

HRES 2001	Organisational Behaviour	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	Basic knowledge of general Management				
Co-requisites	Student must have basic understanding of General Management.				

Course Objectives

1. To help the students to develop cognizance of the importance of human behaviour.
2. To enable students to describe how people behave under different conditions and understand why people behave as they do.
3. To provide the students to analyse specific strategic human resources demands for future action.
4. To enable students to synthesize related information and evaluate options for the most logical and optimal solution such that they would be able to predict and control human behaviour and improve results.

Course Outcomes

On completion of this course, the students will be able to

CO1: Demonstrate the applicability of the concept of organizational behavior to understand the behavior of people in the organization.

CO2: Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.

CO3: Analyze the complexities associated with management of the group behavior in the organization.

CO4: Demonstrate how the organizational behavior can integrate in understanding the motivation (why) behind behavior of people in the organization.

Catalog Description

The main objective of Organizational Behavior course is to help the students to acquire and develop skill to take rational decisions in the process of O.B. People have always been regarded as important in managing organizations.

Human aspects are critical in each functional aspects of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time.

This course covers the explanations about the human behavior in the organizational context. It details the impact of individual, group and organizational factors on human behavior. The course also focuses on understanding the behavior of the employees working in the organization. It highlights the significance of Challenges and Opportunities of OB, perception, attribution, learning, organizational change, organizational culture, motivation, leadership and conflict management. Classroom activities involving lectures, discussions and case studies (topped up with role play) will be designed to encourage students to get involved and absorb & assimilate inputs. These activities will also be supplemented by group discussions, cooperative group solving problems, analysis of video cases and debates.

Course Content

Unit I: 6 lecture hours

Meaning, Fundamental concepts, Definition, Approaches to OB, Characteristics and limitations of OB, Challenges and Opportunities of OB, Models of OB.

Unit II: 6 lecture hours

Personality: Definition, Features, Big five model, MBTI, Johari Window, Managerial Implications of Personality.

Perceptions and Attributions: Definition, Features, factors affecting perception, Process. Attribution, perceptual and attribution errors, Managerial Implications of Perception.

Unit III: 6 lecture hours

Learning: Definition, Features, Classical and operant conditioning, social learning theory, Behavioral modification.

Attitude: Definition, Features, ABC model of Attitude, Managerial Implications of Attitude.

Unit IV: 6 lecture hours

Motivation: Concept, Definition, Features, Types of Motivation, Process, Managerial Implications of Motivation.

Leadership: Concept, Definition, Leadership Styles, Transactional and Transformational Leadership, Leadership development.

Unit V: 6 lecture hours

Groups and Teams: Definition, Features, Group development stages, Group vs. Teams, Managing and developing effective teams.

Conflict Management: Definition, Features, Types of Conflict, Conflict Resolution Strategies, Relationship between Conflict and Performance.

Unit VI: 6 lecture hours

Organizational Culture: Elements and dimensions of organizational culture, Importance of organizational culture in shaping the behavior of people.

Organizational Change: Understanding the issues and managing change, Approaches to organizational change.

Text Books

Text Books

Robbins, S. P., & Judge, T. (2013). *Organizational behavior* (15th ed.). Boston: Pearson.

Newstrom J. W., & Davis, K. (2011). *Human behavior at work* (12th ed.). Tata McGraw Hill

Nelson, D , Quick, J.C., & Khandelwal, P., (2011). *ORGB* . Cengage Learning.

