MOTIVATIONAL INTERVIEWING

TRAIN THE TRAINER

Course Companion Guide

INTRODUCTION

One of the most interesting and inspiring things I've noticed in conducting Motivational Interviewing Train the Trainer Courses over the years is that participants often undergo significant personal growth during the duration of time we spend together. In some ways this isn't surprising - Motivational Interviewing philosophies are spiritual in nature: they involve deep, empathic listening to another; kindness and compassion regardless of another's condition or choices; and relating to everyone as equals. MI is, of course, also about change. It is an approach that helps us support others in their growth toward alignment with their values and toward a maximum use of their own unique gifts. It seems that in the process of deepening our own skills in this change approach, we also tend to grow and change personally. I know I do! In every MI Train the Trainer I have conducted I have grown in ways I could not have predicted, often because others in the course have taught me, influenced me and inspired me. This companion guide is intended to be a friendly support tool, both as a practical guide (all of the slide decks and forms we use are in here) and as a journal of sorts, to reflect and write our own thoughts and experiences during this time.

I would love any and all suggestions to make this guide better! Please share with me during the course or email me with your thoughts. Only the MI resources we directly cover during the course are included here. For a curated list of many other exceptional Motivational Interviewing resources, visit my resources website at **www.emorrisonconsulting.com**, under "Motivational Interviewing".

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NOTICE

Please feel free to copy or distribute this entire manual or any individual part of it. Attribution to EM Consulting is appreciated. If you would like to use parts of this guide, please email Elizabeth at: Elizabeth@emorrisonconsulting.com, for the guide in Word format.

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PART I & II

"Listen with ears of tolerance,
see with eyes of compassion

speak with the language of love."

-Rumi

OPENING REFLECTION AND INTRODUCTIONS

Welcome to the Motivational Interviewing Train the Trainer (MI TTT) Course! Please take a few minutes to answer the questions below. You can choose whether you share these or not, when we talk later as a group.

What motivated you to participate in the Motivational Interviewing Train the Trainer Course?

What are your hopes for how you will change or grow from this course?

What influenced you to go into the helping field?

MOTIVATIONAL INTERVIEWING SKILLS DOCUMENT

Empathizing   **Connecting**   **Eliciting**   **Evoking**   **Collaborating**

Nonverbal Empathy	
Eye Contact	The strongest non verbal empathic communication technique, especially in the context of an initial connection
Smile	The primary way we communicate goodwill to another
Handshake	While a handshake is culturally variable, research has consistently demonstrated a preference for handshake is strong, in terms of showing empathy
Mirroring posture & expression	Sitting if another is sitting; standing if they are standing; squarely shoulders to face one another. Match facial expressions to another
Verbal Empathy	
Normalizing	Letting someone know they aren't pathologic or alone; assuring commonality (*'relapse is so common'; 'we all struggle with honesty at times'*)
Acknowledging	Specifically, acknowledging feelings. Reflecting back specific feeling that have been stated (*'you're feeling really overwhelmed'*), stating feelings that might be shown yet unspoken (*'this is super frustrating for you'*), or summarizing (*'that sounds so hard'*).
Affirming	Noticing and articulating specific strengths (*'I'm so impressed at the effort you put into this'; 'I so appreciate your honesty'*)
Non-judgment	Explicitly assuring non-judgment (*'I want to let you know I'm not judging you*)

Open-ended Questions

'How'; 'What', and 'Tell me more about...'	The gold standard of communication. At least a 3-1 ratio is recommended (3 open needed questions for every 1 closed question). Open-ended questions don't have limited outcomes or agendas. Avoid starting questions with 'why'.

Reflective Listening

Exact Words	Using a few important words or a phrase that the other person used; remember no inflection at the end, just a statement *('it feels like things never work out'; 'you're sick of this place')*
Summary	Summarizing longer monologues *('It seems like you've had a really tough year, with a lot of losses')*
Double-sided Reflection	Capturing both sides of someone's ambivalence *('On one hand you really want to attend AA, on the other hand, you don't know how you'd find the time, or if it would even work'.)*

ACKNOWLEDGE AUTONOMY

Affirm Agency	If autonomy is threatened, even subtly, we begin to resist. We can assure autonomy by stating it directly *('It is your choice'; 'it is totally your decision'; 'whatever you think is best'*

ASSESS CONVICTION (Belief that change is needed)

Using a Scaling Question	Using a 10-point scale, where 1 is low and 10 is high. The scale can measure desire to change, or how much of a problem someone thinks something is. *('On a scale of 1-10, if 1 is your weight isn't a problem at all, and 10 means your weight is the biggest problem you have, where are you?')*
Using open-ended questions	*'How do you feel about your weight?'* or *'Tell me a little about how you feel about your alcohol use?*

