

Everything that happens to you is self-created. Whenever you're responding [behaving] to any situation, whether it's a sip of coffee, or a traffic jam, or a love note, or criticism from a boss, or rainy weather, you're in fact [behaving] to a signal that you generated within yourself.

— Deepak Chopra

Japanese red maple in Autumn, fotolia.com

Official Copy Posted on WGI site.

Black & White Copy may not necessarily be found on following pages.

Message from the Glassers: New Book, <i>Take Charge of Your Life</i>	2 - 3	Bart P. Billings – Relationship Between Meds & Veteran Suicide	16
Linda Harshman - The Future! August Update	4	Schedule of Events	17
Keynote <i>Robert Whitaker</i> – Annual Convention 2011 Ireland	5	Glasser Scholars Update – Bob Wubbolding/Tom Burdinski	18
In Memoriam: Helen McDwyer – Ireland	5	Rhon Carleton – Q & A on Choice Theory and Spirituality	19
William Glasser Association International	6	Dorothy Devine – Becoming a Brilliant Instructor	21
Hats Off! Tribute to Bob Wubbolding	7	Judith Hatswell – CT Growing Leaps & Bounds in Iran	23
Kim Olver – Executive-Director's Report	8	Nancy Herrick – Choice Theory Impact on Moldova	25
Crazy Women Learning in Crazy Woman Canyon, Wyoming	10	Peter Ho – Quality Work: Should = Would = Could	26
Bob Hoglund – Glasser Quality Schools Online Classes: Call to Action	11	Masaki Kakitani – Standardized Needs Assessment Free	27
US WGI Regional Advisory Board	12	Ksenija Napan – Teaching Award Granted – Congratulations!	29
Judy Comstock - Midwest Region 2011 Conference Review	13	C. R. Schollenberger – Bringing NE Region into 21 st Century	30
Frank Dunn – The View from the Chair	13	Bob Hoglund – External Expectations and Standards	32
Terry Hoglund – Finance and Training Manager, WGI	14	& External Control	
Frankie LaClare – Père Mercure at Forefront of School	15	New Faculty & Newly Certified from Around the World	33
Improvement		Did You Know . . . ? & Funny Bone Corner	34

Message from the Glassers



*Take Charge of Your Life,
How to get what you need
through Choice-Theory
Psychology.*

William Glasser, MD

During the last many months we have been working very hard on the rewrite of the old book *Control Theory*, and after looking over the final proofs and sending them to press, we are extremely pleased with the new edition. We believe the new title, *Take Charge of Your Life, How to get what you need with Choice-Theory Psychology*, most accurately reflects what we are all trying to teach the world. We are happy to announce that the book has already received some recognition and praise. It has been selected to receive the Editors Choice Designation from the editorial staff at iUniverse and Dr. Phil McGraw, Internationally syndicated host of the Dr. Phil Show, wrote an enthusiastic endorsement in praise of the book. Also, several foreign language publishers have already expressed interest in translation rights to it.

So, we are on our way towards launching another book that truly stands alone in the message it delivers. While the revision has preserved the best of what people liked about the old book, we hope you will enjoy reading it with a fresh new perspective. We believe *Take Charge of Your Life* really represents what we stand for and are trying to teach the world: helping people to live happier lives because they understand choice theory psychology.

This book is a ‘game changer’ for anyone ready to become the Captain of their own ship. Going far beyond theory and philosophy this powerful book is a hands-on guide to creating, rather than just observing one’s life. A must read and more than once.”

— **Dr Phil McGraw, Host of the nationally syndicated series Dr. Phil.**

Carleen & Bill Glasser

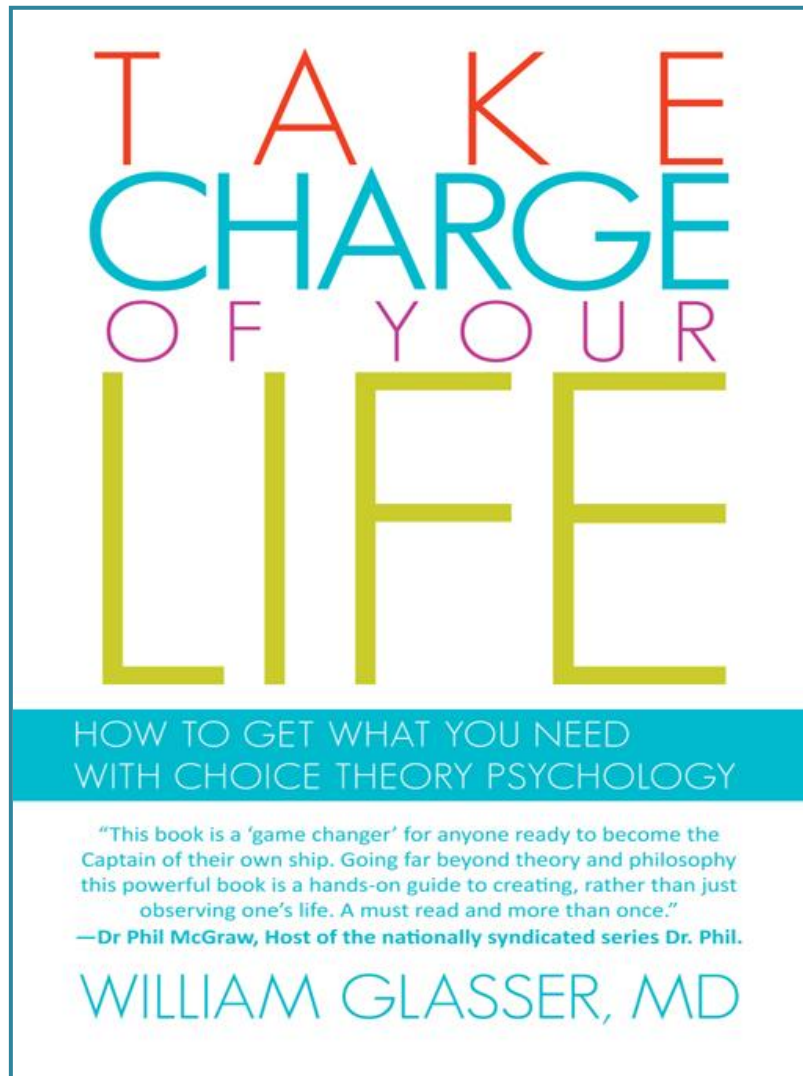
Note: See our new book design on the next page.



Newsletter Design

Articles are presented in alphabetical order by author. Subsequent article(s) by the same author may be found later in the newsletter. Spelling may vary depending on the country of origin. This Newsletter is designed and presented by Jean Seville Suffield, Senior Faculty, The William Glasser Institute, International Communications Consultant, WGI.

Featuring . . .



Some back notes . . .

Are you seeking a happier and more satisfying life? In *Take Charge of Your Life*, author Dr. William Glasser details the choice theory—a science of human behaviors and principles for regaining and maintaining internal control—and the role it can play in helping you regain your personal freedom and choice.

Take Charge of Your Life, a revision of his 1984 book, *Control Theory*, includes choice theory applications. Dr. Glasser explains choice-theory using personal examples and illustrative stories that allow you to learn how to improve your relationships and take charge of your actions. Topics include marital and relationship problems, parenthood, alcoholism, diseases, and psychosomatic disorders. For each situation discussed, Glasser ties behavior to the pictures of what people want in their heads. He explains how the pictures got there and how people can choose new behaviors to get what they really want.

To purchase *Take Charge of Your Life* [book and/or ebook]

www.bookstore.iuniverse.com

www.barnesandnoble.com

www.amazon.com

The Future! August Update by Linda Harshman

This update is being e-mailed to 2011 dues-paying members of The Institute. It has been a while since I sent out any communications because Kim Olver, in her role as Communications Consultant and Executive Director- in-Training, has been doing such a good job in that regard. I am therefore very pleased to announce that with the support of the Legal Board, her official title is now Executive Director of The William Glasser Institute, U.S.A. In that capacity, she will continue to consult with Advisory Board Members and the Professional Development Team (PDT).

With the closing of the physical office in Chatsworth, and some roles being assumed by Terry Hoglund, Kim Olver, Judy Comstock, Bob Hoglund and Jean Suffield this year, questions have been asked about the actual location of The Institute.

We were approved many months ago to do some business in Arizona and Terry Hoglund with her part-time staff receives all monies and paperwork for intensive trainings, faculty programs, and memberships in the US and other countries. The Institute as a legal entity, however, remains as a California non-profit organization where the majority of the Legal Board Members reside and where the Institute's assets and any investments are kept.

