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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.

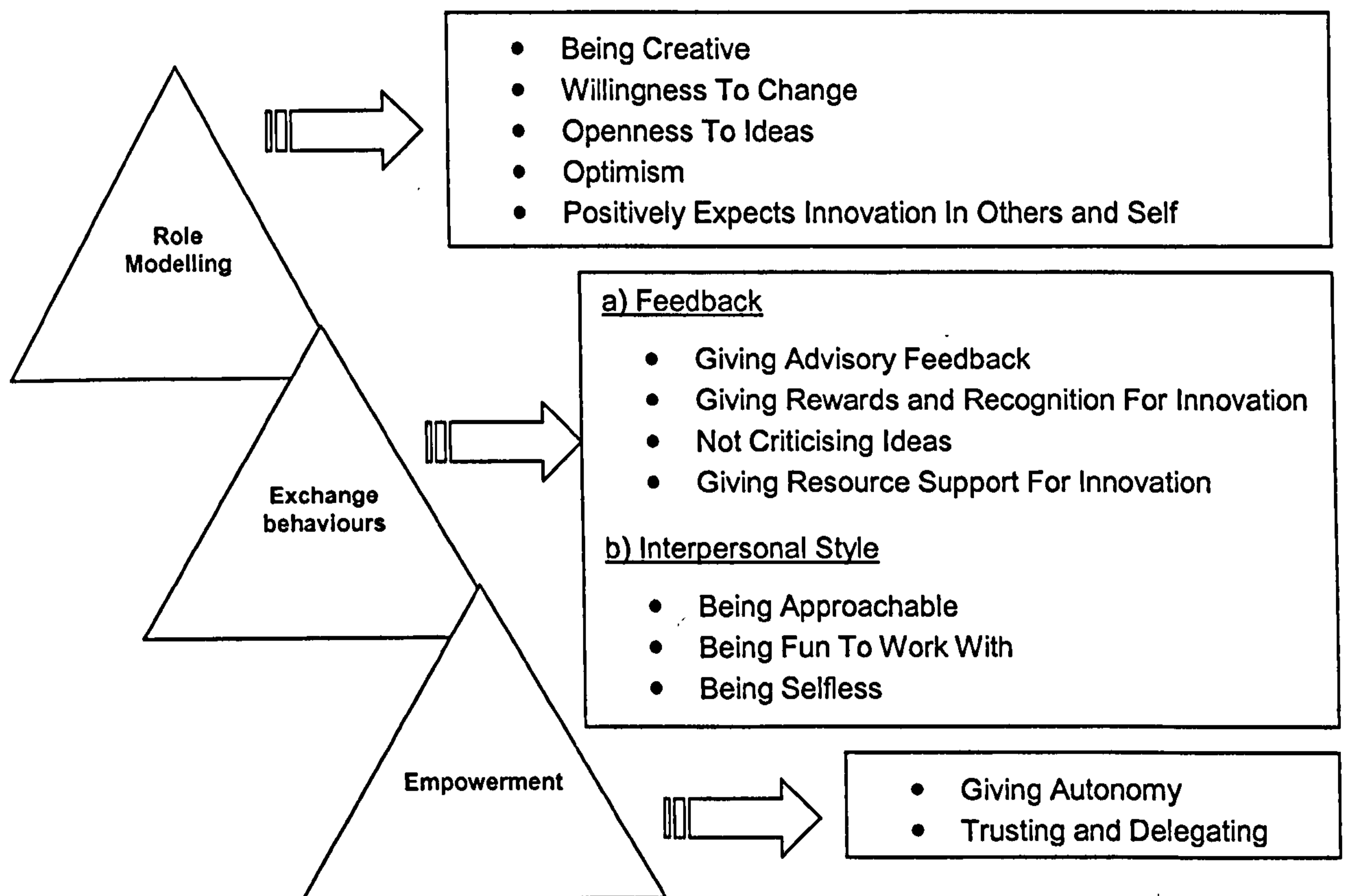


Figure 1: Managerial Behaviours That Influence Innovation In Others

Participants 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.

11	12	13	14	15
Participants are invited to the development centre	Development centre (DC) YOU WILL BE INVOLVED HERE	1st individual email reminder of perceived strengths and development needs, as identified at the DC	Follow up feedback interview, written feedback report and psychometric profile	2 nd individual email reminder

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.

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

COMPETENCY ASSESSMENT MATRIX

Managerial Influence on Innovation



	Role Modelling (RM)	Interpersonal Style (IS)	Feedback (F)	Empowerment (E)
Map of an innovation		✓	✓	✓
Management of problem solving task	✓	✓	✓	
Psychometric profile	✓	✓	✓	✓

RATING SCALE

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.

