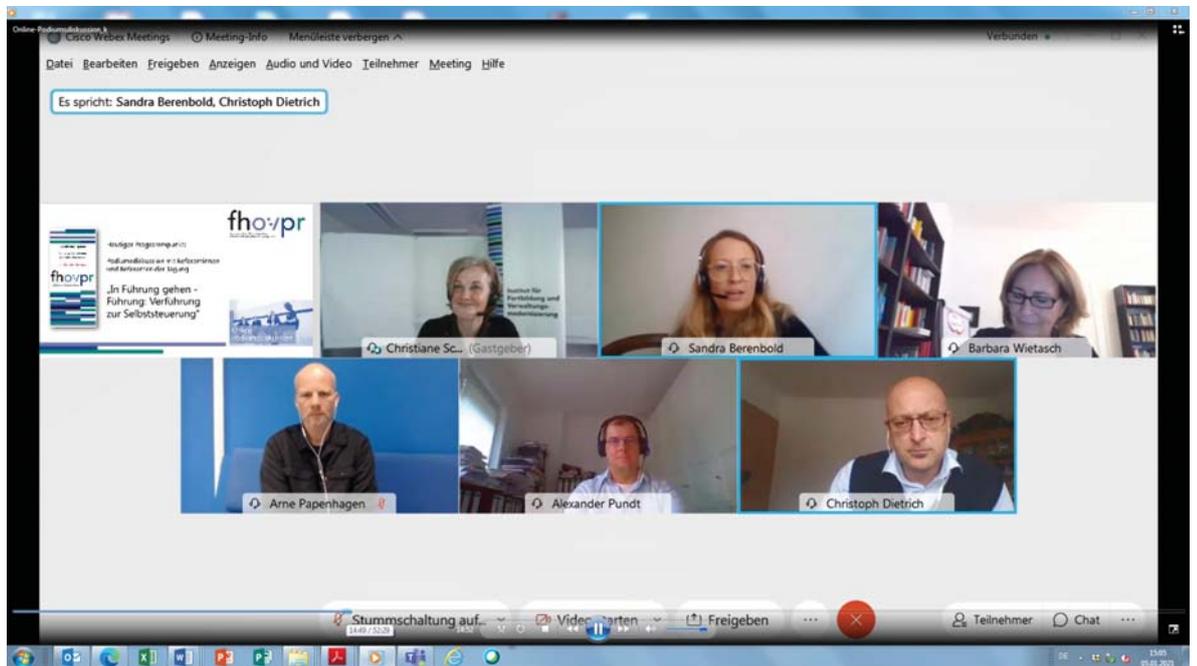


Taking the Lead – Interdisciplinary Approaches from
Science and Practice
Temptation of Self-control
Specialist Conference on 5th November 2020 in Güstrow (digital)



Podium discussion with the speakers

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Dr. Marion Rauchert

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Dear Ladies and Gentlemen,

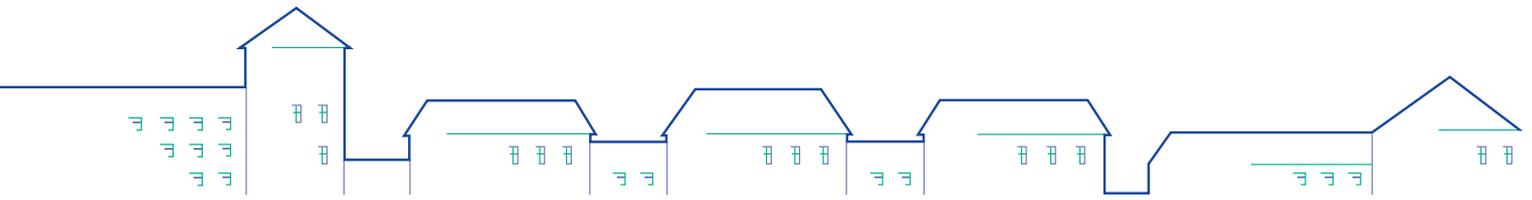
I would like to welcome you to the 6th conference in our series "Taking the Lead - Interdisciplinary Approaches from Science and Practice".

Due to the current situation, we will not meet in person in Güstrow this time. It is certainly a pity that we cannot hold talks on site. On the other hand, because of the digital format, you can now determine for yourself when and where you „pick-up“ the lectures.

Since March of this year, we have been gaining experience with digital events not only in the field of further education, but also in studies and training. Even though face-to-face teaching, with its many benefits, is a hallmark of public administration universities, we have been forced to significantly increase the digital component of teaching due to the Corona pandemic. In the spring, we even switched completely to online teaching for a while. That, after some initial difficulties, this has had and continues to have many positive effects is made clear, among other things, by the evaluation results of candidates and lecturers. For example, the discrepancy between the time spent learning online versus face-to-face teaching decreased with the increased duration of online teaching. Whereas in the first survey 39 % of general administration students stated that they spent significantly more time studying; in the second survey a few weeks later that figure was only 12 %. With regard to the quantity of tasks, the changes in perception were even more pronounced: Here, the proportion of students who rated them as significantly greater than in face-to-face classes fell from 41 % to 5%. With regards to fears that online teaching could have a negative impact on studies, examinations, or degrees -- 76 % of respondents stated this in the first survey and still 64% in the second survey (Wittmann, 2020). It is to be expected then that these assessments will continue to change positively on the basis of concrete experience.

The pandemic-induced rise of home office work of many colleagues, not only at the University of Applied Sciences, presents us with various new challenges in terms of communication and cooperation. Among other considerations, this situation leads to more distance between the leadership and the employees. In terms of constructively bridging this distance, self-direction can be very helpful. Unintentionally, but nevertheless very appropriately, the motto for this year's leadership conference was "Leadership: Temptation for Self-Direction". We want to show possibilities for leaders to create a win-win situation for themselves as well as by strengthening the self-direction competence of their employees.

We live in a world in which work tasks are becoming increasingly complex, such that problem-solving for leaders in strictly hierarchically organised systems quickly reaches its limits. Top-down decisions, where problems and information are directed „upwards“ and work instructions are directed „downwards“, as well as the corresponding supervision, no longer meet the changed requirements. This is another reason why the areas of self-direction and self-responsibility are immensely important.



This is also true with regards to (work) motivation. For the individual person, the need for his or her own scope for decision-making and action can be more strongly realized in self-organised teams and leads not only to greater willingness to perform and better performance, but also to higher job satisfaction.

People with a competence for self-direction are able to recognize earlier than others what is necessary in a particular situation and they are not afraid to implement these conclusions in a consistent and goal-oriented manner. They have a high level of self-discipline and thus manage to control irrelevant thoughts, impulses to act and inappropriate moments of temptation. This suppression is not to be equated with coercion, but arises from a balance between self-control and self-assertion, in the sense of awareness of one's own values and needs (Drucker, 1998).

It is the task of the leadership to enable the self-direction of his or her employees in his or her own area of responsibility; i.e. to create a suitable framework for this. In particular, basic attitudes, behaviors and measures related to cooperative leadership or leadership that promotes advancement (Korek, 2018) are likely to have a positive impact. These include, among others

- the „real“ delegation of challenging tasks, where responsibilities and accountability for achieving objectives are also transferred,
- the design of supportive „logistical“ framework conditions,
- to place trust in the abilities of the employees as well as,
- a constructive and honest feedback to increase self-confidence and stimulate learning.

Another perspective on the importance of self-direction is provided by research results on human resource development. A key question here relates to the connection between personality traits and career success.

In the well-known Big Five model of personality, Costa and McGrae (1992) assume that personality traits can be systematized into five, largely independent, dimensions: Neuroticism or emotional stability (opposite pole), extroversion, openness to experience, agreeableness in the sense of sociability and conscientiousness. The dimension of conscientiousness has a high „intersection“ with competence in self-direction and is described in more detail with the facets of conviction of competence, orderliness, sense of duty, striving for achievement, self-discipline and prudence (Ostendorf & Angleitner, 2004).

With reference to various meta-analyses, Blickle (2019) comes to the conclusion that, in addition to general intelligence, which is the best-known prognostic criterion to date, the personality traits of conscientiousness and emotional stability (as an expression in the dimension of neuroticism) play an essential role for professional success.

Consequently, a competence for self-direction can also be seen as an important prerequisite for professional success in general.

Against the background of the many facets of our conference topic, I am now very much looking forward to the welcoming address by the Head of the State Chancellery,

Dr. Heiko Geue,

and also to the contributions of

Prof. Dr. Alexander Pundt from Berlin,

Dr. Sandra Berenbold from St. Gallen and

Barbara Wietasch and Christoph Dietrich from Vienna.

Many thanks to all of you for converting your contributions to digital versions on short notice.

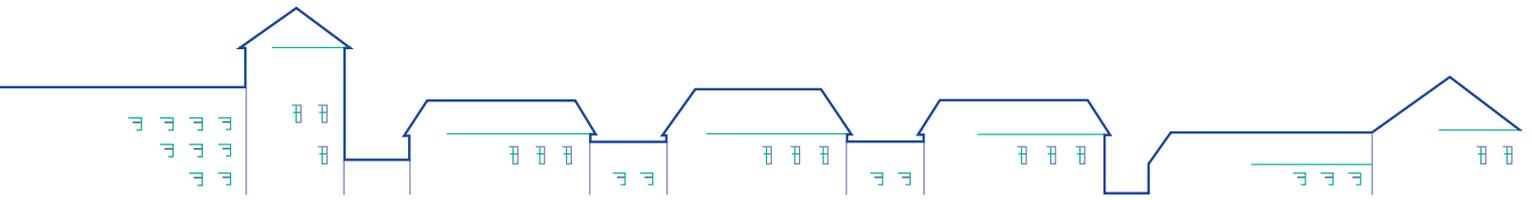
The topic of „self-direction“ is also viewed „through the camera“: In addition, you can look forward to a short film from the FiSH Film Festival, which is directed by Arne Papenhagen. Here we also take a look behind the scenes.

I would like to thank the team of the institute for advanced training as well as the colleagues of the IT department for organizing the conference.

Also for the fact that you, dear ladies and gentlemen, will be given the opportunity to participate in a one-hour video chat with the speakers of the conference on Thursday, 19th November 2020, at 2 pm. Christiane Schilf, head of our training institute, will moderate the panel.

I wish you all many interesting insights and inspirations from the contributions! I am already looking forward to your interest in our next conference. And until then - stay healthy!

Yours
Dr. Marion Rauchert



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Leadership Conference – Welcoming address by the Head of the State Chancellery, Dr. Heiko Geue



Dr. Heiko Geue

Dear Mrs. Rauchert, dear Mrs. Schilf, dear viewers, I welcome you to the sixth leadership conference. This time as a video conference. We have got used to that by now. That is just how it is in the Corona pandemic.

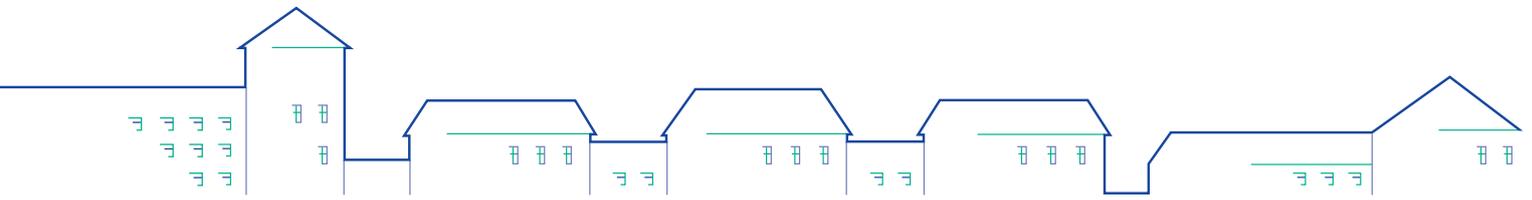
Therefore, to Mrs. Schilf and the entire team: Thank you very much for offering this training because training is extremely important, even in times of a pandemic. We all saw during the first lockdown how important it can be to work from home. I assume that many colleagues are working from home now as well, so that the administration and also the economy can keep running.

This is a challenge for all of us. Especially for the leaders. Because leadership at a distance is something different than direct leadership. I think the title is great: „Leadership: Temptation of Self-Control“. This is a programme at a time when location-independent working is so important not only because of Corona, but also because of the reconciliation of work and family.

I am an advocate of the home office. I do not know if you know that: Before I became head of the State Chancellery, I was Head of Department 1 in the Federal Ministry for Family Affairs, i.e. responsible for Personnel, Organisation, and Central Affairs. There, I introduced working from home for everyone in the Federal Ministry for Family Affairs. I worked for a minister who supported me and let me do my job: The Federal Minister for Family Affairs, Manuela Schwesig. And she trusted us to do it, the whole team, and we organised it. The Federal Ministry of the Interior is still surprised today that the Federal Ministry of Family Affairs is still functioning.

It works because, from my point of view, we made the right decisions. Because home office is much more than providing IT and technology. Everyone who talks about this form of leadership at a distance has to realize that. The question is, how do I lead colleagues whom I do not see every day? I cannot really judge how they work, how hard they work. That is a challenge. And it requires a leadership style, a leadership culture, which we want to have anyway, which has to be learned and lived: Leading through dialogue, leading through explanations, giving meaning, and leading through results, the supervision of results and their feedback.

What you are discussing today is central: namely, that the respective force has to be classified and assessed. Because there is no one left to control you, to say: „Now go home. That's it!“ We have colleagues, especially the high performers, who overpower themselves, who answer emails late at night, who work on



weekends or even while on holiday, who do not properly wind themselves down from work. They do not pay attention to themselves, to their own energy balance - keyword resilience. Resilience is what you need, especially in these stressful working times.

In the world of work as a whole, speed has increased enormously. This resilience, paying attention to one's own energy level, is what it is all about here. We therefore had targeted resilience trainings conducted at the Federal Ministry for Family Affairs. Taking care of oneself is a huge task.

And of course, it is a huge task to lead at a distance. Especially for the middle leadership levels, for the heads of departments, the team leaders, it is very important to intensify the dialogue with colleagues who are not on site. This is not a 0:1 decision. Home office and working in the office must always be a mixture. People who work for us need to be on the spot. It is important to hear things through the grapevine and it is also important to have social contact.

We have no choice. We have to move forward. The reason is not only Corona, but also the shortage of skilled workers. In the coming years, demographic change will gain enormous speed. There will be fewer skilled workers on the market than we actually need. Some time ago, we as the State Chancellery attended a seminar together with the other ministries and received advice on this. The following figures were presented to us: If, in the next three years, we only want to replace those in the higher civil service, who are going into well-deserved retirement, then we will no longer need 1.6 per cent of the qualified professionals living in Mecklenburg-Vorpommern that we do today. We will instead need 4.2 per cent. From 1.6 to 4.2 per cent in three years if we want to fill every position! How is that supposed to work?

You hear, you notice, you feel: we will not manage this. It is no different for the economy, and no different at the municipal level, and no different at the federal level. We should actually have more personnel everywhere. But that is not possible.

That is why we have to become better. This means becoming more attractive. More attractive for the staff we have and more attractive for those we want to attract. And that is precisely our goal: we have helped to launch a salary law. It increases the entry-level salary. So we are climbing from pretty much last place in the nationwide ranking into the middle. We are putting a lot of money into digitalisation.

You know, we have a big supplementary budget with almost three billion euros in additional funding to get through the crisis. We are investing in the area of digitalisation. 400 million euros for public administration, broadband expansion, and mobile phone expansion.

Because let's not fool ourselves: The reconciliation of work and family life is a very central value alongside payment. We can advertise with the beauty of our federal state, also and above all in the countryside. But there are many people who do not want to work in the country without further ado; they would rather go to the cities like Rostock or Schwerin, or even Hamburg and Berlin. We have to compete with these employers. That is what we do.