The second important piece of information (which many of you who are CTRTC know) is that we now have an elected International Board. Under Brian Lennon's leadership as Chair, the fine work done by interim members to bring us to the point of elections was impressive. I look forward to participation in the dynamic energy of the new board as it addresses worldwide issues to keep Dr. Glasser's body of work and contributions of his followers viable into the future. [Please turn to page 6 of this Newsletter for the report on the International Board which I received from Brian Lennon.]

Questions of course have been raised about the relationship between the Advisory Board, the Legal Board and the newly elected International Board. The roles appear blurred - and they are - and will continue to be so for a period of time. We are in the process of change at several levels and some systems will continue to run parallel to each other.

The Advisory Board is the Advisory Board for the United States only. All countries including the United States will be handling their own administrative affairs and the Legal Board will eventually phase into the International Board - a process that will take several years. The perspective of the Legal Board is that The William Glasser Institute will eventually exist in cyberspace, house the database for choice theory members worldwide, manage the funds of the non-profit organization and be the hub of a vibrant entity making its mark on the world. As most of you know, The Institute because it is a non-profit organization cannot be owned by any individuals or entities.

August Update by Linda Harshman

Finally, I want to mention that plans are underway for the 2012 International Conference in Los Angeles.

I look forward to re-connecting in person with many of you again. I miss those relationships which have been part of my life for so many years.

Best,

Linda Harshman, MSW

Ireland: Annual Convention 2011

VENUE: IRISH MANAGEMENT INSTITUTE, Sandyford, Dublin

DATES: 14th and 15th October 2011

KEYNOTE SPEAKER

Robert Whitaker

Prize-winning author of "Mad in America" and "Anatomy of an Epidemic."

Write this important event into your diary now and book [accommodation](#) immediately. We already have some exciting presentations lined up for you and will publish details of them soon. Check out www.wgii.ie/ for updates.

In Memoriam: Helen McDwyer – A Great Lady!

Our love and deepest sympathies to the family of

Helen McDwyer
24 Butterfield Close
Rathfarnham, Dublin 14

News from The William Glasser Association International

The first Elected Board of The William Glasser Association International is formed.

We are very pleased to announce that our elections have gone off smoothly and that all vacancies on the International Board have now been filled. Nominations had closed on 4th July and voting continued until 22nd July. Where the number of nominees matched the quota of representatives for an area those nominees were deemed elected. Where the number of nominees exceeded the quota, those who headed the poll were appointed as representatives. In the event of a tie the number of second or third rankings awarded to each candidate was used to resolve the matter.

The International Board

The seven areas have been created provisionally by the Interim Board as a way to ensure that everyone has representation on the Board that the Board is an efficient size The number of representatives is based on the number of certified people in each area. We are aware that this division is not final. It will be revised and updated by future Boards.

- **Lucy Billings Robbins, Nancy Buck and Bob Hoglund** [Resigned September 2011. See page 11.] representing United States of America
- **Ellen Gélinas and Jim Montagnes** representing Canada
- **John Brickell and Mirjana Palcic Bubnic** representing Austria, Belgium, Bosnia & Herzegovina, Croatia, Denmark, England, Finland, France, Germany, Ireland (Republic), Italy, Macedonia, Malta, Netherlands, Northern Ireland, Norway, Poland, Scotland, Slovenia, Spain, Sweden, Switzerland, Wales
- **Ivan Honey** representing Australia, New Zealand
- **Masaki Kakitani and Peter Ho** representing China, Hong Kong, Indonesia, Japan, Korea, Malaysia, Philippines, Republic of Singapore, Taiwan, Thailand
- **Juan Pablo Aljure** representing Argentina, Colombia, Cuba, Dominican Republic, Mexico, Nicaragua, Paraguay, Brazil
- **Mitchell Messina** representing Albania, Bahamas Is, Bahrain, Egypt, Grand Cayman Is, Iceland, India, Iran, Israel, Jordan, Kenya, Kuwait, Russia, Saudi Arabia, South Africa, Turkey, Ukraine



In addition to the 12 elected representatives, the International Board has one representative of the Legal Board (non-voting) and the Chairperson. The current chairperson was appointed by Dr. Glasser for a period of 2 years ending in July 2012. From that date onwards the chair will be an elected position.

We extend a very special thanks to all those who allowed themselves to be nominated and to all those who voted in this election process.

The International Board has the full approval of Dr. and Mrs. Glasser.

Brian Lennon Chairperson, William Glasser Association International - 4th August 2011

Hats Off Tribute to Bob Wubbolding as Director of Training

This is the first year in 28 years that I have not attended an Institute conference in the summer. I will miss visiting with you and hearing about your challenges and successes over the last year. I will particularly miss having an opportunity to speak at the conference on the many contributions of Bob Wubbolding who resigned from the position of Director of Training.

If I had been in Schaumburg, I would have asked you to publically join with me to acknowledge some of those many contributions: (a) promoting the growth of reality therapy and choice theory in many cultures worldwide by personally going to those countries, teaching the ideas there and helping them develop their own organizations, (b) calling for research on the use of those ideas in various cultures, (c) seeing the ideas reflected accurately in universities and within counseling organizations, (d) writing books, (e) dealing with ethical issues, (f) serving on the Advisory Board and Professional Development Committee, and (g) having a presence at Certification functions and conferences.

Bob made himself available to discuss Institute business 24/7 whether or not he was in town or not. His commitment to our mission and the survival of our organization into the future is unquestionable. He has also been active in sharing his ideas on the Interim International Board of Directors.

One of my great joys at certification sessions was to watch a true Master Teacher at work as he role-played with challenging clients. It was such a privilege to watch his creativity – his sensitivity to the client's world, his attention to ethical issues, his use of paradoxical techniques and well-timed humor.

On behalf of the Glassers and myself, thank you Bob for all you have given through many exciting and challenging years with The Institute. We have entered a new phase of growth as an organization and I know you will continue to teach these ideas to the world and touch the lives of many. I know you already have.

Your Associate and Friend,

Linda S. Harshman, MSW

Executive Director, WGI

Greetings from the new Executive Director for The William Glasser Institute U.S.

Kim Olver
Executive Director - WGI

Hi Everyone,

First I want to thank everyone who sent me well wishes on becoming the new Executive Director for The William Glasser Institute US. It is my sincere intent to serve you well.

Congratulations to the newly-elected Board members to the **International Board**. They have a great responsibility and I'm certain they will lead us all into an exciting and secure future. On that note, you may or may not know that Bob Hoglund has resigned from the International Board. Brian Lennon was presenting at the Australian conference at that time. Please check the website for further news.

As you know, we are attempting to build up products created by dues-paying members and which may be bought on the website. Since Bob Hoglund will no longer be serving as the Institute's Program Development Consultant, please email me at kim@wglasser.com if you have a proposal for any **online courses** you would like to offer.

We will also be offering a **monthly phone conference** called *Inquires, Ideas and Involvement*, in order to provide US members with a venue to have their questions answered, make their concerns known in a productive way, and provide suggestions to the WGI leadership. It is going to be mainly an open forum for US dues-paying members to get their questions answered. Look for the email indicating details that this phone conference is starting. This call will be scheduled on the **second Tuesday of each month** at 7:30 PM ET/4:30 PM PT. To register, go to www.wglasser.com, click on "Membership" in the left navigation and login. At the top of the page you will find a link to register for the mastermind group. We want to hear from you, so please join us.

Secondly, we are starting a **phone conference with learning in mind** called *The Choice Connection*. These calls will be scheduled each month on different dates and times to make it possible for maximum participation. Everyone on our mailing list is invited to attend, whether or not they have taken any training. I will be hosting the first call about relationships on October 19th at 8 PM ET/5 P M PT. Join us and spread the word.

We have a **new product** up on the webstore created by Bob Wubbolding. It's a power point that accompanies his book, *A Set of Directions*. There are plans for other product development. Nancy Buck's parenting product is next to be posted.

Greetings from the new Executive Director for The William Glasser Institute U.S.

We also have **another new product** in the password-protected area on the website for dues-paying members only. Ken Larson created a power point detailing the steps you can take to create your own power point for an online course. You will find it at the top of the page.

There are new entries on the **blog**. Please check it out at <http://freedomthroughchoices.blogspot.com/>. If you are interested in blogging, simply write your post in an email and send it to Mary Graham at mivais@hotmail.com.

This year when you pay your dues, you will have the option of taking out a **lifetime membership** at a special low introductory rate. If you are not yet faculty, lifetime membership is \$300. If you are faculty and want to take out a lifetime membership, then the cost is \$500. Look for these options when you complete your membership form this year.

We plan to create a track for **Glasser Quality Organizations** to parallel the one we currently have for Glasser Quality Schools. If you are an organization committed to using Choice Theory® and training your staff in Dr. Glasser's ideas, and you would like to be involved in creating the criteria for Glasser Quality Organizations, then please send me an email at kim@wglasser.com.

