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**PRESIDENCY UNIVERSITY  
BENGALURU**

**SCHOOL OF MANAGEMENT**

**MID TERM EXAMINATIONS**

Sem & AY: Odd Sem.2019-20

Course Code: MGT 218

Course Name: ORGANIZATIONAL BEHAVIOR

Program & Sem: MBA & I

Date: 18.10.2019

Time: 2:00PM to 3:30PM

Max Marks: 40

Weightage: 20%

**Instructions:**

- i. Answer all the questions
- ii. Please be legible

**Part A [Memory Recall Question]**

Answer all the Questions. Each Question carries two marks. (3Qx2M=6M)

1. Define attitude. What kind of attitudes are related to job satisfaction?  
(C.O.NO.2) [Comprehension]
2. What is Perception? Explain the factors influencing perception  
(C.O. NO.2) [Comprehension]
3. What are the various challenges facing organizational behavior?  
(C.O. NO 2) [Comprehension]

**Part B [Thought Provoking Questions]**

Answer all the Questions. Each Question carries five marks. (4Qx5M=20M)

4. What are the Big Five Traits? Which one seems to have the biggest impact on work performance? How would the knowledge of Big Five Traits help you in your job as a Manager?  
(C.O.NO.1) [Application]
5. Ajay, 23 year old, fresh MBA with HR, starts his career has a junior HR executive at Raj Manufacturing House. His boss is a simple B.Com. Degree holder with 4 years of handy experience. He does not like Ajay's joining the company and therefore tortures him by different ways. He wants Ajay to resign so he almost harasses him by playing politics in background. Ajay comes to know about this. If you were a consultant, what advice would you give him? What is the reason for the boss' negative behavior?  
(C.O.NO.2) [Application]

6. Often, the effects of personality depend on situation. Can you think of some job situation in which emotional stability as a trait is an important virtue? And in which way is it harmful? (C.O.NO.2) [Application]
7. What impression management techniques might you use to self-promote yourself in the interview? What techniques would you not use? Justify (C.O.NO2) [Application]

### **Part C [Problem Solving Questions]**

**Answer both the Questions. Each Question carries seven marks. (2Qx7M=14M)**

8. Jane wants to be a manager. She enjoyed her accounting, finance, and marketing courses. Each of these provided her with some clear cut answers. Now the professor in her organizational behavior course is telling her that there are really very few clear cut answers when it comes to managing people. The professor has discussed some of the emerging challenges and the historical background and ways that behavioral science concepts play a big role in the course. Jane is very perplexed. She came to school to get answers on how to be an effective manager, but this course surely doesn't seem to be heading in that direction.

#### **Questions.**

- a. How would you relieve Jane's anxiety? How is a course in Organizational behavior going to make her a better manager? (C.O.NO.1) [Application]
- b. Why did the professor start off with a brief overview of emerging challenges? How does organizational behavior differ from courses in fields such as accounting, finance, or marketing? (C.O.NO.1) [Application]



## SCHOOL OF MANAGEMENT

**Semester:** Odd Sem 2019-20

**Course Code:** MGT 218

**Course Name:** Organizational Behavior

**Date:** 18.10.2019

**Time:** 1:30PM to 3:00PM

**Max Marks:** 40

**Weightage:** 20%

### Extract of question distribution [outcome wise & level wise]

| Q.NO | C.O.NO<br>(%age<br>of CO) | Unit/Module<br>Number/Unit<br>/Module Title         | Memory recall<br>type              | Thought<br>provoking type          | Problem Solving<br>type<br>[Marks allotted] | Total<br>Marks |
|------|---------------------------|---|------------------------------------|------------------------------------|---|----------------|
|      |                           |   | [Marks allotted]<br>Bloom's Levels | [Marks allotted]<br>Bloom's Levels |   |                |
|      |                           |   | K                                  | C                                  | A   |                |
| 1    | 2                         | Module 2 -<br>Individual<br>Process and<br>Behavior | 2Marks                             |                                    |   |                |
| 2    | 2                         | Module 2 -<br>Individual<br>Process and<br>Behavior | 2marks                             |                                    |   |                |
| 3    | 2                         | Module 1 -<br>Introduction to<br>OB                 |                                    | 2marks                             |   |                |
|      |                           |   |                                    |                                    |   | 6 marks        |
| 4    | 1                         | Module 2 -<br>Individual<br>Process and<br>Behavior |                                    |                                    | 5marks                                      |                |



|     |                |   |  |  |         |             |
|-----|----------------|---|--|--|---------|-------------|
| 5   | 2              | Module 1 -<br>Introduction to<br>OB                 |  |  | 5marks  |             |
| 6   | 2              | Module 2 -<br>Individual<br>Process and<br>Behavior |  |  | 5marks  |             |
| 7   | 2              | Module 2 -<br>Individual<br>Process and<br>Behavior |  |  | 5marks  |             |
|     |                |   |  |  |         | 20<br>marks |
| 8.1 | 1,2            | Module 1 and<br>2                                   |  |  | 7 marks |             |
| 8.2 | 1,2            | Module 1 and<br>2                                   |  |  | 7 marks | 14<br>marks |
|     | Total<br>Marks |   |  |  |         | 40<br>marks |

K =Knowledge Level C = Comprehension Level, A = Application Level

Note: While setting all types of questions the general guideline is that about 60%

Of the questions must be such that even a below average students must be able to attempt, About 20% of the questions must be such that only above average students must be able to attempt and finally 20% of the questions must be such that only the bright students must be able to attempt.

