

HOW TO PLAN AND CONDUCT EFFECTIVE THINKING TOGETHER

Herbert Weinreich

Abstract

This article is based on the premise that the creative interdisciplinary working group within the working structures of a company contains the more effective potential for problem-solving. In order to exploit this problem-solving potential efficiently, the process-controlling leadership role of the moderator is a vital factor for success.

Due to the differing initial situations, previous articles on this subject have examined the moderator role from the point of view of different individual aspects, e.g. the meeting leadership, the control of verbal contributions, problem-solving or conflict-solving, -i.e. an indirect approach to the moderator function, concentrating on single skills.

Therefore, the aim of the author is to describe a holistic approach as an effective compass to acquire the special leadership skills necessary to promote creative learning processes in meetings and workshops, and to guide them to successful results.

1. Effective thinking together, the big chance for the learning organization

Which challenges are waiting for us in the nineties? Utopia has become reality, and the world a village, as resources, buffers and distances diminish. The necessary change of the individual, of organizations and of technical and cultural systems has been accelerated above and beyond the normal change experienced in competitive activities.

Complexity, insecurity, immensity, a lack of transparency and a high dynamic level and interconnection of problematic fields are the distinguishing characteristics of this new situation. Fears of the future, linear thought patterns, the retreat into a private world, oversimplification and angry and defiant reactions are often the response of individuals, but also of companies and of the creative and decision making bodies in society.

Unprepared, both natural and constructed systems are equally affected and must strive to adapt. Due to the excessive demands on the individual, both in his/her personal life and as a decision maker in organizations, short-term adjustment processes will only be successful, if better organizational systems of human information processing can be developed.

We are convinced that interdisciplinary working groups contain the information supply and problem-solving potential to produce this necessary innovation in the short-term.

Our experience of organizations also shows, however, the great difficulty in realising this chance potential raw material "buried" inside companies.

Interdisciplinary working groups do not function on their own and, due to the dominance of expert attitudes, only rarely develop effective control principles for their own organization.

What is required is a leader role which is in a position to run interdisciplinary workshops and meetings effectively and to the satisfaction of those taking part.

2. Consequences for leadership

The requirements of the position in the hierarchy determine the characteristics of the leadership role in companies. Depending on the needs of the organization and on the room for creative activity which remains, we are confronted with either "leaders" or "managers". Both these roles, however, are not sufficiently capable of developing a highly effective interdisciplinary working group, which is in a position to make use of the potential which these chances of cooperation offer. Therefore, we must extend the traditional leadership role with another role concept, and provide this role with its own working area within the company.

We call this leadership role which is related to interdisciplinary working groups "the moderator"!

What are the expectations placed in this role?

The skill of "moderation" lies in a holistic problem-solving process, the tactics involved and the methodological participation of the moderator.

He/she uses the appropriate behavior and the tools to support the problem-solving process in the group, without dominating the contents of the results. The goal is to tap the chances and energies which result from set tasks (thematic tension) and socio-emotional conflicts in order to obtain an efficient and satisfying result.

The main functions in the moderation process are

- the promoting function (e.g. encouraging of idea/dialogue generation)
- the preserving function (e.g. maintenance of dynamic group activity) and
- self-assertion of the moderator himself.

"Moderation" is

(the methodology of creating and maintaining exciting)

- evolutionary group information processing
- taking into account the balance of efficiency, satisfaction and commitment for all concerned.

In order to do justice to these functions, the role of the moderator can be made up of different sub-roles:

- process planner
- guide in building group norms
- facilitator and enabler
- coordinator
- interdisciplinary communication bridge
- catalyst
- evaluator (give feedback)
- process consultant
- (stage) director
- process controller
- coach.

Organizations and companies working in a dynamic environment, which must learn quickly and rely on interdisciplinary working groups, will have a high demand for these roles in future. The effective and efficient utilization of interdisciplinary knowledge will be an important competitive factor in the future.