One of the biggest accomplishments of recent note is getting the **website issues corrected**. We didn't know whether the problem was a hosting issue, a programming issue or a problem with the website program itself. When I asked the membership for help with Joomla, I received so many helpful responses. There was enough information to allow our webmaster to determine that the problem had to be a hosting issue, even though our hosting company had told us numerous times that the problem wasn't at their end. We gleaned enough information from all your helpful suggestions to get the hosting company to take another look. They detected and corrected the issue.

We also experienced a problem in accessing email but this has since been corrected. Most recently, our site was hacked. Thanks to all of you, who wrote to notify me of the problem, we were able to correct it. As a result, our website should now be up and running consistently. Thank you for all your help!

Lucy Billings Robbins is helping the Institute create a **Faculty Retreat** that will be a need-satisfying experience for anyone who attends. We want all instructors, instructors-in-training, practicum supervisors and practicum supervisors-in-training to attend.

Save the Dates: The International Board has agreed to host **The William Glasser Institute's 2012 INTERNATIONAL Conference** June 9th - 12th, at Loyola Marymount University in Los Angeles.

University of Virginia, James Madison University, The William Glasser Institute, and Albemarle County Public Schools are preparing to sponsor a **free international online conference in April 2012 for**

Greetings from the new Executive Director for The William Glasser Institute U.S.

educators all over the world entitled, *Breaking Tradition: Progressive Educators from Kindergarten to University Share Their Best Ideas*. Please plan on attending and talking it up with all the school folks you know. This is being planned and organized by newly-approved Basic Instructor, Charlotte Wellen from Virginia. Watch the website for more information.

Please note that there is a new Participant Data Summary and Check Transmittal Form available online in the password-protected area. The information may be typed online and includes more information that will be helpful in providing the Directory for members to access. Please discard any old forms and begin using the new one from now on. Thank you.

That's all the news I can think of for right now. I am looking forward to the continued journey with you of teaching the world Choice Theory.

Crazy Women Learning in Crazy Woman Canyon, Wyoming

Laughter and learning was in order in Crazy Woman Canyon, Big Horn National Forest, Johnson County, Wyoming, for a ½ day of extra fun with Lucy Billings Robbins and Jean Seville Suffield, Senior Instructors, WGI, during a PSP – Training. [See page 39 for group photo of Basic Instructor Trainees.]

Thanks and Appreciation to Bob Hoglund



Bob Hoglund
US Board Representative, West Region



I have resigned from the International Board of Directors, and as Professional Development Consultant. The simple fact is that I was overextended with all of the Institute positions that I held, and needed to clear some of the responsibilities that I had assumed. I am currently still the West Regional Board Representative to The William Glasser Institute US Board of Directors.

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I want to thank Bob for the dedication he has to Dr. Glasser's ideas and the invaluable support he gave me during his tenure as Program Development Consultant. Currently, we will not be replacing this position but plan to continue some of the work Bob started with a Glasser Quality School Work Group to revise the competencies for the Quality School program. I am pleased Bob is continuing as the representative for the West Region and wish him the best in all future ventures.

Yours in Choice,

Kim Olver

Executive Director USA
The William Glasser Institute



U.S. WGI Regional Advisory Board

At Your Service!

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Pueblo West, CO 81007
HOME: (719) 547-9875

fedunn38@msn.com

This e-mail address is being
protected from spam bots,
you need JavaScript enabled to
view it.

www.glassersmr.com

Cindy McClung - Southeast Region
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CindyKM@LeeSchools.net

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bob@bobhoglund.com

www.wgiwestregion.com

Term of Office: January 1 to December 31, 2011

We encourage you to be in touch with your representative to obtain information about activities in your region including meetings, newsletter publications, upcoming training, and other events.

Midwest Region 2011 Conference Review

Judy Comstock, Consultant - WGI
Certification & Faculty Programs
Conference Chair

Report on The William Glasser Institute, Midwest Region 2011 Conference
July 7 – 9th Schaumburg, Illinois.

The participants at the July WGI Midwest conference in Schaumburg, Illinois had great keynote addresses and breakout presentations. Dave Betz had us rocking and drumming to *The Rhythm of Choice Theory*; Bob Wubbolding gave the Friday morning keynote and role play demonstration; and Charlotte Wellen shared many insights from a number of the Glasser Quality Schools. We had about 20 wonderful breakout sessions and had a wonderful time connecting with old friends and making new ones. Many of the participants took stretch limos down to Navy Pier for a night out in Chicago. We had a few international colleagues join us as well as folks from all over the United States.

Judy Comstock
Conference chair

As a WGI Consultant, Judy works with the U.S. Advisory Board Members in helping them to organize Certification and Faculty Training which are sponsored by the Regions. She also prepares the certificates for the faculty after endorsement programs. You may e-mail Judy at: jcomstock@wglasser.com

U.S. WGI Advisory Board: View from the Chair

Frank Dunn, Chairperson
U.S. Advisory Board

I continue to be impressed with the level of involvement and dedication of the members of our U.S. Board and the many, many of you who are actively developing new ideas, programs and processes designed to support and extend the international promotion of Dr. Glasser's ideas. Changes are taking place, people are excited and a sense of renewal is in the air. Change can be difficult and sometimes confusing, but I am confident that the end result will be something we all can be proud of. My space here is too short to make any attempt to summarize all that is taking place. You will find that information in this and subsequent newsletters. My word to all of you is, "Thank you for all you are doing; your thoughts, suggestions and participation in Institute trainings and activities are what will help us flourish in the 21st century."

Report from the WGI Office of Finance and Training!

Terry Hoglund
Finance and Training Manager, WGI

The past few months have been filled with lots of learning and doing for the WGI Office of Finance and Training! There have been lots of clerical tasks to fulfill, but more importantly lots of communication with many of you in the WGI family.

As we are all moving through this transition time, I wanted to clarify a few things that I need for processing the work I am responsible to complete.

1. I am responsible for processing all monies owed to the Institute for training and memberships from the United States and all other countries.
2. I also receive all membership forms and all requests for NBCC and Continuing Education Credits. Forms for membership and education credits are on the website and must accompany your requests.

For the trainings that are held in the United States, I will be sending three things out to sponsors and/or instructors. These three things are:

- *How the Brain Works* charts
- Certificates for the level of training being held
- List of practicum supervisors for the region where the training is being held.

If you know ahead of time that you will have participants from other regions attending, please send me an e-mail and I will add that to your supplies. My goal is for you to receive the materials about 3- 5 days before your training. If you need them earlier, please let me know by e-mail at thoglund@wglasser.com.

All other forms that are needed are on the website in the Password protected area.

IMPORTANT: For weeks in the United States, the regional representative from the area where the training is being held **must** sign your application form before it will be posted on the website or approved by the Institute.

Countries outside of the United States have their own internal process for tracking trainings. Please send the participant information and payment for the Institute to me by e-mail, fax or regular mail. All money that is owed to the Institute should be sent to me and I will then pass on any paperwork that needs to be forwarded to anyone else. Very soon we will have forms on the website in Excel for those of you who do not have the software to support the PDF files.

Report from the WGI Office of Finance and Training!

By now, all US instructors should have received an e-mail and attachment from me with the forms I need to process your training documents. When training records are sent back to me I need:



- The Participant Data and Check Transmittal form
- The payment
- Choice Theory/Reality Therapy Customer Feedback (Training Evaluation) forms

The Participant Data and Check Transmittal form is a PDF fillable new form that you can complete and send to me. We are compiling data from the Customer Feedback forms so I need at least a copy of the forms that each person filled out.

If you have any questions, the best way to reach me is by e-mail at thoglund@wglasser.com. Normally you will receive a reply from me in 24 hours but please understand that there may be times when it might be longer. If you do call me at 480-606-8857, please leave a message. I also now have a mailbox on the general Glasser phone number so you are welcome to leave a message there. When you leave a message let me know what part of the country or world you are in so that I do not call you back at an unwelcome hour! I am working to make processes as easy for you as I can. There will be some bumps along the way, but if we work together we can figure it out! Thanks for your understanding through all of these changes. I look forward to working with you in the future.

Terry Hoglund

Père Mercure School at the Forefront of School Improvement North Battleford – Saskatchewan

Frankie LaClare
Basic Instructor, WGI

Exciting training for school improvement based on the Glasser Quality School model is taking place at Père Mercure School in North Battleford, Saskatchewan with the French Conseil des écoles fransaskoises, a school district whose heart matches the size of their territory, the whole province of Saskatchewan in Canada. The teachers and Principal have embarked on a path leading to Certification whereby intensive training instruction is done in-house with teachers returning to the classroom to teach their students some aspect of Choice Theory. Instruction is then followed by debriefing the classroom session with further training about concepts, skills, new strategies and intervention techniques and planning for further classroom sessions. This hands-on practical training model works for us and is being used throughout the district. Please enjoy the photos on pp. 17 – 18 – 36.

