



(Following Paper ID and Roll No. to be filled in your Answer Book)

PAPER ID : 7104

Roll No.

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M.B.A.

(Only for the candidates admitted/Readmitted in the session 2008-09)

(SEM. I) EXAMINATION, 2008-09

ORGANISATIONAL BEHAVIOUR

Time : 3 Hours]

[Total Marks : 100

Note : *The question paper contains three parts. All questions are compulsory. Marks are indicated against question.*

PART – I

1 Choose the correct answer and write its serial order : **1×20**

(a) An OB study would be least likely to be used to focus on which of the following problems:

- (i) An increase in absenteeism
- (ii) A fall in productivity
- (iii) Decrease in sales
- (iv) Increase in theft by employees

(b) What are three primary determinants of behaviour that OB focusses upon

- (i) profit structure, organizational complexity, job satisfaction
- (ii) individuals, group and job satisfaction
- (iii) group, structure and profit structure
- (iv) individuals, groups and structure.



- (c) Which of the following is not case topic of OB?
- (i) Motivation
 - (ii) Attitude Development
 - (iii) Conflict
 - (iv) Resource Allocation
- (d) Organisational Behaviour is constructed from all of the following except
- (i) physics
 - (ii) psychology
 - (iii) anthropology
 - (iv) social psychology
- (e) There are _____ simple and universal principles that explain organisational behaviour
- (i) an infinity of
 - (ii) absolutely no
 - (iii) fourteen
 - (iv) few if any
- (f) In order to predict human behaviour with any degree of accuracy, what sort of variables must be taken into account :
- (i) Global
 - (ii) General
 - (iii) Dependent
 - (iv) Contingency.

- (g) According to text books, when diversity is not managed properly there is a potential for _____
- (i) Higher creativity
 - (ii) Communication benefits
 - (iii) Labour cost inequity
 - (iv) Higher turnover
- (h) An individual who joins armed forces out of a desire to be involved in an enterprise that requires a high degree of cooperation for success probably would have high _____
- (i) nAch
 - (ii) nAff
 - (iii) nPow
 - (iv) nlov
- (i) Which level of Maslow's hierarchy of needs deal with satisfying one's hunger, thirst and need for sex ?
- (i) safety
 - (ii) physiological
 - (iii) social
 - (iv) esteem
- (j) The time at which an object or event is seen as an example of what type of factor influencing the perceptual process?
- (i) Perceiver
 - (ii) Target
 - (iii) Social
 - (iv) Context



- (k) Which of the following factor is not a factor in the individual perceiver?
- (i) Attitude
 - (ii) Motive
 - (iii) Location
 - (iv) Perception
- (l) The first comprehensive contingency model for leadership was developed by _____
- (i) Hersey and Blanchard
 - (ii) Blake and Mouton
 - (iii) Fred Fiedler
 - (iv) John Kotter
- (m) According to University of Michigan researches, which type of leaders is associated with higher group productivity and higher job satisfaction.
- (i) Situational
 - (ii) Employee oriented
 - (iii) Production oriented
 - (iv) Heliocentric
- (n) According to comprehensive review of leadership literature what is the most important trait of effective leaders?
- (i) Conscientiousness
 - (ii) Openness
 - (iii) Agreeableness
 - (iv) Extraversion

- (o) Emotional intelligence is critical to effective leadership because one of its case components is _____
- (i) empathy
 - (ii) openness
 - (iii) participation
 - (iv) good memory
- (p) The degree to which a person identifies with his or her job, actively participates in it, and considers his or her performance as being important to self worth is _____
- (i) Job satisfaction
 - (ii) job involvement
 - (iii) job stability
 - (iv) organizational commitment
- (q) Theory of cognitive dissonance was proposed by _____
- (i) Maslow
 - (ii) Festinger
 - (iii) Hofstede
 - (iv) Pavlov
- (r) The _____ component of an attitude is the emotional or feeling component of that attitude.
- (i) Affective
 - (ii) Cognitive
 - (iii) Behavioural
 - (iv) Evaluative



- (s) Which of the following can be used in shaping behaviour?
- (i) Positive reinforcement
 - (ii) Reaction
 - (iii) Manipulation
 - (iv) Unionization
- (t) What do we call the view that we can learn both through observation and direct experiences?
- (i) Situational learning theory
 - (ii) Pavlov principle
 - (iii) Social learning theory
 - (iv) Hands-on learning experience

