

Key Terms at the isb

Bernd Schmid / Joachim Hipp
(Translation: Sabine Heesch)

Systemic Professionalism

• Definition of Terms	3
• The systemic approach to consulting	4
• Constitutive Features of Systemic Consulting	5
• Systemic Consulting and Professional Self-Steering	7
• Supervision/Intervision.....	9
• Practice - Operative Programs – Meta-Programs.....	12
• The steering triangle	13
• Advanced steering triangle	15
• Professionalism	15
• The cultural encounter approach	18
• The systemic term of information.....	19
• Work guided by solutions and resources	20

Clarification of roles and contracts

• Contracts	21
• Triangle contract.....	22
• Effects of role perspectives.....	23
• Role model of personality and communication appropriate to role	23

Methods in systemic consulting

• Systemic Interventions.....	24
• Five contexts of problem definition	25

Professional's Personality

• Personality and personality development	27
• Ego-You vs. Ego-Id relation types	29
• Schlüsselideen psychotherapeutischer Schulen (unfinished - open for review)	
• Role-model of personality (three-worlds-model of personality).....	29
• Professional identity and development	31

Creative intercourse with reality

• Intuition	32
• Approach to reality of C. G. Jung (Typology)	33
• Focus formation and focus-specific work	34
• Levels of reality encounter	35
• Pragmatical differentiations for reality images	36
• Traumtheorie (unfinished - open for review)	
• The metaphor of theatre	37
• Vertikale und horizontale Wirklichkeiten (unfinished - open for review)	
• Randschärfe und Kernprägnanz (unfinished - open for review)	
• Reality stiles	38
• Intensity amplifier vs. intensity reducer	38

Ausgewählte Beratungskonzepte

• Grundpositionen (unfinished - open for review)	
• Scriptmuster (unfinished - open for review)	
• Antreiber (unfinished - open for review)	
• Repräsentationstypen (unfinished - open for review)	
• Die Bedeutung von Emotionen in der Beratung (unfinished - open for review)	

Concepts for system settlements

• System and individual qualification	39
• Complementary responsibility in organisations	40
• Symbiosis	41
• Perspectives for strategic concepts in the field of Human Resources	42
• Perspektiven-Ereignis-Modell (unfinished - open for review)	
• Zeitperspektiven für die Entwicklung von Unternehmen (unfinished - open for review) ..	
• Lern- und Beratungskulturen in Organisationen (unfinished - open for review)	
• Beraterische Implementierungsstrategien (unfinished - open for review)	
• Ko-Dramaturgie (unfinished - open for review)	
• Sensible Konstruktion und gesteuerte Selbstorganisation (unfinished - open for re- view)	
• Hierarchische Steuerung (unfinished - open for review)	

All scripts of the Institute the text refers can be downloaded (in German) at:
www.systemische-professionalitaet.de.

Definition of Terms

1. The term of Consulting

Consulting is a communicative relationship based on a contract between those involved to gather answers for the clients challenges or to improve his/her ability of self-steering.

2. Distinguishing Features

a) Tendency

Personality Consulting: Consulting in developing personality and self-steering within the tensions of different worlds in life and integration of different concerns in different phases of life appropriate to one's nature.

Profession Consulting: promotes professional qualification independent of the position in a certain organisation.

Position Consulting: promotes qualification for organisational positions independent of the position keepers profession.

b) Focuses

Consulting in expertise, design, product, conflict, process, ...

c) Settings

e.g. consulting of individuals or groups

d) Clients Part-system

e.g. consulting of employees, teams, departments; organisational, management or business consulting

3. Definitions of consulting roles

Management Training: Step in adult education that is aimed at understanding of and systematic application of well-tried behaviour in management and leadership. The more you elaborate items of self-steering the more you border consulting.

Coaching: This term is used in literature for diverse meanings, e.g. personality consulting, position or profession consulting, sometimes also as variation in leadership (coaching of staff). At the ISC-intercultural the term "Coaching" is used in the meaning personality coaching.

Personality Coaching: personality consulting (see above) according to the "three-worlds model" of Personality.

Expertise: Providing with Know-how and its appropriate presentation. No further responsibility for communication or application of the know-how.

Facilitation: steering of communication processes; can be done in the consultant's responsibility as well as in the responsibility for leadership and Management.

4. Terms surrounding consulting

Management/Leadership: a job and relationship due to the position in an organisation or agreed in a situation with responsibility for activities and results.

Strategic Management: implying the ability to design systems of steering that enable goal-orientated steering in organisation structures and workflows with obtainable resources.

Strategic Leadership: to shape relationships of leadership in a way that the principles of steering are transferred in self-steering of persons as well as in complementary steering of relationship.

The systemic approach to consulting

According to Schmid (1989) it obliges to distinguish between three independent aspects within the systemic approach:

1. The systemic perspective or the mobile-idea, associated with the idea, that elements and actions of a system are interconnected and that these connections have to be studied to get an imagination of sensible and useful interventions.

2. The reality-constructive perspective, i.e. the idea that realities are created by the human imagination of realities and that's why it is important to examine / investigate the ideas of persons or organisations. The way people look at reality and organize reality is an expression of the understanding of the world and the culture in a system.

3. System settlements means - regarding an organisations complex problems - how products must be matched and configured to make a contribution to come to grips with problems or to a constructive development of an organisation.

Available materials

- SCHMID, B. (1989). Die wirklichkeitskonstruktive Perspektive - Systemisches Denken und Professionalität von morgen. In: ZOE 2, S. 49-65. (Institutsschriften).
- SCHMID, B. (1994). Wo ist der Wind, wenn er nicht weht? (Kapitel II)
- HIPPE, J. (1995). Professionalisierung im Bereich Humanressourcen. Diplom-Arbeit (Kapitel IV)
- SLUPEZKY, W. (1994). Wo ist der Unterschied der einen Unterschied macht? Institutsschriften.

Constitutive Features of Systemic Consulting¹

In professional encounters three main features can be identified, that contribute to professionalism in systemic consulting.

Professional distance and professional Linking

Out of the reality-constructive perspective arises the aim in consulting, to initiate movement in the client-system with its often firmly assembled understanding of reality. It's a matter of disturbing restrictive reality- and definition-habits and to stimulate other potential realities with more degrees of freedom in a co-creative communication process.

This basic idea follows MILTON ERICKSON'S approach of „conscious mind“, who interpreted **personal malfunctions** as reality-habits, that are retained even if they contribute to the development of problems and diminution of life-quality. His therapy aimed to release the creative capabilities he imputed every human being and to stimulate therewith new realities.

SCHMID states two conditions which need to be fulfilled if the consultant's conceptions of reality is to inspire the client-system.

- An acceptable balance between *confirmation* to and *recentness* of conceptions of reality must be found.
- The consulting-system must possess the suitable communication competence to connect it's conception of reality in such a way that they effect on the client-system's self-organisation.

Professional Distance

To have a value of recentness to the client the consulting-system's conceptions of reality must make a difference to those of the client-system. This difference should be useful and essential to the client-system for solving the problem. Both systems must differ so that they can contrast in a fruitful way. This aspect of professional encounter may be described with „professional distance“.

Professional Connection

Indeed, next to distance professional connection is also condition for fruitful contact. This aspect refers to the considerations of radical constructivism and the theories of MATURANA & VARELA (1987). The consulting-system's behaviour must be fashioned in such a way that it provokes a behaviour of docking into the client-system. If the connection is only based on similarity of both systems, an intimate relationship results, but it remains ineffective because of missing contrasts. If connection fails, the contact remains without relevance. This means, both must see a purpose in questions, that are important to them in a professional way. Whereby this purpose or sense of the contact must not need to be shared by the involved systems.

¹ Auszug aus HIPP (1995)
<https://www.isb-w.eu/en/>
<https://www.isb-w.eu/de/>

Creativity

Another criterion that must be realised in professional contacts and the thereby done service is creativity. This aspect is orientated at BATESON's term of information. Consulting must generate something creative or relevantly new for the client. Creativity arises through adequate differences. Differences must make differences, i.e. must be able to connect. Inconvenient ideas are not sufficient to trigger development. To be creative there must exist qualitative differences between consultant's and client-system and they must be made fruitful for the client-system. The relevant newness must back up the fee for both viewpoints the client's as well as the professional's in agreement with his/her professional community. The professional community essentially decides what products are ethically acceptable.

Consultants should assume responsibility for the differences they create. This does not mean, that one could make sure what might reach or arise at the counter part. To assume responsibility is here meant in the sense of „Trying to control as good as possible and giving an answer, if it doesn't work“. With this inner attitude we differ a pluralistic-nihilistic sight, that gets rid of all responsibilities inside the client-system referring to the processes of self-organisation.

Economy and Ecology

The products of systemic consultants should be also regarded under the point of view of economy and ecology. Economy could be understood as a responsible, careful consumption of resources for producing. Resources are not only money and working time but also involvement, attention, mental and emotional strain etc. In this context money does not represent a value in principal but becomes significant in connection with the question what else one could do with it.

Professional Action must assume responsibility for the consumption of resources. This seems to be mandated not only economically but also ethically (SCHMID 1991). The consulting product is backed up by the proportion between its represented consumption of resources to its contribution to the quality of people's life. In this broad ethical approach economy in general and consulting in particular serves conservation and improvement of life-quality.

With the question of ecology side effects and impacts are focussed in arrays that are not immediate looked at. This is a genuine systemic question. Time and space horizons are integrated in considerations valuing a product or a measure. For instance might lead the conveyance of immoderate identification with the firm in adult education to sense and identity-crises for the concerning persons when they retire.

It must be possible to question consulting products whether short term successes generate consequences that raise a doubt to the sense of the measure. Thus also a relatively problem-free "weaning" from the product "consulting" should be taken into account.

Systemic Consulting and Professional Self-Steering²

The basic assumptions of the systemic and reality-constructive perspective have extensive implications for the self-steering of human beings in professional contacts.

To seize a reality-constructive perspective for the systemic consultant first of all means that truths lose their general validity. Subjective points of view must be questioned and explained case by case. What is in focus is less the subjective attitude itself but the question which way of differentiation which subjective principles of construction form the particular reality.

Universally valid theories and principles and schools of thought lose their binding character. Their concepts and methods must be established in situation. The aim is to dissolve methodical and conceptional one-sidedness in support of a bigger variety of proceeding. Consultants' professionalism consists not any longer in solving issues according to a certain school of thoughts but in choosing concepts and methods appropriate to the situation.

These considerations make clear that the systemic approach is not dealing with the action level (concrete schemes of proceeding and perspectives) but with the level of steering where the action-level's proceeding is steered. That means the systemic approach refers to the way the consultant steers the range of methods and concepts (professional self-steering) in the situation and not to particular concepts or proceedings. Basic and continuing education of systemic consultants is therefore primarily a matter of professionalism at the steering level.

In the following aspects of mental attitudes and competences are shown that support professional (self-) steering in this sense (nach SCHMID 1994).

Projection-Recall of explanation-habits

The challenge of reality-constructive perspective is not to project consultative ideas as objectified features to clients but to conceive them as the viewer's matrix of orientation in diagnosis and consulting. At the same time the recall of the projection enables to look at the consultants perspective on reality as in „rear-view mirror“.

Floating orientation as a helpful way to reduce complexity

The radical constructivism bases on that realities are always stabilised habits of orientation and explanation in social systems, serving to organise living but never deal with objectivity. According to that all social systems develop imaginations of reality to organise their life processes and to reduce the unbearable diversity of possibilities so that a manageable cooperation becomes possible.

The same applies to the consultant. Like all other people consultants tend to turn passing ideas that generate sense into fixed standard orientation-marks. This might lead to an increasingly rigid relationship to reality. The challenge for the consultant is to focus the variable and the specific in the basically inmanageable complexity.

It seems to be useful to seek a floating orientation. Orientation marks are used to understand a situation and to move them forward again to accept new promoting orientation. Thereby one invents a tailor-made understanding and process for every situation.

