Postdoctoral Fellowship Program
Module 1: Bilateral Leadership

Helmholtz Center Munich,
Fürstenfeldbruck,
Jan 14th - 15th 2016
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Situational Leadership and Leadership Functions
Situational Leadership 1: Adapting the leadership style to the team member’s degree of maturity

Team member’s degree of maturity

- Low maturity / 1
- Low to medium maturity / 2
- Medium to high maturity / 3
- High maturity / 4

Task oriented

- High relationship / high task orientation
- Low relationship / low task orientation

Relationship oriented

- High relationship / high task orientation
- Low relationship / high task orientation

Training

1. Telling / Directing
2. Participating / Coaching
3. Delegating

Each quadrant represents a different leadership style adapted to the team member’s maturity level.
# Team Member's Degree of Maturity

<table>
<thead>
<tr>
<th>High competence</th>
<th>High competence</th>
<th>Medium competence</th>
<th>Low competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High motivation and self-confidence</td>
<td>Unstable motivation or uncertainty</td>
<td>Low to medium motivation and / or low self-confidence</td>
<td>Low to medium motivation and / or low self-confidence</td>
</tr>
<tr>
<td>Maturity 4</td>
<td>Maturity 3</td>
<td>Maturity 2</td>
<td>Maturity 1</td>
</tr>
</tbody>
</table>

- Mostly self-regulation by team member
- Mostly regulation by team leader
Situational Leadership: Description of Leadership Styles

Style 1 “Directing”: Team leader defines team member's individual tasks and tells her/him what to do, when and maybe how to do it. S/He is friendly but less relationship oriented.

Style 2 “Training”: Team leader gives instructions and delivers explanations and background information referring to team member’s strengths and weaknesses. S/He gives a lot of emotional support.

Style 3 “Participating”: Team leader seeks dialogue and exchange with team member in order to integrate the team member into problem-solving and decision-making.

Style 4 “Delegating”: Team leader makes highly competent and motivated team members act with high responsibility and assures constant feed-back on goal-attainment and experiences made.
### Which leadership style matches which maturity level?

<table>
<thead>
<tr>
<th>Maturity Level</th>
<th>Appropriate Leadership Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M 1</strong></td>
<td><strong>S 1</strong></td>
</tr>
<tr>
<td>Low competence</td>
<td>Directing: Give structure, control, supervise</td>
</tr>
<tr>
<td>Low to high motivation / self-confidence</td>
<td></td>
</tr>
<tr>
<td><strong>M 2</strong></td>
<td><strong>S 2</strong></td>
</tr>
<tr>
<td>Medium competence</td>
<td>Training: Train, give orientation, convince</td>
</tr>
<tr>
<td>Low motivation or insecurity</td>
<td></td>
</tr>
<tr>
<td><strong>M 3</strong></td>
<td><strong>S 3</strong></td>
</tr>
<tr>
<td>High competence</td>
<td>Participating: Acknowledge, listen, support, develop</td>
</tr>
<tr>
<td>Unstable motivation / self-confidence</td>
<td></td>
</tr>
<tr>
<td><strong>M 4</strong></td>
<td><strong>S 4</strong></td>
</tr>
<tr>
<td>High competence</td>
<td>Delegating: delegate responsibility</td>
</tr>
<tr>
<td>High motivation / self-confidence</td>
<td></td>
</tr>
</tbody>
</table>
Situational Leadership 2: Adapting the leadership style to the team’s level of development

Team’s level of development:
- Forming / 1
- Storming / 2
- Norming / 3
- Performing / 4

Leadership styles:
- Telling / Directing
  Low relationship / high task orientation
- Participating / Coaching
  High relationship / low task orientation
- Delegating
  Low relationship / low task orientation
- Training
  High relationship / high task orientation

1. Forming
2. Storming
3. Norming
4. Performing
Characteristics of team’s development stages

1. Forming

On the content level
- Understand vision and goals
- Collect information
- Define team roles and responsibilities
- Develop structures and methods

On the relationship level
- Politeness
- Curiosity
- Openness
- Cautious attitude
- Tension
- Impersonal behaviour
Characteristics of team’s development stages

2. Storming

On the content level

- Either-or-discussions
- Doubts on sense of goals, tasks
- Resistance against tasks and/or methods
- Slow progress or even step back

On the relationship level

- Hidden and/or open emotional conflicts
- Strive for individual dominance
- Mutual reproaches and accusations
- Alliances and exclusions
- Feelings of helplessness
Characteristics of team’s development stages

3. Norming

On the content level
- Commit on rules
- Redefine roles and responsibilities
- Develop new procedures and organizational settings
- Solve task related problems

On the relationship level
- Mutual respect and acknowledgement
- Relaxation
- Common problem-solving
- Growing co-operation
- Dealing constructively with different opinions

Diagram:
- 1. Forming
- 2. Storming
- 3. Norming
- 4. Performing
Characteristics of team’s development stages

4. Performing

On the content level
- Goal orientation
- Exchange of information, ideas, and opinions
- Search for alternatives
- Creative problem-solving
- Commitment on decisions
- Success

On the relationship level
- Mutual Support
- Acceptance of differences
- Openness
- Mutual trust
- Co-operation

On the diagram:
- 1. Forming
- 2. Storming
- 3. Norming
- 4. Performing
Advantages and Opportunities of Project Team Work

