2010

Motivational Interviewing

Creating a Culture of Work and Academic Achievement With Trainer *Charles Modiano*

Creating an atmosphere that fosters a desire to work and improve academic achievement is critical to the success of TANF participants. The following workbook is designed for workshop participants to identify strategies for successfully motivating participants to work and/or further their academic achievement.

Contents

Motivational Interviewing

Motivational Interviewing (MI) began as a radical approach to treating alcoholism, with the beginning of its research conducted in the 1980s and 1990s by William Miller and Stephen Rollnick. Many years later, it now is recognized as an evidence-based practice for those suffering from substance abuse and has research to support its use in such areas as addiction, diet/exercise, domestic violence, criminal justice, juvenile justice, and HIV risk behaviors to help people make significant positive changes in their lives.[1] MI is a person-centered counseling approach to help people change their behaviors by exploring ambivalence, the principal obstacle to be overcome in changing. The spirit of MI, or the enduring foundation for its clinical strategies, includes such ideas as being collaborative, being evocative, and empowering.[2]
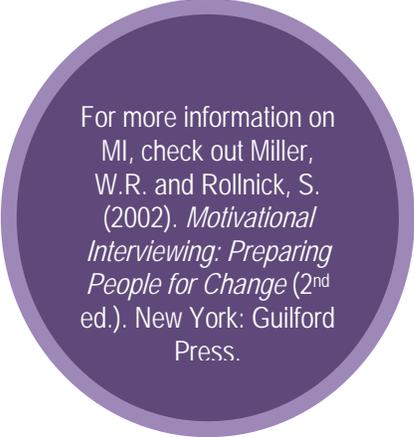
For more information on MI, check out Miller, W.R. and Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change* (2nd ed.). New York: Guilford Press.

- *Collaborative*: Being collaborative means working together throughout the change process. For example, the counselor (or case manager) sets goals collaboratively with the participant through a therapeutic relationship that is like a partnership. Counselors do not place demands on participants or take an authoritative or expert stance.
- *Evocative*: Being evocative means helping the participant draw out deep issues and other issues that they care about most. The counselor is quiet, eliciting, and direct in a guiding way. The beginning of the therapeutic relationship between a counselor and participant would probably include ample time for the participant to "tell his or her story," which would allow rapport and mutual trust to develop.
- *Empowering*: Empowering means helping the participant realize his or her own strengths and potential. For example, the counselor emphasizes the participant's personal choice and autonomy and does not give advice or solutions to problems. MI counselors also do not spend too much time talking about the consequences of not changing.[3]

The spirit of MI is central and robust to successfully using the approach, although MI techniques can vary depending on the interaction. Another concept central to MI is the participant's readiness to change. MI theory suggests that participants go through six stages of readiness to change throughout the MI approach. However, the stages are not static. They fluctuate in their occurrence depending on the counselor-participant relationship and the participant's life experiences. The six stages are as follows:[4]

1. Precontemplation: Participants have not considered changing.
2. Contemplation: Participants experience ambivalence about their behavior.
3. Determination: Participants feel determined to do something about their problem.
4. Action: Participants engage in behaviors to alleviate their problem.
5. Maintenance: Participants use skills to keep the problem or addiction away.
6. Relapse: Participants slip back into the problem behavior.

According to the Motivational Interviewing Web site (http://www.motivationalinterview.org/), some MI techniques to help participants move through the readiness-to-change stages could include asking open-ended questions and using affirmations, reflective listening, and summarizing. To deal with participants who are resistant to change, techniques could include shifting focus, rolling with resistance, or reframing to help participants perceive their thoughts or behaviors in a new way.

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[1] Somers-Flanagan, J. and Somers-Flanagan, R. (2003). *Clinical Interviewing* (3rd ed.). Hoboken: John Wiley & Sons, Inc. (P. 190–193).
[2] Kraybill, K., MSW and Samra, S., MPA. (Speakers). (2010). *Guiding People Toward Change: The Spirit of Motivational Interviewing*. Webinar through the Substance Abuse and Mental Health Services Administration's Homelessness Research Center (HRC). Retrieved June 8, 2010, from http://homelessness.samhsa.gov/Resource/HRC-Webcast-Resources-Guiding-People-Toward-Change-The-Spirit-of-Motivational-Interviewing-47974.aspx.
[3] Ibid.
[4] Somers-Flanagan, J. and Somers-Flanagan, R. (2003). *Clinical Interviewing* (3rd ed.). Hoboken: John Wiley & Sons, Inc. (P. 190–193).