² Auszug aus HIPP (1995)
<https://www.isb-w.eu/en/>
<https://www.isb-w.eu/de/>

This view allows the systemic consultant to regard his/her hypotheses as tentative diagnoses and to revise them as long as it takes until they reach acceptable and helpful quality.

Taking Meta-Positions

To avoid identification with one's own constructions of reality, i.e. to regard them as the one-and-only-possible and thereby suffer a loss of flexibility for new creative realities, it is necessary to have the ability of taking different meta-positions. As a metaphor three flying swans may be used: one, that flies and experiences itself flying (the client); one flies alongside, observing the first whilst experiencing itself (the consultant); a third one observing the second, that is observing the first whilst experiencing itself. (consultant's self-watching, meta-perspective). It is at this third level where professional self-steering takes place.

Out of the Meta-perspective the consultant can question his-/herself in which way her / his consulting contributes to the creation of realities, what kind are the implicit meanings of his/her conceptions and processes and what kind are the applied consecutive approaches and methodical consequences. To take a mega-position then may lead to a catharsis in professional self-steering.

Establishing rapport and intervention orientation

Systemically orientated consultants seek to establish a relationship to the client by emphasising those options, that give meaning and those questions that activate resources. The understanding of the client's present and past and the therein founded confidence rather vanish. The systemic consultant defines his-/herself rather as a donor of impulses who sometimes gives guidance.

He or she studies the self-organisation of the client-system so that the selected interventions and re-interpretations cause constructive irritations and processes of searching and how they actively do keep them. Interventions may neither be integrated easily nor be expelled.

Supervision

Supervision means to question examples of professional work in view of the acting person and his or her theories of action and basic concepts of profession. By compiling meta-concepts in programs that provide steering (suitable to management-programs), practise can be re-interpreted and re-orientated.

Trainers and consultants practise so far has mostly emphasised the wide provision of theories, methods and skills in different fields of competences (e.g. leadership, communication, conflict management). This "one brush paints all" method neglects the difference between „knowledge“ and „adequate professional self-steering“. The knowledge of recipes is not a sufficient condition that someone is able to cook as indicated to the certain situation. This generally in literature is called the „transfer problem“.

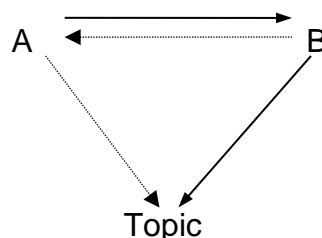
This problem can be counteracted by a mainly supervision-guided training. Supervision here is meant as practice consulting for professionals by a qualified supervisor. Central to this process are demanding real situations - mentioned in courses - and the there-upon referring behaviour of the supervised person. This means that exemplified figures of professional self-steering - and not just provision of knowledge - are the subject of this course.

Based on the profile of competences – referring to roles, personality and context - that becomes situationally visible options are developed in supervision that fit properly to the supervised person's particular need of complement.

On the other hand the presented practice situations in supervision are considered as exemplary situations, i.e. the developed options and perspectives are considered as a mostly relevant addition to general competences. Insofar this process has both an aspect of instant aid as well as a long term use or learning effect for the professional.

The supervisor is an expert for the supervised learning in the field of self-steering, that means supervisor A looks at supervised B whilst B looks at his/her topic. A looks at the topic too, but his/her orientation is not on how to solve the problem, but rather on how to describe whatever hinders B from solving the problem or what could be done to give him a chance solving it (see chart).

Supervision after all can be defined as qualifying consulting with claim to professionalism of consulting.



Species of Supervision³

1. Supervision of problems

a) Starting points are problematically experienced situations with clients or projects

b) Preparation:

- Description of the problem, the difficulty, the discontentment
- Definition of the goal of the supervision

2. Supervision of application

The supervised persons bring practise situations into the supervision of application to scrutinise them together with the supervisor regarding the represented understanding of professionalism and the tuning of the applied concepts. This kind of supervision also has the function of controlling the correct application of theory.

3. Preparation of a project

Presenting the project and common reflection about appropriate concepts to map reality and to provide orientation.

4. Supervision of conceptualisation

Starting point is a case or a project in the phase of contracting. Viewing the diagnostic material a common consideration takes place, how to reach the aim of the consulting or project, which obstacles might arise and how to handle these obstacles.

5. Presentation of a case / a project

The presentation of a case should roughly enclose the following aspects:

- Starting problem and diagnosis
- Original planning
- Process overview (phases)
- What key interventions were applied? – Main difficulties and how did I handle them, what were the results ?
- Reflection of planning and real progression

6. Presentation of an intervention or strategy of process

- Presentation of an intervention (oral or on course tape) and common reflection.
- Common development of further options etc.

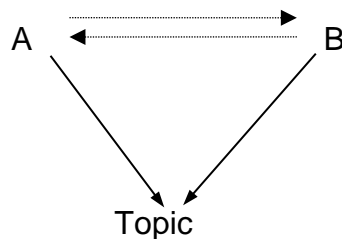
7. Supervision of Context

In a supervision of context a supervised person will be asked to define her- /hissself or his/her role in such that it takes a sensible shape for the field of practise. Hereby the supervised person's professional background, contracts, roles and personal interests are focussed.

³ Supervisionsformen nach ERICH HARTMANN. Supervisionsperspektiven beschreibt auch das „Toblerone modell“. In BERND SCHMID (1994): Wo ist der Wind, wenn er nicht weht. (S.116 - 121).

Intervision

Intervision, as a variation of supervision, is one of the core-techniques in the ISC-learning-culture. With intervention a *collegial* offer of consulting or a collegial practise consulting is meant. The difference to supervision is not having a claim to professionalism in consulting. On second thought intervention can be defined as an exchange of experiences in practise and profession between people that belong to closely related professions. The exchange of experiences in practise thereby focuses more on the behaviour in a particular situation whereas the exchange of experiences also looks at professional positioning in definition, contexts, careers etc.. Two professionals put their professional know-how at the disposal of each other. Intervision therefore can be defined as self-help for practitioners.



The difference between supervision and intervention absolutely not consists in quality or particular actions, but a question of the consultants' definition of profession and his/her logic of steering as well as in the consultants' responsibility for communication.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B.& FAUSER, P. (1994): Systemlösungen im Bereich Humanressourcen. Institutsschriften.
- FAUSER, P. (1995): Supervision als Instrument der Führungskräfteentwicklung. Institutsschriften.
- HIPPE, J. (1995): Professionalisierung im Bereich Humanressourcen. Diplom-Arbeit (Kapitel III).

Practice - Operative Programs – Meta-Programs

This is about the method of teaching and learning applied at the Institute of Systemic Consulting. It's appropriate in particular to develop design competences and principles necessary for the suitable forming of the personal role.

There are three levels to differentiate :

Practice: By practice is meant the real organisation of behaviour in the professional situation, e.g. certain questioning techniques.

Operative Programs: An operative programme describes the logic of an action program due to which the professional steers the situation. Related questions might include: What is the topic, what do I include, what is the strategy, what are next steps etc.

Meta-Programs: meta-programmes are didactic instruments that should help decode the logic of practical actions. They are a guidance to reflection that promotes the reflection of professional actions.

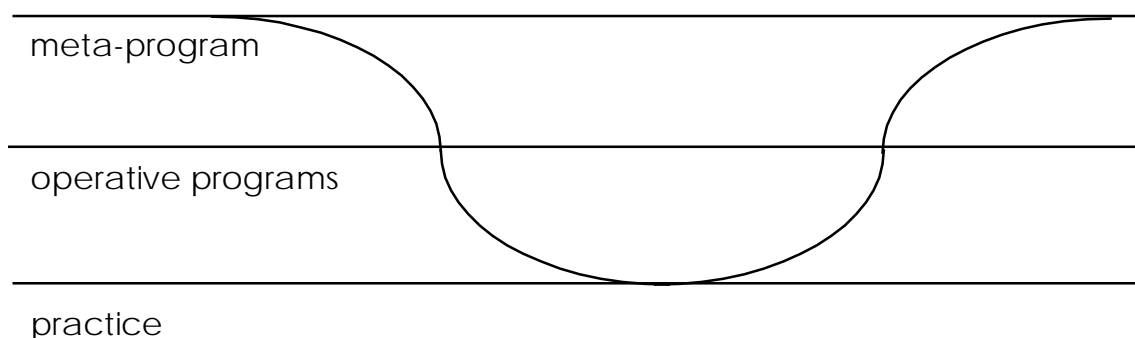
Examples for meta-programs:

- the “steering triangle” to reflect professional self-steering
- the approach of “cultural encounter” to manage professional contact
- the role-model of personality to steer roles' claims
- the perspectives-events-model
- the model of complementary responsibility

Two strategies of teaching and learning can be differentiated:

1. Coming from the meta-level operative programs can be designed and experienced in practice. (*deductive way* or learning controlled by programs).
2. Coming from practice one can regard which operative programs were applied or how a particular person organises his/her operative programs relative to the practice. These operative programs can then be analysed assisted by the meta-programs. (*inductive way* or learning controlled by participants).

Learning may be designed as meandering between different levels (see chart).



Verfügbare Materialien zu diesem Konzept:

- HIPP, J (1995): Professionalisierung im Bereich Human-Ressourcen. Diplom-Arbeit (Kapitel II). Institutsschriften.

The steering triangle

In professional situations consultants come across enormous complexity. Usually it is reduced by professional habits. With the dissolution of these habits new questions of steering complexity arise: How much and what kind of complexity is required?

Basically it may be valid to keep complexity as high as necessary and as low as possible, i.e. it should be considered a complexity as high as possible and coincidentally surveyable. This specific way of steering complexity may be supported by using meta-Programs. The “steering triangle” offers an abstract grid that helps people to organise themselves in professional situations.

The steering triangle can be used in the context of intervention as well as in the context of supervision to question practice and re-interpret professional actions. Furthermore it benefits in developing options that match to the clients’ complementary needs.

There are differentiated three dimensions of steering complexity to be considered in professional situations.

Professional self-organisation deals with decisions sensibly related to all three perspectives.

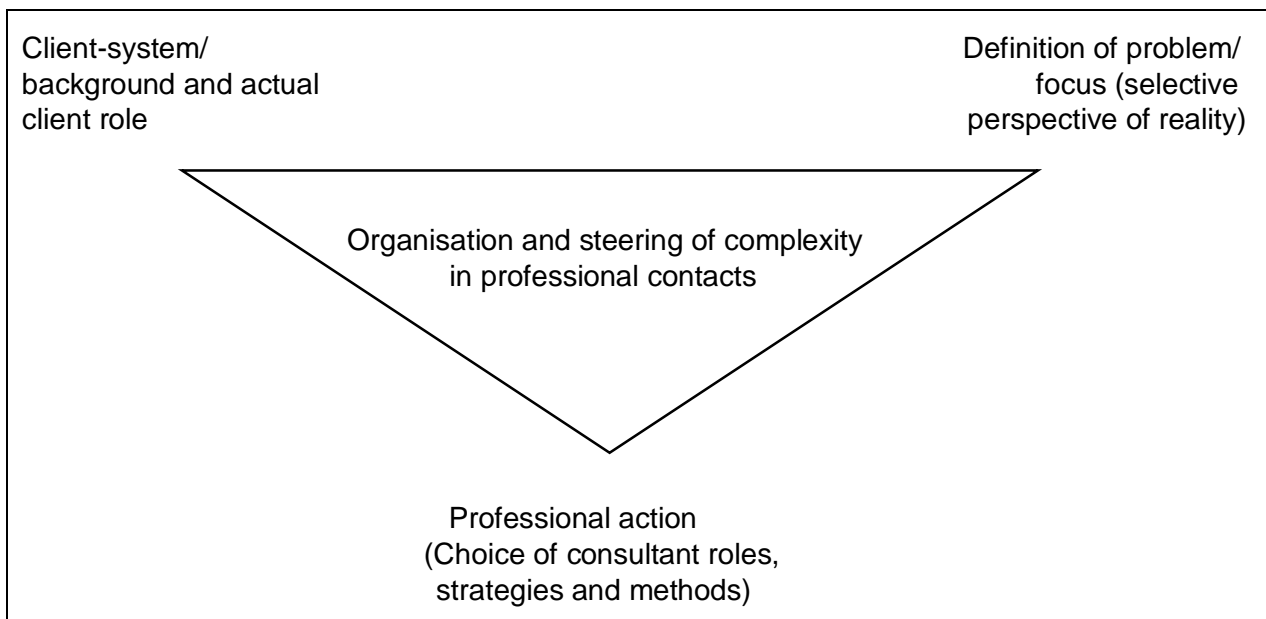


Chart : dimensions of steering complexity in professional contacts

1. Definition of problem and choice of focus

Out of a system’s variety of behavioural patterns, selected behavioural pattern or processes must be assessed by diagnostic tools. Basically it is important to be conscious that it is a choice, i.e. other foci are always possible as well.