- Better use of expertise know-how available inside the organisation
- Better problem-solving (empirically proven) by mechanisms to compensate errors inside the team
- Greater flexibility (teams adapt their working procedures and methods to new challenges more quickly and effectively than individuals)
- Win of speed in terms of generating information, judging, decision making, executing and problem solving
- Enhancing social competencies (team work as part of the grown-up socialisation)
- Enhancing performance motivation by interactive and participating organisation of work
- More creative ideas and solutions by higher identification and motivation
Disadvantages and Threats of Project Team Work

- Loss of speed in the initiating phase by higher needs of co-ordination, team building, planning
- Higher conflict potential bearing the risk of working on basis of a minimal
- Consensus instead of a win-win-solution
- Pressure of conformity and group think by dominance of single team members
- Diffusion of responsibility by non-committal communication
- Feeling of being anonymous because the individual contribution and performance is not clear (each team member tends to assume that s/he works more than others when individual contribution is not clearly defined)
- Non-constructive competition
- Intolerance and narrow-mindedness
Leadership Functions

- Goal setting
- Planning
- Decision making
- Controlling
- Communicating
- Resolving Conflict
- Executing / delegating
- Developing / motivating team and team members
Leadership Function “Decision Making” and Situational Leadership

The team leader decides on his/her own and gives directions. S/He is ready to deliver background information on the decision made.

The team leader informs the team on the decisions s/he intents to make. S/He asks the team to give their opinion before the final decision is taken by him/her.

The team develops proposals. The team leader is part of the team and they commonly agree on a decision.

The team decides after the team leader has defined the constraints. The team leader acts as a coordinator and represents the decision towards the outside.
# Leadership Function “Controlling” and Situational Leadership

<table>
<thead>
<tr>
<th>Degree of self-control</th>
<th>Form of control</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accompanying control of progress</td>
<td>Team leader controls what is done, how and when it is done and intervenes when s/he thinks it is necessary. This can be appropriate whenever a team member has not yet the necessary expertise and experience and feels insecure.</td>
</tr>
<tr>
<td></td>
<td>Control of procedures</td>
<td>Team leader controls how things are done in order to ensure that certain standards are upheld. This is suitable when a team member is not yet very familiar with methods and processes.</td>
</tr>
<tr>
<td></td>
<td>Control of samples</td>
<td>Team leader only controls part results from time to time in agreement with the team member to ensure high standards of quality.</td>
</tr>
<tr>
<td></td>
<td>Control of results</td>
<td>Team leader wants feedback on results in a defined feedback / reporting process. S/He relies on the team member’s initiative.</td>
</tr>
<tr>
<td></td>
<td>Assessing performance</td>
<td>Team leader gives a performance appraisal and needs information on team member’s effectiveness as well as efficiency.</td>
</tr>
</tbody>
</table>
Interpersonal Communication: Misunderstandings as Normal Case?
The Chair / Picture Description Exercise

This exercise gives a visual demonstration of what happens in the simple process of information transmission between a sender and a receiver. It shows where difficulties and disturbances may arise in human communication.

Conclusions from the exercise

- Despite the good intentions of all persons involved, misunderstandings are closer to rule than to exception.
- What the sender presumes to be self-evident and clear, is often not comprehensible for the receiver.
- Even if the sender is clear and exact in his/her message, the receiver may have a different, but plausible comprehension of this message.
The Stairs of Information Loss

„ Meant does not imply said.

Said does not imply heard.

Heard does not imply understood.

Understood does not imply agreed.

Agreed does not mean applied.

Applied does not mean adopted.“
Four Dimensions of Comprehensible Language

1. Simplicity
   - Use simple words and short sentences

2. Structure and subdivision
   - Give orientation

3. Shortness
   - Give as little explanation as necessary - show the benefit

4. Additional Stimuli
   - Use examples, comparisons, metaphors ...

Attention has to be gained.
Recommendations

How to improve the transmission of information

- Make clear - before you start - what are the goal and purpose of the information you give.
- Deliver your information in a structured way.
- Speak clearly and briefly.
- Adopt the receiver‘s point of view (what is important, helpful, understandable to the other?).
- Ask your receiver how s/he understands the information. Ask him/her to give you a brief summary as feedback.
- Give information in a dialogue: let the other ask questions and ask questions yourself.
The Team Leader as Communicator

Lessons to Learn

- Work on facts rather than assumptions or opinions. The only firm ground when communicating is the accuracy of the information you are using, coupled with your knowledge of your receivers and their regard for you.

- If offering opinions, make sure you do not let others confuse them with facts.

- Share as much information as you can. If others have reason to regard you as devious, evasive or unforthcoming with basic fact, your reputation as a communicator is damaged.

- One assumption you can make as a communicator: you are unlikely to please everybody.
The Team Leader as Communicator: Channel or Gulf?

**Channels**

- give information access,
- allow it to flow,
- give it direction and even accelerate such flow.

Do you act as a channel?

**Gulfs**

- act like killjoys,
- swallowing information,
- stopping its flow or simply losing it.

Do you create such gulfs?
What is Effective Communication?

Effective Communication

- is a lot scarcer than quality water.
- is measured by results or actions.
- is aimed at informing others or changing their behaviour.
- follows, or results from, the transition by one person of an idea, instruction or message successfully received by an individual or group.
- depends on action which ‘fits’ ideas and words.
- does not need to be very complex.

Those who ‘receive’ your message will be quick to tell you what is or is not effective.
Managing Communication Channels

The Spoken Word

▪ Restrain yourself; get tongue-tied more often
▪ Practise communicating with fewer words
▪ Less said allows others more time to express themselves - and allows you to listen more!

