Taking the Lead – Interdisciplinary Approaches from Science and Practice
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Taking the Lead – Demands on Leadership
Undergoing Transition

A Contribution from the University of Applied Sciences for Personnel Development in Public Service

Within the scope of personnel development for civil services, the University of Applied Sciences for Public Administration, Police and Administration of Justice of the state of Mecklenburg-Vorpommern (FHöVPR M-V) plays a key role. Of foremost importance is that it is a big challenge to ensure that leaders and employees in administrative areas of the state and its municipalities are able to solve the current as well as the future tasks that they face. Thus, it is necessary to organize the training and study of the various practice-oriented subject areas that have been proven to be effective. The close linking of theory and practice is regarded as a big advantage to all players involved – from public agencies to teachers as well as to the individuals involved in training and studying.

In addition to its educational mandate, the University of Applied Sciences also takes on the responsibility to further develop the requisite subject areas through applied research. Doing this provides a significant impetus both for the educational processes themselves - in particular through the strengthening of interdisciplinary perspectives – as well as for the professional practice.

In this respect, the FHöVPR M-V considers itself an agent for the modernization of administration by taking over research and development projects as well as the knowledge transfer between the University of Applied Sciences and administration in practice. In addition to the research and development activities, strategic objectives are being pursued at the same time; for example, the possibility to profile individuals and gain further trainees, students and teachers.

The Changing Demands of Leadership

The issue of leadership is of crucial importance to the ongoing development of personnel in the civil service. It should be taken into consideration that public administration is in the midst of a radical shift whereby it needs to be able to adapt to constantly changing conditions, or at least be able to consider these changes on an ongoing basis. Tasks that were once deemed simple are now more complex and these tasks must be managed with scarcer financial resources as well as with fewer, albeit, highly-skilled employees within an aging workforce. This creates a workplace where expectations on efficiency are high and where it is especially important for leaders to show appreciation for a job well done in order to acknowledge and further develop employee competency.

Indeed, the creation of working conditions that enable a competent, motivated and healthy working environment is one of the more challenging jobs of leaders.

It is also important to deal with the views and intentions of the leadership of the next generation. In this context, one speaks of the “third culture” in management, where we strive for complacency between professional career and personal well-being.
Making contributions to the success and support of leadership are key issues of personnel development in civil service.

**Key issues of leadership – ideas and suggestions for the new conference series**

With regards to the above, it follows that education and science are called upon to support leadership processes with their concepts, means and methods and to prepare leaders for their current and future tasks.

The University of Applied Sciences as the central institution for study, vocational training, and professional training for the employees in the public sector in Mecklenburg-Vorpommern has taken on this challenge since its foundation in the year 1991. The issue of leadership is an important component of the curricula in this training and scheduled through seminars, projects and conferences at the University of Applied Sciences.

On the basis of our own scientific analysis, amongst other considerations, various approaches and methods were developed on how to attract employees of the state government to take on leadership functions and how leaders can be selected to gain further qualification through advanced training. Also, the question was addressed of how well-prepared young people are in training and studies for their future role as the “guided” and potential leaders. Analyses of factors influencing leadership and impacts of leadership are the subject of a large number of research projects to which students make significant contributions with their Bachelor and Master theses. The inclusion of student research not only enlarges our resource base but also significantly contributes to the enhancement of the student’s competence.

Now – in its 25th year, the University of Applied Sciences – has reached a point where it would like to begin presenting to the wider public and exchanging its experiences with other leaders and colleagues who are also dealing with the issue of leadership in education and science.

To initiate such a conference series on the issue of leadership we consider our contribution as key to significantly strengthening the University of Applied Science’s agenda for personnel development in the civil service of the state of Mecklenburg-Vorpommern. (cf. Coalition agreement between the SPD and CDU Mecklenburg-Vorpommern for the 2011 – 2016 term, section 342)

**Professional career – leadership career**

In view of the challenges of leadership as described above, some central questions arise:

- What motives do women and men have in deciding on a leadership career path under the above described conditions?
- How can these women and men be best promoted and supported in this endeavour?
In order to answer these and other questions we have used our own scientific studies in cooperation with other educational institutions and partners at the University of Applied Sciences since about the mid-2000s. Particularly insightful for us in this regard, was the participation of the National Police M-V on the career study of the German Police University Münster and Dortmund Technical University in 2012. The FHöVPR M-V was responsible for the regional part of the study.

The study took as its starting point a simplified study and framework model to explain career (success). The model postulates that the reasons for career success are, in general, competence (“able to”), career motivation (“want to”) of potential and actual leaders and organizational and private conditions for personnel career development (“allowed to”) (see: DHPol-career study 2012).

The study was carried out on the basis of an online survey. In all, 7789 police officers from Berlin, Mecklenburg-Vorpommern, Lower Saxony, Rhineland-Palatinate and the German Federal Police participated in the survey (reference group). Of these, 1336 employees of the State Police Service M-V took part. As not all questionnaires were completely filled out, only data from 1241 of the 1336 participants from Mecklenburg-Vorpommern was included in the evaluation.

Without going into too much detail (see: Rauchert 2013) we will deal with two aspects. All in all, many of the influencing factors on career success that we asked for were evaluated higher than average or positive, such as:

- Career satisfaction and job satisfaction,
- Work engagement,
- Individual/personal performance potential and career motivation.

However, in two areas the surveyed officials of the State Police Service M-V provided the most critical assessment.

In the first area, the “career-related support by superiors”, as a whole, was seen critically, wherein the evaluation was just below average (mean value: 2.63; vs. mean value of the reference group: 2.74). Overall, women reported less career-related support by superiors than men, perhaps pointing to the low presence of women in leadership positions - a cause of concern (see: fig. 1). Given that superiors are considered to be the most important promoters of career development for their employees a corresponding need for action by the State Police Service M-V was recognized and discussed. Subsequently, the University of Applied Sciences was entrusted to develop ways in which leaders as personnel developers could be sensitized and qualified more strongly. Appropriate seminars were drafted and integrated into the advanced training programme.
The findings of the study also showed that evaluations of women and men concerning their career motivation and their performance hardly differ, but that overall women are proportionately less represented in leadership positions. The specific qualification of women, in which gender and role-specific aspects are given special attention, is considered as a possible approach to cope with this situation. Dr. Sabine Korek as well as Christiane Schilf and Dr. Stefan Metzger will report about the corresponding concepts to these issues at our conference.

The second, and even more critical aspect of leadership in connection with the career study, relates to the area of cooperative leadership behaviour. Positive effects of cooperative leadership, in particular an appreciative and supportive manner on the performances, the commitment, the satisfaction and the engagement of the employees, are well known and widely accepted today. Accordingly, relevant studies often show that resources have been made available for development of these leadership areas.

Therefore, on the issue of “task-based appreciation by superiors” in connection with the career study, an only slightly above average assessment “applies mediocre” was reached.

These results necessitated a closer look at possible approaches to further strengthen cooperative leadership behaviour. Among other considerations, a leadership and team feedback process, whose state-wide introduction is currently being prepared in a pilot process, was developed by the University of...
Applied Sciences. Further development projects in leadership culture as well as in leadership competencies in connection with conflict management will be explored by Henriette Bohn and Norbert Jochens in their lectures today.

Outlook

With this event - our first - we aspire to host a “Taking the Lead” conference once a year. We hope that all participants and readers have acquired a proverbial taste and will recommend the conference to their colleagues so that we have to book an even larger lecture hall for the next leadership conference.

Now, I wish you pleasant reading of our conference brochure and I look forward to welcoming you in Güstrow in the 47th calendar week in order to “take the lead” with us again.

Dr. Marion Rauchert

References


Coalition agreement between the SPD and CDU Mecklenburg-Vorpommern for the 6th legislative period 2011 – 2016, Schwerin 2011


About the authoress

Rauchert, Marion - graduated psychologist, Dr. jur., Director of the University of Applied Sciences for Public Administration, Police and Administration of Justice for the state of M-V. Teaching and research focuses: personnel selection and personnel development; organizational development and change management; empirical police research
Raising the proportion of female leaders in both the private and public sectors is a significant social, political and economic concern. Methods in which to promote women range from offers of flexibility, such as part-time or home office work, promotion and mentoring programs that are specifically aimed at women—all the way to legal requirements, such as a women's quota. Direct career promotion at work via the assignment of challenging tasks or supporting training programs conducive to promotion have not been strongly discussed. Thus, the focus of this speech is on the immediate role of the leader as the developer/promoter of career growth as well as concerns of working hours and gender. Leaders can significantly contribute to the career development of their employees according to the way in which they lead. Leaders can influence and maybe even determine whether or not women and men are able to acquire the knowledge relevant for promotion during working hours; or furthermore, whether or not they are able to take on further responsibility, or receive feedback regarding their work. For this reason, the concept of promotional competence is presented here first before leadership conducive to promotion is dealt with. The presentation ends with some interesting findings concerning interactions between leadership, gender and working hours as well as some conclusions regarding the promotion of women by leaders.

Why are women in (senior) leadership positions still underrepresented?

It can be assumed here that this is caused by a variety of different social, economic and psychological reasons. For instance, stereotypes towards female leadership skill, or reduced working hours due to maternity leave, or the various forms of leadership motivation, were often mentioned in order to explain the under-representation of women in senior positions. In a joint research project by the Universities of Leipzig and Hamburg* entitled “Promotional Competence of Women – Potentials for and Obstacles to Development” a different approach was chosen. Do women frequently make less of a career for themselves because they lack the competencies relevant for promotion? Don’t women simply know as well as their male colleagues do how to ascend to a senior position or how to be promoted? Do they lack the necessary promotional competencies? And how and where can they acquire it?

Promotional Competence – What Men and Women Need to Make a Career

The central objective of the project was the conceptualization of a model for promotional competency. The basis of which served the working definition of promotional competency; after which it covers the emotional-motivational and cognitive willingness as well as the ability to professionally develop and the development of leadership positions.

* The project was funded by the German Federal Ministry of Education and Research as well as the European Social Fund for a period of three years.
In this sense the promotional competency of a person consists of many individual competencies that are operating at the same time with one another. Promotional competency in this sense can be understood as meta-competence, that is, as a tailor-made and self-organized development of the personal competencies having priority over the individual competencies. In the following, the competency model developed in the project shall be presented through literature research, interviews and questionnaires.

