

Basic Intensive Training in Choice Theory, Reality Therapy and Lead Management

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**GLASSER
AUSTRALIA**
IGNITE THE POWER OF CHOICE



**WILLIAM GLASSER
INTERNATIONAL**

WELCOME

This book is prepared as a handbook of resources, many of which we will directly refer to during the training. It includes

- ▼ information about Choice Theory, Reality Therapy and Lead Management
- ▼ activity sheets related to interactive parts of the training
- ▼ stories to illustrate ideas

I hope that we will enjoy getting to know each other as we work together over the four days and that you will find the learning to be interesting, fun and useful.

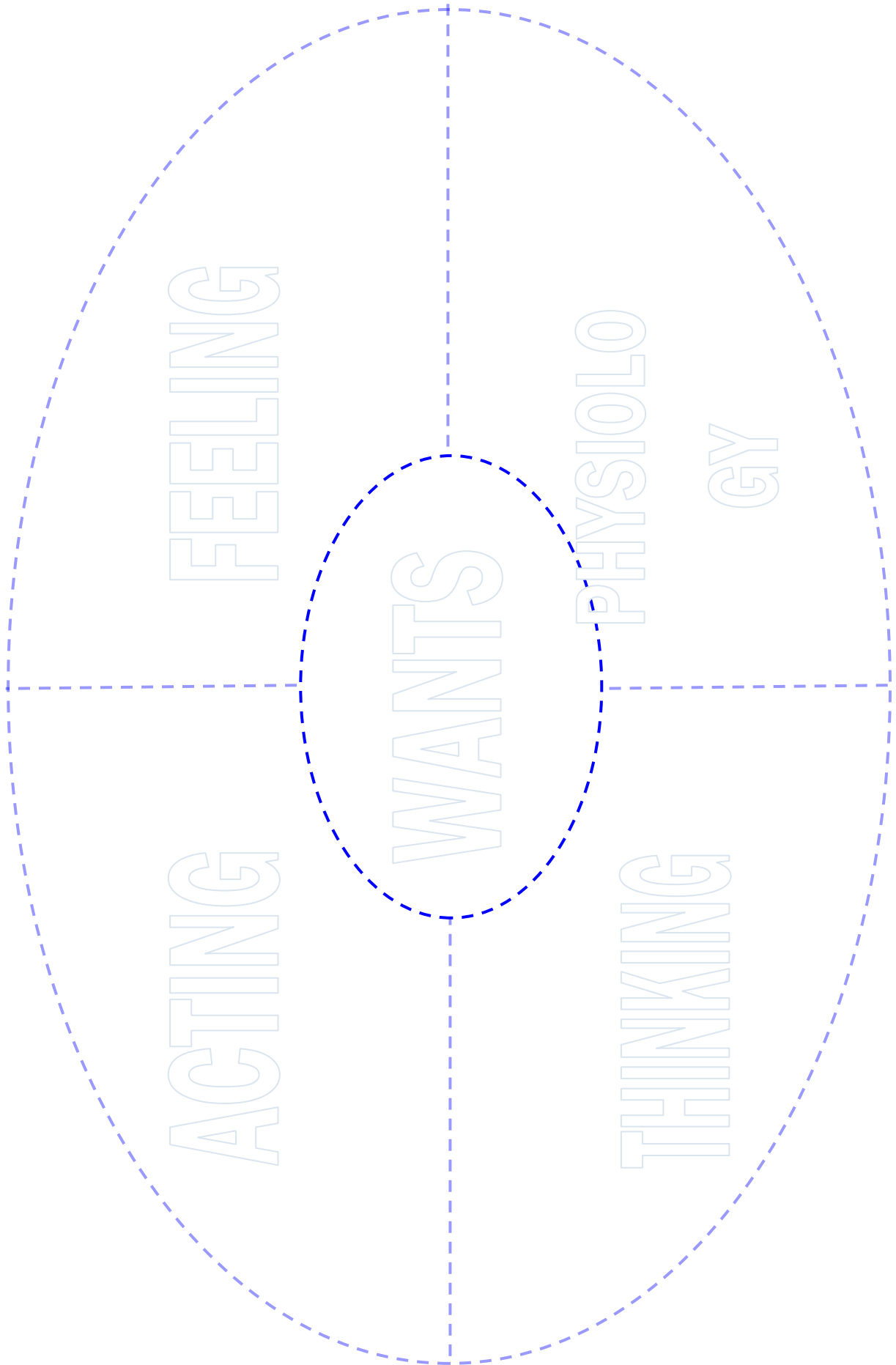
In particular, I would like to express my appreciation for the work of Joan Hoogstad, Sylvia Habel and Garry Garnaut in teaching, encouraging and supporting me through my learning in Choice Theory.

I have included material developed by many people over many years within the Glasser community. Where possible I have obtained the permission of the authors to include the material and have indicated the source of the material. My intent is to give credit where it is due so if you recognize any of your work in this manual please contact me by email susanraeberry@gmail.com so that I can reference it correctly in future.

Sue Berry

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"All long-lasting problems are human relationship problems." William Glasser

"We are all the same important"

Marcel, aged 7 years

Our grandchildren came to South Australia to stay with us for a holiday and they were very excited to spend time with the family. Their uncles played games with the children. A few times I heard my son ask my grandson to stop the fun and games for a while as he wanted to have a short rest with a coffee and something to eat. The child kept going and my son asked the same question patiently at least five times but he did not stop.

I heard what was happening. My son came to me and we discussed what might be the reason for the child's behaviour. At that point I decided to have a talk with my grandson. I asked him: "Would you mind if I asked you a question." He had no objections and I said: "Of all the people in this house, who is important?" He replied: "We are all the same important". I thought it was a great answer. My next question was: "So if people inform you that they want to stop the games for a while to have a coffee and a sandwich and you keep going, what are you telling them about their importance?" He answered "Well, I'm only seven years old and I haven't learned that yet."

From "We are all the same important: The challenge of relationships." Joan Hoogstad, 2013

I completed my introduction to Choice Theory in 2004 – a Basic Intensive Training with Joan Hoogstad. Joan was a Senior Faculty instructor and one of the foundational people in growing Choice Theory in Australia since the 1980s. I experienced many 'aha' moments during that training and have been involved with learning, internalising, counselling, and teaching using Choice Theory since that time. My work is inspired by Joan, who died in 2016.

After many years as a secondary teacher and school counsellor I began working in 2011 as a Reality Therapy counsellor with young people and their families. Joan was my supervisor. She suggested I read a little book called "Dibs in Search of Self" *. I was surprised when I read it, to find that it had no mention of Choice Theory. It is the deeply moving, true story of a child Dibs who became comfortable with himself through the relationship with his "very first friend", his therapist Miss A; a relationship where power was shared through respectful negotiation, with no coercion. Dibs remembered it this way:

*"As I said I wanted it. As **you** said you wanted it. As **we** said we wanted it."*

I often think of these words. My intention is for this to be true in my own relationships. It is again the idea in Marcel's comment "We are all the same important". For me, it underpins Choice Theory. I invite you to imagine world where all people choose to base their actions on this belief.

Choice Theory is one journey towards a destination we all want and need: happy, life-giving relationships with those people who are important to us. It is a theory of how and why we behave - a 'road map' to better relationships and a happier life.

For me this journey continues to bring challenges, new possibilities and much joy. I am passionate about the practical value of Choice Theory for our lives.

**Dibs In Search of Self. Virginia M Axline, 1964*

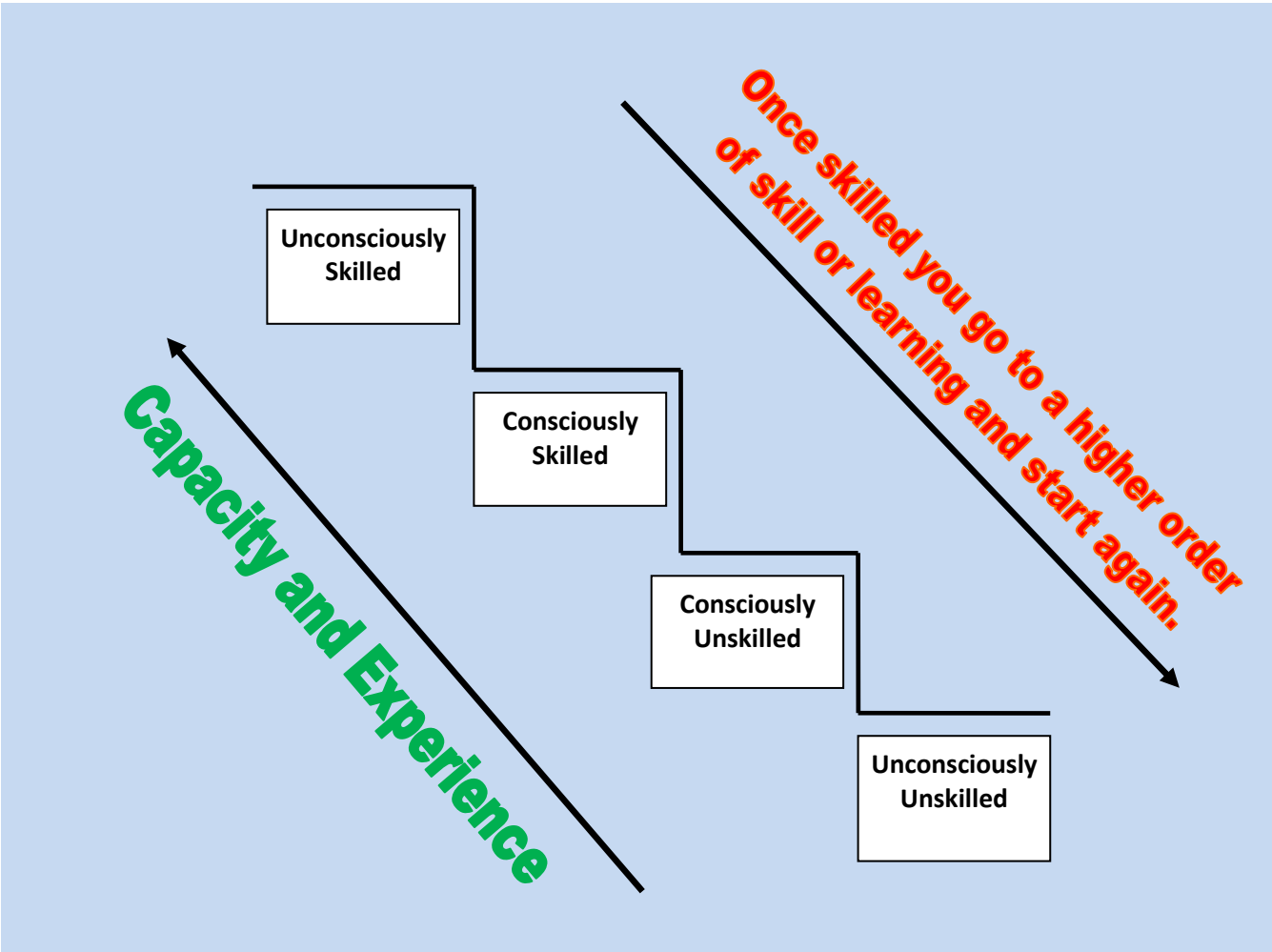
WE LEARN...

- 10% OF WHAT WE READ**
- 20% OF WHAT WE HEAR**
- 30% OF WHAT WE SEE**
- 50% OF WHAT WE SEE AND HEAR**
- 70% OF WHAT WE DISCUSS**
- 80% OF WHAT WE EXPERIENCE**
- 95% OF WHAT WE TEACH OTHERS**

William Glasser

STAGES OF LEARNING

(Be gentle on yourself)



“How can I figure out how to be free to live my life the way I want to live it and still get along well with the people I need?”

William Glasser

WHY LEARN CHOICE THEORY ©?

PERSONAL REASONS

- ▼ To gain control over feelings such as anger, guilt, or depression and choose more positive thinking behaviour.
- ▼ To understand what drives you and manage your own priorities and motivations.
- ▼ To help others without becoming ensnared in their problems.
- ▼ To learn specific techniques for resolving conflict—inside oneself or with others.
- ▼ To become more self-accepting and less critical of others.
- ▼ To gain flexibility and recognize more choices and opportunities.
- ▼ To gain personal insight into important values for which you have been yearning.
- ▼ To learn to identify, “How do I want this situation to unfold?”
- ▼ To learn to deal more effectively with complaints.
- ▼ To increase happiness and get along better with the people in your life.
- ▼ To care for your own mental health.

Adapted from the work of Nancy Herrick and Bette Blance, with input from Sylvia Habel

AS PARENTS

- ▼ To learn how to maintain a close relationship with your child while helping them to become a responsible, happy adult.

IN A WORK CONTEXT

- ▼ To apply the ideas to managing groups of people - to create a connected, satisfying and productive workplace for all.
- ▼ To create a quality teaching and learning environment in a school.
- ▼ To apply the theory in the context of mental health education in order to help people learn to be responsible for their own mental health and increase their own level of happiness.
- ▼ To learn a counselling approach that encourages self-evaluation and personal responsibility through a safe, connected relationship with the client.

Source: Adapted from Garry Garnaut

THE STORY OF LIFE IN FIVE CHAPTERS

CHAPTER 1

I am walking down a street.
There's a deep hole in the middle of the footpath.
I do not see it.
I fall down it.
I don't know where I am
It's not my responsibility and it takes forever to get out again.



CHAPTER 2

I am walking down a street.
There's a deep hole in the middle of the footpath.
I pretend not to see it.
I fall down it.
I don't know where I am
It's not my responsibility and it takes forever to get out again.



CHAPTER 3

I am walking down a street.
There's a deep hole in the middle of the footpath.
I see it, but I still fall down it and it is my responsibility but it still takes forever to get out again.



CHAPTER 4

I am walking down a street.
There is a hole in the middle of the footpath.
I see it and I walk around it.



CHAPTER 5

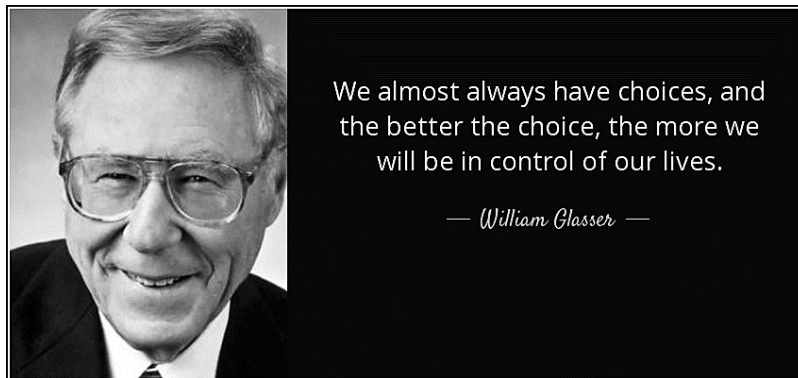
I am walking down a different street.



