



WILLIAM GLASSER INTERNATIONAL, INC.
MEETING 65 BOARD MINUTES PART IV of IV
MONDAY, 11 July 2016 AT 0:00 UTC
In-Person Meeting, Seoul, Korea Conference 2016

Presence: Juan Pablo Aljure Janet Fain Morgan
John Cooper, Chair Kim Olver, Executive Director
Nancy Herrick Kalikamurti Suich
Masaki Kakitani Shruti Tekwani
Rose-Inza Kim Jean Seville Suffield, Secretary

Apologies: Boba Lojk
Mirinithia Maalsdorp
Stephanie Myers
Dubravka Stijacic

1. Approval of the Minutes

A. Meeting 64 of Friday, 17 June 2016 at 21:00 UTC

1A RESOLUTION: ACCEPTANCE OF MINUTES

It was moved by Nancy Herrick and seconded by Janet Fain Morgan that the Minutes of Meeting No: 64 held Friday, 17 June 2016 at 21:00 UTC be approved as presented.

RESULTS OF THE VOTE

Juan Pablo Aljure	4
Janet Fain Morgan	4
Nancy Herrick	4
Masaki Kakitani	4
Rose-Inza Kim	4
Jean Seville Suffield	5
Kalikamurti Suich	2 [Absent for June 17, 2016 Meeting]
Shruti Tekwani	4

RESOLUTION CARRIED

2. Board Policy

- A.** Amended July 4 and 6, 2016
- B.** Adoption of Board Policy as Amended

2B RESOLUTION: ADOPTION OF BOARD POLICY AS AMENDED

It was moved by . . . and seconded by . . . that the Board Policy be adopted as amended July 4, 2016.

REPORT: Jean Seville Suffield and Kalikamurti Suich spoke to the changes made to the Board Policy on July 4 through 6, 2016.

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DISCUSSION: Board members reviewed the wording and intent of the changes. The policy, as presented, was brought to a vote.

RESULTS OF THE VOTE

Juan Pablo Aljure	4
Janet Fain Morgan	4
Nancy Herrick	5
Masaki Kakitani	4
Rose-Inza Kim	4
Jean Seville Suffield	5
Kalikamurti Suich	4
Shruti Tekwani	4

RESOLUTION CARRIED

3. Strategic Plan

A. Synthesis and Information

REPORT: Juan Pablo Aljure presented the ACTION PLAN and reviewed what had been gained from the input by Faculty during the Professional Development Day.

DISCUSSION: Some discussion followed: strategic planning, WGI Report presented Saturday at Conference and report on the PD day held July 10 [the three Appended to these Minutes], communication, website options, web-based apps, and learning management systems. For Board members' information, the PD Questions and Brainstorming Results from the 2014 WGI Conference in Toronto, Ontario [Canada] shall be appended to the Minutes for easy future reference.

B. Next Steps

REPORT: Juan Pablo spoke to the ways the board members communicate and reiterated the need to make changes to the present WGI site.

DISCUSSION: Juan Pablo Aljure offered services through the company that works with Rochester School to start the process of making some changes to the site. This offer was gratefully accepted.

Notation: Carleen Glasser dropped by to thank the board members for their service and to say how much she had enjoyed the conference. Photos were taken to commemorate this occasion.

4. Conference Feedback

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REPORT: Rose-Inza Kim asked Board members to make individual comments about what they appreciated most about the conference.

DISCUSSION: These comments would be compiled by Shruti Tekwani so Rose-Inza could publish them in a newsletter concerning the success of the conference.

5. Planning

A. Communication

B. Meeting Dates to December 2016

C. In-Person Meetings February 29 – 26, 2016

A. The focus was on how the board communicates. Since Schoology is the present form of communication, until there are other options on the website, Juan Pablo gave a full tutorial for board members on Schoology and its many features.

B. Kalikamurti Suich helped the group arrive at dates for board meetings from August through December 2016. The Board meeting dates are as follows:

Sunday	August 28, 2016	13:00 UTC
Sunday	September 18, 2016	13:00 UTC
Sunday	October 23, 2016	13:00 UTC
Sunday	November 27, 2016	13:00 UTC
Sunday	December 18, 2016	13:00 UTC

C. Several meeting venues were discussed. It was decided that Kim Olver and Shruti Tekwani review several venues and inform the board members about cost.

6. Professional Development Day

Please find summary provided by Kalikamurti Suich appended to these Minutes.

7. Adjournment

The meeting was adjourned on a motion by Masaki Kakitani and Janet Fain Morgan at 3:00 UTC.

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

John Cooper, Chair
William Glasser International, Inc.

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

GEOGRAPHICAL DELEGATES

William Glasser International [WGI] Board is a democratic body that represents its members in achieving the vision and mission of William Glasser International, Inc. The Board shall consist of twelve [12] geographical regional delegates plus a Chairperson, the non-voting Immediate Past Chairperson, and the non-voting Executive Director. The Board makes decisions using a consensus model which ensures all members have a voice in the direction being taken by the Board.

The number of delegates for any given geographical region was originally allocated taking into consideration the number of certified [CTRTC/RTC] in that region. The current representation of delegates is as follows:

- The United States of America - three [3] delegates;
- Canada - two [2];
- Europe - two [2];
- Asia - two [2];
- Australia/New Zealand – one [1];
- South and Central America one [1];and
- Africa and remaining geographical areas -one [1] delegate.

Board Members are considered Full Members and are elected from their own geographical areas and by members of WGI who reside in that region. WGI shall review the allocations of delegates every five [5] years to assure equitable distribution of delegates to all geographical regions in light of a change in the number of people who have completed any of the WGI Certification programs.

1.0 QUALITIES AND RESPONSIBILITIES OF BOARD MEMBERS

Board members shall demonstrate a genuine interest in leading the world with Choice Theory[®] psychology and a willingness to commit to meet every month and give further time to devote to the work of the Board. Board members shall:

- 1.1 Endorse and accept the responsibilities of Full Members as outlined in the Membership Policy and the Professional Standards Policy;
- 1.2 Attend and participate in the board Lead-Management approach and consensual decision-making;
- 1.3 Respect confidentiality of discussions at meetings and online exchanges when so designated.

- 1.4 Participate in ongoing e-mail or forum discussions about board issues;
- 1.5 Attend and participate in monthly online meetings which last three [3] hours. These meetings are to be scheduled in Universal Coordinated Time [UTC] at a time and date agreed by board members;
- 1.6 Members of the Executive attend and participate in monthly online meetings which last two [2] to three [3] hours.
- 1.7 Engage in one or more action committees and other relevant work for at least ten [10] hours a month;
- 1.8 Be reasonably fluent in written and spoken English language;
- 1.9 Be competent to engage in online conferencing;
- 1.10 Receive and share views and opinions of the members in their geographical regions: (a) represent those views and opinions to the Board, and (b) report decisions of the board to members in their geographical regions;
- 1.11 Be familiar with WGI policies and practices;
- 1.12 Attend and participate in one [1] face-to-face meeting coinciding with the International Conference in the even years and, at a predetermined location in odd years, when there is no international conference.

2.0 DIRECTORS- TERM OF OFFICE

- 2.1 The term of office for directors shall be for three [3] consecutive years beginning on January 1 and ending three years later on December 31.
- 2.2 The term of office for directors shall be staggered so that one-third of the Board is up for election each year in order to maintain continuity on the Board.
- 2.3 Board members may serve only two [2] terms in their lifetime.

