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SUMMATIVE EVALUATION
OF A WORKSHOP IN
COLLABORATIVE COMMUNICATION

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COLLABORATIVE COMMUNICATION

BY

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M.P.H., Emory University, 2011
B.E., Vanderbilt University, 1979

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An abstract of
A Thesis submitted to the Faculty of the
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Abstract

SUMMATIVE EVALUATION OF A WORKSHOP IN COLLABORATIVE COMMUNICATION

BY

Jane Branscomb

A Collaborative Communication workshop designed by Sacred Space Inc, and associates, was evaluated for effectiveness in furthering targeted skills, intentions, behaviors and outcomes. Rooted in the Nonviolent Communicationsm (NVC) model developed by Dr. Marshall B. Rosenberg, the workshop fosters intra- and interpersonal relationships of compassion, connection, collaboration and caring. As such it seeks to enhance individual and relational wellbeing. Evidence indicates that success could also help reduce the burden of depression, suicide and violence, among others. A repeated measures design was used to address four questions:

1. Are participants better able to recognize key distinctions of NVC: (a) observations versus evaluations; (b) feelings versus thoughts; (c) needs versus strategies; and (d) requests versus demands?
2. Do participants express greater likelihood of taking action: (a) applying the tools and principles of NVC; (b) pursuing support for their ongoing practice; (c) seeking additional NVC learning; (d) telling others about NVC tools and principles; and (e) teaching NVC?
3. Do participants take action: (a) to apply the tools and principles of NVC; (b) to pursue support for their ongoing practice; (c) to pursue additional NVC learning; (d) to tell others about NVC tools and principles?
4. Do participants and their relationships exhibit greater compassion, connection, collaboration and caring?

Seven workshops produced a sample of 108 adults. Clear gains were seen in skills tested and behavioral intention. Over 90 percent of respondents had applied NVC tools and principles at least occasionally at follow-up; and similar proportions had told others about NVC. Ten percent of those who had not engaged in formal practice support had done so within six weeks; 50 percent of all participants had engaged in either formal or informal support; and 57 percent had pursued further NVC learning. A majority of participants were seen more often to express themselves without criticism, blame or pressure and to show appreciation and concern for others. Those who undertook follow-up activity showed broader gains than those who did not. Changes in personal and relational attributes were barely detectable, if at all. Recommendations are made regarding potential target audiences, marketing, course emphasis and further study.

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Chapter 1. Introduction

This report describes the summative evaluation of a Collaborative Communication workshop designed by Sacred Space Inc, and associates. Based on the model of Nonviolent Communicationsm (NVC) developed by Dr. Marshall B. Rosenberg, the workshop's goal is to promote intrapersonal and interpersonal relationships that exhibit life-serving compassion, connection, collaboration and caring. Potential public health impacts include improved individual mental health and wellbeing; healthier family, workplace and community relations; and reduced incidence of violence. The evaluation sought to assess the workshop's effectiveness in furthering specific skills, intentions and behaviors. The evaluation also sought to measure the outcomes of increased compassion, connection, collaboration and caring. The program logic model served as the basis for the evaluation's mixed quantitative-qualitative, repeated measures design.

Public Health Focus

Recent years have seen a groundswell of interest, in the public health arena and elsewhere, in directing more of the health dialog toward wellbeing rather than illness. This is evidenced by the global attention given to understanding and addressing the social determinants of health and health equity; it is reflected in the Affordable Care Act of 2010's emphasis on primary prevention; and it is seen in growing cross-sectoral collaborations to create the conditions in which people, environments and communities can thrive through "health in all policies". The public health focus of the Collaborative Communication workshop can best be viewed from this perspective, as interpersonal, emotional and psychological wellbeing.

Among other movements and programs, the Collaborative Communication workshop seeks to help individuals tap into, and act out of, their natural compassion. The model on which it is based describes a set of practical tools to facilitate caring and collaborative communication, and thus enhanced interactions and relationships. Integrating the principles that underlie these tools deepens connections to one's own and others' needs and feelings, fostering empathy and compassion. These aims—caring and collaborative communication and relationships; connection to needs and feelings; empathy and compassion—are elements of wellbeing and therefore health outcomes in themselves. In addition, they are protective against risk factors for public health concerns ranging from depression to abusive and controlling behavior and violence. Ultimately, proponents suggest, a critical mass of people living and relating with self- and other-compassion can influence the human and institutional systems in which they participate toward being more peaceful, just and life-serving.

Program Description

The Collaborative Communication workshop evaluated here is based on the Nonviolent Communicationsm (NVC) model developed by Dr. Marshall B. Rosenberg. Evolving from his work with civil rights activists in the early 1960s, NVC rests on assumptions that people are compassionate by nature, share the same basic human needs, and act on strategies they believe will result in getting their needs met. NVC offers tools and principles that support nonviolent, empathic, collaborative communication (Foundations of NVC).

NVC is a mature program, with training offered in more than 65 countries. It has been taught for over 40 years to individuals, couples and families, in workplaces and organizations, and to groups such as educators, health care providers and prison officials. And it has been employed to advance peaceful conflict resolution and reconciliation in disputes from the

community level to warring factions. A key aspect of the context in which NVC exists is, in many places, a culture that implicitly or explicitly supports the use of violent or destructive strategies for meeting needs. NVC offers an alternative to that mode of operating.

Nonviolent Communicationsm model.

The foundations of NVC are understanding and skill in four areas: making observations, recognizing feelings, identifying needs, and expressing requests. The concepts and techniques are not new or unique to this program; NVC simply offers them in an accessible yet powerful model to help individuals "maintain a perspective of empathy for ourselves and others" (Rosenberg & Center for Nonviolent Communication).

To clarify "observation", NVC distinguishes it from evaluation: observation is noticing and describing exactly what is happening without judging or evaluating. In the statement, "You always leave your dirty socks on the floor," judgment is implied by the use of "always" and the evaluative word, "dirty". An observation is factual and specific: "I notice the socks you wore yesterday are on the floor." An important step toward nonviolent and compassionate communication about a behavior or condition that is affecting us is describing it precisely and without evaluation.

Second, NVC calls attention to the difference between feelings and thoughts. If what follows the words, "I feel..." does not actually describe an internal, feeling state, it is more likely a thought. For example, many words ending in "-ed" reference an outside person or entity rather than the speaker: "abandoned", "betrayed", or "cheated" suggest blame for what someone else did. The speaker's feeling might be "lonely", "distracted", or "resentful". Identifying feelings is a way of taking personal responsibility; and communicating feelings provides the other person important information. NVC and others offer lists of "feeling" words to help people see the difference.

Third, NVC teaches that feelings signal the state of fulfillment of one's needs at a given moment. NVC views true needs as those that are universal. Although we may say, "I need you to go to the store," or, "I need a better job," someone's going to the store and "a better job" are not universal needs. Instead these represent possible ways for getting needs met. The needs that underlie these statements might be cooperation or nourishment in the first case, respect or autonomy in the second.

The fourth foundational skill of NVC is making doable requests that are not demands. A request is doable when it is specific and feasible. To avoid being a demand, it needs to be clear that declining is an acceptable option. An example of a doable request is, "Would you wash the dishes before you go to bed?"

NVC suggests that these four ideas can be seen as skills that can be applied in any setting to enhance connection and promote collaboration. They can be seen as principles to live by, replacing judgment, blame and control with empathy, respect and interdependence. And striving to integrate the principles deeply can be, for some, a spiritual practice for deepening compassion for oneself and others.

Organizations and roles.

The Center for Nonviolent Communication (CNVC) certifies NVC trainers who have completed the required amount of training and self-study and who exhibit conceptual knowledge as well as teaching and modeling skills. According to the CNVC website, there are currently 283 certified NVC trainers in 30 countries, teaching NVC in 24 languages (CNVC Certified Trainers).

Sacred Space Inc is an Atlanta-based organization dedicated to enriching physical, psychological and spiritual spaces. Its principals, Cynthia Moe and Mark Feinknopf, have

backgrounds in visual art (Cynthia) and in architecture and urban planning (Mark). The work they do through Sacred Space draws on those backgrounds in addition to extensive training and experience in NVC, Restorative Practices, Community Circles, Consent Circles, and strategic planning. Cynthia is a CNVC-Certified Trainer and Mark is a candidate for CNVC Trainer certification (Sacred Space Inc).

Sacred Space, along with NVC colleagues Faye Landey, also CNVC-Certified, and Jeff Joslin, formed the Atlanta Collaborative Communication Workshop Evaluation Team. As evaluator, I collaborated with the Evaluation Team from the outset toward developing a workshop that conveyed the principles of NVC, could be replicated by any experienced NVC trainer, and would lend itself to rigorous evaluation. The collaboration relied on the content and execution expertise of the Evaluation Team and the evaluation expertise of the external evaluator.

Two early decisions are introduced to provide context for further description, below, of the workshop and program. First, the worldwide community of NVC trainers, though teaching the same central tools and principles and using many similar techniques, offer workshops in countless formats, often tailored to specific audiences and circumstances. Further, it is common for them to use a flexible facilitation style in order to be responsive to the needs of participants as a workshop is in progress. For the Collaborative Communication workshop, a decision was made to constrain individuality and flexibility for the sake of evaluability.

A second choice involved the length of workshop to plan. Evaluation Team members' experience indicated that workshops spanning multiple days best facilitate trust-building, practice and integration of the tools, concepts and philosophies. At the same time, they recognized the practical need to have a workshop that could be "packaged" for remote

replication, that would be practical and acceptable for other trainers to deliver, and that could realistically attract sufficient numbers of participants for study purposes. Balancing these considerations, the decision was to plan six hours of course content for delivery in one eight-hour session with breaks. Course materials including facilitator's guide, agenda, goals, didactic points and handouts may be requested by contacting the Atlanta Evaluation Team at info@sacredspaceinc.com.

Workshop design.

The workshop begins with an overview of the day's activities, discussion of agreements and logistics, and reading of a short passage, followed by self-introductions and check-in (40 minutes total). Content segments then cover the fundamentals of needs (85 minutes), self-empathy (25 minutes), feelings (20 minutes), observations (30 minutes), requests (60 minutes), and empathy (65 minutes). The workshop closes with a final participant check-out and sharing from the day's experience (35 minutes).

Each content topic is introduced with a short, didactic presentation. Some are demonstrated through role-play. Participants are then given an exercise to do in dyads or small groups, after which the group reconvenes as a whole for "harvesting" learning from the exercise.

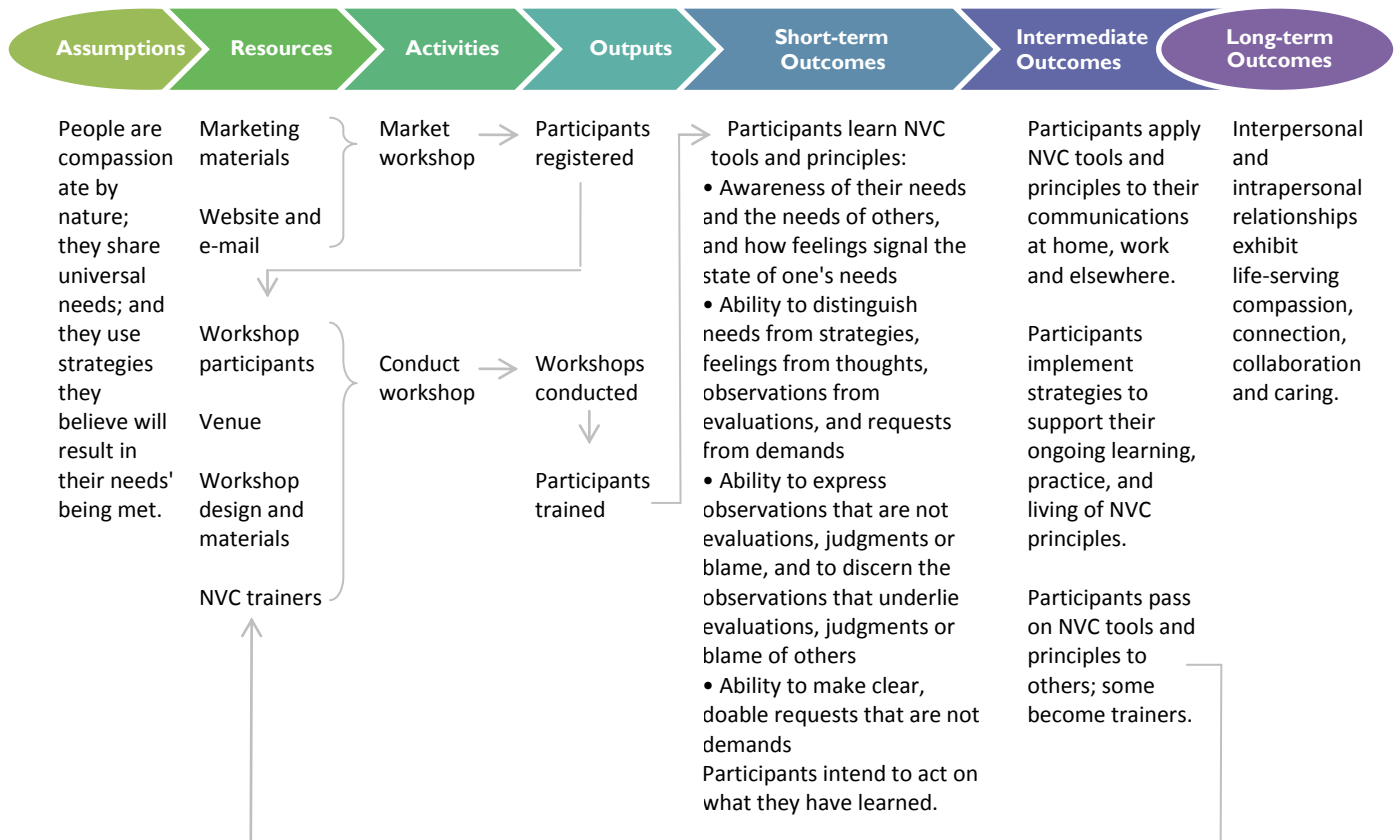
Seven handouts were produced to support the workshop: Feelings and Needs List; Needs Exercise: Needs or Strategies; Self Empathy Process; Thoughts Not Feelings; Doable Request Exercise: Demands versus Requests; Definition and Elements of Empathy; and Behavior that Masquerades as Empathy.

Logic Model

Figure 1 illustrates the logic underlying the Collaborative Communication workshop. The program rests on the assumptions that people are compassionate by nature; that fundamental

human needs are universal; and that individuals employ communication and action strategies that they believe will help them get their needs met. The tools the program offers reflect and reinforce these principles and provide guidance for operationalizing them in daily life.

