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Motivation Interviewing: A Tool for Servant Leadership

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MOTIVATIONAL INTERVIEWING: A TOOL FOR SERVANT LEADERSHIP

BY

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M.A., Counseling Psychology, Daystar University, 2011

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ABSTRACT

The purpose of the study was to explore Motivational Interviewing (MI) as a tool that Servant

Leaders (SL) could use to enhance their own leadership skills in motivating workers. The

participants were seven leaders from VA hospitals in the U.S. who had undergone SL and MI

training. Narrative Inquiry based on Polkinghorne (1988, 1995, 2005, 2007) with open, action,

emotional, and values coding (Saldaña, 2015) along with structural story coding based on Labov

(1972, 1982, 1997) and Patterson (2002) revealed the central theme that MI fostered good

relations between leaders and workers in addition to four subthemes that MI improves

communication, enhances cohesion in teamwork, enables servant leaders, and empowers

workers. I concluded that MI is a concrete tool that Servant Leaders could use and that the MI

Spirit is at the heart of Servant Leadership, but that MI is a skill set that takes time and practice

to learn.

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CHAPTER 1: INTRODUCTION

Problem Statement

There is a crisis in leadership. A recent Gallup poll found that 16% of employees are actively disengaged and 51% are not engaged (State of the American Workplace, 2017). Disengaged employees display lack of enthusiasm, inadequate performance, disconnection from work roles and cognitive withdrawal (Hochschild, 1983). This affects their productivity, which may be harmful to the worker and the organization's wellbeing (https://www.gallup.com/workplace/238085/state-american-workplace-report-2017.aspx). In contrast, when employees are motivated, they are also engaged and exert effort in their work and persist in performing their duties to meet their goals (Kanfer, 1990).

The reason for the high percentage of non-engagement and active disengagement often is theorized to lie in the social conditions within the organizations. The assumption is if the psychological human needs are considered in the place of work, the employee will be engaged in the workplace. These human psychological needs are a sense of relatedness (connection with others), autonomy, and a sense of competence (Deci & Ryan, 1985). Research shows that organizations that utilize their employees' strengths are more likely to have engaged employees (Rath, 2007), and that engaged employees are more inclined to remain committed to their organization (Schaufeli & Bakker, 2004). Schaufeli et al. (2002) defined work engagement as a "positive, fulfilling, work related state of mind characterized by vigor, dedication and absorption." Christian et al. (2011) carried out a study on work engagement; the results demonstrated that there was a relationship between engagement and job performance and that engagement seems to confirm the relationship of job attitudes in predicting performance. Yalabik

et al. (2013) conducted a study on work engagement. The results demonstrated that work engagement mediated between active commitment and job performance, and employee attitudes and outcomes such as job satisfaction and effective commitment and intention to resign from the job.

Recent research stated there was an increase in and practice of Servant Leadership (SL), and that many organizations viewed SL as ideal leadership, which they aspired to emulate (Spears, 2010). This could be due to the ability of Servant Leaders to facilitate work engagement due to the ethical and humanistic aspects of SL. Although SL and Motivational Interviewing (MI) have similar concepts, MI is in a unique position, for it could be a tool for SL to use to develop the needed skills for leadership. Servant Leadership (SL) is defined as "to honor the personal dignity and worth of all who are led and to evoke as much as possible their own innate creative power for leadership" (Sims, 1997, 10-11). Motivational Interviewing (MI) is defined as "collaborative conversation style for strengthening a person's own motivation and commitment to change" (Miller & Rollnick, 2013, p. 12).

My claim is that Motivational Interviewing could provide a framework for Servant Leaders to develop their own characteristics and further empower workers, since SL and MI have similar characteristics. In addition, MI encompasses an intricate set of skills that target specific behavior towards change, thus making MI a specific tool in developing the skills. The MI skills include identifying the desired goal, evoking change talk, finding a target behavior, providing direction, measuring the level of motivation by using the motivational ruler, information giving, facilitating the client to plan for action, while tactfully using open-ended questions, and reflecting and summarizing what has been said. These skills could benefit SL.

Purpose of the Study

There is no empirical research on Motivational Interviewing (MI) in Servant leadership, yet Motivational Interviewing has undergone numerous experiments and has strong evidence for enhancing behavior change in clinical settings (Miller & Rollnick, 2013) and other fields. Miller and Moyers (2017) confirm that Motivational Interviewing has spread beyond clinical psychology into "health care, rehabilitation, public health, social work, dentistry, corrections, coaching, and education, directly impacting the lives of many people" (p. 757).

I decided to explore the relationship between SL and MI using a qualitative study amongst leaders in the Department of Veteran Affairs (VA) who had undergone SL training that included MI because the VA was carrying out training on SL that included MI. The definition I adapted for this research was "to honor the personal dignity and worth of all who are led and to evoke as much as possible their own innate creative power for leadership" (Sims (1997, p.10-11) because it focuses on respect of individual's self-worth and the importance of intrinsic motivation of the individual. It also linked Servant Leadership and Motivational Interviewing concepts.

The purpose of my study was to explore Motivational Interviewing method as a tool that Servant Leaders could use to enhance their own leadership skills in motivating workers. The leaders were from VA hospitals in the US who had undergone Servant Leadership training that included Motivational Interviewing training. I hoped to identify changes that leaders had experienced in their interactions with workers while using the MI method. My ultimate aim was to evaluate and recommend Motivational Interviewing (MI) method as a motivational tool that could be used by Servant Leaders in organizations.

Significance of the Study

My study contributed to the literature on Motivational Interviewing in leadership from an organizational perspective, for most of the literature available on Motivational Interviewing as a method for behavior change was from a clinical perspective. The study also contributed to the body of literature of Servant Leadership tools of motivation. This was the first qualitative research on Motivational Interviewing from an organizational perspective, and I hope that it will trigger other researchers in organizational development to further explore the relationship between Motivational Interviewing and Servant Leadership. I hope that the VA leaders who participated in this study gained insight on how MI had impacted their leadership. The leaders will also get feedback on how to further improve the MI skills. The VA administration will receive feedback on the impact of the MI training on the areas that they may need to improve. My hope is that findings from this dissertation might foster research on the relationship between Motivational Interviewing (MI) and Servant Leadership, thus benefitting the organizations that use the Servant Leadership (SL) style of leading.

Research Questions

I was looking for the leaders' perspectives on the following:

> Research Question: How have Motivational Interviewing skills influenced the skills of the VA leaders who attended the Servant Leadership training that included Motivational Interviewing methods?

Specifically, the investigation is on Servant Leadership and the relational aspects of the MI Spirit, which include partnership, acceptance, compassion and evocation, and also the technical aspects of MI, which include open ended questions, affirmations, reflective listening, summaries,

rulers, providing information and advice, and eliciting change talk and reducing the difference of the power between the two parties, making it a partnership.

Sub Questions

    a) How has the MI Spirit influenced leadership?

    b) How have the MI relational skills motivated employees at their place of work?

    c) What technical skills are developed in MI and have they been beneficial in leadership?

    d) What is the potential of MI techniques for influencing power dynamics between the leader and worker?

Site for Data Collection

My site for data collection was VA hospitals in the US because the VA was already providing MI training to their leaders. The National Center for Organization Development (NCOD) started providing this training in 2016 because it was tasked with providing Servant Leadership training nationally to leaders across all three branches of the VA (VHA, VBA, and the National Cemetery). Dr. Brian, Mr. Wilcox and Dr. Jenkins, who had been writing a book and developing training materials for Motivational Interviewing (MI) and leadership at the time, partnered with NCOD in early 2017 to integrate MI into NCOD's Servant Leadership training program to help provide implementation skills. They have been providing this training through NCOD to VA leaders from all three branches since June 2017. I interviewed a subset of VA leaders who had attended the training to get a better sense of the impact of the training on their leadership practices.

Positionality

I was drawn to this topic because Servant Leadership (SL) and Motivational Interviewing (MI) values are in tandem with my values. My values emanate from my family of origin, they are based on the teachings of Jesus and serve as a model way of life. I grew into a compassionate person due to being raised with a physically disabled father who lost his leg at age ten to polio. Watching my father navigate through life in his condition developed my sensitivity and compassion. I was also brought up in the fear God, a value that I treasure to this date. I have worked in various capacities empowering young people through training and counseling. My work experience has accorded me great opportunities to express my values.

On my first day as an official PhD student in the Organization, Information, & Learning Sciences (OILS) program, I was filled with anxiety and frustration because I was venturing into a different discipline from my usual psychology and counseling. I was filled with anxiety and wondered how I could link my professional orientation to organizational development. However, my insecurities made me listen very attentively to the lecturer to hear what I needed to do. One of the things he said was that it was important for us to start thinking about our dissertation topic, so that we can use course work to develop our area of focus. This gave me relief because I knew that I wanted to study Motivational Interviewing method that is much applied in clinical settings, but I was not sure how it could fit in organizations. As the semester went by, I kept wondering how I would fit MI in organizations and finally I settled on Servant Leadership and Transformational Leadership (TL) due to the strong connections I saw between leadership and MI.

I then shared my thoughts with Dr. Miller, the father of Motivational Interviewing

method, to ask him if he could see the link between Transformational Leadership, Servant

Leadership, and Motivational Interviewing. He challenged me to take up the idea and run with it.

After reading on both Servant Leadership and Transformational Leadership, I settled for Servant

Leadership because it aligned more with Motivational Interviewing. In addition, the organization

I used as my site employs both Servant Leadership and Motivational Interviewing. Dr. Miller

introduced me to a group of psychologists who are authors of the first Motivational Interviewing

in leadership textbook and were carrying out trainings in the VA. I was able to observe a Servant

Leadership training that included Motivational Interviewing skills. I then discussed the prospects

of carrying out a research study with the team. I used my course work to develop my idea and

developed a model that represented my preliminary ideas of a workable model – see Figure 1.
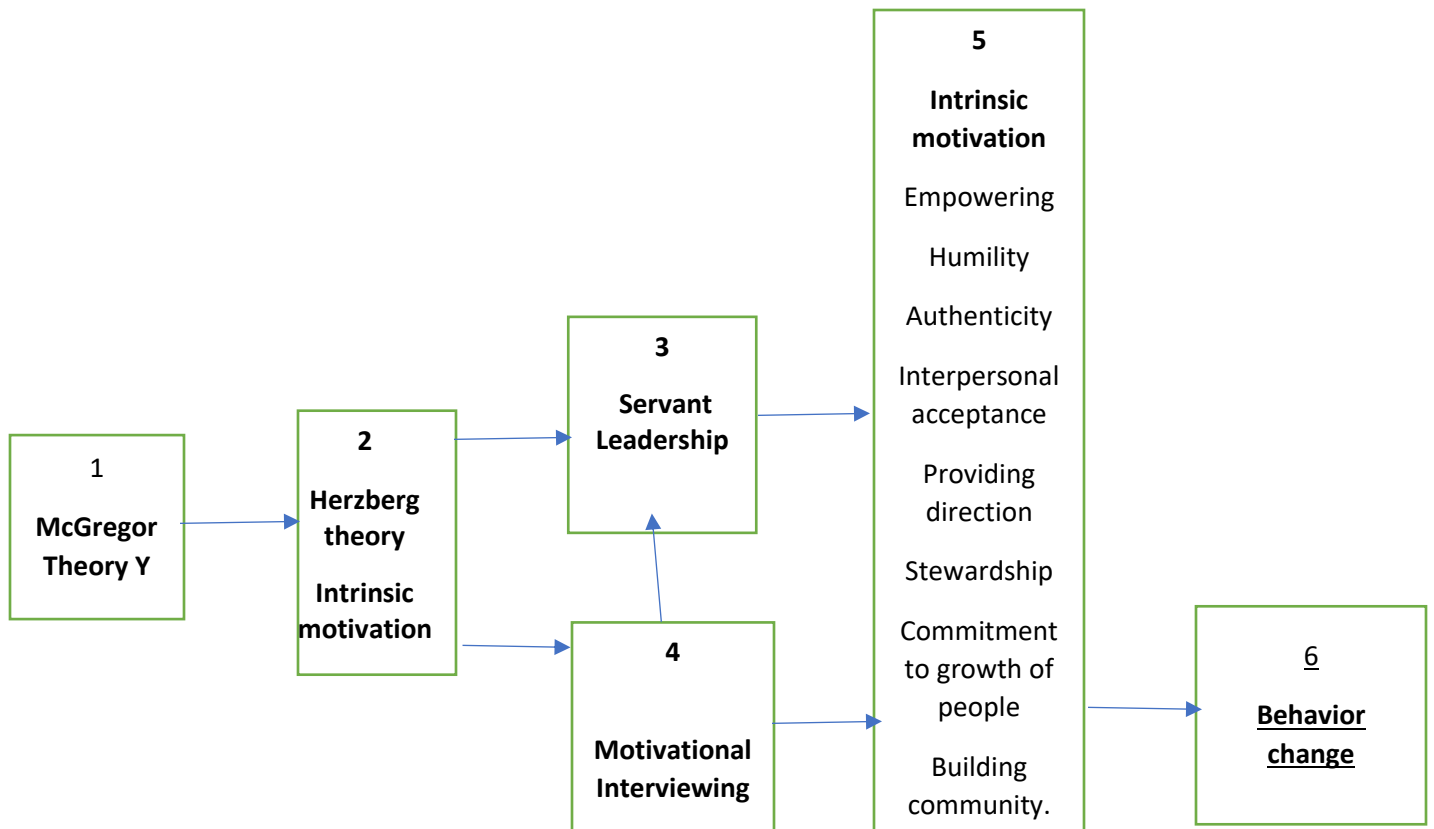
Figure 1. Relationship between Servant Leadership and Motivational Interviewing model

Figure 1 describes the relationships between the constructs in the theoretical framework. I have used the Herzberg theory to explain the role of intrinsic motivation. McGregor Theory Y (1960) (box 1) highlights the positive attitude the leader has towards the employee, and belief in the employee's innate ability to perform their duties. Herzberg (1976) (box 2) has two factors of motivation. This study is based on intrinsic motivation, which states that human beings in the workplace are motivated by psychological needs such as achievement, recognition and responsibility. This box forms the foundation of intrinsic motivation. The two arrows from the Herzberg theory (1976) (box 2), Servant Leadership (box 3) and Motivational Interviewing (box 4), show the influence of intrinsic motivation on both SL and MI. The aspects listed in the middle rectangle have their origins in intrinsic motivation.

Servant Leadership (box 3) is influenced by intrinsic motivation from the Herzberg (1976) theory, and SL exemplifies intrinsic motivation. In the model, the arrows from the Servant Leadership's box point to box 5, which shows several SL characteristics. When these aspects are incorporated, the motivation of employees could increase and thus trigger behavior change. Motivational Interviewing in box 4 represents the relational and technical skills. In box 5, these are characteristics based on intrinsic motivation both from MI and SL. These characteristics influence behavior change in box 6.

I proposed that the relationship between box 3 and box 5 could further be influenced by Motivational Interviewing method as a tool to motivate workers. This is because firstly, MI encompasses the mechanisms of motivation and is in tandem with Servant Leadership. Secondly, Motivational Interviewing has in-depth practical and measurable ways of equipping the Servant Leaders. Thirdly, box 5 is an accumulation of characteristics that demonstrate the link between

SL and MI. The characteristics shown are a consolidation of SL and MI that are linked, and both are intrinsic nature.

The behavior change box showed that when the leader incorporated characteristics from the middle rectangle, the outcome could result in behavior change. In Motivational Interviewing, Spirit is the cornerstone that holds the whole process together. The MI Spirit components are partnership, acceptance, compassion, and evocation. The arrow from Motivational Interviewing to Servant Leadership depicts this. The MI Spirit could help SL engage with the worker to enhance a working relationship. By using the MI Spirit, the leader can identify the worker's values. The leader could then use the values and goals of workers to increase motivation in the workplace to be more in line with their own values. The leader could use the open-ended questions, affirmative statements, reflective listening, summarization of the sentences, and elicit and evoke the needed change from the individual. The behavior seen in Box 6 is the changed motivated worker. The leader could also assess the importance of confidence in the workers by the use of a motivational ruler, engagement, and increased performance.

The power difference between the leader and the worker is reduced in Servant Leadership because through serving, SLs are able to focus on inspiring, empowering, providing support and recognition to those they are leading. In MI, the power dynamics are equalized because the relationship between the two becomes a partnership where the individual's values, goals, and aspirations are recognized and encouraged by the leader. This likely reduces the power dynamic and helps forge the partnership between the leader and worker for the worker's best interests.

Theoretical Framework

My theoretical framework consists of an overview of leadership, the role of motivation in leadership, Motivational Interviewing method, Servant Leadership, and the mechanisms of motivation. These are the theories that inform my study. I have endeavored to discuss the relationship between the Servant Leadership and Motivational Interviewing, and how Servant Leadership could benefit from Motivational Interviewing.

Motivational Interviewing

Motivational Interviewing (MI) is a way of being, a humanistic approach to behavior change that could further develop Servant Leaders (SL) to firm their Servant Leadership characteristics and motivate their workers. The traditions of MI are based on Carl Rogers' (1957) client-centered theory, cognitive behavioral therapy and humanism (Moyers & Martin, 2003).

Motivational Interviewing (MI) is similar to McGregor's (1960) Theory Y, which is a management theory that states that human beings have internal motivation and have the ability to perform duties. This relates with MI, for MI believes in the clients' abilities to achieve their goals. MI has relational skills and technical skills (Miller & Rose, 2009). The relational skills include the MI Spirit, which is the cornerstone of the process of Motivational Interviewing. The MI Spirit consists of acceptance, partnership, autonomy and evocation. Because MI is a partnership and collaboration between equals, it is not done to a person or on a person but it is done with and for a person (Miller & Rollnick, 2013). Therefore, SL could benefit tremendously from MI as a method to enhance engagement. Motivational Interviewing (MI) could enhance engagement at the work place for several reasons.

Britt et al. (2013) define engagement as "feeling responsible for and committed to, superior job performance, so that job performance matters to the individual" (p. 144). Kahn, (1990) defined engagement as "a set of behaviors that promote connections to work and to others, personal presence (physical, cognitive and emotional) and active, full performance" (p. 700). Motivational Interviewing and Servant Leadership are compatible in helping workers meet their psychological needs because they are focused on serving the human needs of individuals.

Motivational Interviewing (MI) through Servant Leadership could enhance engagement at the work place for several reasons. MI is centered on humanism, and is consistent with the researchers' findings on motivation in the place of work. These researchers (Locke & Latham, 2007; Locke et al., 1981; Fishbein et al., 2001; Deci, & Ryan, 2010, 1986; Bandura & Cervone 1983; Bandura, 1991) conducted numerous research studies on motivation in the work place, and emphasized the need for considering the human needs in the workplace. Additionally, Deci and Ryan (2000) asserted that managers who incorporate humanism in their leadership style are likely to create and maintain an environment that is supportive to the individuals to increase their productivity.

Motivational Interviewing (MI) can be used as a tool by Servant Leaders because it has ingredients that can enhance Servant Leadership characteristics. MI is able to provide in-depth training on listening skills, in verbal and non-verbal communication, empathic skills, focusing skills, evocation skills and change talk which one can use the motivational ruler. Yet, there is no empirical research about applying Motivational Interviewing (MI) to leadership in organizations.

Servant Leadership

Numerous studies have developed from Robert Greenleaf's writing to help develop the concept of Servant Leadership. Robert Greenleaf (1977) was the founder of the Servant Leadership movement. Spears (1995) was the first scholar to define servant leadership, developing a list of ten characteristics of Servant Leadership that are based on Greenleaf's definition. These are: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and community building. Subsequently, Laub (1999) was the first to develop an instrument to measure Spears characteristics; the results of his study revealed six characteristics which are: value people, develop people, build community, display authenticity, provide leadership and share leadership. Dirk van Dierendonck, a key researcher in Servant Leadership, further acknowledged these six characteristics as "exemplifying Servant Leadership behavior in the broadest sense" (van Dierendonck & Patterson, 2015, p. 120).

van Dierendonck (2011) further organized Servant Leadership characteristics into six clusters that emerged from the research on Servant Leadership characteristics from various researchers. These six clusters of characteristics overlap with the Spears' original characteristics. They also exemplify respecting the people who are being led by respecting their personal dignity and worth and using their innate resources for self and other management (Sims, 1997). Both Spears' ten characteristics and the six clusters developed by van Dierendonck are in tandem with Motivational Interviewing. I adopted van Dierendonck's characteristics in my research design. These characteristics embody the ingredients of motivation that can increase engagement of workers. Motivational Interviewing has specific skills that Servant Leaders (SL) can learn use to engage workers. My belief was that Motivational Interviewing (MI) had the propensity to develop the characteristics of Servant Leadership because it could move the Servant Leader's

characteristics from the abstract to the specific, and that Servant Leadership (SL) could benefit

from Motivational Interviewing (MI) in enhancing Servant Leadership characteristics.

Methodology

I chose Narrative Inquiry, a qualitative approach, to answer my research questions.

Narrative Inquiry is a type of qualitative research that allowed me get a deeper understanding of

my participants' lived experiences through interviews (Creswell, & Poth 2018). I was able to

build a picture of their lived experiences using the approach based on Labov (1972, 1982, 1997)

and Patterson (2002) and Polkinghorne (1995). Thereafter, I carried out a cross analysis between

the narratives. Flick et al. (2004) state that qualitative research enables the researcher to describe

the participants' inner world and from the participants' worldview. I was also able to describe the

participant's inner world by making inferences from their narratives. I collected data from seven

participants from the VA: seven leaders, one of whom was the program administrator.

Assumptions, Delimitations and Limitations

My assumptions for this study were that participants were willing to share their

experience in the interview, participants were using the Servant Leadership approach to

leadership, participants had MI skills, and participants would give honest answers in the

interview. In addition, the key informant would give honest answers on how Servant Leadership

had developed in the VA and how the MI had facilitated that.

The main delimitation was that the participants in the study were all volunteers and data

was limited to the leaders' narratives and the leaders' perceptions. The participants may not have

represented all of the VA leadership, for these participants had undergone the Servant Leadership

training that included Motivational Interviewing. A study that included workers supervised by these leaders could have provided findings from the workers' perspectives. The perceptions from the leaders about their work may very well vary from the perceptions of the workers about their leaders. The findings of this study may not be applicable across the VA or outside the VA. A study with perceptions from both the leaders and the workers could have allowed the researcher to compare the workers' data with the leaders' data and thus provide a more complete analysis of the role Motivational Interviewing plays in Servant Leadership.

Another delimitation was that the VA restricted access to documents, thus limiting data collection. However, I carried out my research with rigor by collecting data from three sources, the VA information from the public domain, interviews and the key informant / program administrator. My hope was that this study would be transferable, but the results of this study may not generalizable because the VA has a particular leadership approach and the results may not be applied to other organizations.

Motivational Interviewing in leadership is a new area; there is very limited literature to review and so the only option was to use the literature on Motivational Interviewing that is based on behavior change from clinical/psychological literature and not from a leadership or management perspective.

Conclusion

In this study, I sought to explore the impact of Motivational Interviewing as a tool for Servant Leadership. I have elucidated that there is no empirical study on MI in leadership, and that the focus of MI has mainly been from a clinical perspective. MI in leadership is a fairly new area of study, especially MI in Servant Leadership, and there is a gap in the knowledge about

Motivational Interviewing in leadership and especially Servant Leadership. The results of the study could be useful to several stakeholders, namely organizational development consultants focusing on leadership, human resources professionals, leaders and supervisors in organizations, and workers within the organizations.

The Servant Leadership researchers will also benefit from this research because Motivational Interviewing (MI) could enhance the development of Servant Leadership characteristics. Chapter two is a comprehensive literature review of the relationship between SL and MI. I have linked SL and MI and showed how the gap in the literature on SL and MI could be filled. I have also shown that the MI skills is more practical and in-depth compared to Servant Leadership. The definition for my research links the Motivational Interviewing and Servant Leadership, and my model depicts it. In chapter three, I discussed in detail how I conducted the study. My chapter four is where I discussed the findings and my chapter five was my discussion of the results.

Definitions

Servant Leadership

Servant Leadership is defined as "to honor the personal dignity and worth of all who are led and to evoke as much as possible their own innate creative power for leadership" (Sims, 1997, p. 10-11)

Motivational Interviewing

Motivational Interviewing (MI) is defined as "a collaborative conversation style for strengthening a person's own motivation and commitment to change" (Miller & Rollnick, 2013,

p. 12). Motivational Interviewing method firstly is a collaborative conversation that is goal oriented and focuses on eliciting the language of change from an individual. Secondly, the skills used in Motivational Interviewing are relational and technical skills. Thirdly, the Motivational Interviewing conversation aims to strengthen the intrinsic motivation of the individual. Fourthly, Motivational Interviewing elicits and explore the individual's commitment to achieve a specific goal. All this is done within a positive environment of acceptance.

Motivation

Latham (2016) defined motivation as a process that starts with a physiological or psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive. Baron (1991) defined motivation as an internal process that activates guides and maintains goal-oriented behavior. Miller and Rollnick (2013) include aspects of importance of change, confidence to change, and readiness to change, in their definition of motivation.

Positive Psychology

Positive psychology is defined as "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace" (Luthans, 2002b, p. 59).

Goal setting theory

Latham and Locke (2007) stated that "higher goals lead to higher performance rather than urging people to their best" (p. 291). They further asserted that goals provide a framework in which the individual can evaluate their performance, and this leads to individuals feeling positive. They elaborated factors of goal setting as "the goals that a person chooses: the

importance of the goal to the individual and self-efficacy, namely, self-confidence that the goal

for a specific task is, indeed, attainable" (p. 291). Latham and Locke concluded that for an

individual to accomplish their goals they need to be committed to the goals and receive feedback

relating to their progress.

Self-efficacy

Self-efficacy is when an individual has belief that she is capable of accomplishing a task

successfully (Bandura, 1977). It is also known as a form of self-confidence (Kanfer, 2006).

According to Bandura (1997), how individuals view themselves has an effect on the level of

motivation and how they perform their duties.

Self-Determination Theory

Ryan, Kuhl, and Deci, (1997) assert that "Self-Determination Theory (SDT) is an

approach to human motivation and personality that uses traditional empirical methods while

employing an organismic metatheory that highlights the importance of humans' evolved inner

resources for personality development and behavioral self-regulation" (as cited in Ryan & Deci,

2000, p. 68).

CHAPTER 2: LITERATURE REVIEW

The majority of the published research work on Motivational Interviewing has been from a clinical perspective. This published work has offered insight in behavior change. However, it has not covered the behavior change in the place of work within organizations. There is no empirical research on Servant Leadership and Motivational Interviewing. The goal of this literature review is to discuss the link between Servant Leadership (SL) and Motivational Interviewing (MI) in the context of an organization. I highlighted the motivation theories and their link to human needs in organizations. I discussed Servant Leadership, its definitions and characteristics, and its effectiveness; I also discussed Motivational Interviewing, including its origins, characteristics, and its effectiveness and why it works. I made a comparison and contrast showing the link between SL and MI, and highlighted the gap in the literature.

Motivation Theories and Human Needs

The term motivation was derived from a Latin word for movement: "movere" (Steers et al., 2004). Motivation is a "core competence for leadership" (Latham, 2012). Research revealed that the general workplace behavior was determined by how motivated the employees were (Campbell et al., 1993). Griffins and Neal (2000) asserted that good safety behaviors are enhanced by motivation. Mitchell (1982) defined motivation as the person's volition to engage in certain stated activities. Latham & Pinder (2005) viewed motivation as a mental process that influences action. Leaders were responsible for creating a positive environment in an organization.

In the early 20th century, Freud (1913) and James (1890) originated the psychological dialogue of human motives. Their focus was entirely on the biological aspect such as instincts

and drives. The holistic aspect of motivations, psychological and social needs were missing; this activated numerous motivation theories to emerge as acknowledged by Viteles (1953) the author of the first work on motivation. The focus on human needs in organizations started in the 1920s at the Western Electric company, where Elton Mayo and Fritz Roethlisberger (1933) conducted the Hawthorne studies and introduced the aspect of human psychology in organizations. The experiments depicted the psychological aspects that motivate human beings and improve productivity. The Hawthorne studies laid a foundation for motivation theories in organizations; the focus was on human needs and what motivates individuals in organizations.

There has been a consistent growth and development of theories on how to motivate employees in organizations. This is due to the key role that motivation plays in influencing behavior (Kanfer, Frese, & Johnson,2017) in organizations. The motivation theories consist of factors that are aligned with the Servant Leadership approach and Motivational Interviewing. Most motivation theories have their basis in humanism that focuses on human development in organizations as evidenced by psychologists and organizational and leadership theorists such as McGregor, Argyris, Likert, Blake and Mouton, Maslow, and Hersey and Blanchard (Bass, 1990). Maslow (1954) acknowledged that motivation affected human behavior and that motivation had both internal and external factors. The external factors were the survival needs; physiological needs were food, shelter, clothing, and sex and the psychological needs were self-esteem and self-actualization. Maslow (1954) asserted that human beings are driven by the lower survival needs and when those needs are met they then seek to meet the higher psychological needs.

Research shows that, in organizations, both needs are crucial in motivating the employees because organizations are social spaces in nature (Melé, 2009). Individuals found leading a meaningful life more fulfilling than money, power, and status (Diener & Seligman, 2004) and

that people sought respect, acceptance, communion, and shared values in organizations (Tyler, 2006) as cited in Pirson and Lawrence, (2010, p. 553). A study conducted by Sheldon and Krieger (2014) focusing on money, comparing lawyers with high incomes in private firms to public serving lawyers, revealed that the private lawyers had greater negative affect, lower well-being, and more alcohol consumption; their conclusion was that service job lawyers are happier than money job lawyers, despite their lower income. This provided me with a basis to explore how concepts of SL and MI have influenced leadership in my study.

Chris Argyris' (1957) contribution to motivation theories was learning in organizations and its impact on employee motivation and empowerment to enhance the company's efficiency and growth. The aspect of learning in organizations aligns with this study because I explored the impact of Motivational Interviewing on the VA leaders who had undergone the Servant Leadership training that included Motivational Interviewing method. This research also highlighted the importance of Motivational Interviewing method as a tool that Servant Leaders can learn to enhance the characteristics of Servant Leaders.

Douglas McGregor's (1960) contribution to motivation theories was from a leadership perspective. In his book, *the Human Side of Enterprise*, he argued that the leaders' perception of the employees was key in employees' performance and whether they were motivated. McGregor's idea was revolutionary and it transformed the perception of leadership in organizations (Kopelman et al., 2008). He came up with Theory X and Y to describe leaders' assumptions and their approach to leadership. In Theory X, leaders assumed that employees were lazy and had no capacity to self-direct, that employees lacked autonomy and had no ability to problem solve in organizations. This justified the need for leaders to be controlling. These leaders developed a dictatorial structure of leadership that aimed at controlling workers.

Conversely, McGregor's Theory Y was where leaders focused on the employees' abilities and their capabilities. He established that employees were not innately lazy, that employees were capable of self-direction, self-control, and capable of participating in the ideas/suggestions that would enhance efficacy of the organizations (Kopelman et al., 2008). The Theory Y leaders valued their employees and believed in their abilities and thus incorporated their ideas of growth to the organization. The result was that employees were accountable for their work and so there was no need for micromanaging them. McGregor Theory Y is one basis of this study. Both SL and MI concepts are based on the beliefs of the abilities of the individual, and will provide an opportunity to explore the relational aspects between the leaders and the employees for it is the key to employee's outcomes.

Fredrick Herzberg (1959) contributed to motivation theories with his Herzberg Two-Factor Theory. He established that the two factors that influenced motivation in work were intrinsic and extrinsic motivation. Furnham et al. (2009) carried out research using Herzberg's Two-Factor theory. The results demonstrated that there was a relationship between two factor theory and job satisfaction and employee motivation. Furnham et al. (2009) asserted that the working conditions, reward for job performance such as promotion due to positive evaluation, and the salary constituted the extrinsic motivation, while the intrinsic motivation consisted of job enrichment, employee development and the recognition the employee received in the work place. This is relevant for this study because McGregor laid the foundation of the perception of leaders and its impact on employees. Subsequently, Herzberg Two Factor Theory moves the discussion to the next level by focusing on the aspects that motivate employees. Herzberg Theory Y provides a basis for the study to explore the intrinsic motivation in both SL and MI.