*By Portia Nelson
Art work by Zac Jones*

CHOICE THEORY®

“A Theory of How and Why We Behave”



"Only one problem in the world, people won't do what you want them to do!"
William Glasser

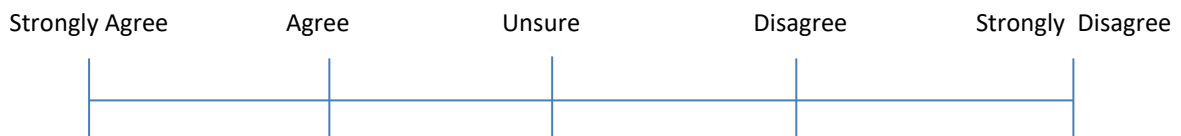
External Control Beliefs

First mark each scale to indicate your own belief about each statement.

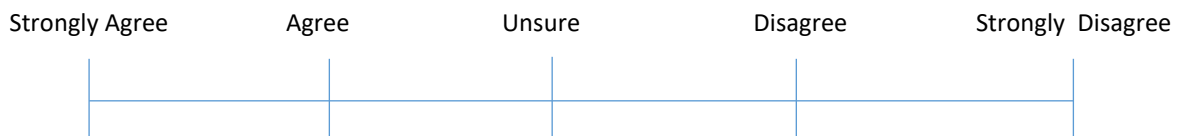
Then discuss each statement with a partner.



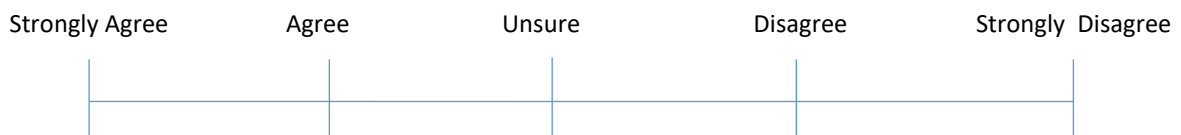
- 1. My behaviour is caused by something that occurs outside of myself.**
For example: "I answer the phone because it rings."



- 2. I can make you do what I want you to do or we can control each other by what we say or do.**



- 3. I know what's right for you and if you don't do it, I should and must control you because it is the right thing to do.**

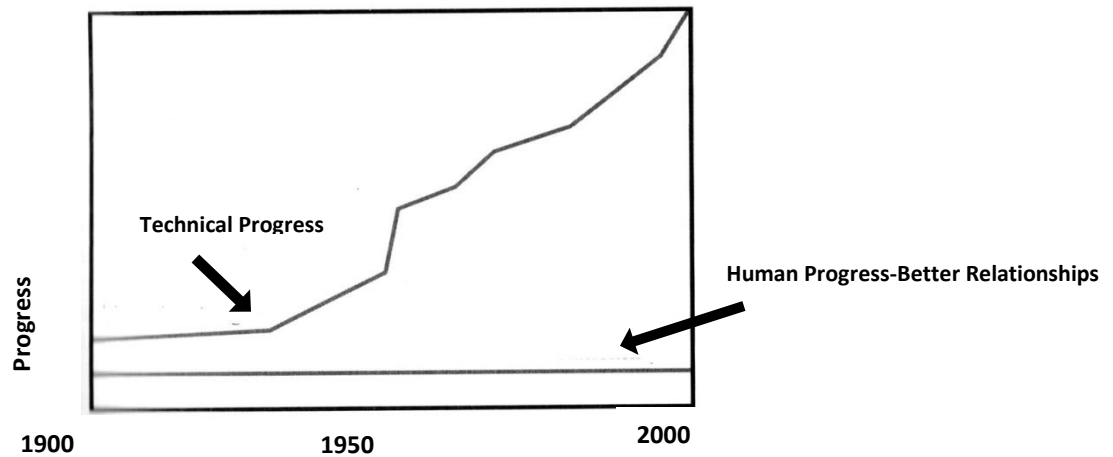


Adapted from Carleen Glasser

“External control is very simple. In a relationship it is the belief that what we choose is right and what the other person does is wrong.”

William Glasser

TECHNICAL PROGRESS AS COMPARED TO HUMAN PROGRESS



Technical progress compared to human progress

Choice Theory: A New Psychology of Personal Freedom, W. Glasser, 1998

We solve technical problems by being willing to change theory. We have not been willing to do the same to solve human problems. All human problems stem from our unwillingness to give up *Stimulus-Response Theory*, which Glasser calls *External Control Psychology*.

- All long-lasting human problems are **relationship** problems. **External Control** destroys relationships.
- Almost all relationship problems occur in one or more of four settings: **marriage, family, school** and **work**.
- All relationship problems are one or more variations of the **same** problem:
 1. **I want you to do something you don't want to do.**
 2. **You want me to do something I don't want to do.**
 3. **We both want each other to do something neither of us wants to do.**
 4. **I'm trying to do something I don't want to do.**
- External Control Psychology is based on the false idea we are **externally motivated** and the following specific, false beliefs:
 1. Mechanical stimuli can **make me do** something such as answer a phone because it rings or stop at a red light because it turns red.
 2. **I can make you do what I want you to do** whether you want to do it or not.
 3. **It is right, it is even my moral duty**, to try to force you to do it with threats, punishment or rewards.

External Control Psychology can be replaced with **Choice Theory**, which explains that we are all **internally motivated** by five genetic needs: **survival, love and belonging, power, freedom** and **fun**.

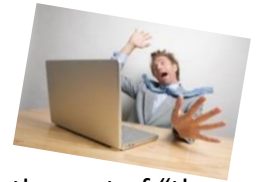
Adapted from the work of Kim Olver

External Control - Rubber Band Experiment

It can feel like that world outside of us “pushes and pulls” us around. We sometimes try to control things around us so we feel ok.

In the following activity, the dot represents “what the person wants”.

The **knot** is “what they’ve got”.



Task 1:

We are thinking of one person as a “control system” and the other person plays the part of “the outside world” that the person exists in. We try to control where the knot is to get it over the dot.

- Find a partner. On one piece of A4 paper draw one largish dot
- Each person holds firmly one end of the looped rubber bands
- Negotiate who will be “the outside world” with total freedom to do anything they want with the rubber band
- The other person is the “control system”

The “control system” has the job of keeping the knot over the dot. Try this for a minute

Task 2:

In the next part each person can be a “control system”. Each person chooses a dot but does not share where it is. ***Both try to get the knot over their dot.***

Task 3:

Agree on a single dot and ***both attempt to control for the knot over the dot.***

How much control do we have over others? ... the world around us?



“We are motivated completely by forces inside ourselves.”

William Glasser

SHIFTING OUR MENTAL MODEL

EXTERNAL CONTROL PSYCHOLOGY



1. External signals motivate my behaviour
2. I can control what others think, feel, do and their body
3. I know what is good for others
4. I have a moral obligation to change others, even if I have to force them

CHOICE THEORY®

An internal control psychology



1. My wants and needs motivate my behaviour.
2. I can only control what I do, think, feel and my body.
3. Every person has their own best way of living their life.
4. I can help others find more effective choices only if they want the help.

Language, Control and Responsibility

EXTERNAL

They made me feel so angry
 It surprised me
 I had to shout at them
 They made me think it was my fault
 I had to go to work



INTERNAL

I felt so angry
 I was surprised
 I shouted at them
 I thought it was my fault
 I went to work

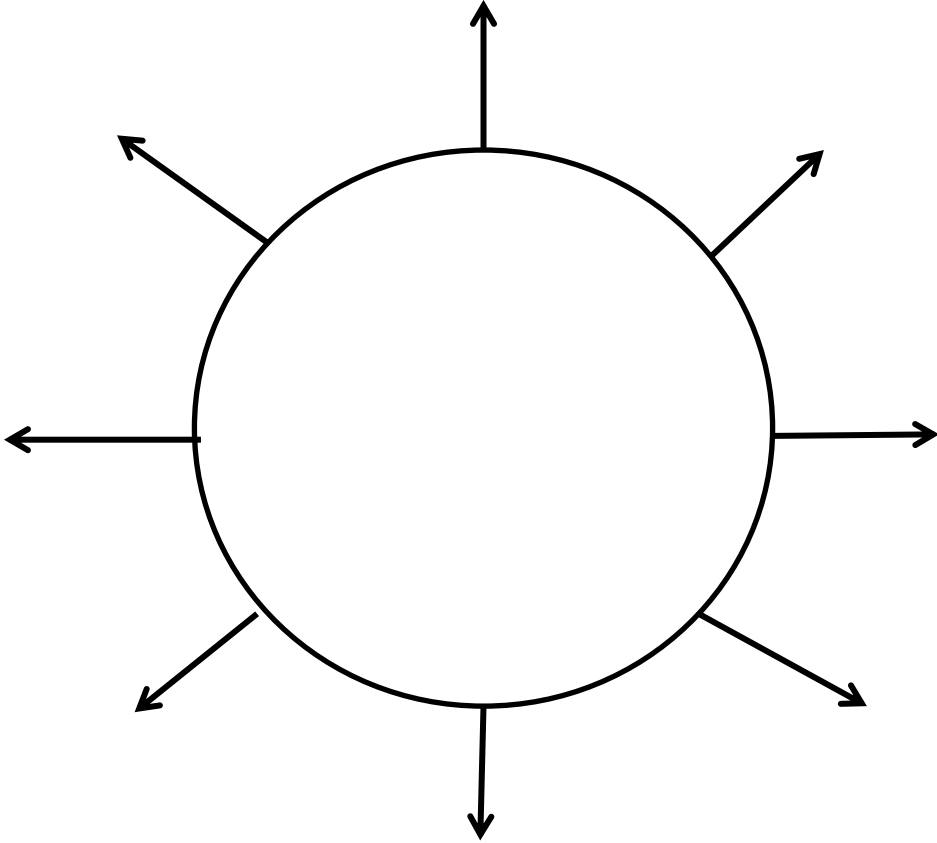


Incorrect
 Imprecise
 Unrealistic

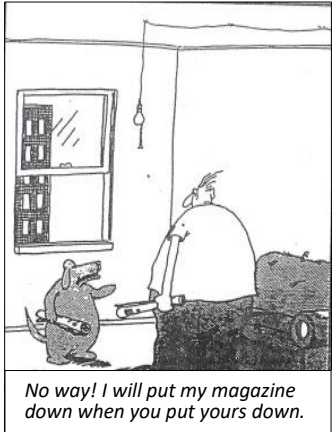
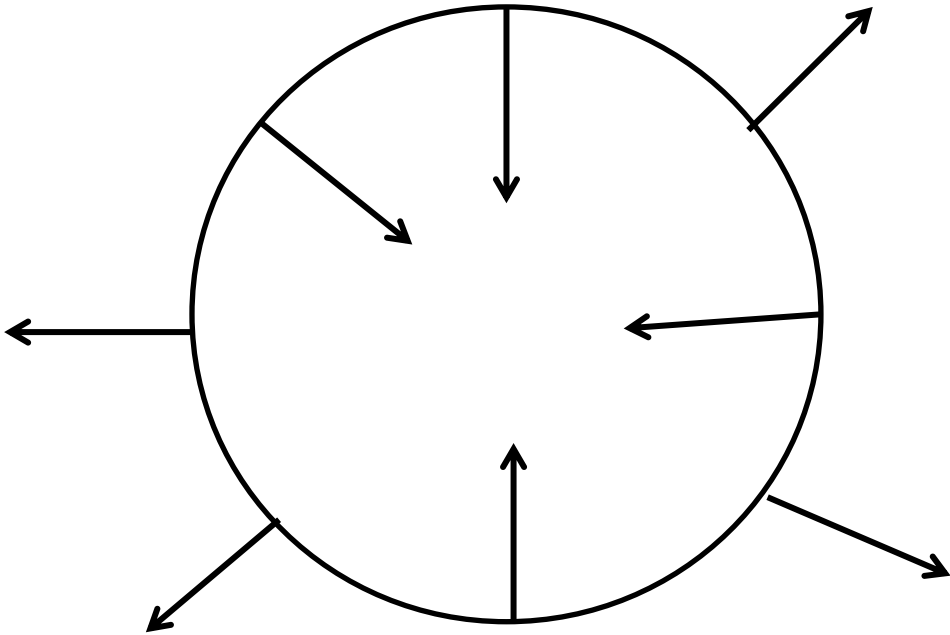
Adapted from Bette Blance and Nancy Herrick

Shifting From an External Focus to an Internal Focus

If only



I can



Concept from the work of Joan Hoogstad

“External control is learned, and we can learn through education to replace it with choice theory.”

William Glasser

THE TEN AXIOMS OF CHOICE THEORY

1. The only person whose behaviour we can control is our own.
2. All we can give another person is information.
3. All long-lasting psychological problems are relationship problems.
4. The problem relationship is always part of our present life.
5. What happened in the past has everything to do with what we are today but we can only satisfy our basic needs right now and plan to continue satisfying them in the future.
6. We can only satisfy our needs by satisfying the pictures in our Quality World.
7. All we do is behave.
8. All behaviour is Total Behaviour and is made up of four components: acting, thinking, feeling and physiology.
9. All Total Behaviour is chosen but we only have direct control over the acting and thinking components. We can only control our feeling and physiology indirectly through how we choose to act and think.
10. All Total Behaviour is designated by verbs and named by the part that is most recognisable.

“There are more than these seven [disconnecting habits], but if you can stop using these you are well on your way to a happy life.”

William Glasser

RELATIONSHIP HABITS

DISCONNECTING HABITS

criticizing
complaining
nagging
blaming
threatening
punishing
rewarding to control (bribing)



CONNECTING HABITS

accepting
negotiating
trusting
listening
encouraging
respecting
supporting



“A Slight Disagreement”

Your task is to create a ‘slight disagreement’ between two people. Choose from the following or create your own.

The aim is to have a conversation to solve the problem - **without violence and without ‘giving in’**.

- Husband/wife
- Doctor/patient
- Salesman/customer
- Two friends
- Parent/child
- Flight attendant/passenger
- Bus driver/passenger

The plan is to do 3 rounds as follows – each conversation is about the same issue and situation

Round One: Both use only the **disconnecting behaviours**.

Round Two: One person chooses to use the **disconnecting habits**.
The other uses the **connecting habits**.

Round Three: Both parties choose the **connecting habits**.

Adapted from the work of Nancy Herrick and Bette Blance

“Will what I am about to do bring me closer to the important people in my life or move us further apart?”



William Glasser

RELATIONSHIP HABITS - EXPANDED

THE SEVEN CONNECTING HABITS OF CHOICE THEORY

ACCEPTING	Believing in, seeing and valuing worth of another person, just as they are, while supporting their efforts of continuous improvement.
NEGOTIATING	Working towards win-win solutions. Believing that in everything we say and do, we want to be drawn closer to each other and not driven further apart. Finding solutions that are needs satisfying to the relationship we want with others.
TRUSTING	Relying on the character, ability and strength of another. Placing confidence in a person. Believing that a person is here to help and not to hurt.
LISTENING	Helping people to help themselves. Hearing total behaviour without using any of the Seven Disconnecting Habits.
ENCOURAGING	Tapping into a person’s strengths and confidence to make greater efforts and success in meeting their needs through their pictures.
RESPECTING	Having a high and special regard for a person by seeing and believing in their worth and dignity.
SUPPORTING	Believing in, thinking the best, aiming to build on a person’s strengths, validating and upholding.

