

Tutorial Letter 201/3/2013

Contemporary Management Issues

MNG2602

Semesters 1 and 2

Department of Business Management

This tutorial letter contains important information about your module.

Bar code

CONTENTS

1	INTRODUCTION	3
2	COMMENTS ON ASSIGNMENT 01.....	3
4	CONCLUDING REMARKS	5

1 INTRODUCTION

Dear Student

The purpose of this tutorial letter is to provide feedback on Assignment 01. The questions in Assignments 01 should give you a good indication of the type of questions that you can expect in the examination. Please note that we do not repeat assignment questions in the examination.

2 COMMENTS ON ASSIGNMENT 01

The following table provides you with the answers to the 35 multiple-choice questions in Assignment 01. It also provides you with references to the prescribed book and an explanation of the answer in cases where answers are not directly derived from the textbook.

QUESTION	ANSWER	REFERENCE IN THE PRESCRIBED TEXTBOOK	EXPLANATION (WHERE NECESSARY)
1	4	Chapter 18, page 497	
2	3	Chapter 18, page 497	
3	2	Chapter 18, page 497	
4	3	Chapter 18, page 493	
5	4	Chapter 18, page 493	
6	1	Chapter 18, pages 494 - 495	
7	3	Chapter 18, page 503	
8	4	Chapter 18, page 505	
9	2	Chapter 18, page 504	
10	3	Chapter 9, page 253	
11	1	Chapter 9, page 257	
12	4	Chapter 9, page 255	

QUESTION	ANSWER	REFERENCE IN THE PRESCRIBED TEXTBOOK	EXPLANATION (WHERE NECESSARY)
13	4	Chapter 9, page 259	Symbols of an organisational culture include the name of the organisation and the use of its logo.
14	1		Tiny had a respect for nature and was actively involved in nature conservation. As a result, most of the company's products are "green" and sustainable
15	1	Chapter 9, page 249	It is evolutionary change as the production processes will change incrementally, and the change will mainly affect the marketing and production departments of the company. The organisation as a whole remains intact despite the changes to its name and logo.
16	2	Chapter 9, page 254	A change in structure may also include an improvement of processes or "business architecture"
17	4	Chapter 9, pages 259 – 261	
18	3	Tutorial Letter 502, page 15	
19	3	Tutorial Letter 502 , page 14	
20	2	Tutorial Letter 502, page 12	
21	4	Tutorial Letter 502, page 14	
22	4	Tutorial Letter 502, page 15	
23	2	Tutorial Letter 502, page 15	
24	1	Tutorial Letter 502, page 15	
25	2	Chapter 17, page 467	
26	4	Chapter 17, page 470	
27	3	Chapter 17, page 468	
28	3	Chapter 17, page 474	
29	2	Chapter 17, page 477	

QUESTION	ANSWER	REFERENCE IN THE PRESCRIBED TEXTBOOK	EXPLANATION (WHERE NECESSARY)
30	3	Chapter 17, page 477	An organisation such as SABMiller should be concerned with society's problems, such as drinking and driving, and are showing their concern through initiatives such as "The Responsible Way"
31	1	Chapter 17, page 480	Corporate governance is the system of reference according to which organisations are managed and controlled
32	4	Chapter 17, page 478	
33	1	Chapter 17, page 479	
34	2	Chapter 17, page 476	
35	2	Chapter 17, page 477	

4 CONCLUDING REMARKS

We trust that you find the comments provided in this tutorial letter helpful in your preparation for the examination. The feedback for Assignment 02 will be sent to you after the due date for the assignment. Please contact us should you have any difficulties with studying this module.

Kind regards

Lecturers MNG2602

Unisa

Tutorial Letter 202/3/2013

Contemporary Management Issues

MNG2602

Semesters 1 and 2

Department of Business Management

This tutorial letter contains important information about your module.

Bar code

CONTENTS

1 INTRODUCTION 3

2 COMMENTS ON ASSIGNMENT 02 3

3 CONCLUDING REMARKS..... 5

1 INTRODUCTION

Dear Student

The purpose of this tutorial letter is to provide feedback on Assignment 02. The questions in Assignments 01 and 02 should give you a good indication of the type of questions that you can expect in the examination. Please note that we do not repeat assignment questions in the examination.

For the examination, **you need to study ALL the study units and their corresponding chapters in the prescribed book.** The list of study units and their corresponding chapters in the prescribed book appear in Tutorial Letter 101, paragraph 6.

2 COMMENTS ON ASSIGNMENT 02

The following table provides you with the answers to the 35 multiple-choice questions in Assignment 02. It also provides you with references to the prescribed book and an explanation of the answer in cases where you cannot derive answers directly from the study material..

QUESTION	ANSWER	WHERE TO FIND IT?	EXPLANATION
1	4	Chapter 10, page 274	
2	3	Chapter 10, page 271	
3	2	Chapter 10, page 276 and 280	The melting pot approach assumes that individuals who are different would automatically be part of and understand the organisational culture. This approach, therefore, equates diversity with a loss of individuality.
4	2	Chapter 10, page 276	
5	1	Chapter 10, page 277	
6	3	Chapter 10, page 284	
7	2	Chapter 13, page 365	Group norms are standards shared by members of a group and develops from interaction between group members (not other groups)

QUESTION	ANSWER	WHERE TO FIND IT?	EXPLANATION
8	3	Chapter 13, page 361	
9	2	Chapter 13, pages 363 - 368	Norms form part of the group structure and not the organisational context of group functioning
10	1	Chapter 13, page 365	
11	3	Chapter 13, pages 367 - 368	A cohesive group striving to attain their own goals and not those of the organisation may be detrimental to the organisation.
12	4	Chapter 13, page 368	
13	4	Chapter 13, page 370	All teams are groups, but not all groups are teams
14	1	Chapter 13, page 374	
15	2	Chapter 13, page 372	
16	4	Chapter 13, pages 376 - 377	
17	2	Chapter 4, pages 93 - 94	
18	2	Chapter 4, pages 96 – 97	
19	2		An organisational profile highlights the mission, vision, achievements and goals of the organisation. It also includes the past successes of the organisation and the challenges the organisation had to overcome.
20	3	Chapter 4, page 112	
21	3	Chapter 4, page 115	Disney wished to grow its organisation by opening new theme parks in other countries and, therefore, attracting new clients
22	2	Chapter 4, page 117	
23	4	Chapter 4, pages 121 – 122	

