**MINT Incorporated Board of Directors**

**Candidate Questionnaire**

The mission of the Board of Directors is to oversee and guide the development of MINT Incorporated and establish mechanisms for long-term growth that recognize the realities of being a multinational, multilingual and multi-professional group.

Board members are required to actively participate in ongoing Board listserv discussions and join biweekly, 2-hour Board conference calls. They are also expected to attend two in-person meetings annually, a 1-day meeting immediately prior to the Forum and a 3-day retreat held midyear at a place and time agreed to by all Board members.  In 2018 during the midyear retreat newly elected members of the Board are expected to be present (date to be decided).

Members are expected to devote a substantial portion of time to MINT projects and working groups, and to lead efforts in important areas of MINT development. Members—committed to MINT values of quality, generosity, openness and respect—need to be able to differentiate between personal preferences and a viewpoint that considers the interests and concerns of MINT at large.

In order to ensure that MINT members have sufficient knowledge to cast their votes in an informed manner, each candidate for Board membership must complete a Candidate Questionnaire. If you wish, in addition to responding to the specified questions, you may also add any other information that you believe is relevant in supporting your candidacy. Please remember that MINT members whose first language is not English will read what you are writing. Completed questionnaires will be posted to the website for all members to review prior to the election.

Thank you!

MINT Nominating Committee 2018
Margo Bristow (Chair), Cristiana Fortini, Jeff Breckon, Joel Porter, Erik Knifström,

Kate Watson, MINT Board liaison

1. Please describe your experience in MI in any or all of the following roles: practitioner, trainer, supervisor, researcher, and/or administrator.

      I am a clinical psychologist and have practiced MI since 1992 in a variety of settings (e.g., mental health, health, and correctional settings). I have been in an academic position at the University of Canterbury since 2008 where I teach and research MI.

I teach MI to postgraduate clinical psychology students, and on two postgraduate courses on MI which I developed within the School of Health Sciences. These courses are taken by a range for practitioners, e.g., nurses, probation officers, counsellors, social workers, psychiatrists, and non-practitioners (students who have completed undergraduate study in psychology or health sciences). Seven students who have taken these courses have gone on to become members of MINT.

I also provide teaching on MI for the University of Otago to postgraduate students on a dietetic training programme and psychiatric registrars. Additionally, I provide MI training to a variety of governmental (e.g., Department of Corrections, health, child welfare/protection services) and non-governmental organisations (e.g. stopping violence, disability services) and professional organisations (e.g., psychologists, physiotherapists). This training ranges from 1 hour introductory talks to 3 day workshops on MI, to coding training, training on MI coaching and the learning community process, and training trainers.

The research on MI which I have conducted and supervised has included studies of the effectiveness of MI, and MI processes (e.g. change talk), training and implementation. This research has included Māori, youth, and adult populations, with target behaviours of diabetes, offending, and engagement in treatment (mental health treatment for anxiety and depression, and stopping violence). There have been a range of practitioners involved in these studies, such as nurses, dietitians, social workers, care and protection workers, counsellors and a clinical psychologist. I have been the MI practitioner, trainer, supervisor or MITI coder on many of these trials. I have also been a MITI coder for studies run by other researchers.

1. Please describe your involvement in MINT and any activities that demonstrate your commitment or service to MINT.

     I have been actively involved in MINT since I became a member in 2009. I was on the Program Planning Committee for the Forums in San Diego (2010) and Fort Wayne (2012). I have also been a member of the Public Service Fund Committee since 2012.

I have been a TNT support trainer (2014), co-trainer (2017) and a lead trainer for the 2018 TNT in New Orleans. I also participated in the Trainer Certification pilot as a trainer (2016), and rater (2017-18).

I attend MINT Forums as often as possible, and have attended 6 MINT Forums in the 9 years I have been a member of MINT. I co-facilitated a workshop (‘Te rongoā tūturu o ngā tūpuna i te korero: The original medicine of our ancestors is to share our experiences with one another’) at the 2016 Forum in Montreal.

