

PROFESSIONAL COUNSELLING

PBL Presentation

Topic 5b – Practical Approaches

**DIGI
GEN**



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Numeration of approaches I

BACKGROUND

1. Introduction: resistance
2. Neuropsychology: how the brain works

WHAT IS THE FOCUS OF THE FEMALE LEADER?

3. Circle of influence (Covey) & Social cultural theory of cognitive development (Vygotsky)
4. Mindset (Dweck)
5. From Drama Triangle to Winners Triangle (Karpman)
6. Influence of the undercurrent (McClelland)
7. Core Qualities (Ofman)
8. Stages of behavioural change (Diclemente & Prochaska)

Numeration of approaches II

INTERVENTIONS IN INFLUENCING BEHAVIOURAL PATTERNS

9. Theory U
10. Appreciative Inquiry / positive psychology
11. Motivational interviewing (McClelland)
 - Undercurrent: problem or solution-oriented thinking in possibilities or solutions
 - Thoughts and beliefs of the female manager
12. Change language / Reframing thoughts



BACK- GROUND

Introduction: resistance



Source: https://www.flickr.com/photos/toddle_email_newsletters/21031243458

Be aware of resistance

- Unwillingness: there is no commitment
- Inability: there is doubt about one's ability
- Circumstances: there are developments or changes in the situation
- Lack of clarity: for example, on agreements
- Dissatisfaction: disagrees with the way the goals are to be achieved
- Judgement: asking for help means weakness? Resistance to the system.

WHY IS BEHAVIOURAL CHANGE SO DIFFICULT?

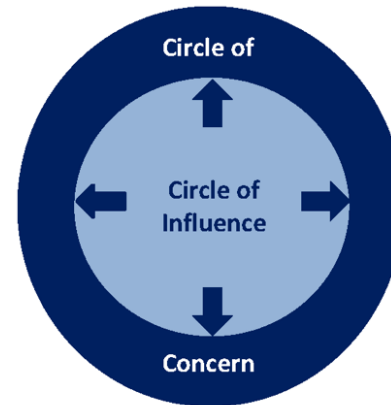
- Our brain needs **simplicity** → fully automatic processes (habits) work easier for us
 - **Avoiding** loss, pain and discomfort
 - **Social** relationships have much **influence** (to maintain old behaviour...)
- Changing habits requires persistence and practice
- **Fun works**: changing something you really want is easier
- **Support** is essential; *in this case*: ***your coaching/counselling***

**FOCUS OF
THE FEMALE
LEADER**

Circle of influence (Covey) I

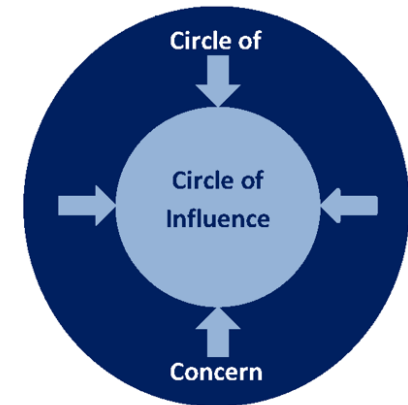
There are two ways to ensure that the circle of influence overlaps the circle of concern:

1. By expanding your circle of influence. This can be done by addressing what is bothering you.
2. By using your strengths ("What can I do differently myself?") and social skills to get other people to change



Proactive Focus

Positive energy enlarges Circle of Influence



Reactive Focus

Negative energy reduces Circle of Influence

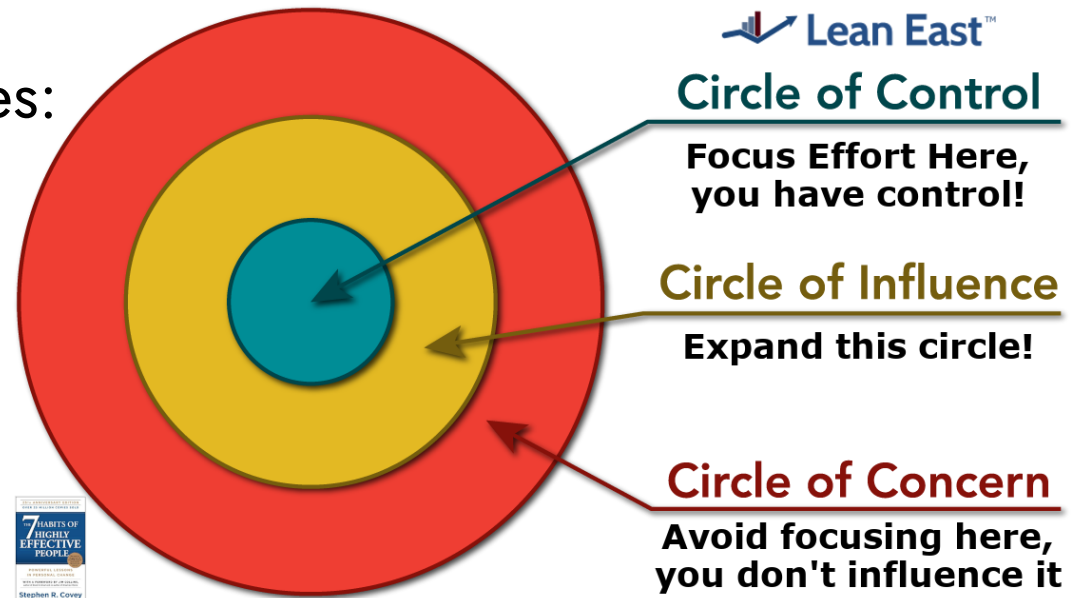
Source: <https://www.abrahampc.com/blog/2020/3/16/what-can-i-do-the-circles-of-concern-and-influence>

Circle of influence (Covey) II

WHERE DOES THE COACHEE PUT HER ENERGY?