QUESTION	ANSWER	WHERE TO FIND IT?	EXPLANATION
24	2	Tutorial letter 502, page 43	
25	4	Tutorial letter 502, page 45	
26	2	Tutorial letter 502, page 46	
27	3	Tutorial letter 502, page 48	
28	2	Tutorial letter 502, page 49	
29	1	Tutorial letter 502, page 46	
30	2	Tutorial letter 502, page 68	
31	4	Tutorial letter 502, page 69	
32	1	Tutorial letter 502, page 69	
33	3	Tutorial letter 502, page 69	
34	4	Tutorial letter 502, page 70	
35	3	Tutorial letter 502, page 66	

3 CONCLUDING REMARKS

We trust that you will find the comments provided in this tutorial letter helpful when you prepare for the examination. **Please consult Tutorial Letter 101 regarding information on the format of the examination paper.**

We invite you to contact us should you experience any difficulties with studying this module. We wish you the best for the forthcoming examinations!

Kind regards

Lecturers MNG2602

Unisa

Tutorial Letter 101/3/2013

Contemporary Management Issues

MNG2602

Semesters 1 and 2

Department of Business Management

IMPORTANT INFORMATION:

This tutorial letter contains important information about your module.

BAR CODE

CONTENTS

Page

1	INTRODUCTION	3
2	PURPOSE OF AND OUTCOMES FOR THE MODULE.....	4
2.1	Purpose	4
2.2	Outcomes	4
3	LECTURER(S) AND CONTACT DETAILS.....	4
3.1	Lecturers.....	4
3.2	Department.....	5
3.3	University	5
4	MODULE-RELATED RESOURCES.....	5
4.1	Prescribed books	5
4.2	Recommended books	6
4.3	Electronic reserves (e-reserves)	6
5	STUDENT SUPPORT SERVICES FOR THE MODULE	6
6	MODULE-SPECIFIC STUDY PLAN	6
7	MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING	6
8	ASSESSMENT	6
8.1	Assessment plan	6
8.2	General assignment numbers	7
8.2.1	Unique assignment numbers	7
8.2.2	Due dates for assignments	7
8.3	Submission of assignments	8
8.4	Assignments	8
8.5	Feedback on assignments	8
9	EXAMINATION.....	8
10	FREQUENTLY ASKED QUESTIONS	9
11	CONCLUSION.....	9
12	ADDENDUM A: ASSIGNMENTS FOR 2013	10

1 INTRODUCTION

Dear Student

We would like to take this opportunity to welcome you as a student of Contemporary Management Issues (MNG2602), and trust that you will have a pleasant, stimulating and successful academic semester.

The purpose of this tutorial letter is to convey important information pertaining to MNG2602, specifically with regard to your lecturers, tutorial matter, the assessment system, the assignments and the examination.

Generic information and an orientation to open and distance learning (ODL) is contained in the *My studies @ Unisa* brochure, which is included in your study package with this Tutorial Letter 101.

Information relating specifically to the Department of Business Management is included in Tutorial Letter 301/MNALLEQ/4/2013.

1.1 Tutorial matter

The Department of Dispatch will supply you with the following tutorial matter for this module (MNG2602):

- Tutorial Letters 101 and 301
- Tutorial Letter 501, which replaces the study guide for this module
- the *My studies @ Unisa* brochure

Some of this tutorial matter may not be available when you register. The Dispatch Department will post late items of tutorial matter to you as soon as possible, but the material is also available on myUnisa.

1.2 myUnisa

If you have access to a computer linked to the internet, you can quickly access resources and information at the University. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet. You can also download study material from myUnisa.

To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the “Login to *myUnisa*” link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult *My studies @ Unisa* brochure for more information on myUnisa.

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

The purpose of the module is to provide students with the necessary competencies (knowledge, values and skills) to explore the role of the manager in the contemporary organisation, which functions in a business environment characterised by major ongoing change. The traditional management functions of planning, organising, leading and control are re-examined in the context of the dynamic business environment of the 21st century, where managers face new and unique challenges. The emerging new era of management theory – describing and theorising about the changes occurring in contemporary organisations – underpins this module. On completion of the module, students will be able to identify and describe the challenges facing contemporary managers and their responses to these challenges to meet organisational goals. The module provides students with opportunities to discover a range of new organisational responses to a changing environment

2.2 Outcomes

Qualifying students will be able to achieve the following outcomes:

- describe the challenges faced by managers of contemporary organisations functioning in an environment characterised by major ongoing change
- evaluate the effect of corporate culture, power, and politics on an organisation's response to environmental change in its market and macro-environment
- understand how organisations design their structures to adapt to environmental change by becoming flatter, more flexible, diverse and global
- explain the partnership approach to supply chain management and describe how information technology transforms managers' work

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

Direct all queries that are not of a purely administrative nature, **but related to the contents of this module**, to your lecturers. Please have your study material with you when you contact us.

Lecturers: Ms MJ Vrba and Prof T Brevis-Landsberg

Telephone numbers: +27 12 429 4643/4764

Email addresses: vrbamj@unisa.ac.za

brevit@unisa.ac.za

Postal address: General Management, Department of Business
Management, University of South Africa, PO Box 392,
Unisa, 0003

Please note: Do not enclose letters to lecturers in your assignments.