INCREASING CONVICTION (Belief that change is needed)

Strengthening the Relationship	This is the most important intervention when conviction is low. Double down on all empathy techniques, focus on building the relationship ('I appreciate your willingness to talk to me about this, and I respect your honesty. It must be difficult to have others pushing you to come today')
Amplify Slivers of Change Talk	Listen closely for the smallest statements about problems with how things are, or thoughts about changing. When heard, reflect the statement back, and encourage exploration *('your hate how expensive cigarettes have become. Tell me more about that….')*
Roll with Resistance	Avoid arguing at all costs. Avoid 'righting' or correcting others (letting others know they are wrong) opposing or continuing with a subject when the other person has indicated they do not want to continue discussing.
Ask Permission to follow up	Inquire about future contact, and permission to ask about the issue at hand ('I'm wondering if it is okay if I ask about this again when you come in next time?)'
Provide information (Ask, Ask, Tell, Ask)	Ask what they already know; Ask for permission to give information; Tell most important pieces of information (keep it short); Ask what the other person thought of it.

ASSESSING CONFIDENCE (How likely success seems)

Using a Scaling Question	Using a 10-point scale, where 1 is low and 10 is high. ('On a scale of 1-10, if 1 is your so hard it basically seems impossible, and 10 is so easy you could do it immediately, with no problem at all, where are you with this goal?')
Use open-ended questions	'How hard or easy do you think this goal will be?' or 'How likely do you think it is that you will be successful with this goal?'

INCREASING CONFIDENCE (How likely success seems)	
Review past experiences of success	Elicit past experiences when the other person has been successful in making a difficult change; encourage exploration and examination of the experiences.
Define small steps that are likely to lead to success questions	Baby steps are the key to success. Eliciting steps so small, that success is ensured. The other person always needs to set the goal. *(calling the gym for prices is a small step. Losing 2 pounds a week is not. Walking to the mailbox once a week is a small step. Exercising for 20 minutes 5 days a week is not.)*
Identify barriers and problem solve	Asking *'what might get in the way of meeting your goal?'* or another open-ended question to assess barriers, then asking 'what are your thoughts about how to address this?' to facilitate problems solving. It is important that the other person identifies the barriers and does the problem solving.

REFLECTION: MOTIVATIONAL INTERVIEWING PART 1 AND 2 WORKSHOPS

What part of the workshop did you feel worked well?

What did you feel could have been better?

When you are asked to facilitate this workshop, what do you think might be most challenging for you?

THINKING FORWARD

What surprised me today?

In terms of my own communication, what do I want to do more of, between now and the next session?

What do I want to do less of, between now and the next session?

BUILDING ON OUR STRENGTHS

"Motivation is a state, not a trait. Resistance

is not a force to overcome.

Ambivalence is normal and natural.

People are our partners, not opponents.

Growth is central to our human experience."

SPIRIT OF PRESENTER

ANALYTIC: Detail oriented, use of data, fact-focused; instructor style. Uses data to persuade 'The facts indicate it should be done'.
>
> **Strengths:** seen as serious, credible, trustworthy, intelligent
>
> **Shadow:** can be dry, lack engagement or connection; may be unaware of losing the participant's interest
>
> **To manage nervousness:** prepares, reviews and practices, practices, practices. Often uses notes.

DIRECTOR: Polished, practiced, authoritative feel; bold, boss-like. Uses authority to persuade 'It is the right thing to do'.
>
> **Strengths:** seen as confident, believable, in charge, expert
>
> **Shadow:** can elicit active resistance (arguing) or passivity, with participants passively listening only
>
> **To manage nervousness:** not normally very nervous. Reminds self they are the expert.

PEER: Informal, peer-to-peer, humor and feeling focused; friend-like. Uses relationship to persuade 'I did it, so can you'.
>
> **Strengths:** seen as friendly, genuine, caring
>
> **Shadow:** be seen as lacking mastery, or authority; can be liked while not being persuasive. Sometimes participants will want feel they need to 'take care of' the facilitator.
>
> **To manage nervousness:** talks with supportive people, connects with participants as peers during presentation.

ENTHUSIAST: Energetic, interactive, relational; focused on energy of self and room; coach-like. Uses enthusiasm to persuade 'C'mon, let's go, this is so great!'
>
> **Strengths:** seen as passionate, engaging; retains interest of participants; usually charismatic
>
> **Shadow:** can be overwhelming, intrusive; off-topic or flighty; participants might feel they need to manage the time for facilitator; can talk too fast.
>
> **To manage nervousness:** connects with participants before and during presentation; cheerleads self.

REFLECTION: WHAT SPIRIT OF PRESENTER ARE YOU?

What are your thoughts on your style(s) of presenting?

What are your strengths in presenting?

What are your limitations?

Consider...

