

## Literature on the “Hamburger Schule”

### Dictionary

The following dictionary, in which people, terms, models and theories are explained using keywords, exemplifies the coaching training which has been developed by the Hamburger Schule. Participants thus have a possibility of looking up many of the facts used in the training.

Our tip: create a topical-related dictionary for every coaching training course. Such a register will never be entirely complete or meet all individual tastes. A register with “minimum character” alleviates the scientifically-based communication between trainers and participants but also amongst the participants themselves. It alleviates and stabilises the identification with the training.

#### Alternative

Latin alternus = alternately, alternating; means the choice between two mutually exclusive options, for example left or right, yes or no, on or off etc.; not to be confused with possibilities and variants.

#### Analysis

General term for a systematic inspection in which the inspected object is broken down into all its parts and then sorted, inspected and evaluated. In a constructivist understanding of coaching the coach exclusively forms hypotheses, the coachee analyses himself.

#### Analytical

Means dissecting or logical, systematic; the opposite term is synthetic.

#### Analytical thinking

In coaching this is linked to systemic thought, that means thinking within contexts

#### Associated

In Coaching associated means being in contact with one’s own feelings, motives and needs with the consequence of interpreting the connection between things from within and, due to the emotional tension, not having enough access to one’s resources.

#### Axiom

Greek axiomata = a principle that is assumed to be true; scientific term for an unprovable but insightful principle which is the starting point for a theory.

#### Characteristics of achievement of objectives

Initiated using a change of perspective, a systemic reflection with regards to the objective, encouraging enhancement of perception and decision-making ability. At the same time a characteristic of achievement gives the coachees concrete orientation for the future self-organisation of resources. Achievement characteristics encompass all parts of the system portrayed in the visual constellation by the coachee.

#### Coaching

Coaching is the context formed by the values freedom, voluntariness, provision of resources and self-control in which, with help from a structured coaching process, perception can be enhanced with

relation to a topic, decision-making ability improved and alternative actions initiated in order to gain an emotionally wished for and sustainable self-learn concept for the coachee, the group or the team.

#### Coaching approach

Means the expected effect from the coaching from which the use of process, values, models, methods and tools is derived.

#### Coaching competence

Synonym for the competence for actions of a coach which is expressed by the coach having recognised the purpose of a coaching context as well as differences to other contexts and can coordinate all personal resources himself into situational-individual action in a coaching.

#### Coaching definition

Coaching is the context formed by the values freedom, voluntariness, provision of resources and self-control in which, with help from a structured coaching process, perception can be enhanced with relation to a topic, decision-making ability improved and alternative actions initiated in order to gain an emotionally wished for and sustainable self-learn concept for the coachee, the group or the team.

#### Coaching process

Synonym for the procedure of a coaching.

#### Communication context

The agreed framework for communication which considers the interests of all those involved. It is the result of the self-controlled examination of feelings, motives, needs, values of one' self and other people as well as the examination of differences to other contexts.

#### Competence for actions

Means recognizing the sense of a context as well as differences to other contexts and coordinating all personal resources for situational-individual action.

#### Competence Model

1. The Competence Model of the Hamburger Schule is first and foremost a generally valid model. A model is the abstract depiction of reality reduced in complexity. It describes in an abstract manner the abilities and skills that a person needs to have developed within a particular context in order to be situational successful in this context.
2. The Competence Model that is also valid for the context "coaching" is made up of five areas which can be examined on their own but which also interact in a situation:
  - Personal competence
  - Professional-methodical competence
  - Social-communicative competence
  - Topical competence and
  - Competence for actions and decision making

#### Conflict

Arises in a situation in which independent parties try and realise contradicting objectives or plans of action. A characteristic of this is emotional tension.

#### Conflict solving pattern

The model developed by Rolf Meier and Axel Janßen for the reflection of one's own behaviour – biological conflict solving pattern:

1. Adapt
2. Freeze
3. Escape
4. Battle
5. Subordination
6. Hide

Cultural conflict solution patterns:

1. Delegation to others
2. Compromise
3. Consensus

### Constructivism

A term in various (scientific) fields and disciplines. Basically it is the expression for a scientific thought which assumes that knowledge and ideas are not formed by nature but constructed by humans as a recognizable subject. This insight is one of a philosophical nature and influenced by Socrates, Immanuel Kant and found its way into psychology through Jean Piaget, Ernst von Glasersfeld, into natural science for example through Humberto Maturana, into neurological science by Gerhard Roth, into language by Paul Watzlawick or the system theory of Niklas Luhmann, in educational science / andragogy by Horst Siebert.

### Constructivist taxonomy stage

According to Meier/Janßen these are four stages: factually correct knowledge, context-related usage of knowledge, the reflection of systemic action and the constructivist context transfer.

### Heckhausen, Heinz

1926-1988. German psychologist. Along with Franz Emanuel Weinert he was founder of the Max-Planck-Institute for Psychological Research in Munich and from 1982 onwards the head of the institute; he researched processes of action motivation as well as achievement motivation and developed the broadened cognitive motivation model for use in teaching and at work as well as the Rubikon model of the phases of action from motivation to volition.

