

How to promote volitional disclosure and a readiness to pursue change among school principals and teachers?

The motivating role of inspectors

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Goals

- Providing insight in
 - different types of motivation to pursue and to refuse change
 - the key ingredients of a motivating interview style
 - Promoting **discussion and reflection** about the motivating role of inspectors
 - Providing a **few concrete suggestions** about the way how inspectors can adopt a motivating interview style
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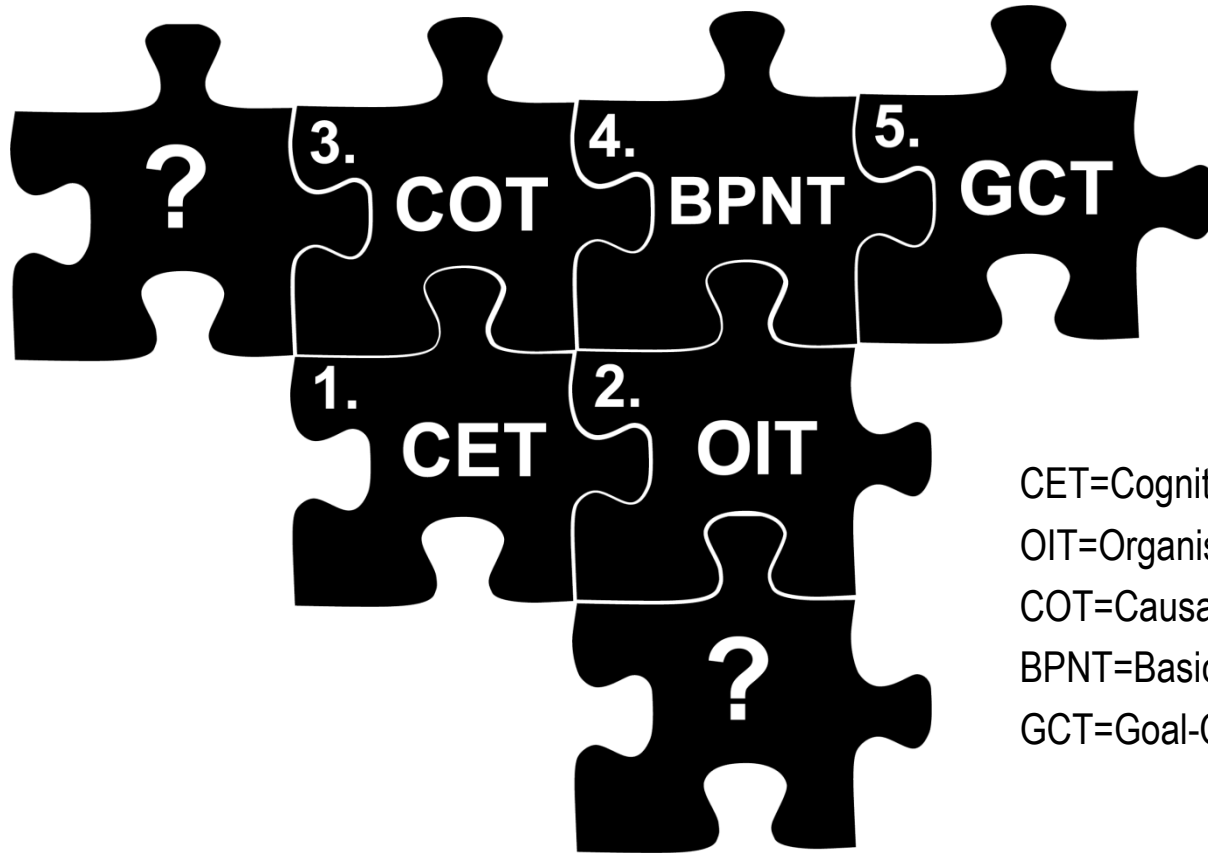
SELF-DETERMINATION THEORY



Prof. Edward Deci
(University of Rochester, NY)



Prof. Richard Ryan
(University of Rochester, NY)



CET=Cognitive Evaluation Theory
OIT=Organismic Internalization Theory
COT=Causality Orientations Theory
BPNT=Basic Psychological Need Theory
GCT=Goal-Content Theory

A few observations



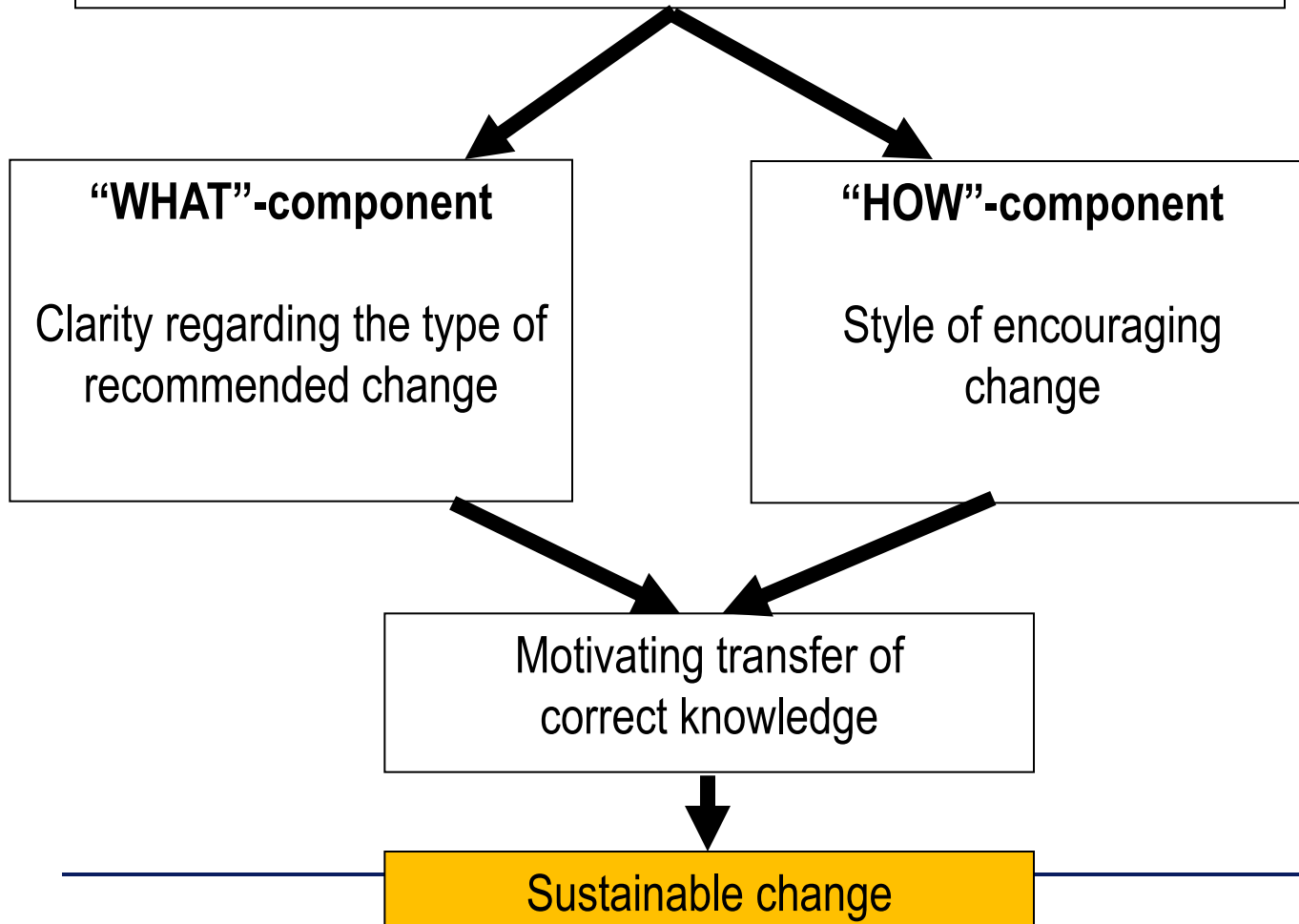
Possible explanations: different attributions

