One System One Voice

Coaching Past Denial and Resistance to Create Receptive Leaders:

Motivational Interviewing - An Intro to Dancing

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onesystemonevoice.com
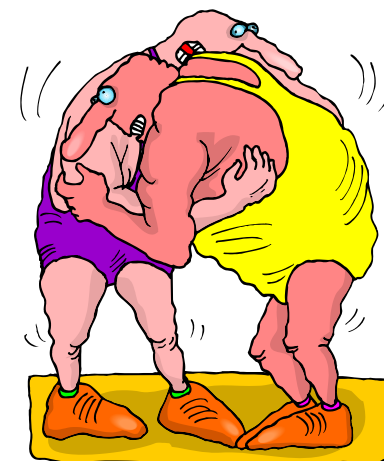
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Tony Chamblin

Larry Anderson

Our Dance Card

- **Wisdom & Learning from leaders in their field**
- **Define and describe spirit and content of "Motivational Interviewing"**
- **Micro-skills (and more micro-skills)**
  - OARS
  - Open questions
  - Affirmation
  - Reflective Listening
  - Summaries
- **Change talk vs Sustain talk**
- **What's next**

One System One Voice

There is a great opportunity to go in many directions to achieve well managed, operational excellence or lean

- **Different leaders and businesses have/are using a variety of improvement/change methodologies**

  - Business Process Methodology
  - TQM

  - 6 sigma
  - Just-In-Time

  - Value Chains
  - Agile

  - Lean Tools

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97% of Organizational Transformations FAIL

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One System One Voice

Repeating past implementation plans and/or plans of others who have failed will not yield a different outcome

We must seek wisdom from systems that are effective

- **Toyota – Common Leadership System – One System One Voice**

- **Clinical – Assisting People Change - Motivational Interviewing**

- **Elite Organizations - Champions/Sensei – Process/Leadership Therapist**

AHa Moment	Changing the way people behave is NOT an Engineering problem, instead it is a Behavior Science problem with an Engineering component

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Wisdom from Toyota

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Survey Question #1

- **If you ask everyone on your team, in your department, and/or division – "What is our purpose, Why do we exist?"; which answer below would you get?**

    A. The answers would vary from person to person and may not have any similarity

    B. Everyone would have a similar response

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Exercise

Using your answers to the questions discuss in groups this question

What are the consequences caused by the variation in "A" answers?

One System / One Voice Leadership Model©

Default State

Multi-System / Multi-Voice®	→	One-System / One Voice®

Desired State

Elements of One System / One Voice®

- ❏ Purpose
- ❏ View of the customer
- ❏ Optimization points – "Customer Outcomes"
- ❏ Metrics & measurement systems
- ❏ Standards and Goals

- ❏ Lexicon
- ❏ Systematic problem solving methodology (PDCA)
- ❏ Leader role & behavior
- ❏ Managing in the moment

What are the consequences of accepting the default state?

One System One Voice

Capital One Bank Operations Leadership made a decision to implement a One System One Voice Leadership philosophy

Lexicon for key words

Customer, Shareholder, Outcome, Value, Value Chain, Value Stream, etc.

Trust and verify
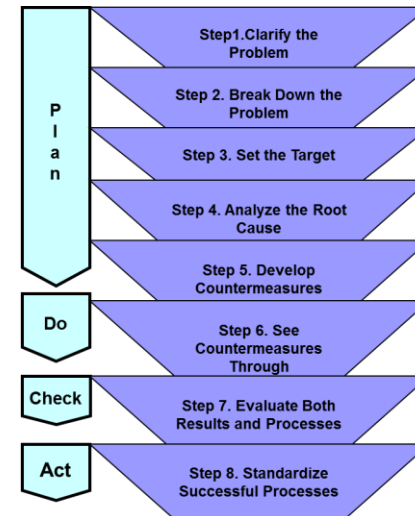
Leadership Development

- **Who is the Customer of the work you do?**
- **What is the outcome the customer receives from the work you do?**
- **How is the process performing?**
- **Homework or Challenge question to develop leader**
- **Reflection**

Daily operating model

Customer Back Relationship Model©

Key Execution Questions	Key Strategic Questions
④ What Processes does it take to deliver the value?	① Who is the Customer? What is the Customer Outcome? When is value delivered?
⑤ What standards should we monitor to provide early warning?	② What is the Value Chain Standard? Quality, Speed, cSat, OTD Level of Effort, Cost, Price Associate cSat
⑥ How can you see the anomalies as they occur? How often are we having anomalies?	③ How are we currently performing? Quality, Speed, cSat, OTD Level of Effort, Cost, Price Associate cSat
⑦ What problems are we working on to reduce anomalies?	⑧ What is the Next Future State? Quality, Speed, cSat, OTD Level of Effort, Cost, Price Associate cSat

Problem solving model

Plan
- Step 1. Clarify the Problem
- Step 2. Break Down the Problem
- Step 3. Set the Target
- Step 4. Analyze the Root Cause
- Step 5. Develop Countermeasures

Do
- Step 6. See Countermeasures Through

Check
- Step 7. Evaluate Both Results and Processes

Act
- Step 8. Standardize Successful Processes

How do you respond to this statement

No Person Can Change Another Person!

