Empowering of School Boards

2019 – 2022

Organisation Development in Estonian schools

THIRD MODULE

14th – 18th of September 2020

TRAINING BOOK

EPA

JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

INSTITUTE OF
educational
leadership

Trigon
Entwicklungsberatung

Table of Contents for My Training Book

Participants of the Saaremaa project

1. Aivar Haller
Participant, Mentor,
Vice-President of European Parents' Association
+372 516 2211; aivar@haller.ee

2. Dr. Anita Reinbacher
Trainer, Business Consultant and Coach
at Trigon Entwicklungsberatung
anita.reinbacher@trigon.at

3. Anja Köstler
Trainer for Mindful Leadership, Organizational Consultant,
Management Trainer, (Conflict) Coach and Mediator
at Trigon Entwicklungsberatung
+49 89 24 20 89 90; anja.koestler@trigon.de

4. Anneli Meisterson
Participant, Manager of Kuressaare open youth center Noortejaam
+372 5347 0011; anneli.meisterson@kuressaare.ee

5. Anton Teras
Local participant, School Board Head of Saaremaa Ühisgümnaasium
+372 505 6566; anton.ik@tt.ee

6. Anu Sopanen
Head of training division, Institute of Educational Leadership, JYU
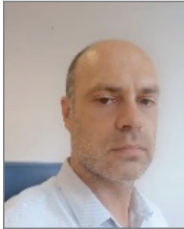+358 5036 10984; anu.m.sopanen@jyu.fi

7. Arja Krauchenberg
Foreign participant, Linguist, President of European Parents' Association
+43 650 7004448; arjakrauchenberg@euparents.eu

8. Arvydas Augustaitis
Foreign participant, Consultant of European Parents' Association
+370 6869 7747; arvydas@augustaitis.lt

9. Boštjan Bobič Zabreščak
Foreign participant, Vice-President of European Parents' Association
+386 5136 6450; bostjanbobic@euparents.eu

10. Eveli Nõgu
Local participant, School Board Head Pihtla LA
+372 5340 5620; evelile@gmail.com

11. Harald Jäckel
Leading Trainer of Program, Consultant for organizational development
+49 171 176 2032; harald.jaeckel@trigon.de

12. Helle Kahm
Deputy Mayor of Saaremaa Municipality
+372 515 7198; helle.kahm@saaremaavald.ee

13. Harli Uljas
Participant, senior consultant in regional and business development
+372 511 0726; harli.uljas@gmail.com

14. Hillar Lõhmussaar
Participant, Board member of Estonian Parents Association
+372 527 1597; hillar.lohmussaar@lkf.ee

15. Ivo Visak
Local participant, Director of Saaremaa State Gymnasium
+372 5564 5119; ivo.visak@saaremaa.edu.ee

16. Jürgen Mets
Participant, Service Designer, Researcher
+372 552 2821; jyrgen.mets@gmail.com

17. Kersti Kirs
Head of Education
+372 522 9936; kirs.kersti@gmail.com

18. Kristiina Esop
Administrator, Consultant of Management
+372 5665 8505; kristiina.esop@gmail.com

19. Kristiine Järsk
Local participant, School principle of Kaali PK
+372 521 7023; kaali.kool@saare.ee

20. Laura-Liisa Perova
Local participant, Head of Education of Saaremaa State Gymnasium
laura-liisa.perova@saaremaa.edu.ee

21. Madis Altroff
Participant, entrepreneur and therapist
+372 509 3353; madis@allikas.ee

22. Madis Kallas
Advisor of Mayor of Saaremaa Municipality
+372 506 7383; madis.kallas@saaremaavald.ee

23. Mai Peetsalu
Participant, Teacher
+372 506 6971 ; mai.peetsalu@gmail.com

24. Maiu Raun
Advisor on Early Childhood Education of Saaremaa Municipality Government
+372 452 5066; maiu.raun@saaremaavald.ee

25. Maris Rebel
Local participant, School Board Head of Kuressaare Gümnaasium
+372 5698 6981; maris.rebel@gmail.com

26. Martin Tiidelepp
Participant, management consultant and researcher
+372 516 7897; martin.tiidelepp@avatudring.ee

27. Meelis Kaubi
Education advisor of Saaremaa Municipality Government
+372 452 5063; meelis.kaubi@saaremaavald.ee

28. Meeri Krass
Young participant, Estonian Academy of Arts
+372 5621 8441; meeri.krass@gmail.com

29. Mette Hagensen
Foreign participant, trainer of school boards,
professor in economics and marketing
+45 31 71 63 78; mette@hagensen.dk

30. Mika Risku
Researcher, Head of Institute of Educational Leadership, professor of JYU
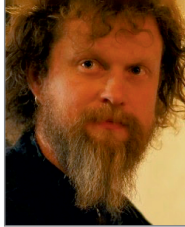+358 400 247 420; mika.risku@jyu.fi

31. Moona Mengel
Participant, Teacher
+372 5692 6543; moonamengel@gmail.com

32. Märt Aro
Participant, Educational innovator, Co-founder of DreamApply
+372 5341 5761; mart.aro@dreamapply.com

33. Paul Priks
Participant, Teacher
+372 514 2362; paul@vaanjarve.ee

34. Riina Saar
Local participant, School principle of Pihtla AL
+372 516 8446; pihtla.kool@saare.ee

35. Rūta Krasauskienė
Foreign participant, Head of the National Agency for Education in Lithuania
+370 6151 9681; ruta.krasauskiene@nsa.smm.lt

36. Sigrid Sepp
Young participant, Storyteller
+372 5663 0170; sigrid03sepp@gmail.com

37. Taavet Borovkov
Young participant, Tallinn School of Economics
+372 5565 4123; taavet.borovkov@gmail.com

38. Taavi Tuisk
School Board Head of Kaali PK
+372 516 2234; taavi.tuisk.est@gmail.com

39. Tiit Urva
Participant, Consultant of organizational development
+372 516 6537; tiit@arengukulg.ee

40. Toomas Takkis
School principle of Kuressaare Gümnaasium
+372 505 6094; toomas.takkis@oesel.edu.ee

41. Tuija Ukskoski
Researcher, Department of Teacher Education of JYU
+358 408053376; tuija.ukskoski@jyu.fi

42. Tõnis Tamme
Young participant, Tallinn School of Economics
+372 5354 1642; tamme97@gmail.com

43. Urmas Treiel
Head of Education of Saaremaa Municipality Government
+372 516 5788; urmas.treiel@saaremaavald.ee

44. Vaiko Hansson
Participant, Speaker, Mindset trainer, Business mentor, Entrepreneur, Music composer
+372 552 3446; vaikohansson@gmail.com

45. Valerie Gardette
Foreign participant, Vice-President of European Parents' Association
+33 6 76 28 79 91; valeriegardette@euparents.eu

46. Viljar Aro
Local participant, School principle Saaremaa Ühisgümnaasium
+372 509 4981; viljar.aro@syg.edu.ee

47. Õilme Salumäe
General Education Advisor of Saaremaa Municipality Government
+372 452 5067; oilme.salumae@saaremaavald.ee

Modul 3

Over all	
3.00	Material modul 3
3.01	Start – later Fotoprotocol
Change processes	
3.02	H. Jäckel Teamdevelopment
3.03	H. Jäckel Evaluation groupwork
3.04	H. Jäckel Psychosocial processes
3.05	H. Jäckel Information processes
3.06	H. Jäckel Implementation processes
3.07	H. Jäckel Leading and managing change processes
3.08	F. Glasl / H. Piber Monitoring of change
Processes and Structures	
3.09	H. Jäckel Optimizing processes
3.10.	H. Jäckel Structures
Meditation	
3.11.	H. Jäckel Meditation

A warm welcome!

Organization development for Estonian schools
Training for school board trainers

14. – 19.9.2020
Kuressaare, Saaremaa

with
Anja Köstler
Harald Jäckel

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Communication in a ZOOM Conference

- If the connection is terminated ... please dial yourself back in quickly
- Each participant mutes himself - by clicking left below on the microphone sign
- If you would like to contribute, please turn off the mute button and make yourself known by tapping on one of the icons below - waving smilie
- Please avoid disturbing noises
- Please keep to the agreed times
- Please put your script next to you so that you can work with it
- If we use slides that you do not have in the script, please take photo from the screen quickly
- Have your phone ready to dial into menti.com

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Please take place ...

on 5 tables each with 6 people in **new** mixed groups
(please fix for this module)

— 1 Principal
— 1 School board leader from another school
— 4 Participants or Foreign participants
— 1 Young participant or Head of training division or University teacher
— minimum 1 participant of pre workshop

Extra table for researchers
Extra table for trainers

Come in contact in the constant seating arrangement on tables in the 5 days
All in one room: individual, group, plenary work
Frequent exchange, more efficient working in table groups

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Incoming:
Talking Stick

In Corona times ...

What is your private situation?

What is your professional situation?

How do you feel about this?

Module 3 h	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:30		Inner calmness		Inner calmness	Projects
Coffee	Coming 9:30 h Start 10:00 h				
11:0 – 12:30	**Team development**	**Information processes**	**Preparation School visits**	**Implementation processes**	**Design exercise**
Lunch					
14:00 – 15:30	**Psychosocial processes**	**Learning processes**	**Visiting schools**	**Leading and managing Change processes**	Feedback End
Coffee					Open **Budgeting Controlling**
16:00 – 18:00					**Processes in organizations**
Dinner					**Structures in Organizations**

Module 3 Monday

Time	min	Content	Who?
10:00	60	Start, Technical staff, Talking Stick, Overview, Groups	
11:00	20	Expectations (menti)	
11:20	15	Coffee	
11:35	15	What is development? (Impulse and dialog)	
11:50	40	Team development exercise	
12:30	90	Lunch	
14:00	30	Working out results	
14:30	45	Impuls Team development	
15:15	45	Groupwork (Zoom groups): official and secret rules in our group (mural)	
16:00	30	Coffee	
16:30	30	Presentation, dialogue: What do we have to change?	
17:00	20	Impuls: Psychosocial processes 1: Stress	
17:20	30	Exercise: Resonance in a quartet	
17:50	10	Feedback (menti)	
18:00		Resonance group	

Module 3 Tuesday

Time	min	Content	Who?
9:00	60	Inner calmness, talking stick, overview	
10:00	30	Impuls: Psychosocial processes 2	
10:30	15	Coffee	
10:45	30	Exercise: Teammates and opponents in project groups	
11:15	45	Open dialog: Resistance in change processes	
12:00	30	Impuls: Information processes	
12:30	90	Lunch	
14:00	20	Exercise	
14:20	40	Exercise: Information processes in school development processes (mural)	
15:00	30	Presentation of core results, dialog	
15:30	30	Coffee	
16:00	30	Impuls: Learning processes	
16:30	30	Exercise in groups: my learning, dialogue	
17:00	50	Questions on preparation of school visits	
17:50	10	Feedback (menti)	
18:00		Resonance group	
Evening		Role negociation in groups of 2 out of the project groups	

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Module 3 Wednesday

Time	min	Content	Who?
9:00	60	Inner calmness, talking stick, overview	
		Preparation of school visits	
		School visits	
		Evaluation of school visits (Take instument 3.03)	

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Module 3 Thursday

Time	min	Content	Who?
9:00	60	Inner calmness, talking stick, overview	
10:00	30	Core insights in school visits, questions and answers	
10:30	15	Coffee	
10:45	30	Implementation processes	
11:15	45	Exercise: The first 100 days of the new president (Project groups) individual => Dialogue	
12:00	30	Plenum questions and answers: Action processes	
12:30	90	Lunch	
14:00	20	Exercise	
14:20	40	Impulse: Leading and managing change processes	
15:00	30	Dialogue, questions and answers	
15:30	30	Coffee	
16:00			
17:50	10	Feedback (menti)	
Evening			

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Module 3 Friday

Time	min	Content	Who?
9:00	60	Inner calmness, talking stick, overview	
10:00	30		
10:30	15	Coffee	
12:30	90	Lunch	
15:30	30	Coffee	
17:50	10	Feedback (menti)	
Evening			

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My Focus

1 How am I affected by important changes:

2 What does this mean for my responsibilities:

7 My 3-5 big challenges:
-
-
-
-
-
-

6 What does this mean for employees:

3 What does this mean for the structure and my working approach:

4 What does it mean to me with regard to management culture, leadership style, leadership role, team building:

5 What other topics have major priority:

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Overview about the Moduls

modul 1
Elementary social skills
Basic concepts
Education and school quality
Process of diagnosis

modul 3
Process of psychosocial change
Process of learning
Process of information
Process of implementation
Process of change management
Structures and processes

modul 2
Contacting & contracting
Process of future design
Strategy, Presencing, Design thinking
Role of a consultant, Designing a workshop
Mindfulness
Leadership

modul 4
Decision making
Large group interventions
Collegial management
Budgeting & Controlling
Conflict resolution
Dynamic of conflicts
9 stages of escalation
Interventions
Requirement profile for consultants

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Rules/Agreements of the Game in our Learning Team
(suggestion)

- Please speak and document in English
- Perceive - instead of attribute something to somebody
  Get to know contents
- Mistakes are parts of learning! There are no "stupid" questions
- No justification
- Talk about yourself – not about „somebody" – Please use „I" statements
- Listen and let talk out – only the facilitator is allowed to interupt
- Please signal troubles
- JYU scientists – bring up a reflecting question
- Everyone has an active part of responsibility
- Our lived social culture sets an example
- Personal matters need protection in confidence
- If you leave or if you come later - please let us all know why
- Please be there 10min before start, so that we can start in time.
- Please organize roles in groupworks: Moderator, Timekeeper, Writer, Presenter

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My Expectations
for this Modul

What should be achieved?
Please describe as concretely as possible

✓ the events ...
✓ the results ...
✓ the conditions ...

which should have occurred and
which you want to have achieved

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The Resonance Group

- Participation of each person in at least one module
- Responsibility for participants' focus
  from the beginning of the actual module to the beginning of the next one

Tasks:
- Taking care of the organisational framework and procedure
- Forming an interface between participants and management
- Increase willingness to moderate group work
- Be awake for feedback from participants
- Collect open questions
- Even artistic exercises, short inputs, ...
- Management of the daily and weekly review
- Maintain the interface between the modules: intervision meeting
- Informal highlights: Evenings together, tobogganing, ...

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Resonance Group

Resonance groups

module 3 +JYU	module 4 +JYU
1) HILLAR	1) Moona
2) RIHO	2)
3) MAI	3)
4) TIIT	4)
5) TAAVET	5) MÄRT
6) TAANI	6) MARTIN
7) Moona	7) ANTON

Resonance-groups

module 1 +Tuija	module 2 +JYU
1) JÜRGEN	1) TÕNIS
2) ARVYDAS	2) ARTUR
3) PAUL	3) Meeri
4) TIIT	4) AIVAR
5) BOŠTJAN	5) MADIS
6) VALÉRIE	6) TAAVET
7) HARLI	7)

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Learning Trios

Short feedback:

- What did take place?

- Which topics / questions have occured?

- Where do we go from here?

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OE Professional

Team Development

3.02

Trigon Entwicklungsberatung
Unternehmensentwicklung und
Konfliktmanagement GmbH
Luisenstraße 1, D-80333 München
T: +49/89/24 20 89 90, F: +49/89/24 20 89 99
trigon.muenchen@trigon.de
www.trigon.de, www.konflikt.de
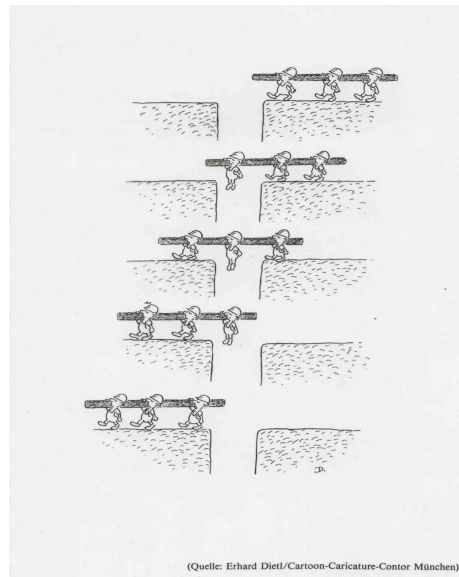
(Quelle: Erhard Dietl/Cartoon-Caricature-Contor München)

Values of a functioning Social Community

exhilaration

commitment

accountability

trust

fairness

interest

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Interest

Inner space

Empathy, Share

Directed attention

Awareness

Emotional resonance

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Fairness

The subjective experience of fairness emerges
by **honest** behaviour of two or more actors/parties
which leads to experienced justice (situational coherence),

i.e.
what I bring in, the others also bring in ... and not less

or,
what I take, the others also take... and no longer

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Trust

is a virtue,
that arises in the human soul
by the satisfying experience
of a chain of promises and agreements kept

Trust enables,
to drop all defense mechanisms.

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Accountability

is a virtue,

that arises in the human soul,

when a decision is made in freedom,

to accept a claim,

who challenges an inner unity out of the future,

and to do what is necessary to do so.

Commitment (self-obligatory commitment)

The extent

of identification and agreement established

by self-obligatory commitment

without an open question

Exhilaration

Emotional commitment

on the topic and the team

with possible flow experience

mutual playing and passing on

Energy States in the Team (in the team-oriented Units)

level of activity
high

Destructive Energy	Productive energy
Resignative energy	Pleasant satisfaction

basic mood negative - frustrated

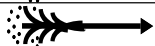Basic mood positive - optimistic

level of activity
low

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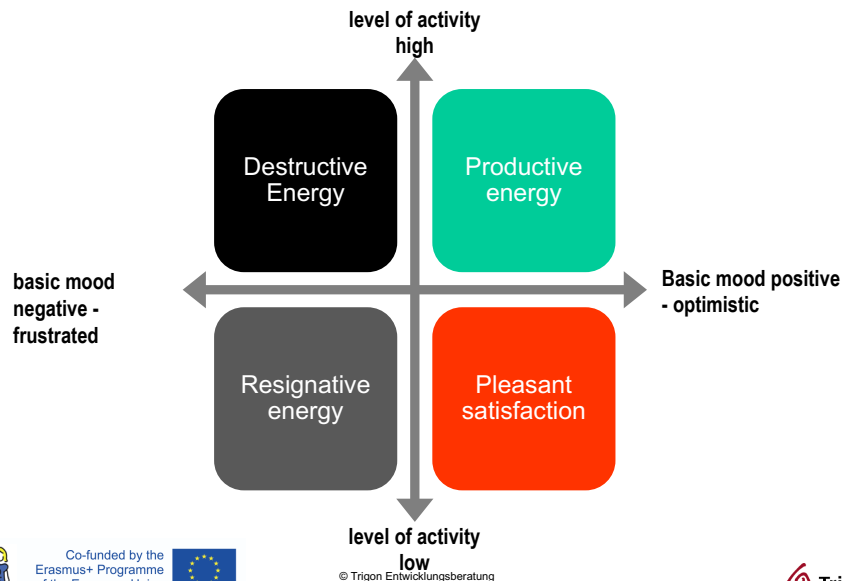
What generates Team Quality ???

- Do you remember a situation where a team was particularly creative, innovative, open, able to work, energetic ...
- What did the team think about itself in this situation?
- What did the team think about the future?
- What did the team think about the context, the environment, the organization?
- What characterizes the team at this moment? (Find a metaphor)
- What skills did the team have at its disposal?
- What did the members actually do to develop the team to that high level?
- How did each individual notice that the desired result had been achieved?

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Criteria of a Team

A team
consists of several employees,
who work together in an organizational subunit,
have a common goal to achieve,
are interdependent in the performance of their tasks
and share responsibility.
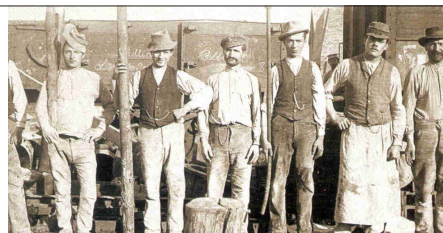
A team has perception, coordination and performance functions.

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Organisational Framework

Ideally 5-7 members

in complex fields of activity,
   e.g. for cross-departmental or interdisciplinary tasks

if the task requires a consistently high motivation of the employees

where risky decisions have to be made

possible as independent, entrepreneurially oriented "companies in the company".

Effects for the individual Team Member

Teams ...

can have a meaningful and energizing effect.
   Being recognized, valued and involved by others gives energy.

form an interior,
   in which a greater degree of individualisation and differentiation becomes possible.

encourage members to develop roles,
   in which the strengths and weaknesses of the members can balance each other.

develop group loyalty,
   i.e. people stick together more strongly, feel more responsible towards each other.

Development Phases of a Team

1. Forming/Storming	2. Standardization	3. Performing	4. Reforming
1.A: Forming Search for contacts, scanning: What do I count here? Orientation towards external standards and symbols **1.B: Storming** Subgroups are formed (paring off), fight for leadership, conquest games "fight and flight", try out roll arrangements	Group gives itself its own rules regarding success, decision, performance, influence. Binding sanctions Leadership pairs = roles like "father" through expert authority and "mother" for climate care Voltage between rational and emotional behavior	Breaking down rolls/style definitions, breaking down clichés! Create role flexibility, situational changing leadership Learning partners Trying to harmonize thinking, feeling and willing aligned to work goals Balancing of performance-person-team	Self-organisation/renewal of the team: goals, values, roles, structures, procedures are found according to the new situation Open to external relations Ability to form and dissolve relationships, creative in constituting + dissolving teams

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High Performance Teams

One Team
cohesion
closeness
field perception
management of tension
roll flexibility
...

