Role of Underlying Beliefs to Interpret the World: A Study on Middle Level Managers of a Private Organisation of India

Dr. N. Srividya*

Dr. Rita Basu**

Key Words:

1. core beliefs,
2. behaviour,
3. thinking process,
4. uncovering,
5. modification,
6. schema

Abstract

Every person has certain beliefs and thoughts through which he interprets and watches this world. His behaviour is depends on what he thinks and his self talk. If his belief system is positive, then his thinking process, behaviour would be positive. To correct the behaviour the first step is to correct his thought process. Changing the behaviour needs to correct the attitude and the underlying beliefs. This paper with research focuses on the various methods of changing the behaviour. This paper also talks about how people think about themselves. This paper is based on research taking a sample size of 91 at random. Various hypotheses are framed and tested using appropriate data analysis tools and techniques. This research is done only on a group of employees is the limitations of the Study. Hence this research can be further developed into finding the self schemas and mapping them with their personalities, attitudes etc. Most of the respondents are in age between 30 and 39. 46.2 percent of people do not agree that they have affect of their past at current times. 30.8 people agree that they have that affect. 46.2 percent of people regret about their past. Elder people may believe in God or Luck or Something powerful outside to derive strength from. Younger people also set up standards in their work and try to achieve them. There is relationship between age and feeling ok about themselves.

INTRODUCTION

Every person has certain beliefs and thoughts that would be reflected upon his behaviour. Most of these thoughts or beliefs are formed during his childhood. But, most of us do not know our innermost feelings and the beliefs consciously. If anyone touches the beliefs the negatively, person is most hurt. It is needless to say that the persons with negative beliefs cannot lead a happy life like others.

The beliefs would be accumulated over a period of time due to our experiences, mishaps, expectations etc. These beliefs continued to be shaped or formed during whole of our life time. In fact, what we are, is the result of what we think. We are who and what we believe. A belief is defined as an opinion or conviction (Dictionary.com, 2012).

To think is to live. A person is awake and conscious means he thinks something or other. His mind can never be blank or idle unless he is unconscious or in coma. Even in sleep also these thoughts affect us. We get dreams mostly what we are thinking deeply in our mind when we are awake and most importantly before going to sleep. Most of our beliefs are subconscious and deeply ingrained in ourselves that cannot be separated. Few of these are so deep that even in subconscious state they tend to affect us. These beliefs are collected from various sources like family, friends, school, environment etc. Sometimes our own thoughts contradict with our inner beliefs. This leads to a conflict within himself which hinder this growth or achievement. If we know the inner values of the person then we can easily understand his behaviour.

UNDERLYING BELIEFS ROLE

The mind is defined as the part of the human that reasons, thinks, feels, memory, wills perceives, or judges (Dictionary.com, 2009). Mind is the total sum of our thoughts both conscious and subconscious. What we think about ourselves and what we speak about ourselves also is contributed to the mind. That is 'making up our minds', 'change our minds', 'of two minds', 'be mindful', etc phrases are formed relating to our mind. No one else can know our mind and they can only interpret what we speak and most importantly how we behave. These beliefs are formed during the childhood and they act as guide to us. They tell us how things are. All our experiences and

*Postdoctoral Research Fellow, Institute of Business Organisation, NCE Bengal and can be reached at vnsrividya@gmail.com

** Associate Professor, Institute of Business Organisation, NCE Bengal and can be reached at vita_nce@yahoo.com

situations are filtered through these values or beliefs. Actually through these only we can interpret the world.

The positive core beliefs are helpful while the negatives are not. Actually the beliefs may not be always true and these are formed when we perceive the situations like that. Most of the times they are skewed and they may not make sense. But nevertheless – they always make sense, at least according to our experiences (Dunbar, 2010). If we retrospect our past, we find the situations why we developed such beliefs.

The core beliefs lie dormant and would get activated only when a situation arises. It is only the beliefs that act as the decider about a situation. To the same situation people may act differently basing on their beliefs. The core beliefs can be modified or changed on maturity. But few negative beliefs may not get changed or may remain rigid.

