forces ("I cleaned my room because I had to.")
 - d. A diagnosis ("I drink because I am an alcoholic.")
 - e. Group pressure ("I smoke because all my friends do.")
 - f. Rules, laws, policies, regulations ("I have to suspend you for this infraction because it's the school policy.")
 - g. Social or sex roles ("I can't throw a ball because I'm a girl.")
 - h. Uncontrollable impulses ("An urge to eat overcame me.")
3. Any guilt inducing language or behavior.

C. Demanding (instead of requesting): attempting to control others by threatening, bossing, manipulating, or shaming. If the denial of a "request" results in punitive action, the request was really a demand. When a person perceives a demand the only choices they know are to submit or to rebel. Demands include the following violence provoking language.

1. Words like: have to, must, should, had better
2. Threats of punishment or blame (punishment extracts a high price)
3. Promise of reward or praise (reward is dehumanizing)
4. Any fear inducing language or behavior.



“Judgments & violence are tragic expressions of unmet needs.” (Marshall Rosenberg)

“To observe without evaluation is the highest form of human intelligence.” (J. Krishnamurti)

Thinking & Language that Alienate Us from One Another

- Diagnoses, judgments, labels, analysis, criticism, comparisons, etc.
- Deserve thinking (i.e. that certain behaviors merit punishment or rewards)
- Demands (denial of other person’s choice; intention to punish those who don’t do it)
- Denial of choice or responsibility (had to, should, supposed to, they made me do it, etc.)

Purpose of NVC

- To inspire compassionate, heartfelt connection so that all needs may be valued
- To connect to the life in ourselves and others
- To be inspired and to inspire others to give from the heart

Background of NVC

- Developed by Marshall Rosenberg during the Civil Rights era; influenced by Carl Rogers
- Center for Nonviolent Communication: web: www.cnvc.org, email: cnvc@cnvc.org, phone: 1-818-957-9393

What NVC is not ...

NVC is not about being nice; it's about being real. It's not about stifling intensity, but transforming it. NVC is not about changing other people or getting them to do what we want. It's about creating connection & understanding.

NVC is not a technique or formula. It's a process that helps guide our consciousness to a new awareness.

4 Components of an NVC Expression

1. OBSERVATION (free of judgments, labels, diagnoses, opinions, etc.) “When I see/hear/notice...”

2. FEELING (free of thoughts) “... I feel ...”

Examples of feelings when needs ARE met: Affectionate Confident Engaged Excited Exhilarated Grateful Inspired Hopeful Exuberant Joyful Calm Refreshed

Examples of feelings when needs are NOT met: Annoyed Angry Disgusted Uneasy Detached Tense Embarrassed Tired Sad Vulnerable Scared Pain

3. NEED (universal human needs free of strategies) “... because I need/value ...”

Examples: Beauty Autonomy Empathy Mourning Honesty Love Meaning Safety Respect Community Contribution Mutuality Authenticity Transparency Acceptance To be valued Play Support

4. REQUEST (free of demands) “Would you be willing to ...?”

2 Ways of Moving Toward Connection



1. Honestly express your own feelings & needs

- Ongoing awareness of feelings & connected needs in present moment
- Willingness & courage to express those feelings & needs (vulnerability)

Example: “When I see you read the newspaper while I’m talking, I feel frustrated because I’m wanting to be heard. Would you be willing to close the newspaper for 5 minutes and hear my idea?”

2. Empathically listen to other’s feelings & needs

- Qualities of empathic listening: presence, focus, space, caring, verbal reflection of feelings & needs
- NOT advising, fixing, consoling, story-telling, sympathizing, analyzing, explaining, ...
- No matter what is said, hear only feelings, needs, observations & requests

Example: Are you feeling ... because you need ...?

The “4 Ears”: How We Choose to Hear Difficult Messages

EXAMPLE #1

Person A: How dare you walk out of the room when I’m talking! You inconsiderate S.O.B.! You just can’t stand to hear the truth.

