Thinking tool Model 1 and model 2 strategies

Argyris suggest that what we do – our actions – is driven by our values and assumptions. We also have expectation about the consequences our actions will lead to. Argyris claim that our values are driven by some governing values, and some of these governing values may prevent us from being open to learning (values that drives model 2 strategies), while other values support being open to learning (Model 2 strategies).

Model 1 strategies

Sometimes values that drives our actions is driven by the need of winning others over, that is, to convince others that our assumptions and point of views are the correct ones, or that our solution for a problem is the best one. To be driven by values like winning, not losing, is called Model 1 strategy. Robinson (2020) has developed the theory within an educations context and have described the governing values of Model I as:

- Win don't lose
- Avoid negative emotions
- Keep control of the task and the process

Model 1 strategies inhibits communication and can produce defensiveness (those that close off learning, for example, by unilaterally controlling interactions), and defensive reasoning (reasoning that is more self-protective than open to new learning). Model 1 strategies are unlikely to allow genuine interest and evaluation of points of view that differs from our own, and that's why it not likely that model 1strategies will lead to growth of a PLC.

Model 2 strategies

Model 2 strategies one the other side, is driven by an alternative set of values that are more selfless and lead to more effective learning. Model 2 is a strategy of joint control and inquiry, and more open to learning. This strategy has three governing values (Robinsons, 2020):

- Increase the validity of information
- Increase respect for self and others
- Increase internal commitment

A model 2 strategy may ensure that a PLC is increasingly able to analyze and solve problems, take decisions, and act on them. Argyris argued that it was impossible to solve problems without relevant and valid information. Beside relevant and valid information, it's also important with an environment of trust and free choice, and people that feel committed to decisions made. A model 2 strategy can help developing av PLC that generate valid and useful information and developing an environment of free choice and internal commitment when collaborating on how to improve student learning. The following tables can help to detect values and skills that's typical for model 1 (being closed to learning), and model 2 strategies, being open to learning). The skills that's presented can be uses to detect, unlearn model 1 and relearn skills that enhance model 2 thinking.

tepinteach
Professional Learning Communities as a means for
bringing teacher professionalization in teacher education
Erasmus+ 2019-1-DE01-KA203-005028

The Values and Key Skills of being Closed-to-learning (Robinson, 2020)

Values	Skills
Win don't lose Assume you are right and the other person is wrong	• Persuade to own point of view • When persuasion fails persuade harder • Speak in abstractions and assume that others do or ought to understand what you mean. • Take for granted the validity of one's own point of view
Avoid negative emotions Attempt to win with as little upset to others as possible	• Communicate negative messages indirectly through leading questions • Offer insincere praise • Assume the validity of own private attributions and evaluations • Protect self from negative emotions by minimizing own risk and responsibility
Keep control of the task and the process Take charge of both the work (task) and the process of how it is done	• Plan privately for how to get what you want • Make unilateral decisions about who is or was responsible • Avoid exploring ideas or topics that could derail own agenda

The Values and Key Skills of Open-to-learning (Robinson, 2020)

Values	Skills
Increase the validity of information Disclose, test and evaluate information. Information includes own and others' perceptions, beliefs, attributions, reasoning, and feelings	• Disclose the reasoning that leads to your views • Provide examples and illustrations of your views • Treat own views as hypotheses rather than taken for granted truths • Seek feedback and disconfirmation
Increase respect Treat others as autonomous agents, as well intentioned, and as interested in learning and capable of contributing to your own.	• State your views without assuming their truth. • Listen deeply, especially when views differ from your own • Expect high standards and check how you are helping others to reach them. • Share control of the conversation including the management of emotions.
Increase internal commitment Foster ownership of decisions by seeking honest reactions and building a sense of responsibility for choices made.	• Share the problem and the problem solving process • Inquire deeply into doubts and disagreements • Require accountability for collective decisions • Foster public monitoring and review of decisions