

Organizational Behaviour

Year – May 2016

BCA-203

[Time : Three Hours]

[Maximum Marks : 75]

Note : Attempt all the Sections as per instructions.
This solution is provided by Mrs. Parul Marwah

Section - A

(Very Short Answer Questions)

Attempt all five questions. Each question carries 3 marks. Very short answer is required not exceeding 75 words.

Q1. What is Group Dynamics ?

Ans. Group Dynamics :

It is the study or use of the processes involved when people in a group interact. Group dynamics deals with the attitudes and behavioral patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning. Group dynamics is relevant to groups of all kinds both formal and informal.

Group Dynamics was founded by **Kurt Lewin** to study group decision, group productivity, group interaction, group cohesiveness and group communication. The underlying assumption was that the laws of the group behavior can be established independently of the goals or specific activities of group irrespective of the structure of the group. Group dynamics contains two terms: group and dynamics.

Group is basically a collectivity of two or more persons. Dynamics comes from Greek word meaning 'Force'. Thus, "Group dynamics is concerned with the interactions of forces among group members in a social situation."

Group Dynamics is a branch of social psychology which studies problems involving the structure of a group. It is the interactions that influence the attitudes and behavior of people when they are grouped with others through either choice or accidental circumstances.

Objectives of Group Dynamics :

- To identify and analyze the social processes that impact on group development and performance.
- To acquire the skills necessary to intervene and

improve individual and group performance in an organizational context.

- To build more successful organizations by applying techniques that provides positive impact on goal achievement.

Q2. What are the factors that affect organizational climate ?

Ans.

[Please Refer Q11(a) 2012 Page-104]

Q3. What are the traditional styles of leadership ?

Ans. Authoritarian, democratic, and laissez-faire leadership styles are the three styles of leaderships which comprise the classical styles of leadership seen in traditional groups and organizations.

Authoritarian Leadership Style :

- Authoritarian leaders, also referred to as autocratic leaders, are characterized as domineering.
- Authoritarian leaders make policies and decide appropriate division of labor from afar.
- They tend to be distant from their group. Authoritarian leadership is gained through punishment, threat, demands, orders, rules, and regulations.
- The functions of authoritarian leadership include unilateral rule-making, task-assignment, and problem solving while the roles of authoritarian followers include adhering to the leader's instructions without question or comment.
- Authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organizations.
- Authoritarian leadership is not suited to environments in which members desire to

share their opinions and participate in decision-making processes.

- Critics of authoritarian leadership argue that the leadership style leads to:
- High member dissatisfaction
- Turn-over
- Absenteeism

Democratic Leadership Style :

- Democratic leaders are characterized by collective decision-making, active member or follower involvement, fair praise, and restrained criticism; they facilitate collective decision-making.
- Democratic leaders offer their followers choices and support.
- Democratic leadership, also referred to as participative leadership, reflects democratic principles and processes including inclusiveness, self-determination, and equal participation, cooperation, and delegation of tasks and responsibilities.
- Democratic leadership gains its authority through accountability, active participation, cooperation, and delegation of tasks and responsibilities.
- The functions of democratic leadership include:
- Distributing responsibility within the group or organization
- Empowering members
- The roles of democratic followers include willingness to take personal responsibility for the group or organization, willingness to be held accountable for their actions and decisions, willingness to maintain their group's autonomy and freedom, willingness to take on the role of leader as needed or appropriate, and willingness to work with their leaders.

Laissez-faire Leadership:

- Laissez-faire leaders are characterized as uninvolved with their followers and members; in fact, laissez-faire leadership is an absence of leadership style.
- Leaders of this style make no policies or group-related decisions. Instead, group members are responsible for all goals, decisions, and problem solving.
- Laissez-faire leaders have very little to no authority within their group organization.
- The functions of laissez-faire leadership include:
- Trusting their members or followers to make appropriate decisions
- Bringing in highly trained and reliable members into the group or organization.
- The roles of laissez-faire followers include:
- Self-monitoring
- Problem solving
- Producing successful end products.
- Laissez-faire leaders are most successful in environments with highly trained and self-directed followers.
- Laissez-faire leadership is appropriate in particular settings such as science laboratories or established companies with long-term employees.
- Laissez-faire leadership is not suited to environments in which the members require feedback, direction, oversight, flexibility, or praise.

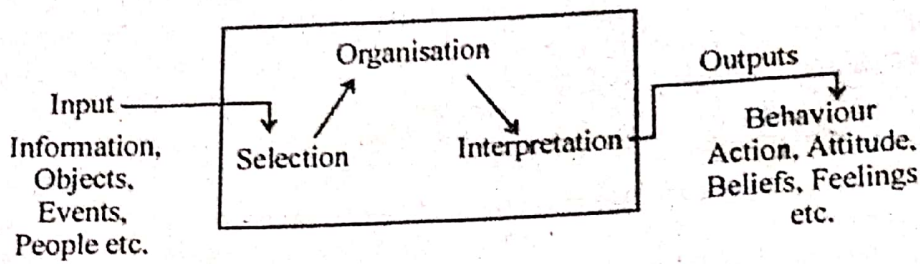
Q4. Explain the process of perception.

Ans. Process of Perception :

Perception is the cognitive process. In terms of SOBC model, perception is the cognitive process which involves the O (Organism) selecting, organising, and interpreting the S (Stimulus). Thus, perception is the process of selecting, organising, and interpreting or attaching meaning to the events happening in the environment.

"Perception may be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment."

The simplified model of perceptual process is given in the following diagram.