Reference Books

Pareek. U. (2010). *Understanding Organizational Behavior* (2nd ed.). Oxford University Press

Schermerhorn, J. R., Osborn, R.N., Hunt, M.U.J (2016). *Organizational Behavior* (12th ed.). Wiley.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	MSE	IA	ESE
Weightage (%)	20	30	50
		<ul style="list-style-type: none"> • Class Discussion (10 Marks) • Online and class assignments (10 Marks) • Test (10 Marks) 	

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Demonstrate the applicability of the concept of organizational behavior to understand the behavior of people in the organization.	PO 1, 2, 4, 8,9,12
CO2	Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.	PO 2,3,4,8,7,8
CO3	Analyze the complexities associated with management of the group behavior in the organization.	PO 3,4,6,8, 9, 12
CO4	Demonstrate how the organizational behavior can integrate in understanding the motivation (why) behind behavior of people in the organization.	PO 4,5,6,7,9,10,11

Program Outcome / Course Outcome mapping

Course Outcomes	CO 1	CO 2	CO 3	CO 4
PO 1	3	3	3	2
PO 2	3	3	3	2
PO 3	3	3	3	2
PO 4	3	1	1	3
PO 5	2	2	1	3
PO 6	2	2	2	2
PO 7	3	3	1	2
PO 8	3	3	3	3
PSO 9	3	3	3	1
PSO 10	3	3	3	2
PSO 11	3	3	3	2
PSO 12	1	1	1	3

			Students will demonstrate strong conceptual knowledge of management & its functional areas.	Students will demonstrate effective oral and written communication skills in the professional context.	Students will be able to work effectively in teams and demonstrate team-building capabilities.	Students will be able to evaluate the legal, social and economic environments of business.	Students will be able to describe the global environment of business.	Students will demonstrate sensitivity towards ethical and moral issues and have ability to address them in the course of business.	Students will be able to apply decision-support tools to business decision making.	Students will be able to apply knowledge of business concepts and functions in an integrated manner.	Students will demonstrate conceptual domain knowledge of the logistics sector.	Students will apply decision-support tools to decision making in logistics sector.	Students will apply conceptual knowledge of logistics sector in an integrated manner.	Students will demonstrate employable and deployable skills for appropriate roles in management.
HRE S 200 1	Organisational Behaviour	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 9	PSO 10	PSO 11	PSO1 2	
		3	3	3	2	2	2	2	3	2	3	3	2	

- 1 – Weakly mapped**
- 2 – Moderately mapped**
- 3 – Strongly mapped**

Model Question Paper

Name: Enrolment No:	
Course: HRES 2001 – Organizational Behavior Programme: BBA(LM) Semester: III ODD-2017-18 Time: 03 hrs. Max. Marks:100	
Instructions: Section A: Multiple Choice Questions (All Questions are compulsory, each carrying 2 marks); Section B: short answer type questions (All Questions are compulsory, each carrying 5 marks); Section C Long answer type questions (Attempt any three, each carrying 10 marks); Section D Case analysis (All questions are compulsory, each carrying 10 marks)	
Section – A	
1.	<p>_____ is characterized by one-way communication in which the leader defines the roles of the individual or group and provides the what, how, why, when and where to do the task:</p> <p>a) Coaching b) Directing c) Supporting d) Delegating</p>
2.	<p>_____ is the force of action or motivation?</p> <p>a) Behavior b) Stimulus c) Perception d) Attitude</p>
3.	<p>Ensuring that everything is carried out according to plan of the process of:</p> <p>a) Planning b) Controlling c) Organizing d) Co-coordinating</p>
4.	<p>Bureaucracy theory means?</p> <p>a) The development of management functions and</p>

