



Module Twenty-Five: Summary

I must admit, I'm a little sad as I sit here and write this last module of Breakthrough Strategies for Success: for Counselors, Educators and Business Leaders. Just as I get to know the people who take my live workshops in Choice Theory/Reality Therapy/Lead Management, I feel a connection to you. I will miss "talking" with you about Dr. Glasser's ideas and your emails between modules. I hope you have enjoyed this course as much as I have. This summary is provided as a review and an invitation to get any of your last questions answered.

Choice Theory

In the first section of this eCourse, we covered Dr. Glasser's theory of behavior, why people do what they do. With the addition of the Relationship Habits, Choice Theory has also become a way of life. In Module 1, we started with an overview of Dr. Glasser and the development of his ideas. Then, we talked about why people behave. Do you remember the debate over whether people act because of external events or internal desire? We came to the conclusion that while external events certainly provide a person with information about the current state of affairs, nothing outside of us can make or force us to do anything we don't want to do. All behavior is motivated internally but a part of that internal motivation can be influenced by outside information.

In Week 3, we discussed the paramount importance of relationships. Our connection to other people definitely has a role to play in how happy and content we are in our lives. We want connection with others, and depending upon how high our need is for Love & Belonging, these connections will be many or few, intense or superficial. But one thing I know for sure, the level of our happiness is dependent upon getting along well with the important people in our lives. The success of this endeavor depends largely upon how well we are able to keep external control out of our important relationships. Recognizing, diminishing and even eliminating our use of the seven Destructive Habits and replacing them with the seven Healthy Relationship Habits will go a long way toward creating the relationships we need in our lives.

Next we talked about our five basic needs. These needs provide the energy for our internal motivation. We spend our lives attempting to satisfy these needs to the best of our ability. While Glasser believes our needs are genetic and thus programmed at birth, he also understands the

strength of each need varies among individuals. So, while I have high needs for Love & Belonging and Freedom, others in my life may share this profile or have a different needs profile that is discrepant from mine, thus making life interesting.

In Week 5, we learned about the Quality World. This is that place where we store all the pictures of need-satisfying people, places and values that feel extremely good to us and meet at least one or more of our five basic needs. This can also be considered our All-We-Want World. It contains things that are real, and things that are fantasy--things we have experienced and those we have only dreamed about. But everything in our Quality World brings happiness.

The following week, we discussed how living in our Quality World would be great but unfortunately, we have to deal with a pesky thing called the Real World. And to make things even more complicated, the only way we can experience the Real World is through our Perceptual System. Therefore, truth becomes relative. I can't experience the Real World without taking the information I perceive through my Total Knowledge and my Valuing Filters. Since no two people would likely have identical filters, everyone experiences the Real World through their own set of lenses. What I experience may be quite different from what you experience based on what we know and how we value certain things.

In the next module, we talked about how we are always behaving to get the pictures we want from our Quality World so we can more effectively meet our needs. All behavior is purposeful in the sense that whether or not we are aware of it at the time, we are always choosing the best behavior we have available to us at any point in time to get something we want from our Quality World. All behavior is Total Behavior, meaning it is made up of four component parts--actions, thoughts, feelings and our body's physiology. These cannot be separated as they happen in conjunction while we are behaving. The only components over which we have direct control are our actions and thoughts. So if you don't like how you are feeling or what your body is doing, then you need to change your actions or change your thinking.

In Module 8, we talked about how everything really is behavior. Our building of the Quality World is behavior. Our perceptions are actually behavior and the comparing of what we want with what we have is also behavior. Then, when we decide what behavior is best, we engage in more behavior. All anyone can ever do is behave.

Module 9 provides a strategy to prevent helper stress and burnout by not judging oneself based on the behavior of the people you are trying to help. Realistically you have no control over what another person decides to do, nor should you. (That would be external control, something we attempting to avoid, remember?)

And in Module 10, we brought all the pieces together to describe why people do what they do. They have their genetically-programmed basic needs with corresponding need-strengths. They experience the Real World through their Perceptual Filters and then evaluate whether their perceptions match their Quality World or are lacking. This is either experienced as painful or pleasurable, depending on the evaluation. And then, the person enters the Behavior System where he or she decides what behavior will be best in the particular situation he or she find him or herself. Once decided, the person acts out the chosen behavior on the Real World in an

attempt to change the Real World to look more like their Quality World so he or she can more effectively meet his or her needs.

Reality Therapy

This next section of our eCourse, deals with the process of helping a person self-evaluate whether or not their behavior will lead them to their desired outcome. Dr. Glasser calls this process Reality Therapy.

In Module 11, the importance of creating the therapeutic relationship was stressed. "People don't care what you know until they know that you care" (Unknown). Without the relationship, using the Procedures that Lead to Change can be perceived as nothing more or less than External Control. Be very careful about the relationship and continue to mind it throughout the process of self-evaluation. Your goal is to become a picture in the person's Quality World.