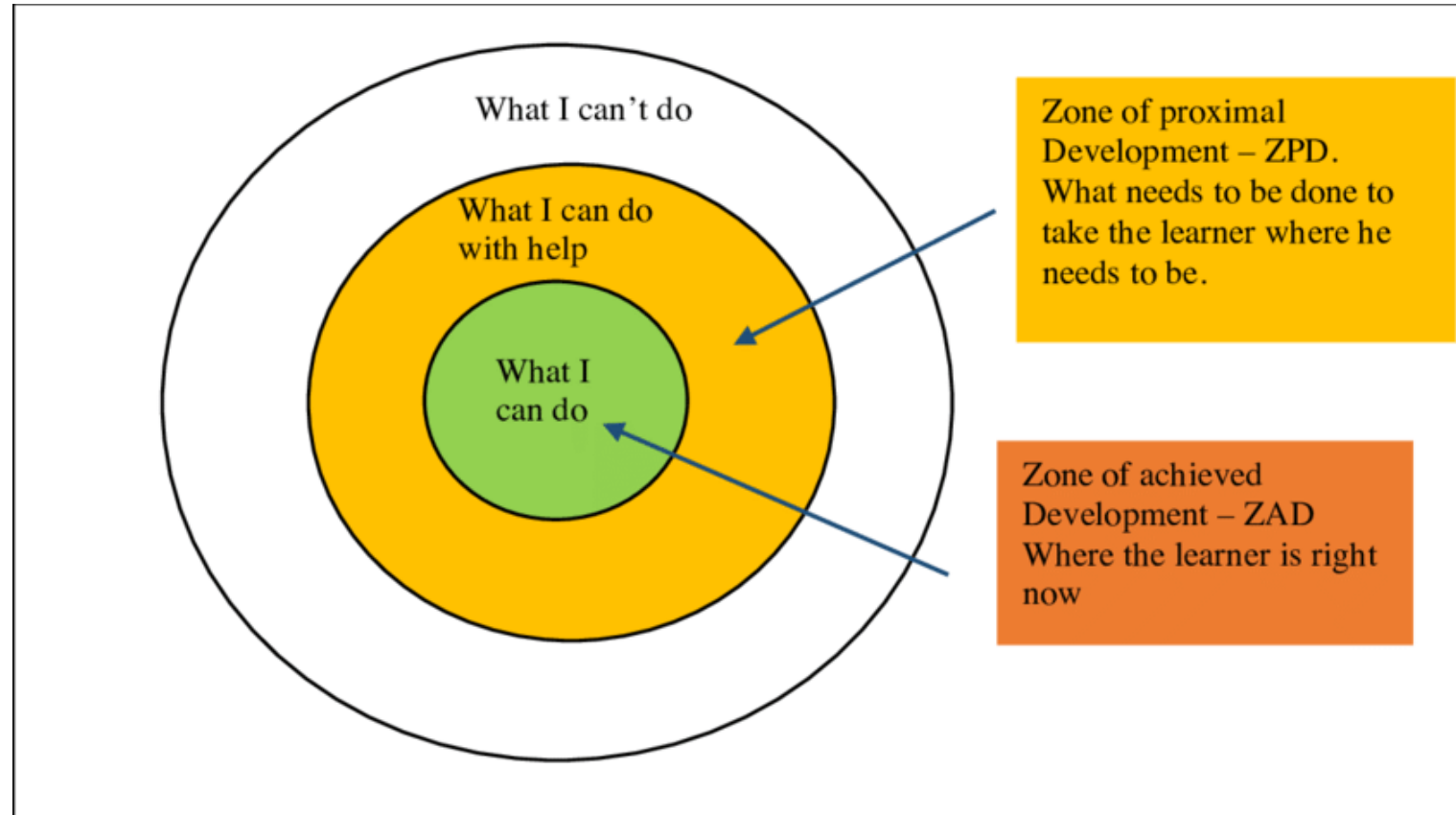
The problems we face fall into three categories:

- Direct influence (problems related to our behaviour);
- Indirect influence (problems related to others' behaviour);
- No influence (problems we cannot do anything about. For example, things that happened in the past or aspects of the environment).



Source: <https://www.leaneast.com/7-habits>

Sociocultural Theory of Cognitive Development (Vygotsky)



Source: <https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/>

Mindset (Dweck)



Source: <https://www.specializedtherapy.com/the-fixed-mindset-and-its-ability-to-impact-life-and-learning/>

Drama Triangel (Karpman)

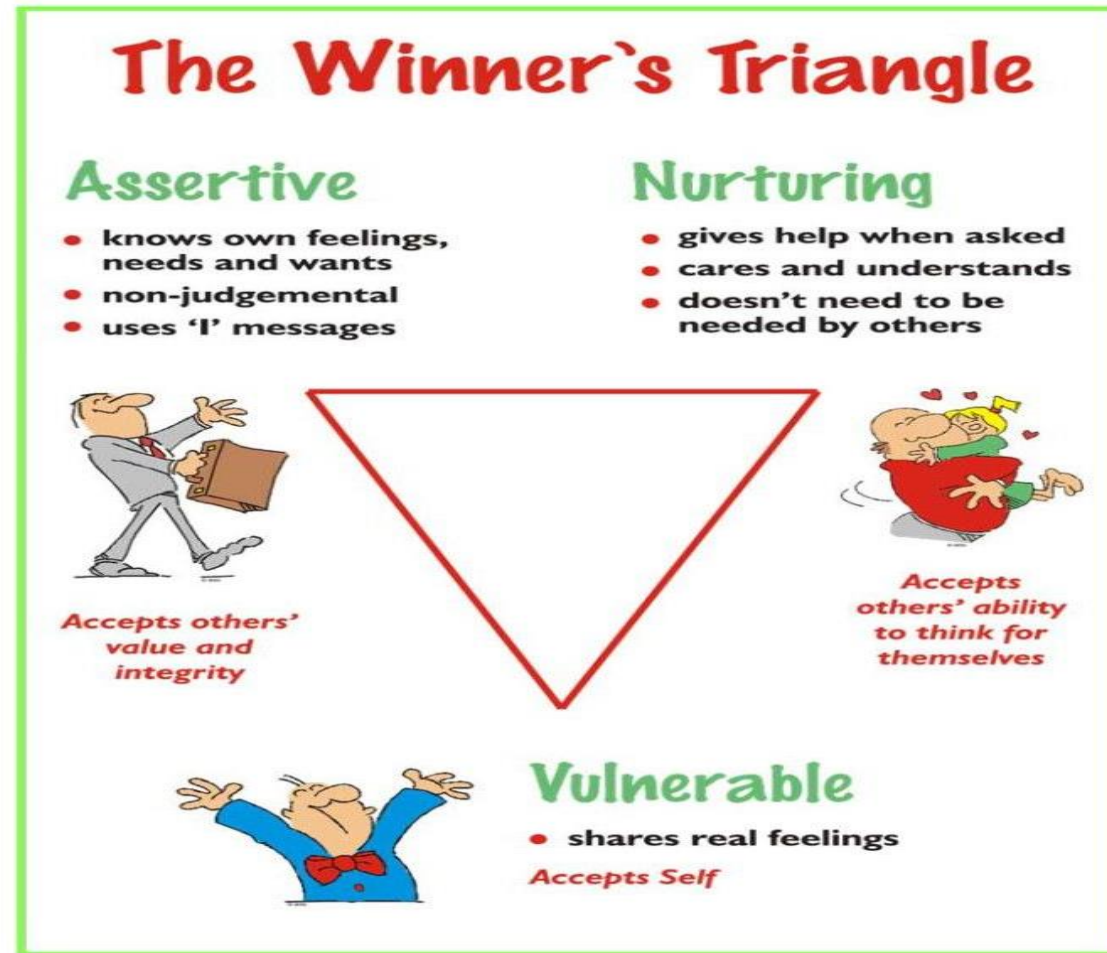
POSITIONS IN COMMUNICATION:

STAY AWAY FROM
THE DRAMA
TRIANGLE



Source: <https://firststeprehab.co.za/drama-triangle/>

How? → Winner's triangle



Source: <https://nl.pinterest.com/pin/221450506658142540/>

I am okay, you are okay

<i>The Drama Triangle</i>	<i>The Winner's Triangle</i>	<i>Skills to Learn</i>
Persecutor	Assertive	Assertiveness
Rescuer	Caring	Listening and Self-awareness
Victim	Vulnerable	Problem-solving and Self-awareness

Burgess, R. (2005). [A Model for Enhancing Individual and Organisational Learning of 'Emotional Intelligence': The Drama and Winner's Triangles](#). *Social Work Education*, 24(1), 97-112.

Instead of saving *I am committed to helping the other person with identifying and solving his or her problem while helping the other take responsibility.*

Instead of engaging in victim behaviour *I will ask others for help and I will start taking action. I commit myself to achieve realistic goals that are important to me.*

Instead of suing *I will think along and build a better situation for myself and others.*

Influence of the undercurrent (McClelland)

Observable for others

→ Raising awareness 'easy'

What are you doing?: behaviour

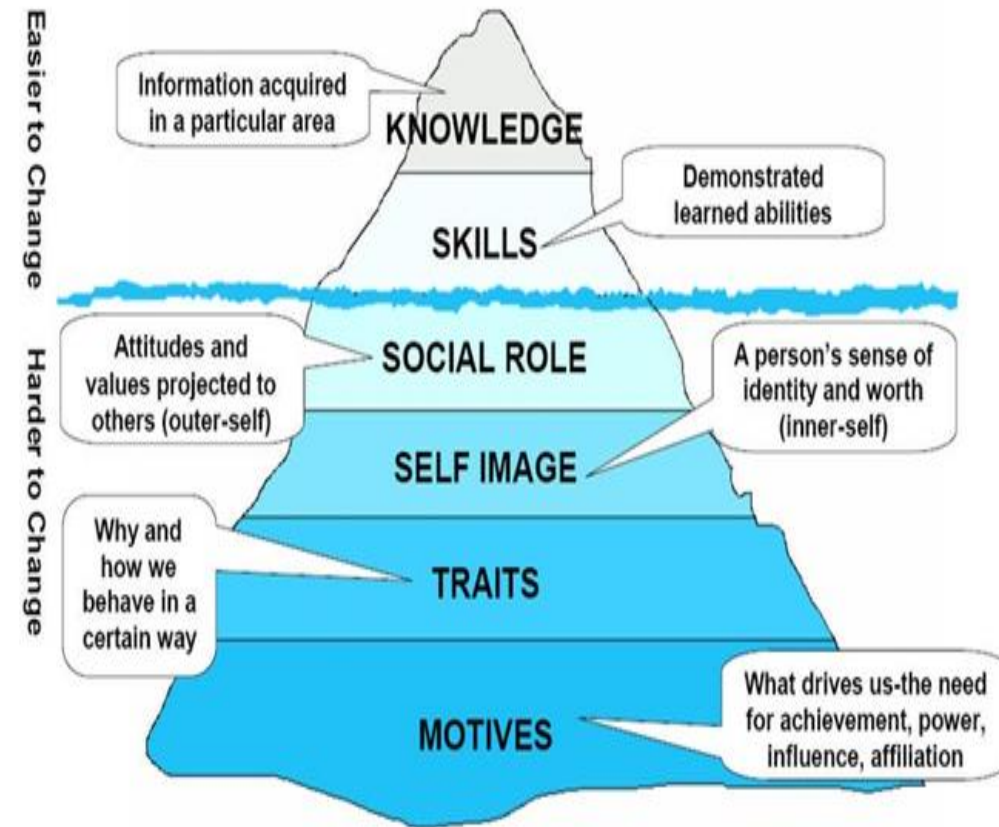
Unobservable ...to others

→ Raising awareness 'more difficult'

What do you think?: behaviour, feelings and thoughts (BFT)

What do you want?: self-knowledge, self-image, personal mission, BFT as trigger or consequence

ICEBERG MODEL OF COMPETENCIES



Source: <https://exeqserve.com/iceberg-need-build-competency-model-ed-ebro/>

Undercurrent

- When people do not feel heard or feel their opinions are ignored.
- When people complain a lot but do not discuss this in a meeting or directly to the person concerned.
- When 'yes' is said to a proposal, yet it is not done.
- When all sorts of excuses are made as to why it couldn't be done anyway.

WE OFTEN DO NOT SPEAK QUIETLY AND OPENLY ABOUT THIS BUT HAVE ALL SORTS OF WAYS OF RESISTING IT.

