

:

Motiveren zonder controleren:

Hoe kan je jezelf en anderen zo goed mogelijk motiveren in je begeleiding?



Anja Van den Broeck

Anja.vandenbroeck@kuleuven.be

Professor Werk en Organisatie Studies

Faculteit Economie en Bedrijfswetenschappen

KU Leuven

Soorten motivatie

Soorten motivatie

Geen motivatie	Extrinsieke motivatie				Intrinsieke motivatie
Amotivatie	Externe druk	Interne druk	Ervaren zinnelijkheid	Identiteit	Intrinsieke motivatie
Geen activiteit, hulpeloos, hopeloos	Beloning/straf van anderen	Trots/schuld, schaamte/ zelfwaarde	Waardevolle activiteit	Deel van wie ik ben	Leuk of interessant
Amotivatie	Gecontroleerde motivatie "ik MOET"		Autonome motivatie "ik WIL"		

Soorten motivatie

Article

Organizational
Psychology
Review



Beyond intrinsic and extrinsic motivation: A meta-analysis on self-determination theory's multidimensional conceptualization of work motivation

Anja Van den Broeck

KU Leuven, Belgium; North West University, South Africa

Joshua L. Howard

Monash University, Australia

Yves Van Vaerenbergh

KU Leuven, Belgium

Hannes Leroy

Erasmus University, Netherlands

Marylène Gagné

Curtin University, Australia

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Abstract

This meta-analysis aims to shed light on the added value of the complex multidimensional view on motivation of Self-determination theory (SDT). We assess the unique and incremental validity of each of SDT's types of motivation in predicting organizational behavior, and examine SDT's core proposition that increasing self-determined types of motivation should have increasingly positive outcomes. Meta-analytic findings (124 samples) support SDT, but also adds precision to its predictions: Intrinsic motivation is the most important type of motivation for employee well-being, attitudes and behavior, yet identified regulation is more powerful in predicting performance and

organizational citizenship behavior. Furthermore, introjection has both positive and negative consequences, while external regulation has limited associations with employee behavior and has well-being costs. Amotivation only has negative consequences. We address conceptual and methodological implications arising from this research and exemplify how these results may inform and clarify lingering issues in the literature on employee motivation.

Autonome vs. gecontroleerde motivatie op het werk

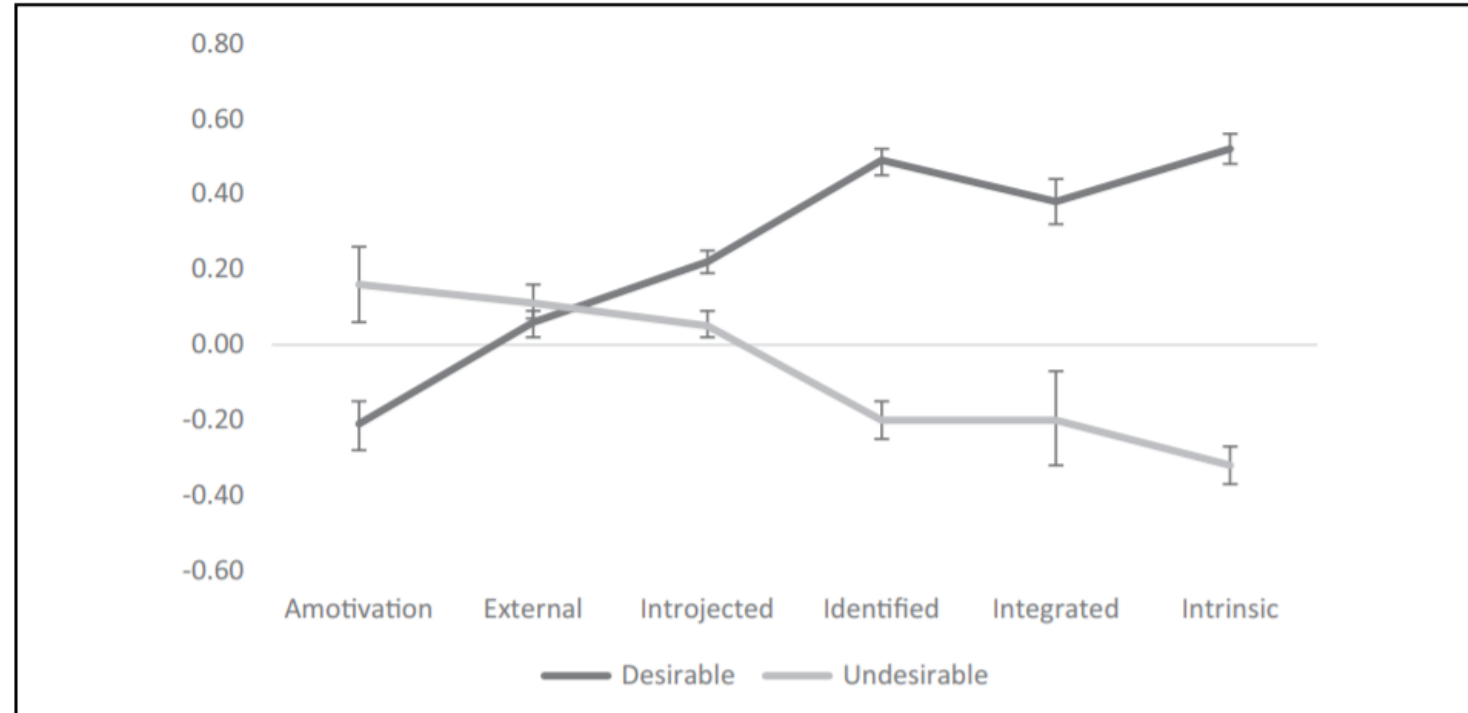


Figure 2. Summary of results regarding the relationships of the types of motivation on outcomes. *Note.* Desirable outcomes include affective commitment, normative commitment, engagement, job satisfaction, OCB, performance, & proactivity. Undesirable outcomes include absenteeism, burnout, continuance commitment, distress, turnover intention.

