

Presence: Juan Pablo Aljure, V. P. Stephanie Myers
John Cooper, Chair Kim Olver, President/Executive Director
Janet Fain Morgan Dubravka Stijacic
Nancy Herrick Jean Seville Suffield, Secretary
Masaki Kakitani Kalikamurti Suich
Boba Lojk Shruti Tekwani

Absence: Rose-Inza Kim Mirinthia Maalsdorp [Resignation]

1. Financial Report

John Cooper commenced the meeting at 13:10 UTC and welcome everyone. **The Financial Report** shall be discussed later on in the meeting under **No: 6**.

2. Adoption of the Minutes of Meeting No: 68 held Sunday 23 October 2016 at 13:00 UTC

Corrections: Nancy Herrick was present for the meeting, Page 3 in amendment to Membership Policy for *b*) to read *least*, that Kim Olver had stated *No* to Kuwait's request for status under *WGI-Gulf States* since this had been refused for Saudi Arabia, Resolution 7 – Approval of ACTION PLAN to read *approve*.

It was moved by Shruti Tekwani and seconded by Nancy Herrick that the Minutes of Meeting No: 68 held Sunday 23 October 2016 at 13:00 UTC be adopted as amended.

RESULTS OF THE VOTE

Juan Pablo Aljure	4
Janet Fain Morgan	Absent
Nancy Herrick	4
Masaki Kakitani	4
Rose-Inza Kim	Absent
Boba Lojk	4
Mirinthia Maalsdorp	Resigned
Stephanie Meyers	4 Absent
Jean Seville Suffield	Abstention
Kalikamurti Suich	Absent
Dubravka Stijacic	4
Shruti Tekwani	5

RESOLUTION CARRIED

Notation: Juan Pablo Aljure had indicated he could attend the meeting for approximately 20 to 30 minutes since he was in Quito, Ecuador working with a school there. Juan Pablo had requested that the board use Schoology as the means of communication and not via e-mail since he receives an inundation of e-mails and cannot follow the thread of communication. Jean Seville Suffield indicated that she uses both and is aware that some board member are still not on Schoology but she can add information to Schoology in the future. Boba Lojk and Dubravka hoped to learn more on how to use Schoology in Croatia at the F2F meeting. John Cooper indicated he preferred e-mail since it is a challenge to open Schoology at his place of work.

Notation: Juan Pablo Aljure left at this point in the meeting at 13:20 UTC

Notation: Janet Fain Morgan arrived at this point in the meeting at 13:20 UTC

3. Approval of Short RT Course/OVERVIEW to CTRTC and COMPETENCIES

REPORT: Kim Olver indicated that it was the OVERVIEW Leading to CTRTC and the accompanying listing of Competency Requirements that were to be adopted here, a carry-over from the meeting of October 23, 2016 due to a lack of a quorum by the end of that meeting.

RESOLUTION-3 ADOPTION OF OVERVIEW LEADING TO CTRTC AND COMPETENCE-BASED REQUIREMENTS

It was moved by Nancy Herrick and seconded by Jean Seville Suffield that the OVERVIEW LEADING TO CERTIFICATION [CTRTC] AND COMPETENCE-BASED REQUIREMENTS be adopted as final and posted on the website.

DISCUSSION: Nancy Herrick spoke to the OVERVIEW indicating that the documents were mainly a clarification of the program that faculty had been using with a slight change in time suggested for those working toward certification and a more detailed description of what is meant by Quality for presentations at Certification. This has been posted since October 2015 at various times for feedback. A copy of the Overview CTRTC and Competencies shall be appended to these Minutes.

RESULTS OF THE VOTE

Juan Pablo Aljure	Absent
Janet Fain Morgan	5
Nancy Herrick	5
Masaki Kakitani	4
Rose-Inza Kim	Absent
Boba Lojk	5
Mirinthia Maalsdorp	Resigned
Stephanie Meyers	Absent

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Jean Seville Suffield	5
Kalikamurti Suich	Absent
Dubravka Stijacic	5
Shruti Tekwani	5

RESOLUTION CARRIED

4. A. Preparation for F2F Meeting in Zagreb, Croatia

Preparation for the F2F meeting shall be discussed later in the meeting under **No: 7**.

B. Election Results: Asia, Australia/New Zealand, United States

REPORT: Kim Olver reported on the **elections** in Asia, Australia/New Zealand, and the United States, Congratulations to Kalikamurti Suich representing Australia/New Zealand, to Dr. Jae-Hwang Park representing Asia, and Nancy Herrick representing the US.

Notation: Kalikamurti Suich arrived at this point in the meeting at 13:35 UTC

RESOLUTION-4B(1):	CONFIRMATION OF DR. JAE-HWANG PARK AS THE ASIA REPRESENTATIVE TO THE BOARD OF DIRECTORS OF WILLIAM GLASSER INTERNATIONAL, INC.
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It was moved by Jean Seville Suffield and seconded by Nancy Herrick that the Board of Directors confirm Dr. Jae-Hwang Park as the Asia representative of William Glasser International, Inc. for a first term, effective January 1, 2017 through December 31, 2019.

