

Policies & Procedures Manual

The mission of the Glasser Institute for Choice Theory (GIFCT) is to teach all people Choice Theory® and to use it as the basis for training in Reality Therapy, Quality School education and Lead Management.

The members of GIFCT believe that Choice Theory, Reality Therapy, Quality School education and Lead Management are to be taught with integrity by adhering to fundamental concepts and incorporating currently available knowledge. These concepts build collegial relationships and are reflected in the way GIFCT does business. The beliefs comprise a living document that can be adjusted over the course of time as the Choice Theory community grows and changes.

®Choice Theory is a trademark of William Glasser Inc.

All forms referenced can be found on the Faculty Forms page in the membership area of the website.

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GIFCT Structure

In September 2012, GIFCT applied for its own separate non-profit business status in the state of Texas. This was granted and appropriately filed in Texas. At the December, 2012 Board

meeting of GIFCT, Articles of Incorporation and Bylaws were formed and adopted. These Bylaws were revised at the Board meeting on February 21, 2019.

What was formally known as The William Glasser Institute is now known as William Glasser International, Inc. (WGI). GIFCT is a member organization of WGI, but is its own legal entity, which has obtained 501(C)3 status within the state of Texas.

Board of Directors

The GIFCT Board consists of eight to fifteen selected representatives, the Board president, the non-voting Executive Director serving as the Secretary of the Board, and emeritus positions as the Board determines necessary.

The Board is responsible to oversee the planning, policies and procedures, fiscal operations, and legal obligations of GIFCT. The Board also oversees the position of Executive Director. It has the responsibility of developing other avenues for continuing involvement with GIFCT after completion of the certification program. Board members will also serve on at least one of the various ad hoc subcommittees of GIFCT's Board of Directors.

Regions of the Institute

Eight regions were established by GIFCT, which are defined geographically. The regions and their respective geographic areas are listed in the table below. There are no restrictions in attending meetings or programs in any of the other regions.

- **Mid-America Region** - Arkansas, Iowa, Kansas, Missouri, Nebraska
- **Midwest Region** - Illinois, Indiana, Kentucky, Michigan, Minnesota, Ohio, Wisconsin
- **Mountain States Region** - Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
- **Northeast Region** - Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont
- **Northwest Region** - Alaska, Idaho, Oregon, Washington
- **Southeast Region** - Alabama, District of Columbia, Florida, Georgia, North Carolina, South Carolina, Virginia, West Virginia, Tennessee, Puerto Rico, Atlantic Rim US Territories
- **Sunbelt Region** - Louisiana, Mississippi, Oklahoma, Texas
- **West Region** - Arizona, California, Hawaii, Nevada, New Mexico, Pacific Rim US Territories

Selection Process

To encourage rotation on the Board, different positions become open for a new member each year. The term of office for new Board members starts January 1st and continues for a period of three years.

The regions whose terms expire December 31, 2019 and every three years thereafter are the West Region, Northeast Region, and Mountain States Region. The regions whose terms

expire December 31, 2020 and every three years thereafter are the Sunbelt Region, Midwest Region and Southeast Region. The regions whose terms expire December 31, 2021 and every three years thereafter are the Northwest Region and the Mid-America Region.

Beginning in 2019, up to seven additional board members will be selected based on their skills, knowledge, experience and capabilities. These will be in areas such as: marketing, education, legal, finance, health, leadership & organization, information technology, fundraising, community & behavioral, and individual & family development. These board members will also serve staggered, three-year terms.

Regional board members are only eligible for two full consecutive terms of office, i.e., six years. If a candidate completes someone else's term for whatever reason, it will count as a full term if the remaining term is longer than 18 months. Then they could only be selected for one more term. If the partial term served is less than 18 months, then the person may complete that term and still be selected for two more consecutive terms. Other members who are serving a specific purpose, may be asked to serve indefinitely.

The two-year term for the Board President also begins January 1st. In the event the Board President is also representing a Region, another representative must be selected for that region while he/she serves as the Board President. The new representative will be selected in the same manner as for the other Board members. The term for the new representative will end after the President completes the two-year term or until the President's former term expires, whichever comes first.

GIFCT begins the selection process for new Board members by creating an Interview Committee at the Board meeting in January. This committee will be composed of three current and/or past Board members, who are active with the Board and have at least two years' experience on the Board. Eligible participants must be committed to and have time for the interviewing process.

In April, a notice will be sent to the membership inviting any interested, certified, dues-paying members to complete an application. The outgoing member will be encouraged to provide the names of individuals who could be considered for the position. Other nominations will be made by the Succession Planning Committee as described below. Each of the individuals nominated for consideration will be asked to complete an application.

The applications will be reviewed by the Interview Committee and virtual "face-to-face" interviews (including but not limited to Skype, FaceTime, Zoom, etc.) will be scheduled by the committee. All committee members will be present on the call with each individual candidate. Recommendations will be made to the Board based on experience, expertise, availability, dedication to Dr. Glasser's ideas. Consideration will be given to candidates who reflect a diverse membership for the Board in the areas of Schools/Education, Counseling/Therapy, Business, and Research. In addition, relevant skill sets such as finance, accounting, strategic planning, etc., will be given consideration. Finally, demographic diversity including race/ethnicity, age, gender orientation and identity, will be considered. A copy of the applications and interview notes will be provided to the Board for review. The final decision will be made by the GIFCT Legal Board.

The selection process will occur as follows:

1. January Board Meeting: Identify new members of the Interview Committee to replace those members cycling out.
2. April 1st: The Application Process begins with an email being sent from GIFCT to all dues-paying members notifying them of the vacancy. The Board members whose terms are expiring will provide a list of candidates and encourage selected individuals to complete an application.
3. Completed applications and résumés are due to the Executive Director by April 30th.
4. The Executive Director will send the link to all Applications and forward all résumés to the Interview Committee chair by May 5th.
5. May/June: The Interview Committee will review the applications and schedule interviews with the candidates.
6. July/August Board Meeting: Review recommendation, applications and comments from Interview Committee. Discuss applications and questions with Interview Committee as needed to allow Board to select candidate. Approve candidate.
7. Announce candidate to membership in September.
8. October through December: Candidate may listen in and participate, but not vote, at Board meetings.
9. January 1st, the candidate assumes the GIFCT Board Position.

Succession Planning Committee

A Succession Planning Committee will be formed for the purpose of ensuring continued strong leadership and proper diversity of membership for the GIFCT Legal Board. The goal is to identify candidates who have the potential to become strong contributors to the Board, but who may require some grooming, mentorship and training before they are ready to assume such a position. The intent is to provide an incentive for newer members to take active roles in the organization in an effort to ensure the sustainability of the Board for many years into the future.

The Succession Planning Committee is composed of at least three members who are either current or former board members. For continuity purposes, one of the initial committee members may serve five years and another may serve four years. All other members will serve a maximum of three consecutive years. In January of each year, the membership of the committee will be reassessed to ensure that at least one member will have served in a previous year.

Member in Good Standing

A member of GIFCT is considered to be in good standing when:

1. Dues are current
2. The Policies and Procedures as set forth in this manual are followed consistently.

3. He or she is professionally supportive of Dr. Glasser, WGI and its member organizations and other instructors when representing GIFCT.

Board Member Responsibilities

Each regional board member or the region's designee is responsible for organizing regional meetings that ideally take place at least once a year in each region. These meetings are primarily designed to encourage continued learning and fellowship with all people from the region who have an interest in Dr. Glasser's ideas. Regions are responsible for the effective operation of their own regional organizations, including publications such as newsletters and maintenance of their website and treasury. Regions are financially self-sufficient and may charge a nominal membership fee.

Regional Representatives are responsible for knowing the members of their region. Semi-annually, they will poll their region to find out what members are available for training so they will have names available when requests for training/speaking come in.

Regional Board members have the responsibility of coordinating the schedule of Intensive Training, Certification, and Faculty Training within their respective regions.

For Intensive Training, the Instructor of record or the sponsor sends the Intensive Training Approval Application (IT-1) to the Regional Board Member for approval. Once approved, the application is sent on to the Executive Director for approval and then to the Finance and Data Manager for recording. The Instructor or sponsor of record arranges the details of the training, secures a location, collects the required paperwork and forwards the fees and any unused materials to GIFCT within 30 days of the completion of the training. It is the Regional Board Member's responsibility to be supportive of this process and to assist, if necessary.

For Faculty training, all Letters of Intention will be completed and sent to the Executive Director at least six months prior to the expected time of training by the person seeking Faculty Training and his or her Faculty Program Consultant. Once there are enough people to make the training cost-effective, the Executive Director, in consultation with the Board of Directors will decide the best location to hold the training, given the location of its participants. Once the location has been identified, GIFCT will work together with the Regional Board member to create a successful event. The Region will receive payments and registrations and send out the initial communication about the event. The Region will locate and secure the venue, while communicating the finer details to participants. Upon completion of the event, the Regional Representative forwards the Participant List and Check Transmittal Form, any collected funds and/or unused materials to GIFCT within 30 days. GIFCT in consultation with the Regional Representative will secure and pay instructors \$400/day, travel expenses and a per diem rate. Once all expenses have been satisfied including the \$100/participant to GIFCT with \$20 going to WGI, GIFCT will equally split any profits with the Region.

Training, Certification and Endorsement events will not occur if there are not enough participants for the event to be financially feasible.

Board Meetings

The Executive Director and the Board President create the agenda for Board meetings. The agenda is sent out to members one week prior to the meeting date. Regional Board members complete a Regional Report and send it to the Board within one week of the Board meeting.