Figure 1. Collaborative Communication Workshop Logic Model



Resources needed to produce a Collaborative Communication workshop include the workshop design itself and related materials, a venue in which to conduct it, qualified trainers and interested participants. Marketing materials, website and e-mail are resources for marketing the workshop (a preliminary activity) and securing registrants (a preliminary output). Qualified trainers emerge from the ranks of those who have been trained in NVC and want to share what they have learned with others.

The primary activity, conducting workshops, produces completed workshops and individuals who have participated in them. For these participants, the anticipated short-term outcomes are that they learn NVC tools and principles and intend to act on them. That is, after the workshop, participants are expected to be more aware of their own needs and how feelings signal the state of their needs, and more aware of the needs and feelings of others. They should be better able to distinguish needs from strategies, feelings from thoughts, observations from evaluations, and requests from demands. And they should be better able to express observations without blame, make requests that are not demands, and discern the observations that underlie evaluations and blame of others.

Having learned and practiced these skills, participants are expected to want to apply them in their daily lives and tell others about them. Some will desire and pursue support structures for their ongoing practice of NVC; and some will want to become NVC trainers themselves.

Intermediate outcomes are achieved when individuals act on the desires and intentions described above: They apply NVC tools and principles in their lives; they pursue support for their ongoing practice; they tell others about communication tools they've learned; and they pursue further NVC learning or training. Finally, those who take such actions begin to integrate what they have learned. They experience greater self-compassion; and their relationships with others become increasingly characterized by compassion, connection, collaboration, and caring.

Evaluation Overview

The purpose of the evaluation was to assess and document the Collaborative Communication workshop's effectiveness in achieving intended short-, intermediate- and long-term outcomes. This was sought by Sacred Space on their own behalf and that of other NVC trainers so that they could show potential clients, funders and other partners the value that can be

expected from NVC training. A summative evaluation was therefore planned, with evaluation questions formulated to address short-, intermediate- and long-term outcomes.

Evaluation question 1.

Are participants better able to recognize the four basic distinctions of NVC: (a) observations versus evaluations; (b) feelings versus thoughts; (c) needs versus strategies; and (d) requests versus demands?

Evaluation question 2.

Do participants express greater likelihood of taking action: (a) applying the tools and principles of NVC; (b) pursuing support for their ongoing practice of NVC; (c) seeking additional NVC learning; (d) telling others about NVC tools and principles; and (e) teaching NVC?

Evaluation question 3.

Do participants take action: (a) to apply the tools and principles of NVC; (b) to pursue support for their ongoing practice of NVC; (c) to pursue additional NVC learning; (d) to tell others about NVC tools and principles?

Evaluation question 4.

Do participants and their relationships exhibit integration of NVC principles: (a) self-compassion; (b) compassion toward others; (c) connection; (d) collaboration; and (e) caring?

A repeated-measures evaluation was designed in order to look for changes in participants' skills and intentions, actions and integration of NVC tools and principles. The design used multi-part questionnaires administered at four time points relative to participation in the workshop: just prior to it (T1), just after it (T2), two weeks post-workshop (T3), and six weeks post-workshop

(T4). In addition, an individual with whom the participant has regular contact was asked to complete a survey at T4.

Summary

A one-day training in the tools and principles of Nonviolent Communication and summative evaluation plan were developed through the collaboration of NVC practitioners as content experts and the author as external evaluator. The goal of the workshop was to promote wellbeing by teaching tools and principles that facilitate caring, collaborative communication, enhanced relationships and greater self- and other-compassion. If achieved, these outcomes could contribute to further public health aims such as reducing depression, abuse and violence. The program logic model illustrates the pathway through which the training was expected to accomplish the targeted short-, intermediate- and long-term outcomes. The logic model also formed the basis for the four evaluation questions and the evaluation design.

Chapter 2. Literature Review

A review of scientific and gray literature sought to inform the evaluation by answering three questions: Are there tested theories of change that support the linkages in the logic model? Are there public health outcomes beyond those stated in the model that evidence indicates the program could advance? How have other evaluations of the program or similar programs been conducted, and what did they find?

Searches began at reliable comprehensive websites such as those of the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO) and the American Evaluation Association. Also important sources were the websites of program-related organizations: the Center for Nonviolent Communication, Sacred Space Inc, and Georgia Center for Nonviolent Communication. Texts in the Evaluation Team's and author's personal library provided additional background.

Once background information and leads had been obtained from these sources, the scientific literature was searched using Google Scholar. Full text versions not freely available on the internet were located in the Woodruff Health Sciences Library through the use of PubMed or Academic Search Complete. Gray literature in the form of openly available information from credible internet sources was searched with Google.

Search terms used for the first of the above questions included *learning, theories of change, behavior change, social learning theory, social cognitive theory* and, for specific questions and clarification, *Albert Bandura* and *Donald Kirkpatrick*. Information on theories of change also emerged from the other two searches. The second question was investigated using combinations of terms including *violence, violence prevention, nonviolence, nonviolent communication, mental health, mental illness, and relationships*. Searches for similar or related

evaluations used combinations of *evaluations, survey instruments, measurement approaches* and *questionnaires* with keywords including *life enrichment, relationship satisfaction, quality of life, relationship quality, nonviolent communication, NVC, and empathy.*

Theory Supporting Program Logic

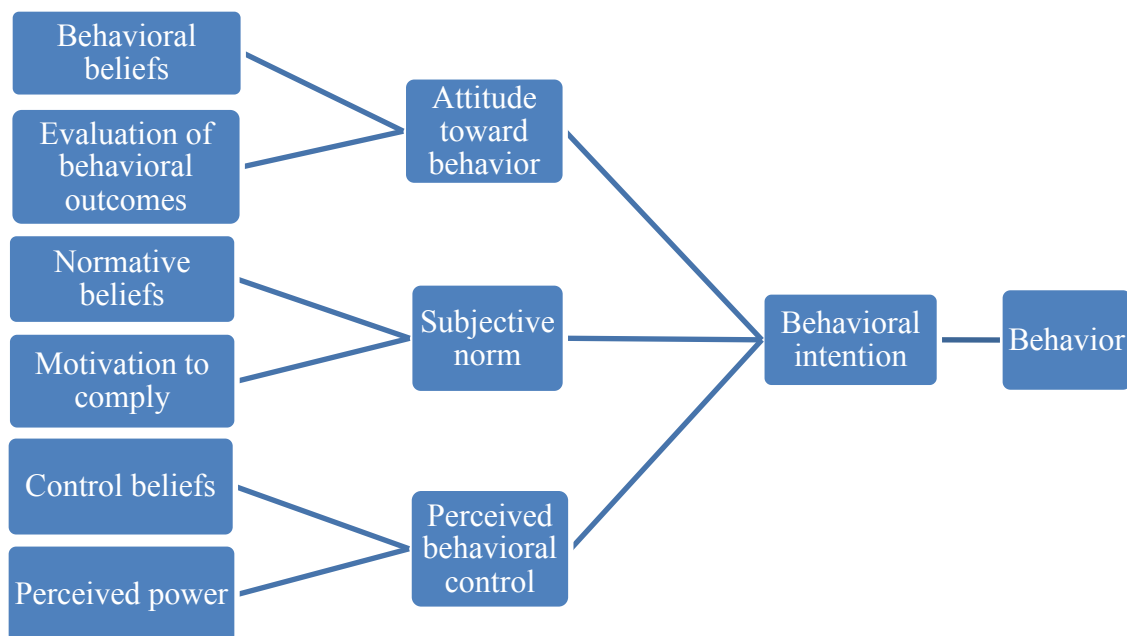
Specific linkages in the program logic that the evaluation seeks to assess are captured by the evaluation questions. The overarching evaluation questions ask whether those who complete the workshop learn targeted skills and intend to take action; actually do take desired actions; and integrate the changes to manifest targeted outcomes. These questions mirror the last three levels of Donald Kirkpatrick's (1959) four levels of training evaluation: learning, behavior and results. Level one, reaction, was also assessed; but it was not a main focus of the evaluation.

From an ecological perspective, although the Collaborative Communication workshop fosters change in individuals, it is fundamentally about relationship—with oneself (intrapersonal¹) and with others (interpersonal). Accordingly, support for linkages in the program logic is sought in theories of interpersonal behavior. The well-established Theory of Planned Behavior, illustrated in Figure 2, provides such support. It holds that behavior is determined by behavioral intention, which in turn is shaped by the norms, attitudes, and control over the behavior that have been internalized. Further, attitudes stem from beliefs and values about the behavior's outcomes; the subjective norm depends on our beliefs about, and motivation to comply with, social norms; and perceived behavioral control is determined by how much we think the behavior is within both our power and our capability to execute (U.S. Dept. of Health and Human Services, 2005).

¹ Whereas the reference, *Theory at a Glance*, uses "intrapersonal" interchangeably with "individual" in naming the first level in the ecological model, here it is used as it is by Sacred Space and the Evaluation Team to denote the relationship with oneself.

Relating the workshop logic model to this theory, the intermediate outcomes of the workshop are changed behaviors, and short-term outcomes include changed behavioral intention. The remaining short-term outcomes in the logic model address perceived behavioral control through acquisition of NVC tools and skills, and attitude toward the behavior through exposure to NVC principles. The straightforwardness of the NVC model demonstrates that collaborative communication behaviors are not foreign or impossible behaviors. Learning the principle that feelings signal the state of our needs could shift one's attitude about others' expression of feelings, fostering the desire to listen for what those needs might be and perhaps to respond with greater compassion. Finally, NVC reinforces as normative the beliefs that people are

Figure 2. Theory of Planned Behavior



Adapted from U.S. Dept. of Health and Human Services, National Institutes of Health, National Cancer Institute (2005).

compassionate by nature, have needs that are universal, and employ strategies they think will get their needs met; and, that natural compassion which NVC taps into supplies the motivation to comply with these norms.

Social Cognitive Theory supports the final linkage in the logic model. Social Cognitive Theory recognizes that behavior change is not a one-way endeavor, but that individuals' behavior both affects and is affected by their environment (U.S. Dept. of Health and Human Services, 2005). It is this concept of a dynamic, reciprocal process that makes achievement of the workshop's long-term outcome plausible: As learners apply NVC tools and principles in their daily lives, they influence the individuals around them and vice versa, such that their relationships with themselves and with others evidence increasing compassion, collaboration, connection and caring.

Certain components of Social Cognitive Theory also support the methods and mechanisms through which the workshop is designed to promote individual change. The theory's originator, Albert Bandura, viewed self-efficacy as the most powerful personal factor in behavior change, and suggested four sources of self-efficacy: performance attainments, vicarious experience, verbal persuasion, and physiological state (Rosenstock, Strecher, & Becker, 1988). Although not indicated in the logic model, the Collaborative Communication workshop employs all four of these to advance participants' self-efficacy. Role-play exercises by participants allow them the opportunity to experience themselves applying NVC tools and obtaining a positive result (performance attainment); participants also learn through vicarious experience; i.e., the modeling (structured and unconscious) of trainers and peers in the workshop, and through verbal or didactic instruction; and trainers seek, through attentiveness to the needs of participants, to ensure that their physiological state, their physical experience throughout the workshop, reinforces the cognitive and emotional experience.

Additional Distal Outcomes

Although intrapersonal and interpersonal relationships that exhibit compassion, connection, collaboration and caring are the workshop's desired long-term outcome and inherently represent wellbeing gains, they also are protective against risk factors for several recognized public health concerns. A search of the CDC's website for the word "compassion" yields 1,730 results; "collaboration," 31,000; "connectedness," 445; and "caring," 5,540. There is evidence that these are factors in such problems as depression and anxiety, child development and wellbeing, intimate partner violence, and other forms of interpersonal violence and abuse. At a larger scale, ethnic conflicts and war are global health problems with determinants that are influenced by these factors. And from a systems perspective, individuals whose behaviors shift toward compassion, as Social Cognitive Theory predicts, can tip communities, institutions and cultures toward greater life-serving compassion as well. The burden of violence and depression and the connections between the workshop's desired outcome and determinants of these problems are briefly touched upon here.

CDC observes that violence affects people in all stages of life. It cites 2006 statistics for homicide (18,573 US deaths) and suicide (33,300 US deaths), and acknowledges that these figures are incomplete measures of the toll of violence. They exclude the numbers of those who survive violence but with permanent physical and emotional scars, and the erosion of communities by violence in reducing productivity, decreasing property values, and disrupting social services.

CDC's Division of Violence Prevention (DVP) has developed key, five-year strategies for preventing child maltreatment, intimate partner violence and suicidal behavior. They are, respectively,

- promoting safe, stable, and nurturing relationships between children and their parents or caregivers;
- promoting respectful, nonviolent intimate partner relationships; and
- promoting and strengthening connectedness at personal, family and community levels (Violence Prevention: Strategic Directions).

The focus is on reducing factors that can lead to violent behavior and enhancing factors that protect against the development of aggression and violence; and the central factor in all three strategies is relationships. Characteristics to be promoted include ones such as nurture ("the extent to which a parent or caregiver is available and able to respond to the needs of their child"), respect ("belief in nonviolent conflict resolution; effective communication skills; shared decision-making"), and connection. The strategies of NVC and the Collaborative Communication workshop are intended to support these characteristics.

A study of 235,067 adults who responded to the Behavioral Risk Factor Surveillance System survey between 2006 and 2008 found that 9% met the criteria for current depression, including 3.4% who met the criteria for major depression, during the 2 weeks preceding the survey. A demonstrated treatment for preventing relapse in formerly depressed individuals is Mindfulness Based Cognitive Therapy, a component of which is teaching patients to be more aware of their thoughts and feelings and to see them with a wider, "de-centered" perspective (Kuyken et al., 2010). Observing mindfulness as a difficult construct to measure, Van Dam et al. (2011) found self-compassion to be a more accessible one and a strong predictor of psychological health.

Comparable Evaluations

The Center for Nonviolent Communication's website [cnvc.org] lists references for research on NVC. Largely graduate theses, they span a sprawling diversity of disciplines including coaching and mentoring; communication; counseling and psychotherapy; divinity; education; international relations; linguistics; psychology and family studies; and sociology.

A large body of literature was found on quality-of-life measurement for people with specific medical conditions (Bjorner, Ware Jr, & Kosinski, 2003; Blanchard, Hawkins, Baldwin, & Fawcett, 2009; Bradley et al., 1999; Coyne et al., 2002; Davis, 1983; Giesler, Miles, Cowen, & Kattan, 2000; Grant et al., 2004; Hawthorne, Richardson, & Osborne, 1999; Leidy & Coughlin, 1998; Lewis, Hilditch, & Wong, 2005). There are instruments for assessing relationship quality and characteristics of individuals with mental illness; and there are numerous evaluations related to domestic violence tendencies and programs. None of these fit well for a study of subjects from the general population.