Everyone Is a Career Development Trainer

Creating a Culture of Workforce and Academic Achievement

Throughout the workshop, we will focus on creating an atmosphere that fosters a desire to work and improve academic achievement for Temporary Assistance for Needy Families Program participants. In doing so, we will identify strategies to help case workers successfully motivate participants to work and/or further their academic achievement, such as by obtaining a General Equivalency Diploma, an associate's degree, a bachelor's degree, or some other vocational certification.

Today, we will focus on the following objectives:
- Create "a culture of employment and academic achievement" that emphasizes the effective delivery of "soft skills."
- Utilize a work-based approach to MI principles that emphasizes meaningful individual and group interviewing.
- Incorporate the principles of experiential learning into all aspects of the program.

Identifying Strategies for Creating a Culture of Employment and Academic Achievement

Use the space provided to record strategies that you and your colleagues can use to create a culture of employment and academic achievement in your program.

Strategy 1:

Strategy 2:
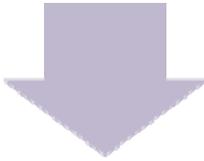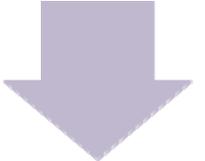
Action Required:

Action Required:

Incorporating the Principles of Experiential Learning

To create a culture of work and life achievement, we must:

- Have participants do or teach;
- Incorporate peers; and
- Promote repetition.

In the space provided, think about how you can incorporate the three principles of experiential learning into your everyday case management and into your program more broadly.

Punctuality	Positive Communication/Attitude
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Teamwork	Problem-Solving
•	•

Fostering Teamwork

In the space provided, write down ideas to promote collaborative efforts among your staff and to foster an atmosphere of teamwork and cooperation.

What
team-building
exercises would
be effective in
your program?
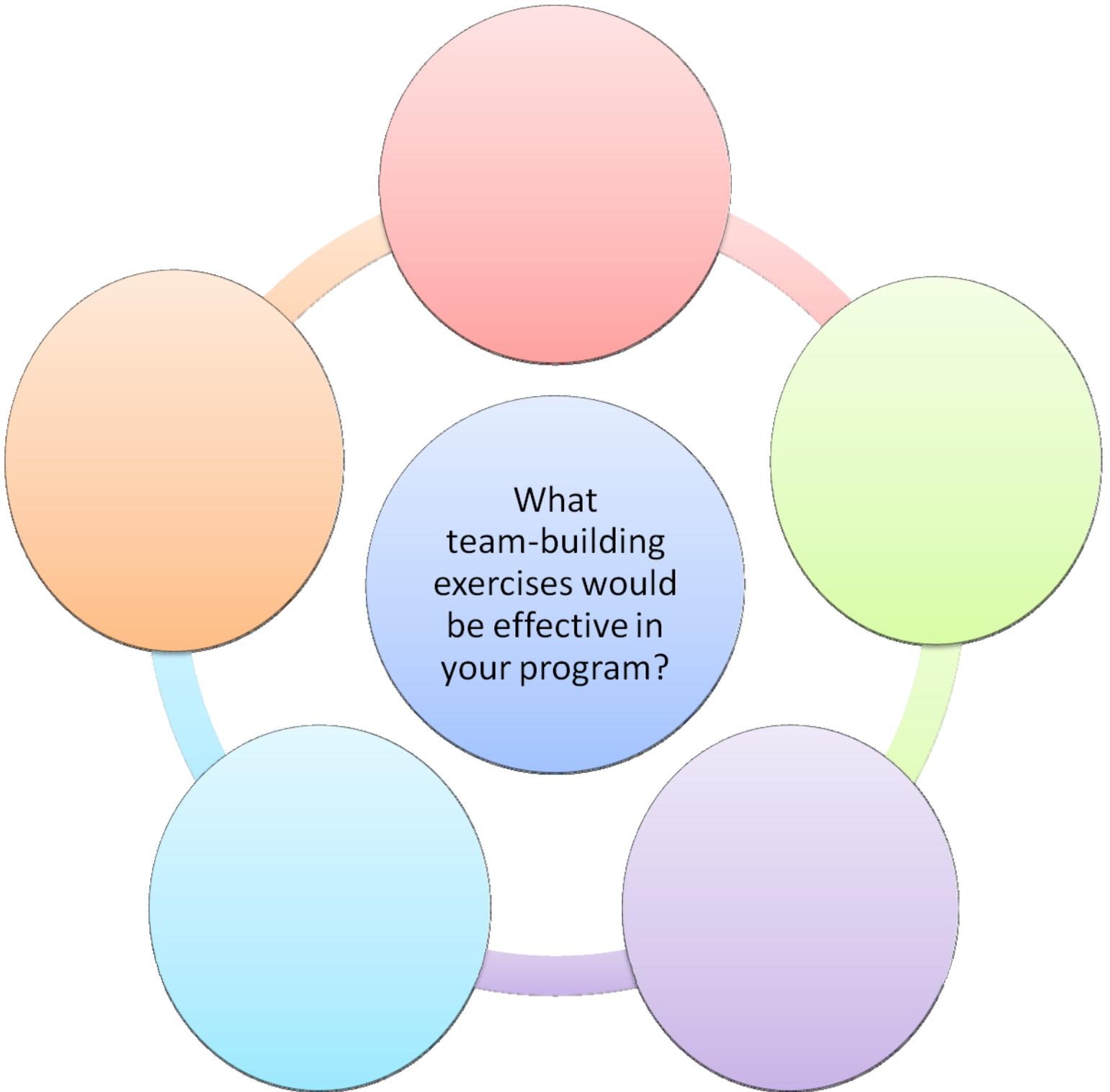
Using the Principles of Work as a Development Tool