THE SEVEN DISCONNECTING HABITS THAT DESTROY RELATIONSHIPS

CRITICISING	Judging, evaluating and analyzing. Finding fault with another’s intentions.
BLAMING	Finding fault with others and determining they need punishment. Rebuking, reprimanding and denouncing.
COMPLAINING	Making allegations, expressing discontent with others. Griping and whining about them.
NAGGING	Being a persistent source of annoyance and irritation.
THREATENING	Expressing intention to harm physically or emotionally.
PUNISHING	Inflicting suffering and pain on another in order to control by creating hurt or harm.
REWARDING (to control)	Making efforts to control another by creating a relationship based on dependency instead of respect and the basic needs.



Walk Around Survey



What are two things you do when you don't have to do anything?

What are two recent achievements?

What have you done today to keep yourself safe and healthy?

What are two choices or decisions you have made today?

Who are the people you like to spend time with?

*"We are all born with five human needs.
These are general drives which we seek to fulfil by every human behaviour."*

William Glasser

CHOICE THEORY® BASIC NEEDS:

WHY WE BEHAVE



Survival

food, water, air
safety
conservation
shelter
health
sexuality
preparation
security

Freedom

choices
creativity
independence
autonomy
flexibility
spontaneity
privacy
movement
freedom from
freedom to



Love and Belonging

connection
cooperation
joining
affection
nurturing
involvement
caring
intimacy
sharing
trust



Power

importance
recognition
achievement
competence
self-control
significance
leadership
competition

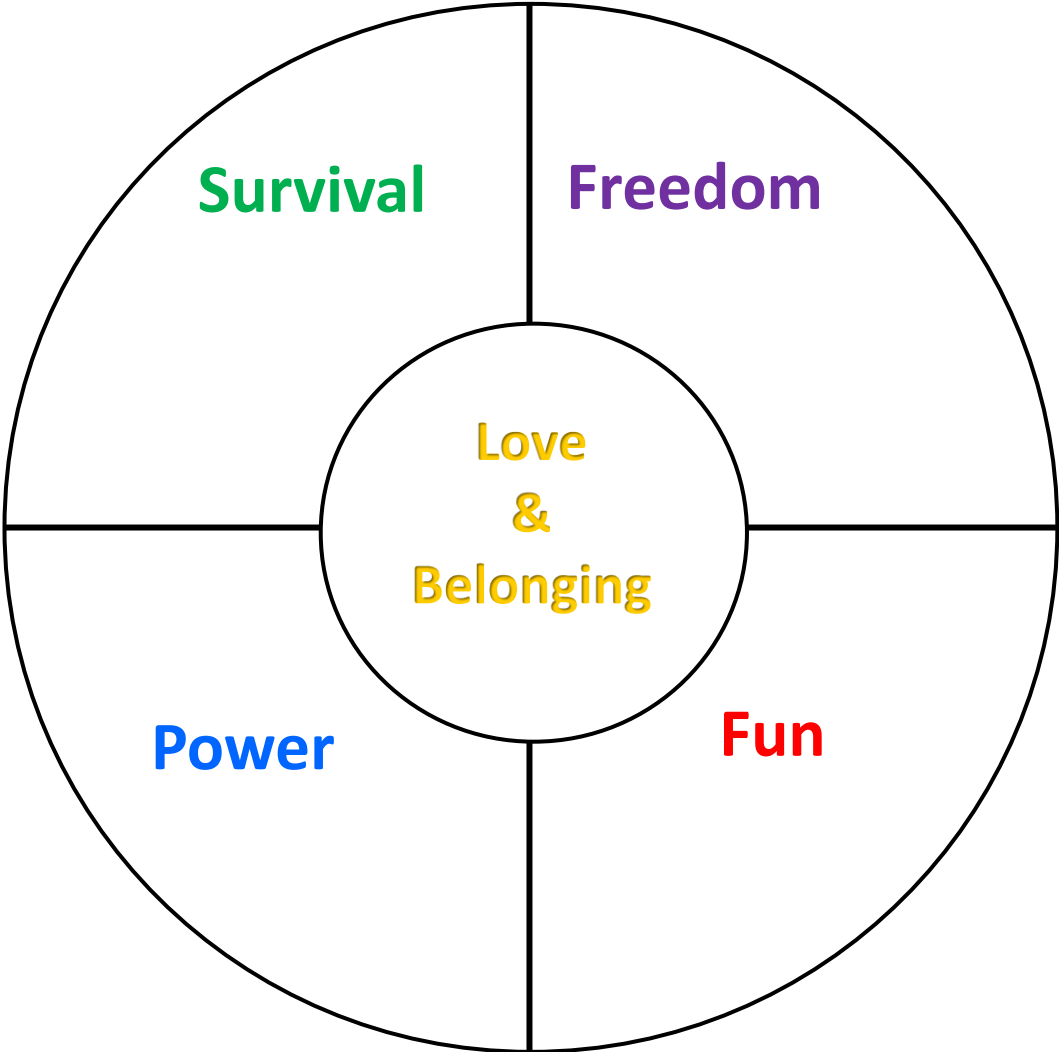
Fun

play
joy
enthusiasm
learning
laughter
celebration
exploration
pleasure
discovery
adventure

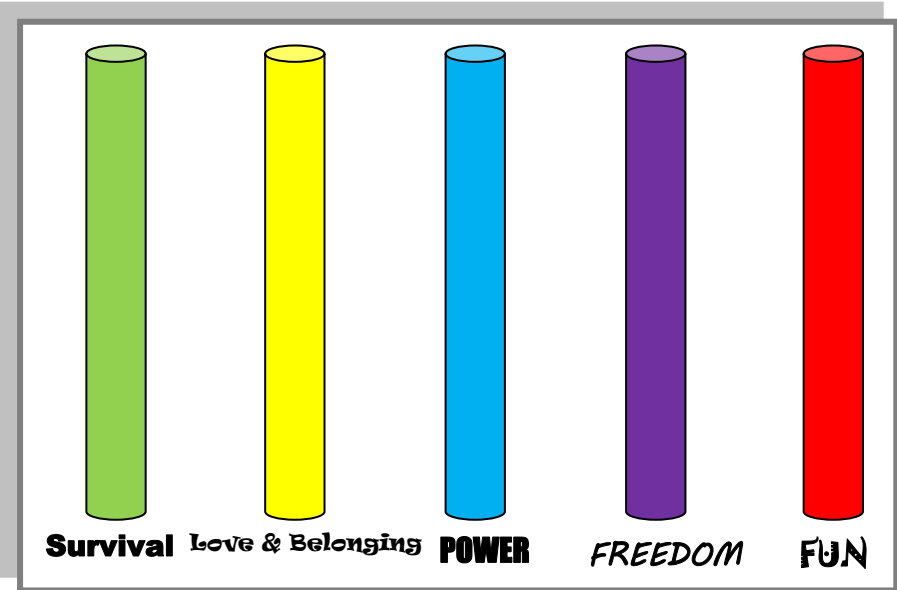


Adapted from the work of Nancy Herrick and Bette Blance

The "Needs Circle"



"Needometer"



“To get along better than we do now with another person, we need to try to learn what is in that person’s quality world and then try to support it.”

William Glasser

Exploring the Quality World

- ▼ If you could be anywhere right now, where would you be?
- ▼ Tell me about the best meal you’ve ever had.
- ▼ If you were to write a song what would it be about?
- ▼ If you could own a home anywhere, where would it be?
- ▼ What would you love to be good at?
- ▼ If you were to overhear someone saying compliments about you, what would you like to hear them say?
- ▼ Describe your favourite time of day.
- ▼ If you were to be famous, what would you like to be famous for?
- ▼ What is something you’d like to learn more about?
- ▼ Where do you feel most peaceful?
- ▼ If you were to invent something what would it be?
- ▼ What’s your favourite holiday destination?
- ▼ If you won the lottery what would you do with your winnings?
- ▼ If you were to write a book what would it be about?
- ▼ Describe your ideal garden?
- ▼ If you knew were dying, what would you do with the time you have left?
- ▼ If you were the leader of the country what would you do?
- ▼ Describe your ideal home
- ▼ Imagine you are giving a keynote address, what would it be about?
- ▼ How do you like to celebrate your birthday?

From Sylvia Habel

Deeper into the Quality World

In this exercise you are to question your partner about the picture they have chosen. There is no right or wrong answer. Your job is to understand what this picture means to them by asking them questions.

1. Listen to what they say by repeating in your own words what it is they said. Look for confirmation that you have it right. (a nod of the head, a verbal confirmation like yes, a facial expression that conveys “you heard me”)
2. Practice being quiet between questions and/or answers. It allows both you and the person speaking time to think.
3. Gentle eye contact and body posture. The main thing is to be attentive so that the person speaking is aware of your focus on them. It is not a rigid presence but a gentle presence.
4. To elicit more information when they answer a question. ask them for more information by saying things such as
 - “Tell me more?”
 - “That is interesting, will you say some more about that?”
 - “What does that mean to you?”

Some questions to ask:

Knowledge Questions:

- ▼ Does this picture remind you of a place or an event?
- ▼ Have you been there and when was the last time?
- ▼ How would you get to this place from where you live?
- ▼ Does this picture remind you of a person?
- ▼ At what age did this picture become important for you?
- ▼ How often would you like to have access to this picture?



Valuing Questions:

- ▼ How does this picture feel to you?
- ▼ Where is this picture in your life right now?
- ▼ If this picture was taken away from you what would you do?
- ▼ What sound and colour describes what this picture means to you?
- ▼ Does this picture move you forward in your life?
- ▼ Does this picture hold you back?

Quality World Questions:

- ▼ What makes this picture special for you?
- ▼ Which need does this picture meet for you?
- ▼ Does it meet more than one need?
- ▼ Has there been times when this picture has been more important to you?
- ▼ What do you value about this picture?

THE IMPORTANCE OF SHARING OUR QUALITY WORLD PICTURES

Gives direction and clarity.

We learn boundaries.

We realise we are self-determining. We make choices.

We make plans that can be achieved.

“The only way to change perception is to get more information.”


William Glasser

THE PERCEIVED WORLD

Information from the world outside of us is just information. In order to be able to use the information, we must bring it into our system through our senses, make sense of it, and categorize it. Then we can decide of what value it is to us. How we perceive the information is unique to each of us. It is helpful to remember that the information we perceive is not necessarily the same way others perceive it.

We pick up the information through our **sensory filter**. At this point we know it exists but we don't know nearly enough to understand and use this information.



The information then passes through our **knowledge filter**, where we may make initial connections to this information because of prior knowledge of it stored in our memory.

This filter is coloured green because we have not decided yet whether it is of any value to us. 

We now recognize that it exists and we can give it a name.

THE COMPARING PLACE

Next we will make some kind of evaluation of it according to our prior experience. We now compare whether what we have satisfies a need. Glasser called the place in the brain where this happens, the Comparing Place or the “Scales”.

- If we believe it **matches our quality world**, we give it a “positive” value, (yellow) 
- If a picture **does not match a Quality World picture**, we give it a “negative” value. (red)
- When pictures don't match we receive a painful perception. The ‘**Scales**’ tip. 



All our behaviour, created or already known (organized), is our best attempt at this time to balance our scales and increase our sense of being in effective control.

The more the scales are tipped, the stronger the **Frustration Signal** and the stronger our urge to behave. Our behaviour, generated by the **Behavioural System** when this signal is turned on, may be more or less effective. **There is no stopping this process. As long as the scale is tipped we are not now in effective control of our lives.**

Adapted from the work of Nancy Herrick and Bette Blance

“Old or new, all our behaviours are a constant attempt to reduce the difference between what we want (the pictures in our heads) and what we have (the way we see situations in the world).”

William Glasser

The Three Umpires

A world view is often best explained by a parable or story. This one concerns three baseball umpires discussing how they do their job.

“Well said the first umpire, “it’s pretty easy. I go to the ballpark; I get behind the plate; the pitcher winds up and throws the ball. The ball passes the batter. There are balls and there are strikes, and ***I calls ‘em as they is.***”

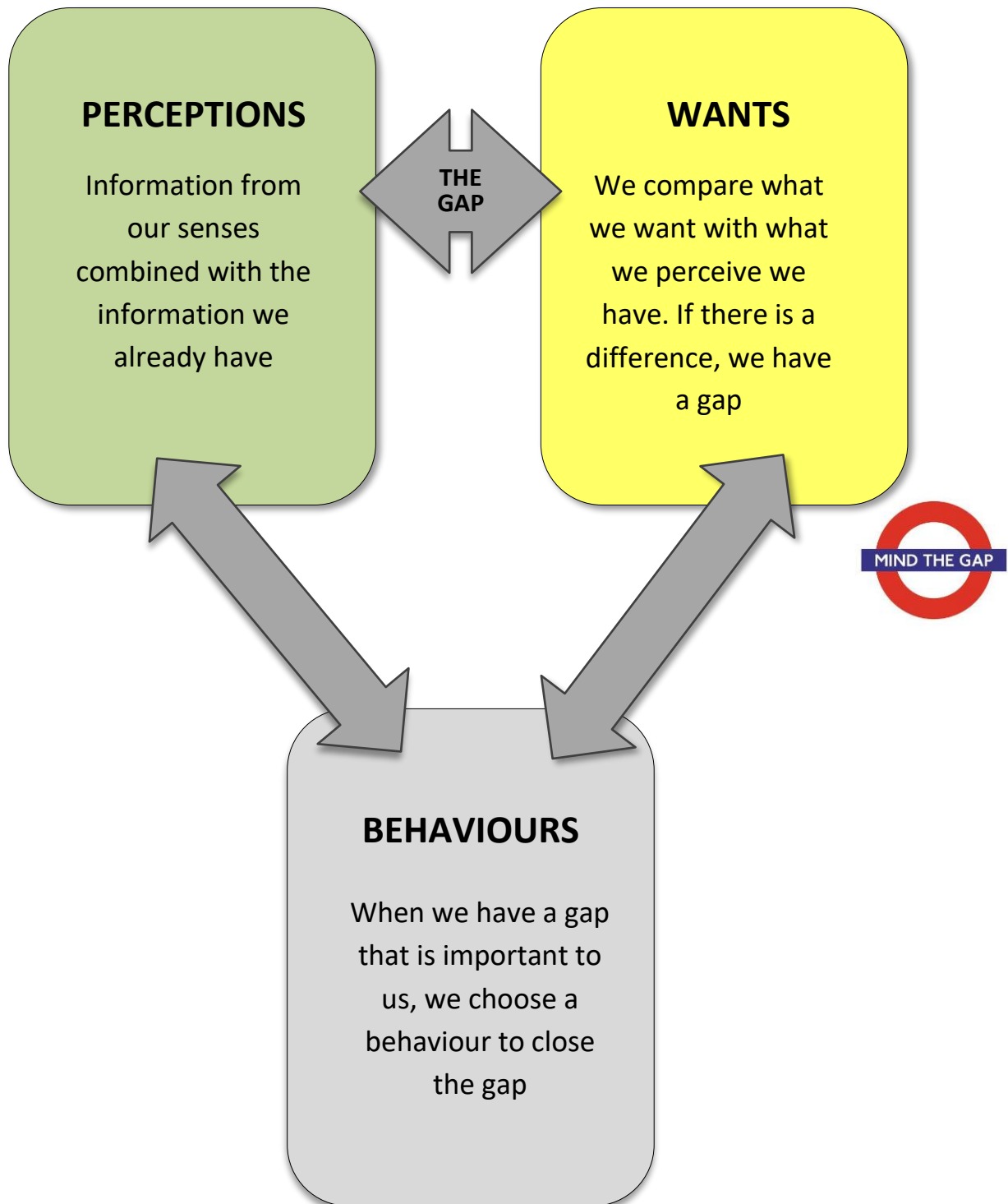
“Perhaps,” chimes in the second umpire, but I think it’s not quite that easy. I go to the ballpark; I get behind the plate; the pitcher winds up and throws the ball. The ball passes the batter. There are balls and there are strikes, and I ***calls ‘em as I sees ‘em.***”

“That’s a beginning,” says the third umpire, but I think there’s even more. Sure, I get behind the plate; the pitcher winds up and throws the ball. The ball passes the batter. And we all know there are balls and there are strikes, but ***they ain’t nuthin’ ‘til I calls ‘em.***”

(Taken from *My Gift in Return*, D Barnes Boffey.)