3.0 ELECTIONS OF DELEGATES TO THE BOARD

- 3.1 Elections shall be managed by WGI and initiated in September/October.

- 3.2 Specific responsibilities for work and attendance at board meetings shall be provided to nominees. This information may facilitate the selection of nominees and the voting process in the geographical regions concerned.
- 3.3 Once an election is announced, a period of one [1] month shall be available for the receipt of nominations.
- 3.4 It is the responsibility of the Board to verify that the nominees have met the requirements to serve as board members.
- 3.5 Information about elections shall be sent directly to members. The election shall take place two [2] weeks following the announcement of the nominees running in the geographical region.
- 3.6 The Board elects the new board members of each geographical region at the first meeting of the New Year to be directors of the legally incorporated William Glasser International.

4.0 QUALIFICATIONS FOR NOMINEES

- 4.1 Nominees must reside in the geographical region they represent, be a member of WGI, and also a member of their geographical region.
- 4.2 The person who 'nominates' and the person who 'seconds' the nomination shall be WGI members, members of the member organization concerned, and reside in that geographical region.
- 4.3 Nominees may not nominate themselves.
- 4.4 Nominations shall only be considered if nominee[s] have been seconded and meet all requirements stipulated by WGI.

5.0 VACANCY ON THE BOARD OF DIRECTORS

- 5.1 A vacancy during the term of office of a sitting Board Member may arise for a variety of reasons, including:
 - 5.1.1 Resignation;
 - 5.1.2 Removal of a director by the members for cause related to the duties and responsibilities of the position; or
 - 5.1.3 Was not filled during the election period.

- 5.2 If a Board Member leaves the Board before the completion of his/her term of office, or is elected to the position of chairperson, WGI shall organize a new election for a replacement delegate as soon as possible.
- 5.3 The new delegate shall complete the term of office of the position being replaced.
- 5.4 Completing someone else's term on the Board only counts as a term if the time served is more than two [2] years.
- 5.5 Should a Board Member-Elect decide not to take up the position on the Board, a new election shall take place upon the resignation or withdrawal of the Member-Elect.

6.0 ELECTION OF A CHAIRPERSON

- 6.1 The Chairperson is elected by the members of the Board from among its current members and for a term of two [2] years.
- 6.2 The Immediate Past Chairperson shall remain on the Board in a non-voting capacity for one [1] year.

7.0 AUXILIARY POSITIONS OF WGI

- 7.1 Brian Lennon, appointed by Dr. William Glasser as the founding Chair of the Board, shall have a permanent non-voting membership on the Board and may attend at his discretion.
- 7.2 The Executive Director is employed by WGI and has particular duties as negotiated and approved by the Board.
- 7.3 The Corporate Secretary is employed by WGI and has particular duties as negotiated and approved by the Board.
- 7.4 WGI shall review annually the positions of those it employs at the first face-to-face meeting during each calendar year. The WGI shall renew or replace positions depending on the needs of the corporation.

8.0 BOARD EXECUTIVE COMMITTEE MEMBERS AND DUTIES

- 8.1 Members

The members of the Board Executive Committee shall be comprised of:

- 8.1.1 Chairperson
- 8.1.2 Vice-Chairperson
- 8.1.3 Recording Secretary
- 8.1.4 Treasurer
- 8.1.5 Immediate Past Chairperson
- 8.1.6 Chairperson Emeritus [Brian Lennon]
- 8.1.7 Executive Director [Corporate President]

8.2 Duties of the Executive Committee

The duties of the WGI Executive Committee are to:

- 8.2.1 Prepare and process the agenda;
- 8.2.2 Manage the finances and budgets;
- 8.2.3 Receive reports on items from the Executive Director;
- 8.2.4 Address any specific sensitive subjects;
- 8.2.5 Ensure the adherence to the Constitution and By-Laws;

9.0 ATTENDANCE AT BOARD MEETINGS

- 9.1 Attendance at each board meeting is the responsibility of each board member.
- 9.2 It is the responsibility of the board member to inform the Chairperson if they are unable to adhere to the expectations of attendance and workload of board members.
- 9.3 The Chairperson shall contact the board member who misses two [2] consecutive board meetings to understand the situation and look for possible solutions about the board member's duties and responsibilities.
- 9.4 If a Board member misses three [3] consecutive meetings or more than 50% of meetings during the calendar year, the Chairperson gives notice that this situation shall be discussed at the next board meeting.
- 9.5 If the Chairperson resolves that the board member is unable to fulfill the duties and responsibilities, then the Board shall ask for a new election in the geographical region concerned.

10.0 PROCEDURES AT BOARD MEETINGS

- 10.1 A quorum consists of 60% of voting members present at the meeting.

- 10.2 The Chairperson, in concert with the secretary and input from members of the Board, shall set the agenda for each meeting.
- 10.3 Board agendas shall be forwarded to Board Members at least one [1] week prior to the scheduled meeting.
- 10.4 The secretary shall take Minutes of the meeting and forward them to Board Members no later than one [1] week following the meeting.
- 10.5 The Minutes are private to the Board and will also be posted on the website in the Board's private section until approved by the Board and signed by the Chairperson and Executive Director. Authorized electronic signatures shall be accepted.
- 10.6 The Executive Director shall post a copy of the approved Board Minutes on the website in the members' section.
- 10.7 Resolutions are put forward, seconded, discussed, and then offered to a consensual voting process when a quorum is present.
- 10.8 The voting consensual process may be found in APPENDIX 1.
- 10.9 Resolutions regarding policies and programs are posted on the WGI website for a period of fifteen [15] days in order to receive feedback prior to final adoption.
- 10.10 Resolutions shall be registered in a file to enable quick access, so marked: Date of Meeting, Resolution, Voting Results, and Action. This file is to be maintained by the Corporate Secretary.

11.0 EVALUATION AND REVIEW

- 11.1 This Policy shall be evaluated every three [3] years to ensure that any changes made by the Board are reflected accurately.
- 11.2 Any change or amendment to the Board Policy shall require a review of the entire policy to maintain consistency and coherence.

APPENDIX 1
VOTING CONSENSUAL MODEL

1. When an item has been sufficiently discussed, any member may form a resolution for consensus. Once stated, members indicate their initial level of agreement in the following way:
 - Indicating a five [5] means, *I have enthusiastic support for this idea and am willing to be the leader on its implementation.*
 - Indicating a four [4] means, *I am in full support of this decision and will help the leader with tasks as possible.*
 - Indicating a three [3] means, *I will support this decision and feel comfortable letting this proposal pass without further discussion.*
 - Indicating a two [2] means, *I am somewhat comfortable with the proposal but would like to discuss some of the issues.*
 - Indicating a one [1] means, *I have objections but I won't stop the process or block the group from continuing forward.*
 - Indicating a zero [0] means, *I am totally against this motion and cannot support it in any way. I need to talk more about the proposal and require changes for it to pass.*
2. When a vote results in an action requiring a person to lead the initiative, there must be at least one [1] person voting five [5] to be the 'leader' on its implementation.
3. In the case of no fives, a two, one or zero, further discussion will ensue.
4. After further discussion and possible revision, a **second vote** will be taken.
5. This process shall continue until the resolution is carried, postponed or cancelled in the case of two or more zeroes.
6. If there is still a zero, the **resolution does not carry**.
7. Before the next board meeting, a designated third party shall moderate a negotiation between the parties involved in the conflicting opinions seeking a win/win solution.