1. Person B (blaming A): Me the S.O.B. ... how about you! You’re the one who started all this in the first place. You are so self-righteous telling me I’m inconsiderate. You’ve never thought about another human being besides yourself!
2. Person B (blaming himself): Oh, I’m sorry. I didn’t mean to be disrespectful. It’s just that I don’t know what to do. I never know what to do, or what to say. I feel so worthless!
3. Person B (sensing his own feelings/needs): When I hear you say that, I feel hurt because I’m needing respect and to be seen for who I am. And I really need some space because I’m in a lot of pain right now... Would you be willing to tell me what you heard me just say?
4. Person B (sensing A’s feelings/needs):
Are you feeling angry and wanting respect and to be heard? ...

EXAMPLE #2

[Mother has a 1-1/2 hour coffee with a friend... her first time away from the children in 3 days.]

6-Year-Old: Mama I don’t want you to go! What could be more important than being with me?
(tugging at her leg, crying loudly)

1. M (blaming child): Let go of my leg! Be quiet! You’ve got no reason to cry ... I’ve been with you all day. You always make this so hard! When all I want to do is have a few minutes to myself!
2. M (blaming herself): Oh, my gosh, I’ve really upset you! Why do I always do this?! ... Why am I so selfish? ... I’m such an awful mother.
3. M (sensing her own feelings/needs): Honey, I’m really feeling exhausted and needing to just have some personal time to connect with my good friend, Betty. Would you be willing to let Mary (the babysitter) hold you? ...
4. M (sensing her child’s feelings/needs): Are you feeling sad and wanting to be held? ...
Are you feeling hurt and needing to know that you are precious and loved? ...

4 Ears:

1. Blaming others (attacking)
2. Blaming ourselves (submitting)
3. Sensing our own feelings & needs
4. Sensing others' feelings & needs

Blaming is the realm of the jackal. The jackal part of us sees the only choices as fight, submit or flee. More than likely, the jackal doesn't even see choices, but responds in a habitual or automatic manner.

We are each responsible for how we hear what other people are saying.

Connection is the realm of the giraffe. The giraffe part of us knows that there are two ways to connect in any moment: to sense our own feelings & needs, or to sense the feelings & needs of the other person. The giraffe is also keenly aware of the choices she is making in every moment.

It's About Awareness not Content

by Gregg Kendrick, Certified Trainer

Learning NVC involves a different kind of "understanding" or "learning" ... very little learning from the head or making sense of concepts ... more learning from the heart, learning with my whole being, expanding my awareness ... it's not a linear progression, but spiraling more deeply & more expansively.

This kind of learning does not happen very meaningfully by talking or reading about NVC. It happens most powerfully when we seek to connect with one another and with ourselves ... when we engage in and witness the experience of NVC. The learning happens in the struggle and the longing to connect.

I am often more empowered to engage in NVC when I remember that it is not about getting it right, but about moving toward the connection that I want (what Marshall calls "growing progressively less stupid").

Amidst these experiences, each one of us is learning what we are ready for. In the same exercise or experience, we may each be learning something very different. I find that I am nearly always surprised. If I am willing to share my experiences, I often notice that my own learning seems to deepen as it is received by the other person or people that I am with.

Creating The Internal Space That Nurtures Learning And Connecting

I have found that my learning of NVC happens more fully when I create a place in myself that supports that learning:

- a place of spaciousness ... we're discovering what's already there, not putting more stuff in
- a place of awareness of self in this moment ... noticing my thoughts ... my body sensations ... my feelings ... my intentions ... my needs ... my choices
- a place of openness ... finding where I am tense or distracted, and "letting go" to a place of being alert, yet relaxed ... not doing, but being
- a place of choice ... where there is no "have to", no "should", no "supposed to" ... there are only choices

Some strategies that may enhance your learning :

- Think back why you continued reading this document until here. Remember these intentions often and take responsibility for their fulfillment.
- Pause often to notice what is going on within you ... connect to your own feelings & needs
- Express your needs and ask for what would fulfill them.
- When another person is speaking, focus on their feelings & needs.
- When another person is speaking, pause or check in to see if they are complete before expressing what is wrong, remembering that each of us are trying to get our needs met in the best way we know how
- ... only you are responsible for your intentions, your feelings, your needs, your choices ...
- ... only I am responsible for my intentions, my feelings, my needs, my choices ...