3. A holistic training approach to build up leadership skills a moderator needs

3.1 Training objectives

Knowledge and behavior skills will be transmitted and trained for example to understand :

- what task oriented meetings or workshops are
- which role a meeting within the organization plays
- the elements of meetings
- the conflicting role of leadership in meetings
- problem-solving behavior in individuals and groups
- problem-solving methods and techniques
- and perceive different problem-solving and information processing situations
- the elements of classic problem-solving methods and their effect in a given situation
- meetings as joint human information processing
- which elements of problem-solving methods support leadership functions
- the group dynamics of information processing in problem-solving
- and learning to perceive the roles members and leaders play in sessions
- how to establish the leadership function (of the moderator) as a service role
- the instruments of influencing the free-wheeling discussion process
- to obtain experience with various instruments, techniques and their elements
- to explore their potential in problem-solving and information processing but also in supporting the leadership function
- to understand, how to design complex meeting processes appropriate to task/theme, member- and organization needs
- to get an insight in the structure of competence to run meetings and workshops successfully
- to learn which skills are necessary to run the process, which are natural talents and which are to be trained.

This is only a selection and does not comprise the complete target range.

3.2 A holistic model as a compass

In the following section we will develop an outline of the holistic approach of our training model.

Fig. 1 shows an overview as a round model. This model has a morphological construction and offers the trainer/moderator an orientation platform both for his/her own training and for carrying out real work situations. Our own training participants use the name "moderation wheel" or "moderation compass" for this. The following elements are shown in the moderation compass:

- sources of psychic energy
- important leadership functions
- basic standard situations in which information processing can always be traced back to results, connected with methods, tools and behavior patterns
- competence levels from general conversation control up to polyphonic process control.

3.3 Psychic energy as a basic need to reach innovative goals

The moderator must concentrate on the psychic energy of the individual and the working group which stands at the center of the training model.

Problem-solving work can not be carried out if no energy is present. Often enough, the participants at meetings and workshops adopt rather a consumer role than one of working participation. This is a challenge to the moderator in his/her encouragement role.

3.4 Tension as a basic condition for energy

What does energy consist of?

The basic requirement for energy are potential differences or tension. Work consumes this energy and the potential differences are equalized.

Psychic potential differences or tension can be influenced or created. As a rule here, the emotion follows the information.

3.5 Three main areas of tension to develop

Basically, the moderator can call on three areas where energy is found.

3.5.1 Task/theme

In a positive situation the task itself is attractive and possesses tension.

In a negative case, the moderator must create a relationship between the theme and the working group in an attractive way.

