A Toolkit of Motivational Skills

Encouraging and Supporting Change in Individuals

Second Edition

Catherine Fuller and Phil Taylor

A Toolkit of
Motivational Skills

A Toolkit of Motivational Skills

Encouraging and Supporting Change in Individuals

Second Edition

Catherine Fuller and Phil Taylor

John Wiley & Sons, Ltd

Contents

About the Authors

Catherine Fuller MA, PGCertEd is a staff developer for the National Probation Service of England and Wales and runs an international training consultancy. She helps practitioners and their managers, in a variety of settings, develop skills, understanding and confidence to facilitate change in others. Her background includes over 20 years as a practitioner, manager and staff developer. Catherine and Phil were at the forefront of developing motivational work with offenders in England and Wales and Catherine has since helped to establish motivational cultures in the new probation services of Turkey, Bulgaria and Romania.

Information about training packages based on this book is available from: Catherine Fuller Associates

Catherine Fuller Associates provide tailor-made consultancy and training on Motivational Skills to assist the implementation of the ideas in this Toolkit into practice.

Catherine Fuller Associates can be contacted at:

Cop Castle
Bringsty Common
Worcester
WR6 5UN
01886821403

Catherine.fuller@talk21.com

Phil Taylor qualified as an engineer before his career in the probation service. Between 1969 and 1999 he worked as a probation officer, manager and trainer. He continued working as a freelance trainer in all areas of the criminal justice sector until 2005. During his 15 years in training, Phil pioneered new ways of assessment for NVQs and wrote and published many colourful training packages in association with Linda Gast and Catherine Fuller. Phil is now retired and has returned to University to learn creative writing, for his own pleasure.

Acknowledgements

Acknowledgements

Theoretical origins, rationale, techniques.

> 'It is the method and not the content that is the message...
> the drawing out, not the pumping in.'
>
> *Ashley Montagu*

INTRODUCTION

- How can you help someone who does not want to change a pattern of harmful behaviour?
- How can you help someone who wants to, but feels unable to change?
- How can you help someone who has started to change, continue to change?

These are questions that people helping others to change face everyday. It was struggling with these questions for over 20 years within criminal justice and education that inspired the authors to identify the elements of communication which are effective in helping someone to say, believe and act on: 'I want to, I can and I will change'.

Our experience was that within statutory agencies, a confrontational approach was still fairly common and that such an approach rarely helped people change behaviour in the long term. The more some people were told to keep appointments; warned they would go to prison; ordered to gain employment; advised to develop their basic skills; the more they resisted, challenged and continued to stay the same. On the other hand, where rapport was gained, where there was a genuine effort to understand, focus on self-determination and developing self-motivation, change was much more likely to occur.

Self-motivation is not a thing that can be given to someone: it needs to grow within each individual. What you can do is plant the seeds from

which self-motivation can grow and nourish the environment. *The Toolkit of Motivational Skills* explores how the way you communicate can create an environment conducive to building self-motivation in others. The spirit and principles of a motivational approach are explored, followed by an outline of the key skills and how these can be used to respond to different stages of motivation to change. Step-by-step practical exercises are provided for you to develop your own skills and for you to use with the people you are helping to change. An electronic colour version of these exercises is provided at (www.wiley.com/go/motivationalskills) and can be adapted for your particular situation.

> See **Chapter 5** for more on exploring current motivation.

> Copies of the exercises can be downloaded from the website at **www.wiley.com/go/motivationalskills**

