THAKUR INSTITUTE OF MANAGEMENT STUDIES & RESEARCH

Programme - MMS	Semester – I	Specialization - Elective

Course Name - Organizational Behaviour   (100 Marks)
Period: Jan 2021 To Apr 2021
Batch: 2020-2022
A.Y. 2020-2021
Course Code – C-109

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Note: Any other documents related to the respective course should be enclosed an annexure.

PROGRAM : MMS

Semester	:	I - Elective			
Title of the Subject / course	:	Organizational Behaviour			
Course Code	:				
Credits	:	4	Duration in Hrs	:	40

Learning Objectives

1	To provide students understanding how and why people behave in organizations as they do, either as individuals or in groups and how their behaviours affect their performance and performance of the organization as a whole.
2	to provide understanding how to effectively modify their behaviour through motivation and leadership for enhanced performance. And also to provide understanding about related concepts such as Org. Structure, Design and Culture.
3	To help students to understand human behaviour in organizations and equip them to enhance their performance as well as performance of the people reporting to them.

Prerequisites if any	
Connections with Subjects in the current or Future courses	

Module

Sr. No.	Content	Activity	Learning outcomes
1	Introduction to OB	Lecture	Understand the nature and scope of organizational behavior at individual, group, organizational and societal levels
2	Personality: Meaning and Determinants of Personality	Lecture	Comprehend the meaning and determinants of personality and the effects of perception, attitude and values on work
3	Perception, Attitude and Value	Lecture	Understand the concepts of group dynamics, team effectiveness , team roles and conflict management
4	Motivation Concepts : Motives	Lecture	Distinguish between the various theories of motivation and their application in organizations
5	Group Behaviour and Group Dynamics	Lecture	Define the concept of leadership and distinguish between a number of different leadership theories
6	Organisational Design: Structure, size, technology	Lecture	Identify the different bases of power; and discuss how individuals and groups use power in organizations
7	Leadership: Concepts and skills of leadership .	Lecture	Understand the impact of organizational culture and structure on organizational behavior
8	Organisation Development	Lecture	Define the concept and practice of change management and

Group Behaviour / Leadership

Sr. No.	Content	Activity	Learning outcomes
			organizational development; with an analytical insight related to application of interventions strategically.
9	Understanding of the Concept of Defence Mechanism; Types of Defence Mechanism; Role of Defence Mechanism in Personality, Perception & Attitude; Significance & Relevance of Defence Mechanism for Interpersonal Relations and Group Dynamics	Video & Role Play	Enhanced understanding of the behavior of superiors, peers and subordinates especially in problem situations and the ways to deal with them more effectively.
10	Case Studies and Presentations		

Text books

1	Any textbook of Psychology of undergraduate course (only for Defence Mechanism)
2	
3	

Reference books

1	Understanding Organizational Behavior – Udai Pareek
2	Organizational Behavior – Stephen Robbins
3	Organizational Behavior – Fred Luthans
4	Organizational Behavior – L. M. Prasad (Sultan Chand)
5	Organisational Behaviour – Dipak Kumar Bhattacharya – Oxford Publications
6	Organisational Behaviour – Dr Chandra sekhar Dash – International Book House Ltd
7	Organisational Behaviour – Meera Shankar – International Book House Ltd
8	Management & Organisational Behaviour – Laurie Mullins – Pearson Publications
9	Organisational Behaviour, Structure, Process – Gibson – McGraw Hill Publications
10	Organisational Behaviour – McShane – McGraw Hill Publications

Assessment

Internal	40%
Semester end	60%

Academic Year	2020-21
Batch	2020-22
Program	MMS
Semester	I
Course	**Organizational Behaviour**
Faculty	Prof. Richal Tuscano

Program Outcomes (PO):

PO1: Apply knowledge of management theories and practices to solve business problems

PO2: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business

PO3: Foster development and team spirit, analytical and critical thinking

PO4: Ability to develop Value based Leadership ability

Course Outcomes (CO):

CO1: Define basic organizational behaviour principles, and describe how these influence behaviour in the workplace

CO2: Illustrate critical thinking and analysis skills through the use of management case studies and small group exercises

CO3: Articulate own management style as it related to influencing and managing behaviour in organization system

CO-PO Mapping					
	PO1	**PO2**	**PO3**	**PO4**	
CO1	S	S	S	M	
CO2	S	S	S	S	
CO3	S	M	M	S	

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THAKUR INSTITUTE OF
MANAGEMENT STUDIES & RESEARCH
(Approved by AICTE, Govt. of Maharashtra & Affiliated to University of Mumbai)
• ISO 9001 : 2015 Certified
• Accredited with A+ Grade by National Assessment and Accreditation Council (NAAC)

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Shyamnarayan Thakur Marg, Thakur Village,
Kandivali (East), Mumbai - 400 101.
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Fax : 2887 3869
Email : timsr@thakureducation.org
Website : www.timsrmumbai.in • www.thakureducation.org

Mapping of Course Outcomes with Continuous Concurrent Evaluation

Academic Year	2020-21
Batch	2020-22
Program	MMS
Specialization	General Management
Semester	I
Course	**Organizational Behaviour**
Faculty (Who is calculating)	Prof. Richal Tuscano

Course Outcomes:

CO1: Define basic organizational behaviour principles, and describe how these influence behaviour in the workplace

CO2: Illustrate critical thinking and analysis skills through the use of management case studies and small group exercises

CO3: Articulate own management style as it related to influencing and managing behaviour in organization system

Component for CCE	Topic	Description	Course Outcome
Presentation	Presentation on various activities related to the field of Organizational Behaviour	The class is divided in group of 6 students. They have to analyze different incidents and have to come up with the solution	CO1, CO2, CO3
Mid Term	Covered 50% of Syllabus	Question paper based written exam/MCQs	CO1, CO3
Assignment	Case Study Analysis	This is an individual assignment Where students have to analyse case studies and submit the solution in hardcopy/softcopy form	CO1, CO2, CO3

CCEs	Course Outcome (CO)				
	CO1	CO2	CO3		
Attendance and participation	*	*	*		
Mid Term	*		*		
Presentation	*	*	*		
Assignment	*	*	*		

Mapping of CO – PO with Explanation

Programme	MMS
Batch	2020-22
Academic Year	2020-21
Course	Organizational Behavior
Specialization	FMHO
Name of Faculty	Ms. Richal Tuscano

MMS - Program Outcome

PO 1	Apply knowledge of management theories, practices & technological skills to solve business problems
PO 2	Ability to understand, analyze critically and communicate global, economic, legal and ethical aspects of business for decision making.
PO 3	Foster development & team spirit, analytical & critical thinking
PO 4	To develop value-based leadership.

Course Outcome

CO 1	Define basic organizational behavior principles, and describe how these influence behavior in the workplace
CO 2	Illustrate critical thinking and analysis skills through the use of management case studies and small group exercises
CO 3	Articulate own management style as it relates to influencing and managing behavior in organization systems

Table - 1 (CO-PO Mapping) – Perspective Management				
	PO 1	**PO 2**	**PO 3**	**PO 4**
CO 1	S	S	S	M
CO 2	S	S	S	S
CO 3	S	M	M	S

Strong = S, Medium = M, Low = L

Explanation for CO-PO Mapping

Table - 2 (CO-PO Mapping)-Explanation					
		PO1	**PO2**	**PO3**	**PO4**
		Knowledge of management theories, practices & technological skills	Understand, analyze critically and communicate global, economic, legal and ethical aspects	Development & team spirit, analytical & critical thinking	Develop value based leadership
CO1	Organizational behavior principles, influence behavior in the workplace	**Strong** Individual, group and organization behavior, Group dynamics, Attitude, Perception, Motivation, Personality, Leadership	**Strong** Organizational Development, Change Management, Group behavior, Leadership skills	**Strong** Group Dynamics, Organization culture, Organizational Development, Defense Mechanism, Structure	**Moderate** Leadership, Organization Structure, Values
CO2	Critical thinking and analysis skills	**Strong** Group activities and case studies analysis	**Strong** Perception, Group Dynamics, Leadership	**Strong** Organization Development, Team effectiveness, Defense Mechanism, Organization Culture	**Strong** Attitude, Values, Group Dynamics, Leadership, Ethics
CO3	Own management style, Managing behavior in organization	**Strong** Individual, Group behavior, Motivation, Leadership, Management theories	**Moderate** Leadership Skills, Motivation	**Moderate** Group Dynamics	**Strong** Leadership, attitude, values, Personality, organization Culture

Name of Faculty and Sign

Ms. Richal Tuscano (Asst. Professor – HR)

TIMSR/FRM/IP-03-02-A

TIMSR

SEMESTER PLAN - MMS
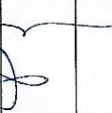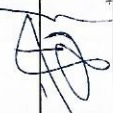
REVISION: B

Program: MMS   Batch: 2020-2022
Semester : I - B
Course : Organizational Behavior
LTP: 25:10:5

