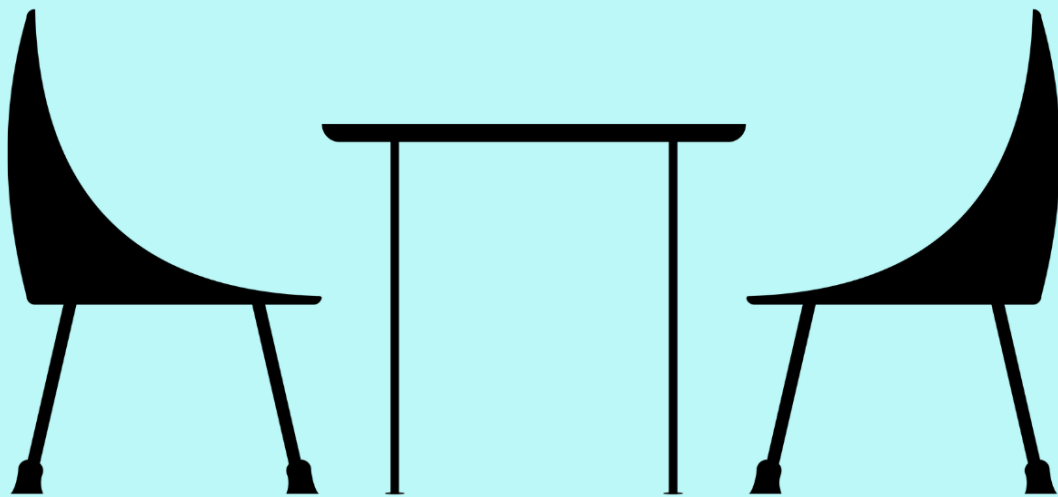


# GETTING STARTED WITH MOTIVATIONAL INTERVIEWING

FOR FRONTLINE SUPERVISORS

## FACILITATOR GUIDE



INSTRUCTIONAL DESIGN PROJECT

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R521: INSTRUCTIONAL DESIGN AND DEVELOPMENT 1 - FALL 2022

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# Facilitator Guide

## Welcome to “Getting Started with Motivational Interviewing!”

This course is designed for frontline supervisors who desire to assist their employees with challenging performance and behaviors in the workplace. The goal of this course is to introduce and practice the foundational concepts of Motivational Interviewing (MI).

### Key Points of Facilitation

	<b>Instructional Goals and Objectives</b>	<p>Each module provides the necessary goals and objectives that should be accomplished for the learner to be able to perform the communication style presented in the module.</p>
	<b>Pre-instructional Activity</b>	<p>A pre-instructional email has been sent to learners prior to attending the course to take a quick assessment of their entry skills.</p>
	<b>Instructor Presentation</b>	<p>Instructor presents and provides a demonstration of content to be practiced by the learner.</p>
	<b>Individual Learner Participation</b>	<p>The learner participates in individualized activities.</p>
	<b>Paired Participation</b>	<p>Learners participate in module activities together in pairs.</p>
	<b>Feedback</b>	<p>The instructor and learners provide feedback on completed activities.</p>

# Course Introduction

## Course Objectives



After watching the presentation, reading learning material and participating in the activities learners will:

- Implement motivational interviewing in supervision practices.
- Identify steps to improve employee performance and behavioral challenges
- Develop individualized plans to monitor and support employee performance.

## Course Goals

Module	Lessons
<b>1:</b> Determine if MI is needed	<ol style="list-style-type: none"> <li>1. Determine need for MI according to performance problem</li> <li>2. Decide whether MI is appropriate for specific situations</li> </ol>
<b>2:</b> Providing Affirmation	<ol style="list-style-type: none"> <li>1. Identify an affirmative statement</li> <li>2. Forming an affirmative statement</li> </ol>
<b>3:</b> Summary Statements	<ol style="list-style-type: none"> <li>1. When to use the 3 different summary statements</li> <li>2. Address and restate concerns</li> <li>3. Affirm strengths, create a plan, wrap up</li> </ol>

#### 4: Final Roleplay and Wrap-up

1. The front-line supervisor will demonstrate the complete motivational interview process in a roleplay from start to finish.