Without self-motivation, there is at worst resistance and at best hesitancy and compliance. Once there is self-motivation, all manner of things can be achieved, which may have seemed 'impossible' before. The scope of situations where there are benefits to developing self-motivation is vast. *The Toolkit of Motivational Skills* has been written primarily for front-line workers in health, social care, criminal justice and youth services. It will also be of benefit to parents, teachers, staff developers, counsellors, coaches and managers; indeed to any one who is helping someone else change. Most academic books on helping people to change have referred to 'therapists' or 'counsellors' and their 'clients'. We have not used this terminology, as the scope for the use of this book is wide. The people you are working with may not have paid for your services or even referred themselves to you for assistance. Your role may not be that of a therapist and you do not need qualifications in psychology, psychiatry, or counselling to integrate a motivational approach into your work. The skills are valuable for more formal interviews, but anyone can develop these skills and communicate more effectively in everyday conversations. We have used the terms 'interviewer' and 'interviewee' to refer to situations where a more formal interview may be present and 'facilitator' and 'service user' for a wider range of situations. Feel free to change the terminology to suit your own situation.

The motivational approach we propose is based on 'motivational interviewing' described by William Miller and Stephen Rollnick (1991, 2002). Our approach is true to the spirit and principles of Motivational Interviewing and has been adapted for practical, everyday application to many different situations.

In this chapter of the Toolkit you are provided with an overview of the motivational approach. The evidence for its effectiveness is discussed in Chapter 2. Practical ways to apply this are covered in the chapters which follow.

THE FIVE PRINCIPLES

'If someone goes into your house and moves the furniture around, the first thing you do is to move it all back again.'

Course participant

Miller and Rollnick (2002, p. 25) describe motivational interviewing as a 'client centred, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.' We have identified five key principles around this definition. Miller and Rollnick's descriptions of these principles are added in (brackets) where this differs.

1. Clarify contracts (*additional principle to those identified by Miller and Rollnick*)
2. Express empathy
3. Develop desire to change (*develop discrepancy*)
4. Avoid argument (*roll with resistance*)
5. Support self-belief and self-responsibility (*self-efficacy*)

Clarify Contracts

The use of clear contracts allows, from the start, that the organisation, the worker, and service user may not share all the same expectations

See **Chapter 4** for more on making contracts

or goals and makes these explicit in order to find collaborative common ground. To be conducive to self-motivation the contract is jointly owned.

A good starting point is for both the worker and the service user to ask:

'How come I am working with this person towards change?'

To fully answer this question requires you to have a clear understanding of the working relationship between yourself and the other person. This will vary widely depending on the circumstances and the agency you work for. The words you use to describe the person you work with will reflect this relationship, for example, 'patient'; 'friend'; 'service user'; 'offender'; 'student'; 'colleague'. Each of these implies different expectations and boundaries. A detailed discussion of contracts is provided in Chapter 4.

Both Chris Trotter (1999) and Sue Rex (Rex and Matravers 1998) highlight the difference that a clear agreement about roles, expectations, boundaries and outcomes makes to the completion of court orders; authority is more accepted as legitimate and commitment to change is increased. Similarly, Miller and Rollnick (2002) discuss contracting as the starting point for working with people who want to change.

Express Empathy

An accurate understanding of the particular needs of each individual who is considering change is sought, without judging, criticising, labelling or blaming. Empathy is particularly associated with client-centred therapy (Rogers 1951), but has also been successfully incorporated into most other approaches which

> See **Chapters 4, 7 and 8** for more on building empathy

help people to change. Luborsky et al. (1985) and Miller et al. (1980) found that the degree of empathy experienced by service users accounted for behaviour change significantly more than the type of counselling method. The skills for building accurate empathy are explored in Chapters 4 and 7.

Develop Desire to Change (*Develop Discrepancy*)

Unlike a pure client-centred counsellor (Rogers 1951), the motivational facilitator

> See **Chapters 11 and 12** for more on developing the desire to change

guides the service user towards considering change by drawing out how present behaviour conflicts with longer term values or goals. Miller and Rollnick (2002) refer to this as 'developing discrepancy'.

The art of developing discrepancy is to gently highlight and reflect back inconsistencies or discrepancies in what has been said.

The aim of a motivational approach is for people to identify their own reasons to change; not for the facilitator to impose their reasons. It is the difference between 'intrinsic' motivation, which comes from within and 'extrinsic' motivation, which needs external rewards or threats. For example, developing the desire to stop offending in order to be a good father, is only effective if the person who is considering change, really wants to be a good father.