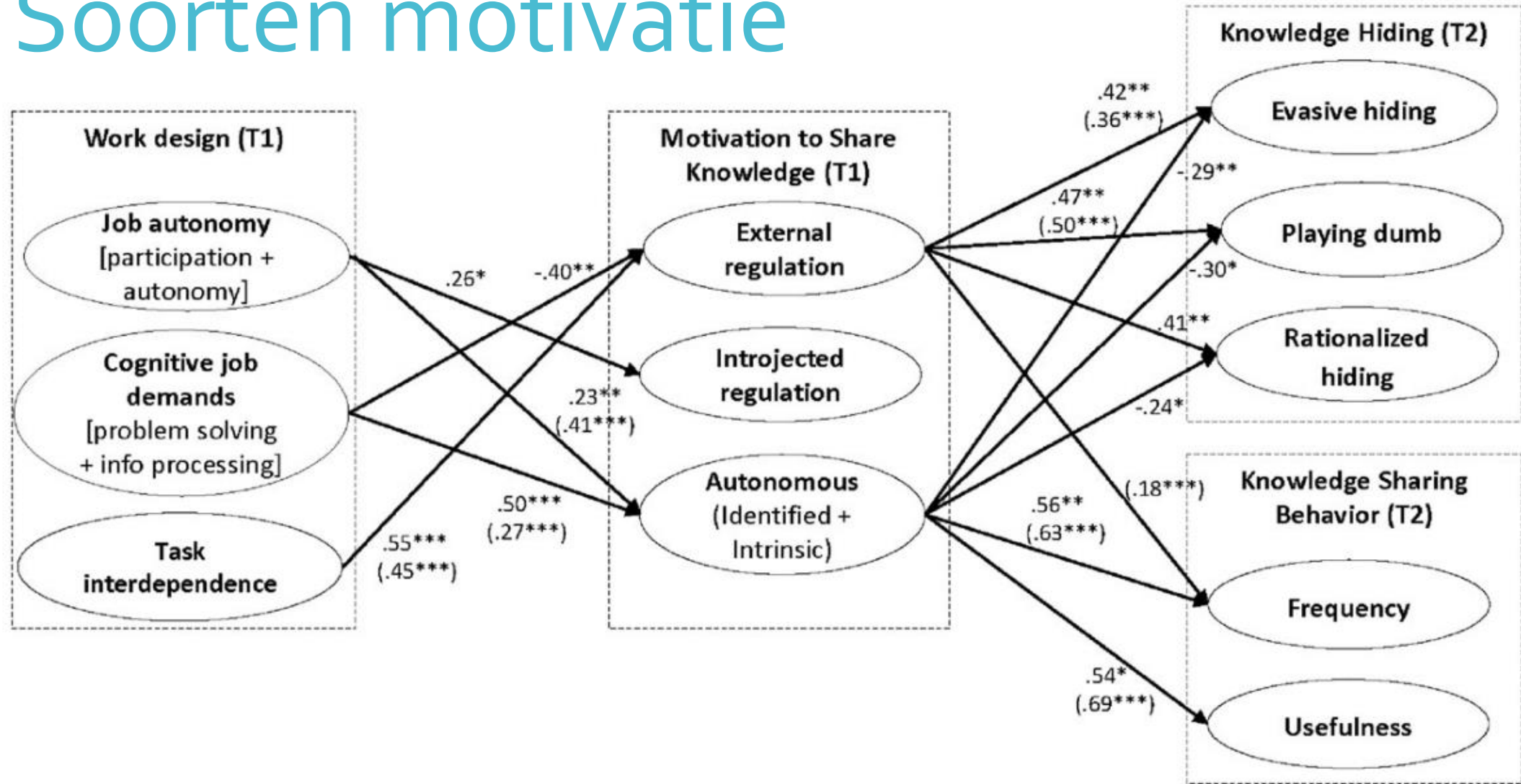
Soorten motivatie

Table 1. Relative weights analysis of the different types of motivation predicting outcomes.

Outcomes	R ²	Amotivation		External		Introjected		Identified		Intrinsic	
		RW	%	RW	%	RW	%	RW	%	RW	%
Distress	.10	.01	11.88	.00	4.82	.01	12.65	.04	35.60	.04	35.05
Burnout	.27	.10	33.96	.00	.56	.02	5.82	.02	8.85	.14	50.82
Engagement	.40	.03	6.29	.00	.14	.01	2.11	.12	28.75	.25	62.71
Job Satisfaction	.39	.07	17.73	.00	.42	.01	2.54	.10	24.96	.21	54.34
Affective Com.	.33	.02	4.51	.00	.72	.03	8.33	.09	27.80	.20	58.64
Normative Com.	.33	.00	.38	.01	3.43	.13	38.29	.05	15.54	.14	42.36
Continuance Com.	.05	.00	7.84	.04	76.78	.00	8.62	.00	4.87	.00	1.88
Turnover Intention	.12	.01	4.08	.01	4.99	.00	2.50	.04	34.96	.07	53.47
Performance	.25	.06	22.80	.00	.84	.04	17.40	.09	35.30	.06	23.65
Proactivity	.27	.01	2.54	.03	11.38	.03	9.93	.06	21.27	.15	54.87
OCB	.19	—	—	.02	9.99	.06	33.91	.06	31.05	.05	25.04
CWB	.28	.04	14.47	.02	8.12	.03	10.90	.04	14.45	.15	52.06
Absenteeism	.01	—	—	.00	0.34	.00	2.36	.00	11.26	.01	86.04
Average			11.50		9.43		11.95		22.67		46.23

Note: RW: relative weight; %: rescaled relative weight (i.e., relative weight divided by full model R²); Affective Com.: Affective commitment; Normative Com.: Normative commitment; Continuance Com.: Continuance Commitment; CWB: Counterproductive Work Behaviors.

Soorten motivatie



Motivatie voor leren

Student Motivation and Associated Outcomes: A Meta-Analysis From Self-Determination Theory

Joshua L. Howard¹, Julien Bureau², Frédéric Guay²,
Jane X. Y. Chong³, and Richard M. Ryan⁴

¹Department of Management, Monash University; ²Department of Educational Fundamentals and Practice, Université Laval; ³Department of Psychology, University of Western Australia; and ⁴Institute for Positive Psychology and Education, Australian Catholic University

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Abstract

Student outcomes are influenced by different types of motivation that stem from external incentives, ego involvement, personal value, and intrinsic interest. The types of motivation described in self-determination theory each co-occur to different degrees and should lead to different consequences. The associations with outcomes are due in part to unique characteristics and in part to the degree of autonomy each entails. In the current meta-analysis, we examine these different types of motivation in 344 samples (223,209 participants) as they relate to 26 performance, well-being, goal orientation, and persistence-related student outcomes. Findings highlight that intrinsic motivation is related to student success and well-being, whereas personal value (identified regulation) is particularly highly related to persistence. Ego-involved motives (introjected regulation) were positively related to persistence and performance goals but also positively related with indicators of ill-being. Motivation driven by a desire to obtain rewards or avoid punishment (external regulation) was not associated with performance or persistence but was associated with decreased well-being. Finally, amotivation was related to poor outcomes. Relative weights analysis further estimates the degree to which motivation types uniquely predict outcomes, highlighting that identified regulation and intrinsic motivation are likely key factors for school adjustment.

Table 3. Meta-Analytic Correlations Between Motivation Types and Academic Performance

Outcome and motivation	<i>k</i>	ρ	95% CI	<i>SE</i>	τ^2	<i>I</i> ²
Objective academic performance						
Amotivation	24	−.21	[−.27, −.15]	.03	.01	89.28
External	33	−.03	[−.08, .01]	.02	.01	80.71
Introjected	30	−.01	[−.05, .04]	.02	.01	84.86
Identified	33	.11	[.06, .17]	.03	.02	93.80
Integrated	3	.04	[−.27, .34]	.07	.01	81.49
Intrinsic	23	.13	[.07, .19]	.03	.01	85.46
Self-report academic performance						
Amotivation	32	−.28	[−.33, −.23]	.02	.01	82.91
External	26	−.02	[−.06, .03]	.02	.01	85.11
Introjected	28	.07	[−.01, .16]	.04	.03	94.45
Identified	27	.29	[.22, .35]	.03	.02	91.70
Intrinsic	33	.32	[.26, .39]	.03	.02	90.06

Note: *k* = number of samples; ρ = correlation after correction for reliability and weighted by sample size; CI = confidence interval.

Table 4. Meta-Analytic Correlations Between Motivation Types and Persistence Outcomes						
Outcome and motivation	<i>k</i>	ρ	95% CI	<i>SE</i>	τ^2	<i>I</i> ²
Effort						
Amotivation	13	−.41	[−.51, −.31]	.05	.04	95.10
External	17	−.08	[−.20, .05]	.06	.05	96.23
Introjected	16	.25	[.15, .35]	.05	.02	91.91
Identified	15	.51	[.41, .62]	.05	.04	94.52
Intrinsic	16	.54	[.43, .64]	.05	.03	94.30
Continuance intention						
Amotivation	6	−.27	[−.44, −.10]	.07	.02	90.50
External	10	−.02	[−.15, .10]	.05	.02	91.72
Introjected	9	.02	[−.07, .11]	.04	.01	84.45
Identified	10	.31	[.20, .43]	.05	.02	92.97
Intrinsic	7	.26	[.08, .43]	.07	.02	92.95
Intent to exercise						
Amotivation	6	−.26	[−.52, .00]	.10	.03	93.09
External	12	.03	[−.11, .17]	.06	.05	96.00
Introjected	12	.25	[.14, .37]	.05	.03	93.06
Identified	11	.51	[.41, .61]	.04	.02	88.23
Intrinsic	12	.43	[.32, .55]	.05	.02	94.08
Absenteeism						
Amotivation	3	.17	[−.08, .43]	.05	.01	71.11
External	4	−.01	[−.15, .14]	.04	< .01	60.89
Introjected	4	−.07	[−.18, .03]	.03	< .01	30.08
Identified	4	−.09	[−.19, .02]	.02	< .01	0.00
Intrinsic	4	−.08	[−.32, .16]	.07	.01	82.96
Dropout intention						
Amotivation	5	.52	[.09, .94]	.15	.17	99.47
External	7	−.06	[−.15, .02]	.03	.01	89.42
Introjected	7	−.03	[−.28, .21]	.10	.04	97.55
Identified	7	−.27	[−.43, −.12]	.06	.04	97.60
Intrinsic	7	−.25	[−.41, −.10]	.06	.02	94.14

Note: *k* = number of samples; ρ = correlation after correction for reliability and weighted by sample size; CI = confidence interval.

