

Internal Assessment Test - III

Sub:	Management and Organizational Behaviour						Code:	18MBA11	
Date:	30.01.2019	Duration:	90 mins	Max Marks:	50	Sem:	I	Branch:	MBA

	Marks	OBE	
		CO	RBT
Part A - Answer Any Two Full Questions (15*02=30 Marks)			
1(a) Define: Perception	[02]	CO1	L1
(b) Explain the factors influencing Perception	[05]	CO1	L2
(c) Summarize Big Five Model and MBTI Personality Test	[08]	CO2	L5
2(a) List out the components of Attitude	[02]	CO1	L1
(b) Discuss in detail: Two Factor Theory	[05]	CO2	L2
(c) Describe: Trait and Behavioural Theory in Leadership	[08]	CO2	L2
3(a) Differentiate: Theory X and Theory Y Personality	[02]	CO1	L2
(b) Discuss: Maslow's need theory of Motivation	[05]	CO3	L2
(c) Analyze the various leadership styles in Managerial Grid	[08]	CO4	L4
Part B - Compulsory (01*20=20 marks)			
4(a) Examine LPC in Indian Context?	[10]	CO5	L3
(b) Discover if you prefer to be more production oriented or more people oriented, than you are? Why?	[10]	CO3	L3

Course Outcomes	PO1	PO2	PO3	PO4	PO5
Comprehend & Correlate all the management functions which are happening around with fundamental concepts and principles of management.	1a, 1b, 2a, 3a				
Understand the overview of management, theory of management and practical applications of the same.		1c, 2b, 2c			
Effectively use their skills for self-grooming, working in groups and to achieve organizational goals.			4b	3b	
Demonstrate their acumen in applying managerial and behavioral concept in real world/situation.					3c
Understand and demonstrate their exposure on recent trends in management.			4a		

Cognitive level	KEYWORDS
L1	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
L2	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
L3	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.
L4	Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
L5	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize.

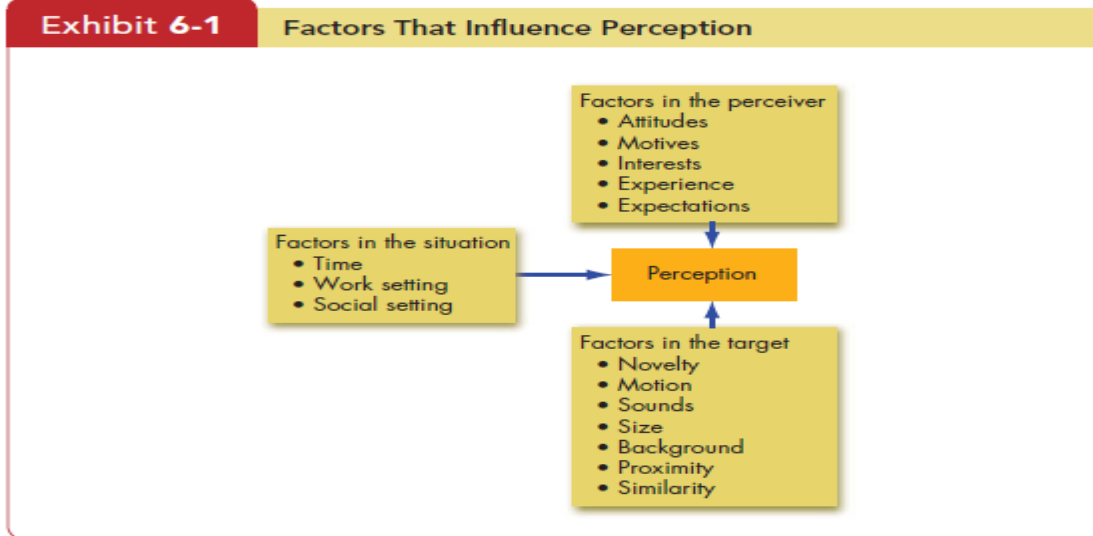
PO1 – Theoretical Knowledge; PO2 – Effective Communication Skills; PO3 – Leadership Qualities; PO4 – Sustained Research Orientation; PO5 – Self-Sustaining Entrepreneurship

Answer Keys

Part A

1 (a) perception A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

1 (b)