I have been an active member of MI Oceania. MI Oceania is a group of MINT members who aim to support the development of MI in Australia, New Zealand, and the Pacific, which has been working towards applying to become a Chapter of MINT. I have been a MI Oceania committee member since 2013, and Treasurer since 2015.

I have supported the development of MI in the Asia-Pacific Region by presenting at International Symposiums of MI in New Zealand and Australia. In 2012 I co-facilitated a workshop on MI Supervision and Coaching Workshop, and presented a paper titled ‘Kaihautū: Guiding the canoe’. In 2013 I presented a paper titled ‘MI is Easy to Learn – Isn’t it?’ from research I have been conducting with fellow MINT member, Mark Wallace-Bell, on the process of learning MI.

I have presented at International Conferences in MI:

* 2012 – ‘Motivational Interviewing Training: A pilot study of the effects on practitioner and client behaviour within the context of health behaviour change’
* 2014 – ‘An evaluation of the Motivational Treatment Integrity Scale: Does MI skilfulness predict client change talk?’, and ‘An evaluation of the psychometric properties of two pencil-paper tools for evaluating MI skilfulness’
* 2017 – ‘Motivational Interviewing to Enhance Engagement in Intimate Partner Violence Treatment’, and ‘Engaging Adolescents in Mental Health Treatment’.

I have also published my research in the MINT journal MI (MITRIP) when it was active.

1. MINT’s strategic plan is consistent with the following three pillars:
* Membership Engagement
* Global inclusion, outward-facing
* Provide guidance, standards and resources to the world

Please provide your input on these three pillars, on how you might contribute to achieving them, and on any other perspectives you think should be included in MINT’s strategic plan.

     Membership Engagement

I have contributed to fostering community and belonging in MINT internationally when I was a member of the programme planning committee for two MINT Forums. My ongoing membership on the Public Service Fund (PSF) Committee also contributes to this as the PSF supports members to attend a Forum when they would not have been able to attend due to financial constraints. The PSF specifically aims to provide support to MINT members or TNT participants from under-served areas, which also contributes to increasing the diversity in MINT.

I also contribute to fostering community and belonging in MINT through my involvement on the MI Oceania committee, where we seek to provide networking and ongoing learning opportunities for MINT members in Australasia. The most recent event I was part of organising was a 1-day meeting in February of this year, which involved MINT members from Australia and New Zealand coming together and sharing about MI training.

As someone who comes from an area from which access to MINT Forums is difficult, both in terms of the cost and travel time, I am interested in exploring other ways in which we can maintain active membership and foster community, such as, through the use of digital/online methods and building and strengthening regional, more local networks.

I strongly support MINT’s focus on increasing the diversity of MINT members and retaining members for whom English is not their first language. I believe there is real strength in diversity, which already is one of the strengths of MINT - while we all have MI in common, we come from many different backgrounds and professions. To continue to build the diversity among our members, will further strengthen MINT. As part of this, I would be interested in exploring ways to promote more diversity on the Board.

Global inclusion, outward-facing

My own experiences of learning te reo Māori (the indigenous language of New Zealand) and about Māori culture has enriched my practice as an MI trainer and clinician. For this reason, I believe that being more globally inclusive and adopting an outward facing approach would enrich MI and MINT as much as it would support the spread of MI and MI in underserved areas

I contribute to the development of MI in New Zealand through my teaching at the university-based teaching on MI that I facilitate and the trainings I provide to a variety of different organisations/groups. I also led and co-wrote Takitaki Mai: A guide to MI for Māori practitioners with the aim of making learning MI more accessible for Māori practitioners which is freely available online.

I have also supported others to become MI trainers, some of whom have also become members of MINT. And I am currently supporting three people to become MI trainers. This has included providing them with the opportunity to facilitate MI trainings with me and me providing feedback and coaching on their training skills.