Creating The Community Space That Nurtures Learning And Connecting

We are each co-creating and contributing to the quality of the community space that holds us, whether we are conscious of it or not. What my intention is, where I focus my attention, and the choices I make ... each of these becomes a part of the texture of the space. In my experience, certain qualities in that space support connection and learning among us:

- a space of remembering our common intention for coming together ... to connect with one another ... to learn and grow in our understanding of that connection and in the process of NVC that takes us toward it
- a space of inclusiveness ... where each person is invited and given the space to be heard ... where your needs matter as much as my own • a space of authenticity ... where I vulnerably express my own feelings & needs as best I can
- a space of empathy ... where I strive to hear feelings and needs no matter what is being said ... where I give each person plenty of space until that person has been fully heard
- a space of conscious choice ... where I strive to hold our common intention, the needs of each person, and my own needs as I choose how to best meet these needs ... where I honor the choices of those around me
- a space of compassion ... where there are no judgments, no right or wrong, no demands, no punishments or rewards ... only people trying to get their needs met in the best way they know how stirred up in you.
- Remember: we are all doing the best that we can

Some strategies that may enhance your learning :

- Get empathy. Empathy is the fuel we need to connect.
- Find an empathy buddy & meet at least weekly.
- Participate in an NVC practice group.
- Meet with an experienced mentor who can nurture your growth
- Participate in a 7-day or 9-day NVC immersion training
- Strive to live NVC throughout your life: at home, in your workplace, in the organizations in which you participate
- Pause often to notice what is going on within you ... connect to your own feelings & needs
- Meditate on needs • Love your jackal ... he has many gifts for you

Observation Cues:

- “When I see ...”
- “When I hear ...”
- “When I recall seeing/hearing ...”
- “When I imagine seeing/hearing ...”

Examples:

“When I see you reading the newspaper ...”

“When I hear you say, ‘I’ll never amount to anything,’ ...”

“When I remember seeing you hit the table with your fist, ...”

Observation Check:

- Is my observation free of evaluation?
- Can my observation be recorded by the lens of a movie camera or the mike of a tape recorder?
- Does my observation contain words such as “always,” “never,” “whenever,” “constantly,” etc.? ... am I using these words factually or evaluatively?

Taking Responsibility for our Feelings

We take responsibility for our own feelings by connecting them to the need within us that is either being met or not met. For example, "I am disappointed because I would like companionship."

Contrast this expression to the more common way we often blame others for our feelings:

"You never want to spend time with me ... why are you so selfish."

When we blame others for our feelings we tend to stimulate feelings of guilt in the other person. If we express our needs we have a better chance of getting them met.

Need vs. Request

Need: Universal human quality without reference to place, person or time Request: A specific strategy to meet a need that usually involves a particular person doing something at a particular time

EXAMPLE

I have a need for companionship. I can imagine that need being met by making a particular request of you: "Would you be willing to meet with me at 2pm today at Williams Restaurant for a cup of coffee and conversation?" If you say "No," then I may try other dates or times or places with you that might work. Or I may ask someone else to meet me.

For every need, there are an enormous (i.e. infinite) range of possible strategies that could meet that need.

Self-full vs. Selfish vs. Selfless

Selfish: I only value my own needs

Selfless: I only value others' needs

Self-full: I value my own needs and others' needs equally

The Path to Emotional Liberation

Stage 1, Emotional slavery: We believe we are responsible for the feelings of others.

Stage 2, Obnoxious: We no longer want to be responsible for the feelings of others ... and often express it with anger

Stage 3, Emotional liberation: We accept responsibility for our own intentions & actions, but not the feelings of others. We respond to the needs of others only out of compassion & a desire to contribute, never guilt, fear or shame.

