

# Talking to Change: An MI Podcast

## Glenn Hinds and Sebastian Kaplan



### Episode 7: The Development, Future, and Practice of MI with Stephen Rollnick, PhD

#### **Sebastian Kaplan:**

Hello everyone and welcome back to another episode of Talking to Change, your motivational interviewing podcast, with myself, Sebastian Kaplan and my good friend from Derry, Northern Ireland, Glenn Hinds. Hello Glenn.

#### **Glenn Hinds:**

Hey, Seb.

#### **Sebastian Kaplan:**

Well, today we have an exciting episode, we hope, for you all. Today's our seventh episode. And before we introduce our guests, Glenn, maybe you could tell the audience, the listeners, how they can find us and how they can contact us and all the social media points of access.

#### **Glenn Hinds:**

Sure. So for people who are following us on Twitter, we're @ChangeTalking, for Facebook we're Talking to Change and for email questions that's [podcast@glennhinds.com](mailto:podcast@glennhinds.com).

#### **Sebastian Kaplan:**

Excellent. Well, like I said, we'll get right to it. We're very excited for today's episode. We have Steve Rollnick with us and in today's episode we'll probably get to a number of different topics pertaining to him, not necessarily focusing on one of the specifics. I'll go ahead and introduce Steve and away we go. So Stephen Rollnick is an honorary distinguished professor in the Cochrane Institute of Primary Care and Public Health school of medicine at Cardiff University.

#### **Sebastian Kaplan:**

He was a practicing psychologist in the UK national health service for 16 years and then became a teacher and researcher in primary care on the subject of communication. He was one of the cofounders of Motivational Interviewing and has coauthored multiple books on MI, including Motivational Interviewing, Helping People Change, Health Behavior Change: A Guide for Practitioners, and Motivational Interviewing in Healthcare, among others.

#### **Sebastian Kaplan:**

Steve has a special interest in challenging consultations in hospital and primary care settings and he has published widely in scientific journals and has taught practitioners in



many countries and continents. Welcome, warmly welcome you to the podcast, Steve. Hello.

**Stephen Rollnick:**

Hey guys. Nice to speak to you. Really good.

**Sebastian Kaplan:**

So we thought it might be a great opportunity to hear from you just where MI came from, what some of the origins were, your early contacts with Bill Miller and just where it all came from. So take it away if you would.

**Stephen Rollnick:**

Quite a question that is, Seb, but yeah, there were these two psychologists who gathered and met for the first time quite soon after MI was published in a little paper that Bill wrote. And I guess the journey since then has felt to me very much like one from the world of specialist psychology to everyday practice. And maybe that's something I'll pick up on, or you guys can pick up on as we go along.

**Stephen Rollnick:**

But I guess I've lost a lot of hair and felt pretty nervous over the years about the limitations and dangers of everything being produced by these specialists psychologists like that's where the real wisdom is when actually most of MI sits in everyday practices and natural way of being with people. And we just added a few little things onto it that make it special.

**Stephen Rollnick:**

So I hope that while we talking I can identify what the special things are, but actually probably more important, clarify what it is in everyday exchanges that is familiar and recognizable in MI and can be used by folk in whatever setting they work, including at home, including wherever. But I guess I might start by being a bit personal. For me, I left South Africa I guess in a state of exile and came to the United Kingdom and struggled my way through working in addiction.

**Stephen Rollnick:**

And one day my boss at the time put a paper in front of me and said, "Look, you know I edit this little journal, a very insignificant journal. Why don't you have look at this paper and see whether you think I should publish it?" So I was a slightly egotistical, puffy chested, 28 year old, and this was my first paper to review and I thought quite, "Oh, this is great." And it was this paper called Motivational Interviewing. And I started practicing it.

**Stephen Rollnick:**

And then even started quite outrageously reckoning I knew how to teach people how to do it, which is a different journey. Actually looking back, it's not so straight forward but anyway, there I was teaching it. And a few years later I ended up in Sydney, Australia



where I had a fellowship and my plan was to do a PhD on Motivational Interviewing in a healthcare setting with full career on hospital wards. So right from the beginning for me I was noticing that MI could be relevant somewhere outside of the world of the psychologist and addiction, which is where it's set to begin with.

**Stephen Rollnick:**

And I noticed these commonalities across these different settings. The guy in the office next to me, he had this beard and sat sideways at his computer and just typed like a lunatic. And it was towards the end of my first day there that I thought, "I wonder who this guy is. This guy is a serious academic. I couldn't type like that if I tried." So I walked in and it was this bloke Bill Miller, and I said, "Wow, what a coincidence because I've come to Australia to try and adapt this motivational interview."

**Stephen Rollnick:**

And the guy was shocked, he said, "What? I never knew anybody in the UK knew anything about it." And I said, "Yeah, I've been teaching this for years and stuff." So there you go, there's a personal anecdote, Seb, but a little bit more seriously I had worked in the addictions field in Cape town, South Africa and experienced the ravages, the absolute ravages of professional specialist addiction treatment setting in which the staff and everybody else knew exactly what was good for the clients.

**Stephen Rollnick:**

And I use the word ravages quite neutrally because there was a very much a top down idea that we know what's best for you and you messing up your life, and if only you listened to us. We need to strip you of your denial and give you insight and you'll realize how destructive you're being in your change. And I wasn't clear about anything I'm saying now. This is definitely the benefit of hindsight, if you know what I mean. But really it was the ravages because they were really unkind about the patients, I noticed in the coffee room.

**Stephen Rollnick:**

And then one guy ... I was put in charge of a group for young alcoholics and they thought this was a safe thing to put a young 20 something year old psychology graduate in. And a bloke who never said a word in the group walked out and committed murder and suicide in front of his two little twin daughters. And I then came to Britain and encountered the same culture in non-addiction treatment setting in the United Kingdom, and then saw Miller's paper and I thought, wow, so there's a different way of helping people to change.

**Stephen Rollnick:**

That's where it started for me, and that simple truth that there are other ways of helping people to change than trying to oblige them and pressurize them to change has remained with me ever since. And in a way represents the heart of what a motivational interviewing is and something that I know practitioners all over the place in all these different settings recognize as having its limitations. So that's why they see familiar things in motivational interviewing, which has obviously been a delight to me.



**Stephen Rollnick:**

So what are these familiar things? I don't know, Seb. Unpacking what are these familiar things has been an incredible journey and it's great to hear that you guys are involving other people in these podcasts and stuff and it's a lovely thing about the MI field that there isn't this overevaluation of people like myself even though I'm a cofounder. Because really in a way what we all are, if you like, psycho archeologists. So we had phrased, I've not heard it used before.

**Stephen Rollnick:**

We're uncovering truths that are out there, it's just that we're scrambling through the material that exists out there in psychology and other fields and picking up these little gems and trying to say, "Look, hey, this is out there. Here's a better way of going about it." God, I don't know if that's a long winded answer to your question, but anyway, I'll leave you to work that one out.