The Board of Directors meets monthly via teleconference or videoconference, with at least one in-person meeting per year, if finances allow. Service on the Board is voluntary and unpaid, although GIFCT does provide reimbursement for travel and a per diem for meals and lodging for attendance at meetings. In order to decrease expenses and to compensate Board members for their many hours of volunteer service to GIFCT, they may be selected to teach training that is connected to events where the Board's presence is expected.

Decisions of the Board are made by a 60% majority vote with a quorum present. When an item has been sufficiently discussed, any member may make a motion to take a vote. Once the motion is seconded, a call is made for members to indicate if they oppose the motion. If those opposed make up less than 40% of those present, the motion passes.

Resignation of Board Member Prior to End of Term

Even though it is expected that Board members serve their full terms, circumstances may arise where a Board member resigns his/her position prematurely. As soon as the Executive Director becomes aware of the vacancy, the policy for Board Selection process will begin and proceed as quickly as possible.

1. The Application Process begins with an email being sent from GIFCT announcing the vacancy to the dues-paying members.
2. Applications to be completed and résumés sent to the Executive Director within two weeks from the date of the email.
3. The Executive Director will send the link to the Applications and forward all résumés to the Board within 48 hours from their due date.
4. At the next scheduled Board Meeting, applicants will be discussed and a candidate chosen to fill the position.
5. An announcement of the new Board member will be made to the membership.
6. The newly selected Board member will attend the Board's next scheduled meeting and begin assuming their responsibilities immediately following their selection.

Removal of Board Member for Cause

Should there be a concern regarding a Board member, i.e. illness, inattention to duties, lack of attendance at meeting, doing anything that jeopardizes being a member in good standing as stated on page 5, or the Board has reason to question the appropriateness of a person's behavior, the complainant will put a proposal before the Board to consider removal of the individual from the Board. The person will first be asked if they would prefer to resign. If not,

then they will be permitted to share information pertinent to the allegations. Once this has occurred, the member in question will leave the room or call so a decision can be made. The person will be removed if the Board reaches a 60% majority on the removal.

Annual Membership Meeting

One annual membership meeting will be held each year for all full dues-paying members to attend. This meeting may take various forms, e.g. in-person, by teleconference or videoconference. All full dues-paying members will be notified of this meeting at the conclusion of the last annual meeting, with the understanding that the date could change. At a minimum, members will have 60 days' notice of any change to the date or venue. Should members have anything they would like to see addressed during this meeting, they may bring their topic to the attention of either their Regional Representative, the Board President or the Executive Director for consideration.

Executive Director

The purpose of this position is to lead, manage, oversee, and coordinate the functioning of the Glasser Institute for Choice Theory. The Executive Director is responsible for overseeing the administration, programs and strategic plan of the organization. The position reports directly to the Board of Directors.

Duties and responsibilities include, but are not limited to, the following:

1. Provide input for the Board meeting agenda through consultation with the Board President and Secretary. The Executive Director will provide a verbal report during each Board meeting.
2. Communicate effectively with the Board and provide in a timely and accurate manner all information necessary for the Board to function properly and to make informed decisions.
3. This includes, but is not limited to:
 - a. problems where advice might be needed
 - b. decision-making items
 - c. management of all accounts, including bills that need to be paid
 - d. oversight of licenses, permissions, etc.
4. Partner with the hosting Region in the planning and execution of biennial US conference.
5. This includes developing a checklist and timeline of items to be completed, an initial
6. budget (in consultation with the Board Treasurer and Regional Representative), and providing reports to the Board regarding costs, logistics and marketing.
7. Negotiate terms with hotels, vendors, and other contractual service providers for sponsored events. Sign applicable contracts and agreements after the contracts have been reviewed and approved by the Board-designated committee.
8. Ensure that annual faculty training/development is scheduled.
9. Collaborate with the Board Treasurer to develop an annual budget, monitor the financial position and take prudent steps to ensure solvency and future viability. The

- Executive Director has the authority to authorize pre-approved expenditures and time-sensitive disbursements of funds up to \$2000 without prior Board approval.
10. Oversee the development, implementation, and monitoring of the strategic plan in fulfillment of Institute mission, vision and values. An annual report will be provided to the Board detailing progress and any barriers encountered in carrying out the strategic plan.
 11. Develop, update, discuss, and recommend policies and procedures that guide and govern the functioning of the Board for GIFCT.
 12. Facilitate the annual process of candidate application and new Board member selection.
 13. Oversee communications and marketing of the Institute, including email and the website. This includes, but is not limited to:
 - a. Manage and coordinate the GIFCT website in consultation with the Board.
 - b. Develop and maintain a searchable membership list, and send out regular renewal/recruitment emails in a structured way
 - c. Collect contact information of people who have attended training or conferences.
 - d. Ensure publication/distribution of regular communication to members.
 - e. Ensure publication/distribution of quarterly announcements for trainings scheduled and/or held in the US.
 14. Respond to email, phone, and internet requests and concerns from members, prospective members, partners, prospective partners, and other inquiries.
 15. Partner with Institute staff to ensure their assigned functions are carried out effectively and in a timely manner.
 16. Ensure that products submitted by affiliates for sales on the GIFCT website are reviewed and responded to in a timely manner, and manage the contracting process for those approved products.
 17. Ensure the quality of Institute training, certification and faculty programs, adherence to GIFCT policies, procedures and expectations, and address concerns or complaints of trainees or faculty.
 18. Support involvement and engagement of lay persons, students, practitioners, educators, members, and faculty by overseeing and/or facilitating conversations that keep people connected with Choice Theory ideas.
 19. All other duties assigned.

Assignment of Interim ED

In the event that the Executive Director (ED) cannot fulfill their role as determined by the board, the President of the GIFCT Board will call a meeting with the Executive Committee, which is composed of the President, Vice-President and Treasurer. This committee will name one of them as the Acting Executive Director and may delegate the most urgent responsibilities of the ED to several individuals (not necessarily board members).

The President will schedule an emergency meeting of the board as soon as feasible. Names of candidates will be solicited to function as the Interim Executive Director. Once agreement is received from the suggested candidates, the board will appoint the Interim ED.

The board will also decide how the various functions of the ED can be divided among the Interim ED and other interested parties. The board may suggest that a stipend be paid to the Interim ED.

Pay to the incapacitated ED will cease for those days that they are not able to serve in their role.

If the absence of the ED has existed for three months, with no return date identified, the Board will begin the process of finding a permanent replacement for the Executive Director.

The GIFCT Team

On September 5, 2012, GIFCT became its own legal organization. The major activity of GIFCT is to coordinate and monitor Choice Theory, Reality Therapy, Glasser Quality School, and Lead Management lectures, seminars, conferences and like educational activities primarily as a public service within the legal and geographical boundaries of the United States of America and its territories (US). William Glasser International (WGI) maintains computer records for every individual who has taken at least a Basic Intensive Training.

Most of the GIFCT communication with membership is done by email. GIFCT sponsors and orchestrates specific functions, such as requested training, workshops, keynote addresses, certification sessions, faculty programs and faculty retreats, which are held in various locations throughout the US.

GIFCT does not provide clinical referrals but does provide a current directory of licensed therapists, certified coaches and consultants who are Choice Theory/Reality Therapy Certified (CT/RTC) on its website.

GIFCT is staffed by independent contractors under the direction and guidance of the Executive Director.

Financial and Data Manager

The purpose of this position is to handle the accounts payable and receivables for the organization. The position reports directly to the Board of Directors.

Duties and responsibilities include, but are not limited to, the following:

1. Responsible for paying bills and depositing revenue in bank account and invoicing.
2. Keep detailed records of monies received and bills paid by classifying transactions in the appropriate categories.

3. Reconcile bank statements and merchant accounts with transaction records from all sources. (e.g. PayPal, shoppingcart, etc.)
4. Track revenue, with detail, from each source and how it will be split with appropriate entities. (Affiliate commissions, membership dues, etc.)
5. Provide monthly report of financial transactions to Executive Director and Executive Committee by the 15th of the following month. Identify and explain any unexpected entries.
6. Organize conference financial information, which includes detailed fees and expenses.

Webmaster and IT Specialist

The purpose of this position is to keep the website updated and accurate. The position reports directly to the Board of Directors.

Duties and responsibilities include, but are not limited to, the following:

1. Add trainings to website and mail certificates and charts as needed
2. Maintain Approved Faculty list on website based on current membership
3. Update webpages as needed
4. Post blogs to website, download recordings and create links on webpages
5. Maintain e-commerce – merchant account
6. Schedule broadcasts & notifications

Data Manager

The purpose of this position is to oversee the proper record keeping of the organization's database. The position reports directly to the Board of Directors.

Duties and responsibilities include, but are not limited to, the following:

1. Organize membership information by type and region. Provide data by April 1st of each year to Board.
2. Organize and provide training information, which includes type of training, instructor, # of attendees and contact information for attendees (name, address, email) on a quarterly basis.
3. Organize conference attendance information, which includes events attending, membership type and region.
4. Manage and update data in distribution lists.
5. Design forms for collecting information during transactions.
6. Keep dates for training updated on website.
7. Provide faculty with appropriate materials for training.
8. Maintain Approved Faculty list on website.

Publications and Materials

Dr. Glasser's books and supporting materials are available through William Glasser, Inc. at www.wglasserbooks.com; email: wglasserinc@gmail.com; phone: 310-313-5800; fax: 310-3134900.