RESULTS OF THE VOTE

Juan Pablo Aljure	Absent
Janet Fain Morgan	5
Nancy Herrick	5
Masaki Kakitani	4
Rose-Inza Kim	Absent
Boba Lojk	5
Mirinthia Maalsdorp	Resigned
Stephanie Meyers	Absent
Jean Seville Suffield	5
Kalikamurti Suich	4
Dubravka Stijacic	5
Shruti Tekwani	4

RESOLUTION CARRIED

RESOLUTION-4b(2) CONFIRMATION OF KALIKAMURTI [KALIKA] SUICH AS THE AUSTRALIA/NEW ZEALAND REPRESENTATIVE TO THE BOARD OF DIRECTORS OF WILLIAM GLASSER INTERNATIONAL, INC.

It was moved by Janet Fain Morgan and seconded by Jean Seville Suffield that the Board of Directors confirm Kalikamurti [Kalika] Suich as the Australia/New Zealand representative on William Glasser International, Inc. for a first term, effective January 1, 2017 through December 31, 2019.

RESULTS OF THE VOTE

Juan Pablo Aljure	Absent
Janet Fain Morgan	5
Nancy Herrick	5
Masaki Kakitani	4
Rose-Inza Kim	Absent
Boba Lojk	5
Mirinthia Maalsdorp	Resigned
Stephanie Meyers	Absent
Jean Seville Suffield	5
Kalikamurti Suich	5
Dubravka Stijacic	5
Shruti Tekwani	5

RESOLUTION CARRIED

RESOLUTION-4B(3) CONFIRMATION OF NANCY HERRICK FROM THE UNITED STATES OF AMERICA AS A WILLIAM GLASSER REPRESENTATIVE TO THE BOARD OF DIRECTORS OF WILLIAM GLASSER INTERNATIONAL, INC.

It was moved by Shruti Tekwani and seconded by Janet Fain Morgan that the Board of Directors confirm Nancy Herrick as a United States of America representative on William Glasser International, Inc. for a second term, effective January 1, 2017 through December 31, 2019.

RESULTS OF THE VOTE

Juan Pablo Aljure	Absent
Janet Fain Morgan	5
Nancy Herrick	5

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Masaki Kakitani	5
Rose-Inza Kim	Absent
Boba Lojk	5
Mirinthia Maalsdorp	Resigned
Stephanie Meyers	Absent
Jean Seville Suffield	5
Kalikamurti Suich	5
Dubravka Stijacic	5
Shruti Tekwani	5

RESOLUTION CARRIED

ELECTIONS – Continued . . .

DISCUSSION: There appears to be a concern through EART/EIRT and the Europeans since Boba Lojk indicated that the Letter of Intent has not been signed nor has any membership dues been paid. EART has paid the agreed upon 5 Euros/person for training, which Boba Lojk thought included membership. The Letter of Intent stipulates the conditions agreed upon by William Glasser International and Member Organizations. Kim Olver pointed out that an election is due for European Associations. Jean Seville Suffield indicated that in any democracy, one is to accept the result of the vote whether or not the individual person truly represents that particular region. It is through the *voting process* that we can choose our candidate. It was decided that Kim Olver would organize a voting process for the duly eligible members in Europe commencing on December 1, 2016 and closing on December 15, 2016.

Written Resignation – VP of Executive Committee: It was noted at this point in the meeting in the Chat of GoToMtg that Juan Pablo Aljure had submitted his resignation as Vice President from the Executive Committee and had left the meeting at approximately 13:30 UTC. He would, however, remain as Chair of the IT Committee. This prompted discussion regarding some misunderstanding in comments made about *coming from left field*. The Executive shall look into this.

5. Resignation by Mirinthia Maalsdorp as Board Representative

REPORT: John Cooper had received a letter of resignation from Mirinthia Maalsdorp due to professional commitments that required travel mainly during board scheduled meetings. She wishes the board all the very best of success.

The Board members accepted Mirinthia Maalsdorp resignation and expressed regret at her leaving the board at this time. They, too, wish her the very best.

Notation: Stephanie Myers arrived at this point in the meeting at 14:00 UTC

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Kim Olver shall commence the election process to elect a new representative to replace Mirinthia Maalsdorp on the Board.

6. Financial Report

REPORT: Masaki Kakitani has pointed out that there are written Profit & Loss and budget reports on Schoology for October 2016. He stated that expenses over income amount to more than \$4,000 with two [2] months left for 2016. In 2015, WGI showed a deficit of \$2,000 and took \$30,000 from the emergency investment fund. In projecting the present 2016 figures to the end of December, there shall be approximately \$5,000 of a shortfall. So, we need to be cautious since our expenses are exceeding our income.

DISCUSSION: One of the ways to increase income is from Membership and some inquiries were made regarding Canada and the United States which should show an increased membership for 2017. Kim Olver was pleased to indicate that Australia agreed to pay the \$20 US fee per participant and also collected membership fees for WGI.

7. Preparation for F2F

REPORT: John Cooper asked Board members present to indicate whether they intended to attend the F2F in Zagreb. A majority indicated attendance.

DISCUSSION: Some discussion took place about the hotel, differences in cost between a downtown hotel and the Doubletree now booked outside the city, and means and cost of transportation to and from the hotel to the city center. Kim Olver shall oversee the logistics in booking flight and/or hotel depending on the individuals concerned. John Cooper and Kim Olver shall draft a plan so all members can attend respective committees and be up to date on all communication. Kalikamurti Suich offered to lead at least a one-hour activity to improve communication among board members since we come from different cultures. The board agreed. Shruti Tekwani shall look at tourist outings for those who may be interested following board meetings. Boba Lojk shall look at museums and other events that might be of interest during February 2017. The board meetings shall commence on Monday February 20 and end on Friday February 24, 2016.

