

Wie wirkt New Work?

Eine psychologische und evidenzbasierte
Perspektive auf einen Containerbegriff



**Prof. Dr. habil.
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SRH Berlin University of Applied
Sciences

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NEW WÜRG

Ein bisschen Homeoffice
muss reichen!

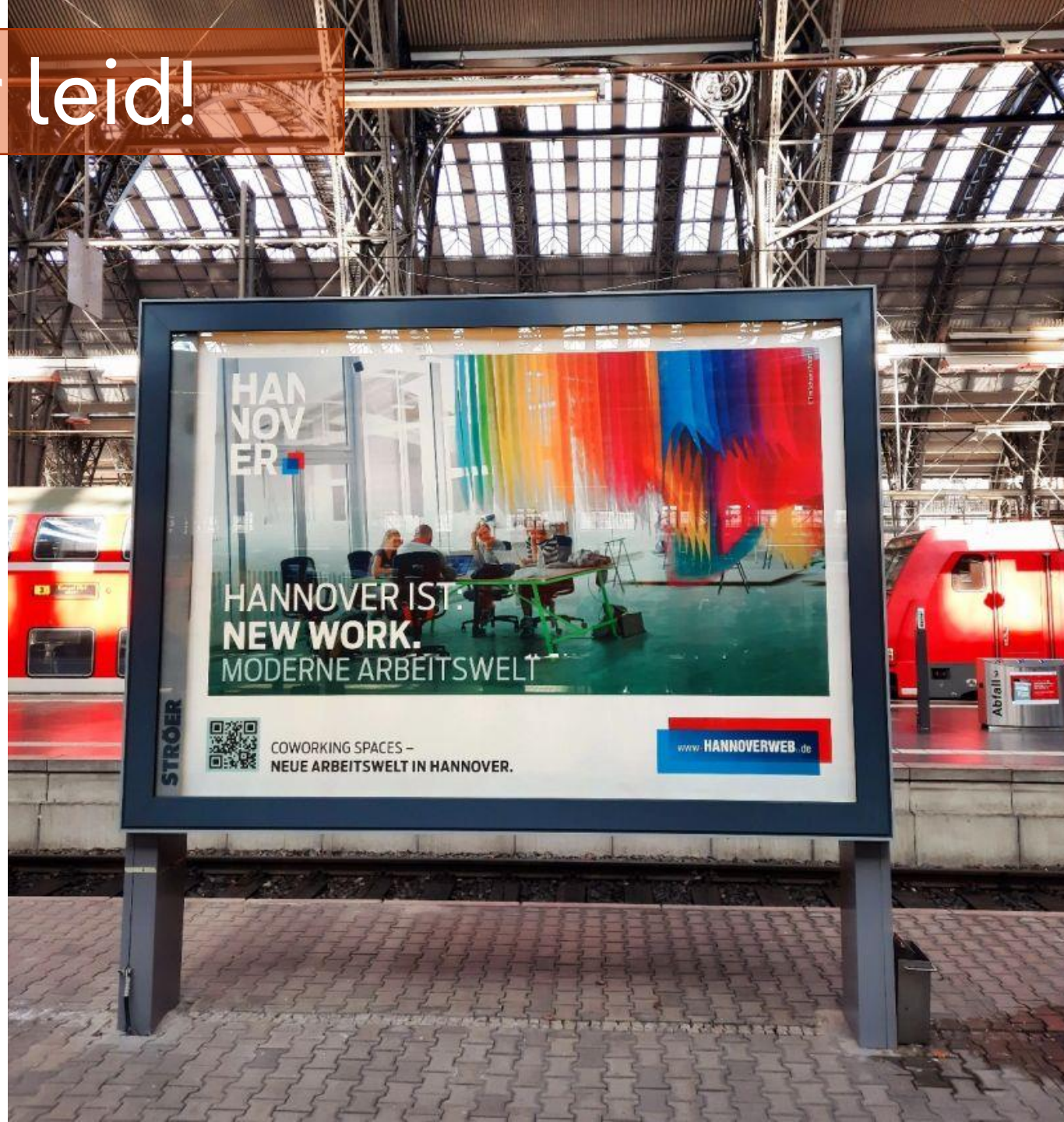




New Work als Container

Tut mir leid!

srh



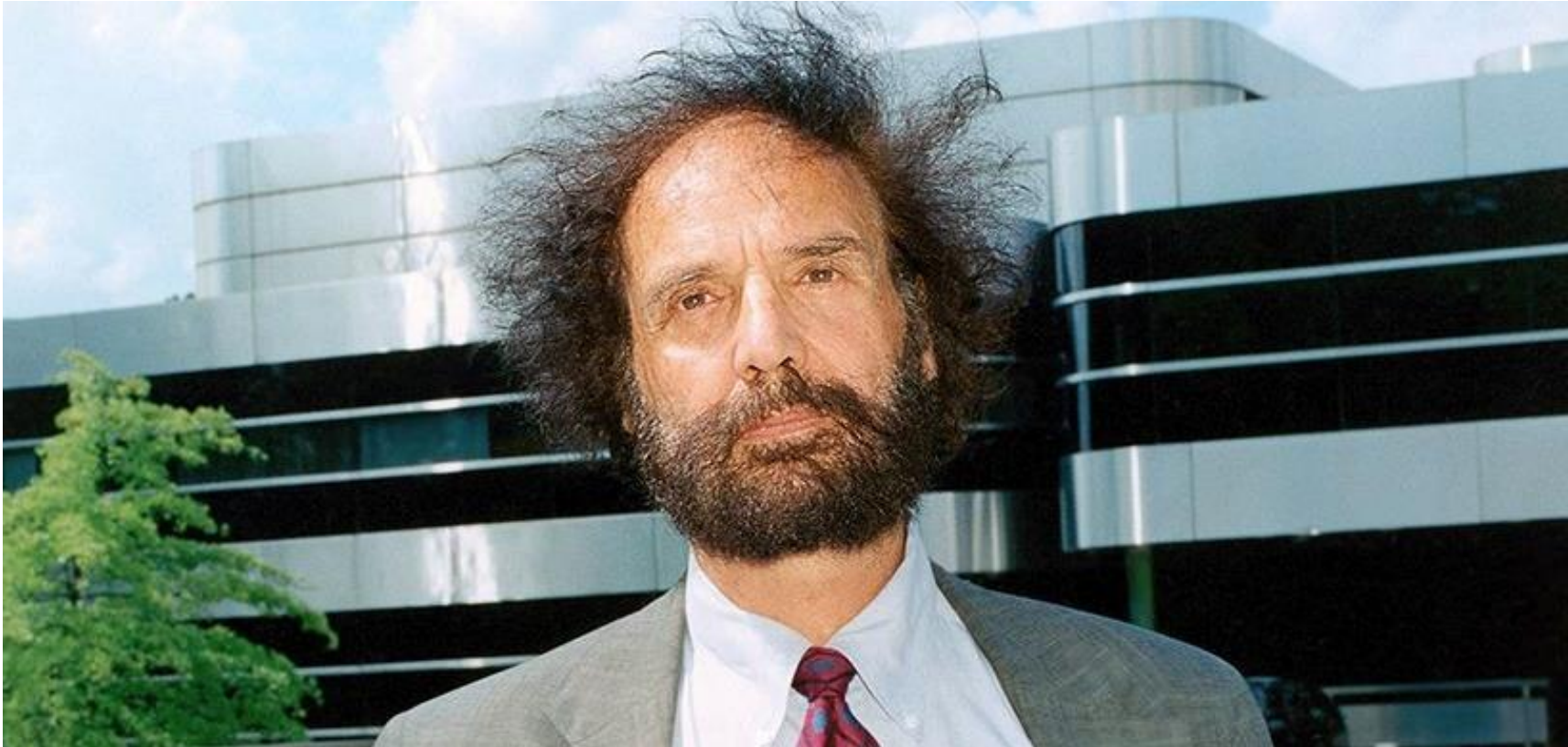
Wenn dann hier!

srh

Hallstatt



New Work ist ein sehr alter Begriff ...

