	Mahatma Gandhi University **Kottayam**

Programme	**Bachelor in Business Administration (Honours)**
Course Name	**Organisation Behaviour**
Type, of course,	**CORE COURSE**
Course Code	MG2CCRBBA100
Course Level	NA
Course Summary	This course will cover principles and concepts to understand how individuals interact with each other and their environment in organisational contexts. Students will explore topics such as motivation, perception, personality, leadership, group decision-making, culture, and conflict resolution through a blend of theoretical frameworks and real-world applications.

Semester	2	Credits		4	Total Hours	

Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		60				

Pre-requisites	

COURSE OUTCOMES (CO)

CONo.	Expected Course Outcome	Learning Domains *	Annual PO No	MGU PO
1	To develop a basic understanding of the concept of organisational behaviour	U	1	1
2	Demonstrate theoretical knowledge of human behaviour and its implications in the organisation.	A	2	8
3	To understand and examine individual and group behaviour in the workplace to improve the effectiveness of an organisation.	An	3	6
4	To understand organisation culture and analyse leadership styles.	An	3	5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)				

COURSE CONTENT

Content for Classroom transactions (Units)

Module	Course description	Hrs	CO No.
1: Introduction to Organisational Behaviour		**6 Hrs**	
1.1	Meaning, importance, and historical development of organisational behaviour	2	CO1
1.2	Factors influencing organisational behaviour; Contributing disciplines of OB	4	CO1
2: Individual Behaviour		**30 hrs**	
2.1	Personality, Meaning, Determinants of Personality	3	CO2
2.2	Types of personality: Type A and B, Big Five personality types	3	CO2
2.3	Stages of personality development, Attitude – meaning, components	4	CO2
2.4	Learning- concept, theories-stimulus response theories (classical conditioning theory, operant conditioning theory), Cognitive theories, Social Learning theories	8	CO2

2.5	Perception - concept, perceptual process, factors influencing perception.	4	CO2
2.6	Motivation – Concept, importance; Theories of motivation: Early Theories of motivation – (Need Hierarchy, Theory X and Theory Y, Two Factors Theory); Contemporary Theories of motivation- (Self-Determination Theory, Goal-setting Theory, Reinforcement Theory, Self-efficacy Theory).	8	CO2

Module 3: Group & Team Behaviour		**7 hrs**	
3.1	Group- Concept, Five Stage model of group development; Groupthink and shift.	3	CO3
3.2	Teams; Types of teams; Creating team players from individual building; Individual & Group conflict; e-teams	4	CO3

4: Leadership & Organizational Culture		**17 hrs**	
4.1	Leadership: Concept; Leadership theories - Trait theories, Behavioural theories, Contingency theories, Inspirational Approaches (transformational, charismatic), Authentic leadership;	10	CO4
4.2	Mentoring, self-leadership, Comparison of Indian leadership styles with other countries.	3	CO4
4.3	Organisational Culture: Concept of culture; Impact, Employees and culture; Need and importance of Cross-Cultural management	4	CO4

References

Text Books (Latest Editions):

1. Robbins, Stephen - Organisational Behaviour Prentice Hall of India Ltd., New Delhi.
2. Luthans Fred - Organisational Behaviour: An Evidence-Based Approach McGraw Hil Publishers Co. Ltd., New Delhi.
3. Prasad, L.M-Organisational Theory Behaviour-Sultan Chand &Sons, New Delhi.
4. Rao, VS P-Organisation Behavior –Himalaya Publishing House.
5. Aswathappa, K.-Organisational Behaviour–Himalaya Publishing House, Mumbai,18th Edition

Suggestive Assessment Activities:

CO1:

1.1.   Assignment: (Individual/Group 3-5 students)

Analyse real-world organisations (more than one), identify the OB models they use and evaluate their effectiveness in achieving organisational goals. Examine whether these organisations use a single or a Hybrid Model that combines elements of multiple Organisational Behaviour (OB) models to create customised approaches tailored to an organisation's needs.