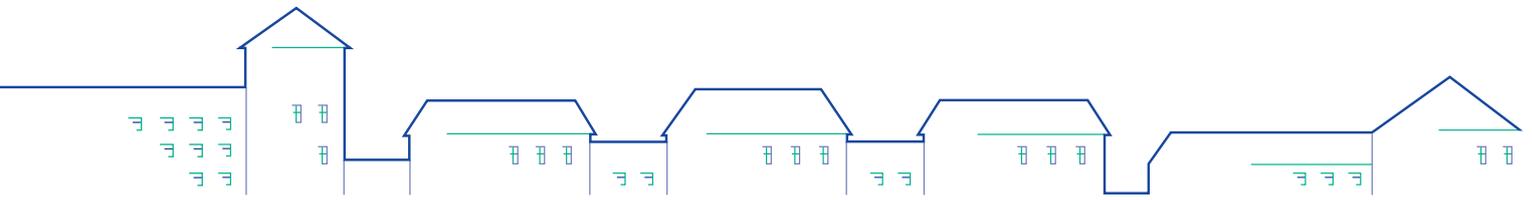
It is clear that paying more and investing more in digitalisation alone will not help us. We need a different organization because we will have recognizably fewer skilled workers in the future. Of the approximately 17,000 colleagues of the state administration who will retire this decade, which employs about 34,000 people, we will not be able to replace all 17,000.

We have to budget intelligently. And we have already started to do that. With new digital processes, with in-house consulting that - whenever investment decisions in digitalisation are pending - check the given processes to see whether they can be organised better, leaner. So that we can cope well with the challenges ahead, even with fewer staff but more digital support.

It is a challenge that we all share, where you are all challenged in your roles and hopefully also have the opportunity to shape a lot.

With that in mind, I wish you great deliberations.

Yours
Heiko Geue



Leadership of Employees - Service or a Question of Leadership Technique?

Leadership in the current crisis situation

Many people experience the Corona pandemic and the changes it brings with it like a great experiment - in which no one really knows how the situation will develop. Fear and great uncertainty prevail everywhere - a typical state of crisis situations (Kirchler et al., 2020). In such crisis situations, generally speaking, threatening situations with low probability but strong consequences - the call for leadership becomes louder, and leaders have an easy time influencing others in such situations. On the one hand, because of a greater number of options for action, and on the other hand because of the increased influenceability resulting from uncertainty among employees (Jungbauer & Wegge, 2014; Pundt & Nerding, 2012). The Corona crisis, however, is a little different in this respect. It is true that here, too, the leadership is given more opportunities to exert influence. At the same time, leadership is more difficult in the Corona crisis, not at least because of the need to send a large number of employees to home office (Kirchler et al., 2020), which in a way removes them from the direct influence of the leaders.



Prof. Dr. Alexander Pundt

Even though there is evidence that the productivity of employees in home office remains the same or even increases (Bloom et al., 2013), it is still a major annoyance for many managers. It is not uncommon for leaders to wonder whether and how employees are actually working if, as a leader, you do not exercise direct control and monitor employees closely. At such moments, leaders assume that the proverbial mice are at play when the cat is away. In the case of Corona and home office, employees are away and so are the leaders, but the situation is the same and, moreover, not unknown in leadership research: Leading from a distance, this is what this problem is called (Antonakis & Atwater, 2002), and it is repeatedly shown in research that such situations very much test the leader's trust in the employees and tempt many leaders to use leadership techniques and tools to restore to some extent the control and influence lost through home office. Regular meetings, target agreements, more reporting, clear rules of accessibility, etc. The question here, however, is who these leadership instruments actually serve. And it is precisely in this that one can already see a first approach to the topic of this work: Can leadership be a service? Or is leadership in the end merely a technique?

Leadership as a service?

Leaders as service providers - this sounds like the new, modern working world, of self-realization, and flat hierarchies - freedom (Schermuly, 2019). It is not the employee who works for the leader, but the leader who works for the employee. For many, this is a very tempting thought. The internet is full of entries about the idea that leadership could be a service. One contribution even goes so far as to specify leadership as an experience for employees, the design of which is the task of the leader (Lammer, 2019). Taking this view further, it is in the eye of the

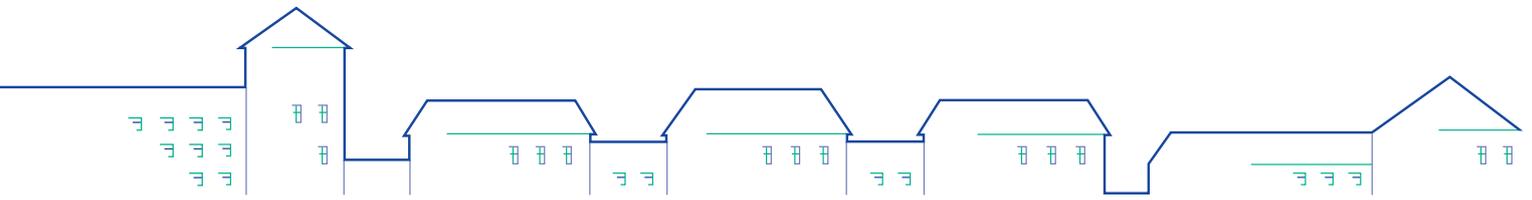
beholder (i.e. the employee) whether the leader is providing good service or not, whether one is satisfied with the leadership experience or not, and whether one would not rather change to another leader one who knows that he or she is providing better service. In times of ubiquitous evaluation of everything and everyone (Meier et al., 2016), it is obvious to constantly evaluate the leader as well - one could introduce this as they do in supermarkets: As one leaves the leader's office after a conversation and then gives a short rating on a Kunin scale (today often seen as a smiley scale). „Highly satisfied employees in 90 % of talks“, could be seen in an easily visible assessment on the intranet. And employees who have an annual appraisal can then decide, based on past experience, which leader they want to go to and which they would rather avoid. And of course, leaders strive to get as many good evaluations as possible and to fulfil all of their employees' wishes and, if possible, even go the much-cited extra mile to satisfy the employee, all in the spirit of service orientation (Nerdinger, 2011). And if the leaders' salaries then also depend on the employees' evaluations, the principle of leadership as a service is ultimately realized. I admit, I may be pushing this comparison a little too far, but this is to illustrate that the idea of leadership as a service can seem a little alienating at first glance (e.g., Meise, 2016).

Leadership as a technique?

In strong contrast to this is the more traditional idea of leadership techniques. Baumgarten (1977, p. 16) understands leadership techniques as “all instruments and methods of a formal organizational and socio-psychological nature that can be used to realize a style of leadership”. Such management techniques include management by objectives, management by delegation, management by exception or management by systems. To be distinguished from this are so-called leadership tools such as target agreements, staff appraisals, employee interviews, incentive systems, job descriptions, service instructions, reporting systems (Felfe, 2009), or more modern leadership tools such as systemic questioning techniques (Patrzek, 2017) or tools from the so-called „agile toolbox“ (Hofert, 2018). So, although there is a difference between leadership techniques, leadership instruments and leadership tools, I use the terms more or less synonymously in the following.

Leadership techniques undoubtedly have their value and are therefore certainly particularly popular among practitioners. They provide leaders with valuable assistance and concrete instructions for operational leadership work in everyday life (Felfe, 2009). Psychological leadership research is often accused of not being able to develop or derive concrete tools for leadership practice from its results. However, if one understands leadership as a tool, technique, or instrument, it is based on the idea that there is a suitable tool for every problem, and with the correct tool, a leader can repair the employee if he or she does not function as desired, just as a mechanic would do with a machine.

It is almost trivial to counter that employees are not machines and do not function like machines that you can simply unscrew and readjust so that they do



everything the way you expect them to do it as a leader. And so it is no coincidence that when leadership techniques are used, it is not uncommon for the human factor to fail. Leaders often have little interest in employee interviews and conduct them only half-heartedly. Employees, on the other hand, try to influence the assessment by making a special effort shortly beforehand and hiding their own weaknesses, although it would be much more effective in an employee appraisal with regard to the employee's further development to admit one's own weaknesses. Apart from that, a leadership tool, a leadership technique, or a leadership instrument is only as good as the person who uses it. "A fool with a tool is still a fool", as Webers (2020, p. 142) writes in his introduction to systemic coaching. This means that the effectiveness of leadership techniques depends on who uses the tool and what they do with it.

Another problem with the use of leadership techniques and tools is that they tend to emphasize certain aspects of the problem to be solved, while neglecting others. If, for example, a leader wants to improve an insufficient performance of an employee by applying target agreements and incentives, the implicit assumption behind this is that the reason for the lack of performance is a lack of motivation. However, this ignores the fact that it could very well also be a lack of skills. On a more abstract level, this means: If one understands leadership only in terms of leadership tools, one runs the risk of missing the real point, since every leadership tool is associated with a certain invitation to use it. If you think only in terms of the leadership tool, then you put yourself at the service of the tool and less at the service of the cause or the employees. Abraham Maslow summed this up succinctly: "I think it's tempting when the only tool you have is a hammer to treat everything as if it were a nail."

Findings of psychological leadership research

It has become clear in the explanations so far that leadership cannot be seen only as a technique or as a service. Therefore, the focus in the following two sections is on the findings of psychological leadership research. Following Baumgarten (1977, p. 9 f.), the term leadership is understood here as „a goal-related, interpersonal influence on behaviour with the help of communication processes“. Although this definition is relatively narrow and focuses on forms of influence through interpersonal channels, i.e. through the communication behaviour of the leader in interactions with his or her employees in the context of organizations, such a concept of leadership underlies the majority of psychological leadership research, the main findings of which are roughly outlined below.

Hardly anything is as important for employees in organizations as the direct leader. This is mainly due to the fact that the relationship with the leader has some special features compared to other social relationships in the work context (cf. Bono & Yoon, 2012). Obvious here is the formal difference in status and the resulting power imbalance. The leader is higher up in the hierarchy of the organization, which goes hand in hand with the authority to give instructions to the employee. Closely related to this is the leader's ability to control the employees'

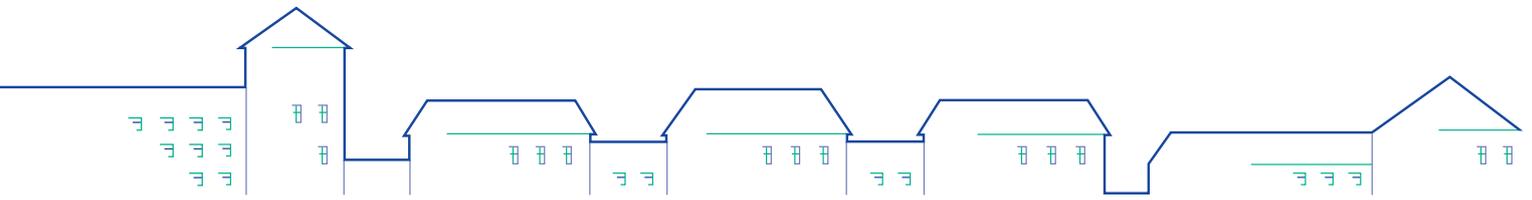
access to certain desirable resources. This means that the leader evaluates the performance of the employees and can thus reward desirable behaviour and sanction undesirable behaviour, which is reflected, among other things, in the level of remuneration or also the career opportunities of the employees.

Another important factor is the inevitability of interaction with the leader: If the leader wishes to interact with a particular employee, the employee has few options to avoid this interaction in the long run (Pundt & Herrmann, 2015). It is therefore not surprising that interactions with the direct leader are often associated with less positive and more negative emotional states for employees (Bono et al., 2007). And so it is not surprising that the essential part of the effect of leadership behaviour on work attitudes, performance behaviour, health, motivation, or creativity of employees is mediated by the quality of the relationship between leader and employee (Gottfredson & Aguinis, 2017). The better the leader succeeds in breaking down the formal barriers of the leadership relationship and replacing them with a more personal, human kind of relationship characterized by trust, respect, and mutual commitment, the higher this will be (Graen & Uhl-Bien, 1995). The view of leadership as an individual relationship between leader and employee can be seen as a milestone in psychological leadership research and a departure from a more technical understanding of leadership.

Another milestone in leadership research is the concept of *transformational leadership* (Bass, 1985). This concept has become the starting point for many research papers and has dominated current leadership research for a long time. The basic idea of the approach – partly in a return to „great“ leaders - is to look at which behaviours distinguish leaders who can influence other people to a special degree or in a special way. Bass (1985) developed a set of four behaviours, which are still the basis of the concept of transformational leadership: *idealized influence*, i.e. emphasizing shared, important values; *inspirational motivation*, i.e. enthusiastically communicating an attractive vision for the future of an organization; *intellectual stimulation*, i.e. stimulating creative thinking and new ideas; and *individualized consideration and support*, i.e. responding to individual employees and supporting them in their individual strengths (cf. Pundt & Nerdinger, 2012).

Although the transformational leadership approach attracted criticism early on and this criticism continues (e.g. van Knippenberg & Sitkin, 2013), it is probably the most successful concept in leadership research to date. Meta-analyses such as that of Judge and Piccolo (2004) speak for clear correlations between transformational leadership and leadership success criteria. And although the focus of leadership research is currently moving away from the concept of transformational leadership towards newer ideas, research on transformational leadership is experiencing a resurgence in the context of the current debate on the link between leadership and employee health (e.g. Montano et al., 2017).

However, actual leadership research has to a certain extent set out to find the „successor“ to transformational leadership (cf. Felfe, 2014 for an overview). These



newer concepts show, theoretically and empirically, more or less large overlaps with the concept of transformational leadership, which is why a decision on the significance of these concepts are not presently conclusive. Nevertheless, concepts such as Servant Leadership (Greenleaf, 1977), Empowering Leadership (Arnold et al., 2000) and Humble Leadership (Owens & Hekman, 2012) differ from transformational leadership, at least theoretically, in the importance and role of the leader in the leadership process. Thus, while the role of the leader in transformational leadership consisted in particular of acting as a visionary who communicates an attractive picture of the future and thus the meaning of their work to the employees, more current concepts advocate a more modest claim to the leadership role.

The world has changed and the acronym "VUCA" is often used to describe this change. The term derives from military strategy and describes the change of the world in terms of its **v**olatility (nothing lasts forever), **u**ncertainty, **c**omplexity, and **a**mbiguity („ambiguity“; cf. Ameln & Wimmer, 2016). In this context, leading through visions, where the leader „knows“ where the journey is to go and is supposed to convince the employees to follow the path, no longer seems appropriate. In a VUCA world, the leader would do better to be more humble and acknowledge the complexity of modern society on the one hand and the expertise of the employees on the other (humble leadership), to trust in the self-organization abilities of the employees (empowering leadership) and to put him or herself at the service of the cause so that the employees can develop their potential (servant leadership).

Servant Leadership - the leader in the service of the cause

This difference in roles is most clearly implemented in the concept of servant leadership, which is based on an essay by Greenleaf (1995). The idea behind it can best be summed up by John F. Kennedy's saying: "Ask not what your country can do for you, but what you can do for your country." Servant leadership describes an approach to leadership in which the leader prioritizes the needs and interests of those being led, is guided by the benefit of others within the organization or the larger community and is in service to a higher cause rather than being guided by their own ideas, needs or interests (Eva et al., 2019).

In contrast to exploitative leadership, where the leader primarily serves their own interests (Schmid et al., 2019) or the so-called bottom line mentality, where the leader is solely oriented towards what „comes out of the bottom line“ (Greenbaum et al., 2012), a servant leader is first and foremost a service provider and only secondarily a leader. So the leader wants to serve the cause first and realizes that he or she can serve the cause best as a leader. He or she takes on this task in order to advance the employees, the team, or the organization through his or her leadership (Greenleaf, 1995). The leader who serves in this sense is characterized by vision and clarity of purpose - here the overlap with transformational leadership - as well as foresight and prudence, listens attentively and tries to understand instead of (only) convince. He or she accepts when staff members

see things differently and do things differently than he or she would do and is able to put himself or herself and his or her own interests aside. They will subsequently do everything that the employees need so that they can be successful in their jobs.

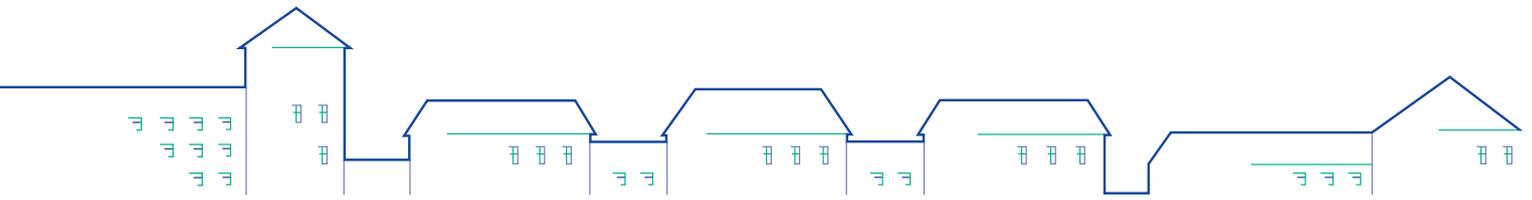
An impressive example of this kind of servant leadership is Bodo Janssen, the managing director of the Upstalsboom hotel chain (Janssen, 2016). After taking over his parents' company following his father's accidental death, his leadership approach tended to be the adoption of a management technique that could be described as management by systems; i.e. a rather impersonal system. However, when he received feedback of employee dissatisfaction from an employee survey, he completely changed his and the company's prevailing leadership style and henceforth saw himself as a kind of companion to the employees, helping them to succeed through his leadership and enabling their personal development. "Leadership is a service, not a privilege" was the new philosophy (Janssen, 2016, p. 255).

