

# One System One Voice, LLC

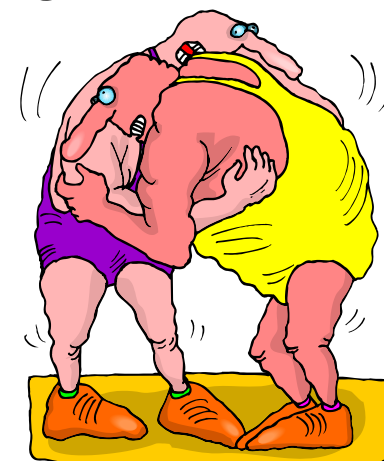
***Coaching Those Who Are Not On  
Board, In Denial, or “Addicted To The  
Status Quo” or Actively or Passively  
Resisting Change***

**LARRY ANDERSON  
RON OSLIN**

# Our Dance Card



- **Introductions and Expectations**
- **Beliefs to Results Model**
- **Compliance vs Behavioral Change**
- **Wisdoms about Change**
- **Levels of Leadership Maturity**
- **Stages of Change**
- **Combining Leadership Maturity and Stages of Change**
- **Motivational Interviewing**
- **Assessments**
- **Change talk vs Sustain talk**
- **Micro-skills (and more micro-skills)**
- **Beginning and ending sessions**
- **Giving Advice**
- **Putting it All Together**
- **What's next**



# The Coaching Team

**onesystemonevoice.com**



**Ron Oslin**



**Larry Anderson**

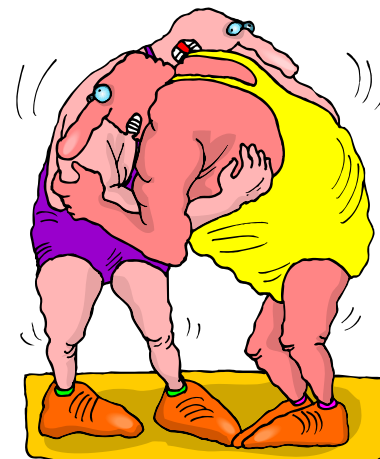
**Four questions we would like you to ponder during this workshop:**

- **When I enter a coaching conversation do I assume they want to be coached?**
- **When I speak am I trying to be interested or interesting?**
- **When I ask a question is it for my understanding or to deepen theirs?**
- **Is my objective compliance or behavioral change?**

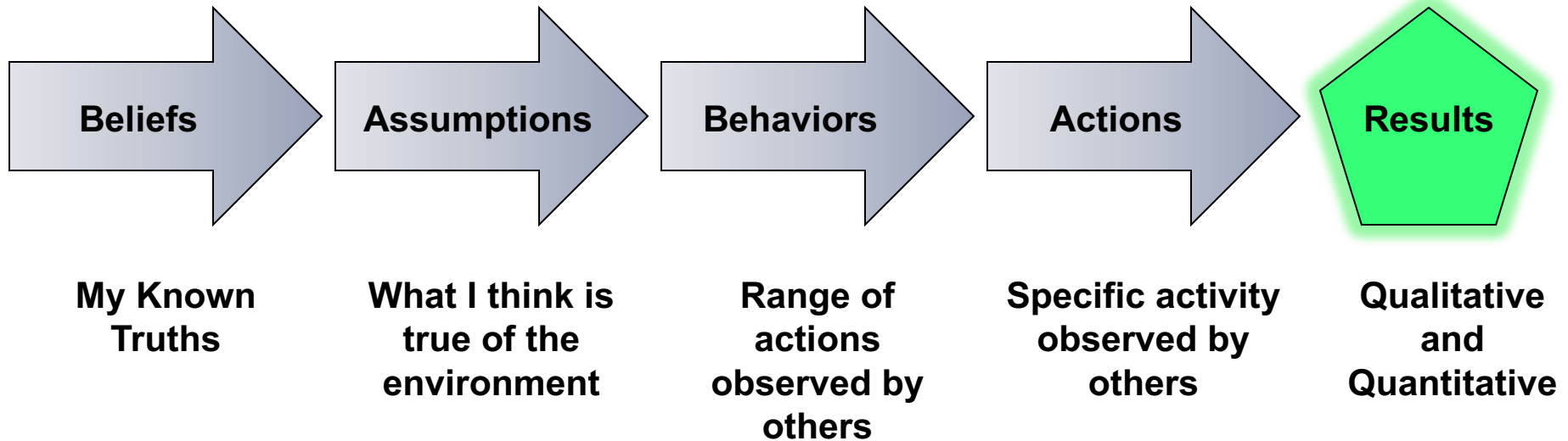
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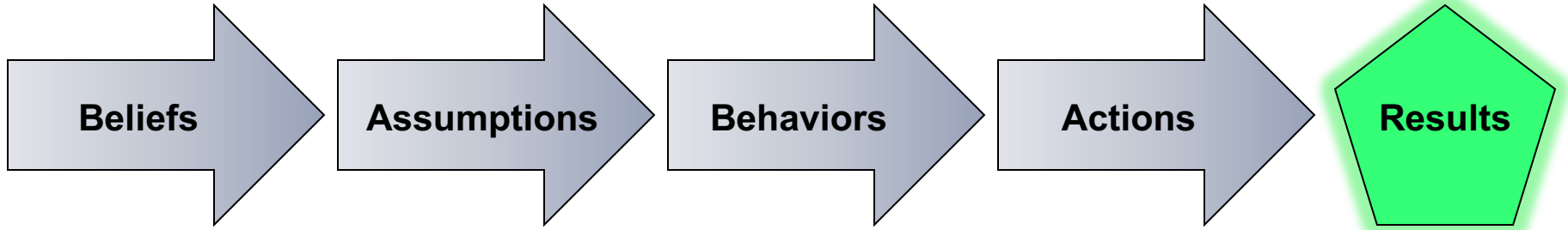


# Before we can achieve different results we must understand what causes current results



**Results are the outcome of our individual system**

# The model is very useful to uncover gaps each of us must address



**Current State**

_____	Cause	_____	Cause	_____	Cause	_____	Cause	_____
_____		_____		_____		_____		_____
_____		_____		_____		_____		_____
_____		_____		_____		_____		_____
_____		_____		_____		_____		_____

**New results begin with YOU! What do YOU need to change?**

**Future State**

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## Let's do an Exercise titled: The "Righting Reflex"

- **Choose one person near you to have a conversation with, and work together**
- **Not with your boss or supervisor**
- **Not your best friend**
- **One will be the speaker, the other will be a listener (we will rotate – everyone will be a speaker & listener)**



## Speaker's Role

- **Pick a topic that is something you are actively working to change**
- **Can be something at work or in your personal life**

## Listener's role

- **Question the speaker and document current state**
- **Question the speaker and document future results**
- **Pick one or two of the items listed under future state and in your best coaching voice:**
  - Explain *why* the person should do these
  - Give at least three specific *benefits* that would result from doing the items
  - Tell the person *how* they could do these
  - Emphasize how *important* it is to do these
  - Persuade/Coach the person to do it
  - *If you meet resistance, repeat the above*

# Let's do the exercise again with a twist

## SPEAKER

- **Something about yourself that you have considered changing**
- **...but you haven't changed or may not be willing to change yet**
- **In other words – something you are *ambivalent* about**

## LISTENER

- **Create the Future state results YOU think the speaker should adopt**
- **Determine 2 or 3 new actions the speaker should start doing**
- **Then:**
  - **Explain *why* the person should make this change**
  - **Give at least three specific *benefits* that would result from making the change**
  - **Tell the person *how* they could make the change (you new action items)**
  - **Emphasize how *important* it is to change**
  - **Persuade/Coach the person to do it**
  - ***If you meet resistance, repeat the above***

# **Common Reactions to Righting Reflex when the Speaker is *Ambivalent***

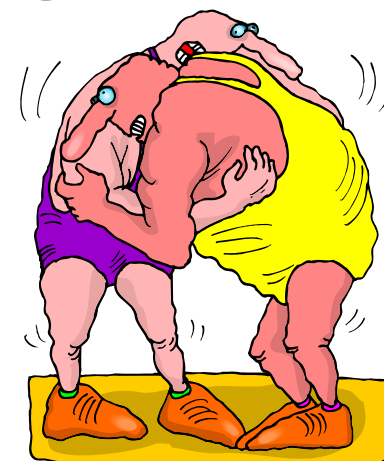
## **Speakers - How do you feel?**

- **Angry, agitated**
- **Oppositional**
- **Discounting**
- **Defensive**
- **Justifying**
- **Not understood**
- **Not heard**
- **Procrastinate**
- **Afraid**
- **Helpless, overwhelmed**
- **Ashamed**
- **Trapped**
- **Disengaged**
- **Not come back – avoid**
- **Uncomfortable**

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# Which do you need to succeed? Behavioral change or the illusion of change

## Behavioral Change

- Maintains new behavior under stress
- Words, Actions and Body Language congruent
- Maintains new behavior when external stimuli are removed
- Beliefs changed
- Assumptions changed
- Reward replacement

## Compliance

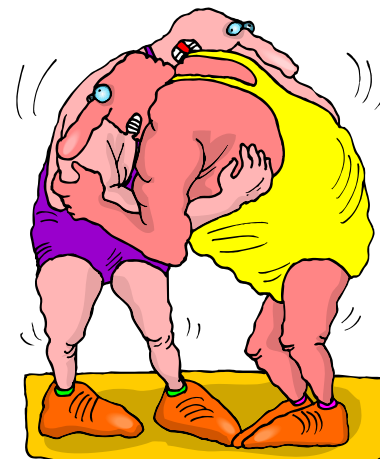
- Behavior dependent upon setting
- Words, Action & Body Language inconsistent
- Maintains new behavior as long as external stimuli are maintained

**Behavioral change = upfront investment / Compliance = ongoing cost**

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**This is the typical interaction leaders have when trying to bring about change**



**Leader  
(Speaker)**

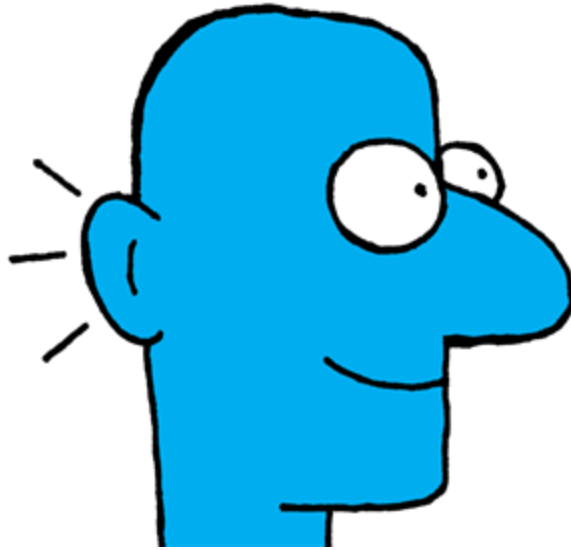


**Person Struggling  
with Change  
(Listener)**

**This is referred to as the “Righting Reflex”**



To support genuine change we must be willing to swap roles



**Leader  
(Listener)**



**Person Struggling  
with Change  
(Speaker)**

**It is the Speaker's responsibility to resolve their struggle**

**Four Wisdoms from the  
Clinical Community**  
***Our focus for today***

# “Addicted to the Status Quo”<sup>©</sup>

Addiction is defined as:

a state defined by compulsive engagement in rewarding stimuli, despite consequences. The term has little or no pejorative meaning attached to it.

Examples:

- A business implements a new state of the art computer system and within months the reports and in some cases the screens look like the old system
- A team improves their process and moves the furniture and within months things are back or almost the same as before the change
- Trainers, coaches and leaders acknowledge the method they use is ineffective and continue to employ the same method

**A large percentage of the population is addicted to cell phones**

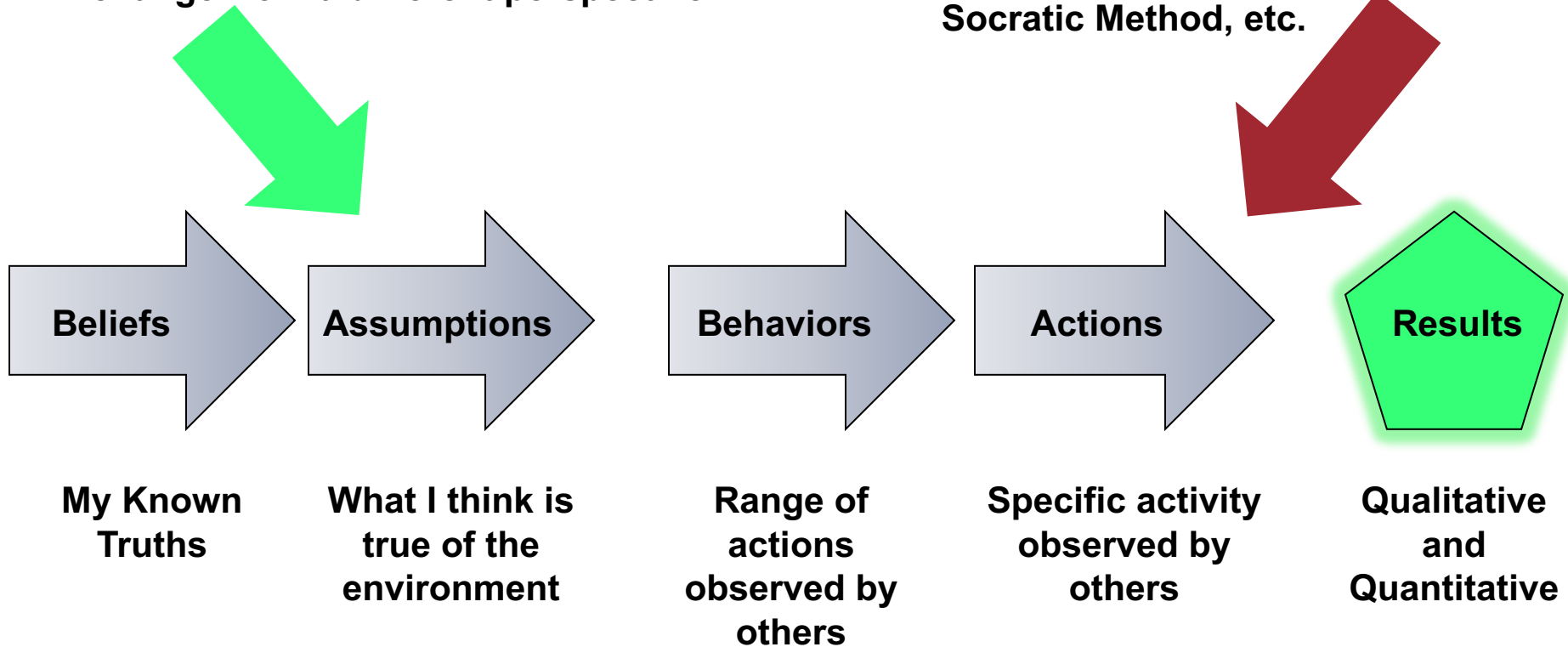
**No Person Can Change  
Another Person!**

**No Person Can Motivate  
Another Person!**

# If our expectation is *Behavioral Change* we must change our approach to “Change Management”

We must learn how to approach change from a different perspective

Historic Approach:  
Traditional Coaching,  
Socratic Method, etc.