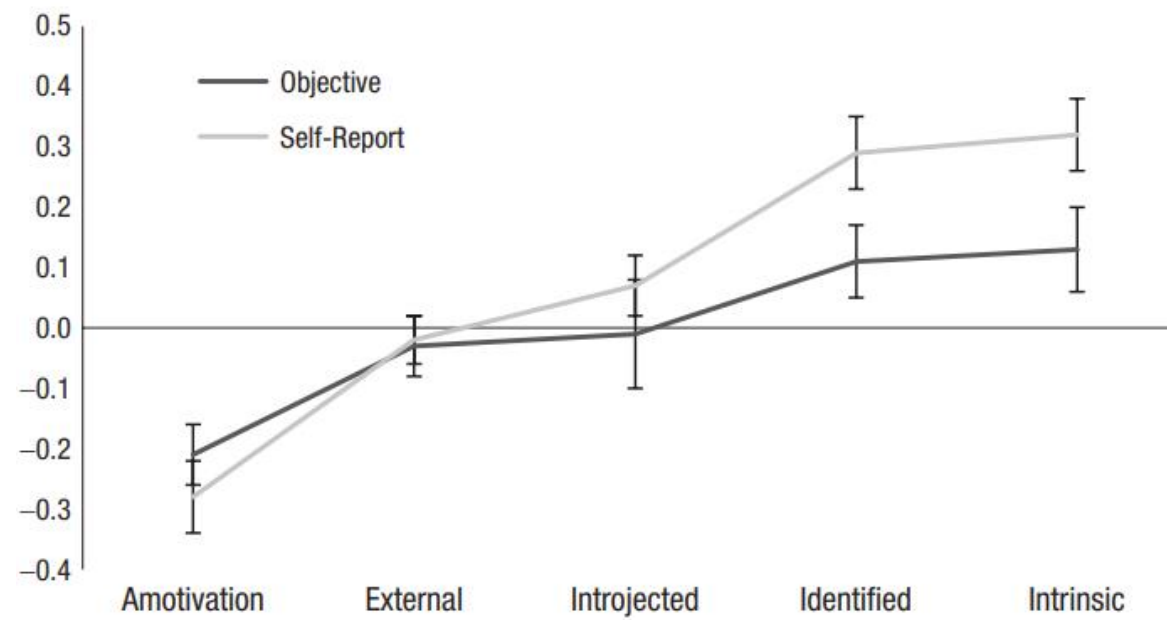


Fig. 4. Graphical representation of correlations between motivation factors and academic performance. Error bars indicate 95% confidence intervals.

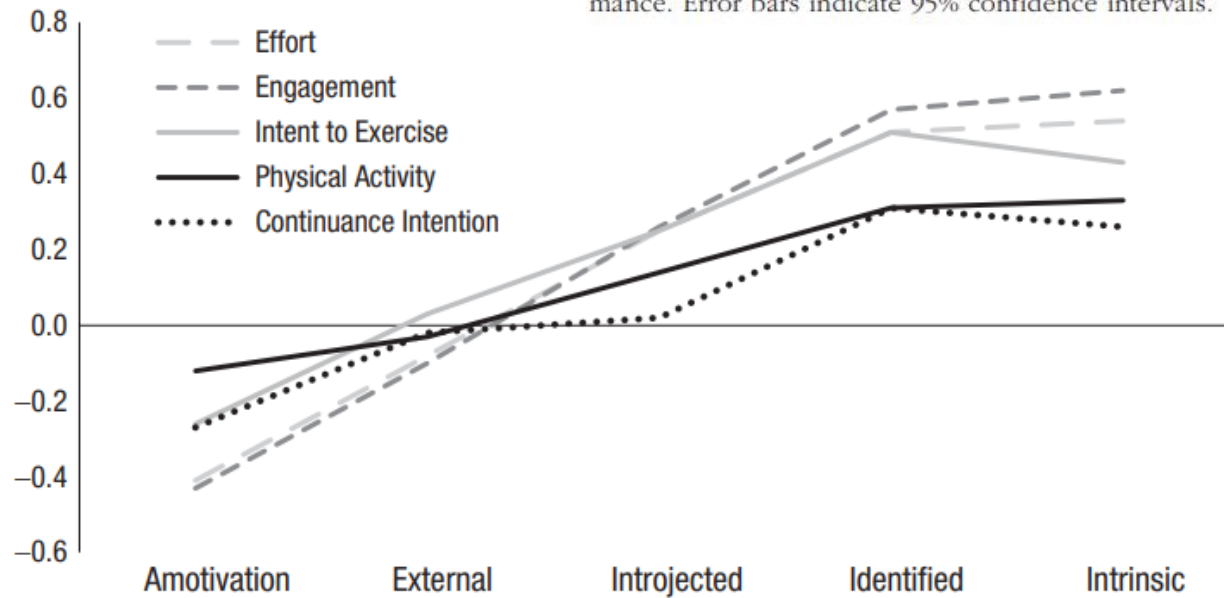


Fig. 5. Graphical representation of correlations between motivation and adaptive persistence outcomes.

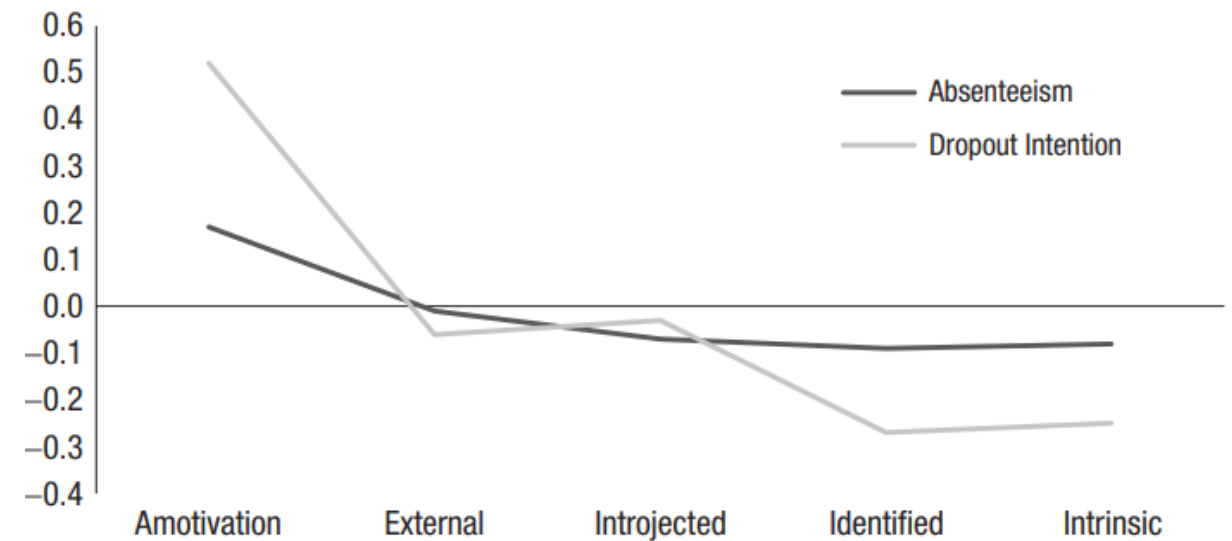


Fig. 6. Graphical representation of correlations between motivation and maladaptive persistence outcomes.

