WOMEN in RESEARCH

Managing, Influencing and Leading Others

Your unique identifier: <insert unique identifier>

CENTRE FOR
**TRANSFORMATIVE
WORK DESIGN**

Curtin University
FUTURE OF WORK INSTITUTE

www.womeninresearch.org.au

About this report

Managing, Influencing & Leading Others

The *Managing, Influencing and Leading Others* feedback report provides feedback on characteristics that are important in working with and leading others.

Managing Others (Task-Focus)

- Initiating behaviours
- Role clarification
- Intellectual stimulation

Leading Others (Person-focus)

- Transformational leadership (vision, motivation, support etc.).
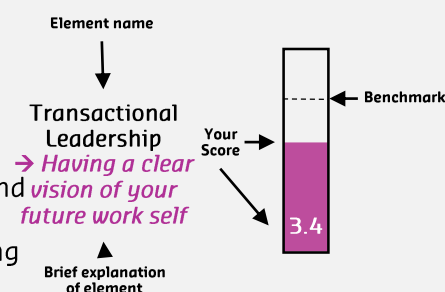
- Empowering leadership

- Managing conflict

Influencing others

- Positive influence tactics

- (Low) negative influence tactics

Interpreting your scores

In this feedback report, we show: (1) Your overall score for each key aspect in the survey, averaged across multiple items; and (2) A benchmark where available. More information about benchmarks is given on the website.

You can use the benchmarks to compare your views against others, and this can be useful. It is also important to compare your own scores on each aspect with other aspects so you can work out what you are doing well on versus your challenges.

Element name

Transactional Leadership
→ *Having a clear vision of your future work self*

Your Score

Benchmark

3.4

Brief explanation of element

Making the most of this report

We encourage you to spend some time actively reflecting on your feedback report, looking for patterns and thinking about the origin of your beliefs. While this report provides feedback for self-reflection, it would be ideal to receive feedback from others regarding these characteristics. We suggest you also discuss your report with your mentor/s, your manager and/or your peers. Also make use of the material on the website to fully understand your scores.