2. Definition of the clients’ systems and the client’s roles

Irrespective of problem definition a particular client-system develops. Not the assistant, the boss or the whole department is routinely regarded. The same question is to be asked again and again who could represent an appropriate client-system for the actual definition of problem and the intended professional action. If I perhaps define a problem

as a problem of the relationship between assistant and boss, both of them belong to the client-system; assuming an assistant's incompetence he alone is the client-system. It's relevant to involve those persons who cause the biggest difference in the service's effect depending on the chosen definition of problem.

Besides this it is often asked in what roles the persons are present. Consciousness and differentiation of roles enable specific decisions to the current relevant system. It makes a difference whether somebody is present as head of the department, as women's representative or as team member. Perhaps the person could contribute relevantly to solve the problem as women's representative, but not as head of the department. According to this she must be addressed in this role.

3. Professional action

Respecting the chosen definition of problem different professional actions make sense. Choosing the definition of problem "incompetence in handling EDP" a training in this area could be a reasonable intervention. To the definition of problem "neurotic malfunction" a therapeutically treatment appears proper. From this perspective professionals ask themselves whether the so described problem is to be solved with the chosen strategy or method of change and which professional actions may contribute something reasonable to the so described problem.

This perspective also refers to the current professional role and function the professional represents in the specific situation. This offers selection criteria what can be significant to the consultant and what not. If the professional is employed as a coach, only foci suitable to this role are relevant. Being concerned about the state of organisational structure wouldn't effect on the steering of his/her role and might eventually cause unneeded complexity.

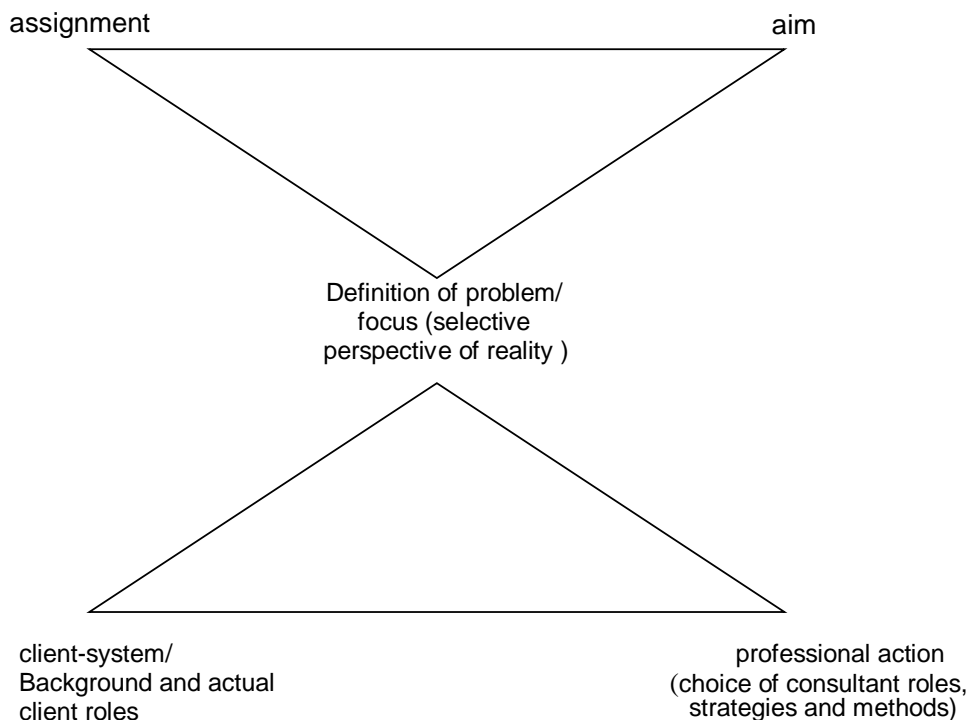
Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? (Kapitel II).
- SCHMID, B. (1992): Ganzheitlichkeit und Komplexitätssteuerung. Zeitschrift für systemische Therapie, 2, S.135-138. (Institutsschriften).
- SCHMID, B. (1992): Wirklichkeitsverständnisse und die Steuerung professionellen Handelns in der Organisationsberatung. In: Managerie- Systemisches Denken und Handeln im Management. Carl-Auer-Systeme-Verlag, Heidelberg, 116-128. (Institutsschriften).

Advanced steering triangle⁴

Since the steering triangle described above discusses the question of which definition suits which client-system and who has to configure professional action, Erich Hartmanns steering triangle approaches the aspect of assignment. The function of both models is to structure starting situations in a way that promotes professional actions.

This scheme of self-organisation is structured in assignment, aim and problem to be solved. The junction to BERND SCHMID'S steering triangle is the category „definition of problem“ (see chart).



Example: team building

Assignment: To carry out a team-building measure with a certain team

Problem: The team has been recently formed, there are old and new members and a new leader with resulting coordination difficulties. One of the old team members also wanted to become the leader of the team.

Aim: The team gives itself a cooperation commitment for the first year.

Client-system: New team with new leader and a superior who posed the new team-leader and who ordered the team building.

Professional roles: Facilitator in the starting situation; systemic consultant for the situation between the new team-leader and the team-member who also wanted to become leader, and team builder.

If the category “assignment” is replaced with “intention”, this model can be also applied in coaching situations.

Professionalism

1. The term of professionalism

Professionalism means having an understanding of professional membership and having roles that allow reality development and organisation of actions. This means knowing what the consultant's perspective has to respect and which roles, concepts and proceedings are suitable and which are not. Professionalism is apprehensible as the understanding of a situation and action in situations with the refined basic- and self-definition of a profession.

A second aspect of professionalism is the development of consciousness for what one is able to accomplish for others from the personal profession's attitude. When I am recruited as systemic consultant, what can I accomplish for my clients and what not? This is rather corresponding to similar thinking in products. Professionals make clear what kind of service they provide and what kind of perspectives, contexts and relationship of roles belong to that service.

Different services can be bundled to one profession. Professionalism for these services arises out of the contact with professional colleagues where criteria for quality are developed and connected with practice through reflection. Professionalism after all, is also linked with a culture of reflection, a culture that institutionalises communication and reflection about questions of professionalism.

1. Definition of terms

Profession: here used as a synonym for all those professions that can be improved at the institute (mostly: consultant) **Beruf mit hohem kreativ-gestalterischem Anteil.**

Working professional: to organise activities, roles and relationships with a defined identity of profession

Qualifying professional: to develop professional know-how in measures of adult education.

Professionalising / Becoming professional: to establish professional identities that are basic for the organisation of action. Bundling of world perspectives and principles of self-organisation into professional perspectives and to anchor them in the person.

Meta-Professionalism: Definition of the professional perspectives' logic and their development – the conscious dispute with the view on the human being as well as on the world and also on the culture of learning, working and living in developing cultures.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? Professionalität & Transaktionsanalyse aus systemischer Sicht. Paderborn: Junfermann. (Kapitel II).
- HIPPEL, J (1995): Professionalisierung im Bereich Human-Ressourcen. Institutsschriften.

2. Steps in professional development

In contrast to conceptions that measure professional development by the kind of topics, we judge professional performance by the variety of perspectives that can be involved and integrated. Complexity, composition, depth of focus and integration of perspectives

constitute increasing mastership. Professional development therefore is aimed to manifold, high quality examples of professional work.

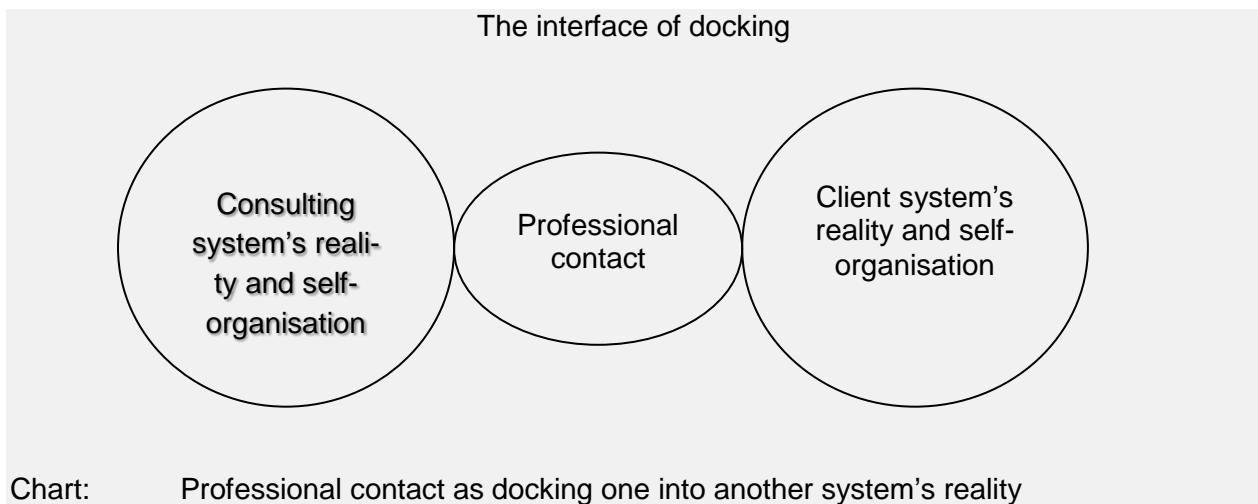
Conditions therefore are to differentiate the trades' repertoire, being able to connect with most different persons and systems and knowing how to generate balanced situations and clarity.

Transferred in the theatre metaphor there are two different competences :

- **The dramaturgic competence** or the question: „ How can different perspectives grow to designs of reality ?“
- **Director's competence** or the question: “How can these designs of reality be staged with real persons on real stages ?“

The cultural encounter approach

The approach of cultures meeting assumes that everybody lives in his/her own world and it's an enormous cultural achievement to be able to cooperate with other people. From this point of view professional contact represents first of all not community in a common reality but docking into as a form of self-organisation of each participating system. Successful docking can go together with entirely different interpretations of the docking by the different systems. (Two persons may be married to one another for entirely different good reasons). If there is no more achievement in attuning, a need to balance rises, that might be supplied with communication. With this background, consulting can be understood as finding and maintaining a common reality.



This chart shows clearly that the reality of the consulting-system and the reality of the client-system mainly belong to different spheres. Just one small fragment of possible dockings during one consultation will be part of the encounter, this fragment, that will be significant for the consulting.

As condition for a successful process of balancing and a process of docking into the client-system the model suggests studying the counterpart's processes of self-organisation. Consultants must get an idea, how the client-system is organised, what is relevant for it and at the same time must be conscious which of the steering criteria of they act on.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? (Kapitel II).

The systemic term of information

From the systemic perspective there is a difference between data and information. Data includes everything what is somehow considered as given. This might be a fact e.g. the number of directors present at a team meeting. It might concern less realistic data as well like the agreed agenda. Some data may be based on beliefs according to popular definition like the one, that without nuclear power lights would go out. Data can be defined as the term for one aspect of a distinction. (e.g. guilty vs. not guilty, independent vs. dependent).