The Written Word

▪ Get a message across as briefly, clearly and simply as you can
▪ Be aware of the competition for attention from many other types of written material
▪ Do not inflict on others what you will not accept yourself, i.e. ‘sloppy’ writing, misspellings
Managing Communication Channels

Visual Communication

- enhances the impact of communication such as in presentations, meetings and facilitation sessions.
- can hardly be controlled in all aspects that may matter - from appearance, gesture, movement, to numbers, pictures and symbols.
- competes very often with the standards set by mass media - when you do compete, don’t expect to win!

Non-verbal Communication

- remains a powerful, often dominant, influence on our communication patterns (from facial expression to tone of voice, from body movement to use of space).
- remains a minefield of uncertainty - if disregarded, it can totally negate the purpose of communication.
Models of Communication
Model: “Matter- and Relationship Layer”

Human Communication always takes place at the matter and at the relationship layer simultaneously. The relationship layer defines the matter layer. This means that a good factual communication is based on a good relationship between the communication partners - „good“ in terms of mutual respect and acknowledgement.
Model: “Four Sides of Communication” 1/3

Sender
- Self Revelation: What I show about myself
- Matter Layer: What I give information about

Received Message
- Matter Layer: How do I understand the information

Sent Message
- Relationship Layer: What I think about you and how I perceive our relationship
- Appeal: What I want the other to do

Receiver
- Self Revelation: What does the other show about him/herself
- Relationship Layer: What does the sender think about me and how does s/he perceive our relationship
- Appeal: What does the other want me to do
Model: “Four Sides of Communication” 2/3

Example
What does the sender send?
How does the receiver react?

Sender

Matter Layer
“The traffic lights are green.”

Self Revelation
“I’m a better driver than you.”

Relationship Layer
“This is impossible.”

Receiver

Matter Layer
“Hmm.”

Self Revelation
“Are you in a hurry?”

Relationship Layer
“Do you want to drive?”

Appeal
Does not say anything and speeds up.

Example
What does the sender send?
How does the receiver react?

Sender

Matter Layer
“The traffic lights are green.”

Self Revelation
“I’m in a hurry.”

Relationship Layer
“Do you want to drive?”

Receiver

Matter Layer
“Look, the traffic lights are green.”

Self Revelation
“Look, the traffic lights are green.”

Relationship Layer
“I’m a better driver than you.”

Appeal
“Drive more quickly.”
Model: “Four Sides of Communication” 3/3

Corresponding to the sender who can send or intent his/her message on four different channels, the receiver can perceive the message with four different “ears” and react accordingly.

What often happens is that the sender’s and the receiver’s channel do not correspond: The intention and the perception do not correspond.

By continuous feedback only, sender and receiver can make sure they move on the same level of communication. Continuous feedback only helps avoid or mitigate misunderstandings and disturbances in communication.
Model: The Wheel of Consciousness or The Individual Construction of Social Reality

5 Action
- distract yourself by visiting the elephant
- run away and warn others
- look for the lion

1 Perception
“The lion’s cage is empty and the door is open”

4 Intention/ Motive
- find consolation
- find security
- find the lion

2 Interpretation
The lion
- is ill / dead
- has escaped
- has been transferred

3 Emotion
- pity / sorrow
- fear
- disappointment

Depending on how you interpret a situation, you will act accordingly.

On “choosing your interpretation”, you are in a way the creator of your own reality.
Model: Effective Communication

Diagnosis: “Who has the problem?”

- I have the problem
  - Asserting Skills

- The other has the problem
  - Counselling Skills

Important Skill: I - Message
- Description of my feelings
- Concrete description of the other’s behaviour I find unacceptable
- Description of the concrete effect of the behaviour on me

Important Skill: Active Listening
- Open Questions
- Repetition of what the other says in your own words
- Expression of the other’s feelings you perceive

Mutual understanding
Mutual acceptance
**Which attitude do I adopt in a conversation when**

<table>
<thead>
<tr>
<th>... I have the problem:</th>
<th>.... the other person has the problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m a sender.</td>
<td>I’m a listener.</td>
</tr>
<tr>
<td>I’m an influencer.</td>
<td>I’m a counsellor.</td>
</tr>
<tr>
<td>I want to help myself.</td>
<td>I want to help the other.</td>
</tr>
<tr>
<td>I need to find a solution.</td>
<td>I facilitate the other’s finding his or her own solution.</td>
</tr>
<tr>
<td>I must be satisfied with the solution.</td>
<td>I can accept the other’s solution; I don’t need to be satisfied.</td>
</tr>
<tr>
<td>I’m primarily interested in my own needs.</td>
<td>I’m primarily interested in the other’s needs.</td>
</tr>
<tr>
<td>I’m assertive.</td>
<td>I’m passive.</td>
</tr>
</tbody>
</table>
Methods of Forming a Conversation
The Essential Components of an I-Message (1)

If you formulate your criticism such as:

“You’re unreliable. You do whatever comes into your head and always interfere in my affairs."

You put it as a You-message, by which you blame the other person and hurt his/her self-esteem. The other’s reaction will mostly be reluctance, resistance, or even revenge. So this is an ineffective way of communicating if you want the other to change his/her behaviour.

It is much more appropriate and effective to send an I-message:

Example:

- „I‘m worried. (1)
- You cancelled a decision I took yesterday without telling me. (2)
- I don‘t know right now what my responsibilities are, what I may decide and what I may not decide. (3)
The Essential Components of an I-Message (2)

A complete I-message consists of three elements:

- the honest expression of my feelings (1)
- the concrete and brief description of the other’s behaviour I find unacceptable (2)
- the concrete description of the effect the other’s behaviour has on me (3).

