

# **BUSS2000 NOTES**

## **Module 1 – Introduction to the Course**

### **Graduate Qualities**

- Graduate qualities are the generic foundational skills you need throughout your working life, enabling you to move more easily between jobs as your career evolves.

### **Nine Qualities**

<b>Graduate Quality</b>	<b>Definition</b>
Depth of disciplinary expertise	The ability to integrate and rigorously apply 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	The questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or 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	The ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
Inventiveness	Generating novel ideas and solutions.
Cultural competence	The ability to actively, ethically, respectfully, and successfully engage across and between cultures
Interdisciplinary effectiveness	The integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
Integrated professional, ethical, and personal identity	Understanding the interaction between one's personal professional selves in an ethical context.
Influence	Engaging others in a process, idea or vision.

## Module 2 – Individual Differences

### **Three Theories of Human Behaviour**

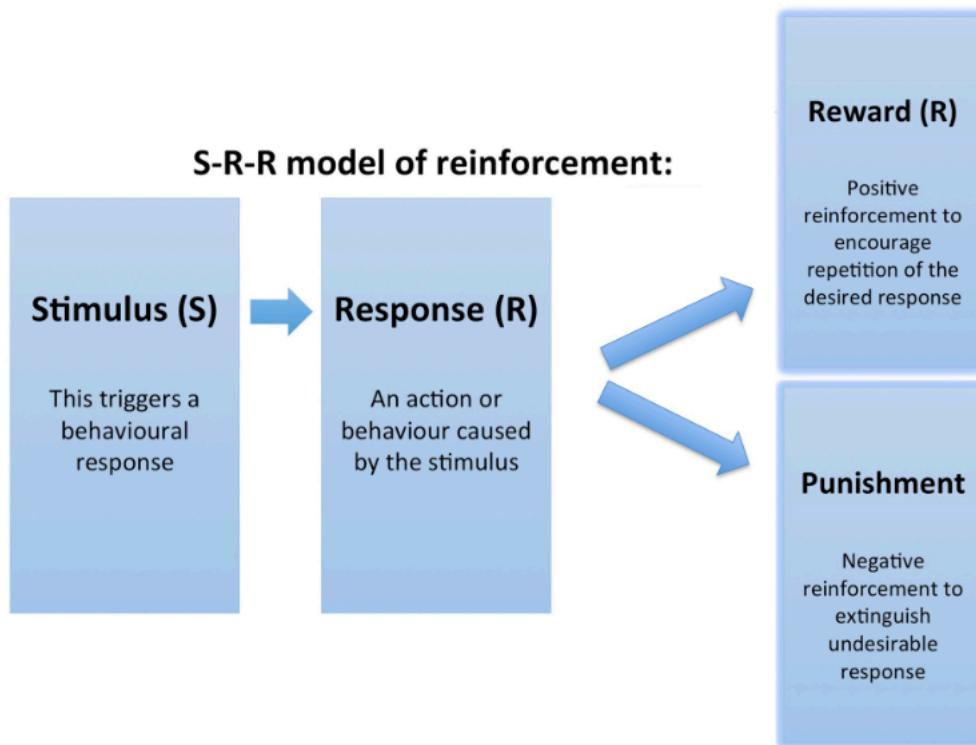
#### Sigmund Freud's Psychoanalytical Theory

- People behave the way they do because of their inner psyche, which consists of three interacting parts.

#### Three Parts of the Inner Psyche

- The Id → unconscious, impulsive part that represents primal desires and basic nature and operates on the pleasure principle.
- The Ego → rational, reasoning part that drives our self-control and is usually reflected most directly in our actions.
- The Superego → the moral regulator of our behaviour, influenced by our culture, and philosophical and spiritual ideals.
- Untestable, unscientific and strongly criticised.

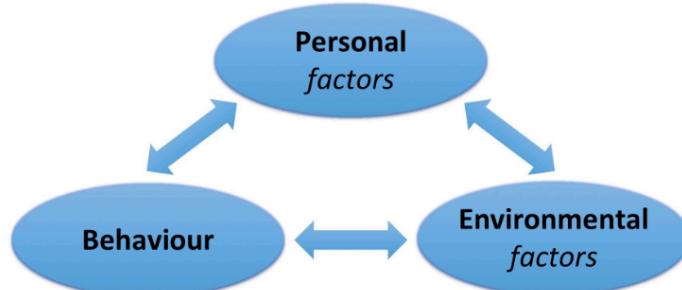
#### Behaviourism and B. F. Skinner's Reinforcement Theory



- However, people behave in many complex ways, and this behaviour is inconsistent with behaviourist assumptions (positive reinforcement encourages desired response etc.) → our behaviours are also influenced by our thoughts, feelings, goals and intentions. Some responses to negative feedback could be:
  - exerting more effort
  - denying the behaviour
  - altering one's goals
  - changing the behaviour
  - giving up or asking for help

## **Albert Bandura's Social Cognitive Theory (Most Popular/Main Theory)**

- A person's behaviour is influenced by both:
  - his or her environment
  - personal characteristics, including their personality, values and goals etc.
- This model is called triadic reciprocal determinism (TRD):
  - Triadic because there are three factors (person, environment and behaviours).
  - Reciprocal because there is two-way, mutual influence between each pair of factors.
  - Determinism because each factor influences, or determines, the others.

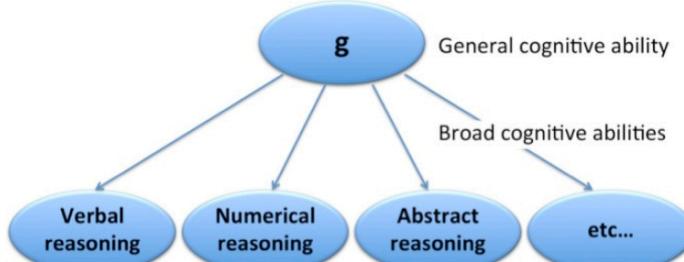


## **Individual Difference Factors**

### **Cognitive Ability**

- The capacity to learn, reason, problem solve, plan, think abstractly, and comprehend complex ideas.

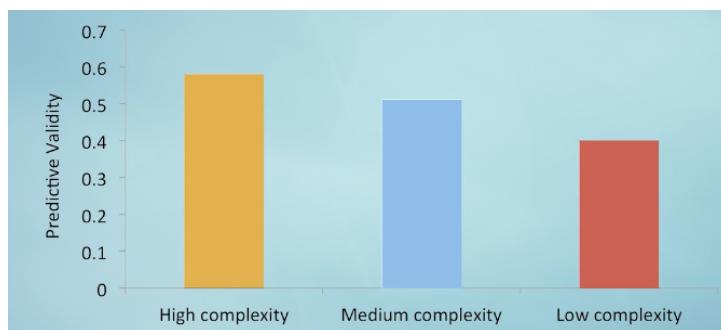
#### **Hierarchical model of cognitive ability**



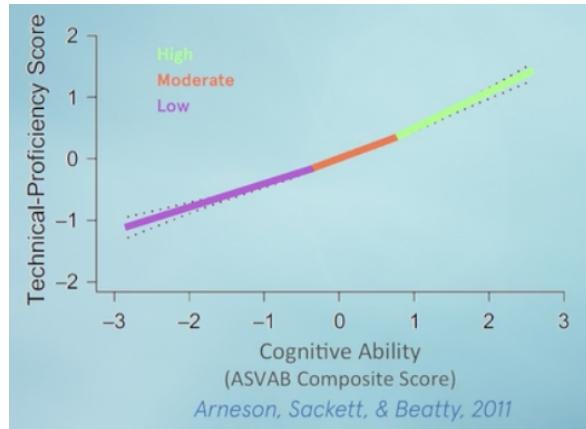
- Useful for showing how some people have unique strengths and weaknesses in cognitive work.

### **Myths**

- Cognitive ability only matters in complex jobs → some jobs that are so easy cognitive ability doesn't matter.



- All you need is a certain amount of cognitive ability, and any more doesn't help.



## *General Mental Ability in the World of Work: Occupational Attainment and Job Performance*

- General mental ability predicts both occupational levels attained and performance within one's chosen occupation, and does so better than any other ability or trait.
  - There is no causal arrow from any of the aptitudes or subtests to training performance, only by GMA.
- Experience is often cited as more important. However, people with higher GMA acquire job experience knowledge in larger volume and at a faster rate → furthermore, the link between experience and job performance weakens over time, unlike GMA.

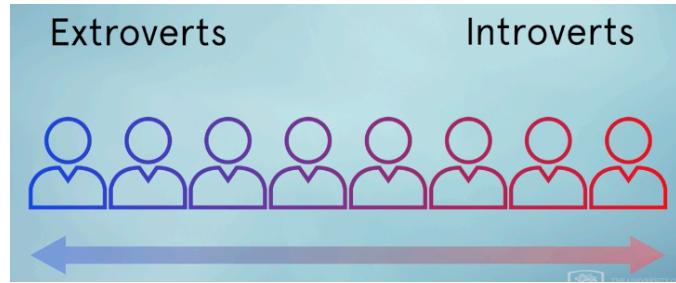


## **Personality**

- Personality refers to a person's unique and relatively stable set of characteristics or patterns of behaviour, thoughts, and emotions. The 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.

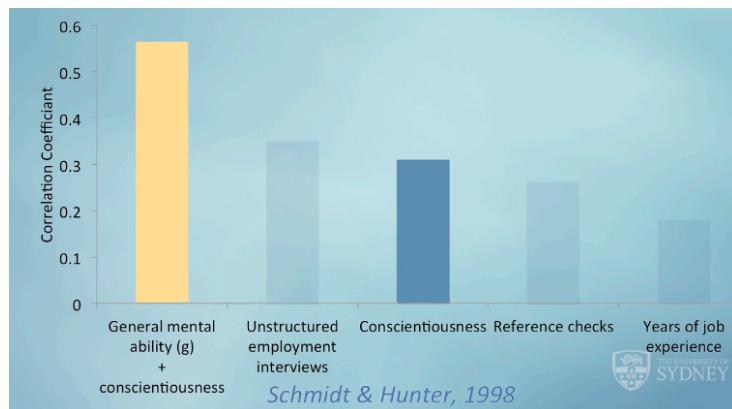
## Individual Differences in Personality

- Personality traits:
  - are individual psychological characteristics that are relatively enduring and stable.
  - are major determinants of one's behaviour.
  - influence behaviour in a range of situations.
- Are situational or personal factors more important in determining how a person behaves?
  - It depends on the strength of the personality trait/situation – a strong situation is one with rigid norms about how people should behave e.g. funeral, exams, church services.



### Trait-Based Models of Personality

- One very popular model is the concept of personality types e.g. Myers-Briggs Type Indicator (MBTI) which classifies people into 16 types → little evidence supporting its reliability and validity.
- The dominant trait-based model is the Big Five:
  1. Conscientiousness → the degree to which an individual is organised and uses disciplined ways to achieve goals.
  2. Emotional stability → the ability to handle stressful situations, and heavy demands, is relaxed etc.
  3. Extraversion → the degree to which individuals enjoys being around others.
  4. Agreeableness → the degree to which an individual is easy-going and tolerant.
  5. Openness to experiences → the extent to which an individual seeks new experiences, and is creative.
- Conscientiousness is the single most important predictor of performance in jobs.



- However, the model may not have enough factors, and it is descriptive → describes what people are like rather than why people are why they are.
- An emerging trait-based model is the HEXACO adds a sixth factor known as honesty-humility → whether a person is aware of his or her strengths or weaknesses, and is more open to criticism, broad-knowledge and improvement.
- Fixed vs Growth mindsets → born with a certain amount of intelligence vs everyone is able to improve.

### Personality at Work

- Personality influences:
  - work performance
  - organisational choice
  - career choice

→ career satisfaction

- Influences career success in three ways:
  1. Career choice
  2. Job performance
  3. The way people are involved in social interactions at work.

### *Upsides to Dark and Downsides to Bright Personality: A Multidomain Review and Future*

#### *Research Agenda – pg206 provides a decent summary of text*

Drawing from the required reading - which sub-facet of the conscientiousness personality trait may hurt team performance and why? → the dependability sub-facet may hurt team performance when change is necessitated.

- Bright Traits: typically seen as socially desirable and beneficial for individuals and organisations.
  - such as those in the six-factor HEXACO trait-based models.
- Dark Traits: typically seen as socially undesirable and are detrimental to individuals and organisations.
  - such as those in the multifactor model of aberrant personality, Dark Tetrad etc.
    - Narcissism
    - Machiavellianism
    - Psychopathy
    - Sadism
- Summary: bright traits are typically seen as good, whilst dark traits can also be found as useful in many scenarios. HOWEVER, too much of either is deleterious.
  - Leadership emergence and effectiveness
  - Human resources
  - Strategic management
  - Entrepreneurship
  - In group and team contexts
- Current Limitations and Future Directions:
  - Construct redundancy, particularly the redundant separation of bright and dark traits.
  - Focusing on facets of personality, rather than lumping them into broader ‘traits’, may be more effective particularly for dark traits.
  - Challenging the old paradigm of bright = good and dark = bad.
  - Dark and bright traits often interact and supplement each other (is there a perfect amount of a trait?).
  - Research needed for strategic management and entrepreneurship.
  - Current personality trait measurements often neglect the multilevel nature of personality.