### Dissociated

In the coaching: that what is not interpreted and evaluated by the person from within.

### Feedback

The prompt reply to a perception or the judgment of something according to a benchmark available to everyone involved. Feedbacks are a requirement for the development of competence. From comparing the feedback to the self-perception of one's own behaviour, changes in behaviour can be derived.

### Feedback system

The entirety of the context-related instances in feedback.

### Feeling

A physically sensed evaluation of a perception.

### Future I

Action is in the future and represents a process

Example: I am going to jump from a 10 metre tower on Monday.

## Future II

Action will already have taken place in the future, meaning that at the future point in time the action is already in the past. One also calls it "future perfect".

Example: By Monday I will have already jumped from the 10 metre tower.

## Hypothesis

Greek hypothese = insinuation, assumption; general term for an unprovable (scientific) assumption which is probable but still requires proof; in contrast is the term speculation which does not correspond to general knowledge and can be contradicted; hypotheses serve as...

1. The explanation of facts already known
2. The premise of an argument

In coaching, the coach creates hypotheses exclusively related to the coachee's topic and gives the coachee the freedom to interpret these and evaluate them himself.

## Idea of man

Is a common term in philosophical anthropology for the idea or the image that somebody has about mankind. As long as humans are part of the world then the idea of man is also part of the world view. The idea of man and world view are always tied in with a particular belief or teaching that somebody represents.

## Intention

Intention is the need to achieve something.

## Interaction

Latin inter = inside, between and actio = action; describes the social action between at least two social entities (individual/natural person or organisation/legal person) with the purpose of comparing/matching values or initiating action/behaviour.

The Hamburger Schule presupposes the appropriate interpretation of motives, needs and values of the conversational partner within the current context for successful interaction.

## Intervention

Latin intervenire = go between, join in; term from education science and means the direct interference in events in order to avoid or get rid of an undesired phenomenon.

## Intuitive

Latin intueri = look precisely; the ability to decide and act impulsively and sub-consciously.

## Kepner-Tegoe-Method

Method by Charles Kepner and Benjamin Tregoe, developed in 1958 and used for rationalising thought processes and is the basis for work methodology; made up of the four following areas to work on:

1. Problem analysis (in which complex situations are dissected and priorities are set)
2. Analysis of situation and cause (in which the true cause of the problem can be found)
3. Decision analysis (in which alternative solutions can be developed and evaluated)
4. Analysis of potential problems (in which potential problems can be recognized and counter measures or replacement measures can be set)

## Leadership

Intentional authoritative or cooperative influence of human behaviour or organisational structures.

## Leadership behaviour

Leadership behaviour is a (concrete) situational, value-oriented behaviour within a thematic context.

### Leadership style

A recurring behavioural pattern in various topical contexts.

### MBVC Model

Developed by Rolf Meier and Axel Janßen according to the principles and thought of the Hamburger Schule. The model describes the connection between motives and values and their influence on behaviour in a context or contexts. It can also be used for analysis, understanding and for deriving offers of reflection.

### Method

According to the Hamburger Schule a method is a topic-specific analysis and solution pattern which defines a "correct" process in the context. Due to its process character the method can be measured temporally.

### Model

Italian modello or Latin modulus were used during the Renaissance as benchmarks in architecture; a model is the abstract depiction of reality reduced in complexity; generalized overview.

### Moral

Latin mos = custom, describes the entirety of normative rules, values, virtues, objectives and purposes which are effectively valid or should be effectively valid for an individual, a social group or community or for mankind.

### Motive

Is an unspecific reason behind behaviour.

### Need

Psychological term for the specific motive behind certain behaviour.

### Orientation

Stock-take of needs.

### Personal competence

Means having identified oneself with one's own feelings, motives, needs, values and abilities and to be able to assess one's own behaviour.

### Perturbation

Latin perturbare = spin together; constructivist term from Humberto Maturana for system theory. Term was introduced to show that troubles/annoyances can have a positive effect on systems; the Hamburger Schule in its explanation systematic follows the constructivist approach as well as the systemic approach as there is not just one truth but instead many aspects to consider.

### Pragmatic

Greek pragma = thing; one does not gain enough knowledge that would be required for realization.

### Professional-methodical competence

1. Interacting area of the competence model. According to the Hamburger Schule the professional-methodical competence encompasses knowledge and skills in a context as well as the result-oriented organisation of work processes.
2. Abilities that belong to the professional-methodical competence of a coach are:
  - Creating hypotheses on an abstract level
  - Offers of reflection on an abstract level

- Clarifying meanings and the connection between meanings
- Questioning
- Initiating a change of perspective
- Leading through the process

### Reflection

Latin reflexio = bend back, philosophical term for scrutinizing and comparative thinking; term from educational science for thinking about a previous educational situation; physical term for reflecting waves/radiation.

In coaching, reflection is a synonym for the derivation of findings from a linguistic-visual offering.

### Resolution

Is the desire to implement a plan of action.

### Resource

French la resource = aid, source; means natural incidents and means such as...

