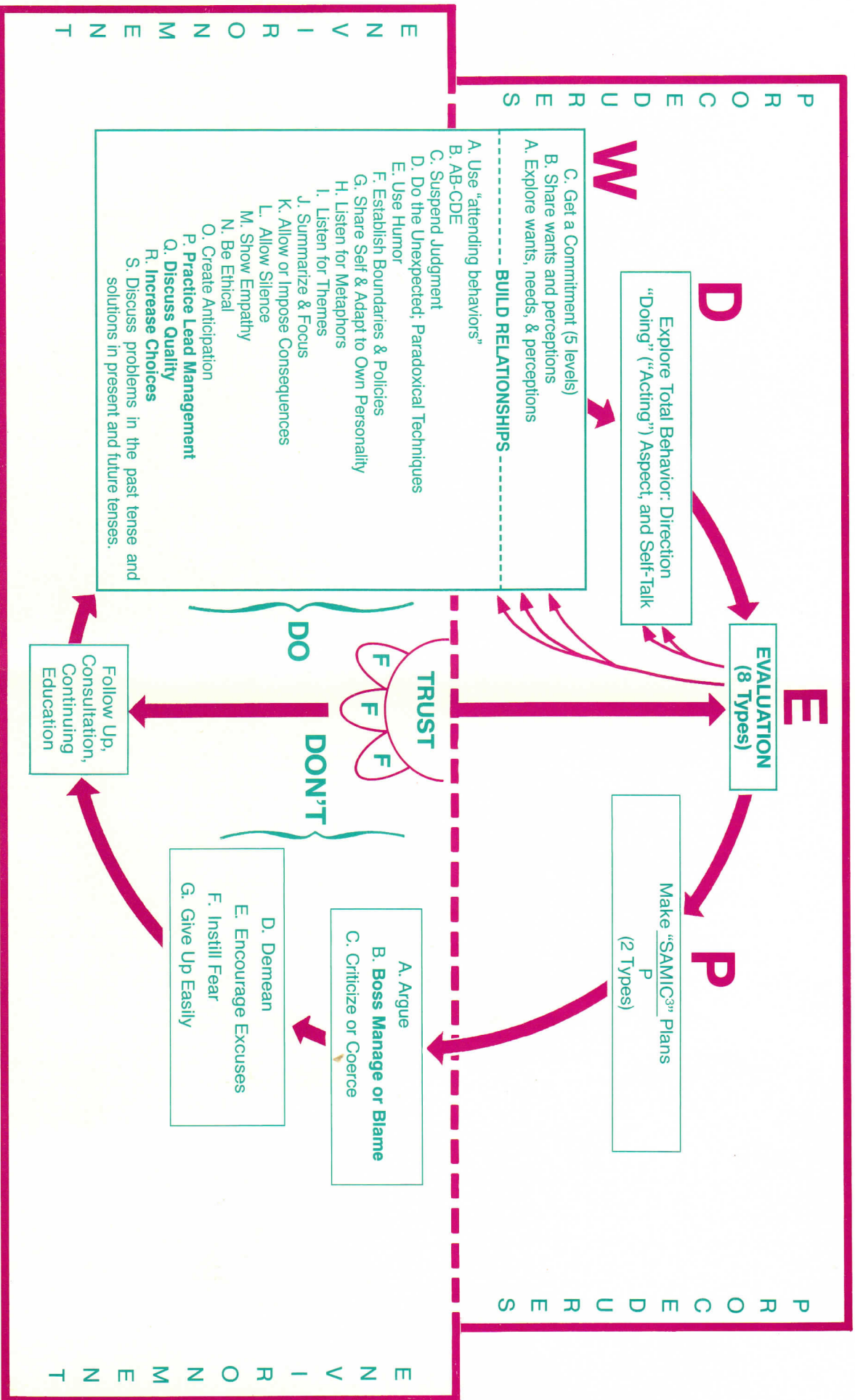


# CYCLE OF MANAGING, SUPERVISING, COUNSELING AND COACHING



Adapted by Robert E. Wubbolding, EdD  
from the works of William Glasser, MD

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# SUMMARY DESCRIPTION OF THE "CYCLE OF MANAGING, SUPERVISING, COUNSELING AND COACHING"

(The Cycle is explained in detail in books by Robert E. Wubbolding:  
*Understanding Reality Therapy*, Harper Collins, 1991; *Employee Motivation*, SPC Press, 1996)  
NEW BOOK: *Reality Therapy for the 21st Century, Accelerated Development*, 2000

## Introduction:

The Cycle consists of two general concepts: Environment conducive to change and Procedures more explicitly designed to facilitate change. This chart is intended to be a **brief** summary. The ideas are designed to be used with employees, students, clients as well as in other human relationships.