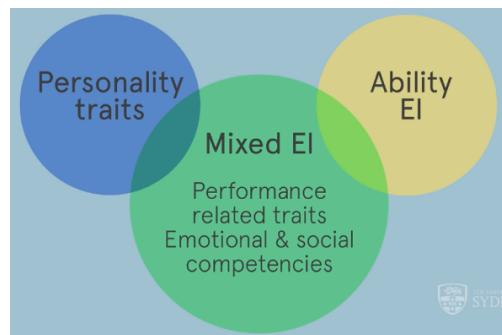
## **Emotional Intelligence**

- EI is the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions.
  - Strong self-awareness

- Aware of one's emotions
- Accurately detect emotions in others
- Uses this to manage interactions with others
- The three main assumptions underpinning the concept of EI:
  1. Emotions play an important role in life and work.
  2. People vary in their ability to perceive, understand, use and manage emotions.
  3. These differences affect individual adaptation in a range of contexts, including the workplace.

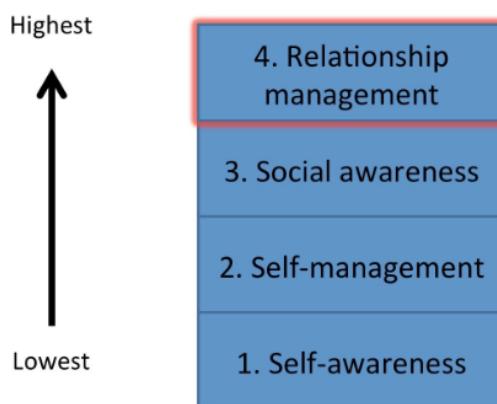
## Models of EI

- Mixed Models: EI is a diverse construct, including aspects of personality and ability.



- Ability-based models: EI as an ability or aptitude for processing affective information.

## Four main EI abilities



- Each of the above abilities ^ builds on the ones below them.
- EI predicts academic performance, and is associated with a 10 to 12% increase in grades in University. However, it is not as clearly related to performance at work as personality and intelligence.
  - However, it may be influential in career choices, and your willingness to go into leadership roles.

## *Emotional Intelligence Has 12 Elements. Which Do You Need to Work On?*

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
Emotional self-awareness	Emotional self-control	Empathy	Influence
	Adaptability		Coach and mentor
	Achievement orientation	Organizational awareness	Conflict management
	Positive outlook		Teamwork
			Inspirational leadership

## **Module 3 – Introduction to Motivation and Goal-Setting**

### **Motivation**

- Motivation is the process that accounts for an individual's direction of behaviour, intensity of effort, and the persistence or duration of effort towards the attainment of a set goal. Three main elements of motivation:
  - Direction – influenced by goals and can be functional or dysfunctional to them.
  - Intensity – unless intensity is channelled in the direction of a goal, it is useless.
  - Persistence – how long a person persists on an activity.

### *What Monetary Rewards Can and Cannot Do: How to Show Employees the Money*

Monetary rewards can enhance individual and organisation performance; but what are some of the limitations?

### **Theories of Motivation**

- There are three prominent theories with the strongest empirical support:
  - Locke and Latham's Goal Setting Theory (1990)
  - Bandura's Self-Efficacy Theory
  - Deci and Ryan's Self-Determination Theory

### **Goal Setting Theory**

- Setting specific and difficult goals, in combination with goal commitment, autonomy, and feedback, leads to higher performance.
- A goal is a purpose or intention that serves two aims:
  - it focuses attention on information that is important to meet their goal
  - defines what needs to be done
- Goal-setting phases:
  - Deliberation – process in choosing which goal to pursue
  - Implementation – process in choosing how to pursue this goal
- Goal-setting guidelines:
  - set specific goals – lead to higher performance than vague or broad goals
  - set challenging goals – set a goal above current skill level to feel stimulated by it
  - commit to your goals – set goals participatively (self-set goals are more motivational)
  - receive feedback – constant feedback is more motivational than monetary rewards
- Types of Good Feedback:
  - Positive feedback – not only how you're progressing but more specifically about what you're doing right.
  - Constructive negative feedback. - focuses on the behaviour to be changed (not the person) and how to change it.

### *The Power of Small Wins*

### **Self-Efficacy Theory**

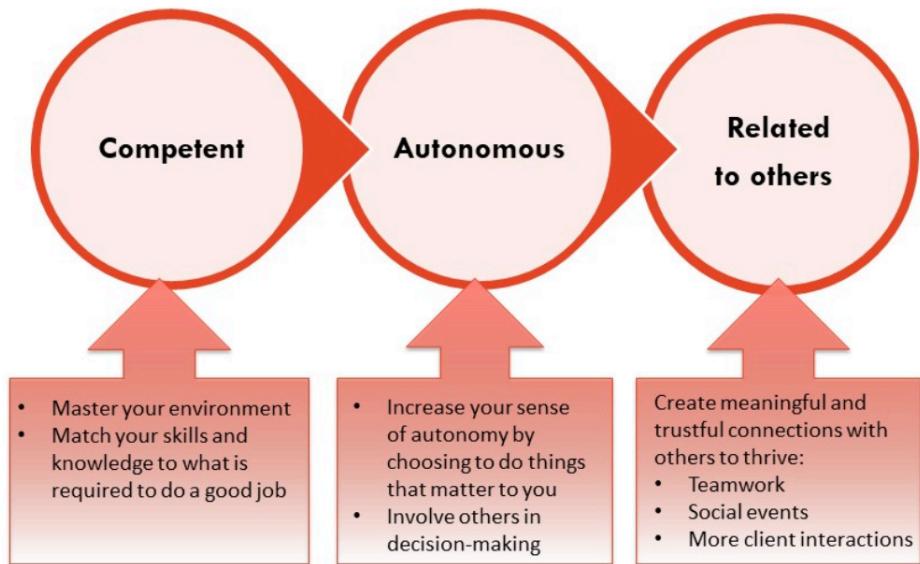
- Bandura's social cognitive theory defines self-efficacy as an individual's beliefs about their capabilities to successfully achieve various tasks being asked of them.
  - Self-efficacy is a key ingredient in goal setting as it influences the difficulty of the goals set, and probability of the goal being achieved.
- Self-efficacy influences:
  - intensity of our efforts
  - direction of actions, feelings and thoughts
  - perseverance in the face of difficulty

#### Four Major Sources of Self-Efficacy

- Mastery Experiences (enactive mastery)
  - performing a task successfully strengthens self-efficacy while failing to do so undermines this.
- Social Modelling or Vicarious Experience
  - seeing other people similar to yourself raises your belief that you can achieve it yourself.
- Social Persuasion
  - positive or verbal reinforcement of your ability to do something helps overcome self-doubt.
- Physiological and Emotional Stress Reactions
  - management of mood, emotional state, anxiety or excitement can allow for greater achievement.

#### Self-Determination Theory

- This theory distinguishes between three types of motivation: intrinsic vs extrinsic motivation vs extrinsic autonomous motivation.
  - Intrinsic: motivation driven by an inherent interest and enjoyment in an activity.
  - Extrinsic: motivation that is often more controlling, and driven by external factors such as pay, rewards, praise etc.
  - Extrinsic Autonomous: motivation driven by external factors for work that is important to an individual and aligns with their sense of self e.g. donating blood.
- Relationship between pay and job satisfaction:
  - weak correlation – about 2%.
  - employees report similar job satisfaction regardless of salary.
  - tangible rewards tend to have substantially negative effect on intrinsic motivation.
- Behaviour that is self-determined or intrinsically motivated is most likely to occur when an individual's need to feel competent, autonomous (sense of control over work you find meaningful), and related to others are met.
  - rewards such as feedback and deadlines are useful, as long as they are not seen as coercive.



### *The Relationship Between Pay and Job Satisfaction: A Meta-Analysis of the Literature*

### *How to Find Meaning in a Job That Isn't Your "True Calling"*

## **Module 4 – Career Goals, Values and Ethics**

### **Theories of Careers**

- New patterns of careers have emerged, notably greater job mobility.
- Boundaryless career: the sequence of job opportunities that go beyond the boundaries of single employment settings. Contributing factors include:
  - increasing globalisation – affects organisational needs, and how individuals view their careers and working overseas.
  - downsizing and consolidation
  - flatter organisational structures – less layers to progress through
  - technological changes
  - transition from permanent to contract workers.
- Boundaryless benefits are benefits that people can take with them when they change their careers and employers:
  - skills and knowledge
  - personal growth
  - reputation and growth
- Protean career: a flexible, adaptive, self-directed approach to career management.
  - multiple employers and work arrangements.
  - individuals are ‘in charge’ of their own career.
  - goal of psychological success – feeling of pride and personal accomplishment in achieving life goals.
  - success measured subjectively rather than salary, position etc.
  - high mobility
- Considerations with a protean career:
  - Individuals who are highly competent, have a high sense of identity, and are adaptive:
    - are likely to pursue roles that are more congruent with their priorities and values.
    - Identify work that fits into their broader context of their lives.
    - are free to focus on other life goals such as personal interests, family, and social work etc.
    - May work part-time or casually to focus on their goals.
  - Limitations however include:
    - Less stability, security or predictability.
    - Work life and career development are negatively impacted by these types of careers.

### **Four Types of Career Paths**

- Linear: progress upwards in a hierarchy to positions with increasing authority and responsibility within the same organisation.

- Expert: involves getting more and more proficient in your area of expertise, and your career emerges within an industry or specialisation, rather than in an organisation.
- Spiral: involves shifting between occupational areas and specialities or disciplines
  - usually these changes occur after you've been in a field long enough to develop some in-depth competence, and you leverage the knowledge and skills that you acquired in a previous spiral to develop a new set in a new spiral e.g. research, development then sales (often sideways or even downwards).
- Transitory: changes occurring every three to five years, from one field to completely different other fields – tends to lead to variety, stimulation and independence.
- Encore: refers to people making significant career changes late in their career or during retirement, featuring a strong element of public service or entrepreneurship.

### *Crafting a Job: Revisioning Employees as Active Crafters of Their Work*

- Once you are in a job, and it is not quite what you had hoped it would be, is there anything you can do to reshape and recraft your work.
- Jobs are not fixed, and they rarely match the job description in the advertisement responded to → they are co-created, and the roles taken on are important as the tasks you complete.

## **Career Goals**

- Reasons why it is important to set goals:
  - Clarity: provides an endpoint to work towards.
  - Focus: allows you to target your time to meet your goals.
  - Achievement: can provide a motivational push to achieving more than you would have without goals.
  - Accomplishment: provides a sense of accomplishment that may motivate you.

### **SMART Goals**

- Specific: smaller, specific actions act as stepping stones to completing goals, allowing you to avoid procrastination.
- Measurable: allows you to evaluate your progress and adjust your plan.
- Attainable: easier to stay motivated when the goal can be reached → builds self-efficacy and confidence.
- Relevant: set a goal that is in the direction which you want your career to take.
- Time-bound: setting a schedule or deadline whilst staying flexible and adaptive is crucial.

## *Making better career decisions*

What are some examples of emotional responses and personality traits that can impede career decision making?

And what strategies can be put in place to overcome these challenges?

## **Values**

- Values are generally stable, evaluative beliefs that guide our preferences for outcomes or courses of action in a variety of situations → they are personal convictions about what one should strive for and how to behave.

- Values serve two broad functions:
  - To determine what you consider to be important and worthwhile.
  - to influence your view about how you should act.

## Value Theory

- Are beliefs: subjective rather than cold, objective ideas.
- Are motivational constructs: reference desirable goals that people aspire to attain.
- Have broad application: abstract goals that transcend specific actions and situations.
- Serve as standards or criteria: values guide the selection or evaluation of action, policies, people or events.
- Are ordered by importance: values form an ordered system of value priorities that are relatively stable and characterise us.
- Guide action: higher values will drive behaviour.

## **Value Congruence**

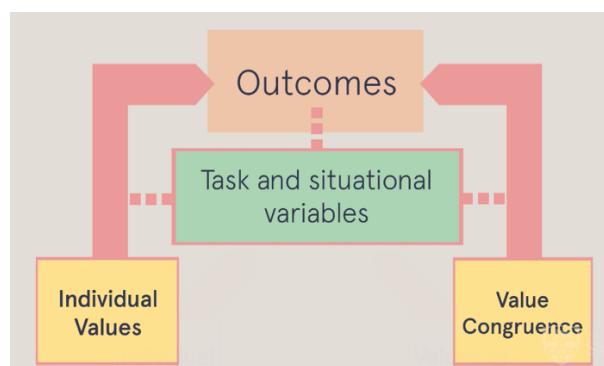
- Value congruence or fit refers to the similarity of value systems between two entities.
- Person-organisation value congruence occurs when the employee and organisation's dominant values are similar, making them compatible with the missions and objectives.
  - Congruence leads to higher job satisfaction, loyalty, commitment, citizenship behaviour, lower stress, and lower turnover.
- Some level of value incongruence provides diversity and perspectives, while too much congruence leads to 'corporate cults' that undermine creativity, flexibility, ethics etc.