Once you have established a need-satisfying relationship with your helpee, then you go about determining what the person wants. Finding this out is often like detective work, ala Columbo. People are not usually eager to reveal their innermost desires. They fear disapproval, laughter or apathy. They are usually very protective of their most important Quality World pictures so this can take some time. You may also get a superficial answer. That's all right. I say start wherever your helpee begins. Invest your energy in helping the person reach their stated goal even if you don't believe it's their true desire. You are demonstrating that you care and are serious about helping.

Module 13 is about the Powerful Questions of the Procedures that Lead to Change. Once you know what a person wants, the next question you ask is, "What are you doing to get it?" This is a present-tense question. It is not about what a person is willing to do. It's about what is already being done. Depending on the situation, you may want to ask, "Is there anything you are doing that might be getting in the way of reaching your goal?" Once you believe you are clear about everything the person is doing, both helpful and not, ask, "If you continue doing things the way you've been doing them, do you think you will get what you want?" Do not answer this question for the helpee. The person must evaluate his or her own behavior. When the helper does the evaluating, it can give your helpee an out. He or she can now get mad at you and your evaluation as opposed to looking at his or her own behavior.

Next we talked about the intricacies of making a plan. Making a good plan, one with a high likelihood of success, involves a systematic process. This process is detailed in Module 14.

In Module 15, we talk about who is responsible for the success of the plan--the helper or the helpee? Naturally, it's the helpee, however, if you honestly examine your own behavior, you will likely discover that if your helpee is successful, you want to take credit and if he or she does not succeed, you place the blame squarely on your shoulders. When you take on the responsibility of helping another person using the Reality Therapy process, then be sure to put the responsibility for success or failure where it belongs--with your helpee.

The last module in this section is about the importance of following up. Too often, we think our job is done once we make the plan with a client. It is unlikely your first plan will be the one to get the job done so follow up is critical. You will need to speak with your helpee about how things worked out. You want to be part of the celebration if the plan was successful so your helpee knows you care. If unsuccessful, you and the helpee have some evaluating to do. What was it about the plan that didn't work? What needs to be tweaked for next time? How can he or she get closer to success? Do not give up until you have helped your helpee get what he or she wants.

Lead Management

The next section is about lead management, as applied to supervision, parenting, counseling non-voluntary clients, teaching students who don't necessarily want to learn and applying Choice Theory to any group setting. The first module in this section focuses on four types of relationships--friend to friend, helper to helpee, teacher to student, and manager to worker. Friends have no agenda. They are simply supportive of each other and their relationships are virtually absent external control. The only time you are truly a helper is when you are helping someone who wants your help. The only time you are truly a teacher is when you are teaching students who want to learn what you are teaching. In every other situation you are managing. This means you have an agenda and are trying to get others to buy into your agenda. This is true of parenting, teaching non-voluntary learners, helping non-voluntary clients and managing workers.

In Module 18, we discussed the three different leadership styles of Boss Management, Lead Management and Laze-faire Management. The Boss Manager is basically concerned with the output of product or service. The Laze-faire Manager is concerned primarily with everyone getting along at work or the relationships he or she has with the workers and they with each other. The Lead Manager needs to balance both the output of product/service with relationships. The Lead Manager's job is to create an environment where workers can get their needs met and the manager and company can get their needs met as well. When there are conflicts, a win/win solution is always sought.

In the next module, we talked about the three conditions of quality, the first one being creating a need-satisfying environment. The second one being relaying the usefulness to workers of the tasks they are being asked to complete. When workers understand the why behind requests and they understand what's in it for them to do things as asked, then there will be greater buy in to management. And finally, you ask workers to evaluate their own performance. In order to get accurate and honest self-evaluation, the person being asked to self-evaluate need not be afraid his or her manager is going to hurt them with the information disclosed. You get an honest self-evaluation when there is no fear. Secondly, in order to get accurate self-evaluation, a set of core standards of quality must be developed and shared with the worker so he or she knows the standards against which to measure his or her performance.

In Module 20, we shifted the focus from your previous managers to self-evaluating about the type of manager you are. We asked what type of manager you think your workers would say you are and what type of manager would you really like to be. We discussed how your need strengths

influence your natural tendencies to lean more toward the boss or Laze-faire end of the continuum and what to do to move you more toward the Lead Manager position.

Quality Schools

Our final section looked at Glasser Quality Schools or the application of Choice Theory to a school setting. In Module 21, we reiterate the important of creating positive relationships with students to have maximum impact and influence with them.

The next module looked at how to create a classroom and a school that can meet the needs of all students, while simultaneously meeting the needs of the teachers. Opportunities must be created to get Survival, Love & Belonging, Freedom, Fun and Power met in the classroom.

Module 23 is actually a copy of William Glasser's booklet called, Creating the Competency-Based Classroom. It talks about replacing schooling with learning and not giving credit for less than competent work. Students' learning is not determined by any length of time, but rather each person takes as long as is needed to achieve competence. Students learn that they can, in fact, learn and begin to reengage in the learning process.

And finally in Module 24, we talked about the value of class meetings and how they look. Several uses of class meetings were enumerated and the benefits discussed.