

THE CASE FOR
MOTIVATIONAL INTERVIEWING
AS A LEADERSHIP MODEL

with Bob Jope, LMHC

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Motivational Interviewing in Leadership and Organizations
<http://www.miinleadershipandorganizations.com/>



SIMON SINEK:
START WITH WHY

How Great Leaders
Inspire Everyone
to Take Action

WHAT The Golden Circle
Every organisation on the planet knows WHAT they do. The products they sell or the services.

HOW
Some organisations know HOW they do it. These are the things that make them special or set them apart from the competition.

WHY
Very few organisations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organisation exists.



MICHAEL LEE STALLARD
CONNECTION CULTURE

THE COMPETITIVE ADVANTAGE OF SHARED IDENTITY, EMPATHY, AND UNDERSTANDING AT WORK

MICHAEL STALLARD:
CONNECTION CULTURE

Definition of Connection:
A bond based on *shared identity, empathy & understanding* that moves individuals toward group-centered membership

PROJECT ARISTOTLE
Google's massive data-crunching internal quest to find out how the best producing teams operate

- 1 Psychological Safety**
Team members feel safe to take risks and be vulnerable in front of each other.
- 2 Dependability**
Team members get things done on time and meet Google's high bar for excellence.
- 3 Structure & Clarity**
Team members have clear roles, plans, and goals.
- 4 Meaning**
Work is personally important to team members.
- 5 Impact**
Team members think their work matters and creates change.

PSYCHOLOGICAL SAFETY INCREASES:

- Work engagement
- Willingness to share information with colleagues
- Work satisfaction
- Learning behaviors (e.g., seeking information, self-reflection)
- Increased performance

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WHAT IS MOTIVATIONAL INTERVIEWING?

Motivational Interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion. (Miller & Rollnick, 2012)



CHANGE TALK

Preparatory

- Desire statements
- Ability statements
- Reason statements
- Need statements

Mobilizing

- Commitment statements
- Activation statements
- Taking steps



WHY MOTIVATIONAL INTERVIEWING?

Motivational Interviewing as a model is heavily focused on collaboration, empathy, and compassion, all common threads in the prevailing leadership models recommended by research today.


Empathy alone has been the focus of over a dozen Forbes articles over the past two years, each of which declare it to be central to effective leadership.

MI provides concrete skills that operationalize empathy and compassion.



MOTIVATIONAL INTERVIEWING SPIRIT


"Motivational Interviewing ... is more than a set of techniques for doing counseling. It is a way of being with people..."



MOTIVATIONAL INTERVIEWING SPIRIT


Think of a person in your own life who had a major positive influence on you – someone who really changed your life for the better through their leadership. This could be a teacher, supervisor, coach, clergy, or mentor of some kind.

What were their characteristics?




MOTIVATIONAL INTERVIEWING SPIRIT

- Partnership
- Acceptance
- Compassion
- Empowerment



SPIRIT: PARTNERSHIP


- Motivational Interviewing is a collaboration between two experts: the person and the helper. In our context, the two experts are the leader and the employee
- The leader *avoids* creating the impression that he or she has the answers
- The leader suppresses his or her fixing reflex
- The leader is profoundly respectful of the employee



SPIRIT: PARTNERSHIP


Partnership can be expressed by saying things like:

- "I'd like to work with you on this. You know this situation much better than I do, and I know things that have worked in other settings and which might apply here."
- "How do you see this? What do you think is going on here?"
- "What ideas do you have about how to approach this?"
- "You're the expert on what will work for you."



SPIRIT: ACCEPTANCE

- Absolute worth: the leader regards the employee with *unconditional positive regard* – no judgment
- Genuineness: the leader is aware of, and honest about, their own values or agenda, and is "being themselves" in the interaction
- Empathy: the leader strives to see the employee's world through the employee's eyes



SPIRIT: ACCEPTANCE

- Acceptance can be expressed by:
 - Using reflective statements
 - Avoiding anything that sounds like judgment
 - Being mindfully present and interested in the employee's perspective



SPIRIT: COMPASSION

- In the context of human service work, the helper in an MI seeks the best interests of the person, and works for the benefit of the person, not of the helper
- In the leadership context, MI is used for the benefit of the employee and in situations in which the employee's interests align with those of the leader
- It is not used when those interests are not aligned; in those circumstances, to use MI would be unethical



The term compassion (com=with and passion=suffering) can literally be interpreted as "with suffering" or coming alongside others in their suffering. When we are willing to be present to and with people in their suffering (e.g. addiction, trauma, woundedness, mental illness, poverty, hard decisions), we provide a tremendous gift to them. Call it acceptance, call it love. Sometimes it's pretty much all someone needs, as it frees and empowers them to move in a new direction. Perhaps you, like me, have been on the receiving end of such compassion at various times in your life, and know what a difference it makes.

– Ken Kraybill





HOW TO LEAD WITH COMPASSION

- Start with self compassion
- Be curious
- Meet the needs of others
- Give more than you take

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SPIRIT: EMPOWERMENT

- The leader sees the employee as a capable person who is doing their best
- The leader works to draw out the employee's own wisdom, experience, strengths, resources, and expertise in their own change process
- The leader supports the employee's autonomy, acknowledging their right to self-direction and choice
- The leader identifies and notes the employee's strengths and efforts

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SPIRIT: EMPOWERMENT

People possess substantial personal expertise and wisdom regarding themselves and tend to develop in a positive direction if given proper conditions of support.

