A simple line drawing of a person with a round head, smiling, and holding a large, light blue heart. The person is holding a scroll that contains text. The scroll is positioned in the center of the page, with other scrolls around it.

"Leadership is not magnetic personality – that can just as well be a glib tongue. It is not, making friends and influencing people' – that is flattery. Leadership is lifting a person's vision to high sights, the raising of a person's performance to a higher standard, the building of a personality beyond it's normal limitations."

– Peter F. Drucker, economist

"We need to know who we are, before we take care of others."

– Robert Waldo Emerson (philosopher)

Leadership is about intelligence, credibility, humanity, courage and discipline. Relying on intelligence alone leads to rebelliousness. Simply practicing humanity makes you weak. Anyone who only believes numbers is a fool. Depending on the strength of courage breeds violence. Excessive discipline and strictness in instructions lead to harshness. If a person has all five virtues and can use any of them appropriate to his task, that one can become a leader.

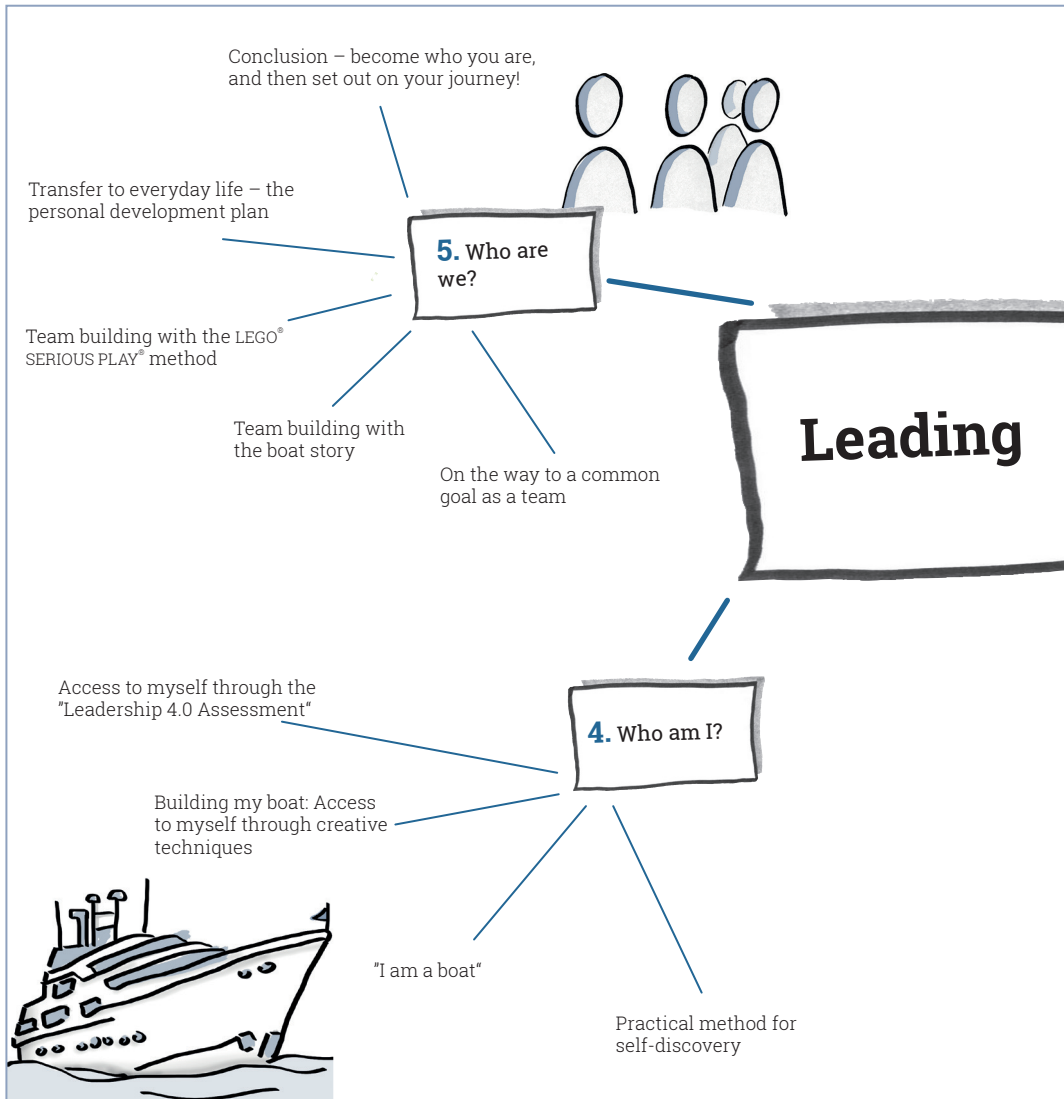
– Based on Sun Tzu, approx. 544-496 BC, known for his book "The Art of War"