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Wisdom from the Clinical Community deployed in a "Bank"
Our focus for today

A large percentage of people in an organization are "Addicted to the status quo"

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.

Leadership must make choices - Behavioral Change or Compliance
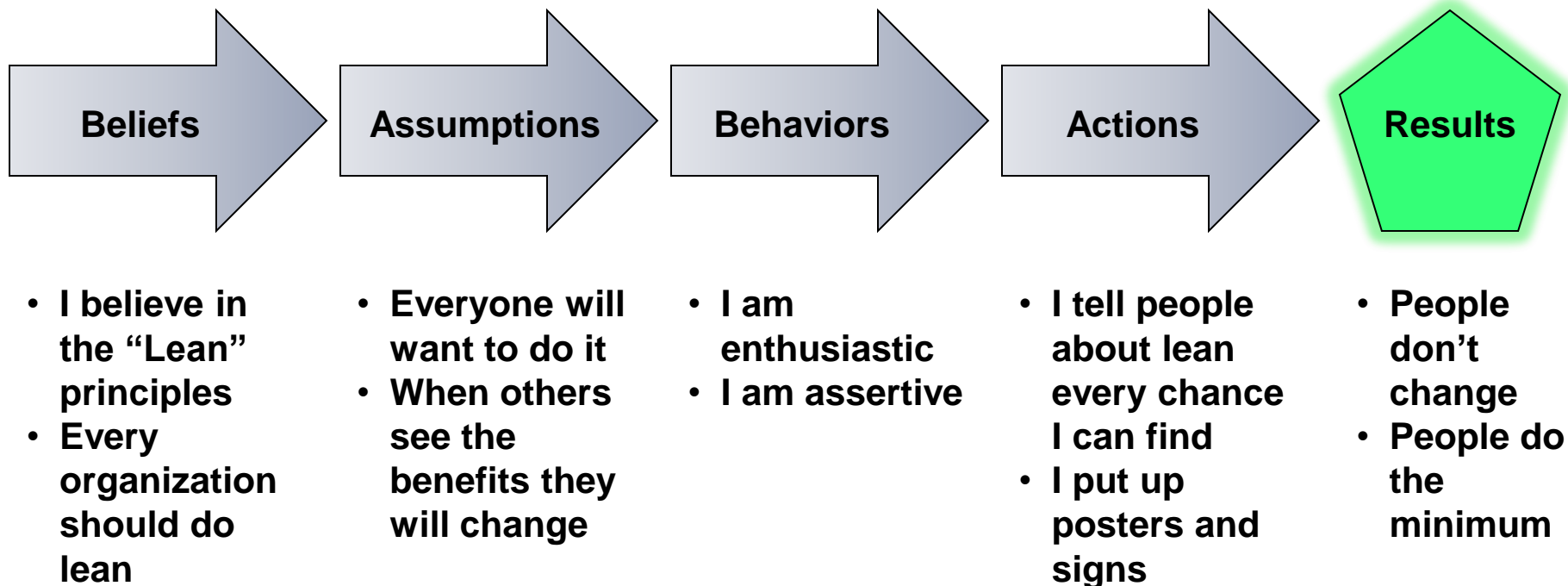
Behavioral Change

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

Compliance

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

Are your expectations and your journey / methods aligned?

Results begin with what you believe

Beliefs →	Assumptions →	Behaviors →	Actions →	Results
• I believe in the "Lean" principles • Every organization should do lean	• Everyone will want to do it • When others see the benefits they will change	• I am enthusiastic • I am assertive	• I tell people about lean every chance I can find • I put up posters and signs	• People don't change • People do the minimum

Sustained results requires alignment by everyone in all the arrows

Do you really know the people on "Your Team"?

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There are many ways to describe different individuals and groups of people

Change agents segment associates into groups

- Adopters are really on the operational excellence journey
- Fakers are pretending to be on the journey
- Active or passive resistors
- Ambivalent to the change

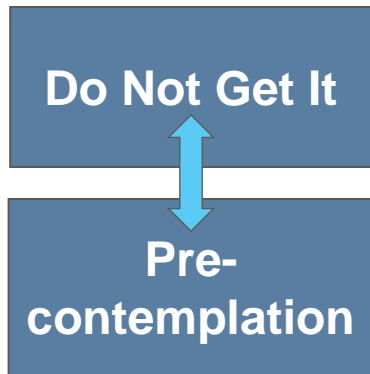**The medical community understands behavioral change and has effective models we can use**

