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**The application of attributional training and cognitive therapy to occupational settings.**

Proudfoot, Judith

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**THE MANAGING RESILIENCE  
PROGRAMME**

**AN ATTRIBUTIONAL CHANGE PROGRAMME  
FOR OCCUPATIONAL SETTINGS**



# ***'MANAGING RESILIENCE'***

## ***A PROGRAMME TO ENHANCE RESILIENCE AND SUCCESS AT WORK***

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- MODULE 1      ABC MODEL**
- MODULE 2      AUTOMATIC THOUGHTS**
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- MODULE 4      CHANGING UNHELPFUL THINKING**
- MODULE 5      BELIEFS THAT LEAD TO SUCCESS**
- MODULE 6      THE WINNING FORMULA**
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**PARTICIPANT WORKBOOK - "BLUEPRINT FOR SUCCESS"**

**MAINTENANCE PROGRAMME**

**REFRESHER COURSE**

**Judy Proudfoot, University of London**

#### **Acknowledgements**

This programme was inspired by "Optimism ABC", a shorter programme written by Dr MEP Seligman and Foresight Inc

I wish to thank Dr Melanie Marks for her collaboration on parts of the material

# ***'MANAGING RESILIENCE'***

## **A PROGRAMME TO ENHANCE RESILIENCE AND SUCCESS AT WORK**

### ***COURSE OVERVIEW***

Managing Resilience is a 21 hour course built on current research in psychology

It is designed to assist delegates to become more successful at work by increasing resilience, motivation and psychological well-being

The course is skills-based, presented via a combination of individual and syndicate work, with easy-to-do assignments between sessions

### ***COURSE OBJECTIVES***

As a result of participating in this programme, delegates will be able to

- Identify key attitudes and behaviours that lead to motivation and resilience in the face of adversity
- Monitor their own attitudes about success and failure, and modify any unhelpful beliefs they may hold
- Develop attitudes and work practices that lead to persistence, resilience and peak performance

### ***WHO SHOULD ATTEND***

Individuals who wish to improve their motivation and effectiveness, as well as their resistance to the undermining effects of adversity and stress

The course is especially relevant for those who are experiencing a rough patch and are keen to improve

### ***COURSE REQUIREMENTS***

The course runs for seven weekly sessions, one three hour session per week Attendance at all seven sessions is necessary

Participants will be requested to complete confidential questionnaires at the beginning and end of the series, and to undertake small assignments between sessions

# ***MANAGING RESILIENCE PROGRAMME***

## ***A NOTE TO COURSE FACILITATORS***

1 The Managing Resilience programme is an attributional training programme based on cognitive-behaviour techniques. It follows the main principles and processes of cognitive-behaviour therapy, applying them to a group training context.

The aim of the programme is to assist delegates to enhance their resilience, motivation and self belief. It is not a psychotherapy programme, nor a skills training workshop. It is a psycho-educational intervention, which is active and present-focused.

2 As with cognitive-behaviour therapy, the behavioural strategies are introduced early in the programme. These are specifically customised to the client group, and form the basis on which the cognitive strategies are introduced.

3 The cognitive strategies are introduced sequentially. They too are customised to the client group. Each strategy is presented according to a format based on good training practice.

- i) The technique is explained using everyday examples. Discussion and questions are elicited.
- ii) In syndicates, the delegates then try out the technique, using carefully prepared activities that are non-threatening, and not personal, but related to their situation.
- iii) Delegates then work individually on an activity designed to assist them to apply the technique to a personal issue. The facilitator provides one-to-one assistance and support.
- iv) The technique is practised during the week via a specific homework task.

4 The role of the course leader is designed to be facilitative, not didactic - the process is one of active collaboration between the facilitator and delegates. Thus the aim is to keep instruction to a minimum, and to present the programme as a process of shared investigation and experimentation.

As with cognitive-behaviour therapy, it is intended that the majority of facilitator verbalisations be framed as questions. (It is important to try to elicit from the participants what they are thinking, rather than provide answers for them or tell them what you think they are thinking.)

The key strategies to be used by the facilitator are, therefore, Socratic questioning (rather than directive or exhortative questioning) and active listening.

The group dynamics are also very important in this programme, and the facilitator needs to be monitoring them constantly. Further, in line with the educational nature of the

programme, it is intended that the momentum and energy of the sessions be maintained at a high level.

Should a difficulty arise in a session, or a personal problem be aired by a delegate, it is recommended that you invite the delegate to discuss it with you on a one-to-one basis after the session

5 The Leaders' Notes contain suggested introductory words for each activity. These introductions, which are written in quotations, provide explanatory information about the topic, and a rationale for the activity.

It is therefore necessary that they be included, either as written or paraphrased.

6 In addition, the Leaders' Notes contain information and guidelines for facilitators. These are written in italics, and are for your information only.

#### MANUAL COLOUR-CODE

Leaders' Notes	white
Overhead Transparencies	purple
Worksheets	green
Homework Assignments	yellow
Course Reaction Form	pink
Participant Workbook	light blue
Maintenance Programme	apricot
Refresher Course	grey
Notes to Managers	blue

Judy Proudfoot  
University of London

# ***MODULE 1***

## ***ABC MODEL***

**Duration 3 Hours**

**Materials Required**

OHT 1 1 - Hitting the Wall  
OHT 1 2 - Self-Belief  
OHT 1 3 - Optimism and Self-Belief  
OHT 1 4 - Course Objectives  
OHT 1 4b - Course Outline  
OHT 1 5 - Confidentiality  
OHT 1 6 - 3 Steps to Enhancing Resilience and Success  
OHT 1 7 - Performance Appraisal (1)  
OHT 1 8 - Performance Appraisal (2)  
OHT 1 9a - The ABC Process  
OHT 1 9b - ABC Model  
OHT 1 10 - Thoughts Affect Feelings  
Handout 1 1 - Course Objectives  
Handout 1 2 - Outline of the Course  
Handout 1 3 - ABC Model  
Worksheet 1 1 - Personal Course Objectives  
Worksheet 1 2 - Complete the ABCs  
Week 1 Assignment Outline  
Homework 1 1 - Diary of Optimism  
Homework 1 2 - ABC Worksheet  
Homework 1 3 - Causes

**Participants' Workbook - 'Blueprint of Success'**

**Session Outline**

- Introduction
- Course Aims
- Outline of Course
- Getting Acquainted
- Personal Course Objectives
- Motivation
- How Thoughts Influence Feelings
- ABC Model
- Homework
- Summary

**PROCESS**

**CONTENT**

**AIDS**

Introductions *Welcome delegates to the Managing Resilience programme*  
(20 mins)

*Introduce course facilitators*

“The purpose of this programme is to teach you about the psychology of success. It is designed to actually take you into the next stage of success by improving your optimism, self-belief and resilience against set-backs ”

“Success can be compared with the star ratings on hotels - it is on a continuum. Some people are 3 star hotels, others are the equivalent of 5 star hotels, and as a delegate on a previous MR course jokingly said, others are ‘bed & breakfasts’

“How would you classify yourself?”

*Rhetorical question - don't ask delegates to share this information*

“No matter what stage of success you are currently, this course will help you to the next stage ”

“The aim of this programme is to train you to be your own psychologist ”

“We are going to give you various skills and ways of analysing situations that will enable you to improve your motivation and enhance your effectiveness

“You will walk away from the end of these 7 sessions with an arsenal of psychological strategies that will empower you in your job. They will make you more effective, give you a lot more feeling of satisfaction and belief in your own capabilities. Moreover, you will be able to exercise more control over the ups and downs in your job and in life in general ”

“Difficulties, frustrations and setbacks are numerous in any job. Some people skip around the hurdles or difficulties they encounter. Others do things the hard way, and others still lose faith in their capabilities and give up ”

OHT 1 1

“Self-doubts can set in quickly after some difficulties or failures. The important matter is not that difficulties arouse self-doubts (this is a natural reaction), but how quickly you regain your self-belief after difficulties ”



“Success requires sustained effort in the face of difficulties, and it is optimism, resilience and self-belief that counts ”

“Psychologists have shown that when people who have self-doubts are faced with obstacles or failures, they tend to slacken their efforts or give up. By contrast, those who have a strong sense of self-belief exert greater effort to master the challenge (Bandura, 1989). Of course, persistence pays off in better performance ”

“Optimism and self-belief determine

- what challenges you undertake
- how much effort you expend
- how long you persist in the face of difficulties”

OHT 1 2

“For example, Van Gogh only sold one painting in his lifetime, Hollywood rejected Fred Astaire initially as a “balding skinny actor who can dance a little, and Decca records turned down a recording contract with the Beatles with the words ‘We don’t like their sound - guitars are on their way out ’. Whoever issued that rejection must cringe at the sight of a Beatles album!”

“Success involves strong self-belief and optimism. These in turn increase your motivation and persistence, which results in better productivity ”

OHT 1 3

“Not only does optimism improve productivity, it is also good for your health! Research has reliably demonstrated that people who view things optimistically

- \* become less stressed or depressed when bad events occur
- \* have greater immunity to diseases and illnesses
- \* make fewer doctor visits per year

In addition, they

- \* achieve better at school and college
- \* perform well in athletic endeavours
- \* have more success in their jobs ”

“The purpose of the MR course is to teach you how to increase your optimistic self-belief so that you can enjoy these benefits. It will teach you how to enhance the positive effects of the pressure you work under and to view your successes and failures in the most productive way in order to achieve peak performance and well-being ”

*Course Objectives*

OHT 1 4  
Handout  
1 1

*Outline of the course*

Handout  
1 2

Getting  
Acquainted  
(35 mins)

*Introductions*

*Facilitators introduce themselves to the group and invite participants to introduce themselves to the person next to them*

*They are asked to share*

*name*

*job title*

*what they would like to get out of the course*

*To prepare for this, participants are invited to spend a few minutes individually completing Worksheet 1 1 Personal Course Objectives*

Worksheet  
1 1

*Allocate 5-10 minutes discussion in pairs Then ask participants to introduce their partner to the group*

*List each participant's learning objective on the flipchart as it is presented*

Flipchart

*Relate the participants' objectives to the course outline and course objectives*

*Inform participants that their list of objectives will be re-visited at the end of the course to ascertain to what extent they have each met their objective Mention that if any participant's objective is not covered specifically in the programme, they are invited to discuss it individually with the course leaders before or after the sessions*

*“The course techniques, although highly powerful, will only be successful if you want to change This course is not about changing your organisation or the economy, but about changing ourselves*

*Role of Participants' Workbooks 'Blueprint for Success'*

Blueprint

*“At various times throughout the programme, you will be asked to focus on the usefulness of what has been discussed for you personally and for your work For example, you will be asked to write down 2-3 things which are likely to be particularly useful back at work, and how you intend to make use of them.”*

*“Towards the end of the course, you will then cluster these items into areas, and develop an action plan for yourself.”*

*“You can also use your workbook to jot notes to yourself,*

or to highlight something important that has arisen in the programme, for example something you would like to think about, perhaps something you would like to check, or something you'd like to try out ”

“The Participants’ Workbooks are for your use, and for your benefit They are to help you get as much as possible from the programme Your workbook is your personal **Blueprint for Success** ”

*Show participants through the Blueprint*

*Housekeeping - course times*

- breaks
- messages
- fire precautions
- etc

*Ground Rules - confidentiality*

- participation
- privacy “In this programme, you will not be asked to share anything you do not wish to ”

*Other ground rules can be negotiated with the group*

OHT 1 5

“This course is based on a very powerful set of strategies The techniques will be taught to you in a sequence, with each seminar building on the previous For this reason, it is necessary to attend all 7 seminars (If you unavoidably miss a seminar, please arrange a catch-up session with us before the next seminar )”

“Attendance at all 7 seminars is just the start In fact, only 20% of the benefit of the programme comes from what you will learn in the seminars The remaining 80% will be acquired from applying the strategies between the seminars To assist you in this regard, we will be giving you little tasks and assignments to do during the week The purpose of them is to allow you to try out the strategies from the programme, to apply them to your job and indeed to your wider life It will also help you to pinpoint any problems Repeatedly, the research has indicated the importance of homework in bringing about change Consistently, it is those who do the weekly assignments that improve the most Completion of the weekly assignments is therefore a crucial part of the Managing Resilience programme The first segment of each seminar will be spent discussing the previous week’s assignments ”

*Outline the format of each session*

**Introduction to the ABC Model**

**a) Motivation**

Syndicate  
Activity  
(20 mins)

What Motivates / Demotivates You?

*In groups of five, participants are to draw up a common list of motivators and demotivators  
Facilitator displays the lists on the wall*

Flipchart  
paper

Facilitator  
Input  
(10 mins)

“Our motivation is affected by two different groups of factors. On the one hand, motivation is affected by factors external to us, such as the situation we find ourselves in, our interactions with others, etc. Our motivation and performance are also affected in a large way by our behaviour and our thoughts (i.e. the interpretations we make of events and interactions)”

“In the syndicate group activity, did anyone notice that what was a demotivator for some was not for others?”

“Sometimes we have no control over the external factors that can motivate or demotivate us. What we can control, and indeed change, are our behaviours and interpretations of events”

“Motivation, and indeed mood in general, are related to  
i) the activities we engage in (our behaviour), and  
ii) our thoughts (what we say to ourselves)”

i) “Some activities are associated with pleasure and satisfaction. These activities produce pleasant or motivated mood. For example, *(use examples from their lists of motivators)*

Other activities are associated with displeasure. These activities produce negative moods, such as disillusionment, demotivation, stress etc. For example *(select examples from participants' lists of demotivators)*”

“Research studies have shown that our mood on any one day is related to the number of positive and negative activities we engage in that day (Rehm, 1989)”

“Thus, what we do - or don't do - has a profound influence on how we feel” *Ask for examples*

“But are you aware of what specific activities result in your feeling more or less motivated, energetic and personally

effective? Are you in control of your motivation, or is it at the mercy of external factors?"

"We'll be looking at this question in our assignment this week "

ii) "What we think is also very important in determining how we feel. If we think pessimistic thoughts about the future (e.g. 'I'll never get promotion' or 'We'll never have a decent standard of living'), then we're bound to feel depressed. On the other hand, if we think, 'This is a temporary setback. I may as well try to get something out of it', we're unlikely to feel so down."

"The same situation can be interpreted in a number of different ways leading to vastly different feelings."

"Let me illustrate."

Group  
Activity  
(15 mins)

**b) How Thoughts Influence Feelings**

"Imagine you have arranged to meet a friend after work at a pub near their work. You haven't been to that pub before. Quite a distance from where you work. Finish work in plenty of time. Get there about 5 minutes or so before the agreed meeting time. Walk in. Friend not there yet. Pub not too full. 1-2 people come in. Think to yourself 'I'll wait for my friend before I order myself a drink.' Think about your day's activities. Look at watch. Pub starting to fill up. Others who had been there alone have now been joined. Wondering. Get a drink. Few sips. Look at watch. Others having a good time. Not many on their own."

**Debrief**

"What are you feeling?  
What was going through your mind?"

*Divide the flipchart into two columns. Write participants' feelings down the right side. Then write their thoughts in the corresponding position down the left side of the chart.*

Flipchart

Facilitator  
Input  
(15 mins)

"Many people believe that feelings such as stress, worry, frustration, despondency etc result from factors which are beyond their control (such as their job, the company policies, family concerns etc)."

"Certainly, many of our feelings are caused by external factors. But much of what we feel is the result of the way we think a situation, rather than the situation itself. It is our thoughts and attitudes that primarily create our

feelings ”

People react differently to the same event based on what they say to themselves about it and how they interpret it (e.g. in the pub scenario, the situation was the same, you each put your own interpretation on it which resulted in different reactions) ”

“Most of our thinking is accurate and helpful, producing appropriate feelings and behaviour. For instance, if someone close to you is very ill, it is appropriate to feel anxious, or if you have suffered a major setback, it is natural to feel very disappointed ”

“But some of our thinking is exaggerated and unhelpful, which leaves us feeling pessimistic and demotivated. Thinking can influence how we feel even when our thoughts are inaccurate ”

“But we need not be victims of our thinking. With effort and practice, we can change our thinking patterns and experience less unpleasant feelings ”

“This does not mean fooling ourselves, or being unrealistic. It means learning to check whether our thoughts are accurate, and if they are not, changing them.”

### **Steps to Enhancing Resilience and Success**

OHT 1.6

**\* Recognise your thoughts**

**\* Determine whether your thoughts lead to helpful or unhelpful feelings and behaviours**

**\* If they are unhelpful, substitute more effective ways of thinking.**

“We are not suggesting that you change a lifetime’s way of thinking, merely that you take a slightly different perspective on things, e.g. is the glass half full, or half empty ”

“Let’s look at an example of how thoughts affect feelings, and how a change in perspective can cause a change in feelings and behaviours ”

*Outline Performance Appraisal (1) showing the inevitable link between the negative thoughts and the feelings and behaviours which follow. Highlight how it is difficult to*

OHT 1.7

*change a situation (we don't have control over other people or many events in our lives), and once negative thoughts have occurred, it is difficult to prevent the unpleasant feelings and behaviours from following. This in turn can affect the situation again, thereby causing a negative downward spiral. But we can effectively intervene with our thoughts, and break the downward spiral. Demonstrate with Performance Appraisal (2)*

OHT 1 8

**ABC Model**

*Outline the ABC process*

OHT 1 9a

“A stands for an event or some action (the antecedent)  
 B stands for your interpretation or thoughts about the event (the beliefs)  
 C is the consequences - the feelings and behaviours that result ”

*Outline the ABC Model*

OHT 1 9b

*Distribute Handout 1 2 - ABC Model*

Handout  
 1 2

*Outline the relationship between thoughts, feelings and behaviours*

*Ensure participants grasp the difference between thoughts and feelings*

“A feeling is an emotional state, e.g. happiness, frustration ”

*Elicit examples of feelings/emotions and list on flipchart*

Flipchart

“A thought is like an idea or notion. People often use the phrase ‘I feel like ’ to express thoughts, for example ‘I felt such an impostor’ ‘I feel like penalising her for doing that’ ”

**“Our thoughts affect our feelings.”**

OHT 1 10

Dyad  
 Activity  
 (10 mins)

ABC Worksheet

Worksheet  
 1 2

Participants are asked to suggest answers for the ?s, and to write them on their worksheet (as a model for the homework exercise)

Facilitator  
 Input and  
 Discussion

**Summary**

“Feelings such as motivation, optimism and confidence are related both to the activities we engage in and our thoughts or attitudes”

“Studies have shown that the best way to enhance

motivation, optimism and confidence is not to try to change these feelings directly (e.g. via a motivation 'pill'), but to change the activities we engage in, as well as our thoughts or attitudes about ourselves, the events in our lives and our future. A change in mood or feelings invariably follows - we become more confident, more motivated, more resilient to setbacks and more optimistic. A feedback loop then occurs. These feelings affect our activities and thoughts, and so it goes on."

"Can anybody relate to this?" *Ask delegates for personal examples*

"On the reverse side, when we're feeling demotivated and fed up, we're less likely to want to do things, and we think all sorts of negative thoughts. We end up feeling even worse. A downward spiral develops."

*Ask for examples, and what broke the spiral*

"The most effective way to reverse the spiral is to intervene on two levels - our activities and our thoughts. This is the subject of the Managing Resilience Programme

## **HOMEWORK**

*Review the rationale for homework.*

*Refer delegates to the Week 1 Assignment Outline*

Week 1  
Assignment  
Outline

*Explain the homework tasks*

*1 Diary of Optimism - the aim is for participants to monitor their activities for the week to ascertain when they feel most optimistic and motivated, and to note what activities are associated with those feelings. Trivial as well as major activities are important*

Homework  
1 1

*2 ABC Worksheet - complete the missing sections*

Homework  
1 2

*3 Causes - participants are to think of two recent experiences, one successful and one unsuccessful. On the worksheet, answer 5 quick questions about each. Advise participants that they will not be asked to share this information, so it is important to be as honest as they can*

Homework  
1 3

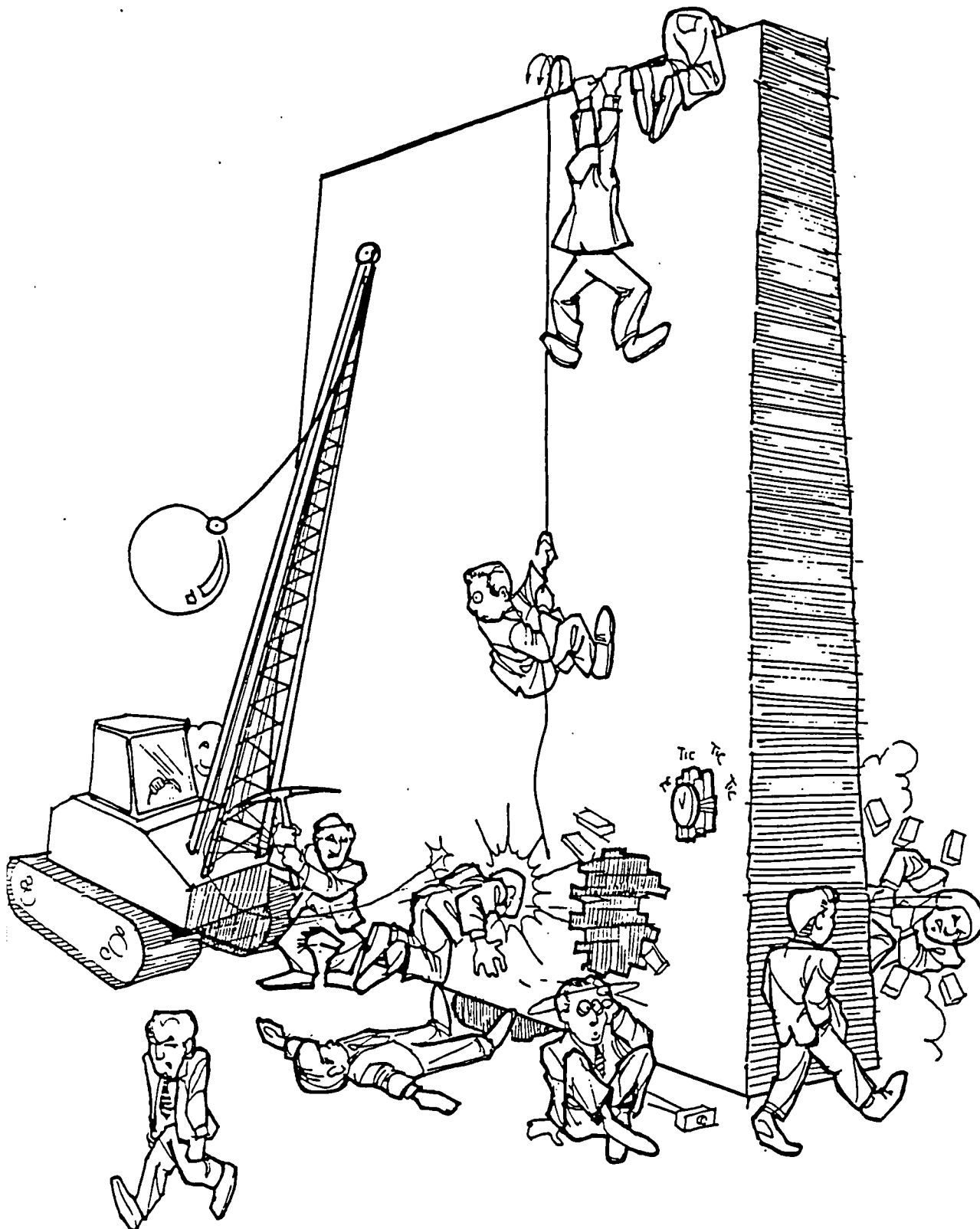
*4 Nominate a pleasurable event to be used as a reinforcer (reward) for completing a task this week*



*Rationale in our culture, we don't give ourselves rewards  
If we want something, we just have it Far better to earn  
it (Grandma's Law)*

**Feedback** *Ask for participant feedback about*  
*a) the homework - whether they think it will work, ways it  
should be modified, inclusions, deletions*  
*b) the session - including clarity, relevance, points missed  
or overlooked, trainers' style*

**Individual Activity** "Complete the section in your Blueprint Week 1 **Blueprint**  
Something I have learned (about myself, my job etc ) which  
I will find useful "



# Hitting the productivity wall.

# SELF-BELIEF

determines

- \* What challenges you undertake.
- \* How much effort you put in.
- \* How long you persist in the face of difficulties.

**OPTIMISM & SELF BELIEF**



**MOTIVATION & PERSISTENCE**



**IMPROVED OUTCOMES**

## ***MANAGING RESILIENCE***

### **COURSE OBJECTIVES**

As a result of participating in this programme, you will be able to:

- \* Identify key attitudes and behaviours that lead to motivation and resilience in the face of adversity
- \* Evaluate your attitudes to success and failure, and modify any unhelpful beliefs you may hold
- \* Develop attitudes and behaviours that lead to optimism, resilience and success.