Name of the faculty: Prof. Richal Tuscano

A.Y & Period : Jan 2021 – Apr 2021

Specialization: Elective

Evaluation Criteria	Marks
Attendance & Participation	10
CCE-Mid Term	10
CCE-Presentation	10
CCE- Case Study Analysis	10
Semester End Exam	60
Total	100

Session No.	Topics to be Covered : Session Details (session wise details to be mentioned)	Planned Date	Implemented Date	LTP	K/S/A	Pedagogy/Methodology adopted to execute K/S/A	e-learning tools used	Faculty's Signature	HOD/ HOI Signature
1	Awareness Session on PEOs ,PO, CO, Vision, Mission, Values and disseminate Semester Plan	16th Feb 2021	16th Feb 2021	L	K	Lecture	PPT	Richal	
2	Introduction to OB	17th Feb 2021	17th Feb 2021	L	K	Classroom discussion/ Video https://www.youtube.com/watch?v=nu 5l85_YAak&list=FLh0ano7XDiYem2RqGo3tFg&index=8 Daily Habits of Successful People – Brian Tracy	Video	Richal	Richal
3	Introduction to OB	18th Feb 2021	18th Feb 2021	L,T	K	Classroom Lecture - https://www.youtube.com/watch?v=bjlwCaczx7s – OB Motivational Video	Video	Richal	
4	Personality: Meaning and Determinants of personality	20th Feb 2021	20th Feb 2021	L	K	Lecture	PPT	Richal	
5	Personality: Meaning and Determinants of personality	23rd Feb 2021	23rd Feb 2021	L	KA	Lecture	PPT	Richal	
6	Perception, attitude and value	24th Feb 2021	24th Feb 2021	T	KSA	Case Study Analysis – Lying in Business	PPT	Richal	
7	Perception, attitude and value	25th Feb 2021	25th Feb 2021	L	K	Lecture	PPT	Richal	
8	Perception, attitude and value	27th Feb 2021	27th Feb 2021	P	KA	Lecture, Assignment on Values	PPT	Richal	

Sr. No.	Topic	Date	Date (handwritten)	Mode	Domain	Method	Resource	Signature
9	Motivation Concept : Motives	2nd Mar 2021	2nd Mar 2021	L	K	Lecture	PPT	*(signed)*
10	Motivation Concept : Motives	3rd Mar 2021	3rd Mar 2021	L	K	Lecture	PPT	*(signed)*
11	Group Behavior and Group Dynamics	4th Mar 2021	4th Mar 2021	L	K	Interactive Session	PPT	*(signed)*
12	Group Behavior and Group Dynamics	6th Mar 2021	6th Mar 2021	L	K	Lecture		*(signed)*
13	CCE1	9th Mar 2021	9th May 2021	P	KSA	Presentation		*(signed)*
14	CCE1	10th Mar 2021	10th May 2021	P	KSA	Presentation		*(signed)*
15	CCE1	13th Mar 2021	13th May 2021	P	KSA	Presentation		*(signed)*
16	Organizational Design : Structure, Size and Technology	15th Mar 2021	13th May 2021	L	K	Lecture	PPT	*(signed)*
17	Mid Term	15th Mar 2021	6th Apr 2021	T	KS	-		*(signed)*
18	Organizational Design : Structure, Size and Technology	16th Mar 2021	15th May 2021	L	K	Lecture	PPT	*(signed)*
19	Organizational Design : Structure, Size and Technology	17th Mar 2021	16th May 2021	L	K	Lecture	PPT	*(signed)*
20	Guest Session – Leadership, and what makes a great leader	18th Mar 2021	18th May 2021	L,T	KSA	Lecture & Problem Solving	PPT	*(signed)*
21	Leadership: Concepts and skills of leadership	22nd Mar 2021	22nd Mar 2021	T	KSA	Class Activity – Leadership Analysis through video - https://www.youtube.com/watch?v=TLE5SS6N894 – Lagaan Movie	PPT	*(signed)*
22	Leadership: Concepts and skills of leadership	23rd Mar 2021	23rd May 2021	L	K	Classroom Lecture	PPT	*(signed)*
23	Organization Development	12th Apr 2021	12th Apr 2021	L	K	Classroom Lecture	PPT	*(signed)*
24	Organization Development	19th Apr 2021	19th Apr 2021	L	K	Classroom Lecture	PPT	*(signed)*
25	Remedial Session	20th Apr 2021	20th Apr 2021	L	K	Classroom Lecture	PPT	*(signed)*
26	Understanding of the concept of Defense Mechanism	20th Apr 2021	20th Apr 2021	L	K	Classroom Lecture	PPT	*(signed)*

No	Topic	Date			Classroom & Problem Solving		
27	Types of Defense Mechanism	23rd Apr 2021 / 23rd Apr 2021	L	K	Classroom & Problem Solving	PPT	Rachal
28	Defense Mechanism in personality	23rd Apr 2021 / 23rd Apr 2021	L	K	Classroom Lecture	PPT	Rachal
29	CCE2	24th Apr 2021 / 24th Apr 2021	T	KSA	Case Study – Real World Example Assignment - Case Study Analysis - Dabbawalas of Mumbai	PPT	Rachal
30	Perception and attitude, Significance and relevance of Defence Mechanism for Interpersonal Relations and Group Dynamics	24th Apr 2021 / 24th Apr 2021	L	K	Lecture	PPT	Rachal
31	Perception and attitude, Significance and relevance of Defence Mechanism for Interpersonal Relations and Group Dynamics	26th Apr 2021 / 26th Apr 2021	L	K	Lecture	PPT	Rachal
32	Concept Clarification through Case Study Analysis	26th Apr 2021 / 26th Apr 2021	T	KS	Case Study Analysis – A qualified but hesitant Teacher	PPT	Rachal
33	Gap Identified if any-. If any-Topic Covered to bridge the gap Johari Window	26th Apr 2021	L	K	Lecture	PPT	Rachal

Sr. No	Books referred as teaching aid	Dissemination of Knowledge to students
A.	Text Book	
1	Understanding Organizational Behavior – Udai Pareek	
2	Organizational Behavior – Stephen Robbins	yes
B	Reference Book	yes
1	Organizational Behavior – Fred Luthans	yes
2	Organizational Behaviour – McGraw Hill Publication	yes
3	Management Tips – HBR	yes
C	Suggested Videos ,Case studies, Articles ,HBR Articles(Mention Link/ or tittle)	yes

Note: Please include experiential learning, participative learning and problem solving methodologies, collaborative Learning, real world examples, etc. adopted in teaching methodology

1	https://www.youtube.com/watch?v=Bv0iS93KcFk - Mumbai Dabbawala – Success through synergy
2	https://www.youtube.com/watch?v=nu5I85_YAak&list=FLh0ano7XDIiYem2RqGo3tFg&index=8
3	https://www.youtube.com/watch?v=bjJwCaczx7s

Dissemination of KSA (Knowledge, Skill and Attitude)

Knowledge	Skill	Attitude
1. Organization Principle	1. Decision Making Skills	1. Adaptability
2. Employee Behavior	2. Team Work	2. Growth Mindset
3. Group Dynamics	3. Leadership Skills	3. Self Motivation
4. Conflict Management	4. Analytical Skills	
5. Organization Structure		

We have acquired and developed the above mentioned Knowledge, Skills and Attitude while undergoing this course, required attaining the programme outcomes and being industry ready.

Signature of Student representative   *Anjali*

Syllabus Completion: Confirmation by Student Representative

Sr. No.	Particulars	Yes/No	Name of Student Representative	Signature & Date
1	40% Syllabus Completion Before Mid-Term Examination	Yes	Ms. Anjali Pandey	*Anjali Pandey*
2	100% Syllabus Completion Before Semester End Examination	Yes	Ms. Anjali Pandey	*Anjali Pandey*

Commencement of the Semester	Remark by HOD	Completed	Signature of HOD	*Anjali*
	Remark by HOI		Signature of HOI	*Anjali*
End of the Semester	Remark by HOD	Completed	Signature of HOD	
	Remark by HOI		Signature of HOI	

TIMSR
Event Report

Name of the Event	:	Guest Session on "Leadership : What makes a great leader"
Date of the Event	:	10th April,2021
Venue	:	Zoom Meeting
Resource Person / Chief Guest (Name, Designation, Name of the Organization, Contact Details, E-mail ID)	:	Is the resource person an Alumni (Yes /No)?- No Mr. Thomas Adaikalam Head – Volunteering – Kotak Education Foundation Phone No. - 9167655339 Email:- Thomas.adaikalam@gmail.com

No. of Participants	:	Students				Staff	External Participants
		MMS	MBA (Financial Mngt.)	MBA (Marketing Mngt)	Total	1	1
		169			169		

Duration	:	9.00 am – 11.00 am

Objectives:
To understand the concept of leadership
To distinguish between management and leadership
To recognize the leadership traits in students

Brief Description:
A guest session was conducted for MMS 1st Semester Students (batch 2020-2022) on the topic "Leadership – what makes a great leader". Guest Speaker Mr. Thomas Adaikalam, Head - Volunteering at Kotak Education Foundation enlightened the students on the following points:
1. The quality of being Humble, Patient and Serving
2. 3 G's – Give, Get and Grow, the nature of a great leader with an additional trait "Guard"
3. Leader being the key that aligns people and relations
4. 3T's of leadership – Trust, Transparency and Team work

Then, elements of leadership were discussed i.e.
1. Creating an inspiring vision of the future
2. Motivating people
3. Managing delivery of the vision
4. Building and coaching a team to achieve the vision

Overall the session was highly informative and interesting and has given a boost of knowledge and clarity on the topic. The students participated enthusiastically.