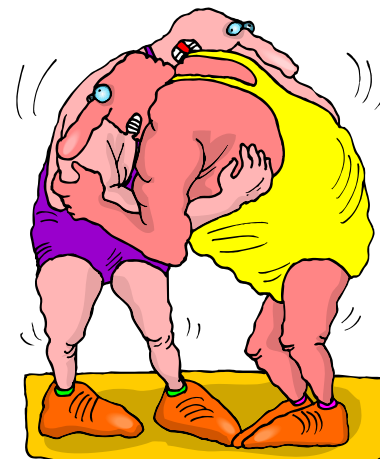


**Insanity – Continuing to do the same thing expecting different results**

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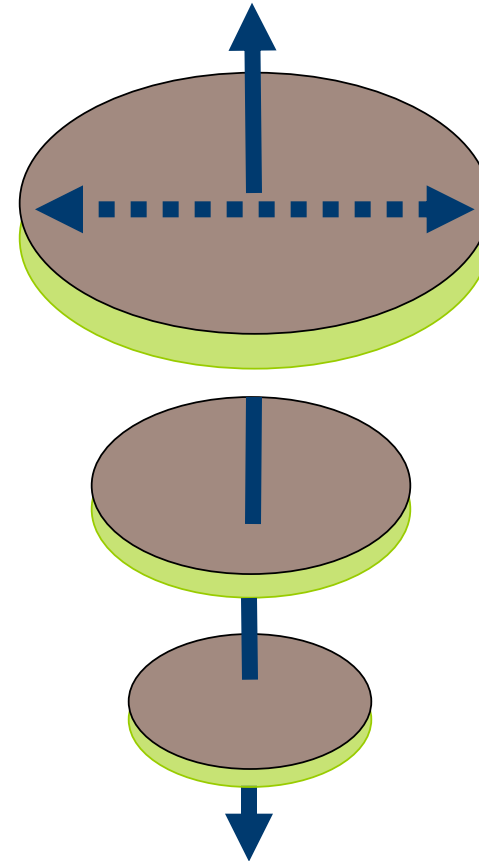


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# Types of Development

- **Horizontal (Growth)**
- **Vertical (Transformation)**
- **Stage Regression (Fallback)**



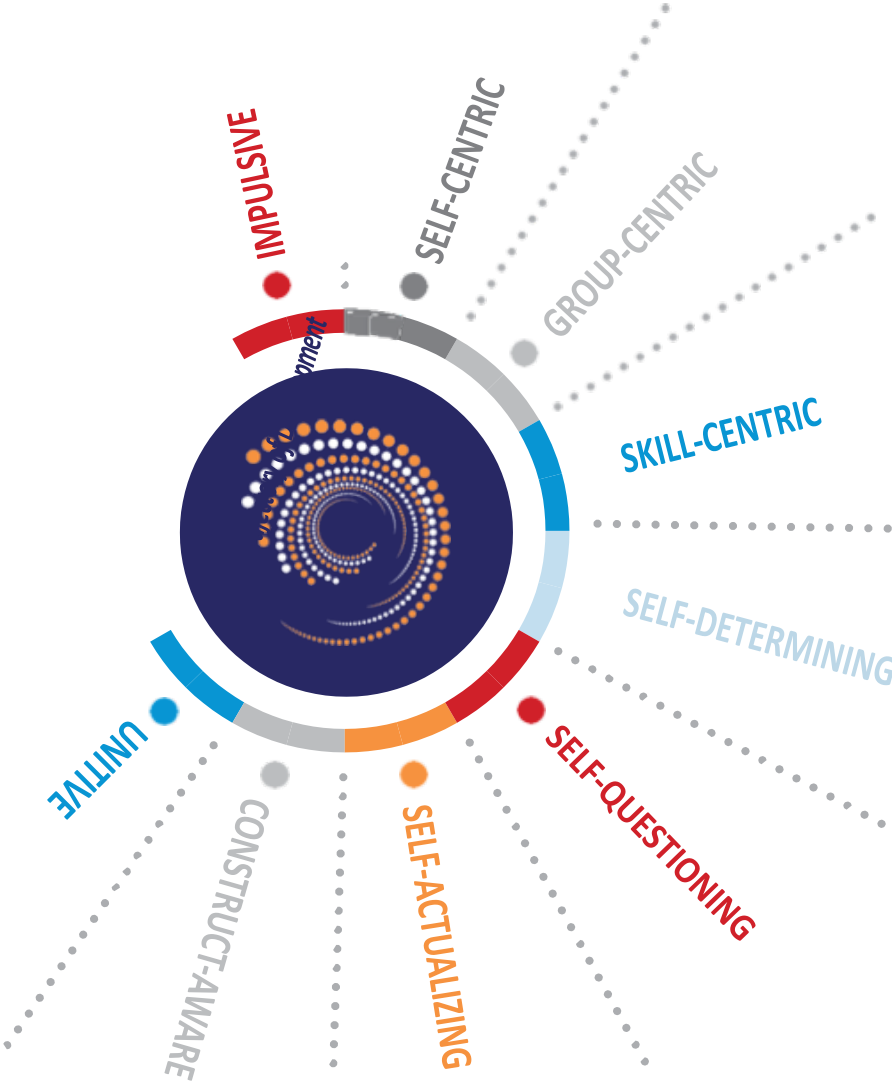


# Developmental Stages

- ◆ **Meaning-making system**
- ◆ **Sequential and hierarchical**
- ◆ **Expanding capacity**
- ◆ **Evidence-based**
- ◆ **Influences what skills a leader or coach can easily apply and master**
- ◆ **Influences what a leader/coach can/cannot see or hear**



# Nine Stages of Leadership Maturity



# Tiers of Development

- ◆ **Preconventional**
- ◆ **Conventional**
- ◆ **Postconventional**
- ◆ **Transpersonal**



# Conventional Stages

11%	GROUP-CENTRIC (3)
37%	SKILL-CENTRIC (3/4)
30%	SELF-DETERMINING (4)

**78% of leaders are in Stage 3, 3 / 4, & 4**

# Postconventional Stages

11%	SELF-QUESTIONING (4/5)
5%	SELF-ACTUALIZING (5)
1%	CONSTRUCT-AWARE (5/6)
1%	UNITIVE (6)

While few leaders reach postconventional stages (based on an 'n' of approximately 15,000), research performed by Bob Anderson of the Leadership Circle and Susanne Cook-Greuter shows a correlation between highly positive business results and organizations led by visible leaders who are at stage (5).

# Group-Centric Meaning Making

- **Seek to belong to the group**
- **Strive to keep relationships friendly and smooth**
- **Loyalty is a value**
- **Important to save face**
- **Power comes from affiliation**
- **“Us” and “them”**



# Skill-Centric Meaning Making

- **Want to stand out and be unique**
- **Perfectionist standards, have the answers**
- **Difficult to prioritize, tendency to micromanage**
- **Yes, but...**
- **Sarcastic humor**
- **Specialist, “craft logic”**
- **Somewhat feedback averse**



# Self-Determining Meaning Making

- **Focus on successful plans and outcomes**
- **Driven to achieve**
- **Capable of prioritizing**
- **Sees self forward and backwards in time (causality)**
- **Belief in scientific method**
- **Open to feedback that will help them achieve their goals**

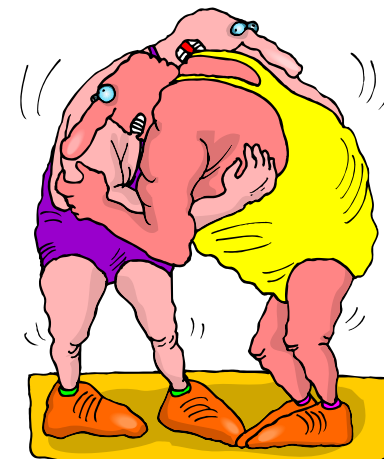




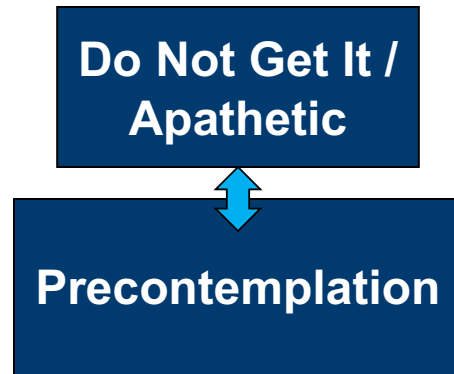
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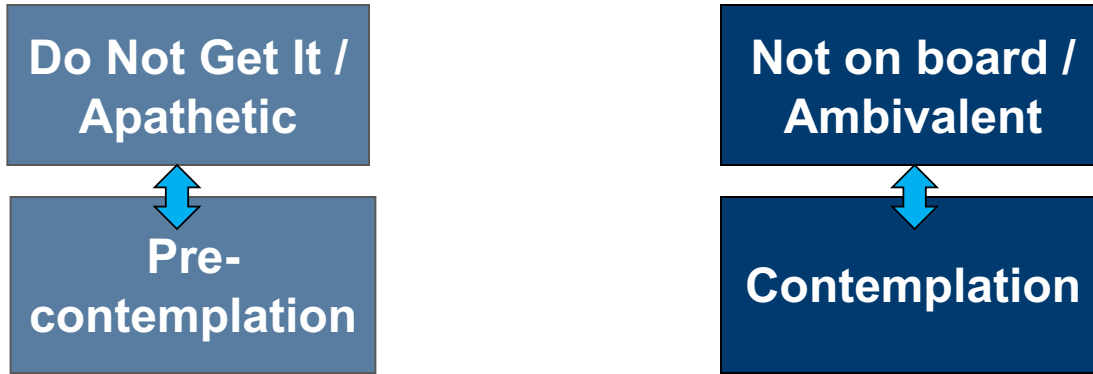
# The Five Stages of Change describe receptiveness and readiness based on behavioral analytics



**People in Precontemplation stage have no intention of changing their behavior for the foreseeable future**

Adapted from DiClemente, 1991; Prochaska and Norcross, 1994

# The Five Stages of Change describe receptiveness and readiness based on behavioral analytics



People in Pre-contemplation stage have no intention of changing their behavior for the foreseeable future.

**The person is aware a need to change exists and seriously considers, action, but has not yet made a commitment to an action**

# Stages of Change: Contemplation Indicators

## Outcome

- The person is making change statements and makes a tentative commitment to changing the behavior.

## Words / Phrases

- I know
- I hear you
- I do not see a need to change
- It's not for me
- Easier to continue ... than change

## Actions

- Agrees to do something but fails to follow through. Actions dependent on the group they are with.

## Body Language (*No single body language sign is a reliable indicator*)

- Head tilted downward
- Crossed arms (folded arms)
- Adjusting cuff, watchstrap, tie, etc.,
- Hands in pockets
- Leaning back in chair

## Emotions

- Anxiety
- Fear
- Anger

# Techniques for helping people in the Contemplation stage of change

## Strategies

- Be a collaborator
- Counsel
- DO NOT COACH
- Motivational Interviewing
- Keep momentum moving forward
- Maintain engagement
- Raise doubt
- Providing information (with approval)

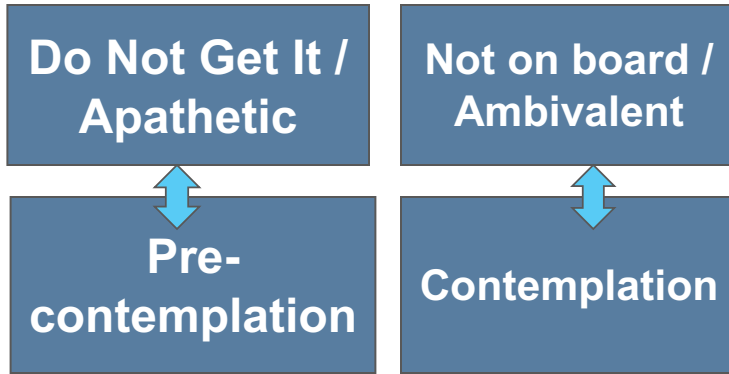
## Your Tasks

- Consider the pros and cons (from the person's perspective) of the problem behavior, as well as the pros and cons of change.
- Gather information about past change attempts. Frame these in terms of "some success" rather than change failures."
- Explore options the person has considered for the change process and offer additional options where indicated and if the person is interested. Remember that people are rarely novices to the change process.
- Elicit change statements or change talk.