# ***MANAGING RESILIENCE***

## **COURSE OUTLINE**

- |                  |  |
|------------------|--|
| <b>MODULE 1.</b> | <b>ABC MODEL</b>   |
| <b>MODULE 2.</b> | <b>AUTOMATIC THOUGHTS</b>  |
| <b>MODULE 3.</b> | <b>THOUGHT CATCHING</b>  |
| <b>MODULE 4.</b> | <b>GETTING RID OF UNHELPFUL THOUGHTS<br/>(POSITIVE AND NEGATIVE)</b> |
| <b>MODULE 5.</b> | <b>BELIEFS THAT UNDERPIN SUCCESS</b>                                 |
| <b>MODULE 6.</b> | <b>THE WINNING FORMULA</b>   |
| <b>MODULE 7.</b> | <b>THE PSYCHOLOGY OF SUCCESS</b>                                     |

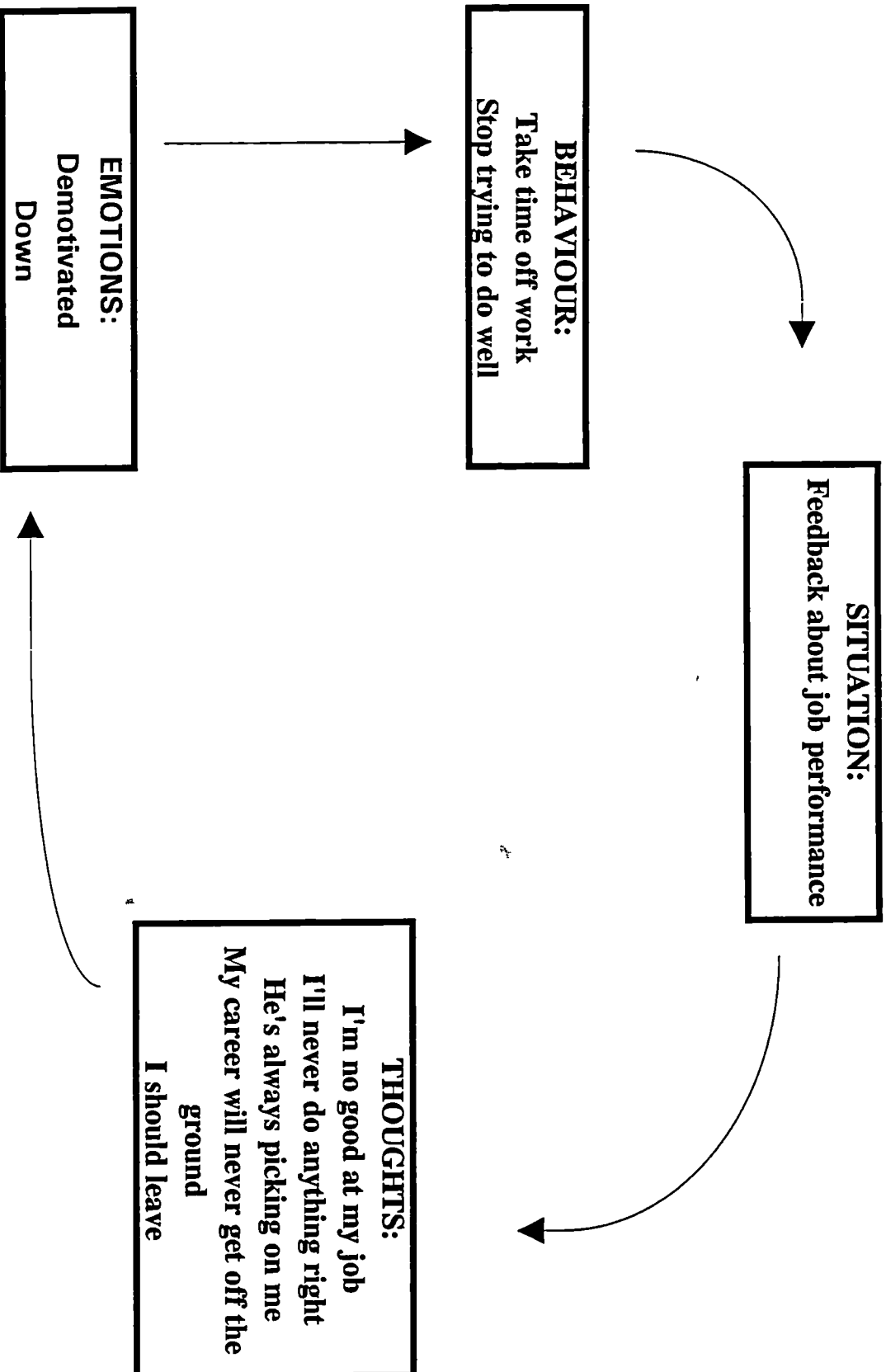


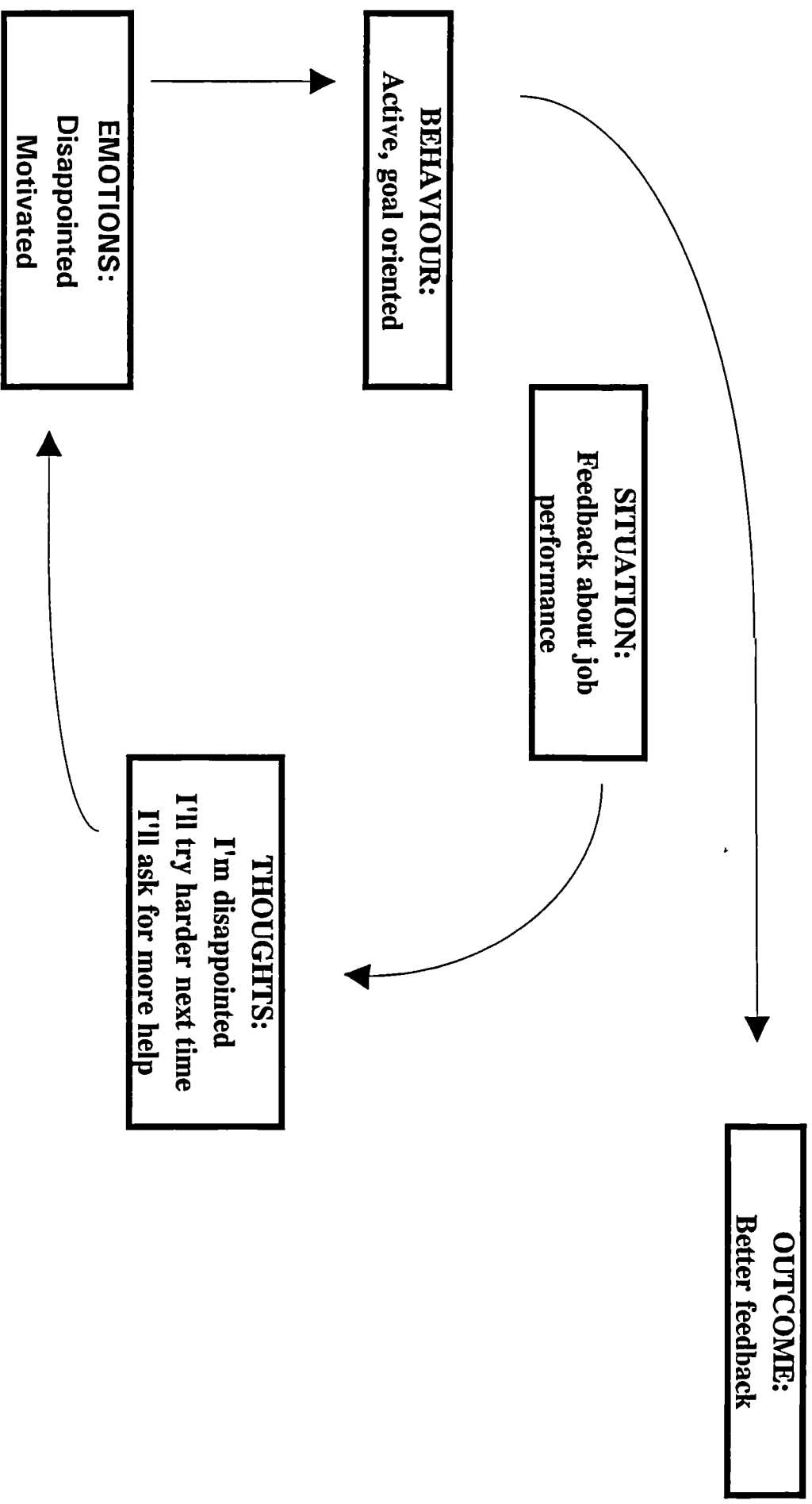
# CONFIDENTIALITY

## **3 STEPS TO ENHANCING RESILIENCE AND SUCCESS**

- 1. RECOGNISE YOUR THOUGHTS**
- 2. DETERMINE WHETHER THEY ARE ACCURATE  
(leading to realistic or helpful feelings and  
behaviours)**
- 3. IF UNHELPFUL, SUBSTITUTE MORE EFFECTIVE  
WAYS OF THINKING**







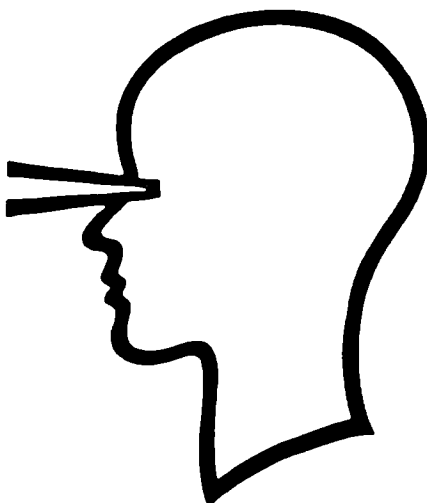
# THE ABC PROCESS

## B. THOUGHTS

You interpret the events with a series of thoughts that continually flow through your mind. This is called your "self talk".

## A. ENVIRONMENT

A series of positive, neutral and negative events

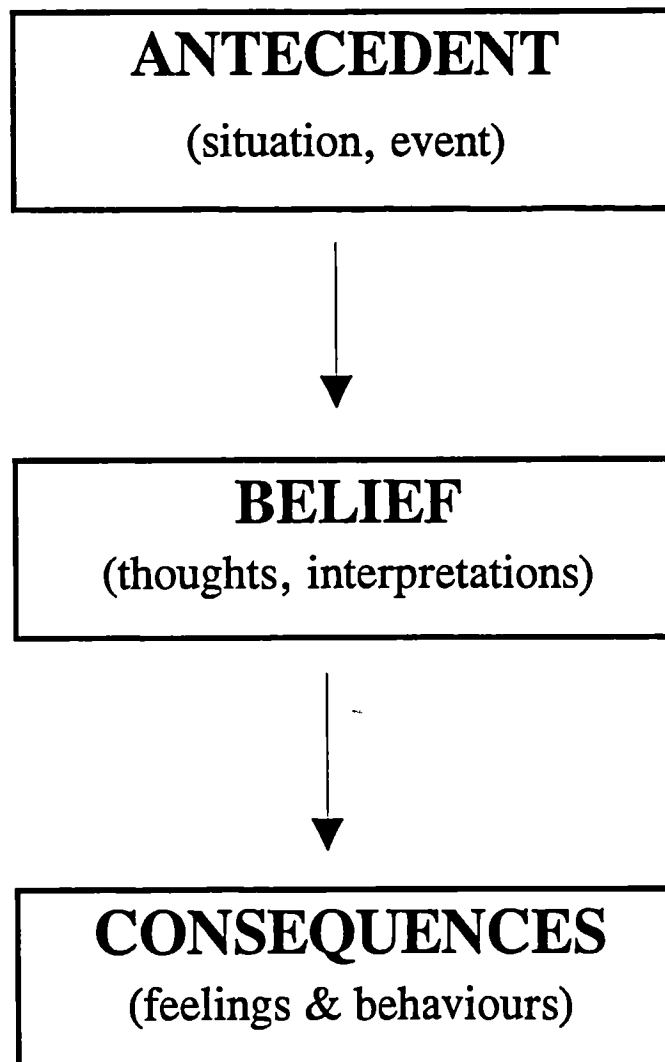


## C. MOOD

Your feelings are created by your thoughts. All experiences must be processed through your brain and given a conscious meaning before you experience emotional response.

Source: Kidman(1986)

# THE A-B-C MODEL



# OUR THOUGHTS AFFECT OUR FEELINGS

# ***MANAGING RESILIENCE***

## **COURSE OBJECTIVES**

As a result of participating in this programme, you will be able to:

- \* Identify key attitudes and behaviours that lead to motivation and resilience in the face of adversity
  
- \* Evaluate your attitudes to success and failure, and modify any unhelpful beliefs you may hold
  
- \* Develop attitudes and behaviours that lead to optimism, resilience and success.

# ***MANAGING RESILIENCE***

## **COURSE OUTLINE**

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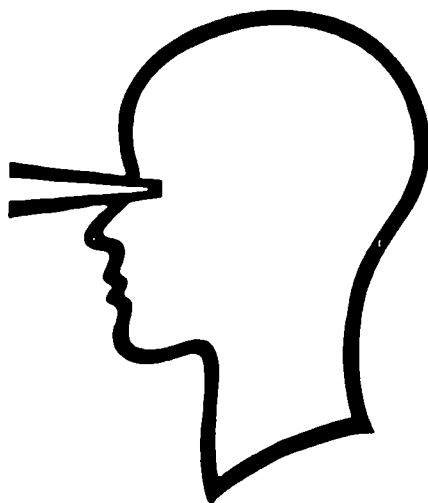
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A series of positive, neutral and negative events.



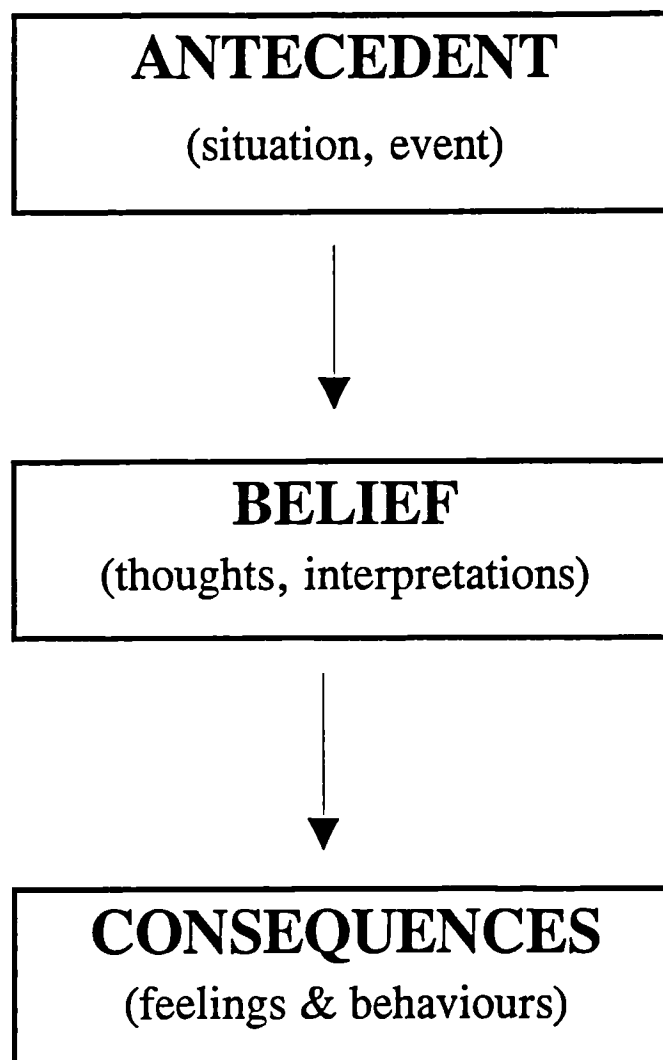
## C. MOOD

Your feelings are created by your thoughts. All experiences must be processed through your brain and given a conscious meaning before you experience emotional response.

Source: Kidman, 1986



# THE A-B-C MODEL



# PERSONAL COURSE OBJECTIVES

1.

2.

3.

## COMPLETE THE ABC S

ANTECEDENT	BELIEF	CONSEQUENCE
You are held up in traffic	I am going to miss my appointment	Stressed
You are learning an important new technique, and others catch on more quickly than you		Inadequate
A friend passes you in the street and doesn't acknowledge you	What's the matter with him/her today?	
A friend passes you by in the street and doesn't acknowledge you	I must have done something to offend him/her	
You need to make a complaint	I'm fed up with their incompetence	
Your partner has forgotten your birthday		Hurt
Your partner has forgotten your birthday		Concerned
You have been waiting in for a phonecall that doesn't come	How inconsiderate. I have wasted a whole afternoon waiting for this call.	

# MANAGING RESILIENCE COURSE

## WEEK 1 ASSIGNMENTS

### 1 DIARY OF OPTIMISM (Homework 1.1)

Note your activities during the next week. For each activity you engage in, rate the amount of achievement you feel (0 = no achievement, 5 = great deal of achievement), and the pleasure you get from it (0 = no pleasure, 5 = a great deal of pleasure)

Then at the end of each day, give an overall rating for your **optimism** and **motivation** for the day (0-5)

The purpose of this exercise is to determine what activities are associated with your feeling optimistic and motivated. Trivial as well as major activities are therefore important to note

### 2 ABC WORKSHEET (Homework 1.2)

Complete the worksheet by filling in the missing A s, B s or C s

3 Think of a recent **SUCCESS** you've had, and a recent experience that was **UNSUCCESSFUL**. Jot them down on the worksheet (Homework 1.3), and then answer 5 quick questions about each.

You will not be asked to share this information with anyone, so please be as honest as you can. (The information is for your use later in the course )

### 4 REWARD !!

Think of something pleasurable that you would like to do this week, and note it in the space below

.....

Give yourself this reward when you have completed a task you have set yourself to do this week.

### WEEKLY DIARY

Rate on a scale from 0 to 5 the degree of achievement (A) and pleasure (P) associated with each activity

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9-10	E g Gym work-out A4 P5					
10-11						
11-12						
12-1						
1-2						
2-3						
3-4						
4-5						
5-6						
6-7						
7-8						
8-12						
Overall Optimism + Motivation for the Day (0-5)						

## COMPLETE THE ABC s

**TASK: In each situation, either the Beliefs (Thoughts) or the Consequences (Feelings/Behaviours) have been left blank. Fill in the blanks so that they fit with the rest of the scenario.**

1.           A     You have lost your wallet  
              B     You think .....
- C.    You feel irritated.
  
- 2            A·    You have lost your wallet.  
              B     You think .....
- C·    You feel depressed
  
- 3            A·    You lose an easy sale.  
              B·    You think "I'll never make it as a salesperson".  
              C·    You feel /do .....
  
- 4            A:    You've been asked to redo a task.  
              B:    You think .....
- C:    You feel angry and put off doing it.

P.T.O.

5.       A:    You've been asked to be involved in an important project.  
          B:    You think "This might lead to something promising."  
          C:    You feel / do .....

- 6         A:    You've been asked to be involved in an important project.  
          B:    You think "I don't know that I have much to contribute."  
          C:    You feel / do .....

7.       A:    You hear footsteps behind you in the street at night.  
          B    You think . ....  
          C:    You feel relaxed.

8.       A:    Someone important criticizes you.  
          B:    You think "They are right."  
          C:    You feel / do .....

9.       A:    Someone important criticizes you.  
          B:    You think "I'll show them!"  
          C:    You feel /do .....

## CAUSES

1. Think of a recent experience which you regard as having been a personal **SUCCESS**.

To what degree did the following factors account for the success?

	Did not contribute	Only slightly	A little	Moderately	A great deal
Your personal skills and abilities	1	2	3	4	5
The hard work/effort you invested in the task	1	2	3	4	5
The positive circumstances in which you found yourself	1	2	3	4	5
The relative ease of the task	1	2	3	4	5

What is the most important reason why you did well in this instance?



2. Think of a recent experience which you regard as having been UNSUCCESSFUL.

To what degree did each of the following factors account for the unsuccessful result?

	<b>Did not contribute</b>	<b>Only slightly</b>	<b>A little</b>	<b>Moderately</b>	<b>A great deal</b>
<b>Deficiencies in your personal skills and abilities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>The lack of effort you invested in the task</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>The negative circumstances in which you found yourself</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>The difficulty of the task</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

What is the most important reason which accounts for why you did not do so well in this instance?

## ***MODULE 2***

### ***AUTOMATIC THOUGHTS***

**Duration** 3 Hours

**Materials Required**

OHT 2 1 - ABC Model  
 OHT 2 2 - Characteristics of Automatic Thoughts  
 OHT 2 3 - Role Play Scenarios  
 OHT 2 4 - Activities to Enhance Success  
 OHT 2 5 - Goal Setting  
 OHT 2 6 - Planning  
 Handout 2 1 - Goal Setting  
 Handout 2 2 - Task Management Technique  
 Worksheet 2 1 - Common Positive and Negative Thoughts  
 Worksheet 2 2 - The Juggler  
 Worksheet 2 3 - Graded Task Breakdown  
 Week 2 Assignment Outline  
 Homework 2 1 - Catching Thoughts  
 Homework 2 2 - Weekly Plan

**Session Outline**

- Review of Last Session
- Review of Homework
- Automatic Thoughts
- Goal Setting
- Time Management
- Homework
- Summary

**PROCESS**

**CONTENT**

**AIDS**

**Introduction** *Welcome delegates*  
 (30 mins)

*Review last seminar*

a) *The ABC Model*

“Thoughts influence feelings and behaviour Our moods, motivation, and behaviour are often the result of the way we interpret a situation - whether our interpretation is right or wrong With practice, it is possible to take a different perspective, to change the way we view events in our lives (e.g. our work) and thereby feel and perform better ”

OHT 2 1

b) *Ask participants if there are any issues they would like to discuss or points they would like to clarify from last week*

*Review homework tasks*

a) *Ask participants what their thoughts were about doing the homework, and link them back to the ABC model Ask how others resolved their problems with the homework*

b) ABC Worksheet - review with whole group

c) Causes Worksheet - advise delegates that although it was necessary for them to complete it at this juncture, they will not be using it until Week 5 of the programme (All will be revealed then!)

d) *Diary of Optimism - ask delegates to examine their diaries and mark the days on which they felt more optimistic and motivated What activities had they engaged in on those days? Were they achievement-oriented activities or pleasurable activities or both? What was the link between the type of activities they engaged in, the amount of achievement and pleasure they got from them, and how motivated and optimistic or motivated they felt Would these activities in general cause them to feel more optimistic and motivated? What other activities in the same domain would give them a boost in mood? Ask participants to discuss with the person next to them*

Individual  
Activity  
(5 mins)

*Blueprint for Success*

"In your Blueprint page 4

- 1) Jot down your personal motivating activities (and any additional possibilities you can think of)
- 2) Note any insights you have gained about yourself as a result of the homework assignment, for example
  - types of activities which have the greatest effect on your optimism and motivation
  - areas of your life where the frequency of motivating activities is high or low "

Blueprint

Facilitator  
Input

Today's Seminar

"We have looked at how our feelings and mood are related to our behaviour or the activities we engage in The more pleasurable things we do, the more positive our mood will be Further, as we discussed last week, what we think is important in determining how we feel. The greater proportion of positive thoughts relative to negative

thoughts, the better we will feel.

Thus, optimism and motivation are the product of both behaviour and thoughts/perceptions What we do and how we think have a primary influence on how we feel If we think pessimistic thoughts and spend the day sitting around, not really achieving very much, then we are bound to feel lethargic, demoralised and down

The best way to increase motivation, optimism and confidence is to change one's behaviour and change one's thoughts

We will be looking at these two means of influencing motivation and optimism in more detail today ”

*Outline proposed topics for this seminar Ask whether there are additional items delegates would like to add to the session agenda*

## **A) HOW TO CHANGE OUR MOODS BY CHANGING OUR THOUGHTS**

Facilitator  
Input  
(5 mins)

### **Automatic Thoughts**

*Introduce the notion of self-talk or automatic thoughts*

“We all have automatic thoughts They are also called self-talk or mind-talk - they are the thoughts or images that go through your mind They occur regularly and are quite normal For example, have you ever caught yourself thinking about things that are far removed from the subject at hand? These are automatic thoughts ”

“Are any of you aware of your self-talk?  
Can you give me some examples of it?”

“It doesn't come naturally to note what is going through mind But it is where the action is By learning to listen to your self-talk, you can get better control of it and use it to your advantage - rather than letting it control you It is a very powerful skill to acquire ”

Group  
Discussion  
(5 mins)

### **Characteristics of Automatic Thoughts**

*Elicit from group, then add any not covered.*

- \* they just happen - pop into your head
- \* require no effort
- \* often in shorthand / abbreviated form
- \* seem plausible

Flipchart

OHT 2 2

\* can be difficult to turn off

“Some of our automatic thoughts are helpful, leading us to success, while others are undermining, causing problems or failures ”

Role Plays  
(15 mins)

“Co-trainer\* and I are going to illustrate with some examples from a task that many people find difficult - cold calling for appointments ”

*\* If there is no co-trainer, co-opt a delegate to assist - it may need a rehearsal beforehand*

*Role play the scenarios using the scripts provided at the end of this module At the relevant points in the dialogue, display the consultant's thoughts on the overhead projector screen*

*(Be warned! You need to display the OHTs in quick succession )*

OHT 2 3

Plenary  
(5 mins)

“What is the difference between surface words and self-talk?