## Pre-activities



Three days before the beginning of the training session, you will need to send individualized emails to each learner. The introduction to Motivational Interviewing video will provide an overview of Motivational Interviewing to prepare the learner to engage in this training session. At the end of the video, learners will be asked to share one motivational interviewing concept they are interested in learning more about and one employee performance challenge they are experiencing in the workplace. An email template is provided below.

Hello [Learner First Name Last Name],

Thank you for registering for the *Getting Started with Motivational Interviewing* training session for frontline supervisors. My name is [First Name Last Name] and I will be your instructor. Your training session will take place on [DATE] at [TIME] in [LOCATION]. I have two pre-instructional activities for you to complete in order for you to prepare for the training session.

1. Watch the short video introducing Motivational Interviewing.
  - a. [Spirit of Motivational Interviewing](#)
2. Complete a short web-based questionnaire.
  - a. <https://forms.gle/pBhS6MMANgSVPjzS6>

Once you have watched the video and completed the web-based questionnaire, you have finished all pre-instructional activities for the training session.

I look forward to meeting and learning with you on [DATE]

Thanks,

[Instructor Signature]

## Pre-instructional content

(15 minutes)



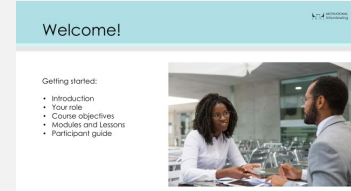
### Welcome and introduction/motivation

**Say:** Prior to coming to this course, you watched the MI video that was sent to you through email. The video gave you an overview of MI. We are going to use those concepts to encourage performance change in our employees. Raise your hand if you would like to be able to change challenging behaviors in the workplace!

As we all know, supervision is rewarding, but also very challenging. Many of you have likely realized that getting work done through others may sound straightforward, but the reality tells a different story. When you're the boss, effective communication is key.

The good news is that the work you put into becoming a better communicator will help you guide employees toward positive change. After today's course, your new MI skills will help you be more effective in your work as a supervisor and as a leader.

### Show slide #2



Welcome!

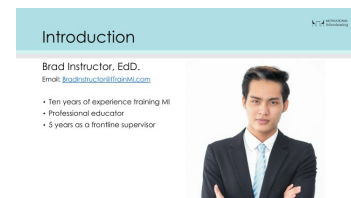
Getting started:

- Introduction
- Your role
- Course objectives
- Modules and Lessons
- Participant guide

### Instructor

**Say:** My name is Brad. I will be your instructor today. I have 10 years of MI training experience, but I have also been in your role as a frontline supervisor for 5 years. If any questions come up after the session, please feel free to email me.

### Show slide #3



Introduction

Brad Instructor, EdD.  
Email: [brad@instructor@mi.com](mailto:brad@instructor@mi.com)

- Ten years of experience training MI
- Professional educator
- 5 years as a frontline supervisor

### Linking to previous skills

**Say:** During previous supervisor training sessions, you learned about and practiced a variety of face-to-face communication skills, including empathetic listening, the "three R's" of conversation (repeating, restating, reflecting), the essentials of non-verbal communication, and difficult conversations. You also learned

### Show slide #4



Your Skills

This course is designed for you!

- Frontline supervisor
- Assist employees with challenging performance and behaviors
- Using communication skills (3 R's)
- Create a plan for behavior change

about various employee profiles and the distinct challenges they pose for successful workplace communication. These skills are critical for virtually any conversation with employees; motivational interviewing is no exception. In fact, as we explore the various concepts of MI, you may notice some overlap in what the concepts represent. To be a successful motivational interviewer, you will need to draw extensively on these skill sets as you work toward outcomes. Effective MI requires effective communication. No exceptions!

## Course objectives

**Say:** During this course we will first learn to recognize the need for a MI, then focus specifically on using communication that encourages employees with performance behavior issues through affirmation and summary statements. We will wrap up the training course with a role play exercise where you will have the opportunity to put the skills you have developed throughout this workshop to practice.