By sending an I-message I stress the consequence the other’s behaviour has on me. So it is more comprehensible and personally acceptable for the other that a change of his/her behaviour is needed.

By sending an I-message I enhance the chances the other will be prepared to change his/her behaviour.
Good Listening Behaviour

- Being fully attentive
- Opening the door
- Listening actively
- Remaining silent
- Encouraging
### Good Listening Behaviour

<table>
<thead>
<tr>
<th>behaviours</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Being fully attentive</td>
<td>Open posture, eye contact, friendly face</td>
</tr>
<tr>
<td>2. Opening the door</td>
<td>Making the other feel comfortable and in confidence “What's on your mind? What’s bothering you?”</td>
</tr>
<tr>
<td>3. Remaining silent</td>
<td>Listening and understanding what the other says by signalling empathy</td>
</tr>
<tr>
<td>4. Encouraging</td>
<td>By nodding and giving brief comments, “I see”, “Go on”</td>
</tr>
<tr>
<td>5. Listening actively</td>
<td>1. Paraphrasing : Repeating in your own words what the other says.</td>
</tr>
<tr>
<td></td>
<td>2. Verbalising : Expressing in your own words the other’s feelings as you perceive them.</td>
</tr>
</tbody>
</table>
Active Listening: Paraphrasing (1)

... means: repeating in your own words what the other says on the content level (without giving an interpretation or evaluation).

By paraphrasing you show explicitly that you are giving full attention to the other person. You make sure that both of you mean the same thing and you prevent misunderstandings. Paraphrasing does not mean that you agree with the other. It only makes clear that you understand on the content level.

Examples:

What you mean is ...
In your opinion, one should ...
It is important to you that ...
What makes the difference for you, is ...
Active Listening: Verbalising (2)

... means: expressing the other‘s feelings which as you perceive them.

By verbalising you show the other person that you accept his/her feelings, that these feelings are not a taboo topic with you.

Very often, the effect on the other will be relief and relaxation. Once a feeling, especially a negative feeling, has been expressed explicitly, people see clearer and can focus on solutions more than on problems.

Example:

A: “My supervisor, he does not care at all, what I think.“

B: “You are disappointed and do not feel acknowledged.“
The Art of Asking Questions (1)

Asking questions can be an efficient tool to control communication: Asking questions means leading. There is a difference in the effects on the person asked open and closed questions: Open questions give a broad range of possible answers; closed questions can simply be answered by “yes“ or “no“.

Examples:

• Open questions:
  • Personal views and experiences
    What is the most important task to you?
  • Facts
    What are the legal restrictions?

• Closed questions:
  Does it work?
  Do you have any questions?
# The Art of Asking Questions (2)

Forms of questions which should be avoided in efficient communication:

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chain questions:</td>
<td>Do you want to involve Smith in the project? Have you thought about Miller? What do you think about Carlson?</td>
</tr>
<tr>
<td>Alternatives questions:</td>
<td>Do you want to do it with Miller or Hanson?</td>
</tr>
<tr>
<td>Rhetorical questions:</td>
<td>Aren’t you glad you can delegate these tasks?</td>
</tr>
<tr>
<td>Leading / suggestive questions:</td>
<td>Haven’t you thought of Hanson?</td>
</tr>
<tr>
<td>Provocative questions:</td>
<td>Wouldn’t it be better you did everything on your own?</td>
</tr>
<tr>
<td>Trick questions:</td>
<td>May I give you all information on project X? (Although the other person has already signalled denial.)</td>
</tr>
</tbody>
</table>
Mostly, we concentrate on the content level in our professional communication - the „official“ subjects of our co-operation.

But this culture of communication reflects only a small part of human interaction and co-operation. If the bigger part, the relationship level, is not taken into account, you will easily collide and founder. For 6/7 of the iceberg is below surface.
Non-verbal Communication: Congruency

Non- and para-verbal signals such as posture, gesture, mimic, and voice cannot be interpreted in a one-to-one way. Their meaning varies depending from cultural context, gender, social position as well as from individual patterns of behaviour.

Nevertheless, non- and para-verbal signals can deliver valuable hints in communication because we cannot control these expressions in a way we can control what we express in words. That is why we use non- and para-verbal information to proof the honesty and credibility of a message.

Example:

If someone tells you with a sad face and a low voice: „Oh, I'm really feeling fine“, you will hear the contrary message. You interpret this „mixed message“ on the basis of the non- and para-verbal signals.

From such „double-bind-situations“ we can learn that it is vital to send congruent messages when we want to be perceived as an honest, credible and reliable person (congruency = correspondence between verbal and non/para-verbal message).
Non-verbal Communication: Congruency

Your communication partners may deliver ambiguous or ambivalent signals, too. It depends on the situation and your relationship towards the other whether you give a feedback on these „mixed messages“ or whether you just notice it without mentioning. When we decide whether someone means what s/he says, 55 % of the decision is influenced by body language, 38 % by voice, and only 7 % by what is said.

I’m happy that my contribution to the project was appreciated.

I’m happy that my contribution to the project was appreciated.
How non-verbal, vocal and verbal communication contribute to your impact on others

- Body Language: 55%
- Content: 7%
- Voice: 38%
**Assertive Body Language**

**Posture:**
- Upright
- Relaxed
- Open

**Facial Expression:**
- Committed
- Concerned
- Interested
- Responsive

**Eyes:**
- High eye contact

**Speech and Voice:**
- Direct
- Relaxed
- Friendly
- Well moderated
- Not strained

**Gestures:**
- Open
- Hands not raised above elbow
- Parallel shoulders
Examples for “Mirroring” an Emotional Reaction

- **Blaming s.o. else**
  “You don not see yourself as responsible here. To me you are the only one responsible.”

