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iHiLead
Indonesian Higher Education Leadership



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DIREKTORAT JENDRAL
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Erasmus+ Capacity Building in Higher Education

Indonesian Higher Education Leadership Training the Trainers Program

Module 2: Managing People

Erasmus+ Capacity Building in Higher Education Indonesian Higher Education Leadership Training the Trainers Program

Module 2: Managing People

Description	This module focuses on the understanding on theoretical and practical implementation of people management, to help the leaders to be able to manage people optimally
Duration	4 hours
Training outcomes	<ul style="list-style-type: none"> ▪ Participants are expected to understand the theoretical aspect of managing people ▪ Participants are expected to understand the practical aspect of managing people
Sequences	<ul style="list-style-type: none"> ▪ Presentation and Q&A (60 minutes) ▪ Self-assessment (15 minutes) ▪ Discussion on leadership (30 minutes) ▪ Games: Delegation Games (30 minutes) ▪ Self-mapping on management styles (15 minutes) ▪ Discussion on communication (30 minutes) ▪ Group discussion and presentation – spotlight discussion (45 minutes) ▪ Closing and conclusion (15 minutes)
Self-assessment (15 minutes)	<ul style="list-style-type: none"> ▪ Method: Individual work ▪ Output <ul style="list-style-type: none"> - Individual assessment regarding their current managerial skill condition ▪ Material <ul style="list-style-type: none"> - Online form on slide 4 (Self-test) - WLAN/internet connection - Computer/laptop/tablet/smartphone ▪ Instruction <ul style="list-style-type: none"> - All participants need to prepare their own computer/laptop/tablet/ smartphone. - All participants need to connect with the WLAN. - Facilitator shows the link of the online questionnaire to all participants on the screen. - All participants need to log in with their own email to access the online questionnaire. - All participants fill out the online questionnaire and submit it when finished. ▪ Assignment

	<ul style="list-style-type: none"> - Fill out the online questionnaire through this link https://bit.ly/selftest-MP
<p>Discussion on leadership (30 minutes)</p>	<ul style="list-style-type: none"> ▪ Method: Individual discussion ▪ Output <ul style="list-style-type: none"> - Ideas about leadership traits - Difference between leader and manager ▪ Material <ul style="list-style-type: none"> - Online form on slide 7 (Miro-may need login) - WiFi/internet connection - Computer/laptop/tablet/smartphone or board ▪ Instruction <ul style="list-style-type: none"> - Write keyword to describe leader and manager ▪ Assignment <ul style="list-style-type: none"> - Participant write managerial and leadership trait, and put it in the box where they belong - Discuss among participant regarding the traits that written
<p>Games: Delegation Games (30 minutes)</p>	<ul style="list-style-type: none"> ▪ Method: Group Activity (3 participants each group) ▪ Output <ul style="list-style-type: none"> - Delegation skill assessment ▪ Material <ul style="list-style-type: none"> - WiFi/internet connection - Computer/laptop/tablet/smartphone - Projector or other online meeting application - Worksheet in slides 25 (The Delegation Games – Observation Sheet) ▪ Instruction <ul style="list-style-type: none"> - Make a group consist of three participants - Each participant will play three different roles: Delegator, Employee and Observer - Each participant need think of the one in their actual day to day jobs, because finally they will get the chance to delegate this task to their newly appointed employee. - The game will replay three rounds with each participant changing roles. ▪ Assignment <ul style="list-style-type: none"> - Present the results of group discussion
<p>Self-mapping management styles (15 minutes)</p>	<ul style="list-style-type: none"> ▪ Method: Online individual work assignment ▪ Output <ul style="list-style-type: none"> - Mapping of individual managerial styles ▪ Material <ul style="list-style-type: none"> - WLAN/internet connection