3.2 Department

The contact details for the Department of Business Management are as follows:

Email address	busman@unisa.ac.za
Telephone number	+27 12 429 4220
Fax number	+27 12 429 8558
Postal address	Department of Business Management University of South Africa PO Box 392 Unisa 0003

3.3 University

You can find general Unisa contact details in *My studies @ Unisa*. You can also use the following methods to contact the University:

Unisa website	http://www.unisa.ac.za
Unisa mobile website	http://mobi.unisa.ac.za
Telephone number	+27 12 429 4220
Email address	For general information you may contact Unisa via email at info@unisa.ac.za
SMS	SMS 32695 – only for students in South Africa
Fax	You can fax documents to +27 12 429 4150 , which will then be distributed to and processed by the relevant department

Always have your student number and your module code at hand when you call the University.

4 MODULE-RELATED RESOURCES

4.1 Prescribed books

Your prescribed book for this module, which you must purchase yourself, is as follows:

Smit, PJ, Cronjé, GJ de J, Brevis, T & Vrba, MJ. 2011. *Management principles: a contemporary edition for Africa*. 5th edition. Cape Town: Juta.

You can obtain the prescribed book from the University's official booksellers. Refer to the list of official booksellers and their addresses in *My studies @ Unisa*. If you have difficulty finding a copy of this book at these booksellers, please contact the Prescribed Book Section via

telephone: +27 12 429 4152

or

email: vospresc@unisa.ac.za.

4.2 Recommended books

There are no recommended books for this module

4.3 Electronic reserves (e-reserves)

There are no e-reserves for this module

5 STUDENT SUPPORT SERVICES FOR THE MODULE

For information on the various student support systems and services available at Unisa (eg student counselling, language support), please consult the *my Studies @ Unisa* brochure.

6 MODULE-SPECIFIC STUDY PLAN

The table below lists the study units and chapters in Smit, Cronje, Brevis and Vrba (2011) which you need to study for the examination in the module, MNG2602.

Study unit In Tutorial Letter 501	Chapter in Smit et al (2011)
1 Forces of change and new organisation forms	18
2 Managing change: culture, innovation and technology and corporate culture	9
3 Power and politics	None
4 Ethics, corporate social responsibility and corporate governance	17
5 Managing diversity	10
6 Strategic planning	7
7 Project management	None
8 Groups and teams in the organisation	13
9 Value chain and e-business	None

Using the information in *My studies @ Unisa* on general time management and planning skills, you need to plan your time to enable you to complete the assignments on time and do the required revision prior to the examination.

7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work for this module.

8 ASSESSMENT

8.1 Assessment plan

Admission to the examination for MNG2602

You **must** submit Assignment 01 in order to obtain **admission to the examination**.

Year mark

- Your **year mark** for this module will be a combination of the marks you earned for the two assignments – each assignment will contribute **50%** to your year mark.
- The **year mark** will contribute a maximum of **10%** to your **final assessment mark** for the module, while the **examination mark** will contribute **90%**.
- The **combination** of the **year mark** and the **examination mark** must be **50% or more** in order to **pass** the module.

Subminimum rule

Irrespective of the year mark obtained, you must obtain a **subminimum of 40% in the examination in order to pass the module**. In line with the Unisa assessment policy, we will not consider your year marks if you obtain less than 40% in the examination. In such an event, the mark obtained in the examination will be the final mark. You will therefore not pass a module if your examination mark is less than 40%.

8.2 General assignment numbers

We number the assignments consecutively per module, starting from 01. For MNG2602, you need to complete two assignments, Assignment 01 and Assignment 02.

8.2.1 Unique assignment numbers

We allocate different **unique numbers** to the two assignments. Please ensure that you fill in the **correct unique number** on the mark-reading sheet and assignment cover page.

8.2.2 Due dates for assignments

A specific due date applies for each of the assignments. A few weeks after the due date for each assignment, you will receive a tutorial letter with the answers and guidelines on dealing with each assignment. You should study these guidelines in preparation for the examination because the examination paper may contain similar (but not the same) questions. Addendum A contains the assignments for 2013.

Assignment number	First semester 2013	
	Due Date	Unique number
01	11 March 2013	280751
02	8 April 2013	277006
Assignment number	Second semester 2013	
	Due Date	Unique number
01	12 August 2013	263732
02	23 September 2013	379772

The two assignments and their respective unique numbers differ for the two semesters. Please make sure that you provide the correct assignment number and unique number when submitting your assignments.

8.3 Submission of assignments

You may submit assignments comprising multiple-choice, which you completed on mark-reading sheets, either by post or electronically via myUnisa. You may not submit your assignments by fax or email.

To submit an assignment via myUnisa

- go to myUnisa
- log in with your student number and password
- select the module
- click on assignments in the menu on the left-hand side of the screen
- click on the assignment number you wish to submit
- follow the instructions

8.4 Assignments

You may direct enquiries about the receipt of assignments or assignment marks to the Directorate of Student Assessment Administration (see *My studies @ Unisa* for details). You can obtain assignment information by accessing myUnisa.

Bear in mind note that, even if you submit your assignment before the due date, the assignment section will only assess it on or after the due date.

8.5 Feedback on assignments

You will receive the correct answers automatically for multiple-choice questions. We will send feedback on assignments to all students registered for this module in follow-up tutorial letters. The numbers of the tutorial letters will be 201 and 202.

As soon as you have received the feedback, please check your answers. The assignments and the feedback on these assignments constitute a vital part of your learning and should help you to prepare for the next assignment and the examination.

For detailed information on assignments and the use of mark-reading sheets for multiple-choice assignments, see *My studies @ Unisa*, which you received with your study package and Tutorial Letter 301/MNALLEQ/4/2013.

9 EXAMINATION

We offer this module in a semester period of 15 weeks. This means that if you register for the **first semester**, you will write the examination in May/June 2013 and if you fail, but qualify for a supplementary examination, you will write the supplementary examination in October/November 2013. If you register for the **second semester**, you will write the examination in October/November 2013, and if you fail, but qualify for a supplementary examination, you will write the supplementary examination in May/June 2014.

During the semester, the Examination Section will provide you with information on the examination in general, and the relevant venues, dates and times.

