

Customer-Centered Service Delivery: Motivation Interviewing Skills

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Implementation Idea




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Translating Theory to Practice: A Review Exercise



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 Based on what we have learned so far about motivational interviewing, find all the missteps in this case note.

You can include in our discussion things that should not appear in a case note that have nothing to do with motivational interviewing.

Spirit of Motivational Interviewing

- Collaboration between staff and the participant.
- Evokes or draws out the participant's ideas about change.
- Emphasizes the autonomy of the participant. Decision-making is theirs.
- Practice compassion, acceptance, partnership and respect.

Authoritative or Paternalistic Therapeutic Style

Opposite of the Spirit of Motivational Interviewing

- Confrontation: Imposes awareness and acceptance of "reality."
- Education: The participant is presumed to have a lack of knowledge, insight and/or skills. The counselor provides "enlightenment."
- Authority: The staff tells the participant what he or she should do.

Case Note Missteps:

- A. Denise is a procrastinator and didn't complete the My Next Step activity she had agreed to do for our meeting. So, she didn't have any career ideas.
- B. She isn't sure what career she is interested in. She never follows through.
- C. Her boyfriend broke up with her. She didn't see it coming, so she was shocked. He was coming in late and sometimes staying out all night, so she thought maybe he was seeing someone else. Her mother was upset because she liked the boyfriend and told Denise she probably ruined the relationship.
- D. I explained that relationships are tough but that she shouldn't put her life on hold. She should do My Next Step, which might distract her from her boyfriend. I told her to do it this week and we could discuss it at our next meeting.

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Building Resistance: Taking Control

- I **explained** to her that if she finished My Next Step by this week, we could discuss the results by next week.
- I **advised** her to try and do the My Next Step activity so that we can talk about what career options might interest her in our next meeting.
- I **recommended** that rather than pausing everything, she consider engaging in the My Next Step activity as a positive focus during these challenging times.
- I **advised** her to calm down.
- I **told** her to do this week so we could talk about it at our next meeting.
- CM **explained** to Denise, that sometimes problems make our lives a little more challenging however, it is important to continue focusing on our life goals.



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Reducing Resistance: Asking open-ended questions to give control

I **explained** to her that if she finished My Next Step by this week, we could discuss the results by next week.

- I asked Denise what the pros and cons were of moving ahead with My Next Step. She said that focusing her career pathway would take her mind of her personal issues.

I **advised** her to try and do the My Next Step activity so that we can talk about what career options might interest her in our next meeting.

- I asked Denise what she wanted to do.

I **recommended** that rather than pausing everything, she consider engaging in the My Next Step activity as a positive focus during these challenging times.

- I asked Denise how she felt about pausing her career decision making - would delaying making her feel better or worse?

I **advised** her to calm down.

- I asked Denise what techniques work for her to relieve stress.

I **told** her to do this week so we could talk about it at our next meeting.

- I asked Denise if it made sense to her to do it this week so we could talk about it at our next meeting.



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A. Denise is a procrastinator and didn't complete the My Next Step activity she had agreed to do for our meeting. So, she didn't have any career ideas.

B. She isn't sure what career she is interested in. She never follows through.

C. Her boyfriend broke up with her. She didn't see it coming, so she was shocked. He was coming in late and sometimes staying out all night, so she thought maybe he was seeing someone else. Her mother was upset because she liked the boyfriend and told Denise she probably ruined the relationship.

D. I explained that relationships are tough but that she shouldn't put her life on hold. She should do My Next Step, which might distract her from her boyfriend. I told her to do it this week and we could discuss it at our next meeting.

Denise and I met today. Due to personal problems at home, Denise did not complete the My Next Step activity.

I asked Denise if she wanted me to explain how My Next Step works, and she said yes. Once I explained it, I asked Denise how it might benefit her to complete it before our next meeting. She said it would help her come up with career ideas and give her a chance to get her mind off her personal problems.

Denise agreed to do My Next Steps before our meeting on 4/20/2025. We will discuss the results at our next meeting and try to narrow down a career choice.

