

Motivational Interviewing: A Model for Leadership Success

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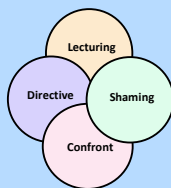
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Let's try an experiment: Work Challenges Quiz



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Which approach is more motivating?



1st Approach?

OR



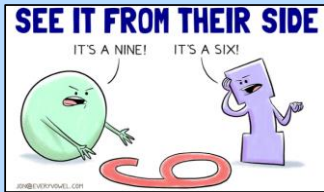
2nd Approach?

The SPIRIT of
Motivational
Interviewing

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What are some things that get in the way of your desired change?

What are some things that would help you make the change?



So, what's the point?

Just because we've not yet made a change does not mean we're not *motivated*.

**Change & Feedback is
HARD!**

What qualities make a good leader?



Leadership & Motivational Interviewing

Leadership:

- Emphasized collaboration
- Engaging
- Intrinsically driven
- "Individualized" consideration

MI:

- Collaboration
- Engaging
- Intrinsic motivation
- Person-centered

(Shanahan, 2022)

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Leadership Matters

58% say they trust strangers more than their own boss.

53% of Americans are currently unhappy at work.

89% of bosses believe employees quit because they want more money. Only 12% do!

People don't leave companies; they leave bosses.

79% of people who quit their jobs cite "lack of appreciation."

(Powers & McDonnell, 2022)

www.traininginstitute.org; Forbes, 2018

What do we want more of from our staff?

- Dedication
- To make changes
- High productivity
- Independence
- Positive collaboration
- Effective communication
- Self-aware
- Holds integrity

Motivational Interviewing can help!

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Why use MI as a leadership strategy?

Research shows it helps staff be driven and independent!

- “We are more likely to engage in change when we generate the ideas for change ourselves” (Shanahan, 2022), which is the foundation of MI.
- Research suggests that ideas provided by an exterior source led to increased activity in some areas of the brain but not in those areas that encourage action. When ideas came from the individual considering the change, the part of the brain that influences change became more active (Feldstein Weing, Yezhuvath, Houch, & Filbey, 2014).
- Research shows leaders can intentionally intervene with their supervisees successfully when issues arise by using an MI approach.

(Shanahan, 2022)

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Why use MI as a leadership strategy?

Research shows it's effective with supervision challenges!

- “Supervisee resistance has been regarded as a *normal, expected* by-product of supervision that leaders are responsible for identifying and addressing” (Association for Counselor Education and Supervision, 2011).
- “Liddle (1986) described resistant behaviors as protective strategies used by supervisees to cope with a perceived threat brought about during the supervision process” (Wahesh, 2015).



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Why use MI as a leadership strategy?

Research shows it's effective with supervision challenges!

- “Assessing and responding to supervisee resistance is critical because, when left unaddressed, resistant behaviors can have a deleterious effect on the quality and effectiveness of supervision” (Bernard & Goodyear, 2013).
- “By successfully addressing supervisees’ resistant behaviors, leaders can improve the quality of the supervision they provide, which undoubtedly can contribute positively to supervisees’ development and client outcomes” (Wahesh, 2015).

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"Research shows using motivational interviewing as a supervision strategy improves team cohesion and reduces burnout" (Pollak et al., 2015).



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What is Motivational Interviewing?

- Founded by William Miller and Stephen Rollnick, introduced in 1983.



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What is Motivational Interviewing?

Key qualities include:

- MI is a guiding style of communication, that sits between following (good listening) and directing (giving information and advice).
- MI is designed to empower people to change by drawing out their own meaning, importance, and capacity for change.
- MI is based on a respectful and curious way of being with people that facilitates the natural process of change and honors people's autonomy.

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Motivational Interviewing: The Spirit



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The Spirit of Motivational Interviewing: PACE Partnership

- Foster collaborative shared-decision making with your team.
- Use a non-confrontational approach.
- Developing a working partnership where you understand **the supervisee knows themselves best**.
- Understand the supervisee as a person: Their values, beliefs, and attitudes – Anonymity.

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The Spirit of Motivational Interviewing: PACE Acceptance

- Autonomy is respected - Trust!
- Use a person-centered, humanistic, strengths-based, and nonjudgmental approach.
- Help the supervisee make INFORMED decisions.
- The leader must communicate both implicitly and explicitly, an appreciation of the individual's value and worth, while trying to understand their perspective of the issue (Shanahan, 2022).
- The leader should aim to understand the individual's perspective, regardless of whether it is consistent with the leader's perspective (Shanahan, 2022).

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The Spirit of Motivational Interviewing: PACE Compassionate

- Actively promote the supervisee's welfare and their professional development goals.
- Have empathy for their current and past experiences.
- Be supportive in the struggle around change.
- Base assignments off strengths, rather than only the duty.
- The welfare of the individual comes first; leave your ego at the door! (Shanahan, 2022).

