A COURSE FILE

ON

"ORGANIZATIONAL BEHAVIOUR"

DEPARTMENT OF

COMPUTER SCIENCE AND ENGINEERING

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(H&S)

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COURSE FILE (R-18)

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1. INSTITUTE MISSION AND VISION

Vision of the institute

To be recognized as a premier institution in offering value based and futuristic quality technical education to meet the technological needs

of the society.

Mission of the institute.

- To impart value based quality technical education through innovative teaching and learning methods.

- To continuously produce employable technical graduates with advance technical skills to meet the current and future technological needs of the society.

- To prepare the graduates for higher learning with emphasis on academic and industrial research.

Department Vision and Mission

Vision of the department

To produce globally competent and industry-ready graduates in Computer Science & Engineering by imparting quality education with the know-how of cutting-edge technology and holistic personality.

Mission of the department

1. To offer high-quality education in Computer Science & Engineering in order tobuild core competence for the graduates by laying a solid foundation in Applied Mathematics and program frameworkwith a focus on concept building.
2. The department promotes excellence in teaching, research, and collaborative activities to prepare graduates for a professional career or higher studies.
3. Creating an intellectual environment for developing logical skills and problem-solving strategies, thus developing, an able and proficient computer engineer to compete in the current global scenario.

2. PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO 1: Excel in professional career and higher education by acquiring knowledge of mathematical computing and engineering principles.
PEO 2: To provide an intellectual environment for analyzing and designing computing systems for technical needs.
PEO 3: Exhibit professionalism to adapt current trends using lifelong learning with legal and ethical responsibilities.
PEO 4: To produce responsible graduates with effective communication skills and multidisciplinary practices to serve society and preserve the environment.

• LIST OF POs:

Engineering Graduates will be able to:

1. **Engineering knowledge**: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

2. **Problem analysis**: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

3. **Design/development of solutions**: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

4. **Conduct investigations of complex problems**: Use researchbased knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

5. **Modern tool usage**: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

6. **The engineer and society**: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

7. **Environment and sustainability**: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development

8. **Ethics**: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

9**. Individual and team work**: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

10**. Communication**: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

11. **Project management and finance**: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments

12. **Lifelong learning**: Recognize the need for, and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological change.

3. LIST OF COs

Course Name: Organizational Behaviour(SM801MS) (R18)

CO1	Understand the conceptual framework of the discipline of OB and its practical applications in the organizational set up
CO2	Understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently
CO3	Evaluate and analyze various theories and models that contributes in the overall understanding of the discipline
CO4	Develop creative and innovative ideas that could positively shape the

	organizations.	
CO5	Demonstrate and embrace in working with different people from different cultural and diverse background in the workplace.	

4. SYLLABUS COPY AND SUGGESTED/REFERENCE BOOKS

SM801MS: ORGANIZATIONAL BEHAVIOUR (PC)

L T P C   **3 0 0 3**

Course Objectives: The objective of the course is to provide the students with the conceptual framework and the theories underlying Organizational Behaviour.

UNIT- I:

Introduction to OB - Definition, Nature and Scope – Environmental and organizational context – Impact of IT, globalization, Diversity, Ethics, culture, reward systems and organizational design on Organizational Behaviour. Cognitive Processes-I: Perception and Attribution: Nature and importance of Perception – Perceptual selectivity and organization – Social perception – Attribution Theories – Locusof control –Attribution Errors –Impression Management.

UNIT-II:

Cognitive Processes-II: Personality and Attitudes – Personality as a continuum – Meaning of personality
- Johari Window and Transactional Analysis - Nature and Dimension of Attitudes – Job satisfaction and organizational commitment-Motivational needs and processes- Work-Motivation Approaches Theories of Motivation- Motivation across cultures - Positive organizational behaviour: Optimism – Emotional intelligence – Self-Efficacy.

UNIT- III:

Dynamics of OB-I: Communication – types – interactive communication in organizations – barriers to communication and strategies to improve the follow of communication - Decision Making: Participative decision-making techniques – creativity and group decision making. Dynamics of OB –II Stress and Conflict: Meaning and types of stress –Meaning and types of conflict - Effect of stress and intra- individual conflict - strategies to cope with stress and conflict.

UNIT- IV:

Dynamics of OB –III Power and Politics: Meaning and types of power – empowerment - Groups Vs. Teams – Nature of groups – dynamics of informal groups – dysfunctions of groups and teams – teamsin modern work place.

UNIT- V:

Leading High performance: Job design and Goal setting for High performance- Quality of Work Life- Socio technical Design and High-performance work practices - Behavioural performance management: reinforcement and punishment as principles of Learning –Process of Behavioural modification - Leadership theories - Styles, Activities and skills of Great leaders.