John Cooper has put a framework forward as a draft for Committees along with target and goals. He encourages everyone to review this for the next board meeting.

8. Committee Reports

A. Program Committee

REPORT: Nancy Herrick indicated that the online basic intensive course is ready for January 2017 start-up with a flyer developed for advertising. This training is to be advertised through the Community

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College of New Brunswick with links to the course description which has been modified from the feedback offered during the *pilot stage*. The required participant fee shall be paid to William Glasser International. In addition, Nancy Herrick made a plea for others to offer written programs which the Program Committee could review since WGI needs more programs to offer. The WGI – US is offering a conference in Raleigh, North Carolina July 26 through 30, 2016 through www.wglasser.com with Peter Breggin and Robert Whitaker offering a pre-conference workshop.

Notation: Janet Fain Morgan left at this point in the meeting at 14:36 UTC

B. Information Technology Committee

REPORT: Stephanie Myers indicated that there has been a quote from Juan Pablo Aljure for the cost of setting up a database but that the quote requires translation from Spanish to English.

DISCUSSION: Although Board members had agreed to the option of getting a quotation, the transitioning to a position of accepting an offer appears not to be a clear plan. Stephanie Myers shall pursue this with committee members.

C. Membership Committee

REPORT: John Cooper is asking the IT, Program and Conference Committees to find ways to attract members to the WGI organization.

DISCUSSION: Boba Lojk reiterated her view that we need to respect differences and that a change in structure to re-organize as an umbrella group may be a way to increase membership. Other ways may be through conferences and Faculty Profession Development.

John Cooper and Kim Olver did draft a preliminary budget in December for 2017. Juan Pablo Aljure suggested a 'dream budget' so there are actually two offerings, a more realistic one and one that we would wish for. The F2F may incur less expenditures depending on who can attend. Jean Seville Suffield did suggest that Denise Daub attend the F2F since much of the IT proposals involve her. Kim Olver is to check this out with Denise Daub and discuss with John Cooper.

9. Schedule of Next Board Meetings


- A. Next **EXECUTIVE** Meeting of the Board - Sunday 11 December 2016 at 13:00 UTC
- B. Next **REGULAR** Board Meeting – Sunday 18 December 2016 at 13:00 UTC
- C. **REGULAR** Board Meeting - Sunday 29 January 2017 at 13:00 UTC

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10. Adjournment

The meeting was adjourned on a motion by Masaki Kakitani and seconded by Kalikamurti Suich at 15:35 UTC.

Respectfully submitted by Jean Seville Suffield, Recording Secretary
Board Member, William Glasser International, Inc.

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John Cooper, Chair
William Glasser International, Inc.

Kim Olver

Digitally signed by Kim Olver
DN: cn=Kim Olver, o, ou,
email=kimolver@hotmail.com, c=US
Date: 2017.01.17 14:07:22 -05'00'

Kim Olver, President & Executive Director
William Glasser International, Inc.

OVERVIEW OF TRAINING LEADING TO CERTIFICATION IN CHOICE THEORY, REALITY THERAPY, AND LEAD MANAGEMENT [CTRTC]

BASIC INTENSIVE TRAINING	BASIC PRACTICUM	ADVANCED INTENSIVE TRAINING	ADVANCED PRACTICUM	CERTIFICATION SESSION
<p>Competence-Based Certification Program WGI CEUs to correspond to hours</p> <p>Time Suggested 21 hours (minimum)</p> <p>Flexible Delivery Models</p> <p>Recommended Fee \$500 US - \$535 CAN Countries may vary</p> <p>Prerequisite None</p> <p>Concepts & Practice Choice Theory 40% Reality Therapy 40% Leadership-GQS 20%</p> <p>Content Overview 1. Establishing the environment conducive to learning and building relationships using lead management principles. 2. Understanding of concepts and skills used in role-play [CT/RT/LM/QS]</p>	<p>Competence-Based Certification Program WGI</p> <p>Time Suggest 30 hrs minimum Until competent in knowledge and skills</p> <p>Flexible Delivery Models</p> <p>Recommended Fee Supervisor discretion - suggested maximum \$500</p> <p>Prerequisite Completed basic training with accredited WGI Faculty</p> <p>Concepts & Practice Choice Theory 10% Reality Therapy 80% Leadership-GQS 10%</p> <p>Content Overview I A. Emphasizing role-play practice with teaching to improve skill level for each individual learner</p>	<p>Competence-Based Certification Program WGI CEUs to correspond to hours</p> <p>Time Suggested 21 hours (minimum)</p> <p>Flexible Delivery Models</p> <p>Recommended Fee \$500 US - \$535 CAN Countries may vary</p> <p>Prerequisite Completed basic training and practicum with accredited WGI Faculty</p> <p>Concepts & Practice Choice Theory 20% Reality Therapy 60% Leadership-GQS 20%</p> <p>Content Overview 1. Concepts as outlined in Basic Intensive but in greater depth 2. Sixty percent of time allotted to role-playing and the processing of role-plays</p>	<p>Competence-Based Certification Program WGI</p> <p>Time Suggest 30 hrs minimum Until competent in knowledge and skills</p> <p>Flexible Delivery Models</p> <p>Recommended Fee Supervisor discretion - suggested maximum \$500</p> <p>Prerequisites Completed advanced intensive training with accredited WGI Faculty</p> <p>Concepts & Practice Choice Theory 10% Reality Therapy 80% Leadership-GQS 10%</p> <p>Content Overview I A. Creates a short presentation that teaches some aspect of Dr. Glasser's concepts to be presented at certification</p>	<p>Competence-Based Certification Program WGI Organized Locally</p> <p>Time 12 month minimum from the beginning of basic training. Offer half [1/2] day per person up to four [4] days, face-to-face, when possible.</p> <p>Flexible Delivery Models</p> <p>Recommended Fee \$500 US - \$535 CAN Countries may vary</p> <p>Prerequisites Completed basic, basic practicum, advanced, and advanced practicum with accredited WGI Faculty</p> <p>Concepts & Practice Choice Theory 30% Reality Therapy 40% Leadership –GQS 20% Ethics & Policies 10%</p> <p>Certification Process 1. Set the environment by building connections among participants 2. Shape expectations together for presentations</p>