Which is more powerful?”

*Ask delegates for times when their (or others) self-talk has overpowered their surface words or behaviours*

*Ensure that all delegates can appreciate the power of self-talk, and can perceive that it can affect one's behaviour, sometimes in very unhelpful ways*

“Seeing as our self-talk can be so powerful, it would be nice (and indeed very important in the psychology of success) to know how to use it to your advantage - rather than letting it control you ”

“How many of you would say that you are in control of your self-talk?”

“How many are aware of your self-talk? All the time?”

“The first step to being in control of our thoughts is to catch them.”

### Thought Catching

Facilitator  
Input  
(5 mins)

“Thoughts can be difficult to catch We may not even be aware of them. One clue is if you notice your feelings or mood shift, you can then look back to what was running through your mind immediately beforehand (e.g. the Sales

Rep in Scenario 2)

“One way of becoming aware of what you are thinking and its effect is to learn to count your positive and negative thoughts. It allows you to stand back from the thoughts, and simply observe them as they occur - rather like standing by the roadside doing a traffic count, instead of standing in the middle of the road being run over by every car that passes ”

“It is simply a case of recognising the thoughts as they occur, jotting them down, and tallying up the different types of thoughts at the end of the day  
You will be asked to do this as a homework task this week ”

*Illustrate by reference to the Role Play Scenarios*

OHT 2 3

“To prepare for the homework task, let’s gather together a list of Common Positive and Negative Thoughts in your line of work (e.g. in selling)

Triad  
Activity  
(15 mins)

*On the worksheet provided, delegates are to be asked to develop a list of positive thoughts (e.g. optimistic, motivating) and negative thoughts (e.g. pessimistic, demotivating) that would be common in their job*

Worksheet  
2 1

Plenary  
(10 mins)

*Triads to feedback their lists to the whole group  
Delegates are invited to jot on their own worksheets any additional thoughts mentioned by other groups (in preparation for the homework task)*

**Conclusion**

“We will be acquiring more psychological skills in this area of thinking strategies in the next session ”

**B) HOW TO CHANGE MOOD BY CHANGING BEHAVIOUR**

Facilitator  
Input

“We saw earlier, when looking at the homework data, that positive feelings (optimism, self-belief, motivation) are caused not only by our thoughts, but also by the things we do ”

“There are a number of behaviours that are important in the psychology of success  
*Ask delegates to note them in their Blueprint page 1 (under the heading Action Strategies) as they are covered*

OHT 2 4

Blueprint

**a) Personal Motivating Activities**

You now each have a list of your **personal motivating behaviours**: those activities which make you feel invigorated, confident and optimistic. Some you have tried, others you have not yet tried but you predict they will make you feel good. Use a variety of them throughout your week. Try out new ones (from the same psychological domain, i.e. pleasure or achievement) in order to extend your list of Personal Motivating Activities in your Blueprint.

**b) Goal Setting**

Research has shown that another effective way to make yourself feel motivated and optimistic is to **set goals** - monthly, weekly or even daily objectives for yourself in any area of your life. This next activity is to help you in this regard."

Individual Activity (15 mins)

The Juggler

"The juggler's balls represent the various aspects of your life such as family and friendships, work, sports or hobbies, money, spirituality, community service etc. Alternatively, they can represent various aspects of your job, such as administration, accounts, prospecting, selling etc. Some of the balls you are juggling may be larger than others. The ones in the air are those you are currently juggling. The balls on the ground are those you are not currently involved with. The remainder are in the process of being dropped or picked up."

"On your worksheet, label the juggler's balls according to the aspects of your life / job. If necessary, add extra balls and modify the size of some of the balls if you wish."

"Are there a sufficient number of positive balls? Are there some balls you'd like to drop? Others you'd like to pick up? What goals can you set to make your life more pleasant and fulfilling? Please write these on your worksheet."

Facilitator Input

"Not only do goals increase your self-belief, they have an added spin-off - they also improve performance."

- Goal-setting improves performance by
- \* focusing your attention
  - \* directing your actions
  - \* increasing your persistence"

Worksheet 2 2

OHT 2 5a

Goals need to be

- realistic (i.e. attainable, otherwise they just result in self-criticism)
- positive and challenging
- specific (not vague or abstract)
- broken into small steps"

OHT 2 5b

"During the next week, you will be asked to break your goal(s) into a number of specific steps, and tackle the first steps "

"But setting goals is not enough in the psychology of success. Feedback is necessary for goal-setting to work (i.e. for it to improve motivation and performance). Simply adopting goals without knowing how one is doing has no effect on motivation or performance - it is like trying to lose weight without weighing yourself or checking the looseness of your clothes "

OHT 2 5c

Handout  
2 1

Facilitator  
Input  
(5 mins)

### c) Time Management

"The third psychological strategy that has been found to enhance optimism, self-belief and resilience against setbacks is **setting priorities and managing time economically** "

"Feeling overwhelmed with too many tasks, or feeling bored with too few stimulating tasks or too many unpleasant tasks can be very demotivating. Often we put them off, with the result that they build up into a huge onerous burden, e.g. writing letters, preparing the six-monthly accounts, updating records, etc. The result is that we can feel even more demotivated "

"However, completion of such tasks can have a powerful effect on your mood "

"The first step is to **plan your time**. It gives you a sense of control over it. This is especially important when there are other things happening in your life that are not within your control. You will be asked to do some planning as a homework exercise this week "

"The second step is to **rate your tasks in importance (A B C)**, and **tackle the important tasks first**. In this way, you won't have to keep repressing your thoughts about them, and they won't get a stress-producing urgency about



them.”

“The third step is to carve chunks off the elephant, that is, to **break the large tasks into manageable proportions**. Don't try to eat a whole elephant in one go - you'll get indigestion. Tackle small chunks at a time. Similarly, if the task is difficult, boring, or you are feeling overwhelmed by it, break it down into smaller, less intimidating steps, and conquer one step at a time.”

“The hardest part of any task is getting started. Once started, it is much easier to continue e.g. pushing a stationary car. Breaking a boring or overwhelming task down into smaller steps will help you to get it started. Limit yourself to completing just the first step. Once this is accomplished, the other steps become much easier. Think of the sense of mastery as you cross off each step.”

*Ask for examples of tasks commonly put off, that the graded task breakdown technique could be used with*

Individual  
Activity  
(10 mins)

“In your Blueprint page 5, make a note of tasks that you have been putting off. Asterisk the ones with which you could use the Task Breakdown technique

Blueprint

“Take 10 minutes now, and begin to outline a series of steps to help you to overcome a task you have been avoiding. This task can be work-related or home-related. Try to break it down into as many simple steps as possible, and intersperse a few rewards along the way.”

Worksheet  
2 3

*Ask participants when finished to discuss their task breakdown with the person next to them*

## **HOMEWORK**

Refer delegates to the Week 2 Assignment Outline  
Explain the homework tasks

Week 2  
Assignment  
Outline

### 1) Thought Catching

“Last week, you monitored the moods or feelings you experienced during the week. This week, we would like you to note your thoughts. Each day, catch your positive and negative thoughts and note the actual thought on the homework sheet. Use the worksheet you completed in this seminar ‘Common Positive and Negative Thoughts at Work’ to assist you to catch your thoughts. At the end of the day, see how many positive and negative thoughts you

Worksheet  
2 1

have had You will probably find that the more positive thoughts and the fewer negative thoughts you have had, the better you felt during the day (optimistic, confident, etc ) Don't be alarmed, however, if you seem to be having more negative thoughts than ever, It may simply be that you are more aware of them (they are easier to catch than positive thoughts In the long run, you will find that they will become less frequent and the positive thoughts more frequent ”

2) “Choose one of your goals from the Juggler Action Plan In Your Blueprint page 5, use the Task Breakdown technique to break your goal into a number of small specific steps Complete the first step this week, and give yourself a reward when you have done so If it is not possible to complete the first step this week, try to break it into smaller sub-steps and complete the first of those ”

Blueprint

3) “Outline your Plan of Activity for the next week using the Weekly Plan Include some of your Personal Motivating Activities

Homework  
2 1

Delegate  
Input

*Summarise the session*

Feedback

*Elicit delegates' feedback about the session and the proposed homework*

Individual  
Activity

*Ask participants to complete the section in their Blueprint for Success (page 2) Week 2 'Something I have learned about myself or my job that I will find useful '*

Blueprint

## ROLE PLAY SCENARIOS

### SCENARIO 1

#### Surface Words

Consultant Good evening This is  
Martin Thompson from calling  
May I speak to Ms Jillian Hill please

Client Who is calling please?

Consultant My name is Martin  
Thompson from Is this Ms Hill?

Client Yes it is What do you want?

Consultant I am offering a free  
financial service I call on a lot of your  
neighbours who would be happy to  
recommend my service I'd like to give  
you the opportunity to hear about it

Client I'm not interested, thank you

#### Consultant's Automatic Thoughts

[God, I hate making these calls I  
hate this more than anything else  
Well, it's ringing Not that it will do  
any good ]

[Let me see if I can stall on  
answering that question ]

[That will last for 2 seconds ]

[Here we go Two seconds until  
hang-up]

[She didn't have to hang up so  
quickly she could have at least  
listened to what I have to say This  
is the eighth call I've made with no  
success It is a waste of time I  
should have stayed out to dinner ]

Adapted from 'Optimism ABC'



## SCENARIO 2

### Surface Words

#### Consultant

Good afternoon This is Martin Thompson calling I'd like to speak with Mrs Edith Lattimer please

Client Who is calling?

#### Consultant

My name is Martin Thompson, and I am a Financial Consultant of the company I would like to speak to you about a service that I think would be of benefit to you

Client Oh, okay, Mr Thompson How long have you been with the company?

Consultant I've been with the company for five years, and I'd like to set up an appointment

Client Oh, five years That's a long time What did you do before that? Are you from this area originally?

Consultant Actually I was born just a few blocks from where you live Perhaps we can talk about it when I call

Client Oh, how nice, you're a neighbour then Perhaps you know my son? Where did you go to high school?

### Consultant's Automatic Thoughts

[All right, I'm going to get this one This will be my first appointment for the day ]

[Here we go She is putty in my hand ]

[Great! She's not going to hang up I've got her now ]

[What am I doing wrong? I can't get control of this conversation ]

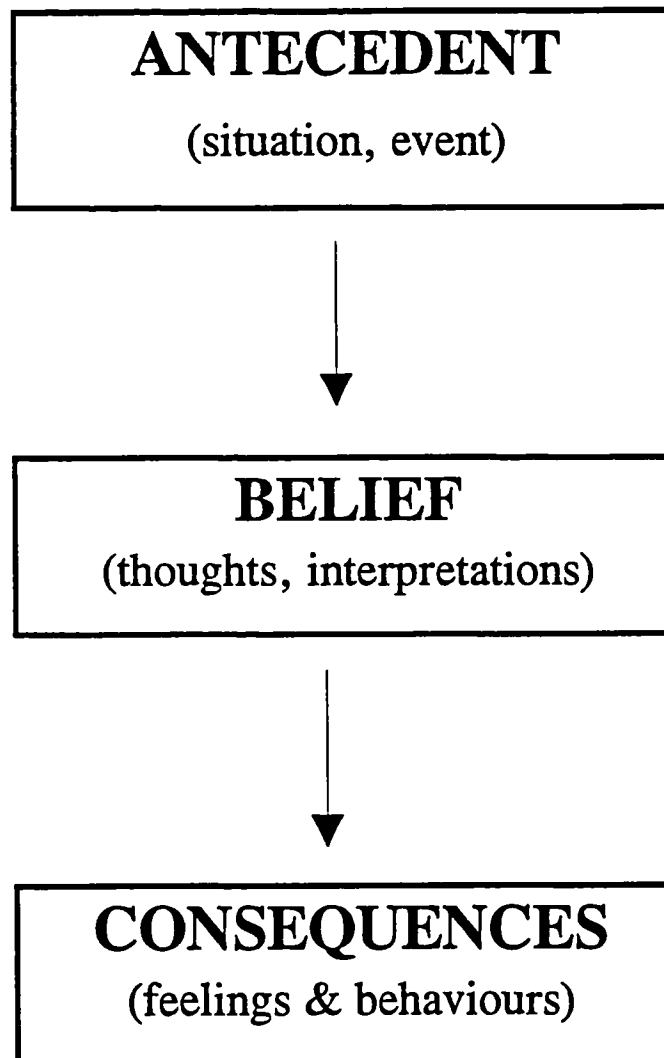
Consultant I'll be in your area of Thursday afternoon at 3 00 Would that be a convenient time for me to stop by and discuss

[Come on Martin! What is wrong with you? I should have made an appointment right at the outset I must be losing my touch ]

Client How old are you Mr Thompson? I bet you were in the same class as my little Jeremy Did you have that nice Mrs Bonder in the second year?

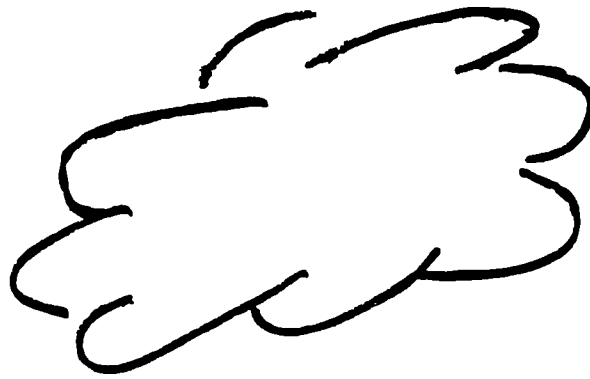
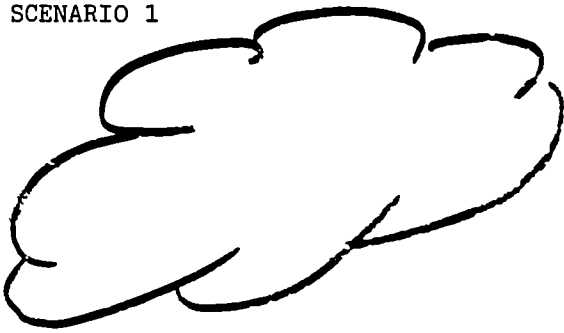
[Forget it! I blew it! I couldn't sell a glass of water to a man dying of thirst I might as well go home ]

# THE A-B-C MODEL



# AUTOMATIC THOUGHTS

- \* THEY JUST HAPPEN -  
POP INTO YOUR HEAD.
  
- \* REQUIRE NO EFFORT.
  
- \* OFTEN IN A SHORTHAND/  
ABBREVIATED FORM
  
- \* SEEM PLAUSIBLE



**"GOD, I HATE MAKING THESE CALLS."**

**"I HATE THIS MORE THAN ANYTHING ELSE."**

**"WELL, IT'S RINGING."**

**"NOT THAT IT WILL DO ANY GOOD"**



**"LET ME SEE IF I CAN STALL ON ANSWERING  
THAT QUESTION"**

**"THAT'LL LAST FOR 2 SECONDS"**

**"HERE WE GO"**

**"2 SECONDS UNTIL HANG-UP"**

**"SHE DIDN'T HAVE TO HANG UP SO QUICKLY"**

**"SHE COULD HAVE AT LEAST LISTENED TO WHAT  
I HAVE TO SAY"**

**"THIS IS THE EIGHTH CALL I'VE MADE WITH NO  
SUCCESS"**

**"THIS IS GOING TO BE A WASTED EVENING"**

**"I SHOULD HAVE STAYED OUT TO DINNER"**

**"ALL RIGHT, I'M GOING TO GET THIS ONE"**

**"THIS WILL BE MY FIRST APPOINTMENT OF THE  
DAY"**

**"HERE WE GO"**

**"SHE'S PUTTY IN MY HAND"**

**"GREAT, SHE'S NOT GOING TO HANG UP"**

**"I'VE GOT HER NOW"**

**"WHAT AM I DOING WRONG?"**

**"I CAN'T GET CONTROL OF THIS CONVERSATION"**



**"COME ON MARTIN!"**

**"WHAT'S WRONG WITH YOU?"**

**"I SHOULD HAVE MADE AN APPOINTMENT RIGHT AT THE OUTSET"**

**"I MUST BE LOSING MY TOUCH"**

**"FORGET IT! I BLEW IT"**

**"I COULDN'T SELL A GLASS OF WATER TO  
A MAN DYING OF THIRST!"**

**"I MIGHT AS WELL GO HOME"**

# **ACTIVITIES TO ENHANCE SUCCESS**

- . **Personal Motivating Activities**
  
- . **Goal-setting**
  
- . **Managing Time Creatively**
  - Planning**
  - Prioritising**
  - Task Breakdown**
  
- . **Self-Rewards**

# **GOAL-SETTING**

**improves motivation and performance**

**by :**

- \* focussing your attention**
  
- \* directing your actions**
  
- \* increasing your persistence**

# **GOALS NEED TO BE :**

**\* realistic**

**\* challenging**

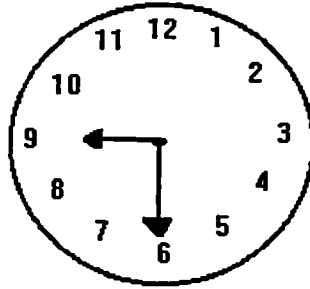
**\* specific**

**\* broken into steps**

**FEEDBACK is necessary**

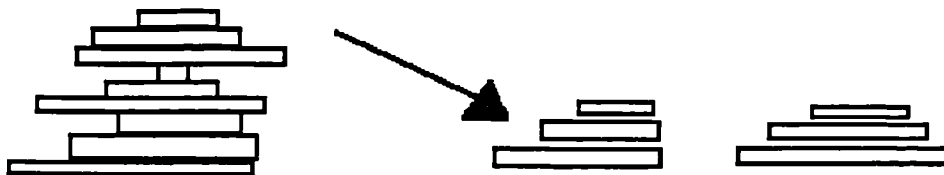
**for goal-setting to work**

# 1. Plan your time



# 2. Tackle the important tasks first

# 3. Break large tasks into smaller steps



# CATCHING THOUGHTS

## COMMON POSITIVE AND NEGATIVE THOUGHTS IN SELLING

POSITIVE THOUGHTS	NEGATIVE THOUGHTS



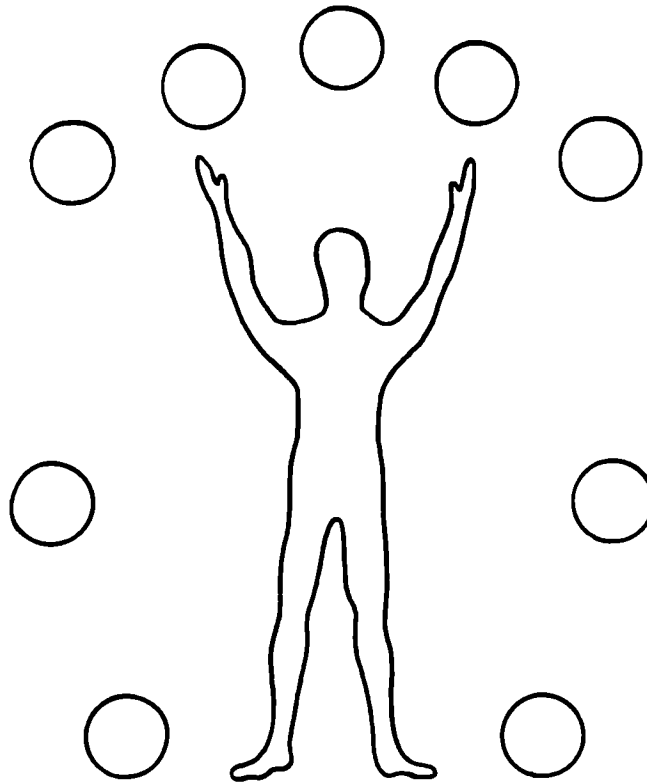
## THE ART OF JUGGLING

Imagine you are a juggler.

The balls represent aspects of your job, such as **administration, accounts, prospecting, selling, planning** etc.

Some of balls you are juggling may be larger than others. The ones in the air are the activities you are currently involved with. The balls on the ground are those you are not currently involved with. The remainder are in the process of being dropped or picked up.

Think about the different aspects of your job, and label the balls in your picture. You may wish to add extra balls, or change the size of some of the balls.



Which are the balls you enjoy juggling?

Are there sufficient number of positive balls to make your job enjoyable?

Are there some you would like to drop? Which?

Others you would like to pick up? Which?

What goals can you set to make your work more pleasant and fulfilling? (PTO)

## GOALS

1.

2.

3.

4.

# TASK BREAKDOWN

## INDIVIDUAL ACTIVITY

DURATION : 10 MINS

1. Identify a difficult, unpleasant or boring task that you have been avoiding.
  2. Break the task down into a series of small steps.
  3. For each step completed, reward yourself with something pleasurable (eg read, eat a snack, take a brief walk, etc).
- 

**TASK** .....

**Steps :**

**Rewards :**

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

# GOALS

1. Goal-setting improves motivation and performance by:
  - \* focussing your attention
  - \* directing your actions
  - \* increasing your persistence
  
2. Goals need to be
  - \* realistic
  - \* challenging
  - \* specific
  - \* broken into steps
  
3. Feedback is necessary for goal-setting to work

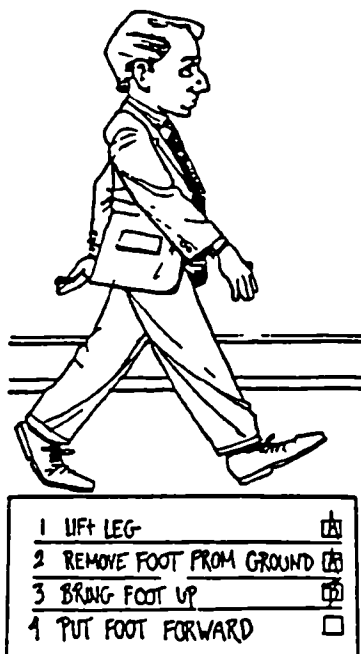
## TASK MANAGEMENT TECHNIQUE

Usually the hardest part of any task is getting started. Once we've begun, it is much easier to continue than it was to begin in the first place. When you are feeling overwhelmed by a task and you find yourself procrastinating, it will be helpful if you break the task into a series of smaller, less intimidating, steps. This will help you overcome your inertia. Also, you will gain a sense of accomplishment with each completed step which makes continuing much easier. Sometimes, you just can't get started and don't have any idea why. The Task Management Technique often helps in these situations too.

Below is an example of the Task Management Technique.

**Task: Make forty cold calls.**

- 1 Go to office and close door.
- 2 Place mortgage list on desk.
3. Place date book and necessary paperwork on desk.
- 4 Pick up the phone and call the first name on the list.
- 5 Make presentation.
- 6 Make nine other calls.
- 7 Take a ten minute break.
- 8 Make another ten calls.
9. Take a ten minute break.
10. Make another ten calls.
11. Make the final ten calls.
- 12 Reward yourself based on making all forty calls, not on the outcome of the calls.



Source: Foresight Inc.

# MANAGING RESILIENCE COURSE

## **WEEK 2 ASSIGNMENTS**

### **1 CATCHING THOUGHTS**

One way of becoming aware of what you are thinking, and its effect on how you feel and what you do, is to **COUNT** your positive and negative thoughts. It allows you to stand back from the thoughts and simply observe them as they occur.

Task Each day, catch your positive and negative thoughts, and note the actual thought on the form "Catching Thoughts" (Homework 2.1). Use the worksheet you completed in the session "Common Positive and Negative Thoughts in Selling" to assist you to catch your thoughts.

At the end of the day, tally up and see how many positive and negative thoughts you have had.

(You will probably find that the more positive thoughts and the fewer negative you've had in a day, the better you felt (confident, optimistic, motivated, etc).)

### **2 JUGGLER**

Choose one of your goals from the Juggler Action Plan (Worksheet 2.2).

In your Blueprint p5, break your goal into a number of small specific steps. Complete the first step, and reward yourself when you have done so. If it is not possible to complete the first step this week, try to break it into smaller sub-steps, and complete the first of those.

### **3. PLAN OF ACTIVITY**

Outline your plan of activity for next week using the Weekly Plan and Prospecting Register.

Include some of the activities you identified in your Diary of Optimism as enhancing your positive mood - your "Personal Motivating Activities".

Make sure there is a good balance of activities, including some leisure time!