## Relationship between Environment & Procedures:

1. As indicated in the chart, the Environment is the foundation upon which the effective use of Procedures is based.
2. Though it is **usually** necessary to establish a safe, friendly Environment before change can occur, the "Cycle" can be entered at any point. Thus, the use of the cycle does **not** occur in lock step fashion.
3. Building a relationship implies establishing and maintaining a professional relationship. Methods for accomplishing this comprise some efforts on the part of the helper that are Environmental and others that are Procedural.

## ENVIRONMENT:

DO: Build Relationship: a close relationship is built on TRUST through friendliness, firmness and fairness.

- A. Using Attending Behaviors: Eye contact, posture, effective listening skills.
- B. AB = "Always **Be** . . ." **C**onsistent, **C**ourteous & **C**alm, **D**etermined that there is hope for improvement, **E**nthusiastic (Think Positively).
- C. Suspend Judgment: View behaviors from a low level of perception, i.e., acceptance is crucial.
- D. Do the Unexpected: Use paradoxical techniques as appropriate; Reframing and Prescribing.
- E. Use Humor: Help them fulfill need for fun within reasonable boundaries.
- F. Establish boundaries: the relationship is professional.
- G. Share Self: Self-disclosure within limits is helpful; adapt to own personal style.
- H. Listen for Metaphors: Use their figures of speech and provide other ones.
- I. Listen to Themes: Listen for behaviors that have helped, value judgements, etc.
- J. Summarize & Focus: Tie together what they say and focus on them rather than on "Real World."
- K. Allow or Impose Consequences: Within reason, they should be responsible for their own behavior.
- L. Allow Silence: This allows them to think, as well as to take responsibility.
- M. Show Empathy: Perceive as does the person being helped.
- N. Be Ethical: Study Codes of Ethics and their applications, e.g., how to handle suicide threats or violent tendencies.
- O. Create anticipation and communicate hope. People should be taught that something good will happen if they are willing to work.
- P. **Practice lead management, e.g., democracy in determining rules.**
- Q. **Discuss quality.**
- R. **Increase choices.**
- S. Discuss problems in the past tense, solutions in present and future tenses.

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## DON'T:

Argue, **Boss Manage**, or Blame, Criticize or Coerce, Demean, Encourage Excuses, Instill Fear, or Give up easily.

Rather, stress what they **can** control, accept them as they are, and keep the confidence that they can develop more effective behaviors. Also, continue to use "WDEP" system without giving up.

## Follow Up, Consult, and Continue Education:

Determine a way for them to report back, talk to another professional person when necessary, and maintain ongoing program of professional growth.

## PROCEDURES:

**WDEP**

### Build Relationships:

- A. Explore **W**ants, Needs & Perceptions: Discuss picture album or quality world, i.e., set goals, fulfilled & unfulfilled pictures, needs, viewpoints and "locus of control."
- B. Share Wants & Perceptions: Tell what you want from them and how you view their situations, behaviors, wants, etc. This procedure is secondary to A above.
- C. Get a Commitment: Help them solidify their desire to find more effective behaviors.

### Explore Total Behavior:

Help them examine the **D**irection of their lives, as well as specifics of how they spend their time. Discuss ineffective & effective self talk.

### Evaluation – The Cornerstone of Procedures:

Help them evaluate their behavioral direction, specific behaviors as well as wants, perceptions and commitments. Evaluate own behavior through follow-up, consultation and continued education.

### Make **P**lans: Help them change direction of their lives.

Effective plans are **S**imple, **A**ttainable, **M**easurable, **I**mmEDIATE, **C**onsistent, **C**ontrolled by the planner, and **C**ommitted to. The helper is **P**ersistent. Plans can be linear or paradoxical.

**Note:** The "Cycle" describes specific guidelines & skills. Effective implementation requires the artful integration of the guidelines & skills contained under Environment & Procedures in a spontaneous & natural manner geared to the personality of the helper. This requires training, practice & supervision. Also, the word "client" is used for anyone receiving help: student, employee, family member, etc.

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The Center for Reality Therapy provides counseling, consultation, training and supervision including applications to schools, agencies, hospitals, companies and other institutions. The Center is a provider for many organizations which award continuing education units.