



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

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

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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 to exploit its power base to make the right decisions, command and guide people. Research reports that legitimate and coercive power bases are predominantly used in organisations. However, it suggests that in a pandemic, leadership's coercive power might be most appropriate to enforce life saving measures. In the same breadth, research reports that coercive power is negatively related to employee satisfaction, commitment, wellbeing and performance.

Critically reflect on how your organisation (including government and appropriate departments) utilised coercive power in responding to the COVID-19 pandemic.

**(Assessment Criteria** – provides an overview of the meaning of crisis and provides justification for the need of leadership during crises = 10; critically contrasts the use of coercive and legitimate power in organisations = 10; offers a critical reflection of organisation's use of coercive power in response to COVID-19 = 15).

[35]

## **QUESTION 2**

Changing an organisation's culture is extremely difficult, but cultures can be changed. The evidence suggests that cultural change is most likely to take place because of a dramatic crisis. The current COVID-19 presents such a crisis condition, which enforces a cultural change. Evaluate how the following primary characteristics of organisational culture were influenced by the COVID-19 pandemic:

- Innovation
- Risk taking
- Outcome Orientation
- Aggressiveness
- Team Orientation
- Stability

(**Assessment Criteria** - provides adequate brief description of culture in educational context = 10; provides adequate description of the primary characteristics of organisational culture = 10; provides adequate critical analysis of the influence of COVID-19 on organisation's culture = 15.)

[35]

## **QUESTION 3**

In view of the COVID-19 non-planned changes forced upon education institutions, draw on Kurt Lewin's model of change to reflect and evaluate on how your organisation effected this change.

**(Assessment Criteria** – provides adequate description of Kurt Lewin’s model of change and its relevance in driving change during crises = 10; offers a coherent and comprehensive analysis of organisation’s COVID-19 change process using Kurt Lewin’s model of change = 20)

**[30]**

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**TOTAL: 100 MARKS**