SUMMARY OF DISSERTATION

TOPIC: MOTIVATIONAL INTERVIEWING(MI)
"A TOOL FOR SERVANT-LEADERSHIP(SL)"

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THE STUDY

- Qualitative study-Narrative inquiry
- Participants: VA Leaders (USA) Who had undergone - SL&MI training.
- Data: 8 Interviews

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PURPOSE OF THE STUDY:

To explore the impact of Motivational Interviewing method: As a tool by Servant (SL) *Leaders from the leader's perspective,* and to discover how it might enhance their own leadership skills in motivating workers

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RESEARCH QUESTIONS

How MI spirit influenced their leadership.

How they used MI skills to motivate employees at work.

What technical skills in MI they found beneficial in leadership.

How MI influenced power dynamics between a leader and worker.

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THEORETICAL FRAMEWORK

- Herzberg theory - Role of intrinsic motivation.

- McGregor Theory Y (1960) - Importance of a positive attitude of the leader towards the employee.

- Deci & Ryan, (2000) - The universal psychological needs of competence, autonomy, and relatedness.

- MI & SL

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LEADERSHIP

Leadership is a key element in the success of organizations

- Leaders are responsible for
  - Providing direction
  - Empowering
  - Encouraging workers toward achieving goals (Locke & Latham, 2002; Porter & Latham, 2013).

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DOUGLAS MCGREGOR- LEADERSHIP

Douglas McGregor (1960) focused on 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 or not.
  - He established theory X and Theory Y and asserted that Leaders' assumptions impacted their approach to leadership.

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THEORY X

| *Leaders' assumption* |
| Employees are; |

- Lazy
- No capacity to self-direct
- Employees lacked autonomy
- No ability to problem solve in organizations.

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THEORY Y

| *Leaders' assumption* |
| Employees are; |

- Not innately lazy
- Capable of self-direction
- Self-control
- Capable of participating in the ideas that would enhance efficacy of the organizations (Kopelman et al., 2008).

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MCGREGORS THEORY X

Leaders Behaviors		
Controlling	Dictatorial structure	Employees' ideas not incorporated.

Result	
Disengaged employees	High turnover, dissatisfied employees.

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MCGREGORS THEORY Y

Leaders Behaviors		
Valued their employees	Believed in their abilities	Incorporated their ideas of growth to the organization.

Result	
Trust-Relationship Motivated & engaged employees	Increased productivity

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HUMAN PSYCHOLOGICAL NEEDS (DECI & RYAN, 2000).

Human being is psychologically healthy when the universal psychological needs of competence, autonomy, and relatedness are all met (Deci & Ryan, 2000)

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FREDRICK HERZBERG (1959)

- Intrinsic motivation (from within)
- Extrinsic motivation (from without)

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WHY MI IN LEADERSHIP?

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THERE IS A CRISIS IN LEADERSHIP

- According to Gallup poll, 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).

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CRISIS IN LEADERSHIP

- 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).

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REASON FOR UNENGAGED EMPLOYEES

- The reason for the high percentage of *non-engagement and active disengagement* is often 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.

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WORK ENGAGEMENT

- "A set of behaviors that *promote connections to work and to others, personal presence* (physical, cognitive and emotional) and active, full performance" (Kahn 1990, p. 700).

- A "positive, fulfilling, work related state of mind characterized by vigor, dedication and absorption," Schaufeli et al. (2002)

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IMPORTANCE OF WORK ENGAGEMENT

- Employees inclined to remain committed to their organization (Schaufeli & Bakker, 2004).

- Organization that utilize their employees' strengths are more likely to have engaged employees (Rath, 2007).

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WORK ENGAGEMENT & SERVANT LEADERSHIP

- Research states there is an increase in and practice of Servant Leadership (SL).

- That many organizations view 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.

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SERVANT LEADERSHIP

- 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).

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STUDY DEFINITION

- 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).

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CHARACTERISTICS OF SERVANT LEADERSHIP (SPEARS, 2010)

- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- Commitment to Growth
- Building Community

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SL IMPACT ON EMPLOYEES

- Turnover retention & SL. (Jang et al , 2018)
- Employee satisfaction (Li et al 2018)
- Impacted employee performance positively
- Commitment of employees
- Team performance
    - All these lead to positive organizations performance (Ehrhart, 2004; Liden et al., 2008; Neubert et al., 2008; Peterson et al. 2012; Schaubroeck et al. 2011; Schneider & George 2011).

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WHAT IS MOTIVATIONAL INTERVIEWING?

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).

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WHAT AIDS ENGAGEMENT

1. Partnership
   - Collaboration
2. Acceptance
   - Unconditional positive regard (UPR)
     - Respecting their absolute worth
     - Affirming strengths, Empathy
     - Autonomy respecting the other's ability to make choices
3. Compassion
   - Concern for the best interests of the other
4. Empowerment /Evocation
   - Taping into by calling the others person's own wisdom abilities, values ideas

The MI Spirit

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PARALLELS OF SERVANT LEADERSHIP WITH MOTIVATIONAL INTERVIEWING (ORGAN, 2020)

SL Characteristics (Spears, 2010)	Motivational Interviewing Spirit and Skills (Miller & Rollnick, 2013)
Listening	Active, reflective listening is a central and foundational skill
Empathy	The learnable skill of accurate empathy (Rogers, 1980)
Healing	Compassion and acceptance in MI spirit
Awareness	Fosters consciousness of one's influence on others
Persuasion	Helps people persuade themselves through "change talk"

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PARALLELS OF SL WITH MI (ORGAN, 2020)

SL Characteristics (Spears, 1998)	Motivational Interviewing Spirit and Skills (Miller & Rollnick, 2013)
Conceptualization	Evocation of people's own hopes, goals and motivations
Foresight	Direction, focusing, planning; specific cues that predict outcome
Stewardship	Serving others, efficient use of communication time
Commitment to Growth	Specific skills in empowering, honoring autonomy, affirming and evoking personal strengths and efforts
Building Community	Partnership rather than an expert/authoritarian role

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WHY MI IN SL?