I hereby certify that all the questions are set as per the above guidelines. [Name of faculty]

Reviewer's Comments:

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## **Annexure- II: Format of Answer Scheme**





SOLUTION

Semester:  
Course Code:  
Course Name:

Date:  
Time:  
Max Marks:  
Weightage:

Part A

(3Q x 2M = 6 Marks)

| Q No | Solution  | Scheme of Marking | Max. Time required for each Question |
|------|---|-------------------|--------------------------------------|
| 1    | A psychological tendency expressed by evaluating an entity with some degree of favor or disfavor (ABC Model)  | 2 marks           | 1 min                                |
| 2    | It's a complex cognitive process by which an individual selects, organizes & interprets stimuli into a meaningful & coherent picture of the environment. differing from one individual to another depending on needs & expectations of the individual. <b>Factors influencing Perception:- In Target, In Perceiver and in situation</b> | 2 marks           | 2 mins                               |
| 3    | Globalization, Technological Innovation, Workplace Diversity, Ethics and Character  | 2 marks           | 2 mins                               |

Part B

(4Q x 5 M = 20 Marks)

| Q No | Solution                      | Scheme of Marking | Max. Time required for each Question |
|------|-------------------------------|-------------------|--------------------------------------|
| 4    | Analytical (Answers can vary) | 5 marks           | 5 mins                               |





|          |                               |         |       |
|----------|-------------------------------|---------|-------|
|          |                               |         |       |
| <b>5</b> | Analytical (Answers can vary) | 5 marks | 5mins |
| <b>6</b> | Analytical (Answers can vary) | 5 marks | 5mins |
| <b>7</b> | Analytical (Answers can vary) | 5 marks | 5mins |

**Part C**

(2Q x7 M = 14 Marks)

| <b>Q No</b> | <b>Solution</b>               | <b>Scheme of Marking</b> | <b>Max. Time required for each Question</b> |
|-------------|-------------------------------|--------------------------|---|
| <b>8.1</b>  | Analytical (Answers can vary) | 7 marks                  | 7 mins                                      |
| <b>8.2</b>  | Analytical (Answers can vary) | 7 marks                  | 7 mins                                      |





|          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**PRESIDENCY UNIVERSITY  
BENGALURU**

**SEC : F TO K**

**SCHOOL OF MANAGEMENT**

**SET A**

**MID TERM EXAMINATIONS**

**Sem & AY:** Odd Sem 2019-20

**Date:** 18.11.2019

**Course Code:** MGT 218

**Time:** 1.30 PM to 3.00 PM

**Course Name:** ORGANIZATIONAL BEHAVIOUR

**Max Marks:** 40

**Program & Sem:** MBA & I

**Weightage:** 20%

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**Instructions:**

*(i) Answer all the questions*

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**Part A [Memory Recall Questions]**

**Answer all the Questions. Each Question carries two marks. (3Qx2M=6M)**

1. State the interdisciplinary Influences on Organizational Behaviour. (C.O.NO.1) [ Knowledge]
2. What are personality Determinants. (C.O.NO.1) [Knowledge]
3. Define Organizational Behavior. (C.O.NO.2) [Knowledge]

**Part B [Thought Provoking Questions]**

**Answer all the Questions. Each Question carries five marks. (4Qx5M=20M)**

4. Describe the formal and informal elements of an organization (C.O.NO.1) [Comprehension]
5. Examine how Big Five Traits influences the organizational behaviour (C.O.NO.5) [Comprehension].
6. Explain the Myers-Briggs Type Indicator personality framework. (C.O.NO.3) [Comprehension].
7. What are the Factors affecting human behavior (C.O.NO.3) [Comprehension].

**Part C [Problem Solving Questions]**

**Answer the Question. The Question carry fourteen marks. (1Qx14M=14M)**

8. Denise and Teresa are two students in a course on organizational behavior. Denise outperforms Teresa on the first exam in organizational behavior, and Teresa convinces herself that Denise is not really a good person to compare herself to because, Denise is a psychology major and Teresa is majoring in accounting.
- A. As Teresa is part of the organization, which personality attribute is the best explanation for Teresa's reaction? (4 M)
- B. What are the Major Personality Attributes Influencing organizational behaviors elucidate in detail? (10 M)

(C.O.NO.2) [Application]



## SCHOOL OF MANAGEMENT

**Semester:** Odd Sem 2019-20

**Course Code:** MGT 218

**Course Name:** Organizational Behaviour

**Program & Sem:** MBA & I Semester

**Date:**

**Time:** 9.30- 11.00

**Max Marks:** 40

**Weightage:** 20%

### Extract of question distribution [outcome wise & level wise]

| Q.NO | C.O.NO<br>(%age<br>of CO) | Unit/Module<br>Number/Unit<br>/Module Title | Memory recall<br>type              | Thought<br>provoking type          | Problem Solving<br>type | Total<br>Marks |
|------|---------------------------|---|------------------------------------|------------------------------------|-------------------------|----------------|
|      |                           |   | [Marks allotted]<br>Bloom's Levels | [Marks allotted]<br>Bloom's Levels | [Marks allotted]<br>A   |                |
|      |                           |   | K                                  | C                                  | A                       |                |
| 1    | 1                         | 1   | 2                                  |                                    |                         | 2              |
| 2    | 1                         | 2   | 2                                  |                                    |                         | 2              |
| 3    | 2                         | 2   | 2                                  |                                    |                         | 2              |
| 1    | 1                         | 1   |                                    | 5                                  |                         | 5              |
| 2    | 5                         | 2   |                                    | 5                                  |                         | 5              |
| 3    | 3                         | 2   |                                    | 5                                  |                         | 5              |
| 4    | 3                         | 1   |                                    | 5                                  |                         | 5              |
| 1A   | 3                         | 1   |                                    |                                    | 4                       | 4              |
| 1B   | 2                         | 1   |                                    |                                    | 5                       | 5              |
| 1C   | 2                         | 2   |                                    |                                    | 5                       | 5              |
|      | <b>Total<br/>Marks</b>    |   | 8                                  | 20                                 | 14                      | 40             |



K =Knowledge Level C = Comprehension Level, A = Application Level

Note: While setting all types of questions the general guideline is that about 60%

Of the questions must be such that even a below average students must be able to attempt, About 20% of the questions must be such that only above average students must be able to attempt and finally 20% of the questions must be such that only the bright students must be able to attempt.

