Tutorial Letter 201/1/2018

Organisational Psychology

IOP2602

Semester 1

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION:

This tutorial letter contains feedback on your assignments.

BARCODE

Define tomorrow.

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Dear Student

We would like to take this opportunity to provide you with feedback on Assignments 01, 02 and 03 as well as to provide you with additional information about the examination for this module.

We trust that you have made good progress with your studies regarding organisational psychology and that you did not experience any difficulties in completing the assignments. Assignments 01 and 02 were compulsory assignments, while Assignment 03 was a self-assessment assignment, which you were strongly advised to complete. Answers to Assignments 01, 02 and 03 are provided in this tutorial letter.

1   FEEDBACK ON ASSIGNMENT 01

Below are the answers to Assignment 1.

QUESTION 1

People tend to use shortcuts in forming judgments (perceptions) about other, which sometimes result in significant distortion. Explain and provide examples of the shortcuts used in making perceptions about others. (10)

1.1   Selective perception

Because we cannot observe everything going on about us, we engage in selective perception, taking in bits and pieces. We thus selectively interpret what we see based on our interests, background, experience and attitudes. Selective perception allows us to speed-read others, but not without the risk of drawing an inaccurate picture.

Examples are:

•   Perception of time across cultures such as Americans, Chinese and African.
•   Some countries who claim human rights violations are the ones violating human rights.
•   Predictions made by financial analysts.

1.1   Halo affect

This is the tendency to draw a general impression abut an individual based on a single characteristic such as intelligence, sociability or appearance.
Examples are:

•   All people with long hair smoke marijuana.
•   All people with tattoos are gangsters.

1.2   Contrast effect

Contrast effects can distort perceptions, as we do not evaluate a person in isolation. Other person's we have recently encountered influence our reaction.

Examples are:

- If you are an entertainer, never follow an act that has kids and animals in it, No matter how good you are you will always look bad to the audience in comparison because they love kids and animals.
- In an interview, a candidate is more likely to receive a more favourable evaluation if preceded by mediocre applicants. The same candidate is more likely to receive less favourable evaluation if preceded by string applicants.

1.3   Stereotyping

When we judge someone based on our own perception of the group to which that person belongs, we are using stereotyping. We rely on generalisations because they help us make decisions quickly.

Examples are:

- Men are not interested in childcare.
- Older workers cannot learn new skills
- Zimbabwean immigrants are hardworking and conscientious.

QUESTION 2

Provide a detailed summary on each of the four most common types of teams in the organisations.
(15)

2.1   Problem solving teams

These are groups of five to 12 employees from the same department who meet for a few hours each week to discuss ways of improving quality, efficiency and the work environment. They rarely have the authority to unilaterally implement any of their suggestions about the workplace. In the past, the application of problem-solving teams were called quality circles and were used by supervisors to improving quality by discussing quality problems, investigating causes of problems, recommending solutions and taking corrective actions. There are a number of prerequisites for the success of problem-solving teams:

- Management must give meaningful and visible support to the team.
- Teams need to be part of an-ongoing total approach to improvement.
- All stakeholders must be involved.
- They are adequately trained as part of an ongoing process.

2.2   Self-managed teams

These are groups of employees, typically 10 to 15 in number, who perform highly related or interdependent jobs and take on many of the responsibilities of their former supervisors. Typically, these tasks are involved in planning and scheduling work, assigning tasks to members, making operating decisions, taking action on problems, and working with suppliers and customers. Fully self-managed work teams even select their own members and evaluate each other's performance. As a result, supervisory positions take on decreased importance and may even sometimes be eliminated. Thorough preparation is a requisite before implementation because these teams are the highest form of teamwork in an organisation.

2.3   Cross-functional teams

These are teams made up of employees at about the same hierarchical level but from different work areas, who come together to accomplish a task. Cross-functional teams are an effective means of allowing people from diverse areas within an organisation (or even between organisations) to exchange information,

develop new ideas, solve problems, and coordinate complex projects. The general goals of using cross-functional teams include some combination of innovation, speed and quality that come from early coordination among various specialties.

2.4 Virtual teams

Virtual teams don't do their work face-to-face but use computers technology to tie together physically dispersed members in order to achieve a common goal. They allow people to collaborate online – using communication links such as wide-area networks, video conferencing, or e-mail - whether they are only a room away or continents apart. For virtual teams to be successful, management should ensure that:

- Trust is established among members.
- Team progress is monitored closely
- The efforts and products of the team are publicised throughout the organisation.

