

## MODULE 1: INTRODUCTION

### GRADUATE QUALITIES

- **Depth of disciplinary expertise:** Deep disciplinary expertise is the ability to integrate and rigorously apply the knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline
- **Critical thinking and problem solving:** Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem
- **Oral and written communication:** Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context
- **Information and digital literacy:** Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies
- **Inventiveness:** Inventiveness is generating novel ideas and solutions
- **Cultural competence:** Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues
- **Interdisciplinary effectiveness:** Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries
- **Integrated professional, ethical, and personal identity:** An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context
- **Influence:** Engaging others in a process, idea or vision

## MODULE 2: INDIVIDUAL DIFFERENCES

### THEORIES OF HUMAN BEHAVIOUR

#### SIGMUND FREUD'S PSYCHOANALYTIC APPROACH

- Three parts of the inner psyche:
  - **The ID:** primal desires and basic nature (your wild child)
    - Unconscious and impulsive
  - **Ego:** reason and self-control (practical self)
    - Conscious and rational – reflected in our actions
  - **Superego:** the quest for perfection (philosophical and spiritual ideals)
    - Moral regulator of behaviour – culturally influenced
- If there is conflict between these parts, there is tension
  - E.g. anxiety, guilt, etc.
- The psychoanalytical approach, has been criticized as a pseudoscience based on unobservable, internal processes that are open to highly subjective, unscientific interpretation

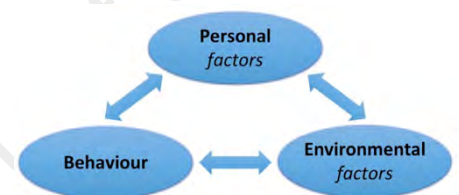
#### BEHAVIOURISM AND B.F. SKINNER'S REINFORCEMENT THEORY (OPERANT CONDITIONING)

- SRR model of reinforcement:

- Stimulus (S) → Response (R) → Reward (R) or Punishment
- **Stimulus:** this triggers a behavioural response (external factor)
- **Response:** an action or behaviour caused by the stimulus
- **Reward:** positive reinforcement to encourage repetition of the desired response
- **Punishment:** negative reinforcement to extinguish undesirable response
- Issues with behaviourism:
  - People behave in complex ways and many aspects of behaviour are inconsistent with the behaviourist assumptions
  - If someone is punished instead of learning from their mistake, they may exert more effort, alter one's goals, defend or deny behaviour, change behaviour, give up or ask others to fix the issue depending on the person and environment
  - Behaviourism is incapable of explaining the range of human behaviours possible and our behaviours are not solely influence by environmental triggers but also mental aspects such as thoughts, feelings, goals, etc.

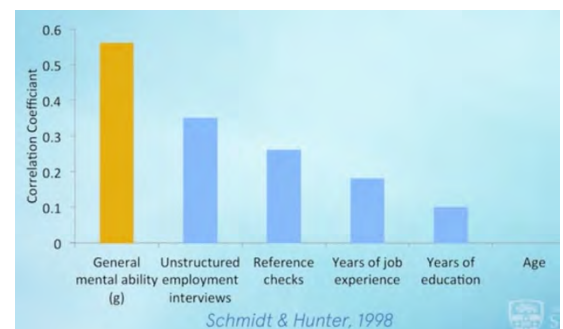
### ALBERT BANDURA'S SOCIAL COGNITIVE THEORY

- Triadic reciprocal determinism (TRD):
  - **Reciprocal:** there is a two-way mutual influence between each pair of factors
  - **Determinism:** each factor influences or determines, the other
- Useful framework for understanding the complex factors that culminate in human behaviour
  - Most scientifically approved model
- **Limitations:** don't know the extent such as strong or weak environments, beliefs and values aren't included