Requests Versus Demands

By Gregg Kendrick, Certified Trainer

Only after a connection has happened between people (i.e. a mutual understanding of each person's feelings & needs) do we seek to find solutions.

("Connection FIRST, then solutions")

We are more likely to get our needs met when

(1) we are conscious of our needs and

(2) we explicitly make a request that may fulfill our needs. ("Ask for what you need.")

REQUESTS vs. DEMANDS

In making a request, we honor a "NO" as much as a "YES." For example, are we willing to try to understand what a person is saying "YES" to while they are saying "NO" to us? Do we value the other's needs in that moment as much as our own?

Example:

You: "I'd really like to understand your needs so we can work this problem out. Would you be willing to talk about it right now for 5 minutes?"

Mary: "I don't want to talk now."

You: "Are you exhausted and want to get some rest?"

Mary: "No, I just want to sit here & be left alone."

You: "So you want to just be with yourself right now?"

Mary: "Yeah, just leave me alone."

You: "I want to trust that we'll work this out soon ... would you be willing to talk this afternoon after lunch?"

Mary: "Maybe so, but not now."

You: "OK ... I'll check with you after lunch."

Request Cues

"Would you be willing to ...?"

Request Check

Requests are clear, positive, and immediately "do-able". They offer a tangible solution to meeting needs in the moment.

Examples:

Clear: "Would you meet me for coffee at 3:30 tomorrow at the Downtown Coffee Shop?"

Vague: "Would you have a conversation with me sometime?"

Positive: "Would you be willing to explore with me what needs of yours are met by smoking?"

Negative: "Would you stop smoking?"

Do-able: "Would you be willing to tell me what you just heard me say?"

Not do-able: "Would you listen to me?"

Connecting Requests

Did the person hear what you wanted to communicate?:

"Would you be willing to tell me what you just heard me say...?"

What's going on in the other person after hearing what you said?:

"Would you be willing to tell me how you feel after hearing what I said ...?"

Giving And Receiving Gratitude

By Gregg Kendrick, Certified Trainer

Gratitude or appreciation is recognizing when a person has contributed to our life or to the lives of others.

Expressing Gratitude

In NVC, we express gratitude in 3 parts:

1. What specifically did the other person do that enriched your life?
2. How do you feel now as you recall what they did?
3. What need of yours was met by what they did?

Note that these three parts are simply the first three parts of any NVC expression: observation, feeling, need

Example:

"When I remember you asking if I could use some help this morning, I feel grateful because I value mutual support among our team."

Receiving Appreciation

In NVC, I receive appreciation joyfully, even with awe, as I hold in my awareness this power that flows through me to enrich life for others. It is often hard to receive appreciation fully because it is hard to recognize this beauty & power within us.

This is a very different experience than the way we often respond to compliments, through false humility or a feeling of superiority. False humility: denies the importance of the appreciation; e.g. "It was nothing."

Feeling of superiority: Thinking "I am better than others because I received the appreciation or compliment."

Appreciation vs. Compliments

Appreciation: what's alive in ourselves (feelings & needs met) stimulated by the other person's actions

Compliment: a positive judgment of the other person

e.g. "You're really great!" "Good job!" "You are a kind person."

Compliments, though positive, are still judgments of other people. They are often used to manipulate the behavior of others. "...the more you become a connoisseur of gratitude, the less you are a victim of resentment, depression, and despair.

Gratitude will act as an elixir that will gradually dissolve the hard shell of your ego — your need to possess and control — and transform you into a generous being. The sense of gratitude produces true spiritual alchemy, makes us magnanimous — large souled." (Sam Keen)

Hunger for Appreciation

We tend to notice & express what's wrong rather than what's right. We are all hungry for our intentions to enrich the lives of others to be recognized.

Exercise: "What appreciation might someone give you that would leave you jumping for joy?"