2 FEEDBACK ON ASSIGNMENT 02

The correct alternatives are provided in the table below.

Question	Answer		Question	Answer		Question	Answer
1	3		**11**	1		**21**	3
2	2		**12**	4		**22**	2
3	1		**13**	3		**23**	3
4	4		**14**	2		**24**	1
5	3		**15**	3		**25**	4
6	1		**16**	3		**26**	3
7	2		**17**	1		**27**	2
8	4		**18**	3		**28**	2
9	3		**19**	2		**29**	1
10	3		**20**	2		**30**	4

Below are the correct answers with the page references in the prescribed text book so that you can check the correct alternatives.

1. The field of study that investigates the impact that individuals, groups and structure have on behaviour within organisations and how this behaviour affects the organisation's performance is _____.

    1. productivity
    2. management
    3. organisational behaviour
    4. leadership

    (See prescribed textbook, *Organisational Psychology for IOP2602: 1st UNISA custom edition (2017).* ISBN: 978-1-776-10249-5, **p. 10)**

2. Which one of the following is **NOT** a discipline that contributes to the organisational behaviour field?

    1. Psychology.
    2. Biology.
    3. Social psychology.
    4. Sociology.

    (See prescribed text book pp. 14 - 15)

3. If you are dealing with increased foreign assignments, working with people from different cultures and overseeing movement of jobs to countries with low-cost labour, you are _____.

    1.   responding to globalisation
    2.   creating a positive work environment
    3.   improving ethical behaviour
    4.   helping employees balance work-life conflicts

    (See prescribed text book pp. 16 - 17)

4. Today's successful organisations must foster innovation and master the art of change, or they will become candidates of extinction. This statement concerns _____.

    1.   improving ethical behaviour
    2.   improving customer service
    3.   workforce diversity
    4.   stimulating innovation and change

    (See prescribed text book p. 20)

5. In the organisational behaviour model, attitudes and stress, task performance, citizenship behaviour, withdrawal behaviour, group cohesion, group functioning, productivity and survival are _____.

    1.   inputs
    2.   processes
    3.   outcomes
    4.   structures

    (See prescribed text book p. 25)

6. _____ are evaluative statements – either favourable or unfavourable – about objects, people or events.

    1.   Attitudes
    2.   Perceptions
    3.   Judgements
    4.   Motivations

    (See prescribed text book p. 43)

7. The affective component of an attitude refers to _____.

    1.   the opinion or belief segment of an attitude
    2.   the emotional or feeling segment of an attitude
    3.   an intention to behave in a certain way toward someone or something
    4.   evaluative statements or judgements concerning objects, people or events

    (See prescribed text book p. 43)

8.   The degree to which a person identifies with a job, actively participates in it and considers performance important to self-worth is _____.

    1.   organisational commitment
    2.   job satisfaction
    3.   psychological empowerment
    4.   job involvement

    (See prescribed text book p. 47)

9.   Which statement regarding job satisfaction is **incorrect**?

    1.   Job satisfaction is an employee attitude.
    2.   Job satisfaction is a positive feeling about a job resulting from an evaluation of its characteristics.
    3.   A person with a high level of job satisfaction holds negative feelings about his/her job.
    4.   Organisational behaviour researchers give job satisfaction high importance.

    (See prescribed text book p. 47)

10.   Perception is a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment. Which one of the following is **NOT** a factor that influences perception?

    1.   The perceiver.
    2.   The object or target.
    3.   Reality itself.
    4.   The context of the situation in which the perception is made.

    (See prescribed text book pp. 76 - 77)

11.   An attempt to determine whether an individual's behaviour is internally or externally caused, and which depends on three factors namely, distinctiveness, consensus and, consistency is _____.

    1.   attribution theory
    2.   common shortcuts in judging others
    3.   self-serving bias
    4.   selective perception

    (See prescribed text book p. 78)

12.   Which one of the following is not a decision-making model in organisations?

    1.   Rational decision-making.
    2.   Bounded rationality.
    3.   Intuitive decision-making.
    4.   Trial and error.