**Glenn Hinds:**

It sounds like in many ways, Steve, what you're saying is that you were already noticing yourself that there was something that wasn't resonating for you or wasn't fitting for you in the way people were experiencing addiction treatment. And Bill's original paper, the tune it sang resonated with you, that it was a tune that was already in you and what you've been doing over a year since is trying to put the notes on the page to communicate that song to other people and in a way that they can understand and trying to make sense of why this music is the way it is.

**Stephen Rollnick:**

Yeah.

**Glenn Hinds:**

What is motivational interviewing and why is it this way? But ultimately it was always being driven by a desire within you to be as helpful as possible to the people that you were encountering.

**Stephen Rollnick:**

Exactly. That's well put Glenn. That's exactly right.

**Glenn Hinds:**

So when we think of it that way, what are some of the notes that stand out for you? When you've been doing that archeological digging, what are some of the treasures that you've discovered that you think people who are beginning a journey of motivation interviewing, or who already practice motivation interviewing, would benefit from hearing about or learning more about?

**Stephen Rollnick:**



Hell of a question that Glenn. And I think from the beginning one of the jewels or notes, as you're using a musical metaphor, has been the incredible power of listening, how listening can be used to settle people down. We call it reflection as you know, in the MI field. But how listening can be used to settle people down and indeed encourage them and point them in the direction of working out for themselves why and how they might change.

**Stephen Rollnick:**

So one jewel that's been there from the beginning is listening. But then I must be honest with you, some of the most powerful jewels I've only recently realized are there, they were there in motivational interviewing but it's been a process of simplifying and crystallizing what these jewels are. And another one has been affirmation, which is something we might talk about in this podcast. And that's really something that's ... I sat down with Miller here in this very same backyard of mine two, three weeks ago trying to work out where the hell does this idea of affirming come from?

**Stephen Rollnick:**

Who was it that raised this, you know what I'm saying? He said, "Well, it's you Steve, you were the one mentioned affirming first." I said, "Yeah, but where did that come from?" And we started looking in the literature and we couldn't find clear definitions and things. So here we are 20, 30 years later trying to unpack what is the incredible power of a skill like affirming. So its origins and its connections are very familiar to all of us, this idea that you look at someone's strengths, that's very familiar to quality teaching, sports coaching, parenting, helpfulness.

**Stephen Rollnick:**

But the actual skill of affirming is something that's not widely used and known about and learned, and people haven't been trained in. So that's another, Glenn. But I think probably the most important is the attitude. That is familiar, but refining what that attitude is has been a hell of a journey. Because I must be honest with you, to begin with we were specialist psychologists writing this thing called motivational interviewing in the addictions field.

**Stephen Rollnick:**

But hell, Glenn, we were making things incredibly complicated because psychologists do that. If you look at the psychological therapies, there's theories and sub theories. I know we didn't create a theory around MI, and I insisted from the beginning, let's not do theory, let's focus on what works in practice and let explanation arise from that. And I guess that's what we're doing now. I'm actually talking about what it is that might be helpful for people. What is the explanation of helpfulness?

**Stephen Rollnick:**

So although we weren't clever in that respect, I think we weren't clever in a bit of a negative sense in that we were kind of saying, "Oh, there's this and there's that and there's this and there's that," and before we knew it, we'd created, we wrote this book, the first



edition of the motivational engineering text. Which, hell man, it was quite complicated and we threw everything into the mixture that we thought might be useful because we were clever psychologists.

**Stephen Rollnick:**

This is me hoping, and I think we might be starting to realize this, that not just in this podcast but in the podcasts that some of our colleagues who've contributed to your efforts here, it's not all that complicated. So I think the most important jewel has been the attitude, the attitude shift, and uncovering what the attitude really is behind something like MI. But then there are some of the skills and I've referred to two of them, one is listening, the other is affirming.

**Stephen Rollnick:**

And now more recently I've been moving into different settings, Glenn, like school's indeed with Seb. We've written a book on MI in schools and now I'm immersed in sport. I think there's this attitude I observe in quality school teachers and quality sports coaches, for example, but I think there's something additional that we produced in the MI. I'm hoping in this podcast we can clarify what that additional attitude is.

**Sebastian Kaplan:**

Right. And I'm so glad you're mentioning some of these key treasures, as you put it, Glenn. And just something that's always resonated with me in hearing you speak around some of our chat, Steve, is just your dedication and efforts to really make things simple. So something like listening or trying to understand what is it about affirmations or focusing on people's strengths? That these aren't some super intellectual, fancy models or theories, that these are just really everyday accessible experiences that just two people having a conversation would experience with each other.

**Sebastian Kaplan:**

And really just trying to get at some of the fundamental elements of a helping conversation across specialties, across settings, across environments. I'm just really thankful that you're pointing us to that. And I guess another thing that really struck me as well was we had Bill Miller in the US, your original experiences in South Africa, then going to the UK, that this is in a lot of ways maybe a global shift that's happening in settings where people talk with each other about change.

**Sebastian Kaplan:**

And that is one that had been very much about forcing people or compelling people or manipulating people to change. And it's this global efforts to try to get at what some of these underlying jewels are and how to really explore the best ways of being helpful to other people.

**Stephen Rollnick:**

Yeah. Seb, it's a weird thing because in a way it would be brilliant if motivational interviewing absolutely wasn't necessary. But unfortunately, I guess the problem is not





just persuading and confronting, it's also telling. There's a funny conundrum there because the process of telling and advising people is a subject we might come back to, but it becomes dysfunctional. It becomes dysfunctional. And what I've realized over the years is that the more stressed an individual or a system is, the more likely they are to tell someone else why and how they should change.

**Stephen Rollnick:**

Not necessarily confronting, but, "Look, there's a problem, you sort it this way." And the more stressed you feel, the more inclined you are to do that with somebody, whether it's your child or a client. So that reference to worldwide, that this is something that happens worldwide, I think is dead accurate. And sadly there's a need for motivational interviewing in my mind precisely because a lot of the care environments that we're probably going to be focusing on, they're quite stressed out.

**Stephen Rollnick:**

They're short of money and people say they're short of time and they're driven often by targets and procedures that are established by managers and services and by the system itself. And the more that happens, the more stress that practitioners feel, the more stressed they feel, the more likely they are to use a dysfunctional way of speaking to people about change.

**Glenn Hinds:**

So while their intention as a helper is to be supportive in some ways, perhaps the others could be thinking about this for themselves, is that ... What you seem to be suggesting is that when we find ourselves trying to take control of the client's situation or their circumstances, that that in itself may be a reflection of our own state of wellbeing within ourselves, perhaps within the organization that are our own sense of being out of control is manifest in our efforts to take control of the client's circumstances.