Based on classical competency models, personal, social and technical-methodological competencies form the basis. Technical-methodological competencies are job-related and will, therefore, not be further considered by the competency model. Nevertheless, they are indispensable when striving towards a career in leadership. Further aspects of promotional competency are motivational and action-oriented competencies. This model is shown in Fig. 1.

**Personal competencies:** Refers to a reflective and self-organized action. To be reflective is the ability to recognize one’s own desires and goals with regards to their career. Self-organized means to independently adapt and implement one’s own ideas and attitudes towards their career. This concept is particularly important for promotion. In this sense, career-related self-management turns out to be quite useful – and the ability to be aware of the state of one’s own career at all times and to be able to achieve the career goals of their situation.
Social competencies: Refers to individuals who are able to communicate and cooperate, i.e. deal with and work well with other people. People that can behave themselves in group contexts and are relationship-oriented.

A trait that is particularly conducive to promotion in this context is assertiveness; that is, the ability to network as well as the willingness to apply micro-political tactics.

Assertiveness: Refers to the ability to enforce one’s own ideas in the job context and to convince others of these ideas. Networking describes whether people are able to set up, maintain and use professional networks to support their career. Micro-politics, not only implies showing willingness, but also the ability to strategically use the existing conditions in companies (guiding principles, micro-political structures, etc.) flexibly and appropriately. This is especially important when strategically planning long-term development goals or setting up networks to establish interpersonal contacts.

Motivation: While social, personal, professional and methodological competencies can be considered as the basis for promotional competency, motivation to take on a leadership position plays - in addition to the basic competencies - an important role because it involves acting. The intrinsic motivation for a career in leadership – is a motivation that comes from inside an individual rather than from external rewards such as status or money. Still, finding pleasure in leadership and personal cost-benefit analysis activities is important in order to preserve one’s energies.

Action competencies: These activity-based and implementation-oriented competencies apply to an active and holistically self-organized action in order to integrate the motivation, skills and experience as well as all competencies of their own inclination and to implement these actions successfully. A personal initiative as well as an adequate self-expression are of significance for professional promotion. Adequate self-expression describes the ability to make visible to others and present oneself and the work performed “in the right doses” to the outside world; personal initiative describes the ability to work independently and to be change-oriented as well as to be able to initiate changes.

Two questionnaire surveys with approx. 2,000 male and female participants from different private sector companies asked the participants to assess their competencies conducive to promotion. Here, the question should be answered whether women have a lower competency conducive to promotion than men – a possible piece of the puzzle that explains the under-representation of women in the workplace. As assumed some gender differences were found – especially amongst women without leadership responsibility. These women assessed their social and personal competencies as well as their motivation lower than that of their male colleagues. When comparing the data of women and men with leadership responsibility, a significant difference was hardly noticeable.
Participants with leadership responsibility generally gave higher scores than those without leadership responsibility – an indication that the necessary competencies can also be acquired in the context of leadership functions.

Lower promotional-relevant competencies in women can be one possible explanation as to why they do not take the first career jump into a leadership career as often as men do.

How can promotional competency be acquired?

Competencies are acquired through learning; thus, the work environment should be designed in such a way that makes learning possible. As mentioned, leaders play a central role in the acquisition of competencies because of the influence they have on the work of their employees – relevant here to both job and promotion. In the “leadership” subproject which was carried out at the Department of Work and Organizational Psychology of Leipzig University, the question of which promotional-relevant competencies and leadership-career development can be promoted was answered. Are the differences in the promotional competencies between men and women explained by more unfavourable leadership behaviour for women?

Leadership Conducive to Promotion

Through interviews and a detailed literature review various types of behavior of leaders that might promote the career development of their employees were identified. In order to consider these behaviours together, and at the same time make them measurable, a questionnaire was created consisting of 19 questions, which were divided into the following four areas:

* Delegation: Leaders responsibly delegate tasks with a scope for decision-making. They provide the employees the possibility to grow in their own abilities and to try out leadership.

* Confidence: Leaders consider their employees competent, believe in their abilities, and rely on their statements.

* Feedback: Leaders provide constructive feedback. They also make any mistakes transparent; providing additional learning experiences.

* Promotion: Leaders inform about promotional prospects, recommend their employees for a higher position, or introduce them to important people. Knowledge about the duties of leaders is imparted.

In both quantitative surveys mentioned above the participants appreciated their leaders in terms of the leadership dimensions conducive to promotion. The dimension of confidence was experienced most frequently by all interviewees; whereas in contrast the dimensions of delegation and promotion were the least experienced. Women generally reported lower values than men.
With the exception of the dimension of confidence, the differences in all other dimensions were statistically significant. If the hierarchical level is controlled, these differences are only apparent for women without leadership responsibility. With regards to gender and similar to promotional competency, there are only notable differences on the lowest hierarchical level which is without leadership responsibilities. The presumption that women, who are still at the beginning of their professional development, get less leadership conducive to promotion, can be confirmed. This is at least the case at the beginning of their professional promotion where women appear to have less favourable conditions towards acquiring important career-relevant knowledge.

Interactions between Gender and Working Hours

How can this result be explained? The data collected in the project only provides answers to a limited extent. On the one hand, it is about the perceived leadership behaviour concerning the collected data and, as such, it may be possible that not all women questioned understood the promotional prospects and offers from their leaders. Certainly, stereotypes - as far as female (leadership) abilities are concerned – also play an important role just like on the leaders’ side when it comes to deciding who to give a leadership position to. But what else influences leaders when they decide to whom they will give a more favourable or unfavourable leadership position? An important determinant in this scenario is the employee’s promotability. Employees are assessed to be worthy of promotion when their probability for promotion is high. Criteria such as a good education, dedication and ability are some of the factors used for assessment. Long working hours (presence) are a strong indicator of dedication and ability in our culture. It could be assumed then that the more unfavourable leadership trait conducive to promotion for women might not be fixed to gender, but to the fact that women often have shorter working hours than men. In other words: Women, per se, are not worse off, but rather those employees who have shorter working hours are. Since it is usually women who work part-time (according to a European statistic from the year 2012, 46 % of women compared to 8 % of men), it is possible that working women are more likely to not be considered as worthy of promotion then working men. This assumption has also been confirmed on the basis of the data collected within the context of the project. The men participating in the survey had, on average, worked three hours longer and had one hour more of overtime than women. It became apparent that participants with shorter working hours also selected a higher value concerning the leadership traits conducive to promotion, in particular within the dimension of delegation - the most important of the leadership traits conducive to promotion. A very important additional finding is that men with shorter working hours were more affected by this effect than women – possibly because they are ostracized by the widespread cliché that men are meant to be hard-working and the primary earners. Thus, according to these results women are more adversely affected due to their shorter working hours rather than their gender.
Summing Up and Conclusions for the Promotion of Women

Women give lower scores in promotional relevant competencies due to their shorter working hours and, amongst other things, experience less favourable career related leadership. It is apparent that delegation and promotion are particularly career-relevant. Thus, leaders should try to support women through direct promotion as well as the delegation of tasks that are more demanding and challenging. Reduced working hours should not be the deciding factor, but rather overall performance should be. Thus, it is important that leaders do not fall into the trap of promotability based solely on longer shifts. Moreover, the results show that in particular, at the beginning of their career, women should be explicitly promoted in order to better support them when starting a leadership position. Giving leaders sole responsibility here is not advisable, because they always represent a culture in an organization. A culture change away from the present method of working long hours – towards using performance as the indicator of promotability is crucial. At the present time, leaders are faced with a huge number of duties: motivation, health, etc. and now they also must manage career promotion. Therefore, they need freedom and leeway, and if necessary, other incentives from the management. Values such as career promotion, personnel development and competency enhancement – especially for women at the beginning of their professional career - should be strengthened in the organizational culture of the company. Companies and organizations should not rely on flexibility to promote women, because this could sometimes have contradictory effects (e.g. the above mentioned shorter working hours). The compatibility of all areas of life is not only a women’s issue. In order to change the status quo in the long run, men should also be encouraged to reduce their working hours as women reduce their non-working hours in order to establish similar working hours for both men and women in the long term. In doing so, career disadvantages of women due to working less hours could be addressed.

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Projects: DFG-project: Gender role self-concept’s significance for salutogenesis (completed), BMBF-project: Career advancement competence of women – sub-project: Behaviour of superiors (completed)
Women at the Start – An Advanced Training Series to Increase the Proportion of Women in Leadership Positions in the State Administration of M-V

Ladies and gentlemen,

Since September 2014, the University of Applied Sciences for Public Administration, Police and Administration of Justice offers a modular leadership training programme for women working in the administration of the state. I am pleased that Mrs. Schilf and I have the opportunity during today's conference to present the process of this advanced training series. Firstly, I will inform you of the essential and fundamental concepts of the advanced training series. Then, Mrs. Schilf, who supervises the advanced training process in its entirety will describe the actual process of the advanced training courses and report on the experience. In particular she will look back on the pilot process that was completed in June 2015.

I would now like to start with the following question:

**Why are there Women-Specific Training Programmes?**

Firstly, it should be noted that women are still underrepresented in leadership and management positions in the state administration. In paragraph 17 of the current coalition agreement, it is written “that the proportion of women in leadership and management positions in the state administration needs to be significantly increased”. In order to support the state government’s intention, the University of Applied Sciences has - in coordination with its departments - developed the five-module “advanced training series to increase the proportion of women in leadership positions in the state administration of Mecklenburg-Vorpommern.”

Another aspect is that women-specific advanced training programmes have been proven beneficial in practice. The pilot project “Women in Leadership Positions – an Inter-company, Business-oriented Approach” which was initiated by the Employer’s Association for the Bavarian Metalworking and Electric Industries for female future leaders in the year 2010 has identified three benefits:

1. “Reflection through confidence rather than competition.” A trustful working atmosphere is a good basis for further individual development according to the explanations in the final report of the project.

2. “Relativization through exchange among like-minded people” was emphasised. It became apparent that many experiences, issues and questions held by women are similar. The exchange of information among women is particularly valuable because self-issues and difficulties can be relativized and assessed more easily.
3. Finally, a close cooperation of women and a long-term establishment of an inter-company “sustainable network” was, for the most part, made possible by strong group constellations.

