Inge Nuijten studied Psychology at the University of Amsterdam and Human Movement Sciences at the VU University Amsterdam. She also graduated cum laude in Organizational Psychology, Work & Health Psychology and Sport Psychology.

In 2004 she started teaching and training (young) athletes and their coaches. In 2005 she started her PhD at the Rotterdam School of management, Erasmus University. The title of her thesis (2009) was “Servant-leadership: Paradox or Diamond in the Rough?”

Inge Nuijten has now her own company ISPT (Institute for Servant-leadership Performance psychology and Talent development), which aims to create a better world through educating and inspiring leaders of today and tomorrow.

Do private schools have better servant-leadership? Are they more qualified to it than public schools?

Inge Nuijten: It really depends on the people who are running the schools. If their true priority is to help students grow and become more who they are capable of being, then they are servant-led. That could be any type of school. Do I think it will be easier for independent schools to have headmasters and teachers adopt servant-leadership? Yes, probably. Teachers in private schools are potentially more open to new ways of leading and educating than in public schools. However, we can find great servant-leaders in public schools. It is all about the people that work at the school and what they focus on.
In your presentation you also talked about the three basic psychological needs regarding self-determination theory: autonomy, relatedness, and competence. Private schools have a better environment for these principles than public schools?

**Inge Nuijten:** I hope not. I hope that every school is able to help students fulfill their needs for autonomy, relatedness and competences. But again, probably private schools have more room and are more inclined to experiment with it. They will probably be more proactive, because they feel they can and it better serves their (students) needs.

**Is it inevitable to use authority in order to get respect?**

**Inge Nuijten:** No, not at all. You just need to have a clear vision (provide purpose) and listen to what people are saying. Show that you understand them and that you are able to level with them. You don't give people everything they want but you give them everything they need. Through clear goals, listening and accommodating peoples' needs, you get respect, not through authority.

To motivate you need to be motivated. So what should be the motivation for teachers?

**Inge Nuijten:** Every teacher has to find out for him or herself what their motivation, their drive is, why they actually are doing this job. I really wish for every teacher to be vividly aware of "why (s)he is in this job". You need to discover and know your purpose, your passion, what makes you happy, that is what motivates you. When you know why you are doing what you are doing, it is easier to have fun, focus on what matters and be good at what you are doing. You will be a role-model and better able to help students discover their passion and develop their talents.

**How would you define good leadership?**
Inge Nuijten: Leadership is about communicating an inspiring vision or a goal that people are willing to follow, work for. Good leaders communicate social responsible visions that provide people with purpose and pride. Good leaders today aim for service over self-interest. When you see what is happening in the world (shortages and abundance), you know that we need leaders to unite us. Only together we can solve the problems we are facing, and provide our children a livable world. Good teachers take the lead and help children become stewards themselves.

What is the relation between student’s success and teacher’s quality?

Inge Nuijten: I think they are strongly related. However, the quality of the teacher is not as much about everything that he or she knows, but about everything that he or she is able to help the students comprehend. The teacher has to truly see and respect each student, and recognize each individual's needs and “talents”. Then the teacher can help them (the students) build upon their talents and competences. A teacher's quality depends on his/her ability to put the needs of the students above his/her own. This doesn't mean that you give students what they want, you give them what they need.