Teaching as applied leadership – a review of pedagogical leads and feedbacks experienced in many courses from 1969 to 2000

Professor Dr. Ottmar Kliem PhD

Georg-Simon-Ohm-Fachhochschule Nürnberg

Abstract

This paper is dealing with teaching and leadership. As a contribution to the current discussion of the position and the role of professors at universities in Europe , a phenomenological-humanistic approach will be outlined (as part one). This approach has been applied to the feedback data by 3302 students from Germany and other countries evaluating their lectures of one professor from 1969 to 2000. The survey data were collected by the technique named "Semantic Differential" developed by Osgood and elaborated by Hofstätter. Interestingly, a remarkable pattern constituted by students´ attributions to their learning processes with the author has emerged from the late sixties to the actual millennium.

Part two of this paper reflects statements of colleagues and students from all parts of Germany and abroad, too. In addition, a frame-work of so-called pedagogical leads as an underlying principle will be outlined.

And the parts three and four offer typical examples of this approach to teaching. Part three presents a record of an old but still actual excursion in synectics titled "How our students of 1974 saw our world of 2000" elaborated by students of engineering and economics enrolled 1974.
Finally, the part four comes with an actual example of our examinations for students of engineering enrolled in the compulsory / optional subject "Personality and creativity training".

1. Evaluating teacher´s performance by attribution and feedback - how 3302 Students of 59 semesters evaluated the lectures of their professor (1)

The discussion concerning the benchmarks and other measures of the quality of training at German universities and colleges has a remarkable tradition. Many decades ago the philosopher Arthur Schopenhauer in his very ironical way described the shortcomings at his alma mater, and nowadays The German Council of Sciences (Wissenschaftsrat) stated in its 10 theses according to the current situation at our universities: "It lacks of the institutional and the personal responsibility for teaching ... The overt dysfunctions and the public critics against the universities ask for relevant internal and external techniques of evaluation . Concerning his career the engagement and achievement in teaching students do hardly pay off for the individual scientist. They offer neither higher reputation nor financial gratification. The process and the perspective of this current societal discourse are still going strong "**(2).**

"Creativity as a challenge " – some remarks on the sources of this survey

Twenty-seven years ago the author of this contribution published a paper titled "Creativity as an educational challenge" explicitly understood as a blueprint for his own work as a teaching scientist**. (3)**

From this early perspective he has provisionally evaluated his professional role within his field. Understanding teaching and other modi of learning from the phenomenological–humanistic bias, they start from the intentions, experiences and meanings of the individual.
As modern technologies and techniques tend to reduce man and his world to computerized closed units, this philosophy as an annoted qualitative approach tries to perceive the total ("open") variety of the cosmos of life - but permanently exposed to the traps of subjectivism.

Many aspects of the business in learning and training today resemble a voyage with uncertain arrival. At the beginning of each course and each learning unit, it is uncertain whether each aim of a lesson will ever be accomplished. Every time the attention, motivation, competence and many other requirements of learning have to be stimulated and enforced as if it was for the first time. This challenging

uncertainty of day-by-day beginning in our learning business serves as a paradigm of the universe human being itself. In this context, Martin Buber advised every teacher to accept this "indiscriminate confusion" and confront it with his whole personality and life history. He calls such teachers a "great character".

In this sense learning and life should be understood as a unity - carried out within the limits of an open dialogue. Human education should unite the formal learning objectives with the experiential perception of every day. Learning organized as lectures and exercises does advance to a meaningful business of the individual learner - but easier written than done.

Because of the loss of time and space, the globalization of our senses may lead to a contact with the farest and estrangement of the nearest, personal encounter and dialogue will reach the value of an existential-cultural rank that goes beyond learning in well - known organizations of learning. Instead of exchanging individual experiences in dialogue with others, today many inhabitants of the quoted "Global Village" better trust the virtual feedback by internet, cyberspace or traditional mass media (Virilio 1996).

To evaluate the experiential perceptions of our partners in learning business, 31 years ago, we consciously selected an assessment technique elaborated in the tradition of introspection and retrospection but methodologically controvers. Starting from scales for evaluating teachers´ performances by Ryans (1960) and the world-wide-known research on semantic differentials by Osgood (1957) and Hofstätter (1957, 1966), we arranged those 15 polarity profiles that enable the students to state their experiences in relevant lectures and exercises. We chose this assessment because it can be easily handled and also emphasizes the affective relations between the individual student and his evaluative objects respectively the associative peculiarity of this interaction - following the advice of Fuchs and Schäfer (1972) to adapt the relevant semantic differential to the defined problem instead of using a standard semantic differential - or trust William James´s often quoted sentence: "Which theory is the best, best is the one you like best!"

About the learning business and the partners involved

Since the winter semester 1969/70 we have periodically requested our students to describe their-

perceptions by the scale´s criteria "How I have personally experienced our common lectures with Professor Kliem this semester". Because of the fact that nearly all students had to participate in written and oral exams headed by the author, a strict anonymity had to be announced and also met. Until this actual winter semester of 1999/2000 exactly 3302 students enrolled in subjects like personnel management, leadership studies, personality and creativity training for students of engineering and business studies form our samples - the largest one consisted of 112, the smallest one of 12 young men and women. In addition, all participants could note critical comments on past lectures. Because of the large amount, sometimes the samples were selected by chance.

Specific information on these samples offers those data we collected by special assessment techniques called Possibilities for Instrumented Learning (PIL). By definition PILs are not personality tests or achievement tests revealing an individual screening profile but special techniques to enable "experiential learning": Semantic differentials, simulations, checklists, critical incidents, projective stories, synectics exercises, modeling audio-demos and other activating learning media. Recently, we have integrated these media into a frame-work called Interactive Self Assessment Center (ISAC) whose circle of learning is borrowed from the popular applied theory of experiential learning by David Kolb and fellows (see chart 1).
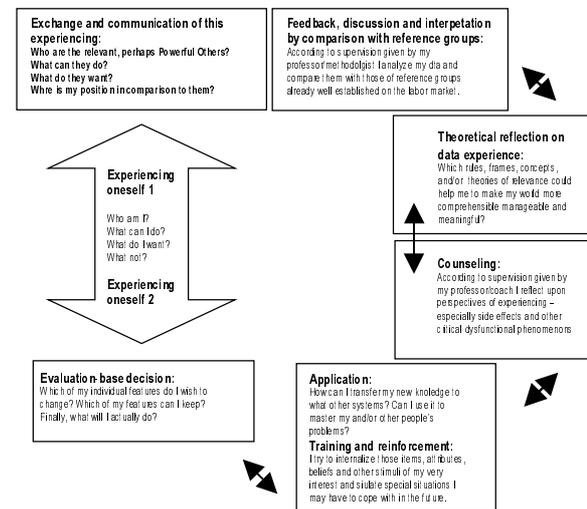
Considering current problems on the labour market and the intended unity of learning and life, the vicinity of ISAC to Assessment Center (AC) is not only a matter of terms. With regard to the contents – this notice should be sufficient - the actual lectures presented by the author deal with life relevant skills like "empowerment" or simply "fitness for life" mostly devoted to students of engineering studies.

While chart 1 is depicting the learning circle as a kind of an overall "structural" framework, the following chart 2 shows a kind of "functional" framework revealing the practical steps of the author being in a dialogue with his students. Starting from the epistemological point that the situation of the learning partners should be the basis of the dialogue between learning partners, every "pedagogical lead" originates in the individual perception of the professor and his partner; we call it "Personal Potential Evaluation (PPE1) respectively Professional Potential Evaluation (PPE2).

