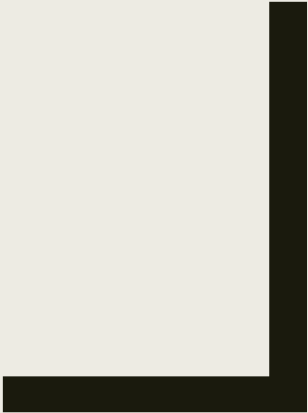




LEADERSHIP

LESSON 08

University of Applied Sciences, Bochum
– A self-study course –
Prof. Dr. Heinz Siebenbrock
Winter 2020/21



General Information

Please do not print these slides on paper for environmental reasons!

Please make sure you are working with an up-to-date version of this underlay: check the date in the footer.

At the end of the semester, the content of this course will be checked with the help of a module exam (120 minutes).

Similar to this document, the exam of this course consists mainly of multiple choice questions.

Concept of this lecture -1-

For this course you need the book “How to Stop Ruling and Start Leading – A Guide to Fair Management“, Tectum (Baden-Baden) 2021.

Before you start working on a lesson, read the text in the book carefully.

Each lesson begins with supplementary material for further study. This can be text, illustrations, videos or audio files. If these materials are not marked "optional", they are relevant for the exam.

After the consolidation, you will begin to answer the questions. Each question is followed by a slide with the respective solution.

A question is only considered to have been answered correctly, and this also applies to the exam, if all check marks are placed correctly.

Concept of this lecture -2-

Always read the text in the book first and study the supplementary material before answering the questions in this slide collection! It is important that you learn by content and not by pattern!

It does not make sense at all to learn with the questions alone. Questions are only used to determine where you stand. You can only learn with the text and with the materials. After all, working out content is knowledge acquisition, while working through questions serves to test knowledge.

Whoever tries to solve the questions without preparation, misses the opportunity of a real assessment of the situation! Therefore my very urgent request: first read the text in the book, then look through the supplementary materials and finally answer the questions.

In this way you will be well prepared for the exam, which consists of deviating questions.

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8. Instruments of good management – Part 2

Please have a look at the following videos:

- Greg Winteregg – 5 Things to Cover in Weekly Team Meetings (<https://www.youtube.com/watch?v=f3FI2M-eCZc>) 9:11
- Linda Raynier – Performance Review Tips (<https://www.youtube.com/watch?v=R4trDNn02UY>) 7:49
- Thomas Frank – Timeboxing: Elon Musk's Time Management Method (<https://www.youtube.com/watch?v=fbAYK4KQrso>) 11:27
- Otto Scharmer on the four levels of listening (<https://www.youtube.com/watch?v=eLfXpRkVZal>) 8:25
- Marie Kondo – How To Tidy Your Office Desk (<https://www.youtube.com/watch?v=UEINicTxomo>) 5:49

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1. Arrange the terms for the team meeting in the right order! Which terms belong to Greg Winteregg's model, which terms belong to the fair management model?

- a. Employee's Questions
- b. Programs & Targets
- c. Wins
- d. Problems & Solutions
- e. General Announcements

- f. Measures from the previous meeting
- g. Supervisor's Notes
- h. Employee's Suggestions
- i. Statistics
- j. Adopt the Measures

2. Think about the differences between the two models!

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Greg Winteregg's model:

- a. Statistics
- b. Programs & Targets
- c. Problems & Solutions
- d. General Announcements
- e. Wins

Fair management model:

- a. Measures from the previous meeting
- b. Supervisor's Notes
- c. Employee's Questions
- d. Employee's Suggestions
- e. Adopt the Measures

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3. Which statement(s) about the performance interview is/are correct?

- a. Linda Raynier argues in her video from the perspective of the employee.
- b. In the model of fair management the instrument is presented from the perspective of the manager.
- c. Linda Raynier shows in her video how to proceed step by step in a performance interview.
- d. The fair management model shows step by step how an performance interview is structured.
- e. The last step in a performance interview is feedback.

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3. Which statement(s) about the performance interview is/are correct?

- a. **Linda Raynier argues in her video from the perspective of the employee.**
- b. **In the model of fair management the instrument is presented from the perspective of the manager.**
- c. **Linda Raynier shows in her video how to proceed step by step in a performance interview.**
- d. **The fair management model shows step by step how an performance interview is structured.**
- e. ~~The last step in a performance interview is feedback.~~

4. What is the last step in a performance interview?

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4. What is the last step in a performance interview?

Encouraging development (Förderung) of the employee consists of a joint agreement on objectives which can include:

- changing tasks and responsibilities,
- a salary adjustment or
- training or further education courses.

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5. What is timeboxing?