Comparison of **Jackal** & **Giraffe** Languages

(revised 16 January 2001) © 2000 Llv Monroe

Names:	Jackal most usual languages	Giraffe Nonviolent Communication Compassionate Communication
Characteristics:	violent life-alienating separating head talk habitual for some static language selfish and self-less	compassionate life-enhancing connecting heart talk natural for all process language self-ful
Intentions:	power over others get others to do what one wants prove who is right & wrong "Who is to blame?" correct others	power with others give and receive joyfully meet everyone's needs "How can everyone's need be met?" connect with others
Means:	criticize induce shame, judge others find fault induce guilt, blame others & deny one's own responsibility deny choice induce fear, make demands focus on what people are (categorize, label, evaluate) solve the problem first, then try to relate make moralistic judgments compete	empathize respect others and self find beauty take responsibility for one's own actions, thought, and feeling express choice make requests focus on how people feel & what they need connect with each other first, then solve the problem make needs or value judgments cooperate
Beliefs:	in order to win, others must lose, win/lose or lose/lose (I or Thou) humans are violent there are insufficient resources people must be forced to do what they should do or nothing will get done human nature is to hurt others feelings are caused by what happens to a person motivation is by external factors; fear, guilt, shame, & reward	in order to win, all must win, win/win (I and Thou) humans act to meet their needs there's enough to meet everyone's needs people get joy from doing what meets their own & others' needs so they do not need coercion to get things done human nature is to help others feelings are caused by a person's needs not being met or being met motivation is by internal factors; love & desire to contribute to life
Typical Responses:	aggression or indifference	compassion
Honesty means:	sharing judgments about others	sharing own feelings and needs

Everyone has choice and is responsible for their own actions, words, thoughts, attitudes, beliefs, and even the feelings their thinking causes.

1. No one can make another person do anything.
2. No one can make another person happy, sad, angry, or hurt.
3. No one can cause another person's response.
We are not responsible for what happens to us, but we are responsible for our response to it.
4. We can't change other people but we can change how we respond to them.

3-Ds of Jackal	3-Rs of Giraffe
Jackal is about DESERVING. Who deserves punishment or reward? Who or what is right or wrong? Jackal is for CORRECTING.	Giraffe is about REMEMBERING. We are all interconnected do unique. People enjoy most, enriching life. Giraffe is for CONNECTING.
Diagnosing judging others or self as good or bad, right or wrong; categorizing; analyzing; criticizing; Inducing Shame	Respecting others and self, knowing we all are acting to meet our needs
Denying Responsibility blaming others, including use of language that obscures choice, such as "I had to..." Inducing Guilt	Taking Responsibility for our own actions, beliefs, feelings, and thoughts
Demanding as though there is one right way, threatening or punishing those who don't follow one's desires Inducing Fear	Requesting and accepting "yes" or "no" as the answer, as a gift

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: <p style="text-align: center;">"When I (see, hear) . . . "</p>	1. What you observe (see, hear, remember, imagine, free from my evaluations) that does or does not contribute to your well-being: <p style="text-align: center;">"When you see/hear . . . "</p> <p style="text-align: center;">(Sometimes dropped when offering empathy)</p>
FEELINGS	
2. How I feel (emotion or sensation rather than thought) in relation to what I observe: <p style="text-align: center;">"I feel . . . "</p>	2. How you feel (emotion or sensation rather than thought) in relation to what you observe: <p style="text-align: center;">"You feel . . . "</p>
NEEDS	
3. What I need or value (rather than a preference, or a specific action) that causes my feelings: <p style="text-align: center;">" . . . because I need/value. . . "</p>	3. What you need or value (rather than a preference, or a specific action) that causes your feelings: <p style="text-align: center;">" . . . because you need/value. . . "</p>
REQUESTS	
4. The concrete actions I would like taken: <p style="text-align: center;">"Would you be willing to . . . "</p>	4. The concrete actions you would like taken: <p style="text-align: center;">"Would you like to . . . "</p> <p style="text-align: center;">(Sometimes dropped with offering empathy)</p>





Expressing in Giraffe

When I (see, hear, remember, imagine)

I feel

because I (want, need)

and would you be willing?