Integrative parts of the student´s potential that can be congruently or incongruently perceived by the learning partners are his or her motivation and competency connected with the single task / problem to be met at a certain time.

Stable patterns of students for many semesters

Because of the fact that nearly all the sample groups did participate in final exams and more than 90 percent of students did evaluate their respective lectures, we can outline some remarkable patterns as a basis for the discussion of the results of this survey.

Chart 1
Learning cycle as a framework of the Interactive Self Assessment Center(ISAC)
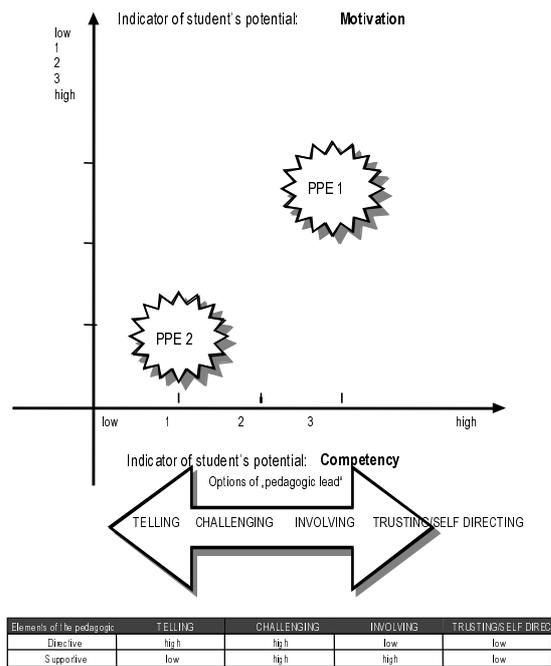

First of all, our partners in learning business gather information intuitively and evaluate it affectively. In tradition of C.G. Jung and I.B. Myers we define this cognitive style as "Intuition/Feeling". Just the same pattern of cognitive orientation over many semesters has revealed the author´s individual data of the DES.I instrument equally used with the students in his lectures. The comparison of these data shows a striking similarity that could presume something like a "cognitive congruence".

Secondly, our partners in learning business significantly believe that they could extensively direct their own life. They are convinced that the locus of most of their actions would be inside their own volition, motivation and competence ("Internal locus of control" originated by Julian Rotter). Interestingly, this sometimes rigid belief system is matched with an ironic life orientation that has nothing in common with fanatic attitudes and habits. Thirdly, they scored comparatively low on the Self Monitoring

Scale by Marc Snyder which means that they prefer sticking to themselves instead of playing many roles in one situation.

Chart 2
A student´s potential evaluated by himself and differently evaluated by his professor (defined as „incongruent perception") and the structure of "pedagogical leads"

Fourthly, in simulations they significantly tend to choose solution patterns for problems, which derive from democratic leadership philosophies and transfer them to most of the relevant situations arranged. This "ideology suspicion" could limit the flexibility and adaptability demanded by the "reality of work" today.

Fifthly, our young people understand themselves as "searchers for meaning".
According to a remark of Leszek Kolakowski the epistemiological question for individual reality will be answered in practical not in philosophical engagement. In this perspective reality means searching for meaning, therefore, we consciously voted for an instrument located in the tradition of projective techniques explicitly exploring unconscious patterns of personality.
We used a sentence completion test named SocSet originally developed for this aim and regularly presented before we started our actual lectures. This test based on a salutogenetic but non-pathogenic conception of personality was designed by the late

Aaron Antonovsky. In search for meaning (dimension: "meaningfulness") every last sample does not differ from the total students´ sample. This pattern as an indicator of personality strength has dominated in all samples we have scrutinized until now.

Discussion and prospects of these data
Comparing the far distant samples of the winter semester 1969/70 with those of the winter semester 1999/2000, most students attributed their impressions of their lectures as " close to reality", "engaged", "advice giving", "having many ideas" and "path finding".
This agreement (respectively significant similarity) with five attributions is remarkable.
Please note that the first sample consists of students enrolled in teachers´studies, the last one of students of engineering, the former students entered a profession before starting their studies, most of the latter ones passed high school successfully. Besides, at the end of the sixties, quite another "zeitgeist" than today drove around the young generation.
This ascription of "positive" attributes has proved to be equally very stable for many semesters.**(4)** And many personally written notes have supported this current benevolent pattern.

Chart 3 shows a general view from 1969 until 2000 given by 3302 students of various college places. This stable pattern of ascription has been underscored by some internal correlations (using Pearson corr.coeff.: > 0.30) between selected extreme attributions . For instance, extreme attribution "having many ideas" (6.1) correlates with "fascinating" (0.51), "engaged" (0.47) or "colorful" (0.42). Another extreme attribution as "engaged" (1.8) correlates with "colorful"(0.52), "having many ideas" (0.47) or "fascinating" (0.43). Another extreme attribution as "open minded" (1.9) correlates with "full of confidence" (0.42), "colorful" (0.36), "advice giving" (0.36) or "engaged" (0.35). And as a last example, the extreme attribution "friendly" (6.3) correlates with "sympathetic" (0.54), "close to reality" (0.46) or "relaxed" (0.33).

Patterns like those remind of a central dimension of the Multifactor Leadership Questionnaire (MLQ) by Bernard Bass and Bruce J. Avilio (1990) well-known in the personnel training business - especially of the items constituting the sub-dimension "Transformational leadership" (e.g. charisma, inspiration, intellectual stimulation and individualized consideration). This neighborhood will be underscored by a comparison with the MLQ- dimensions like "contingent reward" respectively "management by exception"

(both stand for "transactional leadership") and "laissez-faire" (stands for non-leadership).

These and other studies by Bass, Hater, Avilio or Conger & Kanungo show that charismatic respectively inspiration oriented leadership rank higher than an "individualized consideration" and an "intellectual stimulation" in reference to any "leadership success" defined

First of all, these authors define "charismatic leadership" as "attributional phenomenon" by the members of organizations. According to their conception, leaders are labeled as "charismatic" if they could convey a "vision" to their followers, which could be shared in the near common future.

Because of this aim which is transcending the status quo, charismatic people have to expose themselves to risks, to pursue uncommon activities or / and use strange methods. Charisma fails when these outstanding people have to serve as managers or administrators: "Routinization of charisma" as the great Max Weber described many decades ago. In our surveys there is obviously a special relationship between students and their professor that seems to be very person-centered and which has the tendency to renew itself with every new semester. It is a relationship between young "seekers for meaning" and an academic teacher who is

---

Chart 3 : My fair feedback:
"How I have personally experienced our common lectures with Professor Kliem this semester"
Sample: 3302 students of 59 semesters recruiting from wintersemester 1969/70 to winter semester 1999/2000