## Espoused vs Enacted Values

- Espoused values are what you say and think your values are.
- Enacted values are those that are evident from your actions.

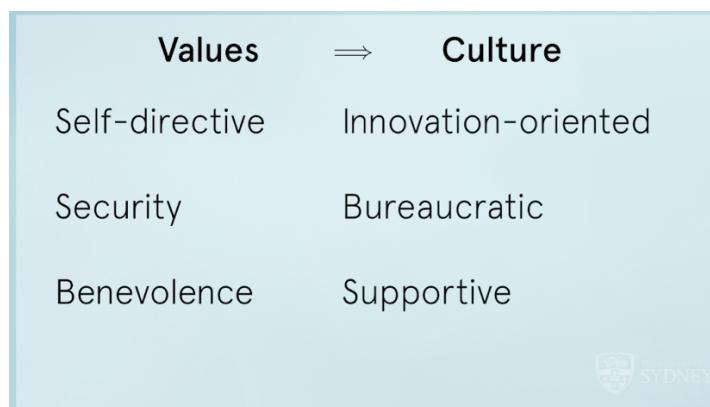
## Linking Values to Behaviour

- Three conditions that strengthen the link between values and behaviours:
  - something reminds us of the value
  - we can think of a specific reason for applying a value in the specific situation
  - the environment supports behaviour that is consistent with the value.
- Socialisation processes develop an individual's values, which in turn can affect outcomes such as beliefs, perception, attitudes, decisions, behaviours and performance.



- Values:

- affect perceptual processes – we perceive external stimuli with ways that are consistent with our own values.
- legitimise and justify past behaviour.
- affect organisational outcomes e.g. job outcome, ethics etc.



## Ethics

- Ethics refers to a set of rules or principles that defines right and wrong conduct, whereas values refer to evaluative beliefs about what is deemed to be important.
- Principles are ‘the how’ you will behave, for example, the sunlight test – where you only act in a way that you would be proud to see on the front page of the paper.

### Linking Values and Ethics

- Ethics are frameworks for thinking about the issue, concerned with the question ‘what should one do’. The emotional force of your values in contrast would lead you to an intuitive feel for what you should do → principles tell you how to get there.
- Ethics involves acting in accordance with values and principles → the weight you give to your personal values and principles will likely determine your course of action.

### An Organisation’s Ethical Framework

- It is important to know what an organisation stands for, why it is in business and how it will conduct itself, and importantly whether these align with your own values and principles.  
→ An organisation’s ethical framework is usually conveyed as purpose, values and principles.

## Ethical Dilemmas

- Ethical dilemmas arise when our own values and principles are in conflict with others. We tend to be wired with an ethical approach towards deciding what is good and what is right:
  - Duty Approach (deontology) – what duty do I have here and what are the rights of the others?
  - Virtue Approach – what sort of person would I be if I did that?
  - Consequentialist Approach – what gets the best outcome for the most people?
- Other questions include: is there a universal rule that applies here? What if everybody did this? What will this do to your character/your organisation’s? Is this consistent with your values? (congruence test).
- The key to ethics is to continue to be reflective and to examine your own values and principles, to be aware of your ethical approach and how this affects your ethical choices and behaviour.

### *Case Study: Follow Dubious Orders or Speak Up?*

1. How should Susan respond to Mr. Moon's request?
2. Have you been in a similar situation? What did you do in this situation and why?

### *Why Ethical People Make Unethical Choices*

### *The Effect of Ethical Orientation and Professional Commitment on Earnings Management Behaviour*

## **Module 5 – Introduction to Theme 1 in Practice**

### **Job Searching**

- Proactive job searching is when you look for roles in companies that may not be actively recruiting → may be more effective than reactive job searches.

### **How to Be Successful in Your Job Search Strategy**

- Understand yourself: don't be afraid to ignore jobs that are not congruent with your values and ethics, and look for those that suit your strength, ability, preferences etc.
- Do your research: find careers and jobs that match your major, find what companies are looking for, see how other students are finding roles.
- Apply for jobs: tailor your CV and cover letter to the job or employer for which you're applying.
- Develop your personal brand: what is your own personal pitch? How will you stand out from other applicants?
- Develop and implement a marketing plan: this is your strategy for building networks and value you offer to businesses. What do you offer?
- Work towards goals: how will your job search work with your SMART goals.

### **STAR Statements**

- Structured way to respond to a question about how you have handled a situation in the past and the outcome → Situation, Task, Action, Result
  - Showcases your strengths and preferred ways of working.

*Understanding Our Differences: Performance in Decision-Making Groups with Diverse Members*

## **Module 6 – Introduction to Diversity and Culture**

### **Diversity**

- Diversity refers to the degree to which there are objective or subjective differences between people.
  - Our perceptions of diversity can strongly influence our behaviours and interactions with others.
- Using the analogy of the iceberg:
  - There are a number of characteristics that can be easily identified at a surface level, like age, gender, race, ethnicity, disabilities.
  - Under the surface lies deeper level diversity which represents characteristics and qualities that are more difficult to see at first glance e.g. values, beliefs, education, personality, sexual-orientation, culture etc.
    - This information is communicated through verbal and nonverbal behaviour patterns, learnt through extended individualised interaction.
- Inclusion involves taking into account the diverse identities, knowledge, skills, attributes and preferences of different individuals → how to better respect, utilise and recognise diversity.
- Belongingness refers to feeling accepted as a member of the group, while uniqueness is when the group accepts and values individual characteristics → work together to bring a feeling of inclusion.
- Understanding others requires understanding diversity, but greater awareness and recognition of diversity can sometimes paradoxically lead to increased discrimination.

### **Cultural, Ethnic and Linguistic Diversity in Australia**

- Over 28% born overseas.
- Residents from over 190+ different countries.
- 300+ ancestries and languages.
- Over 45% with one parent born overseas.

### ***Managing People From 5 Generations***

### **Culture, Socialisation and Cultural Awareness**

- Culture refers to ‘the commonly shared beliefs, values, and norms of a group of people’.
  - “Culture is the collective programming of the mind which distinguishes the members of one human group from another”.
  - Our culture provides us with a system of knowledge that generally allows us to know how to communicate with other members and how to interpret our behaviour.
- Socialisation refers to the process of acquiring cultural knowledge about the beliefs, values, norms and behaviours expected of people in a group → occurs through family, friends, media, education etc.
- Norms generally refer to social rules and guidelines that determine appropriate behaviours of people in specific situations.
- Being able to recognise and appreciate differences in others first requires a good understanding of yourself as an individual and your own personal context → multiple perspectives are all valid and are shaped by the individual context.

## **Social Categorisation and Perceptions**

- Categorisation is a cognitive process that helps us make sense of the world around us. It is often immediate and automatic and influences and is influenced by perceived differences.
  - Social categorisation is the categorisation based on observed similarities and differences between groups of people.

### **Three Theoretic Perspectives on Why Humans Engage in Social Categorisation**

#### Social Identity Theory

- Social categorisation leads to social identification as a member (or non-member) of a group.
  - In-groups are groups that we belong to, while out-groups are all other groups.
- Prejudice and discrimination can be attributed to social comparisons that make our group look good in order to boost or maintain our own self-esteem.
- Common cognitive biases and errors:
  - In-group favouritism: the tendency to more positively evaluate in-group than out-group members.
  - Fundamental attribution error: attributing negative behaviours of out-group members as inherent to them, and those of in-group members to situational factors.
  - Intergroup differentiation: perceiving more in-group and out-group differences than there are.

#### Similarity-Attraction Principles

- Perceived similarity leads to attraction → people tend to gravitate towards people they perceive to be similar to themselves (values, attitudes, interests).
- In the workplace, research suggests that people are more likely to hire those with similar leadership styles, attributes, and even race and gender, rather than objective selection criteria.

#### Stereotyping Effects

- Stereotypes are cognitive schemas about a concept, or type of stimulus, and its attributes → belief that certain traits or characteristics are shared by all members of a specific social group.
- They can influence expectations and processing of social information, such that information that conforms to the stereotypes are processed more quickly and easily than information that challenges us.
- They can become self-fulfilling prophecies, and increase the likelihood of prejudice and discrimination.
- Stereotype threat occurs when a perceived stereotype provokes anxiety in the targeted individual, limiting their performance so that it becomes consistent with the stereotype.

#### Types of Discrimination

1. Cognitive discrimination – occurs at the individual level when our interactions with people differ on the basis of social categorisations or distinctions that we make between people.
  - These distinctions may be conscious or unconscious, and are based on perceived differences in physique, lifestyles, values, cognitive biases, and our subsequent thoughts and behaviours.
2. Structural discrimination – occurs at the broader societal level where a systematic lack of access to resources and opportunities leads to the unequal distribution of wealth and power between different groups of people on the basis of social categorisations.

→ Occurs because of and is maintained by cognitive discrimination, so it is important to recognise that we recognise that we have the power and responsibility to manage and change the status quo.

### *The Double-Edged Sword of Diversity: Toward a Dual Pathway Model*

- Review diversity's influence on individuals and groups and learn the dual pathway model of diversity that integrates frameworks of social categorisation, similarity-attraction, and information and decision making.  
What are the two interrelated trends associated with team-based work and what implications might team diversity have on team performance?

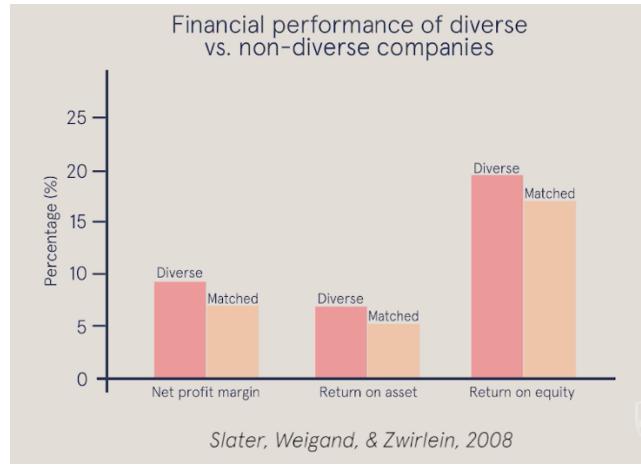
### **Developing Cultural Competence**

- Cultural competence is the ability to participate ethically and effectively in personal and professional intercultural settings.
  - Requires you to be aware of one's cultural values and worldview and their implications for making respectful, reflective and reasoned choices.
- There are many ways to counteract the negative effects of our cognitive biases:
  - We can understand that we will have these biases and hold these stereotypes, but learn to hold them lightly and become more aware of our inner thoughts – would you react the same way if they were someone else.
  - Interacting with and learning more about different social groups can help to reduce stereotyping of the 'unknown'.
- How do I develop cultural competence?
  - Know your own world and the context that influences you.
  - Move beyond awareness and acceptance of diversity towards inclusion.
- Conversations about diversity can trigger insight, enlightenment, motivation, anger, fear, guilt, argumentation or denial → provides the opportunity to develop your cultural competence.
- Utilise core communication skills to:
  - Listen and think before you act
  - Create a safe space
  - Respect others with different knowledge, views and experiences
- When considering privilege, it is important to consider what groups brings to an individual, and how these groups could reinforce inequitable outcomes for others → also consider your own emotional reactions, and why they are occurring.

### *Evidence that Minorities Perform Worse Under Biased Managers*

### **Diversity at Work**

- Importance of embracing diversity in a changing world (globalisation, technological advancements etc):
  - innovation
  - performance
  - success



- Diversity in human resources can improve decision quality, understanding of and connection with diverse customers, and greater innovation through different perspectives and diversity of ideas.
- Studies have shown that companies in the top quartile for racial and ethnic diversity were 35% more likely to have a financial return above their respective national industry median.
- Diverse and inclusive workplaces:
  - increase employee commitment, job satisfaction and productivity
  - decrease turnover, absenteeism and discrimination lawsuits
  - attract and retain the best workers
  - stay ahead of the competition
- When diverse individuals are brought together, cultural differences may result in difficulties in communication as people find ways to connect with the other.

### *Managing Multicultural Teams*

- What types of communication challenges can arise in multicultural teams?

