

CPI *Unrestrained* Transcription

Episode 40: AlGene Caraulia Senior and Junior

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Host: Terry Vittone

Terry: Hello and welcome to *Unrestrained*, the CPI podcast series. This is your host, Terry Vittone. And today, I'm joined by two guests, AlGene Caraulia Senior, who together with Gene J. Wyka and Gene T. Wyka cofounded CPI back in the early 80s; and AlGene P. Caraulia Junior, who today is vice president of CPI. Hello and welcome to you both.

AlGene Junior: Hello.

AlGene Senior: Hello. How are you?

Terry: I'm well. Thank you. Let me tell you a little bit about my guests. AlGene Senior was born on the island of Oahu in 1940. In 1954, he began studying judo and aikido after a playground fight left him with a bruised shoulder. Interest and expertise in the martial arts became a prominent part of his life from that point forward. It's interesting to note here that aikido is a martial art that focuses on harmonizing with your opponent to bring peaceful resolutions to situations involving conflict.

In 1958, he departed from the University of Hawaii and traveled extensively across the United States. He finally settled in northern Michigan and received a degree in Communication Psychology from Northern Michigan University. While at university, he also lettered in swimming and diving. During the summers, he taught karate at the Chicago Karate Center, and it is here where he met Gene Wyka, with whom he would later go on to found CPI.

In 1963, the USKA promoted the first world karate championship tournament and AlGene entered as a competitor. Although he was a brown belt at the time, he went on to defeat a third-degree black belt to become the grand champion of the tournament. It was the first of many titles. And by 1971, AlGene formed the Karate Institute of America in an effort to promote and maintain quality in the martial arts.

In 1980, AlGene founded the Crisis Prevention Institute and began teaching and lecturing around the world.

AlGene Caraulia Junior is a vice president at the Crisis Prevention Institute, and in his role, AlGene provides expertise in *Nonviolent Crisis Intervention*[®] training through program design, facilitation, and implementation. He also oversees operational activities including management and development of CPI's Global Professional Managers and Instructors, the team of CPI Certified Instructors and their managers who literally crisscross the country and circle the globe facilitating CPI training.

AlGene also has experience supporting adolescents with varying developmental disabilities and has served in various roles in juvenile and adult corrections. He earned his MBA from the Weatherhead School of Management at Case Western Reserve University in Cleveland, Ohio, holds a Senior Professional in Human Resources[®] accreditation from the Society for Human Resource Management, and is a fellow candidate at American College of Healthcare Executives. He lives in Pewaukee, Wisconsin with his wife, Annette, and has four children and one grandson.

All right, gentlemen, let's jump in. My first question is for both of you, but let's start with AlGene Senior. Could you talk about the values of *Care, Welfare, Safety, and Security*SM and how they were bedrock values in the formation of CPI?

AlGene Senior:

Well, *Care, Welfare, Safety, and Security*SM is now a bedrock, but like all bedrocks, it actually is like a cable that has many different strands to make it as powerful as it is. Actually, there were four reasons that the program was written to develop that care and welfare. And these reasons may not seem, you know, very reasonable until you see how they got together.

The first was that I used to volunteer into mental health programs for the social services here in Cleveland. And one of the things that used to always bother me is that I used to play guitar and sing, and there was always this one person who always looked like he was just bubbling around and he was very [overly] applauding. And one day I asked the caretakers, you know, "What's wrong with Jonas?" They said, "Well, they have to medicate him because sometimes he gets violent, even though he sings along as we do that."

The second instance is that in the years that I used to have as my boss at the judo and karate school, we used to have these great parties. I mean at these parties there was a family member who was married to my teacher's daughter, and he would get very violent. And at one party, I saw him get so

violent that my teacher, who was my judo teacher, actually had to throw this guy down, but it wasn't one of those hurtful throws. He had the ability to do that. And holding that person down while the party was going on like nothing was happening, because everybody was used to Tony. But my teacher was patting Tony on the head and saying, "Calm down." I could see that Tony's eyes, from the glaze, had just kind of calmed down now.

So the third thing is that one of the guys that was teaching for me in one of my schools was a therapist at a place called Fairhill Hospital. And at Fairhill, I asked him one day, you know, "What happens when these persons get crazy?" Because one of the things that he was teaching them was self-defense techniques for some of the staff. And he says, "Well, then we have to wrestle that sucker down, and then give him some Thorazine and then have him turn into mashed potatoes."

