

Standards Unit

Using motivational dialogue to help E2E learners progress

Developing skills and techniques:
Tutor workbook

Produced by the Department for Education and Skills Standards Unit

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Success for All website:
www.successforall.gov.uk

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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.

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/. 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/

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*¹ 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.

¹ 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**.² The approaches advocated in these resources are now being disseminated and embedded through the Standards Unit Subject Networks.



² 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.

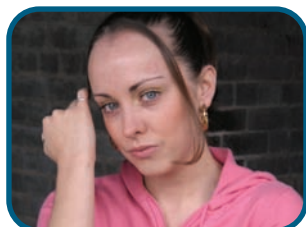


Use of role-plays

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.



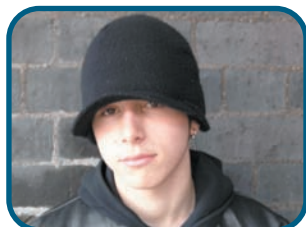
Kayleigh is 17 and would like to be a hairdresser. She was referred to E2E by her *Connexions* Personal Adviser after dropping out of a foundation Health and Social Care programme at a local college.

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

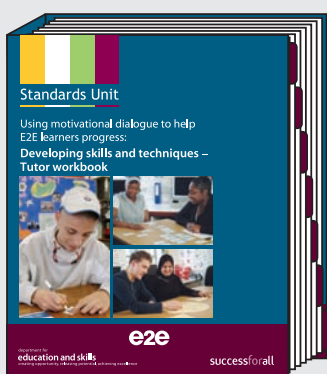
Introducing motivational dialogue



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



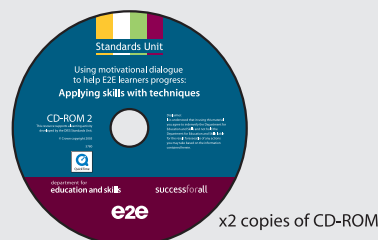
The Tutor workbook provides guidance and activities to develop the six skills and five techniques. It is designed to be used with the CD-ROMs.



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



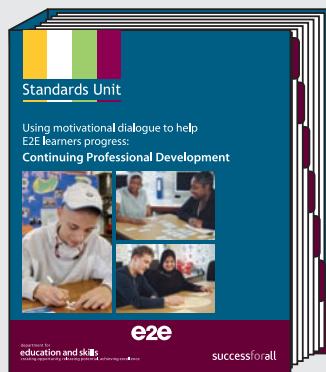
CD-ROM 2: Applying skills with techniques

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

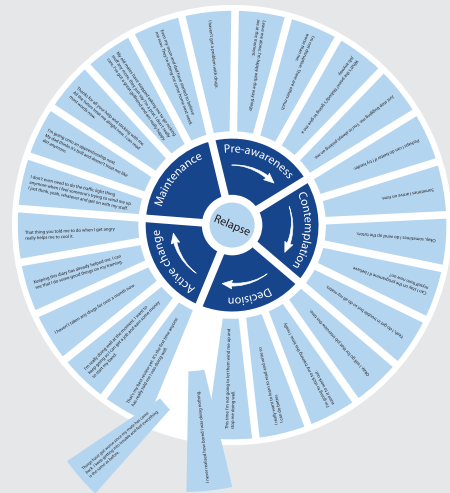
Finding your way around the resources (2)

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)

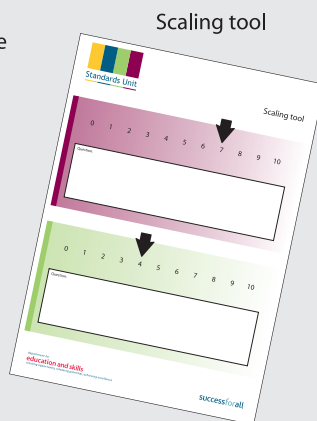
Activities to use techniques with learners



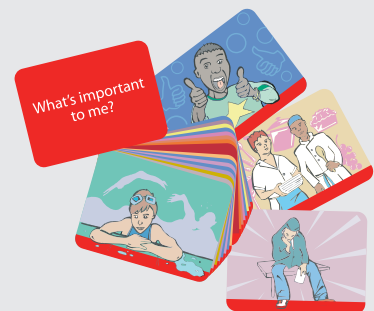
The Wheel of Change for learners



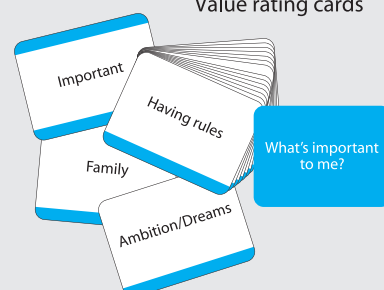
Losses and gains board



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 the **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,
Nottingdale 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.