OVERVIEW OF TRAINING LEADING TO CERTIFICATION IN CHOICE THEORY, REALITY THERAPY, AND LEAD MANAGEMENT [CTRTC]

BASIC INTENSIVE TRAINING	BASIC PRACTICUM	ADVANCED INTENSIVE TRAINING	ADVANCED PRACTICUM	CERTIFICATION SESSION
<p>Certificate Program WGI</p> <p>3. Explaining and using Dr. Glasser’s Choice Theory Chart “How and Why We Behave”</p> <p>4. Developing and practicing skills through Role Play</p> <p>Choice Theory Concepts</p> <ul style="list-style-type: none"> • Basic Needs • Quality World • Perception • Perceived World • Comparing Place • Total Behaviour system • Sensory, Total Knowledge & Valuing Filters • Differences between Situation A and Situation B (Control system loop) • Exposure to other concepts on Chart <p>Reality Therapy Model, Skills and Practice</p> <ul style="list-style-type: none"> • CT axioms 	<p>Certificate Program WGI</p> <p>B. Learning how Choice Theory informs the practice of Reality Therapy</p> <p>C. Group involvement and creating connections, principles and activities</p> <p>D. Defining & simulating learning through practicing the roles of interviewer, client, and process observer</p> <p>E. Defining and understanding the differences between self-evaluation, feedback, and process observation</p> <p>F. Understanding the importance of self-evaluation in group dynamics</p> <p>G. Drawing on situations from real life with an emphasis on a belief in internal control systems</p> <p>H. Emphasizing the value of simulated learning and interactive practice</p>	<p>Certificate Program WGI</p> <p>3. Increase knowledge of CT through RP: understanding the intent of the questions</p> <p>4. Role-play with a wider variety of client populations as counsellor/interviewer, client, and process observer</p> <p>5. Familiarity with the differences with counselling, teaching, and managing within role-play</p> <p>6. Management styles : Boss – Leader – Laissez-faire</p> <p>7. Practice lead management process within role play scenes (school or business setting)</p>	<p>Certificate Program WGI</p> <p>B. Emphasis on skill development in role-play</p> <p>C. Participants are expected to participate more fully in role-play as counsellor/interviewer, client, and process observer</p> <ul style="list-style-type: none"> • Experience a variety of settings: familiar and unfamiliar • Practice challenging client types • Learn and create new questioning techniques • Build wider repertoire of questions • Track the process in various ways • Facilitate self-evaluation <p>D. Teaches how to offer non-evaluative feedback in processing role-plays</p>	<p>Certificate Program WGI</p> <p>Organized Locally</p> <p>3. Respect learning styles of all participants</p> <p>4 Collaboratively set the criteria for self-evaluation on Quality work presentations</p> <p>5. Collaboratively set the agenda and time for presentations</p> <p>Celebratory in nature as participants</p> <ul style="list-style-type: none"> • Demonstrate skills • Give a fifteen [15] minute presentation to the group • Participate in role-play practice • Self-evaluate • Discuss • Up-grade any skills requested

OVERVIEW OF TRAINING LEADING TO CERTIFICATION IN CHOICE THEORY, REALITY THERAPY, AND LEAD MANAGEMENT [CTRTC]

