

# BUSS2000 NOTES

## Module 1: Introduction

### Theme 1: Understanding yourself

- Introduces theories and knowledge about how we assess our strengths and areas for development, goals, interests, and values. These concepts underpin planning for your career and your first assessment.
  - Module 1: Introduction
  - Module 2: Individual differences
  - Module 3: Motivation & goal setting
  - Module 4: Career goals, values and ethics
  - Module 5: Theme 1 in practice

### Theme 2: Understanding others

- Introduces theories and knowledge about diversity and culture, understanding how you perceive the world and manage conflict and how and why teams work the way they do. These concepts underpin working with others and your team assessments.
  - Module 6: Diversity and culture
  - Module 7: Team and group processes
  - Module 8: Managing perceptions and conflict
  - Module 9: Theme 2 in practice

### Theme 3: Leading and influencing others

- Introduces theories and knowledge about leadership and influencing others, communication, and skills for sustaining a successful career. These concepts underpin your capacity to be successful beyond your first job and to be successful throughout your career.
  - Module 10: Leadership, power and influence
  - Module 11: Communication and feedback
  - Module 12: Career sustainability: Managing relationships and stress

## Module 2: Individual Differences

### 1. Theories of human behaviour

#### 1.1. Sigmund Freud's psychoanalytic approach



- The basic assumption of Freud's psychoanalytic approach is that people behave the way they do because of their inner psyche, which consists of three interacting parts: the id, the ego, and the superego.
- The Id: is the completely unconscious, impulsive part that represents our primal desires, basic nature → our wild child that operates on the pleasure principle, driving us to seek immediate gratification
  - The infant is the perfect example of the id → it does not reflect on what it needs, it simply wants, and screams to have these fulfilled
- The Ego: is our conscious, our rational, practical, grownup self that enables us to reason and exert self-control
  - The part of the psyche that is usually reflected most directly in our actions
- The Superego: is the moral regulator of our behaviour, which is influenced by our philosophical and spiritual ideals and leads the quest for perfection

- Look into:
  - Careers and jobs that match your major. What kinds of skills and attributes are listed in their job ads?
  - Companies that you want to work for. What are they looking for in their employees?
  - Other University of Sydney graduates. What kind of job did they start out with? How do they sell themselves online?
  - People who have a career that you aspire to have. What have they done? Where have they worked?
- Use the alumni tool on LinkedIn to research where other Sydney Business School students work.
- Job applications
  - Applying for jobs.
  - Your CV and cover letter are also vital parts of your job search strategy.
  - It is in these documents that you communicate your personal brand while also tailoring them to the job or employer for which you're applying.
- Personal brand
  - Develop your personal brand.
  - Think about what you know about yourself and the research you've done into employers and careers.
  - Using this insight, come up with a personal pitch.
  - A personal pitch is a quick summary of yourself (think 75 words or less).
  - It should answer the questions:
    - Who are you?
    - What have you done?
    - What do you want?
  - Your personal pitch is really about describing the value you can add to a company.
  - You aren't just a third-year university student, you're a skilled accountant with leadership experience.
  - Your personal brand feeds into your marketing plan and will help you stand out from other applicants.
- Marketing plan
  - Develop and implement a marketing plan.
  - Think of your marketing plan as a strategy for building your networks and the value you offer to an organisation.
  - Assets in your plan include:
    - Your LinkedIn profile
    - Your resume/CV
    - Your networks
  - Reflect your personal brand in your assets. Who are you? What are you looking for? What makes you different.
  - Then tailor your assets to the career, job or employer you want. Look back on your research. What skills or attributes are employers looking for?
- Goals
  - Work towards your goals.
  - You should have already identified some SMART goals for your career.
  - Think about what your trying to achieve in the short term (i.e. in the next 12 months) and the long term (i.e. where you want to be in the next five or ten years).
  - Develop your job search strategy to work towards these goals.

### **Proactive vs Reactive Job Search**

- Proactive job searching = when the individual actively looks and applies for roles without referencing a job search advertisement
- Reactive job search = when the individual only applies to companies that are looking to employ and advertise their search

- **Social arrangement norms** → types of relationships that are acceptable, whether to form friendship on and off the job
- **Allocation of resources** → allocation of jobs, materials, and resources (e.g. pay, equipment, funding etc.)
- **Why do members conform?**
  - **Compliance** to attain rewards or avoid punishment → they may not agree with the norm, but costs of going against norm is greater than complying → e.g. norm at work is to stay back and work late, you comply to avoid being judged as lazy
  - **Identification** with others → conforming to norms because people you identify with or with to be associated with do so as well → e.g. your senior managers play golf with your work team, you don't like golf, but you join to conform with them
  - **Internalisation** of norm → when you believe that the behaviour dictated by the norm is the right way to behave → e.g. norm is to openly communicate, you believe it is the right way to act, so you conform to internalise the same belief