**Stephen Rollnick:**

Yeah. It's quite lofty what we're saying and what you're saying there Glenn, but I think it's true. And one of the changes that is taking place certainly inside me and in my writing, and I think in our understanding of MI as well, is that this is not just about the client or the patient and their motivation. Actually it's got a lot to do with the state of mind that we are in. And that's not just a negative thing, it's also a very positive thing because if we can settle ourselves and settle into a helpful state, it's possible to use motivational interviewing very briefly, very skilfully.

**Stephen Rollnick:**

And maybe just to hopefully inspire you and the listeners, I said just before I came here with a very ... We have quite a famous elite sportsman who's become a coach and he said, "I was walking around the ground with one of the senior elite players yesterday and he told me his wife's dying of cancer." And he described this conversation he had and he said, "Steve, I was doing really well with this conversation until I asked him an open question, which was, how are you feeling about this?" And he said, "I panicked."



**Stephen Rollnick:**

And he said, "The moment I panicked when I asked that question, I noticed I stopped listening and I started trying to solve a problem for him." So his internal state, great guy, fabulous human being, he's very experienced, but the moment he started feeling pressure inside himself and a sort of a panic, he started trying to solve the problem for somebody, which of course in this example he couldn't, this person's wife was dying. You see what I mean?

**Stephen Rollnick:**

So our internal state is very, very important. And how we understand that and write about it and help practitioners learn to work with their internal state, not against it, is just as important as working with the motivation of the client.

**Glenn Hinds:**

So in some ways the opportunity for practitioners is to become conscious that in some ways they're paying attention to the individuals in any conversation. They're paying attention to the experience of being with the client, but also their own experience of being part of that conversation. And it sounds like in some ways that the growth is about learning to watch the being part of motivational interviewing. The being with someone else includes that awareness of their own experience, of what happens to them in the conversation and notice when there's a disconnection or a step in a way or a panic or a fear.

**Glenn Hinds:**

And it's learning how to respond to that that brings them back into contact with the client. So it's quite ... We're talking about some ... As we try to make it simple, it sounds like the way they understand the simplicity is quite complex as well because the process of being with another human being can be quite profound when we pay attention to who we're with.

**Stephen Rollnick:**

Yeah, that's right. It's just so beautifully put there, Glenn, what you said. I couldn't put it better. And I think the challenge is to try and express what these guidelines might be in simple language. And I do feel we're getting there. I do feel I can articulate what it is that is really helpful inside us to be of help to other people. And psychotherapists have maybe got things to offer there, and I suppose that's the sense in which I'm saying I'm a psycho archaeologist and that I'm trying to locate these things and describe them in simple language,

**Stephen Rollnick:**

And really the collection of attitudes that are required are really quite simple, Glenn. I could try and articulate two of the three key elements of this attitude. I can do that if you ask me. I think MI is a combination of attitude and skills. We use the word spiritual attitude, but attitude's probably a much easier word to use. So the question is, what are the





attitude, what are the elements of the attitude and what is the skills? Right? That's at the heart of it.

**Stephen Rollnick:**

And if we use simple language to describe that, your listeners are going to go, "Uh-huh (affirmative), I know what that means." That's fairly straightforward. So how about this for an analogy? I know I've just spent the morning with a famous sportsman, right?

**Glenn Hinds:**

Yep.

**Stephen Rollnick:**

At the heart of this guy's skill is something, it's very simple. It's so simple, but that doesn't mean it isn't a little bit difficult to learn to do. So the heart of MI and its practice is simple, but it does require effort and practice to do well. It was my mate Jeff Alison apparently he said quite recently, "You can teach MI in an hour and it'll take a year to learn how to do it," which is quite a nice way of putting it.

**Sebastian Kaplan:**

And just in thinking about the attitude and the skills combination there, it strikes me that one of the maybe underlying elements of someone having a conversation with another person is whether it ends up working well or not, however you define that, is just the desire or the effort or the intention of wanting to help another person. You talk about the sportsman that you just were mentioning and he was having a conversation with someone else going through a really difficult time.

**Sebastian Kaplan:**

And there's just something that seemed to resonate to me about wanting to be helpful, searching for a way to connect with this person to be helpful. And that seems to, I imagine you would agree, it would be an underlying feature with any of the helping conversations that we think about or discuss in MI.

**Stephen Rollnick:**

I think that's one of the elements of the attitude.

**Sebastian Kaplan:**

Right.

**Stephen Rollnick:**

Being helpful to somebody and coming alongside them. And then I think there's some others which maybe see if I can in two sentences state what they are, and they'll be very recognizable. Coming alongside and being helpful with a person, not just a patient or a client, a person who has strengths already inside them and who likes to make decisions for themselves. And my job is to do that coming alongside this person who has strengths



and who likes to make decisions for themselves in such a way that they find the answers with my guidance rather than me tell them what the answers are.

**Stephen Rollnick:**

So I would say that those are the elements of attitude. And you can use different words, you can use seriously fancy words for that, but I'm suggesting that it might be distilled to something as simple as that. And then there's one element of that, of what I've said, that is not just about being helpful. It's not just about seeing a person with strengths who likes to make their own decisions. It's something that's a little bit unique about MI, which is that you trust their ability to solve this problem and you work with that.

**Stephen Rollnick:**

And now we call that evoking and that's something you might or might not want to unpack in this podcast. But it's that forward-looking focus on change and helping the person to clarify for themselves why and how they might want to change. So it's not just like client-centered counseling or sitting around and listening to somebody and feeling helpful. It's actually being helpful in that you believe they have the wisdom inside them and you're going to harness that wisdom. And that's what we call evoking.

**Stephen Rollnick:**

And I think that's the element of MI that Bill Miller uncovered in the early 1980s. And we've more or less kept that little fire burning in our writing on MI such that we've got to the point now where we can say it is as simple as that. To be curious about what it is inside somebody that helps them to change.

**Glenn Hinds:**

Sure. And it remind me of the good teacher exercise that we use very often with students, is that invitation when you think of someone who's been a good teacher in your life and think about the characteristics, about that individual who made them such a good teacher for you and how often that one of the ways to describe this good teacher is, "They believed in me."

**Stephen Rollnick:**

Exactly.

**Glenn Hinds:**

And when we explore that it's very often that they believed in me long enough for me to begin to believe in myself.

**Stephen Rollnick:**

Absolutely beautiful.

**Glenn Hinds:**



So that trust that the practitioner brings is we can see something in them just long enough for them to begin to see it for themselves. And once they can see it for themselves, it becomes its own entity.

**Stephen Rollnick:**

Absolutely Glenn. So there we see this attitude in the behavior and in a teacher like we can in the sports coach that I was speaking to this morning. However, there's what MI really contributes, or the techniques and skills for realizing that. And that is something that I feel we have contributed. And it's that that accounts for some of this good evidence that's coming out about MI in the research and in my conversations with people when I use MI.

