

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

<b>BASIC INTENSIVE TRAINING</b>	<b>BASIC PRACTICUM</b>	<b>ADVANCED INTENSIVE TRAINING</b>	<b>ADVANCED PRACTICUM</b>	<b>CERTIFICATION SESSION</b>
<p align="center"><b>Competence-Based Certification Program WGI CEUs to correspond to hours</b></p> <p><b>Time</b> Suggested 21 hours (minimum)</p> <p><b>Flexible Delivery Models</b></p> <p><b>Recommended Fee</b> \$500 US - \$535 CAN Countries may vary</p> <p><b>Prerequisite</b> None</p> <p><b>Concepts &amp; Practice</b> Choice Theory 40% Reality Therapy 40% Leadership-GQS 20%</p> <p><b>Content Overview</b> 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 align="center"><b>Competence-Based Certification Program WGI</b></p> <p><b>Time</b> Suggest 30 hrs minimum Until competent in knowledge and skills</p> <p><b>Flexible Delivery Models</b></p> <p><b>Recommended Fee</b> Supervisor discretion - suggested maximum \$500</p> <p><b>Prerequisite</b> Completed basic training with accredited WGI Faculty</p> <p><b>Concepts &amp; Practice</b> Choice Theory 10% Reality Therapy 80% Leadership-GQS 10%</p> <p><b>Content Overview I</b> A. Emphasizing role-play practice with teaching to improve skill level for each individual learner</p>	<p align="center"><b>Competence-Based Certification Program WGI CEUs to correspond to hours</b></p> <p><b>Time</b> Suggested 21 hours (minimum)</p> <p><b>Flexible Delivery Models</b></p> <p><b>Recommended Fee</b> \$500 US - \$535 CAN Countries may vary</p> <p><b>Prerequisite</b> Completed basic training and practicum with accredited WGI Faculty</p> <p><b>Concepts &amp; Practice</b> Choice Theory 20% Reality Therapy 60% Leadership-GQS 20%</p> <p><b>Content Overview</b> 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 align="center"><b>Competence-Based Certification Program WGI</b></p> <p><b>Time</b> Suggest 30 hrs minimum Until competent in knowledge and skills</p> <p><b>Flexible Delivery Models</b></p> <p><b>Recommended Fee</b> Supervisor discretion - suggested maximum \$500</p> <p><b>Prerequisites</b> Completed advanced intensive training with accredited WGI Faculty</p> <p><b>Concepts &amp; Practice</b> Choice Theory 10% Reality Therapy 80% Leadership-GQS 10%</p> <p><b>Content Overview I</b> A. Creates a short presentation that teaches some aspect of Dr. Glasser's concepts to be presented at certification</p>	<p align="center"><b>Competence-Based Certification Program WGI Organized Locally</b></p> <p><b>Time</b> 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><b>Flexible Delivery Models</b></p> <p><b>Recommended Fee</b> \$500 US - \$535 CAN Countries may vary</p> <p><b>Prerequisites</b> Completed basic, basic practicum, advanced, and advanced practicum with accredited WGI Faculty</p> <p><b>Concepts &amp; Practice</b> Choice Theory 30% Reality Therapy 40% Leadership –GQS 20% Ethics &amp; Policies 10%</p> <p><b>Certification Process</b> 1. Set the environment by building connections among participants  2. Shape expectations together for presentations</p>

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<p align="center"><b>Certificate Program WGI</b></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><b>Choice Theory Concepts</b></p> <ul style="list-style-type: none"> <li>• Basic Needs</li> <li>• Quality World</li> <li>• Perception</li> <li>• Perceived World</li> <li>• Comparing Place</li> <li>• Total Behaviour system</li> <li>• Sensory, Total Knowledge &amp; Valuing Filters</li> <li>• Differences between Situation A and Situation B (Control system loop)</li> <li>• Exposure to other concepts on Chart</li> </ul> <p><b>Reality Therapy Model, Skills and Practice</b></p> <ul style="list-style-type: none"> <li>• CT axioms</li> </ul>	<p align="center"><b>Certificate Program WGI</b></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 &amp; 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 align="center"><b>Certificate Program WGI</b></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 align="center"><b>Certificate Program WGI</b></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"> <li>• Experience a variety of settings: familiar and unfamiliar</li> <li>• Practice challenging client types</li> <li>• Learn and create new questioning techniques</li> <li>• Build wider repertoire of questions</li> <li>• Track the process in various ways</li> <li>• Facilitate self-evaluation</li> </ul> <p>D. Teaches how to offer non-evaluative feedback in processing role-plays</p>	<p align="center"><b>Certificate Program WGI Organized Locally</b></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><b>Celebratory in nature as participants</b></p> <ul style="list-style-type: none"> <li>• Demonstrate skills</li> <li>• Give a fifteen [15] minute presentation to the group</li> <li>• Participate in role-play practice</li> <li>• Self-evaluate</li> <li>• Discuss</li> <li>• Up-grade any skills requested</li> </ul>

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

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