These arguments seem at first sight to be plausible and logical. Mrs. Schilf will report whether the mentioned benefits of the women-only advanced training courses have had an impact on the advanced training series of the University of Applied Sciences. By the way, there, of course, will still be leadership training courses with mixed groups in addition to the women-only modules.

Now I will illustrate what the advanced training programme provided for women at the University of Applied Sciences is comprised of.

Firstly, I would like to say that the advanced training programme for women is based on scientific knowledge and incorporates current research findings from the field of career development for women. Particularly relevant here are the findings of the career study of the German Police University and various informative bachelor theses which were written at the Faculty of Police at the University of Applied Sciences. The study at the German Police University came to the conclusion that the performance potential and career motivation of the men and women employed in the state police service of M-V hardly differ. Nevertheless, the proportion of women in leadership positions is also much lower there. Furthermore, it is conspicuous in everyday life that mainly men apply for leadership positions. An obvious explanation for this is that women are faced with other challenges regarding their career development. This, amongst other things, is proven in the above mentioned bachelor theses.

It is proven that career relevant dimensions such as leadership motivation, self-image and role expectations by means of leadership training and mentoring programmes specifically aimed at women can be worked on. There are also findings on how superiors can support the career development of their employees. The delegation of challenging tasks and direct leadership has proven to be particularly effective (Korek/Rigotti, 2012). These approaches, both with regards to the women and their superiors are taken up in the advanced training series.

Before I begin to talk about the contents of the advanced training courses, I would like to briefly address the target group of the advanced training series. The pilot project was aimed at the employees of the supreme federal state authorities who would be prepared for (higher) leadership functions in state administration via these advanced training measures. For the first series, civil servants of salary grades A 14 and A 15 and comparable employees were targeted.

At the moment, the second module series taking place is aimed at civil servants of the salary grades A 13 and A 14 and other comparable employees that work in the subordinated area of the state administration.

Participation is restricted to 12 women at a time. Each of the nine ministries has the possibility to send one employee from its division. The remaining three spaces are made available to the State Audit Office, the State Parliament Administration and the State police service.
The selection procedures are not carried out centrally but by their respective sending authority on the basis of Art. 33 (2) Basic Law, according to aptitude, ability and professional performance.

Concerning the modules; we offer five in total and the first module lasts three days, while the other modules last two days. In total, the five advanced-training modules extend over the course of a year.

In the first module, an awareness of one’s own personal situation is made, which serves as the basis for future personal development. This analysis helps to determine the potential of the participants, in particular with an answer to the question of which level of skills they might have with regards to the methodological, social, professional, reflective, and ability for change. The profile for potential, created from the acquired personality traits, is compared with the job requirements. By means of targeted measures, the potential can be developed, requirements can be responded to, and individual strengths can be enhanced.

The second module contains an analysis of strategies and behavioural patterns specific to females. The effects of one’s own thoughts and feelings on their demeanor are explained to the participants. The interaction effect of thinking – feeling – acting is imparted. Training is undertaken for proper communication in situations that involve negotiation and conflict.

In the third module the question is considered whether women feel differently. With regards to modules 1 and 2, the individual’s personal strength profile is reflected on and communicated. Other subjects of discussion are power handling, scenarios of powerlessness, and one’s own patterns of perception. The possibilities and opportunities of networking are discussed.

Module 4 deals with the structuring of processes of change. Knowledge of the stages within the process of change serves as a basis in order to further develop leadership behavior. This is accomplished through role clarity and reflective competence according to the situation. Responsible thinking and acting is promoted with regards to the question: “How can I initiate and make changes happen?”

In the fifth and final module, the participants reflect on and categorize their career development and learning experiences with regards to the preceding modules. They examine their personal decision patterns and learn to develop objectives and compete for future leadership positions.

The University of Applied Sciences also provides training courses for superiors in order to make it possible for them to positively influence their employees’ professional development. This is done by imparting on them the full-range of leadership skills conducive to promotion.

Finally, it has been planned to offer these training courses to other interested superiors and to personnel developers of the state administration whose employees do not take part in the advanced training series.
To accompany and support the advanced training series the AG Promotion of Women was entrusted with the task to act as a steering group. It consists of representatives of the State Chancellery, the Ministry of the Interior and Sport, the Ministry of Finance, the Ministry of Labour, Social Affairs and Health and the University of Applied Sciences.

To finish, I would like to draw your attention to the issue of mentoring. The heads of the General Departments have agreed to a conceptual design for the University of Applied Sciences at their conference on October 15th, which provides for the implementation of mentoring in the advanced training series for women.

Mentoring is a human resources development instrument and in this concept it is referred to as a promotional measure set up for a period of one year. Throughout, an experienced person – in principle one in a higher functioning level (mentor) - supports the professional development of a female employee (mentee) through guidance, advice, promotion and mediation of formal and informal contacts.

Although it might at first seem that only mentees benefit from the promotion, there are also benefits to the mentors that should not be underestimated. The concept is based on mutual giving and taking.

The mentees:
- are promoted individually,
- learn strength and receive advice to implement their own goals,
- receive contacts of decision makers by their mentors,
- have the chance to exchange with coequal mentees and, finally, combine into professional-promotional networks.

The mentors:
- acquire new ideas and intellectual approaches and reflect on their previous position by working together with their mentees,
- receive feedback concerning their behaviour and demeanour,
- increase their leadership and advisory competence,
- have the chance to exchange with other mentors, and
- expand their own networks and contacts.

Mentoring alongside advanced training is first offered to women who participate in the “advanced training series to increase the proportion of women in leadership positions of the state administration of Mecklenburg-Vorpommern”. That is why there is no separate selection procedure.
Cooperation in a tandem consists of the following: At the beginning of the tandem, relationship mentees and mentors write an agreement for confidentiality, as well as their aims and expectations. Talks between mentees and mentors take place regularly, where questions are discussed, observations are exchanged and if necessary, concepts are developed. The mentee accompanies the mentor on special occasions and, if possible, takes part in leadership meetings and other relevant appointments.

The mentoring programme starts with a launch event. The University of Applied Sciences offers mentees and mentors seminars to prepare them for their future roles and tasks and to facilitate support. Participation is mandatory.

The **mentees** should meet certain **requirements**. They should:
- set themselves clear goals and define expectations regarding mentoring relationship,
- be willing to accept assistance and advice on the part of their mentors,
- give feedback to the mentors, and
- invest the necessary time and responsibility in the mentoring programme.

The **mentors** have to fulfil the following **tasks**:
- classification in salary grade A 14 or pay grade 14 respectively, or an equivalent department-specific salary grade,
- several years’ experience in leadership positions in civil service,
- distinct social competence,
- interest in personnel development, and
- willingness to be a mentor through participation, qualify for the programme, as well as bringing time and dedication.

In **forming mentoring tandems** the following principles have to be taken into account:
- The mentees choose their mentors themselves. If required they are supported by the personnel department of the ministry that is responsible for them.
- The mentees and mentors must have no hierarchical connection with each other.
- The mentors should at least be classified two salary grades or pay grades higher than the mentees.
- Interdepartmental and cross-agency tandem forming is desired.

**Cooperation in a tandem** consists of the following: At the beginning of the tandem, relationship mentees and mentors write an agreement for confidentiality, as well as their aims and expectations.
During the final course, with which the mentoring programme is finished, there is the possibility to present special tasks or project activities. Half a year after the expiry of the mentoring programme a follow-up workshop takes place.

The mentoring programme lasts a year and is offered parallel to the “Advanced training series to increase the proportion of women in leadership positions of the state administration of Mecklenburg-Vorpommern”. The first run takes place from January, 2016. Participants are women who take part in the second modular advanced training series. I am convinced that the interaction of modular advanced training and mentoring are suitable to a great degree and will generate excellent personnel development.

Importantly, I would like to point out that the mentoring programme described here is a pilot process. It is intended to make this offer available to other (female and male) junior executives of the state administration.

Last but not least, I would like to draw your attention to the time schedule for the modular advanced training. After the pilot process was started in September 2014 and finished in June 2015, the second half of the second module series, which will take place later this month, will be started.

I hope that I have clearly described the conceptual fundamentals concerning the promotion of women by means of advanced training and mentoring. I thank you for your attention and I look forward to listening to what Mrs. Schilf has to say on the topic!

Against the conceptual framework described by Dr. Metzger, we will take a look at the process regarding the advanced training series to increase the proportion of women in leadership positions of the state administration of M-V.

A total of 12 employees of the Supreme Federal State Authorities, all civil servants in the salary grade A 14 to A 15 BBesO of career group 2, second entry level position and comparable employees, ultimately took part in the events of the advanced training series.

All nine ministries as well as the state audit office, the State Parliament Administration and the state police service used the opportunity to send employees.

The topics of the five modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>M 1</td>
<td>personal situation, potential analysis</td>
<td>15 – 17 Sept. 2014</td>
</tr>
<tr>
<td>M 2</td>
<td>leadership communication and conflict management</td>
<td>26 – 27 Nov. 2014</td>
</tr>
<tr>
<td>M 3</td>
<td>leading and influence, networking</td>
<td>07 – 08 Jan. 2015</td>
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<tr>
<td>M 4</td>
<td>creating change processes</td>
<td>23 – 24 Feb. 2015</td>
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<tr>
<td>M 5</td>
<td>career guidance</td>
<td>17 – 18 June 2015</td>
</tr>
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offered the participants, as mentioned, the opportunity to further develop their own (leadership) competencies and to work on specific career relevant dimensions such as leadership motivation, self-image and role expectations.
Has the educational goal as an element of a target-oriented personnel development been achieved?

Evaluations at the end of the training course for each module, as well as at least six weeks after the respective implementation, served as quality assurance. Besides questions on the issues, the methodological implementation and the organization of framework conditions of the perspective module and questions on the effectiveness of the five further training courses were asked at the same time.

Examples include:

- Did you have the chance to apply individual knowledge from the module in a work-related context?
- How did/do you notice yourself using knowledge from the module?
- What kind of assistance did you get for your own development process on behalf of your department; what assistance do you wish for?

(evaluation results of the modules, 2014/2015)

The workshop, four months after the end of the advanced training series, allows insight into the effectiveness of the advanced training series, from the employees' point of view.