What 3 words do you hear most when others describe you?

What words or phrases have people used in evaluations of your presenting?

How would you describe yourself when you are comfortable?

When you want to get someone to do something, how to you usually go about it?

What helps you manage nervousness before speaking/presenting?

PRACTICING MI WORKSHOP FACILITATION

For the practice as an MI facilitator, you will be in your small groups. Each person will choose a small section of the MI workshop (from the slides attached) to present, for 5 minutes. Then the person practicing will get feedback from the rest of their group.

FAQ: Is 5 minutes presenting really enough for someone to give me feedback? Some of you may be surprised that even in presenting for this short of time offers your colleagues substantial material to consider in giving you feedback. Typically, our colleagues can see our strengths as well as areas of growth within just a few minutes. This practice also increases our comfort in getting and giving feedback, in a structured setting. We will present for longer periods of time in other sessions too.

FAQ: How do I choose a section? You can pick any section of the MI workshop to present; it doesn't have to be a whole section (for example, it doesn't have to be the whole open ended question section, it can be just the first slide of open-ended questions, to frame up to the participants how important they are in empathic communication). The content you pick is secondary, it is just to give you material to work with in practicing (although some might consider picking a piece of content they don't feel as knowledgeable about, in order to increase confidence in that section).

FAQ: How much should I practice? For those of you that do better preparing just a few days or a few hours before presentations, or maybe not at all, don't take this as a hint you need to prepare more! As we talked about in the initial workshop, we are all different in terms of how we manage nervousness, and how we best prepare to perform in anyway, so we encourage you to do what you know works best for you.

FAQ: Do I have to use these slides? For this exercise, yes. The slides I am sending are ones I created, for the workshop you all attended sometime in the last months. I've written presenter's notes in almost every slide, which might be helpful to some of you. When you start doing workshops yourself, I encourage you to edit these slides however you wish, to make them your own.

FAQ: Will I have the slides up when I present? When you are practicing facilitation for those 5 minutes with your small group next month, it is ideal to look at the slides that correspond to the part you've chosen. We won't have projectors or laptops this time, you will just use handouts (some people hold them while they present, which is fine, some people set them on the desk in front of them, while they present, some ask someone to hold them up for them- whatever works best is fine). You will be standing as you present to your group.

THINKING FORWARD

What surprised me today?

What do I want to do more of between now and the next session?

What do I want to do less of between now and the next session?

USING STORY TELLING

"Empathy doesn't require that we have the exact same experiences as the person sharing their story with us... **Empathy is connecting with the emotion that someone is experiencing, not the event or the circumstance.**"

- Brené Brown

IDENTIFYING OUR STORIES

Write at least 5 brief stories that you think might have some use in a workshop. Indicate what the goal of the story is (what are you trying to illustrate, convey, or create with the story)

Pick one of the above stories and flush it out a bit more. Make sure to take out unnecessary details and keep it short enough to be under 2 minutes.

Practice with your small group; and if possible, practice again taking in the feedback you think is useful. Note feedback they have given you:

FACILITATOR PRACTICE

"Empathy is the only human superpower - it can shrink distance, cut through social and power hierarchies, transcend differences, and provoke political and social change."

- Elizabeth Thomas

MI TTT FACILITATOR FEEDBACK FORM

Facilitator: _____ Coach: _____

You stated that you wanted to accomplish the following:
_____
_____

I would describe your essence/spirit when presenting as:
_____

One of your towering strengths is:
_____

I noticed you did the following that worked really well:
_____
_____
_____
_____
_____
_____
_____
_____

I also noticed the following that you might want to consider to make it even better yet:
_____
_____
_____
_____
_____
_____
_____
_____
_____

RECEIVING AND GIVING FEEDBACK

Receiving Feedback:

Most of us know that when we want to grow, develop and improve in something important to us, feedback from people we trust is invaluable. It can be a mirror, showing us things we may not have seen in ourselves, or didn't know we were doing, and allows us to make specific changes if we choose to. There are a few conditions that seem to make feedback easier to receive, and more useful to us:

1. **Feedback is best only given to us when we have given permission.** In the MI TTT, we try and always ask each other 'would you like some feedback?' before proceeding.

2. **Feedback is most useful when given from someone we know has goodwill towards us.** If it doesn't feel like someone cares about us, we will likely defend ourselves against their feedback, even if it is accurate.

3. **Making space to take in the feedback**. Many of us have a tendency to 'explain' when given feedback. This can make the person who gave it to us less likely to give feedback in the future and can sometimes keep us from really considering the feedback. In many SUD treatment facilities, the guidance is to just say 'thank you' when receiving feedback, in order to allow space to take it in.

4. **Remember that it is always our own choice to take in feedback or not.** We can consider the source, consider what we already know about ourselves, and consider the nature of the feedback, and can choose to take it in, or to discard it.