Now, all those things occurred to me when I was hired by the Cleveland University Hospital's psychiatric facility. As I was teaching them, all of a sudden, it got me to remember that these persons, I was brought there to teach them how to protect themselves. And essentially as I was doing this, it occurred to me that I was teaching them something that was incorrect. I was not teaching them what was the essential core of what they were doing as mental health personnel.

So therefore, I remembered clearly one day when I asked, you know, "Why do you put your hands in that position when the person is attacking you?" And the person gave me, you know, the stock answer, "Well, that's because you wanna block blah, blah, blah, you know." I said, "No. It's care and welfare, safety and security."

It eventually got to the point where it made sense to me that I was not there, and they were not there, to learn how to defend themselves, protect themselves. What they were there for was essentially the care and welfare and safety and security of that particular person, because a mental health facility is built for only one purpose, and that is because people get crazy. You know, if they didn't get crazy, then you wouldn't need to be, you know, doing whatever they were doing.

So essentially, that's the way that *Care, Welfare, Safety, and Security*SM actually evolved. All of those things came together, me understanding that you don't wanna just [give] Thorazine [to] the person. You don't wanna just, you know, get him like mashed potatoes but you wanna do what my teacher did, which is care and welfare, taking care of the person rather than hurting that son-in-law of his. He was just trying to take care of that particular individual.

That's what I call the mantra. And once that occurred, it was so clear to me in the teaching that we were not there to teach staff any violent methods. All we wanna do is get them so that they have this care and welfare. And the other thing they do is really powerful for me, is that I remember when I was a young guy and I loved battling. The most fun part was after the battle. It's when it was easier to become friends with the person I was battling with.

So I had that same feeling. As a matter of fact, I looked up the word "therapist" at one time. And one of the things that people don't realize, it's an old Greek word for companion. And a companion is a person that goes along with you on a trip. And after the trip, if you'd kept each other safe and helped each other, you'd find that you become easier to be lifelong friends with the person that has gone with you on those trips. So how's that?

Terry: That's great. I mean to develop that philosophy and a paradigm shift, really, at the hospital is a remarkable sort of philosophical construction—to indeed bring *Care, Welfare, Safety, and Security*SM into an environment where previously it'd been just about immobilizing someone who was perceived to be out of control. AIGene?

AIGene Senior: Can you imagine in the 70s, that's all they did? That's what they did, you know. They were hiring me to make sure that we made staff safe and then grabbed the person so that they can apply some medication to that person.

Terry: Fascinating.

AIGene Senior: We'll put them into Posey[®] restraints; as I recall it was the famous restraint system at that time.

Terry: Mm-hmm. How about you, AIGene? How are those values pertinent today?

AIGene Junior: Well, I think that, you know, as I hear—I'm hearing this story again, it's gratifying to know that that mantra my father has just referred to continues on. I think it's so important for us as professionals, as an organization, to have a focal point, you know, a point of reference for all the things that we do. It's easy to say that, you know, we're here for someone, or we're here to take care of someone. I mean I don't know anyone who gets into healthcare or into human service work for any other reason than they really have a genuine desire or need to take care of another individual.

Unfortunately, what's happening today is that we see—there's a move to the quickest, the fastest, what's the most efficient way of getting from point A to point B. And I know that that's a—well, there's a true reality that we're not going to avoid. Concurrently, we also have to be able to say to ourselves, "If I am taking this process where I'm applying a tool or a skill to a situation, whilst it may be efficient and even effective, is it really providing the experience of caring for someone, of providing safety for not just the staff member or not just the person in crisis but really everyone who's involved in that moment?"

You know, you have to be able to ask yourself, "Are we satisfying the entire equation?" We see that sometimes that's lost sight of or it may not be given the same level of value. "Oh, you know, you're a professional, you're a teacher, you know, you should understand what you're getting into." We've heard that kind of statement over and over again.

Terry: Well, I agree and I think part of what you're speaking to is this whole "lean and mean" movement of streamlining the business model here in the United States. Maybe there's too much emphasis on the mean part.
[laughter]

AlGene Junior: Mm-hmm. Yeah. I mean it's easy to lose sight of how powerful that relationship is. And, you know, I can tell you from my own professional experience, is the ones that I've had the best and most trusting relationships with, and this is—I'm talking about maximum security correction scenarios where, you know, everyone knows who the criminal is and who the officer is. But some of the best relationships were the ones where I was able to manage someone without hurting them. And at the same time, they recognize that I was not there to just take advantage of them through my own position.

