

# **Creating a Motivational Atmosphere**

**Encouraging Healthy Change**

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## Creating a Motivational Atmosphere

### HOW DO I GET CLIENTS TO CHANGE?

- Temporary or long term?
- Coerce, compel, bully, intimidate?
- Persuade?
- Assist, encourage?

# Creating a Motivational Atmosphere

Real change comes from the inside out

-Larry Crabb

## Creating a Motivational Atmosphere

- We don't motivate people
- We help them to get motivated



## Creating a Motivational Atmosphere



What is behind the lack of motivation we see daily?



What can we realistically do to encourage clients to want change?



How do we best facilitate change?

Creating a  
Motivational  
Atmosphere

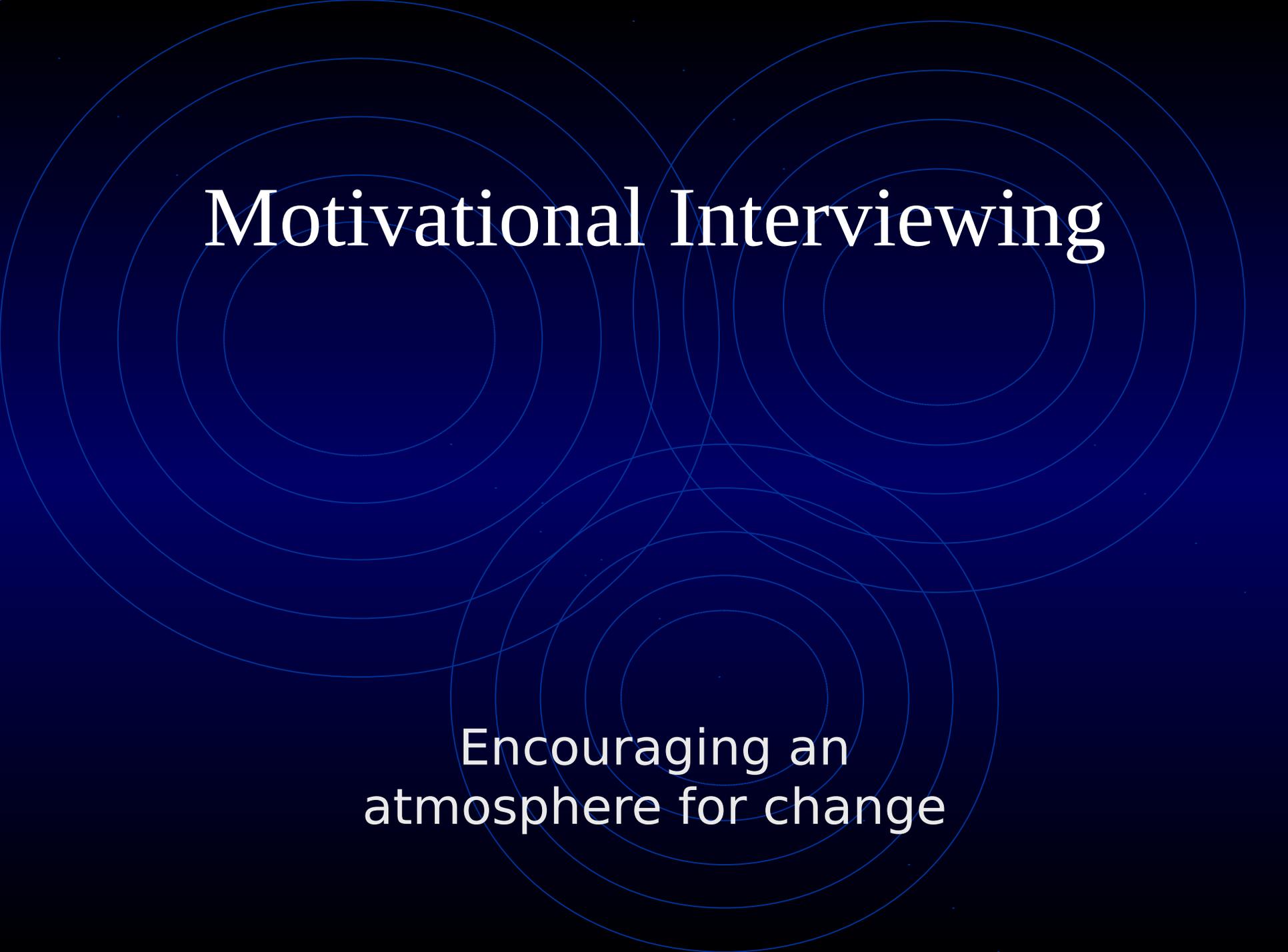
Stuck  
points?