Goal setting theory has also contributed to the literature of motivation in organizations. A goal was defined as an expected outcome, and an indicator of success an accomplished goal. Edwin A. Locke developed goal-setting theory in 1968. In his book *Toward a Theory of Task Motivation and Incentive*, Locke acknowledge that clear goals, feedback and challenging tasks in the work place improved performance. Locke and Lathan (2002) concurred with the literature in organizational behavior that goal setting had a positive effect on motivation and job satisfaction. Research also confirmed the efficacy of goal setting increased productivity in organizations (Locke & Latham, 2002). However, set goals are not necessarily achieved goals without employees being committed to those goals. Commitment to the goal is key towards any change of behavior towards accomplishing the goals (Locke et al., 1988). Motivation plays the key role of ensuring that goals are accomplished. Collaboration is one way of including the employees in goal setting. Locke et al. (1981) stated that when goals were collaboratively set, they helped employees take ownership of the organization. Set goals led to increased employees' performance at the place of work (Locke, 1968; Seijts et al., 2013; Winters et al., 1996).

Goal setting studies (Porter & Latham, 2013; Prichard et al., 2013) revealed that goal setting could be used to increase employee performance. Locke and Latham (2019) and Locke and Latham (1990) stated that higher goals led to higher performance more than goals that are not challenging, and in the absence of rewards like money, goals have been shown to improve performance in the place of work (Locke & Latham, 2019), for they stimulate people towards achievement. When employees were motivated, the employees engaged themselves in their duties, exerted effort in their work, and persisted in performing their duties to meet their goals (Kanfer, 1990; Kanfer & Frese, 2017).

Locke's Goal Setting Theory linked goals, productivity and employee engagement with clarity in a practical manner. Goals are pivotal in both Servant Leadership and Motivational Interviewing, for they provide the impetus of what direction to lead the employee or the leader. It is crucial for leaders to motivate their workers in order to achieve organizational goals. Bandura's (1997) contribution to theories of motivation was self-efficacy. He asserted that an individual's confidence about their capability to achieve certain tasks had an effect on outcome in the individual's life. Self-efficacy was affected by the person's past performance, vicarious experiences (i.e. modeling others similar actions), by social persuasion, and by autonomic arousal (Bandura, 1994). Self-efficacy enabled an individual to regulate behavior (Bandura, 1982). Self-efficacy is relevant for this study for it aligns well with MI. MI was designed specifically to evoke and strengthen the client's motivation for change (Miller & Moyers, 2017, p. 759), and self-efficacy was pivotal in the MI process because the interviewer built on client successes to help build self-confidence for future tasks like making choices in behavior change.

In conclusion, McGregor's Theory Y established the importance of the leader's perception of their employees and its impact on the employee performance. Fredrick Herzberg (1976) provided the Two-Factor Theory. Chris Argyris (1957) focused on learning in organization and its impact on employee motivation and the company's growth and effectiveness. Locke and Latham introduced goal setting as a factor of motivation and Bandura established self-efficacy as a means through which employees could meet goals. These theories of motivation laid a foundation of the possibilities of human needs to be met in organizations. Therefore, research is needed to explore the link between SL and MI for they have analogous characteristics.

Human Needs in Organizations

Human beings seek to have their universal psychological needs of competence, autonomy, and relatedness to be met in organizations. Deci and Ryan (2000) asserted that when all three needs are met, a human being is psychologically healthy. Relational, social cultural, and psychological aspects could be perceived as psychological empowerment (Liden et al., 2000). The conditions that facilitate the psychological empowerment are organizational factors, management, remuneration systems, and work itself (Conger & Kanungo, 1988).

Ali et al. (2019) carried out a study on employee satisfaction. The results demonstrated that the relationship between psychological empowerment and employee satisfaction was mediated by psychologically capital. Gregory et al. (2010) demonstrated that psychological empowerment mediates the relationship between employee organization fit and in role performance as well as between the employee organization fit and job satisfaction. Therefore, it is essential for leaders to consider the human needs of workers in the place of work. SL has demonstrated to meet human needs in the work place. Moreover, Servant Leadership and Motivational Interviewing operate on the premise that given the right environment, human beings have the abilities and capabilities to use their internal resources to achieve their goals, and thus acknowledge the importance of meeting human needs. That is why I am interested in the link between SL and MI, to explore how MI can further develop the SL characteristic in order to enhance engagement in the work place.

Leadership

Leadership is a key element in the success of any organization, for leaders are responsible for providing direction to empower and encourage workers toward achieving goals (Locke & Latham, 2002; Porter & Latham, 2013). Bass (1990) asserted that leadership dated back to the

early civilization and was as old as humans were, and that leadership styles evolved with time, and each culture had leadership behaviors that were relevant to the society it was functioning in. Stogdill (1950) affirmed that leadership entailed interacting, influencing, reorganizing and organizing activities perceptions of those being led with the aim of achieving a common goal within a group of people (Bass, 1990, p. 19-20). Rosenthal et al. (2009) stated that confidence in a leader was exemplified though trust, competence, working for a greater good, shared values, results, and being in touch with people's needs and concerns. Avolio (2005) acknowledged that self-awareness, ability to self-regulate and self-develop, vision, experiences in life, their culture, and the leader abilities were factors that influence leaders. Bass (1990) described leadership as the ability to consider the employees' expectations, values, and interpersonal skills. Therefore, a good leader was one who has a vision, clear goals, and good interpersonal relationships with employees; the leader believes in the employee abilities, supports and encourages those being led, and recognizes their achievements. The leader also had the ability to focus on the individual's needs and interest, stimulate those they are leading and exemplify integrity to those they are leading (Northouse, 2016).

Leadership Styles

There are various leadership styles, including the autocratic, bureaucratic, democratic, transactional, transformational, and laissez faire (Northouse, 2016). SL and Transformational Leadership (TL) have analogous characteristics. The leaders lead through influencing the employees, being visionary, exemplifying trust, respect, credibility, risk sharing or delegation, integrity, and modeling (Stone et al., 2004). For this study, I have focused on Servant Leadership because the characteristics of a Servant Leader exhibits humanism and its characteristics and concepts are similar to MI.

The operational definition of leadership in this study is by Sims (1997). He asserted that Servant Leadership (SL) valued the person's worth and capacities, esteemed those who are being led, and drew out the person's creativity. This definition brings together SL and MI and demonstrates the link between SL and MI, for Sims' definition aligns well with the concept of MI. However, MI method is more in-depth in the development of specific characteristics in Servant Leadership, and can enhance SL characteristics.

Servant Leadership

There is a move away from the traditional way of leadership toward Servant Leadership (Spears, 2010). The reason could be that SL embraces humanism and SL is a value-based form of leadership. Some companies in the US that embrace SL are Balfour Beatty, the Container Store, Marriott International, Starbucks, and Nordstrom's. Liden et al. (2008) conducted a study with 298 students. The study revealed that SL surpassed the Leader Member Exchange (LMX) approach of leadership and transformational leadership (TL) on its effectiveness at an individual level, and had a unique contribution in elucidating Organization Citizen Behavior (OCB). OCB is defined as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient functioning of the organization" (Organ, 1988).

Both SL and MI are considered a "way of being." van Dierendonck and Patterson (2015) established that there was an increase in interest for Servant Leadership both in the academy and in organizations. Prominent Servant Leadership authors van Dierendonck and Patterson (2015) acknowledged that Servant Leadership encouraged a significant and ideal human working environment in current-day organizations. They proposed that a leader's propensity for compassionate love, which is consistent with MI, could encourage a virtuous attitude in terms

of humility, gratitude, forgiveness, and altruism. They postulated that compassionate love is key in Servant Leadership. Since organizations are seeking to emulate Servant Leadership (Spears, 2010), there is need for research on the link between MI and SL for MI has the ingredients to further develop the characteristics of SL.

Servant Leadership is an old concept, but is relevant in today's world because it is a values based leadership style, and linked to timeless concepts of ethics, virtues, and morality (Parris & Peachey, 2013). For instance, Sinek (2018) stated that Servant Leadership replaced egotism with altruism, sought to influence workers through service, and focused on drawing out workers' abilities. Similarly, MI evokes or elicits the worker toward behavior change by tapping into the individual's intrinsic motivation. Sinek (2018) continued to state that Servant Leadership was based on listening, which is MI consistent, and long-term people development. In order for the Servant Leaders to be effective, they had clear goals, provided feedback to the workers and acknowledged the good work done, and helped the worker see how they could have done the work better. My claim was that MI has the ability to develop these aspects of motivation for Servant Leadership because MI has the ability to evoke, elicit, develop listening skill and aims at developing people.

The idea of Servant Leadership dates back to biblical times where Jesus Christ challenged the authoritarian approach of leadership in his time. Jesus asserted that,

> "…the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave—just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many. (Matthew 20:25-28 New International Version).

Specifically, Jesus was calling for a paradigm shift in leadership where the leader was to serve those he was leading. Many other religions embrace the approach of Servant Leadership. van Dierendonck (2011) asserted that "serving and leading become almost exchangeable. Being a servant allows a person to lead; being a leader implies a person serves" (p. 1231). Greenleaf (1977) explained his idea of Servant Leadership formed after reading Hermann Hesse's Journey to the East wherein the key character Leo was a servant to the group of people he was leading. Leo had an extraordinary presence; he led the group though while accomplishing the menial tasks and sustained them with his 'Spirit and his song'. All was going well until Leo disappeared. "The group fell into disarray and the journey was abandoned" (p. 18). Greenleaf (1977) concluded "the greater leader is seen as the servant first, and that simple fact is key to his greatness" (p. 19).

Greenleaf (1977) defined Servant Leadership as the 'servant first' and argued Servant Leadership is an intrinsic motivation where the individual "begins with the natural feeling that one wants to serve, to serve first" (p. 22), and this conscious choice propels one to seek to lead. Greenleaf contrasted this with leadership that seeks material possession; he asserted that this leadership approach is where a leader is first a servant and not a leader. When the leader is first, the leader needs to overshadow the people they are leading, which is antithetical to both SL and MI.

Servant Leaders are responsible for supporting and enabling the workers to achieve their goals in a collaborative environment. For instance, Peter Senge (1990) affirmed that Servant Leaders lead by choosing to serve, this facilitated the organization to become dynamic learning organizations. He further maintained that this kind of leadership was contrary to hierarchical but leaned more on being "inevitably collective" because "only with the support, insight, and

fellowship of a community can we face the dangers of learning meaningful things" (p. 17). Both SL and MI focus on the partnership in the relationship and in setting goals.

In Servant Leadership, power is adequately addressed. Laub (1999) stated that power sharing "… then leads to greater freedom and productivity from the followers" (p. 21). Laub (2005) defined Servant Leadership as an "understanding and practice of leadership that places the good of those led over the self-interest of the leader" (p. 160). Jim Kouzes and Barry Posner (1995) asserted that control "erodes the intrinsic motivation that a person might have for a task … intrinsic motivation is essential to getting extraordinary things done" (1995, p. 181). The aspect of power sharing augurs well for MI because collaboration and partnership are key aspects of Motivational Interviewing (Miller, 2013), similar to SL. Furthermore, in both Servant Leadership and Motivational Interviewing, the leaders gain more power by giving their power away to others (Laub, 1999). Therefore, this dissertation research focused on exploring the link between SL and MI, and how MI can further develop characteristics of SL in organizations.

Effectiveness of Servant Leadership in Organizations

Positive work environment

Eva, Robin, Sendjaya, van Dierendonck & Liden, (2019), reviewed 285 articles on servant leadership ranging from 1998 to 2018. The results showed evidence of consistent positive relationships in various forms of leadership, teamwork, individual citizen behavior, task performance, creativity, and customer satisfaction. This highlighted the significance to train leaders to practice servant leadership.

Research shows that SL plays a key role in effective running of human organizations (Bambale et al., 2014). As reported by Hanayasha (2016), a SL work environment is a key factor

in employee engagement, for it has the ability to create a positive work environment. Hanayasha (2016) carried out a study on the effects of work engagement; the results demonstrated that environment in the workplace had a significant positive influence on the commitment of the employees to the organization. These results concur with previous studies on work engagement and the environment (Abdullah & Ramay, 2012; Khuong & Le Vu, 2014; Vanaki & Vagharseyyedin, 2009). Langreo et al. (2017) showed that SL had the propensity to positively influence the work environment. Palmino et al., (2017) conducted research on 185 hotels in Spain to investigate whether Servant Leadership enhanced customer service performance through shaping a service climate within the service unit. The results showed that service climate mediates the positive influence of Servant Leadership on customer service performance.

Trust

Trust of the leader in the organization is key to positive interpersonal relationships and unity within the organization. Joseph and Winston (2005) investigated the perceptions of employees of SL and leader trust and organizational trust by using the Organizational Leadership Assessment (Laub, 1999) and Nyhan and Marlowe's Organizational Trust Inventory (1997). The results demonstrated that a strong connection between Servant Leadership and leader and organizational trust. Servant Leadership has a positive impact on organizations by helping institute interpersonal and organizational trust, thus further keeping the unity of the Servant Leadership led organizations (Russell, 2001).

Skills Development and Engagement

Kanfer and Frese (2019) found that motivation affected the workers' skills development, choice of jobs and careers, the level of engagement and goal achievement. Motivation enhanced

development of a conducive work environment, and the appropriate human resource polices for a better organization. Conversely, when employees were not engaged, they became less innovative, less productive, and their performance reduced (UK Department for Business, Innovation and Skills, 2009). Researchers and practitioners point out that one of the most alarming economic problems is the low level of employee engagement at work (Motyka, 2018). A systematic literature review by Motyka (2018) highlighted the deficiency of studies on the link between engagement and outcome performance and the relationship between engagement and performance in all the levels of the organization. Carter and Baghurst (2014) found that Servant Leadership influenced employee engagement and also contributed to employee commitment to the workplace. My claim is that MI has the propensity to enhance SL characteristics, thus improving engagement, and that is why I proposed the study to explore the SL and MI amongst the leaders in the VA. I believe that MI is well suited to equip the SL with in-depth mechanisms of motivation and that there is need for further research on this area.

Team Building

Servant Leadership plays a role in effective team building for Organization Citizen Behaviors (OCB). Hu and Liden (2011) conducted a study of 304 employees to determine the moderating strength of Servant Leadership on the relationship between goal, process clarity and team potency, team performance, and team OCB. The results revealed that Servant Leadership moderated the relationships between both goal and process clarity and team potency. Furthermore, van Dierendonck and Nuijten (2011) demonstrated that SL had the potential to influence positive relationships and worker engagement.

Well-Being

Servant Leadership has the ability to enhance the employee's well-being in organizations. In China, Jin et al. (2017) conducted a study of 338 employees. The results revealed that Servant Leadership had a positive effect on work related well-being of employees, and both workflow and work engagement mediated the influence of Servant Leadership on work related well-being. Jin et al. (2017) concluded that the leadership style was related to the well-being of the employees, that Servant Leadership style enabled workflow and work engagement.

Parris and Peachey (2013) conducted a literature review of Servant Leadership theory in organizational contexts, examining 39 empirical studies. The studies revealed that (a) there was no consensus on the definition of Servant Leadership, (b) Servant Leadership theory was being investigated across a variety of contexts, cultures, and themes, (c) researchers were using multiple measures to explore Servant Leadership, and (d) Servant Leadership was a viable leadership theory that helped organizations and improved the well-being of followers.

Employee Performance

Research showed that Servant Leadership approach has the ability to affect employee performance positively, employee satisfaction, commitment of employees, retention of employees, team performance and the organizations performance positively (Ehrhart, 2004; Liden et al., 2008; Neubert et al., 2008; Peterson et al. 2012; Schaubroeck et al. 2011; Schneider & George 2011).

Job Satisfaction

Research by Li, Li, Tu, and Liu (2018) revealed that SL enhanced employee satisfaction. In Taiwan, Tsai (2011) conducted a cross sectional study among hospital nurses. The results demonstrated that Leadership behavior was significantly positively linked with job satisfaction, and organizational culture significantly linked with leadership behavior and job satisfaction. Another study by Mayer et al. (2008) on the link between Servant Leadership and satisfaction of follower needs demonstrated that SL played an important role in satisfying follower needs and improved job satisfaction. SL was able to influence job satisfaction by meeting the psychological needs of the employees. Mayer et al (2008) linked SL to follower job satisfaction. The mediator was organizational justice based on the models of justice, Self-Determination Theory, needs based theories of job satisfaction, and the Servant Leadership literature. Servant Leadership was measured by a 14-item measure developed by Ehrhart (2004). A tool developed by Ambrose and Schminke (2009) measured overall organizational justice. Need satisfaction, autonomy need satisfaction, competence need satisfaction, and relatedness need satisfaction in Self Determination Theory were assessed with Gagne's (2003) measure of need satisfaction at work. The five-item version of Brayfield and Rothe's (1951) Job Satisfaction Index (JSI) measured Job satisfaction.

Chiniara and Bentein (2014) collected a sample of information from 247 supervisor employee dyads from a huge Canadian company to examine how Servant Leadership could influence performance in a representative working environment. They investigated the basis that Servant Leaders, by satisfying the employees' needs, influenced organizational outcomes. They hypothesized a model that differentiates the mediating role of satisfaction, autonomy, competency, and relatedness from the Self Determination Theory (SDT). The results

demonstrated strong evidence of a positive relationship between Servant Leadership and leadership and satisfaction of each of the three psychological needs in SDT. This is in tandem with the theoretical work on SL.

Organizational Commitment and Job Retention

SL could enhance affective organizational commitment, thus reducing employee turnover. In the United States, Jang and Kandampully (2018) conducted a study amongst frontline restaurant employees to examine the impact of Servant Leadership on turnover intention. The sample study was 213 frontline employees from restaurants, and organizational commitment was the mediator. The researchers used structural equation modeling to support their hypothesized model and indicated that affective organizational commitment fully mediated the relationship between the employee perception of Servant Leadership and turnover.

Kartz and Kahn (1966) asserted that decreased absenteeism and labor turnover is an indication of employee sense of belonging and thus job satisfaction. They acknowledged that sense of belonging precedes employee retention, for it was in itself a motivation factor. When employees are not happy with the culture of the organization, the safety within the workplace, support from the management, or compensation and benefits, they manifest job dissatisfaction through absenteeism and high labor turnover (Siu et al., 2010). This revealed that job satisfaction interconnected with employee retention.

In Pakistan, Chughtai (2016) surveyed 174 full time employees in a large company. They demonstrated that organizational identification and psychological safety partially mediated the effects of Servant Leadership on voice and negative feedback behavior.

The studies above are evidence of SL efficacy in the work place. This dissertation focused on the link between SL and MI for MI has the ingredients that can develop SL's abstract

characteristics of SL and make them specific and measurable. For instance, listening and empathy can be learned and measured. A leader could grow in the area of empathy and listening or even knowing when and what to reflect on as they listen. This could improve the SL listening skill.

Characteristics of Servant Leadership

Spears (2010) developed ten characteristics of SL that laid a foundation for respect, empowering and developing employees. These characteristics were listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and community building.

Table 1 shows the various models of Servant Leadership and their characteristics.

Table 1. *Models of Servant Leadership*

Spears (1995, 1998)		
Listening	Persuasion	Helping people grow
Empathy	Conceptualization	Community building
Heling	Foresight	
Awareness	Stewardship	
Laub (1999)		
Valuing people	Providing leadership	Displaying authenticity
Building community	Developing people	Sharing leadership

Ehrhart 2004		
Forming relationships with subordinates	Helping subordinates grow and succeed	Having conceptual skills Creating value for those
Empowering	Behaving ethically	outside the organization
subordinates	Putting subordinates first	

Barbuto and Wheeler 2006		
Altruistic calling	Emotional healing	Persuasive mapping
Wisdom	Organizational stewardship	

Liden, Wayne, Zhao and Henderson (2008)		
Emotional healing	Helping subordinates grow	Putting subordinates first
Creating value for the	and succeed	Behaving ethically
community	Conceptual skills	Empowering

Sendjaya,, Sarros, and Santora (2008)		
Voluntary	Covenantal relationship	Transcendental Spirituality
subordination	Responsible morality	Transforming influence
Authentic self		

van Dierendonck and Nuijten (2011)		
Empowerment	Interpersonal acceptance	Courage

| Standing back | Accountability | Stewardship |
| Authenticity | Humility | |

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The Spear (1995, 1998) and Laub (1999) models of Servant Leadership were the most

frequently referred to (Green et al., 2015). Laub (1999) developed the first instrument, the

Organizational Leadership Assessment (OLA), to measure ten characteristics of Servant

Leadership established by Spears. Laub's aim was to determine the key characteristics of Servant

Leadership. The results revealed six key characteristics: value people, develop people, build

community, display authenticity, provide leadership, and share leadership (Laub, 1999).

Laub (1999) designed the items for his instrument based on his review of Servant

Leadership literature. As a way to support and strengthen his items, Laub recruited Servant

Leadership experts to participate in a three-step Delphi process. The results demonstrated

validity and reliability of OLA as a tool for measuring Servant Leadership in organizations

(Green et al., 2015). van Dierendonck and Nuijten (2011) were the latest researchers to conduct a

study that led to the development of the Servant Leadership Survey (SLS). van Dierendonck and

Nuijten registered a sample of 688 participants to complete a 99-item questionnaire. The results

demonstrated the validity of their Servant Leadership Survey Instrument.

The Servant Leadership instrument review, conducted by Green et al. (2015), revealed

that the instruments for measuring Servant Leadership are the Organizational Leadership

Assessment (OLA) by Laub (1999), the Servant Leadership Scale (SLS) by Ehrhart (2004), the

Servant Leadership Questionnaire (SLQ) by Barbuto and Wheeler (2006), the Servant

Leadership Scale (SLS) by Liden et al. (2008), the Servant Leadership Behavior Scale (SLBC)

by Sendjaya et al. (2008), and the Servant Leadership Survey (SLS) by van Dierendonck and

Nuijten (2011). See Table 2 for the key characteristics of Servant Leadership that emerged from

each model.

Table 2. *Key Characteristics of Servant Leadership*

Key Characteristics	Laub (1999)	Wong & Davey (2007)	Barbuto & Wheeler (2006)	Dennis & Bocarnea (2005)	Liden, Wayne, Zhao, & Henderson (2008)	Sendjaya, Sarros, & Santora (2008)	Van Dierendonck & Nuijten (2011)
Empowering and developing people	Develops people	Serving and developing others		Empowerment Trust	Empowering Helping subordinates grow and succeed	Transforming influence	Empowerment
Humility	shares leadership	Consulting and involving others	Altruistic calling	Humility	Putting subordinates first	Voluntary subordination	Humility
Authenticity	Displays authenticity	Humility and selflessness				Authentic self-Transcendental Authentic self-Transcendental	Standing back Authenticity
Interpersonal acceptance	Values people	Modeling integrity and authenticity	Emotional healing	Agape love	Emotional healing		Forgiveness
Providing direction	Providing leadership	Inspiring and influencing others	Persuasive mapping	Vision	Conceptual skills		Courage Accountability
Stewardship	Builds community		Organizational stewardship		Creating value for the community	Responsible morality	Stewardship
			Wisdom		Behaving ethically		

Adapted from "Servant Leadership: A Review and Synthesis Dirk van Dierendonck (2011)

van Dierendonck and Nuijten (2011) asserted that these six clusters of SL characterized

by Laub (1999) and other researchers lie beneath the majority of the measures currently in use in

SL. van Dierendonck and Nuijten (2011) further organized the SL characteristics into six clusters, namely empowering people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship. Based on van Dierendonck and Nuijten's (2011) definition, I used their SL characteristics in this study to compare and contrast SL and MI. A quantitative review of Servant Leadership instruments by Green et al. (2015) demonstrated the Spears and Laub (1999) model of Servant Leadership is the most cited. It was comprehensive and more current, but it did not organize the numerous characteristics into clusters in SL and it lacked the organization of the SL characteristics I need for this study. For these reasons, I have focused on van Dierendonck and Nuijten's (2011) six clusters of characteristics to help me discuss the link between SL and MI.

Motivational Interviewing

MI aligns well with Servant Leadership, which is why I propose that it could be an appropriate tool for a Servant Leader to motivate workers. Motivational Interviewing is defined as "collaborative conversation style for strengthening a person's own motivation and commitment to change" (Miller & Rollnick, 2013, p. 12) In Motivational Interviewing, a person focuses on their own reasons to change.

Dr. William R. Miller is the father of Motivational Interviewing. He is an Emeritus Distinguished professor of Psychology and Psychiatry at the University of New Mexico. MI began when Miller (1983) contemplated ways of motivating people to change from their substance misuse and substance disordered behaviors of alcoholism. He introduced Motivational Interviewing in 1983 from his experience of clinical interactions with his clients. It was during his sabbatical at Hjellestad Clinic, an alcohol treatment center in Norway (Moyers, 2004) that Motivational Interviewing was birthed.

The prominent intervention of alcoholism, at the time, was to blame, force, intimidate and crash people into change. Miller (1983) envisioned there must be another way to approach motivation, and considered Agape love. He applied Agape Love to his clients and witnessed behavior change. In his paper on *Rediscovering fire: Small interventions, large effects*, Miller (2000) concluded that the changes that were taking place in his clients were triggered by "Agape love." Miller stated that "Agape Love" was the unconditional form of loving that sought the other's well-being and growth (Miller, 2012). The early Christians described Agape love as a selfless accepting sacred from of loving (p. 12). Agape Love was found in other religions. In Buddhism, it is known as Metta, in Islam Rahman, and in Judaism it is also known as chesed, and in medical ethics beneficence (Lewis, 1960; Miller, 2000). Miller observed that this Agape love could inspire change even in brief encounters. Increasing positivity in the other and accepting them was the quintessence of Agape love and was most effective with those who needed it most.

Agape love later influenced the Motivational Interviewing Spirit that specifies the importance of compassion, acceptance, partnership and evocation and lays the foundation for Motivational Interviewing and Servant Leadership. Additionally, Miller (1983) incorporated Carl Rogers' (1957, 1959) person centered theory, which included the critical conditions for change (e.g., unconditional positive regard, empathy, and genuineness) that have underlying concepts of Agape love. He added the directional aspect that was missing in the Rogerian approach. Research shows that therapeutic relationships that involves person-centered core conditions of empathy, warmth and unconditional positive regard are associated with the client's positive outcomes (Lambert & Barley, 2001). Secondly, the person centered psychotherapy depended on reflective listening as a basic approach for conveying empathy (Moyers, 2004). Thirdly, person

centered psychotherapy stressed on the empirical research of its style (Truax & Carkhuff, 1967) where evaluation of the therapist's reflections and client's response were verified. This is a practice that is encouraged amongst MI students (Moyers, 2004). The attributes in MI align with Servant Leadership, and places MI in a position that can enhance the Servant Leadership characteristics.

Dr. Stephen Rollnick is a psychologist and the co-founder Motivational Interviewing. He, together with Dr. Miller, wrote numerous articles and several books on Motivational Interviewing. The first book they wrote was *Motivational Interviewing: Preparing people to change addictive behavior* (1991). One of the best-selling books on Motivational Interviewing is *Motivational Interviewing: Preparing people for change*. This book has been interpreted into over 10 languages (Adams & Madson, 2006).

MI's approach was also based on experimental social psychology principles. Bern's (1972) influence to MI was self-perception, Bern asserted that language played a key role in self-perceptions,that self-perceptions were formed by language developing from social interactions (Moyers, 2004), hence the focus on language in MI. In MI, "how much language can be recognized, reinforced, and elicited in order to influence behavior change owes an intellectual debt to Bern's work" (Moyers, 2004, p. 292).

Self-efficacy, cognitive dissonance, and attrition were also processes applied in MI (Miller, 1983). Miller and Moyers (2017) acknowledged that MI emanated from clinical science, and it rose from the seminal work of Carl Rogers whose research developed on clinical practice and empirical science. Like Carl Rogers person centered theory, MI "begun as an inductive empirical approach, observing clinical practice to develop and test hypotheses about what actually promotes change" (Miller & Moyers, 2017, p. 757). Motivational Interviewing operates

on the premise that humans have their own intrinsic motivation or internal resources and that given the right environment, individuals are able to access the internal resources towards behavior change. The theory that is closely linked to MI is Carl Rogers' (1957) critical condition of therapeutic relationship. Moreover, the mechanisms of motivation that are also closely associated with Motivational Interviewing are positive psychology, self-efficacy, goal setting and Self-Determination Theory as reviewed in this literature.

The elements of Motivational Interviewing are MI Spirit, Open ended questions, Affirmation, Reflection and Summarizing (OARS), principles of MI, and change talk. Change talk is about language that includes desire, ability, reason, need to change. Mobilizing change talk involves commitment language, activation language, and taking steps (CAT). Motivational Interviewing skills are complex and acquired thorough training and supervision and coaching (Miller & Rollnick, 2009). See Figure 2, showing the cornerstone of Motivational Interviewing, which is the MI Spirit.
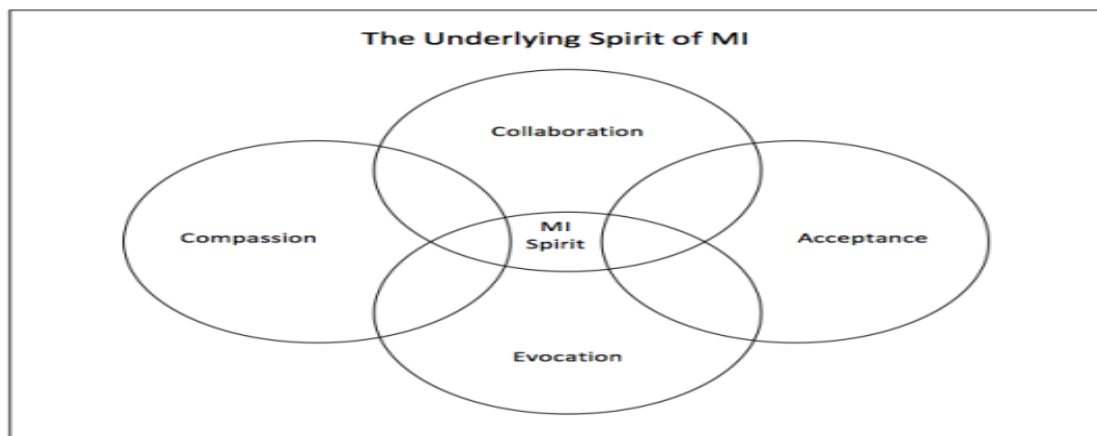
Image recreated from: Miller & Rollnick, 2013

Figure 2. The Underlying Spirit of Motivational Interviewing

The MI Spirit consists of compassion, empathy, collaboration, and evocation. Acceptance includes absolute worth, affirmation, autonomy, and accurate empathy. These features align with

Servant Leadership, for they exemplify respecting the human dignity of the people who they are facilitating towards change, and evoking their intrinsic motivation (Sims, 1997). They also provide a foundation for the link between SL and MI.

Effectiveness of Motivational Interviewing

Motivational Interviewing emerged from the context of treatment of alcohol addiction (Miller 1983), and thereafter spread to other areas such as the adolescents in school settings (Kaplan, et al., 2011; Smith et al., 2009), the reduction of HIV/AIDS transmission (Picciano et al., 2007; Rutledge, 2007), colorectal cancer screening (Wahab et al., 2008), and in criminal justice clients (Clark, 2006). These studies demonstrate that MI seems mostly proficient in helping across many problem areas extending from addictive to health-promotion behaviors (Lundahl et al., 2010).

MI efficacy is demonstrated through hundreds of clinical trials and by meta-analyses of MI. A meta-analysis of 25 years of empirical studies in social work was conducted by Lundahl et al. (2010). The results demonstrated that MI works in some situations and cannot be generalized to all situations. Another meta-analysis of eleven studies carried out by Snape and Atkinson (2016) showed the efficacy of MI in school-based motivation, specifically in academic achievement, and student behavior and the student outcomes. A systematic review and meta-analysis of 48 randomized control trials (RCTs) was conducted by Lundahl et al. (2013) on use of MI in health care systems. The results demonstrated MI had a positive influence in areas such as approach to treatment, HIV viral load, body weight, sedentary behavior, physical activity, self-monitoring, dental outcomes, death rate, alcohol consumption and tobacco use, and

confidence in change. However, MI was not predominantly effective with eating disorders or self-care behaviors or some medical outcomes such as heart rate.

Why MI Works

Non-Threatening Environment.