Evaluation tools from the study of family relationships aligned better with the purposes of this study. Examples include the Interpersonal Reactivity Index (Davis, 1983), the Marital Adjustment Test (Locke & Wallace, 1959), and the Revised Conflict Tactics Scales (Straus, Hamby, Boney-McCoy, & Sugarman, 1996). However, none of these aligned as closely as desired with the content and goals of the workshop and the types of change this study set out to measure.

Summary

A literature review was conducted to determine whether established behavior change theory could support the linkages in the logic model. The Theory of Planned Behavior and Social Cognitive Theory were found useful in understanding the program's logic and design. It was

noted that the logic model depicts the extent of outcomes believed possible to measure, and that additional public health contributions of the intervention might be indicated in the literature.

Linkages to possible beneficial effects on determinants of mental health, particularly depression, and on different levels of interpersonal violence were found. Other researchers have studied NVC, but the program and evaluation designs differed significantly from the present one.

Chapter 3. Evaluation

This chapter provides an in-depth discussion of the evaluation plan. It covers the stakeholders involved and their roles, the population of interest, and the population sampled for the study. Implementation procedures, instruments, and analysis plans are discussed. In addition, measures taken to protect individuals' privacy and limitations to the overall evaluation plan are acknowledged.

Stakeholders

The primary stakeholder and intended user of the Collaborative Communication workshop evaluation was Sacred Space, Inc. Their reason for pursuing an evaluation was to obtain documented evidence of the effectiveness of NVC training to help them communicate its value to potential clients and supporters. Committed to the wider NVC community and to the broad dissemination of NVC tools and principles, Sacred Space hoped the results would be useful to other trainers as well, and planned to share findings with the global NVC network. Members of this network provided feedback prior to program implementation through document review, e-mail, telephone and a webinar. Potential clients and supporters could be seen as additional end users in that their decisions might be influenced by the evaluation. This group was not explicitly engaged in planning, though the Evaluation Team considered their needs and interests based on past experience.

After developing a preliminary evaluation design for Sacred Space with classmate Kevin Ramos for a course in Conduct of Evaluation Research, I continued in the role of external evaluator to flesh out, formalize and implement the evaluation. Cynthia Moe and Mark Feinknopf of Sacred Space enlisted the support of Faye Landey and Jeff Joslin from the local

NVC community, and the four of them constituted the Evaluation Team. The Evaluation Team and I collaborated closely throughout the planning phase. We carried out our separate roles during program execution and data collection. Finally, I consulted the Team again on interpretation of results and reporting.

Target and Study Populations

The target population was the non-institutionalized, English-speaking adult (age 18 or older) population. NVC can be presented and useful to any population group. It is used in school settings from pre-school to graduate school; with parent-child groups; with juvenile and adult criminal offenders; in corporate workplaces; with couples, and many others. NVC also is taught in geographically and culturally diverse settings across North America, Europe, Asia and Oceania, and to a lesser degree in Africa and South America. Although Sacred Space may work occasionally with young or institutionalized groups, the majority of their clients and supporters are from the non-institutionalized, adult population.

As previously noted, the Evaluation Team invited other trainers from the international NVC network to conduct workshops for the study in order to garner enough subjects for a statistically robust analysis. The English fluency limitation was placed because we did not have the time or resources to translate the course and evaluation instruments into other languages, or to adapt them to non-Westernized cultures. For this reason and to help assure the English fluency of subjects, we stipulated that workshops in the study must be conducted in English. Trainers were asked not to indicate in advance that the workshop was part of a study, since this could add a particular self-selection bias. The study population therefore consisted of the non-institutionalized, English-speaking, adult population with some level of interest in collaborative communication who were within the travel and marketing reach of participating trainers.

A target sample size was calculated a priori using G*Power 3.1.2 (accessed 3/31/2010) for a one-tailed difference-between-dependent-means test with a 0.05 significance level and power of 0.8. Estimating a small (standardized) effect size in the range of 0.2 to 0.3 yielded a sample size of approximately 100. We set a target of 200 workshop participants to accommodate a 50 percent response rate. Predicting 10 workshops in the study, we therefore asked trainers to aim for a minimum of 20 participants per workshop. We intended to include only workshops of at least ten participants; but exceptions were made when last-minute cancellations or no-shows brought attendance below that number.

Evaluation Design

Data collection methods that were considered included one-on-one structured interviews; retrospective surveys of former training clients; and self-administered questionnaires. Time and human resources were deemed insufficient for a one-on-one approach; the second option was eliminated because of the data quality shortcomings of recall-based information. Self-administered questionnaires implemented via the Internet were chosen on the basis of simplicity, acceptability, flexibility and affordability (financial, time and human resource).

The options for comparison group were to select a matched sample of subjects to serve as controls or to match participants with themselves in a repeated measures design. Anticipating that workshops would be geographically dispersed and also varied according to the local trainer's publicity effort, it was not considered feasible to use a case-control design. A pre-/post-, repeated measures approach offered the advantage of matched samples without the challenges of recruiting and screening for controls.

The evaluation was organized around Donald Kirkpatrick's (1959, 1996) four levels of evaluation: 1) reaction to the training event; 2) learning of the content presented; 3) transfer of

learning into changed attitudes and behaviors; and 4) achievement of results from those changed attitudes and behaviors. The short-, intermediate- and long-term outcomes described in the program logic model correspond to levels two, three and four of the Kirkpatrick model. Level one, reaction, also was measured in order to provide feedback to participating trainers.

Procedures

Through group and personal e-mails and follow-up phone calls, the Evaluation Team invited colleagues from the worldwide NVC network to participate in the study by conducting a standardized Collaborative Communication workshop during the March 15 to June 21, 2010 window (later extended to August 15). The Team managed communications with interested and participating trainers, primarily through e-mail and Google Docs. They held a teleconference for those who were interested on March 17, the recording of which remained available online for several weeks. They also provided trainers with tips for getting organized and for publicizing their event, including a flyer template.

Participating trainers agreed to do the following:

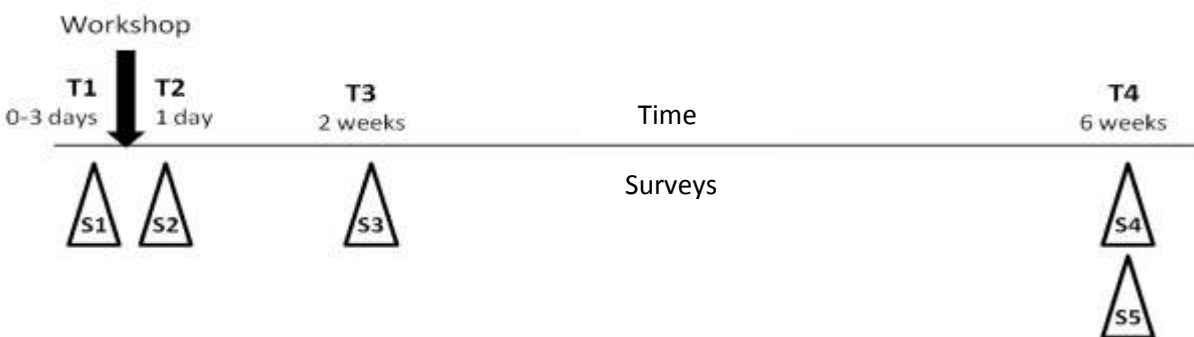
- notify the Evaluation Team when their workshop was scheduled;
- manage their own publicity, registrations, site logistics and costs;
- post a final list of registrants' e-mail addresses three days prior to the event;
- post e-mail addresses of those who actually participated immediately after the event;
- explain the study to participants and encourage them to respond; and
- adhere to the workshop design as closely as possible.

They were allowed to charge workshop fees according to their usual practices. We offered no compensation to trainers; those who participated were (anecdotally) motivated by the

desire to contribute to the evidence base for NVC. They were told that they would receive de-identified feedback specific to their workshop and the aggregated results from the overall evaluation.

Data were collected through a series of four internet-based surveys to be completed by participants, and a fifth completed by someone in regular communication with the participant. This "observer" report was sought for comparison to participant self-report regarding behavior change and results, and to enrich the relationship component of the evaluation since that is an emphasis of the program.

Figure 3. Survey Timing Relative to Workshop



Surveys were built and administered using SurveyGizmo 2.6 Enterprise level, student edition, by Widgix LLC. The five surveys were created in SurveyGizmo and saved as originals, then copied for each new workshop. Surveys were designed to allow forward navigation only, with save-and-resume capability and a progress bar. Typically they had four to five questions per page, all of one type, and were estimated to take between ten and 15 minutes to complete.

Invitation e-mails with links to surveys, reminder e-mails and thank-you messages were composed to correspond to each survey. They were not personalized for each recipient. These were sent from the SurveyGizmo interface (see Appendix A for content) at scheduled times relative to the workshop date as shown in Figure 3. Because the e-mail address was to be used as

the sole identifier for the sake of matching responses, SurveyGizmo was set to block responses that did not come from application-generated invitations.

Survey One (S1), the pre-workshop survey, was administered within the three days prior to the workshop (T1) and closed when the event started. Trainers asked walk-in participants and others who had not returned an online survey to complete a paper and pencil version on-site just prior to the workshop. They later mailed or e-mailed (scanned into Adobe PDF format) these to me for hand-entering into a spreadsheet. Survey Two (S2), the post-workshop survey, was sent within a day following the event (T2). Survey Three (S3) went out two weeks post-workshop (T3); and Surveys Four (S4) and Five (S5), six weeks post-workshop (T4). Surveys Two, Three, Four and Five were open for one week, with reminders sent to non-respondents after three days.

After the close of the final survey, the following steps were taken to prepare the data for analysis:

- Exported all results from SurveyGizmo into Microsoft Excel and merged in hand-entered paper survey data; made backup and working copies of all files.
- Deleted all SurveyGizmo-generated columns (most empty) except Invitation e-mail and Custom 1 in Survey Five. (This was set to auto-fill with the participant e-mail address for linking to subjects.)
- Deleted survey responses from instructors, Evaluation Team members and Evaluator (test responses).
- Deleted responses from excluded subjects—those who attended only part of the workshop.

- Deleted empty rows ("abandoned" or "clicked-on" surveys containing no responses); retained partial responses of qualified subjects.
- For paper surveys, placed respondent email address under "InviteEmail"; the word "paper" under "Date Started"; and date of workshop under "Date Finished".
- Assigned alphanumeric variable names consisting of a letter, a through k, corresponding to the question set (group of questions of like design) and a sequential number, 1 through 172, unique to each question; created codebook.
- Replaced email addresses with an alphanumeric case number.
- Combined results from sequential surveys into one worksheet for each workshop, matching participants to create one row per subject and 173 columns (including case name).
- Moved results of all free-response questions to a separate workbook for qualitative analysis.
- Combined results from all workshops into a single data worksheet.
- Imported quantitative data into IBM PASW-18 (SPSS); defined variable properties.

Instruments

The Evaluation Team and I developed the survey questions in an iterative collaboration process after finalizing the logic model. A pilot Collaborative Communication workshop was conducted by the Evaluation Team (Cynthia Moe and Faye Landey presenting) on February 14, 2010 to time and test the curriculum and the surveys. Both were adjusted slightly based on Evaluation Team observations and participant feedback. Surveys are attached in Appendix B. Data from the pilot workshop were not included in results.

S1 was designed to establish a baseline of demonstrated skills related to NVC; intentions to act on the learning from the workshop; self-reported behaviors; and self-rated attributes of compassion, collaboration, connection and caring. It also collected independent variables related to participants' prior exposure to NVC. The demonstrated-skill questions asked respondents to identify which of two words better described what was being expressed in a simple statement, for example, "Would you hang your clothes in the closet as soon as you get home?" (request or demand); "I feel like I want a cup of coffee," (feeling or thought). Intention-focused questions were, for example, "How likely is it that you will pursue additional NVC learning after this workshop?" with responses on a five-point Likert-type scale: highly unlikely; somewhat unlikely; uncertain; somewhat likely; and highly likely. Behavior items were statements such as, "I often take another's anger personally," or, "When making plans with someone, I work with them so that we both get what we want and value," with responses: strongly disagree; somewhat disagree; neutral; somewhat agree; strongly agree. Personal attributes also were rated on a five-point scale—very low; low; average; high; very high ("Please indicate your level of the following: compassion..." etc.).

S2 contained similar skills and intentions questions but did not repeat the behaviors or attributes questions, since these would not change in the short pre- to post-workshop time interval. S2 added workshop reaction and feedback questions and asked for the e-mail address and relationship to the participant of a friend, colleague or relative who had given permission for them to share it and was willing to receive a survey invitation six weeks later. Workshop feedback questions were common ones, using the same five-point scale as the self-reported behavior questions (strongly agree, etc.); for example, "The material was presented in ways that

were effective for my learning;" and, "The trainer had firm command of the material being presented."

S3 and S4 covered the same demonstrated skills, self-reported behaviors, and self-rated attributes covered earlier. Questions related to taking action based on the workshop were now phrased to address actual behavior change and results, rather than likelihood. For example, "Have you pursued additional NVC learning since the workshop?" and, "Since you attended the workshop, have you noticed change in how much you experience wanting to work together to resolve conflict?" S5 asked questions of the observers that corresponded to the actions, behavior change, results and attributes questions that were given to participants.

Each of the five surveys included an open-ended question at the end to allow respondents to provide additional comments relevant at that stage:

S1: What other hopes, doubts or expectations do you have for the workshop?

S2: Please add any other comments about the workshop.

S3: Please describe any changes you have noticed in your attitudes or interactions over the past two weeks.

S4: Please add any other comments about your experience since you participated in the Collaborative Communication workshop.

S5: Please add other observations or experiences of this person's behaviors or attitudes, or of your relationship with them, since they attended the Collaborative Communication workshop.

As an incentive and token of appreciation for completing the final survey, S4 invitations offered those who responded to it a special NVC learning module produced by NVC Academy. For this survey only, a follow-up e-mail was sent after the survey had been submitted, containing

a link to the podcast. The S4 invitation also reminded participants that a survey was being sent simultaneously to the individual (observer) they had referred in S2. This was as a courtesy and so that they would be prepared to remind the observer of the context for the e-mail, in case they were asked.

Privacy and Security

An application for Human Subjects review was submitted to the Emory University Institutional Review Board (IRB) on February 12, 2010. Because the study was an evaluation and deemed "not research requiring IRB review", the application was withdrawn. The following steps were taken to protect the rights, confidentiality and privacy of workshop participants:

By e-mail with the first survey invitation and verbally by the trainer, registrants and attendees were told the purpose and structure of the study, the request being made and the expected time involved. They were given the option to participate or not participate in all or part of the study with no consequence to themselves. Each communication via SurveyGizmo included an Unsubscribe link; when selected, this blocked further SurveyGizmo messages from going to that address.