**Stephen Rollnick:**

Those techniques are really something quite special. And you'll notice in your description there one of the references to one of the techniques which is affirmation. What you're about the good teacher is that they affirmed me.

**Glenn Hinds:**

Yes.

**Stephen Rollnick:**

They helped me see my own strengths. So even a concept like affirmation which I could say, "Oh, we pulled from psychology," and blah, blah blah. Actually affirming others is something that is there in high quality teaching, but a lot of these elements of attitude and indeed the skills have got overwhelmed by stressful conversations in which they've forgotten. So, what we're trying to do in MI is to uncover what skilful teaching and helping really is about, free of the constraints of the stressful environments which people so often find themselves working.

**Sebastian Kaplan:**

Maybe the audience would be very interested to hear more of your thoughts on affirming and the skill of providing helpful affirmations, Steve. Could you go into more detail on that?

**Stephen Rollnick:**

Sure, my man. And I think we mentioned listening as being a powerful vehicle for helping people work out how and why they might change. I'm sure that's something that in your podcast is a theme to run through it. And that's a skill and it's very simple and it takes practice just like any good sporting manoeuvre. And I think it's the same with the firming. And the nicest way that I have found in working with the practitioners to describe this is just imagine that you're wearing a set of spectacles or goggles or lenses.

**Stephen Rollnick:**



One of them is looking at people's problems, and you sometimes have to, you work in all these environments, you do need to help people work through what are their problems. Now imagine having on top of that a set of lenses in front of them that looks at people's strengths. And if you've got those strengths lenses on, you're not forgetting about problems, but you've got the strength lenses on as your first thing that you see. Then what will naturally happen is that you will notice people's strengths.

**Stephen Rollnick:**

Affirmation is simply the skill of pointing it out to them. And it's not like praise in which you're passing a judgment, almost like top down and good job and well done or enthusiasm or cheerleading. It's something that's already inside them that nobody can take away from them. So affirming is like shining a light on people's strengths that are already there, and that's for them to take ownership to recognize that and to take ownership of.

**Stephen Rollnick:**

So for example, a client that I often talk about who really helped me understand this beautifully. We're trying in the MI field to say the best teachers are our clients and that is absolutely not some kind of glib psychobabble, I honestly genuinely believe it. And here's a nice little story that'll illustrate it. He had multiple problems, Type 1 diabetes, multiple substance dependence things, as well as a host of other social and personal issues.

**Stephen Rollnick:**

And he was about to lose his leg, and he was chain smoking using drugs and some of the things he was doing with alcohol would definitely not constructure for his diabetes. I could put the problem lenses on and it's a hell of a story that I could tell you. And you'll get quite done, oh my God, oh my God, like I didn't, he did. But apparently he comes back one day and he says, "Steve, I've quit one of these drugs." I said, "What?" He said, "Yeah, it was something you said."

**Stephen Rollnick:**

And I said, "Oh, come on now man, what was it I said?" So this is what he reported, and I do remember saying it to him. We had this rather difficult problem riddled session, but right at the end we both stood up and he straightened his ... He's always beautifully dressed this guy, with his wonderful walking stick that he'd carved himself. And I said to him apparently, "You are a dignified person." And he just looked at me and we said goodbye.

**Stephen Rollnick:**

And he said that he carried that idea that I am a dignified person out with him into the world and decided, "Well, I'm a dignified person and this stuff's not going to get me down. I'm going to do something about my life." So this, I guess, is an illustration of what an affirmation is, and quite how powerful it can be and how very simple it is. I don't know if that's helpful.



**Glenn Hinds:**

Yeah. That example, I imagine for a lot of people, will be quite profound that again the simplicity of the statement but the magnitude of the effect. And it seems like what made the difference was that the affirmation that you offered him was genuine on your part and it landed in a place that meant something to him as well and as a consequence of that he moved forward from there. And it sounds like the mechanics of affirmations is in itself another very interesting topic. The authenticity of the giver but also the resonance with the receiver, that that dynamic makes quite a difference too.

**Stephen Rollnick:**

Yeah. And if you wear those strength goggles, the affirmations will come out of.

**Glenn Hinds:**

Right.

**Stephen Rollnick:**

Of course we can say, "Look, it's a technique," which it is, but really what's at the bottom of the other lenses that you wear. It's that critical element of the attitude that are highlighted, which is you're coming alongside a person who's got strengths, you've got those lenses on so you will use a technique like that quite naturally in helping them see a path to improvement.

**Glenn Hinds:**

So it's also recognizing that this individuals whose life is in utter chaos has survived this long, how did they do that? And even more significantly, how did they do that without you? And the answer will be their strengths, their talents, their abilities, their gifts, their resources, always striving for something better.

**Stephen Rollnick:**

Yeah.

**Glenn Hinds:**

Wow.

**Stephen Rollnick:**

So these are some of the fundamentals of motivational interviewing if you like, but I guess the really unique part is the evoking. And that's a state of mind in which you're looking forward with them and how and why they might change. And I guess that's something we might clarify. Certainly in your podcast you'll find people talking about evoking. And we can't think of a simpler word for it, but it's a beautiful word, but it's a little bit complicated, but there you go.

**Sebastian Kaplan:**



Right. Right. Evoking, eliciting, drawing out are all different ways of saying that that we've touched upon. And it'd be great to hear more of your thoughts on that, although I do have a question perhaps, Steve, is that in thinking about affirmations like we just talked about, that there's ... I imagine most people could see how hearing that offering that you are a dignified person, that that might produce some sort of internal change within that individual that maybe might help them to feel better in that moment.

**Sebastian Kaplan:**

It certainly sounds like from the story that it led that person to keep coming back to that idea of them being a dignified person, and it led to an emotional change of sorts. Perhaps a change in how they thought about themselves. But I wonder if you could speak to your thoughts on the links between a statement like that or affirmations, more broadly speaking, into this business of evoking. How are those two ideas linked? How does affirming someone else help to cultivate their ability and the practitioner's ability to look forward and to evoke a different way forward for somebody, if that makes sense.

**Stephen Rollnick:**

I get it, Seb. Imagine having a third set of lenses which has to do with MI. So you've got your MI lenses on top of the strength lenses, right? If you look at it that way, when you've got the MI lenses you're focused on how they might change, how and why they might change. So for example, this coach I spoke to this morning says, "What do you think about blah blah blah. This is a particular elite sportsman that we both know. And I said, "Well, tell me, how have you been getting on with him?"

**Stephen Rollnick:**

And he said, "Well, I sat down with him and I asked him how he was feeling about himself as a player at the moment. But then I said to him, listen," and this is where he's obviously got the MI lenses in front. He said, "I said to him, how do you want your career to pan out here? Because you've got some problems. You've got some problems, many problems you're facing, but how do you want your career to pan out?" Now, the guy's answer amounts to what we call change talk.

