



# CONSIDERATIONS FOR PRACTITIONER GUIDANCE RELATIONSHIPS (CONCERNING MENTORSHIPS, APPRENTICESHIPS AND TRAININGS)

This document outlines basic components for Guidance Relationships that are aligned with the Recommended Model for Best Practices and Ethical Commitments of the Conclave. It is aimed at practitioners of 5-MeO-DMT who are entering into a Guidance Relationship as either one who is learning from another, or imparting knowledge to another.

A Guidance Relationship is an umbrella term that aims to encompass the many ways knowledge is offered and received via trainings, mentorships, and apprenticeships. This document will use the umbrella terms “Guide” and “Guided” to distinguish between the roles of the one who is guiding and the one who is being guided.

The more precise descriptions and definitions (mentor, mentee, master-practitioner, apprentice, teacher, educator, trainer, trainee, student) are found below in a glossary. The descriptions in the glossary are not meant to be exhaustive nor definitive but, rather, for the sake of consistency and cohesion, can be referred to where there may be confusion.

Because these words often have different definitions and meanings to people, it is strongly recommended to consult the glossary. The glossary borrows and synthesizes basic definitions taken from many areas of service. Quotes from practitioners (both those Guided and Guides who contributed) have been included that further add nuances and a well-rounded quality to what is listed.

Each Guidance Relationship will be unique. Just as the Recommended Model for Best Practices does not attempt to instill a template for a practitioner’s offering, this document is not a specific model for what a training, a mentorship, or an apprenticeship should be in style.

Rather, it is a consolidated body of considerations (gathered collaboratively from within the broader community of practice) that any practitioner (aspiring or existing) may wish to bring into a prospective relationship that aims to transmit knowledge and know-how, diminishing the trial-and-error nature of learning that occurs where there is no specific tradition or regulatory body.

In short, these considerations are centered around ethics, not rules. They’re about the right relationship to power. What you will read here is a description of what is beneficial to consider. What you will not read here is a prescription of how such a relationship is to be created.

*May this document serve those who are entering Practitioner Guidance relationships so that they can be done well and be held sacred by us All.*

# GLOSSARY OF TERMS

## **Mentorship**

Is the influence, guidance, or direction given by a mentor. A mentor is someone who teaches or gives help and advice to a less experienced and often younger person. In an organizational setting, a mentor influences the personal and professional growth of a mentee. Mentors do not necessarily have to be more senior than the people they mentor.

## **Mentor**

An experienced and trusted advisor. A mentor may or may not be a master-practitioner. A mentor is, or has been a practitioner.

## **Mentee**

A person who is advised, trained, or counseled by a mentor. A mentee is similar to an apprentice.

## **Mentorship may:**

- \* Have an undefined duration of engagement; be ongoing
- \* Not require the mentee to demonstrate anything to the mentor
- \* Be experiential, through shadowing, supervision, and/or other means
  - \* Supplement a training
  - \* Follow an apprenticeship
- \* Resemble a coaching relationship; the mentor need not be senior to the mentee
  - \* Be one-on-one or in groups

## **Mentorship ideally:**

Begins with an entry point, usually as a participant/guide relationship that evolves through assisting or other work-for-exposure arrangements

*“The guided learns the mentor/master-practitioner’s unique style of work, and gets to shadow the mentor/master-practitioner to learn by observation, with the chance to ask unlimited questions and discuss anything that comes up by bearing witness to the mentor/master-practitioner doing the work with clients.”*

## ***Apprenticeship***

Apprenticeships are guidance relationships that help to preserve traditions, lineages, or particular formats. They are a system for training a new generation of practitioners of a trade with effective on-the-job training and accompanying study. In regulated professions apprenticeships generally can enable practitioners to gain a license to practice. Most of the apprentice’s training is done while working for or with a master-practitioner who helps the apprentice learn their particular ways.

The apprentice then models their prospective practice more or less in the way their master-practitioner does. This may be done in exchange for their continued labor for an agreed period after they have achieved measurable competencies.

**Apprentice (noun)**

A person who is learning from and being trained by a master-practitioner. An apprentice is similar to a mentee.

**Apprentice (verb)**

To put under the care and supervision of a master-practitioner, for the purpose of instruction and training.

**Master-practitioner**

A practitioner of a particularly high skill and experience level; one who has mastered their craft. A master is similar to an elder (though may not be old in age). A master-practitioner may not be a mentor, teacher, or trainer though they may choose to be any of those. A master-practitioner is a rare find.