One Spirit
conception
identity
authenticity
sense, values
common future
leadership
...

One Energy
efficacy
process and result
congruence
methods
...

In T E A M	T E A M + O R G A N I S A T I O N	T E A M + C U S T O M E R / M A R K E T

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High Performance Teams

Team Spirit
1. interest, reflection
2. fairness, transparency
3. clarifying expectations
4. trust + cooperation
5. team building + rituals
6. diversity inwards + outwards
7. networking

Commitment
1. accountability
   total + single
2. the enlargement of the
   mental model
3. Future:
   Why? How? What?

Alignment
1. acting
   from one source
2. priorities
3. joint ownership
   decision making
4. stability & change
5. truth

In T E A M	T E A M + O R G A N I S A T I O N	T E A M + C U S T O M E R / M A R K E T

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The Basic Attitude in Conflicts determines the Team Culture

Conflict aversion	**Conflict ability**	Belligerence
Conflicts only cost energy	Aggression is energy that can be diverted positively	In conflicts people experience themselves very intensively - increases vitality
Open conflicts only destroy unnecessarily	Helping conflicts to break away from traditional patterns	Only from chaos comes new
Conflicts only deepen opposites	Differences are vital - working on differences enriches all	Consensus is an illusion

In particular, the behavior of powerful personalities in a crisis situation shapes the team culture

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Team Development
Design Elements

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Diagnosis of our Team

	This statement ...	That's right!	is partially true!	is not true!	
1.1	We have good new ideas.	3	2	1	
1.2	We develop constructive solutions.	3	2	1	
1.3	We separate the essential from the insignificant.	3	2	1	
1.4	We clarify terms that turn out to be unclear.	3	2	1	
1.5	Despite different starting points, we find a common solutions in terms of content.	3	2	1	
1.6	With us the goals of the team have priority over the individual goals.	3	2	1	
2.1	We're really open to each other.	3	2	1	
2.2	We take initiatives again and again.	3	2	1	
2.3	We listen to each other right.	3	2	1	
2.4	We accept mutual criticism constructively.	3	2	1	
2.5	We clarify differences of opinion to the satisfaction of those affected.	3	2	1	
2.6	We promote each other.	3	2	1	
3.1	We have a clear division of tasks within the team.	3	2	1	
3.2	We inform each other sufficiently before we discuss.	3	2	1	
3.3	We collect pros and cons without bias before making decisions.	3	2	1	
3.4	When making decisions, we weigh factual and personal concerns well.	3	2	1	
3.6	We take enough time to look into the future together and look back.	3	2	1	
4.1	We stand by the outside world in making reliable decisions.	3	2	1	
4.2	External feedback shows us that we perform our tasks well.	3	2	1	
4.3	We seriously examine external criticism.	3	2	1	

Johari Window

Baseline Situation
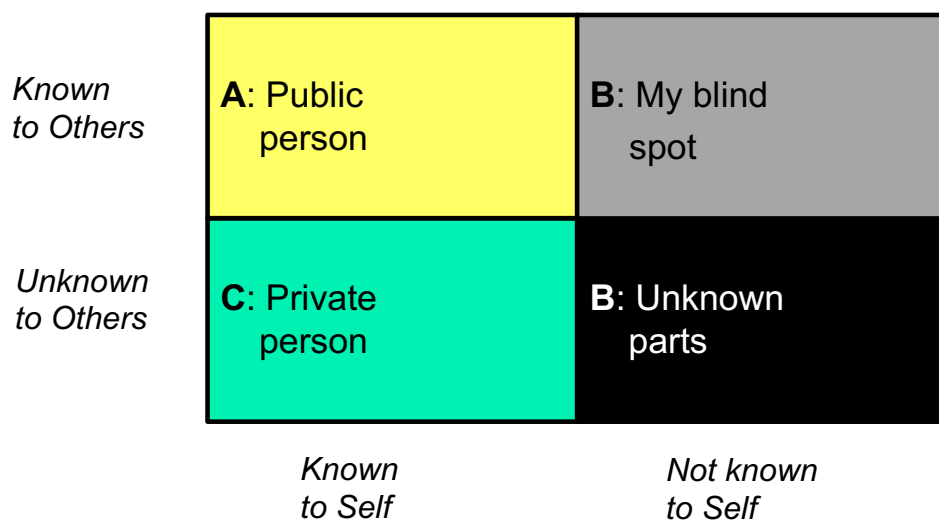
	Known to Others	**A**: Public person	**B**: My blind spot
	Unknown to Others	**C**: Private person	**B**: Unknown parts

Known to Self   Not known to Self

Johari Window

Team Development

	Known to Self	**Not known to Self**
Known to Others	**A**: Public person	**B**: My blind spot
Unknown to Others	**C**: Private person	**B**: unknown pieces

---

Me and my colourful Life

My professional future

My impulses, my creative will to change

My most important needs in the professional context

What I have worked for ...

What nourishes my soul ... From what do I draw my strength ...

Career steps, radical changes, new beginnings

Today's living conditions

First professional work

Change of residence, abroad

Study, career choice

Family, childhood, youth, school

Life situation family, children, places

Values, beliefs

Abilities and disabilities

Dominance

- Direct
- Results-oriented
- Firm
- Strong-willed
- Forceful

Influence

- Outgoing
- Enthusiastic
- Optimistic
- High-spirited
- Lively

D | i

C | S
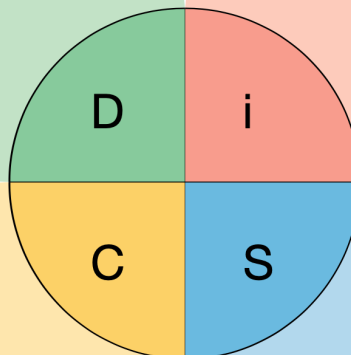
Analytical
- Analytical
- Reserved
- Precise
- Private
- Systematic

- Even-tempered
- Accommodating
- Patient
- Humble
- Tactful

Conscientiousness

Steadiness
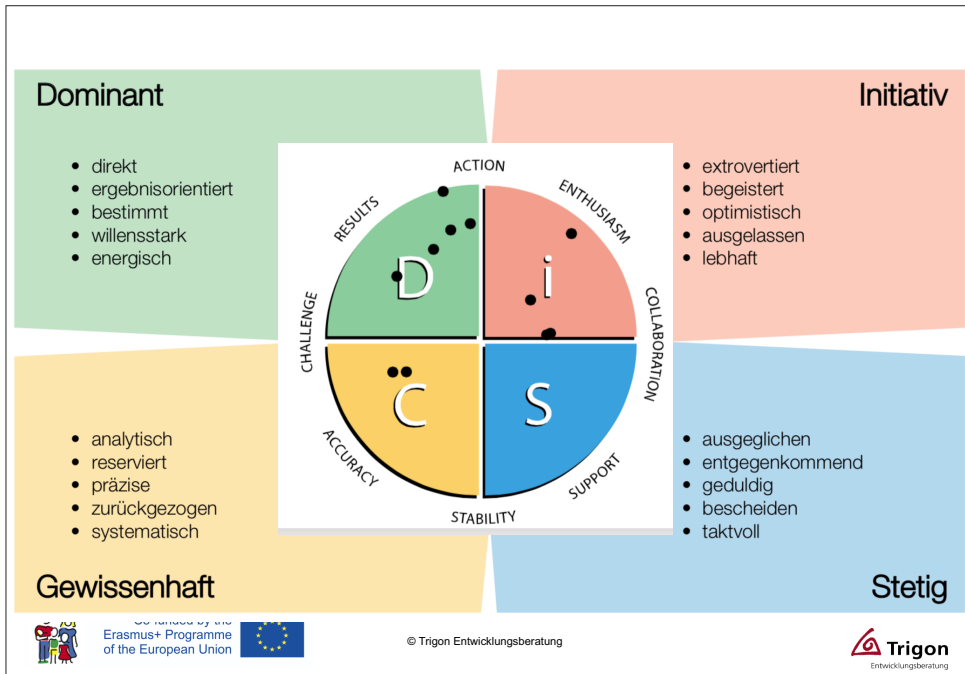
Formulate the Rules of your Cooperation

- What is our understanding of self-interest and team-interest?
- What does everyone do by himself, what happens in the team?
- What are the rights and duties of a team member?
- How do we deal with team differences?
- How do we cooperate here?
- How are initiatives taken, embedded here?
- How does information flow here?
- How are decisions made here?
- How does learning happen here - together?
- How are tasks distributed here?
- How are contracted measures implemented here? And how controlled?
- How does feedback happen here?
- How are conflicts solved here?
- Should there be sanctions? If so, which ones?

Official and "secret" Rules of the Game

Which rules of the game
apply in our system?

What's officially going on
on the front stage?

Which unspoken rules still
apply in our system?

What's going on
on the backstage?

Overall Responsibility - Departmental Responsibility
Solving the Dilemma ...

Entire enterprise

department 1	department 2	department 3	department n
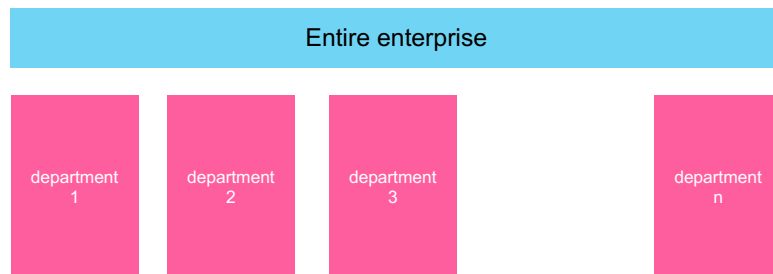
- Ask yourself honestly the important questions ...
- No one should be afraid of the truth
- Non-thematic issues are more critical than thematised ones.

Team Exercise
"Tour of the House"

Freely interpreted out of:

Frühjahrsputz und Hausrundgang. B. Hess. Stuttgart. In: P. Röhrig, M. Scheinecker. Lösungsfokussiertes Konflikt-Management in Organisationen. Bonn. 2019.

1.
„Rooms available"
is at the front door

1. My passion, what I burn for

2. What is particularly important to me for our cooperation

3. What is particularly important for our products and services

4. What is important to me for our customers

2.
Jewels
Results, successes, developments

1. What have we achieved in the past 6 - 12 months?

2. What have we already been able to implement successfully?

3. What have been some small important successes on our way?

4. What has turned out surprisingly well, although we had not expected it?

5. What is in good development right now?

3.
Study Room
Decisions

1. What have we prioritised?

2. Which decisions were the most important in recent months?

3. What exactly could be clarified, sorted, prioritized?

4. What did we finish, dispose of?

5. From what have we freed ourselves?

4.
Garden
Grow, blossom, wither

The right cut at the right time enables healthy growth.

1. What were the important decisions we made a few months ago that are having a positive impact today?

2. What is coming to an end and should rather be circumcised, freed, redeemed?

3. How have we dealt with concerns, difficulties, resistance?

5.

Living Room

Cooperation and quality of encounters in the team in the past and in the desired future

1. How do you experience teamwork with a view back and to this day?

2. Find a picture or a metaphor, a fairy tale title, a movie title...

3. Which three qualities of teamwork would you like to see more in the future?

6.

Kitchen

Prepare the special meal

1. What have individual personalities achieved in special moments?

2. What was so special about it?

3. What can we learn from this for our common future?

7.

Roof Garden

View from above, outside

Look at the team from the outside: for example from the perspective of the customers, the neighboring teams, the management ...

1. What is the characteristic, the special attitude about this team?

2. Which qualities do you experience in this team?

3. What do you think the team masters really well?

8.

Equipment, Furnishing, Decoration, Works of Art, Pinboard
Values, principles, rules of life, skills

1. Which values, principles, rules of life are conveyed by pictures, equipment and decoration in the apartment?

2. What are the desirable skills that can be seen by the material on the walls?

3. What can be adhered to, what gives orientation from the residents point of view?

9.

Cellar
The shelf with the preserves

1. How could difficult situations be dealt with?

2. What has been achieved?

3. In what way could it be achieved?

4. Which helpful reorientation was developed?

Organization development for Estonian schools
Training for school board trainers

Evaluation of a groupwork

3.03

Harald Jaeckel

Evaluation of a Group Work

Content - Interaction - Procedure	good	-	bad			Notes
	1	2	3	4	5	
1 **Goal orientation:** Have the goals been clear? Was the approach goal-oriented?						
2 **Ideas:** Have proposals been taken up and followed up?						
3 **Questions:** Were there enough questions and queries?						
4 **Potential:** Have the participants skills and experience been used?						
5 **Problem orientation:** Could the group stay with the topic? Experience of Flow?						
6 **Group climate:** Was the climate favourable? Have there been rivalries?						
7 **Commitment:** Did the group work intensively and with commitment?						
8 **Participation:** Have all been involved equally and actively in the conversation?						
9 **Listen up:** Was the ratio of listening and speaking appropriate for everyone?						
10 **Interaction:** Was criticism or support predominant?						
11 **Procedure:** Was there an awareness of the procedure? Was the procedure structured?						
12 **Misunderstandings:** Have misunderstandings been perceived, taken up, clarified?						
13 **Decision:** Could decisions be made? Group solidarity?						
14 **Group management:** Was the steering task adequately fulfilled?						
15 **Results:** Were results summarized, saved?						

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Psychosocial Processes

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7 basis processes of change

- Processes of Diagnosis
- Future-design Processes
- **Psycho-social Processes**
- Information Processes
- Learning Processes
- Implementation Processes
- Leading and managing the Change Process

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Misunderstandings, Stress, Anxiety
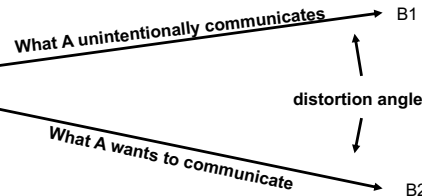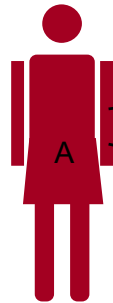
© Trigon Entwicklungsberatung
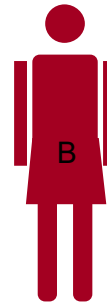
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The „Distortion Angle" in Communication

Means of communication:
Language, sounds,
facial expressions, gestures,
font, character

Understand:
Attention,
Think for yourself,
Empathize

A

What A unintentionally communicates → B1

distortion angle

What A wants to communicate → B2

B

B1:
What B
in fact
perceives

B2:
Whatever B
could perceive

Communication can be successful, if the receiver of information understands what the sender wants to say.

Resonance in a Quartet

- Conversation about a critical event

- Rule: Any person who speaks,
  is paraphrased, mirrored by the other 3 people.

- according to the dimensions

  Thinking   => Contents
  Feeling   => Sensations, feelings, moods
  Willing   => Objectives, needs, impulses

- Who paraphrases/mirrors takes one of the cards "thinking", "feeling", "wanting"
  in the hand and thereby makes his role visible.

- Listen: Listen attentively, be close to the person speaking

---

Stress

The emotional safety test and the survival instinct

Circumstances

Stimulus →

← **Safety check: Dangerous? Safe?**

Amygdala reacts!

Person

In danger: alarm anxiety

Hans Selye (1907-1982): Stress is a general and unspecific response pattern of the organism on physical or psychological demands

Eu-Stress = positive tension/stress
Dis-Stress = negative tension/stress

Stress reaction/emergency reaction: energy mobilization by the survival instincts

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Safety, challenging and overstrain zone

Safety Zone
- fulfilment of needs
- relaxation and contentment

Overstrain Zone
Stress Zone

Challenging Zone
Stretch Zone

Safety Zone
Comfort Zone

Overstrain Zone
- faint
- loss of self-control
- dis-stress:
  • anger - attack,
  • fear - flight,
  • paralysis - dead spots

Challenging zone
- unfulfilled needs
- tension
- eu-stress
- self-confidence and self-control
- motivation to act

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From emotionally driven to self-directed Behaviour

STRESS-DRIVEN BEHAVIOR

SELF-DETERMINED BEHAVIOUR

Stimulus

Stimulus

Emotion

Emotion

Perceiving and understanding the situation

Feelings: How do I feel?

Reflection

Needs:
What is important to me?
What am I missing?
What do I really want?

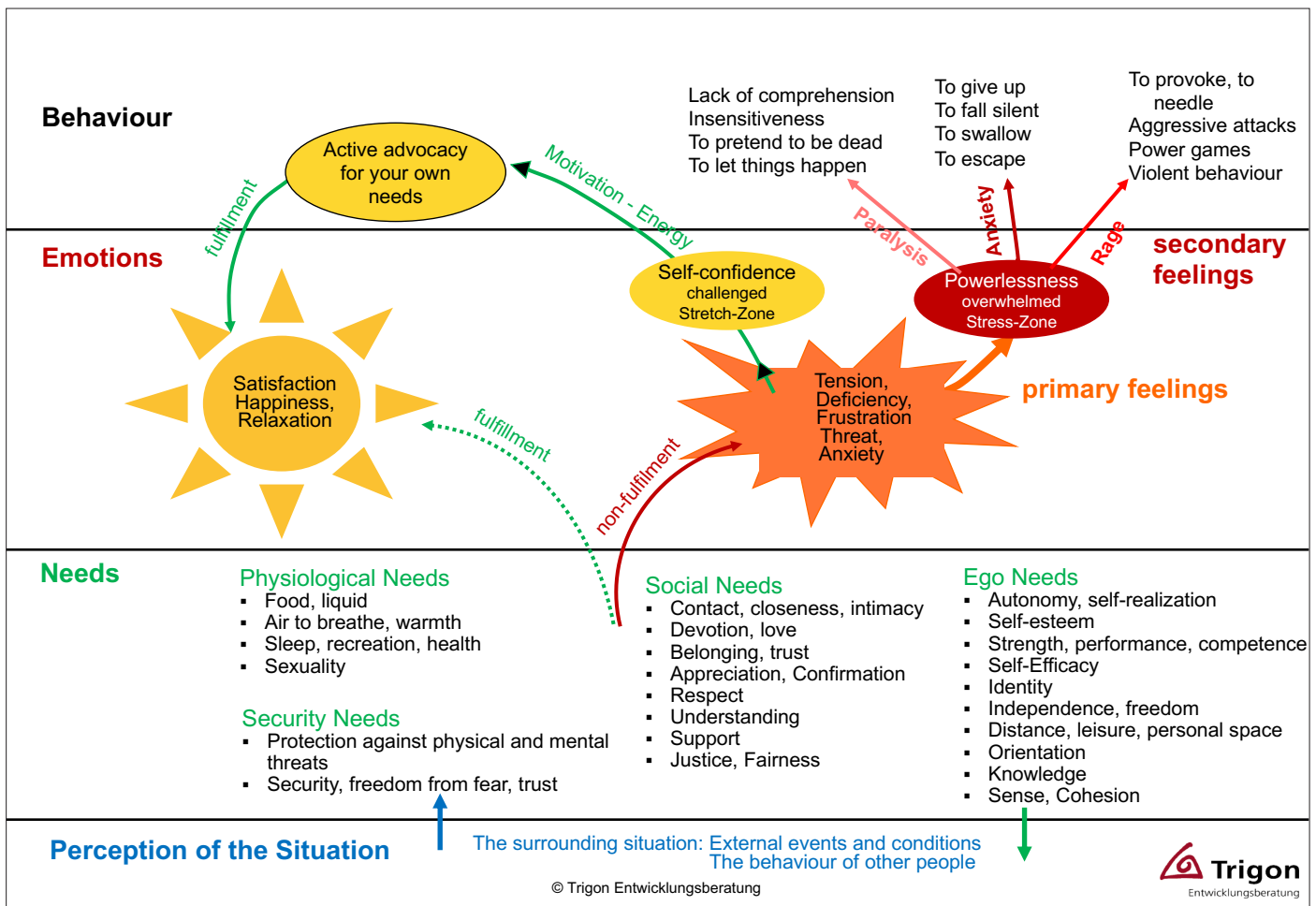**Acting: What am I going to do?**

Reaction

Reaction

Dealing with stress is about stopping the emotion-driven behaviour (struggle for survival) and finding one's way back to reflection and to self-directed action.
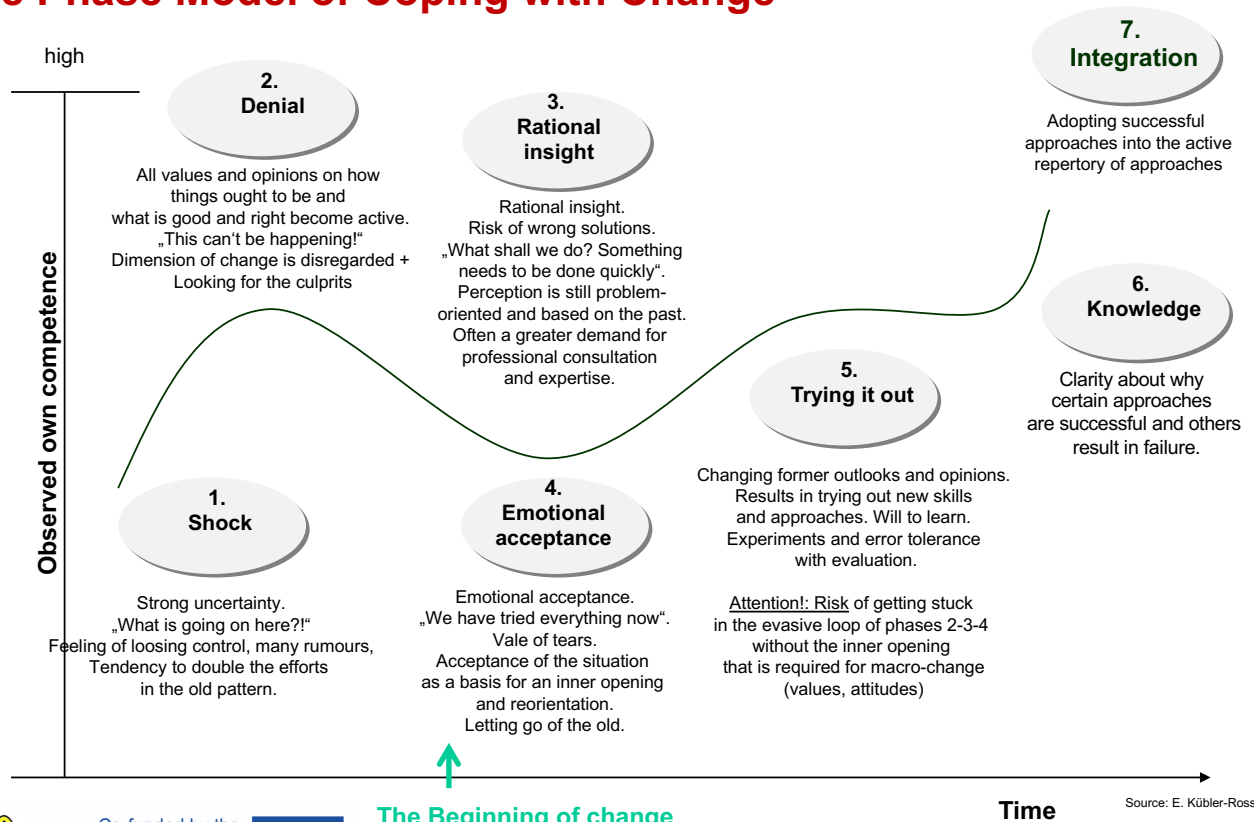
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Behaviour

