BUSS2000 Leading and Influencing in Business

UNIVERSITY OF SYDNEY · SECOND-YEAR UNDERGRADUATE · SEMESTER 2, 2026

Full guide + ask Sia about BUSS2000

SIDE 1/2 PRIORITY PLAN FOR YOUR ONE HANDWRITTEN SIDE — HANDWRITTEN ONE-SIDE PLANNER — COPY, DO NOT PRINT FOR EXAM

01 · Exam map COURSE DATA + WEBINAR

YOU 30 | PRES 20 | EXAM 35

ASSESSMENT	WEIGHT
Early Feedback Task online quiz	5%
Unit Engagement	10%
Design the Future YOU	30%
Team & Individual Presentation	20%
Final Exam	**35%**

Permitted materials: "Yes, you are allowed to bring one A4 sheet of handwritten notes into the exam, and it is explicitly single-sided only (you can use only one side of the page, not both)." *BUSS2000 exam webinar Q&A (Semester 1 2026; confirm for Semester 2 on Canvas)*

Final: closed-book; 2 h + 10 min reading; **TWO open-ended reflective essays**; any module/reading. The question does not name the theory—you choose it. Write first-person; name theory + author/year; no reference list or formal citations required.

RUBRIC	VISIBLE PROOF
Depth	honest self-critique + lesson
Relevance	named theory applied to facts
Clarity	reasoned causal chain

02 · The answer engine BLOOM 2001 · FINK 2003

DESCRIBE → ANALYSE → APPLY → EVALUATE

moment · theory lens · action · lesson

ONE flow · never label the moves

Source redraw: description sets up; analysis/application earn; evaluation closes.

PARAGRAPH SKELETON

```
I noticed [specific moment]. Through
[theory + author], this shows [map
facts to constructs]. I then [action].
It changed [outcome]; next time I would
[improvement] because [insight].
```

COPY FIRST *Theory name + author/year · one-line mechanism · personal trigger · matching action. Prepare ≥4 deeply understood theories; two applied deeply beat eight listed shallowly.*

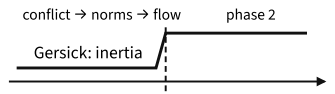
02B · Communication essentials MODULE 10

TOOL	USE
Ethos	speaker credibility / character
Pathos	audience emotion and stake
Logos	logic and evidence of the argument
Active listening	understand before responding

03 · Team trajectory TUCKMAN & JENSEN 1977

TUCKMAN & JENSEN STAGES

Forming → Storming → Norming → Perform → Adjourn



MIDPOINT BURST (deadline-driven)

Source redraw: Tuckman explains the relational arc; Gersick explains timing.

STAGE	APPLY / IMPROVE
Forming	orient; set charter, roles, norms
Storming	normal role/norm conflict; do not personalise
Norming	agree expectations and task ownership
Performing	coordination + process gains
Adjourning	disband, debrief, transfer lesson

When: Q1 team trajectory. **Application line:** "Our task-allocation dispute was storming, not a personality defect; a forming-stage charter would have prevented the process conflict."

Model choice: Tuckman for the relational sequence; Gersick when the turning point is the deadline midpoint.

04 · Diagnose team failure LANDY & CONTE 2010

INPUTS (skills · resources) → PROCESSES (norms · roles · conflict · cohesion) → OUTPUTS (performance)

PROCESS LOSSES: FIX THE MIDDLE

Source redraw: inputs do not become outputs without team processes.

PROCESS	CUE	MATCHING REMEDY
Social loafing	diffuse under-effort; contribution invisible	named sections, visible ownership, peer assessment
Groupthink	cohesion + unanimity suppress dissent	invite dissent; devil's advocate
"Bad apple"	one contagious withholder / negative / deviant; ~30–40%	early individual intervention; protect norms

Conflict: task = ideas/work, can help; relationship = personal, destructive; process = who/how, clarify early. Correct attribution → correct fix.

05 · Motivation diagnosis RYAN & DECI

LESS ← SELF-DETERMINED → MORE

Amotive | Ext. | Intro. | Ident. | Integr. | Intrin.

AUTONOMY · COMPETENCE · RELATEDNESS

Source redraw: amotivation → external → introjected → identified → integrated → intrinsic.