BASIC INTENSIVE TRAINING	BASIC PRACTICUM	ADVANCED INTENSIVE TRAINING	ADVANCED PRACTICUM	CERTIFICATION SESSION
<p>Certificate Program WGI</p> <ul style="list-style-type: none"> • Creating a needs-satisfying environment • Building relationships using CT/RT concepts (Relationship Habits) • Learning • Procedures that lead to change • Self-evaluation • Role-play with client types in a variety of settings <p>Applications:</p> <p>Quality Schools;</p> <p>Lead Management;</p> <p>Personal Wellbeing</p> <ul style="list-style-type: none"> • Criteria for GQS • Principles of Leadership • Difference between Boss and Lead Management • Mental health continuum • Four basic relationships <p>Certification Process</p> <p>Recommended Readings</p> <p>Glaser Books</p> <ul style="list-style-type: none"> • Choice Theory • Reality Therapy • Lead management • The Quality School 	<p>Certificate Program WGI</p> <p>I. Understanding how role-play situations relate to Glasser’s Choice Theory Chart as modelled by supervisor</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Familiar client scenarios • Case studies • Language of Choice Theory • Use of a learning journal • Applications of RT • Connections to related works <p>Content Overview II</p> <p>Competence-Based</p> <ul style="list-style-type: none"> • Self-evaluation • Co-verification • See rubrics <p>Content Overview III</p> <ul style="list-style-type: none"> • View to Certification • Criteria for Quality Work • Brainstorming Topics • Relationship to Research, if possible 	<p>Certificate Program WGI</p> <p>Recommended Readings</p> <p>Glaser Books</p> <ul style="list-style-type: none"> • Warning . . . • Take Charge • Related publications by Dr. Wubbolding & others <p>Note: Please refer to William Glasser International website for Policies and Procedures Manual</p>	<p>Certificate Program WGI</p> <ul style="list-style-type: none"> • Increase in-depth understanding of facilitating self-evaluation • Relate role-play situations through the Glasser Choice Theory Chart • Teach CT to the client • Share Quality Project with practicum group and supervisor • Prepare Certification presentation and perfect with input <p>Content Overview II</p> <ul style="list-style-type: none"> • Criteria for Quality Work – Review • Demonstration of Knowledge/Skill rather than personal account • Discussion of samples of Quality Work and Presentation at Certification • Current Interests/Projects in Workplace or community 	<p>Certificate Program WGI Organized Locally</p> <p>Note: Please refer to William Glasser International website for Policies and Procedures Manual</p>

OVERVIEW OF TRAINING LEADING TO CERTIFICATION IN CHOICE THEORY, REALITY THERAPY, AND LEAD MANAGEMENT [CTRTC]

BASIC INTENSIVE TRAINING	BASIC PRACTICUM	ADVANCED INTENSIVE TRAINING	ADVANCED PRACTICUM	CERTIFICATION SESSION
<p>Certificate Program WGI</p> <p>Encouraging WGI Membership</p> <ul style="list-style-type: none"> • WGI website • Journal • Research • Newsletters • Affinity Calls <ul style="list-style-type: none"> - Administration - Counseling - Education - Research • Courses • Networking • Discounts on Books • Discounts on Conferences <p>Note: Refer to William Glasser International website for Policies and Procedures Manual www.wglasserinternational.org</p> <p>Going Forward</p> <ul style="list-style-type: none"> • Five stage training process • Brief history • Keeping in touch • Paper work and fees • References 	<p>Certificate Program WGI</p> <p>Recommended Reading</p> <p>Glasser books:</p> <ul style="list-style-type: none"> • Every Student Can Succeed • Control Manager • Warning! • Other related books <p>Note: Please refer to William Glasser International website for Policies and Procedures Manual</p>	<p>Certificate Program WGI</p>	<p>Certificate Program WGI</p> <p>Suggested Methods</p> <ul style="list-style-type: none"> • Familiar client scenarios • Case studies • Language of Choice Theory • Use of a learning journal • Practice RP • Connections to related works <p>Self-Evaluation readiness for Certification [Listing of criteria] with co-verification from Supervisor</p> <p>Note: Please refer to William Glasser International website for Policies and Procedures Manual</p>	<p>Certificate Program WGI</p>
<ul style="list-style-type: none"> • Next training level • Available supervisors • Online supervision • CEUs • Case studies or learning strategies • Role play 	<ul style="list-style-type: none"> • Describe the Work and develop plan • Plan for continuation of practice, skill development, reading 	<ul style="list-style-type: none"> • Work on Quality project • Role Play practice • Scripting role plays or analysis for learning • Case Studies and Reading • Develop presentation 	<ul style="list-style-type: none"> • Membership of WGI • Submissions to the journal and newsletter • Further training possibilities • Regional and national conferences; internet connections, websites 	

LISTING OF COMPETENCE-BASED REQUIREMENTS AT EACH LEVEL OF TRAINING LEADING TO CERTIFICATION

BASIC INTENSIVE TRAINING	BASIC PRACTICUM	ADVANCED INTENSIVE TRAINING	ADVANCED PRACTICUM	CERTIFICATION SESSION
<ul style="list-style-type: none"> • Explain the difference between internal and external control. • Identify the needs • Define the relationship between the needs and Quality World Pictures. • Elaborate how QWP are chosen • Explain how Perceptions are unique to each individual • Describe the importance of knowing that the only thing we get from the real world is information. • Identify the four components of TB and how they work together. • Share a story from your life where you have used externally controlling behaviors and how you would do it differently now. • Discuss the axioms share the most important one for you 	<ul style="list-style-type: none"> • Identify the strength of your needs and how they impact relationships • Explain how the choice of Quality World Pictures impact your life • Identify one QWP that you would find difficult to change • Explain a time when your perceptions created challenges for you • Delineate a time when you were able to change a perception because you asked for more information. • Share how you have been able to maintain a close relationship. [Caring habits] • Explain the purpose of the back wheels. • Prioritise the axioms. 	<ul style="list-style-type: none"> • Think of a time when you were extremely coercive. How do you relate this to the Choice Theory chart? • Define the inter-relationships between Quality World and needs • Illustrate how CT explains behaviour • Identify a belief or value that you hold that is embedded in a QWP for you • Describe how one of your perceptions is unique to you • Explain how CT language may help to minimize frustration levels • Explain how fragile relationships can be • Imagine a scenario and use the CT chart to help explain it • Justify why the system is based on the negative feedback loop. • Share which axiom is the most challenging for you 	<ul style="list-style-type: none"> • Support the view that need strengths can seemingly change • Explain a situation where QWP can conflict with each other • Dispute the role of irrational beliefs that some hold • Elaborate on a perception you have added due to new information • Imagine how your life would be different if you chose to continually use one of the connecting habits for 21 days • Describe a time in your life when you used your knowledge of TB to get back into balance. • Provide a real life example of an axiom. 	<ul style="list-style-type: none"> • Demonstrate your understanding of the Choice Theory Chart and how it relates to real life situations • Presentation: Selection of a small portion of your Quality work project that demonstrates and defines how Choice Theory applies to a real world situation.
<ul style="list-style-type: none"> • Describe how you create a supportive 	<ul style="list-style-type: none"> • Enumerate specific conditions that facilitate 	<ul style="list-style-type: none"> • Provide an example of collapsing conflict within 	<ul style="list-style-type: none"> • Illustrate how you engage the client in 	<ul style="list-style-type: none"> • Demonstrate your ability to role play