The motivational approach is more 'directive' than a pure client-centred approach, which would not selectively highlight inconsistencies between long-term and short-term goals in the same way. However, unlike a confrontational approach, the facilitator does not try to impose this direction by insisting or trying to persuade the service user to take a certain course of action. Decisions are ultimately chosen by the service user.

The concept of developing discrepancy is similar to the cognitive behaviourist ideas of 'cognitive dissonance' introduced by Festinger (1957), who found that where people became aware that their behaviour conflicted with their values and beliefs they were more likely to want to change in order to reduce the discomfort. Evidence for this intrinsic motivation supporting long-term change more than extrinsic rewards and sanctions, is provided by Kohn (2000) and Deci and Ryan (1987), who found that behaviour which is reinforced only by rewards tended to stop when the rewards stop.

Avoid Argument (Roll with Resistance)

If you think about your interactions with the people you help to change there may well be some situations where you seem to

be doing all the work; where you are constantly presenting arguments and reasons to change and they are constantly arguing back all the reasons to stay the same. In such situations it can be easy to label such people 'resistant,' 'in denial' or 'difficult'. A motivational approach sees resistance as a normal part of the change process and is linked with feeling uncertain or 'ambivalent' about change. If resistance starts to increase during the interview, this is a sign for the facilitator to change the style of communication and to listen, reflect understanding and explore. Once the service user has exhausted all the reasons not to change, reasons to change can be explored and inconsistencies gently highlighted. In this way, you 'roll with resistance' (Gordon 1970).

A motivational approach seems to work by reducing negativity. Research by Miller, Benefield and Tonigan (1993) explored the details of what people said to their therapists and the subsequent behaviour change. The research supports the idea that the more people say they won't change and give reasons to stay the same the more this is likely to become a reality. By trying to persuade, the facilitator can ironically, make it more likely that the person will stay the same. When the facilitator behaves in a way that does not lead to resistance, change is much more likely to follow.

Support Self-belief and Self-responsibility (*Self-efficacy*)

The facilitator guides the service user to identify how to 'resolve the ambivalence' and overcome the barriers to change. The service user is encouraged to believe in the possibility of change and to take self-responsibility for change (self-efficacy).

The principle of self-responsibility is supported by the cognitive behavioural work of Bandura (1977) and client-centred work of Rogers (1969), which both found that the more you believe you can achieve something, the more likely you are to take on higher level tasks and the more likely you are to achieve them. There is evidence that the facilitator's belief in the possibility of change is also a contributing factor (Leake and King 1977),

whether this is labelling someone negatively as a 'failure', an 'alcoholic' or an 'addict' or positively as capable of achieving change. Rosenthal and Jacobson (1992) have referred to this as the 'Pygmalion' effect.

THE KEY MOTIVATIONAL SKILLS

'For a person to feel responsible for his actions he must sense that his behaviour has flowed from the self.'

Stanley Milgram

> **All change involves a loss**
> - **A**ffirm
> - **L**isten
> - **O**pen questions
> - **S**ummarise and Reflect
> - **S**upport self-motivating statements

The key skills most associated with the five principles of a motivational approach are to: **A**ffirm, **L**isten, use **O**pen questions, **S**ummarise and **S**upport self-motivating statements.

In any encounter between people, each affects the behaviour of the other. The extent to which this is a relation of common accord we call *Rapport.* All of the above skills both build rapport and depend upon it. Chapter 4 explores the interactive nature of all human communication and some of the ways in which they can be made more effective. The underlying principle is:

'The meaning of your communication is the response you get. If you are not getting the response you want, change what you are doing.'

Laborde 1987, p. 207

None of the skills are miracle techniques to 'use on people' to produce change. Without the spirit of motivational work they may indeed produce the opposite effect. Of all the skills the most important is listening. Without listening, the others will not amount to a motivational approach. The acronym for recalling the skills, 'A LOSS', serves as a reminder that all change involves loss and this needs to be recognised when working towards change.