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Five Critical Motivational Interviewing Skills to Master



- ❖ Asking Permission
- ❖ Using Reflective Listening
- ❖ Summarizing
- ❖ Asking Open-ended Questions
- ❖ Giving Affirmations

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Before sharing a concern with a participant about something they have said, you should first:

- A. Remind the participant that you know more about the subject than he/she does.
- B. Tell the participant about your concern and how to address the concern.
- C. Ask the participant permission to share your concern. If the participant says “no” and the concern is important, then the coach should share it anyway.
- D. Ask permission. The participant needs to agree to hear your concern before you share it. If he/she doesn’t agree, move on.

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From time to time, you may want to give a participant advice, provide information or talk about a specific topic. A coach would want to ask for permission before providing this information.

Asking Permission

- Only provide information or advice or express a concern if the participant asks you to do so or if you ask permission.
- Be brief, relevant, and focused.
- At first sign of resistance, **full stop**.
- Engage the participant in evaluating the information you provided.



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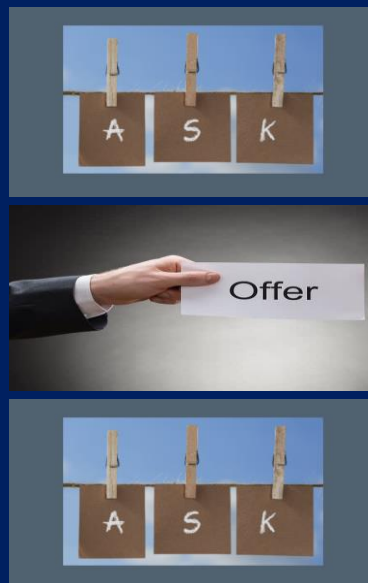
Ask, Offer, Ask

CM: "I have an idea if you are open to hearing it."

P: "Go ahead."

CM: (Share your information.)

CM: Then ask "What are your thoughts on this?"



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SKILL: (+I) ASK PERMISSION BEFORE GIVING ADVICE, PROVIDING INFORMATION, OR EXPRESSING A CONCERN.

- Would it be all right if?
- I would like to share a concern with you if you are open to that.
- I am wondering if I could ask for a couple of minutes to provide you with some information that may be helpful to you.
- If you are okay with it, I would like to share some of the resources that have helped other participants I have worked with who have been in similar situations.
- I am really worried about something, and I was hoping you would allow me to explain to you what I am worried about.
- I am going to need to spend a few minutes today on..... Would that be all right with you?
- I have an idea, if you are open to hearing it.



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Using Chat, write down the letters of the items that "ask permission"

	Asks Permission	Didn't ask permission
A. Would it be okay if we talked about how you feel about going to technical training?		
B. I don't think that is going to work and here is why.		
C. I want to give you the results of your TABE test, if that's alright with you.		
D. I have information on how to create a simple budget and a schedule for our financial literacy classes. Here is a calendar and some worksheets to get you thinking.		
E. I could refer you to our business services representative if you think that would be a help to you.		

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Asking Permission

Ralph comes into the program and can't decide what to do with his career. He doesn't have any idea what he would like to do. He knows he didn't love his last job and now wants something different.

You think referring him to the local workforce center for interest testing might give him some answers. How do you state this in a way that asks permission before telling him your idea?

Unmute or use chat.

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Asking Permission

Ralph comes into the program and can't decide what to do with his career. He doesn't have any idea what he would like to do. He knows he didn't love his last job and now wants something different.

You think referring him to the local workforce center for interest testing might give him some answers. How do you state this in a way that asks permission before telling him your idea?

“It sounds like you aren't sure what is out there that would be a good fit for you.(reflective listening). I have some ideas for how you could start to figure that out, if you are interested in hearing them.” (asking permission).

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Asking Permission

Shelia wants to go to school for nursing but isn't sure what schools in the area have nursing programs. She hasn't explored what programs exist at local institutions nor what the entrance requirements are.

How do you provide her that information while asking her permission?

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Asking Permission

Shelia wants to go to school for nursing but isn't sure what schools in the area have nursing programs. She hasn't explored what programs exist at local institutions nor what the entrance requirements are.

How do you provide her that information while asking her permission?

“I do have information about schools in our area that have nursing programs, if that would be of interest to you. It might save you some time in your search.”


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WHY IS ASKING PERMISSION BEFORE DISPENSING ADVICE IMPORTANT AND POWERFUL?