Barriers and possibilities

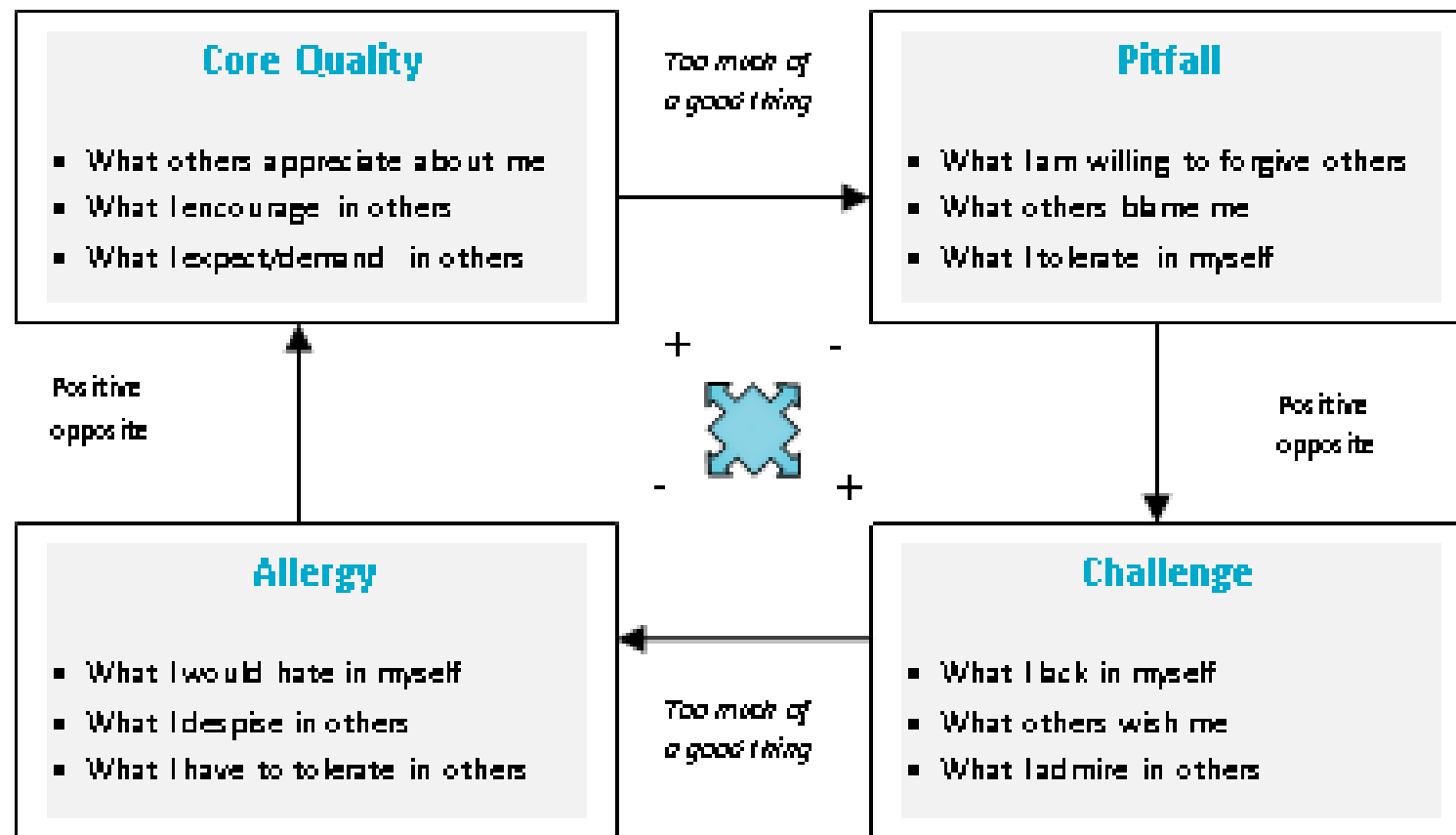
THINKING IN BARRIERS → THINKING IN POSSIBILITIES



Source: <https://beta.elsevier.com/connect/the-5-most-powerful-self-beliefs-that-ignite-human-behavior?trial=true>

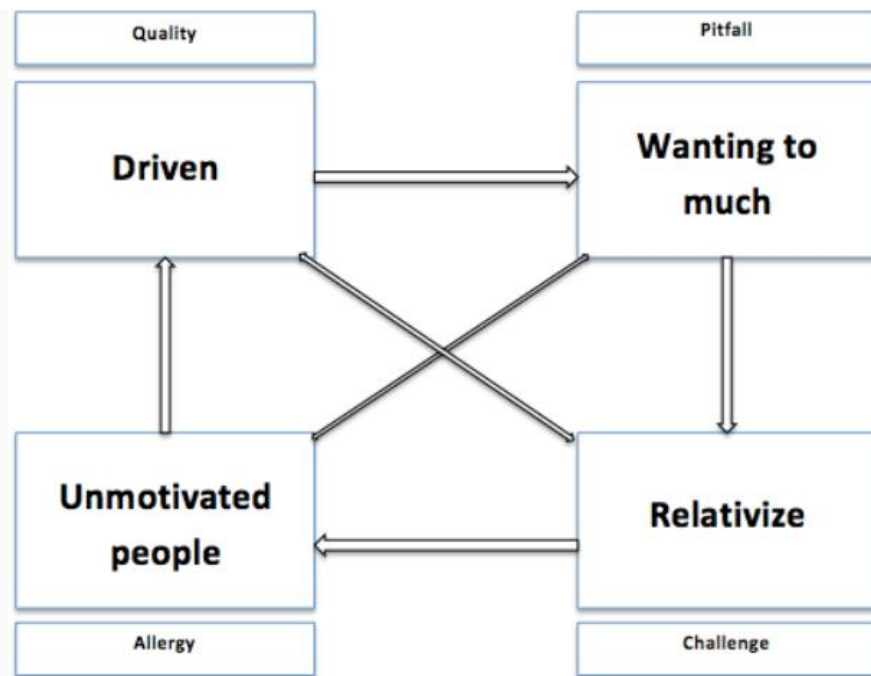


Core Qualities (Ofman)



Source: <https://www.arteveldehogeschool.be/spotlight/node/93/>

Examples



Source: <https://dyonhoekstra.weebly.com/daniel-ofmans-model-of-core-quadrants.html>

Core Qualities

Core Quality	Pitfall	Challenge	Allergy
Decisiveness	Nagging	Patient	Passive
Flexibility	Inconstant	Organized	Rigid
Clearly	Remote	Empathetic	Slimy
Helpful	Meddlesome	Let loose	Careless
Modest	Passive	Initiative	Obtrusive
Courage	Reckless	Thoughtful	Doubtful
Empathetic	Sentimental	Observing	Remote
Reflective	Aloofness	Empathy	Sentimental
Profiling	Arrogant	Modest	Invisible