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The Spirit of Motivational Interviewing: PACE Evocation

- Use the supervisee's perspectives to Elicit reasons for change or inspiration.
- Motivation is enhanced by drawing out their perspectives, goals, and strengths.
- Listen to the supervisee and let them hear themselves make their own argument for change.
- Tread lightly when giving information.
- Evoking is less likely to be viewed as judgmental or argumentative, and it leads to autonomy and change (Shanahan, 2022).

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"People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the mind of others."

—Blaise Pascal

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Motivational Interviewing: Principles

- **Express Empathy** – See the world through the person's eyes
- **Support Self-Efficacy** – Individuals are held responsible for choosing & carrying out behaviors to change
- **Deepen Change Talk / Soften Sustain Talk** – Not pushing against the reasons to sustain, instead deepening reasons to change (formally "roll w/resistance")
- **Develop Discrepancy** – Assist patient in examining current behaviors and future goals

(Smedslund et al., 2011)

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MI Principle #1: Express Empathy

- We were once all novice, new, and unsure.
- Be willing to reflect on and sometimes talk about our own mistakes.
- Acceptance works better than judgment.
- Have a curious attitude and sincere interest in the other person's perspective.

(Lyme, 2022)

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MI Principle #2: Support Self Efficacy

- It is ultimately the supervisee's choice how to handle their role, even if it ends up resulting in termination from the agency.
- Impart hope, as we have all been there!
- Pain (mistakes, stuckness) can be a good motivator.
- Believe in the possibility / carry the hope when needed.
- Honor their wisdom.
- Affirm any progress toward their goal, even small steps!

(Lyme, 2022)

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MI Principle #2: Support Self Efficacy

“Buy-in” - Concept that is often discussed in management – “*We need to get staff buy-in*”...; some group of people has done the development, the thinking, the planning, and now they must convince you to come along and implement the ideas/plans. You were not invited to sit at the table.

VERSUS

“Ownership” - Is the opposite of “buy-in”; when you own or share the ownership of an idea, a decision, or an action plan; it means that you have participated in its development and that you chose on your own accord to endorse it. It means that you understand it and believe in it. It means that you are both willing and ready to implement it.

(Powers & McDonnell, 2022)

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MI Principle #3: Deepen Change Talk

- Go with the flow – Dancing versus wrestling!
- Think about what lesson you (as leader) are supposed to learn with this particular supervisee. Patience? Humility? Maybe they are right, and you are wrong? (Lyme, 2022)
- Shift focus as needed and avoid judgment
- Listen for change talk - **D.A.R.N** - Desire, Ability, Reason, Need. “*I should... I want to... I can... I might... I used to... I’m ready to...*”



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MI Principle #4: Develop Discrepancy

- Developing discrepancy is useful when the person is interested in change but there is no action; the person doesn’t see the importance.
- The supervisee must provide the argument for change, not the leader; help them see reasons that matter to them (Lyme, 2022).
- Explore their professional goals and how they connect (or not) to the challenge.
- Heighten awareness of consequences of their present approach (Lyme, 2022). “*Might there be any reasons to discontinue...*”
- Amplify any gaps between their professional values / goals and their present actions; “*How does that fit with your goal of...*”
- Help them weigh the pros and cons of current behavior and possible change.

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Using MI as a Leader: The Fundamental Processes

MI has four fundamental processes. These processes describe the “flow” of the conversation, though we may move back & forth among processes as needed:

- **Engaging:** This is the foundation of MI. The goal is to establish a productive working relationship.
- **Focusing:** An agenda is negotiated that draws on both the leader and supervisee expertise to agree on a shared purpose.
- **Evoking:** The leader gently explores and helps the supervisee to build their own “why” of change through eliciting their ideas and motivations.
- **Planning:** The leader supports the supervisee to consolidate commitment to change and develop a plan based on the supervisee’s own insights and expertise.

(MINT, 2017)

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MI Stages in Developing a Supervisory Relationship: ENGAGING



- What are ways you get to know your team members?
- How do you identify the team members’ values?
- What do you do to recognize and affirm the strengths and motivation of your team members?

(Shanahan, 2022)

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MI Stages in Developing a Supervisory Relationship: FOCUSING



- How do you work with team members to identify goals?
- What strategies do you use to get a better understanding of their motivation?
- How might you take a non-judgmental stance when team members share their ideas?

(Shanahan, 2022)

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MI Stages in Developing a Supervisory Relationship: EVOKING

What are questions you might ask team members?

How might you identify the goals and values of the team members?

How would you help guide the team in addressing their ambivalence about moving forward?