Requirements for admission to the examination

Admission to the examinations is automatic if you submit Assignment 01 on or before the due date. Students who do not submit Assignment 01 will not obtain admission to the examination.

Format of the examination paper

You have to complete the examination paper for MNG2602 in **two hours**. The paper comprises **70 multiple-choice questions**, ranging from direct theoretical and matching questions to application questions based on a case study. Each of the 70 questions is worth one mark.

Preparation for the examination

- You have to study from the prescribed book **and** Tutorial Letter 501. The tutorial letter does not contain a summary of the prescribed book, but comprises a different learning aid.
- You have to study **all** the **study units** in Tutorial Letter 501 and the **corresponding** chapters in the **prescribed book**.
- Start by carefully reading the relevant chapter in the prescribed book. The book provides the **broad context** of each study unit. Prepare your own **summaries** and notes on the most important theoretical concepts.
- Next, read the **study unit** in Tutorial Letter 501. By now you should be familiar with the theory – compare your own notes with the summary of the study unit in the tutorial letter.
- **Memorise the theory** in the tutorial letter, supplemented by your own notes and summaries.

See *My studies @ Unisa* for general guidelines on the examination and examination preparation.

10 FREQUENTLY ASKED QUESTIONS

My studies @ Unisa contains an A-Z guide of the most relevant study information.

11 CONCLUSION

We trust that you will make the most of this opportunity to study general management and wish you all the best with your studies. We are looking forward to being your partners in this endeavour.

Your MNG2602 lecturers

12 ADDENDUM A: ASSIGNMENTS FOR 2013

ASSIGNMENT 01

FIRST SEMESTER	
DUE DATE: 11 March 2013	UNIQUE NUMBER: 280751
SECOND SEMESTER	
DUE DATE: 12 August 2013	UNIQUE NUMBER: 263732
<ul style="list-style-type: none">• This is a compulsory assignment, which you have to submit to obtain admission to the examination.• The assignment applies to both the first and second semesters.• The assignment deals with study units 1 to 4 in Tutorial Letter 501 (and the corresponding chapters in the prescribed book).• The assignment comprises 35 multiple-choice questions, worth one mark each.• Answer all the questions on a mark-reading sheet.• Write down your name, student number and the unique number of this assignment on the mark-reading sheet.• Please ensure that your assignment reaches us on time. We will accept no late submissions.• You can submit your assignment via myUnisa.	

Questions 1 to 3

Some of the differences between “old” and “new” organisations that have developed because of drastic environmental change are summarised in the table below.

	“Old” organisations	“New” organisations
a	Vertical integration	Networked
b	Compliance	Commitment and results
c	Ethnocentric	Global
d	Homogeneous	Diverse
e	Top-down	Where information resides
f	Hierarchical	Lateral
g	Fixed	Permeable
h	Efficiency	Innovation

1. Which of the variables listed in the table refer to the **strategic focus** of “old” and “new” organisations respectively?
 - 1 c
 - 2 b
 - 3 e
 - 4 h

2. Which of the variables listed in the table refer to the **mindset** in “old” and “new” organisations?
 - 1 e
 - 2 d
 - 3 c
 - 4 g

3. Which of the variables listed in the table refer to the **competitive thrust** of “old” and “new” organisations?
 - 1 f
 - 2 a
 - 3 d
 - 4 b

Questions 4 to 6

Match each force that causes **organisations to change** in column **A** with a **key idea** of the force in **column B**.

Column A Force that causes organisations to change	Column B Key idea of the force
4. Increased power and greater demands of the customer	1 Risk taking, collaborating with people and knowledge to deal with the unexpected are job requirements.
5. Growing importance of intellectual capital and learning	2 Organisations focus and organise around what they do best – core competencies.
6. New roles and expectations of workers	3 Consumers use criteria such as cost, quality, time, service, innovation and customisation when making decisions.
	4 Critical factors of production are no more land, labour and raw material.
	5 Organisations operate without the constraints or traditions of national boundaries.

Questions 7 to 9

Consider the following list of managerial challenges that managers of contemporary organisations must overcome, and then answer questions 7 to 9.

- a an appreciation of the differences between cultures
- b must receive training in cross-cultural communication
- c develop team structures and processes for each kind of team in the organisation
- d form and maintain alliances with customers, suppliers and competitors
- e develop negotiating skills to negotiate win-win situations with all involved in organisational processes
- f develop skills in multitasking to work productively at several tasks
- g develop systems for conflict resolution

7. One feature of emergent “new” organisations is that they form **networks, internally and externally**. Which of the challenges in the list refer to this **feature**?

- 1 a and g
- 2 b and f
- 3 c and d
- 4 d and e

8. Another feature of emergent “new” organisations is that they are **flexible**, which poses a number of challenges for the managers of these organisations. Select **one** such a challenge from the list.
- 1 c
 - 2 d
 - 3 e
 - 4 f
9. “New” organisations have **flat** structures, and a managerial challenge associated with this feature that appears on the list, is _____.
- 1 c
 - 2 e
 - 3 f
 - 4 g

Questions 10 to 17

An adventurer named “Tiny” Brown, whose exploits in Africa were legendary, established Brown Earth Company in 1950. Older employees at Brown Earth frequently tell stories to new employees about Tiny’s adventures, and people at Brown Earth Company still identify with Tiny’s colourful personality, his respect for nature and his active involvement in nature conservation. Many of the company’s products are “green” and sustainable. Interactions between managers and employees are informal but people respect one another. The company is planning to launch an innovative new product that will require substantial changes in the production and marketing departments of Brown Earth Company. Production processes will change incrementally and many employees will move to other departments and sections of the organisation. In line with the changes the company wants to implement, its name will change to Green Planet Company and the corporate image will change. The new corporate colour will be green and a new logo will appear on all packaging and company stationery. Some of the employees at Brown Earth Company do not fully understand why change is necessary and they feel threatened by the intended changes.