A normal man can do mistakes while interpreting the other persons' behaviour (Thomas, 2012). The common mistakes a person can do are

a. Filtering: Here a person chooses what he or she wants to receive, not the original. Usually people tend to look at the negatives in a big way than the positive things.

b. Polarized thinking: Here the person takes the situation either totally good or totally bad.

c. Overgeneralization: Making generalisations about persons basing on one category or quality often leads to misinterpretation.

d. Mind Reading: attempting what other people are thinking about any situation or event by making few assumptions.

e. Catastrophizing: Here the person always thinks about worst possible outcomes.

f. Personalization: Here the person perceives how others respond in relation to him.

g. Control Fallacy: Here the person tries to control everything around him. Means he would try to take responsibility over everything.

h. Fallacy of Fairness: He thinks that he should be benefitted in each and every situation and if it goes wrong, he would be resentful.

i. Emotional Reasoning: The person thinks that what he feels is truth.

j. Fallacy of Change: He will not be happy till the other persons change according to him.

k. Global Labeling: Over generalising everything basing on a single event or occurrence. If you face a bad person in a town and concluding that all the persons in the town are in the similar way.

l. Blaming: Failure to acknowledge ones own faults and blaming others for all wrong things in one's life.

m. Shoulds: Dictating everything according to his own wishes. If the events do not happen pleasing to him, he would become upset.

n. Being Right: being a perfectionist.

o. Heaven's Reward Fallacy: Feeling resentful if you don't get your desired results.

The person who is interpreting can do any of these mistakes. Many of them do not know even what mistake they are committing. To correct these mistakes first they should know the mistake. If the person knows the mistake he is doing, he would try to avoid it in future.

These underlying beliefs can be defined as "fundamental, deep-rooted beliefs about who you are and your place in the world." (Reivich & Shatté, 2002, p 124). Gregg Baden, in his book The Spontaneous Healing of Belief suggests that these beliefs are often developed during childhood and are

Table 1:

Category	People with this belief tend to believe that the following is the most important in their life
Achievement	Success
Acceptance	Acceptance, Praise and To be loved
Control	Being in charge and in need of control of events

hidden in our subconscious.

Underlying beliefs can be generally classified into three main categories – achievement, acceptance and control (Reivich & Shatté, 2002, p. 125-128).

Uncovering Underlying Beliefs

To uncover or to know the underlying beliefs, it is essential to take a help of coach or an abled person. There are many techniques used for this job (Allaire, 2012).

By answering a series of questions honestly the person may come to know his original beliefs.

By knowing about their parents and their caretakers if they have any. Knowing both negative and positive attributes of them helps a lot about them.

It is better to know about their brothers, sisters, important relatives whom they remember very well, dearest friends and teachers whom they like most and least etc.

To know what was most important during their childhood.

What they needed most during their childhood.

Identifying what used to frustrate him during his childhood and how he addressed them.

Knowing what they want now or what is most important for them now and why they are important.

Knowing what they would prevent to do now.

To know about most important positive and negative events that effected them a lot for a longer time during their past.

To ask about themselves what they think about themselves such as how they describe themselves, the bad and good part of themselves etc.

Core beliefs are defined as fundamental, inflexible, absolute, and generalized beliefs that people hold about themselves, others, the world, and/or the future (J. S. Beck, 2011; K. S. Dobson, 2012).

When a core belief is judgmental, it has a hazardous effect on self concept, well being, self efficacy and has a continued vulnerability towards mood disturbance. It is advised to adapt healthier core belief system with the help of a coach or an abled person.

But it is very difficult and hard to change one's belief system. Though core beliefs are formed mostly during childhood, there are some instances that people with healthier belief system during their childhood are also vulnerable towards negative belief system at a later stage due to challenges like unemployment, love failure, unhappy married life etc. If the reason for the negative beliefs is known, it would be easier to change the belief system.

The core beliefs are closely related with schema. According to Clark and Beck (1999), schemas are "relatively enduring internal structures of stored generic or prototypical features of stimuli, ideas, or experience that are used to organize new information in a meaningful way thereby determining how phenomena are perceived and conceptualized" (p. 79). Schema act as filters for what we see, listen, interpret and how we process the data we

observe. Core beliefs are their cognitive indications of the schema.

Schemas and their corresponding core beliefs give rise to what Judith Beck has termed intermediate beliefs (J. S. Beck, 2011), which are defined as conditional rules, attitudes, and assumptions, often unspoken, that play a large role in the manner in which people live their lives and respond to life's challenges and stressors. A person would see the world through the glasses of core beliefs and schema. Moreover he would create his expectations basing on them only. A person with negative belief system would never hope for a best for him. His self talk is also influenced by that.

Modification of Core Beliefs

Unless and until the person wants to modify himself, nothing or nobody can change him. First of all, the person has to think that he should change himself. To modify the core beliefs the first step is to identify the core beliefs. The next is the degree to which they affect the person. The higher the degree, the larger time and effort it demands.