I hereby certify that all the questions are set as per the above guidelines. [Name of faculty]

Reviewer's Comments:

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## Annexure- II: Format of Answer Scheme



### SCHOOL OF Management

#### SOLUTION

Date:

Semester: Odd Sem 2019-20

Time: 9.30 – 11.00

Course Code: MGT 218

Max Marks: 40

Course Name: Organizational Behaviour

Weightage: 20%

Program & Sem: MBA & I Semester

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#### Part A

(3Q x 2M = 6Marks)

| Q No | Solution   | Scheme of Marking | Max. Time required for each Question |
|------|--|-------------------|--------------------------------------|
| 1    | <b>Interdisciplinary Influences on Organizational Behaviour</b><br>are:<br>1. Sociology<br>2. Psychology<br>3. Engineering | 2 Marks           | 5 Minutes                            |





|   |   |         |           |
|---|---|---------|-----------|
|   | 4. Anthropology<br>5. Medicine<br>6. Management   |         |           |
| 2 | <b>personality</b><br><b>Determinants:</b><br>1. Heredity<br>2. Environment<br>3. Situation   | 2 Marks | 5 Minutes |
| 3 | <b>Machiavellianism:</b><br>Degree to which an individual is pragmatic, maintains emotional distance, and believes that ends can justify means. | 2 Marks | 5 Minutes |

**Part B**

(4Q x 5M = 20Marks)

| Q No | Solution  | Scheme of Marking | Max. Time required for each Question |
|------|---|-------------------|--------------------------------------|
| 1    | <p><b>Formal Organization</b> – the official, legitimate, and most visible part of the system (<b>Formal organization</b>)</p> <p>(overt)<br/>Goals and objectives<br/>Policies and procedures<br/>Job descriptions<br/>Financial resources<br/>Authority structure<br/>Communication channels<br/>Products and services</p> <p><b>Informal Organization</b> – the unofficial and less visible part of the system</p> <p>(<b>Informal organization</b>)</p> <p>(covert)<br/>Beliefs and assumptions<br/>Perceptions and attitudes<br/>Values<br/>Feelings, such as fear, joy<br/>anger, trust, and hope</p> | 5Marks            | 10 Minutes                           |



|    |  |         |            |
|----|--|---------|------------|
|    | Group norms<br>Informal leaders  |         |            |
| 2  | The changes and challenges facing managers are driven by international competition and customer demands. Managers in this environment must be aware of the risks associated with downsizing and marginalization of part-time workers. Organizations also face regular challenges in the areas of globalization, workforce diversity, ethics and character, and technological innovation.   | 5 Marks | 10 Minutes |
| 3. | <p><b>Myers-Briggs Type Indicator (MBTI)</b><br/>A personality test that taps four characteristics and classifies people into 1 of 16 personality types. In the 1940's, Myers and Briggs developed the MBTI to understand individual differences by analyzing the combinations of preferences</p> <p><b>Personality Types</b></p> <ol style="list-style-type: none"> <li>1. Extroverted vs. Introverted (E or I)</li> <li>2. Sensing vs. Intuitive (S or N)</li> <li>3. Thinking vs. Feeling (T or F)</li> <li>4. Judging vs. Perceiving (P or J)</li> </ol> | 5 Marks | 10 Minutes |
| 4  | <p><b>Factors affecting human behavior:</b></p> <ol style="list-style-type: none"> <li>1. <b>Attitude</b> – <i>It is the degree to which the person has a favorable or unfavorable evaluation of the behaviors/ person/ thing in question.</i><br/><i>Eg. Working on a Sunday</i></li> <li>2. <b>Social Norms</b> – <i>This is the influence of social pressure that is perceived by the individual to perform or not perform a certain behavior.</i></li> </ol>   | 5 Marks | 10 Minutes |



|  |   |  |  |
|--|---|--|--|
|  | <p><i>Eg. Dress sense</i></p> <p>3. <b>Perceived Behavioral Control</b> – This is the individual's belief concerning how easy or difficult performing the behavior will be.</p> <p><i>Eg. Speaking in Chinese</i></p> |  |  |
|--|---|--|--|

**Part C**

(1Q x 14M = 14Marks)

| Q No      | Solution  | Scheme of Marking | Max. Time required for each Question |
|-----------|---|-------------------|--------------------------------------|
| <b>1A</b> | <p>Globalization suggests that the world is free from national boundaries and is borderless. In transnational organizations, the global viewpoint supersedes national issues; organizations operate across long distances and employ a multicultural mix of workers. Social and political issues affect global operations and strategy development.</p>   | 4Marks            | 10 Minutes                           |
| <b>1B</b> | <p>Individualistic cultures emphasize and encourage individual achievement whereas collectivist cultures view group loyalty and unity as paramount. Other factors affecting work-related attitudes are power distance, uncertainty avoidance, masculinity versus femininity, and time orientation. Developing cross-cultural sensitivity training, cultural task forces, and global human resource management is critical to success.</p> | 5Marks            | 10 Minutes                           |



|           |   |         |            |
|-----------|---|---------|------------|
|           |   |         |            |
| <b>1C</b> | <p>Diversity encompasses all forms of differences among individuals, including culture, gender, age, ability, religion, personality, social status, and sexual orientation. Benefits from diversity are: human talent, marketing, creativity and innovation, problem solving, and flexibility. Potential problems are: resistance to change, lack of cohesiveness, communication, conflicts, and decision making.</p> | 5 Marks | 10 Minutes |







Roll No.

**PRESIDENCY UNIVERSITY  
BENGALURU**

**SEC: F TO K**

**SCHOOL OF MANAGEMENT**

**SET B**

**MID TERM EXAMINATIONS**

Sem & AY: Odd Sem 2019-20

Date: 18.11.2019

Course Code: MGT 218

Time: 1.30 PM to 3.00 PM

Course Name: ORGANIZATIONAL BEHAVIOR

Max Marks: 40

Program & Sem: MBA & I

Weightage: 20%

**Instructions:**

- (i) Write Legibly

**Part A [Memory Recall Questions]**

Answer the Questions. Each Question carries two marks. (3Qx2M=6M)

1. What do you mean by Cognitive Dissonance (C.O.N.O.2) [Knowledge]
2. Define Organizational Behavior? (C.O.N.O.1) [Knowledge]
3. What is the difference between Formal and Informal Organization?  
(C.O.N.O.1) [Knowledge]

**Part B [Thought Provoking Questions]**

Answer the Questions. Each Question carries five marks. (4Qx5M=20M)