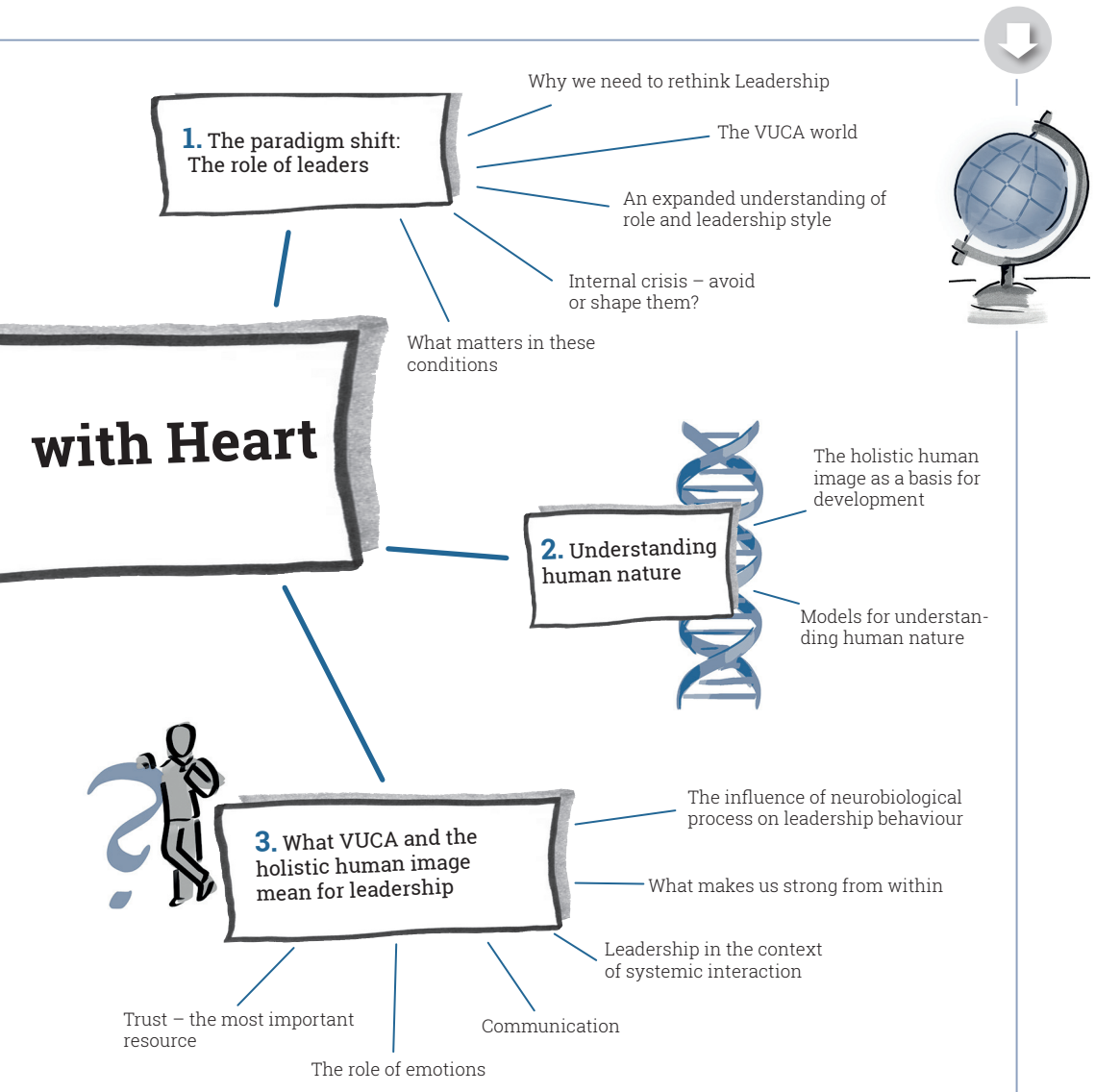
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Introduction





What it is About

Whether you are a group, team, or project leader*, whether you bear entrepreneurial responsibility as a board member or managing director, or if you have any other leadership function or are responsible for people – I have written this book for you. For every person who, in any way, has the task and responsibility to guide other individuals.

Because our world is becoming increasingly volatile, uncertain, ambiguous, and complex, many people seek support and orientation. Our whole society is in the middle of a period of upheaval. Old, security-giving orders in politics and business, including families, no longer work. To still be able to navigate in it, people choose ways to reduce complexity – even those that are agonising and not sustainable in the long term. They opt, for example, for a leader who advertises with simple recipes, new forms of organisation and work equipment or for repression or distraction which causes illness. These are not solutions! Many providers of training courses and seminars, many specialist books, and publications still try to explain to others how to solve their problems. However, I experience it almost daily in my contact with managers and customers – it is no use.