Active advocacy for your own needs

fulfillment

Motivation - Energy

Lack of comprehension
Insensitivity
To pretend to be dead
To let things happen

To give up
To fall silent
To swallow
To escape

To provoke, to needle
Aggressive attacks
Power games
Violent behaviour

Paralysis

Anxiety

Rage

Emotions

Self-confidence
challenged
Stretch-Zone

Powerlessness
overwhelmed
Stress-Zone

secondary feelings

Satisfaction
Happiness,
Relaxation

fulfillment

non-fulfilment

Tension,
Deficiency,
Frustration
Threat,
Anxiety

primary feelings

Needs

Physiological Needs
- Food, liquid
- Air to breathe, warmth
- Sleep, recreation, health
- Sexuality

Security Needs
- Protection against physical and mental threats
- Security, freedom from fear, trust

Social Needs
- Contact, closeness, intimacy
- Devotion, love
- Belonging, trust
- Appreciation, Confirmation
- Respect
- Understanding
- Support
- Justice, Fairness

Ego Needs
- Autonomy, self-realization
- Self-esteem
- Strength, performance, competence
- Self-Efficacy
- Identity
- Independence, freedom
- Distance, leisure, personal space
- Orientation
- Knowledge
- Sense, Cohesion

Perception of the Situation

The surrounding situation: External events and conditions
The behaviour of other people

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Resistance in change processes

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The Phase Model of Coping with Change

high

Observed own competence

**2.
Denial**

All values and opinions on how
things ought to be and
what is good and right become active.
„This can't be happening!"
Dimension of change is disregarded +
Looking for the culprits

**3.
Rational
insight**

Rational insight.
Risk of wrong solutions.
„What shall we do? Something
needs to be done quickly".
Perception is still problem-
oriented and based on the past.
Often a greater demand for
professional consultation
and expertise.

**7.
Integration**

Adopting successful
approaches into the active
repertoire of approaches

**6.
Knowledge**

Clarity about why
certain approaches
are successful and others
result in failure.

**5.
Trying it out**

Changing former outlooks and opinions.
Results in trying out new skills
and approaches. Will to learn.
Experiments and error tolerance
with evaluation.

Attention!: Risk of getting stuck
in the evasive loop of phases 2-3-4
without the inner opening
that is required for macro-change
(values, attitudes)

**1.
Shock**

Strong uncertainty.
„What is going on here?!"
Feeling of loosing control, many rumours,
Tendency to double the efforts
in the old pattern.

**4.
Emotional
acceptance**

Emotional acceptance.
„We have tried everything now".
Vale of tears.
Acceptance of the situation
as a basis for an inner opening
and reorientation.
Letting go of the old.

The Beginning of change

Time

Source: E. Kübler-Ross

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If there is no resistance ...

• you have done everything right

or

• no one's ever noticed the change

or

• people have lost all hope

Will and ability

• A person doesn't want to or can't?

Will and can	Can, but won't.
Will, but can't.	Won't and can't

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Who of those affected in the change process ...

Will and can Why?	Can, but won't Why?
Will, but can't Why?	Won't and can't Why?

The Acceptance of Innovations (Rogers)
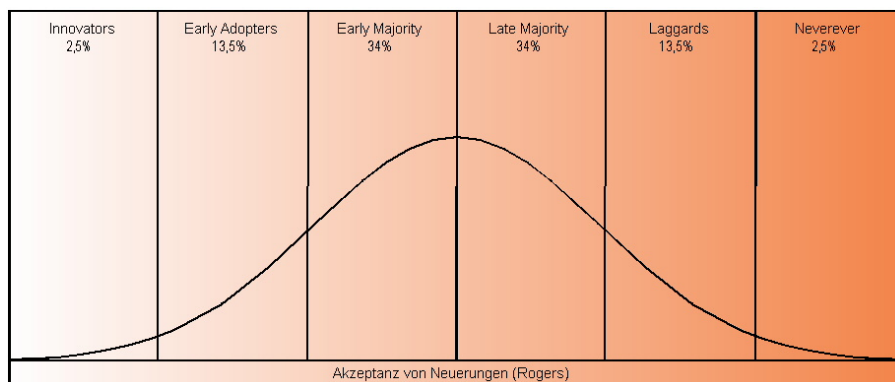
| Innovators
2,5% | Early Adopters
13,5% | Early Majority
34% | Late Majority
34% | Laggards
13,5% | Neverever
2,5% |

Akzeptanz von Neuerungen (Rogers)

Resistance towards Change:

Possible sources/topics of resistance	Proposals to avoid
➢ lack of concern (emotional) and lack of awareness of problems or opportunities (objective)	✓ make the diagnosis of the situation in a joint process with the affected people ✓ change visions (working on the opportunities of the future, looking back from the future to the present)
➢ not the right time for change	✓ wait for „windows of opportunity" or contribute in shaping the framework conditions in such a way that changes become possible.
➢ all at once	✓ put certain topics out of question ✓ clearly delineate areas of change

Resistance towards change:

Possible sources/topics of resistance	Proposals to avoid
➢ target situation/ actual situation /distance ➢ task seems too big, too far away ➢ task seems too small, too simple	✓ find the right stretch between actual and target situation
➢ too little time for the defined task, unrealistic time pressure ➢ too much time for the defined task	✓ check the timeframe for implementation ✓ adjust changes to the pace and rhythm of the organization ✓ increase the pace and rhythm of action in the organization ✓ rhythm replaces strength
➢ too little hope for accessibility, as the given framework conditions have a personally restrictive effect	✓ further define the personal framework for action, taking risk into account ✓ teamwork can expand the scope of action

---

Resistance towards change:

Possible sources/topics of resistance	Proposals to avoid
➢ expert approach - one says where to go and how to do	✓ Involve stakeholders ✓ make suggestions instead of presenting decisions
➢ endangered safety of the workplace	✓ define growth areas ✓ develop creative solutions of rationalization and not "stupid cost-cutting"
➢ making mistakes is dangerous	✓ rethink the failure culture in the company ✓ allow mistakes, but evaluate them, i.e. learn from them
➢ close personal interests are in the foreground	✓ make interests discussable and bring them to the table
➢ limited abilities of the people concerned to deal with new things	✓ learn to approach new things ✓ procede in small steps (CIP-continual improvement process, Kaizen) ✓ provide trainings on the job

Teammates - Opponents:
How stands the environment by my plans?
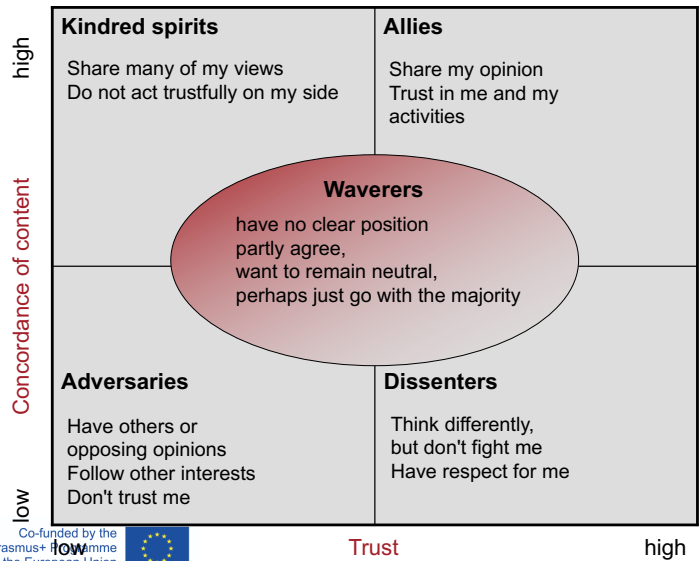
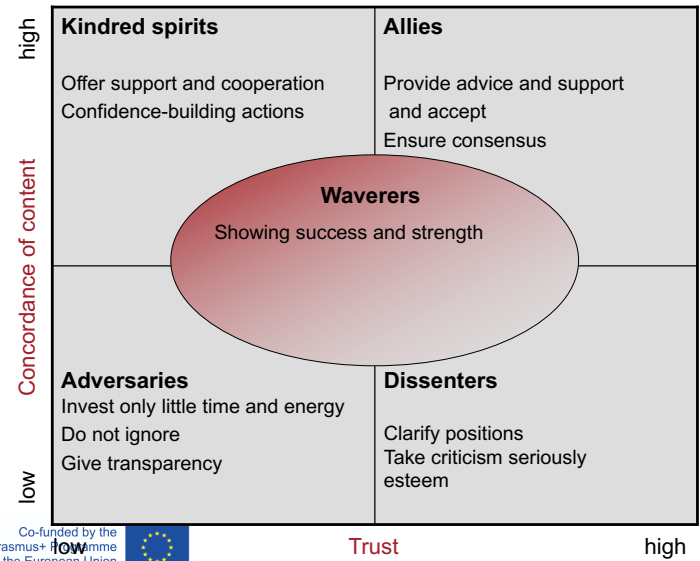**Concordance of content** — high / low

Kindred spirits	**Allies**
Share many of my views Do not act trustfully on my side	Share my opinion Trust in me and my activities

Waverers
have no clear position
partly agree,
want to remain neutral,
perhaps just go with the majority

Adversaries	**Dissenters**
Have others or opposing opinions Follow other interests Don't trust me	Think differently, but don't fight me Have respect for me

Trust — low / high

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Possible strategies

Concordance of content — high / low

Kindred spirits	**Allies**
Offer support and cooperation Confidence-building actions	Provide advice and support and accept Ensure consensus

Waverers
Showing success and strength

Adversaries	**Dissenters**
Invest only little time and energy Do not ignore Give transparency	Clarify positions Take criticism seriously esteem

Trust — low / high

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Teammates - Opponents:
The concrete field ...
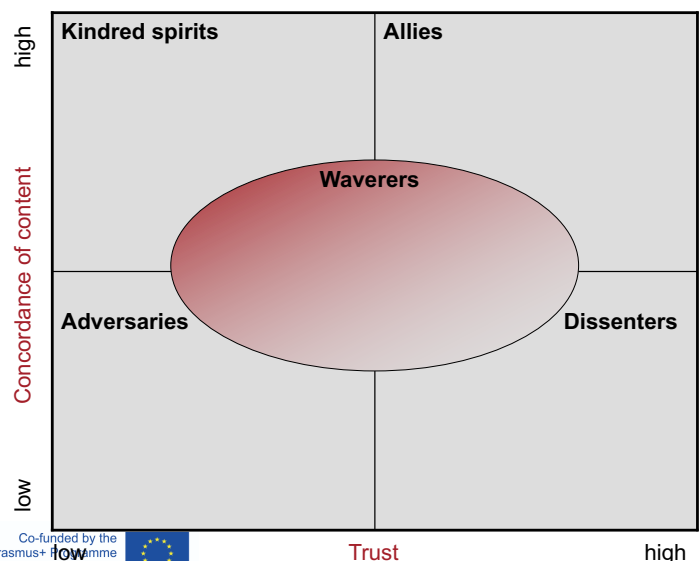
• Little powerful

● Very powerful

Concordance of content — high / low

Kindred spirits	**Allies**

Waverers

Adversaries	**Dissenters**

Trust — low / high

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Field of Forces of the Project:

Hindering factors	Promoting factors
• a	• a

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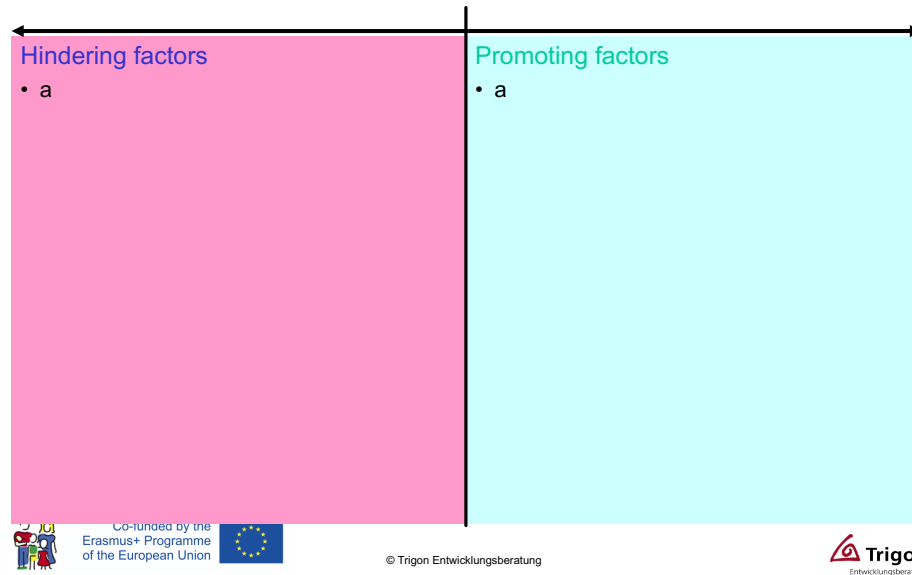
Example
Field of Force of the Project "Decentralized Responsibility?"

Hindering Factors	Promoting Factors
• mistrust	• clear statements, commitment
• anxiety	• dependability
• blockade, passivity	• intensive communication
• culture of secondary activities	• credibility environment
• quality standards for performance	• remaining manager
• lack of confidence in ability to cope with complexity	• timely determination
• unwillingness to make a difference	• describing the future, tasks
• lack of abstract business management thinking	• soon to become as concrete as possible
• organization makes profit, not in distress	• resonance organ, event

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Possible basic Forms of a Reaction as an affected Person

Love it
- taking the initiative
- pushing
- going along

Leave it
- running into emptiness, ignoring
- withholding information
- leading into the absurd
- disappearance of enthusiasm
- active, but in the direction of the exit
- leaving the organization
- work- to - rule

Change it
- active in opposing, co-shaping, redesigning and/or
- riot /open rebellion
- Agreement / Tactics
- braking / sliding on / postponing
- finding mistakes, making a fool of yourself
- selectively use / twisting facts
- appealing to fears
- threatening / intimidating

Suffer from it
- powerlessness, agony, apathy
- hopelessness, lack of energy
- internal termination

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Collegial Agreements:

Please formulate a flipchart sheet with the following four fields for each team member

What are NN's strengths? What should NN maintain or strengthen?	What behavioural changes do I want NN to make in the future?
How should NN implement the desired changes?	**What could be my supportive contribution?**

Story Telling

Please sit down in the table groups
for 15 minutes together and
select as well 2-3 concrete situations,

 - as **positive examples** and as **negative examples**

of cooperation in the past.

The situations are then to be told alternating in the plenum.

---

3 Role Plays to clear up the Situation of 3 Areas

• Please consider at the tables briefly
1-2 typical situations from life between
three areas ...

• 3 players from 3 different tables
spontaneously come forward and play
an improvised "realistic" situation

• The role assumed should not be
identical to your real function!
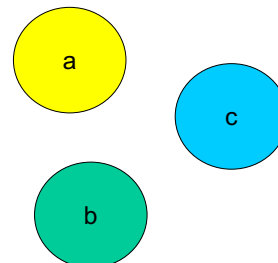
a

c

b

Personal Reflection as Change Manager

What kind of attitude do I show as a change manager?

- Do I have facts, opinions or values that hinder my willingness to change? Which ones?
- Have I reviewed the impact of my facts, opinions or values on myself and others?
- Which of my opinions are not empirically verified?
- What facts in the organization support my facts and opinions?
- Am I prepared and willing to put my views to the test again and again?
- Am I prepared and willing to change my own values that hinder change?
- Am I prepared and willing to acknowledge facts that run counter to my attitudes when I am confronted with them?

Role Negotiation in Teams →
by R. Harrison

Each team member writes 1 poster with his/her own **name**
(beneath To:….)

> To: ANNA
>
> In order to fulfill my function really well, I ask **Anna** to please show the following behavior ...
>
> a) new / more often / more clearly:
>
> b) not any more / less:
>
> c) Keep on as before:

Role Negotiation in Teams
by R. Harrison

Each team member writes 1 poster with own **name** (To:)

20 minutes - in silence:
Everybody writes on all posters concrete behavioural desires and his/her name (sender: F, B,)

Who shares similar wishes, just adds his or her name to that wish

10 minutes per person: Promise
- Anna clarifies what is meant concretely
- Anna says yes (signature = Anna)

No pressure!

> To: **ANNA**
>
> In order to fulfill my function really well, I ask **Anna** to please show the following behavior ...
>
> A) new / more often / more clearly:
> Send the agenda 1 day before date (F)
> Tell me criticism directly (B)
> *Anna*
>
> B) no more / less:
> Concretise less the formalities (B, C, E)
> No ironic remarks about
> team members at meetings (D, E, G)
> *Anna*
>
> C) unchanged as before:
> Time management as manager (B, E, F)
> Clear structuring of projects (B, F, G)
> *Anna*

Role Negotiation in Teams
by R. Harrison

Prepare the flip chart.
Write down the concrete desired behaviour, initials!
Clarify if the content of a requests is not yet clear enough to the person
Each person comments on the requests on his or her sheet of paper by using the following signs in this hierarchy:

➢ Double plus (++): "I'll be glad to do it—I didn't know you cared."
➢ Single plus (+): "I will do as you request, if you can show me how it contributes to the whole."
➢ Open (O): "I am willing to negotiate a fair exchange for what you want."
➢ Negative (-): "What you ask is very difficult for me. I suggest we work on something else."

No justifications! Care for an open atmosphere of give and take.

If needed organize an extra date to talk about. Clearify, who takes the initiative in which period of time.

Control date????

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Role Negotiation between two Entities

From A

We offer B in the future	We ask B in the future
A) to do more / new / more often...	A) to do more / new / more often...
B) to do no more/less...	B) to do no more/less...
C) to maintain ...	C) to maintain ...

From B

We offer A in the future	We ask A in the future
A) to do more / new / more often...	A) to do more / new / more often...
B) to do no more/less...	B) to do no more/less...
C) to maintain ...	C) to maintain ...