- Fatigue – lack of human energy
- No hope – lack of spiritual energy
- Grief - Dealing with loss
- Control issues
- Recent experiences of defeat and risk failure
- Lack of education in option development
- Disorganization
- Barriers of shame and guilt



## **People are most likely to move toward change if they**

- See that their action gets them something they really want
  - See that their inaction will bring them something they dread
- Find a source for replacing doubt with confidence
  - Hurt enough to move away from procrastination and complacency
- Find a sense of purpose for their life



# Motivational Interviewing

Encouraging an  
atmosphere for change

# What is MI

- Motivational Interviewing: a client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.
- -Miller and Rollnick, 2002



# Motivational Interviewing

- Is a way of engaging the client in the process of change
- Addresses ambivalence in clients and helps them past the stuck point
- Is a skill that we can learn to provide a more motivational atmosphere
- Comes alongside the client instead of pushing, pulling or jerking

# Motivational Interviewing



“Helping people talk  
themselves into  
changing”

# Effectiveness of Motivational Interviewing

A recent review of 11 clinical trials of motivational interviewing concluded that this is a "useful clinical intervention...[and] appears to be an effective, efficient, and adaptive therapeutic style worthy of further development, application, and research" (Noonan and Moyers, 1997, p. 8).

# Why learn it?

- Evidence-based practice
- Effective across populations and cultures
- Actively involves individual in own care
- Promotes action and change
- Keeps us in healthy helping role
- Instills hope

# Why not?

- “I know what’s best for others”
- “I need to be in control”
- “This takes too long, I don’t have time”



# Elements of MI

- Process is client centered
- Assumes strengths and resources within client
- Collaborative
- Goal oriented
- Priority to resolving ambivalence
- Clients are responsible for their progress

# How do we best facilitate change?

- 1. Threat?
- 2. Coercion?
- 3. Persuasion?
- 4. Constructive confrontation?
- 5. Elicit from client, not imposed from without?

# New Perspective

- Ambivalence is normal
- Resistance can give us great insight

# Four principles of M.I.

## 1. Acceptance facilitates change

- Need to learn how to express empathy
- Need to learn how to do skillful reflective listening
- Need to accept person and their ambivalence

# Second Principle

## 2. **Be unafraid to develop discrepancy**

- Acknowledge the positives and negatives in client thinking and speech, create dissonance, throw the current system out of kilter
- Restate the discrepancies you hear. Client is presenting arguments for change, not you.
- Change is motivated by perceived discrepancy between behavior and important personal goals/values
- Developing awareness of consequences helps clients examine their behavior.



## Third Principle of MI

- **Roll with Resistance**
  - Avoid arguing for change. Causes people to defend the behavior they might change
  - Seek to clarify, understand
  - Reinforce person's role as problem solver
  - Keep on your client's side
  - Confront by asking questions
  - Offer new perspectives

## Principle #4

- Be strong on hope
  - Realistic hope
  - Empowerment hope
  - Perception of competence, efficacy (Power or capacity to produce a desired effect)
  - Client, not the staff person, is responsible for choosing and implementing change

“inter-viewing”



between – looking at

## Creating a Motivational Atmosphere

What is the change you are considering?

- What are the benefits of not changing?
- What are the benefits of changing?
- What is the cost of changing?
- What is the cost of not changing?

# O.A.R.S.

- Open Questions
- Affirmations
- Reflective Listening
- Summaries



# OARS: Open-ended Questions

- Can you tell me more about that?
- What have you noticed about your \_\_\_\_?
  - What concerns you most?
- When would you be most likely to \_\_\_\_\_?
- How would you like things to be different?
- What will you lose if you give up drinking?
  - What have you tried before?
  - What do you want to do next?

# Ask Open-Ended Questions

Asking open-ended questions helps you understand your clients' point of view and elicits their feelings about a given topic or situation. Open-ended questions facilitate dialog; they cannot be answered with a single word or phrase and do not require any particular response.

# **OARS: Affirmations**

- Statements of recognition of client strengths
- Build confidence in ability to change
- Must be congruent and genuine



**“What people really need is  
a good listening to.”**

**Mary Lou Casey**

# Listen Reflectively

"Reflective listening is a way of checking rather than assuming that you *know* what is meant" (Miller and Rollnick, 1991, p. 75).

# **OARS: Reflective Listening**

“Reflective listening is the key to this work. The best motivational advice we can give you is to listen carefully to your clients. They will tell you what has worked and what hasn't. What moved them forward and shifted them backward. Whenever you are in doubt about what to do, listen”

Miller & Rollnick, 2002

# Levels of Reflection

Simple – repeating, rephrasing; staying close to the content

Amplified – paraphrasing, double-sided reflection; testing the meaning/what's going on below the surface

Feelings – emphasizing the emotional aspect of communication; deepest form

# **OARS: Summarizing**

“Let me see if I understand thus far...”