*"[Masters are] at the point of their path that the information is embodied and comes from a deep place of knowing that can only come from much experience and personal inquiry and study. This is beyond intellectual knowing, as that is a step on the path to mastery."*

**Apprenticeship may:**

- \* Be exclusive (master-practitioner to apprentice), or
- \* Supplement a training
- \* Be a precursor for ongoing mentorship

**Apprenticeship ideally:**

- \* Is defined by a timeline and/or by a sequence of accomplishments
- \* Begins with an entry point, usually as a participant/guide relationship that evolves through assisting and work-for-exposure arrangements
- \* Requires the master-practitioner to demonstrate their specific style/approach, assisting and shadowing by the apprentice
- \* Requires the apprentice to eventually demonstrate what they've learned experientially through supervision (esp. for approval and graduation from the apprenticeship)
- \* Is chosen above a mentorship because the apprentice aims to model/orient their prospective or ongoing practice in the way of the master-practitioners

**Training**

Is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. Trainings are often part of apprenticeships or mentorships and provide the backbone of content at institutes of technology and healing arts.

**Trainer**

A person who trains people. Similar to a teacher. A trainer may or may not be a master-practitioner or a mentor but has the will and competency to impart knowledge. A trainer does not replace a mentor or master-practitioner.

### **Train (verb)**

The action of teaching a person a particular skill or type of behavior through practice and instruction over a period of time.

### **Teacher**

A person who teaches. Similar to a trainer. A teacher is not necessarily a master-practitioner but has the will and competency to impart knowledge. A teacher may be someone who educates broadly (an educator) without being a part of a program or a mentorship/apprenticeship/training arrangement.

### **Training may:**

- \* Involve teachers who instruct utilizing a specific course or curriculum
  - \* Be the entry point for the trainee to enter into service
- \* Involve teachers who are not actively practicing, i.e., retired, etc.

### **Training ideally:**

- \* Is didactic (ideological, theoretical, and methodical aspects described)
  - \* Is practical (describe and examine facilitation formats)
  - \* Involves a curriculum, as devised by a trainer/organization
    - \* Is defined by a timeline
- \* Requires the trainee to demonstrate/retain a minimum of knowledge transmitted (in order for a graduation to be approved of)Is a precursor for or complements an apprenticeship or a mentorship

*“Mentorship can happen in parallel with [formal] training [like a tutor to a student].”*

### **Some basic training elements:**

- \* Ethics training (which may include anti-oppression/decolonization components)
- \* Harm reduction
- \* Container crafting (preparation, initiation, integration)
- \* Facilitation delivery format description
- \* Ideological and theoretical framework explorations
- \* An element of exploring and marking their entry into sacred work

## 1. CORE VALUES HELD AND DEMONSTRATED BY A PERSON QUALIFIED TO GUIDE

### **A Guide Ideally:**

- \* Serves as a mentor/master-practitioner/trainer/teacher
- \* Demonstrates humility, devotion, and professional/collective responsibility through their own continuing education as well as ongoing relationship with peers and/or mentors in community of practice (co-visibility)
- \* Demonstrates humility, devotion, and personal responsibility through their own personal and spiritual development and growth.
- \* Is or has been consistent in their sacred work, demonstrating a service history of a minimum of 1) 1000 sessions and/or a prior/existing participant network of 300 individuals and/or 4 years of full time service (for mentors/teachers/trainers); 2) 1500 sessions and/or a prior/existing participant network of 750 individuals and/or 8 years of full time service (for master-practitioners).
- \* Has a significant personal history with the medicine, demonstrating having had a minimum of scores of unique/distinct experiences; ie 30 full releases for mentors/teachers/trainers or 60 full releases for masters.
- \* Is in right relationship with the medicine: regulating/balancing their medicine work with the rest of their lives through practices, boundaries, and other commitments/protocols
- \* Demonstrates professional responsibility by having clear energetic and relational boundaries that reflect the roles inherent in power differentials (i.e. The Conclave's *Codes of Ethics*).
- \* Demonstrates self-reflection and curiosity by directly and actively inviting and encouraging compassionate and constructive feedback.
- \* Demonstrates honesty and integrity by clearly communicating discomfort, grievances, expectations, boundaries, agreements, and participating in conflict resolution.