4. Do other disciplines influence Organizational Behavior? Examine interdisciplinary effects on Organizational Behavior (C.O.N.O.1) [Comprehension]
5. Examine the Changes in Business Environment that has created in Organizational Behavior (C.O.N.O.1) [Comprehension]
6. "Decisions are influenced by Perception" Critically Evaluate the factors influencing Perception? (C.O.N.O.2) [Comprehension]
7. There are many models of Personality Traits. Examine the Big Five Personality traits used by the organizations? (C.O.N.O.2) [Comprehension]

### Part C [Problem Solving Questions]

**Answer the Questions. The Question carries fourteen marks. (1Qx14M=14M)**

Fatima, a middle level manager, has consistently made required benchmarks and goals to build a successful relationship with colleagues and senior management has identified her as having 'high potential'. But she is not satisfied with her job. She is interested in understand how her organization can use social media in marketing efforts at all levels of the organization, for example, her job doesn't allow her to work on this idea. She wants to quit and find something better that suits her passions, but in her economic situations this may not be an option. So she has decided to proactively reconfigure her current job.

Fatima is a part of the movement towards Job Crafting, a process of deliberately reorganizing your job that fits your motives, strength and passions. So how did Fatima craft her job? She first notice that she was spending too much of time monitoring her team's job and not enough on creative projects that inspire her. She considered how to modify her relationship with the team so that her activities incorporated her passion for social media strategies with the team's activities more centered on developing new marketing. She identified members of her team to implement new strategies and directed her interactions with these individuals for new goal. As a result her engagement in her work increased and she developed new ideas that was recognized and advanced within the organization. In short, she found that by actively and creatively examine the work she was able to shape her job into one that is truly satisfying.

Fatima exhibited a proactive personality- She was eager to develop her own options and fund her own resources. Proactive individuals are often self-empowered and therefore more likely to seek workable solutions when they are not satisfied. To extent possible, all employees should feel encouraged to be proactive in creating their best work situations.

#### Questions

8. Should organizations work to create jobs that are satisfying to individual employees? Elucidate your opinion with examples (C.O.N.O.2) [Analysis]
9. Are there any potential drawbacks to job crafting approach? If so how can they be minimized
10. Evaluate the ABC Model of Attitude? (C.O.N.O.2) [Analysis]



## SCHOOL OF MANAGEMENT

**Semester:** Odd Sem 2019-20

**Course Code:** MGT 218

**Course Name:** Organizational Behavior

**Date:** 18<sup>th</sup> October, 2019

**Time:** 1.30- 3.00 Pm

**Max Marks:** 40

**Weightage:** 20%

### Extract of question distribution [outcome wise & level wise]

| Q.NO. | C.O.NO<br>(%age of CO) | Unit/Module<br>Number/Unit<br>/Module<br>Title | Memory recall<br>type              | Thought<br>provoking type          | Problem Solving<br>type<br>[Marks allotted] | Total<br>Marks |
|-------|------------------------|--|------------------------------------|------------------------------------|---|----------------|
|       |                        |  | [Marks allotted]<br>Bloom's Levels | [Marks allotted]<br>Bloom's Levels |   |                |
|       |                        |  | K                                  | C                                  | A   |                |
| 1     | CO2 3%                 | II   | K 2                                |                                    |   | 2              |
| 2     | CO2 3%                 | II   | K 2                                |                                    |   | 2              |
| 3     | CO1 3%                 | I  | K 2                                |                                    |   | 2              |
| 4     | CO1 5%                 | I  |                                    | C 5                                |   | 5              |
| 5     | CO1 5%                 | I  |                                    | C 5                                |   | 5              |
| 6     | CO2 5%                 | II   |                                    | C 5                                |   | 5              |
| 7     | CO2 5%                 | II   |                                    | C 5                                |   | 5              |
| 8     | CO2 3%                 | I  |                                    |                                    | A 5   | 5              |
| 9     | CO2 4%                 | II   |                                    |                                    | A 5   | 5              |
| 10    | CO2 3%                 | II   |                                    |                                    | A 5   | 4              |
|       | Total<br>Marks         |  |                                    |                                    |   | 40             |

K =Knowledge Level C = Comprehension Level, A = Application Level



Note: While setting all types of questions the general guideline is that about 60%

Of the questions must be such that even a below average students must be able to attempt, About 20% of the questions must be such that only above average students must be able to attempt and finally 20% of the questions must be such that only the bright students must be able to attempt.

I hereby certify that all the questions are set as per the above guidelines. [Vrinda V Nair]

Reviewer's Comments:

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## Annexure- II: Format of Answer Scheme



### SCHOOL OF MANAGEMENT

#### SOLUTION

Date: 18<sup>th</sup> October, 2019

Semester: I

Time: 1.30- 3.00 Pm

Course Code: MGT 218

Max Marks: 40

Course Name: Organizational Behavior

Weightage: 20%

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#### Part A

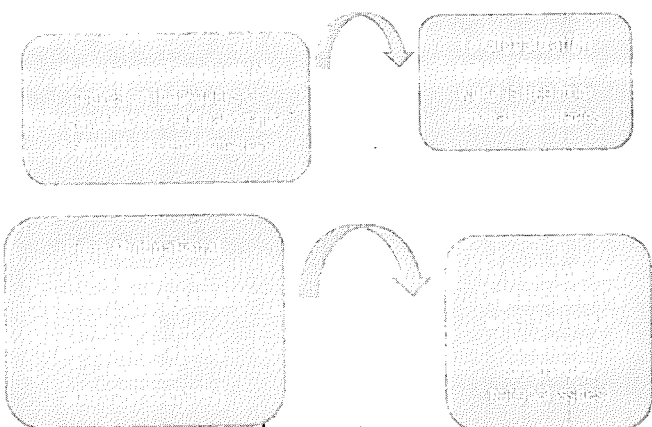
(3Q x2 M =6 Marks)

| Q No | Solution  | Scheme of Marking  | Max. Time required for each Question |
|------|---|--------------------|--------------------------------------|
| 1    | A state of tension that is produced when an individual experiences conflict between attitudes and behavior  | Definition 2 Marks | 5 Minutes                            |
| 2    | A field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an <i>organization's effectiveness</i> . | Definition 2 Marks | 5 Minutes                            |
| 3    | Formal Organization – the official, legitimate, and most visible part of the system<br>Informal Organization – the unofficial and less visible part of the system   | Definition 2 Marks | 5 Minutes                            |