VOTING CONSENSUAL MODEL

8. If a solution is generated, that option shall be presented at the next board meeting as a new resolution for consideration.
9. If after a month, the average of the consensus numbers is equal to or greater than 4, then the resolution can carry.
10. Once a resolution is passed, it is a decision of the Board and all members are expected to support the resolution publically.
11. All official WGI policies and decisions shall be posted on the WGI website under the appropriate menu.

APPENDIX 2 STAGES IN PROCESSING POLICIES

STAGE 1

- **IDEA GENERATED.**

After board discussion, a vote is taken whether to develop the idea. The Board chooses an advocate for a proposal deemed worthy.

STAGE 2

- **ADVOCATE CHOSEN**

Discussion continues for no longer than three [3] months via the agreed forum. The Proposal Advocate presents a draft proposal and rationale to the board.

STAGE 3

- **POSTING ON WEBSITE**

The Proposal is posted on the WGI website for consultation and feedback from member organizations. Member Organizations offer feedback to the Executive Director which is forward to the Proposal Advocate within a period of one [1] month.

STAGE 4

- **FINAL APPROVAL**

The Proposal Advocate, on behalf of the working group, presents the program or policy to the board for final approval.

STATE 5

- **PUBLICATION ON THE WEBSITE**

The policy or program is considered to be official through the final posting on the WGI website.

STAGE 6

- **ANNUAL REVIEW**

The Board reviews all programs and policies annually.

Action Plan for 2016-2021

Why do we exist? (General purpose) - MISSION

Inspiring peace, joy, and quality in the world with Choice Theory.

What do we want to accomplish in 5 years? (VISION: Shared picture of what we want)

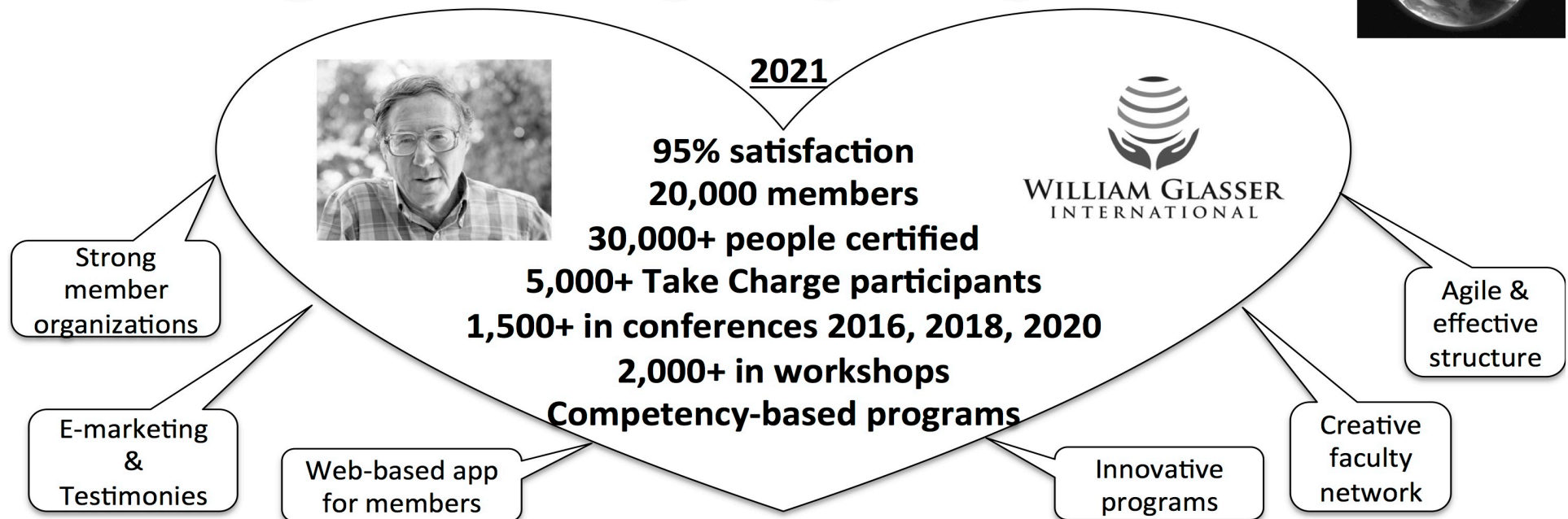
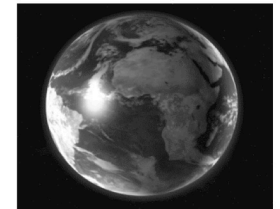
A global organization with 50,000+ members inspiring joy and quality with Choice Theory in education, counseling, leadership, and personal well-being.

We value:

- Integrity
- Transparency
- Congruency
- Collaboration
- Respect
- Caring and supporting
- Creativity and growth
- Inclusiveness

Inspiring peace & joy with CT

A global, strong & agile organization





PERSPECTIVE OF MEMBERS AND PARTICIPANTS

What results and experiences do we want to accomplish about our members and participants?	What approaches or strategies will create those wanted results and experiences for members and participants?	What specific actions will develop the approaches or strategies for creating the results and experiences for members and participants?	What methods, instruments, and tools will we implement to assess, measure, and refine our actions, approaches, and wanted experiences about members and participants?
<ol style="list-style-type: none"> 1. 85% satisfaction expressed by members and trainees about their experience with WGI and its programs by 2018. 95% by 2020. 2. 20,000 members by 2021. 3. 60% of all new trainees become members of WGI. 4. 5,000 participants have taken the Take Charge of Your Life program around the world by 2020. 	<ol style="list-style-type: none"> 1. Strengthen the relationship between WGI and its member organizations around the world to facilitate membership, program adaptation, innovative ideas, data collection, research, and Glasser's legacy. 2. Web-based application for simple management of membership, online and offline programs and conferences, networking about research, and buying publications and products. 3. Programs translated into different languages offered through the worldwide interactive portal. 	<ol style="list-style-type: none"> 1. Create an interactive Internet portal for presidents of member organizations to maintain a direct relationship between WGI's Executive Director and presidents of member organizations about WGI's membership policy and programs, as well as to create two-way feedback channels (Kim Olver – August 31, 2016). 2. 	<ol style="list-style-type: none"> 1. Online discussions through the interactive portal between member organization representatives around the world, Executive Director, and Board representatives. 2.