As noted previously, an e-mail address was used to send survey invitations and match participant responses. The e-mail address column was exported from the SurveyGizmo database at the conclusion of data collection in order to cross-check participation lists. Once verified, e-mail addresses were replaced by an alphanumeric code as described above, and the data were carried forward to analysis in this form. Raw data with e-mail addresses were stored on my personal, password-protected computer for backup purposes only.

SurveyGizmo reports that it follows the Privacy and Security provisions of HIPAA and that subscriber and survey data are protected by keeping their servers up-to-date, maintaining

high internal data security, and assuring that data are never exported, sold, rented, or used in any way by Widgix Software. Finally, SurveyGizmo commits to answering a written request to permanently remove all response data from their service within two business days, and to reply with written confirmation that all files, database records and backups of the data have been destroyed. Data cannot be recovered after this is performed. A request to permanently remove all response data from this study will be made within one week of publication of this report.

Analysis

The aim of the repeated measures analysis was to discern change in responses by participant, rather than as an aggregated group, since this provides greater statistical power. Because there was no intervention planned after the workshop, participants' responses at T2, T3 and T4 were compared to the pre-workshop baseline, T1, rather than to each other in succession. For example, we tested whether the participant's skill in distinguishing between thoughts and feelings was better at post-test than at pre-test, and whether it was above the T1 level two and six weeks later. This allowed us to look for possible decay or practice effects. Hypothesizing increases and not decreases in target measures, one-tailed significance tests were planned for participant-response data. Where observers' responses were compared to participants', however, we had no particular hypothesis and so planned to use two-tailed tests.

Analytical procedures varied according to the evaluation question to be answered and type of Survey Question to be applied to it. A paired-sample t-test was used to analyze demonstrated skill questions: individual responses to like questions on each survey were averaged (each survey had two "observation versus evaluation" questions, etc.) to compute a new variable; and the t-test was used to look for increases in the new variable from T1 to T2, T1 to T3 and T1 to T4. A combined score on all sub-items also was computed in this way.

For evaluation question 2, I studied frequency distributions and cross-tabulations of responses on the questions about likelihood of taking the five actions of interest. There is not a straightforward way to quantify differences for these differently-scaled questions, or to fold them into a combined measure for evaluation question 2.

There were three types of survey questions applicable to evaluation question 3; each with a different analysis plan. Three questions asked participants and observers to rate the level of change noticed since the workshop in particular behaviors that reflect use of NVC tools and principles: asking for what one wants without pressuring; describing what happened without criticizing; and expressing what one is feeling, wanting or values without blame. The five response categories—much less, somewhat less, no change, somewhat more and much more—were collapsed to a three-point, less-none-more scale. I averaged the collapsed responses to the three questions and look at frequencies and pie charts of these results to gain an idea of the degree of increase, if any, in these behaviors. Acknowledging the subjectivity inherent in use of the rating scale, I compared observers' and participants' responses using a paired sample t-test of S5 versus S4 results for these questions.

A second item type related to action-taking was the self-report on statements of typical behavior. These were examined individually and averaged together using cross-tabulations. The last type of question that provided information on actual behavior change was self-reported change in frequency of using specific behaviors since the workshop; for example, at T4, "In the past month, how often have you applied the communication tools and principles in your life?" The observer was asked, correspondingly, "How often has the person applied the tools and principles in their daily life?" These are all unidirectional questions with five-point response scales. I collapsed these to a three-point, 0-1-2 scale so that 0 = never; 1 = rarely or occasionally;

and 2 = a few times a week or about every day and reviewed frequency tables of the results. Participant and observer responses were again compared using the t-test.

Three types of questions applied to the fourth evaluation question as well: items of the first two types described for question 3, analyzed in the same manner, and ; and items asking participants and observers to rate participants' attributes of compassion, collaboration, connection and caring as they apply to the individual and to their close relationships. These items were assessed via frequencies and cross-tabulations.

Limitations

There are some limitations inherent in the evaluation plan that deserve mention. First, certain aspects of the sample limit the breadth of population to which results from it can be extrapolated. Participants are limited geographically to the regions where participating trainers work; they are limited to having exposure and access to the marketing used by those trainers; they must have the means (time, transportation, money) to participate in the workshop; and they must have e-mail and internet access to receive and complete surveys. It is of somewhat less concern that the participants self-select based on some level of interest in the topic or some other draw of the training, since trainers do not typically try to enroll disinterested participants and expectations for change are low when participants are not personally motivated in some way. Accessibility to and comfort with the means to receive and complete surveys may be the most significant of these limitations, in that it could diminish both external and internal validity. That is, it could affect how well the sample represents the target population and how well the results represent the cohort of participants. Related survey-administration concerns include such issues as delivery failure due to spam filters; failure to open emails from an unfamiliar domain; and participating couples sharing a single e-mail address.

Variability in program delivery is a potential limitation. The Evaluation Team attempted to maximize fidelity by providing detailed instructions and requesting that trainers adhere closely to the curriculum. To address the potential effect of variable levels of prior exposure to NVC or similar teachings, reports on attendance at NVC events and previous reading about NVC were collected on the pre-workshop survey and key analyses were stratified accordingly.

The evaluation plan also has certain intentional delimitations; for example, the absence of demographic information. This was a calculated choice, the judgment made that survey time/length and privacy concerns, which might further hurt and/or skew response rates, outweighed potential gains in being able to control for differences among groups.

Summary

The Collaborative Communication workshop evaluation was designed for the purposes of Sacred Space Inc and associates within the Georgia and international NVC community. An Evaluation Team affiliated with Sacred Space served as content experts and program administrators; I collaborated with them as external evaluator. The evaluation used a repeated measures design with four successive surveys to look for improvement in targeted skills, intentions, behaviors and attributes of workshop participants. A fifth survey sought input from an outside observer referred by each participant. Analysis plans included paired sample t-tests, cross-tabulations and examination of frequency tables. Limitations to the evaluation design are acknowledged; attempts were made to minimize adverse effects of those for which remedies were available.

Chapter 4. Findings

The following sections provide descriptive information about the data collected, such as sample size and response rates. We present selected results and discuss the findings from these as they relate to the specific evaluation questions. We also discuss notable findings that fall outside of those questions but that may have implications for users of the evaluation.

Sample

The study sample was comprised of individuals who attended any of seven workshops offered by collaborating NVC trainers. No two workshops had the same trainer or were conducted in the same community. The workshops were geographically scattered. They took place in the states of Florida, Georgia, Texas, Arizona, Hawaii, and Washington, D.C., and in New South Wales, Australia. Five took place on Saturdays, one on a Sunday, and one on a Thursday. One workshop was offered to a group of professionally affiliated individuals. All others were marketed to general audiences through channels each trainer typically employs.

Actual attendance ranged from five to 46 persons, with a median of 11 (Table 1). Only two workshops met the minimum attendance requested (20) as a goal for participation in the study. Of an aggregate attendance of 122 people, 12 (ten percent) were excluded from the study because they did not stay for the full workshop. Of the remaining, two (two percent) did not return any of the five surveys, leaving a sample of 108.

Table 1. Study Sample

Number attending individual workshops	Excluded from study due to partial attendance	Qualified for inclusion	Zero surveys returned	Number included
46	3	43	1	42
27	4	23	1	22
13	1	12	0	12
13	2	11	0	11
9	1	8	0	8
9	1	8	0	8
5	0	5	0	5
122	12 (10%)	110	2 (2%)	108

As shown in Table 2, response rates for the four participant surveys range from 49 to 99 percent. The response rate for Survey 5 was 18 percent of all subjects, but 33 percent of those observers who received it. Fifty participants either chose not to provide an observer contact on Survey 2 or did not complete that survey. All five surveys were returned for ten percent of the 108 subjects; we received Surveys 1 through 4 for 30 percent of subjects.

Table 2. Survey Response Rates

Survey Number	Responses N	Percent of Subjects
S1	107	99%
S2	73	68%
S3	59	55%
S4	53	49%
S5	19	18%*

*Of 58 observer contacts provided by participants, 33% returned S5.

To allow us to control for different levels of prior exposure to NVC, on the pre-workshop survey we asked participants to report on previous participation in NVC sessions as well as previous reading about NVC that they had done. Results are presented in Table 3. Some

respondents skipped these questions, but at least 66 percent had never attended an NVC event and 39 percent had never done any reading on NVC. At the other end of the spectrum, five and six percent, respectively, had done extensive training or reading prior to this event.

Table 3. Prior NVC Exposure

		Number	Percent
Have you attended other informational or educational sessions on NVC?	No, never	71	66
	Yes, once or twice	20	19
	Yes, some	6	6
	Yes, many	5	5
	Total	102	94
	Missing	6	6
	Total	108	
Have you read about NVC principles and tools?	No, never	42	39
	Yes, a little	37	34
	Yes, some	16	15
	Yes, lots	7	6
	Total	102	94
	Missing	6	6
	Total	108	

Results for Evaluation Question 1

Are participants better able to distinguish observations from evaluations, feelings from thoughts, needs from strategies, and requests from demands? Results of paired sample t-tests of mean scores on multiple questions for each component of the question, as well as for the combined measure, are shown in Table 4. Rows are highlighted where an increase from T1 to the later test was found to be statistically significant. This set of questions contained three extreme outliers, which were excluded from the analysis. These included both of the feeling versus thought questions on S2, which is why there is no result shown for T2 for that sub-question.

Table 4. Key Distinction Skills Test Results

			Paired Differences			
			Mean of Diff	95% CI of Diff		Sig. (1-tailed)
				Lower	Upper	
Observation vs. Evaluation	T2-T1	Mean5559 - Mean1821	0.157	0.072	0.242	0.000
	T3-T1	Mean8286 - Mean1821	0.025	-0.064	0.116	0.284
	T4-T1	Mean120124 - Mean1821	0.066	-0.031	0.163	0.090
Feeling vs. Thought	T3-T1	Mean8587 - Mean192326	0.037	-0.058	0.133	0.219
	T4-T1	Mean123125 - Mean192326	0.084	0.007	0.162	0.016
Need vs. Strategy	T2-T1	Mean5661 - Mean1722	-0.100	-0.208	0.008	0.035
	T3-T1	Mean8388 - Mean1722	0.112	0.019	0.204	0.009
	T4-T1	Mean121126 - Mean1722	0.103	0.012	0.194	0.013
Request vs. Demand	T2-T1	b57 - Mean2024	0.107	0.026	0.188	0.005
	T3-T1	Mean8489 - Mean2024	0.129	0.053	0.205	0.001
	T4-T1	Mean122127 - Mean2024	0.141	0.054	0.228	0.001
Combined Measure	T2-T1	MeanQ1S2 - MeanQ1S1	0.035	-0.020	0.091	0.107
	T3-T1	MeanQ1S3 - MeanQ1S1	0.077	0.033	0.121	0.000
	T4-T1	MeanQ1S4 - MeanQ1S1	0.097	0.054	0.140	0.000

Ability to distinguish requests from demands was higher than baseline at each of the three survey times post-test. Increases are seen at T3 and T4 but not at the immediate post-test for skill in distinguishing feelings from thoughts and needs from strategies, as well as on the combined measure for all key distinctions. Conversely, improvement on the observation versus evaluation distinction is only evident on the immediate post-test. The size of the score increases observed is promising, ranging from eight to over 15 percent ($p < 0.05$).

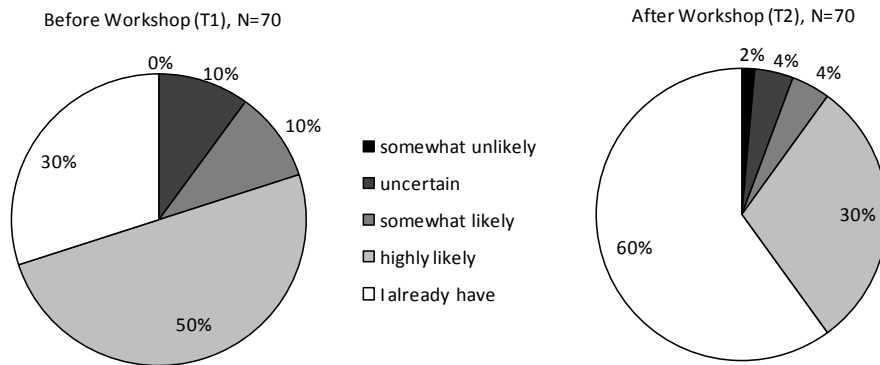
Results for Evaluation Question 2

(2a) Do participants express greater likelihood of applying the tools and principles of NVC? For this first component of evaluation question 2, Figure 4 shows proportions of responses before and after the workshop to the question, "How likely are you to apply NVC tools and principles in your life?" Drawn from cross-tabulations, the figures represent the same group of respondents. One observable shift is a decrease in the proportion of respondents who are uncertain. This is as one would expect: some individuals registered for a workshop may have a

"wait and see" attitude until they actually attend it; after this they are clearer about whether they will practice what they have learned. Most of those no longer uncertain appear to have moved in the "likely" direction, with one individual deciding they are unlikely to apply NVC.

Surprisingly, 25 out of 70 of these respondents (36 percent) indicated after the

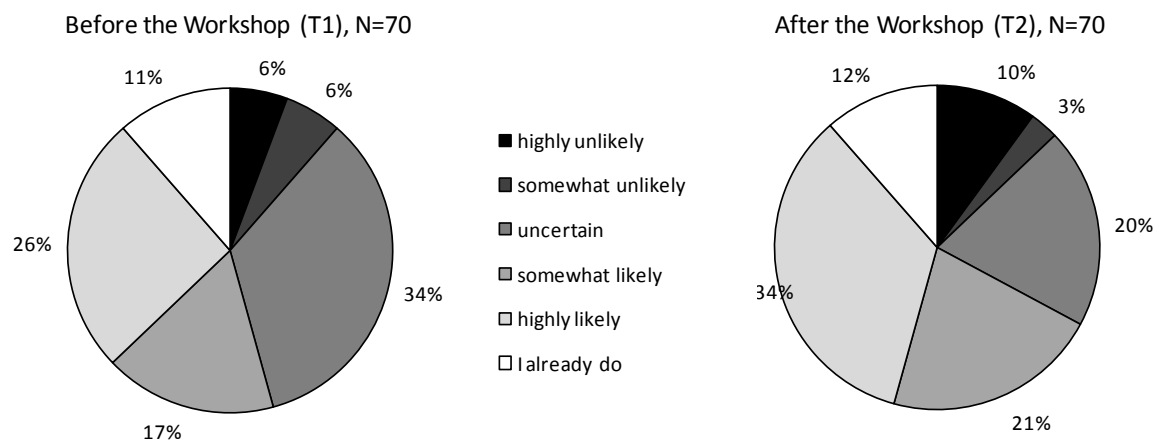
Figure 4. How likely are you to apply NVC tools in your life?



workshop—but not before it—that they already do apply NVC tools and principles in their lives. This could be a reflection that, as Dr. Rosenberg acknowledges, the concepts of NVC are not new or unique to it. These individuals may have recognized during the workshop that they already use the practices; they just did not know earlier what those practices are.