### **A Guide may:**

- \* Be honorably making their right livelihood by mentoring/apprenticing/teaching, therefore requesting monetary exchange for their work/service/expertise.
- \* Have a well-rounded background working with other consciousness medicines or other technologies of trance or expansive states, including integration practices.

*"[A Guide] is dedicated to their own ongoing learning and growth and leads by example."*

*"[A Guide shows] a deep respect for the medicine, and the commitment to a clear container with boundaries whenever the medicine is shared and served."*

*"Someone who is constantly learning and expanding their tool box of supportive modalities, counseling and integrative methodologies and self-work. Troublesome are the types who believe they are already enlightened, or have reached all they can learn. It is important that teachers are forever students in this sense—both of themselves and the collective".*

*"They should understand power dynamics, and how their power can be abused."*

## **2. CORE VALUES HELD AND DEMONSTRATED BY A PERSON QUALIFIED TO BE GUIDED**

### **The one “Guided” ideally:**

- \* Is in the role of a student, trainee, mentee, or apprentice
- \* Has demonstrated and continues to demonstrate a commitment to self-awareness, self-growth, and self-realization (i.e. has awareness of and has significantly resolved wounds and patterns and continues to commit to their own ongoing process of healing)
- \* Holds the commitment and dedicates themselves to the agreed upon parameters (boundaries, duration, itinerary, etc.) outlined by the Guide.
- \* Demonstrates humility by embodying self-reflection and curiosity and by directly and actively inviting compassionate, constructive feedback.
- \* Acts with honesty and integrity by clearly communicating discomfort, grievances, expectations, boundaries, etc. (including participating in conflict resolution)
- \* Has a personal history with the medicine as offered by the Guide, having had a minimum of 1 distinct experience with the Guide.
- \* Has a personal history with the medicine, demonstrating having had a minimum of 5 distinct experiences with a minimum of 3 different practitioners (this may include themselves).

### **The one “Guided” may:**

- \* Have already a well-rounded background working with other consciousness medicines or other technologies of trance or expansive states.
- \* Intend on or is already honorably making their right livelihood as a practitioner, therefore requesting appropriate compensation for their work/service/offering.

*“Being proactive in their learning process, humble when making mistakes, ability to take feedback in a mature manner and course-correct, being resourceful and engaged.”*

*“Commitment to the service of Self: Enough must have already been done in that area so not major healing remains to be done It is not possible to help others when you are still dealing with yourself.”*

*“They should be able to handle criticism delivered with love, and be able to question themselves. They should be humble – they should be able to admit to themselves that they don’t yet know everything. They should be relational and grounded – they can stay in the conversation and stay regulated when things get heated.”*

### **3. ETHICAL CONSIDERATIONS THAT BOTH GUIDE AND THE ONE GUIDED ADHERE TO IN THEIR INTERACTIONS:**

*\* The Guide-Guided relationship has an inherent power imbalance within which the Guided has an implicit trust in the Guide. A Guide consciously refrains from any relationship with the one who is Guided that may be exploitative of this power dynamic in any way.\**

#### **Romantic and/or Sexual Relationships:**

- \* It is understood that a Guide will never allow or participate in seductive or flirtatious behavior or any aspect of a sexual, romantic, or intimate relationship with the one they're guiding or have guided, even when the guided one appears to invite or consent to such behavior or relationship. \*\*\* *Caveat: the one exception could be existing romantic partners, one of which takes the other into a guidance role on top of their existing stable relationship* \*\*\*
- \* Immediate measures should be taken by the Guide to neutralize the situation should the Guide sense themselves, and/or the one Guided, to be so inclined. It is the Guide's responsibility to be the keeper of the neutrality and integrity in the relationship, independently and regardless of the Guided one's behavior.

#### **If the Guide realizes they cannot keep the neutrality in the relationship, it is their responsibility to:**

- \* Immediately and gracefully cease the Guidance Relationship (stopping the trainings, the shadowing or supervision, etc.), and
- \* Allow the Guided one's smooth transition to another Guide and assist if requested, and
- \* Look for appropriate counseling/mentoring or even therapy in order to regain the neutrality which is an integral part of their commitment as a Guide.