# CATCHING THOUGHTS

## COMMON POSITIVE AND NEGATIVE THOUGHTS IN SELLING

Date	Positive Thoughts	Tally	Negative Thoughts	Tally

# WEEKLY PLAN

Name \_\_\_\_\_

Week Beginning \_\_\_\_ / \_\_\_\_ / \_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
A M						
P.M						
EVE						





## **MODULE 3**

### **THOUGHT CATCHING**

Duration 3 Hours

Materials Required

OHT 3 1 - Triple Column Thought Record  
OHT 3 2 - 3 Steps To Enhancing Resilience and Success  
OHT 3 3 - Common Thinking Errors  
Worksheet 3 1 - Thought Record  
Worksheet 3 2 - Car Crash Scenario  
Worksheet 3 3 - Salary Increase Scenario  
Worksheet 3 4 - Personal Work Example  
Handout 3 1 - Common Thinking Errors  
Week 3 Assignment Outline  
Homework 3 1 - Thought Record (Worksheet 3 1)  
Homework 3 2 - Weekly Plan

Seminar Outline

- Review of Last Session
- Review of Homework
- Thought Recording
- Common Thinking Errors
- Homework
- Summary

#### **PROCESS**

#### **CONTENT**

#### **AIDS**

Introduction *Welcome delegates*  
(20 mins)

*Review of last seminar*  
*- Automatic Thoughts (NATs and PATs)*  
*- Counting Thoughts*  
*- Goal Setting*  
*- Time Management*

*Ask delegates if there are any issues they would like to discuss, or points they would like to clarify from last week*

*Review homework*

*a) Counting Thoughts - Ask if anyone would like to share*

*what they learned about themselves from the activity  
(The more positive thoughts relative to negative thoughts,  
the more optimistic and motivated we feel)  
Any favourite positive or negative thoughts?  
In shorthand form?  
Anyone surprised at the sheer number of thoughts they  
were able to identify?  
Was anyone able to match their thoughts with their mood  
(feelings) or behaviour?*

*b) Weekly Plan - Ask delegates how it felt to be planning  
a week in advance? Advantages? Disadvantages?*

*c) Goal-setting - Review the Juggler, and ask who  
completed the first step of their action plan Did anyone  
find that their first step was too large, and had to sub-  
divide it? What prevented those who didn't complete their  
first step from doing so? Relate back to ABC model*

*Collect participants' homework sheets for perusal and  
return at end of the seminar*

*Outline proposed topics for this seminar Incorporate any  
items of clarification that participants request, or  
homework tasks that need repetition*

## **THOUGHT RECORDING**

**Facilitator  
Input  
(10 mins)**

**“So far, we have seen how optimism and motivation are  
related to two factors - what we do (our behaviour and the  
activities we engage in), and how we think**

**We have learnt why it is important to reward ourselves,  
and we have learnt about the importance of setting realistic  
goals for ourselves**

**We have seen how our thoughts affect how we feel and  
what we do, and this past week, in order to begin to gain  
some control over our thoughts, we have counted our  
positive and negative thoughts ”**

**“Constructive thoughts make us feel good - positive,  
energetic, motivated - and cause us to behave positively  
(task-oriented, persistent, resilient etc ) ”**

**“Negative thoughts make us feel bad - worried, tense,  
demotivated, unconfident, stressed Negative thoughts pull  
us down And then our work and quality of life suffers ”**

**“It is natural for us all to think and feel negatively when  
bad events befall us But instead of being controlled and**

overwhelmed by these feelings (as the chap in the role play), you can learn to gain control of your thoughts, to make them work for you rather than against you ”

“The first step is to learn how to do a **Thought Record**. It helps you to pay attention to what you say to yourself - your self-talk Notice when your mood changes for the worse, e g when you become demotivated, pessimistic or down, and look back to what was running through your mind immediately beforehand Over the course of a few days, you will become sensitive to changes in your feelings and to the thoughts that spark them off. You may well find that the same thoughts occur again and again ”

“Once you have become aware of your thoughts, the second step is to check the accuracy of your thoughts and look for a different perspective We'll be teaching you how to do that next session ”

*Distribute triple column Thought Record and explain Go through the example, and draw delegates' attention to the fact that the strength of the thoughts and feelings are now rated Furthermore, not only must the type of thoughts match the type of feelings, but the strength of belief in the thoughts must match the strength of feelings*

OHT 3 1  
Worksheet  
3 1

“The best way to become aware of unhelpful thoughts is to write them down as soon as they occur Note that the thoughts have to be strong enough to account for the emotion experienced and vice versa For example, one delegate, having just had a telephone call from an abusive person, said he felt fine, but when asked what was going through his mind, he related a lot of very angry thoughts about the person's abuse Clearly, his thoughts and feelings were not matching ”

“Let's attempt some thought recording now ”

Individual  
Activity  
(15 mins)

a) Your Thoughts about this Course

“Before this programme started three weeks ago, what were the thoughts that were running through your head about attending it?”

“What did you feel when these thoughts were occurring to you?”

Worksheet  
3 1

*Underneath the example on the Thought Record, have participants describe this situation. Ask them to then note their thoughts and feelings, and rate the strength of their feelings on a 1-10 scale, as the degree of belief in their thoughts on a 1-10 scale*

Debrief	<i>Ask for a couple of examples Have the group check that the thoughts and feelings match, as well as their strength</i>	
	"A basic factor in how we respond to a situation is the way in which we interpret the situation "	
Individual Activity (10 mins)	<p>b) <u>Making Appointments</u></p> <p>"Let's take an example from your work - making appointments Think back to the last time you had a run of no's when trying to set up some appointments Do a mental 'action replay' (if it will help, close your eyes) What was the situation when where who with? What were you feeling? What was going through your mind about it?"</p> <p><i>Ask delegates to complete the Thought Record privately</i></p>	Worksheet 3 1
Debrief	"How did you respond to that situation? Did your response match the thoughts you had?"	
Individual Activity (10 mins)	<p>c) <u>Asking for Referrals</u></p> <p>"Now think back to the last time you asked a client for some referred leads Do a mental action replay What was the situation, when, where, who with, doing what? What was going through your mind beforehand?"</p> <p><i>Ask participants to complete the Thought Record privately</i></p>	Worksheet 3 1
Debrief	<p>"How did you respond to that situation? Did your response correspond with your thoughts?"</p> <p><i>Ask for a couple of examples, and have the group evaluate them</i></p> <p>"A basic factor in how we respond to a situation is the way we interpret it optimistic interpretation -&gt; motivated response "</p>	
Facilitator Input	<p><i>Revisit the 3 Steps to Enhancing Resilience and Success</i></p> <p>"So far, you have learnt how to recognise your thoughts The second step is to judge whether they are accurate, leading to appropriate feelings Thirdly, if they are unhelpful, it is obviously important to learn strategies to change them to more effective ways of thinking "</p> <p>"Let's take stress as an example Stress is often caused by things in our environment, events, interactions with people, etc , and can be a very realistic response to a particular situation But stress is also caused by our thoughts about,</p>	OHT 3 2

or interpretation of, the situation, e.g. waiting for friend in the pub scenario ”

“There are a number of ways of reducing stress. One way is to work on the stress feelings once they have occurred. Another way is to eliminate or modify the source of stress. However, there will always be some sources of stress that we cannot change, e.g. trains running late. A third way to reduce stress is to recognise the powerful role that your thoughts play in determining how you feel. Stress can be reduced by changing how you think. It's a cause of ascertaining what you are thinking about the particular situation and, if needed, using special psychological strategies, take a different perspective (e.g. glass half full or half empty) ”

“These next activities will illustrate how a change in thinking can influence how much stress you feel ”

*The following two activities are completed together. Outline the two scenarios first.*

Syndicate  
Activity  
(15 mins)

**Car Crash Scenario**

“You have borrowed your partner's brand new car (pride and joy, saved for years to buy it). You have run into a post and badly dented it. You are on your way home, and are dreading telling him/her. You don't feel like going home ”

Worksheet  
3 2

*Divide the participants into 2 groups. Group A are to formulate stress-producing thoughts, Group B to formulate stress-reducing thoughts.*

**Salary Increase Scenario**

“You don't get a salary increase you were hoping for. You were sure you were going to get it, and had already spent it in your mind, e.g. you were looking forward to a nice holiday/promised the kids etc. You are feeling very disappointed ”

Worksheet  
3 2

*With this activity, the two groups reverse roles. Group A works on the stress-reducing thoughts, Group B formulates the stress-producing thoughts.*

*Allocate 10 mins for the 2 activities.*

Debrief

*As each group reports back, ask them to ascertain how much stress (rated 0- 10) they would feel with those thoughts.*

Summary

“Stress was reduced not by changing the event (which often we have little control over) but by changing our thoughts about the event, by taking a different perspective This technique will not eliminate the stress completely, but reduce it to manageable proportions ”

Individual  
Activity  
(15 mins)

**Personal Work Example**

*Ask participants to privately think of a work situation about which they are currently feeling stressed. Invite them to jot down some stress-producing thoughts about the situation, and then some stress-reducing thoughts, and to rate out of 10 the amount of stress they would feel with each set of thoughts*

Worksheet  
3 4

Debrief

*Ask if anyone found that they were able to change the level of stress by changing their thoughts about the situation Was anyone unable to change the level of stress? Invite participants (1 - 2) to share their experience of that activity with the group*

**THINKING ERRORS**

Facilitator  
Input and  
Individual  
Activity  
(10 mins)

“Typically, when we are stressed or feeling low, our thoughts contain a number of distortions or biases These Thinking Errors are common - everyone has them to some degree - but they do make us feel worse ”

*Refer to the ABC Model, and illustrate how thinking errors (B) lead to negative feelings (C)*

“It is important, therefore, to be aware of our thinking errors, so that we can gain some control over them. Normally, we each have our ‘favourite’ thinking errors, some main ones we tend to use See if you can recognise any that you use as I go through the list ”

Refer delegates to Handout 3 1 Ask them to mark on the handout the thinking errors that they recognise they use

Handout  
3 1  
OHT 3 2

*In a round-robin fashion, ask delegates to share their main thinking error Discuss*

*Request that delegates make a note of their favourite thinking errors in their Blueprint (page 6) ‘The Thinking Errors I Use Most’.*

“Re-visit Worksheets 3 2 and 3 3 (Stress-producing and stress-reducing thoughts about the car crash and salary increase scenarios)

In pairs, pinpoint the thinking errors in the stress-producing thoughts of each scenario Write them in the margins of

the worksheets (You shouldn't find any thinking errors in the stress-reducing thoughts, that is why they were able to be stress-reducing!)"

"Next re-visit Worksheet 3 4, your personal work example See if you can find any thinking errors in the stress-producing thoughts there, and label them in the margin "

Individual Activity (5 mins)

**Blueprint for Success**

*Ask delegates to reflect on the session, select an aspect that had particular meaning for them and complete the Week 3 section of their workbook.*

*They may also wish to jot a note about something they would like to think further about, check, or try out*

Blueprint

**HOMEWORK**

*Refer delegates to the Week 3 Assignment Outline Explain the homework tasks*

Week 3 Assignment Outline

**1) Thought Recording**

*During the week, delegates are asked to monitor their positive and negative thoughts and complete a Thought Record. They are to note when they are feeling a particular mood, and to catch the thoughts that are causing the mood. On the Thought Record, they are to briefly outline the situation, the accompanying thoughts (rated for degree of belief) and the resulting mood or feeling (rated for intensity) It is better to complete the Thought Record in the situation in which the thoughts occur, but if this is not possible, suggest that they note the thought on a scrap of paper as soon after it has occurred They are to note thoughts for at least 4 different situations (2 positive and two negative)*

Homework 3 1

*Rationale the aim is for delegates to be able to readily identify 'thoughts' as separate entities, and to appreciate that it is rare for people to feel stressed or demotivated without there being thought behind it*

*Possible problems it is not uncommon for people to have some problems with this task. Most common are that they feel it is counter-productive to concentrate on negative thoughts, they believe they have no thoughts, their thoughts come so fast and with such intensity that they feel unable to write them down*

**2) Plan of Activity**

*Delegates are to carry out their plan for this week*

Homework 3 2



*(developed last week for homework), and to outline their plan of activity for next week using the Weekly Plan. Include 5 unpleasant tasks (e.g. 5 cold calls) - these will be used in a 'Thought Experiment' next week.*

*3) Pleasurable Activities*

*Participants are to select a pleasurable event or reward to have in their week. They are to give themselves that reward when they have completed a set task. The aim is to note the impact of the reward on their mood. (Don't forget Grandma's Law - make it earnable)*

**Delegate Input**      *Summarise the session*

**Feedback**      *Elicit delegates' feedback about the seminar and the proposed homework*

## THOUGHTS RECORD

SITUATION (A)	THOUGHTS (B) <small>(Rate how much you believe each thought 0-10)</small>	FEELINGS (C) <small>(Rate strength 0-10)</small>
<p>Manager has suggested that I increase my personal production</p>	<p>I can't do that amount of business (9) Why me! (5) I'm already working at full capacity (8)</p>	<p>Worried      8 Resentful    6</p>

## **3 STEPS TO ENHANCING RESILIENCE AND SUCCESS**

- 1. RECOGNISE YOUR THOUGHTS**
- 2. DETERMINE WHETHER THEY ARE ACCURATE  
(leading to realistic or helpful feelings and  
behaviours)**
- 3. IF UNHELPFUL, SUBSTITUTE MORE EFFECTIVE  
WAYS OF THINKING**

# THINKING ERRORS

- \* **All-or-nothing thinking**
- \* **Jumping to conclusions**
- \* **Mind reading**
- \* **Magnification and minimisation**
- \* **Emotional reasoning**
- \* **Should statements**
- \* **Labelling**

## THOUGHTS RECORD

<b>SITUATION (A)</b>	<b>THOUGHTS (B)</b> (Rate how much you believe each thought 0-10)	<b>FEELINGS (C)</b> (Rate strength 0-10)
<p>Manager has suggested that I increase my personal production</p>	<p>I can't do that amount of business (9) Why me! (5) I'm already working at full capacity (8)</p>	<p>Worried      8 Resentful     6</p>

## STRESS THOUGHTS (1)

**You have dented your partner's new car. You are on your way home.  
You are dreading telling him/her. You don't feel like going home.**

**Stress Producing Thoughts**

**Stress Reducing Thoughts**

## STRESS THOUGHTS (2)

**You don't get a salary increase you had been hoping for.  
You feel very disappointed.**

**Stress Producing Thoughts**

**Stress Reducing Thoughts**

# PERSONAL STRESS THOUGHTS

**Think of a situation about which you have felt stressed, and complete the following:**

**Situation:**

**Stress Producing Thoughts**

**Stress Reducing Thoughts**



## THINKING ERRORS

- 1 **ALL-OR-NOTHING THINKING** You see things in black-and-white categories. For example, if your performance falls short of perfect, you see yourself as a total failure. All or nothing thinking forms the basis of perfectionism.
  
- 2 **JUMPING TO CONCLUSIONS** You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.
  
- 3 **MIND READING** You assume you know what other people are thinking, without checking out your hunches, e.g. 'My boss is mad at me.'
  
- 4 **MAGNIFICATION (CATASTROPHISING) OR MINIMISATION** You exaggerate your own problems, imperfections, etc., or you shrink your strengths, resources and good points.
  
- 5 **EMOTIONAL REASONING** You take your emotions as evidence for the truth. "I feel it, therefore it must be true." E.g. "I feel guilty, therefore I must have done something bad," "I feel overwhelmed, therefore my problems must be impossible to solve."
  
- 6 **SHOULD STATEMENTS** You try to motivate yourself with shoulds and shouldn'ts as if you had to be whipped and punished before you could be expected to do anything. "Musts" and "oughts" are also offenders, e.g. "I should do this", "I must do that". The emotional consequence is guilt. When you direct "should" statements toward others, you feel anger, frustration and resentment. E.g. "He shouldn't be so self-centred and thoughtless", "She ought to be prompt."
  
- 7 **LABELLING AND MISLABELLING** Instead of describing your effort, you attach a negative label to yourself. "I'm a *failure*" instead of "I made a mistake". When other people's behaviour rubs you the wrong way, you attach a negative label to him. "He's an unco-operative egotist". Mislabelling involves describing an event with language that is highly coloured and emotionally loaded.

# MANAGING RESILIENCE COURSE

## WEEK 3 ASSIGNMENTS

### 1. THOUGHTS RECORD

During the week, you are asked to monitor your positive and negative thoughts and complete a Thoughts Record (Worksheet 3 1)

You are to note when you are feeling a particular mood, and catch the thoughts that are causing the mood

On the Thoughts Record, briefly outline the situation, the thoughts associated with the situation (each rated 0 to 10 according to how much you believe them), and the resulting mood or feelings (and their strength rated 0 to 10).

As thoughts can be very slippery, it is better to complete the Thoughts Record in the situation in which the thoughts occur. But if this is not possible, jot the thought on a scrap of paper as soon after it has occurred

Note your thoughts for at least 4 different situations (2 positive and 2 negative)

### 2 PLAN OF ACTIVITY

Outline your plan of activity for next week using the Weekly Plan (Homework 3.2). Include some of your personal motivating activities (and try to find some additional ones)

Also include 5 cold calls in your plan (As these are generally perceived as unpleasant activities, we are going to use them as the basis of thought-monitoring activity next week) You may need to do some preparation for them this week.

### 3 PLEASURABLE EVENT

Select a pleasurable event or reward to have during the week. (Don't forget Grandma's Law - make it earnable!)

## THOUGHTS RECORD

<b>SITUATION (A)</b>	<b>THOUGHTS (B)</b> (Rate how much you believe each thought 0-10)	<b>FEELINGS (C)</b> (Rate strength 0-10)
<p>Manager has suggested that I increase my personal production</p>	<p>I can't do that amount of business (9) Why me! (5) I'm already working at full capacity (8)</p>	<p>Worried      8 Resentful    6</p>

# WEEKLY PLAN

Name \_\_\_\_\_

Week Beginning \_\_\_\_ / \_\_\_\_ / \_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
A M						
P M						
EVE						



## **MODULE 4**

### **CHANGING UNHELPFUL THINKING**

Duration 3 hours

Materials required OHT 4 1 - Steps to Manage Resilience and Success  
OHT 4 2 - A B C D E Model  
OHT 4 3 - 4 Challenging Questions  
OHT 4 4 - Ms X  
OHT 4 5 - 5 Column Thought Record  
OHT 4 6 - Common Pitfalls  
Handout 4 1 - 4 Challenging Questions  
Handout 4 2 - A B C D E Model  
Handout 4 3 - Ms X  
Handout 4 4 - Distraction Techniques  
Worksheet 4 1 - Course Assessor Activity  
Worksheet 4 2 - Partially-completed Thought Record  
Worksheet 4 3 - 5 Column Thought Record  
Week 4 Assignment Outline  
Homework 4 1 - Successes  
Homework 4 2 - 5 Column Thought Record  
Homework 4 3 - Weekly Plan

Session outline - Self-Rewards  
- Evaluating Thoughts and Changing Unhelpful Thinking  
- Common Pitfalls  
- Distraction Techniques  
- Homework  
- Summary

#### **PROCESS**

#### **CONTENT**

#### **AIDS**

Introduction *Welcome delegates*  
(20 mins)

*Recap last session*  
*- Thought Records*  
*- Common Thinking Errors*

*Enquire whether there are any issues delegates would like to discuss or clarify from last week.*

*Review homework*

*- Thought Records - Ask if any participants had 'task-interfering thoughts' about the homework. Call for volunteers to outline a situation in which they caught a thought, and the details of the thought*

*- The Week's Activity - Ask delegates whether their plan had worked for them. Advise them to scan each session of their previous week's planner, and ascertain whether it had worked according to plan.*

*- Weekly Plan - Teach delegates how to do a cost/benefit analysis of the activities they customarily perform in a week, e.g. admin, phonecalling. Implications for future planning?*

*Collect Thought Records (for perusal by Course Leaders during session and for return at the end of the session)*

*Discuss proposed topics for this seminar. Any additional agenda items?*

**REWARDS**

Facilitator  
Input  
(15 mins)

“Last week, you were asked to reward yourself when you had completed a particular task. How did you feel about rewarding yourself? What sort of rewards were chosen? What impact did the reward have on your mood?”

“Asking you to reward yourself is not as childish as it might seem. We know from years of research in psychology, that behaviour is actually controlled by rewards and punishments. If you want to increase or reinforce a behaviour, you follow it with a reward. If you want to reduce a behaviour, or eliminate it, you either cease rewarding it or you punish it. We also know that rewards are more effective than punishments in bringing about behaviour change, especially for producing long-term changes. These principles are the same whether you are training a pet, teaching a child, influencing another adult, or changing your own behaviour (Rehm, 1989)

“As adults, we are usually very good at punishing ourselves, putting ourselves down, or concentrating on the one small thing we did wrongly, instead of concentrating on and rewarding ourselves for the multitude of things we have done well. This is unhelpful. The psychology of

success points to a reorientation Self-rewards are a way to enhance success ”

“Rewards have a powerful effect on our mood as well as our behaviour They help us to focus on our strengths, they reinforce desired behaviours, and they enhance positive moods They can be either tangible, or verbal (i.e self-statements) ”

“But in order to be effective, rewards need to be earned, i.e they must follow the desired behaviour It is known as Grandma’s Law (eat up your peas, then you can have pudding) Often, as adults, we don’t reward ourselves for things we are proud of or have done well. We surmise that we don’t need rewards Further, if we want a treat, we just have it But the effect is only temporary, and it loses the powerful impact that rewards can bring on our mood and behaviour It is far better to earn the reward (the reward feels better than too) ”

*Ask for examples of the difference between earning a reward and just taking it whenever, (e.g how different does a beer taste when you have really earned it?)*

“Self-rewards can be added to your Blueprint list of activities to enhance success (p 1)”

“You are going to be asked to assess the power of self-reward over the coming weeks ”

### CHANGING UNHELPFUL THINKING

Facilitator  
Input  
(15 mins)

*Review the 3 Steps for Managing Resilience and Success*

OHT 4 1

"We have looked at how to recognise our thoughts, and how to determine whether our thoughts lead to helpful or unhelpful feelings and behaviours"

"The next process in our psychological arsenal is to evaluate our thoughts, to change any unhelpful thoughts into productive powerful ones, and thereby facilitate peak performance"

"This is Step D on our ABC Model (Evaluate Thoughts and Change Unhelpful Thinking), which leads on to Step E (New Outcome self-belief, resilience and peak performance)

OHT 4 2

*Ask delegates to suggest strategies to change thinking into positive powerful thinking*

Flipchart



“Years of psychological research have ascertained that there are four key strategies to making your thinking more powerful. They can be encapsulated into 4 questions. The process is similar to a court-room cross examination

*List the 4 Challenging Questions*

OHT 4 3

*Explain each question with examples (and show how it may have been reflected in their previous suggestions to change thinking)*

**Am I making any thinking errors?**

**What is the evidence (for and against) my thoughts?**  
(e.g. I should be selling more)

**What are other ways of looking at it?**  
**(Piechart Strategy)**

"E.g. You fail to close a sale you thought you definitely had and you catch yourself thinking 'That proves I haven't got what it takes' "

"Notice that this explanation implies that the outcome was wholly determined by a single cause, your lack of ability as a salesperson"

"Typically there is not just one cause for a situation. Usually many causes contribute to an outcome. What are some other likely contributing factors to that outcome?"

*For each factor suggested, ask the group what percentage of the outcome might be determined by that cause. Illustrate on flipchart*

Flipchart

“With this technique, we can also ascertain whether our positive thoughts are helpful, or whether they are actually undermining our success ”

*Consider another example, such as*  
*You've made a large sale. When congratulated by your colleagues, you think to yourself 'It wasn't due to me. The Senior Financial Consultant sold it'*  
*Draw the pie chart on the flipchart, and ask the group for other contributing factors, such as I set up the appointment for him, I sold the benefits to the client, it was my client service etc*

"The piechart strategy helps develop a more realistic picture of all the factors involved in determining the causes of success and failure in a given situation "

"The goal of the pie chart strategy is not to blame others, but to take responsibility only for those things for which we are truly responsible, and to take credit where it is due rather than giving away our successes "

**\* If my thought is true, what can I do about it?**

"What action can I take?"

E.g. Your manager walks past you frowning. You check it out and find out that s/he really is angry with you for something you'd done. What can you do about it?"