    (See prescribed text book pp. 86 - 87)

13. The least rational way of making decisions, which occurs outside conscious thought, relies on holistic associations, is fast and usually engages in emotions is called _____.

    1. bounded reality
    2. rational decision-making
    3. intuitive decision-making
    4. alternative decision-making

(See prescribed text book pp. 87 - 88)

14. Studies have found that women are more likely than men to overanalyse problems when making a decision. This individual difference is based on _____.

    1. mental ability
    2. gender
    3. cultural differences
    4. self-esteem

(See prescribed text book p. 96)

15. Which one of the following is **NOT** a guideline for making ethical decisions?

    1. Gather all the facts, company rules and regulations governing such a decision.
    2. Define the ethical issues such as harm, kickbacks and accepting or offering bribes.
    3. You should not worry what co-workers think of you and nor should you ignore your character and integrity.
    4. Identify the consequences (short- and long-term) as well as the parties affected by the decision.

(See prescribed text book p. 102)

16. The higher-order needs in Maslow's hierarchy in theories of motivation are:

    1. Safety and love.
    2. Social and esteem.
    3. Esteem and self-actualisation.
    4. Physiological and self-actualisation.

(See prescribed text book p. 123)

17. Need for achievement (nAch), need for power (nPow) and need for affiliation (nAff) are concepts in _____.

    1. McClelland's theory of needs
    2. two-factor theory
    3. self-determination theory
    4. goal-setting theory

(See prescribed text book p. 127)

18. Self-inside, self-outside, other-inside, other-outside are concepts related to _____.

    1. reinforcement theory
    2. social-learning theory
    3. equity theory
    4. self-efficacy theory

(See prescribed text book p. 140)

19.   Which one of the following is the definition for job engagement?

        1.   The drive to excel and to succeed according to a high set of standards.
        2.   Investment of physical, cognitive and emotional energies into job performance.
        3.   An individual's belief that he/she is capable of performing a task.
        4.   The desire for friendly and close interpersonal relationships at work.

        (See prescribed text book p. 132)

20.   Which one of the following describes the correct sequence in the five-stage group-development model?

        1.   performing, storming, norming, forming, adjourning.
        2.   forming, storming, norming, performing, adjourning.
        3.   storming, norming, forming, performing, adjourning.
        4.   adjourning, norming, storming, forming, performing.

        (See prescribed text book p. 166)

21.   An unwritten agreement that sets out what management expects from an employee and vice-versa is known as _____.

        1.   role perception
        2.   role expectation
        3.   psychological contract
        4.   expected behaviour

        (See prescribed text book p. 168)

22.   The tendency of individuals to put forth less of an effort when working in a group than when working alone is referred to as _____.

        1.   status inequity
        2.   social loafing
        3.   group norms
        4.   group cohesion

        (See prescribed text book p. 176)

23.   *Problem-solving*, *self-managed*, *cross-functional* and *virtual* are concepts related to _____.

        1.   groups
        2.   individuals
        3.   teams
        4.   associates

        (See prescribed text book p. 202)

24.   Which one of the following statements is applicable to South African teams in comparison to global teams?

        1.   They need to develop cross-border skills more quickly.
        2.   They have usually been part of the global market for many years.
        3.   Team members are more used to interaction across borders.
        4.   There has been extensive research on teamwork.

        (See prescribed text book p. 202)

25.   Theories that consider personal qualities and characteristics that differentiate leaders from non-leaders are _____.

       1.   behavioural theories
       2.   leader-member exchange theories
       3.   contingency theories
       4.   trait theories of leadership

       (See prescribed text book p. 242)

26.   The late President Nelson Mandela, Emeritus Archbishop Desmond Tutu, Martin Luther King Jr., and Steve Jobs are known as _____.

       1.   transactional leaders
       2.   situational leaders
       3.   charismatic leaders
       4.   behavioural leaders

       (See prescribed text book p. 254)

27.   Which one of the following does not apply to trust in leadership?

       1.   Trust enhances productivity.
       2.   Trust discourages taking risks.
       3.   Trust facilitates information sharing.
       4.   Trusting groups are more effective.

       (See prescribed text book p. 266)

28.   The process that begins when one party perceives that another party has negatively affected, or is about to affect negatively, something that the first party cares about is referred to as _____.