- a. killing time
- b. wasting time
- c. taking time
- d. keeping to a timetable
- e. winning time

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8. Instruments of good management – Part 2

5. What is timeboxing?

a. ~~killing time~~

b. ~~wasting time~~

c. ~~taking time~~

d. **keeping to a timetable**

e. ~~winning time~~

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6. What is according to Thomas Frank a Planning Fallacy? The human tendency to
- a. fall in time traps.
 - b. be over-optimistic in making time estimations.
 - c. get bored easily.
 - d. to tackle too many tasks simultaneously.
 - e. to be easily distracted.

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8. Instruments of good management – Part 2

6. What is according to Thomas Frank a Planning Fallacy? The human tendency to

a. ~~fall in time traps.~~

b. **be over-optimistic in making time estimations.**

c. ~~get bored easily.~~

d. ~~to tackle too many tasks simultaneously.~~

e. ~~to be easily distracted.~~

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7. What are the levels of listening according to C. Otto Scharmer?

- a. Downloading
- b. Factual Listening
- c. processual listening
- d. Empathic Listening
- e. Generative Listening

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8. Instruments of good management – Part 2

7. What are the levels of listening according to C. Otto Scharmer?

- a. **Downloading**
- b. **Factual Listening**
- c. ~~processual listening~~
- d. **Empathic Listening**
- e. **Generative Listening**

8. Show the 4 levels of listening with an example.

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8. Instruments of good management – Part 2

8. Show the 4 levels of listening (C. Otto Scharmer) with an example:

Downloading: A teacher asks a question and receives the expected answer. (Teacher: “What colour is the water?” Pupil: “It is clear.”)

Factual Listening: The answer deviates from the expected answer. (P: “The water is dirty.” T: “Oh, we have two different opinions.” At this point there is a particularly high risk that the teacher will not reach the next level of listening, but will fall back into downloading if he adds: “No, I think the water is clear. And the whole class obviously agrees with me.”)

Empathic Listening: The listener is interested in the unexpected answer. (T: “This is an interesting answer. What makes you think so?” P: “If I look closer, I can see streaks and particles.”)

Generative Listening: The listener offers his support. (T: “What do you think about examining the water more closely? Here at school we have some ways of finding out what is going on with the water. Maybe it is poisonous, maybe it contains germs. Or we find minerals like magnesium, fluoride and calcium. Let’s have a look!”)

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9. For a tidy desk Marie Kondo recommends the following steps:

- a. **Decide what you want from your space**
- b. **Divide your items into groups**
- c. **Decide what sparks joy**
- d. **Thank and discard**
- e. **Put items back in order**

Carry out these steps at your own desk. For your own control, take a photo before and after.

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8. Instruments of good management – Part 2

10. The standard procedure of a team meeting includes
 - a. Discussion of the catalogue of measures
 - b. Evaluation of the last team meeting
 - c. Adoption of measures
 - d. Questions from employees to their supervisor
 - e. Improvement suggestions from employees

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10. The standard procedure of a team meeting includes

- a. **Discussion of the catalogue of measures**
- b. ~~Evaluation of the last team meeting~~
- c. **Adoption of measures**
- d. **Questions from employees to their supervisor**
- e. **Improvement suggestions from employees**

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11. According to its purpose, the team discussion can also be described as
- a. Exploratory discussion.
 - b. Summit talk.
 - c. Problem discussion.
 - d. Innovation talk.
 - e. Accusation.

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8. Instruments of good management – Part 2

11. According to its purpose, the team discussion can also be described as

a. ~~Exploratory discussion.~~

b. ~~Summit talk.~~

c. ~~Problem discussion.~~

d. Innovation talk.

e. ~~Accusation.~~

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8. Instruments of good management – Part 2

12. What measures are to be taken within the framework of fair management to prevent a team meeting from getting out of hand?

- a. Allow employees limited speaking time.
- b. Do not (yet) give new employees the right to speak.
- c. Ask employees to submit topics for the agenda.
- d. Exclude rebellious employees from the team discussion.
- e. Let the team discussion begin shortly before the end of the working day.

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8. Instruments of good management – Part 2

12. What measures are to be taken within the framework of fair management to prevent a team meeting from getting out of hand?

- a. ~~Allow employees limited speaking time.~~
- b. ~~Do not (yet) give new employees the right to speak.~~
- c. **Ask employees to submit topics for the agenda.**
- d. ~~Exclude rebellious employees from the team discussion.~~
- e. ~~Let the team discussion begin shortly before the end of the working day.~~

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8. Instruments of good management – Part 2

13. Which topics should not be covered in a team meeting?

- a. The behaviour of the next higher-level superior outside the team.
- b. Conflicts between two team members.
- c. The strategic orientation of the team.
- d. Discussions about the performance level of certain team members.
- e. Discussions about the team budget.

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13. Which topics should not be covered in a team meeting?