Time for preparation: 60 min

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Constructive Communication in 4 Steps

1 **The situation in my view** (Perception)	**4** **What I would like to arrange now** (Approach)
2 **How I feel about it** (Concern in feeling)	**3** **What I actually want** (Deeper need)

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Information Processes
3.05

Trigon Entwicklungsberatung
Unternehmensentwicklung und
Konfliktmanagement GmbH
Luisenstraße 1, D-80333 München
T: +49/89/24 20 89 90, F: +49/89/24 20 89 99
trigon.muenchen@trigon.de, www.trigon.de

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7 Basic Processes of Change

- Processes of Diagnosis
- Future-design Processes
- Psycho-social Processes
- **Information Processes**
- Learning Processes
- Implementation Processes
- Leading and managing the Change Process
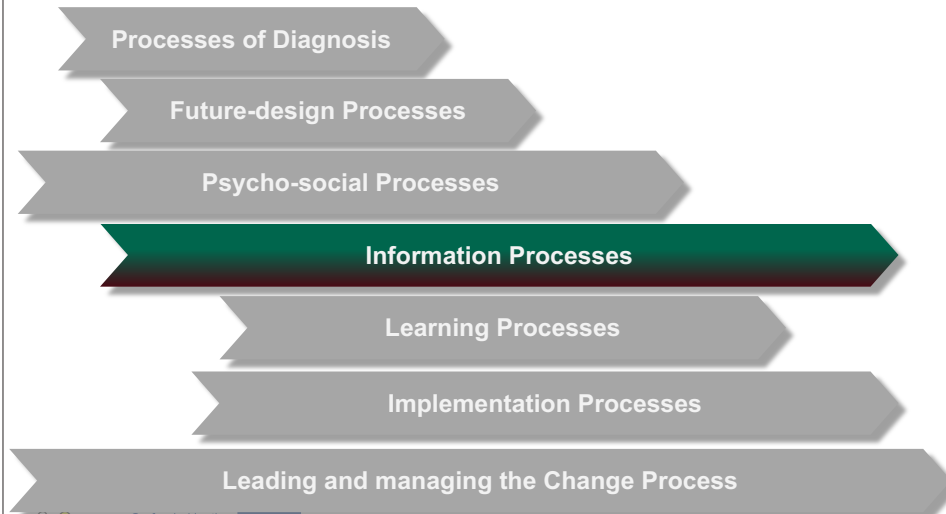
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Information Processes

Information – Information – Information !!!
→ to avoid rumors and misinformation

- Already in the preparation phase deliver information about:
  - What are the problems?
  - Which change is being sought?
  - Which steps are planned?
  - What type / form / scope of participation of the [employees or teachers| parents|school students…] will be possible? ...

- During the change process, give information about:
  - State of the process? (through own medium, information points, information markets, ...)
  - Dialogical information is preferable to one-way information

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Goals / Tasks of Information processes from an Employee's perspective

- Information about process of information itself
- Communication of the "rules"
- New ways of information / communication
- Communication of data and facts (goals, milestones, dates)
- about planned changes
- Responding to the emotional impact of the employees
- Opportunity of dialogue with the management

Elements of Information Processes
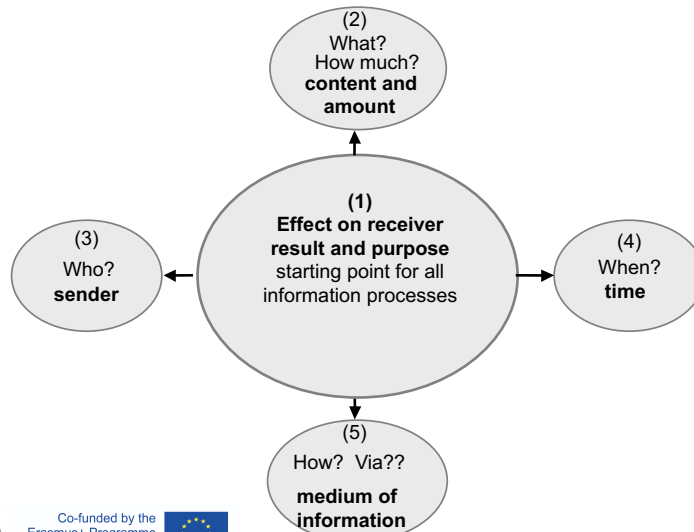
Inside and Outside
within the Conception of an Information Campaign

We and our message

- Why are we sending the message?

- Who do we want to inform?

- What exactly is the intended message?

- What else do we want to convey?

- In which way /quality do we want to meet the target group?

Target groups and their expectations

- What's the point?

- Benefits for the target groups?

- Who is interested in hearing the message?

- What does the target group expect?

- How do the target groups want to experience / get the message?

Checklist for Effective Information Processes

- Who needs this information?

- How much attention is there?

- Is the information complete ("Who-, what-, why- …-questions"!)
  and is it fostering the next necessery steps and actions?

- Is the information simple, short, clear, orderly?

- How well is it corresponding with the recipient (technical and foreign words)?

- Is the information in time? (i.e. does the recipient have enough time to process and use it?)

- How did I secure the information? (asked? repeated? checked?)

- How much space and time did the "recipient" have to ask, repeat, understand? Did I speak
  the information calmly and slowly?

- Are written documents, pictures available or necessary?

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Information is a Process, not a Fact Sheet !

| 1 Define planned effect | 2 Diagnosis of receivers needs | 3 Plan content What and how much | 4 Plan interaction Who, how, when, | 5 Inform | 6 Evaluate effect |

1

Effect on recipient = starting point:
Which target group? What should be the effect?
What outcome is intended? What is the purpose
(e.g. knowing, advising, deciding, participating)

2

Diagnosis: exploring the needs, expectations,
fears of the target group
Listening, listening, listening…

3

Planning and elaborating content and amount
of information:
Which and how much information is necessary to
achieve the planned effect?

6

Evaluate impact:
What is the situation and the state of mind of the
recipients now? How will I check the result?

5

Deliver the information

4

Planning and developing the interaction:
By whom (sender), with whom, when (dates),
how and by which means (manner and medium)
will the effect be achieved?

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Methods and Instruments - The HOW

Methods and Instruments	E-Mail circular	video conference, employee newspapers, visual mgmnt., infotainment, information markets, panel discussions, large group event, team meeting	videos, infotainment, conference	employee surveys, resonance group, early warning system, tours of the top management	panel discussion, large group event, telephone hotline, "wailing wall" – complaining, team workshop
Purpose	Information, distribution of facts	Information about targets, activities, results	Emotional side	Obtaining opinions	Clarifying open questions, dialogue

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Channels and Instruments of internal public relations:
Ask yourself: What has which effect, when is it appropriate?
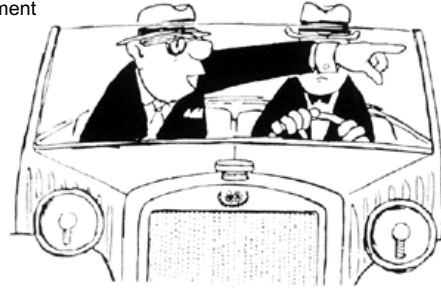
push
- In person
- Telephonically
- Individually written
- Through ambassadors
- Email
- Circular/SMS/
- Podcast/Blog/Twitter
- Meeting on work

pull
- Consultation hour
- Notice board / black board
- Company newspaper
- Internet
- Multimedia (Movies)
- Visual management
- Intranet

dialogue
- In team meeting
- Chat, fireside talk
- Workshop/Seminar
- Infomarket
- Large group event

Formats of a vibrant Dialogue Culture

Board
- Management forum
- Lunch together
- New Year's reception
- Breakfast, lunch, fireside talks
- Executive day
- Roadshows with dialogue part

Executive staff
- Large group event with dialogue part
- Annual appraisal interview
- Jour fix
- Confidential one-on-one-discussions
- Senior executive assembly

Human resources development
- Round table meetings
- Maintain networks
- Interdepartmental workshops
- Cross section retreats
- Mentoring concepts

Projects/Support
- Intranet
- Company newspaper
- Blogs
- Resonance group sessions

Information Processes in Change Processes

Range / Width	Target
Corporate wide information	Common understanding about the meaningfulness of the future concept and the direction of change Building trust, an image of the change
Department specific information	Developing the ability to change Reaching quickwins Planning and accelerating implementation measures
Ongoing information and communication	Transparency and timeliness Persuasiveness Success message Identification of bottlenecks

Slide 1

Different Target Groups as Addressees of Information
differentiated according to the appropriate care intensity
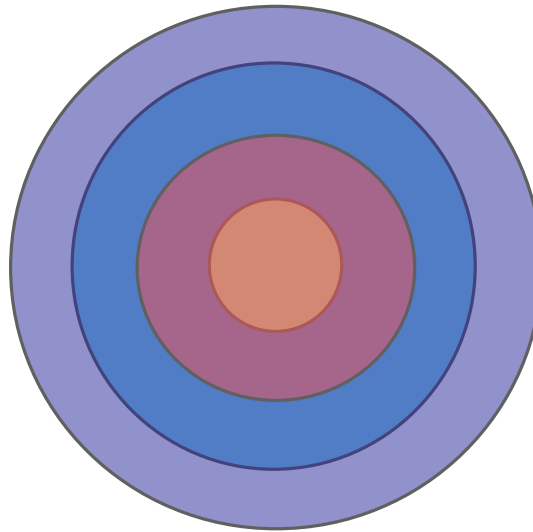
- 1st order
- 2nd order
- 3rd order
- 4th order

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Slide 2

Expectations of the Target Groups
Push - Pull - Dialog

		Board	Leaders 1	Leaders 2		Staff 1	Staff 2		Division 3	Division 6	Division 9
Target group 1		Board	Leaders 1	Leaders 2							
Target group 2						Staff 1	Staff 2				
Target group 3											
Traget group 4									Division 3	Division 6	Division 9
Push		X									
Pull						X	X	X			
Dialog			X	X							X

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Slide 3

Key Elements for the Design of Information Processes

Who?

Who is the addressee?
Who can provide information?

What?

Which information content is important?
Only result or also process information?

When?

When is the right time?
When is something ripe, when overdue?

How? (quality)

How to avoid loss of information?
In which way? Which message between the lines?
Formal, institutionalized, regular...?

How? (media)

Appropriate ways? Horizontal/vertical?
Decentralised/centralised? Which medium?

Where?

Which location, which spatial conditions are helpful?

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Design of an Information Process

	target audience 1st order	target audience 2nd order	target audience 3rd order	target audience 4th order
Who?				
What?				
When?				
How? (quality)				
How? (media)				
Where?				

Organization development for Estonian schools
Training for school board trainers

Implementation processes

3.06

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7 Basis Processes of Change

Processes of Diagnosis

Future-design Processes

Psycho-social Processes

Information Processes

Learning Processes

Implementation Processes

Leading and Managing of Change Processes

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Action for Implementation

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Implementation Barriers

When talking replaces acting ...
e.g. by
- "hiding" behind detailed presentations
- collecting documents, analyses
- submitting mission statements
- getting lost in planning
- strengthening one´s own status with words

When, in retrospect, creative thinking fails to come to earth ...

When fear makes necessary action impossible ...

When quantitative controlling prevents decision-making ...

When internal competition turns friends into enemies ...

Check the Energy in the System

Please line up in the room...
Do you want this project? How strong is your support on the continuum??
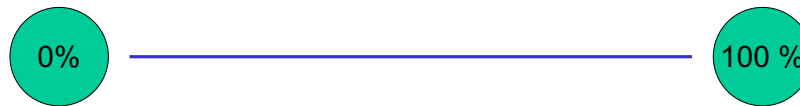
0% ———————————— 100 %

How do you assess
the ability to reach
an agreement for
the planned project
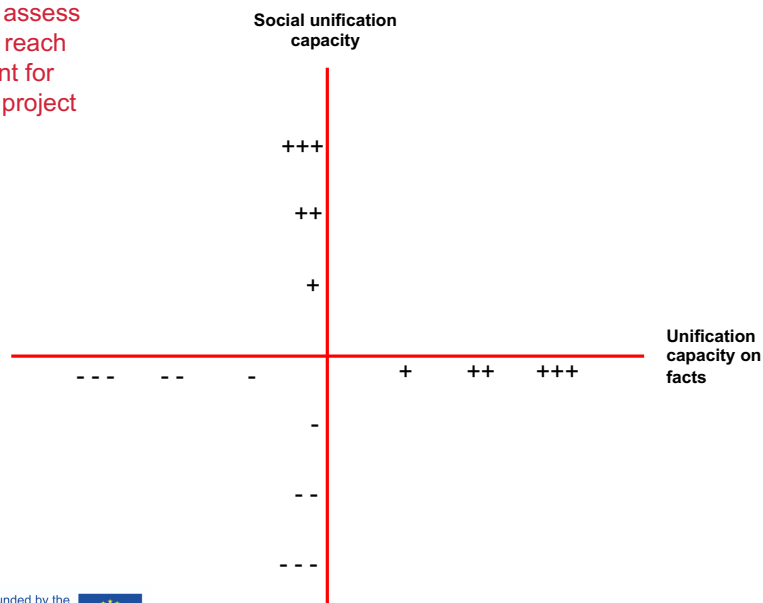
Social unification capacity

+++
++
+

- - -   - -   -   +   ++   +++   **Unification capacity on facts**

-
- -
- - -

Success Factors for Implementation
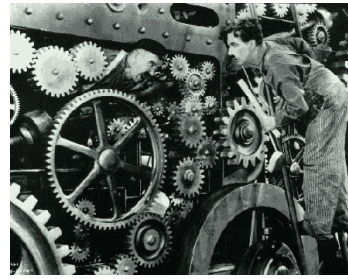
1. Start implementation as soon as possible (quick wins)
2. Clear goals and messages
3. Speed and consistency
4. Symbolic action of the top management
5. Authorization to act throughout the whole system
6. Stop doing the old thing
7. Enable for and learn to generate short-term successes
8. Anchor new solutions firmly - prevent relapse

Good Project Management

- Goals clear and unambiguous

- Determine roles,
  tasks, competencies, responsibilities

- Precise action plan, efficient handling,
  meet deadlines

- High degree of networking, communication

- Flexibility in the process

- Defined project milestones with intermediate results

- Optimal use of scarce resources

Trust and Control

Trust in a particular situation means choosing a certain correlation and proportion between trust and mistrust, control and renunciation of control!
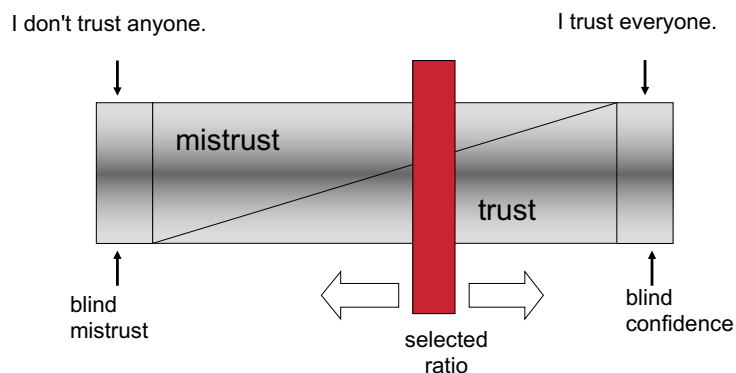
I don't trust anyone.   I trust everyone.

mistrust

trust

blind
mistrust

selected
ratio

blind
confidence

Trust and Control in the Role of a responsible Change Manager
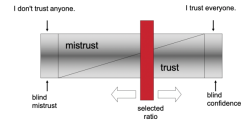
Trust in a particular situation means choosing a certain relationship between trust and mistrust, control and renunciation of control!

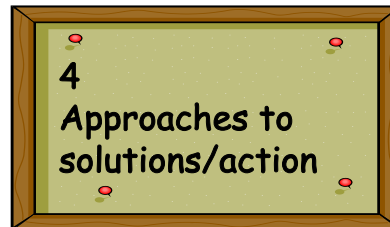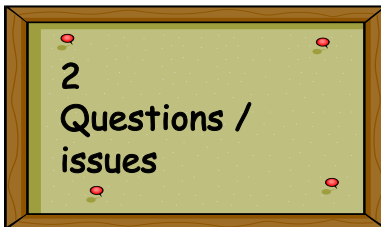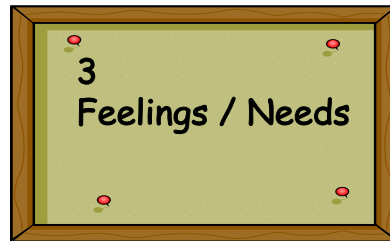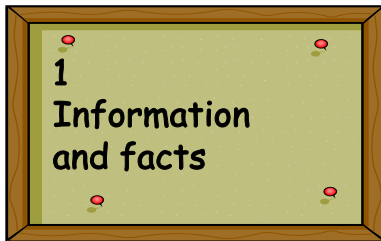| What do I want to control, track and check in the current change process at defined points in time (when exactly)?	In which aspects do I consciously refrain from control and let the representatives design – confidently that they will achieve the set goals in the change process?

Creative Solution Search

1 Information and facts	3 Feelings / Needs
2 Questions / issues	4 Approaches to solutions/action

The first 100 Days of the new President

1. Individual work:

Starting tomorrow, my future employees should be able to recognize from the following actions that I am very serious about these goals ....of change

Describe the action:
What do I do - with whom? What effect should the action have?

	Action (what, with whom)	Intended effect
1.1		
1.2		
1.3		
1.4		
1.5		

2. After the exchange with partner B:
2.1 What has proved to be too little concrete?
2.2 What has proved to be too ambitious?
2.3 Where is the hoped for effect perhaps too weak?
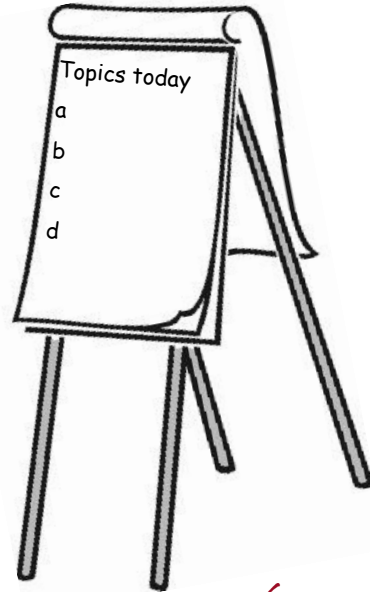**3. Agreed mutual assistance:**
4. Agreed inspection date:

"Look into"

Topic memory

for all questions, mishaps, unresolved situations, deficits, conflicts ...
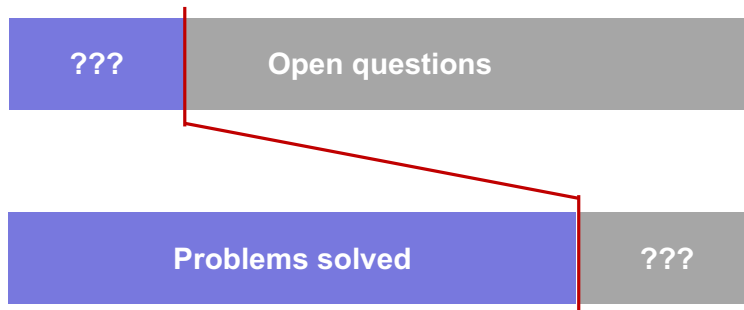
as topics in the next weekly team meeting

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The Pareto Principle

To process the essential 20 % of the open questions,
already solves 80 % of all problems

???	Open questions

Problems solved	???

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Create Mobility

Introducing the principle:

One job three (wo)men - one (wo)man three jobs

Each employee gets familiar with 2 other related fields of activity,
so that he/she can carry out 80% of the work there.

In addition to the responsible employee, the essential functions of each task in the
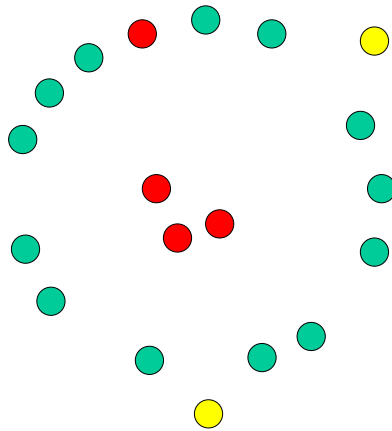organization is mastered by 2 other employees.

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Assigning Process Responsibility ...
with the Method of „Moving Chairs"

only in perceptive mode

concerned /affected

self-initiative/named by
others

capable?

able for good work
cooperation?

authorized/responsible

Evaluation of a Project

mission aims	budget expenses	dates & events	outcome quality creativity	contentment feedback	sharing	system benefit	learning yield

---

Kanban Teamboard

tasks	next	responsibility	in progress	done	necessary aftercare
		1			
		2			
		3			
		4			

Action Plan

	What's that?	Target?	Responsible?	With whom?	Until when?	Conditions?
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

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Action

What?	
Target?	
Responsible?	
With whom?	
Til when?	
Conditions	
Importance: 0 - 10	
Urgency: 0 - 10	

✓ = Accepted   # still to talk about

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Solution-oriented Questions ...
e.g. as opening questions in change workshops

➢ What makes you look optimistically/pessimistically at the next steps of development?
➢ Where do you see problems and what have you done so far to solve them?
➢ How do you deal with resistances that stand in your way of solving a problem?
➢ What do you do to motivate yourself and to take others with you?
➢ What is the point where you feel absolutely helpless?
    - And then: what will you do about that?
➢ What should we do now to ensure that this organisation has a secure future?
➢ How could an initial success look like after this work as a step towards change?
➢ What was already made possible by the beginning change process?
➢ What are the new challenges for an ongoing change process?
➢ Which next steps along the way do you think are essential?
➢ What do you think is realistic about the existing resources?
➢ What is particularly important to you?
➢ What should absolutely succeed?

