**SET B**

# NEW SUMMIT COLLEGE

## Faculty of Management

## PRE-BOARD EXAMINATION - 2080

**Program: BBM** | **Full Marks: 60**
**Level: Fifth Semester** | **Pass Marks: 30**
**Subject: MGT 203: Organizational Behavior** | **Time: 3 hrs.**

*Candidates are required to answer all the questions in their own words as far as practicable*

### *Group A*

**Brief Answer Questions:** **[6 x 1 = 6]**

1. Organizational behavior is applied science. Justify.
2. How emotions are related with individual behavior?
3. How do individual experiences influence perception?
4. Write any three characteristics of personality type "B".
5. List the human needs suggested by ERG theory of motivation.
6. Write the meaning of synergy performance of team.

### *Group B*

**Descriptive Answer Questions:** **[6 x 3 = 18]**

7. What is the meaning of OB. Describe the levels of OB analysis?
8. Write the meaning of attitude. Describe the sources of attitude formation.
9. What is perception? Describe any three applications of perception in organization.
10. Describe about social learning theory with appropriate example.
11. Discuss any four issues in communication.
12. What is intergroup conflict? Describe the nature of intergroup conflict.

### *Group C*

**Analytical Answer Questions:** **[4 x 6 = 24]**

13. Describe the relationship between motivation and employee performance. Explain the possible integrated methods of applying motivation theories in organization.
14. How does the nature of team is different than group? Explain the types of teams in organization.
15. Describe the fundamental assumption of situational leadership. Explain the Path-Goal theory of leadership.
16. What is organizational development? Explain the individual and group levels of OD interventions.

### *Group D*

**Comprehensive Answer Questions:** **[4 x 3 = 12]**

17. Read the following case carefully and solve the followed questions:

The New England Arts Project had its headquarters above an Italian restaurant in Portsmouth, New Hamshire. 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 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: "May be we should get a computer."

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 prospects 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 Pascal or Lotus or whatever these new languages are."

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 Claminer 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 kind of resistance to change have the employees of the project displayed?
c. What can Martin Welk do to overcome the resistance?
d. Does changes in technology and work structure ensures cost-effective performance or not then how?

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