You will determine if MI is needed to address an employee's performance issues by:

1. Explaining the purpose of MI and its main parts
2. Describing how MI functions in the workplace

You will spend the rest of the time using the OARS communication style to address performance problems by practicing:

1. Providing affirmations

## Show slide #5

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Course Objectives

- **Determine if Motivational Interviewing (MI) is needed to address employee behavior.**
  - Explain the purpose and its parts
  - Describe how MI functions in the workplace
- **Use OARS communication style to address performance problems.**
  - Providing affirmation
  - Using affirmative statements to encourage and verbalize employee strengths
- **Summarize employee statements of behavior change.**
  - Identifying the three types of summary statements and when to use them
  - Using summary statements to reinforce change behavior and determine next steps



2. Using affirmative statements to encourage and verbalize employee strengths

Summarizing statements are important throughout the MI and as a cue that you are wrapping the meeting up. You will practice summary statements during a conversation by:

1. Identifying the three types of summary statements
2. Choosing when to use each statement
3. Using the summary statements to help determine next steps in behavior change

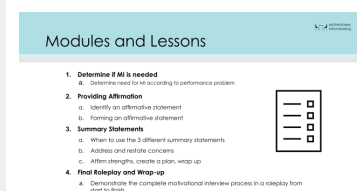
As supervisors, most of you have taken part in discussions with employees who are exhibiting problems with performance on the job. As we move through this training, think back to a performance behavior discussion you have had with an employee and recognize where you could have used MI concepts to change the outcome of the meeting.

## Modules and Lessons

**Say:** Here is what we will be concentrating on today. (Facilitator: read slide).

Are you ready to have some fun? Let's jump into Motivational Interviewing!

## Show slide #6



The slide titled "Modules and Lessons" lists the following topics:

1. **Determine if MI is needed**
  - a. Determine need based on performance problem
2. **Providing Affirmation**
  - a. Identify an affirmative statement
  - b. Forming an affirmative statement
3. **Summary Statements**
  - a. When to use the 3 different summary statements
  - b. Address and resolve concerns
  - c. Affirm strengths, create a plan, wrap up
4. **Final Roleplay and Wrap-up**
  - a. Demonstrate the complete motivational interview process in a roleplay from start to finish

# Module 1: Determine if MI is Needed

## LESSON 1 (15 MINUTES)

### Determine if MI is needed according to performance problem



#### Goal

Determine if MI is needed to address an employee's performance problem.

#### Performance Objective(s)

**1.1:** When prompted by the question "What is motivational interviewing?", the supervisor will explain MI's primary purpose and main parts in less than one minute.



#### Explain MI's relationship to other corrective actions

**Say:** As supervisors, there are various approaches to consider when you need to correct staff performance or behavior problems. Nothing in supervision is "one-size-fits-all". MI is one approach among many that you may decide to use.

Recall your time thus far as a supervisor. If you manage multiple staff, you know the challenges of working with different personalities. Usually, the problem itself will dictate your approach, but sometimes it isn't that simple.

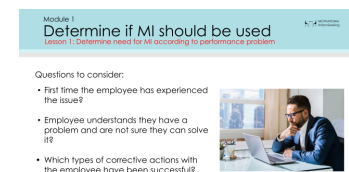
**Say:** Consider the total picture of the employee in question. You may begin by asking yourself a variety of questions such as

1. Is this the first time the employee has experienced this issue?
2. Does the employee understand that they have a problem, but not sure they can solve it?

#### Show slide #7



#### Show slide #8

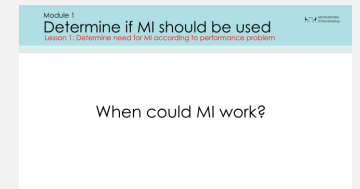


3. Which types of corrective actions with this employee have been successful in the past?
4. Does the issue involve a breach of ethics or professional integrity?

These and other questions can help you decide the best course of corrective action. While this course is ultimately about learning to use MI, it is also extremely important to understand that it is not appropriate for all situations. Knowing when to use it is just as important as how to use it.

**Say:** So, when could MI work? Let's begin answering this question by exploring MI itself and its purposes

### Show slide #9



**Say:** MI uses a particular conversational style. Supervisors are often prone to leading conversations in a directive manner. MI takes a different tack:

- MI is collaborative in nature. Supervisors are working with staff to resolve issues and development plans for improvement.
- MI is about guiding instead of directing. To be an effective guide, it is important to strike a balance between directing and following - knowing when to simply listen and reflect, and when to offer feedback as needed.

