

Appendices for the Changing Wonky Beliefs Training Program

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Appendix 1 (Exercise 2):

What are your abilities and personal strengths?

Here is a checklist of personal strengths that make a critical difference in jobs of various types. First, read each word and check the ones that describe you, as you are now. Then, look back over the list and circle the strengths you most enjoy using.

<input type="checkbox"/> Adaptive	<input type="checkbox"/> Organise
<input type="checkbox"/> Assemble products	<input type="checkbox"/> Paint
<input type="checkbox"/> Budget money	<input type="checkbox"/> Patient
<input type="checkbox"/> Build	<input type="checkbox"/> Persuade others
<input type="checkbox"/> Calculate numbers	<input type="checkbox"/> Plan
<input type="checkbox"/> Careful	<input type="checkbox"/> Plant
<input type="checkbox"/> Cooperate with others	<input type="checkbox"/> Quick learner
<input type="checkbox"/> Deal well with people	<input type="checkbox"/> Reliable
<input type="checkbox"/> Deal with money	<input type="checkbox"/> Record information
<input type="checkbox"/> Dependable	<input type="checkbox"/> Resolve problems
<input type="checkbox"/> Drive	<input type="checkbox"/> Responsible
<input type="checkbox"/> Energetic	<input type="checkbox"/> Sell
<input type="checkbox"/> Follow directions	<input type="checkbox"/> Serve people
<input type="checkbox"/> Friendly	<input type="checkbox"/> Sew
<input type="checkbox"/> Handle equipment	<input type="checkbox"/> Strong
<input type="checkbox"/> Hardworking	<input type="checkbox"/> Supervise
<input type="checkbox"/> Honest	<input type="checkbox"/> Repair or fix things
<input type="checkbox"/> Lift (heavy or moderate)	<input type="checkbox"/> Trustworthy
<input type="checkbox"/> Maintenance work	<input type="checkbox"/> Type
<input type="checkbox"/> Mature	<input type="checkbox"/> Write

Appendix 2:

Describing your skills using concrete examples

Instruction:

Develop a full statement describing one of your skills following the concrete-example format shown below. For example:

1. Skill statement:

“I am extremely reliable.”

2. Give Specifics: When, Where, What, How

“Last summer my boss at Allied Distributing was in the hospital and I carried the responsibility for taking care of our customers for two months. I was always the first to arrive and the last to leave. I double-checked every order, and I made follow-up calls to each customer on a weekly basis.”

3. Show beneficial results (something good that happened because of your skill:

“During that time, our customers never experienced any delays or inconvenience and my boss was assured because he could count on me to take the initiative and get the job done.”

4. Link to the new job

“I believe my proven reliability would really enhance your company’s fine reputation for good customer service.”

Concrete Examples:

1. Skill statement:

2. Give Specifics:

When/Where:

What:

How:

3. Beneficial results:

4. Link to the new job:

Appendix 3a:

Thinking like an employer

Complete the following statement with observations you made about your partner during the last exercise:

I would hire _____ (Name) because:

1.

2.

_____ (Signature)

Appendix 3b:

Thinking like an employer

Exchange the 'What are your strengths' sheet with your partner and put yourself into the role of an employer. Choose two of his or her strength you would hire him or her for:

I would hire _____ (Name) because:

1.

2.

_____ (Signature)

Appendix 4 (Exercise 5):

Identification of Automatic Thoughts

Instruction:

Please think back to the introduction exercise and write down some statements about how you felt in your worst experience with an employer e.g. your worst job interview, or your worst training experience.

Notes:

Appendix 5

Case Study A

Two people have applied for the same job and have been invited to a job interview. One person presents at the interview in a highly anxious state; the other person presents as relaxed and mildly confident.

Case Study B

You are attending a training course which has been organized by your JobNetwork provider. You think it is a good idea. The course is about computer awareness, and you think it fits in with your career hopes, and that it will enhance your prospects of finding work that you would like to do. Nonetheless, while everyone else in the training room seems to be relaxed and coping well, you are in a mild state of panic.

Case Study C

Your best friend has just told you that he/she is going to be married. Your friend wants you to play a special role at the wedding. You are flattered and excited about this; but your heart sinks as it dawns upon you that you will have to give a speech at the wedding on behalf of your friend.

Case Study D

You are in a job interview. The employer asks you a question about their company, that you cannot answer.