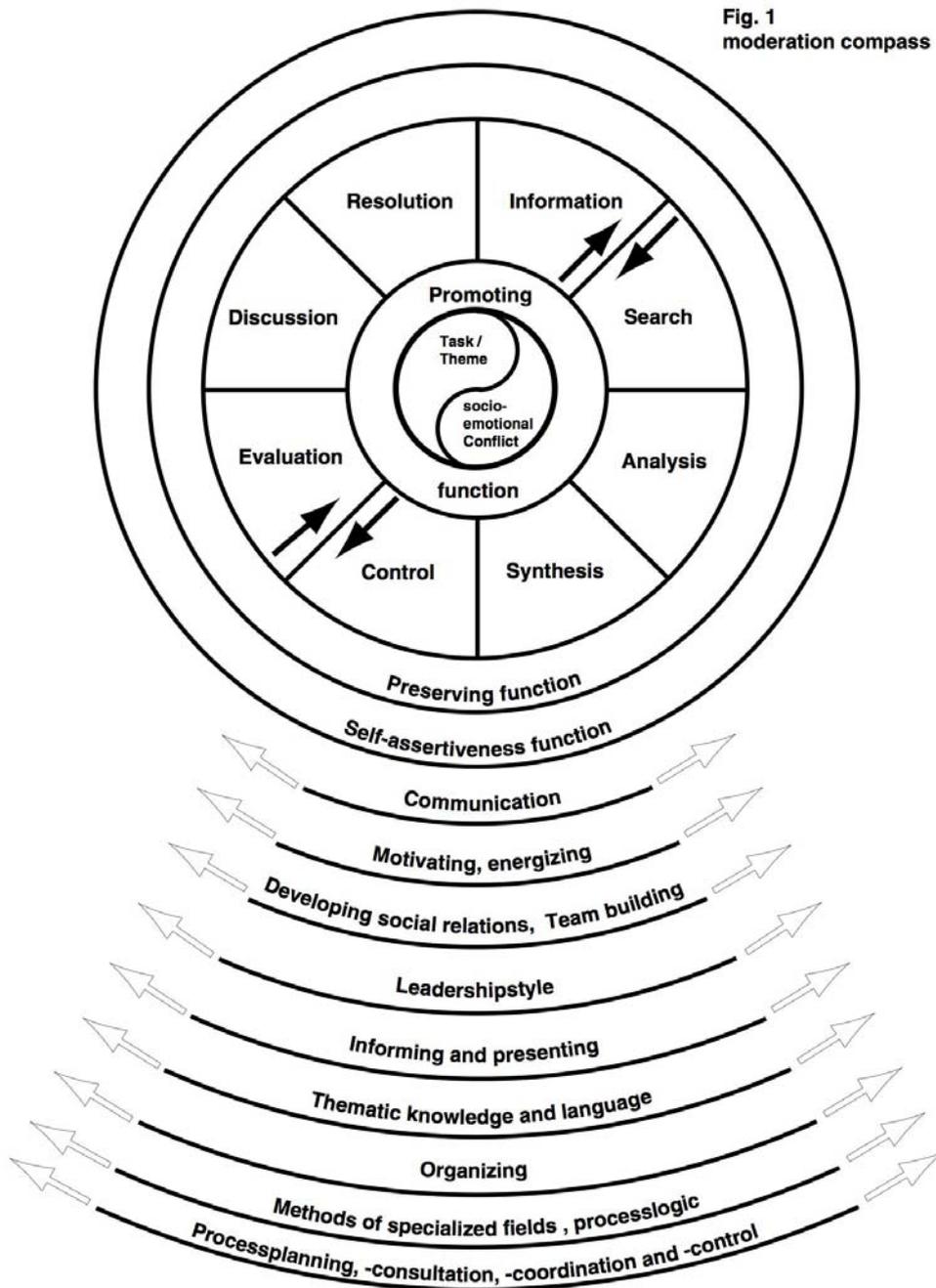
3.5.2 Socio-emotional conflict

The group members all come from different family, social and company cultural backgrounds. Therefore, for example, their values, norms, prejudices, experiences, motives and interests conflict with each other in the working group. This causes a natural tension which can lead to clashes among the members. The moderator should view this conflict as a basically desirable phenomenon because it offers an important energy base. Now the task is to convert the energy in the negative conflict situation into positive work and cooperation. Positive thinking and a basically positive attitude is an important prerequisite for moderation.

3.5.3 Process rhythm

The third area which can provide tension and energy for cooperation is the arrangement of the working steps of a task. This can create a span of tension among the members of the working group. A good dramatic technique can be very enlivening.

Fig. 1
moderation compass



The structure of competence in "moderating" meetings and workshops successful
(© Weinreich, 1985-93)

3.6 Basic leadership functions to control tension

Our research results come to the conclusion that basically three leadership functions are required by the moderator to create the interdisciplinary process in the working situation.

The first leadership function is the promoting function. This is necessary to invite a member of the group to develop thoughts on the subject. The purpose is to create a feeling of equality, in an atmosphere of freedom and safety, for each group member.

If this development process is exaggerated, in the extreme case, a group of competing egoistic stars results who are not interested in cooperation and neither are they concerned with the joint task.

Here, the second leadership function comes into play. This serves the preservation of the group, the establishment of a "we" feeling and the direction of the work along a common guideline.

The influencing process role, played by the moderator, swings back and forward between promoting and preservation, in relation to both the group and its individual members.

If the group, or individual members, are not prepared to work on the agreed theme, to follow the arranged process procedure or to keep to agreed working norms, the third leadership function, the self-assertion function, becomes necessary. This function is the platform for effecting interdisciplinary working ability in exceptional situations.

3.7 Eight basic situations of information processing as a guideline for holistic process building

Our research results show that the energy of working groups who do not know the systematic working techniques and problem-solving methods disintegrates into vague social conflict - often under the pretense of objectivity. Companies who are aware of this therefore tend to give the formal power, such as team leadership or chairmanship of a meeting, to the person with the greatest knowledge of the subject. The result is often the formulation of expert solutions and not the construction of interdisciplinary innovative solutions.

Working groups trained in heuristic problem solving methods often apply these too formally without taking the situation into account. They have often been indoctrinated to do this in training courses! As a rule, what is missing from the heuristic concept is a mediation between task/problem and a suitable procedure. Problem-solving methods focus on "what is to be done". The situative application conditions are rarely communicated and no help is provided in analyzing and reducing a complex user problem so that it fits the method.