Giving Feedback:

Giving feedback is equally important as receiving, and in fact there is often a connection between the two, in terms of our comfort level. Giving skillful, well-intentioned feedback at the right time, can be an enormous gift to others. Many of us have difficulty with giving 'positive' feedback- some of us were raised by those who rarely pointed out something positive in us! Giving feedback about someone's strengths, gifts, talents, uniqueness, or success is just as useful and important as giving more constructive feedback, about things that could help

someone improve. Some of us have more trouble giving feedback that is more constructive in nature - it can be tough for those of us who are people pleasers! There are a few conditions that make giving feedback most effective:

1. **Ask permission first** (see #1 above).

2. **Avoid giving feedback to those who have reacted poorly to your feedback in the past** (very tough for many of us to resist giving the same feedback repeatedly to those closest to us, even when it is clear they are not taking it in!)

3. **Avoid mind reading** (guessing what the person is feeling or thinking, or why they did something; we can instead ask)

4. **Share your own feelings and experiences,** this is feedback too. 'I felt really engaged and interested when you told the story about your son'

5. **Focus as much as possible on descriptive feedback, and minimize evaluative feedback**:

Descriptive Feedback is specific information as if you had held up a mirror and were describing what you saw. 'I saw your hand shaking, and you said 'um' quite a bit; plus, lack of eye contact, it made me wonder if you were anxious.'

Evaluative Feedback is an assessment of the person, an analysis, of sorts. It feels a bit like handing down a judgment. This feedback is often in the form of letter grades, numbers, check marks, symbols and/or generalities such as "good," "excellent," or "needs help."

THINKING FORWARD

What surprised me today?

What do I want to do more of between now and the next session?

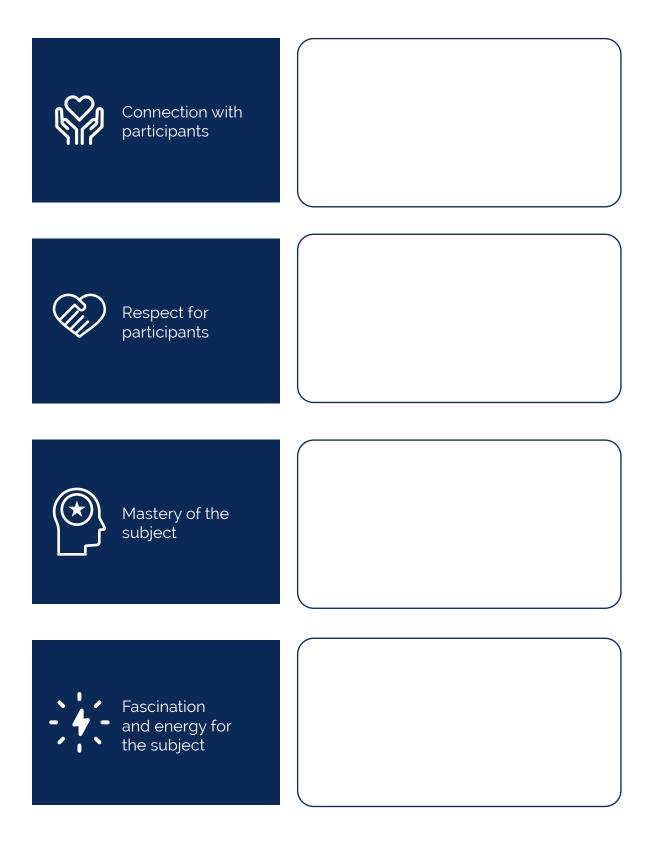**What do I want to do less of between now and the next session?**

COMPONENTS OF EFFECTIVE WORKSHOPS
(VIRTUAL AND IN-PERSON)

