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# Leadership principles and people management in a changing world

Tough on the issue, soft on the person  
Connecting the values and needs of the employees with the goals  
and targets of the organizations  
**Surviving in the era of globalisation: do we need new leadership models?**

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# Leadership principles and people management in a changing world

## Overview

Changeable / unchangeable world

Model of positive / negative-focus

Principles of leadership

Center of Excellence cultures

Concrete techniques of self and team improvement

# How we can connect excellence, values, performance, and human dignity in an enterprise?

## I. Changing Work Environments: Globalisation, Demographic Change, and Role of Leadership

- How can Leaders motivate people to sustain or improve performance?
- Which role, traits, qualities, and qualifications have leaders in the future?
- Do we need a new understanding of people management? Or: back to the roots?
- The answer: Connect values, visions, and needs of the employees with the values, visions and needs of the organisation.

## II. The relevance of leadership during change

- Decentralisation of decisions in enterprises demands a new leadership style: Instead of command and control leaders have to coordinate and cultivate.
- The project leadership takes the subject responsibility for task achievement. The task of disciplinary leadership is taken by so-called people managers, that feel responsible that the employees find projects, in which they can activate their skills and develop their qualifications best.

### III. There is a universal model of leadership, because needs and values are similar in nearly all countries

Employees have

- a need for autonomy and participation,
- a need for empowerment and trust,
- a need for social togetherness and social identity,
- a need for self-efficacy,
- a need for explainability, predictability and meaning (sense)

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Leadership means being the director of an orchestra of team members that have different ages, cultures, and backgrounds.

Hence, leaders have to define the goals and expectations, but not the way to achieve the goals.

## Managerial Success

- Professionalism / sensitivity regarding business management
  - Professionalism / sensitivity regarding people management
  - Knowledge of leadership methods / instruments
- ⇒ Goal: outperform competitors regarding productivity, quality, costs and innovations

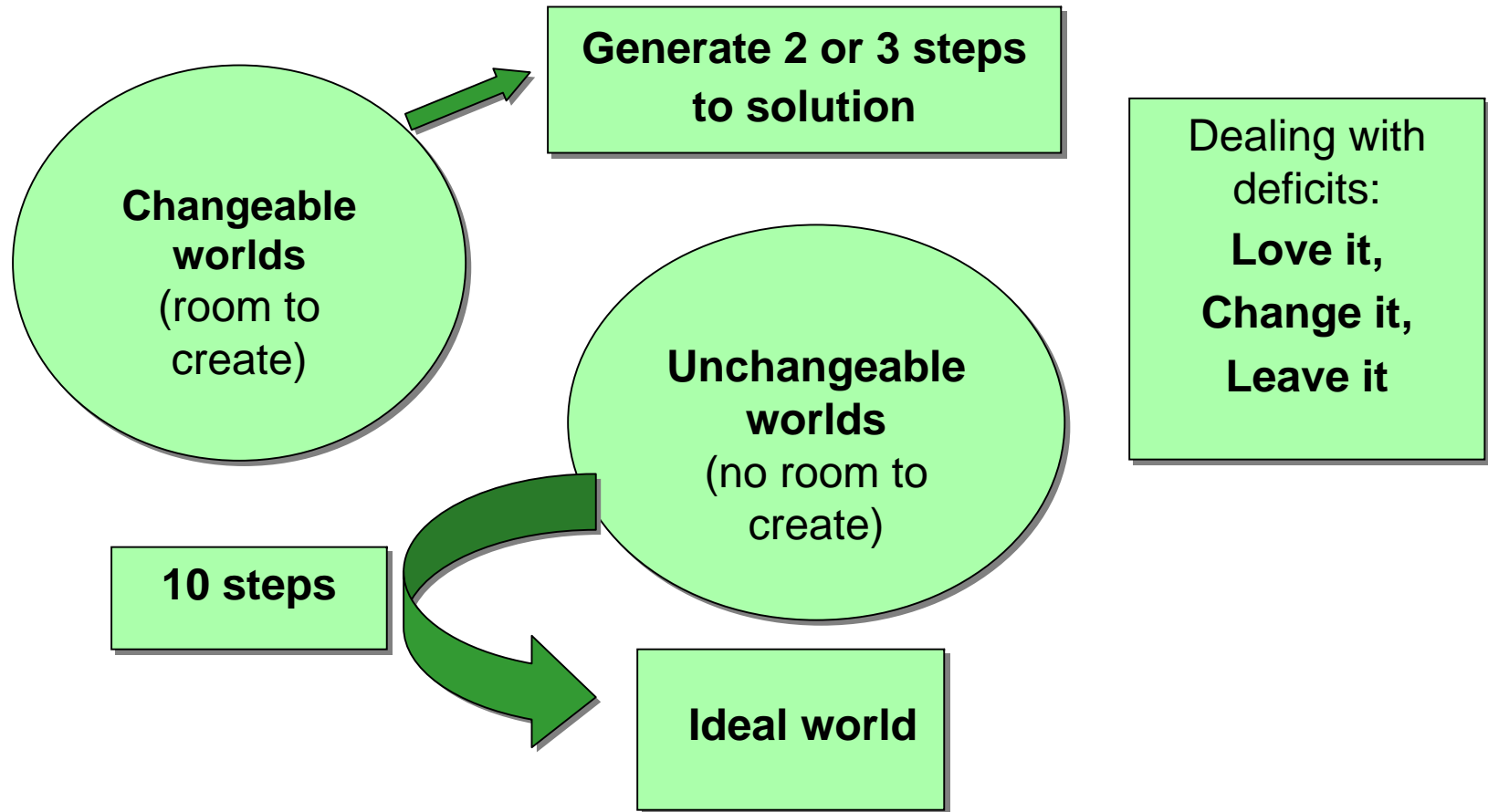
## Quality of Leadership : Organizational culture and hard facts