	<ul style="list-style-type: none"> - Computer/laptop/tablet/smartphone ▪ Instruction <ul style="list-style-type: none"> - Each participant should prepare a computer/laptop/tablet/smartphone and connect with the WiFi/WLAN. ▪ Assignment Fill out the online questionnaire through this link https://bit.ly/manastyles
<p>Discussion on communication (30 minutes)</p>	<ul style="list-style-type: none"> ▪ Method: Online individual work assignment ▪ Output <ul style="list-style-type: none"> - Discussion on barrier of communication ▪ Material <ul style="list-style-type: none"> - Mentimeter in slides 34 - WLAN/internet connection - Computer/laptop/tablet/smartphone ▪ Instruction <ul style="list-style-type: none"> - Each participant should prepare a computer/laptop/tablet/smartphone and connect with the WiFi/WLAN.
<p>Group discussion and presentation – spotlight discussion (45 minutes)</p>	<ul style="list-style-type: none"> ▪ Method: Group Assignment ▪ Output <ul style="list-style-type: none"> - Problem solving competency - Developing framework of knowledge ▪ Material <ul style="list-style-type: none"> - Worksheet in Google Drive (MP – Spotlight A and B) - WiFi/internet connection - Computer/laptop/tablet/smartphone ▪ Instruction <ul style="list-style-type: none"> - All participants will be divided into 4 groups randomly (2 groups in spotlight A and 2 groups in Spotlight B) - Each group must have a leader - Write the results of the assignment discussion on the answer sheet - Each group will present the assignments in the class
<p>Closing and final discussion (15 minutes)</p>	<p>Facilitator will make a brief summary or highlighted insight from the training process and rechecked once again if there is still any things need to discuss.</p>

Handout: Managing People

Duration: 60 minutes, including discussion

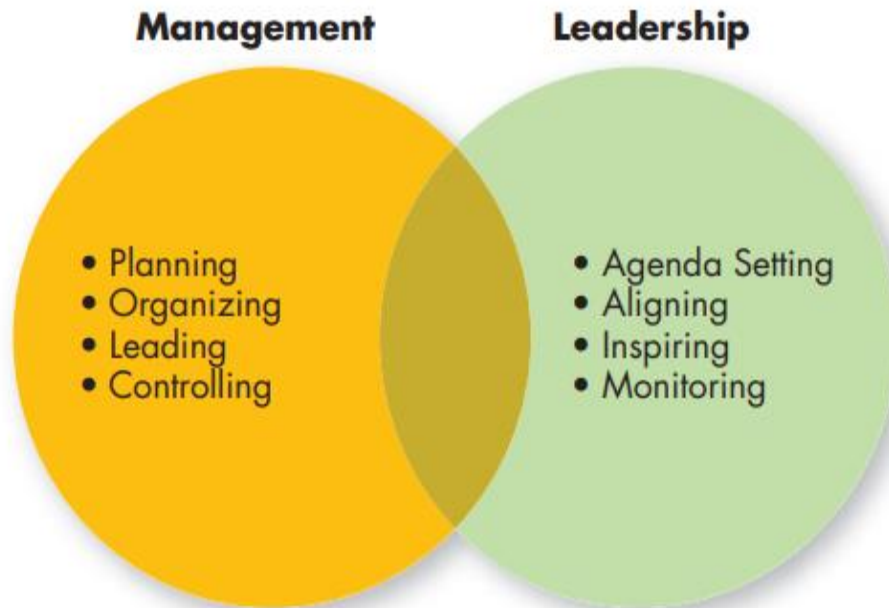
Introduction

Is your boss a supervisor or a manager? Is he a leader? What does she or he do to motivate you to put in more effort? Do you want to be a manager or a leader in the future? What will you do when you are in a position of leadership to motivate your employees to work harder? Do you believe that management and leadership are synonymous? These are some of the topics that will be discussed in this chapter. We discussed the key factors of employee behavior in this section, as well as how managers can influence employee behavior and increase motivation. Now is the time to look more closely at how leaders truly influence employee behavior and motivate workforce performance. We'll discuss these techniques and tactics in the context of numerous leadership methods over time, including the current situational perspective. Understanding these notions can help you perform better as a leader and will give you a better understanding of how your manager or supervisor tries to drive you through his or her own leadership.

We begin this chapter by discussing the nature of leadership. We next go into early leadership tactics as well as the current situational perspective. Following that, we look at leadership from the perspective of followers, as well as leadership options. Following that, the changing nature of leadership and emerging leadership concerns are examined. Finally, we go through the critical notion of decision-making.