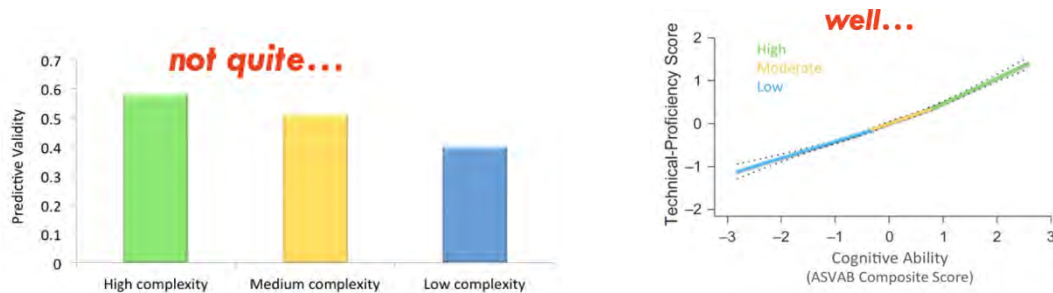
### COGNITIVE ABILITY (INTELLIGENCE)

- The capacity to learn, reason, problem solve, plan, think abstractly, and comprehend complex ideas
- **Hierarchical model of cognitive ability:**
  - General cognitive ability (sum total of all our abilities)
    - *Broad cognitive abilities:* verbal, numerical, abstract reasoning, etc.
- **Frank Schmidt and John Hunter:** researched individual differences and job performance
  - Cognitive ability was the strongest predictor of performance
  - 55% of performance can be attributed to general cognitive ability



### MYTHS VS RESEARCH FINDINGS

- **Myth 1:** cognitive ability only matters in complex jobs
- **Myth 2:** all you need is a certain amount – any more does not help

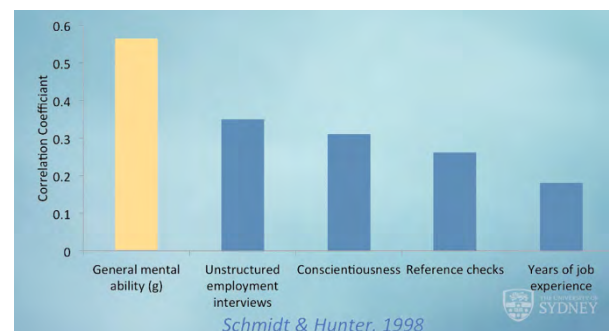


## PERSONALITY

- A person's unique and relatively stable set of characteristics or patterns of behaviour, thoughts, and emotions
- There are three basic beliefs underpinning personality theories
  - Personality traits, characteristics and dispositions are relatively stable and enduring
  - They are major determinants of one's behaviour
  - They are likely to influence behaviours across a wide variety of situations
- Are situational or personal factors more important?
  - Depends on the strength of the personality trait or situation
  - Personality traits lie on a continuum
  - **Strong situations:** rigid norms about how people should act (people act in a similar manner regardless of their personality)
  - **Weak situations:** few norms (wider latitude of acceptable behaviour)
- Behaviour is a function of personality-situation interaction

## TRAIT-BASED PERSONALITY

- **Big Five:** people's personality can be summarised by five individual traits
  - *Conscientiousness:* the degree to which an individual is well organised and uses discipline ways to achieve goals
    - Reliable, possess a drive for success, focus on completing tasks and think before acting
  - *Emotional stability:* the extent to which an individual easily handles stressful situations and heavy demands
    - Relaxed, slow to feel anger, rarely becomes discouraged and handles crisis well
  - *Extroversion:* the degree to which an individual enjoys being around people
    - Warm to others, speaks up in group settings, likes excitement and is generally cheerful
  - *Agreeableness:* the degree to which an individual is easy going and tolerant
    - Willing to help others, dislikes conflict and is sensitive to the feelings of others
  - *Openness to experience:* the extent to which an individual seeks new experiences and thinks creatively
    - Vivid imagination, appreciation of art and beauty, values and respects self and others, prefers variety to routine and has broad intellectual curiosity
- Personality account for 5% of performance
- Conscientiousness is the single best predictor of job performance across all groups