Leadership has become more demanding in terms of content, more time-consuming, more challenging, and more crucial overall than ever before. However, what leaders have been doing for many years, if not decades, is not questioned or learned. Instead, experienced managers try to practice leadership according to old patterns with new methods (such as Scrum and Design Thinking) and new forms of organisation (such as agile organisational development and holocracy) and fail repeatedly. As valuable and helpful as these new approaches may be, they alone are not enough. In addition, it is becoming clear that leadership is less attractive for the younger generation. Young people realise the price that many, especially older managers, pay for it: high time pressures (24/7), neglect of spouses, children, and friends, and, in the end, loss of physical, mental, and spiritual health. All of those are sacrifices on the career altar. (See FAZ article: „Fast niemand will mehr Manager werden“, „Almost nobody wants to be a manager anymore“ from September 2019.)

Against the background of this observation, what does leadership in the “Working World 4.0” look like? So, is leadership a discontinued model?

* For the sake of readability, this book uses the generic masculine form, referring to all genders, of course.

Will people still need managers in the future, and if so, which ones? This book provides answers to these questions. It becomes clear what is most relevant in the ongoing paradigm shift in the area of leadership:

- ▶ A new image of humankind,
- ▶ Independent personal development and
- ▶ An expanded understanding of the goals and motives of leadership.

The focus of my remarks is the human being. After all, the central goal of leadership must be to unfold the creative power and dignity given to every human life. Finding courage and freeing up inner resources and strength requires a counterpart who cares about the well-being and development of the other. The remarkably high potential inherent in every human being released and invested for the benefit of oneself, but also for the development of the environment, will achieve a stable state of order – despite the phase of upheaval. Managers can become this counterpart for their employees – a **"leader with heart"**.



To become a leader with heart, you must develop an "inner compass" – as neurobiologist Gerald Hüther calls it. The compass, from within, exerts a stronger and behaviour-determining influence than all solutions propagated from the outside as seemingly attractive or supposedly necessary. Developing this inner compass means taking responsibility and following the paths I will present in this book. Accordingly, this book is initially about seeing people and understanding leadership in the context of social systems. You will learn methods and tools to help you on the adventure of holistic personal development and open up access to yourself.

This book will awaken in you the longing to engage in the process of developing your personality. Embark on your journey and become part of a daily growing group of executives inspired by our vision of *"making Germany the world's leading nation in dealing with people"*.

Contents and Chapters of this Book

The first three chapters of this book deal with modelling leadership in the context of social systems. By combining various experiences and insights from individual psychology, neurobiology, cybernetics, systems theory, and automation technology, the essential tasks and approaches to developing into a leader with heart are presented and discussed.

Chapter 1 discusses which new roles and skills managers must develop for the Working World 4.0.

Chapter 2 deals more closely with man and his nature. Among other things, I will present five different psychological models that have been proven in practice. Using the models, people can see who they are – their strengths, resources, and potential for development, but also their blockages and limitations.

Chapter 3 focuses on the "management" system and the "leadership" system. It takes the approach from our second chapter and transfers it to the factors "values", "trust", and the core ability of a leader with heart – "appreciative communication".

In the last two chapters of this book, you will find concrete directions to get to know yourself and your team better to create the basis for leading as a "leader with heart". This part intends to help you put into practice the courage and curiosity that the first chapters hopefully aroused. You will not find any tips and suggestions here that you must adopt. Instead, I will introduce you to methods and tools to help you explore holistic personal development and open up access to yourself.

In **Chapter 4**, I ask the question: Who am I? I want to support you in establishing a new approach to yourself. Since the classic question "What are your strengths and weaknesses?" only brings to light what you and others already know. The projective methods presented in this chapter deliver better answers to such questions.

In **Chapter 5**, I leave the consideration of the individual personality and show you how valuable the application of the methods from the previous chapters is for team development. It is incredible how teams rediscover themselves, develop an understanding of their problems and find solutions that could not be seen in advance.

The **appendix** to the book contains a list of in-depth literature and an index for quick reference.

This book also has downloadable material. The **download resources** are marked in the book by the adjacent symbol. You can access it by typing the link on the inside front cover of this book into your browser bar.



In addition to this book, we have "**shipLeader**", a podcast for executives in which I discuss topics, thoughts, and impulses for developing executives into leadership personalities with my colleague Aleko Vangelis. The podcast has three formats:

- ▶ "Espresso" – every Wednesday 10 – 15 min.
- ▶ "Latte Macchiato" – monthly on Sundays 45 – 55 min.
- ▶ "Latte Macchiato with a kick" – irregularly on Sundays for 45 – 55 minutes with guests.