Main Topic

Leadership and management. One of the most common blunders people make is assuming that leadership and management are interchangeable terms when they are not. A person can be either a manager or a leader, or both. The graphic summarizes some of the key differences between the two. Management is largely concerned with the actions of planning, organizing, leading, and controlling, as seen in the circle on the left. Agenda establishing, aligning, inspiring, and monitoring, on the other hand, are much more strongly associated with leadership. Management and leadership may occasionally overlap, but each is a distinct and unique set of duties, as shown in the diagram. As a result, a person can be a manager (but not a leader), a leader (but not a manager), or both.



Consider the many managerial and leadership responsibilities in a hospital. Though clearly a manager by virtue of his position, the head of staff (chief physician) of a large hospital may not be respected or trusted by others and may have to rely completely on the authority vested in the post to persuade people to do things. A nurse in the emergency room who has no official authority, on the other hand, may be highly successful at taking command of a chaotic situation and guiding others in dealing with specific patient concerns. The head of staff is more of a manager than a leader, whereas the nurse is more of a leader than a manager.

Finally, the head of pediatrics may enjoy complete respect, confidence, and trust from his or her staff of 20 other doctors, nurses, and attendants. They gladly follow her advice, obey her commands without question, and frequently go above and above to assist in the unit's mission. As a result, the head of pediatrics is both a manager (because to her position) and a leader (due to the respect she commands from others and their readiness to follow her orders).

If a company is to be successful, it must have both management and leadership. Management, working in tandem with leadership, can aid in the implementation of planned, orderly change, while leadership, working in tandem with management, can maintain the organization correctly aligned with its surroundings.

Leadership and power. It is also vital to comprehend power to completely comprehend leadership. The ability to influence others' conduct is referred to as power. Of course, it is possible to have power without using it. A football coach, for example, has the

authority to bench a player who is not performing well. The coach rarely must use this power since the players are aware of it and strive hard to maintain their starting positions. There are usually five types of power in organizational settings: legitimate, reward, coercive, referent, and expert power.

Legitimate power is granted through the organizational hierarchy; it is the power established by the organization to be given to people in specific positions. A management can give a subordinate responsibility, and if the subordinate refuses to complete them, he or she might be chastised or even fired. Such consequences are the result of the manager's legitimate power, as defined by the organization and vested in her or him. Thus, authority is legitimate power. All managers have legal authority over their employees. However, having lawful power does not automatically make someone a leader. Some subordinates will only carry out commands that adhere to the letter of the organization's regulations and policies. If they are asked to accomplish anything that is not part of their job description, they either refuse or perform poorly. The manager of such employees oversees them, but not of them.

The ability to provide or withhold incentives is known as **reward power**. Salary increases, incentives, promotion suggestions, praise, recognition, and intriguing job assignments are all things that a manager can influence. In general, the stronger a manager's incentive authority is, the more awards he or she controls and the more valuable the rewards are to subordinates. If the manager's official organizational awards are the only thing that matters to the subordinate, the manager is not a leader. However, if the subordinate also desires and enjoys the manager's informal rewards, such as praise, thanks, and acknowledgment, the manager is also acting as a leader.

Coercive power is the ability to use psychological, emotional, or physical threats to compel obedience. Physical coercion in the workplace was formerly common. Coercion is now limited to verbal and written reprimands, disciplinary layoffs, fines, demotion, and termination in most firms. To control subordinates, some bosses resort to verbal abuse, humiliation, and psychological coercion.

Referent power is abstract when compared to legitimate, reward, and coercive power, which are rather real and grounded in objective aspects of organizational activity. Identification, mimicry, loyalty, or charisma are all factors. Followers may respond favorably because they identify with a leader who shares their personality, background, or attitudes in some way. In other cases, followers may opt to copy a referent power leader by dressing the same way, working the same hours, or adhering to the same management style. Referent power can also be manifested in the form of charisma, a leader's intangible quality that inspires loyalty and enthusiasm. As a result, while a manager may have referent power, it is more likely to be linked to leadership.