### Show slide #10



## Show slide #11

**Say:** MI is focused on the mind state of the employee and recognizes that change is most likely to occur when they (employee) convince themselves of the need to change.

- An employee should understand their reasons for and against making a change. MI won't work for employees who are not cognizant of the potential consequences of change. Moreover, an employee who doesn't believe they have a problem can't be guided through their problem.
- A supervisor who recognizes the ambivalence of their employee can help guide them through their own thought processes. Even if an employee acknowledges that a problem exists, MI won't help if the employee does not feel they own any part of the solution.
- Once a supervisor feels that an employee can be approached with MI, they should not be overly direct with the employee who is ambivalent as that may produce opposite results.
- Instead, the supervisor should think of themselves as a guide who works to bring out the thinking and motivations of the employee. An employee is more likely to be persuaded by what they themselves say.

Module 1  
Determine if MI should be used  
Lesson 1: Determine need for MI according to performance problem

MI is focused on the employee's mind state

- Reasons for and against change.
- Recognition of ambivalence.
- Avoidance of being overly direct.
- Supervisor as guide.


**Say:** MI may seem difficult at first, especially for supervisors who are used to directing and giving specific orders. As we've discussed thus far, MI is meant to be a collaborative experience that considers how an employee thinks and feels. This speaks to what we call the "Spirit of MI". The basis of MI is partnership where it is not done to

## Show slide #12

Module 1  
Determine if MI should be used  
Lesson 1: Determine need for MI according to performance problem

Understanding the **Spirit of MI**

- Activating an employee's own motivation for change
- Partnership, acceptance, compassion, and evocation
- Absolute worth, accurate empathy, autonomy support, and affirmation



someone, but with them. A supervisor should not view the experience as merely a method for “getting their way.” For it to be a true partnership, it cannot be a manipulation.


- MI is about activating an employee’s own motivation and resources for change. Even though a supervisor may feel like they have solutions to share, doing so runs contrary to the Spirit of MI.
- Four key aspects of the underlying spirit of MI are partnership, acceptance, compassion, and evocation.
- Acceptance includes four aspects of absolute worth, accurate empathy, autonomy support, and affirmation.

These spirit themes are woven through the entire MI process and should form the basis for a supervisor’s approach.



**Say:** Turn to **page 3** of your participant guide. You’ll see a graphic showing MI’s various features. Take a couple of minutes to think about how one of these features relate to your workplace experiences as a supervisor. There are no right or wrong answers. We’ll ask you to share your thoughts in a moment.

### Show slide #13




**Do:** Ask for volunteers to share answers. The instructor should point out the similarities of the responses as they relate to the lesson content.

### Show slide #14



## LESSON 2 (10 MINUTES)

### Decide whether MI is appropriate for specific situations



#### Goal

Determine if MI is needed to address an employee's performance problem.

#### Performance Objective(s)

**1.2** Given a list of employee performance or behavior problems, determine if the supervisor can approach the problem using MI or if another method is needed. The decision should be made according to the principles of MI.



#### Discuss when MI should and should not be used

**Say:** Keep in mind that while MI can be an effective way to help an employee change, you should not use MI for every situation. As a supervisor, you must always consider the nature of the problem and the employee's attitude about the problem.

A big part of your job is to determine which corrective actions are most appropriate for the issue at hand. Taking a "cookie-cutter" approach to your interactions will lead to frustration, resentment, and potentially making existing problems worse.

**Say:** Consider the various hats you wear in your role. Depending on the problem you may have to act as a

- Coach
- Counselor
- Disciplinarian
- Trainer

#### Show slide #15




Module 1  
Determine if MI should be used  
Lesson 2: Decide whether MI is appropriate for specific situations

MI is good for every situation!

Use the most appropriate approach given the circumstances.

Taking a "cookie cutter" approach will lead to problems.