**Example:**

*Work through the Ms X Situation demonstrating the use of the 4 Challenging Questions*

OHT 4 4

**Activities:**

Dyad  
Activity  
(10 mins)

**a) Distribute Handout 4 1 - 4 Challenging Questions**  
*Ask participants to use the handout to revisit Worksheets 3 2 and 3 3 - Stress Producing and Stress Reducing Thoughts about the Car Crash and Salary Increase*  
*In changing their thoughts from stress-producing to stress reducing they will have used one or more of the 4 Challenging Questions*  
*Ask participants to see if they can spot them*

Handout  
4 1

Worksheets  
3 2, 3 3

Triad  
Activity  
(15 mins)

**b) Manager in Bar Activity**  
*Outline the Scenario . "You are on the last day of an important course and you meet the course assessor on the way to the bar. He acknowledges you but doesn't speak to you for the rest of the way. He then joins another group of people in the bar "*

"Imagine that you feel tense, concerned, dejected "

"You think 'He's displeased with me. He doesn't like me. I've failed the course' "

*Distribute worksheet and the Ms X Handout as a model*

Worksheet  
4 1

*Allocate 10 minutes for the activity*

*Participants are asked to use the 4 challenging questions to combat the unhelpful thinking and reduce the negative feelings*

Handout  
4 2

*Feedback - Ask participants to outline any new feelings produced by the challenging*

Facilitator Input (5 mins)	<p><i>Demonstrate how the Challenging Questions fit on to the Thought Record, and how, if they are effective, they will reduce the strength of the negative feelings, and increase positive feelings</i></p> <p><i>Use the first situation on the partially-completed Thought Record as an example</i></p>	OHT 4 5
Triad Activity (20 mins)	<p><b>c) Partially-completed Thought Record</b></p> <p><i>Handout partially completed Thought Record and walk through the first example</i></p> <p><i>Allocate 15 minutes and ask participants to complete the remaining 3 situations by pinpointing the thinking errors, challenging unhelpful thoughts, and producing new feelings</i></p> <p><i>Feedback.</i></p>	Worksheet 4 2
Individual Activity (15 mins)	<p><b>d) Personal Work Example</b></p> <p><i>Ask participants to think of a personal work example that is currently causing them problems (e.g. causing them to feel demotivated)</i></p> <p><i>Using the 5 column Thought Record, they are to jot down their thoughts about the situation. Then using the 5 Challenging Questions, evaluate their thinking and challenge unhelpful or stress-producing thoughts</i></p> <p><i>Invite participants to discuss their worksheet with the group (or with the facilitators privately at a later time)</i></p> <p><i>Ask if anyone found that their challenging did not bring about a change in their feelings about the situation.</i></p> <p><b>POSSIBLE PITFALLS</b></p>	Worksheet 4 3
Facilitator Input (5 mins)	<p>"Why do you think these challenges sometimes work and sometimes not?"</p> <p>"One possible reason may be that the challenge represents a <b>vain hope</b>. If there is no evidence for the challenge, the optimism is empty and may not effectively challenge the validity of the unhelpful thought "</p> <p>"A second possible reason is that the challenge represents a <b>'must'</b> or <b>'ought'</b> or <b>'should'</b> statement, which merely increases the pressure on you "</p>	OHT 4 6

"A third important variable is the **degree of belief** you have in the challenge. The alternative explanations must be believable to be effective. For example, it is no use thinking 'I was successful because I am handsome, strong, articulate' when clearly you are not!!!"

"The idea is to focus on your strengths, but be realistic. We are not talking about empty positive thinking, but realistic thinking. That is what makes these techniques so powerful."

"In our culture, we are conditioned to focus on our weaknesses, and down-play our strengths. It is a recipe for disaster!"

Individual  
Activity  
(5 mins)

*Suggest that participants revisit their challenges and check whether they are clear of the above common pitfalls. Ask them to modify as necessary.*

### DISTRACTION TECHNIQUES

Facilitator  
Input  
(15 mins)

"Sometimes it is not possible or practical to analyse whether a particular thought is accurate right at that moment. There may be times when it is simply counter-productive to think about things. This doesn't mean that it won't be useful to return to those thoughts later. It's just not useful to focus on them right now."

"What are some situations when it is counter-productive to focus on your thoughts?"

Flipchart

"There are 3 **distraction techniques** that are useful at these times:

1 Thought Stopping - Whenever you find yourself in a situation in which you don't want to examine your thoughts, simply say to yourself "STOP!" and do something very distracting like snapping a rubber band on your wrist, splashing cold water on your face etc. It has to be powerful enough to break your train of thought."

Handout  
4 3

"Let's practice some thought-stopping now. I'd like you to imagine that you are sitting at your desk making cold calls. It's not something that you want to be doing, but you are forcing yourself to anyway. You dial the numbers, the person answers, and as soon as you identify yourself. **SLAM!** the person hangs up on you. Really concentrate on how that makes you feel. Focus on those negative thoughts and feelings."

*Course leader pauses for a moment, and then shouts "STOP" loudly, while slamming something hard on the desk*

"Now I'd like you to try to conjure up those feelings again"

*Assess with the group the ease with which they can evoke the feelings again*

"You may have to distract yourself 2 or 3 times if the unwanted or unproductive thoughts keep returning "

### 2 Scheduling a specific time for thinking things over

"It might be 30 minutes in the evening when you get home from work or any other time that fits your daily schedule The only time to avoid thinking things over is right before you go to sleep for the night Sometimes focusing on problems or negative thoughts late at night makes it difficult to fall asleep "

"The key is to set aside a particular time for thinking things through so that it is easier to put thoughts aside when you have actual work to do When you find yourself thinking about things at the wrong time, you can say to yourself 'Stop, I'll think this through later ' It may sound simplistic but it will help to keep you focused "

### 3 Write down the troublesome thoughts when they occur

"This allows you to put them out of your mind until the proper scheduled time "

*Ask delegates to read the handout for homework, and try each of the distraction techniques during the week to find the one that suits them best*

Individual  
Activity  
(5 mins)

"For homework this week, you are asked to undertake the 5 canvassing calls you included in your plan for the week Imagine yourself doing the preparation, then actually doing the cold calling, and imagine a successful outcome - you got a significant number of promising appointments On the homework sheet, write down the reason for this success "

**No debrief.**

Homework (10 mms)	<p><b>1. Personal Successes</b>  <i>In preparation for the seminar next week, delegates are asked to think back over the past 12 months and write down 4 successes they've had (large or small, in any area of life) On the worksheet, they are to describe the success and indicate its cause</i></p> <p><b>2. Enhancing Positive Powerful Thinking</b>  <i>Advise delegates that this week they are to do an experiment with their thoughts They are to prepare to carry out the 5 cold calls they included in their plan for this week. Before commencing each call, they are to ascertain their thoughts, and write them on the Thought Record Then they are to undertake the courtroom cross-examination using the 4 Challenging Questions they are to evaluate their thoughts and, if warranted, modify them to make them more productive, positive and powerful They are then to carry out the calls, and note how easy or difficult the task is</i></p>	Homework 4 1
Individual Activity (5 mms)	<p>“Imagine yourself doing the preparation for those calls now Next, imagine yourself actually making one of the calls with a successful outcome On the homework sheet, write down the reason for this success ”</p> <p><i>No debrief</i></p> <p><b>3. Distraction Techniques</b>  <i>Delegates are to look for opportunities to try out the various distraction techniques, and select the one that works best for them Be prepared to share their experience with the group next week.</i></p> <p><b>4. Weekly Plan</b>  <i>Delegates are advised to again plan their activity for the next week, this time including 5 referrals and 5 cold calls They are to ensure that their week contains a good balance of activities, including personal motivating activities, a further step on their juggler goal, and of course at least one reward.</i></p> <p><i>If participants are reluctant to engage in any of these activities, ask them to tap into their thoughts about the activities to see if they can ascertain why they would like to avoid them</i></p> <p><i>Return Thought Records</i></p>	Homework 4 2
Delegate Input	<p><i>Summarise the session</i></p>	

Feedback	<i>Elicit delegates' feedback about the seminar and the proposed homework</i>	
Individual Activity	<b>“Jot down your thoughts about the session in the Week 4 section of the workbook (p2) and any insights you have gained about yourself on p4 ”</b>	<b>Blueprint</b>

## **3 STEPS TO ENHANCING RESILIENCE AND SUCCESS**

- 1 RECOGNISE YOUR THOUGHTS.**
- 2 DETERMINE WHETHER THEY ARE  
ACCURATE/HELPFUL.**
- 3 IF UNHELPFUL, SUBSTITUTE MORE  
EFFECTIVE WAYS OF THINKING :-**

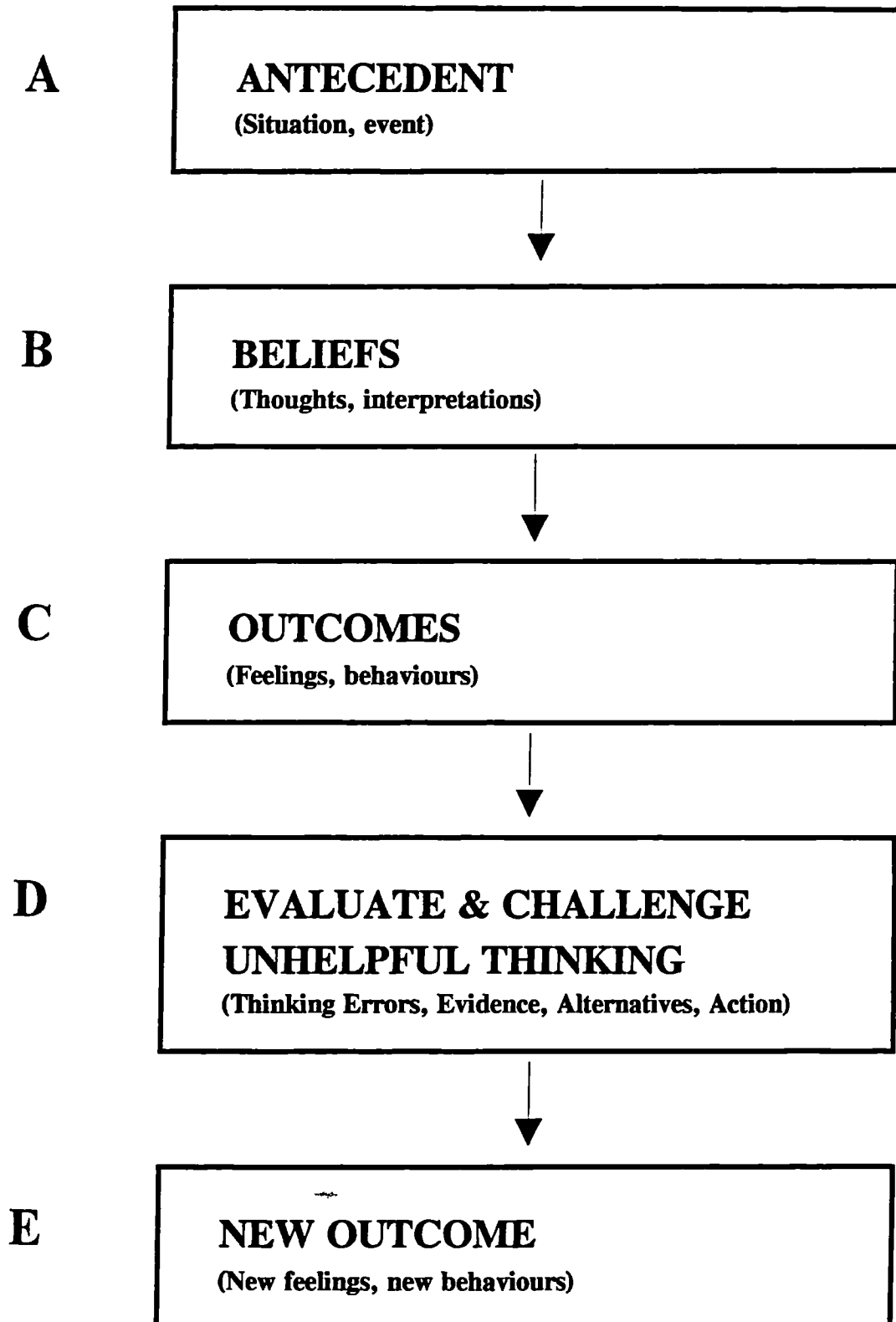
***THINKING ERRORS?***

***EVIDENCE?***

***ALTERNATIVES?***

***ACTION?***







## Ms X

### A. SITUATION

Ms X is an adequate performer at work. Her boss asks her to rewrite sections of a report.

### B. THOUGHTS

She thinks to herself : "I've failed." "My boss must think I am incompetent." " I'm no good at my job."

### C. FEELINGS

She feels very upset.

## EVALUATE AND CHALLENGE UNHELPFUL THOUGHTS :

### 1. THINKING ERRORS

Jumping to conclusions, mind-reading, all-or-nothing thinking.

### 2. EVIDENCE

If I was so pathetic, I wouldn't have got the job.

He only asked me to rewrite parts of the report.

I got a good review He has complimented other things I've done.

### 3. ALTERNATIVES

This is only one aspect of the job, not the whole thing.

My report may end up better, and I will get the credit.

If he didn't think I was up to it, he wouldn't ask me to do it.

He's always been fair - he wouldn't judge me on one thing or ask me if it weren't necessary.

### 4. ACTION

I can ask for advice on how to do it better.

I can look at other people's reports and ask if they ever have to re-do them.

I can ask for feedback about my performance.

# THOUGHTS RECORD

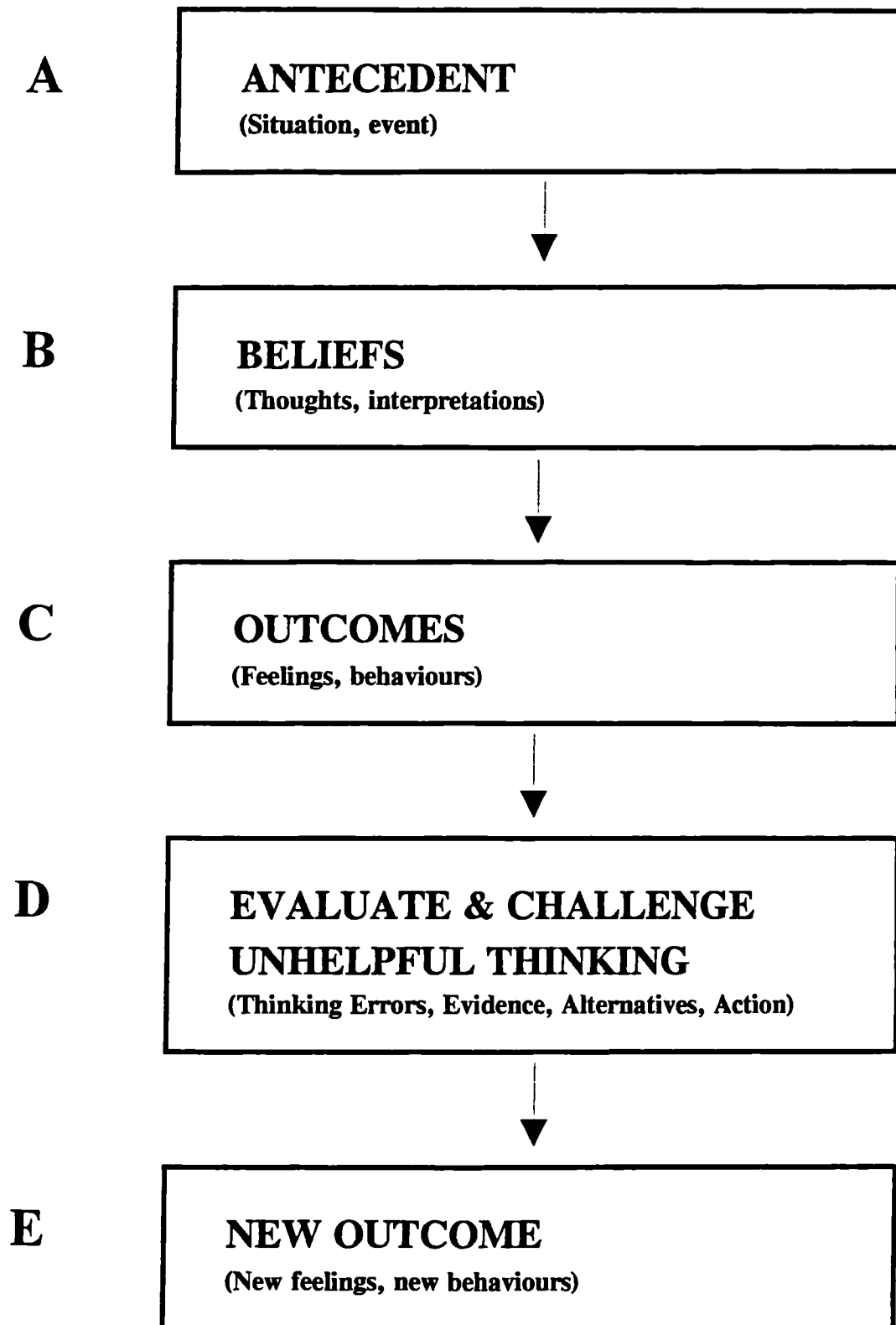
W/sheet 4.3, H<sup>1</sup>work 4.2  
OHT 4.5

SITUATION (A)	THOUGHTS (B)	FEELINGS (C) (rate 0-10)	EVALUATE/CHALLENGE UNHELPFUL THOUGHTS	NEW FEELINGS (rate 0-10)
			Thinking Errors?  Evidence?  Alternatives?  Action?	
			Thinking Errors?  Evidence?  Alternatives?  Action?	

## CHALLENGING QUESTIONS: COMMON PITFALLS

1. VAIN HOPE?
2. 'MUST' 'OUGHT' 'SHOULD'?
3. BELIEVABLE?





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### 4. ACTION

I can ask for advice on how to do it better

I can look at other people's reports and ask if they ever have to re-do them.

I can ask for feedback about my performance.



## **DISTRACTION TECHNIQUES**

There may be times when it is unhelpful to focus on your thoughts. When you are trying to get to sleep, or when you are working on an important task, it makes more sense to clear your mind of troublesome thoughts. There are three distraction techniques you can use.

- 1 **THOUGHT STOPPING** Whenever you find yourself in a situation in which you don't want to examine your thoughts, say to yourself "STOP!" and do something distracting. You can snap a rubber band on your wrist, or splash cold water on your face. It doesn't matter what you do as long as it is drastic enough to divert attention from your thoughts. Sometimes you may have to repeat it a few times before you have sufficiently distracted yourself.
- 2 **SETTING A SPECIFIC TIME** A second distraction technique is setting a specific time for thinking things over. It can be twenty minutes in the evening after dinner, or any other time that you are usually relaxed. By having a specific time set aside for reviewing your thoughts, you can more easily put them out of your mind when they arise during the day or night.
- 3 **WRITING DOWN THOUGHTS:** A third distraction technique is to write down troublesome thoughts as they occur. In that way put them out of your mind until you can think them through during your specific thinking time.

Adapted from Optimism ABC

## CHANGING UNHELPFUL THINKING

**A SITUATION**

*You are on the last day of a very important course. On the way to lunch, you meet one of the course assessors in the corridor. After acknowledging you, he doesn't speak to you for the rest of the way to the dining room. Upon arrival, he joins another group of people at the bar.*

**B THOUGHTS**

*I must have failed the course.  
My presentation was wasn't good enough.  
Everyone is going to think I am a fool.*

**C FEELINGS**

*You feel tense and worried.*

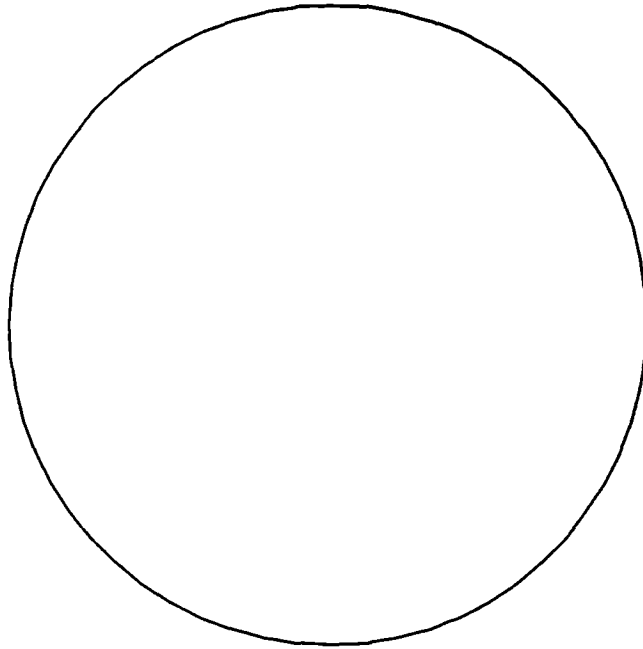
**TASK:**

**Use the 4 Challenging Questions to help combat these stress - producing thoughts and reduce the negative feelings.**

**1. THINKING ERRORS?**

**2. EVIDENCE (FOR / AGAINST) ?**

### 3. ALTERNATIVES?



### 4. ACTION?

### THOUGHTS RECORD

SITUATION (A)	THOUGHTS (B) <small>(rate 0-10)</small>	FEELINGS (C) <small>(rate 0-10)</small>	EVALUATE AND CHALLENGE UNHELPFUL THOUGHTS	NEW FEELINGS <small>(rate 0-10)</small>
<p>After nodding at you, your boss doesn't speak to you during the 20 floor lift ride to your office.</p>	<p>My boss think's I'm no good.</p>	<p>Anxious 8 Dejected 5</p>	<p><u>Thinking Errors</u>                      - Mindreading  <u>Evidence</u>                      -In the past he's always spoken to me nicely if there have been any problems with my work.                      -All my work is up-to-date                      -I am conscientious and work efficiently.  <u>Alternatives</u>                      -He's pre-occupied                      -He doesn't like lifts                      -He's not well  <u>Action</u>                      - Speak to him</p>	<p>Anxious 3 Dejected 0</p>
<p>You make 30 telephone calls and get 0 appointments</p>	<p>I don't have what it takes</p>		<p><u>Thinking Errors</u>   <u>Evidence</u>   <u>Alternatives</u>   <u>Action</u></p>	

### THOUGHTS RECORD

SITUATION (A)	THOUGHTS (B) (rate 0-10)	FEELINGS (C) (rate 0-10)	EVALUATE AND CHALLENGE UNHELPFUL THOUGHTS	NEW FEELINGS (rate 0-10)
<p>A colleague who began the same day as you has made 3 sales and you've only made one.</p>	<p>I'm a failure.</p>		<p><u>Thinking Errors</u></p> <p><u>Evidence</u></p> <p><u>Alternatives</u></p> <p><u>Action</u></p>	
<p>My manager has suggested that I increase my personal production.</p>	<p>I can't do that amount of business.</p>		<p><u>Thinking Errors</u></p> <p><u>Evidence</u></p> <p><u>Alternatives</u></p> <p><u>Action</u></p>	

# THOUGHTS RECORD

W/sheet 4.3, H<sup>1</sup>work 4.2

SITUATION (A)	THOUGHTS (B)	FEELINGS (C) (rate 0-10)	EVALUATE/CHALLENGE UNHELPFUL THOUGHTS	NEW FEELINGS (rate 0-10)
			Thinking Errors?  Evidence?  Alternatives?  Action?	
			Thinking Errors?  Evidence?  Alternatives?  Action?	

# **MANAGING RESILIENCE COURSE**

## **WEEK 4 ASSIGNMENTS**

### **1 4 SUCCESSES AND THEIR CAUSES (Homework 4.1)**

In preparation for the seminar next week, please think back over the past 12 months and select 4 successes you've had (in any area of your life)

On the worksheet (Homework 4 1), briefly outline your successes and against each one, write down its cause

### **2 ENHANCING POSITIVE POWERFUL THINKING (Homework 4.2)**

This week you are asked to do an experiment with your thoughts Prepare to carry out the 5 cold calls you included in your plan for this week. Before commencing each call, ascertain what your thoughts are, and write them in the Thought Record (Homework 4.2).

Use the 4 Challenging Questions to evaluate your thoughts and, if warranted, modify them to make them more productive, positive and powerful.

Then carry out the calls

### **3 WEEKLY PLAN**

Plan your activity for the forthcoming week using the Weekly Plan, including 5 cold calls, and 5 referrals.

Ensure your plan contains a good balance of activities, a further step in your juggler goal, and of course at least one reward.

	<b>SUCSESSES</b>	<b>CAUSES</b>
1.		
2.		
3.		
4.		



# THOUGHTS RECORD

W/sheet 4.3, H'work 4.2

SITUATION (A)	THOUGHTS (B)	FEELINGS (C) (rate 0-10)	EVALUATE/CHALLENGE UNHELPFUL THOUGHTS	NEW FEELINGS (rate 0-10)
			Thinking Errors?  Evidence?  Alternatives?  Action?	
			Thinking Errors?  Evidence?  Alternatives?  Action?	