**Stephen Rollnick:**

So that's a pretty normal helpful question to ask like any good teacher or sports coach might or counselor might, you're asking about change. So the MI lenses have got to do with change. Now the two of them are facing in the direction of change and we could look at that as being right. So now you're in the MI group. The moment you're asking about change and you're believing that the answer is inside the person, you're in MI group. Not all the techniques that we talk about at MI can be used in the service of that journey, and affirmation is just one of them.

**Stephen Rollnick:**

So this coach, I'm not sure what he did but he might have said to the person after a while, "So you really feel determined to make this work for you despite the problems you've got at home?" You really feel determined is an affirmation about a strength inside him, but it





seems through the MI lenses because it's a focus on how he can improve and change. Do you see that? So the affirmation is used in the service of evoking, of getting the wisdom out of him about how he's going to improve.

**Stephen Rollnick:**

And it's a very powerful thing to say because the athlete will then say, "Absolutely. Determination is something that I've always had. That's how I've got to where I have. Even though now I find myself with all these problems in my home life and that really I'm up against it, but that's right, I feel really determined." Now that coach could reply with another affirmation, which is, "And you had the courage to grab hold of me and say, I want to talk about this."

**Stephen Rollnick:**

So there is another affirmation which refers to courage. And the guy might reply, "Yeah, absolutely. I just decided it's time for me to be open with somebody. And I'm feeling very vulnerable in talking to you about this, but I'm safe with you because I know I trust you. So yeah, I plucked up the courage. It took me a long time to talk to you about it. I'm worried that you might de-select me from the team and so on, but look, this is a reality. So it did take quite a lot of courage to come and see you about it."

**Stephen Rollnick:**

And that coach could even reply with another affirmation. Now, I'm not suggesting that you just use affirmation like that all the time, it's just that you asked me in what way is affirmation used in the heart or MI with evoking? And I've given you two examples and I could give you another one. You know what I mean?

**Glenn Hinds:**

Mm-hmm (affirmative).

**Stephen Rollnick:**

So there's an example of how you can sit in the MI group with somebody, talk about change, believe they've got the answers, but do this by highlighting strengths that they've got which you know are going to help them formulate a solution. Because the next question from such a coach might be, "So I wonder what this means for you. How are you going to find a balance between these problems you've got at home and your determination to make a success of your athletic career?"

**Stephen Rollnick:**

And the guy will say, "Well, one of the things I've wondered was whether I should just move out of that home environment. Maybe I should move out of that home environment. I'll at least get some peace for a while. So I can stop living with my parents and then I can ..." Now, the reply to that might be another core technique in MI which is listening, which is something simple like, "So you think that might be a way ahead." Notice it's not a question. It's a reflective listening state.



**Stephen Rollnick:**

But it's designed to highlight and reinforce the change talk which the person is already producing inside themselves. So he might, the sportsperson, he or she might reply, "No, that's right. One way or another I've got to relieve myself of the pressure that's at home." There's more change talk. Do you see what I mean? So if we listen to this conversation between these two individuals, we will say, "That's like a very normal sounding conversation." And indeed it is. And it's a helpful conversation.

**Stephen Rollnick:**

And this coach is believing in the strengths of this a person, not just an athlete, and this coach is respecting that athlete's autonomy of decision making. That's brilliant. That's the key elements of the attitude. But it's got something else which is the MI jewel, which is this coach is helping the person face change and talk about why and how they might achieve it. I don't know if that's helpful my man.

**Glenn Hinds:**

Yeah. And the image that's coming up in my mind as you're describing that Steve is that, I think traditionally we as practitioners have come alongside of the client or the patient and looked into their world and they had made suggestions about what it is they should be doing different in that world. The way you're describing it is the practitioner comes alongside of the client and invites the client to describe their way through this, and as they see them do that, they offer the affirmations. See, I ask for ideas, they look for ways forward.

**Stephen Rollnick:**

Correct.

**Glenn Hinds:**

Again, so it's the client coming up with ideas. And we talked about this with Terri the last time. And I think it was maybe yourself or Bill that had first introduced it to me, is that idea that what's happened is as the practitioners is witnessing the client talk themselves into change and their job is to listen to them into change.

**Stephen Rollnick:**

It is, Glenn, and it's a hell of a privilege. It's a hell of a privilege. The sports coach that I sat with today, it shone out of him, the sense of humility, that he's an incredibly lucky person to be sitting with this phenomenally successful elite athlete and watching the guy formulate change as they're going along. The coach that I spoke to this morning was a humble guy and he was incredibly successful himself, he's a household name. But the guy's humble.

**Stephen Rollnick:**

He believes that these sports women that he's working with have the capacity to change if only he creates a safe space in conversation with them and indeed in the club around



them, which is another story about culture change, which is something we might touch on in this podcast. How do you create that atmosphere in a whole organization? And this is exactly what he and I met to talk about this morning. But he created that atmosphere between them that gave them both the courage and the curiosity to wonder how the guy could change.

**Stephen Rollnick:**

Now, that's quite a nice way of describing MI but there's a certain warning sign here, Glenn, which is are you suggesting, are we suggesting that this coach doesn't offer advice? Because that's traditionally been the way MI's presented. I bet you most of the people in your podcast, Terry Myers and Bill Miller, they might refer to advice giving, but they'll say, "Hang on, this is about evoking." Let me tell you, I feel that with solid engagement, we might pick apart what do we mean by solid and rapid engagement.

**Stephen Rollnick:**

But with solid engagement with somebody that coach could have given advice to that player at any point in that conversation. It's a question of how it's done. It's done in such a way that you don't undermine their autonomy. It's done in such a way that you offer rather than force the information and advice on somebody. So that coach might've said to this player at a certain point, "Listen, can I interrupt you there? Would you mind if I gave you a piece of advice here?"

**Stephen Rollnick:**

And the guy might say, "Yeah." Now then it's possible, I believe, for that coach to give advice in such a way that it's perfectly consistent with MI. And why do you know that it's perfectly consistent? Because change talk or results. Okay, the person feels that free, that change talk or results. So he might have said to him, "Look, my feeling is that moving out of a house right now, given that you've got this big game on for the next three or four weeks might be a bit premature."

**Stephen Rollnick:**

"The idea might be a good one, but I'm wondering about the timing. So my feeling is rather not move out right now, but give yourself a little bit of breathing space, get over the next two key games and then we know we've got a gap in the fixture list and maybe you can do it then. But it's up to you, but that's my advice." Now that's very clear advice from an expert, from somebody who's been through it all, but the person feels free to accept or reject it and move on.

**Stephen Rollnick:**

So the response to that would be something like, "I can see what you're saying, but hell, I'm not sure. Because if I stay at home it's just going to be more of the same and it's going to affect my performance. So I'm not sure." So there you go, now they're talking about whether or not the guy should move out the house. And there'll be more change talking, there'll be arguments against it, which we call sustain talk. But okay, but advice giving has been used in the service of championing his choice about change.