MI works because its approach creates a non-threatening environment. Bill Neto is an Australian psychologist who began his career working with Robyn Richmond (1995) offering MI counseling for smoking cessation. In his paper *Understanding Motivational Interviewing: An evolutionary perspective*, Neto (2017) speculated that the evolutionary past could explain Motivational Interviewing. Neto asserted that the human evolutionary past could be the reason why MI works. He explicitly claimed that (numbering is mine):

1. Both the relational and technical skills in MI signal to the client that they are socially, hierarchically, and physically safe.
2. The MI environment is a socially non-threatening environment and allows the human cortex to process information and engage in cognitive reasoning and decision making without strong influence from unconscious instinctual subcortical processes that ruled behavior prior to cortical evolution.

This is also true within cognitive psychology – stress reduces the capacity to focus, attend, and learn. Miller (2017) confirms that Neto's explanation could be the answer to why Motivational Interviewing works.

Technical and relational skills.

MI was based on science and practice (Miller & Moyers, 2017). Miller and Rose (2009) identified the ingredients that make MI work. These are the technical and relational aspects of

MI. They provide the underlying reasons why MI works. The relational element consists of the

MI Spirit while the technical aspect consists of evocation skill and strengthening of client change

talk (Miller & Rose, 2009; Miller & Moyers, 2017). This was in the context of the MI treatment

periods, MI training the therapist received, the therapist behavior, the client behavior and the

outcomes of the treatment. Research also shows that when MI is supplementary to other

treatment approaches, its effectiveness increases (Miller & Rose, 2009; Miller & Moyers, 2017).

Consistent Use of Skills and Change Talk.

The *technical* skills are about evoking change talk and softening sustain talk. Magill et al.

(2014) conducted a meta-analysis of systematic literature reviews. The results demonstrated that

client change talk was linked to the therapist MI-consistent use of skills, and that MI inconsistent

use of skills was linked to less change talk. MI in healthcare is a growing phenomenon.

McKenzie et al. (2015) completed a systematic review of MI in healthcare: the results

demonstrated that MI had a small to medium effect in a diversity of single diseases and a variety

of behavioral outcomes.

Apodaca and Longabaugh (2009) carried out a review and evaluation of mechanisms of

change in Motivational Interviewing as evidenced based method for addiction. The results

demonstrated that MI-inconsistent behavior by the therapist led to worse outcomes. Hettema et

al. (2005) conducted a meta-analysis by using 72 clinical trials across a variety of target

problems. The results demonstrated inconsistent efficacy of MI across setting, populations, and

specific problems service providers.

Copeland et al. (2015) conducted a systematic review of 37 of 291 candidate studies. This

review indicated that MI Spirit could play a key role within MI and might possibly be used to

stimulate change talk, which was associated to outcomes. Eliciting change talk also played a key role in making MI work. Fischer and Moyers (2014) suggested the clinician was able to affect the client's change talk or sustained talk. When communication of empathy was brief and consistent, it laid the basis for the reinforcement of client language about change in overall, thus increasing the chance for clinician responding to change talk.

Brief Intervention.

Miller and Rose (2009) stated Motivational Interviewing was "relatively brief, specifiable, applicable across a wide variety of problem areas, complementary to active treatment methods, and learnable by a broad range of helping professionals" (p. 12). The great aspect about MI is that it is teachable. Hettema (2006) and Miller and Mount (2001) stated that MI is a skill that can be taught, in concise time frames with great benefits. Hettema (2006) underscored the studies that looked at effectiveness and the ability to learn MI. The conclusion was that when feedback and coaching was provided in regards to the coaching, performance and use of the MI skill, there was an increase in skill development and skill improvement. MI is also testable, observable, and measurable, and these aspects could adapt to Servant Leadership characteristics, thus moving Servant Leadership from being abstract and inspirational to being practical.

Cross Cultural.

Motivational Interviewing provides relational tools of "how to engage the workers in an organization and enhances trust in their relationship, increasing their sense of ownership of their organization's impact" (Wilcox et al., 2017, p. 12). MI seems work across the cultures for it is culturally adaptable, verifiable, complementary to other treatment methods and learnable by a broad range of providers (Lundahl et al., 2010; Venner et al., 2007)

Comparison and Contrast of MI and SL

MI Spirit and SL Compassionate Love

The MI Spirit is a cornerstone of Motivational Interviewing. This aligns with the SL concept of 'service first' and encapsulates the concept of Agape love. van Dierendonck and Patterson (2015) proposed that compassionate love is an antecedent for Servant Leadership. The characteristics of a SL exemplify a way of being, and so does the MI Spirit. My argument is that SL characteristics are more abstract and less quantifiable and measurable than MI. SL characteristics can be further developed by the skills from MI because MI skills are quantifiable, testable, learnable, and measurable. Moreover, SL training is inspirational, while MI method is observable and specific. Therefore, SL can be developed to become practical and specific by applying Motivational Interviewing skills.

A Way of Being

SL is "serving first" meaning leaders serve the people they are leading (Greenleaf, 1970). SL is a way of being that is exemplified through Servant Leadership characteristics. Greenleaf's definition of Servant Leadership is, "…servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first" (Greenleaf, 1977/2002, p. 27). The Servant Leader's aims are to empower, develop and provide direction to their followers (Greenleaf, 1970).

Value of the Individual

SL is depicted as service through vision, trust, credibility, competence, delegation, honesty, integrity, modeling, and visibility (Stone et al., 2004) and the focus is to value the individual. Similarly, MI emphasizes valuing the individual, by applying the MI Spirit. The MI Spirit includes partnership, accepting the person for who they were regardless of their status, respecting the person's autonomy, evocation, and affirming the person. Both SL and MI aim "to honor the personal dignity and worth of all who are led and to evoke as much as possible their own innate creative power for [personal growth and development] leadership" (Sims, 1997, p. 10-11). Therefore MI, through its relational skills, can provide the tools for a Servant Leader to internalize the Servant Leadership character, solidify the skills of Servant Leadership, and further stimulate the workers in the workplace.

Keen on Good Communication

Güntner et al. (2019) discussed MI as a useful communication tool within organizations. In their article, they demonstrated how MI could be applied at different levels within organizations to improve the management practice. At the individual level, MI could be used during appraisal interviews, for the group level in team meetings, and at the organizational level in job crafting and communication. Spears (2010) discussed listening as one of the key characteristics. In Table 3, I compare and contrast SL and MI to describe the link between Spears' ten SL characteristics, the six clusters of SL characteristics by van Dierendonck and Nuijten (2011), and MI.

Table 3. *Servant Leadership Characteristics by Spears and van Dierendonck compared to*

Motivational Interviewing

Servant Leadership characteristics (Spears 1998)	Servant Leadership (van Dierendonck, 2011) Clusters of characteristics	Motivational Interviewing skills (Miller & Rollnick, 2013)
Listening Empathy	Empowering	Empowering: Listening includes active listening, listening to the non-verbal and non-verbal. Empathy: accurate empathy, reflection, partnership, affirming Acceptance; Acceptance, autonomy, compassion, self-direct, partnership Supportive: Engaging, focusing, evoking, and planning, confidence building,
Healing	-	Partnership, acceptance, compassion, affirming, compassion, listening [heal] to move from nonproductive/destructive

		behaviors to behaviors that are in tandem with values
Awareness	Humility: this comes with self-awareness	Humility: Being self-aware limited place in time and space".
-	Authenticity	Authenticity: foundation of MI relational and technical skills Support:
Persuasion		No persuasion
Conceptualization		Acknowledge the person's strengths and efforts
	Interpersonal acceptance	The MI sprit includes partnership, acceptance, compassion and evocation. Acceptance includes, absolute worth, accurate empathy, affirmation and autonomy support
Foresight	Providing direction	Directional: focusing, goal and planning.
Stewardship	Stewardship	Relational and technical skills

Commitment to the Growth of People	Commitment to the Growth of People	Commitment to the Growth of People
Building Community	Building Community	-

Table 3 shows details of the six clusters as discussed by van Dierendonck (2011).

Listening.

In Table 3, I have aligned listening, empathy, and empowerment. Spears (1998) stated that in Servant Leadership, listening entailed automatically responding to any problem by receptively listening to what was said, which allowed leaders to identify the will of the group and help clarify that will. Motivational Interviewing goes deeper into the aspect of listening, because listening is a key in the whole process. Miller and Rollnick (2013) provided an in-depth description of listening; they introduced both verbal and nonverbal communication and asserted that listening also entailed active listening and reflective listening.

Miller and Rollnick (2013) further explained that listening is foundational in the process of Motivational Interviewing. Additionally, empowerment is central in Servant Leadership (Russell & Stone, 2002). Leaders must be willing to give up the traditional autocratic and hierarchical means of power and delegate some decision-making responsibilities to employees (Pollard, 1996). Moreover, Servant Leaders encourage those they are leading in learning, growing, and autonomy (Bass, 2000). In order to empower people, listening is the key that leads to the knowledge of what the people need to be empowered with.

Empowerment.

Empowering and developing people is a motivational aspect of Servant Leadership; it enhances personal development (Laub, 1999). Empowerment was defined as allowing

individuals to be involved in decision making as they utilize their talents, skills, resources, and experience, so as to complete their workloads in a timely manner Gibson, Ivancevich, Donnelly and Konopaske (2006, p. 500) as cited by Hannay, M. (2009). Empowerment allows workers to be self-directed in decision-making, information sharing, and coaching for innovative performance (Konczak et al., 2000). The aspect of empowering in Servant Leadership was depicted in various ways. A study by Laub (1999) showed that Servant Leadership empowered people by developing people, while a study by Wong and Davey (2007) showed that Servant Leadership provided opportunities for serving, developing others, consulting, and involving others.

Research conducted by Dennis and Bocarnea (2005) showed that Servant Leadership focused on empowerment and trust. Research by Liden et al. (2008) illustrated that Servant Leadership empowered through helping subordinates grow and succeed. Research by Sendjaya et al. (2008) described Servant Leadership as empowering and developing people through transforming influence. Research by van Dierendonck and Njuijten (2011) showed that Servant Leadership was focused on empowering people.

In the column of Motivational Interviewing, I have included acceptance as part of empowering, because in MI acceptance is the avenue to empowering individuals. Empowering can be broken down to partnership, acceptance, compassion, and evocation (Wyatt & Singer, 2015, p. 1). Miller and Rollnick (2013) explained that "acceptance involves prizing the inherent worth and potential of every human being" (p. 17). This leads to laying a foundation of "basic trust -- a belief that this other person is somehow fundamentally trustworthy" (Rogers, 1980b, p. 271). Trustworthiness can make the leader believe in the abilities of those he is leading, and thus delegate the work to them or allow them to contribute their talents and experiences in the

decision making of the organization. The leader can then honor and respect each person's autonomy and the ability to self-direct (Miller & Rollnick, 2013). Acceptance also involves "affirming seeking and acknowledging the person's strengths and efforts" (p. 19). Therefore, empowerment in Servant Leadership aligns well with Motivational Interviewing because Motivational Interviewing aims to empower individuals by facilitating them to utilize their internal resources to make decisions making toward behavior change. Empowerment in MI is also about increasing self-efficacy (increase confidence, review past successes, character strengths, elicit ideas and solutions, and goals).

Empathy.

In Servant Leadership, Spears' (1998) empathy is striving to accept and understand others, never rejecting them but sometimes refusing to recognize their performance as good enough. In Motivational Interviewing, empathy is deeper and broader, it is "an active interest and effort to understand the others' internal perspective, to see the world through her or his eyes" (Miller & Rollnick, 2013, p. 18). Empathic understanding is something we do and experience (Miller, 2018). Additionally, Miller (2018) stated that "accurate empathy clarifies communication and strengthens relationships" (p. 6). Research showed that empathic counseling session can enhance the outcome of subsequent treatment (Miller, 2000).

In Motivational Interviewing, empathy is equivalent to reflective listening, and is the cornerstone of client-centered therapy. Reflective listening is also very effective in professional work and in personal relationships. Miller and Rollnick (2013) explained that accurate empathy skills facilitate self-exploration and that good listening encourages a person to explore further what might be uncomfortable. Listening is important because "humans are profoundly social

creatures, our language, customs, values, attitudes, beliefs and even our self-understanding develop from interacting with others (Miller, 2018, p. 1).

Healing.

Healing in Servant Leadership as defined by Spears (1998) is recognizing that the people being led have the opportunity to make themselves and others whole. While healing is the very essence of Motivational Interviewing, to help people change, humanistic underpinnings of natural propensity toward positive growth behavior to heal to move from nonproductive/destructive behaviors to behaviors that are in tandem with their values, is healing in of itself. This is done through showing compassion, affirming the person, accepting the person and supporting the person's autonomy to make choices. Miller and Rollnick (2013) asserted that "affirmation is to seek and acknowledge the persons strengths and efforts…it is an intentional way of communicating" (p. 19). Autonomy support in MI is part of acceptance, it encompasses the ability to respect and honor the other and their right and capacity to direct themselves and make decisions

Awareness and Humility.

I have aligned awareness and humility because general self-awareness in Servant Leaders helps leaders to understand the issues of ethics and power dynamics. Self-awareness also enables the leader to become more integrated and holistic in the approach of leadership (Spears, 2010). In order for Motivational Interviewing method to progress, the interviewer must be self-aware of how they are coming across to the client. In Motivational Interviewing, the interviewer assists the interviewee to become aware of their values, their goals. And the Interviewer must be self-aware so that they do not impose their values on the client.

Humility is depicted in Servant Leadership as the ability and the willingness to serve others. Greenleaf (1977) stated that the "Servant Leader is a servant first, ... it begins with the natural feeling that one wants to serve, first. Then the conscious choice brings one to aspire to lead" (p. 22). Greenleaf further contrasted the traditional type of leadership where, the leaders want to 'lead first'. He wondered if this could be emanating from the "need to assuage an unusual power drive or acquire material possession, for it will be a later choice to serve – as leadership is established" (p. 22).

Humility in Servant Leadership has been portrayed in various ways. Laub (1999) depicted humility as sharing leadership. Wong and Davey (2007) depicted humility as selflessness, while Barbuto and Wheeler (2006) revealed the aspects of altruistic calling. Dennis and Bocarnea (2005) showed humility as a focus in Servant Leadership. Liden et al. (2008) revealed humility as putting subordinates first. Sendjaya et al. (2008) revealed humility as aspects of voluntary subordination. van Dierendonck and Njuijten (2011) confirmed that Servant Leadership exhibits humility by standing back.

Patterson (2003) asserted that Servant Leaders are selfless and humility was key in Servant Leadership; that "primus interpares" is a Latin phrase meaning first among equals, for Servant Leaders have the ability to put one's own accomplishment and talent in a proper perspective. The leaders are teachable and willing to learn from others because they 'put others first'. The leaders are not threatened by workers, so they facilitate workers' performance, support them and allow them a sense of responsibility. The Servant Leader is not motivated by self-interest but the need to serve (Luthans & Avolio, 2003).

Sousa and van Dierendonck (2017) researched how Servant Leadership interacted in generating follower engagement; they collected data from 232 people working in diverse companies. The results revealed that humility was key for the top leaders in strengthening their leadership. Motivational Interviewing is in tandem with the Servant Leadership aspect of humility. In Motivational Interviewing, humility allows the interviewer to exemplify the MI Spirit. For instance, one should be able to "treat everyone with respect …give full attention when speaking with anyone and listen more than [talk] talking" (Miller, 2018, p. 66). Miller further explained that "if you are afforded or accustomed to privilege, participate in humble tasks and seek to serve more than being served" (p. 66).

Additionally, Miller (2018) explains that humility is the in-depth knowledge of one's abilities and weakness, and gratitude; the acknowledgement that as humans we exist in limited period and space. This propels one to accept the facts and significance of one's life, and to have a right self-perception. The connection between Servant Leadership and MI on humility, might create a facilitative environment for MI.

Authenticity.

Authenticity is defined as "true to one's own personality, Spirit, or character" (Merriam-Webster, 2019). Authentic leaders were genuinely cognitively aware of the context in which they operated, their values, knowledge, their strengthen and weaknesses and equivalently to their perception of others; they were self-assured, expectant, assertive, resilient, and of high level of ethics (Avolio et al., 2004).

Authenticity in Servant Leadership has been viewed in various ways. Research conducted by Laub (1999) confirmed that Servant Leaders display authenticity as defined above. Wong and

Davey (2007) demonstrated that modeling integrity was exemplifying authenticity in Servant Leadership. Sendjaya et al. (2008) revealed the aspect of the authentic, transcendental and Spirituality in Servant Leadership. van Dierendonck and Nuijten (2011) confirmed that aspects of authenticity were exhibited by Servant Leaders.

Walumbwa et al. (2008) confirmed that there is a positive relationship between authentic leadership and supervisor-rated performance. Authenticity is vital in Motivational Interviewing because it is impossible to exemplify the Spirit of Motivational Interviewing without being authentic. The whole person of the interviewer is involved in communicating to the client/ interviewee. This makes authenticity paramount because authenticity will determine both verbal and nonverbal communication to the other individual. Authenticity develops trust because the client feels it.

Persuasion.

Persuasion in Servant Leadership as defined by Spears (1998) was relying primarily on convincing rather than coercion. In Motivational Interviewing, there is no persuasion. In MI, communication is not persuasion; rather it is based more on reflecting on what the client has said in a skillful manner to help them to continue to argue themselves to change. In MI, the client may persuade him or herself to change rather than the leader persuading change.

Conceptualization and Foresight.

Conceptualization in Servant Leadership is the ability of the leader to arouse and nurture the dreams and abilities of those being led, and it is also the ability to think abstractly in regards to those being led (Spears, 2010). In Motivational Interviewing, the individual is guided into realizing their values and goals and then the individual is facilitated into focusing on a specific

goal with the hope that they will draw from their inner resources to change. Foresight in Servant Leadership was described as the ability to intuitively understand the lessons from the past and the present realities, and to predict the likely outcome of a decisions for the future (Spears, 1998, 2010). In Motivational Interviewing, foresight can be seen in the light of helping worker clarify their hopes and dreams and abilities. MI does this by increasing confidence in the individual thus increases self-efficacy and therefore enables the individual to achieve their hopes and dreams.

Interpersonal Acceptance.

In Servant Leadership, interpersonal acceptance is "being able to cognitively adopt the psychological perspectives of other people and experience feelings of warmth, compassion, and forgiveness in terms of concern for others even when confronted with offences, arguments and mistakes" (van Dierendonck, 2011, p. 1234). Interpersonal acceptance in Servant Leadership has been illustrated in various ways. Laub (1999) exemplified interpersonal acceptance by valuing people. Barbuto and Wheeler (2006) revealed the importance of emotional healing for interpersonal acceptance. Dennis and Bocarnea (2005) highlighted the importance of Agape love. Liden et al. (2008) illustrated the aspect of emotional healing in interpersonal acceptance, while Sendjaya et al. (2008) revealed the importance of covenantal relationships in interpersonal acceptance; this is where there is a formal agreement, usually between two or more people either to do or not to do something specified. van Dierendonck and Njuijten (2011) revealed the aspect of forgiveness in Servant Leadership. Interpersonal acceptance in Motivational Interviewing is key in the process because it is one of the facets within the Motivational Interviewing Spirit. The MI Spirit encompasses partnership, acceptance, compassion and evocation. Acceptance is pivotal in the process of Motivational Interviewing. This includes accepting the person's values, goals, and choices while allowing the worker to see if their behavior is in line with their values. The

Spirit of Motivational Interviewing is the cornerstone of Motivational Interviewing method. Miller and Rollnick (2013) point out that "without this Spirit, MI becomes a cynical trick, a way of trying to manipulate people into doing what they don't want to do" (p. 14).

The MI Spirit lays the foundation of how the practitioner/leader needs to relate with other individuals. Within acceptance of the MI Spirit lies accurate empathy, and "accurate empathy is getting the right understanding of what another person is thinking, feeling, experiencing and meaning" (Miller, 2018, p. 7), and this further leads to "greater acceptance, compassion, forgiveness, and humility. It is an ever-present reminder that you are not the center of the universe, the sole source of truth" (p. 11). Acceptance in Servant Leadership and acceptance in MI are similar. Therefore, MI techniques can enhance the leader's communication skills to help the leader communicate both verbally and non-verbally interpersonal acceptance.

Providing Direction.

Providing direction is defined as "assistance in pointing out the proper route; [or] the line or course on which something is moving or is aimed to move or along which something is pointing or facing (Merriam-Webster, 2019). Laub (1999) revealed that Servant Leaders provide guidance. Wong and Davey (2007) demonstrated that Servant Leadership provided direction through inspiring and influencing others. Barbuto and Wheeler (2006) revealed that Servant Leadership provided direction through persuasion and mapping, while Dennis and Bocarnea (2005) depicted that Servant Leadership provided direction through articulating the vision.

Liden et al. (2008) showed the importance of conceptual skills in the aspect of providing direction. van Dierendonck and Njuijten (2011) depicted the importance of courage and

accountability in providing direction. Providing direction in Motivational Interviewing (MI) is part of the process. Motivational Interviewing provides direction once the client decides on a goal (target behavior) and then the leader helps direct the conversation to remain in the realm of the target behavior, and selectively elicits and responds to change talk more than to sustain talk. The leader provides opportunities for the worker to talk himself or herself into positive change.

Motivational Interviewing is a "client centered, directive therapeutic style to enhance readiness for change by helping clients explore and resolved ambivalence" (Hettema et al. 2005, p. 91). The MI practitioners intentionally attempt to direct a client towards behavior that matches their values, goals and aspirations (Miller & Rollnick, 2002). Motivational Interviewing's aspect of the 'directive intention' (p. 93) is similar to providing direction in Servant Leadership. Motivational Interviewing (MI) method is appropriate when there is a clear goal to be achieved. Therefore, Servant Leadership can provide the environment for MI.

Stewardship.

Stewardship is defined as "the careful and responsible management of something entrusted to one's care" (Merriam-Webster, 2019). Stewardship in Servant Leadership is described as the ability to serve other's needs, and the commitment to facilitate people's growth of the personal, profession and spiritual. In Motivational Interviewing, the interviewer is a facilitator working in partnership to assist the client realize their values and goals and to create a supportive environment through a conversation for the client to achieve behavior change. In MI, the leader strives to ethically converse with a worker while honoring the wisdom within the worker and not imposing one's will but fostering the growth of the worker toward the worker's own goals. Commitment to growth of people is the ultimate goal for both Servant Leadership and Motivational Interviewing. Stewardship is in tandem with the Spirit of Motivational Interviewing

in that it emphasizes acceptance of the other individuals; this encompasses compassion, support of autonomy, partnership and evocation.

Stewardship has been depicted in various ways. Laub (1999) depicted stewardship through building community. Barbuto and Wheeler (2006) showed the aspect of organizational stewardship as wisdom. Liden et al. (2008) revealed the importance of creating value for the community and behaving ethically. Sendjaya et al. (2008) revealed the importance of responsible morality. van Dierendonck and Nuijten (2011) showed that stewardship was an aspect in growth of people and building community. Servant Leadership and Motivational Interviewing are committed to growth of the people they are leading. But, Servant Leadership has a broader focus on the community unlike Motivational Interviewing that focuses on the individuals in the community.

From the discussion above, Servant Leadership characteristics are in tandem with the concept of Motivational Interviewing. Servant Leadership and Motivational Interviewing are a way of being. However, Motivational Interviewing has a more in-depth description and framework and can develop the characteristics of a Servant Leader.

The Gap in the Literature

Li et al. (2018) conducted research on Servant Leadership and employee satisfaction. The results revealed that employees' satisfaction was impacted positively by Servant Leadership. Moreover, Servant Leadership and Motivational Interviewing are both a way of being. Servant Leadership depicts the characteristics of a way of being while Motivational Interviewing not only depicts the characteristics, but goes a step further to provide a framework that Servant Leaders can adapt to enhance and develop Servant Leadership characteristics. Servant

Leadership training is more inspirational, while Motivational Interviewing skills are teachable, observable, testable and measurable. There is extensive literature that shows that MI is effective in helping people make positive changes across a number of domains and targets of behavioral change. There is extensive research supporting the effectiveness of Servant Leadership in the workplace. Yet there is no empirical research investigating the relationship between Servant Leadership and Motivational Interviewing. There is no literature on Servant Leadership and Motivational Interviewing depicting the fact that Motivational Interviewing can be used to enhance the Servant Leadership characteristics. Hence my decision to explore the impact of Motivational Interviewing in Servant Leadership in the VA. I propose that there is a gap in the literature and I suggest that my research will help narrow this gap. My study will explore the impact of Motivational Interviewing as a tool by Servant Leaders to enhance their Servant Leadership characteristics to motivate the workers in organizations.

Conclusion

From the literature reviewed, it is clear that there is a relationship between Servant Leadership and Motivational Interviewing, that they are both a way of being. Servant Leadership depicts the characteristics of the way of being, while Motivational Interviewing also provides the framework for Servant Leaders to enhance and develop select Servant Leadership characteristics. Servant Leadership training is more inspirational while Motivational Interviewing skills are teachable, observable, testable and measurable. There is no empirical research on the relationship between Servant Leadership and Motivational Interviewing. I propose to fill that gap by exploring the impact of Motivational Interviewing as a tool by Servant Leaders to enhance motivation in workers.

CHAPTER 3: METHODOLOGY

Narrative Inquiry, a qualitative approach, helped me to answer my research questions through describing and clarifying the lived experiences of participants being studied (Polkinghorne, 2005). I had proposed that Motivational Interviewing had the propensity to develop Servant Leadership characteristics, for Motivational Interviewing method was specific and practical (Miller, 2013), and Servant Leadership is more abstract, and as stated by Graham (1991), inspirational and moral. I believed that MI could move the Servant Leadership characteristics from being abstract to being specific. Empirical research reveals that the Motivational Interviewing method has been beneficial in the helping professions to enhance behavior change "through relatively brief intervention" (Miller, 2000, p. 285), yet there was no empirical research and literature on Motivational Interviewing in Servant Leadership. Motivational Interviewing in Leadership in general was a new area that needed to be explored.

The purpose of my research was to explore the impact Motivational Interviewing method as a tool had in motivating workers by leaders, and to evaluate and recommend it as a motivational tool to be used by Servant Leadership in organizations. I also wanted to identify changes that leaders have experienced in their interactions with workers because of using MI techniques.

My research questions were: How have Motivational Interviewing skills impacted the leadership in the VA? My sub questions were, (a) How does MI Spirit motivate employees in the workplace? (b) How do communication skills relate to leadership behavior? (c) What are the potential of MI techniques for influencing power dynamics?

This methodology helped me answer my research questions because I elicited lived experiences from my participants using the Motivational Interviewing art of asking questions

such as asking opened questions, reflection, and paraphrasing. Throughout the narrative, I was

able to code using open coding, values coding that included values, attitudes, and beliefs, and

action coding as well as the structural narrative stages of coding by Labov (1972, 1982, 1997).

As I categorized the codes, I organized the data into a logical account. By listening to the

language being used by participants from the in vivo codes that I had categorized, there emerged

themes. The themes helped me to answer my research questions. Polkinghorne's emphasis was

on the knowledge in the human sciences. Riessman (2011) focused on the importance of a

particular culture and to investigating and interpreting social undertones and explanations.

Connelly and Clandinin (2006) focused on gaining experiential knowledge of certain events.

While my readings of each Narrative Inquiry approach shaped my thinking, I applied

Polkinghorne (1995) and Labov (1972, 1982, 1997) as modified by Patterson (2002).

Philosophical Framework

Social constructivism best represented my approach to research because of its ambiguity

in nature, and because multiple realities were constructed through the lived experiences of

individuals (Creswell, 2016). It also took under consideration the interactions with others and the

fact that the culture of one person or cultural group may not be the truth for another.

My philosophical framework for this study was interpretivism (Denzin & Lincoln, 2011;

Mertens, 2015). I aimed to collect evidence from the participant's views of the situation because

in social constructivism individuals "seek understanding of their world in which they live and

work and they develop subjective meanings of their experiences" (Creswell & Poth, 2018, p. 24).

The social constructivist nature of reality was that there were multiple realities and these realities

were constructed through their lived experiences and interactions with others (Creswell, 2016).

Research Design

Narrative Inquiry, a type of qualitative research, allowed me get a deeper understanding of my participants lived experiences and helped me build a holistic picture of their lived experiences. Flick et al. (2004) stated that qualitative research enabled the researcher to describe the participants' inner world and from the participants' world view. I was able to gain understanding as I explored in-depth the complexities of the narrative story, the meaning and the patterns that emerged with in the story.

I collected data from seven participants from the VA. Although I had intended to collect data from 13 participants, only seven responded to my several invitations. These included six leaders and one program administrator, who was also a leader using the SL that included MI, provided in-depth interviews. I applied the structural narrative approach based on Labov (1972, 1982, 1997) as modified by Patterson (2002) along with Polkinghorne's narrative analysis procedure (1995). Polkinghorne wrote about two kinds of analyzing a narrative. One was an analysis of narratives and the other was narrative analysis. The analysis of narratives is the approach that is similar to Strauss and Corbin (2015), where the data was broken into parts in search of themes and categories to come up with a story.

I conducted in-depth semi-structured interviews with participants, which allowed me to explore the lived experiences of the participants (Creswell & Poth, 2018). I obtained this knowledge through collecting data from participants from the interviews, transcribing it, coding it using open coding, values coding, emotional coding, action coding, and analyzing it. This helped me to induce how the VA leaders interpreted how "Motivational Interviewing can be used as a tool in Servant Leadership."

I began with in vivo and open coding, describing and naming each concept as it emerged. I then applied values coding, emotion coding, and action coding as outlined by Saldaña (2015). The values coding encompassed values, attitudes, and beliefs. I used the values codes to depict the participants' values, attitudes, and beliefs towards their workers. The value codes were about what the participants' valued, the attitude codes were what the participants what the participants thought and felt about their workers, and the beliefs was an outcome of both the values and the attitudes of the participants. The emotional coding encompassed emotions and feelings. I used the emotions coding to help me understand the participants' experiences and feelings. The action coding, also known as process coding, encompassed active verbs. I used the action codes to understand the actions leaders took. Together, these three sets of codes helped me to investigate the participants' experiences. I coded all the narratives as a whole. Finally, I organized the narratives using the structural stages of story development by Labov (1972, 1982, 1997) as modified by Patterson (2002).

I used an Excel spreadsheet to group similar codes together. I then formed categories by combining the similar codes from each coding group. As I categorized, themes emerged from these categories. I used the themes that emerged, along with the Labovian story structure, to compile a narrative of my findings and presented it in chapter four. The whole process helped me to get a clear picture of the leader's reality as I learned of their individual experiences. All this was done with respect of the participant's values.

I was able to explore how MI-Lead was impacting the leaders at their place of work and how the leaders ascribed meaning to the Motivational Interview skills they acquired. This also helped me to collect the participants' views through their stories of their situation. I listened for

the subjective meanings in their stories and how they (participants) were influenced by the environment through the interactions with the others.

Respect for the participant's values was a high priority for me. I let the participants construct the meanings of their situations. I used interviews with semi-structured opened-ended questions to facilitate in gathering the stories. I recognized that my worldview could shape my interpretation. With that in mind, I asked an MI expert to do an audit trail to verify that my codes reflected what the participants said in the scripts. I then I did member checking. I had a peer reviewer to review my work. All this helped me avoid my own biases in the interpretation of data.

Narrative Inquiry

Narrative inquiry as defined by Polkinghorne (1988) is "a meaning structure that organizes events and human actions into a whole" (p.18). Narrative inquiry is where human experience is gathered through stories to describe human action (Polkinghorne, 2006). "Narrative inquiry explored the experience of an individual and how social, cultural and environmental factors impact and shape the individual's experiences. It explored knowledge gained from experiences" (Haydon & Van der Riet, 2016, p. 87). Murray (2003) described a narrative as a text or discourse that organizes life events into a meaningful sequence that was presented as a story (p. 98).

Narratives have a structure, with a beginning, a middle and an end (Cortazzi, 1993; Riessman, 1993); however, not all stories follow this sequence. The important aspects in a narrative inquiry are temporality, space and time (Connelly & Clandinin, 2006, p. 479). This defines the conceptual framework for the investigation in narrative inquiry, and it is based on the

fact that people are always in transition and are not permanently placed, they have a present, past and a future. So, "to undertake a narrative inquiry, there needs to be a "simultaneous exploration of all three commonplaces" (Connelly & Clandinin, 2006, p. 479).