	<p>administrative principles.</p> <p>b) A scientific study of work</p> <p>c) A shared responsibility of authority and delegation</p> <p>d) A hierarchy of command based on a rational –legal authority structure.</p>		
5.	<p>The first stage of Lewin’s three step of change model is:</p> <p>a) Unfreezing</p> <p>b) Freezing</p> <p>c) Stabilizing</p> <p>d) Moving</p>	[2]	CO4
6.	<p>Newly recruited employees are put through adaptation process called:</p> <p>a) Metamorphosis</p> <p>b) Commitment</p> <p>c) Managerial cadre</p> <p>d) Socialization</p>	[2]	CO2
7.	<p>Path goal theory is propounded by?</p> <p>a) Robert House</p> <p>b) Hersey & Blencharnd</p> <p>c) Paul Hersey</p> <p>d) Fred Fiedler</p>	[2]	CO3
8.	<p>A method struggle resulting from incompatible or opposing needs, drives/effort, wishes & external or internal demands is known as:</p> <p>a) Stress</p> <p>b) Conflict</p> <p>c) Dysfunctional</p> <p>d) Functional conflict</p>	[2]	CO4
9.	<p>A group composed of the individuals who report directly to a given manager is known as:</p> <p>a) Friendship group</p> <p>b) Interest group</p> <p>c) Command group</p> <p>d) Task group</p>	[2]	CO3
10.	<p>Two candidates come along for interview, one from Delhi and other from Bihar. As interviewer is from Delhi, he tend to the candidate from Delhi, better evaluation is the examples of:</p> <p>a) Primary effect</p> <p>b) Similar to me effect</p> <p>c) Recency effect</p> <p>d) Halo effect</p>	[2]	CO2

SECTION B			
11.	What is Organizational Change? Explain the process of planned change with respect to Lewin's model?	[5]	CO4
12.	Define leadership. Explain the importance of leadership?	[5]	CO3
13.	Differentiate between formal and informal group?	[5]	CO3
14.	Write short notes on any two of the following: (2x2.5 Marks) a) Michigan university studies theory b) Path goal theory c) Hersey Blanchard's situational theory	[5]	CO3
SECTION C			
15.	What are the functions of organization culture? Explain the process of organization culture?	[10]	CO4
16.	Explain the leadership styles on the basis of their classifications?	[10]	CO3
17.	Explain the types of perpetual error along with examples?	[10]	CO2
18.	Explain the trait theory with reference to Mahatma Gandhi?	[10]	CO3
Section D			
<p>As sales manager for Honda car dealership, Yadur occasionally relies on punishment to try to improve his employees' performance. For instance, once he was dealing with a salesman who was having a bad month. Yadur talked to the employee about what he could do to help him move more cars. But after another week without a sale and a condescending attitude from the employee, Yadur confronted him. He screamed at the employee, told him his performance was unacceptable, then threw a notebook binder at him. Said Yadur, "I had talked to him before, said that I would help him out, but that we had to do something about his numbers. The day I tossed my binder at him, he actually sold a couple of cars." And Yadur is unapologetic about his behavior. "I am always tough on all my salespeople, but they know the reason is that I want them to do better. Do I think it's always effective? No. but if you do it once in a while, it works."</p> <p>Apparently, Yadur isn't alone. When the pressure for meeting numbers and deadlines is high, some managers rely on</p>			

	<p>punishment to try to motivate employees. A motivation consultant says it can backfire on a manager when he or she avoids telling employees that there are negative consequences for poor performance.</p> <p>“Positive reinforcement is something that employees should earn,” says.</p> <p>For instance, the consultant points out cases in which a high-performing salesperson refuses to do his paperwork but still gets high praise from his boss because his numbers are good.</p> <p>Many managers still rely on threats to motivate employees: “do it or you’re fired!” and with some employees, it seems to work. Prashant, a sales manager for a real estate company argues that punishment can sometimes provide a much needed kick in the pants to sales people who are slacking / unaware of their poor performance .</p> <p>For instance, he posts individual results at his sales meeting even though he knows that it can be embarrassing for those with lower numbers. For some people, public embarrassment works. He had one of his sales representatives come up to him and say, “I am embarrassed to come to the meetings because I am always towards the bottom.”</p> <p>The employee volunteered that he was going to work extra hard to move up in the ranking. And he did.</p> <p>Questions:</p> <p>19. What conditions, if any, do you think justify the use of punishment? (10 Marks)</p> <p>20. Do you think most managers use punishments? If so, why? (10 Marks)</p> <p>21. What’s the downside of using punishment and of using positive reinforcement? (10 Marks)</p>	
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