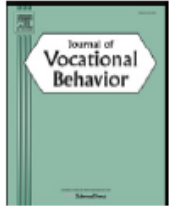
Genuanceerd beeld



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Unraveling the importance of the quantity and the quality of workers' motivation for well-being: A person-centered perspective

Anja Van den Broeck^{a,b,*}, Willy Lens^{c,d}, Hans De Witte^{b,e}, Hermina Van Coillie^f

^a Human Relations Research Group, HU Brussel, Belgium

^b Research Group Work, Organisational & Personnel Psychology, KU Leuven, Belgium

^c School Psychology and Child and Adolescent Development, KU Leuven, Belgium

^d University of the Free State, Bloemfontein, South Africa

^e Vanderbijlpark Campus, North West University, South Africa

^f HR Research & Measurement Securex, Belgium

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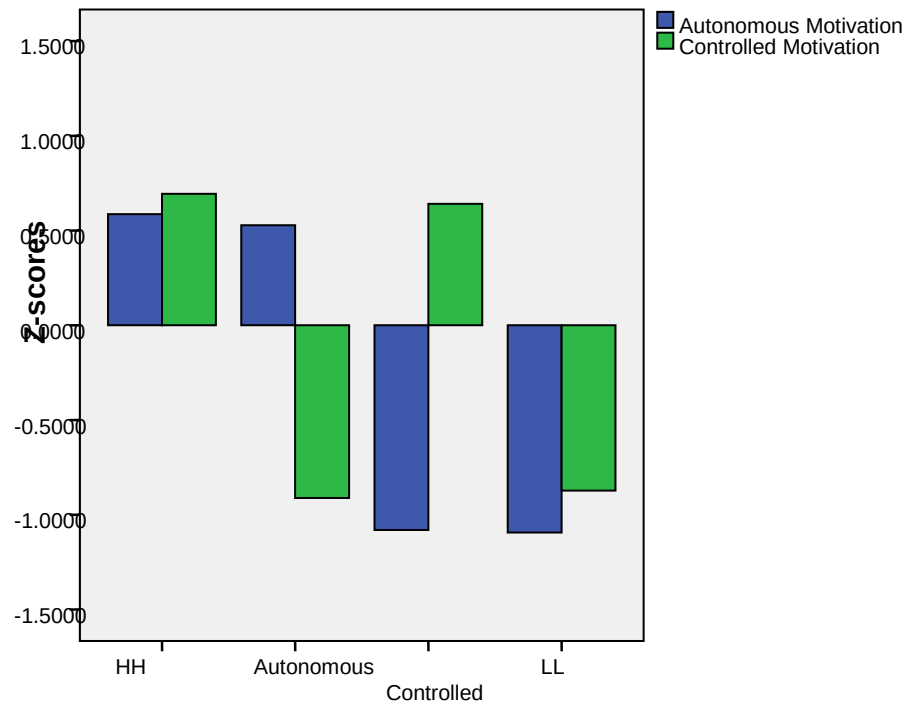
Stress

ABSTRACT

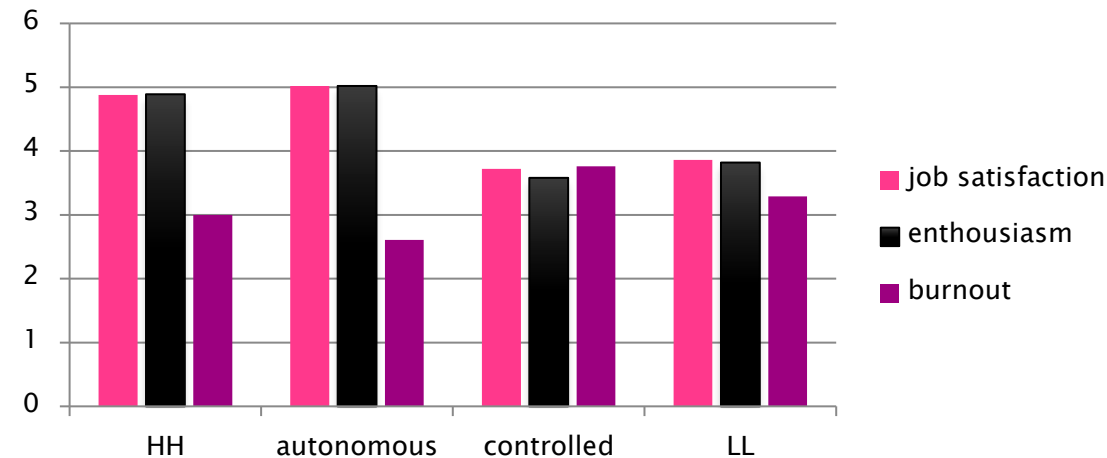
The current study compares the quantitative and the qualitative viewpoints on work motivation by relying on Self-Determination Theory's differentiation between autonomous and controlled motivation. Specifically, we employed a person-centered approach to identify workers' naturally occurring motivational profiles and compared them in terms of positive and negative aspects of worker well-being. Across a representative population sample (Sample 1) as well as two divergent samples of different organizations (Samples 2 and 3), four profiles were found: (1) a HA-HC profile characterized by high autonomous and high controlled motivation, (2) a HA-LC profile characterized by high autonomous and low controlled motivation, (3) a LA-HC profile typified by low autonomous and high controlled motivation and (4) a LA-LC profile characterized by low autonomous and low controlled motivation. In general, workers in the former two profiles (both scoring high on autonomous motivation) reported most job satisfaction, work enthusiasm/engagement and the lowest levels of strain/burnout. The latter two profiles (both scoring low on autonomous motivation) displayed the least optimal outcomes. Results seem to point at the importance of autonomous motivation.

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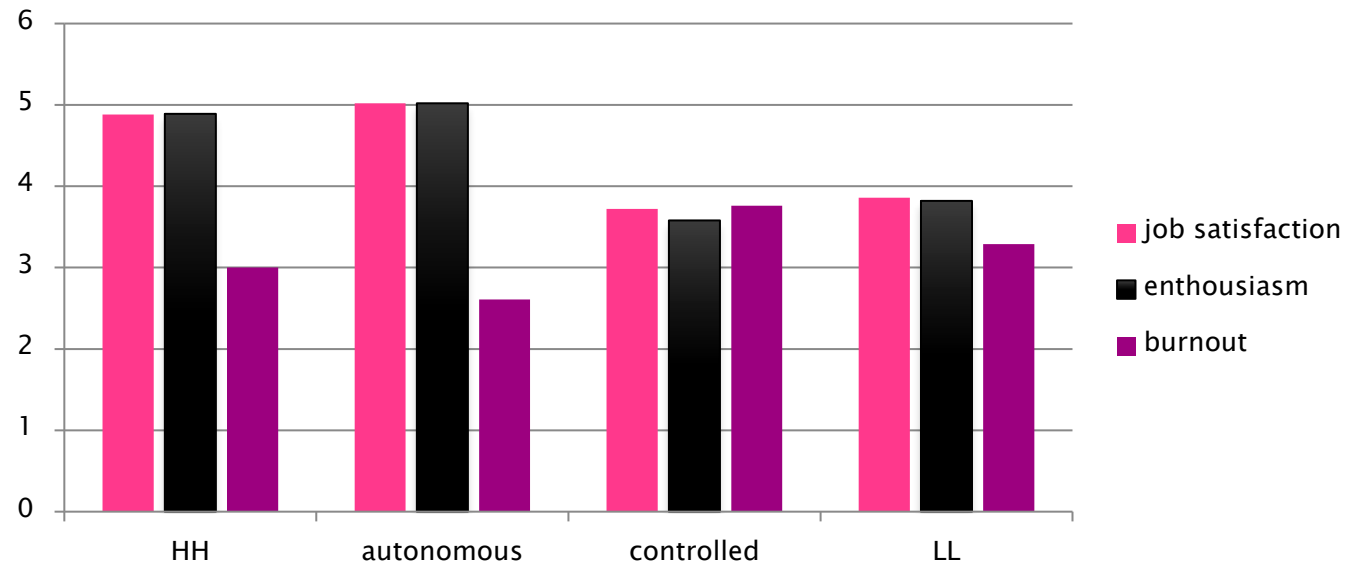
Genuanceerd beeld



		HH	Autonomous	Controlled	LL
Percentage	Study 1	37%	31%	19%	13%
	Study 2	31%	35%	23%	21%



		HH	Autonomous	Controlled	LL	F	Effect
Job Satisfaction	Study 1	4.88a	5.02a	3.72b	3.86b	F(3, 1789) = 178.21***	.24
	Study 2	4.34a	4.34a	3.91b	3.80b	F(3,283) = 15.71***	.15
Work Enthusiasm	Study 1	4.89a	5.02a	3.58c	3.82b	F(3, 1789) = 211.47***	.27
	Study 2	4.95a	4.94a	4.05b	3.63c	F(3,283) = 4164***	.31
Strain	Study 1	3.00c	2.61d	3.76a	3.29b	F(3, 1789) = 97.14***	.08
	Study 2	1.03b	.85b	1.69a	1.80a	F(3,283) = 19.65***	.18



		HH	Autonomous	Controlled	LL	F	Effect
Job Satisfaction	Study 1	4.88a	5.02a	3.72b	3.86b	$F(3, 1789) = 178.21^{***}$	.24
	Study 2	4.34a	4.34a	3.91b	3.80b	$F(3, 283) = 15.71^{***}$	.15
Work Enthusiasm	Study 1	4.89a	5.02a	3.58c	3.82b	$F(3, 1789) = 211.47^{***}$	.27
	Study 2	4.95a	4.94a	4.05b	3.63c	$F(3, 283) = 4164^{***}$	.31
Strain	Study 1	3.00c	2.61d	3.76a	3.29b	$F(3, 1789) = 97.14^{***}$	.08
	Study 2	1.03b	.85b	1.69a	1.80a	$F(3, 283) = 19.65^{***}$	.18

Visie op motivatie: wat werkt voor jou?