That's really an interesting dynamic because a lot of people look at, you know, once you're done with the physical stuff or the crisis itself, you're done. Being willing to understand, while I'm not a therapist, if I was in a corrections environment, I certainly am someone who's in a journey along with that person in that same moment.

Terry: Did you find that your peers learned from you in that aspect? I mean it sounds like that mentality was enlightened for that particular venue.

AlGene Junior: Initially, I was, you know—well, in the corrections environment, it wasn't really understood how I was approaching it and again, it's really looked at as the school of hard knocks. I mean whoever—you know, the survival of the fittest, who's gonna be the toughest is gonna win. Only when I was able to

move into a role of training manager did I have a chance to have that kind of influence. And it was really fascinating to see this happening. You know, here we had 1,800 captive clients on any given day, maximum security scenario. And in that environment, recognizing that, you know what, I need to make sure that not only am I maintaining security, because now security is of paramount importance, at the same time, I also am responsible for the welfare, the life safety of everyone in that environment.

And it really just made sense to me that if I'm going into a situation where we have to manage someone physically, it is a lot easier in the long run, and even in the short run, if I can do it in a way where, you know, I'm walking out of there without injury, this person is walking out of there without injury. And it's not so much focused on, you know, who's the toughest, because one of the things that every competitor recognizes is that there is no one who is always gonna be the number-one competitor. Even Muhammad Ali lost matches. He lost fights.

There's always someone tougher coming down the line and understanding and recognizing that, you know, survival of the fittest or whoever is gonna be toughest is a very short-sighted and limited perspective when it comes to managing environments.

Terry:

Well said, well said. My next question is for AlGene Senior. Back when you brought security training and—security rather and care staff together in the same training, it was a very new concept. It must have been very foreign at first to the people who were being trained together. And I'm wondering if you recall a light-bulb moment where the training began to be accepted and really resonate with those being trained. And now, I wonder what those initial receptions were like.

AlGene Senior:

Oh. It sounds like you never were in mental health back in those days. [laughter] It was not unusual at all. As a matter of fact, that was the prime example that security was involved with. It is because in those days (now, you're talking about the 60s and 70s) mental health workers were not supposed to put their hands on these violent persons because in those days, the trend was, you know, you don't wanna put your hands on anybody because you're teaching them how to be violent. I mean it was one of the things that was very strange in those days.

So since the mental health worker was not supposed to be violent, then you gotta get somebody else who has the chance to be violent and that's the security person. So when I did my first training, it was at a place called Woodruff Hospital. What happened is that I trained nurses and therapists—and no doctors, of course, in those days because it was, you know, not in

their job category to be part of managing an aggressive patient—security people, and janitors. But my first class was in a big gymnasium where I had, oh, I'm gonna have to guess about 80–90, close to 100 staff that I had to train.

So it was not difficult. And one of the most interesting things was the psychiatric staff and nurses, they were very happy. I mean this is something that they've probably been working there, some of them, for 20–30 years and that's always in the back of their mind. "Oh, I got home safe today." You know, "What if tomorrow doesn't do whatever?" So it was just—I mean it was like, oh, it's so much fun to be able to teach people that were happy to learn something.

And the only thing that was different, of course, I had to really examine my teaching procedures and I did a lot of things that I would never have done with teaching technical things. That actually is what the program is designed around, trying to teach a person, say, a 50 to 60-year-old woman, that has never been in a real fight other than spanking their child, teaching them how to manage a person without getting hurt and at the same time not hurting that person. That was really, really an interesting process of teaching the technical things, and designing it with a mantra in a sense so that the person would be doing what Immanuel Kant used to say as his categorical imperative, "Act only according to what maxim whereby you can at the same time [will] that it should become a universal [law]."

So you know, they weren't doing it to protect themselves. They were doing it so that they can render care and welfare. They weren't doing it because they had to medicate the person, give him Thorazine, but they were doing it so that later on they can be able to talk to the person and do some kind of therapeutic progress. So in a way, thinking that they were separated in mental health facilities, they [staff] were only separated because of tasks and because of titles.

The reality is in any facility like that, acting out behavior, a person does not say, "Okay, I'm gonna only act out with persons who have worn a uniform. And if I'm gonna attack that person, I'm gonna leave this child alone and I'm gonna leave this nurse alone." It doesn't matter.

Terry: So you found a great receptivity to the training when it began?