Appendix 6

CHARACTERISTICS OF SELF STATEMENTS

- 1. They are automatic.** For example, when learning to how to drive a car, or ride a skateboard, we will consciously rehearse statements about what to do. We will also listen to our self and others regarding how well we are doing. Very soon, however, these thoughts become "automatic" and we are not consciously aware of them. Airline pilots are not given the opportunity for this to happen during their start-up procedures. They are required to go through a checklist to guard against human error.
- 2. They are specific, discrete messages.** A young man who fears rejection will tell himself, "She won't be interested in me".
- 3. They often appear in shorthand.** They can be composed of just a few essential words or a brief visual image. One word or a short phrase functions as a label for a group of painful memories, fears, or self reproaches. Sometimes the automatic thought is a brief reconstruction of a past event.
- 4. No matter how irrational, they are almost always believed.** These thoughts have the same believable quality as direct sense impressions. The same truth value is attached to automatic thoughts as to your perceptions of the external world. Automatic thoughts are plausible because they are hardly ever noticed, let alone questioned or challenged. They simply don't get challenged.
- 5. They are experienced as spontaneous,** they just pop into the mind, sometimes undermining labels or judgements that seem true.
- 6. They are often couched in terms of should, ought or must.** People torture themselves with "shoulds" such as "I should be happy, energetic, creative, responsible, loving, generous, etc". Each iron clad "should" precipitates a sense of guilt or loss of self esteem.
- 7. They tend to "awfulise".** They predict catastrophe, see danger in everything, and always expect the worst. Awfulisers are the major source of anxiety.
- 8. They are hard to turn off,** because they are automatic and plausible, they weave unnoticed through the fabric of your internal dialogue. They seem to come and go with a will of their own, and often, one thought tends to lead to another, triggering a long chain of associated self-defeating thoughts.
- 9. Automatic thoughts are learned.** Since childhood people have been telling you what to think. You have been conditioned by family, friends, and the media to interpret events a certain way. This is how we still get the main messages about ourselves.

Handout adapted from McKay, M., Davis, M., & Fanning, M. (1981). *Thoughts and feelings: The art of cognitive stress intervention*. Oakland: New Harbinger Publications.

Appendix 7 (Exercise 6):

IDENTIFYING A-B-C's...

Place yourself in the following situations. Imagine you are the person in (A) the Adverse event. Imagine these are your (C) Consequences. What are your wonky Beliefs (B), self talk or self statements, that led you to react in this way?

- 1. **A.** *Someone zips into the parking space you had your eye on.*
 B. *You think.....*
 C. *You get angry, roll down your window, and shout at the other driver.*

- 2. **A.** *Your best friend hasn't returned any of your phone calls.*
 B. *You think*
 C. *You're depressed all day.*

- 3. **A.** *The trainer on your course laughs at you for making an error.*
 B. *You think*
 C. *You feel humiliated in front of the other trainees.*

Now think about a *real* situation for you. Write in (A) the Adverse event. Recall and write-in what were (C) the Consequences for you, that is, how you felt, what you did. Now recall (B) the wonky Beliefs, self talk or self statements that led you to react that way.

- 4. **A.** *I was.....*
 B. *I thought*
 C. *I felt/did*

Adapted from: Seligman, M.E.P. (1990). *Learned optimism*. Australia: Random House.

Appendix 8 (Homework):

IDENTIFYING YOUR OWN A-B-C'S...

This Worksheet will reinforce what you have learned during the day about the A-B-C model. Place yourself in the following situations. Imagine you are the person in (A) the Adverse event. Imagine these are your (C) Consequences. What are your wonky Beliefs (B), self talk or self statements, that led you to react in this way?

1. **A.** *A fellow employee threw out some of the work you had done. You had put a lot of effort into it.*
B. *You think.....*
C. *You're hurt and depressed the rest of the day.*

2. **A.** *Your supervisor criticized you in front of fellow employees.*
B. *You think.....*
C. *You get angry, you march out of the room.*

Now think about *real* situations for you. Write in (A) the Adverse event. Recall and write-in what were (C) the Consequences for you, that is, how you felt, what you did. Now recall (B) the wonky Beliefs, self talk or self statements that led you to react that way.

3. **A.** *I was*
B. *I thought*
C. *I felt/did*

4. **A.** *I was*
B. *I thought*
C. *I felt/did.....*

5. **A.** *I was.....*
B. *I thought.....*
C. *I felt/did.....*

6. **A.** *I was.....*
B. *I thought.....*
C. *I felt/did.....*

Adapted from: Seligman, M.E.P. (1990). *Learned optimism*. Australia: Random House.

Appendix 9 (Exercise 8 – Case Studies):

Distorted Thinking Exercise

Carefully read each situation below. Identify as many examples of distorted thinking as you can. Write these in the spaces provided. Remember, distorted thinking is any automatic message, self-statement or belief that is irrational or dysfunctional. There may be more than one example in each of the situations.