Theory X

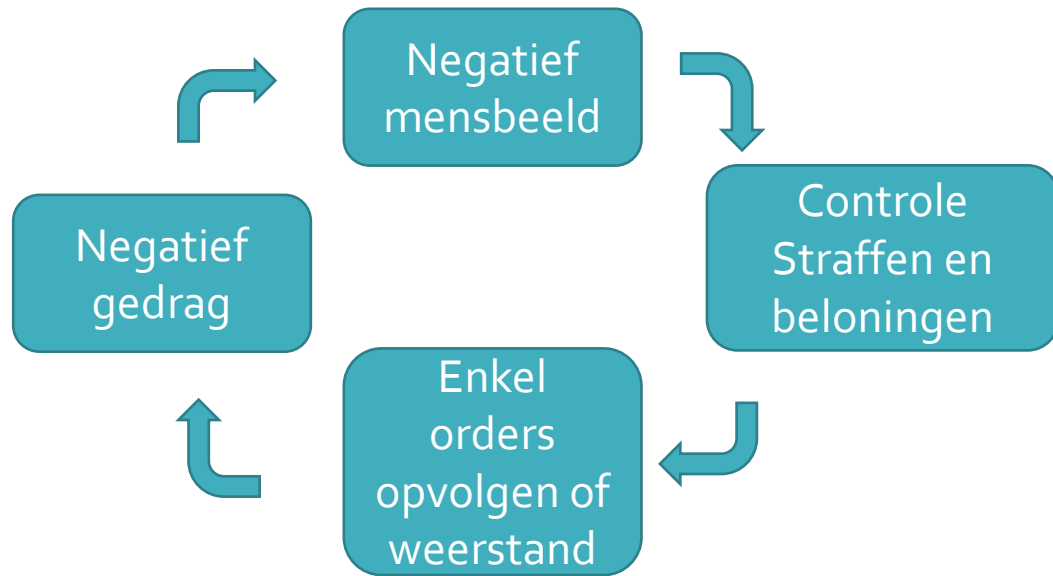


Theorie Y



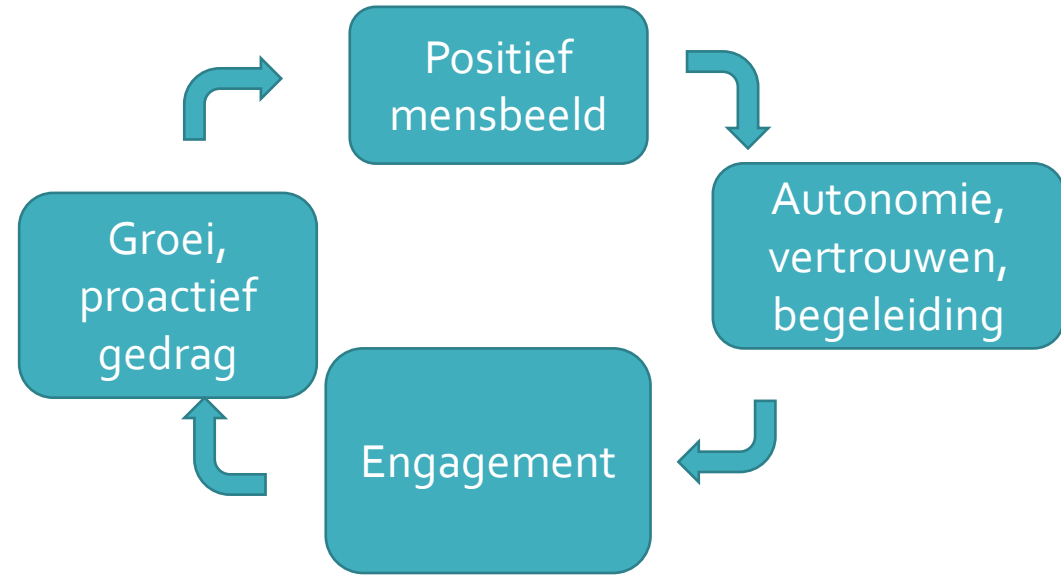
Visie op motivatie: wat werkt voor jou?

Theory X



- Cfr. Theory X, McGregor, 1960, Agency Theory

Theory Y



- Cfr. Theory Y, McGregor, 1960, Stewardship theory



If you want to build a ship,
don't drum up people together to collect wood
and don't assign them tasks and work,
but rather teach them to long for the endless immensity of the sea

Het ABC van motivatie

Basisbehoeften in ZDT

Autonomie

Betrokkenheid

Competentie

“de voedingsstoffen die een iemand nodig heeft voor zijn groei, integriteit en gezondheid” (Deci en Ryan, 2000, p. 326).

Meta-analyse ABC in werk

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A Review of Self-Determination Theory's Basic Psychological Needs at Work

Anja Van den Broeck

*KU Leuven
North-West University*

D. Lance Ferris

The Pennsylvania State University

Chu-Hsiang Chang

Michigan State University

Christopher C. Rosen

University of Arkansas

Self-determination theory (SDT) conceptualizes basic psychological needs for autonomy, competence, and relatedness as innate and essential for ongoing psychological growth, internalization, and well-being. We broadly review the literature on basic psychological need satisfaction at work with three more specific aims: to test SDT's requirement that each basic psychological need should uniquely predict psychological growth, internalization, and well-being; to test whether use of an overall need satisfaction measure is appropriate; and to test whether the scale used to assess basic psychological needs influenced our results. To this end, we conducted a meta-analytic review of 99 studies with 119 distinct samples examining the antecedents and consequences of basic need satisfaction. We conclude with recommendations for addressing issues arising from our review and also identify points for future research, including the study of need frustration and culture, integrating the basic needs with other motivation theories, and a caution regarding the measures and methods used.

Keywords: needs; motivation; meta-analysis; review; self-determination theory

Autonomie

Betrokkenheid

Competentie

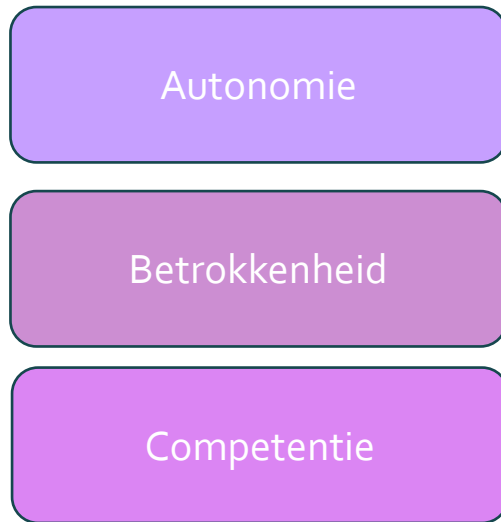
Kwaliteit van
motivatie

Welzijn

Positieve
attitudes

Prestaties

Gevolgen van het ABC



gedrag
[+ effort, inrol-prestaties, creativiteit, proactief
gedrag, (OCB-I/O, job crafting)
- deviant gedrag (oa. pesten), absenteïsme]

attitudes
[+ jobtevredenheid, organisatiebetrokkenheid
- verloopintenties]

welzijn
[+ positieve emoties, bevlogenheid,
algemeen welzijn, levenstevredenheid
- stress, burn-out,]

motivatie
[+ Autonome motivatie
- Gecontroleerde motivatie
- Amotivatie]

