A Toolkit of Motivational Skills
A Toolkit of Motivational Skills

Encouraging and Supporting Change in Individuals

Second Edition

Catherine Fuller and Phil Taylor
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About the Authors

Catherine Fuller MA, PGCertEd is a staff developer for the National Probation Service of England and Wales and runs an international training consultancy. She helps practitioners and their managers, in a variety of settings, develop skills, understanding and confidence to facilitate change in others. Her background includes over 20 years as a practitioner, manager and staff developer. Catherine and Phil were at the forefront of developing motivational work with offenders in England and Wales and Catherine has since helped to establish motivational cultures in the new probation services of Turkey, Bulgaria and Romania.

Information about training packages based on this book is available from: Catherine Fuller Associates

Catherine Fuller Associates provide tailor-made consultancy and training on Motivational Skills to assist the implementation of the ideas in this Toolkit into practice.

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Phil Taylor qualified as an engineer before his career in the probation service. Between 1969 and 1999 he worked as a probation officer, manager and trainer. He continued working as a freelance trainer in all areas of the criminal justice sector until 2005. During his 15 years in training, Phil pioneered new ways of assessment for NVQs and wrote and published many colourful training packages in association with Linda Gast and Catherine Fuller. Phil is now retired and has returned to University to learn creative writing, for his own pleasure.
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What is a Motivational Approach?

Theoretical origins, rationale, techniques.

INTRODUCTION

- How can you help someone who does not want to change a pattern of harmful behaviour?
- How can you help someone who wants to, but feels unable to change?
- How can you help someone who has started to change, continue to change?

These are questions that people helping others to change face everyday. It was struggling with these questions for over 20 years within criminal justice and education that inspired the authors to identify the elements of communication which are effective in helping someone to say, believe and act on: ‘I want to, I can and I will change’.

Our experience was that within statutory agencies, a confrontational approach was still fairly common and that such an approach rarely helped people change behaviour in the long term. The more some people were told to keep appointments; warned they would go to prison; ordered to gain employment; advised to develop their basic skills; the more they resisted, challenged and continued to stay the same. On the other hand, where rapport was gained, where there was a genuine effort to understand, focus on self-determination and developing self-motivation, change was much more likely to occur.

Self-motivation is not a thing that can be given to someone: it needs to grow within each individual. What you can do is plant the seeds from...
which self-motivation can grow and nourish the environment. *The Toolkit of Motivational Skills* explores how the way you communicate can create an environment conducive to building self-motivation in others. The spirit and principles of a motivational approach are explored, followed by an outline of the key skills and how these can be used to respond to different stages of motivation to change. Step-by-step practical exercises are provided for you to develop your own skills and for you to use with the people you are helping to change. An electronic colour version of these exercises is provided at (www.wiley.com/go/motivationalskills) and can be adapted for your particular situation.

Without self-motivation, there is at worst resistance and at best hesitancy and compliance. Once there is self-motivation, all manner of things can be achieved, which may have seemed ‘impossible’ before. The scope of situations where there are benefits to developing self-motivation is vast. *The Toolkit of Motivational Skills* has been written primarily for front-line workers in health, social care, criminal justice and youth services. It will also be of benefit to parents, teachers, staff developers, counsellors, coaches and managers; indeed to any one who is helping someone else change. Most academic books on helping people to change have referred to ‘therapists’ or ‘counsellors’ and their ‘clients’. We have not used this terminology, as the scope for the use of this book is wide. The people you are working with may not have paid for your services or even referred themselves to you for assistance. Your role may not be that of a therapist and you do not need qualifications in psychology, psychiatry, or counselling to integrate a motivational approach into your work. The skills are valuable for more formal interviews, but anyone can develop these skills and communicate more effectively in everyday conversations. We have used the terms ‘interviewer’ and ‘interviewee’ to refer to situations where a more formal interview may be present and ‘facilitator’ and ‘service user’ for a wider range of situations. Feel free to change the terminology to suit your own situation.