PART-II

2 A Case Study :

The Sad Saga of the Sastri Hall Hostel Kitchen¹

The Sastri Hall Hostel was built 30 years ago to house 40 engineering students and provide them food service. At that time, the kitchen for the hostel had 8 cooks, 4 maids, and one senior engineering student who was assigned to help with the accounting and cash transactions. Four cooks worked from 5.00 a.m. till 1.30 p.m. and the other four worked from 1.30 p.m. to 10.00 p.m. Every morning and evening, two maids helped clean up the tables after the students had eaten,

and washed the utensils. Anand and Bhima were the headcooks for the morning and evening shifts, respectively. They prepared the sweet dish (dessert) and assigned the work to the other cooks according to the menus. Each cook was entrusted with a speciality, such as preparing breakfast (or evening tiffin), making the vegetarian dishes, cooking the nonvegetarian menus, and the like.

Each cook estimated his own requirements of provisions and other requisites to prepare the breakfast, tiffin, vegetarian and other nonvegetarian menus, and the headcook estimated the needs for the sweets preparations, coffee, tea, milk and other requirements to serve the students. Each individual cook identified the cheapest source for procuring the needs for the hostel kitchen, a process that not only saved money for the hostel but also helped the friends of the cooks sell their products in bulk. About 80 per cent of the savings, i.e. the difference between the open market price and the supplies procured at the cheaper bulk price, was later passed on to the cooks as 'Diwali Bonus'. This provided added incentive and enthusiasm to the cooks to search for the cheapest possible sources and suppliers.

Because of the relatively small number of people served, the cooks were not under any pressure and took



great pleasure in serving "tasty" food to the students. The cooks in both shifts were all in their mid to late 50s, and they worked well together. In each shift, the members conversed freely, took turns serving meals, and all of them ate together after the students were served.

The working conditions were less than ideal, with five ceiling fans in the dining hall and none in the kitchen. The cooks sweated a lot during the long summer months with the heat of the blazing firewood almost melting them. Though they were constantly wiping their face and neck with towels, they hardly ever complained. The headcook pretty much left the other cooks to organise their work in their own way, and seldom interfered with what they did, since they always cooked good food which was prepared on time. If one of the cooks fell ill, or could not come to work for some other reason (such as a function in the family, marriage, death, etc.), the others, including the head cook, took on the additional work and the meals were always ready on time despite the shortage of one cook. During those rare occasions when a cook did not have his part of the menu prepared on time, or a dish was prepared with too much or too little salt, the others reprimanded him overtly and sharply, but no ill-feelings were harboured by any after the incident. Such episodes were common to both the morning and evening shifts.

In 1981, the Sastri Hall hostel had to be considerably enlarged due to the large enrollment of engineering students over the years. The stop-gap arrangements of housing students in various places could not go on for ever, and a new enlarged facility was completed in 1983 with facilities for 450 men and women, which included not only living space, but a huge recreation hall, a library, a swimming pool, a nice garden, and two badminton and tennis courts. The new kitchen was very big and the facilities included big electric ovens, gas stoves, refrigerators, freezers for the meat products and big platforms on which to cut the vegetables, store the cooked food, and the utensils, etc. Above all the kitchen was also installed with ceiling and pedestal fans so that the cooks would not suffer from the heat.

Due to the increased volume of preparations and service, additional cooks, servers, errand boys, and maids were hired. All the old cooks were put together in the morning shift, along with a newly hired cook. Nine more cooks who were newly hired, were assigned to the evening shift. The newly hired servers, cleaning boys, and maids were equally distributed among the two shifts to help the cooks and keep the facility clean. A



supervisor, Mr. Bhoja was recruited to head the entire operation of the kitchen. Bhoja had a number of years of experience in managing restaurants and other large food service canteens and had recently come to the city to be close to his ailing mother. Bhoja took charge of planning all menus, buying all the provisions and other requirements from the wholesale market in bulk, and assigning work to the staff. He had the entire authority and responsibility for the kitchen operations except hiring and firing people, which was done by the hostel's chief warden and director. The work of the cooks was still assigned on a functional basis (breakfast, vegetarian, non-vegetarian, sweets, savourites, etc.) but now, there were several cooks assigned to each speciality. The time schedule for the morning crew was moved ahead by an hour, and the morning crew worked from 4.00 a.m. to 1.00 p.m. and the evening crew worked from 1.00 to 10.30 p.m. The evening crew had to work an extra 30 minutes so that all groceries and utensils were back in their place to enable the morning crew to start work immediately to get the breakfast ready by 6.30 a.m. A headcook was also chosen in each of the two shifts to ensure that things were done properly during the times when the supervisor was not present.