REFERENCE BOOKS:
- Luthans, Fred: Organizational Behaviour 10/e, McGraw-Hill, 2009
- McShane: Organizational Behaviour, 3e, TMH, 2008
- Nelson: Organizational Behaviour, 3/e, Thomson, 2008.
- Newstrom W. John & Davis Keith, Organisational Behaviour-- Human Behaviour at Work, 12/e, TMH, New Delhi, 2009.
- Pierce and Gardner: Management and Organisational Behaviour: An Integrated perspective, Thomson, 2009.
- Robbins, P. Stephen, Timothy A. Judge: Organisational Behaviour, 12/e, PHI/Pearson, New Delhi, 2009.
- Pareek Udai: Behavioural Process at Work: Oxford & IBH, New Delhi, 2009.
- Schermerhorn: Organizational Behaviour 9/e, Wiley, 2008.
- Hitt: Organizational Behaviour, Wiley, 2008
- Aswathappa: Organisational Behaviour, 7/e, Himalaya, 2009
- Mullins: Management and Organisational Behaviour, Pearson, 2008.
- McShane, Glinow: Organisational Behaviour--Essentials, TMH, 2009.
- Ivancevich: Organisational Behaviour and Management, 7/e, TMH, 2008

5. SESSION PLAN/LESSON PLAN

Unit I		
Introduction to Organizational Behaviour: Historical background of OBconcept,Relevance of OB	L1	T2
Contributing disciplines - to the field of OB, challenges and opportunities for OB	L2	T2
Foundations of Individual behavior	L3	T2
Theory - Social theory	L4	T2
Perceptual selectivity and organization	L5	T2
Social perception – Attribution Theories	L6	T2
Locusof control –Attribution Errors	L7	T2
Impression Management.	L8	T2
Unit 2		
Individual Difference: personality- conceptand determinants of personality- theories of personality- types of theories- trait theory	L9,L10	T1,T4
psycho analytic theory- social learning theory- erikson stages of personality development Chris Argyris 2 immaturity to maturity Continuum personality- job fit	L11	T1,T4
Perception: meaning process- factors influencing perception- attribution theory	L12,	T1,T4
Learning: classical, operant and social cognitive approaches- managerial implications. attitudes and values- components, attitudes- behaviour relationship, formation, values	L13 ,L14	T1,T4
Motivation: early theories of motivation -hierarchy of needs theory- theory X and theory Y, two factor theory,McClelland's theory of needs and contemporary theories of motivation- self- determination theory, job engagement, goal setting theory, self- efficacy theory, reinforcement theory, equity theory, expectancy theory	L15 ,L16	T1,T4
	L17,L18	T1,T4
Unit 3		
Group dynamics: foundations of group Behavior	L19	T2
group and team- stages of group development- factors affecting group and team performance	L20	T2
group decision making	L21	T2
interpersonal communication- communicationprocess- barriers to communication- guidelines for effective communication	L22,L23	T2
creativity and group decision making. Dynamics of OB –II	L24	T2

Stress and Conflict: Meaning and types of stress	L25,L26	T2
Meaning and types of conflict - Effect of stress and intra-individual conflict - strategies to cope with stress and conflict.	L27	T2
Unit 4		
Leadership: trait, behavioural and contingency theory		
leaders versus managers	L28	T1,T3
Power and politics: sources of power-political behaviour in organisations- managing politics	L29,L30	T1,T3
Conflict and negotiation: sources and types of conflict- negotiation strategies- negotiationprocess	L31	T1,T3
Work stress: stressors in the workplace	L32,L33	T1,T3
individual differences on experience in stress- managing workplace stress	L34	T1,T3
Organisational culture andclimate: Concept and importance- creating and sustaining culture	L35,L36	T1,T3
emotional intelligence, work life integration practices	L37	T1,T3
Leadership: trait, behavioural and contingency theory		
leaders versus managers	L38	T1,T4
Power and politics: sources of power-political behaviour in organisations- managing politics	L38	T1,T4
Conflict and negotiation: sources and types of conflict- negotiation strategies- negotiationprocess	L39	T1,T4
Work stress: stressors in the workplace	L40	T1,T4
individual differences on experience in stress- managing workplace stress	L41	T1,T4
Organisational culture andclimate: Concept and importance- creating and sustaining culture	L41	T1,T4
emotional intelligence, work life integration practices	L42	T1,T4
unit-5		
Leadership: trait, behavioural and contingency theory	L43	T1,T4
Leading High performance: design and Goal setting for High performance	L44	T1,T4
Quality of Work Life- Socio technical Design and High-performance work practices	L45	T1,T4

Behavioural performance management:reinforcement and punishment as principles of Learning	L46	T1,T4
Process of Behavioural modification	L47 , L48	T1,T4
Leadership theories - Styles, Activities and skills of Great leaders.	L49,L50	T1,T4
Activities and skills of Great leaders.	L51,L52	T1,T4
TOTAL NO OF CLASSES	52	