- It is a respectful way to share information with another person.
- It allows the receiver to stay in control and to be empowered.
- It builds trust and rapport.
- It emphasizes person choice.
- If a participant agrees to hear your advice or information, then he/she is less likely to be resistant to the information.



CHAT



Unmute



PERMISSION GRANTED

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Five Critical Motivational Interviewing Skills to Master



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FORMAL COMMUNICATION TRAINING

Mode	Yrs	% Used
Writing	12 years	9%
Reading	6-8 years	16%
Speaking	1-2 years	35%
Listening	0-1/2 year	40 %



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How to respond to change talk: affirmations or reflective listening.

- Change Talk**
 - Coach: Evokes Change Talk through use of Open-Ended Questions
 - Participant: Makes Change talk
- Skill**
 - Coach: Responds to Change Talk
 - Affirmation
 - Active Listening/Reflective Listening
- Response**
 - Change talk: "If I help my daughter now, she will do better at school as she grows."
 - Affirmation: "You recognize that your influence can help your daughter."
 - Reflective Listening: "You want to do what you can for our daughter now to give her a firm foundation in the future."

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WHAT IS LISTENING?

- **Hearing is a function.**




Listening is a desire.

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REFLEXIVE LISTENING/ACTIVE LISTENING

- ▶ A way of listening and responding.
- ▶ A way of paying attention
- ▶ Requires certain behaviors of the listener – paraphrasing, repeating, checking for understanding.



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Reacting without Understanding



I heard that you would get me a job.


We don't get you a job. You get your own job.

Could makes participant feel:

- Embarrassed
- Uneasy
- Uncomfortable
- Awkward
- Misled

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USING REFLECTIVE/ACTIVE LISTENING



1. Helps us to understand what others think, feel, and want to convey.
2. Gives the speaker a chance to correct something that they didn't mean to say
3. Strengthens the bonds between people. Shows respect and a willingness to try to understand.

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Common reactions to being listened to

Understood	Safe
Want to talk more	Empowered
Likes the staff	Hopeful
Open	Comfortable
Accepted	Interested
Respected	Want to come back
Engaged	Cooperative
Ability to change	Relaxed



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The Reflective Listening Response

Customer: "I'm uncertain about anyone other than myself or my family watching my children."

- Coach's response:
 - A. "Have you never allowed anyone else to care for your children at all?"
 - B. "By doing so, you might be preventing your children from experiencing the advantages of interacting with their peers."
 - C. "Research indicates that children who attend head start programs tend to be better adjusted when they enter school. It's worth considering."
 - D. "I enrolled my children in daycare, and they adapted well."
 - E. "It seems that the idea of entrusting your children to someone unfamiliar makes you uneasy."



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The Reflective Listening Response

Customer: "I'm uncertain about anyone other than myself or my family watching my children."

- Coach's response:
 - A. "Have you never allowed anyone else to care for your children at all?" (challenging, implying the participant isn't being truthful)
 - B. "By doing so, you might be preventing your children from experiencing the advantages of interacting with their peers." (Judgmental)
 - C. "Research indicates that children who attend head start programs tend to be better adjusted when they enter school. It's worth considering." (Taking Charge)
 - D. "I enrolled my children in daycare, and they adapted well." (Diverging the subject)
 - E. "It seems that the idea of entrusting your children to someone unfamiliar makes you uneasy." (Reflective response).



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The Reflective Listening Response

"I haven't worked before at a real job. I doubt anyone would hire me."

Coach's response:

- A. "What kind of job are you interested in?"
- B. "You are thinking that an employer would not hire someone who doesn't have any work experience. And that makes you nervous to try."
- C. "We have a job developer who can give you job leads. You should go talk to him."
- D. "At your age not working at a real job will be a red flag to an employer. It will make it tougher to find something."



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The Reflective Listening Response

"I haven't worked before at a real job. I doubt anyone would hire me."

Coach's response:

- A. "What kind of job are you interested in? (Diverting to new topic)"
- B. "You are thinking that an employer would not hire someone who doesn't have any work experience. And that makes you nervous to try. (Reflective)"
- C. "We have a job developer who can give you job leads. You should go talk to him." (Taking charge)"
- D. "At your age not working at a real job will be a red flag to an employer. It will make it tougher to find something." (Critical)"



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ACTIVE/REFLECTING LISTENING STARTING STATEMENTS

So you feel...	It sounds like you...	You are wondering if....
So, what I hear you saying is...	This is what I am hearing. Please correct me if I am wrong....	Let me make sure that I understand....
You are wondering if....	From your point of view...	