#### Part B

(4Q x5 M = 20 Marks)



| Q No | Solution  | Scheme of Marking   | Max. Time required for each Question |
|------|---|---|--------------------------------------|
| 4    | <p>Psychology: The Science of Human Behavior</p> <ul style="list-style-type: none"> <li>Clinical, Experimental, Military, Organizational and social psychology</li> </ul> <p>Sociology</p> <ul style="list-style-type: none"> <li>The Science of Society</li> <li>Contributed to knowledge of group and intergroup dynamics</li> </ul> <p>Engineering</p> <ul style="list-style-type: none"> <li>The applied science of energy and matter</li> <li>Enhances understanding of the design of work</li> <li>Frederick Taylor took basic engineering ideas and applied them to human behaviour at work</li> </ul> <p>Anthropology</p> <ul style="list-style-type: none"> <li>The science of human learned behaviour</li> <li>Understanding of organizational culture</li> </ul> <p>Management</p> <ul style="list-style-type: none"> <li>The science of overseeing activities and supervising people in organizations.</li> <li>Emphasizes the design, implementation, and management of various administrative and organizational systems.</li> </ul> <p>Medicine</p> <ul style="list-style-type: none"> <li>The applied science of healing or treatment of diseases to enhance an individual's health and well-being.</li> <li>Medicine concerns itself with both physical and psychological health, as well as for industrial mental health.</li> <li>Medical attention has shifted to more chronic diseases, such as hypertension and to occupational health and well-being.</li> </ul> | <p>Concept: 2 Marks<br/> Explanation : 3 Marks<br/> (At least 3 interdisciplinary Subjects expected to be mentioned )</p> | 11 Minutes                           |
| 5    | <p style="text-align: center;">Changing Business Perspectives</p>  <ul style="list-style-type: none"> <li>Increased foreign assignments</li> <li>Social and Political Changes</li> <li>Working with people from different cultures</li> </ul>  | <p>Concept: 2 Marks<br/> Explanation : 3 Marks<br/> (At least 3 interdisciplinary Subjects expected to be mentioned )</p> | 11 Minutes                           |





|                        |   |   |   |               |  |                   |  |                     |  |                        |  |   |            |
|------------------------|---|---|---|---------------|--|-------------------|--|---------------------|--|------------------------|--|---|------------|
|                        | <ul style="list-style-type: none"> <li>Overseeing movement of jobs to countries with low-cost labor. <i>Advantage India!</i></li> <li>Customer Focused for High Quality <ul style="list-style-type: none"> <li>Quality management (QM),</li> <li>Process reengineering</li> <li>Improving Customer Service - Increased expectation of service quality, Customer-responsive cultures</li> </ul> </li> </ul>  |   |   |               |  |                   |  |                     |  |                        |  |   |            |
| 6                      | <p>Perception is defined as <u><i>the process by which an individual selects, organizes and interprets stimuli into a meaningful and coherent picture of the world.</i></u></p> <div style="text-align: center;"> <p>Factors in the perceiver</p> <ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Motives</li> <li>• Interests</li> <li>• Experience</li> <li>• Expectations</li> </ul> <p>↓</p> <p>Factors in the situation</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Work setting</li> <li>• Social setting</li> </ul> <p>→ Perception</p> <p>↑</p> <p>Factors in the target</p> <ul style="list-style-type: none"> <li>• Novelty</li> <li>• Motion</li> <li>• Sounds</li> <li>• Size</li> <li>• Background</li> <li>• Proximity</li> <li>• Similarity</li> </ul> </div>   | <p>Concept: 2 Marks<br/>Explanation : 3 Marks</p> | 11 Minutes  |               |  |                   |  |                     |  |                        |  |   |            |
| 7                      | <p><b>The relatively stable set of characteristics that influences an individual's behavior and lend it consistency.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0; text-align: center;">Extraversion</td> <td>The person is gregarious, assertive, and sociable (as opposed to reserved, timid, and quiet).</td> </tr> <tr> <td style="background-color: #e0e0e0; text-align: center;">Agreeableness</td> <td>The person is cooperative, warm, and agreeable (rather than cold, disagreeable, and antagonistic).</td> </tr> <tr> <td style="background-color: #e0e0e0; text-align: center;">Conscientiousness</td> <td>The person is hardworking, organized, and dependable (as opposed to lazy, disorganized, and unreliable).</td> </tr> <tr> <td style="background-color: #e0e0e0; text-align: center;">Emotional stability</td> <td>The person is calm, self-confident, and cool (as opposed to insecure, anxious, and depressed).</td> </tr> <tr> <td style="background-color: #e0e0e0; text-align: center;">Openness to experience</td> <td>The person is creative, curious, and cultured (rather than practical with narrow interests).</td> </tr> </table> <p><small>SOURCES: P. T. Costa and R. R. McCrae, <i>The NEO-PI Personality Inventory</i> (Odessa, Fla : Psychological Assessment Resources, 1992); J. F. Salgado, "The Five Factor Model of Personality and Job Performance in the European Community," <i>Journal of Applied Psychology</i> 82 (1997): 30-43.</small></p> | Extraversion                                      | The person is gregarious, assertive, and sociable (as opposed to reserved, timid, and quiet). | Agreeableness | The person is cooperative, warm, and agreeable (rather than cold, disagreeable, and antagonistic). | Conscientiousness | The person is hardworking, organized, and dependable (as opposed to lazy, disorganized, and unreliable). | Emotional stability | The person is calm, self-confident, and cool (as opposed to insecure, anxious, and depressed). | Openness to experience | The person is creative, curious, and cultured (rather than practical with narrow interests). | <p>Concept: 2 Marks<br/>Explanation : 3 Marks</p> | 11 Minutes |
| Extraversion           | The person is gregarious, assertive, and sociable (as opposed to reserved, timid, and quiet).   |   |   |               |  |                   |  |                     |  |                        |  |   |            |
| Agreeableness          | The person is cooperative, warm, and agreeable (rather than cold, disagreeable, and antagonistic).  |   |   |               |  |                   |  |                     |  |                        |  |   |            |
| Conscientiousness      | The person is hardworking, organized, and dependable (as opposed to lazy, disorganized, and unreliable).  |   |   |               |  |                   |  |                     |  |                        |  |   |            |
| Emotional stability    | The person is calm, self-confident, and cool (as opposed to insecure, anxious, and depressed).  |   |   |               |  |                   |  |                     |  |                        |  |   |            |
| Openness to experience | The person is creative, curious, and cultured (rather than practical with narrow interests).  |   |   |               |  |                   |  |                     |  |                        |  |   |            |