### *Past, Present and Potential Future of Team Diversity Research: From Compositional Diversity to Emergent Diversity*

## **Module 7 – Reading Week**

*The Secrets of Great Teamwork*

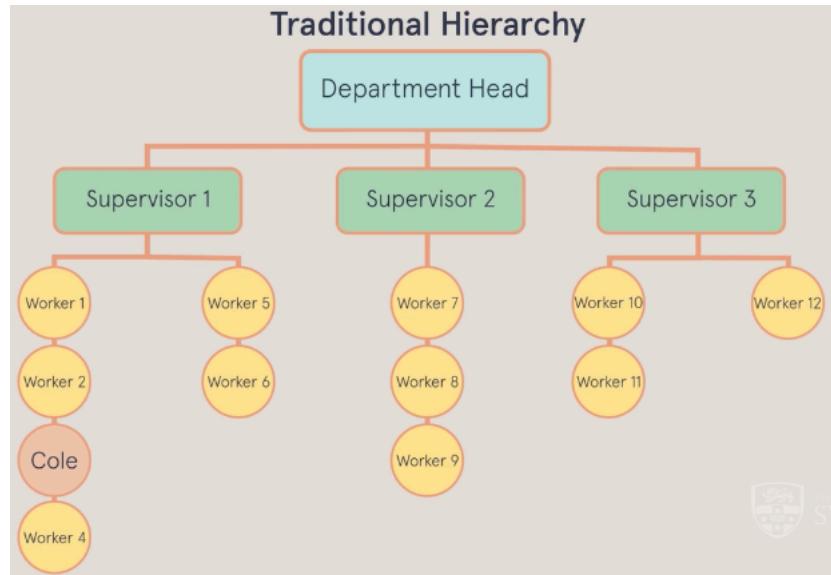
*What a Star – What a Jerk*

*Groups in Context: A Model of Task Group Effectiveness*

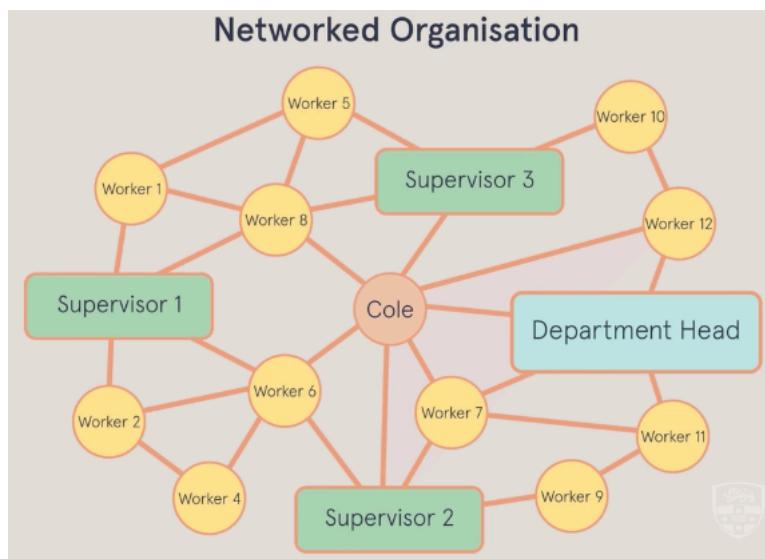
## Module 8 – Team and Group Processes

- Why teams?
  - Teams allow for tasks to be attempted that could not be accomplished by an individual, by combining a variety of skills and expertise to tackle more complex and larger scale problems.
  - Working in a team allows analysis to a greater depth and breadth than working individually.
  - Teamworking gives you the chance to learn from each other and get feedback from your peers.

### Teams and Groups at Work



- In the traditional hierarchy, Cole has a defined set of responsibilities and receives his work from his supervisor, that he completes individually (and is thus solely accountable for).



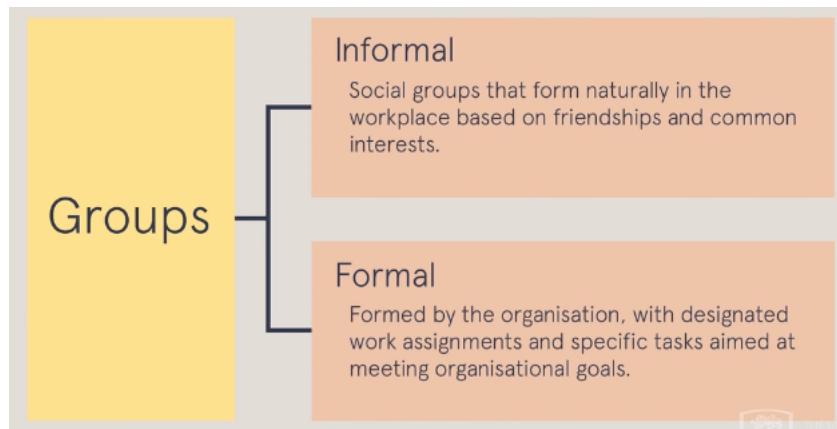
- Here, Cole's success depends on his interactions with his co-workers, is a member of his work team, and shares accountability for his work.

### Benefits of Teams

1. Flexible and responsive to changing events
2. Solve complex problems
3. Enable greater creativity and innovation
4. Highly motivating

## Types of Groups and Teams Encountered at Work

- Groups are where two or more people interact with and influence each other → “are psychologically aware of each other and think of themselves as a group.”
- Teams differ from other groups in terms of the:
  - intensity with which team members work together and act as a cohesive unit.
  - presence of a team goal or objective
- All teams are groups, but not all groups are teams!



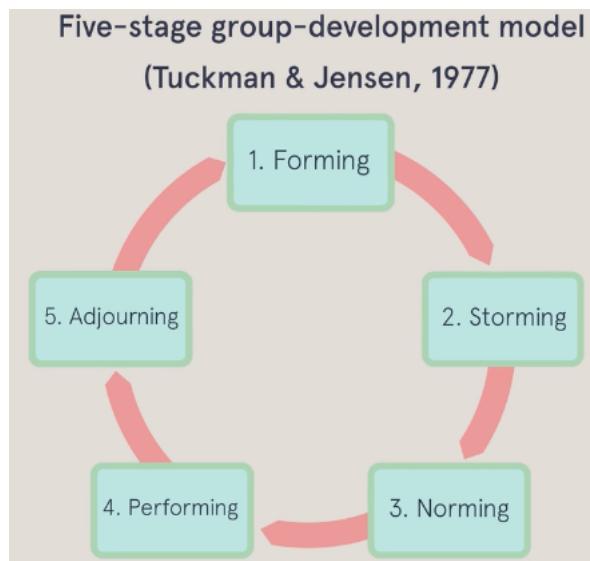
- There are three types of formal work groups:
  - Command group – collection of subordinates who report to the same supervisor e.g. departments, divisions etc.
  - Task force – ad hoc committee to deal with a specific issue that's disbanded after completion of the task, consisting of both managerial and non-managerial staff.
  - Team – specific type of formal work group in which there's a high level of interaction among group members who work intensively together to achieve a common group goal.
- Common types of work teams are:
  - Problem-solving teams – committee, or a team that solves an organisational issue
  - Cross-functional teams – team comprising people at roughly the same hierarchical level, but from different work levels
  - Self-managed work teams – team with no manager/leaders, that often report high job satisfaction but also high turnover, absenteeism, and struggle to manage conflict.
    - Require enough responsibility and autonomy to be self-managed
    - Making the task complex enough to include many different steps
    - Selecting members carefully for their diversity, skills and enthusiasm
    - Guiding and coaching rather than supervising the team
    - Determining and providing relevant training needs
  - Virtual teams – use technology to tie together physically dispersed members to achieve a common goal, overcoming time and space constraints. Benefits include:
    - Evidence shows some virtual teams outperform teams in a shared location.
    - Reduced cost

- Integration of diverse knowledge
- Ability to be productive 24 hours a day by working across global time zones.

## Models of Group Development

### Tuckman and Jensen's (1977) Five-Stage Group-Development Model

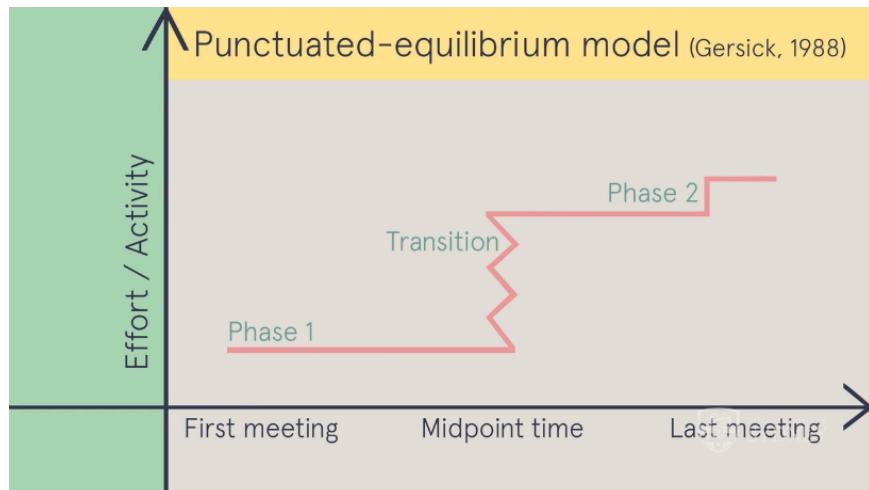
- Groups proceed through these five stages at different rates, going forward and backwards and cycling through as objectives change.



- Forming
  - members acquaint themselves with each other
  - members test the waters to see what types of behaviours are acceptable
  - characterised by uncertainty about the purpose, structure and leadership
- Storming
  - conflict due to individual differences
  - debates over roles and leadership
- Norming
  - development of cohesiveness and close relationships
  - group identity and camaraderie grow
- Performing
  - the team is a full functional group that is ready to work/perform tasks
- Adjourning
  - wrapping up activities after completion

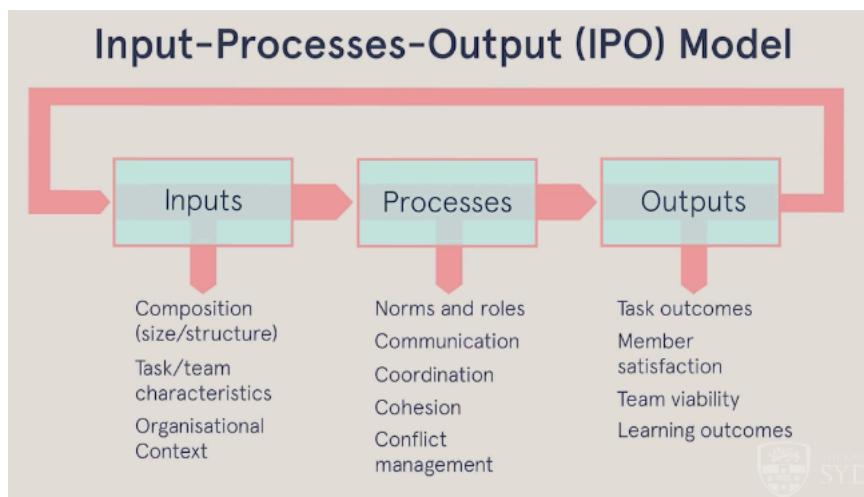
### Gersick's (1988) Punctuated Equilibrium Model

- According to this model, groups are formed quite suddenly and involves transitions between inertia and activity → it points to the importance of good project and time management, and the value of setting up deadlines and milestones to create multiple transition points and flurries of activity.



- In the first meeting, the group's direction, framework for behavioural patterns and assumptions are set → one of inertia or equilibrium in which the group tends to stand still or become locked in a fixed course of action.
- A transition then occurs typically halfway through, tending to result in some major changes, paradigm shifts, or flurries of activities → is a period where groups are able to capitalise on their learnings so far.
- A second period of inertia or activity then occurs, where plans are put in place. The group's final meeting features a burst of accelerated activity to finish the group work off.

### Input-Process-Output (IPO) Model of Team Functioning



- Teams' inputs are relatively stable features of the team → they exist prior to the group's activities, and influence the processes that teams use to get work done.
- Processes mediate the relationship between inputs and outputs.
- Outputs are the outcomes of inputs and processes, and include indicators of team effectiveness or performance.

### *Teams in Organisations*

- What are the characteristics of a project team and how does it differ from other types of teams (product, virtual, quality circles)?

### **Benefits and Pitfalls of Teamwork**

- Positive team processes help to facilitate effective teamwork, such as the establishment of positive team norms, clear roles, and team cohesion.
  - Good teamwork is about effective collaboration, where different strengths and skills are used by putting aside egos e.g. listening to everyone's ideas, taking comments on board.
- 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.

## **Positive Team Processes**

- An effective team is one that is able to achieve task outcomes, whereby team members are satisfied, and where the team is stable and has longevity. It depends on high levels of mutual accountability and support.
- Process gains occur when combined efforts exceed the sum of the individual parts. This is known as positive synergy or  $2+2=5$ , and occurs when group members are able to:
  - bounce ideas off one another
  - correct each other's mistakes
  - bring a diverse complementary knowledge base and skills
  - accomplish work that's too vast or too much for an individual
- Effective team performance depends on:
  - member abilities – the team should be selected with a wide set of skills and knowledge.
  - member motivations - the team should be motivated to the task at hand.
  - a coordination strategy e.g. goal setting, methods of open communication, collaboration and task coordination.
- Task interdependence refers to how the work of one member impacts other members.