Affirm (Build Self-belief)

Client-centred therapy suggests that people are more likely to change if they feel good about themselves and are affirmed (Rogers 1951). To affirm someone, is to work with them in a way that builds their self-belief and self-confidence. Someone who is affirmed feels that they are a valuable

> See **Chapter 13** for more on affirmation

human being. Affirmation is especially important at the beginning of a working relationship when empathy is sought. At the start, affirmation is expressed by how you greet service users, use their name, gain raport, respect their differences and help them to feel welcome and listened to. Throughout, you affirm someone by not labelling them and valuing them as an individual.

Trotter (1999) found that on average, in order to accept one criticism you need to hear at least five positive affirmations about your behaviour. Many service users have experienced a balance very much the other way. Any criticism within the interview may therefore produce resistance. Criticism, disapproval, ridicule and punishment are not used within motivational interviewing. Affirmation on the other hands builds self-belief, self-responsibility and self-efficacy.

Listen

Listening is an essential ingredient of all five motivational principles. We all think we can listen, however, in practice we often have competing demands and distractions. To listen and observe well is a skill that needs

> See **Chapter 7** for more on listening skills

time, commitment and practise. Listening is not about not talking, nor is it just hearing the words, it is about gaining a genuine understanding of the person from what they are enabled to tell us (empathy). Only by

higher level listening will longer term values and the conflicts with present behaviour be heard (develop discrepancy). Many of the people you work with may have had a 'good talking to', but may never have experienced a 'good listening to'.

Approximatly 92% of communication is non-verbal or tone (pitch and volume) of voice (Mehrabian 1972). Listening is both seeing and hearing all communication.
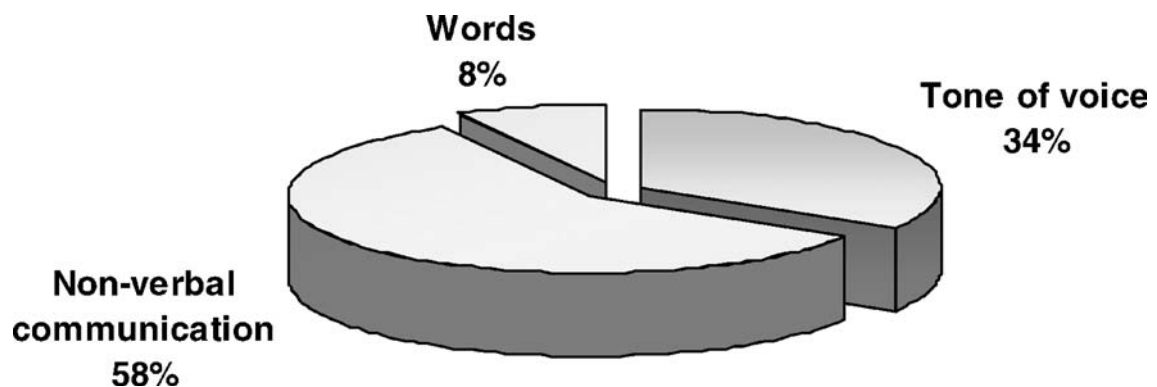
When establishing clear, jointly owned contracts, the service user's body language and tone of voice will provide an indication of whether they feel listened to and jointly involved.

Open Questions

Open questions are questions that cannot be answered with the words 'yes' or 'no'. The most helpful open questions often start with 'What…', 'Tell me…', 'Explain to me what…', or 'Describe what…'

See **Chapter 9** for more on using open questions

How? When? Where? Which? Who? and Why? are also open questions, and Chapter 9 explores how some are more helpful than others. The integration of open questions into a dialogue can be a useful way to draw out more information and increase the desire to change. In order to be motivational, questions need to be asked in a context of the other skills of listening and reflecting and within the spirit of empathy and developing self-efficacy. Several studies (Lambert 1976) have indicated that when used on their own as a cold technique, open questions are not conducive to self-motivation. A question is defined by the *Oxford English Dictionary*

as an 'interrogative sentence' and questions can be experienced as an interrogation. However, relatively few, or even just one, pertinent question combined with high level reflective listening can be the catalyst to building desire and confidence to change (self-efficacy). Miller and Rollnick (2002) suggest limiting questions and their answers to no more than three in a row.

