Conference Paper

Analysis of Lecturer's Impression Management: Case Study on Management Department, Faculty of Economics and Business, Brawijaya University

Christin Susilowati and I. Made Adi Suardana Putra

Abstract

The objective of this research is to determine the type of impression management applied by lecturers in Management Department, Faculty of Economics and Business, Brawijaya University. The steps taken by the researcher to meet the research objective are interviewing the lecturers and grouping and analyzing the interview results to identify the type of impression management being used, and to identify its implementation to the students. This research uses descriptive method, which, according to Sugiyono (2013), is defined as a method of data analysis by describing the collected data as it is without the intention of making conclusions that apply publicly or generally. The primary data of this research were obtained from interviews, and the secondary data were obtained from the internet, books, journals, previous researches, and other sources. The result of this research suggests that a lecturer with master's degree is more dominant in ingratiation tactics, and a lecturer with PhD degrees is more dominant in exemplification tactics. In addition, male lecturers are more dominant in ingratiation tactics, and female lecturers are more dominant in ingratiation and intimidation tactics.

Keywords: impression management, self-promotion, ingratiation, exemplification, intimidation, supplication

Corresponding Author:
Christin Susilowati
christin@ub.ac.id

1. Introduction

Services are generally defined as something that is produced and consumed simultaneously. The simultaneous means simultaneously or at the same time. The form of service never exists but the results can be seen and felt after it has happened (Prasetya & Lukiastuti, Operations Management, 2009). In Indonesia, services have played an increasingly important role in employment since the Asian financial crisis. Since the mid-2000s, the service sector has provided more jobs than other sectors. This statement is in line with the research publication conducted by ILO (2010) which shows that the value of output in the service sector has doubled from the value of output produced in the agricultural, manufacturing and mining sectors in the 2000s.

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In the global economy, the potential to increase Indonesia's competitiveness and value chain can be done through the service sector. There are two factors that can support service sector, namely external factors and internal factors. External factors are supported one of which is by facilitating financial access to anyone who intends to develop business in the service sector. As for internal factors through

On the other hand, internal support is also needed for the development of each organization in the service sector. One of the internal support is intra-organizational relations. Intra-organizational relationships in the context of relationships between employees within the organization. Results of the study by McKenna and Thomson (2015) show that one of support in the success of relationship between colleagues by implementing Impression Management. Furthermore regarding impression management, Mulyana (2007) argues that this theory explains about an effort carried out by an individual in creating certain impressions or perceptions of himself before the audience.

Most of the studies on Impression Management that were examined were related to employees in the company. Basically, Impression Management can be applied anywhere and anyone, including in service organizations in the field of education. Service organizations in the field of education that experience a period of growth, one of which is a university. University has two main roles that influence the quality of college classification and ranking. These two roles are held by lecturers and students. In college education, one of the activities involving lecturers and students is the lecture process. Lecturers in providing the lecture process can be through the provision of materials, discussions and other activities. In the lecture process it is not enough in just how to give but there is also feedback. Every response and good feedback should be appreciated. This is consistent with Gwal's (2015) research which states that one of the factors that is often used to maintain good relations is by implementing Impression Management. The indicator that is used is ingratiation with the behavior of 'giving appreciation for others achievement'. This is what underlies the importance of implementing Impression Management so the researchers decided to conduct a research entitled "Analysis of Lecturer Management Impression on Management Department Faculty of Economics and Business Brawijaya University."

2. Literature Review

2.1. Serving service

Definition of serving according to Tangkilisan (2007) is the process of needs fulfillment through activities of others directly. Meanwhile, serving according to Kamus Besar Bahasa Indonesia (2016) is an effort to serve the needs of others. The conclusion that emerges from the above statement regarding definition of service is process of needs fulfillment of others by serving directly.

The serving process has four (4) important elements that support it. Four (4) things according to Barata (2003) are serving providers, parties who need services and types or forms of services.

1. Service provider,

2. Those who need services,

3. Types of services,

4. Customer satisfaction.

2.1.1. Services

Kotler & Keller (2012), services can be defined as any actions that can be offered by a party to another party that is essentially intangible (non-physical) and does not result in ownership of something. Services consist of actions accompanied by interactions which are social contacts. Services are more than just the result of something unobstructed and services are social interactions between producers and consumers.

Kotler and Keller explain that there are four (4) characteristics of services that can be identified as follows.