At this point, we suggest interpreting the problem-solving phase as an information processing phase. This point of view provides better support for the construction of theme-centered processes. A complex working theme can then be examined to determine which information processing stage exists at present, which aim/result should be reached and which method/method elements can help to provide transformation, refinement and consolidation through cooperative working.

Our work has shown that basically there are 8 standard information processing situations :

Information situation

Function: Give information and request information

Aim: Joint information picture as the initial situation

Search situation

Function: Creative search for new information and collection of thoughts and opinions

Aim: Search result in the form of a list of creative or existing ideas

Analysis situation

Function: Creative dissection and structuring, formulation of relationship structures, clarification of facts

Aim: Analysis results in the form of a structural or relationship picture, specification picture

Synthesis situation

Function: Creative assembly of partial solutions to total solutions

Aim: Synthesis result in the form of one or more solution concepts

Control situation

Function: Comparison between requirement profile and solution profile

Aim: Control of results as a basis for corrections

Evaluation situation

Function: Construction of value criteria, followed by an evaluation and alternatives in order of merit

Aim: Development of an evaluation picture

Discussion situation

Function: Free and structured discussion as a basis for an argument- related learn and influencing process

Aim: Development of argument patterns

Decision making situation

Function: Development of emotional safety and a basis for final, stable decision and commitment

Aim: Clarification of determination, ensuring decisions are made most conscientiously, final decision picture

Depending on the size and complexity of a working subject, these standard information processing situations can also differ in amount and complexity. Here, we differentiate between simple, medium and extensive situations. A simple situation can be dealt with in conversation (e.g. 5 - 10 minutes search for ideas without criticism). A medium situation is a major point at a meeting lasting 1 to 3 hours (or the whole meeting) - e.g. 45 minutes search using brainstorming. An extensive situation corresponds to a workshop lasting 1 - 3 days (e.g. a creative workshop using different search methods).

As a rule, all complex problem-solving situations can be built up from these standard situations. For this reason, in our model, aim setting, for example, does not appear at the level of standard information processing situations. Aim setting requires a more complex problem solving situation and can be processed e.g. from a learn sequence of standard situations:

Initial situation about subject field

Aim search

Aim analysis

Aim evaluation

Aim synthesis e.g. aim system development
 Aim system decision
 (backward and forward connections if needed)

For us, the standard situations are a mediating connecting link between the requirements which a real problem places on information processing, and problem-solving methods and techniques, (e.g. decision making acc. to Kepner/Tregoe), which organize a certain type of information processing.