- Special form of reflective listening
- Ensures clear communication
- Use at transitions in conversation
- Be concise
- Reflect ambivalence
- Accentuate “change talk”

# Summarize

"Summaries reinforce what has been said, show that you have been listening carefully, and prepare the client to move on" (Miller and Rollnick, 1991, p. 78).

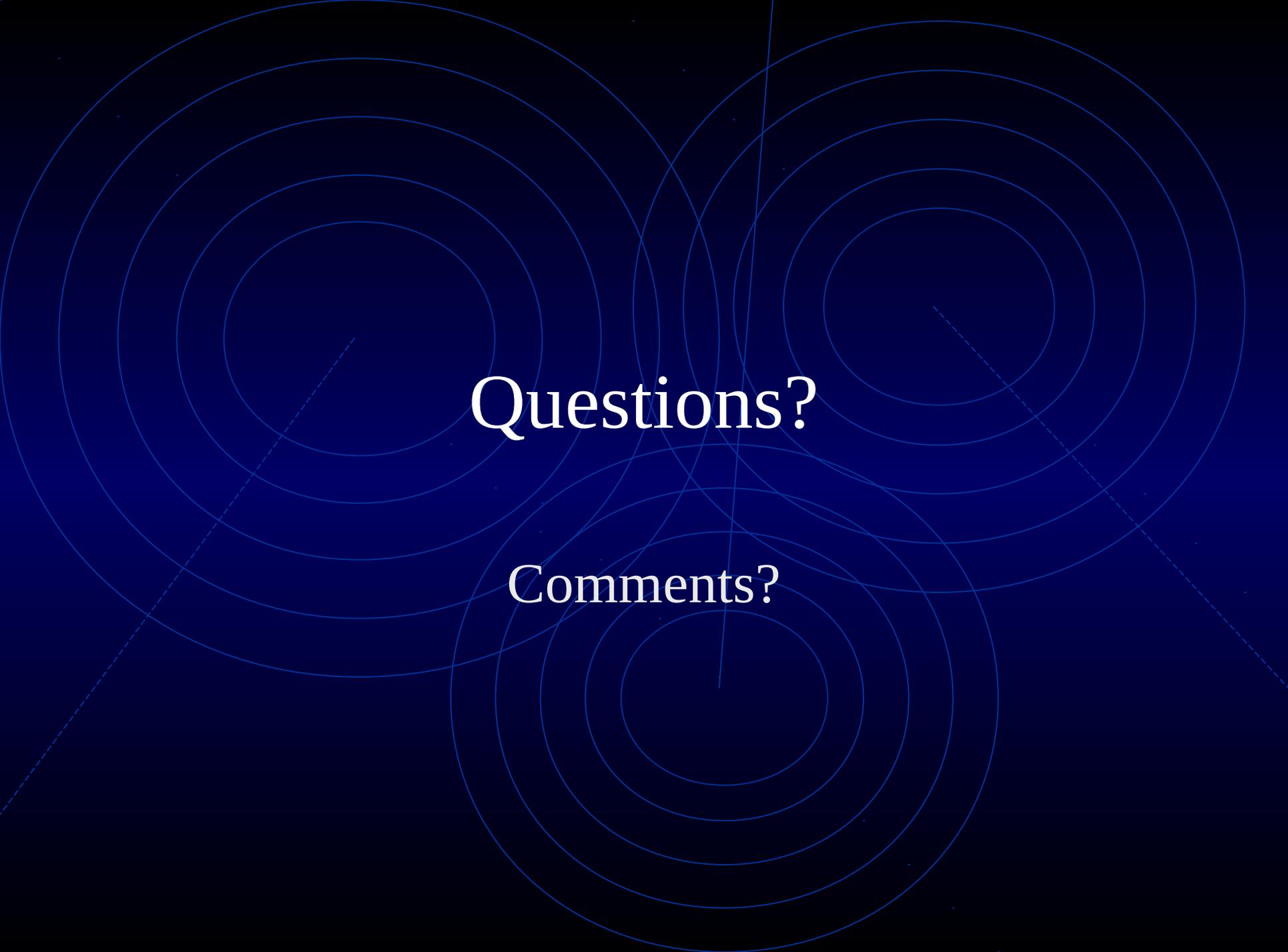
## Creating a Motivational Atmosphere

- So lets summarize ...
- Motivation comes from within.
- I can't motivate clients to change
- I am responsible to provide the client with an atmosphere that will encourage their motivation to change.

# Servant Leadership Training Institute

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The background features three overlapping circles of varying sizes, each with a dashed line extending from its center towards the corners of the frame. The circles are arranged in a triangular pattern, with one at the top left, one at the top right, and one at the bottom center. The dashed lines are light blue and intersect to form a central point.

Questions?

Comments?