10. The planned changes at Brown Earth Company involve the following **areas of organisational change**: _____.
- 1 strategy, people, structure and processes
 - 2 technology, structure, innovation and strategy
 - 3 strategy, people, technology and structure
 - 4 culture, people, structure and innovation
11. Which of the following techniques can Brown Earth Company use to **overcome** the employees’ resistance **to change**, which is caused by fear and anxiety?
- 1 facilitation and support
 - 2 negotiation and rewards
 - 3 co-optation and manipulation
 - 4 coercion

12. General **reasons** why people **resist change** include _____.
- 1 inertia, surprise, inflexibility and conservatism
 - 2 surprise, inertia, conservatism and group pressure
 - 3 peer pressure, timing, inflexibility and inertia
 - 4 inertia, surprise, peer pressure and timing
13. Which **one** of the following characteristics of Brown Earth Company is a **symbol** that expresses the company's **culture**?
- 1 Older employees at Brown Earth frequently tell stories to new employees about Tiny's adventures.
 - 2 Many of the company's products are "green" and sustainable.
 - 3 Interactions between managers and employees are informal but people respect one another.
 - 4 The new corporate colour will be green and a new logo will appear on all packaging and company stationery.
14. At Brown Earth Company, the underlying **assumption** seems to be that "the way we do things here" is to _____.
- 1 treat nature with respect (green and sustainable products)
 - 2 design innovative new products
 - 3 embrace change
 - 4 change the logo to reinforce a new image
15. Brown Earth Company plans to implement _____ **change**.
- 1 evolutionary
 - 2 revolutionary
 - 3 punctuated
 - 4 radical
16. Production processes will change at Brown Earth Company and many employees will move to other departments and sections of the organisation. These changes refer to **changing** the _____ of Brown Earth Company.
- 1 strategy
 - 2 business architecture
 - 3 technology
 - 4 people

17. Which of the following **elements** determine and express the **corporate culture** at Brown Earth Company?
- Interactions between managers and employees are informal but people respect one another.
 - Older employees at Brown Earth frequently tell stories to new employees about Tiny's adventures.
 - The new corporate colour will be green and a new logo will appear on all packaging and company stationery.
 - Employees feel threatened by the impending changes,
- a, b
 - b, c, d
 - b, c
 - a, b, c
18. Acceptable organisational **political action** includes all of the following, **except** _____.
- finding allies who will act together
 - using power and influence
 - coercing people to support you
 - utilising networks upwards, downwards and horizontally
19. Students have elected Vusi, a third-year university student majoring in political science, to serve on the Student Representative Council (SRC).
- Vusi has _____ **power** to protect the interests of fellow students at SRC meetings.*
- referent
 - expert
 - legitimate
 - reward
20. Although Mary has no formal authority at the organisation where she works, she has the ability to convince people to act in ways they would not normally act.
- Mary has _____.*
- power
 - influence
 - legitimate power
 - expert power

21. A key factor that determines the **power** an individual obtains through his or her informal social network in an organisation is the _____
- 1 average age of the people in the person's network
 - 2 organising skills of the person to keep the network going
 - 3 number of contacts in the department or section where the person works
 - 4 number of contacts between the person and important decision makers

Questions 22 to 24

People use "currencies" to take political action in organisations. Match the organisational "**currency**" in **column A** with the appropriate **example** of the **currency** in **column B**.

Column A Organisational "currency"	Column B Example of a "currency"
22. Rewards	1 Information sharing
23. Relationships	2 Inclusion
24. Tasks	3 Recognition of importance
	4 Interesting prospects
	5 Perks to signal status

Questions 25 to 26

Napster launched its website (www.napster.com) in the USA in the summer of 1999 – and the global music industry changed forever. Napster is a system that enables musicians and music fans to locate music available in the MP3 and WMA1 music formats. The Recording Industry Association of America (RIAA), a trade group representing the world's biggest record labels, such as Universal Music, Sony Music, Warner Music, EMI Group and Bertelsmann AG, strongly condemned Napster's offering of this "peer-to-peer" technology. The RIAA alleged that Napster was engaging in or assisting others in copying copyrighted music without payment or the expressed permission of the rightful owners.

25. It seems that Napster faced a _____ **dilemma**, a situation in which each alternative, choice or behaviour is undesirable because of potentially negative consequences.
- 1 legal
 - 2 ethical
 - 3 sustainability
 - 4 corporate social responsibility
26. However, Napster maintained that its services afford upcoming artists the opportunity to distribute and promote their music directly to consumers.

*In this example, Napster used the _____ **approach** to justify its decisions.*

- 1 organisation
- 2 justice
- 3 human rights
- 4 utilitarian

27. Dr Scarface is a plastic surgeon and his business has been growing rapidly. Owing to the huge number of patients he sees, he is often pushed for time and then takes shortcuts and does not follow the correct procedures when treating patients. This is a violation of the Code of Ethics for Plastic Surgeons.

Dr Scarface should take the _____ level of ethical decision making into consideration.

- 1 individual
- 2 organisational
- 3 association
- 4 societal

28. The first and most important requirement to foster a culture of **good ethics** in an organisation is _____.

- 1 formulating a code of ethics
- 2 establishing ethical structures
- 3 setting a good example
- 4 whistle blowing

29. The top manager of a successful South African company believes that the best way to help society is to succeed as a business – providing products that people enjoy, creating jobs and wealth and paying taxes.

The level of social responsibility evident here is _____.

- 1 social responsiveness
- 2 social obligation
- 3 social reaction
- 4 responsibility towards the community

30. The chief executive officer of SABMiller believes that his organisation has a responsibility to ensure that consumers use its products sensibly, and SABMiller therefore offers a range of educational programmes in areas such as underage drinking and road safety under the title "The Responsible Way".

This reflects a _____ level of social responsibility.