Summarise and Reflect Listening

The essence of reflective listening is that it enables you to guess at what the person means and then summarise this as a statement, 'So you mean…' rather than use a closed question 'Do you mean?' The service

> See **Chapter 8** for more on summarising and reflections

user does not feel interrogated; they feel understood and thus more likely to provide further information.

Summaries can occur immediately after the service user has spoken or at the end of period of discussion. They can range from simple reflections of what the service user has said, to reflections of perceived meaning and feelings, to more complex summaries which highlight inconsistencies. Each of these has a different effect and is explored further in Chapter 8.

The use of skilful summaries can:

- Encourage the speaker to say more and enable you to clarify understanding, thereby enhancing accurate empathy.
- Develop discrepancy by emphasising inconsistencies the service user has mentioned between current behaviour and long-term goals or values.
- Demonstrate that you are listening and accept arguments, without necessarily agreeing, and thereby reduce resistance.
- Ensure you are working only with the material that has been offered and which is owned by the service user; thereby encouraging self-responsibility and self-belief.
- Clarify areas of agreement and facilitate clear contracts.

Support self-motivating statements

Self-motivating statements are a key ingredient for clear contracts, developing discrepancy and self-belief in change.

> See **Chapter 12 and 13** for more on self-motivating statements

A self-motivating statement always comes from the service user, states a positive desire, confidence or willingness to do something and includes personal ownership , the word 'I' is used for instance:

- 'I want to change'
- 'I can change'
- 'I will change'.

I want to   I can   I will

The emphasis is on the service user voicing the desire or confidence to change, not the facilitator. In this respect a motivational approach builds on Bem's self-perception theory (Bem 1972), which states that we tend to believe what we hear ourselves say.

Amrhein et al.'s (2003) psycholinguistic research indicated that the most effective self-motivating statements demonstrated high levels of a:

- Need to change
- Desire to change
- Reasons to change
- Ability to change
- Commitment to change.

There was significantly more impact on future behaviour when this 'commitment language' increased in intensity and quality towards the end of the session rather than decreased during the session.

A CYCLE OF CHANGE

How the skills and principles are used varies according to how ready someone is to change. Prochaska and DiClemente's (1982) research into behaviour change within the field of 'addictive' behaviours provides a useful complementary model for applying a motivational approach and identifying when alternative approaches may be useful.

See **Chapter 6** for more on the cycle of change

The stages of change Prochaska and DiClemente describe, have been presented diagrammatically in a number of different ways. We have found six stages as part of the same cycle to be the most helpful.

Their 'transtheoretical' model of change is described as a 'personal pathway through the stages and helps understand the multiple influences involved in the acquisition and cessation of addictions' (DiClemente 2006, p.19.). We have found that the concepts apply equally well to other situations where people struggle with change. Heather (1996) found that a motivational approach was particularly effective in comparison with behaviourist approaches at the earlier stages of pre-contemplation and contemplation. DiClemente and Velasquez (in Miller and Rollnick 2002) have also found these stages to be the most suited to motivational work, whilst also identifying how a motivational approach can enhance other approaches at later stages. Any individual you are working with could be at one stage for one sort of behaviour, another for other behaviour or be moving between stages.
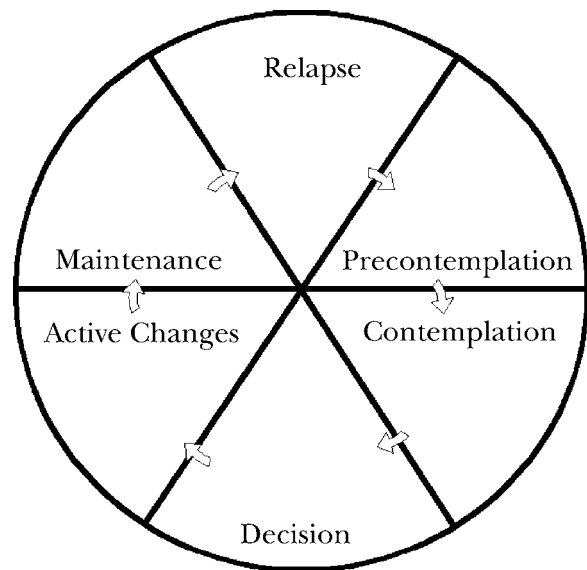
Pre-contemplation