Narratives provide a sequence of events for the narrators. They provide coherence to a vast array of event and experiences; they are descriptions of human experiences. Narratives are individual and collective action that reveal the "individual and collective action and meanings, as well as the processes by which social life and human relationships are made and changed" (Laslett, et al., 1999, p. 392). In a narrative, presentations of individual characteristics are exemplified as they share their life stories (Languelier & Peterson 2004). These stories are structured within temporality and space, "they look on and recount lives that are located in particular times and places (Laslett et al., 1999, p. 392). The narrators can "select and assemble experiences and events so they contribute collectively to the intended point of the story…why it is being told, in just this way, in just this setting" (Mishler, 1990, p. 422).

Events do not take place in a vacuum, so in narrative inquiry "the specificity of location is crucial" (Connelly & Clandinin, 2006, p. 480). The story depicts the specific concrete, physical and topological boundaries of place or sequence of places where the inquiry and events take place" (p. 480). My study took place in the VA in the VA hospitals across the sites where the MI lead training had taken place.

Narratives have the capability for "linking individual human actions and events into interrelated aspects of an understandable composite" and "narrative displays the significance that events have for one another" (Polkinghorne, 1988, p. 13). Polkinghorne (1988) states that humans can create narrative descriptions for themselves and for others about their own past actions, and that humans can develop storied accounts that give sense to behavior of others (p.

14). The flexibility of this approach allowed me to carry out an in-depth exploration of the impact of Motivational Interviewing in Servant Leadership and to understand the context of the participants.

Connelly and Clandinin (1990) asserted that "humans are story telling organisms (p. 2) who live storied lives both individually and socially. Since the study of narrative focuses on ways human experience the world, I had an opportunity to explore my participants' lived experiences, what they were thinking, feeling and experiencing. Connelly and Clandinin (2006) explained narrative as:

> ...humans, individually and socially, lead storied lives. People shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories. Story, in the current idiom, is a portal through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful. Viewed this way, narrative is the phenomenon studied in inquiry. Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. (p. 477)

Connelly and Clandinin (1990) stated that in the Narrative research method, the personal narratives lie in what they tell us about individual thoughts and emotions in relationship to the events there are experiencing. Narrative inquiry accorded me an opportunity to focus on my participants' lived experiences to understand their thinking and feeling around events and experiences. This exposed to me whether the participants were applying the Motivational Interviewing method in their leadership approach. More importantly, it also gave me an understanding of the relationship between the leaders and their workers and also helped me to

build stories of the participants. I collected the participant's stories, analyzed them and retold the stories through a report of my findings.

Role of the Researcher

I was involved in psychology and counseling over twenty years and gained experience and exposure on behavior change through listening to people's life stories. The aspect of listening to my clients and drawing information from my clients enhanced my interviewing skills and so I used these interviewing skills to collect data from my participants. My values emanated from my family of origin and they align with the values in SL and MI. I acknowledged my biases to make sure they did not influence my analysis. I was aware that my strong counseling background could influence my approach to interviewing the participants. Although I was able to use the MI relational skills, I was careful not to use this as an opportunity to get involved in counseling my participants or use my skills as Motivational Interviewer in facilitating 'change talk' in the participants, but stuck to drawing out their lived experiences. Since the relationship between the researcher and the participants is vital in narrative inquiry, I used my past counseling experience in creating rapport with the participants to create a conducive environment for them to tell the stories.

Narrative Inquiry provided the opportunity for me to listen to the participants' stories and was well aligned with my approach to life that is embedded in Motivational Interviewing Spirit (collaboration, acceptance, compassion and evocation), where the interviewer creates a positive environment to enable the interviewee to explore their story. The narrative inquiry aligns with my values, for it includes personal conditions and social conditions being experienced by both the researcher and the participants. I was aware of my biases and restrained from allowing them

to influence my data analysis. I was also aware that my biases might affect the interpretation. To counter this, I incorporated member checking to check if I had transcribed the data correctly, and if not, asked my participants to make corrections. An audit trial by an MI expert helped me check if there was bias and confirmed that I had accurate information.

I harnessed these stories by interviewing the participants to explore the impact of Motivational Interviewing method on their leadership. The stories helped me "develop an increasingly detailed knowledge of the topic" (Creswell & Poth, 2018. p. 21). This was because actions and events influenced the narrative to create a meaning of the whole story. In the narratives, the participants created narrative descriptions for themselves and for others about their own past actions, and they developed storied accounts that gave sense to the behavior of others (p. 13). Through their stories, I captured the "cognitive processes organized by their human experiences into temporary meaningful episodes" (Polkinghorne, 1988, p. 1) as I explored the impact of MI-Lead training on the participants.

Why Narrative Inquiry

I selected Narrative Inquiry as my research design because I was able to work directly with the participants. I learned the deeper stories that lay within the participants because as participants told their stories they were able to get in touch with and reveal information that they were not consciously aware of (Bell, 2002). As the participants constructed their stories, they were supporting the interpretation of themselves. They were able to reveal the understandings of themselves and happenings that undermine the self-identity they held (Bell, 2002). Through the narrative inquiry, I organized data into meaningful incidents according to the interview questions. The participants were able to share their experience from their own personal and

cultural realm of meaning and thoughts (p. 15). As I analyzed the data through open coding,

values coding, emotional coding, and action coding, I was able to link their individual human

actions and events into interrelated understandable elements (p. 13).

Narratives allowed me to learn the intricacy of my participants' human experience; this

aided me as the researcher to understand how the participants made sense of their lives as leaders

applying MI as a tool within the VA context. The stories from my participants revealed their

experiences from the leadership perspective. Every aspect of the story built up to provide the

whole picture (Polkinghorne, 2006). This helped to create meaning of the whole story, so each

part of the story was important and was part of the whole.

Narratives also helped me to recognize the norms that emerged from the values coding

held by the participants, and this helped me learn my participants' underlying assumptions (Bell,

2002). Narratives provided opportunities for my participants to share information. Polkinghorne

(1995) stated that people share experiences through the stories they tell, so narratives provide

data in storied form and they can depict the connections of events and the intentionality.

Narratives revealed individual's reasoning about why and how things happened. Narrative

methodology helped me to answer my research questions because the participants were able to

tell stories about themselves and about others (Polkinghorne, 2007).

The narrative inquiry helped me answer my research questions because the language used

by the participants revealed meanings of my participant's data. This was key in my data

collection and is why I used values coding to analyze the data. Because, in Motivational

Interviewing, the language or the words used in the MI process play a key role in the process of

facilitating behavior change. The interview responses depicted a certain language use, for

"language serves as a means for efficiently storing in memory or for thinking about and

communicating to another what one has perceived. The first order of language was to describe accurately the image that has appeared in ones' awareness" (Polkinghorne, 1988, p. 24). Therefore, the narrative provided an opportunity for me to explore the use of Motivational Interviewing by the leaders who have been trained in MI Lead.

The stories were told within a context; the stories were structured within time and space (Laslett et al., 1999). In this case, the workers were influenced by their environment, so this made narrative appropriate for this study because the individuals could recount their experiences through narrative. This concept of time, space and environment was relevant for my study because I was seeking to know if there has been an impact on the relationship after their training on Motivational Interviewing. The space was the VA, where the participants worked and that was their environment. The narrative inquiry provided in-depth information regarding the relationship between the leaders and their workers from the leader's perspective. They also helped me to learn the shared beliefs and values of the participants from a broad perspective, thus providing the data for me to be able to retell their stories.

Data Analysis

I employed the Narrative Analysis approach by Polkinghorne (1995) as the foundation for constructing my plot for the narratives. These were: (1) the context in which the story was taking place (2) the abstract section as described by Labov (1972, 1982, 1997). I then coded the narratives in Excel using Saldaña's (2015) open coding, emotional coding, values coding, and action coding. Finally, I coded each story using the structural stages of Labov's story telling as modified by Patterson (2002). The codes were based on the structure of a story and begin with *abstract*, which explained the purpose of the story. *Orientation* focused on the participants and

the context of the story. *Complicating actions* were the events in the story that initiate the plot. *Resolution* was the closure of the plot. *Evaluation* was the participant's interpretation of the story or reflection on its meaning. *Coda* wrapped up the narrative. Next, I organized the categories that emerged from data to structure the story from all seven participants. I looked for causes and connections and influences. I was able to make sense of the data by analyzing it as a whole. I was also able to do a cross analysis between the data to uncover threads and patterns that ran through all the narratives, recognize features in the data, make inferences from the data, and to answer my research questions. Finally, I wrote one main narrative using the evidence from the data in the form of supporting quotes.

Site of the Study

The site of data collection was the VA hospitals in the United States of America. I chose the site because Servant Leadership that included Motivational Interviewing had been implemented in VA leadership training. The MI Lead trainers had carried out trainings in ten VA sites around the country and so this made these ten sites most appropriate for the study. I interviewed seven leaders in the VA hospital sites that had undergone the Servant Leadership that included Motivational Interviewing training.

The Veterans Health Administration (VHA) is the largest integrated health care system in the United States. The VHA provides care at 1,243 health care facilities, including 172 VA medical centers and 1,062 outpatient clinics of varying complexity to over 9 million veterans enrolled in the VA health care program. The VA has more than 306,000 full time health care professionals and support staff. The VA has more than 73,000 active volunteers, 127,000 health professions trainees, and approximately 15,000 affiliated medical faculty who are also an integral part of the National Health Association (NHA) community (Fiscal year 2016 annual report, U.S.

Department of Veteran Affairs, 2016). The VHA medical centers provide a wide range of services including traditional hospital-based services. (Fiscal year 2016 annual report, U.S. Department of Veteran Affairs, 2016.).

Servant Leadership in the VA.

The VA is in the process of implementing Servant Leadership by training VA leaders. I got more information during my in-depth interview with the key informant who was formerly the director in charge of the Servant Leadership program. I was be able to gather information about why they were implementing the Servant Leadership training program and when the program started, who the target audience was, what they expected to achieve with Servant Leadership, and when they hoped to see the results of Servant Leadership. See Appendix D for the interview questions for the director.

Participants.

From the VA hospital, seven participants volunteered to participate in the study. They self-selected by agreeing to be in the study. This is after a letter of introduction was sent to the participants for recruitment, and the participants who met the criteria made the choice of whether to accept to be in the study. The criteria were to (a) be a leader in the VA who (b) had served in the leadership position for more than 6 months years, (c) was supervising more than six people, (d) had undergone the Servant Leadership training and MI lead training, (e) had used the Motivational Interviewing in their leadership approach for the past six or more months, and (f) were applying MI in their leadership.

Data Collection

I had hoped to use purposive sampling to select my participants, but this was not possible because of the restrictions in the VA where each participant was supposed to be willing to be part of the study. I obtained the list of the leaders who attended the training for the website. My PI sent out a recruitment email, which was the introduction of the research, and the would-be participants had a choice to voluntarily join in the study. The sample of the study ended up being self-selection, and not purposive. Semi-structured interviews were my primary method of data collection. I elicited narratives through open-ended interviews to draw out accounts of the stories being told.

Ethical Considerations

Because my study included human subjects, I adhered to the three main principles in ethical research, respect for persons, concern for welfare, and justice. In regard to respect of persons, I sought informed consent, as required by the University of New Mexico Institutional Review Board (IRB) and the VA IRB, from the participants.

I followed the IRB guidelines and obtained approval to carry out the research. Then, I contacted my principle investigator (PI) in the VA, who and sent a recruitment email to the participants. Seven participants agreed to be interviewed. I was able to get two interviews from the key informant (one as the program developer and another as a leader using SL/MI). The total number of interviews were eight. I sought consent from the participants via email before I embarked on my data collection in fall 2019. I ensured that the participants were aware of any benefits or risks.

Gaining Consent.

All the participants received an email requesting consent. The consent form detailed the purpose of the research and included a definition of a leader and the central research question. I let them know that the interview would occur by phone and be audio recorded specifically for the purpose of transcription for the research. I also let them know that I would de-identify the participants, assigning them pseudonyms to ensure confidentiality. I transcribed the audio recording. I let them know whom to get in touch with if they had any questions. And I also offered them the opportunity to withdraw any time before the data was collected.

Interviews

I used semi-structured interviews to extract data from the participants to provide the foundation of evidence around a narrative (Polkinghorne, 1988). I created rapport with the participants to establish a working relationship. I asked open-ended questions, and supported the participants extended responses. Mishler (1986) asserts that "If we wish to hear respondents' stories, then we must invite them into our work as collaborators, sharing control with them, so that together we try to understand what their stories are about (p. 2)" I also used interview conversation to elicit information from the participants.

> In an interview conversation, the researcher listens to what people themselves tell about their lived world, hears them express their views and opinions in their own worlds, learns about their views and their work situation and family life, their dreams and hopes. The qualitative research interview attempts to understand the world from the subject's point of view, to unfold the meaning of people's experiences, and to uncover their lived world prior to scientific explanations. The qualitative research interview is a construction site of

knowledge. An interview is literally an interview, an interchange of views between two persons conversing about a theme of mutual interest. (Kvale, 1996, pp. 1).

This interview method was appropriate for gathering rich data about the lived experiences of the participants. Mishler (1986) cautions that we suppress a story by cutting off what could have developed into a story or by selecting pieces of a story to fit into our coding, so I allowed the participants to continue narrating their stories until they had exhausted their responses.

The Interview Protocol.

The interview protocol included a greeting, my name as the researcher, the degree I was pursuing, and the name of the University where I was studying. I stated the purpose of the research and why I was requesting that they volunteer as participants for the study. I included the definition of a leader and the central research question. I let them know that I would ask probing questions to follow-up on the main questions. I let them know that the interview would be on the phone and audio-recorded specifically for the purpose of transcribing the research. I also let them know that I would de-identify the participants with pseudonyms. The audio recording would be transcribed, and data would be interpreted. I did member checking to see if the script was accurate.

Interview Questions for the Leaders.

The semi-structured interview questions comprised of the participants work, their leadership approach, how they set goals, motivation, and MI and how they used MI in leadership. Please see the Appendix E for the complete list of interview questions.

The Interview Process.

I then carried out the interviews. Each interview lasted 30 minutes to one hour or more. The interviewees were seven leaders who had undergone the MI training, and one of them was my key informant who had developed the program. In the interview, I introduced myself and stated the reason for the phone call. I let each participant know that the session was being audio recorded, then I posed the questions and used prompts to elicit more information from the participant. I used opened-ended questions for my interviews please see Appendix D.

I allowed my participants ample time to respond fully to my questions. My questions were open-ended and clear, for this helped me to draw more information from the participants. To avoid participant misrepresentation, I ensured that after I had transcribed the interview, that participants had an opportunity to read the transcripts to verify they were correct. After I completed the interpretation, I had hoped to ask the participants to read through my findings to verify if my findings matched their perceptions, but I ran out of time so this did not happen

Data Analysis Procedures

Transcribing

I transcribed the interviews. I actively listened, was aware of the language being used and of the contexts of the narrative. I listened to the audio recording and repeatedly and took notes and wrote memos and then read through the responses several times to acquaint myself with the data. This helped me to depict the individual and to write an interpretive story.

Organization of the Data

The procedure I used for constructing narratives was based on the Labov (1972, 1982, 1997) structural story coding as modified by Patterson (2002), which included the stages of abstract, orientation, complicating action, resolution, evaluation, and coda. Evaluation was interweaved throughout the narrative. I proceeded to code each narrative, and de-identified the data with pseudonyms. I sent via email the transcript to the interviewee for member checking. Once I received an email stating that they had no comment or agreed with the contents of the transcript, I started coding each transcript in Excel. I used four types of coding (a) open coding, (b) values coding, that included values, attitudes, and beliefs, and (c) action coding, and (d) emotional coding, (Saldaña, 2015) along with Labov's (1972, 1982, 1997) story structure. After I had finished coding all the data, I grouped the similar group of codes into categories. I saw patterns emerge from the categories and these became my themes. I then linked the themes with the research questions and started writing the findings. I have included in chapter 4 the mapping to present the detailed codes and themes from the data. I have also used vignettes from individual's interviews to illustrate key themes.

Limitations

My research was subject to the VA leaders' perceptions of their leadership. I carried out this study in the VA that had a particular leadership approach, so the results may not be applicable to other organizations. Due to limited access to the documents at the VA, I had a problem in triangulating the data. The participants self-reported that they were applying principles of SL and their words and stories gave me hints of their actions might represent SL, but there was no way to confirm if they were actually practicing SL.

I carried out seven interviews of VA leaders only. I did not have permission to interview workers. As a result, I was not be able to get data from the workers' perspective. The fact that leaders had received MI training did not mean that leaders had used MI or that they had used MI well.

Assumptions

I assumed that the participants had been using MI skills. I also assumed that in six months the participants would have already grasped how to incorporate MI in their leadership. However, MI is a complex set of skills and takes a long time and practice to learn.

It was also my assumption that the participants had been using the Servant Leadership approach to leadership. I assumed that the key informant would give honest answers on how Servant Leadership had developed in the VA and how the MI had facilitated that and that leaders would give honest answers in the interview. For the leaders who had not consciously applied the MI skills, I assumed that their narratives would reveal if they might have applied MI without their realization.

Conclusion

The Narrative Inquiry approach to collecting data was able to help me examine the lived experiences of my participants. I was able to carry out a comprehensive analysis using four types of coding in addition to narrative coding. I coded the narratives, then crossed analyzed the codes and came up with categorizes. I thereafter analyzed the categories and four themes emerged, along with a shared story.

CHAPTER 4: FINDINGS

The purpose of this narrative inquiry was to explore Motivational Interviewing (MI) method as a tool that Servant Leaders (SL) could use to enhance their own leadership skills in motivating workers. I thought that a better understanding of how MI impacted leadership would provide VA management with more information on how to further implement MI in the VA. I also hoped that my research would provide a broader framework and trigger more research on MI as a tool for Servant Leaders in organizations.

I used four levels of coding: open-ended coding, emotional coding, action coding, values coding, plus Labovian structural narrative coding. The values coding included values, attitudes, and beliefs. After I had finished coding all the data, I cross analyzed the codes to derive categories and themes. I then linked the themes to the research questions and analyzed and synthesized the stories and the themes to derive the findings. I have also used vignettes from individual's interviews to illustrate key themes.

In this chapter, I present the key findings obtained from eight interviews. Five themes emerged from the narrative, one central theme and four related subthemes: (1) MI fosters good relationships between leaders and workers. (2) MI improves communication, (3) MI enhances teamwork, (4) MI empowers workers; (5) MI enables Servant Leaders. These themes suggest that MI could be a tool for SL. I present my finding in a story form using the Labovian story structure: Abstract, Orientation, Complicating Action, Resolution, Evaluation, and Coda (Labov 1972, p. 360) as modified by Patterson (2002).

The central theme that emerged from the data analysis was that *MI fosters good relationships between leaders and workers*. MI encompasses the basis on which the leaders

could build good working relationships with their workers in various ways thus. This was clearly illustrated through the subthemes. The subtheme *MI improves communication* had numerous illustrations of how MI had provided avenues through which leaders had improved their communication with the workers. The subtheme *MI enhances cohesion* in teamwork provided discussions on how the leader afforded the environment in which the workers could collaborate and become cohesive. The subtheme *MI empowers workers* also revealed how the leader was enabling workers towards growth and development in the context or their relationships. Finally, the subtheme *MI enables Servant Leader* was within the context of how the Servant Leaders were empowered through the relational skills and the technical skills to execute their work, which is again in the context of relating with the workers. All the subthemes in one way or another connected to the relationship between the leader and the worker. The central theme addressed my central research question: "How have the MI skills influenced the skills of the VA leaders who attended the SL training that included MI method?"

The subthemes in this discussion address my sub research questions. The subthemes *MI improves communication* and *MI enhances cohesion in teamwork* addressed the sub research question "What technical skills are developed in MI and have they been beneficial in leadership?" The subtheme *MI empowers workers* addressed the sub research question: "What is the potential of MI techniques for influencing power dynamics between the leader and the worker?" Finally, the subtheme *MI enables Servant Leaders* addressed the sub questions: "How has MI Spirit influenced leadership?" and "How have the relational skills motivated employees at their place of work?"
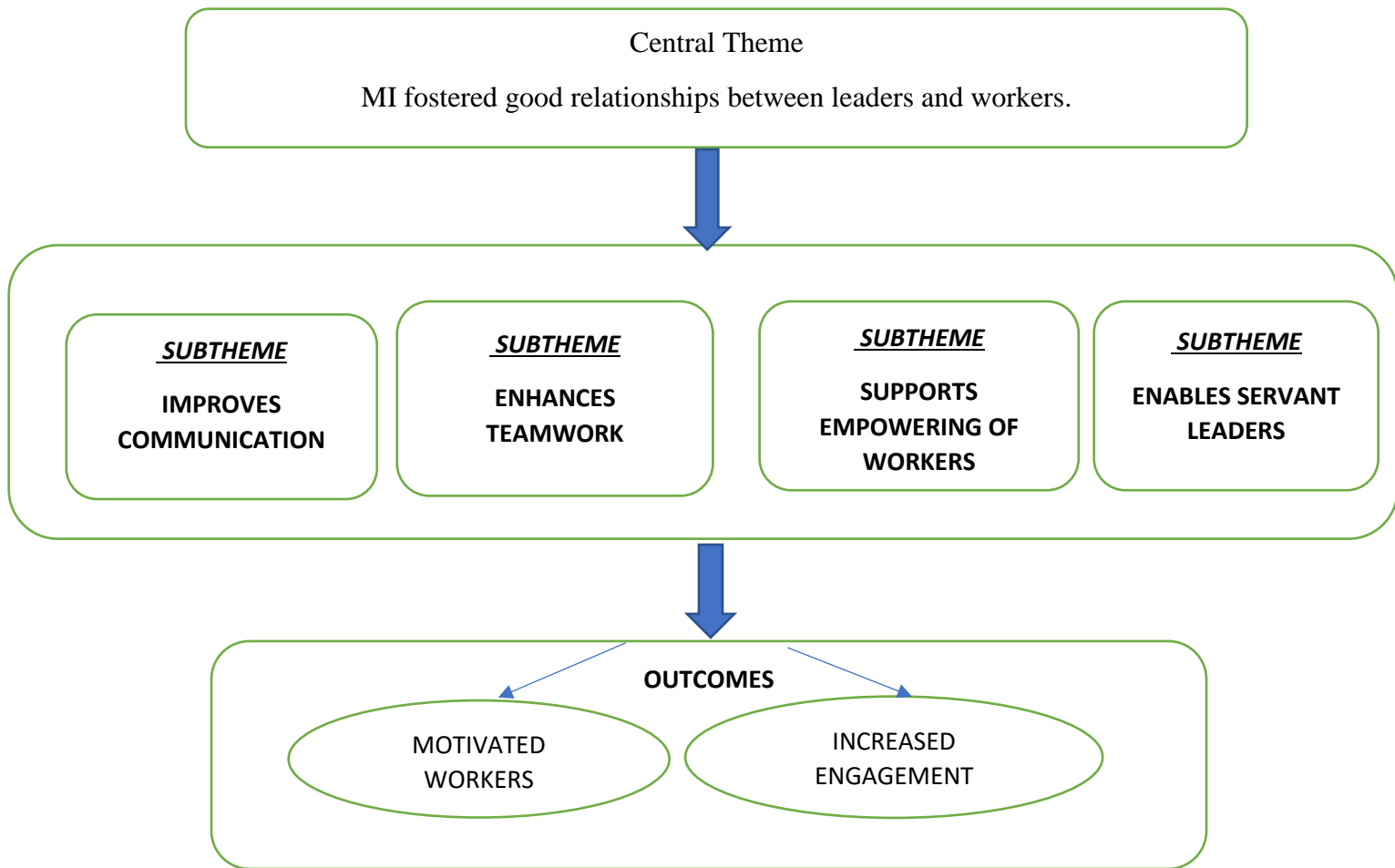
Figure 3. Motivational Interviewing and Servant Leadership: A Conceptual Framework

Introduction

I have structured the story of my findings using the Labovian Model of Narrative

Analysis as modified by Patterson (2002). The abstract provides the introduction to the story that

the researcher/narrator is intending to tell, it is usually at the beginning, and it plays the role of

introducing the story. Orientation focuses on the characters within the story, when the story took

place, where it took place, and the environment in which the story took place. The complicating

action is described as the 'spine' of the story (Linde, 1993, p. 68). It focuses events of the story,

with a progressive demonstration of the sequence of events. The evaluation provides an

opportunity for the narrator to justify the story. It focuses on the 'so what' of the story. The resolution phase tells how the story ends. Finally, the coda presents the relevance of the story.

How It Began (Abstract)

While I was taking the leadership course, it seemed evident to me that the Servant Leadership (SL) philosophy was very closely linked to Motivational Interviewing. I thought that since Motivational Interviewing (MI) was a concrete method that had systematic and rigorous training, it would complement SL. I also wondered why MI was not being used as a tool for motivation or engagement in organizations, yet MI had undergone numerous clinical trials and multiple meta analyses and had become a gold standard for health coaching according to Health coaching performance assessment (HCPA) (Health Science Institute, 2011).

To my pleasant surprise, I found a team in the VA who were thinking alike by incorporating MI into their Servant Leadership training. They had progressed in their thinking and had done a pilot training of SL that included MI. This gave me an opportunity to carry out my research in the VA. I have used pseudonyms as a way of de-identifying the data to protect the participants' identity. Rosie was my key informant, both as the initiator and developer (key informant) and as a leader using SL that incorporated MI. For the purpose of differentiating the two roles, I will distinguish Rosie the developer of the SL training that included MI from Rosie as a leader using SL that incorporated MI. My first conversation with Rosie was an interview on what prompted her to initiate the SL and MI approach in Veterans Affairs. I later interviewed Rosie asking the same set of interview questions I used to interview the other participants.

As I listened to Rosie, I could identify with her in various ways, especially with her leadership style, SL. She was passionate about the SL approach and acknowledged Motivational

Interviewing as a method in which to operationalize SL. She incorporated her expertise of human behavior to implement SL in the VA because she believed that SL produced positive results. The reason why she introduced SL in the VA was because she was convinced that SL was the most effective leadership philosophy for the department and MI was a method of operationalizing SL.

The idea of SL in the VA was conceived in 2016 when Rosie, along with other management team members, decided to design a pilot to embed SL as the leadership philosophy for their organization. This was because they believed that SL was the "most effective leadership philosophy for the organization." Rosie organized the implementation of the pilot training. After the initial SL webinar, she received very positive feedback, and one of the participants reached out to her suggesting that MI strategies could be incorporated into SL. Apparently, this participant belonged to a small team of three who were trained as MI trainer of trainers (known collectively as MINTy). They had also seen the link between MI and SL, and they were incorporating it into the workplace, and they had experience phenomenal results. Peterson, the participant who reached out to Rosie, was one of the MINTy team in the VA. After several meetings and discussions between the MINTy team and Rosie's team, an agreement was reached. They modified the SL training to incorporate MI as a tool for SL. They decided to divide the session into two. During the morning session they covered Servant Leadership philosophy and during the afternoon session the concrete specific strategies of Motivational Interviewing. They organized their work into phases, "Phase 1 was going to be a virtual interactive learning course that we designed to be eight sessions eight/nine-minute sessions delivered over the Internet." She found the desire for the training astounding, with "40 sites that were interested."

They chose seven sites and were able to develop and provide eight "interactive virtual courses that were really designed just to expose people to Servant Leadership principles and practices." This gave the workers who attended the training an opportunity to discuss the SL concepts and how these concepts could be incorporated in their work. The workers were organized into cohorts and these "would meet for eight different sessions over I think four-month period because we did it every other week."

For phase 2, they focused on "skill building effort." The idea was to move the leader from exposure to concepts to equipping them with tangible skills. The aim was to "help people understand and learn how to walk the walk, how do you kind of make Servant Leadership concepts come alive in the work that you are doing, and the leadership that you are doing." Rosie and her management team were open to suggestions from the workers. To her surprise, after a virtual presentation, Peterson reached out to her via a phone call and gave her positive feedback about the SL training. He said that he and his colleagues had MI for leaders. Rosie said, "the more he told me about it, the more I started hearing the connection between what they were focusing on and the skills they were training on, and the connection with Servant Leadership." Rosie thought this was a "good alignment." Later, other MINTy members and Rosie's management team members were incorporated in the conversations. She said,

> The more we talked the more we all saw this would be a great fit. That we could have like a whole day session, that we could deliver this to seven sites. This was just to see what the response was. We can do a session with Servant Leadership engagement, how they those things fit together, and how Servant Leadership can help drive for engagement, and some activities that they can do with the staff. The afternoon can be

focusing on two and maybe the very concrete specific strategies out of MI-Lead that

would really help people to work out a Servant Leadership philosophy.

Alan, one of the MINTy team, offered me the opportunity to attend one of their SL training

sessions in the VA after he heard that I was interested in carrying out a study on MI in

organizations. This gave me firsthand experience of the training. The morning session focused

on the SL philosophy. The trainers also gave a presentation of the facts and figures on research

that had emanated from SL in the workplace and how SL had played a role in engaging the

workers in the workplace. They also highlighted the fact that there was a crisis about lack of

engagement in the workplace. The afternoon session was about MI as a tool Servant Leaders

could use to motivate workers. The MINTy team taught a skill that was specific and practical.

The MI training started with an introduction of MI and covered the Spirit of MI, which the

MINTy team presented as the cornerstone of MI. The session involved the Spirit of MI:

collaboration, partnership, empathy compassion and acceptance. These are also known as the

relational skills. They then progressed to the technical aspects of MI skills, which are the open-

ended questions, affirmation, reflective listening and summaries, known as OARS.

> The training was very hands-on and I found it a practical way of helping the participants
>
> to practice a skill while receiving immediate feedback. I thought that the morning session
>
> on SL philosophies and concepts and the afternoon session were an excellent fit. They
>
> synchronized with each other and validated my notion that MI could concretize SL.

Rosie further explained,

> I worked with Peterson, Alan and Lily to modify what they had developed so that it
>
> would be seen as under the umbrella of Servant Leadership and not a separate

disconnected thing. That was really important to me that, that they were be able to

modify what they had developed. So that it was seen as a part of Servant Leadership, and

they were agreeable to that, and so we had a look at that.

Rosie continued to describe how they modified the SL training to incorporate MI strategies.

…and something like what they were calling the Spirit of MI, we change to the heart of

Servant Leadership the integrity of what they were teaching remained. It's only that we

changed, so use of the language just to make it better aligned. So that is how it happened.

I shared with Alan my hopes of focusing my dissertation on MI in organizations. Alan shared my

hopes with the MINTy team and the Rosie team. He explained to them that my aim was to

explore the impact of MI training on SL leadership. They were all excited that someone wanted

to carry out research on the program they had developed. After many discussions, I was

permitted to proceed with my plans. However, my study did not begin until I had completed my

course work, presented my proposal, and received approval from both the UNM and VA IRB.

The Participants (Orientation)

The study involved participants who were leaders in the VA. These leaders had attended

the SL training that included MI and were supervising at least six workers. I used semi-structured

interview questions and interviewed seven participants during fall 2019 and one in spring 2020.

Altogether eight interviews were done over the phone. The participants were from different sites

of the VA in the US. The pseudonyms of the interviewees were Ruth, Gideon, Rosie, Susan,

Kennedy, Victor, and Leonel. The participants were seven, however I got two interviews from

Rosie, one as the developer of the SLMI, and the other as user of the SL/MI. They all voluntarily

accepted to be in the study because they had undergone the Servant Leadership training that included Motivational Interviewing and they were eager to share their experiences.

As I discuss the profile of each participant, I have included their general view of their approach to leadership, their relationship with their workers, what they thought of Motivational Interviewing, how they motivated their workers, and how they set their goals.

Ruth.

Ruth was an executive administrator overseeing a team of about 50 people. Her approach to leadership was SL. Her aim was to was be supportive, "I came to the office to develop relationships and the trust of individuals. I am very collaborative, and in nature want to hear different points of view and really to help the really good experts come to the best decisions." In regards to how to motivate workers, Ruth thought that it was important to acknowledge "everybody needs a sense of purpose, to understand why we do the things we do." She said that it is important to help the workers know how relevant their work is to the "meaning and purpose." She said that when she does this she sees the workers engaged "even more than motivators like money, or bonuses." Ruth wanted to find ways forward from decisions by the experts so her team would be "working very much in that role, not top down management but working together to… we are in this together. Here is the issue: what do we do to resolve it, and move forward."