*Hard facts are ultimately a product of „soft factors“. (Thesis)*

Research findings show: there is a relation between the quality of leadership and the following hard facts

- Returns
- Turnover
- Market Share
- Absenteeism
- Number of suggestions for improvement
- Quota of goal attainment
- Customer Satisfaction
- Employee Commitment
- Organizational Citizenship Behaviors
- Identification with the Company

# Changeable / unchangeable worlds

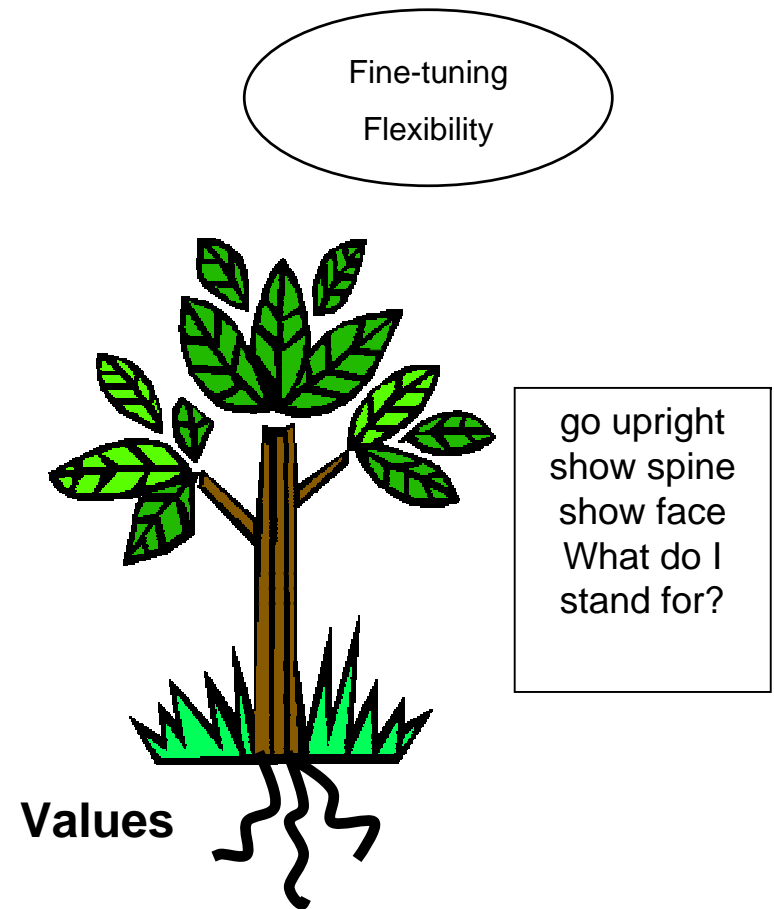


# Responsibility of leadership

## Ethics-orientated leadership - humanistic leadership

### I stand for:

- Human dignity with performance and innovation
- Fairness
- Transparency
- Appreciation
- Focus on strengths then on weaknesses
- Constructive criticism etc.
- Time (I take the time)
- Clear visions
- basic values of Kant, Lessing, Popper, Jonas, Schweitzer, Konfuzius
- Personal integrity and authenticity
- Non-venality
- Positive idea of man (at eye-level)
- Problem-solver and actor

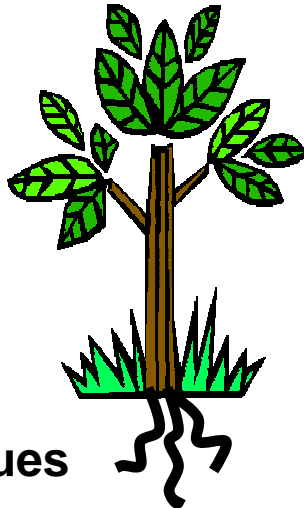


# Responsibility of leadership

## leadership culture

Captain and coach

Tough on the issue, soft on the person



Values

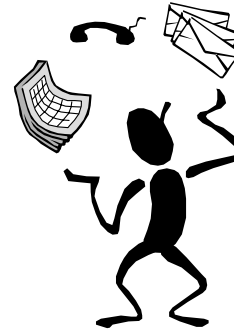
Organization  
Culture and  
values

Success,  
innovation, quality



a) Fulfillable longings of employees

b) Non-fulfillable longings of employees



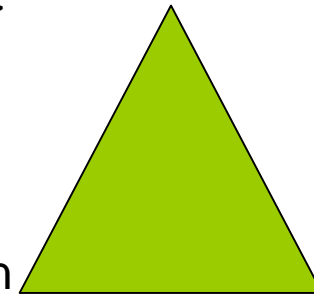
Added value by appreciation

Wertschöpfung  
durch  
Wertschätzung

Values, wishes, expectations  
and longings of employees:

- Meaning
- Self-actualizing
- Fairness and trust
- Appreciation
- Transparency and clearness
- Autonomy and participation)
- Togetherness
- Performance
- Security
- Countability