#### Show slide #16



Module 1  
Determine if MI should be used  
Lesson 2: Decide whether MI is appropriate for specific situations

Depending on the problem, you may have to act as a

- Coach
- Counselor
- Disciplinarian
- Trainer
- Management Representative
- Investigator

- Management Representative
- Investigator

This is not an exhaustive list, but these roles may be considered most germane to addressing workplace performance and behavior problems. After this course, you could add motivational interviewer to the list. Just as important to knowing how to serve as a motivational interviewer is knowing when put on your MI hat.

### Show slide #17

**Say:** The next time you are considering an MI with your employee, remember that:

- MI is meant for people who are motivated to change but are experiencing ambivalence.
- Meant to be a guiding experience in partnership with the employee.
- Intended to address workplace performance and behavior problems.

Module 1  
Determine if MI should be used  
Lesson 2: Decide whether MI is appropriate for specific situations.

The next time you are considering an MI with your employee, remember the following:

- MI is meant for people who are **motivated to change**, but are experiencing **ambivalence**.
- MI is meant to be a **guiding experience** in partnership with the employee.
- MI is intended to address **workplace performance** and **behavior** problems.



**Say:** I want to focus your attention on the participant guide. You'll see a list of scenarios. For each scenario, discuss with your partner and decide if MI would be appropriate or not. If appropriate, circle "yes", if not appropriate, circle "no". Explain your reasoning in the space below each scenario.

### Show slide #18

Module 1  
Determine if MI should be used  
Lesson 2: Decide whether MI is appropriate for specific situations.

Is MI appropriate?

- Participant guide page \_\_\_\_
- Discuss each of the scenarios with your partner.
- Decide whether MI is appropriate for each scenario by circling "yes" or "no".
- Provide your reasoning for each choice.

1. Decide who will be your group spokesperson.
2. Be prepared to share your answers with the class.



**Do:** Ask for volunteers to share answers. The instructor should point out the similarities of the responses as they relate to the lesson content.

### Show slide #19

Module 1  
Determine if MI should be used  
Lesson 2: Decide whether MI is appropriate for specific situations.

DISCUSSION 

# Module 2 Affirmations

## LESSON 1 (7 MINUTES)

### Identify an affirmative statement



#### Goal

Using a guiding style of communication (OARS) with employees to address performance problems, provide affirmations.

#### Objectives

**3.3** Given sample employee statements, the frontline supervisor will provide affirmations to acknowledge and affirm employee strengths.

**3.3.2** Given sample statements, the frontline supervisor will correctly identify affirmative statements.



#### Learner Participation

1. Using the participant guide, learners will read through the sample statements provided. They will read through each statement and decide whether the statement is or is not an affirmation.

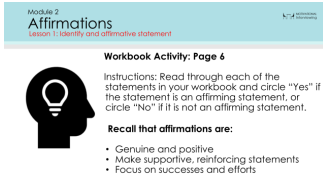


#### Identify an affirmative statement:

Ask learners to turn to **page 6** of their participant guide.

**Say:** Let's take a few minutes to read through a few interviewer statements found in your participant guides. Read through each statement and circle "Yes" if you feel the statement is an affirmation, or circle "No" if you feel the statement is not an affirmation. As you go through this exercise, recall that affirmations are:

#### Show slide #20



Module 2  
**Affirmations**  
Lesson 1: Identify and affirm employee strengths

**Workbook Activity: Page 6**

Instructions: Read through each of the statements in your workbook and circle "Yes" if the statement is an affirming statement, or circle "No" if it is not an affirming statement.

**Recall that affirmations are:**

- Genuine and positive
- Make supportive, reinforcing statements
- Focus on successes and efforts



- Genuine and positive
- Make supportive, reinforcing statements
- Focus on successes and efforts

We will review the statements as a full group after you have individually completed the exercise.

*Instructor to give learners 2-3 minutes to complete activity on their own.*

#### Activity Answer Key

1. I appreciate that you are willing to meet with me today. **Yes**
2. I know you're capable of getting this done. **No**
3. It's clear that you're really trying to change your [insert risky/problem/behavior]. **Yes**
4. I don't think you realize your own strengths. **No**
5. It sounds like this is really challenging. No wonder you feel overwhelmed. **Yes**



#### Feedback

The instructor will call the learners back, and as a full group, the instructor will go through each statement from the activity and ask learners to volunteer their responses. The instructor will validate or correct learner responses.