ALGene Senior: Oh, like crazy. As a matter of fact, I remember that—now, I have to first of all say that this program started with what is called PCI, which is called Physical Crisis Intervention. When I designed the program, essentially [it] was not because I was doing it for a therapeutic reason. I was doing it

because I understood any kind of crisis—there's a Chinese saying that any crisis means danger and opportunity. So in developing that, I used that word "crisis" and I said physical crisis because the person is going crazy and an intervention of course at that time was a common word for when you have to stop a person from doing drugs and all of that stuff. That was in the 70s.

So I used that title, Physical Crisis Intervention, so that the staff would understand that that's what we're gonna do. It's gonna be—I'm not here as your therapist. I'm not gonna teach you how to use therapy. All I'm going to do is show you how not to get hurt and how to manage the person as safely as possible. And so with those words, Physical Crisis Intervention, PCI, it actually, you know, was what I was interested in doing. So that didn't mean that it was only for security. It didn't mean it was only for therapeutic staff. It meant everybody's got to get together on this particular thing.

Terry: I see. And at that time, did you have any feeling or foreshadowing of how prominent de-escalation training would grow to become?

AlGene Senior: Heck no. As a matter of fact, I'm blown away. What, it's over 50 years in this original program that I wrote and its outline still exists? I mean that's why I talk about it being like a cabling. I mean it's not one thing that makes this program. And I almost feel like bragging that, no, the strands that are connected together are so powerful that it has maintained itself for 50 years with very little change other than terminologies that I've seen and some of the, you know, upscale studies that have been in psychology.

I mean just the way I look at the program and the way I outline it was real simple, you know, because I'm not a very smart guy and I need to have things that I could follow myself as I train. So simply the first thing that I had to let them know is very simply, you know, anybody is going to attack you. There are these four levels that will happen. When they attack you, you know, it's normal. And a lot of the stuff is taken just from normality, I mean from real stuff.

If a person wants to attack you, there's a moment where you can see that change. Very seldom does the person go from not, you know, doing—unless of course they're a devious person. But even yourself—actually if I may just kind of back up. Crisis intervention is something that everybody does every day. Almost everybody does what we do except some of us don't think that it's part of a job, you know. It's part of, you know, how many times that you had to intervene with a buddy of yours, or you're married, you know, your wife is intervening with you almost every day.

So crisis intervention is not an unusual process. It's not something that I was smart enough to invent. It actually was there. All I did was be able to look at it like those cable strands and identify. There is a point where this person has just changed. And I also look at it in a system where it's very mathematical. If this changes, then that will equal what you have to do is identify the change, anything, whatever.

And one of the problems that we have in, I think, educated people is the fact that we tend to want to put great, fancy words on things. And one of the things that—another thing that I'd like to do is, I say, if you're ever going to talk to anybody, I used to tell this to all my children, that you have to bring at least three dictionaries with you. And the first dictionary is your own. What do you mean by those words? The second dictionary you need is what does that person know? And when you say a particular word, what does that word mean to them? And the third dictionary you need is what I call, you know, the Webster's dictionary. Then if you don't agree, then you all look at this Webster's dictionary.

So what I did with these four levels, if you wanna look at what my very simple mindset was, I am going to put a word there and I am going to define it in the class so therefore when I use that word, it will mean the same to you as it will mean to me. So if you look at the four levels, that's all I really was very fortunate to be able to do. There's the word. I'm gonna define it. This is the next word. I'm gonna define that. And then defensive. That's the word, I'm going to define it, etc., etc. And it's such a simple program that, like I say, I'm so flattered that it's lasted so long, but it's because I think persons look into the complexity of things rather than the simplicity of it. It's very simple because first there goes these four levels and the fourth level is they can't act out anymore.

I mean energetically, a person cannot run the 100 yards, 100-meter dash too much longer than about 9 seconds, then that person either has to rest or fall down and die. That's what your body goes through. You can't do it any longer than that. No matter what happens, no matter what kind of drugs you've taken, there's a point where he's going to have to stop. And I don't think most persons realize it at that time that occurs because they used to talk to me about PCP lasting forever. Oh, you know, just wait until they rest and then you go into it during the rest.

Terry:

So you're saying that the reason that the *Crisis Development Model*SM is so enduring is because the behavioral and philosophical foundations are so archetypal?

AlGene Senior: Yeah. What's different about that? Tell me anybody that can act out forever and I give you a super, you know, a super-being. It's impossible. Tell me a person who is crazy all the time without calming down to, you know, a lower level. And I'm gonna show you a person that is going to probably die within 20 or 30 minutes. There are things that are so impossible that a person had made up stories about how bad they are that we sometimes get to the point where we actually miscommunicate ourselves because we want to be too complex. And that's one of the problems.