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Decision Making

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Stages of a Decision-Making Process

|		
preparation	tasks, objectives delimitation/continuance of the order specifications, framework conditions, resources working method, time group formation, roles, competences (especially: who decides how?)	**10%**
image design	collecting full view and overall picture, developing alternative solution possibilities, condensations to realistic alternatives collecting criteria, risk assessment	**35%**
judgement formation	prioritizing the criteria detailed discussion pro and contra, repercussions personal preferences	**35%**
decision	selection decision (Who? What? With whom? When? How? Where?) saving the results commitment, review date?	**20%**

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Movement of a Decision-Making Process
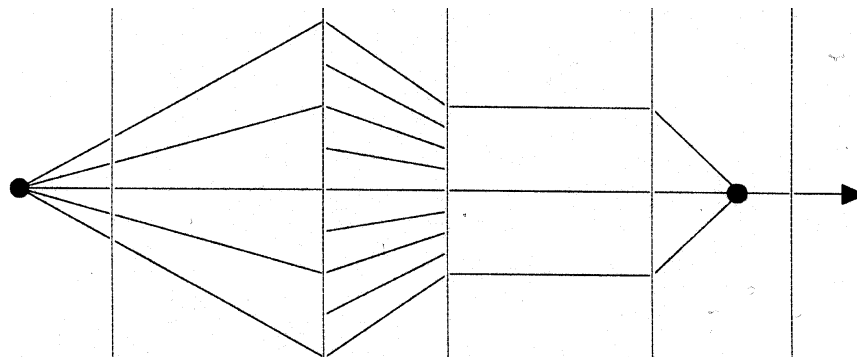
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The Process of Decision-Making and Deciding:
It always starts through a Question, a Feeling of Discrepancy

1. A question arises.

2. It is surrounded by:

3. In between there is the space of decision-making:

2a. Our past:
- our experiences,
- facts and figures,
- our backgrounds

?

from an empty space

Via
Sensing, Seeing, Thinking, Feeling, Weighing, Wanting

DECISION

2b. The future: our interest in
- learning,
- developing,
- succeding …..

The Space of Potentiality

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25
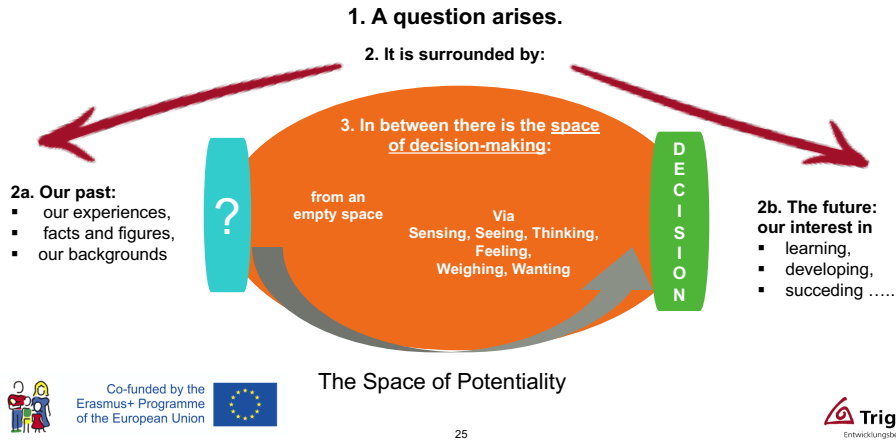
Deciding and Decision - Two very different kinds of actions along Past, Presence and Future

Before/Forefield

Space for Options

Facts

Backgrounds

Experiences

?

Empty Space

Deciding

Image Design Perceptions Thoughts Feelings Judgement Formation Wanting

Decision

Learning

Development

Past

Present

Future

See also:
Otmar Sutrich: „How Organizations make good Decisions"

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26
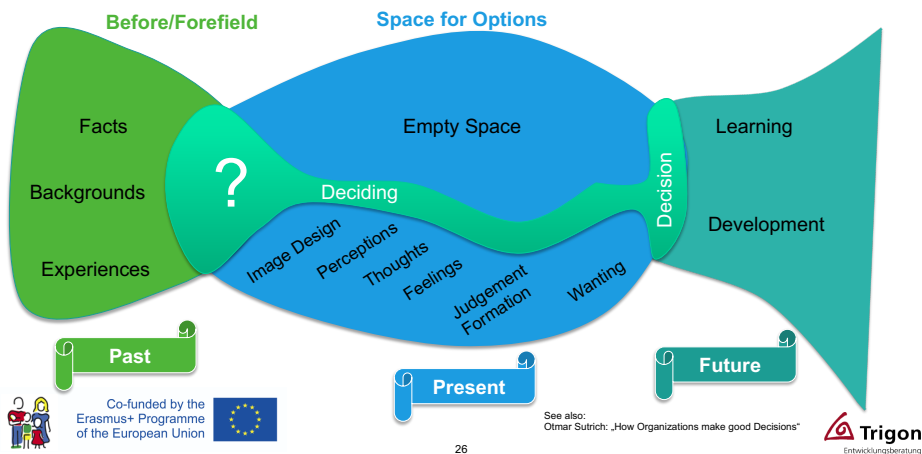
Process of Solution Finding and Decision Making

facts
emotions
needs

issue
problem

objectives
principles

alternatives
criteria

Analysis of the situation

Judge-ment

Make a decision

background

diagnosis

decision

consequences

past

presence

future

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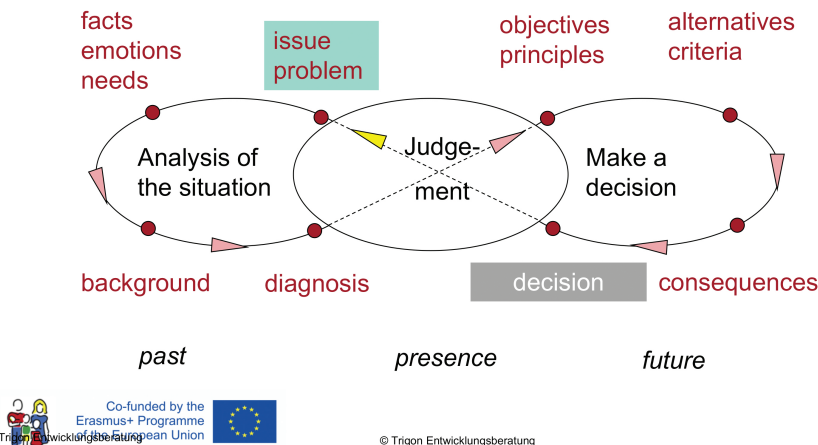
Criteria for a successful Visit to the Cinema

		necessary	sufficient	excluding
1	Pleasant company		X	
2	Reasonable price/performance ratio	X		
3	Good story		X	
4	Matching melodies			
5	Smooth camera work			
6	Happy ending			
7	< 5 deaths			
8	Not longer than 90 min	X		
9	Longer than 90 min			X

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Decision Methodology – Overview Matrix

What kind of alternatives there are? / **What do we want?** (needs, values, goals)	Alternative A	Alternative B	Alternative C
1			
2			
3			

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Hand Gestures during the Deciding Process

I agree!

I refuse!

I agree 100%

I agree to 80%.

I agree to 60%.

I agree to 40%.

I agree to 20%.

I still refuse

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Deciding in Consent
Element of Sociocracy

- Agile principle, not 100% solutions, but learning as fast as possible
  "Good enough for now and safe enough to try!" -
  Implement and then improve decision iteratively
- Faster decisions with less discussion effort
- Group intelligence is widely used -
  preferably in a heterogeneous team
- No veto, just a serious objection in case the decision potentially has real risks and dangers for the company's goal
- Structured neutral moderation in 4 rounds:
  In each round one after one brings his contribution in the circle in a calm atmosphere and strictly listening to each others thoughts, without interfering statements of others = no direct reaction!
- Provide all important information to everyone before the meeting

---

Deciding in Consent
Element of Sociocracy

1. **Information session**
   The participant who initiated the decision presents the basis and background.
   Afterwards: each person can take a stand in a circle round - one after the other on the following two questions:
   Are there any questions about the proposal?
   What is missing to form an opinion?
2. **Opinion-forming round 1**
   How does each participant think about the proposal? What does he/she stand for?
   Which feelings does she/he want to share about the issue?
   The initiative participant answers to these contributions.
3. **Opinion-forming round 2**
   What is your opinion on the content now?
   What's your feeling now?
   Are there any ideas for solution improvements in the circle?
   The decision can be tested at a defined time = four weeks of experience and then again reviewed in the team to agree on the further course of action
4. **Round of consensus**
   Are there any **serious objections** to the latest version of the proposal?
   Otherwise decision and resolution

Deciding in Consent
Handling objections in the Decision-Making Process

1. What tensions do you experience when implementing the planned solution?
   (A tension is the experienced gap between a desired target situation and the experienced actual reality.)

2. Does this tension limit the sense and purpose of the organisation or its ability to act/responsibility?

3. Is the tension experienced directly related to the proposed solution, so that the tension would not exist without the proposed solution?

4. Does the tension already exist today due to real conditions? Which ones?

5. Can you add an alternative solution to the existing solution or can you suggest an alternative solution?

Audience Effect:
Loss of responsibility

Chance of help for a drowning person

• With one spectator: 85 %

• With two spectators: 62%

• With three spectators: 31 %

The more people watch, the greater the risk of drowning!!!

Conclude a joint written Contract

I'm familiar with the change project

XXX

I agree to do so,

support it,

and bear the consequences.

Organization development for Estonian schools
Training for school board trainers

Leading and managing the Change Processes

3.07

Trigon Entwicklungsberatung
Unternehmensentwicklung und
Konfliktmanagement GmbH
Luisenstraße 1, D-80333 München
T: +49/89/24 20 89 90, F: +49/89/24 20 89 99
trigon.muenchen@trigon.de, www.trigon.de

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7 Basis Processes of Change

Processes of Diagnosis

Future-design Processes

Psycho-social Processes

Information Processes

Learning Processes

Implementation Processes

Leading and managing the Change Processes
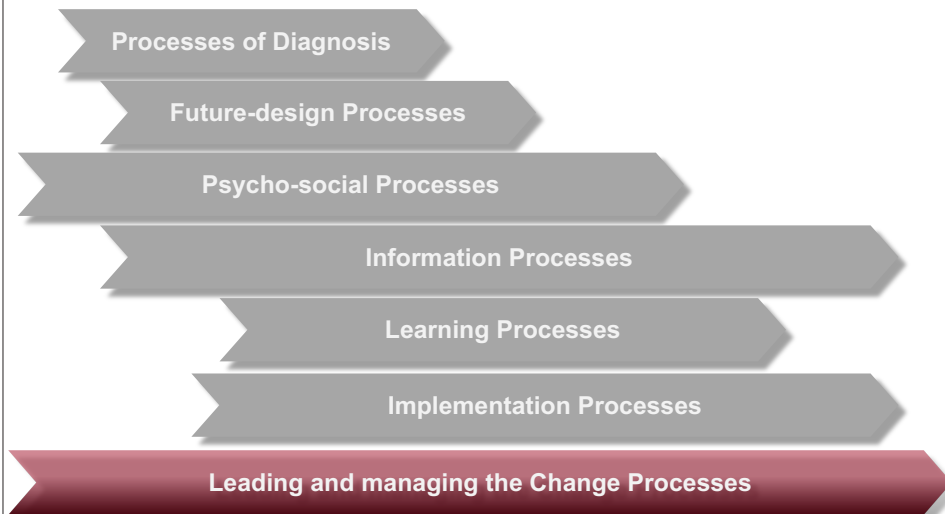
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Interventions
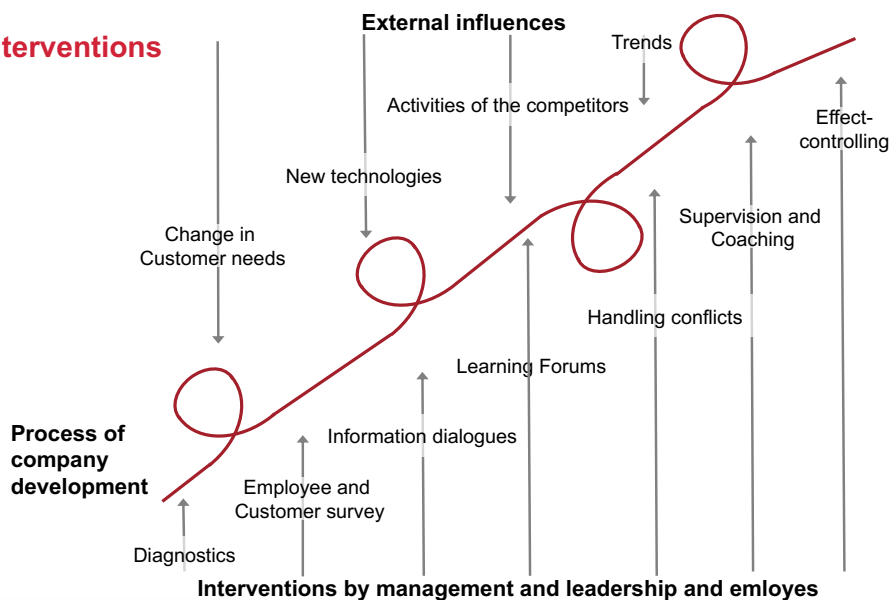
External influences

Trends

Activities of the competitors

Effect-controlling

New technologies

Supervision and Coaching

Change in Customer needs

Handling conflicts

Learning Forums

Process of company development

Information dialogues

Employee and Customer survey

Diagnostics

Interventions by management and leadership and emloyes

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**The organs and
the process of change
are intended to anticipate
the form of the *new organisation*.**

Appropriateness

Complexity

Pressure

Past

Future

Participation

Simplicity
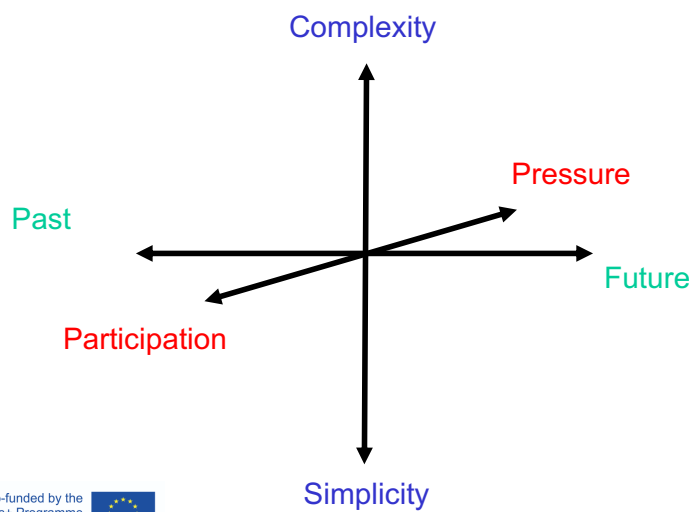
Possible Strategies of hierarchical Penetration

top-down

bi-polar

Center of power
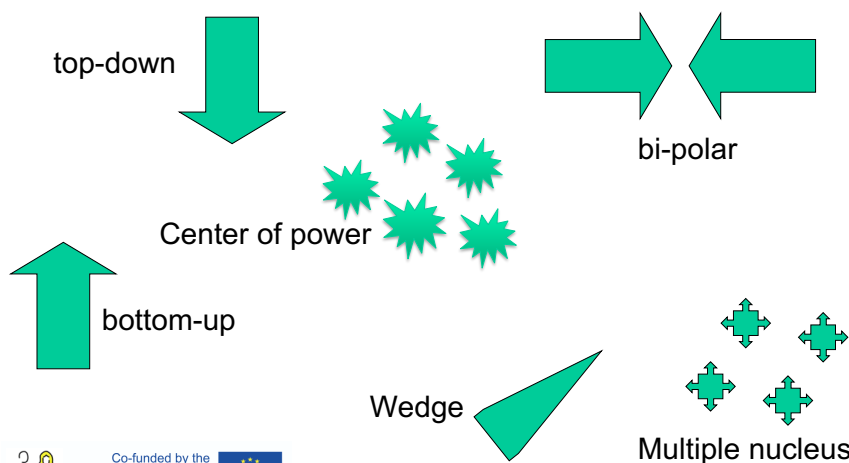
bottom-up

Wedge

Multiple nucleus

Structural Responsibility

By the line

top - down

bottom - up
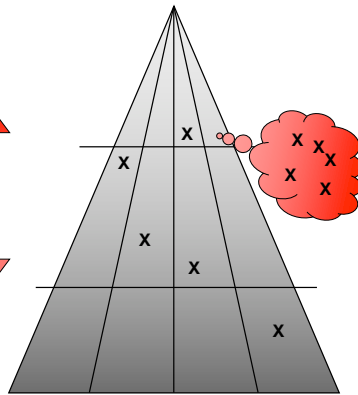
By a project structure

top - down

bottom - up

wedge

bi-polar

multiple nucleus

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Pros and Cons

Change by the line	Change by a project structure
PRO?	PRO?
CONTRA?	CONTRA?

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Clear Division of Roles of the responsible Actors in the Change Process by a line
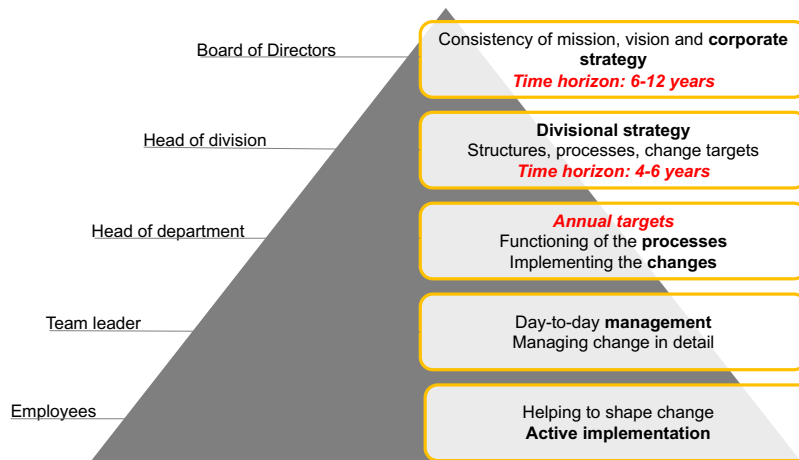
Board of Directors — Consistency of mission, vision and **corporate strategy**
Time horizon: 6-12 years

Head of division — **Divisional strategy**
Structures, processes, change targets
Time horizon: 4-6 years

Head of department — *Annual targets*
Functioning of the **processes**
Implementing the **changes**

Team leader — Day-to-day **management**
Managing change in detail

Employees — Helping to shape change
Active implementation

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Organs in the Change Process

Client

Decision maker

Project leader

sponsor

decision-making committee

Project team

resonance group
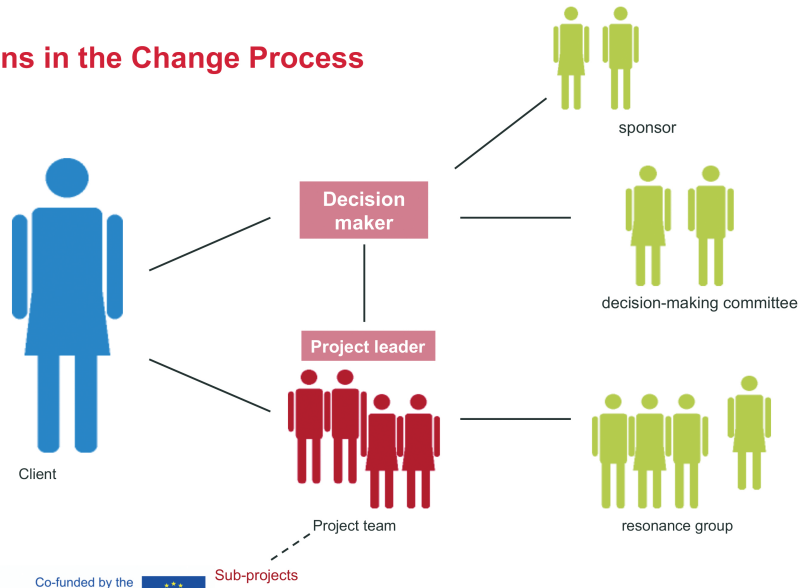
Sub-projects

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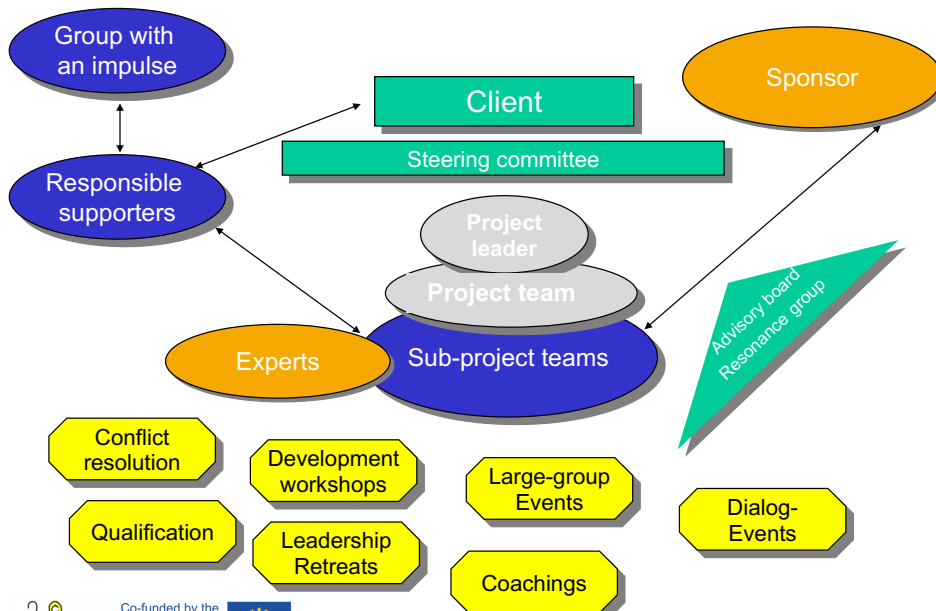
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Group with an impulse

Client

Sponsor

Steering committee

Responsible supporters

Project leader

Project team

Experts

Sub-project teams

Advisory board
Resonance group

Conflict resolution

Development workshops

Large-group Events

Dialog-Events

Qualification

Leadership Retreats

Coachings

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Organs of Change

Impulse group

- is getting a change process on the way
- is creating a positive climate for change
- is the informal mutual support of those willing to change
- searches for moral protection ("sponsor")

Sponsor

- gives the projects its moral weight
- establishes important contacts with other influential persons
- stands behind the project in difficult times
- gives impetus for the handling of emerging tensions and conflicts
- gives signals to the public through targeted symbolic actions

Client

- defines problem definition, objectives, deadlines
- gives the resource framework (time, money, people)
- confirms the order and impulses adjustments
- receives interim reports and final report
- decides on further treatment of the project proposals
- suggests formation of the decision-making body

Decision-making authority / Steering Committee

- decides on proposals submitted
- decides on the fundamental issues raised by the project (objectives, guiding principles, questions of setting the course, strategic issues, etc.)
- coordinates with other projects or line units

Resonance group

- advices to the decision-making authority on questions of content
- cares for competent evaluation and review of proposals
- is mapping the competence of the organisation
- reviews the implementation consequences of decisions
- communicates the decision criteria into the organization

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Organs of Change
Project Leader

outside

- Project leader
- Liaison with client, with steering Committee
- Information (intermediate areas, final report) to the client or decision-making bodies
- Control of objectives and results
- Search for project team members
- Rules of conditions of cooperation

inside

- Job specification, planning, task distribution, methods
- Ensuring of good decision making in the project team
- Goals, controls, evaluation
- Monitoring the use of resources for the project
- Formulating/awarding the contract to external consultants
- Support of team members

Project Team

- Planning the procedural strategy, steps and milestones, the scope and pace of the approach
- Setting up sub-project groups and proposals for sub-project management
- Information exchange and coordination between projects
- Forwarding of strategic questions to the responsible decision-making bodies
- Supervision of ongoing projects (content results, costs, milestones, deadlines)
- Interface to formal management
- Where necessary, protection for ongoing projects, if these are endangered by internal and external factors
- Information campaigns for the other employees in the organisation to inform them about the project
- Project team can be provided with an administrative support unit (office staff, PCs, planning systems, telecommunications, etc.)