TRIANGLE OF CHOICE



Adapted from Jill and Steve Morris,
Leadership Simple

"We cannot stop ourselves from behaviour until we are fully aware of what is frustrating us."

William Glasser

INTENSITY OF FEELINGS

"Name it to tame it!"

	HAPPY	SAD	ANGRY	SCARED	CONFUSED
HIGH INTENSITY	satisfied elated overjoyed proud complete together joy	hurt hopeless sorrowful depressed rejected unwanted grief	superior furious seething enraged victimized drained jealous	fearful panicky afraid distraught miserable frightened threatened	bewildered trapped troubled torn split disorganized mixed-up foggy
MEDIUM INTENSITY	cheerful up good hopeful peaceful loving	ashamed upset distressed down defeated lonely sorry sad	annoyed frustrated agitated tense	insecure uneasy strained shy timid unsure	disoriented uncertain divided bothered
LOW INTENSITY	glad content satisfied positive relief warm accepted affectionate respected	lonely sorry lost bad guilty embarrassed disappointed	uptight dismayed put out nervous repulsed competitive defensive aggressive suspicious	nervous strained reluctant	uncomfortable undecided tired

“All behaviour is purposeful.”

William Glasser

THE BEHAVIOURAL SYSTEM

Every behaviour we use is our best choice at that moment. Our brain acts to identify, organize, and create ways to act on the information we are perceiving, in order to choose a total behaviour that will help us to take better charge of our life.

The behavioural system consists of the following:

Organizing – Organized, familiar behaviours are ones that we have chosen before or experienced in some way. Often these are habits.

Re-organizing - This involves utilising previous knowledge and/or experience and coupling this with some creativity to form a new behaviour. It is a constant state of reorganizing portions of previously organized behaviour. The new ways of coupling these together are not necessarily of value. Out of this jumble, creativity arises.

Creating – This random, often nonsensical, flow of ideas allows us to conceptualize something totally new and inventive. This process is continuous and never turns off. Only living organisms can create new behaviours.

Whatever behaviour we choose, we do so in an attempt to satisfy a picture in our Quality World.

“All behaviour is total and almost all behaviour is chosen.”

William Glasser

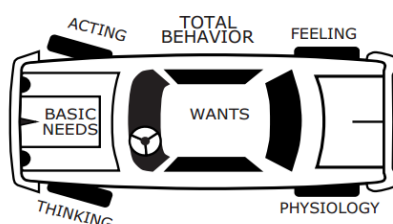
TOTAL BEHAVIOUR

Dr Glasser described behaviour in terms of four components: Acting, Thinking, Feeling and Physiology. The term “Total Behaviour” was coined by Dr Glasser.

One way to visualize Total Behaviour is to think of behaviour as a car. A car has four wheels, and the back wheels always follow the front wheels. **The only wheels over which we have direct control are the front wheels, acting and thinking.** We don’t choose our feelings and physiology. We can only change them by adjusting our actions and our thinking.

For example if we choose to stay out in the cold we shiver (our physiology) and we cannot choose to stop shivering. We can only choose to go inside where it is warm.

If we choose to sit home and think about how bad things are when we are lonely, we will depress (feelings). We cannot choose to stop depressing. That is the natural way we feel when we choose an action like sitting at home and thinking about how lonely we are. We can only choose to do something like, for example, go for a walk, or to think about something else, such as being grateful for something we have.



From Choice Theory. A New Psychology for Personal Freedom.

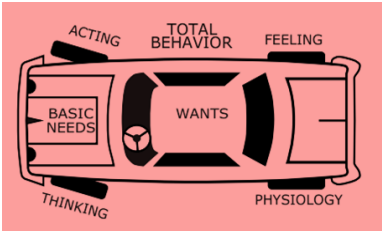
Adapted from the work of Nancy Herrick and Bette Blance

"It is almost impossible for anyone, even the most ineffective among us, to continue to choose misery after becoming aware that it is a choice."

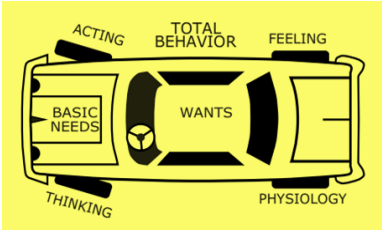
William Glasser

Total Behaviour – "Reinvention"

INITIAL SITUATION – "THE CAR I AM IN"

<p>What are my actions?</p>	<p>What are my feelings?</p>
	
<p>What am I thinking?</p>	<p>What's my physiology?</p>

"PREFERRED CAR"

<p>What are my actions?</p>	<p>What are my feelings?</p>
	
<p>What am I thinking?</p>	<p>What's my physiology?</p>



"When are you going to stop reinventing the wheel?"

Peanut Butter Sandwiches

The burly construction worker opened his lunchbox on Monday and grumbled, "A peanut butter sandwich. I hate peanut butter sandwiches." On Tuesday he again opened his lunch and scowled. "Damn, peanut butter again. I hate peanut butter sandwiches. Wednesday and Thursday brought the same situation.

On Friday, a co-worker who had heard "I hate peanut butter sandwiches for 5 consecutive days, finally couldn't take it anymore. "If you don't like peanut butter sandwiches, He asked, why don't you ask your wife to pack you something else?"

What do you mean, my wife?" answered the construction worker, "I pack my own lunch."

How many times do we encounter people who create difficult situations in their lives and then want sympathy for having to put up with the difficult situations they have created? How many times do we do it ourselves?

(Thanks to William Glasser for this story)

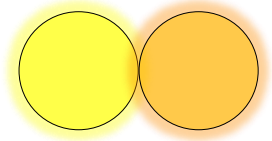
From *My Gift in Return*, D Barnes Boffey

FOUR WAYS THAT WE RELATE TO ANOTHER PERSON

Friendship – from casual acquaintance to intimate love

- Each person enjoys what the other person has to offer
- Focus is on sharing of Quality World pictures
- Needs satisfying relationship
- Contribution to finding mutually common ground
- Non-coercive

Uncon Uncon

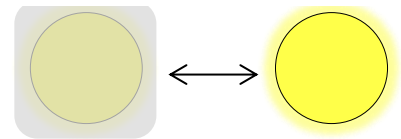


Friends connect through sharing their QW pictures

Counselling

- One person has a problem and they believe that the other person can help them to solve the problem
- Counsellor focuses on the person's Quality World pictures
- Counsellor assists the person to self-evaluate
- Counsellor has no agenda apart from helping the person solve the problem
- Counsellor uses connecting behaviours to build trust in the relationship
- Need satisfying environment
- Non-coercive

Counsellor Client

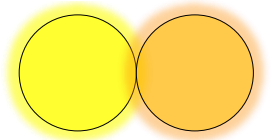


*Focus is on Client's QW
Connect through relationship becoming a shared QW picture*

Teaching

- The teacher has the information and the student wants to learn this information.
- The student has a QW picture of learning and the teacher has a QW picture of teaching that is need satisfying
- Teacher assists the student to self-evaluate and at the same time self-evaluates the quality of their teaching
- Need satisfying environment
- Non-coercive

Teacher Student

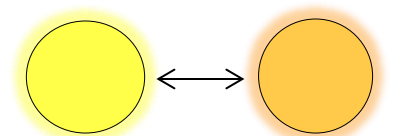


Teacher and student connect initially through sharing a QW picture of the student learning the information the teacher teaches.

Managing

- The manager has an agenda that the worker may not agree with.
- The manager has a QW picture of the product/service that is not likely to match exactly the picture the worker has
- Manager works with the worker in assisting them to self-evaluate. At the same time the manager self-evaluates their behaviour in the process to ensure it is not coercive.
- Works on the relationship and the system
- Need satisfying workplace/environment

Manager Worker



*The Manager and the person being managed do not share the same QW picture
Connect through the relationship becoming a shared QW picture*

Adapted from the work of Garry Garnaut, Sylvia Habel and Joan Hoogstad

REALITY THERAPY

“A Good Conversation”



REALITY THERAPY AND THE IMPORTANCE OF RELATIONSHIPS

The theoretical basis of reality therapy is choice theory. Therefore, the success of the reality therapy approach depends on the counsellor's understanding and knowledge of choice theory and the ability to apply it. Reality Therapy counsellors can enhance the counselling process by teaching the underpinning theory to their clients.

The goal of reality therapy is to help people rebuild their relationships (WANT) or form new ones (WANT) as the source of almost all human problems is disconnectedness. The reconnection begins with the reality therapy counsellor, and this forms the basis for how the client can begin to improve relationships with others or form new ones.

To establish the relationships with clients, the reality therapy counsellor creates a caring, supportive atmosphere (ENVIRONMENT) and promotes trust without criticism, judgement, coercion, punishment, blame or anger (CONNECTING BEHAVIOURS).

Only when that has been established can clients be persuaded to consider if what they are doing (ACTIONS) is helping them to get closer to the people in their lives and figure out new and effective ways of relating to people (EVALUATION). The focus is not on the past but on the present and what the present behaviour choices of the clients are, although many of these might have been created because of past experiences.

Reality therapy counsellors help their clients to make up specific plans (PLANNING) to achieve their goals and during subsequent sessions they encourage them to evaluate their progress. They teach their clients that excuses hinder progress.

From the work of Joan Hoogstad



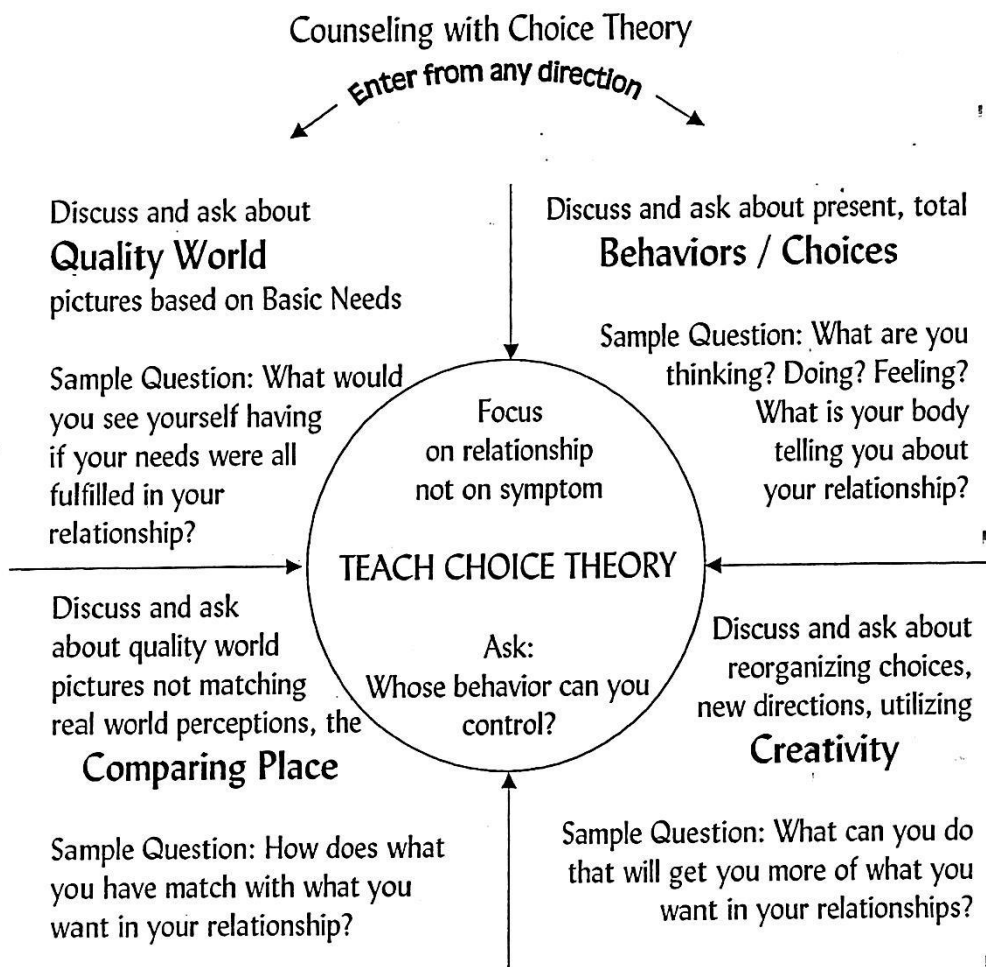
Working towards a balance

THE “NEW” REALITY THERAPY

Reality Therapy originally described the approach to counselling Dr Glasser developed in the 1960's. He published his book *Reality Therapy* in 1965. He refined his ideas into the body of work he called *Choice Theory* (1998). Dr Glasser then published *Reality Therapy in Action*, in 2000. This was re-issued in 2001 as '*Counseling with Choice Theory*'.

The term *Reality Therapy* is still formally recognized as a counselling modality. In his most recent work Dr Glasser advocated a new approach to Reality Therapy, described below by Carleen Glasser. He referred to it as counselling with Choice Theory.

The New Reality Therapy



Note: The new reality therapy focuses on unhappiness and addresses the use of external control psychology as a cause of that unhappiness in present relationships.

The goal of the new reality therapy is not to “correct”, “fix” or improve people’s behavior. It is to make a relationship with the people you counsel and help them learn choice theory. With this information, they may choose to change their own behavior and improve their relationships.

“Always Be Consistent, courteous and calm, Determined that there is hope for improvement, Enthusiastic, (think positively), Firm and fair, Genuine.”

