CREATING A MOTIVATIONAL INTERVIEWING LEARNING COMMUNITY

Guidance from the Motivational Interviewing Network of Trainers (MINT)

BACKGROUND

What is a learning community?

A learning community or learning network is a real or virtual network of **practitioners** and /or **trainers** who all practice or who are interested in developing practice in the same arena, in this case, Motivational Interviewing. A community can be both a resource and a home for resources, and also a forum for the development of practice.

What is Motivational Interviewing?

Motivational Interviewing is an approach to supporting people to make behaviour changes where they may be very ambivalent about the way forward. It is a counselling conversation style used by helpers to facilitate an individual's own motivation for change. A more formal definition is:

> Motivational Interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion."

Miller & Rollnick 2012

Who practices Motivational Interviewing?

MI started as an approach which was mainly used in the drug and alcohol field. And in many countries today it is seen as one of the key planks for good practice in drug and alcohol interventions. However, for many years it has also been used by practitioners in a huge range of fields. For instance, in the prison service; in mental health; parenting; anticipatory care; health behaviour change initiatives, and anywhere where practitioners support people to make changes in their lives. The list is enormous.

What is MINT? (and what does it offer?)

The Motivational Interviewing Network of Trainer (MINT), is the 'home' of MI https://motivationalinterviewing.org/ . It is an international network which provides MINT-endorsed training for new MI trainers. But very importantly it also provides a real and virtual forum for debate, sharing, and development for skilled MI practitioners whose passion for and belief in MI has led them to want to train and support the development of other practitioners. Most MINTies want to create and influence a culture of good practice and are committed to constantly questioning and extending their own practice in order to be able to do this better. They are also committed to becoming the best trainers, teachers, guides, and coaches that they can be. They recognise that being a great trainer is more than being a great practitioner.

MINT is truly a participant-led and shaped organisation. MINT provides the source of current thinking and practice about MI and about MI training. But more than that, with members from all over the world, it provides a unique opportunity for people to come together as a community, both in real time, and virtually.

MINT Incorporated organises a Training for new MI Trainers (TNT) every year in different regions of the world, and at the same time, a Forum at which MINTies from all over the world come together to share learning and laughs, and jointly shape the direction of motivational interviewing practice. Taking their lessons back to their own local learning communities.

MINT members can get involved in many different ways, from presenting at the Forum, to delivering the TNT, to contributing to one of the many MINT committees working to develop quality in MI or reaching out to regions of the world where MI is not well established. MINT now supports and endorses local MINT Chapters and affiliated groups in many regions of the world. Your local MI learning community could become a Chapter, and the official voice of MI in your country. Contact The Motivational Interviewing Advisory Committee miac@motivationalinterviewing.org for more information.

BECOMING AN MI COMMUNITY OF PRACTICE

For the purpose of these guidelines, we will use the four Motivational Interviewing processes (engagement; focussing; evoking; planning) to consider how a learning community might develop.

A. Engagement

How do you facilitate participation, ongoing involvement, ongoing relationships?

Your community may grow from very small beginnings, for instance, a training course where the participants just want to be able to keep in touch. Or you may plan a network together with some other like-minded practitioners, and launch it at an event, such as a seminar or conference. Whatever the beginnings, a community is about **relationships.** It is a collaboration of people who share interests and experience and who want to develop in partnership with each other. That needs nurtured. All members need to feel equal participants and to have equal opportunities to participate, in the absence of any discrimination or stigmatisation.

And as with all communities, the more people contribute the more they will feel connected, able to help others learn, and to learn from others.

Fidelity to the 'spirit' of MI, of partnership; evocation; acceptance, and compassion, gives good guidance for engagement.

Also faithful to MI is the need to take an asset, or strength-based approach. This means identifying, acknowledging, using, and building on the strengths of all members of the community network, and also identifying the wider assets that the community has access to.