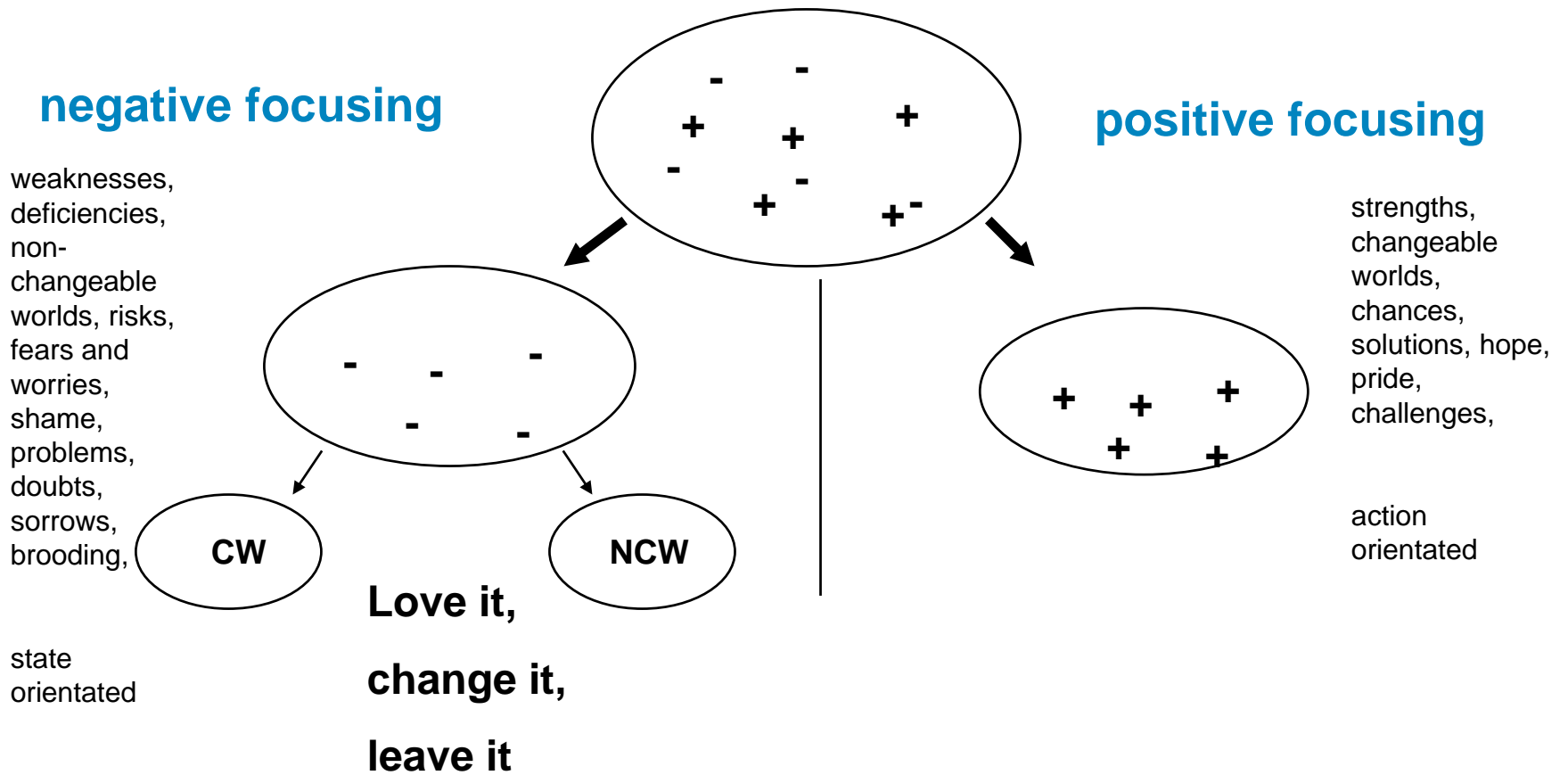
leadership



organization

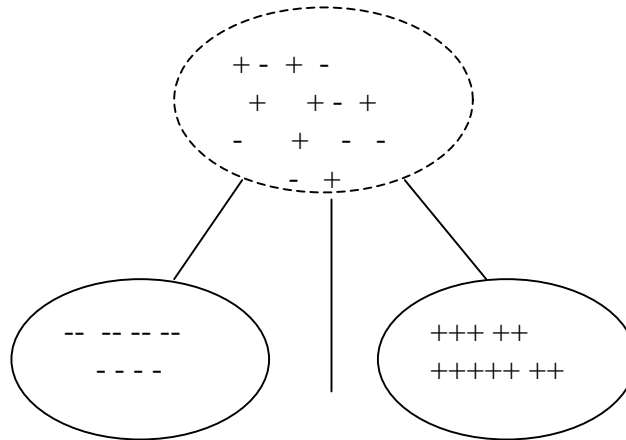
employee

# Model of positive focusing by Frey: from diffuse affective-kognitive slough (mixture) to a differentiation within one's head



# Model of positive focusing by Frey: from diffuse affective-kognitive slough (mixture) to a differentiation within one's head

Fears, worries, weaknesses, deficiencies, non-changeable words, don't work, only problems, barriers, doubts, sorrows, brooding, prohibitions, lethargy, others are the problem, self-doubt



Chances, strengths, options, challenges, changeable worlds, I am an actor, what can I do, faith in oneself, focus on similarities, pride on success in the past

Differentiation in positive and negative shares

Model of positive focusing

Applicable for:

- co-workers
- managers
- patients
- partners
- citizens

**Conclusion:**

**Acceptance of contradiction, co-existence of positive and negative areas.**

**Positive as well as negative area as the engine of change.**



responsibility of the light-house that initiates the differentiation

# The principles of leadership by Frey

**Goal:** mature co-worker as entrepreneur in an organization

## *Principle of...*

1. **Transmission of sense and vision**

2. **Fit and suitability  
(task / team)**

3. **Transparency  
(information and communication)**

4. **Autonomy and participation**

5. **Agreement on goals and settlement  
of priorities / clearness**

6. **Constructive feedback  
(praise and correction)**

7. **Fairness**

8. **Social integration and social  
assistance**

9. **of personal growth**

10. **situational leadership  
(androgen leading behaviour)**

11. **a good role model of the manager**

12. **fair material compensation**

**All principles are put- and call-obligations.**

# Chains of decisions and participations

## Before to a decision is after a decision

before decision after

<ul style="list-style-type: none"><li>• <b>express scepticism</b></li><li>• <b>express doubts</b></li><li>• <b>culture of disputes and conflicts</b></li><li>• <b>formulate proposals for decisions</b></li><li>• <b>participation possibilities</b></li></ul>	<ul style="list-style-type: none"><li>• <b>loyalty</b></li><li>• <b>solidarity at application</b></li></ul>
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# Principle of constructive feedback on praise and correction

## Rules of constructive feedback:

- We live a culture of praise and appreciation.
- We praise each other - vertically and horizontally.
- We give mutual feedback about our blind spots.
- We express perspectives, listen to them and then express our perspective again.
- The exchange of perspectives is made objectively.
- We also react on negative issues respectively critical perspectives in a non-irritable / unforgiving way.
- We try hard for positive appreciation and mutual high regard.
- Praise always must be honest and authentic.

## Constructive feedback does not mean:

- that you have to praise anything and anytime.
- that you always have to correct and comment.
- that you never again may turn a blind eye.
- that you have to confront (reply to) everything.
- that you must not be generous with small things anymore.

## Instruments:

All facets of praise, gratitude, appreciation, signs of joy, invitations etc.

All facets of correction: It's not what you say, but the way you say it.

# Criticism

## Criticism misses positive effect, when it:

- is made absolutely
- is perceived unfair
- drives someone into a corner
- is made behind the back of that person
- criticised the person in total
- is a punch below the belt
- is expressed before the assembled company
- emotional conflicts on an objective level
- reacts emotionally on objective conflicts

## Constructive criticism is:

- open for other perspectives
- constructive
- objectively correct
- direct
- privately
- related to the behaviour
- embedded in positive things
- friendly
- humorous
- not unforgiving and brave!

**Constructive criticism is more than a simple analysis of deficiencies: It always goes along with an offer of counterproposals and alternative solutions.**

**Note: It's not what you say, but the way you say it!**

# Fairness

- **Fairness of results (Input, Output)** What?
- **Procedural Fairness, fairness of methods (+ voice)** How?
- **Informational Fairness** (temporal and content related script, honest, timely, complete - bad news as well as good news)
- **Interactive Fairness**  
(Appreciation and respect at same eye-level)

*Fairness increases identification, intrinsic motivation, faith, commitment – persistency, creativity, innovation.*

## „Soft“ skills are:

- to know how to listen
- to know how to ask
- to create space for others - enough space to grow
- to be a mentor
- to be able to stand aside to let others be heard
- to be able to delegate the final decision to others
- to be able to admit faults and weaknesses
- to show your feelings (positive *and* negative emotions)
- to allow team members to find their own way
- to show interest in private concerns as well
- to recognize the importance of emotional qualities

# Initiating Structure and Consideration

		Issue	
		tough	soft
Person	tough		
	soft		

**Tough on the issue – soft on the person**

# Basics for interaction with people: Tough on the issue, soft on the person

## **Tough on the issue:**

**Mutual agreement on expectations, goals, standards, rules and contents - persists and clear.**

- **Clarify temporal and contents related scripts.**
- **Here, we discuss the „what“: What is the goal? What does it cost? What does it generate? What are the opportunity costs?**
- **How?**

## **Soft on the person:**

**Take the other as a mature co-worker, transform meaning, give voice, request as well as support all kinds of fairness. Here, you must be a coach.**

**Taboos are: Making people small. Shouting. Get someone down coram publico. Here, all things are relevant that are beneath human dignity and that violate human dignity.**

# Transformational Leadership: Components

- Charisma (Idealized Influence)
- Inspirational Motivation
- Intellectual Stimulation
- Individualized Consideration

# Charisma means:

## The Leader ...

- Is a role model (leadership by example)
- Is consistent
- Is willing to take responsibilities / risks
- Is persistent and determined
- Demonstrates high standards of ethical and moral conduct
- Does not ask more from his staff than what he contributes himself

# Inspirational Motivation means:

## The Leader ...

- Provides meaning and challenge to his staff's work
- Gives his staff a feeling of importance
- Communicates expectations clearly and demonstrates commitment to goals and the shared vision
- Fosters team spirit
- Displays enthusiasm and optimism
- Creates attractive visions of the future
- Openly recognizes and appreciates achievements by his staff

# Intellectual Stimulation means:

## The Leader...

- Questions assumptions and mainstream opinions
- Reframes problems
- Approaches old situations in new ways
- Encourages new ideas and creative problem solving from staff
- Does not criticize individual staff members' mistakes in public

# Individualized Consideration means:

## The Leader ...

- Demonstrates acceptance of individual differences
- Listens effectively, is aware of individual concerns
- Pays special attention to each individual staff member's needs for achievement and growth
- Applies praise and reproach dosed individually
- Acts as a mentor and coach
- Creates new learning opportunities (e.g. through delegation) along with a supportive climate

## Motivation: Reflection about: What motivates me, what demotivates me? What motivates my employee, what demotivates my employee?