Remember that the score that you obtain on an aspect at any given time may be influenced by other factors (e.g., anxiety, mood, concentration levels, and environmental variables). For example, you might have just had some bad news before filling out the survey, which might lead you to respond more negatively to all items.
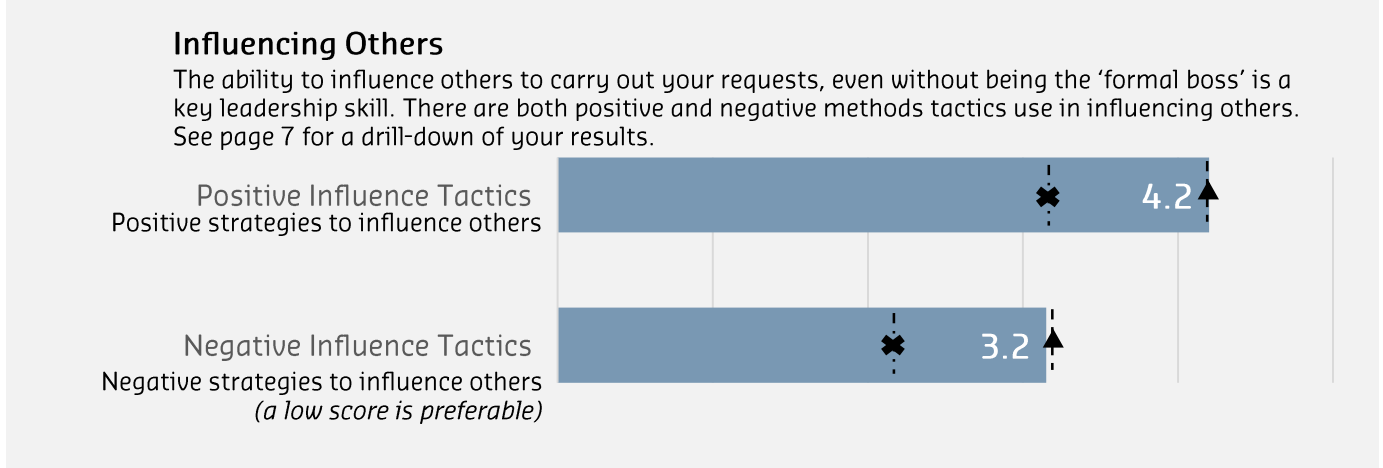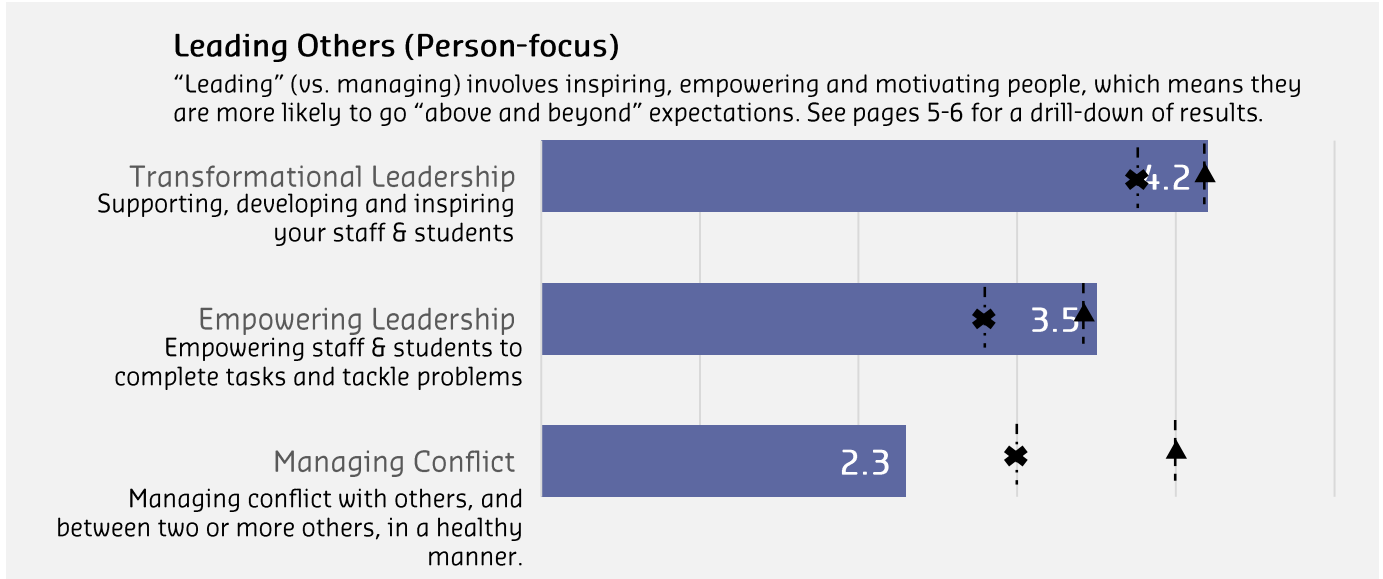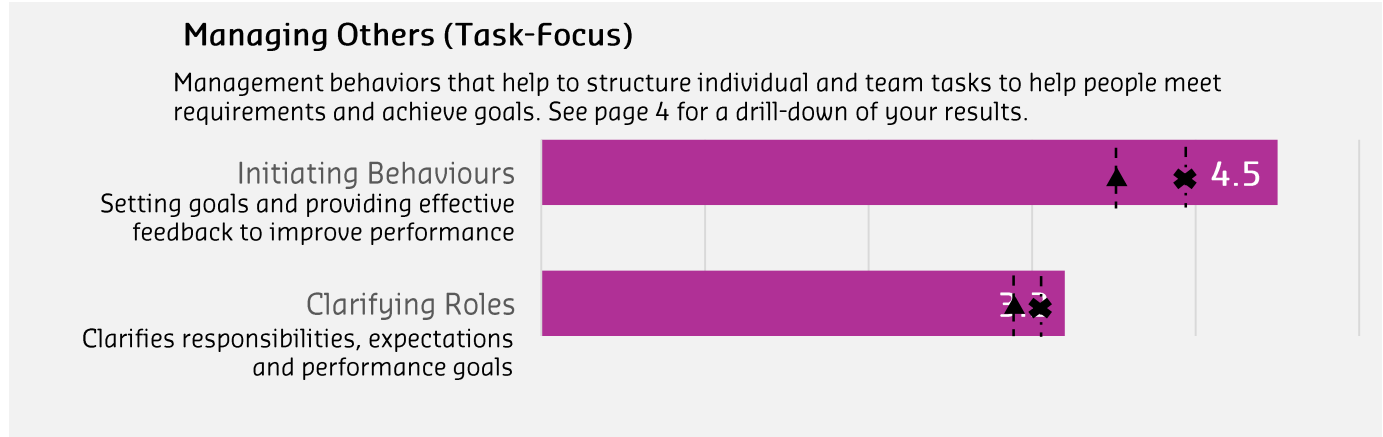
Integrating your reports

Besides this present *Managing You* survey, three other surveys are available to you: (1) *Managing Your Career*; (2) *Managing Your Work Well-being*; (3) *Managing You*.
We encourage you to synthesise the feedback across all reports to generate a comprehensive understanding about yourself.