- The Guide will establish the relational dynamic with a conscious framework for communication and conflict resolution.
- The Guidance Relationship does not involve sexual and/or romantic components. If sexual/romantic components develop, the guidance relationship ceases and does not re-open. This termination is the Guide's responsibility to initiate.
- In case of such a termination of the Guidance Relationship (including termination due to sexual/romantic components), an agreement to:

- 1) engage a third party for mediation for a smooth transition, and/or
- 2) transfer the Guidance relationship to another Guide, and/or
- 3) engage a mutually agreed-upon third party to witness the end of the Guidance relationship. The Guide ideally assists the Guided in finding another Guide to work with. The transfer of Guides is ideally a transparent process where the new Guide is aware of the dynamic that initiated the termination as well as the Guided's learning progress.

Transparency is established via clear parameters and agreements regarding any financial exchanges. These cover:

- 1) fees and/or exchanges for consultation time (clearly defined volunteer work, barter, rates per hour, retainer, flat rates, sliding scales, etc.)
- 2) shadowing (when there are paying participants involved) as well as expectations/agreements for continued participant work, i.e. one-time or ongoing referrals for returning participants.
- 3) supervision (when there are paying participants involved), i.e. percentage of income from participants, hourly, retainer, or flat rates, etc.
- 4) Dedication and commitment to the agreements established between the Guide and Guided, especially with the support of the considerations in this document.

*"[The Guided] agree on the importance of mentorship, so the [Guided] won't simply decide to go out "on their own" if [the guided] disagrees with the [Guide]."*

#### **4. ATTRIBUTES THAT A GUIDE CONSISTENTLY EXHIBITS**

*(a GUIDE as a mentor, master-practitioner, trainer, or teacher)*

##### **QUALITIES:**

Supportive, caring, open, humble, positive, loving, attentive, proficient.

*"Like a kind parent."*

*"They should be able to be firm and kind at the same time  
("love me and tell me the truth")."*

##### **BEHAVIORS:**

- \* Communication: proactive/leading, direct, open, timely, consistent, patient, non-reactive communication;
- \* Actively present and listening; exhibits boundaries without being punitive or disciplinarian;
- \* Authentic: behaving coherently with their personality while recognizing the power differential in the relationship.



*“[All those in a guidance role] need to be able to ask “Am I misusing my power with this mentee/apprentice/student?” and have someone trusted and skilled be able to give them honest feedback. Misconduct [is not always egregious], but [can show up in] dismissive, minimizing, and controlling ways.”*

### **KNOWLEDGE:**

- \* The scope of teaching is congruent with scope of practice (practitioner as well as a guide)
- \* Well-rounded: various knowledge of medicine, psychology, power dynamics, trauma-informed, somatic, energy, metaphysics, pharmacology, etc.
- \* Continues to engage in various continuing education modes

*“...The [Guided] can access peer reference to confirm [Guide]’s ability.”*

### **SKILLS:**

- \* Communication: some demonstrable knowledge of advanced relational skills; having difficult conversations (staying regulated, non-reactive, listening, being constructive, invites/encourages feedback);
- \* Sets goals (with timelines and benchmarks/markers), flexible access (online, in-person, group inclusion);
- \* Shares serving skills only within their specific scope or orientations of praxis (therapy, neo-shamanic, ceremonial, psycho-spiritual, etc.)

### **EXPERIENCE:**

- \* Demonstrably is in a community of practice where there are mechanisms or opportunities for co-visibility, ie peer review processes, congresses, conferences, convocations, etc.

- *A service history of a minimum of:*

1. 1000 distinct sessions and/or a prior/existing participant base of 300 individuals and/or 4 years of devoted service (for mentors/teachers/trainers);
2. 1500 sessions and/or a prior/existing participant base of 750 individuals and/or 8 years of devoted service (for master-practitioners);

\* A significant personal history with the medicine, demonstrating having had a minimum of distinct experiences, such as:

- 1) (30) distinct guided/facilitated experiences (for mentors/teachers/trainers), or
- 2) (60) distinct guided/facilitated experiences (for master-practitioners), and
- 3) Those experiences preferably with a majority of full releases, and
- 4) Having received from a minimum of 10 different practitioners if the Guide has never previously been in a Guided role

**\*A REMINDER THAT THIS DOCUMENT AIMS TO DESCRIBE, NOT PRESCRIBE\***

*“Mastery is not a title that one can ever claim. It is an undeniable and demonstrable dynamic of being recognized by all those who have eyes to witness it.”*