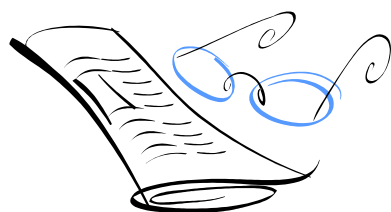
Testimony: Exploring the Relationship Between Medication and Veteran Suicide

Bart P. Billings, Ph.D.
Choice Theory/Reality Therapy Certified

Finally, what some of us have been preaching for 19 years at the INTERNATIONAL COMBAT STRESS CONFERENCE is revealed in the New York Times today:

Drugs widely prescribed to treat severe post-traumatic stress symptoms for veterans are no more effective than placebos and comes with serious side effects . . .

I have been personally stating this since 1974 when I first started working with vets experiencing residual effects of Combat Stress. I have always advocated Integrative Treatment without meds and now maybe the field of mental health will view things differently. It's been a long battle that left many scars. Dr. B. wishes to share the article.



New York Times

August 3, 2011

Page 13

Antipsychotic Use Is Questioned for Combat Stress by Benedict Carey

Here is the link:

http://www.nytimes.com/2011/08/03/health/research/03psych.html?_r=1&ref=benedictcarey

Notes on the Annual International Military and Civilian Combat Stress Conference:

This conference is the longest running and one of the best of its kind in the world. It has been referred to by many who attend as the "Gold Standard" of all Combat Stress Conferences. Throughout the years, this conference has trained both military and civilian staff to provide services to military personnel experiencing Combat Stress related problems, as well as problems experienced by civilian disaster workers and victims.

This is one of the few conferences that invites spouses and/or family members (number depends on available seating) to attend free of charge so they can also be informed of the latest information possible on Combat Stress related problems.

For more information, feel free to e-mail Dr. Bart Billings at bbillings@omnisonic.com or call the following number (760) 438-2788. Conference website is <http://tservcsc.bizhosting.com> with registration phone number 1-800-547-2736.

Schedule of Events

Conferences

Save the Date November 11th – 12th, 2011

West Region Conference

Loyola Marymount University in Los Angeles.

For more information go to glasserwestregion.com

Contact: [Bob Hoglund](#)

(480) 861-3116

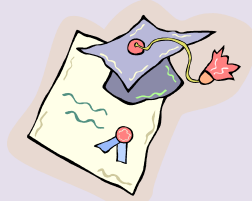
Certification in Canada

Once you have registered with your deposit, a confirmation email will be sent to you.

July 4 - 7, 2012

Saskatoon, Saskatchewan

French and English



Request for Application to

Norma Ahrens

(604) 985-7567

nahrens@shaw.ca

August 16 - 19, 2012

Moncton, New Brunswick

French and English

Glasser Scholars Update

Bob Wubbolding, Senior Faculty, WGI
Tom Burdenski, Basic Instructor, WGI

In 2007 Emerson Capps, the WGI board representative from the Sunbelt region, suggested that 12 university professors receive scholarships funded by The Institute for the entire certification process. The advisory board and Dr. Glasser endorsed this program. The Glasser Scholars program was taught by Bob Wubbolding, Pat Robey and John Brickell. In return for these certification scholarships, they were asked to conduct research on reality therapy.

This research is widely understood as teaching, publishing and presenting at conferences as well as community activities. Moreover, 12 Glasser scholars were able to begin and complete their faculty training and in February 2011 achieved endorsement as basic intensive training instructors. A recently completed survey of the Glasser scholars revealed the following results.

They have been active in their communities teaching CT/RT to many community groups, in fact, too many to list. They have taught five classes in reality therapy through their universities, published 26 book chapters or journal articles, as well as two books and 33 presentations at conferences.

As the director of the program, I (Bob Wubbolding), have stayed in touch with them and I can say that they show no sign of lessening their commitment to teaching and researching CT/RT. Moreover, two Glasser scholars, Tom Burdenski and Mary Graham, are now members of the US advisory board. The scholars are: Sylinda Banks-Gilchrist, Mark Britzman, Tom Burdenski, Willa Casstevens, Gloria Cisse, Jeri Crowell, Jill Duba-Sauerheber, Mike Dyson, Brenda Faulkner, Mary Graham, Cynthia Palmer Mason, Neresia Minatrea, and Tammy Shaffer.

All You Ever Wanted to Know About CT/RT/LM/QS But Were Afraid to Ask

Q & A on Choice Theory and Spirituality

Rhon V. Carleton
Senior Faculty, WGI

Question

I was wondering how the bible compares to choice theory especially when you have verses in proverbs that say 'he who spares the rod hates his son.' Also, what does choice theory say about demon possession and the spiritual world? Also, when the bible talks about all have sinned and fall short of God's glory and that we need to be saved. How does choice theory view these things?

Answer provided by Rhon Carleton

Let me first mention that I have been associated with Dr. Glasser and The William Glasser Institute for 35 years. The comments I will share are my understanding of Dr. Glasser's take on these topics. Dr. Glasser has deliberately stayed away from couching choice theory and reality therapy within the context of any world religious view. He seeks to offer his theory of how the human brain works to choose behaviors based upon his observations, study and conclusions which will apply equally to persons of all faiths, races, cultures and nationalities.

I was drawn to the study of CT/RT when I came to realize that this is the closest secular system to a biblical understanding of human behavior. In theological terms, I believe that Dr. Glasser has received his singular, unsurpassed understanding through general revelation. There is a biblical reference in Romans 1: 20 which reads: "For since the creation of the world God's invisible qualities---his eternal power and divine nature---have been clearly seen being understood from what has been made," Dr. Glasser has used general revelation in uncovering the way our brains work to chose need-fulfilling behaviors to get what we want the most now.

CT would agree that every human being has a basic need for freedom (mankind's nature is that he/she is free to choose). Each person chooses to place pictures that he/she believes to be most need fulfilling in his Quality World. This would include pictures of systems of faith and morality. We may choose to include pictures of God, religion and references to child discipline in our Quality World. You mentioned the verse that speaks of "he who spares the rod hates his son." Many are raised by parents who practiced physical discipline in nurturing children. "No pain, no gain!" Choice Theory defers to the procedures of reality therapy in having adults and children alike self-evaluate their behavior and make more effective choices. The only time I heard Dr. Glasser advocate [external control psychology] is when the young child may be choosing a life threatening behavior such as running in front of moving cars. There has been a children's made-up game called "Yikes!" where a child deliberately runs in front of a moving car. This would be such an incidence when [external control] may be in order.

All You Ever Wanted to Know About CT/RT/LM/QS But Were Afraid to Ask

Q & A on Choice Theory and Spirituality

You also asked, "What does CT say about demon possession and the spiritual world?" I referred to placing pictures of our spiritual beliefs in our quality world. They are sometimes harder to take out of our quality world than to put them in. Pictures of our beliefs about demon possession will also be placed in our quality world when we see them as need-fulfilling. CT does not have a statement of belief concerning theological positions of demon possession or any other specific religious doctrines. Instead, if a person chooses one or more of the seven deadly habits, we help him self-evaluate the consequences of such behaviors and to choose to replace them with the seven caring habits (see Matthew 7:1-2, Romans 2:1, John 12:47-48 and Luke 6:38).

Your last observation was, "... when the bible talks about 'all have sinned and fallen short of God's glory' and that we need to be saved. How does choice theory view these things? Both CT and Judaeo-Christian faith believe that mankind was created good. The Judaeo-Christian belief is that mankind was tempted and chose through freedom to go against God's perfect will. In CT the origin of temptation comes through our creative reorganization process that pops pictures of need fulfilling alternative behaviors without regard to morality. We may choose a need fulfilling behavior which we believe to be against God's will (sin) and join all of humanity who have done likewise. CT and scripture talk of "guilting" behaviors. Dr. Glasser once said that "if we chose to guilt enough, it will keep us from doing the temptation again." The scriptures talk about "being saved" from the cycle of sin and moving toward reconciliation with others and God (see I Corinthians 10:13, Hebrews 4:15, I John 1:9, and Psalm 32:5).

Christians usually believe the concept that Jesus Christ, the redeemer, paid the price of the punishment we deserve for our sinning. He could do this because he had no sin of his own and willingly died for those who believe in him as Savior, that they may have eternal life (John 3:16) living in God's eternal kingdom. Choice Theory uses the procedures of reality therapy to establish reconciliation in relationships between people and the God of their belief system.

I hope this has been of some help. I did a seminar in 1994 on CT and RT in the Christian Context which explained these concepts in greater depth. I hope to update this seminar on a DVD in the future.

