

# Standards Unit

## Using motivational dialogue to help E2E learners progress

Continuing Professional  
Development guide

Produced by the Department for Education and Skills Standards Unit

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Success for All website:  
[www.successforall.gov.uk](http://www.successforall.gov.uk)

Published August 2005

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## Using this guide

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### Tips on running sessions

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- Planning the way forward

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- How the model can help learners to move forward

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# Foreword

## The Standards Unit

We are committed to the following principles that underpin all our work:

- We will recognise and celebrate excellence in the post-16 sector.
- We will recognise and celebrate diversity.
- We will be open and participative in our approaches to development.
- We will recognise barriers to excellence and be supportive of those working in challenging contexts.
- We will challenge underperformance.

Success for All is a partnership between the Department for Education and Skills (DfES) Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on Themes 2 and 3 and the LSC on Themes 1 and 4:

- Theme 1 – meeting needs, improving choice.
- Theme 2 – putting teaching, training and learning at the heart of what we do.
- Theme 3 – developing the leaders, teachers, trainers and support staff of the future.
- Theme 4 – developing a framework for quality and success.

The Standards Unit was set up in January 2003 to embed excellence in teaching, training and learning and to modernise and upgrade the sector's workforce. It acts as a catalyst, selecting priority curriculum areas for action and harnessing the work of partners to improve quality in the post-16 learning and skills sector – in FE and sixth form colleges, sixth forms in schools, work-based learning, adult and community learning and the prison service.

The Unit's staff includes officials and expert practitioners seconded from colleges and other providers, and the inspectorates. This core team is supported by call-off consultants, whose expert knowledge enables delivery in a range of areas. The work of the central team is supported by nine regional offices that are crucial to the national dissemination of the teaching and learning resources and the delivery of step improvements across the country. The Unit selects curriculum areas because of their importance to the economy and social inclusion, and because inspection outcomes show there is room for improvement.

To support the improvements required the Standards Unit is also providing national free training in coaching for teachers, tutors and trainers who have been nominated as Subject Learning Coaches by their managers. The programme is designed to provide professional training for Subject Learning Coaches so that they can work confidently with colleagues to further improve teaching, training and learning in their subject area. It is a new and exciting programme which is being embedded through subject networks, where Subject Learning Coaches from different backgrounds meet to share best



practice and develop their coaching skills. If you would like to know more about becoming a Subject Learning Coach, why not speak to your Standards Unit Regional Director? Contact details are on p. 22. Alternatively, look at [www.successforall.gov.uk](http://www.successforall.gov.uk).

Jane Williams

**Director of Teaching and Learning**  
**Head of Standards Unit**

# An important note

As you are aware, many young people on E2E programmes are vulnerable and it is important that you are sensitive about how you use activities that could invite young people to discuss personal and confidential areas of their lives. Tutors need to be skilled at handling confidentiality and disclosure. Tutors should be aware of their organisations' policies on disclosure. These should give you guidance on:

- disclosing information to others – what the law requires;
- sharing information with other agencies;
- ensuring that records you keep are not based on written opinion/beliefs – they need to be factual, objective and relevant;
- storage and maintenance of information;
- discussing learners with other agencies;
- getting informed consent from the learner;

If you need advice about developing policies and training in this area you can contact your Local Area Children's Protection Committee: [www.dfes.gov.uk/acpc/](http://www.dfes.gov.uk/acpc/). Guidance about appropriate action in the event of disclosure of confidential information by learners is part of the Government's Quality Protects programme – see [www.dfes.gov.uk/qualityprotects/](http://www.dfes.gov.uk/qualityprotects/)



# Introduction

## Introduction

If you are a tutor or a Subject Learning Coach (SLC) supporting learning in Entry to Employment (E2E) programmes, the resources in this teaching and learning framework are for you. They have been developed by the DfES Standards Unit working with tutors and learners from 40 providers who took part in a pilot project to improve vocational learning in E2E programmes during 2004–2005.

Motivational dialogue is an approach to working with young people that helps them to overcome personal challenges. These resources provide you with activities to help you develop the skills and techniques you need to use motivational dialogue effectively in your practice.

E2E providers who focused on motivational dialogue in the pilot phase worked with the Standards Unit to develop these resources. They chose this topic because they had heard about *Motivational Interviewing*<sup>1</sup> and were keen to try out an approach that could really help their learners to make important changes in some aspects of their behaviour. During the pilot they:

- participated in expert seminars and training;
- took part in filming with expert trainers and actors playing the part of E2E learners;
- were supported by consultants on an individual basis;
- tried out approaches and techniques with their learners;
- adapted activities to use with their learners;
- evaluated the resources.

We hope that these resources will encourage you to:

- reflect on how you help your learners progress;
- review your practice;
- experiment with some new ideas;
- develop the skills and techniques to use motivational dialogue effectively;
- join your Subject Network to share practice and develop your skills further.

<sup>1</sup> Miller W. R. and Rollnick S. *Motivational Interviewing: preparing people for change*, 2nd edition, 2002, New York, Guilford Publications, Inc.

# The background and rationale for the project



In November 2002, the Government published a vitally important policy document, **Success for All: Reforming further education and training – our vision for the future**. One major outcome of this document was the creation of the Standards Unit at the DfES, with a brief to:

- improve the quality of teaching and learning in the sector, including the skills of the workforce;
- identify and disseminate good practice, learning resources and training programmes.

In the first phase of the work of the Unit, Entry to Employment was identified as one of four priority curriculum areas for which to develop a teaching and learning framework. The first teaching and learning framework published for E2E was **Improving initial assessment of personal and social skills in Entry to Employment**.<sup>2</sup> The approaches advocated in these resources are now being disseminated and embedded through the Standards Unit Subject Networks.



<sup>2</sup> Improving initial assessment of personal and social skills in Entry to Employment; September 2004, DfES Standards Unit, available through regional offices.

This resource pack, **Using motivational dialogue to help E2E learners progress**, has been developed through our second pilot, which focused on improving vocational learning in Entry to Employment programmes.

A third pilot has developed **A Continuing Professional Development framework for developing the skills of planning, delivering and reviewing learning with E2E learners: E2E competence framework**. The purpose of the competence framework is to develop and accredit the skills, knowledge and understanding of managers and tutors. All E2E providers have been circulated with the pilot resources that include guidance for managers and tutors and an interactive CD-ROM to help with the planning and delivery of Continuing Professional Development.

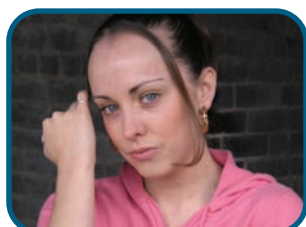


# Use of role-plays

The interactive CD-ROMs and video contain role-plays to illustrate motivational dialogue techniques in action. The role-plays are between actors, playing the part of learners, and real E2E tutors. The tutors developed their skills in motivational dialogue with us during the piloting of the resources. We have matched the learners with tutors who have experience of working with young people in similar circumstances.

## Actors and tutors

We used actors because of the sensitive nature of some of the content and situations that are typical of E2E learners, and to provide the tutors with challenges that allow them to practise their skills. The learners are based on profiles of E2E learners from pilot providers. The tutors did not work to scripts in the role-plays; rather, they had to deal with what the 'learners' presented them, just as in a real-life situation.



**Kayleigh** is 17 and would like to be a hairdresser. She was referred to E2E by her *Connexions* Personal Adviser after dropping out of a foundation Health and Social Care programme at a local college.

Kayleigh works with Patrick Masih from BIETTEC.



**Javed** is 17. He came to the UK four years ago and joined an E2E programme run by a community training centre six weeks ago.

Javed works with Richard Davies from BIETTEC.



**Graham** is 16 and was referred to E2E by his Youth Offending Team worker three months ago. He is on a 12-month supervision order.

Graham works with Dee Freebury from NACRO.



**Jules** is 17 and wants to work in the catering industry. She has been suspended from her work placement at a restaurant because of her drinking.

Jules works with Maxine Collins, from the College of North East London.



**Chantelle** is 17. Her dyslexia has been diagnosed through the E2E Initial Assessment Programme. She says she likes maths and would like to work with computers.

Chantelle works with Rosie Green from PETA.



**Trevor** is 16 and came to the E2E programme having started a Foundation Apprenticeship with his local football team. He is a talented player but was unable to commit to the discipline of maintaining attendance and training and had to leave.

Trevor works with Joanne Wason, from Springboard, Islington.



# Finding your way around the resources

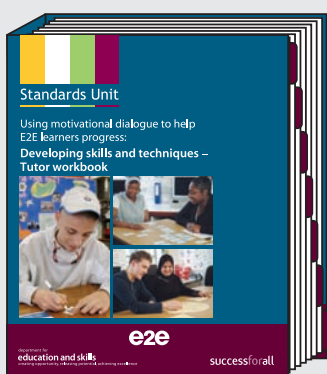
## Introducing motivational dialogue



The introductory video provides an overview of the approach, skills and techniques, and your learning journey.

Introducing motivational dialogue (VHS and DVD)

## Self-study resource



The Tutor workbook provides guidance and activities to develop the six skills and five techniques. It is designed to be used with the CD-ROMs.



CD-ROM 1: Introducing motivational dialogue and developing skills

Introducing motivational dialogue and developing skills, including:

- The ethos of motivational dialogue
- The Wheel of Change
- Six skills:
  - Effective questioning
  - Reflective listening
  - Non-verbal communication
  - Summarising for change
  - Eliciting change talk
  - Preparation and planning



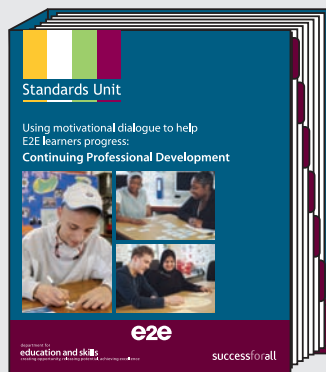
CD-ROM 2: Applying skills with techniques

Applying skills with techniques, including:

- Role-plays
- Five techniques:
  - Wheel of Change for learners
  - What's important to me?
  - ABC technique
  - Losses and gains analysis
  - Scaling tool

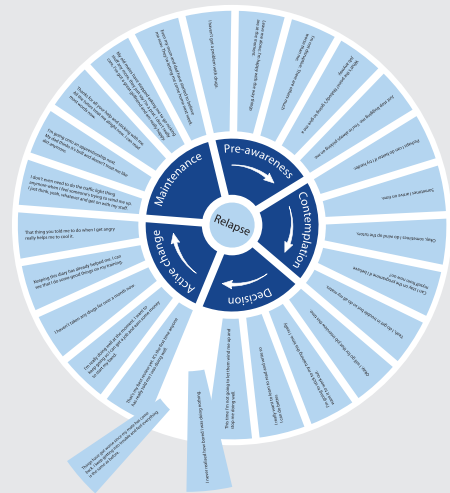
# Finding your way around the resources (2)

## Continuing Professional Development (CPD)



Continuing Professional Development

- CPD sessions covering each of the six skills and the five techniques
- Sessions using and building on the role-plays from the CD-ROMs (and on the DVD)
- Guidance for SLCs and facilitators



The Wheel of Change (CPD Version)

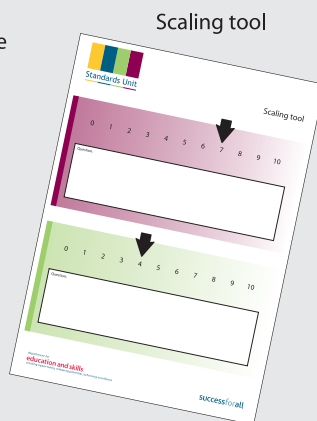
## Activities to use techniques with learners



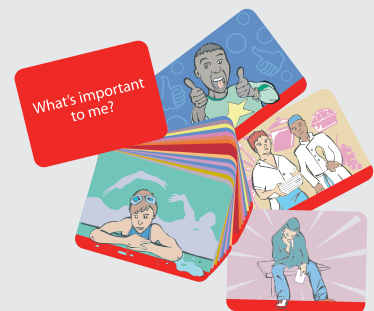
The Wheel of Change for learners



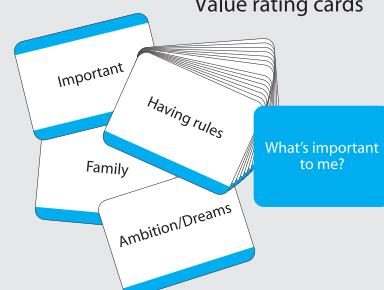
Losses and gains board



Scaling tool

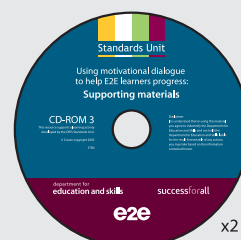


What's important to me?  
Value rating cards



## Supporting materials

The **Supporting materials** CD-ROM contains downloadable, printable text from the Tutor workbook and CPD guide.



x2 copies of CD-ROM

Supporting materials CD-ROM

# Getting the most from the resources

To get the most out of these resources you will find it helpful to join a Standards Unit Subject Network where you can develop your skills with other E2E colleagues. The Subject Networks will also provide you with structured support for introducing motivational dialogue approaches into your organisation.

Using motivational dialogue effectively takes practice and so these resources have been designed to provide you with many different learning opportunities, whether you are working on your own or as a member of a Standards Unit Subject Network.

## 1 Subject Networks

If you are a Subject Learning Coach the Standards Unit will support training through the Subject Networks using all the resources in this pack. This will involve:

- using the **Continuing Professional Development (CPD) resources** in the networks to practise the skills and techniques:
  - video footage demonstrates the skills;
  - structured sessions help you learn and practise the skills;
  - you can role-play activities with network members;





- using the self-study resources to develop your skills and techniques:
  - two **interactive CD-ROMs** provide you with footage and activities;
  - the **Tutor workbook** provides you with additional activities to extend your learning;
- giving you access to motivational dialogue experts to help you gain confidence in using the approaches;
- supporting you as a Subject Learning Coach as you introduce the approaches into your organisation.

## 2 Individual E2E tutor



If you are a tutor working with E2E learners you should start with the self-study resources. These provide you with:

- two **interactive CD-ROMs** containing video footage to demonstrate the skills and techniques, onscreen activities with feedback;
- a **Tutor workbook**, to use with the CD-ROMs, that provides:
  - further activities to extend your skills and use of the techniques;
  - a structure for developing, practising and reflecting on your skills as you use them with your learners;
  - advice on how you can work with colleagues to learn together and provide peer support.

You will also find it useful to look at this **CPD guide**. If you are able to work with a partner or other team members you can adapt the CPD sessions to provide you with further learning opportunities.

# What impact has the project had on learners and tutors in the pilot?

## Developing the skills and techniques

"We all agree that practising the skills is the only way to develop them. As a team we are trying to develop the use of motivational dialogue by only asking open questions to each other and giving feedback to each other when we hear conversations with learners. Our Subject Learning Coach will benefit from the further training through the Networks and develop more staff to use motivational dialogue."

**Rachel Fidler, manager, HTP**

"Gaining new skills and an understanding of the Wheel of Change and motivational dialogue techniques has given me a professional model to take into the classroom and helped improve my delivery and ability to engage learners and help them achieve."

**Gareth Nash, tutor, Nottingdale Technology Centre**





“Motivational dialogue skills have been embedded into reviews and everyday dialogue with learners and there has been a marked improvement in the achievement levels of learners, particularly those that are traditionally the hardest to reach with multiple barriers to learning.”

**Sylvia Momoh, training manager,  
Nottingham Technology Centre**

“E2E workers were very receptive to the concept of motivational dialogue and many were very keen to try some of the techniques with their learners. There are some extremely high expectations that motivational dialogue will impact very positively on learner engagement and motivation. We are clearly developing a resource that will make a theoretical approach much more accessible to a wide range of practitioners engaging at different levels and with different functions with E2E learners.”

**Dee Freebury, E2E manager, NACRO Wellington**

“We’ve adapted the Losses and gains activity to use with our learners in a custodial context. They discuss topics that matter to them. They carry out the activity in small groups and it helps them to organise their thinking about their futures and what they need to do when they are released.”

**Leanne Downes, E2E project worker, Rathbone NOP, Manchester**

“We selected learners in the ‘red’ band – those at risk of leaving the programme early. All learners involved said that they felt they had benefited and all stayed on programme. Learners created their own Wheel of Change. We found that they ‘owned’ the problem and identified their own solutions.”

**Ruth Allen, Fareport Training Organisation**



## Impact on learners

"A tutor felt that the learner was not making any progress around lateness and non-attendance. The young woman had been on her E2E programme for four weeks. During this time, she had been consistently late and missed a number of sessions. The tutor prepared to use motivational dialogue skills and used 'open questions' and the Scaling tool. She noticed a very different response from the usual defensive one and was able to work with the learner to agree targets around attendance. This has resulted in the learner being on time or early for the last four weeks. She has received a certificate for her attendance and is due to start a placement in a hairdresser's."

**Nina Dolan, E2E Coordinator, 2C Ltd**

"Mohammad had attended a number of different training organisations and always left prematurely. The Losses and gains activity provided Mohammad with a structure to talk about concerns that he had and also to turn the spotlight on what he could gain from staying on the programme and moving onto a placement. After carefully weighing up the options he came to the conclusion that he would really benefit from the experience. He is now working within a busy office environment and says he is enjoying the experience. Although a number of different things contributed to Mohammad making the decision this technique certainly acted as a catalyst."

**Richard Davies, Personal and Social Development Tutor, BIETTEC**

"Using the Wheel of Change with learners opened up opportunities for the learner to take ownership of where they felt they were right now and how they were going to get where they wanted to be within the next few years."

**Nicki Neville, E2E training manager, HTP**





“Learners actively engaged in a group session using the Wheel of Change for learners said that the Wheel of Change:

- is simple to understand;
- acts as a reminder;
- helps to organise their thoughts;
- can be used to help career planning.”

**Ron Pryce, Tides Centre**

# Using the CD-ROMs

## Loading instructions (PC)

Insert disc into the CD-ROM drive.

The program should start automatically. If it does not start automatically:

- 1 Select **Start**.
- 2 Select **Run**.
- 3 In the box type – **D:\E2E.exe**  
(where D is your CD-ROM drive letter).
- 4 Select **OK**.

## Hardware system requirements

### PC

CPU: Pentium III 550 MHz or above

RAM: 128 Mb or above

CD drive: 24x speed

Sound card (16 bit)

Speakers or headphones

SVGA graphics card, 16 bit colour (thousands of colours)

Keyboard and mouse (Microsoft compatible)

Operating system: Windows 98 SE, Windows 2000 SP4, Windows XP edition SP2

Browsers: IE6.0 or above

### Required plug-ins (PC)

Flash Player version 7.0 or above

Adobe Acrobat Reader version 7.0 or above

## Additional software requirements

### PDF files

To view PDF files, **Adobe Acrobat Reader 7.0** or above must be installed.

This is included on the CD-ROM.

Information on installing Adobe Acrobat Reader version 7.0 and Flash Player version 7.0 is contained in the Help file.

# Acknowledgements

We wish to thank the learners, tutors, trainers and managers from the following centres who assisted in piloting these materials:

2C LTD	Martec
3E's Enterprises	Nacro
Acorn Initiative	Nacro – E2E Provider
BESTCO	Nottingdale Technology Centre
BIETTEC	Oakmere House
Central Sports Management & Training Ltd	PETA Ltd
Cricklade College	Rainer City Training
Derbyshire Chamber and Business Link	Rathbone National E2E Offender Pilot
Education Youth Services, Liverpool	Sefton Enterprises Ltd
Education Youth Service, Stevenage	Springboard Islington
Fareport Training Organisation Ltd	St Helens College
Greenspring Training	Sysco
HMP YOI Hindley	The College of North East London
HTP	The Laird Foundation
JHP Training, Stevenage	The Vocational College
JHP Training, Watford	Tides Project Centre
Kingsbury Training Centre	Total People Ltd
Knowsley Community College	Training 2000
Leeds College of Building	Wirral Metropolitan College
Liverpool Community College E2E	YMCA Training, Welwyn Garden City

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**[www.subjectlearning  
coach.net](http://www.subjectlearningcoach.net)**

This site gives you  
information about the  
national Subject Learning  
Coach programme.

# Background information

## Introduction

### Is this for you?

This guide to Continuing Professional Development (CPD) is written for:

- Subject Learning Coaches (SLCs);
- CPD trainers.

### What does the guide offer?

It contains guidance on how to run CPD sessions and peer coaching for groups and individuals. It contains activities that build on and extend the content of the CD-ROMs in this resource and Tutor Workbook. The emphasis is on:

- reviewing what tutors have done in response to the suggestions in 'Taking Things Forward' at the end of each section of their workbook;
- giving tutors the chance to practise skills and techniques that relate to motivational dialogue and to receive feedback from each other.

### Getting the most out of it

The topics in this guide are presented in the same order as they are on CD-ROM 1, **Introducing motivational dialogue and developing skills**, and in the Tutor Workbook, but this need not constrain you. If your colleagues want to do things in a different order, then do whatever works for them and for you.

Most of the activities in this guide build on the self-study activities in the CD-ROMs and the Tutor Workbook. If you are working with tutors who have not completed CD-ROM 1 and the Tutor Workbook, you will most probably need to spend time with them on the information and activities from those resources before introducing the CPD activities. Alternatively, request that they do that preliminary work on a self-study basis, with access to you if necessary.

Each one of you using this guide will work with tutors in time slots of different lengths and frequency. So what you will find here is a menu of activities from which to create your own sessions.

## Tips on running sessions

### The basics

- Start on time.
- Finish on time.
- Outline the structure of the session so that tutors know what to expect.
- End each session by agreeing:
  - when the next one will be;
  - what it will cover;
  - what preparation needs to be done beforehand.
- Whenever you debrief an activity, ask tutors to make links between what they have just experienced and the way they work with learners.
- Encourage tutors to commit to trying out the skills and techniques in their work with learners; at the beginning of each session, allocate time to reviewing what they have done.

### Timings

The times allocated to the activities are very approximate. The amount of time you need will depend on:

- the number of tutors in the group;
- the extent to which they are trying out motivational dialogue in their practice;
- your peer coaching model;
- their willingness to discuss their experiences.

So be prepared for activities to take more or less time than suggested.

### Checking energy levels

When an activity has several 'rounds', check tutors' motivation to continue. If their interest is high, some of them may want to have another go at practising particular skills. If this is the case, build in the extra practice so long as it doesn't compromise the timetable for other groups.

On the other hand, some tutors may be reluctant to practise a skill at all. If gentle persuasion fails to win them over, respect their choice. They may be willing to try later on.

If tutors are struggling to find value in anything you are asking them to do, check first that they have understood the purpose of an

activity. If they have, and are still reluctant, move on to something else.

## How much structure?

You and your tutor colleagues will vary in the amount of structure in a session that you need. Check this out in the early sessions to avoid falling into the trap of assuming that what works for you will work for others too. If you like to 'go with the flow', with the minimum of structure, it can be easy to overlook the possibility that others would find this very uncomfortable.

Build in sufficient signposting to give structure to those who want it. Those who don't will happily ignore it.

## Debriefing

If tutors are to adopt the principles and ethos of motivational dialogue, they may have to let go of some well-established habits, such as a helping style based on urging and persuading a learner to make changes. So when you review activities in your peer coaching or CPD sessions, encourage participants to think about how they are currently working with their learners, and whether this might prevent them from using the motivational dialogue skills and techniques.

You could start this off by asking them to complete some sentences such as:

- The difference between what I currently do and what motivational dialogue is suggesting I do is ....
- What might get in the way of me using motivational dialogue is...
- Motivational dialogue fits well with ... and less well with ....

With large groups, debriefing an activity and taking contributions from several sub-groups or individuals can take more time than you would wish. It can also be repetitive. An effective way of keeping the feedback focused and making efficient use of time is to ask the second and subsequent groups or individuals to contribute only new comments, not repeating what has already been said.

## Ways of working for Subject Learning Coaches

If you have taken on the role of Subject Learning Coach, you can help your colleagues in many different ways. For example, you could:

- lead CPD sessions on motivational dialogue;
- discuss motivational dialogue issues on a peer-to-peer basis with individual tutors;

- explore motivational dialogue with colleagues by selecting activities that can be done with one or two other people and setting up opportunities to work through them together;
- help to sustain colleagues' interest in motivational dialogue through informal but learning-focused chats;
- agree with colleagues to observe each other on the job and offer feedback;
- discuss 'Taking things forward' activities from the Tutor Workbook.

Whatever ways you choose, you will also be developing and using your skills in motivational dialogue. You need to be honest about your own progress and ready to learn from the coaching process. You will be offering yourself as a co-traveller on the learning journey.

## Transfer of learning

To be effective, the learning derived from the CPD sessions and from the other resources needs to be translated into tutors' practice with learners. There are several different ways in which you can help them do this.

- In debriefing each activity, invite tutors to relate what they have just done to the way they work with learners.
- Ask tutors to prepare for each session by doing the activities suggested in their Workbook under the heading 'Taking things forward'. Begin each session with a review of their experiences of doing this.
- After each activity, allow a few minutes for tutors to make notes in a 'learning diary' about what they have learnt.
- Invite tutors to make action plans to put into practise what they have learnt during each CPD session.
- At each session, ask tutors to share their experiences of implementing their action plans.

Each time you review what tutors have done between sessions, check that everyone has completed the activities from 'Taking things forward'. Ask those who have not completed them if there was anything that prevented them from doing so and what support they might need. Take care that your enquiry comes across positively and does not sound as though you are calling them to account.

Ask those who did complete the activities whether they have anything to share that might help their colleagues.

## What do you do during group activities?

When tutors are working in small groups, convey your interest and availability for consultation by:

- positioning yourself within earshot of a group, but separate from it;
- listening to what is going on;
- moving from one group to another;
- looking and listening for anything that you believe warrants discussion in the debrief.

Intervene only if you believe that tutors have not understood the instructions or if you are invited to do so.

If the size of the group means that you need to take part in an activity, make sure that you don't lose sight of other groups' progress. You might like to ask someone to volunteer to be timekeeper.

### In this guide we use the following terms for group and pairs work:

- speaker – the subject for a practice dialogue;
- listener – the person who is helping the speaker and practising the skills;
- observer – person who notes the interaction and provides feedback;
- triads – group of three usually involving the three roles above.

## Video-recording your sessions

When the small group activities become more complex, for example, eliciting change talk, which uses reflective listening, summaries and specific open questions, it would deepen the learning experience if you were to video the activity and replay it as an aid to learning.

This is particularly useful if you are working with just one or two colleagues, and where the scope for observers to offer feedback is therefore limited.

## Using the CD-ROM

On CD-ROM 2, **Applying skills with techniques**, you will see E2E tutors using techniques to elicit change talk. In doing so, they also

provide useful demonstrations of the skills covered in CD-ROM 1. You might find it useful to draw on this footage to illustrate your sessions based on skills.

## Ending sessions

End each session with a clear agreement about:

- when the next session will be;
- the content of the next session;
- the work to be done in preparation for the next session.

## Modelling the ethos of motivational dialogue

- 1 **Each session is a meeting of experts.** The tutors are experts on themselves: what they feel, think and do. You bring similar expertise about yourself as well as the expertise you have as a trainer and/or Subject Learning Coach.
- 2 **Eliciting versus telling.** Just as motivational dialogue elicits change talk from learners, so too should CPD sessions elicit information and reflections from tutors. Your role is to use your skills – particularly motivational dialogue skills – to help tutors look at the way they talk to learners, and to articulate what they are learning about encouraging learners to talk about change.
- 3 **Where are tutors starting from?** Telling tutors that they should talk to their learners in a certain way is unlikely to effect change. Even if they are enthusiastic about motivational dialogue, there may be some areas in which they are unaware of the need to change. Be alert to any clues that might suggest this. You might find it useful to spend some time on helping them through the Pre-awareness and Contemplation stages in relation to particular aspects of their current style.
- 4 **Time to think.** Whenever you ask tutors to share their individual experiences, ask them to reflect silently for a few moments before they share their thoughts with others. This is likely to add richness to a group discussion.
- 5 **Building on skills.** The aim of these sessions is not to tell people that they have a problem and need a new technique to deal with it. A confrontational approach like this would be unlikely to be productive and is contrary to the ethos of motivational dialogue. Instead, show that you value tutors' experiences by exploring what works for them, building on what they already know, and offering insights that will make them even more effective. Here is an opportunity for you to model the skills of motivational dialogue yourself by:



- listening non-judgementally to tutors' accounts of their current practice;
  - reflecting back what you hear;
  - summarising;
  - asking open questions.
- 6 **Avoiding the traps.** If you're challenged on a point, turn it back to the group. Invite others to contribute. This prevents you from falling into the trap of being seen as the expert and, therefore, the one who has to provide all the solutions. It also avoids the scenario in which tutors ask the questions and you provide the answers.
- 7 **Terms used.** You may want to refer to the glossary of terms used in the motivational dialogue resources in the **Introduction and background to motivational dialogue**, page 20.