## **Roles, Norms and Cohesion**

- A role refers to the set of behaviour patterns expected of someone in a given position in a social unit. These roles can differ based on the unique group an individual is part of. There are three types of roles:
  - Role perception: individual view of how to act
  - Role expectations: how others believe a person should act
  - Role conflict: occurs when an individual is confronted with divergent role expectations e.g. competing perceptions, expectations or roles.
- Norms are the unwritten rules about the behaviours that are accepted as standard and shared within a group or team. They influence and direct the behaviour of individuals of the team in a more predictable way.
  - Performance norms are specific cues about how hard members work, the level of output, the timeline and the way to get things done.
  - Appearance norms include norms about dress codes and unspoken standards about how to act and look.
  - Social arrangement norms dictate the type of relationships that are acceptable.
- Why do members conform to team norms?
  - Compliance to attain rewards or avoid punishment.
  - Identification with others

→ Internationalisation of norms - you comply with the norm because you believe in them.

- Cohesiveness is the degree to which members are attracted to and are motivated to stay in the group, influenced by the size, similarity, diversity of the team, prior success and competition with other teams.

Cohesion is built by:

- creating smaller teams
- setting team goals
- increasing time spent together
- increasing group status
- creating competition with other groups
- rewarding group performance
- ensuring clear and open communication
- promoting a culture of inclusion

- Low cohesion undermines team membership, team communication and cohesion while too much may hamper productivity, and promote groupthink, aversion to diversion etc.

## Negative Team Processes

- Negative team processes generally lead to process losses and negatively impact outputs.
- Social loafing: the tendency for individuals to expend less effort when working collectively than when working individually (due to diffusion of responsibility and less personal responsibility). Ways to reduce this include:
  - Making individual contributions identifiable
  - Group success depends on individual contributions
  - Reminding individuals of their unique strengths
  - Creating smaller teams – trade-off is that larger teams have access to a broader range of knowledge, skills and attributes.
- Conformity: members behave according to group norms and processes regardless of their own values and beliefs → too much conformity may prevent negative norms from being identified, while too much deviance will cause individual differences to create issues.
- Groupthink: occurs when groups are highly cohesive, when members are under considerable pressure to make a quality decision and strive for unanimous agreement, rather than seeking alternatives. To minimise groupthink:
  - promote non-directive leadership where no one person
  - creating an open climate to raise doubts, accept criticism and speak out
  - play devil's advocate
  - limit group size (although larger groups may lead to riskier decisions with the dispersion of responsibility).
  - using outside experts
- Conflict: although it is usually viewed as a process loss, some conflict is often needed.

## Six Common Misperceptions About Teamwork

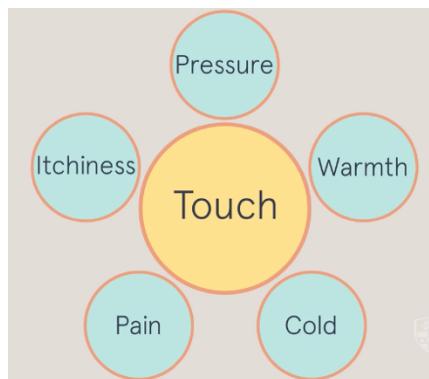
## The Problem of Bad Apples

- Bad apples reduce group performance by 30-40%, showing that one bad apple could ruin a good group.
- There are three types of bad apples:
  - The Jerk: someone who violates social norms by putting down, shutting down or criticising other people without offering an alternative.
  - The Slacker: someone who withholds efforts, is unreliable, and is unwilling to take responsibilities or spend adequate time on team tasks.
  - The Depressive Pessimist: someone who consistently expresses a negative mood or attitude, such as seeming to be really down and low on energy, complaining that the task isn't enjoyable and doubting the group's ability to succeed.
- What can we do about bad apples?
  - Choose members wisely (e.g. thoughtful, enthusiastic and hardworking).
  - Minimise negative spill over to other members.
  - Develop strong awareness of self and others.
  - Set group norms about appropriate member behaviours.

## **Module 9 – Introduction to Managing Perceptions and Conflict**

### **Perceptions**

- Perception is a process by which individuals organise and interpret sensory impressions to give meaning to their environment.
- Perception uses all of our senses, rather than just simply seeing. There are more than just five senses, and these include:
  - Proprioception: your ability to tell where your body parts are, relative to other body parts.
  - Balance: determined by your vestibular system and the fluid level in your inner ear.



- Perception is more than sensing, but also involves the cognitive process required to process information → searching for, obtaining and processing information in an attempt to understand the world.
- Prosopagnosia (or face blindness): when you can see faces but are unable to perceive or recognise them.

### **The Process of Perception**

- Bottom up processing: how we process the raw data or inputs (properties of the stimulus features in the environment) received by our sensory organs.
  - Attentional selectivity: since we are simply unable to attend to all of the sensory information available to us at any given time, our brain screens out redundant and less relevant information.
- Top down processing: how we cognitively process sensory information and construct meaning to make sense of the world, and seek meaning.
  - It allows us to comprehend misspelt words and sentences, which would not be possible with just bottom up processing.
  - What we perceive is filtered, as we selectively attend to, construct, interpret and reinterpret what we sense in terms of our current and past experiences, our needs, knowledge, interests, beliefs, values, expectations and motivations.
- Our perception of reality, and not reality itself, shapes and directs our behaviour.
- Optical illusions allow us to understand how the brain works and helps us become aware of the hidden constraints of the visual system and the way our mind works.

### **Perceiving People**

- Attribution theory tries to explain how our judgement of people differs depending on the meaning we attribute to their behaviour. These behaviours are caused by either:

- something internal (personal) e.g. laziness, lack of motivation
- something external (situational) e.g. family issues that prevent you from completing work
- What determines the type of attribution?
  - Distinctiveness: whether an individual displays different behaviour in different situations.
  - Consensus: whether everyone who faces a similar situation responds in the same way.
  - Consistency: whether the person responds in the same way over time.

### Some Perceptual Biases

- Fundamental attribution error: a cognitive bias in which the influence of external factors is underestimated, and the influence of internal factors are overestimated.
- Self-serving bias: overestimating our own (internal) influence on successes and the external influence on our failures.
- Selective perception: selectively interpret what we see based on interests, background, experiences, attitudes and frame of reference.
- Inattentional blindness: not seeing something in our field of vision because we are attending to other things.

### *A Second Chance to Make the Right Impression*

- Describe the elements of the trust, power and ego lens and how would these influence perception?

### *The Set-Up-To-Fail Syndrome*

### **Conflict**

- Conflict occurs when there is a perceived difference between the interests of the parties concerned.
  - when there is conflict, there are often heightened emotions, a perception that people are questioning their abilities, or even attacking them personally – this can cause anxiety, discrimination, lower self-worth, group cohesion, communication etc.
- Structural conflict occurs between groups at the collective level.
- Interpersonal conflict occurs between individuals at the person level. These may occur when:
  - there's an abusive leader or work group member
  - team members find they have incompatible goals leading to competition
  - there are ambiguous rules and scarce resources
- Conflict can lead to functional as well as dysfunctional outcomes.
  - Functional conflict: supports the goals of the individual or group and improves performance by improving the quality of decisions, stimulating creativity, encouraging curiosity, providing a medium for problem solving and creating an environment for self-evaluation and change.
  - Dysfunctional conflict: negative affective outcomes or behaviours that hinder goals, behaviour and performance.
- There are three broad types of team conflict:
  - Task conflict: differences in perceptions about what work is done
  - Process conflict: differences in perceptions about how the work gets done

→ Relationship or affective conflict: conflict with other people and interpersonal incompatibility.

Unlike the other two which can be either functional or dysfunctional, this is more often than not dysfunctional.

## *Optimising Team Conflict Dynamics for High Performance Teamwork*

- What is the optimal team conflict profile?

## **Managing Conflict**

- Formalised or standardised roles often call for no conflict, but with more complex work (including a greater focus on teams) as the business environment changes, conflict is not only inevitable, but can be functional.
- Conflict processes are how teams interact regarding their differences.
  - collectivistic, open-minded and collaborative interactions can enhance team functioning.
  - individualistic, avoiding and competing processes tend to impair team functioning.
- There are five conflict management styles:
  - Avoiding: withdrawing from, suppressing, and refusing to acknowledge conflict.
  - Competing: desire to satisfy our own interests, regardless of the impact on other people part of the conflict.
  - Compromising: each person is willing to give up something in order to resolve the conflict, although it can lead to both people feeling a little unsatisfied.
  - Accommodating: the willingness of one person in a conflict to place the interests of the other person above their own.
  - Collaborating: each person tries to fully satisfy the concerns of everyone so that it becomes a win-win situation.



- The main issue with conflict management styles is that it assumes people approach conflict in regular, predictable ways and that we don't move between these different styles depending on the situation/what's at stake.

## *Cultural Differences in Perceptions of Intragroup Conflict and Preferred Conflict-Management Behaviour*

### **Practical Strategies for Managing Conflict**

- Since conflicts often involve some kind of misunderstanding, miscommunication or perceived differences, strategies that support effective communication, inclusion and diversity can be used to manage conflict constructively.

- Respect the legitimacy of other's views → acknowledge other parties may have differing views and values to you, and allows you to explore ideas rather than force them to defend it.
- Value differences and be aware of your own cognitive biases → perspective taking will gain insight into why a conflict may have emerged.
- Establish good communication norms → including:
- Use active listening → giving your full attention, acknowledging their views and feelings, not judging them and reflecting back to what they're saying in order to resolve miscommunications.
- Be assertive in your communication → be direct and clear without being aggressive.
- Use collaborative problem solving → creating an open environment where everyone can pitch in to solve a problem.
- Use a devil's advocate → to question and critically analyse ideas put forward.

## Week 10 – Introduction to Theme 2 in Practice

### **Recruitment Process – Job Interview Skills**

- The purpose of an interview is to decide whether you're a good fit for the role and the company → if you've submitted a great CV and cover letter, you may then be invited to an interview.

#### Preparation for a Video Interview

1. Maintain eye contact with the camera.
2. Smile.
3. Try to minimise fidgeting.
4. Body language.
5. Set up your room well.
6. If you are interrupted, address it, apologise and move on.
7. Practice, practice, practice.

#### Preparation for a Face to Face interview

1. Research the employer, manager and the job.
2. Review common interview questions and prepare examples.
3. Dress appropriately – it's better to be overdressed.
4. Arrive early – study the best route to the office.
5. Make a good first impression.
6. Be authentic, focussed, confident and concise.
7. Always follow up with an email or phone call.

### Opening and Closing Questions

- Tell me about yourself.
  - Should be an introduction to proving that you can do the job, will do the job, and can fit in.
  - Use the present, past, future model: where are you right now, what are your skills and relevant experiences, and why you're excited for the job.
- Do you have any questions?
  - Don't ask too many questions.
  - Ask open ended questions based on research on the company.
  - Can you share more about the day to day responsibilities for this position? What a typical day like? What you like me to achieve in my first few months in this position? Can you talk about the company culture? Are there any company issues right now?

### Behavioural Questions

- These questions will aim to determine your future behaviours based on past behaviours.
- Use STAR statements to structure your answer but don't recite them word for word.

### Motivational Questions

- Why do you want to work for the company? What are you interested in a career in X?
- Undertaking prior reflection will allow you to easily answer these questions.

### **The Assessment Centre**

- An assessment centre usually consists of a group activity, a written activity and an individual or panel interview.
- The purpose of the group activity is to test your commercial awareness and problem-solving ability, but your ability to work in a team → increasingly important in a changing world of work where teams are working remotely.
- Teamwork skills are critical because they are an indicator of cultural fit, and how you will interact with others.

*Managing in the New Millennium*

## **Module 11 – Introduction to Leadership, Power and Influence**

- Leaders have the power to influence other people, and individuals do not need formal positions of power to be leaders.