NEED	THWARTED CUE	FIX
Autonomy	tasks dictated	let member choose/own a sub-task
Competence	unsure; stalled	pair support + engineer a small win
Relatedness	isolated	shared work session; reconnect

WHERE IT BITES

```
Need → diagnosis → matching fix, ×3 →
evaluate engagement. "Lazy" may be
unmet needs, not character.
```

Support: SMART = Specific, Measurable, Achievable, Relevant, Time-bound; goals need feedback + commitment. Small wins *Amabile & Kramer 2011* rebuild competence and momentum.

06 · Emotional intelligence SALOVEY & MAYER 1990

	AWARENESS	MANAGEMENT
SELF	Self-aware. notice self	Self-mgmt regulate impulses
OTHERS	Social aware. empathy · room	Rel. management influence · coach

perceive → understand → use → manage

Source redraw: diagnose the failed domain, then show a behaviour change.

EI = ability to monitor own/others' emotions, discriminate among them, and use the information to guide thinking/action. **When:** conflict, feedback, no-authority leadership. **Apply:** name the emotion/domain → regulation action → interpersonal outcome.

HEXACO *Ashton & Lee 2009*: Honesty-Humility, Emotionality, eXtraversion, Agreeableness, Conscientiousness, Openness. Traits are continua, not boxes. Apply your own result as score → behaviour → theory → change.

07 · Leadership families MODULE 9

FAMILY	QUESTION	EXAM MOVE
Trait	Who is the leader?	dispositions; limits development
Behavioural	What do leaders do?	task vs people orientation; learnable
Situational / contingency	When does style work?	**style × follower/task context**
Transformational	How lift beyond self-interest?	four I's: idealised influence, inspirational motivation, intellectual stimulation, individualised consideration

Leadership = capacity to influence, independent of title. Transactional leadership exchanges rewards/sanctions for targets; transformational leadership lifts commitment to shared purpose. No universal best style: name style + justify fit.

Context line: new, low-confidence followers → directive/task focus + self-efficacy building; seasoned, motivated team → delegation + transformational style.

Evaluate: the style worked because it matched follower readiness; in a different context the same behaviour could fail.

08 · Power without title FRENCH & RAVEN 1959/1965

POSITION	PERSONAL
Legitimate formal role	Expert skill
Reward pay · perks	Referent respect
Coercive sanction	Informational useful information

NO TITLE? BUILD E + R + I

Source redraw: position power is granted; personal power travels with you.

APPLICATION CHAIN

```
No authority → cannot rely on
legitimate/reward/coercive →
demonstrate skill, earn respect, share
useful information → influence without
rank.
```

Leader humility *Owens & Hekman 2016*: admit limits, spotlight others' strengths, model teachability. It builds referent power and spreads through the team; humility is performance-enhancing, not self-effacing.

Power is the resource; influence is the effect. Do not merely list six bases—classify, diagnose access, select what can be built, then evaluate.

10 · Perception → conflict MODULE 8

BIAS (cause error) → MISREAD (intent) → CONFLICT (type?)

check situation → classify → remedy

I-statement · norms · strengths · EI

Source redraw: test the attribution before treating the person as the problem.

BIAS	FAST TEST
Fundamental attribution error	"They failed because of character"; situation ignored
Self-serving bias	my win = ability; my failure = circumstances
Halo effect	one salient positive colours everything
Stereotyping	group expectation overrides the individual

Asymmetry: I excuse myself with the situation but judge the teammate's disposition. Reframe personal accusation as task/process issue; ask about circumstances; clarify expectation; regulate emotion. Bias → conflict type → matching remedy.

11 · Diversity: which pathway? CARTER & PHILLIPS 2017

SURFACE (DEEP: values · norms · beliefs · traits) → CATEGORISATION (in/out → harm) · INFORMATION (more views → gain)

surface similarity ≠ deep similarity

set norms early → switch path

Source redraw: the same diversity harms or helps through different pathways.

Social categorisation produces in/out-groups, stereotypes and cognitive discrimination. Structural discrimination is the institutional pattern maintained by cognitive bias. **Cultural competence** develops through awareness → acceptance → knowledge → skills → ethical/effective practice; ongoing, never a finite endpoint.

Exam move: identify the active pathway, then explain how to switch it.

