

HRES 7002	Organisational Behaviour	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	Basic knowledge of general Management				
Co-requisites	Basic knowledge of communication skills and general English				

Course Objectives

1. To help the students to develop cognizance of the importance of human behaviour in framing human resource policies.
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: Understand the applicability of the concept of organizational behavior to understand the behavior of people in the organization.

CO2: Develop 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 Organisational Behavior course is to help the students to acquire and develop skill to take rational decisions in the process of H. R. Planning. 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 behaviour has assumed great importance. This course is designed primarily for students who are being exposed to human resource management 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 of identification of critical issues and framing of strategies and scenarios required to select and develop human resources.

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.

Class participation is a fundamental aspect of this course. Students will be encouraged to actively take part in all group activities and to give an oral group presentation. Students will be expected to interact with media resources, such as, web sites, videos, DVDs, and newspapers etc.

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

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

John W. Newstrom and Keith Davis (2002). *Organizational Behaviour: Human behavior at work*. 11th ed. Tata McGraw Hill, New Delhi.

Debra Nelson, James Campbell Quick and Preetam Khandelwal (2011). *ORGB*. Cengage Learning.

Reference Books

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

John R Schermerhorn, Richard N Osborn, Mary Uhlbien, James Hunt (2016). *Organizational Behavior*. 12th ed. Wiley.

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

Components	Continuous Evaluation (Discussion/Assignment/Presentation/Case Analysis / Quiz)	ESE
Weightage (%)	Discussion=10 Assignment=10 Presentation=10 Case Analysis=10 Quiz=10 Total=50	50

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

Program Outcomes (POs)

Mapping between COs and Program Outcomes (POs)		
	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	Understand the applicability of the concept of organizational behavior to understand the behavior of people in the organization	1,3,4,6,7,8

CO2	Develop the applicability of analyzing the complexities associated with management of individual behavior in the organization	1,2,3,6,7,8
CO3	Analyze the complexities associated with management of the group behavior in the organization	2,4,5,6,7
CO4	Demonstrate how the organizational behavior can integrate in understanding the motivation (why) behind behavior of people in the organization	1,3,4,6,7,8

Program Outcome / Course Outcome mapping

Course Outcomes	CO 1	CO 2	CO 3	CO 4
PO 1	3	3	1	3
PO 2	1	3	3	1
PO 3	3	3	1	3
PO 4	3	1	3	3
PO 5	2	2	1	3
PO 6	3	3	3	3
PO 7	3	3	3	3
PO 8	3	3	3	3

		Students will have strong conceptual knowledge in the core areas of management and respective domains	Students will demonstrate an ability to critically analyse problems using an in depth understanding of the domain dynamics	Students will effectively apply their learnings to evaluate business situations and evolve alternative	Students will be able to work effectively in teams and demonstrate team building capabilities	Students will have excellent oral and written communication	Students will be able to exhibit leadership, networking and team building skills in handling business situations	Students will be sensitive to ethical and moral issues arising in the course of their careers and learn to address them professionally	Students will demonstrate desirable qualities to facilitate sustainable employment / deployment
Course Code HRES 7002	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8

Organizational Behavior	3	2	3	3	2	3	3	3	3

3 = Strongly Mapped

2 = Moderately Mapped

1 = Weakly Mapped

Model Question Paper

Name:			
Enrolment No:			
Course: HRES 7002 – Organizational Behavior			
Programme: MBA PM	Semester: I (ODD-2017-18)		Max. Marks:100
Time: 03 hrs.			
Instructions: Attempt all questions from Section A (each carrying 1 mark), any Four Questions from Section B (each carrying 5 marks). Any three from Section C (each carrying 10 marks), Section D is compulsory (each carrying 15 marks).			
Section A: Attempt all questions. Each carries 1 mark. (1X20=20)			
1.	<p>a) Mention ‘T’ for ‘ True’ and ‘F’ for ‘False’</p> <ol style="list-style-type: none"> 1. Labor Turnover is necessary for creating a good image of the firm. 2. Social Psychology blends concepts from psychology and anthropology. 3. Situation influences the effects of heredity and environment on personality. 4. MBTI is the most widely used personality framework. 5. Attitude may be regarded as the way a person feels about something. 6. Type B personality is over achievers. 7. In Anthropology the main focus of attention is on the cultural systems, beliefs & customs. 8. Senior Executives are usually Type B Personality. 9. Organisational Commitment implies an employee’s identification with a particular organization & its Goals. 10. Consensus is the extent to which the same person behaves in the same way. <p>b. MULTIPLE CHOICE QUESTIONS:</p> <ol style="list-style-type: none"> 1. Initiative means _____ to do something: a) Cooperative b) eagerness c) motivation d) none of the above. 2. Extroversion, Agreeableness, Conscientiousness are the traits of: a) Psychology b) Attitude c) Sociology d) Personality 3. Which of the following is best defined as a consciously coordinated social unit, composed of two or more people, which functions on a relatively basis to achieve a common goal or set of goals. a) Unit b) Team c) Community d) Organization. 	(CO1)	