# Standards Unit

## Introduction and background to motivational dialogue

# Introduction and background to motivational dialogue

If you are a Subject Learning Coach, or if you have a Continuing Professional Development responsibility, these resources are for you. They are designed to help tutors support learners on Entry to Employment (E2E) programmes move forward and achieve their objectives.

Motivational dialogue is an approach to working with young people that helps them to overcome personal challenges. These resources provide you with activities that help you support your colleagues to develop the skills and techniques they need to introduce motivational dialogue into their practice.

During the pilot phase some E2E providers focused on the topic of motivational dialogue because they had heard about **motivational interviewing**<sup>1</sup>. They were keen to try an approach that could help their learners to make important changes in some aspects of their behaviour. While developing their skills in this area they worked with the Standards Unit to develop these resources.

During the pilot, E2E providers:

- participated in expert seminars and training;
- took part in filming with expert trainers and young actors playing E2E learners;
- were individually supported by consultants;
- tried out approaches and techniques with their learners;
- adapted activities to use with their learners;
- evaluated these resources.

The Overview section in this ring binder gives a full description of the resources in the pack and how you can use them.

We hope that you will explore the whole resource and enjoy developing your skills and techniques either working alone or with colleagues.

<sup>1</sup> Miller, W.R., Rollnick, S., *Motivational interviewing: preparing people for change*, 2nd edition, New York, 2002, Guilford Publications, Inc.

This introduction is a brief background to motivational dialogue. It covers:

- the rationale for developing motivational dialogue for Entry to Employment programmes;
- a description of the ethos of motivational dialogue and why this is important;
- some background to the development of motivational dialogue;
- a glossary of key terms used;
- further reading.

These resources are for anyone who is supporting learning in E2E – tutors, managers and partners. We use the terms ‘tutor’ and ‘manager’ to cover the different job titles and roles of those involved in supporting learners in E2E programmes.

# The rationale for developing motivational dialogue for Entry to Employment programmes

## Why motivational dialogue can help your learners

As a tutor working with young people on the Entry to Employment programme, you will recognise that many of the learners you are helping have to overcome very real challenges if they are to achieve their goals. Frequently, these challenges are about aspects of their own behaviour – areas of their lives where they need to make a commitment to change. Motivational dialogue is an approach that can help you to help your learners make the changes that are important to them.

In E2E, learners bring a range of circumstances and experiences that can be barriers to engaging with and succeeding in learning. For example, they may have:

- low personal esteem;
- a history of offending behaviour;
- unsatisfactory previous educational experience;
- a history of low achievement and under-achievement;
- health, family and accommodation issues.

However, E2E learners have many positive and exciting attributes, which is why many people find it so satisfying to work with them. For example, E2E learners:

- can be imaginative;
- can be prepared to take risks;
- do not accept at face value what is told to them;
- have a wealth of experience – often beyond their years;
- manage complex lives;
- can be very supportive of each other;
- can be quiet, shy and timid, yet ready and eager to find out what to do next;
- can become good colleagues, working with you to support other hard to reach young people;

- have potential and can make significant progress;
- can be fun, witty and good company;
- can provide you with motivating feedback about your own skills.<sup>2</sup>

Young people, particularly those who have been labelled as disaffected or disruptive, often respond well to being supported by staff who demonstrate a genuine interest and commitment to helping them realise their potential. This ethos underpins the motivational dialogue approach.

The skills and techniques used in motivational dialogue are not difficult to learn, although you do have to practise them. Tutors in the pilot project, with training support, noticed a marked difference and success in the young people with whom they piloted motivational dialogue. You can see some of the tutors and learners from the pilot talking about their experiences in the video (on VHS and DVD) in this pack.

Here are some of the things they noticed:

- Learners appear to be more motivated to change behaviour.
- Learners are more active in reviews and willing to talk about themselves and what motivates them.
- Young people have asked for more review time.
- Using the techniques and practical tools with learners stimulates the interest of young people and increases their awareness of, and involvement in, the process of change
- Using practical and visual tools helps to engage young people, especially those who do not enjoy talking in a one-to-one context.
- Dialogue with other professionals, for example *Connexions* Personal Advisers and Youth Offending Team (YOT) workers has improved.
- E2E tutors have been able to develop and adapt their own versions of the techniques and artefacts for working with learners and for training colleagues.
- Tutors feel more able to prepare for the meeting with their learners because they think about what skills and techniques they can use with an individual learner.
- Tutors find that they use the skills effectively in group and classroom situations as well as in one-to-one scenarios.

<sup>2</sup> *Connexions and Crime Concern, Involving hard to reach young people in the Connexions services: Why involve the hard to reach?*, [www.connexions.gov.uk/partnerships/publications/uploads/cp/ACFD1AA.doc](http://www.connexions.gov.uk/partnerships/publications/uploads/cp/ACFD1AA.doc).

## How motivational dialogue can help you support your learners

No doubt you have found that learners are motivated by a range of approaches. Most learners, for instance, enjoy getting on with practical and challenging activities where they can recognise their achievements. Motivational dialogue is not a substitute for approaches that you and your learners find successful, it is an additional approach that you will find effective in many circumstances.

Learners may work successfully in several elements of the E2E programme and yet be stuck in one or more areas. When this happens you need to be able to identify how to help the individual move forward and make the changes they need. A particularly important element in this is to explore the gains and losses involved in any significant change. Motivational dialogue can help build a relationship between learner and tutor that enables this to happen and can be a powerful catalyst for change.

The resource pack covers six skills and five techniques.

### Skills

- effective questioning;
- reflective listening;
- non-verbal communication;
- summarising for change;
- eliciting change talk;
- preparation and planning.

### Techniques

- the Wheel of Change for learners;
- What's important to me? – value rating cards;
- ABC technique;
- Losses and gains analysis;
- Scaling tool.

You will already be using some of the skills and perhaps some of the techniques in this resource pack. We hope the resources will increase your confidence and ability to select and use the skills and techniques we demonstrate to make a real impact on individual learner progression.



Motivational dialogue can help you to:

- create a safe, non-threatening environment for discussing behaviour and change with young people;
- work in a structured and positive way with learners who are reluctant to commit themselves to learning or changing their behaviour;
- create empathy with the learner through using the specific skills and techniques that suit their individual needs;
- identify what kind of help is really useful at different stages in the learner's journey through change;
- challenge a learner's view – where necessary – in a non-confrontational way;
- assess a learner's readiness and motivation to change;
- help the learner to clarify their goals so that change can be supported with a realistic action plan.

It can help your learners to:

- reach the point where they are ready to discuss their behaviour and the changes they need to make;
- voice their feelings about change (it is the learner who must present the case for wanting and/or needing to change their behaviour);
- become more conscious of their behaviour and its consequences;
- realise that problem behaviour may conflict with their personal values;
- think things through and recognise that making significant changes involves both losses and gains;
- see that some of the satisfaction gained from poor behaviour can be substituted by the positives from any changed behaviour;
- clarify realistic goals more easily.

**Does this approach provide enough challenge to the learner?**

Unlike some approaches, motivational dialogue is not passive. It addresses discrepancies and inconsistencies between the learner's perceptions and the way things really are or need to be. It allows restrictive attitudes and beliefs to be examined. It can challenge unrealistic aims but will also help learners raise their aspirations. However, the approach ensures that the learner does not see the challenge as an attack or a negative judgement. Instead, the challenge is more likely to be seen as supportive.

Motivational dialogue is non-confrontational in style and yet enables the learner to confront their own behaviour and its consequences.

## Helping young people move into positive destinations

The E2E programme helps young people gain the confidence and skills to move into Apprenticeships, employment and other educational and training programmes. The Adult Learning Inspectorate<sup>3</sup> (ALI) recognises that learners make enormous gains in self-confidence, self-discipline and self-worth while on the E2E programme. The challenge for providers is to help many more E2E learners move into positive vocational destinations so that they can develop the skills and qualifications they need to lead a fulfilling personal and working life.

There are several approaches you may take to help your learners develop and articulate their aspirations and make the changes they need to reach their goals. As an E2E tutor you will be engaging with your learners in many different ways:

- planning and carrying out activities that help them develop their personal and social skills;
- planning and supporting work experience so that learners can shape their vocational goals;
- carrying out learner reviews and helping them manage targets.

You will use a range of professional skills to support your learners and you will provide stimulating practical activities to enthuse and motivate them.

However, there are many instances when the support you provide needs to be directed to helping a young person make a **behaviour change**. When we use the term 'behaviour' in this resource we do not mean that the young person is necessarily behaving badly in the sense of being difficult or bad-mannered. The term 'behaviour' is used to describe what people say or do. We are referring to a particular behaviour that is presenting the young person with a problem in terms of achieving their goals. Because of this particular behaviour they are stuck. You can use the motivational dialogue approach to help unblock the problem.

<sup>3</sup> Adult Learning Inspectorate, *Entry to Employment: looking back over the first year and forward to the future*, January 2005.

### Examples from the learners in the resources

- Chantelle keeps missing her literacy class because she has always struggled to master reading and writing. Her literacy skills are stopping her obtaining the work placement she needs to enter the career she wants.
- Graham loses his temper very quickly when he is criticised. This has resulted in his losing two work placements.
- Jules has frequent late-night drinking sessions with friends. This is affecting her ability to perform well in her work placement.

You can see E2E tutors working with these learners on CD-ROMs 1 and 2 in this pack.

### Experiences of pilot providers

The tutors who took part in the Standards Unit pilot and helped develop these resources found that by exploring and using the motivational dialogue approach they:

- have a better understanding of the process of change;
- are better able to help their learners understand the process of change;
- are using skills and techniques that have a positive effect on their learners' willingness and ability to embrace change.

Learners involved in the pilot have said that they feel they have benefited from this approach and all learners involved, even the learners at risk of leaving, have stayed on programme. One learner who expected too much support from his key worker has learnt to take more responsibility for his decisions and actions.

**Fareport Training Organisation Ltd.**

### How to use these resources

The contents of the resource pack are fully described in the Overview sections in the Tutor Workbook and this Continuing Professional Development (CPD) guide.

The Overview also suggests how you might construct your own learning journey. Use it to plan how you will get the most out of the resources. Ideally, join a Standards Unit Subject Network so that you can take part in the CPD activities as well as following the self-study tutorials.

# The ethos of motivational dialogue and why it is important

You cannot force your learners to change. They will change when they are ready – not when they are told or pushed. The motivation has to come from them. Motivational dialogue gives you a structured approach to influence a young person's motivation to change the behaviours that get in the way of their progress. It was designed as a non-confrontational way of trying to help individuals recognise and do something about their present or potential problems.

In these resources you are introduced to some skills and techniques to help carry out successful motivational dialogue, but our starting point is the **ethos** of motivational dialogue:

- You adopt a quiet, friendly and respectful style.
- You recognise that your learners are the experts on their own feelings and behaviour.
- You help them explore and resolve their mixed feelings or ambivalence about change.
- You focus their attention on talking about change.

What do these statements mean for you? To what extent do you think that you already adopt these attitudes and behaviours in your work? You will recognise that talking in this way is very different from:

- telling;
- urging;
- persuading;
- confronting strongly;
- giving unsolicited advice.

Here are some of the characteristics that tutors exhibit in successful motivational dialogues:

- They exude belief, high expectations and optimism. However, they guard against giving false or unrealistic praise.
- They establish rapport and demonstrate empathy.
- They understand the learner's starting point and use appropriate skills and techniques to help the learner talk about their situation.
- They can convey acceptance without condoning negative behaviour.

- They take responsibility for creating the conditions that will help learners recognise and make the changes they need, rather than taking responsibility for the learners' actions.
- They plan and prepare for the dialogue that will help the learner to understand and resolve their mixed feelings or ambivalence.
- They are equipped with the knowledge and support strategies their learners may need to help implement changes once they have decided to move forward.

It is possible to carry out a dialogue using the skills and techniques we develop in this resource and yet fail to achieve the impact that a successful motivational dialogue can have. You should use the skills and techniques **with** rather than **on** the learner, and you should not seek to manipulate them. Understanding and adopting the ethos of motivational dialogue is a vital starting point.

Motivational dialogue is a learner-centred approach to motivating people to change their behaviour. It's also quite directive in that the person who is helping the learner has a particular agenda for behaviour change that they are wanting the learner to adopt. But it is still very learner-centred because the tutor will be trying to bring the learner along at their own pace and using skills and techniques that are appropriate to where the learner is in the stages of change. What I like about motivational dialogue is that it helps to overcome the resistance that so many learners have about accepting advice from authority figures and from other adults.

**Paul Lalgee, subject matter expert,  
College of North East London.<sup>4</sup>**

<sup>4</sup> Paul Lalgee is an expert in motivational dialogue who has worked with the Standards Unit to develop these resources. He appears on the CD-ROMs, where you can also read his profile.

# Some background to the development of motivational dialogue

Although motivational dialogue is different from many other approaches to behaviour change it does draw on skills and techniques from a number of approaches, such as:

- transactional analysis;
- cognitive behaviour therapy;
- person-centred counselling.

However, it is most closely derived from **motivational interviewing**<sup>5</sup>, an approach developed by Professors William Miller and Stephen Rollnick. Throughout the resource we emphasise the underpinning principles they defined.

The next few pages introduce you to some key concepts and terms. You may wish to return to this text as you work through the other resources in the pack – the concepts and terms will become more meaningful as you begin to practise motivational dialogue for yourself.

An obvious term to start with is **motivation**. We use the term in several contexts, for example:

- using motivating music to stir a crowd;
- using cheerleaders to motivate a football team;
- using bribes or treats to motivate ourselves to do something.

These are examples of **extrinsic** motivation, that is, motivation to act from external stimuli.

In motivational dialogue we are concerned with triggering **intrinsic** motivation. We define this as: **‘a readiness or eagerness to carry out an action or change behaviour’**. This state of readiness can fluctuate over time or from one situation to another. Intrinsic motivation is powerful and is what drives people to make important changes in their lives.

<sup>5</sup> Miller W. R. and Rollnick S., *Motivational interviewing: preparing people for change*, second edition, New York, 2002, Guilford Publications, Inc.

Trying to determine an individual's overall intrinsic motivation to want to change feels a little like trying to get someone to describe to you how happy they are. One day they can be really up and yet the very next day they may feel down. Applied to change, on any given day, a young person may be very motivated to want to change while on another day something may make them less inclined to do so.

Motivational dialogue is about building a level of trust, working on building a rapport and conveying lots of empathy so that the learner feels that they can safely open up to you. You can't just jump into a conversation and expect a person to change their mind about the way they see their life or agree with you on what they ought to be doing.

**Ted Daszkiewicz, subject matter expert<sup>6</sup>**

Motivation is a complex aspect of human behaviour and there are many studies concerned with intrinsic and extrinsic motivation, some of which are included in the further reading section. What is important in motivational dialogue is that **you** are working to help the young person explore and find **their own** motivation to change. What we might call resistance may be a signal that the learner is being pushed too far, too quickly. The tutor needs to be alert to change talk – but aware that motivation to change comes and goes. Learners need the time and space to strengthen their commitment to change.

### What makes motivational dialogue distinctive?

These concepts help to describe what is distinctive about motivational dialogue:

- It is **directive** – in the sense that you direct the learner to examine and resolve their ambivalence to change – and yet learner-centred.
- It acknowledges that people will have mixed feelings about making changes: they will feel **ambivalent** about change.
- When people make a successful change in their behaviour they go through distinct stages and these can be represented in a model called the **Wheel of Change**.

The ethos of motivational dialogue underpins the whole process.

<sup>6</sup> Ted Daszkiewicz is an expert in motivational dialogue who has worked with the Standards Unit to develop these resources. He appears on the CD-ROMs, where you can also read his profile.

## A directive approach

Motivational dialogue is directive and yet learner-centred. Its aim is to bring about the behaviour change that you think is important by helping learners to explore and resolve situations about which they may have mixed feelings. Unlike traditional counselling methods, you have an agenda for behaviour change. You and your learner agree that you will discuss the issue you have identified as important. The learner's responses drive the dialogue and you use your skills to help the learner talk about change: what we call change talk.

This means that you and the young person focus on what the learner needs to do, and you help them to:

- fully explore their situation;
- discover their feelings about their situation;
- begin to talk about solutions;
- make a commitment to change.

Although the approach is described as directive this does not mean that you use a confrontational or advisory style. Your main aim in the dialogue is to encourage the learner to talk about the situation as they see it and to help them talk about changing.

This approach is learner-centred in that the skills and techniques you choose to use are based on the needs of the individual you are helping and their circumstances, rather than on your personality, preferred style of interacting or the need for speedy agreement.

## Resolving ambivalence

Motivational dialogue helps learners to explore and resolve their mixed feelings, or **ambivalence**, about change. The approach recognises that for any one of us there is a reason for engaging in a particular behaviour – we get something out of it or we would not do it. Consider smoking, for example. Smokers have many positive reasons for continuing the habit despite knowing about the health risks. They may feel ambivalent about giving up because they are weighing up the losses as well as the gains.

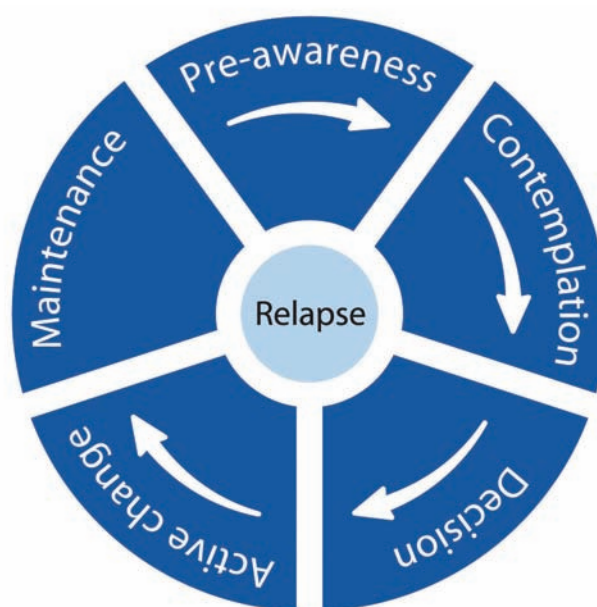
When you use the motivational dialogue approach you recognise that there will be both positive and negative factors involved in choosing to change. This is a crucial feature of the dialogue and one you may find most challenging to adopt. It is not easy to step back from the position of adviser or the adult who 'knows best'.



## The Wheel of Change

Motivational dialogue uses the Wheel of Change as the framework for the process. The Wheel is an adaptation of the model developed by Prochaska and DiClemente<sup>7</sup>. They described the process of behaviour change as one of distinct stages. People travel through the stages when they make any change in a behaviour and they are the same stages no matter what the behaviour. These stages can be represented in a wheel.

### The Wheel of Change



The Wheel of Change helps you and the learner to identify which stage in the change process the young person is currently in. It is essential to identify this so that you can be learner-centred and use the appropriate skills and techniques to help the young person move forward. Sometimes using the wrong techniques can discourage behaviour change and progress. For example, pushing the learner to define targets around a particular aspect of their behaviour when they are still in the Contemplation stage can be counterproductive.

On the following page is a summary of the stages of change. These are fully explored and demonstrated on **CD-ROM 1**, Introducing motivational dialogue and developing skills, **CD-ROM 2**, Applying skills with techniques, in the **Tutor Workbook** ring binder and this CPD ring binder. In the **Wheel of Change** activities box you will find an activity to help you construct a **Wheel of Change** and a set of learner statements to help you identify the stages.

<sup>7</sup> Prochaska J. O. and DiClemente C. C., 'Transtheoretical therapy – towards a more integrative model of change', in *Psychotherapy: theory, research and practice* 19 (3), pp. 276–88, 1982.

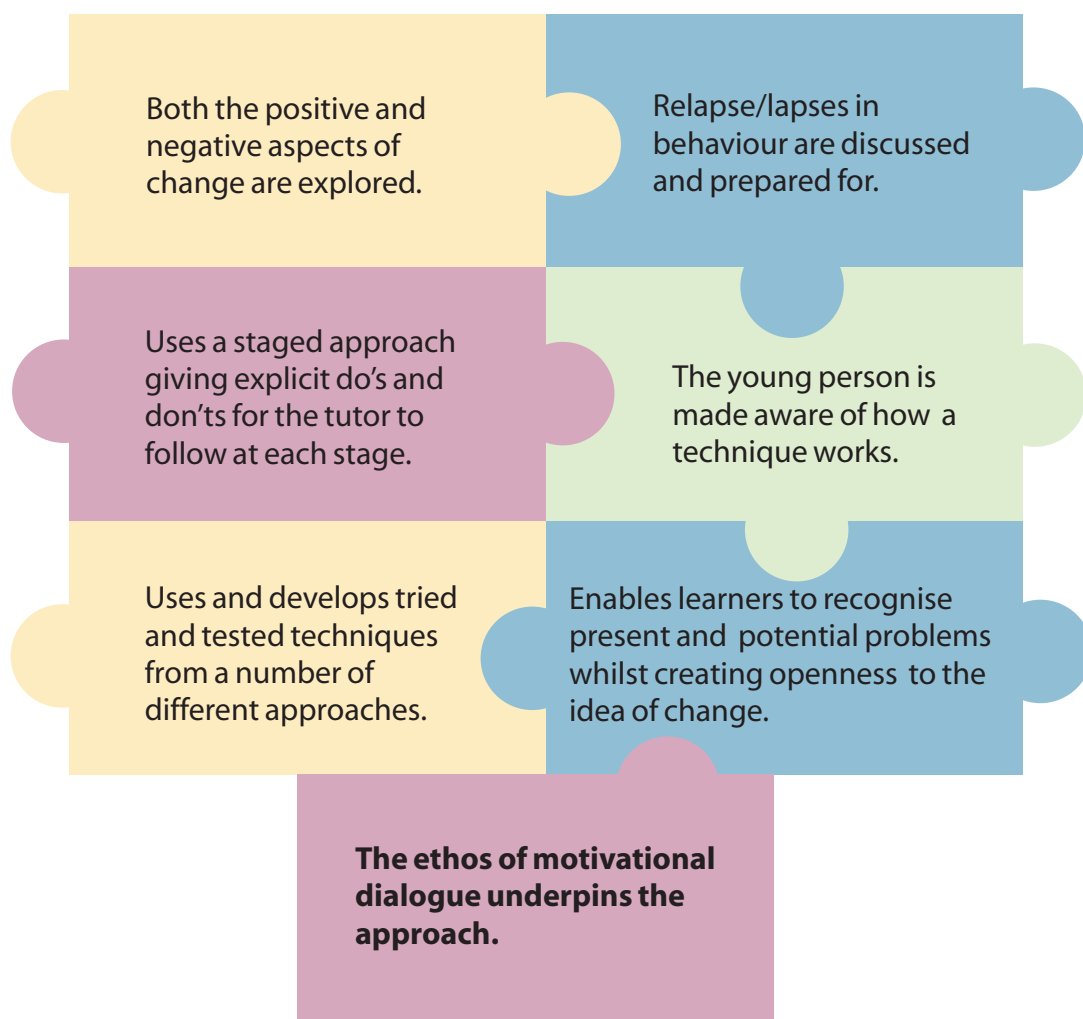
## The stages of change

<b>Pre-awareness</b>	<p><b>"I'm not disruptive. There's others much worse than me."</b></p> <p>At this stage a learner has no intention of changing their behaviour in the foreseeable future. Many individuals in this stage are unaware of their problems or are not ready to change. It is not that they cannot see the solution: it is that they cannot see the problem.</p>
<b>Contemplation</b>	<p><b>"OK. Sometimes I do wind up the tutors."</b></p> <p>This is the stage at which a learner is aware that a problem exists but has not yet made a commitment to take action to change. The learner may be willing to consider the problem, however, and they experience various levels of ambivalence. This means that a young person has two opposing attitudes to change and can move backwards and forwards between them. Contemplation is not a comfortable state to be in.</p>
<b>Decision</b>	<p><b>"This time I'm not going to mess about. I want to get a good work placement."</b></p> <p>The learner is ready to embark on change. The tutor can help find an appropriate and effective course of action. If the strategy for change is inappropriate then the learner may slip back into Contemplation.</p>
<b>Active change</b>	<p><b>"I worked all day on the project without getting into trouble."</b></p> <p>The decision to change is put into practice. This is a very active period in initiating a change in behaviour. The learner can also be at great risk of relapse. The tutor needs to exploit all opportunities to support the young person's plans to change.</p>
<b>Maintenance</b>	<p><b>"I'm really getting something out of the project now and the tutor says I'm doing well."</b></p> <p>The learner is well on the way to successfully changing their behaviour. Maintenance is the test of whether the intervention has been successful. Helping maintain change may require the tutor to use a different approach and skills from those needed to accomplish the change in the first place.</p>
<b>Relapse</b>	<p><b>"I was doing all right but I don't like the new project and I've been winding up the tutor and the other kids all week."</b></p> <p>Relapse can happen during any of the stages. The inclusion of this stage acknowledges that, in many cases, changing behaviour is very difficult to do and may not always be successful at the first attempt. Lapses and relapses are expected, particularly when the change involves well-established behaviours.</p>

You can share the Wheel of Change with your learners to help them to think about their situation. It provides an easily understood, visual explanation of how the change process works. There is a learner version of the Wheel of Change in the Wheel of Change activities box, and you can see tutors using it with learners on the CD-ROMs.

In short, there are distinctive features in motivational dialogue that make it different from other approaches. The diagram below highlights these features:

### The features of motivational dialogue



Many of the skills and techniques needed to ensure successful engagement with the learner are grounded in theory and are part of many other established behaviour change approaches. But the ethos of motivational dialogue that underpins the way you use your skills and techniques is what makes the approach particularly effective with E2E learners.

Motivational dialogue can become effective very quickly. In many cases, a single session can begin the process of change in learners.

# Glossary of key terms

Terms associated with motivational dialogue are used throughout these resources and you will soon become familiar with them. In the meantime, you may find this glossary useful to familiarise yourself with the terms and their meaning.

Term	Meaning in the context of motivational dialogue
<b>acceptance</b>	Non-judgemental position. You accept what the learner is telling you as representing the way they see things. You do not condone negative behaviour but nor do you express your opinion or make moralistic judgements about right and wrong.
<b>ambivalence</b>	Mixed feelings about a situation. A recognition that making changes involves both losses and gains.
<b>behaviour</b>	A value-free description of what a learner says or does.
<b>change talk</b>	Statements made by learners that express their awareness of the need to change, their recognition of the possibility of change and their willingness to plan how changes can be made.
<b>confrontational</b>	An approach in which the tutor assumes responsibility for making a learner face up to the need to change. It can lead to argument rather than dialogue and is rarely productive with reluctant learners.
<b>directive</b>	In the context of motivational dialogue, it means that you, the tutor, have an agenda: you agree the agenda with the learner and work with them to bring about the changes in behaviour that you think are important. You will help them to stay focused on doing what is necessary to support the changes.
<b>ethos</b>	The essential principles, values and guiding beliefs that underpin motivational dialogue.
<b>learner-centred</b>	In the context of motivational dialogue, it means that the learner carries the responsibility for making changes, and that the tutor offers support appropriate to the particular individual.
<b>motivation</b>	A state of readiness or eagerness to carry out an action or change behaviour.

# Continuing Professional Development (CPD) reading list

If you wish to deepen your knowledge of motivational interviewing and its academic background, you will find this reading list helpful.