Budget Allotted	:	Rs. 2000/-		Actual Expenditure	:	Rs. 2000/-	

Enclosures (Any data in an electronic mode, needs to be verified by IT & Head of Institute with their Name and Signature)	:	List of Participants-Enclosed Event Pictures and Recording of the Event Updation on website BIREN W. MISHRA Profile of the Resource person / Chief Guest Updation on Alumni Sheet -NA

Organizing Team

Richal

Prof. Richal Tuscano
Assistant Professor
Signature of each team member with Name

....
Receiver of Report
(Date and Signature)

....
Head of Institute
(Date and Signature)

Thomas Adaikalam

I. An Introduction:

A Result oriented and Experienced Human Resources Strategist, Learning and Development advisor, Educationist, excellent team leader and project manager with about 30 years of work experience in the Human Resources stream, teaching and training, best known for his successful projects in the Non Government sector.

Thomas holds Masters in Political science and Public administration from Mysore University and Post Graduate Diploma in Business Administration (PGDBA) from St. Joseph's college of Business Administration, Bengaluru. In addition he has specialized himself with several Diploma and Certificates in Human Resources including OD, Project Management, Training and Life Coaching.

II. My skill sets:

1. Thought Processes skills: Ideation and ability to think, reason, and problem solve. Possess good analytical, conceptual, creative skills

2. Communication and Interpersonal: Ability to communicate, both verbal, writing, relationship building and communicating well with others, regardless of their role at the organization. Posses good active listening, collaboration, and other interpersonal skills

3. Leadership and Management: Ability to motivate, negotiate, delegate, strategic planning and decision making.

4. Personal Skills: In addition I have life skills, interviewing skills, coaching, mentoring, time management etc.

5. Teamwork skills: Ability to work as part of a team with skills like Team building, conflict management etc. suited to every industry and job.

III. My Experience and Expertise:

1. Have started my career in conducting sessions on various topics for students and teachers across India with my association in Young Christian Movement, Young Student Movement.

2. Conducted Training on soft skills and personality development as a member of National Youth Commission of India for youth and adults.

3. Developed and conducted a youth participatory and development survey for the Young Christians Students and Young Students Movement.

4. Developed and finalized the Human Resource manual for Sight savers India Region.

5. Successfully designed and implemented a talent acquisition strategy for several organizations.

6. Facilitated the change process in ALERT India and prepared policies and procedures for the organization.

7. As a member of the senior management team led the restructuring plan and process in the organization and helped to arrive at a new structure for the organization and was responsible for the rolling out including the staff and developing Job descriptions for various positions.

8. Facilitated several workshops and sessions for senior managers in India and Sri Lanka on varied topics such as Performance management, Managerial skills, Mindfulness, Accountability etc

9. Conducted sessions in Nirmala Niketan and SPJAIN for Post Graduate students. Motivational sessions to Management college students at Pillai college of Management, SIES college of Management in Navi Mumbai, Durgadevi Sharoff Management Institutes in Mumbai.

10. Have done employee satisfaction survey and value identification survey at Kotak Education Foundation.

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Sector 19A, Nerul,
Navi Mumbai 400 706. Maharashtra.

Mobile : 9167635993
Skype: Indiaadaikalamthomas

Attendance Sheet - 10th April, 2021

Guest Session on - Leadership - what makes a great leader

Sr. No.	Roll No.	Name of the employee
1	M2022001	ADID SYED VAJEEHUDDIN
2	M2022002	AMBEKAR YASH VILAS
3	M2022003	AUBIN THOMAS SAM
4	M2022004	BANE KARAN VILAS ANUJA
5	M2022005	BARKUL PRANITA VASANT
6	M2022006	BHOITE MANSI TUSHAR GITAJALI
7	M2022008	CHACHAD SOHAM SANJAY
8	M2022009	CHAUDHARY JUHI SANJAY
9	M2022010	CHAURASIYA SNEHA RAJESH
10	M2022011	CHAWDA MAYUR HASMUKH
11	M2022012	DAVE DRISHTI ANIL JAYSHREE
12	M2022013	DHOSEWAN LUCKY RAVISHANKAR
13	M2022016	GHARAT SHALAN SHARAD
14	M2022017	GUPTA NIKHIL MANOJ
15	M2022018	JAIN PALAK VIKAS KAVITA
16	M2022019	KADU MAITRI ARVIND
17	M2022020	KARWA AARTI OMPRAKASH
18	M2022021	KASLIWAL HARSH SANTOSH
19	M2022022	KEMDHARNE SHUBHAM MADHUKAR
20	M2022024	KUMAWAT RAHUL SHANKARLAL
21	M2022025	MANNUR KARTHIK GOVINDRAJAN
22	M2022026	MASHIDKAR AKSHAY SURESH
23	M2022027	MEHVISH YUNUS ANSARI
24	M2022028	MISHRA ANKUR SATISH
25	M2022029	MISHRA PRIYA VISHWAMBHARNATH
26	M2022030	MOREY PRANIT KASHINATH
27	M2022031	MORIYA AASHISH ASHOK
28	M2022033	MUNDHADA SUJATA SANJAY
29	M2022034	NAIK ABHIJEET GOVINDRAJ
30	M2022035	NAIK MITALEE MANOHAR
31	M2022036	NAIK RAJAS LAXMIKANT
32	M2022037	NAIK SHADWAL ULHAS VANDANA
33	M2022038	PANDITA ARPANA
34	M2022039	PARMAR VIDHYA PRASHANT MEENA
35	M2022040	PARTANI RITU MAHESHKUMAR
36	M2022041	PATEL NAKSHI MANISHBHAI
37	M2022042	RAORANE CHAITRALI VISHNU
38	M2022043	SEKSARIA RUCHITA RAMESH
39	M2022044	SHAH AYUSH ASHISH NEHA
40	M2022045	SHAIKH FAISAL MOHD ZAHID
41	M2022046	SHELKE VEDANT DILIP
42	M2022047	SHENDE KAJAL SATISH
43	M2022048	SHUKLA SHAILESH ASHOK
44	M2022049	SINGH ABHISHEK SANTOSHKUMAR
45	M2022050	SINGH PRIYA ASHOK MANJU
46	M2022051	SINGH PRIYA RAMBAHADUR
47	M2022052	SINGH SHRADDHA BHANU PRATAP
48	M2022053	SURATI VIRAJ NARESH ILA
49	M2022054	SUVARNA SUNNY VAMAN SAROJA
50	M2022055	TANNA DRASHTI TEJAS
51	M2022056	THOMBARE SUCHITA SUNIL
52	M2022057	VAISHNAV DAKSHINA KANHAIYALAL
53	M2022058	VORA NEEL JITENDRA
54	M2022059	WAGHELA HARSH SHANTILAL
55	M2022060	YADAV NAVNEET SWATANTRANAND
56	M2022061	YADAV RATAN SHYAMNARAYAN
57	M2022063	ASATI SHUBHAM SUNIL
58	M2022064	ASWAR SOURABH BHANUDAS
59	M2022065	AUNDHKAR KSHITIJA DHIRENDRA JAGRUTI
60	M2022066	BAROT URVI VIMAL
61	M2022067	BHUJADE AJINKYA JITENDRIYA
62	M2022068	BOTADRA KARAN DEEPAK
63	M2022070	CHAVAN SWARALI SANJAY SHAMIKA
64	M2022071	DAVE RUDRAKSH SUNIL
65	M2022072	DEDHIA KASHISH JAYESH POONAM
66	M2022073	DUBEY NISHA SANTOSH
67	M2022074	DWIVEDI PRABHAT AVADHENDRA
68	M2022075	GANDHI SAKSHI AMIT PRITY
69	M2022076	GAWAD SRUSHTI KISHOR KALPITA
70	M2022077	GAWDE KAUSTUBH SHASHIKANT
71	M2022078	GIRI RITESH RANJAN SANTOSH
72	M2022079	GUPTA ROSHNI MANOJ SANGEETA
73	M2022080	GUPTA SANGEETA BHOLAPRASAD
74	M2022081	JAIN HARSH AMBALAL
75	M2022082	JHA RAHUL BIJALIKANT
76	M2022083	JOSHI PRANAV SUNIL
77	M2022084	KALAMKAR SANKET SHAM
78	M2022085	KAMATH GIRISH NAGESH
79	M2022086	KHAN ISRAARHUSEN SAYEDHUSEN
80	M2022087	KHANDELWAL ASHI MADAN DISHA
81	M2022088	KHANDELWAL BHOOMI SANTOSH
82	M2022089	KOTARIYA AYUSH
83	M2022090	KOYANDE HARSHAD KAMLAKAR
84	M2022092	MAURYA SHWETA DINESH SUSHMA
85	M2022093	MEHTA NIDHI ASHWINKUMAR
86	M2022094	MESTRY AKSHAY SHEKHAR VAISHALI
87	M2022095	MISHRA SUNNY SUBHASHCHANDRA