Attributing 1a	1	2	3	4	5	6	7	Attributing 1b	S.D.
(1) far from reality	1	2	3	4	**5.6**	6	7	close to reality	0.47
(2) open minded	**1.9**	2	3	4	5	6	7	close minded	0.27
(3) honest	1	**2.0**	3	4	5	6	7	hypocritical	0.30
(4) sad	1	2	3	4	**5.7**	6	7	cheerful	0.29
(5) relaxed	1	2	**3.0**	4	5	6	7	stressed	0.69
(6) colorful	1	**2.1**	3	4	5	6	7	colorless	0.29
(7) boring	1	2	3	4	**5.6**	6	7	fascinating	0.20
(8) engaged	**1.8**	2	3	4	5	6	7	detached	0.29
(9) advice giving	1	**2.1**	3	4	5	6	7	at a loss	0.31
(10) having no ideas	1	2	3	4	5	**6.1**	7	having many ideas	0.34
(11) full of confidence	1	**2.1**	3	4	5	6	7	without any confidence	0.28
(12) path finding	1	**2.1**	3	4	5	6	7	blind alley finding	0.34
(13) hostile	1	2	3	4	5	**6.3**	7	friendly	0.19
(14) optimistic	1	**2.1**	3	4	5	6	7	pessimistic	0.37
(15) not sympathetic	1	2	3	4	5	**6.2**	7	sympathetic	0.24

Teaching as applied leadership – a review of pedagogical leads and feedbacks experienced in many courses from 1969 to 2000

looking for an authentic unity of learning and life. This relationship evolves typical traits of transformational leadership anchored by charisma and personal authority. Besides, an interesting coincidence of cognitive styles has been observed.

Data like these are always flattering for the initiator. But their side effects are always costly - which is not only proved by international leadership research, too. Considering the striking rise of bureaucracy in our learning organizations, teachers, trainers and other persons with charismatic glamour often represent a distinct personified scandal: in the same degree these "artists in motivation business " cognitively and affectively stimulate their "community", they unintentionally provoke a contradiction and rejection of those who do not want or cannot share the "community of meaning". Every teacher or trainer with similar collective ascriptions should realize that.

Comparing these data with his programmatic outline dated from 1974 , the author could be pleased with his performance as a teacher. He did not miss his intended aims. Sometimes he could arouse genuine interest of many young people for the interface "personality versus culture". Some colleagues believed to discern a kind of "school", others believed the author had founded a "church" of his own. Definitely not: Gratitude and modesty should also remain his adviser for the coming semesters!

Theses as summary and outlook

Thesis 1
Learning is always a business of reciprocity:
Motivation and competence of all partners define the quality of this enterprise. As the technique semantic differential reveals, sometimes learning partners perceive themselves as a part of each other.
Learning means to be able to formulate questions, experience feelings, prove courage for standpoints, bear sorrow and defeat, enjoy success and happiness. Questions may often be more important than answers.

Thesis 2
Learning means theory:
It structures, evaluates und transcends observations, experiences, opinions and other facets of the human life. Nothing is more useful than a good theory (remember Kurt Lewin many years ago!).

Thesis 3
Learning means thinking and acting within interrelated systems:

Solving one problem can unintentionally induce side effects and new problems in subsystems or other related systems.

Thesis 4
Learning is a chance to deploy personal growth and empowerment:
Learning on the whole means individual perception, insight, understanding, reason, exercise, application and evaluation.
Individualized learning can also be realized in large groups. Trust, patience, endurance and tolerance are unalterable prior conditions.

Thesis 5
Tests and exams are necessary:
They serve as standards for comparison, positioning, self - and other-evaluation, as a chance to formulate the learning partner´s self concept. Examinations should be seen as limiting frustrations but not as threatening ones (Remember Abraham Maslow many years ago!).

Thesis 6
The professor should confess and profess himself as a teacher and a human individual:
He should make clear how he intends to manage power and authority. He should have the courage to introduce his own and his students´ experience of life to the lectures to be held. He should not only accept his students as partners in the learning business but should accept them as whole persons. This premise concerns the students in the same way. If both partners in the learning business act and react honestly and spontaneously, they will gain more than by a traditional transfer learning. At best the individual involved in this kind of an open dialogue will grow beyond its make-believe limits.

And finally thesis 7
Ultimately the habit of partners in the learning business defines the quality of common learning:
The output will be very efficient and relevant for personal growth and organizational development if the partners are able to pursue a systemic unity of learning and life and transcend the objectives of learning defined by the formal curriculum. And this habit that goes beyond the fashionable discussion about learning organization, new leadership, skill training, empowerment or tacit knowledge is demanded not only from this professor and his students in their - perhaps favourable - majors but from other professors and students in other disciplines as well.
And this is most certainly accomplished quite often.

Notes:

(1) This contribution is part of a more detailed presentation of the author´s understanding of application-oriented teaching to be published in the near future.

(2) cf. Der Spiegel, "Alles alte Hüte", no. 35/1997, 76-77

(3) cf. Ottmar Kliem, Kreativität als pädagogische Aufgabe, Die neue Hochschule,
October 1974, 9-15, see also Kliem, Auf dem Wege zur Führungskraft ? Die Neue Hochschule, April 1988, 13-17

(4) Can teachers affect their ratings by leading students to believe that they will get good grades?
In general, the answer is no, according to the research by Joseph DuCette and Jane Kenney, educational psychologists at Temple University, whose findings appear in The Journal of Educational Psychology (Vol. 74, No. 3).
DuCette and Kenney analyzed the evaluation ratings made by 5878 students at Temple, and matched the ratings with the grades that the students had predicted for themselves. (Such predictions are a regular part of evaluations.) The researchers reasoned that whenever students who expected good grades gave high ratings, it was conceivable that teachers had encouraged these ratings by planting high expectations. But students who believe that they have learned a lot are probably right to expect good grades. To take such relationships into account, the researchers subdivided the ratings into three dimensions: course effectiveness (how much students thought they had gained from a course), teacher effectiveness, and course difficulty. The researchers found that students who expected poor grades rated their courses and teachers as too demanding - a judgement that obviously could be an excuse for poor performance. This relationship leaves the door slightly ajar for the possibility that teachers could influence the assessments made by their students.
The strongest, most troubling connection between grades and ratings occurred in required courses beyond the major subject, where students tend to have little interest in the material and are more concerned with grades. In these courses, DuCette and Kenney acknowledge, teachers might be able to influence ratings.
Having these crucial points in mind, our own surveys dealing with self concepts and expectations of forthcoming exams showed similar tendencies like DuCette and Kenney had got many semesters ago. Please note: for about ten semesters the students at this university of applied sciences have had a special option to visit our lessons or have dinner at noon !

References

Bass, B. & Avilio, B., 1990, Developing transformational leadership,1992 and beyond, Journal of European Industrial Training, vol. 14, 21-27

Buber, M.,1985, Between man and man. New York

Fuchs. A. & Schäfer. B., 1972, Kriterien und Techniken der Merkmalselektion bei der Konstruktion eines Eindrucksdifferentials. Archiv für Psychologie, no. 124, 282- 302

Hofstätter, P.R., 1957, Gruppendynamik, Reinbek

Hofstätter, P.R., 1966, Einführung in die Sozialpsychologie,Stuttgart, 4th.edition
James, W., 1890, The principles of psychology, vol. 2

Kliem, O., 1974, Kreativität als pädagogische Aufgabe, Die neue Hochschule, October, 9-15

Kliem, O. 1989, Was Menschen erfolgreich macht - Persönlichkeitsstärke als Element des individuellen Management-Potentials, Harvard Business Review/Manager Magazin , no.2, 23-30

Kolb, D.A., Rubin, I.M. & McIntyre, J.M., 1971, Organizational psychology: an experiential approach. Englewood Cliffs,

Osgood, C., Suci, G. & Tannenbaum, P., 1957, The measurement of meaning. Urbana, Ill

Ryans, D.G. 1960, Characteristics of teachers. Washington, D.C.

