References


Amabile, T. M., & Conti, R. (1994) *Environmental determinants of work*


Bandura, A. & Walters, R. H. (1963) *Social learning and personality development*.


Bass, B. M. (1998) Transformational leadership: Industrial, military and


Psychology, 31, 76-80.


Consulting Psychologists Press.


302


De Cock, C. (1996) Thinking creativity about creativity: what can we learn from recent developments in the philosophy of science. Creativity and innovation management, 5, 204 – 211.


Deci, E. L. & Ryan, R. M. (1987) The support of autonomy and the control of


309


Greenberg, E. (1992) Creativity, autonomy and evaluation of creative work:


Krop, H. (1969) Effects of extrinsic motivation, intrinsic motivation and


New York: Holt, Rinehart and Winston


Great minds don't think alike? Person level predictors of innovation at work. *International Review of Industrial and Organisational Psychology, 17*, 115-144.


motivational orientations: Reward-induced changes in preference for complexity. 


Semantics, 11, 249-260.


groups. *Creativity research Journal*, 11, 111-121.


Psychology, 52, 591-620.


Triandis, H. C. (1979) Values, attitudes and interpersonal behaviour. In M. M. Page (Ed.), Nebraska symposium on motivation (pp. 195-259). Lincoln, University of Nebraska Press.


Appendix 1: Selection of the Observer manual
INTRODUCTION
Influencing Innovation In Others
Management Development Centres

The development centres in which you are an observer, aim to measure and develop the managerial behaviours that are associated with innovation in others, in the workplace. On the basis of the competency model for influencing innovation in others, a series of exercises have been designed as work simulations. Each exercise is designed to allow behavioural observation (by trained observers), of the core behaviours that influence innovation in others. These are derived from a programme of research that has identified the behaviours of managers that act to enhance or inhibit workplace innovation.

Figure 1: Managerial Behaviours That Influence Innovation In Others

Participant’s will be invited to a development centre aimed to develop their ability to influence innovation in others at work. At the development centres (where you will be an observer) the observation of participants will be carried out by psychologists who will observe, record, classify and evaluate using the information from the exercises. The exercises reflect the type of work that an individual would be likely to perform within their job (see list of exercises overleaf). Also at the development centre a facilitated self-review of the participant’s perceived strengths and development needs is held with each participant. This aims to establish the participant’s buy-in to their directed self-development. At a later date each participant will be visited in the workplace and given competency-based feedback, which reviews their performance on
the exercises on the day, and identifies strengths and development needs in
the behaviours that influence innovation in others. Subsequently, the
participants are given access to a website that contains a range of
development advice on each of the competencies. In addition, each
participant is given two email reminders of their strengths and development
needs, and again referred to the website. The whole developmental process
over time is shown in Figure 2.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Development</th>
<th>1st individual</th>
<th>Follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td>are invited to</td>
<td>centre (DC)</td>
<td>email reminder of</td>
<td>feedback</td>
</tr>
<tr>
<td>the development</td>
<td>YOU WILL BE</td>
<td>perceived strengths</td>
<td>interview,</td>
</tr>
<tr>
<td>centre</td>
<td>INVOLVED</td>
<td>and development</td>
<td>written</td>
</tr>
<tr>
<td></td>
<td>HERE</td>
<td>needs, as</td>
<td>feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>identified at the</td>
<td>report and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DC</td>
<td>psychometric</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>profile</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2: Timeline of the development approach**

The exercises included in the development centre are:

- **Managing a group problem solving exercise:** 3 different group tasks are completed in groups of 3; 1) designing a website, 2) making a radio advertisement and 3) completing an engineering task. In each task a different member of the group is the designated manager – it is this person’s behaviour that is observed and recorded.

- **A map of an innovation:** In a one to one interview a time plan is plotted of an innovation that one of the participant’s subordinates or co-workers has developed, and the participant’s role within this example is explored.

- **A facilitated self review:** The participant is given a developmental review interview where the participant is asked to identify what they feel are their strengths and development needs.

- **A group discussion exercise:** This session aims to give the participants time to discuss best practice for influencing innovation within Coors.

- **Psychometric profile:** A series of psychometric tests will be administered including the IPI (Patterson, 1999), a measure of the Big 5 (Warr, 2003).