(evaluation results regarding the entire project, 2015)

Which findings can be taken from the evaluations regarding the process?

**Individual cognitive process**

Module 1: Individually, the participants showed higher awareness of their own strengths and weaknesses. Working themes for further personal development were made clear.

Module 2: On this basis, conversational behaviour in different situations has been made more tangible. Common strategies of conversation have been recognised and the personal handling of emotions and objections has become apparent. Individual feedback and tips on the development of the conversational behaviour have also been helpful.

Module 3: The participants of this module expressed success in reflecting on their own work habits with regards to gender issues. Self-strengthening is reported back. The importance of “networking” has been recognised.

Module 4: Coming across obstacles during processes of change is normal - this is an important and exonerating finding. Knowledge of phases of group dynamics in processes of change has been acquired. The distinction between systemic and personal aspects in processes of change should have been more clearly identified.
Module 5: The diagnostic “career anchor” instrument was used as a potential leader for personal role analysis. On the one hand, individual findings lead to the realization to strive for managerial position more consciously and on the other hand, the participants also became aware of the fact that professional success can be achieved horizontally as well as vertically.

**Group dynamic cognitive processes**

Participants reflected that after three days in the first module and after a self-organized meeting by the women, a foundation was laid for a trusting learning atmosphere. And an important prerequisite for personal development was created. After the end of the second module it was shown that: “It was possible to start work in the group and begin the learning process … Different lecturers are a benefit.”

Although the participants are employed in various different work areas they had recognised over this process how many intersections there are with regard to their own understanding of individual roles. This finding is closely related to the knowledge stereotypical allocations as well as to the effects of social change processes.

Within the single modules the women give each other individual feedback, the methodology of collegial advice is used. At the end of the project it was understood: “How beneficial a cohesive group is, which I was unable to assess before.”

The participants of the group have networked. Furthermore, they want to continue meeting with each other for talks after the completion of the advanced training series in order to exchange experiences, and to consult collegially.

**Recommendations by the participants on content issues and framework conditions during the process**

After the launch event and the completion of the first module the participants expressed some wishes:
- to put a strong focus on women-specific aspects in all modules
- to focus more on practical orientation and less theory in the courses
- thinking about an alternative location to hold the advanced training series (all participants lived near Schwerin)
- to plan an advanced training series for superiors (this one had already been taken into consideration)

The concept for the advanced training series, including the recommendations and wishes of the participants was discussed in detail with the external lecturers; so that this could be taken into account in the implementation planning. By suggestion of the participants, two courses also took place in Schwerin.
The two-day course for the superiors “Recognising and using a diversity of potential” was also carried out on the 20th and 21st of May, 2015 in Schwerin.

Unfortunately, not all superiors of the participants were able to take part. The superiors in attendance positively evaluated that “room was given to reflect on the understanding of roles of men and women” and “the possibility was offered to focus the issue on their own work environment.”

Later on in the process of the advanced training series the participants expressed the wish to support their own development process by way of mentoring.

Since this possibility had not yet been laid down in a binding way in the concept, but had only been expressed as desirable - only two participants could benefit from mentoring experience in the practical implementation.

**Overall assessment of the pilot process**

The feedback concerning the concept and the implementation of the modules in the framework of the advanced training series was very positive.

Looking back at the entire project, four months after the completion of the advanced training series, this again became clear with regards to the final workshop on the 13th of October, 2015.

Based on the three layers of thinking, feeling and acting the impact of the advanced training series was analysed from the participants’ point of view.

The learning gain and thus the effects on the trio of thinking, feeling, acting were summarised as follows:

**Thinking:**
- self-reflection was increased
- being able to recognise patterns in the behaviour and in the behaviours of others
- gaining calm through conscious integration
- saying yes (permission)
- saying no (convincing arguments)
- acting more strategically
- realising that individual actions can cause “chaos”, becoming aware of the consequences and bearing these consequences
- developing a parameter for a good/appropriate leadership style

**Feeling:**
- being able to be more relaxed
- saying no (being able to handle bad consciousness, having no bad consciousness)
- saying yes (having confidence/self-confidence)
Specific suggestions to modify the advanced training series were taken up. It was noted that in further advanced training series it should be made possible that each participant completes an individual assessment in the first module of the potential analysis by way of individual talks with the lecturers. In Module 4 “shaping the processes of change” a greater concentration on the distinction between systemic and personal change processes should be made.

Participation of leaders in supervisory training should be made possible. This was also supported by the participants according to feedback discussions with their superiors, so that contents can be deepened and refreshed thus enabling their effective implementation into daily life.

Therefore, in future supervisory training events, stronger emphasis could be placed on the four dimensions of leadership conducive to promotion (Korek/Rigotti, 2012). First, this necessitates the delegation of demanding tasks; a key condition for acquiring skills which are helpful and necessary for professional/promotional development. A further dimension is the feedback from superiors. It provides information on the quality of the results; a constructive feedback could be asked for by the employees. Direct support/promotion of the employees by attracting attention to the organisation is another dimension. And, lastly, leadership conducive to promotion builds confidence because showing appreciation and acceptance as well as confidence in the professional competence of the employees strengthens their feeling of self-efficacy.

The entire concept of the advanced training series continues to orientate didactically towards the triad of levels of thinking, feeling and acting.

Following approval by the leaders, at the meeting of the General Department on the 15th of October, 2015, to implement the design concept of the University of Applied Sciences to the mentoring in the modular advanced training series, a total of four participants of the first further training series put their hands up in order to pursue this possibility.

Finally, it should be noted that the launch event concerning mentoring took place at the FHöVPR in Güstrow on 22nd January 2016. Questions relating to the procedure and expectations were answered. In addition to the four registered mentees from the first advanced training series, all twelve participants of the second further-training series also took the opportunity to better their own process for development through mentoring. It is great that all of the women could...
find a mentor for this process. It will be of interest to hear which experiences and which possible benefit the mentees and also the mentors take from this process.

We wish all participants involved in the process plenty of success!

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Evaluation results concerning the whole project – Workshop 13 October 2015, FHöVPR M-V, Güstrow 2015.


The lecturers of the FHöVPR Christiane Schilf, Norbert Jochens, Henriette Bohn, Dr. Stefan Metzger, Dr. Marion Rauchert (f. l. t. r.) during the lecture of Dr. Sabine Korek
What determines our cooperation? When are we willing to offer our best performance? Do we achieve our full potential every day? What induces me to not complain about problems but rather to improve on them by contributing my own ideas? Under which circumstances are we able to offer our ideas without reservation? And how is leadership best directed towards the people?

Every organization is interested in the answers to these questions with regards to how they use their human capital. The answers to these questions depend on the environmental conditions under which each individual works. Furthermore, they depend on the nature of how each individual perceives the environmental conditions and to what extent he/she can make use of the possibilities to act on them. These and similar questions became the focus of attention in a project that was implemented for the first time in a police organisation.

In April of 2013, a two-year project under the auspices of the University of Applied Sciences for Public Administration, Police and Administration of Justice and the Police Headquarters in Rostock was launched to establish and test a programme to develop leadership and team culture. It took two years in order to draw up a course structure with which each participant could complete individually for the nature and the power of his/her own values. Two years to activate their own values for the design of the everyday work life and bring it in line with that of the others. Two years to test the course’s methods and to transfer the methods to a leadership context. Two years of growing individually and collectively as well as experiencing setbacks. Two years of experiencing how difficult it can be to meet continually changing demands – and how to act on them. Two years that come too late, according to the opinion of the elder participants. And two years that have a great future, according to the young ones.

Fig. 1 Service assembly of the police inspectorate (Pi) Güstrow in the framework of the pilot project.
With such a sublime project as the development of leadership and team culture, three questions arise: Why cultural development? How? And with what kind of problems?

1 Cultural development – why?
Culture is defined as mental programming in a collective context, taking into account that the individual also acquires culture-bound perspectives and cultural practices within a professional socialisation. Culture, however, defines itself through collectively shared values that are passed from one generation into the next. Culture can intentionally be influenced. For this, organisations and companies have increasingly put interest in values. Values are put in writing as guiding principles; place a binding obligation on organisations towards the public; and direct the employees to a uniform understanding concerning organisational actions. The University of Applied Sciences has a guiding principle which is accessible to any interested party via its Internet site. The police with regards to leadership and cooperation have devoted themselves to the Cooperative Leadership Style (abbr. KFS) throughout Germany. With its three elements of delegation, participation and transparency, control as well as determination and assessment of performances the KFS should promote the employee’s identification within its organisation, its purpose and its goals. In addition, in Mecklenburg-Vorpommern the principles of cooperation were formulated and the elements of communication, goals and role models were added to the KFS. Looking at the organizational values becoming effective is, however, to ask whether these ones are known to the employees and always present in interactions. In the area of leadership, which in hierarchical organisations is defined in clear processes and structures, the question arises as to what extent cooperative leadership approaches are feasible at all. Figure 2 illustrates that there could be two ways in which values in organisations become effective.

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1.1 Value orientation throughout the organisation

Values of national cultures influence organisational cultures and values of organisations have an effect on the individuals working in them. The conventional top-down method focuses on values via legal, professional ethics or organisation-specific norms from above and outside. These values are uniformly regarded towards the orientation of all employees.

Organisational values as spiritual benchmarks are usually put into writing, but they are often repeatedly expressed in speeches and addresses to employees. Organisational values may also appear indirectly through processes and structures and in the way of direct leadership (authoritarian vs. cooperative). So, vertical relations are institutionalised in hierarchies (organisational chart, office channels etc.) in order to clearly define responsibilities and jurisdictions, to administer them, and to create as much efficiency as possible. In this structural form, values are concealed – values which are of importance for organisations (e.g. predictability, reliability, efficiency, or the like).

Meanwhile the value of horizontally arranged structures and processes has been recognised – e.g. for the professional exchange of experiences across agencies and expert groups; because horizontally arranged structures reinforce values such as cooperation and innovative strength.

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It is known that organisational values can be contradictory, relating to content (e.g. efficiency vs. professional demand), or that they are not as embedded in processes and structures as well as they are transferred (e.g. participation). Inconsistency may make it difficult for employees to identify with the organisation.