       1.   power
       2.   conflict
       3.   leadership
       4.   negotiation

       (See prescribed text book p. 291)

29.   Which one of the following does **NOT** apply to grouping of activities?

       1.   Number of employees.
       2.   Functions.
       3.   Product or service.
       4.   Geography or territory.

       (See prescribed text book pp. 331 - 332)

30.   Edgars, Woolworths and Pick 'n Pay have given their store managers more freedom than some of their competitors in choosing what merchandise to stock. Through _____ they actively encourage entrepreneurship and innovation.

       1.   centralisation
       2.   formalisation
       3.   span of control
       4.   decentralisation

       (See prescribed text book p. 335)

                                                                                    TOTAL: [30]

3   FEEDBACK ON ASSIGNMENT 03

As stated in Tutorial Letter 101/2018, you did not have to submit Assignment 3 for marking. You should mark this assignment yourself following the guidelines provided after each question below.

CASE STUDY

You have been asked to consult for a departmental manager who has implemented new working procedures without consulting the employees affected by the change. She regards resistance to her change efforts as an irrational response from the employees, because the new procedures would, she believes, enhance the productivity of the department and may even lead to more job satisfaction. She has tried to convince the employees of the benefits of the new procedures, but their reaction is that they are used to the old procedures and that they have not experienced any problems using them. She has become so desperate that she has even threatened them with disciplinary action if they do not apply the new procedures.

QUESTIONS

1.   **Give the manager a balanced view of the possible value of resistance to change.   (3)**

This aspect is discussed in the prescribed text book on page 405 under the heading "Resistance to change". Your answer should discuss when resistance can be positive and when resistance can be a threat for 3 marks.

2.   **Name the different sources of resistance to change and identify a source that probably plays a role in this scenario. Substantiate your answer.   (4)**

The two sources are given on pages 405 – 406 in the text book and are individual and organisational. In the case study, the sources of resistance were both individual and organisational.

3.   **Identify and evaluate the tactic the manager probably used to overcome resistance to her change effort. Discuss and give five reasons for the tactic you would propose.   (5)**

The eight tactics available to overcome resistance to change are discussed on pages 406 – 408 in the text book. The manager first tried to convince employees to accept the change (Education & Communication) and then in desperation proceed to threaten them (Coercion). You can propose and motivate your own tactic(s) that you think that the manager should have used.

4.   **Describe how the manager could use Kurt Lewin's model to manage a change process. (8)**

Kurt Lewin's three-step model to manage change is discussed on pages 409 – 410 in the prescribed textbook: Organisational psychology for IOP2602. 1st UNISA custom edition (2017). ISBN: 978-1-776-10249-5. The manager could have firstly tried to <u>unfreeze</u> employees by identifying what the driving forces for the new work procedures were and to increasing them. The she could have identified the restraining forces which were blocking the acceptance of the new work procedures, and decreased them. Then she could have <u>moved</u> them to accept the new work procedures by acting as a role model and following the new work procedures herself. Finally, she could have used <u>refreezing</u> to stabilize the use of the new work procedures by rewarding employees who applied them.

TOTAL: [25]

4   FORMAT OF AND PREPARATION FOR THE EXAMINATION

4.1   Information

Take note of the following when studying the course content and preparing for the examination. The prescribed book is: *Organisational psychology for IOP2602*. 1st UNISA custom edition (2017). **ISBN: 978-1-776-10249-5**. This book is based on Robbins, S.P., Judge, T.A., Odendaal, A., & Roodt, G. (2016). *Organisational behaviour: Global and Southern African Perspectives* (3rd edition).