Amatea E. S., *Brief strategic intervention for school behaviour problems*, San Francisco, California, 1989, Jossey-Bass.

Ashman A. F. and Conway R. N. F., *Using cognitive methods in the classroom*, London, 1993, Routledge.

Egan G., *The skilled helper*, Pacific Grove, California, 1990, Brooks/Cole.

Hall R. J. and Hughes J. N., 'Cognitive-behavioural approaches in the school: an overview', in *Cognitive-behavioural psychology in schools*, New York, 1989, Guilford Publications, Inc.

Miller W. R. and Rollnick S., *Motivational interviewing: preparing people for change*, 2nd edition, New York, 2002, Guilford Publications, Inc.

Miller W. R. and Rollnick S., *Motivational interviewing: preparing people to change addictive behaviour*, 2nd edition, New York, 1991, Guilford Publications, Inc.

O'Connor J. and Seymour J., *Introducing neuro-linguistic programming*, 1991, Aquarian Press.

Prochaska J. O. and DiClemente, C. C., 'Transtheoretical therapy: toward a more integrated model of change psychotherapy', in *Theory Research and Practice* 19, 276–88, 1982.

Prochaska J. O., DiClemente C. C. and Norcross, J. C., *Changing for good*, New York, 2002, Quill-Harper Collins.

Richardson H. and Tomlin K. M., *Motivational interviewing and stages of change: integrating best practices and stages of change*, 2004, Hazelden Publishing and Educational Services.

Rogers C., *On becoming a person: a therapist's view of psychotherapy*, London, 1961, Constable.

## Web-based resources

### [www.motivationalinterview.org](http://www.motivationalinterview.org)

The website provides resources for those seeking information on motivational interviewing. It includes general information about the approach, as well as links, training resources and downloadable information on recent research.

## Opportunities for further personal development and learning

The skills and techniques we introduce here are only part of the full range of skills and techniques that experienced tutors employ – but they are effective and you will find them powerful. You will be supported in the Standards Unit Subject Networks to develop your practice and undertake further professional development.

## The E2E competence framework

The Standards Unit has published a set of resources that have been designed to support the upskilling of the E2E workforce: the **E2E competence framework** (August 2005). The resources are based on an E2E competence framework developed with many E2E providers in the learning and skills sector. The competence framework sets out the activities, skills and knowledge associated with the role of the E2E tutor<sup>8</sup> who has responsibility for curriculum planning, delivering and reviewing learning with E2E learners. Motivational dialogue is included in the framework.

The resources comprise an interactive CD-ROM and User Guide.

- The CD-ROM includes an interactive training needs analysis tool to help E2E tutors and managers identify the immediate training needs for E2E delivery teams. It also includes a job design tool that allows E2E managers to use the competence framework to define the requirements of a role and then design a job description.
- The User Guide and CD-ROM give examples of how the competence framework can be used, for example, in planning induction and Continuing Professional Development. The competence framework is mapped to a range of National Occupational Standards available at the time of publication. This provides useful signposting to tutors wishing to gain accreditation for their skills, knowledge and competence.

<sup>8</sup> In E2E it is recognised that the term 'E2E tutor' can cover a wide range of roles. In the competence framework we use the term to describe the roles that are necessary to support an E2E learner.

# Using this guide

## Introduction

### Is this for you?

This guide to Continuing Professional Development (CPD) is written for:

- Subject Learning Coaches (SLCs);
- CPD trainers.

### What does the guide offer?

It contains guidance on how to run CPD sessions and peer coaching for groups and individuals. It contains activities that build on and extend the content of the CD-ROMs in this resource and Tutor Workbook. The emphasis is on:

- reviewing what tutors have done in response to the suggestions in 'Taking things forward' at the end of each section of their workbook;
- giving tutors the chance to practise skills and techniques that relate to motivational dialogue and to receive feedback from each other.

### Getting the most out of it

The topics in this guide are presented in the same order as they are on CD-ROM 1, **Introducing motivational dialogue and developing skills**, and in the Tutor Workbook, but this need not constrain you. If your colleagues want to do things in a different order, then do whatever works for them and for you.

Most of the activities in this guide build on the self-study activities in the CD-ROMs and the Tutor Workbook. If you are working with tutors who have not completed CD-ROM 1 and the Tutor Workbook, you will most probably need to spend time with them on the information and activities from those resources before introducing the CPD activities. Alternatively, request that they do that preliminary work on a self-study basis, with access to you if necessary.

Each one of you using this guide will work with tutors in time slots of different lengths and frequency. So what you will find here is a menu of activities from which to create your own sessions.

## Tips on running sessions

### The basics

- Start on time.
- Finish on time.
- Outline the structure of the session so that tutors know what to expect.
- End each session by agreeing:
  - when the next one will be;
  - what it will cover;
  - what preparation needs to be done beforehand.
- Whenever you debrief an activity, ask tutors to make links between what they have just experienced and the way they work with learners.
- Encourage tutors to commit to trying out the skills and techniques in their work with learners; at the beginning of each session, allocate time to reviewing what they have done.

### Timings

The times allocated to the activities are very approximate. The amount of time you need will depend on:

- the number of tutors in the group;
- the extent to which they are trying out motivational dialogue in their practice;
- your peer coaching model;
- their willingness to discuss their experiences.

So be prepared for activities to take more or less time than suggested.

### Checking energy levels

When an activity has several 'rounds', check tutors' motivation to continue. If their interest is high, some of them may want to have another go at practising particular skills. If this is the case, build in the extra practice so long as it doesn't compromise the timetable for other groups.

On the other hand, some tutors may be reluctant to practise a skill at all. If gentle persuasion fails to win them over, respect their choice. They may be willing to try later on.

If tutors are struggling to find value in anything you are asking them to do, check first that they have understood the purpose of an



activity. If they have, and are still reluctant, move on to something else.

## How much structure?

You and your tutor colleagues will vary in the amount of structure in a session that you need. Check this out in the early sessions to avoid falling into the trap of assuming that what works for you will work for others too. If you like to 'go with the flow', with the minimum of structure, it can be easy to overlook the possibility that others would find this very uncomfortable.

Build in sufficient signposting to give structure to those who want it. Those who don't will happily ignore it.

## Debriefing

If tutors are to adopt the principles and ethos of motivational dialogue, they may have to let go of some well-established habits, such as a helping style based on urging and persuading a learner to make changes. So when you review activities in your peer coaching or CPD sessions, encourage participants to think about how they are currently working with their learners, and whether this might prevent them from using the motivational dialogue skills and techniques.

You could start this off by asking them to complete some sentences, such as:

- The difference between what I currently do and what motivational dialogue is suggesting I do is ...
- What might get in the way of me using motivational dialogue is ...
- Motivational dialogue fits well with ... and less well with ...

With large groups, debriefing an activity and taking contributions from several sub-groups or individuals can take more time than you would wish. It can also be repetitive. An effective way of keeping the feedback focused and making efficient use of time is to ask the second and subsequent groups or individuals to contribute only new comments, not repeating what has already been said.

## Ways of working for Subject Learning Coaches

If you have taken on the role of Subject Learning Coach, you can help your colleagues in many different ways. For example, you could:

- lead CPD sessions on motivational dialogue;
- discuss motivational dialogue issues on a peer-to-peer basis with individual tutors;

- explore motivational dialogue with colleagues by selecting activities that can be done with one or two other people and setting up opportunities to work through them together;
- help to sustain colleagues' interest in motivational dialogue through informal but learning-focused chats;
- agree with colleagues to observe each other on the job and offer feedback;
- discuss 'Taking things forward' activities from the Tutor Workbook.

Whatever ways you choose, you will also be developing and using your skills in motivational dialogue. You need to be honest about your own progress and ready to learn from the coaching process. You will be offering yourself as a co-traveller on the learning journey.

## Transfer of learning

To be effective, the learning derived from the CPD sessions and from the other resources needs to be translated into tutors' practice with learners. There are several different ways in which you can help them do this.

- In debriefing each activity, invite tutors to relate what they have just done to the way they work with learners.
- Ask tutors to prepare for each session by doing the activities suggested in their Workbook under the heading 'Taking things forward'. Begin each session with a review of their experiences of doing this.
- After each activity, allow a few minutes for tutors to make notes in a 'learning diary' about what they have learnt.
- Invite tutors to make action plans to put into practise what they have learnt during each CPD session.
- At each session, ask tutors to share their experiences of implementing their action plans.

Each time you review what tutors have done between sessions, check that everyone has completed the activities from 'Taking things forward'. Ask those who have not completed them if there was anything that prevented them from doing so and what support they might need. Take care that your enquiry comes across positively and does not sound as though you are calling them to account.

Ask those who did complete the activities whether they have anything to share that might help their colleagues.

## What do you do during group activities?

When tutors are working in small groups, convey your interest and availability for consultation by:

- positioning yourself within earshot of a group, but separate from it;
- listening to what is going on;
- moving from one group to another;
- looking and listening for anything that you believe warrants discussion in the debrief.

Intervene only if you believe that tutors have not understood the instructions or if you are invited to do so.

If the size of the group means that you need to take part in an activity, make sure that you don't lose sight of other groups' progress. You might like to ask someone to volunteer to be timekeeper.

### In this guide we use the following terms for group and pairs work:

- speaker – the subject for a practice dialogue;
- listener – the person who is helping the speaker and practising the skills;
- observer – person who notes the interaction and provides feedback;
- triads – group of three usually involving the three roles above.

## Video-recording your sessions

When the small group activities become more complex, for example, eliciting change talk, which uses reflective listening, summaries and specific open questions, it would deepen the learning experience if you were to video the activity and replay it as an aid to learning.

This is particularly useful if you are working with just one or two colleagues, and where the scope for observers to offer feedback is therefore limited.

## Using the CD-ROM

On CD-ROM 2, **Applying skills with techniques**, you will see E2E tutors using techniques to elicit change talk. In doing so, they also

provide useful demonstrations of the skills covered in CD-ROM 1. You might find it useful to draw on this footage to illustrate your sessions based on skills.

## Ending sessions

End each session with a clear agreement about:

- when the next session will be;
- the content of the next session;
- the work to be done in preparation for the next session.

## Modelling the ethos of motivational dialogue

- 1 **Each session is a meeting of experts.** The tutors are experts on themselves: what they feel, think and do. You bring similar expertise about yourself as well as the expertise you have as a trainer and/or Subject Learning Coach.
- 2 **Eliciting versus telling.** Just as motivational dialogue elicits change talk from learners, so too should CPD sessions elicit information and reflections from tutors. Your role is to use your skills – particularly motivational dialogue skills – to help tutors look at the way they talk to learners, and to articulate what they are learning about encouraging learners to talk about change.
- 3 **Where are tutors starting from?** Telling tutors that they should talk to their learners in a certain way is unlikely to effect change. Even if they are enthusiastic about motivational dialogue, there may be some areas in which they are unaware of the need to change. Be alert to any clues that might suggest this. You might find it useful to spend some time on helping them through the Pre-awareness and Contemplation stages in relation to particular aspects of their current style.
- 4 **Time to think.** Whenever you ask tutors to share their individual experiences, ask them to reflect silently for a few moments before they share their thoughts with others. This is likely to add richness to a group discussion.
- 5 **Building on skills.** The aim of these sessions is not to tell people that they have a problem and need a new technique to deal with it. A confrontational approach like this would be unlikely to be productive and is contrary to the ethos of motivational dialogue. Instead, show that you value tutors' experiences by exploring what works for them, building on what they already know, and offering insights that will make them even more effective. Here is an opportunity for you to model the skills of motivational dialogue yourself by:

- listening non-judgementally to tutors' accounts of their current practice;
  - reflecting back what you hear;
  - summarising;
  - asking open questions.
- 6 **Avoiding the traps.** If you're challenged on a point, turn it back to the group. Invite others to contribute. This prevents you from falling into the trap of being seen as the expert and, therefore, the one who has to provide all the solutions. It also avoids the scenario in which tutors ask the questions and you provide the answers.
- 7 **Terms used.** You may want to refer to the glossary of terms used in the motivational dialogue resources in the Introduction and background to motivational dialogue in the **Introduction and background to motivational dialogue**, page 18.



# Introduction to motivational dialogue

## Preparation for this session

- Completion of Module 1.1, **What is motivational dialogue?** on CD-ROM 1 or in the Tutor Workbook.

## Activity 1.0: Planning the learning journey

### Purpose

- To plan a learning journey that includes CPD sessions.
- To explore the role of the Subject Learning Coach.
- To consolidate understanding of principles and ethos of motivational dialogue, and where and how it will help.

### Description

Short input on motivational dialogue followed by watching the video and exploratory discussion.

### Resources

- The introductory video.
- Sample of all other resources (Wheel of Change, What's important to me? value rating cards, etc.).
- CD-ROM 1.
- Individuals' personal copies of the Tutor Workbook.

### Time

Up to 40 minutes.

### Background information

Draw on material from Module 1.1 **What is motivational dialogue?** from CD-ROM 1 or the Workbook for background information. Emphasise the ethos of the approach. Stress that it is not a prescription, nor is it something to apply in every situation. Rather, it is a collaborative process and a way of having conversations with learners that encourages them to talk about the changes they need to make.

## Setting up the activity

This preliminary discussion can be done with the whole group.

## Instructions

Explain the purpose of the session.

Lead a discussion around tutors' experience of:

- learning the skills and techniques from the CD-ROMs and Tutor Workbook;
- applying the skills and techniques to their work.

Show the video as a way of exploring, by means of a different medium, the essence and applications of motivational dialogue.

## Debriefing

Discuss any points raised in relation to the video. Explore any assumptions tutors have about how motivational dialogue works. Stress that although it is a quiet, respectful process, it does not mean that tutors should condone unacceptable behaviour.

### Activity 1.1: Where are you now?

## Purpose

- To encourage tutors to surface their thoughts and feelings about motivational dialogue and the changes that it might involve them making.
- To reinforce their understanding of the Wheel of Change.

## Description

Individual self-assessment followed by group discussion.

## Resources

Copies of Handout 1.1: **Where are you now?**

## Time

Up to 10 minutes.

## Setting up the activity

Up to five participants can discuss as a whole group.



If there are six or more participants, you are likely to have more active participation if you invite them to discuss their self-assessments in groups of three and to give a brief summary to the whole group afterwards.

## Instructions

Distribute copies of Handout 1.1: **Where are you now?**

Ask tutors to select the most accurate descriptor.

After allowing a couple of minutes for this, invite tutors to share their thoughts and feelings about motivational dialogue.

## Debriefing

Model the collaborative ethos of motivational dialogue by:

- responding non-judgementally;
- accepting what tutors say, rather than disagreeing;
- resisting the urge to persuade;
- asking open questions to help tutors clarify what they are saying;
- summarising in a way that emphasises the potential for change.

Make the discussion brief, and move quickly into Part 2 of the activity.



## Guidance for Subject Learning Coach

This part of the activity lends itself to a dialogue with just one or two other tutors. It is a way of finding out where you, and they, are starting from, and feeds into the process of planning the learning journey. It also gives you information about how you can be most helpful.

If tutors are unclear about why they are doing the activity, explain that using motivational dialogue involves change. The extent of the change will be different for different people. The more each of us understands our own change processes, the better able we will be to help our learners.

## Handout 1.1: Where are you now?

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### Instructions

For most people, introducing motivational dialogue into their practice will involve change. You will probably have worked through the CD-ROMs and Tutor Workbook and are beginning to introduce changes already.

Take a couple of minutes now to reflect on where you've got to and how you feel in relation to motivational dialogue. Then look at the statements below and identify where you are on the Wheel of Change.

If none of the statements fits your situation, use your own words to describe the stage you're at.

### Pre-awareness

"I don't see how motivational dialogue will help me with the learners I deal with."

☐

### Contemplation

"Some of my learners have got really stuck and I don't know where to go next with them."

☐

### Decision

"I'm getting enthusiastic about what motivational dialogue can offer, and I want to know more about it."

☐

### Active change

"I've set aside time for working through the CD-ROM and I've talked to my Subject Learning Coach to see how they might support me. I'm also trying out things with my learners."

☐

### Maintenance

"I've made significant changes to the way I help my learners. I'm constantly looking for clues about where they might be on the Wheel of Change, and matching this with the help I'm offering."

☐



## Activity 1.2: Your experience of motivational dialogue

### Purpose

- To raise tutors' awareness of what they need to do in order to integrate motivational dialogue more fully into their practice.
- To provide you with information that will shape the content of CPD sessions.

### Description

Structured sharing of information.

### Resources

Copies of Handout 1.2: **Your experience of motivational dialogue.**

### Time

Up to 20 minutes.

### Setting up the activity

Keep the same groups as for Activity 1.1.

### Instructions

Distribute copies of Handout 1.2: **Your experience of motivational dialogue.**

Ask tutors to complete the handout by themselves and then to share their experiences.

If small groups are reporting to the whole group on the outcomes of their discussion, ask for a summary that emphasises what room there is for change.

### Debriefing

As in Activity 1.1, model the collaborative ethos of motivational dialogue by:

- responding non-judgementally;
- resisting the urge to persuade;
- asking open questions to give you and the tutors greater clarity about what they are saying;

- translating the summaries, where necessary, into a form that emphasises the potential for change or the areas in which change is needed.

Encourage tutors to be as specific as possible. This will help you and them to plan the next steps.

## Guidance for Subject Learning Coach

If you are working with just one or two colleagues, use the handout as a way of structuring a conversation with them in which you:

- explore in depth their experience of motivational dialogue so far;
- jointly work out what the next steps will be.

### The way forward

Discuss with tutors:

- the role of the Subject Learning Coach;
- how CPD sessions might be scheduled;
- the opportunities for practising motivational dialogue within CPD sessions;
- the work that is expected from tutors in preparation for a session.

## Handout 1.2: Your experience of motivational dialogue

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What work have you done so far on motivational dialogue?

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What are you finding most useful about it?

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What difference is it making to your work with learners?

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What are you finding most challenging?

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What are you changing as a result of using the CD-ROMs and/or Tutor Workbook?

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Where are the obstacles?

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What would be the benefits of overcoming the difficulties?

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## Handout 1.1: Where are you now?

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### Instructions

For most people, introducing motivational dialogue into their practice will involve change. You will probably have worked through the CD-ROMs and Tutor Workbook and are beginning to introduce changes already.

Take a couple of minutes now to reflect on where you've got to and how you feel in relation to motivational dialogue. Then look at the statements below and identify where you are on the Wheel of Change.

If none of the statements fits your situation, use your own words to describe the stage you're at.

### Pre-awareness

"I don't see how motivational dialogue will help me with the learners I deal with."

☐

### Contemplation

"Some of my learners have got really stuck and I don't know where to go next with them."

☐

### Decision

"I'm getting enthusiastic about what motivational dialogue can offer, and I want to know more about it."

☐

### Active change

"I've set aside time for working through the CD-ROM and I've talked to my Subject Learning Coach to see how they might support me. I'm also trying out things with my learners."

☐

### Maintenance

"I've made significant changes to the way I help my learners. I'm constantly looking for clues about where they might be on the Wheel of Change, and matching this with the help I'm offering."

☐

## Handout 1.2: Your experience of motivational dialogue

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What work have you done so far on motivational dialogue?

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What are you finding most useful about it?

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What difference is it making to your work with learners?

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What are you finding most challenging?

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What are you changing as a result of using the CD-ROMs and/or Tutor Workbook?

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Where are the obstacles?

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What would be the benefits of overcoming the difficulties?

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# What gets in the way of change talk?

## Preparation for this session

No specific preparation needed.

## Activity 2.1: Inhibiting change talk

### Purpose

- To reinforce the core purpose of motivational dialogue as being to elicit change talk.
- To experience conversations that inhibit change talk.

### Description

Work in pairs, followed by whole-group discussion.

### Resources

Handout 2.1: **Obstacles to change talk.**

### Time

Up to 30 minutes.

### Background information

Introduce the activity by reminding tutors that the core purpose of motivational dialogue is to elicit change talk from learners. Invite tutors to revisit the concept of change talk.

Remind them, if necessary, of the four categories of change talk described on CD-ROM 1:

- problem recognition;
- concern about a problem;
- intention to change;
- optimism.

Explain that the activity is a fun way of appreciating what motivational dialogue has to offer. It offers the experience of a conversation that is the opposite of motivational dialogue – a conversation that actually inhibits change talk.

## Setting up the activity

Invite tutors to put themselves in pairs. If there is an odd number, then make up a pair yourself.

Distribute Handout 2.1: **Obstacles to change talk**, and allow a few minutes for tutors to absorb it.

## Instructions

Ask the pairs to choose who will take the role of speaker first and to reverse roles in a second round.

Emphasise that the 'adviser' should stick closely to the brief, and not revert to a more natural, helpful style.

Draw attention to the time limit of 10 minutes. When this point has been reached – or sooner, if pairs seem to be running out of steam – interrupt the conversations and ask partners to swap roles. Do not allow any discussion until both partners have experienced both roles.

Reconvene the group and debrief.



## Debriefing

Starting with the speakers' experiences, ask them to discuss questions such as:

- How did you feel during the conversation?
- What thoughts, feelings and verbal behaviour did the advisers' interventions trigger in you?
- What effect did the advisers' interventions have on the way you described your dilemma?
- What impact has the conversation had on your readiness to change?

Then discuss the advisers' experiences, with questions such as:

- How easy or difficult was it to respond to the speaker in a way that was so contrary to motivational dialogue?
- What (if anything) did you learn from this about your usual style of responding?

Speakers commonly report that the interventions triggered:

- feelings of anger, irritation and helplessness and a perception that they didn't matter;
- behaviours such as interrupting and arguing with the respondent.

Advisers commonly report that they:

- felt uncomfortable at intervening in an obviously unhelpful way;
- found some of the interventions were all too easy to make.

This activity can be run in a light-hearted way, but the underlying points are crucial. Learners will not talk about change unless they experience respect, interest and recognition of themselves and their strategies. Without these qualities in their relationship with their tutor, they will continue to behave in a way that earns them the label 'resistant'.

But resistance is not necessarily a personal trait. In motivational dialogue, it is seen as a reaction to the way the learner is being treated. The activity tutors have just completed illustrates some behaviours that will trigger resistance.

## Guidance for Subject Learning Coach

If you are working with just one tutor, do this activity as a pair, and discuss how each of you experiences the roles of speaker and 'adviser'.

Take the discussion a stage further by recalling times when particular learners behaved in a way that you and/or your colleagues interpreted as 'resistant'. Reflect on what might have prompted such a reaction. Was it your style of helping? If so what might you do differently now?

### The way forward

Discuss with tutors and agree on:

- when the next session will be;
- what it will cover;
- what preparation needs to be done before the session.

## Handout 2.1: Obstacles to change talk

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### Brief for the speaker

Select an aspect of your life that you want (or think you ought) to change, but which you feel some mixed feelings or ambivalence about.

Choose something that has some significance for you. Check that you feel comfortable talking about this to a fellow tutor.

Your task is to explain your dilemma in a conversation with the 'adviser'. You have up to ten minutes.

### Brief for the 'adviser'

Your task is to respond to the speaker by putting the case for change. Include as many of the following interventions as you can. You can have some fun with this!

Tell the speaker what they ought to change.  
*e.g. You really ought to do something about ...*

Give warnings about what will happen if they don't change.  
*e.g. You'll never get a decent job unless you do something about ...*

Offer unsolicited advice on how to make changes.  
*e.g. If I were you, I'd ...*

Try forceful persuasion.  
*e.g. You'd get on much better if you'd only do something about ...*

Make judgements about what they are doing right now.  
*e.g. It's bad for you.*

Ask questions that sound like an interrogation.  
*e.g. Why can't you do something about it? What have you tried? Why didn't it work?*

Express surprise at lack of progress.  
*e.g. What? After all this time ...?*

Belittle current strategies.  
*e.g. That won't work. You need to try something different.*

Criticise the person.  
*e.g. I think you're just lacking willpower.*





## Handout 2.1: Obstacles to change talk

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### Brief for the speaker

Select an aspect of your life that you want (or think you ought) to change, but which you feel some mixed feelings or ambivalence about.

Choose something that has some significance for you. Check that you feel comfortable talking about this to a fellow tutor.

Your task is to explain your dilemma in a conversation with the 'adviser'. You have up to ten minutes.

### Brief for the 'adviser'

Your task is to respond to the speaker by putting the case for change. Include as many of the following interventions as you can. You can have some fun with this!

Tell the speaker what they ought to change.  
*e.g. You really ought to do something about ...*

Give warnings about what will happen if they don't change.  
*e.g. You'll never get a decent job unless you do something about ...*

Offer unsolicited advice on how to make changes.  
*e.g. If I were you, I'd ...*

Try forceful persuasion.  
*e.g. You'd get on much better if you'd only do something about ...*

Make judgements about what they are doing right now.  
*e.g. It's bad for you.*

Ask questions that sound like an interrogation.  
*e.g. Why can't you do something about it? What have you tried? Why didn't it work?*

Express surprise at lack of progress.  
*e.g. What? After all this time ...?*

Belittle current strategies.  
*e.g. That won't work. You need to try something different.*

Criticise the person.  
*e.g. I think you're just lacking willpower.*

# How people change

## Preparation for this session

- Completion of Module 1.3, **How people change**, on CD-ROM 1 and in the Tutor Workbook.

## Activity 3.1: Where on the Wheel?

### Purpose

- To consolidate understanding of the Wheel of Change and its importance.

### Description

An individual and small-group activity, allocating statements to the appropriate stage on the Wheel of Change.

### Resources

Handout 3.1.1: **The Wheel of Change**.

The Wheel of Change board and cards. Both are part of the resource pack.

Handout 3.1.2: **Wheel of Change – instructions**.

Handout 3.1.3: **Statements for allocation to stages on the Wheel of Change – cards**.

Handout 3.1.4: **Statements for allocation to stages on the Wheel of Change – answer sheet**.

### Time

Up to 30 minutes.

### Background information

Check whether tutors have completed the Wheel of Change activity on CD-ROM 1. If they haven't, introduce the Wheel as a model of the stages that people go through in making significant changes in their lives. Describe each stage briefly.

## Setting up the activity

Distribute the handouts.

## Instructions

Ask tutors to work through the list of statements and allocate them to the appropriate stage on the Wheel of Change.

Invite them to form groups of three or four or, alternatively, reconvene as a whole group to reach a consensus on where each statement fits. Suggest that whenever they agree on a statement, they should place it on the Wheel of Change board as a way of keeping track of their decisions.

## Debriefing

Once it has been completed:

- discuss how the items have been allocated;
- in particular, explore the items allocated to more than one stage;
- remind tutors that in reality, they should look for themes in what a learner says; just one or two pieces of information will rarely be enough to allow an accurate assessment to be made.

Remind tutors that some items could be allocated to more than one stage, and other items might not fit any stage at all.

## Guidance for Subject Learning Coach

A tutor working alone could complete the card sort. Your role would then be to discuss their choices with them, and to make the points suggested for the group debrief.

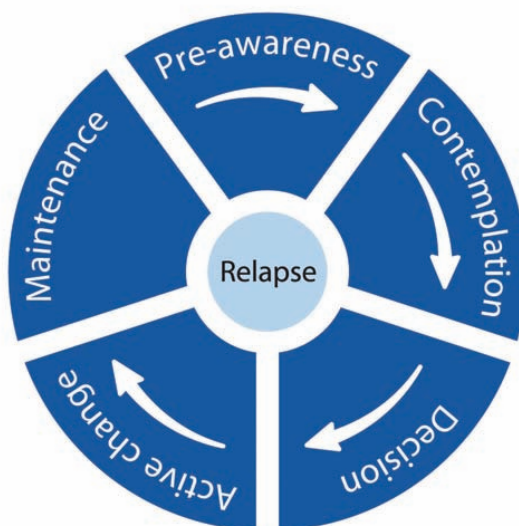
### The way forward

Discuss with tutors and agree on:

- when the next session will be;
- what it will cover;
- what preparation needs to be done before the session.

### Handout 3.1.1: Behaviours characteristic of the Wheel of Change

When people make significant changes in their lives, they go through a predictable series of stages. These stages are represented in the Wheel of Change.



There are some characteristic ways of thinking and behaving associated with each stage.

