

Q 1 explain employees possible reactions to their experience of job dissatisfaction (8) Pg 80

Responses differ along 2 dimensions: constructive / destructive and active / passive.

1. Exit Response – directing behaviour towards leaving the organisation, includes looking for a new job & resigning.
2. Voice Response – actively & constructively trying to improve conditions by suggesting improvements, discussing problems with superiors, undertaking some forms of union activity.
3. Loyalty Response – passively but optimistically waiting for situations to improve, includes speaking up for the organisation if it's criticised externally & trusting the organisation & management to "do the right thing".
4. Neglect Response – passively allowing conditions to worsen, including chronic absenteeism or lateness, reduced effort & increased errors in work.

Q2 what proposals would you offer to management to rectify trust relationship with its employees (7) Pg 330

Trust is a positive expectation that another will not – through actions, words or decisions, act opportunistically. There are 5 key dimensions that underlie trust: integrity, competence, consistency, loyalty & openness. Once broken, trust can be regained but only in certain situations. If trust is broken because someone has failed to do what was expected of them, trust can be regained by being consistent & acting in a trustworthy manner in the future. If you are deceived by someone, no matter if they apologise, the trust is never fully regained. People who are trusting, demonstrate their trust by increasing their openness to others disclosing relevant information & expressing their true intentions. Exhibiting trust encourages reciprocity. When parties understand each other's intentions & appreciate each other's wants & desires, trust will exist. Managers can build trust in organisations by:

- practising openness
- being fair
- stating how they feel
- telling the truth
- showing consistency
- fulfilling their promises
- maintaining confidences
- demonstrating competence

Q3 describe how Kurt Lewin's model can be used to manage change (6) pg 488

When a change situation is presented, two forces at play – the driving forces who wish to implement change & those restraining forces who wish things to remain the same. The goals of planned change are to firstly improve the ability of the organisation to adapt to the changes in the environment, and secondly to change employee behaviour. Kurt Lewin recommended a three step process to ensure the successful implementation of change in an organisation.

- **Unfreezing** – the status quo. In order to overcome the pressures of both individual resistance & group conformity, unfreezing is necessary. This can be achieved in 3 ways. In order for change to take place, driving forces must supersede the restraining forces, thereby shifting the equilibrium. The driving forces can be increased and the restraining forces decreased. The third alternative is to combine the first two. Pay incentives can be offered to those who accept the transfer, individuals could be counselled & their concerns & worries heard & clarified.
- **Movement** – to a new state
- **Refreezing** – the new change to make it permanent. If the new change is successful, it needs to be refrozen by balancing the driving & restraining forces to ensure it can be sustained over time or else employees will revert to the previous equilibrium state. To achieve this, management could systematically replace temporary forces with permanent ones by imposing a permanent upward adjustment of salaries, rules & regulations should also be revised to reinforce new situation.

Q4 give a balanced view of the possible value of resistance to change & identify two sources of resistance that possibly influence the attitude of individual employees towards management. (4) pg 485

Resistance to change has its positive attributes – it provides a degree of stability & predictability to behaviour. If there wasn't resistance, organisational behaviours would take on characteristics of randomness. It is also a source of functional conflict, stimulating healthy debates on the merits of the idea & resulting in better decisions. The following are reasons why an individual would resist change :

- **Habit** – as humans we are creatures of habit & develop frames of reference. To cope with the complexity of life, we rely on habits or programmed responses so we don't need to consider the full range of options each day. When confronted with change, our tendency to respond in an accustomed way becomes a source of resistance. So when office moves, you have to consider a new route, wake up earlier, new office layout etc.
- **Security** – retrenchments are very possible with change so people will resist the change because it threatens their sense of safety.
- **Economic factors** – there's always concern that the change will lower one's income. People also fear they will be unable to perform the new tasks, especially if salary is closely tied to production or performance incentives.
- **Fear of the unknown** – changes substitute the known for the unknown which is ambiguous & uncertain which creates the fear of insecurity.
- **Selective information processing** – we shape our world through perceptions & once this world is created, we resist change. We process information selectively to keep our perceptions intact & resist the things that threaten the world we have created.