<p>5. 30,000 people have completed a WGI certification program around the world between CTRTC/RTC, Counseling with CT, Teaching with CT, and Leading with CT.</p> <p>6. More than 1,500 people attend the three conferences of 2016, 2018, and 2020.</p> <p>7. All WGI certification programs are based on competence.</p> <p>8. More than 2,000 participants around the world have taken a workshop or post-certification program endorsed by WGI by 2021.</p>	<p>4. Shorter, competency-based, accredited, and innovative specialized certification programs in teaching with CT, Counseling with CT (RT), and Leading with CT. No generic course offered anymore?</p> <p>5. Implement a professional e-marketing innovative plan that creates WGI presence in the world: adwords, organic website, social media.</p> <p>6. Target specific groups with purpose created programs for aging population, youth, children, or care givers etc.</p> <p>7. Scholarships offered to students for WGI programs.</p> <p>8. Revise programs around useful competencies (using knowledge).</p> <p>9. Support member organizations' projects and events related to Dr. Glasser's ideas.</p> <p>10. Promote, facilitate, and endorse workshops and post-certification courses related to Dr. Glasser's ideas created by faculty around the world. These should promote (not interfere) WGI certification programs.</p> <p>11. In every course people are offered WGI membership through</p>		
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	<p>their member organization.</p> <p>12. Design and promote quality criteria for WGI Conferences and member organization's regional conferences.</p>		
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PERSPECTIVE OF FACULTY AND STAFF

What results and experiences do we want to accomplish about our faculty, staff, and board?	What approaches or strategies will create those wanted results/experiences for our faculty, staff, and board?	What specific actions will develop the approaches or strategies for creating the results and experiences for faculty, staff, and board?	What methods, instruments, and tools will we implement to assess, measure, and refine our actions, approaches, and wanted experiences about faculty, staff, and board?
1. Double faculty members around the world by 2021 (about 400). 2. 85% satisfaction level between all faculty members by 2018 about their experience with WGI as faculty. 95% by 2020. 3. All faculty members are certified or recertified by 2021 with high quality competencies.	1. Design and implement new specialized competency-based faculty programs for the different certification programs offered by WGI in counseling, education, and lead-management. They could be of hybrid formats like web-based and physically. Training includes CT-based pedagogical techniques. Stop current generic Basic Instructor Program? 2. Promote and facilitate the endorsement of Take Charge facilitators. 3. Encourage and support faculty members to develop and offer their own workshops and post-certification programs endorsed by WGI through a simple and agile process. 4. How can WGI include certified members as teachers?	1. Design three new specialized faculty programs for Teaching with CT, Counseling with CT, and Lead-Managing with CT, and stop generic BIP programs around the world (Kim Olver with Juan Pablo Aljure, Nancy Herrick, and Jean Seville – October 28, 2016). 2.	1. Feedback and endorsement testimonies from faculty representative of the world. 2.



	<ol style="list-style-type: none">5. New web application so that faculty members can register participants, pay participant fees, print certificates, include adaptations and recommendations of programs done, etc. This app would include the faculty-designed workshops and post certification programs endorsed by WGI, as well as WGI certification programs.6. Recertification every two years of faculty through an online and evidence-based process.7. Promotional and educational web-based videos available for the different programs.8. Useful and relevant professional days after conferences and other dates, virtual and physical.9. Web-based project management and interactivity for WGI Board and staff.		
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PERSPECTIVE OF SOCIETY			
What results and experiences do we want to accomplish about our our relevant stakeholders within society?	What approaches or strategies will create those wanted results/experiences for our stakeholders within society?	What specific actions will develop the approaches or strategies for creating the results and experiences for our stakeholders within society?	What methods, instruments, and tools will we implement to assess, measure, and refine our actions, approaches, and wanted experiences about our stakeholders within society?
1. Regional counseling associations perceive CT counseling as a sound and effective counseling method. 2. Choice Theory Schools are perceived by society in general as high performance schools based on useful learning and a joyful environment. 3.	1. Create liaisons with United Nations programs as well as international and local counseling, educational, and leadership professional organizations.	1.	1.



<u>BUSINESS PERSPECTIVE</u>			
What results and experiences do we want to accomplish about our relevant business stakeholders ?	What approaches or strategies will create those wanted results/experiences for our relevant business stakeholders?	What specific actions will develop the approaches or strategies for creating the results and experiences for our relevant business stakeholders?	What methods, instruments, and tools will we implement to assess, measure, and refine our actions, approaches, and wanted experiences about our relevant business stakeholders?
<ol style="list-style-type: none"> 1. US\$300,000 endowment fund by 2021. 2. US\$50,000 reinvested in 6 years for strengthening WGI's networking and development. 	<ol style="list-style-type: none"> 1. Promote and facilitate donations to the happiness endowment fund via Internet and social media. 	<ol style="list-style-type: none"> 1. Change the name to Happiness Endowment Fund and promote it big on the home page of WGI's website (Kim Olver – July, 2016). 2. 	<ol style="list-style-type: none"> 1.



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Thanks for hosting WGI Conference 2016

- Rose Kim Inza Convenor, Host, WGI's "treasure"
- Yongun Lee Conference Coordinator
- James Montagnes (conference liaison)



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..a Cheshire cat appeared in the tree and asked Alice, **“Can I help you?”**

Alice said, “Yes, please. I’m lost and need to know which road I should take.”

The Cheshire cat asked, **“Where are you going?”**

Alice said, “Gee, I don’t know!”

“Well,” said the Cheshire cat, **“then it doesn’t matter which road you take.”**





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Moving ahead

- Done; a logo, communication and a strong foundation legally with 12 adopted policies (3 draft). www.wglasserinternational.com
- Board teleconferences monthly (15 people)
- WGI (Executive Officer and Chair) Teleconference 4 times a year with Member Organisations
- Website continually being improved
- Database an ongoing work in progress
- Strategic Plan growing



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Member Organisations Report

“Take Charge of Your Life” is now available, or soon to be, in Japanese, Spanish, Korean, Persian, French, Kuwait

Many exciting projects in our MO's, e.g.'s

- NZ TV Series “Why Am I?” (anti-violence)
- Many conferences around the world (website)
- e-Book Australia
- Training with Korean soldiers
- Glasser adventures, Canada
- Reality Therapy approved in USA as evidenced-based practice
- Radio program every second week in Japan



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William Glasser International (WGI)

Being international gives greater credibility.

WGI was authorized and recognized by Dr. William Glasser as the official international organization for Choice Theory, Reality Therapy, Lead-Management, Glasser Quality Schools and other applications of Choice Theory.

WGI sustains, advances, and celebrates Choice Theory.



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Board Chairs and Members

Brian Lennon was asked personally by Dr. Glasser to take on the role of chairman and he accepted a two year term. At the request of the Board during the Los Angeles meeting, Brian agreed to extend his term by another year. The Board has honoured his work as a life member of WGI Board.

John Cooper from Alice Springs, Australia was duly elected at the Dublin meeting. The chairperson's term is for two years. The vacancy left by the chairperson may be filled by a replacement from their area. He has been re-elected for another two years.

Board members are elected for a three year term from their area.

(Details in Board Policy).



What we do

- WGI offers official recognition to Choice Theory education, training, and faculty programs.
- WGI authorizes and coordinates other branches or organizations around the world that teach and offer programs and services based on Choice Theory
- WGI officially recognize other programs using Choice Theory



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How does the Board work?

- A set of values and principles (website)
- A Lead Management mode of working together
- A process to initiate and progress ideas to become actions and policies
- A clear consensus decision-making model



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Board Members say

Juan Pablo Aljure

Jean Seville Suffield

Janet Fain Morgan

Shruti Tekwani

Masaki Kakitani

Rose-Insa Kim

Nancy Herrick

Kalikamurti Suich

(Apologies today from Stephanie Myers. Mirinthia
Maasdorp, Boba Lojk and Dubravka Stijacic)



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Non-Voting Board Members say

Kim Daub Olver

John Cooper

Brian Lennon – says “have fun” & “sorry for being unable to attend” wishing us well.



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Mission

Inspiring a peaceful and joyful world
with Choice Theory

(Work in Progress)





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Vision

A global organization with 50,000 members inspiring joy and quality with Choice Theory in education, counseling, leadership, and personal well-being. (Work in Progress)





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Your turn coming soon

During lunch the WGI Board members will join you at the tables.

Questions to ponder;

1. How can WGI better satisfy your needs?
2. What would inspire you to become a member?



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Logos & slogans

The power to be your best





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Let's hear from Simon Sinek



https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

CONTINUING PROFESSIONAL DEVELOPMENT FOR FACULTY.