With regards to practitioner certification, I appreciate that there may be some employer and commercial drivers in some countries for MINT to consider this, however, I am uncertain that this is a best way forward to MINT. I think there is a risk that practitioner certification would take more resources than we have, and would detract from our core business of a focus on MI training. I am also unsure if the employer and commercial drivers for practitioner certification are an issue in underserved areas/countries, and wonder if practitioner certification might be hinder the growth of MI in these areas. The cost of certification may be prohibitive for some practitioners and therefore they may be placed at disadvantage.

I am also uncertain if trainer certification is also the best way forward for MINT. Instead, I think the trainer certification rating scale and process that has been developed could provide an excellent process for members to receive feedback on their MI training skills as professional development. I have reservations about there being a formal trainer certification process as this has the risk of disadvantaging those who are unable to participate in the trainer certification process. Participation in trainer certification may be difficult for some. Issues to do with language (i.e., there may be no MINT members who speak the same language available to rate their training), access to the equipment to record and edit the training example, or the lack of funds to pay for the training certification process may create barriers for some members of MINT. Barriers such as these may mean that a formal trainer certification process would create inequities among MINT members and therefore would not support MINT’s desire to retain members for whom English is not their first language and support diversity in MINT.

Provide guidance, standards and resources to the world

I have contributed to the articulation of knowledge about MI through publishing on MI in journals across a number of disciplines and subject areas:

* New Zealand - Practice: The Journal of the New Zealand Department of Corrections, and the Journal of the New Zealand College of Clinical Psychologists
* Australia - The Diabetes Educator
* International e.g., Journal of Employment Counseling, Psychology in Schools, Psychological Medicine, Aggression and Violent Behavior, Patient Education and Counseling.

I believe that the work currently being undertaken to develop short communications about what MI is, and its evidence-base, is an important and useful way of communicating about MI to those outside of MINT. I also think that the re-establishment of the MINT journal MITRIP in some form would also be an important and effective way of communicating knowledge about MI to the world. The MINT website can also continue to provide guidance and resources to the world, and perhaps there are ways in which the website could be developed to strengthen this.

1. Here are the current members of the Board :

2018 MINT Board Members

Chair -[Tim Godden](http://www.motivationalinterviewing.org/profile/timgodden)

Vice Chair - [Majella Greene](http://www.motivationalinterviewing.org/profile/majellagreene)

Treasurer - [Karen Ingersoll](http://www.motivationalinterviewing.org/profile/kareningersoll)

Secretary - [Helen Mentha](http://www.motivationalinterviewing.org/profile/helenmentha)

**Members at Large:**

[Inga Karton](http://www.motivationalinterviewing.org/profile/IngaKarton)
[Kate Watson](http://www.motivationalinterviewing.org/profile/KathleenWatson)
[Chris Wagner](http://www.motivationalinterviewing.org/profile/chriswagner)

Please explain how you might contribute to the diversity of the Board.

     I come with the experience of living in a country that has a commitment to biculturalism. New Zealand is founded on a Treaty signed between Māori (the indigenous people of /New Zealand) and the government which is underpinned by principles of:

* Partnership - the government and Māori working together)
* Participation - equal participation of Māori in society and at all levels of government
* Protection - safeguarding Māori knowledge, values and practices.

I have made a commitment to learning the Māori language and to be inclusive of Māori culture in my everyday life. As Chair of the Bicultural Committee in the Department of Psychology, I have had the experience of guiding our department to be more culturally responsive in our interactions and in our teaching methods and course content.

I would contribute to the diversity of the Board as I come from what is currently an underserved area - Oceania (Australia, New Zealand and the Pacific), and from a country (New Zealand) which is the greatest distance from Europe and North America where Forums are currently held. I have also demonstrated commitment to addressing diversity-related issues (e.g., see Britt et al., 2017 in the Australian Journal of Indigenous Education).

