



QUESTION BANK

Year / Semester: **II B.Tech IV Semester**

Regulation: **R23**

Subject and Code: **Organizational Behaviour-23HSM233T**

SYLLABUS

UNIT – I: INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

Meaning, Definition, Nature, Scope, Functions, Organizing Process, Making Organizing Effective, Understanding Individual Behaviour, Attitude, Perception, Learning, Personality

UNIT – II: MOTIVATION

Theories of Motivation – Maslow’s Hierarchy of Needs – Herzberg’s Two Factor Theory – Vroom’s Expectancy Theory – McClelland’s Theory of Needs – McGregor’s Theory X and Theory Y – Adams’ Equity Theory

UNIT – III: ORGANIZATIONAL CLIMATE AND LEADERSHIP

Introduction – Meaning, Scope, Definition, Nature – **Organizational Climate** – **Leadership** – Traits Theory – Managerial Grid – Transactional vs. Transformational Leadership – Qualities of a Good Leader – Conflict Management – Evaluating a Leader

UNIT – IV: GROUP DYNAMICS

Introduction – Meaning, Scope, Definition, Nature – Types of Groups – **Determinants of Group Behaviour** – Group Process – Group Development – Group Norms – Group Cohesiveness – Small Groups – Group Decision Making – **Team Building** – Conflict in the Organization – Conflict Resolution

UNIT – V: ORGANIZATIONAL CHANGE AND DEVELOPMENT

Introduction – Nature, Meaning, Scope, Definition, and Functions – Organizational Culture – **Changing the Culture** – Change Management – Work Stress Management – **Organizational Management** – Managerial Implications of Organizational Change and Development



**SREENIVASA INSTITUTE OF TECHNOLOGY AND MANAGEMENT STUDIES
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S.No.	C O	Questions	BT
Unit I: (Introduction to Organizational Behaviour)			
1	1	a) Define Organizational Behavior and explain its essential features. (5 M) b) List and describe any five functions of Organizational Behavior.(5 M)	L4
2	1	a) Explain how attitude influences individual behavior in an organization. (5 M) b) Discuss the role of perception in shaping employee performance. (5 M)	L3
3	1	a) Summarize the nature and scope of Organizational Behavior. (5 M) b) Interpret how Organizational Behavior contributes to effective management. (5 M)	L4
4	1	a) Illustrate how learning theories can be applied to employee training programs. (5 M) b) Use suitable examples to show how behavioral modification improves productivity. (5 M)	L3
5	1	a) Describe the organizing process with suitable steps. (5 M) b) Suggest methods to make the organizing function more effective in modern organizations. (5 M)	L5
6	1	a) Compare and contrast attitude and personality as determinants of individual behavior. (5 M) b) Analyze how both impact employee motivation and job satisfaction. (5 M)	L4
7	1	a) Break down the major factors that influence individual behavior at work. (5 M) b) Examine how managers can identify and address negative behavior patterns. (5 M)	L3
8	1	a) Evaluate the importance of understanding individual differences for managerial effectiveness. (5 M) b) Judge how neglecting these differences can affect team performance. (5 M)	L5
9	1	a) Critique the role of organizational culture in shaping employee attitudes. (5 M) b) Justify how positive culture enhances organizational performance. (5 M)	L4
10	1	a) Design a conceptual model showing the interaction among perception, attitude, and learning in influencing individual behavior. (5 M) b) Propose strategies for managers to develop positive employee behavior using your model. (5 M)	L3



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Unit II: (MOTIVATION)			
1	2	a) Explain the concept of hygiene and motivator factors in Herzberg's Two-Factor Theory . (5 M) b) Discuss how this theory can be applied in improving job satisfaction. (5 M)	L4
2	2	a) Summarize McGregor's Theory X and Theory Y with suitable examples. (5 M) b) Compare how Theory X and Theory Y managers behave differently in motivating employees. (5 M)	L3
3	2	a) Illustrate how Vroom's Expectancy Theory can be applied to improve employee performance. (10 M)	L4
4	2	a) Demonstrate the use of McClelland's Theory of Needs in identifying leadership potential. (5 M) b) Apply this theory to explain how achievement-motivated individuals behave in organizations. (5 M)	L3
5	2	a) Distinguish between content theories (Maslow, Herzberg) and process theories (Vroom, Adams). (5 M) b) Analyze key assumptions and differences in their approaches to motivation. (5 M)	L5
6	2	a) Examine the relationship between need satisfaction and employee performance based on Maslow's and McClelland's theories. (10 M)	L4
7	2	a) Critically evaluate Vroom's Expectancy Theory as a tool for motivating knowledge workers. (10 M)	L3
8	2	a) Judge how Adams' Equity Theory explains fairness and its impact on employee morale. (5 M) b) Evaluate managerial actions that can restore equity in the workplace. (5 M)	L5
9	2	a) Develop a motivational plan combining elements from Maslow's, Herzberg's, and Vroom's Theories to enhance employee engagement. (10 M)	L4
10	2	a) Explain the concept of hygiene and motivator factors in Herzberg's Two-Factor Theory . (5 M) b) Discuss how this theory can be applied in improving job satisfaction. (5 M)	L3