### **Leadership Theories and Styles**

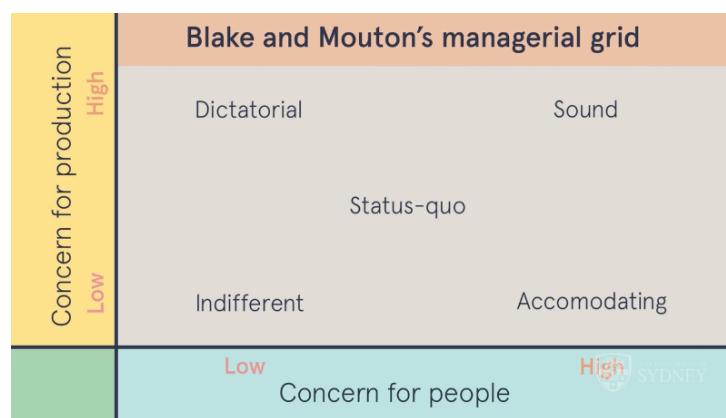
- Leadership is:
  - the ability to influence, motivate and enable a group to work towards the achievement of shared goals.
  - the behaviour of directing a group towards a shared goal.
  - the process of influencing others to understand what needs to be done, how to do it, and facilitating individuals and the collective to accomplish a shared objective.
  - a vision or set of ideas x inspiration x momentum
  - the ability to influence, motivate and enable others to contribute to shared success.
  - a combination of behaviours, processes, ideas and ability.
- Leaders keep people moving but keeps their head up to see if they're moving in the right direction, as opposed to just being a manager → moreover, you don't have to be a manager to be a leader.

### **Trait Theories of Leadership**

- There are abilities or traits that are common to leaders e.g. self-confidence, integrity, intelligence, determination, sociability, and emotional intelligence.
- Implies that leadership cannot be learned since leaders are born and not made.
- There are contradictory findings of what is most important in certain contexts, and unresolved questions about how much of each trait or ability is optimal.

### **Behavioural Theories of Leadership**

- How leaders behave or the behaviours that are 'good' for effective leadership.
- Behavioural theories of leadership are commonly adopted since they allow for easy categorisation, but one leadership type that might be best for one person or one situation may not be optimal for others.
- A key criticism is that leaders only have one behavioural style and that there's no variance in situations, and that one leadership style is always better than others.



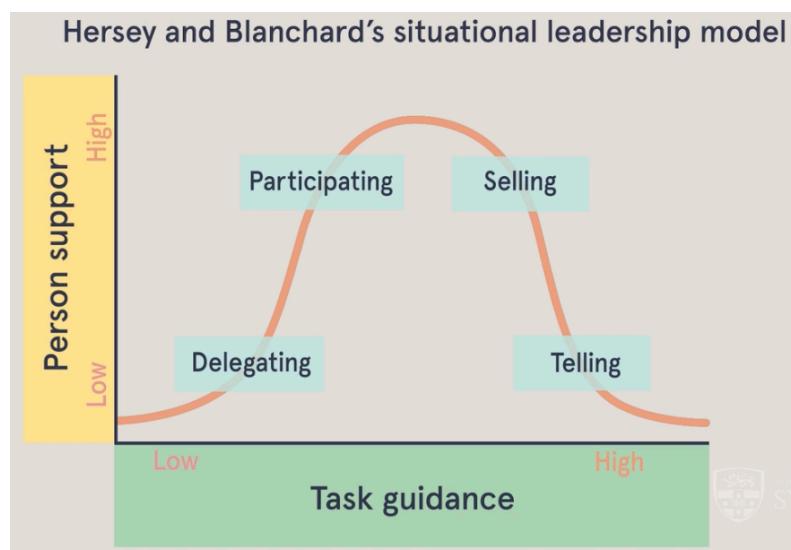
- Indifferent leaders (or impoverished style) behave in a way that allows them to avoid responsibility for tasks and blame for any mistakes, while still keeping their position in the organisation.

- Dictatorial leaders (produce or perish approach) pay little attention to employee needs and control the work their employees do.
- Accommodating leaders (country club) might focus more on employee needs in the hope that this will drive performance, without directly managing performance or the tasks.
- Status-quo leaders (middle of the road) potentially meet none of the needs of either group.
- Sound leaders (team) contribute and commit to their employees, viewing them as a team, and encourage their employees by making them feel valued.

→ Expect their employees to be constructive, critical contributors to the organisation.

### **Situational and Contingency Theories**

- Suggest that leadership behaviours or style depend on the situation, the people, the tasks and broader context → there is no best leadership style, rather it depends on the people employed to the task, and the nature of the task itself.
- Effective leaders adapt to the ability and willingness of their people and the requirements of the tasks.



- The leader's style should also depend on the maturity or readiness of the followers, depending on their ability and motivational levels.
- Leadership is a complex model that involves being responsive to both the task or goals, differences between team members, and the fact that employees change and develop over time.

### **Transformational Leadership**

- Transformational leaders:
  - values or ideas-based leadership
  - motivate to move beyond self-interest to shared values
  - help others see the importance and purpose of the task
  - value both performance and people but also want each person to fulfil their potential
  - often hold themselves accountable, set clear goals, communicate well, and have good conflict resolution skills.

### **Leading with Humility**

- More recently, concepts such as humility, authenticity, and ethical leadership have emerged in leadership theories.
- Authentic leaders:
  - act on their values and beliefs
  - encourage open communication
  - share information
  - act with integrity and lead by example
- The primary outcome of authentic leadership is the trust or faith that is placed in them as leaders.
- Leaders with humility:
  - are aware of their own strengths and contributions
  - are open to new ideas and feedback.
  - can learn from others.
  - promote supportive organisations, teams and empowered individuals.
- Research showed that leaders with humility tend to see themselves more positively than others, and employees also report higher job satisfaction, commitment and loyalty to the organisation.
- It's important that ethical leaders are able to encourage and reward integrity in others, while avoiding abuses of power that are self-serving.

### *How Does Leader Humility Influence Team Performance? Exploring the Mechanisms of Contagion and Collective Promotion Focus*

- What does leader humility social contagion refer to? Why might this be important and what examples does the reading provide?

## **Power and Influence**

- Power is defined as the potential to influence other people and their outcomes. This could be formal or informal power → the six main bases of power are described by social psychologists John French and Bertram Raven.
- Formal power:
  - Legitimate power is power from your job or position in the formal hierarchy of your organisation.
  - Reward power is the power to reward performance – you control the allocation of reward or resources valued by others, and you can remove negative sanctions.
  - Coercive power is the power to punish, or force performance or compliance.
- Informal power:
  - Referent power is power based on charisma, personal connection and relationships – charismatic power, when people like you, respect you or identify with you.
  - Expert power is the power based on expertise or skills that are valued but limited in supply (one of the more enduring forms of power)
  - Information power is the power from having information or knowledge that is valued or rare.
- Power is:

- relational – based on other people valuing what we have, who we are, or what we do.
- contextual – depends on the situation.
- real or perceived – we can often co-create or subscribe to perceptions of who's powerful in accordance to our perspectives.

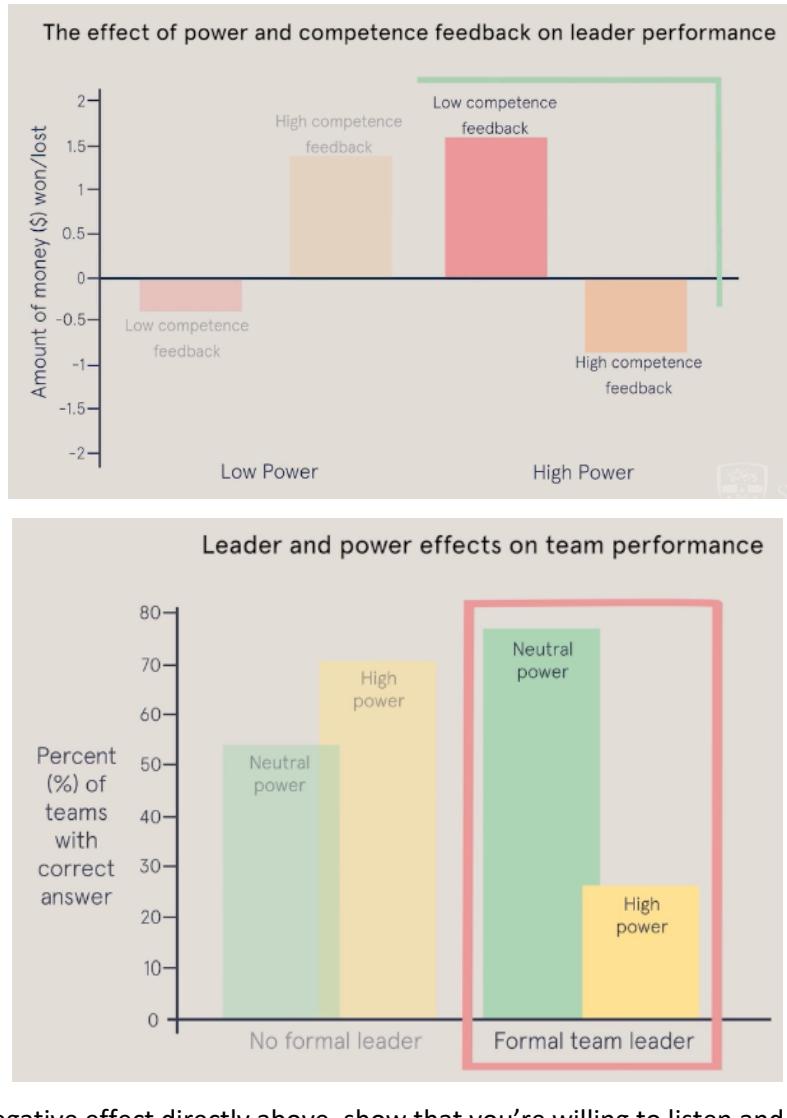
### **The Power of Psychological Power**

- Our beliefs, thoughts and feelings are important psychological sources of power.
- Research showed that students were more likely to take action if they had been primed to feel powerful, as opposed to feeling powerless → feeling powerful can be primed.
- Furthermore, feelings of power can reduce conformity and increase creativity and innovation, since people feel less impacted by other people when making decisions of thinking of ideas.
- Despite a lack of formal power, feelings of power and utilising your psychological power can lead to action, increase how proactive you are, and how much you work towards a goal.
- Effects of power can be activated by physical posture, such as open strong body postures which can create perceptions and feelings of power.

### *Be Seen as a Leader*

### **The Dark Side of Power**

- Power can lead to:
  - lower team performance
  - increased confidence sometimes leading to overconfidence.
  - less accuracy in trivia, decision making and risk-taking tasks.
  - leaders taking less advice.
  - being more self-focussed or self-serving.
  - leaders talking more, and leaving less time for open team discussion.



- To combat the negative effect directly above, show that you're willing to listen and use their advice, and promote an open and safe environment for giving advice.

## *When Power Makes Others Speechless: The Negative Impact of Leader Power on Team Performance*

### **Enhancing Your Influence**

- Enhance your expert power by:
  - identifying areas of expertise important to others, your organisation and outside your organisation.
  - developing knowledge and expertise in these areas.
  - communicate expertise through credible credentials, symbols or artefacts.
- Enhance your information power by:
  - becoming a 'broker' of information.
  - have information that is rare and valuable.
  - tell stories that showcase your knowledge.
- Enhancing your personal power by:
  - develop your persuasiveness.
- Framing to persuade:

→ when framed as a gain, we are more likely to be risk averse.

→ when framed as a loss, we are more likely to be risk seeking.

## **Building Your Cognitive Power and Social Influence**

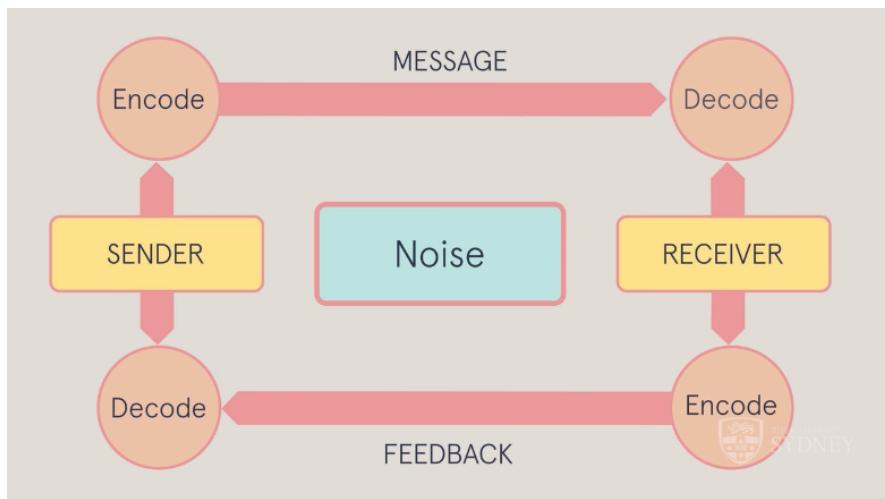
- Cognitive power → how you feel and think about yourself in a given situation.
- Enhance your cognitive power:
  - open body posture.
  - get feedback or a reminder about your strengths.
  - think about a time you positively influenced someone.
  - be aware of and harness beliefs and stereotypes to enhance your cognitive power/challenge those beliefs that limit you.
- Enhancing social influence:
  - liking – emphasise common goals, initiate contact, engage in dialogue first
  - scarcity – based on the tendency that we assign more values to things that we think have a limited availability, emphasise the uniqueness, limited quantities, time constraints, and exclusive information.
  - reciprocity – offer your resources, help or collaboration, both social and professional.
- Building relationships broadens your network and ability to influence others.