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What is your "reflective listening" response?

"I think about school and getting some skills, but I really need to get a job right away. I know unless I get some skills, I won't get a job that I really like and will pay me well."

So you feel...	It sounds like you...	You are wondering if....
So, what I hear you saying is...	This is what I am hearing. Please correct me if I am wrong....	Let me make sure that I understand....
You are wondering if....	From your point of view...	

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What is your "reflective listening" response?

"I think about school and getting some skills but I really need to get a job right away. I know unless I get some skills, I won't get a job that I really like and will pay me well."

"As you see it, getting a job is your highest priority right now. Yet in the back of your mind, you wonder if learning some skills might help you get a higher paying job that you would like better."

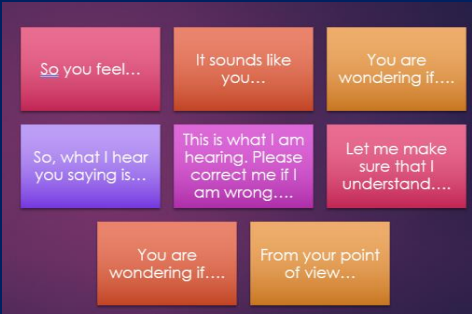
So you feel...	It sounds like you...	You are wondering if....
So, what I hear you saying is...	This is what I am hearing. Please correct me if I am wrong....	Let me make sure that I understand....
You are wondering if....	From your point of view...	

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So you feel...	It sounds like you...	You are wondering if....
So, what I hear you saying is...	This is what I am hearing. Please correct me if I am wrong....	Let me make sure that I understand....
You are wondering if....	From your point of view...	

"I want to get a better job and get ahead in life. I am pretty determined to make some better money and quit taking such low-paying jobs."

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"I want to get a better job and get ahead in life. I am pretty determined to make some better money and quit taking such low-paying jobs."

"Getting ahead is very important in your life. You'd like to find a career that is more financially rewarding."

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MOTIVATIONAL INTERVIEWING KEY SKILLS:

- Ask Open Questions
- Use Affirmations
- Do Reflective Listening
- Provide Information (After Asking Permission)
- **Summarize to Emphasize Change Talk**



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SUMMARY STATEMENTS

When people talk, listen completely.
Most people never listen.

– Ernest Hemingway



Buzzle.com

- A form of reflective listening.
- Use to highlight important aspects of the discussion.
- Use them to shift the direction of the conversation when the conversation has become “stuck.”
- Use summaries early and throughout session.
- Use them at the end to review to pull together the session.

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Skill: Summarizing

- Let's make a checklist of where we are at..
- Let's review what you have talked about...
- The important points that you made are.....
- This might be a good time to review what we have discussed...
- So what I am hearing is that the following things are important to you...
- Our time is running out and I would like to pull together what you have said so far. Let me know if I missed anything important that we covered...



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SUMMARY STATEMENTS

- **Announce that you are about to summarize**
 - "Let me stop and summarize what we've just talked about."
 - "This might be a good time to see where we are."
 - "We are nearing the end of our appointment and I want to make sure I have captured everything you said."
- **Include both sides of ambivalence about change.**
 - "You are not sure you want to be here today, and you came because your mother insisted on it."
- **Summarize any change talk that you heard.**
 - "You do think that you need to do something, but you still aren't sure what road you want to take. You know that you would like to get a place of your own so you can be more independent of your mother. You aren't sure where to start but you know that you want a job."
- **Invite participants to correct anything missed.**
 - "What did I miss?"
 - "Did I miss anything?"



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The structure of the summary:

- Announce that you are about to summarize.
- Include both sides of the ambivalence about changing.
- Include any change-talk you heard.
- Invite the client to correct anything missed.

"Let me stop and summarize what we've just talked about."

"You're not sure you want to leave construction because it is all you know. At the same time, it's back-breaking, dangerous and you aren't making enough money because the weather impacts when you can work so there is too much downtime."