Attendance Sheet - 10th April, 2021

Guest Session on - Leadership - what makes a great leader

Sr. No.	Roll No.	Name of the employee
88	M2022096	MORE SONALI SURYAKANT
89	M2022097	NAGVEKAR SANIKA SUSHIL
90	M2022098	PANDEY ANJALI ABHAYCHANDRA
91	M2022100	PAWAR ADITYA JATVED
92	M2022101	PUNMIYA HEMANSHI BHARAT
93	M2022102	RAMBHIA PRACHI PARESH
94	M2022103	SAXENA NITIN DINESH
95	M2022104	SHAH JANVI BHAVESH NEEPA
96	M2022105	SHAH JENIL VISHAL
97	M2022106	SHALIMKAR RUPALI DASHRATH
98	M2022107	SHARMA ANUSHKA KAUSHLENDRA GEETA
99	M2022109	SHARMA SURENDRA SANJAY SAVITA
100	M2022110	SHARMA VINAY KUMAR
101	M2022111	SHUKLA RAJAN SOMNATH
102	M2022112	SINGH ABHISHEK YOGESH
103	M2022113	SINGH ANKUR ANJANA
104	M2022114	SINGH NIKITA SURESH
105	M2022115	SINGH RANA SATYAMEV DINESH
106	M2022116	SINGH SHUBHAM RAJAN URMILA
107	M2022117	SOLKAR JILESH BALKRISHNA
108	M2022118	SONAWANE PIYUSH PRAKASH
109	M2022119	THAKUR APURVA KALPANA
110	M2022120	TIWARI MUSKAN MANGESH
111	M2022121	VARMA SATYAM SATISH
112	M2022122	VERMA PRIYA PREMCHAND
113	M2022123	WADHEL JIGNESH NARESH
114	M2022124	BASRANI MEGHNA ANIL MADHU
115	M2022127	BRAHMANE SURAJ RAOSAHEB
116	M2022128	CHARAK UJWAL
117	M2022129	CHOUDHARY ROHAN DINKAR
118	M2022130	CHOUGHULE HARSHAD PRAVIN
119	M2022131	DALWAI SHAWAF MOHAMMED
120	M2022132	DEOCHAKE TANMAYEE PARAG
121	M2022133	DEOKATE AKASH TANAJI
122	M2022135	DWIVEDI AISHWARYA
123	M2022136	GALA BHAVYA AMRUTLAL
124	M2022137	GANDHI HARSH KALPESH
125	M2022138	GAUD SHAILENDRA MOTILAL
126	M2022139	GHOSH NAYAN JAYENDU MANASI
127	M2022140	GUPTA LAKSHMI DINANATH SHUKLAVATI
128	M2022141	GUPTA MANSI JAYPRAKASH SUNEETA
129	M2022142	GUPTA NEERAJKUMAR BREEJRAJ
130	M2022143	GUPTA SHEETAL MANOJ
131	M2022144	JADHAV KUNDAN RAMESH
132	M2022145	JAISWAL KIRTI PARASNATH
133	M2022147	JAISWAL RITESH
134	M2022148	JHA RISHABHKUMAR KANHAIYA
135	M2022149	JHA SUMIT BHAVNATH
136	M2022152	KADAM RANDHIR VIKRAM
137	M2022153	KHAIRNAR MAYURESH SANJAY
138	M2022155	MODI AASTHA PRADEEP
139	M2022156	MOR NIKITA DEENDAYAL
140	M2022157	MORANDE PRATIK GIRISH
141	M2022158	NADAR DEVISAAC ABRAHAM SELVI
142	M2022159	PAL PRADEEPKUMAR PANDHARI
143	M2022160	PAL ROHIT RAMLAKHAN
144	M2022161	PANDEY RAHUL SANJAY KALPANA
145	M2022162	PANDIT DEBASHISH SHANKAR
146	M2022163	PANSARE NILAMBARI SANTOSH
147	M2022164	PATIL SHRADDHALI NANDKISHOR NITA
148	M2022165	SANKHYAN RITIKA SURINDER ANITA
149	M2022167	SHAH AISHWARYA TEJAS
150	M2022168	SHAH KRISHNA BIPIN BIJAL
151	M2022169	SHAH LAXMI SHASHIKANT REETA
152	M2022170	SHAIKH ANAM MOHAMMED ALI
153	M2022171	SHETTY DIVIJ KAILESH
154	M2022172	SHETTY GIRISH NARAYAN
155	M2022173	SHINDE AMOL CHANDRAKANT CHETANA
156	M2022174	SINGH AABHA VIJAYENDRA
157	M2022175	SINGH AMAN AJAY AARTI
158	M2022177	SINGH DIVYA MANOJ
159	M2022179	THAKER VASHISHT DEVEN
160	M2022180	THOMBRE SHRUTI PRAKASH APARNA
161	M2022181	TOLPUNURI PRANAV VENKATESH PADMA
162	M2022182	TRIVEDI VIBHUTI YOGESH RAKSHA
163	M2022183	VEDIKA NARENDRA BHARMANI
164	M2022184	VERMA RAJESH RAMSEVAK SUSHILA
165	M2022185	WADKAR NEHA ANIL
166	M2022186	WAGLEKAR RUTUJA UMESH
167	M2022187	YADAV RAMESH ASHOK KUMAR LALMANI
168	M2022015	HARSH NAVIN GANDHI
169	M2022099	SHUBHAM PATIL

47	Joshi Madhuri Tolaram	M1820038	Shoppers Stop	13th December 2019
48	Kajal Vinod Kumar	M1820040	HDFC Limited	02-12-2019 (Internship Letter)
49	Kanojia Rohit Rammilan	M1820041	Sunteck Realty	23rd october, 2019
50	Katta Akash Omprakash	M1820045	ICICI Bank	Ref. No. - 1384005836 06-Oct-2020
51	Khan Javed Amirullah	M1820047	Opt Out	15/11/2019
52	Mehrotra Sejal Rakesh	M1820049	Shoppers Stop	13th December 2019
53	Mishra Shailesh Rajesh	M1820055	Infoedge - 99acres.com	Nov-19
54	Mundada Soham Rajesh	M1820058	Sunteck Realty	23rd october, 2019
55	Pathak Revati Prashant	M1820064	Sunteck Realty	23rd october, 2019
56	Shakya Pratibha Vedram	M1820084	NSE IT	NSEIT/HR/OL/SD/04381 Oct 24, 2019
57	Sharma Ankit Shivkant	M1820085	Lodha Group	LG/TA/OL/19-20/22047 31-Jan-20
58	Sharma Kamna Ramsinnet	M1820087	ICICI Bank	Ref. No. - 1384005840 05-Oct-2020
59	Shetty Meghna Mohan	M1820091	Infoedge - Naukri.com	27-Nov-19
60	Tanna Aishwarya Ajay	M1820100	ICE Institute - Balaji Telefilms	09th January 2020
61	Yadav Ashish Sabhajeet	M1820115	TJSB Sahakari Bank	HO/HR/50/611 08-09-2020
62	Sushmita Acharya	M1820093	Aditya Birla Finance Limited (Mail Copy)	23rd December 2019
63	Pandey Vibha Udaychand	M1820060	Enrich Hair & Skin Solutions Pvt. Ltd.	13th March 2020
64	Sawal Yogesh Sunil	M1820078	Edelweiss Global Investment Advisors (EGIA)	Letter Ref No: AL_39486_02 03-Dec-2020
65	Poojary Likhith Raghu	M1820067	ISS Corporate Solutions	Dec-20

