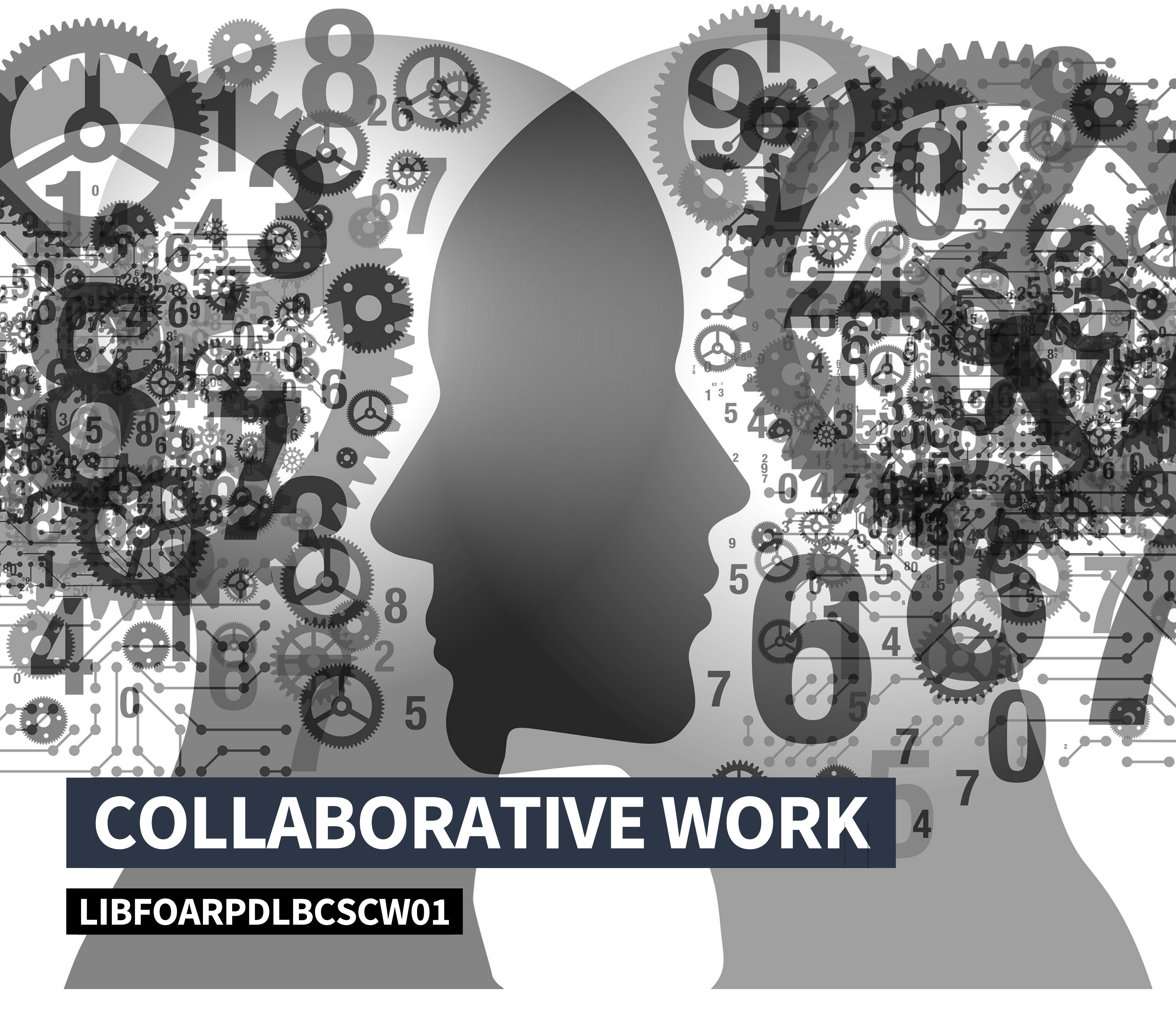


COLLABORATIVE WORK

LIBFOARPDLBCSCW01

The London Institute of Banking & Finance

COLLABORATIVE WORK

MASTHEAD

Publisher:
The London Institute of Banking & Finance
8th Floor, Peninsular House
36 Monument Street
London
EC3R 8LJ
United Kingdom

Administrative Centre Address:
4-9 Burgate Lane
Canterbury
Kent
CT1 2XJ
United Kingdom

LIBFOARPDLBCSCW01
Version No.: 001-2023-1212
N. N.

TABLE OF CONTENTS

COLLABORATIVE WORK

INTRODUCTION

WELCOME

SIGNPOSTS THROUGHOUT THE COURSE BOOK

This course book contains the core content for this course. Additional learning materials can be found on the learning platform, but this course book should form the basis for your learning.

The content of this course book is divided into units, which are divided further into sections. Each section contains only one new key concept to allow you to quickly and efficiently add new learning material to your existing knowledge.

At the end of each section of the digital course book, you will find self-check questions. These questions are designed to help you check whether you have understood the concepts in each section.

For all modules with a final exam, you must complete the knowledge tests on the learning platform. You will pass the knowledge test for each unit when you answer at least 80% of the questions correctly.

When you have passed the knowledge tests for all the units, the course is considered finished and you will be able to register for the final assessment. Please ensure that you complete the evaluation prior to registering for the assessment.

Good luck!

LEARNING OBJECTIVES

“If you want to go fast, go alone. If you want to go far, go together.” - African Proverb (originated in Burkina Faso)

Networking characterizes our world. Almost everything is interconnected and can usually only be understood, managed, and shaped “collaboratively”—i.e., together with others. The **Collaborative Work** course provides you with the basics to build and expand the necessary interdisciplinary competencies and to use opportunities for effective cooperation. You will learn the essential types and organizational possibilities of collaborative learning and working. You will also receive the basic knowledge and tools necessary for self-directed, flexible, and creative thinking; learning and acting; and for empathy and emotional intelligence.

Throughout the course, there will be many opportunities to transfer and try out the new knowledge and capacities through daily tasks. You are invited on an adventure to test new models and methods, explore new ways of working with others, and learn about yourself along the way.

UNIT 1

LEARNING FOR A NETWORKED WORLD, IN A NETWORKED WORLD

STUDY GOALS

On completion of this unit, you will have learned …

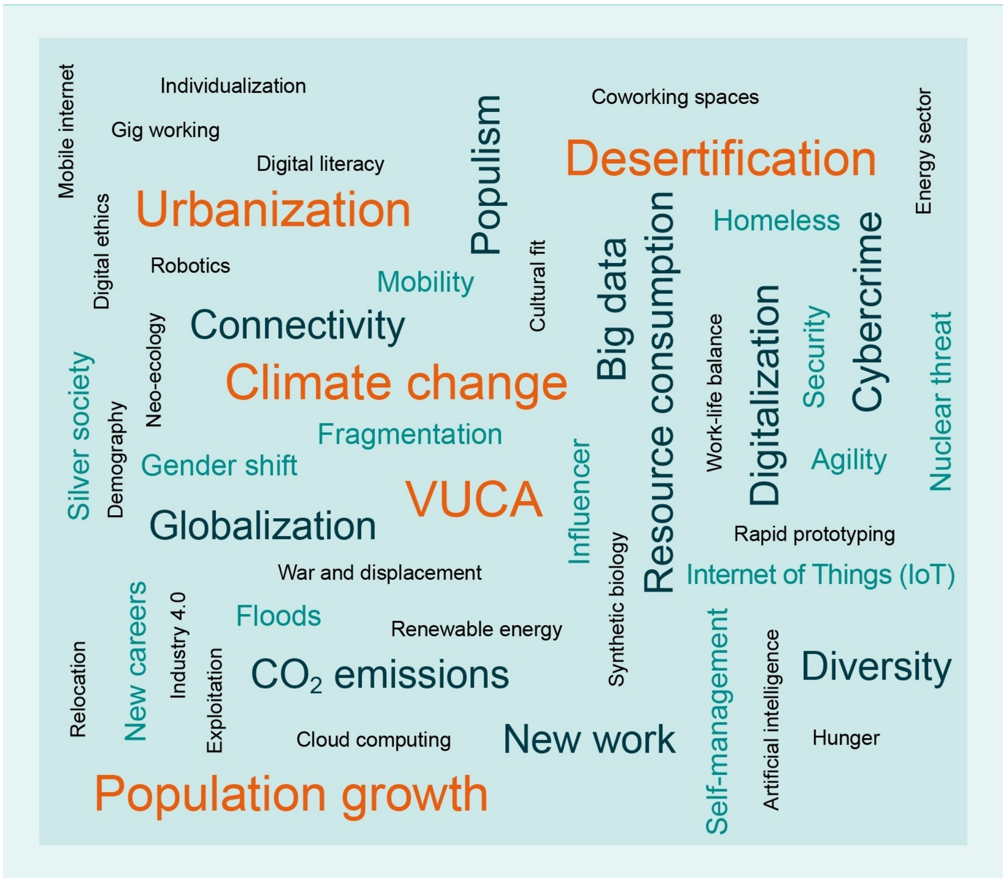
- the specific demands our networked world requires and the opportunities that arise from them.
- how to handle information, knowledge, and lack of awareness in purposeful and productive ways.
- how learning processes can be actively and constructively designed.
- how to analyze and further develop your own learning behavior.

1. LEARNING FOR A NETWORKED WORLD, IN A NETWORKED WORLD

Introduction

Digitalization and networking are bringing together people from all over the world, meaning that many people's working and daily lives today are very different from just a few decades ago. While new opportunities are continually emerging, these also bring about new challenges. The following figure shows a small selection of current topics and developments.

Figure 1: Challenges in a VUCA World



Source: Created on behalf of IU (2020).

This unit will introduce you to the essential requirements of this networked world, provide learning and action strategies to master these requirements, and offer suggestions for testing your own learning behavior.

1.1 Requirements and Opportunities in the “VUCA” World

Due to current megatrends, our world often seems unpredictable, as if the brand new was emerging out of nowhere, bringing previously unimaginable possibilities but also unearthing unpredictable crises.

The acronym “VUCA” encapsulates this world view in four words:

- volatility,
- uncertainty,
- complexity, and
- ambiguity.

This term comes from United States' military training and was used to describe the post-cold war scene (Lane & Maznevski, 2014, p. 12). But how does this play a role in society as a whole today? Let's take a closer look at the main factors and developments of VUCA's key terms, and the opportunities, risks, and requirements involved.

Volatility

Volatility refers to the strength, frequency, and speed of the forces of change as well as the nature and dynamics of resulting changes. It mainly revolves around technical innovation and advances in globalization and networking. Through these advances, information can spread in a matter of seconds, triggering a mass response. As a result, not only is human behavior subject to considerable fluctuation but also entire economic, social, and political frameworks. Just think of hashtags, Instagram Stories, TikToks, and other internet portals for participation and interaction to share interests and voice opinions. They facilitate the growth of mass phenomena or even set them in motion. The magnitude of mobilized people and groups can lead to new laws or political upheaval, such as the yellow vest movement in France. Another example is the global reach and effect of the “Fridays for Future” campaign, initiated in 2018 by then-15-year-old Greta Thunberg. The combined agency of blockchain, virtual reality, augmented reality, robotics, artificial intelligence, and other technologies will further strengthen the forces of change and accelerate their impact.

Volatility
This term refers to inconsistency or potential for change.

Uncertainty

Uncertainty—the generic term for **risk**, **incertitude**, and **lack of knowledge**—is not a new phenomenon either. People have always had to cope with not knowing the future. They had to learn to assess and calculate risk by estimating probabilities. As the environment becomes more interconnected, however, the relationships between facts and events become harder to grasp. Thus, it becomes increasingly difficult to identify relationships of cause and effect and to determine probabilities. Uncertainty intensifies: Opportunities or risks become unforeseeable, consequences are harder to assess, and it seems that unimagined events and developments suddenly occur.

Risk
This term refers to the unknown outcome of an event.

Incertitude
It is not known whether an event will occur.

Lack of knowledge
It is not known that an event is even possible.

Amazonizing
This term was inspired by the fundamental changes brought about by practices developed and implemented by the Amazon company that have influenced trade and economies worldwide.

One example of the uncertainty borne from recent developments and their effect on our economy is**"Amazonizing".**Amazon has, amongst other factors, challenged trade for yearsas it manages, with great difficulty, to make offers equally as attractive to customers as the particular breadth and depth of product range, pricing, and service, that the high-performance internet provider makes possible.

Complexity

Complex
Unpredictable, multilayered

Many aspects of our world are **complex**. Diverse connections and interactions link a multitude of living and inanimate elements. The interactions between them and the outcomes are unpredictable and often barely discernible.

Complexity is the "reality of the living world" (Boulton et al., 2015, p. 28) and is as common as uncertainty or volatility. Due to increased networking in economy and society, however, complexity now permeates most aspects of our social and technical world. This requires an approach that takes the particularities of complexity into account. Regarding fundamental awareness, every component (e.g., aspect, topic, phenomenon, event) must be considered independently as well as in relation to others.

Ambiguity

Ambiguity
Equivocation, opacity

Panacea
A single remedy that is supposed to cure all diseases.

Diversity and complexity inevitably contain **ambiguity**. Contradictions frequently emerge and simple solutions become impossible. There is no simple **panacea**; the search for appropriate solutions continues. Nevertheless, ambiguity also allows for different perspectives, different contexts, the investigation of meaningful changes, and the exploration of new models and practices. Many methods of creativity utilize ambiguities to come up with new ideas and results.

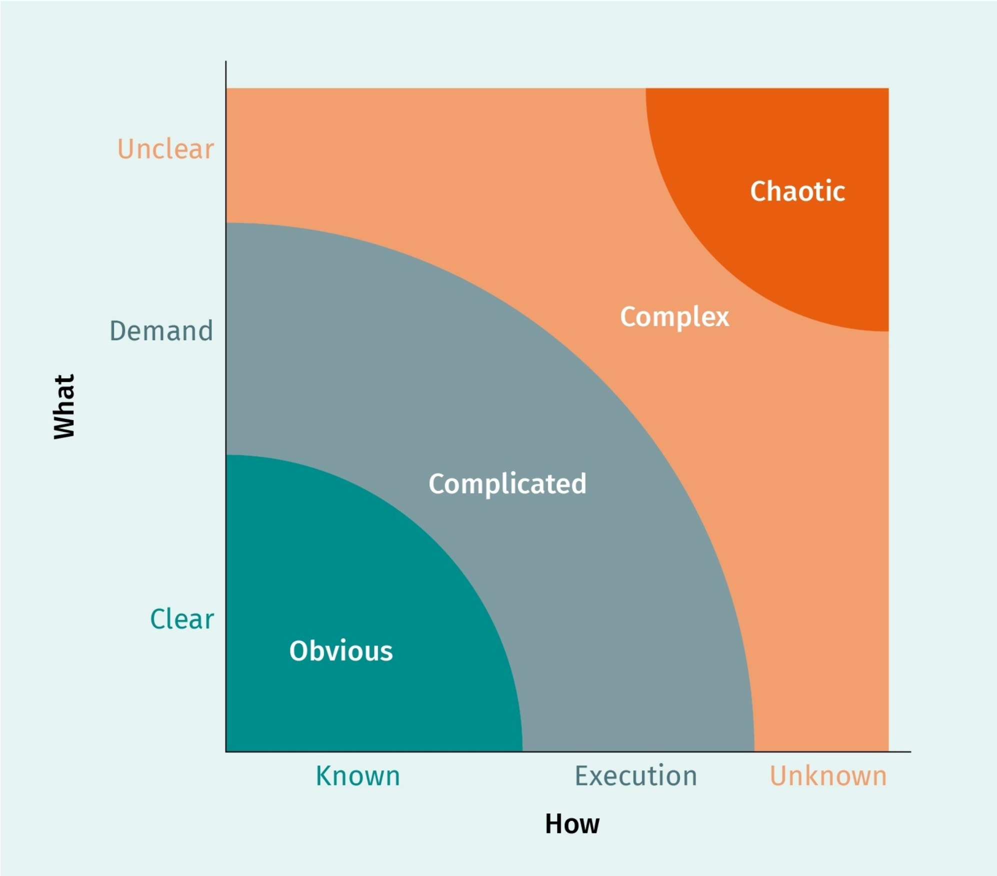
In summary, the VUCA world is volatile, uncertain, complex, and ambiguous. Boulton et al. (2015, p. 29) describe complexity as excellent fuel for innovation, evolution, transformation, and learning. This definition also applies to changeability, uncertainty, and ambiguity. Individuals aiming to manage these emerging demands and make use of the resulting opportunities should learn to deal with and develop appropriate ways of thinking and (re)acting.

Adequate Action in the VUCA World

A starting point for appropriate action in the VUCA world is the realization that actions occur under certain circumstances. Even if the world as a whole is perceived as VUCA, there are still differences in action depending on the situation.

Situations vary in requirements, developments, and appropriate implementation. Ralph Stacey developed the Stacey Matrix to determine the relative complexity within a project which can be transferred to our present time (Project Management Institute, 2021).

Figure 2: Complexity-Specific Decision-Making and Action with the Stacey Matrix



Source: Sauter et al., 2018, p. 8.

Obvious situations

In the simplest case, everything is obvious, known, and clear. We know we have packed a box correctly when the items are within the weight limit and not damaged after transportation. Following the instructions during assembling furniture is another example. In obvious situations, rules and procedural descriptions support **efficient** progress**.** Even if you could complete a task differently, it is usually more efficient to follow instructions. The task is to identify the appropriate procedure or rule, apply it, respond accordingly, and ideally, improve it continually with **best practice**.

Complicated situations

In complicated situations, we are faced with a variety of combinations and possibilities for action. At the same time, consequences and cause-and-effect relationships are to be expected. The required technologies, methods, and procedures are generally easy to describe, making it easy to plan in detail. Imagine you're driving a car. You know where you're headed. Your speed, the route, and the details of how you operate the steering, throttle, and brake will depend on how the journey proceeds.

Efficient
This term refers to the optimum balance between input and output.

Best practice
Describes the comparison with those who achieve best performance and is established through evaluation criteria

In these situations, it makes sense to carry out variance analyses continuously, and to alter the procedure in the event of deviations. Again, we strive for efficiency and the application of best practice.

Complex situations

Reflection
This is the practice of comparative and probing thinking, reflecting, and reasoning.

If there is ambiguity and uncertainty, variance test control is no longer useful. By limiting ourselves to one goal over a long-term period and assessing its advancement only through achievements, we risk missing new and significant developments. Instead, we should apply regular **reflection** and monitoring activities. These activities review the interim results, overarching goals, and framework conditions; incorporate new information; and adapt goals and future procedures. The applied methods must sufficiently account for complexity. Agile methods from IT development, such as design thinking, lean startup, or the sprint in the Scrum framework of agile project management, are particularly suitable here.

Chaotic situations

When objectives or tasks and, thus, consequences and procedures are uncertain, a methodical approach is no longer appropriate. The most important task now is to minimize risks and cautiously approach a fitting solution. It is important to consider that every step can lead to a completely new starting point. In these situations, it is best to proceed according to the principle of “trial and error”: take action, observe what happens, fail, and try again. The insight gleaned from this approach reduces ambiguity and uncertainty, and the chaotic situation becomes a complex situation to which appropriate methods can be applied.

When dealing with today's challenges and opportunities, it is, above all, a matter of flexibility. This is the central lesson to be learned in the VUCA world: It is important to perceive the respective situation or task with an open mind, to identify the type (simple, complicated, complex, or chaotic), and choose the appropriate course of action. Stay alert to changes that affect clarity and predictability. Ultimately, the future develops out of a “dance between patterns and events” (Boulton et al., 2015, p. 29).

1.2 Learning, Knowing, and Not-Knowing

Learning has been described in many different ways. Psychologists largely agree that it is a process by which your behaviour is (more or less) permanently altered through experience (Anderson, 2000). How we learn - and how we learn best - is a topic of much debate, but some strategies have proven particularly helpful. Actively engaging with new information makes it much more likely to stick (Dehaene, 2020, chapter 8), and recognizing something as meaningful can increase motivation, making learning particularly easy. Learning changes your way of thinking, feeling, and acting, expanding your abilities to respond to life's challenges. At the beginning of a study course, successful learning is therefore especially worth investigating.

You already know that learning is also an interplay of information and action. We invite you to combine the following information with active participation. First, pause for a moment. Think about where you stand on this topic and why you are interested in it.

TRANSFER

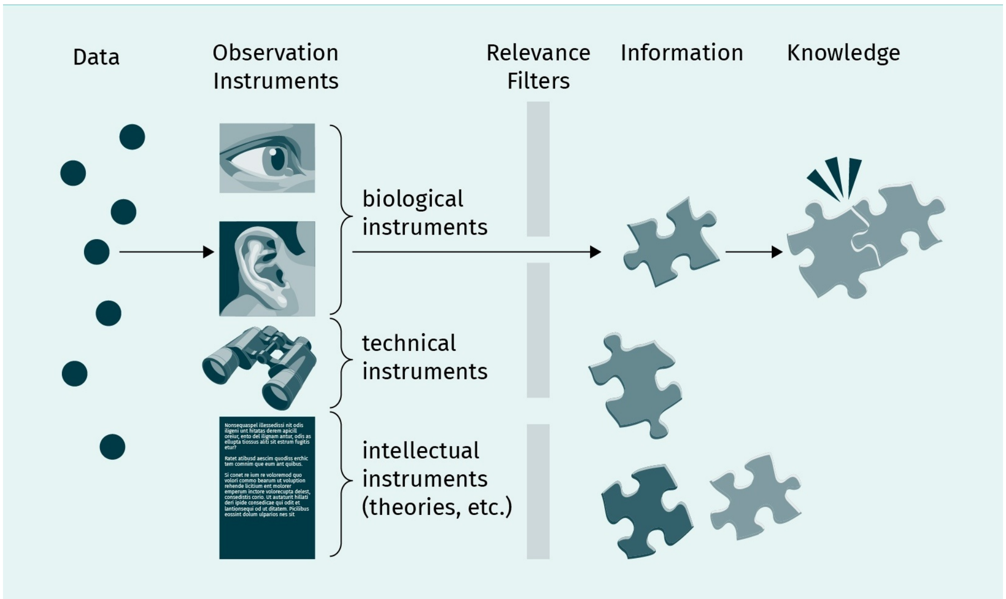
Gather your reflections, and take a few notes on these questions:

What do you know about how learning and memory work? What else would you like to know?

Data, Information, and Knowledge

Let's start with the possible learning targets: data, information, and knowledge.

Figure 3: Data, Information, and Knowledge



Source: Zeuch, 2007, p. 16.

- Data is what observation instruments perceive, such as the shapes shown in the previous figure. The quality of the data depends on what is perceptible (here: the figure) and on the observation instrument (here: your eyes).
- Information is formed when data is given meaning. This meaning is deduced directly from either the data or the context, or where the **relevance filter** (e.g., the brain) places it. Meaning depends on the content that the data receives through the criteria of the respective relevance filter. For example, you recognize an eye and ear from the black lines in the background of the previous image.

Relevance filter
The relevance filter determines whether data is meaningful and will become information.

- Knowledge is created by linking information to what already exists, i.e., with currently stored information, expectations, or attitudes. When seeing the eye and the ear, you might first think of sensory organs in general, and then the sense of touch might cross your mind. The concept of knowledge used here is broad. It refers to all possible memory content, e.g., factual knowledge, abilities, and motor skills.

Learning and Memory

Learning and memory are two sides of the same coin. Learning refers to the acquisition of information or skills; memory refers to the cognitive process that allows for the storing of what you have learned, so that it can be retrieved when needed (APA, 2022).

Learning
The process by which new, relatively stable neural networks are formed.

Learning links new information to information that is already stored in the learner's brain. This linking, the incorporation of new information into existing memory structures, can only be activated by the learner. Thus, individual learning is always self-guided; it is utterly different from information processing by modern computers. While the hard disk is ideally empty in order to record as much as possible, the human brain works the opposite way. Where nothing exists, nothing is retained because nothing can be attached or integrated with what we already know. Moreover, the brain does not have the same limitations as a hard disk; our memory storage is never “full” . This means that an empty brain cannot learn anything, whereas a “full” brain can learn all the more, since the information necessary for the associations or “connection points” is available. Although we can experience moments of exhaustion, the individual brain never “fills up”.

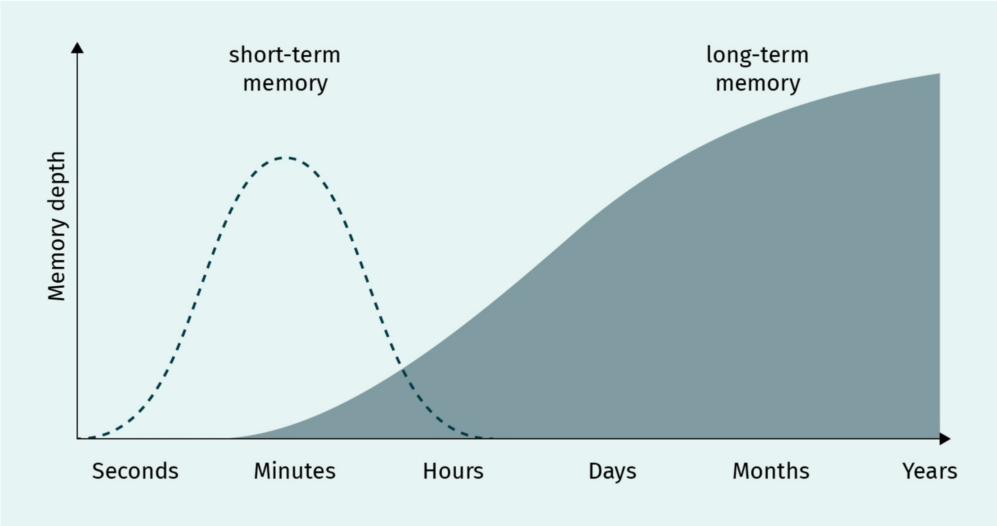
Memory is organized associatively, that means content is always stored and retrieved in a networked manner. The fact that just a few bars of a song can recall the memory of a meeting at which that song was played exemplifies this characteristic. Suddenly everything is present again: the people, the activity, the smells, and the sounds.

Short-term memory
This type can store anywhere between two and nine information units or “chunks” for a limited time.

Long-term memory
Theoretically, this type can store unlimited information units for an unlimited amount of time.

To better understand what matters when it comes to learning, we take a brief look at how memory works, drawing on the work of Richard Gross (2012). Memory can be divided into short-term and long-term memory. Initially, new information enters the **short-term memory**. It stays there for several seconds or a few minutes, like a phone number that you remember long enough to write down. If the information receives closer attention, it may enter the **long-term memory**(Gross, 2012).

Figure 4: Short- and Long-Term Memory



Source: Markowitsch, 2013, fig. 3.

Long-term memory has diverse contents. Psychologists and brain researchers differentiate between two different types of memory: declarative and procedural memory.

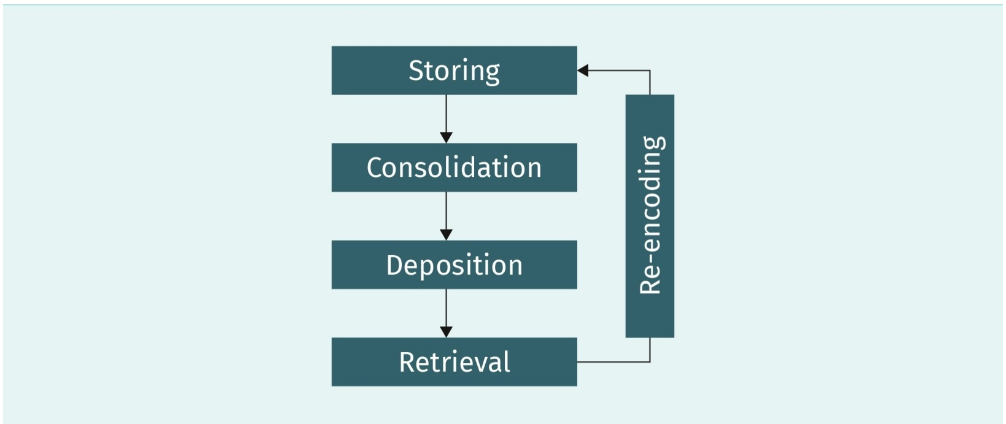
- **Declarative or explicit memory** contains everything that can be consciously reflected on and explained, such as facts and episodic knowledge (Gross, 2012, p. 266).
- **Procedural or implicit memory** is content that is difficult or impossible to express because it is hard to consciously recollect, like emotional experiences, motor skills such as cycling or skiing, or routine activities or habits (Gross, 2012, p. 266).

Declarative memory
Information that can be expressed or explained using language ("knowing that").

Procedural memory
This content is difficult or impossible to articulate ("knowing how").

A closer look at the processes summarized under "learning and memory" shows how learning should be organized in order for memory to function well.

Figure 5: Memory Content Creation and Retrieval



Source: Brand & Markowitsch, 2009, p. 72.

Storage (linking)

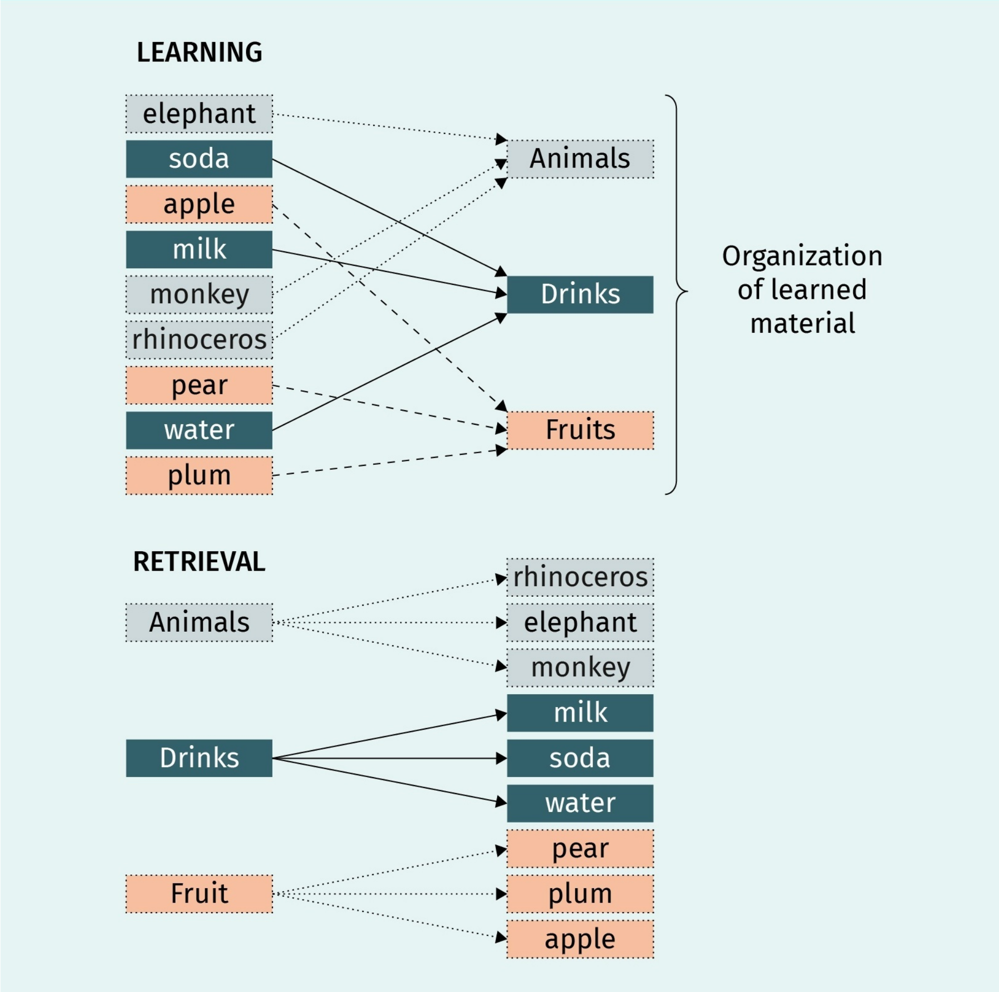
Working memory
Information is transformed for storage and linked to what already exists.

Working memory helps to transfer information from short- to long-term memory. This is a special form of short-term memory (Markowitsch, 2013). Here, information can be kept active and transformed in such a way that it is easier to remember and connect to already stored information.

“Chunking” is a way of expanding the limited capacity of short-term memory (Gross, 2010, p.256; Miller, 1956). Converting the sequence of numbers “2, 9, 1, 0, 1, 9, 8, 9” into the date “29 October 1989” reduces the amount of information bits to store from 8 (the individual digits) to just 3 (day, month, and year), making it much easier to process. If this were, for instance, the birthday of a dear friend, the emotional connection would further facilitate the storing of this information in the longer term.

There are many strategies to facilitate storage and retrieval. For example, it is helpful to sort and structure new information. This leads to deeper processing. The following illustration gives an example: Individual words are easier to remember and retrieve if they are remembered not in isolation, but arranged into categories (like animals, beverages, fruit). If these words are to be recalled, the category serves as retrieval instructions: It is easier to find the words you are looking for thinking of the categories they fall under. A similar learning strategy is, for example, memorizing technical terms or names not individually, but associating them with detailed stories. Many other memorizing techniques help in a similar way with storing or the subsequent consolidation.

Figure 6: Categories as Storage and Retrieval Aids



Source: Brand & Markowitsch, 2009, p. 74.

It is always the case that the more active the engagement with something new, the better it is captured in the brain. As Hebb's theory famously posits: cells that fire together wire together (Hebb, 1949). In other words, if nerve cells are active at the same time, they also connect with each other. With increased frequency comes increased stability in the connection. In the event, everything perceptible in the situation—whether that is an external sensory stimulus (such as music or smells) or an internal sensation (such as [dis]pleasure of learning or anxiety about an exam)—may be learned or remembered (Sahoo et al., 2019, pp. 175–176).

How well the learning process works depends on

- emotions and motivation. Not only is helpful if you are personally interested in what there is to learn and you consider the learning material meaningful; emotions have also been linked to how we process, store and retrieve information (Kim & Pekrun, 2014).

- attitude. An enthusiastic mood and a moderate level of energy is conducive to learning, i.e., not too relaxed but not too tense.
- environment. The ability to divide your attention and do several things at the same time is called “multitasking”. When two activities, requiring equal cognitive attention, are performed at the same time, the focus jumps quickly from one activity to the other. This takes a lot of energy, whether you notice it or not. Studies have shown that actions such as frequently checking your e-mail or social media feeds is a great disadvantage to learning new information. Especially students underestimate the impact of social media multitasking. They don’t realize that switching between social media and learning is sub-optimal for both activities and leads to faster exhaustion (Branstetter, 2016, p. 89).
- positive interdependence. The relationship and interaction with fellow learners can foster a positive mood and strengthen your interest in the learning material. Moreover, learning outcomes can be enhaced if you feel that you and your fellow learners' efforts are mutually beneficial (Johnson & Johnson, 2002). We will return to the topic of collaboration.

Consolidation (reinforcement) and storage

In the next stage, connections between the new and existing memory content are stabilized. This may occur through individual exercises, repetition, or meetings with others where the content is explained and discussed. This consolidation enables long-term storage because only consolidated information is stored in the long-term memory.

Retrieval

Stored content can be retrieved in different ways (Gross, 2010, pp. 261f.).

1. **Recall** without external retrieval notes: This is the most difficult form of memory. Each of us have likely experienced failing to recall a certain word, technical term, or name because we could not find the “channel” that leads there.
2. **Retrieval with cue stimuli** prompted externally or internally: Owing to the networked organization of the brain, it is helpful to think of other terms or situations associated with the item in question. These can be categories, mnemonics, or other memory aids, such as keywords, stories, or key stimuli that were associated with the new content when it was saved.
3. **Recognition**: Content is remembered by being recognized, as is the case with multiple-choice tasks, for example, when the correct answer is recognized among others.

Re-encoding

Each retrieved memory content has to be re-stored, i.e., re-encoded. This further consolidates the storage of the retrieved content. This process explains the positive effect of repetition in learning.

If the same connection is used frequently, it is **automatically activated**. Such instances occur, for example, when people often respond to a word with the same association (e.g., bread, butter) or act out of habit in certain situations where they don't have to consciously recall anything (e.g., brushing one's teeth in the morning, greeting others, or selecting seats in rooms).

Automatic activation
Habitual behavior is involuntarily triggered by key stimuli.

However, there is always the risk of (imperceptible or unintentional) distortion while making new memories. For example, eye witnesses are likely to misremember an event if presented with false or misleading information about the event just after it happened (Loftus, Miller, & Burns, 1978). It is, therefore, important to immediately repeat the correct information if an error has occured, in order to prevent the wrong information from being encoded. The more you engage with the new content when you are gathering, consolidating, and storing it, and take care to ensure that it is well integrated, the higher the probability you will remember it when you need it, i.e., restore the connection, and correctly consolidate what you have learned.