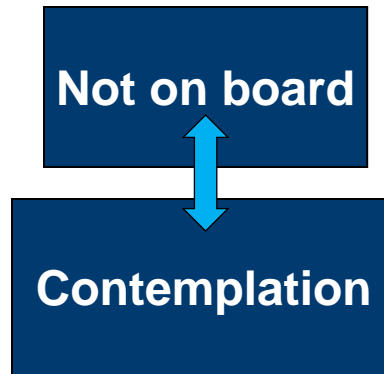# Stages of Change
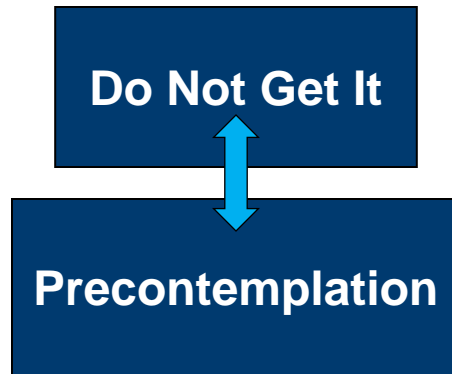
Do Not Get It

Precontemplation

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

Adapted from DiClemente, 1991; Prochaska and Norcross, 1994

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Stages of Change

Do Not Get It

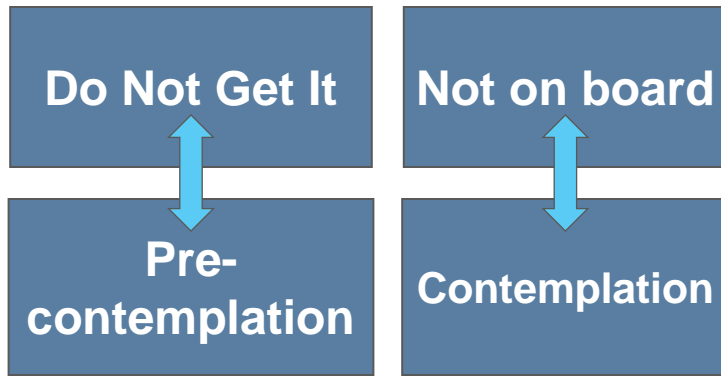**Pre-contemplation**

Not on board

Contemplation

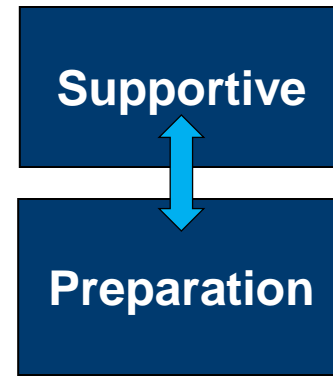**People in Pre-contemplation stage have no intention of changing their behavior for the foreseeable future.**

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

Stages of Change

Do Not Get It	Not on board		Supportive

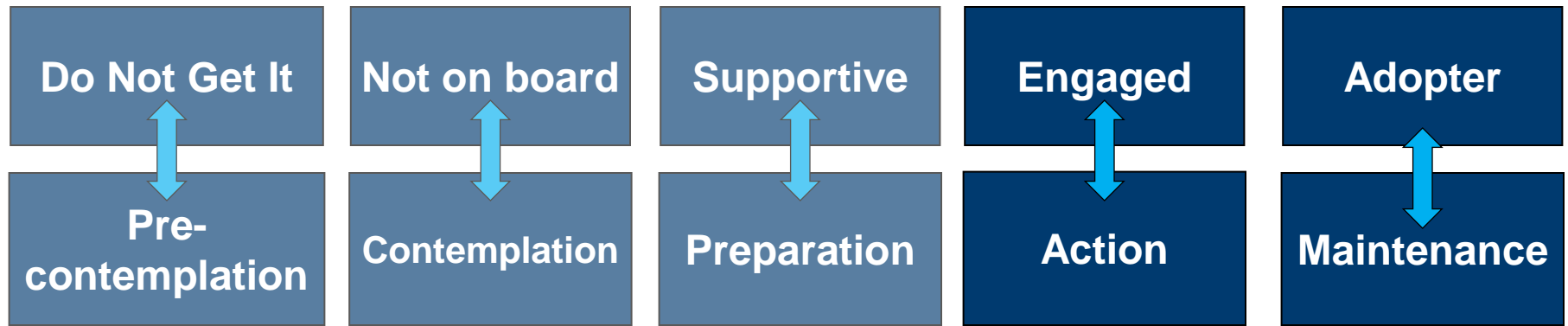| Pre-contemplation	Contemplation		Preparation

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

The person is aware a problem 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