Präsident des Hochschullehrerbundes, Eds., 1991. Weiterentwicklung der Lehre. Bericht über das XIV. Kolloquium des Hochschullehrerbundes, Bad Honnef, hlb forum. vol. 4

Virilio, P., 1996,Fluchtgeschwindigkeit, München.

2. Professional perception as a prior condition of effective teaching?
Some answers to many questions in context of a long-termed teaching evaluation

Introduction: a brief look back

As I reported on the evaluation of my role as an academic teacher in German and international journals, I have never expected such a feedback I finally got **(1)**

This year I have definitely finished this kind of feedback research of student generations started in 1969 and, therefore, I should like to discuss the important striking inquiries of my colleagues living in Germany and abroad.

As a result of these feedback surveys over many years, a very special pattern of my role as a teacher perceived by my students has already appeared in winter semester 1969/70 and has stabilized with every new semester. This pattern of perception and attribution seems to be similar to the well-known type "charisma" or "transformational leadership" having been described by political scientists for many years.

During the past years, this pattern proved to be very stable **(2).** As an object of this attribution and the actor too, I suppose that this fact may have many causes that I will discuss as follows.

Learning as an encounter of individuals – some remarks concerning my approach

Learning is an encounter of mostly different human beings whose peculiarities influence the process of learning directly or indirectly. There are persons who will learn or will not learn. And there are also persons who can learn or cannot learn. Learning is participating and separating as well. According to this concept every learning partner has an individual potential. Potentials can grow, stagnate and fade. As a subject and an object of learning processes, such individual potentials - ceteris paribus - can be reduced to basic dimensions as motivation and competence. Unless defined simply or complexly, first of all such potentials are perceived in a very individual way. This way of perception seems to me as a key to the understanding of the learning process which professor and student participate of.

Each situation defined by interacting partners has a peculiarity of its own. There are similarities and dissimilarities. Because of the fact that human beings are orientated at their own needs, motives, expec-

tations, problems, attitudes, habits, values and aims, each lecture or lesson depends on the motivation and competence of learning partners involved. Not only in context of large learning groups, in every learning relevant situation, the professor has to prove his courage to do consistent decisions. He should confess and explain himself as an authority – finally in the original meaning of the subject "professor". He also should make clear how to handle the power of his authority. He should be courageous to put in his experience of life and that of his students as a part of their common learning. He should posit, explain and accept himself as a person - not only as a teacher – and his students as well. If both learning partners act and react honestly and spontaneously, they will gain more than by traditional learning transfer. At its best, every learning partner transcends his limits. Learning is empowering the teacher and the student as well, is bringing about orientation, obligation, participation and challenge to action, is fostering – spoken salutogenetically – comprehensibility, manageability and meaningfulness, is donating meaning of life.

From the perspective of experience of his profession, of his life and his system of values as well, the professor should finally remain the decisive partner in the process of common learning! He is responsible for the plans, contents, transfers and outcomes of these processes.
And he is paid for that !

Not dissimilar to psychotherapy, the crucial point of the quality of this common learning is the relation between the partners themselves. Basic process factors are self-disclosure and feedback evolved on both sides. Both of these factors are also responsible for the realization of the learning partners´ needs and aims. Open- and feedback-minded partners motivate themselves and others by clear and consistent objectives. They are acting as a pattern, and a standard or even as a behaviorally relevant "model". Conversely, partners who shut each other verbally or non-verbally are mostly having serious learning problems. From my point of view aims, contents, processes and instruments of learning should promote personal growth and self-responsibility. Growth and responsibility mean to accept one´s own limits and other people´s authority that have been proved as credible and authentic. Authority as a charge or mandate for a time always has to be discussed and criticized. Authority as a mandate deliberately seeks the "risk of failure" and, thus, prepares its own cutback. Consequently, education by guardianship shifts to education by partnership.

Authority as a functional charge and temporary mandate does exclude that pop-concept which defines freedom as an absence of any frustration. On the contrary, any education that explicitly promotes personality growth should start from the anthropological fact that human beings are social human beings. Groups and organizations as main structures of social relationships always mean success and failure, chance and resignation, fulfillment and frustration. Therefore, an education that pursues growth and responsibility should also have in mind a conception of tolerance towards frustration. Tolerance towards frustration means individual acting in social relationships not by "lust principle" but mostly by "reality principle" day by day. Human beings acting in this way are self-conscious, responsible, authentic and (truly) free.

Thus, learning is a demonstration, an experience and an acceptance of individual, social and cultural limits, too. Consequently, exams are necessary. They serve as standards for comparisons of learning relevant patterns of behavior. Again, they should offer chances for the future and, therefore, they should never arouse dangerous frustrations but only limiting ones.

Of course, the room for action is not a wide country: it will be circumscribed by the "Scylla of permissiveness" and the "Charybdis of failure" as

Freud once put it. Everyone who does not blind himself against the reality of life knows that states of limiting deprivation and frustration, often individually perceived as so-called stress, by all means can motivate remarkable achievements, inspire creativity and, thus, stimulate personality growth. **(3)**

Perception as a basis of pedagogical leads

As a part of a special business of reciprocity called learning, a professor has a number of value-oriented options which we derive from the fact that learning partners do evaluate situations in a very personal style. To emphasize the special responsibility of the professor in this business, we call these options "pedagogical leads". We discern between two main types of these "leads": Type 1 characterizes "leads" which are committed for the students. These ones help the professor to posit himself within situations which are perceived differently. According to this type, the professor can use four "homogeneous" leads called "Telling", "Challenging", "Involving" and "Trusting"/ "Self-Directing". Each of these "leads" is defined by a proper mix of "Direction" and "Support". On the other side, type 2 starts from roughly similar perceptions of the stu-

dent´s potential or behavior by the professor respectively the student himself.

There are three additional "leads" which are characterized by dynamics and flexibility. Dynamics and flexibility translated into the every-day life of the professor mean that he moves on the spectrum of perception which both partners have defined independently of each other. "Leads" of this type are open and partnership-minded. We call these "heterogeneous" options "Telling to Challenging", "Challenging to Involving" and "Involving to Trusting"/"Self-Directing". Similar to type 1, each of these "leads" is defined by a proper mix of "direction" and "support", too (see the following chart).

Chart 4

Individual perception
of motivation and competence as a base of so-called pedagogical leads

Dimension	Description of the mix	Competence Range(estimated): 1-3	Motivation Range (estimated): 1 - 3	Problem and diagnosis	Profile of tasks and pedagogical leads
Student's potential - seen by Kate herself	Learning partner will and can face and manage the challenge	Estimated 3: That means: Solid knowledge; solid experience; able and active to handle problems; terms minded; eager to get feedback by relevant and powerful others	Estimated 3: Energy will be concentrated exclusively on aims & problems; distress-resistant; committed ethically to work; eager to look for challenging tasks and other meaningfulness giving activities		
Student's potential - seen by the professor	Learning partner not her will nor can face and manage the challenge	Estimated 1: Poor knowledge; poor experience; unable to handle problems; not terms-minded; not interested in getting feedback by relevant and powerful others	Estimated 1: Poor energy; poor distress - resistance; hardly interested in aims and objectives; poor ethical commitment; will not work but have to work to live	Deviant perception, e.g. self-deception; unrealistic self-concept; professor has to encounter his position to prevent further personal desorientation and social isolation	Authority as a consistent trainer will be demanded

Internal structure of pedagogical leads

Components	1. Telling	2. Challenging	3. Involving	4. Trusting/Self-Directing
Directive	strong	strong	weak	weak
Supportive	weak	strong	strong	weak

We will demonstrate this approach by an example as briefly as possible **(4)**:

Miss Kate Brown is convinced that she will master the coming semester test because of "my outstanding talents and attitudes to study and life" (self-inquiry!). The professor does not agree with her opinion at all. On the contrary, he has known her as a very lazy and incompetent girl for many semesters. He feels sure of her self-deception. He believes that Kate is looking for a convenient chance to blame extern factors for her own failure.