6. SESSION EXECUTION LOG

UNIT	NAME OF THE TOPIC	DURATION
1	Unit – I: Introduction to OB - Definition, Nature and Scope – Environmental and organizational context – Impactof IT, globalization, Diversity, Ethics, culture, reward systems and organizational design on Organizational Behaviour. Cognitive Processes-I: Perception and Attribution: Nature and importance of Perception – Perceptual selectivity and organization – Social perception – Attribution Theories – Locusof control –Attribution Errors –Impression Management	8 hrs
2	Unit - II: Cognitive Processes-II: Personality and Attitudes – Personality as a continuum – Meaning of personality - Johari Window and Transactional Analysis - Nature and Dimension of Attitudes – Job satisfaction and organizational commitment-Motivational needs and processes- Work-Motivation Approaches Theories of Motivation- Motivation across cultures - Positive organizational behaviour: Optimism – Emotional intelligence – Self-Efficacy.	10hrs
3	Unit-III: Dynamics of OB-I: Communication – types – interactive communication in organizations – barriers to communication and strategies to improve the follow of communication - Decision Making: Participative decision-making techniques – creativity and group decision making. Dynamics of OB –II Stress and Conflict: Meaning and types of stress –Meaning and	09hrs

		types of conflict - Effect of stress and intra- individual conflict - strategies to cope with stress and conflict.	
4	**UNIT- IV:** Dynamics of OB –III Power and Politics: Meaning and types of power – empowerment - Groups Vs. Teams – Nature of groups – dynamics of informal groups – dysfunctions of groups and teams – teams in modern work place.		10hrs
5	**UNIT- V:** Leading High performance: Job design and Goal setting for High performance- Quality of Work Life- Socio technical Design and High-performance work practices - Behavioural performance management: reinforcement and punishment as principles of Learning –Process of Behavioural modification - Leadership theories - Styles, Activities and skills of Great leaders.		12hrs

SESSION PLAN (TIME TABLE)

Day	P-1	P-2	P-3	P-4	P-5	P-6	P-7
Monday	D	D	D				
Tuesday						D	
Wednesday		D	D				
Thursday							
Friday							
Saturday							

7. LECTURE NOTES

LECTURE NOTES.rar

8. ASSIGNMENT QUESTIONS

ASSIGNMENT QUESTIONS.rar

9. MID EXAM QUESTION PAPERS

MID.rar

10. SCHEME OF EVALUATION
Mid-1

SL.NO	QUESTION	MARKS
1	Explain briefly Attribution theory.	5
2	Explain the term Organizational behavior its importance and scope	3 2
3	Explain the meaning of personality What are the determinants of personality?	3 2
4	Explain in brief Job satisfaction organizational commitment	2.5 2.5

Mid-2

SL.NO	QUESTION	MARKS
1	Define Stress? Explain Types of Stress, Effects of Stress? [CO4]	2.5 2.5
2	What is Power and Politics? Explain Types of Power? [CO4]	2 3
3	Define is Performance? List out different types of Behavioral Performance? [CO5]	3 2
4	What is Leadership and Explain about Styles, Activities and Skill of Great leaders? [CO5]	2 3

11. MAPPING OF COS WITH PO'S & PSOS

CO's/ PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C102.1	-	-	-	-	-	-	-	3	-	3	-	-
C102.2	-	-	-	-	-	-	-	3	-	3	-	-
C102.3	-	-	-	-	-	-	-	3	-	3	-	-
C102.4	-	-	-	-	-	-	-	3	-	3	-	-
C102.5	-	-	-	-	-	-	-	3	-	3	-	-

12. COS, POS, PSOS JUSTIFICATION

CO	PO	JUSTIFICATION
CO1	PO8	Strongly mapped because student will understand cultural issues and responsibility of organization and management.
CO2	PO8	Strongly mapped because student will develop motivation theories and fundamental concepts in business ethics and processional ethics in ethical way.
CO3	PO8	Strongly mapped because student will learn about norms and rules of business ethics to overcome the stress and individual conflict in ethical management.
CO4	PO8	Strongly mapped because student will understand ethical rules and responsibilities for making group and term work empowerment of politics and powers.
CO5	PO8	Strongly mapped because student will understand ethical rules and regulation in performance of job.
CO1	PO10	Strongly mapped because student will gain knowledge on communicating and maintaining reports.
CO2	PO10	Strongly mapped because student will learn motivational theories, cultures and behavior in organization with in the society in the process of communication.
CO3	PO10	Strongly mapped because student will understand types and barriers of communication for making individual and group in decision making
CO4	PO10	Strongly mapped because student will communicate to the society, groups and teams.

CO45	PO10	Strongly mapped because student will gain socio-technical skills

13. ATTAINMENT OF COS, POS, AND PSOS

Attached below

14.UNIVERSITY QUESTION PAPERS OR QUESTION BANK

JNTU PAPERS.rar

15.POWER POINT PRESENTATION

Perception.rar

16. WEBSITES OR URLS E-RESOURCES

- **https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_perception.htm**
- **https://www.knowledgehut.com/tutorials/project-management/motivation-theories**
- **https://pressbooks.senecacollege.ca/organizationalbehaviour/chapter/chapter-13/**
- **https://www.toppr.com/guides/business-studies/directing/leadership/**