"When someone really hears you
without passing judgment on you,
without trying to take responsibility for you, without
trying to mold you,
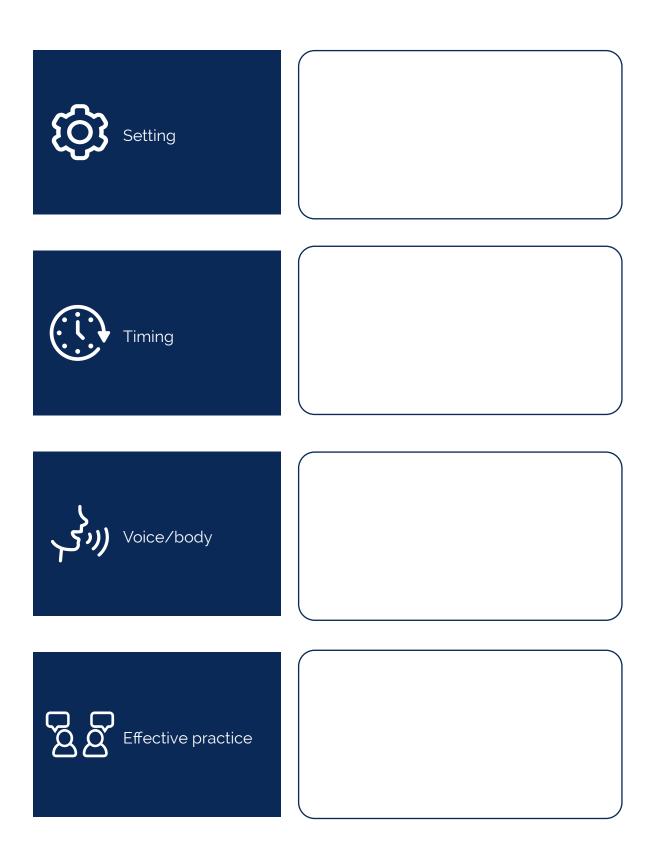it feels damn good!"

- Carl Rogers

COMPONENTS OF EFFECTIVE WORKSHOPS

Connection with participants

Respect for participants

Mastery of the subject

Fascination and energy for the subject

Setting

Timing

Voice/body

Effective practice

POSSIBLE OPTIONS FOR CONDUCTING MI WORKSHOPS

In-person:

- **One 4.5-5 hour workshop,** with a lunch break. Usually part one MI takes longer, as it is foundational and includes introductions, so 2.5-3 hours on MI part 1, and 1.5-2 hours on MI part 2.

- **Two 2-2.5 hour workshops.** MI part 1 for 2.5 hours, and MI part 2 for 2 hours.

- **Monthly practice:** 1 hour practice sessions (15 minute review of 1 skill, 15 minutes of practice; 15 minute of another skill, and 15 minutes of practice

- **Yearly refreshers:** 1-3 hour refresher workshops

Virtual:

- **Three 1.5 hour workshops (with availability to break out groups for practice).**
  - › First workshop: introductions, what is MI,/stages of change, research, and empathic communication (affirming, acknowledging, normalizing and non-judgment). Practice. Participants set goals.
  - › Second workshop: goal check in, brief review of workshop 1, open-ended questions, practice; and reflective listening, practice. Participants set goals
  - › Third workshop: goal check in, brief review of workshop 1 and 2, autonomy, assessing conviction and confidence, practice; strategies to increase conviction and confidence, practice.

- **Three 1 hour workshops (no practice availability)**

  > <u>First workshop:</u> introductions, what is MI,/stages of change, research, and empathic communication (affirming, acknowledging, normalizing and non-judgment). Demonstrations/videos. Participants set goals.

  > <u>Second workshop:</u> goal check in, brief review of workshop 1, open-ended questions, demonstrations/videos; and reflective listening, demonstrations/videos. Participants set goals.

  > <u>Third workshop:</u> goal check in, brief review of workshop 1 and 2, autonomy, assessing conviction and confidence, demonstration/videos; strategies to increase conviction and confidence, demonstration/videos.

- **Micro-practice:**

  > <u>Huddles or staff meetings:</u> 5 minute review of a single skill (what it is, why it is important), practice in break outs for 5 minutes if possible; if not, demonstration and ask others to share briefly about their experience of using it at work or at home.

GUIDELINES FOR FACILITATING PARTICIPANT PRACTICE DURING WORKSHOPS

virtually and in-person

 Ensure at least 25% of the workshop is practicing (shooting for 30% is even better). For example, for an hour workshop, 15-20 minutes will be practice. For a 3 hour workshop, 45-60 minutes will be practice.

Use groups of 3 when possible. Groups of three allow an observer role. The observer role is important, because it creates a role specifically dedicated to intervening when the practicer is off track. Without an observer, pairs often fails to recognize when they are not using MI skills, (for example, they may ask closed questions without knowing it). When the number of people in workshops does not allow for even groups of 3, ensure that the remaining pair of 2 are participants who are already strong in their MI skills and more able to self-correct.

Explain clearly the 3 roles. Ensure participants understand the 3 roles: *Practicer*: the one who is practicing MI skills; *practice partner:* the one who is sharing about their own lives; and the observer, the role that will ensure the practicer is practicing MI skills. The group rotates, so everyone gets a chance to be in each role.

Split groups in threes by walking around the room and grouping three people who are sitting next to each other. When conducting workshops in person, avoiding "counting off" to split groups, as it creates chaos and confusion. Additionally, people often sit next to those they know, making practicing feel safer for them.

Keep groups the same for every practice episode. People tend to feel safer knowing their groups won't change; additionally, it is more chaotic to try and change groups for each practice episode.