Data therefore has no material character, it results from a system's cognitive activity. Which data were used, depends on the system's primary nature of task (the reason for being). To a hospital for instance other differentiations are relevant than for a bank or a church choir. BATESON calls data that become relevant to an observer „information“. „Information is the difference that makes a difference“ (BATESON 1981, S. 582).

A piece of information therefore is data that is considered relevant to steering. Whether this data is taken into consideration or not makes a difference in steering. The term of information accordingly is essentially connected with questions of steering and thereby with the self-steering of the organism that creates this information for it's purpose.

As there are always other options to differentiate, the received image is the result of differentiations this observer or this system makes. Two systems in the same situation therefore will produce different differentiations and accordingly get to different maps of the same territory. „In the flashback on the observer thereby the question arises, which were the categories to create the differences.“ (SCHMID 1994, p. 31f). That means, that it depends on our own criteria for differentiation which of the possible contrasts or data we will consider significant and which ones we won't.

An example to illustrate this idea (comp. SCHMID 1994, p. 97):

On a meadow there are a lot of differentiations to be made: colour, shape of the blossom, size, fragrance, flavour of the flower etc. For a child that wants to gather a birthday bouquet it's crucial information which plants are flowers as opposed to other plants that are not. Maybe it's also interested in which flowers are red or yellow to draw conclusions for the composition of its bouquet. In this case the shape of the blossom wouldn't be the difference that makes the difference, but only the colour. A hungry cow would be interested in totally different criteria of differentiation.

The systemic term of information includes those characteristics of things that can be named by labelling or explanations of origins or means-to-an-end-relationships do not represent information in case they are not relevant to professionals' steering. Labelling and the simple naming of data and the contexts *between* data as „explanation“ without relevance for self-steering MATURANA calls „dummy“. They promote calming, give a feeling of knowing the ropes, but don't contribute to steering.

People often think they'd have too little information and hope to orientate themselves and others better with more data. But we're overloaded with data anyhow. What is missing is order relevant for our orientation and steering – that is to have schemes available

to be capable of organising the inclusion of necessary and sufficient data. Professionals here need a meta-language to describe these processes. In spite of the data jungle, the meta programs developed at the institute help to produce qualified differentiations and thereby overview.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? (Kapitel IV).

Work guided by solutions and resources

Work guided by solutions and resources means giving up a well beloved and mostly unconscious principle of consulting, namely to worry about the client's problem in the first place and to place solutions only in the second place. Following GUNTARD WEBER this means knowing how to get into a real mess but not yet how to get out again. Contrasting usual strategies to describe the problem in all details and facets, desirable aims and possible first steps in their direction are focussed. The approaches of short-time therapy of WATZLAWICK (1974) und STEVE DE SHAZER (1988) here set an example.

Work guided by resources means focussing these areas where the clients already succeed. Thereby abilities and potentials are utilized to solve the actual problem. This principle is derived from the MILTON ERICKSONS' learning philosophy (ROSSI 1986). ERICKSON held the view that clients carry a infinite reservoir of creative learning strategies and these existing resources simply need to be connected with the problem's context. This infinite creative potential of human personality ERICKSON called *unconscious - mind* or *creative consciousness*.

Since in his opinion people stick to their habits and don't or at least rarely use their creative potential ERICKSON applies the hypnosis method to free the clients from the dominating habitual consciousness for a short time. Hypnosis abrogates the possibility of arranging recentness into old schemes of thinking.

The professional's task is to enable the client's encounter with the creative part of his/her personality. It's required to invent adequate creative figures of consulting and not to think in convenient patterns.

Contracts

A basic principle for steering consulting is to work with contracts. Contracts are agreements based on free decision, they are meant to determine what is to be done, what is to be the casework and what the mutual presumptions are. Many entanglements in professional relationships result from failing to agree clear contracts, ignoring certain aspects of the contract or from losing sight of already made agreements.

The definition of contract at the Institute for systemic consulting: a contract is the agreed declaration of intention regarding the goal to be achieved in consulting.

It defines

- the agreed service to reach it
- the inferred relationship between client and consultant and
- the method of consulting.

It is a set of agreements and rules to accompany and support the work of development.

According to that, professionals should ask themselves what they themselves want, what the others want, and what are mutual presumptions. Even regarding the whole contract as well as regarding single talks the following questions need to be addressed.

- Does the client's question formulation make sense?
- Is it a question I can contribute something to, according to my professional identity?
- Can this question be answered within the agreed time and budget?

Caution: In case of unreflected adoption of the clients' solutions there is a risk of entering their habitual reality. This same solution approach however may well be part of the problem. Here systemic questions can be helpful: „What solutions have you already tried (without success)? What kind of new perspective do you get by using our approach? What would be a more habitual procedure?

There are several kinds of contracts to be distinguished. Contracts can be differentiated by the extent of the service they refer to. They might refer to the whole consultative relationship or to single sequences as sessions, workshops etc. Furthermore soft and hard contracts need to be distinguished. Soft contracts include few specific questions of change like a contract for coaching with the content to mirror personal themes whereas hard contracts formulate more substantial questions.

How does the contract system refer to systemic ideas ?

1. Contracts help to reduce complexity.
2. The participant's energy is aligned to a goal (orientated to solution).
3. The contract defines an end of the relationship (i.e. it sees its own withdrawal as vital for the system).

Further purposes of contracts

- By clarification of open and sub-conscious expectations the likelihood of finding realistic common objectives increases. Hidden concerns and delegations are brought to light.
- The clarity of mutual expectations makes it clear that both are responsible for the process.

- The contract gives orientation in difficult situations where both client and consultant refer to the goal of the consulting. The danger thereby getting entangled in games is minimized.
- The contract offers a frame for shelter and clarity in the relationship of consulting.

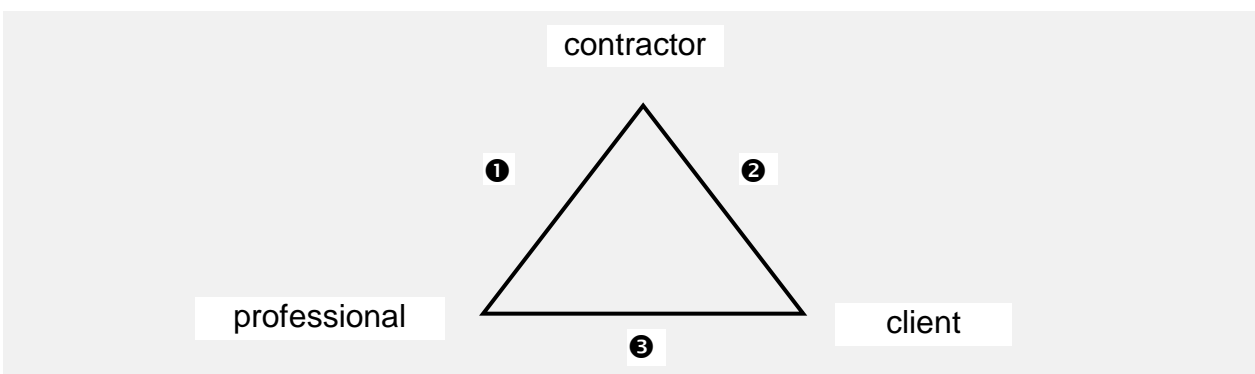
Criteria for a good OD-contract could be for instance:

- The support of a person equipped with hierarchical power
- The support by internal staff or internal consultants
- A clear agreement about the required resources
- A clear objective
- A clear definition of the next steps
- Defined roles for different actors
- A clear allocation of responsibility for result and process
- An open and cooperative climate for the co-operation

Triangle contract

The “triangle contract” concept originates in the field of psychotherapists. Formed by FANITA ENGLISH it describes the relation between three sides: „contractor, client and professional“, that are relevant to an external or internal consultant in examination of an order.

Usually a trainer or consultant does not meet his/her client directly, but arranges certain guidelines for the planned training with e.g. the training department (contractor). It makes sense, that these agreements are completed by appointments between the professional and the participants of the measure (clients) as well as between contractor and participants. The netting of bilateral agreements can be illustrated as follows:



- ① *Relationship between professional and contractor.*
Here it obliges to clarify the contractor's goals and which are his/her criteria for success of the measure. Eventually the contractor gets information about „what“ is intended to happen (the “how” should always remain the responsibility of the consultant).
- ② *Relationship between contractor and client.*
What does the client expect from the contractor (money, goals, criteria for success), and what does the contractor expect for the client? Does the client know this too?
- ③ *Relationship between professional and client.*

Here is clarified which goals and expectations exist from the client's side. Contracts for the consulting work and the contents of the training are made (e.g. professional secrecy, requests for co-steering, etc.).

On the whole it's important that the contracts between the different sides match to another. The consultant clarifies for his-/herself, whether he/she can accept and realise the contract professionally i.e. according with the standards and rules of his/her profession.

Ideally triangle contracts are negotiated in the presence of all those involved. If it comes to obliqueness forming the contracts, perhaps in so far as a trainer gets in solidarity with the participants, there is a risk of losing sight of the contract with the contractor and, in the worst case, of the trainer being fired. Therefore it's important for a trainer or consultant to clarify the kind of expectations the contracting parties have and to differentiate them. In case issues arise that are not part of the contract, professionals can position themselves clearly and communicate what they are able to achieve in the committed role.

Effects of role perspectives

At the institute of systemic consulting *role* is defined as a coherent system of attitudes, feelings, behavioural patterns, reality images, specific criteria of self-steering and relevant relationships. This term of "role" only partially focuses social patterns of expectation. In the foreground is rather role experience, role behaviour and role relations between persons as an *organisational form* and a *forming task*.

If professionals look into the mirror of role-perspectives, it's a chance for clarification of one's own role. Questions which arise are:

- Which problem definition makes sense in this role?
- Which product can I offer with this role?
- Precisely – what should happen for whom?
- My change philosophy – what does it look like?
- Which are criteria for success, which-ones for deal-breakers?

Depending on whether one chooses the role of facilitator, trainer, coach or HRD, certainly totally different answers to these questions become necessary.

The role concept moreover makes clear the essential competencies in the integration of different or even contradictory role requests, in activating and de-activating of roles relevant to situations and contexts as well as ecological aspects of role fulfilment. Furthermore the role perspective raises the question, what does the world look like from the perspective of different professional cultures.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? (Kapitel III).
- HIPP, J. (1995): Professionalisierung im Bereich Human-Ressourcen. Diplom-Arbeit (Kapitel V).

Role model of personality and communication appropriate to role

Consultants increasingly act in a world, where the framework of roles and contexts are changing fast. The more situations are not any longer predicted, the more *staging effort* approaches to professionals. This means, before consultants act in a professional situation they must carefully pay attention to the common construction of the same kind of scenery. This need to define will become a communicative service of professionals. To discuss the staging will increasingly be a question of competence and a natural entry to professional situations. *“Why are we here, in what context are we here, who is present in which role and with what kind of responsibility?”* Only with this framework of pre-definitions can the communication contract be concluded. Concluding, this discussion of staging is an already brought service.

The role model of personality helps to structure this process. Here professionals can ask themselves whether they respond to the appropriate role, whether the initiated relationships correspond to role and context and whether in this context the roles are complementary in a fruitful way.

The model helps to separate role levels and to think about the logic of relations within the roles.