## Things to Consider

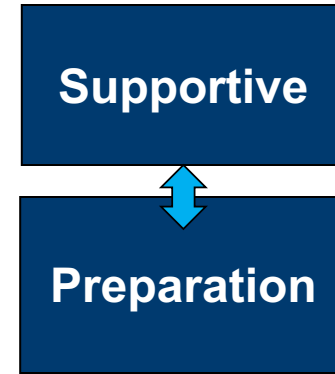
- This is a paradoxical stage of change. The person is willing to consider the problem and possibility of change, yet ambivalence can make contemplation a chronic condition. People are quite open to information and yet wait for the one final piece of information that will compel them to change. It's almost as they either wait for a magic moment or an irresistible piece of information that will make the decision for them. This is a particularly opportune time for motivational interviewing strategies.
- Contemplation and interest in change are not commitment. Information and incentives to change are important elements for assisting contemplators. Personally relevant information can have a strong impact at this stage.

# The Five Stages of Change describe receptiveness and readiness based on behavioral analytics



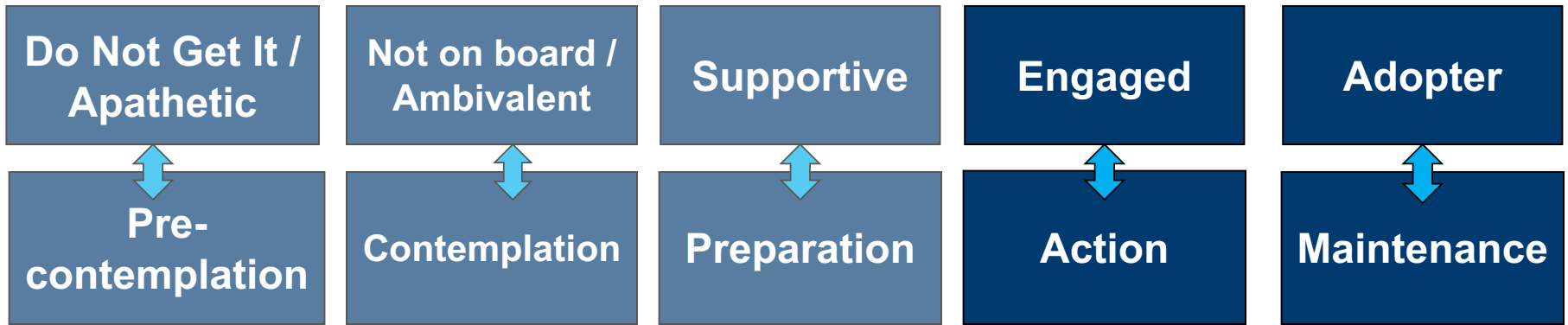
People in Pre-contemplation stage have no intention of changing their behavior for the foreseeable future

The person is aware a need to change exists and seriously considers, action, but has not yet made a commitment to an action



The person is intent upon taking action soon and often talks about steps in that direction

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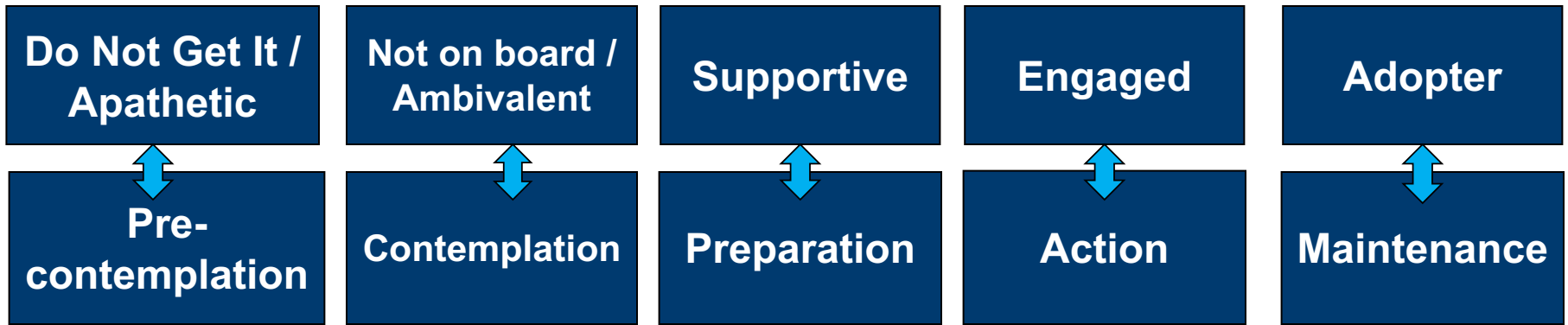
The person is aware a need to change exists and seriously considers, action, but has not yet made a commitment to an action

The person is intent upon taking action soon and often talks about steps in that direction

The person actively modifies their behavior, experiences and environment in order to overcome the problem

The person has made a sustained change wherein a new pattern of behavior has replaced the old. Behavior is firmly established

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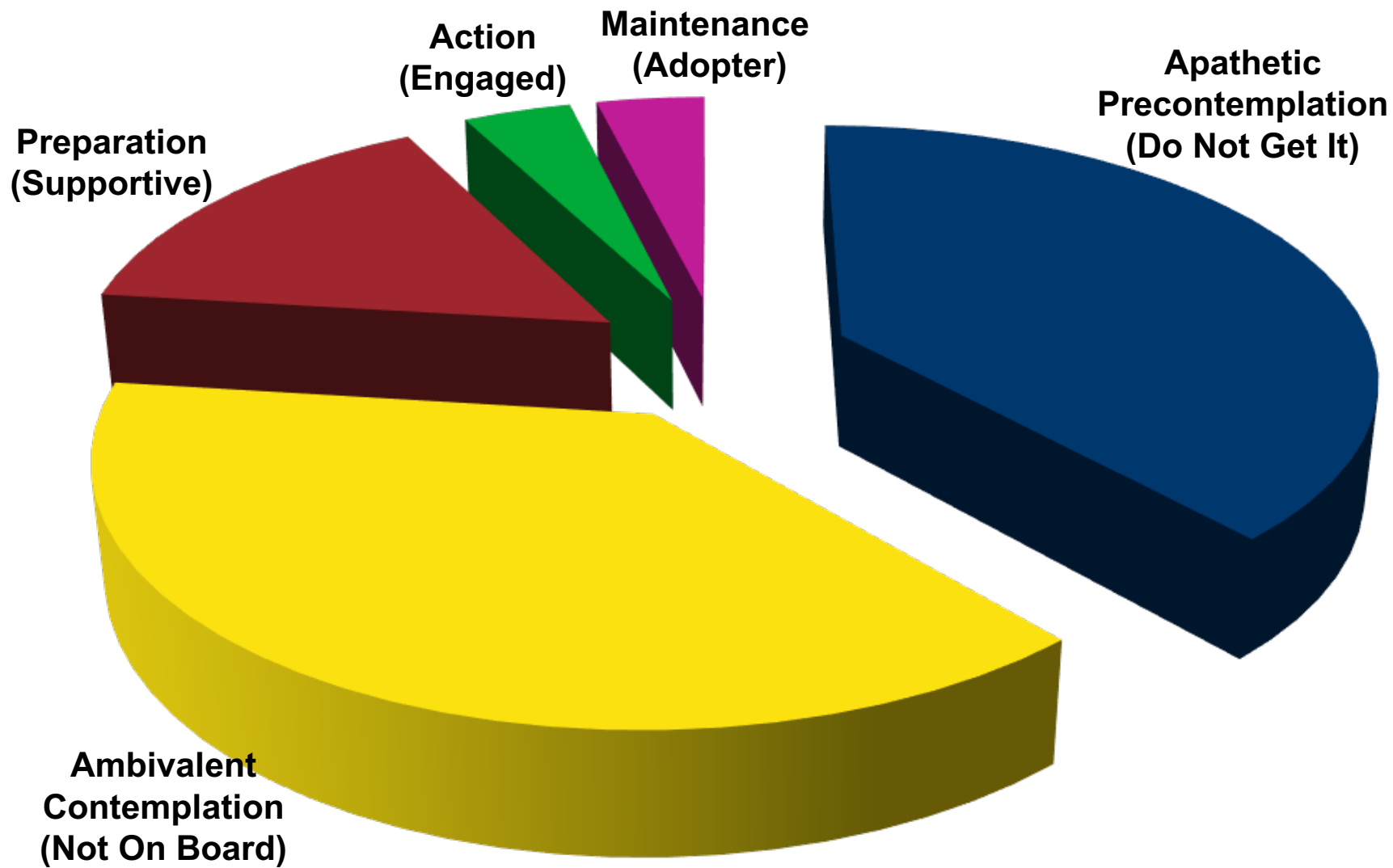
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# Typical Employee Segmentation

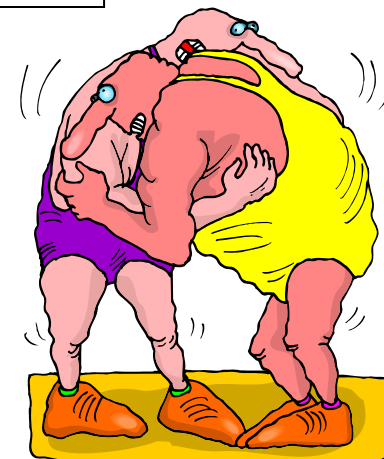


Data is based on several research studies

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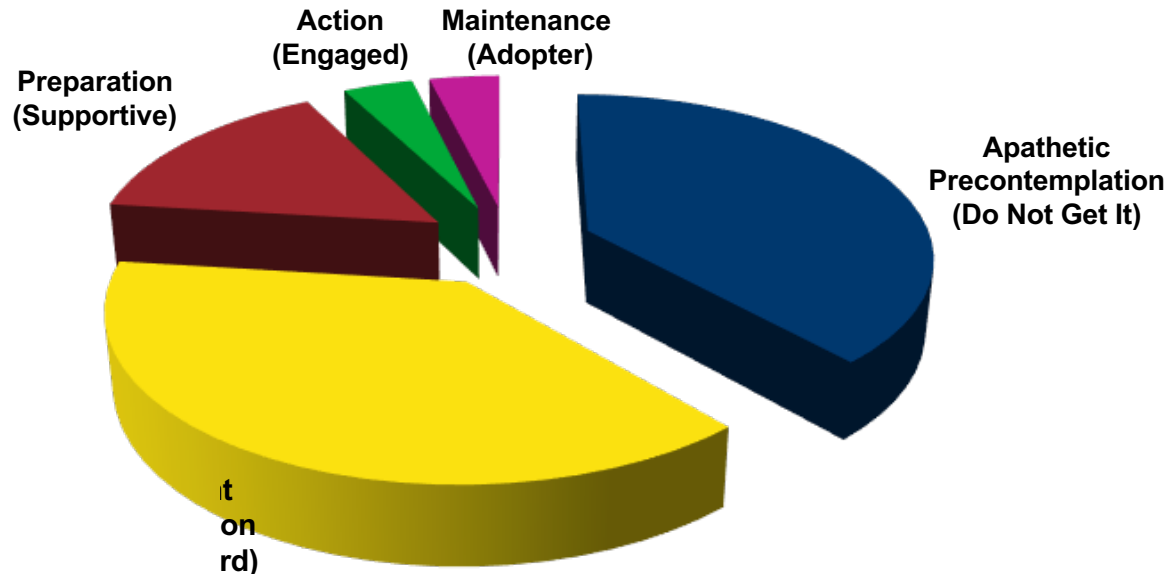