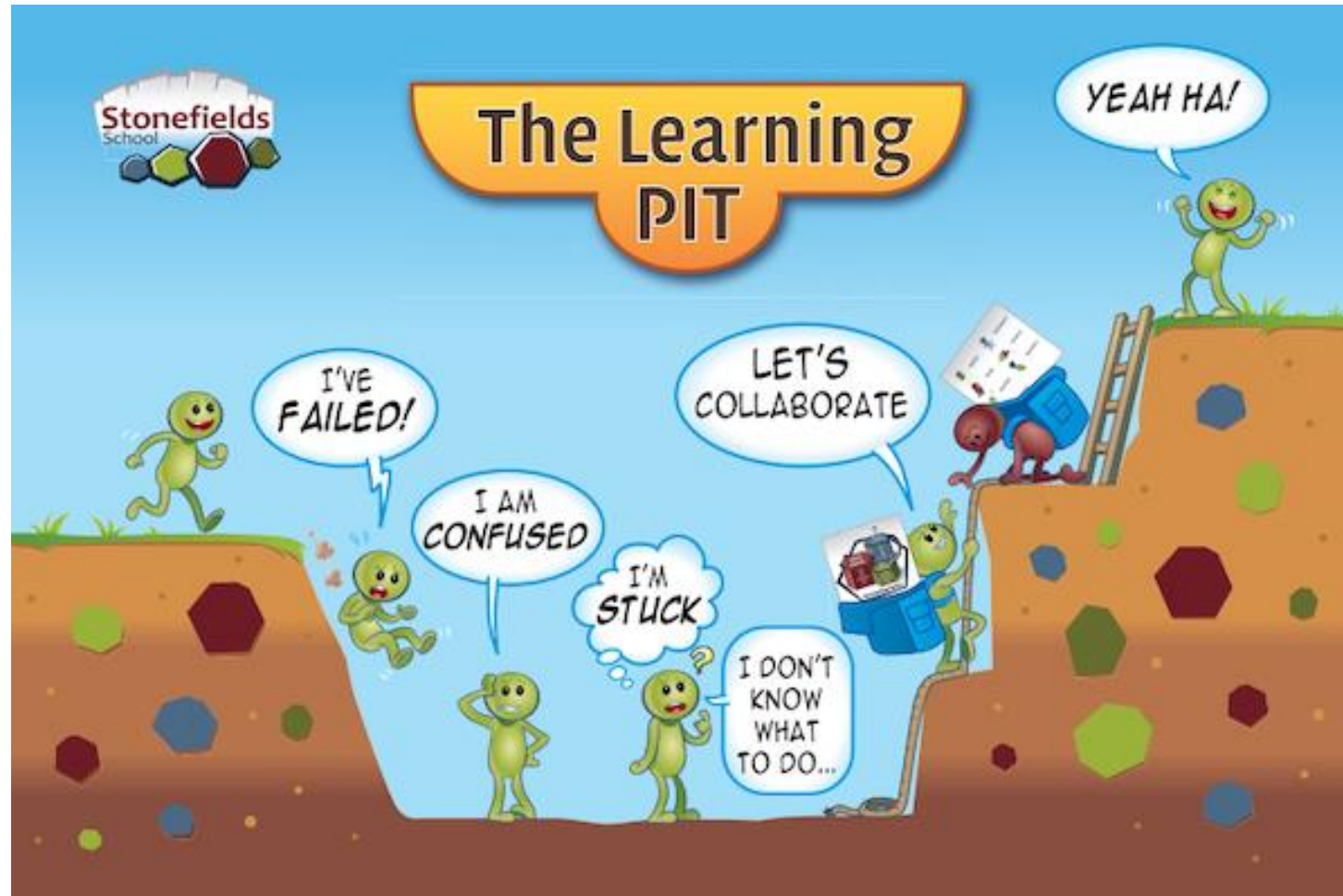
Source: <https://www.slideshare.net/Harizmalife/core-quality>

Stages of behavioural change

No	Stage name	What coachee shows	What to do?
1.	Precontemplation	Not seriously thinking about change	Acknowledging ambivalence
2.	Contemplation	Seriously considering change	Focus on seeking Balance, changing direction
3.	Preparation	Willingness to change, plan for change	Formulate SMART goals
4.	Action	Putting new behaviour into practice	Guide/support
5.	Maintenance	Maintaining the new way of life if the action is successful	Learning to learn

Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51(3), 390–395. <https://doi.org/10.1037/0022-006X.51.3.390>

The learning pit – Thoughts



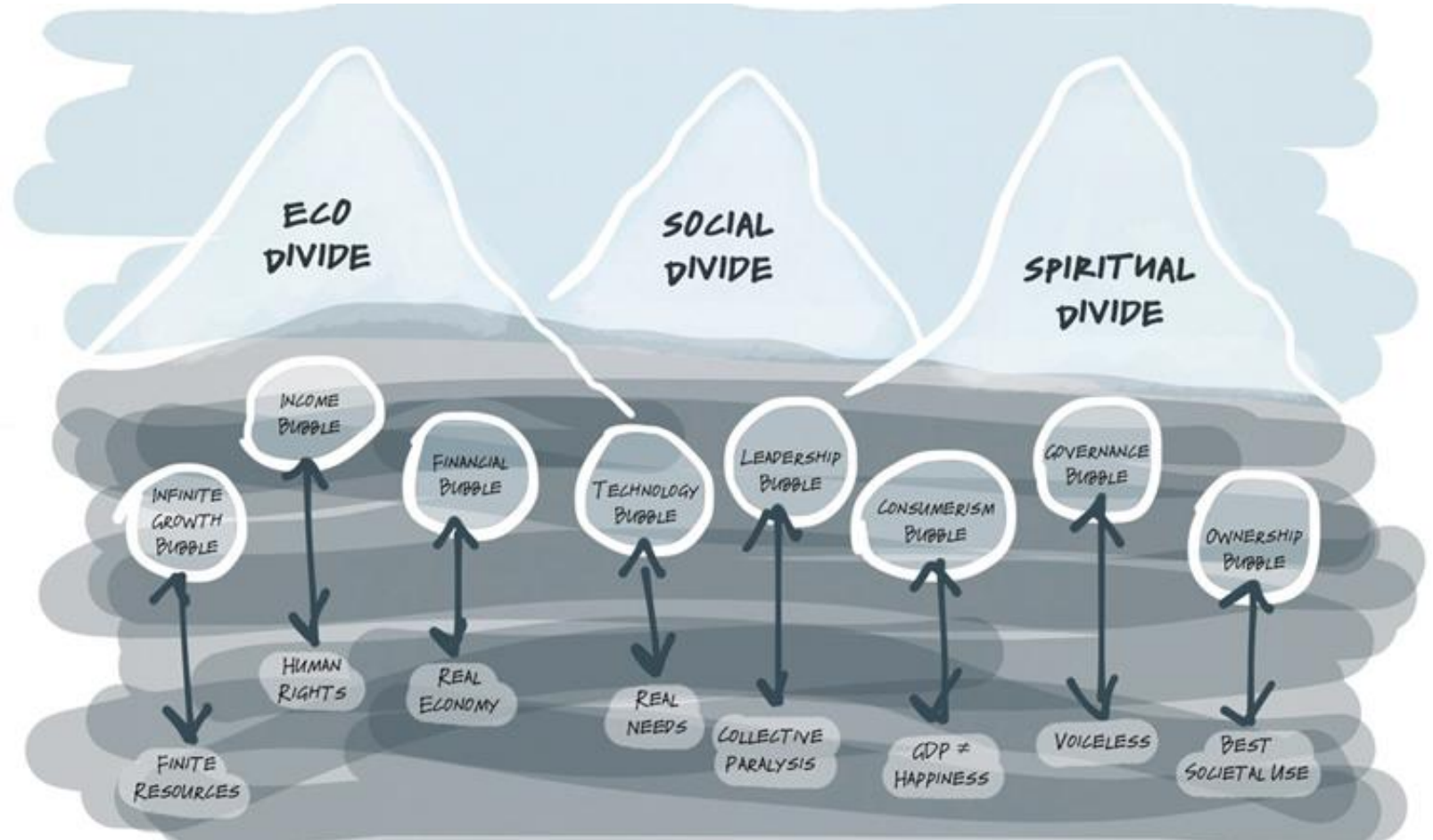
Source: <https://www.structural-learning.com/post/the-learning-pit-a-guide-for-teachers>



