

Becoming a Hakomi Trainer

Some certified teachers may wish to become trainers and to become part of a training team. Not all Hakomi teachers aspire to become trainers and not all teachers have the combination of skills and qualities required to be a HEN trainer.

Trainer skills include mastery of the method as a practitioner, a depth of leadership skills, experience, and confidence, a broad understanding of psychotherapy and related fields (ie neuroscience), experience in private practice, as well as personhood, managerial, communication and teamwork attributes to be able to work with organizers, co-trainers, teachers, and assistants as well as students. Trainers need to be exceptional in many ways!

Trainers also need to have a substantial income from other sources and enough flexibility in their life to allow for considerable time away from home, private practice, and relationships. There is a level of health and vitality that trainers need to be able and willing to offer themselves in this way during and between training sessions.

Given those high expectations, if you are a certified teacher and would like to continue in your growth and learning toward becoming a trainer, it is recommended that you participate in as many trainings or training sessions as possible. This is usually at your own expense at first and may require at least some monetary investment depending on the training budget. Ideally you would work closely with one trainer or training team and establish with them clear expectations for your participation and for the mentoring you need to move to this next level. Again, this path has traditionally been based on an apprenticeship model and this only works if you are invited by a trainer or training team to work closely with them.

Depending on the training budget and the time the trainer devotes to working with you, a monetary and/or service exchange is appropriate. This needs to be discussed and agreed on mutually between trainers and teachers. In addition to working with a training team in at least one training setting, please continue to offer workshops separate from trainings in order to hone your teaching and leadership skills.

It is recommended to have a private practice or some years of experience with a private practice so you have a depth of “front-line” experience; and please read voraciously to become familiar with all the materials created by Ron Kurtz, as well as to keep up with what is happening in modern psychotherapy and neuroscience. As there is no formal teacher or trainer training, only those who are extremely self-motivated will move into a trainer role.

When someone is first certified as a trainer, it is expected that they will work with at least one experienced trainer who has the experience of leading or co-leading at least one full training.



Sometimes two or more teachers are certified as a “training team” and will work together for at least one training under the supervision of a more experienced trainer. This supervision can be a combination of in-person co-leading or supervision and distance mentoring through online video conference or email.

Training teams prepare lesson plans together, debrief training days and modules, and communicate clearly with each other about content and students during their training. They also work through the inevitable interpersonal difficulties that come with co-leading and find creative ways to model Hakomi in their own interactions and in front of their students.

Trainers, when you are supporting a new trainer or a teacher assisting in a training, please clearly communicate your expectations and boundaries. Make sure you are receiving what you need in terms of service, remuneration, and your own down time. Ideally you would spend a little time together with the teacher before and after each training day, a little time during the training day, as well as some time between training modules to support the teacher or new trainer working with you. Be clear about how much time you are able and willing to give. Trainers need to have significant space for themselves to recharge after each training day in order to be fully present for the trainees who are your first priority.