

BOTSWANA COLLEGE OF DISTANCE

AND OPEN LEARNING

**Bachelor of Business & Entrepreneurship/Bachelor of Business
Administration- Leadership and Change Management**

Organisational Behaviour

OB211/OB221

Special Examination

Marks: 100

Instructions to candidates:

1. This examination consists of **Four** sections: A, B, C and D
2. Begin each answer to a new question on a new page.
3. Answer questions according to instructions given in each section
4. Write answers in the answer booklet provided
5. Write in grammatical English

SECTION A –MULTIPLE CHOICE QUESTIONS

[10 marks]

Answer ALL questions. Each question carries ONE (1) mark.

Choose the best alternative answer

1. The following are common ingredients of an effective MBO program except _____.
 - A. Participative decision making
 - B. Implicit time period
 - C. Goal specificity
 - D. Performance feedback

2. A _____ decreases acceptable behavior and the behavior is **not** repeated.
 - A. Operant
 - B. Punisher
 - C. Reinforcer
 - D. None of the above

3. _____ is an example of terminal values.
 - A. Self-respect
 - B. Ambition
 - C. Cheerful
 - D. Courage



4. _____ refers to the way people think and perceive the things, people and events around them.
- A. Behaviour
 - B. Attitude
 - C. Cognition
 - D. None of the above
5. The factors that determine whether an individual's behaviour was caused by internal factors or external factors are: _____
- A. Distinctiveness
 - B. Consensus
 - C. Consistency
 - D. All of the above
6. A (n) _____ decision maker has higher tolerance for ambiguity and seeks rationality.
- A. Analytic
 - B. Directive
 - C. Conceptual
 - D. Behavioural
7. Below are characteristics of organisational culture except _____.
- A. People orientation
 - B. Innovation and risk taking
 - C. Attention to detail
 - D. None of the above



8. The scientific management approach was developed by _____.
- A. Elton Mayo
 - B. Henry Fayol
 - C. F.W. Taylor
 - D. A. Maslow
9. The following are job factors that cause dissatisfaction except _____.
- A. Supervision
 - B. Recognition
 - C. Job security
 - D. Pay
10. The _____ stage of group development is characterised with intra-group conflict.
- A. Forming
 - B. Norming
 - C. Storming
 - D. Adjourning

SECTION B – TRUE/FALSE QUESTIONS

[10 MARKS]

Answer ALL questions. Each question carries ONE (1) mark.

State whether each of the following statements is TRUE or FALSE.

1. Organisational behaviour should be studied by top managers only.
2. Individuals who think that their own actions and behaviours have an impact in determining what happens to them have an internal locus of control.
3. Terminal values are those things that we can work toward or we think are most important and that we feel are most desirable.
4. Conflict management is exactly the same as conflict resolution.
5. The halo effect occurs when we draw a general impression on the basis of a single characteristic.
6. Having a few stressors in our lives may not be a problem, but because stress is cumulative, having many stressors day after day can cause a build-up that becomes a problem.
7. According to Herzberg, when hygiene factors are present they act as satisfiers.
8. All teams are groups but not all groups are teams.
9. During the norming stage, there is intragroup conflict.
10. Negotiation is one of the ways of managing conflict.



SECTION C SHORT ANSWERS QUESTIONS

[30 marks]

Answer all questions in this Section.

1. Communication is very important in an organisation. Describe some examples of where effective communication is required in an organisation. **(8 marks)**
2. Compare and contrast Maslow's hierarchy of needs and Alderfer's ERG theory. **(10 marks)**
3. Discuss the four decision-making styles. **(12 marks)**

SECTION D ESSAY TYPE QUESTIONS

[50 marks]

There are two questions in this section. Answer any ONE question.

QUESTION 1

(50 marks)

Read the following questions and answer the questions that follow.

Lemuel Greene was a trainer for National Home Manufacturers, a large builder of prefabricated homes. National Home had hired Greene fresh from graduate school with a master's degree in English. At first, the company put him to work writing and revising company brochures and helping with the most important correspondence at the senior level. But soon, both Greene and senior management officials began to notice how well he worked with executives on their writing, how he made them feel more confident about it, and how, after working with an executive on a report, the executive often was much more eager to take on the next writing task.

So National Home moved Greene into its prestigious training department. The company's trainers worked with thousands of supervisors, managers, and executives, helping them learn everything from new computer languages to time management skills to how to get the most out of the workers on the plant floor, many of whom were unmotivated high school dropouts. Soon Greene was spending all his time giving short seminars on executive writing as well as coaching his students to perfect their memos and letters. Greene's move into training meant a big increase in salary, and when he started working exclusively with the company's top brass, it seemed as though he got a bonus every month. Greene's supervisor, Mirela Albert, knew he was making more than many executives who had been with the company three times as long, and probably twice as much as any of his graduate school classmates who concentrated in English. Yet in her biweekly meetings with him, she could tell that Greene wasn't happy.

When Albert asked him about it, Greene replied that he was in a bit of a rut. He had to keep saying the same things over and over in his seminars, and business memos weren't as interesting

as the literature he had been trained on. But then, after trailing off for a moment, he blurted out, "They don't need me!" Since the memos filtering down through the company were now flawlessly polished, and the annual report was 20 percent shorter but said everything it needed to, Greene's desire to be needed was not fulfilled. The next week, Greene came to Albert with a proposal: What if he started holding classes for some of the floor workers, many of whom had no future within or outside the company because many could write nothing but their own names? Albert took the idea to her superiors. They told her that they wouldn't oppose it, but Greene couldn't possibly keep drawing such a high salary if he worked with people whose contribution to the company was compensated at minimum wage.

Greene agreed to a reduced salary and began offering English classes on the factory floor, which were billed by management (who hoped to avoid a wage hike that year) as an added benefit of the job. At first only two or three workers showed up—and they, Greene believed, only wanted an excuse to get away from the nailing guns for a while. But gradually word got around that Greene was serious about what he was doing and didn't treat the workers like kids in a remedial class. At the end of the year, Greene got a bonus from a new source: the vice president in charge of production. Although Greene's course took workers off the job for a couple of hours a week, productivity had actually improved since his course began, employee turnover had dropped, and for the first time in over a year, some of the floor workers had begun to apply for supervisory positions. Greene was pleased with the bonus, but when Albert saw him grinning as he walked around the building, she knew he wasn't thinking about his bank account.

Questions

- a. Describe Herzberg's Hygiene theory of motivation and apply it to the above case. **(25 marks)**
- b. Discuss Maslow's Hierarchy of needs and apply it to the case. **(25 marks)**

Question 2

(50 marks)

Suppose you are a supervisor in one of the departments at your workplace. There seems to be so much conflict in the department and this is affecting staff morale and hence productivity. As the supervisor, one of your key result areas is to increase productivity. Answer the following questions:

- b. Highlight the common causes of conflict in an organisation. **(5 marks)**
- c. Discuss the different types of interpersonal conflict management and situations where each is appropriate or inappropriate. **(25 marks)**
- d. In order for conflict management strategies to be effective, they should satisfy certain criteria. Discuss this criterion. **(6 marks)**
- e. Suppose the conflict requires negotiation, discuss the process for preparing and conducting a negotiation session. **(14 marks)**

END OF EXAMINATION