### What motivates me? (manager)

- scope for development
- responsibility
- arranging
- forming challenges into one whole
- appreciation from superior, colleagues, co-workers
- visible success

### What motivates me? (co-worker)

- money
- challenge
- goal
- responsibility
- room for maneuver
- flexibility
- reputation
- praise, appreciation

### What demotivates me? (manager)

- lack of success of leadership
- lack of assistance and appreciation
- organization does not stand for the same values, than I do
- breaks: intransparent administrative processes
- administration: input / output
- return pipe end up in a black hole

### What demotivates me? (co-worker)

- unclear tasks
- intransparency
- feedback
- double work
- black hole: work is not related to growth and appreciation
- no vision
- excessive demands or no demands at all (professionally, temporally)
- lack of appreciation by superiors and colleagues
- no chances for development
- bad working climate
- bad remuneration

## How do I know, whether I am a good manager/leader?

- **Hard facts with economic barometer for success**
- **360 degree analysis:**
  - colleagues, clients, co-workers, superiors are evaluating you.
- **Evaluation of superiors:**
  - **Note: Authoritarian managers get relatively good evaluations, because negative evaluations are too dangerous.**
- **Observation: Do co-workers correct and criticise me? Do they speak to me?**
- **Rates of mistakes**
- **Laughter and mood: what do the faces tell me?**
- **Help and assistance - are the co-workers active?**
- **Engagement in case of deviation**
- **How is the situation with applicants? Is the department attractive for applicants?**
- **Do co-workers show up with suggestions?**
- **Trace expectations of co-workers by asking questions. Independent thereof, What can I and what do I want to fulfill?**
  - **What do you think is good / bad about your manager?**
  - **If you would be in my position, what would you do equally / differently?**
  - **What expectations do you have from your managers?**
  - **How does the ideal leadership look like? What is non-ideal leadership?**
  - **How do you want to be lead?**
  - **What motivates you? What demotivates you?**
  - **What was positive / negative in regards to leadership in the past?**
  - **What works out fine in collaboration, communication and leadership? What does not work?**

# Questions top managers ask their people

- If you were in my position - what would you change?
- Where do I inhibit your motivation and creativity?
- Where does my behaviour deviate from good leadership principles?
- Within the constraints of reality, what would be required to make your job more pleasant and rewarding?
- Do you ever see me not practising what I preach?
- When have you felt unjustly treated by me?
- How can we join forces to maximize cooperation, efficiency and innovation?
- Where do you see deficits - and how can we change them right now?
- How far are we off our goals - and what can we do to reach them?
- Do we all know our goals? Do we know where we should be aiming for?

## Questions top managers ask themselves:

- What are my greatest strengths (personal and job skills)?
  - Can I apply them effectively in my present position?
- What are my greatest weaknesses (personal and job skills)?
  - Can I improve them (now, or in the long-term)?
  - Can I tolerate them?
- Do others see me the same way I see myself?
- Do I review my past performance (the last working week, for example) to identify what I could do differently or better?
- Do I really live my leadership principles? Do I look for gaps between what I say about leadership and what I actually do?
- What are my personal and career goals?
- Is my performance and behaviour exemplary?
- Is this my life that I am living?

## Values - rules of interaction

**Culture of feedback: We live a culture of praise and appreciation. We live a constructive culture of disputes and conflicts.** That means: give feedback, call for feedback, directly and spontaneously. Ability to ask questions, to listen.

**We live a culture of problem solving.** We combine problems with 2 to 3 solutions. (Wailing and complaining can be reduced by that.) We differ between changeable and non-changeable worlds.

**Positive thinking will be supported.** We think in categories of changeable worlds. We think in possibilities, strengths and chances. We accept this thesis: We do not like co-workers and managers, who say „doesn't work“. They shall tell us, under which conditions it would work.

**We think beyond our own nose, anticipate the future, think cosmopolitan, think networked.**

**We want that our work and the interaction with each other is fun and pleasant.** We want to feel comfortable at work and not feel small, intrigues, behind someone's back

**We have clear goal, standards, expectations and rules. We interact in a fair way.** Note: **Tough on the issue, soft on the person.**

**Openness is also a principle (open-mindedness, open door)** instead of closed-mindedness

**Exchange of information and knowledge (communication without hierarchies)** instead of knowledge is power.

**We focus on our strengths** and try to balance the weaknesses also of others and we try to balance the weaknesses mutually that each of us can profit from another and a real fit within the team can arise.

**I am responsible for this.** If not me, who else?

The change starts with me.