The core beliefs affect the thinking of the person in all walks of his life, be it his career, married life, family life etc. First the most important or most strong core belief has to be identified and it should be worked on first. While working on the strong negative belief, it is important to install a good positive core belief in its place (Wendel, 2012).

Examining Evidence

Once the positive core belief is instilled, it is time for checking for evidences for the new belief. In the initial stages a little help is needed to notice the evidences for the new belief and over a period of time, the person he himself notices and acknowledges. The more he believes in the new belief, the less would be affect of the negative belief on him. Judith Beck (2011) has created a Core Belief Worksheet to achieve this goal. Keeping track of the evidences for positive belief and noting down them also helps in reiteration of the new belief.

Advantages and Disadvantages Analysis

Here the person is asked to write down both the advantages and disadvantages of his core beliefs both that are old and new. Obviously, he would find more advantages to the new positive belief and more disadvantages to his old negative belief. On noticing this, he may realise that he should embrace the new positive. In addition, patients may view the adoption of new core beliefs as being associated with significant short-term

disadvantages (e.g., discomfort), but also being associated with significant advantages in the long-term (D. Dobson & Dobson, 2009). In fact, K. S. Dobson (2012) has developed an expanded version of the advantages disadvantages analysis, such that advantages and disadvantages of the old and new core beliefs are considered from short- and long-term time perspectives.

Behavioral Experiments

These experiments are conducted to show that their beliefs are not correct and showing them a proof for this can improve their belief strength. Here the coach has to work with the patient closely to mould her beliefs and to create situations to prove the new beliefs. People would believe that proofs when they look at, compared to study or read them from text.

Acting "as if"

Here the patients are requested to act as if they have the new positive beliefs with them, even though they do not real possess. While acting, they are required to observe any spectacular change in their feelings or moods such as feeling happier than earlier, feeling great, feeling less annoyed or anxious etc. By observing these emotions, the positive beliefs can be reinforced to make them real.

Cognitive Continuum

Here the patient is asked to rate him or herself on a continuum of success and failure. Most of them rate them as unsuccessful or a 20% successful on a full 100% continuum on a horizontal line. But by observing and comparing with others who are less competent to her, she or he can rerate themselves on the continuum at a higher position. The coach has to help her in observation and comparison. The coach can also dig out the hidden or unnoticed positive characteristics the person has. This would boost their confidence and thereby moving them to higher end.

Historical Tests

Historical tests of unhelpful core beliefs allow patients to understand the pathway by which such beliefs developed, to examine evidence that supports and refutes the core beliefs at various periods of time in their life (e.g., elementary school years, middle school years, high school years, and so on), to reframe the evidence that they view as supportive the core beliefs, and to draw a more balanced conclusion that has direct implications for the core beliefs (J. S. Beck, 2011).

Here the person is asked to describe the events or situations which confirmed the old beliefs. The coach

would help the person to look at the other accomplishments of the same person even he is considered a failure. By making him realise about his accomplishments he can shift his beliefs towards positive side.

Restructuring Early Memories

Therapists can use imagery and role-playing techniques in order to elicit affect associated with and restructure painful memories of events that shaped unhelpful core beliefs (J. S. Beck, 2011).

Here the therapist encourages the patient to role play the earlier situation which made the core beliefs formed. Here the therapist can play as a kid of that age in the memory and the patient can play as the counter role in the situation. Sometimes the patient can remain as adult of current situation or age. By reacting the event in a balanced and healthy way, the patient realises how baseless are the beliefs she or he is holding so far. It would help her in reshaping her or his beliefs.

Defining the "new self"

So far we have discussed the unnecessary or harmful components in one's core beliefs. In a similar manner, patients can define the precise operational components of their "new self" (D. Dobson & Dobson, 2009). Here the person can be asked to identify his or her role model whom wants to be like and he or she can be encouraged to imitate him or herself in almost all situations, particularly in which he or she feels gap between him or her and the role model or others in the society. Over a period of time, the same would be reinforced in the core beliefs. He can choose his role models from biographies, movies or any media etc.

Soliciting Social Support and Consensus

People can further take the help of their well wishers, family members or close friends in correcting their negative beliefs. They can ask them to warn him immediately whenever he feels or behaves negatively. Specifically, they can obtain feedback from others about the degree to which their old, unhealthy core beliefs are accurate, as well as about the proposed new, healthy set of core beliefs (D. Dobson & Dobson, 2009). While doing so, it may be discovered that what they are thinking about themselves is not true, but a mere misconception they hold upon.