### 5.3. Cohesion

- **Cohesiveness** – the degree to which members are attracted to and motivated to stay in the group
- Benefits to high cohesiveness = high performance, especially when team goals are aligned to organisational goals, and there is high conformity to team norms
- **Cohesiveness is influenced by a variety of factors:**
  - Size, similarity and diversity of the team
  - Prior success
  - Competition with other teams
- **Build team cohesion by:**
  - Creating smaller groups
  - Setting team goals
  - Increasing time spent together
  - Increasing group status and perceived difficulty of leaving team membership
  - Creating competition with other groups to strengthen the ingroup, outgroup distinctions
  - Rewarding group (rather than individual) performance
  - Ensuring clear and open communication
  - Promoting culture of inclusion → members support/help each other
- Want the right **balance** of cohesiveness → low cohesiveness undermines team membership and team commitment and communication → too much cohesiveness undermines productivity (e.g. spend more time socialising than working) OR leads to higher levels of conformity, group think and an intolerance of deviance

## 6. Pitfalls of Teamwork: Negative team processes → Dissatisfied and unsustainable teams

- **Negative team processes** reflect the darker side of teams, such as when team members engage in negative behaviours like social loafing, over conformity and groupthink.
- They lead to process losses and negatively impacts outputs due to diffusion of responsibility, and taking on less responsibility as more people are there to share the responsibility
- Conformity and groupthink minimise inner group conflict, but result in poor team outcomes

### 6.1. Social loafing

- **Social loafing** – the tendency for individuals to expend less effort when working collectively than when working individually
- As the number in the group increase, the average individual effort decreases
- E.g. “My effort won't make much contribution” and “others aren't pulling their weight, so why should I” and “I don't have much to contribute, but no one will know anyway”
- Graded perceptions of fairness are related to less social loafing
- **To minimise the negative impacts of social loafing when working as part of a team:**

- The most effective leaders adapt to the ability and willingness of their people, and the requirements of the tasks and their behaviours to suit both the ability and willingness of the people they lead and influence, and the requirements of the task
- In the graph, as the people need more guidance on the task, on the x-axis, the leaders should vary their behaviour from delegating to participating, selling and telling.
- Leader's style should also depend on maturity or readiness of followers; which depends on both their ability and motivational levels
- In this model, leadership is a complex model which involves being responsive, to both the task or goals, and differences between team members
- Theory also takes into account that team members develop over time

- **What are some pros?**

- Takes into account many factors when determining best leadership style → people, situation, task, general organisational culture → more realistic

- **What are some cons?**

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- **Theory 4: Transformational leaders:**

- Is a values- or ideas-based leadership style
- Motivate others to move beyond self-interest to the team's shared values, ideas, or vision
- Help others (their followers) see importance and purpose of the task
- Value both performance and people (want each person to fulfill their own potential)
- Hold themselves accountable for performance. They set clear goals, communicate well, and have good conflict resolution skills

- **NOTE:** Adopting a one size fits all leadership approach is not best

- To be an effective leader involves adapting your approach to fit the situation

- This is why you should be familiar with a range of leadership styles and theories, so that you can choose what might work in your situation, and have alternatives to choose from if the one you use doesn't work out

## 5. Authentic, ethical leadership and leading with humility (\*Required Reading: *How does leader humility influence team performance? Exploring the mechanisms of contagion and collective promotion focus*)

- While leaders are expected to develop a vision, inspire others, and create successful performance-oriented teams within their organisations → it is also important that leaders behave with honesty, humility, and integrity.

- Although integrity, honesty and humility are important for effective leadership, most traditional theories of leadership don't explicitly mention ethics or trust

- More recently, concepts such as humility, authenticity, and ethical leadership theories have emerged to address this gap

- **Authentic leaders:**

- Someone who knows who they are, what they believe in and value
- Act on their values and beliefs openly and frankly and with integrity
- Encourage open communication
- Share information
- Act with integrity and lead by example
- Employees consider them to be trustworthy and ethical, and the primary outcome of authentic leadership is the trust or faith that is placed in them as leaders

- **Leaders with humility:**

- When leaders show humility, they are more likely to view themselves accurately
- Have a greater awareness of their own strengths and contributions
- Are open to new ideas and feedback
- Can learn from others
- Tend to see themselves more positively than others see them → they are able to learn from and appreciate those who are skilled in areas they aren't