# Cultures for a Center of Excellence (summary)

## Vision – Goal - Strategy

- 1. Culture of clients orientation
- 2. Culture of competitors and benchmark
- 4. Culture of owners
- 4. Culture of co-workers
- 5. Culture of entrepreneurship and responsibility
- 6. Culture of performance ethos and results-orientation

- 7. Cultures of the critical rationalism
  - a) Culture of problem solving
  - b) Culture of reflexion about standards, goals, processes
  - c) Constructive culture of deficiencies and learning
  - d) Constructive culture of dispute and conflicts
  - e) Culture of questioning and curiosity
  - f) Culture of fantasy and creativity
  - g) Culture of added values
  - h) Culture of improvisations and experiments

- 8. Culture of implementation
- 9. Culture of systems
- 10. Culture of discipline and professionalism
- 11. Culture of variety and synergies/teams
- 12. Culture of future / cosmopolitical culture
- 13. Culture of comfort zones
- 14. (fit and suitability)
- 14. Culture of civil courage
- 15. Culture of recreation
- 16. Culture of adaptation
- 17. Culture of ethics

# Outstanding Team-performance

1. Homogeneity of values and mutually accepted rules
2. Heterogeneity of talents, experiences; multidisciplinary
3. Commonly shared high performance goals
4. Ability to conduct team-reflection

Different talents lead to success:

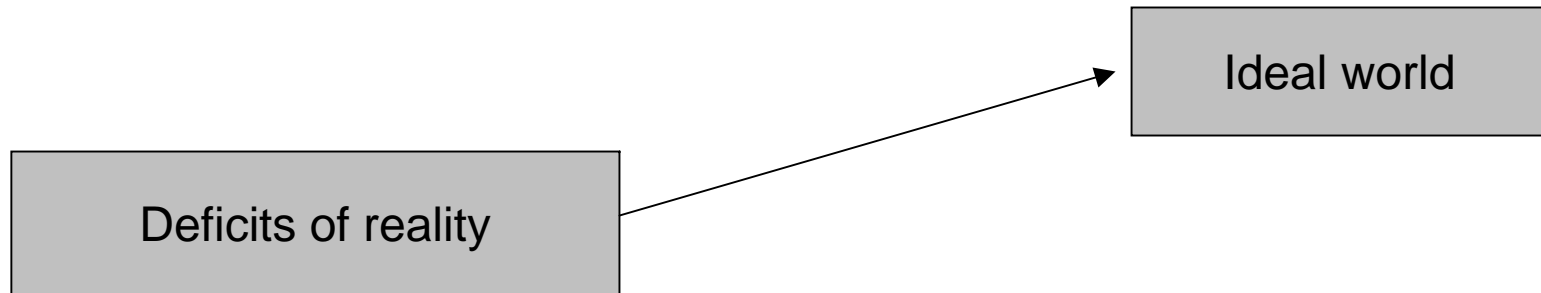
Go-getter	Artist
Perfectionist	Partner/Mate

## Questionnaire for nature of improvement

- 1. What was good in the last week / month / quarter, what do we want to keep up?**
- 2. What was not good in the last week / month / quarter, what do we have to improve?**
- 3. What can others do for improvement?**
- 4. What can I do for improvement?**

# Karl Popper's Philosophy applied to management of ideas

Instead of striving for heaven on earth the point is to reduce deficits and distress.



**Conclusion: identify deficits and convert them into suggestions for improvement!**

# Principle of every improvement:

## 1. Rules / job specifications / standards / philosophy / culture / principles / values

- What does this mean concretely?
- What does this concretely not mean?

## 2. Contrasting against the reality

- Negative examples from reality
- Positive examples from reality

## 3. Activation of multipliers

## 4. Culture of dialogue, constructive culture of disputes and conflicts

rules of how to handle conflicts

## 5. Re-activation of rules

# Strategies for self-improvement in the process of change I

***How much will each strategy help to improve your personal and your team's effectiveness?***

- Review your last day, your last month
- Review your last meeting, project, teamwork: What was good, what could be improved? Enable your team to reflect on technical and personal problems (team reflectivity)
- No day, week or month passes without establishing an action plan (for yourself and your team)
- Each office group or department has a blackboard, where deficits or improvement ideas are posted
- Use an inventory of shortcomings - for you and your team.

## Strategies for self-improvement in the process of change II

- The „Greenfield“ idea: you have the opportunity to recreate your department from scratch
  - ▶ What does your ideal department look like?
  - ▶ What intelligent solutions to existing interface problems can you think of?
- Gather external views: How are we seen by others? What would they improve upon?
- Identify reasons why processes are not working at their best. (Ask the five „Why“ questions)
- Final question: is the process necessary and *why* is the process necessary?
- Always look for multiple solutions and don't be satisfied with the first solution

## Strategies for self-improvement in the process of change III

- Make use of brainstorming and brain writing techniques: Start on your own, then involve the group.
- Make sure expectations are always clear: Does the other person know what I expect of him/her? Do I know what the other person expects from me?
- Reflect on relationships: What can be done to improve relationships? People who don't like each other don't work well together.
- Identify any unofficial „rules“ that block the optimization of processes, products and services.
- Could the team survive as an independent Company? Would they get the order? Are they better than the best competitor in respect of time, cost, quality and innovation?