Receiving in Giraffe



When you (see, hear, remember, imagine)

are you feeling

because you are (wanting, needing)

and right now would you like?

ENRICHING "FEELING" LITERACY © H. Holly Humphrey 1990

GLAD

happy
excited
hopeful
joyful
satisfied
encouraged
grateful
confident
inspired
relieved
touched
proud

SAD

lonely
heavy
troubled
helpless
gloomy
overwhelmed
distant
despondent
discouraged
distressed
dismayed
disheartened

MAD

angry
aggravated
exasperated
irritated
agitated
enraged
infuriated
hostile
bitter
pessimistic
resentful
disgusted

TIRED

exhausted
fatigued
inert
lethargic
indifferent
listless
wear
fidgety
helpless
heavy
sleepy

SCARED

afraid
fearful
terrified
startled
nervous
panicky
jittery
horrified
worried
anguished
lonely

CONFUSED

frustrated
perplexed
hesitant
troubled
uncomfortable
torn
withdrawn
apathetic
hurt
uneasy
irritated

PEACEFUL

tranquil
calm
content
engrossed
absorbed
expensive
serene
loving
blissful
satisfied
relaxed

LOVING

warm
affectionate
tender
appreciative
friendly
sensitive
compassionate
grateful
nurtured
amorous
trusting

PLAYFUL

energetic
effervescent
invigorated
zestful
refreshed
stimulated
impish
alive
exuberant
giddy
adventurous

Feelings Mixed with Evaluations

"Victim Verbs"

abandoned
abused
accepted
attacked
blamed

betrayed
caged
cheated
cornered
criticized
intimidated
isolated
invalidated
invisible
left out

distrusted
dumped
hassled
ignored
inadequate
let down
manipulated
misunderstood
neglected
overpowered
smothered
stupid
threatened
trampled
tricked

overworked
patronized
pressured
put down
rejected
unheard
unimpo
unseen
untruste
unwant

Non Feeling Expressions

Feelings are not likely expressed after the following phrases:

I feel like...
I feel that...

I feel it...
I feel as if...

I feel you, he, she,
I feel I, they, we...

Thoughts, evaluations, judgments, and criticisms usually follow these phrases.

adapted for Marcelline Brogle, May 1994



Feelings inventory

A = feelings likely to be experienced when our needs are being fulfilled

B = feelings likely to be experienced when our needs are not being fulfilled

<u>A</u>	A (cont.)	A (cont.)	B (cont.)	B (cont.)	B (cont.)
absorbed	exultant	radiant	breathless	helpless	scared
adventurous	fascinated	rapturous	brokenhearted	hesitant	sensitive
affectionate	free	refreshed	chagrined	horrified	shaky
alert	friendly	relieved	cold	horrible	shocked
alive	fulfilled	satisfied	concerned	hostile	skeptical
amazed	gay	secure	confused	hot	sleepy
amused	glad	sensitive	cool	humdrum	sorrowful
animated	gleeful	spellbound	cross	hurt	sorry
appreciative	glorious	splendid			sour
aroused	glowing	stimulated	dejected	impatient	spiritless
astonished	good-humored	surprised	depressed	indifferent	startled
blissful	grateful		despairing	inert	surprised
breathless		tender	despondent	intense	suspicious
buoyant	gratified	thankful	detached	irate	
	groovy	thrilled	disappointed	irked	tepid
calm	happy	touched	discouraged	irritated	terrified
carefree	helpful	tranquil	disgruntled	jealous	tired
cheerful	hopeful	trusting	disgusted	jittery	troubled
comfortable		warm	disheartened		uncomfortable
complacent	inquisitive	wide-awake	dismayed	keyed-up	unconcerned
composed	inspired	wonderful	displeased	lazy	uneasy
concerned	intense	zestful	disquieted	lethargic	unglued
confident	interested		distressed	listless	unhappy
contented	intrigued	B	disturbed	lonely	unnerved
cool	invigorated	afraid	downcast		unsteady
curious	involved	aggravated	downhearted	mad	upset
dazzled	joyous-joyful	agitated	dull	mean	uptight
delighted	jubilant	alarmed	edgy	melancholic	
		aloof	embarrassed	miserable	vexed
eager	keyed-up	angry	embittered	mopey	weary
ecstatic	loving	anguished	exasperated	nervous	withdrawn
effervescent	mellow	annoyed	exhausted	nettled	woeful
elated	merry	anxious		overwhelmed	worried
electrified	mirthful	apathetic	fatigued		wretched
encouraged	moved	apprehensive	fearful	passive	
energetic		aroused	fidgety	perplexed	animosity
engrossed	optimistic	averse	forlorn	pessimistic	dislike
enlivened	overjoyed		frightened	puzzled	dread
enthusiastic	overwhelmed	beat	frustrated	rancorous	grief
excited	peaceful	bitter	furiosus	reluctant	hate
exhilarated	pleasant	blah	gloomy	repelled	lassitude
expansive	proud	blue	guilty	resentful	
expectant	quiet	bored	heavy	restless	