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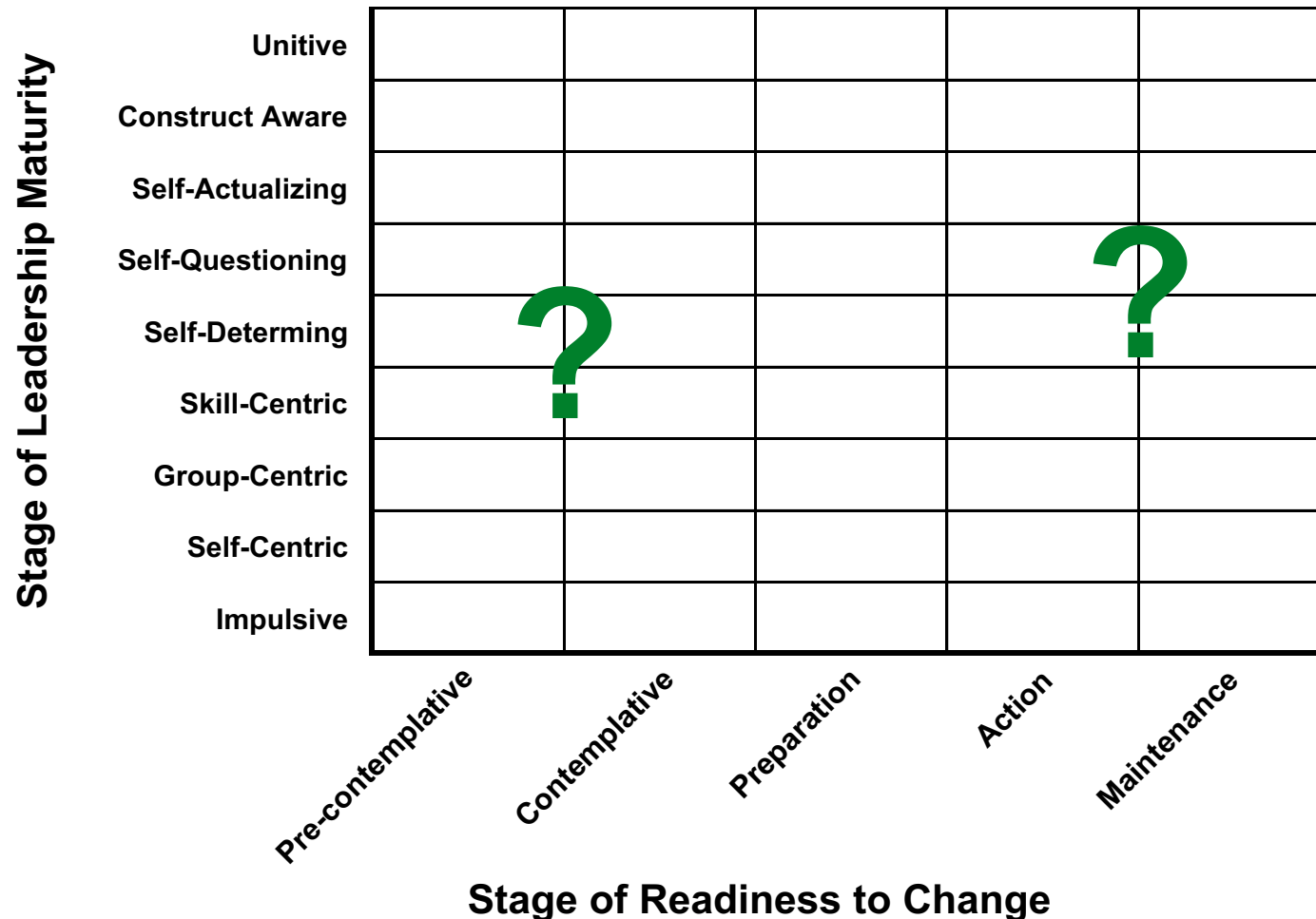


# Where are you leaders and associates?

78% Conventional Stages	11%	GROUP-CENTRIC (3)
	37%	SKILL-CENTRIC (3/4)
	30%	SELF-DETERMINING (4)
18% Postconventional Stages	11%	SELF-QUESTIONING (4/5)
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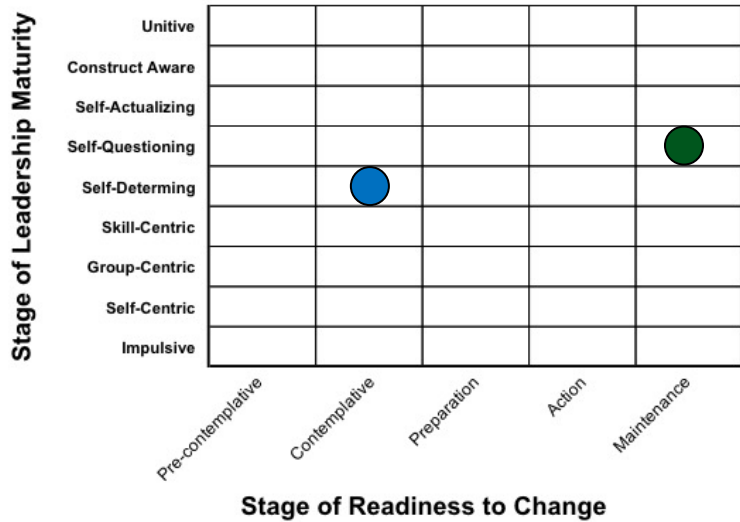




# Effective coaching engagements require the coach to know themselves and their coachee



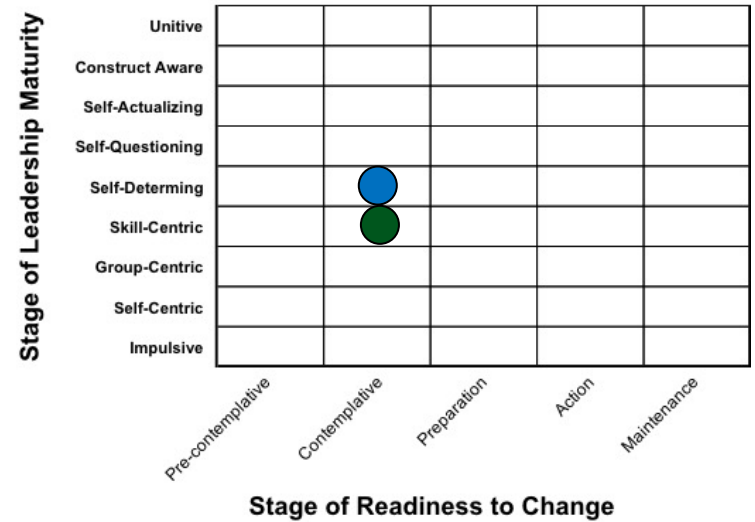
**Relative position is important not location**



# Let's discuss the consequences of these scenarios



-  ● Coach – Self-Questioning & Maintenance
-  ● Coachee – Self-Determining & Contemplative

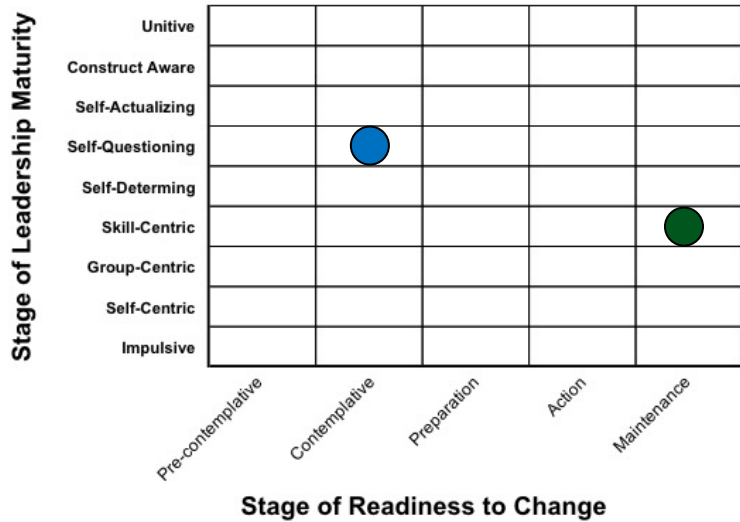
**Skill - Horizontal Development = Yes**  
**Thinking - Vertical Development = Yes**



-  ● Coach – Self-Questioning & Contemplative
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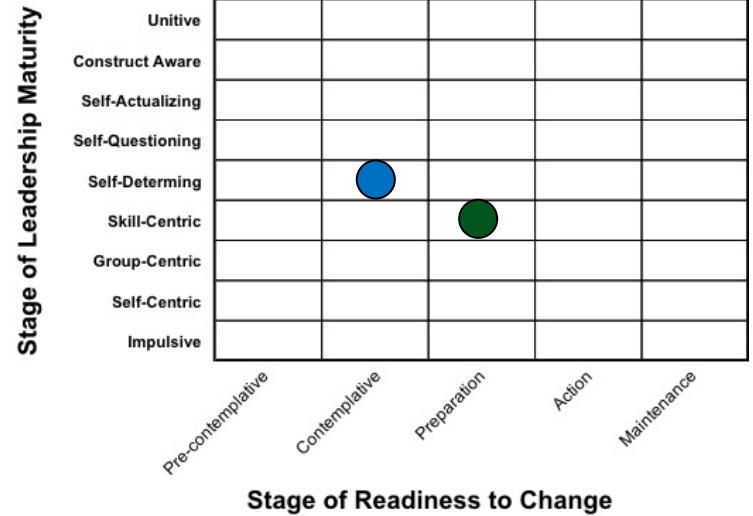


Coach – Skill Centric & Maintenance



Coachee – Self-Questioning & Contemplative

Skill - Horizontal Development = Yes  
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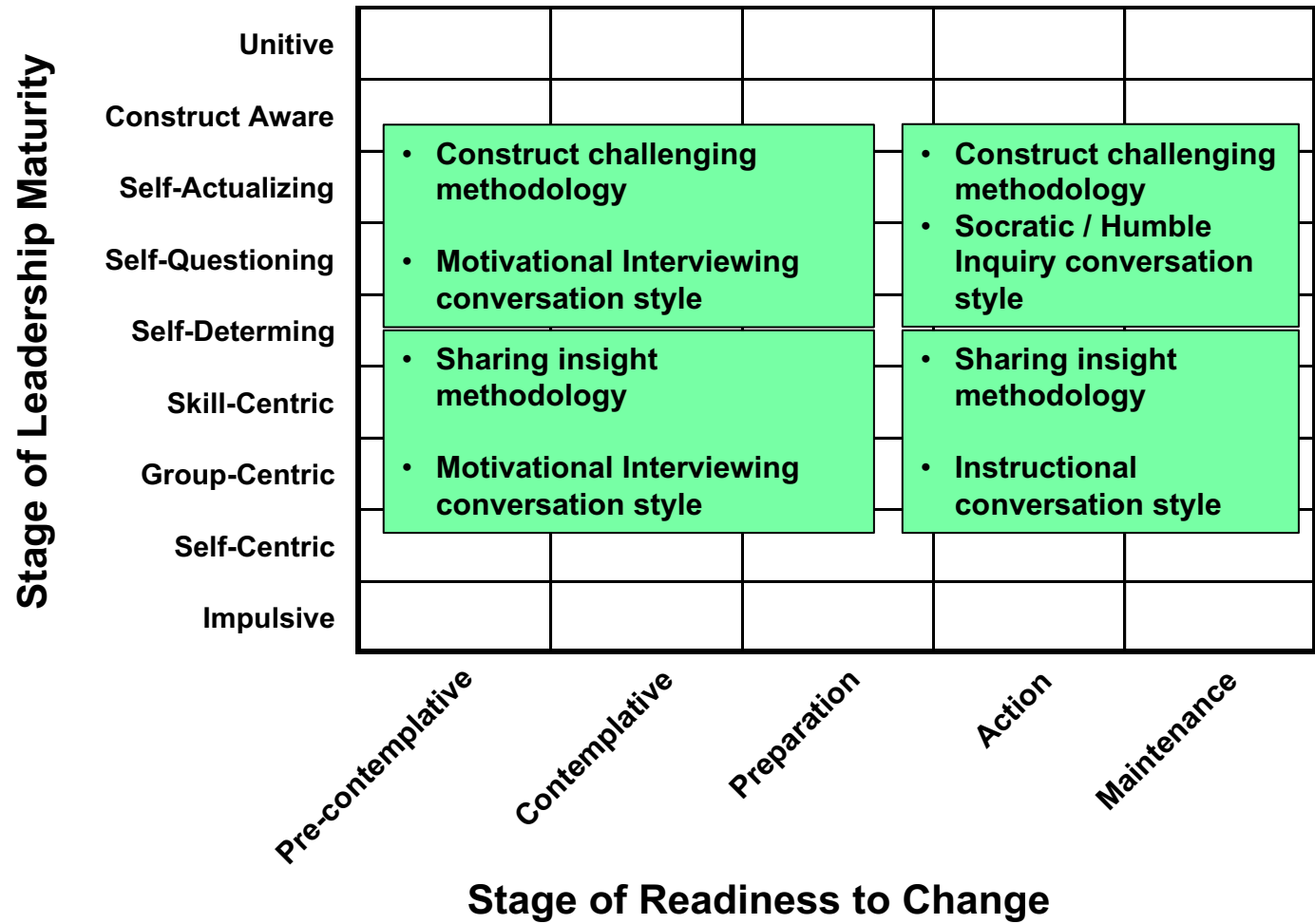
Coach – Self-Questioning & Contemplative



Coachee – Self-Determining & Contemplative

Skill - Horizontal Development = No  
Thinking - Vertical Development = No

# Effective coaching to change thinking means adjusting the coaching methodology and conversation style to meet the needs of the coachee