We offer various training modules, study groups, and individual/team coaching in the "HEAD AND HEART" Academy for practical consolidation of the models, methods, and exercises presented in the book. You can find the link on the front cover flap under the contact links.

4

Who Am I?

Self-image and public image differ

To become a "leader with heart", you need good access to yourself and knowledge of your own impact. And that is not automatically the case. Constructivism assumes that certain doubts are attached to the belief that knowledge and reality correspond. What I think I know about myself (self-image) usually does not correspond to reality (external image). The human brain does not create a photographic image of reality but creates its own image of the world with the help of sensory perception. We construct the world in a way that suits our lifestyle. The statements of constructivism also have an immense impact on our topic of leadership. Managers cannot assume that they see and recognise reality correctly. They cannot assume that they will draw the correct and only permissible conclusions from this. Their perception is always subjective (via the evaluation) and constructs the entrepreneurial reality.

This knowledge and an associated attitude, "What I know about myself does not correspond to reality! There is still a lot to discover and develop", are suitable grounds for working on your personal development.

The model of the "Johari window" shows that there are many areas in which we can get to know ourselves better. It is a communication model developed in 1955 by the American social psychologists Joseph Luft and Harry Ingham.

Four different rooms are shown. They are all shown here in the same size, which does not necessarily have to be the case in reality:

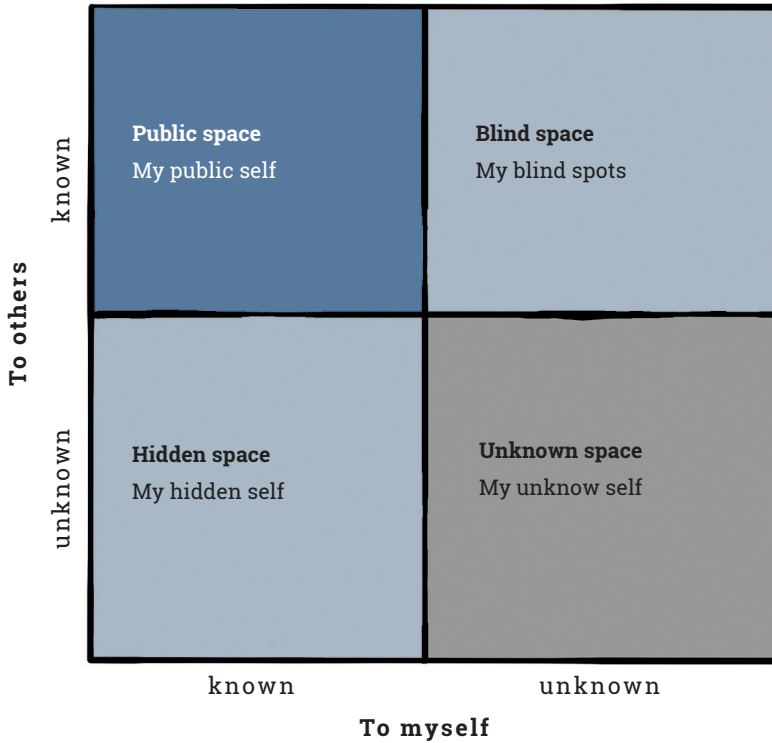


Fig.: The Johari window – insight into my personality

- ▶ **Hidden space**
Information I know about myself that I do not want to share with others.
- ▶ **Public space**
Information I know about myself and share with others.
- ▶ **Blind space**
Information that others have about me that I am not aware of myself.
- ▶ **Unknown space**
Information about me that is not known to me or anyone else.

Spaces of (self-) knowledge

In the Potential Circle model (see p. 36), the "Comfort Zone AW" includes the "Public" and "Hidden" Space. It is where managers live their strengths and behaviour patterns – security and purpose are always guaranteed. Anything unknown and potentially dangerous generates fear and resistance. In this respect, one can assign the "Blind" and the "Unknown" Space to the "Anxiety Zone AA".

The entire area of the Johari window corresponds to the area AW + AA in the Potential Circle model (see p. 36), thus representing the vocation or the full integration of dignity into my personality. Then, I do not need to hide any desires, needs or such from others because I can unconditionally say "yes" to my individuality and say "no" to things that I do not want and are not good for me. At the same time, I can use feedback to compare my own image and that of others, which leads to more authenticity and quality of life. Personal development means having the courage to reveal yourself to others and actively seek constructive feedback. This expands the area of Public Space and, thus, the AW Comfort Zone area.