Making connections

Ways of bringing people together:

- Virtual contact: Use social media and web-based community sites. Both Skype and Zoom are wonderful ways of meeting in real time online whilst being able to see all participants, share screens, and even record conversations. If your community is very wide-spread virtual contact makes it possible for everyone to feel involved and to get to know each other.
- Get together for meetings; trainings; seminars, workshops, and development days.
- Get together to identify goals and values and make a plan. Identify individual and shared responsibilities.
- Coaching groups can be a great way of coming together to look at practice. These could be led by identified MI coaches, or be participant led.
- Training together helps create a strong bond.

Developing group identity and purpose always takes care and time. It might be worth thinking about the three group needs defined and described in a model trademarked by John Adair:

Adair states that three main domains must be considered in order for a group to work effectively, and disfunction in a group can usually be attributed to neglect of one of these areas.

Adair's Model of Group Needs
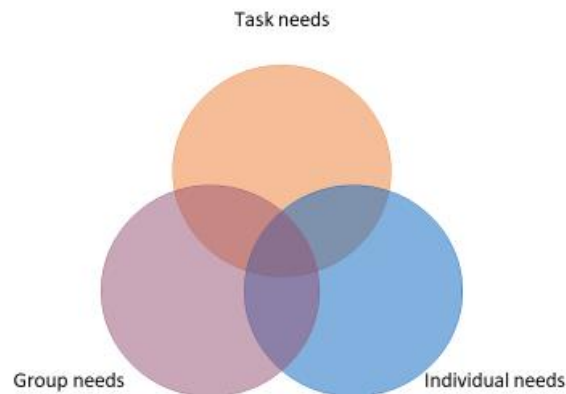
- **achieving the task –** Is there clarity? Is there agreement? Is there a plan?

- **managing the team or group –** Are there shared values, norms or culture? Are there efficient methods of communication? Does everyone participate?

- **managing individuals-** How are the needs of individuals being met? Does everyone feel included, accepted, and valued?

B. Focussing

How do you develop a shared sense of purpose that can sustain the group over time?

Clarity of purpose is key. A group may be able to develop a sense of vision together. What is your vision for MI in your workplace or your area? What is your vision for this group and how it can contribute to that? Members need to know where this group may be heading, and specifically, what it might offer to the locality or region, and to them as members of the community of practice. This will all take time to develop together.

Members may also want to identify shared values and principles which they feel should guide and underpin the work they do.

Some possible goals and objectives follow:

Overall **goal** of an MI learning community:
- To influence a culture of good practice using MI in appropriate settings in a particular region or locality.

You could pick **objectives** from amongst the following:

- To provide a forum for learning, discussion, and development of motivational interviewing practice
- To enable individual practitioners to increase **knowledge**, develop **competence,** and increase **confidence** in practicing motivational interviewing through sharing knowledge, support and experience
- To enable individual practitioners to explore **attitudes and values** with regard to MI
- To enable practitioners to make **connections** with others
- To enable practitioners to consider the role of MI in the context of their daily work
- To identify MI champions who can make the case for MI in the workplace
- To enable practitioners to understand the role of MI in complementing and underpinning other approaches to behaviour change
- To enable practitioners to consider the values and principles of MI and their congruence with their daily work
- To establish a shared agreement regarding guidelines for fairness and inclusiveness in delivery of MI (ensuring equality of opportunity; cultural sensitivity; protecting equality and diversity, and reducing the impact of inequalities).
- To create opportunities for shared learning and development
- To create opportunities for coaching and feedback
- To create opportunities for involvement with the MINT organisation through the development of MINT trainers and through creation of MINT Chapters where appropriate.
- To provide a real or virtual home for information about MI, examples of practice, and debate.
- To provide a bank of MI practitioners able to be trained as MI trainers

Principles and values for learning communities
What is most important to you in how you work together? For instance:
Partnership; respect; participation; openness; equality of opportunity; democracy; quality assurance; use of clear and simple language.

MINT has guidelines for using clear language (GROAN). It also has guidelines for avoiding conscious and unconscious bias and unfairness. These are the equality and diversity guidelines. You might want to think what these might really mean for your community.

You can also make a commitment to addressing, or not increasing, health inequalities using MI, and consider what this might look like.

C. Evoking

How do you facilitate the learning itself? What helps the community to learn and grow together?