Rhon V. Carleton, Senior Faculty, WGI

International Issues

Jean Seville Suffield in her role as International Communications Consultant with WGI will clarify questions that may include training procedures, conditions in organizing new associations affiliated with WGI, exceptions in facilitating training and fielding other inquiries on international issues and events. Jean's ongoing connections with members of the international community over the years provide the relationships needed for this position. You may reach Jean at jeanseville@wglasser.com for Institute business.

On Becoming a Brilliant Instructor

Dorothy Devine
Senior Instructor, WGI Australia

Dorothy has worked with the ideas of Dr Glasser since 1982. She is Senior Faculty with the WGI-A. As a lifelong learner Dorothy has a passion for making learning needs-satisfying and transformational. She has studied the crucial nature of adult learning and how this field of theory impacts on participants in intensive training and practicum sessions.

As practicum supervisors and instructors within the WGI-A, our business is to ensure the time participants spend with us is so compelling, that they are prepared to persist when difficulties loom. Challenging them brings a sense of satisfaction and accomplishment when success is gained and is so engaging, that they chose this approach from all the other possibilities their lives presented.

In Choice Theory terms our sessions will meet this quality agenda when we provide a needs-satisfying training that is safe, empowering and fun and where people are valued and respected, and given significant choices.

This is the first in a series of articles where the role of teacher and the teaching relationship is explored. It invites us to self-evaluate our training with these ideas in mind.

The very first priority on accepting the role as instructor is to nurture oneself. We cannot give what we haven't got. In case of emergencies passengers on airline flights are told that if oxygen masks are required, the adult must put the mask on first before assisting any less able person.

How does that apply to our training session? The instructor can become so busy in the role that limited energy is given to self-nurture. Without attention to this issue, the old brain can use some very creative fight or flight behaviours and cause considerable damage to relationships, relationships that are critical to learning.

SURVIVAL - When thinking about Survival be sure to:

Know your body limits concerning health issues and do not push beyond the boundaries prior to and during sessions.

- Have a good night's sleep prior to and during sessions. Being overtired increases the probability of rational reasoning and problem solving taking place.
- Have a healthy intake of water using a glass of water every hour. Water bottles are amongst the most unhygienic practices of modern life.
- Eat healthy foods. Especially avoid high carbohydrate snacks as they increase lethargy and slow brain function.
- Provide frequent short breaks for standing, stretching and deep breathing. Brain Gym exercises are perfect during training
- Continuing to teach and debrief during breaks will contribute to exhaustion. Take time out for yourself and be unavailable for a while. This space allows the brain to relax and revitalize.
- Be able to forgive yourself for being less than perfect. Learn the lesson and move on.

On Becoming a Brilliant Instructor

BELONGING – Remember:

- It is the ‘song not the singer’ that is the reason for training. Instructors are critical but are still secondary to the information and the learning.
- Plan involving activities which allow participants the opportunity to develop friendships amongst themselves. We cannot be all things to all people.
- The balance between being ‘friendly’ and ‘friends’ is one of the most difficult to maintain. This meshing of roles and relationships can cause much angst.
- The role is one of teacher/trainer not counselling. Stay with the role. Counselling is another agenda at another time.
- It is a fact of life that despite all our efforts, there will be people in our groups that will never like us. Accept it.

POWER - Be sure to:

- Plan and prepare. The preparation phase takes 2 to 3 hours of preparation for each hour of presentation. Do it. Less preparation demonstrates lack of respect and undermines credibility and participants’ ‘good will’ will run out.
- Be organised. Have handouts, materials, and schedules ready for use. Keep a record of topics covered and exercises carried out. Things will be less arduous in the future.
- Respond to participants’ needs and go where they need to go which means all the preparation may seem unwarranted. Take heart it will be used in another session.
- Be on time or better still be the first person at the venue. This is an ideal opportunity to reorganise the physical environment for group work and activities.
- Keep to time announced. We all have other lives and running overtime disrupts family schedules, other appointments and demonstrates a lack of boundaries.
- Go for depth rather than breadth.

FREEDOM AND CHOICES - Remember

- It is a choice to be a trainer. There are far more lucrative activities than this.
- You have the right to say no to training opportunities.
- Visit the big picture you have chosen to follow via this path and refer to it in the really difficult times. It will get you through.
- Involve participants in this vision to work towards a common goal.

FUN - Remember

- Be playful and fun-loving.
- When being an instructor is no longer fun. Quit.

Article originally published in the WGI-A newsletter. Printed with permission.

Choice Theory Growing in Leaps & Bounds in Iran: Judy Hatswell's Report - 2011

Judy Hatswell
Senior Faculty, WGI
Australia

Teaching Choice Theory to people in Iran is only recent but what an impact it has achieved! Presenting Advanced Intensive Training and commencing the training for the first Advanced Practicum groups in Tehran was both an exciting and humbling experience. The internalization of Choice Theory, Reality Therapy and Lead Management concepts demonstrated that excellent teaching and learning strategies had occurred. Participants shared the varied programs in which they were implementing Dr Glasser's ideas. All participants were thirsty to learn new strategies and develop a deeper understanding of Choice Theory knowledge.

Many western press stories about Iran are not always positive but I found all the people I worked with to be caring, gentle and highly educated. The sophistication of the Persian people is evident in all aspects of their culture particularly in education and the arts. I found everyone I met to be charming and so interested in learning about methods to help their people and to improve themselves. Sessions were intense but fun. The humour, musical skills and innate hospitality of the Persian people came through. In Iran the guest always comes first.

While the teaching of Choice Theory is in its infancy in Iran, psychiatrists, psychologists, educators, counsellors and a mix of people from varying professions are applying their newly-gained skills with energy and success. To mention a few:

- Three psychiatrists are using Reality Therapy with clients while one, who teaches at the Tehran Institute of Psychiatry is teaching RT to Residents completing their training.
- Psychologists and Social Workers were applying and using their new ideas in research for doctoral theses.
- Many experienced professionals in mental health and counselling were enthused how they were empowered by helping clients learn the skills of personal responsibility. A constant theme from those working as therapists was the strength they felt both personally and in teaching clients to take effective control of their own lives. Moving from the 'fix it' mode of rescuer to one of counsellor and teacher in an educative way still with empathy, understanding and support. It was important to all participants to understand the change of focus of their thinking and practice from victim to identifying how they can have a positive influence with clients, family, friends and colleagues. One psychologist indicated how focusing on CT in her couples therapy has lead to better outcomes.

Choice Theory Growing in Leaps & Bounds in Iran: Judy Hatswell's Report – 2011

- Educators using Lead Management to develop curriculum and define quality learning outcomes and parenting programs were evident in schools. One school is working with great enthusiasm to become a declared Quality School. This is a courageous endeavour in a country with limited school budgets and a central curriculum and examination regime.
- A Professor in Special Education has developed a questionnaire he is trialling and norming. Its purpose is to help develop intervention programs for students with special needs.
- One woman in the Advanced Practicum group is teaching Choice Theory to colleagues at the school of medicine Tehran University.

Other applications of Choice Theory in factory and business environments were discussed. One course participant is teaching rescue teams to use CT/RT in crisis situations.

In a country where there are limitations on the expression of public personal opinion, the internal freedom gained by those who attended our training was a feature of the evaluations we received.

Dr. Ali Sahebi, a Senior Faculty now living in Australia, is the pioneer for CT/RT/LM work in Iran. He has many examples of the success of individuals in using Choice Theory for system and personal change. For me, teaching Choice theory in another culture was a growth experience. Role-playing techniques for counselling resistant clients and providing guidance to participants with a variety of practice situations required me to be very creative.

My experience in Iran was most challenging and enjoyable. It is a land of contrasts and beauty whose people have great pride in their rich cultural history. In Persepolis we saw the past glories of the Kings of Persia and other cities displayed the beauties of Islamic architecture and culture in private and public structures. The preservation of the past is obviously a priority.

Ali will continue to return twice a year to his country of origin to continue implementing his passion to teach Choice Theory. Gaining a Visa to visit Iran is not easy; however, I am looking forward to the possibility of returning to this beautiful country to continue to support the sharing of Dr. Glasser's ideas across the world.

Choice Theory Impact on Moldova

Nancy Herrick
Senior Faculty, WGI

In late April and early May, Ms. Galina Chira organized over one hundred educators and high school students in Chisinau, Moldova to come together to listen to Choice Theory, the ideas of Dr. Glasser and the Quality School process. Moldova, an eastern European country, has been communist until two years ago when they began a transition of government. They are now a coalition of democratic parties. These Moldovan educators are very warm, hospitable people excited to adopt a new perspective and to learn new methods to improve their relationships with students.