## Wisdom, maturation and development of personality as a continuous process for differentiated faith in oneself and the others

**All this will be possible only by permanent**

**- Self reflection**

(What works out, what does not work out, why? - Paul Baltes, MPI, Berlin)

**- Team reflection**

(What works out? What does not work out? And why? - Michael West, Birmingham)

**- External reflection**

*Experience alone does not make you wiser; it's the reflection / elaboration about it.*

## Concrete outcomes of a critical self-review

- Colleagues are seen as a source of ideas
- Customers are seen as a source of both ideas and suggestions for improvement
- High quality thinking and problem-solving processes
- People give and receive feedback as a way to analyse strengths and weaknesses
- Everyone is able to listen and ask questions to create new ideas
- People have no fear of proposing innovative ideas
- Conflict is seen as a positive way to reach solutions
- Errors are accepted as a way to improve things
- Comprehensive efforts are made to give all employees access to training to increase flexibility and creativity

# What is important for leadership and for teamwork?

- Having team spirit and trust
- The team is as strong as its weakest link
- The culture should be: Tough on the issue, soft on the person
- Every question is allowed
- Self estimation does not necessarily equal estimation by others
- Preaching water drinking wine ?
- Fundamental interpersonal behaviors are important: “thank you”, “you are welcome”, “please”, looking into the other’s eyes
- A good mixture is important
- Individual motivation and: what is my part und my contribution to the team?
- Giving feedback, asking for feedback without being too sensitive

## Top performance with a human countenance

### **The model is based on the philosophy of western civilization:**

**Konfuzius:** life long learning

**Kant:** change of perspectives: treat others the way you would like to be treated (Kants imperativ)

**Lessing:** diversity as a blessing, tolerance

**Jonas:** responsibility and team orientation

**Popper:** critical rationalism, hierarchy-free communication

**Schweitzer:** 4 M: Man muss Menschen mögen (you must like human beings)

## Arrogance of power as a killer of faith?

### What does arrogance of power look like?

- no contact with basis of co-workers and clients
- no change of perspectives
- allows no criticism and no contradiction
- possessing the truth
- leading by fears and pressure
- is unreachable, unpredictable
- high level of narcissism, vanity, greed for power, obsession / craving for distinction, status thinking

Such an environment does not produce faith, but

- superficial conformity and bow before the „emperor without clothing,, (convenience translation for: having too much respect without sufficient reason)
- distrust

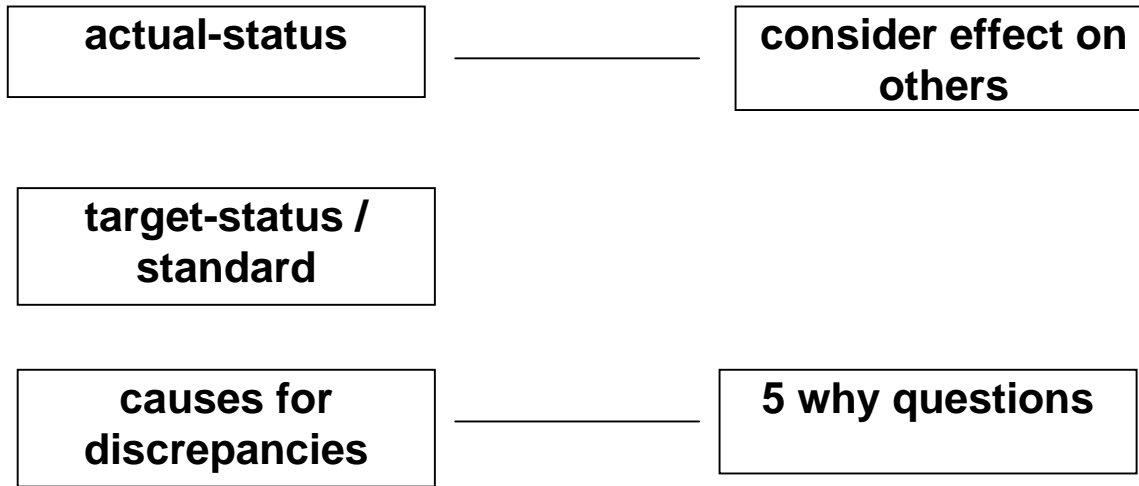
## Arrogance of faint as a killer of faint?

- attitude as a victim
- attitude as an observer
- no control and no mirroring due to fear and opportunism
- Goal: request and support civil courage and responsibility
- What is my contribution to a culture of faith?

# How can the principles of leadership be transferred?

- **superior's evaluation (voluntarily)**
- **360°-evaluation (voluntarily)**
- **reflection: What works out; what does not work out?**
- **department's evaluation**
- **regular appraisals (semi-annually)**
  - Feedback
  - goal arrangements
  - arrangements on development
- **Evaluation**
  - level of goal attainment
  - competency and performance
  - value-orientated behaviour
  - potential
- **measures for development**
  - comprehensive offers
  - individual measures

# Strengthen strengths, weaken weaknesses: a frame model of continuous improvement:



The reflection of actual-status and target-status has absolute priority in people management and business management