WORKED SWITCH	WRITE
Evidence	same age/degree; speed vs rigour norms
Diagnose	deep diversity drives process; categorisation creates factions
Intervene	surface differences respectfully; agree shared standards
Evaluate	information pathway makes difference a decision asset

12 · Stress: find the lever KARASEK 1979

CONTROL / DECISION LATITUDE →

DEMANDS →

	LOW	HIGH
HIGH	HIGH-STRAIN high demand low control	ACTIVE high demand high control
LOW	PASSIVE skills atrophy	LOW-STRAIN relaxed

LEVER: + CONTROL → ACTIVE

Source redraw: demand alone does not determine harm; control changes the quadrant.

When: personal work/stress experience or job redesign. Name quadrant + author; reason about control. Acute stress can spur action; chronic unmanaged stress harms health.

13 · Ethics: weigh, then decide MODULE 4

OUTCOMES	DUTY	VIRTUE
best overall consequence?	rules · rights regardless?	honest · fair who to be?

NAME ≥2 → TRADE OFF → COMMIT

Source redraw: frameworks discipline judgement; they do not replace the decision.

Application: state facts; outcomes lens surfaces short/long-term costs; duty lens tests honest reporting/rights; virtue asks what a courageous, fair professional does. Do not fence-sit: make a defensible call and justify it.

14 · Last lines to copy PRIORITY BANK

TRIGGER	WRITE
team arc	Tuckman & Jensen stages + charter lesson
motivation	SDT needs → one fix each
no authority	French & Raven: build E/R/I
conflict	bias → type → remedy + EI
stress	Karasek quadrant → control lever
every answer	concrete "I" + named theory + improvement
diversity	deep difference → pathway → shared standards
ethics	outcomes + duty + virtue → trade-off + commit
reflection	D→A→A→E + named theory + one specific future behaviour

IF SPACE RUNS OUT *Keep the five bold theory lines and your personal trigger words; drop general definitions first. The sheet must cue understanding already practised.*

BUSS2000 Worked drills · answer frames · trap scan

LEADING AND INFLUENCING IN BUSINESS · PRACTICE BEFORE THE FINAL EXAM

Full guide + ask Sia about BUSS2000

SIDE 2/2 · DRILLS TO DO BEFORE THE EXAM · answer both slots without repeating yourself · PRACTICE ONLY

15 · Ten-minute reading plan

EXAM ROUTINE

PROMPT task? → THEORY best fit? → STORY one moment

D → A → A → E · IMPROVEMENT LINE

Decision drill: choose the lens that explains the facts, not your favourite lens.

1. Read both prompts; circle command words, setting, and required scope.
2. For each, choose **one primary named theory**, one support theory, and one concrete experience.
3. Prevent repetition: Q1 = BUSS2000 team; Q2 = work, sport, club, family or other team/life experience.
4. Sketch four invisible moves: scene; theory diagnosis; action; outcome/lesson/next time.
5. Use first person. Put author/year at first use. Keep description brief.

PROMPT CUE	PRIMARY LENS	SUPPORT
team changed over time	Tuckman / Gersick	SDT; team process
motivation dropped	SDT	small wins; efficacy
misread teammate	attribution bias	EI; conflict type
led without title	power bases	EI; humility
stressful role	Karasek	mindfulness

DEPTH TEST

```
Can every theory term be tied to a fact? Can every proposed action be tied to a mechanism? Does the last sentence change what "I" will do?
```

16 · Essay frame

RUBRIC ALIGNED

MOVE	SENTENCE JOB
Opening	answer prompt + name theory/author + claim
Experience	one concrete moment; who/what/when
Analysis	map constructs to details; explain why
Application	what I did; second lens only if useful
Evaluation	outcome, limitation, change next time

TRAP *Do not write headings "Describe / Analyse / Apply / Evaluate". Keep the logic; hide the labels.*

16B · Persuasion drill

COURSE EXAMPLE

PITCH LINE	APPEAL
"I ran last year's recycling audit."	ethos: credibility
"Imagine the campus our juniors inherit."	pathos: emotion

17 · Worked Q1 · team conflict

COURSE WORKED EXAMPLE

Prompt: reflect on your BUSS2000 team using a named theory; analyse a concrete experience, evaluate what worked and propose improvement.