- a. ~~The behaviour of the next higher-level superior outside the team.~~
- b. Conflicts between two team members.**
- c. ~~The strategic orientation of the team.~~
- d. Discussions about the performance level of certain team members.**
- e. ~~Discussions about the team budget.~~

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8. Instruments of good management – Part 2

14. Which statement(s) is/are correct?

- a. A performance review that ends with an assessment is mistaken.
- b. The aim of the performance review is change.
- c. Performance reviews should be held every 4 years.
- d. In an performance review, it is the performance and not the person that is evaluated.
- e. The duration of the performance review depends on the time budget of the supervisor.

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8. Instruments of good management – Part 2

14. Which statement(s) is/are correct?

- a. A performance review that ends with an assessment is mistaken.**
- b. The aim of the performance review is change.**
- ~~c. Performance reviews should be held every 4 years.~~
- d. In an performance review, it is the performance and not the person that is evaluated.**
- ~~e. The duration of the performance review depends on the time budget of the supervisor.~~

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8. Instruments of good management – Part 2

15. The following statement(s) is/are correct:

- a. Out of 100 managers only one person has enough time.
- b. Of 100 managers, 64 people need 50% more time.
- c. Time is neither for sale nor can it be saved or stored.
- d. Time cannot be increased.
- e. Time management is self-management.

Lesson 08:

8. Instruments of good management – Part 2

15. The following statement(s) is/are correct:

- a. **Out of 100 managers only one person has enough time.**
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8. Instruments of good management – Part 2

16. The Eisenhower Principle includes a quick analysis of activities according to the criteria

- a. Probability of success
- b. Effectiveness
- c. Importance
- d. Urgency
- e. Usefulness

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8. Instruments of good management – Part 2

16. The Eisenhower Principle includes a quick analysis of activities according to the criteria

- a. ~~Probability of success~~
- b. ~~Effectiveness~~
- c. Importance**
- d. Urgency**
- e. ~~Usefulness~~

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8. Instruments of good management – Part 2

17. The daily schedule is prepared the day before. Thereby
- a. During this process, the fixed dates entered are checked.
 - b. In this process, those tasks whose deadline expires the next day are specifically scheduled.
 - c. The necessary scope for the unpredictable is defined.
 - d. All deadlines that do not have a concrete customer benefit are cancelled.
 - e. All tasks that make a concrete contribution to profits are prioritised.

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8. Instruments of good management – Part 2

17. The daily schedule is prepared the day before.

- a. **During this process, the fixed dates entered are checked.**
- b. **In this process, those tasks whose deadline expires the next day are specifically scheduled.**
- c. **The necessary scope for the unpredictable is defined.**
- d. ~~All deadlines that do not have a concrete customer benefit are cancelled.~~
- e. ~~All tasks that make a concrete contribution to profits are prioritised.~~

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8. Instruments of good management – Part 2

18. The feedback dialogue

- a. is an attempt to manipulate the interlocutor.
- b. can reinforce and encourage positive behaviour.
- c. can damage the self-esteem of the interlocutor.
- d. can correct behaviour.
- e. can clarify relationships between people.

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8. Instruments of good management – Part 2

18. The feedback dialogue

- a. ~~is an attempt to manipulate the interlocutor.~~
- b. can reinforce and encourage positive behaviour.**
- c. ~~can damage the self-esteem of the interlocutor.~~
- d. can correct behaviour.**
- e. can clarify relationships between people.**

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8. Instruments of good management – Part 2

19. Wie ist das Johari-Fenster aufgebaut?

20. Wie verändert sich das Johari-Fenster nach einem Feedback?

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19. Matrix: a) known / unknown to me b) known / unknown to others

20. the public person (arena) increases, the blind spot (unknown to me) and my secret (unknown to others) becomes smaller. What is unknown to me and others remains unknown to all participants even after the feedback.

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8. Instruments of good management – Part 2

21. What is the purpose of systematic waste disposal as part of fair management? The company says goodbye to

- a. unprofitable products.
- b. customers who make losses for the company.
- c. technologies that are no longer up to date.
- d. employees who perform below average.
- e. superfluous company processes.

Lesson 08:

8. Instruments of good management – Part 2

21. What is the purpose of systematic waste disposal as part of fair management? The company says goodbye to

- a. **unprofitable products.**
- b. **customers who make losses for the company.**
- c. **technologies that are no longer up to date.**
- d. ~~employees who perform below average.~~
- e. **superfluous company processes.**

Jack Welch, former CEO of General Electric, is said to have actually asked his executives to part with the so-called low performers at regular intervals (once a year). Fair management means taking great care in selecting personnel to attract very good employees. If the performance is not right, the employees should be supported and encouraged. Remember the video by Simon Sinek: "If you have performance issues, they will coach you and they will give you support. (Lesson 05, 4th video, position: 7:15min). You are welcome to watch this film again. It's worth it!