**Stephen Rollnick:**

So my feeling is that for those practitioners out there who are trying to learn, am I done shirk advice giving, just refine your use of it. Use it in the service of promoting autonomy and freedom for the person to make their own decisions. So, in recent years, this isn't like historical stuff, but in recent years I've come to the conclusion that it's possible to clarify what skilful advice-giving is. And if I do it and demonstrate it, which I've just tried to do now, it's indistinguishable from skilful MI.

**Stephen Rollnick:**

It is a nice new direction which I'm hoping will help practitioners out there to not feel that MI is putting on a completely different set of ... It's got these spectacles which you wear, but for God's sake it's about helpfulness. And most of that helpfulness you know about anyway, any good sports coach or teacher will offer advice. But the person, it's going to land well for the person if they feel respected and they can make the decision for themselves.

**Stephen Rollnick:**

So would offer advice rather than give it or dump it. So I wanted to touch on that subject of advice giving because I know the three of us are interested in it.

**Sebastian Kaplan:**

Right. And you said, you had this phrase there in that example between the athlete and the coach, I don't know if I'll have the words exactly right, but it was something about the advice is being offered as a way to help in championing his choice about change. And maybe that's also something that the listeners can keep in mind about how advice works or how it might sound in MI is that it's done to champion the other person's choice that they've either made or are considering making about change.

**Sebastian Kaplan:**

It isn't the agenda that the practitioner or the clinician or the coach has for the other person, it's coming alongside the other person's developing decision to make a change and it's to help forward that decision.

**Stephen Rollnick:**

Correct. Absolutely.

**Glenn Hinds:**

Can I ask you, I'm not sure if this is a challenge but given the fact that we're talking about evocation and drawing out from the individual, and I'm thinking about the audience members and I'm just wondering if there was people listening to this now Steve, in your experience when you're teaching motivation interviewing, what questions do you ask of your students that helps clarify this for themselves? So if there was one or two questions that you may ask the audience for them to think about after today's podcast that will help



deepen their understanding of their own practice and the integration of motivation interviewing, what might they sound like?

**Stephen Rollnick:**

What are you saying, Glenn? Are you asking me what advice I would give?

**Glenn Hinds:**

No, no, certainly not. I'm not asking you to give advice. It's given the nature of how you come across in our podcast is that you're very considerate and you're very, I'm going to use the word gentle but it's not necessarily exactly what I mean. But you're very caring towards almost the imprint that you leave in the contact with someone. That you promote their autonomy, you promote their strengths.

**Glenn Hinds:**

And as a consequence, what I'm curious about is in your experience of teaching motivational interviewing, that if someone listening to this podcast, if you were to maybe ask them a question for them to reflect upon, to help them deepen their own understanding of the current practice consistent with motivation interviewing and to add to the practice consistent with motivation interviewing, when you're teaching people what sort of questions do you ask that would evoke that internal curiosity?

**Stephen Rollnick:**

Wow. Wow. It would be a series of questions, my man. But wow, that is so tough what you just asked me. It would be what does it mean to really engage with someone for you? What does it mean?

**Glenn Hinds:**

Right. Okay. So what I'm going to do is just pause for a second and just allow the audience to hear that. That's a question, what does it mean for you to engage? Yeah?

**Stephen Rollnick:**

Yeah.

**Glenn Hinds:**

Brilliant. The next question would be?

**Stephen Rollnick:**

The next question. So that would be about coming alongside.

**Glenn Hinds:**

Right.

**Stephen Rollnick:**



The next question I'd ask them is what does it really mean to look at someone as a person and not a client or a patient? Okay?

**Glenn Hinds:**

Okay?

**Stephen Rollnick:**

What does it really mean? And you can try all these things out. The answers to these questions, you can try that. The next question would be what does it mean to see this as someone with strengths not just problems? What does that really mean? And there are three questions I would ask them to consider, and I think that answers often involve quite a profound shift in the way they speak to folk. And there they have the foundations for doing motivational interviewing if they can ponder these ships.

**Stephen Rollnick:**

And then there's one more which is this conviction that people have the answers inside them, and what does that really mean for you? And I would share some of the answers with them, like, I need to be settled inside myself and really focus on the person and not me solving their problem. I need to be patient while they work this out, and maybe I will discover that I'll get there much quicker than if I did anything else. So while this might sound like a ponderous activity, believe me, the more you settle into that state of mind, the faster is your progress.

**Glenn Hinds:**

Great.

**Stephen Rollnick:**

So there's this paradox that we've learned in the MI, I've learnt over the years, which is that the more skilled you are at listening the faster is your progress. But that's something we could, whether I would ... I spend a lot of time on that particular issue.

**Glenn Hinds:**

Sure.

**Stephen Rollnick:**

So I would ask them, does listening really take more time? And I would pepper them with examples of where it doesn't and I would demonstrate it myself, show them videos of physicians and psychologists talking about, wow, I could enter the state of mind where, a bit like what the horse whisperer says, if I just behave like I've got all day it's only going to take me a short amount of time, but if I behave like I've only got a short amount of time, it's going to take me much longer. So it's a state of mind in which you just settle in.

**Stephen Rollnick:**





What is it like for you to be in a state of mind where you settle into a conversation with somebody in an unrushed manner? And for me the answer to all of these questions is that it will produce positive change for you and the people you speak to.

**Sebastian Kaplan:**

That was a nice way of clarifying that Glenn. It was wonderful and I'm glad we got to hear Steve's thoughts on that. And the question of time is one I was wondering about for you Steve, because so much of the work that you do is in healthcare settings and we commonly hear in the States about primary care practitioners having seven minutes per patient or nine minutes per patient and all these other tasks that they have. And it certainly links with what you said earlier, Steve, about the increased stress leads to dysfunctional efforts to help people.

**Sebastian Kaplan:**

I'm just wondering if you could reflect a little bit on your work in those settings where there isn't the therapy hour that's afforded to somebody. That they have very limited amount of time and how MI fits or how MI might be different than it would be with a therapist who has an hour to work with somebody.

**Stephen Rollnick:**

Yeah, we've fallen into that trap big time by setting ourselves up as therapists to do all this stuff in the therapeutic hour when in reality I really genuinely feel that if you've got just a short period of time you can make phenomenal progress and you can use MI. It requires a state of mind in which you certainly, to begin with, do not get into a rushed state of mind. Also requires a state of mind in which you do not believe you have to get to a particular outcome. That that can be dysfunctional.

**Stephen Rollnick:**

In other words, if you've only got 45 seconds with somebody left in your consultation it can be good enough to say to them, "Do you mind if I just ask you one question?" And it's an evocative question about change and leave it at that with them. So I do feel that MI can be practiced very briefly. I've seen wonderful examples of this in my career, in extremely difficult situations. So I can you illustrate this for you and can talk about it if you want me to.