Ruth's emphasis was on team Spirit by using the word 'we'. She valued partnership, equality, and she was purposeful and highly organized. She was visionary and wanted to prepare for the future. She wanted to equip herself and others to meet future needs. In regards to goal setting, Ruth wanted the goals to attainable and bold, which could be accomplished by working

as team, by acknowledging the strengths and weakness, and by defining where they were at that moment and where they intended to go. She was also concerned about how to measure success. She used the word 'we' constantly and consistently.

> We are just going through setting our goals this year, and, we got everybody together. The executive director, and I, and a planning team which include folks from each one of the areas to bring a whole office together. There were 37 placements, we had a lot of vacancies, so I think about 20 people came together, and we looked at what was our current state. What our strengths weakness, options were. We defined where we were, where do we needed to go. Based on that, we also thought of how are were going to measure whether we were successful? We were putting SMART goals in place for… Say we want to expand, we know that the aging population is growing and we want to expand a home community program so the clients have the choice to stay in their homes and not to have to go into an institution or delay going into an institution. So how are we going to do that and then how do we know that that is successful?

Gideon.

Gideon was the assistant boss. His approach to leadership was that of being a role model to his workers in the area of communication and outreach. He said that he wanted to involve his workers in decision-making through collaboration, especially those who had insights in the area under discussion, so that he could incorporate their decision-making. He concluded that his approach to leadership was that of collaboration. In regards to how to motivate workers, Gideon thought that collaborating with the workers, being genuine with them and creating an atmosphere of trust where the workers know "that I have their back, and that they can take chances and decision-making and now that we they are not going to be held back if they try their best to make

it." He said that "motivating through discipline or rewards doesn't really work in this setting."

What worked was to ensure that the workers were participating in the team and that their work

was affirmed. On goal setting with his workers, Gideon believed in his team's contribution and in

collaborating. His attitude was that of openness, being thoughtful toward others, and accepting

others' points of view. He believed in respecting workers' contributions. He also thought it

important to align goals to resources. He said:

> It is difficult to set goals for the teams, the goals I set for myself are based on what, kind
>
> of a broader future of the organization. So, it is a little difficult to put in long term goals
>
> really, because we are dealing with administrative actions that are fairly short time frame
>
> to be accomplished. But really also what I said is to be collaborative and what needs to be
>
> accomplished and then how to accomplish them. So is putting the team together and
>
> talking about, you know, ways things that you can reach toward, then align them to
>
> resources to work together to reach those things.

In regard to his relationship with the workers, Gideon thought that:

> The relationship is about a collaborative, that they can come to me with their problems or
>
> solutions, or if I go to them with a problem then I am open to a collaboration, discussion
>
> as well, as we can come to a solution kind together for each other. So I just work as a
>
> team that it has, that, that we are all working for the common solution. And if they have
>
> problems, they can come up and we address them as they go. Those problems can be
>
> alleviated through a mutual collaboration of topics.

Rosie.

Rosie was responsible of the overall Servant Leadership training in the organization, but was also the "acting director for the office working with a group of 50 people." Her approach was Servant Leadership. Rosie valued openness, being supportive, being reliable. She sounded considerate, honest, and was interested in creating a collaborative environment where the workers could participate. She seemed organized and visionary. Rosie's beliefs were that workers had something to contribute to the organization in decision-making. She also believed that it was important for there to be an understanding both from the leaders and the workers in order to enhance work. Rosie believed that to motivate workers was "making sure that they understand how their work ties into what our mission is, that they understand what they are doing is valuable and important and necessary, and people know that if they come to me with ideas, I am going to listen." She also mentioned that it was important to listen to their contributions. In regards to goal setting, her response was:

> We usually do that through discussions. I will have a sense of where, kind of update picture view of where I think the office should be headed, and how I want us to scope our work and I share that with my senior staff team. We get input from them, and I ask that I get input from their staff. And we usually have a retreat once a year where we talk about what that big picture, the goals and that big picture's vision and planning. So what do we want to do in our next year or two in order to move toward that? I think it's really everyone. I think people feel included in starting that kind of direction, but they are able to do that by having a vision that is coming from their leadership.

On her approach to leadership, Rosie said it was SL and that she was practicing what she preached. This is what she said about her relationship with the workers:

I think I have a strong relationship with the staff in this office. I think people know that I

care about them, that I support their desire to grow and develop. They know what I think.

They feel like their expectations from me are pretty clear. I think they know what my

vision is for the office and I feel like I, I have their support.

In her role as the course developer, she stated that the whole essence of SL with MI was to

promote a healthy working relationship between the worker and the leader, where the leader

could help inspire the workers and also empower them:

What I was really hoping is that it would encourage leaders to take on more of a coaching

mind set with their staff, to be more focused on their growth and development rather than

focused on solving problems for them; and to be able to address problems or failures in a

way that was, would not destroy their relationship with, encourage growth and the

employee, would not be punitive but would be growth enhancing. Be clear, be able to

hold people accountable in a way that was going to be good for the organization and for

the individual.

Susan.

Susan was a supervisor who had worked for eleven years in the organization, seven years

as a supervisor. Her aim was to "give the employees the opportunity to take ownership of

coaching and guidance when needed." Susan acknowledged the hard work her workers were

putting in. Susan believed in providing a visual quote every week on motivation. She let them

know that the work they do is important, thus affirmed them, and she gave tokens of appreciation

and assured them that their work makes a difference. She also affirmed them and encouraged

them to help build better working relationships:

I prefer working with them. We take time to go out for ice-cream, stuff like that, so that

we can have a working relationship… to build better work relationship with them, take a

break, take them away from the stress, because the job can be very stressful. 'Cause …So

I take those opportunities, to recognize them, sometimes when we do these things in our

general conversation. … they can help to bring change.

Susan preferred to abide by the goals set by the organization, but she endeavored to go beyond

them:

We all have performance plans, so part of the goals setting is discussing the things they

must do. We try to go above the goals and what is required of us, so mainly we get the

goal from the performance plan and we go from there.

Victor.

Victor had worked in his position since 2009. He said that he liked to develop

relationships with his team to ensure that they are comfortable with him. He involved them in

goal setting and they discussed how to reach those goals. Victor said he was pretty "hands off"

and allowed the workers to work and did not "micro manage" them. He only stepped in to help

when he was needed to sort out issues. He liked his workers to perform to the required standards.

Victor described his relationship with his workers as positive and also wanted to be on the same

page with the workers in regard to the mission. His use of the words 'we' and 'our' indicated that

they were in this together. He said he tried to incorporate SL:

I have a positive relationship with them, I am very respectful of them. I prefer face to

face contact to over the phone discussion of stuff, to email. I try to make sure that we

have the same common understanding of what our mission is and, you know, and what

are some of the ways that we can accomplish that mission and what are some ways that

are unacceptable. I try to use Servant Leadership by… it is always hard to know how well

I am doing in that, you know. I don't want to say that I am great at it, but that's my model,

that is what I work towards.

Victor valued teamwork and the contribution brought by the team members. He also believed in

respecting the workers and the authority above him. Victor motivated his workers by asking

questions such as "what do you think you can do?" and "what do I need to do?" His aim was to

create a common goal so that the workers could own the process. Once this was achieved, the

worker would work at producing their own results:

> Some of goals are set for me by the boss, so I have no choice over those. Then the other
>
> ones I try to establish goals that are based on what the team that works for me, based on
>
> what they say they can achieve.... But they generally come from the team and not from
>
> me. Again, except from the ones that are set from above that I don't have control over.

Leonel.

Leonel had worked as a supervisor for ten years, and had been in the organization for 20

years. Leonel supervised 17 employees. He preferred the team concept approach to leadership. In

regards to how to motivate workers, Leonel affirmed his workers during the team meetings. He

ensured that all the assignments were visible on the white board to help give direction to the

workers. He allowed them to "give each other kudos!! And I just promote that, you know we are

stronger as a team than we are as individuals." He continued by saying that, "no matter what the

job is, the more we work together, the easier that's gonna be." Leonel's story was that he literally

grew up together with the team members, that he was first employed in the operations

department together with them. He was promoted into leadership, "then I went ahead with the

leadership position, and they were more comfortable in staying where they were." He also said

they had lost a team member who was very disruptive to the whole group. To Leonel, it was a relief to both him and his team. It seemed to have helped the team to become more cohesive. He had this to say:

> That was a very difficult time, but since that person has left the team is really cohesive. I promote the teamwork on a daily basis, pretty much bring that up at every morning huddle, every formal meeting that we have once a month. We can improve, that I have good relationship with all of my group members at his point. I feel very good about the status of our team at this point.

Leonel based his goal setting on how the team was performing. He believed that for him to have a strong team:

> I set my goal based on how my team is functioning. My goal is to have the strongest, tightest team I can have and that really… the strength of the team comes from really the leadership. And if I am strong and if I provide them with clear direction, clear goal, and we are all doing our best to serve the clients. That is kind of how I set my goals to … whatever I am gonna do to enhance the team is gonna enhance my service after all.

Kennedy.

Kennedy was a supervisor and had worked in his position for twelve years. He oversaw about 50 staff members. He shared that he is "more of a cooperative leader and prefer to be a little more hands off, that you do it, come to me when you have problems." Kennedy's response on his relationship with his workers seemed positive as well. He said he believed in the workers' abilities and worked on empowering them.

I think it has a positive action on it because by empowering those is actually what enables everybody to gain the ability to make the decision. If somebody does not actually tell you to make the decision or at times you don't know that you can do so by enabling them to make those decisions and make them confidently, then they make them competently. After that, so you have discussed you can do it and you have the ability, then you can make your decisions. If there is a lot of training that goes into it, why not use that training to make, actually making good decisions.

In regards to how to motivate workers, Kennedy believed in giving the workers autonomy and freedom to make choices and to participate in decision-making. He also valued the teamwork and cohesion in the team. He believed that it was the basis of good workflow, and that cohesion increases relationships and diminishes stress and anxiety;

But internally, the goal is to go with more cohesion and work flow, so the more cohesive we are the better we work together, the more the work flows consistently. We don't have a lot of stress and anxiety about are we doing it correctly or are we approaching it correctly and that is where product comes from us. We lead in that direction of trying to show them how it flows, why it should flow, and then we ultimately show them their cooperation and working plans lead to the timing cue, it going up or it going down. Lack of cooperation will make it go up. For a higher level of cooperation will make it come down because the more accurately you work in accurately, I can work behind you and vice versa. So that cohesion is huge.

The words the leaders repeatedly used to describe their leadership approach were partnership, collaboration, cooperation, inclusion, genuine understanding, and respect. The emotions that they exuded were that of care, warmth, sensitivity, consideration, concern, devotion, compassion,

support, and appreciation towards their workers. The leaders gave an impression that they were person centered, team oriented, and that they drew from the experiences and expertise of their workers.

In conclusion, the leaders set their goals with respect of the organization's goals and collaborated with their workers and included them in decision-making. The participant's responses on their relationship with their workers seemed to resonate with what Rosie had intended. They were all from different states in the U.S., but seemed to speak with one voice. They portrayed a picture of care, concern, and support, and were willing to collaborate with their workers. The participants also claimed that teamwork played a major role in decision-making and that it was an important part of getting the work done. *Teamwork* is defined by Scarnati (2001) "as a cooperative process that allows ordinary people to achieve extraordinary results" (p. 5). *Teamwork* depends on people working together in a supportive environment to accomplish common goals of the team. This is done through sharing knowledge and abilities.

Themes (Complicating Action)

MI Fosters Good Relations between Leaders and Workers

It was evident that the primary overriding theme was that MI fosters good relations between leaders and workers. The subthemes related to the central theme point towards how the relationships had been improved. The central theme addressed the central research question, which was: "How have the MI skills influence the skills of the VA leaders who attended the SL training that included MI method." The leaders were able to share their experiences of how their leadership transformed after incorporating what they had learned from the SL that included MI training. Below are tables that illustrate how the subthemes were linked the central theme.

Table 4. *Central Theme: MI Fosters good relations between leaders and workers.*

Theme	Quote
MI Fosters good relations between leaders and workers.	I think it has improved my handing of many situations, its improved how I interact with my crew my team (Leonel)
	We got feedback from people that have been through a training, they would email us or run into someone and say that training made such a big difference, "I am interacting differently with my staff and I am seeing positive outcomes." From that that's what we have got that kind of and anecdotal information and am we need to put resource in to moving this from work we need to have more something more rigorous than that. (Rosie)
	I take those opportunities to affirm them, and sometimes, when we do these things in our general conversation, on how can we support the governance structure, what things can we do to improve. I think by doing that my employees see that they do have input on what we do for the office they can help to bring change. (Susan)
	… I said are necessary in order to get along with people to help accomplish the mission and goals together. So I think it was very useful type of thing that when I am coaching the upcoming leaders, those are the type of things that I could comment on, I am working on… (Gideon)
	So the one thing I noticed was that you get a lot done and a lot faster, I ask the questions I understand the issues, and they come up with solutions …So we

presented the issue, here is what we are doing we are working really hard to

get the position you want, what do you want, It was a mazing, it was a

turnaround of what I encountered. when I came around, they would say, we

are not doing that, and we are not doing those, So it seems to be a much better

approach (Ruth)

Because since that moment, the employees have really changed and has

improved the way our relationship is. When are having a **conversation**, I

think the way I feel visa vasa, and the way you think I feel, and we come to a

conclusion, and we collaborate and get another solution? (Gideon)

Table 4 consists of the theme on fostering relationship between the leader and the worker.

The participants expressed how the MI tool helped to foster their relationships. Leonel

highlighted that it improved now he handled situations and also how he interacted with his crew.

Rosie, speaking in her role as the program developer, gave an example of the feedback she

received from one of her participants, stating that MI helped a participant interact differently

with his worker, that this was positive interaction. Susan, on the other hand, expressed that the

tool helped her empathize with the workers and was able to take them away from the stressful

environment. For Ruth, it was a turnaround of workers who were indifferent to a more positive

relationship with workers. Gideon thought that MI was necessary, it helped him get along with

people and together they were able to accomplish the goals. Gideon seemed well pleased with

himself for having improved his relationship with his workers.

The main MI skills that were taught during the SL training were the MI Spirit, which is

really the way of being. It includes collaboration, autonomy, compassion, and evocation. The

other skills taught were the technical OARS skills, which is the acronym of Open-ended

questions, Affirmation, Reflective listening, and Summaries. However, not all the fours skills

were used concurrently by the participants/leaders. As I will explore further below, the skill

leaders used and appreciated the most was the open-ended questioning skill.

MI helped foster relationships between the leaders and workers in various ways. Rosie

gave a general view from the organization's perspective on any changes in the organizations'

leadership as reported by the leaders who had attended the SL training that included MI. She said

that she had received positive feedback from the participants and that the training had positive

outcomes saying, "I am interacting differently with my staff and I am seeing positive outcomes."

From that, that's what we have got, that kind of anecdotal information.

As for Susan, use of the compassionate aspect and the affirmation had transformed the

relationship between her as a leader and her workers. Susan said that she helped the workers take

a break from stressors to help them to regain perspective, and to give them a little break. She

said,

> …to build better work relationship with them, take a break, take them away from the
>
> stress because the job can be very stressful. ... I think by doing that my employees see
>
> that they do have input on what we do for the office. They can help to bring change.

In Gideon's experience, the use of open-ended questions helped to foster the relationship

between the leaders and the workers. He also expressed that MI could be helpful for young

leaders, specifically in communication and for collaboration. Gideon added that that MI

strategies provided an opportunity for people to have good relationships, and also work towards

a common goal.

The skills are necessary in order to get along with people, to help accomplish the mission

and goals together. So I think it was very useful type of thing that when I am coaching

the upcoming leaders, those are the type of things that I could comment on.

Gideon compared his experience with that of the sister organization that was based on top down

leadership where it was about taking orders rather than participatory decision-making. He had

always thought there was a better way of doing things and the Servant Leadership approach

resonated well, plus he had the opportunity to use the MI strategies. The result of using these

skills was that it helped people get along and also achieve the tasks together, and also to value

human resources. He said that, "the organization is about people providing care to other people.

It has to be a certain leadership. You have to give in to yourself be collaborative in order to

accomplish things. There is no other way of doing it."

The MI skills fostered the relationship between Ruth and her workers. She noticed she

"achieved more, faster." She said, "So the one thing I noticed was that you get a lot done and a

lot faster. I ask the questions. I understand the issues and they come up with solutions." Asking

open-ended questions made it possible for her to understand where the workers were coming

from. She was able to ask questions that produced more results, and helped her to gain a deeper

understanding of workers. She also felt that open-ended questions seemed to work much better

than direction. Here, she was respecting the workers autonomy. Lack of autonomy also meant

that the workers would still obey, but as Ruth said, "I mean even if they want to do what I said, if

they don't they may be passive aggressive and say they will do it that way, but to really do it,

definitely in their hearts they do not want to do it." When she gave autonomy, the result was

more engagement, "I have notice they are much more engaged." This also helped her to respect

her workers. She also gave them an opportunity to contribute in decision-making and problem

solving. She shared that, "It was amazing, it was a turnaround of what I encountered. When I came around there was resistance, they would say, we are not doing that and we are not doing those. It seems to be a much better approach." She continued:

> There was a lot of disarray in the department, like who was doing what, who was telling them to do what, because change management occurred. You know you have to respond to why things are changing and you have to constantly communicate the whys it's, why we are doing this, what's happening how, does it affect you, and so we got a lot of work on that kind of change management, but this was our very first time.

Now they were faced with a major decision to make in regards to vacant positions. This is the time they incorporated the collaboration skills to help both the management team and the workers to process the change. They also incorporated the open-ended questions where they invited ideas for solutions from the workers and the issues were discussed.

> The problem was there are all these vacancies and they are going to do the work? And normally my boss would have said well, we are just going to do this or that and so I, so what we did was that we sat down and said what did they think about the job.

The result was collaboration with the workers. Asking open-ended questions resulted in the workers taking a position and offering, "we will step up and cover the gap. We know you are working and getting that position filled, so you work on that and we will cover the gap." Ruth continued, "so if we had set the tone you are going to cover the gap, it would have happened, but they would have been so upset, like how could you ask us to do that by then." But because they involved the workers in the process, "we presented the issue, here is what we are doing, we are working really hard to get the positions", and asked open-ended questions like "what do you

want?" the issues were resolved. Ruth said "it was amazing!! It was a turnaround of what I encountered. When I came around their attitude as, we are not doing that, and we are not doing those, so it seems to be a much better approach."

MI fostered the relationship between the leaders and workers by providing a way for the leaders to work out their SL. Rosie, in her role as the initiator of the SL training that included MI, shared that "I think it has strengthened my ability to kind of work out SL philosophy. I feel like it has helped me to concretize it." Rosie's response gave the impression that overall feedback on the workshop from the participants was positive, and that the participants found it very supportive to their work, that it gave them real tools to work with to improve leadership:

> The feedback from the workshop has been primarily really positive people find it helpful. Some of the comments we get are that they really would like being able to walk out of a one-day workshop with tangibles, simple things that they can do differently the very next day. And like I said, we have people who have spontaneously unsolicited emailed us. However, it is relevant to hear feedback weeks or months later, to tell us how the training impacted them as individuals.

MI helped Gideon to ask open-ended questions and involved his team in coming up with a solution to a problem. Gideon shared a story:

> Six or so months ago I was at a conference and I came back early from the conference and my immediate support team (which is about six people) sent the number one spokesman to my office and asked me if it was ok if they went home early, and I said well let me think about that and then I called them all in the office.

Gideon was able to practice a nonjudgmental attitude towards the workers; he also gave them an opportunity to come up with a solution to a problem by asking them open-ended questions. He was able to facilitate them to talk themselves into change. He continued his story:

> So I went through some questions with them and said: what did you all do last night? Did you leave early last night? They said yes. Then I said what did you accomplish today? So they went to through some things they did accomplish today. And I asked them what do you think you accomplished today? Then I asked them if it would be right for us to leave early with things not being completed and I haven't been here today in order to review with you so haven't been able to take time we normally take. So do you think it would be appropriate to leave early?

The open-ended questions helped to open the eyes of the workers "and they all put out a hitch that no, you are right, there is work still yet to be accomplished, and we appreciate you taking the time to be able to talk to us." The workers felt respected and involved in the decision-making process. This then gave Gideon an opportunity to step up: "Then I said we are in this together, and we haven't accomplished everything we needed to accomplish and we needed to make sure we get it accomplished before we leave." Gideon concluded:

> That is a very simple story, but I feel very proud about that, because since that moment the employees have really changed. It has improved the way our relationship is, and when we are having a conversation, I think the way I feel, vice versa, and the way you think I feel, and we come to a conclusion was very honest, and we collaborate and get another solution.

The essence of this story was that using the open-ended questions helped Gideon win trust from his workers and improved his relationship with his workers because from that day they were able to "have each other's back". They also became cohesive and supportive of each other. Leonel agreed, saying that "I think it has improved my handling of many situations, it's improved how I interact with my crew, my team, and I continually try and improve use of MI to try and continue to grow and improve the team."

Victor was very candid about his experience. He confessed that he was only able to incorporate MI strategies "when I am at my best, the days that I am at my best. When I am not at my best, I get very directive." He took responsibility for that, but also blamed the top management for not living up to the SL philosophies. However, he acknowledged that MI helped in removing obstacles that block good relationships, he stated that:

> I think it gets you a lot of engagement and a lot of buy in. It decreases opportunities for dissatisfaction, conflict and it also, when you have a more open way of discussing what your organization is about and why you are doing what you are doing. When that becomes part of the discussions, not just let's…just policy per week if this policy supports veterans.

Victor blames the leadership for not allowing him to practice the SL principles. He said this needs to be encouraged not by words by through action:

> I mean you could do one or two workshops. We could at least open our hearts to each other to soften a little bit, or work on forgiveness as an element of leadership. I can't remember the last time I heard anybody at a senior leadership level talk about forgiveness. NEVER! We talk about blame and responsibility and… but if you have a

culture that is based on blame, all you do is you have people who try to avoid

responsibility.

Victor also faults the culture of the organization, which is about blame and lack of accountability

within the organization:

Then I wouldn't get blamed, that is what we have turned into right? So, accountability is a

negative thing. Accountability should not be a negative thing, it's not Servant Leadership.

Servant Leaders hold their staff accountable for the good things they do in addition to the

bad things they do.

Despite the negative energy from the leadership and the organizational culture, Victor was able

to use the skill of affirmation, and open-ended questions towards the workers:

As a Servant Leader, I do that. I wish I was better at it, but I do it. Where someone does

something good, I will go over to their desk, and I will say that was great, thank you for

that. That is Servant Leadership, that's affirming. There not nearly enough of that and

when it does come down from the top is usually very superficial and they clearly don't

know what they are talking about they were told by somebody to go thank somebody.

In Kennedy's case, the MI skill that helped to foster his relationship with the workers was

autonomy; by not dictating to the workers, but involving them so that they can participate. The

results were that his workers were more involved:

Oh wow! I think it is a very positive influence, because you are approaching it in a better

way, you are much more active in what you do 'cause you are not trying to dictate. You

are trying to participate, and I think anybody who is not aware of this kind of fault, I

would point out that for them. Because it never does us well, when you are trying to be a

dictator as much as you are trying to cooperate and allows to participate instead of just

dictate.

There are times when the use of MI may not really help the situation and other

interventions may be needed. Leonel said he had a very difficult team member who was very

disruptive to the whole team. He said that he tried all the strategies, but nothing worked. The

only way this problem was resolved is when the disruptive worker opted to leave the

organization. He said, "with this individual, it did not matter what approach I used, I almost

came to a point that I was ready to walk away from 20 years of service to the organization

because I was so frustrated." He continued:

> It did not matter what I tried or how I tried to reach out to this individual, nothing
>
> worked. … we had all attempted so many different ways to try and make this all work
>
> and finally in the end the individual voluntarily left the service and left the organization.
>
> That is how it got resolved.

On the contrary, Kennedy did not seem to agree with the rest of the participants. He said

he was already using those skills and said that he would say that "it hadn't changed anything."

He did not know if he was incorporating any MI, he thought these were skills they were already

incorporating. He said, "I think with most of it, this team was already being used. Or in a

semblance of what made it work for our team." Kennedy, unlike the other participants, thought

that his team was already using the MI strategies, but was not sure if he was incorporating them.

In conclusion, MI fostered the relationship between the leaders and followers in various ways

such as asking open-ended questions, evoking by asking for, and for asking for ideas in

conversations that allowed the workers to find solutions to their problems and involving workers

in the decision-making process. The non-judgmental attitude also gave their workers an

opportunity to get along with each other. However, one leader said his default was being

directive, but used MI on his best days. Yet another one alluded to the fact MI may not work as

an intervention in all situations, that if you have a bad worker, no approach can work and the

only way is for the worker to leave the team or the organization.

The narratives portrayed a picture of a person-centered approach to leadership, where the

leaders used the MI relational skills to strengthen the relationships between the leader and the

worker. The leaders were honest, congruent, empathic, and understanding. They gave feedback

to their workers, valued those who they were leading, gave them freedom to make decisions, and

were committed to their work and workers. They used open-ended questions to empower the

workers and draw them into decision-making. They believed in collaboration and creating an

enabling environment for the workers to succeed. The leaders were supportive to their workers.

However, there was a participant who mentioned that he was already using MI but he did not

elaborate what aspects of MI he was using.

Subthemes: Improves Communication; Enhances Cohesion in Teamwork; Enables Servant

Leader; Empowers Workers

In this section, I have focused on the subthemes that emerged from the data. My interview

questions were based on the MI concepts, but the themes that emerged were the ones I have

described here**.** The leaders highlighted that MI strategies transformed the way they

communicated to their workers, thus enhancing the relationship between the leaders and the

workers. They described various way in which MI had been useful. The participants mentioned

the benefits of *relational*, engaging, person-centered listening skills and OARS. The open-ended

questions, affirmation, reflective listening, and summaries aspects of MI helped to improve

communication between the leaders and the workers and also enhanced teamwork. The sub-

research questions that were addressed in this section were: "what technical skills are developed

in MI?" and "have they been beneficial in leadership?" The participants did not use the

technical directional use of MI in evoking change talk and softening sustain talk: "change talk"

as mentioned in the literature review. However, the resounding response was that the technical

skills aspect of MI, especially open-ended questions, were very beneficial to the SL process. My

research questions and interview questions were designed around MI, so it is no surprise that the

four subthemes that emerged all centered around MI:

1. MI improves communication

2. MI enhances teamwork

3. MI empowers workers

4. MI enables Servant Leaders

Table 5. *MI improves communication (subtheme)*

Theme	*Quotes*
MI improves communication	I think it provides you with very concrete strategies for how to work out Servant Leadership. Servant Leadership is a very kind of conceptual theory and the concepts feel kind of abstract with people, they kind of don't know what it looks like in real life and I think that MI helps operationalize Servant Leadership it helps to concretize it. (Rosie)
	MI has improved my ability to communicate with employees and staff. That it has refined my techniques of leading and refining them into interesting to the normal obligation as a leader but there is a change that does not have those

formal obligations that I thought I needed to have I think I can do things through. Communicating with these techniques in MI that would help me to relating with people that is what I ought to in the first place. (Gideon)

I am intrigued by having almost like a recipe on how to have difficult conversations. I loved how it laid it, how just so simply, and provided what I find to be a pretty easy road map to help me be more successful. So I liked that a lot I liked the am all the concepts around having and developing a sure plan unfold, I like the emphasis on that. (Rosie)

So I started using the questions and the prompting. I do a lot of mentoring and people ask me if I mentored several clients. I mentored new young staff members, and I started using the questions to really get them to get them thinking of coming up with the solutions like what are your options? What would be the pros and cons? Just getting them to come up with solutions. (Ruth)

I would say open-ended questions, …we have been looking for ways where we can better communicate to all within to organization. So we have website, so we have been having weekly meetings the ways we can better structure website to get the information out there so we have several different website for adds on to be able to communicate to the organization what the government structure is about. This is what I recommend this was a great motivator and you know that I do have impact and can help to make decision on what we put forward in the office. (Susan)

also, I have always included my group, so the open-ended questions allow them the opportunity to come up with ideas and operations to attain our goals and to best serve the clients (Leonel)
Personally, it has made me even more aware of what I already know about myself, like just listening and even doing that better and not being hesitant to ask someone to repeat a question which I think is another thing which I think goes back to active listening, you heard it did you understand it why do, we always worry about not asking people to repeat the questions am not sure what that comes in.(Kennedy)

Table 5 shows how MI improved communication. Rosie expressed that MI provided strategies for how to work out SL. Gideon stated that MI helped him improve his communication with employees. Ruth emphasized that it provided a way for her to communicate better in her mentoring by using probing questions. Susan, on the other hand, said it was a better way to communicate with the workers. Leonel thought that open-ended questions allowed workers to come up with ideas and operations to attain goals. Kennedy stated that it helped him not to hesitate to clarify by asking a question again.

MI improves Communication.

Open-Ended Questions. The open-ended question was mentioned repeatedly by the participants as a communication channel through which the participants were able to engage with their workers. Susan received more feedback and was able to exchange ideas with the workers as she used open-ended questions. Kennedy asserted that open-ended questions helped him to be more specific in asking questions. Open-ended questions helped Victor not to think that he knew

the answer before receiving the response to the question he was intending to ask: "I do tend to

ask open-ended questions. I don't tend to assume I know the answer before I ask it. Sometimes I

do, when I do ask open-ended questions, I do not intend to do it as trap." For Gideon, it was a

different way of doing things from his previous workplace "'the military, where it was very

directive." Open-ended questions improved Gideon's ability to communicate with employees

and workers. Susan shared that "I don't like the direct answer. I like the open-ended questions

because you get more feedback and dialogue when you use open-ended." She continued, the

"open-ended question gives the person an opportunity to provide their answers." Kennedy said,

"Yeah better questions, yeah ask open-ended questions, you can ask how are you today? And I

think we are not very good at asking specifically on the topic." Gideon thought that asking open-

ended questions was key due to his previous experience in the military. There "wasn't a lot of

open-ended questions, there was kind of like, I needed to know yes or no." He continued, "MI

has improved my ability to communicate with employees and staff. That it has refined my

techniques of leading and refining them into interesting to the normal obligation as a leader"

Rosie discussed how she phrased her questions in order to ask the right questions and

also on how to have a difficult conversation. Rosie said that she is much more careful about the

way she phrases questions: "I am making sure that I am using open-ended questions. When I

expect to do that, I work hard not to solve problems for other people but try to help them think

through them, by asking the right kind of questions." Rosie shared that when she had to have a

difficult conversation with someone, she followed the "four-step process" that was covered in the

MI for leader's workshop. The four steps process is OARS: the Open ended questions,

Affirmations, Reflective listening and Summarizing. She makes sure that she is approaching her

interactions with her staff with a whole heart. She said she tries to be very authentic and

transparent and makes sure that people understand that she is on their side. She wants them to be

successful and that if she is able to remove barriers or provide resources to help them be

successful, that they can count on her or at least count on her to explain why she cannot. She

was:

> … intrigued by having almost like a recipe on how to have difficult conversations. I
>
> loved how it laid it how just so simply, and provided what I find to be a pretty easy road
>
> map, to help me be more successful. So I liked that a lot. I liked the, all the concepts
>
> around having and developing a sure plan unfold. I like the emphasis on that.

Rosie gave a detailed example of how she intentionally applied the four MI strategies and how

they helped her to navigate a difficult conversation.

> I found myself intentionally using open-ended questions and reflections at times when I
>
> was feeling frustrated. To make sure that I stayed in kind of, like the right spot in the
>
> conversation and found that really helpful. Rather than asking closed ended questions that
>
> were really out of my frustration or kind of am signaling what it, what my perceptive
>
> really was, that really wasn't a question. It would really, kind of, I mean to put my
>
> opinion in the form of a question, so that you know what my opinion is. …and the
>
> conversation was really productive. I came away understanding where he was at, he came
>
> away understanding where I was at, and were able to come to a shared understanding that
>
> we were both feeling good about.

Listening. It was interesting for me to hear the participant's share their experiences about the

listening aspect of MI. Leonel shared that it also made him a better listener, "I think it has made

me a better listener than I may have been in the past, which can be good in your personal and professional life in that regards." He also said, listening helped him in various ways:

> I had to use the listening portion because I need to gain ideas, and to talk amongst the group, to try and resolve the particular issue that we were having.... With talking amongst the group and team and identifying those issues, we were able to correct them and the whole issue was resolved.