An example of this new attitude is an incident in which Bodo Janssen offered a student the opportunity to open and manage a vacant hotel as a holiday job. When the student then admitted her lack of experience in some aspects of the hotel and restaurant business, Bodo Janssen replied to this "If you want to be successful, you need optimal conditions for yourself. My job is to do everything I can to ensure that you (...) can be successful" (Janssen, 2016, p. 258), and provided the appropriate framework, although this would not at first have been the preferred decision from a purely business perspective. Just as the success in this specific case proved Bodo Janssen right, empirical research also suggests that the concept of servant leadership could well be promising and is associated with positive success criteria (Eva et al., 2019).

Technique or service - limits of leadership metaphors

From what has been said so far, it can be seen that the understanding of leadership in modern leadership research is quite consistent with the idea of leadership as a service. If one now understands leadership as a service, this is linked to a beneficial image of humankind and an equally beneficial basic attitude on the part of the leader - the leader puts himself or herself at the service of the cause or the employees and tries to make a contribution to the development of the employees. So can leadership be seen as a service, as Bodo Janssen has successfully done (Janssen, 2016)?

The metaphor is tempting, yet unfortunately it is not quite that simple. The limitations of this view become clear when one tries to take the concept of service seriously and then looks at leadership against the background of this concept. According to this, a service is essentially an exchange of a service for money (Nerdinger, 2011). Performance consists of a leader helping an employee to solve a task. In contrast to services, the employee is paid by the organization for the performance of the task and is therefore in the service of the organization. In



leadership, the employee does not pay for the service of leadership - the leader is usually also paid by the organization. It could be argued here that this can also be the case with other services such as coaching.

The classic criteria that distinguish services from goods are certainly also fulfilled in leadership (cf. Nerdinger, 2011): Leadership cannot be touched (intangibility) and cannot be stored, the leader and employee work together to accomplish the task (co-creation) and the time of performance coincides with the „consumption“ of the performance (Uno Act principle). In addition, a good leader also depends on the respective employee, so there is a certain heterogeneity in the leadership service. If one summarizes this consideration, leadership could therefore certainly be a service.

However, this becomes problematic when one tries to look at the employee as a customer: The customer expects a certain customer orientation on the part of the service provider, which consists of meeting the customer's expectations and needs and being willing to put in extra effort to do so (Nerdinger, 2011). He is usually free to choose his service provider - this is true even for coaching paid for by the organization - and can change providers if he or she is not satisfied. If you transfer this to leadership, it quickly becomes quite absurd - as described at the beginning. The leader would no longer be a leader, but a servant of the employees, who would strive exclusively to always fulfil all the employees' wishes and satisfy the employees. The customer-employee would therefore be king here, and the leader would neglect his actual task in the organization, which is to influence the behaviour of the employees in such a way that a common achievement of goals becomes possible. This is particularly evident when an employee does not satisfactorily fulfil his or her duties. As a service provider, the leader would have to focus on the satisfaction of the employee, similar to what a coach would do if a client has not done his „homework“ for certain reasons. The coach would trust that the client has his reasons and decides for him or herself whether the task will help or not (Schulte, 2020). A leader is still ultimately responsible for ensuring that the task is completed - so in this case he or she cannot focus solely on the satisfaction of his or her supposed customer.

So is leadership neither technique nor service? This question can be resolved if one understands both leadership as a service and leadership as a technique as different metaphors. Metaphors are part of the so-called figurative language, in which language deviates from the literal meaning and tends to be used in a figurative sense and must in part be inferred from the context (Groeben & Christmann, 2006). In metaphors, the word that is actually meant is exchanged for another - the actual metaphor is based on an association, a comparison, or a similarity. „Leadership is a technique“ would thus be one metaphor, „Leadership is a service“ would be another. Metaphors are helpful because they bring certain aspects of the actual phenomenon (here: leadership) to the point and make them particularly clear. At the same time, however - and this becomes particularly clear here - they are „blind“ to other aspects of the phenomenon that are not captured by the metaphor.

If one understands leadership as a technique, then behind it is the idea that one can make the employees function through the use of leadership techniques, quite similar to a machine. The metaphor, however, is blind to the fact that employees are not machines, even though one sometimes succeeds when trying to treat them as such. And if one exaggerates the idea of leadership techniques, one could also imagine the leader as a machine or robot - similar attempts are indeed being made in current leadership research (Hubner et al., 2019), and one may be curious with what result and whether this idea will prevail in practice.

If one understands leadership as more of a service, the idea behind it is that a manager should contribute to making employees happier, more satisfied, and more successful and that he/she should place him/herself at the service of this task. However, this metaphor is blind to the fact that leadership cannot ultimately function on the basis of customer orientation. If this is exaggerated, the leader ultimately turns him or herself into a servant who fulfils all the wishes of his employees in order to make them happy and satisfied - in case of doubt, even without the tasks set being fulfilled.

A viable path for the idea of leadership as a service, however, perhaps starts with the willingness of the leader to ask him/herself (1) at which points his/her employees actually need him/her as a leader and when not, (2) when he/she as a leader with his/her ideas and approaches is actually helpful and creates a benefit or added value for the employees and when they rather disturb, and (3) whom he/she serves when using certain techniques or tools, the employees or rather him/herself (e.g., to calm down and feel in control). The key to better leadership thus lies in reflection and the willingness to give employees what they need at the moment in order to perform their tasks better (as opposed to what they want), i.e. in leadership that is needs-based and tries to be helpful and provide benefits through its leadership. In this sense, leadership as a service could actually work.

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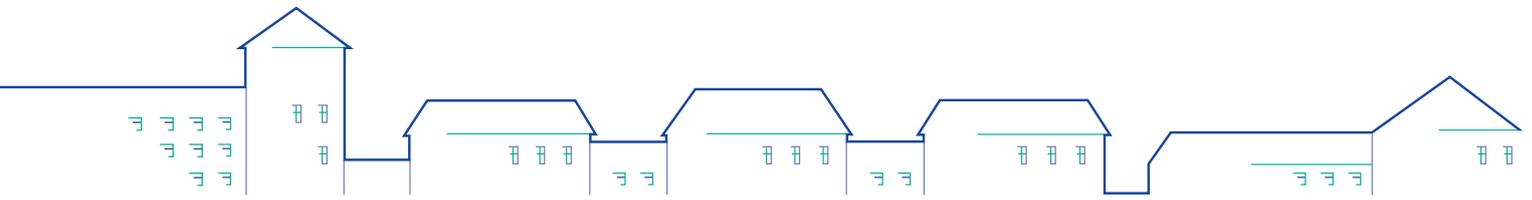
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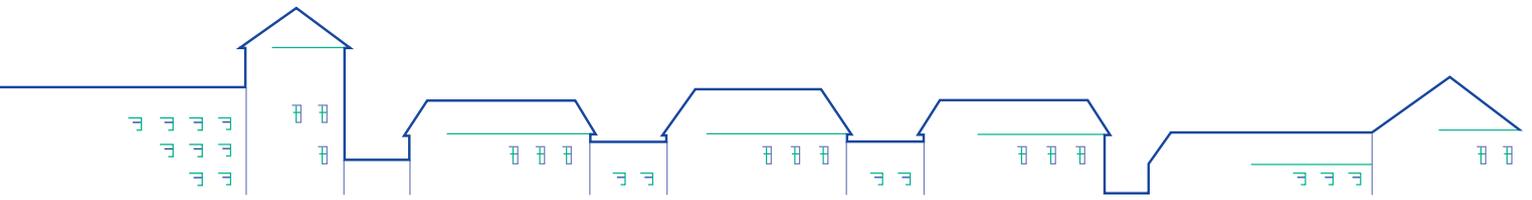
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Authentic Leadership - It Depends on One's Own Attitude and Not on Charisma



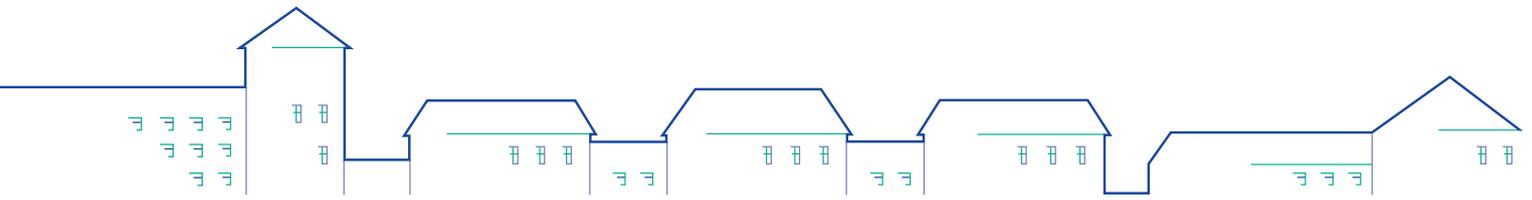
Dr. Sandra Berenbold

New Work and the question of leadership

New Work has become a buzzword - but although there are hardly any organizations left that are not yet dealing with new forms of cooperation, the term is still difficult to grasp due to its broadness in organizational reality. For a long time, New Work was strongly related to work structures, working methods and procedures; however, it is now increasingly understood to mean the way of working together or, in other words, work culture and leadership. Thus, in addition to modern forms of work, it now also includes concepts such as a culture of trust, autonomous working, freedom, and a sense of purpose (Schermyl, 2019).

New Work is now bringing leadership to the level of employees. The modern world of work makes our environment so dynamic that managers can no longer make all the decisions themselves but need proactive employees who put their full competence and heart and soul into the cause and do the right thing at the right time and in the right place. This also changes the role of the employee from an executive knowledge carrier with a clear competence and task profile to a formative networker who brings more generalist skills and soft skills and who works beyond his/her function with other units in a solution-oriented and innovative way. The image of an employee with a fixed workstation, stand-alone computer and partition wall is changing to open office concepts and creative meeting spaces with hip coffee kitchens and mobile IT infrastructure. The self-leadership of employees in such a context becomes the decisive factor, hierarchies become flatter and the freedom to make decisions increases (Bruch, Berenbold & Block, 2019). Consequently, not only the nature of collaboration in modern work structures needs to be reviewed, but also the leadership roles in organizations.

In the process, the role of traditional leadership in companies has also been discussed for a long time and the call for a hierarchy-free organization under complete self-leadership (so-called holocracy) has become louder with statements such as "Abolish the managers" (see the headline of Harvard Business Manager, 2012) or "Without a top" (see the headline of the Journal for Organizational Development, 2019). In the meantime, however, the conviction has been reached that not less, but rather more leadership is needed in organizations to enable self-leadership down to the level of employees (Bruch, Berenbold & Spilker, 2019). It is important to note that there is actually a need for fewer managers who administer their areas and solidify existing structures, but more leaders who inspire their employees and provide orientation for common goals. Leadership roles are therefore changing in several respects. First, actual leaders will have to rediscover their roles and evolve more from manager to leader, and



secondly, employees will also have to accept more leadership responsibility and decision-making freedom for New Work to work. For this to succeed, authenticity is needed as a basic prerequisite for modern leadership in the company. In the following, it is therefore looked at what authentic leadership is, how it manifests itself in everyday work and why it is becoming more important in the course of self-organization. The talk ends with 10 concrete tips for a more authentic leadership.

Authentic leadership – what is behind it?

We can all quickly assess whether we think a person or leader is authentic or not. However, when we are asked why we arrive at this assessment and what we base it on, we often find it difficult to answer. What we do know is that we can often build trust more quickly with authentic leaders, that we are more likely to consider them to have integrity and that we perceive them to be more credible. But what is actually behind the term authenticity and what are the characteristics of authentic leaders?

Authenticity derives from the Greek word „authentikos“, where „autos“ stands for „self“ and „ontos“ for „to be“. Being authentic therefore means acting according to one’s true self; e.g., values, emotions, beliefs and needs, and not being affected by external influences (Harter, 2002). This also means that authentic leaders lead in harmony with their inner values and achieve a strong outwardly attractive effect through this basic attitude. As a rule, authentic leaders themselves have very high standards of integrity, fairness, respect, and value orientation in their entrepreneurial actions. The values that are important to them as private individuals correspond to their value standards at work. Luthans, Norman and Hughes (2006) argue that authentic leadership is not a leadership style per se, however, but rather authentic leadership should be seen as a foundation for strongly inspirational and team-based leadership styles. Therefore, authentic leadership is also the starting point for transformational leadership, in which leaders motivate their employees with a strong sense of purpose and vision to achieve common goals through leading by example and encouragement (Bass, 1985). Avolio and Gardner (2005) argue that transformational leaders can be more or less authentic, but that authenticity alone is not a specific style of leadership. In other words, anyone can be authentic, it is not required in order to be in a leadership role - authenticity is an actively externalized inner attitude.

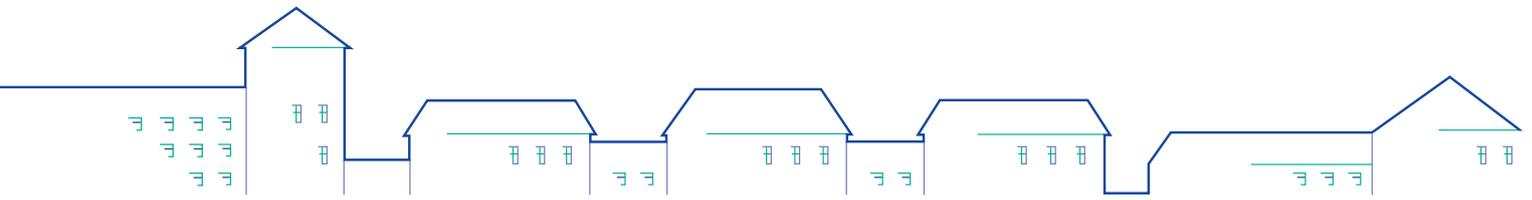
Shamir & Eilam (2005) attribute four characteristics to authentic leaders. First, authentic leaders are true to themselves rather than conforming to external influences and expectations. They stand by their values and beliefs and also act only when these are in harmony with each other. Thus, since authentic leaders do not take action unless they are convinced of a cause from within, they are often perceived as ricocheting and rebellious, especially at middle hierarchical

levels. They do not deceive their own employees and their environment, and they are transparent and reliable in their statements. Second, authentic leaders do not seek recognition, status, honor or personal gain. Because of their deep convictions and values, they put their actions in the sense of a greater cause and not personal career goals. They therefore usually do not act opportunistically and create value for the common good in organizations. Third, authentic leaders are role models for other members in an organization but do not copy viewpoints and behaviors of others. Since they always compare events and decisions in companies with their own convictions and values in companies, they are more likely to develop their own perspectives and views, which they actively and committedly communicate to the outside world. Fourth, authentic leaders act primarily according to the beliefs and values just mentioned and less on the basis of external pressure and rationality. They are willing to leave organizations and reorient themselves if the goals of an organization and its actions are no longer compatible with their own beliefs and values.

It is not charisma that counts, but attitude

Authentic leadership is not the same as charismatic leadership, even though both authenticity and charisma serve to inspire and mobilize others towards goals. Charisma differs from authenticity in two central factors.