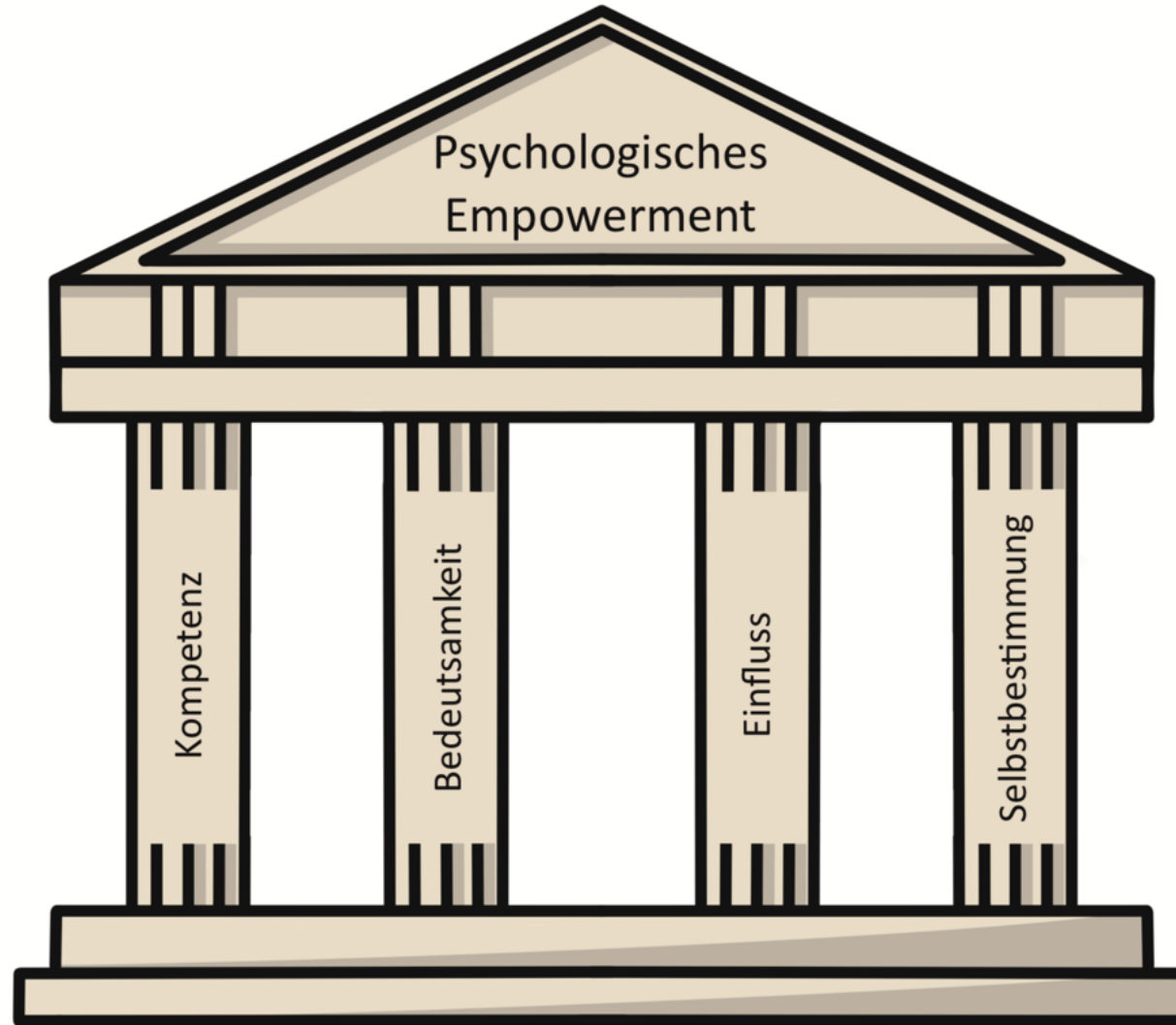


Frithjof Bergmann (1930-2021)

Psychologisches Empowerment



Psychologisches Empowerment



Selbstbestimmung

„Ich kann selbst entscheiden, wie ich bei meiner Arbeit vorgehe.“

„Ich habe beachtliche Möglichkeiten meine Arbeit frei und unabhängig auszuführen.“

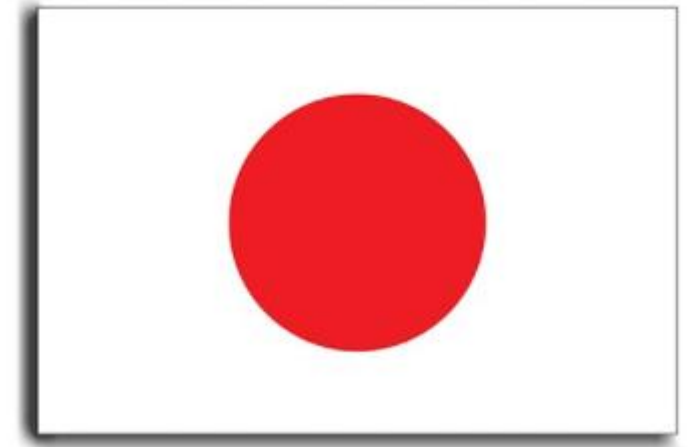




„What is the meaning of life?“

"The meaning of life is meaning"

Ikigai (japanisch 生き甲斐 Lebenssinn)
*„das, wofür es sich zu leben lohnt“,
„das Gefühl, etwas zu haben, für das es sich lohnt,
morgens aufzustehen“.*



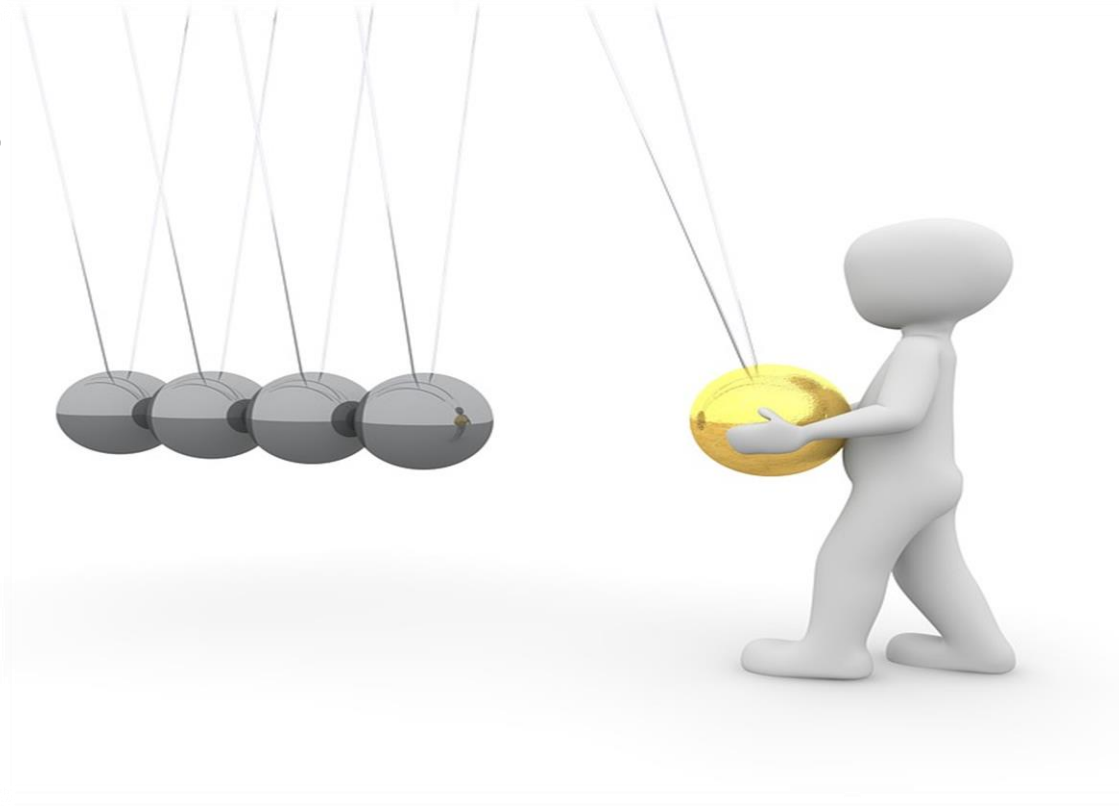
Kompetenz

„Ich bin davon überzeugt, dass ich in der Lage bin, die Anforderungen meiner Arbeit zu erfüllen.“