Developing competence and confidence

Access to basic information about MI:

- You can find lots of information about MI through the website https://motivationalinterviewing.org/ . The key written guide is ***Motivational Interviewing: Helping People Change*** (3rd edition 2013), by Steve Rollnick & William Miller. Getting this translated into your language would be very useful, although it has already been translated into many different languages. There are other references at the end of this guide.

Access to practitioner training in MI:

- Contact MINT Incorporated through the MINT website for information about existing MI trainers in your area. admin@motivationalinterviewing.org If there are none, they can circulate requests for someone to deliver training through the MINT members list. Some MI trainers might be prepared to do this only for expenses, others might want a fee. It can also be worth getting in touch with MINT committee MIAC (Motivational Interviewing Advisory Committee), who like to know about new regional communities, and who may be able to support. Make sure that trained practitioners get together for future development sessions.

How do you know you are doing MI?
One of the most important things we know is that attending a training course is not enough to be able to develop competence, and practicing, and scrutinising practice after training is essential. There are a number of ways of doing this:

- **Self and peer assessment** – what are we looking for in good practice? There are lots of models and coding tools which enable you to scrutinise practice which can be recommended and are found on the MINT website:. https://motivationalinterviewing.org/motivational-interviewing-resources

  Coding tools, alongside coaching and feedback, develop MI practice by focussing on specific skills or competencies and proficiency in those. For instance: MITI 4 ; MICA; MIA-STEP; 'MI-Practice Blueprint' http://www.jeffallison.co.uk/assets/Uploads/MI-PBJuly2016_3.pdf You may also find other locally produced self and peer assessment proformas.

- **Being a reflective practitioner**. Give yourself enough time to step back and think about how your work has gone. What have your learned, - both from what went well and what did not go so well? What does this mean for your future practice? What do you need to develop in particular? See Gibb's Reflective Cycle: https://www.mindtools.com/pages/article/reflective-cycle.htm

Gibbs Reflective Cycle
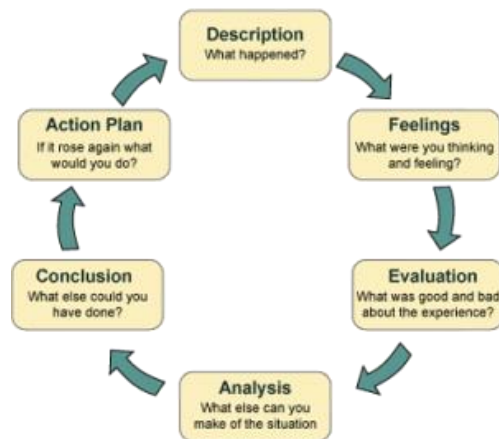
When practitioners are trainers it is necessary that they ask the same cycle of questions of their trainees at all stages in training (Kolb's Learning Cycle: "What happened here?"; "What did I feel about it?"; "What did I learn from that, or take away from it?"; "How does that link with what I already know, or what research tells me?"; "So what are the key learning messages from this?"; "How will this influence my practice in future?").

- **Coaching and feedback**: You to need Identify people willing to give time as MI coaches and organise local coach groups. You might want to set up training courses for MI coaches, and provide ongoing support. The coding tools already mentioned can be used as frameworks for coaching.

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  MI Training for New Trainers: this might be the annual MINT TNT, or a MINT-endorsed TNT, or might be a non-MINT endorsed local training. Contact MINT Org. for more information. If you have community members who might be interested in becoming MINT trainers they will need to submit a recording with evidence of competent practice. This will then be coded using MITI 4 and the application assessed. If you want to arrange a local MINT-endorsed TNT then contact admin@motivationalinterviewing.org

D. Planning

What steps might the community take now, and how might they work towards future goals?

First steps

Make a plan. There are many planning templates, but it is worth looking at Logic Models. http://evaluationsupportscotland.org.uk/resources/127/
https://mycommunity.org.uk/resources/logic-models-and-templates/

What is your vision?
What do you want to be different, in the short-term and in the longer-term?
What tasks would need to be achieved?
What events do you want to see happening?
Who might be involved?
How do you ensure participation? How do you reach out?
How will you evaluate?

Responsibilities and timescales
Who will do what and when?