First, unlike authenticity, charisma can also have a dark side. This so-called “dark side of charisma” (Chamorro-Premuzic, 2016) is demonstrated by leaders actively abusing their influence over followers and not using it in a moral sense. Throughout history, this negative influence has not only caused chaos and destruction, but also crimes against humanity. What is hidden behind this is that charismatic leaders also have manipulative abilities, which they can use either for the sake of the cause or also for the abuse of power. Manipulation influences leaders emotionally and changes their judgement and rational decision-making ability. This effect is what makes it possible in the first place for leaders to enthusiastically consider and do things that are actually morally and ethically unacceptable. This manipulation also makes leaders emotionally dependent, so that they often perceive reality in a distorted way in order to maintain their admiration for charismatic leaders and not have to question them. Charismatic leadership is therefore more about the cult of personality than about the common cause with an overriding sense of purpose. The negative side of charisma thus also shows that charismatic leaders can be very self-centered and use their influence on those they lead to maintain or even further expand their power and privilege. Taken together, this can lead to charismatic leaders and those they lead falling into a kind of collective narcissism and no longer questioning their actions according to moral and ethical standards. Authentic leadership does not have this dark side because it is characterized by its positive psychological chapter (Avolio &



Gardener, 2005). According to this, an authentic leader has positive personal resources such as confidence, optimism, hope and resilience. This enables him or her to be open to change and further development. Authentic leadership is also characterized by being mobilized by goals and a sense of purpose rather than by a cult of personality. The strong moral and ethical perspective of authentic leaders and their emotional self-regulation also prevent the abuse of power. The relationship between the leader and the led also makes a decisive difference, because while in the case of charisma the leader stands above the led, authentic leaders are on an equal footing with their entire environment. It is above all the negative side of charisma that undermines authenticity.

Second, charisma is a personality trait or charisma that is not or at least very difficult to train. Of course, there are ways to work on one's own effect, the gesture and articulation in order to appear more charismatic in front of an audience, but there remains a noticeable difference whether this is trained or naturally given. You are either charismatic or you are not, whereas the foundation for authenticity is within each of us and it is more a question of whether we can carry it out. That is the good news, because we do not have to become a rock star to be authentic, we just have to be ourselves. Authenticity is more of an attitude than a personality trait. Hints and tips for leaders to be able to better show these themselves and appear more authentic follow in the further explanations.

Authentic leadership in everyday leadership

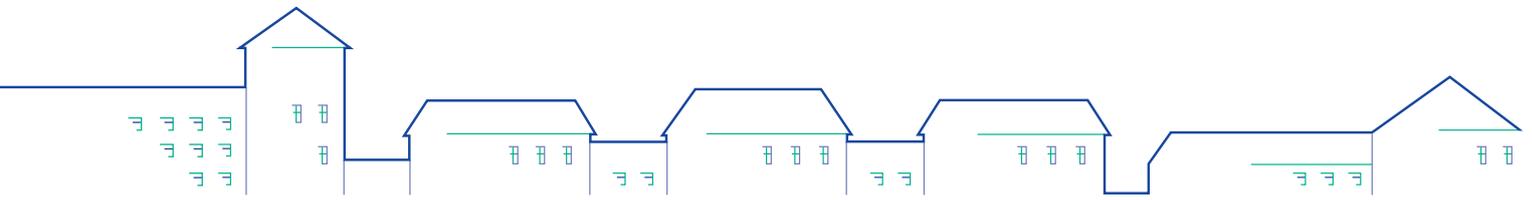
But how does authentic leadership concretely manifest itself in everyday work? Walumbwa et al. (2008) have identified four dimensions in leadership research that describe authentic leadership behaviors, and which serve as the basis for the following statements and are based on observable behavior.

Self-awareness: Authentic leaders lead, act, and decide strongly on the basis of their values and convictions. However, they do not stop at these, but review them regularly and also adapt them to changes and new circumstances. This requires an extremely high level of self-reflection, as the leader constantly evaluates their own behavior and regularly seeks feedback on it from others. He or she thus permanently develops a well-founded understanding of his or her own strengths, weaknesses, values, and emotions. Only those who know themselves very well can therefore present their „self“ and „being“ to the outside world and appear authentic. „Self“ and „being“ also mean that leaders not only present their positive qualities to the outside world, but also transparently share their weaknesses and insecurities. This transparency about weaknesses and mistakes triggers constructive dialogues, contributes to solutions, and makes leaders appear very human in the sense of "I am one of you and at eye-level with you". This self-awareness makes authentic leaders tangibly strong leaders for those around them.

Moral values: The leader bases his or her leadership on high moral standards and these correspond to his or her inner values and convictions. Decisions are usually neither purely economically, politically, or opportunistically motivated, but are in the service of the common cause. Authenticity arises from the fact that the leader establishes consistency between his or her values, words and deeds. The term „walk your talk“ is often used here, which means that the leader is a role model for his or her own ideals, values and guidelines for the employees and does not make any exceptions for themselves. Authentic leaders live for what they stand for and what they say.

Transparency & objectivity: Authentic leaders make decisions based on their values and beliefs but try to avoid operational blindness. Just as these leaders constantly review their own values and beliefs, they also weigh decisions very carefully and consider all relevant information. This also includes information which initially contradicts one's own conviction. This is possible because authentic leaders put themselves at the service of a cause and do not want to achieve their preferred result for this, but rather the best result, objectively speaking. In addition to this objectivity, managers also create a high degree of transparency. They are very concerned about what information must be known, accessible and comprehensible to which persons. They do not lead through announcements and guidelines, but through conviction and inspiration, and they try to get employees behind them through transparency. However, this also means that they are not only the bearers of good messages, but also of bad ones. For example, during the great economic uncertainties of the COVID-19 pandemic, the leaders who were perceived as authentic by their employees were those who also openly shared their concerns with the teams and even admitted when they had no answers or had even made wrong decisions. Authentic leaders do not obfuscate or talk nicely but get to the heart of the matter in an understandable way.

Relationship management: Authentic leaders lead very strongly through values and beliefs and align their staff towards common goals. They get their team behind them and overcome challenges together, in contrast to authoritarian leaders who lead with orders or strict guidelines. In this respect, it is essential for authentic leaders to build close, trusting, and sustainable relationships with their environment and especially with those they lead. Authentic leaders use positive psychological capital to do this, creating human connections through trust, fairness, optimism, confidence, resilience, and eye-level communication (Avolio & Gardner, 2005). They also invest a significant amount of their day-to-day leadership time in building and maintaining personal relationships and not just purely in delivering results and day-to-day operations. Authentic leaders draw a lot of motivation from seeing others grow and become great, and also take a step back to do so themselves.



Self-leadership needs authentic leadership

Self-leadership becomes indispensable in the modern world but can only be achieved if employees feel „empowered“. This includes employees perceiving their work as meaningful, feeling competent, acting in a self-determined way, and able to exert influence on their job (cf. Spreitzer, 1995). They perceive autonomy and are convinced that their work can make a difference. This perception makes employees more proactive and intrinsically motivated to contribute to the organization. Besides certain structural prerequisites, this also requires a certain kind of leadership in a new role. Through inspiring communication, the leader ensures that common goals are perceived as meaningful, provide a framework, and develop a sense of competence in their employees.

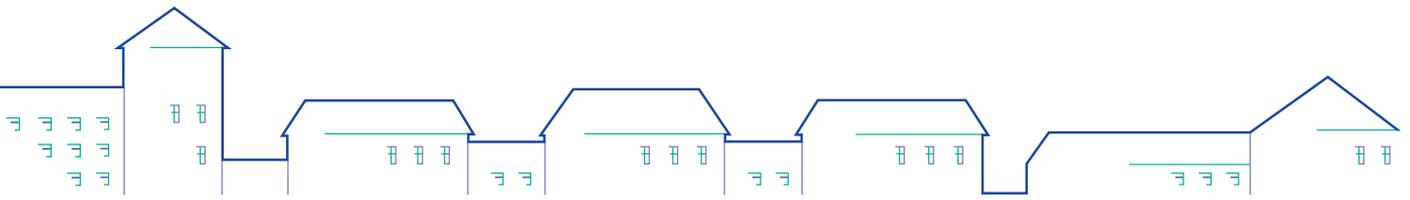
This requires highly visible, strong and, above all, authentic leaders as the cornerstone of self-leadership for several reasons (cf. Avolio & Gardner, 2005). First, self-leadership needs role models who courageously lead the way, inspire others, and commit themselves to common goals. So, it needs someone who dares to be the first to stand up and give others a direction to participate themselves. This does not require perfect, infallible, and omniscient leaders, but leaders who are easy to follow and to whom one feels close as a human being. Second, self-leadership can only succeed when common goals and not individual interests are in the foreground. Organizations only win through self-leadership when everyone makes their best possible contribution to the overall result. Authentic leaders manage to free themselves from their own interests and really put themselves at the service of common goals. They do not strive to maintain power and consolidate their own position and thus open up the necessary space for self-organization. Thirdly, authentic leaders focus on making others around them great and stepping back themselves. Compared to authoritarian or very control-oriented leaders, they create the necessary „letting go“ that self-managed employees need to be able to influence through their daily work. They also experience the necessary support from authentic leaders in building their own sense of competence. Sharing power and influence is not a backward step for authentic leaders, but part of their implicit understanding of leadership. Loss of control does not frighten them. Fourth, self-leadership also means having the courage to try things out quickly or even to fail sometimes. Authentic leaders create a framework for the permission to fail, in which they themselves are fallible, live the opposite of perfection and make this socially acceptable. Taken together, all of this makes it clear why authentic leadership has once again become the talk of the town in the wake of the modern world of work.

10 tips for leaders – Become more authentic:

The good news is that authentic leadership is trainable. Authenticity means that you can simply be yourself. You do not need to learn anything new or change, but you do need to be able to put your „self“ and your „being“ out there and

create impact. It is not about perfection and infallibility, but about credibility and closeness. The following is a summary of 10 short tips on how leaders themselves can work on and strengthen their authenticity in their everyday lives.

- 1. Become aware of your values and beliefs:** Only if you know your own values and beliefs can you act authentically on the basis of them, and really stand behind the decisions and goals of your organization and represent them as a leader. Regularly review your values and beliefs and ask yourself what you as a person really want to stand for and how this contributes to a common cause.
- 2. Be guided by your values and beliefs:** Regularly compare your values and beliefs with your daily actions and actively make them the basis of your decisions. Reflection requires time and a deep engagement with yourself. Regularly plan this for your own development as a leader. You can do this alone, in tandem with a colleague or professional coach.
- 3. Make your values and convictions transparent for others:** Speak openly about what is important to you and what you personally stand for. This helps those around you understand what guides you and why you make certain decisions. Also speak openly if you cannot go along with certain decisions because they do not correspond to your inner compass and try to find solutions. Do not try to build up blockades, but to remain in constructive dialogue.
- 4. Create a suitable environment for living your values & convictions:** The organizational context (e.g. culture of the organization, climate of cooperation, scope of action) in which a leader is integrated determines the extent to which he or she can act authentically. At the same time, an authentic leader shapes the context in which he or she acts through his or her actions. So do not fall into a victim role if what is happening in the organization does not correspond to your own values and convictions, but actively shape it and try to instead find solutions that suit all sides.
- 5. Make yourself visible as a role model:** Look for as many opportunities as possible to connect with others, to externalize your values and convictions and to step forward courageously. Live what you say and make no distinction for yourself in what you expect from others and what you do yourself (keyword: Walk Your Talk).
- 6. Step into the background:** Do not put yourself as a person in the foreground, but rather your common goals and let others participate in them. This also means that you let others take the lead and support them in making their contribution to a common goal. It is the overall result of the group that counts and not the traceability of who has achieved which individual performance.



- 7. Avoid blind spots in your decisions:** Do not become operationally blinded by deciding purely on the basis of your gut or experience. Actively seek information from different sources before making important decisions and consciously engage with others. Weigh your decisions carefully and actively involve others. A joint decision is always better supported than the decisions of individuals.
- 8. Be addicted to feedback:** Despite your deep inner convictions, avoid blind spots and do not put blinders on yourself through your values. As an authentic leader, you act in the spirit of the cause, so check your actions for their morality and correctness and actively seek feedback. Feedback helps us to find orientation and to stay on the right course as a leader. It also creates closeness with those around us, as we put ourselves on the same level with others and let them be part of our own development as leaders. Getting feedback does not express weakness, but a strong appreciation.
- 9. Do not be afraid to externalize weaknesses:** Sharing insecurities and weaknesses openly does not make you weaker but stronger. You allow your own fallibility and thus enable others to catch up with you, feel close to you as a human being and create space for your own initiative. So create a balance of positive messages and also not good news in the sense of transparency.
- 10. Consciously take time for relationship management:** Plan time for personal exchange and interaction with your environment. Leaders are usually very absorbed by their daily business and often in work mode. Consciously create space for yourself to meet your environment on a human level; this will certainly pay off later in the form of increasing trust, loyalty, and team spirit.

Conclusion - what should you remember about authentic leadership:

The changes in our working world require a new understanding of leadership in our organizations. This means that both leaders find themselves in new roles and that employees need to take on more responsibility and make a greater contribution to common goals through self-leadership. A prerequisite for self-leadership to work in organizations is authentic leadership. Authentic leadership lays the foundation for inspiring and value-based leadership, creates free space through consistent letting go and allows for fallibility and failure. Essential to authentic leadership is that leaders place themselves in the spirit of a common cause and that this is an attitude rather than a leadership style in its own right. The good news is that authentic leaders do not have to be stars, but simply themselves with all their rough edges and can further strengthen and train their own authenticity every day.

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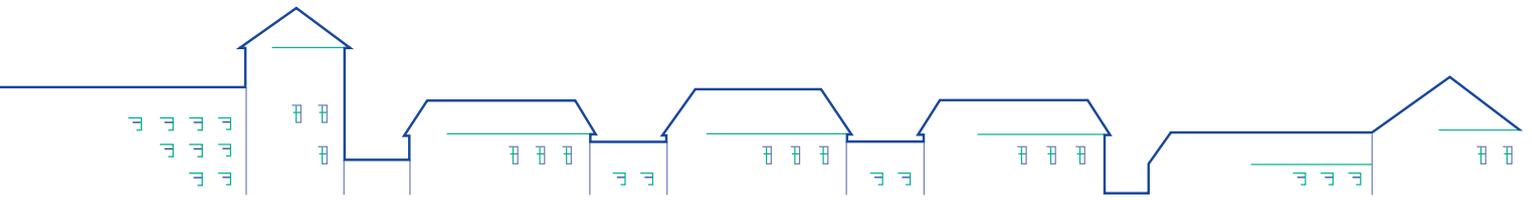
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Value Change in the Work Environment?

Dance with the icebergs! An invitation from Barbara Wietasch

Introduction

Megatrends such as globalized, internationalized and digitally operating companies as well as a rapid demographic development are accelerating working life - with a simultaneous high complexity of processes, a required awareness of sustainable business, diversity, feminization, and workforces are mixed, because diversity is key! Creativity, innovative strength, knowledge diversity in times of VUCA (**v**olatility, **u**ncertainty, **c**omplexity, and **a**mbiguity) are requirements that can no longer be ignored.

Women in leadership positions, team leaders with a migration background, remote teams around the globe in different time and cultural zones, young leads old, digital native vs. digital immigrant and now home office including home schooling. The world of values is like a snow globe. What applies? Who needs what? How do teams achieve top performance? How can trust in the leader or in colleagues develop? How can silos be overcome, hierarchies flattened? How does effectiveness come about, how does the desired citizen or customer orientation come about?

But isn't the discussion about values similar to the discussion about love? Today, more time and space is taken to discuss and focus on these fits and then come to the conclusion: You may or may not fit together. In earlier times, marriage as well as employment contracts were for security. Questioning the common *purpose*, or common values seems new.

People have always moved into other cultural spaces, through travel, through waves of refugees, through breaking out of family traditions. Women enter into male-dominated domains, lead religious reforms, lawyers enter into the world of artists! Courageous role models, free spirits who have broken new ground and encountered other values and cultures. Integration has been the motto so far: *If you are in Rome, do as the Romans do!* Inclusion via adaptation and conformity. But does that still correspond to the zeitgeist today? Don't we just need more fresh wind, new impulses, masterminds, especially in our cultural circle and for the new VUCA world? Organisations like to postulate this in their employer branding, on the company website, in job advertisements, only to find out that these „young brutes“ are exhausting, bring different perspectives, are different. Often these „troublemakers“ leave the organisation after a short time, and everything remains as before. Then it would be better to continue with the “same“ recruitment strategy.