(2b) Do participants express greater likelihood of pursuing support for their ongoing practice of NVC? Figure 5 shows before-and-after responses of the same 70 participants to the

Figure 5. How likely are you to join or form a support group to practice NVC?

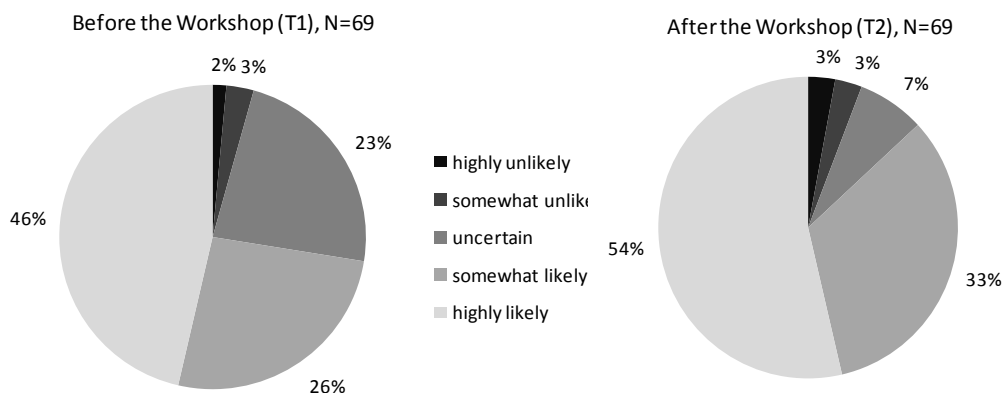


question about pursuing formal practice support. Again, uncertainty decreased, with most of the gain in the "highly likely" category. The unlikely/highly unlikely group stayed roughly the same size, but shifted toward greater certainty of not joining a support group.

(2c) Do participants express greater likelihood of seeking additional NVC learning?

Comparing the charts in **Error! Reference source not found.**, a large drop in proportion of uncertain" responses is offset by a small gain in "somewhat likely" and a large gain in "highly

Figure 6. How likely are you to pursue additional NVC training?



likely" responses.

(2d) Do participants express greater likelihood of telling others about NVC tools and principles? Figure 7 indicates that those who were initially uncertain all made up their minds on this question by the time of the second survey, and that the answer was likely "yes". Of the same set of 69 individuals, the seven percent who were somewhat or highly unlikely at first dropped to three percent; the 12 percent uncertain fell to zero; and the 36 percent highly likely grew to 80 percent highly likely after the workshop.

Figure 7. How likely is it that you will tell others about NVC tools and principles you learned?

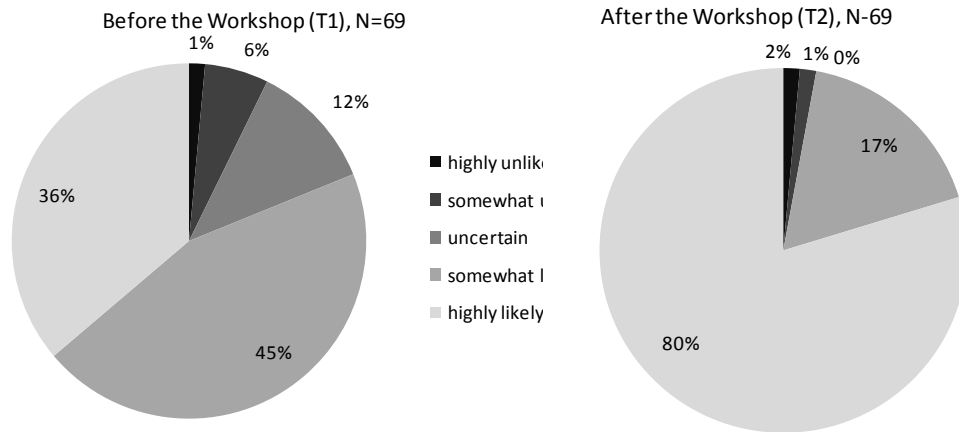
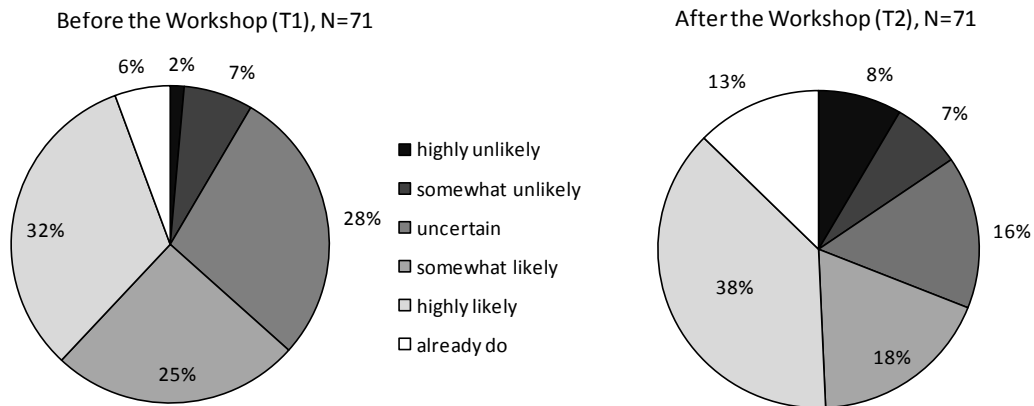


Figure 8. How likely are you to teach NVC?



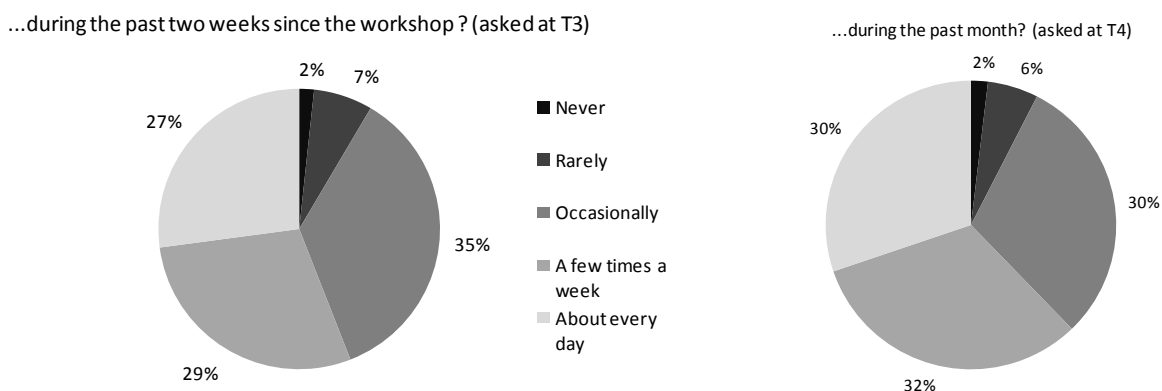
(2e) Do participants express greater likelihood of teaching NVC? On this question, as with others, uncertainty decreased (Figure 8). The responses that increased in prevalence, interestingly, were those at the extremes: both "highly unlikely" and "I already do".

Results for Evaluation Question 3

(3a) Do participants take action to apply the tools and principles of NVC? The charts in Figure 9 indicate that both at T3 and at T4, nearly all respondents report applying NVC tools and principles at least occasionally (91 and 92 percent, respectively). It is particularly notable that 56 percent at T3, and 62 percent at T4, report applying what they learned from a few times a week to about every day. From cross-tabulations, the individuals most likely to report using NVC about every day at T3 were those who reported already having used NVC at the pre-test. However, of the 41 who had *not* already used NVC at T1, eight now do so about every day, 12 a few times a week, and 17 occasionally. In other words, 88 percent of those new to NVC had put NVC into practice more than "rarely" during the two weeks after the workshop; ten percent had done so rarely, and only two percent never.

There is good correspondence between participant and observer report on use of NVC tools and principles since the workshop: 81 percent of observer respondents said the participant applies NVC either "some" or "a lot". No observers said that the participant never applies NVC; however, surveys were not returned by the observers corresponding to the four participants who said at T4 that they had never or rarely used NVC.

Figure 9. How often have you applied NVC tools and principles in your life?



Additional information for this question comes from participants' and observers' indications of frequency of specific behaviors of interest, such as expressing themselves without blame, criticism or pressure. According to the results shown in Table 5, many, or in some cases most participants are using specific collaborative communication practices more frequently since the workshop. If accurate, these changes suggest considerably more positive interactions between participants and others during this period. On the other hand, it is troubling to see a

Table 5. Change in Specific Communication Behaviors

Since the workshop, how much more or less does the participant...		
	Participant self-report (N=59)	Observer report (N=19)
...express what they are feeling, wanting, or value without blame?		
Less	2%	5%
No change	15%	16%
More	83%	79%
...ask for what they want without pressuring?		
Less	8%	6%
No change	26%	22%
More	66%	73%
...describe what happened without criticizing?		
Less	10%	5%
No change	19%	32%
More	71%	63%

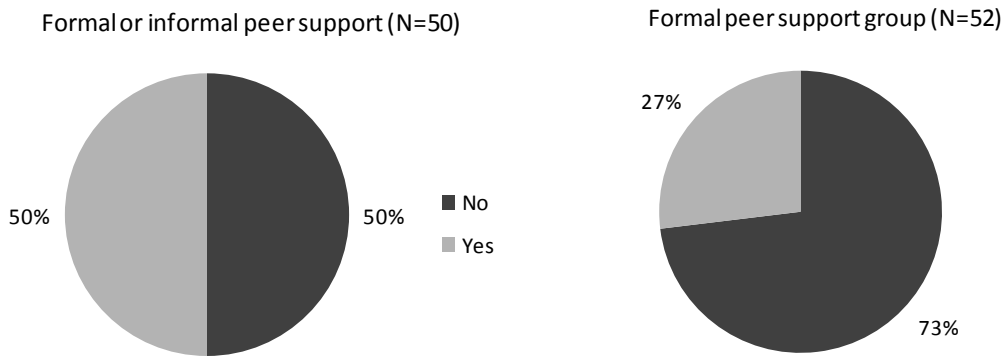
small minority of individuals (from one to five) reporting that they practice these behaviors less since the workshop. It may be worth investigating whether these are among the participants who expressed little intention to apply NVC tools and principles before and after the workshop, and whether they had pursued any follow-up activity to expand or strengthen their practice.

(3b) Do participants take action to pursue support for their ongoing practice of NVC? At T4, half of respondents reported that they had engaged in either formal or informal peer support since the workshop. This seems a strong figure given that those actions were more or less

spontaneous—that is, the Collaborative Communication workshop plan did not offer any ongoing activities and there was no organized outreach to promote follow-up. At the same time, there is room to increase that number and potentially increase the durability and depth of behavior change.

There is a difference in the numbers reporting having participated in "formal or informal" support versus those who said they had pursued "formal peer support" (Figure 10). More notable is that by two weeks post-workshop, two individuals who had not participated in formal peer support before had formed or joined a group, and another four did so within the next month. Thus 16 percent of individuals who had never engaged in deliberate, ongoing support for their practice of collaborative communication taken action to do so within six weeks of attending the workshop.

Figure 10. Have you pursued additional NVC learning since the workshop? (T4)



(3c) Do participants take action to pursue additional NVC learning? By T4, 14 percent of respondents (7 of 51) had attended additional formal trainings, and 43 percent (22 of 51) had pursued additional learning through studying print or internet materials (Table 6). Overall, 57 percent had taken some follow-up action to advance their learning: formal or informal peer support, formal training and/or independent reading.

Table 6. Follow-up Action Taken to Advance NVC Learning

Attended formal presentations or training	
Yes	14
No	86
Studied print or internet materials	
Yes	43
No	57
Any follow-up (peer support, reading or presentations)	
3 activities	8
2 activities	29
1 activity	20
No activity	43

(3d) Do participants take action to tell others about NVC tools and principles? According to their six-week self-report, 47 of 52 participants had told others about NVC tools and principles

Table 7. Telling Others about NVC Learning

Have you told others about communication tools/principles since workshop?	
No	10%
Yes	90%
Has the person told you (observer) about communication tools/principles?	
No or Not Sure	16%
Yes	84%

since the workshop. This 90 percent (Table 7) is roughly confirmed by the 84 percent reported by observers, given that some observers were unable to say because they didn't know what the tools and principles would be; and some participants might have told people other than the referred observer about NVC.

Results for Evaluation Question 4

Do participants and their relationships exhibit integration of NVC principles: (a) self-compassion; (b) compassion toward others; (c) connection; (d) collaboration; and (e) caring?

Table 8 shows how respondents, in aggregate, rated their personal attributes and the attributes of their relationships on the dimensions of compassion, connection, collaboration and caring, and how the observer rated them on the same dimensions.

The desired result is an increase in Very high and Somewhat high ratings from T1 to T3 and T4, and a decrease in Somewhat low and Very low ratings. Slight trends in this direction can be seen from T1 to T3 for three of the measures: collaboration with others, and compassion and collaboration as characteristics of their close relationships. However, the gain in these areas is for the most part no longer visible at T4.