- **Self evaluation:** After each exercise the participant is asked to self evaluate their performance.
INFLUENCING INNOVATION
EXAMPLE Competency Descriptors

1) Role Modelling (RM)

This theme of behaviour is about the manager's personal skill and behaviour in the area of innovation and creativity. If high in this behaviour the manager sets a good example, and is a role model for his / her staff, expecting his / her staff to innovate.

<table>
<thead>
<tr>
<th>Positive indicators</th>
<th>Negative indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggests ideas of his/her own that are useful to the group, organisation or problem in hand</td>
<td>Is not seen as a creative person, and rarely suggests ideas</td>
</tr>
<tr>
<td>Generates original solutions to problems</td>
<td>Opt to use traditional problem solving methods that have been tried and tested.</td>
</tr>
<tr>
<td>Has a positive view of the future and the potential of ideas</td>
<td>Views the future in a negative light and is cynical about ideas</td>
</tr>
<tr>
<td>Sets a positive example by implementing ideas</td>
<td>Does not set a creative example and rarely sees ideas through to implementation</td>
</tr>
<tr>
<td>Is willing to change the way things are carried out for positive business advantage</td>
<td>Rarely makes changes to processes at work, and is disapproving of change</td>
</tr>
<tr>
<td>Is open to new ideas</td>
<td>Is not interested in hearing ideas from subordinates</td>
</tr>
<tr>
<td>Willing to listen to people's ideas</td>
<td>Not willing to listen, uses 'no' as a reflex response to ideas, and raises faults and obstacles to ideas</td>
</tr>
<tr>
<td>Often makes changes at work and is tolerant of the ambiguity of change</td>
<td>Prefers traditional ways of doing things and is relatively fixed in his/her ways. Is uncomfortable with ambiguity</td>
</tr>
<tr>
<td>Encourages challenge from others</td>
<td>Avoids feedback from others</td>
</tr>
<tr>
<td>Has a supportive attitude towards innovation</td>
<td>Does not see innovation as positive</td>
</tr>
<tr>
<td>Actively encourages employees to try out new ideas</td>
<td>Actively encourages employees to stick to tried and tested methods</td>
</tr>
<tr>
<td>Expects staff to innovate and communicates that it is a job requirement</td>
<td>Does not actively articulate that innovation is part of an employee's job and instead instructs and expects employees to stick to what is known</td>
</tr>
</tbody>
</table>
# COMPETENCY ASSESSMENT MATRIX

Managerial Influence on Innovation

<table>
<thead>
<tr>
<th>Competency</th>
<th>Role Modelling (RM)</th>
<th>Interpersonal Style (IS)</th>
<th>Feedback (F)</th>
<th>Empowerment (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map of an innovation</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Management of problem solving task</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Psychometric profile</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
The following scale should be used throughout all evaluations in the development centre. Please note that participants should be rated according to the number of positive and negative behavioural indicators displayed.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very strong display of all or nearly all of the positive behavioural indicators. No or few negative indicators. (Excellent)</td>
</tr>
<tr>
<td>4</td>
<td>Strong display of many of the specified positive behavioural indicators. Few negative indicators. (Good)</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory display of some of the specified positive behavioural indicators. Some negative indicators displayed, but not decisively. (Satisfactory)</td>
</tr>
<tr>
<td>2</td>
<td>Few of the specified positive behavioural indicators displayed. Many negative indicators displayed. (Areas of concern)</td>
</tr>
<tr>
<td>1</td>
<td>Little or no evidence of any of the specified positive behavioural indicators. Mostly negative indicators displayed. (Poor)</td>
</tr>
</tbody>
</table>
### MAP OF AN INNOVATION

**Observer Notes**

**Objectives**

**F**
- To examine the manager's ability to give feedback and guidance during and after idea generation, and before and during idea implementation.

**IS**
- To examine the manager's interpersonal interaction with others. To assess how receptive the manager was to ideas in the example, how fun he/she made the innovation process, and how accessible he/she was.