Learning, Knowing and Not-Knowing

The recognition that learning always links the new with the existing makes two things clear in particular:

- Learning is a self-stabilizing and reinforcing process. The more you know about something, the easier it is to learn more about it.
- Learning depends on how the new data is saved and retrieved. If something newly learned does not lead to the intended result when applied, it is likely that connections were made with false or insufficient previous knowledge.

The average person knows very little about many of the topics and phenomena that play a role in their everyday life. As long as the available knowledge is sufficient, this does not pose a problem. For example, how much does the average internet user know about computer science? Not much. And yet, they can use the internet to check the news, watch a movie, or order their groceries without difficulty: the knowledge available to them is enough for this purpose.

In a VUCA world, we often have to act without having a complete overview and understanding of the circumstances and relationships between things. In many cases, a full overview is not even achievable. It is therefore useful to be able to act even when you are not fully informed. However, if your existing knowledge and skills are not suited to a new task, then this can become problematic. In this case it could happen that the new learning material is linked, without you being aware of it, to unsuitable previous knowledge and therefore does not lead to the desired learning success.

Successful learning and action require competent handling of pre-existing knowledge and the lack of it equally. Therefore, it is worth considering the different types of unknowns and the dangers these involve. A recommended response may be derived from this awareness.

Known Unknowns, Unknown Unknowns, and Unknown Knowns

Known unknowns
The **known lack of knowledge is referred to as known unkowns.**

Known unknowns refer to the recognition that we know nothing or too little about something: be it a fact, object, process, or context. This form of not knowing is unproblematic because there is a starting point, i.e., you can consciously establish connections to the things you already know, and are aware of the gaps in your knowledge that have yet to be filled (Matheson, 2014, p. 12). How do you address the known unknown? Learn! Take a close look at what you need to learn: What is your goal? What are the main topics or subtopics? From which trusted sources can you get the necessary information? Who has a similar need for learning and can perhaps learn with you? Who can provide support? How do you plan the learning process? To avoid making the wrong connections, always ask yourself what you already know and to what extent this previous knowledge corresponds to your intention.

unknown unknowns
The **unknown lack of knowledge is referrd to as unknown unknowns.**

When the extent to which we know or do not know something is undefined, this is referred to as **unknown unknowns** (Matheson, 2014, p. 12). For example, before the dangers of radioactivity were discovered, nobody even considered them: Marie Curie kept some radium salt on her bedside table: it shone in the dark (Marie and Pierre Curie and the discovery of polonium and radium, 1996). There was a lot to learn about radioactivity, but even Marie Curie herself did not know the extent of what she did not yet know. How do you address the unknown lack of knowledge? Stay curious. Remain open to the fact that what appears to be known can also be unknown.

unknown known
Unknown knowledge is implicit knowledge stored in non-declarative memory, or experiential knowledge.

Knowledge that a person possesses subconsciously is the **unknown known**. There is generally no danger in this. However, you might lack the confidence to do something that you can do, resulting in a missed opportunity. How do you address this? Self-confidence! When faced with challenges, always look for similar situations that you previously mastered: How did you approach the task? What did you do and how? What helped you back then: what ability, person, etc.?

Errors are the mistaken belief of knowing or being able to do something. There are two fundamental dangers here:

- Errors occur as an inexpedient standard of judgment and ensure that one does not adequately deal with the knowledge that could resolve the fallacies.
- New information is “adapted” in such a way that it is compatible with existing errors and connects to them. As a result, no new knowledge is created; instead, errors are reinforced or elaborated. This can happen when something is misunderstood and not immediately corrected.

How do you address this? Always keep a critical and open mind! If new information that comes from trustworthy sources contradicts your knowledge, experience, and ideas, resist immediately dismissing it. Approach it with curiosity and then take a critical stance.

Consciously generated lack of knowledge or knowledge that is not allowed to exist is called “taboo”. This lack of knowledge can be helpful as it reduces the complexity of situations or tasks, but it also withholds the dangers of an objectionable reduction of complexity. Moreover, it can hinder the search for solutions.

How do you address this? Ask courageously and take a look from the outside! A good indication of possible taboos is the feeling that you simply cannot get any further than a certain point or a certain situation, and feel you are caught in an endless loop. Then it is worth taking a moment to think about what is preventing you from moving forward. One often encounters unspoken basic assumptions here, which are always assumed to be “fixed” in everyday life, be it in one's own actions or in dealing with others. It is helpful to question these basic assumptions, preferably among people who have nothing to do with the situation. This external perspective is often enlightening.

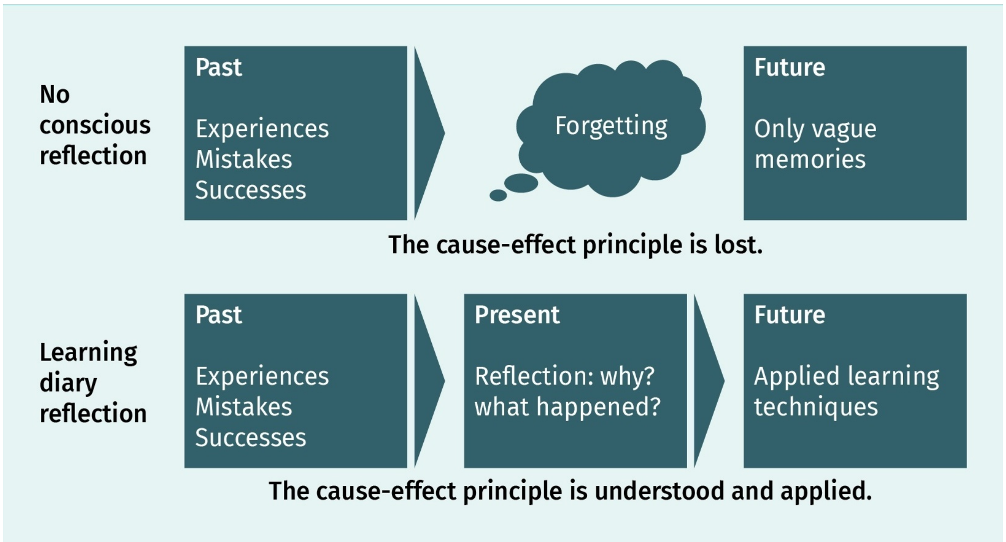
Above all, learning, which is not merely the accumulation of information and factual knowledge but also the development of useful and beneficial skills in our VUCA world, requires an active engagement with the learning content. Furthermore, it is necessary to foster a healthy degree of skepticism about your knowledge and identify your lack of knowledge. In this context, ways of thinking and acting that lead to reflective practice (Lang, 2019) can help to further develop your knowledge and skills and continually renew them.

Optimize Learning

At the end of this learning cycle, it is now up to you to secure what you have learned by transferring the essentials into your world. It is best to keep a learning journal to gather your essential interests, questions, and insights; document and reflect on your learning progress (Rowntree, 1993, p. 113). This intensive interaction with the learning material seems to require much more effort at first, but in the end you stand to gain at least three rewards:

1. You learn more intensively and thoroughly because you reflect on the learning material and build new connections (Park, 2003).
2. You increase your academic performance and the probability that you will successfully remember details, even after the end of the course (McCrindle & Chistensen, 1995)..
3. You have a “reference book” which you can come back to over the following terms, as well as after your studies.

Figure 7: Learning Journal



Source: Krengel, 2012, p. 60.

A learning journal can come in various forms: (a) you can use a notebook or writing pad (b) create a document in a conventional word processing software on your computer like Microsoft Word or (c) use an app,e.g., OneNote, or Evernote. Apps have the advantage that all your notes are in one place and easily sorted and always accessable; writing on paper increases brain activity and can help you remember the things you write down even better (Umejima et al., 2021).Choose what suits you best.

Start now. It is best to take the opportunity to record the following transfer exercises at the beginning of the learning diary. This is the best way for you to maintain this effective, self-determined learning until the end of your studies. You will immediately embed a crucial recipe for success: Any beneficial action can be repeated continuously, becoming a habit, and eventually an automatic routine and a part of your personality.

TRANSFER
Self-Coaching Questions

Question your own ideas. How does the content of the section fit in with what you already knew? What is similar? What is different?

Reflect on knowledge and lack of knowledge: What about your behavior has been favorable up to now? What has not been? From the course, what can you apply to your future behavior?

Think in writing, it's more precise than thinking alone.

1.3 Collaborative Learning

TRANSFER

Before you continue with the lesson, prime yourself. Review the content and main topics.

What do you already know about this topic? What would you like to learn or better understand?

Learning involves forming neural networks. In an increasingly digitalized world, many of the cognitive tasks previously reserved for humans have been assumed by computers, from commercial and legal file processing to medical diagnostics. **Big data** technologies combined with **artificial intelligence** allow us to make unprecedented predictions. It is becoming increasingly important for us to develop the ability to act based on information that lies outside our personal knowledge, i.e., to act competently without having explicitly studied the topic beforehand.

Big data
Mass data is linked and analyzed for a wide variety of (forecasting) purposes.

Artificial intelligence (AI)
This technology uses algorithms to automate human learning and decision making.

The 4C model by Sauter et al. (2018, p. 243) describes a framework for collaborative learning that fits the requirements of our VUCA world. It is characterized as

- **collective**. Learning is about using ideas, experience, and knowledge from all relevant sources to achieve high productivity and innovation. Quality assurance, for example, takes place within the framework of collaborative cooperation by colleagues in the form of a peer review or via internet users' responses to a publication.
- **collaborative**. Through cooperation amongst learners and between learners and teachers, new knowledge is created. Social learning exists on learning from and with others. The roles of students and teachers and their relationships with each other are fundamentally changing. They are becoming co-creators working in partnerships.
- **continuous**. We learn every day in a continuous cycle of development and communication. Learning no longer takes place sporadically in institutionalized settings such as seminars or at schools but wherever necessary. Siemens (2006) predicted that "the model of 'go to a course' is being replaced with learning and knowledge at the point of need" (p. 27). This applies throughout our life.
- **connected**. Learning takes place independently of a location or a terminal, i.e., exactly where it is necessary.

According to the 4C model, basic digital skills are indispensable for learning.

Table 1: Basic Digital Skills

Digital Literacy	the mastery of basic digital skills, e.g., careful handling of digital personal data, common software knowledge, AI interaction
Digital Interaction	the use of appropriate tone and candor in online forums

Collaboration	the effective and efficient use of digital tools regardless of physical proximity and across different disciplines and cultures in order to achieve better results as a team than as an individual
Agile Work	the iterative work of a team responsible for an end product (“Rapid Prototyping”) that adds value for the customer
Digital Learning	the deepening of knowledge on selected topics from a variety of digital resources
Digital Ethics	the critical questioning of digital information and the effects of one's own digital actions to make corresponding ethical decisions

Source: Kirchherr et al., 2018, p. 6.

Siemens (2006) points out that such integrated, collaborative learning necessitates the recognition that we only have partial knowledge, and requires an attitude accepting of ambiguity and uncertainty: “Certainty is for a season, not a lifetime” (p. 28).

At the same time, it is important to recognize the risks associated with such shared learning and knowledge. Everyone can become a producer of knowledge, publishing their thoughts and findings on the internet or contributing to learning communities, without vetting the information in editorial offices or academic institutions. When the institutions that oversee the quality of knowledge lose authority and importance, the collective learners must assume this function. For everyone participating in this world, one skill becomes crucial: media literacy.

What does this mean for you? You have to be able to judge the trustworthiness and reliability of your knowledge sources, be in a position to assess the validity of cited evidence, and reveal inaccuracies in reports, videos, and images so as not to believe untrustworthy sources. To this end, there are assistance services such as the “Hoaxmap” initiative, which provides information on rumors targeted against foreigners; the “Mimikama” association for clarifying internet abuse, or the “EU vs. Disinfo” platform, which aims to uncover targeted disinformation through government-related Russian media. Nevertheless, it is necessary to train one's ability to judge and to develop the ability to recognize connections and patterns. This also includes a critical assessment of the seriousness of such auxiliary services.

The less the individual can access verified evaluation criteria, the more important the reflective and critical exchange with others. Chang (2019, pp. 100–106) emphasizes the benefits of reflection in the group. Other people have a different view of things and ask different questions. Dialogue, discussion, and reflection with others make it possible to illuminate one's own knowledge and learning behavior from different perspectives and different points of view, thereby refining, correcting, developing, and expanding it. Everyone involved benefits. Chang describes the usefulness of common reflection as follows:

- By examining existing knowledge, learning processes and aspects of lessons learned inadequately or incorrectly, these simultaneously improve.
- Reflection helps to establish a personal frame of reference to the information and to situate it in the learner's sphere of life and experience.

- By reflecting with others, we establish comparative frames of reference; learners also recognize their connectivity and build relationships with one another.

1.4 Monitoring Learning Behavior

Learning can be made particularly effective by focusing on the following elements:

- **Focus:** Identify what is important to you and which topics you want to learn about. Having a clear goal in mind can help you stay motivated throughout your learning journey (Pintrich 2003, p. 675f.)
- **Learning unit overview:** Create a rough overview over the learning material at the beginning of a learning period. This way you can achieve two things:
  1. In the sense of **priming** (Kahneman, 2011, pp. 52–58), you are prepared for what is to come, and create the best possible conditions for wide recall capacity.
  2. Having a structured overview of the learning content functions as a "storage aid" that can be used as a prompt when recalled.

Priming
This is the associative pre-activation of knowledge with a cue.

- **Personal structure:** Create a system for learning. Summarize the content for yourself in keywords and create visual summaries (e.g., mind maps). You achieve the greatest learning success when you use different forms of structuring with the material (Rosciano, 2015).
- **Previous knowledge and associations:** It is important that you are aware of what you already know about the topic and what associations you link with it. For example, ask yourself: What do I know about it? What thoughts or ideas occur to me when I think of this topic? How far does it fit with my new knowledge? What are the differences and contradictions?
- **Eventful confrontation:** If detailed information is paired with information from the learning situation, this can also be retrieved more easily by remembering the concrete learning situation. It is therefore helpful if you create positive experiences while learning, for instance, through group work, learning aids, or mnemonics. The use of different media can also enhance storage and retrieval. You could search for additional images or reports online or browse videos on the subject (e.g., on YouTube, Instagram, or in the video library of a media corporation). Always maintain a critical stance on these sources. It is important to note that the notion around the importance of finding out one's preferred sensory channel and learning according to type (auditory, visual, kinesthetic) has long been outdated. Although personal preferences exist, activating as many sensory levels as possible is most effective.
- **Personal frame of reference:** Recognize relevance in everyday life: Content that is subjectively meaningful is processed more deeply than content that does not hold any personal point of reference. Ask yourself: how far does the subject affect me personally (e.g., work, hobbies)?
- **Positive emotions:** Learning can be associated with unpleasant feelings, most likely due to the uncomfortable process of change. Hence, it is important at the organizational stage to ensure you feel well and at ease while you are learning (Goleman, 2013, pp. 170–175). Positive emotions can have a beneficial effect on learning (Pekrun et al., 2002; Isen, 1999):
  1. Affective content is more easily stored and remembered.

2. Affective aspects of the situation of learning serve as retrieval hints.
3. The release of positive emotions during learning activates the brain's reward system. This makes learning more enjoyable and easier to continue. Research on studying indicates that if you are **intrinsically motivated** to learn you can achieve your learning outcomes more easily because you are enjoying the process. **Extrinsically-motivated** learners, i.e., those for whom learning is a required duty or a means to an end, find it more difficult to benefit from learning success (Pekrun et al., 2002).

Intrinsically motivated
The activity is carried out for its own sake. The consequences are unimportant for motivation.

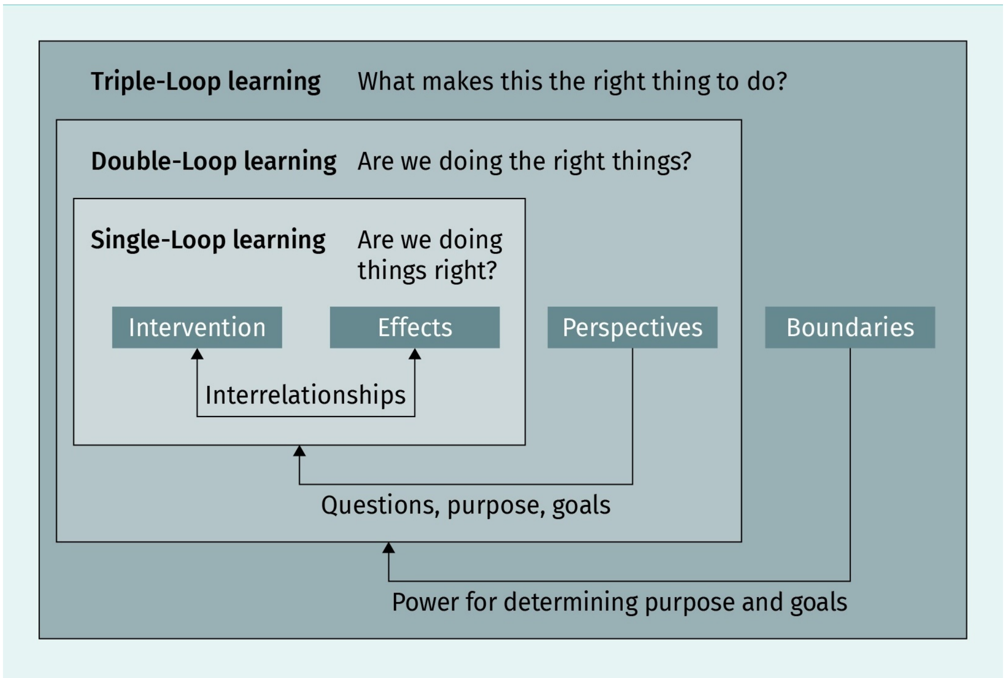
Extrinsically motivated
The activity is carried out because of its consequences.

Reflection

Reflection forms the basis for autonomy and self-determined action in our networked world. Reflection enables you to question the actions, values, and assumptions you hold, and, above all, to check your learning success. In the process, what has been learned is further reinforced and deepened. Through reflection you can take stock of the learning process as a whole, as well as its application, and assess its value.“Reflective practice” should be scheduled at different levels and follow different objectives.

Inspired by Bateson as well as Agyris and Schön's work on organizational learning, we can distinguish between single-, double- and triple-loop learning, as illustrated in the following(Tosey et al., 2011; Agyris ,1999).

Figure 8: Learning Process Types and Purposes



Source: Hummelbrunner & Reynolds, 2013, p. 2.

- **Single-loop learning** (learning to adapt) optimizes the execution procedure. The key question when reflecting through single-loop learning is: “Are we doing things right?”

In your own learning process, ask yourself, for example, whether your engagement is "brain-friendly". Is the learning space conducive to learning, e.g., is the environment favorable to learning, are you able to interact with the information? When you are in a positive learning environment, your interests are stimulated, and it is possible to establish meaningful links with your previous knowledge, such that the new material can be recalled.

- **Double-loop learning** (learning to change) improves the selection of plans and processes, e.g., by questioning the underlying objectives and assumptions, getting to the crux of whether it makes sense at all or is even necessary to carry out the project. The key question is "Are we doing the right things?"

  In your own learning processes, ask yourself to what extent the material you are engaging with is important for what you ultimately want to achieve. What do you want to achieve, and what do you need to do so? What are your selection criteria for the subject matter and the learning activities?

  For example, if you are preparing for an exam, it makes sense to look through the exam requirements, solve past exam questions, and gather further information on the possible exam content. Consider what is relevant in terms of content and which activities are most suited to acquiring the knowledge and skills. In contrast, if you have to write a seminar paper, it does not make sense to learn the contents of the script by heart.
- **Triple-loop learning** (learning to learn) examines your own thinking and learning strategies, including the associated assessment and evaluation criteria as well as the respective limits. The key question here is "How do we know what's right?"

  At this stage, you step up a gear intellectually and ideally in your exchanges with others too, questioning the basics of your decisions regarding learning content and activities. Consciously search for a possible lack of knowledge: misconceptions, incongruous assumptions, and other limits to your perception and capacity to learn.

  The following questions can help: Where do I find the approaches, theories, and models? How can I assess their suitability? To what extent do I consider VUCA characteristics? What is the underlying worldview? Is it more mechanical, with a trivial sense of cause-and-effect? Or is it more systematic, with a more discerning view that considers phenomena as a part of complex systems? Which worldview is appropriate for the task? Which is practical for the current goal? Which other approaches, schools of thought, or disciplines exist that represent other worldviews and theories?

  The particular challenge at this level of reflection is to go beyond one's own thinking. This is difficult to achieve on your own. It is especially useful at this level to draw inspiration from others: books, digital and analogue media, or through exchange by collaborative learning and working in the digital or analogue world. Supplementary thinking and creativity exercises can also be very rewarding here.

TRANSFER

Review the thoughts and expectations you wrote down at the beginning of this unit. What has been achieved? What remains to be done? How are you going to deal with unresolved issues?

What have you learned from this unit and the learning test?

Think in writing. Thoughts alone are too vague.

- Start: From now on I will start to ...
- Stop: From now on I will stop ...
- Go: I will continue to ...

SUMMARY

Our networked world is characterized by volatility, uncertainty, complexity, and ambiguity. Dealing with the opportunities and risks requires thinking and acting appropriately to respective situations. Management of complex situations is particularly challenging, since proven rational methods are not appropriate here.

While learning, new knowledge is linked to existing knowledge. It is necessary in this process to activate the relevant structures in the brain. With increasingly intensive engagement, new knowledge is better integrated into the brain, and the more successfully it can be retrieved. Helpful here are deliberately-created reference cues (memory aids) and an open-minded and (self-)critical approach to what is unknown—above all in the form of misconceptions and taboos.

According to the 4C model, contemporary learning is collective, collaborative, continuous, and connected. This also requires basic digital capabilities.

Brain-friendly learning is made possible by focusing on the essentials of the learning objectives, the overview, one's own structure, and a lively discussion that takes previous knowledge and personal interest into account and ensures positive emotions. Information connected with emotions allows for it to be remembered better. The basis for successful learning is reflection on the approach (“doing things right”), the selection criteria (“doing the right things”), and the thinking and learning strategies, as well as on assessment criteria (“how do we know what is right?”).

UNIT 2

NETWORKING & COOPERATION

STUDY GOALS

On completion of this unit, you will have learned …

- how to find and attract suitable cooperation partners.
- how to set up sustainable relationships through digital and analogue channels and build the basis of trust required for these.
- how cooperation can be organized locally and online and what media may be useful for this purpose.
- how to plan your learning processes in agile, collaborative, and mobile ways.

2. NETWORKING & COOPERATION

Introduction

How often are you in contact with other people? When do you use online social networks and media? When do you opt for analogue alternatives?

New contacts are often made through existing ones. When you cannot meet you goals through your own network, you should consider ways of expanding it. Moreover, cooperation on common tasks usually requires an intensive and more structured, methodical exchange than what is typical of social networks.

This lesson shows you how to build your network and cooperative links in line with your goals and motivations and how to use them for your upcoming learning tasks. The notes on application and transfer exercises will help you with the implementation.

TRANSFER PREPARATION
Before continuing, prime yourself. Review the content and main topics.

What do I already know about this topic? What would I like to learn or better understand?

2.1 Cooperation Partners

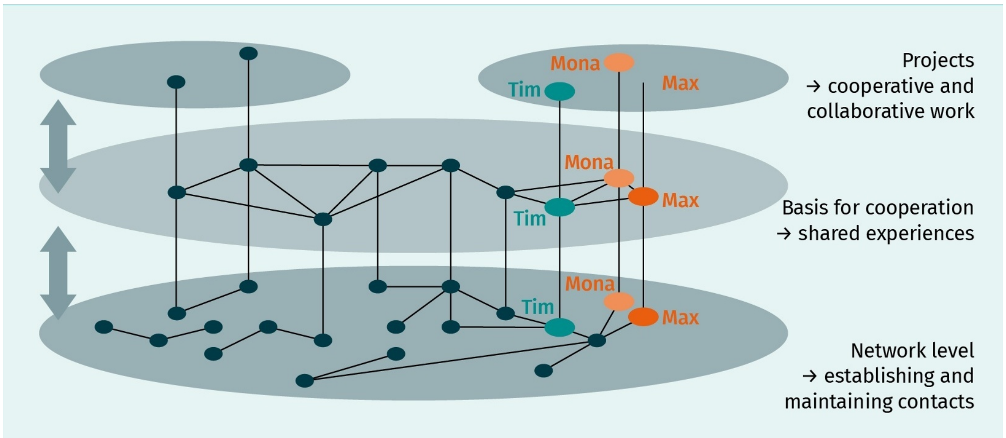
Cooperation means working together. When two or more people pursue a common goal and work together to solve a task or overcome or problem, this is referred to as **collaboration**. Networks are an excellent place to find suitable cooperation and collaboration partners (Lu, 2015, p. 95; Halbritter, 2012, pp. 124–125).

Collaboration
A cooperation in which the participants work together to solve a task.

The Three-Level Model

The three-level model in the figure below illustrates the relationships we will explore:

Figure 9: Network, Cooperation, and Collaboration



Source: Created on behalf of IU (2020), based on Halbritter, 2012, p. 125.

Network level

Networks are characterized by openness and a high degree of fluctuation, resulting in partial observability. Their characteristic feature is “potential opportunity”, i.e., the generally always available and utilizable possibility to address other network participants and to access their expertise and resources (new information, contacts, etc.). In this regard, networks are vital sources of opportunities. Weak relationships and casual contacts are often the most valuable: the more intensive the relationship, the more likely it is that two people already share their knowledge, worldview, and acquaintances. Logically, it follows that they might not be able to communicate new information, points of view, insights or contacts, as Granovetter elaborated in his “The Strength of Weak Ties”(Granovetter, 1973).

Network
This is a personal web of formalized social relationships.

To illustrate:Jia, Ada, and Ben share a hobby: They love strategy games. They met while competing online a few years ago. Each of them is in contact with many people through different channels in different networks, e.g., Discord, WhatsApp, Snapchat, and Instagram.

Basis for cooperation

Contacts formed through previous common assignments are also beneficial. This work may have led to similar or identical fields of interest, coordination processes and approaches, and familiarity with the same programs or tools. These commonalities pave the way for mutually-beneficial collaboration. In this set-up, it is usually quite easy for groups or teams to come together, both online and in person (e.g., in regional meetings), to work together over a longer period of time and carry out joint **projects**. Joint projects can be based on a division of labor (cooperative) or a joint approach marked by **positive interdependence** (collaborative).

Project
A project is a goal-oriented and structured plan with fixed start and end dates.

Jia, Ada, and Ben were surprised to see each other in an IU study group this year. The three of them enrolled in different study programs, but they face similar struggles, such as organizing work and study. They agreed to form a study group this semester.

Positive interdependence
At the core of collaboration lies positive interdependence, which means

that the work mutually benefits all involved parties, and one is not able to succeed without the other(s) (Johnson & Johnson, 2002).

MS Teams
This is a digital application for virtual teamwork that allows for chatting, storage, and conferences.

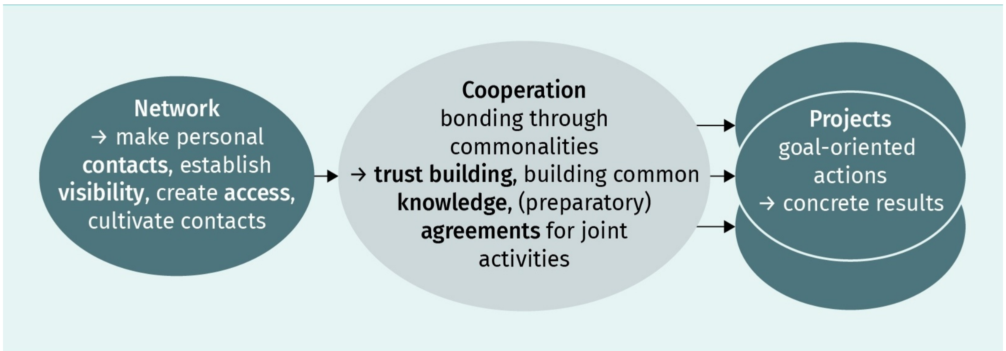
Projects

Effective cooperation occurs when projects are organized and initiated in a tailored process.

Jia, Ada, and Ben a hold an initial brainstorming session. Together, they agree to finish the course within two months. They also agree on key dates for their collaboration, which they document on **MS Teams**.

The following figure illustrates the path from the network level to the level of collaboration. This is an overview of each required level.

Figure 10: Targeted Development of the Fundamentals of Collaboration



Source: Halbritter, 2012, p. 150.

The advantage of this progressive approach is that it lowers access thresholds, compared to an unmediated, direct way. Follow the steps below for a successful search.

Strategic Approach

To successfully cooperate with others, the following resources should be in place:

- **Interest in other people**: A genuine interest in others and an enjoyment in making and maintaining contacts is the foundation of this approach. To this end, Baber et al. (2015, pp. 10–25) provide many helpful tips from dealing with shyness effectively to strengthening self-esteem. They rightly emphasize that networking and cooperation means both “talking and taking” as well as “teaching and giving.” Seek to be as helpful to others as you wish them to be toward you.
- **Meaning and purpose**: For motivation and purpose to thrive, you need a clear idea of what you want to achieve through networking and cooperation, as well as what you are prepared to give. Be clear with yourself about why you are seeking to work with others. Define the kinds of network and cooperation you wish to have: are you looking for general or specific information? Do you need to expand your existing network? Do you need to collaborate with others to achieve your goals? What benefits do you seek? What can you offer? With increased clarity comes an increased opportunity for success. The more

you align your networking and collaboration activities with your motives, goals, and other plans and activities, the more effective they will become, and the less time, energy, and expenses you spend.

It is best to write down your main goals and create a list of topics and tasks of interest to you. Based on these, develop your network and cooperation strategy.

Network Levels

1. Establish personal contacts.

A good starting point is your existing contacts and networks. What are your current networks? Which blogs and forums do you visit regularly? What are the topics? Which of your goals and interests do they represent?

Now compare the results with your goals: How well do your networks align with your aims and subjects? Do you already know like-minded people? Which topics would you like to learn more about, if only you had the right contacts? Who is missing in your network? Do you have any specific people in mind? Think of people you know who might be acquainted with these missing links and could introduce you. Additionally, consider the benefits for your current and new contact(s).

Table 2: Network Activities Checklist

Theme/Goal	Network/Organization	Network Activity	Network Advantages
Promoting environmental protection	Greenpeace	Member	Support of my interest, information
Study success	IU Group Business Education	Member	Student contact, cooperation opportunities
Professional development	German Society for Psychology	Junior member	First-hand expertise, professional contacts
Handball (hobby) leadership experience	SV Grundhausen, Handball Section	Leader/Trainer Youth Group	Athletic pursuits, group instruction practice

Source: Created on behalf of IU (2020), based on Baber et al., 2015, p. 51.

This analysis might show you what is missing and keeping you from accomplishing your goals. Which networks would be more suitable? Which blogs could provide you with further information? Do you use internet search engines to look for existing contacts, organizations, or networks known to you? Which networks, institutions, associations, or societies could be helpful for your subjects and goals? How can you access these? Again, what could you contribute to support these networks?

If an appropriate network for your subject is missing, it might be useful for you to set it up yourself. A possible way to do this is by creating a group on a social network (e.g., Facebook, Xing) or by starting a blog.

2. Establish visibility.

Bloggers attract attention by creating content on interesting topics that benefit other people, e.g., by providing valuable information. Even within current networks, it can be possible to signal to others that you are a noteworthy contact. Be active. This is possible in analog as well as online networks: participate in discussions, share your knowledge, and be generous with helpful tips and links. Baber et al. (2015) offer useful advice on how to cultivate an interesting and valuable impression for others. With care, you can create and design the space for successful relationships.

3. Create access.

Getting in touch with someone on an online social network or through an introduction at a meeting is important. However, the possibility of collaboration only arises through having a meaningful interaction. Ultimately, the potential contact must decide to grant you access, perhaps because they recognize that the exchange with you is advantageous for them, too. How do you achieve this without becoming a self-marketing expert? Show interest in people, their preferences, and their goals. When meeting a new person, you might try noting down their professional and private backgrounds, hobbies, and interests, in addition to their contact information.

Reflect on the person's interests and how they might benefit from working with you. Do you have interesting information, or do you have interesting tasks and questions for your contact? Ideally, you share the same interest. It is a good idea to enrich those, e.g., with new information, an entertaining but brief story, or a useful tip. Once you have formulated this, do not hesitate to get in touch. Use common sense when looking for a favorable opportunity. Moreover, be confident. You have already established the connection, and you have something to offer. Remember these sayings: Practice makes perfect, and if you don't dare, you can’t win.

4. Maintain contacts.

Take time to nurture your contacts. Begin by gathering information about your contacts that you can build on. Something as simple as periodic contact to see how they are doing can have a big impact. Send birthday or anniversary wishes, or forward a new tip. Ideas and opportunities for important collaborations are likely to develop from this.

Bases for Cooperation

With the network contacts you have, you can start planning and preparing for possible closer collaboration. Common motivation and interests bond you together, creating a good basis on which to work together. This also establishes trust. Trust increases with shared experience. Through this interaction, you learn more about what others do, what skills they have, and how each of you complement and advance one another's goals.

2.2 Sustainable Relations: Digital Interaction and Trust Building

How can relationships at the network or cooperation level develop sustainably? Particularly when interactions are primarily online, it can be difficult to build up the necessary trust. The information obtained through a direct encounter, e.g., body language or facial expression, is not available.

As in analog life, it is important to behave appropriately towards others, even if you are only in contact through online channels. The widespread existence of **cyberbullying** makes it clear that two aspects of the internet reinforce each other and lead to unfavorable conditions when building relationships over the internet. First, the inhibition threshold is lower due to the anonymity. Second, statements that might only have had a local effect in analog life risk reaching a broader audience and having a greater impact.

Cyberbullying
This is the insult, threat, and harassment of people on the internet or via e-mail.

"Netiquette" or "digital etiquette", (e.g., Furgang, 2017) is threfore a valuable component of **"digital literacy".** The following table summarizes some of the key pieces of advice.

Netiquette
This term refers to politeness rules on the internet.

Digital literacy
This is the competent handling of online media.

Table 3: Netiquette and Digital Etiquette

Chatting on private messages and public forums
• Demonstrate your competence, but don't brag. • Using your clear name, especially in professional networks, automatically makes a more polite and professional impression, and facilitates mutual access. • Be cautious with personal information, and do not reveal too much detail. • Distinguish between close friends, acquaintances, casual contacts, and strangers. • Before you write, share, or like, think carefully. • Be open with other users, answer questions politely. As in real life, honor your appointments and promises. • Stay relaxed and patient when communicating over the internet. Communicate in considerate, non-impulsive ways. Resist the urge to vent pent-up anger with a nasty comment. • Do not post disparaging, maliciously polemic, or discriminating, racist, or sexist comments. Avoid reacting to such comments; ignoring them deprives **trolls** of additional fuel.
Photos
• Only use photos for which you have image rights. Don't circulate photos of others without their permission. • Avoid embarrassing photos and pictures without captions. Always keep in mind that what is shared over the internet can ultimately reach everyone, including your current or future superiors.
Smartphones and other mobile devices

Troll
This internet user writes exclusively for emotional provocation.

- Do not use a smartphone or mobile device while eating.
- In group settings, be present, and keep your smartphone or mobile device use to a minimum.
- Turn the sound off when you are at work or not at home.
- On public transport, make calls quietly.
- Only use your telephone in public areas in emergency cases.

Source: Prof. Dr. Karin Halbritter, 2020.

The Golden Rule on the internet applies equally in everyday life: Treat others as you would like to be treated. Growing casual contacts into sustainable relationships requires trust, which is the belief that another does not wish to cause you insult or injury. Without trust, relationships cannot develop. Trust grows through contact with others. According to Baber et al. (2015, pp. 83–87), it takes about six to eight meetings (ideally in person, but also possibly online) before trust is established in a relationship. You learn something new about the character and competence of the other with every meeting. You can observe their particular talents and skills, get an idea of their convictions, and assess how comfortable you feel with each other.

Trust building can be helped along by showing the other person your own character and competence. In other words, do not only talk about yourself, but show who you are through action.

Show character (Baber et al., 2015, pp. 83–104):

- Keep your word.
- Keep your appointments.
- Be reliable.
- Treat everyone fairly.
- Speak well of others, even if they are not present.
- Be generous in spirit—avoid bitterness.
- Push for win-win solutions.
- Avoid competitiveness. Work towards collaboration.
- If something goes wrong, correct it and make up for your mistakes liberally.
- Go the extra mile.
- Respect others' time and belongings.
- Say "Thank you!"