Q5 groups develop through a standard sequence of 5 stages in group development – name & discuss (10)

Groups development is a dynamic process. The 5 stages of group development are:

Stage 1 – forming

This is when people come together to form a group. At this stage there is uncertainty about the group's purpose, structure & leadership & what behaviours are acceptable. This stage is complete when people regard themselves as part of the group.

Stage 2 – storming

There is a lot of intragroup conflict at this stage because of resistance to constraints as well as conflict over who will control the group as leader. It is complete when the hierarchy is relatively complete.

Stage 3 – norming

At this stage close relationships develop, there's cohesiveness, group identity & camaraderie & agreement on how the group will operate. This stage is complete when the structure solidifies & when there's a common set of expectations of correct behaviour.

Stage 4 – performing

The group is now fully functional with an accepted structure & they are able to concentrate on the task at hand. If this is a permanent work group, this will be its final stage. If a temporary work group, adjourning is their next phase.

Stage 5 – adjourning

The group begins the task of wrapping up. The responses to this stage are varied with some people celebrating the accomplishments & some feeling sad over the loss of camaraderie & friendships.

Q6 Trait theories on leadership are outdated & no longer serve any purpose. Critically evaluate this statement with specific reference to the most recent approaches to leadership. (15) pg 291

Trait theories differentiate leaders from non-leaders by focusing on personal qualities and characteristics. Research on particular leadership traits has been carried out over many years. The Big 5 personality framework was conceived which showed consistent results & strong support for traits as predictors of leaders. The Big 5 traits are: emotional stability, extraversion, openness, agreeableness & conscientiousness. Recent studies indicate the emotional intelligence indicates effective leadership. Someone can have a charismatic personality, outstanding training, highly analytical mind, compelling vision & an endless supply of terrific ideas but may not make a great leader. In SA, research shows that high levels of EI show a positive relationship with transformational leadership & a negative correlation with transactional leadership. A core component of EI is empathy. An empathetic person can sense others needs, listen to what followers say (& don't say) & are able to read the reaction of others. Empathy is what inspires people to stay with a leader when the going gets rough. The fact that someone cares is more often than not

rewarded with loyalty. Traits do a better job at predicting the emergence of leaders & the appearance of leadership than in actually distinguishing between effective & ineffective leaders.

Q7 discuss 6 elements you need to consider when investigating the structure of a department (15) pg 401

The 6 elements that need to be considered when investigating the structure of a department are:

1. Work specialisation

This is the degree to which tasks in the organisation are subdivided into separate jobs so that an entire job is not being done by one individual but rather each step is completed by a different employee. Not all tasks require the same level of skill so paying a highly skilled person to do a simple job would be an inefficient usage of organisational resource because a highly skilled person earns more than a lesser skilled person. There are also efficiencies achieved through work specialisation because less time is spent changing tasks, putting away tools & equipment to get ready for the next task.

2. Departmentalisation

Once jobs are divided, need to be grouped together so common tasks can be co-ordinated by functions performed. Functional departmentalisation tries to achieve economies of scale by placing people with common skills & orientations into common units. Can be departmentalised by product, geography, process or customer

3. Chain of command

An unbroken line of authority that extends from top of organisation to lower echelon & clarifies who reports to whom. Less important today due to technology & employee empowerment. 2 complementary concepts:

- **Authority** – rights inherent in managerial position to give orders & expect them to be obeyed. To facilitate co-ordination each managerial position is given a place in chain of command & each manager a degree of authority to meet their responsibilities.
- **Unity-of-command** – preserve concept of an unbroken line of authority. States that an employee should have only 1 manager to whom they are responsible. If line of commands broken, employee will have to cope with conflicting demands or priorities from several superiors.

4. Span of control

Determines number of levels & managers an organisation has : the wider the span, the more efficient ito cost, cuts overheads, speeds up decision making, increases flexibility. If too large, supervisors can't provide sufficient leadership & support & performance will suffer. Narrow spans : manager has close control. Drawbacks of narrow spans: expensive, make vertical communication more complex & more levels slow down decision making & isolate senior management. Also encourages overly tight supervision & discourages autonomy & empowerment. Organisations invest in training & development to ensure performance doesn't suffer with wider spans common today.