1. The washing machine stops working. The mother, who has two babies in nappies, says to herself, “This always happens. I can’t stand it, the whole day is ruined!”

Distorted thinking:

- (a)
- (b)
- (c)

2. A man is having lunch with a friend. He tells him about a new way to solve his money problems. His friend just says “that’s interesting”. Later the man thinks “all he said was ‘that’s interesting!’ I knew he couldn’t wait for lunch to finish so he could get away from me”.

Distorted thinking:

- (a)
- (b)
- (c)

3. The trainee was trying to get others in the class to be warmer and more supportive to one another. It was irritating to the trainee when the others failed to notice him or give him attention. He blamed the others for the conflict in the class, and told them that they should move to Alaska because “they like ice up there.”

Distorted thinking:

- (a)
- (b)
- (c)

Handout adapted from McKay, M., Davis, M., & Fanning, M. (1981). *Thoughts and feelings: The art of cognitive stress intervention*. Oakland: New Harbinger Publications.

Appendix 10

8 TYPES OF DISTORTED THINKING

1. It's Permanent!

If something bad happens once, you expect bad things to happen over and over again. For example, "I failed my first driving test. Now I'll *never* be able to pass the test and get my license."

2. Global Labeling (It's Pervasive!)

Because of only **one** or **two** things about a person or event, you think of that **whole** person or event negatively. For example, you have trouble answering one question at a job interview that otherwise goes well - but you think "that whole interview was a disaster!"

3. Personalise

You think that everything other people do or say is some kind of reaction to you. You also compare yourself to others - who is smarter, better looking, and so on.

4. Filtering

You only think about the negative or bad things in a situation, and make them seem worse than they are. But you ignore any positive or good things.

5. Black Or White Thinking

Things are *all* good or *all* bad. For example, you have to be **perfect** or you are a **failure**. There is no middle ground.

6. Mind reading

You imagine you "know" what people are feeling and thinking, even if they haven't told you. In particular you "know" what people are feeling and thinking about you.

7. Catastrophe

You expect disaster. You might hear about a problem and start thinking "what if...?"

8. Shoulds

"Shoulds" are your own set of rules about how you and other people should act. People who break these "rules" make you angry. If you break the rules, you feel guilty. For example: "I **should** always do well".

Handout adapted from McKay, M., Davis, M., & Fanning, M. (1981). *Thoughts and feelings: The art of cognitive stress intervention*. Oakland: New Harbinger Publications.

4 ways of convincing disputation!

Give *negative thoughts* an argument !

Give *distorted thinking* an argument!

Give *dysfunctional thinking* an argument!

Give *Wonky Beliefs* an argument!

There are **four** ways to make disputing more convincing:

Evidence: What is the real evidence for this thought or belief?

Alternatives: Are there other ways I could look at things? What could I change? There are usually multiple causes. Focus on the changeable, the specific, and the non-personal causes.

Implications: What would happen if my negative thoughts were correct? What are the implications if the negative belief is correct? Use "de-catastrophising" as a strategy.

Usefulness: Is it useful for me to have these negative thoughts? What good will it do me to dwell on this? Is it functional for me to think it right now?

Appendix 12: **DISPUTING AND ENERGISING:** **THE A-B-C-D-E OF RATIONAL** **THINKING**

A (ADVERSITY): I borrowed a pair of really expensive earrings from my friend, and lost one while I was out dancing.

B (BELIEF): I am so irresponsible. They were Kay's favourite earrings, and I go and lose one. She is going to be so absolutely furious with me. Not that she doesn't have every reason. If I were her, I'd hate me too. I can't believe how much of a klutz I am. I wouldn't be surprised if she told me that she didn't want to have anything more to do with me.

C (CONSEQUENCES): I felt totally sick. I was ashamed and embarrassed, and I didn't want to call her and tell what had happened. Basically I just sat around feeling stupid for a while, trying to muster up the guts to call her.

D (DISPUTATION): Well it is really unfortunate that I lost the earring. They were Kay's favourite [evidence] and she probably will be very disappointed [implication]. However she will realize it was an accident [alternative], and I seriously doubt she will hate me because of this [implication]. I don't think it is accurate to label myself as totally irresponsible just because I lost an earring [implication].

E (ENERGISING): I still feel bad about losing her earring, but I didn't feel nearly as ashamed, and I wasn't worried that she would end the friendship over it. I was able to relax and call her to explain.

A (ADVERSITY): The trainer asked me a question in the classroom. I sort of knew the answer, but was too flustered to get it out. I just went red in the face and mumbled something about asking another trainee.