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Tasks of a project leader with the project group

- What is exact the order?
- What exactly are the results expected by the client?
  To whom has the group to submit what and when?

- What support will the client provide?
- What moral support can other respected and powerful people from the organization (sponsors) provide?

- In what context can the project group generate changes?
  (Current projects, scope of competence, objective of the client ...)
- Which connections exist in the project group to the existing hierarchy?

- How long should the project group work?
- Which tasks have to be fulfilled to prepare the subprojects?
  (Name subprojects, approve project assignments, find participants ...)
- Are there clear milestones? By content? By timeline?
- Should there be an extension of the project group in the form of a resonance group?
- When and how does the project group inform employees, leaders, other bodies in the organization and possibly externally? (Projects, work steps, ways and means ...)

Roles in the Change Process

Change Agents

- Full-time internal consultants as task force
- Pool of company development companions
- Project manager/process owners also in addition to line function
- Expertly support the project and line managers (design draft, moderation, intervention)
- Multiplication function for innovation

Change Managers

- High, senior and middle managers
- With basic knowledge and skills in change management
- Willingness to change and ability to change in balance
- Recognize their scope for design and action
- Can become active within their area of responsibility
- Can cooperate comprehensively in larger change projects
- Can provide neighborly help

Powermap:
Definition of Roles, Tasks, Competencies, Responsibilities

Presentation (of the intensity) of the relationships between the participants in the project
Visualization of the time budget for the project
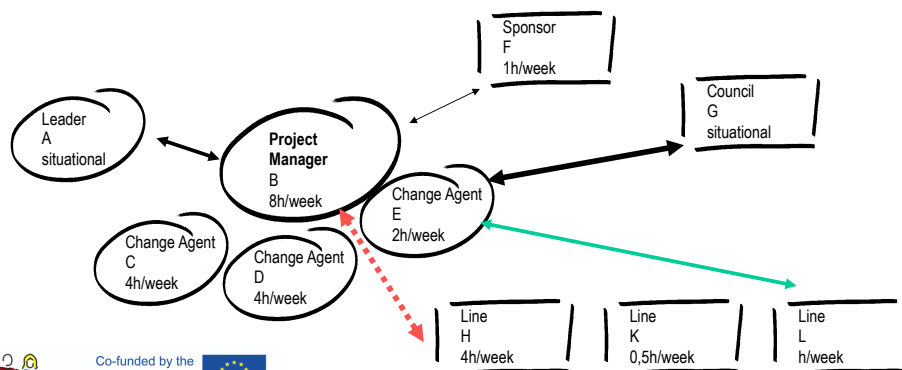
Rhythms of Communication in a Change Process

- Project leader   Every week
- Project group   every 2 - 4 weeks
- Client   every 3 months

- Management   every 8 weeks => Info Milestones
- Staff   every 8 weeks

- Total system   all 3 months

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Milestones in the Change Process ...

Which results should be achieved in one month/two months/ half a year so that I can evaluate the planned change process as successful? Only clearly measurable results!

Result ...
- ?

How measurable? ...
- ?

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Strategy Variants of a Change Design

Deductive path
geography lessons

Solar system
Planet Earth
Continent Europe
Foothills of the Alps
Chiemgau
Prien

Inductive path
history lessons

Your Biography
History of your family
History of your city
History of your country,
        Central Europe, Europe
World history
Origin of earth
Solar system

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Strategy Variants of a Change Design and Learning

Deductive path	*Inductive path*
1. Impulse (Theory)	1. Experience, action
2. Processing, digestion	2. Refining experience, hypotheses
3. Application, Experience	3. Conceptualization (integrative theory)

Decision-Making – a Core Task of Leadership I

To be able to and to **be in power** of decision-making is the **central function of leadership** in organisations. Decision-making and power in the organisation are strongly connected in traditional organisations.

In times of a VUCA-environment it is necessary to rethink hierarchical procedures of decision making.
In a non-changing world it is very appropriate to decide along the status within an organisation.

In a VUCA-world as well quality and acceptance of a decision play a much more important role than before. Quality consists of many parameters and has to be looked at from various perspectives. As well does acceptance. If both criteria are met, a really effective decision has been taken.

Deciding and decision-making are challenging processes of leadership.

That is why it is valuable to understand very well:

- **the process of decision-making** and **deciding**

- **the differences** in **decision-making** depending on the environmental surroundings of a required decision

Decision-Making – a Core Task of Leadership II

In complex contexts a leader should take on his leading role in awareness of the special challenges. He will:

➢ **enable experiments**: try out new approaches („safe-to-fail"-projects, prototyping, …)

➢ **make use of unconvenient experiences of failure to gain results for learning**, to enhance knowledge and experience (open and unthreatening evaluation of failures)

➢ **intensify interaction and communication**:

- o keep track on the goal and challenges the others (- instead of running ahead)
- o ask for dissent and gives space for development of new ideas and work on contradictions
- o keep high attention to sense even weak signals
- o therefore is in close contact with people, shows involvement + interest in the development
- o allow and facilitate conflict clarification

➢ **support and use creativity, diversity, difference**

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A Meta-Model for Decision-Making:
The Cynefin-Framework

Decisions and decision-making can have very different frames and contexts.

The **Cynefin-Model** differentiates between four different kind of problems and stades of context:

- ▪ **Simple**
- ▪ **Complicated**
- ▪ **Complex**
- ▪ **Chaotic**

In a VUCA-world the well-known strategies of simple and complicated contexts are not efficient. Acting innovative and standing stable in crisis requires a deep understanding of decision-making under complex and chaotic circumstances, and a deep knowledge in what kind of participation fits under which circumstances.

The fifth field **„Disorder"** is the area you are in, if you are not aware of whether you are working on a simple, complicated, complex or chaotic situation. Then you should first sort out which aspects of your problem qualify for which area and start then working on it.

Based on: David Snowden/Mary Boone (2007): Das Cynefin-Framework

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The Cynefin-Framework   - A Meta-Model for Decision-Making

Unordered Systems

Ordered Systems

Complex

EMERGENT PRACTICE

Approach:
explore –
- sense + observe –
- respond

Complicated

GOOD PRACTICE

Approach:
sense -
- analyze –
- react

Confusion, Disorder

Chaotic

NOVEL PRACTICE
Approach:
act –
- sense + observe –
- analyze –
- react

Obvious

BEST PRACTICE

Approach:
sense -
- categorize –
- react

Based on:
David Snowden:
Cynefin-Framework

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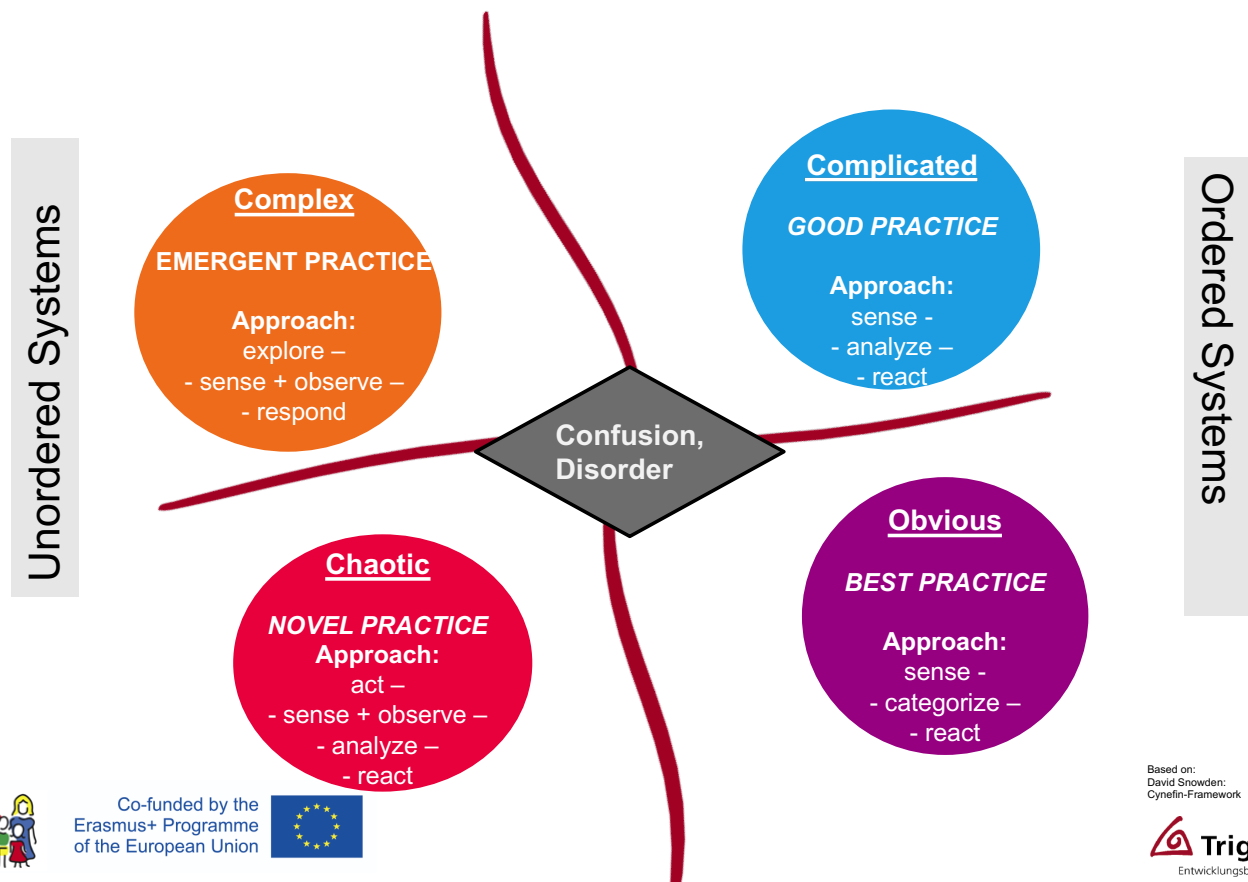
The Cynefin-Framework   - A Meta-Model for Decision-Making (Dave Snowden)

EMERGENT PRACTICE

GOOD PRACTICE

Complex
– Area of the Unknown -

System is dynamic – patterns change
- the whole is more than the sum of its parts
→ effects are non-linear and unpredictable
→ no reliable answer by analysis;
   cause and effect only apparent by hindsight
Intuition is a key competence, iterations are necessary
   e.g.: fusion, nature

Approach:
explore - sense+observe respond

Complicated
– Area of the Known Unknown -

Goal is clear, cause-effect-chain is not easily
apparent, but evídent for experts, after investigation
and analysis;
→ several correct answers may be possible
   e.g.: development of cell phone

Approach: sense - analyze - react

Confusion, Disorder

NOVEL PRACTICE

Chaotic
– Area of the Incomprehensible -

No evidence between cause and effects exists
Ongoing changes of the situation (*e.g.: 9/11*)

Approach:
act – sense+observe – analyze – react

BEST PRACTICE

Obvious
- Area of Known Knowlege -

Goals and measures well known
- situation is stable - clear correlation between cause
and effects

→ One clear and correct answer
   e.g.: purchase order processing

Approach: sense - categorize - react

Based on:
David Snowden:
Cynefin-Framework

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#	Task	time	3	5	20	38	6	12	1	diagnosis	future	psychosocial	learning	information	implementation	leading and management
1	Mission, goals, design, forming a steering committee		X						x	O	O					OOOO
2	Interviews with selected representatives		X						x	OOOO	O	OOOO				
3	Confirming diagnosis			X	X		X			OOOO	O	OO		OO	O	
4	Conflict work		X					X				OOOO	OO			O
5	Workshop Future Questions		X		X	X	X				OOOO			OOOO		OO
6	Formation of sub-project groups		X		X		X						OOOO		OOOO	O
7	Concept development										OOOO		O		OO	OO
8																
9																
10																

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Scheduling

Sep   Oct   Nov   Dec   Jan   Feb.   March   April   May   June
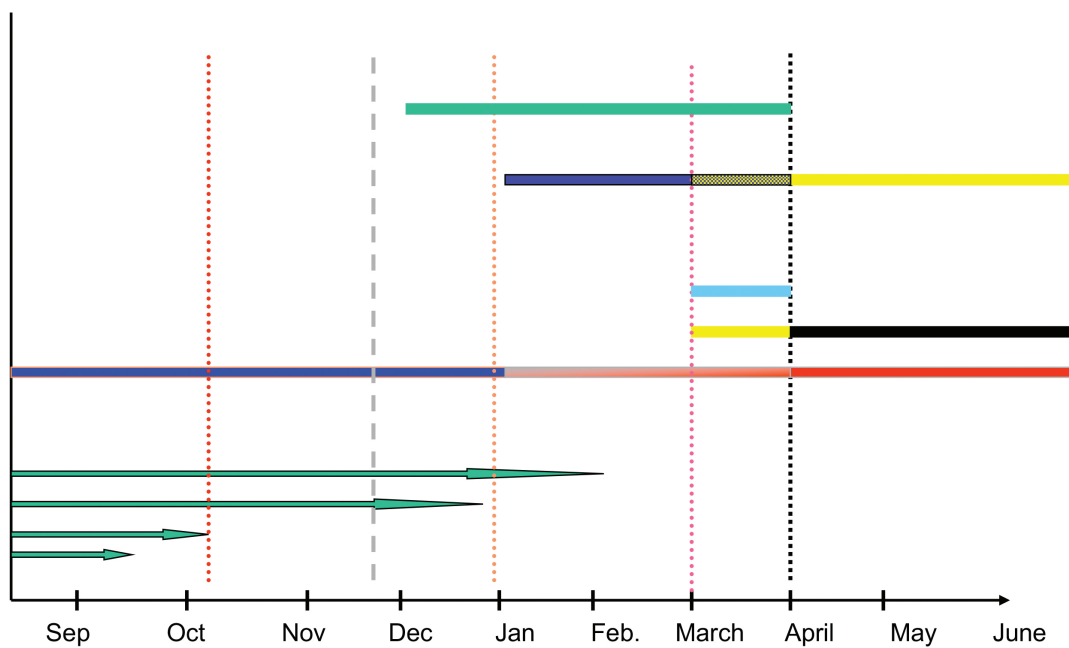
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Monitoring of a Change Process

	This statement is correct ... % ?:	100%	80%	60%	40%	20%	0%
1.1	Those affected (A) know which problems are actually to be solved by the measures.	10	8	6	4	2	0
1.2	The causes and backgrounds of the problems are understandable for A.	10	8	6	4	2	0
2.1	The goal and purpose of the change are seriously discussed with A.	10	8	6	4	2	0
2.2	Responsible persons agree with B on the desired target condition before measures are brought into action.	10	8	6	4	2	0
3.1	The opportunity is given to become familiar with new forms of work.	10	8	6	4	2	0
3.2	Tensions and resistances are not ignored, but can be expressed.	10	8	6	4	2	0
4.1	The knowledge and skills required in the future will be imparted to A in good time.	10	8	6	4	2	0
4.2	In the new situation we had the chance to derive improvements from mistakes made.	10	8	6	4	2	0
5.1	Again and again there is open information about the procedure.	10	8	6	4	2	0
5.2	The leadership is eager to hear from A how they experience things.	10	8	6	4	2	0
6.1	The superiors give A a good role model for implementation.	10	8	6	4	2	0
6.2	The innovations can be implemented well. Something's happening!	10	8	6	4	2	0
7.1	Clear responsibilities are created for the management of change measures.	10	8	6	4	2	0
7.2	The timing is good: Nothing is carried off, nothing is done hastily.	10	8	6	4	2	0

Example:
The Renewal of Structures in Organizations

Customer queries

➢ How can we manage our organization in the future in a better way?
➢ How can we optimize our organization, make it more effective?
➢ How can we improve to implement our strategy?
➢ Is our organization fit for the future?
➢ Is our organization in the right position?
➢ How should we design our organization so that it is well prepared for our planned future?

When we renew our structures, we have to focus on the following elements:

➢ Organizational structure - organizational chart
➢ Forms of cooperation and communication
➢ Spatial arrangement of organizational units
➢ Redesign of functions (tasks, competencies, responsibilities)
➢ Statutes, contracts, insurance, legal form, agreements, networks

Possible Course of a Process to renew Structures

ACTUAL Structure

Capturing the ACTUAL structure
Recognition of trends, developments, benchmarking
Developing a strategy
Development of target criteria for the new structure
Development of alternative structural models
Evaluation of the alternatives for macro, meso, micro

FUTURE Structure

Evaluation
Implementation
Redefine official starting date for structure renewal
Detailed planning of the structures and the process of change
Personnel planning, personnel staffing
Communication of the decision

Decision for implementation
Preview of the process

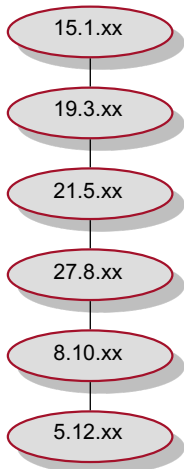© Trigon Entwicklungsberatung

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Corporate Development Architecture: Area Development 20XX

Way A:

Leadership Team Workshops

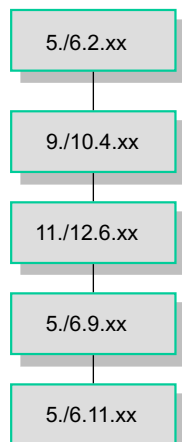Management team

In each case
16:00 to 20:00

- 15.1.xx
- 19.3.xx
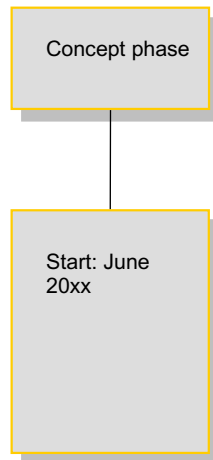- 21.5.xx
- 27.8.xx
- 8.10.xx
- 5.12.xx

Way B:

XXX Leadership Workshops

Management team & - XXX leader

1st day (17:00) to 2nd day (17:00)

- 5./6.2.xx
- 9./10.4.xx
- 11./12.6.xx
- 5./6.9.xx
- 5./6.11.xx

Way C:

Business-oriented junior staff training

Junior leaders

- Concept phase
- Start: June 20xx

Way D:

XXX-employees dialogue

All XXX-empoyees (approx. 3 x p. a.)

4 hours each.