<p>environment with the client</p> <ul style="list-style-type: none"> • Delineate the procedures that lead to change • Identify the ways that you are able to use the reality therapy process 	<p>a safe environment</p> <ul style="list-style-type: none"> • List your repertoire of questions that you use within the process. • Role play to demonstrate your skill to deal with an unfamiliar client • Compare self-evaluation with feedback 	<p>ourselves and others</p> <ul style="list-style-type: none"> • Role play to demonstrate your skill to deal with a resistant client • Model how you would work with a client outside your familiar setting • Identify your strengths in the role play process • Illustrate various ways of facilitating self-evaluation with the client 	<p>creating his own plan.</p> <ul style="list-style-type: none"> • Demonstrate your ability to role play all roles within the process (interviewer, client, process observer and alternate way) • Model and share how you use the chart to describe the role play scenario. 	<p>clients from familiar and unfamiliar settings.</p>
<ul style="list-style-type: none"> • Compare lead management and Boss management. • Describe specific applications of Lead Management in different settings [corrections, education, business, social services.] 	<ul style="list-style-type: none"> • List some of the characteristics of the lead manager, boss manager laissez-faire • Demonstrate skills as a lead manager in a role play as a lead manager. • Use the four ways of relating in a role play. 	<ul style="list-style-type: none"> • Role play challenging lead management issues [firing, downsizing, redundancy, hygiene.] • Demonstrate skill in planning within management situation. 	<ul style="list-style-type: none"> • Role play with resistant clients in lead management situations or settings. • Delineate the advantages of being a lead manager. 	<ul style="list-style-type: none"> • Role play Lead Management scenarios
<ul style="list-style-type: none"> • Assemble the chart [puzzles, felt charts, drawing it] 	<ul style="list-style-type: none"> • Able to place concepts on the chart and explain how they interrelate with other components 	<ul style="list-style-type: none"> • Walk the chart (describe a situation and what you would be saying or doing in relationship to the components as you move through the loop) 	<ul style="list-style-type: none"> • Demonstrate ability to relate scenarios through the chart • Choose, plan, practice Quality Work. • Review Certification Criteria & expectations. 	<ul style="list-style-type: none"> • Demonstrate understanding of the interrelationships of the concepts on the Choice Theory chart

27 November 2016

NOTE: Please find below the competence expected of each participant stated in a way for participant to self-evaluate the degree of knowledge and skills expected at each level. The listing of the competencies for that level are listed beneath the questions as an easy reference so you do not have to return to each of the columns in the OVERVIEW itself.

BASIC INTENSIVE TRAINING SELF-EVALUATION FOR PARTICIPANTS

The following may serve as a self-evaluative tool for participants during Basic Intensive Training to track knowledge and skill levels and to offer opportunities to clarify and fine-tune knowledge and skills.

1. How would I explain the difference between internal and external control using examples in my own life?
2. If a friend asked me about the basic needs in choice theory, how would I describe them?
3. What is my understanding of the relationship between the needs and Quality World Pictures?
4. How would I explain the process one goes through in choosing Quality World Pictures?
5. Our perceptions are unique to each of us. How would I explain this to someone?
6. If the only thing we get from the real world is information, how could I describe the importance of knowing that?
7. What is my best way of identifying the four components of Total Behavior and how they coincide?
8. I have used externally controlling behaviors in the past. What will I do differently now?
9. The axioms are useful in defining the basic principles of Choice Theory. Which one would I prioritise as the most important for me?
10. How will I create a supportive environment that builds trust with the client?
11. How would I describe the procedures that lead to change?
12. How do I intend to use the reality therapy process in different situations?
13. How would I compare lead management and boss management in a way that describes the differences?
14. What is my understanding of the specific applications of Lead Management in different settings [corrections, education, business, social services]?
15. How would I explain the components of the Choice Theory chart to someone? [i.e. puzzles, felt charts, drawings]

BASIC INTENSIVE SELF-EVALUATION FOR PARTICIPANTS LISTED IN OVERVIEW

- Explain the difference between internal and external control.
- Identify the needs
- Define the relationship between the needs and Quality World Pictures.
- Elaborate how QUALITY WORLD PICTURES are chosen
- Explain how Perceptions are unique to each individual
- Describe the importance of knowing that the only thing we get from the real world is information.
- Identify the four components of TB and how they work together.
- Share a story from your life where you have used externally controlling behaviors and how you would do it differently now.
- Discuss the axioms
- Describe how you create a supportive environment with the client
- Delineate the procedures that lead to change
- Identify the ways that you are able to use the reality therapy process
- Compare lead management and Boss management.
- Describe specific applications of Lead Management in different settings [corrections, education, business, social services.]
- Assemble the chart [puzzles, felt charts, drawing it]

BASIC PRACTICUM SELF-EVALUATION FOR PARTICIPANTS

The following may serve as a self-evaluative tool for participants during Basic Practicum to track skill levels and to offer opportunities to clarify and fine-tune knowledge and improve role-play skills.