In context to this case, we select those two "leads" from our manual named UNI.LEAD, which do fit to this problem the best respectively the worst.

Considering our premise that the professor has the ultimate responsibility for the learning processes especially in cases of deviant perceptions of the

student´s potential and behavior, we prefer the option "Telling" as the "best" choice:
"The professor immediately demands a complete behavioral change in context to Kate´s studies.
If she does not follow his direction ("lead") at all, she will have to face sanctions concerning her studies in general".

As the "worst" choice we would prefer the option "Trusting"/ "Self-Directing":
"The professor does not want to dispute with Kate anymore. Finally, Kate is responsible for her own life. Therefore, she has to bear the consequences of her attitudes and actual behavior. The professor does not intervene and leaves her alone with her self-deception problem."
Apropos pedagogical lead "Trusting"/"Self-Direction": this option would be a good one if Kate deployed exemplary achievement motivation and competence.

**Considering range and perspective:
a "mentoristic" approach ?**

Critical arguments based on the philosophy of science and related methodology can be formulated. Surely, the application of a single technique – here: the semantic differential - over many years cannot be the best choice for teachers´evaluations and similar projects. Thirty-five years ago when I finished my doctoral dissertation in Canada and worked as a personnel counselor and trainer for small factories founded by German immigrants there, I was preferably using simple tests and other techniques which were highly appreciated by my partners. Some years later and meanwhile working as a professor in West Germany, I could transfer this "practice-oriented" approach to my teaching and coaching. Although I invited my students to evaluate my lectures and related activities very early, I have not planned to carry out a systematic evaluation project. Besides, in those days totally different problems ruled the minds of professors, students and politicians, too.

Mainly the critical arguments against my implicit "mentoristic" approach and, thus, very narrow range have to be taken in earnest. But remember this again: my philosophy of teaching and learning emphasizes the single person, the individual. And this programmatic focussing is – as every teacher who has to face many lectures with many youngsters knows – a challenge with a sisyphos perspective! Not speaking about the costs of this perspective which have to be paid day-by-day and which do not only distress one´s health, devotion and vocation –

Max Weber did not refer to politicians alone – should remain the guidelines of my work.

Notes and references:

(1) Kliem, Ottmar, Teaching as attribution - how 3227 students of 56 semesters evaluated the lectures of their professor", Facta Universitatis, vol. 2, no.7 (March 2000), 337 – 34

see also: Prüf den Prof - einmal anders. Wie 3159 Studenten die Vorlesungen eines Professors bewerteten. Persönliche Anmerkungen zu einer vorläufigen Bilanz nach 28 Jahren, Die Neue Hochschule, no.10 (October 1997), 33- 35
(I have to make clear that the questions and arguments I am discussing here have mostly been formulated by German professors and students since 1997)

(2) Since our first sample collected in 1969, the deviation of individual attributions has been very small and stable over the three decades proved by the common Standard Deviation (S.D.) and the uncommon "semantic" coefficient of correlation Qxy (by Peter R. Hofstätter)

(3) I have already held this position in the late sixties when totally other philosophies and activities dominated the European scene;
see: Kreativität als pädagogische Aufgabe, Die neue Hochschule, no.10 (October 1974), 9-15
or see also: Kliem, Ottmar, Auf dem Wege zur Führungskraft?, Die Neue Hochschule, no. 4 (April 1988), 13-17

(4) These items are excerpted from my training´s manual UNI.LEAD that I have been using in my lectures titled "Personnel training and career counseling" for diploma students of information technology , facility management , chemistry and business studies and other disciplines for many semesters
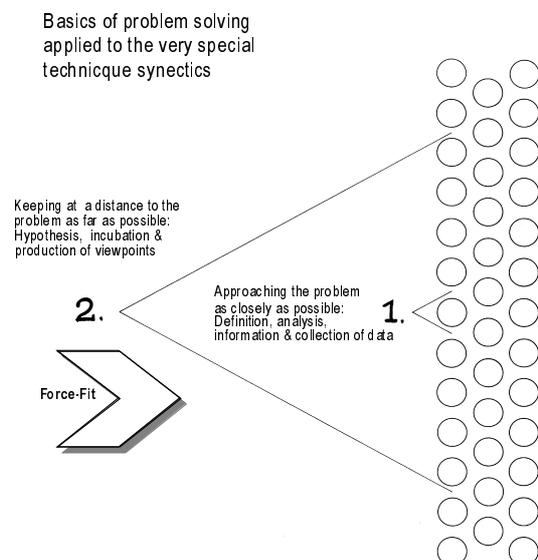
3. How our students of 1974 saw our world in the year 2000 - a record of an old but still actual excursion in synectics made by students of engineering and economics in the summer semester 1974

Introducing by looking back to the early seventies

In 1972 I followed an invitation by the faculties´ deans Dietz (General Sciences, AW) and Lochner (Economics, BW) to teach crossover courses for students of engineering resp. economics. Many of those courses dealt with problem solving and creative growth.

The following record is the result of an unusual application of synectics world-wide known as a metaphoric approach to new ideas and perspectives. Synectics means "the joining together of different and apparently irrelevant elements", originated by W. Gordon in 1961. It is central to this technique that we can attain better comprehension of a problem that is strange or unfamiliar to us by thinking of an analogy or metaphor that makes it more familiar and hence more amenable to a creative solution. On the other hand, there are problems with which we have difficulties because we are too familiar (too "close") with. We cannot see the forest for the trees. Under these circumstances, once again an appropriate metaphor or analogy provides us with necessary distance so that we can get a better view of our problem and move to a creative solution. (Our chart 5 "Basics of problem solving in context to synectics" offers an illustration of this approach.)

Chart 5

Gordon believes that the learning process is very similar to the creative process. Consequently, the following points hold:

1. Knowledge of psychological processes by which people learn will help them to increase their learning efficiency.
2. Emotional and intellectual components, rational and non - rational components, are all equally important in the learning process.
3. For successful learning the emotional and non-rational elements must be directly involved in the learning process.

In context to our preceding discussion of "pedagogical leads", I should like to quote some ideas of G. Prince that guided our workshop in those past semesters**(1):** Leader/teacher be aware of

1. "Never go into competition with your team",
2. "Be a 200 percent listener to your team members"
3. "Do not permit anyone to be put on the defensive",
4. " Keep the energy level high",
5. "Use every member of your team",
6. "Do not manpulate your team",
7. "Keep your eye on the expert" and
8. " Keep in mind that you are not permanent".