#### Pre-awareness

Learners in this stage do not see that they have a problem and consequently will not be addressing the aspect of their situation that others see as problematical.

They may show one or more of the following patterns of behaviour.

- **Reluctance:** they lack knowledge and awareness about the facts relating to their behaviour or the possible impact of their behaviour on their future.
- **Rebelliousness:** they present themselves as aggressive and resistant to change; they appear to be governed by emotions rather than rational thought, and do not believe that they can change.
- **Resignation:** they seem overwhelmed by the idea of change and resigned to the fact that they cannot change; previous attempts to change may not have worked, and the learner lacks hope.
- **Rationalisation:** the learner always has a reason for why they do not have a problem or why it is pointless to change; their perspective stems from a belief that they do not have a problem – and that it is only other people who think they do.<sup>1</sup>

<sup>1</sup> Adapted from Miller M., Conforti K. and Rollnick S., *Motivational interviewing: preparing people for change*, 2nd edition, New York, 2002, Guilford Publications, Inc.



### **Handout 3.1.1: Behaviours characteristic of the Wheel of Change – *continued***

The frustration for you is not that your learners cannot see solutions. It is that they cannot see their problems.

#### **Contemplation**

This is the stage at which learners are aware that a problem exists but have not yet made a commitment to take action to change. However, they are willing to consider the problem and accept that a change might help them to get where they want to be in the future.

During this stage, they are likely to experience ambivalence. On the one hand, they can see the benefits of changing; on the other, they are aware of what they would lose. They may fluctuate between the two opposing attitudes. This is an uncomfortable state to be in.

#### **Decision**

At this stage, learners decide to take positive action to change their behaviour, and are willing to agree to an action plan, provided it is acceptable, accessible, appropriate and effective. Without such a plan, they are likely to slip back into the Contemplation stage.

#### **Active change**

In this stage, learners are putting into action their plans for modifying their behaviour, experiences or environment in order to overcome their problems.

#### **Maintenance**

This is a period of consolidation, when the new behaviours are turned into new habits.

#### **Relapse**

Changing behaviour is not easy and learners may experience several slips and relapses along the way. Relapse can happen at any stage and is to be expected, particularly when the change involves well-established problematic behaviours.



## Handout 3.1.2: Wheel of Change – instructions

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### Motivational dialogue – Wheel of Change

#### Card sort activity

#### Aim

This activity is intended to promote discussion and debate, enabling tutors to:

- identify the processes which form the Wheel of Change;
- understand the significance of learner statements and locate them within the Wheel of Change.

The activity consists of six cards which build the Wheel of Change (five dark blue and one light blue) and 26 'learner statement' cards (light blue).

#### Part 1

- Construct the Wheel of Change.
- Discuss the main features of each of the processes.

#### Part 2

- Consider each of the statements on the light blue cards.
- Decide in which aspect of the Wheel you think each learner statement belongs.
- Place the statement card in the appropriate section, explaining the reasons for your decision.

#### Reflection points

- Which of the statements were the most difficult to place and why?
- Which of the statements prompted the most debate?
- Were there any statements you were unable to place? If so, how could you explain this?
- How can tutors use this information to support learners' progress through the Wheel of Change?

Note: the 'traffic lights' technique is an anger management strategy.





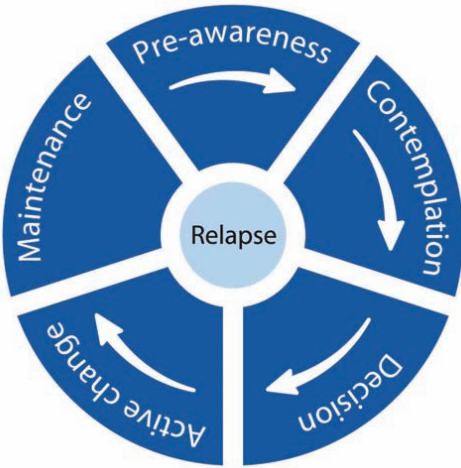
### Handout 3.1.3: Statements for allocation to stages on the Wheel of Change

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
Just stop bugging me. You're always picking on me.						
What's the point? Nobody is going to give me a job anyway.						
I'm not disruptive. There are others much worse than me.						
Leave me alone; I'm happy with the way things are at the moment.						
I haven't got a problem with drugs.						
Yeah, I do get in trouble but so do all of my mates.						
Can I stay on the programme if I behave myself from now?						
Okay, sometimes I do wind up the tutors.						
Sometimes I arrive on time.						
Perhaps I can do better if I try harder.						
I never realised how bored I was doing nothing.						
This time I'm not going to let them wind me up and stop me doing well.						
I really want to learn to read and write so I can do better.						
I'm going to stick to my training this time. I really want it to work out.						



Handout 3.1.3: Statements for allocation to stages on the Wheel of Change – continued

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
Okay,I will go for that job interview this time.						
That thing you told me to do when I get angry really helps me to cool it.						
Keeping this diary has already helped me.I can see that I do some good things on my training.						
I have not taken any drugs for over a month now.						





### Handout 3.1.3: Statements for allocation to stages on the Wheel of Change – *continued*

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
I'm really doing well at the moment. I want to keep going so I can get a job and earn some money to start my band.						
That's my best review yet. It's the first time anyone has really told me I was doing well.						
Even my mum and dad have started to believe me now. They are letting me come home next week.						
My old mates have stopped asking me to go nicking stuff any more. They just say I'm a prat. I don't really care, I've got a great girlfriend and am really happy.						
Thanks for all your help and sticking with me. All the tutors treat me all right now. I can read most words now.						
I am going onto an apprenticeship next. My dad thinks it's brill and doesn't treat me like dirt any more.						
I don't even need to do the traffic light thing anymore when I feel someone's trying to wind me up. I just think yeah whatever and get on with my stuff.						
Things have got worse since my mate has come back. I keep getting into trouble and feel everything is the same as before.						

**Some statements may belong to more than one stage.**



### Handout 3.1.4: Statements for allocation to stages on the Wheel of Change – answer sheet

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
Just stop bugging me. You're always picking on me. (Projection – expresses no desire or need for help)	✓					
What's the point? Nobody is going to give me a job anyway. (Resigned – has given up)	✓					
I'm not disruptive. There are others much worse than me. (Denial – disagrees with others' diagnosis)	✓					
Leave me alone; I'm happy with the way things are at the moment. (No worry about the situation)	✓					
I haven't got a problem with drugs. (Denial of the problem)	✓	✓				
Yeah, I do get in trouble but so do all of my mates. (Acknowledgement of the act but not the problem)	✓ *	✓				
Can I stay on the programme if I behave myself from now? (Example of envisioning about behaviour)		✓				
Okay, sometimes I do wind up the tutors. (Accepting feedback about their behaviour)		✓				
Sometimes I arrive on time. (Statement showing some awareness of what is correct behaviour)		✓				
Perhaps I can do better if I try harder. (Acknowledgement that a problem may exist)		✓				





### Handout 3.1.4: Statements for allocation to stages on the Wheel of Change – answer sheet – *continued*

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
I never realised how bored I was doing nothing. (Problem recognition)		✓*	✓			
This time I'm not going to let them wind me up and stop me doing well. (Optimism and determination)			✓			
I really want to learn to read and write so I can do better. (Aiming at something positive)			✓			
I'm going to stick to my training this time. I really want it to work out. (Optimism and determination)			✓			
Okay, I will go for that job interview this time. (Intention to change)			✓			
That thing you told me to do when I get angry really helps me to cool it. (Active use of strategies for change)				✓		
Keeping this diary has already helped me. I can see that I do some good things on my training. (Starting to use technique – form a self-change programme)				✓		
I haven't taken any drugs for over a month now. (Keeping off drugs)				✓		
I'm really doing well at the moment. I want to keep going so I can get a job and earn some money to start my band. (Working towards a goal)				✓		
That's my best review yet. It's the first time anyone has really told me I was doing well. (Positive feedback taken on by the young person – motivation to carry on)				✓		



### Handout 3.1.3: Statements for allocation to stages on the Wheel of Change – *continued*

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
Even my mum and dad have started to believe me now. They are letting me come home next week. (Trust shown by others)					✓	
My old mates have stopped asking me to go nicking stuff any more. They just say I'm a prat. I don't really care, I've got a great girlfriend and am really happy. (Change is maintained even through pressure from mates)					✓	
Thanks for all your help and sticking with me. All the tutors treat me all right now. I can read most words now. (Achievement and acknowledgement of help)					✓	
I am going onto an Apprenticeship next. My dad thinks it's brill and doesn't treat me like dirt anymore. (Future feels positive and acknowledgement by father)					✓	
I don't even need to do the traffic light thing anymore when I feel someone's trying to wind me up. I just think, yeah, whatever and get on with my stuff. (Advanced maintenance – no need to use a previously acquired strategy)					✓	
Things have got worse since my mate has come back. I keep getting into trouble and feel everything is the same as before. (Relapse due to blame of external factor)						✓

\* Some statements may belong to more than one stage.



### Activity 3.2: Tutors' own experiences of change

#### Purpose

- To deepen understanding of the Wheel of Change.

#### Description

A structured discussion activity done in pairs.

#### Resources

Copies of Handout 3.2.1: **Exploring your own experience of change.**

#### Time

Up to 30 minutes.

#### Background information

Suggest to tutors that they might also have been ambivalent about making certain changes in their lives. The activity they are about to do is about exploring how they felt, and the support that worked for them. The reason for doing this is to increase their empathy for learners who are feeling ambivalent about making changes.

Remind tutors of the term 'ambivalence', that is, to have mixed feelings or emotions about something.

#### Setting up the activity

Ask the tutors to form pairs or triads.

Give each tutor a copy of Handout 3.2.1: **Exploring your own experience of change.**

#### Instructions

Introduce the activity as a way of making the Wheel of Change more real and relevant by applying it to tutors' own lives.

Ask each tutor to think of something significant in their life that:

- they have changed or are in the process of changing;
- had gains and losses attached to it;
- they are willing to talk about to others.

Offer some examples, such as giving up smoking, changing jobs, or moving house.

Ask them to spend a few minutes completing the handout on their own. This gives them the opportunity to recall their experiences.

Monitor progress and, when you see that the majority are ready, invite them to discuss in their small group what they have written.

Monitor their progress again. After about 10 minutes, or when they seem to be ready, ask them to report back to the whole group a summary of:

- what they and others said or did that increased their motivation to make the change;
- what they and others said or did that decreased their motivation to make the change.



## Debriefing

When each group has given their summary, pick out some key points and relate them to the way tutors work with learners. For example, in response to comments about what helped, you might say:

“You’ve said that when someone spent time listening to you, it was a chance for you ‘to hear yourself think’. How might you offer a similar experience to your learners?”

In response to comments about what reduced their motivation, you might say, for example:

“You’ve said that you felt resistant when you were offered advice that you hadn’t asked for. How might learners feel in a similar situation? Do you recall offering unsolicited advice to any of your learners? What prompted you to do so? What was the effect on the learner?”

If you are working with just one tutor, you have a choice with this activity.

You could:

- invite the tutor to complete Handout 3.2.1: **Exploring your own experience of change** in their own time, and leave it to them to decide whether or not to discuss it with you;
- suggest that you both complete the handout and take it in turns to share feedback;

or

- suggest that the tutor completes the handout and then discusses the content with you.

Your role in the latter option will be to ask open questions and listen reflectively in order to help the tutor to explore their experience in greater depth.



You can then help tutors to relate their own experience to the way they work with their learners, using the questions similar to those in the debrief above.

### **The way forward**

Discuss with tutors and agree on:

- when the next session will be;
- what it will cover;
- what preparation needs to be done before the session.

### Handout 3.2.1: Exploring your own experience of change

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**Write down what you were trying to change.**

**When you were in the Pre-awareness stage:**

- What were people saying to you?

.....

.....

- What were you thinking/saying/doing?

.....

.....

**When you were in the Contemplation stage:**

- What helped you move to this stage?

.....

.....

- What ambivalence were you experiencing?

.....

.....

**When you were in the Decision stage:**

- What did you decide?

.....

.....

- How did you come to make the decision?

.....

.....

- What helped you?

.....

.....

**Continued**



### Handout 3.2.1: Exploring your own experience of change – *continued*

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- Who else knew about the decision?

.....

.....

#### **When you were in the Active change stage:**

- What strategies did you adopt to help implement your decision?

.....

.....

- How much planning and preparation did you do?

.....

.....

#### **When you were in the Maintenance stage:**

- How long was it before you felt secure?

.....

.....

#### **If you went into Relapse:**

- What, if anything, triggered the relapse?

.....

.....

- What did you think?

.....

.....

- How did you feel?

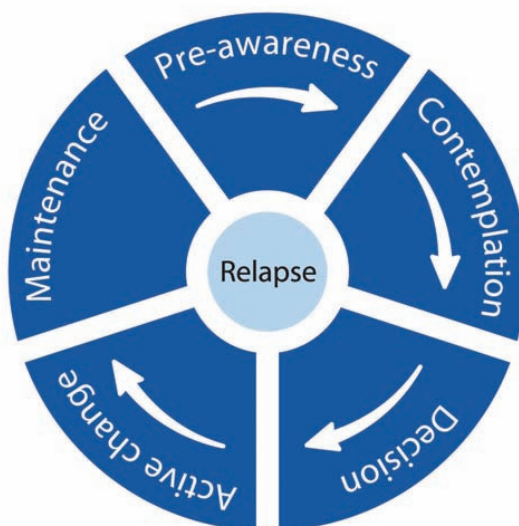
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### Handout 3.1.1: Behaviours characteristic of the Wheel of Change

When people make significant changes in their lives, they go through a predictable series of stages. These stages are represented in the Wheel of Change.



There are some characteristic ways of thinking and behaving associated with each stage.

#### Pre-awareness

Learners in this stage do not see that they have a problem and consequently will not be addressing the aspect of their situation that others see as problematical.

They may show one or more of the following patterns of behaviour.

- **Reluctance:** they lack knowledge and awareness about the facts relating to their behaviour or the possible impact of their behaviour on their future.
- **Rebelliousness:** they present themselves as aggressive and resistant to change; they appear to be governed by emotions rather than rational thought, and do not believe that they can change.
- **Resignation:** they seem overwhelmed by the idea of change and resigned to the fact that they cannot change; previous attempts to change may not have worked, and the learner lacks hope.
- **Rationalisation:** the learner always has a reason for why they do not have a problem or why it is pointless to change; their perspective stems from a belief that they do not have a problem – and that it is only other people who think they do.<sup>1</sup>

<sup>1</sup> Adapted from Miller M., Conforti K. and Rollnick S., *Motivational interviewing: preparing people for change*, 2nd edition, New York, 2002, Guilford Publications, Inc.



### **Handout 3.1.1: Behaviours characteristic of the Wheel of Change – *continued***

The frustration for you is not that your learners cannot see solutions. It is that they cannot see their problems.

#### **Contemplation**

This is the stage at which learners are aware that a problem exists but have not yet made a commitment to take action to change. However, they are willing to consider the problem and accept that a change might help them to get where they want to be in the future.

During this stage, they are likely to experience ambivalence. On the one hand, they can see the benefits of changing; on the other, they are aware of what they would lose. They may fluctuate between the two opposing attitudes. This is an uncomfortable state to be in.

#### **Decision**

At this stage, learners decide to take positive action to change their behaviour, and are willing to agree to an action plan, provided it is acceptable, accessible, appropriate and effective. Without such a plan, they are likely to slip back into the Contemplation stage.

#### **Active change**

In this stage, learners are putting into action their plans for modifying their behaviour, experiences or environment in order to overcome their problems.

#### **Maintenance**

This is a period of consolidation, when the new behaviours are turned into new habits.

#### **Relapse**

Changing behaviour is not easy and learners may experience several slips and relapses along the way. Relapse can happen at any stage and is to be expected, particularly when the change involves well-established problematic behaviours.



## Handout 3.1.2: Wheel of Change – instructions

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### Motivational dialogue – Wheel of Change

#### Card sort activity

#### Aim

This activity is intended to promote discussion and debate, enabling tutors to:

- identify the processes which form the Wheel of Change;
- understand the significance of learner statements and locate them within the Wheel of Change.

The activity consists of six cards which build the Wheel of Change (five dark blue and one light blue) and 26 'learner statement' cards (light blue).

#### Part 1

- Construct the Wheel of Change.
- Discuss the main features of each of the processes.

#### Part 2

- Consider each of the statements on the light blue cards.
- Decide in which aspect of the Wheel you think each learner statement belongs.
- Place the statement card in the appropriate section, explaining the reasons for your decision.

#### Reflection points

- Which of the statements were the most difficult to place and why?
- Which of the statements prompted the most debate?
- Were there any statements you were unable to place? If so, how could you explain this?
- How can tutors use this information to support learners' progress through the Wheel of Change?

Note: the 'traffic lights' technique is an anger management strategy.

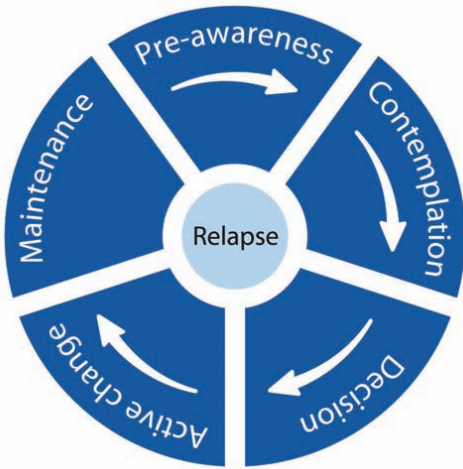
### Handout 3.1.3: Statements for allocation to stages on the Wheel of Change

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
Just stop bugging me. You're always picking on me.						
What's the point? Nobody is going to give me a job anyway.						
I'm not disruptive. There are others much worse than me.						
Leave me alone; I'm happy with the way things are at the moment.						
I haven't got a problem with drugs.						
Yeah, I do get in trouble but so do all of my mates.						
Can I stay on the programme if I behave myself from now?						
Okay, sometimes I do wind up the tutors.						
Sometimes I arrive on time.						
Perhaps I can do better if I try harder.						
I never realised how bored I was doing nothing.						
This time I'm not going to let them wind me up and stop me doing well.						
I really want to learn to read and write so I can do better.						
I'm going to stick to my training this time. I really want it to work out.						



Handout 3.1.3: Statements for allocation to stages on the Wheel of Change – continued

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
Okay,I will go for that job interview this time.						
That thing you told me to do when I get angry really helps me to cool it.						
Keeping this diary has already helped me.I can see that I do some good things on my training.						
I have not taken any drugs for over a month now.						





### Handout 3.1.3: Statements for allocation to stages on the Wheel of Change – *continued*

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
I'm really doing well at the moment. I want to keep going so I can get a job and earn some money to start my band.						
That's my best review yet. It's the first time anyone has really told me I was doing well.						
Even my mum and dad have started to believe me now. They are letting me come home next week.						
My old mates have stopped asking me to go nicking stuff any more. They just say I'm a prat. I don't really care, I've got a great girlfriend and am really happy.						
Thanks for all your help and sticking with me. All the tutors treat me all right now. I can read most words now.						
I am going onto an apprenticeship next. My dad thinks it's brill and doesn't treat me like dirt any more.						
I don't even need to do the traffic light thing anymore when I feel someone's trying to wind me up. I just think yeah whatever and get on with my stuff.						
Things have got worse since my mate has come back. I keep getting into trouble and feel everything is the same as before.						

**Some statements may belong to more than one stage.**

### Handout 3.1.4: Statements for allocation to stages on the Wheel of Change – answer sheet

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
Just stop bugging me. You're always picking on me. (Projection – expresses no desire or need for help)	✓					
What's the point? Nobody is going to give me a job anyway. (Resigned – has given up)	✓					
I'm not disruptive. There are others much worse than me. (Denial – disagrees with others' diagnosis)	✓					
Leave me alone; I'm happy with the way things are at the moment. (No worry about the situation)	✓					
I haven't got a problem with drugs. (Denial of the problem)	✓	✓				
Yeah, I do get in trouble but so do all of my mates. (Acknowledgement of the act but not the problem)	✓ *	✓				
Can I stay on the programme if I behave myself from now? (Example of envisioning about behaviour)		✓				
Okay, sometimes I do wind up the tutors. (Accepting feedback about their behaviour)		✓				
Sometimes I arrive on time. (Statement showing some awareness of what is correct behaviour)		✓				
Perhaps I can do better if I try harder. (Acknowledgement that a problem may exist)		✓				





### Handout 3.1.4: Statements for allocation to stages on the Wheel of Change – answer sheet – *continued*

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
I never realised how bored I was doing nothing. (Problem recognition)		✓*	✓			
This time I'm not going to let them wind me up and stop me doing well. (Optimism and determination)			✓			
I really want to learn to read and write so I can do better. (Aiming at something positive)			✓			
I'm going to stick to my training this time. I really want it to work out. (Optimism and determination)			✓			
Okay, I will go for that job interview this time. (Intention to change)			✓			
That thing you told me to do when I get angry really helps me to cool it. (Active use of strategies for change)				✓		
Keeping this diary has already helped me. I can see that I do some good things on my training. (Starting to use technique – form a self-change programme)				✓		
I haven't taken any drugs for over a month now. (Keeping off drugs)				✓		
I'm really doing well at the moment. I want to keep going so I can get a job and earn some money to start my band. (Working towards a goal)				✓		
That's my best review yet. It's the first time anyone has really told me I was doing well. (Positive feedback taken on by the young person – motivation to carry on)				✓		



### Handout 3.1.3: Statements for allocation to stages on the Wheel of Change – *continued*

	Pre-awareness	Contemplation	Decision	Active change	Maintenance	Relapse
Even my mum and dad have started to believe me now. They are letting me come home next week. (Trust shown by others)					✓	
My old mates have stopped asking me to go nicking stuff any more. They just say I'm a prat. I don't really care, I've got a great girlfriend and am really happy. (Change is maintained even through pressure from mates)					✓	
Thanks for all your help and sticking with me. All the tutors treat me all right now. I can read most words now. (Achievement and acknowledgement of help)					✓	
I am going onto an Apprenticeship next. My dad thinks it's brill and doesn't treat me like dirt anymore. (Future feels positive and acknowledgement by father)					✓	
I don't even need to do the traffic light thing anymore when I feel someone's trying to wind me up. I just think, yeah, whatever and get on with my stuff. (Advanced maintenance – no need to use a previously acquired strategy)					✓	
Things have got worse since my mate has come back. I keep getting into trouble and feel everything is the same as before. (Relapse due to blame of external factor)						✓

\* Some statements may belong to more than one stage.

### Handout 3.2.1: Exploring your own experience of change

---

**Write down what you were trying to change.**

**When you were in the Pre-awareness stage:**

- What were people saying to you?

.....

.....

- What were you thinking/saying/doing?

.....

.....

**When you were in the Contemplation stage:**

- What helped you move to this stage?

.....

.....

- What ambivalence were you experiencing?

.....

.....

**When you were in the Decision stage:**

- What did you decide?

.....

.....

- How did you come to make the decision?

.....

.....

- What helped you?

.....

.....

**Continued**



### Handout 3.2.1: Exploring your own experience of change – *continued*

---

- Who else knew about the decision?

.....

.....

#### **When you were in the Active change stage:**

- What strategies did you adopt to help implement your decision?

.....

.....

- How much planning and preparation did you do?

.....

.....

#### **When you were in the Maintenance stage:**

- How long was it before you felt secure?

.....

.....

#### **If you went into Relapse:**

- What, if anything, triggered the relapse?

.....

.....

- What did you think?

.....

.....

- How did you feel?

.....

.....

# Helping people change

## Preparation for this session

- Completion of Module 1.3, **Helping people change**, on CD-ROM 1 and in the Tutor Workbook, including 'Taking things forward'.

## Activity 4.1: Sharing experiences

### Purpose

- To encourage the transfer of learning.

### Description

Whole-group discussion of on-the-job practice.

### Resources

The completed diary entry from 'Taking things forward' in the Tutor Workbook, Section 1.3 page 8.

### Time

20 minutes.

### Background information

Point out to tutors the learning that comes from:

- self-monitoring the way they work with learners;
- trying out aspects of motivational dialogue with their learners;
- sharing their experiences with each other.

### Instructions

Invite tutors to share their experiences, summarising their diary entry.

Ask them to give each other comments and constructive feedback.

## Debriefing

Encourage discussion that embodies the collaborative ethos of motivational dialogue. Ensure that:

- each person is listened to attentively;
- reflective listening is practised;
- individuals ask whether suggestions or advice would be welcome before giving any;
- the atmosphere is supportive;
- comments are non-judgemental.

Encourage tutors to formulate action plans and to commit to reporting back at the next CPD session on how they have implemented them.

## Guidance for Subject Learning Coach

If you are working consistently with just one or two colleagues, then an integral part of your role will be to:

- encourage them to keep a diary of their progress;
- review with them what they do;
- act as a sounding board in planning what they might do to further their skills;
- be prepared to share your own progress with your colleagues.

If they are willing to accept help from you on this basis, they will have reached the **Decision** stage, and maybe moved onto **Active change**. Your support will be particularly helpful when they experience setbacks or become discouraged by what they perceive as their lack of skill or lack of progress.

## Activity 4.2: Defining appropriate help

### Purpose

- To raise tutors' awareness of their habitual responses and deepen their understanding of appropriate help to offer.

### Description

Individual and small-group activity, based on Handout 4.2.1: **What help do they need right now?**



## Resources

Copies of Handout 4.2.1: **What help do they need right now?**

Copies of Handout 4.2.2: **Some ways of helping.**

## Time

30 minutes (or more, depending on the number of tutors in the group).

## Background information

The mini case studies on the handout portray the 'learners' from the CD-ROMs at different stages of their change process. If their tutor offers help that's appropriate to the stage they have reached, there's a good chance that the 'learners' will accept the help and go on to be successful in making changes.

## Setting up the activity

Distribute Handout 4.2.1: **What help do they need right now?** and Handout 4.2.2: **Some ways of helping.**

## Instructions

For Handout 4.2.1: **What help do they need right now? Section 1.**

Ask tutors to work individually for a few minutes, writing down their answers to the questions in Section 1 for each mini case study.

Invite them to compare their responses with those of other members of the group.

## Debriefing

Encourage tutors to share the feelings triggered by the learner statements.

There are no right or wrong ways of responding, so reflect back non-judgementally what you hear them say, as a way of validating their experience and modelling the ethos of motivational dialogue.

Invite them to demonstrate how their inner response might show in their choice of words, body language or tone of voice. Discuss the effects this might have on learners.

## Instructions

For Handout 4.2.1: **What help do they need right now? Section 2.**

Ask tutors to form pairs or triads.

Explain that their task is to discuss and record their answers to the questions in Section 2 on the Handout 4.2.1: **What help do they need right now?** Draw their attention to Handout 4.2.2: **Some ways of helping**; this will give some options to consider. Tutors may come up with ways of helping that are appropriate, but not included in the handout.

Monitor their progress. When they have finished, invite each group in turn to contribute their answers and the rationale behind them. Discuss with whole group.

## Debriefing

Ensure that the following points are included in the discussion. You and the participants may think of others.

Chantelle is in the **Pre-awareness** stage.

The learner needs to trust that their tutor is willing to listen to their point of view.

So this is not the time to:

- offer advice;
- push the learner to acknowledge the problem as you see it.

The help appropriate for someone in this stage is to:

- find out the learner's perception of your concerns;
- give information and feedback relevant to your concerns.

Trevor is in the **Contemplation** stage.

He is beginning to accept that a career as a professional footballer might not be suitable and/or achievable for him. Help him explore the reasons behind this decision, so that he is comfortable with the direction he is going in.

The help appropriate for learners in this stage is to:

- invite them to talk about where they are finding it hard to make changes;
- reinforce their reasons for changing;
- identify any previous relevant successes and build on them.

Javed has reached the **Decision** stage.

He's accepted the idea of doing a work placement. The strategy now should be to help him think about what it will involve and how to prepare himself. The more prepared he is, the greater the likelihood that he will be able to cope.

Ask him to dictate the decision arrived at for you to write down. Cue and prompt him if necessary.

The help appropriate for learners in this stage is to:

- identify appropriate strategies;
- agree targets that initially are easy to achieve;
- help the learner plan how to overcome potential obstacles.