Newsletter

The GIFCT Newsletter is published quarterly: January, April, July, and October. It is provided online to all members of the GIFCT email list. It is an official publication of GIFCT and contains up-to-date information about programs, as well as any new policies and procedures implemented by the Board. Announcements regarding conferences, new programs, new membership benefits, and a schedule of upcoming events are also included, as are reports from the Executive Director and the Board President. Articles from the membership on the application of Choice Theory in counseling and therapy; relationships; parenting; education; business and management; child advocacy; criminal justice and corrections; volunteerism and giving; addictions; violence, abuse and trauma; health and wellness; ministry and faith traditions; and finally, world peace and global relations are also included.

Executive Director Report/Board Reports

In the month following a Board meeting, the Executive Director will provide a brief report to members and the previous meeting's minutes will be posted on the GIFCT website in the members-only area.

Directory

WGI publishes a Directory of everyone who is Choice Theory/Reality Therapy Certified and for whom there is a current mailing address. This directory is updated and compiled once a year and is then available online to current full dues-paying members of GIFCT. It is password protected and is not made available to advertisers, professional societies or any other third parties.

Policies and Procedures Manual

This Manual is updated every three to five years and is available online to full dues-paying members of GIFCT.

Website

GIFCT's website is www.wglasser.com, which contains up-to-date information relative to training leading to certification (open to the public); Faculty Programs; information on key personnel; books, online courses and materials; schedule of upcoming events; articles; and more.

Membership

The Institute maintains seven separate types of memberships: Student, Colleague, Associate, Certified, Faculty, Retired Faculty and Organizational. All members, except for Students, automatically become members of William Glasser International (WGI) when they pay their dues. These memberships are rolling renewable one year from the date of initial purchase.

Student Membership

This membership is open to any full-time students who are not active Faculty members, earning money from teaching CT/RT training and workshops. Benefits of Student membership include:

- Join the monthly affiliate groups for mental health professionals and educators
- Join the monthly Diversity teleconferences
- Participate in Weekly Question & Answer webinars
- Reduced prices for select conferences and events.

The cost is \$25/year.

Colleague Membership

This membership is open to those who have not taken any formal training towards the certification process offered by WGI. Benefits of Colleague membership include:

- Join the monthly affiliate groups for mental health professionals and educators
- Join the monthly Diversity teleconferences
- Participate in Weekly Question & Answer webinars
- Membership in William Glasser International (for those residing in the US and its territories)

The cost is \$50/year.

Associate Membership

This membership is open to anyone who has not yet become CT/RT Certified. Benefits of Associate membership include everything at the Colleague level plus:

- Advertise a product or service you offer to the GIFCT email list - \$50 fee for each mailing
- Ability to vote for representatives to the WGI Board (US residents only)
- Promote your own ideas and/or assist others in the development of GIFCT branded products where royalties will be offered
- Serve as a Director on the GIFCT Board

The cost is \$75/year.

Certified Membership

Certified membership is available to any individual who has successfully completed William Glasser International's certification program. Benefits of Certified membership include everything at the Associate level plus:

- Sponsor GIFCT branded products where royalties are offered
- Be a guest speaker at the Weekly Question & Answer webinars
- Be a practice area Director or Assistant Director
- Be referred out as a Coach or Trainer, provided have received appropriate additional training
- Teach the Take Charge of Your Life program offered by WGI for an additional \$10 fee (US residents only)

The cost is \$100 per year.

Faculty Membership

Faculty membership is required for all members who are either Practicum Supervisors or Intensive Training Instructors. Faculty members receive all the benefits offered to Certified members of GIFCT and the following benefits offered by WGI:

- Provide services for which member is qualified due to the level of Faculty training completed: Practicum Supervisor, Basic Instructor, Senior Faculty, etc.
- Teach the Take Charge of Your Life program offered by WGI

The cost is \$150 per year.

Retired Faculty Membership

The Retired Faculty level is designed for US residents who have reached the levels of Practicum Supervisor up to Senior Faculty, yet do not wish to operate in that capacity. These members are no longer interested in conducting any training, yet want to continue to support the organization. The benefits offered to members at this level are the same as those offered at the Colleague level, although Retired Faculty are also welcome to attend any Faculty events.

The cost is \$55 per year.

Organizational Membership

Any organization that has declared its intention to become a Glasser Quality Organization can take out an organizational membership. This category was created to allow for multiple members of an organization becoming GIFCT members at a reduced cost. Any members of the organization who have become endorsed as Faculty members must have an individual membership at the Faculty level in order to conduct intensive trainings that qualify the participants for certification.

- 1 - 4 Memberships: \$300
- 5 - 10 Memberships: \$500

- 11 - 20 Memberships: \$800
- 21 - 30 Memberships: \$1300
- Over 30 Memberships: \$1800

Organizations on the journey to become a Glasser Quality Organization agree to submit an annual update detailing their journey for inclusion in the Glasser Quality Organization Directory. The Organization will receive a copy of this Directory for its own use.

The identified members of the Organization with membership privileges will have full membership privileges for the level at which they qualify: Certified, Associate or Colleague, except that it does not include membership to William Glasser International.

Membership Benefits

Becoming a member of GIFCT carries several additional membership benefits:

1. Choice Connection Calls
2. Counselor's Affinity Group
3. Educator's Affinity Group
4. Administrator's Affinity Group
5. Reduced prices for conferences
6. Affiliation with the Glasser name, US Institute and International provides credibility
7. Collection of data and research

The International Community

In 2013, William Glasser International, Inc. became the global organization for the international community. This organization is responsible for ensuring Member Organizations are teaching ideas consistent with Dr. Glasser's teachings and WGI policies and procedures are followed. The long-term goal is that Dr. Glasser's concepts be adapted to varying cultures and be taught by indigenous faculty.

To stay informed of decisions made by WGI, all faculty need to be current dues-paying members, who have signed the yearly Faculty Agreement. In many countries, conferences are held annually, and the countries have their own websites and newsletters. Several of Dr. Glasser's books have also been translated into other languages.

The International Journal of Choice Theory and Reality Therapy

The International Journal of Choice Theory and Reality Therapy is a peer-reviewed publication and is the principle medium for the promotion and dissemination of articles dealing with research, innovations, ideas, theories, and practices regarding Choice Theory, Reality Therapy, as well as other Glasserian models applied to counseling, education, wellness and more. The journal is published semi-annually, in the spring and fall each year, and is available to everyone at www.wglasser.com. Articles are welcome with a particular emphasis on research data, theory,

development, or special descriptions of the successful applications of internal control psychology, especially as exemplified in the writings promulgated by William Glasser.

Regarding back issues, they are currently available too, free of charge. The Journal has previously been published under the titles of the Journal of Reality Therapy, the International Journal of Reality Therapy, and the International Journal of Choice Theory. To obtain back issues:

- Go to <http://education.mwsu.edu/International-Journal-of-Reality-Therapy.asp?LL=2036>.
- Make selection(s)
- If anyone has any questions or concerns regarding this process, then s/he is urged to contact Dean Capps at matthew.capps@mwsu.edu or correspond with him at West College of Education at Midwestern State University in Wichita Falls, TX 76308.

Any additional questions? Please contact Thomas S. Parish, the Journal's editor, at (319) 230-9970 or e-mail him at parishts@gmail.com.

Choice Theory/Reality Therapy Certification

The Certification Process

The Institute offers a five-part sequential course of study leading to Choice Theory/Reality Therapy Certification (CT/RTC):

1. Basic Intensive Training
2. Basic Practicum
3. Advanced Intensive Training
4. Advanced Practicum
5. Certification

There are no educational prerequisites for attendance at a Basic Intensive Training, or for pursuing the course of study leading to CT/RTC. Participants may proceed through these steps at their own pace.

Length of Time

A minimum time period of at least 17 months is usually required between one's Basic Training and attendance at a Certification. However, to accommodate the diverse needs of Certification participants, GIFCT generally approves, without condition, applicants who only have 15 months between the basic intensive and the proposed certification. For those candidates who have only a 14-month separation, GIFCT requires an extra number of practicum hours be completed and attested to by the Advanced Practicum Supervisor. Finally, any requests for unusual exceptions beyond what is stated above need to be put in writing and directed to the Executive Director. Should the Executive Director wish to discuss the exception, s/he will take it up with the Executive Committee.

Intensive Training Structure

Intensive training is designated as either open or closed. Open intensive trainings are those open to the public. They are publicly advertised and may be attended by any interested persons over the age of 18. Closed intensive trainings are not advertised and are attended by people who are staff members of the sponsoring organization.

All Intensive training, whether Basic or Advanced, consists of either 20 or 27 contact hours. Effective January 1, 2013, the following formats apply to Basic Intensive only:

Open Basic Training

1. Four sequential days (27 hours);
2. Two days followed by two days over two weekends (27 hours);
3. Three sequential days (20 hours);
4. Evening sessions over a two month period, with organized learning experiences between sessions (27 hours); and,
5. Four one day a week sessions over a one month period with learning experiences between sessions.

Closed Basic Training

1. Four consecutive days;
2. Four days over one month;
3. Two days followed by two days over two different weekends;
4. Three sequential days (20 hours)
5. Four Professional Development Days over a “school” year.

If Professional Development Days (PDD) are used over a Sept. – June “school” year, WGIUS fees would be due after the 1st PDD. Organized learning experiences would also be required between sessions.

If the training is Advanced, the following format would still apply whether the training was *Open or Closed*:

Four consecutive days; and

1. Two days followed by two days over two weekends.
2. Three consecutive days.
3. If the training is closed, training could occur on four different days as long as it is completed within a month.

Instructors

To ensure that all trainees receive a variety of training experiences, GIFCT requires that trainees have a different instructor for each of their intensive training experiences and certification. GIFCT believes that by exposing trainees to at least three different instructors, they will be best able to develop their own styles. We also recommend working with Practicum Supervisors different than those who taught other parts of the training.