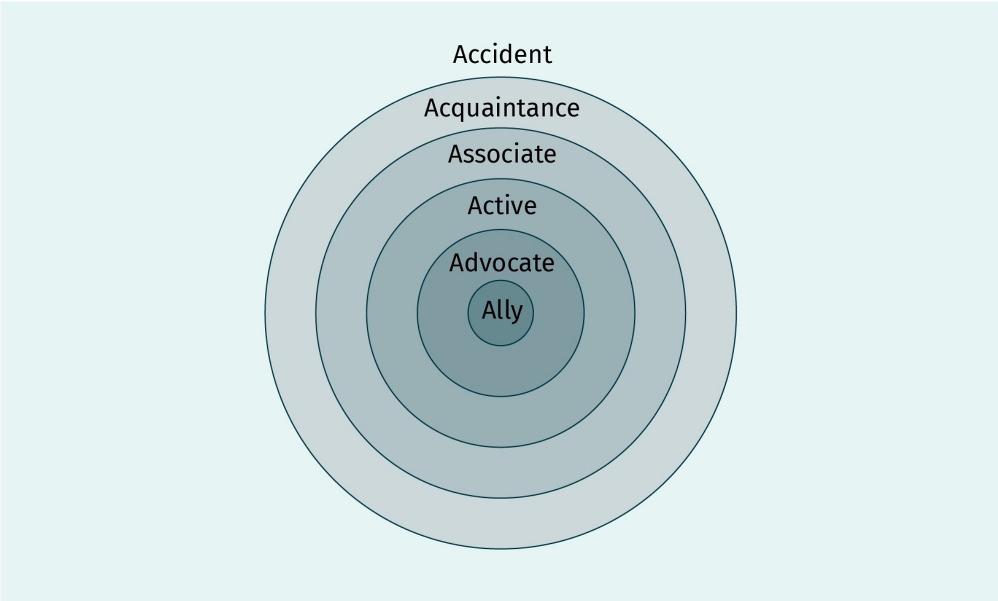
Show competence:

- Be happy to discuss your methods, processes, and ideas with others.
- Share your knowledge with others and expand it.
- Teach or support other people.
- Be active in trade media, blogs, etc., and ensure that you are perceived as an expert.
- Publish on the internet, in scholarly journals, etc.
- Give lectures, for example, as webinars on the internet, as videos on YouTube, or at live events.
- Make sure you have the right certificates for your goals.
- Work toward prizes and awards in your professional circles.
- Ensure that your work meets or exceeds expectations.

- Stay up-to-date in your profession and your areas of interest.
- Pursue lifelong learning.

Theoretically, it is possible to gain access to everyone through networks and be connected as “contacts” or even “friends”. However, these categories do not provide a true assessment of the relationship. For Baber et al. (2015, pp. 88–92), there are six levels of trust, distinguishing the depth and viability of relationships:

Figure 11: The Six Levels of Trust



Source: Baber et al., 2015, p. 89.

1. **Accidents**. You meet people in public places, either on the train or in an online forum. You may leave it at that, or you may keep in touch.
2. **Acquaintances**. Although you don't see each other regularly, you are in an analog or online network. You may have met them through another contact directly. Acquaintances can be bridges to new circles and networks. The extent to which this results in a deeper, more trusting relationship also depends on your common interests. The immensely large number of potential acquaintances alone makes selection and limitation necessary. You cannot maintain personal relationships with everyone. This also limits the capacity to develop personal trust. It is possible that the person who has introduced you would have placed their trust in you, but you still have to demonstrate your trustworthiness to the other person.
3. **Associates**. These are people in your groups or organizations. The sense of belonging here is the most unifying and bonding factor. At this level, projects can lay a foundation for future cooperation.

4. **Actives**. These are people with whom you spend your time, from sharing information to having lively discussions. The relationship has evolved past the initial levels, and you are now testing each other. Whether or not this testing is deliberate, you are looking to assess the strength of the current relationship and its potential. A positive result allows the relationship to develop further.
5. **Advocates**. People who are convinced of each other's character and competence, and have thus developed a high degree of trust, enjoy supporting each other. You go to the stake for somebody to remain loyal. This idiom says it all: The greater the mutual trust, the riskier things become, and the higher the risk you would take for each other.
6. **Allies**. This is a small group of people who know you best, from your chosen specialization to your habits and dreams. They know where you come from and where you're headed. Relations are closest and most sustainable at this level.

The path from contact to collaboration is through conversation (Baber et al., 2015, p. X). Strengthen your conversational skills by practicing the following:

1. Get talking. Engage in dialogue and build sustainable relationships by showing respect and appreciation for others, telling entertaining and humorous stories, and offering interesting information to your conversation partners.
2. Get curious. Ask questions with great interest that make people stop and think. Questions that show genuine interest in others go beyond the usual “small talk”. These questions invite the other person to say what they have to say. You can prepare yourself well for this by formulating your own favorite questions. The items below can provide some inspiration:
   a) “Tell me what you're dealing with these days.”
   b) “What have you been working on lately?”
   c) “What are you looking forward to doing? What fascinates you at the moment?”
   d) “Tell me your story.”
3. Listen carefully. Pay attention to these three important aspects:
   a) evidence of your interlocutor's character and competence,
   b) information about their talents and qualifications, and
   c) how you could support them.
4. Be generous. Offer resources and ideas that signal that you want to work together.
5. Keep in touch. This begins with a good initial conversation and continues with follow-up meetings, online or face-to-face. Stay in touch in a way that builds trust.

Reciprocity
This is the principle of giving and taking.

Trust is the basis for sustainable relationships. Building this takes time, and it is a reciprocal rather than one-sided process. While you can build trust by creating beneficial, enjoyable interactions and demonstrating your character and competence, you cannot force trust. Trust has to develop on its own. If you ask or even demand something from people with whom you do not share the required level of trust, you risk offending them. Nevertheless, a “leap of faith” on your part may strengthen the relationship. You can do this, for instance, by doing your counterpart a favor and exercising **reciprocity**, a classic principle for building relationships and cohesion in society. Encourage willingness to help each other by being the first to provide assistance or information (Martin et al., 2015, pp. 152–153).

2.3 Organizing Collaboration

Cooperation is most likely to succeed when people and organizations participate in a meaningful process that does justice to their respective interests, and focuses on an important goal to create attractive benefits (Martin et al., 2015, pp. 62–65). The challenge is creating the conditions for success (Kaats & Opheij, 2014, p. 9).

Four levels have to be prepared and maintained:

Figure 12: The Four Levels of Collaboration

Subject level

- Clarify the goal and task. What is to be done and why?
- Vision: What is the purpose and benefit of our collaboration?
- Targets: What are the (technical) goals of our collaboration?
- Results (if necessary, continually re-define these): which concrete results should be achieved (e.g., at a meeting, by the deadline)? What exactly, in what form, by when, with whom?
- Content: Which topics and content are relevant?
- Tasks: Which tasks have to be completed?

Structure level

- Clarify the process. Who does what, by when, with whom, and with what?
- Responsibilities: Who is in charge of which tasks?
- Forms of interaction: Which kind of meetings (online or face-to-face) do we hold?
- Communication channels: Which media or channels do we use for our communication?
- Information management: From where do we get the information that we need? Where and how do we store them?
- Principles of cooperation: How do we work together? How do we ensure compliance with this system (e.g., possible penalties)?
- Methods of collaboration: What is our system and what tools do we create to secure our results.

Relationship level

- Strive to build trust and energy.
- Trust: What (unusual) similarities do we have in common?
  What is the level of trust in our relationship?
  How can we further develop that trust?
- Interpersonal behavior: How do we deal with each other? What do we do concretely to accept, tolerate and ideally appreciate each other even if we are aware of our differen-ces?
- How do we recognize that our collaboration gives us enough valuable energy?
  How can we make sure of that? What informal events are we planning?
- Disruptions: How do we deal with incidents where things do not go as planned?
  How do we resolve conflict?

“Me” level

- Consider motivation and commitment.
- Personal investment: What are my motives for collaboration?
  How will this benefit me?
- My commitment: What am I committing myself to?
- My skills: What is my forte? What are my strengths?
- My limits: What are my weaknesses or what am I unwilling to do?
- My concrete contribution: What exactly do I bring to this collaboration?
- Personal responsibility: How do I ensure that I get what I need so that I can keep my commitment?

Source: Created on behalf of IU (2020).

When organizing targeted collaboration, most of us focus on factual and structural levels. Nevertheless, the relationship and ego levels are as important for building trust as they are a source of energy and motivation. Because the end of an event is likely to be remembered well, assuring a positive conclusion to each meeting is extremely beneficial and increases the likelihood of future positive interactions (Martin et al., 2015, pp. 244–246).

Predominantly online collaborations pose particular challenges that must be met with appropriate tools and conduct.

Table 4: **Media and Tools for Collaboration**

Media and Tools	Examples
Social networks offer users the opportunity to present themselves through profiles and network with each other ("add friends" or "contacts", form groups) through personal messages, status updates, or microblogs.	Facebook, Twitter, Instagram, Xing, LinkedIn, ResearchGate, Yammer
Online forums are virtual rooms for the time-delayed exchange of discussion contributions on topics ("threads"), to which users subscribe.	e-teaching.org, androidpit, GuteFrage, Discourse
Weblogs (Blogs) allow for public or private readers to follow and/or comment on process or topic diary entries.	WordPress, Blogger, Tumblr, SharePoint, Connections
Wikis are user-friendly, web-based authoring systems (content management system), where all visitors are allowed to make changes (open editing).	Wikipedia, OneNote, Evernote, Mediawiki
Instant messaging (IM) services are often combined with other features such as grouping, file sharing, voice-over IP, and video telephony.	WhatsApp, Snapchat, Threema
Document platforms are cloud services that allow for the creation, organization, and storage of individual files (e.g., ZIP files), as well as their sharing and synchronization across other platforms.	Dropbox, Fileshare, WeTransfer, OneDrive, SharePoint
Audio and video platforms allow for the creation of individual channels, as well as audio and video files uploading and sharing. Users can subscribe, download, comment on, favorite, share, or integrate the files into their own channels or websites (e.g., an embedded YouTube video in a blog).	YouTube, Vimeo, Soundcloud
Search engines are useful for all queries: general searches (e.g., Google), special searches (e.g., YouTube search) or personal searches (e.g., Docfetcher, Google Custom Search Engine).	Google, Bing, Ask
Communication platforms are the answer to the move toward "all-in-one" solutions. Services, such as Teams, Slack, or Discord blur the boundaries between IM, social networks, and document platforms. Users can contact each other in a variety of ways, organize groups, or conduct video meetings.	Slack, MS Teams, MS SharePoint, Discord

Source: Created on behalf of IU (2020), based on Sauter et al., 2018, p. 181.

Consider the following suggestions as you design your own opportunities for cooperation.

1. Appropriate communication channels: When an interaction uses limited sensory channels, this further limits the information that is transmitted and increases the risk for misunderstandings. When you sit with a person and talk with them, you not only hear the words, but also the tone of voice, as well as their facial expressions and posture. If, in contrast, you only have written information, you have significantly less information to work with.
   The range of communication channels available are listed here in decreasing contact intensity (Herrmann et al., 2012, p. 43):
   - face-to-face conversation
   - videoconference
   - phone call
   - instant messenger chat
   - e-mail
   - letter sent by post

   The less contact intense a communication channel is, the more important it is to pay close attention to the clearest possible wording, allow for sufficient exchange of information, and expect misunderstandings.

2. Informal and personal planning: Remember to plan informal meetings. Give yourself and your partners both personal space and time to relax. Nurture the relationship! Laughter and humor are particularly important for a successful business contact and experience (Martin et al., 2015, pp. 239–242).
3. Lively online meetings: Make sure your online meetings are clearly structured, but also entertaining. Create short, sharp presentations. Use striking images and graphics, as well as the tools your collaboration software provides.

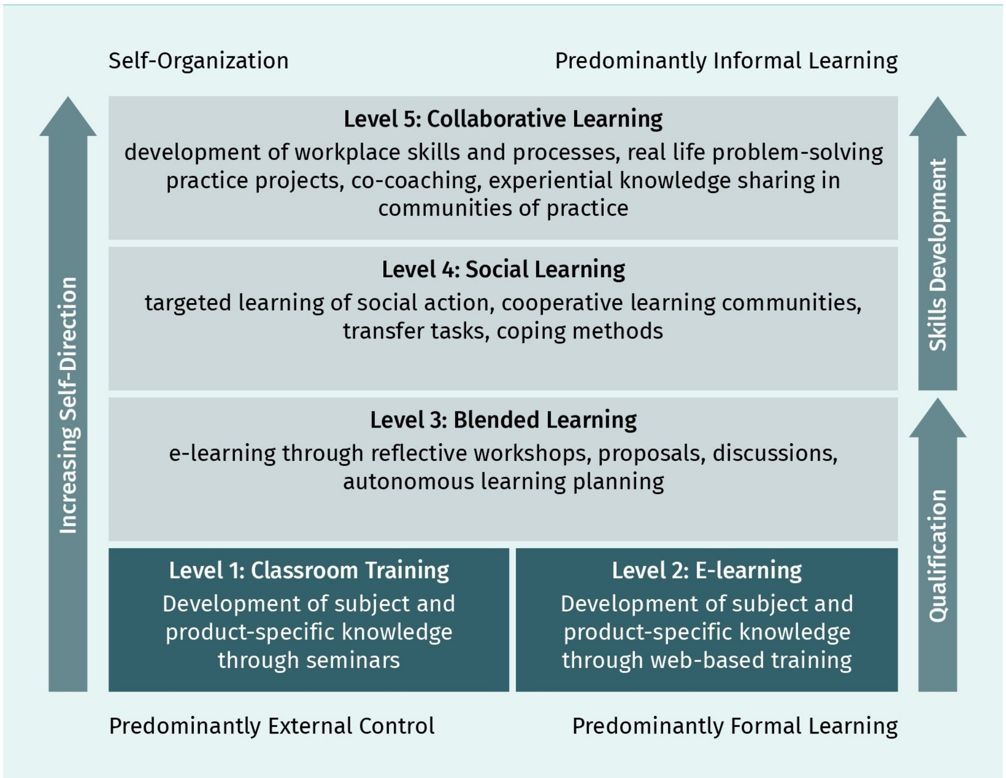
TIP
Always keep all four levels of cooperation in mind (i.e., subject, structure, relationship, and "me") and work actively to improve these.

2.4 Social Learning

Moving forward, learning will become even more self-directed and informal (Wenger, 1999). The following diagram shows the movement from predominantly externally-determined qualifications within institutionalized settings to predominantly self-directed collaborative learning for problem solving. This learning takes place in or around the workplace. New knowledge flows directly into work processes or is exchanged and further developed in **communities of practice** (Wenger, 1998).

Community of practice
This is a group of people facing similar tasks.

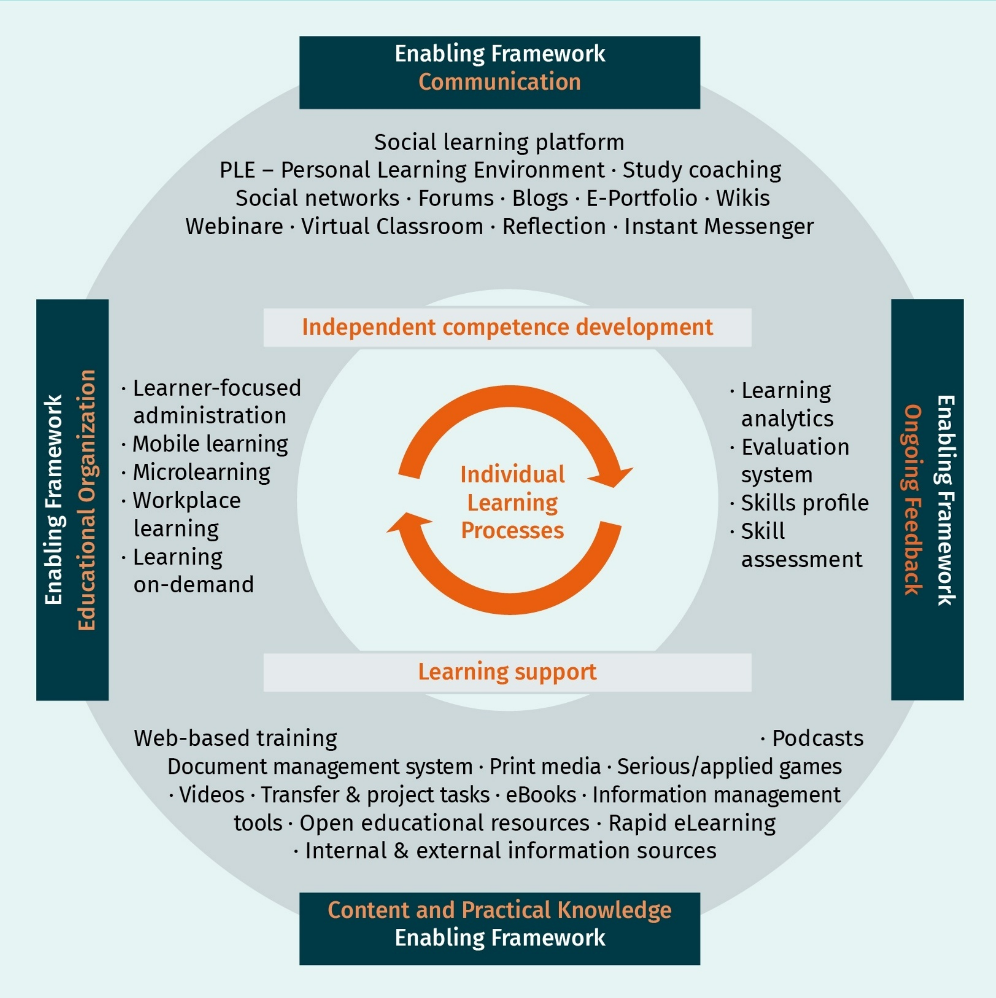
Figure 13: Collaborative Learning as a Model for the Future



Source: Sauter & Sauter, 2013, p. 147.

The figure below gives an overview of the framework for planning social and collaborative learning processes along with suitable media and methods.

Figure 14: Enabling Framework for Self-Organized, Social, and Collaborative Learning



Source: Created on behalf of IU (2020).

Individual learning processes emerge from the interaction of self-organized competence development and joint learning with learning partners (the "co-creators" of new knowledge). These actors can be fellow learners or teachers. Learning content and experience come from various digital and analog sources that are accessible through various channels. Communication also takes place synchronously or asynchronously in various settings and in different ways, be it in personal meetings, in small online groups, or in larger forums. This variety of media, methods, and settings enables the flexible and mobile organization of learning. It is important for one's own development that learners receive continuous feedback on their learning progress.

Sauter et al. (2018, pp. 19, 72) recommend learners design their own learning processes according to the 4C model (collective, collaborative, continuous, and connected). Moreover, they advocate an "agile" approach in interactions with others, i.e., self-determined, focused, courageous, and open.

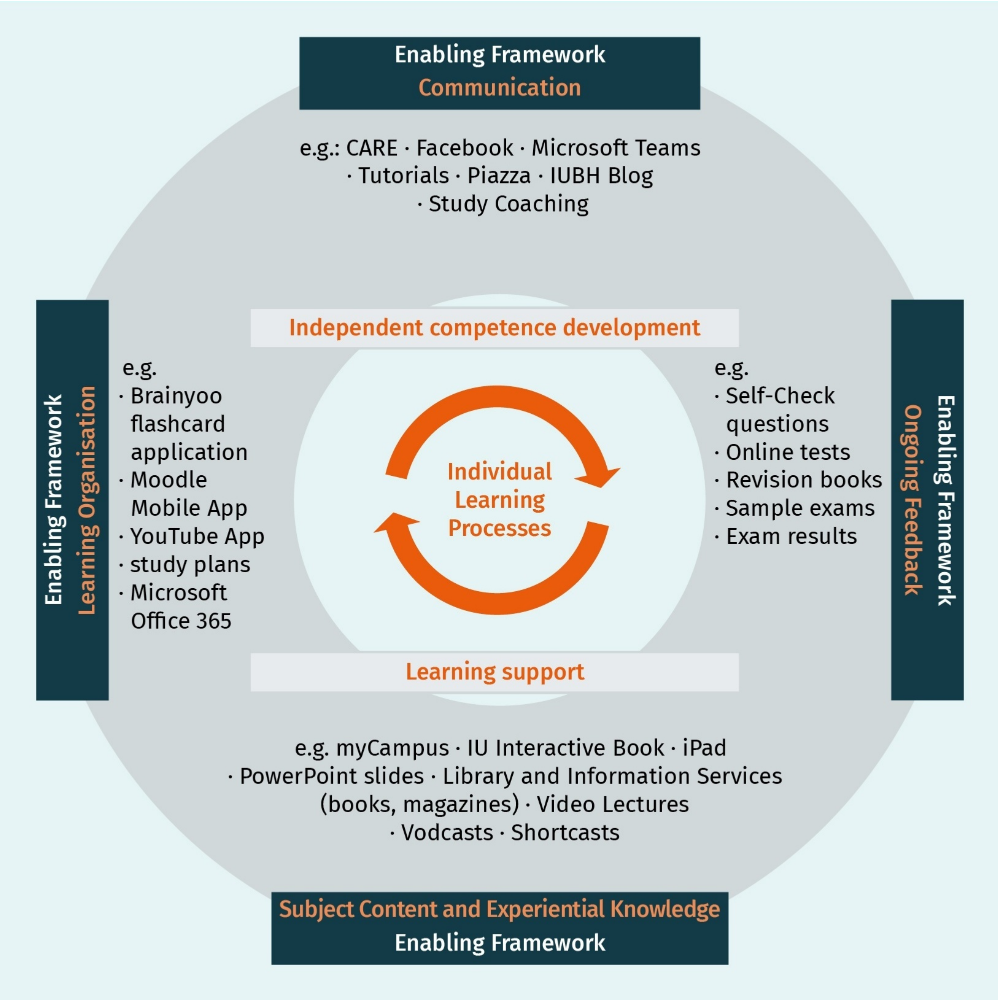
The figure above helps you to plan your own learning processes in this way:

1. **Learning support**: Find the right learning partners in your networks and establish access.
   Tip: Think of possible learning partners and networking opportunities. Who is facing similar tasks? What networks, forums, and groups deal with topics that match your learning goals? What contacts do you already have (on site or online)? Which mentors or tutors could accompany your learning process? When initiating cooperation, apply the information from this lesson.
2. **Communication**: Find and use the communication options (modes and tools) that match your purposes.
   Tip: Talk to your learning partners about which type of communication and which tools they prefer to use. Decide together what tools work best for each task.
3. **Learning content and experiential knowledge**: Discover the different analog and digital possibilities to access information.
   Tip: Consider which sources and media you have already used in the past and today.
4. **Learning organization**: Ensure that you organize yourself and your media **effectively** and efficiently. Create a satisfactory plan through straightforward negotiation and minimal effort.
   Get to know your learning partners: How do they organize their documents, projects, etc.? What tools do they use?
5. **Ongoing feedback**: Evaluate your learning progress on an ongoing basis, and regularly reflect on your learning behavior. Welcome feedback from your learning partners.

Effective
The effort results in the desired goal.

The following figure is an example of how self-organized, social, and collaborative learning at IU can be achieved (depending on the course of study).

Figure 15: Enabling Framework for Self-Organized, Social, and Collaborative Learning at IU



Source: Created on behalf of IU (2020).

From time to time, check to see whether the decisions you have made about media, tools, and channels are still appropriate or whether there are better, more effective options.

TRANSFER
Review your thoughts and expectations from the beginning of the unit. What is finished? What remains? How will you deal with the unresolved issues?

What are you taking from this? Think in writing. Thoughts alone are too vague.

- Start: I will begin to …
- Stop: I will give up ...

- Go: I will continue to ...

SUMMARY

Networking and cooperation can be initiated explicitly. Begin by selecting appropriate networks based on the theme or objectives. Gather joint experiences with potential cooperation partners and coordinate perspectives and working tools as needed.

Digital interactions also require courtesy. Trust in relationships develops over six stages with growing insight into the competence and character of each partner, from fleeting Accidents and Acquaintances to Associates, Actives, and Advocates to a few trusted Allies. Conversation leads the way from contact to collaboration.

Four levels are equally important for successful collaboration:

1. The subject level for target clarity
2. The structure level for process clarity
3. The relationship level for trust and energy
4. The “me” level for motivation and commitment

The choice of media must be appropriate for the goal of the interaction. In online cooperation, allow for informal and personal matters.

In the future, learning will increasingly focus on solving real-world problems. This development will require a self-organized and collaborative workplace. It will be necessary to find suitable learning companions and communication possibilities, expand knowledge sources, organize learning processes and results, and provide ongoing feedback for reflective learning behavior and progress.

UNIT 3

PERFORMANCE IN (ONLINE) TEAMS

STUDY GOALS

On completion of this unit, you will have learned …

- the basics of goal setting, role design, organization, and performance measurement in teams.
- how to effectively support team building and team flow.
- how Scrum can be used as a framework for agile project management.
- the benefits of various agile process methods.

3. PERFORMANCE IN (ONLINE) TEAMS

Introduction

“Great things in business are never done by one person; they are done by a team of people.” – Steve Jobs (Jobs, 2011)

Collaboration in groups and teams is an elementary component of human existence. Presently, it is also part of everyday life at school and university. About fifteen years ago, professors at Stanford University developed their own format for interdisciplinary student collaboration: the *d.school*. Here, students of medicine, architecture, computer science, business administration, psychology, and art, work together to solve complex problems from all areas of life in mixed teams. One of the questions was, for example, how to help people in developing countries who live in rural areas too far from an energy supply to access electricity. The result was *d.light*, an innovative, solar-powered light module, which has“transformed more than 140 milllion lives across 70 countries”, according to d.light's website (d.light.com, 2020). This lesson deals with what it takes for teamwork to function, especially in an increasingly online, networked world.

TRANSFER PREPARATION

Before continuing, prime yourself. Review the content and main topics.

What do I already know about this topic? What would I like to learn or better understand?

3.1 Goals, Roles, Organization, and Performance Measurement

Performance
Is measured through results or customer benefit

Working in a team is an important prerequisite for mastering the challenges of our networked VUCA world. Teamwork is advantageous if it creates synergies, i.e., if the commonly achieved **performance** is higher than the sum of the individual performances. This is not always the case. In this unit, you will learn what is necessary to add value through teamwork.

Team
While definitions of the term vary, we can say that a team is a social system of multiple members who cooperate formally and functionally.

Let's first look at the term **team**. It is used very differently depending on the context. When talking about or researching teams as distinct from other social (working) groups, the following five key features are highlighted most frequently, according to an extensive literature review conducted by Salas et al.(2005):

1. In a team, the activities of multiple individuals (the team members) are coordinated towards achieving a common goal.
2. Team members mutually monitor their performance, keeping an overview of other team member's activities and providing feedback if needed.
3. Team members distribute the workload amongst each other according to each individual's skills, requiring insight into other team member's abilities, responsibilities, and needs.
4. Teams need to be adaptable to external as well as team-internal changes, which might require redistributing the workload. A willingness to take on (or give up) workload accordingly is thus essential.
5. Teams are marked by a sense of community with a fundamental tenor of trust and enabled by good communication. In othre words, activities are team oriented.

In short:“a team is a small group of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable” (Katzenbach & Smith, 1993).

There are many different types of teams: the range extends from creative teams that develop freely; teams that are self-determined and work with non-judgmental results; purposeful and goal-oriented innovative teams; to largely externally determined, hierarchically managed work teams, with a decreasing degree of freedom.

The nature of a team can change with its tasks, as with the example of Stanford’s *d.school*. The interdisciplinary teams were tasked with creating a common and non-judgmental space. Once they had the idea for a lighting solution, the team became an innovation team to implement it. Now it was important to take a more goal-oriented approach in order to develop functional and marketable products. The production and marketing could be transferred to the working teams of the newly founded company *d.light* in order to bring the solar-powered light modules onto the market.

If a team performs particularly well, it is referred to as a “High Performance Team” (HPT) (Katzenbach & Smith, 2005, pp. 65–84) or a “Winning Team.”

Figure 16: Characteristics of a Winning Team

Source: Created on behalf of IU (2020), based on Google (n.d.).

While there is no magic formula for creating a winning team, researchers at Google have found that highly successful teams tend to have the following five factors in common(Google, n.d.):

1. Psychological safety: Members of a high performance team feel safe to ask questions and raise concerns. They feel that they can take the risk of appearing ignorant or incompetent.
2. Dependability: In a high performance team, members can rely on each other not to shirk responsibility but to deliver their assigned work within set deadlines.
3. Structure & Clarity: Individual and group level goals and the team member's role in achieving them is clearly laid out and understood by all members of a high performance team.

4. Meaning: Individuals attach meaning to their role within the team. This can be entirely personal, from paying your bills to fulfilling your dream.
5. Impact: Moreover, members of a high performance team feel that their work has a wider purpose, such as making a difference to the company, the wider community, or society in general.

Interestingly, once these things are in place, it does not seem to matter as much whether team members share an office or work mostly online (Google, n.d.).

To achieve psychological safety, dependability, structure and clarity, both communication and

Metacommunication
From the Greek meta (after, beyond), this term refers to communication about communication

metacommunicationare extremely important. The team must decide how they will communicate and coordinate. This type of planning will allow for analysis of teamwork, with regard to mutual responsibility, strengths, weaknesses, and possible disruptions.

Structure and Organization of Teams

How does a loosely associated group of individuals become a team, or even a high performance team? Based on Katzenbach and Smith we can identify six steps towards building a successful team (1993, Chapter 6).

1. Purpose

An essential characteristic of teams is to fulfil a task, self-assigned or not, and produce a benefit from it. It is important that the task is clear and inspires all team members sufficiently. An inspiring motto can bolster team motivation, e.g., an overarching slogan or binding theme. An attractive, motivating, and inspiring vision and mission also increase morale. The vision describes an inspiring future state, while the mission identifies the conduct to which team members commit themselves to fulfil the desired mission. While this is true for any collaboration, it becomes increasingly important the longer it exists.

SMART
The SMART acronym stands for specific, measurable, attractive, realistic, and timed.

The pursued goal will be more or less concrete depending on the team type. For the creative team, this comprises a more open-ended theme or motto goal (e.g., "electric light without an electricity grid"). The working team may use **"SMART"**goals (Doran, 1981) to include more details: what, who, how, when (e.g., "produce 1000 solar lamps on budget by the end of the year"). Formulate the goal as an approximation (Where do we want to go? What is to be achieved?) and not as an avoidance goal (What is to be prevented or avoided?).

2. Composition

People have to be professionally and mentally suited for each other. Ideally, you should only create a team with people who are capable and willing to deliver the required performance. Two essential interdisciplinary skills for teamwork are communication and conflict resolution skills. In addition, online collaboration requires sufficient skill with media, a high degree of initiative, and the ability to work independently.

Establishing favorable conditions is always important. Studies show that team members benefit from recognizing commonalities. It is particularly advantageous if these similarities are as unusual as possible and, therefore, quite rare outside the group (Martin et al., 2015, pp. 38–40). Consider how the team will discuss and manage perceived shortcomings in performance. As a team, you must ensure as best you can that neither the more highly performing slow down, nor the less capable become discouraged. That being said, people's skills (or their potential skills) should be taken into account when building a team. Team members should be able to fill the required roles.

3. Roles

Roles are created by either explicit or "natural" delegation over the course of collaboration because people automatically assume different **roles** in social interaction, depending on their behavioral tendencies and situational circumstances. Over time, it may become apparent who is a natural leader, who always has new ideas, who has a trained eye for mistakes, who works late, who creates graphics meticulously, or even who brings comic relief. Because a clarity in role designation is critical to a functioning team, these cannot always be left to chance. Functional role models help here because they make the necessary tasks and existing expectations transparent. Belbin (2015) differentiates between nine roles within the three main functions "knowledge, communication, action":

Role
A role is the sum of the behaviors expected of a person in a social situation.

1. Knowledge roles:
   - Plant (innovates, creates)
   - Monitor Evaluator (observes, evaluates)
   - Specialist (extends knowledge)
2. Communication roles:
   - Coordinator (purposefully delegates)
   - Resource Investigator (creates and strengthens external relationships)
   - Team worker (versatile, attends to morale)
3. Action roles:
   - Implementer (practical, efficient)
   - Completer Finisher (perfectionist, performs quality assurance)
   - Shaper (inspires, provides for goal–oriented activity)

Fill every role. This may mean that team members take on more than one role if there are fewer than nine people. Just because someone does not yet have a needed skill does not mean they cannot learn the necessary skills to fill a much needed role.

4. Rules

Each team member has his or her own ideas on collaboration. Communicate these ideas clearly and welcome discussion. What is important to each individual? What should we encourage? What should we avoid? Gather the answers and use them to create team rules. As with the objectives, confirmatory rules are more motivational and effective. For example, instead of "We don't oppress anybody, and we don't get in each other's way," use "We value different opinions as special values and listen carefully to each other." Additionally, discuss the consequences of disregarding the rules.

5. Performance

A team only really grows through working and developing together and achieving the jointly set out goals. Katzenbach & Smith (1993) therefore recommend:

1. Set at least some goals that can be achieved early on. These goals do not need to be particularly easy; the team does not even have to achieve them right away. An unaccomplished goal can teach the team a lot about team dynamics and processes.
2. Continue to consider new information and angles. This will protect against the team becoming complacent and falling into (potentially suboptimal) habits.
3. Spend time together, either in-person or online. Spending time together not only fosters interpersonal connections, it can also prompt new ideas and insights.

6. Assessment

Regular assessment and monitoring of team effectiveness and efficiency are essential for successful teamwork. The clearer you have formulated the goal and expected benefit at the start, the easier it will be to measure the degree of goal achievement over the course of your work. Set interim goals to assess the success of the cooperation. Metacommunication is again important here. The scheduling of the regular **performance measurement,** i.e., the **evaluation** of processing status and achieved results depends on the chosen organizational form. Remember that positive feedback and recognition of team member's efforts, regardless of the outcome, should not be neglected.

Performance Measurement
Evaluation of the service provided or the (customer) benefit

Evaluation
Assessment of the results as well as of the process

Special Features of Online Teams

Virtual Teams
Unlike conventional teams, virtual teams use technology to collaborate across space, time, and organizational boundaries.

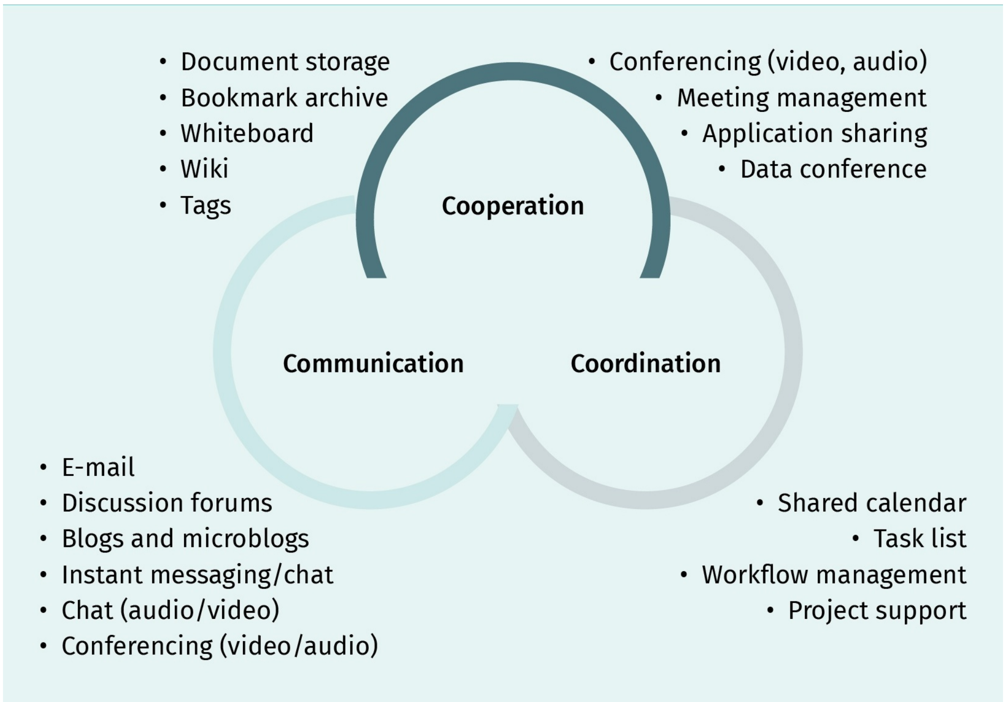
Traditional teamwork is face-to-face. **Virtual teams**, however, are gaining ever more relevance in our VUCA world. They collaborate across the globe, making use of the many technological communication and collaboration tools available today (Lipnack & Stamps, 2000, pp. 18–19). Virtual teams, like traditional teams working face-to-face, need a joint purpose and good communication to function well. Moreover, trust is particularly important when team members do not work in the same physical space. Several studies have found that virtual teams can be more productive and efficient than traditional teams (Ale Ebrahim et al., 2009).However, virtual teams also face unique challenges.

