PG Odd Semester (CBCS) Exam., November—2016

BUSINESS ADMINISTRATION

(1st Semester)

Course No. : MBACC–104

(Organizational Behaviour)

Full Marks : 70
Pass Marks : 28

Time : 3 hours

*The figures in the margin indicate full marks
for the questions*

Answer **all** questions

1. "Organizational Behaviour is the result of interaction and interdependency between formal organization and the human factors variables." Elucidate. Why a modern manager to have behavioural skills?   10+4=14

OR

2. *(a)* Distinguish among belief, attitude, and values. What are their sources?   3+4=7

(2)

(b) What do you mean by perception? What are the significant factors that influence on perception formation among individuals? Explain.   2+5=7

3. Define 'learning'. Describe, in brief, the social learning theory. Why should a manager know social learning theory? Give two reasons.   2+8+4=14

4. *(a)* Illustrate the following statements :

   (i) Motivation is an inner driving force that activates our moves.

   (ii) Motivation is a movement towards balance.

   (iii) Motivation is initiated by need and ends with need satisfaction.

   (b) Examine the role of motivation on performance and productivity.   9+5=14

OR

5. Write a descriptive note on work motivation in the light of Vroom's expectancy theory and Porter and Lawler's performance satisfaction theory.   14

6. Distinguish between 'formal' and 'informal' groups. Introduce in brief about various types of informal group in an organization.   7+7=14

OR

7. Write in brief about the traits and skills which determine the effectiveness of a leader. Are these traits and skills considered equally among managers? Explain.   9+5=14

8. The New England Arts project had its headquarters above the restaurant in Portsmouth, New Hampshire. The project had five full-time employees, and during busy times of the year, particularly the month before Christmas, it hired as many as six part-time workers to type, address envelopes, and send our mailings. Although each of the five full-timers had a title and a formal job description, an observe would have had trouble telling their positions apart. Suzanne Clammer, for instance, was the Executive Director, the head of the office, but she could be found typing or licking envelopes just as often as Martin Welk, who had been working for less than a year as office coordinator, the lowest position in the project hierarchy.

Despite a constant sense of being a month behind, the office, ran relative smoothly. No outsider would have had a prayer of finding a mailing list or budget in the office, but project employee knew where almost everything was, and after a quiet fall they did

not mind having their small space packed with workers in November. But a number of the federal funding agencies on which the project relied began to grumble about the cost of part-time workers, the amount of time. The project spent handling routine paper work, and the chaotic condition of its financial records. The pressure to make a radical change was on. Finally Martin Welk said it "May be we should get a computer."

To Welk, fresh out of college, where he had written his papers on a word processor, computers were just another tool to make a job easier. But his belief was not shared by the others in the office, the youngest of whom had fifteen years more seniority than he. A computer would send the wrong things to the wrong people, insulting them and convincing them that the project had become another faceless organization that did not care. They swapped horror stories about computers that had charged them thousands of dollars for purchases they had never made or had assigned the same airplane seat to five people.

"Well lose all control, Suzanne Clammer complained. She saw some kind of office automation as inevitable, yet she kept thinking she would probably quite before it came about. She liked hand-addressing

mailing to arts patrons whom she had met, and she felt sure that the recipients contributed more because they recognised her neat blue printing. She remembered the agonies of typing class in high school and believed she was too old to take on something new and bound to be much confusing. Two other employees, with whom she had worked for a decade, called her after work to ask if the prospect of a computer in the office meant they should be looking for other jobs. I have enough trouble with English Grammar, one of them wailed. "I'll never be able to learn computer language."

One morning Clammer called Martin Welk into her office, shut the door, and asked him if he could recommend any computer consultants. She had read an article that explained how a company could waste thousands of dollars by adopting integrated office automation in the wrong way, and she figured the project would have to hire somebody for at least six months to get the new machine working and to teach the staff how to use them. Welk was pleased because Clammer evidently had accepted the idea of a computer in the office. But he also realized that as the resident authority on computers, he had a lot to do before they went shopping for machines.

Answer the following case questions :

(a) Is organization development appropriate in this situation? Why or why not? Explain. 6

(b) What kind of resistance to change have the employees of the project displayed? 4

(c) What can Martin Welk do to overcome the resistance? 4

★ ★ ★