- 1 social responsiveness
- 2 social obligation
- 3 social reaction
- 4 societal

31. To strengthen the balance of independent representation on the board of directors and its committees, one director of a South African company stepped down from the remuneration committee in order to meet the independence requirements of the board. This statement refers to the company's _____.
- 1 corporate governance
 - 2 corporate social responsibility
 - 3 social responsiveness
 - 4 levels of ethical decision making
32. Which of the following are Pick n Pay's **secondary stakeholders**?
- 1 customers and suppliers
 - 2 shareholders and employees
 - 3 suppliers and customers
 - 4 the community and the country as a whole
33. The King III Report _____.
- 1 embraces the triple bottom line approach
 - 2 is an example of an ethical decision-making process
 - 3 focuses on the single bottom line of profit
 - 4 is an example of a code of ethics
34. A definition for **corporate social responsibility** is _____.
- 1 the code of moral principles that directs the behaviour of an individual or group in terms of what is right or wrong
 - 2 the obligation of a manager, in the process of serving his or her own business interests, to take actions that also protect and enhance society's interests
 - 3 the system by reference to which organisations are managed and controlled and from which the organisation's values and ethics emerge
 - 4 behaviour that meets the organisation's needs of the present without compromising of future generations to meet their own needs

Question 35

Match the **level of social responsibility** in column A with the correct **explanation** in column B.

Column A (Level of social responsibility)	Column B (Explanation)
35. Social reaction	1 An organisation pursues profit within the constraints of the law imposed by society.
	2 A minimum requirement is that organisations are accountable for the ecological, environmental and social costs incurred by their actions.
	3 An organisation seeks to prevent or find solutions to social problems.
	4 An organisation protects the natural rights of its stakeholders.

ASSIGNMENT 02

FIRST SEMESTER	
DUE DATE: 8 April 2013	UNIQUE NUMBER: 277006
SECOND SEMESTER	
DUE DATE: 23 September 2013	UNIQUE NUMBER: 379772
<ul style="list-style-type: none"> • This is a compulsory assignment • The assignment applies to both the first and second semesters. • The assignment deals with all the study units in Tutorial Letter 501 (and the corresponding chapters in the prescribed book). • The assignment comprises 35 multiple-choice questions, worth one mark each. • Answer the questions on a mark-reading sheet. • Write down your name, student number and the unique number of this assignment on the mark-reading sheet. • Please ensure that your assignment reaches us on time. We will accept no late submissions. • You can submit your assignment via myUnisa. 	

1. **Diversity** is about _____.

- 1 affirmative action
- 2 equal employment opportunities
- 3 a vendetta against white males
- 4 profitability

2. **Diversity** is **not** about _____.

- 1 demographics
- 2 values
- 3 culture
- 4 behaviour

3. **Diversity** is often described as a “melting pot” where people become part of a collective identity.

This statement _____.

- 1 describes diversity as an asset and as something beneficial
- 2 equates diversity with a loss of individuality
- 3 applies to and includes everyone – it is not exclusionary
- 4 reflects the true meaning of diversity

4. A key component of managing diversity revolves around the platinum rule.

*The **platinum rule** refers to treating* _____.

- 1 all people in the same way
- 2 people in the way they would like to be treated
- 3 people in the way you would like to be treated
- 4 different groups of people differently

5. There are many reasons for the increased focus on **managing workforce diversity**, but the single most important challenge is _____.

- 1 the changing demographics of the labour force
- 2 the absence of legislation and legal action
- 3 an increased awareness that diversity can create many problems
- 4 proof that a homogeneous workforce performs best

6. The *Employment Equity Act* is an example of the _____ **diversity paradigm**.

- 1 learning-effectiveness
- 2 access-legitimacy
- 3 discrimination-fairness
- 4 discrimination-legitimacy

7. Which **one** of the following is **not** a **group characteristic**?
- 1 The relationships between the positions held by members form the group's structure.
 - 2 Group norms are standards shared by members of a group and developed from interaction between various groups in the organisation.
 - 3 Leadership plays a key role in the goal attainment of groups.
 - 4 Each member has an associated role comprising the behaviour expected from the incumbent of the particular position.
8. The stage of group development when group members experience a preliminary sense of closeness and consequently try to protect the group from disintegration is the _____ **stage**.
- 1 performing
 - 2 adjourning
 - 3 norming
 - 4 forming
9. Factors in the organisational **context** that influence the functioning of a group include _____, but **not** _____.
- 1 organisational goals and strategies; physical work setting
 - 2 authority structures; norms
 - 3 organisational resources; personnel selection process
 - 4 performance management system; organisational culture
10. Each member in a group carries a **role expectation**, which _____.
- 1 is the way others believe a person should act in a given situation
 - 2 is the view of an individual of how she is expected to act in a given situation
 - 3 comprises the different roles an individual fulfils at the same time
 - 4 refers to the incompatibility of the roles one individual fulfils
11. Which **one** of the following statements is **incorrect**?
- 1 Group cohesiveness develops because of the attraction the group has for the individual, and relates to the individual's needs.
 - 2 Groupthink is a phenomenon associated with cohesiveness, and it has an influence on the creativity of groups.
 - 3 Managers should always encourage group cohesiveness.
 - 4 Managers can encourage cohesiveness by keeping groups as small as possible.

12. **Groupthink** _____.
- 1 occurs when group members take decisions that carry either more or less risk than the decision that individual members would make on their own
 - 2 is a generally agreed-upon standard of behaviour to which every member of the group has to adhere
 - 3 refers to group solidarity – the way a group stands together
 - 4 occurs when individual group members do not express their own realistic assessment of a decision in cases where group consensus differs from their own assessment
13. Which **one** of the following statements is **incorrect**?
- 1 Teams need people with complementary competencies.
 - 2 Team members are committed to a common purpose.
 - 3 The mission of the organisation and the team is known and shared by all members.
 - 4 All groups are teams, but all teams are not groups.
14. A few employees, working at the assembly line of a motorcar manufacturer, meet for a few hours every week to discuss ways of improving quality, is a/n _____ **team**.
- 1 problem solving
 - 2 self-managed work
 - 3 cross-functional
 - 4 interest
15. One of the major **characteristics of a work team** is _____, implying that the individual efforts of team members result in a level of performance that is greater than the sum of their individual inputs.
- 1 entropy
 - 2 synergy
 - 3 shared leadership
 - 4 common purpose
16. Big Company makes extensive use of teams and uses a number of options to ensure that its employees are **effective team members**.
- Which **one** of the following is **not** such an option?*
- 1 Realign reward systems to reward both individuals and teams.
 - 2 Train existing and new employees to become effective team members.
 - 3 Follow a strict selection process to ensure that they employ the right people
 - 4 Reward teams for input, not for outcomes.