Phase of the record of our excursion in 1974

1st phase : Problem as Given
PAG by the initiator/professor *"Which style of leadership will I have to encounter at my workplace in the year 2000?*

2nd phase: Definition and analysis (Analysis AN 1)
Evaluation: The students are critically debating the problem as given, marking off and making – if necessary – a new definition of it.
Evaluation: Difficult and complex task because of the fact that the problem as given has been defined very person-centred. We, thus, specify this problem by enlargement and new definition:

"Which philosophy of leadership respectively which "spirit" will dominate the actual patterns of behavior in Germany´s industry, business and administration and , consequently, influence or even shape the common working-days of many engineers and office managers in the year 2000 ?

3rd phase: Spontaneous solving of the problem redefined (Purge, PUR)
Evaluation: Recording of spontaneous ideas ! (Many ideas are references to solutions already known) But: This kind of articulation is important to

free further, perhaps alternative ideas and perspectives.

Examples:

> "The worker as a human being is the focus of all doing in industry, business and administration".

> "The individual as human being is only a tiny sub-system of other mega systems"

> "Do not become the second-best!" or "The winner takes it all!"

> "Learning from the jungle means "Survival of the fittest" on the internationalized labor market place !"

> "There is not any dominating philosophy of leadership or any similar "spirit of hierarchy", because the employees are very opposed to "motipulations" (e.g. manipulations of their motives), and the employer,too, will not and cannot opt for this archaic-policy".
> "The Socialism definitely has won the world- wide contest of systems: No longer any exploitation of men by men! And all employees work and live according to the needs and values of their own".

4th Phase: Problem as understood, PA
Evaluation: By managing this phase, for the first time a distance from the problem as given will be realized.
Distance means that the problem itself will be characterized by two words which should be formulated commonly, paradoxically and memorably as possible. By this way an emotional closeness to resp. an identification with the problem should be introduced. This redefinition should not touch - if possible - the wide field of leadership, business relations and administration.

Examples:

> Defensive attack! Retarded Acceleration!
> Passive activity! Feigned honesty!
> Transparent camouflage! Limits without limits!
> Climbing up as descent!
> Descent as climbing up! Winning defeat!
> The learning partners opt for *Limits without limits*

5th Phase: 1st Direct Analogy, DA 1
Evaluation: The paradoxical estrangement of this human respectively social problem should be deepened. Therefore, the learning partners have to select analogies from the quite different field of science and technology.

Examples for analogies from the wide field of science and technology applied to the paradox

> "Limits without limits!" Chaos theory! Cancer cells! Crumple area! Universe! Light!

> Learning partners opt for *"crumple area"*.

6th phase: Personal Analogies, PA
Evaluation: This is the place where learning partners get the opportunity to acting out themselves emotionally.

How about sensing myself as a "crumple area"?

Examples:

> "I don´t like to get deformed and ugly".
> " I am strong and able to resist".
> "I have been born to give my life for others"
> "My death saves your life"
> "Joyfully I wait for the next car accident"

These personal analogies could be deepened to an emphatic dialogue as follows:
> "Do you also like suffering with all your heart ?"...
> "Not at all, as a sadist I am looking for some special parts of a masochistic partner !"...

7th Phase: Symbolic Analogies, SA
Evaluation: Learning partners should deepen and estrange the analogy selected from the world of science and technology symbolically and paradoxically as well. Peak concentration and mindful focussing are demanded
How about the *"essence"* resp. the "symbolic" paradoxon of a "crumple area"?

Examples:

> Dead life!
> Dying survival!
> Yielding resistance!
> Defensive Offence!
> Meaningful meaninglessness!
> The learning partners opt for *"defensive offence"*

8th phase: 2nd Direct Analogy, DA2
Evaluation: The symbolic analogy   "Defensive offence" selected by learning partners will get a direct analogy from a "world of living nature" that means a wide field totally opposed to the "world of science and technology" used until now.

Where could we identify direct analogies for the symbolic analogy "Defensive offence"

---

in the "world of living nature" ?

Examples:

> First encounter !
> Poker game!
> Japanese fighting sports !
> Hunting among animals : feigning death to save one´s life!

9th phase: Description and analysis of 2nd Direct Analogies, (DA2)
Evaluation: Each of these direct analogies found should be described and analysed.

Description and analysis of the analogies proposed:

Analogy *"First encounter":*
Joy and spite, sympathy and antipathy are potentially available and mostly getting applicable. At a definite moment the actors decide to go on or stop this game.

Analogy *"Poker game":*
First defensively wait and see without losing sight of your aims. If a situation would be favourable, you should take time by the forelock.
Defensive investigating the opposing potential shall prepare the offensive strategy for victory in this game; using so-called brinkmanship as a paradigm.

Analogy *"Japanese fighting sports"*:
Partners tactically yield to win this game strategically.

Analogy *"Hunting among animals: feigning death to save one´s life":*
They feign death to survive; they deceit total weakness to deploy unexpectedly total power of their own.

10th and last phase:
Back to the original problem by a "projective" process called Force Fit, FF
Evaluation:
The direct analogies selected by the learning partners will be confronted with the original problem defined as PAU or PAG by the process of projection (reviewing from the distance resp. estrangement).
This forced association by reviewing from the distance will produce interesting viewpoints of which one or another could be proved as a sign post for problem solutions in the near future.

Points of view as hypothetical ways to problem solutions:

"First encounter":
Philosophy of leadership in daily work context will be experienced as a very individual and situation-oriented transaction of factors that influence the perception, the motivation and the feeling of partners involved.

"Poker game":
Philosophy of leadership in daily work context will be experienced as acts of brutal deceit and camouflage that run off according to definite and learnable laws.

"Japanese fighting sports":
 Philosophy of leadership in daily work context will be experienced as a fight with harsh rules and tricks. Much reminds of Jiu Jitsu and finally of the Darwinian metaphor "survival of the fittest" - among employees and other dependent human beings.

"Hunting among deers: Feigning death to save one´s life":
Philosophy of leadership in daily work context will be experienced as a mixture of "authenticity" and "camouflage". Many employees have learned from experience that "authenticity" or "openness" do not pay off because everywhere many traps and tricks are on the watch. On the other hand, hypocricy and falsehood serve as helping hands for climbing up the pyramids of business organizations.

Some final remarks and another look ahead
Revisiting that old record of young students after more than a quarter of a century, it seems to me very surprising how close to our reality their excursion has been. By "reality" I do not refer to the academic discussions on business ethics or related stuff which hardly get internalized by managers and workers but to the daily situations many employees and managers, too, have to face when the globalized philosophies like "shareholder value " totally penetrate the minds of many employers and managers.

From March 1999 to March this year, Wilfried Panse and Wolfgang Stegmann of the University of Applied Sciences Cologne interviewed 205 managers concerning their fears and anxieties at the daily workplace: 69.2 per cent of them admitted to have fears to lose the job, 68.8 per cent of them feared sickness or accidents. It is notable that the young managers also considered being ill as a chance for so-called colleagues to replace them as decision makers.
And this ranking list knows further personal problems as follows: Fears of making mistakes (58.6 per

cent), fears of getting false information (43.9 per cent), fears of rivals at the workplace (35.3 per cent), fears of losing authority (34.7 per cent), fears of innovations (34.5 per cent !!), fears of over-charging themselves (18.9 per cent), fears of losing free hands (14.3 per cent) and, finally, fears of becoming useless as a leader (9.7 per cent).