“A dance with the icebergs“ seems to me to be the appropriate metaphor here. As with the iceberg, in the interpersonal encounter in different behaviour, you



Barbara Wietasch

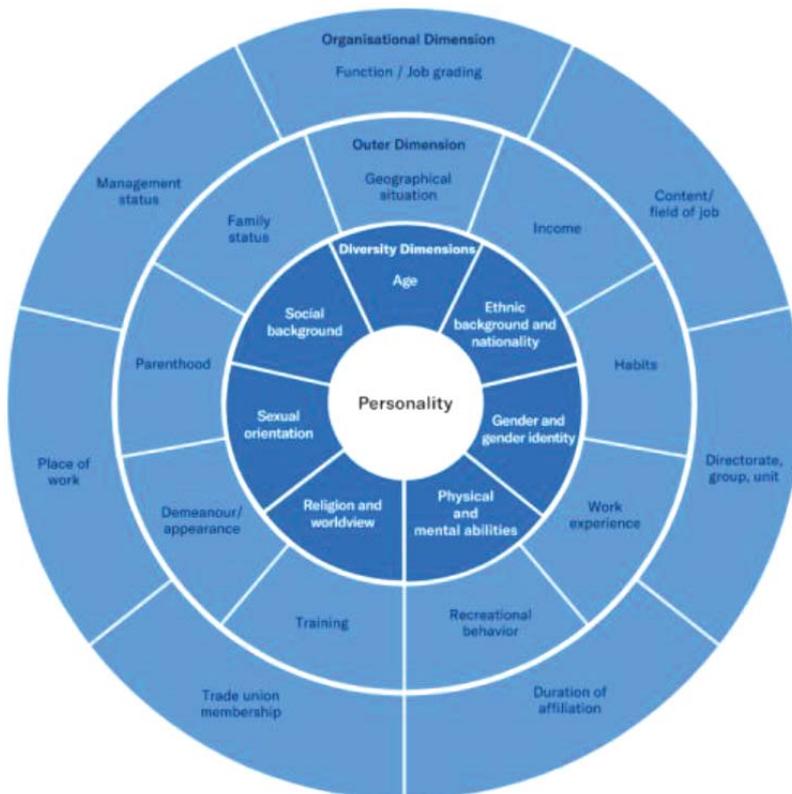
only see the tip above the surface of the water. The largest and most important part of the iceberg, the part below the water, is not visible: Beliefs, values, imprints, fears, identity, belonging and many more.

And so quite by accident you often step on your partner's feet in the joint collaboration dance. If the injuries are too big, trust in the cooperation will decrease. Common goals and visions lose their radiance, the daily *doing* becomes a torment, high divorce rates as well as an increasing turnover in companies are the result.

And now: Quo vadis? Can the discussion about values help or even inspire? Is a controlled change of values possible at all? Certainly, as has been shown in the past, it is not very easy and not quick to implement. Because these values have developed throughout life, from childhood onwards: through family, friends, school, nationalities, religions, role models and experiences. If one knows the underlying values in „cultural behaviour“ - one's own imprint - and becomes more aware of the „unconscious bias“, other people are also easier to understand.

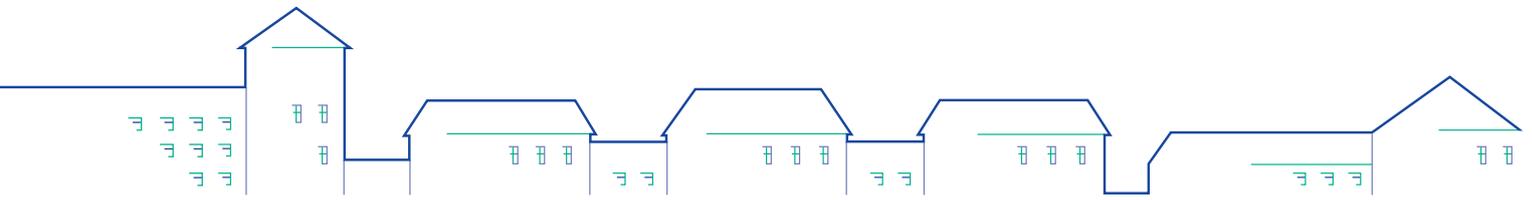
Learning other dance steps, turns and movements with curiosity is stimulating and releases joy and energy. So it is then also possible to consciously go into step with your dance partner when it is all waltzes!

Diversity at its best: What is all to consider?



The association „Charta der Vielfalt“ (Diversity Charter) <https://www.char-ta-der-vielfalt.de/> aims to promote the mutual appreciation of all members of society - regardless of gender, age, origin, skin colour, sexual orientation, religion, and ideology as well as physical or mental disability. “The consistent focus on diversity, on lived and mastered diversity, today prevents above all the shortage of skilled workers, creates a positive employer brand, ensures a good exchange and shows a better performance“, according to the experiences of the members of the Diversity Charter. Here is a look at the chart of the different diversity fields:

Fig. 1: Charta der Vielfalt e.V. (Diversity Charter e. V.)



At the core of this „onion graphic“ is the human being with his or her unique, multifaceted personality, the individual framework of biographical factors and experiences. The next layer describes the inner dimensions such as age, gender, sexual orientation or identity, ethnic origin & nationality, disability, religion & ideology. The next layer shows the external dimensions such as geographical location, income, habits, leisure activities, work experience, parenthood, marital status, and education. In the outer layer, the organizational dimension, the function/classification, job content and field of work, department/unit, length of affiliation to the organization, union affiliation, place of work and management status are considered.

These categorizations can be supplemented by personality typologies such as introvert versus extrovert, task oriented versus people oriented.

Geert Hofstede’s studies from the international context as well as best practices teach us to establish teams that are as mixed as possible, i.e. „as diverse as possible“. Companies with women and men at the top - i.e. mixed - are obviously more efficient, organizations with intercultural teams are more successful and with mixed-age teams, more productive. Competence develops through the consideration of diverse perspectives - whether in project or line organizations.

What corporate values and their change mean for leadership?

In management culture workshops, great care has been taken so far to describe and discuss leadership guidelines, organizational goals, vision, and mission in detail. Values related to collaboration, decision-making, leadership, and customer orientation have been developed and jointly documented. Individual values are compared with those of the organization to identify possible gaps. Being a role model, inspiring employees for the corporate values and creating the desired „commitment“ is easier if the leader can authentically stand by the corporate values with integrity. Experience shows that leaders with a „mismatch“ to the targeted transformation often leave the company because they could not support these new requirements based on values that were foreign to them.

In many job advertisements you read „modern administration“, „business transformation“, „agile transformation“, etc. Some state governments are also announcing their realignment: „Quotas for migrants in the administration or in state-owned companies. Is 35% or 38% daring?“ Or does this reflect the quota of the citizenry, the target group, the customers? But how can leaders prepare for this?

New Work employers like to write customer and employee orientation, integrity, quality, and entrepreneurial action into their glossy brochures, looking for management candidates with cross and lateral thinking skills, with experience in agile working, with a „critical“ mindset. Applicants are invited to turn the wheel, to make the organization agile, to modernize. When the contract is signed, they often find themselves alone in a completely foreign, somewhat dusty corporate culture that wants to embark on the transformation journey with a growth mind-

set but is still stuck in the *fixed mindset* according to the motto: "We have always done it that way." Who would be surprised if after a year these disappointed *new workers, agilists* move on and leave a negative evaluation on the respective platforms. And in the organization: disappointment, burnt money and no further energy for the necessary change.

Demands on leaders and organizations: The VUCA world tends towards complexity and sometimes also towards chaos

"Most problems arise in their solution." Leonardo da Vinci

Increasing complexity, high-change dynamics and faltering transformation projects are omnipresent. No one has described the transformation of the world of work more beautifully than the Welsh thought leader David J. Snowden with his Cynefin Framework (Harvard Business Review 2007). And above all, what this means for your tasks and roles as a leader in the respective working or living space (cynefin in Welsh).

The model highlights four fields of work: from simple to complicated, complex to chaotic, as well as a fifth problem "*disorder*". From this fifth problem, the question is posed as to which of the four other problem states (simple - complicated - complex or chaotic) an individual is dealing with in the first place - one thus adopts a kind of meta-position. Snowden asks the questions: How can good, entrepreneurial decisions be made in every problem state? Which attitude, which mindset is supportive?

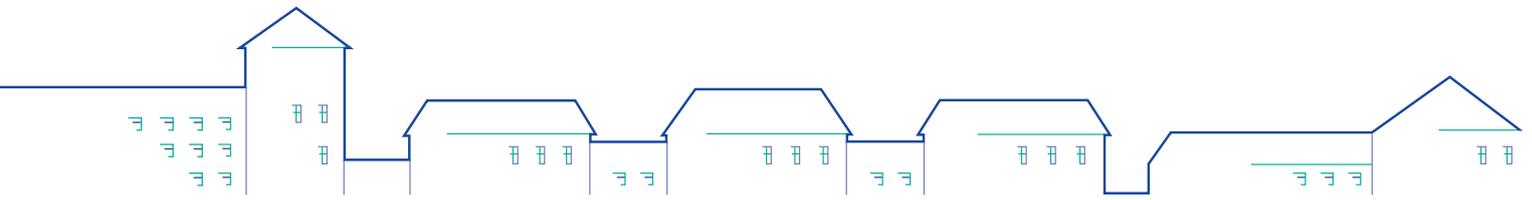
For the leadership task, this now means: In a **simple** system state, with a simple cause, effect and possible response, a well-trained professional can single-handedly make a decision and (have it) implemented - **command & control**.

The situation is different in the **complicated** world, many causes and effects result in many good, entrepreneurial decisions. This is where the collective knowledge of the organization, the internal networking, the willingness to share knowledge and experience come into effect: **Sharing is Caring**.

In the **complex** world, multiple causes and effects show up, but these connections are not entirely clear. Experimentation, agile methods such as design thinking, business modelling, scrum or similar are in demand.

The **chaotic** world, on the other hand, calls for immediate action. There are no patterns for orientation; only after action is taken is the impact recognized, analyzed, and then brought back into the perspective of a complex way of looking at things. Networking, shared responsibility, agile leadership models are an essential part of the future leadership portfolio.

What are the values below the surface here? Courage, experimentation, independence, freedom, participation in the community, collaboration and cooperation are needed.



Megatrend globalization - foreign players changing the world of work?

Confucius (Chinese philosopher 551 - 479 BC) already said: People do not stumble over mountains, but over molehills.

Does Confucius mean the different, invisible elements, such as values, identities, affiliations, fears, attitudes, insecurities, beliefs? Probably all that lies beneath the water's surface, because as long as one lives and works in one's own, familiar cultural circle, one feels in good hands, experiences confirmation of one's own behaviour, beliefs, and values.

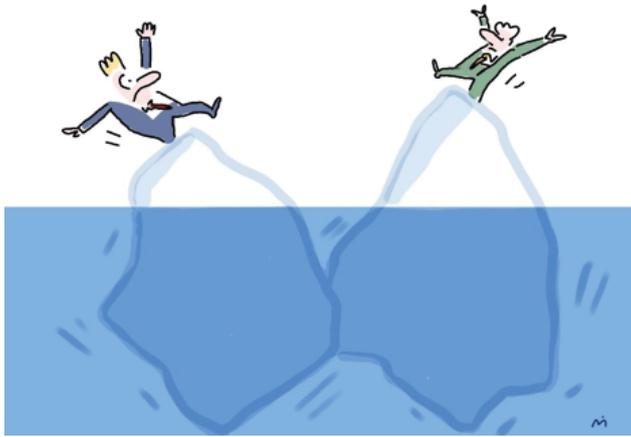


Fig. 2: Model of the dancing icebergs

However, as soon as you leave this protected, familiar space, make your first encounters outside, you may experience irritations and surprises and discover that people are „different“ It is often confused that international business partners or employees with a migration background may know the same films, prefer the same brands and work with the same communication platforms, but because of their culture they bring completely different values with them. And already you fall into the similarity trap. But you only see the tip of the iceberg, the artefacts, the behaviour, the visible part of the culture. Under water, and not visible at first sight, one finds the essential norms and values.

Fons Trompenaars - one of the most renowned scholars of intercultural communication - understands **norms** as written or verbally agreed upon rules about what is right and what is wrong. **Values**, on the other hand, describe what the cultural community perceives as „good or bad“. For example, the **norm** „respect for old age“ is based on **values** such as honour, loyalty, or care.

International cooperation, foreign assignments and projects that span the globe and numerous time zones are often accompanied by well-prepared cultural training and coaching. However, we experience on the spot that there is no reflection on the cooperation of multinational teams in the organizations. Foreign countries at home! When majority cultures shape the working environment, misunderstandings and irritations are the order of the day. Intercultural differences are apparently still regarded as a luxury problem in many executive suites, to

which no special attention needs to be paid. These are subordinate, „soft factors“. But business is done by people with people, and when the environment, the behaviour of customers and citizens changes, it can melt an iceberg. If conflicts arise from this, then at some point the hard factors, the facts and figures are no longer right. Why is that? This leads us directly to another fundamental question. Why do people act the way they do and why do different actors in companies act the way they do?

We owe Robert Dilts, a well-known representative of neurolinguistic programming (NLP), the model of „logical levels“ and thus the attempt to bring the causes of human action into a systematic order. In his descriptive model, Dilts distinguishes between a total of six levels that influence change and learning.

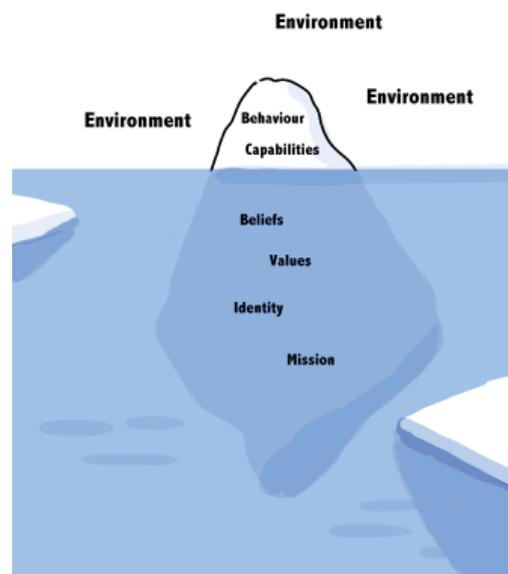
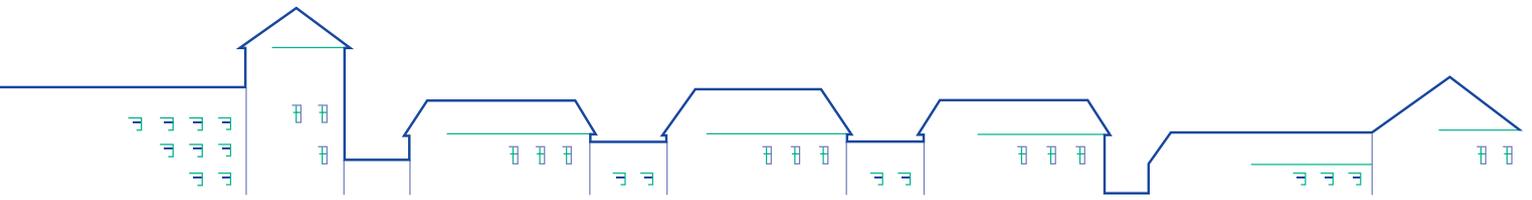


Fig. 3: The iceberg of human action: in the style of Robert Dilts

Different national imprints: But what are we actually like ourselves?

In his widely published book „When Cultures Collide“, US consultant Richard D. Lewis looks at the characteristics of numerous states. In the chapter titled „Germany“ he explains the peculiarities of the Germans with an undertone of warning and from the perspective of an American: They would attach great importance to punctuality - even two or three minutes would be considered as being late (!), they would come to meetings prepared, express their opinion openly and expect that agreements made would be kept. If you ask yourself what is wrong with this, you are probably looking through German cultural glasses.

Those who see themselves through the glasses of others fluctuate between indignation and the occasional feeling of being caught. Often, clichéd characterizations and labels are quickly at hand „the loud Spaniard“, „the beery German“, the humorous American“.



Cultural anthropologists and social scientists attempt an overarching systematization of cultural differences by describing how the diversity of forms of humans living and working together in different places and times is to be classified. But how can these insights help us in our everyday work when it comes to integrating people from other cultures into the team?

What does this mean in terms of leadership? How can a new member quickly feel part of the team? How well was the team prepared or involved in the personnel selection process? How are the teams composed?