At pre-contemplation, change is not being considered. Other people may think someone has a problem, but that person does not. Examples would include a person, who is:
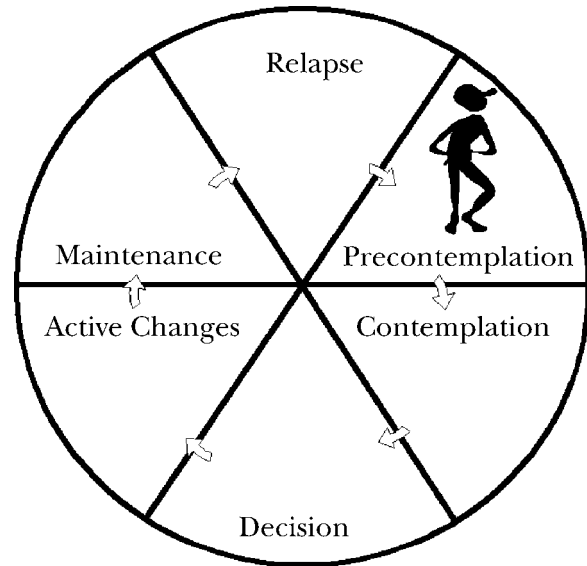

- Taking large quantities of drugs or alcohol, which are adversely effecting behaviour and health
- Eating inadequately to maintain good health
- Truanting from school
- Not taking prescribed drugs
- Committing offences frequently.

A motivational approach aims to gradually initiate the consideration of change. Empathy and associated skills of listening and summarising are especially useful at the pre-contemplation stage. The use of additional principles and skills will vary according to the reason someone is pre-contemplational. Someone who is reluctant to change through lack of knowledge may respond well to the provision of new information in addition to motivational skills. Those who are rebellious about change may treat new information as fuel for further argument. The latter may respond better to someone who rolls with resistance, listens and reflects understanding.

See **Chapter 10** for more on pre-contemplation and resistance

Contemplation

Seeds of doubt have been sown. The service user is aware of some of the advantages of change and the
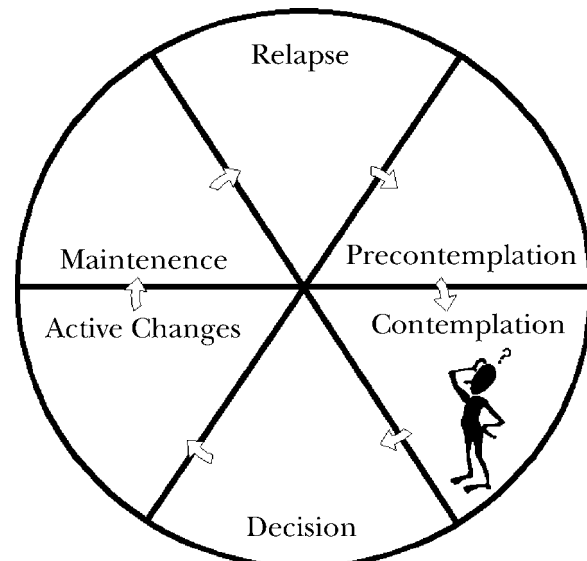
disadvantages of their present behaviour. However, a clear decision to change has not been made; they enjoy their current behaviour and know it will be difficult to change. It is almost as if there are four voices

See **Chapter 11** for more on ambivalence and motivational balance

in the head constantly arguing for and against change. The ambivalence this produces can lead to confusion and inactivity or continuation with the problematic behaviour as the easiest option.