Considerable variability in defensiveness versus **openness** and **receptivity** across school teams

“It is due to the principal’s personality! They are protective and want to present the best image of their school to protect their ego!”
⇒ **Blaming the victim!**

“We may have created an evaluative atmosphere during the inspection, which led the teachers to hide information”
⇒ **Questioning one’s own approach!**

Crucial ingredients of a motivating approach of an inspector



Any behavior change requires energy!

The critical questions are

1)... which factors can **furnish** the necessary energy for sustained behavioral change?

2)... whether the amount of available energy depends on the **motives** or **reasons** underlying behavior change?

Propositions

1. Reasons for complying with external guidelines: On the internalization or ownership of change
 2. Towards a differentiated view on the reasons for defying external guidelines and change
 3. Psychological need satisfaction serves as the energetic basis for long-term change
 4. How to support school principals' and teachers' basic psychological needs?
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Proposition 1

“Why we do what we do”:

Towards a differentiated view on the reasons for undertaking change and implementing innovations

Challenge for a motivational psychologist

Motivation < movere or “to move”

⇒ Which factors make people act / move?

⇒ Which **reasons** or **motives** underly people's be

⇒ Offers a **vocabulary** to speak about motivation





⇒ Why do you make an effort to implement recommended changes?

'because the inspection team expects me to do so'

'because the school will get sanctioned otherwise'

'because I would feel guilty if I wouldn't be loyal to the principals'

'because we have to prove that we are "model students" that comply with

'because this innovation is of added value'

'because I think it is a meaningful change, at the benefit of the school and its students'

'because I like to try out new things'

'because I'm curious to find out how the students will react to this change'

process of internalisation = acceptance of change = **ownership**

expectation

worth

added value

Interest, pleasure, passion

External pressure

Internal pressure

Personal meaning

Curiosity

Controlled
motivation or
mustivation

Autonomous
motivation or
wantivation

⇒ Extrapolation of findings in previous studies: **Effect** of mustivation versus wantivation for change will likely impact on ...

During the implementation phase

- Enthusiasm for versus resistance against change
- Hiding information and cheating
- Receptivity & openness for feedback

After the implementation phase

- Enduring change
- Quality of work performance
- Degree of sought feedback



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Conclusion 1

Critical outcome = fostering ownership of change instead of merely behavioral change

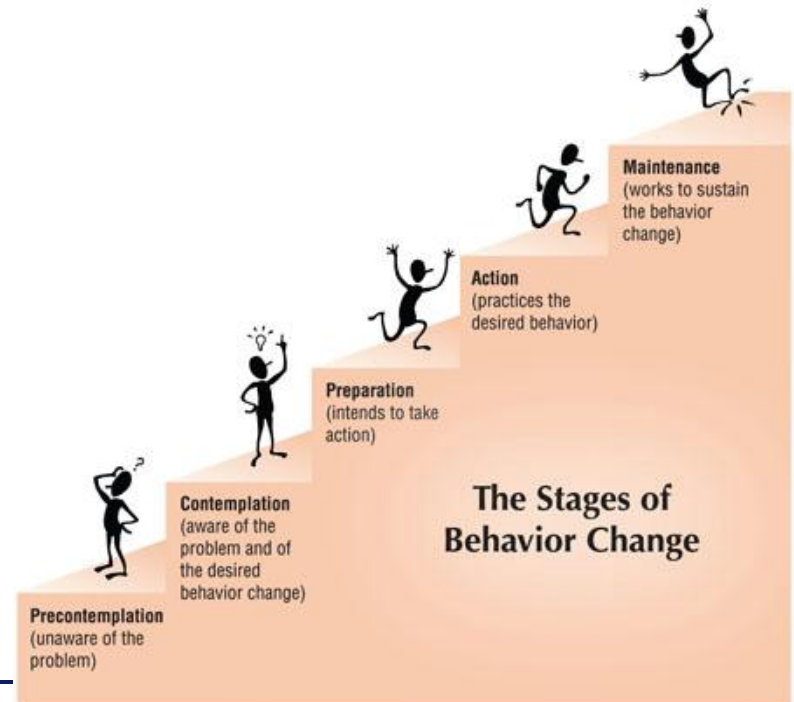
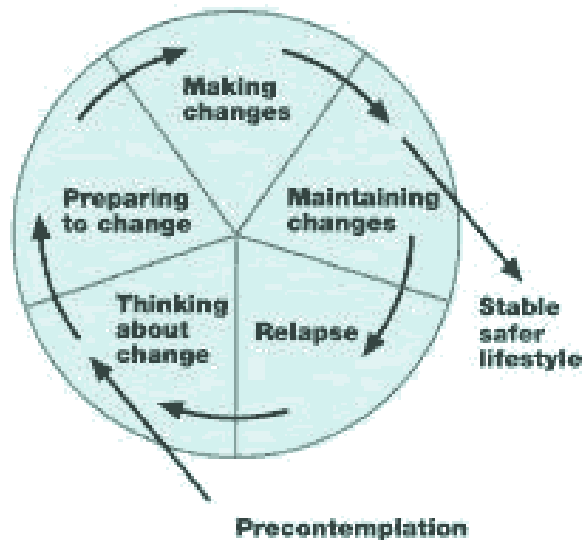
- The fundamental distinction within SDT is the distinction between autonomous motivation or **wantivation** and controlled motivation or **mustivation**.
 - Intention – behavior **gap** is more pronounced for controlled motivated individuals
- ⇒ Implication for practice: Try to foster autonomous motivation by promoting the internalization of change among school principals
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Can external regulation be considered as an adequate **starting point** for change = springboard for change?