Table 8. Outcomes: Integration of NVC Principles

Reported at Reported by N	T1 Participant 97	T3 Participant 59	T4 Participant 53	T4 Observer 19
Level of compassion toward your self				
Very low	3%	0%	0%	5%
Somewhat low	11%	12%	13%	21%
Average	31%	32%	28%	16%
Somewhat high	31%	34%	34%	37%
Very high	24%	22%	25%	21%
Level of compassion toward others				
Very low	0%	0%	0%	5%
Somewhat low	4%	3%	6%	5%
Average	10%	10%	21%	26%
Somewhat high	52%	47%	53%	42%
Very high	34%	39%	21%	21%
Level of connection with others				
Very low	1%	2%	0%	5%
Somewhat low	4%	5%	15%	5%
Average	23%	29%	17%	32%
Somewhat high	41%	44%	53%	37%
Very high	31%	20%	15%	21%
Level of collaboration with others				
Very low	3%	2%	0%	5%
Somewhat low	5%	5%	8%	5%
Average	23%	15%	28%	32%
Somewhat high	45%	49%	49%	37%
Very high	24%	29%	15%	21%
Degree to which compassion describes your close relationships				
Very low	0%	0%	2%	2%
Somewhat low	2%	0%	2%	11%
Average	20%	14%	15%	13%
Somewhat high	33%	34%	38%	38%
Very high	45%	52%	43%	36%
Degree to which connection describes your close relationships				
Very low	100%	100%	100%	100%
Somewhat low	2%	7%	11%	11%
Average	22%	16%	13%	21%
Somewhat high	29%	34%	38%	26%
Very high	46%	41%	36%	37%
Degree to which collaboration describes your close relationships				
Very low	3%	0%	0%	5%
Somewhat low	3%	7%	8%	16%
Average	22%	14%	17%	11%
Somewhat high	35%	43%	40%	47%
Very high	36%	36%	36%	21%
Degree to which caring describes your close relationships				
Very low	0%	0%	2%	5%
Somewhat low	1%	0%	4%	11%
Average	5%	12%	11%	16%
Somewhat high	32%	26%	26%	21%
Very high	61%	62%	57%	47%

Results were more noticeable when participants and observers were asked to describe the change they had noticed since the workshop in particular behaviors that manifest integration of NVC principles—showing appreciation for what the observer is feeling, wanting or values; showing concern for the well being of the observer; and asking how life is going for the observer. On the first two of these, a majority of both participants and observers reported positive change: 41 of 53 participants (77 percent) and 18 of 19 observers (95 percent) in the former; 36 of 52 participants (69 percent) and 11 of 20 observers (55 percent) in the latter. A majority of participants also reported positive change on the third behavior, asking how life is going (34 of 53, or 64 percent); while fewer than half of observers did so (9 of 19, or 47 percent).

It appears that participants may be behaving in ways that signify increased compassion, connection and caring. At the same time, the previous results indicate no notable change in the degree to which these characterize the participants as basic attributes. To view oneself or another person as fundamentally more compassionate, collaborative, connected or caring than the perception held previously is likely to require a sustained experience of consistent behavior change over a period of time longer than six weeks.

Finally, self-assessment on a set of attitude and experiential statements was used to gauge integration of workshop learning. The 11 statements appeared identically on S1, S3 and S4:

I usually know what I want.

I often take another's anger personally.

I often blame others for my situation.

I see conflict as a possible tool to enhance relationship.*

I am comfortable telling others what I want or value.

When someone is expressing anger, it's hard for me to respond with compassion.*

I care about what others want and value.

I get angry or hurt if someone won't do what I ask them to.*

I am able to hear another's anger without taking it personally.*

Conflict in relationships is always destructive.

I have no trouble expressing what I value.

The results of t-tests for change at two weeks and six weeks compared to pre-workshop are shown in Table 9. We examined change for all subjects together and then stratified by prior attendance at NVC events (any or none) and by voluntary follow-up activity (any or none). Statistically significant positive changes are highlighted. Among all subjects, gains are seen on eight of the 11 questions. On some questions, however, improvement is discerned at only T3 or T4, and not both. Participants showed improvement at both subsequent test times on four of the 11 questions (marked with asterisks above). Those who reported attending one or more informational or educational session on NVC prior to the workshop showed improvement on 7 of the same questions as all subjects, but did not show improvement at both T3 and T4 for any of the questions. On the other hand, those with no prior NVC training improved on 6 questions, with consistent improvement on 3 of these. Those who voluntarily undertook some form of activity post-workshop to support their learning and practice showed much more improvement than those who did not take follow-up action. The former improved on eight of the 11 questions—one of these at both T3 and T4—while the latter improved on only three questions—none of them consistently over time.

Table 9. Effects of Prior NVC Training and Follow-up Activity

Pair* (T3-T1) (T4-T1)	All Subjects				Attended Some Prior NVC				No Prior NVC Sessions				Some Follow-up Activity				No Follow-up Activity			
	Mean	95% CI of Diff		Sig (1-tailed)	Mean	95% CI of Diff		Sig (1-tailed)	Mean	95% CI of Diff		Sig (1-tailed)	Mean	95% CI of Diff		Sig (1-tailed)	Mean	95% CI of Diff		Sig (1-tailed)
a66 - a1	0.364	0.147	0.580	0.001	0.474	0.009	0.938	0.023	0.306	0.065	0.546	0.007	0.444	0.019	0.870	0.021	0.125	-0.305	0.555	0.272
a112 - a1	0.096	-0.105	0.297	0.170	0.227	-0.133	0.588	0.102	0.000	-0.240	0.240	0.500	0.000	-0.245	0.245	0.500	0.000	-0.288	0.288	0.500
a68 - a3	0.132	-0.122	0.386	0.151	0.111	-0.303	0.525	0.289	0.143	-0.192	0.478	0.196	0.133	-0.328	0.595	0.273	0.167	-0.323	0.657	0.241
a114 - a3	0.438	0.177	0.698	0.001	0.632	0.231	1.032	0.002	0.310	-0.043	0.664	0.042	0.391	0.107	0.675	0.005	0.476	-0.014	0.967	0.028
a72 - a5	-0.035	-0.248	0.177	0.371	0.333	0.034	0.633	0.016	-0.250	-0.523	0.023	0.036	0.389	0.042	0.736	0.015	-0.389	-0.845	0.067	0.045
a110 - a5	-0.019	-0.232	0.194	0.430	0.217	-0.126	0.561	0.102	-0.200	-0.467	0.067	0.068	0.143	-0.086	0.372	0.106	-0.238	-0.668	0.191	0.131
a70 - a6	0.353	0.016	0.690	0.020	0.294	-0.380	0.969	0.184	0.382	-0.021	0.785	0.031	0.692	0.120	1.265	0.011	-0.111	-0.747	0.525	0.358
a108 - a6	0.563	0.204	0.921	0.001	0.526	0.191	0.862	0.002	0.586	0.015	1.157	0.022	0.522	-0.102	1.145	0.048	0.524	0.033	1.014	0.019
a73 - a7	0.179	-0.039	0.396	0.053	0.050	-0.365	0.465	0.402	0.250	-0.011	0.511	0.030	0.222	-0.180	0.624	0.130	0.059	-0.326	0.443	0.375
a111 - a7	0.327	0.095	0.559	0.003	0.409	-0.016	0.834	0.029	0.267	-0.010	0.543	0.029	0.357	-0.012	0.726	0.029	0.300	-0.043	0.643	0.041
a78 - a9	0.474	0.181	0.767	0.001	0.400	-0.135	0.935	0.067	0.514	0.148	0.879	0.004	0.526	0.009	1.044	0.023	0.389	-0.127	0.905	0.065
a116 - a9	0.577	0.273	0.881	0.000	0.773	0.300	1.245	0.001	0.433	0.021	0.846	0.020	0.571	0.083	1.060	0.012	0.476	0.135	0.817	0.004
a79 - a10	-0.154	-0.426	0.118	0.131	-0.118	-0.426	0.191	0.215	-0.171	-0.558	0.215	0.187	0.000	-0.209	0.209	0.500	-0.056	-0.658	0.547	0.424
a117 - a10	-0.085	-0.396	0.226	0.292	0.056	-0.305	0.416	0.375	-0.172	-0.639	0.294	0.228	0.000	-0.226	0.226	0.500	-0.190	-0.860	0.479	0.280
a80 - a12	0.377	0.128	0.626	0.002	0.111	-0.368	0.590	0.315	0.514	0.221	0.807	0.001	0.333	-0.165	0.832	0.087	0.111	-0.368	0.590	0.315
a118 - a12	0.468	0.202	0.734	0.000	0.556	0.066	1.045	0.014	0.414	0.084	0.743	0.008	0.565	0.200	0.930	0.002	0.250	-0.202	0.702	0.131
a77 - a14	0.281	0.021	0.540	0.017	0.190	-0.279	0.660	0.203	0.333	0.010	0.657	0.022	0.421	-0.042	0.884	0.036	0.222	-0.142	0.586	0.108
a104 - a14	0.528	0.289	0.768	0.000	0.565	0.225	0.906	0.001	0.500	0.150	0.850	0.003	0.607	0.252	0.963	0.001	0.429	0.032	0.825	0.018
a76 - a15	0.298	0.058	0.539	0.008	0.429	-0.139	0.997	0.066	0.222	0.007	0.438	0.022	0.368	0.002	0.735	0.025	0.056	-0.305	0.416	0.375
a105 - a15	-0.132	-0.503	0.239	0.239	0.000	-0.690	0.690	0.500	-0.233	-0.657	0.191	0.135	-0.143	-0.668	0.382	0.290	0.000	-0.499	0.499	0.500
a74 - a16	0.179	-0.137	0.494	0.131	0.200	-0.522	0.922	0.284	0.167	-0.152	0.485	0.148	0.278	-0.167	0.723	0.103	-0.111	-0.747	0.525	0.358
a107 - a16	0.196	-0.137	0.529	0.121	0.545	-0.047	1.138	0.035	-0.069	-0.448	0.310	0.356	0.333	-0.169	0.836	0.092	-0.100	-0.601	0.401	0.340

Survey questions: (a66, a112, a1) I usually know what I want. (a68, a114, a3) I often take another's anger personally. (a72, a110, a5) I often blame others for my situation. (a70, a108, a6) I see conflict as a possible tool to enhance relationship. (a73, a111, a7) I am comfortable telling others what I want or value. (a78, a116, a9) When someone is expressing anger, it's hard for me to respond with compassion. (a79, a10, a117, a10) I care about what others want and value. (a80, a118, a12) I get angry or hurt if someone won't do what I ask them to. (a77, a104, a14) I am able to hear another's anger without taking it personally. (a76, a105, a15) Conflict in relationships is always destructive. (a74, a107, a16) I have no trouble expressing what I value.

Additional Findings

It appears as though some respondents realized during the course of the workshop that they do practice tools and principles of NVC in their lives to some extent. This is not surprising since, as NVC leaders note, these tools and principles are not new; they've been known for hundreds of years. So once participants were exposed to them during the workshop and they learned what "NVC tools and principles" means, they responded differently on the survey afterward than they had before it. The proportion of respondents who were uncertain dropped, also as one would hope and predict. Once they'd participated in the workshop, they were able to be more definite about whether they would practice its tools and principles. In terms of actual, self-reported use of workshop learning, smaller proportions of respondents indicated rare or occasional practice at the six week point than at the two week point, and larger proportions reported more-regular use (weekly or daily) at the later time.

Summary

A sample of 108 participants from seven workshops constituted the study population. Participant response rates were high for the first of the five surveys, 98 percent, but fell steadily across the subsequent surveys to reach 50 percent for survey four. While only 19 participants had surveys completed by observers they referred, because many did not provide an observer contact, the response rate for observers who received survey five was 34 percent. Approximately 70 percent of respondents reported at the outset that they had never attended any NVC-related informational or educational session in the past; while 41 percent said they had done no reading about NVC. Findings are presented regarding the four overarching evaluation questions, which range from demonstrated cognitive learning, to intention to act, to action, to integration.

Meaningful levels of change are measured for the first of these, with gradual tapering off of effect across the range and depth of outcomes.

Chapter 5. Conclusion

The Collaborative Communication workshop evaluation was conducted to document the degree to which the one-day workshop teaching Nonviolent Communicationsm tools and principles achieved its desired short-, intermediate-, and long-term outcomes. These outcomes reflect change at progressively deeper and broader levels: first, increased knowledge and ability related to the communication techniques along with increased intentions to apply them, to pursue further practice and learning, and to share learning with others; next, actual application of the tools and principles in daily life and follow-up on further practice, learning and sharing; and finally, integration of the principles as reflected in changed personal and relationship attributes. Short-term outcomes represent a development of potential for impact. Where intermediate outcomes are achieved, they suggest gains for individuals' mental health and well being and potentially that of their family, workplace and community, as well as a broadening of impact to larger populations through individuals' formal and informal dissemination. Intermediate outcomes may also begin to provide protective effects against depression, abusive and controlling behavior and violence. Where long-term outcomes are achieved, these deeper individual changes are expected enhance and solidify the foregoing effects, and to result in wider population impacts through the life-serving compassion, connection, collaboration and caring that these individuals bring to bear on the social, ecological and institutional systems in which they participate.

Major Findings

The workshop achieved the short-term objective of increasing participants' knowledge and ability regarding central communication concepts. Gains of from eight to 15 percent were

measured in participants' ability to make key distinctions, with the largest and most consistent improvement seen in their ability to distinguish between requests and demands. On a combined measure of discernment skills, individuals scored an average of eight percent higher than pre-workshop at two weeks, and ten percent higher at six weeks, post-workshop.

More than half of participants (46 out of 70) indicated before or after the workshop, or both, that they already apply NVC tools and principles in their daily lives. Half of remaining respondents (12 of 24) both entered and left the workshop with very high expectation of applying what they learned. In the two weeks after the workshop, all except one of the 58 respondents reported having used NVC some amount since the workshop: 33 (57 percent) had done so from a few times a week to about every day; 20 (34 percent) said they had applied the skills occasionally; and four (seven percent) said only rarely. Of respondents who had never used NVC tools and principles before, all had done so within the first two weeks, 90 percent of them more than rarely. Over the next month, approximately one-third of respondents applied NVC about every day, one-third a few times a week, and one-third occasionally. Of the 36 new users who responded to the T4 survey, 18 (50 percent) had used it a few times a week or more, and another 14 (39 percent) had done so occasionally.

Surveys at T4 also revealed that both participants and observers thought that participants displayed more frequent use of specific workshop-related, positive communication behaviors. Participants were somewhat or much more frequently expressing feelings without blame (83 percent), making requests without pressure (66 percent), and describing events without criticizing (71 percent), according to participants themselves. Observers fairly closely echoed these responses (79, 72, and 63 percent, respectively).

In addition to putting their communication skills into practice, workshop participants also took measures to further and to share their learning. Two individuals who had not participated in a peer support group before had joined or formed one within the first two weeks after the workshop; and another four had done so by the end of the next month. Seven of 51 respondents at T4 (14 percent) had attended additional NVC presentations or trainings since the workshop; and 22 (43 percent) had pursued additional learning through reading print or internet materials. More than 90 percent of respondents had told others about communication tools and principles they learned in the workshop by T4.

Integration of workshop principles was evidenced in some measures but not in others. More participants rated themselves and their relationships as collaborative at two weeks post-workshop, for example, but there was no apparent difference from T1 at six weeks.

