

COGNITIVE-BEHAVIOURAL COACHING

TOOLS & TECHNIQUES

What does CBC deal with?

- **Thinking**
(dealing with unhelpful thoughts)
- **Emotions**
(dealing with unhelpful emotions)
- **Action**
(problem solving and solution focused action)



1. THINKING

The Inner Game

‘In every human endeavour there are two arenas of engagement: the outer and the inner. The outer game is played on an external arena to overcome external obstacles to reach an external goal. The inner game takes place within the mind of the player and is played against such obstacles as fear, self-doubt, lapses in focus, and limiting concepts or assumptions. The inner game is played to overcome the self-imposed obstacles that prevent an individual or team from accessing their full potential.’ (Timothy Gallwey, 1974)





I'm not afraid of anyone, but sometimes I'm afraid of myself. The mental part is very important.

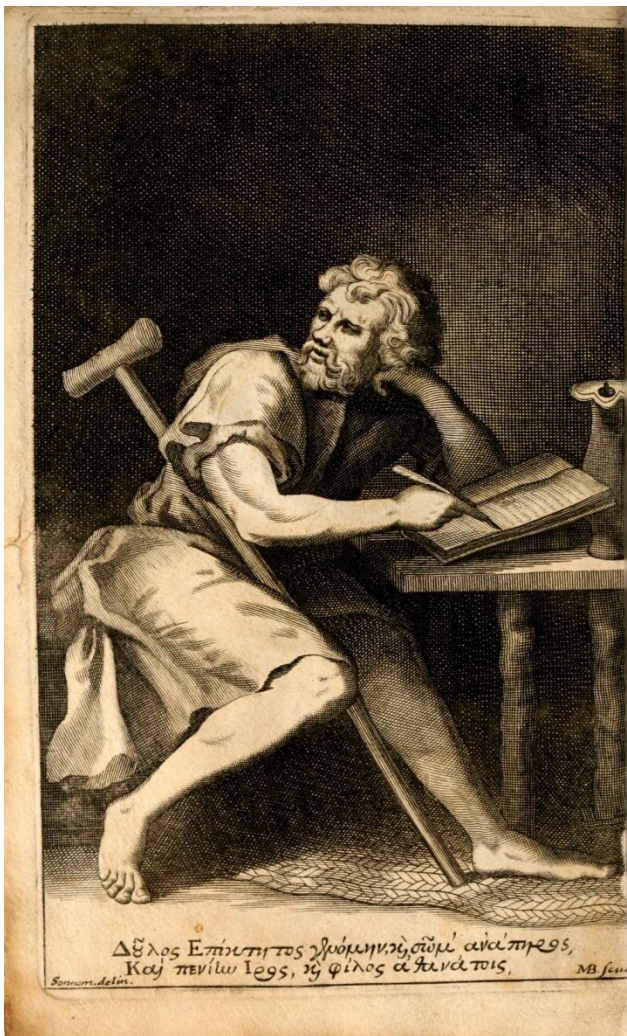
Justine Henin

Losing is not my enemy. Fear of losing is my enemy.
Rafael Nadal



The basis

‘It is not external events themselves that cause us distress, but the way in which we think about them, our interpretation of their significance. It is our attitudes and reactions that give us trouble. We cannot choose our external circumstances, but we can always choose how we respond to them.’



*Epictetus (55-135 AD)
a Roman slave, who
became a great
philosopher and teacher.*

ABCDE

A Activating event (trigger): a very important deadline

B Belief: “If I don’t meet the deadline, people will think I am a failure”

C Consequences
Emotional: anxiety
Behaviour: Procrastination, delay undertaking task
Physiological: Fatigue, early waking

D Disputing the belief
Cognitive: disputation; coping images
Physiological: relaxation techniques