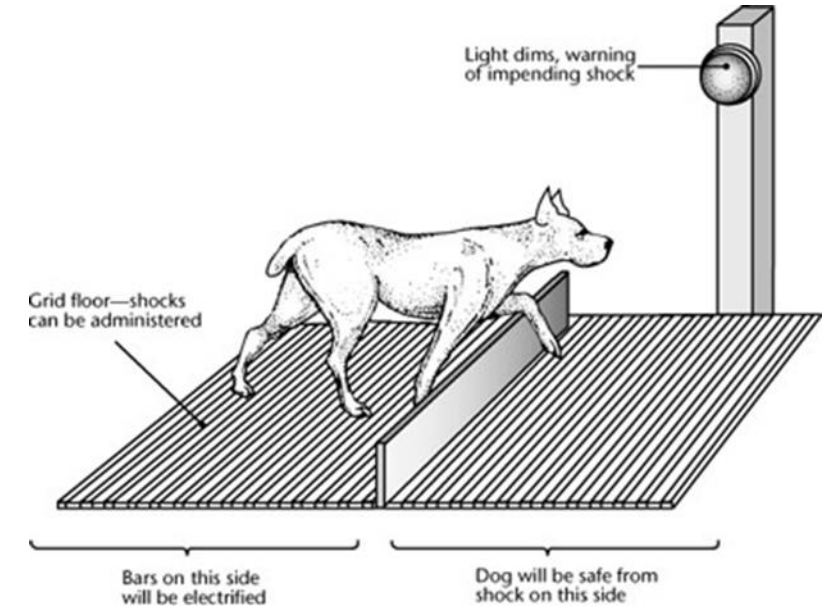
„Ich vertraue auf meine Fähigkeit, meine Arbeit bewältigen zu können.“



Einfluss



srh



„Ich nehme erheblichen Einfluss auf die Vorgänge in meinem Arbeitsbereich.“
„Ich habe weitgehende Kontrolle darüber, was in meinem Arbeitsfeld passiert.“



psychologisches Empowerment ist messbar

Wirkungen von psychologischem Empowerment

(Seibert et al., 2011; Lorente-Alonso, García-Ael, & Topa, 2023)



Konsequenz	Zusammenhänge (2011)	Zusammenhänge (2023)
Arbeitszufriedenheit	.52**	.50**
Bindung an die Organisation	.49**	.51**
Extraproduktives Verhalten	.36**	.18**
Leistung	.33**	.24**
Fluktuationsabsichten	-.30**	-.36**
Stress	-.28**	-.30**
Intrinsische Motivation	-	.36**



Besonders starke Effekte
im **Gesundheitssektor**
und im **Servicebereich**



Good relationships at work: The effects of Leader–Member Exchange and Team–Member Exchange on psychological empowerment, emotional exhaustion, and depression

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Summary

Emotional exhaustion and depression pose a threat to employees' psychological health. Social relationships at work are important potential buffers against these threats, but the corresponding psychological processes are still unclear. We propose that the subjective experience of high-quality relationships with supervisors (i.e., Leader–Member Exchange [LMX]) is one of the protective factors against psychological health issues at work and that this effect is mediated by psychological empowerment. We tested these assumptions with two studies (one cross-sectional and one time lagged) on diverse samples of employees from different organizations. The first study employed emotional exhaustion as the outcome measure; the second used depression. Results from both studies support the proposed process by showing that LMX positively affects empowerment, which negatively affects emotional exhaustion (Study 1) and depression (Study 2). Additionally, Study 2 also showed that Team–Member Exchange is as important as LMX for preventing psychological health issues among employees. Copyright © 2015 John Wiley & Sons, Ltd.

Keywords: Leader–Member Exchange; Team–Member Exchange; psychological empowerment; emotional exhaustion; depression

Psychological health issues at work are on the rise: In any given year, 9 percent of the US labor force suffers from Major Depression (Doshi, Cen, & Polsky, 2008). Mood disorders account for more than \$50 billion in US productivity losses and result in 321.2 million lost workdays per year (APA, 2010). The consequences of psychological health issues at work are manifold and include early retirement (Doshi, Cen, & Polsky, 2008) and elevated risks of suicide (Hawton, Csanás, & Comabella, Haw, & Saunders, 2013). Thus, mental health issues constitute an enormous personal and financial burden for employees, organizations, and societies as a whole. It is therefore important to identify causes and potential remedies for such issues (Maslach & Leiter, 2008).

Prior research on psychological health issues in the workplace primarily investigated emotional exhaustion (Maslach & Leiter, 2008), the basic individual strain dimension of the burnout construct (Halbesleben & Bowler, 2007). Emotional exhaustion “refers to feelings of being overextended and depleted of one's emotional and physical resources” (Maslach & Leiter, 2008, p. 498). In contrast, workplace antecedents of depression (continuous feelings of gloom, despair, and a general lack of enthusiasm and optimism; Spell & Arnold, 2007) are investigated less frequently. Although burnout and depression are related, they differ (Maslach & Leiter, 2008), especially with regard to their contextual specificity: Burnout and emotional exhaustion focus on the individual's social and organizational work context, whereas depression reflects general personal beliefs and feelings and is more global in nature (Leiter & Durrup, 1994).

Prior research has advanced the notion that social relationships at work affect employee health (e.g., Viswesvaran, Sanchez, & Fisher, 1999) and found that positive social interactions at work even affect employees' immune,

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Leader–Member Exchange and Innovative Behavior The Mediating Role of Psychological Empowerment

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Abstract. This study investigates the process underlying the relationship between leadership and employees' innovative workplace behavior. By combining findings from leader-member exchange (LMX) theory and from research on psychological empowerment, we propose that empowerment mediates the effects of LMX on innovative behavior. We tested the proposed process model with a structural equation model based on a time-lagged questionnaire study with a sample of 225 employees. This design allowed us to investigate the proposed effects under control of the temporal stability of innovative behavior. In partial support of the hypotheses, the model revealed a full mediation of LMX on subsequent innovation behavior via psychological empowerment. The indirect effect was significant even when controlling for the stability of innovative behavior over time.

Keywords: leader-member-exchange, psychological empowerment, innovative work behavior

Organizations must continuously develop innovative products and services to remain competitive in a globalized business environment (Miron, Erez, & Naveh, 2004). Therefore, innovations are an existential resource for the success of organizations (Nonaka & Takeuchi, 1995). At the same time, employees' newly created knowledge and ideas form the foundations of organizational innovations (Scott & Bruce, 1994). To remain competitive in a globalized business environment, organizations have to rely on the innovativeness of their employees. It is thus important to understand the antecedents and complex mechanisms driving innovative work behaviors in organizations (Sanders, Moorkamp, Torka, Groeneveld, & Groeneveld, 2010).

As one important antecedent of innovative behavior, the quality of employees' relationship with their supervisors has been identified in the context of leader-member exchange theory (LMX theory) (e.g., Basu & Green, 1997; Sanders et al., 2010; Scott & Bruce, 1994). This finding echoes the considerable research attention that LMX theory (Graen & Uhl-Bien, 1995) has received in organizational research (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012). LMX theory focuses on dyadic relationships between supervisors and employees, stating that supervisors vary the quality of these relationships across employees (Graen & Uhl-Bien, 1995). The theory has “substantially contributed to deepening our understanding of fundamental leadership phenomena” (Schriesheim, Castro, & Coglisier, 1999, p. 102).