Ensure participants do not 'role play'. This might be the most important guidance for successful practice episodes. Most people have been in trainings where they have role played, and often automatically assume this is how they will practice MI skills- on a partner who is pretending to be a patient, for example. *Because role playing is not real, this type of practice is not helpful, and rarely results in behavior change for the participants.* Additionally, participants won't feel closer to each other after role-playing practice, as they haven't shared anything 'real'. We can participants know, when they are the practice partner, to pick something that they feel very comfortable talking about, and give some examples, such as sleep, diet, exercise, which tend to be fairly low risk.

Time the practice. 2 minutes per person is a good ballpark range, so 6-8 minutes for practice episodes. To signal transitions In person, call out after 2 minutes for people to switch roles. In virtual sessions, you can send a message to the breakout groups at 2 minutes to switch.

Ask for people to share out when practice episodes ends and triads come back to the large group. Asking something like *"what were people's experiences as practicers?"* or *"what did people notice?'"*is a good place to start.. Having 2-3 people share their experiences with the big group after coming back from practice episodes helps the large group benefit from others' experiences and is a useful transition for people to get settled back into the larger group.

Caution everyone explicitly to avoid giving advice. The single most common thing participants do, which renders practice ineffective, is conditioned to give advice instead of practicing MI skills. We should be incredibly conditioned to give advice. The tendency is so strong, people tend to engage in it without even knowing they are doing it. Before every practice episode, it is important to remind people not to give any advice, not even a smidgen! This includes *"have you ever thought of…." and "do you think X might help…."*

Observe practice sessions and intervene when necessary. During inperson workshop, walk around the room to listen to each triad for a few seconds. If they are on track, move on. However, often sometimes, you and your co-facilitator will overhear someone asking closed questions and notice that the observer doesn't say anything. It is important to intervene quickly to give feedback *"ah, that was closed"*, or *"that was advice"*. Quick comments like these are enough for the person practicing to pause and start over.

THE PRINCIPLE OF CONGRUENCY: TIPS TO CREATE AN ENVIRONMENT CONSISTENT WITH MI PRINCIPLES

Considerations for facilitating the workshop (both virtually and in-person)

Arrive early or be on the video platform early in order to be available to connect with participants as they begin to come in. Attempt to connect with each participant as they arrive to welcome them, modeling smiling, eye contact and connecting statements. This creates a friendly environment that is essential to successful MI workshops. It allows a 'warm start' to the workshop. This also means arriving extra early to set up visual/audio/tech equipment, so you are free to connect when participants begin arriving.

Let participants know at the beginning of the workshop **when breaks will be** and stick as closely as possible to this. This models care and attentiveness to the needs of the participants.

Dedicate a generous amount of time (at least 1 minute per person) to introductions. Even if all participants will know each other, asking a low-risk question for them to answer during introductions sets a tone of comradery. For example, asking what made them come to the workshop (make being 'made' to come okay for people to share on this one!), what they have heard about MI or what they hope to get from the workshop.

Use **participants' names** whenever possible. If you won't know everyone, name plates are very helpful unless your memory is very good. On video platforms, names typically appear automatically.

Since the foundation of MI is connecting with others, dedicate some time (2-3 minutes for a short 1-2 hour workshop, or 5-7 minutes for a 3 hour or longer workshop) **to sharing what your personal connection to MI is.** This is where telling a story about yourself can be particularly effective. This is ideally connected to a picture you've included in the slide deck.

Aim for having participants actively practicing for about 30% of the workshop. Remember that the goal is for participants to have an **experience** of using the skills in the workshop, as well as **being the recipient** of empathic listening. In this way, participants have an experience of feeling connected to another, listening deeply to them. For virtual workshops, if you have the ability to use break out groups, shoot for the same percentage, about 30% of the workshop.

Model **'rolling with resistance'** by avoiding contradicting, arguing, or criticizing any participant's comments, even in the most subtle ways.

Model the intervention of autonomy by avoiding verbal or written 'command' rules at workshops (for example, 'no cell phones' or 'no late entry'). If limits are necessary, state the action you will take, not what others 'must' do, for example *'Unfortunately if a participant is more than 15 minutes late, the workshop won't be very useful to them, so we will reschedule for the participant to come to another workshop'.*

Recall that **preserving participants' self-image and self-esteem** is very important. No one is able to learn, or take in information if they feel criticized, or less than. One way to do this is to **focus explicitly on participants' strengths when giving feedback.** Another way to preserve participants self-esteem is to rely on **descriptive feedback** (as opposed to evaluative feedback) when observing participants during practice sessions. Descriptive feedback is more specific and actionable, and also makes it easier to avoid wounding participants.

Use the MI techniques in the workshop with participants when possible, such as **normalizing, affirming, acknowledging,** as well

reflective listening and open ended questions.