Time Projection

Here the person is asked to describe how wants to be in future and the qualities he wants to possess. Creative

ways to achieve time projection include having patients imaging writing a memoir at the end of their lives or a eulogy that captures how they would like to be remembered (D. Dobson & Dobson, 2009). The more they describe the better it is. People remember these, while reacting and interacting with others and they try to imitate in the same manner. This helps them in long run.

On the basis of this conceptual part, the present studies consider the following objectives:

OBJECTIVES OF STUDY

I) To find out whether there is any affect of age on believing that past has a strong affect on the present and regretting over the past.

ii) To check whether there is any relation between the age and being happy or sad.

iii) To discuss whether there is any effect of age on thinking being controlled.

iv) To find out any relation between the age and having no or little time.

v) To discuss the effect of age on taking charge or changing ways if required.

vi) To verify whether there is any relation between the age and the belief of gaining strength from outside and setting up standards in his life.

vii) To check if there is any relation between age and feel Ok about themselves and disagreeing with others too.

RESEARCH METHODOLOGY

Problem of the Study: Many people do not know what they actually feel about themselves and what they actually want in their lives. People watch this world through the eyes of their personality and beliefs. This paper studies the role of these beliefs in their personality and whether they can be modified.

Scope of the Study This paper deals with only the beliefs part in the personality and how to modify them if at all we can. Various methods or ways of their correction or modification are also discussed here.

Sampling

Sample Unit: Middle level managers of a private organisation

Sample size: 91

Sampling Technique: Middle level managers were selected randomly from different branches of a particular private organisation situated at different cities of eastern India.

Null Hypotheses:

H1o: There is no significant difference between the age and the beliefs of past having a strong affect and regretting the past as perceived by the middle level managers of a private organization.

H2o: There is no significant difference between the age and the being happy or sad as perceived by the middle level managers of a private organization.

H3o: There is no significant difference between the age and the being controlled and finding himself working according to others' plans as perceived by the middle level managers of a private organization.

H4o: There is no significant difference between the age and having no or little time as perceived by the middle level managers of a private organization.

H5o: There is no significant difference between the age and taking charge and changing one's ways when required time as perceived by the middle level managers of a private organization.

H6o: There is no significant difference between the age of a person and his belief of gaining strength from outside and setting up standards in his life time as perceived by the middle level managers of a private organization.

H7o: There is no significant difference between the age of a person and to feel Ok about themselves and disagreeing with others too time as perceived by the middle level managers of a private organization.
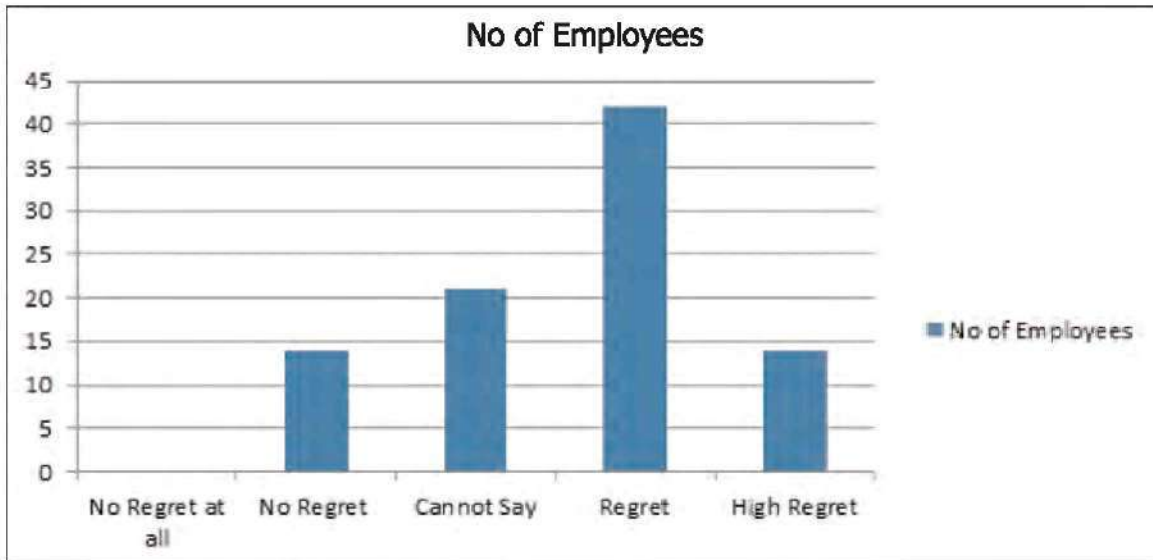
DATA ANALYSIS Frequency and means were calculated to find out the distribution of the sample. For the verification of hypothesis Oneway Anova were conducted.