Stages of Change

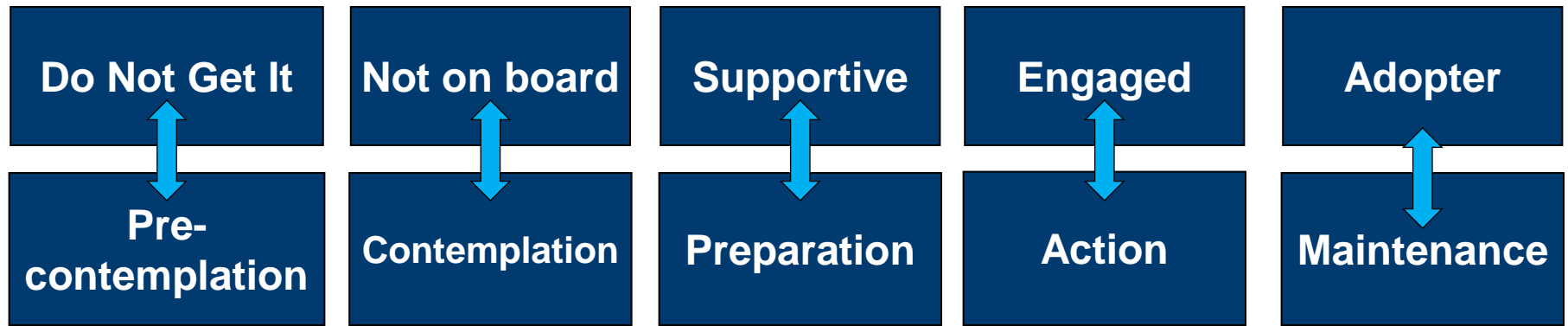| Do Not Get It	Not on board	Supportive	Engaged	Adopter
Pre-contemplation	Contemplation	Preparation	Action	Maintenance
People in Pre-contemplation stage have no intention of changing their behavior for the foreseeable future.	The person is aware a problem exists and seriously considers, action, but has 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**

Stages of Change

Do Not Get It	Not on board	Supportive	Engaged	Adopter
Pre-contemplation	Contemplation	Preparation	Action	Maintenance

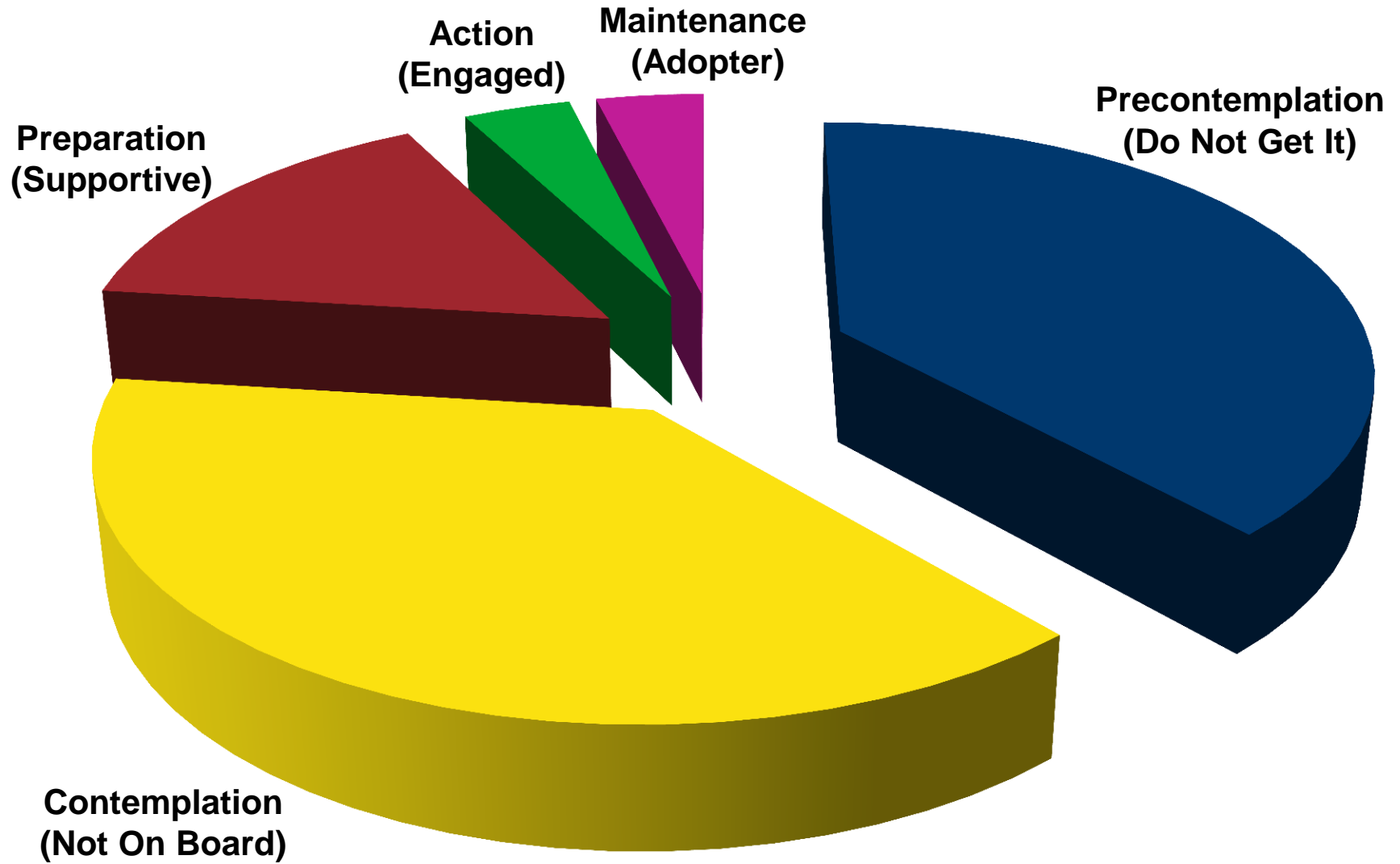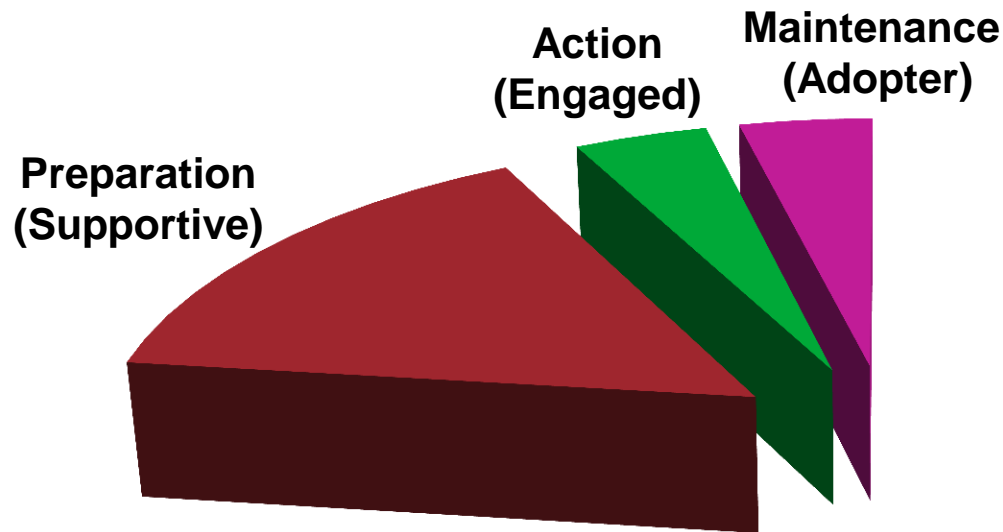|				
People in Pre-contemplation stage have no intention of changing their behavior for the foreseeable future	The person is aware a problem exists and seriously considers, action, but has not yet made a commitment to an action	The person is intent upon taking action soon and often talks about steps 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