If you catch yourself giving advice, asking closed questions or other less skillful means, **engaging in transparent, narrated selfcorrection** demonstrates humility as well as a growth mindset for the participants.

Evaluate every workshop with an evaluation document. Explicitly invite honest feedback at the end when handing out evaluations. Review all feedback in the spirit of improvement (not self-criticism 😊) For virtual, have a link for an evaluation summary on survey monkey or other platform.

Specific considerations depending on the method of delivering the workshop:

The 'U' shaped format is one of the best workshop set-ups, as it allows everyone to see one another, which is essential to creating a shared experience in the workshop. It also allows you, as the presenter, to walk closer to those who are talking. If the 'U' isn't possible, small groups at round tables is second-best. Classroom set ups, with rows of tables and chairs is the least effective.

Having refreshments is best. Offering food and drinks is one way of demonstrating empathy, concern for participants' comfort, and an appreciation of their time (if the workshop is in person).

Walking around and listening briefly to participants practicing allows you to ensure no one is role-playing, and instead everyone is **using their real selves in practice.**

Make sure a welcoming slide is up, your camera is on, and you've chatted a 'hello' to all message in the chat box, before anyone arrives. Greet everyone as they come on.

DOING TRAININGS SOLO VS. IN PAIRS: CONSIDERATIONS

PROS: SOLO	PROS: PAIRED
No need to practice or coordinate with a partner	Able to regularly get and give feedback to each other, facilitating improvement
Often easier to schedule workshops	Ability to share facilitation, allowing breaks from presenting
More cost effective for an organization	Allows one facilitator to manage break out groups, the chat box, and other tech tasks when virtual
Able to train more people with facilitators working solo	Allows for participants to experience two different facilitation styles, hear things 2 different ways
Often easier to manage time (starting and ending on time, breaks, etc)	Allows the sharing of nervousness, excitement, successes, and mistakes with each other

SAMPLE MOTIVATIONAL INTERVIEWING WORKSHOP EVALUATION

Your feedback is super important, it is reviewed and used for continual improvement. Thanks for your time!

1. This was a good use of my **time.**

STRONGLY DISAGREE	DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE

Comments:

2. I feel more **energized** than when I arrived.

STRONGLY DISAGREE	DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE

Comments:

3. I would **recommend** this workshop to a colleague.

STRONGLY DISAGREE	DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE

Comments:

4. The facilitator **connected** well with participants.

STRONGLY DISAGREE	DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE

Comments:

5. I will make changes in my communication as a result of this workshop.

STRONGLY DISAGREE	DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE

Comments:

6. The practice sessions during the workshop were very helpful.

STRONGLY DISAGREE	DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE

Comments:

7. What did you like **most** about this workshop?

Comments:

8. What suggestions do you have that could make it **even better**?

Comments:

THINKING FORWARD

What touched me today?

What do I want to do more of, between now and the next session?

What do I want to do less of, between now and the next session?

ADVANCED FACILITATION SKILLS

"An exchange of empathy
provides an entry point for people
to see what healing feels like."

- Tara Burke

FACILITATION STRATEGY QUESTIONS

1. What are some of the differences in facilitator skills and strategies, between virtual facilitation and in-person facilitation?

2. What are some strategies for modeling the communication skills from this workshop with participants before, during and after the workshop?

3. What are some techniques to invite participants to participate (virtual and in-person)?

4. What are some techniques for answering questions posed to you?

5. **What are some techniques to get ready to facilitate the workshop?**

6. **What are some techniques to manage participants who are very talkative and participatory during the workshop?**

7. **What can you do if you don't have an answer for a question during the workshop?**

8. **What are some techniques to address multitasking participants who check their phone or email, or virtually, seem like they may have left or are otherwise not engaged?**

9. **What are some techniques to manage participants who openly challenge the material?**

10. **What are the most important communication skills that a workshop facilitator needs in order to conduct a successful workshop?**

THINKING FORWARD

Who am I appreciating today?

How can I share this with them?

NURTURING OUR EMPATHIC PRESENCE

"Compassion is not a relationship
between the healer and the wounded.
It's a relationship between equals.
Only when we know our own darkness
well can we be present

with the darkness of others."

- Pema Chodron

MY VALUES

Consider the values on the following page and identify what you feel are your top 5 values.

How does your life reflect the importance of these values to you?

How does your motivation to be an MI facilitator reflect these values?