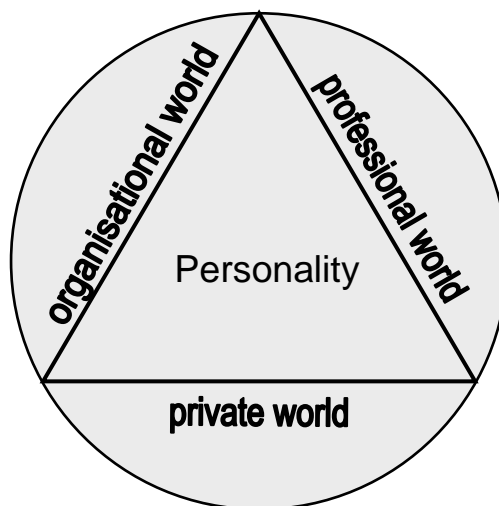


Chart: three-world model of personality

Examples for failed role communication :

- A superior addresses his counterpart's staff role, but he/she responds in a private buddy role.
- An employee asks her executive for clarification of work priorities. If her superior reacts by commenting on appraisal efficiency, she is responding in the organisational role as efficiency appraiser, but not to her complementary role as priority decider.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? (Kapitel III, S. 72-78).

Systemic Interventions⁵

The purpose of systemic interventions can be seen in changing

⁵ following Peter Fauser
<https://www.isb-w.eu/en/>
<https://www.isb-w.eu/de/>

- Dysfunctional interaction patterns and
- restricted individual/collective reality constructions.

They aim at *second order changes* i.e. changes, that change the logic of a reality.

1. Circular Hypothesising

With circular hypothesising one tries to contrast linear causal imputing and thereby to introduce a difference to the clients' description patterns, that turned dysfunctional, and furthermore to create new options.

2. Reframing

Reframing means offering the counterpart a new application of meaning with more constructive implication for a certain object or a certain behaviour. The hypothesis is that, with a change of meaning and it's implications, constructive behaviour is easier to realise. Withal is to be considered that only these re-interpretations effect, that are unifiable with the involved persons' concept of reality, i.e. those are new and compatible .

3. Circular Questioning

This intervention technique involves asking the members of a system about the relations between the other members. While each member informs about the others' relationship, the consultant- and the client-system get an impression about the architecture of the system's circular organised interaction patterns. This helps to gather information as well as to implement information transported by the question's focus.

Example: Mr. Brown, assuming that Mr. Smith as project manager in the bottleneck to meet the deadline would lay claim to his right to define priorities. What could Mister Mr. do to dissuade him?

4. Problem or Symptom Prescription

Symptom Prescription means instructing the consulting-system to show on purpose a behaviour that is rated as problematical. This generates the information in the system, that the problematic behaviour.

- has a positive function and
- is a subject of volition

In addition to that, the consulting-system takes the position of insistence and leaves the complementary position of change to the client-system.

Five contexts of problem definition

The above introduced steering model (S. 13) describes the construction of „well-balanced professional figures“ in the situation considering the dimensions:

- problem definition / focus
- definition of client-system / background and actual client roles
- professional activities (choice of consulting roles, strategies and methods).

The starting point of the so described differentiation in the steering-triangle refers to the dimension „problem definition“. The different levels of problem definition entail the suitable conceptualisations of the two other dimensions.

There are five different levels of generating hypotheses for using in consulting activities:

1. Personality

In this context the problem is conceptualised in the level of personality development. Models are gathered that are suited to describe personality patterns or dynamics (activator concepts, script designs, basic positions, psychoanalytic concepts, hysteric or paranoid personality, etc.). Appropriate to this definition one or several *persons* are defined as our *primary client-system*.

The professional role would be the one of a *personality coach*, that tries to develop a person's positive self esteem in order to make his/her behaviour as an activator superfluous.

The clarification whether this problem definition could be useful can be made by the question whether the problematic behaviour appears specific to role and context or not.

2. Role-specific competency profiles and role identity

This level focuses the clients' expert or role-specific know-how. Problems in this level would be considered as a hint to a requirement to learn role-specific action-know-how. The *role carrier* would be the *primary client-system*. The professional takes the role of an „expert trainer“.

This focus seems to be plausible if deficits can be associated with a certain role.

3. Informal system (interaction patterns and culture)

In this level the phenomenon is viewed by systemic models. This means it deals with circularly organised interaction patterns or the expression of the social system's reality constructions. It can be useful to search for maintaining conditions of the system and for rigid or quicksand-alike reality constructions.

Depending on the extension of the systemic hypotheses a *team* or a *department* is defined as *primary client-system*. The suitable role would be the one as a *team builder* or a *systemic consultant*, who tries to influence interaction patterns and reality constructions with the help of systemic methods (circular asking, hypothesising, paradox prescriptions etc.).

4. Structural Framework (organisation of hierarchical structure and workflow)

In this context phenomena of behaviour and communication are viewed in coherence with the structures of an organisation. Aspects of hierarchical structure and workflow processes here are decisively relevant. Perhaps project representatives are not featured with the required power and authority, so that power and responsibility are scattered. Relevant to diagnosis in this context is the information that the same problems would occur to other persons inside this system. The *professional role* could be the one of an *expert consultant in project management* or the one of a *structural consultant*.

5. Questions of Expertise

Problems may be related to lacking special expertise. It might be that stress phenomena perhaps dissolve if technical know-how is acquired or a factual conflict is settled.

In this case we would define our role as *promoter of expert advice* or *mediator*. Problems can always relate to a lack of competence. Questions like: "Does this behaviour only occurs with this specific nature of task?" or "Assuming an expert were to watch or

support you, would the problem disappear or would there be other occasions?" can provide diagnostic information.

Things to remember:

- Problems mostly can not be solved in one level in a satisfying way. Problems are maintained by several factors from different contexts with different weightings.
- Consultants tend to contextualising habits, i.e. the predisposition to map and treat preferentially within one of the possible problem contexts.

Verfügbare Materialien zu diesem Konzept:

FAUSER, P. (1996): Supervision als Instrument der Führungskräfteentwicklung

Personality and personality development

I. Personality

The term "personality" derives from the Latin word "per-sonare" = "toning through". The nature, the unique character of a person tones through the chosen roles in different spheres of life. Thereby the *What* and especially the *How* of individual ways of experiencing and behaving becomes essential and meaningful.

The query for identity (as *who* do I make sense for myself?) must be managed diversely in different phases of life (cf. ERIC ERICKSON). Personality's "balance" is to be rebuilt with different claims. However it remains *fragmentary* (parts/fragments that refer to the whole). People often tend to only one way until finally a new balance is found that one couldn't see before. "*We are always like yesterday's ruins and tomorrow's construction site*". Unambiguously it cannot be defined where a fragment that we get to see belongs.

II. Personality development

According to the explicated term of personality, personality development persists in the role level (where it tones through) and in the nature level (what tones).

In the role level a person may have as little expertise that it is impossible for others to sense his/her nature. To talk in the metaphor of music one can say that the person knows his/her instrument that little that one cannot hear his/her characteristic way of playing. It's opportune to support the role competence here.

In the *nature level* a person cannot pay attention to important questions that are sown in his/herself. Personality development would mean to review nature and to mirror elements (fragments of melody) the person his/herself wouldn't see, that means to see things into a person in a fruitful way. Thereby new melodies might come up for which the person so far believed learning a new instrument would be necessary. For consultants the spiritual function as "sense for options" here is very important.

The term "holistic personality development" in this context can be specified to the question of the *most fruitful complement* for personality.

Defective personal development may have the function of avoiding impending challenges (withdrawal programmes at ALFRED ADLER). Starting from this hypothesis a further engagement in this problem wouldn't lead to solution but to consolidation or re-creation of the problem. Questions like "Assuming you forget about your problems with overload at work, what kind of questions would face you?" – can help to scrutinise for what future challenges creative answers are required.

An answer like: "I would have to face my wife's desire to have a baby" points out, that a part of being a personality is to take over responsibility in all life spheres: professional, organisational and private world. Personality development only succeeds in a sensible cooperation of the three worlds in a person's life. Thereby it must paid attention to mutual sintony (related individuation), if people want to live in community on the long term (integrated planning of life, family and career for both man and woman).

III. Personality development as educational task in companies

1. As personality development requires complex answers in different life spheres, coincidental or unspecific measures promise little. On the other hand a claim to the entire lead to astray. As a result personality development claims to be systematically, but also flexible, specific and multilayered.
2. Training successful behaviour (skill training) yet only can be rated low. Schematic concepts of personality often raise more problems than they solve. Helpful and economical are sensible, creative and specific problem definitions and measures.
3. Three steps for personality coaching and supervision
 - Analyse of situation and inspiring initiation of intervention (Feed-forward)
 - Learning by conscious experience and practise on the job
 - Evaluation of experiences and reference back to starting questions (Feedback).
4. The spirals of these three steps can be performed with different partners in different contexts – as in collegial exchange (internal or external intervision) or mentoring (internal or external coaching or supervision). Positive conditions are set with qualified mentors, a positive culture for supervision or intervision and lasting relationships with the mentors.

IV. Personality development as management task of HD or OD

1. Personality development should consciously be affair of organisational development and of the organisation's culture care. Occasional first-aid-actions or incidental single interests only in a limited way can be economical or fruitful.
2. If the employees won't be developed into a state of dissatisfaction, the concepts of leadership and organisational development must also provide creative space for the needs and capacities that will be released by personality development. Individual qualification therefore always claims to corresponding system qualification.
3. Personality development like every training should take place integrated in a sensible dispute with superior PD- and OD-strategy as well as with Human Resources and the management.

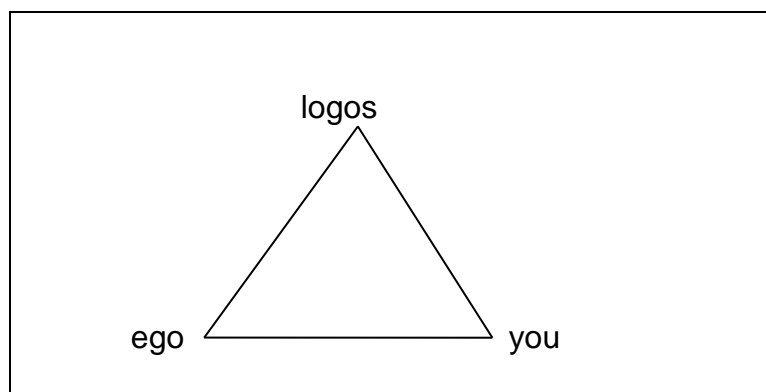
4. A qualified management of PD, OD and education and it's networking with the entire strategy of the company increasingly becomes important. The looming trend is that companies that offer their employees life quality in all three life spheres have decisive advantage in the competition for best experts.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? (Kapitel III).
- SCHMID, B. (1990): Persönlichkeitscoaching - Beratung der Person in ihren Organisations-, Berufs- und Privatwelt. HERNSTEINER 1, Wien. (Institutsschriften).

Ego-You vs. Ego-Id relation types

This concept is about a typology for the description of problems within the encounter between individuals or worlds.



The model differentiates two basic types of initiating relationships.

1. **Ego-You-Types** are first of all interested in other persons and in relationships to them (Eros). Relationship clarification consists in whether in which way both are interested in the other person.
2. For **Ego-Id-Types** have their issues (Logos) priority. In contact with other persons the relationship is constellated by finding common issues or being interested in the counterpart's issues. Relationship clarification therefore consists in whether the other is interested in what I'm interested.

If these types encounter and get into a crisis, first the ego-you-type tries to reassure that the other still likes him and than he/she talks about other things, whereas to the ego-id-type it primary imports whether the other still is enough interested in his/her issues.

Role-Model of Personality (Three-worlds-model of personality)

Every individual is challenged to configure the variety of different roles and to integrate them as well into the particular situation as into his/her personality. In modern society with its manifold relevancies, successful integration is becoming more and more difficult. In professional as well as in private context people are faced with role demands that are increasingly more difficult to manage and to bundle to a living image.

Besides the task of coping within the net of different roles, it's important to respond to conflicts between role demands out of different worlds. The field tension between family and career may be an example. Models are needed that help to make the individual handling of roles describable and thereby approachable by reflection.

The role-model of personality facilitates professional positioning and intelligent complexity management. On the one hand it serves to professionalise consultants and is a didactic tool for training and concurrently it's a scheme of orientation that helps professionals to steer in coaching situations.