The morning cooks who were not used to preparing such large quantities of food, sometimes failed to prepare meals which were as tasty as they used to be. At such times, they blamed the supervisor for not buying good quality ingredients and in the right quantities. They made their sentiments known by constantly grumbling in the hearing of the supervisor, and at one time even told him that the supplies he was getting were a waste of money. A second complaint of the morning crew related to the new cook who was recently hired. They said that the new cook was too loud, constantly sang the latest film songs at the top of his voice, and when he was not singing, kept himself busy extolling his own expertise and abilities and advising the other cooks how to do their jobs better. There were constant arguments and fights between the new cook, Krishna and the members of the old crew. A third complaint of the morning crew was that the evening shift crew had an easy time because all they did was to mix all the leftovers of the morning's food, add some fresh "masala" and squeeze some lime juice and lo and behold, a major part of their work was done! They also stated that they had heard through the grapevine that the evening crew members took turns in leaving



early to go to the movies. Finally, they grumbled and had arguments with the supervisor that the two cleaning boys who were supposed to take away the plates and clean the tables after each batch of students finished eating, were too slow and wasted time. Because of this, the cooks felt they were often forced to clean some of the tables in order for the waiting fresh batch of students to be seated and served. The cooks complained that cleaning the tables was not their job and they threatened to quit if the cleaning boys were not reprimanded and asked to "shape up." While investigating the matter, the supervisor found that the cleaning boys were not slow or wasting their time, they just had too much to do within a short period of time.

The evening crew was also experiencing several problems. First was the problem of the new employees adjusting to the schedule and the work. The evening crew also resented the fact that they had to work 30 minutes longer than the morning crew, and felt they were being taken advantage of because they were all new. The most serious problem, however, involved the evening headcook, Mr. Rama, who was much younger than the others and also had a bachelor's degree in economics. Rama had been searching high and low for a job for the past year and felt he had to take any job that came his way since he needed money to

support his family and keep his wife and children alive. Rama was very mature in his views, had positive attitudes and a pleasing personality, and was very capable. What was surprising was the fact that he also turned out to be a very good cook in a short period of time. When Rama was hired, he was rather apprehensive about how well he would fit into the group who were all older and had very little education. He was nervous that they would give him a "hard time" when they came to know that he had a college degree. He mentioned these concerns to the hostel director during his interview, and though the director himself was not sure how the whole thing would work out, he was inclined to help this educated unemployed man who seemed to have a healthy attitude towards life. Hoping to find Rama a clerical job in the college later, he offered him the head cook's job. As expected, the other cooks strongly resented him being their head cook and nicknamed him the "Brahaspathi", "Young Professor", "Vidwan", etc. Their resentment and displeasure manifested in their tardiness, delays in menu preparations, and frequent badly cooked means.

Things came to a climax when Rama one day inadvertently spilled the coffee seeds on the floor while transferring them from the gunny bag to the storage bin and asked the cook stranding nearby to help him pick them up. The cook immediately walked up to the supervisor's office and said he wanted to quit if he was going to be "ordered about", to do such jobs!



When the morning crew members heard about what had happened to the evening crew, they all agreed to meet that evening in the municipal park to draw up a "list of their grievances and demands", which, if not considered by the supervisor and the hostel director would be grounds enough for them to go on strike.

Analyse the above case, identifying and clearly stating the : 30

- (1) Problem/s
- (2) Causes of the problem/s
- (3) Alternative solution to the problem/s
- (4) The best solution and its implementation
- (5) Justification for your solution.

Note : *Cite appropriate concepts and theories wherever necessary while identifying the causes, generating alternative solutions, coming up with the best solution, and justifying your point of view.*

PART - III

3 Why is globalization significant to organizational behaviour? 12 $\frac{1}{2}$

OR

3 What are common perceptual distortions? 12 $\frac{1}{2}$

4 What are reinforcement theories and how are they linked to motivation? 12 $\frac{1}{2}$

OR

4 What can be done to improve team processes and how does team contribute to high performance? 12 $\frac{1}{2}$

5 Explain the process of organizational change. Why is Organizational change determinant of organizational effectiveness? 12 $\frac{1}{2}$

OR

5 Describe levels and stages of conflict and its resolution strategy. 12 $\frac{1}{2}$

6 How is a leader different from Manager? 12 $\frac{1}{2}$

OR

6 What is empowerment and how can managers empower others? 12 $\frac{1}{2}$

