



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Leadership and Management
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: : Organisational Behaviour (HOBE00Y)
<u>SEMESTER</u>	: Year
<u>EXAM</u>	: November 2020

<u>ASSESSOR</u>	: Dr S. Seyama		
<u>MODERATOR</u>	: Dr S. Mthiyane (University of Witwatersrand)		
<u>DURATION</u>	: 5 HOURS	<u>MARKS</u>	: 100

NUMBER OF PAGES: 4 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
 2. Number your answers clearly.
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EXAMINATION CONTEXT

The Covid-19 pandemic that swept through the world in late 2019 and through 2020 created a global crisis with unexpected health, economic, education and social dilemmas. In a world turned upside down, when many conventions are disposed of, it is clear that things will not return to the status quo any time soon, if ever. This observation is more apparent in education and has major implications for organisational behaviour. In view of the COVID-19 pandemic challenges, it is crucial that management and leadership thinking and practices positively influence people's behaviour in responding to COVID-19 pandemic.

Answer the following questions in relations to how organisations responded to COVID-19 and the influence of such responses on peoples' organisational behaviour.

QUESTION 1

COVID-19 pandemic created a global crisis, which turned the world upside down – changed the world in unexpected ways. In the context of a crisis, there is a demand for leadership, that is, leadership visibility.

Provide an analysis of your organisation's leadership visibility - how visible was the leadership, was such leadership effective and meaningful in protecting lives, ensuring stakeholders' wellbeing, managing stakeholders' resistance to change and saving the academic year.

(Assessment Criteria – provides an overview of the meaning of crisis and provides justification for the need of leadership during crises = 10; identifies and explain organisation's stakeholders' resistance to change = 10; draws on leadership styles and power bases to offer a critical evaluation of leadership's decisions, actions and influence of these on stakeholders' behaviour = 15).

QUESTION 2

Reflect critically on how power tactics are being exploited in effecting COVID-19 pandemic related changes:

- Rational Persuasion
- Legitimacy
- Consultation
- Pressure
- Coalitions

(**Assessment Criteria** – adequately describes power in relation to its use in organisations = 10; adequately identifies and describes the notion of power tactics in organisations (10); appropriately evaluates how power tactics (specify those used) are used by education leaders, managers and employees in responding to COVID-19 pandemic. = 10)

[30]

QUESTION 3

COVID-19 pandemic required an immediate response, which was also expected to be well-thought to protect peoples' lives and wellbeing and ensure minimal detriment on people's health, education and economy. Such a response is possible in learning organisations where there is a sense of readiness in relation to peoples' capacities and organisational resources. Draw on Senge's learning organisations disciplines' of Systems Thinking and Team Learning to evaluate how your organisation exploited these disciplines in responding to the COVID-19 pandemic.

(Assessment Criteria – provides adequate description of a learning organisation; offers a brief perspective on the meaning and justification of schools (education institutions) as learning organisations (10). Adequately clarifies the notion of Systems Thinking and Team Learning within a school (education) context (10); offers a coherent and comprehensive analysis of organisation's use of these disciplines in preparing, implementing and reviewing COVID-19 related changes (15).

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TOTAL: 100 MARKS