Oorzaken van de vervulling van het ABC

persoonlijkheid

- + Zelf-waarde en effectiviteit, optimisme, mindfulness, proactieve persoonlijkheid
- + Agreeableness, conscientiousness, emotional stability, extraversie, openheid, o demografische, functie-gebonden achtergrondkenmerken

organisatiecontext

- + leiderschap: autonomie-ondersteuning, positief gedrag, relationeel leiderschap, LMX
- + organisatie: uitwisselingsrelaties
- + rechtvaardigheid, fit
- organisatiepolitiek, slecht gedrag (oa. pestgedrag)

werk

- + job resources: vaardigheidsbenutting, taakidentiteit, taakbelang, autonomie, sociale steun, feedback
- Job demands: werkdruk, cognitieve/emotionele belasting, rolconflict, rolambiguïteit, werkhuis interferentie, jobonzekerheid

Autonomie

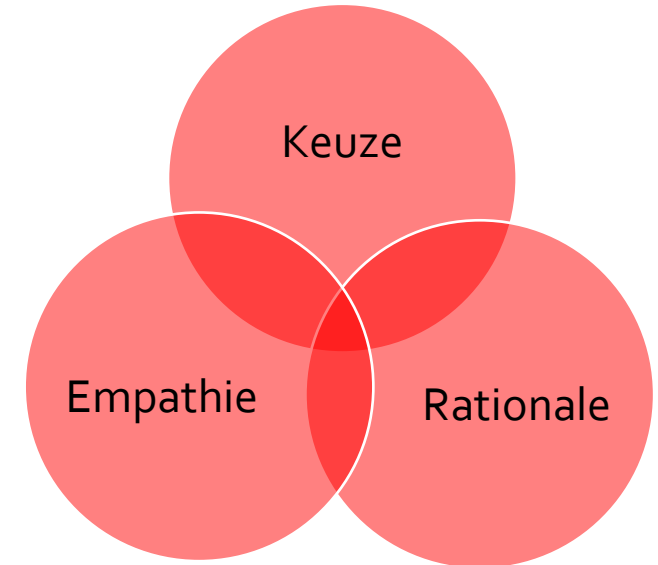
Betrokkenheid

Competentie

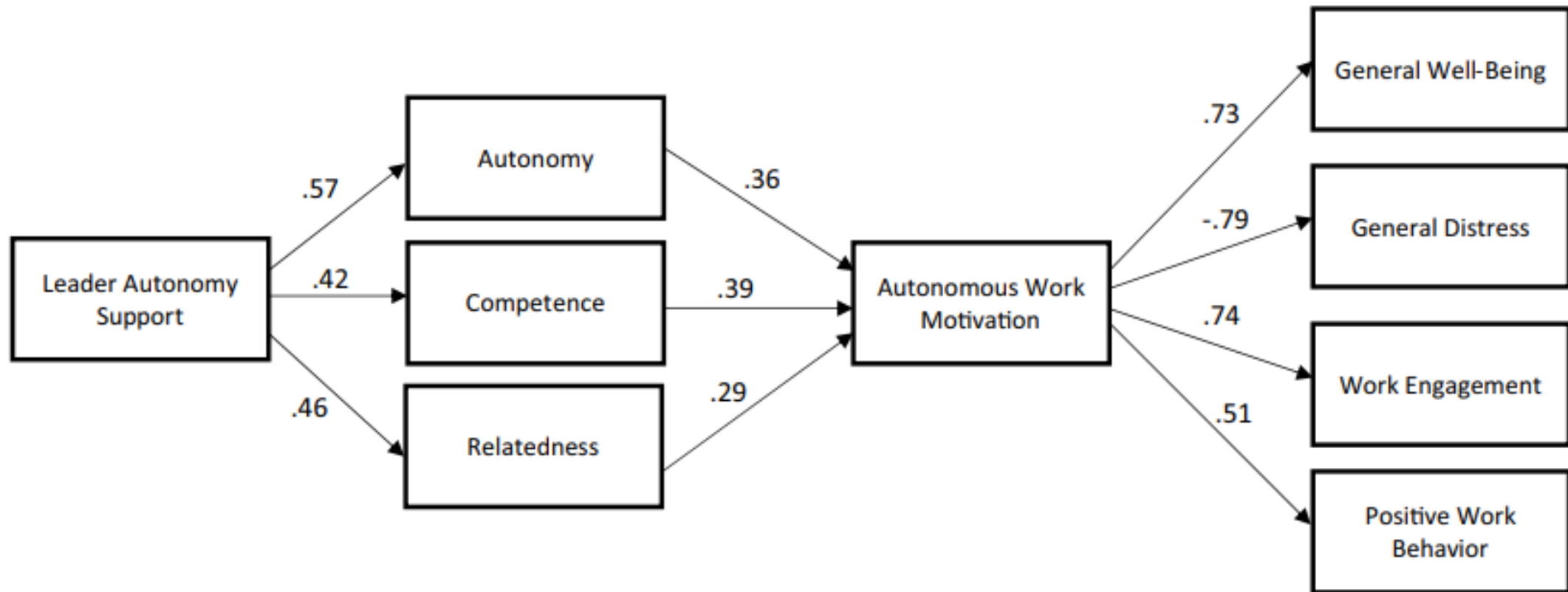
Motivatie ondersteunend gedrag

Autonomie	Verbinding	Competentie
Keuze Reden Empathie	Warmte & betrokkenheid	Structuur Effectiviteit en leren
Keuzes en opties aanbieden Een betekenisvolle reden geven Perspectief nemen Herkennen en erkennen van iemands gevoelens Niet-controlerende taal gebruiken	Interesse uitdrukken Emotionele steun bieden Onvoorwaardelijke positieve waardering geven	Verwachtingen en doelen helder maken Consistent regels en richtlijnen toepassen Informatieve feedback geven Vertrouwen uitspreken in iemands kunnen en mogelijkheden

Leiderschap: Autonomie ondersteuning



Autonomie ondersteunend leiderschap



Ondersteuning van alle behoeften



Autonomie
ondersteuning

Controle

Warm

Koud

Structuur

Chaos/laissez faire

In tijden van verandering

Understanding the Rationale

- Do you feel that you completely understand the reasons that brought about the changes?
- Do you feel that this organization provides you with the necessary information to understand the reasons behind the changes?
- Do you understand why the changes are implemented in this way?

Feelings Acknowledged

- Do you feel that this organization takes into account your opinions and ideas in the change implementation?
- Do you feel that this organization cares about your worries toward the changes?
- To what extent were your worries taken into account before the change implementation?

Having a Choice

- Do you feel that you personally have control over the implemented changes?
- Do you have the opportunity to propose ways of implementing the changes?
- Do you feel that you personally have influence in the way the changes are implemented?

Facilitating Acceptance of Organizational Change: The Importance of Self-Determination¹

MARYLÈNE GAGNÉ²

*Department of Clinical and Social
Sciences in Psychology
University of Rochester*

RICHARD KOESTNER

*McGill University
Montreal, Canada*

MIRON ZUCKERMAN

*Department of Clinical and Social Sciences in Psychology
University of Rochester*

Self-determination theory (Deci & Ryan, 1985, 1987, 1991) proposes that internalization can be facilitated by supporting a person's autonomy. Autonomy support can be achieved using 3 means: giving a rationale for doing a task, offering some choice about how to do the task, and acknowledging feelings about the task. We examined the effects of these 3 factors on acceptance of change in a work organization. Employees from a large Canadian telecommunications company that was in the midst of profound transformation completed scales on 2 separate occasions. Cross-sectional and longitudinal results demonstrated that the 3 factors facilitated acceptance of organizational change, with substantial effect sizes. Implications for successful organizational transformation are discussed.

In tijden van verandering

Table 4
CR need fulfillment and reactions to change depending on CA communication behaviors.

	Condition	
	Autonomy-restrictive CA ^a	Autonomy-supportive CA ^b
Psychological need satisfaction	2.93 (1.19)	4.75 (1.14)
Resistance after interaction	40.27 (24.50)	39.51 (18.72)

Note. Standard deviation in parentheses.

^a N = 47.

^b N = 54.