July 2016 south Korea.

In the wider aim for WGI the board is looking at the ongoing needs for professional development and mentoring for people who have participated in some kind of training and do not wish to continue to faculty.

Reasons to consider a program of professional development for faculty.

- Ongoing opportunity to stay current, develop new skills and gain new information, sharing of skills and expertise among faculty.
- Strengthening of relationships amongst faculty members
- Support and mentoring
- Develop standards of quality and excellence as do other professional organisations
- Demonstrate to other professional associations WGI and member organisations internal rigour

DISCUSSION TOPICS

- Discuss the importance and value of CPD for faculty members?
- In what way do you see a process of CPD being rolled out? That is what sort of processes and methods?
- What areas of development would you like to see included in CPD.eg topics, skills, competencies?
- Any areas of concern about including CPD as competencies for ongoing Faculty development and expectations?

Results of faculty day discussion

(No decisions have been made as a result of this discussion)

Discuss the importance and value of CPD for faculty members?

- There was consensus amongst the small groups that this was extremely important rated 5 out of 1-5 with 5 being most important.
- We want competent instructors based on demonstration of competencies
- Is it important? For us – yes. For others – yes.

In what way do you see a process of CPD being rolled out? That is what sort of processes and methods?

- Approach this from a LM point of view – here is an opportunity to enhance your skills
- Do NOT make it obligatory.
- Self-evaluation model -pass in / submit and get peer review feedback from the senior faculty in you member organisation.
- Faculty development opportunity
- Invite other professions to attend and pay collaboration and sharing – lots of wisdom.
- Menu of options- our 3year period.
- Get as a faculty member but give a lot as well.
- Get promoted, appreciated
- Skills-development workshop at a conference or other scenario
- Webinars
- Doing something in the community
- Collaborating in a book
- Reading, studying or promoting research
- Writing articles for the international journal
- Sharing knowledge and skills with other faculty
- Participate in yearly regional conferences
- Self-evaluation every two years with specific quality criteria or rubric that could help each faculty member think about their own professional development.
- External feedback vs. external control?
- Multiple paths with each person choosing their path
 - Development of Standards of Quality
 - Self-evaluation regarding growth with a plan for the next three years
 - Mentoring, Co-Teaching, Conferences, Reading, Online courses, demonstration videos, Peer Review, Cross-Pollinating
 -
- Pay faculty membership
- Co-teach
- Attend a conference

- Online learning opportunities
- Engage a mentor

Options to Change status to “inactive”

○

What areas of development would you like to see included in CPD.eg topics, skills, competencies?

- Maybe attend one faculty day or demonstrate 12 hours of competency
- PD for specific applications counselling, testing, military
- Topics;
- Marketing, using social, networking
- importance of listening
- Model how to work with resistant employers /people
- how to continue to focus on the relationship
- Brain-based pacing based on research about how adults learn.
- Business and management skills
- CT-based pedagogical planning
- Curriculum design for practicum supervision and other parts
- Counseling for mental health
- Flipped learning for faculty: encourage our learners to learn
- Systems thinking training
-

Any areas of concern about including CPD as competencies for ongoing Faculty development and expectations?

- Resistance; non-attendance, how to implement without coercion,
- How to get Senior Faculty to come? - maybe invite them to come and share / lead.
- CPD as competencies for ongoing faculty development and expectations?
- Competencies versus competence
- Technology savvy
- Feedback forms with one or two questions. To be better.
- How to market it to faculty so that it is need-satisfying?
- Creating a culture of continuous improvement and creativity
- How to bring back faculty that have disconnected
- How to create a continuous improvement culture with trust and self-evaluation without criticism?
- Concerns – external control, senior faculty insulted, resentment, what are the consequences

8 Groups addressed these 8 questions and then proceeded to react to all the questions – in the attachment.

Questions

Questions #1: How can we capitalize on social media to promote CT with people of all ages?

How can we enable immersion of the ideas in the digital realm?

How can we network CT people together and to the world? (Internet sites?)

How can faculty link together for discussions, sharing ideas?

Question #2: How can we streamline the existing training, make it more flexible, allow for special applications, and ensure the integrity is kept?

Questions #3:

1. Following self-evaluation and feedback from clients, how could peers work together to evaluate and to clarify the quality of the courses they deliver?
2. What conditions / grounds may justify the need for exceptions for training, so trainers, clients and students are not disadvantaged? What criteria would assist?

Questions #4:

1. How can we manage an intellectual discussion about using the word “psychology”? (eliminated the discussion on “psychology”) in which we disagree?
2. What control measures are needed to maintain progress and the quality of training?

Questions #5: Glasser learned and worked with others.

How can we retain the Glasserian model and include improvements and new learning in a process that endorses new thinking and ideas.

Question #6: What are some non-coercive marketing ideas?

Questions #7: Dr. Glasser shifted thinking overtime. How can innovations be introduced so that CT doesn't become locked in a time warp? A call for revisions, innovations, an edit of Glasser Books? Who would serve on a panel of review?

Questions #8:

- I. Use of pro-bono practices in assisting continuity of developing areas/affiliates
- II. How may we support faculty to work in developing areas?
- III. Social media and it's place in communication and promotion?
- IV. How can we digitally network CT people together & to the world?
- V. How can faculty link together for discussions, sharing ideas?

Brainstorming Ideas Faculty – July 13, 2014 - Toronto, Canada

Group #1 Members: Brian Lennon, Shearon B. , Kathy, Lidia, Maggie, Monique

Questions #1: How can we capitalize on social media to promote CT with people of all ages?

How can we enable immersion of the ideas in the digital realm?

How can we network CT people together and to the world? (internet sites?)

How can faculty link together for discussions, sharing ideas?

Visuals - N.B –annotate visuals

Choice Theory Fan Club exists on Facebook

CT - young people want information now

Twitter page out of this conference, communication

Some people are already doing this – how to maximize it

Blog: immediate international access

People want to see the feedback on a shared project

Developing APPS

Discussion forums

Using Twitter as professional learning opportunities with links to blogs and sites

Ted talks and TEDx - motivational speakers (in other languages as well)

Khan academy?

Some shared expertise in how to use social media

On-line learning – webinars – visuals very important & auditory for auditory learners

Ken Larson – resource person

Catering for disabled vet workers

Skype for doing supervision

Video conferencing

Link facebook pages, twitter, blog to WGI international, regions, countries

No isolation; seamless transition of information; connectedness

Youtube videos

Organization needs to hire expert for this platform

Someone who also has expertise in writing in journalistic style for media releases

Not to forget human relationships

GO TO expert- Edit what is put out; make certain it is right; cultural monitors & filters

REVAMP IMPROVE website and keep it updated . Make it more interactive.

Some people do not want to do FACEBOOK – not only have information there

QR BAR CODE should be on all materials and available to all

Faculty (free) should be on all training materials, brochures and communications

Respect individuals creativity

Not to undervalue word of mouth—personal relationships

Have Wm Glasser's life story as a documentary

Prioritize all ideas based on \$ resources

Online virtual classrooms "Breaking Traditions" Quality School conference FREE

What are virtual classrooms? Do people know about them? Are time zones an issue?