INFLUENCING BEHAVIOURAL PATTERNS

Theory U (Scharmer)

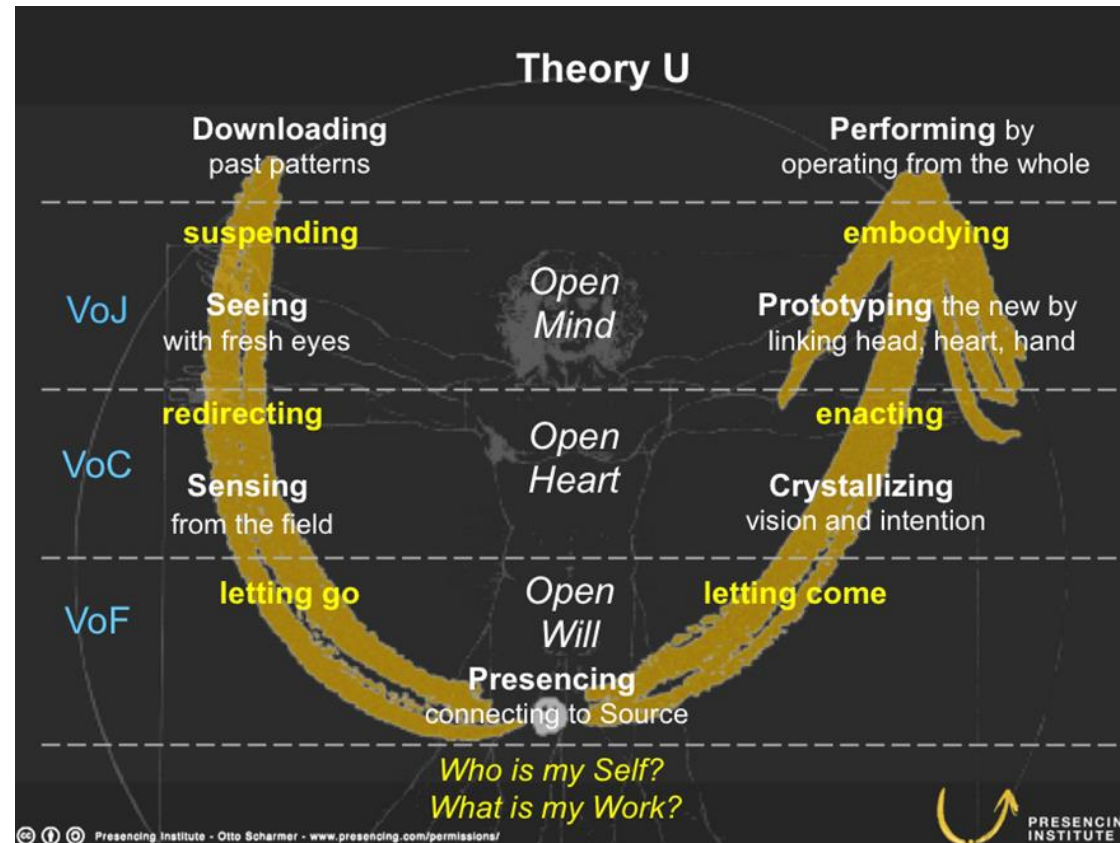
- Theory U is about **personal leadership** and a different way of thinking.
- Contributes to transitions for complex issues of change



Source: <http://www.goingupstream.net/blog/november-12th-2017>

Phases

The U-process consists of 7 phases. The phases together comprise a conscious process of connection to arrive at substantially different outcomes and innovation. In each phase, the other phases are also present. This makes it a cyclical process.



Source: https://en.wikipedia.org/wiki/Theory_U2

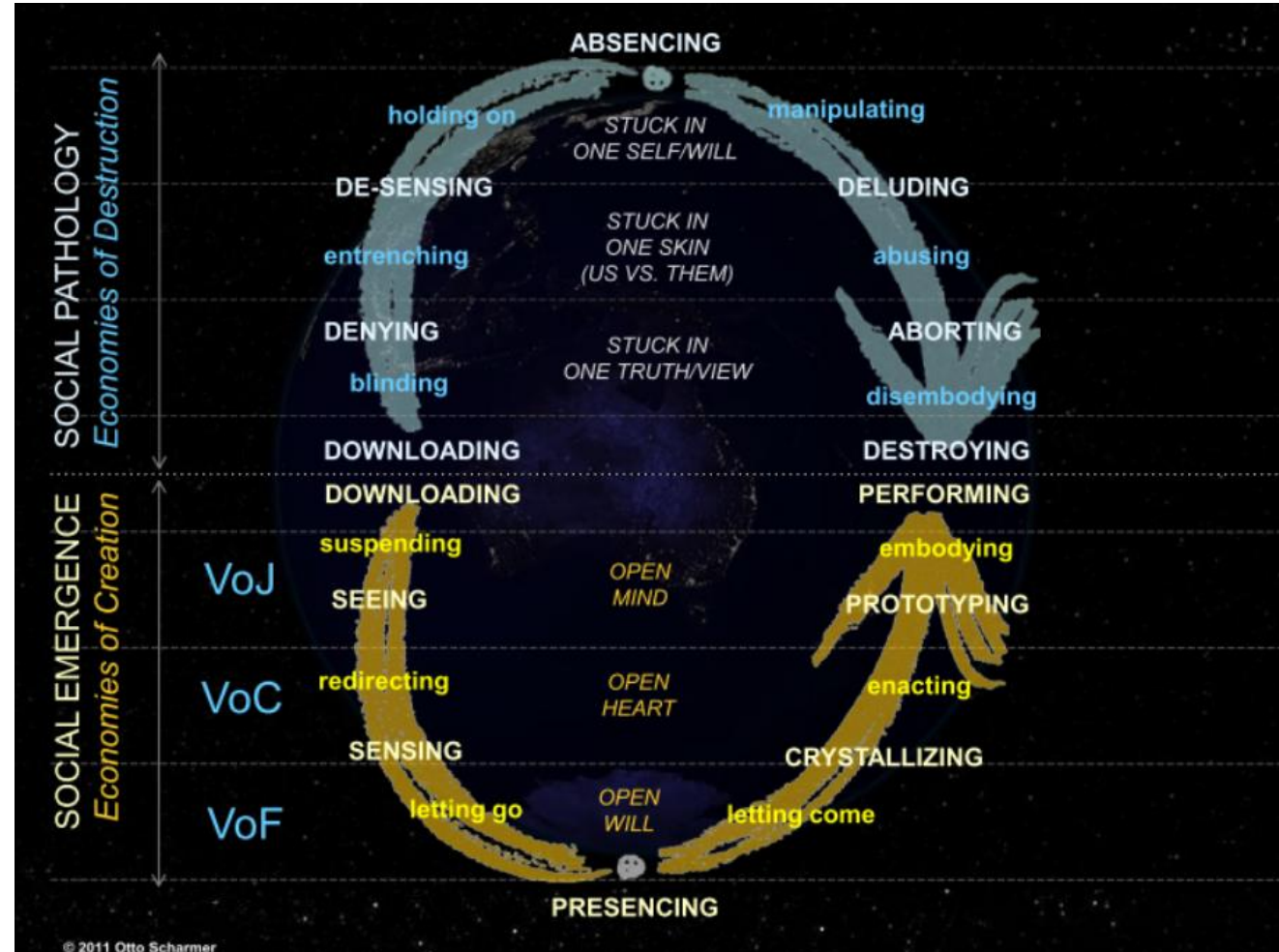
1. Downloading
2. Seeing
3. Sensing
4. Presencing
5. Crystallizing
6. Prototyping
7. Performing