**E**
- To examine how the manager gave autonomy and delegated responsibility during the innovation process.

#### Performance indicators

<table>
<thead>
<tr>
<th></th>
<th>Positive Indicators</th>
<th>Negative Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F</strong></td>
<td>• Gave positive feedback, guidance and direction at all stages</td>
<td>• Found problems and faults with ideas</td>
</tr>
<tr>
<td></td>
<td>• Rewarded the idea</td>
<td>• Criticised ideas employees offered and gave negative feedback</td>
</tr>
<tr>
<td></td>
<td>• Did not criticise the ideas but built upon them</td>
<td>• Did not offer any rewards for ideas</td>
</tr>
<tr>
<td></td>
<td>• Had set innovation as a goal</td>
<td>• Did not give any time to generate ideas or try them out</td>
</tr>
<tr>
<td></td>
<td>• Gave extra time / enough time in the deadline to generate and try out new ideas</td>
<td>• Did not provide any extra resource to help implement ideas</td>
</tr>
<tr>
<td></td>
<td>• Provided resources for ideas</td>
<td>• Imposed tight deadlines</td>
</tr>
<tr>
<td><strong>IS</strong></td>
<td>• Was approachable to staff</td>
<td>• Did not make him/her self approachable to staff</td>
</tr>
<tr>
<td></td>
<td>• Was friendly and willing to listen to staff’s ideas</td>
<td>• Was not very willing to listen to staff’s ideas</td>
</tr>
<tr>
<td></td>
<td>• Made the innovation process fun</td>
<td>• Made no attempt to make the innovation process fun</td>
</tr>
<tr>
<td></td>
<td>• Often talked informally about ideas with staff</td>
<td>• Sold the staff’s idea as his/her own</td>
</tr>
<tr>
<td></td>
<td>• Was contactable and accessible</td>
<td>• Was very busy and often not around</td>
</tr>
<tr>
<td></td>
<td>• Showed concern that the employee got recognition for HIS/HER work</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>• Gave autonomy to the employee throughout the three stages of the innovation process</td>
<td>• Was quite controlling over the employee and the ideas in the stages of the innovation process</td>
</tr>
<tr>
<td></td>
<td>• Delegated responsibility for the idea to the employee and let them use his/her own initiative</td>
<td>• Kept most of the responsibility for tasks to him/her self</td>
</tr>
<tr>
<td></td>
<td>• Had confidence in the staff’s ability</td>
<td>• Had little confidence in the employee’s ability to deliver</td>
</tr>
</tbody>
</table>

**Practicalities**

- The map of an innovation should last no more than 1 hour
EXAMPLE PROBLEM SOLVING TASK
Participant Brief

Marketing Campaign

Context

- During the day you will take part in three group exercises. In this exercise you will be the designated manager of the group, in the other two exercises you will be a group member.

- You are set a specific challenge to resolve within 20 minutes.

- The team will consist of yourself and two other people.

- You are employed by a company called Premier Marketing.

- It is late November / early December and your team has lots of deadlines to meet and is very busy. However, you and two members of your team have been asked by senior management to complete the following task.

Your task

- You are asked to create a radio advert for a new toy store. This is a national toy store and it is hoping to become international over the next year. The store sells a range of toys for 6 – 12 year olds. The advert will be heard on a local radio station.

- You have been given a series of "tools" and a Dictaphone that you can use to make your advert.

- You have 20 minutes to decide on a campaign, and produce a radio advert.

- Please note that the best advert over all groups, as judged by the observers, will receive a prize at the end of the day.
PROBLEM SOLVING TASK
Observer Final Rating Form

Participant Number: ___________ Observer Name: ____________________________

- The three competencies listed below should be observable in this exercise
- Refer to the competency model, then rate the performance of the participant on each of the competencies by circling the number which you feel reflects the observed behaviour of the participant in this exercise

### Feedback

<table>
<thead>
<tr>
<th>Positive Indicators</th>
<th>Negative Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives positive feedback, guidance and direction</td>
<td>Finds problems and faults with ideas</td>
</tr>
<tr>
<td>Rewards ideas</td>
<td>Constantly raises counter proposals</td>
</tr>
<tr>
<td>Does not criticise but builds ideas</td>
<td>Gives little or no positive feedback and gives negative feedback on ideas</td>
</tr>
<tr>
<td>Provides resources for ideas</td>
<td>Does not offer any rewards for ideas</td>
</tr>
<tr>
<td>Sets loose time limits so that the group can think about the challenge</td>
<td>Rejects ideas out of hand</td>
</tr>
<tr>
<td></td>
<td>Imposes tight time limits</td>
</tr>
</tbody>
</table>