# WEEKLY PLAN

Name \_\_\_\_\_

Week Beginning \_\_\_\_/\_\_\_\_/\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
A.M						
P.M						
EVE						



## **MODULE 5**

### ***BELIEFS THAT LEAD TO SUCCESS***

Duration 3 hours

Materials required

- OHT 5 1 - Example of Ineffective Challenging
- OHT 5 2 - Iceberg Technique
- OHT 5 3 - Example of Iceberg Technique
- OHT 5 4a - Performance Equation
- OHT 5 4b - Performance Equation (continued)
- OHT 5 5 - Beliefs about Success and Failure
- OHT 5 6 - Boxer cartoon (Internal/External Beliefs)
- OHT 5 7 - Boxer cartoon (Permanent/Temporary Beliefs)
- OHT 5 8 - Boxer cartoon (Global/Specific Beliefs)
- OHT 5 9 - Exam failure example
- OHT 5 10 - Exam success example
- OHT 5 11 - Demotivating Beliefs
- OHT 5 12 - Beliefs that Lead to Success
- Homework 4 1 - Four Successes and their Causes
- Worksheet 5 2 - Observer's Worksheet
- Handout 5 1 - Iceberg Technique
- Week 5 Weekly Assignment
- Homework 5 1 - Types of Beliefs
- Homework 5 2 - Success Diary
- Homework 5 3 - Thoughts Audit
- Homework 5 4 - Weekly Plan & Prospecting Register

Session Outline

- Iceberg Technique
- Performance equation
- 3 Types of Beliefs
- Internal/External beliefs
- Permanent/Temporary beliefs
- Global/Specific beliefs
- Demotivating Beliefs
- Beliefs that Lead to Success
- Summary

**PROCESS**

**CONTENT**

**AIDS**

Introduction *Welcome delegates*  
 (30 mins)  
*Recap last session*

- *Challenging Unhelpful Thoughts (Positive and Negative)*
- *Common Pitfalls*
- *Distraction Techniques*

*Ask participants if there are any issues they would like to discuss or clarify from last week*

*Discuss the proposed seminar outline Ask for additional items for the session agenda*

- Review homework*
- *Distraction Techniques*
  - *Weekly Plan*
  - *Challenging Unhelpful Thoughts about Cold Calling*

"Did anyone find that they had negative thoughts about doing the homework assignments?"

"Who found the cold canvassing easier when they challenged any negative thoughts they had about the homework assignment?"

*Choose a participant to explain how s/he used the challenging techniques*

*Examine how challenging the unhelpful thoughts rather than allowing them and focusing on them affects how we perform and feel*

"What challenging questions did you ask yourself when evaluating your beliefs?"

"Was there anyone who found that, after disputing, the feelings did not change substantially?"

Example

OHT 5 1

A. The prospect asked a lot of questions but refused to set up an appointment

B "I'm hopeless She was interested and I couldn't set up anything I might as well give up "

C Frustrated (9)  
Fed up (10)

D "I'm not hopeless, I'm the best If at first you don't succeed, try and try again "

E Frustrated (9)  
Fed up (10)

"These challenges are not believable "

"If you don't believe your challenge, it won't have much effect on your initial belief, nor on your feelings "

"It is not simply what you say to yourself that makes the difference, but whether or not you believe what you say that counts "

(E.g. Looking in the mirror, you think "What an ugly brute", but really you are secretly pleased with how great you look)

"That's what makes this approach different from Norman Vincent Peale and The Power of Positive Thinking "

"Similarly, it is not enough to wish something to be so (a vain hope), nor to tell ourselves that it should be so - we need good hard evidence to change our thoughts "

"Check through the challenging you did for homework and see whether it was believable, or just positive thinking, a wish or a 'should' "

### Iceberg Technique

"Another factor to consider if your challenging has not reduced the strength of the negative feeling, is whether you've tapped into all the thoughts (One-liners are not enough) "

"As we know, nine tenths of an iceberg is hidden below the surface of the ocean Only the tip is visible "

OHT 5 2

"Similarly, sometimes the part of our thoughts that we tap into is only the tip of our beliefs There are more beliefs below the surface that also need to be uncovered if our challenging is to be successful."

"To uncover these deeper thoughts and beliefs, you ask yourself "What does this thought mean to me?"

Usually you have to ask yourself this question several times to uncover all the beliefs "

"This is important because the deeper beliefs have a significant impact on our feelings and actions Unless we identify them, we cannot evaluate them and challenge any that are inaccurate or unproductive "

*Work through example - "I hate making these calls" demonstrating the use of the Iceberg Technique* OHT 5 3

"This technique is also good to use when the thoughts you have identified do not fully explain your reaction to a situation, or you do not understand the intensity of your reaction to a situation (e.g. a volcano reaction to a little occurrence) "

"Check through the thoughts you identified for homework  
Do any of them need to be unpacked further?  
(Check for one liners!)  
Use the question "What does this mean to me?" to uncover any further thoughts

Handout  
5 1

*Course Leaders to collect Thought records for perusal during the session and return at the end of the session*

### Personal Successes

Triad  
Activity  
(30 mins)

"For homework last week, you noted four successes that you've had in the past twelve months. Select one of your four successes. In triads now, we would like you to interview each other about these successes

Homework  
4 1

### Interviews

Take a turn in each role (5 minutes each)

Person A to interview Person B about his/her success  
Person C to list all the skills and abilities underpinning Person B's success (Don't just summarise the success, but elicit key skills needed )  
At the end of the interview, Person C feeds back their list to Person B "

Worksheet  
5 2

*Allocate 20 minutes for the groupwork.*

### Debrief .

"What was learned from the activity?"  
"How did delegates initially attribute their successes  
- how many said the cause was due to their ability?  
- how many said it was due to luck?  
- how many attributed it to the effort they had put in?  
who saw it as being due to the ease of the task?  
- who felt it was due to positive circumstances?"  
"How has this changed?"

### Beliefs That Lead To Success

Facilitator Input (10 mins) "It is well known that high effort coupled with persistence leads to high performance and the ability to cope with the demands of a situation

OHT 5 4a

Agree? Comments?"

"But what causes persistence?"

What causes high effort and motivation?"

*Encourage delegates' suggestions*

"Research in psychology indicates that the way we view or explain our successes and failures determines how persistent and motivated we are (which in turn affects productivity and job satisfaction) "

OHT 5 4b

"I don't need to tell you that in any sales industry there are more "no's" than "yes's"

That is why it is important to see your knockbacks, and your successes as well, in the most productive and energising way "

"Let me give you a little of the background "

"After we have had a success or failure, (and it can be any positive or negative outcome or event such as making an appointment, closing a sale, others?) although we may be unaware of doing it, we look for a reason for the outcome, i e , why it occurred "

"Who was aware of doing that when they did their cold canvassing homework for the Thought Records last week?"

"Certain types of beliefs or thoughts about the causes of our successes and failures are associated with increased persistence and productivity, whilst other types of beliefs result in a sapping of motivation, in frustration, and a drop in sales performance "

OHT 5 5

### **Cognitive Triad**

"Three different types of beliefs are important in our thoughts about our successes and failures, beliefs about ourselves, our experiences, and our future" (Beck et al. 1979)

*Outline the Cognitive Triad on the flipchart*

Flipchart

"Let's look at each set of beliefs in turn - about ourselves, our experiences, our future - and then apply them to our work situation "



<p>Facilitator Input (5 mins)</p>	<p><b>Internal / External</b>                  "Some of our beliefs are internal, that is we believe that <u>we</u> caused the event                  Other beliefs are external - we believe that <u>other people or circumstances</u> caused the event "</p> <p>"For example "I batted really well in the cricket game yesterday My timing was just right " This is an example of an internal belief about what caused the positive outcome "</p> <p>"What is an example of an external belief about a good hitting day?"                  (The bowler was awful, or the pitch was in my favour)</p> <p><i>Review examples of internal / external responses by the boxers</i></p>	<p>OHT 5 6</p>
<p>Dyad Activity (10 mins)</p>	<p>"Now lets extend the same internal and external idea to sales In pairs (with person next to you) generate some internal beliefs about having made a difficult sale, and some external beliefs "</p> <p><i>Feedback around the room</i></p> <p>"Psychological research has shown that it is precisely those people who fail to take credit for their accomplishments, or take too much blame for their failures who are at-risk for motivational problems and poor performance "</p>	
<p>Facilitator Input (5 mins)</p>	<p><b>Permanent / Temporary</b>                  "Another way of thinking about our successes and failures is to see them as either permanent or temporary "                  (<i>Refer to Cognitive Triad</i>)</p> <p>"A permanent belief is 'I'll always be like this, I'll never do any better '                  A temporary belief is 'This is only a temporary setback, I'll be able to change what I do and improve' "</p> <p><i>Review permanent / temporary responses by boxers</i></p>	<p>OHT 5 7</p>
<p>Dyad Activity (10 mins)</p>	<p>"Now lets apply the permanent / temporary dimension to sales                  What would be a permanent belief about having made a difficult sale, and what would be a temporary belief?                  In pairs, (with the person next to you) write down 1-2 permanent beliefs, and 1-2 temporary beliefs "</p> <p><i>Feedback around the room</i></p>	

<p>Facilitator Input (5 mins)</p>	<p><b>Global / Specific</b>                  "A third way to look at our beliefs is whether we view things as global (i.e affecting everything) or specific (only one specific thing) "                  "For example, a global belief is 'I have trouble dealing with old people' A more specific way of viewing this is 'I have trouble dealing with my elderly neighbour' "</p> <p><i>Review global / specific responses by the boxers</i></p>	<p>OHT 5 8</p>
<p>Dyad Activity (10 mins)</p>	<p>"Now lets use the example of a difficult sale again                  In pairs write down examples of global and specific beliefs about this success "</p> <p><i>Feedback around the room</i></p>	
<p>Facilitator Input (10 mins)</p>	<p><b>"How we explain the causes of our successes and failures has an important effect on our subsequent mood and behaviour."</b></p> <p>"Consider this example" (Carver &amp; Scheier, 1981)</p> <p>"An individual fails an exam (such as your licensmg exam) and attributes this failure to the reason that '<i>s/he is useless at everything s/he attempts</i>' "</p> <p>"This is an <u>internal</u> explanation because it relates failure to personal incompetence                  It is a <u>permanent</u> explanation because it relates failure to an unchanging or constant feature of his/her functioning, namely his/her uselessness                  And it is <u>global</u> because it may be used to explain his failure in a wide range of situations (e g the person might use this explanation 'I am useless at everything I do' to explain why s/he played a bad game of golf, or burnt the supper) "</p> <p>"Such a thinking pattern, if widely apphed, would tend to magnify all failures, and lead to hopelessness and depression, especially if the event was important                  What would happen is that in the future bad but not good outcomes would be added into the person's belief about him/herself."</p> <p>"What would be a more helpful way of thinking about the exam failure?"</p> <p><i>Analyse participants suggestions according to the 3 dimensions</i></p>	<p>OHT 5 9</p>

"Imagine that the individual had passed his/her exam, and had attributed it to the fact that the questions were particularly easy " OHT 5 10

"Such an explanation is external because it relates success to a characteristic of the exam, not to a characteristic of the individual, it is temporary because easy questions can not be regarded as a constant feature of exams, and it is specific because it cannot be used to explain success in any other setting "

"As children, we are taught to explain our successes in just this way - external, temporary and specific It is the 'modest' way to think

But, such a thinking pattern minimises our successes, and reduces self-esteem (because the successes are not being added to our view of ourselves - they are being given away) "

"The majority of our successes and other pleasant events which occur in our lives are things which we plan, work for, and therefore deserve credit for It is important, therefore, that we recognise this and take credit for that which we are due "

"What would be more helpful ways of thinking about the causes of the exam success?"

"Internal, global and permanent beliefs about successes, when true, enhance self-esteem and give you a sense of control over your life E g 'I'm good at communicating', 'I am confident in my ability to do this', 'I can do a lot of things well when I try' "

Facilitator  
Input  
(10 mins)

**a) Demotivating Beliefs**

"If a person consistently believes that the causes of his/her successes are due to external, specific, and temporary factors such as good luck, easy task, then he/she is at risk of demotivation, low self-belief and poor performance  
Yet, society expects us to explain our successes in just this way It is the 'modest' way to think  
I am not suggesting being immodest, rather acknowledging to yourself the specific roles you have played in your successes "

OHT 5 11

"We all have failures If we consistently attribute them to internal, global, and permanent causes, e g my lack of ability, a feature of my personality, etc , we are at risk of putting ourselves down, of feeling frustrated and overwhelmed "

“Yet, as children, we are encouraged to think this way, i.e. to take personal responsibility for errors, to accept blame. But such a thinking pattern is often inaccurate (bad outcomes are not always our fault). Further, this type of thinking leads us to believe that problems cannot be eliminated. If the problem is due to something global and permanent about yourself, there is nothing you can do about it. However, if the cause is external, temporary and specific, there is more likelihood that you can do something about it. If it is due to internal, temporary and specific factors, then the cause is totally within your control - a change of strategy will get rid of the problem.”

**b) Beliefs That Lead to Success**

OHT 5 12

"What sort of personal beliefs about one's successes and failures are likely to enhance persistence and productivity?"

"These are the beliefs that lead to success "

"Please write them down in your Blueprint, and practise them."

Blueprint

Individual  
Activity  
(5 mins)

"Refer back to the activity '4 Successes and their Causes'. Look at the causes you originally gave for your successes. Were they helpful (i.e. motivating)? Why do you think we asked you in the interviews to elicit the underlying skills? (PIG)"

Homework  
4 1  
Worksheet  
5 2

**HOMEWORK**

**1 Read handout "Types of Beliefs"** One participant will be selected next session to give a short presentation about the 3 Types of Beliefs to the group

Homework  
5 1

**2 Success Diary**

During the week, keep a diary of successes. They need not be major events, small occurrences are important as well.

Homework  
5 2

As you jot each success down, think about its cause, i.e. why it occurred. Look for internal causes (i.e. things to do with you), especially ones that might have been overlooked or discounted previously.

Aim to note at least one success each day.

The purpose of this activity is for you to make positive but realistic self-statements about your successes, i.e. to take credit for the positive events for which you are responsible, and not give your successes away or minimise them.

Therefore, please do not make up causes, but look closely for ones that you may normally have missed

**3 Referrals and cold calling**

Seek the 5 referrals and make the 5 cold calls that you planned last week

Imagine you are asking for referrals now, and you are successful Write down the cause of your success

After each cold call, complete the portion of the worksheet concerning the result of the call, and the cause of the result on the Thoughts Audit Rate your causes as either Internal or External.

Homework  
5 3

**4 Weekly Plan**

Plan 5 referrals and 10 cold canvasses for next week

Homework  
5 4

*Return Thought Records*

*Summarise session and seek delegates for feedback about the seminar*

Individual  
Activity

Blueprint for Success Complete Week 5 (p2) and jot down any points that you would like to think further about

Blueprint

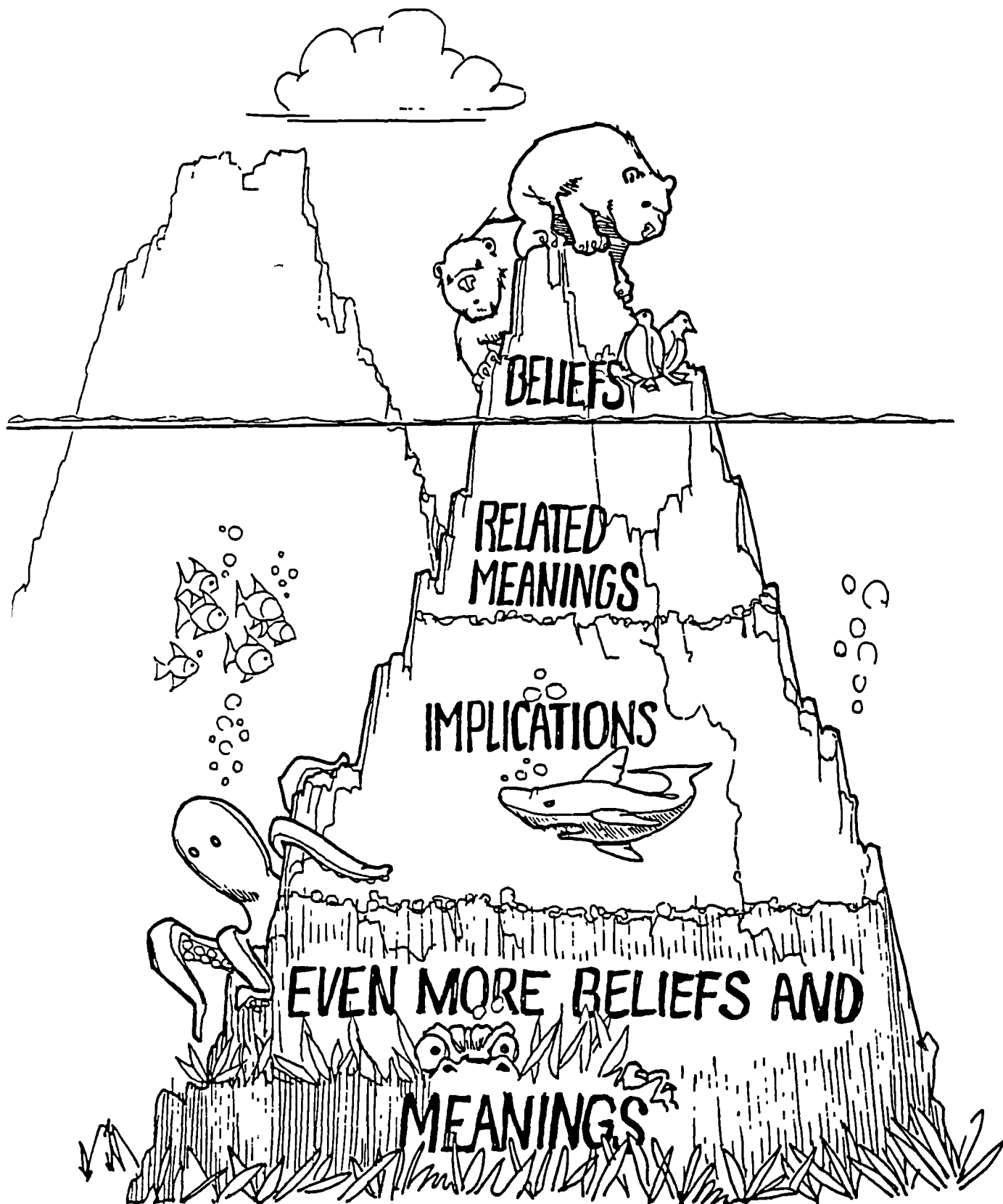
A. Prospect asked a lot of questions but refused to set up an appointment.

B. I'm hopeless. She was interested, but I still couldn't set up anything. I might as well give up.

C. Frustrated (9)  
Fed up (10)

D. I'm not hopeless, I'm the best. If at first you don't succeed, try and try again.

E. Frustrated (9)  
Fed up (10)



# ICEBERG

I hate making these calls.

*What does that mean to me?*

It's not fair that I have to suffer.

*What does that mean to me?*

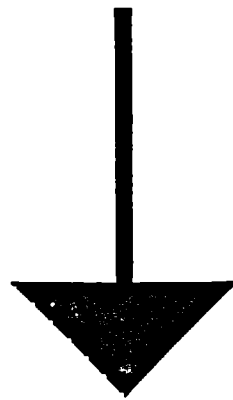
If someone doesn't react to me the way that I want, then there's something wrong with me.

*What does that mean to me?*

It means that I am a worthless person.



Effort + persistence



High performance

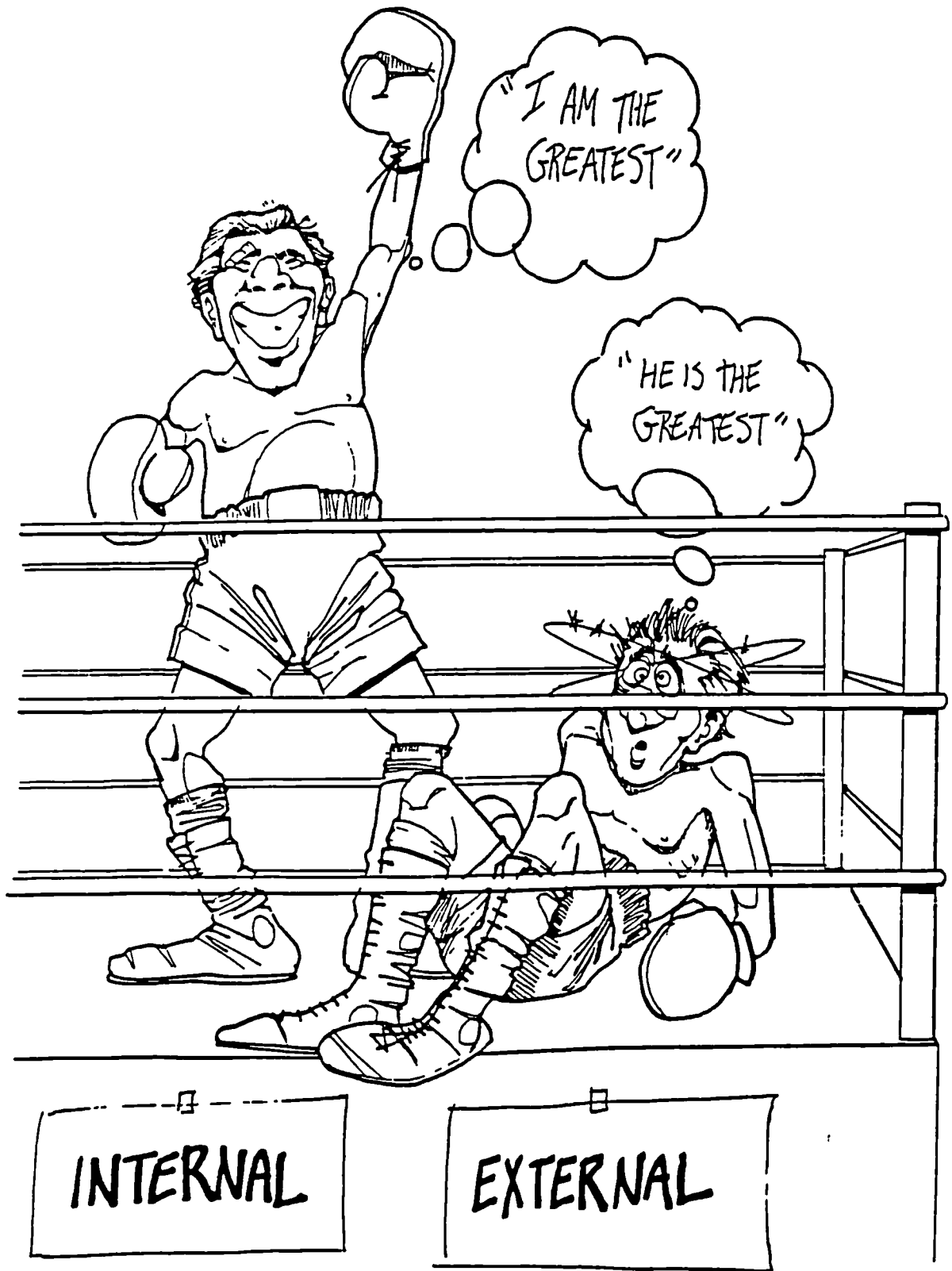
# The way we view our successes & failures

