YEAR	TRIPOS	PAPER NO. & TITLE	NAME OF AUTHOR
2018	Engineering Tripos Part IIA	3E6 Organisational Behaviour	Dr Jakob Stollberger

1. (a) What evokes emotions at work? Describe and discuss affective events theory. [40%]

According to Affective Events Theory by Weiss and Cropanzano (1996), emotions are triggered by daily events that occur within the work environment. Students should explain and critically discuss the theory in detail.

(b) How do emotions affect work outcomes? [30%]

Students can draw on a wide array of research findings and should explain how emotions affect at least four relevant work-related outcomes:

- Job performance
- Creativity
- Leadership effectiveness
- Prosocial behaviour and deviant behaviour
- Turnover / absence
- Decision making
- Negotiation outcomes

(c) To what extent are positive emotions desirable in the work place? [30%]

Students should offer a balanced discussion of benefits and drawbacks of positive emotions. Such a discussion should acknowledge that positive emotions broaden our thought and action repertoires and build resources. The extent to which positive emotions are desirable in the work place depends on the appropriateness of those emotions. If they cloud judgements and create comfort when the situation is dangerous, then positive emotions can be damaging.

2. (a) What is personality? What are the factors determining an individual's personality? [20%]

Students should provide a brief definition of personality and explain how heredity and the environment determine an individual's personality.

A definition of personality is, for example: the sum total of ways in which an individual reacts to, and interacts with, others.

The factors determining an individual's personality are primarily genetic, but also environmental. Aging has limited effects on personality.

(b) Compare and contrast the two dominant personality frameworks: the Myers-Briggs Type Indicator and the Big Five Personality Model. [40%]

Students should describe each framework, identify overlap in terms of personality dimensions, and work out differences in terms of application (MBTI mostly for practice, Big Five mostly for research). Particularly good answers may provide a discussion of measurement similarities and differences between the two frameworks.

The Myers-Briggs Type Indicator (MBTI) is the most widely used personality-assessment instrument in the world. Individuals are classified as:
- Extroverted or Introverted (E/I)
- Sensing or Intuitive (S/N)
- Thinking or Feeling (T/F)
- Judging or Perceiving (J/P)

Classifications combined into 16 personality types (i.e. INTJ or ESTJ). MBTI useful to increase self-awareness, but unrelated to job performance.

The Five Factor Model (Big Five) provides the predominant typology for empirical research. The five traits are:
- Extraversion
- Agreeableness
- Conscientiousness
- Emotional Stability
- Openness to Experience

There is good evidence that each of the five traits has associations with important aspects of organizational life, such as leadership and performance.

(c) Why does personality matter in organisations? [40%]

Students should discuss in some detail the associations between personality traits and organizationally relevant outcomes. For example, conscientiousness matters for job performance; extraversion tends to enhance job satisfaction. Particularly good answers may provide references to relevant work (e.g., Barrick & Mount, 1991) and/or a discussion of how attraction-selection-attrition cycles (Schneider, 1987) lead to relative homogeneity of personalities in organizations.

3. (a) What is leadership? What are the differences between leaders and managers? [20%]

Students should provide a brief definition of leadership and explain the differences between leaders and managers.

A definition of leadership is, for example: Leadership is the ability to influence people toward the achievement of a vision or a set of goals.

Leaders tend to create, originate, develop, inspire trust, think long-term, ask what and why, watch the horizon, challenge the status quo, and "do the right things".

Managers, in contrast, tend to implement, copy, maintain, control, think short-term, ask how and when, watch the bottom line, accept the status quo, and "do things right".

(b) Select and describe a leadership theory in detail. [40%]

Students can choose between trait theories, contingency theories, leader-member exchange theory, new-genre theories (e.g., transformational, charismatic leadership) or any other well-established and researched theory. Students should describe the theory in some detail. Particularly good answers may cite relevant work and refer to empirical findings relating to the theory.

(c) Critically discuss leadership as a determinant of organisational success. [40%]

Students should discuss how leadership is important in organizations for motivation and coordination, but that organizational success is also dependent on many other factors over which leaders have limited control. Students should refer to work on the romance of leadership (Meindl, Ehrlich, & Dukerich, 1985). Particularly good answers may provide examples.

END OF PAPER