But, inconsistency is inevitable with high task complexity, diverse demands and complex problems and the heterogeneity is indispensable of the individuals who manage these tasks and solve the problems. Organisations and hierarchies are made by people. As such, an identity can be developed within the organisation that includes high inconsistency. However, this requires a high degree of maturity, the skill and the will to change perspective as well as lots of interpersonal exchange. It is helpful when the value of inconsistency is formulated as such. And ideally, inconsistency as such will also be responded to and the complexity and diversity in structures and processes are processed in such a way that each individual in the organisation can identify with them. This is, however, impossible to do from the top-down! Hierarchies have a head. Leadership is to be orientated as a benchmark for clarity and consistency.

In doing so, organisational values maintain a standard form, whereby values are to be understood as sanctionable standards which need not necessarily be internalized - as this is the case with values. Thus, values are not implemented in the top-down approach, but rather, norms are; to which compliance has to be maintained under threat of sanctions. The psychologically more relevant and methodologically neglected way for value orientation is the one which emanates from each individual and which links to organisational values through identification and consent (or understands corresponding norms as values).

\[1.2 \text{ Value orientation through individuals}\]

The second way (bottom-up) in which values might become effective starts from the inside and the individual. There is no consistency here because individual values are connected with very personal experiences. They are lifetime-stable orientation points for each individual where assessment, decision and behaviour are concerned. So they get us to define and design leadership and cooperation differently. And organisational values such as participation, delegation and transparency are also interpreted and implemented in quite different ways by the leaders.

The necessity of putting value awareness and value orientation into the focus of leadership is justified by the motivational power of having the values not only individually but also collectively. In particular, when you can regard “value orientation as a universal key to understand social attitudes and behavioural dispositions”.


decisive and regulate our social coexistence. This takes place consciously and unconsciously. The conscious part of our values is mostly dictated by morality and society and assumed through socialization. The unconscious part of our values is justified from needs and wishes that are strongly linked to our personality. In contrast to norms “value orientations have a stronger motivational power as they also affect the behaviour in the absence of external sanctions”\(^{12}\). Values are responsible for preserving optimal conditions as well as for improving unsatisfactory conditions. Values are perceptible on the emotional level and visible on the action level and are revealed in every individual position and in every interaction. Therefore, it needs to work within an existing group – an intertwined culture consisting of known individuals in the daily work environment – for the development of value awareness and value orientation. It is here that confidence and commitments can be built.

Here, support and suggestions can be offered. Here, all are in the same boat, but experience each other very differently and idiosyncratically in their own way.

1.3 Bringing values in line
The diversity in the spectrum of values within a group is not opposed to a common orientation on organisational values. It, however, needs an approach to combine and bring in line individual values with organisational values. For this purpose, each individual must be aware of his/her values and contribute specific values to develop. This needs support and agreement by the team. And it needs time, space and methods of leadership to integrate different values and potentials.

2. Cultural development - how?
The way in which individual values can be coordinated and decision for which values are collectively supported depends on the leadership and team culture. Individual values can be hidden because of fear, be put in competition against each other or be coordinated in mutual appreciation and be provided for joint action. Because values are connected to individual potential they need to be guided constructively. Because values are from our vulnerable side, they are only made available under certain conditions – solely on the basis of confidence and sincere appreciation. If we want to develop the potential of values it is necessary to work on fears and blockages in the individual as well as on methods to coordinate and agree on values in a collective.

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Henriette Bohn

teacher

at the University of Applied Sciences for Public Administration, Police and Administration of Justice for the state of M-V

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On the individual level it is about stimulating a deep, sensitive process – the identification of an individual with his professional environment and his tasks. On the collective level it is about coordinating among each other and to activate collective potential – and thus the use of frequently neglected social forces for the creation of relationships as well as the fulfillment of tasks.

2.1 The maturity level model as a benchmark for cultural development

Fundamental research on the impact of individual attitude in relation to the social environment is evident in the model of cultural maturity. It has been described earlier in detail\(^\text{13}\) (articles are available as PDF files on the websites of the FHöVPR Güstrow\(^\text{14}\)). The stage model serves as orientation throughout the entire course of the pilot project as a basis to assess the individual and collective stages of development.

![Development of Cultural Maturity](image)

Fig. 3 Stages of the development of cultural maturity. Depending on the degree of development there is pushing and pulling within the leadership style in the respective collectives and extrinsic vs. intrinsic orientations in the areas of employees' promotion; while individuals taking a contra vs. pro position to the social environment it is being enacted. The five stages of the individual attitude following Giannini and the five stages of collective orientation following Logan & Fisher-Wright have partly been changed and supplemented.

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\(^{14}\) http://www.fh-guestrow.de/forschung/dhpol/dhpol4/


The model in Fig. 3 divides the individual and collective maturity level into five stages. Which stage an individual is on depends on how his actions and activities are guided. The individual basic attitude can range from aversion and degradation (contra) to appreciation and commitment (pro), depending on how you see the world, and how you position yourself in the world. Which stage a collective is on depends on the prevailing mechanism of social influence, in particular determined by the way of leading. Here, social dynamics can have the character of pressure (pure enforcing) or pushing and pulling character (conveyance and enthusiasm). Individual basic attitude as well as collective dynamics directly influence the motivation to act. This is strongly determined by external sources (extrinsic, pressure) in the lower stages.

In the upper stages, decisions to act are more likely based on an inside offer and the development of individual participation (intrinsic, pushing and pulling). By introducing the maturity model it is intended that each – self-reflecting – individual can find positioning and likewise assess his immediate environment. The deeper understanding of the model conveys approaches to the dependence of the individual in his/her structure. So it is made clear that the way of dealing with and the influence on employees has direct impact on their possibilities to mature and develop.

The limiting conditions of a hierarchy, traditional leadership role models, or a leadership directed only towards instruction and control in teaching the model are just as under consideration as the general demand to lead cooperatively. Hierarchies in their structure principally offer the prerequisite that the role of leadership on stage 3 and the role of subordinated employees freezes on stage 2. Leaders have been socialized on goal orientation and control, employees in dependence on prescribed tasks which can quite possibly contribute disadvantageously to the solution of specific situations. This is because behavioural patterns become a habit, especially when they are maintained collectively. The basic attitude of leaders and subordinated employees is reinforced by the fact that leaders are aware of a partial responsibility for the hierarchical distribution of power and that they have also to support and take responsibility for limiting framework conditions in the hierarchy – meaning to maintain them. In doing so, the fundamental dynamics in the collective are even more stabilized, in particular in the middle stages (2 and 3), which means that the majority of leadership methods are oriented functionalist and formalized on pressure and on authority related to relationship.

Despite the hierarchical structure in all stages, the variety of leadership situations can appear and are encouraged. You should know which symptomatology is connected to which reason, dynamic and consequence. By teaching this model the leaders are trained to keep their leadership and team culture in mind. This is the first prerequisite to consciously impact on the development of this culture. Teaching this model should also induce taking development steps into consideration; as each next higher stage is accompanied by an increase in individual and collective welfare. The model first, however, becomes practically applicable for leaders when they have methods to encourage leadership and cooperation to the next higher stage. The described approach has to take the
organisational structure of the police as hierarchy into account. That’s why it should be emphasized here that the methodology presented in the following even makes use of the -value-oriented- hierarchical structure.

2.2 The methodology to develop leadership and team culture

The methodology to develop leadership and team culture is oriented on values. A value-oriented leadership and team culture promotes identification with the profession, identification with a group, self-development, independent identity and individually inspired motivation. The values that make each individual, each group and the organisation of the police in their social responsibility so special should be activated for professional actions. Being aware of personal values, fears and areas of conflict make one clearer and more predictable. Exchanges of common values as well as values of the organisation should allow identification with the organisation and a deeper sense of belonging.

2.2.1 Values in the focus of each development step

Values develop constructively the more they are presented, the more they are brought forward to exchange with others and brought in line with the values of others and the more they are transformed into activities. To do so, methods are needed for a constant awareness, a situational coordination and a continuous activation in real action. For sustainability and continuation of cultural development only methods that can be used by leaders after the end of the training period will do. For being embedded in everyday working life it is conducive that these methods are imparted, tested and consolidated in the existing social structures.

2.2.2 Implementation in existing collectives

The implementation of the complete methodology in existing collectives entails that everyday working life is present in the project at any time. Everyday working life is not only brought into the training scenarios but also effects and methods from the courses that prove a factual and relationship level in everyday working life. It is not only the individual, who returns to the unchanged environment and who has to assert himself in his/her change. It is also a whole group that is further developed in its individual character and brought in line with each other.

Benefits of the implementation in existing teams (opinions of the participants):

“You cannot hide from each other. We speak the same language, develop in the same direction and talk about what is happening at the office; and support us doing so.”

“When a great majority is motivated by activities, the individual with a higher probability follows.”
2.2.3 Imparting competencies in sequential and interlocked processes

The project comprises the entire organisational unit (see figure 3). The culture of leadership and cooperation should be strengthened as well in the hierarchy triangle as in the respective hierarchy level. In doing so, the project is directed towards better cooperation among the colleagues as well as between the leaders and their employees. Thus, there are methods to strengthen both vertical and horizontal cooperation.

The direct approach to value orientation and cultural development lies in the imparted contents and methods that extend over four courses and the collegial feedback that is in between. The direct approach that is intended to indirectly stabilize value orientation and cultural development is integrated in the structure of the project. Firstly, the structure comprises the implementation of the courses in a sequence across all hierarchy levels from the top down. Secondly, it leads to an interlocking of the courses through which the results of the last will be used for the tasks of the next. So the run, at first, only comprises personal experiences and strengthens personal and social competencies. In the following application the employees’ methodological leadership competencies will be strengthened. Thus, participation is systematically and methodologically supported by the structure of the project. The courses in the subordinated level do not start until the superordinate level is finished. The project is structured so that the sequence of the course is interlocked across two levels (see figure 3). The leaders use legwork from the courses with their subordinated personnel for the exchange with their colleagues and with their superiors. In doing so, not only the filters between the hierarchy levels are widened. It leads to the mutual obligation to apply a common experience of what they have learned to everyday working life.
2.2.4 Imparting competencies through methods for relationship and task level

In figure 5 the sequential approach across two leadership levels is illustrated. The grey arrows on the left illustrate that the project course ranges from the individual via the collective to the organisational level. This orientation, in particular, makes sense by its interlocking (as illustrated in the upper grey boxes – here shown at the upper hierarchy triangle of a police inspectorate with the middle hierarchy level triangle of an office). Each participant of the project experiences the interlocking as subordinated employee and after the second course – with transition in collective value orientation – also as leader.