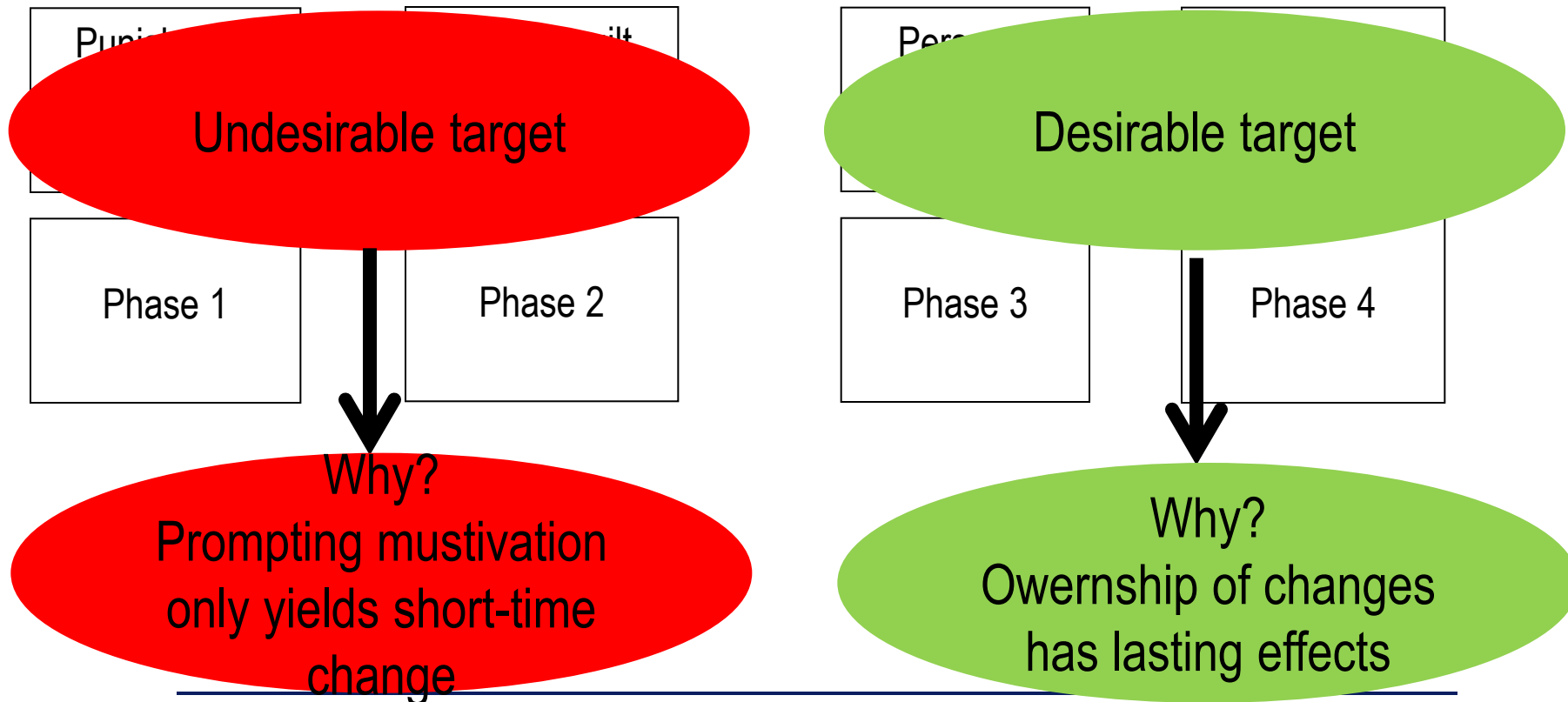
Do the different regulatory types represent distinct **phases** towards lasting change?

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Transtheoretical Model of Change



No! SDT is not a phase model!



Proposition 2

Towards a differentiated view on the reasons for
defying change

Much like children are resistant to pursue change, so are teachers and principals!

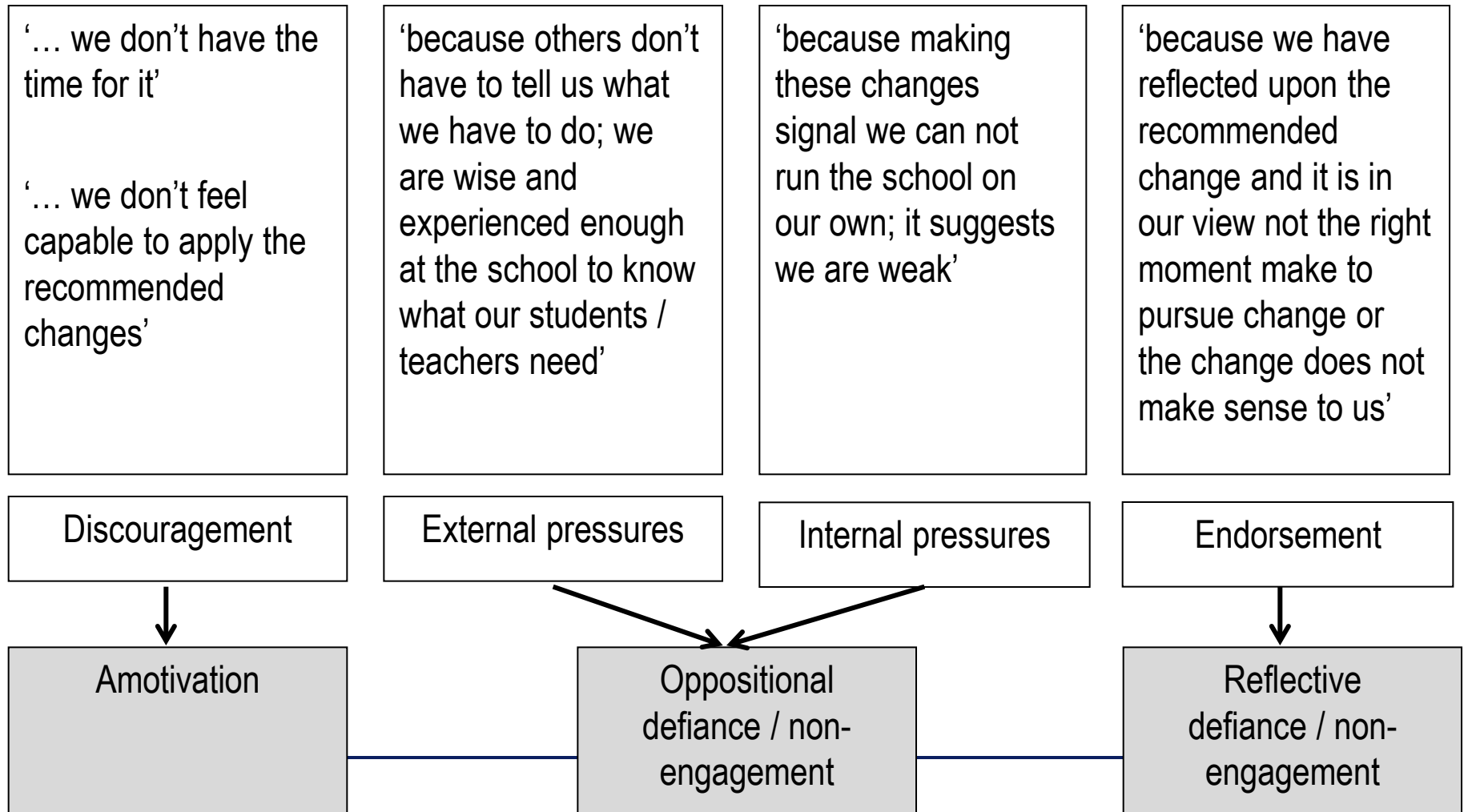
Why would a principal / teacher refrain from changing the policy and refuse to implement recommended changes?

