

# The Nine Tasks of Learning MI

Miller and Moyers (2006) identified eight stages for learning MI. This exercise converts this approach to nine tasks and ask you a series of questions to assess where you are in the learning process for that task. Answer the following questions using a five-point scale that extends from **1 = not at all agree** to **5 = completely agree**

|     |                                                                                                            |   |   |   |   |   |
|-----|------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|     | <b>Embracing and conveying the Spirit of MI</b>                                                            |   |   |   |   |   |
| 1.  | <i>I find the four elements of the MI Spirit fit my beliefs about what clients need.</i>                   | 1 | 2 | 3 | 4 | 5 |
| 2.  | <i>What the client thinks about change is far more important than what I think.</i>                        | 1 | 2 | 3 | 4 | 5 |
|     | <b>Understanding and working with the four processes</b>                                                   |   |   |   |   |   |
| 3.  | <i>I can describe the four processes.</i>                                                                  | 1 | 2 | 3 | 4 | 5 |
| 4.  | <i>I feel clear about how to alter my approach within each of the four processes.</i>                      | 1 | 2 | 3 | 4 | 5 |
|     | <b>Using and being intentional with OARS+I</b>                                                             |   |   |   |   |   |
| 5.  | <i>I can move easily between the five core skills.</i>                                                     | 1 | 2 | 3 | 4 | 5 |
| 6.  | <i>I use my core skills with a purpose in mind.</i>                                                        | 1 | 2 | 3 | 4 | 5 |
|     | <b>Recognizing and reinforcing change talk</b>                                                             |   |   |   |   |   |
| 7.  | <i>I hear change talk, even when it's not obvious.</i>                                                     | 1 | 2 | 3 | 4 | 5 |
| 8.  | <i>I find it easy to respond to change talk with a reflection.</i>                                         | 1 | 2 | 3 | 4 | 5 |
|     | <b>Eliciting and strengthening change talk</b>                                                             |   |   |   |   |   |
| 9.  | <i>I recognize opportunities for change talk within sustain talk and discord,</i>                          | 1 | 2 | 3 | 4 | 5 |
| 10. | <i>I know how to elicit change talk even if I'm not hearing it.</i>                                        | 1 | 2 | 3 | 4 | 5 |
|     | <b>Dancing with and moving past discord</b>                                                                |   |   |   |   |   |
| 11. | <i>I feel relaxed in the face of discord.</i>                                                              | 1 | 2 | 3 | 4 | 5 |
| 12. | <i>I know how to address discord without the client or me getting stuck in it.</i>                         | 1 | 2 | 3 | 4 | 5 |
|     | <b>Developing and revising a change plan</b>                                                               |   |   |   |   |   |
| 13. | <i>I know how to develop a change plan in a MI consistent manner, including implementation intentions.</i> | 1 | 2 | 3 | 4 | 5 |
| 14. | <i>I know how to have a MI consistent conversation when the plan doesn't work as expected.</i>             | 1 | 2 | 3 | 4 | 5 |
|     | <b>Consolidating and re-engaging client commitment</b>                                                     |   |   |   |   |   |
| 15. | <i>I know when and how to ask for commitment.</i>                                                          | 1 | 2 | 3 | 4 | 5 |
| 16. | <i>I know what to do with ambivalence in people who are already making a change.</i>                       | 1 | 2 | 3 | 4 | 5 |
|     | <b>Shifting into and out of MI and other counseling approaches</b>                                         |   |   |   |   |   |
| 17. | <i>I often see opportunities to use MI in the midst of my other work.</i>                                  | 1 | 2 | 3 | 4 | 5 |
| 18. | <i>I know how to move into other methods without losing the MI spirit.</i>                                 | 1 | 2 | 3 | 4 | 5 |

Total the two questions under each task and put it into the grey square in the far right column for that task. Scores should range from 2 to 10. Here are some scoring guidelines:

- 2 – 4 = low confidence.
- 5 – 7 = modest confidence.
- 8 – 10 = high confidence.

For specific areas where you are low in confidence, you might want to think about reviewing those elements in the book again. If all areas are low, then you might consider doing another introductory training or obtaining a coach. For the modest areas, you might look to see if there is a pattern with one of the questions being higher than the other. If so, you might specifically target that area. Coaching might also be of help here. If you're high in all areas, congratulations. Still, you might ask yourself whether this is indeed an accurate reflection of your MI skills or where you aspire to be, but aren't quite yet. Coaching can still be useful for you, but make sure you find someone that can help with the nuances of MI.