Numbers

The maximum number of participants for an open or closed training is 16, and the minimum is 6. The maximum limit may be increased to up to 20 participants if the instructor has an approved Practicum Supervisor or Practicum Supervisor-in-Training working with him/her for the entire time. However, the first day of the training (whether open or closed) can be open to the public or to support staff in a given organization.

If a Basic and an Advanced training are being offered at the same time and in the same place, then each group will be taught separately. In the rare event an instructor deliberately decides to put both groups together, it will always be done for the learning objectives of the participants, never for the convenience of the instructor. In such cases, the instructor of record (listed on the Participant Data Form) should be the one who conducts the separate work with each group.

Never should a Basic Training and an Advanced Training be done together for the entire time by one instructor. Any requests for an exception to the required structure should be submitted in writing to the Executive Director prior to the initiation of the training.

Fees

The standardized fee for open intensive trainings and certification trainings in the US is \$500 per participant and is \$500 for Certifications. Because GIFCT recognizes all intensive training as applicable to certification, a \$100 per participant fee is sent to GIFCT, \$20 of which goes to WGI. The fees for closed intensive trainings are negotiated between the agency and the instructor, but again, a \$100 per participant is still sent to GIFCT with \$20 going to WGI.

Fees should not be established as a guarantee for a participant's readiness to be recommended to an advanced intensive or a certification. If the agreed-upon time of supervision has expired and the participant is not yet ready for a recommendation to attend, a further negotiation might take place for additional supervision.

Scheduling and Coordinating Intensive Training

When individuals, groups or agencies wish to sponsor an open or closed intensive training, they can contact their Regional Board member for an Intensive Training Approval Application (IW-1). This form can also be obtained online in the password-protected area. The sponsor of the intensive training negotiates with an approved instructor to teach the training. It should be noted that Regional Board members do not approve applications unless the instructors are current dues-paying members of WGI and GIFCT who have signed the yearly Faculty Agreement. The sponsor makes all arrangements for facilities, instructor(s), and other administrative details. Please refer to Figure 1, Guidelines for Sponsors of Intensive Trainings, for a detailed checklist.

After the application is filled out, all copies are returned to the Regional Board member in whose region the proposed training takes place. If a Basic and an Advanced Intensive Training

are held at the same site, with the same Sponsor, only one application should be completed. The Regional Board member should receive the application at least 60 days before the start of the proposed intensive training, whether open or closed. Once received, the Regional Board member ensures that an open, proposed training does not directly conflict (i.e., same dates and locations) with other training already scheduled in that region, and that the training meets the required format (content, required contact hours, etc.).

After the application is approved and signed by the Regional Board member it is forwarded to GIFCT for final approval, processing and database entry. A copy of the application is returned to the sponsor and to the Regional Board member. If the training is scheduled to take place in 45 days or less, all necessary forms are sent to the sponsor with the approval letter. If the training is not scheduled for some time, just an approval letter is sent to the sponsor. Approximately two weeks before the scheduled training, an email is sent to verify that the training is still scheduled, and if so, a package with charts and certificates is sent to the sponsor of the training. If for some reason, the forms and materials are not received in time for the training, everything except the certificates can be obtained online from the password-protected area.

After the training has taken place, the sponsor verifies that all forms (Participant List and Check Transmittal Form, Data Form and Feedback Form) are completed and returned with the fees (in one check) to GIFCT. If a delay of more than 30 days is anticipated, the office should be notified as to when forms and payment can be expected. Outstanding balances on trainings could impact the approval process for future trainings as well as the timing of when participants would be given credit for training and GIFCT membership.

A listing of all open intensive training is published on GIFCT's website. This list contains the start date of the training, names of the contact persons and their telephone numbers.

Cancelling an Intensive Training

If an intensive training is cancelled, it is the sponsor's responsibility to notify GIFCT and the Regional Board member immediately so that GIFCT's cost for sending materials can be avoided. The Cancellation/Revision Form can be sent to GIFCT's office for documentation. If the cancellation occurs after the training has been approved and forms have been sent to the sponsor, all unused forms and materials should then be returned to GIFCT.

Basic Intensive Training Content

There are no educational prerequisites for attendance at a Basic Intensive Training. The training is designed to provide participants with a basic understanding of Choice Theory, Reality Therapy and Lead Management practices. The instructor is expected to establish an environment that is conducive to learning and practicing new skills. The training is conducted using Lead Management principles so that a participant not only gains a theoretical understanding of these concepts and skills, but also experiences these applications in practice. This involves teaching the value of the questioning technique.

During the training, there will be a combination of lectures, demonstration role-plays, practice, experiential exercises, and discussions on the historical development of Dr. Glasser's ideas.

The instructors expose participants to Dr. Glasser's Basic Concepts Chart, the *International Journal of Choice Theory and Reality Therapy*, and WGI Newsletters. It is suggested that instructors also have some copies of Dr. Glasser's books available for review.

Approximately 40% of the training's focus needs to be on Choice Theory, with major emphasis on the following concepts as noted on Dr. Glasser's Basic Concepts Chart:

- The Basic Needs
- Quality World
- Perceived World
- Comparing Place
- Behavioral System
- Total Behavior
- Total Knowledge and Valuing Filters
- Understanding the difference between Situation A and Situation B

However, it is important that participants have some exposure to other concepts on the chart. The degree to which these will be covered will depend on the nature of the group.

Approximately 40% of the time should be spent on Reality Therapy with major emphasis on the following concepts:

- Creating a needs-satisfying environment
- The procedures that lead to change
- Practicing the Reality Therapy process in a variety of settings, with opportunity to roleplay as both the helper and helpee
- Self-evaluating and processing role-play practice sessions

The intention of our training mandate is educational, not therapeutic or real counseling. GIFCT instructors function in an educational role. It is not appropriate or ethical for them to enter in a dual relationship by functioning as a counselor for participants. That being said, participants should not be encouraged or permitted to play themselves in role-plays that are emotionally laden for them.

Approximately 20% of the time should be spent on Lead Management concepts. It is important that participants be exposed to the conditions of quality, the work of Dr. W. Edwards Deming, Dr. Glasser's position on discipline programs and the need for systemic change. Participants should develop a basic understanding of when Lead Management is used and when Reality Therapy is utilized.

Along with the concepts of Choice Theory, Reality Therapy and Lead Management, part of the time during the training should focus on professionalism, i.e., the administrative aspects of GIFCT, such as:

- Demonstrating proper completion of required forms
- Awarding certificates
- Providing information on college credits and CEU's
- Discussing GIFCT, Regional and WGI membership and related publications e.g. the GIFCT Newsletter, the *International Journal of Choice Theory and Reality Therapy*
- Covering regional information, i.e., meetings and networking opportunities
- Explaining the certification process
- Explaining how to access the list of approved Faculty for future training
- Providing information about the National and International Conferences

If the training is for schools, approximately 40% of the training should focus on using Lead Management to deal with systemic problems and 20% (Reality Therapy) on dealing with problems that are essentially non-systemic in nature. This emphasis should be reflected in the role-play practice as well as in discussions.

Advanced Intensive Training Registration/Application Process

Upon registering the training with GIFCT, the sponsor receives and distributes to candidates an Application to Attend Advanced Intensive Training. This form requires self-evaluation by the candidate, co-verification from his/her Basic Practicum Supervisor, and is to be completed and submitted to the sponsor prior to the start of the Advanced Intensive Training. This ensures that participants are ready to attend the training, and that they are placed with a different instructor than the one with whom they took their Basic Intensive Training. At the completion of the training, one copy of this form is returned to GIFCT, along with the other paperwork and participant fees.

Content

The Advanced Intensive Training is primarily designed to afford the participant an opportunity to study Dr. Glasser's concepts in much greater depth. During this time, the participant is expected to participate more actively than during the Basic Intensive Training. There is more time allotted to role-playing and processing of the role-plays. During this time, participants increase their knowledge of the interrelationship of the various components of the process, as well as their understanding of Dr. Glasser's books. The professional issues outlined in the Basic Intensive Training content will be reviewed further.

Participants are expected to participate fully in role-playing as both the helper and the helpee and explore the utilization of Reality Therapy concepts with a wide variety of client populations. Instructors place more emphasis on the need to understand the behaviors of both the questioner and self-evaluator from the perspective of Choice Theory.

Attending Additional Intensive Trainings

Those who are not yet CT/RTC may not attend any intensive training without paying full tuition. The only exception to this rule is if an Advanced Instructor is presenting training and a

non-certified person wishes to attend a specific lecture in order to benefit from the instructor's expertise. Approval from the sponsor or instructor is still required. It is expected that the instructor of the training will exercise good judgment in deciding if more than one non-certified person should attend. Attendance at intensive training is also a requirement for instructors-in-training.

Those who have been certified CT/RTC may attend any intensive training without paying a further tuition fee, but they must first secure the approval of the intensive training organizer and instructor(s). Certified people should not drift in and out of trainings but should establish their visiting schedule in advance and have it approved by both the instructor(s) and the organizer. When doing this, the certified person should know that no food or accommodation is included.

Practica Scheduling and Structure

The names of approved, current, dues-paying Basic and Advanced Practicum Supervisors are made available on the GIFCT website, www.wglasser.com. In those rare instances when an approved Practicum Supervisor is not readily available, an individual should be encouraged to contact their regional board member or GIFCT's Executive Director.