### Interpersonal Style

<table>
<thead>
<tr>
<th>Positive Indicators</th>
<th>Negative Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is approachable to the group and establishes rapport with members</td>
<td>Does not make him/her self approachable to the group and makes no attempt to establish rapport</td>
</tr>
<tr>
<td>Is friendly and willing to listen to the group's ideas</td>
<td>Is not willing to listen to the group's ideas and is not interested in other points of view</td>
</tr>
<tr>
<td>Makes the exercise fun</td>
<td>Makes no attempt to make the exercise fun</td>
</tr>
<tr>
<td>Creates a relaxed atmosphere in the group, puts everyone at ease</td>
<td>Creates a formal atmosphere</td>
</tr>
<tr>
<td>Checks all are in agreement</td>
<td>Withholds information from the staff</td>
</tr>
<tr>
<td>Freely shares the information with the group</td>
<td></td>
</tr>
</tbody>
</table>

### Role Modelling

<table>
<thead>
<tr>
<th>Positive Indicators</th>
<th>Negative Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generates original ideas</td>
<td>Generates unoriginal ideas</td>
</tr>
<tr>
<td>Open to hearing ideas from others</td>
<td>Is disinterested in the views of others</td>
</tr>
<tr>
<td>Willing to listen to ideas</td>
<td>Unwilling to listen to ideas</td>
</tr>
<tr>
<td>Willing to implement ideas</td>
<td>Becomes focused on one set way and refuses to change from this idea</td>
</tr>
<tr>
<td>Willing to make changes to initial ideas</td>
<td>Focuses on the negative aspects of ideas</td>
</tr>
<tr>
<td>Encourages challenge to ideas he or she has suggested</td>
<td>Gets defensive when challenged</td>
</tr>
<tr>
<td>Focuses on the positive</td>
<td></td>
</tr>
<tr>
<td>Is not defensive when challenged</td>
<td>Gives little or no encouragement to the group</td>
</tr>
<tr>
<td>Expects the group to give ideas</td>
<td>Has no expectation that all the group should contribute ideas</td>
</tr>
<tr>
<td>Encourages the group to generate and try out new ideas</td>
<td></td>
</tr>
</tbody>
</table>
FACILITATED SELF REVIEW
Interview Schedule

Give an introduction to the interview. In this state that:
The purpose of the interview is to review participant performance on the behaviours that influence innovation: 1) Individual behaviour 2) Task orientation and 3) Exchange behaviours (both manager-centred and employee-centred) and help them identify their perceived strengths and development needs.

After the introduction follow this interview schedule:

ASK: How have you found the experience today?

ASK: What pleased you most about your performance?

ASK: What concerned you most about your performance?

Go through each exercise, describe each exercise (i.e. written case study, map of an innovation, managing a problem solving exercise) and

ASK: What do you feel were your strengths/concerns in this exercise? (use self evaluation sheets)

ASK: What might you do differently next time?

Go through each competency, describe the competency (i.e. Individual creativity, empowerment, employee centred-exchange and manager-centred exchange) and

ASK: How do you feel you performed on this competency today?

Discuss how this relates to the participant's performance in the workplace and ask them to give examples.

ASK: Do you feel this behaviour is one of your strengths or a development need?

Repeat for all four competencies

Please note on the evaluation sheet which competencies the participant feels they need to target for future development

ASK: Do you have any final comments you would like to make?
## FACILITATED SELF REVIEW INTERVIEW

**Observer Evaluation Form**

**Participant Number:** ___________  **Observer Name:** ___________

<table>
<thead>
<tr>
<th>Competency</th>
<th>Summary Evidence of Positive Behavioural Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS</td>
<td>............................................................................</td>
</tr>
<tr>
<td>F</td>
<td>............................................................................</td>
</tr>
<tr>
<td>RM</td>
<td>............................................................................</td>
</tr>
<tr>
<td>E</td>
<td>............................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency</th>
<th>Summary Evidence of Negative Behavioural Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS</td>
<td>............................................................................</td>
</tr>
<tr>
<td>F</td>
<td>............................................................................</td>
</tr>
<tr>
<td>RM</td>
<td>............................................................................</td>
</tr>
<tr>
<td>E</td>
<td>............................................................................</td>
</tr>
</tbody>
</table>

**Summary of Participant's Performance:**

**OVERALL EXERCISE RATING:**

<table>
<thead>
<tr>
<th>F</th>
<th>IS</th>
<th>E</th>
<th>RM</th>
</tr>
</thead>
</table>
Using the evidence from all the evaluation forms, decide on an overall rating for each of the relevant competencies. Use the comments section below to justify your recommendation.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Supporting Comments</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Modelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empowerment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OVERALL RATING:
EXAMPLE SELF-EVALUATION
Participant Sheet: Managing a Problem Solving Exercise

Participant Number: _________

1 = Poor 9 = Outstanding

Please rate your performance in this activity today
(Tick as appropriate)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Please explain briefly why you gave yourself the above rating. Try to be as specific as you can about anything you did, or that happened during the activity, which led you to make this evaluation.