**Part C**

(1Q x 14M = 14Marks)

| Q No     | Solution   | Scheme of Marking | Max. Time required for each Question |
|----------|--|-------------------|--------------------------------------|
| <b>8</b> | Job Crafting and how it is used by organizations | Concept: 2 Marks  | 11 Minutes                           |



|  |  |  |  | Explanation : 3 Marks                     |             |         |        |  |                       |                       |   |   |           |  |  |   |           |
|--|--|--|--|---|-------------|---------|--------|--|-----------------------|-----------------------|---|---|-----------|--|--|---|-----------|
| 9  | Identifying the drawbacks of Job Crafting  |  |  | Concept: 2 Marks<br>Explanation : 3 Marks | 11 Minutes  |         |        |  |                       |                       |   |   |           |  |  |   |           |
| 10   | <table border="1"> <thead> <tr> <th>COMPONENT</th> <th>MEASURED BY</th> <th>EXAMPLE</th> </tr> </thead> <tbody> <tr> <td>Affect</td> <td>Physiological indicators<br/>Verbal statements about feelings</td> <td>I don't like my boss.</td> </tr> <tr> <td>Behavioral intentions</td> <td>Observed behavior<br/>Verbal statements about intentions</td> <td>I want to transfer to another department.</td> </tr> <tr> <td>Cognition</td> <td>Attitude scales<br/>Verbal statements about beliefs</td> <td>I believe my boss plays favorites at work.</td> </tr> </tbody> </table> |  |  | COMPONENT                                 | MEASURED BY | EXAMPLE | Affect | Physiological indicators<br>Verbal statements about feelings | I don't like my boss. | Behavioral intentions | Observed behavior<br>Verbal statements about intentions | I want to transfer to another department. | Cognition | Attitude scales<br>Verbal statements about beliefs | I believe my boss plays favorites at work. | Concept: 2 Marks<br>Explanation : 2 Marks | 9 Minutes |
| COMPONENT  | MEASURED BY  | EXAMPLE                                    |  |   |             |         |        |  |                       |                       |   |   |           |  |  |   |           |
| Affect   | Physiological indicators<br>Verbal statements about feelings   | I don't like my boss.                      |  |   |             |         |        |  |                       |                       |   |   |           |  |  |   |           |
| Behavioral intentions  | Observed behavior<br>Verbal statements about intentions  | I want to transfer to another department.  |  |   |             |         |        |  |                       |                       |   |   |           |  |  |   |           |
| Cognition  | Attitude scales<br>Verbal statements about beliefs   | I believe my boss plays favorites at work. |  |   |             |         |        |  |                       |                       |   |   |           |  |  |   |           |
| <p>SOURCE: Adapted from M. J. Rosenberg and C. I. Hovland, "Cognitive, Affective, and Behavioral Components of Attitude," in M. J. Rosenberg, C. I. Hovland, W. J. McGuire, R. P. Abelson, and J. H. Brehm, <i>Attitude Organization and Change</i> (New Haven, Conn.: Yale University Press, 1957). Copyright 1980 Yale University Press. Used with permission.</p> |  |  |  |   |             |         |        |  |                       |                       |   |   |           |  |  |   |           |





|         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**PRESIDENCY UNIVERSITY  
BENGALURU**

**SCHOOL OF Management**

**END TERM FINAL EXAMINATION**

**Semester:** Odd Semester: 2019 - 20  
**Course Code:** MGT218  
**Course Name:** Organizational Behaviour  
**Program & Sem:** MBA I Semester

**Date:** 06-01- 2020  
**Time:** 9.30-12.30  
**Max Marks:** 100  
**Weightage:** 50 %

**Instructions:**

(i) Read the all questions carefully and answer accordingly.

**Part A [Memory Recall Questions]**

**Answer all the Questions. Each Question carries 5 marks. (6Qx 5M= 30M)**

1. Describe the formal and informal elements of an organization. (C.O.No.1) [Knowledge]
2. Identify five common barriers to social perception (C.O.No.2) [Knowledge]
3. Describe the two-factor theory of motivation. (C.O.No.3) [Knowledge]
4. Explain then processes of communication with the help of Johari Window Model. (C.O.No.4) [Knowledge]
5. Discuss the major group-focused techniques for organization development intervention. (C.O.No.5) [Knowledge]
6. Define group and work team. (C.O.No.4) [Knowledge]

**Part B [Thought Provoking Questions]**

**Answer all the Questions. Each Question carries 10 marks. (4Qx10M=40M)**

7. What are the key traits in the Big Five personality model? Elucidate. (C.O.No 2.) [Comprehension]
8. Work is the biggest source of stress for most; identify the potential sources of stress and its consequences. (C.O.No 3.) [Comprehension]
9. Groups and teams continue to play a vital role in organizational behavior and performance, in this context explain the Five-Stage Model of Group Development. (C.O.No 4.) [Comprehension]
10. What Is Organizational Culture? Identify characteristics that can affect organizational culture. (C.O.No 5.) [Comprehension]

## Part C [Problem Solving Questions]

Answer all the Questions. Each Question carries 15 marks.

(2Qx15M=30M)

### 11. Sleeping on the Job.

Many people working in high pressure jobs or in big metros feel pushed to the limit as they work long hours. One consequence is that sleep has taken a back seat to other matters deemed more important. But rather than tread through the working day in a zombie-like, sleep deprived state, some workers aspects of gave turning to secret “power nap” in order to recharge. For example, Zubin Kotwal, a 45 year old financial planner, wakes up at 4.30 A.M, each day, works, and after lunch takes a quick snooze.it is common to hear people share tips on how to get the most comfortable nap.