5. Centralisation & Decentralisation

Degree to which decision making is concentrated at a single point. If top management makes key decisions without /little input from senior /middle management, then organisation is centralised. If middle/senior management provide input or given discretion to make decisions & accept accountability, then organisation is decentralised. Marked trend towards decentralisation with large businesses being broken down into smaller business units which enables faster decision making, efficient processing of admin & client queries & holding managers accountable.

6. Formalisation

Degree to which jobs within organisation are standardised. In highly formalised job, employee has minimum say in what is to be done, when & how. If formalisation is low, employees can use discretion. Standardisation eliminates possibility of employees engaging in alternative behaviours & removes need for consideration of alternatives.

Q8 What is meant by organisational culture (2)

A system of shared meaning (key characteristics) held by members, distinguishing the organisation from others. There's 7 characteristics that as an equity capture the essence of an organisation's culture.

Q9 Using the primary characteristics of organisational culture, distinguish between cultures of Timba & NGR (15)

There are 7 primary characteristics in organisational culture:

- Innovation & risk taking – degree to which employees are encouraged to be innovative & take risks
- Attention to detail – degree to which employees are expected to show precision, analysis & attention to detail
- Outcome orientation – degree to which management focus on results rather than techniques & processes
- People orientation – degree to which management decisions take into consideration effect of outcomes on employees
- Team orientation – degree to which work activities are organised around teams rather than individuals
- Aggressiveness – degree to which people are aggressive & competitive rather than easy going
- Stability – degree to which organisational activities emphasise maintaining status quo in contrast to growth.

Q10 Distinguish between 3 different types of job-related attitudes & determine the relevancy of each for the employees of Timba & NGR (9)

A state in which an employee identifies with a particular organisation and its goals and wishes to maintain membership in the organisation. There are 3 separate dimensions to organisation commitment. The 3 job related attitudes are:

1. Job satisfaction – this is one's positive feeling about a job, which results from our evaluation of its characteristics.
2. Job involvement – this is the degree to which people identify psychologically with the job & if they consider the perceived performance level important to their self worth. Psychological empowerment is the belief in the degree to which one can influence their work environment, their competence, the meaningfulness of the job & the perceived autonomy. High levels of job involvement & psychological empowerment are positively related to organisational citizenship & job performance, as well as low absences & resignation rates.
3. Organisational commitment – employee identifies with particular organisations & its goals & wishes to maintain membership. There are 3 dimensions to organisational commitment:
 - Affective commitment – this is the emotional attachment to the organisation & a belief in its values. This is strongly related to outcomes like performance & turnover.
 - Continuance commitment – this is the perceived economic value of remaining rather than leaving. Someone is tied to company because they can't find anything better.
 - Normative commitment – obligation to remain due to moral or ethical reasons.

Q11 According to equity theory of motivation, there's 4 referent comparisons that an employee can make. Give a description of the equity theory, the 4 comparisons & the different moderating variables influencing the comparisons (10) pg 155

The core concept of the equity theory of motivation is whether the input is relative to the output and how it compares to others. That is, whether our experience, effort, competence is relative to our salary, raises, recognition and how it relates to what others are earning or experiencing. If we perceive our outcome-input ratio to be in line with that of others, we experience a state of equity (situation is fair & justice prevails). If we feel under-rewarded we experience tension & anger. If we feel over-rewarded we feel guilty.

The four referent comparisons made are:

- **Self-inside** – employees experience in a different position inside current organisation
- **Self-outside** – employees experience in a situation / position outside current organisation
- **Other-inside** – another individual inside employees organisation
- **Other-outside** – another individual outside employees organisation

There are four moderating variables that influence these comparisons – gender, length of tenure, level in organisation & amount of education/professionalism. A woman will use another woman as a referent because men generally earn more than women. Employees who have only been at an organisation for a short time will use their own experience because they will have little information about others inside the organisation. Professionals have better information about others in the organisation.