Typical Employee Segmentation

Action (Engaged)

Maintenance (Adopter)

Preparation (Supportive)

Precontemplation (Do Not Get It)

Contemplation (Not On Board)

Data is based on several research studies

One System One Voice

Typical Employee Segmentation

Preparation (Supportive)

Action (Engaged)

Maintenance (Adopter)

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

One System One Voice

Before we discuss the remaining 75% 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**

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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 or may not be willing to change yet**

- **in other words – something you're *ambivalent* about**

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Find out what change the person is considering making, and 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

- Emphasize how *important* it is to change

- Persuade/Coach the person to do it

- *If you meet resistance, repeat the above*

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**

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

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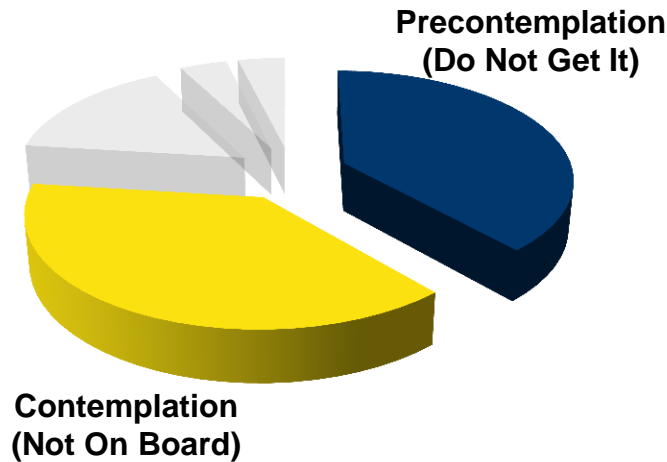 - Suggests, Advises
- **Speaker argues for staying the same**

Resistance

Change

"We call this Wrestling"