- **Justifying o.s.**
  “I can see that you have good reasons. At the same time the situation we are faced with the difficult situation now.”

- **Crying/Falling silent**
  “You are crying/not saying anything. What makes you cry/fall silent?”

- **Trivialising**
  “I hear that it is not important to you. That is why I want to talk to you because it is important to me.”
Different Forms of “Mirroring”

Verbally

- Repeating in my own words what the other just said (“paraphrasing”)
- Putting the emotion I perceive into words (“verbalising”), i.e.
  - “You are dissatisfied/annoyed.”
  - “You feel irresponsible.”
- Putting the behaviour I observe into words, i.e.
  - “You are crying.”
  - “You are falling silent.”

Non-verbally

- Speaking louder as the other starts shouting
- Getting up as the other is standing up from the chair
Hints for Giving and Receiving Feedback
Johari Window

Every communication between individuals can be placed in a window frame with four wings.

Whenever I want to reduce my blind spots and learn more about my effects on others I need their feedback.

At the same time, I can extend my sphere of free acting when I allow others to know more about myself.
How do I respond to criticism?

- I repeat what s/he said in my own words and ask questions to define the criticism precisely.
- If the other person attacks me in a general form, I ask him/her to give concrete examples of the behaviour which s/he finds unacceptable.
- I admit honestly how far I can accept the criticism and how far it offends me.
- If I cannot accept the critique, I describe my feelings openly.
- If I can accept the criticism, I ask the other person what his/her expectations are and make proposals for a change myself.
- I don’t refuse criticism of my behaviour generally, but think about what I can accept seen from the other’s point of view.
- I never answer a criticism by a counter-criticism.
- I don’t react hurt and retreat („Now, I don’t say anything any more.“).
Feedback: Some Hints

Hints for Giving (Critical) Feedback:
- Describing a concrete, situational behaviour - not evaluating or interpreting a person
- Giving it currently - not after a long time in order to „make tabula rasa“
- Involving positive feelings and perceptions
- Being reversal (what person x can say to person y can be said vice versa as well)
- Giving it always directly to the person concerned, not to third persons.

Hints for Receiving (Critical) Feedback:
- Not justifying or arguing
- Listening actively by paraphrasing or asking questions for deeper understanding
- Thinking about it
- Reacting later and telling the other what you’ve learnt (feedback on feedback)
Motivation Management
### Two-Factor-Model based on Herzberg

<table>
<thead>
<tr>
<th>Hygiene Factors</th>
<th>Motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company policy</td>
<td>Work content</td>
</tr>
<tr>
<td>Leadership style</td>
<td>Performance</td>
</tr>
<tr>
<td>Work relations to supervisors, colleagues, external parties</td>
<td>Recognition for performance</td>
</tr>
<tr>
<td>Salary</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Work conditions</td>
<td>Freedom / creativity</td>
</tr>
<tr>
<td>Personal, work related conditions of life</td>
<td>Personal growth and development perspectives</td>
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<tr>
<td></td>
<td>Promotion</td>
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</table>

**Hygene factors / dissatisfiers:** their fulfilment avoids dissatisfaction and can mitigate existing dissatisfaction – preventing demotivation

**Motivators / satisfiers:** their fulfilment enhances job satisfaction on a long term scale – supporting self-motivation
Two-Factor-Model based on Herzberg

Hygiene factors =
Extrinsic work motivation
- Satisfaction based on the additional effects and specific conditions of the work

Motivators =
Intrinsic work motivation
- Satisfaction based on the content of the work itself
Conditions of Behaviour

- Social Allowance / Desirability
  - Norms and regulations

- Situational Enabling
  - Inhibiting and supporting external factors

- Individual Willingness
  - Motivation and values

- Personal Capabilities
  - Skills, and competences

Behaviour
Checking the Conditions of Behaviour of an Individual Team Member in a Specific Situation

These questions are meant to clarify and reflect on your hypotheses of why a team member does or does not show a specific expected/desired behaviour:

- Was s/he authorized to do it?
- Did s/he know s/he should do it?
- Did s/he have the needed resources?
- Did s/he know how to do it? Was s/he capable to do it?
- Did s/he want to do it?
Aspects of a motivating work situation

- Autonomy (Freedom of decision-making, participation)
- Complexity and learning opportunities
- Variability and activity
- Requiring collaboration and social support
- Offering communication opportunities (informal relations)
- Creating sense and a holistic approach (transparency)
Potential for Motivation in a Work Situation

\[ \text{(variability + holistic approach + importance)} \times \frac{3}{x \text{ autonomy } \times \text{ feedback}} \]

Ann.: If autonomy or feedback tend to be „0“, the potential for motivation as a whole scores with „0“.

- Variability: the work needs complex, special, wide-ranging expertise.
- Holistic approach: the team member contributes to the whole life cycle of the project, product or service and is involved in all phases.
- Importance: the work is important to the overall achievement of goals and the groups' performance.
- Autonomy: the team member has adequate freedom of decision-making and defining what should be done in what sequence.
- Feedback: while executing the work, there are several sources for providing the team member with feedback on her/his performance level.
Stabilising Self-Motivation by Positive Feedback

Performance Level

Positive Feedback

No Feedback

Negative Feedback

Time
Motivation consists of three components:

1. Explicit (cognitive / conscious) motives
2. Implicit (affective / unconscious) motives
3. Personal skills and capabilities
3-Component-Model of Work Motivation based on Kehr

The three components of gut feeling, mind and hand are independent from each other:
whether a person thinks the work is important (mind)
whether s/he thinks s/he can do it well (hand) or
whether s/he likes doing it (gut feeling)
is not the same.