From... To...

- Denying
- Desensing
- Absencing
- Deluding
- Aborting



- Open mind
- Open heart
- Open will



Source: <https://petersnijders.info/theorie-u-scharmer-2012/>

Appreciative Inquiry – Positive Psychology

Appreciative

- What do you want to see/do more often?
- Look at what's already there and how it came to be.

Inquiry

- Asking questions
- Endure not knowing
- Participating
- Investigate together
- No standard solutions



Source: <https://www.bridgingspaces.nl/nieuws/waarderend-onderzoek-appreciative-inquiry/>

The Appreciative Inquiry 4-D Model



Source: <https://cvdl.ben.edu/blog/what-is-appreciative-inquiry/>

Appreciative inquiry

1. **The sustainable:** what are we building on? What is already there and how did it come to be?
2. **The new:** What do we want more of? What are we capable of? What do we desire?
3. **The transition:** Which actions lead to change? What do we do?

Motivational Interviewing I

Motivational Interviewing is a collaborative communication style to evoke and reinforce motivation for change.

Motivational Interviewing II

GOAL

- Reduce ambivalence
- Increase intrinsic motivation
- Change behaviour

LEVEL OF WILLINGNESS

- Varies by moment, person and situation
- Is influenced by interaction
- *“Lack of motivation is not our client’s fault, it is a challenge to our skills” (Miller/Rollnick 1991)*

Four conditions for change

1. Dissatisfaction with the current situation
2. The new goal is sufficiently attractive
3. Positive experience of transition in the past
4. Sufficient support in the social environment

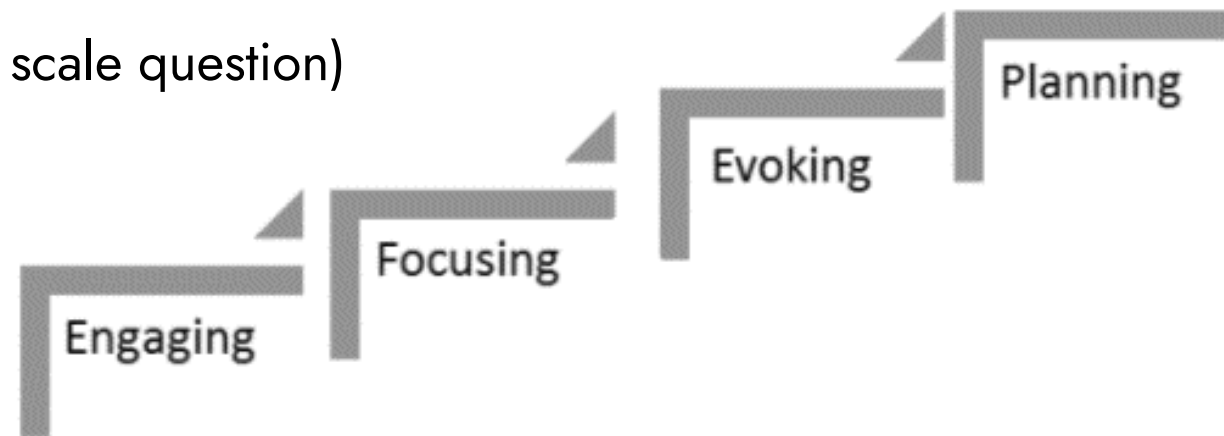
Phases

Phase 1: Engage → connect in a safe environment

Phase 2: Focus → clear goal setting. Setting a clear purpose is important! As a facilitator, you are NEUTRAL to the outcome

Phase 3: Evocation → specific to Motivational interviewing → eliciting change language

Phase 4: Planning → Personal and unique plan (clarify intention and confidence by using a scale question)



Source: <https://uncmotivationalinterviewing.wordpress.com/2017/02/01/motivational-interviewing-components-process-of-motivational-interviewing/>

Phrasing motivational interviewing

1. Making and keeping real contact
 - Empathetic, actively involved, collaborative
2. Goal setting
 - Acceptable and realistic.
 - Positively articulate
 - Exploring motivation/ restoring self-confidence
3. Compile an action plan
 - Small and realistic
 - Reinforce positive feelings
 - Eliciting change language
4. Move
 - Step by step
 - Focused on motivation, readiness for action and self-confidence

DO's and DONT's

WHAT DOES AND DOES NOT BELONG TO MOTIVATIONAL INTERVIEWING?