Director

Dr.Pankaj Natu

Subject - Organizational Behaviour

Program & Batch - MMS, Semester I

Guest Session on Leadership, What makes a great leader

LOR

Name	Learning Outcome - Knowledge	Learning Outcome- Skill	Learning Outcome - Attitude
Ashi Khandelwal	Power	Innovation	Helping Nature
Meghna Basrani	Learned about leadership	Leadership skills	Very interactive good session
Priya Verma	Leadership qualities	Trust transfer Andy	Gratitude, learn from failures
Priya Ashok Singh	Leadership	Knowledge information about leadership	confidence motivation
Ujwal Charak	Market knowledge	Industry knowledge	Industry knowledge
Shubham Patil	Leadership role, How to be great leader.	Impact, Giving and getting as a leader	Positive mindset, overcoming failure
Shweta Maurya	Good	Good	Good
Israr khan	It was too good	Excellent	Positive attitude
Vidyasagar dubey	Leadership	Decision making	Habit
Laxmi Shah	Great knowledgeable session about leadership skills	4 G's for leadership skill	Positive impact
Sakshi Gandhi	Informative	Leadership skills	Proactive
Shadwal Naik	Informative	Leadership skills	4Gs will implement
Kajal Shende	Qualities of leadership	Trust , transperancy, team work	Mention trust
Saurabh Aswar	leadership skills	visionary	positive with confidence
Anam Shaikh	Aspects & Characteristics of a Leader	TeamWork & Transparency	Humble Patient Servant - Key Factors
Apurva thakur	Leadership	Skills of Good leadership	Responsible
kaustubh Gawde	Leadership development	Good qualities	Positive

Subject – Organizational Behavior

Faculty – Prof. Richal Tuscano

Batch – 2020-2022

Academic Year - 2020-2021

Schedule - CCE 1

Sr. No.	Division	Date
1	A	4th, 9th & 12th March 2021
2	B	6th, 9th & 10th March 2021
3	C	9th, 10th & 10th March 2021

Schedule - CCE 2

Sr. No.	Division	Date
1	A	12th March 2021
2	B	23rd March 2021
3	C	21st March 2021

Program – MMS

Semester – I

Course – Organizational Behavior

Batch – 2020-2022

Academic Year – 2020-2021

Faculty – Prof. Richal Tuscano

One Pager Report

Objectives - This activity gives students an opportunity to learn and understand the concepts in a unique way. It builds the experiential learning and confidence in the students.

Description – Various situations were given to the group of students such as how to manage conflict effectively at workplace, leadership qualities and what makes a great leader, create factious organizations and set vision, mission and innovative ways to achieve organizational objectives, how to set positive organizational culture etc. Students presented the same in front of class.

Learning Outcome - The activity was designed to enhance the following skills in the students

- Innovative thinking
- Presentation skills
- Boost the confidence level of students

Rubrics - CCE1 - Presentation

Roll No.	Profesional			Content is relevant			Able to answer			Communication			Quality of power point / report			Total	Based
	Attempted and with	Attempted but without	No attempt, Need	Attempted and with	Attempted but with	No attempt, Nee	Attempted and with	Attempted but with	No attempt, Nee	Attempted and wit	Attempted but with	No attempt, Nee	Attempted and with	Attempted but with	No attempt, Need to		
	4	2-3	0-1	4	2-3	0-1	4	2-3	0-1	4	2-3	0-1	4	2-3	0-1		
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M2022004	4			4			4			4			4			20	10
M2022005	4				3		4			4				3		18	9
M2022006	4			4				3			3		4			18	9
M2022007	4			4				3			3		4			18	9
M2022008	4			4			4			4			4			20	10
M2022009	4			4			4			4			4			20	10
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M2022011	4			4				2		4			4			18	9
M2022012	4				3		4				3		4			18	9
M2022013		3			3			3			3		4			16	8
M2022014		3			3			3			2			3		14	7
M2022015	4			4			4			4			4			20	10
M2022016		3			3			3			3		4			16	8
M2022017	4			4			4			4			4			20	10
M2022018		3			3			3			3		4			16	8
M2022019	4				3		4				3		4			18	9
M2022020	4				3		4				3		4			18	9
M2022021	4				3		4				3		4			18	9
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M2022030	4			4			4			4			4			20	10
M2022031	4			4				3			3		4			18	9
M2022032	4			4				3			3		4			18	9
M2022033	4			4			4			4			4			20	10
M2022034	4				3			3			2		4			16	8
M2022035		3		4				3			3			3		16	8
M2022036	4			4			4			4			4			20	10
M2022037	4			4				3			3		4			18	9
M2022038	4			4			4			4			4			20	10
M2022039	4			4			4			4			4			20	10
M2022040		3			3		4				3			3		16	8
M2022041	4			4			4			4			4			20	10

Rubrics - CCE1 Presentation

Roll No.	Profesional			Content is releva			Able to answer t			Communication			Quality of power point / report			Total	Based on 10
	Attempted	Attempted but	No attp emp	Attempted	Attempted	No attp emp	Attempted	Attempted	No attp emp	Attempted	Attempted	No attp emp	Attempted	Attempted	No attpempt,		
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M2022045	4				2			3			3		4			16	8
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M2022047	4			4			4			4			4			20	10
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M2022060	4				3		4				3		4			18	9
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M2022062	4			4			4			4			4			20	10
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M2022082		3			3			3			3		4			16	8
M2022083		3			3			3			3		4			16	8

Richa

Rubrics – CCET – Presentation

Roll No.	Profesional			Content is relevant			Able to answer the			Communication			Quality of power point / report			Total	Based on 10
	Attempted	Attempted but	No attpemp	Attempted	Attempted	No attpemp	Attempted	Attempted	No attpemp	Attempted	Attempted	No attpemp	Attempte	Attempted	No attpempt,		
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M2022087	4			4			4				3			3		18	9
M2022088	4			4			4			4			4			20	10
M2022089	4				3			3		4			4			18	9
M2022090	4			4			4			4			4			20	10
M2022091	4				3			3		4			4			18	9
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M2022093	4			4				3			3			2		16	8
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Roll No.	Profesional appearance			Content is relevant to			Able to answer the qu			Communication skills			Quality of power point / report			Total	Based on 10
	Attempted and with	Attempted but without confide	No attempt, Need	Attempted and with	Attempted but witho	No attempt, Need	Attempted and with	Attempted but witho	No attempt, Need	Attempted and with	Attempted but witho	No attempt, Need	Attempted and with	Attempted but witho	No attempt, Need		
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M2022177		3		4				3		4			4			18	9
M2022178	4				3		4				3		4			18	9
M2022179	4			4			4			4			4			20	10
M2022180		3			3			3			3		4			16	8
M2022181	4			4				3			3		4			18	9
M2022182	4			4				3			3		4			18	9
M2022183		3			3		4			4			4			18	9
M2022184	4				3			3		4			4			18	9
M2022185	4				3		4			4				3		18	9
M2022186	4			4				2		4			4			18	9
M2022187		3			3		4				3			3		16	8

Richal

CCE – 2

Program – MMS

Semester – I

Course – Organizational Behavior

Batch – 2020-2022

Academic Year – 2020-2021

Faculty – Prof. Richal Tuscano

One Pager Report

CCE – Case Study Analysis – The Dabbawalas of Mumbai

Objectives - This activity gives students an opportunity to understand the concepts in a better way. This activity enhances problem solving skills in the students.

Description – Case followed by questions were given to the students. Students were asked to analyze the case individually and submit the solution in Google classroom.

Learning Outcome - The activity was designed to enhance the following skills in the students

- Decision making skills
- Analytical skills
- Writing skills

CASE STUDY

The Dabbawalas of Mumbai*

The *dabbawalas* of Mumbai carry hot lunches from the homes of employees (customers) to their places of employment. The aluminum containers or 'tiffins' serve the dual purpose of keeping the food warm and preventing it from splashing out during the tiffin carrier's rushed and jostling journey. A typical tiffin carrier carries about 40 of these *dabbas* on a long, unwieldy tray on his head as he moves speedily through busy streets and cramped trains. The tray and tiffins have a combined weight of more than 60 kg. For distances over 4 km, the carriers often use bicycles; when carrying more than 40 tiffins, the carriers use handcarts.

Each *dabbawala* is employed by one of the city's 800 contractors (*mukaddams*). The contractors and tiffin carriers both belong to the Mumbai Tiffin Box Carriers Association. It was registered as a trust in

1967, but was an informal guild for some 50 years before this.

There are two primary reasons why the tiffin carrier operations started and succeeded in Mumbai. First, the Indian value system places great emphasis on home-cooked meals, served hot. The problem for roughly eight out of ten white-collar workers in Mumbai is that they do not have time to go home for lunch. The tiffin carrier brings the security of an inexpensive, clean, tasty, and often still warm, home-cooked meal. Restaurant meals cost five to fifteen times more than home-cooked food, and there is also the chance of falling ill, as many public eateries lack hygienic kitchens.

Second, Mumbai is the only city in India where the train traffic flows in the north–south direction and the pedestrian traffic flows in the east–west direction.

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* The case has been developed by Ashok Kumar, Stephen T. Margulis, and Jaideep Motwani, and published in *IMB Journal of Management*. Reproduced with slight modification with permission.

Thus, tiffins are physically carried for relatively short distances from homes to train stations by one set of tiffin carriers, carried by train for longer distances between stations, and finally carried by other tiffin carriers from the train stations to the designated workplaces. Therefore, Mumbai alone can sustain a tiffin carrier network of this size and complexity because of its quick, efficient, and far-reaching sub-urban train service.