Robert Wubbolding

REALITY THERAPY - COUNSELLOR BEHAVIOURS

Establish trust – build the relationship

- ▼ Create a friendly, positive atmosphere
- ▼ Attempt to ‘get into’ the client’s Quality World
- ▼ Define your role
- ▼ Use attending behaviours (listening, allow silence, use humour, share stories etc.)
- ▼ Demonstrate participation in an effective relationship

Stay in the present

- ▼ Focus on the here and now
- ▼ Use elements of the positive past and relate it directly to the present
- ▼ Ask client to summarise and develop Quality World pictures for now

Stay focused

- ▼ Neither accept nor encourage excuses
- ▼ Use the connecting habits
- ▼ One situation at a time
- ▼ Ask ‘what’ not ‘why.’ ‘Why’ elicits excuses and externalises the problem

Be non-judgmental

- ▼ Accept that this is the best that they can do at this point in time
- ▼ Encourage
- ▼ Stay involved
- ▼ Emphasise their successes
- ▼ Look for competencies, strengths & skills
- ▼ Be ethical

Get a commitment

- ▼ Seal the agreement
- ▼ Look at all options and choices
- ▼ Ask what if?
- ▼ Follow-up

Source: Sylvia Habel (Adapted from Maggie Bolton)

REALITY THERAPY - USING CHOICE THEORY TO HELP PEOPLE

What we <u>already know</u> about people before we see them	What we <u>need to find out</u> about people when we see them	What <u>people need to learn</u> that we can teach them
They have 5 BASIC NEEDS	Which of their needs are not being met	To understand their NEEDS and how to SATISFY them
They have a QUALITY WORLD	The specific pictures in their quality world	That they can put pictures in their quality world and they can take them out
All their behaviour is TOTAL behaviour	What choices of behaviour they are making now	That they can only CONTROL themselves, not anyone else
Their CREATIVITY is always working	What their creativity is offering NOW	How to TRUST their creativity to find solutions
Their perception of the real world is their REALITY	The information they are getting from the REAL WORLD Vs their QUALITY WORLD	How changing their PERCEPTION can help them make BETTER CHOICES
They are unhappy because they have unsatisfying relationships caused by the use of external control	Which present relationship they are having trouble with and why they are having trouble	What external control psychology is and how using CHOICE THEORY instead can improve relationships.

THREE PARTS OF THE SYSTEM TO TARGET FOR CHANGE

1. The Quality World

- a. Add a new picture
- b. Adjust a current picture
- c. Update an old picture



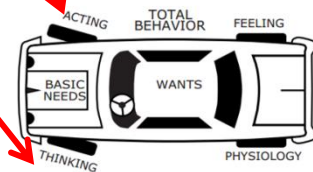
2. The Perceived World

- a. Add to the knowledge filter. (All we can do is give information)
- b. Challenge the Value Filter



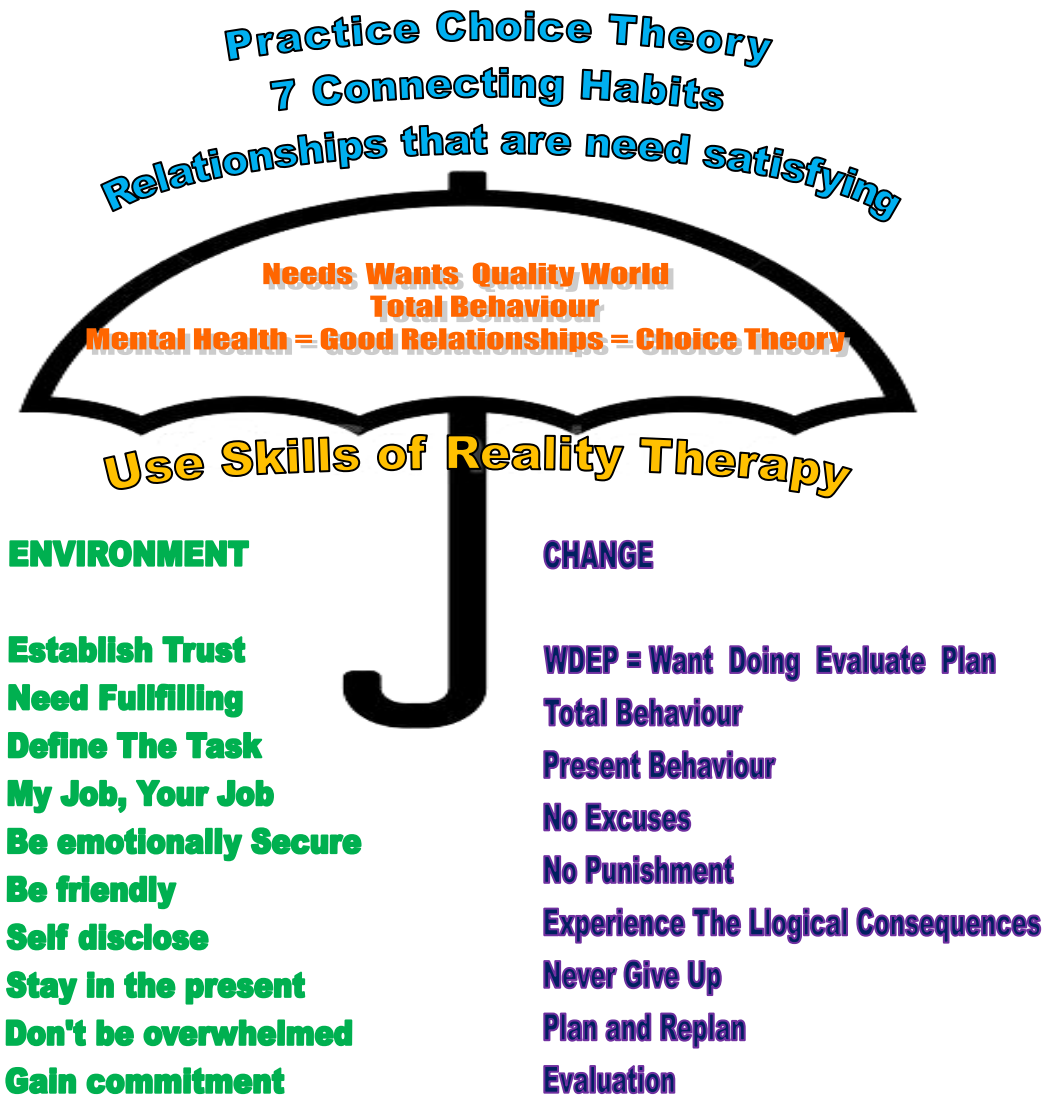
3. The Behavioural System

- a. Add a new behaviour to the repertoire
- b. Improve or refine a behaviour
- c. Change a total behaviour through thinking and doing.



CHOICE THEORY and its practice, REALITY THERAPY

UMBRELLA OF TRUST



Adapted from Barbara Garner and Joan Hoogstad

REALITY THERAPY PROCESS – WDEP

ESTABLISHING THE ENVIRONMENT

R ELATIONSHIP	<p>Establishing trust</p> <p>Connecting behaviours</p> <p>Need-satisfying environment</p> <p>My Job, Your Job</p>
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PROCEDURES FOR CHANGE: “WDEP”

W ANT Quality World	<p>What do you want...really, really want?</p> <p>For example: How would you like things to be?</p> <p>If things were going well for you what would be happening?</p>
D OING Total Behaviour	<p>What are you currently doing to try and get what you want?</p>
E VALUATE Comparing Place	<p>Is what you are doing helping you get what you want?</p>
P LAN Behavioural System Total Behaviour	<p>What else could you be doing or thinking that could help you get closer to what you want?</p> <p>Now that you have chosen the “most likely to succeed” option, what is your plan to get what you want?</p> <p>A SMART plan is Specific, Measurable, Atttractive, Realistic, Time-framed</p>

REALITY THERAPY PROCESS expanded : “WDEP Plus”

<i>“Environment”</i>	RELATIONSHIP	Establishing trust Connecting behaviours Need satisfying environment My Job, Your Job
<i>“Procedures for Change”</i>	WANT Quality World	What do you want...really, really want? For example: How would you like things to be? If things were going well for you what would be happening?
	DOING Total Behaviour	What are you currently doing to try and get what you want? What are you currently thinking to try to get what you want?
	EVALUATE Comparing Place	Is what you are doing and thinking helping you get what you want?
	INFORMATION Perceptual System	Exploring the information, the client already has What knowledge do you have? Do you need more information?
	OPTIONS Behavioural System	What else could you be doing or thinking that could help you get closer to what you want?
	PLAN Total Behaviour	Now that you have chosen the “most likely to succeed” option, what is your plan to get what you want? A SMART plan is S pecific, M easurable, A tttractive, R ealistic, T ime-framed

With input from Garry Garnaut and Judy Hatswell

'RELATIONSHIP' QUESTIONS

Questions to open the session, create a safe environment, build involvement and connect

1. What do you want to discuss with me?
2. Tell me your story.
3. Where shall we start?
4. Bring me up to date?
5. Give me some background information
6. What is the situation?
7. Describe the situation to me?
8. Give me a brief introduction to the present setting.
9. Draw or paint your present circumstances for me?
10. Let's start with some specifics. Where do you work, live, etc?
11. What are you thinking today?
12. What have you decided since we last talked?
13. Let's review what you told me on the phone.
14. Are you comfortable? Would you like a cup of coffee?
15. Let me see your plan sheet to see how well you did this week.
16. Tell me what has changed since we last talked.
17. How have you been? How are you?
18. How is it going?
19. What has happened?



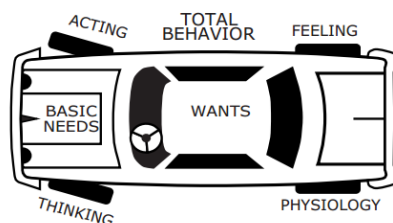
OTHER WAYS TO ASK “WHAT DO YOU WANT?”

1. What outcome do you want?
2. Where do you want to go with this?
3. What would you like?
4. How would you like things to turn out?
5. How would you like things to be?
6. What’s the ideal situation?
7. What are you aiming for?
8. How would you like to see things ending up?
9. What would help you to feel good?
10. What are your dreams/wishes?
11. What outcomes would you like to achieve?
12. What is your goal?
13. Help me to understand what you need?
14. How can I help you?
15. What would you like to be doing now?
16. If you had a choice, what would you want?
17. If you had three wishes what would they be?
18. What are you trying to achieve?
19. Explain to me what you want?
20. If things were going really well for you what would be happening?
21. How can I help you today?
22. Would you like to tell me what you are after?
23. What direction do you want to go in?
24. How do you see me helping you?
25. What result would you like to see happen?
26. How would you like to see this progress?
27. What do you want that you are not getting?
28. What do you want as a result?
29. What is your purpose for doing that?
30. Where was that going to get you? /where are you headed?



OTHER WAYS TO ASK, “WHAT HAVE YOU BEEN DOING TO GET WHAT YOU WANT?”

1. What’s been your approach so far?
2. What have you tried previously?
3. What strategies have you tried?
4. What options are you taking?
5. What behaviours have you tried?
6. How have you been going about reaching your dream?
7. Tell me about the things you have tried to get what you want?
8. What’s worked for you?
9. What has been successful?
10. What sorts of things have been successful?
11. What sorts of things have worked?
12. What positive things are helping?
13. What’s helped the situation?
14. How have you been going about ...?
15. What action have you been taking?
16. Which options or strategies have you tried to ...?
17. What has worked for you so far to ...?
18. Who has helped you ...?
19. What actions have helped you achieve ...?
20. What has not worked for you?
21. What’s worked best?
22. When was the last time you tried something successful?
23. What has been successful in the past?
24. Who do you see helping you get what you want?
25. What strategies have you tried so far?
26. How often has that strategy worked?
27. Explain what you have been doing to get that?
28. What things achieved what you wanted?
29. What things didn’t achieve what you wanted?
30. What other options have you looked at?



EVALUATION QUESTIONS

1. Did that strategy work?
2. Did it solve the problem?
3. Did things get better or worse?
4. Was it successful?
5. Did you achieve what you wanted?
6. Is it taking you forwards or backwards?
7. Is it achievable? Yes/No
8. Have you got what you want?
9. Is it worth the hassle?
10. Is it up and clean or down and dirty?
11. Is what you are doing helping?
12. Is it worth the grief?
13. Is it working?
14. Are you moving forwards?
15. Are you happy with what you achieved?
16. Are you satisfied with how things turned out?
17. Is it worth the cost?
18. Is it helping or hurting?
19. Were you happy with the result?
20. Is it successful?
21. Has it been worth it?
22. Is this getting you where you need to go?
23. Is it against the rules?



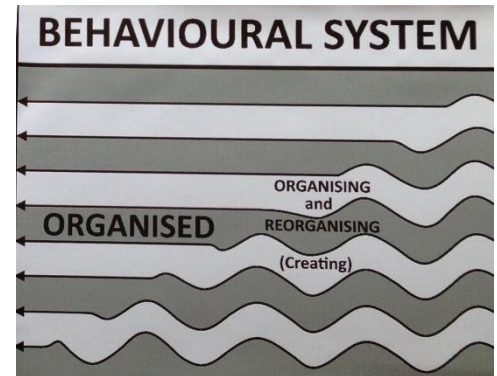
INFORMATION QUESTIONS

1. What information do you already have?
2. How accurate is this information?
3. How reliable is this information?
4. How much do you value this information?
5. How is this information relevant to you?
6. Where can you get more information?
7. Who can you ask for more information?
8. Would you like me to give you some information about this?
9. What else do you need to know?
10. What do you see ahead?
11. What do you hear yourself saying?
12. What do you hear others saying?
13. What would you like to know?
14. Are you looking for more information?
15. How important is it that you have more information?
16. What opportunities could arise if you had more information about this?
17. What harm could follow from getting more information?



OTHER WAYS TO ASK, “WHAT ELSE COULD YOU DO?”

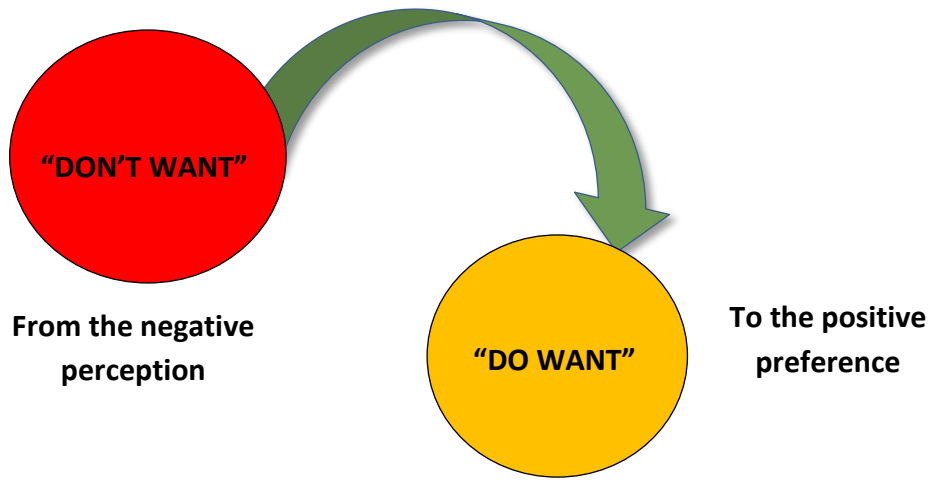
1. Where do we go next?
2. What options do you have now?
3. What other direction could you go in?
4. What other solutions do you have?
5. What other ways could you solve this?
6. What other choices do you have?
7. Is there another way of getting that?
8. Can you think of another strategy?
9. If you were, how would they get that?
10. How might deal with that?
11. What are other solutions?
12. What other avenues could you take/
13. Can you think of anything else/
14. If things were working well, what would I see you doing/
15. What else can you do?
16. Have you any other ideas?
17. Have you another plan?
18. What other strategies might work?
19. Where could you go from here?
20. Can there be another plan of action?
21. Is there another way?
22. Have you tried looking at this from another perspective?
23. Is there a better way?
24. Have you seen any other ideas that have worked for other people?
25. Is there another way of doing things?
26. Are there other options available?
27. Have you thought of trying ...?
28. Would you like me to suggest other options?
29. What are other people doing that has worked for them?
30. What are other possibilities?