1. Ecology: air/wind, water, earth, fire, life or all raw materials
2. Economic: work, the ground, the environment, capital
3. Psychological abilities, characteristics etc.
4. Sociological: education, health, prestige etc.

### Resource provision

Orientation value in coaching. The axiom „the solution lies with the coachee“ is a condition for the existence of this value.

### Rubikon Model of Phases of Action

Motivation-psychological model from Heinz Heckhausen consisting of four phases:

1. Deliberation phase
2. Planning phase
3. Action phase
4. Evaluation phase

To 1. In the deliberation phase the currently most important wish is extracted from all wishes, determined by the resources time and context, the so-called targeted search for information. The purpose of this phase is the creation of intensions or the setting of objectives. The set objective comes about through thorough cognitive analysis and evaluation as well as irreversible or irreplaceable motives. According to Heckhausen this is called “crossing the Rubikon”.

To 2. In the planning phase the focus is on the “how” for reaching an objective from the “what” (objective) from the deliberation phase. Motivation is switched to volition as it is to do with the deliberate and conscious realisation of an intention. Planning encompasses detailed specifications and circumstances of the possible implementation of the objective. If several objectives are competing against each other, then the more dominant will win due to various factors.

To 3. In the action phase the focus is on action or the initiation of action. One’s own actions are oriented towards the objective. Distractions are suppressed and flexibility is required to tackle any difficulties that might arise. The strength of volition is a decisive factor for the probability and speed of realization.

To 4. In the evaluation phase the focus is on the evaluation of the reaching of the objective and whether the action was successful or not and whether or not improvements or a change to the objective are necessary. At the same time the context of success and failure based on the comparisons of motivational and volitional aspects is judged, so-called causal attribution.

The order in which the phases take place is an ideal notion and does not happen in reality that often, as many actions take place without deliberation and planning (so-called habitual actions) or the intellectual activity occurs at the same time as another activity or one goes from a later phase to an earlier phase.

### Self-control

Considers the complex world of the coachee through the analysis by the coachee of the concrete context and then reaching his coaching objectives in a qualitative manner. Systemic coaching always focuses on the single situation of the coachee, his person and his change topic. Thus systemic coaching accepts and processes individual requirements and interpretations of the topics a person has under the aspect of constructivism (felt objectivity of the subject).

### Self-esteem

Also the eigenvalue, the self-worth, self-respect, self-concept; psychological term for the impression or evaluation that one has of oneself. The impression applies to appearance and the inner image with all its competences in every context.

### Self-evaluation

The ability to use an available benchmark and to derive self-controlled behavioural changes from it.

### Self-learn concept

The creation of a self-learn concept means being able to create and implement an objective, structure and action system in a topical context in relation to learning oneself.

### Sustainability

1. Original term from forestry for the management and sensible used of resources (trees and firs etc.)
2. Sustainability means that the coachee is able to successfully form future topical situations in various contexts from within.

According to the Hamburger Schule the coachee is able to independently initiate changes in congruence with his change objective and stabilise his behaviour through self-reflection for different but topically similar contexts in the future.

### Systemic questioning

Collective term for questions which evoke self-reflection; comes originally from family therapy. In coaching this is modelled after the term systemic coaching. Can be divided into...

1. Hypothetical-circular questioning
2. Circular questioning
3. Scaling questioning

### Tool

The functional single measure of methods.

### Topical competence

According to the Hamburger Schule the topical competence incorporates having reflected field, topic-specific and cultural experiences within a context.

### Value

Orientation for attractive behaviour.

### Vision

Latin visio = seeing, the view, the appearance; term for the expectation of maximal satisfaction of one's own needs in an undefined future.

### Visual constellation

The term shaped by Rolf Meier and Axel Janssen for visualising all connections (the system) with regards to the change topic of the coachee, the group or the team. By this offering on an abstract level, for example TZI or the St. Gallen management Model, a scientifically legitimate, comprehensive mapping of the system is achieved which develops the enhancement of perception and gives the coachee decision-making ability in reference to the formulation of his objectives. A core medium is the use of moderation cards in various colours and sizes which the coachee can write on.

### Volition

1. Psychological process of decision-making, whereby the focus is on turning objectives and motives (via actions) into results. In 1926 Kurt Lewin described the pursuit of objectives as volition and was researched in the 1980's by supporters of volition psychology such as Heinz Heckhausen, Peter M. Gollwitzer, Julius Kuhl and Hillarie Petzold. They researched the question of controlled action and self-control based on the cybernetic system theory.
2. Process of decision-making and implementation in management science in self-controlled systems (also companies). Abstract explanation, serving to explain consumer behaviour in marketing, managing staff (results-oriented), company decisions as well as treating behavioural disturbances in psychology. At the beginning of a process there is the selection and setting of objectives, followed by planning including the selection of appropriate means for reaching the objective, followed by carrying out the planned action (process or organisation) to finally carry out a control of success; correcting measures are necessary for differences between plan and actual state; in order that the process runs autonomously (self-controlled), decisions need to be made in each phase.

### Will

Is the non-negotiable need to implement a plan of action.