Needs Inventory

Autonomy

being "seen"
choice (to choose one's dreams, goals, values)
choice (to choose one's plan for fulfilling one's
dreams, goals, values)
individuality
self-empowerment
solitude

Celebration

aliveness
celebrate the creation of life and dreams fulfilled
celebrate the losses: loved ones, dreams, etc.
(mourning)
communion
humor
play,
pleasure, delight
ritualizing the sacred

Integrity

authenticity
giraffe honesty
meaning
purpose
values
vision/dreams

Mental

awareness
clarity
consciousness
discrimination
information
reflection
stimulation
thinking
understanding (to comprehend)

Nurturance

air
bonding
exercise
food
movement
protection from life-threatening forms of life
(viruses, bacteria, insects, predatory animals)
rest
sexual expression
shelter
tenderness
warmth
water
caring
comfort
touch

Self Expression

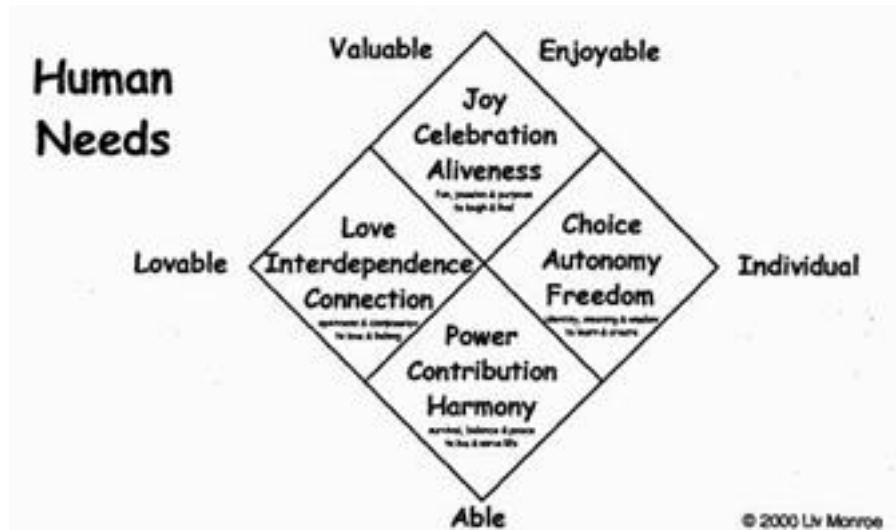
creativity
goals to generate, to create
growth
healing
mastery
meaning
production (to be causal)
teaching