**Sebastian Kaplan:**

Please. Yeah, that'd be wonderful.

**Stephen Rollnick:**

How would you like me to do that?

**Sebastian Kaplan:**

Well, you've done some wonderful discussion so far with us with some of the examples that you had, particularly in athletic context. You mentioned in passing some difficult



examples in healthcare settings, maybe you can draw from one of your experiences there and explain a little bit about how this sort of stuff can happen in more rapid timeframes.

**Stephen Rollnick:**

I think the key there is first of all your state of mind of not rushing, not being too ambitious about having to reach certain outcomes and then using listening, which is a technique we haven't talked a lot about, but we'll run right through your podcasts. Now, that listening can be used in the service of a number of tasks if you like, if you're thinking about like healthcare. And one of the incredible things that's happened to me over the years is that I've realized that often what goes wrong in these settings where there's high pressure is that there's an absence of engagement.

**Stephen Rollnick:**

And if the patient starts talking they're interrupted within, 11 seconds apparently is the average maximum. And this absence of engagement creates dysfunction and poor outcomes. However, if you turn that around positively, if you use listening to engage with people, I've even provoked colleagues to suggest that the 20% rule, in other words, you spend the first 20% of any consultation only engaging, you'll find yourself able to move really, really easily thereafter.

**Stephen Rollnick:**

Now, how do you do that? That's a skilful business and that involves making listening statements. So step one I would say is rapid engagement. So if it's a, let's say accident and emergency unit or a primary care setting in which you've already spent five minutes managing this and that problem and you've only got three or four left, I would say if you had started the whole process right at the beginning by just engaging, you'll be in a good position to raise questions that point towards change.

**Stephen Rollnick:**

And then in response to those questions when you're evoking, you will use more listening and summarize the essence of what someone's saying and crystallize for them and what they feel about why and how they might change. So I would say rapid engagement followed by thoughtful, carefully worded open questions about change by further brief listening, trusting that the person has the answer inside them. Perhaps a piece of very well thought out advice setting champions their choice, and off they go.

**Stephen Rollnick:**

And I think there are examples of this out there for your listeners to look at. I don't mean to be egocentric in any way, but the British Medical Journal have published a free module on MI where I interview a really, really difficult person and they say you've only got five minutes and the guy doesn't want to be in the room. Settle yourself down, use reflection for the first 20% of the time to rapidly engage, raise the subject of change, reflect what they say about change, summarize the outcome, raise a few key questions and they can go out.



**Stephen Rollnick:**

And you'll find that they will start articulating what change might mean because they feel safe with you. And the safety is created by the rapid engagement to begin with. So you can't use MI in a short period of time if you don't help people feel safe. I guess that's one thing. And the rapid engagement allows you to do that, because they believe you. When you've shown them that you understand how they feel in that engagement phase, they feel safe. And when people feel safe, they're more likely to consider change.

**Stephen Rollnick:**

So MI can be used very rapidly. But you know what it is, Seb? You know what we're struggling with, with the words and with this demonstration, is because in reality it's got a lot to do with what you don't do. It's the absence of things. I've tried to talk about what the person says, but I could list a whole lot of things that you just don't want to do. If you want to make really rapid progress and you want to use MI, it's quite easy for me to articulate what you mustn't do.

**Stephen Rollnick:**

Sit on your hands. You've got to sit on your hands.

**Sebastian Kaplan:**

Yeah. You mentioned one already, it was interruption. That early interruption in the session can really derail things. I'm sure the listeners would love to hear your thoughts on a couple more maybe. Other ideas that come to mind as to things that you want to avoid doing?

**Stephen Rollnick:**

I use the metaphor of sitting on my hands because it requires an incredible restraint. You've got to be very restraint if you're sitting on your hands. It's don't interrupt, try not to interrupt. Try not to leap ahead in your own mind with how they might solve this problem because it could result in your interrupting with solution talk when they're not ready for it. Try not to interpret what they're saying. Try not to be clever yourself. I'm not convinced MI is about being clever.

**Stephen Rollnick:**

In fact, the cleverness sits on the person you're speaking to, not in yourself. So that's a big lesson for me, Seb. Try not to be clever. Try not to think of the next clever thing to say. Now I'm getting onto the positive, try and capture the essence of what they're saying and hand it back to them, and they're more likely to run with it. So this restraint is quite something to practice, especially in a world where you're feeling obliged to do this or that procedure on people. It's quite a shift.

**Stephen Rollnick:**



And it's not for everybody, Seb. Some people just find the shift a little too difficult, and I don't think we should create the impression that we think MI is for every practitioner, let alone for every client. I feel fairly humble about that. There are other ways of helping people than using MI, so be it. You'll only know for yourself whether you're MI suitable by getting on top of it and trying it out. So there's no grounds for making decisions too quickly about whether it suits you. You want to learn it and try it out.

**Stephen Rollnick:**

But I must say the more I learn about MI and the more I learn about myself and the limitations of my cleverness, the more I find MI is incredibly useful.

**Glenn Hinds:**

So in some ways where we have the acronym for motivation interviewing network of trainers is meant, it's almost like what you're suggesting is that before we decide it's a case of taking this mint and sucking it and see how does it work for you and give it a go. What strikes me is that from that initial excitement of the first edition where the two of you were moved, had a message and something you wanted the world to know about and you put everything into one book, it sounds like over the years, Steve, what has happened is it's almost like you find a way of distilling this wisdom, this excitement, down to a more considerate yet more simply express wisdom.

**Glenn Hinds:**

And it sounds like that's the journey that you're continuing on. You're still thinking ways of how do we communicate this in a way that boost more and more people understand what it is that we're trying to express so that they can then put it onto practice ultimately for the welfare and the betterment of the people they're trying to help. I at least take off my metaphorical hat to you because it has definitely changed an awful lot of what I do in my practice but also changed an awful lot of the way I understand myself as an individual, as a human being in my relationships, I would say, and of my practice as well.

**Glenn Hinds:**

So for that sake I am grateful for what it is you have taught us and taught me over the years. I'm conscious of ... I know that me and Seb would just keep talking. This is fantastic, but we do have to take into account your time, but also the series of the podcast. If we had a thought about it we'd probably put a break in the middle and got you to keep talking, put out two episodes of just you, because I know that the audience are going to find this very helpful. And maybe what I suggest this is just to encourage people, listen to this a couple of times.

**Glenn Hinds:**

The depth and width of the information in this is quite profound. So again, just to start bringing us to an end, just wondering Seb, is there any last questions you want to ask Steve? And then invite Steve yourself then maybe to give us any closing thoughts you have before we draw our conversation to an end.