Nevertheless, little is known about the psychological processes that underlie the association between LMX and innovative work behavior. An understanding of the mechanism that relates LMX and innovative behavior could be used in leadership and organizational development programs to minimize barriers to the innovation processes in organizations. In this study, we therefore propose a possible mediator of the relationship between LMX and innovative behavior. Supervisors are key interaction partners for their employees, and “the supervisor-subordinate relationship has a major impact on employees' work experiences” (Liden, Wayne, & Sparrowe, 2000, p. 409). We propose that one such central work experience is the perception of psychological empowerment. Psychological empowerment is a motivational construct manifested in four individual evaluations of the work role of an employee. The cognitions of meaning, competence, self-determination, and impact should combine to an overall construct of psychological empowerment (Spreitzer, 1995). Meta-analytic results (Dulebohn et al., 2012) showed that there is a positive relationship between LMX and psychological empowerment. Further, a recent study revealed that empowerment can be an important mediator for the relationship between LMX and outcome variables like job performance and job satisfaction (Zhou, Wang, Chen, & Shi, 2012). Building on these arguments, we propose that psychological empowerment can also be an important mediator for the relationship between LMX and innovative work behavior.

Our study is the first to examine LMX, psychological empowerment, and innovative workplace behavior simultaneously and does so with a time-lagged design. We propose that LMX impacts subsequent innovative workplace behavior directly as well as indirectly through psychological empowerment. By proposing this process model, we contribute to the understanding of the relationship between LMX and innovative workplace behavior.

Psychological empowerment, psychological and physical strain and the desired retirement age

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Victoria Büsch and Carolin Graßmann

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Abstract

Purpose – The desired retirement age (DRA) becomes more important because some countries adapt their strict retirement regulations to it. A process is tested for how psychological empowerment influences the DRA mediated by psychological and physical strain and how the DRA is connected to the expected retirement age (ERA). The paper aims to discuss these issues.

Design/methodology/approach – Structured interviews with 1,485 German employees (65 years and older) were conducted via telephone.

Findings – Psychological and physical strain mediated both the relationship between psychological empowerment and the DRA. DRA and ERA were positively associated. The control variables – age, net income, and organizational size – also significantly affected the DRA.

Research limitations/implications – The results are only valid for the German job market. All variables were collected at one measurement point.

Practical implications – The strengthening of psychological empowerment can be one measure to motivate older employees to delay their retirement and finally keep them longer in the labor force.

Originality/value – A large sample was collected and interviewed via telephone, which helps to overcome some limitations of questionnaire research. The process model helps to understand how job characteristics are connected with the DRA and the ERA.

Keywords Quantitative, Psychological empowerment, Ageing workforce, Desired retirement age, Pre-retirement job factors, Psychological strain, Physical strain

Paper type Research paper

Introduction

“Across the developed world, governments and employers are seeking ways to encourage older people to delay retirement” (Flynn, 2010, p. 308). The Baby Boom generation is reaching retirement age and the available number of younger employees in the labor market is decreasing in many countries (Loi and Shultz, 2007). For example, the amount of people of working age (20–64 years old) in the European Union is projected to decrease by almost 10 percent, from 61.3 percent in 2010 to 51.1 percent in 2050 (European Commission, 2011). To prevent a skill shortage, many organizations will need to motivate their older employees to work longer. At the same time, older individuals in many countries can look forward to the longest retirement phase ever (Zhan et al., 2015). And a significant part of this phase can be lived in good health. A 65-year-old man from Germany can expect to have 6.6 years in retirement (7.2 years for women) without activity limitation. In other countries of the EU, the number of years is even higher, such as in the UK (men = 11.0; women = 11.9) and in France (men = 9.7; women = 9.9) (EHLEIS, 2014). Thus, employees can work longer today than in previous generations. Questions arise around if they want to, and which factors influence their motivation to retire.

The Federal Government of Germany provided research funding through the German Federal Institute for Population Research for the execution of the telephone interviews.



Transformational leadership, psychological empowerment, and flow at work

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ABSTRACT

Frequent experiences of flow – an enjoyable state of optimal challenge – at work are associated with many positive individual and organizational outcomes. In our research, we examine how leaders affect subordinates' flow experiences through subordinates' work-related self-concept. Specifically, on the basis of self-concept theory, we propose that transformational leaders affect followers' work-related self-concept, which we construe as followers' psychological empowerment, consisting of the four sub-factors of meaning, competence, self-determination and impact. We further propose that psychological empowerment is positively related to flow experiences at work. In sum, we thus hypothesize that the effect of transformational leadership on employees' flow experiences is mediated by psychological empowerment. Additionally, we propose that this indirect effect is moderated such that it is stronger for employees holding a formal leadership position. We tested the model with two two-wave questionnaire studies with employees (Study 1: $N = 307$ at time 1; $N = 60$ at time 2; Study 2: $N = 611$ at time 1; $N = 271$ at time 2) from different organizations. Path models reveal support for the mediation hypotheses in both samples but not for the moderated mediation hypothesis.

ARTICLE HISTORY

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KEYWORDS

Flow, transformational leadership, psychological empowerment, self-concept

“A good discussion often brings a sense of flow. I am not aware of myself, the world around, or the passage of time. I get totally involved in the conversation. Everything goes smoothly. It is a challenging but not a rough ride. Yet, like with all truly fulfilling experiences, you know that you were in flow, not while you were there, but because of missing it after” (Bonniwell, 2011). Some individuals experience flow during discussions; others experience it during activities such as driving, painting, sports, or yoga (M. Csikszentmihalyi, 2002). However, most people experience flow at the work place (Csikszentmihalyi & LeFevre, 1989).

Flow is an “enjoyable state of mind that occurs when people feel optimally challenged and are fully absorbed in their current activity” (Debus et al., 2014, p. 713). It is characterized by simultaneously experiencing focused concentration, confidence, a loss of reflective self-awareness, and time as flying by (M. Csikszentmihalyi, 1997). This goes along with experiencing the activity as intrinsically rewarding and as being part of the self (Nakamura & Csikszentmihalyi, 2014) – along with positive affect (Watson et al., 1988). Across different conceptualizations of flow, three elements comprise its core features: absorption, intrinsic motivation, and enjoyment (Bakker, 2005). Flow is different from job satisfaction, the extent to which employees like or dislike their job (Spector, 1997), which does not necessarily involve absorption and intrinsic motivation. Job satisfaction also has different facets than flow, such as satisfaction with pay or satisfaction with supervision.

Flow is not just an enjoyable experience; experiencing flow is associated with numerous positive individual and organizational outcomes: Flow enhances performance because employees are motivated to learn and to set challenging goals when experiencing flow (Engesser & Rheinberg, 2008). Accordingly, flow is positively associated with service quality (Kuo & Ho, 2010), learning performance (Vollmeyer & Rheinberg, 1998), creativity (Zubair & Kamal, 2015) and organizational citizenship behaviour (Kasa & Hassan, 2015). Experiencing flow increases feelings of self-efficacy (Salanova et al., 2006) and has “positive effects for employee well-being and innovation at work” (Nielsen & Cleal, 2010, p. 180). As flow correlates with physiological markers signalling an active reward system (De Manzano et al., 2010), people seek out and try to repeat flow experiences (Shermoff et al., 2003). In sum, flow is a central motivational and affective cognition towards a situational work experience, and is thus instrumental for many important work- and health-related outcomes. We thus construe frequent flow experiences among employees as an important aspect of creating favourable working conditions that maintain employees' psychological well-being in the long-run. Especially in times of rising psychological health issues among employees (Doshi et al., 2008), creating a work environment where flow occurs frequently is thus an important organizational aim in its own right.

Given the importance of flow, knowledge on how to facilitate it is vital for research and practice. Evidently, leadership is the central way in which organizations can change employee cognition and affect. Leaders have the power to shape work environments (Liden et al., 1997, affecting their own and their employees' job characteristics and resources, which are an important antecedent of flow (Demerouti, 2006; Fong et al., 2015; Salanova et al., 2006).

While the general link between leadership and employee affect is relatively well-established (e.g. George, 2000; Schermuly & Meyer, 2016), the scope of research on the relationship between leadership styles and flow is relatively limited.

