

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY



FACULTY OF COMMERCE

DEPARTMENT OF BUSINESS MANAGEMENT

ORGANISATIONAL BEHAVIOUR – CBU 2105

**Supplementary Examination Paper
August 2015**

This examination paper consists of 5 pages

Time Allowed: 3 hours

Total Marks: 100

Examiner's Name: Mr M J Ndlovu

INSTRUCTIONS TO CANDIDATES

1. Answer **Question 1** and any **three** questions from Section B.

INFORMATION TO CANDIDATES

1. Section A carries **40 marks**.
2. All questions in Section B carry **20 marks** each.
3. Questions may be answered in any order.
4. As much as possible, use relevant examples.
5. This paper contains **Seven** questions.

MARK ALLOCATION

QUESTION	MARKS
1.	40
2.	20
3.	20
4.	20
5.	20
6.	20
7.	20

SECTION A

Question 1

CASE STUDY: The P.C. Support Unit at Universal Life Assurance.

The P.C. support Unit at Universal Life Assurance offered advice and support to staff throughout the country. The members of the team were largely responsible for managing their unit (e.g. problem solving, making technical adjustments etc.). In consequence, there was a high level of interaction between members and support from other members in order to make the necessary decisions and perform the required tasks that the unit was confronted with. Under these circumstances there was a great potential for high group cohesion and ultimately groupthink.

Owing to on-going commitments, attendance at the unit's weekly meetings varied widely. Not having been there the previous week, Peter raised the continuing issue of flexible working hours. Other members quickly responded, giving reasons why these should stay as they are. One objector said that anyone wanting to start at eight “**must be mad**”. The proposal involving having ‘core’ attendance hours of 103, and allowing members to start early or work late as they chose. Jane, a software engineer, said that the proposal would help her to organize the childcare facilities for her daughter. Brian retorted that she shouldn't put personal convenience ahead of company requirements. It was suggested that the group had previously voted against the change.

Maggie, the unit leader, then pointed out that the issue of working hours had been discussed at the last meeting and that nobody disagreed with keeping the times as they were, so she assumed everyone was in agreement.

As the meeting progressed, it became clear that the flex-time proposal had lost by a single vote at the last meeting. Peter added that it did not seem fair because now the people wanted change. However, Peter received little support from the others in the room, and with pressure from the unit leader and the opposing group member, the subject was finally dropped. An observation of the body language of a number of staff present indicated that they were not happy with the outcome, but that they were not expressing their views.

Source: Carrell, M.R.; Jennings, D.F. and Heavrin, C. (1997) *Fundamentals of Organisational Behavior*, page 363.

Required:

- (a) Identify illustrations of the symptoms of groupthink from this case. [10 Marks]

(b) Explain the concepts of group cohesion and groupthink. **[10 Marks]**

(c) How can these problems of groupthink within the P.C. Support Unit be dealt with? Provide full theoretical support. **[10 Marks]**

(d) Illustrate the relationship among group cohesiveness, performance norms and productivity. **[10 Marks]**

SECTION B

Question 2

Explain how independent variables such as age, gender, marital status and ability impact on employee productivity, turnover and job satisfaction in organisations. **[20 Marks]**

Question 3

(a) Explain any **three** components of attitudes. **[6 Marks]**

(b) Using the concept of cognitive dissonance, discuss how attitudes can be changed in an organisational set-up. **[14 Marks]**

Question 4

(a) Using the concept of perceptual organisation, explain how the perceptual process organises incoming stimuli. **[5 Marks]**

(b) Explain any **five** perceptual distortions that arise in organisations due to this concept. **[15 Marks]**

Question 5

a) With the aid of a diagram, describe Moorhead and Griffin's causes and consequences theory and show how it explains job satisfaction in the work place. **[11 Marks]**

(b) Discuss any **three** ways in which employees can express their dissatisfaction with their jobs. **[9 Marks]**

Question 6

‘Coping strategies for job stress exist for both the individual and the organisational level’. Summarize and evaluate these various strategies for preventing and/or more effectively managing stress. **[20 Marks]**

Question 7

‘The use of power in organisations is unethical’. Discuss. **[20 Marks]**

END OF EXAMINATION