Authenticity
expands the
comfort zone

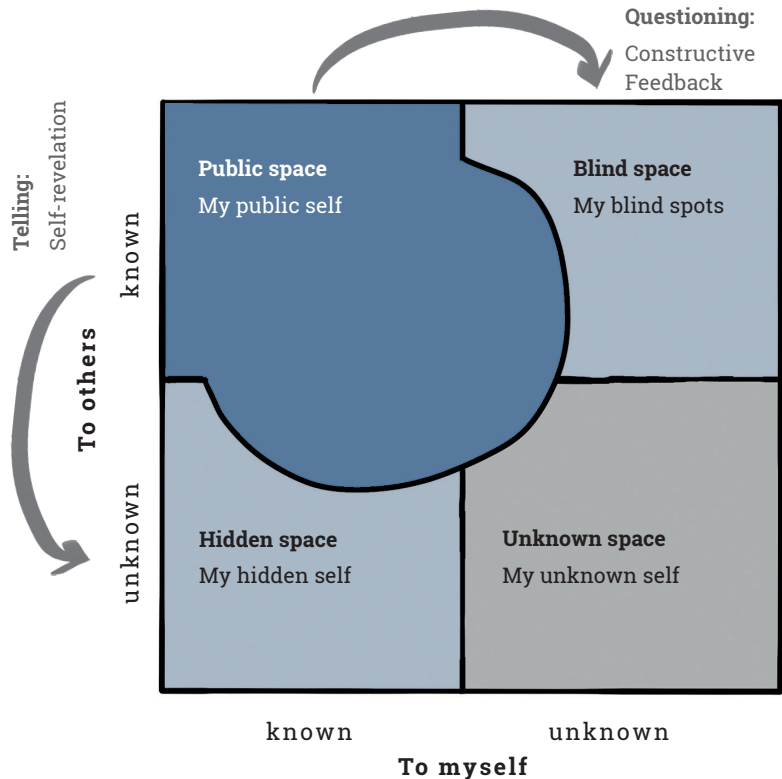


Fig.: Personal development in the Johari window

Valuable life energy invested in maintaining the unexplored spaces can be redirected from the **self** towards the service of **others**.

Mutual trust can be developed, especially when working with teams, using the Johari window and appropriate team-building measures based on it. The higher the level of trust, the more effectively a team works. Each Johari window is an opportunity to build that trust. Practical methods to get to know both oneself and the team better and thus increase the "Public Space" in a targeted manner are presented in the following chapter.

**Greater trust
means a more
effective team**

4.1 Practical Methods for Self-Discovery

If you got to this point while reading the book and I was able to arouse feelings of curiosity, tense expectation, a desire for more, etc. – great! That pleases me. Since it has been important to me from my earliest childhood to translate theoretical concepts and ideas into practical, real-life applications, I likely became an engineer rather than a philosopher. Therefore, I intend to provide you with as many insights, approaches, and tools as possible in this part of the book, enabling you to use them immediately.

The effectiveness of the methods can be divided into two classes:

1. Self-work
 - ▶ Discover easily accessible resources
 - ▶ Work out simple development steps

2. Support
 - ▶ Encouragement to continue working on yourself
 - ▶ Discover and resolve blockages
 - ▶ Release resources sustainably
 - ▶ Exchange of experiences

**Methods of self-
awareness**

You can practice some of what I am introducing you to and get to know yourself in a new way. However, self-work encounters entirely natural limitations. As is well known, we cannot look at ourselves 100 per cent. At the latest, from the chest upwards, it becomes difficult to see yourself. Unless you use a reflective surface, such as a mirror. You can playfully do one or the other exercise with a friend, for example. Sharing and receiving questions from another person always leads to a gain in know-

ledge. Sometimes, on an adventure trip – which personal development is – you need a guide or an experienced expedition leader for the last few meters. That is why I would like to encourage you to get help from an experienced consultant or to take part in a training module at the "HEAD AND HEART" Academy.

Okay, are you ready? Then, let us take the first step together on the exciting journey of becoming a leader with heart.

The versatility of children

The versatility competency of a "leader with heart" can temporarily disengage from their previous positions, attitudes, preferences, and cognitive and emotional decisions. This allows them to adopt entirely different perspectives with a relatively impartial judgment. One group of people who are particularly good at this is children. When I thought about it, the Swedish children's book author Astrid Lindgren came to mind. Astrid Lindgren, who, even at the age of almost 70, was climbing the very trees she used to play in as a child, was convinced that within every person, the child they once were continues to live.

Would it not be exciting to rediscover and activate what is so fascinating about children on the adventurous journey to my inner self: spontaneity, laughter, imagination, wild dreams, approaching each other without prejudice, forgetting time, living in the moment. Today, we call it mindfulness in modern German. Become like children! No, we shouldn't be childlike or childish but full of trust and love for life.