Cooperation, coordination, and communication require the use of suitable media, which must be selected and used in a goal-directed manner.

- While virtual communication is fast, it lacks certain elements of face-to-face communication. Different communication tools offer different degrees of sensory input: the information conveyed in an e-mail, for example, lacks a range of social cues a video call can offer, which in turn does not offer the same complexity an in-person interaction has. Virtual teams are therefore more vulnerable to miscommunication and mistrust, and it is harder to manage conflict once it arises (Ale Ebrahim et al., 2009). The choice of communication channel should take into account the complexity and importance of the task at hand.
- Team members can coordinate their tasks with the use of shared calendars and smart to-do lists.

- Shared drives and online platforms offer tools that allow members to cooperate, e.g. through editing the same document or adding to a mind-map or organisation board.

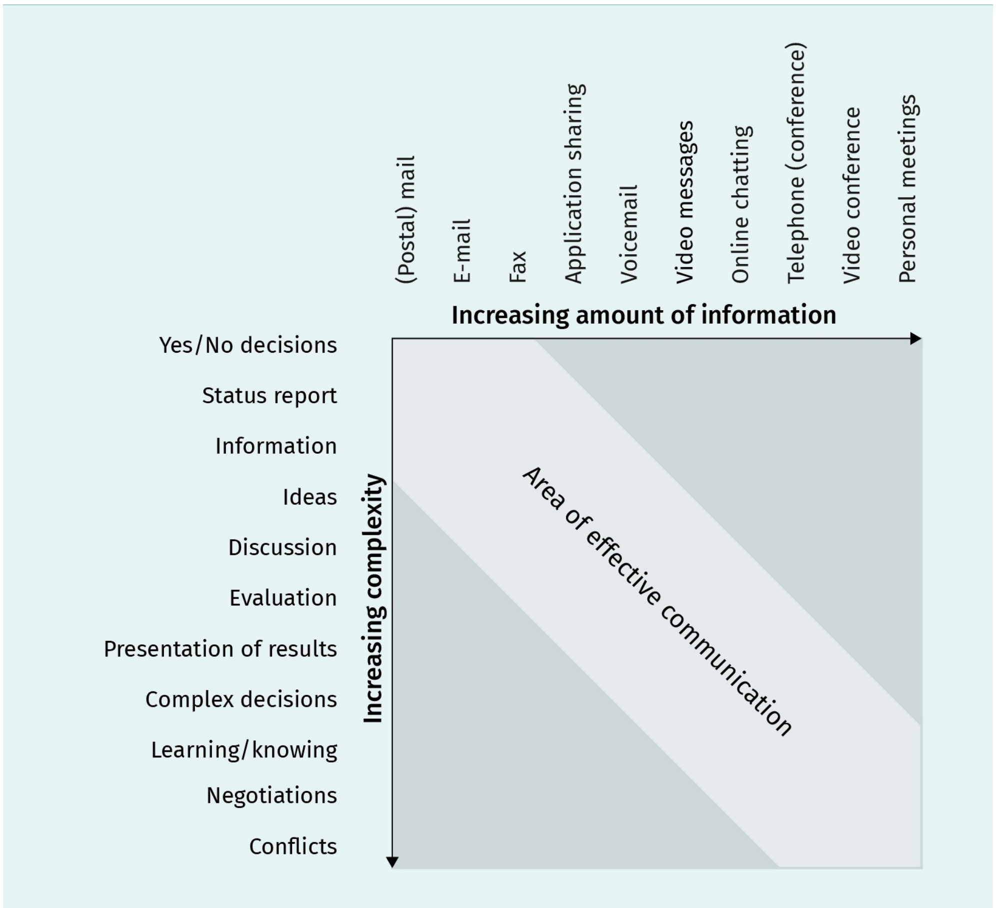
Figure 17: Appropriate Media Support



Source: Herrmann et al., 2012, p. 58.

- .

Figure 18: Media Richness Model



Source: Herrmann et al., 2012, p. 75.

- The online team emerges from active communication through one of the mediums. Incomplete information and uncertainty is common. Because of this, carefully consider the task from the variety of available perspectives.
- Particularly when managing remotely, it is important to deliver action and guidance in a result-oriented manner and to consciously plan activities and measures in order to build trust and promote social networking. Supplementary face-to-face meetings have also proven to be beneficial.

3.2 Team Building and Team Flow

Team Building
Refers to the process of building and promoting team collaboration

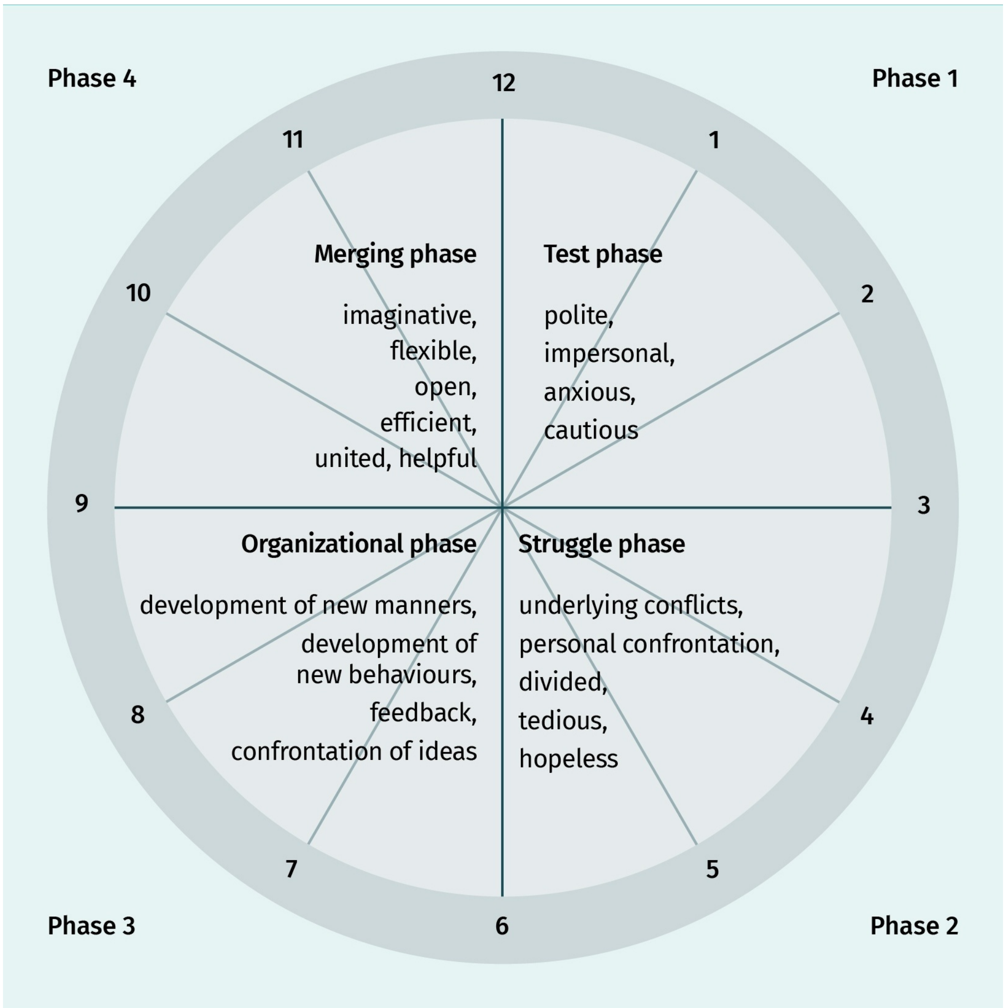
With **team building** and **team flow** you can effectively support good collaboration and performance. “Ideal models” are often used to illustrate team development. One of these is Tuckman's phase model, which describes the process a team goes through: “Forming” (orientation phase), “Storming” (combat and conflict phase), “Norming” (rule-finding phase), “Performing” (performance phase), and “Adjourning” (dissolution phase) over time (Tuckman & Jensen, 2010).

In reality, teamwork usually develops in much more confusing and unsystematic ways. Expect both progress and setbacks. Different stages can often occur simultaneously. For instance, it may be the case that teamwork for a partial task is already routine and efficient, while there are still large differences of opinion regarding other tasks, perhaps even leading to power struggles. In practice, thus, assessment will be in as many variations as there are team members, depending on their current focus and position.

Team Flow
Describes the steady effort in cooperation, in which the moving energy allows for creative thinking

Francis and Young (2007, pp. 172–173) have designed a team development clock based on the ideal-typical models, which can be used to highlight possible differences in personal assessments during development and address any obstacles to performance.

Figure 19: Team Development Clock



Source: Francis & Young, 2002, p. 173.

The team development clock also serves as an instrument for regular team reflection: Ask yourself and all other team members independently what “time” it is in the team, and ask them to mark the respective position on the clock. The comparison of personal “times” can be a good basis for further team building: Where are the differences? Where are there indications of disruption? What would be more beneficial and conducive for the objectives and tasks? It is important that the analysis consider all four levels of cooperation. The following types of questions will help:

- **subject level (goals and tasks clarity)**
  What are we doing? Why? How clear are each team member's vision, goals, desired (interim) results, content, and respective tasks in our collaboration? How do we ensure that we adapt content and tasks to new goals and the expectation of results?
- **structure level (process clarity)**
  Who does what, until when, with whom, and with what? How precisely and transparently have we defined responsibilities, forms of interaction, communication channels, information management, and the principles and methods of our collaboration? How consistently do we adhere to them? How (well) do we ensure that our structures adapt to changing requirements or framework conditions?
- **relationship level (trust and energy)**
  To what extent do we trust, **accept**, **tolerate**, and **appreciate** each other? How do we ensure fun and supportive energy? What do we do with disruption and conflict?
- **"me"-level (motivation and commitment)**
  How clear is everyone about their own motives and interests, competencies, and limitations? How strong is commitment and personal responsibility? What (so far) are the concrete contributions of each individual?

Accept
Act of acknowledging without judging

Tolerate
Act of acknowledging and accepting something as equal

Appreciate
Act of recognizing something as valuable

In truth, team building continues as long as the team exists. This requires ongoing organization and guidance at the four levels of collaboration. It is advantageous and practical if you use routines that are suitable for repetitive coordination and procedural tasks. This simplification minimizes tedious and costly decision-making processes.

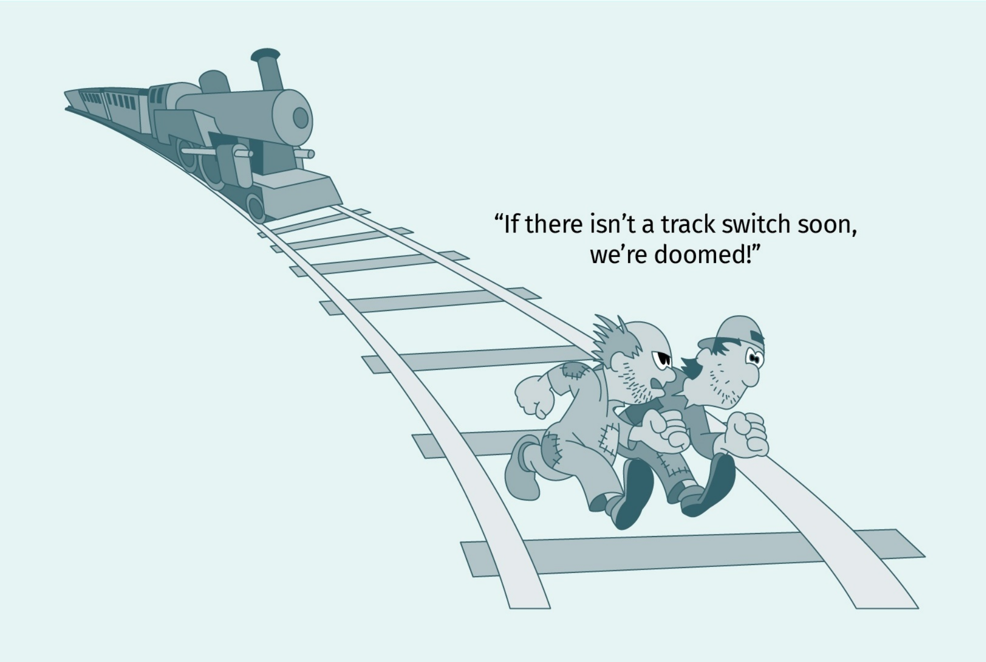
According to Herrmann et al. (2012, pp. 148–149), agreements must be on the following points, especially in online teams:

1. Accessibility: contact times, routes, data; sending and retrieving information (collection/delivery, retrieval frequency, response time); strategies to prevent information overload
2. Document creation and storage: style guide (format, layout, language), naming conventions, folder structure, version management, transparency, and privacy
3. Communication for the team environment: Determining core and peripheral team members; communication channels, frequency, intensity; boundary setting, multiple group membership (collisions? solutions?)
4. Communication within the team: regular reflection on communication; dealing with "relationship disorders," obligatory conflict management

Nevertheless, team performance can always be compromised. Common struggles are summarized below.

- **Groupthink**: Groups can have a neutralizing effect on different views and opinions. This can lead to individuals feeling pressure to conform and no longer daring to take a different view (Goleman, 1999, p. 241) resulting in collective cluelessness (Simon, 2018). It is therefore important that you always encourage yourself and others consciously to contradict and consider opposing views (Dobelli, 2019b, p. 102). This is particularly important in teamwork of lengthy duration, where there is a general decrease in the exchange of preferences and views, and a growing tendency towards “moral lies” to protect relationships (Martin et al., 2015, pp. 43–45).

Figure 20: Shared Folly: An Example of Collective Cluelessness



Source: Simon, 2018, p. 16.

- **Wasted time**: In our VUCA world, many tasks are complex. The more complex the task, the greater the dependence on teamwork and mutual agreement on the approach. Coordination processes and discussions take time, especially with controversial topics. This time investment is validated when the increase of diversity and sustained team performance remains high. In teams, however, there are always tasks in which collaboration does not bring any benefit and that can be completed more effectively and efficiently through solitary concentration. Alternate group work with individual work.

  Time is often lost in meetings when participants have not completed their assignments or are not sufficiently prepared. This can become more problematic when tasks are interdependent and when teamwork occurs online more often. If this occurs more frequently, adapt the rules and develop deterrent measures or penalties.
- **Free riding**: Individual team members do not strive for their best, but rely on others on the **TEAM**. This “laziness” is most common when teams are too large (over 8–10 members) or when collaboration is strictly online, making it hard to identify specific contributions. Consequently, ensure sufficient “visibility” with suitable measures and compare each contribution as necessary (Dobelli, 2019b, p. 138).

TEAM
In German (“Toll, ein anderer macht's!”), this acronym translates to “Great, someone else will do it!”

Flow
This state is defined by smoothness of work, regardless of time and effort.

Teams can work most efficiently when the team energy moves effortlessly, i.e., when each team member is fully concentrated on a task that is suitable to their expertise. Burow (2015) calls this "team flow," in reference to Mihaly Csikszentmihalyi's flow concept. **Flow** is the result of "inner convictions, values, and motifs agree[ing] with the set of requirements" (Braun & Müller, 2009, p. 47, translated by the author). Burow uses the example of a successful jam session in which the individual musicians improvise a melody with their instruments to create a complete work through the dialogue and harmony of individual voices. It is not merely a grouping of contributions, but the creation of something new. You can also observe and learn this kind of collaboration in improvisational theater. On stage, the actor accepts others' suggestions and invitations, and adds their own flare. If one of the actors has started with the idea that the dramatic piece is set on a stranded pirate ship, the others should develop the scene in this setting with their own associations. Countering with a new idea interrupts the flow, e.g., the emergency landing of a plane that has run out of fuel. However, it is also important for you to reveal your ability through an interesting and inspiring response. To achieve a free flow of energy, address the following concepts in the team (Burow, 2000, pp. 94–95):

- a constructive culture of conflict. What is needed is a climate that "encourages divergent thinking and contradiction. Teams should reflect on the quality of their work after each session. Apply the feedback rule: 'Tough on the issue! Soft on the person!'" (p. 94, translated by the author).
- a sufficient dynamic. Team members have to accept and tolerate each other in their diversity and otherness. A team needs a variety of skills and behaviors and a united mind toward goals.
- independence. Differentiation and separation processes are part of the creative cycle. Use the best of both worlds: the peace and concentration of individual work and the connection and exchange of ideas of collaborative work.

Although it may not be easy, Burow advises: "If you feel that you are no longer in the business with energy and passion, then change your group!" (p. 95, translated by the author). Rather than artificially keeping them alive, dissolve dysfunctional teams.

3.3 Agile Project Management with Scrum

Scrum is a valuable framework for agile process management.

Teams are formed so that different functions can work together to achieve the desired result or benefit as effectively and efficiently as possible. In a dynamic environment with rapidly changing requirements and expectations, it is necessary to make collaboration flexible enough to implement changes quickly without wasting effort on changing targets, processes, and rules. As the Stacey Matrix clearly illustrates, classic project management methods with a project manager and predefined milestones are usually insufficient.

Agile Mindset

Agile process methods and procedures involve the entire team in planning, design, and process improvements. Team members receive the information they need faster and make decisions more effectively, as compared to waiting for the project manager's decisions. This makes it easier to adapt tasks and processes in the work process to altered requirements and allow for immediate error correction.

Agile process methods
The agile method is based on "Manifesto for Agile Software Development" (2001).

The successful application of agile methods requires an agile mindset. This is based on commitment, feedback, focus, communication, courage, respect, simplicity, and openness (Hofert, 2018, p. 11). Being agile, therefore, means engaging and interacting in a self-determined, self-responsible, and focused manner; showing courage and willingness to change; demanding feedback and applying improvements; being respectful and open to others; and maintaining the perspective that everyone is doing their best (Sauter et al., 2018, p. 72). The success of agile practices largely depends on everyone involved understanding and working with an agile mindset (Stellman & Greene, 2019, p. 50). Otherwise, their application, feels more like an obstinate and costly spouting of principled rhetoric, which usually leads to a team looking for seemingly less expensive alternatives. The benefits of agile concepts and practices are lost.

Scrum

There are different frameworks for agile project management and agile product development. **Scrum**, one of the most popular options, provides a structured framework with a flowchart of standardized elements:

Scrum
In rugby, the players form a tight formation (scrum) to make space for the back team.

1. **Roles:** The Scrum team consists of
   a) the Product Owner, an elected team member who prioritizes requirements, manages the **product backlog** and takes over the tasks after each sprint;
   b) the Scrum Master, a coach who minimizes obstacles, and ensures compliance with the framework and necessary framework conditions;
   c) the Implementation Team, a self-organized group, responsible for the implementation of the requirements; and
   d) stakeholders, who are all affected parties, e.g., external clients or other employees. The most important stakeholders are the "customers", or users.
2. **Iteration/Sprints:** The project is divided into sprints. These periods last between one to four weeks following the Scrum pattern. At the beginning of a sprint, the implementation team carries out a "sprint planning" to determine which orders or partial solutions from the product backlog are to be completed and migrated to the sprint backlog, i.e., to storage of pending orders. Next, the tasks are broken down based on the assessment measurements of finished tasks (DoD: Definition of Done). Each task is to be completed within a day. Each sprint ends with a review and reflection. Once backlog entries are completed and delivered, these are termed increments, i.e., individual steps toward a completed order.
3. **Daily Scrum:** The implementation team updates the status through a **stand-up**. The update is based on three key questions, each of which answers the sprint target briefly and concisely: What did I do yesterday? What am I going to do today? What is holding me back?

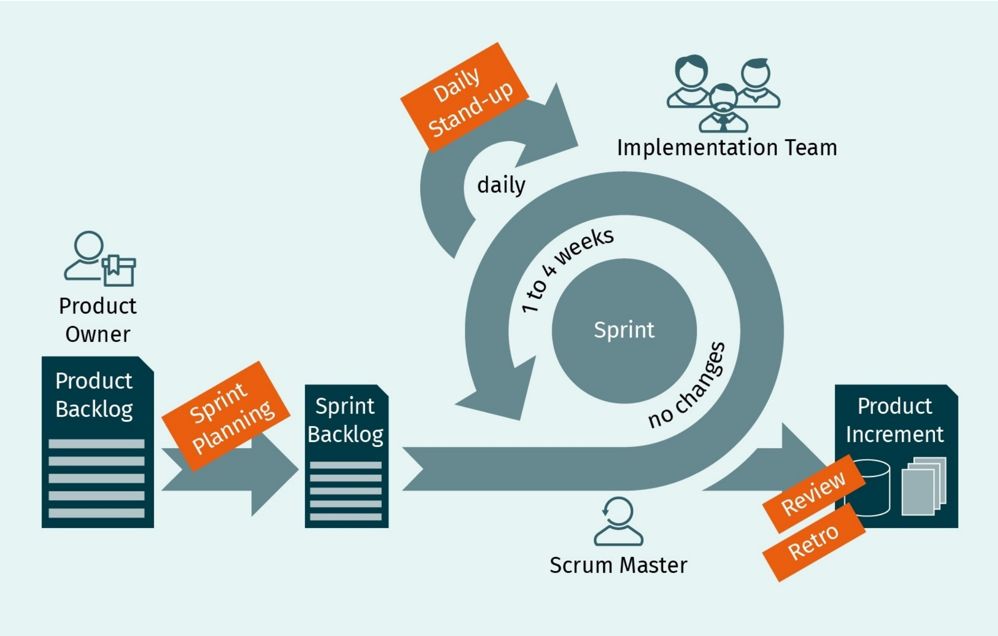
Product Backlog
Pending orders are stored here.

Stand-up
Participants meet daily in a standing huddle for a maximum of 15 minutes.

4. **Sprint Review (Review):** The entire Scrum team and the relevant stakeholders meet at the end of a sprint. The team presents the results and receives feedback. There is also a discussion about the following sprint.
5. **Retrospective (Retro):** Following the review, the Scrum team reflects on the collaboration, discovers potential improvements, and determines modifications for the following sprints.

The above elements are divided into events (sprint, sprint planning, daily scrum, sprint review, and retrospective) and artifacts (product backlog, sprint backlog, and increment) (Sauter et al., 2018, pp. 35–37; Stellman & Greene, 2019, pp. 12, 71–103).

Figure 21: Scrum



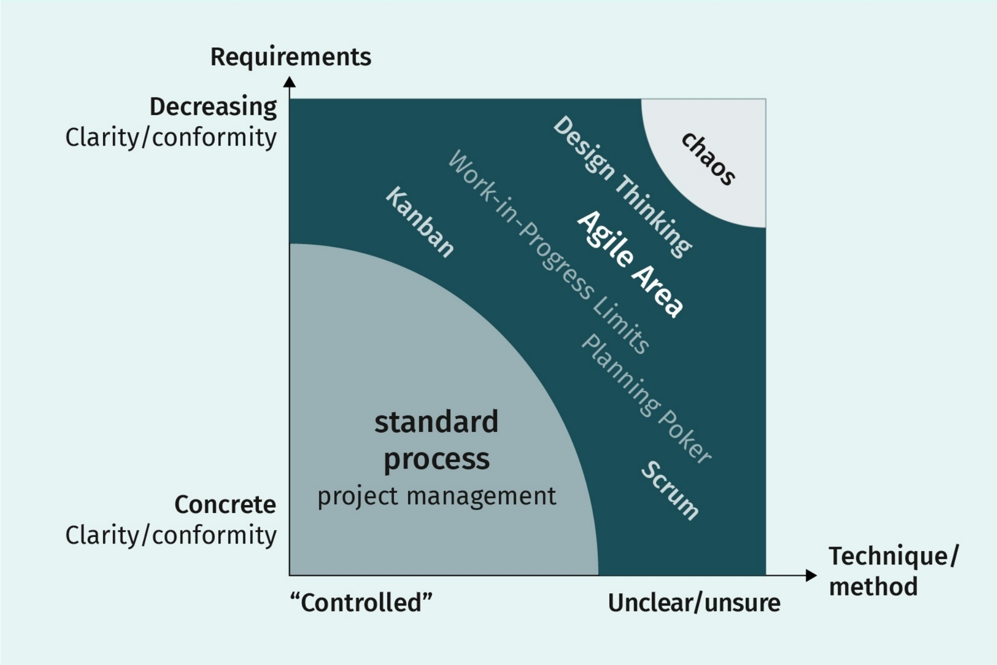
Source: Sauter et al., 2018, p. 36.

3.4 Other Agile Methods

Agile values
Include commitment, feedback, focus, communication, courage, respect, simplicity and openness

Based on **agile values**, a multitude of elements developed from project or innovation management can be combined to form different methods. Ultimately, it is a question of acting in complex situations, i.e., of proceeding methodically even when there is lack of clarity and uncertainty regarding both the requirements and the procedure. The following diagram illustrates the connections. In complex situations, agile methods are superior to classical project management.

Figure 22: Agile Methods for Complex Situations



Source: Komus & Schmidt, 2018, pp. 4–5.

Examples of elements in agile project management are Planning Poker and Work-in-Progress limits, which are used in various methods, such as Scrum or Kanban. Below you will learn what these concepts are all about, and how Design Thinking can help you develop groundbreaking ideas and unbeatably profitable products.

Kanban

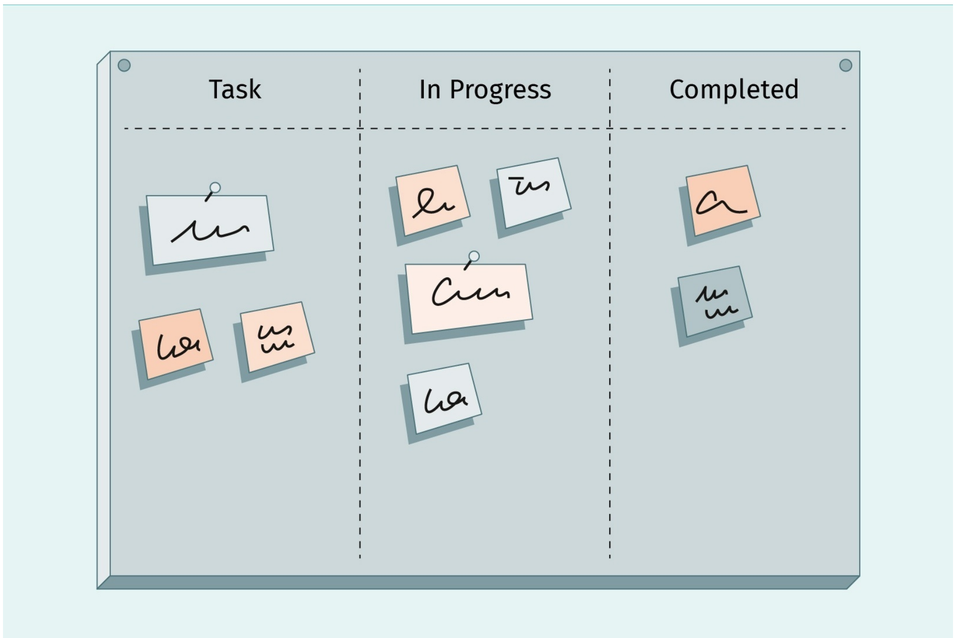
Kanban improves and designs **lean** processes. While Scrum provides a framework for agile project management, Kanban is a visualization method especially suitable for the continuous improvement of teamwork. There are four basic steps (Sauter et al., 2018, pp. 41–42):

Kanban
This term is from the Japanese for signal (kan) card (ban).

Lean
Refers to a focus on value-adding activities and their efficiency

1. Visualize your current work. You can do this at any time. What is your process? What are your steps? What is the result? How does this result contribute to the overall work? All team members complete this reflection.
2. Create a Kanban Board, collecting all team members' tasks at their respective processing statuses.

Figure 23: Kanban Board



Source: Summerer & Maisberger, 2018, p. 130.

3. The product owner prioritizes the work packages, alone or together with the team members. The tasks are created, processed, and updated during stand-ups.
4. As a team, reflect on the process and result.

Planning Poker with Story Points

The organization of resources is also part of complex project planning. Stellman and Greene's (2019, pp. 132–133) "Planning Poker" is a fitting example. The team reviews every task in the backlog and ensures that each member understands the "user story," i.e., understands the desired results or the customer's request. Once this is established, each member estimates through a point value how much effort the task requires. The respective "story points" are thus visualized. If the team has chosen to write numbers on individual cards, for example, the cards could be sorted according to value. If the estimated values differ, the respective team member explains the highest and lowest values. Through this exercise, all members can learn valuable information that they have not taken into account. The team reconsiders their points and repeats the process. If deviations reappear, the extreme values are explained and estimated again. This practice repeats until the team agrees on a value.

Planning Poker is effective because it allows each team member a clearer understanding of tasks and a consensus on both the estimated effort and procedure.

Work-in-Progress (WIP) Limits

Work-in-Progress (WIP) limits is a practice that ensures smooth workflow and helps avoid overload. It limits the maximum number of tasks begun, shifting the distribution of tasks and orders from push to pull. In a push system, the team or member receives all orders at once, resulting in overwhelmed workers, unfinished tasks, and increased pressure. In a pull system, the team or team member begins a new order once the current one is processed. This strategy enables focused, effective, and efficient work.

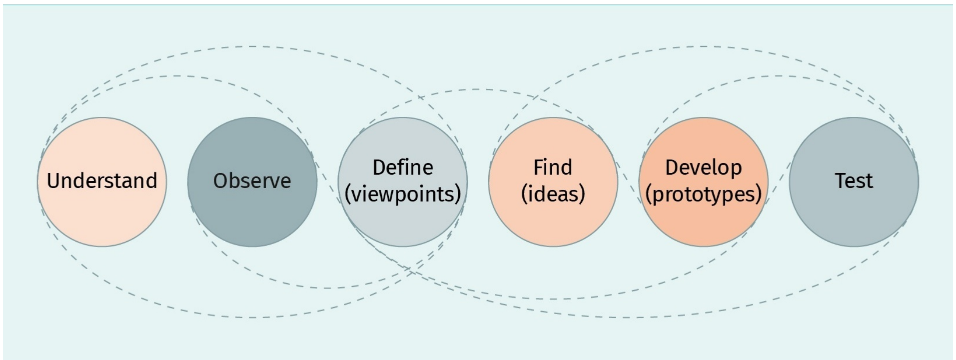
In other words, stop starting and start finishing: "A completed task brings the customer greater added value than ten partially completed tasks" (Summerer & Maisberger, 2018, p. 132, translated by the author).

Design Thinking

The aim of Design Thinking is to find ideas and develop products that provide outstanding customer benefits. This method has three important considerations:

1. Collaboration in heterogeneous groups reflects a variety of views, opinions, and fields of application due to their various competencies.
2. Iterative loops are launched from common understanding, observation, defined viewpoints, and are used to find and concretize ideas quickly through without finished prototypes or user testing. This system allows for quick feedback that lends itself to improved mutual understanding, observation, etc. in the next phase. The iterative procedure also regularly allows reversals, as indicated by the dashes in the figure. These iterations occur on different levels until the final product, from the creative team's first attempt to the innovation team's ongoing product improvement.

Figure 24: Iterative Design Thinking



Source: Summerer & Maisberger, 2018, p. 143.

3. All participants and activities remain focused on the target group's viewpoints. For the sake of learning and improving, everyone is open and ready to fail.

A common setting at all levels is the design thinking workshop. For this purpose, an interdisciplinary circle of people is invited to exchange ideas with each other. Everything is made visible. One or more moderators use suitable methods and rules to "ensure that a creative flow develops among the participants, lasts as long as possible, and remains productive" (Erbeldinger & Ramge, 2013, p. 39, translated by the author).

Incremental
gradual
Disruptive
These items negatively affect the existing equilibrium.

The benefit of a focused, iterative approach connects the individual phases and integrates a wide variety of perspectives. In this way, both **incremental** and **disruptive** innovations succeed.

TRANSFER
Reflect on your thoughts and expectations at the beginning of the unit. What questions have been answered? What still remains? How will you deal with the unresolved issues?

What are taking from this? Think in writing. Thoughts alone are too vague.

- Start: I will start to …
- Stop: I will cease …
- Go: I will continue to …

SUMMARY
A team is a social system that is function-specific and shares tasks and goals. Teamwork does not succeed by chance, but must be deliberately designed. Heterogeneity of skills, homogeneity of goals and commitment as well as metacommunication are important for good performance. Ideally, the team building process takes place in five stages: (1) sense, (2) people, (3) roles, (4) process, and (5) goal. Particularly for digital teams, media must be selected to suit the respective communication tasks and situations.

Team building should promote teamwork. It is important to keep an eye on the "team clock" and to reflect continuously on four levels (subject, structure, relationship, "me"). Common pitfalls include groupthink, time wasting, and freeloading. A constructive culture of conflict, sufficient dynamism, and short-term downtime can enhance team flow, resulting in high team performance.

Agile process methods and concepts help to manage complexity through iterative action through rapid feedback and immediate implementation of new learning. This only works with an agile mindset based on agile values: commitment, feedback, focus, communication, courage, respect, simplicity, and openness. Scrum is an agile project management method. Typically, this method includes events (Sprint, Sprint Planning, Daily Scrum, Sprint Review, and Retrospective) and artifacts (e.g., Product Backlog, Sprint Backlog, and Increment).

Other examples of agile process concepts are Design Thinking for product and idea development or Kanban for process optimization. Agile building blocks, such as Planning Poker for resource planning or Work-in-Progress Limits for smooth workflows are also common.

UNIT 4

COMMUNICATING AND CONVINCING

STUDY GOALS

On completion of this unit, you will have learned ...

- the extent to which human communication can be understood as social interaction.
- the elements of successful communication.
- different ways of communication and how to distinguish between them.
- strategies for comprehensible and descriptive communication.
- how to foster and benefit from an open, empathetic, and appreciative attitude.
- the benefits of active listening, and strategies for arguing and motivating.
- how to analyze and improve personal communication and argumentative skills.

4. COMMUNICATING AND CONVINCING

Introduction

Through interpersonal communication, we open ourselves to the world and to a new version of ourselves. It is worth taking a closer look at what communication is, how it works, and what it takes to convince other people.

There are two sides to keep in mind when communicating and persuading others. Obviously, we focus on expressing our thoughts and feelings in an understandable and comprehensible way. It should be just as obvious that we understand the thoughts and feelings of others. In this unit, you will receive a wealth of suggestions for both sides to question and improve your communication skills. Remember to practice, practice, practice!

TRANSFER PREPARATION
Before continuing, prime yourself. Review the content and main topics.

What do I already know about this topic? What would I like to learn or better understand?

4.1 Communication as Social Interaction

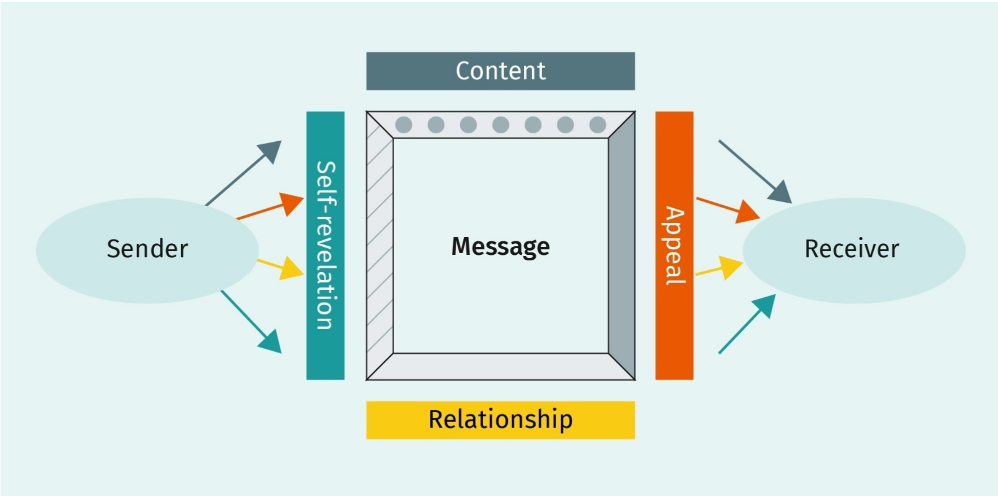
Many models describe or explain communication. The necessary basic elements of communication are usually presented as a triad, whereby different designations are used depending on the model and understanding of communication (Nöth, 2000, p. 235):

1. A person (e.g., communicator, broadcaster, speaker, author) intending to communicate,
2. A second person (e.g., recipient, receiver, listener, reader), and
3. Content (e.g., character, message, speech, text).