- 19.3.xx
- 25.9.xx
- 18.12.xx
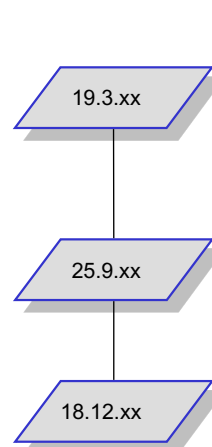
Way E:

Process controlling interventions

Department development Coaching
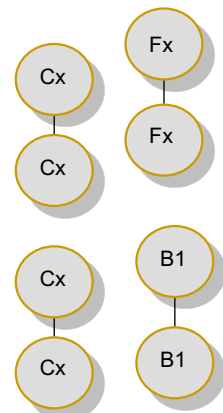
- Cx
- Cx
- Cx
- Cx
- Fx
- Fx
- B1
- B1

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Project Assignment

Project name	
Client	75
Project Manager	
Steering Committee	
Project team	
Objective	
Measurement criteria for target achievement	
Brief description of the contents	
Calculated budget (costs)	
Project start	
Milestones	
Planned completion	
General conditions	
Procedure	
Order placed on/by	

Success Factors of an Organisation Development Project

- Readyness for a topic:
  Suffering or a strong vision of the future

- Strong internal project team

- Commitment by TOP and cooperation of TOP

- Approach via people and organisation

- Visible partial successes in a short time

- Practical access, not more complicated than necessary

Organization development for Estonian schools
Training for school board trainers

Monitoring of a change process

Univ.-Doz. Dr. Friedrich Glasl and   Dr. Hannes Piber

3.08

Univ.-Doz. Dr. Friedrich Glasl / Dr. Hannes Piber

Monitoring of the change process

Please tick to what extent the above statement applies:

This statement is correct ...% true	0%	20%	40%	60%	80%	100%
1.	**Success factor: Knowledge of what we start from (diagnosis)**					
1.1 It is known to those concerned which problems should actually be solved by the change measures.	1	2	3	4	5	6
1.2 The causes and backgrounds of the problems are clear to those affected.	1	2	3	4	5	6
1.3 There is a broad consensus on the core problems	1	2	3	4	5	6
1.4 Those affected understand the background and connections of the current situation.	1	2	3	4	5	6
1.5 Those affected face the problems, do not repress them, do not defend themselves.	1	2	3	4	5	6
1.6 The persons concerned accept that the problem views differ depending on the function and position of the persons concerned.	1	2	3	4	5	6
2.	**Success factor: Having an idea, where we want to go (concept development)**					
2.1 The goal and purpose of the change were discussed openly and honestly with those affected.	1	2	3	4	5	6
2.2 Those affected were involved in consensus building on objectives and directions for change.	1	2	3	4	5	6
2.3 The various objectives are largely coherent and consistent	1	2	3	4	5	6
2.4 The meaningfulness of the desired direction has an inspiring effect; the goals are vivid.	1	2	3	4	5	6
2.5 Only after agreement had been reached on the desired state of affairs did the parties concerned derive measures from this.	1	2	3	4	5	6
2.6 The affected parties were able to largely influence the concretisation of the target ideas.	1	2	3	4	5	6

This statement is correct ...% true	0%	20%	40%	60%	80%	100%
3. Success factor: Approaching the new with other people (conflict management)						
3.1 Those affected had ample opportunity to familiarise themselves emotionally with the effects of the innovations.	1	2	3	4	5	6
3.2 Tensions and resistances were not hushed up, but could be addressed.	1	2	3	4	5	6
3.3 The handling of conflicts and resistance was part of the change project.	1	2	3	4	5	6
3.4 Consideration was given to ensuring that the climate was not poisoned for those affected by the change process.	1	2	3	4	5	6
3.5 It was taken into account that the process of change should strike a balance between hopes and fears.	1	2	3	4	5	6
3.6 The changes brought tangible benefits both for the company and for those affected themselves	1	2	3	4	5	6
4. Success factor: ensuring that the new knowledge and skills are practiced (training and coaching)						
4.1 It was clarified which requirements regarding knowledge and skills will be placed on employees in the future.	1	2	3	4	5	6
4.2 The knowledge and skills required in the future were imparted to those affected in good time.	1	2	3	4	5	6
4.3 Care was taken to ensure that learning also takes place in the work situation.	1	2	3	4	5	6
4.4 In the course of the change process, it was possible to admit errors and derive improvements from them.	1	2	3	4	5	6
4.5 Theoretical concepts were conveyed in such a way that those affected could better understand their own situation.	1	2	3	4	5	6
4.6 Theoretical concepts were conveyed in such a way that they have a supportive effect in the development of target ideas.	1	2	3	4	5	6

This statement is correct ...% true	0%	20%	40%	60%	80%	100%

5. Success factor: Getting the right people in the right place at the right time into the picture (information strategy)

		0%	20%	40%	60%	80%	100%
5.1	Information about the meaning and purpose of the change projects was provided in good time.	1	2	3	4	5	6
5.2	Information about the planned change steps was given sufficiently.	1	2	3	4	5	6
5.3	Regular information was provided on progress made.	1	2	3	4	5	6
5.4	Careful and regular information was important to the project managers.	1	2	3	4	5	6
5.5	Those responsible for the project endeavoured to learn from those affected how they experienced the change process	1	2	3	4	5	6
5.6	Information methods and media appropriate to the situation were used	1	2	3	4	5	6

6. Success factor: really introducing and doing the new (implementation)

		0%	20%	40%	60%	80%	100%
6.1	The implementation measures that were possible and sensible were implemented without delay.	1	2	3	4	5	6
6.2	The managers were good role models in implementing the measures	1	2	3	4	5	6
6.3	Executives were aware of the signal effect of their behaviour	1	2	3	4	5	6
6.4	Innovations have already been largely integrated into day-to-day operations	1	2	3	4	5	6
6.5	The implemented innovations were supported by accompanying measures	1	2	3	4	5	6
6.6	The innovations were well implemented. Something's happened.	1	2	3	4	5	6

This statement is correct ...% true	0%	20%	40%	60%	80%	100%
7. **Success factor: taking responsibility for the progress of the change process (steering)**						
7.1 The planning of the procedural steps and their networking was satisfactory.	1	2	3	4	5	6
7.2 For the project, coordination and control teams created, the tasks and competencies were clearly defined.	1	2	3	4	5	6
7.3 In the company it was clear who had to decide on which change measures	1	2	3	4	5	6
7.4 The project teams were adequately equipped with human and material resources.	1	2	3	4	5	6
7.5 The timing was good: Nothing was kidnapped, nothing was done in a hurry.	1	2	3	4	5	6
7.6 The whole procedure was well adapted to the changing situations	1	2	3	4	5	6

Organization development for Estonian schools
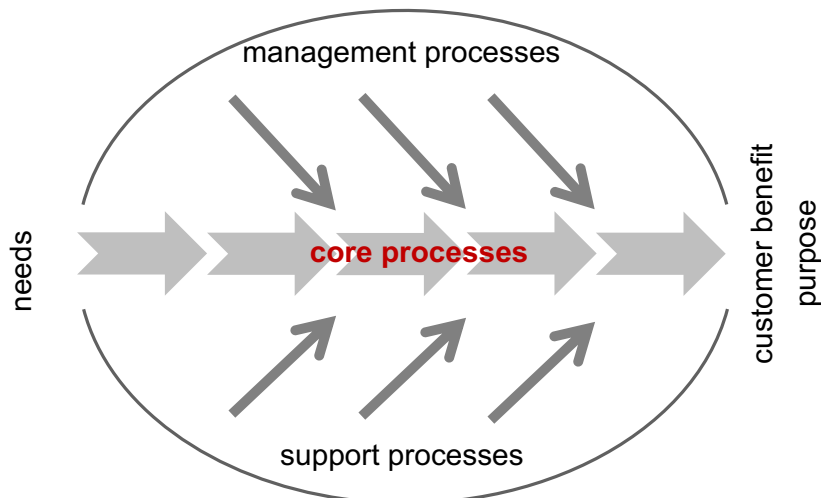## Training for school board trainers

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Optimizing processes

3.09

Trigon Entwicklungsberatung
Unternehmensentwicklung und
Konfliktmanagement GmbH
Luisenstraße 1, D-80333 München
T: +49/89/24 20 89 90, F: +49/89/24 20 89 99
trigon.muenchen@trigon.de, www.trigon.de

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Processes of an Organization

management processes

needs

core processes

customer benefit
purpose

support processes

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Processes in Organizations

Management Processes
(control, regulate, demand)

Core Processes
(direct value added)

Service and Support Processes
(indirect value added)

initiate

Development Processes

7 Basic Processes of Organizational Development

Diagnostic processes
Future design processes
Psycho-social change processes
Learning processes
Information processes
Implementation processes
Change management

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Three Question Levels for Process Optimization

Strategic / Macro: Are we doing the right thing?

Cross-area / Meso: Are we doing the right thing optimally?

Operative / Micro: Is the fulfillment of tasks supported in the best possible way?

Important:
Always start with a core process of which output is delivered directly to a customer

---

Methodology of Process Optimization

Phase 1: Start diagnosis and set frame
- What characterizes the identity internally and externally?
- What is relevant for fulfilling strategy?
- Which structures and functions will be affected?
- What characterizes the people affected?
- Which human and physical resources are available?

First Steps
- Identification of business processes
- Recording of input and output variables; critical events, Collect errors, costs

View of the whole -> view of the detail!
- Select the success-critical, improvement-needed subprocesses
- Define concrete targets for the processes; define measurement parameters for achievement

---

Methodology of Process Optimization

Phase 2: Project design (using basic processes)
- Opportunities for innovation
- Possible resistances and obstacles
- Find a suitable composition of the project group

Criticism of the situation today
- Collect stations and interfaces of a process
- Apply proven test questions

Future processes
- Define new processes and describe them in detail
- Name the person responsible and create a function diagram
- Define goals in the process chain
  Define standards, formulate metrics

Methodology of Process Optimization

Phase 3: Implementation of new processes and controlling

- Information, qualification and training of those concerned before/at implementation
- Development of a process-oriented controlling system, comparison of actual situation and desired situation

Phase 4: Continuous improvement

- Quality circles and teams work customer-oriented on Improvements of sub-processes
- Benchmarking makes periodic comparisons
- Possible new optimization with a new order

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1. Critical Pattern „Interfaces"

- Many interfaces,
- Processes flow bumpy
- Traffic jams at interfaces

- Combine tasks,
- One person (one team) does the job
  Tasks consistent,
- Multi-user capability

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2. Critical Pattern „Relevance/Added Value"

- Process steps without value
- The original meaning is dwindled away

- Strike process steps without replacement

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3. Critical Pattern „Long Ways"

- Spatially long distances between individual process steps (machines, workstations)
- Arrangement according to functional criteria

- Serialize workstations and equipment according to criteria of the processes
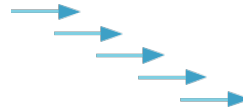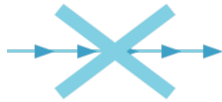- Use processes as structuring and design criteria
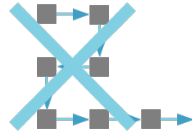
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4. Critical Pattern „Time"

- Sequential process steps
- Too long lead times

- Finish parallel, overlapping tasks
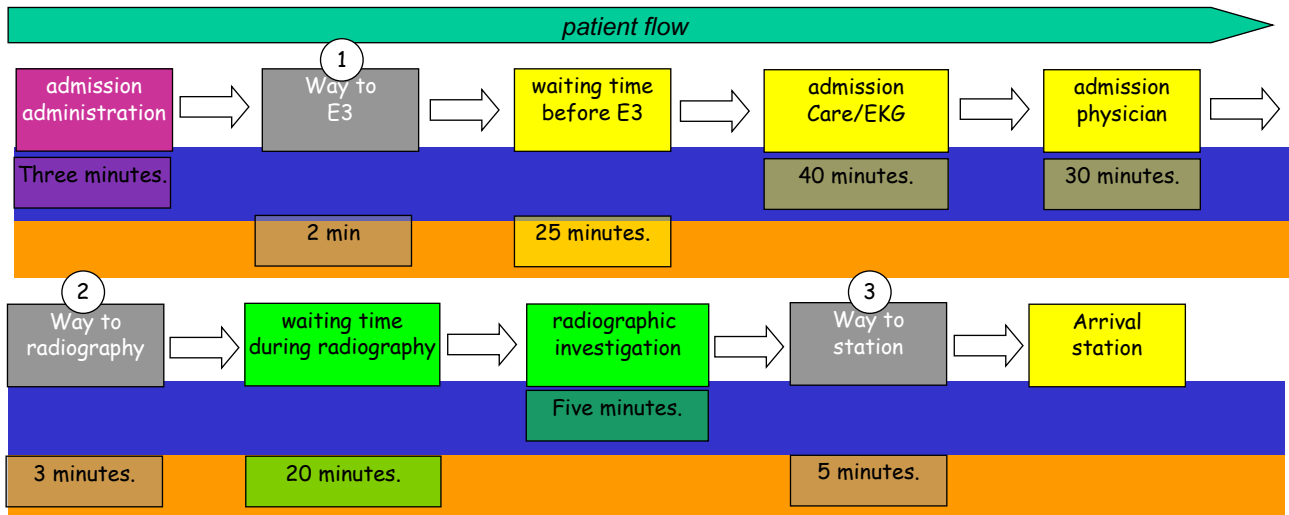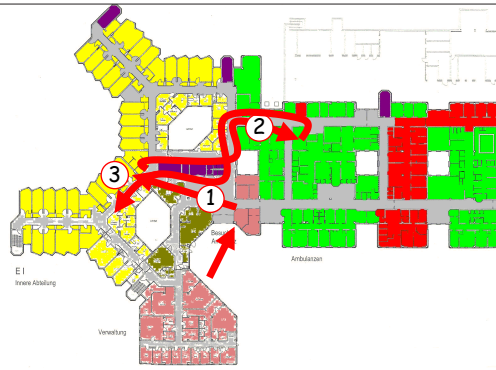- Simultaneous working / engineering

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Example: Admission Process in Hospital

78 Min. value-adding time

55 Min. non-value-adding time

patient flow

admission administration	Way to E3 ①	waiting time before E3	admission Care/EKG	admission physician
Three minutes.			40 minutes.	30 minutes.
	2 min	25 minutes.		

Way to radiography ②	waiting time during radiography	radiographic investigation	Way to station ③	Arrival station
		Five minutes.		
3 minutes.	20 minutes.		5 minutes.	

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Process-No.: 01_2020

Proces step	Titel Process	Department 1	Department 2	Department 3	Department 4	Department 5	Department 6	Time Date	IT function	Number of next process
1.	Step 1	performs								
2.	Step 2	decides	is involved							
3.	Step 3			performs						05_2020
3.1.	…	performs								22_2020
3.2	…	performs		is involved			informed			
4.										
5.										
6.										
7.										
8.										
9.										
10.										

	performs
	is involved
	decides
	informed

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Search Directions for Process Optimization

Identity?
Strategy?
People?
...

Total process

Single step
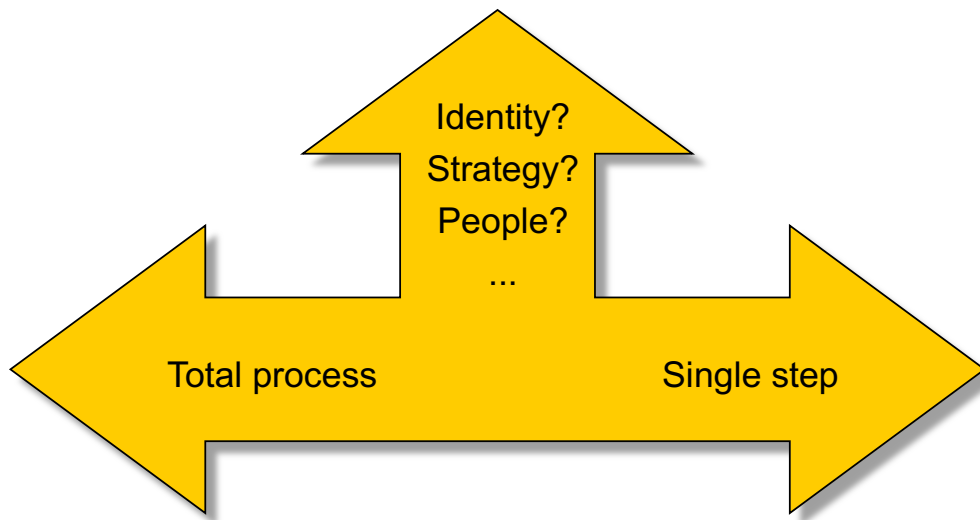
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20 Questions for the Analysis of a Process Step

Content
1 What is the added value, what is the customer benefit of this step?
2 What would (who) be missing if this action were not taken?
3 What could be done in place of this action?
4 How could this added value be made easier?
5 How is this step controlled?

Input
6 How is the seam defined to the previous step?
7 What preliminary work must be done before it can be started?
8 By whom?
9 What information is needed and where does it come from?
10 Which influences can promote, which disturb?

process-step:
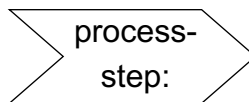
Output
16 By which focus the result of this section is measured?
17 What are the criteria for time, quantity, quality, etc.?
18 Who will know about the completion and in what form?
19 What feedback for control and improvement are foreseen?
20 How is the interface to the next step defined?

Type of execution
11 Who is responsible for taking this step, who carries it out?
12 Which aids are needed?
13 How much time does it take, how much does it cost?
14 What votes must be taken with whom?
15 What are the guidelines for implementation?

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Organization development for Estonian schools
Training for school board trainers

Structures, organizational forms
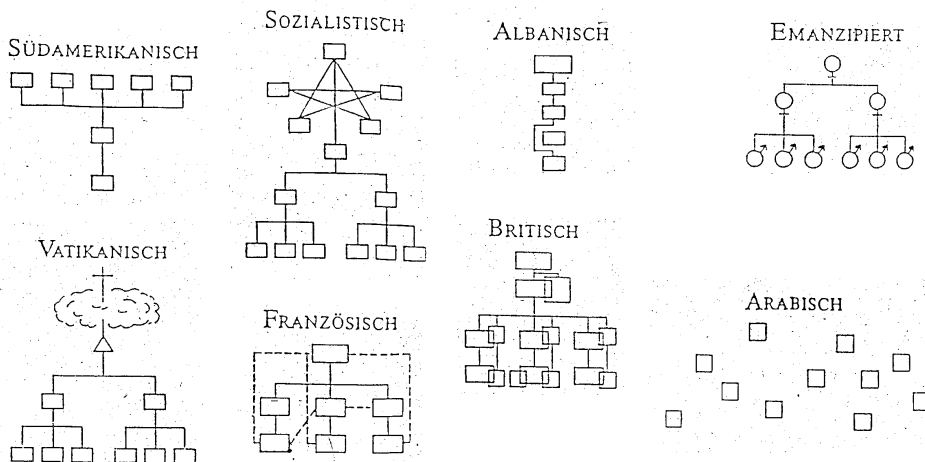
3.10

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Unusual Structural Models

SÜDAMERIKANISCH

SOZIALISTISCH

ALBANISCH

EMANZIPIERT

VATIKANISCH

FRANZÖSISCH

BRITISCH

ARABISCH

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The Pioneer Organisation
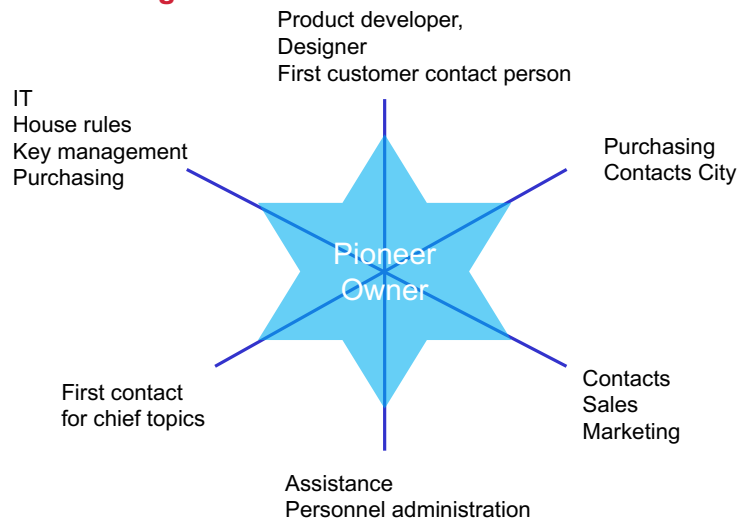
Product developer,
Designer
First customer contact person

