

GETTING STARTED WITH MOTIVATIONAL INTERVIEWING



FOR FRONTLINE SUPERVISORS

PARTICIPANT GUIDE



INSTRUCTIONAL DESIGN PROJECT

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R521: INSTRUCTIONAL DESIGN AND DEVELOPMENT 1 - FALL 2022

Participant Guide

Welcome to “Getting Started with Motivational Interviewing!”

This guide is provided to enhance your understanding of Motivational Interviewing. This guide follows the class instruction and includes class activities and places for you to take notes. After successful completion of this session, you may use this guide as a job aid and reminder when conducting motivational interviews.

Key Points of Activities

	Instructional Goals and Objectives	<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>
	Individual Learner Participation	<p>The learner will participate in individual activities at their respective tables.</p>
	Paired Participation	<p>Learners will participate in module activities together in pairs.</p>
	Feedback	<p>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:

- Determine if MI is needed to address an employee's performance problem.
 - Explain the purpose of motivational interviewing and its main parts
 - Describe how motivational interviewing functions in the workplace
- Be able to use a guiding style of communication (OARS) with employees to address performance problems - provide affirmations.
 - Provide Affirmations (3.3)
 - Choose to provide affirmations (3.3.1)
 - Given sample statements, the frontline supervisor will correctly identify affirmative statements (3.3.2)
- Summarize employee statements toward the end of a motivational interview
 - Summarize employee statements during or following a motivational interview (3.5)
 - Identify the summary statements (3.5.1)
 - Choose when to use each type of summary statement (3.5.2)
 - Restate employee concerns (3.5.3)
 - Acknowledge and reaffirm employee strengths (3.5.4)
 - Review employee statements regarding commitments or next steps (3.5)
- Demonstrate how to conduct a Motivational Interview given the objectives.

Pre-activities



Instructor information:

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Prior to attending the session, you watched the Spirit of Motivational Interviewing video and completed short web-based questionnaire. A link to the video is provided below should you wish to view the video again or incorporate it into future professional development opportunities.

[Spirit of Motivational Interviewing](#)

Module 1 **Determine if MI is Needed**

LESSON 1 (15 MINUTES)

When to use MI to address employee performance



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.



Individual Activity

Review the graphic below and think about how one or more of these features relates to your work as a supervisor. In the space below the graphic, write a few notes that you can share with class.



Notes:



Be prepared to share your examples with the class. Remember that we're not looking for "right" answers.

LESSON 2 (10 MINUTES)

When to use MI to address employee performance



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.



Paired Activity

For each of the statements below, circle yes or no to indicate whether each scenario could be addressed by motivational interviewing. Provide your rationale in the space below each scenario.



1. You assigned a new project to an employee, but he is doubting his ability to complete the project. (Yes / No)

2. Your employee has submitted a variety of assignments after their due dates. In previous conversations, she has told you that she just wants to make sure the work is perfect. (Yes / No)

3. You observed your employee making an inappropriate comment about his co-worker. (Yes / No)

4. A new employee needs help learning how to use a new computer system. (Yes / No)

5. A team member is suspected of committing timecard fraud and is apologetic about the mistake he made. (Yes / No)

6. You have been directed by your management to announce a new attendance policy that significantly impacts your team.
(Yes / No)



Decide which partner will volunteer your original answer and rationale. Be prepared to provide further explanation as needed.

Module 2 **OARS and Affirmation**

LESSON 1 (7 MINUTES)

Identify an affirmative statement



Goal

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

Performance Objective(s)

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.



Lesson 1 Activity 1:

Read through each of the statements below and circle “Yes” if the statement is an affirming statement, or circle “No” if it is not an affirming statement.

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

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.



Lesson 2 Activity 1:

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 teammates but working on it by myself is so stressful and I just have not been as good about using the new software. Honestly, I don't even want to use this software, I'll probably keep messing up and feel like even more of a failure."

Affirmation:

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.

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.



Summary Statement Types and Characteristics

1.

2.

3.

Media presentation

MI Summary Statement Example.

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

How were summary statements used in the video interview? Can you identify collecting, linking or transitional statements?