**Sebastian Kaplan:**

All right. Well, thank you for that Glenn. One of the things we've been trying to ask all of our guests is what is the curiosity or the interest of late for the person? What is the latest thing that you've been chewing on in relation to MI? And it'd be certainly true on of things MI related, Steve. You've ready, I imagine, spoken to something that you've been thinking about more recently, which is the how am I fit in the world of sports? So I guess I just invite you to talk a little bit more about that or certainly if there's another thing that you're chewing on that's even more recent than sports, we'd love to hear it.

**Stephen Rollnick:**

Oh, maybe I'll just highlight a couple of things. One is advice giving, how that can be refined. Giving information and advice, how can that be refined so that it's consistent with MI? Another is the use of MI at home, and I've struggled with that one for many years and I've come to the conclusion that it can be used at home. And I'll tell you why, which is that most of the talk about MI, some of it that we've been having has got to do with addressing problems.

**Stephen Rollnick:**

And when it comes to work we're thinking about MI at home, I think there are limitations to that approach. That view of MI, that MI is used in order to help people solve problems. How's about putting it a different way? MI is used to help people grow. So if I then think about my home environment, I won't necessarily be wanting to use MI to help my adolescent kid clean the room because it's something that I want them to do or to behave in this way or that way, I'll be using MI to help them grow and change.

**Stephen Rollnick:**

So if we look at MI as being a method of helping people to grow and change, which I'm sure has shone out of me in this discussion, then you can use MI at home because I can ask my son, "What do you fancy this afternoon? Do you fancy a swim or do you want to play football or do you want to go and do this or you want to go and do that?" His answer will be, "What I really want is this." That's change talk. So I think the use of MI at home not to solve problems, but to help someone articulate what they would really like to help them grow and change is on.

**Stephen Rollnick:**

So that's something that's been exercising me. Another is the use of MI by first responders like police, accident and emergency people, fire officers. I had an experience with the students on a bridge the other day where I sadly encountered a student who was trying to herself off a bridge. And I've got a son who's a police officer and I talked to him about how I handled this woman on the bridge. And he does this every day. He's heading out to people who are threatening to commit suicide.

**Stephen Rollnick:**

So I think there's tremendous potential there for using MI in really tight corners and really difficult situations and police officers and first responders come across these daily. And



what they've learned in essence is that you can't talk someone off a bridge. You have to help them come off a bridge themselves. And in that message you can see it resonates with the essence of MI. So using MI in really tight corners is something that I'm interested in now and I'd quite like to work on if and when I have the time to do it.

**Stephen Rollnick:**

So parents helping parents in that way. And then the ultimate, the absolute ultimate, which is to help children and young people to learn the skills among themselves, to use them among themselves. And that's a very unexplored area. I don't think I'm going to have the time in my life to do that, but imagine helping children really to learn these skills to use them with each other, really studying that and really getting into that. So these are some new ideas that I've had.

**Stephen Rollnick:**

Probably most of them I won't touch on, Seb, but the first responder I'd be quite keen to, as well as the use of MI at home. And the sports coach and the school teacher and the counselor and the psychologist, they all share one thing in common, which is they want to help people to grow and change. So for me that's maybe not a bad parting message, that MI is a way of helping them to do that for themselves with you alongside them believing in their strengths and capacity to do it. The skills are simple and they take practice.

**Sebastian Kaplan:**

Wow. Fantastic. Glenn, any last words?

**Glenn Hinds:**

Again, it's a case of just one of the things we've been asking participants and guests, Steve is imagine if ... You've created a lot of questions for people in their own minds. If you were willing for people to contact you, if that was okay, how would they go about it? Or where can they find out more about Steve Rollnick and motivational interviewing in a way that would be comfortable for you?

**Stephen Rollnick:**

Well, the problem is not by email because personally I've retired and I'm trying to grow through some health challenges at the moment so I can't be dealing with too many emails. So to contact me, I suppose email is the most common so I don't know what to say, Glenn.

**Glenn Hinds:**

Maybe do you have a website that people could visit, maybe the links.

**Stephen Rollnick:**

I do have a website. If they put my name in Google they're going to have a look at that. But really Glenn, it's not about me, my man.





**Glenn Hinds:**

No.

**Stephen Rollnick:**

You can imagine I would say that, but it's not about me. Try your luck with an email, make a joke in the first line and I'll smile and I might answer. But I'm inundated with emails. I'm happy to receive them, but ... It's not about me, my man.

**Glenn Hinds:**

No.

**Stephen Rollnick:**

And the mental organization is fabulous and I'm hoping they will open up a forum for people to approach with questions.

**Glenn Hinds:**

So if anybody wants to engage in rapid engagement with was Steve Rollnick it's got to start with a joke then.

**Stephen Rollnick:**

Yeah. Otherwise it's too heavy, man.

**Glenn Hinds:**

Okay. And certainly if people have thoughts of questions they have as a consequence of listening to Steve's conversation with us today or anything else has come up on this episode or any other episode, they can follow or make that in Twitter using @ChangeTalking or on Facebook at Talking to Change or as always the podcast@glennhinds.com

**Stephen Rollnick:**

And there is a Facebook page called Cardiff Motivational Interviewing, which some colleagues of mine who go through my workshop created. They tell me that's quite an active forum for anybody.

**Glenn Hinds:**

Just repeat that address, Steve.

**Stephen Rollnick:**

I think it's Motivational Interviewing Cardiff, you'll find it using those key words.

**Glenn Hinds:**

Thank you.



**Sebastian Kaplan:**

And Cardiff, C-A-R-D-I-F-F, correct?

**Stephen Rollnick:**

You got it, Seb.

**Sebastian Kaplan:**

All right. Wonderful. Actually, one thing that I ... You mentioned in passing the bit on the British Medical Journal, the online-

**Stephen Rollnick:**

Yes.

**Sebastian Kaplan:**

Could you just point listeners in that direction?

**Stephen Rollnick:**

Yes. Use the words, the letters BMJ for British Medical Journal. If they go into Google and just type BMJ space Rollnick, R-O-L-L-N-I-C-K, it'll pick up this free module and there you'll see some quite nice videos and explanations, and it's all free.

**Glenn Hinds:**

Fantastic.

**Sebastian Kaplan:**

It really is a nice module. I've seen it myself and recommended it to many of the people that I work with. So that'd be a great resource. Well, Steve we appreciate this so much. It's been great talking with you today and we really, really hope that listeners have learned a lot and will generate a lot of thought on their end and hopefully some new ideas for their practice. So yeah, thank you. Thanks so much, Steve.

**Stephen Rollnick:**

Pleasure, my man.

**Glenn Hinds:**

Thanks Steve.

**Sebastian Kaplan:**

Okay everybody, well, again, hope you enjoyed our episode today and keep on the lookout for further episodes. We have many more plans, and as always as you're listening we appreciate any feedback, any reviews, any likes, any thoughts that you have, we'd love to hear it. Okay. Thank you. Glenn, once again great talking with you and until next time.



**Glenn Hinds:**

Yeah, thanks Seb. Thanks everybody.



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