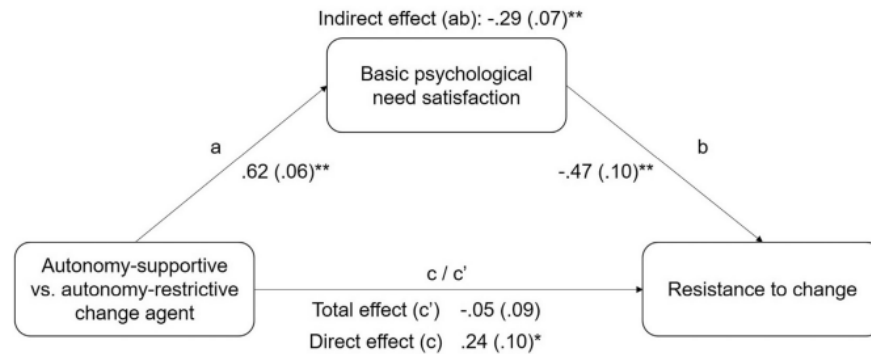


Fig. 1. Results of study 2.

Note. Autonomy-restrictive communication = 0; autonomy-supportive communication = 1. Shown are standardized coefficients (β), standard errors in parentheses (SE).

** $p < .001$, * $p < .05$.



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Turning change resistance into readiness: How change agents' communication shapes recipient reactions

Paul C. Endrejat ^{a,*}, Florian E. Klonek ^b, Lena C. Müller-Frommeyer ^c, Simone Kauffeld ^c

^a Universität Hamburg, Germany

^b Curtin University, Australia

^c Technische Universität Braunschweig, Germany



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ABSTRACT

As employees' support for an organizational change is critical for its success, change agents require guidelines on how to initiate change recipients' endorsement. Accordingly, there is a need for an evidence-based understanding of which communication behaviors drive positive versus negative change reactions, as well as about the psychological mechanisms that explain effective communication. To advance our knowledge about successful change communication, we tested how autonomy-supportive communication, autonomy-restrictive communication, and reflective listening are associated with change recipients' reactions. Building on Self-Determination Theory, we also tested the mediating mechanism of the satisfaction of recipients' psychological needs between change agents' actions and change recipients' reactions. In three studies, we explored how change agents can use their communication to enhance recipients' change readiness, as manifested in increased energy-saving intentions. In Study 1, we separately examined the effect of each communication behavior on change readiness. We coded dyadic change conversations for autonomy-supportive (vs. autonomy-restrictive) communication and reflective listening. Results showed that autonomy-restrictive communication negatively impacted recipients' change readiness. Study 2 used an online experiment to distinguish between the effect of change agents' autonomy-supportive and -restrictive communication. We found an indirect effect of change agents' communication behaviors on recipients' change readiness via psychological need fulfillment. In Study 3, we investigated how change agents "in the field" responded to recipients' expressed resistance. Findings indicated that change agents use more autonomy-restrictive than -supportive communication, suggesting that their communication typically undermines rather than facilitates recipients' change readiness.

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Het gesprek

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Pilootstudie

Effect van motiverende gespreksvoering op re-integratieproces?



A pilot randomized controlled trial on motivational interviewing in return to work after work disability

Charlotte Vanovenberghe^{a b f}  , Anja Van den Broeck^{c d 1}, Marc Du Bois^a, Maarten De Schryver^b, Emelien Lauwerier^{b e 2}

Motiverende gespreksvoering



Standaard consultvoering



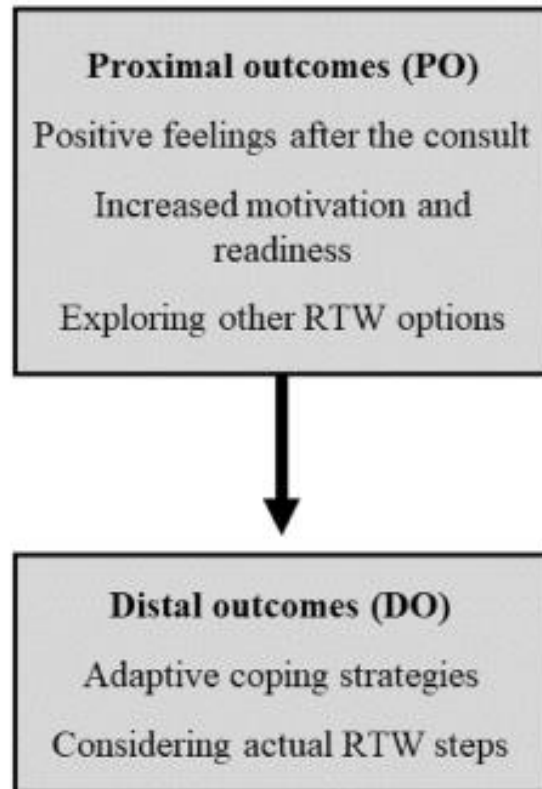
(N= 256)

→ significant snellere werkhervatting
→ minder kans op terugval

In vergelijking met de controlegroep

Pilootstudie

Interviews met personen
in arbeidsongeschiktheid



Process Evaluation of a Motivational Interviewing Intervention in a Social Security Setting: A Qualitative Study among Work-Disabled Patients

I. Rymenans¹ · C. Vanovenberghe^{2,3} · M. Du Bois² · A. Van den Broeck^{1,4} · E. Lauwerier^{3,5}

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Abstract

Purpose Return to work (RTW) may be facilitated by motivational interviewing (MI), a counseling style designed to increase motivation towards behavior change. MI's relevance in a RTW context remains however unclear. Exploring how, for whom and in what circumstances MI works is therefore necessary. **Methods** Eighteen people (29–60 years; sick leave > 12 weeks) with low back pain (LBP) or medically unexplained symptoms (MUS) participated in a semi-structured interview after one MI consultation. We conducted a realist-informed process evaluation to explore MI's mechanisms of impact, its outcomes and how external factors may influence these. Data were coded using thematic analysis. **Results** Main mechanisms were supporting autonomy, communicating with empathy and respect, facilitating feelings of competence and focusing on RTW solutions instead of hindrances. Competence support was more salient among LBP patients, whereas MUS patients benefited more from empathy and understanding. External factors were mentioned to have impacted MI's effectiveness and/or the further RTW process, being personal (e.g. acceptance of the condition), work-related (e.g. supervisor support) and societal (e.g. possibility of gradual RTW). **Conclusions** These results stress the importance of self-determination theory's support for autonomy, relatedness and competence, together with a solution-focused approach when stimulating patients' engagement regarding RTW. These mechanisms' instalment during RTW counseling and their long-term impact depends on both personal and system-like external factors. Belgium's social security system's premise, based on control, might actually hinder RTW instead of facilitating it. Further longitudinal research could explore MI's long-term effects as well as its complex interaction with external factors.

Keywords Return to work · Counseling · Low back pain · Medically unexplained symptoms · Thematic analysis

Medisch onverklaarde klachten

- Geloofd worden
- Zich begrepen voelen

Musculoskeletale aandoening

- Bevestiging dat ze goed bezig zijn
- Andere opties verkennen door individueel advies

Evaluatie van de effectiviteit van training

Na de training



Meer autonomie-ondersteunend

"laat ruimte voor input"

Meer competentie-ondersteunend

"structureert de follow-up"

Minder autonomie-ondermijnend

"gebruikt dwingende taal"

Competentie-ondermijnend: geen verschil
(bv. *"geeft onduidelijke info"*)

"Het lijkt wel alsof mensen meer geneigd zijn ermee aan de slag te gaan, door het uit hen zelf te laten komen. Ik word soms ook letterlijk bedankt voor het gesprek."

"Ik ben veel minder uitgeput. Vroeger toen ik thuis kwam, wou ik in de zetel ploffen, maar dat heb ik nu niet meer. Ik jaag me veel minder op en dat vreet ook minder energie, denk ik. Het is misschien ook minder een monoloog."

Basisprincipes

- De kans dat iemand gemotiveerd is om aan de slag te gaan is groter wanneer ...
 - 1) Je de ABC-behoeften (autonomie, verbinding en competentie) meer vervult in het gesprek
 - 2) Er een dialoog ontstaat tussen 2 (of meer) – evenwaardige -mensen (met verschillende perspectieven)
 - 3) De ander meer zelf uitspreekt
 - 4) Jij het kader bewaakt en een spiegel voorhoudt
 - 5) Je doelgericht werkt en focust op (eerste) stappen vooruit, ipv op het heden of verleden

Behoeftte-ondersteunende communicatie

A

- Controlerende taal vermijden (*“moeten”*)
- Keuze bieden \ verklaring geven
- Ruimte bieden voor input, emoties toelaten
- Toestemming vragen voor het geven van info/advies
- Aangepaste taal gebruiken (opletten met jargon!)