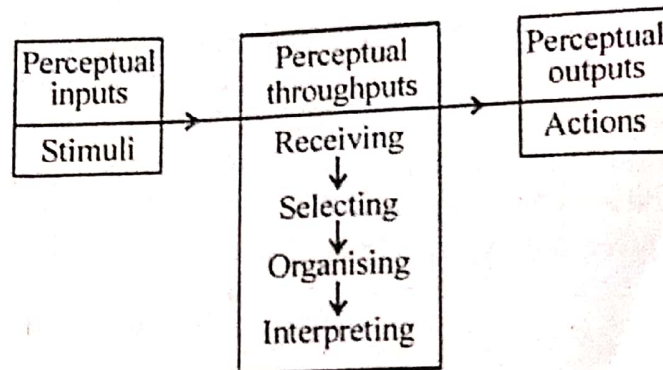


The above shows the interaction of four variables :

- Inputs** : The perceived inputs are objects, events, individuals etc that are received by the perceiver.
- Process** : The received inputs are processed through the selection, organisation and interpretation.
- Output** : Through the processing mechanism, the output is developed. They are feelings, actions, attitude, belief, etc.
- Behaviour** : Behaviour is dependent on these perceived outputs. The behaviour of the perceiver, in turn generate responses from the perceived and these responses give rise to a new set of inputs.

Perception Process has the following three basic Elements :

1. Perceptual Inputs
2. Perceptual Mechanism
3. Perceptual Output



Simplified Process of Perception

[For More Information Please Refer Q8 Unit-II Page-13]

Q5. Explain the learning process.

Ans. Learning Process :

A person receives a variety of stimulus inputs. When specific stimuli become associated with specific responses in a sufficiently permanent manner that that occurrence of the stimuli elicits or tends to elicit a particular response. Learning has occurred. To understand this process, it is important to understand the role of various components of learning. These components are : drive, cue stimuli, response, reinforcement, and retention.

1. Drive : Any strong stimulus that impels action without drive, learning does not take place or, at least, is not discernible because drive arouses an individual and keeps him readily to respond: thus, it is the basis of motivation. A motive differs from drive mainly in that it is purposeful, or directed towards the specific goals, whereas drive refers to an increased probability of activity without specifying the nature of the activity. Drives are basically of two types – primary or psychological drives and secondary or psychological drives. These two categories of drives often interact. Individuals operate under many drives at the same time. To predict behaviour, it is necessary to establish which drives are stimulating the most.

2. Cue Stimuli : Cue stimuli are any objects existing in the environment, as perceived by the individual. It is common to speak of cue stimuli simply as stimuli or to use the term cue and stimuli interchangeable.

3. Generalisation : Generalisation occurs when a response is elicited by a similar but new stimulus. If

two stimuli are exactly alike, a person may make mistake or false conclusion because of generalisation. For example, Stereotyping or halo effect in perception occurs because of generalisation.

4. Discrimination : Discrimination is opposite of generalisation. This is a process whereby an organism learns to emit a response to a stimulus but avoids making the same response to a similar but somewhat different stimulus. For example, a rat may learn to respond to the white colour but not to the black.

5. Responses : The stimulus result in responses. Responses may be in the physical form or may be in terms of attitudes, familiarity, perception, or other complex phenomena usually however; learning psychologists attempt measurement of learning in behavioural terms, that is, responses must be operationally defined and preferably physically observable.

Section - B

(Short Answer Questions)

Attempt any two questions out of the following three questions. Each question carries 7.5 marks. Short answer is required not exceeding 200 words.

Q6. Explain the different models of Organizational Behaviour.

Ans.

[Please Refer Q12 Unit-I Page-7]

Q7. Give a comparative analysis of Herzberg's two-factor theory and Maslow's hierarchy of needs.

Ans.

[Please Refer Q13 Unit-II Page-28]

Q8. Explain the Fiedler's contingency model of leadership.

Ans. Contingency approach to leadership was first developed comprehensively by Fiedler. In this contingency approach, model proposes that *"effective group performance depends on the proper match between the leader's style and the degree to which the situation gives control to the leader."*

Fiedler's model consists of 3 primary elements :

Leadership style :

Fiedler believes that a key factor in leadership success is the 'individual's basic leadership style' and thus he identifies the two dimension of leadership style:

- **Task oriented :** Task directed is related to performance of task.
- **Human relationship oriented :** Human relation which achievement of good interpersonal relations.

To understand the basic style Fiedler created the Least Preferred Co-worker (LPC) questionnaire for the purpose to measure whether a person is Task oriented or Relationship oriented. It asks the respondents to think of all the co-workers they have ever worked and to describe the person they least enjoyed working with by rating that person on a scale of 1-8. Among 16 set of contrasting questions.

The least preferred co-worker is described in relatively positive terms (a high LPC score) then the respondent is primarily interested in good personal relationship with the co-worker i.e. if you describe the person you are least able to work with in favorable terms then Fiedler would level you relationship oriented. In contrast if the least preferred co-worker is seen in relatively unfavorable terms (a low LPC score) the respondent is primarily interested in productivity and would be leveled task oriented.

Situation :

After an individual's basic leadership style has been assessed through LPC, Fiedler identifies 3 contingency factors which are the key situational factors that determine leader's effectiveness:

- **Task Structure:** It is the degree which the job assignments are procedures i.e. structured or unstructured
- **Position Power:** It is the degree of influence a leader has over power variable such as hiring, discipline, promotion and salary increase
- **Leader Member Relationship:** It is the degree of confidence, trust and respect shown by the member to their leaders

The next step in the Fiedler model is to evaluate the situation in terms of these 3 contingency variables.

Fiedler states that *"the better the leader-member relationship the more highly structure the task is and the stronger the position power the more*