What is your idea of how communication works? You may remember that a sender sends an encrypted (encoded) message via a channel to a receiver that records and decrypts (decodes) it. This idea corresponds to “channel theory,” likely the most common explanation of communication. A well-known example of this is Shannon and Weaver’s mid-twentieth century transmitter-receiver model for communication technology. Communication psychology has adopted this model to correspond more closely to the diversity and multidimensional nature of communicative behavior in humans.

An example of this is Schulz von Thun's (2019, p. 33) four-page, one-message model. According to this model, the information (content) is only one page of a message. There are three additional pages available to the sender: information about themself (self-revelation), an opinion on how to relate to the other (relationship), and an appeal. The recipient "decodes" the information, and decides to respond and emphasize any of the pieces of information.

Figure 25: The Four Pages (Aspects) of a Message



Source: Schulz von Thun, 2019, p. 33.

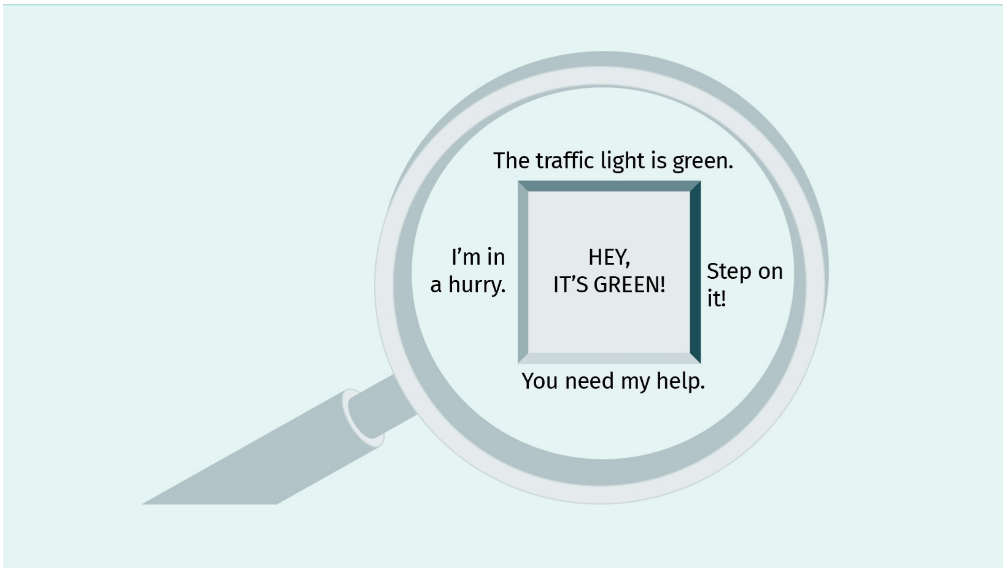
Schulz von Thun explains this model with the following example: A woman is driving toward a traffic light. The passenger says, "Hey, it's green". The driver replies, "Who's driving? You or me?"

Figure 26: Messages in Daily Life

Source: Schulz von Thun, 2019, p. 28.

From the point of view of the four-sided model, the passenger sends information about the color of the traffic light ("The traffic light is green"). This utterance implies the self-revelation ("I'm in a hurry"); an assessment on the relationship level that the other person cannot drive ("You need my help"); or the "unspoken" appeal to "step on the gas".

Figure 27: The Subtext of a Message



Source: Schulz von Thun, 2019, p. 34.

The driver now chooses (more unconsciously than consciously in everyday life) which aspect or information of the message to perceive, i.e., which of her "four ears" to use, and how to respond.

TRANSFER

Think quickly. To which side of the message does she reply with her remark: "Who's driving, me or you?" How else could she have responded?

She probably responds either to the presumed relationship message or to the appeal—in any case she responds with a rebuff. She could also have responded to the factual message with a mere "yes", or simply remained silent.

The four-sided model of a message shows very clearly that communication is multi-dimensional. Further, it shows that communication is not only about the factual content but also about the relationship and feelings.

This model is often used in communication seminars to analyze behavior in communication and to receive suggestions for modification. You can use this, for instance, to find out whether you have "preferred" channels for sending or receiving messages in certain situations or with certain people. It could be, for example, that someone likes to react to appeals made by a significant other, which they perceive in their statements. Relationships can become tense because each partner resists these unspoken appeals while denying having sent them at all. The four-sided model helps to make us aware of this. A recipient can decide to activate another reception or transmission channel in a targeted manner, e.g., to be more attentive and responsive to the facts or to the self-revelation.

In daily life, we are often too busy to consider all possible sides of a message. Moreover, it is not at all the case that what the interviewees say and how they do it is done independently of each other. When one person speaks with another, they are the "sender" of the speech act, but they are also the receiver. This is because the listener is also "sending" messages about what they are thinking or feeling at that moment. In essence, the receiver influences the speaker and the message. Because of this overlap, it may be difficult or even impossible to determine the exact message: "Is it the explicit information or implied meaning? What did the recipient consciously understand? Alternatively, is the message subconsciously influencing the recipient?" (Storch & Tschacher, 2016, p. 59, translated by the author).

Perhaps you are also familiar with these rather unpleasant thoughts and discussions about what someone might not have said but may have meant, or when a statement was unintentionally hurtful. Over-interpretation increases the danger of failed communication.

Storch and Tschacher (2016) argue for "a return to simplicity and suggest we simply assume that what a person says is all there is to go on. We should stop trying to decipher some hidden message inside, and should not look for something that is supposedly unconscious. Such affairs are better handled by professionals (who may fail because of it, although more professionally). In everyday communication it is completely sufficient to work with what you have at your disposal" (p. 19, translated by the author).

The very origin of the term communication indicates that it is not just a matter of a linear sequence of successive activities (defining content encoding – transmitting – receiving – decoding – content defining encoding – transmitting), but a matter of interaction. The Latin word *communicare* means "'to communicate' as in 'to make common'" (Nöth, 2000, p. 237, translated by the author). In human communication, therefore, it seems that people who communicate with each other influence each other, co-creating the eventual outcome. In this sense, communication is a process of human interaction.

In your own communicative behavior, become aware of what is important to you in terms of content and the relationship with your communication partners. Work in such a way that your communication behavior supports your goals rather than sabotages them. Be as attentive as possible when communicating, notice what is happening here and now. From this awareness, shape the exchange with your interlocutors so that is as favorable to your goals as possible.

Maintain realistic expectations and remember that although you have tried your best, you can never guarantee a productive outcome, never mind an unintended one. There are simply too many factors beyond your control. In addition, it is unreasonable to expect yourself to remember each aspects in mind. Nevertheless, active work on communication skills is exciting and rewarding.

4.2 Language, Images, Metaphors, and Stories

Paraverbal
Such as tone or volume

Asynchronous
An asynchronous event occurs on a delay.

Language
Set of communicative elements or sign systems

Communication takes a wide variety of forms. As a result, there is a multitude of different digital or analog possibilities for individual, group, or mass communication, both verbal, non-verbal, and **paraverbal**, and both synchronous and **asynchronous** communication. Different forms of **language** are used, such as the written or spoken word, body, or visual language.

This section reviews the essential verbal, non-verbal, and paraverbal means of expression available to you depending on the situation and the intention. It is not about taking everything into consideration, or even mastering it perfectly. Choose two or three aspects to experiment with in future communicative situations.

Body Language

The body is an essential instrument of communication. You use it to speak and write, and it serves as a means of expression and a tool for perception. Non-verbal forms of communication greatly depend on the respective culture. The following explanations and recommendations refer to the Western and Central European cultural area. Typically, the following non-verbal means of expression make up body language:

Figure 28: Posture, Gestures, and Facial Expressions

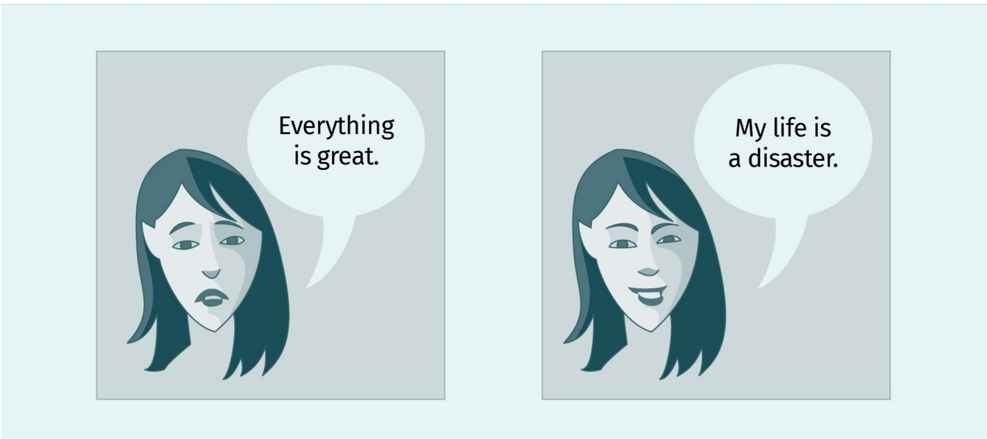
Source: filistimlyanin, Gettyimages, 2019.

- **Posture:** The posture we adopt—how we sit or stand and which muscle groups are tensed or not—plays a vital role in communication, both for how we are perceived by others and perceive ourselves. This is because the mind—the intellect, the psyche and thinking involving the entire cognitive system—together with the mind's organ, the brain, is integrated into the body. Furthermore, the mind and body are immersed in the environment. Without this double immersion, the mind can neither work nor be understood intelligently (Tschacher, 2017, p. 15). Research results on embodiment compiled by Storch et al. (2017, pp. 137–141) show the interaction between what happens in the body and psychological experience. In one experiment, the participants were asked to complete questionnaires after participating in an activity. The first group sat at a table of a normal height, while the second group sat at a low table that made them curve their backs. The participants sitting at the standard table reported a greater sense of strength. These results show that a certain posture or muscle tension not only expresses a certain mood but that these can also alter a mood.

It might be a good idea to stand up straight and feel your feet firmly on the ground (even if you don't feel like it) in preparation for an important conversation or before giving a presentation. These acts lift your mood and self-esteem, and help you make a better impression.

- **Gestures:** You can also use your hands and arms for communication. It is important to remain as natural as possible in hand posture and movement, which is not always easy. Holding something in one hand, such as a notecard, can help.
- **Eye contact:** You pay attention to other people with your eyes. Eye contact connects us with others and supports a sense of mutual understanding (Storch & Tschacher, 2016, p. 123). That is why it is important to find a communication setting and medium that enables eye contact, especially for conversations where connection and understanding are important.
- **Facial expression:** Facial expressions reveal your feelings, mood, and condition. It is particularly irritating when facial expressions and speech do not match, when there is incongruence between verbal and non-verbal communication (Schulz von Thun, 2019, p. 39).

Figure 29: Incongruence Between Verbal and Non-Verbal Communication



Source: Schulz von Thun, 2019, p. 39.

Synchronous communication is influenced by smells, by touch, and the distance between two people. Perceptions of appropriate personal distance depends on the nature of the relationship and the level of intimacy. In Western cultural environments, shaking hands with a stranger demonstrates a perfectly acceptable distance of about a meter. Reducing this distance, e.g., in an elevator, can cause an unpleasant feeling. The appropriateness of a touch, whether a hug or a handshake, depends on the relationship, personal preference, and the respective cultural custom.

Non-verbal communication also includes “communication through accessories: clothing, status symbols, [or the] design of the space in which communication takes place” (Frindte, 2002, p. 97, translated by the author). According to Frindte (2002, pp. 100–104), non-verbal communication can be used to make verbal communication clearer, to supplement or emphasize it, such as when we comfort another by embracing them.

Speech and Speech Technique

The factors of tone quality, intonation, speed, clarity of pronunciation, and dialect all belong to paraverbal communication. They characterize ways of speaking from which conclusions are drawn, particularly in situations of limited eye contact (e.g., on the telephone) where inferences are made about the age, origin, mood, or even the intelligence and personality of the speaker. In these situations, we always run the risk of making fundamental errors in judgment.

These speech traits are essential for understanding:

- volume (loud or quiet),
- pitch (high or low),
- speed (fast or slow),
- pauses (placement and duration),
- emphasis (what and how),
- clarity of pronunciation, and
- frequency and type of filling phrases or phatic sounds (e.g., “uh” or “um”).

Verbal Language

Verbal communication presupposes that one knows the language used in each case, or where necessary, that has to be translated. Speak and write in an understandable way. Be precise, concise, and descriptive. Take the following advice to heart (Hinnen & Hinnen, 2018, pp. 237–238):

- Do not use a long word if a short one will do (e.g., better “target” instead of “target setting,” or “profit” instead of “end-of-year result”).
- If you can, delete a word (e.g., simplify “thoughtful project proposal” to “project proposal” because if it has not been thought through, then it should not be submitted).
- Use active instead of passive voice (e.g., “We have completed the project” rather than, “The project has been completed”).
- Do not use foreign words or complicated technical terms if you can use straightforward language.
- Use verbs and do not string nouns together (e.g., not “The possibility of meeting deadlines requires the creation of plan templates at a specified time,” but “The templates should be ready by the deadline.”).

Images, Metaphors, and Stories

Relevant examples and comparisons from the world in which your addressees or partners live make your communication more vivid. Tell stories and use images, **similes**, and **metaphors**: “Those who have eyes to see, ears to hear, a nose to smell, skin to feel, for them the world is full of images” (Hüther, 2014, p. 22, translated by the author). Pictures, metaphors, and engaging stories affect us on an emotional and neural level, conveying meaning, and connecting us with what we are seeing, learning, and remembering. They are, therefore, easier to understand and remember than straight technical information. In short, good stories move us, and invite others to participate actively in communication.

Simile
Draws a parallel to a phenomenon from another field for illustration purposes, e.g., strong “like a bear”

Metaphor
Illustrates the concept without a direct comparison, e.g., the "head" of a family

STORYTELLING

Storytelling enables facts to be communicated to target groups in a way that is understandable and memorable. Today, marketing and management consulting use these methods. Developed in the 1990s at the Massachusetts Institute of Technology (MIT), a team of scholars, journalists, and managers created a technique to document the knowledge available in a company so that it could be useful to all employees (Herbst, 2014).

How do you find stimulating metaphors and stories? Hinnen and Hinnen (2018, pp. 29–30) give helpful tips on this subject.

- **Search for related patterns in interesting areas:** Which topics or areas do you find spectacular, inspiring, impressive, or entertaining? Where are similarities with what you want to communicate? Play with any possible associations.
- **Change the perspective:** Take the position of your counterpart or target group. What does the world look like from this perspective? How do they see your topic? Stretch this exercise even further. How would an alien from another planet perceive your topic? What strange or useful aspects become known?
- **Change the dimension:** How would you talk about your topic if it were meaningful to everyone in the world? How would you present your point if a million euros depended on it? What would you change if you had no financial restriction to achieving your dreams?
- **Expose yourself to stimuli:** Experience people, the city, museums, the theatre, or nature. Take a notepad with you and record your thoughts and ideas.
- **Visualize:** Sketches, images, and mind-maps help to externalize thoughts, shaping and extending them. Limiting yourself to thinking alone is too vague and inaccurate: "Visualizing helps us see both the forest and the trees—including roots, leaves and branches" (Hinnen & Hinnen, 2018, p. 31, translated by the author).

From these ideas and images, create stories on which to build arguments. The most captivating stories follow well-known patterns (Hinnen & Hinnen, 2018, pp. 109–111):

- **Act I:** Describe the *status quo* (the current state) in a way that makes it interesting for the listener to listen to. You can also effectively use a thought-provoking question or a striking statistic for this. In fairy tales, "Once upon a time" introduces the protagonists and their living conditions.
- **Act II:** Describe the problem, the difficulty, or the confrontation with the unexpected. In fairy tales, this part often begins with "One day…." The protagonist might show emotional growth or overcome an obstacle.
- **Act III:** Present the solution. In fairy tales, this is often introduced with "... until finally". Eventually, you draw a memorable conclusion: the "moral of the story" in which you frame your message.

If you want to work on the effect of your verbal, non-verbal, and paraverbal communication, it can be helpful to record a video presentation of yourself and get feedback from friends or acquaintances.

Schulz von Thun (2019, pp. 160–179) summarizes the essential points for comprehensible communication in four parts:

1. Simplicity (familiar words; short, simple sentences),
2. Structure and order (name topic, give overview, keep to the red thread, summarize),
3. Additional stimulation (examples, pictures and stories), and
4. Brevity (limited to what is essential for the topic and the target group).

4.3 Attitude: Open, Empathetic, and Appreciative Communication

Communication is not only the mutual exchange of signals; it is also social interaction. Simply encoding and decoding messages is not enough. Rather, it is important to look at the situation and displayed behavior as a whole. The more open, attentive, and **empathetic** you are, the better you will be able to shape conversation and other communicative situations in a way that is beneficial to your respective goals (Crisand & Crisand, 2010, pp. 21–24).

Empathetic
The Ability to perceive how others are feeling (also: empathic)

Lay the foundations with a favorable attitude, which is also important for the agile mindset on which agile work is based. Approach your counterpart with curiosity and interest, and accept their otherness. You could even recognize and accept these differences as valuable. This is easier to do for people who we like. Consequently, this attitude is harder to extend to strangers or those we find unpleasant. Moreover, we do not always have the opportunity to choose our own communicative and cooperative partners; we must be able to work with people with whom we initially share no common ground. It is precisely with these people that the most productive cooperation is often possible because their new ideas and perspectives can enrich cooperation in unusual ways. How does one arrive at such an open, empathetic, and appreciative attitude?

Our attitude towards others depends heavily on how we judge them. This judgement in turn depends on how we interpret what we perceive. All this takes place quickly and involuntarily based on previous experiences. Erpenbeck (2018) states: “With which of my own experiences I filter my perceptions, and into which inner compartment it thereby slots, these are all [...] processes in my mental-emotional system, which take place within seconds and are also largely involuntarily. [...] Energy flows where attention goes” (p. 12, translated by the author). But this also means that we can change the way we judge others and our attitude toward them if we focus and interpret our perception differently. It is helpful to build awareness of and recognize what factors affect our judgement. In this regard, our assessment can be reconsidered and corrected. Crisand and Crisand (2010, pp. 57–64) describe the following sources of judgments and errors of judgement:

- First impressions: Everything you perceive from your counterpart during the first moment of contact—their overall appearance, clothing, way of moving, language, gestures, facial expressions, etc.—links to previous experiences and impressions. In this way, someone's blond hair can remind you of a mean teacher and can create a sense of queasiness. If someone sounds like your favorite aunt, you might immediately trust her. Such associations happen involuntarily, without you consciously remembering your teacher or favorite aunt. Your feelings and the resulting sympathy or antipathy on first meetings, therefore, usually have more to do with previous experiences than with the person you just met.
- Mutual influence ("self-fulfilling prophecy"): Based on the first impressions of the other person, (e.g., role, status, appearance, clothing) the expectations you have shape your behavior, influencing the partner's behavior. Over time, then, your partner becomes the person who think they are, and you change your behavior to meet their expectations.
- Transfer: Overall, we tend to assume earlier experiences and encounters in similar situations to be relevant or valid to the current situation.
- Projection: People tend to transfer their own mistakes and shortcomings on to other people rather than recognizing these in themselves.
- Deep freeze: It is often assumed that behavior demonstrated once will be repeated in the future, which is not necessarily the case.
- Selective perception: You can never process everything in a situation, because this would be overwhelming. Our senses make a selection. Ultimately, we only perceive what is convenient or what we consider relevant to the issues important to us at the moment. Thus, we may overlook an essential aspect in the assessment of a person or a situation.
- Transient role. As a rule, we perceive the other person only in the role in which we currently experience them and not in their multidimensionality (e.g., only as a boss and not as mother of a family).

Halo effect
Just as the sun or moon are surrounded by a halo, one trait outshines others.

- Sympathy error **(halo effect)**: If a person is thought to be kind, further positive characteristics are attributed to them, whereas a person thought to be unkind is, conversely, associated with negative characteristics. This occurs even when both people exhibit the same behavior. Thus, the "kind" employee might be seen as flexible, whereas the "unkind" colleague might be described as disorganized.
- Categorization: People construct categories to organize the world and make it more manageable. They do the same when judging others. Often a few characteristics are sufficient to assign people to a group or role. If, for example, it is known that someone has spent time in prison, this person may be associated with all the characteristics commonly attached to a prison inmate, e.g., brutality and ruthlessness. Stereotyping works in a similar way.
- Assumptions: In everyday life, we rely on our assumptions because we never have complete information. As a result, we also develop our own assumptions as to the causes of other people's behavior, and often accept these as truth. If a colleague does not say hello in the corridor, we could conclude that the colleague is unfriendly or unhappy. The colleague, however, may only be lost in their own thoughts.

For a favorable attitude towards your partner in communication, focus on the aspects of their personality you associate with pleasant, kind, and curiously engaging experiences, encounters, and thoughts. The above-outlined tendencies to judge can provide you with many prompts for reflection and shifts in thinking.

Storch and Tschacher's (2016, pp. 121–130) **AAO** generosity is a way of demonstrating an open and empathetic attitude to your communication partner:

AAO
In German, this acronym stands for (aufmerksam) attentive, (Augen auf) eyes open, (Ohren auf) ears open.

- **Attentive:** Pay attention to the situation, and to you and your partner's emotions. In the case of unpleasant thoughts and feelings, keep in mind the extent to which what you perceive has to do with the here and now, and the extent to which your perception reflects your past. Consciously searching for perceptions that facilitate the goal of the conversation is especially helpful.
- **Eyes open:** Alternate between direct eye contact and the peripheral field of vision. Do not stare, but let your gaze wander; eye contact must and should feel pleasant.
- **Ears open:** Pay attention to what you hear. What is your counterpart actually saying and what are you possibly "interpreting"? If you find yourself interpreting, then think: How beneficial are my thoughts or suppositions about this communication partner and their intention and expectation with regard to the goal I am pursuing? Look for favorable interpretations through perceptions that are conducive to the goal, rather than interpretations that are misguiding.

4.4 Active Listening

You might have experienced this type of conversation: One person shares that they like to work on projects. Their conversation partner immediately counters them with an opposing comment or their own experience or opinion. Instead of focusing on understanding, the second speaker has made the conversation about themself. This communication behavior is not particularly useful if you want to persuade others and **motivate** them to join you. In other words, if you want to entice others to join you, offer them opportunities to achieve their goals and spark enthusiasm (Sprenger, 2014, p. 25).

Motivate
This word derives from the Latin verb to move (movere).

Communication is social interaction, reciprocal teaching, and learning. As with other learning processes, the result firmly depends on the relationship to the learning partner and previous knowledge. To be convinced, you have to have the ability to tune into this prior knowledge and generate interest or meaning.

If you want to convince others, connect with them first and get a clear picture of their purpose, views, and expectations. To put it another way, Covey (2004) urges, "seek first to understand, then to be understood" (p. 237).

A convincing argument does not start with collecting and formulating arguments, but with establishing contact and gauging previous knowledge, attitudes, and expectations. Active listening helps here. This is a concentrated form of listening in which you are present with full attention and understanding of the communication partner. Attentive body language, voicing what you perceive, and raising questions out of interest and clarification signal this to your interlocutor. In these ways, your partner feels accepted and encouraged to keep talking and thinking (Crisand & Rahn, 2010, p. 80). You will establish a good connection with the person, creating a supportive atmosphere, preventing misunderstandings, and learning about their intentions, attitudes, experiences, thoughts, and feelings. This information provides you with what you need to make your argument persuasive and descriptive.

There are three steps to active listening (Crisand & Rahn, 2010, p. 80; Storch & Tschacher 2016, p. 123):

1. **Apply AAO generosity.** Ensure your receptiveness through attentiveness, open eyes, and open ears. Put yourself fully in their position and see it from their point of view. Concentrate on understanding what things looks like for others, what is important to them, what worldview they have, etc. Keep it sympathetic and compassionate.
2. **Articulate what you have understood.** In your own words, explain what you have heard and understood. Do not repeat literally; limit yourself to what is essential for you and verbalize the feelings you have perceived in the other person. Wait for their response. Often the partner will reveal more detail, elaborate on a point, or correct a statement.
3. **Ensure understanding.** Admit when you have not understood something or if you need clarification. Questions invite us to say more. However, avoid cross-examining the other person. Again, focus on the other person's point of view, and be compassionate.

Questions are particularly valuable instruments in conversation. We recommend you read Brunner's (2016) brief yet solid summary on this topic.

Questions can be more or less open: you either invite the other person to tell a story, with an open question (e.g., "what" or "how") or you limit the information with closed questions (e.g., "do" or "can"). The following graphic gives some examples on the continuum from completely open to completely closed questions (Brunner, 2016, pp. 16–31).

Figure 30: Open to Closed Questions Continuum

	Open	Relatively Open	Relatively Closed	Closed
Question	What was your childhood like?	What do you think of ____?	When did you___?	Did you do that yesterday?
Answer	Well, as I recall...	I think the advantage is....	At 8:00	Yes/No

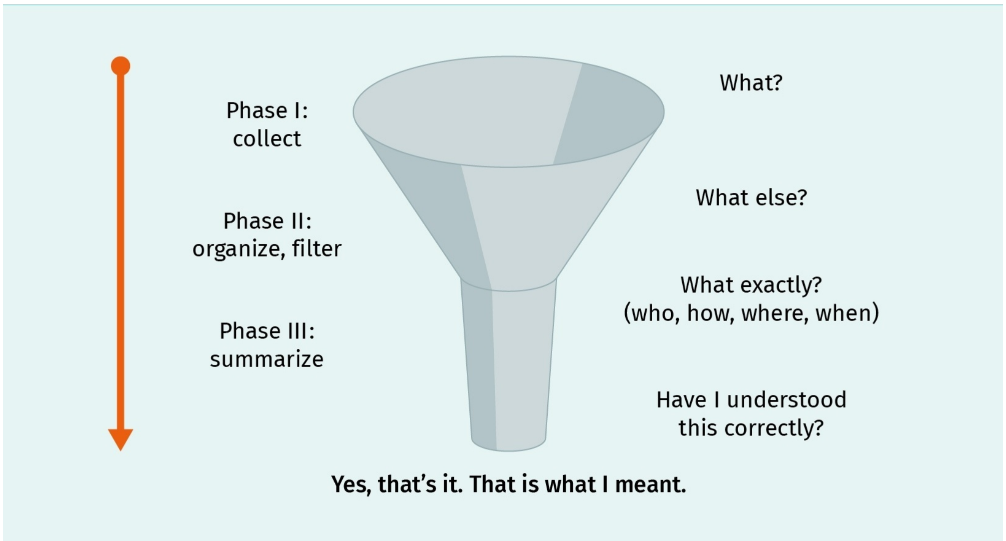
Wiggle room/Liberty to answer

Source: Brunner, 2016, p. 26.

The question funnel is also helpful for systematic exploration:

- Phase I: You start collecting information by asking open questions that do not lead to any particular information or focus, but simply invite a story.
- Phase II: Deepen and concretize the information you find interesting or useful.
- Phase III: To conclude, summarize what you have understood and secure your understanding with a closed question, which the interviewee ideally answers with a clear "yes" (Brunner, 2016, pp. 27–31).

Figure 31: The Question Funnel



Source: Brunner, 2016, p. 30.

Brunner (2016) also points out the pitfalls of the question word "why":

> It can easily sound like an accusation, in the worst case even like an interrogation [...].
>
> - "Why were you so late last night?"
> - "Why didn't you finish earlier?"
> - "Why did you do that?" (p. 19, translated by the author).

By asking "why" questions, the interviewee is more likely to feel the need to defend themselves and make up "good" excuses, i.e., supposed reasons which they assume are acceptable to you. However, they have not been invited to speak freely or even think of solutions. In terms of constructive communication and cooperation, it is more beneficial to ask about the purpose of the action (e.g., what did you intend?) or to find out what can be done to make things run better in the future (e.g., what did you miss? need? What should we have given you to finish earlier?).

The information gained from these questions can be used to build further discussion and convincing lines of argument. That can motivate the other person because they feel included and identify personal meaning. Hinnen and Hinnen (2018, pp. 34–39) use **SEEC**, a useful acronym for constructing arguments:

SEEC
This acronym stands for Statement, Explanation, Example/Evidence, Constraint.

- **Statement:** To begin, we set out our key message, e.g., “We have to buy new aircraft”.
- **Explanation:** This core message must be justified, e.g., “We have to buy new aircraft because the old ones pose a safety risk”. It is important that the causal connection is clear and acceptable to your partner. The justification must “not only be firm and stable, but also correspond to the target group” (p. 36, translated by the author). Although you may have various reasons, choose the type of justification based on what you know about the person you are persuading. What is important to them? What do they trust?
- **Example or evidence:** The more descriptive an argument, the easier it is to remember and the more persuasive it is. Illustrate your justification with an example or piece of evidence, e.g., “We have to buy new aircraft because the old ones pose a safety risk. Think of the engine fire in Buenos Aires.” Again, choose an example that best fits the listener’s worldview, interests, and goals: “The flight altitude — mathematical derivation, simple statistics, and illustrative example — must be adapted to the target group.”
- **Constraint:** Preempt a possible rebuttal by considering the strongest counter-argument yourself, e.g., “We only have to replace aircraft that are older than thirty years” (p. 37, translated by the author).

With the help of SEEC, approval and agreement are possible. SEEC can motivate cooperation partners to get involved. To this end, the subject must first be identified and the relevance justified and documented with examples or evidence. Make the meaning clear from the partner’s point of view so that they can see the personal benefit. By the end, the framework and limits of the tasks associated with the collaboration should be explicit and demonstrate the feasibility of the effort and commitment required.

If you want to share several reasons, it is helpful to first select the ones that are highly relevant to your target group and then place the two strongest reasons (or pieces of evidence), both at the start and at the end, in order to benefit from both the **primacy effect** and the **recency effect** (Dobelli 2019a, p. 94). It is often recommended to start with the second strongest point, followed by the weaker ones, and end with the most convincing. In short-term settings, it is better to place the strongest point at the start, and close with the second strongest. Why? Studies show that the primacy effect is based on immediate assessment, whereas the recency effect predominates when assessing impressions further in the past (Dobelli 2019a). Martin et al. (2015) as well as Dobelli (2019a; 2019b) give more clues on how to increase your powers of persuasion.

Primacy effect
Describes the phenomenon whereby the first impression is remembered best

Recency effect
This effect, which runs counter to the primacy effect, describes the phenomenon whereby the newest information is remembered best.

4.5 Analyze Your Conversational and Argumentative Skills

We will summarize and supplement essential aspects of communication for the special requirements of conversation and argumentation. Crisand and Rahn's (2010, p. 14) checklist gives you the opportunity to review and improve your own communication and argumentation skills.

Prepare Discussion and Argumentation

If a conversation is important to you, prepare thoroughly. This will provide you with the best basis for adopting an open and empathetic attitude towards your interlocutor, creating a favorable atmosphere of discussion, and developing a persuasive line of argument. Make clear to yourself what you want to achieve, how you want to proceed, what is likely to be the goal of the other person, and what point of view and arguments they would like to advance. This applies regardless of whether the initiative for the conversation comes from you or from your partner.

Table 5: Organizational Preparation: Creating Favorable Framework Conditions

Subject	The conversation topic is clear. In case of questions, ask.
Attendees	The appropriate person(s)/contact person(s) participate.
Location	The meeting takes place at a suitable location. Disturbances are limited as much as possible. Interior design, lighting, and temperature are comfortable.
Time	The time and period of the call is convenient for everyone. Invitations are sent well in advance.
Aids	The necessary aids are available (e.g., documents with information on content, drafts, plans, notes). If you are organizing the aids, limit yourself to the essentials. Too much material can distract and be counterproductive.

Source: Created on behalf of IU (2020), based on Crisand & Rahn, 2012, p. 15.

Table 6: Content Preparation: Plan Content and Approach

Goal	You know what you want to achieve in the conversation. You have determined primary and secondary goals.
Information	You obtain the necessary information or know where you may still be missing information (e.g., topic background, possible contexts), and you are able to use of this to make your own decisions.
Preparation	You are aware of your attitude towards your conversation partner and of the possible errors your assessment may contain (first impression, transfer, projection, mutual influence, deep-freezing, selective perception, transient role, sympathy errors, categorization, assumptions).

Prior experience	Evaluate your previous experiences with the interviewee and draw useful conclusions for the upcoming interview.
Interviewee information	You are aware of what you know, what you would like to learn, or need.
Interviewee assumptions	Recognize assumptions about the goals/behavior of your partner. Clarify why this assumption is justified. Consider this when planning your conversation and line of argument.
Expectation	Consider your expectation and to what extent this expectation is based on information or unsubstantiated assumptions.
Atmosphere	Know how to create or contribute to a favorable atmosphere of discussion.
Achieving your goal	When you are planning to conduct the interview, follow the four phases of the conversation: 1. Open the conversation 2. State your reason 3. Carry out the main points of the conversation 4. Conclude the conversation Additionally, (where necessary) think about: active listening • AAO generosity • articulate content/feelings • ask questions Persuasive line of argument with SEEC • statement: clear key message • explanation: solid justification with a causal link • example/evidence: comprehensible and persuasive • constraint: strongest counter-argument

Source: Created on behalf of IU (2020), based on Crisand & Rahn, 2012, p. 21.

Conducting a Conversation and Making an Argument

Table 7: Initiation: Establishing Personal Contact

Open, empathetic attitude	Approach a person for conversation and demonstrate your attentive disposition through suitable facial expressions, gestures, posture, etc. This signals your respect, acceptance, or appreciation of your conversation partner. Wear appropriate attire for the occasion.
Greeting and warm-up	For an initial contact, use topics from previous conversations, information about the context, or questions about health, travel, etc. Answer your partner’s questions in a friendly and concise manner.

Source: Created on behalf of IU (2020), based on Crisand & Rahn, 2012, p. 22.

Table 8: Purpose: Clarify the Reason for the Conversation

State purpose	Name the reason for the conversation/listen to the reasons of your conversation partner
Other concerns or objectives	Clarify with your partner to what extent there is agreement on the main conversation agenda or if there are other concerns/objectives.

Clarify planning (as necessary)	Clarify the logistics (time for the interview, breaks for longer conversations, etc.).

Source: Created on behalf of IU (2020), based on Crisand & Rahn, 2012, p. 23.

Table 9: Discussion: Argue the Key Points

Shaping social interaction	AAO generosity is especially good for important conversations. If possible, limit yourself to literal meaning. Keep an eye on the objective of the conversation through your actions and responses.
Surroundings	Arrange a pleasant atmosphere for conversation.
Verbal language	Adapt to the other person during the conversation. Remain clear and descriptive. Ask mainly open questions to ensure understanding and agreement over the course of the conversation. Speak in relatively short and simple sentences and use relevant metaphors, pictures, and stories while remaining clear in your line of argument (SEEC).
Body language	Use authentic body language. An uneasy physical sense can be an important signal for an unpleasant development in the conversation. If an unpleasant feeling arises, observe the course of the conversation closely and, if necessary, alter your approach. To regain clarity, a short break can be helpful. It often helps to address this uncertainty openly (e.g., “I'm not sure if we are going off topic right now”).
Pauses	Use pauses to shape the conversation. Pauses provide space to think/adapt your own behavior/argument. Refresh your energy and stop yourself from getting stuck in tricky places.

Source: Created on behalf of IU (2020), based on Crisand & Rahn, 2012, p. 23.

Table 10: Conclusion: End Constructively

Outcome	Shape the conclusion of your conversation according to the situation. For example, confirm the outcome you have achieved, and arrange the next steps (e.g., who does what, with whom, and by when?).
Starting point for further calls	Pay particular attention to closing the conversation and saying goodbye on a good note, especially if differences came up during the conversation. Keep in mind that the end of this call is the starting point for the next.

Source: Created on behalf of IU (2020), based on, Crisand & Rahn, 2012, p. 23.

Follow-up

Table 11: Personal Reflection

Conversational aim	Have you achieved your goal for the conversation?
Demeanor	• How did you conduct yourself during the conversation? • How productive was your conduct (for what)? What do you think caused your behavior? • To what extent was your conduct unproductive (for what)? What caused this behavior?