#### Show slide #21



## LESSON 2 (8 MINUTES)

### Forming an affirmative statement



#### Goal

Using a guiding style of communication (OARS) with employees to address performance problems, provide affirmations.

#### Objectives

**3.3** Given sample employee statements, the frontline supervisor will provide affirmations to acknowledge and affirm employee strengths.

**3.3 .1** Choose to provide affirmations.



#### Learner Participation

Using the participant guide, learners will read a sample interview. They will write down at least one affirmation in response to the interview.



#### Provide an affirmative statement:

Ask learners to turn to **page 7** of their participant guide.

**Say:** For our next activity, take a few minutes to silently read the sample employee interview to yourselves (can be found in participant guide). As you're reading, consider at least one affirmation that you, as the interviewer, can provide in response to the employee.

Recall that an affirmation avoids making judgments about the accuracy or appropriateness of what the employee is saying. An affirmation also does not provide the employee with advice or education or impose what you, the supervisor, feels is the right action the employee should take.

#### Show slide #22



Module 2  
**Affirmations**  
Lesson 2: Forming an affirmative statement

**Workbook Activity: Page ...**  
Instructions: Write down an affirmation to use in the following scenario:

"Every time I try to enter data into this new software, I just find out about more things that I've done wrong. It just makes me want to forget about the whole thing and go back to the old way of data entry. I thought I had it finally figured out after shadowing the other technicians, but working on it by myself is so stressful and I just have not been as good about using the new software. Hopefully, I don't even want to use this software. I'll probably keep messing up and feel like even more of a failure."

We will come back as a group after the activity and hear some examples of affirmations you have come up with.

*Instructor to give learners 2-3 minutes to complete activity on their own.*



### Feedback

The instructor will ask questions of the full group about their experience providing affirmations (What are some examples of affirmations you provided? How easy/difficult was it to identify employee concerns and rephrase them as affirmations?)

### Show slide #23

Module 2  
Affirmations  
Lesson 2: Forming an affirmative statement

DISCUSSION



# Module 3: Summary Statements

## Lesson 1 (15 MINUTES)

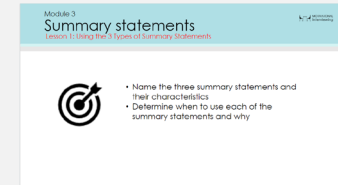
### When to use the 3 different summary statements



#### Goal

Summarize employee statements toward the end of a motivational interview.

#### Show slide #24



#### Performance Objective(s)

**3.5.1:** After reviewing materials on the three summary statements, the frontline supervisor will name the three summary statements and recite the characteristics of each statement.

**3.5.2:** When summarizing a MI, the frontline supervisor will determine which of the three summary statements, collecting, linking and transitional, they would use, and explain their rationale for their choice.

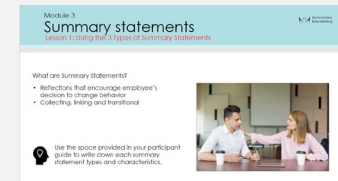


#### Introduce summary statements

Ask learners to turn to **page 8** of their participant guide.

#### Show slide #25

**Say:** During a motivational interview, it is good practice for the frontline supervisor to use summary statements to clarify what has been said by the employee. Summary statements are reflections that can encourage an employee because they know you have been listening to them. The three types of summaries are collecting, linking and transitional. Each serves a different function in the interview process.





**Say:** Use the space provided on **page 8** of your participant guide to write down each of the summary statement types and their characteristics.



**Say:** Collecting summary entails making a list of important statements from the employee regarding their verbalizations about change.

**Show slide #27**

Module 3  
Summary statements  
Lesson 1: Using the 3 Types of Summary Statements

Collecting Summary Statement

Collecting summary entails making a list of important statements from the employee regarding their statements about change.

**Say:** Linking statements provide recognition of similarities in statements from earlier in the conversation.

**Show slide #27**

Module 3  
Summary statements  
Lesson 1: Using the 3 Types of Summary Statements

Linking Summary Statement

Providing recognition of similarities in employee statements from the earlier in the conversation.