The fees for Basic and Advanced Practica are negotiated between the supervisors and trainees; however, GIFCT recommends a \$300-minimum/\$500-maximum for participant fees. Participants need to arrange their practicum with an Institute-approved Practicum Supervisor who is a current dues-paying member and one who has signed the yearly Faculty Agreement. It is the responsibility of the Practicum Supervisor to verify that the participant attended an Institute-approved Basic or Advanced Intensive Training prior to beginning the practicum. In terms of the Basic Practicum, there can be no more than eight participants to one practicum supervisor.

The purpose of a six-month practicum is to engage learners in applying CT/RT ideas to their personal and professional lives under the guidance of their Practicum Supervisor. Understanding that not all people in all circumstances may meet these criteria, exceptions may need to be made. Please contact the Executive Director to work things out. The practicum must consist of a minimum of 30 hours, with at least 12 of these hours being face-to-face with a Practicum Supervisor. Once the 12 face-to-face contact hours have been met, the ratio of eight participants to one practicum supervisor can be increased. Any exceptions to the above require prior approval from the Executive Director.

All of these time requirements are stated as minimums. It is the responsibility of the Practicum Supervisor to determine, based upon demonstrated knowledge and skills, the actual time requirements for each participant.

The Advanced Practicum is scheduled in the same manner and with the same time, numbers and financial requirements as the Basic Practicum. When possible, a student should work with a different Practicum Supervisor during the Advanced Practicum than was utilized during the Basic Practicum. There are some specific instances when it would be beneficial for a participant to continue working with the same Practicum Supervisor, however. The decision to use a

different supervisor for the Advanced Practicum is made on an individual basis, depending upon the specific circumstances involved.

Distance Learning Practica

Both Basic and Advanced Practica can be offered in distance learning format and GIFCT provides a list of Approved Faculty to deliver practica in a distance learning format.

In order for a Practicum Supervisor to be approved to provide distance-learning practica, he or she would submit a one to two paragraph summary of how their distance learning practica are conducted and pay a one-time \$25 fee to cover webmaster costs of listing this online. This list of approved Distance Learning Practicum Supervisors can be found at www.wglasser.com.

Content

The basic requirements of the distance learning practica are the same as the current practica outlined in this manual. This applies to numbers, suggested fees (with the exception of any added technology costs), face-to-face contact (i.e. at least 12 hours in *direct* communication and 18 in *indirect* communication) etc.

Business and Ethical Considerations

Each supervisor will clarify the expectations, including confidentiality concerns and ethics, prior to beginning the distance learning practica.

Basic Practicum Content

The purpose of the Basic Practicum is to assist the participant in becoming more familiar and comfortable with Choice Theory, Reality Therapy and Lead Management. Emphasis is placed on role-plays and casework so that the participant gains sufficient experience and feedback in preparation for their attendance at the Advanced Intensive Training. The value of journaling and other self-evaluation tools is stressed.

The participant is expected to read more of the works of Dr. William Glasser, particularly the book, *Counseling with Choice Theory: The New Reality Therapy*, and submit case reports that demonstrate his/her utilization of these ideas in his/her work and everyday life situations. During this stage, the participant strengthens his/her awareness of the relationship between Choice Theory, Reality Therapy and Lead Management.

Advanced Practicum Content

During the Advanced Practicum, preparation begins for attendance at Certification. The participant is expected to read more of the works of Dr. William Glasser and continue the process of integration. (See Figure 2, Comparison of Basic and Advanced Practicum Experiences.)

Participants concentrate on more intensive practice as helpee and helper. In addition, they focus on learning more about how to give constructive feedback to other participants. Each participant develops and practices his/her own 15-minute presentation, which teaches some aspect of Dr. Glasser's concepts, with his/her Advanced Practicum Supervisor and group. This presentation is then made to the small Certification group, and is one of the requirements at Certification.

After the successful completion of the Advanced Practicum, the participant may be recommended to attend Certification.

Certification Registration Process

Different regions will offer Certification when they have enough interested participants to make it cost-effective. Certification is generally scheduled in areas where interest is high.

Only those who have been recommended for attendance by their Advanced Practicum Supervisor are eligible to attend. As previously stated, there needs to be a minimum of 17 months between attendance at a Basic Training and attendance at a Certification (with the exceptions noted earlier). The dates and locations are published in the GIFCT Newsletter and on its website.

The Application to Attend Certification is available from the sponsoring region. This form is the first step in the application process, along with payment of a non-refundable, \$100.00 deposit to the sponsoring region.

Upon receipt of the registration form and deposit, an information packet and an Application is sent to the candidate. It is the responsibility of the candidate to see that his/her Advanced Practicum Supervisor completes the designated portion of the form. The candidate then returns the entire application and balance of \$400.00 to the regional sponsor by the required deadline.

Certification Structure

Participants at Certification are divided into small working groups, with a maximum of 14 participants per instructor. During Certification, participants have a different instructor than they had previously. Certification is scheduled over four consecutive days and consists of a minimum of 28 contact hours. At the conclusion of the training, \$100/participant is sent to GIFCT, \$20 of which is then sent to WGI.

Certification Content

Certification is an opportunity to demonstrate knowledge and to expand one's learning. During the course of the training, each participant is involved in demonstration, self-evaluation, and feedback from his/her peers and instructor. Each participant is expected to demonstrate his/her skill in using Reality Therapy to deal with familiar and unfamiliar clients. Each participant is also expected to role-play as both helper and helpee.

Dr. Glasser's books, *Choice Theory: A New Psychology of Personal Freedom* and *Counseling with Choice Theory: The New Reality Therapy* are required reading prior to attendance at Certification, although familiarity with all of his books is encouraged. Of key importance is his booklet, *Defining Mental Health as a Public Health Issue*. One of the requirements for completing Certification is a short 15-minute presentation to the small group of certification candidates. The purpose is to demonstrate the ability to teach, through involvement, an aspect of Choice Theory, Reality Therapy and Lead Management to a group of interested listeners. This presentation could reflect how the participant has used the principles in his/her work situation, how the principles have been implemented in his/her own personal life, or how he/she expects to teach the ideas to others.

Effective presentations in the past have included innovations or ideas for colleagues' shared use, new applications, and reformulation of the principles. Commonalties of successful previous presentations are: involvement of group members; relevant, thought-provoking and well-timed ideas; accuracy in concepts; use of humor; and the use audio-visual aids such as handouts, posters, charts, PowerPoint and videos.

Personal testimonials are acceptable; however, the presentation itself should not be a "therapeutic event" for the presenter. The main goal of the presenter is to demonstrate knowledge of Choice Theory, Reality Therapy and Lead Management in an interesting way.

The use of notes is acceptable, but the presentation should not be read verbatim. Accommodations can be made for persons needing visual, hearing, translation or other adaptive devices. Presenters are encouraged, but not required, to write their presentation in a scholarly form for submission to *The International Journal of Choice Theory and Reality Therapy*. Most candidates bring additional copies of their presentations for each member of their working group.

As mentioned previously, to prepare for a successful presentation, candidates should practice and refine their presentations in consultation with their Advanced Practicum Supervisor. Participants are required to be in attendance during the entire training in order to receive their certificates, which are presented during the closing graduation ceremony.

CT/RT Certification is the recognition by WGI and GIFCT that a person has completed the certification process and demonstrated knowledge and skill in Choice Theory, Reality Therapy, and Lead Management. Those completing the certification process are entitled to use the designation of "Choice Theory/Reality Therapy Certified" or "CT/RTC."

The use of the designation, "Certified Reality Therapist" is only appropriate where the individual is entitled, under the licensing laws of the jurisdiction in which he/she resides, to use the term "therapist." GIFCT does not confer this title upon anyone.

Certification is not a license to practice counseling or psychotherapy. Again, the appropriate licensing authorities in the various states and territories of the US govern these practices. For the appropriate practice of counseling/psychotherapy, members of GIFCT should refer to the "Codes of Ethics" of the various professional organizations to which they belong and the licensing laws of the area(s) in which they practice. While CT/RTC individuals are encouraged

to utilize and share Choice Theory concepts with others, the certification is not an endorsement to teach as a representative of WGI or GIFCT.

GIFCT is committed to the ongoing standardization and improvement of the certification program. Although it is essential that Intensive Training Instructors and Practicum Supervisors maintain their own individuality in teaching methods and approaches, it is necessary to have consistency in content in order to establish and maintain a high level of credibility. There are some basic requirements that apply to all participants in the certification program.

Attending Additional Certifications

Those who are already CT/RTC may attend a Certification but must first obtain approval from the Executive Director and the instructor of choice. There can only be one observer per group. Visitors are advised that when making a request to attend as an observer that they commit to being with the certification group the entire 32 contact hours. They are also asked to remember that the training is being conducted primarily for the benefit of the trainees. Observers are responsible for their own meals and accommodations.

Glasser Quality Schools

History and Structure

In his book, *The Quality School: Managing Students Without Coercion*, Dr. Glasser explains how schools using lead-management rather than boss-management principles could create Quality Schools.

In order for any school to become a Glasser Quality School, it is necessary that a core group of staff complete at least an Advanced Training and hopefully an Institute Certification. What is considered a “core” group is defined on a school-by-school basis and in consultation with the GIFCT instructor.

When a school is ready to declare its Quality School status, the principal sends a letter to WGI explaining how the school has fulfilled the criteria for becoming a Glasser Quality School. Whenever possible, a WGI representative will arrange to visit the school and participate in the Celebration Ceremony. WGI creates a certificate acknowledging the school’s achievement.

Criteria for a Quality School

Following are the six minimum criteria for a Quality School:

1. Relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.
2. Total Learning Competency is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling, as defined by Dr. William Glasser, has been replaced by useful education.