The background of the entire slide is a photograph of a modern office. Several people are visible: a man in a white shirt is smiling and gesturing while talking to a group of people; a woman in a dark blazer is looking at her phone; another man in a blue shirt is looking towards the camera. The office has white desks, a white brick wall, and large windows on the right side.

Arbeitsgestaltung

Führung

Kultur

psych.
Empower-
ment

Förderung von psych. Empowerment



Empowerment ist ansteckend

Leadership Styles and Psychological Empowerment: A Meta-Analysis

Carsten C. Schermuly¹, Laura Creon¹, Philipp Gerlach², Carolin Graßmann³, and Jan Koch¹

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Abstract

Psychological empowerment has become a popular construct in organizational research and practice. Leadership ranks high among the best predictors of employees' psychological empowerment, yet little is known about which leadership styles prove more effective than others. This meta-analysis investigates the effects of four leadership styles on psychological empowerment. More specifically, we test whether empowering leadership evokes more psychological empowerment than transformational leadership, servant leadership, or transactional leadership. We found that empowering, transformational and servant leadership contribute almost equally to psychological empowerment. No relationship was found with transactional leadership. In an explorative manner, we tested the effects on the different dimensions of psychological empowerment. We found that the leadership styles had a weaker influence on the competence dimension of psychological empowerment. We also investigated the effects of several moderators on the relationships with psychological empowerment: country culture (power balanced freedom (PBF)), study design (cross-sectional vs. multi-wave studies) and publication status (published vs. unpublished). We found no moderating effects of culture, which indicates the universally empowering effects of the leadership styles. The relationships between leadership and empowerment were somewhat weaker when data were collected at different measurement points, and publication bias does not seem to be an issue in this research field.

Keywords

leadership styles, psychological empowerment, power balanced freedom, meta-analysis

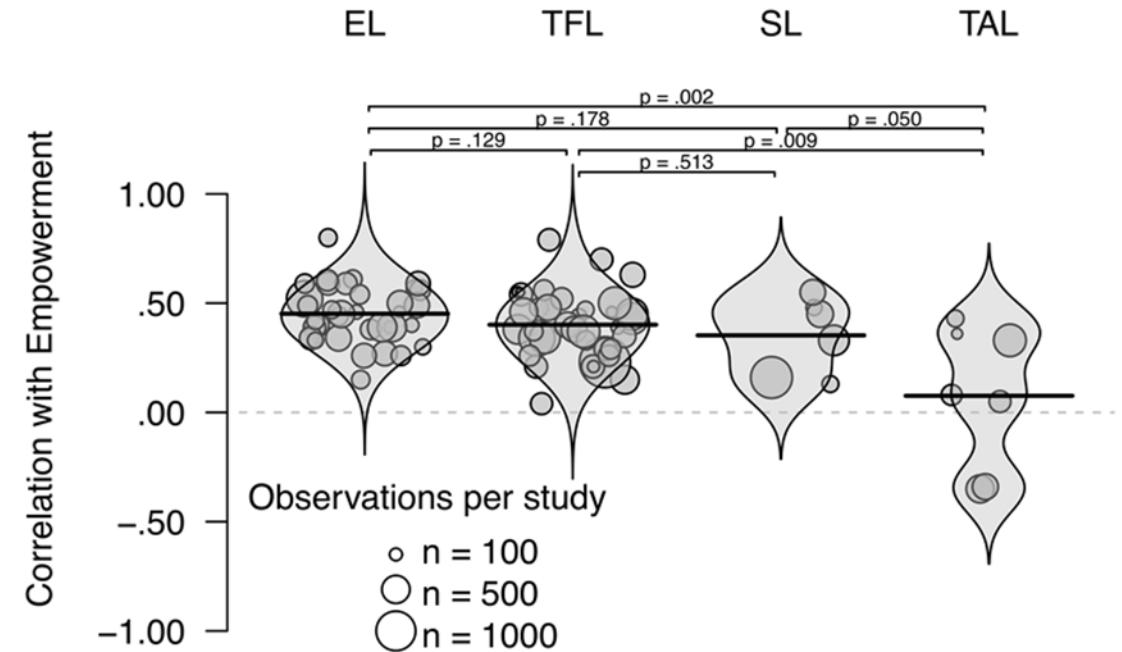
Psychological empowerment is an important topic for organizational research and practice because “in dynamic working environments, employee empowerment could give organizations advantages in acquiring and sustaining competitive positions in their markets” (Kim et al., 2018, p. 257). The majority of US companies have conducted some sort of empowerment initiative for their employees (Seibert et al., 2011), and the World Bank has published a seminal source book on empowerment to help reduce poverty worldwide (Narayan, 2002).

In 1995, the construct of psychological empowerment was conceptualized as consisting of four facets (Spreitzer, 1995). Additionally, a reliable and valid questionnaire which allowed for the economic measurement of psychological empowerment was developed (Spreitzer, 1995). This stimulated research on psychological empowerment leading to

why the topic has continued to attract attention since Seibert's first meta-analysis on psychological empowerment (Seibert et al., 2011). The popularity of the empowerment construct has helped subsequent generations of research, which are considered in this meta-analytic review.

Spreitzer (1995) based her concept of psychological empowerment on the work of Conger and Kanungo (1988) and Thomas and Velthouse (1990). The former saw empowerment as a motivational construct expressed by the feeling of self-efficacy (Conger & Kanungo, 1988), while the latter expanded this approach and argued for an empowerment concept consisting of four facets (Thomas & Velthouse, 1990). Spreitzer (1995) further developed these approaches and saw the “gestalt” of psychological

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Random effect
[95% CI]

$r = .45$
[.41, .50]
 $z = 20.47$
 $p < .001$

$r = .40$
[.35, .45]
 $z = 16.16$
 $p < .001$

$r = .35$
[.21, .49]
 $z = 5.02$
 $p < .001$

$r = .08$
[−.16, .32]
 $z = 0.62$
 $p = .535$

Observations

$k = 36$
 $n = 10525$

$k = 39$
 $n = 14825$

$k = 6$
 $n = 2888$

$k = 7$
 $n = 2426$

Heterogeneity

$I^2 = 90\%$
 $\tau^2 = 0.015$

$I^2 = 95\%$
 $\tau^2 = 0.021$

$I^2 = 95\%$
 $\tau^2 = 0.027$

$I^2 = 98\%$
 $\tau^2 = 0.102$

Empowerment-orientierte Führung

(Schermuly, 2016)

Dimension	Rolle	Beschreibung
Sinnstiftung	Sinnstifter*in	<ul style="list-style-type: none"> • erklärt den Sinn der gegenwärtigen Arbeitsaufgaben • entwirft eine attraktive Zukunftsvision
Individualisierte Berücksichtigung	Coach	<ul style="list-style-type: none"> • tritt als Agent der Kompetenzen und Bedürfnisse des Mitarbeitende auf • behandelt Mitarbeitende als Individuen und ist an ihren Meinungen interessiert
Partizipation	Beteiligter*in	<ul style="list-style-type: none"> • lässt Mitarbeitende an wichtigen Entscheidungen teilhaben • informiert Mitarbeiter rechtzeitig
Verantwortung	Ermächtiger*in	<ul style="list-style-type: none"> • baut bürokratische Hürden ab und reduziert Kontrollmechanismen • weist dem Mitarbeitenden verantwortungsvolle Aufgabe zu
Kompetenzentwicklung	Personalentwickler*in	<ul style="list-style-type: none"> • entwickelt die Kompetenzen der Mitarbeitenden • macht Vorschläge, wie man das Arbeitsverhalten verbessern kann • gibt regelmäßiges Feedback
Idealisierter Einfluss	Vorbild	<ul style="list-style-type: none"> • die Führungskraft agiert glaubwürdig • setzt hohe Standards an das eigene Verhalten