Children like to play and activate many neural networks in their brains when they learn. In fact, people play not only for fun but also to learn fundamental skills. Friedrich Schiller once said: *"Man is only fully human where he plays."*

While children desire and accept play, it often seems inefficient and pointless to adults. However, play stimulates imagination and creativity in adults. It tempts you to try new things. It has a liberating, relaxing effect and opens the door to another world. Engaging in play also helps reconnect with one's childlike resources and emotions.

There is a strong emphasis on the mind in everyday life or the purely cognitive work on one's personality. Playing activates other areas of the brain and neuronal connections, which is precisely what we want to integrate into our work as a valuable resource.

Adults can also use resources that were hidden or blocked in childhood by using other methods and tools, including playful ones. Therefore,

in the following chapters, I will introduce you to ways that may seem childlike, so have fun reading, learning, and implementing.

Projective Methods in Personality Development

Projective methods are among the methods used in developmental psychology to collect data about a person. The basic idea comes from in-depth psychology. It is assumed that all associations convey content that is not readily accessible to consciousness. They are significant and valuable for personality development. In practice, projective tests are mainly used in clinical contexts or market research. The evaluation and application of projective methods are not easy and require effort. In coaching, however, the strategies I will present to you in the next section have proven their worth. Clients often find it difficult to talk about their feelings, particularly feelings of fear or weakness. Boys, in particular, are formally trained away from showing weakness during childhood with statements such as "An Indian knows no pain".

**Associations
reveal the
subconscious**

Projective methods also have the advantage that the client cannot control the outcome of the test or the interpretation of the test results. All associations transport elements of the overall personality and always have something to do with the client.

**Manipulation-
free results**

In the following paragraphs, we will use a projective method I have used for many years in counselling, coaching and aptitude diagnostics for executives. It can be practised as an individual exercise up to a certain depth of meaning. Still, in order to unfold its full potential, it needs a consultant experienced in application and evaluation.

4.2 "I am a Boat"

Using the boat story is relatively easy. The task is as follows: "Write a story with the headline 'I am a boat!' You are the boat. – There are no other requirements"

Basic Analysis

Boat stories are unique

Everything in the boat story has meaning – every word, every statement, and even the story's structure (length, layout, etc.). As an example, the boat stories of two people are shown here, which are entirely different in length and structure. Both people had the same task and reacted to this task entirely differently due to their individuality. Boat stories are unique – like a fingerprint. Even if both had written a sailboat story, each story would be lifestyle-specifically different.

Magellan | Segler → Boot

- neue Welt / Länder entdecken → Unbekanntes Terrain
- Navigation : um Ziel anzukommen
- Freiheit : aus mit vom Ziel abweichen + was andere machen
- Abenteuer : neues ausprobieren / wagen
- Neue Kultur
- Stammisch
- Ziel vor
- aufhalten

Ich bin ein Meeres- / Tiefsee-Expeditionsschiff

Ausgerüstet mit hochmoderner Technik zur Navigation und zur Erforschung des Meeres bin ich unterwegs in unerforschten Terrain. Ich bin hautschonlich d.h. kämpft mich mit starken Dieselmotoren ausgerüstet auch durch stürmische See. Habe ich mein Zielgebiet erreicht, anker ich vor Ort und brauche natürlich schönes Wetter, ruhige See, um meine Forschungsaufträge bearbeiten zu können. Meine Mannschaft ist top in Form und besteht nicht nur aus Fischleuten für das Schiff/Boot, die meine gesamte Technik beherrschen und warten, sondern aus einem Team von Spezialisten – meist Forschern aus unterschiedlichen Fachgebieten. Jeder hat seine Aufgaben und alle arbeiten Hand-in-Hand.

Ich bin aber nicht nur gebaut, sehr gut gebaut für die Technik & Forschungsaufgaben. Da wir oft monatelang unterwegs sind gibt es Wohnliche Einzelkabinen für jedes und auch einen Gemeinschaftsraum. Das Essen ist dank eines mit Leidenschaft Kochenden Köchens – chefs sehr gut. Entsprechend gut ausgebackt ist die Küche und der Vorratsraum. Natürlich angeln wir gerne und frozen uns über frisch zubereiteten Fisch.

Die Ergebnisse unserer Expeditionen werden in namhaften Fachzeitschriften publiziert und sorgen dafür, dass uns Freizeitsportler, die IFS und andere Vais immer wieder mit finanziell gut dotierten Aufträgen versehen.

Siehe wir wieder im Heimat haben genieße ich die ruhige Zeit am Steg, Sonnenuntergänge und die leise sprudelnden Wellen.