We will not talk about the material costs of these fears and frights – Panse and Stegmann speak of 100 billion German Mark! - but just a little bit about the immaterial, psychic costs to be beared by individuals performing leadership roles under the conditions of evolving the "New Economy" **(2)**

Fears and frights paralyze self-confidence and self-consciousness, they undermine the leader´s health. They choke curiosity and, then, kill creativity. And, last but not least, they make feel lonely ! The facade of an effective and successful personality will be maintained day by day, month by month, even year by year – until this brilliant performance of deceiving oneself and others finds its final act - in a doctor´s office or the cemetery.

I will not argue that our students did foresee this perspective already in 1974 but they outlined elements of this memento!

Meanwhile, a new generation of laymen dealing with future expectations has been invited by the acclaimed Allensbach Institute of Survey Research to describe our society in the year 2010.

71 per cent of this representative sample stated: our society will get colder and more egoistic; 70 per cent: the rich people will get richer, the poor people will get poorer; 68 per cent: money will get more important, people will get more materialistic; 54 per cent: only the powered people will achieve their needs**. (3)**

Fabula docet: That workshop of 1974 of course did not produce futurologically relevant blueprints, but our students involved offered remarkable ideas that anticipated some of the fears, anxieties and deprivations felt by many people today.

Independent of any ideologically tuned balance, our young laymen´s points of view in 1974 were not less interesting than some out-dated prophecies proclaimed by famous professional futurists of those past decades **(4).**Anyway, future is always a business of improbability.

Notes and references:

1) As basic papers served us W.J. Gordon, 1961, Synectics. New York: Harper and G.M. Prince, 1968, Synectics: a method of creative thought, Journal of Engineering Education, vol. 58, 805 - 806. The well-known German "Manager Magazin" mentioned our initiative in 1974.
2) cf. Psychologie Heute, November 2000, 32, see also: Winfried Panse and Stegmann, Wolfgang, 1996, Kostenfaktor Angst, Landsberg : moderne industrie
3) cf. Frankfurter Allgemeine Zeitung, August 16, 2000, 5
4) cf. Eckard Minx, Daumen in den Wind, Der Spiegel, vol. 12/2000, 155-156. Professor Minx heads the research department "Society & Technology" at the DaimlerChrysler Corporation based in Berlin and Palo Alto.

Last but not least:
As a part of the wintersemester 2001/2002, the students of my final at this university lectures are on the road to face the problem: "What kind of situation I have to expect when I am 50 year old".

The results will be published in future...

4. The self concept as an approach to the leadership personality - an actual example of our examinations for students of engineering enrolled in the compulsory/optional subject „Personality and creativity training"

The original text ot the winter semester 2000/01 as follows:

Introduction to structure and function of this examination:

This subject for an examination offers the simulation of a hypothetical personality potential serving as underlying principle for counseling and coaching people in modern organizational settings. Approaching counseling and coaching in this way means that you have to use some data and parameter given by the professor in context of the problem-solving strategy "K.eureka" also given by the professor.
It belongs to the philosophy of this alternative examination that defining and solving of a problem are finally open for students´ individual options - particularly because the professor himself does not prefer an ideal aim.

Certainly, definite criteria also given by the professor define the quality of students´ problem solvings and their credits and grades as follows:

1. Each point of the problem-solving strategy "K.eureka" has to be met strictly.

2. Defining and solving of the problem have to be oriented at the reality of organizations today.

3. The individual and data based problem-solving strategy has to be explained consistently.

4. Each point of "K.eureka" has been provided with weight points which are relevant for the students´ credits and notes.
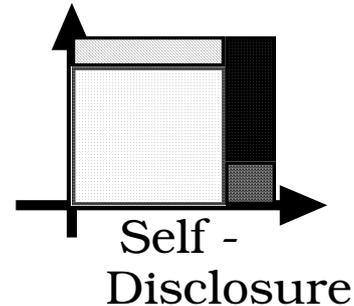
The sum of all weight points is 36 and serves as the 100 per cent-standard.

In case of elaborating very interesting and perhaps creative viewpoints, extra bonus points can be given.

Please note that only those statements will be evaluated which have been written legibly .

The Personality Problem Profile that you have to make clearis operationalized by

1. The Johari Window as an indicator of the person´s relation between Feedback and Self -Disclosure

Self - Disclosure

2. The self image as an indicator of the intra-personal and inter-personal positioning of this hypothetical character

Self Acceptance :	40
Self Insight :	15

3. The Sense of Coherence as an indicator of emergent personality strength

Comprehensibility strong:	06
Manageability strong:	03
Meaningfulness strong:	02

4. Lead/Self as an indicator of the emergent situational leadership

Basicstyle

S1	02
S2	08
S3	00
S4	02
Situational Effectiveness	00

Your Problem Solving Strategy as follows:

Problem point PP) 1: Weight 4 pts.

Which Problem is very pressing?
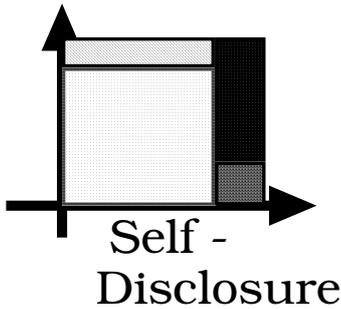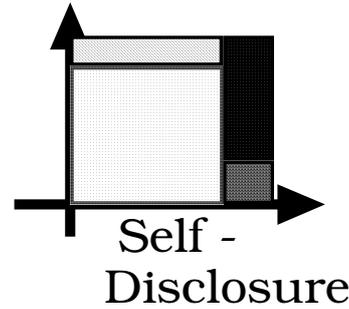**Please use the profile data indicated above for defining your problem:**

(1)

(2)

(3)

(4) (If necessary please turn over!)

Teaching as applied leadership – a review of pedagogical leads and feedbacks experienced in many courses from 1969 to 2000

The Personality Problem Profile that you have to make clear is operationalized by

1. The Johari Window as an indicator of the person´s relation between Feedback and Self Disclosure

$$Self - Disclosure$$

2. The self image as an indicator of the intra-personal and inter-personal positioning of this hypothetical character

Self Acceptance :	40
Self Insight :	15

3. The Sense of Coherence as an indicator of emergent personality strength

Comprehensibility strong:	06
Manageability strong:	03
Meaningfulness strong:	02

4. Lead/Self as an indicator of the emergent situational leadership

Basicstyle

S1	02
S2	08
S3	00
S4	02
Situational Effectiveness	00

Problem point PP) 2: Weight 1 pt.

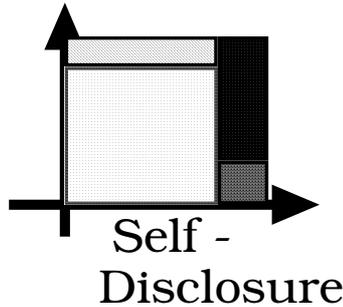**My spontaneous idea to solve this problem :**

The Personality Problem Profile that you have to make clearis operationalized by

1. The Johari Window as an indicator of the person´s relation between Feedback and Self -Disclosure

$$Self - Disclosure$$

2. The self image as an indicator of the intra-personal and inter-personal positioning of this hypothetical character

Self Acceptance :	40
Self Insight :	15

3. The Sense of Coherence as an indicator of emergent personality strength

Comprehensibility strong:	06
Manageability strong:	03
Meaningfulness strong:	02

4. Lead/Self as an indicator of the emergent situational leadership

Basicstyle

S1	02
S2	08
S3	00
S4	02
Situational Effectiveness	00

Problem point PP) 3: Weight 2 pts.