Ruth described it as a key aspect. She said that listening was really big to her, that she knows that it takes time, but it was so important for her to listen. Listening helps because one could "hear where they are coming from and not to guess they need to be able to tell you, what is like and what is happening, so it is really a big piece." However, Ruth confessed that she is "uncomfortable reflecting back using that technique" though she is able to listen and she make comments and also offers clarification. She said, "I used to hear people say to me, 'I hear you saying' and it seemed such a cliché so I didn't." She thought this was the way reflecting is supposed to be, but "I would say I find it hard to say 'I hear you say.'" Because she thought it was "very annoying I think. I'm not such comfortable reflecting back, I listen and I do make comments, I do clarification." Susan said listening helped her to make comments and also to elucidate what the workers had said. This helped the employees know that they are part of the team and they are valued. She added, "I think for me it has helped me to be an effective listener and that the employees know that they are part of the team."

Kennedy also thought that active listening was hard, though very interesting. He believes that we don't listen to respond or to gather information, that we are instead listening to reply. "We are looking to reply. We are not actually looking to gather information needed" and he said that he has tried much harder to apply that to his own leadership. He thought, especially in the

organization in general, "there is a tendency of gathering information, and becoming defensive when people don't have all the information." Kennedy said that as much as we need to listen, he personally found it "most difficult to deal with." On reflective listening, Susan felt that it was important to confirm what you have heard to avoid a different interpretation of what has been said:

> We could walk away from a meeting, both of us having two totally different perspectives of what happened at the interview, so reconfirming what was said in the meeting and helping to bring clarity to what exactly was discussed, and where we are at.

Kennedy and Leonel both highlighted the aspect of summarizing. Kennedy said summarizing was challenging for him, "because you have to be aware of not making assumptions, are you actually summarizing or are you putting in some assumption of what you want as an outcome."

MI Empowers Workers

Provided opportunity and solution finding.

The MI strategy of asking open-ended questions helped Ruth empower her workers. Ruth shared the positive outcome of using MI that stood out for her was the open-ended question; they helped her not to provide solutions for the workers. She also said that it turned her approach around. She also said that she learned how to asks questions. The result was that the workers were able to come up with solutions. Ruth shared:

> I started using the questions to really get them to get them thinking of coming up with the solutions, like what are your options? What would be the pros and cons? Just getting them to come up with solutions... and not trying to do it for them give them the solutions.

Gideon used open ended questions to encourage team members to come up with solutions on how to tackle problems, providing an opportunity for team members to participate.

> When my staff comes to me and presents a package of decisions, I ask: What do you think? What would you do? Why did you do that? What would be your thought? Why do you think they are asking for this information? And it's amazing at first, when I did it they were very surprised. But now they come in and they are prepared to answer the questions for me.

Motivated Workers. Susan was also able to inspire her workers through asking open-ended question and she said she would recommended it because it was a great inspiration for her workers:

> We have been looking for ways where we can better communicate to all within the organization. …This is what I recommend, this was a great motivator and you know that you do have impact and can help to make decisions on what we put forward in the office.

Contribute Ideas. For Leonel, the open-ended question helped the workers to contribute their ideas: "I have always included my group, so the open-ended questions allow them the opportunity to come up with ideas and operations to attain our goals and to best serve the clients." He added that he is supposed to come up with ways in which he can get the job done to improve the processes. He said, "It's kind of using open-ended questions and allowing them to offer their ideas and how they feel about changes in work assignments and new products."

Gain Confidence in Decision-Making. Kennedy seems to have gained a skill that enhanced his ability to empower his workers' decision-making:

I think it has a positive action on it because by empowering those is actually what enables

everybody to gain the ability to make the decision. … and make them confidently, then

they make them competently.

In conclusion, the participants talked about several MI strategies that have been of help to

them. They also illustrated how these skills have helped improve their communication. Some of

the skills the mentioned were open-ended questions, listening, active listening, reflective

listening, and summarizing, with open-ended questions by far the most cited MI technical tool.

They asked for solutions and ideas in their conversations with the workers. They also mentioned

relational skills such as autonomy, self-awareness that relates with how one comes across, and

respect.

MI Enhances Teamwork

The participants alluded to the fact that asking open-ended questions had improved their

working relationships within teamwork. They portrayed a picture that there was more harmony

amongst the team members, respect for others in the teams, better attitude of working towards

common goals, opportunities for contribution in decision-making, and that employees felt valued

and validated with positive feedback and daily acknowledgment. The result was a cohesive team

where the team members were able to get along well with other group members and work toward

accomplishing the goals. Leonel said, "it has had a positive impact on my employees, I think it

has promoted team work. it has promoted self-worth amongst the team with individuals, and it's

definitely caused team to work together far better that they have worked before."

Table 6. *MI Enhances Teamwork (subtheme)*

Theme	*Quote*
MI enhances teamwork	I think I would say the things I already said, I think you would if you feel you need to improve collaboration in your team, I think MI would be the way to do it. (Gideon)
	I think it has promoted teamwork, it has promoted self-worth amongst the team with individuals, and it's definitely caused team to work together far better that they have worked before. (Leonel)
	I think it helps teams become more cohesive, I think it allows you to know the organization is moving toward a more reliability. I think it helps move toward high reliability, because these are strategies that help to support the culture. (Rosie)
	…The more information the more opportunity to have employees to buy in and to be in become integral part of every aspect of decisions or actions and you are able to accomplish things you don't have to a conflict with employees as much as they are actually involved with the way things are accomplished s when my staff comes to me and present a package of decisions, I ask what do you think? What would you do, why did you do that? What would be your thought? Why do you think they are asking for this information, and it's amazing at first when I did it they were very surprised. But now you come in and they are prepare to answer the questions for me and the other I think that you do when you do it like that I look at it as training next me that they maybe be able to have the skill and make the decision that I am able to make

at my age because I have given them the opportunity as employees to think

about why the decision where made in the first place so. (Gideon)

Lack of cooperation will make it go up, for a higher level of cooperation will

make it come down because the more accurately you work in accurately, I can

work behind you and vise vasa. So that cohesion is huge. (Kennedy)

impact on that team and they said this team we come starting February we

started using these techniques on the new team in the geriatrics and we are

AES scores, AES employees score significantly improved 31 out of

44categories. We know we still have work to do because they were so bold

that they did come up but we find that it has really tired to the confidence of

employees (Ruth).

Table 6 highlights how MI helped enhance teamwork. Gideon stated that MI is a way to improve collaboration in a team, while Leonel expressed that it helped promote teamwork and self-worth amongst the team. Rosie used the pronoun "we" numerous times in the interviews indicating inclusion of workers, and also team spirit. They worked as a team. Rosie thought that it made teamwork more cohesive and Gideon thought that it helped the workers become integral part of decision making, thus strengthening teamwork. Finally, Kennedy thought that it made the team more cooperative.

The MI strategies provided the opportunity for the participants to enhance cohesion in their teamwork through strategies of communication and engaging with team members. Rosie said, "I think it helps teams become more cohesive. I think it allows, you know, the organization is moving toward more reliability. I think it helps move toward high reliability, because these are

strategies that help to support the culture." As for Gideon, he employed collaboration and information provision to help increase the 'buy in' (cohesion), and ensured that he led the weekly meetings with his team where they shared the problems they were facing:

> The more information, the more opportunity to have employees to 'buy in' and to be in, become an integral part of every aspect of decisions or actions. And you are able to accomplish things, you don't have a conflict with employees as much as they are actually involved with the way things are accomplished.

According to Kennedy, cohesion was paramount, it affected the workflow and also helped to build trust between the leaders and the workers, which resulted in diminished anxiety and stress and increased efficiency:

> But internally the goal is to go with more cohesion, and workflow, so the more cohesive we are the better we work together, the more the work flows consistently. … So that cohesion is huge.

The MI strategies helped Ruth to boost the confidence of her new team members, with improved performance scores in 31 out of 44 categories.

MI empowers workers

Throughout the interviews, participants indicated that they were supportive of their workers. Susan talked about workers giving workers the tools they needed to be successful, while Leonel focused on affirming the workers by providing an opportunity for workers efforts' to be appreciated by the team members. Kennedy mentioned the importance of cooperation, while Ruth said she was supportive and aimed at building good working relationships. Gideon wanted to be a role model to his workers and so did Ruth, so they empowered their workers with

the hope that the workers would one day be the leaders. Kennedy said he enabled his workers in decision-making by asking them to "think more why they are making the decision rather than the expertise aspect." All these approaches alluded to empowering the worker.

Table 7. *MI empowers workers (subtheme)*

Themes	*Quote*
MI empowers workers	I get input from them and I ask that I get input from their staff. We usually have a retreat once a year where we talk about what, that big picture goals and that big picture vision and planning out so what do we want to do in our next year or two in order to move toward that. (Rosie)
	I think it goes back to that enabling of decisions we're asking people to. I think about more why they are making it rather that an expertise. Don't approach it with just your expertise, think more ramifications, I guess, into and I think we kind of approach more from that way. I think that is the biggest thing we have used that is working a little more beyond the action you are taking. (Kennedy)
	Being valued, first there are studies that show giving money only takes you so far, that there is a breaking point they don't give us money we are all underpaid. I got a decent bonus this year it definitely motivates me but I am telling you on a day to day basis you are not think about that I got a bonus in December, it's how my boss talks to me that motivates me and that is true for most people most people

	when you ask them why they left the last job they will say it was the boss. (Victor)
	I have a weekly staff meeting, and in that staff meeting is pretty much open for whatever they want ask or bring on the table, as I said I have an open door policy opportunity and able to address their issues I maintain an open-door policy to let my employees know that if they have any questions, I am always available for them... make sure that I am available for questions that the employees have and give them tools they need to be successful. (Susan)
	Daily acknowledgment of anything that they did do go above and beyond and in the morning huddles, we have a white board that we basically list assignments any special going on we also have a kudos!!area on the white board that we will write in a lot of times this comes in from other team members if somebody's helped them do part of their assignment or whatever they will give each other kudos!! (Leonel)
	Again, it goes back to being enabled, somebody actually telling you it is ok to make that choice with anything. You don't know what you don't know until somebody tells you don't know. …More I am telling you are doing it correctly, you are doing it the way it should be…telling somebody it is ok to make that decision. (Kennedy)

Table 7 illustrates some of the methods leaders used to empower workers, by involving them in decision-making, including having weekly meetings to ensure there is participation in decision-making, affirming the workers and also ensuring that workers were heard. Leaders worked at improving the communication between the workers and themselves by asking open-ended questions, listening, and not assuming they knew the answers. They also endeavored to incorporate workers into decision-making to make changes in the process. The leaders also thought it important to have clear expectations. Kennedy explained that "it goes back to that enabling of decisions we're asking people to. I think about more why they are making the decisions rather that an expertise." Kennedy also highlighted the important of affirmation and giving immediate feedback, encouraging the worker with the aim of building their confidence. All this was done in the teamwork setting where there was team cohesion. Kennedy added:

> Again, it goes back to being enabled, somebody actually telling you it is ok to make that choice with anything. You don't know what you don't know until somebody tells you don't know. …More I am telling you are doing it correctly, you are doing it the way it should be. …telling somebody it is ok to make that decision.

Gideon's focus was to try to understand where his workers were coming from so that he could help them. Gideon said that he now needs much more information, so asking open-ended questions helps people to open up. He continued, "the open-ended questions have done so many things to people, the confidence that they are able to have, confidence in the conversation, and discuss either sensitive things or insignificant things if one has that opportunity." He added "I would say open-ended questions have been probably the one thing that has really worked refining and become even more. Victor mentioned the importance of being valued:

Being valued, first there are studies that show giving money only takes you so far, that there is a breaking point. They don't give us money, we are all underpaid. I got a decent bonus this year. It definitely motivates me, but I am telling you on a day to day basis you are not think about that I got a bonus in December. It's how my boss talks to me that motivates me and that is true for most people most people when you ask them why they left the last job they will say it was the boss.

"On the other hand, Susan was willing to support the workers at any time, so she opted to have an open-door policy.

I have a weekly staff meeting, and in that staff meeting is pretty much open for whatever they want ask or bring on the table. As I said, I have an open door policy opportunity and able to address their issues. I maintain an open-door policy to let my employees know that if they have any questions, I am always available for them...make sure that I am available for questions that the employees have and give them tools they need to be successful.

Rosie opted to provide a big picture that allowed the workers to see the link between their work and the organization's vision and mission. She also provided them with information on how the work could be done, but also allowed them to contribute to decision-making regarding the work:

I get input from them and I ask that I get input from their staff. We usually have a retreat once a year where we talk about what, that big picture goals and that big picture vision and planning out, so what do we want to do in our next year or two in order to move toward that.

For Gideon, collaboration was the key. He focused on work that could be done in a collaborative manner by providing the resources for the work to be accomplished and enabling the workers to perform.

What I said is to be collaborative, and what needs to be accomplished, and then how to accomplish them. So it's putting the team together and talking about, you know, ways, things that you can reach toward, then align them to resources to make together to reach those things.

As for Ruth, gathering the workers and planning decision-making together was paramount. She thought it was important for the team to be on the same page.

We got everybody together from the executive director, myself, and we have a planning team which included folks from each one of areas to bring a whole office together…so I think about 20 people came together. We looked at what is our current state, what are our strengths, weakness, and options are, what are we? We define where we are we now, where do we need to go. Based on that, how are we going to measure whether we are successful.

Finally, Kennedy also believed in autonomy in decision-making for the workers and affirmation of the workers. Affirmation provided the opportunity for the workers to feel appreciated and that their efforts mattered.

Well I think that is probably the one, I must say that is the toughest thing we have, we just don't have a lot of incentive that you can give, so most of it really just kind of becomes again that freedom, the freedom to work, the freedom to make the choices to do the work and to feel empowered if to make decisions. Um, we don't have a lot of, for lack

of better words, happy situations that we deal with. That does not help any, but a lot of it just boils down to enabling a positive attitude.

In conclusion, empowering entails being supportive, offering affirmations, giving immediate feedback, collaboration, and understanding the strengths and weaknesses of workers in order to know how to support them. Providing information increased the buy in of the team members. Inspiring workers was a way of urging them to move forward. The opportunity for workers to contribute in decision-making helped to boost the workers confidence in decision that were made. The positive environment enabled the workers to collaborate and work together as a team to solve the problems.

MI Enabled Servant Leaders

Leaders were able to be genuine, honest, and affirm the workers, boosting the relationship between the workers and the leaders. The leaders felt that workers felt valued, that they were inspired and were engaged in their work. The leaders were able to respect workers' contributions and were careful to create psychological safety. The leaders learned the importance of being teachable, being transparent, and of self-development. The also because aware of the importance of growth and development of the workers. There was a general feeling of helpfulness from the leaders towards their workers, care and also friendliness. There was trust, honesty, and sincerity. Ruth had this to say:

> I think it is essential that we use that type of technique for engagement to make people feel heard and respected and they will step up to what you need…It is an essential tool to use for employee engagement.

Kennedy thought that it was important for leaders to be reminded that they may be guided by MI practices:

Sometimes as a leader you need to be reminded it is ok to do it this way, that you can use these steps, that you may be firm in one, maybe your whole tactic or all you have to do is to ask open-ended questions. …You need someone to point if out: oh, you know that is nice, but maybe you should summarize once in a while; that will pull them out.

MI strategies helped Kennedy become more self-aware, to listen more, and gave him confidence to ask someone to repeat what had been said so that he could understand:

Personally, it has made me even more aware… like just listening and even doing that better and not being hesitant to ask someone to repeat a question which I think is another thing which I think goes back to active listening…and I think it has made me more aware of asking open-ended questions, that it is OK to ask questions and have them open-ended. I don't know I'm really good at that. I am not as good as I should be, but it helped me more that way.

Victor felt it was important to be genuinely concerned, thus empowering his workers by giving honest feedback. He felt that MI strategies gave him an opportunity to be real and not superficial with his team.

It is more than just respect. It's more than just lip service. Like, I know you are doing great job...but it has to be open-ended questions: What do you think? How do you feel about this, even if you are doing it as an after action...am not here for you to validate me. I am working to validate you. That is the approach I am taking as one asking the questions.

According to Ruth, the MI strategies allowed her workers to participate in problem-solving. She used the open-ended questions that resulted in engaged workers.

> I am just like: "why don't you just do this and why don't you do that?" That was like trying to problem solve for them. And this MI really turned that around to say, that's actually not helpful because it does not engage them. They go and do what you said but it didn't become their solution. So I started using open questions and the prompting. ... Because it will work much better if they engage and develop an appropriate solution.

According to Kennedy, he was able to empower his workers in decision-making. He was also genuine and appreciative of the work done. He gave his workers the freedom to make choices and relieved the stress of micromanaging. As for Ruth, she was able to improve her mentoring skills. She was able to focus the worker she was mentoring, to empower her. Overall, she was able to ask probing questions to help the workers come up with their own solutions. Ruth highlighted the fact that MI had equipped her in being more specific in mentoring the younger staff members. She shared this vignette to illustrate how impactful MI had been on her leadership.

> I am mentoring a younger staff member…I gave her some opportunities to come to leadership meetings. Just really on the mentoring questions…every month I went to listen to whatever she was doing.

Ruth thought of using the MI strategies in the mentoring sessions and asked open ended questions. That propelled the younger staff member to clarify her goals and ways to accomplish those goals.

I started asking open-ended questions in my mentoring sessions. I asked, what is it you

are accomplishing or trying to accomplish? …The results was hat she started setting up

goals after those probing questions. In each session she started bringing her goals and we

would talk about them, thereafter, we would come up with how she was going to

approach them and she would talk about them.

Ruth was careful to listen, showing interest by taking notes of the what the staff was saying to

give them an opportunity for follow-up. It gave structure to their meetings and they were able to

accomplish much.

I would take some notes and then the next time we met I would remember to ask her

about them…Now, it was not about telling me things every month but she set up, she

knew she was going to report on how she did, and so it became very much more

productive. Just for the next time we met, so she would remember them and she always

had like really fabulous results, so like now she was telling me things like she knew how

she was going to do reporting and how she did once I refreshed and did that Motivational

Interviewing technique with her. Definably, there are many examples that was just of

them.

Victor honestly self-reflected and shared that MI made him connect more with his staff.

He was careful not to be overly directive but to have a positive attitude:

So I think those aspects MI are more of trying to connect with the other person, not only

on an emotional level, but having a meaningful connection, and that you become more

self-aware." And not something or finger wagging or directing that comes naturally to

me. That does not come naturally to me 'cause I feel like we are not going to get positive

results if we just to like each other.

Victor confessed that MI is not easy and not natural for him, but it has an aspect of positivity that

is needed for his position, that MI is a skill that needs to be learned and practiced. This was

especially true for Victor because he is a very cynical person and the nature of his job is to fix

problems:

> MI to me is that it does not come naturally as I don't know the words for it. Like having a
>
> positive, not experience things in a cynical way, that does not come naturally for me. It is
>
> really hard for me to do. I am cynical by nature and because of the work I do all I do is
>
> see problems every day. Nobody comes to me and say this is a great job, this is awesome.
>
> All I can get all day is: this is broken, this is broken, this is broken, fix it.

This is why he needed MI to help him with being positive.

> When you have a job at central office, all you do is to try and solve problems, then it is an
>
> over simplification. You know the expression that the only tool in the tool box is a
>
> hammer so all you see is nails? That's kind of what it is. If my job is to solve problems,
>
> then all I see is problems. I think Motivational Interviewing is supposed to be about being
>
> positive, I think it has an element of positivity to it, right?

The MI tool helped the workers feel like they had a sense of belonging, they felt respected and

included in the decision-making:

> I think that using those tools to help employees to feel that they are involved and they are
>
> not just an object to complete, and then understanding who the employees are is again
>
> about my own style of being a genuine caring person.

It was also bout being relational as Gideon asserted:

> I want to know about their home life, their background, what they did this weekend, how
> was Thanksgiving, what kind of food did you eat…I want them to share themselves as I
> share myself that way. And I think as you do that it creates opportunities for success. It is
> leading in a different way.

As for Victor, MI helped him to have his workers more engaged:

> I think it gets you a lot of engagement and…it decreases opportunities for dissatisfaction,
> conflict and it also…people understand why they are doing what they are doing.

> Rosie, in her role as trainer, alluded to the fact that there was positive feedback on the

training and that it had had a positive impact on the participants. She gave an example of one of

the participants who had reached out to her via email in appreciation of the training explaining

how impactful it was.

> Well, we, I know there was a, I think it was a geologist in the VA, who had gone through
> one of the trainings at their site. And that person emailed us a week later and said that
> they had, I think they had done or had been using OARS (opened ended questions,
> affirmation and summaries). And they used the process just for core conversation and that
> they were amazed at the difference, that the quality of the conversation was entirely
> different, and that they felt like it had strengthened the relationship between them and
> their direct report.

Ruth also mentioned that the training had helped her and her boss to be successful in a very

positive way, considering that they work at the very highest level, that the boss's office had new

challenges, and she had worked in bringing the program on keeping it together, getting it aligned

and getting it fully functioning. Gideon agreed that MI training had been impactful. That he has been able to define or refine relationships. He used open ended questions to help his workers see the wrong decisions they were making about wanting to leave work early. This was in a nonjudgmental attitude and environment. This challenged the workers and they owned up to their mistakes and changed the decision they had made. They appreciated him for taking time to be able to talk with them. This helped the solidify his relationship with these workers. Gideon said this seemed a simple story but he felt very proud that since that moment, his relationship with the employees has really changed. Whenever they have conversations, he considers the other persons' perception of him and his perception of the other person.

Leonel felt that MI had improved his handling of many situations. MI has improved how he interacts with his team, "I think it has improved my handing of many situations, it's improved how I interact with my crew my team, and I continually try and improve use of MI to try and continue to grow and improve the team."

Rosie was concise in stating that, "MI has made me a better leader." Rosie also bought into the importance of being intentional about the use of MI strategies: "I found myself intentionally using open-ended questions and reflections," especially when she was feeling frustrated, to ensure that she stayed on track in conversations:

> I intentionally made other choices the way I was going to communicate, and the conversation was really productive. I came away understanding where he was at. He came away understanding where I was at. And we were able to come to a shared understanding that we were both feeling good about.

Ruth said "but I think Motivational Interviewing just really forced it. Like do not come up with a solution for them, don't do that. First understand the issue and work on getting them to come up with solution." Victor said that MI had made him a more effective leader:

It has made me more effective...I get very high ratings on the survey. Like I am always in the top, not the top, but am always in that upper bracket. My employees tend not to leave. I have got employees that office created 2009, and when people do leave, three people leave and come back because they realized how good it was here.

Kennedy mentioned that MI helps the leader to transition into becoming more of a motivational leader. It helps to tap into the knowledge of the people you are leading:

I think that helps 'cause you are asking questions directed on how did you do it, at the end why? That makes a lot of difference too, so you are not just asking a lot of whys but they are the subject experts especially in this line of work because they are practically experts, but we don't necessarily look for personality and motivational type questions. I think it is better to ask those type of questions.

Kennedy highlights an important empathy aspect of the MI Spirit:

You must have some empathy…The empathy is great, but I think the bigger thing is that your empathy does not become sympathy… Where if you are empathetic with somebody, you can meet in the middle, have a common ground, common understanding and actually more common ground into situation and maybe even resolve to a goal, while sympathy will drag you backwards.

Kennedy worries that open-ended questions could cause disharmony in the conversation. He thinks it is important to avoid questions that can lead to arguments. Kennedy realized that just

the technique of open ended question can be problematic – there was need for a booster training to help with the better questions to remain in the spirit of MI:

> It's about the just open-ended questions. It is questions that don't create an argument…A question of why did you do that can be taken two ways, you know. It can be taken as a confrontation question whereas can you explain to me the steps you took in this, now we have changed the how things around, we have made it a procedural versus a what were you thinking kind of scenario.

Kennedy said that MI had made him more aware of important aspect of MI, feeling that it is impossible to use the MI strategies when one is not self-aware.

> I think is has made me more aware…and I think it has given me a cognizant point that I need to watch for…It could be more aware of how I was doing as far as listening. Was I really listening? Or was I just trying to jump ahead and reach a conclusion versus gathering information? I think that whole kind of thought pattern went into it. Just a lot more awareness. Was I actually paying attention or just kind stepping through it?

Table 8. *Enables Servant Leadership (subtheme)*

Theme	*Quotes*
Enables Servant Leadership	If you are a young leader and you want to learn some skills, it might be helpful for the future specifically when it leans towards communicating and collaborating then I would say that MI would be a way to do it. (Gideon)
	A lot of it is that fact that sometimes a leader you need to be reminded…. maybe your whole tactic or all you have to do is to ask open-ended

questions, you may not be aware of it …and you need someone to point if out, oh you know that is nice but maybe you should summarize once in a while. (Kennedy)

They come to me and I am just like why don't you just do this and why don't you do that? That was like trying to problem solve for them, MI really turned that around to say, that's actually not helpful because it does not engage them they go and do what you said but it didn't become their solution, so the I started using the questions and prompting, … What would be the pros and cons? Just getting them to come up with solutions. (Ruth)

She started setting up goals after those probing questions. Each session she started bringing her goals and we would talk about them. …and she always had really fabulous results. Now it was not about telling me things every month, but she set up goals, she knew what she was going to report on how she did, and so it became very much more productive... (Ruth)

I think Motivational Interviewing is supposed to be about being positive, I think it has an element of positivity to it right? (Victor)

Because, by empowering those workers is actually what enables everybody to gain the ability to make the decision. …so by enabling them to make those decisions and make them confidently then they make them competently after that, so you have discussed you can do it, and you have the ability then you can make your decisions. (Gideon)

I think that using those tools to help employees to fill that they are involved and they are not just an object to complete tasks, and then understanding who the employees are is again about my own style of being a genuine caring …again not as a kind of fake way of buying or earning trust but to use it as a genuine caring way of know who it is that I surround myself with. (Gideon)
I think it gets you a lot of engagement and a lot of buy in. It decreases opportunities for dissatisfaction, conflict and it also, when you have a more open way of discussing what your organization is about and why you are doing what you are doing when that becomes part of the discussions. (Victor)
I think they had done or have been using OARS (opened ended questions, Affirmation and summaries) and they used the process just for core conversation and that they were amazed at the difference that they quality of the conversation was entirely different and that they felt like am it had strengthened the relationship between them and am direct report. (Rosie)

Table 8 provides quotes on how MI enabled SL. For Kennedy, MI was a reminder to ask open-ended questions. For Ruth, MI taught her that telling people what to do does not engage them; she also learned that asking open-ended questions enabled her mentee to set up her own goals. For Victor, his working environment is not positive, but MI helps him remember that being motivational needs to be positive. Gideon, on the other hand, highlighted that empowering workers enabled them in decision making. He also learned the important of being genuine.

Victor mentioned that it helped in engagement and a lot of buy in, thus decreasing dissatisfaction and conflict. Rosie asserted that it helped in conversation and strengthen relationships. Finally, Gideon suggested that MI could be helpful for young leaders, specifically in communication and for collaboration.

Improved Leadership and Relationships (Resolution)

The result of incorporating MI in SL seems to have improved the leader's ability to communicate effectively with the workers as indicated by their narratives. They were able to better actively listen, ask open-ended questions, and give immediate feedback. They became aware of the importance of clarification and summarization. They were able to navigate difficult conversations. The result was productive conversations, improved relationships between the leaders and the workers, and also improved relationships between the workers and a positive working environment.

Training (Coda)

Even though not all of the participants remembered the details of the training, they incorporated MI into their leadership practice. Their experiences revealed that the SL/MI training practices had changed how they interacted with their followers, and in their eyes had made them better Servant Leaders. Although the participants did not seem to remember the details of the training, once I gave them prompts of MI strategies as a reminder of each aspect of OARS – Open-ended questions, Affirmation, Reflective listening, and Summaries – they all remembered and started talking about their experiences. Ruth said:

I didn't know if you had the material from the class that I think you will be referring to?
Because I think it was two years ago. I didn't have any of the current materials and I
didn't know if I would need them to refer to them.

I assured her that the questions would focus on her leadership style and she relaxed and
continued:

Ok good, I wasn't sure; those courses were so good. They had good objectives and really
good exercises, so I didn't know if you would be asking any specifics. That I wanted to
look for the materials, but unfortunately the IT people, they clear out your email and I
had gotten a new computer, so I was not, I didn't find any of the material. I think we can
do well with what I am doing I can certainly speak to that.

Gideon said "I actually don't remember too much. I mean, I don't remember too much about it at
all, but very true." But when reminded of the OARS he said, "I do, actually. Those things that
you mentioned are all part of the repertoire of things that you utilize in order to get the most out
employees." However, Rosie was well aware of the Motivational Interviewing, as you would
expect of one of the course developers, and easily discussed the strategies without having to be
reminded. Kennedy, Victor and Susan did not remember, but when I mentioned the OARS and
reminded them that the Motivational Interviewing was done in the afternoon, they recalled and
started discussing how OARS had impacted their leadership.

Challenges using Motivational Interviewing

MI did not always work smoothly for the leaders and they found it limiting in some
circumstances. Some leaders said that they were limited when leading their workers virtually,
that they preferred face to face communication. They found it hard to practice MI virtually

because they were not able to read the body language of the workers. Two others said that they find it hard to use MI when they are stressed, their default becoming directive. One said it is important to be intentional about using MI. Another said she attended the training four years ago and could not remember the details, that every time I mentioned Motivational Interviewing the participant felt intimidated and wanted to reschedule the interview, she said, I will need to look at my notes …" She added:

> I think I would like to review my notes if this interview is going to be based on what I did four years ago, but maybe a year would have been better. But to come back four years after that…

The participants seemed to really appreciate MI once I jogged their memory. At first, I was concerned that the term Motivational Interviewing did not resonate with the leaders. What they seem to remember was Servant Leadership, but not MI. I therefore decided to give them prompts of mentioned the OARS open-ended questions, affirmations, reflective listening and summarizing. Once they did remember, they started talking about their experiences. The skills they were most comfortable with were asking open-ended questions and listening. Most did not seem to have grasped the other MI skills. Ruth confessed that she found reflective listening very hard. Kennedy thought it was important to understand when you are summarizing what the worker said, and that you are not just making up your own words. However, they were all able to affirm their workers and boost their confidence and morale. Victor said he found it difficult to use MI when he is defensive.

The SL that included MI was completed a couple of years ago. The participants mentioned that they have been involved in SL self-development by reading books or online self-learning programs. There has been no refresher course, no follow up training, and no supervision

or coaching, nor was there evidence-based training. There was no one to give leaders feedback on how they were progressing with the skills they were taught.

The available feedback on the impact of the training was all anecdotal. Rosie, in her role as program developer, expressed the need to have evidence for the effectiveness of the trainings and not just anecdotal feedback back from the workers. She said "liking is not enough, there needs to be evidence, and this could help improve effectiveness of MI in the future." She mentioned that plans are underway to do a small experiment at one of the lower performing sites to see the direct impact. This would help to give a proper picture of the impact of MI on SL.

Another challenge was to "figure out how do we get this information and these strategies out there in a scalable way." The reason was to provide opportunities for people to practice the strategies successfully on a large scale. It was evident from the data that MI made a difference in the Servant leadership as expressed by Rosie, "I think it has strengthened my ability to kind of work out servant leadership philosophy, I feel like it has helped me to concretize it."

CHAPTER 5: DISCUSSION AND CONCLUSION

Summary of Results

Initially, before taking the SL training that included MI, the leaders directed the workers and provided solutions for their problems, but this all changed when they learned MI skills, in particular how to ask open-ended questions. The essence of the data I analyzed suggested that MI fostered relationships between the leader and the worker. MI provided tangible tools for servant leader and concretized SL. The themes were interconnected, and so it was a bit difficult to tease out separate themes, but ultimately four subthemes emerged from the central theme:

1. MI improves communication

2. MI enhances teamwork

3. MI empowers workers

4. MI enables Servant Leaders

These subthemes helped me to provide evidence of how MI fostered the relationship between the leaders and the workers. The participants were happy to have a tool that enabled them to navigate their conversations in a productive manner. The participants expressed that MI was able to enhance teamwork in the workplace, thus enabling them to get tasks accomplished. MI was able to empower workers. The idea of not providing solutions for the workers and letting the workers think of how to solve problems resonated amongst the participants. There was an overwhelming feeling that MI enabled servant leadership through self-awareness, improvement in asking questions, respecting, and giving the workers autonomy.