**Meet the needs of the coachee NOT the coach**

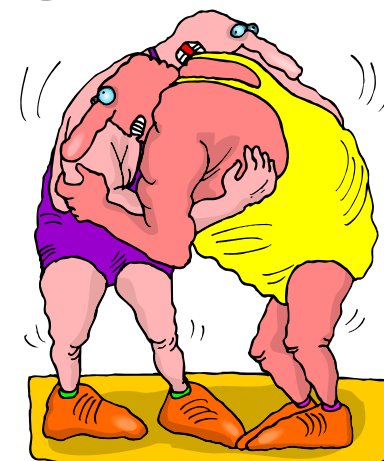
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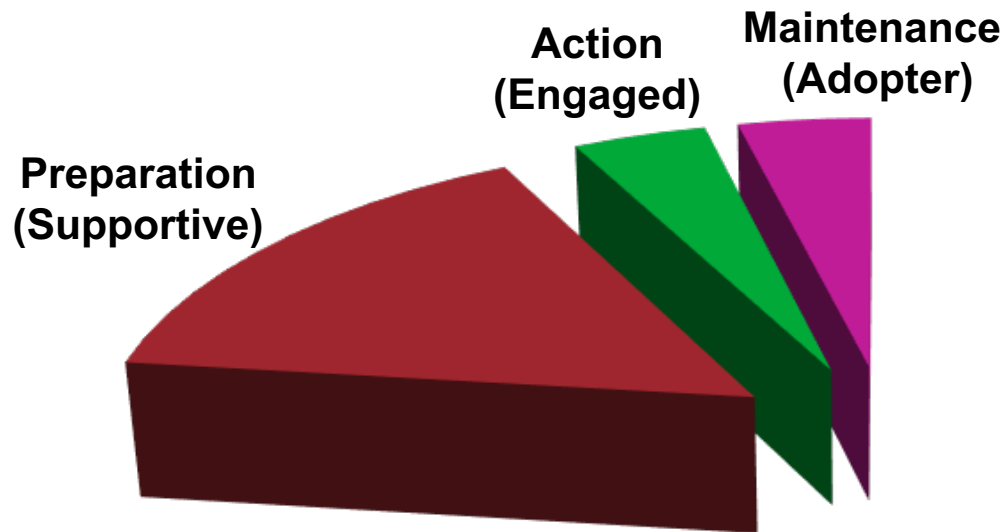
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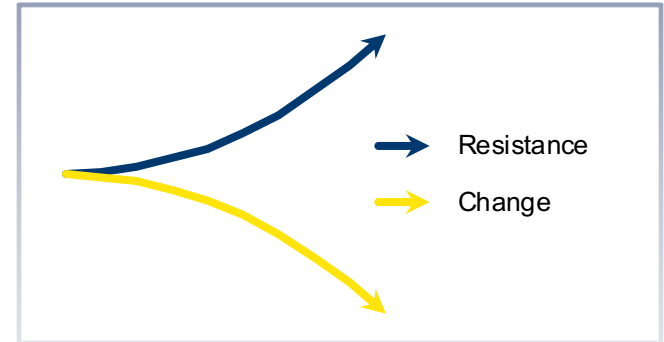
**The classical coaching methods change agents are taught and use can be effective in these segments to lower resistance and increase change**

**Classical Coaching is effective for 25% of the population**

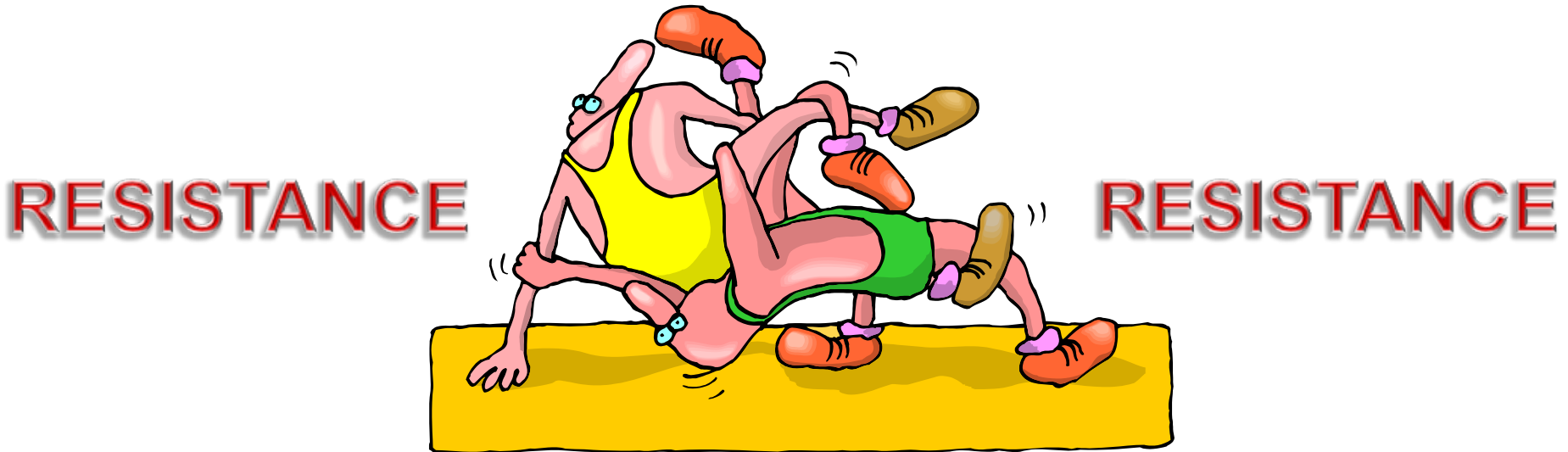
Data is based on several research studies

Typically when coaching those who do not want to be coached OR  
Trying to change someone who does not want to change the;

- Listener argues for change
  - Persuades
  - Suggests, Advises
- Speaker argues for staying the same

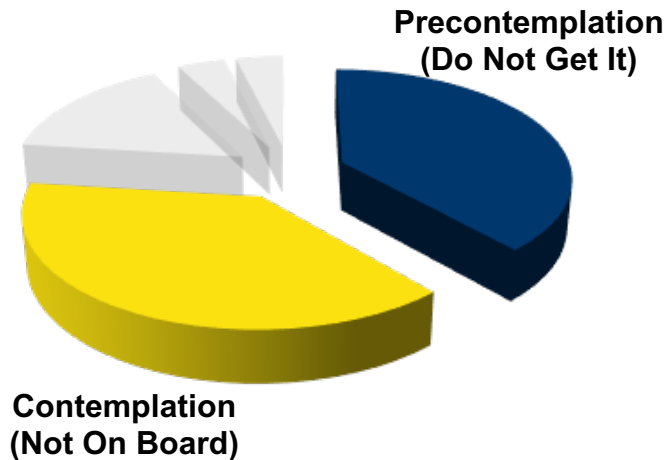


**“We call this Wrestling”**

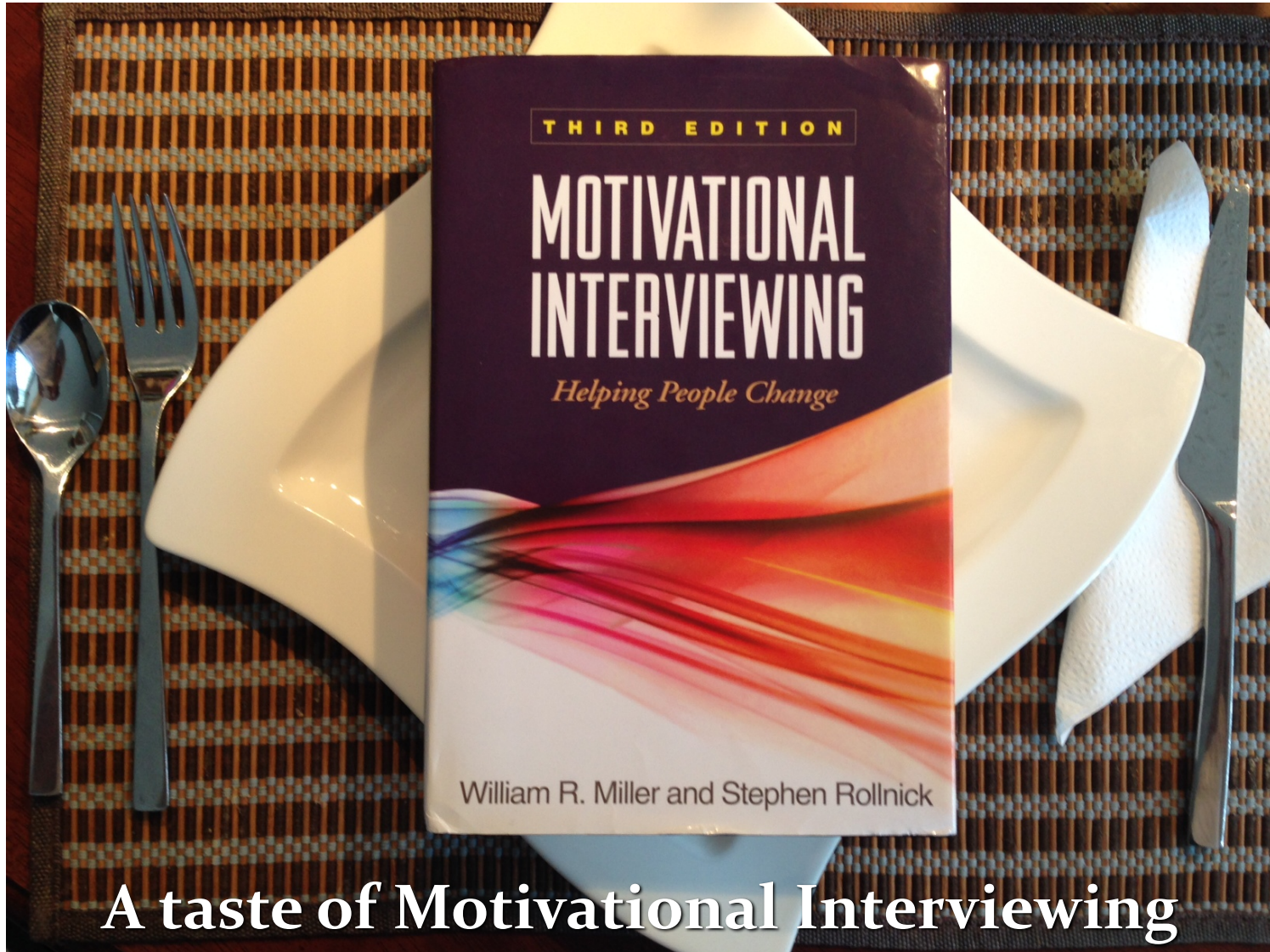


# We need to change our paradigm for the 75% and “Dance Toward Change”

- Listener empathizes with status quo
- Speaker explores options for change



**The clinical community has a methodology for assisting people change**



**A taste of Motivational Interviewing**

# What is Motivational Interviewing?

**MI is a person-centered conversation style for addressing the common problem of ambivalence about change**

**Miller WR & Rollnick S (2012). *Motivational interviewing: Helping people change (3rd ed)*. New York: Guilford.**

**People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the mind of others.**

**Pascal, *Pensées*, 1660**

# A Taste of MI: Conversation with one speaker and one listener

## Speaker's Topic

- **Something about yourself that you**
  - want to change
  - need to change
  - should change
  - have been thinking about changing**but you haven't changed yet**

**i.e. – something you're ambivalent about**

## Listener/Leader

- **Listen carefully with a goal of understanding the dilemma**
- **Give no advice.**
- **Ask these four open questions and listen with interest:**
  1. Why would you want to make this change?
  2. How might you go about it, in order to succeed?
  3. What are the three best reasons to do it?
  4. On a scale from 0 to 10, how important would you say it is for you to make this change?
    - Follow-up: And why are you at \_\_\_ and not zero?
- **Give a short summary/reflection of the speaker's motivations for change**
- **Then ask: “So what do you think you’ll do?” and just listen**



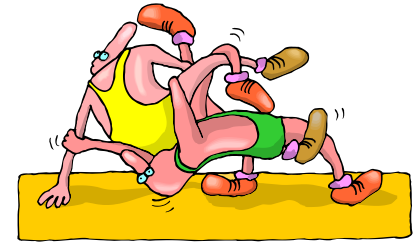
# Common Human Reactions to Being Listened to

- **Understood**
- **Want to talk more**
- **Liking the Listener**
- **Open**
- **Accepted**
- **Respected**
- **Engaged**
- **Able to change**
- **Safe**
- **Empowered**
- **Hopeful**
- **Comfortable**
- **Interested**
- **Want to come back**
- **Cooperative**

**Would you rather work with these people . . .**



OR these???????