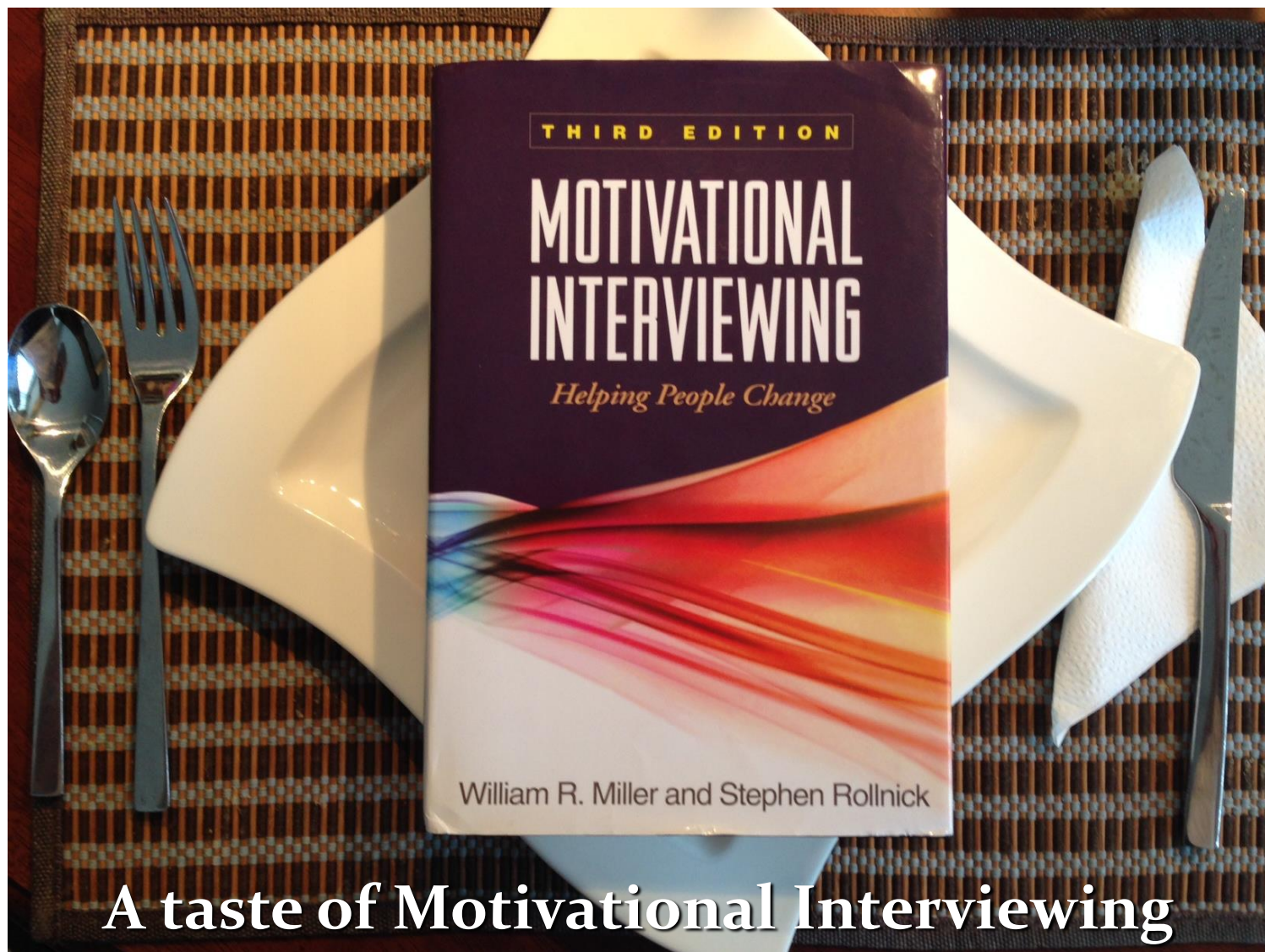RESISTANCE   RESISTANCE

One System One Voice
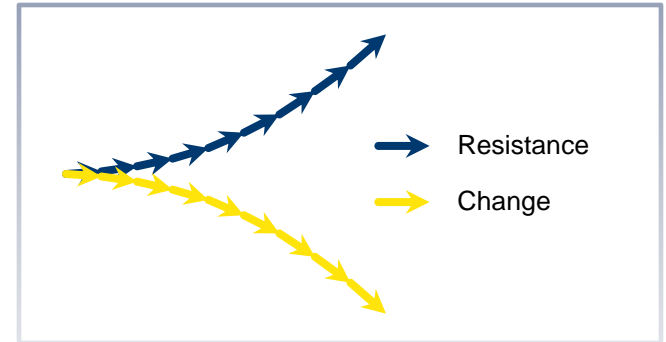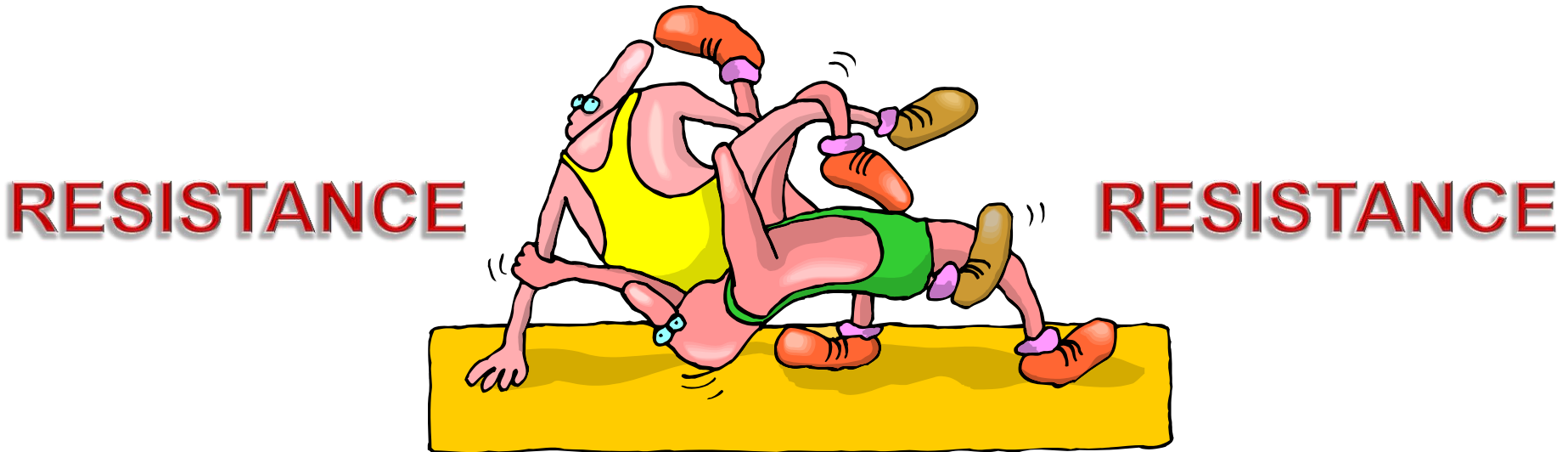
We need to change our paradigm for the 75% and "Dance Toward Change"