(Shanahan, 2022)

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MI Stages in Developing a Supervisory Relationship: PLANNING

1

Summarize what has been discussed. Ensure you are on the same page.

2

How do you know when you and the team is ready to move forward with a plan?

3

What do your team members say or do when they aren't ready to move forward?

(Shanahan, 2022)

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Help – There's Discord!

Behaviors associated with discord:

- Defending
- Squaring off
- Interrupting
- Disengaging
- Arguing
- Stubbornness

(Lyne, 2022)



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Help – There's Discord!

"One of the most frequently cited reasons for resistant behaviors in supervision is supervisee anxiety" (Bauman, 1972; Borders, 2009; Bradley & Gould).

"Poor performance may result in conflict within the leader relationship" (Wahesh, 2015).

"Examining unresolved personal problems or conflicts that have emerged through supervision or clinical duties (Liddle, 1986) can result in discord when supervisees use coping strategies, such as avoidance or projection, to manage their discomfort in addressing these issues" (Wahesh, 2015).

Discord in the leader relationship may block the supervisee's progress and may even cause regression away from motivation to change and grow, as quick as within 1 meeting (Lyme, 2022).

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Help – There's Discord!

Common Sources of Discord:

- Projection of responsibility
- Immediate gratification
- Fear of failure
- Skills deficits
- Information gaps
- Fear of the unknown
- Lack of social / material supports
- Competing stressors



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Discord: Addressing it with MI

Consider the following WITH your staff:

- Supervisee's training background
- Supervisee's personal experiences
- Supervisee's own personal therapy experiences
- Prior supervision experiences
- Their reasons for counseling the way they do

**CHOOSE TO
BE CURIOUS**

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Discord: Addressing it with MI

- Discord: Consider it a leader problem and ask, “What I am doing wrong with this supervisee?”
- Change your strategy - FAST!
- Don’t diagnose your supervisee (tempting as it may be...)
- Don’t label your supervisee
- Consider if you are in the right MI stage
- Be curious and learn more
- LISTEN!



(Lyne, 2022)

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MI & Discord:

Guidelines for Giving Unsolicited Information

“Exchange of information respects that both the supervisor and supervisee have expertise. Sharing information is considered a two-way street and needs to be responsive to what the person is saying” (MINT, 2017).

- Try to only give information with permission.
- Giving information is different than advice.
- Giving information during precontemplation is usually not effective.
- How often do people already know the info, and have heard it many times from people in their life? For example... “You know you need to be on time.”

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Learn the MI Core Skills of OARS

MI has core skills of **OARS**, attending to the language of change and the artful exchange of information:

- **O** - ask open-ended questions to elicit information and story-telling from the person
- **A** - affirm and validate the person’s experiences
- **R** - respond with reflections to deepen your understanding of person’s experiences, thoughts, ideas and feelings
- **S** - provide summary statements to help you and the person connect things and to check your own understanding of what the person is saying

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You're on the right track when...

- Your supervisee is actively involved in setting the agenda and reviewing his/her clinical material
- Your supervisee is evaluating his/her work and making their own arguments for any needed changes
- There is less resistance/discord behavior and more problem-solving behavior in your interactions
- Your supervisee is actively seeking your feedback

(Lyme, 2022)

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Key Take-Home Messages

- MI is *not* an approach for all leadership situations:
 - Sometimes decisions need to be made without input from team members. However, the decision and the outcome can still be processed true to the MI spirit (Shanahan, 2022).
- MI is not about being passive, or simply person centered (Shanahan, 2022):
 - It's not about letting team members do whatever they want.
 - While it is a person-centered approach, it is also about guiding staff in a particular direction that promotes organizational and team goals.
 - It is about actively listening to the team, taking the pulse, and leading the discussion where it needs to go.

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Key Take-Home Messages

- MI dissuades micro-managing:
 - It is about trusting team members and enhancing their strengths, knowing when to get out of the way and let team members do what they do best (Shanahan, 2022).
- Using MI is not easy and does not come naturally:
 - It takes training to use MI effectively.
 - Being effective with MI takes ongoing practice.
 - Receive supervision and feedback on skills practice.
 - Learn how to blend MI with other interventions
 - Get set up with MI group consult.

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Motivational Interviewing: A Model for Leadership Success



Thank you!

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MI Preparation Prayer

Guide me to be a patient companion
To listen with a heart as open as the sky
Grant me vision to see through her eyes
And eager ears to hear her story
Create a safe and open mesa on which we may walk together
Make me a clear pool in which she may reflect
Guide me to find in her your beauty and wisdom
Knowing your desire for her to be in harmony – healthy, loving, strong
Let me honor and respect her choosing of her own path
And bless her to walk it freely
May I know once again that although she and I are different
Yet there is a peaceful place where we are one

Bill Miller

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