

**SH-432**

**Total No. of Pages : 3**

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| <b>Seat No.</b> |  |
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**M.B.A. (Part - I) (Semester - I) (CBCS) (New)**  
**Examination, December - 2017**  
**ORGANIZATIONAL BEHAVIOUR (Paper - VII)**  
**Sub. Code : 68308/57110**

**Day and Date : Thursday, 28 - 12 - 2017**

**Total Marks : 80**

**Time : 10.30 a.m. to 1.30 p.m.**

- Instructions :**
- 1) Q.No. 1 and 2 are compulsory.
  - 2) Attempt any two questions from Q.3 to Q.5.
  - 3) Figures to the right indicate full marks.

**Q1) Read the case carefully and answer the questions below it. [20]**

The New England Arts Project had its headquarters above an Italian 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 out mailings. Although each of the five full-timers had a title and a formal job description, an observer 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's hierarchy.

Despite a constant sense of being a month behind, the office ran relatively smoothly. No outsider would have had a prayer of finding a mailing list or a budget in the office, but project employees 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 the part-time workers, the amount of time the project spent handling routine paperwork, and the chaotic condition of its financial records. The pressure to make a radical change was on. Finally Martin Welk said it: "Maybe we should get a computer."

**P.T.O.**

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 eat the project's mailing list, they said, destroying any chance of raising funds for the year. It 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.

"We'll lose all control," Suzanne Clammer complained. She saw some kind of office automation as inevitable, yet she kept thinking she would probably quit before it came about. She liked hand-addressing mailings to arts patrons whom she had met, and she felt sure that the recipients contributed more because they recognized 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 more 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 machines 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 of work to do before they went shopping for machines.

#### Questions

- a) Is organization development appropriate in this situation? Why or why not?
- b) What kinds of resistance to change have the employees of the project displayed?

**Q2)** Read the following case let and answer the question.

**[20]**

Clarke, a pesticide-selling company, has a core business that is environmentally harmful by its very nature. Its journey to sustainability faced unique challenges even when innovation led to new green products, processes, technologies and business models. As such, its leadership had to cope with the overwhelming task of engaging both its employees and customers in the idea that sustainability can be effective and profitable.

**Question:**

- a) How does a company overcome the challenges involved in acquiring the necessary buy-in from employees and customers who are skeptical about environmental sustainability as a potential driver of business strategy?

**Q3) a)** Explain various approaches of OB.

**[10]**

- b) What do you mean by Values? Explain its types and sources.

**[10]**

**Q4) a)** Explain the theories of Motivation.

**[10]**

- b) Explain Organizational Culture and its impact.

**[10]**

**Q5)** Write Short Notes on (Any four) :

**[20]**

- a) Perception.
- b) Nature of OB.
- c) Manage in Diversity.
- d) Attitude.
- e) Activities of Leadership.
- f) Stress.