LIST OF VALUES

Authenticity	Fame	Peace
Achievement	Friendships	Pleasure
Adventure	Fun	Poise
Authority	Growth	Popularity
Autonomy	Happiness	Recognition
Balance	Honesty	Religion
Beauty	Humor	Reputation
Boldness	Influence	Respect
Compassion	Inner Harmony	Responsibility
Challenge	Justice	Security
Citizenship	Kindness	Self-Respect
Community	Knowledge	Service
Competency	Leadership	Spirituality
Contribution	Learning	Stability
Creativity	Love	Success
Curiosity	Loyalty	Status
Determination	Meaningful Work	Trustworthiness
Fairness	Openness	Wealth
Faith	Optimism	Wisdom

WHAT GETS IN THE WAY OF LISTENING?

5 minutes: Reflect on and write on a time when you felt totally accepted and seen by another.

5 minutes: Reflect on and write about a time when you were vulnerable and felt ignored, dismissed, or judged.

5 minutes: Reflect and write about a time in which someone confided in and you tried to rescue/save/protect/change/fix/control them. What were you feeling or experiencing that kept you from responding in a more helpful way? *(hint; often, it is fear, feeling rushed, negative bias or judgment…)*

EMPATHY AND ACCEPTANCE

Who are the people (person) in my life that I feel most accepted by?

How can I share this with them?

SELF-ACCEPTANCE

Holding judgments for ourselves not only can hurt us but can also impede our capacity to fully accept others.

Fear, shame, guilt, embarrassment, and stigma tend to get in the way of self-acceptance and understandably may impede our willingness to reveal ourselves to another.

Unfortunately, many of us carry self-critical messages hidden inside such as: *"If you really knew me you wouldn't like me", "I'm not good enough", "I'm unworthy", "I am unlovable."*

Two questions to consider:

"Who do I need you to be to reveal myself to you?"

"Who do I need to be for you to reveal yourself to me?"
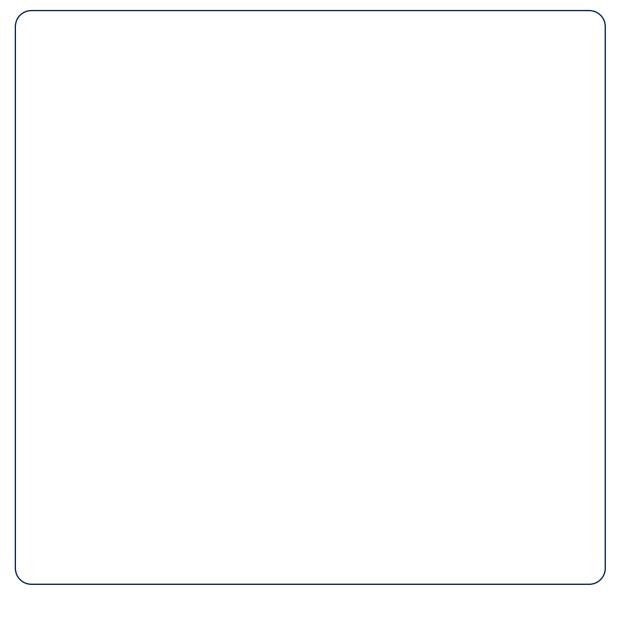
WORDS TO LIVE BY

What words of wisdom do I hold most dear?

From whom (or where) did I receive this special message and in what way, am I or do I hope to be, living it?

WISDOM FROM OUR FUTURE SELF: CULTIVATING AND DRAWING ON OUR INNER RESOURCES

Consider a current challenge you are experiencing. Now imagine you are ten, twenty, or even thirty or more years older and are reflecting back upon this current situation. Take a few moments to imagine calmly and deeply, stay with it, really let yourself open to the question, "What wisdom does my older, more experienced, wiser self, have for me here in the present?"

What are my explicit and implicit biases?

What thoughts, strong opinions or judgments do I hold about a person, a people, a perspective, and/or a behavior?

How might these thoughts and/or feelings get in the way of my capacity to both feel and convey empathy?

What, if anything, do I want to do about any of the thoughts/feelings/ biases I have identified?

BEING MY BEST SELF

Think about yourself when you are listening and communicating at your best - empathically present, deeply connected and listening wholeheartedly.

How would you describe yourself in those moments?

What does it feel like for you?

What fundamentals *(making sure to have enough time to prepare, going through the presentation ahead of time, getting enough sleep, pausing for your lunch, engaging in your meditation or exercise routine, having enough time alone, etc.)* **helps you to be in that place?**

What rituals or reminders have worked for you, to prompt you in the moment, toward empathic presence? (prayer, touching a talisman/rock/ring, a conscious breath, etc.)

What gets in the way of you being able to be in this place?

What have you found to be helpful with overcoming these barriers?

Consider how you aspire to be in connection with other humans - in your work life and your personal life. Write your deep intention:

THINKING FORWARD

How have I changed during the course?

Who, or what, has touched me, influenced me, or inspired me during the course?

Please feel free to reach out!

If you'd like to be on my mailing list, you can sign up at
www.emorrisonconsulting.com,
or you can just email me and let me know!

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