- | | |
|---|--|
| 5 | Very strong display of all or nearly all of the positive behavioural indicators
No or few negative indicators
<i>(Excellent)</i> |
| 4 | Strong display of many of the specified positive behavioural indicators
Few negative indicators
<i>(Good)</i> |
| 3 | Satisfactory display of some of the specified positive behavioural indicators
Some negative indicators displayed, but not decisively
<i>(Satisfactory)</i> |
| 2 | Few of the specified positive behavioural indicators displayed
Many negative indicators displayed
<i>(Areas of concern)</i> |
| 1 | Little or no evidence of any of the specified positive behavioural indicators
Mostly negative indicators displayed
<i>(Poor)</i> |

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

	Positive Indicators	Negative Indicators
F	<ul style="list-style-type: none"> • Gave positive feedback, guidance and direction at all stages • Rewarded the idea • Did not criticise the ideas but built upon them • Had set innovation as a goal • Gave extra time / enough time in the deadline to generate and try out new ideas • Provided resources for ideas 	<ul style="list-style-type: none"> • Found problems and faults with ideas • Criticised ideas employees offered and gave negative feedback • Did not offer any rewards for ideas • Did not give any time to generate ideas or try them out • Did not provide any extra resource to help implement ideas • Imposed tight deadlines

	Positive Indicators	Negative Indicators
IS	<ul style="list-style-type: none"> • Was approachable to staff • Was friendly and willing to listen to staff's ideas • Made the innovation process fun • Often talked informally about ideas with staff • Was contactable and accessible • Showed concern that the employee got recognition for HIS/HER work 	<ul style="list-style-type: none"> • Did not make him/her self approachable to staff • Was not very willing to listen to staff's ideas • Made no attempt to make the innovation process fun • Sold the staff's idea as his / her own • Was very busy and often not around

	Positive Indicators	Negative Indicators
E	<ul style="list-style-type: none"> • Gave autonomy to the employee throughout the three stages of the innovation process • Delegated responsibility for the idea to the employee and let them use his/her own initiative • Had confidence in the staff's ability 	<ul style="list-style-type: none"> • Was quite controlling over the employee and the ideas in the stages of the innovation process • Kept most of the responsibility for tasks to him/her self • Had little confidence in the employee's ability to deliver

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 1 2 3 4 5

Positive Indicators	Negative Indicators
<ul style="list-style-type: none"> • Gives positive feedback, guidance and direction • Rewards ideas • Does not criticise but builds ideas • Provides resources for ideas • Sets loose time limits so that the group can think about the challenge 	<ul style="list-style-type: none"> • Finds problems and faults with ideas • Constantly raises counter proposals • Gives little or no positive feedback and gives negative feedback on ideas • Does not offer any rewards for ideas • Rejects ideas out of hand • Imposes tight time limits

Interpersonal Style 1 2 3 4 5

Positive Indicators	Negative Indicators
<ul style="list-style-type: none"> • Is approachable to the group and establishes rapport with members • Is friendly and willing to listen to the group's ideas • Makes the exercise fun • Creates a relaxed atmosphere in the group, puts everyone at ease • Checks all are in agreement • Freely shares the information with the group 	<ul style="list-style-type: none"> • Does not make him/her self approachable to the group and makes no attempt to establish rapport • Is not willing to listen to the group's ideas and is not interested in other points of view • Makes no attempt to make the exercise fun • Creates a formal atmosphere • Withholds information from the staff

Role Modelling 1 2 3 4 5

Positive Indicators	Negative Indicators
<ul style="list-style-type: none"> • Generates original ideas • Open to hearing ideas from others • Willing to listen to ideas • Willing to implement ideas • Willing to make changes to initial ideas • Encourages challenge to ideas he or she has suggested • Focuses on the positive • Is not defensive when challenged • Expects the group to give ideas • Encourages the group to generate and try out new ideas 	<ul style="list-style-type: none"> • Generates unoriginal ideas • Is disinterested in the views of others • Unwilling to listen to ideas • Becomes focused on one set way and refuses to change from this idea • Focuses on the negative aspects of ideas • Gets defensive when challenged • Gives little or no encouragement to the group • Has no expectation that all the group should contribute ideas

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: _____

Competency	Summary Evidence of Positive Behavioural Indicators
IS	<div style="border-top: 1px dotted black; height: 15px;"></div>
F	<div style="border-top: 1px dotted black; height: 15px;"></div>
RM	<div style="border-top: 1px dotted black; height: 15px;"></div>
E	<div style="border-top: 1px dotted black; height: 15px;"></div>
Competency	Summary Evidence of Negative Behavioural Indicators
IS	<div style="border-top: 1px dotted black; height: 15px;"></div>
F	<div style="border-top: 1px dotted black; height: 15px;"></div>
RM	<div style="border-top: 1px dotted black; height: 15px;"></div>
E	<div style="border-top: 1px dotted black; height: 15px;"></div>
Summary of Participant's Performance:	

Not observed (please tick)

F	IS	E	RM
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OVERALL EXERCISE RATING:

FINAL EVALUATION FORM

Participant Number: _____ Observer Name: _____

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.

<i>Competency</i>	<i>Supporting Comments</i>	<i>Overall Rating</i>
Feedback		
Interpersonal Style		
Role Modelling		
Empowerment		
OVERALL RATING:		

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

Participant Number: _____

1 = Poor ~~5~~ = Outstanding

Please rate your performance in this activity today <i>(Tick as appropriate)</i>	1	2	3	4	5
--	---	---	---	---	---

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 some one 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.*