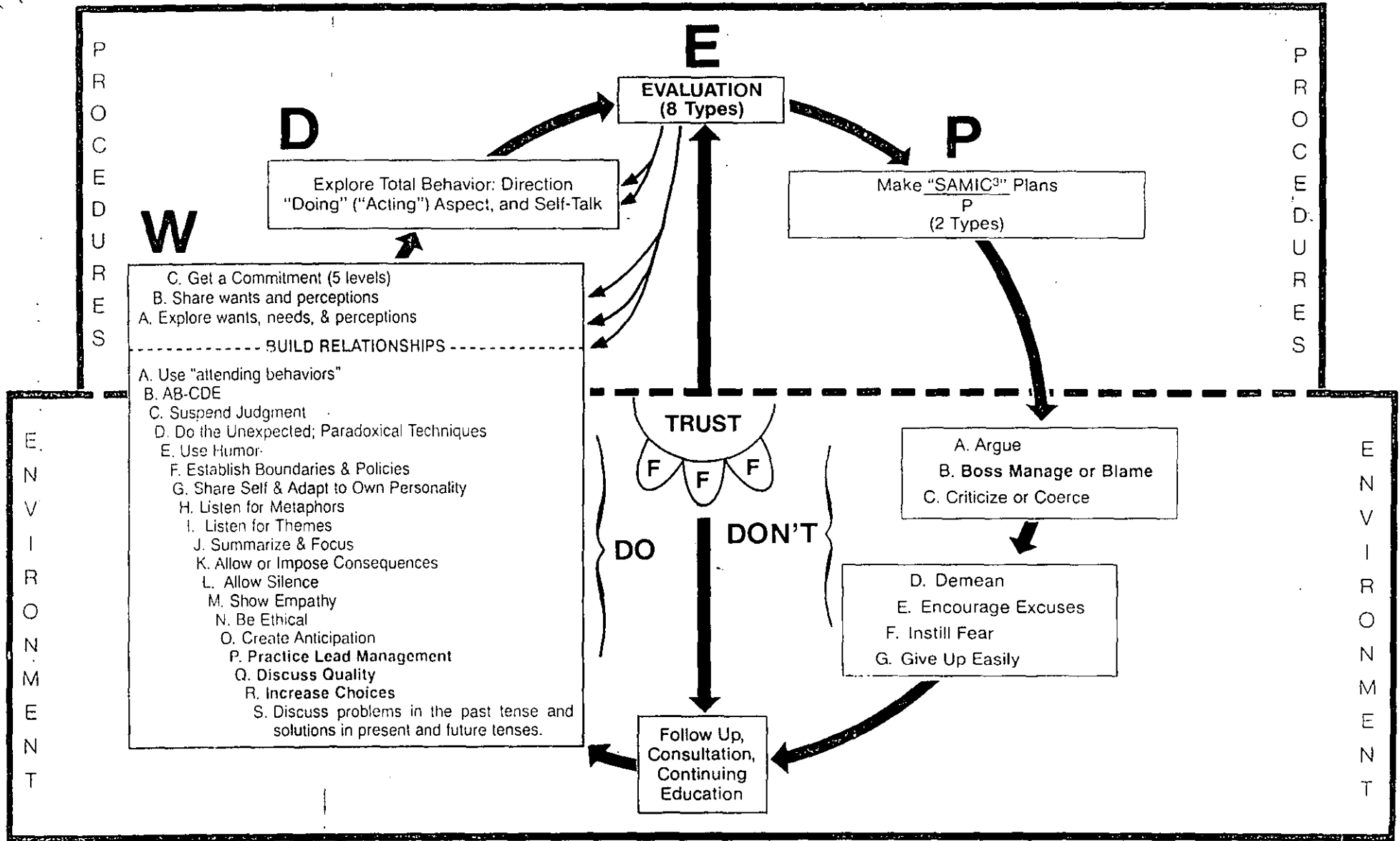


For a Boss,  
 The best always  
 Bob Wubbolding  
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# CYCLE OF MANAGING, SUPERVISING, COUNSELING AND COACHING



# "CYCLE OF MANAGING, SUPERVISING, COUNSELING AND COACHING"

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

## Introduction:

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

## Relationship between Environment & Procedures:

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

## ENVIRONMENT:

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

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

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## DON'T:

Argue, **Boss Manage**, or Blame, Criticize or Coerce, Demean, Encourage Excuses, Instill Fear, or Give up easily. Rather, stress what they **can** control, accept them as they are, and keep the confidence that they can develop more effective behaviors. Also, continue to use "WDEP" system without giving up.

Follow Up, Consult, and Continue Education:

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

## PROCEDURES:

Build Relationships:

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

Explore Total Behavior:

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

**E**valuation - The Cornerstone of Procedures:

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

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

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

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

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