Expertise or knowledge is the source of **expert power**. A manager who knows how to deal with an odd but important customer, a scientist who can make a major technological breakthrough that no other company has attempted, and an administrative assistant who can cut through bureaucratic red tape all have expert control over anyone who requires that information. The greater the degree of expert power possessed by any one individual, the more essential the knowledge is and the fewer others who have access to it. People who are both leaders and managers, overall, have a lot of expert power.

Leadership through the eyes of followers. Understanding what inspires employees is simply one aspect of a manager's responsibilities. The other element is putting that information into practice. Many companies have developed a variety of initiatives meant to make occupations more interesting and gratifying, to improve the work environment, and to push people to work more, as suggested by experts. Here are ways to help managers to manage the motivation of their employees.

1) Transformational leadership

The need of leading for change (as opposed to leading during a period of stability) is emphasized by transformational leadership. According to this viewpoint, much of what a leader does entails performing "basic management transactions," such as allocating work, reviewing performance, and making decisions. However, the leader may be required to use transformational leadership to initiate and manage big change, such as a merger, the development of a new work team, or the redefining of the organization's culture.

As a result, transformational leadership is a set of skills that enables a leader to recognize the need for change, create a vision to guide that change, and effectively implement that change. Change, according to some experts, is such an important organizational function that even successful companies must change on a frequent basis to avoid becoming complacent and stagnant. Transactional leadership, on the other hand, is quite like management in that it entails normal, prescribed actions. Only a powerful leader with a lot of clout can hope to succeed in both roles. As a result, change leadership is vitally important.

Depending on their circumstances, some leaders can adopt either a transformative or transactional perspective. When Jeff Bezos founded Amazon.com, for example, his strategy was to simply sell books via an online "shop." When Amazon's sales became stable, he employed transactional leadership to gradually expand the company and accumulate cash reserves. Bezos subsequently adopted a transformational leadership approach, leading the company to become a large online "store" of thousands of products. He subsequently reverted to a transactional style, allowing the company to re-establish itself. More lately, as Amazon develops new ways for product distribution, investigates new product lines and extensions, and tries to position itself as a competitor to Apple and Google, Bezos has used transformational leadership once again.

2) Charismatic leadership.

Charismatic leadership is a sort of leadership that is founded on a leader's charisma, which is a type of interpersonal attractiveness that inspires support and acceptance.

Charismatic leaders are likely to have a strong desire to influence others and a strong belief in their beliefs and values. They also tend to communicate high expectations for their followers' performance and to demonstrate faith in them. Many of history's most famous figures, including businesspeople Mary Kay Ash, Steve Jobs, and Ted Turner; civil rights leader Martin Luther King, Jr.; and Pope John Paul II, were immensely captivating. Unfortunately, charisma has the potential to boost leaders in unexpected ways. Adolf Hitler, for example, possessed a high charismatic quality. Today's managers are fascinated by charismatic leadership concepts, which have been the subject of several books and articles.

Unfortunately, there have been few studies that have sought to assess the meaning and impact of charismatic leadership. Some people are troubled by lingering ethical issues regarding charismatic leadership. They arise from the reality that some charismatic leaders inspire such blind confidence in their followers that they may engage in inappropriate, unethical, or even illegal activity simply because the leader told them to. Because workers followed orders from their charismatic CEOs to hide information, trash papers, and mislead investigators, this tendency undoubtedly played a role in the unravelling of both Enron and Arthur Andersen.

Taking over a leadership position from someone with a lot of charisma is also difficult. For example, the immediate successors of successful and charismatic athletic coaches like Vince Lombardi (Green Bay Packers) and Phil Jackson (Chicago Bulls) failed to live up to their predecessors' legacies and were sacked as a result.