Evaluation of process:

Plus: shared knowledge

lots of ideas generated

everyone can contribute

Minus: have less groups and more time

have less aspects to each question or 1 question

need a totally open page: no question to answer

Group #2 Members: Ellen Gelinas, Rhonda Montagnes, Gloria Cisse, Martie Fagan, Janet Morgan, David Jackson

Question #2: How can we streamline the existing training, make it more flexible, allow for special applications, and ensure the integrity is kept?

1. Core curriculum should stay the same - delivery could be modified
2. Flexibility with integrity - fear –things will change so much that we deviate from the mission
3. Core plus what we ask them to do with it
4. Explore Faculty training and practicum
5. Criteria to be enhanced / modified
 - a. need driven by students
 - b. flexible
 - c. competency based and selected by student training and competency
6. Too complicated of process: a. expense; b. flexibility with time
7. Modulize training more; skills / core competent
8. Individual criteria -decided by faculty
Augment learning through other mediums (observational learning)
9. Why does it need to be flexible?
10. Measure what's working well and not in each region
11. Consistency (international)
12. Quality with consistency (regardless of regions) demonstrate quality
13. In order for special applications to apply the quality elements
15. Two components in all we do: a. competency; b. quality
16. Minimum requirements; consistency
17. Transparent with what we teach; co-teaching is effective
18. Guidelines / principles / policies
(how/suggestions) (shared) (some are necessary)
19. BP follows cert immediately so not to lose momentum; a) cost; b)audience; c)interest
20. Training FLEXIBLE a) TRUST faculty in field to train
b) endorse in field
21. Time standards for replying for training applications. (feels like certain people are favorites)
22. Utilize online resources for training
23. Keep essence of CT/RT
24. Wrong question – changing and adding to NOT streamlined
25. Specialized courses
26. Core CT/RT training
27. Language has to be CT
28. Process for approving trainings to be streamlined
29. More timely response for training

Evaluation of process:

Plus

Given opportunity
Group experience
Felt good to do this

Minus

not enough time to get answers from everyone
no time to review for next group
language differences and overlap
Lot of thinking for the end of day or afternoon

Group #3 members: Andrew, Shaeron , Ken Larson, Peter, Nancy Grant, Donna , Judy Magness

Questions #3:

1. Following self-evaluation and feedback from clients, how could peers work together to evaluate and to clarify the quality of the courses they deliver?
2. What conditions / grounds may justify the need for exceptions for training, so trainers, clients and students are not disadvantaged? What criteria would assist?

FOLLOW UP SELF EVALUATION

1. as a Sr. faculty not seen other's course delivery
2. need to have another instructor give feedback, reciprocal process
3. currently doing "own thing" ; is it consistent? Are outcomes the same?
4. not seeing a lot of Lead Management in training
5. clarification of underneath why and what seems to be missing
6. co-leading a training -offers better learning for faculty
7. team teaching versus CO-teaching; therefore, training grooms students to be "team"
8. Co-existing doesn't mean collaboration

EXCEPTIONS OF TRAINING

1. number adjustments to avoid divisive rifts in community
2. dependent on language
3. specific meaning for language of group
4. policy on "max of 16" - # of hours needs to be adjusted
5. trust instructors to keep integrity of course
6. concession of limitations of faculty and clients/students, i.e. cultural/religious differences

PEER SUPERVISION

1. get and receive direct feedback from other instructors
2. explanation of what exercises and how it is taught
3. pre-supposes that distance is not a factor
4. Do teaching with other facilitators, therefore enhances feedback process & enriches course

- * translation time doubles training length therefore needs adjusting
- *unique circumstances of group may require specific awareness
- * \$ consideration of demographics; \$ education; learning style
- *proximity of training location

What does self-evaluation mean? Clarify definition for faculty and disseminate it to all

Conditions that make "quality" school precepts to guide and inform training

TRUST among faculty - "earned"

Peer review in policies says 'faculty is current' ; no continuing education?

As organization develops – need for evaluation of instructors – a quality piece

Performance review

Continuing improvement process

Presenters at conference should have foot notes available for participants to ensure truth

Develop tools for evaluation

Cultural

Ok to train 1 on 1 , is it effective? In skills that are necessary

Work in group size that is realistic for community - define group size and benefits---
then this never creates a barrier for someone to learn -Policy

A formal evaluation. – What feedback can you give me specifically that will make me a better instructor. Essential in Q schools

Certification-→ supervisor - capture people right after certification to capture enthusiasm
Practicum endorsement and training with a mentor - let integrity lead
Communicates and toaig? Trust factor of what people can/should be doing

Collegial coaches - sharing or peer review – 1 on 1 debriefing
Conversation with “supervisor”

Publish criteria

Are there equivalencies??? - establish written and oral to demonstrate competency

Transparency and fairness

Exceptions: think about backgrounds of students, external verses internal focus:

Their professional training – psychologist

Mentor students no \$ restrictions

Develop rubrics -measurable, easy, qualitative, and quantitative, therefore no exceptions

Evaluations that existed are obsolete

How many competencies have been demonstrated

Simplify competencies - quality school, Q organization, Q courses

Core curriculum and rubric of competencies

Flexibility of time - presentations how they ----

Evaluation of process:

Plus

Talk

Interesting

Improves understanding

Generates new ideas

Negative

time too short

no open-ended table

without a question

Interesting

multi-cultural issues

engerizing

styles of learning on team

preferences displayed

Group #4 Members: Marty Price; Kathy Randolph; Ali Sahebi; Jim Montagnes; Jim Mishler; Rolf Ahrens; Penny Hill

Questions #4:

1. How can we manage an intellectual discussion about using the word “psychology”? (eliminated the discussion on “psychology”) in which we disagree?

2. What control measures are needed to maintain progress and the quality of training?

Remain as Dr. Glasser has requested; To help maintain consistency.

1. continuing education'
2. dialogue about language we use
3. public and personal sense of quality
4. evaluation by participants
5. on-going research
6. create no wrong environment
7. clarify personal understanding about CT, RT, psychology

Name benefits of using word psychology

Name concerns of using word psychology

1. what is the intention of using the word? FEAR
2. understand regulations around language and certification
3. why would we want to call ourselves CT Psychology?

Why not call ourselves CT education; CT social work; CT accountants; CT teachers

4. Watch Rolf's slide show?

RT Psychotherapy

CT counseling

Pros and cons of using it

8. How did Glasser mean it?
9. disagree with separating the two terms
10. Discussion on website
11. Clarify Counseling with CT
12. check your connotations
13. WGI make a decision about denotative meaning
14. CT is an internal psychology

Group Brown's evaluation of the process:

Plus

Challenging

Spurred discussion

Creative ideas

interesting

www.afn.net.au

Negative

exhausting

more time on one question

being strategic

Group #5 Members: Mike Fulkerson, Karen French, Lynn Sumida, David Burke, Maureen McIntosh, Rhon Carleton, Bette Blance.

Questions #5: Glasser learned and worked with others.

How can we retain the Glasserian model and include improvements and new learning in a process that endorses new thinking and ideas.