50 Reasons Not To Change





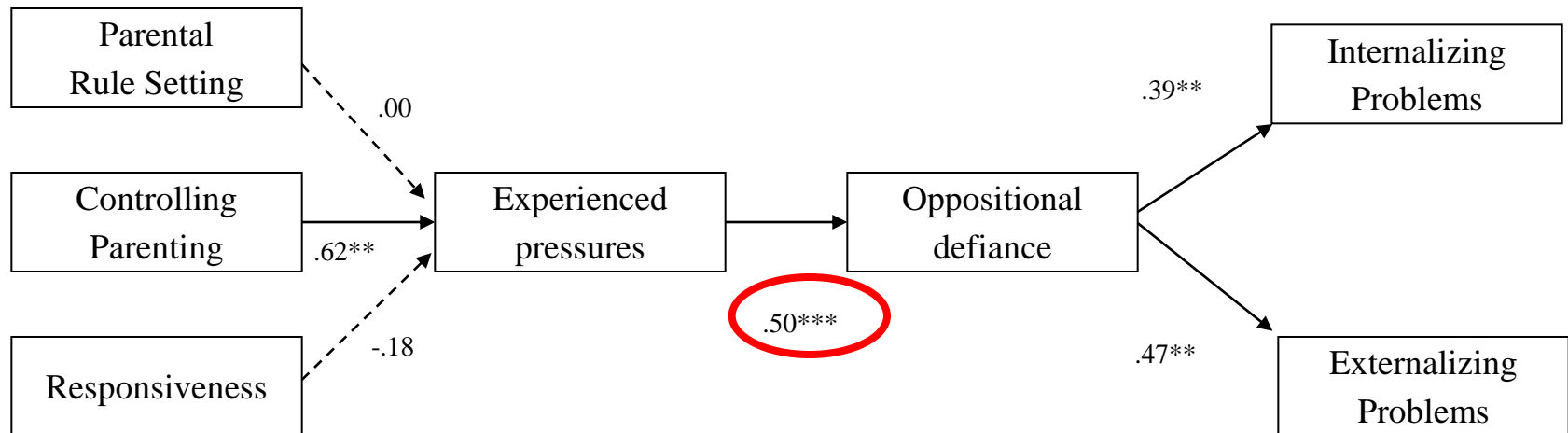
Why are you NOT implementing with the recommended changes?



Conclusion 2:

Motivation not to change can be variously motivated

- School principals & teachers can because of ego-concerns or experienced pressures object any requested change
⇒ Oppositional defiance is rooted in pressures on principals, which **backfire!**
 - School principals and teachers can, after reflection, refrain from implementing the recommended changes
-



Proposition 3

Psychological need satisfaction serves as the
energetic basis for long-term change:
On the vitamins of growth



Which needs would meet the following criteria?

Psychological

Universal

Inherent

Fundamental

Basic psychological needs

Need for
Autonomy
A

- Being oneself
- Psychological freedom
- Volition

Need for
Relatedness
R

- Being loved by others
- Having close and intimate relations

Need for
Competence
C

- Being able to achieve desired outcomes
- Having control over the result of one's actions

A

I can be myself in applying the recommended innovation.

In applying the recommended change it feels as if I have no other choice than to follow the instructions of others.*

If I were to choose, I handle these innovations totally different. *

C

I really master the new tasks.

I doubt if I am capable to perform the new tasks well enough.*

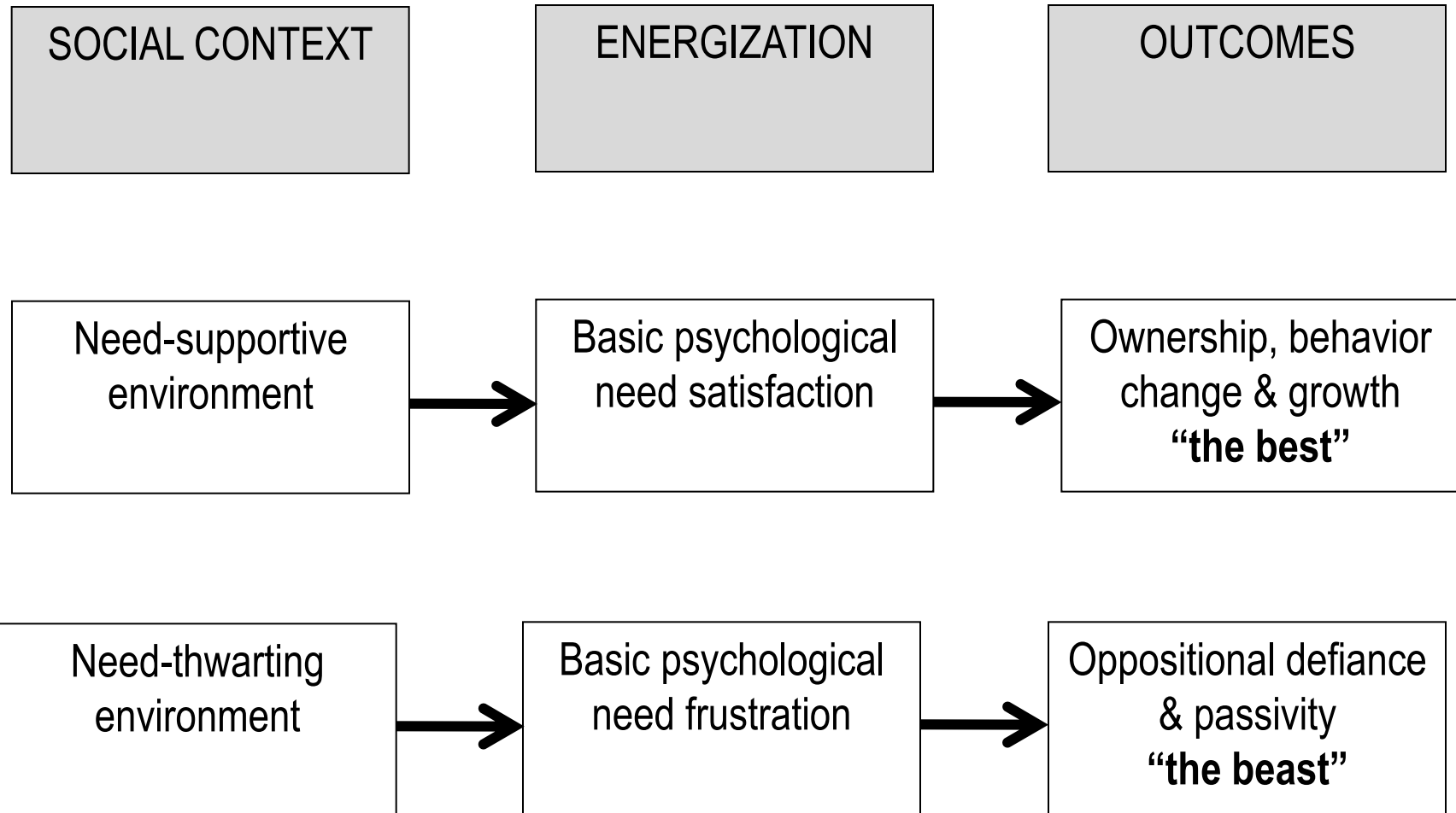
I'm good in the new tasks we have to carry out.