Further ideas to solve this problem :

Idea 1:

Idea 2:

The Personality Problem Profile that you have to make clearis operationalized by

1. The Johari Window as an indicator of the person´s relation between Feedback and Self –Disclosure

Self - Disclosure

2. The self image as an indicator of the intra-personal and inter-personal positioning of this hypothetical character

Self Acceptance :	40
Self Insight :	15

3. The Sense of Coherence as an indicator of emergent personality strength

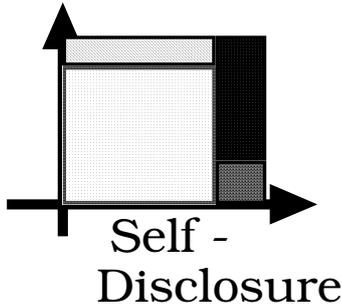|	
Comprehensibility strong:	06
Manageability strong:	03
Meaningfulness strong:	02

4. Lead/Self as an indicator of the emergent situational leadership

Basicstyle
S1	02
S2	08
S3	00
S4	02
Situational Effectiveness	00

Problem point (PP) 4: Weight 4 pts.

Which theories, concepts, profile data, techniques and other information could be useful as resources ?

Please do characterize at least four resources short and to the point:
1:

2:

3:

4:

The Personality Problem Profile that you have to make clear is operationalized by

1. The Johari Window as an indicator of the person´s relation between Feedback and Self -Disclosure

Self - Disclosure

2. The self image as an indicator of the intra-personal and inter-personal positioning of this hypothetical character

Self Acceptance :	40
Self Insight :	15

3. The Sense of Coherence as an indicator of emergent personality strength

Comprehensibility strong:	06
Manageability strong:	03
Meaningfulness strong:	02

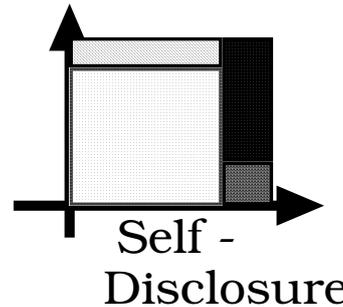**4. Lead/Self as an indicator of the emergent situational leadership**

Basicstyle
S1	02
S2	08
S3	00
S4	02
Situational Effectiveness	00

Problem point (PP) 5.1 : Weight: 2 pts.

Have I found sufficient resources ?
Please do explain your opinion short and to the point :

Teaching as applied leadership – a review of pedagogical leads and feedbacks experienced in many courses from 1969 to 2000

The Personality Problem Profile that you have to make clearis operationalized by

1. The Johari Window as an indicator of the person´s relation between Feedback and Self -Disclosure

Self - Disclosure

2. The self image as an indicator of the intra-personal and inter-personal positioning of this hypothetical character

Self Acceptance : 40
Self Insight : 15

3. The Sense of Coherence as an indicator of emergent personality strength

Comprehensibility strong: 06
Manageability strong: 03
Meaningfulness strong: 02

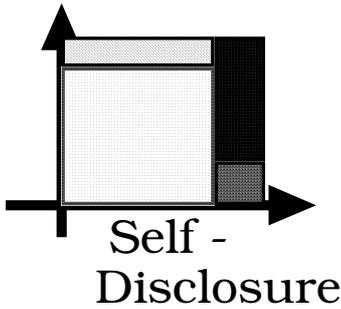**4. Lead/Self as an indicator of the emergent situational leadership**

Basicstyle
S1 02
S2 08
S3 00
S4 02
Situational Effectiveness 00

Problem point (PP) 5.2 Weight 2 pts.

Have I got to confine my strategy to a very special problem ?
Please do explain your opinion short and to the point :

Self - Disclosure

Problem point(PP) 6: Weight 2 pts.

As a learning coach and friend: which life shaping value (or„meaning") will I apply to my problem solving strategy ?
Please explain your decision short and to the point:

The Personality Problem Profile that you have to make clearis operationalized by

1. The Johari Window as an indicator of the person´s relation between Feedback and Self -Disclosure

Self - Disclosure

2. The self image as an indicator of the intra-personal and inter-personal positioning of this hypothetical character

Self Acceptance : 40
Self Insight : 15

3. The Sense of Coherence as an indicator of emergent personality strength

Comprehensibility strong: 06
Manageability strong: 03
Meaningfulness strong: 02

4. Lead/Self as an indicator of the emergent situational leadership

Basicstyle
S1 02
S2 08
S3 00
S4 02
Situational Effectiveness 00

Problem point(PP) 7: Weight 6 pts.

Which of my problem solving ideas are consistent with my value decision ?

Please confront three ideas with the meaning giving value selected and integrate them into an order of precedence (ranking list)
Please note the internal criteria : Internal consistency and orientation at the reality of work today

Rank 1 :
Rank 2 :

Rank 3 :
Problem point(PP) 8: Weight 1 pt.

I select the idea endowed with a relative maximum of internal consistency and orientation at the reality of work today because :
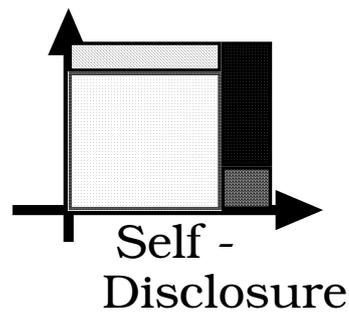
Problem point(PP) 9: Weight 4 pts.
How do I implement my problem solving idea ?

Please try to apply your knowledge from these and other lectures as well as the experience of your life to this problem point !

(1)

(2)

(3)

(4)

The Personality Problem Profile that you have to make clear is operationalized by

1. The Johari Window as an indicator of the person´s relation between Feedback and Self -Disclosure

Self - Disclosure

2. The self image as an indicator of the intra-personal and inter-personal positioning of this hypothetical character

Self Acceptance : 40
Self Insight : 15

3. The Sense of Coherence as an indicator of emergent personality strength

Comprehensibility strong: 06
Manageability strong: 03

Meaningfulness strong: 02

4. Lead/Self as an indicator of the emergent situational leadership

Basicstyle

S1	02
S2	08
S3	00
S4	02

Situational Effectiveness 00

Problem point(PP) 10: Weight 8 pts.

How do I evaluate my problem solving way until now?

Helping hints:
Has this problem been solved ? Yes or no ?

If yes: why?

10.2 If not: Why not ?

Do you discern new problems as a result of your way ?
How do you evaluate these new problems ?

10.3 Result as a self evaluation

How do I evaluate my way to solve the problem given by the professor ?

Helping hints: :
Please use the common note scale from 1 to 5

The End of this Examination

5. Summary and Outlook

Understanding teaching as applied leadership is a risky business: it involves overt slogans and covert traps as well; but speaking from experience : it works !

As a teacher – or a student-centred leader – during the past three decades, I could shape my very individual style within the wide field of human encounters and relations. And this style makes my approach to an interesting, not boring but sometimes controverse subject for many people.

Now, I think it is time to say „ thank you" and „good bye" to my learning partners in auditorium and administration.
In summer semester 2002 I will follow the invitation by a foreign university to elaborate my philosophy of teaching and leading.