The Association

Most of Mumbai's tiffin carriers and contractors come from the Pune region, roughly 150 miles away from Mumbai. A tiffin carrier does not have to pay the contractor to be hired. There is absolutely no paperwork involved. Trust and loyalty are the main underpinnings of recruitment. Typically, no formal training is provided to the tiffin carrier upon being hired. However, for the first two days, the tiffin carrier follows his contractor or another *dabbawala* who shows the new recruit his route, the homes/apartments he would visit to pick up tiffins in the morning and to which he would return tiffins in the afternoon, and explains the coding/identification system. A tiffin carrier will visit up to 40 homes each day and he must learn the location of all of them during his two-day orientation. All the training is done orally.

A *dabbawala* is usually paid a fixed/straight salary of ₹1000 a month by his contractor. There are no other benefits provided to the tiffin carrier, except that he gets a week's vacation in March apart from public holidays. By contrast, contractors make between ₹6000 and ₹8000 a week. There is no policy regarding sick leave or absenteeism. A worker is expected to be at work. If a worker gets sick, other tiffin carriers in his group or his contractor may cover for him. The bond among tiffin carriers is as strong as the old school tie. They will not entertain any talk of dishonesty in the ranks. Trust is the essence of the business and a tiffin carrier typically sticks to his contractor.

The contractors basically run the business through two committees: the Mandal Committee and the Trust Committee. The members of the Mandal Committee are 11 elected contractors, each elected for five years. This committee collectively governs the Trust, but its primary responsibilities seem to be dealing with brokering conflicts among contractors and addressing potential contractors. The Trust Committee, also comprises 11 elected contractors, each elected for a five-year period, is responsible for the operation of the courtesy inn (*dharamshalas*) back home in Pune. In addition, two contractors serve as staff to the Trust. The job of these two contractors includes: (1) resolving disputes and problems arising in day-to-day operations that cannot be resolved by contractors and their groups, (2) enrolling new customers into the business, and (3) arranging and calling meetings of the Trust. The contractors, in turn, are responsible to The Mumbai Tiffinbox Carriers Association. The Mandal or 'circle' (i.e., the Association) organizes monthly business meetings. All contractors are required to attend the Mandal's monthly meetings. The tiffin carriers can also attend the monthly meetings if they so desire. The Mandal Committee sorts out the internal problems/disputes between the contractors at these business meetings. Additionally, the tiffin carriers and contractors meet socially once a month. These meetings are organized by the Trust.

Structure

Some of the salient points of the Trust in terms of structural dimensions are:

Standards In the Trust, the work appears to involve output standardization, because workers are given explicit work goals (e.g., tiffins to retrieve each morning). If goals do not change and each person completes his task, this is an important coordination mechanism.

Moreover, it appears that workers share beliefs about what is acceptable behaviour and what is not. This implies that output standardization is supplemented by norm standardization. The latter is encouraged by the tiffin carriers' functional unit grouping. In a functional unit grouping, everyone within a specific work group has similar tasks to perform.

Hierarchy There is a relatively flat hierarchy of authority. There are only three levels within the organization: some 5000 workers, called carriers; some 800 supervisors or managers, called contractors; and the 11-member Mandal Committee. A flat organization such as this often implies a wide span of control. By contrast, here each manager manages a group of some four to ten employees. By We...

standards, the span of control is narrow. However, we believe that this reflects an aspect of Indian culture—specifically, the tendency to have many supervisors in an Indian organization.

Specialization There is a relatively high degree of specialization. There are a limited number of different jobs and each involves a relatively narrow range of tasks. The jobs correspond to the three phases of the work: the pick-up of filled tiffins from and the return delivery of empty tiffins to homes; train transportation of tiffins between residential and commercial districts; and the delivery of tiffins to and pick-up of tiffins from receivers (workers). A consequence of high specialization is increased task interdependence, hence the need for coordination mechanisms, such as standardization, to accomplish end results.

Complexity The Trust is low in all types of structural complexity. Vertical complexity is low because the organization is flat; horizontal complexity is low because there are a limited number of different jobs in the organization; geographical complexity is low because the organization is at one site only.

Staff Professionalism is also low. There is very little formal education or employee training required for the work of contractors or carriers As for personnel ratios, the administrative ratio is quite low, perhaps zero. There are only two line members (contractors) who have, as their additional responsibility, the completion of the staff functions of the organization.

Contextual Dimensions

There are four contextual dimensions—organizational size, organizational technology, external environment, and goals and strategies. Some of the salient features of the Trust in these areas are:

Organizational size The Trust has some 5800 members, making it a large-scale operation.

Organizational technology The technical complexity is low, as the Trust's organizational technology is labour intensive (uniform inputs, pre-coded inputs and few exceptions). Technical uncertainty is also low (variability in tiffins is low). The principal form of technical system interdependence is sequential interdependence across the three phases of work and with pooled interdependence within phases. This specific form of organizational technology is associated with low structural complexity and output standardization as an effective coordination mechanism, both of which we have observed.

External environment The external environment is regarded as relatively stable by the Trust even though there are competitors in their task environment that are cutting into their business. Customers are the primary focus and they are satisfied with the service they are receiving. Nevertheless, consistent with our description of changing values towards meals, the customer base is shrinking because street vendors and restaurants offer active competition.

Goals and strategies Although strategies and goals are a central concern of organizations, the only stated goal we gathered from interviews with contractors and tiffin carriers was to continually provide this service in the best possible manner. The lack of strategic interest is even reflected in their passive approach towards threats to the very survival of their business.

A Typical Journey

To understand how the exchange and delivery of food take place (in other words, the activities involved in the supply chain), one of the co-authors accompanied the tiffin carriers on their daily routes. Before describing the process in detail, we will present an overview. The process has three phases: the pick-up of the tiffin and its delivery to a train station, the train transportation of the tiffin to its final destination, and the delivery of the tiffin to the customer. This process occurs twice daily: from home to office, and the tiffin's return from office to the home.

We will now describe a typical journey by following the tiffin of Raj Ramaswamy, a fictional accountant, on its daily trip from his home to office and back.

Step 1 Raj's tiffin carrier, who we call tiffin carrier 1, knocks at approximately 10 a.m. on the Ramaswamy's door. He is not wearing a watch. He quickly gets the tiffin from Mrs Ramaswamy and sprints down the stairs. His daily route covers 3 apartments (38 tiffins) spread over a two-mile radius. Each tiffin has a different symbol as each is bound for a different destination.

Step 2 At approximately 10:30 a.m., Raj's tiffin is transferred to tiffin carrier 2, who has been collecting all the tiffins with yellow characters. As tiffin carrier 2 pedals off to a nearby train station with his collected tiffins, tiffin carrier 1 continues to go from apartment to apartment to get lunch boxes which will soon be collected by other carriers.

Step 3 At the railway station, different collectors have deposited hundreds of tiffins. From them, tiffin carrier 3 quickly removes all of those with a red dot, Raj's included. He loads his consignment on a 'tray', a wooden crate 2.5 metres long. A typical tray loaded with 40 tiffins has a total weight of more than 60 kg. The carrier puts the tray on his head and runs to the platform just as the train rolls in. Raj's tiffin is now one of thousands riding this train into the city. Different characters on the tiffins tell the carriers at which stations en route they must pass on specific tiffins to other waiting carriers. The yellow alphanumeric character and the red dot on Raj's tiffin tell the carrier its destination is Churchgate Station, the hub of commercial Mumbai.

Step 4 At Churchgate Station, Raj's tiffin enters the last phase of its journey. Tiffin carrier 4, waiting on the platform, picks it out together with other lunch boxes marked with similar characters. The second and third characters of the symbol indicate its exact destination: the Express Towers building at Nariman Point. By 12:30 p.m., the carrier has carried his tray up four flights of stairs and left Raj's lunch box, along with the others, outside the customers' offices.

At 2 p.m. the morning's delivery service tracks down the above steps in reverse, using exactly the same symbols that moved the tiffin forward previously. Tiffin carrier 1, now at the receiving end of the line, brings Raj's tiffin back to his wife at 4 p.m., guided to her house by the last character of the symbol. Of course, the exact location of the house is part of the memory database of tiffin carrier 1.

The Logistics Perspective

The logistics systems that have an exact one-to-one correspondence with the tiffin carrier system of Mumbai are the mail and parcel delivery systems in the United States of America and other countries. These systems have unique customer–supplier pairings for each delivery. Postal or parcel delivery systems are typically modelled as hub-and-spoke systems. Here, all letters/parcels are first flown to a hub, and then flown to their destination from the hub. These are multi-billion dollar systems that employ the latest technology for receiving and tracking deliverables. Major efficiencies are supposedly obtained through the hub-and-spoke structure of the logistical system. Despite large capital investments, highly sophisticated technologies, mature postal systems (zip codes and all), and other well-established identifications, these systems yield low delivery reliability and are unable to individualize operations. In contrast, the tiffin carrier system of India invests pennies, uses a very crude identification system, uses virtually no technology, and relies mainly on untrained, grossly under-educated (if not illiterate) personnel to obtain great delivery reliability and customer satisfaction.