B

I don't really feel connected with the person who introduces the reform.*

I think the innovation connects us as a group.

I can talk easily with others about the upcoming innovations.



Dozens of studies have provided evidence for the association between need satisfaction and

1. ...various well-being outcomes

- self-reported vitality and positive affect (e.g., Reis et al., 2000; Sheldon, et al., 1996)
- teacher-rated adjustment (e.g., Adhmad, Vansteenkiste, & Soenens, 2013)

2. ...in various cultures and nations

- Russia (e.g., Deci et al., 2001)
- Korea (e.g., Jang et al., 2009)

3. ... in various age groups

- adults (e.g., Laguardia et al., 2000)
 - children (e.g., Sebire et al., today)
-

Conclusion 3:

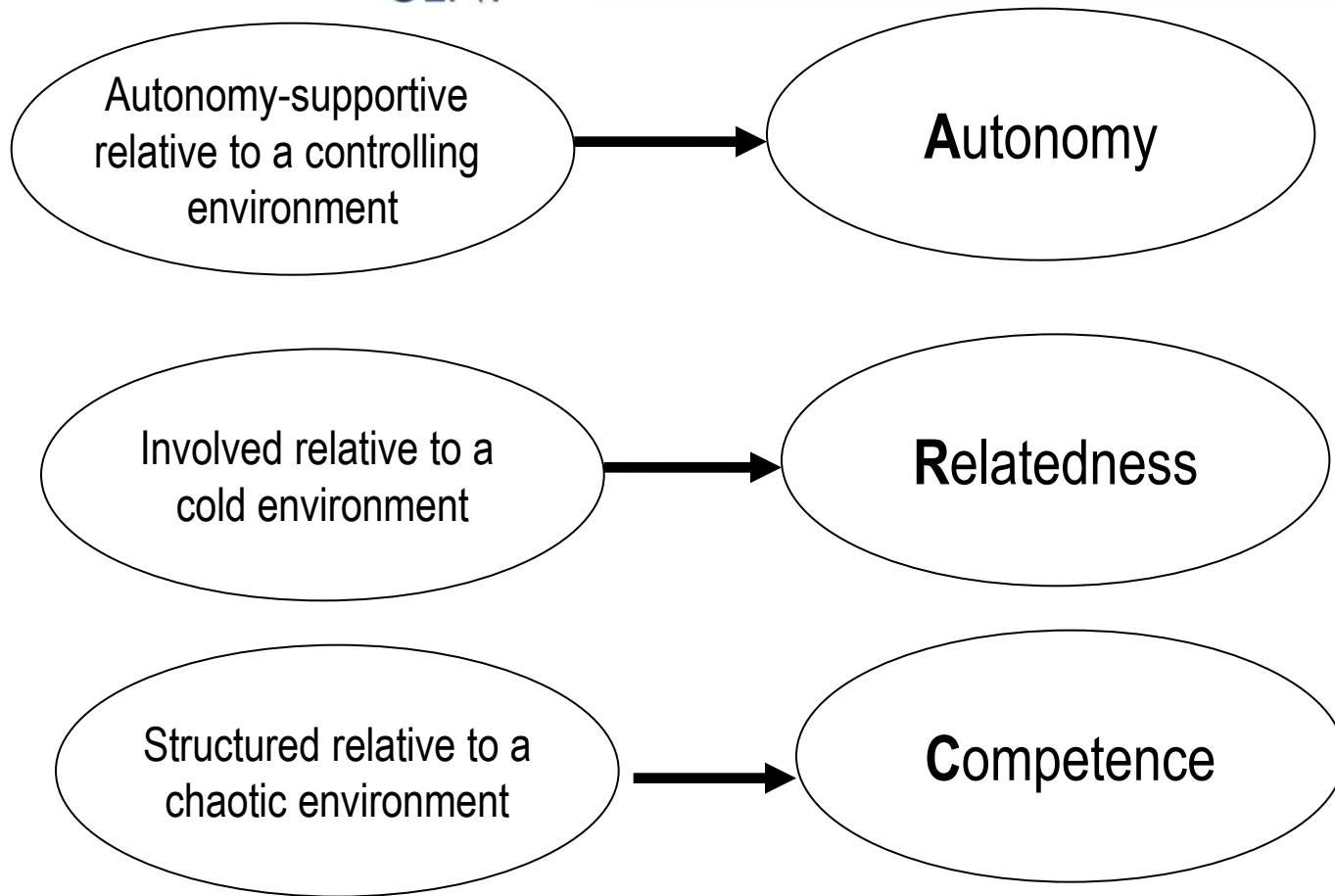
Need Satisfaction = Universal Vitamin to foster ownership of change

When school principals and teachers, regardless of their cultural background, gender or age, feel

- psychologically free** to apply the recommended guidelines
 - confident** to apply these guidelines
 - closely related** to those introducing these guidelines
- ... they are more likely to endorse or own the guidelines
-

Proposition 4

How to support school principals' basic psychological needs?





General Description

Autonomy-supportive inspectors work from the school principals' perspective, are flexible, and try to stimulate initiative within the principals and school teams, as to promote a sense of volition and willingness to make a change.

Controlling inspectors work from their own perspective, are rigid, and prescribe or force principals to think, act, or feel in particular ways, such that school teams feel as if they have no other choice than to make a change.

What are the advantages of an autonomy-supportive interviewing style?