- Intrinsic motivation is formed when gut feeling, mind and hand correspond. It means that own wishes and needs support the overall goals and rational intentions. This is the flow experience when we are driven by the task itself. In practice, these will be rare moments.

- When there is no correspondance between the three components, there is no feeling of fulfilment. One has to overcome this gap with a high will power which needs a lot of energy and will be very strenuous.
Leadership Interventions based on the 3-Component-Model

- When there is a deficiency in one of the three components, the leader has to adopt her/his communication approach and further interventions to that situation.
- Motivation has to be dealt with individually based on a good coaching conversation for which the model might provide a guideline.
The Model of Transaction Analysis
Transactions in Human Communication

The Transactional Analysis, commonly known as TA, is a psychological model of people and relationship. It was developed in the 1960s by Dr. Eric Berne. Outside the therapeutic field TA has been used in management training to explain people how to communicate clearly at an appropriate level.

It is based on two notions:

- First that we have three parts or “ego-states” to our personality.
- Second that these converse with one another in “transactions” (hence the name).
The Ego-State (or Parent-Adult-Child, PAC) Model

- Controlling Parent
  - "Do this! Stop that!"
- Nurturing Parent
  - "It's OK!"
- Controlling Child
  - "No! Please?"
- Nurturing Child
  - "Whee! Wah!"
- Parent
- Adult
- Child
- Adaptive Child
- Natural/Free Child
The Ego-states: Parent, Adult, Child

We each have internal models of parents, children and also adults, and we play these roles with one another in our relationships. We even do it with ourselves, in our internal conversation.

Parent: There are two forms of Parent we can play:

The Nurturing Parent is caring and concerned and often may appear as a mother-figure (though men can play it too). They seek to keep the Child safe and offer unconditional love, calming them when they are troubled.

The Controlling (or Critical) Parent, on the other hand, tries to make the Child do as the parents want them to do, perhaps transferring values or beliefs or helping the Child to understand and live in society. They may also have negative intent, using the Child as a whipping-boy or worse.
The Ego-states: Parent, Adult, Child

Adult:
The Adult in us is the “grown up” rational person who talks reasonably and assertively. The Adult is directed towards an objective appraisal of reality.

Child: There are three types of Child we can play:

The Natural or Free Child is largely un-self-aware and is characterized by the non-speech noises they make (yahoo, etc.). They like playing, trying out new stuff and are open and vulnerable.

The Adaptive Child reacts to the world around them, neither changing themselves to fit in or rebelling against the forces they feel.
The Transactions

When two people communicate, each exchange is a transaction. Many of our problems come from transactions which are unsuccessful.

The Nurturing Parent naturally talks to the Natural Child and the Controlling Parent to the Adaptive Child. In fact these parts of our personality are evoked by the opposite. Thus if someone acts as an Adaptive child, he will most likely evoke the Controlling Parent in the other person.

A: "I can never trust you to do things!" (Parent to Child)

B: "Why don’t you believe anything I say?" (Child to Parent)

= Complementary transaction.

These transactions occur, when both people partners are addressing the ego state the other is in.
The Transactions

Complementary transactions can continue indefinitely. Clearly it will stop at some stage – but this psychologically balanced exchange of strikes can continue for some time.

Problems usually occur in *Crossed* transactions, when partners address ego states other than their partner is in.

A: „Have you been able to write that report?“ (Adult to Adult)

B: „Will you stop hassling me? I'll do it eventually!“ (Child to Parent)

= Crossed transaction, the beginning of *conflicts* or at least changes!

Recommendation: For rational and mature conversation, move yourself and the other person to the Adult level!
The Ego-States Model Transferred to Company life

Role of:
- the superior party
- the dominant party
- the higher-ranking party

Role of:
- equal
- partner

Role of:
- the inferior party
- the subordinate
- the lower-ranking party
Typical Patterns of Behavior in the Different Transactions

1. Solution-oriented Communication

**correct**
- making suggestions
- advising
- asking for
- asking about
- mentioning doubts
- giving opinion
- discussing
- informing
- explaining
- obtaining agreement

**effects**
- openness
- appreciation
- practical, objective conversations
- problem-solving orientation
Typical Patterns of Behaviour in the Different Transactions

2. Signals of Dominance

\[ P \rightarrow C \]

**Wrong**
- giving orders
- correcting
- picking up on mistakes
- criticizing
- running things down
- interrupting
- loud voice
- refusing to accept criticism
- irony

**Effects**
- short-lived feeling of power
- aggressive reactions
- danger of escalation
Typical Patterns of Behavior in the Different Transactions

3. Signals of Inferiority

**wrong**
- gestures of humility
- signaling insecurity (perhaps, actually, could, should, would have, still, somehow ...)
- justifying oneself
- retreating
- always saying "yes"
- guiltily admitting mistakes
- quiet voice

**effects**
- risk of being exploited
- often target of attack
- higher level of stress
Typical Patterns of Behavior in the Different Transactions

4. Respect/Service orientation

sometimes necessary
- confirmation of status
- obtaining permission

effects
- opening conversation partner
- showing respect
- conveying appreciation
Typical Patterns of Behavior in the Different Transactions