Posture	What was/is your attitude towards the conversation partner? In what ways were they open, empathetic, or respectful?
Conversational atmosphere	What was the atmosphere during the discussion? What was pleasant? What less so? How did you contribute to this?
Development	Were there any unexpected developments? How did you deal with these?
Personal impression	What impression have you formed of the conversation partner? What impression did you make on them? Are your assumptions justified?
Conclusions/Consequences	What should you be mindful of when talking to this person in the future? What have you learned from this conversation and reflection for future conversations?

Source: Created on behalf of IU (2020), based on Crisand & Rahn, 2012, p. 25.

Table 12: Content Reflection

Notes on conversations & records of results	Update your notes so that you do not forget any points for further processing; if necessary summarize the results in a log.
Follow-up actions	Complete the agreed-upon tasks.

Source: Created on behalf of IU (2020), based on Crisand & Rahn, 2012, p. 25.

TRANSFER

Reflect on your thoughts and expectations at the beginning of the unit. What questions have been answered? What still remains? How will you deal with the unresolved issues?

What are you taking from this? Think in writing. Thoughts alone are too vague.

- Start: I will start to …
- Stop: I will cease …
- Go: I will continue to …

SUMMARY

Communication is a social interaction in which the communication partners design the process and the outcome jointly, based on content and relationship levels. The four-sided model distinguishes four aspects: facts, relationship, self-revelation, and appeal. The means of expression are verbal language, speech trait and manner, as well as body language (posture, gestures, facial expressions, and eye contact). Short words and sentences without superfluous (foreign) words make a text easier to understand. Comparisons, metaphors, and stories increase clarity. For important conversations, AAO generosity supports being attentive, maintaining eye contact, and keeping your ears open. Reflection on errors of judgement helps to generate a fundamentally open, empathetic, and appreciative attitude.

A line of argument is persuasive when it connects with the other person. It begins optimally with active listening: giving AAO generosity, summarizing perceived and understood information, asking suitable questions for further clarification or deeper understanding, and the question funnel. The SEEC model (Statement, Explanation, Example/Evidence, Constraint) helps to build argumentation skills.

Preparation for and follow-up of conversations strengthens and improves discussion and argumentative skills.

UNIT 5

RECOGNIZING CONFLICT POTENTIAL — MANAGING CONFLICTS — NEGOTIATING EFFECTIVELY

STUDY GOALS

On completion of this unit, you will have learned ...

- how to recognize and handle conflict in a constructive manner.
- the role of emotions and how empathy helps constructive conflict resolution.
- the benefits of systemic problem solving and reframing when managing conflict.
- what to consider when negotiating constructively and effectively.

5. RECOGNIZING CONFLICT POTENTIAL — MANAGING CONFLICTS — NEGOTIATING EFFECTIVELY

Introduction

Misunderstandings and conflicts are part of everyday life. They are often annoying, unpleasant, and sometimes even destructive. Nevertheless, they fulfill important functions, and we should learn to manage them in a constructive way. This skill is particularly important in collaborative work.

After a brief orientation on the meaning of social conflict, you will be led through the stages of conflict right to primal brain stress programming in confrontation with wild predators and then back up the solution stairway that takes you to the peak of skillful negotiation.

TRANSFER PREPARATION
Before continuing, prime yourself. Review the content and main topics.

What do I already know about this topic? What would I like to learn or better understand?

5.1 Respecting Diversity and Seizing Opportunities

Social conflicts
These are disputes between interdependent individuals arising from the assertion of concerns or interests.

People differ in their views, opinions, desires, needs, goals, and expectations. These differences make contact and collaboration with others interesting, inspiring, and enriching. This can also lead to **social conflict**. If people who are dependent on each other (Schwarz, 2014, p. 36) feel their concerns and interests are hindered or threatened by others (Lahninger, 2018, p. 226), and see no attractive alternative but to leave the relationship and attain their goal elsewhere (Tries & Reinhardt, 2008, p. 30), social conflicts can arise.

Conflicts tend to escalate. Perhaps you have already observed or experienced how a serious dispute emerges from a small difference of opinion. Over time, these little arguments can lead to discord and the end of the relationship. Because the danger of escalation is an inherent part of conflict associated with expense and unpleasantness, we tend to regard these as negative.

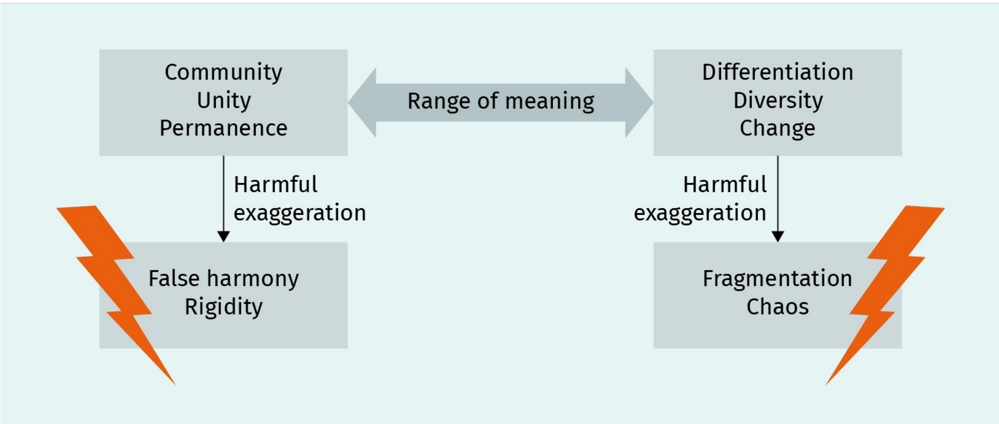
Varying Senses of the Dimensions of Conflict

Nonetheless, conflicts are part of daily social interaction (Tries & Reinhardt, 2008, p. 5), and fulfill essential functions in cohabitation and sense making in situations of social coexistence (Schwarz, 2014, pp. 15–33).

- **Conflicts safeguard differentiation, diversity, and change**. In situations of conflict, differences and objections open up new, rewarding perspectives on a situation. Individual requirements and interests are contrasted with authoritative and collective norms, bringing about new rules and procedures. Conflicts thus safeguard the performance and diversity of communities and their further development.
- **Conflicts safeguard community, unity, and stability**. In contrast to the previous point, conflict also ensures that group rules are observed and that communities can differentiate themselves from the rest of the world. Non-conformists are pulled back into line, and deviation from social norms is prevented or eliminated. In this way, the community's existence is protected and cooperation and collaboration toward common achievements are made possible.

These dimensions of meaning are guidelines for constructive conflict management. To draw opportunity from unity and community, we must respect diversity and accept its value. However, if too much emphasis lies at one end, the imbalance can lead either to a detrimental false harmony and rigidity or to fragmentation and chaos, as the following illustration shows.

Figure 32: Contradictory Dimensions of Conflicts and Their Exaggeration

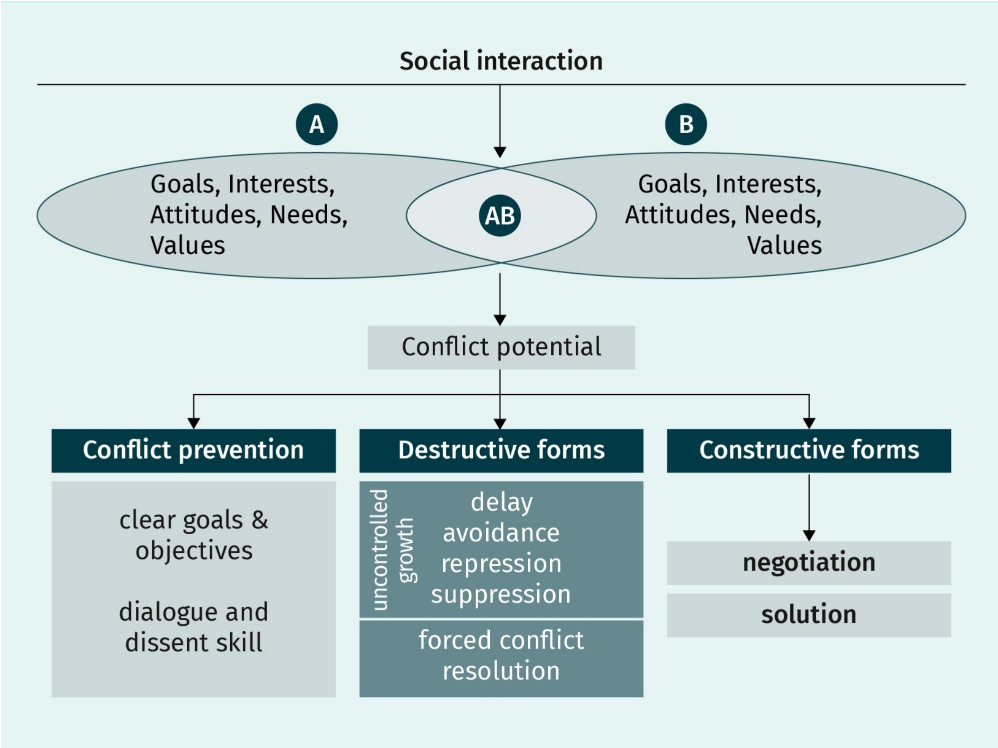


Source: Created on behalf of IU (2020).

Despite contradictions in the dimensions of meaning, a functioning social community still requires both poles for its survival and growth. Therefore, it is necessary to learn to deal constructively with conflict and make use of the opportunities it presents, while preventing it from escalating to an extent that endangers the community.

Every social interaction carries the potential for conflict because people always have different interests. Whether a conflict develops from this and to what extent it can be resolved constructively depends on how the conflict potential is handled. The following figure illustrates the different possibilities.

Figure 33: Conflict Sources and Resolutions



Source: Created on behalf of IU (2020), based on Tries & Reinhardt, 2008, p. 99, p. 233; Lahninger, 2018, p. 238.

Conflict Prevention

Because conflict fulfills important functions for groups and communities, conflict prevention cannot be about avoiding all conflicts. Instead, we must succeed in giving equal space to conflicting dimensions of meaning without one side dominating. In organizational terms, there is a lot that can be done to prevent conflicts. For example, granting an individual adequate space to consider their own decisions, actions, and creations can help prevent false harmony and rigidity. Excessive diversity and change, which can lead to fragmentation and chaos, may be moderated by clear principles or goals. Community members can also contribute to de-escalation by working on their dialogue and ways of voicing dissent. Because social interactions always hold the potential for conflict, this work is never finished.

Destructive Forms of Conflict Resolution

Since conflicts are part of social interaction and fulfill important functions, it is counter-productive to delay, avoid, or suppress conflicts. Such attempts would only consequently lead to their continued, concealed rapid growth. Even forced conflict resolution (e.g., by managers) is not usually conducive to collaboration as it removes part of the function of conflict.

Constructive Forms of Conflict Resolution

According to Goleman (1999, p. 211), being capable of conflict means facing it and acting tactfully and diplomatically, even when the situation or other people's behavior seem tense and challenging. Differences of opinion, feelings, wishes, and interests are openly addressed. The extent to which the participants are capable of dealing with conflict, and the success of constructive conflict resolution becomes apparent when a conflict begins to escalate. The difficulty here is that in escalating conflicts, conscious control of actions becomes increasingly difficult and people's behavior seems to succumb to strong, often contradictory feelings and impulses.

In light of this, the following focuses on what happens to people internally when conflict escalates, and how to manage these processes productively.

5.2 Empathy

Let us first take a closer look at the processes involved in an escalating conflict. As we learned from Lahninger (2018, p. 226), conflicts escalate if at least one of the participants feels inhibited or threatened by the interests of another. In an **either-or situation** it looks as though only one position is possible, but not both. This leads to stress responses that deplete our reasoning, causing us to think in a biased way. We associate the conflict situation with prior experiences that activate patterns of behavior we have regularly learned and practiced since childhood, although our behavior seems to happen "involuntarily".

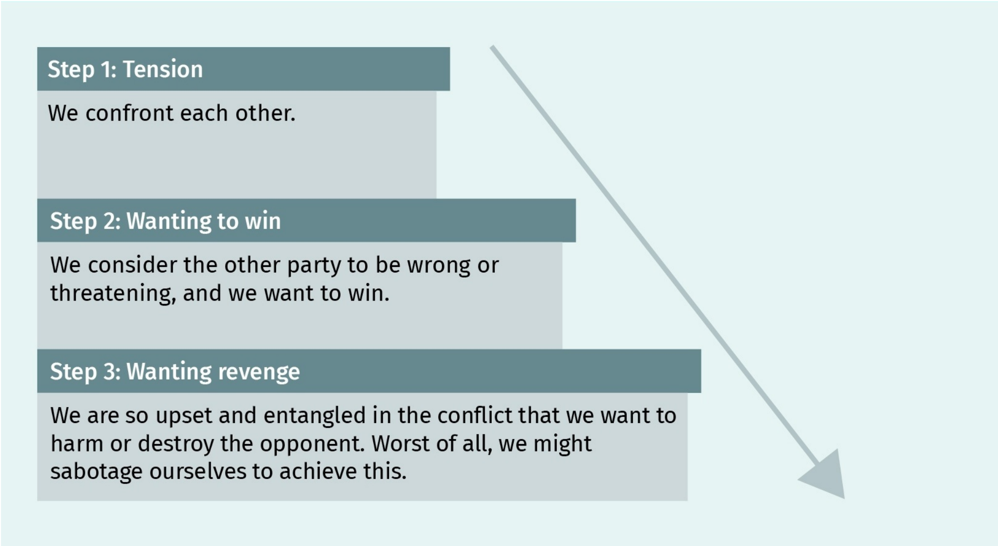
Either-or situation
In most cases, the "either-or" is associated with the conviction that one's own view is the only correct and justified one, and the other is wrong.

Automated behavior has taken hold of the steering wheel, and we are on autopilot. This is much faster and more efficient than our conscious mind, which assesses and determines the consequences with discernment and time (Kahneman, 2011, pp. 20–21). The more threatening a situation is perceived, the greater the stress response. What results is an interaction with another that has taken place on the level of **stress patterns**, which only gives further rise to conflict escalation (Lahninger, 2018, p. 239): The other person is devalued in thought and accusations or threats are made, possibly even resulting in a physical attack.

Stress patterns
These automatic reactions are designed to ensure survival depending on the assessment of the situation.

All of this is the result of terrible feelings about the live experience of tension and threat, as well as from uncertainty about the complexity of the situation's consequences (Tries & Reinhardt, 2008, pp. 10–19). However, some of the feelings have nothing to do with the current situation; instead, they are being re-lived through the automatic reactivation of previously programmed behavior (Storch & Krause, 2014, p. 38).

Figure 34: Conflict Stairs



Source: Lahninger, 2018, p. 230.

Lahninger (2018, pp. 230–231) condenses Glasl's nine stages of conflict into three steps. In the first stage, the most important task would be not to get carried away by our feelings so that the conflict does not escalate further. However, this is very difficult once we are on autopilot because it always works more quickly and effectively than the discerningly reflective (slower) conscious mind. When in stress mode, the autopilot serves as a natural survival mechanism; it helps us escape quickly or destroy our enemy, and, in extreme cases, we are shameless. The mode that has brought great evolutionary advantages in encounters with wild predators or in situations of tribal war is considerably counterproductive in today's world of cooperation and collaboration.

How can you remain capable of constructive action even in the case of conflict escalation?

First, remember that it is completely normal for the body and brain to react to perceived threats. Moreover, there is generally little point in appealing to the mind as long as the parties in conflict are in stress mode because the conscious mind can hardly crack the autopilot. Should you ever get into an escalating conflict and feel anger and other unpleasant feelings, you can confidently treat yourself and others with empathy and also show understanding for possible emotional outbursts, which, in part, have nothing to do with the current person and situation taking place. You should, however, combine this empathy with the will to understand other points of view and active engagement for a constructive solution that considers all interests.

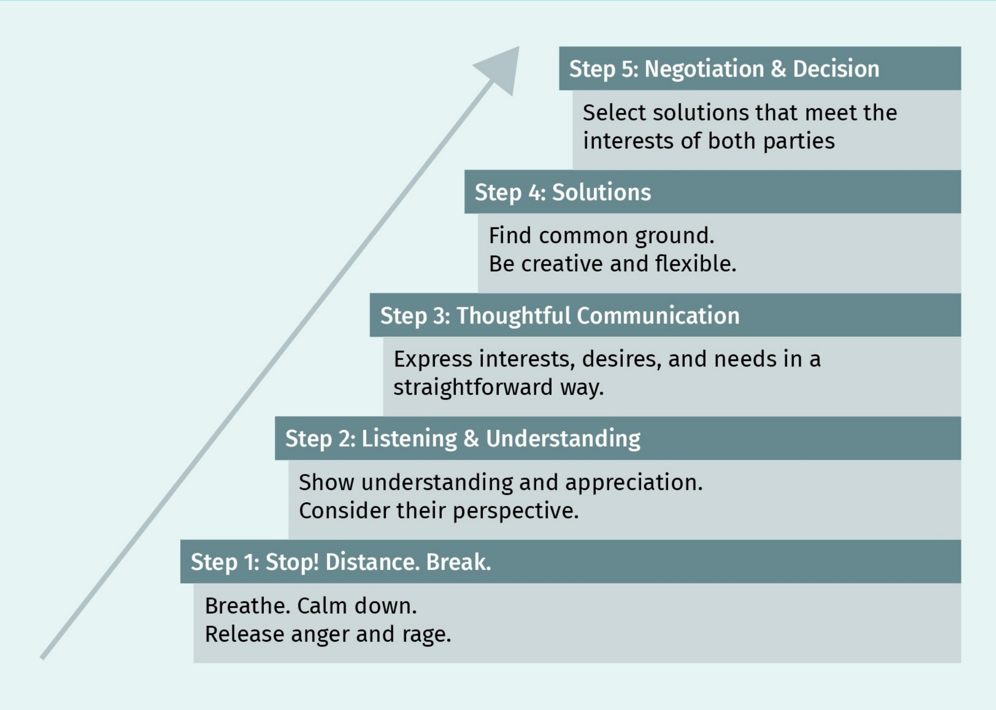
Emotion research shows that empathy or compassion is helpful. Goleman (2013, pp. 98–99)distinguishes between emotional and cognitive empathy. In the former, we almost instantly connect with the other on a level of feeling, while in the latter we consciously take on the other's perspective. While emotional empathy may even increase the stress of the situation as the other person's feelings intensify our own perceived negative feelings, the adoption of a cognitive perspective and conscious confrontation of feelings and points of view opens up a distance that works well (Singer & Bolz, 2013, p. 171). The angle of vision widens, opening the path to “exploration mode” as a constructive alternative to the “battle mode” of mutual apportioning of blame (Schienle & Steinborn, 2019, pp. 23–27).

Figure 35: Joint Search for Solutions Instead of Mutual Blame

Source: Created on behalf of IU (2020), based on Schienle & Steinborn, 2019, p. 23.

The step into exploratory mode will probably only succeed if it occurs before the autopilot takes over. This can also be done as a preventative measure on your own attitude toward conflicts, so that you no longer perceive threats but focus on possible solutions (Schmidt, 2018, p. 34). In this way, you can stop the decline into the abyss and climb the Lahninger (2018, p. 232) solution stairs.

Figure 36: Solution Stairs



Source: Lahninger 2018, p. 232.

At the first stage, it is a good idea to pause for a moment, and perhaps remove yourself from the situation. This action allows you the necessary distance to interrupt the automatic behavior patterns or, even better, prevent them. It is helpful here to realize what kind of stimulus the conflict escalation has triggered and deal with your feelings. It is also useful to see how the conflict could be useful, what could be achieved with it, and which procedure would be most suitable.

At the second stage, turn your attention to the other and understand his or her interests and perspective. Here it is convenient to ask the magic question: “How do you see the situation?” You initiate the required shift in perspective, reduce your own feeling of being threatened by the interests and intentions of the other, and consciously enter into “exploration mode” (Schienle & Steinborn, 2019, p. 24, translated by the author). You can contribute considerably to de-escalation if you actively listen to the other person, accept and respect otherness, and extend an invitation into a straightforward discussion and debate.

Using the knowledge and understanding from this second stage, you are equipped to express your own interests and wishes clearly and accurately at the third stage, so that the other person understands you.

Now you have the basis for gathering solutions in the fourth stage and entering into negotiations about what will ultimately be implemented at the fifth stage. A solution should be worked out and negotiated together, taking sufficient account of the interests of all parties involved. However, this solution should not come at any price. Therefore, to support diversity and progress within social systems, the basic ability to live with dissent is also important if there is no acceptable solution (Lahninger, 2018, p. 238).

5.3 Systemic Solution Process Work

Building conflict capacity is a challenging task both for the individual and social communities. Approaches to systemic solution process work help because their concepts and models support cognitive engagement to shift attitudes from combat mode to exploration mode. This unit gives you a brief insight into systemic thinking. We also present **reframing** as a particularly useful systemic intervention to explore ways of perceiving contradictions and divergences in goals and interests as less threatening.

Reframing
A method to place the "perceived" in a new context and thus to open up new ways of seeing and acting

System
A set of interacting elements

First, what is a **system**? Systems are collections of individual elements (e.g., people, things) that interact with each other, whereby cohesion is guaranteed between the individual parts through the interaction (Schmidt, 2018, p. 51). The way the elements are connected makes it impossible to predict what effect will occur when a part is moved or changed. As in a matrix or spider's web, it doesn't matter where you bump into it, individual parts move in completely different places as a result. Therefore, systems do not function predictably and cannot be externally controlled. There are no user manuals available for systems. In order to influence social systems, it is always necessary to observe, form hypotheses, test them, and observe the outcome (Lindemann, 2008, pp. 6–7). This reality is exacerbated in the VUCA world.

From a systemic view, it is hardly expedient to search for the cause of each problem. Not only would it be difficult to determine the cause, but the consequences of interventions cannot be predicted because of the interdependency (Schmidt, 2018, pp. 51–53). Instead of searching for the "why" of differences in goals and interests, it is more expedient in systemic process work to explore the "for what purpose." Objectives are developed, solution paths are drawn up and implemented, and the effects are measured.

Helpful questions in this method include: What would be a desirable solution? What would be possible then what we cannot do now? And what are the benefits of it? How do we know that we have found a solution? Then we can ask what would be necessary to achieve this solution, what would perhaps be lost (compared to the current situation), how this could be preserved in a different way, what the possible obstacles are, and how would these be addressed.

Asking questions is one of the most effective methods of systemic solution process work. Through open questions, the other person's view is explored, establishing a basis for mutual understanding and the development of solution proposals. Unlike tables or other objects, systems do not have fixed properties. Rather, each person "constructs" their own view and understanding of the system and how it functions (Lindemann, 2008, p. 6) by combining their experiences, impressions, feelings, and their interpretations and evaluations (Watzlawick & Kreuzer, 2007). Schmidt (2019, pp. 179–197), therefore, recommends speaking of *Wahr-Gebung* (truth-giving) rather than *Wahr-Nehmung* (truth-taking).

Language plays an important role in this truth-giving (*Wahr-Gebung*) because "[o]ur language structures our reality. [...] In language we depict what we see and feel" whether in speaking, writing, or thinking (Manella, 2003, p. 45, translated by the author). How effectively we create or even destroy requirements for social interactions through mind games is illustrated by *The Story of the Hammer*. This story illustrates with a little stylistic exaggeration, how *Wahr-Gebung* can shape our reality.

THE STORY OF THE HAMMER

"A man wants to hang a picture. He has a nail, but he doesn't have a hammer. His neighbor has one. Our man decides to walk over and borrow it. Doubt rises in him: 'What if my neighbor doesn't want to lend me his hammer? Yesterday he greeted me so quickly and casually. Perhaps he was in a hurry, or maybe his rush was only a pretext, and he is holding something against me. What is it? I didn't do anything to him; he's making things up. If anybody wanted to borrow a tool from me, I'd give it to them right away. Why not? How can you refuse a fellow human being such a simple favor? People like that destroy your life. And he thinks that I rely on him. Just because he's got a hammer. I've really had enough of this.' Next, our man storms to his neighbor's house, rings the bell, and when the door opens yells: Keep your hammer, you brute!" (Watzlawick, 2011, p. 37, translated by the author).

We can see how easily a conflict escalates through unproductive "truth-giving". It is worthwhile to critically question how *Wahr-Gebung* comes about and then consider which assumptions would be more conducive to the desired goal or intended solution. In the story, it would have been much better to stick to the original idea rather than elaborate it with the neighbor's imagined lack of kindness and helpfulness. After all, the neighbor's greeting in the stairwell might only have been so fleeting because he really was in a hurry.

This is where reframing comes in. Reframing places "what is true" in a new context of meaning and helps create other assumptions that are more favorable to the desired solution.

HINT

Reframing is not about determining what is right, it is simply about expanding the range of possible interpretations to be able to adopt a more open attitude, to either explore the other person's point of view with genuine interest or to continue working on common tasks.

Reframing is an effective method for the prevention and constructive management of conflicts because it averts threatening scenarios from arising in pessimistic situations.

Von Schlippe and Schweitzer (2019, pp. 76–82) have compiled the following questions for reframing. It is beneficial to ask the following three questions in cases where it would be more productive to have a less critical and more open mindset toward a situation or certain behavior:

- What good intention or positive purpose could there be? What would the person concerned like to achieve either consciously or subconsciously?
- In which environment or context could the behavior appear to be perceived as disturbing? Where, or in what situations, has it ever been useful or could still be useful?
- What kind of abilities are part of the behavior? What do they have to be able to perform like that? Where could they use this ability differently or in a more meaningful way?

Example

Paul is annoyed that Theresa, one of his project leaders, criticizes his views and suggestions on every occasion and overwhelms him with counterarguments to the point that he is silent. Gradually, he begins avoiding her, at the cost of missing out on her upcoming interesting projects.

With the reframing questions, Paul has now worked out the following new assumptions with which to alternatively evaluate Theresa's behavior:

- Theresa puts a lot of energy into deliberating over his suggestions. This means that they might not be completely uninteresting or unimportant in her eyes.
- In a very aggressive, competitive, and power-oriented environment, Theresa's behavior may be necessary. Her exchanges with very confident colleagues may also visibly “come to blows.” Therefore, it is possible that Theresa is simply used to this behavior while working toward becoming a leader, and is not at all patronizing Paul.
- Theresa puts a lot of energy into her work, is prepared for conflict, is committed, can hold her ground, stands up for her goals, and presents her point of view clearly. This can be very helpful in situations where assertiveness or holding on to power is required.

Through this exercise, Paul has created an altered picture: Theresa might find it just as disappointing if they stopped working together on projects in the future. He is going to ask her to meet and clear things up.

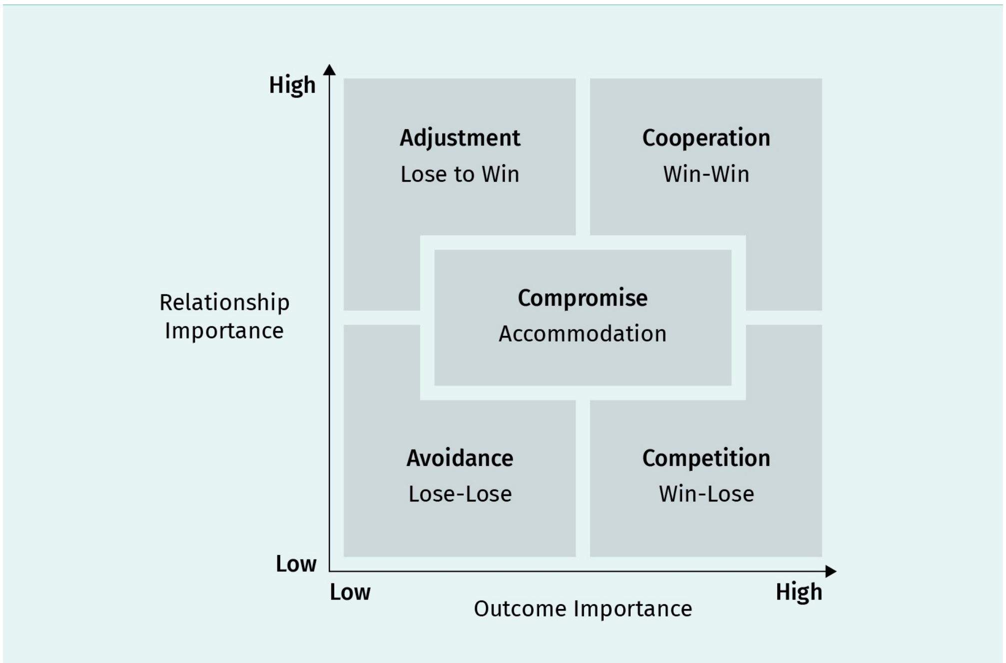
5.4 Constructive Negotiation

The last stage in conflict resolution is negotiation. Negotiation takes place continually, regardless of conflicts. The clearer you are about your goals, the clearer you will be in your words and arguments.

When deciding on a method, you have to know your goals, anticipate the other party’s goals and interests, plan and prepare for the negotiation, understand the negotiation process, and achieve a solution (Lewicki et al., 1998, p. 5). There are five primary negotiation strategies:

1. **Avoidance (lose-lose):** There is no negotiation because neither time, nor money, nor energy is invested in achieving the result nor in maintaining the relationship.
2. Adjustment (lose to win): If the primary concern is to maintain and nurture the relationship, and doubt surrounds the negotiation, it is possible to forgo a result so as not to jeopardize the relationship. It is also possible that what is forgone today can increase prospects for future negotiations.
3. **Competition (win-lose):** The focus here is on the maximum achievement of your own performance targets, even at the risk of harming the relationship. Consequently, all sorts of tips and tricks are used to win the negotiation for your own interest.
4. **Cooperation (win-win):** Both parties try to achieve their own results and maintain the relationship. This requires a solution that treats all parties' wishes and needs fairly.
5. **Compromise:** Each of the parties concedes a little in order to reach an agreement. This is a frequently used method because it typically takes little time. A common disadvantage is that the widest possible breadth of outcomes and deep cultivation of relationships are not fully explored.

Figure 37: Basic Strategies for Negotiations



Source: Lewicki et al., 1998, p. 64.

The choice of any one of the above negotiation strategies depends on the situation, the objectives and other conditional factors, such as the quality and duration of the relationship, or collaboration. The simultaneous orientation toward results and relationships of the cooperative negotiation strategy represents a highly beneficial form of negotiation for cooperation and collaboration.

Basic Model of Cooperative Negotiation

Fisher et al. (2018) Harvard Negotiation Project (HNP) is a basic model of cooperative negotiation. The authors studied successful negotiators around the world. The analysis showed that it is not conventional negotiation styles using “soft” (people-oriented) and “hard” (result-oriented) skills that lead to optimal results, but a third way that aligns both parties’ interests.

The HNP is based on from four basic assumptions:

1. People and issues should be viewed and treated separately.
2. Negotiations are not about the positions parties take, but the interests driving them. It turns out that behind opposing positions there may well be common or compatible interests.

> **EXAMPLE**
> A and B are arguing over an orange. Both insist on the whole orange (incompatible positions). A compromise is found: The orange is divided and each receives half. A squeezes his half and throws away the peel—he wants to drink orange juice (A’s interest). B zests the peel on his half and throws away the rest—he is baking a cake (B’s interest). Conclusion: If neither had insisted on their position, and communicated their interests, then both could have used the whole orange for their own purpose.

3. Before making a decision, examine as many alternatives as possible. There is almost always more than one solution; the best one is rarely the most obvious.
4. Evaluate the results with objective decision criteria to assess the later success of implementation.

Negotiation

- As with all important conversations, negotiation also requires good preparation. A clear idea must be gained, preferably in writing, as to what should be negotiated and what interests should be pursued. Set a minimum and maximum goal for your negotiation in written form. A result below the minimum goal is unacceptable, and it makes more sense to end the negotiation. The maximum goal has a motivating effect. It is also a good idea to consider the “best alternative” BATNA (Best Alternative to a Negotiated Agreement). This consists of a personal plan that takes effect when negotiations break down. What alternative is there to reach your goal? Will there be another appointment, or will the negotiations end? BATNA provides security when negotiating, as the existence of an alternative makes failure less threatening.
- As with the opening of the conversation, the warm-up phase establishes personal contact. This is followed by clarification of what is to be negotiated.

- During the orientation phase, both parties present their positions and, most importantly, the underlying interests, perhaps also talking about how they feel.
- During the clarification phase, questions and feedback serve to check mutual understanding.
- During the solution phase, all negotiating partners' views are summarized, but never evaluated. Common solution alternatives are subsequently debated.
- Outcomes are only secured and recorded at the end. If a solution is not found, the parties agree on a new agenda and appointment.

TRANSFER

Reflect on your thoughts and expectations at the beginning of the unit. What questions have been answered? What still remains? How will you deal with unresolved issues?

What are you taking out of this for yourself? Think in writing. Thoughts alone are too vague.

- Start: I will start to …
- Stop: I will cease …
- Go: I will continue to …

SUMMARY

Because people are so different, the potential for conflict exists in almost every social interaction. Conflict is usually uncomfortable, but it fulfills important functions for communities. It enables diversity, differentiation, and further development, while ensuring unity and stability. Whether conflict escalates and involuntary stress patterns control behavior depends on conflict prevention and resolution practices.

Constructive conflict resolution succeeds through a set of steps:

1. Create distance and stop escalation: cognitive empathy (compassion and shift in perspective) opens a path from "battle mode" to "exploration mode."
2. Listen and understand: The magic question "How do you see the situation?" invites the other to describe their view; active listening helps to alter perspectives.
3. Express your own interests and wishes in a clear and comprehensible manner.
4. Together, gather ideas for a solution.
5. Negotiate.

The systemic view of conflict shows that it is more effective to deal with the question

“What for?” to search for goals and solutions, rather than to look for “Why?” Reframing encourages positive assumptions toward a solution and calms tense situations.

Avoidance, adjustment, competition, cooperation, and compromise are fundamental negotiation strategies. The strategy for cooperation set out in the Harvard Negotiation Project is to achieve both the best possible negotiation outcome for each party and maintain and expand the relationship.

UNIT 6

ACHIEVING YOUR GOALS

STUDY GOALS

On completion of this unit, you will have learned …

- how to set, focus, and reflect on effective goals.
- how to handle your time in an “agile” way.
- the benefits of (self-)coaching and the “inner team” method.
- self-management and self-motivation strategies.

6. ACHIEVING YOUR GOALS

Introduction

You have already been quite successful in your life and have achieved some of what you have set out to do; otherwise, you would not be taking this course. Yet, you may want to manage future tasks and projects in a more structured and goal-oriented way, or organize and enable your behavior more effectively. It is important that you align your actions with your goals. It is also necessary that you actively use your emotional, motivational, and cognitive resources to achieve your goals. This unit reviews helpful strategies and methods to help you do this.

TRANSFER PREPARATION
Before continuing, prime yourself. Review the content and main topics.

What do I already know about this topic? What would I like to learn or better understand?

6.1 Effective Goal Setting

In this unit, we cover what successful goals require. In addition, you will get to know a tested method that helps to set effective goals and plan their implementation. In this way, you establish a sound basis to successfully carry out your projects.

Goals influence thoughts and feelings, structure life and experience, and reflect what we find meaningful in life (Blickhan, 2018, p. 199). Effective goals convey meaning, stimulate motivation, and encourage perseverance. They help set priorities and keep the target firmly within sight (Oettingen, 2014, pp. 118–122). Numerous research studies on self-management and motivation have shown how necessary goal setting is for these aspects to unfold (Blickhan, 2018, pp. 199–200; Braun & Müller, 2009, pp. 101–106; Grawe, 2004, pp. 273–276; Martens & Kuhl, 2013; Oettingen, 2014; Storch & Krause, 2014, pp. 147–149). There is broad agreement on the following three characteristics:

- **A positive approach:** Goals should describe a state or result to be achieved and not something to be avoided (“I allow myself rest.” And not: “I let myself be less rushed.”). This approach increases the energy and willingness to implement the desired behavior.
- **An individually-achievable goal:** It is important that the achievement of a goal, obstacles and resistances notwithstanding, is feasible and realistic. Moreover, the goal is determined by factors that are under your control, and does not depend on others doing or altering anything.

- **A concretely and multisensory representation:** A goal should be imagined by all the senses as concretely as possible.

Some researchers distinguish between:

- **Results targets** that primarily address the mind and help with action planning, e.g., through SMART formulation, and,
- **Motto-Zielen (motto-goals)** that synchronize the conscious and unconscious mind, thereby strengthening stamina. An effective motto-goal consists of three parts: a clear formulation of the goal in a concise sentence, a vivid visualization of the moment when the goal was reached, and a correspondingly positive feeling for the body (Blickhan, 2018, p. 214; Storch, 2015).