Functioning of teachers and management



Interviewing style
of the inspector

Vitamins of the
teacher /
school principal

Degree of
(voluntary)
disclosure

Social desirable
talk or
hiding information

Openness for
feedback

Resistance and
defensive reactions

Satisfaction with
the conversation

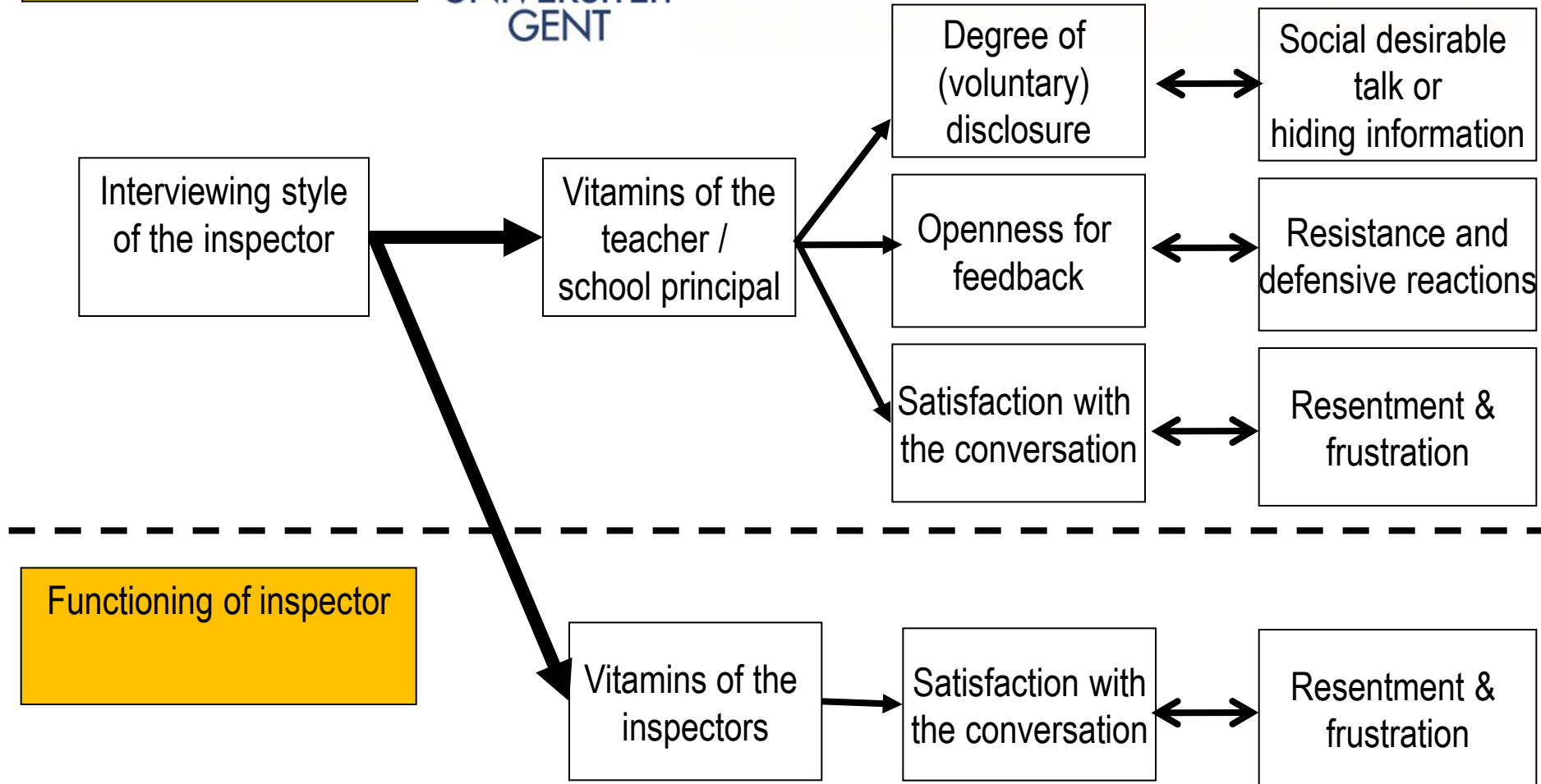
Resentment &
frustration

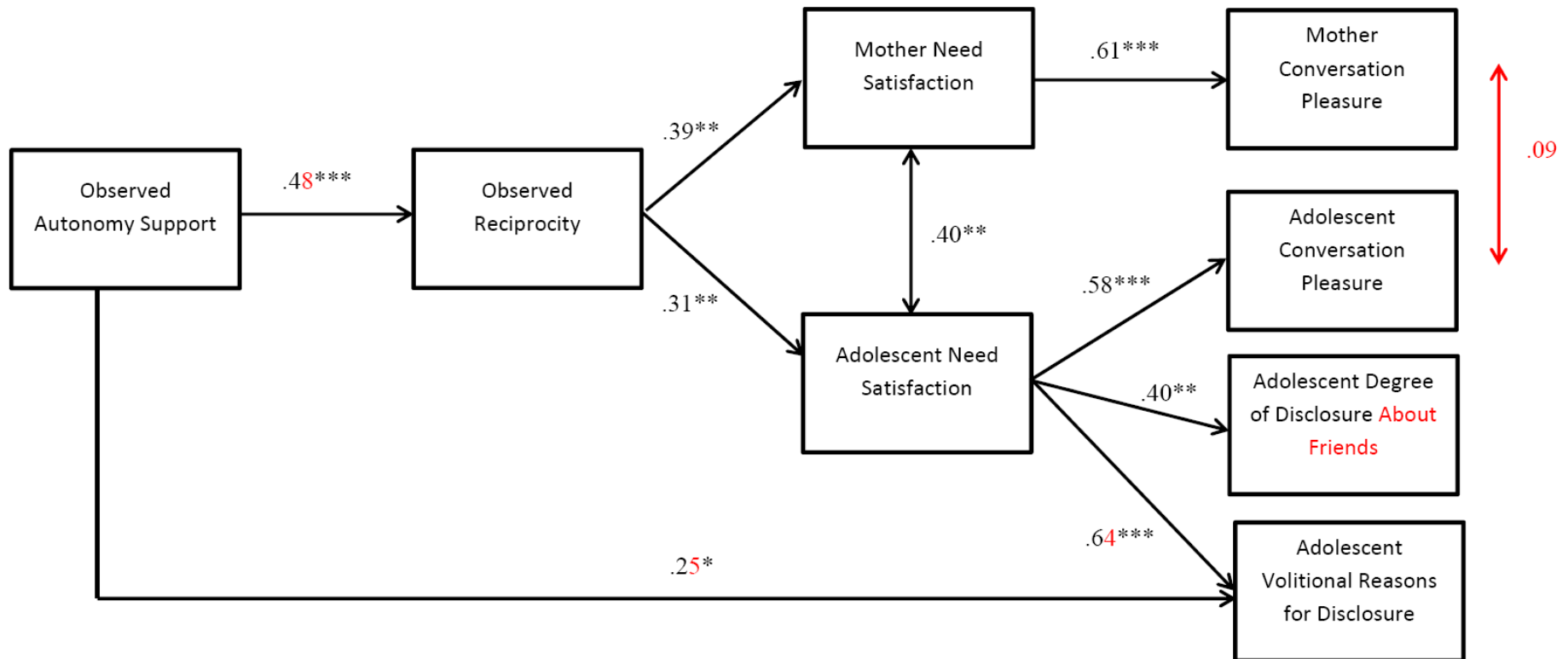
Functioning of inspector

Vitamins of the
inspectors

Satisfaction with
the conversation

Resentment &
frustration





Your opinion:

But do inspectors not need to be prescriptive, controlling and evaluative?