Which group exercise would you have chosen to have been the designated manager for?

Thank you
Appendix 2: Example managerial tips and actions
INTERPERSONAL STYLE

Being Approachable

Being Approachable is characterised by a management style that is both informal and relaxed. In order to achieve this characteristic it is important to remember that the communication link between manager and his or her employees runs in two directions. If a manager is perceived to be a good listener, that manager will subsequently be viewed as someone who is easy to talk to, and thus open with his or her staff.

Tips for fostering open communication

- Find out what your employees want to know.
- Encourage staff both to keep each other informed, and to share information.
- Have a department and/or team bulletin board to keep people up-to-date with both personal and professional items of interest.
- Hold staff meetings that allow different members of your team to take it in turns to chair the meeting.
- In staff meetings ensure that your employees build the agenda, and always allow them time to discuss issues that are important to them.
- Hold monthly breakfast meetings without an agenda to encourage informal interaction.
- When a member of your team tells you something negative has occurred remember not to “shoot” the bearer of bad news.
- Don’t gloss over anything that goes wrong in your area and report this to the full extent so lessons can be learnt. Talk to peers in other departments.
- Look at other teams, and learn from what they have done. This will also enhance internal communication.
- Make an effort to have coffee with people informally when at work.
EMPOWERMENT

Trusting and delegating

When a task has to be made a reality is important that you trust staff and delegate to them. This relates to giving people responsibility and autonomy and has a big impact on if an idea is made real. Often you will not have enough time yourself to make ideas happen, so trusting others to do so is essential.

Increase Your Willingness to Delegate

To be effective and successful and to help enhance innovation it is important to delegate tasks to others. Often people are resistant to delegate. It is important you identify why you are resistant to do so.

Common reasons why people are reluctant to delegate include:

- Insufficient time to explain to others the delegated task: This is often not an acceptable reason for not delegating – in the long run time will be saved
- Desire for perfection: You should not be the only one that can do tasks well – maybe you should train someone else in your team to also do that job.
- Personal satisfaction or reward of doing the job: Learn to achieve satisfaction from other parts of your job
- Lack of confidence in employees abilities: Carefully evaluate what your employees or colleges can and cannot do and then delegate to someone who is able to do the task.

FEEDBACK

Giving positive feedback

In order for staff to identify what behaviours are desirable, it is essential that they be exposed to positive feedback. Although other behaviours may be needed to sustain these desirable behaviour patterns, it will contribute to the transition of innovative ideas into innovative realities.

Giving Positive Feedback
Positive feedback is a great motivator to your staff.

Action One: Keep feedback specific and behavioural. When giving feedback describe the behaviour that you are recognising, and emphasize its impact to illustrate its importance.

Action Two: Let your employees know which behaviours they should continue, by saying well done.

Action Three: Encourage others in the team to provide feedback on the ideas of their co-workers.

ROLE MODELLING

Open to ideas

Being open to new ideas is essential to motivate staff to innovate. It is essential that your preference is not simply your own way of doing things are that you are happy for staff to challenge you and suggest ideas to you.

Be Open To New Ideas

Action One: Remain open to new ideas and communicate this to employees by asking them to suggest ideas to you.

Action Two: Do not respond to ideas with no, and resist from instantly finding faults and problems with ideas. Giving negative feedback may make you look as if you are not open to ideas.

Action Three: If an idea is inappropriate, respond by building the idea.

Tips On How To Set Up Clear Creativity Goals

1. Identify expected accomplishments, missions and responsibilities.

2. State the requirements of each accomplishment. Clarify why the accomplishments are important.

3. Describe how performance will be measured and why.

4. Set exemplary standards yourself, preferably in measured terms.

5. Identify exemplary performers and any available resources, so that others can become exemplary.

6. Provide frequent and unequivocal feedback about how each person is performing. This should be expressed as a comparison with an exemplary standard. Consequences of good and bad performance should also be made clear.

7. Supply as much back up information as is needed to help people trouble shoot their ideas.