Data Analysis
Table no IA Frequency of Employees Age wise

|	Frequency	Percent	Valid Percent	Cumulative Percent
20 – 29	14	15.4	15.4	15.4
30 – 39	70	76.9	76.9	92.3
50 – 59	7	7.7	7.7	100.0
Total	91	100.0	100.0	

No of Employees

Interpretation:
In the age group of 20 – 29 there are 15.4 % of respondents, in 30 – 39 there are 76.9 % of respondents and in the age group of 50 – 59 there are 7.7 % of total respondents. Most of the respondents are in the age group of 30 – 39.

Table no IB Frequency of Employees in the order of having an effect of their past on their present.

Frequency Past Regret				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	14	15.4	15.4	15.4
Neither Agree Nor Disagree	21	23.1	23.1	38.5
Agree	42	46.2	46.2	84.6
Strongly Agree	14	15.4	15.4	100.0
Total	91	100.0	100.0	
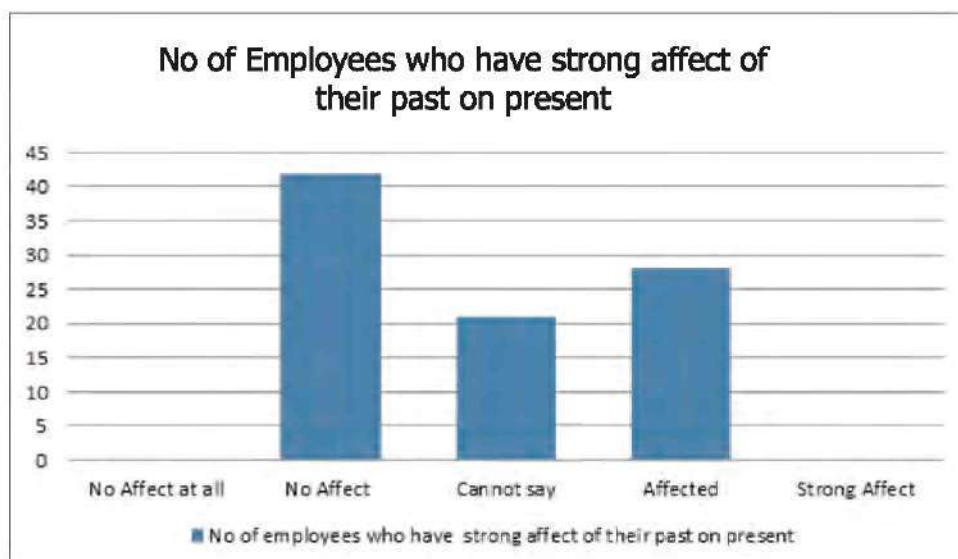
No of Employees who have strong affect of their past on present

Interpretation:

46.2 percent of people regret about their past and 15.4 percent of employees do not regret.

Table no IIA Anova Analysis

H1o: There is no significant difference between variation of the age and the beliefs of past having a strong affect and regretting the past.

Table No Ic Frequency Of Employees Who Have A Regret Of Their Past On Their Present.

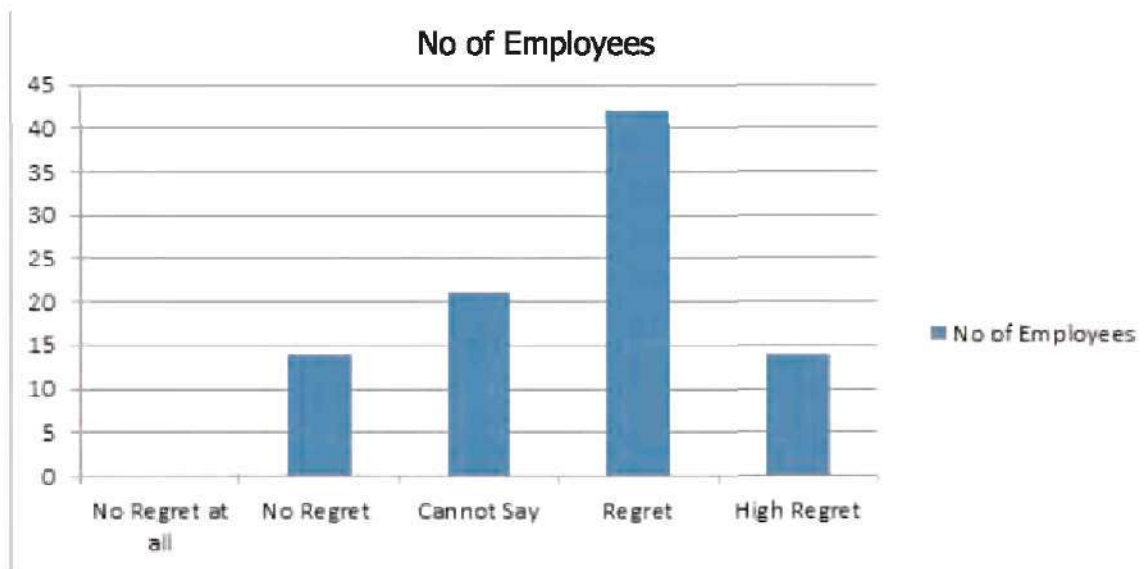| Frequency Past Regret				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	14	15.4	15.4	15.4
Neither Agree Nor Disagree	21	23.1	23.1	38.5
Agree	42	46.2	46.2	84.5
Strongly Agree	14	15.4	15.4	100.0
Total	91	100.0	100.0	