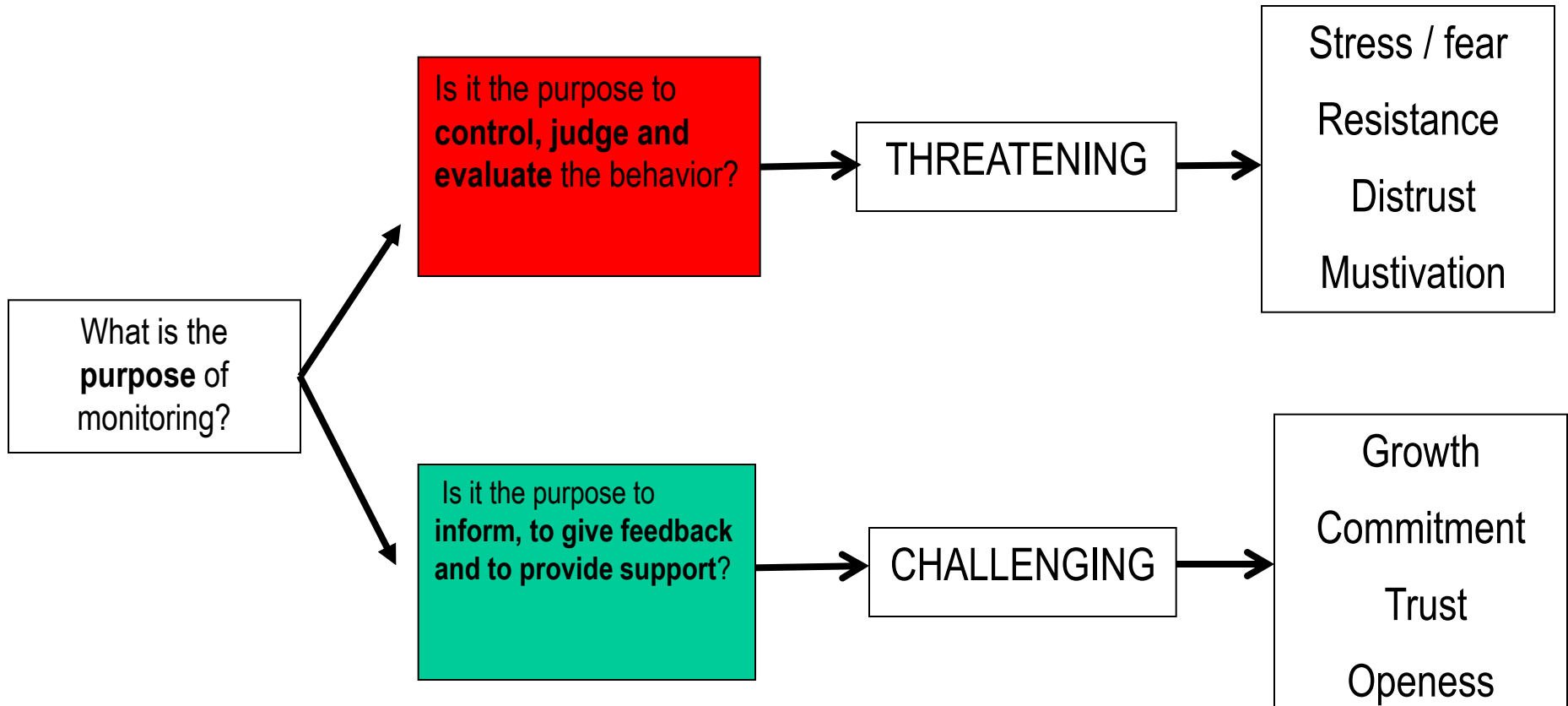
Isn't that their core task!?

- 1) Yes, that is true,
 - 2) No, that is untrue
 - 3) It depends
-

Argument 1: Inspectors' reliance on a **controlling and evaluative style** will create tension, hamper need satisfaction and runs counter to long term change

Argument 2: So, what is needed is autonomy support. This does not imply that inspectors need to become **permissive**, as if they can not recommended any change anymore or can not monitor change anymore. Yet, their way of doing so is different!

	Structure = guidance	Lack of structure = chaos
Autonomy supportive environment		
Controlling environment		



General Description

Structuring inspectors create the necessary conditions such that school teams can develop their competencies, while teacher advisors will provide further assistance and help during skill development.

Chaotic inspectors are unclear and fail to create the necessary conditions to initiate skill-development, while chaotic teacher advisors fail to provide ongoing support and assistance during skill development, such that school teams are left to their own fate.

Let us try to be more concrete:
A few examples

Six **instructional strategies** that differentiate an autonomy-supportive from a controlling inspector

Critical behavioral strategies

Autonomy-supportive style

- 1 Nurturing / respecting inner motivational resources
- 2 Promoting dialogue and participation
- 3 Providing a meaningful rationale, explanation
- 4 Try to patiently follow the principals' rhythm & pace of
- 5 Welcoming and validating the doctors' negative affect and resistance by showing curiosity
- 6 Relying on informational language

Controlling style

- Rely on external motivators (tests, rewards)
- Denying input, choice, and voice
- Lack of rationale or self-oriented rationale
- Neglecting the principals' rhythm and imposing yours
- Ignoring, minimizing, suppressing or denying the negative affect and resistance
- Relying on controlling and threatening language

Critical behavioral strategies

Structuring style

- 1 Clarifying expectations
- 2 Displaying confidence
- 3 Scaffolding and help
- 4 Encouragement and positive feedback
- 5 Consequent monitoring of consensually established guidelines
- 6 Post-task analysis: promotion of self-reflection

Chaotic style

- Non-formulated or confusing expectations
- Threatening with failure; anxiety-induction
- Limited assistance and help
- Negative feedback and criticism
- Lack of or unpredictable intervention and follow-up
- Lack of evaluation or non-helpful evaluation

⇒ Observation: Inspectors make use of controlling and pressuring language during interviews

Suggestion 1
Try to make use
of inviting and
informational
language

Inviting language	Pressuring language
I suggest	It is your duty
You can	You have to / you should
We propose	Responsible school principals take care of ..
We ask	We expect
You may try	If you ... then ...(threat)

Controlling approach = judgemental & expert position

Start of the meeting: “This week we are here to evaluate your work and to see if you meet the expectations of the learning plan.”

During the meeting: “It’s our role to monitor and evaluate the changes in your school”

End of the meeting: “Okay, you’re done with this duty.”

Facilitator of growth = curious attitude

Start of the meeting: “We have the same goal, namely strengthening the growth of your children. We are here to listen what you all do. We are curious.”

During of the meeting: “Oh, tell me more about it. That’s interesting. I’m very keen to hear your opinion.”

End of the meeting: “We learned a lot about how your school teams tries to strengthen the growth of children, thank you for your engagement.”

⇒ Observation: Tricky issues are discussed on the spot which leaves little room for self-reflection

Suggestion 2

Try to promote self-reflection about change and tricky issues via home assignments

How can education inspectors initiate a conversation about tricky issues?

Home assignment in group: Frog class

⇒ Since last year, you've been organising a frog class in the school as a part of your "special needs policy". We would like to reflect with you about the advantages of this class and the possible pitfalls. We suggest you to write down two or three possible advantages and pitfalls.