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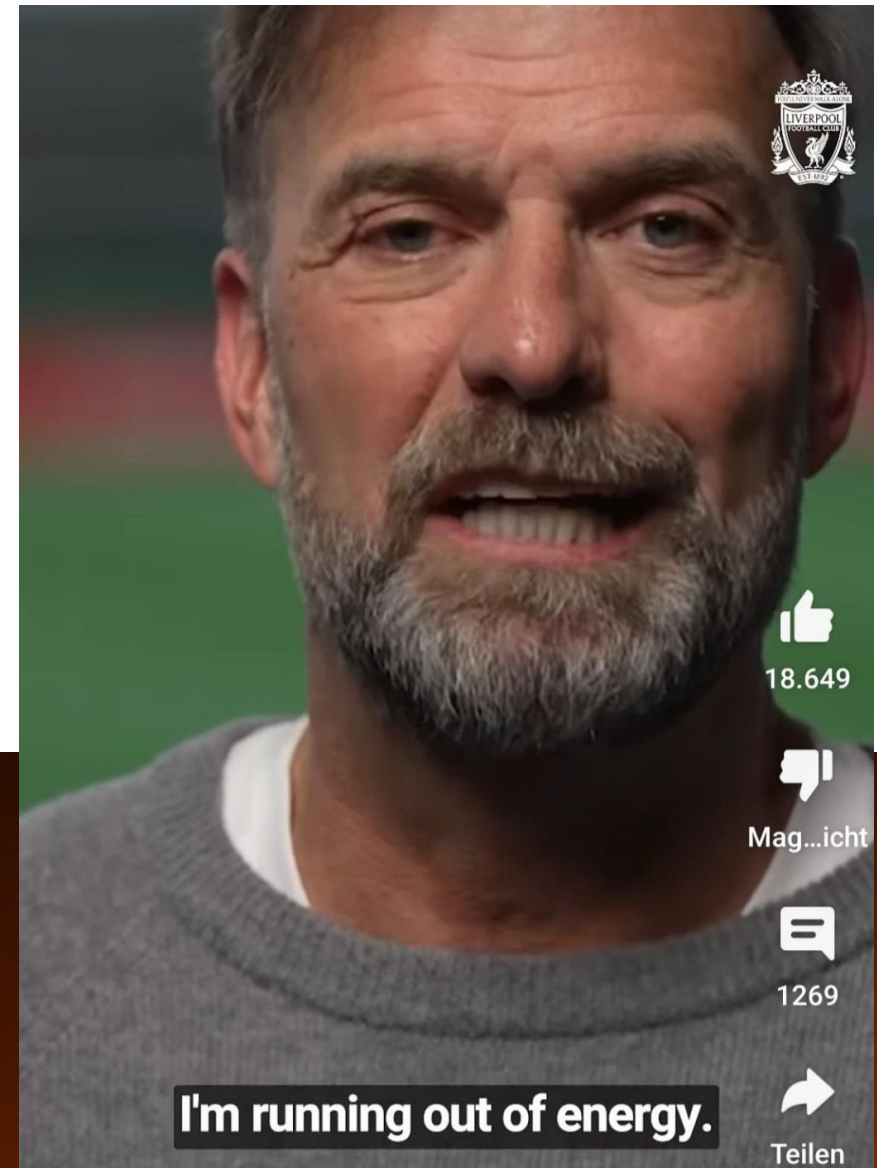


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Empowermentorientierte Führung ist Leistungssport in Organisationen



Führung funktioniert reziprok ...

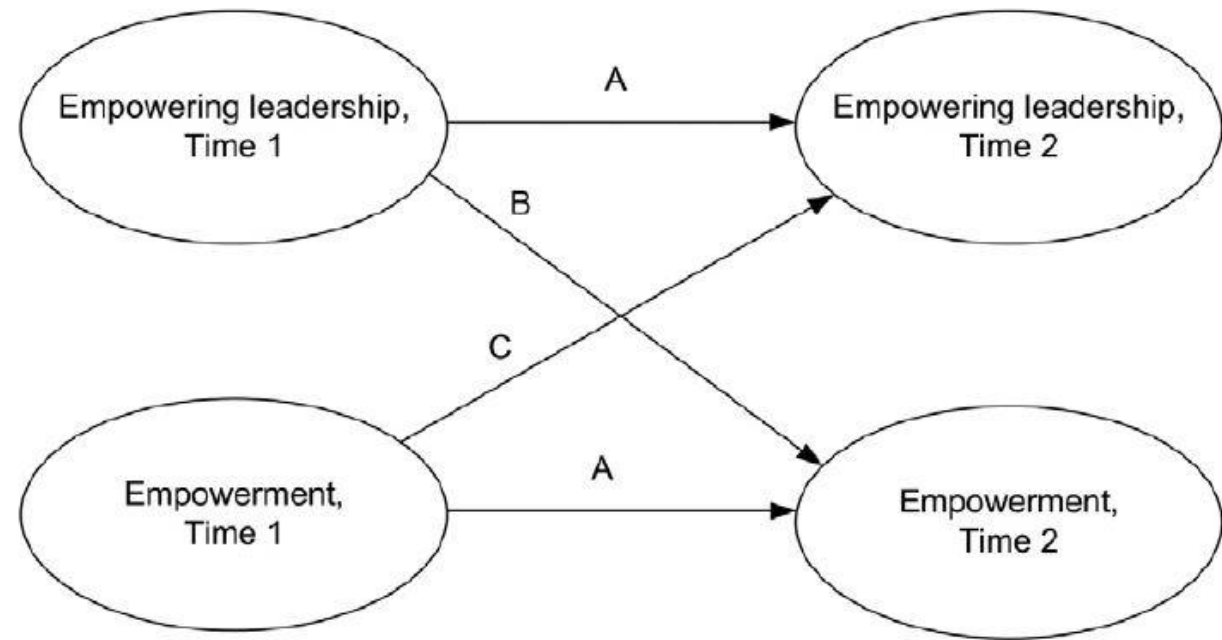
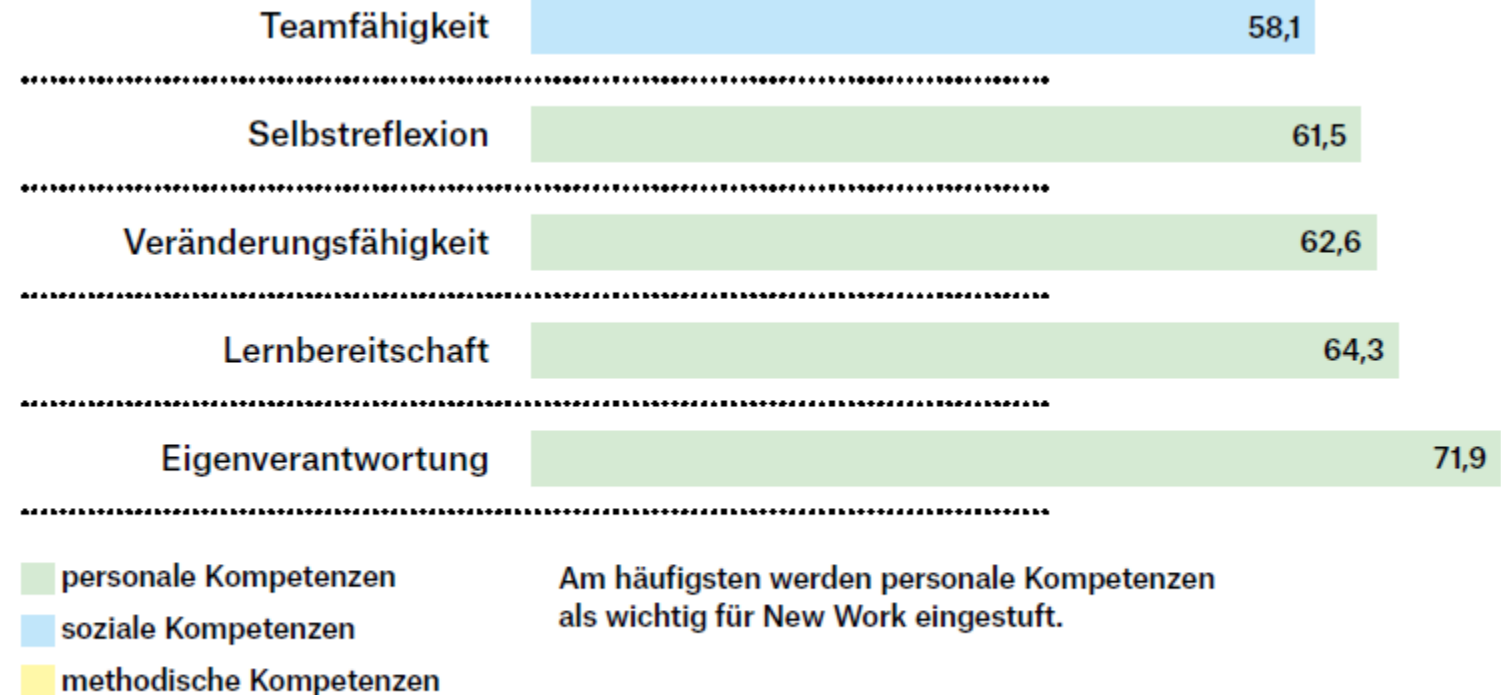
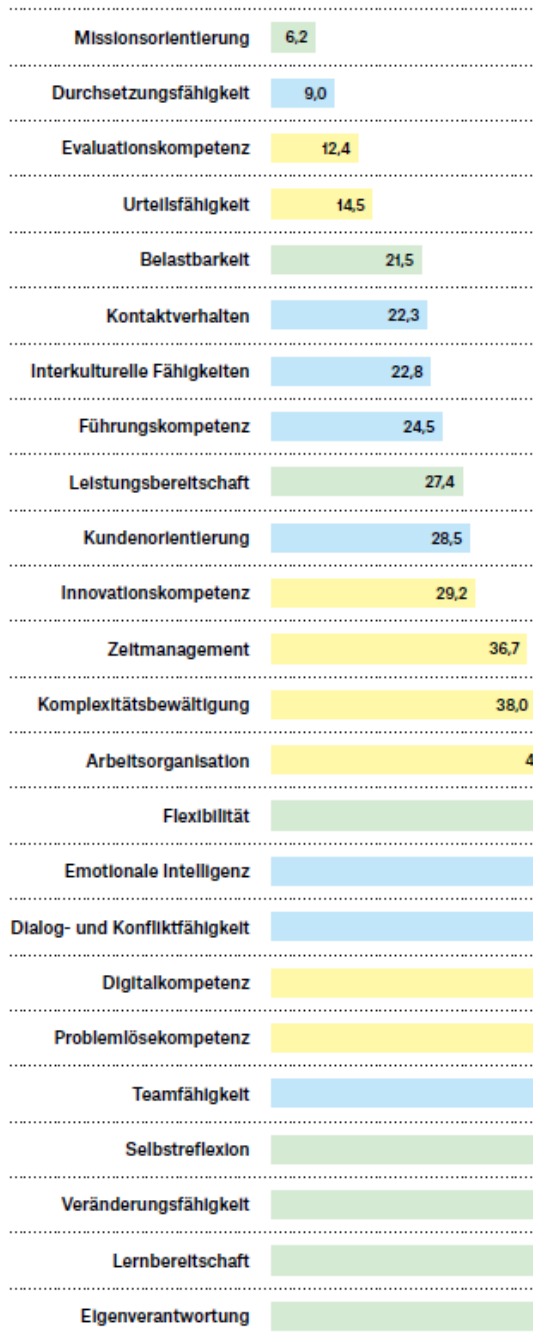


