



CBC Principles & Tools

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Core principles

- CBC is time-limited, goal-directed and focused on the here and now (historical material, if used, is examined to provide valuable lessons to help guide current behaviour and decision-making).
- How we react to events is largely determined by our views of them, not by the events themselves.
- Through examining and re-evaluating some of our less helpful views we can develop and try out alternative viewpoints and behaviours that may be more effective in aiding resolution/ improved performance.
- Guided discovery helps clients to reach their own conclusions and solutions; you are your own best expert
- Co-created solutions are tried and evaluated, adjusted and refined to address issues affecting internal state and performance
- CBC is time-limited, goal-directed and focused on the here and now
- Informed consent
- You become self-coaching
- Though the primary aim of coaching is to help individuals develop action plans for change, it also encourages them 'to increase self-awareness of thinking, moods and emotions

Session number and length

The number and length of sessions depends on the person's requirements:

- for example, one-hour weekly sessions to tackle an ongoing problem for six/eight weeks
- Three-hour session to deal with performance anxiety regarding an imminent public speaking engagement.
- With regard to performance anxiety, we help people to distinguish between performance interfering thoughts (PITS) and performance enhancing thoughts (PETS) - we have a variety of rhyming acronyms for specific problem areas!
- Coaching can be conducted face-to-face, by telephone or e-mail (particularly if clients are in other parts of the world).

Key terms/Tools

- Assessments (ABCDE, SPACE)
- PITs
- PETs
- Socratic Questioning (disputation)



- Reframing
- Experimentation
- Evaluation

Systematic problem-solving steps

Wasik (1984) seven-step problem-solving sequence

Step	Questions
1. Problem identification	What is the concern?
2. Goal selection	What do I want?
3. Generation of alternatives	What can I do?
4. Consideration of consequences	What might happen?
5. Decision making	What is my decision?
6. Implementation	Now do it!
7. Evaluation Did it work?	Did it work?

Once the person becomes adept at using the seven-step model, he/she may want to use a shorter model to quicken the problem-solving process.

Select problem	Problem definition
Target solution	Implement solution
Implement a solution	Evaluate outcome
Review outcome	

Excessive emotional interference – linked to problem solving sequence

A activating event (trigger)	Stops working on the solution chosen at step 5
B distress-producing beliefs	'Sorting things out shouldn't be this bloody difficult! Nothing seems to be working
C consequences	emotion - anger and despair behaviour - agitation and withdrawal
D self-disputing	'If I don't sort things out, I'll end up with more problems, not less. Now get back on track and give up these silly ideas that change should be quick and easy. If it's taking longer and harder than expected, too damn bad!
E effective reduction of emotional interference	Effective reduction in anger and despair which enables the person to return to persisting with her proposed solution at step 5 When the person's emotional distress has ameliorated, then she can resume following the problem-solving model (PITS/PETS)

It is pointless to try and follow the models above when the client is emotionally upset (if there is no amelioration in her emotional state, then a referral to a clinical specialist is indicated).

Space = See additional sheets



Socratic Questioning

Guided Discovery and Socratic Questions to examine thinking and challenge performance interfering thoughts (PITs)

Guided discovery is a process where the coach and the coachee work collaboratively to view the world or particular problem differently. It uses questioning based on the systematic questioning and deductive reasoning developed by the 5th Century philosopher, Socrates. It is used to help PIT identification and modification. (*Palmer, Szymanska 2008*)

A. Questions that probe CONCEPTUAL understandings.

1. What do you mean by ____?
2. How does ____ relate to ____?
3. Could you put that another way?
4. Is your basic point ____ or ____?
5. Let me see if I understand you; do you mean ____ or ____?
6. How does this relate to our discussion/problem/issue?
7. Could you give me an example?
8. Would this be an example: ____?
9. Could you explain further?
10. Can you find a more precise term for ____?

B. Questions that probe ASSUMPTIONS.

1. What are you assuming?
2. What could we assume instead?
3. You seem to be assuming _____. Do I understand you correctly?
4. You seem to be assuming _____. How would you justify taking this for granted?
5. Why would someone make this assumption?

C. Questions that probe REASONS AND EVIDENCE for a position.

1. How do you know?
2. Why do you think that is true?
3. Do you have any evidence for that?
4. What are your reasons for saying that?
5. What other information do we need?
6. Could you explain your reasons to us?
7. Are these reasons adequate?
8. Why did you say that?
9. What led you to that belief?



- 10.**How does that apply to this case?
- 11.**What would change your mind?
- 12.**Is there a reason to doubt that evidence?
- 13.**What would you say to someone who said ____?
- 14.**By what reasoning did you come to that conclusion?
- 15.**How could we find out whether that is true?