	Advantages	Pitfalls
Example 1		
Example 2		
Example 3		

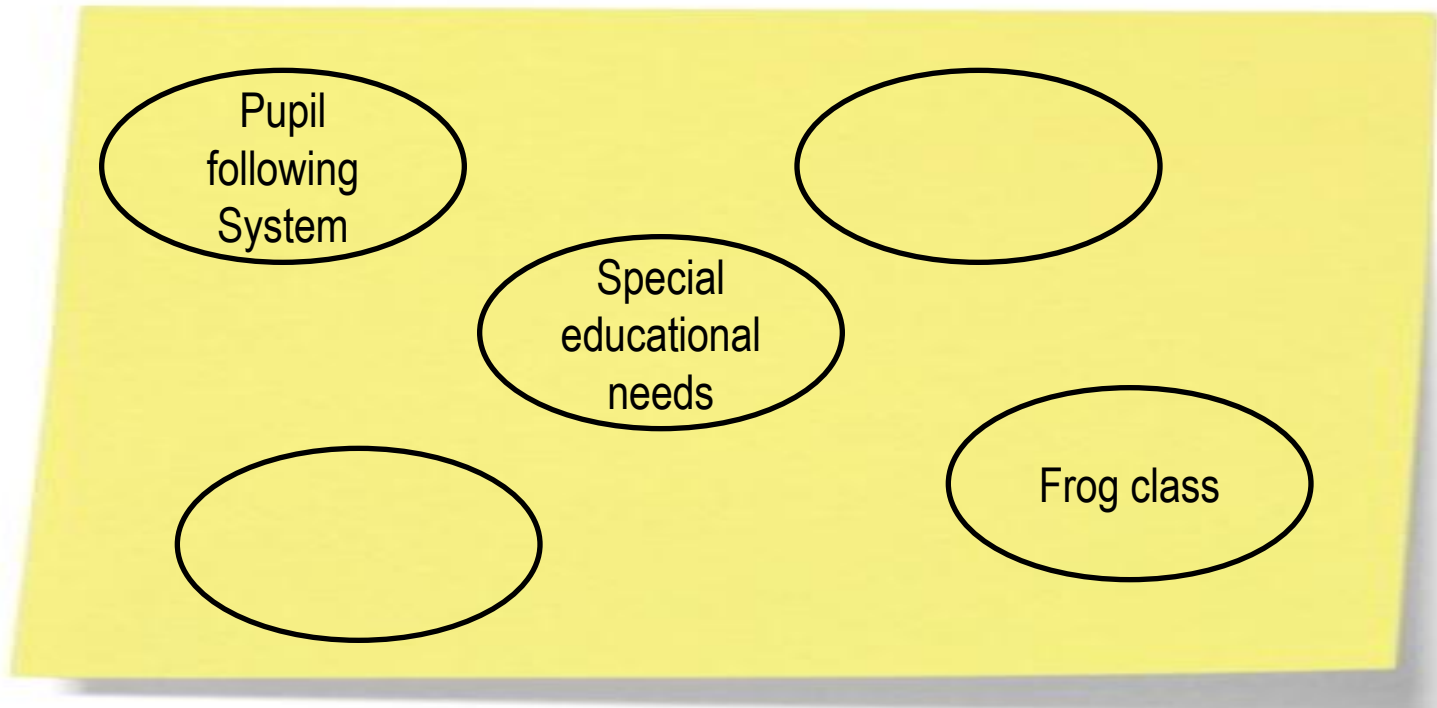
- ⇒ Because tricky issues are discussed in the moment
 - inspectors are more likely to react **offensively**, thereby trying to **convince** principals and **right** what is 'wrong' (**righting-reflex**; Miller & Rollnick, 2002)
 - teachers and school management react more **defensively**
 - ⇒ This can create **relational tension**
 - ⇒ Foster **self-reflection**: The teachers themselves identify positive points and weaknesses
-

⇒ Observation: School principals do not always have a clear view on the goals and different parts of the meeting

Suggestion 3

The importance of
clear and visualized
expectations

- ⇒ Try to be **clear** about the central topics of the meeting
- ⇒ Idea: You can draw circles on a piece of paper and put it on the table in front of school principals/teachers



Advantages of circles

- ⇒ Visualisation allows for greater **grip** and **structure** and can constitute a starting point for competence development.
 - ⇒ Visualised overview allows the inspector to **reorient** distracted teachers to the goals of the meeting without being rude.
 - ⇒ Visualized overview provides the inspector with the opportunity to **summarize** the topics from time to time.
-

- ⇒ Observation: Inspectors tend to determine the topics being discussed and the order of discussing them = they determine **the rhythm of the meeting**
- ⇒ Note: The meeting is closed with “Do you have any questions left?”, but this is more perceived as a formal and polite question than a question for true input.

Suggestion 4

Try to build in choices

Choice

- (a) Allow the teachers to choose the topics from the beginning = empty circles = **option choice**
 - (b) Let them choose the order of the items, unless you really need a particular order = **action choice**
 - (c) Ask for a **mandate** (permission) if you want to shift to a different topic to ensure you are not neglecting their viewpoint = mutual progress
-

⇒ Ask for the permission (mandate) to move on or even to interrupt

- Before: “It’s possible that I will interrupt you during the meeting. This is not because I think your opinion is unimportant, but I would like to speak about these set of themes.”
 - During the meeting: “Excuse me for interrupting you, Madam. You’re telling about X and Y with enthusiasm. Can you just explain the link with...?” or
-

⇒ Observation: During some conversations, relational tension is piling up, which creates distance and an unsafe environment

Suggestion 5

Try to validate and welcome the negative affect & resistance rather than to ignore, suppress or minimize it

Autonomy-supportive inspectors create a psychologically safe environment

- ⇒ Teachers and principals seem to be afraid of inspectors. They will only be honest and get sincerely committed to change their approach, if they experience a safe environment, in which their (deviating) opinion is **not judged but acknowledged in an open way**. Pressuring teachers is the opposite of creating such a safe and secure atmosphere.
-

⇒ Observation: Sometimes the conversations look like a “**tennis game**”: teachers provide brief or socially desirable answers or are not given the time to talk.

Suggestion 6

Try to ask more open
instead of closed
questions

Closed questions

“Are you ready for it?”

“Are different skills measured in a balanced manner in the test?”

“Are the staff meetings purposeful?”

“Is there an appointment between the speech therapist and the teacher about teaching mathematics?”

Open questions

“What do you think about this suggestion?”

“How does a test look like? What skills are assessed?”

“How are the staff meetings usually organised?”

“How does the collaboration between the speech therapist and the teacher get organised?”



Suggestion 7
Try to give the
desired amount
of information

Suggestion 7a
Try to avoid giving
redundant information

Suggestion 7b
Try to avoid giving too
much information.

⇒ Controlling inspectors talk more. The quality of a meeting doesn't depend on the degree in which inspectors are talking, on the contrary!

Thanks for your attention!

Interested to read more?

www.psych.rochester.edu/SDT

www.vopspsy.ugent.be