What I think is that—in fact I'll tell you from my point of view. I didn't like using all the terminology because it confused me, because sometimes I didn't even remember the word that I was supposed to use. You know, I am so impressed that it's lasted so long but it's only because it's been with us since we were, you know, born as animals.

Terry: So for both of you then, I mean, would you speak to whether crisis behavior management—is it art? I mean you kind of touched on this, an art, a science, or a combination of the two?

AlGene Senior: Well now, I used to be confused about that. You know, one of the things I love to do is study to see what are things. And I couldn't understand—if you look at this definition in the dictionary—what, you know, was very difficult for me is very simple now. I finally got to the point where I understand what art is and I understand what science is. Art is performance. You cannot do any art unless you perform it. So therefore, anytime you perform things, your art might not be good and your art might not be fantastic but you are performing it. That's an art form. Anything you do is an art.

Science is the study of that art form. In other words, study. You cannot have science unless there's something that is performed or is in existence. So therefore, art is performance. Science is, "Okay, let's see. How did that happen? When did that happen? If you do this, what would happen? If you do that, what would happen?" That's the science part. And that's the part that takes a different kind of intellect than the person who's artful. Artful people sometimes don't know why they're doing it.

You know, you see an athlete doing things and he'll—I still remember talking to—I can't remember, one of the [Cleveland] Browns tight ends, and he did a fantastic catch and I used to do some training with him. And I said, "How did you do that?" And he looked at me because we're both martial artists. He kind of [said], "I don't know what the heck I did, but I'm gonna lie," and he tells all these other things about it. But a lot of times, things that you do are done so intuitively that there is no real intellectual input in whatever is happening.

So art is very simply you do it, just do it. Science is then you see whether you liked what you did or you didn't like what you did, and what you liked is this and what you didn't like is that.

Terry: All right.

AlGene Junior: Yeah. And I tend to see the art and the science of crisis management and behavior management in the very same light. You know, I think one of the things that really helps to differentiate what we do is that it's not based in, you know, this is the theory or this is the reason why you do x, y, or z. You know, we want people to really bring their experiences to the table and then we have a chance to work with them and play with it. And it gives an active environment for learning these kinds of crisis intervention.

I think what's really interesting when we add that on top of that is the fact that it's not as though we're telling something or helping—telling something new to a learner, someone who's being exposed to the content. It's not like it's brand new. It's stuff that they've known or they've experienced. What we've been fortunate enough to have experienced through, you know, the organization of the program, the *Crisis Development Model*SM, *Verbal Escalation Continuum*SM, all of it really comes down to organizing thinking so that people understand what was really taking place.

Now, you know, if we look at that intuitive success, that's an important component because a lot of people say, "Well, I was just lucky." Well, yeah, there might be some luck in the intuition but I would also wager that experience from the past lends itself to the intuition. Some abstract concepts and learning contributed to it and we wanna be able to reinforce why things were working. And that's what we do is we look at the art of why were you successful or the success that someone has had and then leverage that to say, "All right. So here are some of the components, the science, if you will, or the study as to what was helping to make it successful."

It doesn't negate the importance or the power of intuition. And in fact, what it does is it helps someone say, "You know what, wow, thank goodness because I wasn't sure if I was doing the right thing or not and now I know I was."

Terry: So it becomes an affirmation?

AlGene Junior: Mm-hmm.

Terry: That's great. Question moving on to you, AlGene, a current vice president here at the CPI. I wanted to ask what's the most important thing that you're working on right now, and how are you making it happen?

AlGene Junior: Wow. Well, yeah. [laughter] I look at that and say, "All right. What's the laundry list of things that we're working on?" You know, I think that without a doubt, I have to talk about conference and how we're preparing for our next Instructors' Conference. You know, it's fascinating because I get mailings and emails and brochures. You know, if I don't get two every day, my computer has been turned off.

But I hear about conferences and these different seminars and symposiums that are coming along. And they look really interesting to me, but they also tend to feel a little hollow. And what I mean by that is that, you know, it really feels like it's a task-oriented kind of event. The Instructors' Conference, since its founding, and since the first one and as we've continued over these many years, has been much different at CPI. It's really been focused on, you know, "Yes, we're going to give you, the Certified Instructors and participants, more information, information that helps to deepen . . . [AlGene Senior coughs.] Yeah. You okay there?"