Resources
What might you need?
What is available? What are your strengths and assets?
What about support from local or regional institutions and agencies?
How can you source extra resources?

E. **Evaluating your community**
It is worth thinking about how your community is going. What are its achievements, and what might be its problems? What does this mean?

F. **What is the pathway for becoming involved in MINT?**
Individuals who want to become involved in MINT first need to be accepted for MINT training, and for this they will need to submit a recording of an MI interviewing and an analysis of practice which demonstrates good MI proficiency. They can then attend the yearly Forums, and become involved in the debate about MI, and the governance of MINT in many ways. MINT has recently established a certification process for MINT endorsed MI Trainers.

If members of a learning community feel that they would like to become more formally affiliated to MINT, they can contact admin@motivationalinterviewing.org or the Motivational Interviewing Advisory Committee miac@motivationalinterviewing.org .The group would be likely to have a focus on MI training and not just MI practice. Affiliated groups do not have to be formal Chapters.

Or, if the group has a number of MINTies amongst its members, a steering group or management committee could be formed to submit an application to become a formal MINT Chapter. This application and associated bylaws would have to conform to MINT guidance. Help and support will be given by members of the MIAC committee (Motivational Interviewing Advisory Committee). Once the application meets all criteria, MIAC will recommend approval of the Chapter by the MINT Board.

A Chapter is the only local organisation which will be formally approved by MINT as being a mouthpiece for motivational interviewing practice in that area. Voting members can only be paid-up members of MINT, but all Chapters are encouraged to reach out to non-MINTies and will have many non-MINTie members.

G. **Being part of an international community**
There is a great joy in meeting MI practitioners, trainers, and thinkers from all parts of the world. All have slightly different views and practice, and all contribute to the richness of the development of MI practice and training practice. It can be incredibly comforting in difficult times to know that in so many places there are people who live and practice the principles of the spirit of MI. And it is wonderful to meet and to share ideas.

H. Appendices

1. **Stories of involvement in MI MINT Nordic & MINT Ned**

    a. **Poland**
    b. **Cuba**
    c. **Jamaica**
    d. **Turkey**
    e. **Naufar Hospital, Doha, Qatar**

2. **Personal stories: "What being part of MINT has meant to me" / "What being part of an MI learning community has meant to me"**

3. **Key references**

Miller, W. R., & Rollnick, S. (2012).Motivational interviewing: Preparing people for change (3rd ed.). New York: Guilford Press.

Rollnick, S., Miller, W., Butler, C. (2008) *Motivational Interviewing in Health Care.* Guilford Press

Rosengren, D. (2017) (2nd ed.) *Building Motivational Interviewing Skills: a practitioner workbook.* Guilford Press

Tober, G., Raistrick, D. (eds.) (2007) *Motivational Dialogue: Preparing addiction professionals for motivational interviewing practice.* Routledge

Matulich, Bill. (2010)*How to do Motivational Interviewing: A Guidebook for Beginners* Amazon ebook http://www.amazon.com/How-To-Motivational-Interviewing-Guidebook-ebook/dp/B00B3WGSVE

4. **Equality and Diversity guidelines** https://motivationalinterviewing.org/ .
5. **Communicating clearly guidelines (GROAN)** https://motivationalinterviewing.org/

1. **Stories of involvement in MI**

a. Starting an MI Communiy – Case Study Poland

In Poland it all started with Iga Jaraczewska. By a chance she found a MINT webpage and after three trials she managed to enroll for a TNT (training of New Trainers Workshop). At first it wasn't very clear for her how it works f.e. about the registration dates, so she missed it almost three times. For the third time the application was also too late, but Rik Bes, who was at the TNT Committee noticed, that this person tried already three times and she is from an underdeveloped country, so let's give her a chance – and Iga was accepted as the 41st participant of the TNT.

After her TNT and attendance at the MINT Forum she tried to work with MI in her country. It occurred soon that at that time MI wasn't received well in Poland. It was "too simple". Psychologists needed something more sophisticated, complicated to trust it would work. Iga felt it wasn't the right moment and stopped doing MI, even stopped doing therapy at all for some years. After some years of work in other fields she felt she could try again.