In figure 5 the constant relationship to values is shown. While the focus in the first two courses is on individual values, diversity and the interaction of values in a collective play a role in the last two courses. The interlocking of both levels leads to the strengthening of the relationship level in the first two courses. After course 2, a specific task orientation is induced, by realizing individual problems, needs and ideas and handling them at the superordinate hierarchy level. But this does not remain in the responsibility of the leadership. The envisioned solutions seen in the upper hierarchy triangle are discussed with the employees as proposals. In doing so, responsibility should be spread as well as strengthened one more time under the demand and promotion of each individual in his value contribution. The four-level course structure is oriented on the stages of team development according to Bruce Tuckman\textsuperscript{17}. According to Tuckman the groups

undergo in their development process a stage of orientation (identification stage), in which they strongly follow the leading figure and the predetermined rules. After the first scanning process several opinions and approaches, which cause lack of understanding and conflict potential (conflict stage), become visible. If the potential for conflicts is used, the group not only has acquired a greater knowledge of the strengths and weaknesses of each other but specific appreciation and support; as well as good manners for the different coexistence and a real sense of unity (normalization stage). If the group does not get stuck in the feeling of well-being among each other, but takes on a collective responsibility in which everyone for himself and all for the common (creative phase) accepts active responsibility, it has reached the ideal state of its development.

This ideal process is mostly shortened in everyday working life. The relationship-related conflict and normalization stage is skipped over and the employees are assigned tasks according to their role and function. This is very efficient and orients towards the tasks. It, however, not only neglects the relationship level on which people fulfil their tasks. It, in particular, neglects individual potentials that can only develop when the individual is challenged and promoted in their potential. This he/she only does constantly in the precept of reciprocity and synergy.

2.2.5 Working on error culture

The work on relationship and tasks does not only promote potential, but also reveals weaknesses, problems and misunderstandings in the activity of the individual. However, in using the value-oriented approach this is well-founded and justified. So they are acceptable both in the reflection from outside and also in self-perception. Strictly speaking, the entire method only succeeds when it is taken into account that the light of potentials can cast even sharper shadows. As we are so sensitive - just when our most important values are offended – and this over the entire course of our life – we have not only developed skills to being offered, but also strategies being used to defend and attack. Working on error culture is not relapse-preventable – as it is required for each development stimulus, when it reaches areas that have not yet been entered.

Concerning the direct work on error culture there were collegial feedback rounds between the courses. Here, each individual was invited to deal with concrete problems or general blockades in the self-management area of perspectives and assistances of their colleagues. The feedback from the colleagues can be understood as a complement to the feedback given by the superiors and subordinated employees.

The police inspectorate of Güstrow carried out – at the same time of the project – leadership and team feedback (FTF), in which the subordinated employees expressed their perspectives to the leadership behaviour of their superiors. It is illustrated in figure 6 that both feedback approaches cannot only be used complementary; but that the employees’ perspective can also be used as a draft to analyze the individual values with regard to their effect among colleagues. In this connection, the external perception to the managerial function is a stimulation to think about strengths and weaknesses which are associated with
self-personality. The colleagues can sensitively flank the cognitive process and, in particular, point out blind spots where values and skills have not yet been fully developed, where unconscious fears, understandably, hold them back and where collegial support is needed.

Even if the intensity of this approach for the everyday working life appears to be unfamiliar, it can guarantee both a new range of protection, security and support for the organisation and the leaders. Downwards, this method achieves the values, potentials and contributions of every single employee for the organisation. Upwards, this method achieves optimization in leadership. The higher the position of the leader in a hierarchy, the more responsibility and power that is connected with it, and the bigger the impact his/her individual decisions have. The higher the position of the leader the lonelier it can also be around him, although especially in the framework of responsibility social support and critical reflection would absolutely be necessary.

3. Cultural development – problematic?
Cultural development needs methods, individual willingness and optimal framework conditions. These are the aspects that have to be proven in a pilot project. But cultural development, in particular, takes place slowly and fairly hidden. It is the people who impart and change culture. And people need time for development, for self and mutual encouragement, also confidence building against occasional setbacks, and they need power and an inner focus. Individual development is also not straight and continuous; it has to be proven against external demands and sometimes even conditions that try to block it.

In the inside circle of figure 7 the essential extract of the pilot goals has been formulated; and in the centre circle, problems which could be opposed to them have been expressed. In the outer circle, considerations with which problems could be combated, are listed.
Oppositions and setbacks belong to the old and proven, and reflect reality, which has its roots, causes and reasons. Contributing individual values requires courage and support – because offering what is important to oneself is sensitively to rejection or misuse. Transforming collective values in activities requires new methods, room and time.

Cultural development only succeeds through strong leadership, through an ever growing circle of participants and through a constant upgrading by means of regularly applied methods. Both the suggestions of the individual, to take the plunge now and again and to put confidence in being open to new and unusual things, as well as to consciously apply new methods to direct collective dynamics is a fundamental managerial task. To perform this managerial task, an attitude is needed that wants to add something to the familiar and proven; that is constantly seeking to improve and renew. Respect to everyone who has awakened to this lively and courageous demand.

About the authoress
Henriette Bohn is employed as a certified psychologist in the Faculty of the Police at the FHöVPR Güstrow since 2009 and, in particular, is responsible for teaching psychology and management science in promotional courses. She imparts knowledge concerning social-scientific working both to bachelor students of the state police service and the master students of the Northern Association. The project presented in this brochure has been designed and implemented by her and is also of supra-regional interest.

Fig. 7 Problems and appropriate considerations to achieve the goals of the project.
4. References


The second specialist conference

Taking the Lead
– Personnel Development as Task of Leaders –

will take place on 23rd November 2016.

Overview of the key issues:

1. Leading a New Generation – Leadership and Development of Generation Y
2. Promotion of Junior Staff Members – Design Approaches for a Promising Development Process
3. Strong in Tandem – Mentoring Programme in the National Administration M-V

The conference language is German.
1. Modern Understanding of Leadership

“Leading is creating a space for possibility.” (Karl Kreuser)

Undoubtedly, leadership is of central significance for the success of an organisation. In keeping with the above quote, as mentioned nowadays, social sciences start from the premise that synergy effects in optimizing processes and structures are hardly to be expected. Currently, unused potentials are still seen in the people themselves. Therefore, it is the task of leaders to support their employees in this learning process by discovering, promoting, using potentials and talents and developing their competencies to self-organized thinking and acting.

This change of perspective creates particular challenges for today’s leadership generation. The common hard skills such as professional competence and systematic thinking, as well as the necessary knowledge about possible authorizations and possibility of sanctions, which arise from the legal system, still provide the foundation of good leadership work. In the illustration above these aspects comprise the areas of “expert knowledge” and “management skills”. Increasingly relevant for a successful personnel management in the context of the previously outlined development will, however, be the soft skills. Business psychology includes leadership aspects such as the ability to motivate, the power to convince, the ability to take critique and the conflict management competence. – “The sensibility to recognize signals of conflict, the courage to respond to it and the ability to direct power, arising from differences in opinions into constructive and thus positive channels should not be lacked in a leader’s...”

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1 Here, used in the sense of a sum of positive results and problem solutions resulting from the cooperation of a (working) group that is larger than the sum of the individual contributions. In this context the terms that emerge from the sociological systems theory could also be used: "Those characteristics of a system that are not explainable from the characteristics of its elements...". Wilke, Helmut: Systemtheorie I: Grundlagen. 7. Auflage, Lucius & Lucius Verlagsgesellschaft mbH, Stuttgart 2006, p. 247
3 The sociological systems theory furnishes this phenomenal domain within social systems by using the term self-organization: “A system can only operate with self-established structures. It cannot import structures.” Luhmann, Niklas: Einführung in die Systemtheorie. 6. Auflage, Carl-Auer-Systeme Verlag, Heidelberg 2011, p. 102
4 The author at this point intentionally uses the term competence in handling conflicts instead of the terms ability to deal with conflict and conflict resolution competency used by Hable-Habenbrädl (cf. Landes/ Steiner (ed.): Psychologie der Wirtschaft. Springer VS, Wiesbaden 2013, p. 361), because he principally takes the view that conflicts cannot be put to only one “solution” and one conflict resolution finally cannot be in the interest of an organization. Organizations as social systems will continuously be characterized by conflicts that elementary cause their further development.
toolbox in order to be able to manage current challenges of everyday professional life in an adequate manner”.

From the author’s point of view two central questions can be derived from the previous considerations:

1. Should leaders bear responsibility for the content or merely the process of the procedural conflict events within their organisation?

2. Does effective conflict intervention require a systematic development of personality traits of a leader or even an overall new leadership style?

2. Conflict costs

Conflicts within an organization take time and power and consequently “cost” manpower. The range of possible human reactions to situations of conflict, in a professional context, causes a significant reduction of work efficiency to the “inner” resignation or even acts of sabotage. Furthermore, not only the calculated (direct) conflict costs, but also the indirect conflict costs, that are difficult to quantify, should be taken into account.

According to a study of the KPMG² unconsidered conflicts and conflicts not being dealt with in professional context cause high costs: “[…] in companies with less than 1,000 employees grossing more than 500,000 EUR in a year”³.

In addition to that there are studies that prove that leaders have to spend one third of their daily working hours on conflict management. Even if there are no independent statistics until now, no fundamentally deviating results are to be expected in the authorities. These figures - in the author’s view - illustrate that it does not only make sense because of social considerations but also because of economic considerations to methodologically approach the issue of conflicts and to understand the professional handling of conflicts as a highly relevant aspect of leadership.

3. “Mediative leadership style”?

3.1. The term mediation

Everyone bearing leadership responsibility has probably succumbed to the temptation to decide on conflicts in an authoritarian manner. It is a reality of life that the role of emancipated employees is often not as imagined. The conflicts continue to smolder or, even worse, the leader himself becomes a party of dissent.