When working with a wide range of participants—youth, adults, and the elderly—it is important to know and understand how to work with each population. Although your approach should be tailored for each participant and his or her needs, there are a few general principles adjusted as necessary for their individual and unique qualities that should be followed for each person. The following principles are essential to develop a positive relationship with your participants and to help guide them successfully to self-sufficiency:

- **Build trust**. It is essential to build trust with your participants and to make them comfortable and ultimately, willing to let you guide them to the path of self-sufficiency.
- **Focus on assets**, not deficiencies. As a case manager, you must focus on your participants' strengths, positive qualities, and skills. These are, after all, the qualities that a participant will bring to a job and career.
- **Know your audience**. It is critical to respond to each participant's individual needs by tailoring your approach and guidance to his or her individual persona. This "code-switching" is the key to high expectations.

Identifying Strategies for Building Better Relationships With Your Participants

Throughout this section, you have learned about the importance of building a positive relationship with your participants. Use the space below to specifically identify the things that *you* can do to:

- Foster a trusting and beneficial relationship with your participants; and
- Promote and highlight the positive qualities that your participants bring to the job force.

Strategies for developing a positive relationship with your participants:

Strategies for encouraging and supporting your participants:

How To Create a Culture of Work

Understanding the Increasing Importance of Soft Skills

Over the past 40 years, there has been a major shift in the workforce, moving from hands-on, technical jobs, such as manufacturing, to jobs that require more person-to-person interaction, such as customer service and hospitality.

Given this trend, it is vital that TANF participants gain an understanding of the importance of soft skills and the resources needed to develop these skills through trainings and other education.

The following graphic illustrates the soft skills for which employers are typically looking in their employees. In the section below, indicate ways in which you can help your participants gain these skills so that they are ready for the new requirements in the job market.

Problem-Solving & Critical Thinking

Communication (Oral & Non-Verbal)

Teamwork & Collaboration

Work Ethic & Professionalism

Creating a Culture of Work Through Experiential Learning

It is important to remember that in order for a person to learn, he or she must gain experience firsthand. Carter G. Woodson[5] said it best, "The mere imparting of information is not education. Above all things, the effort must result in making a man think and do for himself." A Confucian principle to keep in mind:

- To learn by doing is 80% effective but temporary;
- To learn from peers is 90% effective but temporary; but
- To learn by repetition is 100% effective and permanent.

Are these principles incorporated into your program? If not, what can you do to ensure that they are an intricate part of the services that you provide?

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[5] Dr. Carter Godwin Woodson is known as the Father of Black History and was an African-American historian, author, and journalist. He recognized the importance of people having an awareness and knowledge of their contributions to humanity.

The Importance of Building a Positive Relationship With Your Participants

Understanding the Purpose and Goals of Intake Interviews

The following information highlights the steps to ensure a successful intake interview, which is essential in developing a positive, trusting relationship with your participants.

1. Build initial Trust
- Build rapport with your participants. Make them feel comfortable and at ease.

2. Have conversations about career interests and needs
- Use the completed intake application to initiate this conversation

3. Discuss the benefits and expectations of the program
- Be open and honest about the participant's responsibilities to participate in the program

4. Resolve any external barriers
- Use the intake application and your interviewing skills to identify any barriers, such as transportation, child care, professional clothing, medical, etc. Discuss with the participant ways to overcome these challenges.

5. Offer on-the-spot observational information
- Share encouraging hints and discuss any attitudinal behaviors, positive or negative.

6. Close the interview strong
- Get a firm commitment from the participant and assure him or her that you will follow-up.

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