

HRES 7002	Organisational Behaviour	L	T	P	C
Version 1.0		2	1	0	3
Pre-requisites/Exposure	Basic knowledge of general Management				
Co-requisites					

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: Describe the major theories, concepts, and research findings in the fields of organizational behavior.

CO2: Demonstrate effective application of OB knowledge to diagnose and solve organizational problems and develop optimal managerial decisions.

CO3: Analyze the complexities associated with management of human resources in the organizations.

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 HR 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

Text Books

1. Organizational Behaviour, Robbins, S.P., Judge, Sanghi, S.
2. Organizational behaviour, Fred Luthans., McGraw Hill international edition

Reference Books

1. Human behavior at work, John W. Newstrom & Keith Davis, TMH
2. ORGB, Debra Nelson & James Campbell Quick, Cengage Learning.
3. Organizational Behaviour: A Strategic Approach, Hitt, Miller, & Colella, Wiley India
4. Organizational Behaviour, McShane, Glinow, & Sharma, R.R, TMH

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

Components	MSE I	MSE II	Presentation/Assignment/ etc.	ESE
Weightage (%)	10	10	20	60

ASSESSMENT TOOLS:

CO 1	CO2	CO3
Discussion Assignment Quiz Presentation	Discussion Assignment Case Analysis	Case Analysis Presentation

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
HRES 7002	Organizational Behavior	2	3	3	2	3	2	1	1	2	1	1	1	1	3

Model Question Paper

Name:			
Enrolment No:			
Course: HRES 7007 – Organizational Behaviour			
Programme: MBA PM & UISC		Semester: Odd -2017-19	
Time: 03 hrs.		Max. Marks:100	
Instructions:			
Section A (30 marks) and section C (40 marks) are compulsory. Attempt any three questions from Section B (30 marks each carrying 10 marks)			
Section A (5 marks each)			
1.	Which role do you think difficult to perform as per the role classification of Henry Mintzberg?	[6]	CO1
2.	What is meant by change? Explain briefly, why do people resist change?	[6]	CO1
3.	Draw a learning curve about your learning in any subject of your course for the current semester?	[6]	CO1
4.	Summarize your understanding on the class room discussion that has taken place in your class on the case study of “Dr. Amita Joshi at Samuel Drugs Limited”.	[6]	CO1
5.	Briefly explain the usage of the subject of OB to address certain organizational challenges.	[6]	CO1
SECTION B (Attempt any Three Questions)			
6.	“A behavior which was followed by a positively valued consequence in	[10]	CO3

	<p>the past is more likely to occur in the future because the person perceives that the positively valued consequence is likely to occur in the future.”</p> <p>Critically evaluate the theory associated with this statement.</p>		
7.	<p>With help of some tools like big five model analyze your personality vis-à-vis analyze the personality profile of</p> <p>(a) Your loved teacher in MBA</p> <p>(b) Your one of the friend with whom you have good contacts since last 5 years and</p> <p>(c) One of your parents</p> <p>Has the knowledge of their personality profile has influenced your decisions?</p>	[10]	CO3
8.	<p>Critically evaluate the managerial grid theory of leadership and draw your leadership style according to that theory.</p>	[10]	CO3
9.	<p>Suppose that you are a manager and find yourself with one group of subordinates who apparently seek higher-order need satisfaction at work, and another group that seems concerned only with lower-order needs. What would you do to motivate each group of subordinates?</p>	[10]	CO3
10.	<p>Describe the various ego states that are involved in analyzing the transactions. Is there any requirement for managers to focus on ego states? Briefly explain your view.</p>	[10]	CO3

	<u>SECTION – C (40 Marks)</u>		
	<p>For the years the culture at P&G had supported steady growth and profits. In recent years, however, the company found itself under a great deal of pressure from the external competitive environments. For example, Kimberely-Clark and other local brands had cut deeply into P&G’s disposable market, one of the company’s most lucrative market niches. At the same time, Unilever was making inroads into P&G’s share of the soap and detergent market. On the new product development front, things were no better. The company was having disappointing results with its Pringles Potato Chips and was suffering financial losses on its Coldsnap Homemade Ice Cream Mix, Wondra hand cream, and Rely Tampons. These setbacks were reflected on the company’s bottom line as pretax earnings fell for the first time in over thirty years. At the same time, the firm was having union problems. Its Kansas City plant voted unionize, and the company went through a long fight with worker representatives in its efforts to change work practices and improve efficiency.</p> <p>These developments led P&G to make changes in its organizational culture. Some of these were the following:</p> <ol style="list-style-type: none"> 1. The work team concept, in which production and maintenance workers called “technicians” are required to master and use a second skill, was extended throughout P&G’s operations. 2. The lifetime-job tradition that once made P&G workers the envy of their blue collar counterparts elsewhere gave way to layoffs 3. The corporate paternalism of the past yielded to some hard practicalities as executives and workers alike were put on notice that plants that didn’t measure up on productivity, cost, and quality would be shut down. 4. A determined management vigorously resisted attempts by organized labour to dictate how P&G’s operations should be run. <p>In addition to the above, P&G trimmed its work force by 7 percent on the plant floor and 5 percent company-wide. This was accomplished through reduced hiring, early retirement, and, in some cases, layoffs. Changing conditions had led P&G to change its culture.</p> <p>Questions:</p>	[40]	CO1 CO2 CO3

	<p>2*15 = 30 Marks</p> <ol style="list-style-type: none">1. How the environment affected P&G's culture?2. If you were hired as a consultant by P&G board, what recommendations would you make to improve the company's cultural effectiveness?		
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