She designed a set of workshops, not just one - a series of 10 workshops spread over 2 years. There was some supervision and coaching included in each workshop. And it worked. Trainees had a chance to immerse into MI, to develop a new state of mind.

Then MI started to spread. Ten years ago, at 2008 Iga with some other MI practitioners settled a Polish Association of Motivational Therapy (Polskie Towarzystwo Terapii Motywującej PTTM), which organizes a conference on MI every year. There are over 150 members of the association by now and the number is constantly growing especially from the participants of the series of workshops (we see it as a kind of school of MI).

Advice from Poland:

- Feel the moment – check and feel if it's the right time for your community to start to pass MI to them
- Decide how could you start and try it. If it doesn't work, try something else, consult other MINTies, do what you feel could work, other ideas…
- Consider what would be the best form of spreading MI – workshops (what kind of, length, level of knowledge and skills, to whom), conference, articles, web page, facebook page, mailing list, supervision, peer supervision, coaching and/or coding in MI, maybe a local chapter of MINT or another association
- With whom can you do it – find people who think in a similar way to you and can be the beginning of your community

b. The Cuban story

This story was presented by Lucia Galleno through live-streaming on Zoom at the MINT Forum in Dublin 2018.

This is a story of people coming together because of a strong commitment to MI, and to disseminating information and practice through Latin America. Lucia and other MINTies were put in touch with others in Latin America through Bill Miller. Firstly to translate the 3rd edition with a view to disseminating this to 20 other countries in Latin America, and secondly, to look at providing and delivering a coherent programme of local training and coaching in Cuba in order to help local MI practitioners to develop as a community and to become involved in MINT. Local practitioners had already organised a Cuban MI interest group for people working on substance misuse.

She emphasised that this a long process. And that forming the groups involved, and the group process, is super-important. In this case, she was involved firstly with a group of translators, and then with a pre-training and training group. And eventually, delivered joint training in Peru.

What were the lessons learned?

Those involved must live MI personally, as well as professionally. They must have a very clear target for what they want to achieve. They may need a lot of support from colleagues, supervisors, and family members.

People involved need to know how much effort will be required. Translation of materials took a huge commitment in terms of time. People were all very busy, so had to Skype at weekends, and often did this over the cooking, or while travelling!

Developing the working groups is not always easy, especially if people are moving from one group to another. Different perspectives and language are involved, and perhaps existing relationships will be changed by someone else joining the group. After a group has formed properly, then they can start working together effectively.

Maintaining the interests and commitment to learning and practicing MI requires deep understanding of cultural and personal idiosyncrasies and consent from the leaders and participants to come or not to an agreement about learning MI at their own pace.

Play to each member's strength!

What now?

Suggestions: Become more aware of cultural idiosyncrasies, challenges, motivations, learning styles. Find ways to integrate professionalism and fun in on-going communications.

She wants the group to have opportunities to communicate with and have a dialogue with the wider MI community. She wants them to be able to present how they perceive things as well as to gain insights from others. She would love trained MI practitioners also to be able to connect with this wider group. She feels her role is to help them to have the courage to reach-out, and also to create the channels of communication which would make it possible to connect with others.

MINT can help by providing these opportunities, such as presenting at the Forum or connecting with it even if not present in person. She would like MINT to dare to have the crucial conversations about MI in different countries.

c. The Jamaican story

The Jamaican Story – Joy Crawford

Joy is the first MINTie in Jamaica, and she presented her story of her involvement in MI, and the development of a new Jamaican learning community via a video at the MINT Forum in Dublin in 2018.

What did you hope to gain from MI?

5 years ago, together with 15 other practitioners who were all working with the populations most at risk of HIV, Joy was invited by the local Ministry of Health to participate in online training on MI which was delivered by an American company. Only 3 completed, and only Joy went on to becoming involved in MI actively. She then got coaching and more training, and eventually gained a scholarship to go to Montreal to be trained as a MINTie. She did it because she:

Wanted to explore another conversation style that could support behaviour change in clients. She has done behaviour change counselling for years and wanted something new.

Liked the emphasis on attitude change, and people really owning their own change.