- **Listener empathizes with status quo**

- **Speaker explores options for change**

Precontemplation (Do Not Get It)

Contemplation (Not On Board)

The wisdom we found in the clinical community is:

A taste of 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

Learning MI

Techniques

Listening Skills

Spirit

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- **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**

- **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

Are you interested or trying to be 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

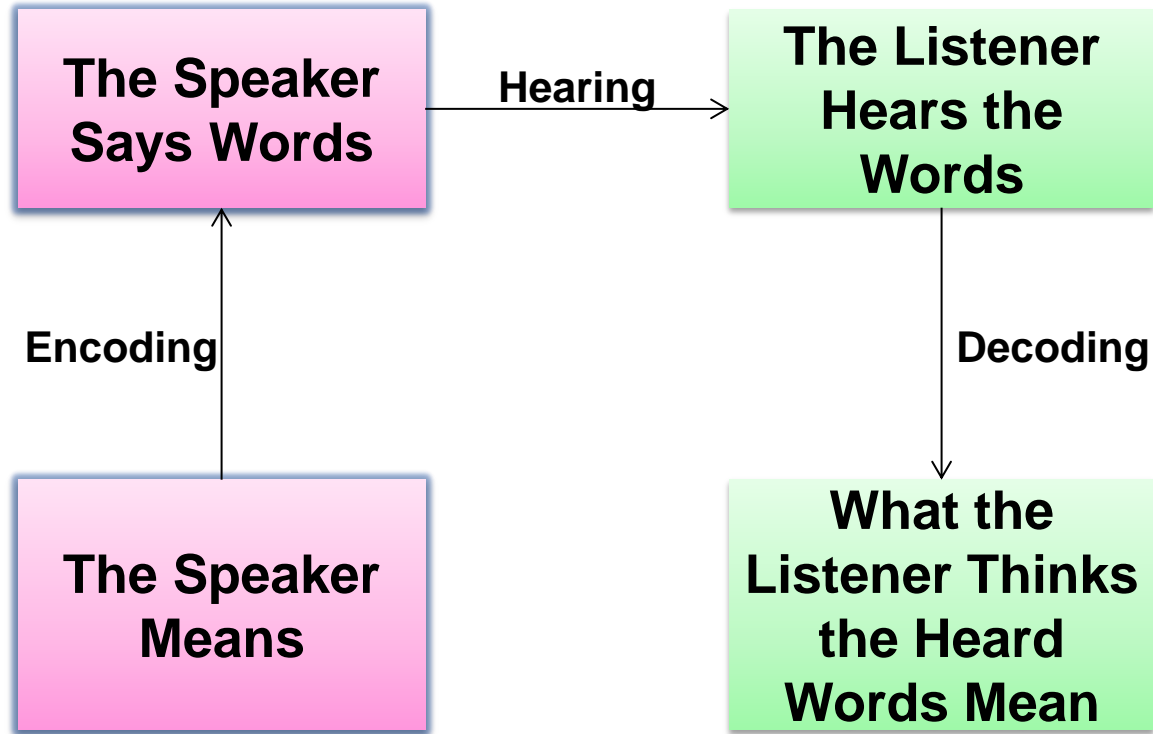- **Empathy is the single best predictor of a higher success rate in deep rooted habits conversations**

- **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

- **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 Process of Communication
(Thomas Gordon)