DO:

- Boost self-confidence
- Compassion
- Listen
- Kindle
- Respect autonomy
- Collaborate
- Accept things as they are
(endure discomfort)

DON'T:

- Reject
- Confront
- Counter
- Giving unsolicited advice
- Labelling
- Calling to account
- The repair reflex

Create new beliefs

- What would you like to believe instead?
 - *"Nothing has meaning except the meaning you give it yourself."*
- Stop judging; it's not about right or wrong but about asking:
 - *"What helps me move forward?"*
- Think in possibilities
 - *"Whatever happens: I seek out the aspects that I can influence, within my capabilities, and that I can do something about. I have the choice."*

Reframing beliefs

ERASMUS+ DIGIGEN
Project Ref. No. 2021-1-DE02-
KA220-VET-000025335

Limiting belief	Reframed as Enabling belief
"I can't do that."	"I can do that! Let me break it down into steps and take them one at a time. I will celebrate each step as I achieve it."
"I can't say that."	"I need to say what needs to be said. How can I say it in a way that others can hear me?"
"I feel powerless."	"What can I control? What can I influence? What is out of my control and therefore not worth worrying about? I can do whatever I set my mind to!"
"I'll never pass that exam."	"I'm intelligent. If I work hard I can do it."
"I am hopeless at Maths."	"Maybe Maths is not my strongest subject but I can do it if I work hard. I am also very good at xyz and will play to these strengths as much as I can."
"I'm unattractive."	"I will accentuate the bits of me that are attractive and accept that I cannot be perfect. It is more important that I am fit and healthy and I appreciate what I have."
"I'm getting old."	"I am growing in valuable wisdom and experience every day."
"I cannot succeed so there is no point in trying."	"This might work, so it's worth giving it a go."
"I dare not try this as I cannot afford to fail."	"I will only fail if I don't learn from my mistakes. Learning from mistakes is all part of the process and will help me be better."
"I can't ask for help as I should be able to do this myself."	"We can always learn from others. If I ask for help I set a good example and will enable others to ask me for help when they need it."
"I can't ask for help as everyone is so busy and won't want to help me."	"Everyone is busy but helping each other out makes us more effective and feel good. It is OK to ask for help - it's a good thing."

Source: <https://padfieldpartnership.com/how-your-mindset-can-enable-or-limit-you/>

Reframing thoughts

Unhelpful thought (fixed mindset)	Helping thought (growth mindset)
I can't.	<i>I can't do this yet.</i>
I am bad at administration.	<i>Keeping my administration in order requires extra effort.</i>
Someone else can do this much better.	<i>Someone else has done this much more often than I have. Maybe I can learn from her.</i>
If I had a real talent for it, it would come naturally.	<i>Even people with innate talent have to work hard for it.</i>
I am not a good manager.	<i>I try very hard to be the best I can be, and the fact that I make mistakes from time to time is part of it.</i>
It's not worth it.	<i>If you really want something, it is worth putting effort into.</i>
It doesn't work out anyway.	<i>I can learn from trying.</i>
Everything goes wrong. This is never going to be anything.	<i>Adversity is part of it. What can I learn from this? Who could help me?</i>

Change language

1. Disadvantages of the current situation
 - Costs and benefits
2. Benefits of changing
 - What reasons are there to change?
 - Risks of not changing
3. Optimism of change
 - Scale questions: Motivation
 - ✓ *Rating for the current situation*
 - ✓ *What is a good situation?*
 - ✓ *How important?*
4. Intention for different behaviour
 - Scale questions: Confidence, belief in feasibility
 - ✓ *Rating for confidence*
 - ✓ *Why not lower?*
 - ✓ *How important?*

Provoke change language

- Examining pros and cons
- Provoking optimism
- Getting good intentions declared
- Investigating extremes
- Looking back or looking forward
- Exploring goals and values
- Reframe
- Seeking positive exceptions

Characteristics

- **Elicit** *(Are there any points to improve, what would you like to achieve? Why is it so important right now?)*
- **Examining pros and cons** *(what are you most worried about, how do you feel after?) (what are the benefits like, what do you find attractive about it?)*
- **Eliciting optimism** *(imagine it has already succeeded; How did it succeed then?)*
- Have **good intentions** expressed *(what could be adjustments, what other ways are there?)*
- **Examining extremes** *(suppose nothing changes, what is the worst that could happen, and what are the best possible outcomes?)*
- **Looking back or looking forward** *(have you looked at it differently in the past, how did you do it then, when would you care?)*
- **Exploring goals and values** *(what do you find most important in life/work/relationships, what would you like to achieve through this?)*
- **Reframing** *(you feel terrible that things turned out this way, but you had no choice, you have no experience, but this could be a first step to gaining experience)*
- Looking for **positive exceptions** *(when did it work/not work once?)*

Alert on change language

- I would like that (desire=D)
- I could do that (ability=A)
- I do have a good reason for it though (reason=R)
- I should do that (necessity=N)
- I'm going to do it (commitment=C)
- I am willing to ...(activation= A)
- I have already taken a step (taking steps=T)

Strengthening change language

- Give attention to ambivalence
- Ears keen on change language
- Respond using ORBS (*open questions, reflect, confirm/compliment, summarise*)
- Then plan (SMART) actions (*Specific, measurable, acceptable, realistic, time*)

Learning objective:

"I want to learn to step out of my comfort zone more"

EXAMPLE

- **Event:** Consideration of whether to give a presentation on my project
- **Thoughts (Not-helpful):**
 - What will they think of me when I do/don't do it?
 - I don't dare because I am not a good speaker. I am often too brief and finish too quickly.
 - If I offer it, I am sure someone else will know more about it.
 - They are going to ask me questions I don't know the answer to.
- **Feelings:** dispirited, sad, no energy and motivation
- **Behaviour:** I avoid the things I'm afraid of in my job
- **Consequence:** no presentation/ calling in sick/ feeling bad about profiling internship

Learning objective:

"I want to learn to step out of my comfort zone more"

EXAMPLE

- **Event:** consideration of whether to give a presentation on my project
- **Thoughts (Helpful)**
 - I can then show that I thought of something myself, even though I find it scary to do
 - I can also suggest preparing it together with my practice supervisor and possibly doing part of it together
 - If I take control, I can also shape it more the way I want to
 - ...
- **Feelings:** drive to figure something out/ preparation to tackle content
- **Behaviour:** making contact/ getting creative/ searching etc.
- **Consequence:** the first step

Types of questions

REFLECTIVE QUESTIONS/INSIGHTFUL QUESTIONS

- focused on awareness of own share regarding the current situation
 - Behaviour
 - Skills and beliefs (*What do I do myself? What do I want myself? What do I think myself that makes it work/not work?*)
- Understanding own scenarios regarding the future situation
- Insight into action possibilities

ACTION-ORIENTED QUESTIONS

- Small concrete steps
- Asking for help and preparing for action
- Doing!!!
- Reflecting on learning effects so that next time there is a follow-up



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ANDRÁSSY
UNIVERSITÄT
BUDAPEST



PROJECT INFORMATION

hochschule.digigen@arbeitsagentur.de

<https://digi-gen.eu/>

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