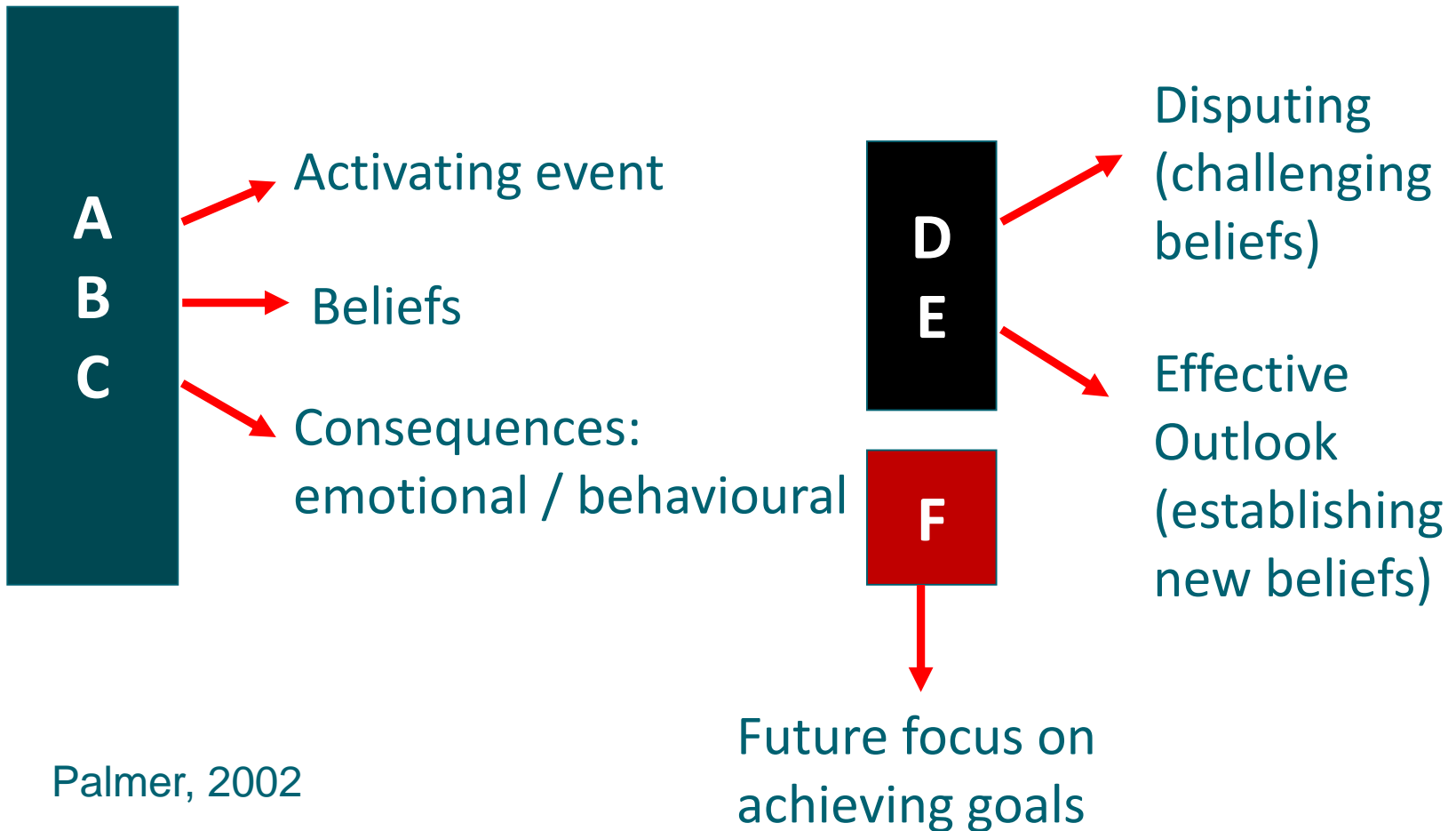
E Effective outlook
New approach, goal-focused behaviour, action not procrastination
Visualisation: picture self meeting the deadline