DISPUTE OVER WORK SPLIT = STORMING

AUTONOMY choose task · COMPETENCE fit + support · RELATEDNESS work jointly

NEXT TIME: CHARTER DURING FORMING

Worked chain: stage diagnosis → SDT actions → evaluated improvement.

1. **Theory/claim:** "Our trajectory mapped onto Tuckman and Jensen's (1977) five stages."
2. **Describe:** two members sharply disagreed about dividing the work.
3. **Analyse:** storming reframed friction as a normal role/norm process, not a personality clash.
4. **Apply:** Ryan & Deci—members claimed sub-tasks they felt competent to own; shared work restored relatedness.
5. **Evaluate:** output improved once needs were met; waiting until storming to set norms was the error.
6. **Improve:** next time create a team charter in forming to pre-empt process conflict.
7. **Insight:** "Team friction is a process to manage, not a fault to blame."

WEAK	UPGRADE
"We stormed."	name exact role/norm dispute and what theory changed
"SDT helped."	one fact + one matching fix for each need
"It went well."	observable outcome + limitation + next action

REHEARSE *Write this logic from your real team story in one continuous ~150-word paragraph; then expand without adding unrelated theories.*

18 · Negative-process drill

TEAM CHAPTER

A five-person report is late. **Several members quietly under-contribute** because effort is invisible → social loafing → make contribution identifiable. **One member's withholding/negativity spreads** → "bad apple" → intervene early and protect norms. **Everyone agrees too easily** → groupthink → legitimise dissent. Do not swap the remedies.

Show the diagnostic cue before naming the remedy.

19 · Worked self-knowledge

HEXACO · EI

SCORE evidence → BEHAV. moment → THEORY explains → CHANGE outcome

PROFILE = START, NOT ANSWER

Worked method: convert a profile into behaviour and an evaluated intervention.

HEXACO RESULT → HUMILITY BEHAVIOUR

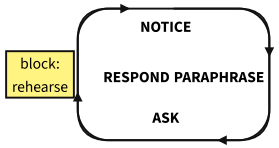
1. "My HEXACO profile *Ashton & Lee 2009* showed high Conscientiousness but lower modesty within Honesty-Humility."
2. Concrete behaviour: I over-claimed recognition in the team debrief.
3. Second lens: leader humility *Owens & Hekman 2016* made humility a performance behaviour, not self-effacement.
4. Action: name each teammate's contribution in the final presentation.
5. Outcome: trust visibly lifted. Never stop at "I scored high".

EI CONFLICT MICRO-ANSWER

Describe: blunt feedback triggered defensiveness. **Analyse:** self-awareness caught the emotion; self-management was weak. **Apply:** pause, paraphrase, invite the quietest member first. **Evaluate:** participation evened out; listening became an influence skill.

20 · Feedback worked line

WOOD 2011



Source-grounded drill: replace rehearsing a reply with a check for understanding.

"I realised I was running a listening block—rehearsing my response rather than understanding. I paraphrased each point before replying and asked one clarifying question. The quieter member contributed more; next time I will check understanding before defending intent."

TRAP	CORRECTION
listening = silence	active listening checks meaning
awareness = management	noticing emotion ≠ regulating action
trait = destiny	continuum/tendency; context matters

21 · Worked ethics decision

COURSE EXAMPLE

Case: a manager tells a junior analyst to remove an unfavourable customer-survey result from a board deck.

OMIT BAD RESULT?

OUTCOMES trust / data · DUTY truth · VIRTUE character

DECIDE: PRESENT FULL DATA + CONTEXT

Worked decision: short-term approval loses to truth, trust and professional character.

1. **Consequences:** omission may win short-term approval but risks poor decisions and loss of trust.
2. **Duty:** selectively deleting inconvenient evidence breaches truthful reporting regardless of outcome.
3. **Virtue:** an honest, courageous professional flags the result rather than burying it.
4. **Decision:** present the full data with a brief framing note. This protects truth while managing how the result lands.

TRAP *Naming lenses without weighing them is recall. Saying "it depends" without a decision avoids the judgement being assessed.*

22 · Diversity application

DUAL PATHWAY

Case: same age and degree; team still underperforms. Surface similarity hides deep differences: some value speed, others rigour. Those work norms drive process. Social categorisation turns difference into factions; the information/decision pathway can instead widen perspectives.