## Module 12 – Introduction to Communication and Feedback

### Communication

- Communication is the process of sharing information from one person to another. It is effective if it is understood the way you intended it to be.
- As much as 90% of a leader's time is spent communicating, and employers have identified it as one of the most important soft skills needed for effective employees.

### Communication Process Model

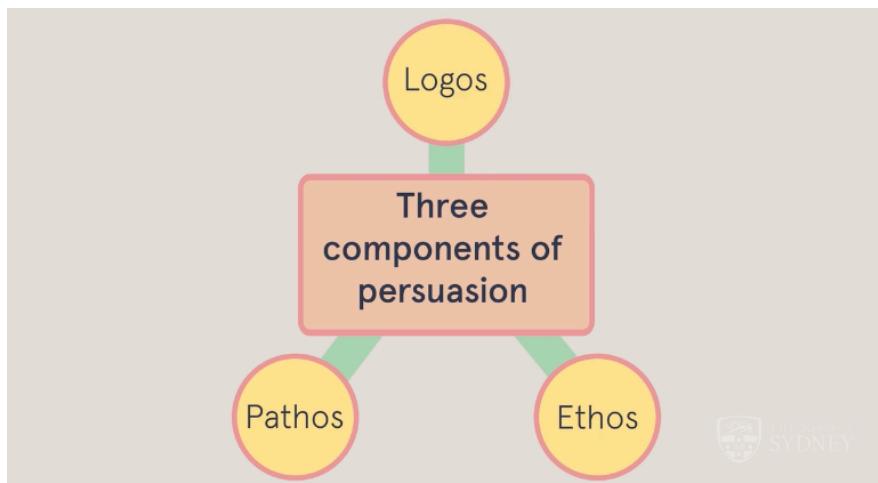


- The sender encodes their thoughts into words, and sends it as a message to the receiver, who then decodes the messages through their interpretation.
- The noise that the message is sent through may alter the assignment of meaning to the message, such as distractions or factors within the receiver/sender.

### *The New Science of Building Great Teams*

### Persuasive Communication

- While the process of constructing and sending messages may seem quite straightforward, there is an art to ensure that it is effective, clear and convincing.
- According to Aristotle, there are three main components of persuasive communication.



- Logos: means argument or reason, and is the origin of the word logic. A strong logical argument that is relevant to the audience is needed, and is attune to the way they may see it interpret it with their perspective.
- Ethos: means character. For an argument to be persuasive, the sender needs to be credible, trustworthy and have some authority or knowledge, and this can be through our context e.g. university degree vs YouTube course.
- Pathos: means experience of suffering and the basis of the word pathetic (power to produce deep emotion)
  - a persuasive message connects with the audience in a way that evokes an emotion, through stories, jokes, hooks etc.

## **Assertive Communication**

- Assertive communication involves:
  - projecting your ideas clearly, with confidence and self-belief.
  - finding a balance between your own and others' interests and agendas.
  - respecting your own and others' autonomy and rights.
- This is different to being aggressive (our interests and ideas are most important) and being submissive (other people's interests and ideas are more important than our own).
- Women are much less likely to be assertive in their communication compared to men
  - male senators speak more as their power increases, but not for women.
  - the difference was due to women's concern over negative consequences or fear of backlash.
  - female CEOs who spoke more were rated as less suitable for leadership positions.

## **Components of Assertive Behaviour**

- Communicate assertively when it is important – be selective. Be aware of personality differences and the cultural context.
- Be direct, not blunt or rude – don't drop hints expecting for the message to be received.
- Be open and honest – helps to make you feel that you have integrity in your communication with others.
- Treat others with equality and respect – do not abuse your power or advantages in situations.
- Use I statements – involves taking responsibility for your thoughts and feelings, while you statements can sound like you're blaming the other person → if we take responsibility for difficult conversations, we feel more in control and more self-confident.
- Be positive as well as negative – let others know you appreciate them, and say twice as many positive things and negative things.
- Be open and responsive to others – be an active and empathetic listener.

## **Benefits of Assertive Communication**

- Better relationships since people will know where they stand with you and will respect you, or allow them to tell you what you could do better.
- These relationships will be built on trust and respect.

## **Receiving Messages and Active Listening**

- Communication is a two-way process involving both the communicator and the receiver → listening is just as important as speaking.
- Listening is not the same as hearing, as it requires both focus and a concentrated effort to understand the messages that are being sent to you.
- Mindfulness or being mindful is a key skill in the listening process – being present in the situation increases the likelihood of hearing and understanding what is being said, while encouraging the speaker to continue communicating and elaborating.
  - physically receive messages – be present and not distracted by other things.
  - select and organise information as you hear it, allowing you to process what is being said.
  - work hard to interpret the information you are giving.
  - respond mindfully to show the other person that you are listening.
  - remember information as well as you can.

### **Active Listening**

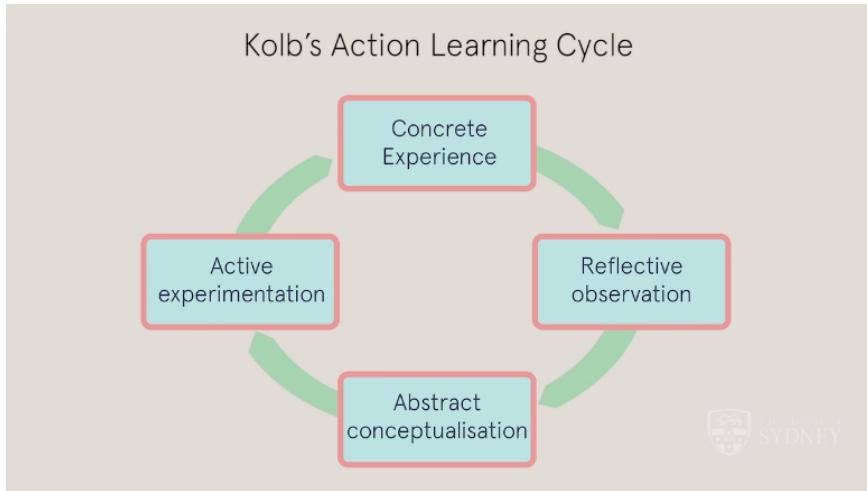
- Poor listening is a major barrier to effective communication, and can be costly.
- Methods for active and effective listening include:
  - controlling the environment and removing obstacles to listening such as by removing distractions like a phone or laptop.
  - try to understand the other person's view so use open and clarifying questions.
  - paraphrase and summarise what you hear to show the other person that you are listening and understanding.
  - acknowledge and validate the other person's experiences or what they are saying e.g. nodding, smiling etc.
  - empathise and support them by showing your willingness to see things from their perspective.

### *Listening and Responding to Other's by Wood*

- Can you identify and explain what are the four elements of listening?

### **Feedback**

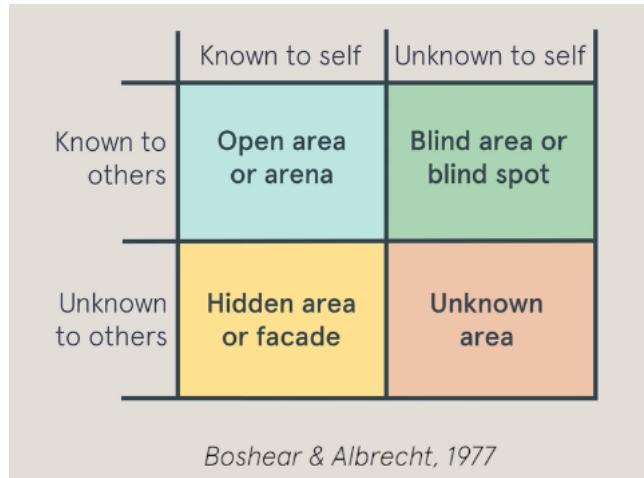
- The response of a receiver to a sender's message is called feedback, and it is the final link in the chain of the communication process.
- Feedback can be conveyed both verbally and non-verbally, and it allows the sender to evaluate the effectiveness of the message, and clarify a misunderstanding.
- In this framework, we have a concrete experience that we review and reflect on as if observing it through someone else's eyes.
- We can then figure out how and what we've done well and what we've done less well and might do differently next time, which we can then try and reflect on again.



- Feedback is really useful for increasing or scaffolding our learning and capacity for change. It also:
  - helps us to see ourselves as others see us, however this may not be objective or accurate.
  - tells other how their behaviours affect us and how we perceive them.
- Positive feedback can be a strong motivator, allowing us to see what we're good at, and know that others appreciate us.
- Negative feedback, if constructive, can lead to change. However, when it isn't constructive, it can impact your feelings of self-efficacy and openness to feedback.
- Common responses to negative feedback:
  - Defensiveness – blame others or the situation rather than accept feedback.
  - Theory of cognitive dissonance – we experience discomfort when new information conflicts with existing beliefs.
  - Dismissing information – avoid stress by ignoring dissonant or inconsistent information.
  - Regression – to a more childlike response such as sulking or throwing a tantrum.
  - Projection – projecting our feelings onto the person giving the feedback.
  - Displacement - shifting the feeling we experience to someone else such as a subordinate or family member.
  - Denial – cognitively taxing to maintain and involves a complete refusal to even acknowledge that there was feedback.
  - Rationalisation – creating logical reasons for the behaviour e.g. rationalising that our weak point isn't important.
- Some of these responses above may be true for positive feedback, but we should allow it to build on our self-efficacy.

### A Framework for Viewing Feedback: the Johari Window

- The Johari Window is a model or technique for understanding yourself, your strengths and weaknesses, your level of self-awareness and for thinking about feedback.



- The open area or arena includes what is public and already known about you, which can be motivating but not necessarily helpful in learning or changing.
- The blind area or blind spot is what you don't know about yourself, but is known to others. Feedback may allow you to discover information that will help you be more effective.
- The hidden area or façade is what you know but conceal about yourself. Reducing this area, by giving yourself and others feedback helps to build trust as it shows that you're willing to be open and share information.
- The unknown area is what nobody knows, and what may never be known.
- The Johari window is open to change, with more information entering each pane as time passes and as you receive information.

## **Giving and Receiving Feedback**

### **Receiving Feedback**

- Giving and receiving feedback can make you feel vulnerable, and opens you up as a communicator despite its riskiness. Openness to feedback allows you to find more about yourself, to become more self-aware, honest, open in your communications and effective in your work.
- Ways to receive feedback include being thankful, treating it as a tool to improve, being aware of your emotions in response to the feedback, and summarising it/setting the scene for change.

### **Giving Feedback**

- Strategies for giving constructive feedback:

→ Give good news first:

- Positive feedback or even a positive comment can be motivating and build confidence and keep the communication flowing.
- It is best given publicly, generously, and at every opportunity including after the completion of tasks.
- It is best given first as people respond more strongly to negative than positive feedbacks (about five times stronger), and may overshadow the effect of the positivity.

→ Be descriptive, not judgemental.

→ Mention specific behaviours, rather than personal qualities.

- Suggest what they can do.
  - Make it timely, such as after an event, rather than at an annual review where the event is a distant memory, and has relevance or application to the person receiving it.
  - Frame it as a learning opportunity and a platform to improve from.
  - Present issues as problems that can be solved, rather than something that is wrong with them.
  - Start with simple things to improve, before moving onto that which is more difficult or technical.
  - Use relevant language to the person you are giving feedback to.
  - Built trust and show you are willing to not only give but receive feedback yourself.
- When having a difficult conversation, try to remember the purpose of the feedback is to help improve future performance rather than to make the other person feel bad, keep it in private, stay open minded, and try not to carry your own assumptions into the conversations.

### *Coaching and Providing Feedback for Improved Performance*

#### *The Delicate Art of Giving Feedback*

## **Module 13 – Introduction to Career Sustainability: Managing Relationships**

### **and Stress**

#### **Building Relationships and Networking**

- Leading and influencing others is related to building and maintaining positive relationships with people at work → the importance of networks and building good working relationships cannot be underestimated as key ingredients for a sustainable
- Negative relationships can lead to work-related stress or career obstacles, causing a loss in satisfaction and success.
- Building and maintaining relationships takes time:
  - be authentic, honest and trustworthy
  - identify and pursue common goals, values and interests
  - give help before you get
  - be positive e.g. can-do attitude, sense of humour
  - connect with others one on one and in groups

#### **Networking**

- Networks are simply your collection of friends, teammates, colleagues, mentors and acquaintances → networking is about making and building these relationships with others.
- Some simple strategies for meeting new people or building relationships with existing contacts include going to social events, arranging catchups or meetings, or starting conversations in elevators.
- Using online platforms to networks allows you to connect to people that you don't have the time or resources to meet in the immediate future.