- **Angry, agitated**
- **Oppositional**
- **Discounting**
- **Defensive**
- **Justifying**
- **Not understood**
- **Not heard**
- **Procrastinate**
- **Afraid**
- **Helpless, overwhelmed**
- **Ashamed**
- **Trapped**
- **Disengaged**
- **Not come back – avoid**
- **Uncomfortable**

# Learning MI



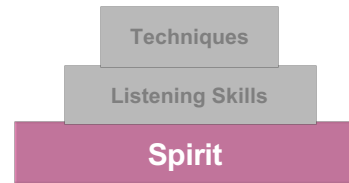
**Techniques**

**Listening Skills**

**Spirit**

- **Partnership/Collaboration**
- **Acceptance (absolute worth, autonomy, affirmation, accurate empathy)**
  - Empathy: “to sense the speaker’s inner world of private personal meanings as if it were your own, but without ever losing the ‘as if’ quality” (Rogers) p.18
- **Compassion**
- **Evocation**

# Key element of spirit: Empathy



- **Empathy is not:**

- Having had the same experience or problem
- Identification with the speaker
- Let me tell you my story

- **Empathy is:**

- The ability to accurately understand the speaker's meaning
- The ability to reflect that accurate understanding back to the speaker

**When I speak am I trying to be interested or interesting?**

- **Listeners who show high levels of empathic skill have speakers who are:**
  - Less resistant
  - More likely to stay engaged
  - More likely to change their behavior
  - Less likely to relapse
- **Empathy is the single best predictor of a higher success rate in deep rooted habits conversations**

- **Motivation for change is elicited from the speaker, and not imposed from without.**
- **It is the speaker's task, not the listener's, to articulate and resolve his or her ambivalence.**

Rollnick & Miller, 1995

# The *Spirit* of Motivational Interviewing summarized

Techniques

Listening Skills

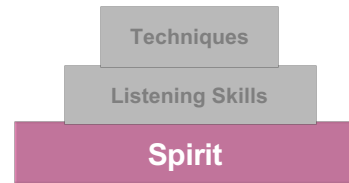
Spirit

- **Direct persuasion is not an effective method for resolving ambivalence.**
- **The style is generally a quiet and eliciting one.**
- **The listener is directive in helping the speaker to examine and resolve ambivalence.**

Rollnick & Miller, 1995



# The *Spirit* of Motivational Interviewing summarized



- **Readiness to change is not a client trait, but a fluctuating product of interpersonal interaction.**
- **The relationship is more like a partnership than expert/recipient roles.**

Rollnick & Miller, 1995

# The Four Processes

Techniques

Listening Skills

Spirit



May flow into each other, overlap, and recur

1. **Engaging** is the process of establishing a helpful connection & working relationship
2. **Focusing** is the process by which we develop & maintain a specific direction in the conversation about change
3. **Evoking** involves eliciting the clients own motivations about change & lies at the heart of MI
4. **Planning** encompasses both developing a commitment to change & formulating a concrete plan of action

# The Four Processes in summary

Techniques

Listening Skills

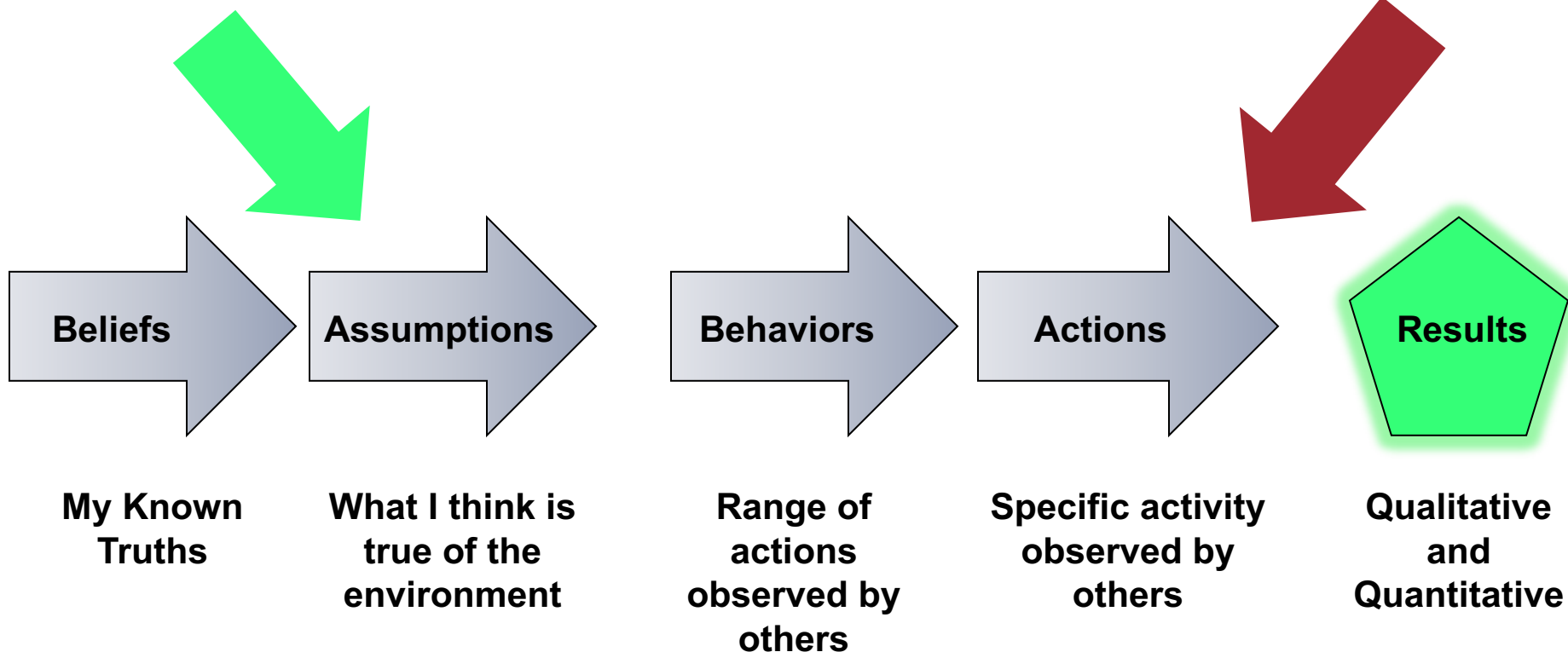
Spirit

<b>Engaging</b>	“Shall we travel together?”
<b>Focusing</b>	“Where to?”
<b>Evoking</b>	“Whether?” “Why?”
<b>Planning</b>	“How?” “When?”

# If our expectation is *Behavioral Change* we must change our approach to “Change Management”

Motivational Interviewing

Traditional Coaching,  
Socratic Method, etc.



**Match conversation methodology to person's need**

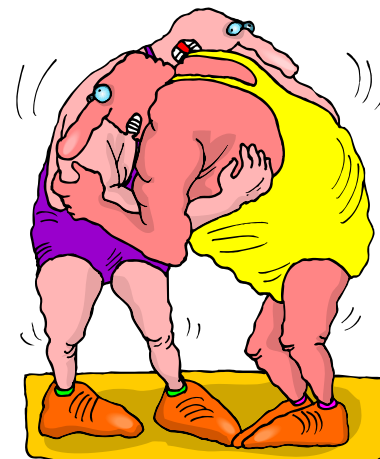
# Our Dance Card



- Introductions and Expectations
- Beliefs to Results Model
- Compliance vs Behavioral Change
- Wisdoms about Change
- Levels of Leadership Maturity
- Stages of Change
- Combining Leadership Maturity and Stages of Change
- Motivational Interviewing

## • Assessments

- Change talk vs Sustain talk
- Micro-skills (and more micro-skills)
- Beginning and ending sessions
- Giving Advice
- Putting it All Together
- What's next



# University of Rhode Island Change Assessment

**Open Assessment in App**

# Helper Assessment: (Are you ready to use MI)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I believe I cannot change another person, that they must change themselves and they have the freedom of choice to change	1	2	3	4	5
2. It is the client's task, not the helper's, to articulate and resolve there ambivalence	1	2	3	4	5
3. Direct persuasion is not an effective method for resolving ambivalence	1	2	3	4	5
4. I am willing to partner with the other person and NOT act as an expert, teacher or master	1	2	3	4	5
5. I am willing to listen without arguing for change	1	2	3	4	5
6. I am willing to suspend judgment/approval/disapproval of the person's behavior/actions and accept them as a worthwhile person	1	2	3	4	5
7. I recognize an individual's right & capacity for self-direction	1	2	3	4	5
8. I have profound respect for the person who needs to change	1	2	3	4	5
9. I see the other person as an expert and I am willing to collaborate	1	2	3	4	5
10. I am willing to do less than half the talking during interactions	1	2	3	4	5
11. I believe the person is somehow fundamentally trustworthy	1	2	3	4	5
12. I am willing to take an active interest in and effort to understand the other's internal perspective, to see the world through their eyes	1	2	3	4	5
13. I am willing to seek and acknowledge the person's strength's and efforts	1	2	3	4	5
14. I am willing to deliberately and actively commit to pursue the other's welfare, to give priority to the other's needs	1	2	3	4	5
15. I do not have to come up with the good ideas. The person who I am helping has the best ones.	1	2	3	4	5
16. I believe the motivation for change comes from within the other person not me	1	2	3	4	5
17. I cannot revoke a person's choice about their own behavior. People make their own decisions about what they will and will not do, and it's not a change goal until the person accepts it	1	2	3	4	5

## Scoring:

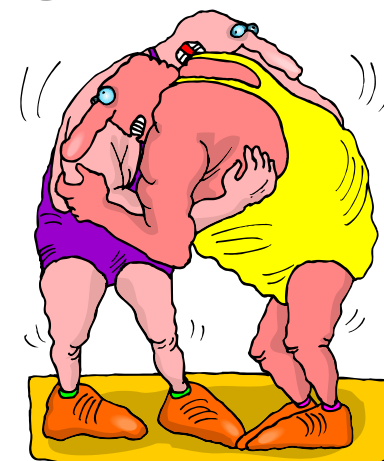
Any score below 4 for any question highlights an issue that must be addressed before using MI to help another person



# Our Dance Card



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# ***Appreciate Ambivalence***

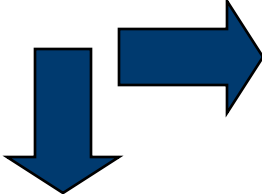
## Ambivalence (story of my life)

- **Feeling two ways about a thing**
- **Both sides already there**
- **Common prior to habit change**
- **A communication trap! – Argue one side, person defends the other**
- **Defense of status quo makes *change less likely***

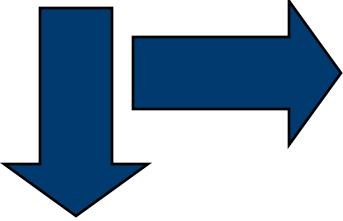
# Appreciate Ambivalence

	<b>Eat Whatever I Desire</b>	<b>Eating Healthier</b>
<b>BENEFITS OF:</b>	I like the taste. It's cheaper. I don't have time. I feel fine	Stay healthy. Fewer meds. Control sugars Take charge! <u>I don't want to die!</u>
<b>COSTS OF:</b>	My Doc lectures I've gained another 20 lbs I can't control myself	Too much \$\$ Hard to prepare We don't do veggies!!

# Change Talk

	<b>Staying the Same:</b>	<b>Changing:</b>
<b>BENEFITS OF:</b>		<i>Life could be better</i>
<b>COSTS OF:</b>	<i>I have problems</i>	

# Status Quo Talk

	<b>STAYING THE SAME:</b>	<b>CHANGING:</b>
<b>BENEFITS OF:</b>	<i>I like my life</i>	
<b>COSTS OF:</b>		<i>Your plan stinks!!</i>

# Attending to Change Talk: Know It When You Hear It

- **Problem Recognition** (vs. status quo)
- **Benefits of Change** (vs. benefits status quo)
- **Intent to Change** (vs. intent to not change)
- **Optimism for Change** (vs. pessimism)

# Change Talk = Any speech that favors movement toward change



- **Specific to MI**
- **Opposite is sustain talk**
  - Speech that favors the status quo
- **Acknowledges potential problem**
- **Recognizes benefits of change**
- **Expresses speaker's desires, ability, reasons, & need to change**
- **Conveys optimism about making change & the benefits of succeeding**
- **States willingness & intention to change;**



## Eliciting Change Talk

# Ask for it!

In what ways....

If you decide...how...

Why would you want to change...

Looking forward....(envisioning)

What do you think you will do?

What does this mean for you?

This must be difficult. What is the next step?

What do you think has to change?

What could you do?

What are your options?

What seems to be the most important reason?

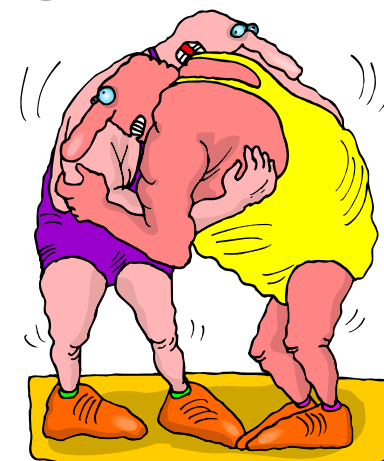
What has worked in the past?