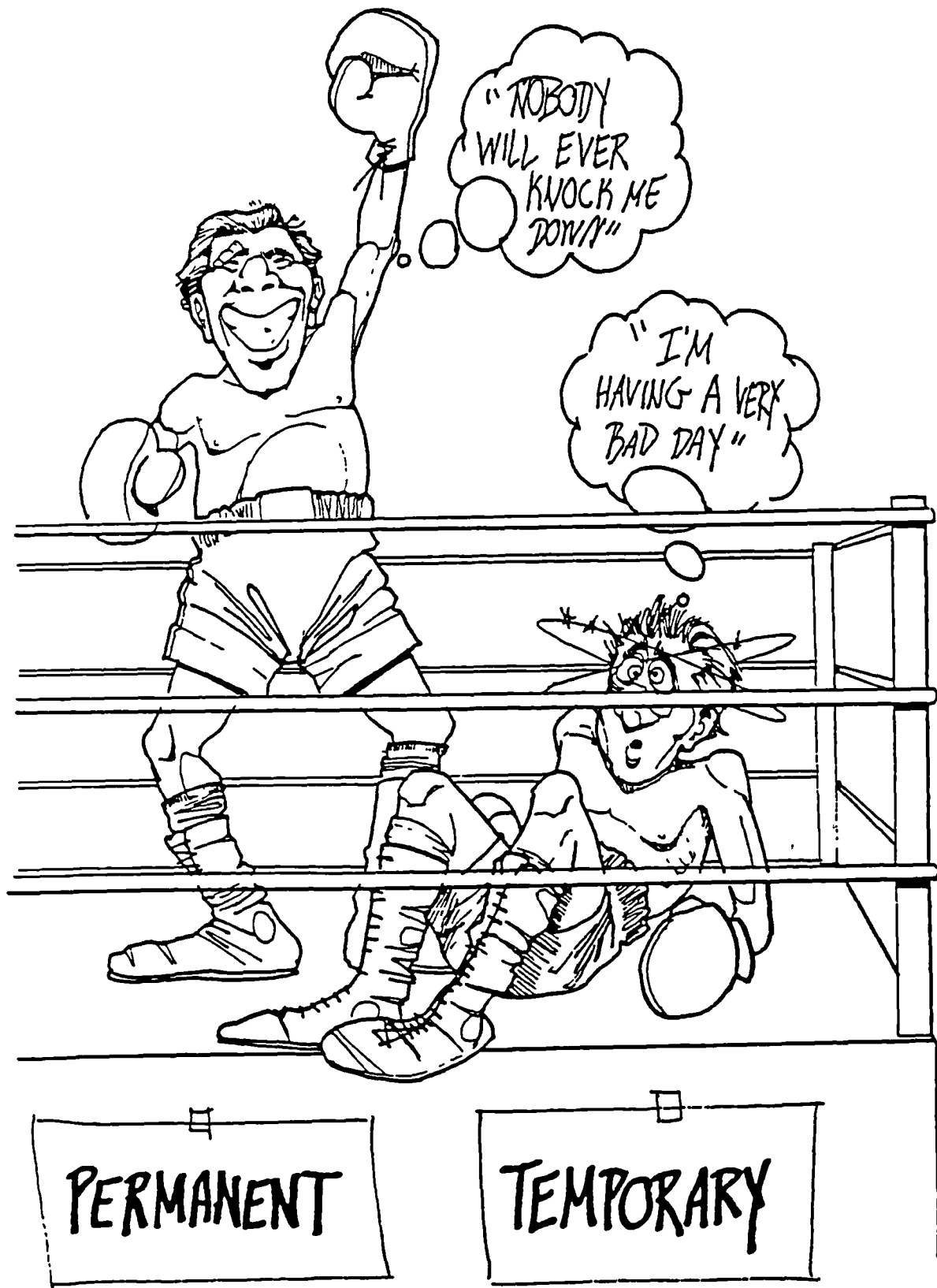


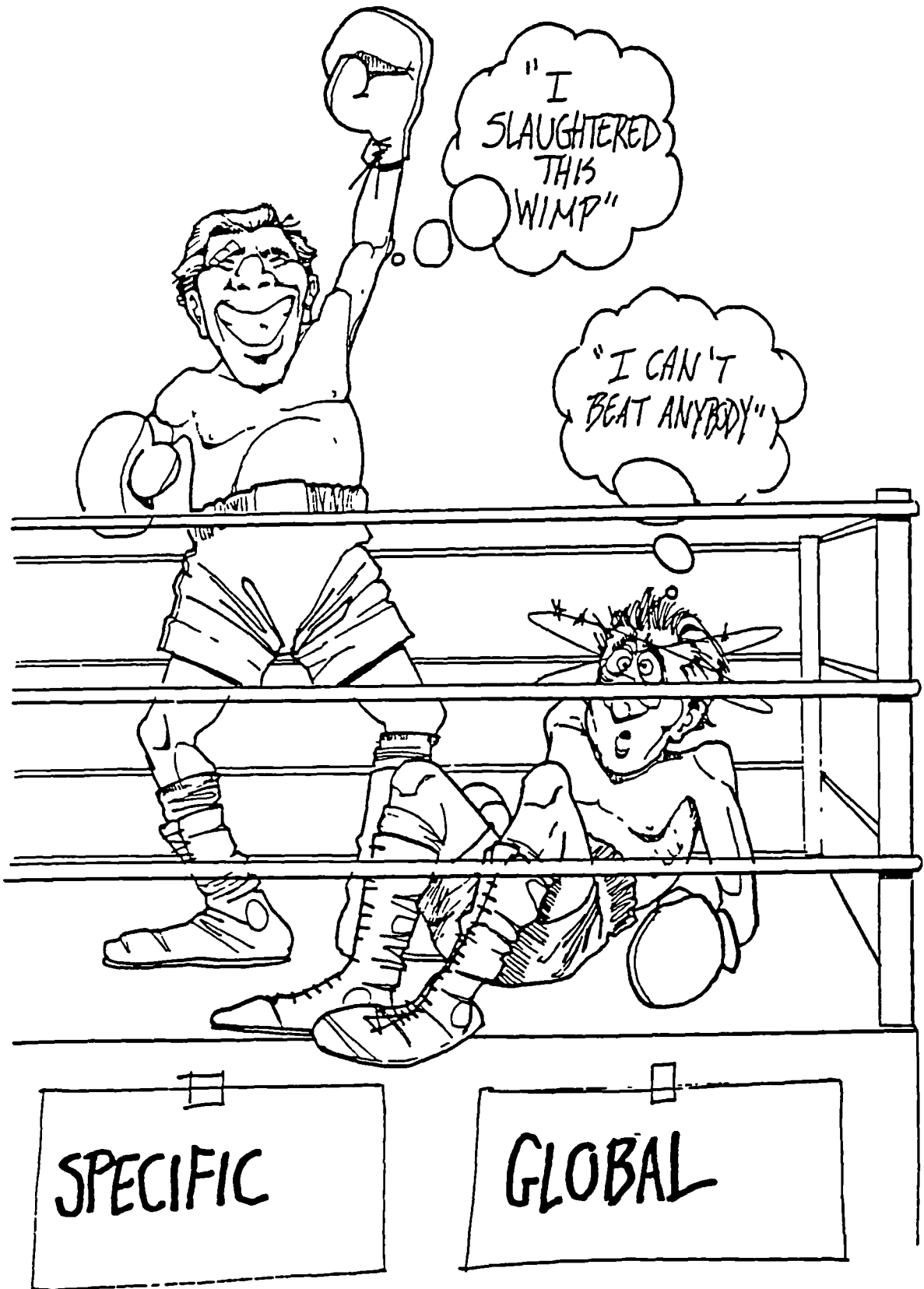
**A. Success/failure.**

**B. Beliefs about the  
cause of success/  
failure.**

**C. Persistence, motivation,  
high productivity.**







**A. FAILED EXAM.**

**B. I AM USELESS AT  
EVERYTHING I ATTEMPT  
( \_ \_ \_ ).**

**C. OTHER FAILURES  
MAGNIFIED.  
HOPELESSNESS  
DEPRESSION.**

**A. PASSED EXAM.**

**B. THE QUESTIONS  
WERE EASY ( \_ \_ \_ ).**

**C. OTHER SUCCESSES  
MINIMIZED.  
DEMOTIVATION +  
HOPELESSNESS.**



## DEMOTIVATING BELIEFS

---

**A. Success**

**A. Failure**

**B. External  
Specific  
Temporary**

**B. Internal  
Global  
Permanent**

**C. Demotivation  
Frustration  
Decreased  
productivity**

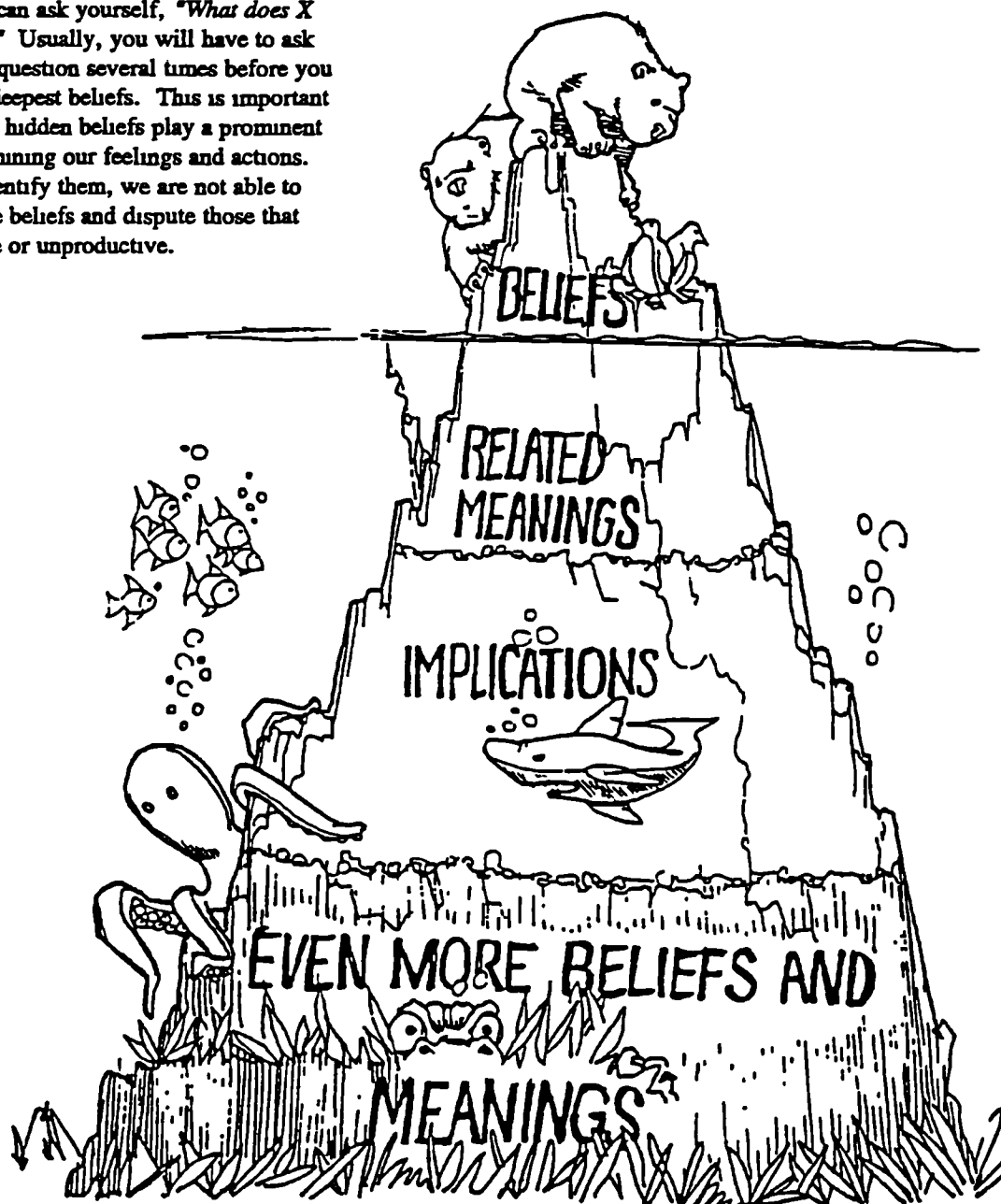
**C. Demotivation  
Frustration  
Decreased  
productivity**

---



## THE ICEBERG TECHNIQUE

The Iceberg Technique is used whenever you do not fully understand your reaction to a situation or the intensity of your reaction to a situation. Sometimes the portion of our internal dialogue that we can easily identify is actually only the surface of our beliefs. To uncover the deeper beliefs that are below the surface, you can ask yourself, "What does X mean to me?" Usually, you will have to ask yourself this question several times before you uncover the deepest beliefs. This is important because these hidden beliefs play a prominent role in determining our feelings and actions. Unless we identify them, we are not able to evaluate these beliefs and dispute those that are inaccurate or unproductive.



**WHAT DOES THIS THOUGHT MEAN TO ME?**

## OBSERVER'S WORKSHEET

**Name:**

**Success:**

**Skills and Abilities:**

# MANAGING RESILIENCE COURSE

## **WEEK 5 ASSIGNMENTS**

### **1 TYPES OF BELIEFS (Homework 5.1)**

Read the handout "Types of Beliefs" (Homework 5.1).  
One delegate will be asked to give a short presentation about the 3 Types of Beliefs to the group next session

### **2 SUCCESS DIARY (Homework 5.2)**

During the week, keep a diary of your successes. They need not be major events; small occurrences are important to note as well.

As you jot each success down, think about its cause, i.e. why it occurred. Look for internal causes (things to do with you), especially ones you might have overlooked or discounted previously.  
Aim to note at least one success per day.

The purpose of this activity is for you to make positive but realistic self-statements about your successes - to take credit for the positive events that are due to you, and not give your successes away nor minimise them.  
Therefore please do not make up causes, but look closely for ones you may normally have missed.

### **3 REFERRALS AND COLD CALLS (Homework 5.3)**

This week we are going to take it a step further, by analysing our thoughts **after** events to ascertain whether they are success-oriented

Seek the 5 referrals and carry out the 5 cold calls that you planned last week.

**After** each event, note the outcome of the event, and the cause of the outcome on the Thoughts Audit. Rate your causes as either Internal or External.

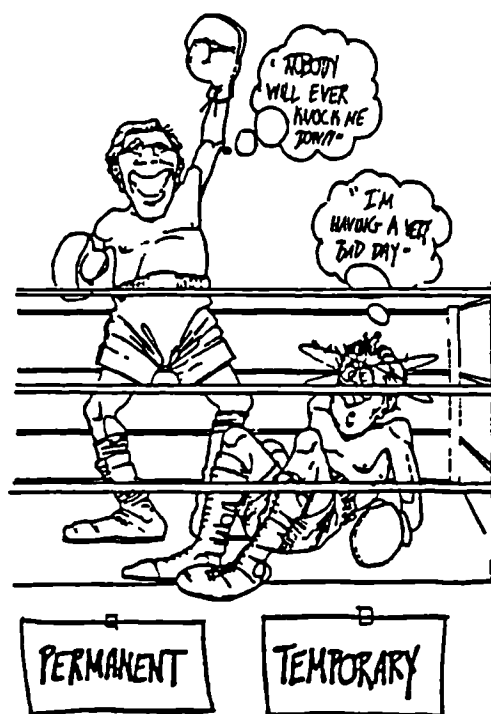
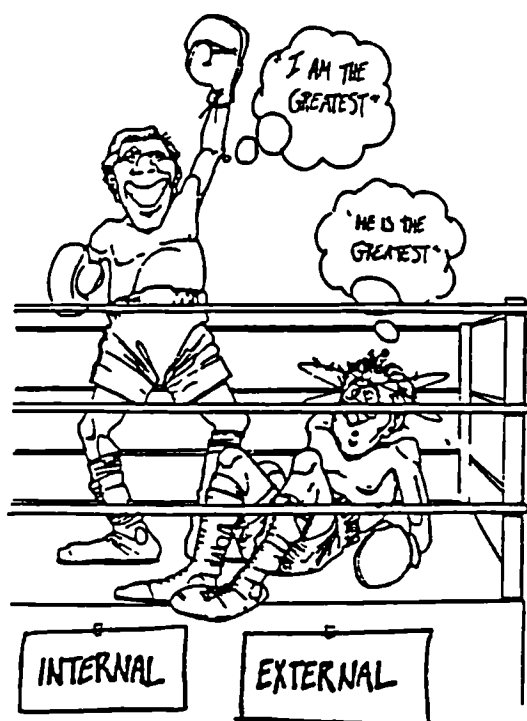
### **4 WEEKLY PLAN (Homework 5.4)**

Plan your forthcoming week, including 5 referrals and 10 cold canvasses

## TYPES OF BELIEFS

Beliefs are the crux of this programme. These are the Bs in the ABC model. When bad events occur, people have a variety of beliefs about these events. However, there are three specific types of beliefs that are especially important. The first type is called INTERNAL vs EXTERNAL. An internal belief states that you caused the event ("It's my fault"). An external belief states that other people or circumstances caused the event ("It's the weather"). The second type of belief is GLOBAL vs SPECIFIC. A global belief is one that will affect everything you do ("I'm stupid"). A specific belief will only affect one or a few situations ("I'm quiet when I meet someone for the first time"). The third type of belief is PERMANENT vs TEMPORARY. A permanent belief will always be present ("She's always nasty"). A temporary belief will not always be present ("She's in a bad mood"). People who make INTERNAL, GLOBAL and PERMANENT explanations for bad events are more likely to give up when adversity hits. They are also more likely to get depressed, more likely to get sick, and less likely to live up to their potential. In light of this, it is very important for you to identify the kinds of beliefs you make for bad events and to learn to replace unproductive thoughts with productive ones. We will be working in this throughout the programme. The flip side of this is that for good events it is in your best interests to believe that the event was caused by something INTERNAL, GLOBAL and PERMANENT. This means that you believe that you were responsible for bringing about the positive event, that you will always be able to do this kind of thing, and that it will bring about other positive events in other areas of your life.

The cartoons below illustrate two types of beliefs. Both boxers reflect the most healthy choice of beliefs. The boxer who won is making an INTERNAL statement about his success, while the boxer who lost is making an EXTERNAL statement about his loss. In the second cartoon, the boxer who has won is making a PERMANENT statement about his success, while the boxer who has lost is making a TEMPORARY statement about his loss. In other words, the winning boxer believes he brought about the positive event and that this is a lasting quality in himself. The losing boxer doesn't blame himself and he believes that his defeat is only temporary.



Name.....

Homework 5.2

## SUCCESS DIARY

	SUCCESES	CAUSES
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

# THOUGHTS AUDIT

Homework 53

Name .....

Week beginning .....

EVENT	OUTCOME	CAUSE OF THE OUTCOME	RATING Internal/External Permanent/Temporary Global/Specific Controllable



# WEEKLY PLAN

Name \_\_\_\_\_

Week Beginning \_\_\_\_ / \_\_\_\_ / \_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
A M						
P M						
EVE						

### PROSPECTING REGISTER

CLIENT/PROSPECT	CURRENT BUSINESS	CANVASS DETAILS	OUTCOME	CAUSE OF THE OUTCOME

## **MODULE 6**

### **THE WINNING FORMULA**

**Duration** 3 hours

**Materials required**

- OHT 6 1 - Happy/Sad Faces
- OHT 6 2 - Control
- OHT 6 3 - Beliefs That Lead To Success
- OHT 6 4 - 4 Challenging Questions
- Worksheet 6 1 - Identifying 3 Types of Beliefs
- Worksheet 6 2 - Work Example
- Handout 6 1 - Happy / Sad Faces
- Handout 6 2 - Beliefs that Lead to Success
- Week 6 Assignment Outline
- Homework 6 1 - Activity Analysis Form
- Homework 6 2 - Weekly Plan

**Session Outline**

- 3 Types of Beliefs
- Beliefs That Lead to Success
- Control
- Changing Demotivating Beliefs
- Homework
- Summary

#### **PROCESS**

#### **CONTENT**

#### **AIDS**

**Introduction** *Welcome delegates*  
(20 mins)

*Recap last session*

"Last week, we examined how certain types of beliefs about the causes of our successes and failures are associated with increased optimism, persistence and productivity, whilst other types of beliefs result in a sapping of motivation, in frustration and a drop in sales performance"

"3 types of beliefs are important in the way we view our successes and failures"

*Call for a volunteer to name the 3 types of beliefs Select other participants to describe each of the attributional*

*dimensions*

*Discuss remaining homework assignments*

*\* Success Diary - Ask delegates what they learned from the activity Have them peruse the causes they gave for their successes Realistic? Believable? Or vain hopes? Ask them to rate each cause along the 3 dimensions - did they give permanent, internal and global reasons for their successes? Are they enhancing their self-belief and future success or are they unwittingly reducing it by thinking in an unhelpful way?*

*\* Weekly plan - What benefits are accruing from this activity?*

*\* Cold calls - Ask how Sales Reps went Ask for one or two success stories How were the good and bad outcomes attributed - internally or externally?*

*N B Do not collect homework worksheets until later in the session.*

*Discuss the proposed seminar outline Ask whether there were any issues from last week that delegates would like to add to the agenda this session.*

**3 TYPES OF BELIEF**

Facilitator  
Input  
(10 mins)

*Recap the 3 types of beliefs using the happy/sad faces*

OHT 6 1  
Handout  
6 1

Demotivating Beliefs

**"If a person consistently believes that the causes of his/her successes are due to external, specific and temporary factors such as good luck, easy client, and that their failures are caused by internal, global, and permanent factors such as lack of ability, they are at risk for demotivation, frustration, and reduced opportunity for success"**

Beliefs that Lead to Success

OHT 6 3

**"By contrast, PIG beliefs about one's successes, and SET/SIT beliefs about failures enhance persistence and productivity"**

**The two most important dimensions when analysing the reasons for our successes and failures are the**

**globality and permanence dimensions. They have the most powerful effect on our mood and behaviour. The internal/external dimension impacts upon self-esteem.**

This is why bad outcomes can be explained as SET or SIT - as long as bad outcomes are seen as being due to specific and temporary factors, either thinking is effective in the psychology of success

*Ask for examples of SIT reasons for a bad outcome, and why such explanations enhance success (Although the bad outcome was caused by you, it is not due to something enduring about you, therefore a change of strategy can change the outcome) Compare with PIG explanations for bad outcomes*

Individual  
Activity  
(20 mins)

*Distribute Handout 6 2, and ask delegates to complete the missing sections (the three dimensions of beliefs)*

Handout  
6 2

*Then at the bottom of the worksheet, delegates are asked to generate personal examples of PIG beliefs about their own good outcomes, and examples of SIT or SET beliefs about their bad outcomes*

*Advise participants that they will be asked to share an example of each belief with the group*

*Plenary Request that as each participant mentions a PIG and SIT/SET belief, that the rest of the group assesses whether the beliefs correctly conform to the formulae  
Call on individuals to evaluate examples of PIG and SET beliefs Ask them to explain their decisions*

### **Identifying the 3 Types of Beliefs**

Syndicate  
Activity  
(20 mins)

"The aim of this activity is for you to get some practice in identifying the 3 different types of beliefs "

Worksheet  
6 1

*Groups of 4, 15 minutes for completion of the activity*

*Review in plenary group*

*Also ask participants to consider which is the better way of viewing negative outcomes - No 1 or No 8?*

### **Personal Work Examples**

Dyad  
Activity  
(15 mins)

"Think back to the exam example we looked at last week  
What would be a similar example from your field of work?"

*Each syndicate group to form into two pairs*

Worksheet

6 2

"First, individually think of a recent situation involving a negative outcome, and a situation with a positive outcome, and write them on your worksheet "

"Then in pairs, generate an SIT/SET reason (motivating) and an PIG (demotivating) reason for the negative outcome, and the impact each set of attributions would have on your mood and work behaviour "

"Similarly, generate both a motivating (PIG) and a demotivating (SIT/SET) reason for the positive outcome, and describe the resulting mood and behaviour that would accompany each explanation"

*Plenary*

Individual Activity  
(15 mins)

"Look at the calls you did for homework last week

Homework  
5 3

You were asked to rate the cause you gave for your success or failure as either internal or external. Did anyone have any difficulty with this? Now I would like you to analyse the cause of each of your results according to all 3 attributional dimensions"

"Were your causes helpful or unhelpful ones (motivating or demotivating)? [PIG for successes, SIT/SET for failures ]"

"These situations were just isolated instances Ask yourself whether you tend in general to give helpful reasons to yourself for your successes and failures - i.e explanations that will enhance your optimism, persistence and success "

**CONTROL**

Facilitator Input  
(5 mins)

"A fourth type of belief or thought which wraps around the other three has a very important effect on our motivation, persistence and performance - whether we believe the causes of our successes and failures to be controllable A controllable belief indicates that you believe you are in control of your successes and failures, that you know how to modify the outcome should you wish "

OHT 6 2

"This is most important in the psychology of success "

"A lot of research has been done about feelings of personal control. We now know that it is a major factor in reducing stress (stress is caused when things become out of our control) Personal control is also an important factor in the

psychology of success To view successes and failures as controllable, is to believe that you have the strengths and strategies to bring about success and reduce failure ”

“Personal control can be acquired Looking for PIG reasons for your good outcomes focuses your attention on the positive and enduring aspects of yourself, your strengths, which can be used to bring about future successes If, on the other hand, you believe your successes are merely brought about by luck or good circumstances (SET), you have no control over future outcomes ”

“Similarly, looking for specific and temporary reasons for your bad outcomes (whether internal or external), allows you to exercise control over the bad outcomes - a change in strategy will bring about a change in outcome ”

“Thus control leads to success, and it comes from viewing positive and negative outcomes productively ”

### **CHANGING UNHELPFUL BELIEFS ABOUT SUCCESS AND FAILURE**

Group Discussion  
(5 mins)

"Can anyone suggest some techniques to use if you find yourself viewing your successes or failures in unhelpful (PIG/SET) ways?"

“Use the 4 Challenging Techniques -

OHT 6 4

\* Am I making any thinking errors?

\* Where is the evidence that this was the cause of my success /failure?

\* What is an alternative way of viewing it?

\* What action can I take for the future?"