Figure 1. Conceptual model of empowering leadership and empowerment.

van Dierendonck, D., & Dijkstra, M. T. M. (2012). The role of the follower in the relationship between empowering leadership and empowerment: A longitudinal investigation. *Journal of Applied Social Psychology*, 42, E1-E20. <https://doi.org/10.1111/j.1559-1816.2012.01022.x>

New Work-Kompetenzen für Mitarbeitende ...



Am häufigsten werden personale Kompetenzen als wichtig für New Work eingestuft.

Führung ist ein Tanz



A background image of a modern office with white brick walls and large windows. Several people are visible: a man in a blue shirt, a woman in a dark blue top, a man in a white shirt, and a man in a blue sweater. They appear to be in a collaborative meeting.

Arbeitsgestaltung

Führung

Kultur

psych.
Empower-
ment

Förderung von psych. Empowerment

A modern office environment with a white brick wall and large windows. Several people are engaged in a collaborative meeting. A man in a white shirt is gesturing while speaking to a group of people, including a woman in a dark blue top and a man in a blue shirt. They are standing around a white desk with a laptop and some plants.

Arbeitsgestaltung

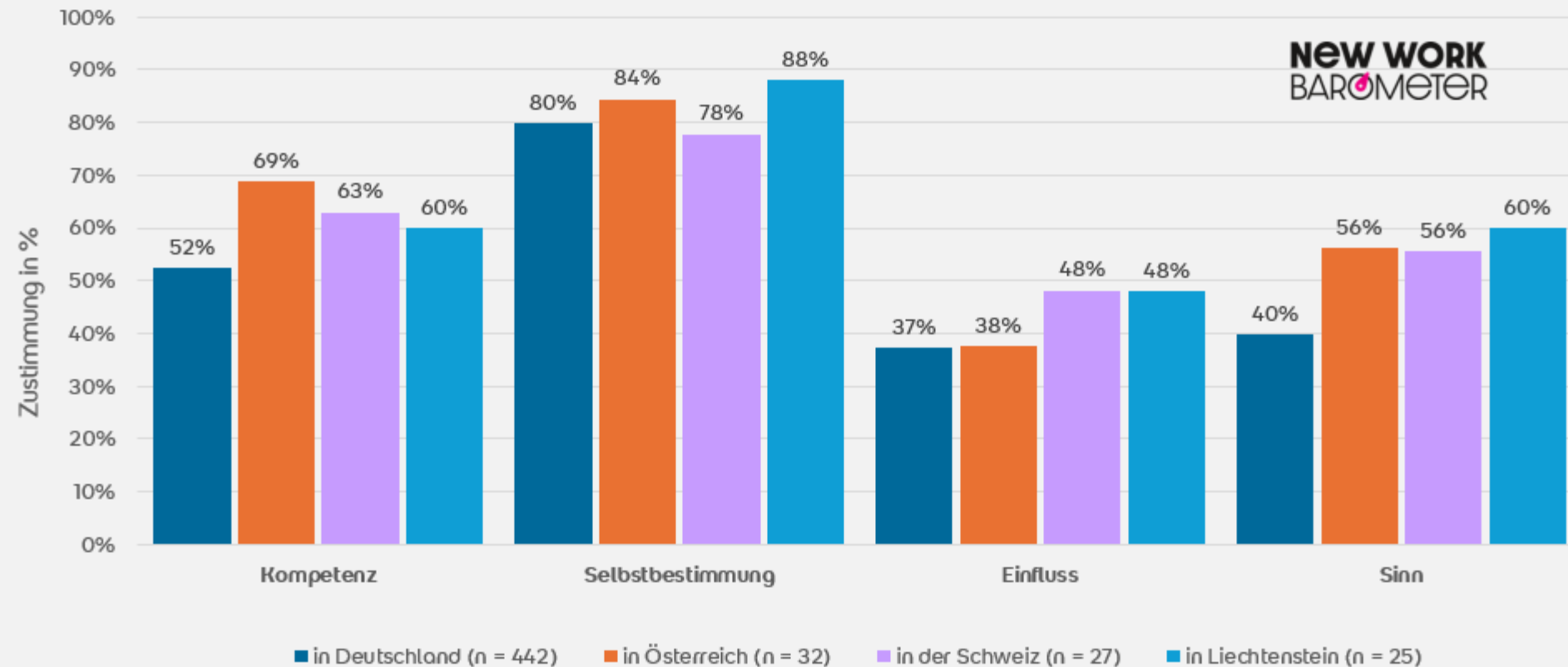
Führung

Kultur

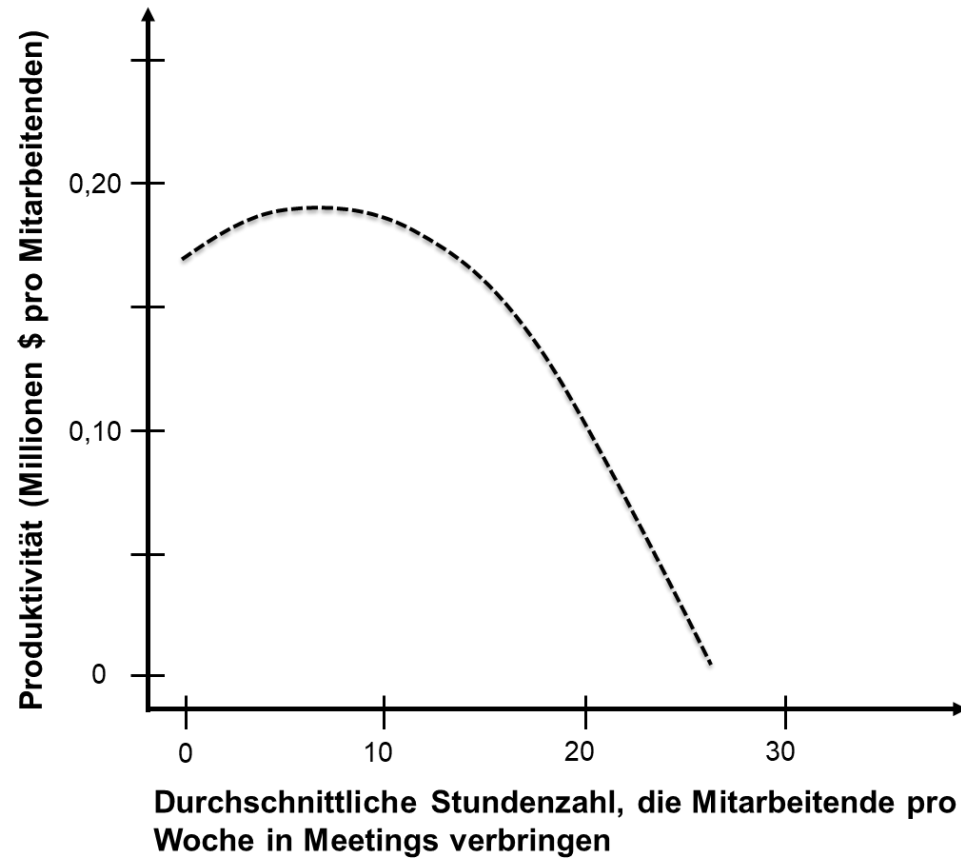