When asked to describe the change they had noticed in particular behaviors that manifest integration of NVC principles, positive effects were more apparent. A majority of both participants and observers reported that the participant was more often showing appreciation for the observer's feelings, wants or values as well as showing concern for their well being. A majority of participants also felt that they were more often asking the observer how life was going for them; however, fewer than half of observers shared this view.

Finally, individuals evidenced integration of NVC principles by changes in certain self-assessed attitudes and experiences. At two weeks post-workshop and still at six weeks out, a statistically significant upward shift was measured in four areas: seeing conflict as a possible tool to enhance relationship; feeling it less difficult to respond with compassion when someone else is expressing anger; being able to hear another's anger without taking it personally; and being less prone to become angry or hurt if someone won't do what they ask.

A theme that runs through the findings at each outcome level is the prominence of gains in the area of requests. Distinguishing between requests and demands showed strongest effect among the short-term knowledge and ability outcomes; 66 percent of participants and 72 percent of observers thought participants were applying the principle of making requests without pressuring since the workshop; and participants shifted toward less agreement with the statement, "I get angry or hurt if someone won't do what I ask them to."

Contribution

The Collaborative Communication workshop evaluation contributes to the small body of NVC evaluations in a number of ways. With a larger sample size than the two other studies that used comparable intervention exposures (Little, 2008) (Steckal, 1994), it provides greater statistical power for quantitative analysis. The Little study had an intervention sample of seven; Steckal's, 21. Some of the constructs and indicators assessed correspond to those of this evaluation; for example, Steckal's study looked at empathy and self-compassion while Little looked at differentiation skills, application of NVC tools and principles, and relationship outcomes. Findings of the current study support and expand on the findings of these earlier studies.

A third evaluation (Blake, 2002) looked at empathy and verbal aggression and had 59 subjects completing the intervention. The intervention was dissimilar to the Collaborative Communication workshop, however, comprising two, one-hour sessions in a several-week college communications course. That study reported no measurable pre- to post-intervention improvement in experimental subjects compared to controls, perhaps because of the brevity of the intervention exposure and the concomitant, obscuring effects of the content of the larger course.

The fourth available NVC evaluation (Nash, 2007) was substantially different in terms of both the intervention and the outcomes of interest. It involved a four-hour NVC course followed by 90-minute weekly practice sessions for two years, and looked at instigation of conflict and involvement in nonviolent versus violent conflict resolution of participants compared to controls.

Returning to the two more-similar evaluations, it is noted that two sections of this study's evaluation instrument are similar to two portions of Little's test for learning comprehension. Her "self-reported ease in given situations" describes actions or experiences and asks respondents to rate whether they find them never, sometimes, often, or almost always easy. The actions and experiences, though not identical, are akin to those in our declarative behavior questions:

Examples from Little's instrument:

1) [It is easy for me to] be caring to my friends and family when they are hurting inside or upset.

2) [It is easy for me to] feel okay when people complain about me.

3) [It is easy for me to] protect myself without punishing someone else, or coming down on them.

Examples from the current study's instrument:

1) When someone is expressing anger, it's hard for me to respond with compassion.

2) I am able to hear another's anger without taking it personally.

3) I express my anger without blaming the other person.

Little's instrument contains 20 items of this type; ours contains 16. Little reports increases for these measures, but characterizes them as indicative of understanding, where we view them as demonstrating that the person is applying NVC tools and principles (as in the statement from our tool listed third) or signaling a degree of integration (as in the first two statements). The interpretation and significance of such evaluation elements bears further investigation.

Our demonstrated-skill questions also parallel Little's "key differentiations", except that she includes a "don't know" response option. Whereas our instrument contains two items for each of the four key distinctions of the NVC model, Little's contains four items for each of these plus four additional distinctions: protecting versus punishing; power-over versus power-with; guessing (another's feelings and needs) versus telling; and need judgment versus right/wrong judgment. Similar items include:

Examples from Little's instrument:

Examples from the current study's instrument:

Observation versus Evaluation

- | | |
|---|---|
| 1) This place is a mess. | 1) Your music is too loud. |
| 2) She is standing with her back to me. | 2) Tom did not ask for my opinion during the meeting. |

Feeling versus Thought

- | | |
|------------------------------------|--|
| 3) I feel that she is ignoring me. | 3) I feel like I want a cup of coffee. |
| 4) I am so insulted. | 4) I feel abandoned. |

Need versus Strategy

- | | |
|-------------------------------------|---------------------------------------|
| 5) I need you to stay here with me. | 5) I need for you to go to the store. |
| 6) I'm really needing some company. | 6) I really need rest. |

Request versus Demand

- | | |
|---|---|
| 7) Please do as I say. | 7) Pick up your socks. |
| 8) Would you tell me what you just heard? | 8) Would you be willing to ask your question again? |

The increases in differentiation skills measured here expand on Little's findings. Her study's seven intervention participants were uniformly unable to correctly distinguish between the four pairs of concepts prior to the intervention; while afterward, five correctly distinguished

observations from evaluations; four, needs from strategies; and three, feelings from thoughts and requests from demands.

Other findings of the current study reinforce conclusions Little drew from structured interviews and field notes regarding outcomes of NVC training:

- greater connection in relationships;
- some demonstrated integration of skill;
- most participants' telling others about NVC principles;
- most participants' putting NVC learning to use in daily life; and
- over half intending to continue their learning or practice.

The study by Steckal (1994) had a two-fold purpose: to assess the validity of the author's Self-Other Empathy Inventory (SOE) and to look for increases in empathy and self-compassion among NVC training participants. The SOE is a 24-item tool assessing attitudes toward a variety of responses one might have to oneself or others. Statements are couched in terms of what is helpful, best, easy or important, and response options are virtually the same as our five-point Likert scale: strongly agree, mildly agree, neutral, mildly disagree, strongly disagree. Some items on Steckal's instrument are similar to ones on ours; for example, Steckal: I prefer to take action on a situation rather than take time to consider my feelings about it; Collaborative Communication workshop: Before I express my emotions, I take care to figure out what is going on for me.

Steckal's study reported statically significant improvements on the SOE for intervention participants and not for controls; and the Collaborative Communication workshop evaluation appears to support those findings. Again, the framing of the instruments' meaning is slightly different. Whereas Steckal interprets SOE results as producing measures of empathy and self-

compassion, we view the items separately as indicators of the specific tool or principle's application or integration, or combine similar items to draw conclusions generally about application or integration. Our conclusions about compassion, connection, collaboration and caring are drawn primarily from direct questions of participants and observers using those terms, which our questionnaire does not define. Rather, we assess relative movement within the respondent's own concept of the terms as enhanced and informed by the workshop. Steckal presents a strong theoretical basis for defining the constructs of empathy and self-compassion, however; and further analysis of the Little, Steckal and Collaborative Communication Workshop evaluation instruments and their interpretation seems warranted.

Recommendations

This study systematically approached the logic model of the Collaborative Communication workshop and tested the workshop's effectiveness in achieving desired outcomes at each level. Taken as a whole, I believe the results provide strong evidence of effectiveness in increasing participants' knowledge, abilities, and application of these learnings in their lives, with positive results. Following are suggestions for consideration by Sacred Space and other NVC trainers based on what was observed or not observed, unexpected or unexplained.

First, the differences in improvement in discernment skills among the four key distinctions may have significance. Having observed stronger gains in ability to distinguish requests and demands and, to a lesser extent, needs and strategies, does greater attention need to be given to the thoughts/feelings and observations/evaluations concepts? To answer this question, it would be important to know whether the former concepts are generally easier to grasp; whether they perhaps "stick" with participants better once they've been exposed to them; or whether, in fact the difference is due to a ceiling effect, where pre-existing understanding of

the latter distinctions was high enough that large gains could not be observed. The data in hand could shed light on these questions with further analysis.

That 25 participants indicated after the workshop but not before it that they already do apply NVC tools and principles in their lives is interesting. Is this a reflection that until the workshop they were not sure what those tools and principles were, and in the workshop they came to realize that they were conversant with some of the concepts? If this is the case, it could be advantageous for marketing communications to emphasize that the workshop will provide simple but effective techniques to build on ideas participants already know, thereby countering potential fears and skepticism. It is also possible that highlighting the familiarity of the concepts during training might enhance participants' self-efficacy by boosting perceived behavioral control, the degree to which one believes that the behavior is within one's power and capability to perform.

Another notable finding is that many more respondents indicated that they had engaged in "formal or informal" peer support for continued practice of NVC post-workshop than said they had engaged in specifically formal support. Although "informal peer support" was not defined and these responses may therefore represent a range of meanings, the fact that so many apparently placed value on peer support for continuing their practice of NVC seems significant. Given what is known about the importance of practice for reinforcing behavior change in general, and what this evaluation shows about the value of peer support for sustaining practice and furthering integration, it seems highly advisable that any NVC training include discussion of ways to extend practice afterward. Perhaps a range of strategies, from readings and workshops to peer support of various models and levels of formality, can be offered to positive effect. Trainers

and participants might come up with creative approaches that are practical and sustainable, building on the seemingly-accepted notion of informal peer support.

Finally, from the positive response of the NVC community it appears that there is considerable interest in documenting NVC's effectiveness—justifiably, if the hope is to have NVC reach an increasingly broad, particularly "mainstream" audience. Credible evidence is highly valued and can make the difference in support for one program or approach over another. Based on experience with the tool developed for this evaluation, my sense is that it holds promise as a useful instrument for NVC evaluation. Validation studies, comparison and possible blending with other tools designed for NVC evaluations would be valuable.

Closing

The data collected for this evaluation contain information beyond that necessary to answer the stated evaluation questions, and it is my hope that they will be further explored. Companion qualitative studies could also enrich learning.

The need is great for effective pathways into what Marshall Rosenberg, among others, deems the natural state of compassion. Disengagement from this human quality manifests in individuals as both internalized and externalized conflict that can result in life-robbing control, abuse and violence from the intrapersonal to the international scale. This study supports the conclusion that NVC offers a teachable and learnable model for compassionate, collaborative communication that individuals who learn it go on to practice. Further, it provides evidence for positive impacts of such practice on internal and external relationships, and for diffusion beyond participants through verbal sharing as well as modeling. Because NVC already has been taught in so many cultures and adapted to so many different audiences and settings, there is reason to

expect that social and public health impacts beyond the personal have been and will continue to result from its dissemination.

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Appendix A. Survey Invitation E-mails

Survey 1 Invitation

Greetings!

As you probably know, this Collaborative Communication workshop is part of a study we're conducting on the workshop's format and the experience of participants. We would very much appreciate your completing this survey before you attend the workshop on Saturday.

About me: I'm a health policy researcher at Georgia State University and a Masters of Public Health student at Emory University. I'm working with the Collaborative Communication team to conduct the study as part of my Masters program.

About the study: The study's results will help trainers design future workshops to be most effective. Also, we want to find out how well the tools and principles taught in the workshop help individuals who practice them bring more compassion, connection, collaboration and caring to relationships at interpersonal, organizational, and even international levels. We request and encourage you to join with us in this endeavor. The study consists of a series of four on-line surveys, each of which should take no more than ten minutes. A single, short survey will also be sent to a relative or associate of yours, if you're willing and with their permission (you'll hear more about that later).

Survey links will be emailed at scheduled times, this being the first, pre-workshop one. Your email address is the only identifying information I have; and it will not be part of the data set that goes into our analysis. Your responses will thus be anonymous. They'll also be confidential, as I will report results to participating workshop leaders at the end of the study only in aggregate, without any information that could potentially identify you.

Finally, I pledge not to share your email address with anyone, and not to use it for anything other than the conduct of the surveys described above.

Thank you in advance for your participation, which is the key to this study!

Here again is the pre-workshop survey, which will close Saturday morning when the workshop starts.

[%%Survey Link%%]

With warm appreciation,

Jane Branscomb

Survey 2 Invitation

Subject: Workshop Follow-up

Dear Workshop Participant,

Here's the link to the follow-up survey for the Collaborative Communication workshop. Participation is voluntary and confidential. Your response will be extremely helpful to your and other NVC trainers!

[%%Survey Link%%]

Note that at the end, it asks for the email address of a friend or relative whom we may invite to complete one short survey in a few weeks. If you haven't already gotten their permission to share their email address, remember you can "save and continue". Please assure your friend that their response is completely confidential, and that we will not share or use their email address for anything other than this one survey.

You are essential partners in this investigation, which we hope will ultimately contribute to the spread of compassion, collaboration and caring in the world. I thank you! Here is the survey link again:

[%%Survey Link%%]

Many thanks,

Jane Branscomb and the Study Team

p.s. I hope you'll take the survey now while it's fresh! It will close in a week.

Survey 2 Reminder

Subject: Gentle reminder: Workshop Follow-up

Your response is the key to this study's value -- please complete the survey now! It won't take long - probably under 10 minutes.

[%%Survey Link%%]

Blessings and thanks,

Jane Branscomb

Survey 3 Invitation

Subject: Collaborative Communication survey request

Greetings!

I ask your help by completing the survey at the link below - a second follow-up to the Collaborative Communication workshop. Your answers will allow us to evaluate the workshop and share statistical results with trainers worldwide!

[%%Survey Link%%]

I encourage you to start the survey now. You will be able to save it and finish later if you need to. It closes in a week.

With appreciation, Jane Branscomb

Survey 3 Reminder

Subject: Gentle reminder: Workshop Follow-up

Your response is key! Please complete the short survey now.

[%%Survey Link%%]

Blessings and thanks,

Jane Branscomb

Survey 4 Invitation

Subject: Collaborative Communication - Final Survey and Gift Offer!

Here is the fourth and final survey for the Collaborative Communication workshop study. We deeply value your contribution to this effort and look forward to receiving your completed questionnaire!

[%%Survey Link%%]

To express our heartfelt thanks, we are pleased to offer as a gift upon completion of this survey the special learning module, Principles of Nonviolent Communication, produced by NVC Academy. With video from a recent workshop in Flagstaff, Arizona, Principles of Nonviolent Communication features Academy co-founder, CNVC-certified trainer, mediator and author Mary Mackenzie and her unique and inviting way to experience the principles of Nonviolent Communication in your life.

You'll receive a link to the complementary training module within a few days of submitting your survey.

[%%Survey Link%%]

With appreciation,

Jane Branscomb and the Study Team

p.s. As a reminder, today we're also sending a survey to the friend or relative whose email address you gave us immediately after the workshop.

Survey 4 Thank-you

Subject: Thanks for participating! Special offer link enclosed

Thank you again!

Please paste the URL below into your browser to access Principles of Nonviolent Communication with Mary Mackenzie. Enjoy!

http://

Warmly,

Jane Branscomb and the Study Team

Survey 4 Reminder

Subject: Gentle reminder: final workshop survey

Here is the link again to the fourth and final survey for the Collaborative Communication workshop study:

[%%Survey Link%%]

It will only take a few minutes but your input will make a huge difference!

