

UNIVERSITY OF ESWATINI
INSTITUTE OF POST-GRADUATE STUDIES
DEPARTMENT OF BUSINESS ADMINISTRATION
MAIN EXAMINATION 2018-2019

TITLE OF PAPER: ORGANISATIONAL BEHAVIOUR

PROGRAMME AND SEMESTER: MBA SEMESTER1

COURSE CODE: BUS603

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS

1. THIS PAPER CONSISTS OF SECTION (A) AND (B)
2. THE CASE STUDY IN SECTION A IS COMPULSORY
3. ANSWER ANY THREE QUESTIONS FROM SECTION B

NOTE: you are reminded that in assessing your work, account will be given of the accuracy of language and the general quality of expression, together with the layout and presentation of your responses.

THIS PAPER MUST NOT BE OPENED UNTIL THE INVIGILATOR HAS GRANTED PERMISSION.

GOOD LUCK!!!

SECTION A (COMPULSORY)

Read the case below and answer the questions that follow.

Case illustration: Changing Values in the Workplace

Corporate America has been undergoing a dramatic transformation in the past decade. Amid the Chaos, researchers are finding renewed interest in values. For example, Jack Welch, Chief executive officer of General Electric, has emphasised "soft values in the exponential era". Robert D. Haas of Levi Strauss asserted that "values provide a common language for aligning a company's leadership and its people". Isadore Sharp of Four Seasons Hotels has described values as his company's "psychic core".

What's all this talk about values? Has the image of the Stoic, tough minded CEO given way to an image of a flowing robe and sandals? Over the past several decades, Prudent executives have managed by objectives, not values. Talking about shared values was regarded as too "soft" for the Boardroom. Value-talk was resurrected in the 1980s by management thinkers such as Tom Peters and Robert Waterman whose best-seller, "In Search of Excellence", advocated management revolution based on shared values in the workplace. They stated that "every excellent company takes the process of value shaping seriously, either buy into the company's values or get out".

Two types of values-management styles have been identified: make values and buy values. A make-value management style assumes that workers are changeable and, assuming basic intellectual abilities, capable of being socialised to the corporate values. A buy-value management style, in contrast, assumes that one's values aren't changeable and looks for people who already share the organisations's basic values.

This leads to the complementary outcomes of control and commitment and produces employee behaviour that fulfils stakeholder needs.

Some critics contend that the new focus on values is just another passing fad. Research into the issue is difficult. No clear-cut framework has been developed to distinguish organisations with strong values from those without. None-the-less, several studies have been conducted with managers in a variety of organisations to get their opinion on values' importance in the Morden workplace.

In one study of 45 senior executives, the investigators found that, with one exception, each of the executives spoke with genuine interest and enthusiasm about shared values. Most respondents said that values were a very significant issue and that they spent a lot of time thinking about and discussing them. One executive in a multi-business corporation referred to values as "the only glue we have".

In addition to these findings that demonstrate a concern among senior management over values, today's highly educated workers want more out of work than the pay check. A broad range of social factors have produced a modern workforce with expectations that are different from the past generation workforce. They want a sense of involvement and a shared meaning. They expect to feel comfortable with the organisation values and culture and they want a sense of psychological attachment.

Question 1

1.1 From these illustrations, how do you think values affect organisations?

(10 marks)

1.2 Based on the illustrations on values, what can be your recommendations for instilling positive values and attitudes to practicing managers? (10 marks)

1.3 Other than values, what are the other prevailing influences on individual and group behaviour? (20 marks)

Total

(40 marks)

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(Answer **three** questions from this section)

SECTION B**QUESTION 2**

2.1 "Autocratic leaders like democratic leaders are not good leaders", as they fail to meet the leadership qualities desirable to all parties concerned. Critically evaluate this statement using practical illustrations to further clarify this view. {10 marks}

2.2 In view of this dilemma what solutions do you propose to address the dilemma? In addressing the dilemma also indicate what in your view make an effective leader. {10 marks}

QUESTION 3

3.1 Discuss how traditional approaches to managing organisations prompted dissatisfaction and demotivation among workers. (10 marks)

3.2 To alleviate the Problems in (a), what are the organisational design and other behaviour modification techniques that have been used to influence positive attitudes and hence positive performance. (10 marks)

QUESTION 4

"...Performance evaluation is the most dreadful exercise, I do not know why most practicing organisations worry us with this exercise. They make it such a big deal, when in fact is just a process that is subject to manipulation", exclaimed Lorenzo. In response Jabhi, seemed very excited with it as evidenced from his statement: "At least, we are through with the evaluation exercise, I can't wait to give my employees the evaluation feedback".

Question: Critically evaluate Lorenzo and Jabhi's comments in relation to performance evaluation.

(20 marks)

QUESTION 5

5.1 What is motivation? Why is regarded as the core of management? (10 marks)

5.2 Explain the expectancy theory in your own words. How would you apply the theory to motivating Swazi workers? (10 Marks)

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