psych.
Empower-
ment

Förderung von psych. Empowerment

Empowerment-Facetten, die durch New Work gefördert werden (im Ländervergleich)



Sinnvolle und selbstbestimmte Online-Meetings



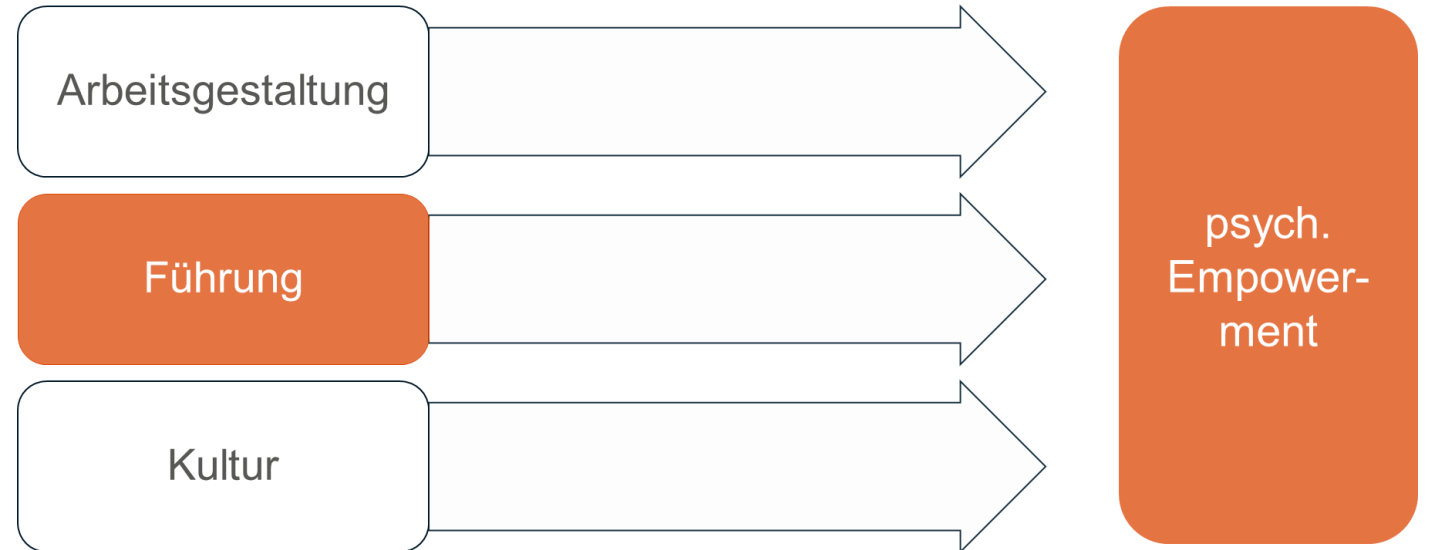
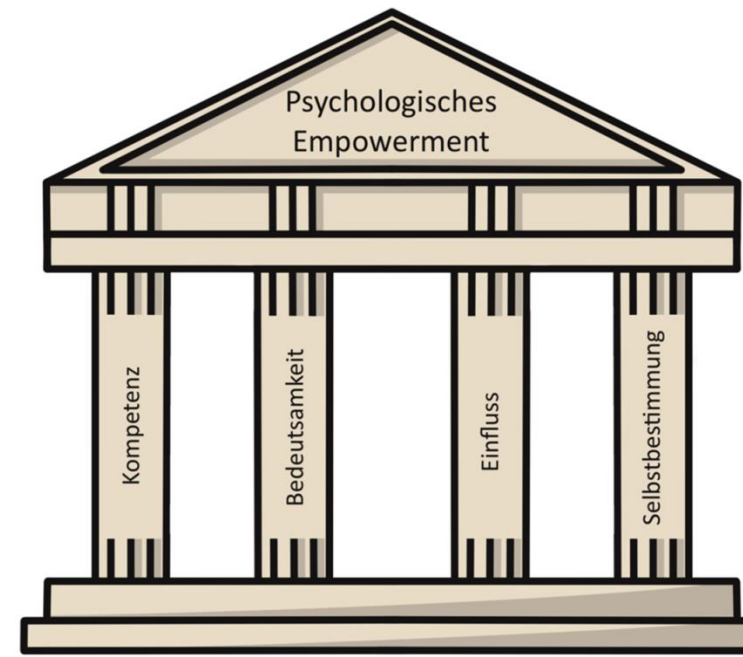
Polzer & DeFilippis (2020)

SPIEGEL Job & Karriere



1. Wer einen Termin einstellt, wird vom System aufgefordert, einen Sinn zu formulieren. Die Empfängerinnen müssen daraufhin nicht nur den Termin, sondern auch den Sinn des Meetings bestätigen.
2. Die Sinnprüfung beschränkt sich aber nicht auf die Phase vor dem Meeting. Alle Teilnehmenden haben die Pflicht, den Sinn auch im Verlauf zu prüfen, und dürfen das Meeting jederzeit verlassen, wenn der Sinn für sie nicht mehr gegeben ist.
3. Meetings dauern 30 Minuten. Wer mehr möchte, muss begründen und bitten.
4. Alle Mitarbeitenden werden für Meetings geschult und verfügen über Moderationsfähigkeiten.
5. Je höher der Status einer oder eines Teilnehmenden, desto später darf sie oder er erst ihre oder seine Meinung sagen. Dadurch wird verhindert, dass sich die Diskussion zu schnell an der Meinung einer Führungskraft orientiert.

Fazit



Vielen Dank für Ihre Aufmerksamkeit!



Prof. Dr. Carsten C. Schermuly

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