3. All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade.
4. Students and staff are taught to use choice theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.
5. Students do better on state proficiency tests and college entrance examinations.
6. Staff, students, parents and administrators view the school as a joyful place.

The William Glasser International Policy on Discipline Programs

WGI does not teach, endorse, or sponsor any specific or named discipline program. Each year, all current instructors sign the Faculty Agreement, acknowledging this and other Institute Policies and Procedures.

Faculty of GIFCT

Introduction

The faculty consists of Practicum Supervisors and Intensive Training Instructors who have completed Choice Theory/Reality Therapy Certification and official Faculty Programs leading to endorsement by William Glasser International, Inc.

Each year, WGI asks all faculty members to sign an agreement if they wished to teach, sponsor intensive training, facilitate practica, serve on regional, national, or international Boards or hold any other official role with WGI. This step was taken to enhance the professionalism of WGI and to ensure that its philosophy and practices were accurately presented to the public. In order for their participants to receive credit for the training, faculty need to be current dues-paying members of GIFCT and WGI who annually sign the Faculty Agreement.

Ethical Issues and Professional Standards

Ethical issues and professional standards are relevant to Choice Theory and Reality Therapy instruction and to the professional conduct of instructors. The guidelines described in the following sections were developed as a result of faculty discussions conducted at retreats, professional development days and other meetings.

Ethical Issues

Ethics are standards of conduct relating to moral behavior. They provide standards by which individuals and groups can measure appropriate conduct. GIFCT has no formal code of ethics, but it is expected that faculty belong to professional associations that provide them with ethical standards of practice relative to such issues as informed consent, dual relationships and professional disclosure.

Faculty members will implement Dr. Glasser's Caring Relationship Habits, while working to eliminate their use of the Deadly Relationship Habits.

Unfair Advantage: The Executive Director and Regional Board Representatives may have unfair advantage in training situations. Unfair advantage means, generally, to use one's special position or knowledge for personal gain, or to benefit oneself to the exclusion of others who do not have the benefit of the same special position or knowledge. The Executive Director and Regional Board Representatives may find themselves in a position of being the point of contact for general requests for work (e.g. intensive training, practicum, counseling, consulting or speaking). An example of taking unfair advantage or using the position for personal gain would be for the Board member being contacted to offer only himself or herself as a recommended trainer/speaker for the request in question, rather than recommending other instructors in or near the region who would be just as appropriate a choice as the contacted Board member

In order to decrease the possibility that unfair advantage will enter into the process of responding to requests for work, like intensive training, practicum, counseling, consulting or speaking—even unwittingly--whenever a request comes in for training, the person receiving the request should provide at least three names to the requestor. The choice of the three names should be based on criteria including the language, location, experience and faculty satisfaction ratings of the suggested contact, and the three suggested contacts can include the name of the Board member providing the information. If a work request for a specific individual is made, this policy does not apply.

Conflict of Interest: Whenever an individual on the Board perceives him or herself in a conflict of interest situation, that individual is morally and ethically obligated to identify their conflict and to abstain from any consensus taking regarding the issue at hand.

If other Board members perceive an individual to have a personal conflict that hasn't self-identified the conflict, then that member should bring their concern to the member in question. If that person agrees there is a conflict and follows the procedure above, then all is well. If the individual in question insists there is no conflict and the other person still perceives there is a conflict, then the question will be brought before the Board for a consensus decision.

Similarly, a member who is not on the Board but perceives a conflict to exist within the Board, may submit a signed, written statement of concern to the Board President, who will then bring the concern before the Board for a consensus decision. If the person in question happens to be the Board President, then the concern may be addressed to the Vice-President of the Board.

Faculty may also experience conflicts between what would benefit GIFCT versus what would benefit their own personal businesses. Faculty members who find themselves in this situation should consult their Faculty Program Consultant or another trusted faculty member regarding the conflict.

GIFCT maintains that in every situation where a person is representing GIFCT, the benefit to GIFCT must supersede one's personal interests. Sometimes perceived conflicts may not be

true conflicts. It may be possible to work within GIFCT policies and procedures or to adjust the policies and procedures so as to remove the conflict. This would be done by proposing a change in policy to the Board. When members find themselves in these situations, they should create a written proposal and submit it to their Regional Representative to place on the agenda for the Board.

In the event members find their personal agendas to be more important than working within GIFCT Policies and Procedures framework and all stated avenues for resolution have been pursued, the Board will revoke GIFCT faculty status. If they choose, they may still be members of GIFCT.

Professional Standards

Professional standards related to WGI-sponsored programs include adherence to WGI policies such as: accuracy of instruction, keeping to the designated time schedule, appropriate faculty/student ratio, role-playing rather than real counseling, inclusion of ethical discussions in all programs, and a process for dealing with intra-faculty conflict as well as violations. Listed are specific professional topics that instructors are aware of when they promote and conduct training for WGI. Our intention is to list here the general ethical behavior we expect our faculty will follow:

- Learning and practicing standards and ethical behaviors;
- Recognizing the distinction between promoting one's business and respecting other faculty members' client systems;
- Promoting one's own services in standard professional ways that are not detrimental to other faculty members' efforts to do the same;
- Dealing with controversies and disagreements in a consultative, direct and receptive way;
- Striving to demonstrate cooperative and non-contentious total behavior towards colleagues; and
- Supporting the policies of WGI, GIFCT, and stipulations of the Faculty Agreement, especially when dealing with the public.
- Contributing to the growth and health of GIFCT by:
 - Attending events;
 - Donating time as well as energy;
 - Staying abreast of current trends; and
 - Enhancing public credibility.
- Dealing with other faculty in a collegial manner by:
 - Supporting and promoting the work of other faculty members by publicly recognizing their contributions;
 - Recognizing the inherent tensions between legitimate self-interests of other faculty and the general welfare of GIFCT as a system characterized by the intricate network of professional and personal relationships;
 - Modeling relationships with other faculty that reflect the teaching of Dr. Glasser such as the willingness to make appropriate referrals and deal with one another non-critically;

- Striving to address the inevitable tensions and possible conflicts that may result from these interconnections by using the following guidelines:
- Direct communication between the faculty member who is aware of the potential violation and the member who is not following policy;
- Referral to the Executive Director if the problem has not been resolved; and,
- Referral to the Board of Directors if deemed necessary.
- Supporting WGI and GIFCT programs: Faculty are also asked to emphasize the value of the certification process and to conduct programs that are clearly in support of the intensive training process. Specifically, this refers to:
 - Training that is not approved by the Regional Representative and GIFCT should not be referred to as a Basic Intensive Training, Basic Practicum, Advanced Intensive Training, Advanced Practicum, or Certification.
 - College degrees, credits and workshops etc. not officially approved through WGI may not be used to waive any of the process toward CT/RT Certification.

Method of Providing Feedback to GIFCT

GIFCT is interested in feedback from its members. Ideally, feedback would be issued by stating the issue, and then providing an alternative solution or solutions instead. Feedback that is issued in writing with its author identified will be given more weight than verbal feedback and/or anonymous feedback.

When feedback is issued without ownership, responding is difficult. GIFCT is committed to being fair, transparent and non-retaliatory. Should there be any suggestions for improvement, please send them to your regional representative or the Executive Director.

Formal Grievance Policy

Should anyone have a formal grievance in which he or she believes there has been unfair treatment, discrimination, or a violation of GIFCT's Policies & Procedures, please file your grievance in writing. Explain what the complaint is and a suggestion for resolution.

Submit a copy of the complaint first to the region, if it is a regional concern. The region will respond to the complaint within their procedure for managing grievances. If the person is satisfied with the region's response, the grievance will end there.

If the region's process has been exhausted and the person is not satisfied or if the grievance occurred on a national level in the first place, the grievance will be sent to the Executive Director of GIFCT. Once the Executive Director receives the grievance, he or she will have 10 calendar days to schedule a meeting with the complainant. The Executive Director will do everything in his/her power to accomplish a successful win/win resolution. The complainant will be notified in writing of the Executive Director's decision within 30 calendar days.

If after working with the Executive Director, the person is still not satisfied, he or she has 20 calendar days to refer the grievance to GIFCT's Board of Directors for action. The Board will make a decision at their next scheduled meeting and put that decision in writing within 10 calendar days from the date of their meeting.

Should the grievance still not be resolved, the complainant can take his/her grievance up with the WGI Board Chair for Board discussion and deliberation. The Board Chair will send handle the complaint within their written procedures for doing so.

Relationship Between GIFCT and The Faculty Who Teach

Instructors are not hired by GIFCT to conduct intensive training but are independent contractors who offer training in conjunction with GIFCT. Though referrals to instructors for intensive training are made occasionally through GIFCT, faculty are given no guarantee of work. Instructors wishing to teach intensive training are responsible for securing a sponsor or organizing the training themselves. Instructors are expected to know the requirements, to implement them, to inform the participants about the certification process as well as the nature of WGI and GIFCT, and to teach the most up-to-date concepts. GIFCT accredits intensive training as applicable to the certification process when it has been properly registered (see section, Intensive Training Structure) and when conducted by qualified, GIFCT-approved Basic or Advanced Training Instructors.

The Regional Representative to the Board of Directors, in consultation with the Executive Director, selects instructors for Certifications. The following guidelines help determine who is selected to teach: whether individuals are Senior Faculty, Board Members, or Basic Instructors. Cost effectiveness and instructor currency may also be factors in the selection.

Certification Instructors are asked to facilitate small groups within GIFCT's guidelines, in return for an honorarium. Instructors are also expected to attend staff meetings and other WGIUS or region functions related to Certification.