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³ Landes/ Steiner 2013: ibidem, p. 361
⁴ This includes, in particular, legal disputes (e.g. concerning assessment and promotion issues before the administrative court) lasting over longer periods that lead to counterproductive employee and leadership behavior.
⁶ KPMG (Hrsg.) 2009: ibidem
A methodological approach that seems to be suitable could - in the author’s view - be seen in a mediative conflict resolution process. In fact, the term (after all) goes back to the Germanized word identical with the Anglo-American term which could also be translated as “Vermittlung”. There exist numerous definitions which build on this idea of mediation.

In the context of the questions raised here⁹, it seems to be appropriate to use a definition from the field of business psychology: “Mediation is an out-of-court, voluntary, structured process to constructively handle conflicts between two or more parties aiming for a sustainable win-win solution. The parties in conflict (medians) supported by a third, impartial person (mediator) who (only) acts as head of the process, reach a common independent/autonomous conflict solution corresponding to their actual needs and interests”¹⁰.

The author goes one step further here and understands conflicts as a phase of social decision-making, processes that get a professional context through mediation. In this connection it would be a good idea to also understand any intervention of leaders in conflict constellations as a kind of provisioning of support in decision making within the subordinated personnel with the aim of creating a balance of interests between the parties involved.

3.2 The term leadership style¹¹

According to Staehle, leadership style is a standardized behavior: “[...] a long-term, relatively stable, behavioral pattern that is independent of the situation which at the same time expresses the basic attitude towards the employees”¹². Wunderer, on the other hand, regards leadership style as depending on situational factors. According to his opinion, he holds leadership style within specific ranges and independent of the situational context, should vary¹³.

It can be noted that leadership styles in the field of tension range between flexibility (situational) and adherence to principles (regardless of the situation). Or in other words: A management style consists both of a situation-related and situation-dependent component.

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⁹ cf. point 1
¹⁰ cf. Landes/Steiner 2013: ibidem, p. 506
¹¹ The differentiation of leadership styles according to the type of decision-making leads to ideal-typical extreme poles: the authoritarian and democratic leadership style. This approach can be traced back to the so-called Iowa studies by Kurt Lewin (determination of behavioral impact of alternative leadership styles). Differentiating feature here was the extent of the participation in decision-making (degree of participation). Furthermore, a third leadership style was identified: the laissez-faire-style. This one, however, is mainly considered as a form of “non-authoritarian leadership style”. In this context it is important to note that both the authoritarian and the democratic leadership style are model conceptions that necessarily are accompanied by a reduction of (actual environment) complexity. Cf.: Olfert, Klaus: Personalwirtschaft – Kompendium der praktischen Betriebswirtschaft. Friedrich Kiehl Verlag, Ludwigshafen 2010, p. 269; Weibler, Jürgen: Personalführung. Verlag Vahlen, München 2001, p. 295
The meditative communication and intervention techniques\textsuperscript{14} enable a leader to spontaneously react to any communicative and group dynamic processes within the subordinated personnel and in the ideal case to place preventive control measures in order to counteract counterproductive development within a team at an early stage. In this respect using the mediative communication and intervention techniques could be seen as a method that strengthens the situation-related part of leadership behavior.

The component independent of leadership style, however, is often associated with the inner attitude\textsuperscript{15} and the principles of a leader. In this connection the question arises whether the so-called mediative attitude\textsuperscript{16} could be suitable as a component independent of the situation of a “mediative leadership style”.

### 3.3 The suitability of the mediative attitude component as independent of the situation of a “mediative leadership style”

“Considering such thoughts, I start from the basic assumption to experience, to recognize and to think it is absolutely impossible and also applies to all sciences.”\textsuperscript{17} (Joseph Duss-von Werdt)

In keeping with the above quote, procedural principles of mediation set certain requirements in experiencing, recognizing and thinking of a human being in general and a leader in particular. In this respect, it is about meaningful constructs\textsuperscript{18} providing orientation and security in acting, enabling an assessment as well as a predictability of behaviour, and thus creating reliability of expectations in welfare systems and organisations.

\textsuperscript{14} cf. point 4.4
\textsuperscript{16} The mediative basic attitude generates from the procedural principles of mediation: impartiality, result-openness, voluntariness, confidentiality, self-responsibility and level of information. Cf. inter alia Montada, Leo/ Kals, Elisabeth: Mediation: Psychologische Grundlagen und Perspektiven. 3. Auflage, Beltz Verlag, Weinheim, Basel 2013, p. 62 ff.
\textsuperscript{17} Duss-von Werdt, Joseph: homo mediator: Geschichte und Menschenbild der Mediation. Klett-Cotta, Stuttgart 2005, p. 149
\textsuperscript{18} Meaningful constructs should generate expectations, and thus enable social contacts respectively fundamentally social order. Cf.: Kapitanova, Janeta: Regeln in sozialen Systemen. Springer Fachmedien, Wiesbaden 2013, p. 29
A mediator has to ensure that the following (ethical) procedural principles for an interdependent relationship are complied with:

1. Principle of impartiality
2. Principle of result-openness
3. Principle of voluntariness
4. Principle of confidentiality
5. Principle of self-responsibility

It is questionable as to whether and to what extent these procedural principles can be implemented in the relationship between supervisor and employee:

Malinowski\(^{19}\) reaches the conclusion that the principles of impartiality, confidentiality, self-responsibility and knowledgeability can only be realized to a limited extent in a leadership relationship. Concerning the principles of result-openness and voluntariness his overall view is based on a lack of feasibility in the leadership relationship.

If you, in this connection, create an abstract of the arguments\(^{20}\) regularly put forward it can be stated that the main reason of the assumed non-feasibility is to be seen as a collision between the employers’ interests, which should be supported by the leader, and the employees’ interests.

First of all, it can be concluded that mediative procedural principles cannot be fully implemented but only insufficiently in the relationship between leader and employee\(^{21}\), and thus a consistently mediative oriented leadership style would be unthinkable.\(^{22}\) In times of “flat hierarchies” it, however, could give rise to doubts about the general validity concerning this statement.\(^{23}\) In the author’s opinion there is certainly no need for establishing a completely new type of leadership style. It, however, makes sense - in particular with a view to effective possibilities of conflict intervention from the leadership point of view - to extend the leadership style by adding the mediative competence.

\(^{19}\) cf. Malinowski, Robert: Der mediative Führungsstil. Illusion oder Perspektive? Tredition, Hamburg 2013, p. 68

\(^{20}\) cf. inter alia Malinowski 2013: ibidem, p. 61ff.; Toth, Judit: Mediativer Führungsstil als Weiterentwicklung des demokratischen Führungsstils. VDM Verlag Dr. Müller, Saarbrücken 2010

\(^{21}\) This conclusion is against the background of interdependence regarding mediative procedural principles surely logical: A mediative principle can be a basic prerequisite for another one. Insofar they interrelate and interact with each other. Restrictions concerning the feasibility of a principle have an impact on the viability of other principles.

\(^{22}\) cf. Malinowski 2013: ibidem, p. 69

4. Mediative leadership competence

What would a systematic development of existing leadership competencies—within the meaning of extending a leadership style by adding mediative approaches and methods—look like?

As a first step, to answer this question, the author suggests a circular-causal process model of a leader’s mediative professionalization:

The central point of this model is the basic mediative attitude that is primarily characterized by the procedural principles as mentioned before. The red marked elements of “constructivism” and “systems theory” provides epistemological approaches to the issue of conflict management in leadership context. The blue marked communicative and intervention techniques in this model are awarded the potential to influence human behaviour or at least to be able to place an effective (“control”) impulse. The green marked term of “self-reflection” is used here in terms of attitudes and personality traits.

4.1. Mediative basic attitude

“Anyone who lives out an attitude does not act out of a coincidence or a happy mood but out of an inherent part of his personality.” (Ulrike Spangenberg)

The term “mediative attitude” is partially defined very differently in literature. This conceptual construct, in principle, stands for “personal basic attitudes and guiding principles underlying mediational acting.” This includes ideas such as understanding conflicts as a chance for change and further development, first of all, to endure and (depending on content) leave them to the conflict parties, to provide security and emotional support and to assume responsibility for the process.

The author understands the mediative basic attitude as something being process-like which is not (any longer) subjected to a linear-causal and cause-effect relationship, but arising emergent from the interrelated circularity of different influential factors and being subjected to an uninterrupted momentum of its own and further development. Those interdependent influential factors are seen in the epistemological approaches already mentioned before, in possible communicative intervention and “control” methods as well as in specific attitudes and personality traits. Due to the quantitatively fixed framework here it will be impossible for the author to explain all basic scientific backgrounds of these four subareas. Instead, it should be consciously reduced to particularly relevant background aspects to perform managerial functions.

24 cf. initial question (2), point 1

25 cf. point 3.3

26 Haynes/ Mecke/ Bastine/ Fong: Mediation – Vom Konflikt zur Lösung. 4. Auflage, Klett-Cotta, Stuttgart 2014, p. 11


28 Concerning the term emergence: see footnote 1

29 cf.: point 4
4.2. Self-reflection

Following relevant findings from behavioral research, it is also generally assumed in leadership psychology that behavioural changes are “not really trainable, but a result of self and external perception and the change of attitudes resulting from it”\textsuperscript{30}. The willingness to self-perceive however requires the willingness to question themselves again and again. This makes for a great demand on leaders as questions referring to the scientific-theoretical explanatory background for individual leadership actions will be expected.

It is, however, questionable in this context whether the leader concerned has the intellectual open-mindedness and emotional stability required for this - has them “cultivated” in his personal development. Furthermore, the question arises from which theoretical perspective the self-role (as leader) should be reflected. To answer the question\textsuperscript{31}, promising epistemological approaches can indeed be used. The author sees a possible approach in a consequent system-theoretical constructivist perspective.

4.3 System-theoretical constructivist perspective

“\textit{Theory determines what we can observe.}” (Albert Einstein)

“\textit{Everything depends upon which distinctions of an observation are taken as a base. Distinction and naming is understood here as an operation of the observer.}”\textsuperscript{32} (Niklas Luhmann)

The systems theory term derives from various scientific fields\textsuperscript{33}. Regardless of its diverse forms and trends in the respective scientific discipline, an elementary common characteristic feature can be identified: System-theoretical concepts pursue the goal - when considering social phenomena - to overcome linear-casual and reductionist thinking and, instead, to use circular-causal, holistic perspectives of knowledge acquisition.