The purpose of this study was to explore the impact of Motivational Interviewing as a tool for Servant Leaders. I had anticipated that since SL and MI were linked by the foundational

philosophies, and because SL was more theoretical and MI more practical, MI would concretize

SL and enable the leaders to acquire skills to practice SL that could also be used as a tool for

motivating and engaging workers in the workplace.

The technical aspects of MI, primarily asking open-ended questions and listening to the

clients, seemed to have been the most utilized approaches to the SL leadership. From the MI

spirit, the most spoken of aspect was that of collaboration and they also subtly implied they

respected the workers and gave them autonomy to make decisions. Though the participants

explicitly connected the technical aspects of MI to their Servant Leadership, only a deeper

analysis revealed that the MI spirit informed their Servant Leadership practice.

Discussion of the Findings

An analysis of the findings led me to make four claims: (1) The relational aspect of MI,

primarily the open-ended questions, provide a concrete tool for servant leaders. The leaders did

not use the *technical* skills of MI. The technical aspect of MI are used to evoke change talk and

softening sustain talk. (2) MI Spirit, though it did not emerge directly from the findings,

indirectly supports SL. (3) MI is a skill set that takes time and practice to learn. I discuss these

claims in my narrative using the claims as my guides for the discussions.

Claim 1: MI is a concrete tool for Servant Leaders

The OARS relational aspect of MI, primarily the open-ended questions, provide a concrete

tool that the servant leaders can use to lead. Rosie expressed that "SL is a very kind of

conceptual theory, and the concepts feel kind of abstract with people, they kind of don't know

what it looks like in real life, and I think that MI helps operationalize SL, it helps to concretize

it." The participants also overwhelmingly spoke about how the open-ended questions and

listening aspects of MI had made a positive impact in their leadership and turned around their

relationships with their workers. "An open-ended question is one that invites a person to think a

bit before responding and provides plenty of latitude for how to answer" (Miller & Rollnick,

2013, p. 62). For Ruth, it transformed the relationship with the workers. "It was amazing, it was

a turnaround of what I encountered. When I came around they used to say, we are not doing that,

and we are not doing those. So, it seems to be a much better approach." As for Gideon, open-

ended questions improved his communication with his workers. He expressed that "MI has

improved my ability to communicate with employees and staff." Open-ended questions also

helped the participants to navigate difficult questions, Rosie shared that she was:

> …intrigued by having almost like a recipe on how to have difficult conversations, I loved
> how it laid it how just so simply, and provided what I find to be a pretty easy road map,
> to help me be more successful, so I liked that a lot I liked the um all the concepts around
> having and developing a sure plan unfold I like the emphasis on that.

As Miller and Rollnick (2013) point out: "Open ended questions often yield more information as

well as important things we might have missed had we been going down a checklist" (p. 64). The

workers, through open ended questions, were given an opportunity to come up with solutions to

their problems and contribute their ideas to the organization. Ruth said, "So, the one thing I

noticed was that you get a lot done and a lot faster, I ask the questions. I understand the issues

and they come up with solutions…." She continued: "Open questions helped them to understand

the clients." This confirmed Miller and Rollnick's (2013) statement: "Open questions help you

understand the person's internal frame of reference, strengthen a collaborative relationship and

finding a clear direction" (p. 33).

This study of MI has demonstrated that open-ended questioning was a practical way that servant leaders can use to engage their workers. Open-ended questions allowed leaders to engage their workers in problem solving and to come up with their own solutions. Leaders were able to engage in difficult conversations with their workers. They were also able to get work done faster. What I infer from my findings is that the technical aspect of MI and the MI spirit provided concrete ways in which the leader could engage with the worker.

Engagement enhances the establishment of a trusting relationship and mutually respectful working relationship. For Ruth, it turned around her relationship with the workers and changed her approach to leadership. For Gideon, it really changed the way he and his workers related. Open ended questioning within the MI spirit was a strategy to evoke change talk. The open ended questioning was used to empower the workers because the leader believed that the answers lied within the workers. This strategy is part of the engaging in MI, "Engaging is the process by which both parties establish a helpful connection and a working relationship." (Miller & Rollnick's, 2013 p. 26). Gideon shared:

> The employees have really changed. It has improved the way our relationship is, and when are having a conversation, I think the way I feel, vice versa, and the way you think I feel, and we come to a conclusion was very honest, and we collaborate and get another solution. Ok that's my story.

Open-ended questions played a role in enhancing engagement of workers in the organization. Hanaysha (2016), in a study on effects of work engagement, demonstrated that the workplace environment had a significant positive influence on the commitment of the employees to the organizations and that SL work environment is a key factor in employee engagement, for it has the potential to create positive work environment. From the participants stories, we can see

that this MI aspect of open-ended questions helped create a positive environment in the workplace.

Joseph and Winston (2005) investigated the perceptions of the employees' Servant Leaders and trust and organizational trust by using the organizational leadership assessment (OLA). The results demonstrated that a strong relationship between SL and organizational trust. SL leadership has positive impact on organizations by helping the institute interpersonal and organizational trust, thus further keeping the unity of the SL led organizations. The participants in this study shared that the MI aspect of open-ended question seemed to have provided a tangible tool to facilitate their conversations, and as a result built trusting relationship with their workers. Miller and Rollnick (2013) stated that MI was "a way of activating their own motivation and resources for change" (p. 15). The trusting relationship was built by the leader engaging the worker with open ended-questions. This communicated to the worker that the leader respected the worker, valued the worker's abilities, and that their ideas were important to decision making. This met the psychological need of the worker of the need to feel competent (Deci & Ryan, 1985). Collaborating with workers removed the power dynamic between the leader and the worker, thus creating trust between them. Ruth shared that one of her participants said, "I am interacting differently with my staff and I am seeing positive outcomes."

Collaboration is key in SL and MI provided one *how to* tool for collaboration. It was evident that, through open-ended questions, the participants invited "conversation on a topic, focusing attention in a particular direction" (Miller & Rollnick, 2013, p. 64). Collaboration was a way of de-emphasizing power differentials, and it was an act of yielding the hierarchical organizations, power differential, like Ruth did in her mentoring sessions with the worker. Collaboration allows the worker autonomy to make choices as demonstrated by Leonel, who

said: "I have always included my group, so the open-ended questions allow them the opportunity

to come up with ideas and operations to attain our goals and to best serve the clients." The

leader's aim was to support the worker to make decisions "confidently and competently" as

mentioned by Gideon. This could only happen in an environment where there is a trusting

relationship. It is evident that MI also allowed the workers to utilize their abilities, and also aided

them to have ownership of the tasks as demonstrated by Ruth:

> I started using the questions to really get them to get them thinking of coming up with the
>
> solutions like what are your options? …Just getting them to come up with solutions.

It seemed as though a limiting factor in asking open ended questions was the organization's

policies. Leonel was very conscientious in abiding by the policies of the organization and he

expressed that:

> …you still have limitations with the policies and procedures you have to follow in the
>
> organization. So at some point, no matter how good the ideas may be, they may not work
>
> and you just have to figure a way to communicate that, those trying to contribute and
>
> share their ideas and what not. At some point you may have to say: I like that change but
>
> unfortunately it doesn't go with the guidelines we have to follow so we have to go with
>
> the guidelines and procedures, so guess I see that as a limitation.

Affirmation.

Affirming is supporting and encouraging someone (Miller & Rollnick, 2013). Leonel affirmed

his team by giving them kudos, he said:

> Daily acknowledgment of anything that they did do go above and beyond and in the
>
> morning huddles. …We also have a kudos area on the white board that we will write in a

lot of times. This comes in from other team members if somebody's helped them do part

of their assignment or whatever, they will give each other kudos! And I just promote that.

Susan talked about affirming her workers:

As a leader, I make sure I encourage them, I let them know that the work they do is

important. I give little tokens in the meetings: gift cards of coffee, just something small to

let them know that they are appreciated, and to let them know that they are doing a great

job. And even though it is not recognized as it should be recognized, it's what they do

that it makes a difference.

Summarizing.

Summarizing is "reflections that collect what the other person has said, offering back as a

basket" (Miller & Rollnick, 2013, p. 34). Kennedy mentioned the importance of knowing how to

summarize. By saying "if you are not paying attention to what is actually being said and assume

you know, you missed that point but you don't know you have missed the point." He goes on to

say you might "end up summarizing in a manner that can make somebody defensive and not

always is a confrontation needed, but I think a lot of times when we are asking questions we are

summarizing."

Claim 2: MI Spirit is the Heart of SL

The SL training program adopted the MI Spirit and called it the heart of SL. This aligned

interpersonal acceptance of SL and MI, for the MI spirit lays the foundation of how the

practitioner/leader needs to relate with other individuals. Listening, empowerment, healing,

awareness and humility, authenticity, conceptualization and foresight, acceptance, empathy,

providing direction, stewardship were aligned in SL and MI, for they all seek to empower the

worker. Empowerment is part of the cluster of characteristics of SL (van Dierendonck, 2011). SL empowerment is aligned with MI empowering, which includes active listening and paying attention to non-verbal cues; empathy, which includes reflection, partnership, and affirming; acceptance, which includes autonomy, compassion, self-directing, partnership; and supporting, which includes engaging, focusing, evoking, planning, and confidence building.

   Listening.

Leonel said that listening helped him to understand what the worker was saying in a deeper way, "I had to use the listening portion because I need to gain ideas… and identifying those issues we were able to correct them and the whole issue was resolved." MI provides a way of listening, both verbal and non-verbal communication. The participants preferred face-to-face communications, which accorded the opportunity to see the non-verbal communication. They were able to listen to cues that were projected the thoughts and feelings through the non-verbal communication of the workers.

   Miller and Rollnick (2013) asserted that "behind good listening is a trust that it is useful for clients to explore their own experience and perceptions" (p. 49). Susan confirmed this by expressing that it helped her "to be an effective listener and that the employees know that they are part of the team and being a valuable." Listening provided an avenue for participants to understand and empathize with the workers and thus find ways to empower them. Ruth shared:

> Yeah, listening is really big to me. I know it really takes time, but it is so important for
> me to listen. You can hear where they are coming from and not um to guess. They need
> to be able to tell you. What is like and what is happening, so it is really a big piece

MI provided an in-depth description of listening and also entailed active listening and reflective listening. Reflective listening is foundational in the process of MI (Miller & Rollnick, 2013). MI Spirit is positively related to positive outcomes. A study by Gaume, Gmel, Faouzi, & Daeppen, (2009) revealed that the counselors with enhanced MI skills attained better outcomes generally and sustained effectiveness of the patient's ability to change, while counselors with lesser MI skills were effective mostly at high levels of capability to change. That reflection to question ratio related to outcome and outcomes Findings showed that it was important to prevent MI-inconsistent skills and to use MI-consistent skills, that how training is done and how the trainees are selected be should be centered on the general MI-consistent "*gestalt* than on particular MI techniques" (p. 151).

Unfortunately, I think due to lack of follow up training and supervision, Ruth did not seem well acquainted with the MI skills:

> I am not comfortable using that technique, so Jemima, I used to hear people say to me I hear you saying, and it seem such a cliché so I didn't., I am not comfortable reflecting back. I listen and I do make comments. I do clarification, but I don't normally say oh I hear you say…

Empowerment.

From what the participants shared, I inferred that they listened to recognize the workers' problems, concerns, values, goals, level of motivation and this gave the leaders impetus to empower the worker to come up with the solutions. Miller and Rollnick (2013) state that good listening is fundamental to MI (p. 48), and that reflective listening is foundational to MI process. Carl Rogers (1965) called it" accurate empathy" and Thomas Gordon, a student of Carl Rogers

called it "active listening" (Gordon, 1970; Edwards, 1997). Listening helped to recognize the concerns of the workers, value their contribution, and motivate them by facilitating them to come up with solutions. Empowerment in MI also aligns with SL. Empowerment is key in SL (Russell & Stone, 2002).

In the study, it was evident that the empowerment of the workers was key. Ruth expressed the way she empowered by saying "I am holding them accountable to come up with difficult solutions at work." The way to empower was done through affirming and valuing the workers' abilities to perform their duties. The leaders exemplified this through the use of MI open-ended questions. The leaders asked participants probing questions, they listened and incorporated their ideas and thus empowered the workers. For example, Ruth said that some people would go to her with issues with another employee they could not get along with. Ruth motivated them to think using the MI techniques. She would ask, "What are they telling you? Have you done listening? Have you been able to focus the goals to talk about Motivational Interviewing? Or to take a class if you have an opportunity because that has really worked for me." Susan shared that sometimes the people would come complaining about their boss, so she would ask open-ended questions on how the employee was respecting the boss, or "How are you listening? What are your boss's goals? Are they the same as yours? 'Cause that could be a conflict too." This helped to empower a disempowered employee who was very thankful.

In SL, empowering and developing people was the motivational aspect of SL, for it enhanced personal development (Laub, 1999). Empowerment in SL was well aligned with empowerment in MI. The participants illustrated how they empowered their workers by allowing them to contribute in goal setting, decision making, and problem solving. MI empowering encompasses several aspects, including partnership, acceptance, compassion and evocation

(Wyatt & Singer, 2015). How empowerment comes about in MI could be seen through what Miller and Rollnick (2013) stated, that acceptance demonstrated valuing an individual's worth and innate abilities. This led to the foundation of trust and belief, Gideon said, letting them know "I am on their side," that the other individual is fundamentally trustworthy (Rogers, 1980b, p. 271). This trustworthiness enables the leader to entrust the abilities. This was a MI strategy of engagement. Leaders therefore allow the worker to participant in decision-making, thus allowing them to use their talents, abilities and experience in the organization. This was evident in the way the leaders empowered the workers in this study. As the data suggest, MI's way of empowering the worker is by facilitating them to utilize their innate and otherwise acquired resources to make decision toward behavior change which was similar to that of SL. Ruth shared:

> …they come to me and I am just like, why don't you just do this and why don't you do that? That was like trying to problem solve for them and this MI really turned that around to say, that's actually not helpful because it does not engage them. They go and do what you said but it didn't become their solution.

Ruth learned how to use open ended questions and empowered her workers to think about solutions. In MI, empowering is about increasing self-efficacy, increasing self-confidence, and believing that one is able to achieve their goals. In SL, research showed that empowerment and trust was a major focus of SL (Dennis & Bocarnea, 2005) and Liden et al (2008) revealed that SL empowered through helping subordinates grow and succeed. SL was described as empowering and developing people by Sendjaya et al (2008). Empowering is pivotal in SL just as it is in MI.

Healing.

Healing in MI is aligned with the healing in SL leadership. MI aims at facilitating the individual to change their nonproductive or destructive behaviors that are not in tandem with their values to productive behaviors. This is a form of healing. What enables change is evoking change talk and resolving ambivalence. This is facilitated through partnership, acceptance, compassion, and affirming and using the open ended questions to evoke the change of having the workers come up with their own solutions. In SL, healing is recognizing that people being led have the opportunity to make themselves and others whole. Healing creates a psychological safety for the worker to use their innate abilities. In this case, Gideon provided the workers an opportunity to use their abilities:

> The relationship is about being collaborative, that they can come to me with their
>
> problems or solutions, or if I go to them with a problem, then I am open to a
>
> collaboration, discussion as well, as we can come to a solution kind together, for each
>
> other. So I just work at team that it has, that, that we are all working for the common
>
> solution. And if they have problems, they can come up and we address them as they go.
>
> Those problems can be alleviated through a mutual collaboration of topics.

What Gideon has described is recognizing their abilities by collaborating with them rather than directing them. This meets their need for feeling competence. The teamwork facilitated in meeting the need for relatedness and the opportunity to contribute ideas in decision-making helped meet the need for autonomy. These were all focused on facilitating the psychological healing of the workers as established by Deci and Ryan (2000) that when all three are met, a human being is psychologically healthy.

Awareness and Humility.

I aligned awareness and humility, because self-awareness in SL helps the leader to understand the issues of ethics and power dynamics. Humility in SL comes with self-awareness. Kennedy expressed his humility by stating, "I don't know I'm really good at that. I am not as good as I should be, but it helped me more that way." The participants also exemplified humility and self-awareness through initiating teamwork and collaborating and empowering workers to contribute in the decision making. MI was a way for power sharing with the leaders. As demonstrated by Kennedy, who expressed that "I am more of a cooperative leader." He encouraged his workers to "come to me when you have problems."

The participants described their approach to leadership as supportive and collaborative. They wanted the workers to have ownership, they wanted to develop a relationship. I inferred that they were self-aware based on what they said about their leadership approaches that were in tandem with what Spears (2010) stated, that self-awareness also enables the leader to become integrated and holistic in the approach to leadership (Spears, 2010). Their focus seemed to be on the growth and development of the worker. In MI, the practitioner must be self-aware so that they do not impose their values on the individual they are interviewing.

My argument is that self-awareness precedes humility. Peterson (2003) argued that SL are selfless, and humility was a key element of SL leadership. Sousa and van Dierendonck (2017) collected data from 232 people working in diverse companies and their findings revealed that humility was key in the top leaders in strengthening their leadership. In MI, Miller (2017) stated that humility is the in-depth knowledge of one's abilities and weakness, and gratitude, the acknowledgement that as humans exist in limited period and space" (p. 11). Acknowledgment

leads to the individual being humble and allows them to learn and hear from others. Rosie acknowledged the workers' ideas:

> I think that's kind of inspiring to people if they know their voice is going to be heard, even if things don't change necessarily, they will at least know it was heard and acknowledged. They will understand why we are not going in that direction.

> Kennedy, a high-ranking director in the VA, exemplified humility when he stated that: "Yes, they are the subject matter experts. I am here to basically guide them on the path of where they need to be." The participants exemplified humility when they would say they are not sure they are doing MI as well as they could. The participants seemed to be self-aware and also humble enough to include the worker in decision making and also incorporated their ideas. The participants also indicated that they were willing to learn from the workers, by accepting the ideas from the workers.

Humility was aligned in SL and MI because both depict that the leader's self-awareness of the limited time and space they exist in, that they are teachable and willing to learn from their workers. The participants consistently talked about valuing the contribution from the workers. as illustrated by Ruth:

> I want to be very supportive, so I came to the office to develop relationships and the trust of individuals. I am very collaborative, and in nature want to hear different points of view and really to help the really good experts come the best decisions and ways forward so working very much in that role, not top down management, but working together so, we are in this together here is the issue, what do we do to resolve it: and move forward.

Patterson (2003) asserted that SL are selfless, and humility was key in SL. I inferred that because the participants allowed the workers to participate in goal setting, problem solving, and decision-making, they exemplified humility and self-awareness. The participants were not threatened by the workers abilities; instead, they facilitated workers to utilize those abilities. Since I have already discussed at length how these leaders communicated with their workers, I will not hesitate to point out that the way they communicate with their workers by asking open-ended questions also exemplified humility and self-awareness. Listening more that talking is an important aspect in MI that alludes to humility.

   Authenticity.

Authenticity is aligned with both SL and MI**.** The characteristics of SL and the characteristics of the person using MI have a subtle requirement of being authentic. This is based on client centered and genuineness is key. For example, it is impossible to fake that you are listening or that you are a good listener. Leonel said:

> Again, if you are not a good listener, a lot of the other parts of MI are not gonna work. If you are asking for their advice or their processes, you gotta be willing to listen to be able to utilize those to help improve your processes.

Gideon also expressed humanism, the importance of valuing the workers as fellow human beings and not just the product or the workers as just objects of work. He said "I think that using those tools to help employees to feel that they are involved, and they are not just an object to complete tasks." He also demonstrated how he exercises being genuine:

> I want to know about their home life, their background, what they did this weekend, how was Thanksgiving, what kind of food did you eat and then and again, not as a kind of

fake way of buying or earning trust, but to use it as a genuine caring way of knowing who

it is that I surround myself with. …I want them to share themselves as I share myself that

way.

Conceptualization and Foresight.

The alignment of conceptualization and foresight is evident through the challenge to problem

solving. The participants did not solve the problems for the worker, nor did they give them

solutions, but they encouraged them to come up with solutions. This aligns with the fact that the

essence of MI is based on McGregor's Theory Y that valued their employees and believed in

their abilities, and thus incorporated their ideas of growth to the organization. The result was that

employees were accountable for their work. Therefore, in MI, the individual is facilitated into

realizing their values and goals. Thereafter, the interviewer facilitates the individual into

attaining their goals and to thus find solutions for their problems. While in SL, foresight is the

ability to intuitively understand the lessons of the past and present and predict the likely outcome

of a decisions of the future (Spears, 2010), thus giving the opportunity to use their innate abilities

to problem solve (Sims, 1997). Ruth illustrates:

> I started using the questions to really get them to get them thinking of coming up with the
>
> solutions…Just getting them to come up with solutions.

Leonel had this to share:

> I think it is a good tool, I think it is helpful for mainly new supervisors who are not
>
> exactly sure, or maybe do have the tools or sure in which direction to go to best lead their
>
> team. To them the concept of inclusion and acknowledgements is very important with
>
> any team communication allowing the opportunity to share their ideas and to contribute

to processes that work for the team. Again, if you are not a good listener, a lot of the

other parts of MI are not gonna work. If you are asking for their advice or their processes,

you gotta be willing to listen to be able to utilize those to help improve your processes.

Victor was not threatened by the employees' ideas, he was humble to accept them thus

empowering by believed in them, he expressed that:

> I got employees that come up with incredible ideas about stuff. I didn't come up with
>
> them, but I have given them the freedom and the space to look into this on their own and
>
> figure it out. They come to me and they like, hey I think we can revolutionize this aspect
>
> of work and I say great what do you need from me? I just try to help them get to where
>
> they think they can get to. That kind of motivation I think comes from giving the
>
> employees a sense of freedom and ownership of purpose and making sure they know that
>
> they are valued.

Acceptance.

Interpersonal acceptance is pivotal in the process of MI. This includes accepting the person's

values, goals, and choices, while allowing the workers to see if their behavior is in line with their

values. SL that include MI was a collaboration between the MINTy and the SL leaders.

Acceptance is part of the MI spirit, "without the MI Spirit, MI becomes a cynical trick, a way of

trying to manipulate people into doing what they don't want to do." (Miller and Rollnick, p. 14).

In this study, the servant leader participants were able to show acceptance through valuing other

people and showing Agape love. Agape love includes valuing people as stated by Laub (1999).

Bocanea (2005) also stated that Apape love was related to interpersonal acceptance. In MI

acceptance encompasses partnership, acceptance, compassion and evocation as expressed by

Victor:

> I have a positive relationship with them, I am very respectful of them. I prefer face to
>
> face contact or over the phone discussion of stuff to email. I try to make sure that we
>
> have the same common understanding of what our mission is, and you know and what are
>
> some of the ways that we can accomplish that mission and what are some ways that are
>
> unacceptable.

Gideon demonstrated it this way:

> I think my approach to leadership is to be an example for communication and outreach,
>
> and to be a collaborative and decision making, and to a involve those that have that may
>
> not, have probably have a better insight of the topic that we are discussing and making a
>
> decision on, and to take their input into decision before I move to. So I say collaborative
>
> as well as personal approach to leadership.

Empathy.

The SL training program adopted the MI Spirit and called it the heart of SL. This aligned

interpersonal acceptance of SL and MI, for the MI spirit lays the foundation of how the

practitioner/leader needs to relate with other individuals. The MI spirit aspect of acceptance

consists of accurate empathy. "Accurate empathy is getting the right understanding of what

another person is thinking, feeling, experiencing and meaning" (Miller, 2017, p. 7). Rosie

exemplified the MI Spirit through understanding the workers perspective, she said:

I think people know that I care about them as people, that I support their desire to grow

and develop, they know I think they feel like their expectations from me are pretty clear. I

think they know what my vision is for the office, and I feel like I, I have their support.

The participants were able to demonstrate that MI techniques could enhance the leader's

communication skills to help the leader communicate both verbally and non-verbally

interpersonal acceptance.

    Direction.

The overarching story in this study shows that implementing SL/MI changed leaders from

commanding and autocratic to engaging, thus providing a course for the workers. The

participants talked about collaboration as a way they provided direction. Gideon had this to say:

      The relationship is collaborative…I am open to collaboration, discussions as well as we

      can come to a solution kind together a for each other. So I just work at team that it has

      that that we are all working for the common solution and if they have problems they can

      come up and we address them as they go those problems can be alleviated through a

      mutual collaboration of topics.

Laub (1999) revealed that Servant Leaders provided guidance. Wong and Davey (2007)

demonstrated that Servant Leadership provided direction through inspiring and influencing

others. Barbuto and Wheeler (2006) revealed that Servant Leadership provided direction through

persuasion and mapping, while Dennis and Bocarnea (2005) depicted that Servant Leadership

provided direction through articulating the vision. Rosie illustrated her guidance:

      By making sure that they understand how their work ties into what our mission is, that

      they understand what they are doing is valuable and important and necessary and people

know that if they come to me with ideas am going to listen. That I will make changes in

our direction or in our approach our processes, if someone brings an idea to me I know is

going to move us in the right direction so they know that their input is listened to and

meaningful, and that change will happen.

Ruth said, that "the motivational training was actually taking it more further, it was helping me

to ask the questions get the heart to the matter, and so I see myself as always wanting to be

collaborative, not directive." She was being directive in her goal of getting the heart of the

matter. Ruth also mentioned that in her mentoring sessions, she was able to write down what

they had discussed so that in the follow up sessions she could bring it up and she was able to give

feedback and guide the discussion. She said she also gave the mentee "some opportunities to

come to leadership meetings" as a way of promoting worker growth, this was being directive.

Victor's way of providing the course was hands off, but he was available to assist the works

when they needed help. Kennedy also was available to assist the workers when they needed help,

his way of providing direction was also hands off.

In MI, the interviewer provides direction as part of the process. However, this happens

once the individual decides on a goal (target behavior). The leader then helps direct the

conversation to remain in the realm of the target behavior, by selectively eliciting and responding

to the individual. Victor said that he encouraged the workers to come up with goals because they

would have ownership of those goals and would work very hard to ensure that the goals were

met. All he did was to support them. Motivational Interviewing (MI) method is appropriate when

there is a clear goal to be achieved.

Stewardship.

Commitment to growth of people is the ultimate goal for both SL and MI. Stewardship is in tandem with the spirit of Motivational Interviewing in that it emphasizes acceptance of the other individuals. This encompasses compassion, support of autonomy, partnership, and evocation. Stewardship was aligned to MI in that Servant Leadership is centered around the ability to serve others' needs and the commitment to inviting workers to leadership meetings, and helping them set personal work related goals as a way of facilitating their growth of the personal, profession, and spiritual. In Motivational Interviewing, the interviewer is a facilitator working in partnership to assist the client realize their values and goals, and to create a supportive environment through a conversation for the client to achieve behavior change. Ruth illustrates how she was a good steward of ensuring that her workers get along with each other:

> Sometime people would come to me with an issue with another employee, they really cannot get through to them or cannot get them motivated. I think at that point I could use those techniques. I would say, what are they telling you, have you done listening, have you been able to focus the goals to talk about Motivational interviewing or to take a class if you have an opportunity because that has really worked for me because sometimes employees come to me about their boss and they say they can't work with that boss, and they are good employees, they are trying really hard but they are not getting really their relationship is retrained and I suggested some of the same things you know like the issue on respect, how are you listening, what are your bosses goals, are they the same as yours coz that could be a conflict to. And I get a lot of positive thank yous.

In MI, the leader strives to ethically converse with a worker while honoring the wisdom within the worker and not imposing one's will, but fostering the growth of the worker toward the

worker's own goals. Ruth also demonstrated how she allowed autonomy to her workers, she shared that she was used to telling the workers what to do, but after the MI training she was able to let the worker solve their own problems. She worked hard not to provide solutions for them because she wanted them to come up with their solutions.

MI is based on a partnership where there is "an active collaboration between experts" (Miller & Rollnick, 2013, p. 15). They further stated that MI is not "something done by an expert "to" or "on" a passive recipient, a teacher to a pupil, a master to a disciple, but a collaboration. They describe a partnership as a deep acceptance of what the other person contributes. That "MI is "done "for" and "with" a person. People are the undisputed experts on themselves" (p 15). It is on this premise that I argue that the participants indirectly exemplified MI spirit, which is the heart of SL, just as Rosie told us in the beginning of this narrative. Collaboration seems to provide an avenue for the participants to practice MI Spirit of showing compassion, evocation, and acceptance which includes absolute worth, affirmation, autonomy, and accurate empathy to their workers.

Acceptance. Acceptance refers to having an attitude of deep acceptance of what the other people contribute. The participants' leadership approach was person/worker centered, where the participants were able to value the person's worth and capacities. They esteem those who are being led and draw out the person's creativity (Sims, 1997). Ruth showed this by developing a relationship of trust with the workers. She said, "I am very collaborative in nature, and want to hear different points of view and really to help good experts become the best". Gideon expressed that his approach was that of "collaborating with the workers, being genuine with them and creating an atmosphere of trust where the workers know" Rosie's approach was that of care and

support and she enabled her workers "desire to grow and develop" This indicates that their

approach was person centered.

Collaboration. The participants also indicated that they collaborated with the workers in

goal setting. Ruth shared that "we got everybody together from the executive director, myself

and we have a planning team which included folks from each one of areas to bring a whole office

together." Gideon expressed that it was about being collaborative, knowing what needs to be

accomplished, "and then how to accomplish them. So it's putting the team together and talking

about, you know ways things that you can reach toward then align them to resources to make

together to reach those things." Rosie share how she sets her goals:

> We usually do that through discussions. I will have a sense of where, kind of update
>
> picture view of where I think the office should be headed, and how I want us to scope our
>
> work and I share that with my senior staff team. We get input from them, and I ask that I
>
> get input from their staff and we usually have a retreat once a year where we talk about
>
> what that big picture, the goals and that big picture's vision and planning. So what do we
>
> want to do in our next year or two in order to move toward that? I think it's really
>
> everyone. I think people feel included in starting that kind of direction, but they are able
>
> to do that by having a vision that is coming from their leadership.

Rosie used the pronoun "we" numerous times in the interviews. This implied that she saw herself

as part of the team and collaborated with the team members. When it came to solving the

problems again, it was collaborative Gideon who stated that:

> The relationship is about being collaborative, that they can come to me with their
>
> problems or solutions, or if I go to them with a problem then, I am open to a collaboration
>
> a discussion as well as we can come to a solution kind together.

Partnership. The participants also stated that, prior to receiving the SL training that include MI,

they were directive in the leadership approach and solved the problems for the workers by

providing solutions, but after the training they changed their approach to that of evoking

solutions from the workers. MI provided a tool for them and, although they did not use all the MI

aspects, they used the open-ended questions that helped them to become less directive and more

collaborative. As demonstrated in Ruth's illustration, she was directive but changed after

receiving the SL training that included MI:

> So many times when I am a leader, they come to me and I am just like why don't you just
>
> this and why don't you do that? That was like trying to problem solve for them and this
>
> MI really turned that around to say, that's actually not helpful because it does not engage
>
> them they go and do what you said but it didn't become their solution, so the questions
>
> and the prompting I started using.

Again, in Ruth's approach to mentoring she was able to engage them by asking questions, she

said:

> I do a lot of mentoring and people ask me if I several clients and I mentored new young
>
> staff, and I started using the questions to really get them to get them thinking of coming
>
> up with the solutions like what are your options? What would be the pros and cons? Just
>
> getting them to come up with solutions.

Compassion. Compassion is about keenly promoting others' wellbeing, prioritizing their

needs and seeking to benefit them and not ourselves (Miller & Rollnick, 2013). Leonel expressed

that MI **"**promoted teamwork; it has promoted self-worth amongst the team with individuals and

its definitely caused team to work together far better that they have worked before." Susan stated

that MI "helped me to be an effective listener and that the employees know that they are part of

the team and being are valuable." She also sent out a "weekly motivational quote to motivate

them**."** Susan also had an open door policy to help address the workers' issues. She said, "I have

a weekly staff meeting and in that staff meeting is pretty much open for whatever they want ask

or bring on the table. As I said, I have an open door policy opportunity and able to address their

issues." Susan also cared for the wellbeing of the workers by removing them from the stressful

environment. She said:

> I take a break, take them away from the stress because the job can be very stressful.
>
> 'Cause sometimes we go for the meetings and no one recognizes them, so I take those
>
> opportunities. Sometimes when we discuss these things in our general conversation, how
>
> can we support the governance structure? What things can we do to improve? I think by
>
> doing that my employees see that they do have input on what we do for the office they
>
> can help to bring change.