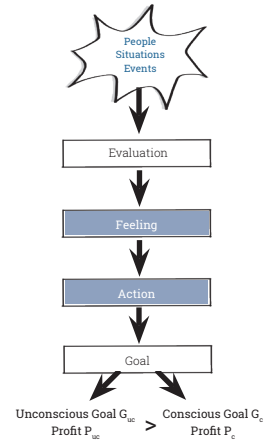
Fig.: Examples of two boat stories, available for download in the download resources

Valuable questions for the boat include:

- ▶ What are the strengths of this boat?
- ▶ What weaknesses does this boat have?

As you complete this exercise, turn off your cognition and the tendency to rationalise for the moment! Even if you hate cruises, prefer hiking in the mountains to being by the sea – spontaneously write down everything you see and feel in your mind. You'll be amazed at what you put down on paper. Before you start writing, please take a look at the diagram on p. 49 and try to perceive how you are feeling at the moment:

- ▶ How do you experience yourself before the exercise (evaluation)?
- ▶ What are you feeling right now?
- ▶ What is the intention (goal) associated with the feeling?
- ▶ How do you write the boat story now?



Painting or Photos Instead of Writing

Some people prefer to express themselves visually. You can also paint your boat or choose a boat from a collection of pictures that you like the most. Of course, with this way of working with the “boat” metaphor, some individuality and transparency are lost. Nevertheless, these variants are helpful, and the representation can be used for further analysis.

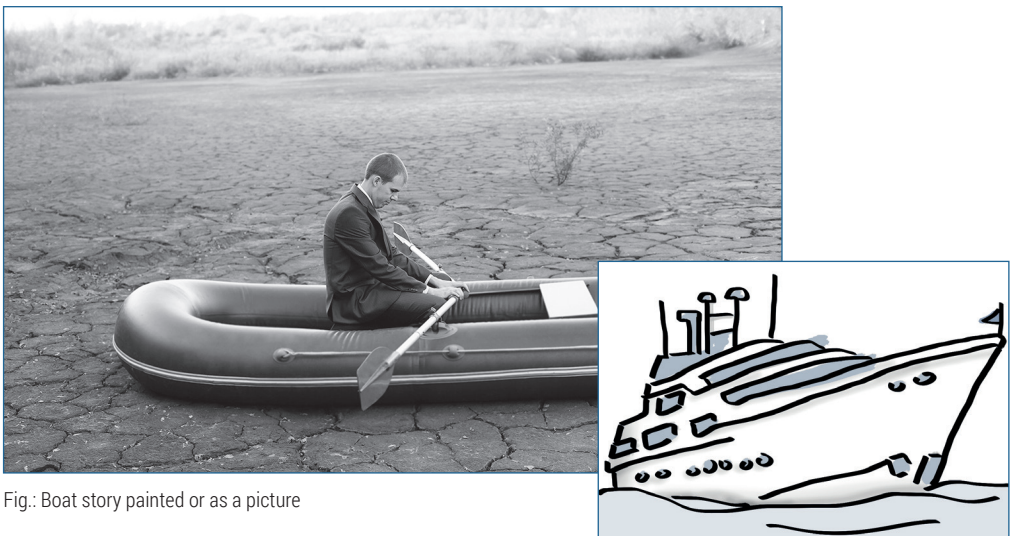


Fig.: Boat story painted or as a picture

In Depth Analysis

The story of the boat provides clues about

- ▶ The drive (motor, wind, muscle power, ...)
- ▶ The living environment (sea, river, lake, ...)
- ▶ The mood (sun, rain, storm, wave crests, ...)

Based on the following example, we can show what the manager (female, 35 years old, sales director) was able to find out about herself from her boat story (marked positions come from the subsequent analysis phase of the story):

"I am a **cruise ship** at sea. Newly built and **beautiful**. I can transport many **people** and sail to all the **most beautiful** islands. I can get everywhere from Greece to Hawaii, and my tank holds enough fuel for very long distances. I travel fast, and the **people** on my ship lack for nothing. Good food, good community, entertainment and wellness – **everything** is included with me. I have the perfect accommodation for everyone, from simple double rooms to luxury suites, and I am happy about everyone who comes with me on the big journey.

I can also withstand storms and waves, although it can get uncomfortable for some **passengers**. However, I prefer the calm waters and the **nice** weather. The staff that works on me is like a big family as we always travel together for a whole season, many days of the year. That is **nice** and also challenging. I refuel and fill up my empty food and supply gaps at the port. That is important so we can go out to sea again and take good care of all the **passengers**."

The analysis of the story yielded the following results (excerpt, the words and statements are those of the client):

Analysis interview

The **drive** is powerful, hidden inside the ship, and the boat can depend on its own power for a long time, regardless of the wind. The ship sails the **world's oceans** and can head for distant destinations. Reacting quickly to changes is difficult for the boat. It could also "push aside" smaller ships on its way*. It takes more than "small ships" to stop the cruise ship! To live up to its strengths, it needs **a lot of people** on board, and it

* You can only "push aside" someone you fight with and who is "small".