The Speaker Says Words → **Hearing** → **The Listener Hears the Words**

Encoding

The Speaker Means

Decoding

What the Listener Thinks the Heard Words Mean

Three Places a Communication Can Go Wrong

The Speaker Says Words

Hearing **2**

The Listener Hears the Words

Encoding **1**

3 **Decoding**

The Speaker Means

What the Listener Thinks the Heard Words Mean

The Function of Reflection

The Speaker Says Words → *Hearing* → **The Listener Hears the Words**

Encoding

Decoding

The Speaker Means ← *Reflection* / *Hypothesis Testing* ← **What the Listener Thinks the Heard Words Mean**

- **Statements, not questions**
- **States an hypothesis, makes a guess about what the person means (rather than asking)**
- **Voice goes down**
- **Starts with…..**
  - You….
- **Does not begin with – "I think you are saying…"**

- **Can amplify meaning or feeling**
- **Can be used strategically – Overshooting or Undershooting**
- **Takes hard work and practice**
- **Yield more information and better understanding**
- **There's no penalty for missing**
- **In general, a reflection should not be longer than the speaker's statement**

- **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…….**

- **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"

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**
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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**?"

Exercise: Forming deeper reflections

- **Groups of 3 - Speaker, Listener, Observer**

- **Speaker - "One thing I want to change about myself is…"**

- **Listener - Make reflections only. More than simple. (Can't use questions)**

- **Try 5 or 6**

- **Observer - Help the listener notice when he/she is giving advice, asking questions, etc. That is, help him/her being more mindful of his/her habits.**

- ***(Speaker must help out by talking)***

Rotate roles and repeat until each have been a "Listener"

- **Skills that you probably have already**

- **Essential to good rapport**

- **Skills we can use when stuck**

- **Backbone of MI**

- **O**pen-ended questions

- **A**ffirmation

- **R**eflection

- **S**ummary

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**

- **Special form of reflective listening**

- **Structure:**
  - Indicate you're about to summarize
  - Be selective and concise
  - Note <u>ambivalence</u> & attend to <u>change statements</u>

- **Groups of 3**
- **Speaker, Listener, Observer**
- **Speaker: "Something I feel two ways about is_____"**
- **Listener 1: Reflect, reflect, reflect, question, reflect, *summarize*…**
- **Same routine, feedback, rotate**

- **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 really stick with it."

-Reinforce behaviors, successes, &/or intentions

- "You started the process by checking options."

Validation Video

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

One System One Voice

Must be genuine

- **4 processes**
  - Engaging
  - Focusing
  - Evoking
  - Planning

- **"may flow into each other, overlap, and recur" p. 26**

- **Stair steps**

Engaging: "process to establish a helpful connection and a working relationship" p.26

Focusing: "process by which you develop and maintain a specific direction in the conversation about change" p.27

- – Clarify direction

- – Can be less about overt behavior

Evoking: "eliciting the speaker's own motivation for change" p. 28

Planning: "both developing commitment to change and formulation a specific plan of action" p. 30

The Four Processes in summary

Engaging	"Shall we travel together?"
Focusing	"Where to?"
Evoking	"Whether?" "Why?"
Planning	"How?" "When?"

How does change occur?

- ## We don't know.

- ## Environment makes a difference.

- ## Motivation effect: Assessed directly is a strong predictor of change.

- ## Similar processes are found in unassisted change as in assisted change.

- ## Behavioral theory: choice – balance of risks and rewards

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Motivational Stages and listener Goals

STAGE

- **Precontemplation**

- **Contemplation**

- **Preparation**

- **Action**

- **Maintenance**

GOAL

- **Raise doubt**

- **Facilitate evaluation**

- **Move toward change**

- **Develop change plans**

- **Relapse Prevention**

Appreciate Ambivalence

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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***

Change Talk

- **Specific to MI**

- **Speech that favors movement in the direction of change**

- **Opposite is sustain talk**

  - Speech that favors the status quo

- **Expresses speaker's desires, ability, reasons, & need to change**

- **Conveys optimism about making change & the benefits of succeeding**

- **States willingness & intention to change;**

- **Specific to a target behavior or set of target behaviors**

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)**

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."*

Putting it all together

Short video of MI

http://www.onesystemonevoice.com/8.html

Common Human Reactions to Being Listened to

If YOU were Barrhonda - How would you feel?

- **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**

One System One Voice

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?

Reference Material Slide

- **http://www.onesystemonevoice.com**
- **http://www.motivationalinterview.org/**
- **http://www.motivationalinterview.org/quick_links/mitraining.html**
- **http://www.zurinstitute.com/motivational_interviewing_course.html**
- **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)**
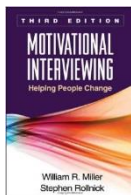
If you want to know more about how we are using MI in a business context please contact our coaching team at:

onesystemonevoice.com

Ron Oslin

Tony Chamblin

Larry Anderson

One System One Voice

You Can Engineer Processes & Products
You Cannot Engineer People

and

You Cannot Change People They Must Change Themselves