1. Embracing new things /research/strategies
2. Being current: leadership. Business, schools,
3. Inclusive
4. Evidenced practice
5. By not making things right and wrong; but effective/less effective
6. Thinking outside the box. Challenging current traditions
7. Valuing diversity
8. Meeting people where they are...while maintaining our balance
9. KISS
10. Recognizing that RT is a basic coaching process
11. Getting close to and accessing 'experts' in other areas
12. Google forums (opportunities) knowledge exchange forums
13. Looking at other models in other organizations
14. Being open to improving
15. Asking others how they have been successful
16. Seeking input from others -actively asking others
17. Seeking feedback - - transparency - structured ways
18. Define what we really want - use the PDSA cycle (WDEP)
19. Seeking other models that are congruent
20. Develop a relationship with other organizations in Mental Health
Shift in thinking recovery stories
21. Evidenced practice - promising practices - generous --critically new
22. Being open to critical feedback
23. Keep true to the theory but have knowledge of other models
24. Articles that support CT
25. Add videos/movies
26. In depth knowledge
27. Links to like minds
28. Developing protocols on how we communicate with each other
29. Teach other groups as CT/RT as professional development - in roads into other groups
30. Offer "off the shelf " models to universities and other organizations
31. Encourage additional scholar programs to encourage research
32. Engage with other theoretical frameworks to show overlaps, links
33. Broaden out to find alignments - happiness - beyond happiness
34. Inclusive and recognize other people's /organizations
35. Blind man and the elephant (whole elephant)
36. Access of information /simpler for the man in the street
37. Children's books
38. Faculty retreats

39. Open to forging partnerships with other organizations and people
40. Forging partnerships with Lions, Rotary, Kiwanis etc.
41. Invite other internal control psychology organizations to do combined conferences

Evaluation of process:

Plus

Everybody could give input on all issues
Movement, creativity, brainstorming
Kept thinking fresh
Built the team

Minus

Limited time to build on others' ideas

Interesting

Innovative ideas
2nd order thinking involved
Lots of overlap

#6 Group Members: Sharon Carder-Jackson, Marinela Mendes, Rose Kim, Christine Duffield, Linda Routledge, Carole Eaton, Charlotte Wellen

Question #6: What are some non-coercive marketing ideas?

1. Role-modeling: inspiring, giving back, rather than focusing on making money
2. Who is our market? Not necessarily to make money, but to spread ideas?
 - education, relationships, mental health, parenting, businesses, peer groups, personal development, counseling, sporting teams...
3. Being humble when presenting our ideas.
4. Be willing to serve/sacrifice (rather than being focused on making money – although it is understood that some of our members are living by these ideas and must make money to survive)
5. Creating a before/after statement (helping people create a perception of a need) For instance, Take Charge of Your Life will attract one possible market, but we need multiple tools/phrases to attract multiple markets
6. Online possibilities: Webinars to fish for interest: ethics, dealing with crises, mental health
 - coaching tools; -- CEU credits; -- youtubes of role plays
 - put 100% of Dr. Glasser's role plays online for free on youtube, so that when you put into a search engine, Glasser or CT/RT, you will get a TON of excellent Dr. Glasser presentations (after all, he attracted us)
 - Online forums/commentaries (All faculty go online once a week and answer some question/write an article from a CT/RT perspective)
7. Hold more conferences: integrating our ideas with other theories that are basically the same, or that coincide
 - non-violent communication by Rosenberg
 - Cohn; -- Pink;
 - Impact therapy; -- Logo Therapy
 - Solution-focused therapy
8. Get notable speakers to go to TED Talks and TEDx
9. Case study journal that we put out once a year, celebrating our successes
10. For everyone to write a letter to editor or article for magazine.
11. Go on amazon.com to write book reviews (review lots of books for other journals)
12. Write for community newsletters
13. Create Blogs
14. Create humorous youtube videos about ct/rt that have the potential to go viral)
15. Identify benefits vs. features
16. Creating elegant bags/t-shirts with CT emblem + something about CT/RT (such as the connecting/disconnecting habits)
17. Tattoos (across our foreheads) ☺
18. We need a name that everyone identifies with
19. Define/Clarify social marketing vs. marketing (i.e., problems w/the word "therapy.")
20. Align what we have world-wide for a global impact
21. Set up a team to create a reality television series in which we bring in some rowdy, wild and crazy humans who are helped by a Reality Therapist.
22. PBS Special
23. Dr. Phil-type radio show

24. Reach out to people of influence
25. Fly airplanes over major cities/beaches/small towns with Dr. Glasser CT/RT slogans
26. Billboards that have simple, intriguing sayings on them, directing people to the website
For instance, "Choose Happiness," "Take Charge of Your Life," etc.
27. Continue to work globally to learn about one another.
28. Brainstorm with real focus groups
29. Hire a marketing agency (!!!!!!!)
30. Put a notice on WGI website to donate at Paypal to purchase a marketing agency
31. Understand money isn't the issue. If people decide they want something, they'll FIND the money. WE need to help them WANT what we have to offer.
32. Go to the Radio Shows that read books aloud and read ours aloud.
33. Getting TV commercials under public service announcements
34. Be sure to highlight in the news research that validates our theories and that will catch people's eyes.
35. Create demo CD's of us doing our thing (quality schools, role plays, etc.)
36. Advertise our workshops in professional journals
37. Achievement Organization in Japan that does outreach to Fortune 500 companies –
Replicate that in other countries
38. Create pins and sell them at many many stores with slogans that highlight our teachings, such as, Choose Happiness, Take Charge of Your life, etc.
39. Offer free workshops to freshmen at every university.
40. Create alternative gatherings around TED Talks, call them Bill Talks
41. Get on talk shows for anything, but talk about CT/RT ways to deal with it
42. Pick your favorite charity and link it to our work
43. Speak for free at as many conferences as possible.
44. Create a culture that says we LOVE marketing.
45. Create hot topic discussions when major events happen (schools shootings, terror attacks) and write articles/from CT/RT perspectives
46. Create an Institute cadre of marketing experts
47. Create uniform materials (professional) that represent us globally
48. Hire some expert graphic artists to create materials
49. What is our measure of success?
-- Quality Schools in abundance

Evaluation of the process today: Purple group continued:

Plus:

lots of good ideas generated
 didn't stick with one topic
 many questions
 interactive
 because groups were small, we all got a chance to talk.

Minus

not enough time on each topic
 shut down brainstorming by reviewing
 others' work first
 maybe only go to five tables
 Instructions hard to follow
 too many instructions

(Overview of groups, members and topics at this table)

Group #7 Members: Marilyn Denis, Robin Cuff, Walter Dziordz, Judy Comstock Magness, Julie Suh, Nancy Herrick, Brigitte Mercier

Questions #7 Dr. Glasser shifted thinking overtime. How can innovations be introduced so that CT doesn't become locked in a time warp? A call for revisions, innovations, an edit of Glasser Books? Who would serve on a panel of review?