1 (c) The Myers-Briggs Type Indicator (MBTI) is the most widely used personality assessment instrument in the world. ¹⁰ It is a 100-question personality test that asks people how they usually feel or act in particular situations. Respondents are classified as extraverted or introverted (E or I), sensing or intuitive (S or N), thinking or feeling (T or F), and judging or perceiving (J or P). These terms are defined as follows:

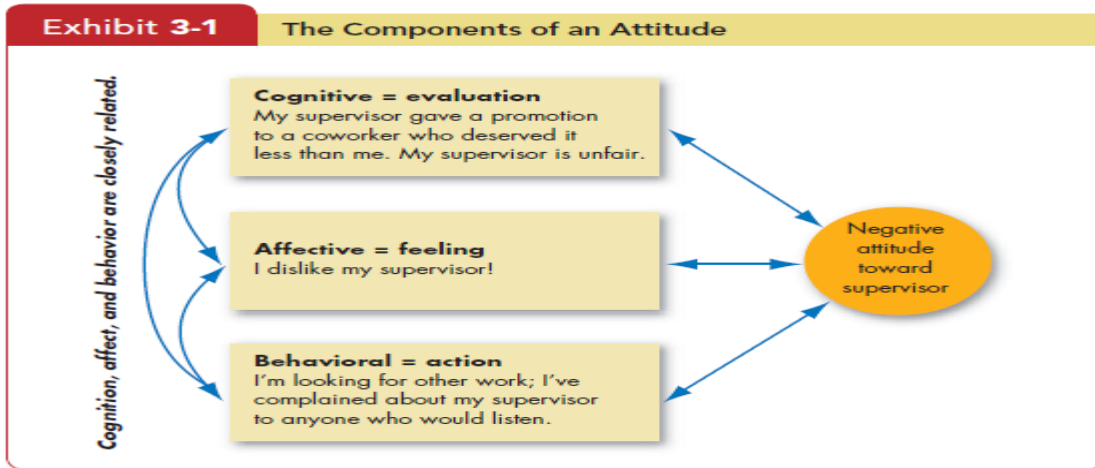
- *Extraverted (E) versus Introverted (I)*. Extraverted individuals are outgoing, sociable, and assertive. Introverts are quiet and shy.
- *Sensing (S) versus Intuitive (N)*. Sensing types are practical and prefer routine and order. They focus on details. Intuitives rely on unconscious processes and look at the “big picture.”
- *Thinking (T) versus Feeling (F)*. Thinking types use reason and logic to handle problems. Feeling types rely on their personal values and emotions.
- *Judging (J) versus Perceiving (P)*. Judging types want control and prefer their world to be ordered and structured. Perceiving types are flexible and spontaneous.

The Big Five Personality Model

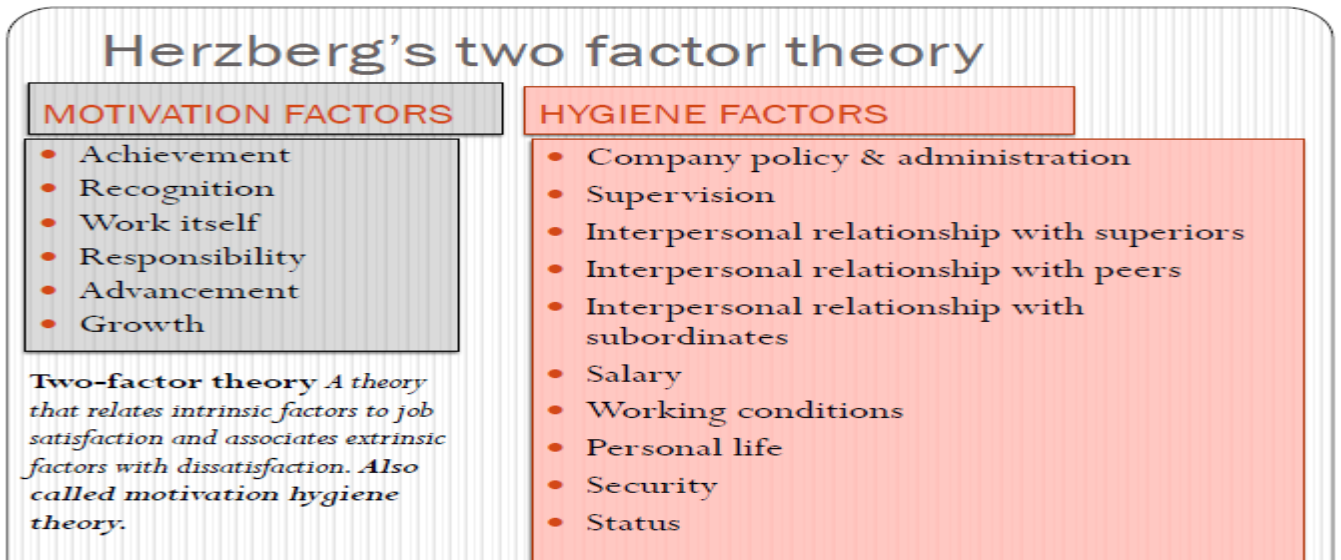
The MBTI may lack strong supporting evidence, but an impressive body of research supports the thesis of the **Big Five Model**—that five basic dimensions underlie all others and encompass most of the significant variation in human personality. Moreover, test scores of these traits do a very good job of predicting how people behave in a variety of real-life situations. ¹³ The following are the Big Five factors:

- *Extraversion*. The **extraversion** dimension captures our comfort level with relationships. Extraverts tend to be gregarious, assertive, and sociable. Introverts tend to be reserved, timid, and quiet.
- *Agreeableness*. The **agreeableness** dimension refers to an individual’s propensity to defer to others. Highly agreeable people are cooperative, warm, and trusting. People who score low on agreeableness are cold, disagreeable, and antagonistic.
- *Conscientiousness*. The **conscientiousness** dimension is a measure of reliability. A highly conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable.
- *Emotional stability*. The **emotional stability** dimension—often labeled by its converse, neuroticism—taps a person’s ability to withstand stress. People with positive emotional stability tend to be calm, self-confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed, and insecure.
- *Openness to experience*. The **openness to experience** dimension addresses range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the category are conventional and find comfort in the familiar.

2 (a)



2 (b)



2 (c)

Trait Theory

Leadership traits are not completely inborn but can also be acquired through learning and experience. Trait is defined as relatively enduring quality of an individual. The trait approach seeks to determine “what makes a successful leader” from the leader’s personal characteristics.

The various traits can be classified into

- Innate trait/ qualities
- Acquirable trait/ qualities
- **Innate Qualities:**
 - Physical features
 - Intelligence
- **Acquirable Qualities:**
 - Emotional stability
 - Human relations
 - Empathy
 - Objectivity
 - Motivating skills
 - Technical skills
 - Communicative skills
 - Social skills

Behavioral Theories

- It emphasizes that strong leadership is the result of effective role behavior. According to researchers role can be perform under two major functions:
- **Task related functions or problem solving functions:** relate to providing solutions to the problems faced by the groups in performing jobs and activities.
- **Group maintenance functions or social functions:** relate to actions of mediating disputes and ensuring that individuals feel valued by the group.
- Leadership may be viewed in two ways:
 - **Functional behavior:** influences followers positively and includes such functions as setting clear goals, motivating employees for achieving goals, raising the level of morale, building team spirit, effective two-way communication, etc.
 - **Dysfunctional behavior:** is unfavorable to the followers and denotes ineffective leadership. Such a behavior may be inability to accept employees’ ideas, display of emotional immaturity, poor human relations, etc.
- **Initiating structure** The extent to which a leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment.
- **Consideration** The extent to which a leader is likely to have job relationships characterized by mutual trust, respect for subordinates’ ideas, and regard for their feelings.
- **Employee-oriented leader** A leader who emphasizes interpersonal relations, takes a personal interest in the needs of employees, and accepts individual differences among members.
- **Production-oriented leader** A leader who emphasizes technical or task aspects of the job.

3 (a)

Theory X The assumption that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform.

Theory Y The assumption that employees like work, are creative, seek responsibility, and can exercise self-direction.