Remember that you'll receive access to a special training, free, upon submission of the survey: Principles of Nonviolent Communication, with Mary Mackenzie, CNVC-certified trainer; co-founder of NVC Academy; mediator and author.

Thank you!

Jane

Survey 4 Second Reminder

Subject: Final survey - Your collaboration respectfully requested

The last participant survey in the Collaborative Communication Workshop study will close tomorrow. Your contribution by completing this survey will be extremely helpful.

[%%Survey Link%%]

In appreciation for your collaboration, we'll send you the Principles of Nonviolent Communication video training by Mary Mackenzie and NVC Academy.

With gratitude,

Jane Branscomb

Survey 5 Invitation

Subject: Request: Collaborative Communication Workshop study

Greetings,

I'm writing to request your help with a study of the Collaborative Communication workshop that a friend or relative of yours attended a few weeks ago. By completing the short survey at the link below, you will contribute to an international evaluation of the workshop. The survey asks for your observations on the participant's actions and attitudes since the workshop.

[%%Survey Link%%]

I don't have the name of the person who referred you; only their email address ([%%Custom1%%]). Nor do I have any other identifying information for you. Your responses will be kept confidential and will be reported only in aggregate or without any information attached that could identify you. I will not share your email address with anyone or use it for any purpose other than conducting this survey.

Your perspective is very valuable to this study! Please take a few moments to complete the survey.

[%%Survey Link%%] Greetings,

I'm writing to request your help with a study of the Collaborative Communication workshop that a friend or relative of yours attended a few weeks ago. By completing the short survey at the link below, you will contribute to an international evaluation of the workshop. The survey asks for your observations on the participant's actions and attitudes since the workshop.

[%%Survey Link%%]

I don't have the name of the person who referred you; only their email address ([%%Custom1%%]). Nor do I have any other identifying information for you. Your responses will be kept confidential and will be reported only in aggregate or without any information attached that could identify you. I will not share your email address with anyone or use it for any purpose other than conducting this survey.

Your perspective is very valuable to this study! Please take a few moments to complete the survey.

[%%Survey Link%%]

With gratitude in advance for your time and assistance,

Jane Branscomb and the Study Team

Survey 5 Reminder

Subject: Gentle reminder re: survey

Your unique perspective will add much to this study! I hope you'll take a moment to share it.

The survey will close in two days.

[%%Survey Link%%]

Thank you!

Jane Branscomb

Appendix B. Survey Instruments

Collaborative Communication Survey 1

Thank you for completing this quick survey before the workshop!

E-mail address (please print) _____

Please indicate your level of agreement or disagreement with the following statements.

1.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I usually know what I want.					
Before I express my emotions, I take care to figure out what is going on for myself.					
I often take another's anger personally.					
When making plans with family members, I work with them so that we both get what we want and value.					

2.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I often blame others for my situation.					
I see conflict as a possible tool to enhance relationship.					
I am comfortable telling others what I want or value.					
When I ask for what I want I am willing to hear "no".					

3.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
When someone is expressing anger, it's hard for me to respond with compassion.					
I care about what others want and value.					
When asking for what I want or value, I think about the other person's well being also.					
I get angry or hurt if someone won't do what I ask them to.					

4.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I express my anger without blaming the other person.					
I am able to hear another's anger without taking it personally.					
Conflict in relationships is always destructive.					
I have no trouble expressing what I value.					

Please mark the word that better describes what is being expressed.

5. I need you to get me a new car.

- Need
- Strategy

6. You're always late.

- Observation
- Evaluation

7. I feel like I want a cup of coffee.

- Feeling
- Thought

8. You should make supper on Tuesdays and Saturdays.

- Demand
- Request

9. Yesterday I saw your jacket on the floor.

- Observation
- Evaluation

10. I want harmony.

- Need
- Strategy

11. I experience discomfort when I see her.

- Feeling
- Thought

12. Would you hang your clothes in the closet as soon as you get home?

- Demand
- Request

13. I feel abandoned.

Feeling
Thought

14. I am feeling some real disappointment.

Feeling
Thought

The Collaborative Communication workshop is built on the ideas and principles of Nonviolent Communication™ (NVC).

15. Have you attended other informational or educational sessions on NVC?

Yes, many
Yes, some
Yes, once or twice
No, never

16. Have you read about NVC principles and tools?

Yes, lots
Yes, some
Yes, a little
No, never

17. How likely is it that you will apply NVC tools and principles in your life?

I already have
Highly likely
Somewhat likely
Uncertain
Somewhat unlikely
Highly unlikely

18. How likely is it that you will pursue additional NVC learning after this workshop?

Highly likely
Somewhat likely
Uncertain
Somewhat unlikely
Highly unlikely

19. How likely is it that you will tell others about communication tools and principles you learn in the workshop?

I already do
Highly likely
Somewhat likely
Uncertain
Somewhat unlikely
Highly unlikely

20. How likely are you to join or form a support group to practice NVC?

- I already have
- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

21. How likely is it that you will teach NVC to others?

- I already do
- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

22. Please indicate your level of the following.

	Very high	High	Average	Low	Very low
Compassion toward yourself					
Compassion toward others					
Collaboration with others					
Connection with others					
Caring toward others					

23. To what degree do the following words describe your close relationships?

	Very high	Somewhat high	Average	Somewhat low	Very low
Compassion					
Collaboration					
Connection					
Caring					

What other hopes, doubts or expectations do you have for the workshop?

Collaborative Communication Survey Two

Page One

This is a forward-only survey. You will not be able to return to a previous page after you click "Continue". If you must close the survey before you're finished, you can use the same link to return later to where you left off. But we hope you'll finish it now. It's shorter than the last one!

1. Please provide your feedback on the workshop.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The workshop gave me valuable tools and ideas.					
The material was presented in ways that were effective for my learning.					
The trainer had firm command of the material being presented.					
I felt challenged at times during the workshop.					
The trainer was attentive to what was going on for me.					
The venue was conducive to the learning experience.					

Page Two

2. How likely are you to tell others about the tools and principles you learned in the workshop?

- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

3. How likely are you to apply NVC tools and principles in your life?

- I already have
- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

4. How likely are you to join or form a support group to practice NVC?

- I already have
- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

Page Three

5. How likely are you to pursue additional NVC learning in the future?

- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

6. How likely is it that you will teach NVC to others?

- I already do
- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

Page Four

Which word better describes what is being expressed?

7. Your wet towel is on the floor.

Observation

Evaluation

8. I need a better job.

Need

Strategy

9. Would you wash the car this afternoon?

Demand

Request

10. I really felt really comfortable when you answered my question.

Feeling

Thought

Page Five

11. Your music is too loud.

Observation

Evaluation

12. He is discouraged.

Feeling

Thought

13. What they need is respect.

Need

Strategy

14. Would you be willing to ask your question again?

Demand

Request

Page Six

As mentioned in the workshop, we want to ask for input in a few weeks from someone you interact with daily (or often). We will send them one brief, 8-question survey.

With their permission, please enter this person's e-mail address below and tell us their relationship to you.

15. E-mail

16. This person is your...
(choose the word that fits best)

Page Seven

17. Please add any other comments about the workshop.

Collaborative Communication Survey 3

Page One

1. Please indicate your level of agreement or disagreement with the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I usually know what I want.					
Before I express my emotions, I take care to figure out what is going on for myself.					
I often take other's anger personally.					
When making plans with someone, I work with them so that we both get what we want and value.					

Page Two

2.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I see conflict as a possible tool to enhance relationship.					
When I ask for what I want, I am open to hearing "no".					
I often blame others for my situation.					
I am comfortable telling others what I want or value.					

Page Three

3.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I have no trouble expressing what I value.					
I express my anger without blaming the other person.					
Conflict in relationships is always destructive.					
I am able to hear another's anger without taking it personally.					

Page Four

4.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
When someone is expressing anger, it's hard for me to respond with compassion.					
I care about what others want and value.					
I get angry or hurt if someone won't do what I ask them to.					
When asking for what I want or value, I think about the other person's well being also.					

Page Five

Please choose the word that better describes what is being expressed.

5. Tom did not ask for my opinion during the meeting.

Observation

Evaluation

6. I need for you to go to the store.

Need

Strategy

7. Would you tell me two things you liked about the meeting?

Demand

Request

8. I was sad and tired at the end of the day.

Feeling

Thought

Page Six

9. You always get home late.

Observation

Evaluation

10. I was furious.

Feeling

Thought

11. I really need rest.

Need

Strategy

12. Pick up your socks.

Demand

Request

Page Seven

13. In the past couple of weeks since the workshop, how often have you applied NVC tools and principles in your life?

- About every day
- A few times a week
- Occasionally
- Rarely
- Never

14. How likely is it that you will pursue additional NVC learning?

- I already have
- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

15. How likely is it that you will tell others about communication tools and principles you learned in the workshop?

- I already have
- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

16. How likely are you to join or form a support group to practice NVC?

- I already have
- Highly likely
- Somewhat likely
- Uncertain
- Somewhat unlikely
- Highly unlikely

Page Eight

17. Please indicate your level of the following.

	Very high	High	Average	Low	Very low
Compassion toward yourself					
Compassion toward others					
Collaboration with others					
Connection with others					
Caring toward others					

Page Nine

18. To what degree do the following words describe your close relationships?

	Very high	Somewhat high	Average	Somewhat low	Very low
Compassion					
Collaboration					
Connection					
Caring					

Page Ten

19. Please describe any changes you have noticed in your attitudes or interactions over the past two weeks.

Collaborative Communication Survey 4

Page One

As before, this is a forward-only survey, and you can return to where you left off if you have to exit before you're finished. THANK YOU AGAIN for your responsiveness and contribution!

1. Please indicate your level of agreement or disagreement with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I am able to hear another's anger without taking it personally.					
Conflict in relationships is always destructive.					
I express my anger without blaming the other person.					
I have no trouble expressing what I value.					

Page Two

2.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I see conflict as a possible tool to enhance relationship.					
When I ask for what I want, I am open to hearing "no".					
I often blame others for my situation.					
I am comfortable telling others what I want or value.					

Page Three

3.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I usually know what I want.					
Before I express my emotions, I take care to figure out what is going on for myself.					
I often take other's anger personally.					
When making plans with someone, I work with them so that we both get what we want and value.					

Page Four

4.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
When someone is expressing anger, it's hard for me to respond with compassion.					
I care about what others want and value.					
I get angry or hurt if someone won't do what I ask them to.					
When asking for what I want or value, I think about the other person's well being also.					

Page Five

Please choose the word that better describes what is being expressed.

5. Tom did not ask for my opinion during the meeting.

Observation

Evaluation

6. I need for you to go to the store.

Need

Strategy

7. Would you tell me two things you liked about the meeting?

Demand

Request

8. I was sad at the end of the day.

Feeling

Thought

Page Six

9. You always get home late.

Observation

Evaluation

10. I was furious.

Feeling

Thought

11. I really need rest.

Need

Strategy

12. Pick up your socks.

Demand

Request

Page Seven

The next two questions refer to the individual whom you asked to participate in this study and for whom you gave us contact information. (If not applicable, think of any particular individual with whom you have a close relationship.)

13. Since you attended the workshop, have you noticed change in how much you...

	Much MORE	Somewhat more	No change	Somewhat less	Much LESS
...show appreciation for what they are feeling, wanting, or value?					
...express what you are feeling, wanting, or value without blame?					
...experience wanting to work together to resolve conflict?					
...ask how life is going for them?					
...ask for what you want without pressuring?					
...describe what happened without criticizing?					
...experience willingness to communicate until you both feel satisfied?					
... express concern for their well being?					

Page Eight

14. How often have you applied NVC tools and principles in your life during the past month?

- Every day, or just about
- A few times a week
- Occasionally
- Rarely
- Never

15. Have you pursued additional NVC learning since the Collaborative Communication workshop?

	Yes	No
Attended formal presentations or training		
Studied print or internet materials		
Engaged in informal or formal peer support		

16. Have you told others about NVC communication tools and principles you've learned?

	Yes	No
Before the Collaborative Communication workshop?		
Since the Collaborative Communication workshop?		

17. Have you participated in a support group to practice NVC?

	Yes	No
Before the Collaborative Communication workshop?		
Since the Collaborative Communication workshop?		

Page Nine

18. Please indicate your level of the following.

	Very high	High	Average	Low	Very low
Compassion toward yourself					
Compassion toward others					
Collaboration with others					
Connection with others					

Page Ten

19. To what degree do the following words describe your close relationships?

	Very high	Somewhat high	Average	Somewhat low	Very low
Compassion					
Collaboration					
Connection					
Caring					

Last Page

20. Please add any other comments about your experience since you participated in the Collaborative Communication workshop.

Collaborative Communication Survey 5

Page One

Please note that this is a forward-only survey. You will not be able to return to a previous page after you click "Continue".

If you must close the survey before you're finished, you can use the same link to return you to where you left off. But we hope you'll finish it now; it's quite brief!

1. As a reminder, this survey is about the person who attended a Collaborative Communication workshop about six weeks ago and asked you to help out in our study.

Since the workshop, has this person told you about any of the communication tools and principles he/she learned?

- Yes, a lot
- Yes, some
- Yes, a little
- No, none
- Not sure

2. What is your opinion of those tools and principles?

- Very positive
- Somewhat positive
- Neutral
- Somewhat negative
- Very negative
- Not applicable

3. Is the person applying the tools and principles in his/her daily life?

- Yes, a lot
- Yes, some
- Yes, a little
- No, none
- Don't know

Page Two

4. Please indicate the person's level of the following.

	Very high	High	Average	Low	Very low
Compassion toward themselves					
Compassion toward others					
Collaboration with others					
Connection with others					

5. To what degree do the following words describe this person's close relationships?

	Very high	Somewhat high	Average	Somewhat low	Very low
Compassion					
Collaboration					
Connection					
Caring					

Page Three

6. Since the person attended the workshop, have you noticed change in how much they...

	Much MORE	Somewhat more	No change	Somewhat less	Much LESS
...show appreciation for what you are feeling, wanting or value?					
...express what they are feeling, wanting or value without blame?					
...seem to want to work together to resolve conflict?					
...ask how life is going for you?					

Page Four

7. Since the person attended the workshop, have you noticed change in how much they...

	Much MORE	Somewhat more	No change	Somewhat less	Much LESS
...are willing to communicate until you both feel satisfied?					
...describe what happened without criticizing?					
... show concern for your well being?					
...ask for what they want without pressuring?					

Page Five

8. Please add other observations or experiences of this person's behaviors or attitudes, or of your relationship with them, since they attended the Collaborative Communication workshop.