Kayleigh is in the **Active change** stage.

She has taken steps to address her reluctance to hand in work. A tutor's role now is to step back and let her see how things work out, while still keeping an eye on her and showing personal interest in her progress.

The help appropriate for learners in this stage is to:

- check up on their progress;
- hold follow-up discussions;
- invite them to report back to you at an agreed time and date;
- give feedback on progress.

Graham is moving into the **Maintenance** stage.

He has demonstrated that, so far, he has been able to cope with the challenges he has faced. But there is still the possibility of a relapse. Give feedback that the absence of relapse so far is a good indicator that he is likely to sustain the behaviour change. Use your judgement about how much weight to put on this. For example, you might mention relapse again, in passing, commenting that if it did occur, then for him it would probably be just a temporary setback.

The help appropriate for someone in this stage is to:

- check progress and be alert to potential difficulties;
- gradually decrease support;
- give feedback and reinforce evidence of continuing behaviour change.

Jules has **relapsed**.

She seems to be feeling discouraged. So draw attention to her achievements up to the relapse, and help steer her away from thinking that she is a failure.

The help appropriate for learners in this stage is to:

- encourage them to reflect on their success before relapse;
- explore their feelings about their relapse;
- help them get back on track as quickly as possible;
- reassure them that they will be able to move forward again;
- refer to other learners who have relapsed and then gone on to 'succeed'.

In discussing what help is appropriate, you may like to remind tutors of Section 1.8, Eliciting change talk, in the Tutor Workbook, where there is a discussion of 'traps'.

## Guidance for Subject Learning Coach

The activity on Handout 4.2.1: **What help do they need right now?** is suitable for a tutor working alone.

In this case you may:

- suggest that they complete the handout;
- arrange a time to discuss the outcomes;
- debrief in the way suggested above for groups.

**Make sure you have also carried out the task so that you are able to contribute to the discussion.**

## Handout 4.2.1: What help do they need right now?

**Trevor:** I've always wanted to be a professional footballer ... but all that training ... even when it's snowing ... ! I just stayed in bed. I didn't want to run around getting frozen ... which is why I left – or rather, why I got kicked off the apprenticeship. I don't know – maybe I should look for something else.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

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.....

.....

### Section 2: Discuss in small groups:

What stage is Trevor at?

.....

.....

.....

What help would be useful?

.....

.....

.....

**Continued**



## Handout 4.2.1: What help do they need right now? – *continued*

**Javed:** My tutor says I do really well. He says 'ready for work placement'. I say OK now.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

.....

.....

.....

### Section 2: Discuss in small groups:

What stage is Javed at?

.....

.....

.....

What help would be useful?

.....

.....

.....

**Continued**





## Handout 4.2.1: What help do they need right now? – *continued*

**Jules:** I'd got right to the end of my placement, right? And then it was my mate's 18th birthday. I mean, we just had to go and celebrate, didn't we? But then the chef – he's always had it in for me – had a go at me for being late the next day. After four weeks of me only going out drinking on Fridays and Saturdays! If he can't give me a break now and then, why should I bother trying?

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

.....

.....

.....

### Section 2: Discuss in small groups:

What stage is Jules at?

.....

.....

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What help would be useful?

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.....

.....

**Continued**



## Handout 4.2.1: What help do they need right now? – *continued*

**Kayleigh:** I feel a lot better now about handing in my work. My mate's been brilliant. She goes through it with me before I give it to the tutor.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

.....

.....

.....

### Section 2: Discuss in small groups:

What stage is Kayleigh at?

.....

.....

.....

What help would be useful?

.....

.....

.....

**Continued**



## Handout 4.2.1: What help do they need right now? – *continued*

**Graham:** I've done the Anger Management course, my tutor's helped a lot, and on my third work placement, my supervisor gave me top rating. I won't say it's always easy to bite my tongue, but I don't get quite so wound up as I used to – even when people are getting at me. I've sorted out things at home, too, and that's taken a bit of the stress off me.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

.....

.....

.....

### Section 2: Discuss in small groups:

What stage is Graham at?

.....

.....

.....

What help would be useful?

.....

.....

.....

**Continued**



## Handout 4.2.1: What help do they need right now? – *continued*

**Chantelle:** I'm not going to any literacy class. What's the point? I can get by. I can get a job easily enough.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

.....

.....

.....

### Section 2: Discuss in small groups:

What stage is Chantelle at?

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What help would be useful?

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## Handout 4.2.2: Some ways of helping

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- Identify any previous relevant successes and build on them.
- Find out the learner's perception of your concerns.
- Identify appropriate strategies.
- Give information and feedback relevant to your concerns.
- Hold follow-up discussions.
- Invite the learner to talk about where they are experiencing difficulties or have come up against an obstacle.
- Reassure the learner that they will be able to move forward again.
- Help the learner plan how to overcome potential obstacles.
- Check up on the learner's progress.
- Check progress and be alert to potential difficulties.
- Give feedback on progress.
- Gradually decrease support.
- Give feedback and reinforce evidence of continuing behaviour change.
- Agree targets that initially are easy to achieve.
- Reinforce the learner's reasons for changing.
- Explore the learner's feelings about their relapse.
- Help them get back on track as quickly as possible.
- Help identify barriers to effective change.



### Activity 4.3: Who do you think you are?

#### Purpose

- To raise awareness of habitual responses.

#### Description

A light-hearted self-assessment, to be shared and discussed with others in the group.

#### Resources

Copies of Handout 4.3.1: **Who do you think you are?**

#### Time

20–30 minutes, depending on the number of tutors in the group.

#### Background information

In learning motivational dialogue, each tutor will bring his or her own preferred ways of helping and habitual responses to learners. These approaches may be appropriate to learners at particular stages of the Wheel of Change, and less appropriate at others – or even not appropriate at all! This activity is a light-hearted way of exploring tutors' strengths and helping them recognise other ways of working.

#### Setting up the activity

Invite tutors to form groups of three (or four, depending on the size of the whole group).

Distribute Handout 4.3.1: **Who do you think you are?**

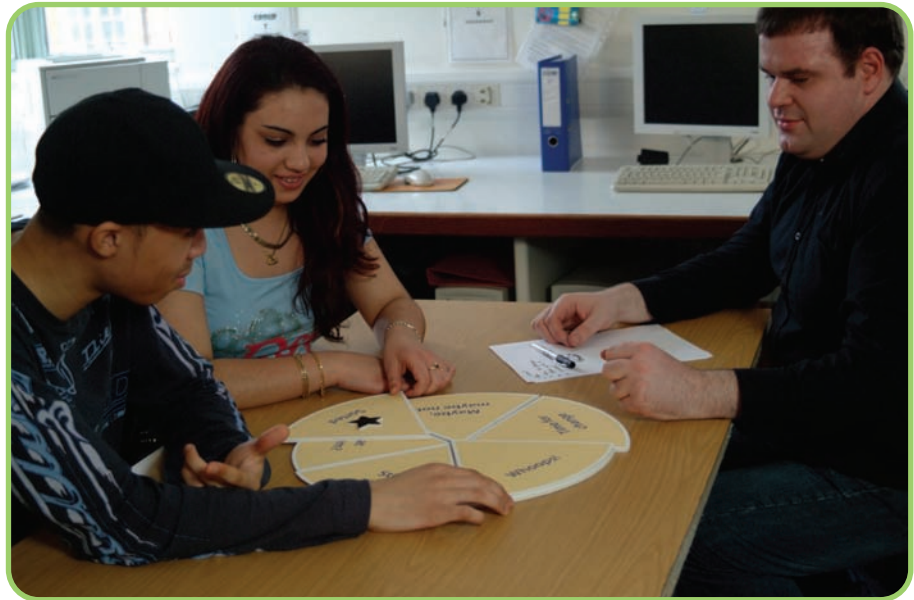
#### Instructions

Explain the purpose of the activity.

Give tutors a few minutes to scan the handout. There will probably be some laughter as they discover caricatures of themselves.

When the first buzz of recognition has died down, invite them to take a more serious look at each stereotype and to explore where:

- in its mildest form, it might possibly be useful;
- it would get in the way of change talk.



## Debriefing

Invite feedback from each small group on the outcomes of their discussion. Encourage tutors to say what they will do differently as a result of the activity.

## Guidance for Subject Learning Coach

Working with just one or two tutors, you could:

- do the activity yourself, with them, as part of a pair or triad;
- offer the handout to a colleague to complete on their own.

In either case, discuss with them what they have written and encourage them to write up an action plan.

### The way forward

Discuss with tutors and agree on:

- when the next session will be;
- what it will cover;
- what preparation needs to be done before the session.

### Handout 4.3.1: Who do you think you are?

The list below is a light-hearted look at some of the roles you might play in helping your learners.

Each role has some useful characteristics if it is used carefully and at an appropriate time for the learner. But taken to extremes, each has the potential to be counter-productive and get in the way of change talk.

Scan the roles to see if any of them remind you of your own preferred ways of helping. In small groups, take each role in turn and discuss the underlying assumptions, potential strengths and limitations.

ROLE	This could be helpful when/if ...	This will not be helpful when/if ...
<b>Traffic cop:</b> Telling learner what direction to take		
<b>Parent:</b> "I've got your best interests at heart"		
<b>Wheeler dealer:</b> Pulling strings behind the scenes		
<b>AA breakdown service:</b> Fixing things in an emergency		

Continued



### Handout 4.3.1: Who do you think you are? – *continued*

ROLE	This could be helpful when/if ...	This will not be helpful when/if ...
<b>Agony Aunt:</b> “Tell me what’s worrying you”		
<b>Sergeant Major:</b> Setting firm boundaries		
<b>Doctor:</b> Dispensing advice and remedies for any ailments		
<b>Friendly uncle:</b> “If I were you, I’d ...”		
<b>‘I speak your weight’:</b> Confronting learner with an unpalatable truth		
<b>Clint Eastwood in a ‘Spaghetti Western’:</b> The tough guy rides into town to protect the weak and vulnerable		





## Handout 4.2.1: What help do they need right now?

**Trevor:** I've always wanted to be a professional footballer ... but all that training ... even when it's snowing ... ! I just stayed in bed. I didn't want to run around getting frozen ... which is why I left – or rather, why I got kicked off the apprenticeship. I don't know – maybe I should look for something else.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

.....

.....

.....

### Section 2: Discuss in small groups:

What stage is Trevor at?

.....

.....

.....

What help would be useful?

.....

.....

.....

**Continued**



## Handout 4.2.1: What help do they need right now? – *continued*

**Javed:** My tutor says I do really well. He says 'ready for work placement'. I say OK now.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

.....

.....

.....

### Section 2: Discuss in small groups:

What stage is Javed at?

.....

.....

.....

What help would be useful?

.....

.....

.....

**Continued**



## Handout 4.2.1: What help do they need right now? – *continued*

**Jules:** I'd got right to the end of my placement, right? And then it was my mate's 18th birthday. I mean, we just had to go and celebrate, didn't we? But then the chef – he's always had it in for me – had a go at me for being late the next day. After four weeks of me only going out drinking on Fridays and Saturdays! If he can't give me a break now and then, why should I bother trying?

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

.....

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### Section 2: Discuss in small groups:

What stage is Jules at?

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.....

What help would be useful?

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.....

.....

**Continued**



## Handout 4.2.1: What help do they need right now? – *continued*

**Kayleigh:** I feel a lot better now about handing in my work. My mate's been brilliant. She goes through it with me before I give it to the tutor.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

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.....

### Section 2: Discuss in small groups:

What stage is Kayleigh at?

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What help would be useful?

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**Continued**





## Handout 4.2.1: What help do they need right now? – *continued*

**Graham:** I've done the Anger Management course, my tutor's helped a lot, and on my third work placement, my supervisor gave me top rating. I won't say it's always easy to bite my tongue, but I don't get quite so wound up as I used to – even when people are getting at me. I've sorted out things at home, too, and that's taken a bit of the stress off me.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

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.....

### Section 2: Discuss in small groups:

What stage is Graham at?

.....

.....

.....

What help would be useful?

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.....

.....

**Continued**



## Handout 4.2.1: What help do they need right now? – *continued*

**Chantelle:** I'm not going to any literacy class. What's the point? I can get by. I can get a job easily enough.

### Section 1: To be answered individually

What feelings are triggered when you read the learner's statement?

.....

.....

.....

How might these show in your response?

.....

.....

.....

### Section 2: Discuss in small groups:

What stage is Chantelle at?

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What help would be useful?

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## Handout 4.2.2: Some ways of helping

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- Identify any previous relevant successes and build on them.
- Find out the learner's perception of your concerns.
- Identify appropriate strategies.
- Give information and feedback relevant to your concerns.
- Hold follow-up discussions.
- Invite the learner to talk about where they are experiencing difficulties or have come up against an obstacle.
- Reassure the learner that they will be able to move forward again.
- Help the learner plan how to overcome potential obstacles.
- Check up on the learner's progress.
- Check progress and be alert to potential difficulties.
- Give feedback on progress.
- Gradually decrease support.
- Give feedback and reinforce evidence of continuing behaviour change.
- Agree targets that initially are easy to achieve.
- Reinforce the learner's reasons for changing.
- Explore the learner's feelings about their relapse.
- Help them get back on track as quickly as possible.
- Help identify barriers to effective change.

### Handout 4.3.1: Who do you think you are?

The list below is a light-hearted look at some of the roles you might play in helping your learners.

Each role has some useful characteristics if it is used carefully and at an appropriate time for the learner. But taken to extremes, each has the potential to be counter-productive and get in the way of change talk.

Scan the roles to see if any of them remind you of your own preferred ways of helping. In small groups, take each role in turn and discuss the underlying assumptions, potential strengths and limitations.

ROLE	This could be helpful when/if ...	This will not be helpful when/if ...
<b>Traffic cop:</b> Telling learner what direction to take		
<b>Parent:</b> "I've got your best interests at heart"		
<b>Wheeler dealer:</b> Pulling strings behind the scenes		
<b>AA breakdown service:</b> Fixing things in an emergency		

Continued



### Handout 4.3.1: Who do you think you are? – *continued*

ROLE	This could be helpful when/if ...	This will not be helpful when/if ...
<b>Agony Aunt:</b> “Tell me what’s worrying you”		
<b>Sergeant Major:</b> Setting firm boundaries		
<b>Doctor:</b> Dispensing advice and remedies for any ailments		
<b>Friendly uncle:</b> “If I were you, I’d ...”		
<b>‘I speak your weight’:</b> Confronting learner with an unpalatable truth		
<b>Clint Eastwood in a ‘Spaghetti Western’:</b> The tough guy rides into town to protect the weak and vulnerable		

# Effective questioning

## Preparation for this session

- Completion of Module 1.4, **Effective questioning**, on CD-ROM 1 and in the Tutor Workbook, particularly 'Taking things forward' from the Workbook.

## Review

- 1 Invite tutors to form small groups and to discuss their experience of listening to a broadcast interview and analysing the questioning style and its effects. Offer the following stimulus questions:
  - To what extent did the interviewer ask open or closed questions?
  - What was the purpose of the interview?
  - What do you think lay behind the questioning strategy?
  - How did the respondent reply?
  - Putting yourself in the shoes of the respondent, how might you have felt?
- 2 Invite tutors to share their reports on 'Taking things forward' on the use of questions in actual interactions with learners. Ask them:
  - What did you change as a result of working through CD-ROM 1 and the Tutor Workbook?
  - What did you find easiest to change?
  - What difficulties did you come up against?
  - What did you do to overcome those difficulties?
  - What will you do more of in future?

## Activity 5.1: Open questions

### Purpose

- To explore the impact of open questions on learners.

### Description

Analysis of the use of open questions in role-plays on CD-ROM 2, **Applying skills with techniques**, or the video on VHS or DVD, **Introducing motivational dialogue**.



## Resources

Role-plays – Graham and tutor; Kayleigh and tutor – on CD-ROM 2 or video.

## Background information

The purpose of using open questions is to encourage learners to:

- talk freely;
- be true to themselves when they talk, rather than giving the answers that they believe tutors want to hear;
- trust that their views are important and will be given due consideration.

It takes practice before open questions become habitual. The activities in this session are designed to provide further practice.

## Time

10–15 minutes per role-play.

## Instructions

Invite tutors to watch the role-play and to raise their hand as soon as they hear an open question.

When you see hands raised, stop the role-play footage. Invite a volunteer to repeat the open question. Discuss its use by asking:

- What was its purpose?
- What effect did it have on the learner?
- Could the same question have been asked any differently? If not, why not? If so, what effect do you think the revised version would have had?

Be aware of your own questions: model effective use of closed and open questions. Remind tutors that closed questions have their place. For example: “Could a question have been asked differently?” can be a closed question. It can be answered with ‘Yes’ or ‘No’. Either answer is useful information that helps you frame a suitable, open follow-on question.

## Debriefing

In the discussions, focus attention on the potential of open questions to reflect the ethos of motivational dialogue by:

- showing respect for the learner's point of view;
- eliciting change talk;
- putting responsibility for change on the learner.

The discussion has the potential to become very analytical. Be alert to the energy that tutors have for this. Be prepared to lead the discussion with a light touch, rather than examining each example in detail. Tutors who prefer to learn in a more active way may want to move quickly on to Activity 5.2, which gives them practice in asking questions themselves.

## Guidance for Subject Learning Coach

You can use this activity as a peer coaching activity. You could invite colleagues to give you feedback on how effectively you used questions during the session.

## Activity 5.2: Asking open questions

### Purpose

- To increase fluency in asking open questions.

### Description

Individual practice in small groups.

### Resources

None.

### Background information

Reassure tutors that changing a style of questioning comes with practice and the next activity is designed to offer that practice.

### Time

Up to 45 minutes.

### Setting up the activity

Ask tutors to form small groups of three or four. Include yourself if necessary.

Explain that there will be at least two rounds of speaking and questioning in this activity. Each round will involve more than one speaker. If tutors are enjoying a particular round and want to continue, then do so if you believe that continuing will enhance their learning and there is time in your session.

### **Instructions for Round 1**

Ask one person to volunteer to be the first speaker and to choose a topic on which they are willing to be questioned.

The other tutors in the group will take it in turns to ask one open question.

If the questioner or anyone else in the group hears a closed question, they should point it out. The questioner should try to translate it into an open question – with or without help from colleagues.

Continue this round for a maximum of ten minutes, or until the questioners have run out of questions, whichever is the sooner.

Invite a second volunteer to be the speaker and repeat the exercise so that the first speaker has a chance to practise asking open questions.

### **Debriefing**

Invite groups to discuss briefly:

- how easy or difficult it was to confine themselves to open questions;
- how different it was from their habitual style of questioning;
- the effects of asking only open questions.

Be ready to point out that this exercise is designed to provide practice in asking open questions. It does not say that open questions are the only type of question that should be asked. Closed questions also have their place.

### **Instructions for Round 2**

Set up the activity in a similar way.

In this round, questioners have an additional constraint. Each tutor should ask only open questions that build on what the speaker has just said. After a maximum of four questions, the questioner will hand over to the next questioner.

Invite a second volunteer to be the speaker and repeat the exercise so that the first speaker has a chance to practise asking open questions that build on what the current speaker says.

Continue for a maximum of 10 minutes, or until the questioners have run out of questions, whichever is the sooner.

## Debriefing

Invite groups to reflect on:

- how easy or difficult it was to build on what the speaker said;
- how the speaker experienced this 'building', particularly in comparison with the previous round.

You may need to remind tutors early on that one of the most effective ways of encouraging someone to speak freely is to use the words "tell me ...".

If tutors need more practice in asking open questions, either repeat Round 2 (if they have the energy) or plan to revisit it on some other occasion.

## Guidance for Subject Learning Coach

You can use this activity with just one tutor.

In this case, take the role of 'speaker' yourself and invite the tutor to question you, using only open questions. Or you can take it in turns to take the 'speaker' role.

If the speaker uses a closed question without realising it, respectfully invite them to rephrase the question.

Use Round 1 to establish how fluently the tutor can pose open questions and to decide how much time to spend on this round. If the tutor is already fluent in using open questions, you may decide to go quickly onto Round 2.

## Additional activities

Skilled questioning lies at the heart of motivational dialogue. If tutors need further practice, try the following activities.

### Activity 5.3: Opening closed questions

Divide tutors into groups of not more than four.

Ask each group to generate five closed questions.

Each group in turn offers another group one question to be translated into an open question. The originating group either accepts the translation or else asks for it to be revised.

Groups take it in turn to pose and translate a question. The activity continues until all the questions have been offered and satisfactorily changed – or until the whole group runs out of energy.

### Activity 5.4: Question quiz

In small groups, compile a quiz for another group on the use of questions. Refer to the Tutor Workbook and to CD-ROM 1 for background information.

### Guidance for Subject Learning Coach

You can work with one colleague and carry out this activity as a pair.

Try constructing your own quiz to offer tutors.

#### The way forward

Discuss with tutors and agree on:

- when the next session will be;
- what it will cover;
- what preparation needs to be done before the session.

# Reflective listening

## Preparation for this session

The activities in this session assume an understanding of the different forms of reflective listening. However, they can be run if tutors have studied the tutorial in Module 1.4 on CD-ROM 1 but have not completed the accompanying activities on the CD-ROM or in the Tutor Workbook.

Tutors will bring a richer appreciation of the power of reflective listening if they have had this practice. So if you are giving tutors advance warning of this session encourage them to tackle the relevant activities beforehand.

## Review

Reflective listening may be one of the most unfamiliar activities in motivational dialogue, so you will need to allocate sufficient time to reviewing tutors' experiences of doing the activities.

First, check who completed the 'Say it out loud' activity in Module 1.4 of CD-ROM 1. Ask them to describe:

- how comfortable they were with reflecting back key words;
- what they found easiest and most difficult.

If no more than one or two tutors completed the activity, include it in the session as a group activity. Provide whatever background information is necessary from CD-ROM 1 Module 1.4 and the Workbook Section 1.4.

The 'Taking things forward' section in the Tutor Workbook suggests ways of practising with learners as well as with friends and family. If anyone in the group has tried doing this, spend a few minutes reviewing their experiences. Ask them to describe:

- the context into which they introduced reflective listening;
- how they felt while doing it;
- what impact it had on the speaker.

If tutors report that they did not complete the activity on CD-ROM 1 or did not try out reflective listening with learners, friends and family, ask what prevented them from doing so.

## Activity 6.1: Yes and No

### Purpose

- To consolidate understanding of the skills and impact of reflective listening.
- To provide tutors with opportunities for practice and feedback.

### Description

A whole-group activity that helps tutors to start thinking reflectively.

### Resources

None required.

### Time

20 minutes.

### Background information

Underpinning effective reflective listening are two important truths.

- There may be many different shades of meaning to what someone says.
- The meaning that a listener gives to what is said may be different from the meaning that the speaker had in mind.

A preliminary step to raising awareness of these truths is to practise asking the question “do you mean ...?”. This is one step removed from true reflective listening and is a useful starting point for building up the skills of reflection.

The activity forms a bridge between the skills of effective questioning and reflective listening.

### Setting up the activity

Ask tutors to form groups of three. If this isn't possible, then tutors can work in a small group of two or four.

The activity should continue until each tutor has taken the role of speaker and questioner at least once.

### Instructions

Ask each person to think about how they would complete the following sentences:

- What I like about working with young people is that they are ...
- What I like about myself is that I am ...
- What I like about living around here is that it is ...

Give an example of what sort of answer you are looking for. For example, abstract characteristics, such as:

- "What I like about working with young people is that they are challenging."
- "What I like about myself is that I am generous."

will give room for exploration, whereas specific descriptions such as:

- "What I like about myself is my smile."

give little scope for interpretation.

Then give the following instructions:

- In each group, tutor 'A' says one completed sentence to their colleagues 'B' and 'C'.
- 'B' responds with a question in the form "Does that mean that they/you/it ..." (whichever is appropriate to the sentence).
- 'A' answers only 'Yes' or 'No'.
- 'C' asks another question in the same form.
- 'A' again answers only 'Yes' or 'No'.
- 'B' and 'C' alternate until they run out of questions.
- Then without pause to discuss, swap roles, so that 'B' is questioned by 'A' and 'C'.

Illustrate the process if necessary. For example:

"What I like about myself is that I am generous."

"Does that mean that you give people money?"

"No."

"Does that mean that you give people time when they need it?"

"Yes."

"Does that mean that you offer to do things for people?"

"No."



## Debriefing

Invite tutors to reflect on:

- the effect of questions that search for clarity and understanding;
- how it felt to be confined to yes/no answers;
- how it felt to be the questioner;
- what, if anything, surprised them about the exercise.

## Guidance for Subject Learning Coach

You can carry out this activity with just one tutor, with each of you in turn taking the role of questioner. Debrief in the same way as the larger group.

## Activity 6.2: Reflecting back

### Purpose

- To demonstrate how a conversation can develop with reflective listening.

### Description

A whole-group activity in which tutors practise reflective listening in response to what the facilitator says.

### Resources

CD-ROM 2, **Applying skills with techniques**, or the video, **Introducing motivational dialogue**.

### Time

15 minutes.

### Background information

This activity shows just how far a conversation can go using only reflective listening statements.

Remind tutors that when they make a reflective statement, their voice goes down at the end. This differentiates it from the upward inflection that signals a question.

A reflection may take the form of a:

- repetition of one or two key words;

- paraphrase of what has been said;
- judgement of what the speaker seems to be feeling as well as saying.

Some people like to preface their statements with a few words of introduction, such as:

“So you would like ...”

“It sounds as though you ...”

“It’s difficult for you to ...”

These introductions can be helpful, but can also be overused. They are not a necessary part of reflective listening.

Show examples of reflective listening from the role-plays on CD-ROM 2, or video. The Graham and Kayleigh role-plays show some good examples.

## Setting up the activity

You, as facilitator, take the lead in this activity. Choose a subject that you have strong feelings about and that affects you significantly.

## Instructions

Ask the whole group to sit in a semi-circle around you.

Explain that you will be doing most of the talking during this activity.

Every few sentences, stop to allow one tutor to make a reflective statement.

Respond as seems appropriate to the statement and continue talking.

Again, after a few sentences, stop and invite the next tutor to reflect back what you have said. You can take the conversation in whatever direction you choose, depending on the reflections that you are given.

The activity continues until everyone has had the chance to reflect back at least twice.

## Options

You can run this activity in various ways, depending on the tutors’ level of skill.

**Option 1:** You initially ask tutors to reflect back only some key words. This builds their skill at the basic level of reflective listening.

**Option 2:** Tutors reflect back in whichever way they choose. This will suit those who are already comfortable making reflective statements.

**Option 3:** You ask tutors specifically to practise paraphrasing. This builds their skill at a more complex level.

## Debriefing

Invite tutors to reflect on the following.

- How easy or difficult it was to listen reflectively.
- What they might have said if they had not been concentrating on reflective listening.
- The effect of their reflections on the flow of your narration.

Be prepared to share with tutors how you experienced their reflections. For example, the reflections might have:

- made you think twice about something you had said;
- generated a bond between you and the group;
- made it easy for you to continue talking.

It will be useful for them to hear and discuss with you whatever it was that you experienced. This will reinforce their understanding of the effect that reflective statements can have.

## Guidance for Subject Learning Coach

If you carry out this activity with just one or two tutors who have so far had little practice in reflective listening, be aware that they could experience it as intimidating. In a larger group, they could learn from each other. When there are just one or two, they may feel under pressure to come up with their own responses. They might also feel under even more pressure if they see you as having more highly developed skills than their own. However, if you approach this activity in a light-hearted way, it can be fun. You could also offer them the chance to do the talking, with you listening reflectively.

## Activity 6.3: Reflective statements

### Purpose

- To provide practice in reflective listening.

### Description

A small-group activity offering each tutor the chance to practise reflective listening.

## Resources

Copies of Handout 6.3.1: **Guidance on reflective listening.**

## Time

30 minutes.

## Background information

Activity 6.2 is preparation for practising reflective statements.

By asking the question, the questioner is attempting to understand what the speaker's opening statement means.

Reflective listening is a much more subtle way of establishing meaning and of encouraging the speaker to elaborate on what they started out saying. This is demonstrated when the group reflect back what they have heard the facilitator saying.