**When I ask a question is it for my understanding or to deepen theirs?**

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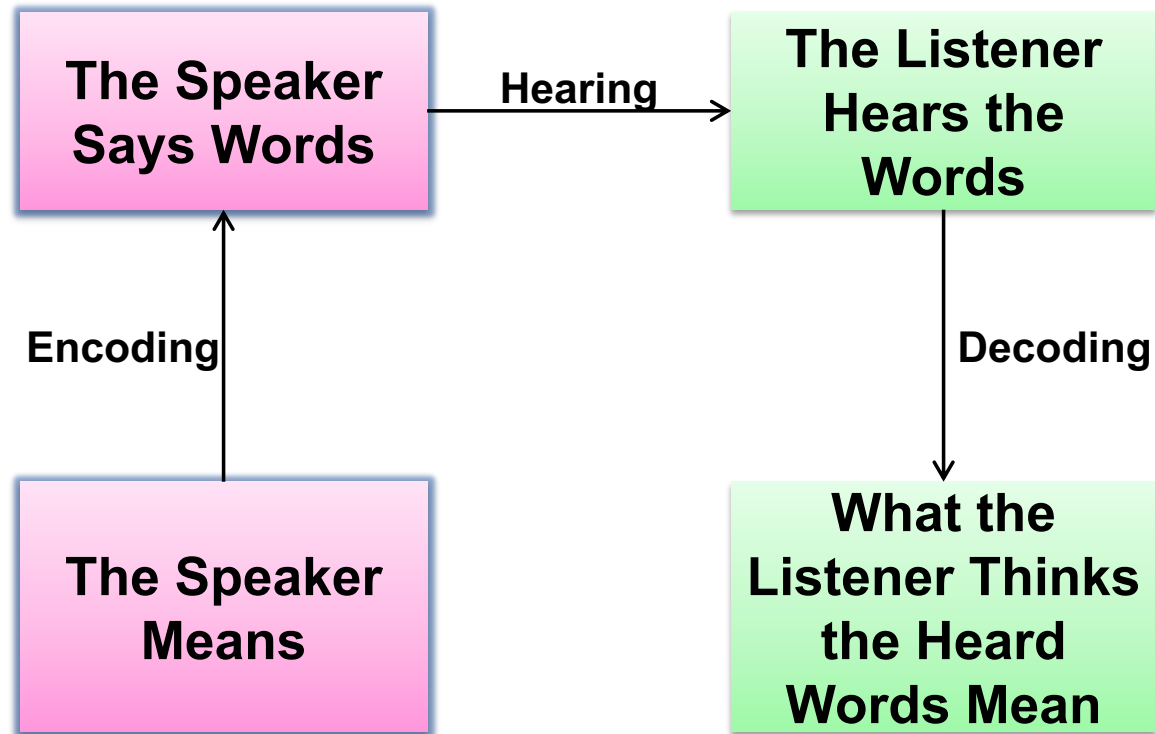


- **Skills that you probably have already**
- **Essential to good rapport**
- **Skills we can use when stuck**
- **Backbone of MI**

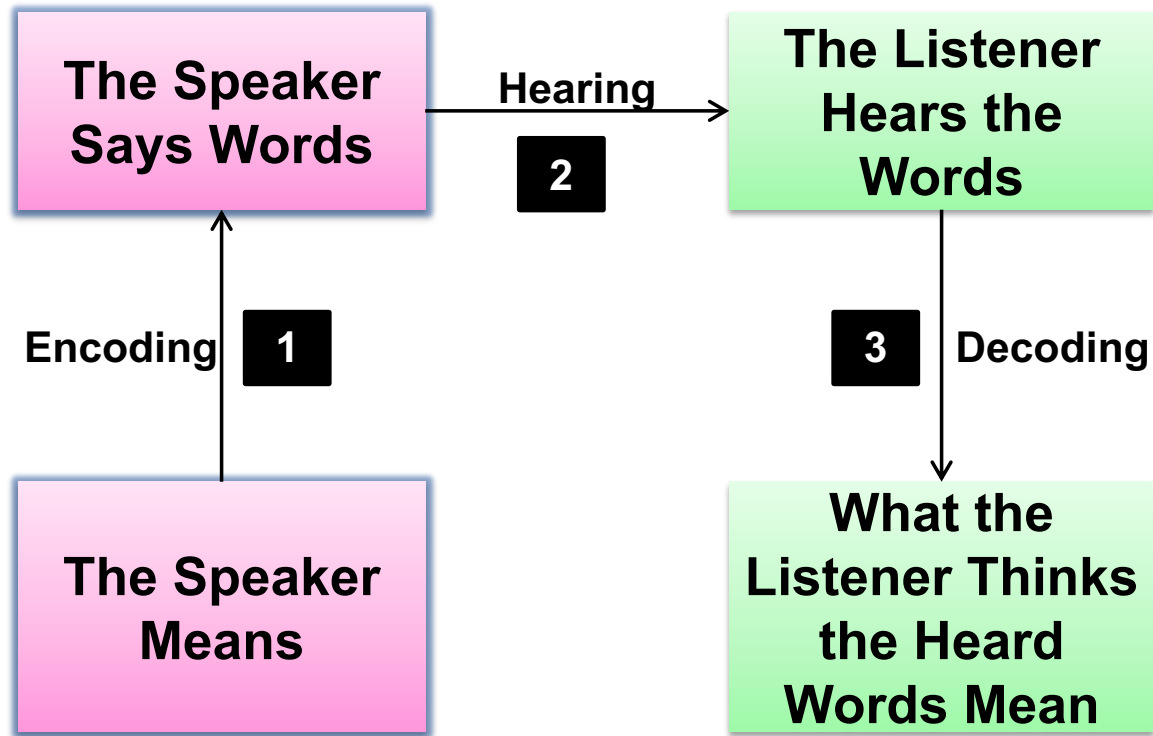
- **Open-ended questions**
- **Affirmation**
- **Reflection**
- **Summary**



# To effectively use the OARS micro skills we must understand the Process of Communication (Thomas Gordon)



# Three Places a Communication Can Go Wrong

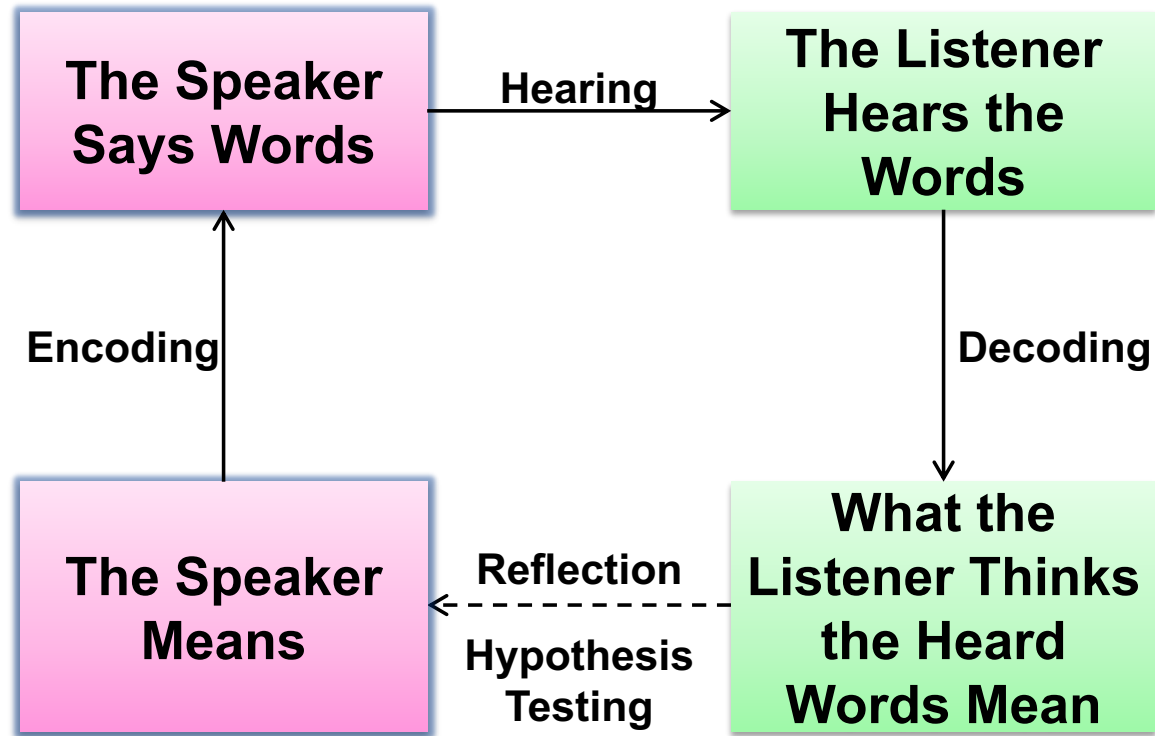


# The Function of Reflection

Techniques

Listening Skills

Spirit



# Reflections

- **Are statements rather than questions**
- **Make a guess about the person's meaning (rather than asking)**
- **Yield more information and better understanding**
- **Often a question can be turned into a reflection**



- **A reflection states an hypothesis, makes a guess about what the person means**
- **Form a *statement*, not a question**
  - Think of your question: Do you mean that you . . . ?
  - Cut the question words ~~Do~~ ~~you~~ ~~mean~~ ~~that~~ You . .
  - Inflect your voice *down* at the end
- **There's no penalty for missing**
- **In general, a reflection should not be longer than the client's statement.**

- **Statements, not questions**
- **Voice goes down**
- **Starts with.....**
  - So....
  - Sounds like.....
  - You....
- **Can amplify meaning or feeling, thus**
- **Can be used strategically**
- **Takes hard work and practice**

# Universal Safe Reflections

- **You are feeling.....**
- **You are not happy with....**
- **You are a bit uncomfortable about ....**
- **You are having trouble.....**
- **You are conflicted about .....**
- **You're not ready to....**
- **You're having a problem with ....**
- **You're feeling that.....**
- **It's been difficult for you....**
- **You're struggling with.....**

**When I speak am I trying to be interested on interesting?**

# Short video demo of reflections



## Exercise: Forming reflections

- **Groups of 3 - Speaker, Listener, Observer**
- **Speaker - “One thing I want to change about myself is...”**
- **Listener - Make reflections only (Can’t use questions)**
- **Try 5 or 6**
- **Observer - Give feedback at the end**
- **(Speaker must help out by talking)**

**Rotate roles and repeat until each have been a “Listener”**

## Three levels of reflection

### 1. Simple - content stays close

- repeat or restate
- add little or nothing to what has already been said

### 2. Amplified – emphasizes content, shifts focus or understanding

### 3. Affective - reflects emotions, either stated or implied

## Use the levels

- Vary your depth
- Timing is important
- Typically undershoot

- **Double-sided**
  - Reflects both sides of ambivalence
  - Order is important
  - Begin with side that supports status quo
- **Deliberate Overshoot**
  - Attempt to move speaker away from a position
  - Beware of sarcasm
- **Content vs. Meaning**



**Content reflections are short summaries**

***“What did she say”***

**Meaning reflections add the next sentence to  
the story**

***“What did he mean?”***

## Content vs. Meaning example

Techniques

Listening Skills

Spirit

**“I have been with the company a long time, and I have seen initiatives come and go; if I wait long enough the next initiative will replace this one”**

### Content reflection

**“You have seen many initiatives while you have been with the company and you have learned to wait them out”**

### Meaning reflection

**“You gave the company your all on something you believed in and you feel like you wasted your time”**

# Short video demo of reflections



## Type 1

- **Sets the tone for MI work**
- **Creates momentum**
- **Focus broadly**

## Type 2

- **Is a roadblock**
- **Shuts down momentum**
- **Re-directs or changes direction**

**Is the question for my learning so I can solve their problem OR for their learning so they can deepen their understanding?**

## Exercise: Extended reflections

Techniques

Listening Skills

Spirit

- **Groups of 3**
- **Speaker, Listener, Observer**
- **Speaker: “Something I feel two ways about is \_\_\_\_\_”**
- **Listener: Reflect, reflect, reflect, (ok, ok)  
Question.....**
- **Observer gives feedback, then rotate.**
- **Try to vary levels of reflection.**
- ***Question must be for speaker NOT the listener and should evoke “Change Talk”***

- **Special form of reflective listening**
- **Structure:**
  - Indicate you're about to summarize
  - Be selective and concise
  - Note ambivalence & attend to change statements
  - End with open question



## Exercise: Summarize

Techniques

Listening Skills

Spirit

- **Groups of 3**
- **Speaker, Listener, Observer**
- **Speaker: “Something I feel two ways about is \_\_\_\_\_”**
- **Listener: Reflect, reflect, reflect, question, reflect, *summarize...***
- **Try to vary levels of reflection.**
- **Summary is a bouquet NOT an inventory list**
- ***Questions must be for speaker NOT the listener and should evoke “Change Talk”***

- **Orients people to their resources**
- **Be genuine**
- **Probe partial successes**
- **Reframe resistance into an affirmation**
- **Some listeners are demoralized**



- **Demonstrate support, hope, or caring**
  - “This is hard for you.”
- **Show appreciation for values**
  - “Being honest is important to you.”
- **Recognize strengths**
  - “Once you make up your mind, you Behaviorally stick with it.”
- **Reinforce behaviors, successes, &/or intentions**
  - “You started the process by checking options.”

# Validation Video

Techniques

**Listening Skills**

Spirit

<http://www.youtube.com/watch?v=Cbk980jV7Ao>

## Exercise - Give one, get one

Techniques

**Listening Skills**

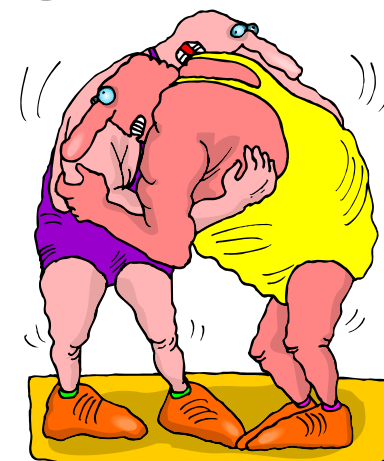
Spirit

# Must be genuine

# Our Dance Card



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## Beginning the interaction

- **Establish rapport, trust and intimacy**
  - “How are you feeling today?”
  - “How would you like to use our time together?”
- **Share your concerns**
  - *“I noticed that... I wonder if...”*
  - Use clear language and specific examples.
  - Avoid pejorative terms.
  - Do not assume that the person will be immediately interested in change.
- **Ask about the person’s own concerns**
  - *“What concerns do you have about..”*

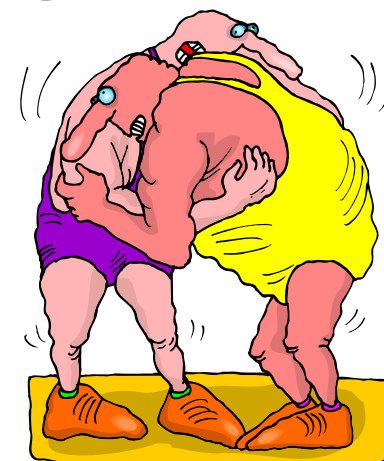
## Closing the Interaction

- **Offer a brief summary**
- **Affirm desire or plans to change**
- **End on a positive note!**
  - *“Thanks for talking with me. You came up with a number of really good ideas.”*
  - *“It seems to you that things are OK, but I do have some concerns about...”*
  - *“Thanks for agreeing to think about this. I’m impressed that you’ve thought this through. I’d like to call you in a week and follow up.”*
  - *“I think your plans to...will really help you out.”*

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## Giving Advice

- **AKA - providing information**
- **Consistent with, common within MI**
- **HOW one does it is critical.....**
- **Three conditions:**
  - Client asks for it
  - You have info that might be helpful to a client
  - Ethics demand it



## **Giving Advice – when Client asks for information**

- **Provide the answer**
- **May want to determine if client really wants it**
- **Give opinion, if asked**
- **Asks for client's take on the information**

## Giving Advice – When You have information

- **Ask permission**
- **Provide in third party form**
  - “Some people in your situation find...”
  - “Some clients decide...”
- **Provide at least three options**
- **Ask client to draw conclusion about options**
  - “Any of these fit for you?”
  - “Which of these seems most likely to work for you?”