AlGene Senior: Yup, sorry. I just tried to get you guys away from the microphone here. [laughter]

AlGene Junior: All right. So conference has from the beginning been an important, a very important element of what we do at CPI, because not only do we give more information, deep and broadening information, or knowledge for the Certified Instructors, it's unique in that it also is a—it's reflective of the culture of CPI. I mean, you know, let's go back to that whole—the mantra of *Care, Welfare, Safety, and Security*SM. We have more than 32,000 Certified Instructors around the world who have raised their hand and said, "Yes, I believe in that." And that's, you know, what I'm dedicating the training to.

We continue to hear this story of how much CPI training influences any of the other training experiences that they provide to their colleagues. So when we have a conference, what it does is it's reinforcing that culture of *Care, Welfare, Safety, and Security*SM. And it sounds almost hokey in its language, doesn't it?

AlGene Senior: Let me give you one of the most important things that—again, I hate to sound me-ish but one of the most important things that I felt that was important was to have a conference. As a matter of fact, all of my partners at that time when I suggested that we do these conferences, they actually

thought it was kind of foolish. It was just a waste of, you know, they did not have any idea what it meant. Now, I have already been involved with about two or three national organizations and I had my own organization in martial arts.

The thing that was really interesting about martial arts is that when a person is out there, even though you're learning the same technical things as a person down the road, you don't have this feeling of connectedness. You will feel alone. There is that lonely feeling that you have that I do CPI but, you know, nobody else has done it. The organization actually becomes an organization because the organisms all get together or they have a gathering place. And everybody knows that we are a group rather than we are individuals. And essentially, it's very interesting that—oh, kind of like a family, you know?

I have a family and I love; I know I'm of a family. But if you don't have that family, there's not that one connectedness of being together. So I still recall having about a two-year debate over having these conferences. And the only way that my partners could get a conference is that if they could make some money with it. And so therefore, that's when we designed all these other programs. But what was very powerful especially in the first one (and what brought the rest of my group, my management group, into understanding the conference) was the fact that the people left there with such a great feeling that all of a sudden we became CPI rather than, you know, I just trained in [the] *Nonviolent Crisis Intervention*® [program].

It was—CPI was now the family group that happened. So that conference is not only just to make money, but it is essentially the only way that you can design an organism or organization. It's a powerful way of saying, "Hey, you are from England and I'm from California and, you know, we're family." It's a very powerful moment that most people don't realize how powerful that organization conference is. But I know because if you look at all the other crisis intervention organizations, they do not have the same power we do because of that one very powerful instance. We are an organized group. We have a group that we would say we belong to each other in this particular way.

So as much as all those things matter, Gene, the thing that really matters is to design it so that you develop that connectedness with the mission of the program which is the *Care, Welfare, Safety, and Security*™.

Terry:

Well said. Well, are there any final thoughts that you'd like to leave us with today before we can wrap up our interview? Thank you very much both for joining me today on *Unrestrained*.

AlGene Senior: No. Actually, I haven't been talking about this for a while but it inspires me to write a couple of other things about, you know, how the program really built its strands of power and . . . yeah, I'm just impressed. You guys are doing such a great job of keeping this thing going. I don't think the members would let you not keep it going. And again, if you look at why that conference becomes a power tool for building the mantra, terrific.

Terry: That's great.

AlGene Senior: Thank you. Thank you.

Terry: Well, thank you. AlGene?

AlGene Junior: Yeah. It's really being able to rejoin CPI, it's been such an honor because I have an opportunity to work with just tremendous professionals, you know, of course our team here in our Milwaukee offices in addition to the Global Professional Instructors and Managers that we have all around the world. I mean, you know, it's easy to see what they're doing. And the reality is that not everyone can do what they do. This is not the—it's not just one of those autopilot kinds of positions. They are in a constant evolution of who they are as professionals, and they're in a constant development pathway, and it takes a very special kind of personality and skillset quite frankly to do what they do.

And the fact that we've had professional Instructors who have been on the road for more than 18 years still as part of our team, again, what a tremendous reflection and statement about the commitment they have to what we do here at CPI. And the fact that there are so many members of the leadership team around the world who were in the very same roles, that's reflective of, in my mind, a very strong and powerful organizational culture.

Terry: I see. It's in a way that CPI's product, if you will, can evolve in a way that a commodity never could.

AlGene Junior: I would tend to believe that because commodities tend to forget about the most important thing which we deal with which are humans, the human experience.

Terry: And what a tremendous thought to wrap today. Well, this is, for *Unrestrained*, Terry Vittone. I want to thank very much my guests today, AlGene Junior and Senior Caraulia. And thank you, gentlemen.

AlGene Senior: Thank you.