Wanted to have a skill that could be taught to her team who are local community workers with little academic experience. MI seemed perfect.

How did the group start?

When she returned from Canada, Joy invited together a group of 3 other healthcare practitioners also working in healthcare. These were people who had showed a keen interest in MI and MI training. She wanted to create a nucleus of skilled providers. She then coached and trained them in MI, and ultimately, would love them to become MINTies. She has run MI sensitisation sessions, and has delivered 3 MI trainings. So in Oct 2018, Jamaica had 40 people trained in MI, who are all working the sexual health area. These people are working with groups such as: men who have sex with men; survivors of sexual abuse; transgender people; commercial sex workers, and young adults and women living with HIV. She has 'Jamaicanised' MI in the training. She now delivers a 3 day face to face MI training module which includes lots of skills practice. She then coaches participants for 5 months, and then brings them together for a 1 day 'booster'. This focuses on exchange, lessons learned and best practices with the practitioners' populations at that stage.

Challenges?

MI is new to many people and there is a need for greater buy-in from stakeholders.

 MI doesn't sit within any particular institution and funding is limited. There is high interest though, and more and more organisations are asking for team training

What has helped?

Definitely, becoming a MINTie, and meeting and having contact with the wider population of MI trainers, - and the 'family' of MI trainers from across the world. Being able to access MI tools; going online, and joining in conversations, and becoming active in MINT through joining the Diversity Committee. She has had tremendous help from a great MINT mentor, who shared ideas and resources and gave feedback.

What now?

Joy wants more focus from MINT on the Caribbean. She wants help with to strengthen a community here. She wants to go to see how MI is practiced in other disciplines and in settings all over the world. She wants to explore how the Caribbean can influence MI throughout the world with its own brand of MI. She wants to see consistent engagement with MINT, and perhaps one day host an MI Forum in the Caribbean. MINT can provide opportunities for meaningful engagement, and being invited to speak to the Forum with the video has been one of those.

d. The Turkish story

Turkey – Prof. Dr Ertugrul Koroglu

Dr Ertugrul Koroglu presented this story to the MINT Forum in Dublin in 2018 just after he had completed his MINT training.

Ertugrul is the head of a Psychiatric department in Ankara. He had a great interest in MI, through attending short workshops at various psychiatry conferences, and also by reading. He knew there were other Turkish Psychiatrists also interested, and wanted all his team to become trained.. He knew that it's impossible to learn MI from reading and lectures, so wondered what to do. There were a couple of MINT trained trainers in Turkey, but as far as he knew, they were not involved any more.

So firstly, with others, he translated the 3rd edition of 'Motivational Interviewing' by Miller & Rollnick, and together they discussed how they could learn MI. He then he contacted the MINT Board, who put the request on to the Motivational Interviewing Across Continents (MIAC) Committee. A call for a trainer was put out through the eforum, and from this they were able to contract a trainer to come out to Turkey to deliver a course to a group of psychiatrists. And this course was one of the best he has ever attended, and inspired him to become a MINTie. He will now co-lead future trainings with this MINTie, and will be able to translate and provide a Turkish perspective to training.

d. **Naufar, Qatar**

Naufar hospital is a national problem psychoactive substance treatment centre. It is a brand-new venture, with new staff and a health and wellbeing concept being applied so that individuals are called guests and not patients. The hospital is the result of a new policy and drive by the Emir of Qatar. The approach is not to deny that alcohol and drug problems do not exist in Qatar and to take a health and well-being approach to the treatment route and not just the criminal justice approach as law enforcement and incarceration. Both Rik Bes and I were approached to undertake motivational interviewing for the practitioners at Naufar and to enable a long-term plan for developing MI proficiency and research. We have trained those in English but also Nady Sefir, an Arabic MINTee member who developed the Arabic MI training for Naufar's Arabic speakers. Denise Ernst and Clive Tobutt delivered MITI coding training and there is now a team who code and support MI proficiency at Naufar. The MITI has been translated into Arabic. The learning community at Naufar is still at an early stage of their development but the plan is to continue and develop trainers from their team in MI so that they can develop further training and within Qatar.

e. The Scottish MI Coach Group

The Scottish MI Coach Group is a network of practice which was established by NHS Education Scotland as part of their Psychological Therapies programme. This supports the delivery of basic and more advanced MI training each year as 'Winter Schools', and also recruits practitioners from throughout Scotland to become MI Coaches. There are yearly Coaching Schools, and in between the coaches are expected to support MI practitioners in their own local areas by running MI Coach Groups.