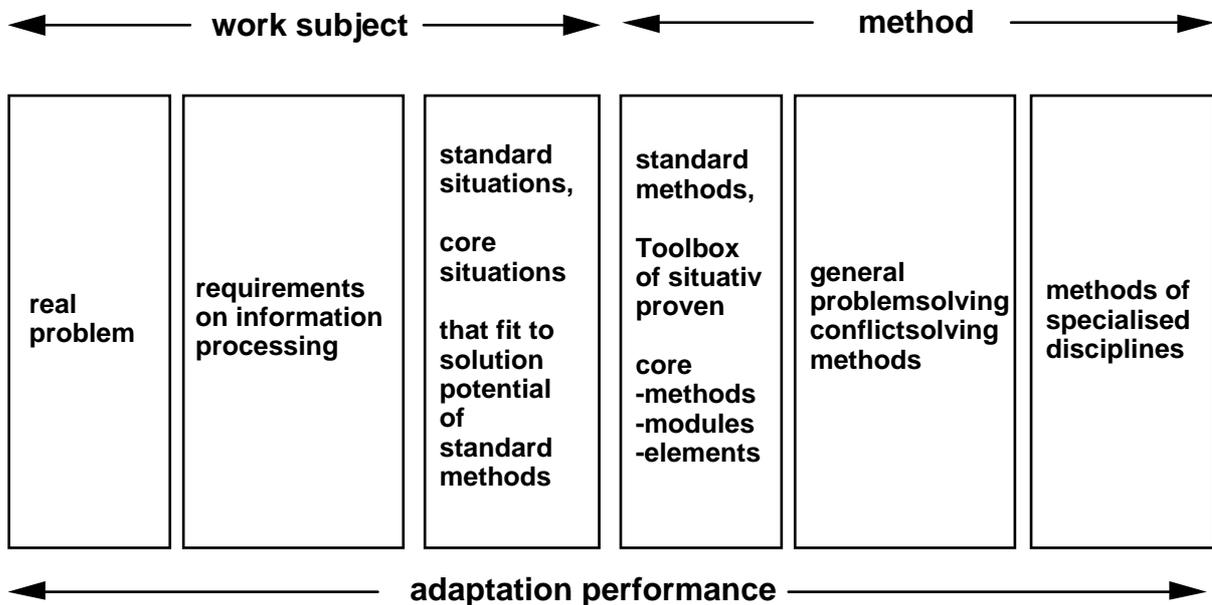


Figure 2: standard situations and appropriate standard methods as mediating connecting link

In the adjustment between the method library and the real problem (instrument fit), we find that some problem solving methods are bound to a specific purpose. Through dissolution into their elements and modules, we can obtain more freedom to use those elements/modules which have a direct effect towards our standard information processing situations. We call these elements and modules of problem-solving methods "standard methods".

Standard situations and methods are the basis for the moderator in organizing the subject-orientated part of the moderation process. The subject-orientated process design can thus be seen as an outline for dealing with suitable sequences of standard situations with the help of standard methods.

Without going into greater detail at this point, we have detected seven reasons for increasing the effectiveness of moderators and making him/her more familiar with standard information processing situations of the human brain :

1. Guideline for analyzing the needs of a theme
2. Guideline for analyzing the problem-solving behaviour of a group member
3. Orientation, which problem-solving methods could be used to overcome a certain information processing phase
4. Guideline for designing processes of complex interaction in problem-solving
5. To be familiar with the risks to skip a special phase
6. Self-confidence to reach a problem-solving result related to an information processing phase
7. Orientation to show a leadership attitude which fits the process needs .

3.8 The moderation process compared with the problem-solving process

The problem-solving situation of the moderator is different from that of the group. He/she is concerned with planning, coordinating and controlling the moderation process itself on each specific occasion. The moderation process is "polyphonic" in comparison with the content-related problem-solving in the group, and is not a strict lineal function from search to resolution, it is a dynamic evolutionary process. For example, situations can change quickly and group members are often in different standard situation phases for short periods. Here, the moderator has to co-ordinate the group behavior in the same standard situation phase.

In reality, the moderation process rarely involves mastering standard situations alone. The normal situation involves a mixed situation in which the moderator has to anticipate the development of the standard situations and recognize which of the standard situation will be bottle-necks within this dynamic process.

Then the moderation can act, and apply the appropriate instruments from the armory of options provided by his behavioral skills.

The eight "standard situations" however, can be used both to plan and conduct the working process as well as to diagnose, organize and control the behavior of the individual group members.

Thus, they are the **reference points for process control** in the theme-oriented part of the moderation process.

3.9 Moderation method compared with problem-solving methods

Various methods, modules and method elements can be employed in the eight standard situations; here, one must differentiate between

- problem-solving, conflict-solving and
- moderation techniques.

The problem-solving methods are techniques for dealing with the contents of a problem. If the center of the problem is dominated by social and emotional conflicts between individuals, or toward the subject itself, the problem-solving method has to change into a conflict-solving method. Even a lot of therapies follow an information processing guideline.

Within the strategic hierarchy, the moderation method is superior to the problem-solving method. Then the moderator chooses and applies the appropriate problem-solving method within the process, i.e. on the problem, in the group, in the broader context (enterprise, society events, talk shows etc.).

He/She chooses verbal, non-verbal and visual communication methods, organizational tools and combines elements of problem-solving and conflict-solving methods to create new methodological approaches to effective thinking together.

The effective moderation method is a holistic method.

3.10 Nine essential elements of a moderator's competence

Up to now, we have dealt with the basic functions of leadership, and, using the information processing procedure, worked out an operating platform for the moderator to provide more effective problem-solving in interdisciplinary working groups.

However, in a holistic training concept, the levels of competence must be clearly differentiated, and the core techniques necessary to carry out the moderator role competently must be determined.