This activity provides tutors with the opportunity to practise formulating their own reflective statements.

## Setting up the activity

The ideal size of group for this activity is three tutors but if necessary it can be run with four in a group.

## Instructions

On a flip chart, write up the following (or similar):

"One thing I like about my work is ..."

"One thing I want to change in my life is ..."

"One thing I would like to do before I die is ..."

Explain that the activity:

- will involve tutors responding to each other with reflective statements;
- is complex because the exchanges will build on what has already been said;
- offers each tutor the chance to be the speaker and the listener/reflector.

To demonstrate the activity:

- ask for a volunteer to complete the sentence: “One of the things I really enjoy about my life is ...”;
- respond ONLY with a reflective statement, and invite the speaker to continue;
- respond with another reflective statement – and continue until you judge that tutors have understood the task.

Ensure that you end each reflective statement with a downward inflection.

Ask tutors to form groups of three (or four, if necessary). Then explain that:

‘A’ speaks first, offering a completed version of one of the stems.

‘B’ responds ONLY with a reflective statement.

‘A’ replies, elaborating on what has already been said.

‘C’ replies ONLY with a reflective statement.

For example:

**A:** One thing I want to change in my life is the balance between work and leisure.

**B:** (reflective statement) The balance.

**A:** (elaborating) Yes, I’m working long hours and don’t spend much time with my family.



**C:** (reflective statement) You don't spend much time with your family.

**A:** (elaborating) My children are growing up quickly. I hardly recognise them. I want to be with them.

**D:** (reflective statement) You want to be with them.

... and so on.

The process continues with the two (or three) listeners taking turns to reflect what they have heard. The speaker responds in a way that is appropriate to the reflection.

When the speaker indicates that they have nothing more to add, rotate the roles without pausing for discussion.

Continue the exercise until each tutor has had at least two experiences of being the speaker. If some of the experiences are short, and if tutors have the energy, continue for a third round.

## Debriefing

When the activity has run its course, reconvene the whole group and invite tutors to discuss:

- their experience of using nothing but reflective statements;
- any habits that they were tempted to lapse into;
- the things they wanted to say that were outside the constraints of the activity;
- what they learnt about reflective listening;
- how it felt to be on the receiving end of so much reflection.

You may find it helpful to point out that open-ended questions invite a learner to start talking, and reflective listening statements broaden and deepen the conversation. More open questions can then be used – perhaps to clarify points or to refocus the conversation.

To give the discussion some focus, invite tutors to collaborate in completing Handout 6.3.1: **Guidance on reflective listening**.

Agree who will type up the handout, and distribute copies to each tutor.

## Guidance for Subject Learning Coach

If you are working with just one or two tutors, this activity may turn out to be very similar to Activity 6.2. Check that you provide a context in which a tutor can practise sustaining the use of reflective statements, building on new meaning that emerges and exploring a topic in depth. To be able to do this, without falling back on habitual strategies, such as closed questions, is an important skill.

### The way forward

Discuss with tutors and agree on:

- when the next session will be;
- what it will cover;
- what preparation needs to be done before the session.

## Handout 6.3.1: Guidance on reflective listening

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What effect does skilful reflective listening have on the speaker?

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What are the characteristics of skilful reflective listening?

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What helps you to listen reflectively?

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What gets in the way of you listening reflectively?

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## Handout 6.3.1: Guidance on reflective listening

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What effect does skilful reflective listening have on the speaker?

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What are the characteristics of skilful reflective listening?

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What helps you to listen reflectively?

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What gets in the way of you listening reflectively?

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# Non-verbal communication

## Preparation for this session

This session can be run without any specific preparation by tutors. However, they will come with greater awareness if they have already completed Module 1.6, **Non-verbal communication**, on CD-ROM 1 and in the Tutor Workbook, and are prepared to discuss the outcomes of 'Taking things forward'.

## Review

Ask tutors about a television interview that they watched as part of 'Taking things forward'. Some stimulus questions are:

- What did you notice the interviewer doing?
- How did their body language reflect and reinforce the impression they wanted to make?
- What were you more aware of when you watched the interview with the sound turned down?

Commenting on the body language of a public figure is one thing; commenting on each other is another. So when you ask tutors to reflect on their use of non-verbal communication with learners, demonstrate your acceptance of what they say by reflecting back to them the positive things they noticed. Where they are critical of themselves, invite them to concentrate on what they will do differently, rather than on what they currently perceive as 'wrong'.

## Activity 7.1: Communicating without words

### Purpose

- To alert participants to ways in which they can communicate without using words and to explore the effect of this on others.

### Description

Small-group interactivity with feedback.

### Resources

Copies of Handout 7.1.1: **Non-verbal communication checklist**.

CD-ROM 2 or video on VHS or DVD.

## Time

40 minutes.

## Background information

The ethos of motivational dialogue is conveyed as much by non-verbal communication as through words. It will enhance relationships with learners, and may contribute to encouraging change talk if tutors are aware of the messages that they convey non-verbally.

## Setting up the activity

Ask tutors to form groups of three.

Distribute Handout 7.1.1: **Non-verbal communication checklist.**

This activity works best when it is done in groups of three: one speaker, one listener and one observer.

If you are working with a group of four tutors, there will be two observers for each speaker and listener.

If you are working with a group of five tutors, join in to make a second triad, and take the role of observer.

## Instructions

Explain the following:

The speaker should talk for about five minutes. The subject must be something that the speaker cares about, related to work, learning or making a significant change.

For example:

- "What I find rewarding and what I find challenging about working with young people."
- "Some of the things that I've learnt about young people."
- "How I came to be in this job."

The listener listens without talking, conveying attention through body language and sounds such as "hmm" or "ah" – called 'paralinguistics', that and can convey a wealth of meaning, depending on the intonation.

The third member of the group observes what the listener is doing to indicate attention.



When the allotted time has elapsed, call a halt and debrief along the lines suggested below.

Repeat the process until each person has had the chance to listen and receive feedback on their non-verbal communication.

## Debriefing

After each round, invite the listener(s) to reflect on the experience. Some helpful questions are:

- What were you aware of doing?
- How easy or difficult was it to convey attention without speaking?
- What did you learn about your habitual and/or preferred ways of communicating?

When the listener has finished, invite the observer(s) and speaker to contribute anything they noticed in addition to what has already been mentioned.

Finally, invite the speaker to reflect on their experience. Some helpful questions are:

- What were you aware of the listener doing when you were speaking?
- What, if anything, encouraged you to talk openly?
- What, if anything, discouraged you from talking openly?
- What did you most value about the way the listener listened?

## Guidance for Subject Learning Coach

If you are working with just one tutor, you can try the same activity, alternating the roles of speaker and listener.

Working with two tutors, you can take the role of observer.

An alternative would be for you and your colleagues to arrange times when you can observe each other in conversation with a learner. Use Handout 7.1.1 **Non-verbal communication checklist** to record what you see, and to provide the basis for supportive, non-judgemental feedback.

If you do find time to observe each other, explain to the learner why each of you is there and what you will be doing. Check whether the learner is comfortable with this. If a learner would prefer you not to be there, respect this and seek another opportunity to observe the tutor at work.

In future sessions with tutors, set aside a few minutes to discuss non-verbal communication. Give feedback along the lines of:

- what you noticed the listener doing;
- what you believe could have got in the way of rapport and trust;
- what you believe was helpful.

Encourage tutors to seek similar feedback from each other. Wherever possible, invite the speaker to reflect on their experience of a listener's non-verbal communication.

An alternative is to video a conversation between a tutor (or you) and a learner and to analyse it afterwards. If you do this, obtain the explicit agreement of the learner concerned. Reassure the learner that the video will be treated in confidence, and that it will be seen only by you and your tutor colleagues, who will also observe strict confidentiality. Under these circumstances, a learner will probably give their consent.

### The way forward

Discuss with tutors and agree on:

- when the next session will be;
- what it will cover;
- what preparation needs to be done before the session.

## Handout 7.1.1: Non-verbal communication checklist

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### Posture

What sitting position did the listener adopt?

.....

If it changed at any point, what appeared to trigger the change?

.....

What feelings did the listener's posture convey to you?

.....

What would you like the listener to do:

- differently?

.....

- less of?

.....

- more of?

.....

### Body movement

What movement did you notice in the listener's body?

.....

How did the listener hold their head?

.....

What head movements did the listener make? (e.g. nodding, tilting head to one side.)

.....

What did the listener do with their hands?

.....

**Continued**





## Handout 7.1.1: Non-verbal communication checklist – *continued*

What would you like the listener to do:

- differently?

.....

.....

- less of?

.....

.....

- more of?

.....

.....

### Eye contact

What level of eye contact did the listener maintain?

.....

.....

What did this suggest to you about what the listener was thinking and/or feeling?

.....

.....

What would you like the listener to do:

- differently?

.....

.....

- less of?

.....

.....

- more of?

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.....

**Continued**



## Handout 7.1.1: Non-verbal communication checklist – *continued*

### Paralinguistics – sounds

How did the listener use sounds?

.....

.....

Were they affirmative and encouraging?

.....

What would you like the listener to do:

- differently?

.....

.....

- less of?

.....

.....

- more of?

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.....

### Silence

Did the listener allow silences to develop, in order to give the learner time to reflect and respond?

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### Habits

Were there any habits (such as saying “OK?” after each sentence) that you would like the listener to be aware of and change or continue?

.....

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## Handout 7.1.1: Non-verbal communication checklist

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### Posture

What sitting position did the listener adopt?

.....

If it changed at any point, what appeared to trigger the change?

.....

What feelings did the listener's posture convey to you?

.....

What would you like the listener to do:

- differently?

.....

- less of?

.....

- more of?

.....

### Body movement

What movement did you notice in the listener's body?

.....

How did the listener hold their head?

.....

What head movements did the listener make? (e.g. nodding, tilting head to one side.)

.....

What did the listener do with their hands?

.....

**Continued**



## Handout 7.1.1: Non-verbal communication checklist – *continued*

What would you like the listener to do:

- differently?

.....

.....

- less of?

.....

.....

- more of?

.....

.....

### Eye contact

What level of eye contact did the listener maintain?

.....

.....

What did this suggest to you about what the listener was thinking and/or feeling?

.....

.....

What would you like the listener to do:

- differently?

.....

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- less of?

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- more of?

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**Continued**

# Summarising for change

## Preparation for this session

The Tutor Workbook invites tutors to practise summarising conversations in which different points of view are being expressed. It would be helpful for tutors to come to the session prepared to share their experiences of this.

## Review

Invite tutors to spend a few minutes responding to the following questions:

- What helped you to summarise?
- What prevented you from summarising?
- What effect did your summary have?
- What was your own experience of doing the summary?
- To what extent did you give weight to particular parts of the content?

## Activity 8.1: Summarising for change

### Purpose

- To practise giving weight to comments that support change.

### Description

Small group activity in which each person summarises what another person has said.

### Resources

Copies of Handout 8.1.1: **Briefing sheet**.

Copies of Handout 8.1.2: **Observer's feedback sheet**.

Kayleigh role-play from CD-ROM 2 or the video on DVD or VHS.

### Time

Up to 45 minutes.



## Background information

A summary of any sort is a useful way of:

- bringing focus;
- checking your understanding;
- signalling that you have heard what a person has said;
- checking that one part of a conversation has been completed before moving on to a new topic.

A summary for change differs from a straight summary in that whatever the learner has said in support of change or learning is put at the end of the summary, and is given additional emphasis by being delivered more slowly and deliberately.

Emphasise that it is not a matter of putting positive statements at the end. Show the tutor Patrick's summary for change where he acknowledges Kayleigh's achievements at the beginning. Point out that he ends with a reminder that completing her work is part of her assessment process and has consequences for her ambition to gain a qualification.

## Setting up the activity

This activity is most usefully carried out in groups of three. In this case, 'A' will talk, 'B' will ask questions, use reflective listening skills and summarise for change. 'C' will observe, make notes and offer feedback on whether or not the change talk appeared in the summary for change.

Alternatively, the activity can be carried out in pairs, with one person speaking and the other questioning, reflecting back and finally summarising.

## Instructions

Ask tutors to form triads.

Invite each person to spend a few minutes preparing to talk about something (real or imaginary) that represents a significant change in their life, and that they are in the process of changing. Ask them to make notes on Handout 8.1.1, **Briefing sheet**.

'A' then talks for five minutes or so, about the area of change, using the notes on the Briefing sheet to guide what they say.



During this time:

- 'B' asks questions, listens reflectively and ends with a 'summary for change'.
- 'C' records on Handout 8.1.2 **Observer's feedback sheet**, any examples of change talk that they notice.

At the end of this round, tutors briefly discuss the accuracy of the summary and the extent to which it ended with reference to change talk.

Explain to tutors that this is not primarily an exercise in eliciting change talk. However, the skills that tutors learnt from Module 1.8 on CD-ROM 1 will be useful here.

## Debriefing

When each tutor has had their turn at summarising, reconvene the whole group and discuss:

- how the speaker experienced the summary for change;
- what helped the summariser to give an accurate summary;
- what prevented an accurate summary from being given;
- on what basis the summariser chose what to include in the summary;
- what might be done differently.

## Guidance for Subject Learning Coach

If you are working with just one tutor, then complete the activity as a pair. Give each other feedback and discuss the whole experience as suggested above.

### The way forward

Discuss with tutors and agree on:

- when the next session will be;
- what it will cover;
- what preparation needs to be done before the session.

## Handout 8.1.1: Briefing sheet

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You are about to talk for up to five minutes on a real or imaginary situation that represents something significant in your life that you are in the process of changing, or are thinking about changing. If you choose something real, check that you are comfortable talking about it with colleagues.

Person 'B' will listen, question you and reflect back what you say. They will conclude the conversation with a 'summary for change'.

Person 'C' will observe.

To help you prepare, make notes here. When the role-play starts, you can draw on this material to answer the questions put to you.

If you are not asked questions that elicit such change talk, then include just one or two pieces of information on your own initiative.

You are free to include, without prompting, any number of comments that suggest:

- reluctance to change;
- fear of changing;
- indifference to change;
- why you should stay as you are.

### Area of significant change in my life

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### What I struggle with

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**Continued**



### Handout 8.1.1: Briefing sheet – *continued*

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**What concerns me about the problem and not making the change**

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**How optimistic I am about making the change**

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**How committed I am to making the change**

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**Positive things that I have already done**

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## Handout 8.1.2: Observer's feedback sheet

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Note any examples of change talk that you observe.

Which were picked up in the 'summary for change'?

### Problem recognition

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### Concerns about the problem and about not making the change

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### Optimistic about making the change

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### Commitment to making the change

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### Positive things already done

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## Handout 8.1.1: Briefing sheet

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You are about to talk for up to five minutes on a real or imaginary situation that represents something significant in your life that you are in the process of changing, or are thinking about changing. If you choose something real, check that you are comfortable talking about it with colleagues.

Person 'B' will listen, question you and reflect back what you say. They will conclude the conversation with a 'summary for change'.

Person 'C' will observe.

To help you prepare, make notes here. When the role-play starts, you can draw on this material to answer the questions put to you.

If you are not asked questions that elicit such change talk, then include just one or two pieces of information on your own initiative.

You are free to include, without prompting, any number of comments that suggest:

- reluctance to change;
- fear of changing;
- indifference to change;
- why you should stay as you are.

### Area of significant change in my life

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### What I struggle with

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**Continued**



### Handout 8.1.1: Briefing sheet – *continued*

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**What concerns me about the problem and not making the change**

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**How optimistic I am about making the change**

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**How committed I am to making the change**

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**Positive things that I have already done**

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## Handout 8.1.2: Observer's feedback sheet

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Note any examples of change talk that you observe.

Which were picked up in the 'summary for change'?

### Problem recognition

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### Concerns about the problem and about not making the change

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### Optimistic about making the change

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### Commitment to making the change

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### Positive things already done

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# Eliciting change talk

## Preparation for this session

Completion of the following modules:

- Module 1.4, **Effective questioning**, on CD-ROM 1 and in the Tutor Workbook;
- Module 1.5, **Reflective listening**, on CD-ROM 1 and in the Tutor Workbook.
- Module 1.8, **Eliciting change talk**, on CD-ROM 1 and in the Tutor Workbook, including the activity using the **ABC technique** to structure reflections on eliciting change talk in learners.

## Review

Invite tutors to report on their experience of using the ABC technique in the way suggested in the Tutor Workbook.

## Activity 9.1: Questioning for change

### Purpose

- To increase fluency in eliciting change talk.

### Description

Small-group activity offering controlled practice in asking the questions that elicit change talk.

### Resources

Copies of Handout 9.1.1: **Questions that elicit change talk**.  
Copies of Handout 9.1.2: **Eliciting change talk observation sheet**.  
Copies of Handout 9.1.3: **Traps that inhibit change talk**.

### Time

30 minutes.

## Background information

This is an extension of work on effective questioning.

The questions that elicit change talk are all open questions. They are focused and specific. They encourage the learner to think about connections between what they are doing now and what might happen later. By focusing learners' attention on connections and consequences in relation to their behaviour, the questions encourage a mature way of thinking. They also encourage learners to think positively, optimistically and realistically.

The questions most suitable to a particular learner will depend on the stage the learner has reached on the Wheel of Change.

Although the activity provides practice in all four categories of change talk questions, a conversation with a learner might be more focused. For example, if a learner is in Pre-awareness or Contemplation, it might be necessary to concentrate on questions that encourage the learner to admit that they are finding it difficult to change certain habits ('problem recognition') and concern about its effects.

The role-plays on CD-ROM 2, or the video on VHS or DVD, show how specific techniques (as well as skills) can be used to elicit change talk. You might like to show one or more as an introduction to the activity.

## Setting up the activity

Ask tutors to form groups of three (ideal) or four (if necessary). Tutors will rotate roles of speaker, listener/questioner and observer.

Distribute Handout 9.1.1: **Questions that elicit change talk** and Handout 9.1.2: **Eliciting change talk observation sheet**.

## Instructions

Explain that each tutor in turn will be invited to talk about an issue in their life that they would like to change, have begun to change or are thinking about changing. The issue should be real and significant enough to have consequences for the tutor and others in the tutor's life.

Emphasise that this activity is about fluency in questioning: it is not an exercise in getting information out of a monosyllabic learner. So the speaker should volunteer sufficient information for the questioners to work with.



Allow a few minutes for tutors to select something suitable. It could be something they have talked about in a previous activity, or else something new. Whatever the topic, it should be complex enough to offer scope for questioning.

Check that the groups are ready to start.

Give the following explanation of how the activity will begin with a trial run:

'A' starts talking about his/her issue.

'B' asks some questions about problem recognition.

'C' follows on, asking questions about concern.

'B' asks some questions about intention to change.

'C' follows on, asking questions about optimism.

Reflective listening and summaries can be used alongside the questions.

When the questioners have completed their questioning, ask the group(s) to stop for a few minutes to take stock. Check that they were clear about what they were doing.

Invite them to comment very briefly on how they felt asking the questions, and how the speaker felt answering them, and then move on.

When they are ready to resume, invite them to rotate roles and to continue in a slightly more challenging way. This time:

'B' talks about an issue.

'C' asks questions moving through all four categories: i.e. problem recognition, concern, intention to change and optimism about change.

'A' observes.

This cycle is repeated until each tutor has had the opportunity to ask questions in all four categories.

Throughout the activity, the listener/questioner can use other skills, such as reflective listening and summarising.



## Debriefing

First ask the questioner to report on their experience. Ask questions such as:

- What was most challenging for you?
- What, if anything, surprised you?
- What did you have to stop yourself doing?
- What would you do differently next time?

Then ask if the observer has any additional comments to make, backed up by notes made on the observation sheet.

Finally, ask the speaker to describe the experience. Ask questions like:

- How easy or difficult was it to answer the specific questions?
- What impact did the questions have on your motivation to change?
- How would you describe the experience of articulating your thoughts about change?
- What was most powerful in making you think afresh?
- What would you like the questioner to have done more or less of?

## Guidance for Subject Learning Coach

If you are working with just one tutor, you can still run the activity by becoming involved yourself. Rotate the roles of speaker and questioner and jointly reflect on the experiences after each cycle.

If you can video the activity, you will have a rich source of material to reflect on and discuss.

### The way forward

Discuss with tutors and agree on:

- when the next session will be;
- what it will cover;
- what preparation needs to be done before the session.

## Handout 9.1.1: Questions that encourage change talk

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### Problem recognition

What obstacles are you coming up against?

What difficulties are you having?

What effect is this having on you?

How are others affected by this?

### Concern

What do you think will happen if you do not change what you are doing?

How do you feel about what you are doing?

How strongly do you feel about what you are doing?

What worries you about what you are doing?

### Intention to change

What makes you want to change?

What has happened to make you want to change?

What will you gain from changing?

What do you think will be different if you change?

What will support your intention to change?

What could make you feel more positive about changing?

How much do you want to change?

### Optimism

How confident do you feel about making changes?

What makes you believe that you can change?

Thinking about the changes you want to make, how are things different now from other times that you have tried to change?

What might work for you if you decide to try to make changes?

What will help you actually do the things that you have decided you will do?



## Handout 9.1.2: Observation sheet for eliciting change talk

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Note here examples of:

### Good practice

(e.g. following up what the speaker said; reflecting back; using a change talk question at an appropriate moment)

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### Traps

(e.g. argument; giving advice as an 'expert'; premature focus)

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### Missed opportunities

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## Handout 9.1.3: Traps that reduce the likelihood of eliciting change talk and may inadvertently elicit and/or consolidate resistance to change

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### Trap 1: Persuading through argument

*The context:* A learner who is not ready to change signals this by countering every statement you make with reasons for staying as they are.

*The trap:* Allowing yourself to be drawn into a debate in which you try to persuade the learner to see your point of view.

*The antidote:* Encourage learners to articulate their own reasons for change.

### Trap 2: Who is the expert?

*The context:* A learner talks about their problems and you can see exactly what they should do.

*The trap:* Offering advice and guidance before you have explored the learner's own perspective. The result can be half-hearted commitment to your suggestions, and any change that does result may be only temporary.

*The antidote:* Remember that there are two experts in the room. Check whether the learner wants advice or not.

**N.B. If you believe that a learner is in imminent danger, don't hesitate to give your advice! Remember also to follow your provider policies on confidentiality and disclosure.**

### Trap 3: Premature focus

*The context:* You believe that you know what a learner needs to change.

*The trap:* You may be tempted to focus on this before the learner is ready to do so. You may trigger resistance and also run the risk of focusing on something other than the primary issue.

*The antidote:* Spend time with a learner listening to them, asking a few well-chosen questions and reflecting back empathically what you have heard them say.



## Handout 9.1.1: Questions that encourage change talk

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### Problem recognition

What obstacles are you coming up against?

What difficulties are you having?

What effect is this having on you?

How are others affected by this?

### Concern

What do you think will happen if you do not change what you are doing?

How do you feel about what you are doing?

How strongly do you feel about what you are doing?

What worries you about what you are doing?

### Intention to change

What makes you want to change?

What has happened to make you want to change?

What will you gain from changing?

What do you think will be different if you change?

What will support your intention to change?

What could make you feel more positive about changing?

How much do you want to change?

### Optimism

How confident do you feel about making changes?

What makes you believe that you can change?

Thinking about the changes you want to make, how are things different now from other times that you have tried to change?

What might work for you if you decide to try to make changes?

What will help you actually do the things that you have decided you will do?



## Handout 9.1.2: Observation sheet for eliciting change talk

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Note here examples of:

### Good practice

(e.g. following up what the speaker said; reflecting back; using a change talk question at an appropriate moment)

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### Traps

(e.g. argument; giving advice as an 'expert'; premature focus)

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### Missed opportunities

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## Handout 9.1.3: Traps that reduce the likelihood of eliciting change talk and may inadvertently elicit and/or consolidate resistance to change

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*The context:* A learner who is not ready to change signals this by countering every statement you make with reasons for staying as they are.

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*The antidote:* Remember that there are two experts in the room. Check whether the learner wants advice or not.

**N.B. If you believe that a learner is in imminent danger, don't hesitate to give your advice! Remember also to follow your provider policies on confidentiality and disclosure.**

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*The context:* You believe that you know what a learner needs to change.

*The trap:* You may be tempted to focus on this before the learner is ready to do so. You may trigger resistance and also run the risk of focusing on something other than the primary issue.

*The antidote:* Spend time with a learner listening to them, asking a few well-chosen questions and reflecting back empathically what you have heard them say.

## Session 10:

# Preparation and planning

## Preparation for this session

The **Preparation and planning checklist** and **Preparation and planning review sheet**, from Module 1.9 of the Tutor Workbook, completed in relation to a meeting with at least one learner.

## Review

In pairs, invite tutors to compare:

- what each did in terms of preparation and planning;
- what the effect was;
- what each might learn from the other.

Invite each tutor to report back to the whole group one thing that they will do differently as a result of the activity.

## Activity 10.1: A challenging conversation

### Purpose

- To explore the personal blocks to coping with learners and situations that tutors experience as challenging.

### Description

Individual paper exercise followed by group discussion.

### Resources

Copies of Handout 10.1.1: **Where am I starting from?**

### Time

Up to 40 minutes.

### Background information

One of the most crucial aspects of preparing and planning for a conversation – particularly one that is likely to be challenging – is to prepare ourselves. This means being aware of all the thoughts and feelings that run through our heads beforehand, about the situation, the learner and ourselves. For example, we might:



- have had past experiences with the learner that influence the way we see them now;
- hold prejudices or stereotypical views that distort the way we see the learner;
- feel helpless, frustrated, powerless, etc. about the situation the learner is in;
- feel anxious about telling learners things that they might find difficult to hear;
- doubt our own competence to deal with the particular situation.

Each one of us will have our own personal blocks that sometimes get in the way. These will be explored in this activity.

### Setting up the activity

Ask tutors to form groups of three (or two, if necessary).

Distribute Handout 10.1.1: **Where am I starting from?**

## Instructions

Ask tutors to recall a situation in which they were anticipating a challenging conversation with a learner. Invite them to spend a few minutes individually writing down their recollections on Handout 10.1.1: **Where am I starting from?**

Then ask them to discuss in their small group how their thoughts and feelings affected the direction of the conversation.

Finally, ask them to describe how they would prepare themselves differently if a similar conversation arose now.

## Debriefing

Reconvene the whole group and invite tutors to share the outcomes of their discussions. Listen reflectively, ask questions for clarity and summarise.

Then ask each tutor to think of a conversation with a learner that has yet to happen – one that they predict will be challenging. Ask them to reflect on the outcomes of the discussion they have just had and ask themselves the question: “How will I prepare myself differently?”

In the course of the discussion, focus attention on thoughts, feelings and what will be said, rather than allowing tutors to justify or rationalise why they cannot imagine anything changing.

For example: “When I imagine this conversation, I think of all the other times I’ve talked to this particular learner and how little has changed. So I feel a bit despondent. But I want to continue to offer support. What I’ll do is prepare some questions that focus on what progress the learner thinks has been made.”

rather than...

“I’ve talked to this learner many times before. Nothing seems to change. That’s just how things are and there’s nothing I can do about it.”

Ask participants to recall the ethos of motivational dialogue. Ask them how reflecting on the ethos helps them to prepare for the conversation.

## Guidance for Subject Learning Coach

If you are working with just one or two tutors, discuss with them what they learnt from completing the **Preparation and planning checklist** and **Preparation and planning review sheet** from the Tutor Workbook.

Use open questions such as:

“How does the way you prepare and plan affect the conversation you have?”

“If you changed just one thing about your preparation and planning, what do you think would make the greatest difference?”

“What is there that prevents you from ...?”

Note that questions like these:

- encourage people to make connections between what they do (or don't do) and the outcomes of a conversation;
- focus attention on actions;
- side-step the explanations and rationalisations that lock people into their current habits.

When you come to Activity 10.1, you might prefer to take an informal approach, and talk through the thoughts and feelings associated with it rather than ask your colleagues to use the handout.

You could then encourage your colleagues to apply the learning to a conversation that they predict will challenge them. Share your own plans for how you will prepare for a challenging conversation.

## Handout 10.1.1: Where am I starting from?

Describe the challenging conversation and its purpose.

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Before the conversation actually happened, what were your thoughts and feelings about the learner?