Chapter in prescribed text book	Important Concepts
Chapter 1	**What is organisational behaviour** Aspects to study for Multiple Choice Questions (MCQs): Definition, Disciplines that contribute to the OB field, Challenges and opportunities.
Chapter 2	**Attitudes and Job Satisfaction** Aspect to study for MCQs: Definition of attitudes, Components of an attitude, Major job attitudes and Job satisfaction
Chapter 3	**Perception and Individual Decision-Making** Aspects to study for written and MCQs: Definition of perception, Attribution theory, Short cuts, Decision –making models and Ethics in decision-making.
Chapter 4	**Basic motivation concepts** Aspects to study for MCQs: Early theories of motivation and Contemporary theories of motivation.
Chapter 5	**Foundations of group behaviour** Aspects to study for written and MCQs: Definition of groups and classification, Group stages, Strengths and weaknesses of groups.
Chapter 6	**Understanding Work Teams** Aspects to study for written and MCQs: Types of teams and Creating effective teams.
Chapter 7	**Leadership** Aspects to study for MCQs: Leadership theories (trait, behavioural, contingency and leader-member exchange), leadership and trust, definition of trust, characteristics of a trustworthy leader, the consequences of trust.
Chapter 8	**Conflict and negotiation** Aspects to study for written and MCQs: Definition of conflict, conflict intensions, conflict handling intensions.
Chapter 9	**Foundations of organisational structure** Aspects to study for MCQs: Organisational designs and Forces that determine an organisation's choice of structure.
Chapter 10	**Organisational culture** Aspects to study for written and MCQs: Definition of organisational culture, Characteristics of organisational culture, Strong and weak cultures, Functions of organisational culture and Learning/transmitting culture and Positive organisational culture.
Chapter 11	**Organisational change and stress management** Aspects to study for written questions: Planned change, Sources of resistance to change, Overcoming resistance to change, and Approaches to managing organisational change.

Our experience is that students who follow this examination guide normally pass, and students who don't, fail. The time you spend on the module will also help you to predict your own success. Hopefully this will motivate you to start immediately with your preparation.

Important information about the examination paper:

Total marks: **75**
Pass mark: **50%**
Time: **2 hours**

The examination paper will consist of several types of questions.

Section A consists of 25 multiple choice questions. You must answer all 25 questions.

Section B consists of a case study with several shorter paragraph questions (each question consists of short paragraph questions which are worth from 2 marks to 12 marks). The total for **Section B** is 25 marks and you have to answer all the questions.

Section C consists of essay type questions and totals 25 marks. You will have to choose one 10 mark question and one 15 mark question.

VERY IMPORTANT: Always follow the instructions on the examination paper very carefully.

VERY IMPORTANT: Work through all the assignments and the "test yourself questions" provided at the end of the learning units in your study guide to help you with your preparation for the examination. For revision purposes, study as per the table above and go through all assignments in both semester 1 and 2 – practice makes perfect. It is best to plan your revision well in advance when studying for an examination as revision is one of the keys to good recall. A structured revision process ensures that you learn effectively and efficiently. Butler and Hope (1997) provide the following excellent revision strategies for keeping examination nerves under control:

Overall strategy: The long-term view

Answer these questions:

- Which topics do you know? What is essential or optional? Where are the gaps for me?
- Draw up a detailed plan of what to do, and when. Write it down.

Daily technique: The short-term view

Do the following:

- Take one topic at a time.
- Stop when your time is up and move on to the next topic.
- Take frequent, but brief breaks (for example every 1½ hours).
- *Do not* stay up all night or overdose on coffee. Eat, sleep and exercise regularly.
- *Do not* revise your plan daily but, for example, weekly.
- Take a whole day off each week for revision purposes.
- Rehearse your examination technique (for example adhering to time limits).
- Condense your notes and ideas at each stage.

On the day of the examination

Prepare yourself in advance: your clothes, travel arrangements, etc.

- Look at your condensed notes (not at new material).
- Arrive in good time.
- Do not listen to other students. Give yourself time to settle down.
- Carefully read the instructions on the paper first.
- Read the questions carefully.
- Plan your timing and write it down.
- Adapt what you know to the questions if they seem hard.
- If you are stuck, write notes. You will find that one thing leads to another and you will trigger your memory quite easily. You have not really "forgotten". You may just have lost the way.
- Do not try to write down everything you know.
- Answering the question is enough.
- Do not try to be a genius — just answer the questions.

It is important to understand that given the brief time, your answers may have to be condensed. Your answers should however, still be well put together and give enough detail so that it is easy for an examiner to award points.

Reference

Butler, G. & Hope, T. (2007). *The mental fitness guide: Manage your mind* (2nd ed.). New York: Oxford University Press.

5   APPENDIX A: MAY/JUNE 2017 EXAMINATION PAPER

UNIVERSITY EXAMINATIONS   UNIVERSITEITSEKSAMENS

UNISA | university of south africa

IOP2602   **(496411)**   May/June 2017

ORGANISATIONAL PSYCHOLOGY

Duration : 2 Hours   75   Marks

EXAMINERS :
FIRST :   MR MB LEARY   MR MA MATJIE
SECOND :   PROF LM UNGERER

Closed book examination.