1. Intangibility, due to the intangible of services, services are perceived subjectively, and when services are described by customers, expressions such as experience, trust, feelings and security are the benchmarks used.

2. Inseparability, services are not objects but services are a process where production and consumption are carried out simultaneously.

3. Perishability, this property which states that it is impossible to store services such as goods.

4. Variability, because the production process and delivery carried out by humans are inconsistent so that the delivery of services to each customer is not the same.

2.1.2. Impression management

Impression Management was first discovered and developed by Erving Goffman in 1959 which was presented in his book entitled "The Presentation of Self in Everyday Life." Goffman (1959) states that the concept of Impression Management is "the process by which people in social situations manage their circumstances and clothing, words and attitudes to correspond to impressions."

Several reasons expressed by Gardner and Martinko (1988) regarding conceptual review of Impression Management are needed in the field of management.

1. Impression Management related to individual success and promotability in the organization.

2. Impression Management behavior may be an important influence mechanism for leaders in generating support for their actions.

3. Since many Impression Management behaviors are carried out consciously and can be controlled, they represent an element of repertoire of management behavior that can be manipulated to influence organizational and personal success.

4. Many practitioners oriented books realize the importance of Impression Management practices. This review provides a theoretical foundation for understanding of mechanisms underlying the apparently effective behavior recommended in popular books.

If the depiction of organizational behavior as a social reality is built and is considered valid, an interpretive framework for understanding and explaining behavior in a social context is needed. The behavior of Impression Management and its explanation may contribute to a more thorough understanding of organizational behavior in the relevant social context. Bolino and Turnley (1999) identified 5 groups of Impression Management theories that are commonly used by people. Taxonomy consists of:

1. Self-promotion: where individuals show achievement or their ability to be judged as someone who is competent by the observer. The items that become references are (1) Make others aware of achievement; (2) Shows the level of education or award received; (3) publishing talent; (4) Allowing others to know the reputation of achievement in certain fields; (5) Shows opportunities that are outside the current job; (6) Talking about important people who are known; (7) Trying to distance yourself from negative events; (8) Demonstrate self-involvement in positive events; (9) Demonstrates non-involvement in negative events.

2. Ingratiation: where an individual does something good or uses flattery to obtain an easily accessible attribution from the observer. The reference items are (1) Praising the achievements of others; (2) Doing good to others; (3) Offering assistance voluntarily; (4) Praising the appearance of others; (5) Agree with other people's ideas or beliefs; (6) Showing interest in personal matters of others; (7) Imitate the behavior or attitude of others; (8) Take the time to listen to other personal problems.

3. Exemplification (Giving Examples): where someone tries to be considered as someone who is dedicated to performing above average or beyond what is requested by the task. The reference items are (1) Come to work early; (2) Work home more late; (3) Trying to act like an employee model; (4) Trying to appear busy; (5) Trying to appear to work efficiently; (6) Shows how many additional hours of work (overtime).

4. Supplication: where someone tries to be considered as someone who needs help because of their limitations. (1) Deliberately exacerbating self-performance; (2) Indicates intentional inability in certain fields; (5) Playing to not understand something; (6) Request help from others; (7) Asking many questions; (8) Underestimating self-achievement; (9) Allowing others to win arguments; (10) Agree on the opinions of others even though they do not actually approve.

5. Intimidation (Intimidation): where someone tries to be seen as someone who has the power and threatening the items that become references are (1) angry with others; (2) Lowering others; (3) threatening others; (4) Demonstrate the ability to control something to be aware of others; (5) Punish others; (6) Trying to humiliate someone in front of others; (7) Trying to appear to be unapproachable.

This model states that there are a number of Impression Management. But not everyone practices Impression Management in the same way. Some people cannot see accurately the impression they make. They don't pay attention to what they say, what they wear, and how they interact with others (Ivancevich, Konopaske, & Matteson, 2007)

3. Research Methods

In this study, the subject characteristics were lecturer of Management Department of Economics and Business Faculty, University of Brawijaya, the sex of men and women referring to previous research McKenna and Thomson (2015) that there are differences in the application of impression management based on gender, and active in activities in the office or outside the office. The sampling technique used is a non-probability technique meaning that each sample does not have the same opportunity to be chosen.