MI 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 also extensive research supporting the effectiveness of SL in the workplace.

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WHY MI IN SL?

MI is able to provide
- In-depth training
  - Listening skills,
  - Empathic skills
  - Focusing skills
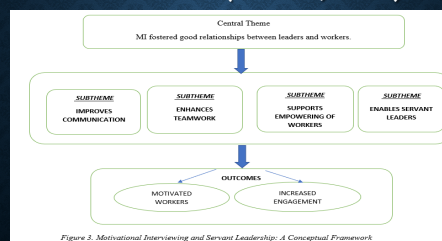 - Change talk in verbal and non-verbal communication,

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MI SKILLS
(MILLER & ROLLNICK, 2013)

OARS

- Open ended questions
- Affirmation
- Reflective
- Summaries

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MY FINDINGS (ORGAN, 2020)

Figure 3. Motivational Interviewing and Servant Leadership: A Conceptual Framework

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QUOTES FROM PARTICIPANTS

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FOSTERING RELATIONSHIP

- Ruth said, "It certainly, has improved and impacted my relationship with my core workers, that "it was amazing, a turnaround of what I encountered… It seems to be a much better approach."

- " I think it gets you a lot of engagement and a lot of buy-ins. It decreases opportunities for dissatisfaction, conflict . . . You have a more open way of discussing what your organization is about and why you are doing what you are doing."

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FOSTERING RELATIONSHIP

- Leonel said, "I think it has improved my handing of many situations, its improved how I interact with my crew my team,"

- Gideon said, "the skills are necessary in order to get along with people to help accomplish the mission and goals together

- Gideon added, "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."

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IMPROVES COMMUNICATION

- Rosie said, " I was intrigued by having almost like a recipe on how to have difficult conversations. I loved how it laid out a pretty easy road map, to help me be more successful."

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IMPROVES COMMUNICATION

- Gideon said, "I really think that it has improved my ability to communicate with employees and staff."

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ENHANCED TEAMWORK

Susan said, "for me it has helped me to be an effective listener and that the employees know that they are part of the team and being a valuable."

Leonel said, "I think it has promoted teamwork. It has fostered self-worth amongst the team with individuals, and it has caused the team to work together far better than they have worked before."

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EMPOWERS WORKERS

- Leonel said, " 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.

- Rosie said, "MI is a hands-on tool that provides strategies to work out SL"

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EMPOWERS WORKERS

- Susan said, "Yes they have more control that so they also have an opportunity to give me opinion of how we can improve on this aspect of this job."

- Kennedy said, " I think goes back to that enabling of decisions making. I think about more why they are making it rather than like an expert. Don't approach it with just your expertise but think more ramifications."

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ENABLES SERVANT LEADERSHIP

- Kennedy said, " I think is has made **me more aware like anything**. I think it has given me cognizant point that I need to watch for, like how I doing as far as listening, was I really listening, or was I just trying to jump ahead and reach a conclusion versa gathering information. Just a lot more awareness was I actually paying attention or just kind stepping through it."

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ENABLES SERVANT LEADERSHIP

- Rosie said, "quality of the conversation was entirely different and that they felt like am it had strengthened the relationship between them."
- When I asked Victor how he would say MI has impacted his leadership, he said, " It has made me more effective."

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DISCUSSION

- Both approaches honor and seek to evoke people's intrinsic motivations and abilities.
- MI could support SL practice by strengthening relationships, improving communication and teamwork, and empowering workers.
- The combined training focused broadly on SL, offering only an introduction to MI.
- Specific MI skills, such as open-ended questions and empathic listening, could contribute to effective SL.

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DISCUSSION

- The fact that these skills are learnable, observable, and reliably measurable could provide an assessment of learning in SL training and quality assurance measures of ongoing SL practice. Therefore, these measures could further be linked in research to the SL outcome.

- MI can be used effectively in relatively brief interactions with individuals as well as in groups.

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LIMITATIONS

- New area of research: limited literature to review.
- The SL/MI training was a 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.

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IMPLICATIONS

- MI may not be useful in all situations; other interventions may be needed.
- MI works well in small groups and not large groups.
- Using MI virtually is not as effective as in person face to face.
- One must be intentional about using the MI skills.

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IMPLICATIONS

- To incorporate MI as a tool in organization, there must be strategic planning, implementation at top level management.

- 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 of what MI actually is, participants will end up using some aspects of MI and not all, thinking they are using MI.

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SUGGESTIONS FOR FURTHER STUDIES

- Need for further studies on MI in leadership.

- MI coding could be very useful and hence verify that the participants were using MI.

- Need for follow-up training, coaching, or a community of practice to ensure that the participants are not only learning the skill but using it correctly.

- Need to explore MI as a tool for SL in other organizations with a different purpose and a different structure of leadership from the VA

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CONCLUSION

- My findings are suggestive, but not conclusive.

- They revealed that using some aspects of MI was helpful, imagine what would have happened if leaders had integrated more aspects of MI?

- My research question was partially answered.

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Q&A

- The End

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