Interpretation:

46.2 percent of people regret about their past and 15.4 percent of employees do not regret.

Table no IIA Anova Analysis

H1o: There is no significant difference between variation of the age and the beliefs of past having a strong affect and regretting the past.

		Sum of Squares	df	Mean Square	F	Sig.
Past Strong Affect	Between Groups	11.146	2	5.573	8.650	0.000
	Within Groups	56.700	88	0.644		
	Total	67.846	90			
Past Regret	Between Groups	1.238	2	0.619	0.714	0.492
	Within Groups	76.300	88	0.867		
	Total	77.538	90			

Interpretation

In case of "Past Strong Affect" since the P value is 0.000 < 0.05, the hypothesis is accepted. That means there is no significant difference of the variations between the age and the past having an affect on current times.

People of all ages think that their past has an effect on their present.

In case of "Past Regret" since the P value is 0.492>0.05 the

hypothesis is rejected. This means that there is significant difference in variations between the age and regretting about the past. May be as they grew older, they may stop regretting the past.

Table No IIB ONE WAY ANOVA

H2o: There is no significant difference between the variations in age and the feeling of being happy or sad.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Bad Feelings	Between Groups	26.654	2	13.327	67.015	0.000
	Within Groups	17.500	88	0.199		
	Total	44.154	90			
Happy Feelings	Between Groups	1.615	2	0.808	3.385	0.038
	Within Groups	21.000	88	0.239		
	Total	22.615	90			

Interpretation

In case of "Bad Feelings" since the P value is 0.000 < 0.05, the hypothesis is accepted. That means there is no significant difference between the age and being sad. Irrespective of age, people feel that they are responsible for their sadness.

In case of "Happy Feelings" since the P value is 0.038<0.05 the hypothesis is accepted. This means that there is no significant difference between the variation of age and being happy. Again people of all the ages feel that they are responsible for their happiness.

Table No IIC ONEWAY on Controlled Others Plans BY Age

H3o: There is no significant difference between the

variations between the age and the being controlled and finding himself working according to others' plans.

		Sum of Squares	df	Mean Square	F	Sig.
Being Controlled	Between Groups	7.700	2	3.850	3.752	0.027
	Within Groups	90.300	88	1.026		
	Total	98.000	90			
Others Plans	Between Groups	9.854	2	4.927	5.682	0.005
	Within Groups	76.300	88	0.867		
	Total	86.154	90			

Interpretation:

In case of "Being Controlled" since the P value is 0.027 < 0.05, the hypothesis is accepted. That means there is no difference between variation in the age and being controlled. People of all ranges of age think that they are being controlled by someone else.

In case of "Others Plans" since the P value is 0.005 < 0.05

the hypothesis is accepted. This means that there is no difference between variation in the age and finding himself working according to others' plans. Irrespective of the ages of the people, they may find that they are working according to some other's plan and they are not independent.

Table No IID ONEWAY ANOVA

H4o: There is no significant difference between the

variations between the age and having no or little time.