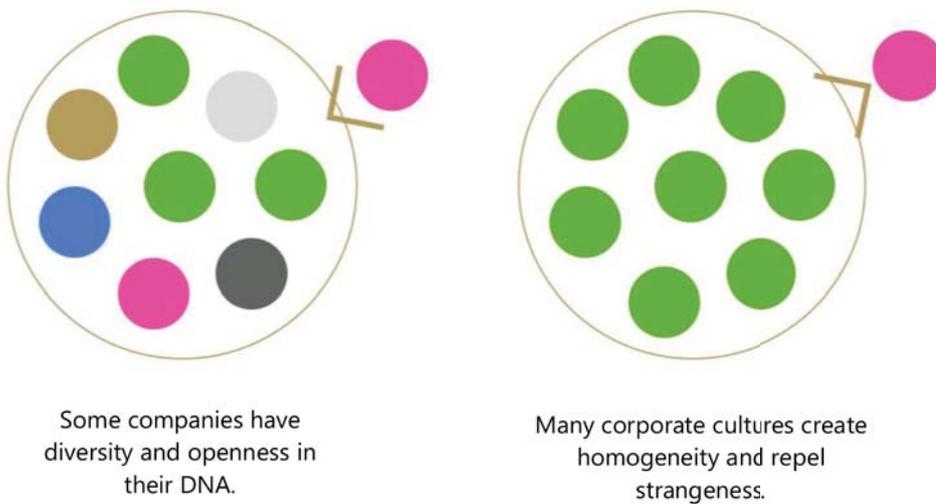


Fig. 4: New entrants in heterogeneous versus homogeneous teams

The organizing view of the „cultural dimensions“ by Geert Hofstede

The term „cultural dimensions“ is inseparably linked with the name Geert Hofstede and his book „Local Thinking, Global Action“. Hofstede’s reflections on culture-related differences in perception and action are essentially based on empirical data that he collected in the worldwide branches of the IBM Group. Hofstede derived a total of five cultural dimensions from this data:

- Power distance
- Individualism/collectivism
- Masculinity/femininity
- Uncertainty avoidance
- Long-term orientation/short-term orientation

Power distance: How does a society deal with inequality? Are differences in power and influence readily accepted or rather overplayed and levelled? According to Hofstede, high power distance is expressed, among other things, in authoritarian leadership, in the fact that someone is in charge and problems are solved on

the basis of decision-making power. The power distance emphasizes hierarchical differences and favors a system of instruction and obedience. The ideal image of a superior is that of a benevolent autocrat or „good father“ who rewards obedience with care. Independent action is less in demand.

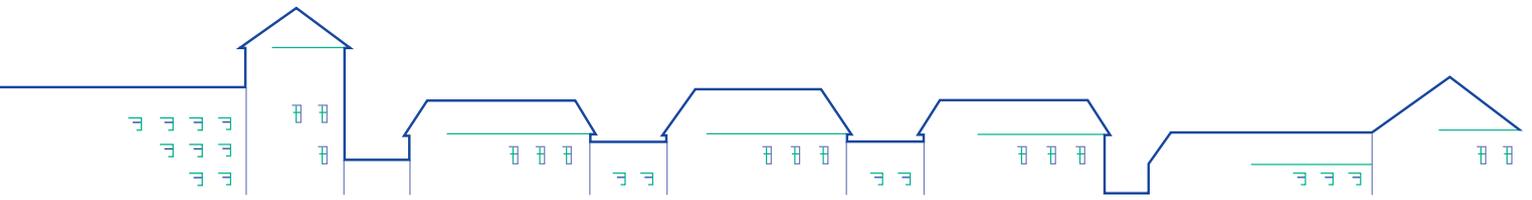
Individualism versus collectivism: In an individualistic society, everyone is the architect of his own fortune. How he gets on in life depends primarily on his own abilities and efforts. The classic American Dream, the myth of the dishwasher to the millionaire, embodies this ideal in its purest form. In addition to the USA, the other Anglo-American and Western European states are also (in varying shades) more or less individualistic. In a collectivist society, on the other hand, the individual sees himself primarily as part of a group. To function in a close network of relationships, other virtues are required, such as the ability to fit in and maintain harmony within the group.

Masculinity versus femininity: Let us start with the masculine societies. They focus on assertiveness, competition, and challenges, whereas feminine ones focus on restraint and balance. While competition is encouraged under masculine auspices, it is not particularly appreciated under feminine auspices when someone stands out.

Uncertainty avoidance: It determines how someone deals with the unexpected and the strange. High uncertainty avoidance means: A person feels most comfortable in an environment where there are clear rules and structures, and things are manageable. This is a big challenge in times of VUCA, when we have to „drive on sight“, and constantly realign ourselves.

Long- and short-term orientation: For Hofstede, short-term orientation is not only associated with rapid success and quick results, but also with „respect for traditions“. Long-term orientation, on the other hand, relies on perseverance and persistence, on the disciplined pursuit of future goals and on „respect for circumstances“. With long-term orientation, what counts is adaptability and „willingness to serve a purpose“ despite uncertainties. If we compare Eastern and Western work ethics, we see a clear long-term orientation in Asian countries, while the West is more short-term oriented.

Trompenaars makes further distinctions between „neutral“ and „affective“ cultures. Under the keywords „specific“ versus „diffuse“, he also directs attention to the private and the public. Specific cultures - such as the German culture - make a clear distinction between „service is service and schnapps is schnapps“ whereby the privacy of the individual is protected against public access. There is little small talk on an interpersonal level. This is different in diffuse cultures. Here, both spheres of life blend and the private sphere is made largely transparent. Possible protection arises here through indirect, circling, seemingly „beating around the bush“, tactful, unclear to sometimes opaque forms of communication. Austria tends to be one of the more diffuse cultures here. Statements like „rather yes“ or „rather no“ can even be found in the world of work.



„Sequential“ versus „synchronous“ understanding of time: In the sequential understanding, time is a precious commodity, and you do one thing at a time if possible, while in the synchronous world multitasking is highly praised and practiced.

A truly complex issue. Dare to look in the mirror again and again. What values have shaped you? What values do your employees of different nationalities, ages, genders, and religions bring with them, and how does this fit with the desired change in your organization?

Megatrend: Gender shift! Women on the rise

The science magazine National Geographic published a special issue on the topic „Gender Revolution“ and found out that for 50 % of the younger generation (18 - 34 years) the social gender is not biologically „chiseled“ into the chromosome, but a question of individual choice and lifestyle. Feminism has evolved over decades. Quota women increased female professional and managerial staff, top female politicians. A gender shift is making its way into society, into organizations. Women lead mixed teams, partly at the age of their fathers. Looking at the cultural imprints of the Scandinavian countries, this development seems to be „creeping in“ here as well. Flatter hierarchies, agile transformations, network structures, lateral leadership, servant leadership. A counter-design to the „masculine cultures“!

And so we are seeing a shift in values in organizations. Caring, empathy, integration, and team orientation instead of power, dominance, assertiveness, and profit-seeking.

Megatrend: Demographic change - from veterans via baby boomers to GenZ

People like to think in pigeonholes: that gives orientation and stability. You do not have to keep pausing, reflecting to find out through which glasses you are looking.

The world of work today presents us with up to five different cohorts in terms of generational diversity. Baby boomers, GenX, GenY, GenZ can be found in project or line organizations, Generation Alpha is in the starting blocks and in family businesses the founders from the veteran generation may still be on board.

Veterans (from 1930 - 1945) shaped by the war and post-war period as well as the reconstruction, are often still working in the companies they founded themselves.

Their influence on the **baby boomers (1945 - 1960)** was to bring about strong resistance, hippie movement, Woodstock, but also a sense of prosperity. Boomers were or are very achievement-oriented, women enter the labor market, the term workaholic finds its roots here. Creating something of one's own, whether

material or intellectual property, determines values and makes it difficult for these boomers today to pursue common goals in networks or in projects.

GenX (1961 - 1979) experiences rising unemployment, has contact with new technologies such as computers and video games and is the first generation of latchkey children. Pessimism, low-wage jobs, competitive pressure - all this shapes this cohort and lays the foundation for a new value: Sharing is Caring!

GenY (1980 - 1994) is the generation that is playfully dealing with digital media. Very tech-savvy, they use smartphones & co. around the clock, demand new working time models and their desire to work from home poses new challenges for employers. Networking, sharing experiences and also the „refusal“ of careers and hierarchies characterize this generation. The view upwards - hierarchies - is replaced by the so-called heterarchy - the view outwards, through the lived networks and an increasingly lived communication at eye-level. The view is widening. It's about being human and not about becoming a boss.

GenZ (1995 - 2009) is characterized by climate change, by a longing for security and sustainability. The search for meaning is at the forefront for many of these young people and forms the basis of their values.

Generation Alpha are those born between 2010 and 2025. It will be exciting to see how the current crisis may affect this cohort in terms of the labour market. Will they emerge stronger from this upheaval?

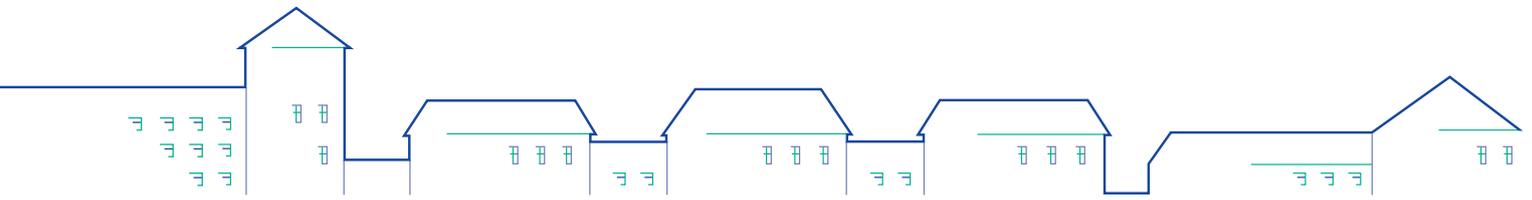
While the baby boomers started their professional life with punch cards and mechanical typewriters, GenZ is very familiar with complete digitalisation, the internet, and platforms. She has never seen anything else and likes to use this skill.

Today's established management literature and its methods (Fredmund Malik, Edgar Schein, Balanced Score Cards, Assessment Centres, cultural dimensions) originated in the time of the baby boomers and still shapes management and leadership behaviour today: Mastering challenges, being assertive, committed and relationship-oriented are sought-after attributes and evaluation criteria.

While work is a contract for GenX, a means to an end of meaningful fulfilment for GenY, it should be fun for GenZ, because the environment seems uncertain and unclear (adapted from Kathrin Gulnerits, 2014). Often, however, leadership positions are occupied by people who have been socialized in a completely different way and have to perform a corresponding „translation task“ in this role.

What do these megatrends mean for the future of leadership in administration?

It is truly a Herculean task to master these different facets of the megatrends, new work and agilisation.



Summarising from the previous chapters it can be deduced that cultural attitudes and players have become more diverse and colorful than ever before. This does not only concern the internal players, but above all the outside, the applicant market, the customers, the citizens. If a modern administration wants to become attractive for multicultural, „different“ employees, when the goal is: to „attract and retain applicants with intercultural experience for the administration“, common ground is needed that everyone in the organization can identify with. Then you need common values, a common sense, and a common understanding of goals (M. Permantier).

Long before the crisis, the principles of classical versus lateral leadership were discussed. In the opinion of many experts, a different understanding of leadership should take hold in corporate groups, production companies and the public sector. In the midst of the crisis, it has now become clear that the classic leadership style has simply had its day. The new, digital collaboration requires new skills, tools, and a new value orientation.

How can the administration in particular become more adaptable, react quickly to changes, master complex or chaotic situations and be an attractive employer for the „game changers“? Torn between the basic mandate as an anchor of stability for the rule of law and security and the increasing pressure from politics and the public for change, the burden lies primarily with the leaders. Can solutions that work in the private sector be transferred to the administration via „copy & paste“ and provide a remedy?

8 tips for leaders to shape the change in values!

- 1. Know thyself** (Γνώθι σεαυτόν, oracle of Delphi) - become aware of your values, your cultural imprints, your socialization, and affiliations. What are your own diversity aspects? Foreign ancestors, different sexual orientation? What irritates you? Unpunctuality? Discussion and communication behaviors that are long and sprawling? Identify your values, your beliefs and ask yourself what you really stand for and how you yourself can shape the change towards more diversity.
- 2. Create free spaces (in thinking and in acting)** – involve your employees in the design of the workplaces. Who sits next to whom? Mix nationalities to avoid clustering, invite to learning tandems. Instead of micro-management, give confidence to diverse, self-organised teams.
- 3. Enable cross-hierarchical, cross-silo and cross-divisional collaboration.** We also experience cultural differences in different functional areas, prejudices, rejections, different values lead to tensions and conflicts. Collaborative methods, peer coaching across one’s own department, such as Working Out Loud (author John Stepper), pave the way to an agile mindset, self-responsibility, relationship building and visibility of one’s own competences.

4. Flatten hierarchies - live situational hierarchies or heterarchies and ensure that your employees share their knowledge and know-how. **Sharing is Caring!** Network to achieve greater things together. Assign responsibilities for concrete situations to your team, e.g. planning of working and holiday times, visualization of work packages, learning tandems. Is it always important that it is 100 % German or that it corresponds to the values of the baby boomers or GenX?

5. Enable lifelong learning - not only for the young, for those who are in the office, but design together - based on the organizational and departmental goals - the appropriate learning paths with those concerned. What is possible through unofficial learning, or through the role model function of older or younger colleagues, through the supervisor, or through training and seminars? These should be well mixed and encourage exchange and networking (Only in the case of IT training courses should you look for similar competences and skills in the composition in order to avoid the feared *Fear of Missing Out* among older colleagues).

6. Create a feedback and error culture and be hungry for „feeding back“. Use feedback as a two-way exchange to reflect your effectiveness and also to align your own values and those of others, appreciative and supportive, evaluating at eye level rather than from the top down.

7. Implement agile ways of working, in small sprints, visualized, create work packages with the involvement of the team. Experiment with new tools, build bridges between generations, nationalities, and genders. Sometimes quotas help but encouraging and challenging allows everyone's potential to shine.

8. Use your customers, whether they are internal or your citizens external. Everyone's demand for inclusion, appreciation, new speed, transparency, and eye-level communication is much higher than ten years ago. Ask how you can change your service and show that your organization, your area has its finger on the pulse, as an employer brand, as a service provider.

Outlook: Diversity needs bridge builders

Diversity management, change & transformations, the VUCA world, agile approaches require a new understanding and a new world of values of everyone, employees, leaders, and the organization that enables the framework.

According to Boris Gloger (Selbstorganisation braucht Führung - Self-organization needs leadership), today we are recognizing new leadership roles, e.g. as trainer, facilitator, servant leader, change agent, consultant, coach, mentor, and mediator.

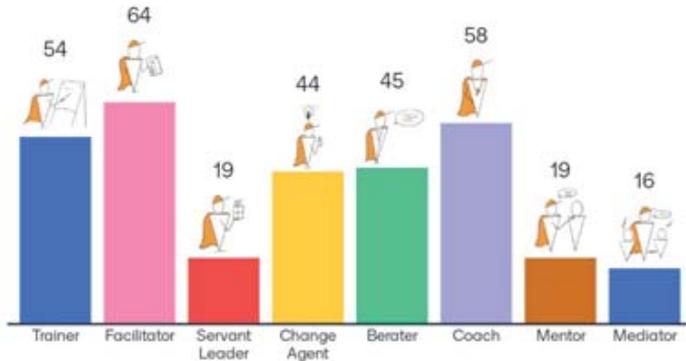
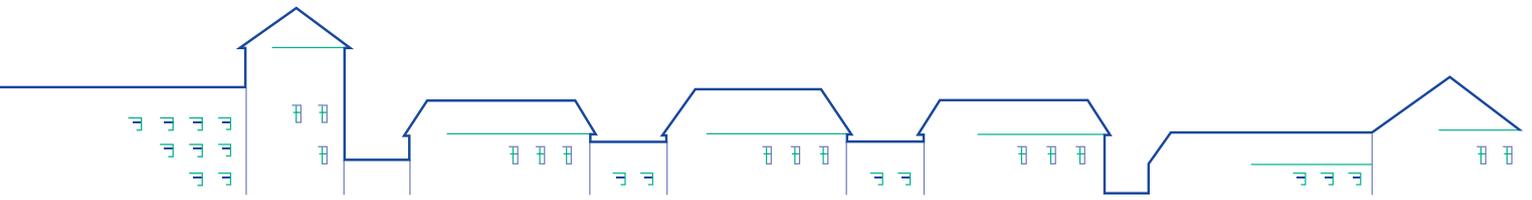


Fig. 5: Boris Gloger (New leadership roles)

Leaders in organizations with a future shape this change, build the bridges between diversity. This requires self-reflection (know thyself), self-leadership, and the leadership of others, however colorful they may be. A growth mindset, openness, curiosity, the ability to let go and build trust, collaboration with colleagues, job sharing and an intensive exchange with people are now more than ever the key to success. Gone are the days of single offices with anterooms when we now gather in home offices on an internet platform for meetings and coffee breaks during these times of crisis.