	<p>4. There are ___ determinants of personality. a)2 b) 4 c)3 d) 5</p> <p>5 . MBTI stands for: a) Myer’s bridge trait indicator b) Mair bridge type indicator c) Myers-Briggs type indicator d) Myers- Briggs trait indicator.</p> <p>6. ESTJs are: a)Organizers b) Conceptualizers c) Thinkers d) All of the above.</p> <p>7. When members of a group or organization differ from each other in terms of age, gender, education & efficiency etc, it is known as: a) Culture b) Diversity c) Demographics d) Globalisation</p> <p>8. Who proposed Operant theory of learning? a) John B. Watson b) BF Skinner c) Ivan Pavlow d) Sigmuaud Frued</p> <p>9. Which of the following occurs when perception are formed on the basis of a single good/ bad quality on an individual? a) Stereotyping b) Attribution c) Halo Effect d) None of them</p> <p>10. _____ is the extent to which the same person behaves in the same way at different times. a) Consensus b) Distinctiveness c) Consistency d) attribution</p>		
SECTION B (4*5=20)			
2.	Define Motivation. What are the different types of motivation?	[5]	CO1
3.	Enlist the various approaches of Organization Behaviour and explain them briefly.	[5]	CO2
4.	Define Perception. Draw the perception process.	[5]	CO3
5.	Define Dominant Organizational Culture with the help of an example.	[5]	CO4
6.	Differentiate between Type A and Type B personalities.	[5]	CO2
SECTION C (10*3=30)			
7	Discuss Maslow’s & Herzberg Theory of Motivation.	[10]	CO1
8	<p>Why we study OB explain in the light of “Locus of Control” . Identify the type of ‘Locus of Control’ in the below examples. State reason for your choice.</p> <p>Case 1: The newly appointed C.E.O of Vishakapatnam Steel Plant of Authority of India Limited (SAIL) believed that his traits could turn around the sick plant. Case 2: The C.E.O of Hindustan Cables Ltd. believes that the financial assistance from the Govt. of India could turn around the sick company in 2001.</p>	[10]	CO2
9	<p>Enlist Group Development Stages. Identify the group development stage in the below example write reason for your choice and explain the identified stage in reference to example.</p> <p>Case 1: Mr. Prakash joined the finance department of TELCO in 2009. The Chief Finance Manager asked him to work with the other three Assistant Finance Manager of the department. The other Assistant Finance Managers imposed various limitations on the work activities and interests of Mr. Prakash. This stage created a conflict between Mr. Prakash and others for two months</p>	[10]	CO3

	<p>.There were confusions and confrontations. Later Mr. Prakash was made clear that Mr Chandra one of the Assistant Finance Manager supervises the work of all the Assistant Finance Managers. (5 marks)</p> <p>Case 2: All the Assistant Finance Managers of TELCO after developing close relations among themselves diverted all their energies towards achieving high performance and group goals by forgetting their egos and personal differences. This group achieved the targets with regard to the lowest ratio of debtors to sales. (5 marks)</p>		
10	<p>Attempt any one question:</p> <ol style="list-style-type: none"> 1. Differentiate between the various models of Organization Behaviour as propounded by Keith Davis. 2. Explain ABC model of attitude with an example. 3. Explain transactional and transformation leadership with an example. <p>2. Define organizational Culture and explain its process.</p>	[10]	CO4
SECTION D (15*2=30)			
	<p>Frank Lorenzo had a dream from the very childhood to own an airline. He grew up in New York city in the shadow of LaGuardia Airport, became fascinated with the airline industry and vowed one day to be an owner of a major airline.</p> <p>He and a friend invested \$ 25 each in 1969 to start an airline consulting firm called Jet Capital. In 1971, they took control of a small regional airline known as Texas International. He was successful in running this airline and was able to take over a major carrier, Continental Airlines, in1981.</p> <p>Being an aggressive and determined decision maker, Lorenzo decided to streamline the operations of Continental Airlines. He authorized a detailed and analytical study of its cost structure and concluded that the overhead costs were too high, especially the labour costs. His study indicated that the labour for U.S Airlines was about 2 percent higher than the comparable labour costs of international carriers. He decided to take steps to lower the labour costs.</p> <p>Lorenzo asked the labour unions to negotiate the lower wage rates in order to make Continental Airlines more competitive. The unions refused. Lorenzo was adamant and struck to his position that labour costs had to be reduced and he refused to consider other options. In a bold move in1983, Lorenzo declared bankruptcy for continental Airlines to break the existing labour contracts and employ non-union workers at a much lower cost.</p> <p>Even through the labour union became his enemy, he was able to hire new employees at lower cost. Continental was able to reduce fares and increase its market share rapidly.</p> <p>In 1986, Lorenzo made a series of bold moves and acquired People’s Express Airline, Frontier Airlines And Eastern Airlines, which was one of the largest airlines in America. Eastern Airlines, at this time was having its own trouble with its labour unions and these unions were very strong and enjoyed tremendous power in negotiating settlements with the management. Lorenzo’s acquisition of Eastern Airlines made the unions even more determined to get what they wanted.</p> <p>During negotiations, virtually every concession he requested from labour was denied. The union went on strike in 1989. Lorenzo, once again took Eastern into bankruptcy, hoping to repeat the success of the Continental experience. It did not work. The unions were too strong.</p>		

	Eventually, his control of Eastern was taken away from him by the courts. In 1990, he also relinquished Texas Air and in January 1991, Eastern Airlines was shut down once and for all. In a bold attempt to come back up into the airline industry, Frank Lorenzo applied to start another airline named ATX to serve east coast points from the Washington area. His bid has been opposed by the unions who consider him as a destroyer of airlines. His bid may or may not be approved but he has become the most controversial and perhaps most disliked person in the airline industry because of his tactics in managing an airline.		
11.	How did the attitudes both Lorenzo and the unions affect the operations of Eastern Airlines?	[15]	CO3
12.	If you were hired as a consultant and as an arbitrator to handle the dispute at Eastern Airlines, what recommendations would you provide to solve the problem amicably?	[15]	CO4