**Say:** Transitional statements provide a way of wrapping up the interview with possible action steps.

**Show slide #28**

Module 3  
Summary statements  
Lesson 1: Using the 3 Types of Summary Statements

Transitional Summary Statement

Providing a way of wrapping up the interview with possible action steps.

**Say:** Now I will play a video demonstrating what summary statements look like during an interview.

**Show slide #29**

Module 3  
Summary statements  
Lesson 1: Using the 3 Types of Summary Statements

While watching the video, use the space provided in your participant guide on page \_\_\_\_ to write how the summary statements were used in the interview.

Video link: [Summarizing and asking open-ended questions](#)

While watching the video, use the space provided in your participant guide on **page 9** to write how the summary statements were used in the interview. Can you identify *collecting, linking or transitional* statements?

**Media presentation (<3 mins)**

Play [Summarizing and asking open-ended questions](#)



**Say:** What questions do you have about the information just covered?

**Show slide #30**

Module 3  
Summary statements  
Lesson 1: Using the 3 Types of Summary Statements

Questions?

## Transition to activity

Next use your participant guide to practice writing a summary statement. Turn to **page 10** of the participant guide.



### Learner Participation

1. Recall the discussion held in the example interview in the video and in the space provided practice writing a summary statement based on the interview, using one of the three types of statements (collecting, linking or transitional).
2. Share one example with someone at your table.

### Show slide #31



Ask for volunteers to share examples of their statements.

### Show slide #32

## Lesson 2 (15 MINUTES)

### Address and restate concerns



### Performance objective

**3.5.3:** When presented with employee concerns, the frontline supervisor will appropriately address and restate concerns, to establish empathy and rapport in the interview.

**Say:** Summary statements are different from reflecting. They are the result of listening with empathy and repeating what the employee has stated regarding their desire to make changes.

### Show slide #33

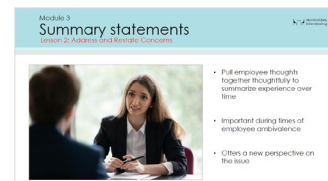
### Show slide #34

**Say:** When summarizing employee statements throughout the interview, you are pulling the employee experiences together thoughtfully, so the employee can hear the aspects of their experience summarized over a span of time. This is important especially during times of employee ambivalence, where they may be going back and forth about reasons for making a change. The summary brings these thoughts and feelings back together to offer a new perspective.



### Show slide #35

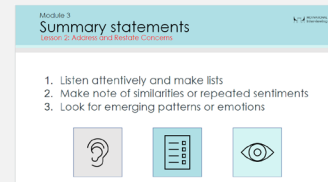
**Say:** Knowing when to use the different types of summary statements takes practice and diligence when listening for cues to summarize while the employee is talking.



**Say:** Some of the ways you can actively observe are:

1. Listen attentively and make lists of employee's statements that denote ambivalence.
2. Make note of similarities or repeated sentiments that the employee talks about related to making a change.
3. When patterns or emotions emerge is a good opportunity to use a summary statement as a strategy to provide insight or help calm the situation.

### Show slide #36



### Show slide #37


**Say:** What questions do you have about what was just covered?



## Transition to activity

**Say:** Turn to **page 11** in your participant guide. For this activity you will have the opportunity to analyze an interview then partner with the person to your right and determine where you see the OARS being used and effective use of questioning by the interviewer.

### Show slide #38



Module 3  
Summary statements  
Lesson 2: Address and Relate Concerns

**Interview Analysis**

In the participant guide provided, read the short scenarios of an employee and frontline supervisor interview. Determine the best type of summary statement for each scenario and write it in the space provided next to each scenario.

1. Discuss with a paired person at your table where you might interject empathy and rapport during the interviews.
2. Discuss with your paired person how you would use OARS during the interviews.



## Learner Participation:

1. In the participant guide provided, read the short scenarios of an employee and frontline supervisor interview. Determine the best type of summary statement for each scenario and write it in the space provided next to each scenario.



## Feedback

1. Discuss with a paired person at your table where you might interject empathy and rapport during the interviews.
2. Discuss with your paired person how you would use OARS during the interviews.