Overview of results

An overview of your scores on the three elements of managing, leading and influencing others is shown below. The detailed breakdown of each of the elements are presented in the following pages.

Managing Others (Task-Focus)

Management behaviors that help to structure individual and team tasks to help people meet requirements and achieve goals. See page 4 for a drill-down of your results.

Initiating Behaviours
Setting goals and providing effective feedback to improve performance — 4.5

Clarifying Roles
Clarifies responsibilities, expectations and performance goals — 3

Leading Others (Person-focus)

"Leading" (vs. managing) involves inspiring, empowering and motivating people, which means they are more likely to go "above and beyond" expectations. See pages 5-6 for a drill-down of results.

Transformational Leadership
Supporting, developing and inspiring your staff & students — 4.2

Empowering Leadership
Empowering staff & students to complete tasks and tackle problems — 3.5

Managing Conflict
Managing conflict with others, and between two or more others, in a healthy manner. — 2.3

Influencing Others

The ability to influence others to carry out your requests, even without being the 'formal boss' is a key leadership skill. There are both positive and negative methods tactics use in influencing others. See page 7 for a drill-down of your results.

Positive Influence Tactics
Positive strategies to influence others — 4.2

Negative Influence Tactics
Negative strategies to influence others
(a low score is preferable) — 3.2

Legend: ▲ General benchmark. This benchmark includes general managers of both genders (provided where available)

✖ Women in Research benchmark. This benchmark includes only other female academics who have also completed this survey

3

Managing Others (Task-focus)

Initiating behaviours

Providing effective communication to coordinate action is a core behaviour for effective management. This includes setting clear goals, and providing feedback on job performance. These behaviours help to improve staff motivation and performance.

Setting goals
➔ Setting goals to maintain and improve performance
3.0
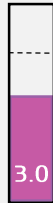
Providing feedback
➔ Providing effective feedback on performance
3.0

Find out more

While goal setting is important for improving others' performance, research suggests that setting specific and challenging goals is key. Two types of goal setting – assigned and participative – can be equally effective. When assigning goals, it is important to provide a clear rationale to subordinates regarding why the goals have been set. You can also involve your students and staff in setting their own goals, which research shows enhances ownership of the goal and thus boosts performance.

Providing feedback, especially in conjunction with goal setting, fosters performance. While managers are naturally more inclined to give positive feedback, corrective feedback can also be effective, especially when it is specific, constructive, and focused on behaviour (rather than on personality or ability). Try to ensure your feedback is timely – as close as possible to when the behaviour occurs. Don't wait weeks or months until there is a performance appraisal. Visit the *Being an Effective Leader* section of the website to find out more.

Clarifying roles

Role clarification refers to helping staff to develop clarity about their roles and responsibilities. When people are clear about their roles and responsibilities, they are able to achieve what is expected of them. Research suggests that role clarification behaviours by leaders are related to staff effectiveness and staff going above and beyond what is required of them.