- Critiques:
  - The model is entirely descriptive rather than explanatory – doesn't explain why people are the way they are
  - Questions on whether there is the correct number of factors
    - An emerging model is the HEXACO model which includes Honesty-Humility as a sixth trait
    - Humility is one of the strongest traits for high performance
- **Fixed vs. growth mindset (Carol Dweck):** everyone is born with a certain amount of intelligence and because of this there is little point in trying to improve yourself

## PERSONALITY AT WORK

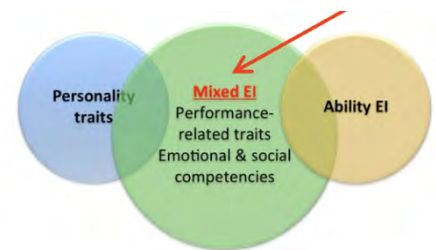
- Personality influences:
  - Work performance
  - Organisational choice
  - Career choice and satisfaction
    - E.g. people with lower emotional stability are generally in lower complexity jobs
- Personality is also linked to career success:
  - Influencing the jobs people select to be consistent with their personality
  - Influencing job performance e.g. conscientiousness people work harder, aim higher, get better compensated, etc.
  - Influencing the way individual engage in social interactions at work
- **Upside to Dark and Downsides to Bright Personality – M Smith et al., 2018**
  - *Bright Traits:*
    - Being too contentious may lead to deleterious outcomes to the degrees they are maladaptive to certain situations – can be obsessive compulsive
    - Cognitive ability to be positively associated with victimization
    - High openness to experience may be less committed to their organisation
    - High agreeableness can lead to increased levels of stress due to their inability to cope with interpersonal conflict – certain levels of conflict are necessary
    - Extraversion can lead to leader emergence and effectiveness
    - Diligence and dutifulness can be linked to agreeableness and conscientiousness – however may micromanage their employees thus hindering their performance
    - Optimism is negatively related to revenue and employment growth in new ventures
  - *Dark traits:*
    - Narcissists may be more adept at working in changing or chaotic environments and when interacting with an audience – ability to effectively sell their ideas as being creative
      - Overconfidence can be detrimental to an organisation, however, in a CEO can be positively related to innovation (risk-taking)
      - Too many narcissists in a group leads to decreased creativity and intergroup hostility
    - Successful psychopaths often reach top leadership positions

## EMOTIONAL INTELLIGENCE (EI)

- The ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions
- There are three main assumptions underpinning the concept of EI:
  - Emotions play an important role in life and work
  - People vary in their ability to perceive, understand, use, and manage emotions
  - These differences affect individual adaptation in a range of contexts, including the workplace
- Crucial for organisational success
- Best indicator of leader's effectiveness, actual business performance, engagement and job (and life) satisfaction (Daniel Goleman, 2017 – Harvard Business Review: Emotional Intelligence has 12 elements)
- EI Characteristics:
  - Strong self-awareness
  - Aware of own emotions
  - Accurately detect emotions in others
  - Uses this to manage interactions with others

### MODELS OF EI

- **Mixed models:** EI as a diverse construct, including aspects of personality and ability
- **Ability-based models:** EI as an ability or aptitude for processing affective information



### EI COMPETENCIES

- **Self-awareness:** the ability to accurately perceive your own emotions and be aware of them as they happen (core or foundational to EI)
  - Understand what you feel, why you feel and what makes you feel and your strengths and weaknesses
  - Can identify the impact of your emotions on those around you
- **Self-management:** being able to manage your emotions and impulses
  - Generate use and feel the emotions you need to communicate and be in charge of what you say and do
  - Used to assess situations
- **Social awareness:** ability to perceive and understand the emotions of others and to see things from other people's point of view
- **Relationship management:** ability to manage other people's emotions and to use your awareness of your emotions and others to manage the interaction
- Each build on each other (all integral competencies) – start with self-awareness

### WHY DOES EI MATTER?

- Predicts academic performance and is associated with a 10-12% increase in grades at university
  - Low EI is linked to bullying, violence and drug problems
  - High EI relates to quality interactions with friends, customer satisfaction and commitment to an organisation
- However, it is not as clearly related to performance at work as personality and intelligence