The technique used is purposive sampling, that is, people are chosen deliberately and certain according to the criteria set. Research uses qualitative methods which use a descriptive approach, which is collecting data in the form of words or sentences by asking questions about "why, how and what reasons." The focus of this research is to find out the Management Impression carried out by the lecturer in the lecture process in Management Department of Economics and Business Faculty Brawijaya University. The data used is primary data, namely data taken directly from the research subjects or informants through in-depth structured interviews and secondary data, namely data used to support research results taken from literature, journals, and others. Data validity testing used is source triangulation. Source triangulation was chosen to enrich information obtained through interviews. The results of interviews obtained from respondents will be categorized, compared, and analyzed. The results will be used as information whether what is applied by the lecturers to students is a consistent, inconsistent or opposite (Suparno, 2008).

4. Results and Discussion

4.1. Explanation of lecturer's impression management data Department of Management, Economics and Business Faculty

4.1.1. Self-promotion

Self-promotion is a tactic in communicating abilities and achievements to try to appear competent (Bolino & Turnley, 1999). Lecturers communicate abilities and achievements to facilitate interaction with students. Interaction in the lecture process can be shown by lecturers by telling insights about community leaders. This aims to provide an understanding of the material delivered in the classroom. The element told about community leaders is its philosophy. This philosophy is related to the lecture process material. Telling community leaders and related to the material being taught is an ability that is communicated by the lecturer. The following is an interview excerpt with S P, SE., M.Sc:

> *I usually prefer to exemplify e... people they know because I believe that to be understood they must also have the same understanding... I prefer to give examples to people who are public figures or people they also understand so that they can also know what i mean like that*

Community figures would be the examples are soccer players namely Christian Ronaldo and Lionel Messi. What will be told relates to the context of persistence in achieving something. This is told during the course of business creativity.

4.1.2. Ingratiation

Ingratiation is a tactic that is used to give a pleasant impression by giving support and flattery. One type of flattery is praising the achievements made by others. The achievement is how students in the process of getting the final score by participating in the class. Frequent participation is asking. Because in the process of delivering material sometimes there are things that students don't understand, a question will arise. A question arises, indicating that there is an imbalance of information between what is given by the lecturer and accepted by students. When students ask, the lecturer will give feedback in the form of appreciation. This appreciation shows that the lecturers feel happy with student participation. Excerpt from the following interview by SP, SE., M.Sc:

> *Why, I am even happier if there are critical students like that. This means that this question arises because information asymmetry means that he does not have balanced information with the person being asked.*

Lecturers give appreciation to students because they show students attention with the material presented. While the lecturer will feel less like the condition of the class that only approves because it could be a sign that what is conveyed by the lecturer is wrong material or information. Lecturers pressured that they were asking more questions about small things to add knowledge and understanding about the material than just passively in class.

4.1.3. Exemplification

Exemplification is a tactic where individuals try to appear dedicated through more or better efforts. The business provided by acting as an employee model. The employee model is an individual who takes the initiative in organizing and doing his job well. Lecturers do business that is more or better realized in the form of initiatives. This initiative behavior is applied in the lecture process. For example, lecturers take the initiative to approach students in the lecture process. With this step, the lecturer is able to prevent students from committing repeated violations. Interview with Dr. S, SE., MS:

> *As long as I teach there is no... because there is an approach, if there is a violation many times it means there is no communication between the lecturer and the students, right?*

The approach taken by the lecturer is communication. How this approach is channeled through agreements on lecture contracts. Lecturers explain the lecture contract, if there is something that is burdensome then students can negotiate things. When an agreement has been made, it can be interpreted that the lecture contract is a win-win solution. Lecture contracts benefit both parties, both lecturers and students. So that students are as much as possible not to violate the approved lecture contract.

4.1.4. Intimidation

Intimidation is a tactic in which an individual gives a signal to his power or potential to punish. Lecturers give punishment to students who commit violations. The punishment given is an angry statement. The lecturer scolded the students because the students only did only a few tasks. Even though the assignment is given to improve students' understanding in the material at the upcoming lecture process meeting. Lecturers scold students not to show their hatred. Being angry, the lecturer shows affection so that students want to improve bad habits. Indeed bad habits will not change quickly. It's just that students will be more vigilant in following the directions to work on the assignments given next. As stated by Dr. MR, SE., MS., MS:

> *That's all, but regarding the punishment what do I need is more... harder because of the tendency, because of my disposition, there are those who think ah is OK but the punishment is just i angry to them.*

However, the lecturer felt that he was not strong enough to give punishment because of his self-disposition which looked like he was not angry. So the lecturer gives a warning every time a student commits an offense. If it is left unchecked, students feel that their action are not monitored. Why is the lecturer showing anger is to condition students always discipline in the lecture process.