Clarifying roles
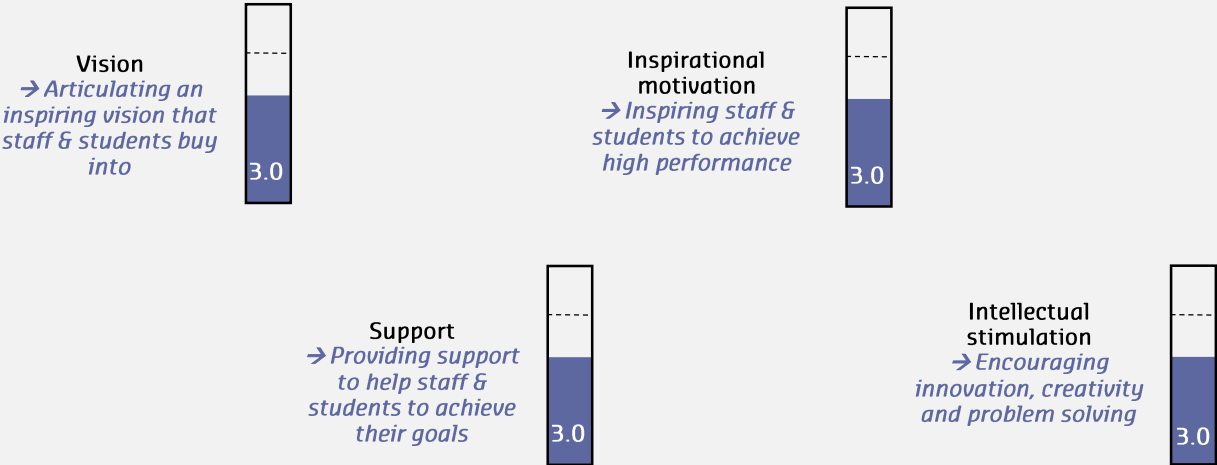➔ Clarifies responsibilities, expectations and performance goals
3.0

Leading Others (Person-focus)

Transformational leadership

A transformational leader is one who inspires followers through their vision and inspiration. Here, the power of the leader comes from their ability to inspire and motivate, rather than a 'give and take' transactional or exchange relationship. Research shows transformational leadership enhances motivation, morale and performance of subordinates.

Vision
→ *Articulating an inspiring vision that staff & students buy into*
3.0

Inspirational motivation
→ *Inspiring staff & students to achieve high performance*
3.0

Support
→ *Providing support to help staff & students to achieve their goals*
3.0

Intellectual stimulation
→ *Encouraging innovation, creativity and problem solving*
3.0

Find out more

Traditional research supports the idea that person-focused leadership (current page) is more effective in generating extra effort, commitment and satisfaction of subordinates than task-focused management (previous page). However, contemporary research suggests that both person and task-focused leadership styles positively motivate subordinates. Visit the *Being an Effective Leader* section of the website to find out more.

Empowering leadership

When people you lead are empowered, they believe that their work is important, they are confident in their ability to carry out tasks, and they believe they have the freedom to carry out their tasks in the best way possible. Research suggests that empowered employees demonstrate higher intrinsic motivation and engagement. A leader can empower employees through fostering participative decision-making and allowing them job autonomy. Providing coaching, such as working with staff to solve problems by suggesting courses that may be useful to their development, is also part of an empowering leadership style.

Participative decision making
→ *Using team members' information and input in making decisions*
3.0