The Delegation Games – Observation Sheet

Name of delegator:

Name of employee:

Name of observer:

1. Did the delegator explain the importance of the task? **(Y/N)**

Comments:

2. Did the delegator explain how to do the task? **(Y/N)**

Comments:

3. Did the delegator present the expected results? **(Y/N)**

Comments:

4. Did the delegator give the employee the authority to do the task? **(Y/N)**

Comments:

5. Did the delegator set a deadline and checkpoints? **(Y/N)**

Comments:

6. Did the delegator ask the employee to summarize the task? **(Y/N)**

Comments:

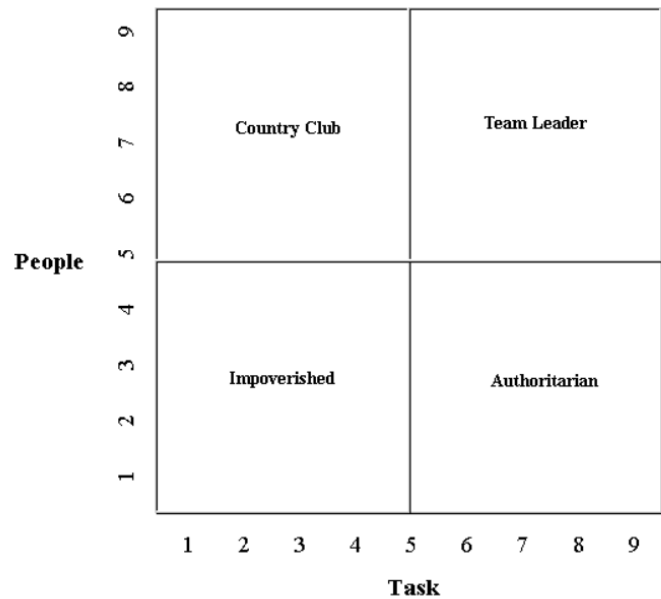
7. Did the delegator encourage the employee to ask questions? **(Y/N)**

Comments:

16. I honour other people's boundaries.
17. Counselling my employees to improve their performance or behaviour is second nature to me.
18. I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.

Scoring

People	Tasks
Question	Question
1.....	2.....
4.....	3.....
6.....	5.....
9.....	7.....
10.....	8.....
12.....	11.....
14.....	13.....
16.....	15.....
17.....	18.....
Total =	Total =
X 0.2 =	X 0.2 =



Spotlight Discussion B

HE Management's knowledge and perception of family-friendly policies

Question	Answer
Does your HE has a general strategy for corporate social responsibility?	
Do you think your HE is family-friendly workplace?	
If yes, please explain why.	
Do you think it is necessary to introduce family-friendly policies/programmes in your HE?	
Does your HE already has family-friendly policies/programmes?	
If yes, have family-friendly practices been planned or implemented?	
If yes, does management at all levels and/or the human resources department participate in training on family-friendly practices?	
If yes, do all workers receive training on the HE's family-friendly policy, programmes, or benefits?	
How regular is this training?	
If family-friendly practices have been implemented, do you think workers are satisfied?	
Are there clear procedures on how to handle violations of your policies?	
<i>How much do you agree with the following statement?</i>	
I am aware of my HE's policy, practices and facilities related to a family-friendly workplace.	<ul style="list-style-type: none"> ▪ Strongly agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree
My workplace provides encouragement to employees to pursue a family-friendly working style.	<ul style="list-style-type: none"> ▪ Strongly agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree

<p>The management HE values the importance of family-friendly policies and programmes</p>	<ul style="list-style-type: none"> ▪ Strongly agree ▪ Agree ▪ Neutral ▪ Disagree ▪ Strongly Disagree
<p>Please select the types of family-friendly policies and practices in your workplace (HE in case), checking all that apply:</p> <ul style="list-style-type: none"> ✓ Breastfeeding facility ✓ Family insurance package ✓ Flexible working hours ✓ Counselling programme for family issues ✓ Leave benefits ✓ College scholarship or loans for workers' children ✓ Childcare support (room, fund, subsidy, etc.) ✓ Eldercare support ✓ Family-oriented events or programmes <p>Other</p>	
<p>Explain to what extent your HE has implemented each item of the family-friendly policies?</p> <ul style="list-style-type: none"> ✓ Breastfeeding facility ✓ Family insurance package ✓ Flexible working hours ✓ Counselling programme for family issues ✓ Leave benefits ✓ College scholarship or loans for workers' children ✓ Childcare support (room, fund, subsidy, etc.) ✓ Eldercare support ✓ Family-oriented events or programmes <p>Other</p>	
<p>Explain the challenges/hinders of the organization faces in implementing the family-friendly policies?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ 	