



ZIMBABWE EZEKIEL GUTI UNIVERSITY

FACULTY OF LAW, BUSINESS INTELLIGENCE AND ECONOMICS

DEPARTMENT OF ECONOMICS, MARKETING AND ENTREPRENEURSHIP

EXAMINATION PAPER

COURSE CODE : CMA 424
COURSE TITLE : CHANGE MANAGEMENT
LEVEL : 4.2
DURATION : 3 Hours
DATE : 09 JUN 2023

INSTRUCTIONS TO CANDIDATES:

1. No cell phones are allowed in the examination venue.
2. **Section A** is compulsory
3. Answer any **THREE (3)** questions from **Section B**
4. Begin each question on a new page.
5. The number of marks for each question or part question is shown in brackets []

SECTION A

Answer all questions from this section

QUESTION 1

Case study

BA cabin crew dispute

British Airways (BA) needed to change in order to compete against the increasing number of low-cost airlines, absorb rising fuel prices and adapt to the global recession. In October 2009, BA announced changes in staffing levels, pay and conditions in order to cut costs. A number of changes were implemented, including some staff switching to part-time working and others taking voluntary redundancy, but a proposal to reduce the number of cabin crew on long-haul flights from 15 to 14 was fiercely resisted. Actions and reactions, including strikes, suspensions and dismissals, continued for 18 months.

Early on in the dispute, reactions escalated to the point where cabin crew decided on a 12-day strike over the Christmas holiday period. BA responded by taking legal action that prevented the strike from taking place. After two weeks of talks between BA management and Unite (the trade union representing cabin crew), the union decided to rebalot members and the result was a vote in favour of strike action, starting with an initial 3-day strike in March 2010. Following the strike, the company withdrew generous travel concessions from those workers who had participated in the industrial action.

Action and reaction continued to escalate the dispute. In May 2010, after failing to reach a compromise with its staff, BA won a court injunction preventing a series of planned strikes. Talks to avert further action broke down when demonstrators stormed the building and the CEO had to be escorted away for his own protection. After more strikes and a bitter war of words, it was reported in the press that BA had suspended 80 cabin crew and sacked a further 13 because of incidents relating to the dispute, including the intimidation of cabin crew who wanted to continue working. Further votes for strike action and legal wrangling to prevent industrial action continued until, in May 2011, the dispute was eventually resolved.

QUESTIONS

- a) Was it necessary for British Airways to orchestrate a change, given the circumstances highlighted in the case? (12 marks)
 - b) Discuss the quality of change management moves made by British Airways. (13 marks)
- (Total 25 marks)**

SECTION B

Answer any three questions from this section

QUESTION 2

'The communication approaches used by a change leader can affect the success of the whole change processes'. Making reference to the four optional communication approaches, respond to the above assertion citing relevant examples wherever necessary. (25 marks)

(Total 25 marks)

QUESTION 3

- a) Using examples distinguish between the following
- i) Organizational Learning and Learning Organization (3 marks)
 - ii) Evolutionary change and Revolutionary change (3 marks)
- b) 'The Zimbabwean business environment is so unpredictable that coming up with a change management plan is no longer a precondition for organizational success.' Discuss this proposition in light of examples. (19 marks)

(Total 25 marks)

QUESTION 4

'Employees are always resistant to change, it is therefore prudent to maintain the status quo so as to remain at peace with all employees and as well to retain them'. Evaluate this statement in light of Zimbabwean examples. (25 marks)

(Total 25 marks)

QUESTION 5

Making use of examples critique the significance of Davis, Bogozzi and Warshaw (1989)'s Technology Adoption Model (TAM) in change management endeavours. (25 marks)

(Total 25 marks)