CRITERIA FOR PLANNING

- S** Specific, Self-evaluated, Stepping forward, Success oriented ...
- M** Measurable ...
- A** Attractive, Able to be done independently, Action-oriented ...
- R** Realistic, Responsible ...
- T** Time-framed

Flipping



What words could be used to flip these negative thoughts and statements?

Stressed	
Bored	
Picked on	
Embarrassed	
Dumb	
I don't know	
Anxious	
Yes I know that	
Left out	
Useless, pointless	
Scared	
Hopeless	
Lonely	
Frustrated	
Depressed	
Angry	
You're not listening	
I don't want to talk	
You wouldn't understand	

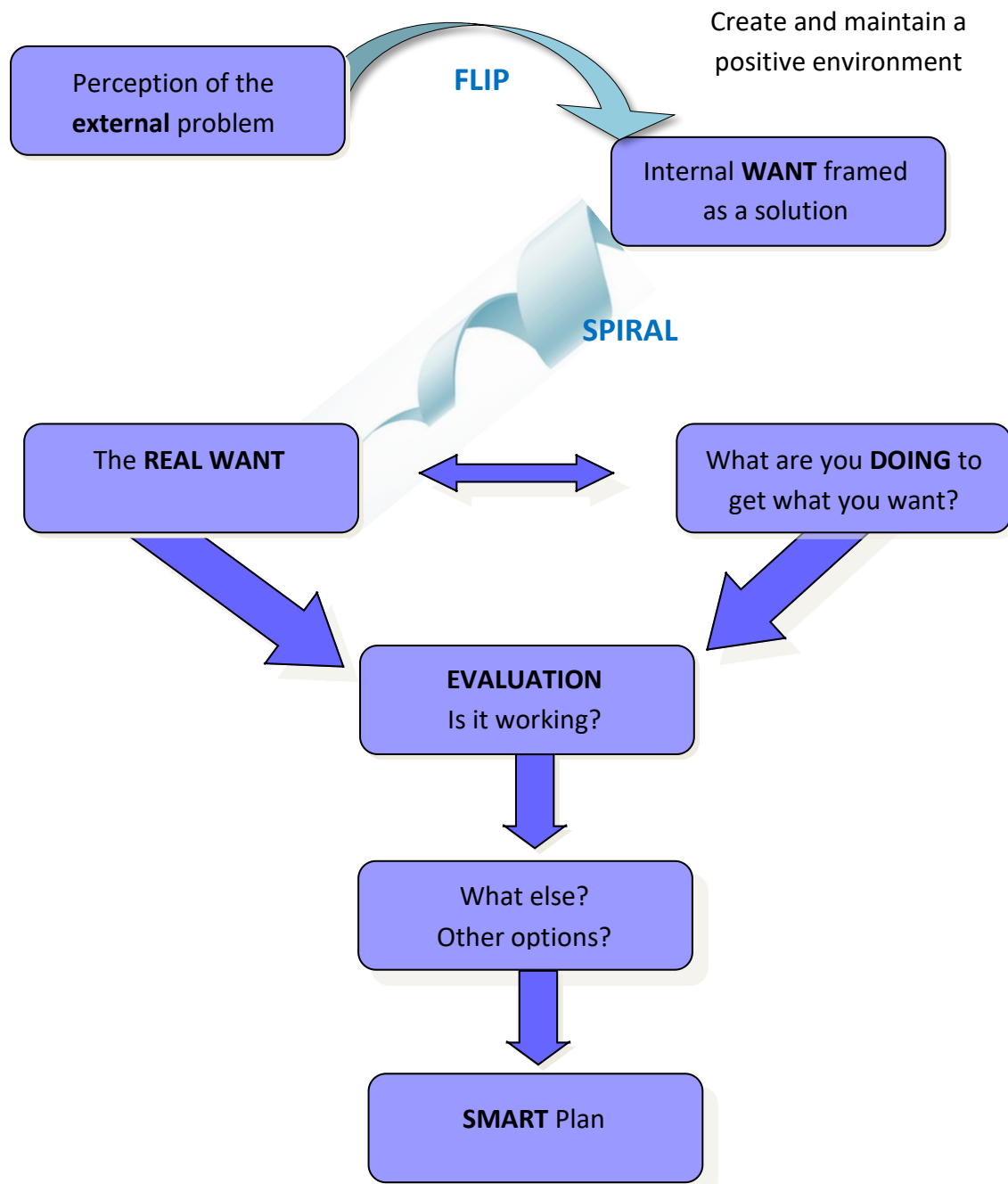
Adapted from Judy Hatswell

POSITIVE OUTCOME PROCESS

This process was devised by Judy Hatswell. It describes the WDEP process with two useful techniques incorporated into the flow of the process.

Flipping is useful when the client's perception is framed as an **external** want, perhaps something they "don't want" rather than something they "want".

Spiralling questions can shift the client's perception to an underlying want that is at the deeper level of their values and beliefs, and therefore more meaningful to the client.



Devised by Judy Hatswell

LEARNING TRIADS

Client/Interviewee:

Your job is to help the counsellor learn and practise the skills and processes of Reality Therapy:

- ▼ If you trick the counsellor it is neither helpful or fair
- ▼ Answer questions honestly, not as you think someone else might answer them. Whatever you say is “truth”.
- ▼ Be helpful and drop hints.
- ▼ Have a learning goal for yourself as a learner..
- ▼ Remember to call time out, especially if you are too involved in the role

Note: NEVER play yourself. It is unethical and unsafe for you.

Counsellor/Interviewer:

Your job is to:

- ▼ Practice the process of Reality Therapy.
- ▼ Trust the process and the client.
- ▼ Have a learning goal for yourself as a learner
- ▼ Take risks and try alternatives
- ▼ Call Time Out at any time.

Coach / Process Observer

Your job is to:

- ▼ Set up the practise session so both the client and counsellor are clear about their learning outcome.
- ▼ Have a learning goal for yourself as a learner
- ▼ Listen to the counsellor using the Reality Therapy (RT) process, not just the story.
- ▼ Help the counsellor or client in any way possible.
- ▼ Monitor the time. Remember to call time out at any time.
- ▼ Facilitate the self-evaluation at the end of the session.

Adapted from Ivan Honey and Dorothy Devine 2009

SETTING LEARNING GOALS

While **Reality Therapy** is a process that is artfully used to help people improve their lives through being able to build and maintain effective relationships, it is sometimes useful to break the process down analytically into a number of discrete elements or skills.

Role Play is a teaching tool and depends on skill building. The effective Reality Therapy practitioner is the person who can weave together these skills at the most powerful times in the therapeutic interaction, to lead the client to more competent and responsible living. It is important when practising role play that the participants learn to set simple goals and to work with the client to find ways to practise and thus improve the skill in the role play.

Consider asking yourself some of the questions below when setting learning goals.

1. What are the strategies I use to get involved and build relationships with the client?
2. How do I negotiate my role and set the boundaries of Lead Management?
3. How do I negotiate the task to be done (“Let’s look at/Let’s see if you can”).
4. How do I help the client develop their Quality World pictures?
5. How do I move the client from the “don’t wants” to the “wants”?
6. How do I help the client to prioritise current wants?
7. Do I determine and focus on specific present Total Behaviours?
8. How do I help the client tie components of behaviour to Total Behaviour choices?
9. Do I support the client in searching out past strengths?
10. Do I use “what else” for expanding wants, behaviours or plans?
11. Do I sum up wants/behaviours/plans to enhance progress?
12. How do I question for present competencies?
13. Do I help clients focus on thinking/acting to help them steer differently?
14. Do I link present behaviours with probably consequences?
15. Do I link wants to present behaviours, or to evaluations?
16. How well do I ask evaluation questions?
17. What strategies do I use to help clients evaluate their current directions?
18. Do I take opportunities to teach the client Choice Theory?
19. Do I check out intuitions regarding wants/behaviours/evaluations?
20. Am I linking evaluations to planning (“Are you willing...?”)
21. Do I get specifics in planning (who, what, where, when, how)?
22. What are the ways I ask for a commitment?
23. Do I ask “What if’s?” to enhance the planning for success?
24. Do I accept excuses but recycle them to wants or plans or commitments?
25. Do I keep my own beliefs and values out of the session?
26. Do I maintain a non-coercive, non-judgemental and non-punitive follow up?
27. Do I persevere when the client is ready to give up?

Acknowledgement to Maggie Bolton, 2007

PROCESSING THE ROLE PLAY

Self-evaluation questions about the Reality Therapy process

QUESTIONS FOR THE CLIENT

1. What did you learn in the role play?
2. At what point did you experience a shift?
3. What was your learning goal and did you meet it?
4. What did you learn about yourself?

QUESTIONS FOR THE COUNSELLOR

1. What did you learn?
2. Did you meet your learning goal and how?
3. What else did you do that helped or added quality?
4. Which parts of the chart did you focus on?
5. What did you learn about yourself?
6. Would you find it helpful to hear feedback from others?

COACH

1. First of all self-evaluates self and situation.

Asks self

- ▼ Has the person heard the information before or is it new information?
- ▼ Can the other person do anything about the information I give, remembering they cannot change 'just like that'?
- ▼ Is my commitment to the other deep enough that I am willing to actually support the quality of our relationship?
- ▼ If the information destroys the relationship am I prepared to put in the work to rebuild it?
- ▼ How much of the negative information in my head is my own issue/baggage?
- ▼ Could it be possible that what the other needs is positive feedback or validation?
- ▼ "If I do or say this right now will this build our relationship or push it further apart?"

2. Self-evaluates own learning goal.
3. Facilitates the above process.
4. Gives supportive feedback related to the process and to the learning goals of the client and counsellor
5. Uses ENCOURAGEMENT but **avoids** the disconnecting habits of CRITICISM and PRAISE

rom Garry Garnaut

Role Play Observation

PART 1: ESTABLISHING TRUST (BUILDING INVOLVEMENT)

R RELATIONSHIP	<i>Establishing trust</i> <i>Connecting behaviours</i> <i>Need satisfying environment</i> <i>My Job, Your Job</i>	
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PART 2: PROCEDURES FOR CHANGE

PROBLEM	Perceived World	
W WANTS	Quality World <i>What do you want?</i>	
D DOING	Total Behaviour (Car) <i>What are you doing?</i>	
E EVALUATION	Comparing Place (Scales) <i>Is It working?</i>	
	Behaviour System <i>What else could you be doing or thinking?</i>	
P PLAN	Total Behaviour (New Car) <i>What's your next step?</i>	

Adapted from Judy Hatswell, Sylvia Habel, Garry Garnaut



“Have, Do, Be”

MOVING DEEPER INTO THE QUALITY WORLD.

HAVE > DO

If you had that, what would you then be able to do?

DO > BE

If you were able to do that, what would you then be able to be?

BE > DO

If you were being that, what would you also be doing?

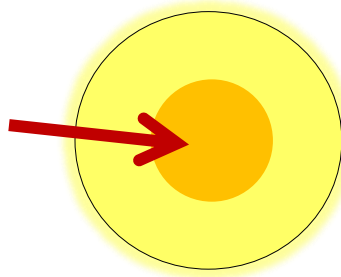
DO > HAVE

If you wanted to do that, what would you need to have to be able to do it?

Source: Barnes Boffey

“Spiralling into the Quality World”

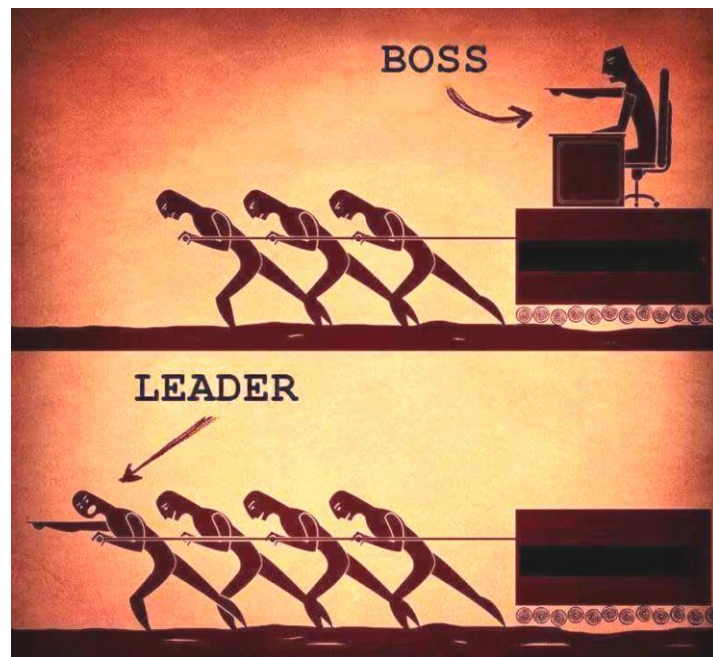
“Going for Gold”



<p>INITIAL WANT</p> <p>Information</p> <p><i>These self-evaluation questions initiate a spiralling conversation</i></p>	<p>If you had that:</p> <p>“What would it mean to you?”</p> <p>“How would things be different?”</p> <p>“How would that be better?”</p>
<p>DEEPER WANT</p> <p>Quality World - values and beliefs</p> <p><i>These questions tend to elicit values and beliefs that are important to us</i></p>	<p>If that was happening:</p> <p>“What would that give you?”</p> <p>“How is it important?”</p> <p>“What would be the best thing about that?”</p>
<p>DEEPEST WANT</p> <p>Inner core of QW – vision and sense of self</p> <p><i>These questions tend to elicit the way we want to see ourselves – the vision we have for our lives</i></p>	<p>.... and then:</p> <p>“What would I see you being like?”</p> <p>“What would you be thinking or saying about yourself?”</p> <p>“What would your life look like? Sound like?”</p> <p>“How would you like to be seeing yourself when...?”</p>

Adapted from Judy Hatswell, with ideas from Joan Hoogstad

LEAD MANAGEMENT



“When challenged with a problem they [lead managers] don’t ask “Who is to blame?” they ask, “What is the problem and how do we solve it?”

William Glasser

LEAD MANAGEMENT - INTRODUCTION

Lead Management has its foundation in W. Edwards Deming’s work and referred originally to the application of Choice Theory to a managing a group. Many applications involve managing a group of workers. Lead Management also applies when counsellors or teachers are working with involuntary clients or students. One important distinction between Reality Therapy and Lead Management is that the lead manager has an agenda whereas the RT counsellor has no agenda. In Reality Therapy, the helper is simply working to assist the client to get what he or she wants. In Lead Management, the manager wants something, and, in addition, the group of people or the person the manager is working with also has wants and needs. Lead Management is a negotiation for a win/win solution where everyone is able to get their needs met in a given situation. Lead management principles can also be applied to the process of “leading ourselves.”