Individual Activity  
(10 mins)

"Revisit the homework worksheet you completed earlier ”

Homework  
5 3

"Look at the causes you wrote for your successes and failures, and how you rated those causes along the 3 attributional dimensions

Were any of those causes unhelpful or pessimistic? (e g not PIG reasons for successes and not SIT/SET reasons for negative outcomes)

If so, please use the 4 challenging questions to develop more helpful ways of viewing the outcomes"

Facilitator  
Input  
(5 mins)

"You have learnt some very powerful thinking strategies to enhance your success "

"These techniques will assist you to feel empowered in your job, to have more control over the ups and downs, to be more motivated, resilient and productive "

"But just like learning any new skill such as driving a car, you need to practise your new techniques "

"To help you in this regard, we want you to develop a PIG belief about yourself and your work now in your Blueprint p 6 "

Blueprint

*Advise participants that they will be required to mention their personal PIG belief as they leave the room at the end of the session.*

*Mention that next session will be devoted to learning how to apply to the course techniques to other contexts e.g their clients' thinking, to assessing the extent to which they each have met their personal course objectives and to developing an action plan to take the learning further*

Individual  
Activity  
(5 mins)

"Complete the week 6 section in your Blueprint for Success Are there any points that have arisen in today's session that you would like to think further about? Please jot them down on page 7 "

Individual  
Activity  
(5 mins)

"For homework, you will be asked to carry out the 5 referral and 10 cold canvasses you planned last week Imagine you are carrying out those cold canvasses now, and you are successful. Write down the reason for your success "

*Debrief Check that the reasons given are PIG*

## **HOMEWORK**

1 Activity Analysis Carry out the 5 referrals and 10 cold canvasses planned last week, jotting down your thoughts about the cause of the result Rate your cause according to the 3+1 attributional dimensions, and substitute any unhelpful reasons for your successes and failures with helpful ones

Homework  
6 1

2 Plan your forthcoming week, making sure there is a

Homework



good balance of activities Include in your plan 5 referrals and 10 cold canvasses for next week 6 2

3 PIG Thoughts Complete the list of 5 PIG thoughts about yourself in your Blueprint (p 6), and practise them throughout the week Blueprint

*Return Worksheets*

Delegate *Summarise session*  
Input

Feedback Elicit delegates feedback about seminar and the homework

**GOOD OUTCOMES**



**PERMANENT**



**INTERNAL**



**GLOBAL**



**SPECIFIC**



**EXTERNAL**



**TEMPORARY**

**BAD OUTCOMES**



**SPECIFIC**



**EXTERNAL**



**TEMPORARY**



**PERMANENT**



**INTERNAL**



**GLOBAL**

# CONTROL

# BELIEFS THAT LEAD TO SUCCESS

<p>A. Success</p> <p>B.</p> <p>C. Motivation Persistence Peak productivity</p>	<p>A. Failure</p> <p>B.</p> <p>C. Motivation Persistence Peak productivity</p>
--	--

## 4 CHALLENGING QUESTIONS

1. **AM I MAKING ANY THINKING ERRORS ?**  
(Eg. All-or-nothing thinking, mind reading, magnification)
  
2. **WHAT IS THE EVIDENCE ?**  
Is there 100% evidence to support my thoughts?  
Is there any evidence against my thoughts?
  
3. **WHAT ALTERNATIVE VIEWS ARE THERE ?**  
What are other ways of looking at the situation?
  
4. **WHAT ACTION CAN I TAKE ?**  
What can I do about it?

# IDENTIFYING 3 TYPES OF BELIEFS

**INSTRUCTIONS:** Read the following examples of Mr White's thoughts. In each case, take the **whole** thought, and rate it according to whether it is:

1) Internal or External; 2) Temporary or Permanent, and 3) Global or Specific

**Situation** Mr White is trying to set up some appointments. He makes a phone call. The person interrupts him abruptly, and hangs up.

He thinks to himself.

- 1 I'm hopeless I never get anything right. I'm going to fail at everything I do.  
[ Internal / Permanent / Global ]
- 2 I'm hopeless at setting up appointments. I may be good at other things, but I am going to fail at this.  
[ / / ]
- 3 I'm hopeless I haven't done anything right Maybe I can learn to do things better in the future  
[ / / ]
- 4 I'm hopeless at setting up appointments I can do other things well. Maybe I can learn to do better at this too  
[ / / ]
- 5 The economy is in a bad state People are not buying That's simply the way things are  
[ / / ]
- 6 The economy has been in a bad state lately. People are not buying at the moment.  
[ / / ]
7. This person is difficult He'll never give an appointment. That's just the way he is.  
[ / / ]
- 8 This person was difficult today. He'll probably be more receptive if I call again in a few days It's just a matter of timing  
[ / / ]

**TYPES OF BELIEFS : WORK EXAMPLES**

<b>SITUATION (A)</b>	<b>THOUGHTS/BELIEFS (B)</b>	<b>OUTCOME (C)</b> (Feelings/behaviour) - Rate out of 10
Think of a work situation with a negative outcome for you  -----  -----  -----  -----  -----  -----	1) A motivating reason for the negative outcome (SET)  -----  -----  -----  -----  -----  -----  ----- 2) A demotivating reason for the negative outcome (PIG)  -----  -----  -----  -----  -----  -----	1)  -----  -----  -----  -----  -----  ----- 2)  -----  -----  -----  -----  -----  -----
Think of a work situation with a positive outcome for you  -----  -----  -----  -----  -----  -----	1) A motivating reason for the positive outcome (PIG)  -----  -----  -----  -----  -----  ----- 2) A demotivating reason for the positive outcome (SET)  -----  -----  -----  -----  -----  -----	1)  -----  -----  -----  -----  -----  ----- 2)  -----  -----  -----  -----  -----  -----

## GOOD OUTCOMES



**PERMANENT**



**INTERNAL**



**GLOBAL**



**SPECIFIC**



**EXTERNAL**



**TEMPORARY**

## BAD OUTCOMES



**SPECIFIC**



**EXTERNAL**



**TEMPORARY**



**PERMANENT**



**INTERNAL**



**GLOBAL**





# MANAGING RESILIENCE COURSE

## **WEEK 6 ASSIGNMENTS**

### **1. ACTIVITY ANALYSIS (Homework 6.1)**

Is your thinking enhancing your success, or is it holding you back? This activity is designed to help you answer this question

- a) Carry out the activities you planned last week in your weekly planner. Note the outcomes on the Activity Analysis (Homework 6.1).
- b) Jot down your thoughts about the cause of each outcome, and rate your causes according to the 3+1 dimensions (Internal/External, Temporary/Permanent, Global/Specific, Controllable)
- c) Substitute any unhelpful reasons for your successes and failures with enhancing ones

### **2 WEEKLY PLAN (Homework 6.2)**

Plan your activities next week, making sure there is a good balance (including rewards for good outcomes) Include 5 referrals and 10 cold canvasses

### **3 PIG THOUGHTS**

Complete your list of 5 PIG thoughts about yourself in your Blueprint page 7. Practice them whenever you have positive outcomes throughout the week.



# WEEKLY PLAN

Name \_\_\_\_\_

Week Beginning \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
A M.						
P M.						
EVE						



## **MODULE 7**

### **THE PSYCHOLOGY OF SUCCESS**

**Duration** 3 hours

**Materials required** · OHT 7 1 - Problems at Home  
OHT 7 2 - Goal-setting  
Homework 1 3 - Causes  
Worksheet 7 1 - Dealing with Client's Negative Thoughts  
Worksheet 7 2 - Action Plan  
Course Evaluation Form

**Session Outline**

- Review of Last Session and Homework
- Applications Beyond Work
- Dealing With Clients Objections
- Goal-setting
- Obstacles and Setbacks
- Action Planning
- Post Course Programme
- Conclusion
- References

#### **PROCESS**

#### **CONTENT**

#### **AIDS**

**Introduction** *Welcome delegates*  
(20 mins)

*Recap last seminar ·*

- *Beliefs that Lead to Success*
- *How to Change Unhelpful Beliefs about Success and Failure*

*Enquire whether there are any issues that participants would like to discuss or clarify from last week.*

*Review homework*

*\* Activity Analysis 5 referrals and 10 cold canvasses - ask delegates to check that the causes they gave for the outcomes of the cold canvassing and referrals were helpful ones*

*\* Weekly Planner - advise delegates to scan each session of their previous week's planner, and ascertain whether it*

*worked according to their plan*

*Collect homework*

*Discuss proposed topics for this seminar Ask whether delegates have any additional items for the agenda*

**BELIEFS THAT LEAD TO SUCCESS**

"3 dimensions of thoughts are important in the way we view our successes and failures

\* permanent/temporary

\* internal/external

\* global/specific

These 3 dimensions are encompassed by a 4th - control."

Individual Activity (10 mins)

"Refer back to the activity "Causes of Successes and Failures" you completed at the beginning of the course Analyse the causes you gave for your success according to the three dimensions Do the same for the causes of your failure Were your causes helpful or unhelpful ones? (PIG for successes, SET for failures) "How does your thinking now compare with your thinking 6 weeks ago?"

Homework 1 3

**APPLICATIONS BEYOND WORK**

Facilitator Input (10 mins)

"A common thing I've heard at each course I have run is that a career in insurance sales is very demanding There are many personal satisfactions, and there can be lucrative rewards, but there are also stresses involved The sales targets to meet on a weekly basis, the accounts system, the long hours, the calls at home - these stresses can affect the way you feel at home You may find yourself feeling irritable or wanting to isolate yourself from your family Your mood may affect the mood of your spouse and family "

OHT 7 1

"If you notice this happening, it can be useful to analyse and challenge your negative thoughts with a Thought Record You may wish to use the Iceberg technique by asking yourself 'What does this mean to me?' to uncover some of the deeper thoughts that may be affecting your mood"

"In other words, BE YOUR OWN PSYCHOLOGIST!"

"You can also help your spouse or children understand some of their feelings by guiding them through a Thought Record For example, your family may interpret your mood to reflect upon your feelings for them. You can use the evidence, alternatives and action questions to help them understand the situation and their interpretation of it "

"You can also use these techniques to help your spouse and children deal with issues in their lives that are unrelated to you or your career Not only will you be teaching them valuable skills, but it would also consolidate your understanding of the concepts and techniques "

### **DEALING WITH CLIENTS' NEGATIVE THOUGHTS**

Facilitator  
Input  
(10 mins)

"The same procedures that are helpful in dealing with your own thoughts and feelings can also be used to handle clients' objections "

"Let's take a common objection a client may have

'He's just trying to sell me something I don't need '

Using the strategies from this course, you would use the ABC model to understand the client's reaction

A. What would be a possible situation in which a client might have such a concern? (*e g Sales Rep asking to complete a factfind, or doing a cold canvass*)

B The client's thoughts or objection are "She is just trying to sell me something I don't need "

C What would be the likely outcome if a client had those thoughts? (*Disinterest, no sale*)

Then you would use the challenging questions to respond to the client's objections or concerns

D How could you challenge the client's negative thought?" (*Focus on the word 'need', and use the evidence question to show that in fact s/he may well need some insurance Show the client an alternative way to look at it, e g a fact-find can actually help the client with financial advice*)

*Ask participants to complete the first example on the work sheet*

Dyad  
Activity  
(20 mins)

"In pairs, complete the remainder of the worksheet, using the ABC model to understand the client's reaction, and the challenging questions to respond to their concerns or objections

Agam, be a Psychologist! Listen to the client, try to uncover what the real issue is, and respond to that issue "

Worksheet  
7 1



**COURSE REVIEW**

Facilitator  
Input  
(15 mins)

*Facilitator reviews the course using the outline of strategies on p 1 of the Blueprint and the overhead transparencies Course aims are revisited, checking with the group to ascertain if all aims have been met*

Overheads  
Blueprint

*Participants are asked to review their Personal Course Objectives completed in the first session and determine whether they have been met*

Flipchart

*Facilitator asks each participant to focus on the one objective, shared with the group in Session 1, and to indicate what has been learnt on the course that has contributed to meeting it*

**ACTION PLANNING**

Individual  
Activity  
(20 mins)

**"In the last 7 weeks, we have explored a number of factors that enhance motivation, optimism and success at work "**

**"In Your Blueprint, you have made a note of the Managing Resilience strategies as they have been covered You have also jotted down points of particular relevance to you Look through your Blueprint and your course notes Choose two areas on which you would like to work further That is, develop 2 goals for yourself."**

*Distribute the Action Plan worksheets*

Worksheet  
7 2

**"Write your 2 goals on the top of the action plan "**

*Possible goals*

*- Keep a daily diary of successes and failures for 6 weeks, look for real possible causes that you normally miss (though don't make up causes) and look for evidence for each, try to develop a healthier attitude by learning to re-evaluate everyday situations*

*- Implement a time management system*

*- Do some more reading in this area (on a regular basis)*

*- Do 10 cold canvasses each week*

*- Complete a prospect register (and aim to have 30 hot prospects at any one time)*

*- Do 6 sales presentations per week*

"An important step in achieving optimism and peak performance is to set realistic goals

In setting goals, it is important to decide what you want, not what you don't want "

*Ask for an example*

*Participants are requested to look at the goals they have just written and check that they are realistic and are what they want rather than what they don't want*

*Next participants are to break each goal into small achievable steps, allocate a time by which each step will be accomplished (the first step should be achievable within the next 3 weeks) and intersperse realistic rewards*

### **OBSTACLES AND SETBACKS**

"In pursuing a goal, particularly if aiming to implement a new strategy such as the ones you have learned on this course, there will be obstacles and setbacks "

"It is important to trouble-shoot possible problems in advance This can be done by anticipating the situations in which setbacks are likely "

What are some possible obstacles you might face when implementing your goals? What setbacks might you face?

Flipchart

"Common obstacles/blocks that prevent people from achieving their goals include

- negative attitudes (own or other peoples') to self improvement
- being too busy
- not seeing the problem as your own
- expecting others to achieve the goal for you
- being too stressed
- setting unrealistic goals
- others?"

*On their Action Plans participants are asked to jot down any obstacles that they anticipate may block them from achieving their goals*

What are some possible methods for overcoming the obstacles? What additional skills are needed?

Flipchart

Dyad  
Activity

"In pairs, discuss your goals, the breakdown of steps, and possible obstacles Generate ways for overcoming the

(20 mins) obstacles and setbacks "

*Ask participants to add to their Action Plans strategies to beat their possible obstacles*

*Participants are then to choose a short-term step from their Action Plans (to take place within the next 3 weeks) They are to arrange to contact their dyad partner in three weeks time to see how the goal-step is going Make a note in diaries*

### **POST COURSE PROGRAMME**

Facilitator  
Input  
(5 mins)

"To ensure that the benefits from the course persist, you are advised to complete an Activity Analysis Form for the next six weeks and send it to the course leaders on a weekly basis, along with any questions or comments you may have Your course leaders will review your Activity Analysis Forms to ensure they fit with the psychology of success, and give you feedback "

"Furthermore, if after the course you find something is bothering you, you are encouraged to complete a Thought Record - tap into the thoughts (and if necessary use the Iceberg technique to uncover any deep beliefs particularly if the feelings are uncharacteristically strong), and then challenge the thoughts producing the unwanted feelings "

"We'll look forward to seeing you again at the Refresher Course in three months time At that time, we'll revisit the course content, and review your progress with your goals

### **CONCLUSION**

*Facilitators conclude by thanking delegates for their participation, and by asking them to complete the course evaluation form*

Course  
Evaluation  
Form

## REFERENCES

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# APPLICATIONS BEYOND WORK

## PROBLEMS AT HOME

Long Hours + Demanding Schedule + Calls at Home



Stress at Home

Stress or Problems at Home



Stress at Work

# GOALS

- \* **POSITIVE**
  
- \* **SPECIFIC**
  
- \* **REALISTIC**
  
- \* **BROKEN INTO STEPS**
  
- \* **INTERSPERSED WITH REWARDS**

### WORKSHEET : DEALING WITH CLIENTS' NEGATIVE THOUGHTS

The following are examples of clients' negative thoughts or objections

1. Use the ABC sequence to understand the clients' reaction
2. Use any of the Challenging Questions (Evidence/Alternatives/Action) to respond to the clients' objections or concern.

A SITUATION	B CLIENTS THOUGHTS (OR WORDS)	C OUTCOME	D YOUR CHALLENGE	E NEW OUTCOME
<p>1. You are in the middle of a presentation</p>	<p>"He's just trying to sell me something I don't need"</p>	<p>No sale</p>		<p>A sale</p>
<p>2. You are telephoning to set up an appointment following a letter about life assurance</p>	<p>"Life assurance means that I have to think about dying and that makes me feel uncomfortable "</p>	<p>No appointment</p>		<p>An appointment</p>

A. SITUATION	B CLIENTS THOUGHTS (OR WORDS)	C. OUTCOME	D. YOUR CHALLENGE	E NEW OUTCOME
3 You are trying to close a sale	"He's just trying to take me for a ride "	No sale		A sale
4 You are door knocking	"If I start talking to him, he'll never leave me alone "	No opportunity to make a presentation		Opportunity granted to make a presentation



# ACTION PLAN

GOAL 1 .....

STEPS	WHEN	REWARDS	POSSIBLE BLOCKS	BEATING THE BLOCKS

GOAL 2 . .....

STEPS	WHEN	REWARDS	POSSIBLE BLOCKS	BEATING THE BLOCKS

## COURSE REACTION FORM

1 How did you come to be on the course? <i>(own choice, manager's choice, other)</i>	. . . . .			
2 What were your prior expectations of the course?	. . . . .			
3 How do you think this course has been in terms of	Excellent	Good	OK	Poor
a) Fulfilling its overall aim?				
b) Meeting your particular needs?				
c) Its relevance to your job?				
d) Giving you useful information?				
e) Its pace and length?				
f) The delivery of the training?				
g) The opportunity given to ask questions?				
Taking everything into account, how would you rate the course?				
4				
a) Was any topic covered in too much detail?	. . . . .			
b) Was any topic covered in too little detail?	. . . . .			
c) Was any topic missing altogether which you think should have been covered?	. . . . .			
5 How would you rate the course environment? <i>(size and appropriateness of room, facilities, etc )</i>	Excellent	Good	OK	Poor
6 Was there anything that prevented learning taking place?	. . . . .			
7. Any additional comments or suggestions?	. . . . . ..... .....			

NAME . . . . .

***MANAGING RESILIENCE PROGRAMME***

**BLUEPRINT FOR SUCCESS**

**Participant Workbook**

# STRATEGIES FOR SUCCESS

## ACTION STRATEGIES

## THINKING STRATEGIES

1.

1.

2.

2.

3.

3.

4.

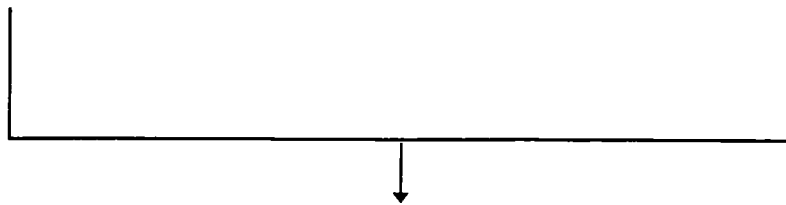
4.

5.

5.

6.

6.



**CONFIDENCE**

**OPTIMISM**

**SUCCESS**

# PERSONAL LOG

**Something new I have learnt (about myself, my job etc) which I will find useful :**

WEEK 1 .....

WEEK 2 .....

WEEK 3 .....

WEEK 4 .....

WEEK 5 .....

WEEK 6 .....

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.....

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WEEK 7 .....

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ADDITIONAL NOTES

**PERSONAL MOTIVATING ACTIVITIES**

(BEHAVIOURS WHICH HAVE A POSITIVE EFFECT ON MY MOOD)

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**INSIGHTS I HAVE GAINED ABOUT MYSELF**

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.....

.....

# JUGGLER

GOAL .....

Steps:

Rewards:

1.

2.

3.

4.

5.

---

## TASKS I HAVE BEEN PUTTING OFF

1.

2.

3.

4.

5.



## **THE THINKING ERRORS I USE MOST !!**

1.

2.

3.

---

## **P.I.G. THOUGHTS**

List five Permanent / Internal / Global self-statements that are true about you.

1.

2.

3.

4.

5.

# NOTES

## ***'MANAGING RESILIENCE'***

### **MAINTENANCE PROGRAMME**

To help you to maintain the gains you have made during the Managing Resilience programme, you are advised to complete an **Activity Analysis Form** weekly for the next six weeks. This will help you to keep a check on your thinking, and ensure that it fits with the psychology of success.

Six Activity Analysis Forms are attached, together with postage-paid envelopes. Complete the Activity Analysis Forms and return them weekly to your course leaders. They will review them, and give you feedback.

After six weeks, you'll no longer need to put your thoughts on paper - you'll be able to check and modify them in your head.

However, if at any time you find that something is bothering you, you are encouraged to complete a **Thought Record** - tap into your thoughts (and if necessary use the Iceberg Technique to uncover any deep beliefs, particularly if the feelings are unusually strong), and then challenge the thoughts producing the unwanted feelings.

Judy Proudfoot, 1995



## ***MANAGING RESILIENCE PROGRAMME***

### **REFRESHER COURSE**

**Duration** 3 hours

**Materials required**

- All OHTs
- Worksheet - Thinking Errors
- Worksheet - Beliefs That Lead to Success
- Worksheet - Helpful Causes
- Action Plan
- Dealing with Clients' Negative Thoughts (optional)

- 1 Review individual progress since the course
  
- 2 Recap Managing Resilience Course
  - \* ABC Model
  - \* Thinking Errors - Worksheet 'Identifying Thinking Errors'
  - \* Challenging Unhelpful Thinking
  - \* Attributional Beliefs - Worksheet 'Beliefs That Lead to Success'  
- Worksheet 'Helpful Causes'
  
- 3 Where To From Here? Action Plan
  
- 4 Conclusion

*Optional Activity . Dealing With Clients' Negative Thoughts (worksheet)*

## **CAN YOU IDENTIFY THE THINKING ERRORS?**

### **Task:**

Ascertain whether there are any common thinking errors in the thoughts below. Name any errors you find.

### **Situation:**

Mr McLean, a successful sales consultant, sells a big case and receives his commission.

He books and pays for a holiday. After two months, however, the client stops payment, and the policy lapses. The commission has to be paid back.

He thinks to himself:

- That's the end of our holiday
- If I couldn't keep that sale, I'll never make it in this business
- I should have explained the contract better
- I mustn't have interpreted his needs properly
- My manager will think I have wasted everyone's time
- I'll never get the incentive award

## BELIEFS THAT LEAD TO SUCCESS

<p>A    <b>Good outcome</b></p>   <p>B    <b>Formula:</b></p>  <p>     <b>Examples:</b></p>   <p>C.   <b>Confidence</b>      <b>Optimism</b>      <b>Success</b></p>	<p>A    <b>Bad outcome</b></p>   <p>B.   <b>Formula.</b></p>  <p>     <b>Examples.</b></p>   <p>C.   <b>Confidence</b>      <b>Optimism</b>      <b>Success</b></p>
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## HELPFUL CAUSES

**Task:** For each of the following outcomes, generate a cause, making sure that it fits the formula for the psychology of success.

1. A friend has passed you by in the street and ignored you.

*Cause* .....

2. You are being taught an important new procedure, and everyone understands it more quickly than you.

*Cause* .....

3. A project you have worked really hard on has just fallen through.

*Cause* .....

4. You've been successful in a competition you've entered.

*Cause* .....

5. You've received an invitation from a wealthy businessman to meet with him to discuss his insurance needs.

*Cause* .....

6. You've successfully solved a problem that has been bothering you for some time.

*Cause* .....



## DEALING WITH CLIENTS' NEGATIVE THOUGHTS

The following are examples of clients' negative thoughts or objections

- 1 Use the ABC sequence to understand the client's reaction
- 2 Use any of the Challenging Questions (Evidence / Alternatives / Action) to respond to the client's objection or concern

<b>A. SITUATION</b>	<b>B. CLIENT'S THOUGHTS (OR WORDS)</b>	<b>C. OUTCOME</b>	<b>D. YOUR CHALLENGE</b>	<b>E. NEW OUTCOME</b>
You are cold calling at the doorstep	I've got too many other commitments	Not interested		A sales interview
You are in the middle of a sales presentation	I don't believe in providing for my wife's second husband	No sale		Sale

<b>A. SITUATION</b>	<b>B. CLIENT'S THOUGHTS (OR WORDS)</b>	<b>C. OUTCOME</b>	<b>D. YOUR CHALLENGE</b>	<b>E. NEW OUTCOME</b>
You are cold calling on the telephone	I'd be worth more dead than alive! I don't need insurance	No appointment		An appointment
You are phoning for an appointment	I'll talk it over with my wife	No appointment		Appointment confirmed
You are cold calling at the doorstep	Call back in 6 months I might be interested then			

## ***MANAGING RESILIENCE PROGRAMME***

### **NOTES FOR MANAGERS**

#### **AT WEEKLY SALES MEETING DURING AND AFTER THE COURSES:**

1. Ask Sales Representatives for their views about the causes of their successes and failures that week.
2. If their causes are 'helpful' (PIG for successes, SI/ET for failures), give them positive feedback
3. If their causes are not helpful, assist them to evaluate and challenge them, for example: 'What might be other reasons for the outcome?'  
'Let's look at the evidence for this.'  
'What action could you take?'

#### **REGULARLY AFTER THE COURSES:**

1. Note Sales Representatives' persistence and motivation, especially following knockbacks and failures (Rate on a 1- 10 scale).