Sponsored by a grant from the International Research and Exchanges Board (IREX), I presented several workshops during my stay. Ms. Chira and her husband, Mihail, teach English at Liceul Pometeu-Prim, a large private academy in Chisinau which hosted the workshops. Larisa Silvestru, Principal of the Elementary part of the academy (She and her husband are the Directors and founders of the Academy) attended many of the sessions and encouraged nearly forty teachers from her school to attend one or more of the sessions. Ms. Silvestru was very pleased to have the opportunity to offer Choice theory to her faculty and students. Other educators from other parts of the country were also inspired to participate. These included principals, vice principals, directors of teaching resource centers, University department heads, a chief specialist at the Chisinau Municipal Department of Education and heads of regional centers across Moldova. Ms. Chira had received CTRT training during a graduate program at the University of West Alabama in 2009-10, and was determined to bring the ideas to her homeland when she returned a year ago. In 2010, she secured the IREX grant and began researching interest among her co-workers. This training was the culmination of her sole determination with the support of IREX and her husband, Mihail Chira.

A one-day lead management workshop was presented for administrators and leaders in the Moldovan government, the University and several private and public schools. Another one day was specifically designed with a classroom management focus for K-12 educators. Ms. Chira invited high school students to attend an evening discussion with me on the benefits for them if Choice Theory were to be incorporated into their school programs. The students were very interested and wondered if these ideas would actually be adopted and practiced by their teachers. Despite the fact that the dates of these trainings were all during a school holiday, more than 60 people attended and about 25 students participated in the discussion sessions. From the preliminary advertising and the short workshops, additional educators signed up to take the Basic Intensive training, so a second group was formed. These two training groups were taught over the following few days.

[Continued on page 27 . . .]

Quality Work: When Should = Would = Could

Peter Ho

President, WGI Singapore

When an employee is hired, she is given a role to perform in the organization. This role is defined by the organization to ensure the total functioning of the team to produce a service or product. It also defines the kind of behaviour that is expected of the employee. In her work, it is usual for the others in the organization to expect her to behave in an acceptable manner that demonstrates that she is collaborating with others. As such, there is the notion that she "should" do this or that! When she does not deliver what she "should" do, she is deemed to be uncooperative and probably branded as a low performer.

From the Choice Theory perspective, one can deem these expectations as the Quality World of the Organisation – the OQW – the collective Quality Worlds of the management and the employees. The corporate brain is nonetheless made up of the individual brain of the employees and more importantly those of the managers. These brains have their own Quality World pictures that continuously compare with the perceived world. When they perceive that the way the employee is behaving does not match the OQW pictures, the scales are tipped and they will behave to attempt to get a match. (Reference to Choice Theory® Brain Chart).

As a Lead Manager (LM), one needs to explore a little further in managing the “shoulds” when managing people in an organisation. There is often the assumption that a superior’s "should" is equal to the employee's "would" i.e. compliance to instructions and carrying out the defined role of the position held.

SHOULD = WOULD

From LM's perspective, a person's “would” is connected to her wants and Quality World pictures and, in turn, her basic needs. A gap is created if the "should" of the organization is not aligned to her "would." When the individual’s QW is not aligned to the OQW, one can expect the following outcomes:

SHOULD ≠ WOULD

- The employee does not execute her duties and thus puts her job at risk;
- The employee complies because she is getting an income that will allow her to attain her wants outside of her job.

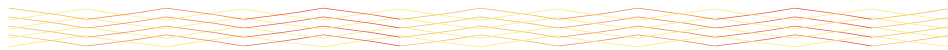
[Continued on page 37 . . .]

Standardized Needs Assessment: Yours for the Asking!

Are you interested in knowing empirically what your need strengths actually are in the workplace? Well, Masaki Kakitani has developed just such an instrument. He normed and validated his work within Japanese culture and is currently attempting to do the same for English-speaking cultures. He is looking for English-speaking people to take his Basic Needs Profile. The good news is that until it has been normed, you can take it for free. That's right, FREE! To access the assessment, go to <https://marc.achievement.co.jp/bnt/> and create your profile, take the assessment and get your results. You can help a fellow colleague and get valuable information for yourself. Sounds like a win/win to us.

Masaki Kakitani
Senior Faculty, WGI

Thanks, Masaki, for making this available to the Choice Theory community!



Choice Theory Impact on Moldova

[Continued from page 25 . . .]

Because the language in Moldova is Romanian, all of the workshops were facilitated through one of two high school student translators. Lia Lunga and Daniela Filip were excellent interpreters. One of these two, Lia, spent two weeks translating the worksheets for all of the workshops into Romanian so that the participants would be able to follow with visual support. Now we have over 100 worksheets teaching Choice Theory in Romanian!

“I was very much impressed by the accessibility of ideas. It was very useful. I like the contents of the handouts given for individual research or group work,” stated Ioana Axentii, a University professor of Pedagogy in the Psychology Department of the State University in Cahul. Dudca Elena, a school psychologist from an out-lying village of Merenei shared her enthusiasm about the concepts and training. “I really liked the subject. It’s innovative and it will make significant changes especially for schools from our villages. There are many conflicts there which need to be solved.

[Continued on page 28 . . .]

Choice Theory Impact on Moldova

[Continued from page 27 . . .]

This information will be extremely useful for improving the quality of the teaching process in our schools and especially in the relationships between teachers and students.” A participant from the University, Dr. Aglaida Bolboceanu, Chairman of the Psycho-sociology Education Department and Research Project Director, commented that she would suggest more training in Moldova because “this is good both for students, staff and family members.”

At the end of the Basic Intensive training, the participants shared their appreciation with gifts, hugs, national songs and their heart-felt statements of how these ideas have changed their outlook already for the relationships in their school and their families. “I have not participated for a long time (since 1996) in such an intelligent workshop. I am enchanted of the way the trainer helped us to understand the inner world of a student. I would like to copy (imitate) her in my relationships with people,” said Ala Dubineanschi, Director in the Center of Placement for Youth.

The participants enjoyed the Choice Theory ideas and were excited to begin using them in their lives. “I’ve started my school year incorporating CT in my classes. I had 2 hour interactive workshops on CT with every class I teach, and we talked of how our English classes will be set up. Students appreciated it and were very happy to see that someone will teach differently...,” Ms. Chira shared in a recent email. A core group is planning to meet with Ms. Chira’s leadership to discuss their efforts to introduce CT this year. We are working on plans for a practicum. These educators gave up their vacation time to provide me with tours of the city, visits to schools, dinners and a day sharing one of their traditional holiday celebrations. From my many connections with educators across the country and their enthusiasm for Dr. Glasser’s concepts, I believe Choice theory has impacted Moldova. I am glad to have been able to share Choice Theory with another part of the world.

Teaching Award Granted to Ksenija Napan – Congratulations!

Ksenija Napan, Ph.D.
Senior Faculty, WGI

Senior Lecturer, Department of Social Practice
Faculty of Social and Health Sciences, Unitec, NZ

Ksenija Napan was among ten other top teachers who also received Sustained Excellence awards in the General Category. Established by the Government in 2001, the awards aim to recognise and encourage excellence in tertiary teaching while also providing an opportunity for teachers to further their careers and share their good practice with others. Furthermore, a key focus of the awards is to identify and reward teaching practices that are student-focused and committed to promoting effective learning. The Tertiary Teaching Excellence Awards, which are funded by the Tertiary Education Commission, are now managed and administered by Ako Aotearoa. Here is a segment of the report on The Tertiary Teaching Excellence Awards. For full coverage, go to <http://ako.aotearoa.ac.nz/ako-aotearoa/ako-aotearoa/news/excellent-teachers-inspiring-learner-success-0>

Looking beyond convention

Ksenija challenges convention and takes learners on an amazing journey into social justice and mutual respect.



Ksenija, who is originally from Croatia, has taught at Unitec for 13 years. The majority of her learners are ‘second chance’ from widely different background and situations. She herself was an unconventional learner who “dyed my hair in three colours and took my beloved dog to all my lectures.” She was surprised to receive two Student of the Year awards and be offered a tutorial assistant job. Thus began a remarkable academic career in Croatia and now in New Zealand, where she is still challenging conventional practices. Colleagues acknowledge Ksenija as an expert in alternative assessment and an innovator. She pioneered Academic Co-creative Inquiry, where learners personalise learning outcomes and transform them into inquiry questions. Another innovation is ‘the art of spark spotting’—helping others recognise that bright spark in each other, essential for effective social practice. And, at the age of 27, she developed the Contact-Challenge method of teaching and learning, based on the importance of mutuality. To top all this off, Ksenija is a prolific publisher, including a co-authored book in its fifth printing. Her learners describe her as ‘the benchmark of professional practice’.