Q12 Name & discuss the 5 conflict handling intentions in the conflict process (10) pg 378

Intentions intervene between people's perceptions & emotions over their overt behaviour. These are decisions to act in a certain way which can be assertively (try to satisfy your own concerns) or cooperatively (try to satisfy another's concerns).

1. **Competing** – this method is assertive & uncooperative where one party seeks to satisfy their own needs/interests regardless of the impact on the other party. Win/lose situation.
2. **Collaborating / integrating** – assertive & co-operative where each party desires to satisfy the concerns of all parties to achieve a mutually beneficial outcome. Win/win situation.
3. **Avoiding** – unassertive & uncooperative. The parties withdraw or suppress conflict by either ignoring it or avoiding the other party.
4. **Accommodating / obliging** – unassertive & cooperative. In trying to please the opponent, you place their concerns/interests above your own.
5. **Compromising** – midrange between assertive & cooperative. Each party gives up something so there's no clear winner or loser.

Q13 Give an overview of key components & categories of effective teams (15)

The key components for effective teams can be placed into 4 general categories:

1. **Contextual** – the most significant factors are adequate resources as a scarcity of resources reduces the team's ability to perform effectively. Effective leadership is important because teams need to agree on the specifics of the work & co-ordinate their efforts to produce the desired outcome. Climate of trust which facilitates co-operation, reduces the need to monitor each other & bonds members in the belief that they won't be taken advantage of. A performance evaluation & reward system that reflects team contributions to reinforce effort & commitment.
2. **Composition** – this includes variables that relate to how teams should be staffed. This concerns the ability of members, personality of members, allocation of roles, size of the team & the members preferences for teamwork,
3. **Work design** – effective teams take collective responsibility for completing tasks. Freedom & autonomy, task identity, skill variety, enhanced motivation & a sense of motivation increase effectiveness.
4. **Team Processes** – this includes member commitment to a common purpose, the establishment of specific team goals, team efficacy, managed conflict levels & a minimisation of social loafing. Teams should create outputs greater than their inputs.

Q14 Describe primary characteristics used to distinguish between different cultures & explain how culture is created & maintained (15)

There are 7 primary characteristics in organisational culture:

- Innovation & risk taking – degree to which employees are encouraged to be innovative & take risks
- Attention to detail – degree to which employees are expected to show precision, analysis & attention to detail
- Outcome orientation – degree to which management focus on results rather than techniques & processes
- People orientation – degree to which management decisions take into consideration effect of outcomes on employees
- Team orientation – degree to which work activities are organised around teams rather than individuals
- Aggressiveness – degree to which people are aggressive & competitive rather than easy going
- Stability – degree to which organisational activities emphasise maintaining status quo in contrast to growth.

Culture is initially created by the founder members of an organisation. The employees they appoint think & feel the way they do. Founders indoctrinate & socialise these employees to their way of thinking. The founder acts as a role model encouraging employees to identify with them & internalising their beliefs, values & assumptions. Culture is maintained through three forces:

- **Selection process** – the explicit goal is to identify & appoint people who have knowledge, skills & abilities to perform a job successfully & the final decision will rest on how well a potential employee will fit in so that their values are consistent with the organisations.
- **Actions of top management** – senior executives establish norms through what they say & how they behave. Strong leaders develop a strong culture.

- **Socialisation methods** – this is the process to help new employees adapt to the culture & the most critical stage is the time of entry but socialisation continues to take place throughout the employees tenure. This process impacts on productivity, commitment to organisation objectives & the employees eventual decision to stay. Socialisation consists of 3 stages: pre-arrival, encounter & metamorphosis.

Q15 Give a brief description of equity theory of motivation (2)

The core concept of the equity theory of motivation is whether the input is relative to the output and how it compares to others. That is, whether our experience, effort, competence is relative to our salary, raises, recognition and how it relates to what others are earning or experiencing. If we perceive our outcome-input ratio to be in line with that of others, we experience a state of equity (situation is fair & justice prevails). If we feel under-rewarded we experience tension & anger. If we feel over-rewarded we feel guilty.