In our training model we differentiate between nine competence levels:

- Communication
- Motivating, energizing
- Developing, social relations, team building
- Situative leadership
- Informing and presenting
- Competence in thematic knowledge and language
- Organizing
- Using methods of specialized disciplines
- Process planning, - consultation, - coordination and - control

Here, as examples, we shall develop some of these points more deeply.

3.10.1 Communication

The interacting relationship between the moderator and the working group is verbal. An applicable discussion behavior is therefore a vital tool of moderation.

Also, experience has shown that a working group can explore its potential to the full in an atmosphere of equality, psychological freedom and safety. In order to create this atmosphere, and then within it, to create a productive interdisciplinary process, we must adopt a conversation style which fits one of the 3 leadership functions.

We therefore differentiate between

- Responses that stimulate problem-solving
(promoting skills e.g. open questions in connection with basic functions of creative thinking)
- Responses that facilitate co-operative problem-solving (counseling skills
(Gordon, 1978, 54) door openers, passive listening, acknowledgement responses, active listening - feedback)
Responses that get the moderators needs satisfied
assertive skills (Gordon, 1978, pp. 92-113)

Here, we are going to concentrate on a few core skills, where moderating mistakes often occur. Group members don't like "you"-messages. You-messages carry a high risk of damaging relationships and they usually fail to do what they are intended to accomplish, namely influence the other person to change to the behavior you find acceptable.

You-messages are "poor codes". They point the finger of blame at the unacceptable group member:

- "you are at fault for causing me a problem"
- "you are bad"
- "you should have known better".

But "blame" is uncalled for the most situations. A better code to send your feelings is the "I"-message.

- "When I waste a lot of time looking for presentation tools, I get upset."

This code contains I's but no "you" s. In a certain sense the I-message is a plea for help from the person who shows an unacceptable behavior. Assuming a normal sensibility on group members side it is hard for him to ignore such an appeal. So the I-message is an essential communication tool to influence people to modify their behavior from unaccepted to acceptable behavior. Based on the I-message the moderator can assert his special function to direct and re-direct the joint process of thinking to the goal of an item or the meeting. A competent given I-message can be the basis to send a competent process instruction.

What about a we-message ?

Experience shows that it is often used to assert and not to express the will or intentions of the group. It is not a tool for assertion, in this cause it will produce conflicts! Use your empathy to find out when you as a moderator can use "we"! The psychological basis to act in a directive way which is accepted by group members must be developed by the moderator. In an organizational context he/she often has no formal power. To save time it could be useful, if a higher rank opens the session and introduces the moderator as a man/woman of his trust, and then leaves the session.

Now the moderator has to develop a trustful atmosphere with the working group. It is a good chance to show his/her informal power. To use group methods in meetings, workshops and problem-solving settings effectively you need "ground rules" which reflect "basis premises and values" of working together. The moderator has the process task to work out productive and accepted ground rules with the working group and to get the assignment from the working group to control these rules by appropriate behavior.

According to this process development step, group members obtain the insight that the role of the moderator is a service role, that he / she acts for themselves

- to spare time,
- to make effective use of resources or
- to protect group members against sarcastic attack and
- that self-discipline is necessary.

Thus the disciplinary function of the moderator is established and it's not so easy for a group member to go off into a corner to sulk. However, it is not enough to make an arrangement of the rules, it is also necessary to make an arrangement of the behavior the moderator will show when a group member breaks the rules. He/she should know which consequences will follow when they are broken.

What the moderator needs is a range of communication skills from weak to hard responses.

Weak responses which signal breaking the rules have two main purposes:

1. to support the group member to coordinate him- or herself to the accepted ground rules
2. to influence but not to interrupt the thinking or dialogue flow.

More intensive but moderate responses use the I-message to redirect the unacceptable behavior of the group member. For instance hard responses are appropriate verbal interrupts to make a break. During the break the moderator can work with the group member to find out, where the problem or individual conflict lies. It must be the moderators goal to influence the group member to show acceptable behavior, in a way that he/she will not loose his/her face in the group.

When you start the meeting again and your influence has no effect, you can interrupt to discuss what's going on in the group, so that other group members can influence the troublemaker. If the crisis culminates you can threaten to kick him/her out of the meeting, but what will be the price of this attack ? It is better to stop and finish the meeting and solve the conflict outside. There are limits. Not every conflict can be solved in a time limited task oriented meeting or workshop.