5. Clarification of Positions and Rules

- Sometimes correct
  - plain speaking
    - arguing outside of normal role
    - self-confidence in admitting mistakes and weaknesses
  - structuring the conversation
- Effects
  - clarification of own position
    - showing the limits of cooperation
    - limited confrontation
Recruiting Interviews
Employment Process

Planning & Job Approval

Recruiting & Selection

Development & Retention

Orientation & Assimilation

Offer approval & acceptance (Hiring)
# Basic Structure of Recruiting Process

<table>
<thead>
<tr>
<th>Steps</th>
<th>Persons Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct Superior</td>
</tr>
<tr>
<td>1. Defining / Updating job description</td>
<td>x</td>
</tr>
<tr>
<td>2. Defining / Updating requirement criteria</td>
<td>x</td>
</tr>
<tr>
<td>3. Advertising</td>
<td>x</td>
</tr>
<tr>
<td>4. Evaluating written applications (1st selection)</td>
<td>x</td>
</tr>
<tr>
<td>5. Preparing interview (interview guideline, framework conditions)</td>
<td>x</td>
</tr>
<tr>
<td>6. Executing interview</td>
<td>x</td>
</tr>
<tr>
<td>7. Assessing interview</td>
<td>x</td>
</tr>
<tr>
<td>8. Evaluating all interviews (2nd selection)</td>
<td>x</td>
</tr>
<tr>
<td>9. Optional: 2nd interview</td>
<td>x</td>
</tr>
<tr>
<td>10. Contracting</td>
<td>x</td>
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</tbody>
</table>
Disturbances in Unstructured Interviews

The deficient prognostic validity in most recruitment interviews is due to subjective influences.

- Interviewers create a stereotype of a „good applicant“.
- Interviewers get more impressed by negative than positive information.
- Interviewers talk more than applicants.
- Interviewers already judge on an applicant after 3-4 minutes.
- The assessment of the answers will be influenced by the interviewer‘s attitude.
- The sequence of interviewees affects their perception.
- Expectations based on pre-information produce „self fulfilling prophecies“.
Success Factors of Structured Interviews

- Defining „critical incidents“ and requirement profiles
- Developing interview guidelines based on requirement profiles
- Taking minutes of applicants‘ answers
- Separating the execution of the interview from its evaluation
- Scaling of evaluation
- Working with more than one interviewer
- Training of interviewers
Process of Structured Interviews

1st Phase: Preparation

2nd Phase: Execution

3rd Phase: Evaluation
Interview Continuum

- Establish Success Factors
- Open & Structure the Interview
- Gather critical Information
- Prepare for the Interview
- Conclude the Interview
- Evaluate & Integrate
Preparation: Principle 1

If you don’t know what you are looking for, you are not likely to find it.
Preparation: Position Analysis Practice

- Conduct a position analysis: Identify

  → Task requirements or job responsibilities

  → KSAO’s for this position
    („Must Have“-KSAO’s / „Nice to Have“-KSAO’s)

  → Critical success factors
Preparation: “KSAOs”

- Information
- Facts
- Data
- …that can be applied to perform a task

- Observable task competence learned through education, training, the job

Knowledge

Skills

Other Characteristics

Abilities

- Cultural fit
- Willingness to work over time
- Travel
- etc…

- Personal competence to work effectively
Preparation: 4 Steps for Defining a Requirement Profile

1. Identify critical Success situations
   - What situations are decisive for professional success?

2. Deduce requirement criteria
   - What is required in terms of competences, skills, attitudes, knowledge to cope with these situations?

3. Define success critical behaviour
   - By what specific behaviour can these criteria be described?

4. Prioritize requirement criteria
   - What relative importance do the individual criteria have in the profile?
Preparation: Example of Requirement Profile for Group Leaders

Know-How
- Expertise, special knowledge / skills
- Experience with product/ brand / branch
- Professional range and flexibility
- Analytical skills

Managerial Skills
- Presentation and facilitation skills; capability to lead meetings
- Project management
- Planning and controlling of (change-) processes
- Analysis and decision-making
- Negotiation and acquisition
- Self- and time management

Soft Skills/ Social Competence
- Empathy
- Openness, appreciation of others / innovations
- Interpersonal skills, communication skills
- Ability to work in a team
- Ability to handle conflicts and reach a consensus
- Fairness and reliability

Leadership Skills
- Flexible, cooperative leadership behaviour
- Ability to motivate others, persuasiveness
- Coordination and diversity management
- Personnel Development
- Planning-, organizing-, decision-making skills
- Ability to delegate

Strategic/ Entrepreneurial Competence
- Vision
- Creativiteness and willingness to shape
- Sense of new developments
- Market- and competitive orientation
- Thinking in networks
- Interdisciplinary and cross-cultural orientation

Know-ledge

Skills

Other Characteristics

Abilities
Preparation: Principle 2

The best predictor of future behaviour is past behaviour in similar circumstances.

Look for recent and long-standing behaviours.
The best predictor of future behaviour is past behaviour in similar circumstances. Professional interviewers will look for recent and long-standing behaviours.
Preparation: Probing Behaviour Questions

This kind of professional interview is based on a defined requirement profile. The interviewers try to collect „behavioural samples“ (SBO-samples) in order to check the match between the applicant‘s skills and experience and the job demands.