Though the thought of an investment banker napping in a power suit might be amusing, many believe lack of sleep is no laughing matter. Research examining the effects of sleep deprivation has found that tired workers experience higher levels of back pain, depression, and job dissatisfaction, along with lower levels of performance. Losing even an hour of sleep can have consequences such as irritation, wasting time during work, and inability to focus.

Some companies are paying attention to the costs associated with sleep deprivation and are encouraging napping at work. In India, for centuries people have been napping after lunch.

**Q. A.** How might sleep deprivation influence aspects of expectancy theory?

**B.** How might the incorporation of “nap rooms” for sleep- deprived employees influence aspects of goal setting theory? (5+10)= [15 M]  
(C.O.No.3) [Application]

### 12. The Attitude of employer – employee loyalty is an outdated concept

It is truth that the employer- employee relationship has changed. For example, gone are the days when employers provide guaranteed payout pensions to which employees contribute nothing. But is that such a bad thing? There is a big difference between asking employees to contribute to their pension plans and abandoning plans altogether. In short, employees still expect certain standards of decency and loyalty from their employers, and employers want engaged, committed employees in return. However, the workplaces have changed, the attitude of loyalty is horribly outdated. Long gone are the days when an employer would keep an employee for life, as are the days when an employee would work for a single company for his or her entire career.

Workplace guru Linda Gratton says, the attitude of loyalty is dead or killed off through shortening contracts, outsourcing, automation and multiple careers. Faced with what would be 50years of work, who honestly wants to spend that much time with one company? Serial monogamy is the order of the day. The commitment on each side of the equation is weak. One manager with Deloitte says that the current employee attitude is I am leaving. I had a great experience, and I am taking that with me. The sooner we see the employment experience for what it is mostly transactional, mostly short to medium term, the better off we will be. The work place is no place for fantasies.

**Q A.** What are the main components of attitudes? Are these components related are unrelated?

**B.** Does behavior always **follows** from attitudes? Why or why not? Discuss the factors that affect whether behavior follows from attitudes? (5+ 10M ) [15 M] (C.O.No.2) [Application]



## SCHOOL OF MANAGEMENT

### END TERM FINAL EXAMINATION

#### Extract of question distribution [outcome wise & level wise]

| Q.NO | C.O.NO<br>(% age<br>of CO) | Unit/Module<br>Number/Unit<br>/Module Title | Memory recall<br>type | Thought<br>provoking type | Problem Solving<br>type | Total<br>Marks |
|------|----------------------------|---|-----------------------|---------------------------|-------------------------|----------------|
|      |                            |   | [Marks allotted]      | [Marks allotted]          | [Marks allotted]        |                |
|      |                            |   | Bloom's Levels        | Bloom's Levels            | [Marks allotted]        |                |
|      |                            |   | K                     | C                         | A                       |                |
| 1    | 1                          | 1   | 5                     |                           |                         | 5              |
| 2    | 2                          | 2   | 5                     |                           |                         | 5              |
| 3    | 3                          | 3   | 5                     |                           |                         | 5              |
| 4    | 4                          | 4   | 5                     |                           |                         | 5              |
| 5    | 5                          | 5   | 5                     |                           |                         | 5              |
| 6    | 4                          | 4   | 5                     |                           |                         | 5              |
| 7    | 2                          | 2   |                       | 10                        |                         | 10             |
| 8    | 3                          | 3   |                       | 10                        |                         | 10             |
| 9    | 4                          | 4   |                       | 10                        |                         |                |
| 10   | 5                          | 5   |                       | 10                        |                         |                |
| 11   | 3                          | 2   |                       | 15                        |                         | 15             |
| 12   | 3                          | 3   |                       | 15                        |                         | 15             |
|      | Total Marks                |   |                       |                           |                         | 100            |

K =Knowledge Level C = Comprehension Level, A = Application Level

Note: While setting all types of questions the general guideline is that about 60%

Of the questions must be such that even a below average students must be able to attempt, About 20% of the questions must be such that only above average students must be able to attempt and finally 20% of the questions must be such that only the bright students must be able to attempt.





## SCHOOL OF MANAGEMENT

### SOLUTION KEY

Semester: Odd Sem. 2019-20

Course Code: MGT 218

Course Name: Organizational Behaviour

Program & Sem: MBA I Semester

Date: 06.01.2020

Time: 9.30 – 12.30 PM

Max Marks: 100

Weightage: 50%

#### Part A

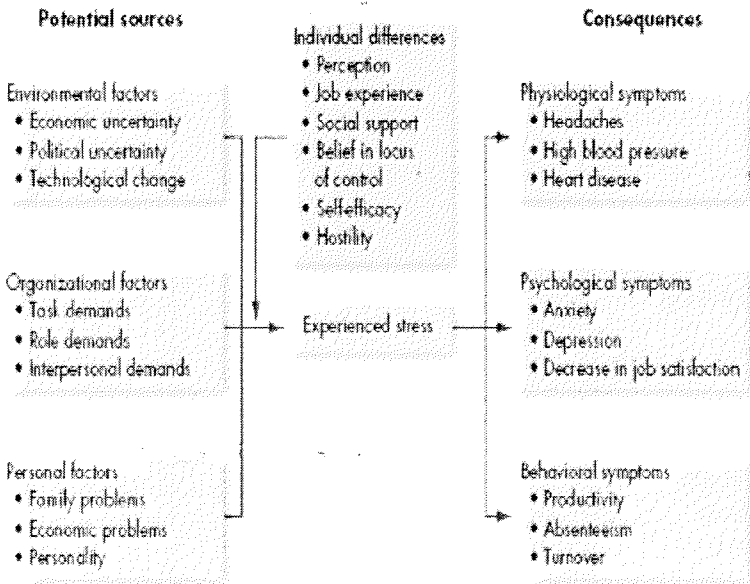
(6Q x 5M = 30Marks)

| Q<br>N<br>o | Solution   | Scheme of<br>Marking | Max. Time<br>required for<br>each<br>Question |
|-------------|--|----------------------|---|
| 1           | <p>Organizations have formal and informal elements within them.</p> <p>The formal organization is the official, legitimate, and most visible part that enables people to think of organizations in logical and rational ways.</p> <p>The informal organization is unofficial and less visible. The informal elements of the organization are often points of diagnostic and intervention activities in organization development.</p>   | 5 Marks              | 10 Minutes                                    |
| 2           | <p>Five common barriers to social perception:<br/>In organizations, expectations of an individual affect both the manager's behavior toward the individual and the individual's response.</p> <p>Five barriers to social perception are:</p> <ol style="list-style-type: none"> <li>1 selective perception,</li> <li>2 stereotyping,</li> <li>3 first-impression error,</li> <li>4 projection, and</li> <li>5 self-fulfilling prophecies.</li> </ol> <p>Understanding social perception in organizations may help individuals who compete for jobs, favorable performance evaluations, and salary increases.</p> | 5 Marks              | 10 Minutes                                    |

themselves mutually accountable.