3.10.2 Motivating, energizing

In this field of competence the moderator must learn how he can effectively influence motivation and how to provoke the group members to motivate themselves. Here, various motivation models which are suited to the needs of interdisciplinary working groups serve as a basis for training.

3.10.3 Developing social relations, team building

This is about the social experience field of the working group. The moderator learns here

- which roles groups/meeting participants play
- group task roles
- group building and maintenance roles
- self-centered roles and how to influence them
- how he/she initiates social learning processes,
 - so that the participants see themselves as individuals and not only as role players in the organization
 - so that the group members develop a team spirit
 - so that communal working norms and working rules develop to become the basis of a joint work culture.

3.10.4 Situative style of leadership

In our opinion a moderator must have the ability and skill to show an appropriate situative leadership behavior.

First leadership is accomplished through

- verbal and
- nonverbal communication.
-

According to the basic functions of leadership

- 1 - promoting
- 2 - preserving
- 3 - self-assertion

a spectrum of communication behavior is necessary.

Functions 1 and 2 require mainly the nondirective style. Function 3 requires mainly the directive style.

In the process, the challenge for the moderator is to switch between styles to satisfy leadership demands. The moderator can also apply working methods to make leadership easier. If a team is trained well in problem-solving methods the group members know and understand the dynamic structure, the sequence of events to reach the goal of a theme. In this case the accepted procedure will lead the team. The moderator can focus his behavior

on "moderation by exception" and can prove whether the following process steps of the script or agenda are okay or must be changed.

If he has the authority to lead the process, he has to be completely on top of the situation to reach the goal, i. e. he has to be superior in information processing, otherwise he will lose control. In this case he has to use the wisdom of the group to define the path to the goal together. This situation could be very critical because it's a chance for pirates to take over the power of moderating and to bring their subjects on stage.

3.10.5 Informing and presentation

Information and presentation are service functions both inside and outside the working group. The main advantage of active visualization by the moderator is to provide the group work with a communal area of experience. For this the working group needs a common memory. Visualization and minutes e.g. on a flip chart or pin board represent this joint memory.

The moderator can use the following core functions in this field to support the communal thought procedures:

- built up a joint information platform to start at a topic
- record member contributions in word and pictures
- use mind maps to structure and to visualize
- use pin-boards and flip charts to produce a gallery of thoughts
- enhance the short-term memory
- delegate this service function and control it.

3.10.6 Competence in thematic knowledge and language

Often a moderator is used to conduct a meeting because he/she should be neutral to ideas, proposals, solutions, etc. However this doesn't mean that he/she is a layperson without any knowledge of the subject. It means that he/she should not be so emotionally involved in ideas like an intimate expert of this topic. An expert with more emotional distance or an expert of another discipline could takeover the role of the moderator. If he/she is strange to the discipline of the topic he/she needs an introduction.

Now the moderator has the status of "educated layperson"!

He/she should have built up the necessary background knowledge and the language

- to understand and
- prepare the task/theme

for an interdisciplinary idea generation session. Within the process he/she uses his/her background knowledge to support the thinking process.

A main function is to summarize. His /her summary may cover

- where the meeting is with reference to the agenda
- where the moderator assumes the position of the group in reference to
 - a specific item
 - a solution of a problem or
 - a decision.

The summary may also cover the position by one of the participants.

3.10.7 Organizing

In this field of competence, the training level of the moderator in the appropriate use of organizational material and aids is examined. This begins with the preparation of the meeting or workshop, where the most important organizational questions are handled:

- Who will attend the meetings ?
- Who should participate ?
- How many participants should you include ?
- Which meeting-room setup is appropriate ?
- Where should the moderator sit ?
- Where should a participant sit ?
- When should the working group be split into
 - singles and / or
 - subgroups ?
- When should the working group act as a nominal group ?
- Which organizational tools should be used ?
- Is there a necessity for prior meetings or contacts with participants ?
- What type of projection equipment is needed ?
- Are several rooms necessary to work in parallel sessions ?