Comments from Ksenija’s learners

“I’ve just completed my first full week as a paid counsellor and have loved every second of it. By sharing your creative, humour, thoughts, insights and positions of non-expertise, you have helped make [becoming a counsellor] possible – thank you.”

“She is probably the most motivated teacher that I have ever worked with and has had a profoundly positive effect on my life.”

“Thanks for the grade, however, the process was the ultimate ... you took me on an amazing journey and I have this intense desire to redo your class simply to learn more from you.”

Bringing the Northeast Region into the 21st Century

Craig R. Schollenberger

Certified in Reality Therapy, WGI

It was the first of a series of hot, humid days. I had taken refuge in a local mall to escape the heat while doing some shopping. Now, in air conditioned comfort, I was sipping a cup of Dunkin' Donuts finest brew, resting on bench watching people as they went by. There's a saying: You can always tell a therapist at a party. They're the person who watches everyone else when an attractive woman walks into the room. Guilty on both counts: I am a therapist and I do enjoy watching people. As I sip my coffee, reviewing the benefits of choosing not to accompany it with a buttered creme-filled powdered donut, I watch the people walking through the mall.

I began to think back to when I was a child, walking through the main street of town. There was no mall; only stores on the street. People said "Hello" and things like "Hot one, isn't it?" to others they passed by, moving from one store to another until their shopping was completed.

That day, at the mall, no one was smiling or saying "Hello." Their faces were glued to their cell phones as they pressed the buttons with speed and dexterity: texting, e-mailing, checking Facebook or Twitter. To quote Dorothy from the Wizard of OZ, "We're not in Kansas anymore." This is certainly a different time. We are in a digital age. Most newspapers and magazines have editions that can be read on an iPad or smartphone. Amazon's sales of eBooks have outpaced sales of print copies. There are more than 750 million people using Facebook worldwide. Fifty percent [50%] of people with an active account log on every day, spending over 700 billion minutes per month on Facebook. Think what you may of the digital age, it is here to stay. People today are making the same type of negative comments about social media and the internet that were made about the telephone when it was first introduced. With this understanding, I began to struggle with figuring out how Facebook, web pages and Twitter worked. Once I got over my own negative self-talk about how I shouldn't have to be learning something new and blah, blah, blah, I found out it actually wasn't that hard to understand. The secret is taking one small piece of information at a time and working with it until you are comfortable before moving on. If you try to take it in all at once, it can be overwhelming.

Wanting to share my new, limited understanding of internet and social media, I did a presentation entitled "The Internet and Social Media: How to Use It for Your Professional Growth" at the Northeast Region's Spring 2011 Conference. This presentation covered the basics of Facebook (www.facebook.com) and other applications as well. Twitter (www.twitter.com) is an application used by professionals, sports figures, celebrities ... OK, practically everybody. It allows you to stay in touch with people who want to stay in touch with you. Each time you leave a message on Twitter (called Tweets), they can only be 140 characters long. People Tweet, sometimes several times a day. If you want to have more of an ongoing dialog with people rather than talking at them, you can create a Blog (www.blogger.com). A blog allows you to post a longer statement or story. Blogs typically allow readers to respond. Many of the larger newspapers like the New York Times and the Washington Post set up articles like a blog so people can post their comments online with the article. People can create a professional network using LinkedIn (www.linkedin.com).

Bringing the Northeast Region into the 21st Century

Many use LinkedIn to expand professional contacts, post updates about their professional life and look for employment opportunities. Lastly, one of the most entertaining and informative is YouTube (www.youtube.com). This site allows you to watch videos on practically any subject. For example, if you enter the words “choice theory” in the YouTube search bar, you will find there are 3,870 videos available for viewing on Choice Theory.

My presentation was well received, so well received that I was encouraged to develop a Facebook presence for the Northeast Region. I began with one (there are different ways of doing this) type called a Group. Groups are great for attracting a smaller number of people. Our Regional Group is expanding. We currently have 68 people who are following the Group. To accommodate the growth, I have created a “Page” for the region. A Page can accommodate more users than a Group. The Northeast Region’s current Facebook Page address is www.facebook.com/glassernortheast. One of the benefits of having a Page is you can choose the address of the page once you have 25 followers or more. Being able to choose the address name is helpful because you can make the address easier for people to remember. The Facebook Page is more dynamic than a website. Think of the web site as a reference book and the Facebook page as a bulletin board. The web site is a great place to find information: current officers, contact information, details about conferences, etc. The Facebook page flows with people posting information and participating in discussions. Sometimes the discussions are welcoming a new member to the region. Other times people post more theoretical questions. In sum, the Facebook page has allowed people from all over the region (we also have followers from outside the region as well) to stay in touch, entering and following discussions at their convenience without the additional expense of travel or long distance phone calls.

Other digital improvements that have come to the region include people being able to pay their regional dues and conferences fees online at the Region’s web site. Dues paying members also have a username and password for the web site so they can access additional information. The Regional Newsletter can be sent attached to an email as a beautiful, full color document that can be opened on any platform: PC, Mac, iPad or smartphone, saving printing and postage costs. We have also used Skype (www.skype.com) to make it possible for members to participate in regional business meetings who are not able to be present physically.

We are scratching the surface of the digital iceberg in that we are beginning to use the technology of which we are aware. There is so much more out there and more are being developed each day. The use of digital technology can bring us all closer together, increasing contact with one another and enhancing communication. If you choose to try this technology, take it one step at a time, be gentle with yourself and have fun. Welcome to the 21st Century!

Craig is a therapist in private practice in Reading, Pennsylvania, doing counseling, training and consulting. He is also a teacher of Mindfulness Based Stress Reduction. Craig is a Licensed Clinical Social Worker, Board Certified Diplomate in Clinical Social Work and was Certified in Reality Therapy in 1994. He has presented at both Regional and International Conferences for The William Glasser Institute. For more information, go to www.craigschollenberger.com

External Expectations and Standards vs. External Control

Bob Hoglund
Senior Faculty, WGI

With Dr. Glasser's emphasis on External Control Psychology vs. Choice Theory®, it seems necessary to distinguish between reasonable external expectations (standards) and external control. Consider the following:

- Do you want a pilot who self-evaluated that he is able to fly a passenger jet?
- Do you want a farmer to self-evaluate that his meat is acceptable for consumers?
- Do you want a manager who NEVER gives you feedback or direction?
- Do you want an auto company to decide on its own that the problem with the brakes "isn't that bad?"
- Do you want a doctor that "thinks" she's learned enough to do your surgery?
- Do you want a dentist that has "decided" he's ready to do your root canal?

The flaw of self-evaluation is... *If all you do is self-evaluate, how do you know what you don't know?*

Given the above questions and expected answers, it would seem that there is a place for external standards and evaluations. For example,

- Teachers provide needed instruction and feedback to their students. Without this, students may not learn properly or may practice incorrect methods.
- Coaches correct actions to improve skills the players have not yet mastered.
- Parents provide instruction and limits to teach their children the values and behaviors that they expect.

Many professions require external certifications in order to ensure standards of safety are met; however, unless an individual finds some worth in the external expectations and evaluations, there is little likelihood that he will produce quality work. The key to external evaluation is involving the individual in finding value in expectations and evaluations.

Additionally, it is important for the workers to be taught exactly what is expected of them, prior to any self or external evaluation. Dr. Deming said, "It is not enough to do your best. You must first know what to do and then do your best." When there are set processes, procedures or policies, rubrics, checklists and other quality tools are helpful to the teaching/learning process and to enhance the quality of self and external evaluations.

When external evaluations are required, there are three factors that increase the likelihood that external evaluation will produce the desired result. External evaluation and information is crucial to our learning and growth. The external evaluation doesn't "make" us do, think or feel anything. We take the external information and use the "self-evaluation" process to determine if we will use the information we are getting.

[Continued on page 35 . . .]

New Faculty & Newly Certified from Around the World

Senior Faculty

Croatia

Jelena Bicanic
Irena Krajcar Koklj
Professor Dubravka Stijacic
Mirjana Zecirevic

Israel

Professor Joshua Ritchie, Ph.D.

Congratulations!

Basic Instructor

Ireland

Nora Byrne
Stacey Hearne
Norah Finn
Gertie McGrath

U.S.A.

Charlotte Wellen

Practicum Supervisor

U.S.A.

Scott D'Alterio, via Kyiv, Ukraine
Lois Knapton, CT
Hank Ricketson, KY

Newly Certified

U.S.A.

Anne Block

Jocelyn Bohrer

Sean Connolly

Pam Glasser

Amy Henderson

Cathie Mroczkowski

Joan Pingel

Katherine Randolph

Christin Rose

Margaret Sak

Barbara Smurzynski

Jennifer (Jen) Torma

Valerie Waruszewski

Did you know that



Dr. Glasser was quoted at the end of one of this year's *Criminal Minds* episode? It was said, "What happened in the past that was painful has a great deal to do with what we are today." [Unfortunately, the quote was not given full reading which is, "What happened in the past that was painful has a great deal to do with what we are today, but revisiting this painful past can contribute little or nothing to what we need to do now . . .] Even though taken out of context, it's great exposure to be quoted on a mainstream television show. Congratulations, Dr. Glasser!