As official representatives of GIFCT, faculty is permitted to use the GIFCT logo (as pictured in Figure 4 at the end of Manual) in promotional or professional materials. Faculty may not use the logo for the purpose of private business promotion, but they may refer to their status as faculty members of GIFCT.

Promoting One's Work on the GIFCT Website

A member in good standing (see page 5) may request certain promotion of their work. This may include but is not limited to:

- The ability to vend at a GIFCT function
- The ability to create and promote one's own CT/RT/QS/LM products and services to the GIFCT via website, email and newsletters.
- Co-sponsorship of an event and the ability to use GIFCT logo and name to attract a larger audience
- Posting an approved audio or video presentation to the website that promotes CT/RT/QS/LM concepts
- Exchanging resource links between a member's website and www.wglasser.com

- Listing oneself in a public GIFCT website directory as a trainer, consultant, coach or therapist

In order to receive permission to use GIFCT for promotion of oneself or one's business, the person first must be a member in good standing with GIFCT. Then the process will proceed using the following steps:

1. The member will send a written request to the Executive Director specifying what is desired.
2. The Executive Director will review the request and if appropriate, will either approve or deny the request in writing within 60 days. If denied, the reason(s) for denial will be specified in the communication and if appropriate, suggestions for improvement made.
3. Should the Executive Director be unsure about the wisdom of approving the request, he or she will forward the request to the Executive Committee for consideration. The Executive Committee will either approve or deny the request in writing within 30 days. If denied, the reason(s) for denial will be specified in the communication and if appropriate, suggestions for improvement offered.
4. Should the Committee wish to seek the approval of the full Board, it will be placed on the agenda of the next regularly scheduled Board meeting. A decision will be made and communicated in writing to the member within 15 days of the meeting. Again, if denied, the reason(s) will be detailed in writing and suggestions for improvement made.

Picture of a Quality Faculty Member

The faculty member plays a vital role in an individual's participation in the certification process. The challenges that face the faculty member are numerous and varied. Participants for intensive training and practica come from a variety of backgrounds with many different beliefs, learning styles and experiences that all influence their participation and understanding. For these reasons, it is important that the faculty member is skilled in a variety of areas that will promote the successful completion of the program.

The faculty member consistently evaluates his/her behavior using the six conditions of quality, as referenced in *The Quality School Teacher*. The qualities that are important for effective teaching include the following:

- Acting as a "lead manager" with the group while establishing a learning atmosphere in which members feel safe and valued;
- Being direct and clear in setting expectations and roles, while monitoring time during each meeting;
- Communicating goals while ensuring that the goals of the group are met;
- Giving clear directions and providing structure in a cooperative environment that recognizes and validates a variety of learning styles;
- Monitoring the group process, energy, and group interaction;
- Formulating and asking questions that promote self-evaluation and relating questions to the theory and practice;
- Listening, reframing, and challenging in a non-judgmental and accepting manner;

- Reframing mistakes into learning opportunities;
- Encouraging thinking while helping group members who may be struggling with specific concepts;
- Demonstrating honesty, empathy, and support as well as the use of appropriate humor;
- Leading problem-solving sessions as needed for the growth of individuals and the overall group;
- Dealing with responsibilities such as collecting fees;
- Helping participants understand and appreciate cultures other than their own; and
- Gearing instruction to the various cultures represented in the training programs.

Faculty in good standing meet the following criterion. They:

1. Pay their dues
2. Abide by the Policies & Procedures of GIFCT
3. Submit their training fees on time, are up to date or provide a reasonable expectation and plan has been made with the Financial and Data Specialist to do so.
4. Represent Dr. Glasser's ideas and teachings accurately.
5. Are professionally supportive of Dr. Glasser, WGI and its affiliates and other instructors when representing GIFCT.

When issues arise about a faculty member's good standing, the following procedures will be followed:

1. The member in question will be notified of what the issue is in writing and together he or she and the Executive Director will develop a plan for correction and if the issue is resolved, no further action will be taken.
2. If the plan is not followed within the agreed upon time frame, then the Executive Director will notify the person in writing that his or her faculty status has been temporarily suspended. Additionally, the person's name will be removed from the website as a member endorsed to conduct official WGI training.
3. As soon as the necessary corrections have been made, the member will be restored to good standing and reinstated on the website faculty list.
4. If a member continues to willfully violate GIFCT policies, then their faculty status will be revoked. This will only be done with full Board consensus and the individual in question will be permitted to be heard at the Board meeting where his or her situation is discussed. The person's name will be removed from the list of approved providers on the GIFCT. Any reinstatement decision would need to go before the Board for a consensus decision.

Faculty Programs

Overview and Purpose

The purpose of the programs is to ensure that the faculty who represent GIFCT have the appropriate credentials, knowledge and skills. The structure for the faculty programs enriches

the certification process, which is the primary work of WGI and GIFCT. Also, it reflects the expressed wishes of GIFCT membership to achieve various levels of faculty credentialing. Regarding fees for Faculty Programs, the regional sponsor sends \$100/person to GIFCT within 30 days of the completion of the program. From this, \$20/person is sent to WGI.

Faculty Program Requirements

A basic prerequisite for beginning the process is that the candidate is Choice Theory/Reality Therapy Certified. Each faculty program consists of preparation, training, preparation, and endorsement. The list of requirements for each phase is intended to provide a structure for student self-evaluation, personal responsibility in learning, and readiness for the next level of learning. Details of the content of each program and the necessary prerequisites are contained in the program syllabus, available online in the Faculty Programs section of the website. On the home page of the www.wglasser.com website, click on Training Programs and then on Faculty Training. Only an overview of the program along with a brief summary of each phase will be provided in this Manual.

The role of the Faculty Program Consultant (FPC) is crucial to the whole process. It is necessary that the FPC is someone who is familiar with the faculty programs, is actively involved in the certification process, and has been approved by GIFCT. A list of Approved FPC is available on the website.

Faculty Program Consultant

The Faculty Program Consultant is someone with whom a faculty program trainee establishes a mentoring relationship during his/her learning process. This person is someone who will observe their work and help guide them through the self-evaluation process. He/she will also assist in assessing strengths and areas for improvement in:

- Role-plays
- Knowledge of Choice Theory, Reality Therapy and Lead-Management
- Teaching Choice Theory
- Managing groups
- Handling professional responsibilities
- Dealing with ethical issues
- Providing feedback

Interaction with the FPC needs to include some observation of trainee's participation in practica or intensive trainings. It could also include audio recordings or videoing, phone calls, emails and meetings to review and discuss progress. Before attending the training and/or endorsement phase, the trainee and the FPC must complete a Checklist of Competencies. Because of the increased responsibility of the FPC, the recommended fee is \$350.00 to \$500.00 for *each* Preparation period.

In order to serve as an FPC, the FPC must be at least at the faculty level the student is training to become. The FPC must have completed the Commitment Application to be an

Approved Faculty Program Consultant) to be a FPC, pay a one-time \$25 fee to cover administrative costs and be listed on the GIFCT website as an approved FPC.

Should the student want to work with an FPC who is not listed, the person in question simply needs to complete their form and submit with their \$25 fee to GIFCT.

Portfolio

A portfolio contains a brief summary and examples of learning and professional growth in the journey towards becoming faculty. It is not, therefore, a file cabinet containing handouts, although it could include an example of individual creations, portions or all of the Learning Guide and illustrations of journaling. The basis of the portfolio represents some of the quality work of the candidate.

The purpose of the portfolio is primarily for the trainee's own benefit, however it should be developed and reviewed with the assistance of his/her FPC and shared at faculty training and endorsement.

Exit Interview

The primary purposes of the exit interview are for self-reflection and plans for future growth to be completed at the conclusion of faculty training and endorsement programs.

Practicum Supervisor Program

There is now one program to become a practicum supervisor. Upon successful completion, the individual will be able to supervise both Basic and Advanced practica. The goal of the Practicum Supervisor Program is to provide the highest possible level of skill and knowledge for supervising students' Basic and Advanced Practicum.

Schedule and Organization

The Training portion of the Practicum Supervisor Program is held in the Region. The Application is completed by the Regional Representative and forwarded to GIFCT in Country Club Hills, IL. The Application can be found on GIFCT's website in the password-protected area. Once the program, its location and selection of instructors is approved, the dates are published on GIFCT's website and in its newsletter. Regional representatives communicate with participants and instructors throughout the process. At the completion of the Training/Endorsement, all forms and materials (Exit Interviews, Participant Evaluations, Instructor Evaluations and Schedule, Faculty Agreements and List of Participants) are reviewed by the Regional Director and forwarded with the \$100.00/participant fee to the GIFCT office in Tempe, AZ, where \$20/person will be sent to WGI.

Content

The Practicum Supervisor Program consists of four phases: Preparation I, Training, Preparation II and Endorsement. All phases occur in the region. Each of these four phases is briefly summarized below. The full syllabus can be assessed on www.wglasser.com. (To locate, go to the homepage, click on Training Programs and then Faculty Training.)

Preparation for Training

The purpose of this beginning phase is to prepare students to gain the most value from the Training Phase that follows. With the FPC, the potential applicant will focus on developing presentation skills and training materials, all of which will be interwoven with the work of addressing role-play competencies.

A crucial part of this phase is that the potential applicant chooses from a list on the website, a GIFCT Approved FPC. They discuss the conditions of their working together, (fees, time requirements, number of mentoring hours, participation in practica or intensive trainings, etc.) The candidate then sends the Letter of Intention signed by him/herself to GIFCT.

Once the Executive Director has 6-10 Letters of Intention, he/she will initiate a discussion with Board representatives to determine the most appropriate location to hold the training. The regional sponsor then forwards application material to the candidate.