- Take pieces from Dr. Glasser's books and create new books.
- Monitoring trends
- Who would be on the panel - combination of people who have expertise, history
- Monitoring current science, technology, and developments (keeping an eye on the sky)
- Why innovate? We need marketing. CT with ++++ (plus)
- It's not the product. Change the package

2nd group: Young Mee Chang, Pat Robey, Jean Suffield, Julie Suh, Jae Park, Brigitte

- Monitoring trends – integrating practices into our work
- Due to difficulty of editing, welcome articles, journals & research to supplement.
- Utilize the journal to share in an open format, new ideas. Write Reviews

3rd group: Kathy C, Shearon, Maggie, Brian, Julie, Lidia, Brigitte

- Identify core values and evaluate to see that these are consistent
- Totally open discussion and experimentation – fitness for example (no edits-write own book)

4th group: Rhonda Montagnes, Ellen Gelinas, David Jackson, Deborah Buscall, Gloria Cisse, Martie Fagan, Brigitte

- Maintain integrity
- Review, describe, and assess
- Align CT/RT with current research that is out there
- Identify CT as the theory for what is being described as new

5th group: Sharon Cameron, Andrew, Ken, Judy Hatswell, Nancy, Peter

- Write new ideas, thinking, blogs, peer reviewed
- Monitor cultural perspectives
- Faculty training- introducing new ways of thinking that have been identified & that we would consider to incorporate
- Conduct ongoing writings from “real people doing work”
- Stories, Share stories

6th group: Marty Price, Kathy Randolph, Penny, Ali, Jim Mishler, Jim Montagnes, Brigitte

- Not our job to edit
- Summarize the books (coles notes, abstracts)
- Transcribe to audio (make packages)
- Sirius Radio channel
- Establish set of criteria for review

7th group: Lynn Sumida, Rhon Carleton, Mike Fulkerson, David Burke, Maureen McIntosh, Karen French, Brigitte

- Keep ourselves current, scanning the environment
- Add in current information from neuroscience as it impacts or relates to CT

8th group: Linda Rutledge, Carol Eaton, Christine Duffield, Sharon Jackson, Marinela Mendes, Bridgitte

- Keeping up with current research in neuroscience
- No to editing Dr. Glasser's books. Opposed to revision of his books
- Accept what the books are and inviting new ideas that are congruent

Evaluation: Plus

Information from everyone

Kept all in working mode

Minus

time was too short

Suggestion: add time to each round

One question only / table

Goup#8 Members: Youngming, Jas Oean; Pat ; Nancy Buck; Lucy Scott

Questions#8:

I. Use of pro-bono practices in assisting continuity of developing areas/affiliates

II How may we support faculty to work in developing areas?

III Social media and it's place in communication and promotion?

IV How can we digitally network CT people together & to the world?

V How can faculty link together for discussions, sharing ideas?

1. Share ideas –who has already done pro-bono? Possible generation of more services (\$)
2. High value on what we do – done minimally and ask for some “giving”
3. Never free. ---Discount or scholarships
4. Flexibility for “exceptions” with rules
5. Trust the integrity of faculty
6. Scholarshiping on enus faculty
7. Fun with scholarship: drawing, treasure hunting;
- *8. How to handle perception of competition of under-cutting other faculty
9. Pay it forward; pay it back
- 10 community service → locally
11. Make materials for teaching online - easily accessible
- 12 Take Charge course: uniform and get harder to find.
13. Ask that faculty Set commitment that faculty will do 1/probono/year
14. serve as mentor
15. waive the fee
16. cost not equated with value
17. example of where done: 20 BIT free
18. include 1-2 people in every training “free”
19. Board webinars free-for members/public/both
20. Sponsorship-benefactor seek (marketing)
21. flexibility of time for payments
22. certificates for fund raisers /silent auctions
23. appeal (via website) to wealthy organizations to donate to less flush org.
24. affluent organizations doing training, bring in 4/5 participants to BIT who can't afford
25. Build regional scholarships
26. In exchange for pro-bono, instructor makes contribution to favorite charity
27. Seek needy organizations and offer it for free
28. Free training to feeder schools to GQS
29. Support developing area or faculty
30. How measure pro-bono doesn't affect quality of work
31. Faculty: each sets his/her number of scholarships/year
32. Requirement to maintain faculty status to offer scholarships /year

Evaluation of process:

Plus:

Format: group together w flow of thought
Everyone a voice

Minus:

more than one question being answered
question and non-agreement with what is said

Summary according to Topics in each Group

Group #1

Social media: 10 items; annotate visuals, twitter page on conference; facebook; blogs; youtube, Ted talks; Khan academy; virtual classrooms; Wm. Glasser documentary; hire an expert for social media educ.

Appeal to all ages: 3 items: youth organiz. ; youth want it now; disabled vets;

Networking: 8 items: fan club; discussion forums; website update; bar codes; credit on materials; creativity encouraged; more videos

Faculty linkages: 6 items: feedback on programs; develop apps; share knowledge; webinars by faculty; skype supervision; video conferencing;

Group #2

Streamline training: not streamline/change and add; core curriculum; minimum requirements; modularize; time standards; online courses; response to applications; need driven topics;

Faculty training: BP supervisor right after cert.; criteria decided by faculty (observational learn)

Flexibility: individual criteria; trust faculty; specialized courses; specific applications;

Integrity: two components: competency and quality; competency based; see what's working and not work; transparency; CT language; guides/principles/policies; consistency

Group #3

Self evaluation: define; rubrics; CT language; lead mgt; feedback for clarity

Exceptions: adjust numbers/ 1 on 1?; consider time/\$/distance; cultural issues

Clarify quality: curriculum rubrics; competency; specialization for gps; LM?; CEU's; publish criteria

Teaming: co-teach; TEAM rather than co-teach; coaching; performance review; observations by other instructors; peer supervision;

Group #4

Manage intellectual discussions: "psychology" original meaning (Glasser); benefits and concerns with "Psyc" term; clarify reasons; website discussion; dialogue with regional areas; connotations; FEAR; pros & cons; consistency

Maintain progress & Quality control: continuing ed.; research; self-evaluation; participant eval; create no "wrong" environment

Group #5

Collaboration: with other models; w experts; congruency; google forums; diversity; faculty retreats; links/ alignments/ overlaps with other frameworks; open to feedback/ actively seek it; transparency; recognize other organizations; teach other groups; develop protocols on how we communicate; develop partnerships with other organizations (Lions etc.)

Progress: evidenced-based research; scholars programs; coaching; stay current; valuing diversity

Publish: articles; movies; videos; children's books; define benefits; simpler access; models to; Univ.; KISS;

Challenge status-quo: trust the integrity; outside-the-box thinking; open to improvement;

Group #6

Non-coercive Marketing: Role model; give back; pay forward; who is our market?; humble presenting; service; conferences (more & w/others); blogs; book reviews online; reality tv w/ RT; logo pins/apparel/slogans; define difference between social marketing & marketing; community newsletters; Glasser RP online; PBS; radio; airplane slogans; billboards; free Univ worksp; uniform materials; demo CD's; public service announcemts; read books aloud;
Leading or connecting the world: find a name everyone will connect with; create a before/after statement for identifying needs; webinars; commentaries; Ted talks; global connections for better understandings; speak for free; develop a culture of LOVE for marketing; advertise in prof. journals; talk shows; hot topics on news items;

Group # 7

Innovations for future: monitor trends; align w/current topics; ad new congruent ideas; scan neuropsychology; align research; maintain integrity; identify core values; monitor cultural perspectives; add new faculty training;

Edit Glasser books: **NO** edits; take ideas & elaborate with new books; read aloud; summarize and review; share stories; new articles, journals, research; new packaging

Review new work: set of criteria established; review panel w/history/expertise

Group #8

Pro-bono: community outreach; free to needy org.; free to feeder schools; affluent org. open BIT to needy ones; mentor; Never free/discounts or scholarships; flex payments;

Scholarships: regional; faculty provide #1-2 Per group; faculty req.1/yr.; fun ways;

Support developing areas: how to handle undercutting of other faculty

Social media: online courses; board webinars free/members/public

Networking: mentor; contributions to charity;

Evaluation of process: (#of groups)

Plus: added understanding 2
All able to contribute 6
Lots of creative ideas 4
Challenging 2+ (2-)
Group teaming 2

Minus: not enough time 7
less aspects/questions 3
add time/round/review slowed 2
Less rounds 4
need totally open question 2