## **5. ATTRIBUTES THAT THE ONE TO BE GUIDED CONSISTENTLY EXHIBITS**

*(the one GUIDED is a student, trainee, mentee, or apprentice)*

### **QUALITIES:**

- \* Humble, curious, careful, warm, caring, grounded, empathetic

### **BEHAVIORS:**

- \* Studiousness: devoted to learning, with time and effort
- \* Expressive: speaks up if something feels “off” in the relationship and/or in ceremonial processes; attentive: present and listening

### **KNOWLEDGE:**

- \* Committed to continuous learning and growth
- \* Prior study and background knowledge relevant to their work is highly recommended, although not required

*“Knowledge of self – the more we’ve looked at our shadow the less likely we are to harm our clients with our projections or unethical behavior.”*

### **SKILLS:**

- \* Communication: some demonstrable knowledge of advanced relational skills

*“[The] ability to listen and receive feedback from the collective, a recognition of the necessity of the collective wisdom to manage the ego without compromising individual sovereignty.”*

### **EXPERIENCE:**

A personal history with the medicine, demonstrating having had a minimum of unique/distinct experiences, such as:

- 1) minimum of (5) full releases and/or minimum of (15) distinct guided experiences, and
- 2) minimum of half a year from first experience before entering into a training, or
- 3) minimum of one year from first experience before entering into a mentorship or apprenticeship (assisting or other forms of work-for-exposure is not a part of a formal guidance relationship), and
- 4) preferably having participated in the offerings of a minimum of (2) practitioners.

**\*A REMINDER THAT THIS DOCUMENT AIMS TO DESCRIBE, NOT PRESCRIBE\***

## **6. CONSIDERATIONS FOR COMPENSATION FOR A GUIDE'S WORK**

### **To what degree does the Guide rely on the financial proceeds to support their life?**

*“As much as they want to. This is the monetary equivalent exchange of their life force energy in units of time. For instance, if [a mentor] has ten mentees and each relationship fits the criteria of what an authentic, healthy and well-held relationship looks like, then this [may] take 2 hours per week per person, 20 hours per week, which is half [the mentor's] allotted work time, which deserves [their] normal hourly rate in order to sustain [themselves]. It's just energetic exchange which is essential for the sustainability of all things.”*

*“The financial exchange can be structured in whatever way feels right for the [Guide] and [the Guided], and if outside help or support is needed to come to a clear agreement, both parties will be present and aware of any outside advice or guidance issued by other facilitators in the community.”*

### **How will the financial exchange be structured?**

- \* 1) Consultation/coaching time (mentor/master-practitioner guiding mentee/apprentice): hourly, retainer, or flat rates.
- \* 2) Shadowing (the one guided shadows the Guide's offering): percentage of income from participant, hourly, retainer, or flat rates, depending on the arrangement. Agreements in anticipation of continued participant work, i.e. returning client, integration/consultation with participant, etc.
- \* 3) Supervision (the Guide supervises the guided one's offering): percentage of income from participant, hourly, retainer, or flat rates, depending on the arrangement. Agreements in anticipation of continued participant work, i.e. returning participant, integration/consultation with participant, etc.
- \* 4) Training: per course/module, with time commitments well estimated in advance for the trainee/student.
- \* 5) Assisting: work-for-exposure, volunteering, or other arrangements that don't include intentional guidance will have other considerations.

*“Depends on the container offered, and the affordability of the commitment for the economy of a country or region.”*

*“Financial agreement depends highly on logistics [...] and local conditions.”*

## **7. WRITTEN AGREEMENT CONSIDERATIONS FOR GUIDANCE RELATIONSHIPS**

*“Engaging a 3<sup>rd</sup> party [Guide] who signs off on agreement, in case something goes awry, allowing for a trusted mediator to resolve conflicts, dissolve relationships smoothly and/or the ability to transfer over relationship to [another guide] if necessary. Could possibly keep [Guide] accountable. And keeps these guidance relationships collaborative.”*

### **Structure of the Relationship**

- \* Training program outline/synopsis, consultation, shadowing, supervision, inclusion in collectives and/or group events

*“The [one guided] agrees to work within a set of boundaries as established by the [guide] for the duration of the container, and the one [guided] is willing to hold that.”*

### **Safety Issues**

#### **Nature of the Relationship**

- \* Scheduled check-ins and re-evaluations of the quality of the relationship/container;

*The multiplicity of roles is complex and expectation of both parties, particularly around the agreement of when the [Guided] will be able to serve on their own, will need to be given special care. This can cause so much push and pull and drama in these relationships. The [Guide] really needs to be secure in themself and their own practice so that they are not unconsciously holding the [one Guided] back. The [one Guided] needs to be patient and in trust of their [Guide’s] judgement of when they are ready.”*