Particularly complex situations and creative, open-ended tasks allow just limited definitions of results targets. Here, motto goals provide the necessary orientation and clarity. Principles for action utilizable for the medium and long term can be derived from these.

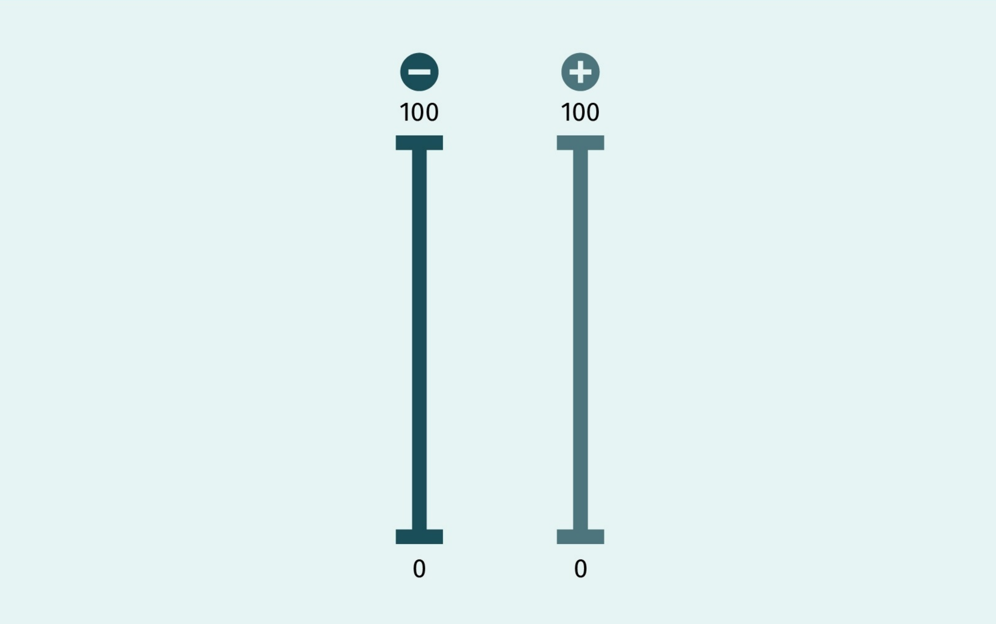
In order for a motto-goal to provide motivation even when obstacles arise or initial enthusiasm wanes, the gut feeling triggered by the imagined target has to be satisfactorily positive. However, intuitive feelings are not always clear. Sometimes conflicting, ambivalent feelings are associated with a goal. This can be the case when the two systems triggering the gut feeling work separately from each other. The reward system sends pleasant feelings and the punishment system unpleasant ones. "Mixed feelings" are the result of both feelings happening at the same time. For instance, you might be looking forward to a new job in human resources but also feel uneasy. The **affect balance** helps with the analysis (Storch & Krause, 2014, pp. 124–125).

Affect balance
Symbolizes the two separately working, body-feeling systems: punishment and reward

This is how an affect balance test works: If possible, use all your senses to imagine that you have achieved your goal. Imagine your achievement in a vivid way, and imagine with all your senses that it is already a reality. How does this feel?

- How strong are the positive feelings associated with this on a plus scale of 0–100?
- Also, are there negative feelings associated with it? If so, how strong are these on a minus scale of 0–100?

Figure 38: Affect Balance: Separate Valuation Systems for Mixed Feelings



Source: Storch & Krause, 2014, p. 125.

According to Storch and Krause's (2014) results, the aim of sufficiently stimulating effects is reached when the affect balance has a value of at least +70 and –0, i.e., does not trigger any negative feelings.

If the target has a positive value of less than 70, your energy will probably not be sufficient, especially in the difficult phases. The question is: Why do you want to achieve your goal? Does it make sense to pursue this goal? New aspects may emerge to inspire you as you reflect; otherwise, it would probably be more effective to work toward a different goal.

If negative feelings are associated with your goal, it is likely that internal blockages or obstacles sabotage it. Working on and with these obstacles is a building block to success. In extensive research studies over more than two decades, Oettingen (2014) found that setting goals and being confident or thinking positively do not assure goal achievement alone. Instead, it is precisely obstacles that can help the most in reaching a goal—provided you deal with them constructively considering mental contrasting.

WOOP
This acronym stands for wish, outcome, obstacle, and plan.

"WOOP", developed by Oettingen (2014, pp. 118–140) shows how this can be done. Be introspective when applying the method. It is more about free association and less about strenuous thinking so that thoughts and images can flow freely.

W = Wish: Think of a wish that you want to fulfill, a goal you want to achieve, or a desire that you want to satisfy. Set a time frame, e.g., a year, a month, or the next twenty-four hours.

O = Outcome: Now think about the best possible result of fulfilling your wish. Use all senses to imagine this as vividly as possible.

O = Obstacle: Consider the possible inner obstacles and blockages that stand in the way of the fulfillment of your wish or the achievement of your result. What triggered the unpleasant gut feeling that produced a negative value in the affect balance? What are the underlying thoughts or beliefs?

P = Plan: After you have imagined the obstacle, make a plan. What can you do to overcome your obstacle? What thoughts and behaviors would be beneficial? If you can think of more than one option, choose the one that seems most promising to you. Imagine when and where you will be confronted with your obstacle again, and develop your "if-then" plan: "If obstacle x appears (when and where), then I will apply thought or behavior y."

You can WOOP both in thought and written form:

- Wish: Write your wish in three to six keywords on a blank sheet of paper. Set a deadline.
- Outcome: Write down the best possible result of your wish fulfillment (three to six keywords). Next, write down everything that comes to mind: What changes when the result becomes a reality? What does it look like? How does it feel?
- Obstacle: Name the inner obstacle that stands in the way of your result. Write down all your thoughts about it.
- Plan: Explicitly state what you can do to overcome the obstacle. Think about when and where this obstacle might arise. Make a note of your if-then plan: "If obstacle x appears (when, where), I will apply thought or behavior y." Repeat this plan over in your mind and read it out loud.

You can always use WOOP if you have some peace and quiet without distractions. Utilize times when you are waiting for something or taking trips on public transport. WOOP is an excellent method to formulate goals effectively and reflect on the main obstacles. It is content neutral and suitable for both small tasks and large projects. It can help implementation, increase productivity, or detect and overcome fears and inner blockages so that you can better mine your potential. Further, WOOP can help reveal whether a wish is too ambitious and may need to be modified.

It is likely that you have several goals in different areas of your life. It can be very helpful to have one WOOP for each different area of your life (e.g., work/occupation, learning, family, friends) in order to find the core desire and result you want to focus on. Once you have created these individual WOOPs, take an overall look at your key objectives and ask yourself: To what extent do they fit together or support each other? Which goals might contradict one another? How will you deal with these contradictions? Contradictions lead to internal tension, which can have a paralyzing effect. If possible, ensure that goals fit together (Blickhan, 2018, pp. 208–209). Methods such as affect balance and WOOP can help with the process of clarification.

You will be more successful if you concentrate for a set period of time on the key goal of one area of your life. You should distinguish between annual, monthly, weekly, and daily targets. Check on your progress regularly. Ask yourself at least once a month about your goals: what is working well and where the difficulties occur (Rassidakis, 2009, p. 48).

6.2 The Agile Use of Time

Agile
self-determined, responsible, focused, simple, open, respectful towards others, and with courage and willingness to change.

The time available to us is a limited resource. Time cannot be extended or shortened; it can only be spent more or less sensibly and appropriately. You can learn to use your time in an **agile** way, i.e., in such a way that you create and implement your plans autonomously, and have the flexibility to react to changes. Essential to "agile" time planning is a focus on a meaningful goal and organizational habits. This means that the more externally determined your work is and the more meaningless or useless your tasks and activities are, the less agile your time planning can be. This is because there is a lack of both the overriding objective that provides orientation and the freedom for flexible adaptation.

Research on target and motivation shows that people with implementation planning are more than twice as successful in implementing their projects as people who do not go about planning (Oettingen, 2014, pp. 118–140). Effort put into time planning is well invested. The type of media (a desk calendar or digital application such as Outlook) you use does not matter as long as it suits you.

First of all, it is important that you get an overview of your tasks based on your goals and fields of activity. Break down the long-term (motto-)goals into month-long plans using SMART. From here, derive your tasks and then divide them into small, manageable tasks. The respective (interim) results can be coordinated with study or work partners, if necessary. The following questions can be helpful:

- What are the main goals in the different areas of your life? What is your motto for this year? Have you categorized it into sections? How can you break down these annual targets into result targets? What are the results you want or need to achieve this month? What are your goals for this week? What are the smallest possible (interim) results?
- What tasks do you need to complete this week to achieve your goals?

Numerous handbooks on self- and time-management provide tips for the effective and efficient use of time. Exisiting resources (Covey, 2014; Krengel, 2018; Rassidakis, 2009) can help you use your time in an agile way.

Scheduling Tips

1. Set a scheduling and reflection "golden hour".

The first obligation you enter in your schedule is the appointment for your weekly schedule. Reserve about a quarter of an hour every day—ideally in the evening—to reflect on the day: What did you do during the day? What still has to be completed? How satisfied are you with the individual areas of your life (e.g., career, learning, family, friends, sports)? Who do you have feedback from on which interim results? Is it necessary to change your current way of planning? This is especially important when you are dealing with complex tasks and situations where planning for results rarely works, as is often the case with agile work.

2. Plan a maximum of 60 percent of your time and create to-do lists for important tasks.

Enter other fixed appointments or regular activities. You should not fill more than 60% of your time on a set schedule to ensure that the schedule remains sufficiently flexible so that you have enough of a buffer should an activity last longer. Do not leave the rest of your time completely free, but divide it into blocks and reserve it for certain tasks or areas of life. Organize these with to-do lists. Remember not to start too many different tasks at once.

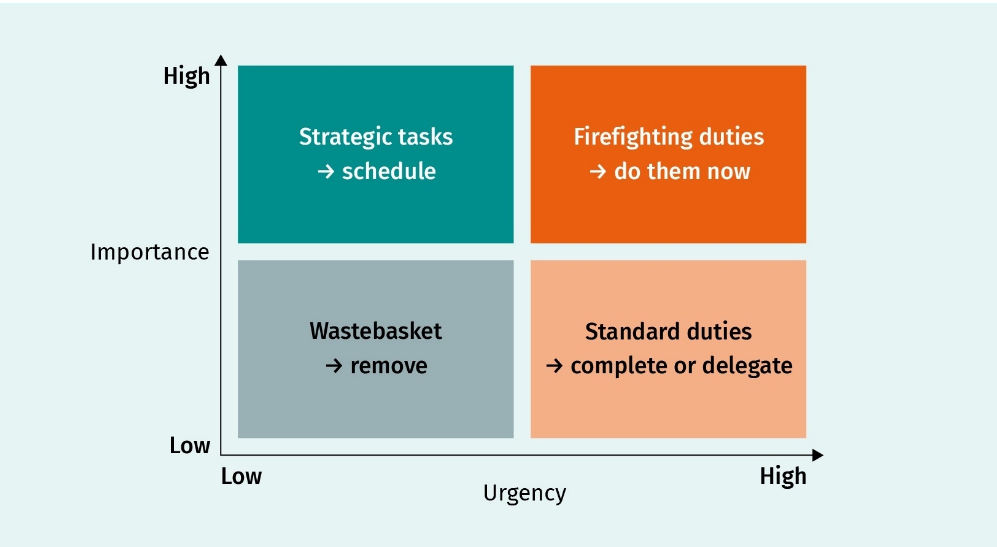
3. Track how you lose time.

Regardless of whether you are planning your time in an agile or classic manner—time wasting should always be avoided. Choose a typical week and write down exactly what you do for how long, preferably over 10- or 15-minute intervals. Note as many details as possible, especially the very small things. This may include quickly answering an e-mail or looking up something on the Internet. Assess this time log: On what topics and activities do you spend your time? To which areas of your life or subject areas can they be assigned? How important is what you are doing for your goals?

4. Prioritize—and do only what must be done.

The biggest mistake with time is not using it for what is important in life. Concentrate on the tasks that make the greatest contribution to your goals or provide the greatest benefit to your customers. Only do what really needs to be done—forget everything else—especially when time is limited. The Eisenhower Matrix and the Pareto Principle help you prioritize your tasks according to your goals.

Figure 39: The Eisenhower Scheme



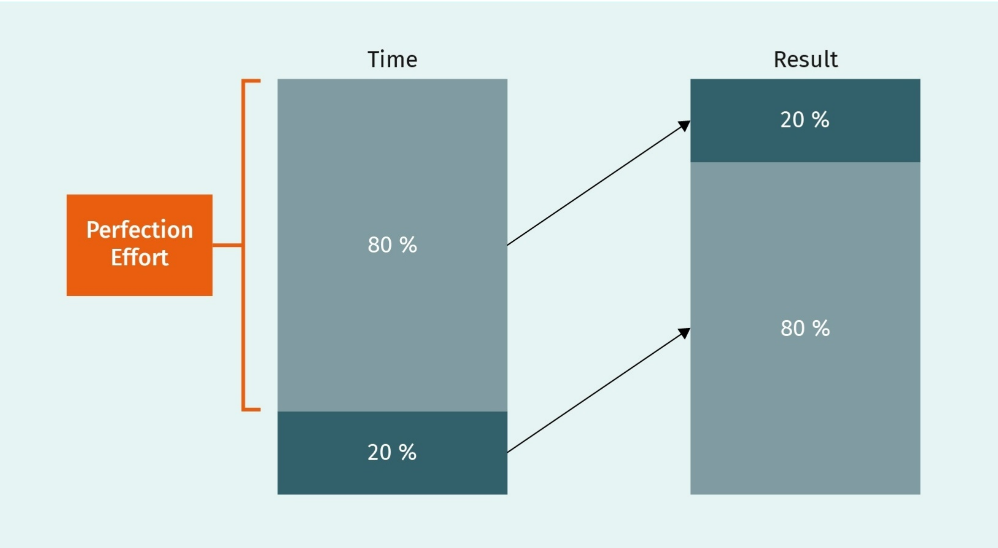
Source: Created on behalf of IU (2020).

Using the Eisenhower Matrix, evaluate your activities according to urgency (time pressure) and importance. Categorize the activities that you have entered in your time log according to this matrix and determine the proportions of your activities that can be assigned to the individual quadrants:

- **Fire-fighting duties:** These tasks must be performed immediately and preferably autonomously, because they are urgent and important. Having many such tasks involves the huge disadvantage that there is hardly any time left for activities that are not urgent (e.g., personal appointments, life planning, or plain fun). You should make sure that the fire-fighting tasks do not get out of hand; ideally, such tasks should not take up more than a quarter of all task time.
- **Standard duties**: These are tasks that are not important for your goals, but that are necessary. Many administrative and organizational tasks belong in this area (e.g., book-keeping, cleaning the bathroom). Ideally, you should not spend more than a quarter of your time on these tasks, or have someone else do them.
- **Wastebasket:** If tasks are neither urgent nor important, why deal with them at all? This includes reading unimportant newsletters or messages. It is best not to do these things.
- **Strategic tasks:** These tasks are often neglected, but are of central importance for your quality of life. They are important for your life goals, but not (yet) so urgent that everything else has to take a back seat. If you manage to spend at least 50 percent of your time on these, then you prevent escalation (because some strategic tasks become urgent later); at the same time, avoid ignoring work on your key strategic tasks. Do not postpone parts of your dreams and goals all your life.

Excessive perfectionism is also a waste of time. The Pareto principle posits that 80 percent of a result can be achieved with 20 percent of the effort. Moreover, often this 80 percent is sufficient to succeed. It would be wise to critically assess whether the additional effort for perfection is really worth it.

Figure 40: The Pareto Principle



Source: Created on behalf of IU (2020).

5. Create synergies.

Ensure that synergies are created when completing your tasks. A good way to do this is to group similar tasks (e.g., schedule a time to check e–mails or social media, instead of checking hourly or receiving individual notification).

6. Observe your output curve.

Take your biorhythm into account when planning your day. Plan to do difficult tasks when you are particularly efficient—in the morning or later in the afternoon—and the simpler tasks at less efficient times.

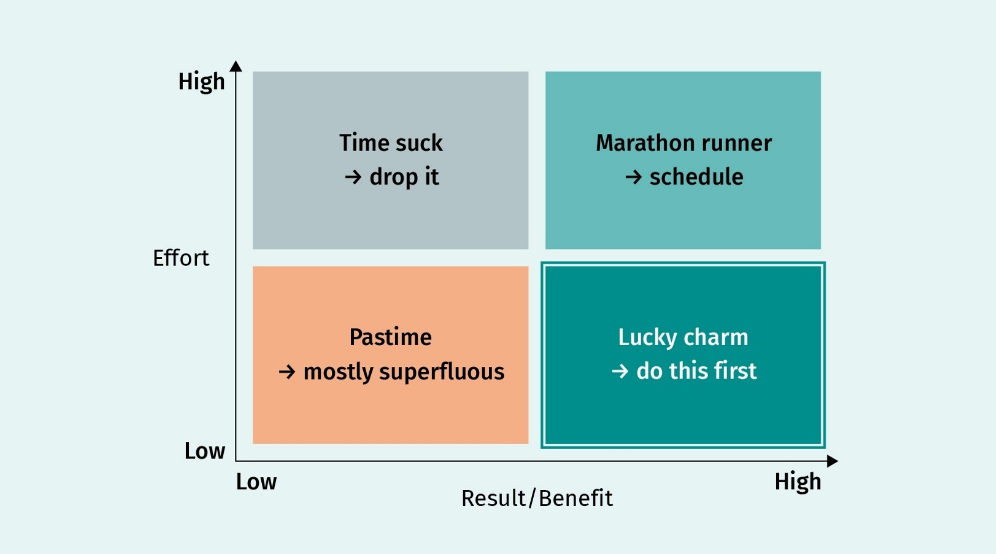
7. Use piecemeal tactics to make work easier.

For agile scheduling it is essential that the individual tasks are small enough to be handled flexibly. Because sometimes getting started and engaged seem difficult, take a piecemeal approach: divide a large task into smaller tasks and approach each individually.

You can also make it easier on yourself by beginning with what is easiest for you (easy win), or by making a large contribution to the result with relatively little effort. The Pareto Principle helps identify these tasks:

- **Lucky charms:** These are the tasks that bring a great benefit or make a considerable contribution to the outcome without requiring a great deal of effort. Ultimately, these are the most important tasks. Handle these first.
- **Marathon runner:** You should schedule these tasks for times when you are able to make a sustained effort. Piecemeal tactics are advantageous here.
- **Pastimes:** If the amount of effort and profit you get out of a task is poor, the question is whether the task is enjoyable. If so, then perhaps it is just a pastime during your breaks. It is, however redundant to the achievement of your goal.
- **Time suck:** Tasks that require a lot of effort without making a significant contribution deplete time and resources. Rid yourself of these.

Figure 41: The Pareto Principle in Practice



Source: Created on behalf of IU (2020).

8. Productive habits

A real panacea for self- and time management are productive habits that become routine over time. They relieve the mind because they kick in automatically when a certain situation occurs that acts as a stimulus. With instinctive certainty, many people move from bed to the bathroom to the breakfast table every morning. They do this with the help of habits that they have practiced for years and that make every conscious act and decision easier (e.g., brushing your teeth). Productive work routines help us to complete unpleasant tasks quickly. A habit loop stimulus prompts a behavior to become routine, leading to a desired result, which is experienced as a (small) reward and further strengthens the tendency to behave like this again (Duhigg, 2013, pp. 3–30). Habits can be developed in a targeted way by initially acting deliberately under certain conditions in a particular way. Methods and aids such as WOOP or the pomodoro technique, with which the stimulus and the behavior are planned and combined, also support this.

- Developing habits with WOOP: WOOP is ideal for the development of productive habits. First, identify the goal. Consider which behavior is most likely to bring you somewhat closer to your desired goal. Find a suitable stimulus or prompt that can remind you of this behavior. Formulate the “if-condition” as the stimulus that is to prompt the habit to be developed, and the “then-condition” as the corresponding behavior.
- Increasing concentration with the pomodoro technique: The technique gets its name from a type of kitchen timer that is shaped like a tomato. Remove all distractions. Set a timer for 25 minutes, and work with complete concentration on your task until the timer goes off. Take a five-minute break. Set the timer for another 25 minutes, followed by another five-minute break. Repeat for four concentrated phases of work. The fourth work phase is followed by a longer, thirty-minute break. With practice, the act of setting the timer will increase your willpower to work in a concentrated way.

If you want to improve your ability to concentrate and focus on essentials, you can combine the tomato technique with WOOP at the beginning and increase the effect: “When the timer (on my desk) is ticking, I work in a concentrated and focused way.” If it seems to get in the way of staying focused, you can reconsider ways of using it. Reformulate your if-then condition accordingly, for example: “When my thoughts wander during the 25-minute session, the tomato timer reminds me that I will continue to work on my task until it goes off.” In the following break you have earned a reward—even if it is just ticking off the important task you have now completed and are coming one step closer to fulfilling a wish that is important to you.

6.3 (Self-)Coaching Methods

Coaching refers to preventive, developmental, orientational, or problem-solving professional advice, support, and assistance for specialists and managers (Dietz et al., 2012, p. 20). Coaching helps you take control of your development in a systematic way. This can make it easier to identify and set goals that match your own values, recognize and use existing resources and potential, and shape the path to your goal in a way that sustains or increases motivation and performance. It is possible to master this task alone through self-coaching or with a coach by your side.

In the first two sections of this unit, you were given some useful tools to help you identify and plan goals. WOOP is also ideally suited for (self-)coaching, as it accompanies all phases from goal setting to implementation (Oettingen, 2014, pp. 141–161).

Another tool that you can use in (self-)coaching is the affect balance. Through this, the physical signals of the reward and punishment system are viewed separately. This makes it easier to resolve mixed feelings that are often associated with new and unfamiliar situations.

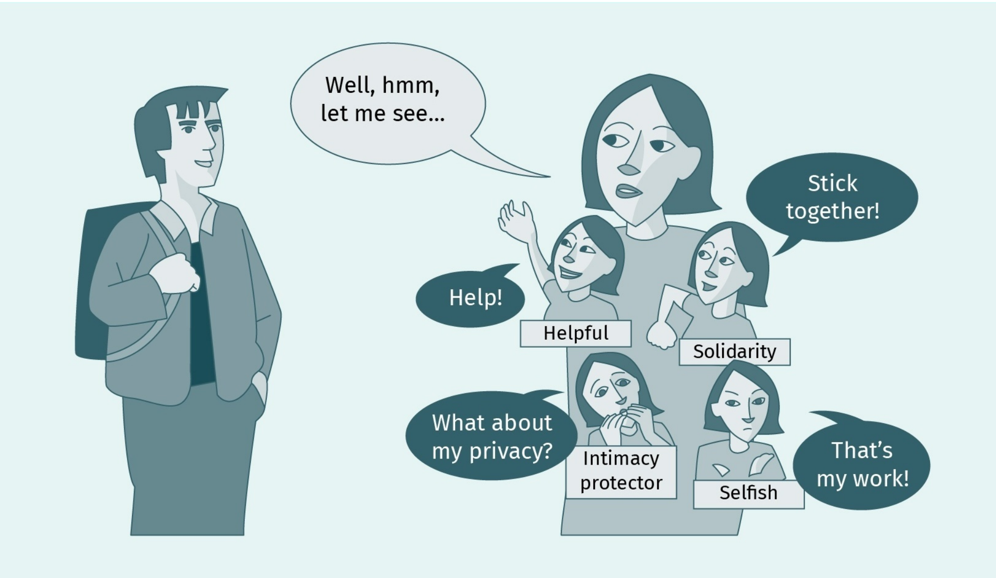
The main benefit of coaching often lies in gaining clarity, e.g., about what you really want and where you want to go. The **inner team** model can help (Schulz von Thun, 2017). In addition, it is always of valuable guidance during project work, for example, if you can no longer stand entirely behind what you are doing, or if you notice you are struggling. This is the case, for example, when one part of yourself is still fully involved, while another part is experiencing misgivings.

Inner Team
Is used to explain emerging conflicting emotions (team members) that clarify and guide the decision

Schulz von Thun (2017, p. 22) describes the model with the following example: One student asks another student whether they can make a copy of their notes and study materials. The first student missed most of the class, whereas the second student has studied diligently and kept useful notes. If the latter is the type to react positively, they might agree to the request, only to be scolded afterwards by a conflicting inner voice. It is also possible for both voices to be heard simultaneously, and that the diligent student reacts to the request rather ambivalently or even in an incongruent way, e.g., for example with a “sure” accompanied with negative facial expressions.

Schulz von Thun describes this inner plurality by using the metaphor of an inner team. You could also understand them as two sides of the same student, or as two aspects of a personality. In order to work with them, it is helpful for the student to give them names such as “Helpful” and “Selfish”. Usually many inner voices want to be heard. They hear the “intimacy protector” voice that reminds them of the personal comments in their notes. There might also be the “Solidarity” voice, declaring that all students stick together.

Figure 42: The Inner Team: Plurality with Disagreement



Source: Schulz von Thun, 2017, p. 28.

The inner team includes early and late announcers, loud and quiet voices as well as more or less welcome or even unwelcome voices. Very mixed or unpleasant feelings may indicate that some of the members are ignoring their needs. Especially when the tasks become difficult or when the inner voices are wildly mixed up, it is worthwhile to listen in an empathetic way with the active individual voices, much like a good coach would.

It can be helpful to write down your inner team on a piece of paper, along with key messages and names, put yourself in the position of each team member one by one, and ask questions such as: What information does the team member provide? What is needed? What would be necessary to satisfy this need? The answers to these questions can provide important information to clarify objectives, for (further) action in your projects and plans and to maintain motivation and efficiency, especially if there are setbacks.

6.4 Self-Management and Motivation Strategies

Braun and Müller (2009, pp. 169–206) provide an overview of key strategies and methods for self-management and self-motivation, areas that in one way or another will accompany, occupy, and challenge you the rest of your life. Here, self-management means feeling, thinking, and acting of your own initiative in a goal-oriented way to change purposefully, monitor effectively, and develop values. Self-motivation means becoming aware of your personal goals and motivations, linking them with possibilities for implementation, inspiring yourself (Braun & Müller, 2009, p. 184–185; Storch & Krause, 2014, pp. 111–112).

Self-Awareness

Managing yourself requires you to deal actively with your own strengths, weaknesses, values, attitudes, thoughts, and feelings. It makes sense to record thoughts and feelings over a longer period. Reflect on:

- Events (How did it succeed or lead to failure? What did I get out of it? Which of my strengths were evident? Which conditions were important? Where are possible weaknesses? What else would I have needed?)
- Feelings (How do I feel in different situations? What are my underlying needs? When do I feel powerful?)
- Thinking/acting (How systematic am I? Do I look for new paths?)
- Opportunities/risks (How and to what end can I make even better use of my resources? Who can I ask for ideas? How can I learn from failure?)

The affect balance or the inner team can serve as helpful methods.

Cognitive Self-Management

This is essentially about building the knowledge and skills to cope with difficult situations. Visualization techniques, inner dialogues, and mental checks are helpful.

Motivational Self-Management

Motivational strategies aim at satisfying individual needs. These include the need for commitment and connection, autonomy and independence, or individual development and personal growth. Do not inhibit yourself with demotivating thoughts and self-doubt. Additionally, it is important to give your own behavior a sufficiently strong push, desirable guidance, and the necessary strength and stamina. Motto-goals strengthen motivation, and with the affect balance, you can check the effectiveness of your goals and readjust them if necessary. Clarify any conflicting feelings or motives with the inner team, and use WOOP to bring everything together in a viable plan.

Affective Self-Management

Use moods to act and overcome resistance. It is fundamental to pay attention to your feelings in different situations, to name them and ask what needs they are expressing. The affect balance provides a good service. Based on gathered information, situations or tasks can then be redesigned in such a way that they prompt more pleasant feelings. This is also where you can apply many of the tricks in time management.

Willpower and Self-Management

Our willpower is strengthened with clear resolution: The more attractive the goal and associated benefits, the more concrete the implementation plan, the stronger our willpower will be. However, research on willpower shows that it can also be depleted quickly in the face of great hurdles. WOOP can help overcome this.

Strategies to economize tasks

Your own planning and working methods should be effective and efficient so that the goal is achieved with as little effort as possible. Good time management helps with this. Combine different strategies and methods for best results.

TRANSFER

Review your thoughts and expectations from the beginning of the unit. What has been fulfilled? What is still remaining? How will you deal with the unresolved issues?

What are you taking out of this for yourself? Think in writing. Thoughts alone are too vague.

- Start: I will start to …
- Stop: I will cease …
- Go: I will continue to …

SUMMARY

Goals are effective and motivating if they are formulated positively as approximations, individually achievable, concrete, and able to be envisaged using all five senses. Used the affect balance to analyze mixed feelings during internal obstacles, while planning and during implementation. WOOP (Wishes, Outcome, Obstacles, Plan) can help.

An agile use of your time requires planning that takes the curve of your personal task output into account, for which a maximum of 60% of total time is planned. It is important to have a “golden hour” for reflection. Find out where you lose time, prioritize, and generate synergies. Tools and tricks, such as a time log, the Eisenhower Matrix, the Pareto Principle, and the pomodoro technique, help.

(Self-)coaching helps you take control of personal development. A key challenge lies in gaining clarity about your own wishes, needs, and goals. The inner team method lets the voices have their say.

Various strategies (cognitive, motivational, affective, volitional) for self-management and self-motivation can strengthen self-awareness and optimize organization. It makes sense to combine several possibilities to synchronize mind and body toward the manifestation of your projects.

UNIT 7

MOBILIZING RESOURCES

STUDY GOALS

On completion of this unit, you will have learned …

- how to recognize resources and clarify and regulate your emotions.
- how to think creatively and innovatively.
- the significance of transfer and willpower on resource mobilization.

7. MOBILIZING RESOURCES

Introduction

Everything that can help you achieve your goals are your resources. These can be personal resources (e.g., abilities, attitudes, values, emotions) or external resources in your environment (e.g., contacts or tools). According to the Zurich Resource Model, you already have most of the necessary resources to cope with your challenges (Storch & Krause, 2014, p. 22). This unit focuses on methods and tools that help you identify and mobilize your resources to achieve your goals. Have fun!

TRANSFER PREPARATION
Before continuing, prime yourself. Review the content and main topics.

What do I already know about this topic? What would I like to learn or better understand?

7.1 Recognizing Resources

Martens and Kuhl (2013, p. 20) distinguish between two basic attitudes that people use to react with life's challenges. One option is to believe that you are a victim of your circumstances, the attitude of sacrifice or suffering. The other is the belief that you shape your own life, the attitude of shaping. This latter option is closely related to the feeling of self-efficacy. Self-efficacy is the basis for personality and self-esteem. The stronger and more stable someone feels in their creativity and confidence, the more likely they will be able to successfully achieve their goals. Internal and external obstacles may even strengthen this feeling (Braun & Müller, 2009, p. 23; Martens & Kuhl, 2013, p. 131). Understand your resources and learn about your strengths and weaknesses as you work toward your goals.

Both self-awareness and feedback from others are important sources of self-discovery. The following questions can help:

- **Personal resources:** What are your values or motives? What is important to you in life? From what internal sources do you draw your energy and strength? What are your skills, experiences, and strengths? What have you found easier in life so far? How can your strengths and abilities help you in the future? What can you learn from your failures? What do you still need to achieve your goals?
- **External resources:** Which skills, strengths, or other resources from other people or organizations are available to you? From which external sources do you draw energy and strength? Which situation or surrounding conditions do you find beneficial? Which

methods or tools were or are helpful? Who has the resources you need? How can you best connect and network with others to gain access to these resources? What do you (still) need for this?

Emotions and feelings are also important resources. They can provide energy and add incentive. However, the unambiguous definition of the terms create some difficulties. For example, there are a variety of different definitions for emotions and feelings. “Feeling” often refers to the conscious experience of affects, emotions, or moods (Storch & Kuhl, 2013, p. 33). “Emotion” is often used as a generic term for affects, feelings, and moods (Isen, 2004, p. 264). This second understanding is broadly followed here.

Emotions manifest themselves in rather volatile states or in longer lasting atmospheres or moods (Davidson & Begley, 2012, p. xi). Recent brain research using imaging techniques has provided ample evidence that the ways we react to situations in life depends on emotional styles of each individual (Davidson & Begley, 2012, pp. 67–90). Although these styles may be altered with some effort, short-term emotional states and moods can be changed temporarily if it is productive for a specific situation (Martens & Kuhl, 2013, p. 81). The aim here is to promote emotions or feelings that are more conducive to a project and resist the more negative emotions that might hinder you. In order to be able to act, it is necessary to be “switching in productive and positive emotions” (McColl, 2008, p. 80).

There are countless methods that support the regulation of emotions. Below you will find an overview of some empirically-tested options.

Feelings as Ambassadors of Needs

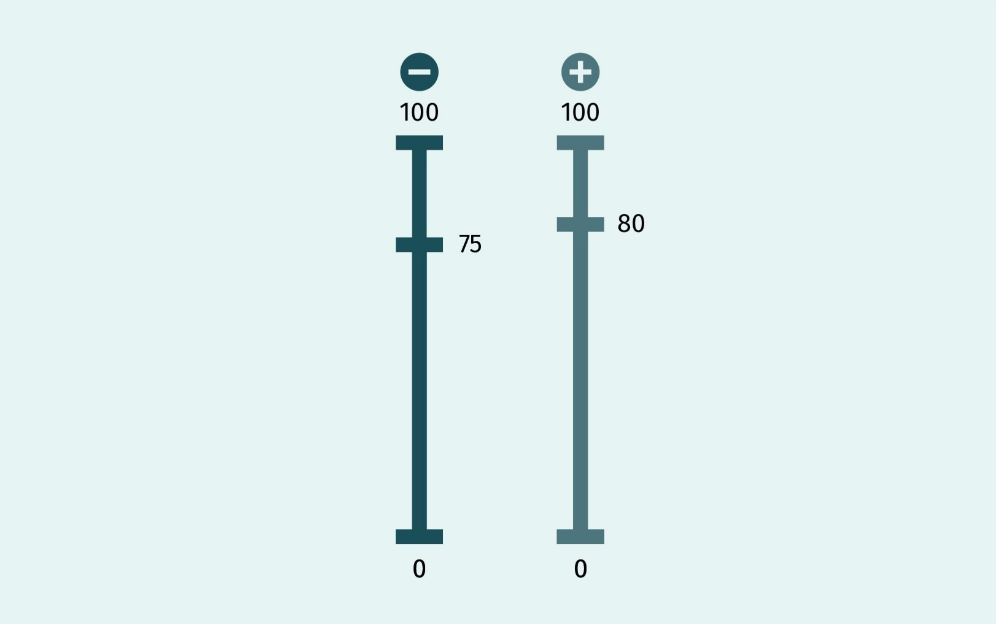
Storch and Kuhl’s (2013, p. 76–77) summary of research findings concludes that feelings of acceptance and understanding are required for the regulation of emotions. The first step to successful regulation of your own emotions is, thus, to pay attention to your feelings, recognize them as an important expression of the self, accept them, and show understanding towards yourself. This practice is especially important for negative feelings. You should not suppress, criticize, or even insult them, even if they are momentarily getting in your way. Instead, you should seek to understand them as “ambassadors of need.” What does this feeling indicate? What is bothering me? What is this feeling communicating? What do I need, for example, to feel enabled to act?

Affect Balance and Self-Regulation

In difficult situations, it is often incredibly difficult to identify your precise emotional state and decide what to do to move toward your goal. Often the feelings here are not clear, but ambivalent and confused. In these cases, it can help to get clarity with the help of the **affect balance**: How high is the minus value and the plus value (Storch & Krause, 2014, pp. 124–125)?

Affect balance
Symbolizes two separately working, body-feeling systems: punishment and reward

Figure 43: Affect Balance: Separate Valuation Systems for Mixed Feelings



Source: Storch & Krause, 2014, p. 125.

According to Storch and Kuhl (2013, pp. 73–78), there are four basic ways of regulating emotional states:

1. **Self-motivation.** Evoke strong, positive emotions (more pleasant feelings increases the plus scale). Here, for example, it is helpful to visualize fully the way it will feel to achieve your goal. Find a picture or symbol and attach it to your workplace, for example, using the priming effect (Schmidt, 2018, p. 40) to focus your attention.
2. **Self-calming.** Firmly settle negative emotions (less unpleasant feelings lowers the minus scale). This is always important when processing painful experiences. You may want to recall situations when you have experienced comfort and to visualize that feeling. It also helps to think about an earlier instance of success and become aware of resources that assisted you.
3. **Self-braking.** Curb strong positive emotions (less pleasant feelings lower the plus scale). This can be important when positive emotions are already pushing for action, but it is necessary to first pause, get an overview, confront negative aspects of a project, or listen to other opinions. This pause can be helped through exercises in self-vigilance of strong impulses. It is then possible to pause for a moment, perhaps to remove yourself from the situation, and continue researching which next steps would be best for your needs and the overall goal.
4. **Self-confrontation.** Notice negative emotions (unpleasant feelings increase the minus scale). This may be appropriate when someone cannot learn from painful experiences or mistakes because they take everything lightly and do not feel the need for change. Although such self-assurance may be envious, they might be missing opportunities for self-improvement. It is helpful here, for example, to recognize any disadvantages, obstacles, or consequences.