**Situation**
What were the conditions?

**Behaviour**
What exactly did the applicant do?

**Outcome**
What precisely was the result?
Preparation: Probing Behaviour Questions / cont.

Detailed accounts of specific events from the candidate’s past describing what a candidate actually did at an identified point in time referring to the job analysis.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allow the interviewer to more objectively assess a candidate’s qualification</td>
<td>• Take more time</td>
</tr>
<tr>
<td>• Provide the best opportunity for a candidate to tell his/her story</td>
<td>• Require more interviewer skill and effort</td>
</tr>
<tr>
<td>• Are almost like watching a movie of the candidate at work</td>
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</tbody>
</table>

Examples: Probing for Team Orientation

- What kind of teamwork have you experienced so far? What made this group a team?
- What exactly was your role / part /contribution in that team?
- What effect did your part have on the team?
**Preparation: Probing Behaviour Questions / cont.**

**Examples**

**Probing for creativity / Problem solving**
- Tell me about a time when you solved a problem where you had to do a lot of hard thinking and careful analysis.
  - What particular difficulties did you run into?
  - How did you overcome them?
  - What was the result?

**Probing for time / self management**
- Describe how you managed your work schedule when you had competing deadlines.
  - What measures did you take?
  - What was the result? What feedback did you get?
  - What was the outcome?

**Probing for conflict resolution**
- Tell me about the worst disagreement you’ve had with someone at work.
  - How did each of you show your frustration and anger?
  - How did you deal with it?
  - What was the outcome?
Preparation: Experience Questions

Information about the work experience in the past, most commonly asked question in interviews, serve to expand on credentials and achievements mentioned in the resume / cv

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Put candidate at ease at the start of the interview</td>
<td>• Do not give information on how well the candidate performed the task or activity</td>
</tr>
<tr>
<td>• Provide an overview of what the candidate did in the past</td>
<td>• Do not tell us what the person will choose to do in a given situation</td>
</tr>
<tr>
<td>• Give information in order to develop behaviour description questions</td>
<td></td>
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</tbody>
</table>

Examples

- What were your duties in your last job?
- Tell me about your responsibilities in your last position?
- What degrees do you hold?
- What kind of extra-functional qualification did you achieve?
- Describe a typical day in your current / most recent position?
**Preparation: Self-evaluation / Opinion Questions**

Information about what the candidate thinks about a given topic, about strengths / weaknesses, likes / dislikes, goals, and philosophies.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reveal areas where the interviewer can ask specific behavioural questions</td>
<td>• Invite the candidate to tell what the interviewer wants to hear</td>
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<tr>
<td>• Provide information about what the candidate thinks is important</td>
<td>• Make candidate who think quickly and speak fluently seem competent</td>
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<td></td>
<td>• Do not provide evidence about what the candidate has done</td>
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</table>

**Examples**

- Name your strengths and weaknesses.
- How do you rate your effectiveness in interpersonal relationships?
- What did you like best about your job?
# Preparation: Interview Guideline

<table>
<thead>
<tr>
<th>Function:</th>
<th>Datum:</th>
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<tbody>
<tr>
<td>Interviewer 1:</td>
<td>Interviewer 2:</td>
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<table>
<thead>
<tr>
<th>No.</th>
<th>Requirement Criterion/ Sample Question</th>
<th>Notes (Situation/ Behaviour/ Output)</th>
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Execution: Phases of a Structured Interview

Opening
- „Breaking the ice“
- Establishing contact
- Giving an overview of the procedure
- Introducing the organisation

Orienting
- Completing information based on written application

Probing
- Collecting information referring to requirement profile

Closing
- Inviting the applicant to ask further questions
- Delivering specific information on the workplace / the organisation
- Committing on next steps
**Execution: Asking Behaviour Oriented Questions**

Questions are the key to the applicant...

---

**Dos**

- Requirement oriented Questions
- Open Ended Questions
- Behaviour Oriented Questions

---

**Don‘ts**

- Hypothetical Questions
- Chain Questions
- Closed Ended Questions
- Suggestive Questions
Execution: Evaluate the Information

Guidelines:

- Rate responses soon after the interview.
- Relate the candidate’s responses to the KSAOs required for the position.
- Focus on the SBOs. Match them with the appropriate skills.
- Consider how recently and frequently the behaviour occurred.
Execution: Conclude the interview

- Answer the candidate’s questions.
- Provide a realistic job preview (advantages and challenges of the position).
- Provide enough information to let the candidate personally evaluate his or her fit with the job.
- Provide literature.
- Express your interests.
- Ask: „Anything else I need to know about you?“
- Provide a description of next-steps and a time frame for decision making.
- Thank the candidate.
Execution: Wrap-up Session

The goal of the integration session is to gain a comprehensive picture of the candidate’s knowledge, skills, abilities and other characteristics as they apply to the position.

Dos
• Use specific SBOs to support your ratings and conclusions.

Don’ts
• Don’t generalize your conclusions across success factors or skills.
• Don’t overemphasize one particular incident or a specific skill.
Evaluation: Wrap-up Session

- The interviewers provide their individual ratings on each skill.
- Discuss any dissimilar ratings:
  - Interviewers share reasons and supporting SBOs that led to the ratings.
  - Group discusses disagreements only.
  - Group comes to a consensus on the rating.
- Repeat the same process for all skills.
- The group comes to a consensus on an overall recommendation.
Legal Hiring Guidelines

If it’s not relevant for the job, don‘t ask!

If you wouldn‘t ask it in front of a judge, don‘t ask!

A simple way to keep your interviews fair and legal:

→ Base them on a thorough job analysis and/or position analysis.
→ Make sure your questions are related to the position requirements.
My Personal Action Plan

These are some ideas I learnt from the training:

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

These are my personal action items:

What? With whom? /With whose support (until) when?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
Literature

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