		Sum of Squares	df	Mean Square	F	Sig.
My Time	Between Groups	3.338	2	1.669	4.562	0.013
	Within Groups	32.200	88	0.366		
	Total	35.538	90			
Little Time	Between Groups	11.146	2	5.573	33.363	0.000
	Within Groups	14.700	88	0.167		
	Total	25.846	90			
Late	Between Groups	1.185	2	0.592	1.619	0.204
	Within Groups	32.200	88	0.366		
	Total	33.385	90			
Hobbies	Between Groups	4.738	2	2.369	6.769	0.002
	Within Groups	30.800	88	0.350		
	Total	35.538	90			
Relax	Between Groups	13.300	2	6.650	8.277	0.001
	Within Groups	70.700	88	0.803		
	Total	84.000	90			
Task Completion	Between Groups	5.815	2	2.908	4.352	0.016
	Within Groups	58.800	88	0.668		
	Total	64.615	90			

Interpretation

All the cases, P Values < 0.05, hence the hypothesis is accepted. There is no significant difference between the age and having no or less time. People of age may feel that they do not have enough time for themselves.

Table No IIE ONEWAY ANOVA

H5o: There is no significant difference in variations between the age and taking charge and changing one's ways when required.

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Take Charge	Between Groups	1.615	2	0.808	3.385	0.038
	Within Groups	21.000	88	0.239		
	Total	22.615	90			
Change Ways	Between Groups	2.962	2	1.481	2.864	0.062
	Within Groups	45.500	88	0.517		
	Total	48.462	90			

Interpretation:
Since the P values for taking charge is < 0.05 there is no significant difference in variations between age and the taking charge when it is required. People of all ages can take charge of the situation when it is required.
And the P value for changing ways is > 0.05 there is no significant difference in variations between the age and

changing ways. Similarly people of all the ages can change their ways when it is required.
Table No. IIF ANOVA
H6o: There is no significant difference in variations between the age of a person and his belief of gaining strength from outside and setting up standards in his life.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Feel OK	Between Groups	0.000	2	0.000	0.000	1.000
	Within Groups	56.000	88	0.636		
	Total	56.000	90			
Disagree Ok	Between Groups	13.085	2	6.542	11.920	0.000
	Within Groups	48.300	88	0.549		
	Total	61.385	90			

Interpretation
The P value for Feeling Ok is > 0.05, hence, there is significant difference between age and feeling ok about themselves. Age has an effect on the feeling OK about themselves.
The P value for disagreeing Ok is < 0.05, Hence, there is no

significant difference in variations between the age of a person and feeling OK about disagreeing with others. All ranges of people may feel that disagreeing with others is OK.
The P value for setting up standards is < 0.05, hence there is no significant difference in variations between the age

Table No IIG ANOVA
H7o: There is no significant difference in variations between the age of a person and to feel Ok about

themselves and disagreeing with others too.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Feel OK	Between Groups	0.000	2	0.000	0.000	1.000
	Within Groups	56.000	88	0.636		
	Total	56.000	90			
Disagree Ok	Between Groups	13.085	2	6.542	11.920	0.000
	Within Groups	48.300	88	0.549		
	Total	61.385	90			

and setting up standards. Means younger people also set up standards in their work and try to achieve them.
Interpretation
The P value for Feeling Ok is > 0.05, hence, there is significant difference between age and feeling ok about themselves. Age has an effect on the feeling OK about

themselves.
The P value for disagreeing Ok is < 0.05, Hence, there is no significant difference in variations between the age of a person and feeling OK about disagreeing with others. All ranges of people may feel that disagreeing with others is OK.

FINDINGS AND SUGGESTIONS

In the age group of 20 – 29 there are 15.4 % of respondents, in 30 – 39 there are 76.9 % of respondents and in the age group of 50 – 59 there are 7.7 % of total respondents. Most of the respondents are in the age group of 30 – 39. 46.2 percent of people do not agree that they have affect of their past at current times. 30.8 people agree that they have that affect. 46.2 percent of people regret about their past and 15.4 percent of employees do not regret.

There is no difference in variations between the age and the past having an affect on current times. There is significant difference in variations between the age and regretting about the past. May be as they grew older, they may stop regretting the past. There is no significant difference in variations between the age and being sad. There is no significant difference in variations between the age and being happy. There is no difference in variations between the age and being controlled. There is no difference in variations between the age and finding himself working according to others' plans.

There is no difference in variations between the age and having no or less time. There is no difference in variations between age and the taking charge when it is required. There is difference in variations between the age and changing ways. There is difference in variations between age and the belief of gaining strength from outside. Means elder people may believe in God or Luck or Something powerful outside to derive strength from. Hence there is no difference in variations between the age and setting up standards. Means younger people also set up standards in their work and try to achieve them. There is relationship between age and feeling ok about themselves. There is no difference in variations between the age of a person and feeling OK about disagreeing with others.