FUNNY BONE CORNER!



Two Freudian psychoanalysts are coming down the hotel elevator to breakfast. One says, "Good morning, you are fine, how am I?"

There is a large sign outside the Pavlovian Institute in St. Petersburg. It says: "Knock....DON'T RING."

I almost had a psychic girlfriend but she left me before we met.

All those who believe in psycho kinesis, raise my hand.

Why do psychics have to ask you for your name?

A guy suffered from night terrors in which he imagined that terrible monsters lurked under his bed and hands, claws, and bloody fingers reached up to grab him and draw him under. He worked for months with a Freudian Psychoanalyst who brought him back through all his earliest childhood fears.

The monsters kept getting bigger.

He discontinued therapy and switched to a Reality Therapist.

Some time later, he met his original analyst who asked him how therapy was progressing.

"Oh that's all finished long ago," he said. "He cured me in one session."

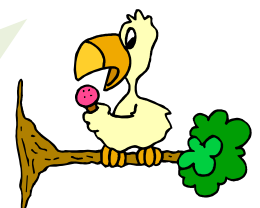
The analyst refused to believe that such deep-seated problems could be cured in years never mind one session and demanded to know what treatment had been used.

"Oh that's easy," he said. "We made a plan. He got me to cut the legs off the bed."

[Above chuckles submitted by Ken Lyons.]

Editor's Answer: One of the funniest guys I know!

Who is
this
guy?



External Expectations and Standards vs. External Control

[Continued from page 32 . . .]

The term “learner” is used from this point forward to represent anyone receiving feedback or evaluation information because successful external evaluation results in learning.

There are three factors that determine the effectiveness of external evaluation?

1. Does it benefit the learner?
 - a. How will the evaluation be used?
 - b. Does the learner have a chance to improve the rating/grade or score?
2. Is it wanted / asked for?
 - a. Does the learner "respect" the source of the evaluation?
 - b. Does the rating / grade / score mean anything to the learner?
3. Does the evaluation give the learner the information needed to make the necessary improvements?

Does the evaluation give the learner the information needed to make the necessary improvements is the crux of the Glasser Quality School Model. Reteach and retest.

Dr. Glasser’s emphasis on self-evaluation and co-verification can coexist with the expectations of external evaluation that are expected in many workplaces and schools. This coexistence can become positive by involving others in the evaluation process.

A suggestion for increasing meaningful methods of external evaluation is to survey the individual(s) who will be evaluated. Questions, such as the following, provide a base from which to build useful, meaningful evaluations.

1. What does your ideal performance review look or sound like?
 - a. What would you like it to say?
 - b. What knowledge and skills would be recognized?
 - c. What accomplishments would be included?
2. In what type of environment do you work best?
 - a. How do you get along with others?
 - b. How do you treat others?
 - c. How do others get along with you?
 - d. On a scale of 1 to 10, how autonomous would you prefer your job to be?
 - i. How often do you think you should report your progress?
 - ii. How would you like to report your progress?
3. What expectations do you have of yourself?
 - a. What expectations do you think that the company has of you?
 - b. What expectations seem reasonable to you?
 - c. What expectations don’t seem reasonable to you?
 - d. How do you reconcile any differences between the two?

[Continued on page 36 . . .]

External Expectations and Standards vs. External Control

[Continued from page 35 . . .]

4. What type of evaluation is most helpful for you?
 - a. When do you want to receive it?
 - b. How do you want to receive it?

In conclusion, The Three E's (Hoglund, 2000) provide the framework for optimal benefit:

Environment: The expectations and evaluations occur within a positive, supportive, trusting learning and working environment.

Expectations: The expectations, even when external, have benefits for the learner or worker.

Evaluation: The evaluation is helpful because it meets the above criteria.

Quality Work: When Should = Would = Could

[Continued from page 26 . . .]

The manager can, of course, utilize two (2) other tools at his disposal:

- Put an incentive in place to “motivate” compliance and prompt execution of duties;
- Threaten the employee with punitive consequences should there be poor or non-execution of duties.

If the employee chooses option 1, it is a loss to the organisation as the work is not done and the organisation will have to incur the cost to hire a replacement should she be asked to leave. If the employee chooses option 2, at best, the quality is going to be mediocre as her motivation is not within the job description but somewhere else.

Incentives are efficient tools, but their effectiveness lessens rather quickly as the employee gets “conditioned” or used to the incentives. More detrimental is that the employee gets so conditioned that there will be no compliance without incentives!

Seasoned managers (or even parents) must have experienced this before? Threatening an employee may be the privy of the supervisor (he has positional power); however, no one likes to be threatened. So, one can expect the compliance level to be one of just being sufficient to avoid the pain of the consequences, not one of producing quality outcomes.

Incentives are “bribes,” a form of external control on the employee. Threats are used as a method of coercion to elicit compliance, another form of external control. They are deadly habits that will, over time, distance the employee from her manager and the organisation.

In LM, the preferred option is to align the “should” with the “would.” Since our “woulds” are connected to our wants and our basic needs, a supervisor will be better off in managing his charges if he can understand and accept that it is the “woulds” that really deliver quality performance, i.e. the employee does a job because she wants to do it! As mentioned, extrinsic motivation in the form of incentives and threats may persuade employees to perform in the short term, aligning the “shoulds” to the “woulds” in allowing intrinsic motivation/self-motivation to take over. When this happens, an employee is able to deliver quality performance because she wants to!

Choice Theory explains the concept of wants and Quality World pictures through which we may satisfy one or more of our basic needs. Such wants or Quality World pictures, in turn, drive the behaviour of the person. Understanding this concept will allow the superior to understand the behaviour (both more or less effective) of an employee and how their pictures and needs are connected. With this knowledge, a supervisor can motivate employees intrinsically to get quality work done.

However, there will be instances where the “should” and “would” are nicely in place, but performance may be lacking. To explore further, a manager has to look into the “could.”

WOULD ≠ COULD

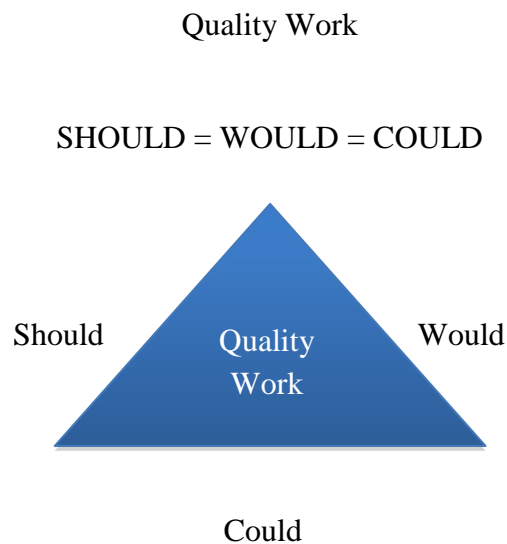
[Continued on page 38 . . .]

Quality Work: When Should = Would = Could

[Continued from page 37 . . .]

An employee may not have the skills or knowledge to do a certain job, or there are extenuating circumstances that prevent the execution of the work. When that is lacking, poor execution or non-execution may result. Therefore, it is important to manage the other component for quality performance, the “could.” If an employee is not adequately trained to perform or does not have the wherewithal to deliver performance, the manager has to take appropriate steps to train the employee.

Conceptually, one may think of the “should” - “would” - “could” as the sides of a triangle which, when completed, may look like this:



If they are not aligned:

SHOULD \neq WOULD \neq COULD

A supervisor has difficulty in helping the employee deliver quality work. This little principle may be extrapolated for managing recalcitrant employees:

SHOULD NOT = WOULD NOT = COULD NOT

When an employee is encouraged to stop doing something she is doing, you need to align the “should not” to her “would not” and, for a long term solution, she may be required to change her Quality World picture of herself as that employee.

But, that’s too much mathematics for this bit of sharing! This may be a topic for discussion in at another time?

Peter Ho - Singapore

August 2011

Quality Learning in Buffalo, Wyoming: Basic Instructor Program – Training

Front Row, Left to Right: Dr. Rod R. Kessler, Lucy Billings Robbins [Instructor], Dr. Jeanie M. Barent, Sarah Babb
Back Row, Left to Right: Debbie Buscall, Louise Fentoullis, Brigitte Mercier-Corbeil, Craig Kitto, Jean Seville Suffield [Instructor]
Kelly B. Hornby [Insert]