Questions 17 to 35

Read the following case study and answer questions 17 to 35

DISNEY'S EURO DISNEYLAND VENTURE

Through amusement parks, television series and numerous classic live-action and animated motion pictures, the Walt Disney Company (Disney) brought decades of entertainment, fun and fantasy to families worldwide. The founder of the company, Walt Disney, was born in 1901 in Chicago and raised in a humble, middle-class family. In 1923, Walt created Disney Bros. Studios with his brother Roy. In 1955, the company in Anaheim, California opened the first theme park. In 1966, Walt Disney died of lung cancer. In 1971, Walt Disney World opened near Orlando, Florida.

In 1983, Disney was one of many American organisations to expand on foreign soil by opening Tokyo Disney. This theme park was an instant success. In fact, Disney's executives believed that they had learnt so much about opening a theme park in another country – and since Tokyo Disneyland was an instant success – they immediately began to search for a site for a fourth park. Disney decided on Paris in France, and in 1992 they opened Euro Disney (later named Disneyland Paris).

To find a site for their fourth theme park, Disney considered Europe where Disney films historically have done better than in the United States. From 1983 until 1987, Disney searched for sites in the United Kingdom, France, Germany, Spain and Italy. Finally, they decided on Paris, France.

France had a large population with a spectacular transportation network. The very successful Tokyo Disneyland was located in a cold-weather climate and virtually the same latitude as Paris. For this reason, Disney executives assumed they would be able to operate in similar weather conditions in Paris.

The French government sold Disney the 4 400-acre site at a fraction of its market value in the Marne-la-Vallée region, which has an ideal geographical location since it is 32 kilometres due east of the centre of Paris, and halfway between the two international airports Orly and Roissy-Charles-de-Gaulle. Disney assumed that Paris would offer Euro Disneyland a wealth of potential guests and employees.

In the agreement between Disney and the French government, the latter promised Disney favourable loan terms, an extended railway system from Paris to the theme park, two additional interchanges linking Euro Disney with a main highway and a special station for high-speed trains at the theme park. Disney agreed to offer jobs and contracts to local suppliers. In a region that suffered from a high unemployment rate, Disney executives believed that they could provide economic benefits to the region.

Once they decided to open Euro Disney in Paris, Disney executives had to integrate American risk management techniques into a French environment. They needed to cope with language barriers and an unfamiliar French legal framework.

Euro Disney opened its doors April 12, 1992, in the hope to attract 11 million guests per annum, more than twice the number that visits the Eiffel Tower – of which one half was expected to be French.

Disney's dream of achieving at least the same success that they had in Japan did not become a

reality. Why?

Euro Disney reported a loss of US\$905 million in their first year in operation, and by December 1993, they had accumulated a loss of US\$1,03 billion. Various factors contributed to their poor financial performance; primarily, Disney was overly ambitious in their estimated sales and profit figures. They made strategic and financial miscalculations and relied on debt during a period when European interest rates were beginning to increase. Disney also miscalculated European habits, which affected their sales and profit figures negatively. Disney displayed no regard for bottom-line construction cost and over-expenditure also impacted negatively on sales and profit figures. Disney Executives estimated that labour costs would be 13% of revenues. However, in 1992, the actual figure was 24%, and in 1993, it increased to 40%, contributing even further to Euro Disney's debt. Furthermore, Euro Disney opened during a European economic recession, where the real estate market had collapsed.

Euro Disney experienced operational problems as well. For example, they had difficulty allocating staff effectively and efficiently, they experienced problems with bus drivers in terms of the size of the designated space for buses and insufficient restroom facilities for bus drivers.

To add to the operation problems was the difference in employees' acceptance of conditions of employment. In Orlando, cast members were accustomed to – and accepted – that they had to go home if their services were not required. However, French cast members did not readily accept flexible time schedules.

Lastly, Disney made operational errors involving the computer stations at the hotels. Disney executives estimated that guests would stay at the park for several days – an expectation not realised. Many guests arrived early in the morning, spent the day at the park, checked into the hotel late at night, and then checked out early the next morning. Since so many guests checked in and out, Disney had to install additional computer stations at the hotels to decrease the time the guests stood in line.

Disney made human resource estimates indicating that they had to recruit, hire, train and house 12 000 people working as cast members in the 12 months before the opening of the park. This would have posed a challenge for any company, but even more so for Disney, whose “cast members” became more like members of a theatre troupe. Language and cultural barriers complicated the process even further.

A miscalculation in terms of per capita spending was probably the greatest detrimental factor in Euro Disney's poor financial performance. Disney had assumed that guests visiting Euro Disneyland would spend large amounts of money as they did in the USA and Tokyo. Actual spending was 12% less than predicted. Furthermore, Europeans' per capita income is lower than that of the Japanese visitors are, and they are likely to spread their money over long vacations, not four-day spending sprees.

The total construction cost of Euro Disney was US\$4 billion, of which they borrowed US\$2.9 billion at high interest rates. Thus, from the onset, the project was highly leveraged. Euro Disney made a huge mistake by not considering the views of the French when developing their marketing strategies. The Walt Disney Company agreed there may have been marketing mistakes, but they blamed the mistakes on a lack of data on how Europeans would react to the “Disney Magic”. Investors, however, believed that they were the victims of Euro Disney's problems since the Walt Disney Company did not communicate its difficulties effectively.