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Before the conversation actually happened, what were your thoughts and feelings about your role, your contribution and your ability to conduct the conversation as you wished?

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What was the effect on the conversation itself of the thoughts and feelings you had before the conversation happened?

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Now that you've talked through your thoughts and feelings, what would you do differently next time? *(To be completed after discussion with your colleagues)*

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## Handout 10.1.1: Where am I starting from?

Describe the challenging conversation and its purpose.

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Before the conversation actually happened, what were your thoughts and feelings about the learner?

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What was the effect on the conversation itself of the thoughts and feelings you had before the conversation happened?

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Now that you've talked through your thoughts and feelings, what would you do differently next time? *(To be completed after discussion with your colleagues)*

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# Skills and techniques: putting things together

## Preparation for this session (1)

Experience of trying out motivational dialogue skills with one or more learners.

## Review

Invite tutors to form small groups (or if there are five or fewer participants, stay as one group) and to share their experiences of using motivational dialogue skills to date. Ask them to discuss what:

- they are doing differently;
- effect it is having;
- they are finding challenging;
- they would like to do better;

and to report back to the whole group with a summary.

The information that emerges from the group(s) will help you plan further group sessions and individual coaching.

## Preparation for this session (2)

Before tutors practise the techniques in a CPD session, it would be helpful if they were to familiarise themselves with the role-plays on CD-ROM 2 and the accompanying text. The techniques are:

- The Wheel of Change for learners;
- What's important to me? value rating cards;
- The ABC technique;
- Losses and gains analysis;
- Scaling tool.

## Review

As an introduction to setting up role-plays in which tutors practise using the techniques, check:

- which role-plays they have studied;
- whether they have already tried out any of the techniques, and if so, with what results.

With this information, you will be able to decide whether to go straight into role-playing selected techniques, or whether you need to spend time discussing the examples on CD-ROM 2.

## Activity 11.1: Integrating learning

### Purpose

- To integrate the learning about motivational dialogue.

### Description

Analysis of role-play on video.

### Resources

CD-ROM 2; **The Wheel of Change for learners: Patrick and Kayleigh role-play.**

Copies of Handout 11.1.1 **Skills demonstrated in role-play.**

### Time

20 minutes.

### Setting up the activity

This activity can be run with the whole group.

Distribute copies of Handout 11.1.1 **Skills demonstrated in role-play.**

### Instructions

Tell the tutors that they are going to analyse the role-play between Patrick and Kayleigh to see how different skills are used at different stages of the dialogue. Each time they see an example of one of the skills, they should make a note on the handout.

### Debriefing

Discuss with the group:

- what they saw;
- what effect it appeared to have on Kayleigh;
- what, if anything, might have been done differently.

## Guidance for Subject Learning Coaches

Analysing the role-play in this way is something that you can do with one or two tutors on a very informal basis. It might just be a matter of saying "Let's get together for half an hour and go through the role-play".

## Activity 11.2: Integrating skills and techniques

### Purpose

- To provide realistic practice in integrating skills and techniques.

### Description

Role-play of situations chosen by tutors.

### Resources

CD-ROM 2 or video on VHS or DVD:

- Module 2.1: The Wheel of Change for learners.
- Module 2.2: What's important to me? value rating cards.
- Module 2.3: The ABC technique.
- Module 2.4: Losses and gains analysis.
- Module 2.5: The Scaling tool.

Copies of notes describing the techniques in **Using the five techniques** in this ring binder.

The **Motivational dialogue techniques** and **Wheel of Change activities** boxes contain:

- the boards and cards for The Wheel of Change for learners;
- What's important to me? Cards;
- Losses and gains board;
- the Scaling tool.

There is a photocopiable ABC sheet at the end of this section, and a downloadable version on the **Supporting materials** CD-ROM in this ring binder.

## Activity 11.3: Skills demonstrated in role-play

### Time

20 minutes per tutor.

### Background information

This activity involves no new information. It offers tutors the opportunity to:

- integrate the skills they have been practising separately;
- practise using the techniques for eliciting change talk.

## Setting up the activity

Distribute:

- copies of notes describing the technique(s);
- Handout 11.3: **Skills demonstrated in role-play**.

You might choose to devote a whole session to one technique, with each tutor role-playing it. Alternatively, you could give tutors the option of practising whichever technique they choose. Agree which direction to take before you start giving instructions.

## Instructions

Ask tutors to form groups of three.

Explain that each tutor in turn will take the roles of 'tutor', 'learner' and 'observer'.

Explain that the session gives them the opportunity to practise using the techniques. However, it is important to recognise that the technique is not an end in itself. When you use these techniques with your learners the goal is to elicit change talk, not necessarily to complete the activity. You should not force the dialogue just in order to complete the activity.

To make the role-play as realistic as possible, suggest that each tutor taking the role of 'learner' works with a situation of their own, rather than pretending to be an E2E learner. Ideally, this situation will be current. If it happened in the past, ask the tutor/learner to talk about it as though it is current.

Ask tutors to spend a few minutes thinking of suitable contexts. Illustrate what 'suitable' means with the following examples:

**What's important to me?** value rating cards, **Losses and gains** and **Scaling tool** might all be used on making a decision to change jobs, move house or take a particular holiday.

The **ABC technique** would be applied to an incident involving someone else that the tutor/learner would like to understand better.

After allowing time for discussion, check that the contexts chosen are suitable for the technique with which they will be used.

Before the role-play starts, the tutor playing 'learner' should give a brief description of a change they are contemplating making, and about which they are experiencing some ambivalence. This will set the context.



In the role-play itself:

- the 'tutor' should find a way of starting off the conversation, and leading smoothly into introducing the technique;
- the conversation will finish when the potential of the technique has been thoroughly worked through, and the 'tutor' has drawn the conversation to a close with a summary and invitation to the learner to say if and how they had benefited;
- the observer will use Handout 11.3: **Skills demonstrated in role-play** to note examples of when the 'tutor' demonstrated specific skills, and the effect they had on the 'learner' and the conversation.

The process will be repeated until each tutor has taken on the role of 'tutor'.

## Debriefing

In debriefing, stress that the use of any technique is not an end in itself. Rather, it is a contribution to a conversation about change. Ask tutors to keep this in mind.

After each role-play, invite the 'tutor' to reflect on:

- their ease with the technique;
- what was surprising or unexpected about using the technique;
- anything that was problematical;
- the learning that resulted from trying out the technique.

Then ask the 'learner' to describe:

- their experience of participating in using the technique;
- how it contributed to their understanding of the issue under discussion;
- what the 'tutor' did that helped;
- what the 'tutor' did that could have been done differently.

Finally, invite the 'observer' to add any further points – particularly in relation to the use of specific skills – that have not been discussed so far.

## Guidance for Subject Learning Coach

You and your colleagues might like to try out the techniques informally, before using them with learners. You can do this in a pair, using each other as 'learner' and debriefing the role-play in the same way as suggested for groups.

Discussing with each other how you have used the techniques with actual learners can be very helpful.

## Handout 11.3: Skills demonstrated in role-play

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As you watch the role-play, note down examples of the way the tutor is supporting change talk.

### Effective questioning

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### Reflective listening

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### Positive body language

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### Eliciting change talk

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### Summarising for change

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## Handout 11.3: Skills demonstrated in role-play

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As you watch the role-play, note down examples of the way the tutor is supporting change talk.

### Effective questioning

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### Reflective listening

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### Positive body language

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### Eliciting change talk

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### Summarising for change

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# Using the five techniques

This section explains how to use the five techniques in this resource with learners to help create a positive state for change. Each of these techniques is illustrated in **CD-ROM 2** by tutors from the Standards Unit pilot working with actors role-playing E2E learners.

Providers in the pilot adapted some of these techniques to use with their learners in group sessions and their ideas are included in this section.

The techniques have been especially adapted for use with E2E learners. They are:

- **Wheel of Change** – a learner version to help them understand the process of change.
- **What's important to me?** – a value rating activity.
- **ABC technique** – an exercise to help a learner understand what triggers their behaviour and the consequences of their behaviour.
- **Losses and gains analysis** – an examination of the costs and benefits of change.
- **Scaling tool** – to help learners think about what is happening in their life now and what to do next.

You will find a set of each of these resources in the **Motivational dialogue techniques** and **Wheel of Change activities** boxes, except for the ABC technique. The ABC technique works well with a flip chart and sticky notes. There is also a photocopiable template you and your learner can use in this section, and a downloadable version in the **Supporting Materials CD-ROM 3**.

When using these techniques you should use all the skills discussed in CD-ROM 1 and the Workbook in a holistic way. However, you will select skills appropriate to the learner's needs in relation to their journey of change on the Wheel of Change.

## Preparation and planning

Before you carry out any technique with your learner:

- decide a date and time that is mutually convenient;
- decide how much time to set aside for the meeting;
- choose a meeting space that is as undisturbed as possible;

## The ethos of motivational dialogue

- make sure the learner knows the purpose of the meeting;
- consider where you think the learner is on the Wheel of Change;
- clear your mind of any distractions or negative feelings you may have about the learner;
- remind yourself of the ethos of motivational dialogue.

It is important to maintain the ethos of motivational dialogue when you're using these techniques with learners:

- Adopt a quiet, friendly and respectful style.
- Recognise that the learner is the expert on their feelings and behaviour.
- Help them explore and resolve their ambivalence about change.
- Focus their attention on talking about change.

You should use the technique as a catalyst for opening up the discussion, not as an end in itself.

Don't feel that at all costs you must get a 'result' from using the technique. If you do, you may find yourself leading the learner to say the things you want to hear. Remember that the purpose of using the technique is to get the learner to explore and talk freely about the benefits of change.

Remember that any technique you use with your learners should be part of an ongoing dialogue and not an isolated exercise. So it is important to take time to reflect after your meeting on what went well, what you might do differently next time and which of your motivational dialogue skills might need further development.

# The Wheel of Change for learners

The **Wheel of Change for learners** helps young people understand the process of change, including relapse, and where they are on their own change journey.

Before you carry out this technique with your learner:

- Refresh your knowledge of the stages of change and the helping strategies appropriate to each stage. Consider which stage of change you think the learner is currently in.
- Be clear about what you are going to do with the information your learner gives you.

To use the technique, you will need the Wheel of Change for learners.

## How to use the technique

You can use the Wheel of Change with young people who have not yet started out on their change journey as well as those who have already begun.

To use the technique for the first time:

- explain the change process – that people typically go through five stages, with the possibility of Relapse anywhere along the journey. Avoid talking in the abstract by using examples to illustrate the changes;
- describe the stages and what sort of thinking and behaviour are associated with them;
- invite the learner to identify where they think are on the Wheel;
- discuss their self-assessment and explain what needs to be done at this stage to make progress.

If the learner has already begun their change journey but has relapsed:

- check how much they remember about the Wheel of Change and fill in any gaps;
- ask the learner what stage they had reached before Relapse and to place the 'Whoops' segment on that stage;
- explain that sometimes it is necessary to go round the Wheel several times before the new behaviour really takes hold; reassure the learner that people rarely change without one or more lapses;

check the stage that the learner has lapsed to, and use helping strategies appropriate to that stage.

## How providers in the pilot adapted this technique

The learner version of the Wheel of Change has been adapted from versions created by some of the providers in the pilot. As well as using the technique in one to one dialogues and reviews with learners, tutors found that learners enjoyed using the technique together in pairs or groups. At Fareport Training Organisation, for example, learners made their own version of the Wheel of Change. They created a Wheel with a pivotal arrow and they chose their own terms for the stages, for example:

- There is no problem
- I'll think about it
- What can I do?
- I can do something
- All is OK.

“When the learners create their own wheel of change they do own both the problem and the solution. Learners also embraced the one to one time they had with their tutors and identified where they were on the Wheel of Change. Each learner who was part of the pilot identified their own solutions.”

At the Tides Centre, some learners designed the Wheel of Change using images instead of words to illustrate each stage. They found that the technique was simple to understand, acted as a reminder of previous discussions, helped to organise thoughts and could be used for target-setting and career planning.



## Motivational dialogue - 'Wheel of Change: CPD activity'

### Card sort activity

#### Aim

This activity is intended to promote discussion and debate, enabling tutors to:

- identify the processes which form the 'Wheel of Change';
- understand the significance of learner statements and locate them within the 'Wheel of Change'.

The activity consists of six cards which build the 'Wheel of Change' (five dark blue and one light blue) and 26 'learner statement' cards (light blue).

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#### Part one

- Construct the 'Wheel of Change'.
- Discuss the main features of each of the processes.

#### Part two

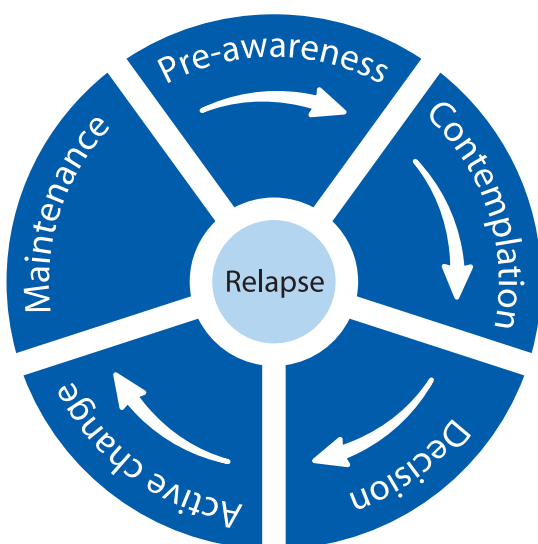
- Consider each of the learner statements on the light blue cards.
- Decide in which aspect of the wheel you think each learner statement belongs.
- Place the statement card in the appropriate section, explaining the reasons for your decision.

#### Reflection points

- Which of the statements were the most difficult to place and why?
- Which of the statements prompted the most debate?
- Were there any statements which you were unable to place?  
If so, how could you explain this?
- How can tutors use this information to support learners' progress through the 'Wheel of Change'?

Note: The 'traffic lights' technique is an anger management strategy.

## Motivational dialogue 'Wheel of Change' answer sheet



	Pre-awareness	Contemplation	The decision	Active change	Maintenance	Relapse
Just stop bugging me. You're always picking on me. (Projection – expresses no desire or need for help)	✓					
What's the point? Nobody is going to give me a job anyway. (Resigned – has given up)	✓					
I'm not disruptive. There are others much worse than me. (Denial – disagrees with others diagnosis)	✓					
Leave me alone; I'm happy with the way things are at the moment. (No worry about the situation)	✓					
I haven't got a problem with drugs. (Denial of the problem)	✓					
Yeah, I do get in trouble but so do all my mates. (Acknowledgement of the act but not the problem)	✓*	✓				
Can I stay on the programme if I behave myself from now on? (Example of envisioning about behaviour)		✓				
Okay, sometimes I do wind up the tutors. (Accepting feedback about their behaviour)		✓				
Sometimes I arrive on time. (Statement showing some awareness of what is correct behaviour)		✓				
Perhaps I can do better if I try harder. (Acknowledgement that a problem may exist)		✓				



	Pre-awareness	Contemplation	The decision	Active change	Maintenance	Relapse
I never realised how bored I was doing nothing. (Problem recognition)		✓*	✓			
This time I'm not going to let them wind me up and stop me doing well. (Optimism and determination)			✓			
I really want to learn to read and write so I can do better. (Aiming at something positive)			✓			
I'm going to stick to my training this time. I really want it to work out. (Optimism and determination)			✓			
Okay, I will go for that job interview this time. (Intention to change)			✓			
That thing you told me to do when I get angry really helps me to cool it. (Active use of strategies for change)				✓		
Keeping this diary has already helped me. I can see that I do some good things on my training. (Starting to use technique – form a self-change programme)				✓		
I haven't taken any drugs for over a month now. (Keeping off drugs)				✓		
I'm really doing well at the moment. I want to keep going so I can get a job and earn some money to start my band. (Working towards a goal)				✓		
That's my best review yet. It's the first time anyone has really told me I was doing well. (Positive feedback taken on by the young person – motivation to carry on)				✓		
Even my mum and dad have started to believe me now. They are letting me come home next week. (Trust shown by others)					✓	
My old mates have stopped asking me to go nicking stuff any more, they just say I'm a prat. I don't really care, I've got a great girlfriend and am really happy. (Change is maintained even through pressure from mates)					✓	
Thanks for all your help and sticking with me. All the tutors treat me all right now. I can read most words now. (Achievement and acknowledgement of help)					✓	
I am going onto an apprenticeship next. My dad thinks it's brill and doesn't treat me like dirt anymore. (Future feels positive and acknowledgement by father)					✓	
I don't even need to do the traffic light thing anymore when I feel someone's trying to wind me up. I just think, yeah, whatever and get on with my stuff. (Advanced maintenance – no need to use a previously acquired strategy)					✓	
Things have got worse since my mate has come back. I keep getting into trouble and feel everything is the same as before. (Relapse due to blame of external factor)						✓

\*Some statements may belong to more than one stage.

# What's important to me? Value rating cards

## How to use the technique

**What's important to me?** helps learners think about and articulate what is important to them. It stimulates discussion and can provide you with useful information about the learner's values that you can use to help them talk about change.

To use the technique, you will need:

- a selection of cards, up to 30, from the set provided, plus some blanks;
- a flat, clear surface on which to place the cards.

With the learner, decide which issue you both want to focus on, for example, career, relationships, attendance.

Select up to 30 cards relevant to the chosen area.

- 1 Place the '**Important**', '**Unimportant**' and '**Not sure**' header cards in a row.
- 2 Spread out your 30 chosen cards.
- 3 Ask the learner to place the cards underneath their chosen headings.
- 4 Ask if there is anything the learner would like to add to the blank cards.
- 5 Ask the learner to select the three most important cards and to talk about why they have chosen them.

You now have choices about where to go next. The information the learner gives you should help you to encourage them to explore and articulate what is important to them.

You can relate the choices to the area under discussion. For example, "Look at the cards you've said are important. Which cards describe what you're getting out of your work placement right now?"

## How providers in the pilot adapted this technique.

One provider developed images to use with learners to help them talk about their values. This idea has been developed and a set of image cards is included in the activities box. Using images allows for wider interpretations than some of the statements. You can ask how the learner sees the image and how it relates to their situation. Of course images are also more user-friendly for learners whose reading skills are hesitant.

Sample of What's important to me? value rating cards.

Important

Fun

Not sure

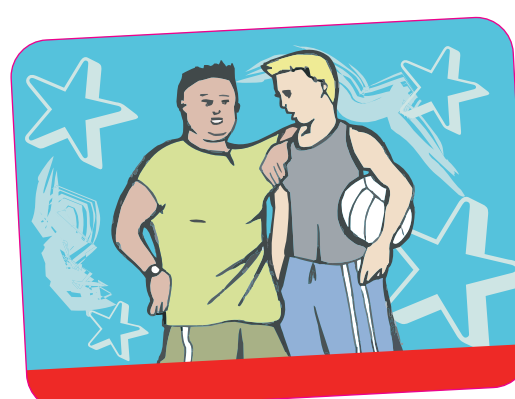
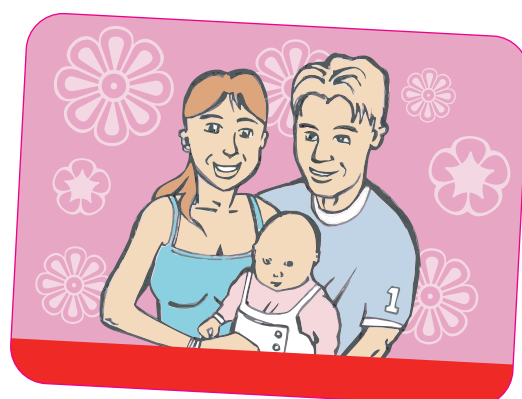
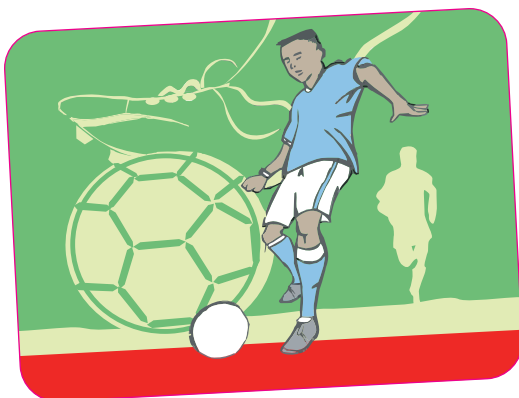
Adventure

Helping others

Boredom

Ambition/Dreams

Unimportant



# The ABC technique

The **ABC technique** helps young people understand the **behaviour (B)** that is causing concern in terms of:

- the **actions** that trigger it (**A**)<sup>1</sup>;
- the **consequences** that follow it (**C**).

## How to use the technique

Gather, in advance, any relevant information about the behaviour or incident under discussion.

Be clear about what you are going to do with the information your learner provides you.

You will need:

- a sheet of flip chart paper, divided into three columns headed Action, Behaviour and Consequences;
- pens.

Explain the purpose of the exercise to the learner.

**Behaviour:** ask the learner to describe in their own words:

- what actually happened;
- what was said;
- the feelings and emotions they had at the time.

You or the learner should write each statement relating to the behaviour on a separate sticky note. Check that the notes are accurate and invite the learner to place them in the appropriate column.

Repeat for the **Action** stage asking for the learner's views of what happened to trigger the behaviour. You might explore their actions and feelings and the actions of others.

In **Consequences**, you are looking at what happened immediately after the behaviour and at what might happen if the behaviour persists.

<sup>1</sup> This technique is also referred to as: Antecedents, Behaviour and Consequences.

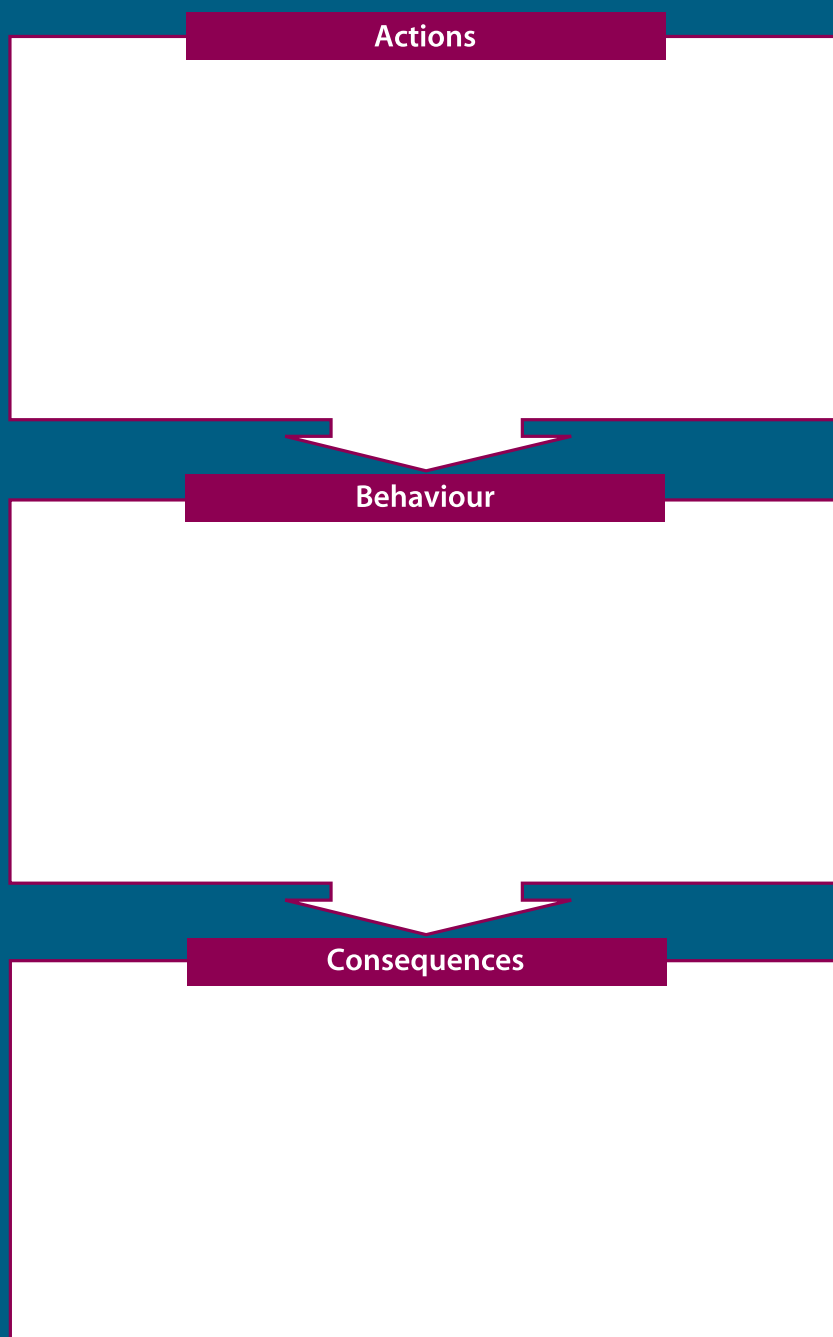
The learner's behaviour may well be partly or wholly driven by distorted thinking. To prevent the learner from consolidating any irrational beliefs or inaccurate perceptions you will need to help them check these against reality.

Invite the learner to make a summary of what has been said, or if this is not appropriate, make the summary yourself.

End by asking the learner to comment on their experience of the technique. Ask what they have got out of it, and what they found helpful.

You may find it useful to keep a copy of the notes to take forward to a future review. You can ask the learner to record the most important points on the template for this technique.

## Standards Unit



# Losses and gains analysis

The **Losses and gains analysis** helps learners to:

- explore their feelings about change;
- look at the pros and cons of decisions they need to take.

The technique will help you assess a learner's commitment to change.

Before you carry out this technique look at what stage of change your learner is at. This is a particularly useful technique to use with learners who are at the Contemplation stage.

Be clear about what you're going to do with the information your learner provides you.

## How to use the technique

To use the technique, you will need:

- the Losses and gains board;
- wipe clean pens.

Fill in the headings on the Losses and gains board.

Explain to the learner that the behaviour they are considering changing has some positive aspects for them as well as negative consequences – otherwise they would not be doing it. So change will involve giving up some benefits, and gaining others.

Explain the four boxes, and ask the learner to make statements that fit somewhere on the grid. Encourage them to record their own comments, but if this is not practical, record them yourself.

If the learner jumps about from box to box, go with them.

When the learner expresses something as a gain, help them develop this by enquiring into the other side of the statement and place the answer in the appropriate box.

When you have enough detail, ask the learner to pick out the points that are most important to them. Explore these in more detail, checking them against reality. Record any new points that emerge.



Sum up and ask the learner for feedback on the experience.

It may be easy to skip over something a learner recognises they gain by changing or lose by not changing. Make sure you give such recognition due attention. For example, invite the learner to:

- elaborate on what they have said;
- be more specific;
- make links with a longer term goal.

Don't forget to keep or note down the 'decisional balance sheet' created in this activity so that you and the learner can refer to it again in the future. You could ask learners to do this for themselves using the template from the **Supporting materials CD-ROM**.

### How providers in the pilot adapted this technique.

A simpler version of this technique is a 'Pros and Cons' activity. At the Hospitality Training Partnership on the Isle of Wight, tutors experimented with this version:

"We developed a see-saw effect tool. Learners added blocks to each end of the tool to weigh up the benefits of change. This was particularly useful as the learner could see the balance changing in front of them and had a clearer understanding of the pros and cons of change. The original see-saw was made from card and is now being made in wood as the learners felt it was too light at times because they often wanted to load the negative end with more blocks than the card could take. It was valuable, however, as the learner observed the overbearing weight in favour of change!"

At Rathbone Hindley, tutors used the losses/gains board but developed an approach to working with young offenders in pairs or small groups to help them talk about relevant situations, such as:

- breach of ASBO<sup>2</sup>;
- coming into custody;
- planning for release;
- planning to support a child;
- keeping out of trouble.