A motivational approach at this stage aims to help the individual explore and resolve ambivalence without trying to impose change. The motivational balance (Janis and Mann 1977) is a useful tool for exploring the pros and cons of change and of staying the same.

Costs of staying the same

Gains of change

Gains of staying the same

Costs of change

At contemplation stage all the key motivational principles and skills are used. It may be tempting to start telling or teaching new behaviours at this stage, however, there is ample research which indicates that this can be counterproductive. Colin Roberts's (2003) research into the 'Think First' accredited programme for offenders indicates that time and resources can be wasted by trying to force people to change at this stage. He found that people who started, but were not motivated to complete programmes re-offended more frequently than those who did not start at all. The typical reaction to being pushed into change is to rebel against the advice. A motivational approach listens to the barriers to change without judgement and gradually helps others voice the reason for and confidence to change themselves.
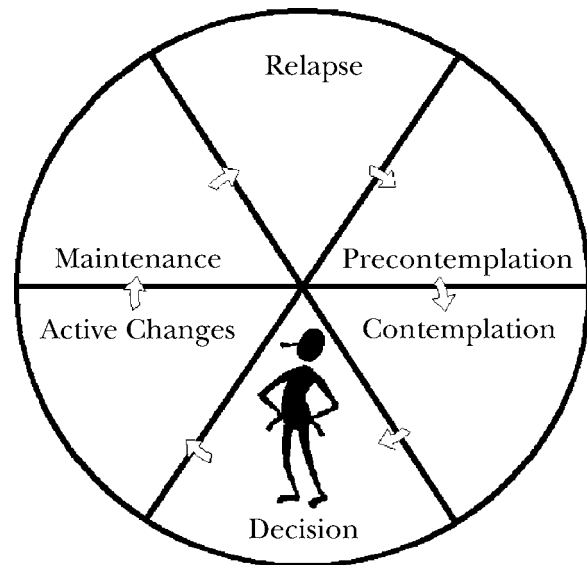
Decision

When there is a clear decision to change you will hear increased self-motivating language and reduced resistance talk. You will hear such phrases as:

- 'I want to change because…'
- 'I can change because…'
- 'I will start changing…'
- 'I am ready to start now…'

There is a willingness to make clear contracts for change and explore with you how to overcome any barriers.

The art of the motivational approach is to assess whether someone is ready for change now, and to nurture their early intimations of change. Revisiting the values and goals identified when developing discrepancy is helpful, as is developing self-belief in the

See **Chapter 14** for more on the decision stage

possibility of change. The mistake is to rush into action planning too quickly. Ideas for change are initially sought from the person changing and supplemented with new information, where helpful. In the desire to

See **Chapter 5** for more on exploring current motivation

achieve change you may find that you frequently judge the decision stage to have arrived earlier than it has. Where action plans are made prior to a genuine decision they are generally not kept to. Within statutory settings, staff may be required to make contracts and plans when the service user is still pre-contemplational about change. The key is to only include actions that focus on the work to be undertaken in the pre-contemplation and contemplation stage. The plan could be to explore the desirability of change and benefits of staying the same, plus any areas the service user is currently motivated to work on.

When someone is at the action stage they have started to take small steps towards change. A motivational approach is to listen and affirm. Rather than providing material rewards and sanctions you will provide verbal praise and affirmations. Deci and Ryan (1985) found the following rewards to be most effective:

See **Chapter 13** for more on the confidence to change

- verbal (rather than materialistic)
- specific to identifiable behaviour
- genuine, owned and supported by non-verbal communication
- unexpected
- informative rather than controlling.