The Magic Kingdom concept, successful in California and Tokyo, was apparently not compelling enough for Europe.

Source: Adapted from The Walt Disney Company <http://www.fundinguniverse.com/company-histories/The-Walt-Disney-Company-Company-History.html>. Accessed 14 November 2011.

Burgoyne, <http://www.oitc.com/Disney/Paris/English/LynEuroDisney.html>. Accessed 14 November 2011.

Spencer, EP. 1995. Euro Disney: what happened? What next? *Journal of International Marketing* 3(3):103-114.

17. The Disney company decided to expand on foreign soil by opening theme parks in Tokyo and Paris.

*This is an example of the formulation of a _____ **strategy** of the company, indicating _____ and _____.*

- 1 business; how best to compete in the industry; in which markets Disney intends to compete
- 2 corporate; the course chartered for Disney as a whole; the set of businesses and markets Disney intends to compete in
- 3 functional-level; functional goals that Disney wants to achieve; resources needed to achieve its functional goals
- 4 grand; functional goals; functional strategies for the Disney company

18. "The Walt Disney Company wants to be one of the world's leading producers and providers of entertainment and information. Using our portfolio of brands to differentiate our content, services and consumer products, we seek to develop the most creative, innovative and profitable entertainment experiences and related products in the world."

This statement reflects Disney's _____.

- 1 vision
- 2 mission
- 3 grand strategy
- 4 overall goal

19. Which of the following could have appeared in an **organisational profile** for Disney in 1992 when Disneyland Paris opened?

- a Disney is renowned for bringing entertainment, fun and fantasy to families worldwide through amusement parks, television series and classic live-action and animated motion pictures.
- b Disney can provide economic benefits to countries where they build theme parks.
- c European interest rates were rising.
- d Disney overspent on labour costs.
- e Europe's real estate market collapsed and they entered an economic recession.

- 1 a b c
- 2 a b d
- 3 a b c d e
- 4 c e

20. Which **generic strategies** did Disney follow when they opened Disneyland Paris?
- 1 low-cost leadership
 - 2 differentiation
 - 3 focus
 - 4 harvesting
21. Which **grand strategies** did Disney follow when they opened Disneyland Paris?
- 1 concentration growth
 - 2 diversification
 - 3 market development
 - 4 a strategic alliance
22. The successful implementation of appropriate corporate strategies could shape the future of Disneyland Paris. One such **strategy**, _____, could eliminate inefficiencies in the park and reduce costs and assets.
- 1 divestiture
 - 2 turnaround
 - 3 harvesting
 - 4 liquidation
23. In the **Boston Consulting Group growth/share matrix**, Disneyland Paris is a _____.
- 1 cash cow
 - 2 star
 - 3 question mark
 - 4 dog
24. The project manager of Disney's Euro Disneyland venture should have taken four of the following important **elements of project management** into consideration:
- a cost
 - b time
 - c profit
 - d risk
 - e quality
 - f marketing
- 1 a b c d
 - 2 a b d e
 - 3 b c d e
 - 4 c d e f

25. A strategic manager is a key role player in project management. In Disney's Euro Disneyland venture, the **strategic manager** had to _____.
- 1 translate the strategic priorities and goals of the Disney Company into potential programmes
 - 2 plan, execute, control and finalise the project
 - 3 compile a project plan stating how, when, where and by whom the various tasks would be done
 - 4 analyse Disney's internal and external environment in Europe, define the direction of the company's Euro Disneyland venture and take all potential sources of risk into account
26. Which **key role player** in the Disney's Euro Disneyland venture would have been responsible for approving project plans, analysing project progress reports and identifying deviations between actual and planned project objectives? The _____.
- 1 project team
 - 2 project centre
 - 3 strategic manager
 - 4 programme manager
27. Disney could have used a variety of **techniques** to draft a **schedule of activities** in order to complete the theme park in Paris, for example, the _____, in which the project is broken down into separate tasks and estimates are made of how much time each task and the entire project will take to complete.
- 1 PERT
 - 2 balanced scorecard
 - 3 Gantt chart
 - 4 decision tree
28. The **definition** of a **budget** is _____.
- 1 the plans of the venture stated only in monetary terms
 - 2 the future allocation and utilisation of all resources including raw material, labour, office space, machine hours and computer time
 - 3 a control mechanism that determines the efficiency of the financial management of the project
 - 4 the forecasted amount of all expenses relating to the completion of the project
29. Disney could have used **formal methods**, such as _____ to identify if there was a need to open a theme park in Europe.
- 1 questionnaires, scientific surveys and opinion polls
 - 2 scientific surveys, discussion forums and debates
 - 3 debates, discussion and observations
 - 4 opinion polls, community committees and observations

30. A **value system** includes the value chain of the _____.
- supplier
 - organisation
 - distribution channel
 - buyer
 - government
- a b d
 - a b c d
 - b c d
 - b c d e
31. **E-business** is a business _____.
- selling its products and services to customers over the internet
 - acting as an intermediary between consumers
 - conducting electronic transactions between organisations
 - using the internet for greater efficiency in every aspect of its operations
32. **B2B e-commerce** refers to _____.
- electronic transactions between organisations
 - selling products and services to customers over the internet
 - an internet-based business that acts as an intermediary between customers
 - selling products and services to government over the internet
33. The **internet business model** that entails selling manufactured goods and custom services is the _____-based business model.
- commission
 - advertising
 - production
 - make-up
34. The **internet business model** that charges fees for unlimited use of the service or content is a _____-based business model.
- commission
 - advertising
 - production
 - subscription
35. _____ developed the term "**value chain**" to describe _____.
- Henri Fayol; the basic functions of management that people must perform in an organisation to ensure its long-term survival
 - Peter Senge; the interdependence of the internal and external functions and activities in an organisation
 - Michael Porter; the interconnectedness and interrelatedness of the internal functions and activities of the organisation
 - Ken Blanchard; the value that leaders in an organisation contribute to its long-terms success and survival