IT
House rules
Key management
Purchasing

Purchasing
Contacts City

Pioneer
Owner

First contact
for chief topics

Contacts
Sales
Marketing

Assistance
Personnel administration

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Organizational Forms of Practice
Functional Single-Line Organization

```
                        ┌──────────┐
                        │   Lead   │
                        └──────────┘
            ┌───────────────┼───────────────┐
    ┌──────────────┐  ┌────────────┐  ┌────────────────┐
    │ Procurement, │  │ Production │  │ Administration │
    │    sales     │  │            │  │                │
    └──────────────┘  └────────────┘  └────────────────┘
```

| Purchasing | Sale | Logistic | Fabrication | Finances | Staff |

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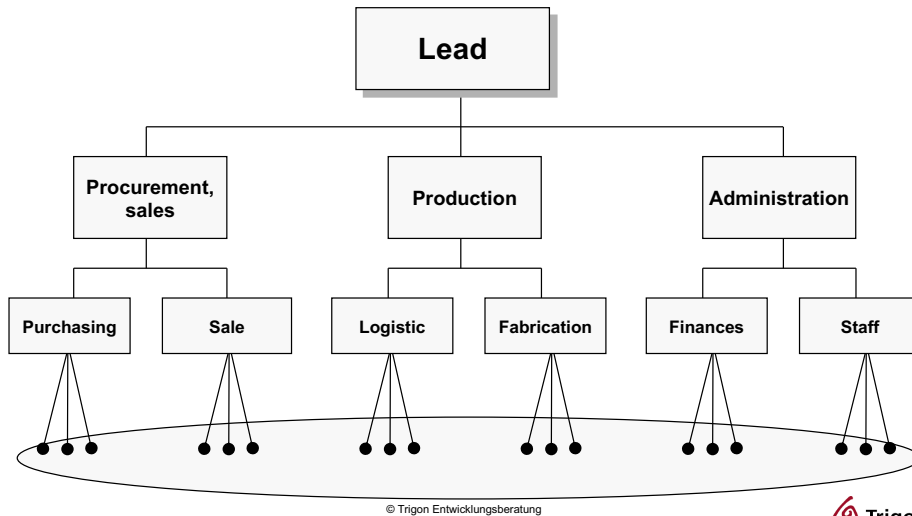
Organizational Forms of Practice
Functional Single-Line Organization

Conditions:
- Environment and market relatively stable
- Clearly defined, relatively constant tasks
- Division of labour:
  Planning / Execution / Control

Advantages:
- Clear and manageable distribution of tasks, competencies and responsibilities
- Orientation, safety
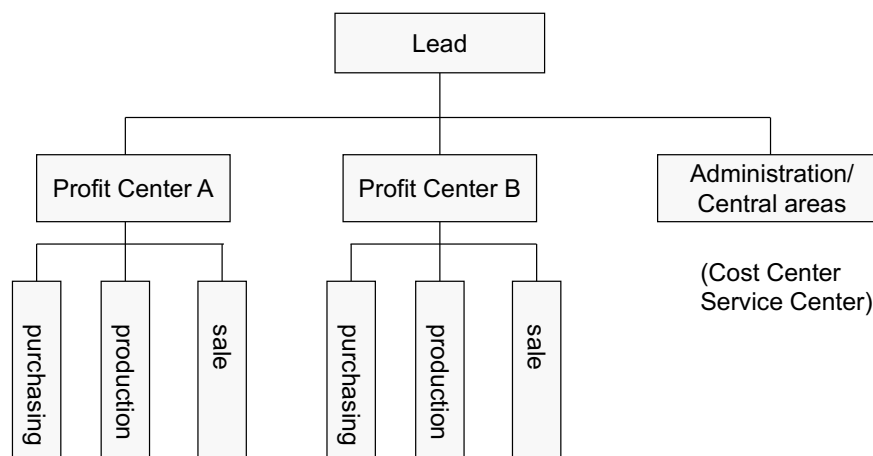- Easy to control
- Specialist work

Scope of application:
- Small and medium-sized enterprises
- Administrative authorities
- The need to reduce complexity in organizations

Disadvantages:
- Management overload
- Long communication channels, slow flow of information
- Segmentation of activities
- Market and customer distance
- Excessive centralization of power and decision-making power
- Loss of motivation among employees, low level of commitment
- Danger of bureaucratisation

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Organizational Forms of Practice
Profit- Center Organization with central Departments

```
                        ┌──────────┐
                        │   Lead   │
                        └──────────┘
        ┌───────────────────┼───────────────────┐
┌────────────────┐  ┌────────────────┐  ┌──────────────────┐
│ Profit Center A│  │ Profit Center B│  │  Administration/ │
│                │  │                │  │  Central areas   │
└────────────────┘  └────────────────┘  └──────────────────┘
```

| purchasing | production | sale | | purchasing | production | sale |

(Cost Center
Service Center)

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Organizational Forms of Practice
Profit- Center Organization with central Departments

Conditions:
- All main functions are assigned to profit centers
- High autonomy of profit centers
- Few central functional areas subordinated to overall management

Advantages:
- Relief and support for corporate management
- Motivation through autonomy and responsibility in profit centres
- Profit centers can be made independent
- Synergies through centralized areas (e.g. data processing)

Scope of application:
- Larger companies with several independent market areas
- Centralisation of joint operational tasks
- International Corporations

Disadvantages:
- Conflicts between profit centers and central units
- Conflict due to allocation of costs for central tasks
- Duplications between profit centers and head office and between profit centers
- Suboptimal competencies in profit centers

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Basic Principle of the Staff-Line Organization

Personal Staff — Lead — Specialist Staff

B   C   D

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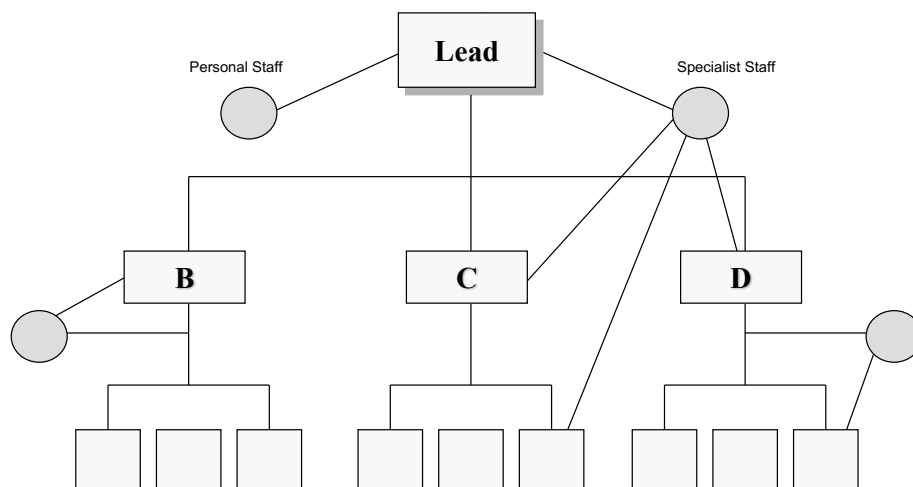
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Classification according to Organizational Forms
Staff-Line Organization

Conditions:
- Separation of decision-making powers and professional competence
- Unit of order placement
- Innovative tasks, need for specialist knowledge in specific areas

Advantages:
- Relief of the line by decision preparation
- Exchange of ideas between line and specialists
- Good training opportunities in the staff
- Use of individual potentials and expectations (staff line)

Scope of application:
- Market- or product-oriented structure
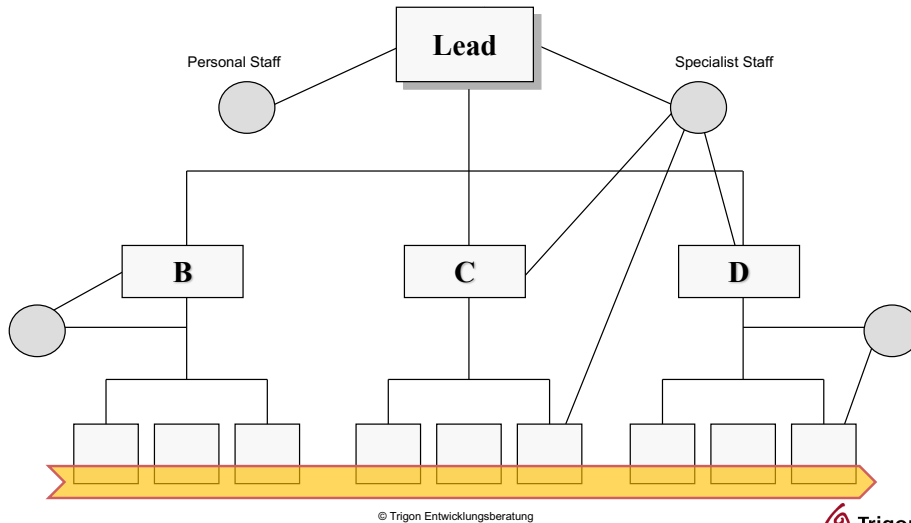- Need to relieve the strain on the line

Disadvantages:
- Bureaucracy
- Independence and power expansion in the staff
- Tendency towards commission formation, endless debates
- Little decision transparency
- Decisions in the staff without responsibility
- Division into two classes: technocrats and operational forces
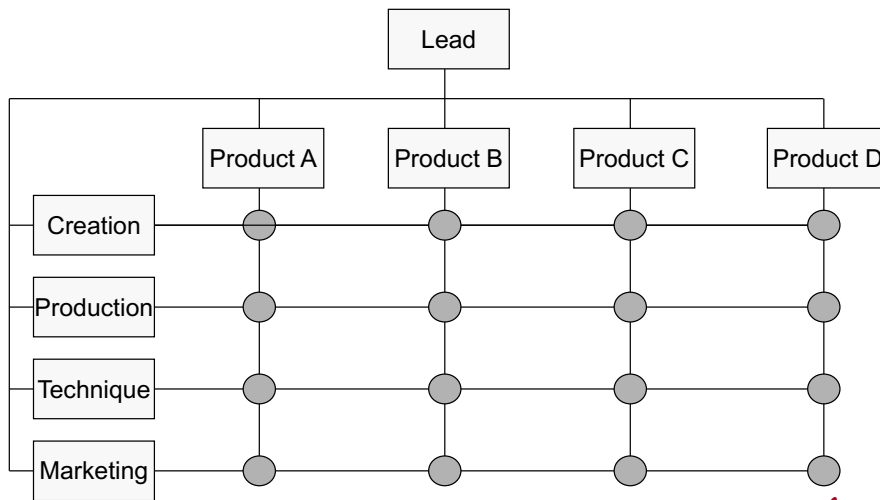
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Basic Principle of Staff-Line Organization with Project Organization

Personal Staff

Lead

Specialist Staff

B **C** **D**

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Organizational Forms of Practice
Product/Function Matrix Organization

Lead

Product A   Product B   Product C   Product D

Creation

Production

Technique

Marketing

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Organizational Forms of Practice
Product/Function Matrix Organization

Conditions:
- Clear regulation of competence overlaps
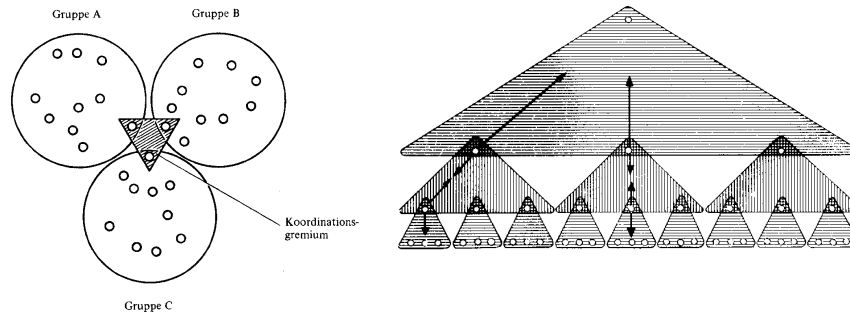- Turbulent environment
- Complexity of the affected areas

Advantages:
- Discharge of the management
- Problem solving by affected departments
- Good integration of projects
- Greater flexibility
- Priority for professional competence over hierarchy
- Personality development through teamwork and consensus building
- Specialization of management functions

Scope of application:
- Large companies with a presence in several markets
- Complex markets (Product/Market Matrix)

Disadvantages:
- Power struggles, conflicts of competence
- Multiple hypotheses
- Sluggishness of process flows, high communication requirements
- High coordination effort
- Cost-intensive
- High demand for executives
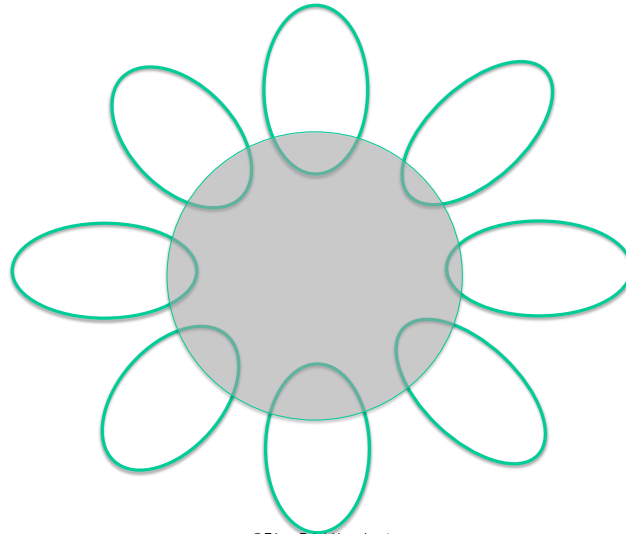- Internal functions in matrix integrated: not customer-oriented

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Linking Pins:
Personal Identity in the next higher Organ

Gruppe A   Gruppe B

Koordinations-
gremium

Gruppe C

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The Common and the Special

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School Management Positions
in Departments

1 x parent 1–2 x teachers	**Organisation + Pedagogy**	**Future Development**	1 x parent 1 x teacher
1 x parent 1 x teacher	**Human Resources**	**Economic + Financial Affairs**	1 x parent 1 x teacher 1 x managing director

Board

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Adhoc Teams

ad hoc Team Leader 1	ad hoc Team Leader 2	ad hoc Team Leader 3	ad hoc Team Leader 4	ad hoc Team Leader 5

Pool of employees
Team leaders "fishing" in the pond

Advantages:
- Uniform utilization
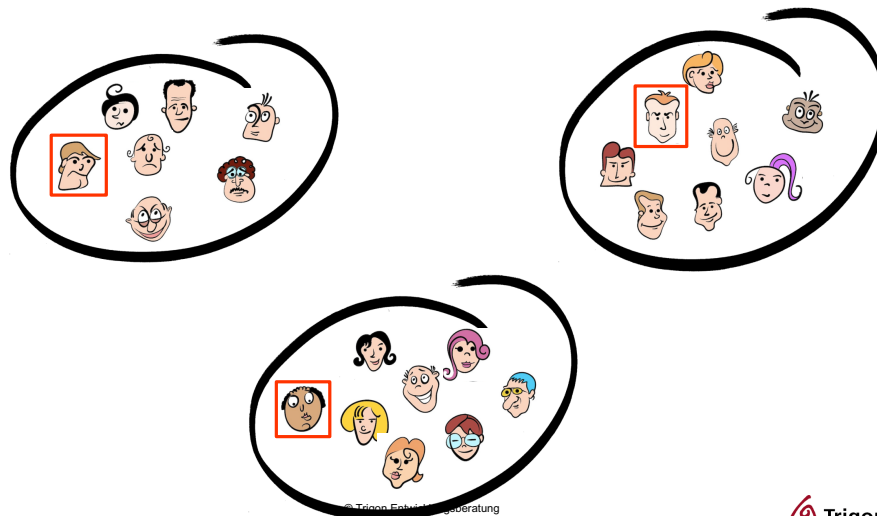- Cross-product structures
- Learning together, sponsorships

Disadvantages:
- Stars in the pool sold out, Losers remain
- Tensions
- Team leaders can make a name for themselves
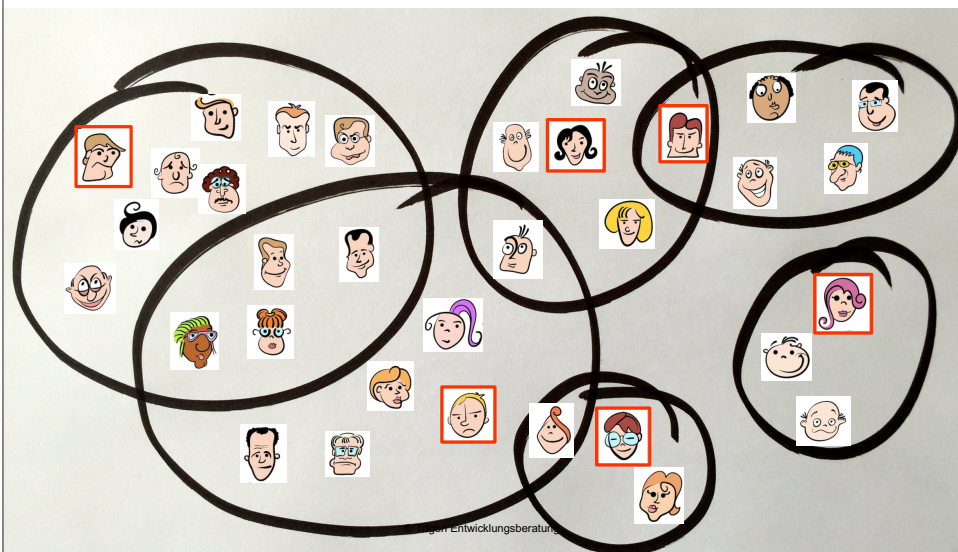- Self-confident employees necessary

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Away from Instruction and Control Pyramids
towards a dynamic thematic Value Creation Structure

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Networked Teams

Virtual Teams

problem-solving community

Task requires working flexibly in distributed teams

Cross-organizational

Members scattered across a country or even the world

Networked with each other and with the outside world through information technology

Cooperative spaces: seamless integration of real and virtual world

A "virtual project office"

Cooperation infrastructure tailored to teams, e.g. an open cooperation platform

IT infrastructure tailored to the individual, uniform interfaces, security infrastructure ...

Physical design of office workplaces and office buildings
e.g. dynamically configurable rooms, computer-aided room management

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Networks

Networks connect the most diverse nodes
into a unified whole,
balance chaos and order,
organize win-win relationships and
better withstand attacks from the outside
than any hierarchical system.

"The strongest learning and
the strongest common collective knowledge
is created by
informal relations and personal networks".

(Institute for Research on Learning, Palo Alto)

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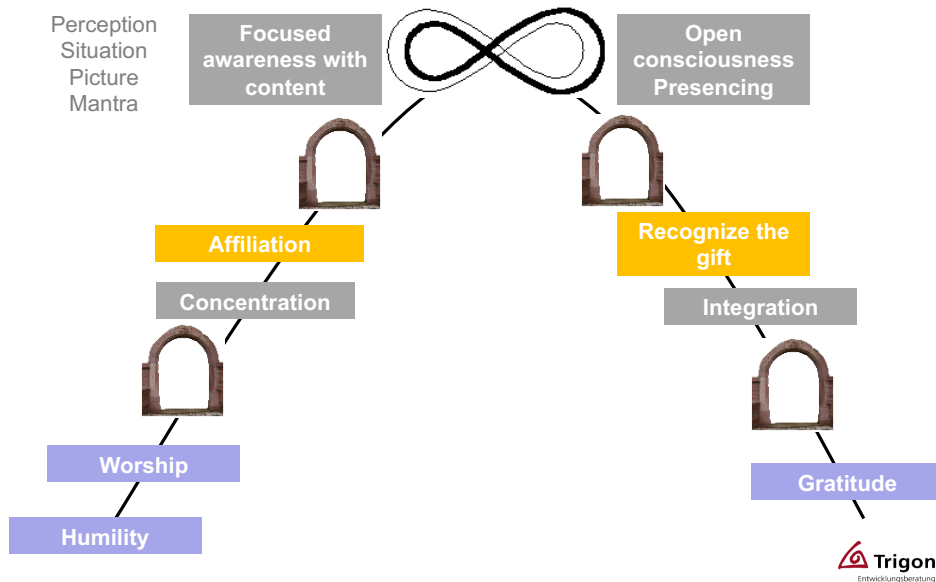
Introduction to meditative practice

3.11

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3. Series of exercises
Focus on the culture of a group

Objective

- I have learned to concentrate better
- I can think what I want better
- I have practiced to perceive holistically
- I have studied the various mental gestures
  - the surrender of being in a holistic view (AMAZING) and
  - of being with me in inner imagination (FOCUSING)
  can be experienced as different emotional experiences

- I got to know the phases of a structured meditation
- I approached a person in a meditative, tentative way and tried to get to know him, to understand him better - and to relate to me

- I have approached the culture of a group of people, trying to understand it better - and intuitively dealing with the question of development
- I have become acquainted with a meditative approach to personal spiritual strengthening

Dimensions of a meditation

Perception
Situation
Picture
Mantra

Focused awareness with content		Open consciousness Presencing

Affiliation

Recognize the gift

Concentration

Integration

Worship

Gratitude

Humility

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"Awakening" to the culture of a group 1

1. Sit comfortably upright
   Calm down, watch your own breath

2. I choose a group of people
   I want to deal with this group with the greatest respect
   of the personalities - without any judgement

3. I try to visualize situations in the group internally

4. I observe internally what is going on in the group,
   in particular which mental movements and impulses take place

5. I try to experience the culture of this group as a whole
   and explore, what shows, reveals itself to me?

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"Awakening" to Culture 2

1. Sit comfortably upright
   Calm down, watch your own breath

2. I choose a group of people
   I want to deal with this group with the greatest respect
   of the personalities - without any judgement

3. I try to visualize situations in the group internally

4. I observe internally what is going on in the group,
   in particular which mental movements and impulses take place

5. I try to experience the culture of this group as a whole
   and to explore

6. I wonder what it takes in this group now and
   which interventions could be helpful now

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Strengthening my own powers:
self-contemplation

clarity in thinking

peace in feeling

power in acting

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