3.10.8 Methods of specialized disciplines, process logic

According to the split of science or work in different disciplines there are lot of discipline related (information processing) procedures. How to do this and to do that efficiently! Experts make use of these procedures at desktop to produce high productive results. If a moderator has to conduct an interdisciplinary meeting in a specific expert area (e.g. strategic planning) it could be useful to have a look at these procedures. Maybe there is a certain "logic" which could be used as a basis to process planning (e.g. the information processing logic of portfolio analysis as a basis for process planning for a strategic workshop). With support of the expert it could be transferred in common language and worked out as a guideline for thinking together in the interdisciplinary meeting or workshop.

3.10.9 Process planning, - consultation, -coordination and –control

The final, comprehensive circle in our competence model relates to the coordination of all the parts in a dynamic process. Process coordination requires motoric coordination and thus really is an art. Our training work shows, however, that this artistic talent can be supported by solid handicraft in the other competence levels. The aim must be to reach a level of training where the moderator can play with the heuristic elements at will. Only then the moderator can be competent enough to control the time spent, and regain elegantly the situation when a crisis comes up.

An important tool for comprehending the demands of the coordination process and for guiding and keeping control of the development of a meeting is the process script.

It is really amazing that for theater, films and concerts a script is always used, but in real life the most complex processes and complicated cooperation situations are dealt with completely without preparation. Even if meetings and workshops have a completely different degree of freedom as e.g. plays, our experience in working with process scripts have proved that they are very useful.

From the point of view of the "director" it is not enough just to lay down the agenda. Here, we need a guiding line to "drive" the process of interdisciplinary cooperation effectively

from a vague initial theme to inspiring results. The process must also be thought out in several phase developments, and then synchronized and the complete procedure examined for plausibility. The four most important process subjects and their developments which must be coordinated are:

- theme
- individual/role
- group/sub-group
- process.

For a workmanlike construction of a script we have found the following elements useful in our work:

- starting times
- duration
- activity, event, section of work, agenda point
- aims of action, process aims
- concrete idea of the form of result required (e.g. list of 7 important opinions as a result picture)
- method/-module/-element as a guide to procedure to obtain a higher level of competence in the information processing or cooperation
- instruction which have to be given (e.g. methodological instructions)
- agreements on working rules
- organizational and other aids (e.g. media) for process support
- participants: moderator, co-moderator, total-, small group, subordinate players, experts, catalyzers, promoters
- rooms required.

These elements can be reduced or extended according to the requirements. An example of a part of a workshop, (1st day) in Figure 3 p.16, elucidates process planning with a script. An adequate control base is only present after a work process has been thought out and controlled with common sense. This can then achieve the high aims in the process of

- effectiveness
- efficiency
- contentedness of participants
- commitment and motivation towards realization.

The process plan is not a dogma, but rather an orientation basis and must be adapted to unexpected circumstances during the process. Here, similarities to project working become visible, but the course correction must be made on the spot and not at a later date. The moderator does not dominate this plan. He must use it to win confidence to be the natural leader, authorized by the group and the company. If this proves to be an excessive demand, a joint advisory session will be necessary to get the process working again.

Reference

Thomas Gordon, *Leader Effectiveness Training* (New York: Bantam Books), 1980

Program of a closed meeting
" Measures and Activities for 1994 "
Fig. 3 (example script)

<i>Day : 1</i>	Time :	Duration:	Action :	Method:	Participants :	Aids :
	8:30	15	Welcome Aims of meeting	Presentation	Vicepresident	Overhead
	8:45	10 5	Program, working rules Questions, corrections	Presentation Discussion	Moderator	
	9:00	10	Problem search phase 1 "which threats do you personally see for us in 1994 ?	Brainwriting	All	Pin card technique
	9:10	20	Structuring, classification	Personal structuring Presentation	Individual after call up	Pin card technique
	9:30	5	Summery			
	9:35	15	Evaluation of problems (priorities, importance, screening)	Points system	All	Points system coloured adhesive dots
	9:50	5	Summery	Presentation		
	9:55	20	Break			
	10:15	30	Aims of product range strategy	Presentation	Head of product department	working rules
	10:45	120	Discussion of strategy	Free discussion		
	12:45	75	Lunch			
	14:00	110	Description of measures and activities for 1994	Presentation Discussion (understanding)	Dept. Head and Team	Flip chart Gallery
	15:50	20	Break			
	16:10	110	Description of measures and activities for 1994	Presentation Discussion (understanding)	Dept. Head and Team	Flip chart Gallery
	18:00		End of first day			

Figure 3: Program of a closed meeting