This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue.

This examination question paper consists of 8 pages plus instructions for the completion of a mark-reading sheet.

SECTION A

Answer all the questions in Section A on the mark-reading sheet. Please complete the mark-reading sheet as indicated on the instruction form. The unique number is 496411.

1. When one person inaccurately perceives a second person and the resulting expectations cause the second person to behave in ways that are consistent with the original perception, this is referred to as _____.

    1.   stereotyping
    2.   a self-fulfilling prophecy
    3.   a self-serving bias
    4.   a fundamental attribution error

2. Juan notices that sales professionals at other companies receive a higher basic salary and a higher commission rate than he does, while they don't work as hard or sell as much. According to equity theory, what type of referent comparison is Juan using?

    1.   Self-inside.
    2.   Self-outside.
    3.   Other-inside.
    4.   Outside-outside.

3. Who proposed that the three major motives or needs in workplace situation are achievement, affiliation and power?

    1.   McClelland.
    2.   Alderfer.
    3.   Herzberg.
    4.   Maslow.

4. You are a member of a team made up of employees from the same level within the organisation who have come together to accomplish a task. This is an example of a _____.

    1.   self-managed team
    2.   cross-functional team
    3.   problem-solving team
    4.   quality circle

5. If you want a motivational programme that allows employees to translate corporate objectives into their own specific objectives and encourages their maximum participation, your best choice would be _____.

    1.   gainsharing
    2.   goal-setting theory
    3.   flexible benefit plans
    4.   management by objectives

6.   The _____ organisation is in sharp contrast to the typical bureaucracy that has many vertical levels of management and where control is sought through ownership.

1.   virtual
2.   team
3.   boundaryless
4.   matrix

7.   According to Robbins et al (2003), the best approach to obtaining knowledge about human behaviour is _____.

1.   the common sense approach
2.   an observational approach
3.   a systematic approach
4.   a theoretical approach

8.   Cohesiveness refers to _____.

1.   the nature of relationships between individual group members
       the degree to which members are attracted to each other and are motivated to stay in the group
3.   the tendency of certain people in the group to stick together to the exclusion of others
4.   none of the above

9.   A popular approach to managing change, which involves examining both how to increase individual behaviours that support the change effort and how to decrease anything that hinders movement away from the existing equilibrium, is known as _____

.
1.   action research
2.   organisational development
3.   Lewin's three-step model
4.   process consultation

10.   What is considered the most important dimension of trust?

1.   Consistency.
2.   Competence.
3.   Honesty.
4.   Integrity.

11.   The most powerful moderating variables of an individual's attitudes include _____.

1.   the generalisability of the attitude to other situations
2.   one's education and level of intellectual capacity
3.   the reliability of the attitude
4.   how easily the attitude is remembered

12.   If behavioural theories of leadership are valid, then leaders are _____.

1.   trained
2.   born
3.   dominant
4.   powerless

13.   The discipline that brings the tools for measuring, evaluating and sometimes modifying human behaviour to the study of organisational behaviour is _____.

1.   political science
2.   psychology
3.   sociology
4.   anthropology

14.   Group shift most often means that decisions _____.

1.   are made by groups rather than individuals
2.   contain greater risk
3.   are made more speedily
4.   prove less effective

15.   Which one of the following is **NOT** an advantage of wide spans of control?

1.   Reduced costs because of fewer management levels.
2.   The opportunity to closely supervise employees' work.
3.   Employee autonomy and empowerment.
4.   Faster decision-making.

16.   Changes in corporate strategy precede and lead to _____.

1.   changes in the environment
2.   better communication
3.   increased productivity
4.   changes in an organisation's structure

17.   Virtual teams differ from traditional face-to-face teams in three key ways, including the fact that _____.

1.   there are some types of team tasks that virtual teams cannot perform
2.   they tend to experience lower levels of satisfaction
3.   they experience a heightened awareness of paraverbal cues and paralanguage due to the intense focus on each other via video and audio links
4.   they are unable to overcome time constraints

18.   Which of the following statements is **NOT** true about institutionalisation?

1.   It operates to produce common understandings about appropriate behaviour.
2.   Acceptable modes of behaviour become largely self-evident to its members.
3.   The organisation is valued for itself.
4.   The organisation is bound by its mission.