Coaching
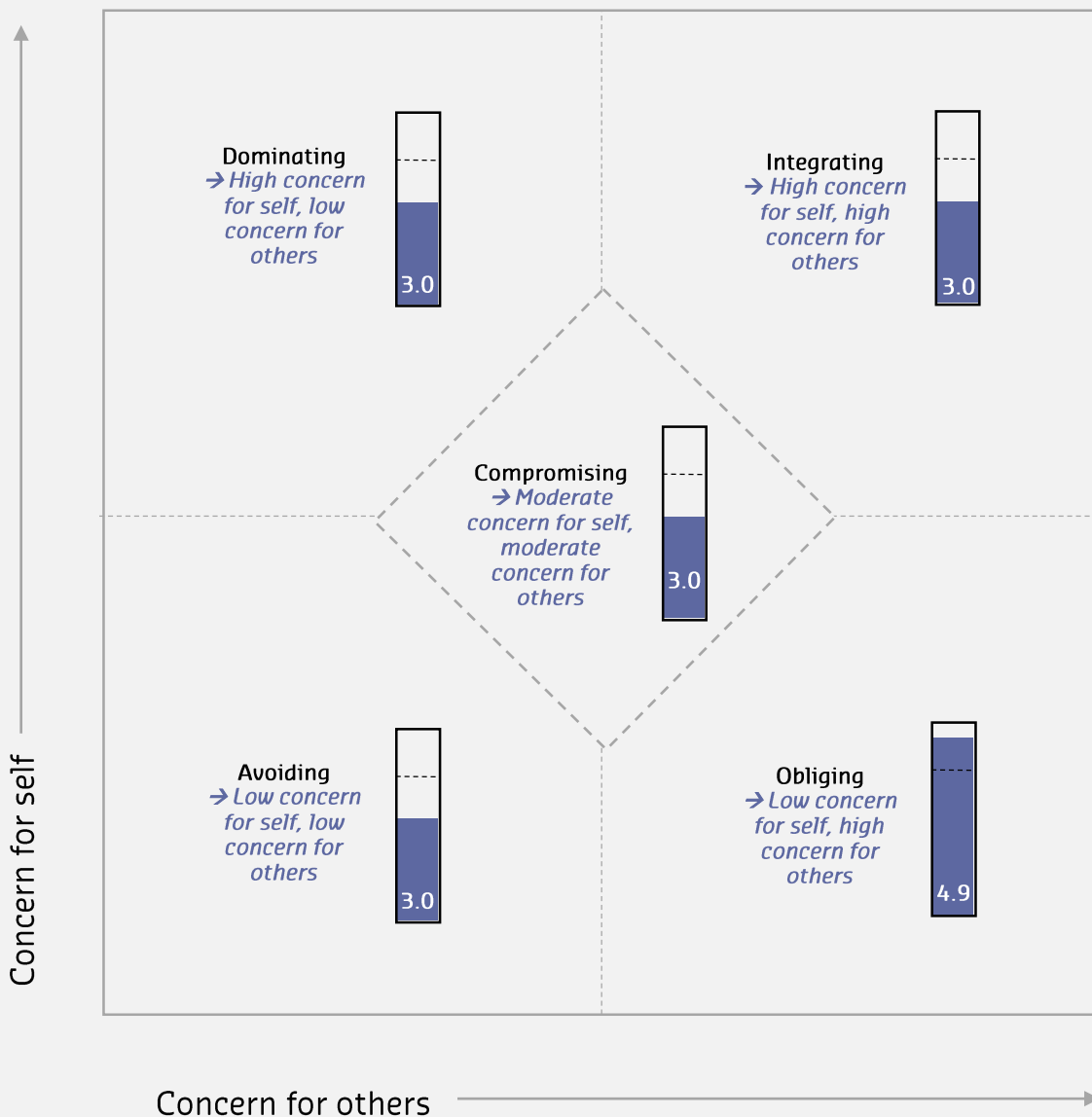→ *Behaviours that educate subordinates and help them to become self-reliant*
3.0

Leading Others (Person-focus)

Conflict Management

Conflict management refers to the process for handling disputes and disagreements between two or more parties. Interpersonal conflict styles can be differentiated on two basic dimensions – the degree to which one attempts to satisfy his/her own concern, and the degree to which one wants to satisfy the concern of others.