## Giving Advice – when Ethics demand it

- **Don't ask permission**
- **Provide clear “I” statement**
  - “I am concerned about your decision...”
- **Reaffirm that client, not you will decide what's best**
  - “Of course, your the only one that can ...”
- **Ask for their view**
  - “What do you think...”
- **Then reflect - don't argue**

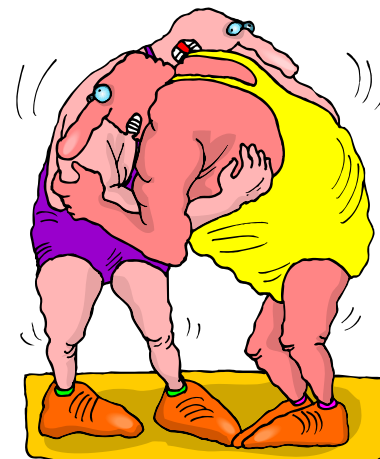
# Asking Permission

- **Creates a collaborative set**
- **Is respectful**
- **Use before giving advice.....**
  - Would it be OK if I.....
  - I'd like to provide some information, would that be all right?
- **A twist – option to disregard**
  - What you do with this information is totally up to you.....

# Our Dance Card



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# Short video of MI



**We measure success as coaches through a simple measure**

**Measure of effectiveness for coaches:**

***Amount of Change talk is increasing***

**Success rates with Motivational Interviewing are high**

**Using MI a listener can assist an associate or leader to change their behavior from being a resistor to an active advocate in a couple of months months**



## **We have learned many key lessons during our journey**

- **Understand people's assumptions**
- **Meet each person where they are**
- **The intellectual argument will always fail**
- **Values and actions must be aligned**
- **Leaders must lead not support**
- **It's about demonstrated proficiency NOT training**

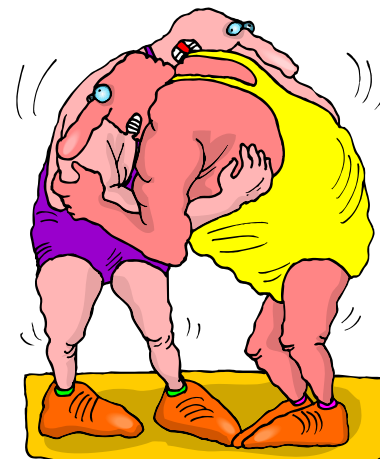
## Points to keep in mind

- **For many leaders MI will appear to be a very slow process**
- **Some people will be good at utilizing MI others will not**
- **MI is not a mind trick or manipulation**
- **MI is not easy - we know because we've tried**
- **You can learn MI - we know because we've tried**

# Our Dance Card

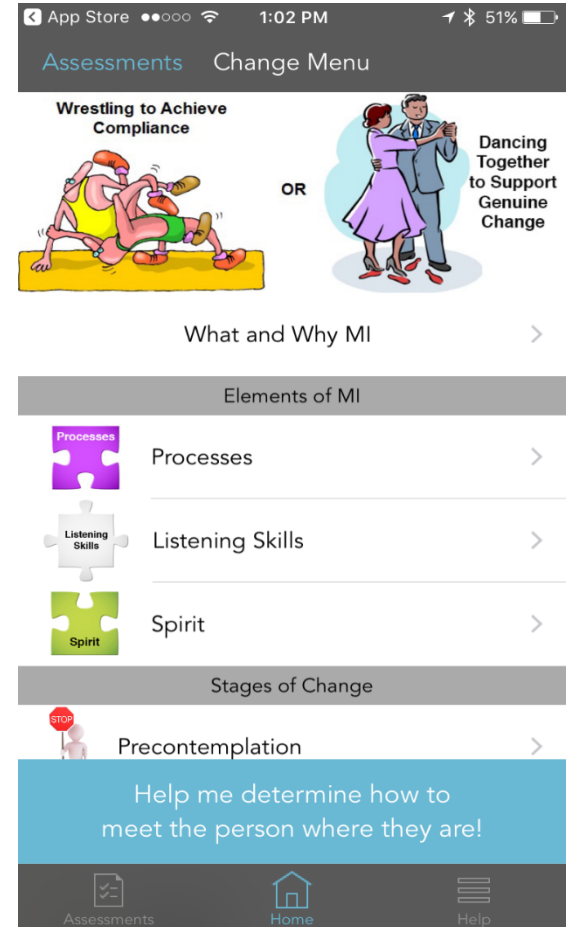


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- **What's next**



To assist people who are willing to embrace MI we created an app:  
*iPhone, iPad & Android title:*

## MI – Coach's Helper to facilitate behavior change



If you choose to explore the app; our request is, send us your feedback so we can make it better!


## We need your Assistance

- *We are looking for a volunteer to run a scientific controlled experiment that we sponsor:*
- **Purpose:** To compare the adoption rate of behavioral change between a team utilizing the current continuous improvement methods deployed at Your company and the adoption rate of behavioral change utilizing the One System One Voice system.
- **Hypotheses:** Leaders and associates utilizing in the One System One Voice change system have a greater and faster internalization and adoption rate of behavioral change, and a lower rate of exhibiting only compliance behavior.
- **Null Hypotheses:** There is no difference in the internalization, adoption and compliance rates of leaders and associates between the current methods used by your company and the One System One Voice system.

# What Questions Do You Have?

**You must know the destination before you begin to evoke a change in behavior**

# **What are you trying to transform**

**“From”**  **“To”**

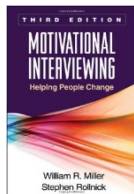
**Is Leadership aligned? Is the destination optional?**

# Appendix



# Reference Material Slide

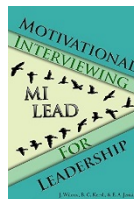
- <http://www.onesystemonevoice.com>
- <http://motivationalinterviewing.org/>



- [Motivational Interviewing, Third Edition: Helping People Change \(Applications of Motivational Interviewing\)](#) by [William R. Miller](#) and Stephen Rollnick



- [Building Motivational Interviewing Skills: A Practitioner Workbook \(Applications of Motivational Interviewing\)](#) by [David B. Rosengren](#) (Jul 2, 2009)



- [Motivational Interviewing for Leadership: MI-LEAD](#) by David Wilcox, Brian Kersh and Elizabeth Jenkins

If you want to know more about how we are using MI in a business context please contact our coaching team at:

[onesystemonevoice.com](http://onesystemonevoice.com)



**Ron Oslin**



**Larry Anderson**

# Stages of Change: Precontemplation

## Definition

People in Precontemplation stage have no intention of changing their behavior for the foreseeable future. They are not thinking about changing their behavior, and may not see the behavior as a problem when asked. They certainly do not believe it is as problematic as external observers see it. These individuals are often labeled as "resistant" or in "denial."

## Things to Consider

Reasons for Precontemplation can fit into the "four R's": reluctance, rebellion, resignation, and rationalization.

## Desired Outcome

The person begins to consider that a problem or matter of concern exists.

# Stages of Change: Precontemplation

## Words / Phrases

- “I do not know why we are talking about ...”
- “I have been very successful doing ...”
- “I do not think this is good for ...”
- “I will support ...”
- “I do not have time ...”

## Actions

- Projects the need to change onto others. Justifies current behavior
- Is aloof
- Does not ask their led to act differently
- Requires their led to do what they are unwilling to do

## Body Language (*No single body language sign is a reliable indicator*)

- Head down (in response to a speaker or proposition)
- Crossed arms (folded arms) or crossed arms with clenched fists
- Palm(s) up, fingers pointing up
- Neck scratching
- Hands in pockets

## Emotions

- Denial
- Shock
- Reluctance

# Techniques for helping people in the Precontemplation stage of change

## Strategies

- Be a collaborator
- Counsel
- DO NOT COACH
- Motivational Interviewing
- Keep momentum moving forward
- Maintain engagement
- Raise doubt
- Providing information (with approval)

## Your Tasks

- Identify "the problem" - this often means something different for You and the person you are trying to help.
- Be aware of difference between reason and rationalization. A person, well aware of the risks and problems, may choose to continue the behavior. We may not change them in the face of this informed choice. Our work may have an impact later.
- Recognize that more is not always better. More intensity will produce fewer results with this group. Use Motivational Interviewing strategies to raise awareness and doubt. Increase the persons perceptions of risks and problems with current behavior.
- Remember the goal is not to make Precontemplators change immediately, but to help move them to contemplation.

## Things to Consider

- Reasons for Precontemplation can fit into the "four R's": reluctance, rebellion, resignation, and rationalization.

# Stages of Change: Contemplation

## Definition

The person is aware a problem exists and seriously considers action. They have considered the pros and cons. They do not have a compelling reason to alter their behavior thus they make NO commitment to an action. The person is Ambivalent.

## Desired Outcome

The person is making change statements and makes a tentative commitment to changing the behavior.

# Stages of Change: Contemplation

## Outcome

- The person is making change statements and makes a tentative commitment to changing the behavior.

## Words / Phrases

- I know
- I hear you
- I do not see a need to change
- It's not for me
- Easier to continue ... than change

## Actions

- Agrees to do something but fails to follow through. Actions dependent on the group they are with.

## Body Language (*No single body language sign is a reliable indicator*)

- Head tilted downward
- Crossed arms (folded arms)
- Adjusting cuff, watchstrap, tie, etc.,
- Hands in pockets
- Leaning back in chair

## Emotions

- Anxiety
- Fear
- Anger

# Techniques for helping people in the Contemplation stage of change

## Strategies

- Be a collaborator
- Counsel
- DO NOT COACH
- Motivational Interviewing
- Keep momentum moving forward
- Maintain engagement
- Raise doubt
- Providing information (with approval)

## Your Tasks

- Consider the pros and cons (from the person's perspective) of the problem behavior, as well as the pros and cons of change.
- Gather information about past change attempts. Frame these in terms of "some success" rather than change failures."
- Explore options the person has considered for the change process and offer additional options where indicated and if the person is interested. Remember that people are rarely novices to the change process.
- Elicit change statements or change talk.

## Things to Consider

- This is a paradoxical stage of change. The person is willing to consider the problem and possibility of change, yet ambivalence can make contemplation a chronic condition. People are quite open to information and yet wait for the one final piece of information that will compel them to change. It's almost as they either wait for a magic moment or an irresistible piece of information that will make the decision for them. This is a particularly opportune time for motivational interviewing strategies.
- Contemplation and interest in change are not commitment. Information and incentives to change are important elements for assisting contemplators. Personally relevant information can have a strong impact at this stage.



# Stages of Change: Preparation

## Definition

The person is intent upon taking action soon and often reports some steps in that direction. Thus, this stage is a combination of behavioral actions and intentions. This is a relatively transitory stage that is characterized by the individual's making a firm commitment to the change process. There may already be some initial steps taken towards change, but even if not, most people will make a serious attempt at change soon (i.e. one month).

## Desired Outcome

The person is making clear change statements and has an action plan in place

# Stages of Change: Preparation

## Words / Phrases

- I keep meaning to set aside time
- I want to do it, but I don't know where to start
- I don't want to look like I don't know
- If I can't get this perfect, ...
- Tell me more (maybe a stall tactic)

## Actions

- Talking to other people
- Thinking through the "what ifs"
- Stalling
- Making lots of lists
- Trying something without any risk

## Body Language (*No single body language sign is a reliable indicator*)

- Physically frustrated, stressed
- Anxiety or frustration in their voice
- Holding their head in their hands

## Emotions

- Confusion
- Stress
- Avoidance

# Techniques for helping people in Preparation stage of change

## Strategies

- Help increase confidence
- Help expose barriers
- Help prepare for results
- Motivational Interviewing
- Affirmation
- Reviewing Past Successes
- Hypothetical Thinking

## Your Tasks

- **Assess strength of commitment. Strong verbal statements may be a sign of weak commitment. A realistic evaluation of problem area and a calm dedication to making this a top priority are good indicators**
- **Examine barriers and elicit solutions (what will the first actions be like?)**
- **Build coping behaviors**
- **Reinforce commitment but provide words of caution where enthusiasm may outdistance actual skills**

## Things to Consider

- **Despite making a decision to alter behavior, change is not automatic**
- **Ambivalence, though diminishing, is still present**
- **The decision-making process is still occurring and pros and cons are still being weighed.**