5. Conclusion

5.1. Conclusion of master program (S2)

Some tactics are applied by master degree lecturers in the lecture process in response to students. The tactics used are adjusted to the conditions faced. So how to place an impression on students is done appropriately. The results of IM matrix on master degree lecturers showed more open attitudes and behaviors toward students. This open attitude and behavior is manifested in the form of lecturers actions who are happy to be invited to discuss matters relating to personal problems of students. In addition, lecturers also give flattery. Flattery is realized in the form of appreciation for the positive participation of students during the lecture process. As well, lecturer supports tolerantly for students who want to rest in class to refresh the brain in order to refocuses on the lecture process so that it is maximal in understanding the material provided.

More details about the differences in IM tactics for master degree male lecturers and master degree female lecturers. Male lecturers in implementing IM tactics dominate the behavior of taking time for personal problems of students. Whereas for female lecturers in implementing IM tactics dominates by giving appreciation to students who participate, support as motivating learning, and providing student evaluations.

In the lecture process, lecturers are more focused on generating motivation to learn through support and flattery, so that the conclusions from the analysis are that master degree lecturers are more dominant using ingratiation tactics in the lecture process. While the differences in lecturers by sex, male lecturers are more dominant in using ingratiation tactics and female lecturers are more dominant in ingratiation and intimidation tactics.

5.2. Conclusion of doctorate program (S3)

How to apply IM tactics, Doctorate Program lecturers focus on how to provide more or better effort. Attempts are given in the form of actions to prevent students from committing repeated violations. The preventive action is realized by the approach method. This approach is through communication between lecturers and students. In addition, lecturer also invites students to manage time they have in order to be used to achieve goals or targets. Lecturers teach students to plan what will be done and evaluate what has been done. As well as taking the initiative in triggering students to be more active in participating in the lecture process.

When it is viewed in terms of gender, male lecturers communicate their achievements and abilities by telling their career journey when they are self-introduced in class,

providing support in helping students on personal issues, increasing their efforts in preventing student violations and giving punishment for students to deterrent effects and evaluation.

Female lecturers remind students of attendance in the lecture process, give appreciation to students who participate in class, work efficiently, and give punishment as a form of student warning and evaluation.

It can be concluded that doctorate program lecturers in the lecture process focus on indicators of exemplification. Furthermore, differences in male lecturers are more evenly distributed in applying self-promotion, ingratiation, exemplification, and intimidation tactics. While female lecturers are involved in ingratiation, exemplification, and intimidation tactics.

5.3. IM differences based on education level and gender in general

Based on the level of education, master degree lecturers are more dominant in how to provide support and appreciation to improve student motivation in the lecture process, namely ingratiation tactics. While doctorate program lecturers are more dominant in applying more or better effort to dedicate their abilities to students, called exemplification tactics.

Based on gender, male lecturers are more dominant in applying ingratiation tactics in the lecture process. Whereas female lecturers are more dominantly involved in implementing ingratiation and intimidation tactics.

5.4. Conclusion

1. Based on Master Degree Program (S2)

    (a) Master Degree (S2) lecturers are more dominant in applying ingratiation tactics,

    (b) Male lecturers are more dominant in implementing ingratiation tactics, as well as

    (c) Female lecturers are more dominant in applying ingratiation and exemplification tactics.

2. Based on Doctorate Program (S3)

    (a) Doctorate Program (S3) lecturers are more dominant in implementing exemplification tactics,

(b) Male lecturers are evenly distributed in applying self-promotion, ingratiation, exemplification, and intimidation tactics, as well as

(c) Female lecturers are involved in implementing ingratiation, exemplification, and intimidation tactics.

3. IM differences based on education level and general gender.

(a) Master Degree (S2) lecturers are more dominant in ingratiation tactics,

(b) Doctorate Program (S3) lecturers are more dominant in exemplification tactics,

(c) Male lecturers are more dominant in ingratiation tactics,

(d) Female lecturers are more dominant in ingratiation and intimidation tactics

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