#### **CEO's Six Steps to Networking**

1. Meet people → body language is often more important than what you say, don't feel uncomfortable if there isn't immediately anyone to talk to, join a line for food etc. Make sure you have a good, firm handshake, smile, and maintain eye contact.
2. Get to know people → be interested and listen actively, find areas of similarity, avoid one-word answers and ask open questions.
3. Give help (before you get help) → perhaps share an interesting article, or make an introduction to someone that might help them.
4. Give your perfect pitch → 30 seconds pitch, what do you do and what makes you special?
5. End the conversation → don't be afraid to move on when the time is right.
6. Follow up and follow through → if you promised to do something, follow through with it e.g. call, who you are, where you met, what you talked about and an invitation to develop relationship. Writing up notes after the event is a good way to not forget about these conversations.

#### ***Networking in the 21<sup>st</sup> Century – don't get left behind!***

- Describe the three levels of networking and why is networking critical?

## *How Leaders Create and Use Networks*

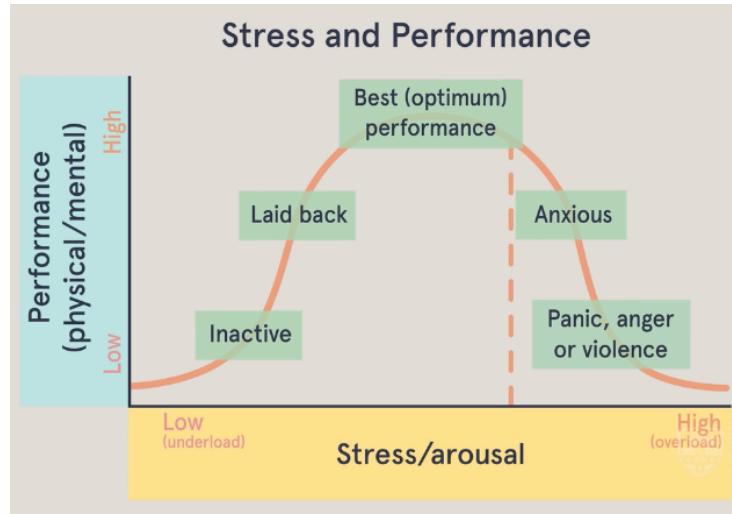
### **Stress and Work-Related Stress**

#### **Signs and Symptoms of Stress**

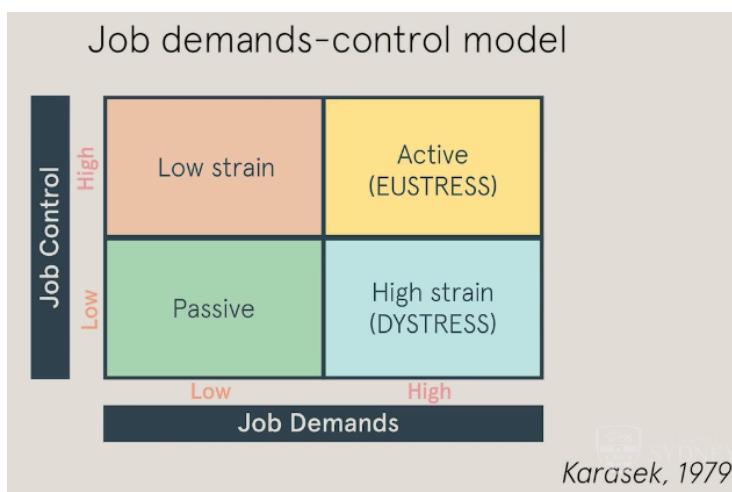
- Stress is an emotional response or adaptive reaction to a perceived threat to a person's wellbeing.
- A stressor is a stimulus that triggers stress.
- Work-related stress is when job demands do not match, or exceed personal capabilities, resources or personal needs. Work-related stressors may include:
  - inadequate or poor working conditions
  - physical workspace
  - excessive workload
  - long and unpredictable hours
  - lack of autonomy
  - work relationship issues (harassment, poor communication)
- Stress can be acute, a relatively brief or short-term reaction to an immediate threat. It can also be chronic, as a long-term reaction resulting from ongoing situations.
- Stress and wellbeing in Australia:
  - 32% of respondents were affected by workplace issues
  - almost half of 26-35-year olds rated it as a source of stress.
- Signs and symptoms of stress can be:
  - physical e.g. feeling fatigued, muscle tension, headaches, heart palpitations, higher risk of cancer and heart disease when prolonged.
  - psychological e.g. anxiety, depression, low self-esteem, negative thinking, feeling overwhelmed.
  - behavioural e.g. absenteeism, more aggressive or violent behaviours towards others and self, reduced work performance, loss/change of appetite, smoking, drinking or substance abuse.
- \$480 million is paid each year to workers' compensation for mental health disorders, 90% of which are attributed to mental stress.

#### **Stress and Performance**

- Stress can be functional and motivational, with some people flourishing under pressure. Inadequate stressors may leave you feeling bored and apathetic.



- The best (optimum) performance levels arise from the 'Goldilocks' level of stress.
- Another model of stress is the job demands-control model.



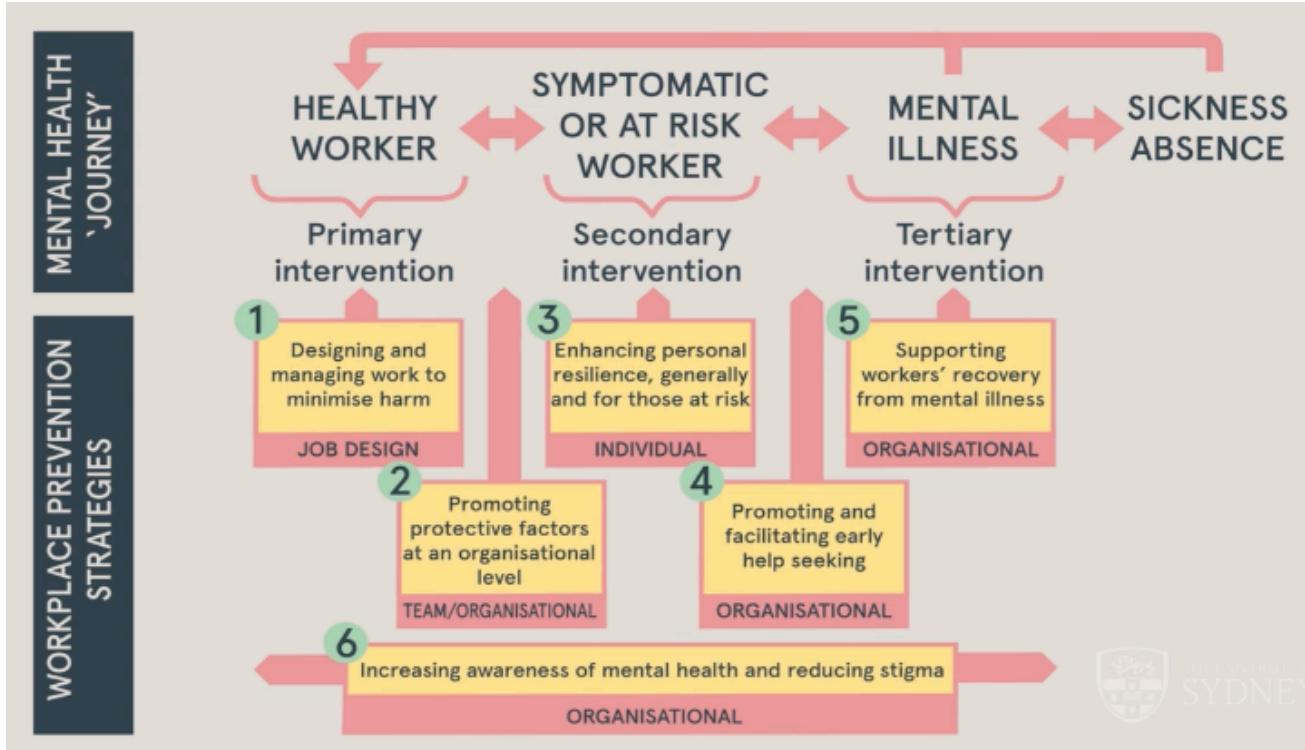
- The impacts of high job demands can be offset when you feel you have some control over important aspects of the work environment, creating eustress (functional stress).
- Passive stress could arise from jobs such as assembly line worker, which can induce boredom. Low strain jobs are cruiser.
- Control over how an individual does their job, such as having autonomy regarding when and how to do the job, and the ability to shape the work environment, is an important tool to deal with stress.

## Managing Stress and Emotions

### Strategies for Managing Stress

- Some strategies that organisations use include well-being or wellness programmes, work site gyms and physical activity programmes, annual leave, flexible work options, and job redesign to promote greater work-life balance.
- Primary interventions are preventative in nature and can be done by redesigning jobs, removing ambiguity, role conflict, reduce workload and restructuring the organisation's communications systems to ensure more reliable and accurate information sharing.

- Secondary interventions aim to modify the reactions and responses of individuals to stressors, rather than changing the nature of the environment → stress management training, conflict resolution skills, time management skills, and other coping strategies.
- Tertiary interventions refer to the ambulance at the bottom of the cliff strategy, involving counselling or guidance for people who have been negatively affected by workplace stressors i.e. treatment and rehabilitation → this includes Employee Assistance Programs (EAP).



- Strategies for Managing Personal Stress:
  - Change or eliminate the stressor – prioritise what is important based on your values and needs, being organised and managing your time accordingly.
  - Build personal resources – such as resilience, better equipping you to withstand and cope with and manage stress. Strategies for building resilience include:
    - Develop a learning mindset, seeing stress as an opportunity.
    - Maintain a purpose, vision or focus that serves as a source of meaning and a guideline for revising goals and actions in the face of challenges.
    - Be flexible, tolerant of ambiguity, and quick to recover from stress and adversity.
    - Be organised, coordinating and managing several demands.
    - Be proactive in initiating and responding to stress of change.
    - Increase awareness of your personal strengths to build self-efficacy.
    - Develop self-management skills for managing your response.
    - Practicing self-compassion → notice suffering in yourself, be kind to yourself, know that suffering is part of the shared human experience.
  - Manage your response to stress – exercise regularly, having a healthy diet, making sure you have sufficient sleep and time out, managing your reaction with self-talk or talk with others.

## Negative Thinking Traps

- Common negative thinking traps:
  - All-or-nothing thinking e.g. it's not perfect, so I failed – this makes people vulnerable to criticism to their work.
  - Negative filtering e.g. They are just saying that – focussing on a single negative detail, and ignoring/discounting positive feedback.
  - Magnifying and minimising e.g. People asked questions but nobody really cared – emphasising the size of negative versus positive factors.
  - Global labelling e.g. I'm just bad at this – when we assume that if there is one situation or experience that doesn't go well, then it will never go well, by always blaming ourselves for negative outcomes.
- Patterns of thinking about negative outcomes that contribute to feelings of hopelessness and pessimism:
  - Personalising e.g. It must've been because I did something wrong – blaming ourselves rather than the situation or luck.
  - Pervasive e.g. It always happens to me.
  - Permanent e.g. It must be something about me – when you attribute failures to something permanent or unchanging about yourself.

### *Improving Acute Stress Responses: The Power of Reappraisal*

- What are some examples of how cognitive processes (reappraisal) can modify a stressful experience in the moment (negative to positive)

### *Developing a Mentally Health Workplace: A Review of the Literature*

## **Mindfulness and Well-Being**

- There has been a recent surge of interest in mindfulness for well-being at work among workers, organisations and researchers (Good et al. 2016)
- The case for mindfulness has been supported in part by a number of research studies linking mindfulness to reductions in perceived stress, negative moods, work-family conflict, burnout, improved sleep quality, self-compassion, psychological capital and resilience.
- Mindfulness has been shown to enhance academic performance and improve workplace relations.

### **The Practice of Mindfulness**

- Mindfulness is present-centred attention and awareness → paying attention in a particular way: on purpose (intention) in the present moment (attention) and non-judgementally (attitude).
- Three axioms of mindfulness:
  - Intention: reminds you of the purpose of your actions, and are dynamic and evolving.
  - Attention: involves observing your moment-to-moment, internal and external experience.
  - Attitude: open acceptance and curiosity, free of judgement and evaluation – can change attention from cold and critical to warm and openhearted.
- Benefits of mindfulness are stronger focus, staying calmer under stress, better memory and good corporate citizenship.

- Training in mindfulness is the practice of observing what's going on in your mind, without getting caught up/swept away in it, reacting or judging, just knowing → meta awareness or capacity to hover over what's going on is a crucial component in reducing stress and emotions.
- When we are faced with a stressor or challenging situation, being mindful of our emotions and keeping them in check frees up our thinking brain to better utilise our cognitive abilities and remain focussed.
- Mindfulness is inherently a state of consciousness that involves attending to one's moment to moment experience → meditation is a scaffold used to develop this state or skill.

### *The Making of a Corporate Athlete*

### *Executive Health: Building Strength, Managing Risks*