1. Identify and explain the strength of my needs and how they impact my relationships.
2. What would I share with an important person in my life how my choices of Quality World Pictures impact my life?
3. One Quality World Picture that I find difficult to change is...
4. What story describes a time when my perceptions created a challenge for me?
5. Delineate a time when I was able to change a perception because I asked for more information.
6. Share how you have been able to maintain a close relationship by using a caring habit.

7. How would I explain the purpose of the back wheels?
8. What axiom stands out in your mind as being the most significant?
9. What are the specific conditions that facilitate a safe environment?
10. What questions have I developed in my repertoire that will enhance my reality therapy process?
11. What skills have I learned to role play and deal with an unfamiliar client?
12. How would I compare self-evaluation with feedback?
13. How would I describe some of the characteristics of lead manager, boss manager, and laissez-faire management?
14. What are the skills I need to develop in a role play as a lead manager?
15. How would I use the four ways of relating in a role play?
16. Describe the concepts shown on the Choice theory chart?
17. How would I explain the interrelationship of the concepts shown on the Choice theory chart?

BASIC PRACTICUM SELF-EVALUATION FOR PARTICIPANTS FROM OVERVIEW

- Identify the strength of your needs and how they impact relationships
- Explain how the choice of Quality World Pictures impact your life
- Identify one Quality World Picture that you would find difficult to change
- Explain a time when your perceptions created challenges for you
- Delineate a time when you were able to change a perception because you asked for more information.
- Share how you have been able to maintain a close relationship. [Caring habits]
- Explain the purpose of the back wheels.
- Prioritise the axioms.
- Enumerate specific conditions that facilitate a safe environment.
- List your repertoire of questions that you use within the process.
- Role play to demonstrate your skill to deal with an unfamiliar client.

- Compare self-evaluation with feedback.
- List some of the characteristics of the lead manager, boss manager laissez-faire.
- Demonstrate skills as a lead manager in a role play as a lead manager.
- Use the four ways of relating in a role play.
- Able to place concepts on the chart.
- Explain how they interrelate with other components.

ADVANCED INTENSIVE TRAINING SELF-EVALUATION FOR PARTICIPANTS

The following may serve as a self-evaluative tool for participants during Advanced Intensive Training to track knowledge and skill levels and to offer opportunities to clarify and fine-tune knowledge and skills.

1. Knowing what I do about choice theory and thinking of a time that I was extremely coercive, how might I relate my behaviour to the concepts on the chart?
2. How would I explain that I do not meet needs directly? How would I explain the relationship between needs and Quality World pictures?
3. If a friend asked you to explain the 'why' of behaviour, how would I do so?
4. In identifying a belief or value that I hold dear, how can I explain how this belief is embedded in my Quality World?
5. In a discussion on how people see events, how would I explain how my perception of an event is unique to me?
6. Provide an example on how my use of Choice Theory language in a frustrating situation helps me to minimize my frustration level.
7. Can I provide an example from my own life or someone I know that demonstrates how fragile relationships can be?
8. How would I take a scenario and explain it in terms of the components on the choice theory chart?
9. How do I know that the system in choice theory is based on a 'negative' feedback loop?
10. In reviewing the Axioms, explain why one axiom in particular is challenging for me to accept.
11. Provide an example of collapsing a conflict (a) within ourselves, and (b) with others.
12. During the sessions, can I explain at least three [3] strategies I might consider when working with a resistant client?
13. Am I able to name at least four [4] criteria I might offer to self-evaluate how I would work with a client outside my area of expertise?

14. Everyone brings strengths to the role-play process. Describe at least three [3] strengths that I perceive I have.
15. Illustrate at least four [4] ways of facilitating self-evaluation with a client?
16. Play a participant in a role-play set-up as a manager/leader dealing with a thorny issue such as firing, downsizing, redundancy, hygiene, or the like.
17. How do I demonstrate my skills in helping the employee with a plan in a lead-management role-play?
18. Am I able to demonstrate how I might explain a role-play scenario as though I were walking the Chart?

ADVANCED INTENSIVE SELF-EVALUATION FOR PARTICIPANTS FROM OVERVIEW

- Think of a time when you were extremely coercive. How do you relate this to the Choice Theory chart?
- Define the inter-relationships between Quality World and needs.
- Illustrate how CT explains behaviour.
- Identify a belief or value that you hold that is embedded in a QUALITY WORLD PICTURE for you.
- Describe how one of your perceptions is unique to you.
- Explain how CT language may help to minimize frustration levels.
- Explain how fragile relationships can be.
- Imagine a scenario and use the CT chart to help explain it.
- Justify why the system is based on the negative feedback loop.
- Share which axiom is the most challenging for you.
- Provide an example of collapsing conflict within ourselves and others.
- Role play to demonstrate your skill to deal with a resistant client.
- Model how you would work with a client outside your familiar setting.
- Identify your strengths in the role play process.
- Illustrate various ways of facilitating self-evaluation with the client.
- Role play challenging lead management issues [firing, downsizing, redundancy, hygiene.]
- Demonstrate skill in planning within management situation.
- Walk the chart.