Social Emotional (Interdependence)

acceptance
acknowledge
affection
appreciation
being heard
being liked
closeness
communication
serving
community
companionship
connection
consideration
contribution
contribution to the enrichment of life
empathy
support
emotional freedom
emotional safety
giving
intimacy
love
oneness
reassurance
recognition
relaxation
reliability
understanding
respect

Spiritual Energy

aesthetics
beauty
being, beingness
grace
harmony
inspiration
order
peace



- **Life and Contribution**

- o Power to serve life: to make life wonderful for others and self
- o Ability to do what is necessary to live: to control one's own life, mastery, capability, and competence
- o Physical need for safety, nurturance, and nourishment: air, balance, caring, comfort, exercise, food, harmony, movement, physical affection, procreation, protection (including from viruses, bacteria, insects, and predatory animals), shelter, rest, tenderness, touch, and water

- **Autonomy and Choice**

- o Freedom to choose: ones own actions, dreams, feelings, goals, plans, thoughts, values, and visions and to honor this freedom for others
- o Self expression: authenticity, creativity, growth, healing, identity, individuality, integrity, teaming, meaning, production, and solitude
- o Mental need for knowing and understanding: awareness, clarity, comprehension, consciousness, discrimination, honesty, information, making meaning, reflection, stimulation, thinking, and truth

- **Connection and Interdependence**

- o Love and belonging: to love and to be loved, mutual caring and sharing
- o Give and get relationship with others: affection, being heard and seen, bonding, closeness, companionship, communication, community, consideration, empathy, fairness, friendship, inclusion, intimacy, interconnection, justice, openness, support, and warmth
- o Emotional need for compassion and being compassionate: acceptance, acknowledgment, appreciation, emotional safety and healing, nurturance, reassurance, reliability, respect, sexual expression, tolerance, trust, and understanding

- **Joy and Celebration**

- o Fun and enjoyment of the aliveness in each of us: aesthetics, beauty, delight, grace, harmony, humor, inspiration, laughter, mourning, order, play, pleasure, ritual, and vibrancy
- o Celebration of one's integrity: of one's wholeness, of all the parts that make up oneself, and of being an essential part of a larger whole
- o Spiritual need for oneness with all beings: passion, peace, love, purpose beyond self, meaning for life, and unity

Template for writing public policy letters

1. Objective Observations

Write your observations of what your issue is, what other people (this may include research reports) are saying about the issue, without analyzing and without judgment. Inform your reader as clearly and precisely as possible as to what the issue is, without interpretation or analysis

2. Feelings and Needs

Divide into triads. Read your description of your issue to two other people. Obtain any feedback about clarifying your observations so that they are free of interpretations and analysis. Ask your two partners to "guess" what you might be feeling and needing in relation to the issue: " Are you feeling _____ because you are needing _____?"

Even if they are wrong in their guess, they will help you clarify what you are feeling and needing. Spend about 5 minutes per person on clarifying feelings and needs. Refer to appendices if necessary.



3. Requests

In triads, try to formulate clear, specific do-able requests of the person you are writing to - the more succinct these requests are, the better! Acknowledge that you understand the organizational network the person is embedded in and that your request is made cognizant of this. You may also request a written response by a given deadline, to make sure you can conclude your work within the planned timeframe. A valuable request might be: asking to consider a specific alternative plan or proposal.

4. Expressing Appreciation

On your own time, as you work on the draft of your letter, experiment with a closing paragraph based on expressing appreciation for how the person you are writing to is already doing something to enrich your life or the life of your community. Rosenberg's model of expressing appreciation involves:

- a. The actions that have contributed to our well-being
- b. The particular needs of ours that have been fulfilled
- c. The pleasurable feelings engendered by the fulfillment of those needs

In writing these letters, you have the ability to write, rewrite and edit to make your writing really clear and focused. You should write your letter in a narrative flow in which the sequence of observations, feelings, needs and requests are embedded. Speaking NVC is even more challenging, as it requires being very aware of how one responds in the moment. The power of the model is from communicating observations, feelings, needs and requests as a coordinated flow of communication consistently in both expressing and empathically receiving communication.