Bridge-building is a project for the future; not everyone - regardless of their background, values, or personality types - will reach the other shore at the same time.

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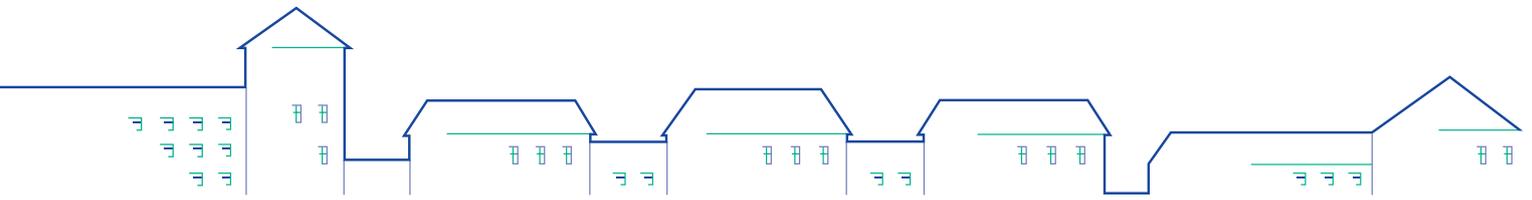
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About the author:

Barbara Wietasch, founder and managing director of Wietasch & Partner „Inspiring Leaders & Organizations“ is a linguist, organization developer (MAS), business and agile coach, business mediator and leadership trainer. For almost 20 years, she has accompanied decision-makers from the areas of human resources, communication, sales and marketing of top German and international companies worldwide in change and transformation processes. Before becoming a consultant, she managed marketing and sales departments with up to 1,000 employees in international groups (Spain, Germany, Austria) for many years. Her book “Global Management: A Dance with the Icebergs“ has been published in German, English and Chinese.



Leadership: Temptation of Self-control Using the Example of the *FiSH* Film Festival

When we think of films, we think of other worlds, great images, strong characters and moving stories that take us out of our everyday lives for 90 minutes. And if they are successful films, the directors end up standing on stage with the Oscars, Bambis or Lolas in their hands. Only: if the stories are written by authors, the characters are mimed by actors, the images are filmed by cameramen, the rhythm is set by the editor and the financing is secured by the producers, what does the direction do? Their main task is to build up and keep the right team happy for the material to be filmed. Sometimes this happens with a great idea, with great persuasion, sometimes with a lot of fun, sometimes with a good portion of madness and sometimes certainly with coercion. The director maintains the big picture and gives the crew the security, motivation, and freedom for the best result: the great film that takes us out of our everyday lives for 90 minutes. The director's one central task in film is to guide and seduce the audience into self-direction.



Arne Papenhagen



FiSH Filmfestival at the MAU Club Rostock

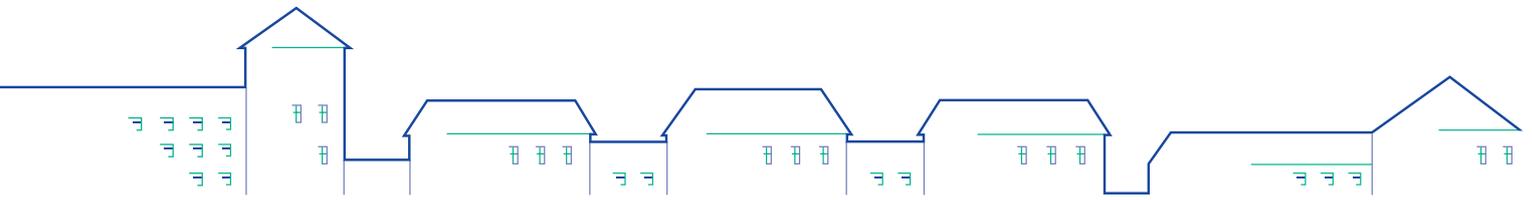
The *Film Festival in the StadtHafen - FiSH* is an annual event for young filmmakers from Germany and the entire Baltic Sea region. It is implemented under the responsibility of the Media Workshop at the Institute for New Media Rostock, is designed as a project and is accordingly redesigned, organised and financed every year. For this purpose, project funding is applied for annually from the state of M-V and the City of Rostock, other funding is obtained at the federal

level, sponsors are acquired and, of course, admission revenue is generated. This should be mentioned here because the acquisition, appropriate use, and proper verification of the use of funding alone requires a high degree of self-direction.

The project management for a film festival should, of course, first of all have competences in the film-artistic and project management field. Both are important at the FiSH Festival, too, but here the main task of the festival management is to guide, support, empower and enable young people. The festival is organised every year by 120 mostly young people. The constant core team consists of festival management and public relations. About 50 helpers are repeat or regular participants. All others change annually and are involved in the various stages of project planning and implementation. For example, young European volunteers who work in the festival office for ten months as part of the European Solidarity Corps programme have the main responsibility for the film competitions. The student jury is newly formed every year: students are involved in the context of internships or practical seminars - also always in changing compositions. It is the task of the project management to familiarize this annually changing team with the old and new festival contents, partners, and structures, to give them responsibility and at the same time enough freedom for their own ideas, so that in the end an event is created that gives young filmmakers a platform, appreciates their cinematic works, takes their topics seriously and guarantees them as much direct, professional feedback on their films as possible - including critical feedback. At FiSH, for example, the expert jury does not meet alone, but discusses and votes on the films live on stage in front of filmmakers and the audience.



The expert jury meets live on stage



Hierarchies and participation in teamwork

There are seven permanent members of the media workshop core team: management, project management, course management, secretariat, public relations, technology, and course lecturer. The core business is educational offers in the field of film and media for all age groups, with school and leisure courses for young people making up the bulk of the work. The extended team accordingly consists mainly of freelance course lecturers. The intraorganizational self-image places the joint project at the centre of the work.

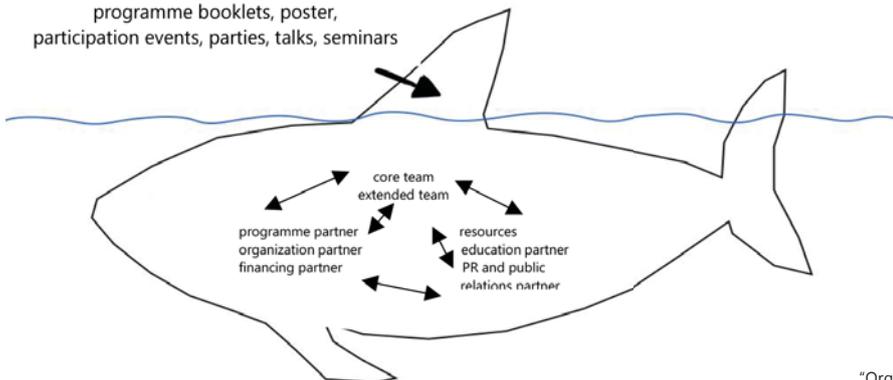
All team areas are equally involved in the respective project. There is one main responsibility (as shown in the photo: management, with a red exclamation mark), but the content work is always cooperative with a lot of creative space for the staff. A similar approach is taken in inter-organizational work - i.e. in classic networking. Partners are involved in projects as early as possible, with the aim of winning them over as co-creators. This requires clear rules and relationships between all participants. We call the festival „culture in hybrid organization“. Every year it is the result of what the young people and the almost 50 festival partners make of it and it is never simply a project of the media workshop, but ALSO a project of the media workshop.



Team constellation (Future Workshop, 2018)

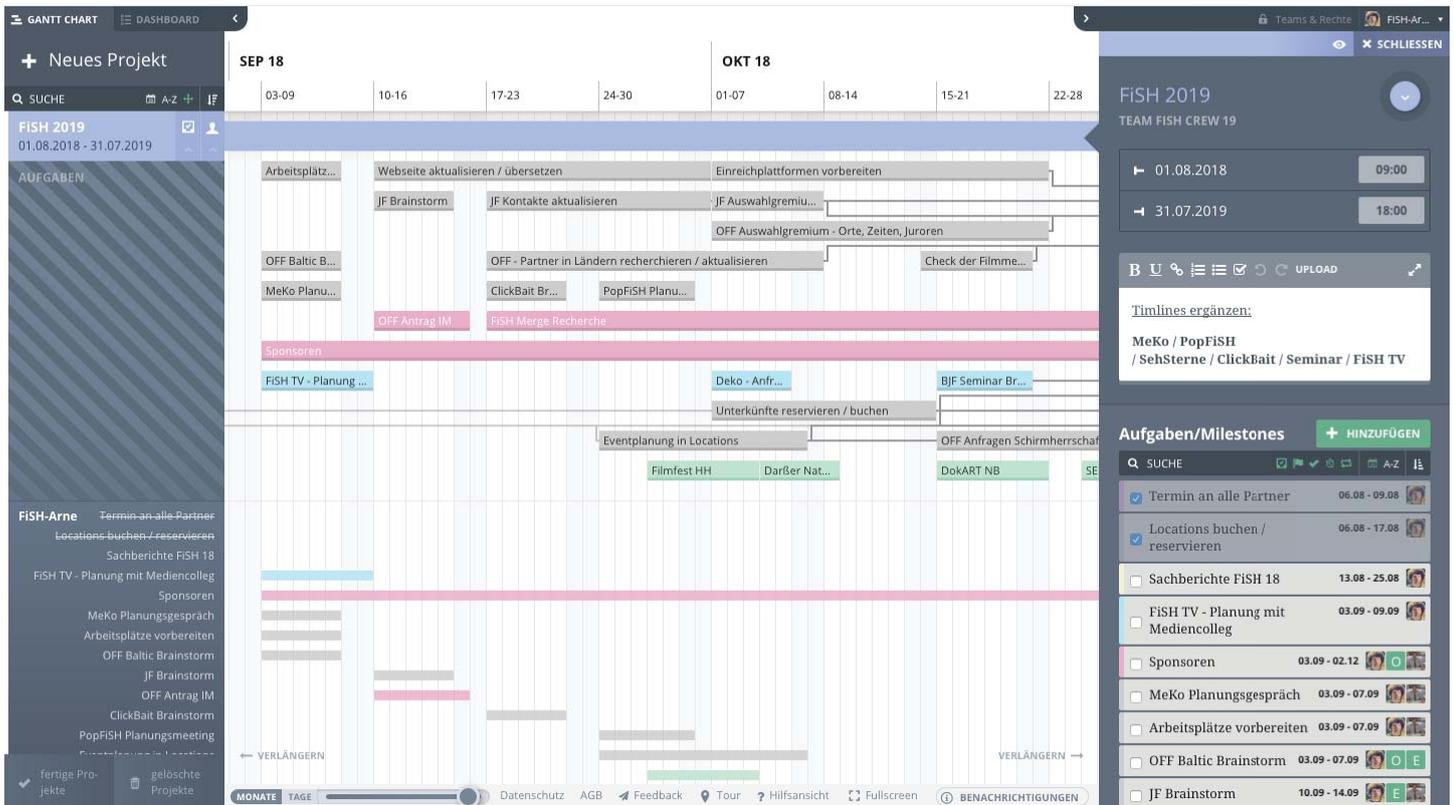
FISH FILMFESTIVAL AT ROSTOCK CITY HARBOR

4 film and media competitions,
70 films, 4 days, 10 screens,
programme booklets, poster,
participation events, parties, talks, seminars



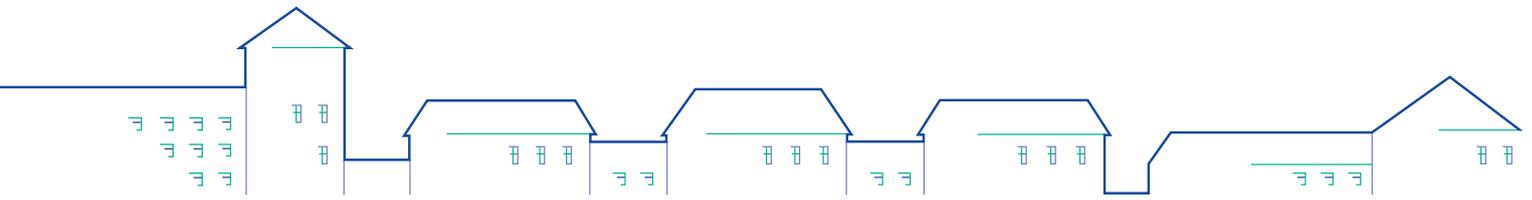
"Organisation fish"

Various planning and communication tools are used for the approximately 120 festival participants. The European volunteers are the first to get involved in the planning of each festival edition and get an overview of the framework, milestones, and timelines. Most recently, we used the web-based open source tool Agantty for this purpose.



Excerpt from the FISH project planning in Agantty

Depending on their interests, the volunteers can act within the framework of this plan. In 2017, for example, one volunteer had a strong interest in hip-hop music and wanted to organize an event on the topic within the festival framework. He received access to film viewing portals from the festival management and support with costs incurred, such as film rentals or travel expenses for guests. The result was a cinema event lasting almost three hours, with a current hip-hop music film including a film discussion, music talk and music quiz in the sold-out cinema hall. The Kulturkino (culture cinema) li.wu., the free radio station LOHRO, the state association PopKW, a music podcast and various talk show guests from all over Germany were involved. Volunteers are responsible for their own ideas and projects, planning and communicating with partners and the core team. From the festival management's point of view, this is often more complicated and time-consuming than doing it oneself, but it always pays off for the young people in the end and it always gives rise to new formats that further enliven the festival.



During the planning phase, working groups are formed for the different areas and programs. These work in regular meetings and are integrated into the ongoing festival agenda. There, too, the flat hierarchical and participatory way of working continues. The volunteers are involved in all the steps of the festival, from the announcement of the competitions and the film selection process to festival promotion, location management, moderation, or decoration. It is important that they can directly experience the results of their work.

The final step for the European volunteers at the end of their 10-month service in the festival office is to re-plan the next festival edition in the Agantty tool for their successors. This way, experiences can be integrated directly, and the festival does not run the risk of becoming monotonous or predictable and fall out of time at some point.

So the FiSH claim on the theme of leadership is to bring together the constantly changing with the constant teams and partners and to keep them „happy“ so that in the end there is a great festival for young people that celebrates young film. This is achieved with persuasion, a lot of fun, even a bit of madness and always with the appropriate freedom, so that there is enough room for self-doing and self-controlling.



Award ceremony of the music video award PopFiSH

Arne Papenhagen

Director of the FiSH Film Festival at the Institute for New Media in Rostock. He is a media designer in image & sound, worked as a freelance author for documentaries and as a media educator with children and young people. From 2011 to 2015, he was the head of the cultural education office in Mecklenburg-Vorpommern at the PopKW e. V. project management organisation in Rostock. He is an active volunteer on the board of the nationwide professional association AG Kurzfilm.

A Short Review of the Digital “Panel Discussion” With the Speakers of the Conference - Leadership: Temptation of Self-control

Christiane Schilf

Somewhat delayed, namely on 19th November 2020, 2 pm to 3 pm, the locations Güstrow, Berlin, Vienna, St. Gallen and Rostock were digitally connected to each other. The speakers had agreed to answer questions about their digitally recorded lectures. At this point I would like to thank in particular the participants of the leadership conference who did not spare the effort to send us their questions on the contributions of the speakers for the virtual discussion round in writing.

We have printed some excerpts of the discussion here for you, dear readers.

Prof. Dr Alexander Pundt, MSB Medical School Berlin:
Leadership of employees - service or a question of leadership technique?

Schilf: Prof. Pundt, in your lecture you spoke of leadership as a service and formulated that it produces „satisfied, motivated, and happy employees“, but that, if exaggerated, it turns leaders „into servants“. How should this be understood?

Pundt: It is important to distinguish between service and serving, that is, being a servant or service provider. These are two different things. You actually have to be very careful because the servant is first and foremost the one who receives orders. Of course, it is not in the spirit of leadership as a service to completely reverse the „chain of command“ now. The one who now gives out the orders is not now the one who used to receive the orders, this cannot be the point.

