

[This question paper contains 7 printed pages.]

8390

Your Roll No. ....

**BBS / II Sem. - 2011**

**BUSINESS STUDIES - Paper 201 (NS)**

**(Organisational Behaviour)**

*Time : 3 hours*

*Maximum Marks : 75*

*(Write your Roll No. on the top immediately  
on receipt of this question paper.)*

*Attempt all questions.*

*Internal choice is given in Question 5 & 6.*

1. What are the different types of perceptual judgements about others a manager should understand and avoid ? Explain with help of examples ? (7)
2. What behavioral predictions would you make for an employee who has :
  - (a) An external locus of control
  - (b) A high Mach Score
  - (c) A type A personality(3×3=9)
3. Read the following Case and attempt the questions that follow : (7+7=14)

P.T.O.

More Than a Paycheck

Lemuel Greene was a trainer for National Home Manufacturers, a large builder of prefabricated homes. National Home had hired Greene fresh from graduate school with a master's degree in English. At first, the company put him to work writing and revising company brochures and helping with the most important correspondence at the senior level. But soon, both Greene and senior management officials began to notice how well he worked with executives on their writing, how he made them feel more confident about it, and how, after working with an executive on a report, the executive often was much more eager to take on the next writing task.

So National Home moved Greene into its prestigious training department. The company's trainers worked with thousands of supervisors, managers, and executives, helping them learn everything from new computer languages to time management skills to how to get the most out of the workers on the plant floor, many of whom were unmotivated high school dropouts. Soon Greene was spending all his time giving short seminars on executive writing as well as coaching his students to perfect their memos and letters.

Greene's move into training meant a big increase in salary, and when he started working exclusively with the company's top brass, it seemed as though he got a bonus every month. Greene's supervisor, Mirela Albert, knew he was making more than many executives who had been with the company three times as long, and probably twice as much as any of his graduate school classmates who concentrated in English. Yet in her biweekly meetings with him, she could tell that Greene wasn't happy.

When Albert asked him about it, Greene replied that he was in a bit of a rut. He had to keep saying the same things over and over in his seminars, and business memos weren't as interesting as the literature he had been trained on. But then, after trailing off for a moment, he blurted out, "They don't need me!" Since the memos filtering down through the company were now flawlessly polished, and the annual report was 20 percent shorter but said everything it needed to, Greene's desire to be needed was not fulfilled.

The next week, Greene came to Albert with a proposal: What if he started holding classes for some of the floor workers, many of whom had no future within or



outside the company because many could write nothing but their own names? Albert took the idea to her superiors. They told her that they wouldn't oppose it, but Greene couldn't possibly keep drawing such a high salary if he worked with people whose contribution to the company was compensated at minimum wage.

Greene agreed to a reduced salary and began offering English classes on the factory floor, which were billed by management (who hoped to avoid a wage hike that year) as an added benefit of the job. At first only two or three workers showed up—and they, Greene believed, only wanted an excuse to get away from the nailing guns for a while. But gradually word got around that Greene was serious about what he was doing and didn't treat the workers like kids in a remedial class.

At the end of the year, Greene got a bonus from a new source: the vice president in charge of production. Although Greene's course took workers off the job for a couple of hours a week, productivity had actually improved since his course began, employee turnover had dropped, and for the first time in over a year, some of the floor workers had begun to apply for supervisory positions. Greene was pleased with the

bonus, but when Albert saw him grinning as he walked around the building, she knew he wasn't thinking about his bank account.

### Case Questions :

- (a) What need theories would explain why Lemuel Greene was unhappy despite his high income?
- (b) Greene seems to have drifted into being a teacher. Given his needs and motivations, do you think teaching is an appropriate profession for him?

### 4. Attempt the following Case Study. (7+6=13)

The Era Departmental store had a large department that employed six salesclerks. Most of these Salesclerks were loyal and faithful employees who had worked in the department store more than 10 years. They formed a closely knit Social Group.

The store embarked on an expansion program requiring four new clerks to be hired in the department within six months. These newcomers soon learned that the old-timers took the desirable times for coffee breaks, leaving the most undesirable periods for the newcomers. The old time clerks also received priority from the old time cashier, which required the

newcomers to wait in line at the cash register until the old timers had their sales recorded. A no. of customers complained to the store management about this practice.

In addition the old timers frequently instructed newcomers to straighten merchandise in the stockroom and to clean displays on the sales floor, although this work was just as much a responsibility of the old timers. The result was that old timers had more time to make sales and newcomers had less time. Since commissions were paid on sales, the newcomers complained to the department manager about this practice.

#### Questions :

- (a) How is the informal organization involved in this case ? Discuss.
- (b) As a manager of the department what would you do about each of the practices ? Discuss.
5. What type of political Strategies are used to attain power in Organizations ? In an Organisational setting give an example of a situation in which you think it is ethical to use power & political behaviour and an example of a situation in which you think it is unethical to use power and political behaviour. (7)

OR

How does Leadership differ from Management ? Describe an effective and ineffective leader you know of and identify the traits, behaviours and style of these leaders.

6. Explain the following by quoting examples where necessary. Do any Five. (5×5=25)
  - (a) Emotional Intelligence
  - (b) Changing Attitudes
  - (c) Complementary Vs Crossed transactions.
  - (d) Negative Reinforcement Vs Punishment.
  - (e) Charismatic Vs Transformational Leaders.
  - (f) Functional Conflict
  - (g) Kurt Lewins three force model