causal factors for the discrepancy actual-target

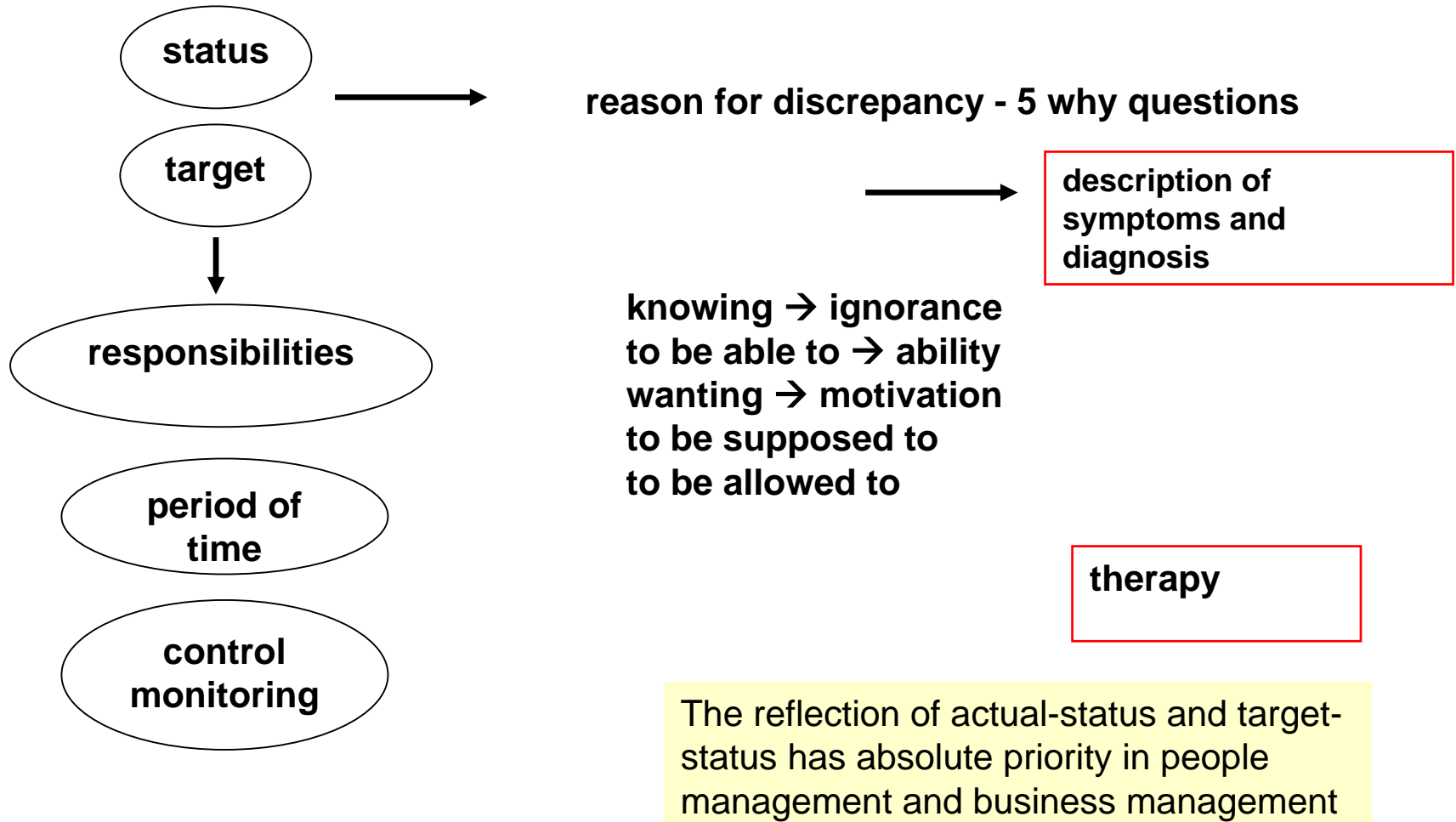
- not knowing
- not being able to (ability)
- not wanting (motivation)

keep in mind when dealing with the 3 causal factors: changeable worlds / non-changeable worlds

measures – action plan - rules

- responsibility
- time frame
- control / monitoring

# Cycle of continuous improvement



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Do not change others-  
start by changing yourself!

Everyone should start in their own back yard  
rather than wait for others to start changing.

(Be careful: your self-assessment does not necessarily  
match the view that others have of you!)

## Kurzvita von Prof. Dr. Dieter Frey

- Abitur 1966 Wirtschaftsgymnasium Rastatt
- Studium der Sozialwissenschaften (Psychologie, Ökonomie, Pädagogik und Soziologie) in Mannheim und Hamburg
- Diplom 1970 bis zur Habilitation: Mitarbeiter am interdisziplinären Sonderforschungsbereich der Universität Mannheim über Entscheidungsforschung (Beteiligung von Ökonomen, Juristen und Psychologen)
- Promotion 1973 über Verarbeitung selbstbedrohender Informationen
- Habilitation 1978 über Informationsverarbeitung bei Entscheidungen
- Von 1978 - 1993 Professor für Sozial- und Organisationspsychologie an der Christian-Albrechts-Universität zu Kiel
- 1988/89 Theodor Heuss Professor an der Graduate Faculty der New School for Social Research in New York
- Seit 1993 Professor für Sozial- und Wirtschaftspsychologie an der Ludwig-Maximilians-Universität in München
- Mitglied der Bayerischen Akademie der Wissenschaften
- Mitglied im Beirat von mehreren Fachzeitschriften und wissenschaftlichen Verlagen
- Lehrbeauftragter an der Hochschule St. Gallen (Nachdiplomstudium)
- Seit 1993 Gutachter der Deutschen Forschungsgemeinschaft
- Autor von ca. 300 wissenschaftlichen Artikeln, Buchbeiträgen, Büchern
- Deutscher Psychologie Preisträger 1998 (Psychologe des Jahres)
- 2000-2002 Dekan der Fakultät für Psychologie und Pädagogik an der LMU, München
- 2003-2005 Geschäftsführender Direktor des Department Psychologie an der LMU, München
- Seit 2003 Akademischer Leiter der Bayerischen Elite-Akademie
- Lehrbeauftragter ESMT (European School of Management & Technology, Berlin)
- Seit 2005 Dekan der Fakultät für Psychologie und Pädagogik an der LMU, München

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