Coaching Tools: ABCDE



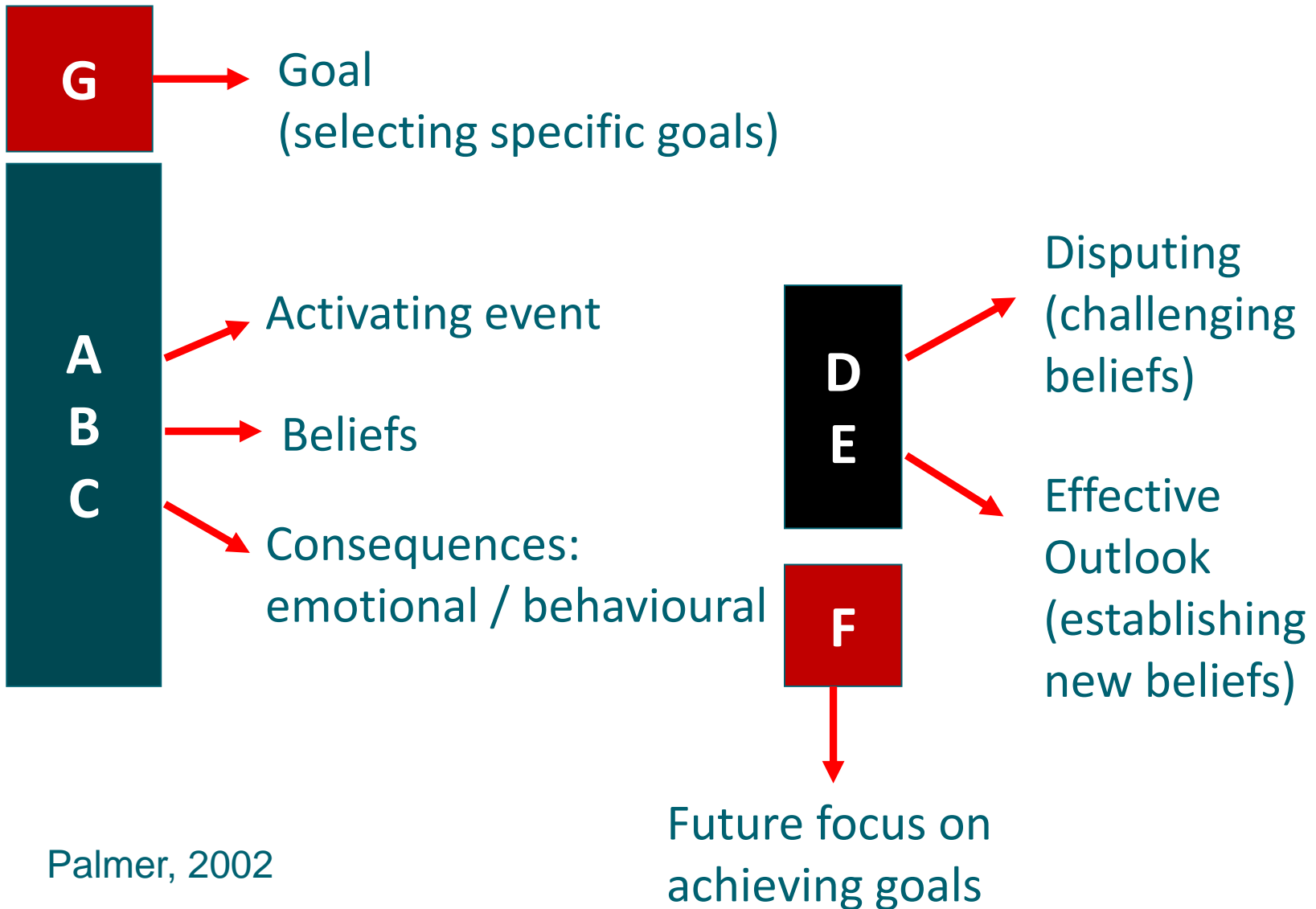
Ellis, 1962

ABCDEF



Palmer, 2002

G-ABCDEF



Palmer, 2002

PITs vs. PETs

Performance interfering thoughts (PITs)

“I usually find it hard to start conversations with people. It tends to take me a long while before I feel comfortable with other people.”

Performance enhancing thoughts (PETs)

“I like people and tend to get on well with them. When I am coaching, I am good at quickly building trusting relationships.”

Examples of PITS and PETS

PITS

- It's going to go badly
- I'm terrible at making presentations
- Visions of being unable to speak and of being laughed at
- The audience will be bored

PETS

- It will be at least okay
- Some have gone well, some less well but overall I'm reasonable at making presentations
- Visions of making the presentation with a mistake or two, but overall going well
- How do I know? I haven't even given the presentation yet!

PETS

- It will be at least okay
- Some have gone well, some less well but overall I'm reasonable at making presentations
- Visions of making the presentation with a mistake or two, but overall going well
- How do I know? I haven't even given the presentation yet!

But...

- How do you know?
- Is this really true?

- Vision of the process or goal?