From Kim Olver



A LEAD MANAGER

- ▼ is a leader/manager of one or more people*
- ▼ knows it is their job to be responsible for the workplace /classroom /family /environment they are leading
- ▼ has an agenda which may not (usually does not!) match/agree with the agenda of those who are managed
- ▼ must have systems and agreements in place
- ▼ as a boss, parent, classroom teacher or team leader, he/she is working with people who are more than likely to disagree
- ▼ knows they can’t control another person and monitors their own behaviour to avoid any coercive behaviours
- ▼ Is mindful of keeping the relationship intact while working with others
- ▼ understands choice theory and works towards creating a need satisfying workplace
- ▼ is focussed on improving the system in response to communication with those who are managed

(We are also ‘lead managers’ of ourselves!)

“Define Personalize Challenge”

LEAD MANAGEMENT

DEFINE:

What is leading?
What is management?
So what might be described as lead management?
What does it feel like to be lead? Managed?

PERSONALIZE

Who do you lead?
Who do you manage?
What roles in your life could involve you as lead manager?
Describe a time when you worked in an organization with a good lead manager. What behaviours did the manager use?

CHALLENGE:

What ideas do you have for creating a continuum of leader styles? What would be at each end and where would lead management fit?

How important is the idea of lead management? Who benefits?

What can a worker do to foster lead management?

Where does lead management fit on the chart?

Glasser's "Six Questions"

Dr Glasser believed that asking ourselves these questions and sharing the information with the people you lead/manage builds needs satisfying relationships.

1. Who am I? (What is my role?)
2. What do I stand for? (What is important to me in this role?)
3. What will I ask you to do?
4. What won't I ask you to do?
5. What will I do for or with you?
6. What will I not do for or with you?

(Adapted from Control Theory Manager, 1994)

"MY JOB, YOUR JOB"

A way to create agreements.

My Job is ...	Your Job is ...
My Job is not	Your Job is not

"The better we know someone and the more we like about what we know, the harder we will work for that person."

W. Edwards Deming

SEVEN "L'S" OF LEAD MANAGEMENT

1. Loving relationships:

- ▼ Attention, acceptance and appreciation of another person.
- ▼ Respecting the other person and conveying this through your Total Behaviour

2. Listening:

- ▼ The ability to stand in the shoes of another person and understand their world.
- ▼ This is also conveyed through your Total Behaviour

3. Levelling:

- ▼ All we can do to another person is give them information. A Lead Manager accepts that at times they will have to give information that those they manage may find disconcerting.
- ▼ Levelling is achieved through using the Connecting Habits and avoiding the Disconnecting Habits.
- ▼ It can involve expressing feelings about helpful and unhelpful behaviour as well as the logic and reasons. e.g. "When people are late to work I am frustrated because it means others are doing more work."

4. Learning:

- ▼ Being willing to learn new information
- ▼ Being open to learning from those with whom you work and manage.
- ▼ Seeking advice from others, admitting a mistake or acknowledging the expertise of others.

5. Leading:

- ▼ Modelling the behaviour you expect.
- ▼ Leading does not imply that you will be able to do a task as well as those you lead – no person can be expert at everything.
- ▼ Delegating tasks and also the authority to complete them.

6. Limiting:

- ▼ Establishing boundaries
- ▼ Negotiation and collaboration are important
- ▼ Using Connecting Habits is essential

7. Leaving alone:

- ▼ The Lead Manager accepts that the people they manage are doing the best they can at the time.
- ▼ At times leaving someone alone to get on with the job despite uncertainty builds connectedness and strength, and always sets the conditions to improve quality.
- ▼ We learn from mistakes, not from being put down when we make them.

Adapted from Garry Garnaut and Sylvia Habel

LEAD MANAGEMENT AND THE BASIC NEEDS

Expressed in choice theory terms, we will work hard for:

- ▼ Those who provide us with the conditions for physical and emotional security (Survival)
- ▼ Those we care about and who care about us (Love and Belonging).
- ▼ Those we respect and who respect us (Power).
- ▼ Those who allow us to think for ourselves and provide us with choices (Freedom).
- ▼ Those with whom we laugh (Fun).

Responses which lead – creating a need satisfying environment

Survival Increase opportunities for improved organisation and meeting basic needs. Remove physical and social/emotional threats



Love and Belonging Increase opportunities for connecting, building and expanding group identity and understanding one another



Power Increase opportunities for acknowledgement, achievement, gaining respect and success. Provide self-evaluation and self-acknowledgement processes as part of what happens (Be aware of rewarding)



Freedom Increase opportunities for making choices, initiating ideas, flexibility in processes and end results. Learn about other ways of doing things from those you lead.



Fun Increase opportunities for fun, learning and laughter. Make it part of the day to day.



Adapted from Sylvia Habel

"The focus is on constant improvement. There is no finish line in the race for quality."

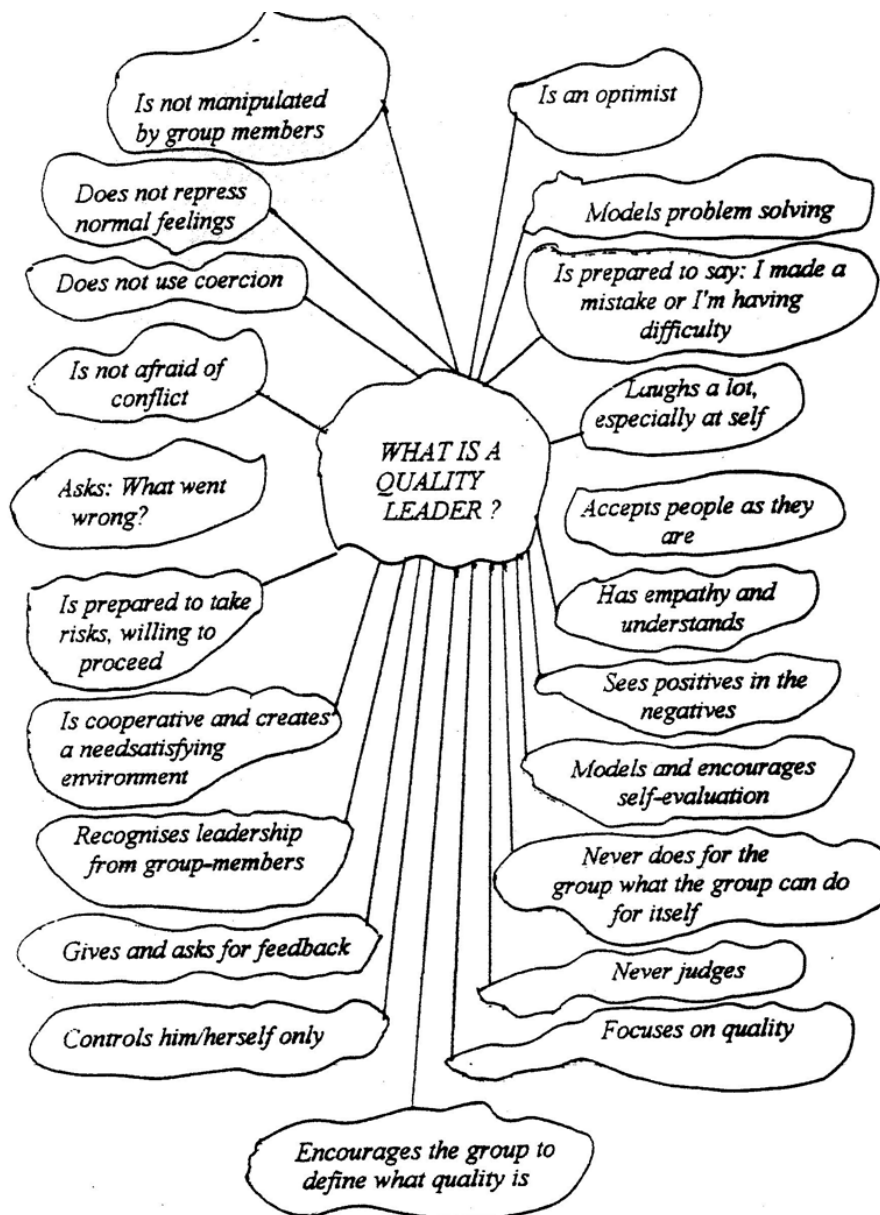
William Glasser

FIVE CONDITIONS FOR QUALITY

- ▼ Quality is only attained in a warm, friendly atmosphere.
- ▼ Quality is always useful, never destructive.
- ▼ Quality is the best we can achieve at a particular time.
- ▼ Quality can be constantly improved – it is never static.
- ▼ Quality always feels good.

William Glasser

A QUALITY LEADER



From the work of Joan Hoogstad, with input from Dianne Gossen

A LEAD MANAGEMENT CONVERSATION

This is a conversation that occurs when there is a disagreement. Something is not occurring in the way the lead manager thinks it should be done.

In this conversation the lead manager

- ▼ knows he/she can't get what he/she wants, not necessarily even 50-50, only what they can negotiate
- ▼ knows the conversation is a small issue in a relationship that has to last the distance
- ▼ refers to the agreements and systems that are already in place
- ▼ constantly self-evaluates ensuring he/she is using no external control behaviours
- ▼ always uses connecting habits

Bearing in mind the above points, in a role play of a lead management conversation

- ▼ Ensure that the agreements that are already assumed to be in place are stated in the role play setting
- ▼ The manager clearly states what the concern is – focusing on the problem
- ▼ The manager uses connecting habits and no external control
- ▼ The manager refers to the agreements that are already in place and aims not to let the other person 'off the hook'
- ▼ Work on negotiating a plan that both agree on that is a step towards a solution to the problem, and preserves the relationship

Example role play scenarios

1. A teacher and a girl who has physically assaulted another student. This school has a policy of nonviolence which is clearly communicated to students.
2. As a manager you are aware that an employee has been arriving late to work regularly. The start time expectation has been clearly communicated to staff.
3. A parent needs to have a conversation with their teenage daughter who arrived home from a party at 2am the previous night. The agreed curfew is 11pm.

“To be a successful lead manager, you will have to develop your own style: it is the only style that will work for you.”

William Glasser

BOSS MANAGEMENT VS LEAD MANAGEMENT

BOSS MANAGEMENT

- ▼ Based on external control psychology
- ▼ Based on the needs of the manager
- ▼ Coercive
- ▼ Based on controlling others
- ▼ Motivating others
- ▼ Finding out WHO is wrong
- ▼ Blaming
- ▼ Judging others
- ▼ Destroys relationships

At home and school

- ▼ Obeying
- ▼ Rewards
- ▼ Punishment
- ▼ Focus is on how parents and teachers want things done

In the workplace

- ▼ Fixing everyone’s attention on productivity
- ▼ Call for and reward individual achievement
- ▼ Giving orders to do the job

LEAD MANAGEMENT

- ▼ Based on choice theory
- ▼ Based on the needs of the manager and the people being managed
- ▼ Persuasive
- ▼ Based on controlling oneself
- ▼ Removing barriers to motivation
- ▼ Finding out WHAT is wrong
- ▼ Working out how things can be done differently
- ▼ Self-evaluation
- ▼ Improving relationships

At home and school

- ▼ Negotiating, compromising
- ▼ Recognising achievement
- ▼ Logical consequences
- ▼ Focus is on quality and improvement by all involved – better relationships

In the workplace

- ▼ Fixing everyone’s attention on quality and improvement
- ▼ Call for and recognise group achievement
- ▼ Asking; “How can I help you do your job?”

From: *Joan Hoogstad*

Boss Management vs Lead Management Activity

Find the corresponding actions

A BOSS MANAGER....

1. Judges others
2. Blames people for problems
3. Controls
4. Takes themselves and others for granted
5. Covers up mistakes
6. Demands
7. Develops mateship
8. Builds walls
9. Works primarily to produce things
10. Drives their people
11. Depends on authority
12. Inspires fear
13. Says "I"
14. Knows how it should be done
15. Says "go"
16. Uses people
17. Sees today
18. Does things right
19. Never has enough time
20. Is concerned with 'things'
21. Takes the credit
22. Seeks first to be understood
23. Has a win/lose approach to dealing with conflict
24. Commands
25. Believes employees need motivating
26. Treats the symptoms

A LEAD MANAGER

- A. Makes time for things that count
- B. Models
- C. "Seeks first to understand"
- D. Has a win-win approach
- E. Appreciates self and others
- F. Treats the problem
- G. Works hard to help people produce
- H. Builds relationships with all
- I. Develops people
- J. Does the right thing
- K. Says "we"
- L. Gives credit to others
- M. Leads
- N. Creates a climate for motivation
- O. Depends on cooperation
- P. Is concerned with people
- Q. Looks for solutions
- R. Builds communication
- S. Admits mistakes
- T. Inspires enthusiasm
- U. Asks
- V. Shows how it is required to be done
- W. Sees today as well as future
- X. Coaches people
- Y. Accepts others
- Z. Says "let's go"

Source: Brad Greene – *New Paradigms for Creating Quality Schools*. Activity Ann Kempe

SOLVING CIRCLE

Defined area such as a table or even a tape stuck to carpet. When you are inside the circle, you have accepted it is your job to sort things out.

Responsibilities:

- One person speaks at a time
- Facilitator manages the discussion.
- Respectful behaviour

QUESTION	CHOICE THEORY	COMMENT
1. Are you here because you want to work the problem out?	WANT	Each other in their Quality World. Otherwise it can't work. This is hard work at times.
2. What is wrong with the friendship?	PERCEPTION	This assists later to address the three beliefs of external control psychology: <ul style="list-style-type: none"> • External events control me. • Control is always outside of me and therefore I can control others. • It is my right to threaten, punish, get my way.
3. Whose behaviour can you control?	TOTAL BEHAVIOUR	This is the heart of Choice Theory. You can only control your own behaviour. Provides information to the teacher for later in the discussion.
4. Tell me one good thing about the friendship/relationship?	EVALUATION	Difficult to answer. Facilitator must hang in there longer than they think you will.
5. What is one thing you could do today that will help the friendship/relationship?	PLANNING TOTAL BEHAVIOUR	This is an extension of question 4. Plan needs to be achievable today and not dependent on others with 80% chance it can succeed.
6. Can you come up with one other thing you could do today to help the friendship/relationship and tell me next time what it is?	CREATIVITY	Creating a new behaviour by helping them to recognise they can behave differently.

Adapted from William Glasser *"Choice Theory A New Psychology of Personal Freedom"*.