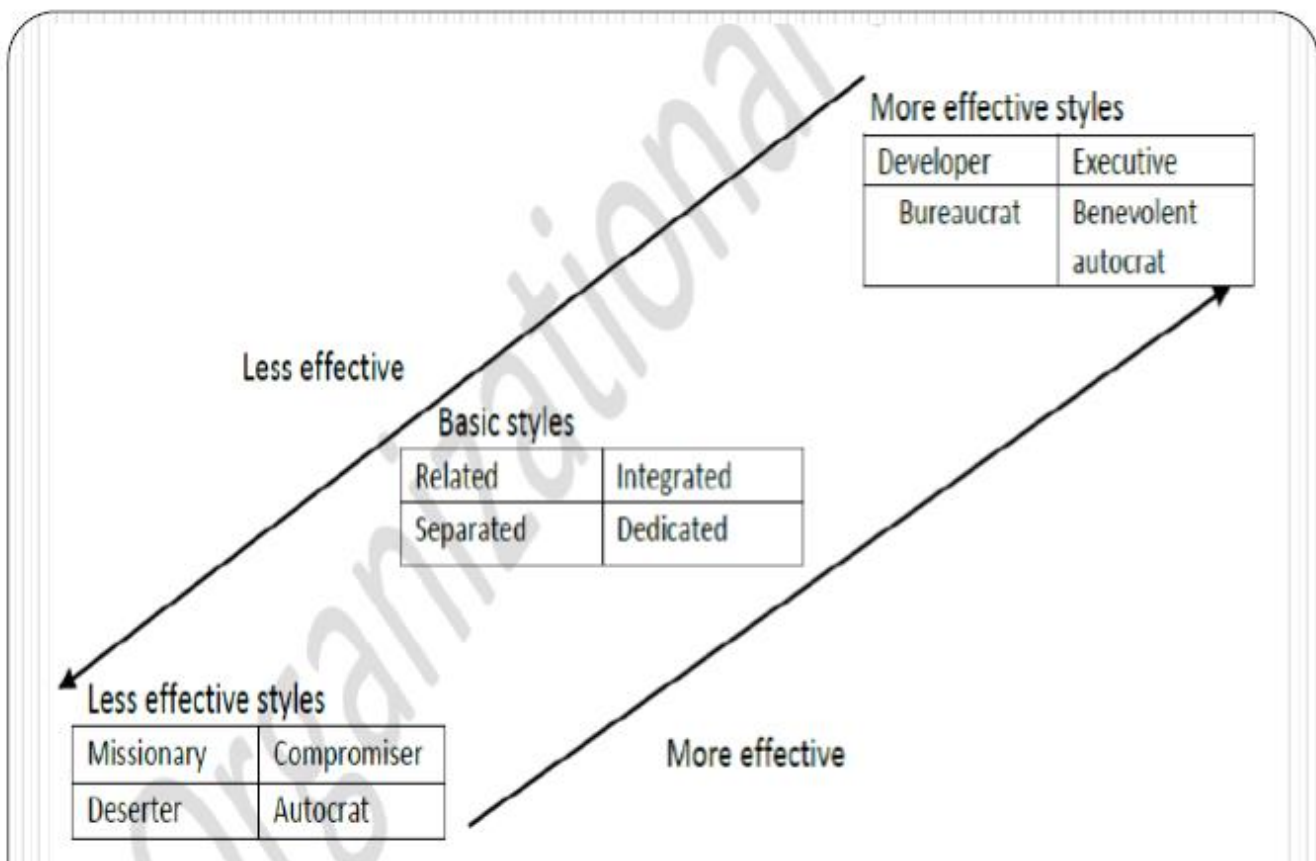
3(b)

Maslow's Hierarchy of Needs Theory

- **Physiological.** Includes hunger, thirst, shelter, sex, and other bodily needs.
- **Safety.** Security and protection from physical and emotional harm.
- **Social.** Affection, belongingness, acceptance, and friendship.
- **Esteem.** Internal factors such as self-respect, autonomy, and achievement, and external factors such as status, recognition, and attention.
- **Self-actualization.** Drive to become what we are capable of becoming; includes growth, achieving our potential, and self-fulfillment.
- **Lower order Needs:** Needs that are satisfied externally; Physiological Needs and Safety Needs
- **Higher order Needs:** Needs that are satisfied internally; Social, Esteem and Self-actualization needs



3(c)



Part B

- (a) Open Ended answers. However, the answers which they present should be justified with the relevant illustrations.
 - (b) Open Ended answers. However, the answers which they present should be justified with the relevant illustrations.