They developed cards to get the learners started on the exercise and encouraged them to also make their own statements. Example statements are:

<sup>2</sup> Anti-Social Behaviour Order

Letting people down	Free money	Boring
Gaining friends	Signing on	Hassle
Getting hooked	Do what I like	Can't see friends
Being stoned	Stay in bed	Curfew
Money	Qualifications	Coming back inside
Pride	Work experience	Spend more time at home
Buy things	Responsible	Learn a lesson
Feel important	Own house	Nice things
Legit	Respect	Hurt family
Make people happy	See mates	Loved



They worked out a system using coloured and numbered dice for choosing which segment of the board a learner would respond to and each learner took it in turns to choose a statement appropriate to the segment. In a small group learners could build up a picture of the losses and gains of continuing their current behaviour and the benefits of change. Learners can transfer the statements to their own recoding sheet and discuss in a one to one review with their tutor.

Tutors noticed the following benefits:

- Learners choose the topics that were relevant and important to them.
- Through taking turns learners who are less confident in discussion are helped to make a contribution by choosing a statement if they wish.
- In-depth topics can be discussed and the process helps learners think through what is going on in their lives.
- The technique provides an added level to group discussions and helps organise ideas. It can be used as a starting point for personal and social development sessions.

# Losses and gains

What can I gain by

What can I lose by

What can I lose by not

What can I gain by not

# The Scaling tool

The **Scaling tool** helps learners to think about a particular aspect of their life that is currently concerning them. They give a rating to how they feel about the issue and are helped to explore what changes would need to occur to improve that rating. They can also be motivated to make changes by considering the current situation in the context of past successes.

## How to use the technique

To use the technique you will need the Scaling tool in Activities box 1.

- 1 Show the board and explain why you are using it.
- 2 Write down the topic under discussion.
- 3 Ask the learner to move the arrow to '5'.
- 4 Ask the learner how they feel about their current situation in terms of a number on the scale where 10 is the best you can feel and to move the arrow to the appropriate point on the scale.
- 5 Explore their thoughts and feelings about their number choice.

Now ask questions to explore:

- when the rating was even lower than it is now, and get them to move the arrow there;
- what actions they took that moved the rating up to where it is now; and get them to move the arrow back;
- where they would like the rating to be, and get them to move the arrow there;
- why they have moved it there;
- what actions they would need to take to make this a reality.

You can also use the second scale on the board to explore a situation where the learner successfully overcame another problem. You can help them to see that the skills or attitudes they applied in one situation can be brought to the current issue. Alternatively, the other scale lines can be used to discuss different aspects of a given situation or to explore a situation in relation to several different people.

This scaling technique is particularly useful for learners who initially find it difficult to express their thoughts and feelings in words. It is



also helpful with learners who have difficulty with the intimacy of one-to-one conversations and struggle with eye contact. You need to use open questions and reflections skilfully to achieve the quality of dialogue you are aiming for. Make plenty of use of affirmation, particularly as the learner talks about past successes. As with all motivational dialogues, reflect their self-motivational statements and give them prominence when you summarise what they have been saying.

Again it is important to remember that the technique is there to help the learner to talk about and explore change. Do not be tempted to get the arrow moved in the direction **you** hope for at the cost of a good motivational dialogue.

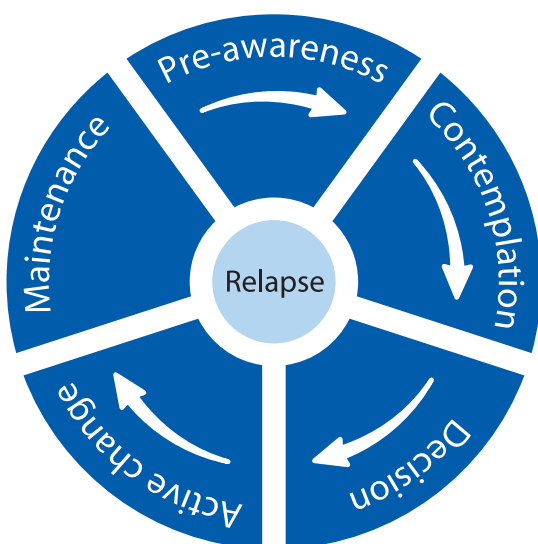
0 1 2 3 4 5 6 7 8 9 10

Question:

0 1 2 3 4 5 6 7 8 9 10

Question:

## Motivational dialogue 'Wheel of Change' answer sheet



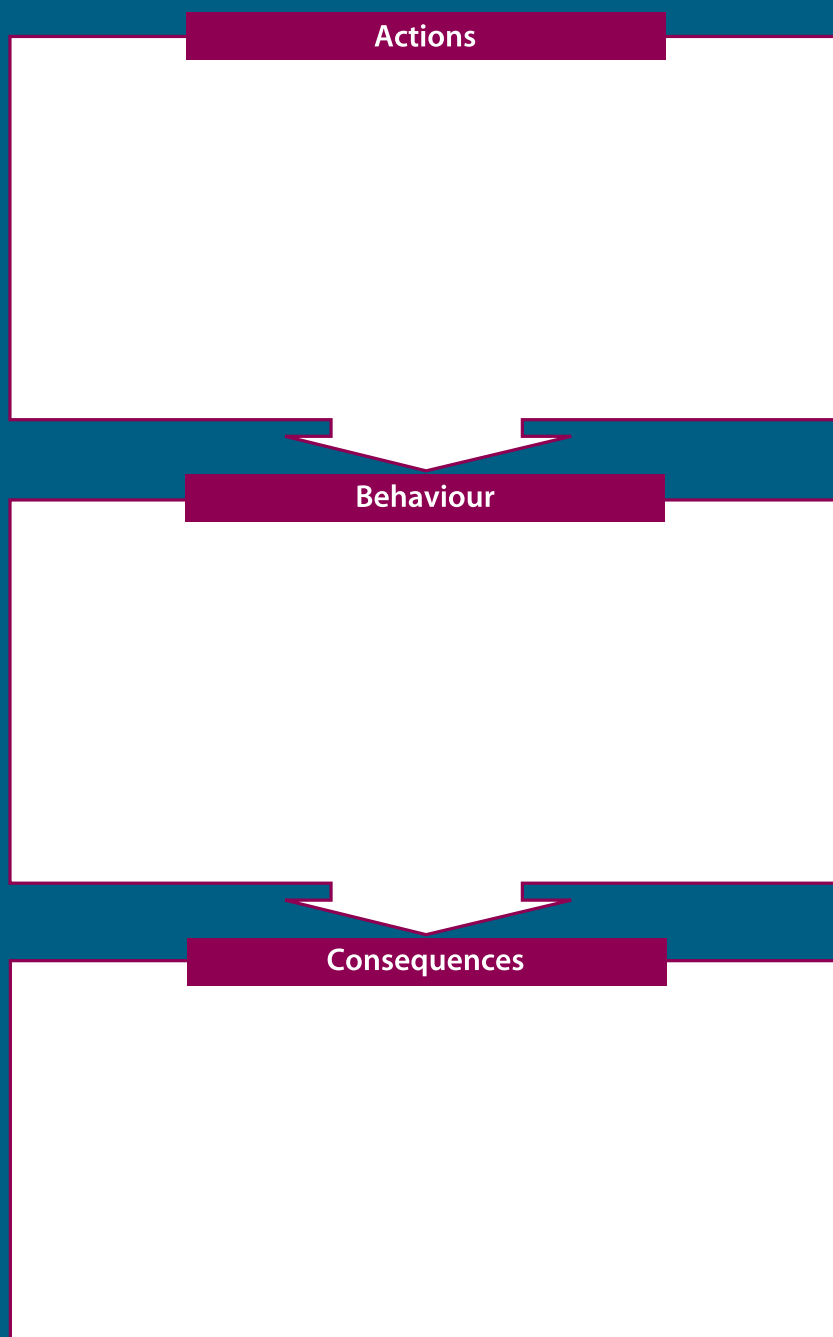
	Pre-awareness	Contemplation	The decision	Active change	Maintenance	Relapse
Just stop bugging me. You're always picking on me. (Projection – expresses no desire or need for help)	✓					
What's the point? Nobody is going to give me a job anyway. (Resigned – has given up)	✓					
I'm not disruptive. There are others much worse than me. (Denial – disagrees with others diagnosis)	✓					
Leave me alone; I'm happy with the way things are at the moment. (No worry about the situation)	✓					
I haven't got a problem with drugs. (Denial of the problem)	✓					
Yeah, I do get in trouble but so do all my mates. (Acknowledgement of the act but not the problem)	✓ *	✓				
Can I stay on the programme if I behave myself from now on? (Example of envisioning about behaviour)		✓				
Okay, sometimes I do wind up the tutors. (Accepting feedback about their behaviour)		✓				
Sometimes I arrive on time. (Statement showing some awareness of what is correct behaviour)		✓				
Perhaps I can do better if I try harder. (Acknowledgement that a problem may exist)		✓				

	Pre-awareness	Contemplation	The decision	Active change	Maintenance	Relapse
I never realised how bored I was doing nothing. (Problem recognition)		✓*	✓			
This time I'm not going to let them wind me up and stop me doing well. (Optimism and determination)			✓			
I really want to learn to read and write so I can do better. (Aiming at something positive)			✓			
I'm going to stick to my training this time. I really want it to work out. (Optimism and determination)			✓			
Okay, I will go for that job interview this time. (Intention to change)			✓			
That thing you told me to do when I get angry really helps me to cool it. (Active use of strategies for change)				✓		
Keeping this diary has already helped me. I can see that I do some good things on my training. (Starting to use technique – form a self-change programme)				✓		
I haven't taken any drugs for over a month now. (Keeping off drugs)				✓		
I'm really doing well at the moment. I want to keep going so I can get a job and earn some money to start my band. (Working towards a goal)				✓		
That's my best review yet. It's the first time anyone has really told me I was doing well. (Positive feedback taken on by the young person – motivation to carry on)				✓		
Even my mum and dad have started to believe me now. They are letting me come home next week. (Trust shown by others)					✓	
My old mates have stopped asking me to go nicking stuff any more, they just say I'm a prat. I don't really care, I've got a great girlfriend and am really happy. (Change is maintained even through pressure from mates)					✓	
Thanks for all your help and sticking with me. All the tutors treat me all right now. I can read most words now. (Achievement and acknowledgement of help)					✓	
I am going onto an apprenticeship next. My dad thinks it's brill and doesn't treat me like dirt anymore. (Future feels positive and acknowledgement by father)					✓	
I don't even need to do the traffic light thing anymore when I feel someone's trying to wind me up. I just think, yeah, whatever and get on with my stuff. (Advanced maintenance – no need to use a previously acquired strategy)					✓	
Things have got worse since my mate has come back. I keep getting into trouble and feel everything is the same as before. (Relapse due to blame of external factor)						✓

\*Some statements may belong to more than one stage.



## Standards Unit



# Losses and gains

What can I gain by

What can I lose by

What can I lose by not

What can I gain by not



## Scaling tool

0 1 2 3 4 5 6 7 8 9 10

Question:

0 1 2 3 4 5 6 7 8 9 10

Question:

# The coaching model

We have designed our model of support for tutors, teachers and trainers using our resources according to research evidence on the most effective ways to support professional development and the sharing of best practice. The Standards Unit also provides free professional training in coaching for teachers and trainers who have been nominated by their managers as Subject Learning Coaches. It is a new and exciting programme where Subject Learning Coaches from different backgrounds meet to share best practice and develop their coaching skills.

## How is the coaching programme organised?

- Providers offering courses in Entry to Employment, Business Education, Construction and Science have been invited to nominate Subject Learning Coaches in these priority subject areas.
- The Subject Learning Coaches meet in Subject Networks, either regionally or sub regionally. They participate in a national professional training programme that can lead to accreditation. This programme then prepares them to provide peer coaching for their colleagues to help them adopt the new approaches and Standards Unit resources in their own organisation.
- Regular Network meetings help to foster the development of subject learning communities and provide the Subject Learning Coaches with peer support from a range of different backgrounds as well as opportunities for practising their coaching skills with their fellow peers.

Contact details for the Standards Unit regional offices are included in Standards Unit Regional Contacts on p. 28.

## What is the background and evidence for this model?

Joyce and Showers studied 200 In-Service Education and Training programmes for teachers and trainers<sup>7</sup>, each of which was designed with the specific aim of changing classroom practice. The research findings revealed that, even though teachers and trainers were often very enthusiastic about the training they received, they rarely applied it in a sustained way that led to long-term change in practice.

Joyce and Showers concluded that, for training to be truly effective, it needs to include the following five components or stages:

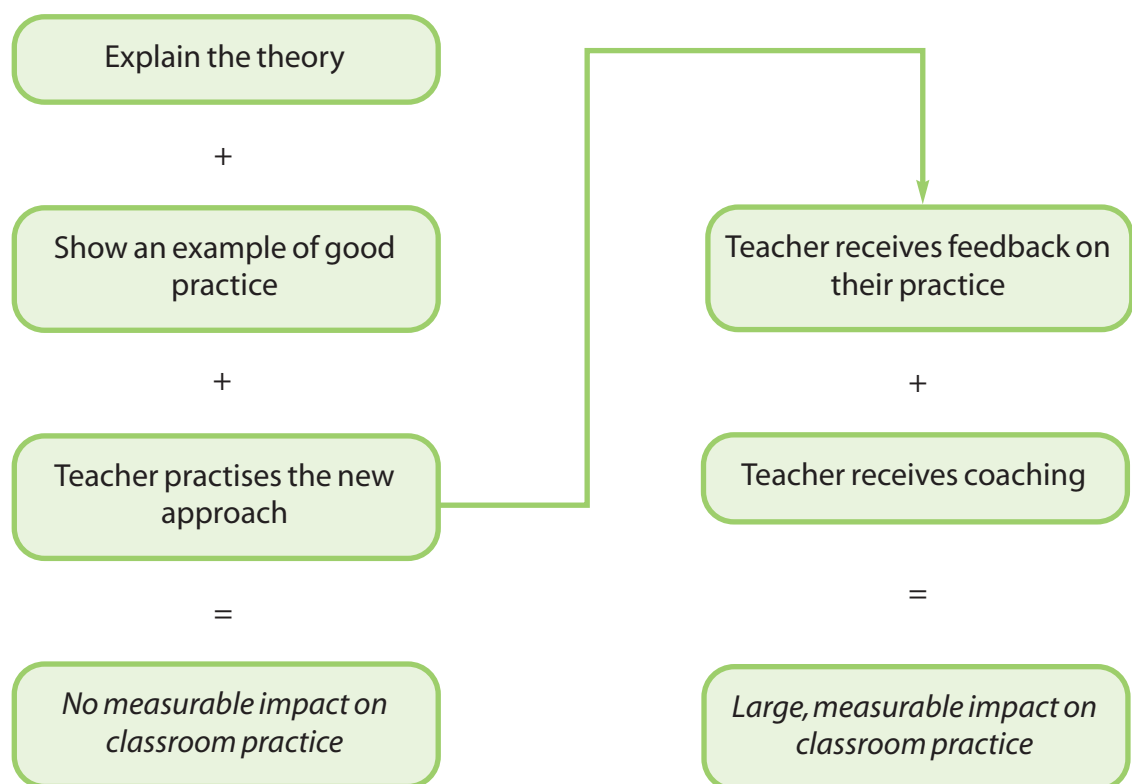
- theory – where the new approach is explained and justified;

<sup>7</sup> Showers B. *et al.*: 'Synthesis of research on staff development', Nov. 1987, Educational Leadership.

- demonstration – to give a model of how this can be put into practice;
- practice – so that the teacher can try out the new approach;
- feedback on how well the new approach is working;
- coaching – to help the teacher discuss the teaching in a supportive environment and consider how it might be improved.

Their research<sup>8</sup> shows that, without the opportunity to receive feedback and coaching, there is no measurable impact on classroom practice. However, once these two components are added, in particular the final coaching stage, there is a large and measurable impact on practice. Figure 1 offers a diagrammatic representation of the model.

**Figure 1**



The feedback might be provided by a colleague who observes the session. Alternatively, the teacher delivering the lesson might simply describe to colleagues what they did and what happened as a result, including things that went well and things that did not. Coaching goes one step further. It provides an opportunity for the teacher to reflect on the lesson and consider, in a supportive climate, why an approach did or did not work and how it might be changed or refined.

<sup>8</sup> Joyce B.R. and Showers B., *Student Achievement through Staff Development*, 3rd edition, 2002, Association for Supervision and Curriculum Development.

## Developing schemes of work and session plans

We hope that you will follow the guidance in this resource and contact your Standards Unit regional team for details of how you can share in the professional Subject Networks and join in our coaching programme.

### Guidance notes

#### Introduction

The approaches and supporting materials developed for the Standards Unit 'Improving Teaching and Learning' project are intended to enrich the experience of learners. They will support teaching, training and learning in a wide variety of courses and offer opportunities for further development in other areas of the curriculum.

Any learning programme has to be planned carefully if it is to be successful. These notes outline some essential elements that can be incorporated into a successful scheme of work and give some guidelines on effective session planning.

It is fully recognised that many teachers, trainers and tutors may already use the principles described below. The notes provide generic guidelines that describe good practice and may be used in Continuing Professional Development activities and when mentoring or coaching colleagues.

There is no single solution to curriculum design. Each curriculum area will have its own requirements and approaches and these notes are not intended to provide a rigid structure that must be adopted.

The notes are divided into two sections:

- 1 Developing a scheme of work;
- 2 Developing a session plan.

## 1 Developing a scheme of work

The scheme of work organises course content, and describes how it will be delivered. It allows teachers, trainers and tutors to plan a programme that is appropriate for their learners. It will also provide a framework for session planning.

Some schemes of work will provide a detailed breakdown of course content including the time required to cover each topic. In other curriculum areas this may not be appropriate.

Although there are key differences in the planning required for different programmes, there are also some common principles that can be employed when creating an effective scheme of work.

## Purpose of a scheme of work

An effective scheme:

- underpins a comprehensive learning experience for the learner;
- requires teachers, trainers and tutors to work together to plan a coherent programme;
- helps teachers, trainers and tutors to plan common activities, for example, work experience, visits, visiting speakers;
- helps teachers, trainers and tutors to plan resources;
- helps teachers, trainers and tutors to create their individual session plans;
- helps new teachers, trainers and tutors joining the programme;
- requires us to think about the essential underpinning skills that learners need and to incorporate strategies to ensure these skills are learnt;
- requires us to think about a variety of learning and teaching styles that are appropriate for our learners;
- helps teachers, trainers and tutors plan assessment methods and a coherent schedule.

## Creating a scheme of work

As a starting point it is useful to think of the scheme of work as a comprehensive document that explains the learners' 'learning journey'.

This will mean that we consider:

- initial assessment to identify weaknesses in prior learning of both curriculum specific and essential skills;
- developing and assessing essential/generic skills;
- resources including workshops and study centre inductions;
- integrating key skills;
- including opportunities for e-learning and ILT;
- guest speakers/visits/work experience;
- a variety of teaching methods, learner-centred activities, plans for differentiating learning;
- an assessment programme that includes a variety of assessment methods and opportunities;
- strategies for providing individual feedback and target setting for improvement and success.

Designing a scheme of work is a creative process and can be time-consuming. There are clear advantages, however, for learners and teachers, trainers and tutors in investing time to create a well-planned learning programme.

Important considerations are outlined below:

- What skills will the learner need to cope with the work at each stage?
- How will skills acquisition be built into the programme?
- Are there opportunities to practise newly acquired skills?
- How will achievement be measured?
- How will the workload be managed?
- How will feedback be given?
- What will the completed programme look like?

Thus the scheme of work:

- should be constructed by the team of teachers, trainers and tutors working with a group or with individuals;
- should be held centrally and integrated into the system operated by the institution, for example, on a provider network system or virtual learning environment;
- should be reviewed regularly and adjusted by the team in the light of review.

## Using the scheme of work

Whether the plan has been developed to cover an entire programme or an element within a programme, it is essential that all teachers, trainers and tutors have access to it. Many learners will be on individual programmes, which are built on the learner's experience. However, the principles of design are the same.

Plans that form part of a larger programme should be coordinated so that an overview of assessment and workload is available. This is an essential role for a personal tutor or programme manager. An overview of the plan should be shared with learners so that they are familiar with the programme structure.

When all plans are available it will be possible to assess the overall workload for a learner and it may be necessary, at that stage, to create an assessment schedule or make amendments to individual schemes to ensure that the learner is not faced with impossible or conflicting deadlines.

It may also be possible to review the activities in each plan at this stage to make sure that the programme is varied and interesting.



## 2 Developing a session plan

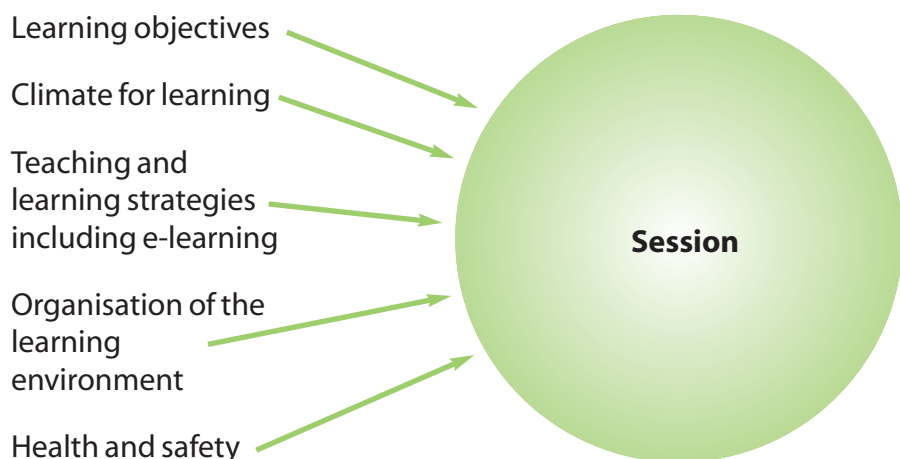
When the scheme of work is complete, consideration can be given to individual sessions. In some curriculum areas a 'session' can be easily defined as an event that happens at a particular time on a particular day, with a clear start and end time.

However, for many learners a session is not time bound in this way. In this type of learning environment a useful first step may be to decide what a 'session' may look like and how long it will last.

There is no perfect session plan or one method that can be used by all areas in the learning and skills sector. To provide a sample framework could limit the imagination and flair of teachers, trainers and tutors.

However, there are key features that form part of a successful session. These are shown in the diagram below and may be useful in developing your session plans.

### Factors that influence session design



### Learning objectives

The nature of the learning objective will influence the approach that the teacher, trainer or tutor adopts.

### Climate for learning

Two aspects are important here:

- Learning style.

Constantly working outside a learner's preferred learning style can lead to frustration and lack of motivation. This does not mean that every session should cater for the full spectrum of learning styles but

that all learners should have regular opportunities to learn in their preferred style.

- Prior attainment and knowledge.

Learners need to be encouraged to work at a level in advance of their current attainment level but not to the degree where they become stressed by the learning opportunities developed.

## **Teaching and learning strategies and approaches**

Effective teaching uses a wide range of different teaching and learning strategies.

Teaching and learning strategies are vital in:

- presenting key concepts and ideas;
- demonstrating skills and processes;
- engaging and supporting learners in active learning;
- establishing an interactive and well-paced dialogue with the learners;
- creating the right level of challenge so that learners can make progress.

Some common teaching skills are:

### **Questioning**

- Questions need to be planned in a sequence that guides and reinforces.
- Certain types of questions have inbuilt challenge that require learners to think deeply. Examples include :
  - open ended questions;
  - questions that demand and develop higher-order thinking skills such as analysis, synthesis and evaluation;
  - questions that encourage learners to speculate and take risks.
- Teachers, trainers and tutors should build in 'wait time' so that learners can reflect before answering.

### **Explaining**

- Abstract concepts, principles, rules and important ideas can be difficult to understand without explanation.

- Common types of explanation deal with:
  - concepts;
  - similarities and differences;
  - cause and effect;
  - purposes;
  - processes;
  - reasoning and proof.
- Explanations contribute to learners' ability to learn and to connect new information to what they already know.
- Explanations can be improved by using a range of techniques including illustration, use of props, or voice or body.
- Asking learners to explain their thinking and reasoning helps them to crystallise and consolidate their learning.

## **Organisation of the learning environment**

This is more than the arrangement of the furniture. It includes using displays of learners' work, choice of equipment, and the role of learning assistants. Attention needs to be given to the impact of different social settings and equality and diversity issues on effective learning.

## **Health and safety**

This may be an obvious point, but teachers, trainers and tutors have a responsibility to ensure that the learning environment is safe and comfortable for all learners. Your plans should indicate any special health and safety features that need to be taken into account.

# Glossary of terms used in Standards Unit resources

**Aims**

Clear and concise statements that describe what the tutor, teacher or trainer hopes to achieve in a learning session.

**CPD**

Continuing Professional Development, sometimes referred to as staff development. Any activity that helps tutors, teachers and trainers maintain, improve or broaden their knowledge, understanding and skills, and become more effective in their role.

**Differentiation**

Differentiation is about identifying and addressing the different needs, interests and abilities of all learners to give them the best possible chance of achieving their learning goals.

**e-learning**

Learning facilitated and supported through the use of information and communication technology (ICT). E-learning includes delivery of courses, on-line assessment, learner to learner and learner to teacher or trainer communications, use of Internet resources, and other learning activities involving ICT and the Internet.

**ESOL**

English for Speakers of Other Languages.

**ILT**

Information and Learning Technology. Supporting and delivering effective learning supported by technology.

**Individual review, action planning and target setting**

A form of formative assessment that takes place outside the classroom or workshop where learners review their progress on a one-to-one basis and formulate actions and targets for improvement.

**Individualisation**

Recognising and responding to individual needs.

**Initial assessment**

The overall process of assessing individual learners' needs, aptitudes, preferences and prior learning in order to plan and provide an appropriate learning programme to meet their needs.

**Learning cycle**

The learning process in which the experience of trying something new is followed by reflection and evaluation on what was effective. Reflection is supported by reference to existing theory and then followed by a new plan of

action, taking into account what has already been learnt. The learning process is cyclic and can go on indefinitely.

### **Learning outcomes**

Statements indicating what a learner should know/be able to do at the end of a given period.

### **Learning preferences**

A preferred way of learning, for example, learning through computer technology or learning through visual, auditory, kinaesthetic or practical activities.

### **Learning programme**

Strategic programme for learning including schemes of work and session plans that ensure coherence and continuity across the learning experience.

### **Learning styles inventory\***

A diagnostic instrument used to assess learners' preferred learning styles.

### **Motivational dialogue**

Motivational dialogue is a learner-centred approach to influencing a young person's motivation to change behaviours that stand in the way of their progress. It was designed as a non-confrontational way of trying to help individuals recognise and do something about their present or potential problems.

### **Objectives**

Precise and measurable statements describing what you intend learners to learn in the time specified.

### **Open/closed questions**

Open questions cannot be answered with a 'yes' or 'no' response or a one-word answer and encourage higher-level thinking skills. Closed questions have only one satisfactory answer, usually very short. These questions can be useful when testing knowledge.

### **Peer assessment**

Learners check each other's work, using clear criteria. This helps them develop and use skills required to check or evaluate their own work.

### **Reflection**

The process whereby a learner takes time to consider an experience they have been involved in or any new learning experience and reflect on how it has been done. It may also refer to teachers' and trainers' consideration of their own work.

### **Self-assessment**

The type of assessment undertaken by the learner in order to evaluate his or her performance, strengths and weaknesses. It may also refer to teachers' and trainers' consideration of their own work.

### **Session plan**

A timed plan for a learning session that specifies aims, learning objectives, learning activities, resource and support needs.

### **Summative assessment**

An end test or assessment, usually at the end of a unit,

module or programme, to record a learner's attainment for that unit of learning.

### **SMART**

Objectives that are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-related.

### **Team teaching**

Working with a colleague to deliver learning sessions that can provide you both with useful feedback on the effectiveness of your strategies.

\*If you look up 'learning styles' on the internet, you will discover dozens of different

questionnaires for assessing learning preferences. But beware! A study by the Learning and Skills Research Centre found that some of the most widely used instruments had low reliability and poor validity. The report recommended that 'teachers and trainers should look instead at broader notions of how learners approach learning'. (Coffield F. *et al.*, *Learning styles and pedagogy in post-16 learning. A systematic and critical review*, 2004, Learning and Skills Research Centre/Learning and Skills Development Agency.)