Q16 Based on equity theory, when employees perceive inequity, it can be predicted they will make one of 6 choices. Substantiate your answer (8) pg 155

When employees perceived inequity, it is predicted that they will make one of six choices:

1. Change their inputs – exert less effort
2. Change their outcomes – individuals paid on a piece-rate basis can increase their pay by producing a higher quantity of units of lower quality
3. Distort perceptions of self – i used to think i worked at a moderate pace but now I know I work harder than everyone else.
4. Distort perceptions of others – mikes job isn't as desirable as I once thought it was
5. Choose a different referent – i may not make as much as Joe, but Im earning more than my dad at this age.
6. Leave the field – quit the job.

Q17 Distinguish between distributive justice & procedural justice (5)

- **Distributive justice** – employees perceived fairness of the amount & allocation of rewards among individuals (e.g. I got the pay raise I deserved) .
- **Procedural justice** – perceived fairness of the process used to determine the distribution of rewards (.g. I did the right things that's why I got a raise)

Q18 OD interventions are used to improved functioning of organisations & the wellbeing of employees. Describe the various OD interventions that can be used. (15) pg 490

1. **Sensitivity training** – its a method of changing behaviour through unstructured group interaction. Members are brought together in a free & open environment to discuss themselves & their interactive processes, loosely directed by a professional behavioural scientist. Individuals learn through observing & participating rather than being told. Employees are encouraged to express ideas, beliefs & attitudes. The objective of this is to make people aware of their own behaviour & how others perceive them, greater sensitivity to the behaviour of others & an increased understanding of group processes. Specific results are: an increased empathy with others, improved listening skills, greater openness, increased tolerance of individual differences & improved conflict resolution skills.
2. **Survey feedback** – its a tool for assessing attitudes held by members, identifying discrepancies among members & solving these differences. The organisational family i.e. the manager of a unit & the employees who report to him is of key importance. A questionnaire is completed by all & the results are tabulated & distributed to employees. This data is a springboard for identifying problems & clarifying issues that are creating difficulties for people.
3. **Process consultation** – a set of activities on the part of the consultant that helps the client to perceive, understand & act to improve the situation as defined by the client. The client is helped to identify what to improve & how to go about it by managing their strengths & development areas & solving organisational problems based on their intimate knowledge of the organisation's culture.

4. **Team building** – utilises high interaction group activities to increase trust & openness among team members. Team building can be within groups or at intergroup level where activities are interdependent. The objective is to improve co-ordinated efforts of member's thereby increasing team performance.
5. **Intergroup development** – the major area of concern is the dysfunctional conflict that exists between groups. Intergroup development seeks to change the attitudes, stereotypes & perceptions that groups have of each other.

Q19 Discuss the 3 most common organisational designs & the advantages & disadvantages of each (15).

- **Simple structure** – characterised by what it isn't, rather than what it is. Low degree of departmentalisation, wide spans of control, authority centralised to single person & little formalisation. "flat" with only 2 /3 levels, loose body of employees & 1 individual in whom decision making is centralised. Strength of simple structure: fast, flexible, inexpensive & accountability is clear, provides professional freedom because you don't need approval from supervisor. Difficult to maintain if organisation grows i.e. information overload at the top. Weakness: everything depends on one person.
- **Bureaucracy** – standardisation is key principle for co-ordination, processing, efficiency & control. Highly routine operating tasks achieved through specialisation, strictly formalised rules & regs, tasks grouped into functional departments, centralised authority, narrow spans of control & decision making following chain of command (banks). Strengths: ability to perform standardised activities in highly efficient manner, economy of scale, minimum duplication of employees & equipment, combines employees who talk the same language, have less skilled i.e. less costly, middle / junior managers. Weakness: conflict between different departments because they aren't all focused on organisational objectives, rather their respective departmental objectives & obsessive rule following with no room for modification.
- **Matrix structure** – ad agencies, labs, hospitals etc. Breaks unity of command concept. Employees report to 2 line managers : functional dept manager & product manager ∴ dual chain of command. Strengths: its ability to facilitate co-ordination when organisation has multiplicity of complex & interdependent activities. Matrix can improve communication & flexibility. Info spreads thru company & reaches those who need to implement decisions quickly. Dual authority reduces tendency of dept leaders to become so busy protecting their world, they lose sight of overall goals. Facilitates efficient allocation of specialists. Disadvantages: confusion, tendency to foster power struggles, stress on employees. Power struggles between function & product manager. Reporting to more than 1 can introduce role conflict & ambiguity. Combines 2 forms of departmentalisation :
 - *functional departmentalisation* – combines similar specialists together in 1 department, minimising number of employees required; allows pooling & sharing of specialised resources across different products. Disadvantage: difficulty of co-ordinating tasks of diverse functional specialists so tasks are completed timeously & within budget.
 - *product departmentalisation* – facilitates co-ordination among specialised functions to achieve on-time completion & meet budget targets; provides clear responsibility for all activities related to a product, but with duplication of costs & activities.