Kennedy expressed the importance of empathy; in MI empathy is an aspect of

acceptance, and it is an "interest and effort to understand the others internal perspective, to see

the world through her or his eyes." (Miller & Rollnick, 2013). Kennedy said:

> I think you must have, you must have some empathy, especially when you are in the
>
> organization. You have come up through some sort of ranks so you know, kind of what
>
> most people have been through on the working end of it or in the stressful ring around

this whole thing, having to deal with deadlines having to deal with patients it's all there.

We understand that part. The empathy is great but I think the bigger thing is the, your

empathy does not become sympathy.

Kennedy continued to say that:

Where if you are empathetic with somebody, you can meet in the middle, have a common

ground, common understanding and actually more passed something into common

ground into situation and maybe even resolve to a goal. While sympathy will drag you

backwards.

Respect. Respect is the interest for the other person to grow and progress as they are. It is

not manipulation of the other (Miller & Rollnick, 2013). Kennedy expressed how the SL/MI

training had helped him grow, he said, "I am very aware of finishing people's sentences, I have

had to step back and wait, and I think that is part of patience of my part, that I did not have

before.

…like just listening and even doing that better and not being hesitant to ask someone to

repeat a question, which I think is another thing. I think goes back to active listening, you

heard it. Did you understand it? Why do we always worry about not asking people to

repeat the questions? I am not sure what that comes in. I think we all catch ourselves

doing that, and I think it has made me more aware of that again made me more aware of

asking open ended questions, that it is OK to ask questions and have them open ended. I

don't know if I am really good at that, I am not as good as I should be, but it helped me

more that way.

The results of my study suggest that SL characteristics are in tandem with the concept of the MI Spirit. MI helped to concretize SL and was very practical as reported by the participants. MI could be used to develop the characteristics of a Servant Leader. Leaders also indicated that they provided psychological safety (Zuckoff, 2002) for their workers through collaboration, being supportive, caring, being concerned, being considerate, and being sensitive towards their workers' needs. This suggest that they were incorporating aspects of MI Spirit, whether wittingly or not. However, Servant Leadership has a broader focus on the community, unlike Motivational Interviewing that focuses on the individuals in the community. Servant leadership aims to build the sense of community in large institutions, because the large institutions seem to have replaced the traditional local communities due to the move of people/workers from their local communities into large institutions (Spears 2010).

Claim 3: MI is a skill set that takes time and practice to learn

I had assumed that all of the participants would have the MI skills and that they were using a SL approach to leadership. However, most of the participants except the key informant could not remember the MI portions of the SL training that they had attended. They could remember some aspects of SL, but were vague about MI if they remembered it at all. I reminded them that the SL training was in the morning and the 2-hour MI training in the afternoon and this helped them recall. I also gave them some cues by mentioning OARS to help them remember the MI training they had received. This jogged their memories and they started narrating their experiences with MI. I have concluded that the reason they did not remember the specifics about MI is that is takes time and practice to learn MI. MI is not a particular procedure, but rather a combined set of concepts and skills. There are about twelve tasks that one needs to master:

- Understanding the underlying spirit with which MI is practice: partnership, acceptance, compassion, and evocation.

- Developing skill and comfort with reflective listening and the client centered OARS skills.

- Identifying change goal toward which to move.

- Exchanging information and providing advice within an MI style.

- Being able to recognize change talk and sustained talk

- Evoking change talk

- Responding to change talk in a way that strengthens it

- Responding to sustain talk and discord in a way that does not amplify it.

- Developing hope and confidence

- Timing and negotiating a change plan

- Strengthening commitment

- Flexibly integrating MI with other clinical skills and practices. (Miller & Rollnick, 2013, p. 324)

The first four fundamental skills could help a leader in engaging the workers, as we have seen from the findings. However, it takes time to master these skills. It is important to practice reflective listening and to receive immediate feedback. A coach would be helpful to provide the feedback and a coach could use the preexisting coding systems to give more reliable feedback during practice. The coach could then point out the specific areas that the trainee needs to focus on. I believe that the best way to increase MI skill development is to ensure that the trainees receive ongoing feedback and coaching on how they are performing, and how they are incorporating the MI skill (Hettema, 2006).

From their stories, it was clear that these participants did not remember the details of the training because it was completed two to four years prior and there had been no follow-up of the training. No feedback, no supervision, and no coaching had taken place amongst these leaders on how to use the MI skill. Yet if they had taken place, MI is a skill that can be learned in relatively brief timeframes with improvements in the skill (Hettema, 2006; Miller & Mount, 2001). The organization may have developed a proper strategy on how to implement SL that included MI in the VA. However, the organization was unable to continue with the SL trainings that included MI due to change in priorities.

Studies show that there has been inconsistency in the use of MI skills. Hettema et al. (2005) carried out a study across target problems and the results demonstrated inconsistent efficacy of MI across settings, population specific problems and service providers, similar to what I found in this study. Lack of consistency of MI skills could be negative in the MI process as shown by the Apodaca and Longabaugh (2009), who reviewed and evaluated mechanisms of change in MI showing that inconsistency of MI behavior by the therapist led to worse outcomes.

One leader said that they would be careful to use the open-ended questions, that I had reminded him of what he was supposed to be doing. I interpreted this to mean that the participants did not seem to have support of the leadership skills. They had to look for the follow up leadership trainings by themselves. The impression I got from the participants was they would prefer if the management organized their leadership development.

Significance of findings: MI concretizes SL

The findings of this study, though from a limited number of participants, have provided some insights on MI as a tool for SL. My study, in a small way, has contributed to the literature on MI as a tool for SL in the area of motivation and engagement.

As we have seen from the illustrations of the findings, MI concretizes SL by providing a tangible tool for servant leaders to take home to apply in their leadership. The participants perceived SL as conceptual. The tool was the technical aspect of MI, primarily open-ended questions, but also listening and affirmation. The findings from the seven interviews revealed that MI enabled the participants to apply a practical tool to use in the leadership. They were able to better engage with their workers by improving the way they communicated with them. They did this primarily by asking open-ended questions. Open-ended questions helped them to probe for more answers and thus get to the heart of the issue. One participant expressed that MI provided a recipe of how to have difficult conversations. The findings also showed it was easier to use the MI skill of open-ended questions in dyads or in small groups and harder to incorporate the same skill in large groups.

MI helped the SL to foster their relationships with their workers by empowering workers, enhancing team work, and enabling Servant Leadership. One participant expressed that MI helped to define and refine relationships. MI aligns with SL for the characteristics of a servant leader are enhanced by the MI.

MI spirit supports SL by creating a conducive environment for collaboration. A one-time training of SL/MI might provide the foundational training of the skills, but MI takes time to learn

because MI is a myriad of skills and needs a coach or a supervisor to assist in giving feedback

and helping in the development of the skill.

Did I answer my research questions?

My research question was: How has Motivational interviewing skills impacted the skills of the

VA leaders who attended the Servant leadership training that included Motivational Interviewing

method? My findings are suggestive, but not conclusive. They revealed that using some aspects

of MI, especially open-ended questioning, made a positive difference in leadership, so imagine

what would have happened if leaders had integrated even more aspects of MI? I could say that

my research question was partially answered. This is because only one participant used all four

MI skills because as a trained psychologist she had used MI before in her practice as a clinician.

The rest of the participants used the tools they were comfortable with, which were mainly open-

ended questions and listening.

The participants did not state that they used the all aspects of the MI Spirit, but they did

mention that they were caring, supportive, and had the aim of developing the workers. They did

not explicitly state that they were empathic or used acceptance, but they were sensitive towards

the workers' needs. The did not state that they used reflective listening, but they provided

opportunities for their workers to contribute their ideas in the area of decision making through

collaboration. None of the participants mentioned that they were compassionate, but they did

imply that they were non-judgmental towards their workers. Gideon did not judge his workers

but used open ended questions to make them think of the decision they had made about leaving

work early. The workers got insight on how wrong they were and came up with a different

solution. This is an important aspect of MI and SL, where the interviewer/leader exemplifies

unconditional positive regard, however there is need to apply other interventions when this does not work like for Leonel's case. He had a difficult worker. Leonel tried many interventions to help the worker change behavior but nothing worked, the only solution was when the worker left the organization.

As they narrated their experiences, I could sense that they were compassionate and truly cared for their workers. The participants mentioned numerous times that they were collaborative. This was an indication that the power dynamic between the leader/participant and the workers was that of equals and not the top down where the leader has all the power and the worker is subordinate.

Limitations

Leadership Structure. My findings are particular to the VA, because the participants were all volunteers from the VA, and the data was limited to the leaders' narrative and the leaders' perceptions. The participants may not represent all the VA leadership, for these participants had undergone the SL training that include MI. These results may not be generalized to other organizations because the study focused on the leaders who had attended the SL that included MI training in the VA. The leadership structure in the VA is different from the leadership structures in for profit or even for other nonprofit organizations that do not receive federal funding.

Most critically, my study did not interview workers, and therefore could not triangulate by participant. A study that included the worker supervised by these leaders could have provided richer findings from the worker perspective about their leaders. A study with the perceptions from both the leaders and the workers could have allowed the researcher to compare the

workers' data with the leaders' data and thus provide a more complete and comprehensive analysis of the role MI plays in SL.

Training. The SL/MI training was one day, SL was done in the morning and MI was done in the afternoon. There was no follow-up of this training and there was no supervision or coaching. Even though the training informed the participants of the SL and MI, the participants needed practice, feedback, and coaching or supervision for the participants to gain proficiency in the skill. Moyers et al., (2007) carried out a randomized control trial of 129 behavioral health providers allotted to get workshop training and enhancements to learn MI. The results suggested need for increased investment in resources and incentives for counselors who are at the starting position in learning MI skills to gain from the training.

Due to lack of follow training, the participants did not seem to remember the specifics of the MI training and needed to be reminded. SL that included MI trainings were done more than two years ago and there was no follow-up training, neither was there any coaching, supervision and feedback on how the participants were progressing with the use of the skill. This resulted in the participants forgetting the specifics of the MI training. Dr. Miller in his interview with Jason B. Adams & Michael B. Madson (2006) raised a concern that it is easy in a complex intervention to "get watered down, misinterpreted and misused when it spreads so rapidly. That there are more people who believe that they are using MI think actually do" (p. 102).

Saturation. I was not able to reach saturation in data collection due to the strict rules in the VA on data collection. For example, I could not do snowball sampling due to high privacy restriction about other employees' information, which might have helped me gather more participants and more interviews. I could have also used the same to gather information from the workers had this approach been permitted.

Documentation: There was restricted access to the documents and the workers. There was no data from the workers. Not all the participants gave feedback on the scripts in regard to member checking, assuming that that my scripts depicted the interviews.

New area of research: MI in leadership is a new area and there was very limited literature to review. The only option was to use the literature on MI that is based on behavior change from a clinical/ psychological perspective and not from a leadership or management perspective.

Implications

This was the first qualitative study on MI and SL. The study was exploratory on how MI could be used as a tool for SL. The insights gained from this study could open doors for future studies on MI as a tool for SL in organizations. Therefore, numerous studies could emerge. The insights from the study could be useful in religious organizations and organizations that are focused on helping people in behavior change.

The MI instruments that are used to measure MI spirit could be used to measure the heart of SL, since MI Spirit was incorporated to be the heart of SL. Additionally, to incorporate MI as a tool in an organization, there must be buy in from the top management, followed by a strategic plan and implementation. There must be follow-up training and/or coaching and supervision to help the development of the skill. Lack of follow up supervision or coaching may lead to misunderstanding what MI actually is. Participants will end up using some aspects of MI and not all, thinking they are using MI. MI may not be useful in all situations, such as when there is severe mental illness or low IQ, because MI also needs people who can deal with abstract of ambivalence or people with a personality disorder who need validation and invitation for change

thus setting limits. With this said, other interventions may be needed. MI works well in small

groups and not large groups however, one must be intentional about using the MI skills.

Implications for the VA

The findings of the training of SL that included MI revealed that the participants were using the

relational aspects of MI in their leadership. However, it was not very clear if the participants

understood that the MI skill set included the use of all the four OARS concurrently and not just a

piece or two. Despite the fact the participants were not very conversant with the MI skill as a

whole they used the parts that they could remember. They felt that open-ended questions and

listening produced results. It was clear that the lack of follow-up training made the participants

feel abandoned, even though the participants appreciated the training because it equipped them

with a tangible skill. I recommend that the VA provide a follow-up on how to practice the tool,

supervision, and feedback on how they were using the skill. The brief intervention of MI, the MI

spirit and the use of OARS (while interviewing the participants) bore positive results, for the

participants were appreciative and were motivated to use the open-ended questions. It was clear

that the participants needed support from the top management.

Need for leader's self-awareness

My argument is that self-awareness precedes the awareness of the other person's needs. The

findings imply that it is important for a leader to be self-aware. This will enable to leader to be

aware of his needs and the worker's needs, and will be sensitive towards workers, and seek to

meet the workers needs in order motivate the worker. As a result, the working relationship

between the leader and the worker is enhanced. It also creates a positive working environment

where the worker can be productive. Therefore, the focus of the leader is not so much to get the tasks done but to create the environment in which this work can be done.

Heart of SL is equivalent to the MI Spirit

It is important for leaders to embrace SL, for in this organization, the heart of SL corresponds to the MI Spirit. From the illustrations in the findings chapter, we have seen how collaboration played a major role in the working relationship between the leaders and workers. Collaboration provided an opportunity for the leaders to be participatory in the organization. Collaboration also helped to boost the relationships between the worker and the leader. Although SL does not explicitly talk about collaboration, it provides the opportunity through the SL leadership characteristics for the leader to collaborate with the worker. Collaboration in goal setting is pivotal in both SL and MI for it provides the impetus of the direction for the employee and also enables the worker to have ownership of the process. After collaboration, evoking skills of MI could be incorporated within SL during goal setting, and in decision making for "evoking occurs when there is a focus on a particular change and you harness the clients' own ideas and feelings about why and how they might do it (Miller & Rollnick, 2013, p. 26). Evoking could also help the servant leaders to prompt the workers towards change by giving them an opportunity to voice their motives

Need for sustained training in SL that include MI.

As much as the participants said that they had positive results from using open-ended questions, there was inconsistency in the use of the MI skills among participants. Miller and Rollnick (2013) stated that "in reviewing MI sessions we listen for the four particular counselor responses to change talk" (p. 183). It is important to incorporate all four OARS skills: open ended

questions, affirmations, reflective listening and summarizing when using MI. The participants

did not use all four MI skills concurrently, except for the key informant because she was a

trained psychologist and had used MI in her clinical work before. Therefore, there is need for

sustained training in SL that include MI.

Implications for Theory

This study was confirmatory of the theories that I discussed in the literature review. The themes

fostering good relationship, empowering workers, enhancing team work, and enabling SL

confirmed McGregor Theory Y that the attitude the leader has towards the worker and the belief

in the worker's innate abilities enables the worker to take responsibility. The participants

frequently mentioned that they were collaborative, thus acknowledging the abilities of their

workers. The findings also highlighted Herzberg theory of intrinsic motivation by the self-report

from the participants that they did not come up with solutions for the workers. This was a way of

encouraging the workers to use their intrinsic motivation. The participants mentioned that they

met human needs of the workers such as the need for competence, the need for relatedness, and

the need for autonomy. This was demonstrated through the relational aspect of MI. Additionally,

MI as a way of being that has its roots in Carl Rogers, Client centered therapy, and humanism

(Moyers & Martin, 2003).

Stogdill (1950) asserted that leadership entailed interacting, influencing, reorganizing and

organizing activities perceptions of those being led with the aim of achieving a common goal

within a group of people (Bass, 1990, p. 19-20). This study suggested that MI skills such as

asking opened ended questions, listening, affirming, and collaboration used by the leaders,

fostered relationships between the leader and the worker, and that MI provided tangible tools for servant leader and concretized SL.

Research shows that organizations that utilize their employees' strengths are more likely to have engaged employees (Rath, 2007), and that engaged employees are more inclined to remain committed to their organization (Schaufeli & Bakker, 2004). Work engagement was defined as a "positive, fulfilling, work related state of mind characterized by vigor, dedication and absorption" (Christian et al., 2011). The participants reported that opened ended questions helped them draw out the workers ability to come out with solutions, and that this also helped them to engage with the workers.

Thus, the leaders were able to meet the workers human universal psychological needs. These human psychological needs are a sense of relatedness (connection with others), autonomy, and a sense of competence (Deci & Ryan, 1985). Deci and Ryan (2000) asserted that when all three needs are met, a human being is psychologically healthy. One of the sub themes was that MI empowered the workers. Relational, social cultural, and psychological aspects could be perceived as psychological empowerment (Liden et al., 2000).

The participants ascertained that they involved their worker in goal setting. Goal setting studies (Porter & Latham, 2013; Prichard et al., 2013) revealed that goal setting could be used to increase employee performance. The workers ideas were incorporated during the goal setting thus involving the workers in goal setting and also acknowledging their abilities, thus engaging the employees. When employees were motivated, the employees engaged themselves in their duties, exerted effort in their work, and persisted in performing their duties to meet their goals (Kanfer, 1990; Kanfer & Frese, 2019).

Because goals are pivotal in both Servant Leadership and Motivational Interviewing, it is crucial for leaders to motivate their workers in order to achieve the organizational goals; collaboration was the avenue the leaders used to involve the workers in goal setting. Rosenthal et al. (2009) stated that confidence in a leader was exemplified though trust, competence, working for a greater good, shared values, results, and being in touch with people's needs and concerns. The study suggests that through collaboration, affirmation, listening and acceptance, and asking open ended questions, the leaders were able to develop and positive working relationship with the workers.

Bass (1990) described leadership as the ability to consider the employees' expectations, values, and interpersonal skills. This was exemplified through collaboration in goal setting and also in allowing the workers to come up with solutions to their problems. The study suggests the leaders who had attended the servant leadership training workshop that included MI typified being visionary, having clear goals, and the ability to develop good interpersonal relationships with employees; the leader were also able to believe in the employees' abilities, so they supported them in decision making, affirmed the workers by recognizing their achievements. Additionally, Avolio (2005) acknowledged that self-awareness, ability to self-regulate and self-develop, vision, experiences in life, their culture, and the leader abilities were factors that influence leaders. The study suggested that MI enabled the leaders to become self-aware and were able to articulate the vision to the workers.

The study was also confirmatory in that SL characteristics and MI method are in tandem. There were indications that the SL/MI training improved their relationships with their workers and that there was behavior change when the technical aspect of MI was used by the servant leaders. MI provided a way to operationalize the SL. This implied that there could be a possible

alignment of the characteristics of SL and the method of MI; however, this is subject to further study to verify this implication. From my findings it was clear to me that the MI and the characteristics of SL were aligned, and that MI was able to concretize SL. My conceptual framework showed that MI fostered the relationship between the SL and the worker and that MI ameliorates communication, supports empowering of workers, enhances teamwork, and enables servant leaders.

Implications for Literature

My study provided a small contribution to help fill the gap in the literature on MI as a tool for SL There had not been any empirical research on Motivational Interviewing as a tool of Servant Leadership.

Implications for Practice

The findings of this study cannot be generalized to other organizations. However, from these findings we can infer that the findings might be transferable, that it may very well be useful to implement SL/MI in other organizations. The findings have made a case to combine SL/MI training in other organizations, both for profit and nonprofit. The findings revealed that there was lack of continuity of the SL training that included MI in the VA. This could have been due to lack of well incorporated policies of the organization. My suggestion is that analyses of the current leadership approaches being used in the organization should be carried out. Analysis of the leadership policies of the organization should also be carried out and then revised if necessary to adopt SL and include MI. This would include an analysis of the organizational culture and the nature of the organization. A needs analysis of the workers job satisfaction and what they think of their leaders is also important to help know the areas that need improvement.

Thereafter a report should be compiled and a report and present to the management. Management should then proceed with the implementation of the SL/MI training. It is paramount that the implementation of the SL training includes MI and that program offers ongoing training, supervision, and coaching of the MI Skills. There is also a need to monitor fidelity to SL and MI and see how well they integrate. Miller and Rollnick (2009) asserted that MI has a myriad of skills and thus needs significant training and supervision. It is very important that there is either a follow-up training and or supervision, coaching and feedback provided to the participants on their performance of their skills in MI. Finally, there should be an evaluation for the training so that the training could be improved before proceeding. SL/MI should be adapted into the leadership culture. However, management needs to be aware that it takes time to build an organizational culture and that they will need patience.

Recommendations for Further Research

This was the first study to explore MI as a tool for SL. In my literature review, I was able to align MI characteristics with those of MI methods in an attempt to show how MI could be used to concretize SL. The findings revealed that MI is able to concretize SL. However, the participants were self-confessed servant leaders who were using the MI skill in their leadership. There was no survey done to ascertain that the participants were actually applying SL and MI in their leadership approach. A quantitative study on MI as a tool in organization could verify that SL was the leadership style. There should be an SL instruments to measure and prove that the participants were using SL approach to leadership. Likewise, there should be MI instruments to measure if the participants were using the MI method. I suggest the "Motivational Interviewing Treatment Integrity" (MITI), and Motivational Interviewing Skills Code (MISC) per Miller and

Rollnick (2013, p. 326). In order to get the best-rounded data from the participants, a mixed methods study might include interviews and observation, and MI coding could be very useful.

To get the perceptions of the workers about the leaders, there should also be data collected from the workers to verify that the leaders followed SL and MI practices and to get their perspectives on the effectiveness of SL/MI. There needs to be specific research on each aspect of MI technical skills that are aligned to SL, as well as the relational skills and the MI spirit.

There is need for further study on MI as a tool for servant leadership. For there to be a sufficient research on MI as a tool for SL, there needs to be a mixed method study. The qualitative aspect should include observation of the leader worker relationship. There should also be data collected from the workers, and focus group discussions from both the leaders and the workers. The workers must be included to give their side of experience from the leaders who indicate that they are practicing SL that includes MI. Data collection from the interviews should be able to reach saturation. There should also be coding of the use of the MI skills using the available coding methods. There should be SL instruments used to verify that the leaders are using the SL model and MI skills. It would be good to explore MI as a tool for SL in other organizations with a different purpose and a different structure of leadership.

Conclusion: A Call to Action

Leaders everywhere should embrace Servant Leadership and Servant Leaders should explore the use of MI as a tool for motivation, for this study has revealed that there is a need for SL to embrace the MI spirit and to gain proficiency in the technical skills of Motivational Interviewing.

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APPENDIX A: VA IRB approval

Institutional Review Board
New Mexico VA Health Care System
1501 San Pedro SE • Albuquerque, NM 87108

10/3/2019

Madeleine Goodkind, PhD
1501 San Pedro SE
Albuquerque, NM 87108

Dear Dr. Goodkind,

On 10/3/2019 the NMVAHCS IRB reviewed the following:

Title of Study:	Motivational Interviewing: A Tool for Servant Leadership
Investigator:	Madeleine Goodkind, PhD
Study ID:	19-H294
Submission Summary:	New Research
Documents Reviewed:	

-Initial Review Application 9/3/2019
-Protocol 10/1/2019
-Protocol addendum 9/6/2019
-Recruitment email 10/1/2019
-Call back script 5/20/2019
-email script: schedule interview 10/1/2019
-phone interview questions 9/6/2019
-email script: confirm transcript
-Consent 9/6/2019
-Request for consent and HIPAA waiver for recruitment 9/26/2019
-Request for minimal risk review
-Personnel 9/6/2019
-FCOI 2019 M. Goodkind
-FCOI 2019 Organ
-Credentialing memo: M. Goodkind 2/6/2019
-Credentialing memo: J. Organ 10/3/2019
-ISO review 9/6/2019
-PO review 9/10/2019
-Scientific review 9/26/2019

Review Category: Expedited category 6: Collection of data from voice recordings made for research purposes; and Expedited category 7: Research on group characteristics employing survey, interview, and program evaluation methodologies.

Determinations/Waivers: The NMVAHCS IRB approved the study as follows:
-Research poses no greater than minimal risk
-Approval date: 10/3/2019

1

APPENDIX B: UNM IRB approval

From: Linda Petree <no-reply@irbnet.org>
Sent: Tuesday, April 23, 2019 9:23 AM
To: Jemima Organ <jeorgan@unm.edu>; Mark Emmons <emmons@unm.edu>
Subject: IRBNet Board Action

Please note that University of New Mexico (UNM) IRB Main Campus has taken the following action on IRBNet:

Project Title: [1419865-1] MOTIVATIONAL INTERVIEWING: A TOOL FOR SERVANT LEADERSHIP
Principal Investigator: MARK EMMONS, Ed.D.

Submission Type: New Project
Date Submitted: March 29, 2019

Action: APPROVED
Effective Date: April 22, 2019
Review Type: Facilitated Review

Should you have any questions you may contact Linda Petree at petreel@unm.edu.

Thank you,
The IRBNet Support Team

www.irbnet.org

APPENDIX C: Consent Letter

Summary of the Research: You are being asked to participate in a research project that is being done by Jemima N. Organ (co- Investigator) a Ph.D. candidate at the University of New Mexico, under the guidance of Dr. Madeleine Goodkind Psychologist at New Mexico VA Health Care System (NMVAHCS), Albuquerque.

This research is designed to explore the impact of the Motivational Interviewing training with the aim of identifying changes that leaders have experienced in their interactions with workers after training.

You are being asked to participate because you are an employee of the VA, who is a direct supervisor and you have agreed to be contacted to participate in this study. A total of 13 supervisors will participate in this research. Participation in this research is voluntary and you may choose to end your participation at any time. Your decision to participate or to not participate in this study will not affect your relationship with the NMVAHCS.

The research will involve a telephone interview with the co-Investigator lasting 30-50 minutes.

This consent form contains important information about this project and what to expect if you decide to participate. Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. Your participation in this research is voluntary.

What you will do in the project:

You will be asked to read this informed consent carefully, print it out, sign, and return it to us in the envelope provided. We will provide a copy of the signed consent for you. You will be asked to participate in an audio recorded interview over the phone by the researcher. Your participation

in this project will take a total of 30- 50 minutes. You are free to skip any question that makes

you feel uncomfortable and you can stop the interview at any time.

Following the recorded interview, the researcher will send you a copy of the transcript to verify

the accuracy of the information you provided during the interview. You are free to make

corrections on the transcriptions. This will take you about 10 minutes.

Risks: It is possible that the interview questions will cause you discomfort due to talking about

your experience with Motivational Interviewing method. You are free to decline to answer any

question that may cause you anxiety. You will choose a private place to conduct the interview

and our conversation will be conducted in a private setting. We will make every effort to protect

your confidentiality while audio recording, and we will assign a pseudonym to your recording to

ensure anonymity. Only your contact information (name, email and phone number) will be

collected for purposes of contacting you. This information will not be shared outside the study

team, and all study data will be stored under your assigned pseudonym.

Benefits: There are no direct foreseeable benefits to you from participating in this research.

However, it is hoped that as you volunteer to participate in the interview the process will help

you reflect on your leadership process. The study may benefit the VA by demonstrating the

benefits of Motivational Interviewing.

Confidentiality of your information: We will take several measures to protect the security of

all your personal information. The NMVAHCS Institutional Review Board (IRB) oversees

human subjects research, compliance officers, and VA oversight agencies such as the OHRP, the

VA ORO may be permitted to access your study record. Your name will not be used in any

published reports about this project.

We will use a pseudonym to identify your comments in a transcript of written responses. Electronic information including audio recordings and study pseudonym codes will be stored in a VA computer drive that is password protected and only accessible by the study team. Paper files of signed consents will be stored in a locked file cabinet in a secured office area. Your signed consent will be stored separately from the study data. The audio recordings will be stored in VA computer drive that is under VA security. The data will NOT be used or shared for future research.

Use of your information for future research:
Your information collected for this project will NOT be used or shared for future research.

Payment: You will not be paid for participating in this project.

Right to withdraw from the research: Your participation in this research is completely voluntary. You have the right to choose not to participate or to withdraw your participation at any time without penalty.

If you have any questions, concerns, or complaints about the research, please contact: Dr. Madeleine Goodkind (505) 265-1711 email: madeleine.goodkind@va.gov

 If you have questions regarding your rights as a research participant, or about what you should do in case of any research-related harm to you, or if you want to obtain information or offer input, please contact the IRB. The IRB is a group of people in the VA who provide independent oversight of safety and ethical issues related to research involving people. The IRB can be contacted through the NMVAHCS office of Research:

NMVAHCS Office of Research, (505) 256-2810, email: ABQVAResearch@va.gov

Research-related injury: In the unlikely event that you are injured as a result of taking part in this study, the VA will provide necessary medical treatment at no cost to you unless the injury was due to your not following study procedures. Further information about your legal rights can be obtained by calling the VA Office of General Counsel, Pacific-South Region: 602-212-2091.

CONSENT

By providing your signature below, you voluntarily agree to participate in this study. You will receive a signed and dated copy of this consent form.

_____   _____/_____

Name of Subject (print)   Signature of Subject Date

APPENDIX D: Letter to the Participants

Hello

I am writing to your because you attended a training on Servant Leadership that included

Motivational Interviewing. I am seeking to carry out research for my dissertation.

My Name is Jemima Organ. I am a doctoral candidate in the Organization, Information and

Learning Sciences program at the University of New Mexico. My research is on Motivational

Interviewing as a Tool for Leaders to Motivate Workers. Part of the process is to gather

information from leaders who have undergone Motivational Interviewing training and have been

practicing MI for the past six months or more. My definition of a Leader for this study is one

who is a "direct supervisors for at least 10 or more people."

The purpose of this email is to invite you sign consent for this study on Motivational

Interviewing research. Your voice is extremely valuable to me as a researcher and to the body of

Motivational Interviewing research for it will play an important role in understanding and

improving Motivational Interviewing in leadership.

I appreciate if you consider participating in a 30-60-minute interview. Please kindly respond to

this email with your decision. I reassure that you that your responses will be confidential. Only

me as the researcher and will have access to your responses. I will integrate your responses in my

dissertation, and they will be quoted anonymously when needed.

If you have any questions or concerns about this study, please contact us via email

Regards,

Jemima Organ

APPENDIX E: Interview Questions for the Project Leader

What prompted you to implement the Servant leadership training? When did this training begin?

What are your expectations for servant leadership?

Please describe your servant leadership program?

How many trainings have they carried out so far?

What is the intent for the MI training?

What changes did you want to see in the VHA leadership?

What are the results so far from the trainings or what is the feedback from the trainings so far?

Have you noticed any difference amongst the trained leaders? Please describe. Can you share a story?

Are you also, incorporating MI in your leadership? If yes, so Is it ok for me to ask you the interview questions after I finish this section of questions?

Is there any documented/pamphlets information about the program that you are allowed to share with me?

APPENDIX F: Interview Questions for the Leader

<u>Interview questions with the Leaders</u>

Greet and review the consent

Begin Recording

Interview questions

Work

- What is your nature of your work at the VA? Please describe.

- How long have you been doing this work?

- How would you describe your approach to leadership?

- *Tell me more about your relationship with your workers.*

- How do you think about motivation? How do you motivate workers?

- How do you set goals?

  Now am going to ask about MI

- Can you describe what you learned about Motivational Interviewing?

- Tell me how your experience has been since you received the MI training?

    a. What aspects of MI were you already using before the MI training?

    b. Have you come across any conflicts/dilemmas where MI and SL are not in alignment?

    c. What aspects of MI did you find intriguing? What aspects of MI did you find challenging?

- What other training might you have had in MI? In SL?

MI in Leadership

- How has MI impacted your leadership?

- Tell me about a time you used MI as a leader. What were the circumstances? What aspects of MI did you use? What happened? How did it start? Then what happened? What was the conclusion?

- What are the limits of MI in leadership?

- What impact, if any, has using MI in Servant Leadership had on your employees?

- In your opinion, is MI a good tool for leaders? If yes, please explain.

- How has learning motivational interviewing affected you as a person?

- What suggestions or comments do you have for making MI adaptable for leaders?

- If you had a chance to talk to a leader about MI, what are the important aspects you experienced using MI as a leader that you would talk about?