B (BELIEF): Why can I never think on my feet? I am such an idiot when others are around, and the focus is on me. I am going to leave this course. I won't be back tomorrow. How can I ever face anyone here again?

C (CONSEQUENCES): I felt totally humiliated, especially as it turned out I did know the answer. For the rest of the day I could hardly concentrate on what was being said in class. Even at the tea breaks I couldn't discuss the situation. I am sure everyone thought I was stupid and totally socially incompetent.

D (DISPUTATION): This is ridiculous. I did know the answer, or knew enough to make a sensible response [evidence]. The person who did give the response in the class gave a similar answer to the one I knew [evidence]. The other trainees didn't seem to mind that I couldn't give an answer, several seemed happy to talk to me at the tea break [evidence]. I think it is fair enough to occasionally get flustered in a class with others [alternative]. Of course I am not an idiot. There are plenty of times when I have done well, and I can think of several different ways of thinking about the situation, rather than just telling myself I am worthless because of it [alternatives]. Thinking the way I did disrupted my learning for the day. It also started a whole episode of self doubting [useful]. I am not worthless and incompetent just because I stumbled at one answer in a classroom [implication].

E (ENERGISING): I still feel a little silly about not having the answer, but I don't feel humiliated. I have thought about different messages I can tell myself in similar situations. I am not worried about it happening again. Even if it does I won't react in such a catastrophic way. I can go on with the course, and focus on what I can get out of it.

Adapted from: Seligman, M.E.P. (1990). *Learned optimism*. Australia: Random House.

Appendix 13 (Exercise 9)

DISPUTING AND ENERGISING: THE A-B-C-D-E OF RATIONAL THINKING WORKSHEET

Now, you do it. Work in small groups of about 3. Identify an Adverse event that might occur for you over the next few weeks on a training course or in your job search. Write in the Adverse event below, think about the Consequences for you, and then tune in carefully to your possible internal Beliefs (self-talk). When you have written in the possible dysfunctional beliefs and the distorted thinking, Dispute them. Beat them into the ground. Then write in the Energize section the positive and useful ways you might respond in the future to such an Adverse event.

<p>A (ADVERSE EVENT):.....</p> <p>B (BELIEF):</p> <p>C (CONSEQUENCES):</p> <p>D (DISPUTATION):</p> <p>E (ENERGISING):</p>
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Adapted from: Seligman, M.E.P. (1990). *Learned optimism*. Australia: Random House.

Appendix 14: **DISPUTING AND ENERGISING:** **THE A-B-C-D-E OF RATIONAL THINKING** **HOMEWORK**

Take this Worksheet home and practice on yourself. Practicing is a useful way to help you remember. Practice does improve learning. Identify several Adverse events that might occur for you over the next few weeks on the training course. Write in the Adverse event below, think about the Consequences for you, and then tune in carefully to your possible internal Beliefs (self-talk). When you have written in the possible dysfunctional beliefs and the distorted thinking, Dispute them. Beat them into the ground. Then write in the Energize section the positive and useful ways you might respond in the future to such an Adverse event.

<p>A (ADVERSE EVENT).....</p> <p>.....</p> <p>B (BELIEF):</p> <p>.....</p> <p>C (CONSEQUENCES):</p> <p>.....</p> <p>D (DISPUTATION):</p> <p>.....</p> <p>E (ENERGISING):</p> <p>.....</p>
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<p>A (ADVERSE EVENT).....</p> <p>.....</p> <p>B (BELIEF):</p> <p>.....</p> <p>C (CONSEQUENCES):</p> <p>.....</p> <p>D (DISPUTATION):</p> <p>.....</p> <p>E (ENERGISING):</p> <p>.....</p>
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Adapted from: Seligman, M.E.P. (1990). *Learned optimism*. Australia: Random House.

Appendix 15 (Exercise 11):

Setting goals for your learning and career development

1. Specify your goals for your learning and career development.
2. Develop an action plan how to achieve your goals, which includes specific steps you will have to take to achieve your goals.
3. Anticipate any potential barriers and problems that might occur while trying to achieve these goals.

1.

2.

3.

Appendix 16 (Exercise 12a):

Anticipate Barriers and Problems in achieving your goals

List below the greatest potential barrier or most serious problem that might occur while trying to achieve your goals (from Exercise 11).

My greatest potential barrier or most serious problem is ...

Appendix 17 (Exercise 12b):

What are your options?

Appendix 18:

References & Recommended Readings (see **'d references) For Changing Wonky Beliefs Training Course

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