2. Personal stories:
"What being part of an MI learning community has meant to me"

Gaba's Story (Gabriela Janiszewska, Polish MI practitioner and therapist)

You can say that it was my wise mother-in-law who took me to my first meeting with MI. She had learned about MI during training for social workers. She knew that I'm interested in psychology, as well as in all possible ways of motivating my three children, so she thought I would definitely like it. She wasn't mistaken. Before my encounter with MI I was a 35-year old mother of three, not knowing what to do with her life. I'm an English teacher by training and I even liked teaching at school, but that job didn't really give me wings, I felt that I'm not using my biggest talents there and that I have to adjust to somebody else's schemas. During MI training I discovered that there's a whole new land called psychotherapy and that discovering it gives me great joy. In addition I heard that I have the makings of/the potential to be a good therapist – and I'll mention here that I had regretted for years that I hadn't become a doctor. I came to my third MI workshop already as a first year psychology student. Since then psychology hasn't stopped to amaze me. Every training and every lecture are a source of pleasure for me and food for new reflections. Now I'm a proud holder of a motivational therapist certificate and soon I will defend my second MA thesis. I also plan to start a psychotherapy practice.

But all those changes had their beginning in MI. What's most important for me in MI is the openness towards another human being. The belief in wisdom and good that everyone has inside them. Creating space for their thoughts and ideas. MI allowed me to find acceptance for myself the way I am and to admit that my ideas for myself are good and worth following. MI gave me the courage to try new paths. At the same time it started a process of quieting my fears which had strongly blocked me. In the process of learning MI I valued the absence of judgement. From a teacher convinced that assessment is necessary and important I turned into a person who thinks of grades as one of the biggest obstacles on the way towards gaining knowledge. In MI there is no assessment – well maybe some rating of therapists on the MITI or MICA scale 😊 – but there is the process of discovering what's important in life. There is the ongoing process of becoming a better, wiser person. That process is not linear, sometimes you have to go back in order to move forward. MI leaves space for that. But what's most important of all is that MI is based on two values which are very close to me: respect and curiosity towards another person.

"What being part of MINT has meant to me"

Gen's story (Gen Numaguchi Ph.D Clinical Psychologist New Zealand)

I was born in New York while my parents were living in the States during the 1960's. Up until my generation, all of my family were born and lived in Japan. I grew up in Tokyo until my family moved back to the States when I was 10 years old. I am fluent in both English and Japanese. I did all of my university studies in the States including obtaining Ph.D. in Psychology from the University of Utah in 1999. While working in a very rural community mental health setting in Moab, Utah, I was initially exposed to MI around 2005. At first, it was just another training that my manager sent me but as many MINTies would probably relate, I quickly got "hooked." I was supposed to apply for TNT while was still living in the States, but life changes happened and I ended up moving to Queenstown, New Zealand, with my wife and 2 small children in 2010.

After doing MI workshops for my current employer, Southern DHB, for several years, I was encouraged to take the next step by going through TNT. Ironically, I went back to the States (Atlanta) to do my TNT in 2014. The TNT was an amazing experience and after coming back to New Zealand, I was lucky enough to be part of the starting process of forming MI Oceania. I have been part of MI Oceania as part of the board member for the past 4 years or so, and I really love being part of the small but growing supportive community. We have managed to have a couple of local symposiums thus far and hoping to host a larger MINT event in our part of the world in the near future. Our more immediate goal is to possibly become a MINT chapter as well. Being in a relatively small organisation, I feel very close and supported by my peers despite long distances between our physical locations all over Australia and New Zealand.

Being part of MINT globally takes this even further. For me it is like being part of a family, not just a professional community. I have been able to participate in MINT committees and

work with other likeminded people from all over the world. There is a definite sense of purpose and sharing of the 'spirit' that make MI itself so special.