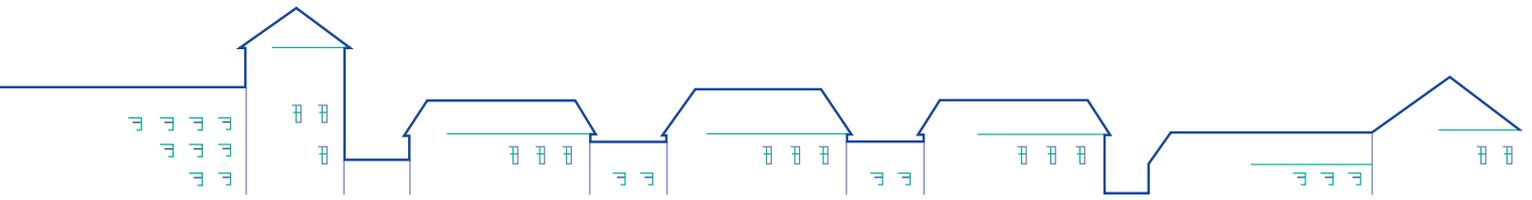
But what is at stake here is that the leader is aware that what he or she is doing, namely taking the lead, is supposed to bring a benefit to someone. In other words, not for himself or herself, but for the benefit of someone else. Normally, of course, the employee should benefit from it. But as I said, if it is overdone and the leader only does what the employees want, then it is very easy to get into this mindset. He or she then becomes a kind of order taker and only does what the employees want. It is a bit like, if you allow me the analogy, education. When parents do everything the children say they want for them. Then it is not in the sense of what good education does, but good education is about giving them what they need. This is not necessarily what they say they would like. That is how I see it a bit here too. But I am not talking about infantilization, that is not the point. It goes in the direction that I should be aware that I want to provide a service, in the sense of „this somehow gets someone somewhere“. And not from the role of a recipient of orders. (...)

In summary, we have to be careful not to overburden leaders with all the demands we place on them. (...) The problem is that leadership and leadership development is too much focused on the individual level and less on the organization. I think leadership development has to start with organizational development, because otherwise successful leadership is made very difficult for the individual person. An example: The leader decides to be transparent about his or her fallibility starting tomorrow. In the organization, however, the image of the leader who has to know everything still prevails. Then the leader will not make it far in this organization, even if this behaviour is correct in itself. There I see an important systemic starting point.

Dr Sandra Berenbold, CEO energy factory St. Gallen AG (until January 2021)
Authentic leadership - it is all about attitude and not charisma

Schilf: Dr Berenbold, you say there is good news: "Authenticity can be trained and learned", about 50 % are personal leadership factors and 50 % are of a leadership context. Why do you particularly emphasize the leadership factors "perseverance, dealing with doubts, courage and showing one's own fallibility"?

Berenbold: Well, on the one hand, it is something that I actually also looked at in the context of my doctoral thesis, which I also become very aware of in working with leaders and which actually also triggers self-doubt. We have been able to show in our studies that self-doubt actually prevails in up to 30 % of leaders, and this is even more pronounced in leaders in very high positions. They are in a certain position; a lot is expected of them and it is more or less also a taboo to admit to being fallible or not knowing something or maybe sometimes worrying about being out of their depth. Could others not do it better, especially now, when of course we have a special situation like „Corona“, where challenges are presented to leaders that no one has had to master before. But even already in the course of modernization and digitalisation, leaders have especially come more into these doubting roles. Now being able to admit and address these doubts is also part of authentic leadership. As I also explained, it is not about being perfect and being the „big guy“ that everyone can follow, who always does everything right and who everyone finds super charismatic. But, as Ms. Wietasch said, it is about the person who meets at eye-level and where mistakes are also allowed. What leaders find very difficult is not only admitting their doubts, but also perseverance, even when resistance arises in the team, when there are uncertainties. Especially now, during „Corona“, when I as a leader cannot clarify what is really the right way, perhaps not knowing exactly what tomorrow will bring. It is precisely this attitude that is important, which I have, I can also deal with a possible failure. Can I deal with things not working out as I had planned or do I actually have a hedging mindset, especially in the public sector. These are factors which, when acting in an uncertain environment, are quite decisive in determining whether the leader can still be effective at all or whether such self-doubt causes him or her to „put on the handbrake“ and then things do not really go any further.



Schilf: You talk about „addiction to feedback“ in your lecture - addiction as a verb [imperative] or noun? What do you mean?

Berenbold: Probably both answers are correct, I think both are good. What I really meant, quite consciously too, is the addiction to feedback. Because one factor of authenticity is simply that I actually try to find points of orientation for myself again and again. Right now and I do not know about you in this room or the people listening. I think especially now when a team is led virtually, and the people no longer meet each other directly or even lectures are given that you record and then that is it. Often there is no feedback at all, and the leader has doubts whether he or she is on the right track. “Do I have ‚the shop‘ under control?” “Do I have the people with me?” “Am I even doing this right?” Authentic leaders make up for it with this „addiction to feedback“. They are leaders who really do not miss any opportunity to really get feedback from employees, from colleagues, from their own superiors or, in case of doubt, also from customers or people they are in contact with. They keep sounding out these points of orientation. And that has simply become even more important now, in this time of heightened uncertainty.

Schilf: We have received further questions for you, Ms. Berenbold. Do women find it easier to lead authentically? Is charismatic leadership more common in „paramilitary organizations“ or is it not even expected?

Berenbold: I think they are both not so simple questions, and I am very curious to see how the others on the podium see it here now. On the one hand, I must confess that it is always very difficult for me as a woman to be asked what women can do better. I usually resist such answers, but I do not think you can say, even scientifically, that women lead more authentically. When looking at what aspects authentic leadership has, there are simply different facets involved. What research has shown perhaps, some things men can do, other things women can do a bit better, simply based on the basic disposition and the different personality traits. For example, we have something like self-reflection, we have moral values, courage, transparency, and relationship management. The latter is something that female leaders are said to be very good at. Courage and transparency are perhaps more attributed to male colleagues. But I believe that this view has also become somewhat outdated in companies. I would rather appeal to each individual leader to consider in which fields I am already good and what I should learn more about. Because my argument was that you do not have to be a rock star for authentic leadership. (...) As a leader, I can become aware of where my weaknesses are, and I can get coaching if necessary. As far as paramilitary organizations are concerned, I think you can quickly get into a very political discussion. It is possible that charismatic leadership is more likely to be found there, because leaders there still have a different role model function. But I also think that you can no longer say that charisma is almost required there.

Schilf: As a leader, am I disrupting the workflow?

Berenbold: Am I actually disruptive as a leader - I do not think leaders should burden themselves with such questions, even if they say we are handing over more leadership to the team. Leaders should look at how I can create a framework for my team so that they can really use their full potential and employees can also take on leadership themselves. But it is also important to ask how I as a leader can influence the system around me. In the public sector, where we have many legal requirements, it is of course only possible to a very limited extent, that is quite clear. But in fact, one should try to be involved with awareness as a system designer, otherwise it will simply be difficult for one's own leadership.

Barbara Wietasch, founder of „Wietasch und Partner“ and lecturer at the Lauder Business School Vienna and Christoph Dietrich, management consultancy „Klare.Ansagen“.

Help, my employees have different value (systems): Cultural balance in multicultural teams (baby boomers vs. Gen X/Y/Z)

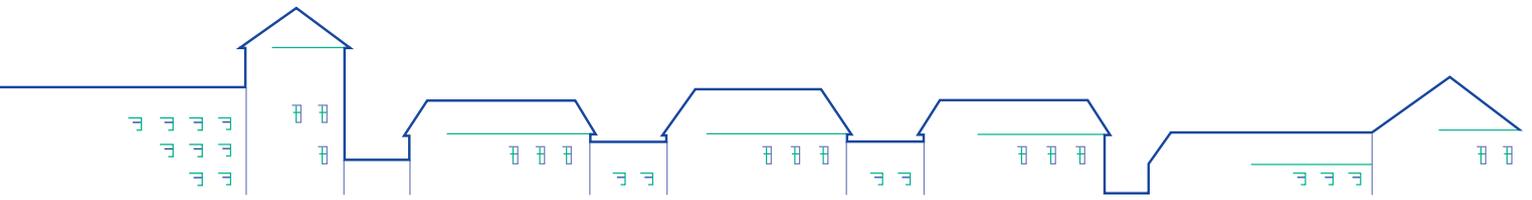
Schilf: Mr. Dietrich, in your joint presentation with Ms. Wietasch you also refer to your publication "Values in the World of Work 2020: What employees and employers connect". Would you please describe the target group of the survey in more detail.

Dietrich: The study from 2020 had 100 participants, in Austria, Germany and Switzerland. I tried to include a cross-section of all age groups, but also a cross-section of sectors and professional backgrounds, i.e. the participants (with and without leadership functions) are IT specialists, HR managers, self-employed people and people working in sales and marketing.

Schilf: Mr. Dietrich and Ms. Wietasch, you name 10 top values from the point of view of employees and ten top values from the point of view of employers. Each includes empathy skills and the ability of self-reflection. How can empathy and the ability of self-reflection be trained in the process of digitalisation of the working world?

Dietrich: Before that, I would like to say something about what Ms. Berenbold has already mentioned: The top value from the employees' point of view is authenticity (...). Authenticity is thus half the battle in leadership work. Empathy or closeness, if you want to call it that, or the topic of emotions in the working world in general, is increasingly being buried by digitalisation and home-office, which means that leaders are once again called upon to pay more attention to their social skills in digital interaction.

Wietasch: I think the topic of empathy is something that always plays a role in leadership work, whether it is analogue or digital. Of course, a leader who has a



good connection, a good relationship with the employees has a much better opportunity to reach them even now at a distance: i.e. if I am empathetic, then I also think about what my employees need right now. So I can empathize with them and understand how they cope during the current difficult situation of home-schooling and home-office when there are children or even parents to look after. Or another special situation: For example, how can the leader empathize with a new employee if onboarding is only done digitally. If they cannot experience their own team directly and perhaps in a situation where the camera is not allowed to be switched on due to the technology available or for safety reasons. The question remains, what other options can I choose to lead my employees in a truly empathetic way, so that I can take what I have experienced in analogue form and adapt it to the digital world.

Schilf: How do I maintain the diversity of personalities in a team if staff numbers remain the same or if employees are only in the team for a short time?

Wietasch: A permanent staff, long-term affiliations of 20 and 30 years, means that the team grows together like a family. Many companies and organizations, as well as their internal organizations, that set as a strategic goal to enable more diversity in teams, open up to gender issues, to different age groups in teams, welcome international experiences brought in by their employees. However, the selection of new employees alone is not enough: i.e. the new colleagues see and feel in the organization, in their team, that there is no welcoming culture for, I always like to call this "otherness". Otherness, that is, the behaviour where you are kind in a different way, whether it is in terms of leadership, bringing in new ideas, innovation. I think it is a good „dry run“ if, as a first step, the organization sets itself the goal of wanting to change the attitude of the people acting, i.e. their mindset. This can start with adapting structures, consciously promoting rolling responsibilities and the formation of mixed-age teams. I know from the Diversity Charter that if competences are shown in a single „diversity theme“, it can also be assumed that this is then possible in other areas as well.

Dietrich: It is important that the manager allows the employee to bring his or her own personality to work. If employees feel that before they start work they have to go to the locker room to put on a personality that is appropriate for work, then self-organization and performance are certainly limited.

Arne Papenhagen, Director of the Film Festival in the Rostock City Harbour
Self-direction - "seen through the camera" Short films of the FiSH Film Festival

Schilf: How do I recognize my cooperation partners? Who gives me the task, or do I find it myself in my "life film"?

Papenhagen: When we approach partners or cooperate with partners, there are four factors that are crucial for us.

-
1. Who is my potential partner? We have just talked about heterogeneous teams and multicultural teams. Connected to this is the question of whether we feel we can work well together on the factual and relational level temporarily or for a longer period of time.
 2. Do we have the same interests, the same topics, a common goal? Can the intended format perhaps be a film?
 3. Another factor is the spatial one. That is, if the potential work partner is close by. Then you often see each other and can quickly find a connection. Or maybe the location is actually the topic that interests me. For example, I was just in Reutershagen today, which is a new housing estate in the north-east of Rostock where we also want to offer film events. But we do not really know the clientele, the possible target groups there. That is why we are first interested in the social space. And furthermore, we are called „FiSH“, the abbreviation stands for „Filmfest im Stadthafen“ (Film festival in the city harbor) Rostock, the city harbor is clearly a local reference. We then also look for our partners from this local reference.
 4. Who do I want to reach, who is our target group? For us, these are primarily young people. That is why, for example, we go to rock and pop music festivals in the summer and set up a cinema tent there. Together with our cooperation partners, the organizers of festivals, we try to find our target group, the young people, there. Because the films we show are films by young people for young people.

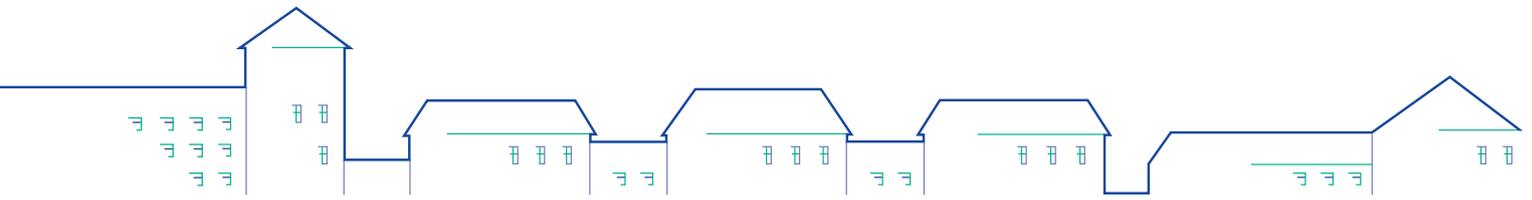
Schilf: Can I just drop out like in the film „Instructions“ by Mirko Muhshoff?

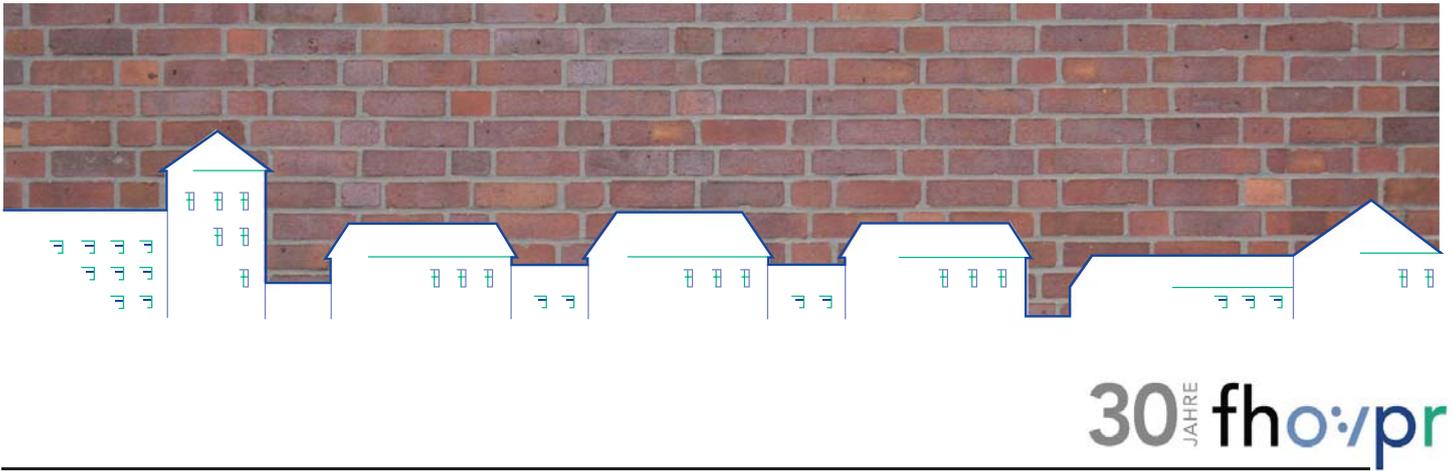
Papenhagen: I can answer that question very briefly. Dropping out is always possible, by all means. But „just like that“, I would put a question mark (?) behind it. But there must always be the possibility of leaving.

Schilf: Thank you!

Dear readers,

At this point we will also „drop out“. Perhaps this „review“ from the digital round-table could help you to stay tuned to the topic of „Temptation of Self-control“. And another tip, the „YOUNG FILM“, I think, is interesting for all age groups. ;-)





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