D. Questions about PERSPECTIVES.

- 1.** You seem to be approaching this from ____ perspective. Why have you chosen this rather than another perspective?
- 2.** How would other groups/types of people respond? Why? What would influence them?
- 3.** How could you answer the objection that ____ would make?
- 4.** What might someone who believed ____ think?
- 5.** Can/did anyone see this another way?
- 6.** How many other perspectives can you imagine?

E. Questions that probe CONSEQUENCES of a position.

- 1.** When you say ____, are you implying ____?
- 2.** But if that happened, what else would happen as a result? Why?
- 3.** What effect would that have?
- 4.** Would that necessarily happen or only probably happen?
- 5.** If we disagree, what consequences could result?
- 6.** If this and this is the case, then what else must also be true?
- 7.** Would any implication or result cause you to think differently?



Negative Self-Talk

What is Self-Talk?

As we go about our daily lives we are constantly thinking about and interpreting the situations we find ourselves in. It is as though we have an internal voice inside our head that determines how we perceive every situation. We call this inner voice our 'self-talk', and it includes our conscious thoughts as well as our unconscious assumptions or beliefs.

Much of our self-talk is reasonable (e.g. 'I'd better do some preparation for that meeting tomorrow', or 'I'm really looking forward to Friday night'). However, some of our self-talk is negative, unrealistic or self-defeating (e.g. 'I'm going to fail for sure', or 'I'm no good at presentations - I'm hopeless').

Negative Self-Talk

Negative self-talk often causes us to feel bad, and to experience upsetting emotions such as hurt, anger, frustration, depression or anxiety. It can also make us *behave in a self-defeating way*. For instance, thoughts such as 'I'm going to fail for sure' may discourage you from being proactive and putting in the preparation for an important task; or impairing your preparation because your anxiety levels are so high that you cannot perform with confidence.

The way you interpret events has a huge impact on the way you feel and behave. This, put simply, is the core psychological principle underpinning Cognitive Behavioural Coaching.

The ABC of Self-Talk

The relationship between your thoughts, feelings and behaviours can best be explained by looking at the A-B-C of your self-talk:

A is for Activating Situation

The Activating situation refers to the situation itself, or the things that happened when you began to feel bad, such as being at an event with a whole lot of people you don't know, being overloaded with work, or making a mistake that you imagine everybody knows about and is judging you for.

When you identify the activating situation, it's important to stick to the facts, for example: 'I have an important meeting today, I need to read the papers and prepare some thoughts in advance.', rather than 'I have an important meeting today, I'm going to look stupid again because I never have anything useful to say, everybody else is always so on the ball.'



B is for Beliefs

Beliefs comprise our self-talk (thoughts) and *assumptions* that we make about a situation. Identifying our self-talk can sometimes be tricky. This is because it is so automatic that often we are not even aware of what is going on in our mind.

When something happens and we suddenly feel upset, we assume that it is the situation itself that has made us feel this way. However, it is not the situation (activating situation) but the way we perceive it (Beliefs) that makes us feel the way we do.

Our thoughts largely determine the way we feel, for example, your thoughts might be 'I've become really fat...I must look so ugly...no wonder people look at me with like that'. Your feelings resulting from these thoughts might be sadness and frustration or fear, anxiety and guilt.

C is for Consequences

Thinking negatively about situations makes you feel bad and it can also cause you to behave in an unhelpful way.

Changing deeply engrained thoughts feeling and behaviours requires hard work and reinforcement. It is like learning a new language- it takes repetition to build up a new vocabulary. Similarly changing habits requires repetition and it can be uncomfortable.

Your coach may suggest at least two approaches to support you in managing negative thoughts that are causing you distress.

1. Cognitive Behavioural Coaching (CBC)

The CBC coach establishes a working alliance with clients who agree that this approach may help them achieve goals which have so far alluded them. It is a practical methodology with strong psychological foundations and an equally sound evidence base, drawing as it does from Cognitive Behavioural Therapy. It involves a process called reframing and concentrates on finding positives thoughts to replace the negative ones

2. Mindfulness

This approach concentrates on acceptance. Letting the thought flow in and flow out of your mind. You accept them and then let them go without allowing them to hijack you and control your feeling and behaviour.

We will discuss which approach you would prefer to focus on. Charmaine



Reframing

Used to reframe self-limiting beliefs or assumptions

Reframing allows coaches to focus on Performance Inhibiting Thoughts (PITs) and turn them into Performance Enhancing Thoughts (PETS).

See below for an example:

PITs	PETS
They will know who I am talking about and tell the school.	<p>I never say out loud in a public place something about someone who is not present that I would not say if they were present.</p> <p>(This works to help you distinguish between those things its ok to air in social situations where you could be overheard and those which should only be aired in private where you can guarantee confidentiality.)</p> <p>I have never said anything in a social situation to harm anyone or upset anyone. People are here to enjoy themselves and relax, they are like me, not here to spy on others.</p> <p>You need to find the right re frame for you. If its quiets your mind when you say it it's the right one.</p>