1. Recall the discussions held in the example interview in the video and in the space provided practice writing a summary statement using one of the three types of statements (collecting, linking or transitional).

Practice writing your own summary statement:

2. Share one example with someone at your table.



Be prepared to share your examples with the class.

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.



Individual Activity

Reflect on the three types of summary statements:

Collective- making a list of important statements from the employee regarding their statements about change

Linking- provide recognition of similarities in statements from earlier in the conversation

Transitional-provide a way of wrapping up the interview with possible action steps.

Read the short scenarios of an employee and frontline supervisor interview. Restate the concerns of the employee.

Then determine the best type of summary statement for each scenario and write it in the space provided under each scenario.

Scenario 1:

Jane and her supervisor have been having a motivational interview regarding Jane's inability to get to work on time. Jane wants to change this behavior and she and her supervisor have talked through her ideas for changing her behavior including setting her alarm earlier, having a support person call her to make sure she is up and getting ready for work and using a checklist to make sure she has everything ready the night before. The supervisor must get to another meeting. Which type of summary statement could the supervisor use to end the interview? Explain your reasoning.

Scenario 2:

Joe is suffering a hardship in his life, and it is affecting his performance at work. Joe's supervisor conducts a motivational interview with him. Joe cannot seem to collect his thoughts and he is randomly naming all the issues that he thinks are getting in the way of him changing his performance. The supervisor is very empathetic with Joe and wants to help him organize the thoughts he is having regarding his issue. What

type of summary statement should the supervisor use? Explain your reasoning.

Scenario 3:

Tyler is having problems getting along with co-workers. No one wants to work on a team with him because he is late to meetings, does not get his part of the work done on time leading to missed deadlines and making the team look bad. Tyler is an essential part of the team because he knows how to do difficult analysis that others do not. His supervisor has been listening to Tyler during a motivational interview and knows that Tyler is a good worker and wants to change but he is not sure how. The supervisor has keyed in on a few specific things that Tyler has said about not being able to always find the work he has done because he feels he is always in a hurry to meet deadlines. What kind of summary statement could the supervisor use to let Tyler know he is listening and wants to help? Explain your reasoning.



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.

LESSON 3 (15 MINUTES)

Affirm strengths, create a plan, and wrap up



Performance objectives

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.

3.3.5 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.



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 below for your statement.

2. Work with a partner to determine what you could include in a behavioral change plan for the employee in the video.



Prepare to discuss your summary in class.

Module 4 **Final Roleplay**

LESSON 1 (25 MINUTES)

Putting it all together



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.

Instructions:

Read the point of view of the supervisor and employee to understand their perspective. Demonstrate the whole motivational interview process using your checklist (p. 15 of participant guide) to ensure all steps are completed. Switch roles after completing the role play as you play each side.



Supervisor Jim:

As a supervisor of the marketing department, Bob has been a loyal employee of yours for over 6 years. He has always been enthusiastic about starting new projects and delivering excellent performance on his marketing campaigns. Lately Bob hasn't been himself, withdrawing from meetings and doing the bare minimum to keep his job. His performance has been declining. I wonder if there is something going on in his personal life?

Bob (employee):

As a marketing employee for over 6 years working under your supervisor Jim. You have gone above and beyond for projects, ensuring you hit deadlines and deliver excellent results. Lately you feel that you haven't been compensated financially for the results you bring to the company during your last review. You have started to withdraw from work and started doing the bare minimum to get by. Why work hard and go the extra mile when you make the same amount of money either way?



Prepare to discuss with the class on how the roleplay went.

Did you learn anything from being on both sides of a motivational interview?

How did you feel conducting the MI as the supervisor?

How did you feel as the employee within a MI?

Roleplay Checklist:**Both Roles-**

- Form a group of two
- Determine what role will you start off as
- Read the mindset of your assigned role

Supervisor

- Determine if MI is needed to address an employee's performance problem
- Using a guiding style of communication (OARS) with employees to address performance problems, provide affirmations
- Summarize employee statements toward the end of a motivational interview

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

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