-- Moyers & Miller (2006)

I tell people, "It's already in you."


-- Ron Finley (2020)




SPIRIT: EMPOWERMENT

Empowerment can be facilitated by saying things like:

- "If you decide to change this, how do you think you would go about it?"
- "You've really put a lot of thought into this."
- (when the person expresses a reason for change) "Tell me more about that."
- "What to do about this is really up to you."
- "You're right. No one can make you change if you don't want to." (don't follow this with a "...but...!")




MOTIVATIONAL INTERVIEWING SKILLS




MOTIVATIONAL INTERVIEWING SKILLS

- Open Questions
- Affirmations
- Reflections
- Summaries
- **Informing and Advising**



SKILLS: OPEN QUESTIONS


- Any given question is either open or closed
 - Closed questions ask the person for specific information, and would be expected to elicit a short answer
 - Open questions leave a broad latitude for response, inviting the person to elaborate
 - In Motivational Interviewing, most (70%) of the our questions should be open



SKILLS: OPEN QUESTIONS


Great open questions in this model could include:

- “What ideas have you had about how you might change this?”
- “What is the down side of this for you?”
- (in response to change talk) “What makes that important now?”
- Tell me more about that. (yes, that’s a question!)
- “What are some reasons why you’d want to change?”
- “If you did change this, how might your life be different in five years?”




SKILLS: REFLECTIONS

- Reflections are a high frequency behavior in MI
- Good complex reflections say more than the person said, but not more than they meant
- The target in MI is to have twice as many reflections as questions, and have at least half of all reflections be complex
- As leaders, we can be tempted to counter an employee's language that does not align with our own view, but we find very different results if we reflect it instead




COMPLEX REFLECTION: EXAMPLES

- Values: what's important to the person
- Continuing the paragraph: adding on to what the person has just said, continuing the story from their perspective
- Metaphor: offering a word-picture
- Identifying feeling: using an emotion word to express the person's feelings
- Overshooting: overstating the intensity of the person's emotion
- Undershooting: understating the intensity of the person's emotion
- Double-sided: reflecting both sides of the person's ambivalence




SKILLS: AFFIRMATIONS

- In Motivational Interviewing, the helper makes specific statements noticing the strengths, intentions, achievements, or efforts of the person
- To be able to make these statements, the helper maintains a constant "lookout" for material to use to affirm the person
- To be effective, an affirmation must be genuine and sincerely meant
 - It should contain a note of admiration
 - It's different from praise




SKILLS: AFFIRMATIONS

- Affirmations show that the leaders sees and pays attention to the employees'
 - Strengths
 - Competencies
 - Abilities
 - Qualities
 - Achievements
 - Efforts



SKILLS: AFFIRMATIONS

- Simple
 - Typically affirm a *specific action or statement* by the person
 - True and genuine
- Complex
 - Typically affirms an *enduring trait or strength* of the person
 - True and genuine
 - Will sound deeper, more admiring
 - May be most effective when following a simple affirmation




SKILLS: AFFIRMATIONS

What do we hope to accomplish with affirmations?


- We hope to make the employee feel valued and accepted
- We hope that this increases the employee's sense of self-worth and self-efficacy

Affirmations are intrinsically motivating; they are the MI behavior most likely to elicit change talk on the part of the recipient.




SKILLS: AFFIRMATIONS

- Think of an employee whom you appreciate and who does good work
 - Think of a simple affirmation you could offer them
 - Think of a complex affirmation you could offer them
 - Please write those down and make a specific plan to deliver them
- Think of an employee whom you don't think is pulling their weight
 - Think of a simple affirmation you could offer them
 - Think of a complex affirmation you could offer them
 - Please write those down and make a specific plan to deliver them




SKILLS: SUMMARIES

- These are pretty much just longer reflections
- They are used for several purposes
 - Encapsulate what has been said so far
 - Link current content to previous content
 - Transition from one phase of conversation to another
- The open question "What else?" is a good one to use after a summary




SKILLS: INFORMING AND ADVISING

- Before advice or information is offered, the helper should try to evoke it from the person
- In Motivational Interviewing, advice or information is *only* offered at the person's request, or with the person's permission
- The helper should always defer to the person on whether the advice or information is applicable
- The helper should remember to reinforce the person's freedom of choice




ASK-ASK-OFFER-ASK

1. Ask for information/ideas/suggestions from the person
 1. Reflect their responses
2. Ask permission to provide additional information/ideas/suggestions, then *offer* and briefly describe a few items; summarize these **together with the items they mentioned**
3. Ask them whether the information or ideas made sense to them, or which of the ideas they might like to try



MOTIVATIONAL INTERVIEWING STRATEGIES


- Ask evocative questions
- Ask for elaboration or examples
- Look back/look forward
- Query extremes
- Explore goals and values
- Use importance/confidence rulers
- Use the running start
- Come alongside



PRACTICAL CONSIDERATIONS: WHEN TO USE MI?

Four leadership styles (Marshall & Nielsen, 2020):

- Directive – instructing, orienting; supervisor is in expert role; MI not appropriate
- Supportive – reinforcing worker’s skills and competencies; MI may be used
- Guiding – worker uncertain regarding motivation or ability; MI may be used
- Delegating – focus is on worker’s growth and development; MI may be used




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