CONCLUSION

Every person has certain beliefs through, which he sees and interprets the world. If the beliefs of the person are not proper, the thought process or behaviour of the person would not be proper. It is the first step to know the beliefs to correct them into a correct manner. Through the coaching process the person gains self awareness and confidence. When he knows the root cause of his belief, he can shift his beliefs towards a positive side.

Applied Values

This paper can be applied in the process of understanding the basic beliefs of the people while studying them. It deals with how people think about themselves about their past, being happy, being punctual, believing in God or Luck. There are also questions about how people feel about setting up standards, being controlled etc. Though it cannot be generalised to all people it can definitely serve a tool in understanding people agewise.

6.1 Limitations of the Study: This research is done only on working people only.

SCOPE FOR FURTHER RESEARCH This research can be further developed into fining the self schemas and mapping them with their personalities, attitudes etc.

REFERENCES

Amir, N., Beard, C., Burns, M., & Bomyea, J. (2009). Attention modification program in individuals with generalized anxiety disorder. Journal of Abnormal Psychology, 118, 28-33.

Amir, N., Beard, C., Taylor, C. T., Klumpp, H., Elias, J., Burns, M., et al. (2009). Attention training in individuals with generalized social phobia: A randomized controlled trial. Journal of Consulting and Clinical Psychology, 77, 961-973.

Beck, A. T. (1996). Beyond belief: A theory of modes, personality, and psychopathology. In P. Salkovskis (Ed.), Frontiers of cognitive therapy (pp. 1-25). New York, NY: Guilford.

Beck, A. T., & Beck, J. S. (1991). The Personality Beliefs Questionnaire. Unpublished assessment instrument. Beck Institute for Cognitive Therapy and Research, Bala Cynwyd, PA.

Beck, A. T., Butler, A. C., Brown, G. K., Dahlsgaard, K. K., Newman, C. F., & Beck, J. S. (2001). Dysfunctional beliefs discriminate personality disorders. Behaviour Research and Therapy, 39, 1213-1225.

Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). Cognitive therapy of depression. New York, NY: Guilford Press.

Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond (2nd ed.). New York, NY: Guilford Press.

Bieling, P. J., Beck, A. T., & Brown, G. K. (2000). The Sociotropy-Autonomy Scale: Structure and implications. Cognitive Therapy and Research, 24, 763-780.

Burns, D. D. (1980). Feeling good: The new mood therapy. New York, NY: Signet.

Butler, A. C., Chapman, J. E., Forman, E. M., & Beck, A. T. (2006). The empirical status of cognitive-behavioral therapy: a review of meta-analyses. Clinical Psychology Review, 26, 17-31. www.intechopen.com 34 Standard and Innovative Strategies in Cognitive Behavior Therapy

Clark, D. A., & Beck, A. T. (1999). Scientific foundations of cognitive theory and therapy of depression. New York, NY: Wiley.

De Oliveira, I. R., Powell, V. B., Wenzel, A., Caldas, M., Seixas, C., Almeida, C., et al. (in press). Efficacy of the Trial-Based Thought Record: A new cognitive therapy strategy designed to change core beliefs in social phobia. Journal of Clinical Pharmacy and Therapeutics.

Dobson, D., & Dobson, K. S. (2009). Evidence-based practice of cognitive-behavioral therapy. New York, NY: Guilford Press.

Dobson, K. S. (2012). Cognitive therapy. Washington, DC: APA Books.

James, I. A., & Barton, S. (2004). Changing core beliefs with the continuum technique. Behavioural and Cognitive Psychotherapy, 32, 431–442.

Weissman, A. N., & Beck, A. T. (1980). The Dysfunctional Attitudes Scale. Unpublished Manuscript, University of Pennsylvania, Philadelphia, PA.

Wenzel, A., Brown, G. K., & Karlin, B. E. (2011). Cognitive behavioral therapy for depressed Veterans and Military servicemembers: Therapist manual. Washington, DC: U.S. Department of Veterans Affairs.

Research Paper: How Underlying Beliefs Affect Behavior (The Effects of Coaching) Research Paper By Crystal Thomas, M.A. (Life Coach, UNITED STATES)

Laddering: A Research Interview Technique for Uncovering Core Values By Michael Hawley Published: July 6, 2009

Research Paper: Uncovering and Shifting Underlying Beliefs, December 7, 2012 By: Johanne Allaire Life coach, CANADA

Modification of Core Beliefs In Cognitive Therapy Amy Wenzel Wenzel Consulting, LLC, Department of Psychiatry, University of Pennsylvania, USA 1.