Q20 Except for informing or educating employees re possible change, what other alternatives are available for overcoming resistance (5) Pg 487

- Participation – organisation best achieves its business results when its workforce is engaged & committed to achieving its goals & objectives.
- Facilitation & support – fears & anxieties need to be addressed through counselling & therapy, new skills training & short paid leave of absence.
- Negotiation – exchange something of value to lessen the resistance
- Manipulation & co-optation – these are covert influence attempts & may be twisting & distorting facts to make them appear more attractive. Co-optation is a mix of manipulation & participation where leaders are "bought off" by giving them a key role in the decision to change.
- Coercion – resisters are threatened or forced directly to accept change.

Q21 Discuss group cohesiveness & its relationship to performance. Further discuss the research on how culture affects group performance (10)

Cohesiveness is the extent to which members are attracted to each other & motivated to stay in the group. The relationship between cohesiveness & productivity depends on the performance-related norms established by the group. If performance related norms are high for example high output, quality work, cooperation with individuals outside the group, a cohesive group will be more productive than a less cohesive group. If cohesiveness is high & performance norms are low, then productivity will be low. If cohesiveness is low & performance norms are high, productivity increases but not as much as in the high performance / high norm situation.

Teams in individualist cultures respond more strongly to become more united & committed & have higher performance ratings from their supervisors than teams from collectivist cultures, possibly because collectivist teams already have a strong predisposition to work together as a group so there's less need to increase teamwork.

Q22 The nature of leadership continues to develop & change due to the changing context. Identify & explain 4 contemporary issues in leadership & relate them to the SA context

Q23 Discuss 3 employee involvement programmes & link employee involvement programmes to the motivation theories.

Employee involvement is a participative process that uses the input of employees to increase their commitment to the organisation's success.

- **Participative management** – the distinct characteristic common to all participative management programmes is the use of joint decision making. Issues in which employees get involved in must be relevant to their interests so they'll be motivated. They must have the competence & knowledge to make useful contributions & there must be trust & confidence between all parties.
- **Representative participation** – rather than participating in decision making, employees are represented by a small group of employees who actually participate. The goal is to redistribute power within an organisation, putting labour on a more equal footing with the interests of management & stakeholders. Examples of these are work councils & board representatives. Not particularly effective.
- **Quality circles** – is a work group of 8 – 10 employees & supervisors who have a shared area of responsibility & who meet regularly to discuss quality problems, investigate causes of the problems, recommend solutions & take corrective actions. These circles show little or no effect.

Linking employee involvement programmes & motivation theories

Theory Y is consistent with participative management & Theory X aligns with the more traditional autocratic style of management.

In terms of the two factor theory, employee involvement programmes could provide employees with intrinsic motivation by increasing opportunities for growth, responsibility, involvement in work itself. The opportunity to make & implement decisions & seeing them work out satisfies a need for responsibility, achievement, recognition, growth & enhanced self esteem.

Employee involvement is compatible with ERG theory & efforts to stimulate the achievement need.