Presentation can be conducted for this assignment (Group)

1.2.   Quizzes/Exams:

For testing CO-based learning domains.

1.3 Assignment- Discuss the Evolution of Organizational Behavior and Its Impact on Modern Practices

Analyse the strengths and weaknesses of OB theories and how they are applied inmodern organisations.

CO2:

2.1 Personality Assessment & Reflection

Let students take one or more well-known online personality tests (e.g., the Big Five Personality Test, INFP, MBTI, etc.) and prepare a reflective assessment that discusses their personality traits and how these traits might impact their interactions in teams.

This will help develop self-awareness and understand the relevance of personality types in organisational behaviour.

2.2 Role-Playing Learning Theories

Divide students into groups and assign each group a specific learning theory (e.g., classical conditioning, operant conditioning, cognitive learning). Each group must create and perform a short skit demonstrating how their assigned theory works in a real-life organisational setting (e.g., training employees and managing behaviour). The group performance is to be followed by a brief discussion about how the theory can be implemented in workplace learning and development programs.

2.3. Exams:

For testing CO-based learning domains.

CO3:

3.1   Case Study Analysis on Team Conflict Resolution

Students may be given cases that analyse the situation

3.2   Team Building Exercise (Virtual or In-person)

Organise a series of team-building exercises (e.g., problem-solving challenges, trust exercises). This could include physical tasks (e.g., building a tower from limited materials) if in person. If virtual, use online collaboration tools for teamwork exercises (e.g., virtual scavenger hunt).

3.3 Group Dynamics and Decision-Making: Lessons from 'Ruka Hua Faisla/12 Angry Men

Watch the movie "Ruka hua Faisla"/12 Angry Men on group decision-making and prepare an assignment identifying key concepts and theories.

3.4 Quizzes/Exams:

For testing CO-based learning domains.

CO4

4.1 Leadership Style Inventory & Reflection

Let students take one or more online Leadership Style Inventory assessment tests and prepare a reflective assessment that discusses their leadership style.

4.2 Essay on leadership style of eminent personalities (Individual/Group 3-5 students)

Select a well-known leader from any domain (business, politics, sports, social activism, etc.). Research the leader's life and achievements, focusing on their leadership strategies and techniques.

Presentation can be conducted for this assignment (Group)

4.3 Exams:

For testing CO-based learning domains.

ASSESSMENT

Continuous Comprehensive Assessment (CCA) - Maximum Marks: 30

Sl. No	Component	Activity	Max. Marks
1	Tests/ Quizzes		10
2	Assignments/ Personality Assessment & Reflection/ Role-Playing/ Case Study Analysis/ Team Building Exercise/ Leadership Style Inventory & Reflection/ Essay on leadership style of eminent personalities/	Assessment methods specified in the syllabus	10

3	Assignments/ seminar/ viva voce/ case study analysis/ role play/ presentation	Assessments specified by the teacher (Assessment methods defined in the syllabus may also be used)	5
4	Group or individual presentation	Presentation of any of the assessment topics given in 2 and 3 above	5
	Total Marks		30
(2, 3 and 4 may be done in such a way that at least one activity is given to measure each CO)			

End Semester Evaluation (ESE) - Maximum Marks: 70

Sl. No	Component	Activity	Max. Marks
1	Written Examination 2 hours	Short answer (four to five sentences) (a choice between two options for each question-answer five short answer questions, one from each pair (1a/1b, 2a/2b, 3a/3b, 4a/4b, 5a/5b).	5 X 3=15
		Short Essay (a choice between two options for each question-answer three short essay questions, one from each pair (6a/6b, 7a/7b, and 8a/8b).	3 X 5=15
		Long Essay (a choice between two options for each question-answer two long essay questions, one from each pair (9a/9b, 10a/10b)	2 X 20=40
	Total Marks		70