The tiffin carrier system is a conjoined structure that falls squarely under arborescent systems. It involves the transfer of some 200,000 lunch boxes, collected every day from an equal number of sources, and delivered to some 80,000 destinations the same day within a time window of three hours. The error rate of this system is remarkably low (less than 1 per cent) and it accomplishes its goals at the rate of pennies per customer per day. In the US, large logistical systems that involve material transfer of the order of the lunch carrier system, are generally reduced to a hub-and-spoke structure (e.g., Federal Express, American Airlines) to gain efficiencies of time. They are also supported by state-of-the-art technologies, including computerized decision-making that exploits artificial intelligence and a very sophisticated telecommunication system. Their operating costs are typically in millions of dollars. By contrast and as noted, the tiffin carrier system uses virtually no technology (other than the trains and bicycles), is limited to face-to-face communication, employs virtually no computers, and is about as informal as a system of this size can be. What is particularly notable is the coding system to identify lunch boxes: it consists of just three to four symbols. Moreover, on-the-job training of operators is often accomplished within two days, which includes learning the delivery process and the specific locations of some 40 dwelling units of customers. Yet, it registers an outstanding performance on both counts—cost and reliability of delivery. That is, it operates literally at pennies a day per customer. It

operates at a remarkably low error rate of less than 1 per cent, where errors include not only non-delivery within the time window, but also loss and breakage of lunch boxes. The tiffin carriers' error rate compares favourably with the error rates of lost suitcases at various airlines.

Conclusions

Our case study of a prosaic business supports two important principles: first, culture affects organizational form and functioning, human resource management, and the development of logistical systems. That is, it can result in systems that are not fully 'Western' in form and functioning. This leads to the second principle: A labour-intensive, technologically unsophisticated logistical system can be as efficient and as effective as a technologically sophisticated (Western) logistical system of the same design. The tiffin carriers are the unsophisticated counterpart of such sophisticated courier services

as Federal Express and United Parcel Service, all of which are conjoined logistical systems, i.e., where materials transferred from multiple sources to multiple destinations. We found that an organizational and logistical system that fits its cultural and geographic 'niche' can survive and, more importantly, prosper. And, in special cases where employee dedication results from family values, as is the case with the tiffin carrier system studied here, the performance could well be stunning!

Questions for Discussion

1. What are the main learnings from the case?
2. What team and inter-team processes are reflected in the operation of the *dabbawala* system?
3. How has the *dabbawala* system responded to the changing context of the life of office-goers in Mumbai?
4. Which behavioural sciences are relevant for understanding the dynamics of the dabbawala system?

Academic Year	2020-21
Batch	2020-22
Program	MMS
Semester	I
Course	**Organizational Behaviour**
Faculty	Prof. Richal Tuscano

CCE – 2 (Answer Key)

Q.1 What are the main leanings from the case?

- Time Management
- Commitment and attitude of dabbawalas
- Build association around people
- Logistical System
- Encourage self-discipline
- Human resource Management

Q.2 What team and inter team process are reflected in the operations of the dabbawala system?

- Entire team work with full enthusiasm and coordination with each other in a systematic manner
- Flat organizational structure consisting approximately 5800 employees
- Coding is used to avoid confusion

Q.3 How has the dabbawala system responded to the changing context of the life of office – goers in Mumbai?

- Value of serving Indian home cooked food at workplace
- Low cost and good quality services

Q.4 Which behavioral sciences are relevant for understanding the dynamics of the dabbawala system?

- Psychology
- Sociology
- Anthropology

Rubrics - CCE - Case Study Analysis.

Roll No.	Identification of con			Analysis of the issue			Solutions suggested			concepts of the subject			Total	Based on 10
	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made		
	4-5	2-3	0-1	4-5	2-3	0-1	4-5	2-3	0-1	4-5	2-3	0-1		
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M2022002	4			4				3		5			16	8
M2022003	4				3		4			5			16	8
M2022004	5				3		5			5			18	9
M2022005	4			4			4			4			16	8
M2022006	5				3		4			4			16	8
M2022007	4			4			4			4			16	8
M2022008	5			4			5			4			18	9
M2022009	5			4			4			5			18	9
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M2022011	4			4			4			4			16	8
M2022012	5			4				3		4			16	8
M2022013		3		4				3		4			14	7
M2022014		3			3			3			3		12	6
M2022015	5			4			4			5			18	9
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M2022017	4			4			5			5			18	9
M2022018	4				3		4				3		14	7
M2022019	5			4				3		4			16	8
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M2022023	4			4			4			4			16	8
M2022024	4			5			5			4			18	9
M2022025	4			4			4			4			16	8
M2022026	4			4			4			4			16	8
M2022027	4			5			4			5			18	9
M2022028	4			4			4			4			16	8
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M2022033	4			4			5			5			18	9
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M2022035	4				3			3		4			14	7
M2022036	4			5			4			5			18	9
M2022037	4			4			4			4			16	8
M2022038	5			4			5			4			18	9
M2022039	5			5			4			4			18	9
M2022040	4				3			3		4			14	7
M2022041	5			4			4			5			18	9

Rubrics - CCE 2
Study Analysis.

Roll No.	Identification of con			Analysis of the issue			Solutions suggested			concepts of the subject			Total	Based on 10
	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made		
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M2022044	5			4			4			5			18	9
M2022045	4				3		4				3		14	7
M2022046	5			5				3			3		16	8
M2022047	5			4			5			4			18	9
M2022048		3			3		4			4			14	7
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M2022050	4			5				3		4			16	8
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M2022081		3			3		4			4			14	7
M2022082	4			4				3			3		14	7

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Roll No.	Identification of cor			Analysis of the issue			Solutions suggested			concepts of the subject			Total	Based on 10
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M2022112	4				3			3		4			14	7
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M2022116		3			3			3			3		12	6
M2022117	4			4			4			4			16	8
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M2022121		3			3			3			3		12	6
M2022122	5			4			4			5			18	9

Roll No.	Identification of cor			Analysis of the issue			Solutions suggested			concepts of the subject			Total	Based on 10
	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made		
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M2022126	4			4			4			4			16	8
M2022127	4			4			4			4			16	8
M2022128	4			4			4			4			16	8
M2022129	4				3			3		4			14	7
M2022130	4			4				3			3		14	7
M2022131	5			5			4			4			18	9
M2022132	4			4			4			4			16	8
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M2022134	4			4			4			4			16	8
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M2022136		3			3		4			4			14	7
M2022137	4			4			4			4			16	8
M2022138		3			3		4			4			14	7
M2022139	4			4			4			4			16	8
M2022140	5			4			4			5			18	9
M2022141		3			3		4			4			14	7
M2022142	4			4			4			4			16	8
M2022143	5			4			4			5			18	9
M2022144		3		4				3		4			14	7
M2022145	4			4			4			4			16	8
M2022146	0			0			0			0			0	0
M2022147		3			3		4			4			14	7
M2022148	4			4				3			3		14	7
M2022149	4			5			5			4			18	9
M2022150		3		4			4				3		14	7
M2022151	4			4			4			4			16	8
M2022152	4			4			4			4			16	8
M2022153		3			3		4			4			14	7
M2022154	4			4				3			3		14	7
M2022155	4			4			4			4			16	8
M2022156		3			3		4			4			14	7
M2022157	5			5			4			4			18	9
M2022158	5			5			4			4			18	9
M2022159	4			4			4			4			16	8
M2022160	5			4			5			4			18	9
M2022161		3		4			4				3		14	7
M2022162		3		4			4				3		14	7
M2022163	5			5			4			4			18	9
M2022164	4			4			4			4			16	8
M2022165	4			4			4			4			16	8

Rithal

Roll No.	Identification of concepts			Analysis of the issue			Solutions suggested			concepts of the subject			Total	Based on 10
	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made	Explanation with logic & Well Articulated	Explanation without logic	No explanation, but attempt has made		
	4-5	2-3	0-1	4-5	2-3	0-1	4-5	2-3	0-1	4-5	2-3	0-1		
M2022166	4			4			4			4			16	8
M2022167	4			4			4			4			16	8
M2022168	4			4			4			4			16	8
M2022169	4			4			4			4			16	8
M2022170	5			5			4			4			18	9
M2022171	4			5			4			5			18	9
M2022172	5			4			5			4			18	9
M2022173		3			3		4			4			14	7
M2022174	5			5			4			4			18	9
M2022175	4			4				3				3	14	7
M2022176	5			5			4			4			18	9
M2022177	4			4			4			4			16	8
M2022178	4			4			4			4			16	8
M2022179	5			5			4			4			18	9
M2022180		3		4				3		4			14	7
M2022181	4			4			4			4			16	8
M2022182	4			4			4			4			16	8
M2022183	4			4			4			4			16	8
M2022184	4			4			4			4			16	8
M2022185	4			4			4			4			16	8
M2022186	4			4			4			4			16	8
M2022187		3			3		4			4			14	7

Remedial Teaching

Program – MMS

Semester – I

Course – Organizational Behavior

Batch – 2020-2022

Academic Year – 2020-2021

Faculty – Prof. Richal Tuscano

As there were no student below 50% marks in midterm exam, remedial session was not conducted.

