

Roll No.

Total No. of Questions : 14]

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MBA/MBA (IB)(Sem. - 1st)

ORGANISATIONAL BEHAVIOUR

SUBJECT CODE : MBA - 102 (2012 & Onward)

Paper ID : [C0102]

Time : 03 Hours

Maximum Marks : 60

Instruction to Candidates:

- 1) Section - A consisting of 6 questions of carrying five marks each students has to attempt any four questions.
- 2) Section - B consists of four subsections each subsection consists of two questions from each unit each questions carrying 8 marks. it is compulsory to attempt one questions from each subsections.
- 3) Section - C consists of one case study of 8 marks.

Section - A

- Q1)** Discuss the managerial implications of individual difference.
- Q2)** What is the role of reinforcement in learning?
- Q3)** Discuss the process of motivation.
- Q4)** Discuss the stages for developing a quality circle.
- Q5)** What are the various bases of power?
- Q6)** Discuss the individual stress coping strategies.

Section - B

Unit - I

- Q7)** What is Organizational Behavior? Discuss the challenges and opportunities for OB?
- Q8)** What is the concept of attitude? What are the various theories of attitude formation and change?

Unit - II

- Q9)** Explain the different approaches to the study of leader behavior. Is there a best style?
- Q10)** Critically examine the Herzberg's two factor theory. Make a comparison between the theories of Herzberg and Maslow. Which of these theories do you prefer in Indian context? Give reasons.

Unit - III

Q11) Discuss the situation under which group decision making is better than individual decision making. Suggest some measures to improve group decision making.

Q12) What do you mean by negotiation? Discuss the process and issues in negotiation.

Unit - IV

Q13) How is stress defined? Is it always bad for individuals? Explain

Q14) Write a note on:

- a) Cultural Differences
- b) Resistance to Change

Section - C

(CASE STUDY)

This fictional case focuses on motivation, and, to a lesser extent, the related topic of performance and workplace deviance. The case describes two employees, Stephanie and Alex, who are both college students working at a local supermarket. Several motivational theories are embedded in the case.

Stephanie's boss, Jonathan, is described in positive terms. By rotating Stephanie from the checkout counter to stocking shelves to the culinary center, Jonathan is increasing Stephanie's skill variety (an aspect of job characteristics theory). Task identity and autonomy are also high for Stephanie because she is able to create a product at the culinary center by herself from start to finish, and when the store runs out of products, she is empowered to reorder the products from the store's vendors. Given that the culinary center is one of the store's biggest successes, task significance is also high for Stephanie. Jonathan also sets difficult goals for Stephanie (sell 10 bottles of truffle oil in one week), thus increasing her motivation.

Alex, on the other hand, is stuck in the produce department, where the components of job characteristics theory would be low. Moreover, Alex's boss, Dan, engages in unfair treatment. He pays Alex's coworker, Denise, more than Alex even though Alex does "the same things that she does." Both distributive and procedural justice are thus relevant because Alex is inequitably paid, and Dan is engaging in biased and inconsistent treatment (he favors Denise). As a result, Alex is less motivated. In addition, VIE theory can also be brought in, as Alex states that stocking more apples doesn't get him anything (low instrumentality) but a sticker, which he does not value (low valence). In contrast, Stephanie has high expectancy, instrumentality, and valence for attempting the difficult goal of selling 10 bottles of truffle oil.

Finally, Alex's boss engages in interpersonally unfair treatment while Alex is having lunch with Stephanie. As a result of this injustice, Alex retaliates by knocking his boss' lunch to the floor and admitting to Stephanie that he will put less effort into restocking apples.

Questions for Discussion

- i) How can expectancy theory be used to explain the differences in motivation between Alex and Stephanie? What specifics from the case apply to expectancy theory?
- ii) Alex states that he is underpaid for the work he does. What motivational theory does this apply to, and how would it explain Alex's behavior?
- iii) Compare and contrast Alex and Stephanie in terms of each person's level of work stress. How might stress affect their attitudes and behaviors within their work environment?
- iv) Discuss Alex and Stephanie in terms of each person's job attitudes (for example, job satisfaction, organizational commitment). What factors might be responsible for any differences?