ADVANCED PRACTICUM SELF-EVALUATION FOR PARTICIPANTS

The following may serve as a self-evaluative tool for participants during Advanced Practicum to track and improve skill levels, to offer opportunities to clarify and fine-tune knowledge, to prepare for a Quality Work presentation for Certification, and to be mindful of each competence that is to be demonstrated from the listing of criteria for a Certification Session.

1. Dr. Glasser teaches about compatibility and personality in relation to 'needs' in Choice Theory: A New Psychology of Personal Freedom. (1998). New York: HarperCollins. He states, "What gives us our different personalities is that our five basic needs, or genetic, needs differ in strength . . . The strength of each need is fixed at birth and does not change." Am I able to support the view that need strengths can 'seemingly' change?
2. Explain from a situation in my own life how Quality World Pictures can conflict from one another.
3. When I examine my belief system, am I able to offer any examples of beliefs or values I hold that are not based on rational thought?
4. Share a perception of some value or belief that I have changed in my life?
5. In what ways can I imagine my life would be different if I were to use any one of the connecting habits for 21 days?
6. Share ways I have used my knowledge of Total Behaviour to regain a sense of balance in my life?
7. After reviewing the axioms, relate an example from my own life how I live it in accordance to the axioms.
8. Share the ways that I can help the client engage in his own plan.
9. Using a tracking sheet, what skills do I possess in demonstrating my ability to role-play the roles of [1] Interviewer [2] Client [3] Process Observer, and [4] Alternate Way. (A tracking sheet is a tool to show the interrelationship of the process of Reality Therapy with Choice Theory.)
10. How do I use the Choice Theory Chart in describing the role-play scenario that was demonstrated during any practicum session?
11. Demonstrate my ability to interview a client who is resistant in a lead management setting.
12. Delineate the advantages that I perceive in being a lead manager.
13. Following a role-play the members of the triad explain the client scenario in terms of the Choice Theory chart.
14. I have chosen and verified with my practicum supervisor my Quality Work presentation for Certification. Having practiced it before the group several times in preparation for Certification, what have I learned that will help me to present my points better?
15. I am aware of the criteria required for Certification and am able to demonstrate the required skills.

ADVANCED PRACTICUM SELF-EVALUATION FOR PARTICIPANTS FROM OVERVIEW

- Support the view that need strengths can seemingly change.
- Explain a situation where Quality World Pictures can conflict with each other.
- Dispute the role of irrational beliefs that some hold.
- Elaborate on a perception that you have discovered through learning new information.
- Imagine how your life would be different if you chose to continually use one of the connecting habits for 21 days.
- Demonstrate a time in your life when you used your knowledge of Total Behaviour to get back into balance.
- Provide a real life example of an axiom.
- Illustrate how you engage the client in creating his own plan.
- Demonstrate your ability to role play all roles within the process (interviewer, client, process observer and alternate way)
- Model and share the how you use the chart to describe the role play scenario.
- Role playing with resistant clients in lead management situations or settings.
- Delineate the advantages of being a lead manager.
- Demonstrate your ability to relate scenarios through the chart.
- Choose, plan, practice Quality Work and receive feedback.
- Review Certification criteria.

CERTIFICATION SELF-EVALUATION FOR PARTICIPANTS FROM OVERVIEW

In preparation for Certification and during the four-day Certification Session, the following may provide clarification for participants to self-evaluate their ability to demonstrate the knowledge and skills required for competence at this level in order to be designated CTRTC.

To what degree am I able to demonstrate/present the following knowledge and skill?

1. Explain my understanding of the Choice Theory Chart using a real life situation.
2. Describe my experience as to what was happening in my system through my knowledge of Choice Theory in this process of using a real life situation and explaining it on the Choice Theory chart in front of a group of people.
3. Prepare and present a small portion of my Quality work to the certification group describing how Choice Theory explains behavior.
4. Demonstrate my ability to successfully interview a client in a role play setting that is familiar to me. I shall work with a _____ client.

5. Demonstrate my ability to successfully interview a client in a role play setting that is not familiar to me. Although I ordinarily work with a _____ client, I shall work with a _____ client.
6. Demonstrate my ability to use lead management in a role play to facilitate a situation where I am the leader or supervisor.
7. Answer questions and clarify for others any concept shown on the Choice theory chart when warranted during the Certification Session.

CERTIFICATION SELF-EVALUATION FOR THE PARTICIPANTS FROM THE OVERVIEW:

- Demonstrate your understanding of the Choice Theory Chart and how it relates to real life situations.
- Presentation: Selection of a small portion of your Quality work that demonstrates and defines how Choice Theory applies to a real world situation.
- Demonstrate your ability to role play clients from familiar and unfamiliar settings.
- Role play lead management scenarios.
- Demonstrate understanding of the concepts on the Choice Theory chart.

Nancy D. Herrick, Jean Seville Suffield, Bette Blance, Certification Self-Evaluation Tool - October 7, 2016

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