During this preparation period, the candidate must have completed at least twenty-four hours of preparation with their FPC. Twelve hours of the 24 are to be spent with actively observing practicum with the FPC and the other spent in direct contact consultation i.e. telephone and face-to-face sessions. Prior to attending the training, the FPC and the applicant complete a Checklist of Competencies which again would be forwarded to the regional sponsor.

Training (4 Days, 32 Contact Hrs.)

The training will focus on increasing the knowledge and refining the skills that the trainee has acquired in the field experience, with a major emphasis on role-plays.

Preparation for Endorsement

In this phase, the applicant continues to work with their FPC on refining presentation and role-play skills. They must co-lead at least one complete practicum, preferably an Advanced one. The purpose is to enhance skills in dealing with issues unique to the Advanced Practicum such as the student not being ready for the Certification.

Prior to Endorsement, the FPC and the applicant would complete together a Checklist of Competencies which would become part of the application indicating the applicant's readiness to attend the endorsement.

Endorsement (4 Days, 32 Contact Hrs.)

In this phase, participants demonstrate competency to lead a Practicum and effectively represent WGI in supervising Basic and Advanced Practica. The four days may be viewed as an ongoing practicum with each candidate weaving in and out as supervisor. Specifically, the candidate will demonstrate competencies by:

- Simulating a practicum group and stepping into the role of Practicum Supervisor;
- Role-playing as both counselor and process observer;
- Setting up role-plays delineating roles in a clear and precise manner;
- Debriefing the role-play;
- Teaching a piece of theory or teaching from a role-play;
- Demonstrating a teachable moment to highlight a specific concept or skill;
- Modeling how to handle a participant the candidate believes is not ready to advance toward certification;
- Receiving and giving feedback in effective ways;
- Demonstrating ability to develop one's own materials that reflect quality;
- Dealing with participants whose self-evaluation differs from the candidate's evaluation of their performance;
- Sharing a sample of personal materials which reflect the work done with the FPC;
- Participating in an exit interview with instructors to develop a plan for ongoing learning.

Basic Instructor Program

The purpose of the Basic Instructor Program (BIP) is to provide the highest possible level of skill and knowledge for teaching a Basic Intensive Training. In order to be eligible to enroll in the BIP, candidates would need to be approved Advanced Practicum Supervisors who are current dues-paying members of WGI and GIFCT.

Schedule and Organization

The BIP is scheduled and organized by WGI and the region. Once the Executive Director has 6-10 Letters of Intent for Basic Intensive Program (BIP) candidates, he/she initiates a conversation with Board representatives regarding the most appropriate place to hold the training. The regional sponsor works with securing a site and registering applicants. The regional sponsor in consultation with the Executive Director will choose the instructor(s) for the training/endorsement. The training phase is four days in length, as is the endorsement. The length of time from training to endorsement is a minimum of one year. However, it is important to note that in order for a phase to occur, there needs to be enough participants for the training to be economically feasible.

BIP Content

The BIP consists of four phases: Preparation I, Training, Preparation II and Endorsement. Each of these four phases is briefly summarized below. The full syllabus is on GIFCT's website and accessed from the home page under Training Programs.

Preparation for Training

The purpose of this phase of the program is to prepare students to gain the most value from the Training session that will follow. A crucial part of this phase is that the potential applicant chooses from a list on the website, a WGI-US-Approved FPC. Once they have discussed the conditions of their working together, i.e. fees, time requirements, number of mentoring hours, participation in practica or intensive trainings, and overall joint responsibilities the candidate completes a Letter of Intention with the FPC and sends it to GIFCT at least six months prior to the Training.

With the FPC, the applicant will focus on developing or enhancing presentation skills, and training materials, both of which would interweave with the work on role-play competencies. Since role-play is a major technique we use to teach, much of the time with the FPC in the field and in GIFCT scheduled phases will be devoted to teaching from role-plays, doing a variety of role-plays, etc. Prior to attendance at the Training, the candidate must have supervised at least one complete practicum and organized and co-facilitated at least one Basic Training in the period of one year before the Training.

Prior to registering for the Training Phase, the candidate will complete the Checklist of Competencies with his/her FPC which will form part of the application to attend the Training.

BIP Training (4 Days, 32 Contact Hrs.)

Emphasis in this structured four-day training would be on role-play competency, ways to enhance role-play skills, instructional techniques and strategies, as well as and modeling Lead Management. Areas for improvement will be communicated to the trainee and a plan made for work with the FPC. At the beginning of the training, the instructors conduct a discussion to help students begin to conceptualize the differences between the roles of Advanced Practicum Supervisor and Basic Instructor. Please refer to Comparison of an Advanced Practicum Supervisor and Basic Instructor Roles.

Preparation for Endorsement

The purpose of this Preparation period is to further develop the knowledge and skills gained in the Training Phase. The candidate must co-facilitate a minimum of two Intensive Trainings, preferably with two different instructors, one of which is their FPC. Candidates complete the Checklist of Competencies with their FPC, verifying their readiness to attend Endorsement.

Endorsement (4 Days, 32 Contact Hrs.)

During this phase, participants have an opportunity to demonstrate competency by stepping into the role of Basic Instructor and lead managing the group as if the other participants were Basic Training participants. The candidate will demonstrate competencies by:

- demonstrating the set-up of role-play;

- demonstrating the well-timed use of a teachable moment throughout a role-play experience;
- discussing role-play situations through the Choice Theory Chart in a clear and concise manner;
- explaining and teaching Lead Management through role-play;
- teaching the conditions of quality;
- understanding the four ways of relating through role-play;
- demonstrating the ability in role-playing to have a dual focus, i.e. to stop a role-play and capture a teachable moment and then return to role-play;
- managing questions about other modalities accurately and discussing their effectiveness in Choice Theory terms;
- evaluating personal and professional readiness for endorsement;
- how to offer and receive feedback;
- demonstrating the ability to be flexible and teach from a less than adequate role-play;
- demonstrate the ability to use different role-play structures to teach the entire Reality Therapy process;
- having accurate knowledge of the Policies and Procedures Manual;
- demonstrating knowledge of ethical issues;
- dealing with the unexpected by managing a disruptive group member i.e. one who questions your competence, credentials or one who has an aversion to role-play, is overly critical or wants to leave early; and using different role-play structures to teach the entire Reality Therapy process.

Advanced Instructor Program

To apply, the individual needs to be an approved Basic Instructor with at least a Master's Degree or in the process of completing that program. It is also necessary that he/she has taught at least ten (10) Basic Intensive Trainings. Candidates complete the application form for Senior Faculty status and send it, along with the review fee, to GIFCT at the Tempe, AZ address. GIFCT will send the applicant a memo outlining the first step of the process, which is a 30 – 45 minute audio file answering specific questions relative to Choice Theory, Reality Therapy, and Lead Management. Once one of GIFCT's designated associates approves the content of the audio file, a video of two role plays will be requested. Following a review and approval of the video, a certificate will be sent to the candidate confirming his/her status as Senior Faculty.

Conferences and Meetings

International Conferences

WGI sponsors an [International Conference](#) every two years in evenly numbered years. To assist in the planning of the conference, members of the hosting country or region will assist with many of the details of organizing the conference. International Conferences are rich with opportunities for meeting with and discussing Dr. Glasser's ideas and teaching with our eclectic, multi-cultural community.

Members of GIFCT are encouraged to present at international conferences, and to offer WGI-approved books or products in their vending area.

GIFCT Conferences

GIFCT sponsors a US Conference every two years in oddly numbered years. To assist in the planning of the conference, the Executive Director may use the services of a volunteer conference coordinator to consult with the hosting region about such issues as choosing a hotel site, signing the contract, and preparing the final budget.

Registration fees are kept as low as possible and may include some meals, a special evening event, and/or presentation material handouts. Each of the conference sessions is chaired by someone who is CT/RTC. Because of the wide variety of client populations and work settings represented at the conferences, each program offers information and networking possibilities.

Attendance at Conferences

Conferences are open to anyone with an interest in Dr. Glasser's work, Choice Theory, Reality Therapy, Quality Schools and Lead Management.

If a Certification is scheduled immediately preceding or following the National Conference, a special reduced registration fee may be offered to Certification attendees. Depending on the conference budget, there may be special pricing for early bird registrants, GIFCT members, and first-time participants.

Presenting at Conferences

A "Call for Presentations" will be issued in advance of the scheduled conference dates. Presentations will be reviewed by a program review committee of the Board. To be eligible to present at the conference, the presenter must be CT/RTC or plan to present with another individual who is CT/RTC.

Vending at Conferences

Each conference has a vendor area where GIFCT-approved educational materials relating specifically to Reality Therapy, Choice Theory, Quality Schools and Lead Management are sold. Vendors must be members of GIFCT in order to take advantage of vending opportunities. Dr. Glasser's books may also be available, as well as many materials produced by other members of the organization. All materials are approved in advance by the GIFCT Executive Director or his or her designee(s).

Professional Development

GIFCT encourages its faculty to continue their professional growth. Therefore, we annually host opportunities for faculty to enhance their knowledge and skills.

Either the day before or the day after the US Conference, a session for practicum supervisors, instructors and those in training to be faculty is devoted to professional development. This is an opportunity for GIFCT faculty to exchange teaching ideas and information, discuss policy issues, and network.

Faculty Retreats are planned every two years, in the years when there are International Conferences. The Retreat provides another forum for faculty to gain knowledge and skills to utilize in Practica and Intensive Training. In addition, it is an opportunity for GIFCT to share new information and to invite feedback relative to GIFCT programs and policies.