**Part B**

(4Q x 10M =40 Marks)

| Q No | Solution  | Scheme of Marking | Max. Time required for each Question |
|------|---|-------------------|--------------------------------------|
| 7    | <p>Traits in the Big Five personality model are as follows:</p> <ol style="list-style-type: none"> <li>1. Extroversion<br/>Sociable, gregarious, and assertive</li> <li>2. Agreeableness<br/>Good-natured, cooperative, and trusting.</li> <li>3. Conscientiousness<br/>Responsible, dependable, persistent, and organized.</li> <li>4. Emotional Stability<br/>Calm, self-confident, secure (positive) versus nervous, depressed, and insecure (negative).</li> <li>5. Openness to Experience<br/>Imaginativeness, artistic, sensitivity, and intellectualism.</li> </ol>  | 10 Marks          | 20 Minutes                           |
| 8    | <p>• Potential sources of Work Stress and its consequences:</p>  <pre> graph LR     subgraph Sources         E[Environmental factors<br/>• Economic uncertainty<br/>• Political uncertainty<br/>• Technological change]         O[Organizational factors<br/>• Task demands<br/>• Role demands<br/>• Interpersonal demands]         P[Personal factors<br/>• Family problems<br/>• Economic problems<br/>• Personality]     end     subgraph ID[Individual differences]         I1[• Perception]         I2[• Job experience]         I3[• Social support]         I4[• Belief in locus of control]         I5[• Self-efficacy]         I6[• Hostility]     end     ES[Experienced stress]     subgraph Consequences         C1[Physiological symptoms<br/>• Headaches<br/>• High blood pressure<br/>• Heart disease]         C2[Psychological symptoms<br/>• Anxiety<br/>• Depression<br/>• Decrease in job satisfaction]         C3[Behavioral symptoms<br/>• Productivity<br/>• Absenteeism<br/>• Turnover]     end     Sources --&gt; ES     ID --&gt; ES     ES --&gt; C1     ES --&gt; C2     ES --&gt; C3     </pre> | 10 Marks          | 20 Minutes                           |

| <p><b>11</b></p> | <p>According to Vroom, people are motivated when they expect their effort will succeed in creating a particular outcome and that outcome is meaningful for the person.</p> <p>Focuses on 3 relationships:</p> <ul style="list-style-type: none"> <li>✓ Expectancy: Effort – Performance</li> <li>✓ Instrumentality: Performance – Outcome</li> <li>✓ Valence: Outcome – Meaningful (Personal Goal).</li> </ul> <p>Researcher Edwin Locke found that individuals who set specific, difficult goals performed better than those who set general, easy goals.</p> <p>Locke proposed five basic principles of goal-setting: clarity, challenge, commitment, feedback, and task complexity.</p>  | <p><b>5+10 Marks</b></p>                                     | <p><b>30 Minutes</b></p>                   |             |         |          |        |  |                       |          |                       |   |   |  |           |  |  |                          |                          |
|------------------|---|--|--|-------------|---------|----------|--------|--|-----------------------|----------|-----------------------|---|---|--|-----------|--|--|--------------------------|--------------------------|
| <p><b>12</b></p> | <p><i>Attitude: A psychological tendency expressed by evaluating an entity with some degree of favor or disfavor.</i></p> <table border="1" data-bbox="252 824 893 1064"> <thead> <tr> <th></th> <th>COMPONENT</th> <th>MEASURED BY</th> <th>EXAMPLE</th> </tr> </thead> <tbody> <tr> <td><b>A</b></td> <td>Affect</td> <td>Physiological indicators<br/>Verbal statements about feelings</td> <td>I don't like my boss.</td> </tr> <tr> <td><b>B</b></td> <td>Behavioral intentions</td> <td>Observed behavior<br/>Verbal statements about intentions</td> <td>I want to transfer to another department.</td> </tr> <tr> <td></td> <td>Cognition</td> <td>Attitude scales<br/>Verbal statements about beliefs</td> <td>I believe my boss plays favorites at work.</td> </tr> </tbody> </table> |  | COMPONENT                                  | MEASURED BY | EXAMPLE | <b>A</b> | Affect | Physiological indicators<br>Verbal statements about feelings | I don't like my boss. | <b>B</b> | Behavioral intentions | Observed behavior<br>Verbal statements about intentions | I want to transfer to another department. |  | Cognition | Attitude scales<br>Verbal statements about beliefs | I believe my boss plays favorites at work. | <p><b>10+5 Marks</b></p> | <p><b>30 Minutes</b></p> |
|                  | COMPONENT   | MEASURED BY  | EXAMPLE                                    |             |         |          |        |  |                       |          |                       |   |   |  |           |  |  |                          |                          |
| <b>A</b>         | Affect  | Physiological indicators<br>Verbal statements about feelings | I don't like my boss.                      |             |         |          |        |  |                       |          |                       |   |   |  |           |  |  |                          |                          |
| <b>B</b>         | Behavioral intentions   | Observed behavior<br>Verbal statements about intentions      | I want to transfer to another department.  |             |         |          |        |  |                       |          |                       |   |   |  |           |  |  |                          |                          |
|                  | Cognition   | Attitude scales<br>Verbal statements about beliefs           | I believe my boss plays favorites at work. |             |         |          |        |  |                       |          |                       |   |   |  |           |  |  |                          |                          |