TRANSFER
After you have completed your affect balance, ask yourself:

- What do you want to achieve? Which values would have to be rather high, which rather low?
- What does your affect balance look like in comparison? Which values would you have to regulate and how? Is there an increase or decrease of the positive or negative value?
- What ideas do you have about what you can do to change these values accordingly? Maybe ask other people for an idea, and choose the one that suits you best.

To build your overall self-awareness, ask yourself daily what feelings your body is sending you, and record them with the help of an affect balance. Dealing with your own feelings strengthens the ability to perceive feelings and deal with them constructively. This makes it increasingly more possible in everyday life to perceive emerging feelings, to recognize the needs underlying them, and to act before an unproductive feeling can either inhibit or give you too much momentum.

Relaxation Techniques

The greater the internal tension, the less successful impulse and emotion regulation will be. It is, therefore, beneficial to consciously tend to relaxation in order to lower your level of excitement. The best way to choose the right kind of relaxation technique is to choose your favorite stress relief technique (Braun & Müller, 2009, pp. 36–46).

Table 13: Reactions and Recommended Relaxation Techniques

Type	Mode	Relaxation Techniques (selection)
Motor	physically active	Progressive muscle relaxation, massages, and baths
Vegetative	despondent, anxious	Autogenic Training (deep relaxation with the help of formulaic self-suggestions); imaginary journey (mentally being elsewhere)
Cognitive	logical, analytical	thought stopping (intensive concentration on the disturbing thought, followed by an abrupt "stop")

Source: Created on behalf of IU (2020), based on Braun & Müller, 2009, p. 36.

7.2 Reflection and Innovation

In this section we are dealing with the ability to think and ponder consciously (i.e., reflect) primarily in order to discover new paths and develop new ideas and solutions. Our ability to think and **reflect** is an essential resource, because it is necessary to exploit our own intelligence (de Bono, 2018, p. 12). But how must this kind of thinking and reflection take place so that creativity and innovation can also emerge?

Reflectiveness
The ability to compare, test, and review your thoughts

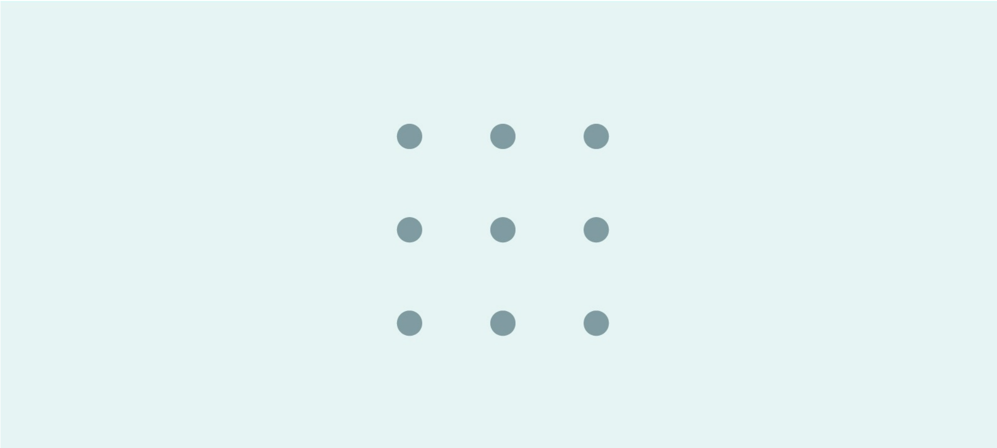
Creativity is a comprehensive and rather vague term. It can refer to a product that is more or less new and original, or to a process that leads from the discovery of a problem and search for information to the development and evaluation of ideas and their implementation (Veisbergs, 2007, pp. 239–240). This results in innovations that differ in strength from previous ones.

While innovations in technology have triggered rapid progress, progress in thinking and coexisting in our society is extremely slow (de Bono, 2018). De Bono (2016, pp. 50–65; 2018, pp. 25–38) attributes this fact to the way our brain works: It forms and uses patterns of thought and action. In this way, what has been learned and experienced is quickly processed and recognized, and what is new is classified and assessed within fractions of a second. Thus, it is possible to make your way around the world, and be enabled to act. The large disadvantage is that these patterns can be a great hindrance to taking completely new paths or to thinking brand new things. Instead, we tend to hold on to and defend our views, our patterns of thought and action. In the "automatic patterns," the mind only comes upon new patterns by mistake, through coincidences or humor. Therefore, we need to consciously use our ways of thinking for this purpose.

One prerequisite is opening up perception because one can only process what passes through the brain (de Bono, 2018, p. 15). In addition, it is important when considering a situation, that not only arguments supporting your own point of view or your own knowledge are to be thought through, but above all also things that counter it, or highlight completely different aspects. A tool for this is the method "Plus, Minus, Interest" (PMI). Collect all aspects and arguments you can think of for (P), against (M), and note down everything else you find interesting (I)—be these open questions, other ideas.

Thinking methods can help to consciously shape new paths of thought. De Bono (2016, pp. 37–46) distinguishes "lateral" from "vertical" thinking. Vertical thinking uses existing information to find the most probable paths with fixed terms and categories and to exclude everything irrelevant. Lateral thinking uses everything that is disturbing and imponderable as an opportunity to follow the most improbable in the wrong direction, leaving the possibility for discovery. For example, it is important to question assumptions deliberately. In the figure below, connect the nine points in one move with four straight lines without stopping.

Figure 44: Nine Dots

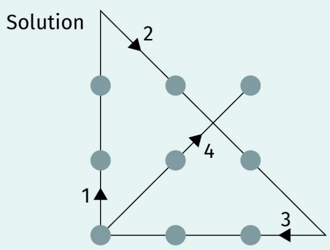


Source: de Bono, 2016, p. 86.

SOLUTION

The solution of the problem is complicated by the (unfounded) assumption you cannot draw past “outside the box.”

Figure 45: Solution



Source: de Bono, 2016, p. 86.

In order to gather new ideas, it can also be helpful to apply methods that specifically prevent focusing on the task being solved. Brainstorming or brain writing, for example, are part of this:

- Brainstorming is free association in which all ideas are gathered into a group and then evaluated. The guiding principles involve free associations without criticism, quantity before quality and mutually developing ideas.
- Brain writing works like brainstorming, but ideas are written down, which ensures that everyone has their say and eliminates unproductive group pressure.

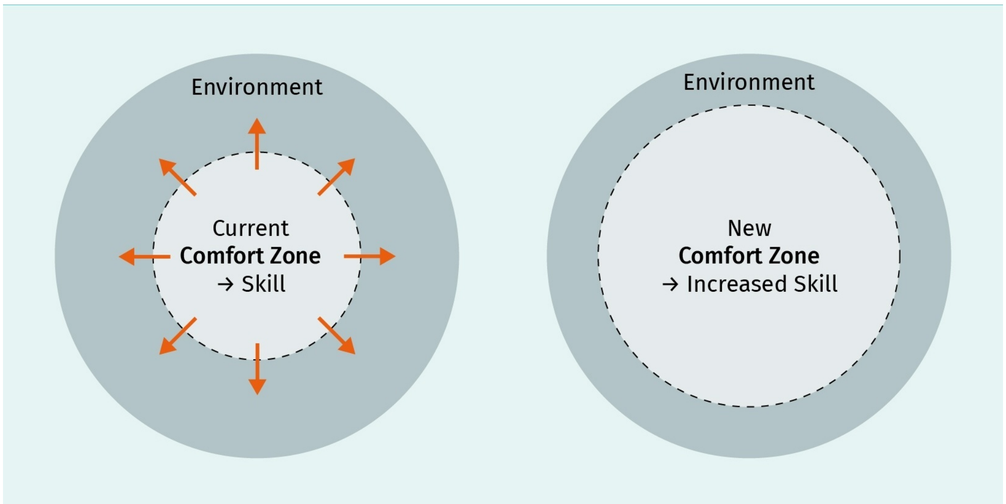
A good way to come up with creative ideas can also be to make conscious assumptions that are highly likely to be wrong or irrelevant and then search from there for appropriate solutions. If you use the random method, you can randomly select any word, such as the tenth noun on the third page of a magazine. Think about what this word has to do with your topic and collect everything you can think of in 15 minutes, without overthinking and judgement. Once you have finished gathering and developed initial approaches to solutions, start evaluating. Do not skip this step: critical thinking always follows creative thinking.

De Bono has developed a number of other useful methods and tools for training your ability to think and, above all, developing your ability to think laterally. Numerous publications (Lucas, 2003; Hermann & Felfe, 2014) also offer creative techniques.

7.3 Transfer Strength and Willpower

Transfer refers to the application of what has been learned in a practical task (Seidel, 2012, pp. 13–17) so that both the comfort zone and action zone are expanded. Highlighted here is the importance of the strength of transfer and willpower for the mobilization of your resources. The main conditional factors for this are summarized below.

Figure 46: Enhancement of Comfort Zone and Action Competence



Source: Created on behalf of IU (2020).

Seidel (2012) showed that motivation, willpower, as well as the knowledge and ability to think are necessary for transfer and that a supportive environment with learning and implementation partnerships is conducive to this. According to Koch (2016, pp. 198–199), there are four influences on factors for transferring strength:

1. Openness to training impulses,
2. Self-responsibility for the success of the implementation,

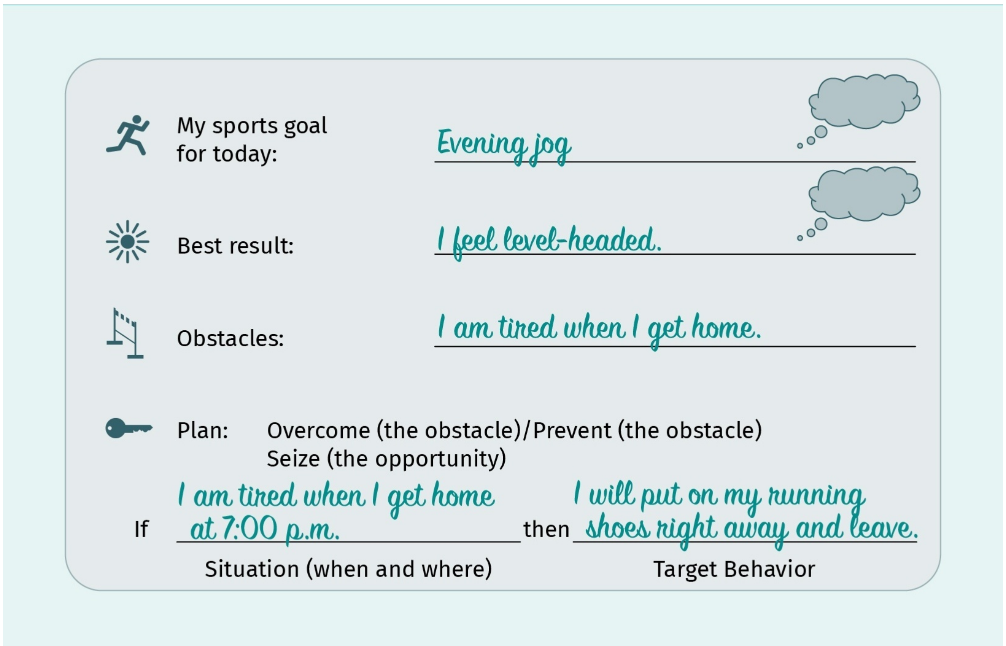
3. Incident management in everyday life, and
4. Positive self-talk in case of a setback.

The transfer process presupposes that the will and motivation to leave your own comfort zone and question your own patterns of thought and action are present. In addition, this includes openness and courage because there is a great risk that what you try out for the first time will not succeed or will contain mistakes. As further studies by Storch and Krause (2014) show, sheer willpower is not enough to cope with these levels of transfer and self-management. They show that the most important thing is to connect the unconscious with the conscious mind in such a way that they both work together to reach a goal. To this end, it is advisable to formulate *Motto-Ziele* (**motto-goals**), the effectiveness of which can be verified with the aid of an affect balance (high plus values; no minus values). Results targets can be derived from this. These should be formulated in a SMART way, i.e., specifically (concretely defining what is to be achieved), measurably (the achievement of the objective can be measured or at least assessed), attractively (the objective is desirable), realistically (the objective is achievable) and in a timed manner (the timeline is clear).

Motto-goals
Synchronize the conscious and subconscious mind to associate with the achievement of a very inspiring and urgent desire

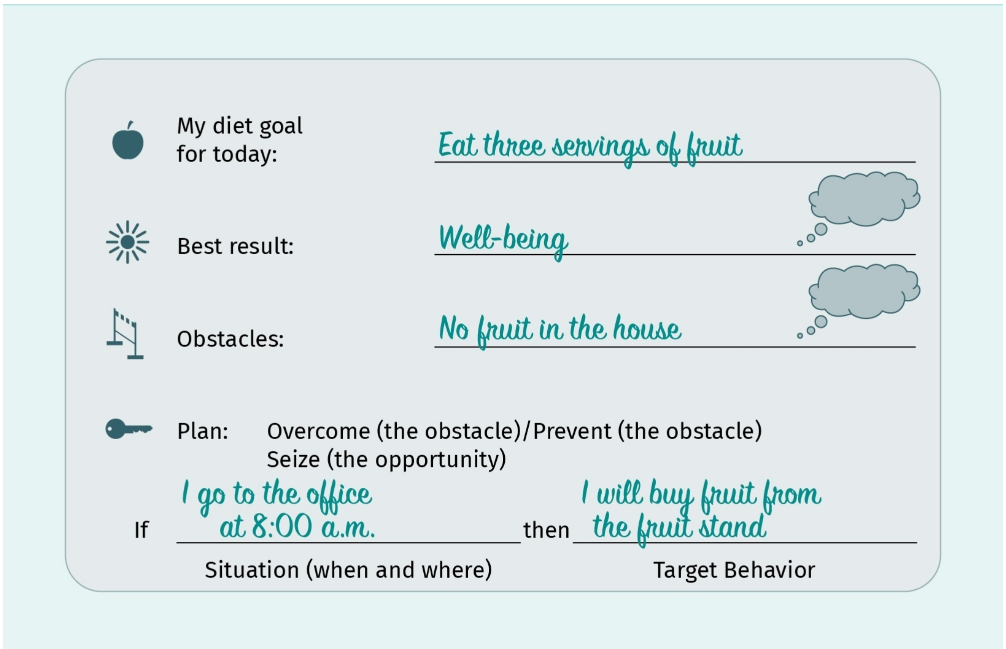
It is also important for implementation and incident management that a concrete plan exists. Ideally, a tool such as WOOP will be used to determine the Wish, Outcome, Obstacle, and Plan, as the following examples illustrate.

Figure 47: WOOP Intervention: Overcoming the Obstacle



Source: Oettingen, 2015, p. 188.

Figure 48: WOOP Intervention: Preventing the Obstacle



Source: Oettingen, 2015, p. 188.

Methods of time and self-management, reflection, and emotional control facilitate the effective, efficient and flexible handling of time and resources. When designing the environment, priming effects can be used that symbolize and always vividly recall the successful achievement of goals and the associated urgent desire. Collaboration with suitable learning and implementation partners supports the journey. It is important to initiate and shape learning, communication, and collaboration processes, and to handle conflict situations constructively.

TRANSFER

Review your thoughts and expectations from the beginning of the unit. What has been fulfilled? What is still remaining? How will you deal with unresolved issues?

What are you taking out of this for yourself? Think in writing. Thoughts alone are too vague.

- Start: I will start to …
- Stop: I will cease …
- Go: I will continue to …

SUMMARY

Clarity about your own resources boosts your confidence and feelings of self-efficacy. Both internal (values, motives, skills, knowledge) and external resources (tools, methods, other people) are essential. Feelings are also important resources as the “ambassadors of needs.” Self-motivation, self-calming, self-braking, self-confrontation, and relaxation techniques can regulate emotional states.

Thought and action patterns help you find your way but may be a hindrance if new ideas are to be developed and new paths discovered. For this, “lateral thinking” can widen perception and break habits. Creativity techniques such as brainstorming, brain writing, or the random method can also help.

With transfer strength, it is possible to apply what has been learned in practical tasks, increasing active competence. Openness, courage, and willpower are necessary to leave your comfort zone, but they are not enough. The motto-goals, which combine intellect and feeling, are inspirational and supportive in the process. Motto-goals, which lead to results, are also the basis for action and contingency plans. These are implemented through time- and self-management methods, priming, and cooperative partners. (Self-)reflection and engagement with personal feelings are fundamental.

BACKMATTER

LIST OF REFERENCES

Argyris C (1999) *On Organizational Learning*. 2nd edn. Oxford: Blackwell.

Anderson, J. R. (2000). *Learning and memory: An integrated approach*. John Wiley & Sons Inc.

Baber, A., Waymon, L., Alphonso, A., & Wylde, J. (2015). *Strategic connections: The new face of networking in a collaborative world.* New York, NY: AMACOM.

Belbin, R. M. (2015). *Team roles in a nutshell* [PDF file]. Retrieved from https://www.belbin.com&media&1335&belbin–for–lecturers.pdf

Blickhan, D. (2018). *Positive Psychologie: Ein Handbuch für die Praxis.* Paderborn, Germany: Junfermann.

Boulton, J. G, Allen, P. M, & Bowman, C. (2015). *Embracing complexity: Strategic perspectives for an age of turbulence.* Oxford, England: Oxford University Press.

Branstetter, R. (2016). *The Conscious Parent's Guide to Executive Functioning Disorder: A Mindful Approach for Helping Your Child Focus and Learn*. Avon, Massachusetts: Adams Media.

Braun, W., & Müller, G. F. (2009). *Praxisfeld Selbstführung: Der Werk- und Denkzeugkasten für den Einsatz persönlicher Ressourcen.* Bern, Switzerland: Huber.

Brunner, A. (2016). *Die Kunst des Fragens.* Munich, Germany: Hanser.

Burow, O. A. (2000). *Ich bin gut—wir sind besser: Erfolgsmodelle kreativer Gruppen.* Stuttgart, Germany: Velcro Cotta.

Burow, O. A. (2015). *Team-Flow: Gemeinsam wachsen im kreativen Feld.* Weinheim, Germany: Beltz.

Chang, B. (2019). Reflection in learning. *The Official Journal of OLC, 23*(1), 95–110.

Covey, S. R. (2004). *7 Habits of Highly Effective People*. Swiss: Free Press.

Crisand, E., & Crisand, M. (2010). *Psychologie der Gesprächsführung (*9th ed.). Hamburg, Germany: Windmühle.

Crisand, E., & Rahn, H. J. (2010). *Psychologie der Persönlichkeit* (9th ed.). Hamburg, Germany: Windmühle.

d.light. (2020). Home. d.light. https://www.dlight.com. Accessed April 24, 2023.

Davidson, R. J., & Begley, S. (2012). *The emotional life of your brain: How its unique patterns affect the way you think, feel, and live and how you can change them.* New York, NY: Hudson Street Press.

de Bono, E. (2016). *Lateral thinking: A textbook of creativity.* London, England: Penguin.

de Bono, E. (2018). *De Bono's thinking course: Powerful tools to transform your thinking.* Harlow, England: BBC Active.

Dehaene, S. (2020). *How We Learn: The New Science of Education and the Brain*. United Kingdom: Penguin Books Limited.

Dietz, T., Holetz, K., & Schreyögg, A. (2012). Teil 1: Grundlagen—Definition des Praxisfeldes Coaching. In Deutscher Bundesverband Coaching (Ed.), *Leitlinien und Empfehlungen für die Entwicklung von Coaching als Profession (*pp. 20–21). Frankfurt am Main, Germany: Deutscher Bundesverband Coaching.

Dobelli, R. (2019a). *Die Kunst des klugen Handelns: 52 Irrwege, die sie besser anderen überlassen* (11th ed.). Munich, Germany: DTB.

Dobelli, R. (2019b). *Die Kunst des klaren Denkens: 52 Denkfehler, die sie besser anderen überlassen* (23rd ed.). Munich, Germany: Piper.

Duhigg, C. (2013). *The power of habit: Why we do what we do and how to change*. London, England: Random House.

Erbeldinger, J., & Ramge, T. (2013). *Durch die Decke denken: Design Thinking in der Praxis.* Munich, Germany: Redline.

Erpenbeck, M. (2018). *Wirksam werden im Kontakt: Die systemische Haltung im Coaching* (2nd ed.). Heidelberg, Germany: Carl Auer.

Fisher, R., & Shapiro, D. (2005). Beyond reason: Using emotions as you negotiate. Penguin.

Francis, D., & Young, D. (2007). *Mehr Erfolg im Team: Ein Trainingsprogramm mit 46 Übungen zur verbesserung der Leistungsfähigkeit in Arbeitsgruppen* (3rd ed.). Hamburg, Germany: Windmühle.

Friedrich, G. (2009). “Neurodidaktik”—eine neue Didaktik? Zwei Praxisberichte aus methodisch-didaktischem Neuland. In U. Herrmann (Ed.), *Neurodidaktik: Grundlagen und Vorschläge für gehirngerechtes Lehren und Lernen* (2nd ed., pp. 272–285). Weinheim, Germany: Beltz.

Frindte, W. (2002). *Einführung in die Kommunikationspsychologie.* Weinheim, Germany: Beltz.

Furgang, K. (2017). *Netiquette: A student's guide to digital etiquette.* New York, NY: Rosen Central.

Google. (n.d.). *Guide: Understand team effectiveness - Identify dynamics of effective teams*. re:Work. https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/identify-dynamics-of-effective-teams/ (accessed: 28.04.2023)

Goleman, D. (1999). *Working with emotional intelligence.* New York, NY: Bantam Books.

Goleman, D. (2013). *Focus: The hidden driver of excellence.* UK: Bloomsbury Publishing.

Gross, R. (2012). *Psychology: The science of mind and behaviour 6th Edition*. Hachette UK.

Halbritter, K. (2012). *Intelligente Unternehmensvernetzung: Ein Modell zur Entwicklung koopetitiver Kompetenz.* Berlin, Germany: WVB.

Hebb, D.O. (1949). *The Organization of Behavior*. New York: Wiley & Sons.

Herbst, D. (2014). *Storytelling* (3rd ed.). Constance, Germany: UVK.

Herrmann, D., & Felfe, J. (2014). Effects of leadership style, creativity technique and personal initiative on employee creativity. *British Journal of Management*, *25*(2), 209–227.

Herrmann, D., Hüneke, K., & Rohrberg, A. (2012). *Führung auf Distanz: Mit virtuellen Teams zum Erfolg* (2nd ed.). Wiesbaden, Germany: Springer.

Hinnen, A. & Hinnen, G. (2018). *Reframe it! 42 Werkzeuge und ein Modell, mit denen sie Komplexität meistern* (2nd ed.). Hamburg, Germany: Murmann.

Hofert, S. (2018). *Agiler führen: Einfache Maßnahmen für bessere Teamarbeit, mehr Leistung und höhere Kreativität* (2nd ed.). Wiesbaden, Germany: Springer.

Hummelbrunner, R., & Reynolds, M. (2013). Systems thinking, learning and values in evaluation. *Evaluation connections: The European Evaluation Society Newsletter*, 9–10.

Hüther, G. (2014). *Die Macht der inneren Bilder: Wie Visionen das Gehirn, den Menschen und die Welt verändern* (8th ed.). Göttingen, Germany: Vandenhoeck & Ruprecht.

Isen, A. M. (1999). Positive affect, T. Dalgleish and M. J. Powers (eds.), Handbook of cognition and emotion, pp. 521-39. NewYork: Wiley.

Isen, A. M. (2004). Some Perspectives on Positive Feelings and Emotions: Positive Affect Facilitates Thinking and Problem Solving. In A. S. R. Manstead, N. Frijda, & A. Fischer (Eds.), *Feelings and Emotions: The Amsterdam Symposium* (pp. 263–281). Cambridge, UK: Cambridge University Press.

Jenewein, W., & Heidbrink, M. (2008). *High-Performance-Teams: Die fünf Erfolgsprinzipien für Führung und Zusammenarbeit.* Stuttgart, Germany: Schäffer-Poeschel.

Jobs, S. (2011). *Steve Jobs: His Own Words and Wisdom.* Cupertino Silicon Valley Press.

Johnson, D. W. & Johnson, R. T .(2002). Learning Together and Alone: Overview and Meta-analysis. *Asia Pacific Journal of Education*, 22:1, 95-105.

Kaats, E., & Opheij, W. (2014). *Creating conditions for promising collaboration: Alliances, networks, chains, strategic partnerships.* Heidelberg, Germany: Springer.

Kahneman, D. (2011). *Thinking, fast and slow.* London, England: Penguin.

Katzenbach, J. R., & Smith, D. K. (2005). *The wisdom of teams: Creating the high–performance organization.* London, England: McGraw–Hill.

Kim, C., & Pekrun, R. (2014). Emotions and motivation in learning and performance. Handbook of research on educational communications and technology, 65-75.

Kirchherr, J., Klier, J., Lehmann-Brauns, C., & Winde, M. (2018). Future skills: Welche Kompetenzen in Deutschland fehlen. Diskussionspapier 1 [report]. Retrieved from http://www.future–skills.net&analysen&future–skills–welche–kompetenzen–in–deutschland–fehlen

Koch, A. (2016). Transferstärke-Coaching. In C. Triebel, J. Heller, B. Hauser, & A. L. Koch, (Eds.), *Qualität im coaching: Denkanstöße und neue Ansätze: Wie Coaching mehr Wirkung und Klientenzufriedenheitbringt (*pp. 195–204). Heidelberg, Germany: Springer.

Komus, A., & Schmidt, S. (2018). Mit der Stacey-Matrix zur richtigen PM-Methode. Retrieved from https://www.projektmagazin.de/artikel/mit-der-stacey-matrix-zur-richtigen-pm-methode_1128468

Krengel, M. (2018). *Golden rules* (8th ed.). Zurich, Switzerland: Eazybookz.

Lahninger, P. (2018). *Reise zur Lösung: Coaching-Kompetenz in Beratung, Teamentwicklung, Führung, Lehrtätigkeit, Gesprächsführung* (3rd ed.). Bonn, Germany: managerSeminare.

Lane H. W., & Maznevski, M. L. (2014). *International Management Behavior. Global and Sustainable Leadership* (7th ed.). West Sussex, UK: John Wiley & Sons Ltd.

Lang, M. D. (2019). *The guide to reflective practice in conflict resolution*. Lanham, MD: Rowman & Littlefield.

Lewicki, R. J., Hiam, A., & Olander, K. W. (1998). *Verhandeln mit Strategie: Das große Handbuch der Verhandlungstechniken.* St. Gallen, Switzerland: Midas Management.

Lindemann, H. (2008). *Systemisch beobachten: Lösungsorientiert handeln.* Münster, Germany: Ökotopia.

Lipnack, J., & Stamps, J. (2000). *Virtual team: People working across boundaries with technology.* New York, NY: Wiley.

Loftus, E. F., Miller, D. G., & Burns, H. J. (1978). Semantic integration of verbal information into a visual memory. Journal of Experimental Psychology: Human Learning and Memory, 4(1), 19.

Lu, W. (2015). *Information Acquisitions and Sharing Through Inter-Organizational Collaboration: Impacts of Business Performance in China*. Hershey, USA: IGI Global.

Lucas, R. W. (2003). *The Creative Training Idea Book: Inspired Tips and Techniques for Engaging and Effective Learning*. New York, NY: American Management Association.

Manella, J. (2003). *Der relationale Mensch*. Zurich, Switzerland: Industrielle Organisation.

Markowitsch, H.J. (2013). Memory and Self–Neuroscientific Landscapes. *International Scholarly Research Notices*. https://doi.org/10.1155/2013/176027

Martens, J. U., & Kuhl, J. (2013). *Die Kunst der Selbstmotivierung: Neue Erkenntnisse der Motivationsforschung praktisch nutzen* (5th ed.). Stuttgart, Germany: Kohlhammer.

Martin, S. J., Goldstein, N. J., & Cialdini, R. B. (2015). *The small BIG: Small changes that spark BIG influence.* London, England: Profile Books.

Matheson, D. (2014). What is education? An Introduction to the Study of Education. Routledge.

McColl, P. (2008). *Your Destiny Switch: Master Your Key Emotions, and Attract the Life of Your Dreams!* USA: Hay House.

McCrindle, A. R., & Christensen, C. A. (1995). The impact of learning journals on metacognitive and cognitive processes and learning performance. Learning and instruction, 5(2), 167-185.

Miller, G.A. (1956). The magical number seven, plus or minus two: some limits on our capacity for processing information. *Psychological Review*, 63, 81-97.

Nöth, W. (2000). *Handbuch der Semiotik* (2nd ed.). Stuttgart, Germany: Metzler.

Oettingen, G. (2014). *Rethinking positive thinking: Inside the new science of motivation.* New York, NY: Current.

Oettingen, G. (2015). *Die Psychologie des Gelingens* (3rd ed.). Munich, Germany: Pattloch.

Park, C. (2003). Engaging students in the learning process: The learning journal. *Journal of Geography in Higher Education*, 27(2), 183-199.

Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Positive emotions in education. *Beyond coping: Meeting goals, visions, and challenges*, E. Frydenberg (Ed.). Oxford : Oxford University Press, 2002, 149-173.

Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. Journal of educational Psychology, 95(4), 667-686.

Project Management Institute. (2021). *The standard for project management and a guide to the project management body knowledge*. PMBOK guide.

Rassidakis, P. (2009). *Wege der Selbstevolution* (2nd ed.). Norderstedt, Germany: Books on Demand.

Rosciano, A. (2015). The effectiveness of mind mapping as an active learning strategy among associate degree nursing students. *Teaching and Learning in Nursing, 10(2)*, 93-99.

Rowntree, D. (1993). *Teach Yourself with Open Learning*. London, UK: Kogan Page.

Sahoo, D. M., Chakraverty, S., & Mahato, N. R. (2019). *Concepts of Soft Computing: Fuzzy and ANN with Programming*. Springer Nature Singapore.

Salas, E., Sims, D. E., & Burke, C. S. (2005). Big Five in Teamwork? *Small Group Research, 36.5*, 555-599.

Sauter, R., Sauter, W., & Wolfig, R. (2018). *Agile Werte- und Kompetenzentwicklung.* Heidelberg, Germany: Springer.

Schienle, W., & Steinborn, A. (2019). *Psychologisches Konfliktmanagement: Professionelles Handwerkszeug für Fach- und Führungskräfte* (2nd ed.). Wiesbaden, Germany: Springer.

Schmidt, G. (2018). *Einführung in die hypnosystemische Therapie und Beratung* (8th ed.). Heidelberg, Germany: Carl–Auer.

Schmidt, G. (2019). *Liebesaffären zwischen Problem und Lösung: Hypnosystemisches Arbeiten in schwierigen Kontexten* (8th ed.). Heidelberg, Germany: Carl–Auer.

Schulz von Thun, F. (2017). *Das "Innere Team" und situationsgerechte Kommunikation: Kommunikation, Person, Situation* (26th ed.). Reinbek, Germany: Rowohlt.

Schulz von Thun, F. (2019). *Miteinander reden 1: Störungen und Klärungen: Allgemeine Psychologie der Kommunikation* (50th ed.). Reinbek, Germany: Rowohlt.

Schwarz, G. (2014). *Konfliktmanagement: Konflikte erkennen, analysieren, lösen* (9th ed.). Wiesbaden, Germany: Springer.

Seidel, J. (2012). *Transferkompetenz und Transfer: Theoretische und empirische Untersuchung zu den Wirksamkeitsbedingungen betrieblicher Weiterbildung.* Landau, Germany: Empirische Pädagogik.

Siemens, G. (2006). *Knowing knowledge.* Winnipeg, Canada: Lulu.com.

Simon, F. B. (2018). *Gemeinsam sind wir blöd!? Die Intelligenz von Unternehmen, Managern und Märkten* (5th ed.). Heidelberg, Germany: Carl–Auer.

Singer, T., & Bolz, M. (2013). *Compassion: Bridging practice in science*. Munich, Germany: Max Planck Society.

Sprenger, R. K. (2014). *Mythos Motivation: Wege aus einer Sackgasse* (20th ed.). Frankfurt, Germany: Campus Verlag.

Stellman, A., & Greene, J. (2019). *Agile Methoden von Kopf bis Fuß: Head first agile*. Heidelberg, Germany: O'Reilly.

Storch, M. (2015). *Machen sie doch, was sie wollen! Wie ein Strudelwurm den Weg zu Zufriedenheit und Freiheit zeigt* (2nd ed.). Bern, Switzerland: Huber.

Storch, M., Cantieni, B., Hüther, G., & Tschacher, W. (2017). *Embodiment: Die wechselwirkung von Körper und Psyche verstehen und nutzen.* (3rd ed.). Bern, Switzerland: Hogrefe.

Storch, M., & Krause, F. (2014). *Selbstmanagement ressourcenorientiert: Grundlagen und Trainingsmanual für die Arbeit mit dem Zürcher Ressourcen-Modell (ZRM)* (5th ed.). Bern, Switzerland: Huber.

Storch, M., & Kuhl, J. (2013). *Die Kraft aus dem Selbst: Sieben PsychoGyms für das Unbewusste* (2nd ed.). Bern, Switzerland: Huber.

Storch, M., & Tschacher, W. (2016). *Embodied Communication: Kommunikation beginnt im Körper, nicht im Kopf.* Bern, Switzerland: Hogrefe.

Summerer, A., & Maisberger, P. (2018). *Teamwork agil gestalten: Das Mitmachbuch.* Munich, Germany: Hanser.

Tosey, P., Visser, M., & Saunders, M. N. (2012). The origins and conceptualizations of 'triple-loop'learning: A critical review. *Management learning*, 43(3), 291-307.

Tries, J., & Reinhardt, R. (2008). *Konflikt- und verhandlungsmanagement: Konflikte konstruktiv nutzen.* Heidelberg, Germany: Springer.

Tschacher, W. (2017). Wie Embodiment zum Thema wurde. In M. Stork, B. Cantieni, G. Huther, & W. Tschacher (Eds.), *Embodiment: Die Wechselwirkung von Körper und Psyche verstehen und nutzen* (3rd ed., pp. 11–34). Bern, Switzerland: Hogrefe.

Tuckman, B. W., & Jensen, M. A. (2010). Stages of small-group development revisited. *Group Facilitation: A Research & Applications Journal, 10*, 43–48.

Umejima, K., Ibaraki, T., Yamazaki, T., & Sakai, K. L. (2021). Paper notebooks vs. mobile devices: brain activation differences during memory retrieval. *Frontiers in Behavioral Neuroscience*, *15*.

Veisbergs, A. (2007). Occasional and systematic shifts in word-formation and idiom use in Latvian as a result of translation. In J. Munat (Ed.), L*exical Creativity, Texts and Contexts* (pp. 239–262). Amsterdam, Netherlands: John Benjamins Publishing.

von Schlippe, A., & Schweitzer, J. (2019). *Systemische Interventionen* (4th ed.). Stuttgart, Germany: UTB.

Watzlawick, P. (2011). *Anleitung zum Unglücklichsein* (19th ed.). Munich, Germany: Piper.

Watzlawick, P., & Kreuzer, F. (2007). *Die Unsicherheit unserer Wirklichkeit: Ein Gespräch über den Konstruktivismus* (11th ed.). Munich, Germany: Piper.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, England: Cambridge University Press.

Zeuch, A. (2007). Der Hase und der Igel: Wissen und Nichtwissen zu Beginn des Dritten Jahrtausends. In A. Zeuch (Ed.), *Management von Nichtwissen in Unternehmen* (pp. 14–29). Heidelberg, Germany: Carl–Auer.

LIST OF TABLES AND FIGURES

The London Institute of Banking & Finance
8th Floor, Peninsular House
36 Monument Street
London
EC3R 8LJ
United Kingdom

Administrative Centre Address:
4-9 Burgate Lane
Canterbury
Kent
CT1 2XJ
United Kingdom

media@libf.ac.uk
https://www.libf.ac.uk/

Help & Contacts (FAQ)
On myCampus you can always find answers
to questions concerning your studies.