Additional skills from other disciplines of providing information and actively helping may also be helpful. When combined with a motivational approach these skills focus on choice and self-determination. West (1990) found that the way in which advice is given makes a significant difference. She found that where doctors presented advice in the form of information or feedback and possible options, this was acted on significantly more often than when it was presented as a command or value judgement.
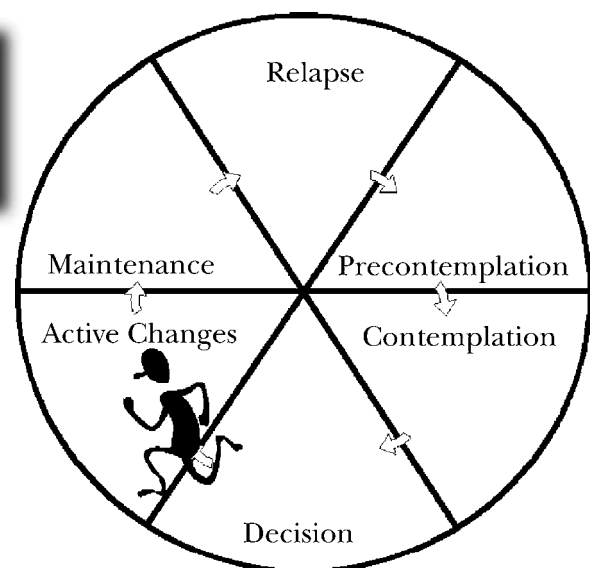
Action

At the action stage, actively helping someone to overcome barriers can be very effective. Kogan (1957) found that making the contact phone call for an appointment with the service user in the office can more than double the chance of the referral being completed. Other examples would be verbal reminders of appointments, assistance with arranging transport and help with using the telephone or completing forms if someone has literacy problems.

See **Chapter 15** for more on supporting change

Removing the barriers will only be effective if the service user wants them removed; whilst effective at action stage, it may not be at contemplation stage.

Maintenance

At the maintenance stage change has occurred over a period of time. This is usually considered to be over six months or more. Cognitive behaviourist methods also work well at this stage and can be used in conjunction with motivational skills to assist the service user to:

- affirm progress and build confidence
- identify risky situations which may lead to lapse and strategies to overcome these
- develop new skills and behaviours
- leave the cycle altogether and build a new life.
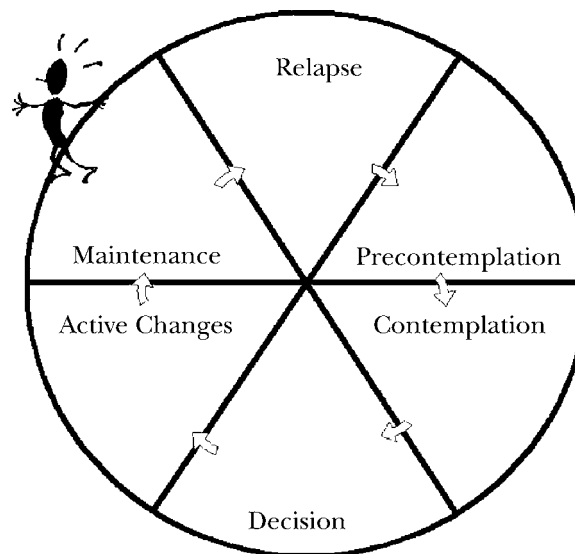
Lapse

Prochaska and DiClemente (1982) found that smokers tended to go around the cycle on average seven times before change occurred. Lapse is a normal part of the change cycle. People react to lapse in different ways. Disappointment, anger, guilt and loss of hope can lead to a more long-term relapse. A motivational worker affirms the person who has lapsed and returns with them to contemplation to re-establish optimism.

What motivates someone to change and which interventions they respond to, depends partly on where they are on the cycle of change. What helps someone to start thinking about change can be different from what helps someone initiate and maintain action. Motivational principles and skills are particularly effective when working with people who are pre-contemplational or contemplational about their current behaviour.