The model suggests differentiating three worlds of living, wherein roles are to be fulfilled: professional world, organisational world and private world.

Private world: Private world consists of direct personal background with family, relatives and acquaintances and extends into the social sphere. Perceptions of the private lifestyle of professionals here import.

Example: paterfamilias, wife, friend.

Organisational world: Here, the personal position mostly exists independent from the person. The rules are influenced by many factors, that one can directly influence neither by person nor by institution. The organisational personality constitutes by the power field of these rules and the possibilities of fulfilling the individual role within this power field.

Example: head of the department, specialist

Professional world: Organisational world is permeated by the professional world. Each position keeper is a member of a certain profession at the same time. Questions of professional personality are always questions of a lifelong development of professionalism and a professional identity in the sense of competence and self-definition, perceptions of reality and values, that result from a certain specialisation.

Example: economist, lawyer, teacher

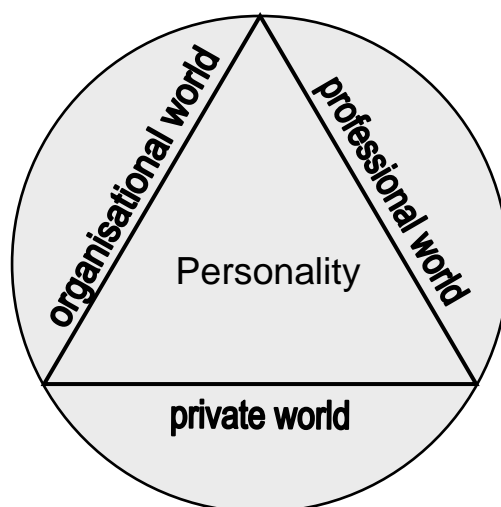


Chart: Three-worlds-model of personality (SCHMID 1994, p.57)

The chart illustrates the idea, that personality development performs in the balance of the demands from these three worlds by learning and living roles and forming them meaningful.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1990): Persönlichkeits-Coaching - Beratung für die Person in ihrer Organisations- Berufs- und Privatwelt. HERNSTEINER 1, Wien, S. 12-15. (Institutschriften).
- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? (Kapitel III).

Professional identity and development⁶

Identity is supplied by interior and exterior definition. One gets a feeling for identity if both of these images match at least in parts or are in balance. If somebody defines himself for example as a trainer and gets corresponding feedbacks at work, both definitions match together. From the reality analytical view it's about *definition and co-definition processes*. I suggest a perspective, how I look at myself and others affirm it.

If the interior or exterior definition changes, the system starts to flow. The impulse for change may come from interior or exterior. During infancy impulses come from inside by physical or mental maturation, later on more often through dis-satisfaction with old or zest for new identity aspects. If imminent developments don't get a chance to be experienced, there's a risk of stagnation and sickness.

Very often impulses also come from outside, mostly if chances to develop are not perceived. Good appraisals enclose such impulses to develop. For exterior donors of impulse (relevant others), it's important to react in a temperate manner to looming developments. If exterior pushes come too early or too pretentious, it often ends up in tensions or undesired developments. If the impulse comes too late or not at all, a chance to develop might be missed.

Identity changes often coincide with instability. The recent is not yet balanced with the identity, it therefore seems a little clumsy. Recent results from research on this subject show that system instability mostly precedes qualitative changes or is even seen as a precondition for such changes. This means that this kind of insecurity is to be rated positively as condition for qualitative change.

If new soul chapters or skills are to be developed or to be integrated, it's important to create new surroundings to try and prove the recent. It's not a very useful strategy to try the recent there, where relevant others won't mirror in a positive manner or to betake in such surroundings that know oneself that good they won't or couldn't see the recentness. A positive effect have people who are open-minded towards recentness.

Development of professional identity

Professional identity may be described as a bundling of professional perspectives and competences referring to a professional function experienced in correspondence to individual nature-like talents and the appropriate personal development. That means, I bundle what I know and can, referring to a particular function, intending to seize the

⁶ nach ERICH HARTMANN

<https://www.isb-w.eu/en/>
<https://www.isb-w.eu/de/>

perspective of this function and as well being present in this role in the sense of “nature”.

Two surroundings import in the professional context: the one of my clients / the market and the one of my organisation / colleagues. Professional identity requires to balance well myself, my organisation/colleagues and my clients/the market. This means to configure my roles, competences and affinities suitable to my market and to the culture of my team or organisation.

Of course this is a temporary balance, that develops with changing components. If the market changes from trainings to teambuilding or consulting, individuals, who define themselves as trainers, are challenged to adapt.

How can a moderate proportion between continuity and change be found?

It's recommended to pass reflection-loops (monitoring) once in a while that submit to proof whether the three worlds are still balanced and to make sure that we do not miss developments or are not surprised by them.

- Which changes loom for me, what can, and what will I energise?
- What does the market require?
- What options do I see in my organisation, with my colleagues?

For dosing insecurity that comes along with identity changes, it can be useful to differentiate the individual portfolio:

- Products that expire in some time (but possibly still provide financial security)
- Products that mirror the centre of my identity
- Products to prepare the innovation

Intuition

Intuition is an enormous resource for self-steering in consulting. Especially in situations of high complexity it's a very important medium for „*in-spiration*“ and a possibility to create overview and acting capability and to balance.

ARISTOTELES defined intuition as a *knowledge* about reality without knowing the way of getting this knowledge. BERND SCHMID combined this definition with the reality-constructive perspective. He defined intuition as a **judgement/evaluation** about reality without judging consciously. The judging person acts *as if* he/she knew exactly his judgement. If this person or somebody else would watch the action, they could conclude the judgement from the action.

The process of forming intuition may be described as following: consideration starts with mental integration of impressions and perceptions and their combination to a judgement. That means to transform data to information reaching an overview and being able to act.

This enormous steering of complexity indeed is completely independent of the judgement's quality. Only the fact to judge seems to be crucial for the capability to act (probably pertaining to evolution). Intuition therefore simply means judging and deciding action fast.

From professional point of view should be asked whether the action is adequate besides it subjectively feels right. For professional development a catharsis of personal intuition seems to be significant: to reflect intuitive judgements, to discuss them in a professional way.

Supervision can be viewed as a main method to train intuition. The forming of judgement is scrutinised by reflection with meta-programs. Here, questions can be asked about the action underlain judgement, the fitting to context, role and task.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B., HIPPE, J. & CASPARI, S. (1997): Intuition in der professionellen Begegnung. Institutsschriften.
- SCHMID, B. (1997): Intuition und professionellen Begegnung. Toncassettenreihe: Systemische Professionalität und innovative Praxis. Drei-Türme Verlag.

Approach to reality of C.G. JUNG

The depth psychologist CARL GUSTAV JUNG created a model to describe different ways to approach reality, known as „typology“ (JUNG, 1970). JUNG defines four independent and complementary modes to approach reality. A single mode cannot replace another: all must be developed and, sensibly complemented they result in a completed approach to reality.

JUNG postulates two direct approaches to reality: *perception* (of existing reality) and *inkling* **anm.: Jung spricht von intuition** (sense for optional realities). Existing realities, maintained in organisations by the interactions of persons, are phenomena to be perceived with senses. This is one half of the reality that can be experienced. One could call it “sense for reality”. Oriented to this category, questions asked like: “What do I sense?” or “What are the facts?”

Inkling reaches for the other half of reality, the one that is possible, but not or not yet realised. JUNG assumes there are possible realities that tend more to become actual reality than others that are theoretically imaginable. The mental function to conceive this could be called *sense for potentiality*. With this orientation one asks questions like: “Where could it lead to ? What is possible?”

JUNG postulates two further kinds to process data generated with sense for reality or for potentiality. One way is *thinking*, what means to reach notional order within the gathered data and the other way is *emotional judging*. This judgement won't proof the substance but the contents of an existing or possible reality, what means it will be weighed with the inner assay-balance, that can differentiate what makes sense and what not.

The *emotional judging* is the psychic function, that allocates and gives sense to reality and sometimes realises: it's absurdity despite all rightness in substance. Human emotions can be the feedstock for the development of this psychic function. Indeed, taste and the ability to differentiate is to be developed by multilayered learning processes as well as for all other functions. Even in the field of emotions and inkling exist a lot of bad and senseless habits that are considered important, just because they are spontaneous

(i.e. not refined by other functions). Looking closer, they often cover errors in thinking or perception.

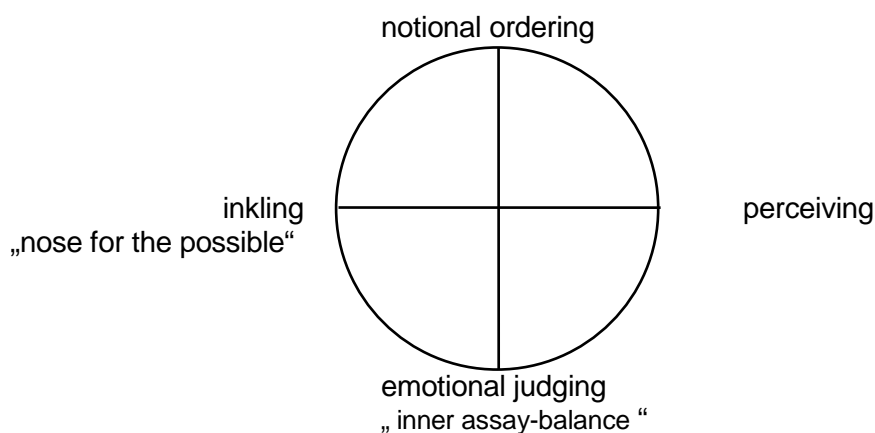
Thinking: ordering function, production of logical links

- What do I think about it?
- Hyper- or subordination
- How does it logically match together?

Emotional Judging:

- What has weight?
- Which option seems to be more important?
- How does it feel like?

Chart: Four modes of reference to reality (following the C. G. JUNG's typology)



Following JUNG's hypothesis, plausible **through** manifold experiences, every individual develops at first two functions ordered next to another in the scheme (see chart) to refer to reality. They become so to speak the draught horse of the individual approach to reality in the harnessed team of four. However, JUNG assumes that beginning from a certain development status the convulsion of these reality habits and the complement with the two other functions becomes indispensable. Otherwise the whole reference to reality will increasingly be dominated in a subversive manner by the two so far less heeded and often less developed functions.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1989a): Die wirklichkeitskonstruktive Perspektive - Systemisches Denken und Professionalität morgen. In: *Zeitschrift der Gesellschaft für Organisationsentwicklung* 2, S. 49-65 (Institutsschriften).

Focus formation and focus-specific work

An aspect a viewer uses to map a spotted phenomenon is called focus. Actually, it's a matter of relation between the viewer's reference framework and the viewed object. Focus formation describes the way of choosing the aspect of viewing. Focussing describes the process of realising a focus within the individual experience and behaviour

or in relationships. That is to say the manner how a consultant introduces the chosen focus in the consultive interaction or how he/she provides importance for the focus.

The metaphor of photographing inaugurates two important perspectives to choose a focus: the photographer's position and the possibilities of a camera. Assumed, somebody wants to photograph a meadow, with a fixed lens only the whole meadow could be photographed. Differences between particular flowers couldn't attach importance for the spectator. This only would be possible by detailing, probably with the help of a zoom-lens. This technique allows to shift certain aspects of the picture in the foreground and others in the background. Now, with the change of perspective, a flower can be contrasted to other flowers or objects. Thereby different frames or contexts of viewing arise. Depending on the viewing aspect, the flower appears different.

This example illustrates that apperception has to do with manifold creative processes of the spectator and is no realistic picture of reality. Consultants should be conscious about this process, they should study their personal and the clients' focus formation and also develop concepts valuing the focuses' significance and grade of carrying on.