- Samenvatten (teken dat je luistert)
- Empathie tonen: *“Wat vervelend”*
- Perspectief innemen vanuit oprechte interesse

B

C

- Samenvatten → gesprek structureren
- Affirmeren: *“Goed dat je zelf al hebt nagedacht”*
- Doorverwijzen / hulpmiddelen aanreiken
- Succeservaringen aanhalen: *“Wat heeft in het verleden gewerkt?”*
- Kleine, **haalbare** stappen overeen komen

Reflecties

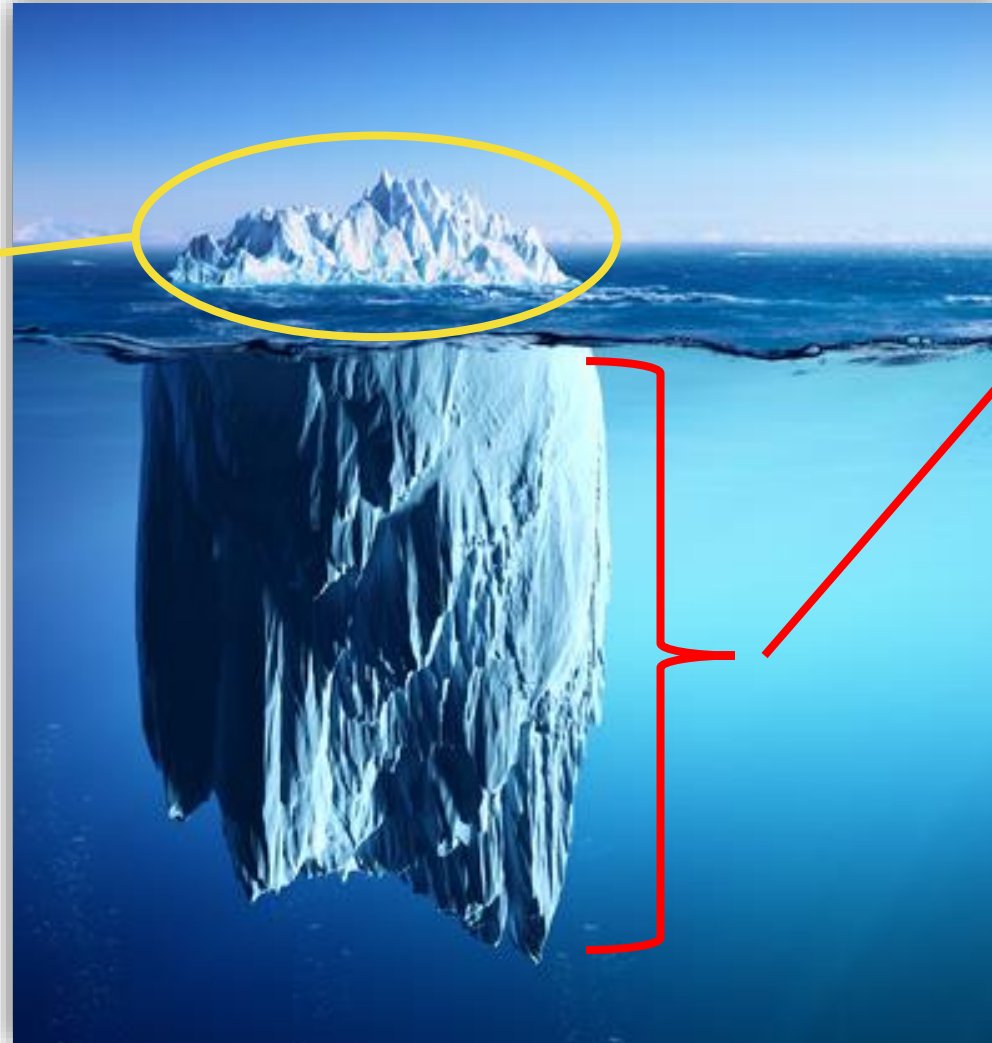
Het past me niet om aan dat project te werken.

De letterlijke inhoud
(anders verwoorden)



Simpele reflectie

Je hebt geen tijd.



**Onderliggende gevoelens
en gedachten**
(interpreteren)



Complexe reflectie

Je voelt dat er nu al
veel op je af komt

Zelf laten uitspreken

Ongevraagd advies vanuit een reparatiereflex



- **Oplossen**
'Praat er eens over met je collega?'
- **Overtuigen**
Komaan hé, de moed niet opgeven!
- **Confronteren**
Gewoon zo verder blijven doen helpt toch ook niet hé?
- **Analyseren**
Is er iets anders dat speelt?
- **De les lezen**
- **Moraliseren**
Oei, maar zo ga je er niet komen in het leven hé...
- **Redden** (tools bieden om zelf probleem te laten oplossen)
- **Luisteren om te antwoorden** ↔ luisteren om te begrijpen

Het gesprek



Casus: Het 6^{de} leerjaar

Directeur: “Het loopt gewoon niet meer in het zesde. De sfeer is slecht, ouders klagen, en de leerkrachten zijn precies op. Kun jij eens langskomen en zien wat er aan de hand is? Misschien moet er iets veranderen.”

Jij gaat langs bij de leerkrachten van het 6^e jaar, maar zij doen het probleem af: “de jeugd van vandaag is niet gemotiveerd”

Casus: Het 6^e leerjaar



A B c



“Wat zou je graag anders willen zien”
reparatiereflex

“Hoe gaat het in de klas?”
Nivea

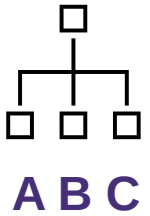
“Hoe gaat het vandaag?”
Oprechte interesse
Overhaaste focus

Casus: GOK

Zorgleerkrachten: De school voert allerlei GOK-maatregelen uit (huiswerkbegeleiding, brugfiguren, taalbeleid...). We krijgen dit allemaal niet rond. We weten niet waar ons hoofd staat. Waar kunnen we schrappen?

Jouw analyse: De maatregelen staan los van elkaar. Een betere integratie zou voor minder werklast zorgen.

Casus: GOK



Betrokkenheid

“Bedankt om tijd te maken”

Competentie

“Welke ondersteuning heb je nodig?”

Autonomie

“Mirakelvraag: hoe zou het “ideaal” er uit zien?” → *ambivalentie & verandertaal*

Autonomie

Ik wilde het even hebben over de GOK-maatregelen, die je wilde aanpakken”

Betrokkenheid

Past het om even samen te zitten?

Wat als er weerstand ontstaat

Signalen van weerstand

- Negeren (geen reactie, ontwijken, niet volgen, ...)
- Ontkennen (er is geen probleem, iemand anders beschuldigen, ...)
- Argumenteren (Ja, maar ..., wie ben jij om dit te zeggen, vijandigheid, ...)
- Het gesprek volpraten, onderbreken (jaja, dat weet ik ...)

Redenen van weerstand

- Ik wil het niet
- Ik wil het niet met/voor jou
- Ik kan het niet

Omgaan met weerstand

- Erkenning van weerstand en er ruimte voor laten
- Ruimte laten voor negatieve emoties en empathie : "Ik hoor dat het moeilijk ligt?"
- Normaliseren: "het is inderdaad niet gemakkelijk..."
- Positief herkaderen van probleemtaal bv. "dit vraagt veel tijd "- → naar oplossingsgericht denken op langere termijn gaat het je tijd besparen
- Autonomie benadrukken: "je mag zelf kiezen welke stappen je zet" / "het is maar advies, kies maar of het voor jou nu past"
- Olifant in de kamer benoemen: "Ik ben misschien wat snel aan 't gaan". "je lijkt er nu weinig ruimte voor te hebben"

Interesse in een lezing?
Kunnen we helpen met
begeleiding? Geef een seintje:

TRUSS

Building human
motivation management
<https://truss-motivation.be/>

Anja Van den Broeck
Anja.vandenbroeck@kuleuven.be
0498 745 322