"You said that you wanted to get more information about good paying jobs in the Annapolis area. I said that I would reach out to the workforce center to see how they can help you figure out a field that is right for you."


"You would like to learn more about short-term training programs that could build on your current skills."

"You said that this is a high priority for you so you want to move quickly."

"Did I miss anything?"



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What are the best things that might happen for your participants if you learned and implemented motivational interviewing?

UNMUTE or chat.

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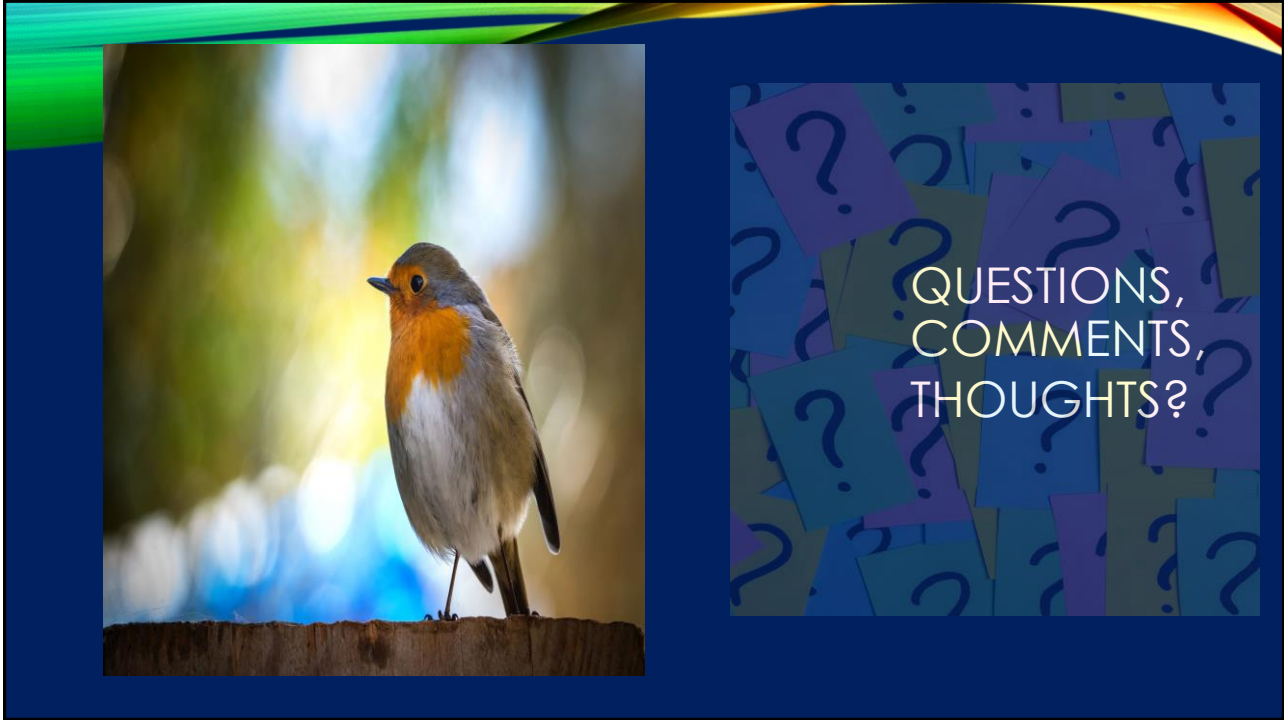
Stages of Learning A New Skill

- Stage 1 – Unconscious incompetence. We are unaware of what we don't know.
- Stage 2 – Conscious incompetence. We know what we don't know. We start to learn at this level with a sudden awareness of how much we need to learn.
- Stage 3 – Conscious competence. Trying the skill out, experimenting, practicing. We now know how to do the skill the right way but need to think and work hard to do it.
- Stage 4 – Unconscious competence. The skill becomes easier, and given time, even natural.



UNCONSCIOUS INCOMPETENCE You are unaware of the skill and your lack of proficiency	UNCONSCIOUS COMPETENCE Performing the skill becomes automatic
CONSCIOUS INCOMPETENCE You are aware of the skill but not yet proficient	CONSCIOUS COMPETENCE You are able to use the skill but only with effort

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