### Show slide #39



Module 3  
Summary statements  
Lesson 2: Address and Relate Concerns

DISCUSSION





## Lesson 3 (10 MINUTES)

### Affirm strengths, create a plan, wrap up



**Performance objective 3.5.4:** When cued/prompted by examples of employee concerns, the frontline supervisor will verbally reaffirm employee strengths to support the development of a plan to modify performance behavior.

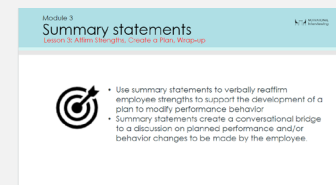
**Performance objective 3.5.5:** Given a summary statement example, the frontline supervisor will recite a phrase that signals the conclusion of the MI and creates a conversational bridge to a discussion on planned performance and/or behavior changes to be made by the employee.



**Say:** Use summary statements to verbally reaffirm employee strengths to support the development of a plan to modify performance behavior.

Summary statements create a conversational bridge to a discussion on planned performance and/or behavior changes to be made by the employee.


#### Show slide #40



Module 3  
Summary statements  
Lesson 3: Affirm Strengths, Create a Plan, Wrap-up

- Use summary statements to verbally reaffirm employee strengths to support the development of a plan to modify performance behavior
- Summary statements create a conversational bridge to a discussion on planned performance and/or behavior changes to be made by the employee

#### Show slide #42



Module 3  
Summary statements  
Lesson 3: Affirm Strengths, Create a Plan, Wrap-up

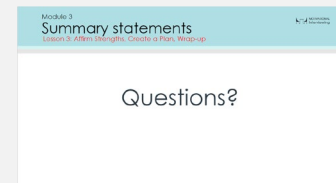
Summary statements are a great way to wrap-up a Motivational Interview.

- Reiterate employee strengths
- Use notes taken during the interview
- Come to agreement on a behavior change plan

**Say:** The motivational interview will culminate in a summary wrap up statement and a planning process. Using your affirmation of employee strengths and the notes taken during the interview you will work with the employee to come to agreement on what will be done to implement the change in performance behavior.

#### Show slide #42

**Say:** What questions do you have about what was just covered?



Module 3  
Summary statements  
Lesson 3: Affirm Strengths, Create a Plan, Wrap-up

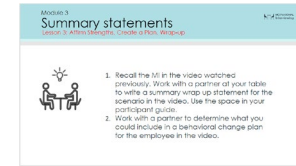
Questions?



### Learner Participation: (read slide to prep for activity)

1. Recall the MI in the video watched previously. Work with a partner at your table to write a summary wrap up statement for the scenario in the video. Use the space in your participant guide on **page 13**.
2. Work with a partner to determine what you could include in a behavioral change plan for the employee in the video.

### Show slide #43



### Feedback

Learners share thoughts and ideas with people at their table.

### Show slide #44



# Module 4: Conduct a mock motivational interview

## LESSON 1 (20 MINUTES)

### Final Roleplay



#### Terminal Goal

Utilizing motivational interviewing foundational concepts, a frontline supervisor will model the MI interviewing process using the OARS communication style demonstrating how to build employee motivation to change performance behavior.

#### Performance Objective(s)

**4.0.1:** Upon completing the summarizing an MI lesson 3, the front line supervisor will demonstrate the whole motivational interview process in a roleplay from start to finish.



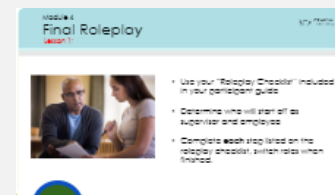
#### Introduce final roleplay

Ask learners to turn to page 14 of their participant guide.



As a supervisor, you notice Bob has been disengaged from his work and his productivity has diminished. Pretend your partner is Bob and use what you learned previously in the training course to conduct a motivational interview from start to finish. Use your final roleplay checklist to complete a full motivational interview. Switch roles when finished.

#### Show slide #45





**Say:** Thank you again for attending! You will take an assessment over the material you learned today. When you have completed the assessment, you are free to leave. My contact information is on the screen and in your participant guide on the last page. Please reach out to me if you have questions.

A survey link will be emailed to you within 24 hours. I will appreciate your completing it before the end of the week. Thank you!

### Show slide #45

Wrap-Up

Thank you!

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# References

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