Your primary conflict management style:　　　**Obliging**

Dominating
→ *High concern for self, low concern for others*

3.0

Integrating
→ *High concern for self, high concern for others*

3.0

Compromising
→ *Moderate concern for self, moderate concern for others*

3.0

Avoiding
→ *Low concern for self, low concern for others*

3.0

Obliging
→ *Low concern for self, high concern for others*

4.9

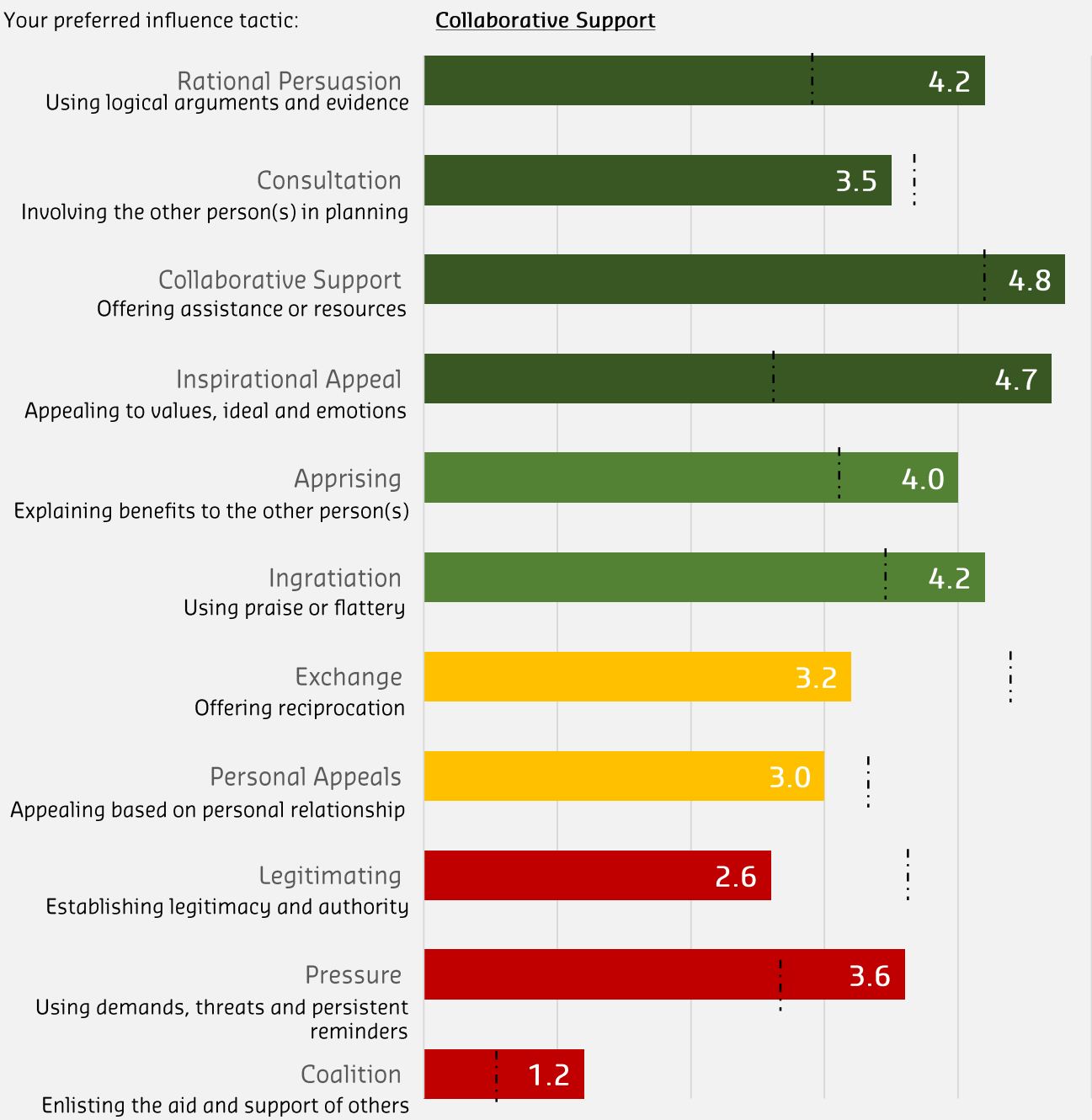Concern for self

Concern for others

Find out more

Conflicts can arise from a variety of sources. The goal of conflict management is to minimise the negative factors that are influencing the conflict and encouraging all parties to come to an agreement. When dealing with conflict, most people typically have a preferred conflict management style which differ on two continuums – concern for herself and concern for the other party or parties. Of these styles, **integrating** usually provides the best outcome, with success being achieved through trust and mutual gain. However, other forms of conflict management can also be effective in other circumstances. Visit the *Managing Conflict* section of the website to find out more.

Influence Tactics

Influence is essential, especially when you do not have direct authority over a person. To be effective, you often must influence others to carry out requests, suivity, pport proposals, and implement decisions. The information below lists influence tactics from the most effective (rational persuasion) to the least effective (coalition)

Your preferred influence tactic: **Collaborative Support**

Rational Persuasion
Using logical arguments and evidence — 4.2

Consultation
Involving the other person(s) in planning — 3.5

Collaborative Support
Offering assistance or resources — 4.8

Inspirational Appeal
Appealing to values, ideal and emotions — 4.7

Apprising
Explaining benefits to the other person(s) — 4.0

Ingratiation
Using praise or flattery — 4.2

Exchange
Offering reciprocation — 3.2

Personal Appeals
Appealing based on personal relationship — 3.0

Legitimating
Establishing legitimacy and authority — 2.6

Pressure
Using demands, threats and persistent reminders — 3.6

Coalition
Enlisting the aid and support of others — 1.2

Find out more

Some types of influence tactics can be used for more than one purpose, but a tactic may not be equally effective for different purposes. While research suggests that the influence tactics highlighted in green are generally more effective, tactics highlighted in red and yellow can also be helpful in some circumstances. Visit the *Being Influential* section of the website to find out more about how to influence others effectively.

This is the end of your report.