- Finally, it helps build good solid relationships, built on trust and respect

## 5. Receiving messages and listening

- **Listening Process:**
  - “Listening well is as powerful a means of communication and influence as to talk well” (John Marshall)
  - Effective communication is a two-way process involving both the communicator, or sender, who is sharing the info or message, and the receiver, or audience, who is receiving and decoding that info
  - Spoken communication forms the bulk of our everyday interactions with others, and your role as a listener, or recipient, is just as important as the speaker in the process of communication
  - When you say something to someone, but that person is not listening or paying attention or doesn't try to understand you, your message has been sent for nothing.
  - 'Listening', however, is not the same as 'hearing'.
  - Listening requires both focus and a concentrated effort. You need focus in order to understand the messages that are being sent to you.
  - Active listening is an important listening skill. Active listening means fully concentrating on what is being said and trying to understand it, rather than judging the message, or just passively hearing the message of the speaker, or hearing what you want to hear.
- The listening process involves several important aspects and skills that you can develop to become a better listener
- Mindfulness or being mindful is a key skill in the listening processing ([Wood, 2011](#)) → attending to the present situation increases the likelihood of hearing and understanding what is being communicated → encourages other person to continue communicating and to elaborate on what is being communicated
  1. Physically receive messages
    - Being physically present and not letting other distractions interfere with listening is an important skill
    - Think about what distracts in class – things outside class, daydream, wishing class to end, trying to remember to a previous point?
  2. Select and organise information as you hear it
    - Helps you process what is being said effectively
  3. Interpret information
    - Work hard to understand what the other person is trying to communicate rather than letting your automatic filters kick in
  4. Respond mindfully
    - Use strategies to show the other person that you are listening
    - E.g. think about what you do in class that shows teacher you are/not listening
  5. Remember information
    - We do not do this well, but there are techniques for doing this effectively
- When we are actively listening, we are giving our full attention to what the other person is saying
- We are taking time to understand the points being made, asking questions as needed and not interrupting at inappropriate time
- more diverse knowledge and skills listening creates a real time connection between the sender and receive by acknowledging the content and receipt of a message
- Listening blocks move us away from focusing on the communication we are having and often involve focusing on ourselves rather than the other person. They can also involve listening through distortions such as personal biases, judgements etc.

- ✓ Maintaining a purpose, vision or focus that serves both as a source of meaning and as a guideline for revising goals and actions in the face of potential challenges
- ✓ Being flexible, tolerant of ambiguity, and quick to recover following stress or adversity
- ✓ Being organised, coordinating and managing several demands at the same time and being proactive in initiating and responding to stress or change, taking risk and seeking and assessing sufficient support when appropriate
- ✓ Increase awareness of your personal strengths and resources to build self-efficacy or the belief in your ability to succeed in a specific task
- ✓ Developing self-management skills for managing your responses → e.g. by learning to be patient, calm and collected, and the skill of compartmentalising stress
- Practicing self-compassion can also increase resilience → it involves three ingredients:
  1. Notice suffering (pain or other negative feelings) in yourself
  2. Be kind to yourself in the presence of suffering (pain or other personal shortcomings rather than ignoring them or hurting yourself with self-criticism)
  3. Know that suffering (and personal failure) is part of the shared human experience
- Practising self-compassion can help you be more forgiving of perceived personal failures and shortcomings in both yourself and others, which may lower stress, anxiety, depression and shame
- 3. Change your response to stress
  - E.g., behavioural strategies: exercising regularly, healthy diet, sufficient sleep and time out, managing reactions through self-talk or talking with trusted others

### 3.2. Negative thinking traps

- Being aware of potentially harmful or negative thoughts, feelings, emotions and evaluations about yourself
- All-or nothing thinking (e.g., “It’s not perfect, so I failed”) → black and white thinking → this thinking, if taken to the extreme makes us think that if total perfection is not achieved in a task/project, then it has been a total failure → this thinking pattern would make someone vulnerable to criticism of their own work
- Negative filtering (e.g., “They are just saying that”, “They don’t really know me”, “they don’t mean it, they’re just trying to make me feel good”) → focus on negatives, sometimes a single negative detail, in a situation and ignore the positives or discount positive feedback
- Magnifying and minimising (e.g., “People asked questions but nobody really cared”) → it refers to emphasising the size and importance of negative versus positive factors
- Global labelling (e.g., “I’m just bad at that”) → when we assume that if there is one situation or experience that doesn’t go well, then it will never go well → this happens if we make it a habit of always blaming ourselves as the cause of negative events or outcomes → e.g. globally labelling yourself as useless at public speaking would make it easy to slip into a defensive mindset about public speaking, leading us to either avoid public speaking altogether, or to use avoidance strategies while speaking (e.g. not making eye contact, not projecting with full energy, and speaking quickly to get it over with)
- **Patterns of thinking about negative outcomes that contribute to hopelessness and pessimism** (Seligman, 2002)
  1. Personalising (e.g., “It must’ve been because I did something wrong”) → blaming ourselves rather than the situation or luck