#### **Payment to Guide**

- \* Quantity, frequency, method, tuition (training)
- \* Continued client work (post-shadowing, post-supervision)
- \* Quantity, frequency, method, tuition (training)

*“How much [Guides] can (or might) charge [participants] is a sensitive subject, but I think mentees/apprentices should know that it isn’t cool to charge more than what their [Guide] charges [their participants] right out of the gate.”*

### **Length of Relationship Container**

- \* Frequency of engagement, course/program length (training), retainer length, ongoing, etc.

### **Outcomes**

- \* What are the goals? How will they be measured?

### **Relationship Closure**

- \* How will the container/relationship come to an end?

### **Agreement renegotiation**

- \* How to adjust the structure of the relationship, how to close prematurely

### **Medicine Supply**

- \* Guide supplying, the Guided has their own

### **Redress**

- \* Advocacy, grievance, and conflict resolution mechanisms

*“Agreement to see a therapist if their own stuff is coming up in big ways and they need that kind of container. I think it’s useful to work with a mentee/ apprentice’s countertransference, but mostly in a curious way – the [guidance] relationship shouldn’t be confused with a healing relationship.”*

### **Witness to Agreement**

- \* 3<sup>rd</sup> party sign off, collective witnessing to new relationships

*“[an alternative to] written agreement is intuition, listening to what life really wants and trust it.”*

## **8. MISCELLANEOUS CONSIDERATIONS PRIOR TO ENGAGING IN A GUIDANCE RELATIONSHIP**

*“What is your WHY in wanting to be in the [Guidance] relationship? Both people, the [Guide] and aspiring [guided one] MUST be actively looking at and maintaining awareness of their own psyches, history, [and] attachment patterns as well as checking in with other members of the community, and working with helping professionals such as coaches and therapists, to work on being aware of their blind spots.*

*They must examine, both together and independently: what informs their perceptual lens as a human being? What are the biases? What structure or attention is given to a self-inquiry practice, if any? Are they consciously engaged in personal growth work and how can they continue that work with integrity and community support?”*

### **For Guides**

- \* Caution: if the guided one is in a challenging financial situation
- \* Patience: proposed agreements not to be entered into with haste; seek peer advice; be mindful of how/when to supply medicine; inclusion into practitioner collectives not to be done with haste
- \* Self-enquiry: do you have a full YES to be in a guidance role with this prospective student/mentee/apprentice?; are you prepared to take on this responsibility?; why: what is your motivation?

*“[To be a Guide] is a really big responsibility. We’ve all got shadow. Guides need to have their own mentors, or places they can be challenged and supported.”*

### **For the one Guided**

- \* Caution: if the guide is in a challenging financial situation
- \* Is the guide in a co-visible environment?
- \* Does the guide have experience guiding?
- \* Learn about guide’s reputation (as a practitioner and as a trainer/mentor/master-practitioner)
- \* Patience: proposed agreements not to be entered into with haste
- \* Self-enquiry: do you have a full YES to be guided by this trainer/mentor/master-practitioner?
- \* Why: what is your motivation?

*“Ask yourself these questions:*

*What is the motivation to wanting to enter into the guidance relationship?*

*What is your WHY to wanting to enter into this relationship?*

*What is your truth?*

*Who are you doing this for?”*

*(Ethical principles on pages 6 and 7 have been developed from, modified and inspired by the following resources:*

[KRI](#))

***(Please note, this is a living, iterative document subject to review and update)***

## **Additional Glossary**

### **Shadowing**

A process where the Guided is witness to the offering of the Guide. Unlike supervision, the one guided is not overseeing the Guide's process but rather absorbing the Guide's work through active witnessing. Ideally, shadowing is distinct from assisting.

### **Supervision**

A process where the Guide oversees the offering of the one guided. Unlike shadowing, the one guided is the lead in their own offering and the Guide supervises. Nevertheless, the Guide is the one who establishes the parameters and structure for a supervision project.

### **Educator**

A practitioner or other figure in the community of practice who has the will and competency to impart knowledge. Unlike a teacher, an educator has no formal students and therefore no responsibility towards any individual. However, the proficiency and validity of the educator will be subject to the calling in or out by the community of practice and/or general public.

*...All is One...*

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