4. Who Am I?

has to be able to cover **long distances**. The fact that such a ship has to be serviced and repaired at some point is not mentioned. Words that are mentioned frequently (nice, people/passengers) have a special meaning for the boat. A (too) high (?) pronounced demand for harmonious relationships becomes visible here. But how does the ship react when *"even just one passenger"* is no longer well? The boat also cares for the staff – it should be a family. Is this realistic? Can that be overwhelming?

The basic mood of the boat is positive – self-confidence, hope, and joy can be felt. It is on the correct waters for the type of boat, shows courage and is powerful on the move.

Strengths	Weaknesses/Limitations
Taking many people with you	Must replenish food/supplies to feed everyone
Long distances possible	It gets shaky in storms, seasick
Luxury possible, let yourself be pampered	Can be difficult to turn quickly
Fun, good food, lots of options – something for everyone	Small ships are knocked over
Comes to the most beautiful places on earth	Needs a lot of diesel (environmental pollution)

(Original statements of the client)

What does the boat have to watch out for?

A few words and statements show what the boat has to watch out for. I marked them in grey and bold in the text. Words such as "must", "all", or "everyone" set an unrealistically high standard that could lead to a situation where you are overwhelmed. The boat's strength in being goal-oriented has two limitations:

- ▶ The goal must be among the "most beautiful" and
- ▶ "all" islands are approached.

Where and when does the boat feel most comfortable?

"The boat likes to experience itself best in calm waters (sea) and nice weather with many people, and everyone feels like a big family." Here, the boat can live to its strengths, develop resources and be appreciated by everyone. That would be the description of the Comfort Zone.

What can it do or avoid to make its weaknesses less apparent?

In heavy seas and storms, it can get shaky and seasick. The only manoeuvre the boat knows is "turning", which initially means a 180-degree change of course, giving up the destination and sailing backwards. By installing a navigation system to obtain information in good time, it could recognise impending heavy seas and storms early. Instead of "turning around", it could "evade" or "bypass" the low-pressure area.

Development Prospects

As valuable as the boat story is within the context of an individual exercise, its full potential can only be realised in dialogue with an experienced consultant in practical application. This holds true in general but especially when it comes to extracting the finality, i.e., the motives and defining developmental steps. Among other things, the counsellor has to ensure that he does not interpret the terms used by the client but only accompanies the client in the conversation with questions about their own perception. Further questions for elaboration can be, for example:

In-depth questions

- ▶ What does the boat story say about the way relationships are lived?
- ▶ What can damage this boat?
- ▶ How does the boat deal with problems automatically?
- ▶ What is the most vivid moment in this story?
- ▶ What is the feeling associated with it?
- ▶ What is the goal associated with this feeling?

The following short example from a coaching conversation should make this clear. The story was titled "I am a rowboat".

Conversation on: "I Am a Rowing Boat"

Coach: What is the most impressive thing about the story for you?

Client: I am moored with many fellow rowboats among us.

Coach: How does that feel?

Client: Peaceful.

Coach: In your definition, what is

- a) the opposite of "peaceful"?
- b) the opposite of "moored rowing boats"?

Client: a) nervous, b) overbred racing boats

Coach: Could it be that over-bred speedboats make you nervous?

Client: Yes.

Coach: What is the goal when you are moored with rowboats full of people?

Client: To stay until next spring.

Coach: What is the opposite of "stay"?

Client: Moving around all the time.

The boat's motivation is "stay where I am", and then the boat is peaceful. At the end of the elaboration, the client formulated the following: *"I develop peaceful feelings so that I can stay where I am. I develop nervousness so that I don't have to leave the place where I am or because I sense something is changing. The main theme of my topic is **staying**."*

Working with motivation

Being able to stay is a strength! The boat can take good care of itself if it is often in the harbour and can consistently experience peace there. This boat cannot move around constantly, but it can work out a balance between "staying" and "moving around all the time" and learn to live in this balance.

Help – I can't get any further

You may quickly get stuck in the analysis of your boat story and not get any further – that is completely okay. Getting to know yourself is a process that takes time. Perhaps you are already stuck with the question of "feeling", which is usually the first stop on the path to self-knowledge. That's why, among the download resources, you will also find a **list of feelings** (uncomfortable and pleasant) that can help you name your feelings.



Clients also often get stuck on the second question and need time to find the answer: What is the intention of the feeling, i.e. the question of what I am developing the feelings for. The answer sheds light on what I consider success or failure. What are you angry about? At yourself because you didn't live up to the expectations placed on you? As difficult and sometimes painful as it can be to find honest answers to these questions, they are all the more important as a prerequisite for change.