19. The demarcation between functional and dysfunctional conflict is _____.

  1. clear and precise
  2. an individual perception
  3. the effect on group performance
  4. measured on the conflict-intensity scale

20. Cross-functional teams _____.

  1. are often made up of individuals from different levels within a company but the same operational area
  2. experience less conflict and less time in the storming stage due to the fact that their members are all peers
  3. often take a great deal of time moving through the early stages of team development
  4. represent one of the few team structures that do not require leadership

21. Which of the following structure will be most conducive to an innovative environment?

  1. Mechanistic.
  2. Bureaucratic.
  3. Organic.
  4. Autocratic.

22. A dysfunctional outcome of conflict would be _____.

  1. the generation of unique ideas that are not implementable
  2. reducing group cohesion
  3. creating intellectual conflict
  4. none of the above

23. If Chen wants an organisational structure that will allow him to share human resources across functions and the pooling of other resources are needed, his best choice of organisational design would be _____.

  1. simple
  2. bureaucratic
  3. matrix
  4. team-based

24. When employees are fully informed about a change effort and they have participated in making the decisions but their anxiety levels are high, and time is not critical, an excellent tactic for overcoming resistance to change and reducing anxiety is _____.

  1. education and communication
  2. facilitation and support
  3. negotiation
  4. manipulation and co-optation

25. An organisation's culture is defined by several primary characteristics. The characteristics that are demonstrated by activities that emphasise maintaining the status quo versus growing exemplify which primary characteristics?

    1. Attention to detail.
    2. Outcome orientation.
    3. People orientation.
    4. Stability.

TOTAL SECTION A: [25]

SECTION B

CASE STUDY

Read the following case study carefully and answer the questions that follow:

Two mechanical engineers, an electrical engineer and an artisan used to work together as a team for a large manufacturing company. They were motivated and often won awards for their performance. (There are also other similar teams working in the company.) Due to the workload, it was decided to appoint John (another electrical engineer) to this particular team. John was headhunted by the management of the company, since suitably qualified engineers are also in demand at other companies.

James, the electrical engineer who is currently working for the company, joined the company five year ago. He is regarded as a pillar in his department, because of his innovative ideas that gave the company the competitive edge. He is also the leader of the team.

Since his appointment, John has been regarded as the new star in the team and has, after only six months, received his first salary increase – something that, according to company policy, only happens after at least three years of service. The productivity of the team has dropped and the innovative ideas have dried up. The effort that James has been putting into his work has also decreased to levels even lower than that of his newly appointed colleague.

As an industrial psychologist, you want to determine the role that equity plays in the motivation of the team.

QUESTIONS

1. Give a brief description of the equity theory of motivation. (2)

2. According to the equity theory, there are four referent comparisons that an employee can make. Describe the different comparisons and the four moderating variables influencing the comparisons. According to you, what is the most probable comparison or comparisons that James could have made? Substantiate your answer. (10)

3. Based on the equity theory, when employees perceive inequity, it can be predicted that they will make one of six choices. Briefly explain the six choices and determine the choice that James has probably made. What other option would he probably also consider? Substantiate your answer. (8)

4.   Recent research has been directed at expanding what is meant by equity or fairness. Distinguish between distributive justice and procedural justice. What is your opinion on the type of justice that is applicable in this case? Substantiate your answer.   (5)

Total Section B: [25]

SECTION C

ANSWER ANY <u>ONE</u> OF THE FOLLOWING TWO QUESTIONS:

1.   Give a brief description of an attitude and explain the relationship between attitudes and behaviour by discussing the four moderating variables. Use your own examples when you explain the influence of the moderating variables.   (10)

OR

2.   State the two goals of planned change and describe how Kurt Lewin's model is used to manage change.   (10)

ANSWER ANY <u>ONE</u> OF THE FOLLOWING TWO QUESTIONS:

3.   As organisations endeavour to function more effectively and efficiently, they have turned to teams in order to utilise employee skills more fully. Give an overview of the key components and categories of effective teams.   (15)

OR

4.   Discuss briefly the three common organisational designs and the advantage and disadvantage of each.   (15)

Sub Total: [25]

TOTAL: [75]