1. Please describe any experiences you have had in serving on other committees or boards, either in a professional or personal capacity that might support your candidacy. Specifically, include dates of involvement, positions held, experience of working as part of a team, challenges of the positions held, successes and frustrations. How have these experiences prepared you for serving on the MINT Board?

     I have experience serving on a range of Boards and committees over a number of years, in both a professional and personal capacity.

Professional

* National Association of Hospital Psychologists
	+ Central Disticts Regional Representative 1987-1989
	+ Chair National Executive 1989-1991
* New Zealand Psychological Society
	+ Waikato branch committee member 1986
	+ Central districts branch committee member 1987
* Cultural Advisory Group, Ministry of Justice – Pākeha (non-Māori) representative on committee 1993-1994
* New Zealand Psychologists Board – Compaints Assessment Committee 1999-2004
* Strategic Planning Group, Psychological Services, Department of Corrections – committee member 1995
* Director, Clinical Psychology Training programme, UC - 2002-2003, and 2007-2014
* National Association of Clinical Psychology programmes – Chair 2012-2014
* Board of Studies Health, University of Canterbury (UC) – committee member 2012-2013 and 2015-2017
* Professional Advisory Forum, NZ Psychologists Board – NZ university representative 2012-2013
* Psychologists Workforce Group - NZ university representative 2012-2013
* Bicultural Committee, Department of Psychology, UC – Chair 2015 - present
* New Zealand College of Clinical Psychologists
	+ National Council member 1992-1994, and 2002 to present
	+ Canterbury Branch
		- Committee member 2003-2006 and 2012-2016
		- Chair 2006-2012
* Greater Christchurch Psychosocial Recovery – committee member 2011 to present
* MI Oceania
	+ Committee member – 2013-2015
	+ Treasurer 2015 to present

Personal

* Board of Trustees, Hagley Community College
	+ Committee member – 2009-2010
	+ Deputy Chair 2010-2012
* Canterbury Scholastics Surfing – committee member 2011 to present
* Canterbury Alpine Ice Skating Club
	+ Committee member 2010-2012
	+ Secretary 2012 to present

All of the above experiences have involved working as part of a team of people, and I have assumed a variety of roles. This includes leadership roles as Chair or Deputy Chair, and Secretary and Treasurer roles. Through these experiences I have been involved in working with people who may have different backgrounds and differing opinions to mine, working to according to policy, and the development of policy as well as financial oversight and management of budgets, and strategic planning.

1. Board work currently consists of both operational tasks (keeping the organization functioning day to day) and strategic tasks (overseeing and planning). Describe your interest in and capacities in both these areas.

     I have experience and skills in both operational and strategic tasks in my employment and the various roles I have assumed in a professional capacity and in the community. I am a methodical, and organised person, and have strengths in strategic thinking - taking into account the past and present as part of considering the future, systematic and innovative.

1. The typical Board member spends 5-10 hours per week on MINT Board matters. Please indicate how you will integrate this commitment with your ongoing professional and personal activities.

The university I am employed at supports faculty being involved in professional organisations and taking leadership roles. As an Associate Professor this is expected of me. Therefore, I would be able to include MINT Board business as part of my paid employment. Additionally, I am employed .7 with the university which provides me additional time outside of my university role and still within a working week to devote to MINT Board business. I also have flexibility in my work hours and imagine many of the Board meetings would likely be in the early hours of the morning for me. This would likely mean that I would plan to start work later on those days in order to return to sleep after the meeting. Lastly, if I were elected to the Board, I would seek to reduce some of my other responsibilities in other organisations.

1. Please send a current CV and also provide the contact details (email and telephone number) of two references that we may approach as part your nomination process. These people should be able to provide information about your suitability for this position.

Kylie McKenzie: Kylie.McKenzie@bhs.org.au, +61 3 5320 3700

Helen Mentha: helen@menthaconsulting.com.au, +61 410 847 151

Please send the completed questionnaire to mb@margobristow.com by 22nd September 2018.