In communication (if succeeded) a common focus is formed, the communication partners share or agree one viewing aspect. Consultive communication should be orientated on serving and refining a relevant focus.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? Professionalität & Transaktionsanalyse aus systemischer Sicht. Paderborn: Junfermann (Kapitel IV).

Levels of reality encounter

This Cathexis school concept helps to think about what happens, when two systems contact that move within different realities. It focuses the processes of modulating, that is necessary to find a common reality.

The encounter of two systems can be compared with a theatre play without director. All actors bring in their imagination about the type of play and the role they want to play and they try to budge the others to participate. The counterparts can react in different ways to a proposed reality or a transacted definition. If the proposal is affirmed as real and important, it's called co-definition. If a concurrent reality construction is opposed, it's called re-definition. The terms defining, re-defining and to co-defining name the communicative negotiating of valid orientations.

Trying to create a common reality in professional contacts, four logical levels can be differentiated.

1. Data and reality levels

Do the parties concerned refer to the some data? Is there a common understanding of relevant reality levels?

2. Interpretations and data relevant for steering (information)

Do the parties concerned interpret available data the same way?

Do the parties concerned have a common understanding which data should give an orientation for steering?

3. Ideas about the correlation of effects

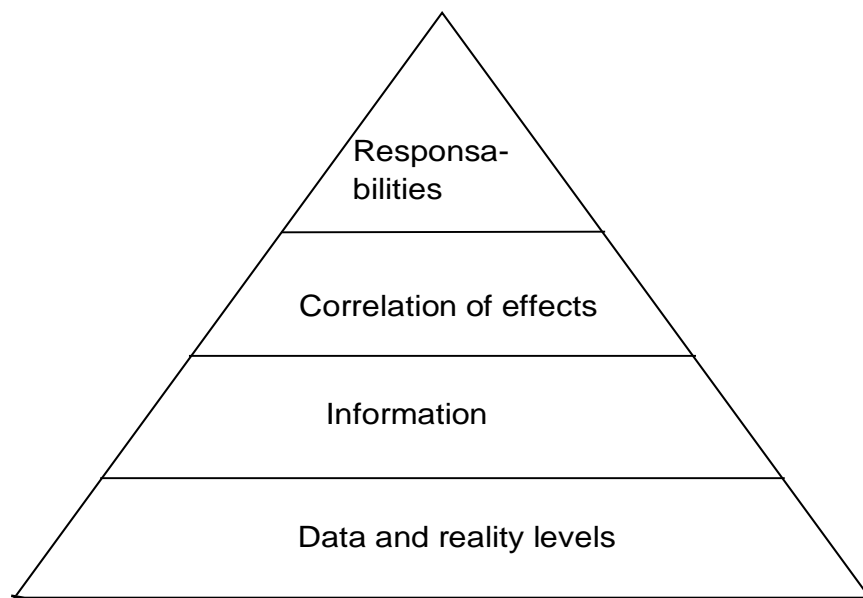
Do the parties concerned have common or complementary ideas about the correlation of effects constructing or changing desired realities?

4. Responsibilities

Do the parties concerned have common or complementary ideas about who is responsible to influence this effects? Who must work on and check up communication, action and effectivity? What legitimacy and commitment exists to ask each other to answer?

Transferred to cultural encounter, it's a constructive act of communication to make oneself understood to somebody else in shared levels.

This model can be used as diagnostic instrument. It allows an estimation in which encounter-level single persons or systems are creating a common reality and which reactions in talking or action are adequate.



Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? Professionalität & Transaktionsanalyse aus systemischer Sicht. Paderborn: Junfermann. (Kapitel II).
- SCHMID, B. & CASPARI (1998): Ebenen der Wirklichkeitsbegegnung. Institutsschriften.

Pragmatical differentiations for reality images

Pragmatical differentiations for reality images help professionals to describe the habits of individuals and social systems dealing with reality images. They serve as map in diagnosis: What kind are realities? How are they constructed? how stabile are they? etc.

Consistence: The question about the inner balance of reality image.

Stability: With stability is meant, how stabile is a reality image facing the influence of concurrent reality images.

Constancy: Constancy means the temporal stability of reality images.

- Substance:** Substance is understood as the reference between the image and the represented object.
- Contents:** Contents means the quality that gives meaning to an image.
- Evidence:** Evidence asks for accepted proof of validity (eg. empirical evidence).
- Motive power:** The category of motive power focuses to what extent the image initiates motion to experience or to act.
- Origin:** The image's genesis interests here.
- Consequence:** The consequences linked with reality images come into view.
- Speech:** This category focuses the manner of expression (explicit, implicit, bodily, terminological, etc.).
- Cross-linkage of texts and contexts:** Using this keyword, the manner of networking between different images is analysed.
- Cross-linkage of subjects and systems:** The manner of building links between subjects and systems through images here interests.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1994): Wo ist der Wind, wenn er nicht weht? Professionalität & Transaktionsanalyse aus systemischer Sicht. Paderborn: Junfermann. (Kapitel IV).

The metaphor of theatre

The metaphor of theatre can be used in manifold way creating notional matrices and orientation for the work in organisations. It provides with imaginings of the complexity and of the designing task professionals are confronted with, if they want to work in a creative manner and, it stimulates ideas about what kind of correlations thereby call for attention.

Each process of organisational development can be described as a theatre play, that is to be set into scene on stage. While staging an eye should be kept on numerous questions:

- Who is in charge for direction and the type of staging?
- Is there a script attributing to the actors the roles and the parts?
- Does the theatre have enough resources (actors, inventor, money) to bring the play on stage?
- Is the theatre manager willing to spend the existing resources on this play?
- Are the actors qualified enough to play their roles? Are they motivated to do it?
- How can the different levels of staging (set, music, light effects, actors) be combined in a complementary way and how can the ensemble playing be firmly settled?

The metaphor makes clear that the reality awakened to life on stage depends on the corporation and the contribution of the different persons present in their roles and, what enormous demand for syntony and steering is required. It also illustrates the idea, that the play may be staged in this or as well in a totally different way depending on the director's and the actors' style to stage (tragedy, comedy ...). In any case a staging-line must be developed if a balanced performance shall be succeeded.

Maybe consultants can take advantage of the staging know-how from the theatre field for their configuration of professional situations.

Reality styles

Besides the substantial content of stories people tell about themselves, it can be helpful to scrutinise the style they use to create stories or realities and which are the typical roles they choose within. This perspective focuses the manner of staging. The term “style” refers to the idea of a habitual reality construction that might reduce the ability of self-steering. Changing delimitative style elements can originate a new creative reference to reality. ERIC BERNE as well as ALFRED ADLER described with their concepts of “games” and “lifestyle” varieties of reality styles. BERNE told in his “games”, how specific dramas can be generated and what people win and lose by them. Adler rather focuses the roles people tend to while staging.

Some examples:

- Courtroom: In this reality staging guilt and innocence are negotiated. There are victims and culprits, powerful emotions and dramatic turns. Aimed role: wise judge.
- In Greek mythology Cassandra embodies a figure that foresees and desperately predicts future, but nobody believes her.
- Rasputin pulls the strings until he falls.
- Emotive silence, where action is asked.
- “The last mohican” or lost humanity.
- If it turns difficult... just walk on!

Intensity amplifier vs. intensity reducer

Reality styles can be described supported by the dimension intensity amplifier or intensity reducer. Intensity amplifiers are persons, who tend to intensify to get the feeling something important is happening. This means, they need a certain intensity so that plays or stages become interesting or substantial for them. There against, intensity reducers perceive contents in filigree differentiation. Every individual here has his/her personal preferences.

Also Consultants choose intensity amplifying or reducing ways to reach substantial consulting. Difference in preferences between client and consultant may cause difficulties in docking and working together. Therefore it's important for professionals to be able to dock into other preferences of finding essential content. It's also important to describe the different reality styles as cultural component. Those, who find easier essential content through another culture, should at least have a chance to understand that they are not on the wrong way. They should be able to agree with the chance to experience themselves through another culture as a practice.

An example for problems in cultural encounter that can be described assisted by this dimension: Assumed a consulting-team encounters a team or organisational culture, where lost of self-consciousness or effectiveness amplifies intensity and where people seek for significance and over-all comprehension in huge dimensions and globalisation. The consultants' culture yet consists in reducing intensity in detailed work on examples, multi-layer comprehension with careful slow-motion and microsurgical work. In this situation docking presumably becomes difficult and, with explanation of this concept, at least can be facilitated.

Also spiritual tradition differentiates two ways in the attempt to step out of ordinary energy and function spheres in order to develop a distinctive access to reality, that intensifies things and de-covers their nature:

1. Escalation of intensity as with bodily strenuous procedures full of privation on to ritual dancing and ecstasy. With increasing intensity the habitual reality framework bursts and the hereafter becomes an experience of being, that opens view for multi-layered complexity and the experience of the essential.
2. The other way goes **into** reducing intensity. Processes are slowed down, reduced to few stylistic elements, the intensity of somatic processes and perceiving stimuli is reduced. In everyday occurrence this happens by going for a walk, vespertine sitting in the garden or looking on sunset at sea up to singing a single tone for meditative sending mind to the bottom or hermitage **Emeritentum (eremitentum?)**. With lowered intensity and discharge of content the framework of reality is dissolved to find an experience of contents, multilayered complexity and essential being.

The variety of universe can be understood by careful studying micro-processes as well as by extensive studying macro-processes. Both ways are equivalent, but hardly realisable in a group at the same time.

System and Individual Qualification

Measures contributing to optimise a system are called *system qualification*. These changes can implicate process or hierarchical aspects as well as questions of team culture or leadership.

Measures contributing to develop the personal competences in organisational or professional roles, are called *individual qualification*. These are measures like trainings in communication, leadership or conflict management.

It obliges to specify, as looking independently at both perspectives almost ever isn't fruitful. As an example the implementation of a new IT-system (system qualification) without user training isn't promising success.

Individual qualification appropriate-to-system deals with how to qualify individuals so that they contribute relevantly to the whole system. From this perspective individual qualification only makes sense, if the acquired competences are compatible to the organisation's structural and cultural components. (Examples: supervision and interview).

System qualification sensible-for-individuals in contrast focuses the question, how to qualify a system so that the potential competences of the organisation members may develop to blossom. From this perspective system qualification only makes sense, if the required competences of staff (or potentials) are developed.

In the level of product programmes the term *system settlements* stands for setting individual and system qualification in an orientation of mutual complementation.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B.& FAUSER, P. (1994): Systemlösungen im Bereich Humanressourcen. Institutsschriften.
- SCHMID, B.& HIPPEL, J. (1996). Innovation in Szene setzen - Design und Regie für Management und Beratung. Institutsschriften.

Complementary Responsibility in Organisations

To view the term "*responsibility*" positively, it's worth to approach the verb "*to respond*" first.

You must **be able** to respond – this is a question of *qualification*

You must **be willing** to respond – this is a question of *value*

You must **be forced** to respond – this is a question of *claimed competence*

You must **be allowed** to respond – this is a question of *authorisation*

With this background, responsibility appears as a bundle of perspectives; questions arise regarding who in an organisation can, wants to and must respond to what sort of question. If basic questions arise, like towards efficiency or the quality of life in organisations, it should -related to this- be clarified who should be asked what sort of question (can I, do I want to, must I respond to this?).

Facing the degree of complexity in modern organisations, it's apparently convenient to quit a claim to overall responsibility, that easily ends up in collision, confusion or diffusion of responsibility and to establish instead a complex system of linked responsibilities.

Thereby two perspectives are to differ:

Responsibility *for* means taking care for the decisive questions that must be asked and responded within a certain ressort or out of a professional role. In best case, qualification (I can), acting orientated on objectives and values (I want to) as well as clarification and fulfilment of competencies match together

Responsibility *referring to* means knowledge of and acting referring to the basic questions of other professions and ressorts within an organisation.