LINKING THEORY TO PRACTICE

CHOICE THEORY The Why	REALITY THERAPY Individual What and How	LEAD MANAGEMENT Group What and How
<p>Choice Theory is an internal psychology for personal freedom.</p> <p>It assumes that:</p> <ul style="list-style-type: none"> • All behaviour is purposeful and is an attempt to meet one or more of our basic genetic instructions (love and belonging, personal power, freedom, fun and survival) • Behaviour is purposeful, although not necessarily responsible • Coercion leads to resistance • Connectedness leads to co – operation 	<p>Reality Therapy is a communication process based on developing:</p> <ul style="list-style-type: none"> • Responsibility • Evaluating behaviour • Planning 	<p>Lead Management is a management and leadership style that focuses on strategies to develop quality outcomes for schools, classrooms, community organisations, businesses and families.</p> <p>Essential to ensuring quality outcomes for all is the development of positive relationships in managing without coercion.</p> <p>The criteria for Quality is:</p> <ul style="list-style-type: none"> • Trust • People perceive the tasks/work they are asked to do as useful. • Quality is intentional not accidental • People self-evaluate their work and behaviour. • It always feels good • It is never destructive to self or others.
<p>Real World</p> <p>Sensory System</p> <p>Total Knowledge Filter</p> <p>Valuing Filter</p> <p>Perceived World</p>	<p>Developing and maintaining a positive environment.</p> <p>Hear the story, listen for the person’s perception of the situation. Find out the current situation.</p> <p>Listen for the purpose of the behaviour .</p>	<p>As an organisation where are we at the moment?</p> <p>What do we see happening?</p> <p>What needs to be improved?</p>
<p>Quality World</p> <p>All Quality World pictures meet one or more of our basic genetic needs of love and belonging, power, freedom, fun and survival</p>	<p>What do you want?</p> <p>If you had that what would it mean to you?</p> <p>How would things be different?</p> <p>What is important to you about this?</p> <p>If you had it what would I see you being like?</p>	<p>What is our vision?</p> <p>What are our beliefs?</p> <p>What are our values?</p> <p>If we had our quality result outcomes what would it look like in a quality organisation and how would people be relating to each other?</p>

CHOICE THEORY The Why	REALITY THERAPY Individual What and How	LEAD MANAGEMENT Group What and How
Total Behaviour <ul style="list-style-type: none"> • Acting • Thinking • Feeling • Physiology 	What have you been doing to get what you want? <ul style="list-style-type: none"> • What have you tried? • What has been your approach so far? • What have you been thinking about in this situation? • How are you feeling when you think and act that way 	What are we currently doing to achieve this? <ul style="list-style-type: none"> • What are our current strategies and programs? • How are we implementing our processes? • What are we doing to support each other and develop positive relationships and outcomes?
Comparing place Comparing the Quality World picture with the current perception in the Perceived World Frustration signal is an urge to behave	Is it working ? <ul style="list-style-type: none"> • Is what you are doing achieving what you want? • Is it responsible? 	Evaluation <ul style="list-style-type: none"> • Are our current strategies and behaviours aligned with our vision and beliefs? • What is working for us? • What is not working for us?
Behavioural system <ul style="list-style-type: none"> • Organised behaviours • Re-organising or creating behaviours 	What else can you do? <ul style="list-style-type: none"> • How could you approach this in another way? • What are your alternatives? • If necessary, share ideas and teach replacement behaviours. 	What are the alternatives? <ul style="list-style-type: none"> • What else can we do? • What are our options? • How would we implement new ideas? • What are the training and skills required for people to be successful in implementing new strategies?
New Total Behaviour <ul style="list-style-type: none"> • Acting • Thinking • Feeling • Physiology 	Planning <ul style="list-style-type: none"> • What will you be doing? • What will you be telling yourself? • How will you then be feeling? SMART plan Specific Measurable Attractive Realistic Time framed Re – evaluate plan against the desired want.	Implement new strategies <ul style="list-style-type: none"> • When will we start? What will we be doing? How will we be thinking? • Teach and coach for success. • How will we support each other with our challenges? How can I help you succeed? • How will we measure our success? • When will we start re-evaluating our new strategies? Re-evaluate whether we are achieving quality outcomes.

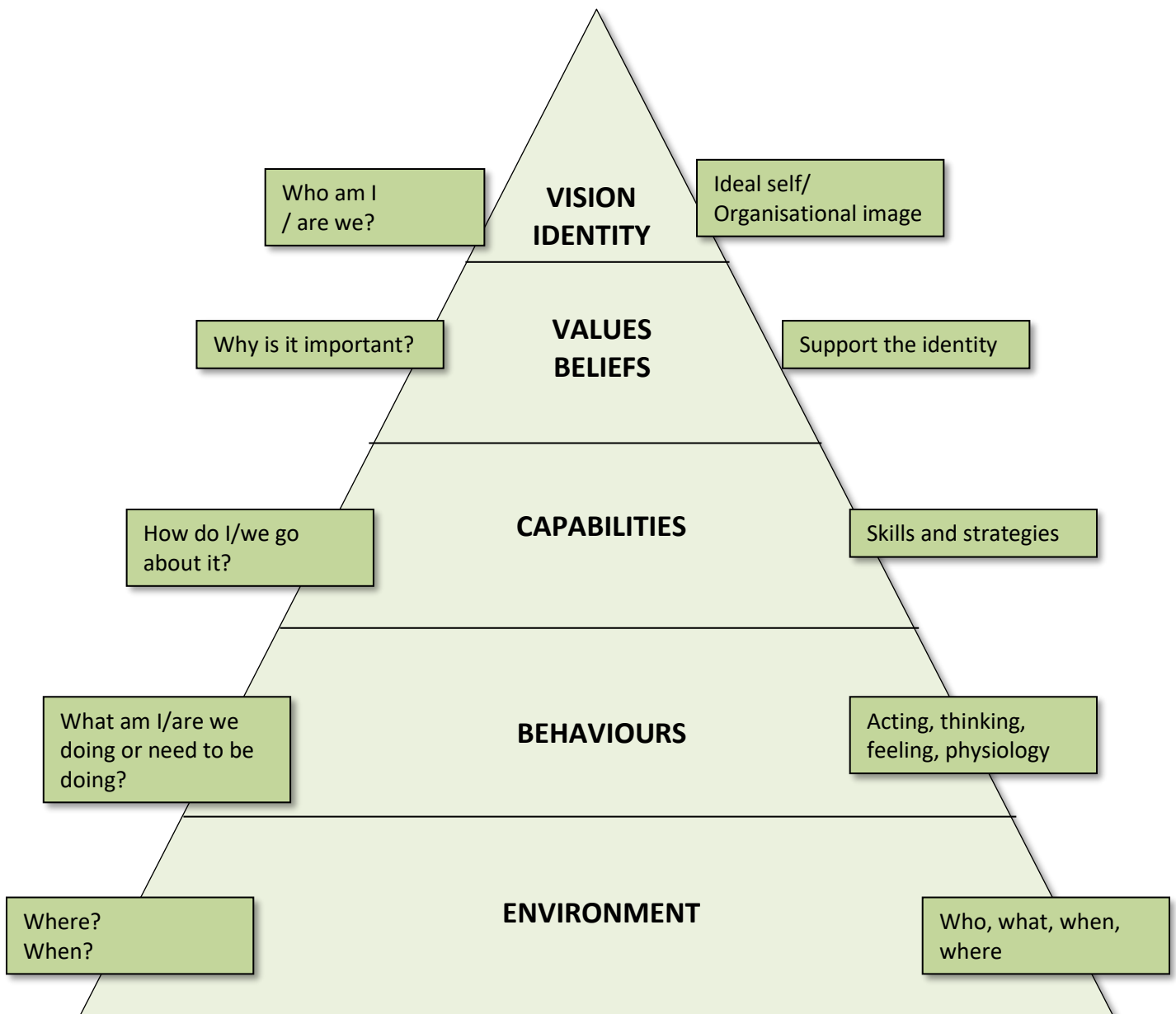
Adapted from Judy Hatswell and Sylvia Habel

THE LEVELS IN A SYSTEM

Change at any level impacts downwards. The higher the level we work at, the stronger the shift in the system will be. To make a fundamental change we need to go to the highest level and make a paradigm shift.

Change occurs as:

- The self develops (personal)
- Relationships develop (relational)
- Organizations develop (organizational)



From Robert Dilts, NLP University
<http://www.nlpu.com>

“The unifying problem they [people diagnosed as mentally ill] all share is unhappiness, specifically being involved in unhappy relationships.”

William Glasser

GLASSER’S VIEW ON MENTAL HEALTH

In 2005 Dr Glasser defined mental health as follows:

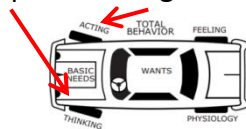
“You are mentally healthy if you enjoy being with most of the people you know, especially with the important people in your life such as family and friends. Generally, you are happy and are more than willing to help an unhappy family member, friend or colleague to feel better. you lead a mostly tension free life, laugh a lot and rarely suffer from the aches and pains that so many people accept as an unavoidable part of living. You enjoy life and have no trouble accepting that other people are different from you. The last thing that comes to your mind is to criticize or try to change anyone. You are creative in what you attempt and may enjoy more of your potential than you ever thought possible. Finally, in difficult situations when you are unhappy – no one can be happy all the time – you’ll know why you are unhappy and attempt to do something about it.”

From “Defining Mental Health as a Public Health Issue. A New Leadership Role for the Helping and Teaching Professions”, 2005. W. Glasser

We could describe this using Choice Theory:

We feel mentally healthy (*happier, in more effective control*) when we are:

- ▼ meeting our basic needs – we have our Quality World pictures
- ▼ using connecting behaviours, particularly choosing to be **accepting**
 - ... of ourselves - being “our own best friend”, including sometimes seeking support,
 - ... of others - getting along well with the people who are important to us
- ▼ self-evaluating what we are currently “doing and thinking” when we are unhappy, and choosing more helpful thinking and acting behaviours



- ▼ making responsible behaviour choices to become closer to the “person we want to be” in the circumstances of our lives.



We are looking after our mental health.

“When I began my psychiatric practice in 1955, I had already developed a more practical approach to psychotherapy.”

William Glasser

A HISTORY OF THE DEVELOPMENT OF DR GLASSER’S WORK

First Phase: Early ‘60s to early ‘80s

- Main influencing person was his early mentor during his psychiatric training, Dr G. L. Harrington. Together they began to develop a new approach to psychotherapy, basing their ideas on personal experience in their daily practice.
- Main theme was “Things are tough all over. What are you going to do about it?”
- Main contribution was the practice and process of Reality Therapy.
- Founded Institute for Reality Therapy in 1967

Mental Health or Mental Illness? Psychiatry for Practical Action. 1962

Reality Therapy. 1965.

Schools without Failure. 1969.

The Effect of School Failure on the Life of a Child. 1971

The Identity Society. 1972

Positive Addiction. 1976.



Second Phase: Early ‘80s to ‘90

- Main influencing person was Dr William Powers. Glasser read Powers’ book *Behaviour: The Control of Perception*. These were ideas that originated in engineering and were developed by a physics graduate to explain the links between perception and behaviour.
- Main theme was transferring this scientific model of control theory into a practical model for human behaviour, translating theory into practice.
- Main contributions by Dr Glasser were the Basic Human Needs and Total Behaviour.

Stations of the Mind. 1981

Take Effective Control of Your Life. 1984

Control Theory. 1985

Control Theory in the Classroom. 1986

Control Theory in the Practice of Reality Therapy: Case Studies. 1989

Third Phase: 1990 to 1995

- Main influencing person was Dr W. Edwards Deming.
- Dr Glasser renamed the Institute for Reality Therapy the Institute for Control Theory, Reality Therapy and Lead Management in 1994
- Main theme was managing human beings, understanding control theory is an ongoing detailed process and evaluation cycle. Using Reality Therapy helps people move toward learning to evaluate themselves.

The Quality School . 1990, revised 1992, 1998

The Quality School Teacher. 1993

Reclaiming Literature: A Teacher's Dilemma. 1994

The Control Theory Manager. 1995 (Renamed and published later as *The Choice Theory Manager*)

Staying Together 1995

Fourth Phase: 1995 to 2013

- Main influencing person was himself, through introspective self-evaluation.
- Main theme was relationships. In 1996 Dr Glasser changed the name of the Institute to the William Glasser Institute and the name of the theory he teaches from Control Theory to Choice Theory. The focus is on helping people develop the kind of need-satisfying relationships they want and, ultimately, to teach the world Choice Theory.
- Main contribution is “bringing people closer together”.

Choice Theory: A New Psychology of Personal Freedom. 1998

Control Theory in the Classroom revised and republished as *Choice Theory in the Classroom*.1998

The Language of Choice Theory. 1999

Chart Talk: The Choice Theory Workbook.

Getting Together and Staying Together: Solving the Mystery of Marriage. (With Carleen Glasser) 2000

What Is This Thing Called Love? (With Carleen Glasser) 2000

Every Student Can Succeed. 2000

Reality Therapy in Action. 2000 (Re-issued in 2001 as *Counseling with Choice Theory*)

Fibromyalgia: Hope from a Completely New Perspective. January 2001

Unhappy Teenagers: A way for parents and teachers to reach them, 2002 - revised as

For Parents and Teenagers: Dissolving the Barrier Between You and Your Teen. 2003

Warning: Psychiatry can be Hazardous to Your Mental Health. 2003

Defining Mental Health as a Public Health Issue - Booklet. 2005

Eight Lessons for a Happier Marriage, 2007

Take Charge of Your Life: How to Get What You Need With Choice Theory Psychology. 2011

***Dr. Glasser passed away on 23rd August 2013 in his Los Angeles home in the company of his family.**

Based on the work of Kim Olver in collaboration with Al Katz

** For further information on the development of William Glasser's ideas please visit the website of the Institute for Reality Therapy – Ireland:

<https://wgii.ie/william-glasser/development-of-ideas/>

SELF EVALUATION *DAY 1 & 2*

DAY 1

Relationship: How am I contributing to the quality of interactions in the group?

Want: What was one thing I wanted to get out of today?

Doing: What did I do to get what I wanted?

What was my thinking?

Evaluate: What did I learn about CTRTLM today?

What did I like about what I did today?

Plan: What is one thing I have learnt today and how will I incorporate this into my life when this Training is finished?

DAY 2

Relationship: How am I contributing to the quality of interactions in the group?

Want: What was one thing I wanted to get out of today?

Doing: What did I do to get what I wanted?

What was my thinking?

Evaluate: What did I learn about CTRTLM today?

What did I like about what I did today?

Plan: What is one thing I have learnt today and how will I incorporate this into my life when this Training is finished?

SELF EVALUATION DAY 3 & 4

DAY 3

Relationship: How am I contributing to the quality of interactions in the group?

Want: What was one thing I wanted to get out of today?

Doing: What did I do to get what I wanted?

What was my thinking?

Evaluate: What did I learn about CTRTLM today?

What did I like about what I did today?

Plan: What is one thing I have learnt today and how will I incorporate this into my life when this Training is finished?

DAY 4

Relationship: How am I contributing to the quality of interactions in the group?

Want: What was one thing I wanted to get out of today?

Doing: What did I do to get what I wanted?

What was my thinking?

Evaluate: What did I learn about CTRTLM today?

What did I like about what I did today?

Plan: What is one thing I have learnt today and how will I incorporate this into my life when this Training is finished?

REFERENCES

Hoogstad, J. (2013) *We are all the same important. The challenge of relationships!* Calwell : KainosPrint.

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Glasser, W. (2001) *Counselling with Choice Theory*. New York: Harper Collins.

Wubbolding, R. (2000) *Reality Therapy for the 21st Century*. Philadelphia: Brunner Routledge.

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Boffey, B. (1997) *Reinventing Yourself*. Chapel Hill: Harper Collins.

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For further information and research relating to Choice Theory, Reality Therapy and Lead Management visit www.wglasserinternational.com

For information about Glasser Australia visit www.glasseraustralia.com.au

For information about further training contact gaadmin@glasseraustralia.com.au