- What if your audience was bored previously?

What am I doing, as a coach?

- As a coach, are you in business of making your clients feel good, or helping them achieve their goals?
- These two do not always coincide!
- Prioritising the first produces the short term effects at the expense of the long term effects.

Bicycle psychology or the Goldilocks Principle

- Being overly positive may lead your client to becoming too laidback (e.g. not preparing well - not because she is paralysed by anxiety but because she has none!)
- If the situation challenges her PETS she may start mistrusting even more any positive thoughts.
- SO WHAT CAN WE DO?

CONSTRUCTIVE THINKING

Sabotaging thoughts

- 'I can't make it'
- 'I am not good enough'
- 'I will be rejected or laughed at'
- 'It was only luck'

Constructive thoughts

- 'I can try, and see how far I can get'
- 'I will do my best this is what matters most'
- 'If somebody rejects me it is their loss not mine'.
- 'It wouldn't happen without me'.

Some common pits in coaching:

- 01. All or nothing thinking** (e.g. a perfectionist)
- 02. Magnification** (e.g. 'It's all my fault')
- 03. Minimisation** (e.g. 'It was nothing, really...')
- 04. Personalisation** (e.g. taking the blame for outcomes)
- 05. Focusing on negatives** (e.g. two out of 30 poor evaluations)
- 06. Over-generalising** (e.g. using *never*, *always*, *all* inappropriately)
- 07. Rigidity** (unwillingness to consider alternatives)
- 08. Over-simplifying** (e.g. black and white thinking)
- 09. Framing** (using emotional language to make a point)
- 10. Bias** (client's thoughts influenced by possible benefits or losses)

CBC Techniques

01. Look for the evidence

- Coachee: 'I could never get that job.'
- Coach: 'What's your evidence for saying that?'

02. Broaden picture [zoom out]

- Coach: 'So things have been going badly at work. If you think back over the past year, can you give me an example of something that has gone well?'

03. De-labelling

- Coachee: 'My manager is a tyrant'
- Coach: 'So your manager has quite a directive style of leadership.'

04. Demagnification

- Coachee: 'It was my fault that the report was critical of our service.'
- Coach: 'So you believe that you contributed towards the situation. Were there some other factors played a part?'

05. Playing ‘devil’s advocate’

- Coach: ‘If you were to play ‘devils’ advocate’, what would you say?’

06. De-generalising

- Coach: ‘You’ve said she *never* helps you. Can you think of one instance when she has?’

07. Relative thinking

- Coach: ‘Is there another way to interpret this situation?’

08. Clarifying:

- Coach ‘You seem to be saying that this is all her fault.’

09. De-framing

- Coach: “OK, let’s take a step back for a moment. When you reflect back on this situation in 10 years’ time, how do you think you’ll be describing it?”

10. Distancing

- Coach: ‘If you take a position of somebody who has no interest in the situation, what would you think then?’

2. EMOTIONS: Exposures and experiments

- CBC is not only about thinking. It also encourages clients to deal with unhelpful emotional reactions through controlled exposures and experiments.

Exposure

❑ *In imagination*: It is important to instruct the client to imagine the situation, not her usual reactions!

or

❑ *In real situations* (make it gradual)

❑ Guiding clients:

Positive frame of mind (constructive ‘mantras’)

Awareness (‘How do you feel now?’)

Acceptance (‘Accept your feelings and relax’)

Re-focus (on making others happy, curiosity, the sense of power and control, enjoyment)

Positive evaluation (‘Anything good in the experience?’)

Make sure they know you are there to support them

3. ACTION

PRACTICE model (Palmer, 2007)

- A problem-solving and solution focused model.
- The sequential steps of the PRACTICE model can help structure the coaching process and provide the sense of progress for both the client and the coach.



Problem identification What's the problem, issue or concern?

- What would you like to change? How will we know if the situation has improved?

Realistic, relevant goals developed

- What do you want to achieve? Let's develop SMART goals.

Alternative solutions generated

- What are your options?

Consideration of consequences

- What could happen?

Target most feasible solution(s)

- What is/are the most feasible solution(s)?

Implementation of

Chosen solution(s)

- Breaking it down into manageable steps and go and do it!

Evaluation How successful was it?

- Use a success rating scale 0 to 10. What can be learnt?