Thus, for example a leader, who follows the system-theoretical paradigm, would not look at the behavior of an employee as “isolated” and exclusively related to the respective work context.


\textsuperscript{31} auspicious in the sense of: having the potential, being able to generate added values in knowledge

\textsuperscript{32} Luhmann, Niklas: Soziologische Aufklärung 5. Konstruktivistische Perspektiven. 4. Auflage, VS Verlag für Sozialwissenschaften, Wiesbaden 2009, p. 27

\textsuperscript{33} Examples include: Biologie (Bertalanffy, Maturana, Varela), Kybernetik (Wiener, Ashby, Beer), Philosophie (Klaus), Spieltheorie (von Neumann, Morgenstern), Mathematik/Kommunikation (Shannon, Weaver, Bateson), Ökonomie (Capra, Vester), Ökonomie (Boulding, Forrester), Organisationsentwicklung/ Managementtheorie (Checkland, Senge, Wimmer, Baecker), Psychologie/Therapie (Palazzoli, Schmidt, Simon) und Sozialwissenschaft (Parsons, Luhmann, Willke)
With the knowledge that individual behavior is only explainable by its interdependency to the behavior of interaction with others\textsuperscript{34}; a system-theoretical “sensitized” leader would try to understand the employee concerned in his different social roles and include the circumstance in any overall assessment that the aforementioned employee regularly takes part in different social systems\textsuperscript{35}. As a result, it would be conceivable that a manifesting conflict in professional context has its root causes and backgrounds in private surroundings. This, in turn, would have a considerable impact on the question which leadership behavior can (still) be considered as adequate to the situation and whether at all an effective conflict intervention in the work environment can be implemented by the leader to reach the goal.

One example for the relevance of system-theoretical perspectives in self-perception is the so-called \textit{paradoxical communication}\textsuperscript{36}: A leader complains about the lack of initiative of the personnel, but leads, however, (strictly) authoritarian. In view of such a paradoxical appeal the employees are faced with contradictory, unrealizable calls of action and become incapable of acting over time.

The term \textit{constructivism} can, in principle, also be regarded as a generic term for different scientific ways of thinking\textsuperscript{37}. An important epistemological starting point is the realization that human beings – when considering the phenomena - tend to assume any causes in temporal and spatial proximity to the effect\textsuperscript{38}. This is reductionist thinking in linear causal chains as mentioned before.

So, in the example above, a linear-causal operating leader would search the cause for acute observable effect (employee is unmotivated) in the immediate work environment (counterproductive coexistence in a team, making too few demands or expecting too much concerning the activity field etc.). But if a leader follows constructivist thought patterns he imagines human beings in general and employees in particular “as independent, operationally closed, circular operating, reality construction instances”\textsuperscript{39}. Therefore, also explanatory approaches outside the classical work environment\textsuperscript{40} should be tested with regard to their viability.

\textsuperscript{34}\textsuperscript{34} About the circularity of communication sequences: cf. Watzlawick/ Beavin/ Jackson: Menschliche Kommunikation: Formen, Störungen, Paradoxien. 12. Auflage, Verlag Hans Huber, Bern 2011, p. 54 ff.

\textsuperscript{35}\textsuperscript{35} For example the role of the father in a family environment, as a sportsman in the club context, as a lawyer in professional contexts etc.

\textsuperscript{36}\textsuperscript{36} cf.: Watzlawick/ Beavin/ Jackson 2011: ibidem, p. 205 ff.

\textsuperscript{37}\textsuperscript{37} Examples include: Radikaler Konstruktivismus (von Glasersfeld, von Foerster, Watzlawick), Erlanger Schule des methodischen Konstruktivismus (Kamlah, Lorenzen), Wissenschaftstheoretischer Konstruktivismus (Holzkamp), Theorie der persönlichen Konstrukte (Kelly), Sozialer Konstruktionismus (Gergen), Psychoanalytischer Konstruktivismus (Bruder), Konstruktiver Realismus (Wallner) und Interpretationskonstruktionismus (Lenk).

\textsuperscript{38}\textsuperscript{38} cf. Ortmann, Günther: Management in der Hypermoderne – Kontingenz und Entscheidung. Verlag für Sozialwissenschaften, Wiesbaden 2009, p. 76


\textsuperscript{40} Highly subjective constructs of the specific employee that come from other social systems and displayed relevance only there are meant here.
4.4 Communication and intervention techniques

To structure the process and to control the communicative processes in mediation, first of all, cooperative conversation techniques\(^{41}\) such as mirroring, active listening, questioning techniques, reframing, concretizing and abstracting are used. This is done with the aim to encourage a cooperative attitude on behalf of the conflict parties and to a certain extent based on the game-theoretic principle: cooperation is followed by cooperation, defection is followed by defection\(^{42}\).

In addition to this, communicative techniques of constructivist and system-theoretical origin, which can develop a far higher intervention and control potential, are used. Examples are reframing\(^{43}\), exaggerating\(^{44}\), counter-productive suggestion\(^{45}\) and the reflecting team\(^{46}\).

Leadership action often aims to communicatively influence human behavior or the respective behaviour of the employee. In this context it is worth taking a look at the following findings from the research of persuasion\(^{47}\):

(1) Reciprocation: People feel obliged to return favors;
(2) Authority: People follow the lead of experts who show them the right way;
(3) Scarcity: The less there is of something, the more valuable it is;
(4) Sympathy: The more we like a person, the more we want to say 'yes' to him/her;
(5) Consistency: People want to act in line with their commitments and values;
(6) Social Proof: People pay attention to what everyone else is doing in order to adjust their own behavior to it.

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43 Here a statement in the constructivist senses is put in a new context (selective change of the previous "reality construct") which changes the semantic meaning of the initial explanation of a conflict party to a considerable degree.
44 The contra-suggestion is consciously aimed at provoking the conflict party to a contradiction.
45 The reflexive discussion developed by Andersen in systems theory has the specific feature that the co-therapists respectively the co-mediators in the presence of the clients respectively the medians reflect on them. Cf. Andersen, Tom (Hrsg.): Das Reflektierende Team: Dialoge und Dialoge über Dialoge. 5. Auflage, Verlag modernes lernen, Dortmund 2011
The psychological mechanism underlying the findings mentioned above has its origin in the decision-making behavior of people: the information as such does not lead people to decisions, but the context\(^48\) in which they are presented\(^49\).

5. Reflection and outlook

Finally, from the leaders’ point of view it is, in principle, desirable in conflict situations to be able to fall back on a wide range of processing and decision-making possibilities in order to make the potential of a conflict usable by the organisation. It is, in this context, to regularly create contingency\(^50\). According to the author’s opinion, a leader gains options for action when he has mediative leadership competencies in the sense of the epistemological approaches discussed here, communicative intervention and control methods as well as attitudes and personality traits. A fundamental core competence will especially be seen in interest-based thinking and acting.

Against the backdrop of a better use of human potentials\(^51\) in business and organisation context the issue of conflict management will be of increasing relevance for leadership action\(^52\). For future generations of leaders it will be indispensable to have well-developed skills for conflict perception, an empathetic understanding of conflicts, adequate knowledge to systematic conflict analysis and comprehensive skills for conflict management. From the author’s point of view a paradigm change in leadership psychology becomes apparent already at this time\(^53\).

A significant hurdle, from the leadership’s point of view, could be the very limited influenceability of human behavior and social systems. In this context, Luhman concludes that with the view to control social systems “typically only trigger-causality, but not performance-causality” is conceivable\(^54\).

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48 Also the above mentioned communication technique reframing (cf. point 4.4) uses this psychological mechanism by a targeted change of context. The sociological systems theory refers in this connection to the so-called context control. Cf. Willke, Helmut: Systemtheorie III: Steuerungstheorie. 4. Auflage, UVK Verlagsgesellschaft mbH, Konstanz und München 2014, p. 128, 130-132, 359
49 Martin/ Goldstein/ Cialdini: Überzeugen mit einfachen Kniffen. Hogrefe Verlag, Bern 2015, p. 17
50 In the sense of the opportunity to choose from different possibilities. Cf. Wilke 2006: ibidem, p. 248
51 cf. explanations to possible synergy effects under point 1
53 cf. also Landes/ Steiner 2013: ibidem, p. 370
54 Luhmann, Niklas: Organisation und Entscheidung. 3. Auflage, VS Verlag für Sozialwissenschaften, Wiesbaden 2011, p. 401
At best, it is communicatively possible to set an impulse that develops an *irritation potential* as high as possible within the social system.

The manner in how a team -respectively the group concerned- deal with such an “irritation” is subjected to their own dynamic, namely the *self-regulation* of a social system. The (intersystem) coping process following after a conflict is, in this respect, situated outside the leader’s sphere of influence.

But this aspect, on the other hand, also leads to a discharge by the leadership concerning conflict management: For coping with conflict processes within their personnel leaders are only responsible for the procedure and principally not for the content. The conflict parties are able to handle the conflict as regards content themselves (self-regulatory). Consequently, “only” creating the procedural prerequisites (favourable conditions for an orderly conflict handling) and controlling communicative processes are in the leader’s area of responsibility.

Nevertheless, it must be kept in mind that even on the procedural level, according to the current state of research in the area of social sciences, limited control possibilities are assumed. In this respect, the author takes the view that a considerable *demand for innovation* arises. In this regard, fundamental research questions can be formulated, such as: How can the *effectiveness* of communicative leadership action – in terms of an increase of the probability of influencing human behavior – in conflict situations be systematically increased? Which interdisciplinary theoretical approaches and model assumptions could be used profitably to describe, explain and design control demands? Can trigger-causalities (irritation potentials) be effectively increased in their intensity and be directed by means of minimally invasive interventions in a specific direction?

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55 The tendency of systems is meant here to defend themselves against external disturbances. For this phenomenon normally two main reasons are adduced: (1) No living beings (systems are living beings sui generis) can afford to “reinvent” the world, so to speak, anew each day, (2) there is, in most cases, no further apparent reason to again give up a tested and proven solution found, often with great difficulties. Cf. Watzlawick, Paul: Münchhausens Zopf oder Psychotherapie und „Wirklichkeit“. 2. Auflage, Verlag Hans Huber, Bern 2011, p. 152
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