STEP	ANSWER
Diagnose	deep-level values/norms, not visible similarity
Name mechanism	in/out-groups via social categorisation
Switch pathway	surface differences respectfully; agree shared standards
Evaluate	same difference becomes a decision asset

23 · Attribution worked move

MODULE 8

Teammate misses a deadline; "lazy" = **fundamental attribution error**. If I missed it and blamed competing demands = **self-serving bias**. Left unchecked, judgement becomes relationship conflict. Ask privately about the situation; use an I-statement; clarify norms; solve the process problem. The depth is the others/disposition vs self/situation asymmetry.

24 · Worked no-authority lead

FRENCH & RAVEN

NEW GRAD no title → BUILD PERSONAL BASES expert · referent informational

SKILL + RESPECT + USEFUL INFORMATION → INFLUENCE

Application: explain why the accessible bases fit the person's actual position.

1. Sort: legitimate, reward, coercive = position; expert, referent, informational = personal/cognitive.
2. Diagnose: a newcomer lacks all three position bases.
3. Build: demonstrate skill, behave in ways that earn respect, control/share useful information.
4. Evaluate: leadership is influence, not rank; these bases can be developed without authority.

Situational extension: do not claim transformational leadership is always best. Match style to follower readiness and task. Humility can build referent power by admitting limits and spotlighting others.

25 · Worked stress role

KARASEK 1979

+ CONTROL

HIGH-STRAIN high demand low control → ACTIVE same demand high control

choose order/method → control ↑

OUTPUT NEED NOT FALL

Worked transition: redesign control when demand cannot be reduced.

Case: high-volume data entry with no say over pace/method = high-strain, the most harmful quadrant. A high-demand surgeon with high control is active. The lever is decision latitude: choose order/method, moving toward active without lowering demand/output.

Reflection line: "I blamed myself for not coping; Karasek shifted my diagnosis from personal weakness to high demand × low control. I negotiated control over task order; strain fell. Next time I will inspect job design before escalating self-blame."

POWER TRAP + FIX

```
Trap: listing six bases without the position/personal split. Fix: show the newcomer lacks legitimate, reward and coercive power; connect expert, referent and informational power to concrete behaviours. Conclude: leadership is influence, not title.
```

27 · Theory chooser

FAST RECALL

WHAT CHANGED?

TEAM over time? → Tuckman/IPO bias/conf.

PERSON effort / EI? → SDT · EI HEXACO

CONTEXT power/stress → Power/Karas. situational

ethics? use 2+ lenses → decide

Use the smallest theory set that explains the causal mechanism and action.

THEORY	MUST INCLUDE	CLASSIC TRAP
Bloom-Fink	D→A→A→E invisibly	labelling the moves
Tuckman	stage + evidence + next-stage action	conflict = failure
SDT	A/C/R need → fix	extrinsic always bad
EI	domain → regulation/action	awareness only
Power	position vs personal	list without access argument
Karasek	quadrant + control lever	demand alone
Diversity	deep layer + pathway	surface similarity = sameness
Ethics	trade-off + committed decision	fence-sitting

28 · Final trap scan

ALL EXAMINABLE CHAPTERS

- **Description is setup**; theory mapping and evaluation carry depth.
- **Concept ≠ theory:** "diversity" is broad; social categorisation is a named lens.
- **Naming ≠ applying:** attach every construct to a scenario fact.
- **First person ≠ diary:** experience becomes evidence for analysis.
- **Depth ≠ quantity:** one primary + one useful support theory.
- **Task conflict can help;** relationship conflict harms; process conflict needs role clarity.
- **Groupthink ≠ loafing ≠ bad apple:** diagnosis changes remedy.
- **Ethos ≠ logos:** credibility vs evidence.
- **Final sentence:** what I learned / would change and why.

90-SECOND SELF-CHECK

```
Named author? Concrete "I"? Theory-to-fact mapping? Action fits mechanism? Outcome evaluated? Improvement specific? Both essays use distinct experiences?
```


Semester 2 formal examination period, from 16 November 2026 (the Exams Office publishes the exact date).
Your exam allows one HANDWRITTEN A4, ONE SIDE ONLY: copy side 1 by hand; do not bring this printout.