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Unit III: (ORGANIZATIONAL CLIMATE AND LEADERSHIP)			
1	3	a) Define Organizational Climate and explain its key features. (5 M) b) List and describe the factors that influence organizational climate.(5 M)	L4
2	3	a) Explain the nature and importance of a positive organizational climate. (5 M) b) Discuss how organizational climate affects employee morale and productivity. (5 M)	L3
3	3	a) Explain the Traits Theory of Leadership and its relevance in today's business organizations. (5 M) b) Describe how leadership traits differ between successful and unsuccessful leaders. (5 M)	L4
4	3	a) Apply the Managerial Grid Theory to assess leadership styles in an organization you are familiar with. (10 M)	L3
5	3	a) Illustrate the difference between Transactional and Transformational Leadership with examples. (5 M) b) Show how Transformational Leadership contributes to organizational change. (5 M)	L5
6	3	a) Analyze how leadership style influences organizational climate and culture. (5 M) b) Examine the role of leadership in maintaining team harmony and communication. (5 M)	L4
7	3	a) Break down the various approaches to conflict management used by leaders. (5 M) b) Analyze the impact of poor conflict management on organizational performance. (5 M)	L3
8	3	a) Evaluate the qualities of a good leader using real-world business examples. (10 M)	L5
9	3	a) Critically evaluate the effectiveness of the Managerial Grid as a leadership assessment tool. (5 M) b) Judge how leaders can balance task orientation and people orientation for better results. (5 M)	L4
10	3	a) Design a model to link organizational climate, leadership style, and employee performance. (5 M) b) Propose strategies for developing leadership skills that foster a positive organizational climate. (5 M)	L3



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Unit IV: (GROUP DYNAMICS)			
1	4	a) Analyze how group cohesiveness influences employee performance. (5 M) b) Examine the relationship between cohesiveness and productivity. (5 M)	L4
2	4	Apply the concept of group development stages to explain how teams evolve from formation to performance. (10 M)	L3
3	4	a) Analyze the significance of group norms in shaping group behavior. (5 M) b) Explain how violating norms can affect group performance. (5 M)	L4
4	4	a) Demonstrate with examples how team building enhances cooperation in organizations. (5 M) b) Suggest techniques to strengthen team spirit in project teams. (5 M)	L3
5	4	Evaluate the importance of group decision-making compared to individual decision-making in organizations. (10 M)	L5
6	4	a) Break down the major determinants of group behaviour. (5 M) b) Analyze their impact on overall group effectiveness. (5 M)	L4
7	4	Apply the concept of small groups to improve creativity and problem-solving in the workplace. (10 M)	L3
8	4	a) Critically evaluate the role of leadership in managing group conflicts. (5 M) b) Justify how effective leaders maintain team harmony. (5 M)	L5
9	4	Analyze the relationship between conflict and performance—when can conflict be constructive or destructive? (10 M)	L4
10	4	a) Apply the principles of conflict resolution to workplace disputes. (5 M) b) Recommend ways to maintain a positive climate after conflict resolution. (5 M)	L3



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11	4	Demonstrate how effective communication within a group contributes to successful team performance. (10 M)	L3
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S.No.	CO	Questions	BT
Unit V: (ORGANIZATIONAL CHANGE AND DEVELOPMENT)			
1	5	a) Analyze the factors responsible for organizational change in modern businesses. (5 M) b) Examine the internal and external forces that influence change. (5 M)	L4
2	5	Apply the concepts of organizational culture to explain how values and beliefs shape employee behavior. (10 M)	L3
3	5	a) Analyze how organizational culture affects performance and adaptability. (5 M) b) Discuss the relationship between culture and change management. (5 M)	L4
4	5	a) Apply the principles of change management to implement a new process in an organization. (5 M) b) Suggest strategies to overcome employee resistance to change. (5 M)	L3
5	5	Evaluate the effectiveness of organizational development programs in improving employee performance and job satisfaction. (10 M)	L5
6	5	a) Analyze the stages of organizational development according to Kurt Lewin's model. (5 M) b) Explain how managers can ensure smooth transition during the change process. (5 M)	L4
7	5	Apply suitable stress management techniques to reduce employee burnout in the workplace. (10 M)	L3
8	5	a) Critically evaluate the role of leadership in managing organizational change. (5 M) b) Justify how effective communication supports successful change implementation. (5 M)	L5
9	5	Analyze the managerial implications of organizational change and development on employee morale and productivity. (10 M)	L4



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10	5	a) Demonstrate how organizational culture can be transformed through employee involvement. (5 M) b) Propose practical steps for sustaining cultural change over the long term. (5 M)	L3
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Note: L1-Remembering, L2-Understanding, L3-Applying, L4-Analyzing, L5-Evaluating, and L6-Creating

Text Books:

1. Essentials of Management, 10/e., 2008, Koontz, H and, Weihrich, H, McGraw-Hill, New York.
2. Organizational Behavior, 15/e, 2013, Stephen P. Robbins, Pearson Education, San Diego

Instruction to Faculty Members:

The Six Levels of Bloom's Taxonomy:

1. **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory (e.g., list, define, name, locate).
2. **Understanding:** Constructing meaning, explaining ideas, or concepts (e.g., summarize, interpret, classify, compare).
3. **Applying:** Using information in new situations or implementing procedures to solve problems (e.g., solve, use, demonstrate, implement).
4. **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure (e.g., contrast, categorize, distinguish, diagram).
5. **Evaluating:** Making judgments based on criteria and standards through checking and critiquing (e.g., judge, critique, justify, defend, argue).
6. **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure (e.g., design, construct, develop, formulate).