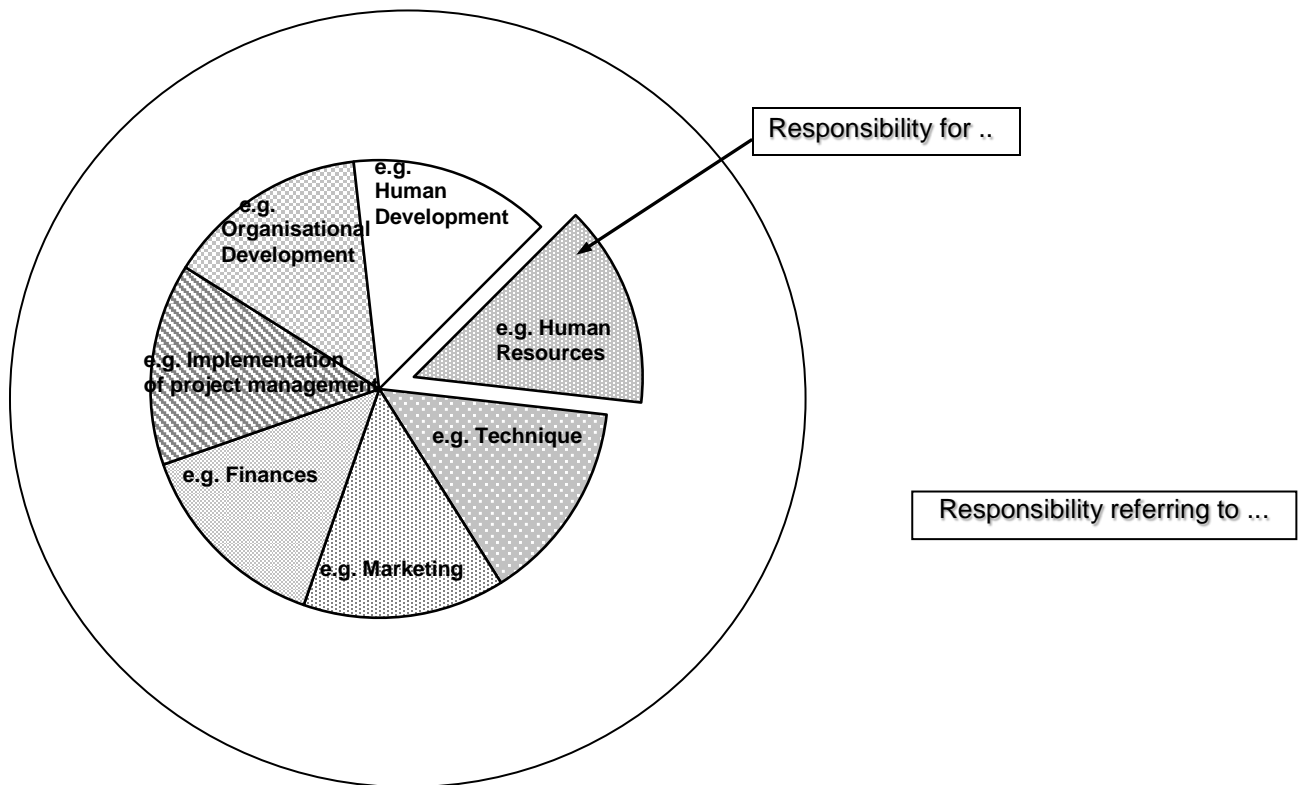


Chart: Scheme for complementary responsibility in organisations

In other words, in complex organisations responsibility only functions as a system of complementary (matching together) responsibilities. It obliges to form the personal area of responsibility and, at the same time, to be mindful for the others' areas of responsibility. One shouldn't seize others' responsibilities but invite them to fulfil their "*responsibility for*".

By clear thoughtfulness for system borders in the system of responsibilities, responsibility becomes specific and compatible.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. (1996): Kulturverantwortung. Institutsschriften
- SCHMID, B. & CASPARI, S. (1998). Wege zu einer Verantwortungskultur oder Symbiotische Beziehungen. Institutsschriften.

Symbiosis

The theory of symbiosis originates from JACQUI SCHIFF and was developed in the treatment of psychotics. A dysfunctional symbiotic relationship here is understood as a patient's

trial tearing the environment into a quasi infant relationship by irresponsibleness and dysfunction.

To give the term a broader applicability, at the Institute for Systemic Consulting the definition is more general. Relationships are called symbiotically dysfunctional, if responsibility or discomfort are shifted among the involved persons. A lot of times it happens that discomfort follows not fulfilled responsibility. In symbiotic relationships the involved won't live or develop essential aspects of their personality.

The Cathexis school defined four manners of action that invite others into symbiotic relationships.

1. The first manner to invite into a symbiotically dysfunctional relationship is "doing nothing", i.e. to persist in a situation, where actually something should be done (from spectator's perspective).
2. The second area of invitations is called „overconforming“. Overconforming is called, when somebody gets an impulse to do something, but, instead of checking what case by case would be adequate, he/she would fantasise, what others expect him/her to do, and orientate his/her behaviour on these fantasies.
3. The third way to invite is "agitation", i.e. action with no aim. The action is not aimed to what the spectator believes that should be done.
4. The fourth kind of symbiotic invitation is "violence or self-damage". Attention and care is forced by using violence. Others take over the responsibility that oneself believed as un-takeable.

Symbiotic relationships can be solved by inviting the counterpart to fulfil his assigned responsibility or by re-delegating the produced discomfort.

An important instrument to analyse symbiotic relationships is the question who sustains the produced discomfort in case of failure or unwanted result in the common venture.

Verfügbare Materialien zu diesem Konzept:

- SCHMID, B. & CASPARI, S. (1997): Wege zu einer Verantwortungskultur oder symbiotische Beziehungen. Institutsschriften.
- SCHMID, B. (1994). Wo ist der Wind, wenn er nicht weht? Professionalität & Transaktionsanalyse aus systemischer Sicht. Paderborn: Junfermann. (Kapitel III + VIII)

Perspectives for strategic concepts in the field of Human Resources

In the field of Human Resources internal as well as external experts often are busy with questions about education, HD and OD without having clarified concepts and strategies, required qualification, reasonable competencies and roles. The model of perspectives may help to distinguish different perspectives and to link strategic concepts in a meaningful way.

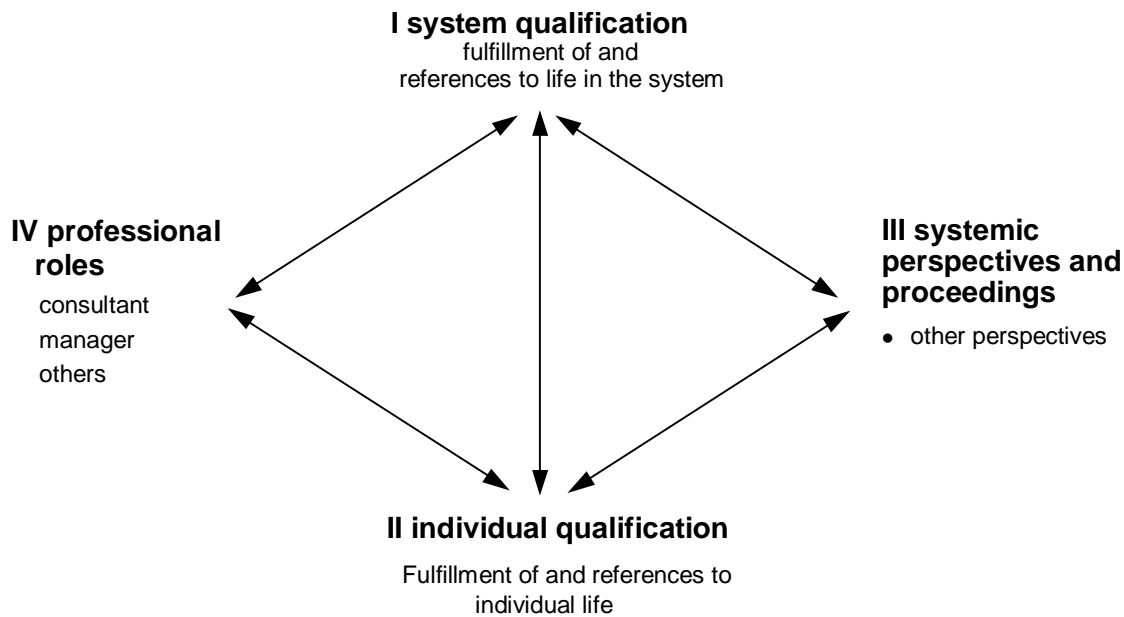


Chart : Perspectives for strategic concepts in the field of Human Resources

I Perspective of system qualification

Reflection about the improvement of life fulfilment within a system and it's relations to environment. It's about logical questions, the construction and corporation of the system (hierarchical and processual structure) independent from the unique characteristics of the individuals, who realise this logic.

II Perspective of individual qualification

In the foreground stands the qualification of persons, who realise the system logics. Three perspectives can be distinguished:

- Training on the subject to acquire know-how in expertise and institution
- Training in profession to acquire role- and context-specific, creative and economical self-steering.
- Personality coaching that helps to integrate different spheres of life in different phases of life.

III The systemic and other perspectives

The systemic perspective is a certain way of viewing the fulfilment of and references to life. It can be applied to organisations, teams or also individuals.

It's important to differentiate two independent points of view:

1. the mobile-idea: the idea, that elements within an organism are linked and these processes must be studied, if effectual intervention is aimed.
2. the reality-constructive perspective, in other words assuming reality is created by the peoples' imaginations.

Of course the systemic perspective is one out of many. It often is used raising complexity in systems and thereby stimulating new options and processes of self-organisation. For systems that suffer from too much complexity anyhow, this proceeding must be at least completed with professional figures reducing complexity. Habitual raising complex-

ity only makes things more complicated and doesn't contribute to the vitality of organisations.

IV Perspective of professional roles

The perspective of professional roles asks how different professions differ in their reference to reality. As an example doctors, administratives and nurses in a hospital have different criteria to decide what to do, different logic of relationship, different priorities, etc... Questions that import in this context:

- What is important for my counterpart in his/her role identity?
- What does the world look like out of his/her role's perspective ?

Disregarding the counterpart's steering criteria leads to indeterminate docking into roles. In consequence persons and boards act inefficiently.

With the systemic perspective, communication can be conceived as a co-creative process of reality invention, as described at the cultural encounter approach. In the professional encounter two systems meet that live in different realities and follow their own purpose. If two people with different profession encounter, it's a contact between representatives of different cultures. Success of docking now depends on careful encounter.

Specifying the roles involved in the communication process contributes to successful docking. Apparently it's important to pay heed establishing the proper role level in the relationship and addressing the counterpart in this role level.

A short example to make clear:

If I am invited to a OD-Workshop as a participant or a observer and, before I worked as a teacher in this OD department and I define myself also as their teacher, it might come to troubles constructing the relationship and thereby to problematical feelings and actions. In this example I would organise myself in the role of a teacher and I would address the others in the roles of students. This way I would establish a role level that won't correspond with my position in this workshop.

In addition to clarification of one's own role, the clarification of the counterpart's role or function shall be deemed being an essential precondition constructing role relations. For example does he/she act in the role of a department head, a finance expert or a trade union official?

Professionals must get furthermore clear, which role is offered to them (e.g. facilitator, **Prozeßbegleiter** or coach) and, whether they want to take this role in the professional encounter. This latest aspect is also linked with the question, whether, with his/her professional identity, the desired role can contribute to solve the existing problems. If I am engaged as a consultant for communication and can't find any communication problems in this system, but I see deficits in the ascription of responsibility within the teams, it's a possibility to refuse the task and to re-negotiate the contract with the client.

From a meta-level one can consciously accept different roles side by side including their logics of thinking, feeling and action and one can intelligently choose, re-combine or develop totally new-ones.

Verfügbare Materialien zu diesem Konzept:

SCHMID, B. (1993): Menschen Rollen und Systeme - Professionsentwicklung aus systemischer Sicht. In ZOE 4/93. (Institutsschriften).