Mapping of Course Outcomes with Question Paper

Academic Year	2020-21
Batch	2020-22
Program	MMS
Semester	I
Course	**Organizational Behaviour**
Faculty	Prof. Richal Tuscano

CO1: Define basic organizational behaviour principles, and describe how these influence behaviour in the workplace

CO2: Illustrate critical thinking and analysis skills through the use of management case studies and small group exercises

CO3: Articulate own management style as it related to influencing and managing behaviour in organizations system

Question Number	CO 1	CO 2	CO 3	CO 4	CO 5
Q1 A	*				
Q1 B		*			
Q2. A	*				
Q2. B		*	*		
Q3 A	*				
Q3 B		*			

TIMSR

Program: MMS   Semester: I   Seat No:
Course: Organizational Behavior   **Duration: 2 Hours**
Month & Year: April 2021   **Marks: 40 marks**

Instructions. - Attempt **Any 2** case studies
Figure to the right indicate marks in full.

Case Study : 1

Microsoft has one of the lowest employee turnover rates in the IT industry; however, there is room for improvement. Top talent is currently leaving Microsoft to pursue Internet start-ups or jumping ship to Google. The loss of these key employees represents a serious threat to the success of the company in the future. Recognizing this problem, Microsoft is actively identifying its top talent and developing ways to make jobs more attractive.

Employee engagement appears to be the buzz in corporate America/Studies show that employees who are engaged are more productive, profitable, and customer focused and less likely to leave the organization. According to Dr. Beverly Kaye, an expert on career issues in the workplace, what employees want is a relationship with their managers, so managers have to act more like coaches, not bosses. Some of the factors that always rank at the top with regard to what gets employees engaged and what they value in a job include career opportunities and development, great people to work with, and a great boss.

Microsoft is meeting the challenge of improving worker morale head on to retain its employees. My Microsoft is a program introduced by the company to provide some of the attractive amenities that other IT companies offer employees. This program will include a wide range of incentives focused on improving the working conditions and culture of the company, such as a set of lifestyle perks and a management development program.

Microsoft's new program is an initial step to improve the morale of employees, but only time will tell if this program is attractive enough to retain employees.

Questions   **20**
Marks

1. **What are the factors causing the brain drain at Microsoft? Explain**
2. **Is Microsoft's organizational structure having an impact on its organizational commitment level? Explain**

Case Study: 2

What lures 40 million customer to visit Starbucks each week? Customers will pay a higher price for a cup of coffee, compared with that in other local establishments, becase Starbucks delivers consistent product and service quality to give customers a "Starbucks Experience" that is inimitable in the industry. The ability to set a new benchmark in product quality and customer service has been the cornerstone of its business.

Starbuck's excellent global reputation developed from management's belief in human capital in treating employees as the company's greatest asset. Jim Donald, CEO and President of starbucks, believes that human resources should attend every strategic discussion concerning the company. By aligning human resouces management, and strategic management, the corporation created a corporate culture that focused on delivering world-class customer service to customers. Employees at Starbucks are expected to cooperate and work together to meet the demand of their customers. Starbuks attracts and retains the best and the brightest in the industry due to the high level of

satisfaction that employees recive while on the job. To increase employees' passion to deliver high levels of customer service, Starbucks offres a multitude of training options to employees so they may become coffee masters. Starbucks has created a competitive advantage by creating a workforce that is very knowledgeable and passionate about what is does.

Questions   **20**
Marks

1. Do you belive that Starbucks's corporate culture has given the organization a competitive advantage in the industry? Explain.
2. What make Starbucks more desirable to work than other coffee shops? Would you prefer to work at Starbucks? Why or why not?

Case Study: 3

Two friends, Rohit and Veena work at local supermarket to make ends meet and help pay for their college education. Veena works for Jeevan, who everyone admires for her friendly and relaxed management style. Veena enjoys her work arriving and leaving work each day with a smile, but Rohit often groubles and complains about his work and his boss, Dharam.

Most employees want to work for Jeevan as he often assigns different duties, so workers do not get bored. Jeevan even encourages his employees to recorder items from vendors when stocks are running low. Rohit's supervisor Dharam prefers most of his employees to work in the same area, as he belives that is the best way to master a job. Rohit has to stock the same supply each day in the store's supply room. After a particularly boring morning. Rohit meant Veena for lunch. He had a look of disgust on his face.

"Bad day again?" asked Veena

Rohit reported, "I stocked potatoes all day, what do you think?"

Veena inquired, "Why don't you tell your boss, Dharam that you want to do something else?"

Rohit frowned, "I don't even care anymore, what's the point?" "How's your going?"

Veena replied "Pretty good, actually, Jeevan and I met earlier today, and we both set a goal for me next week"

"Wow! That's great". Rohit said

Veena replied, "It will be tough but I will do my best, as Jeevan has promised me a bonus of rupees 5000".

Rohit said, "I would probably leave my job if I didn't have to pay my tution fees."

"Look on the brighter side at least you make more money than Ritu" replied Veena.

"That's true", sighed Rohit, "but I hate my boss and I hate my job".

Questions   **20**
Marks

1. Discuss Rohit and Veena in terms of each person's job attitude, that is, job satisfaction, organizational commitment
2. Apply motivation theories, that is, Expectancy theory and equity theory to the situation faced by Rohit and Veena.

TIMSR

Program: MMS   **Semester: I**

Course: Organizational Behavior

Month & Year: April 2021   **Marks: 40 marks**

Question Paper and Answer Key

Case Study 1:

Q.1. What are the factors causing the brain drain at Microsoft? Explain

Answer: No opportunity for research and innovation and creativity

Poor relationships between managers and employees

Employees were dissatisfied and unhappy

Low creativity and innovation as compared to competitors

Poor leadership style

Q.2 Is Microsoft's organizational structure having an impact on its organizational commitment level? Explain

Answer: Yes, If organization structure is not appropriate, open and flexible it results employee dissatisfaction and poor commitment level

Case Study 2:

Q.1 Do you believe that Starbucks's corporate culture has given the organization a competitive advantage in the industry? Explain

Answer: Yes, because the structure of star bucks is belonging, inclusion and diversity

Participative culture where the employees are involved in decision making processes

Having relationship based approach

Exceptional (high level) customer experience and satisfaction

Strong and open corporate culture

Q.2 What make Starbucks more desirable to work than other coffee shops? Would you prefer to work at Starbucks? Why or why not?

Answer: Yes, I would like to work at star bucks because of following reasons:

They have trust in employees

Consider employees as a greatest assets

Share close bond with employees which results in collaboration and healthy environment in the organization

CEO believes in participative culture and encourages employees to be open, flexible, innovative and creative

Provide attractive benefits and good working conditions

Focuses on physical and mental wellness of employees

Case Study 3:

Q.1 Discuss Rohit and Veena in terms of each person's job attitude, that is, job satisfaction, organizational commitment

Answer:

Factors	Veena	Rohit
Job Attitude	Positive attitude towards job	Negative attitude towards job
Job Satisfaction	Satisfied with the job	Dissatisfied with the job
Organizational Commitment	Due to positive attitude towards job she is highly motivated, satisfied, healthy relationship with boss, valued so commitment level is high	Dues to negative attitude towards job he is highly dissatisfied, de motivated, frustrated and poor relationship with boss so commitment level is low

Q.2 Apply motivation theories, that is, Expectancy theory and equity theory to the situation faced by Rohit and Veena.

Answer:

i)   Vroom's Expectancy Theory : Theory was proposed by Victor M Vroom
      3 main relationships – a. Efforts-performance relationship
      b. Performance-reward relationship
      c. Reward – Personal goal relationship

ii) Adam's Equity Theory – Theory was proposed by John Stacy Adams

There are three types of exchange relationships that arise when an individual inputs/outputs are compared with other person:

a. Over paid inequality
b. Underpaid inequality
c. Equity

Mapping of MCQs with Course Outcome

Programme	MMS
Semester	I
Batch	2020-22
Academic Year	2020-21
Course	Organizational Behavior
Specialization	FMHO
Name of Faculty	Ms. Richal Tuscano

Course Outcome

CO 1	Define basic organizational behavior principles, and describe how these influence behavior in the workplace
CO 2	Illustrate critical thinking and analysis skills through the use of management case studies and small group exercises
CO 3	Articulate own management style as it relates to influencing and managing behavior in organization systems

Mid Term Examination

Mode of Exam	Type of Questions	Syllabus covered for Mid Term Exam	Number of Questions Covered	Number of Questions Assigned	Syllabus covered for Mid Term Exam	CO Mapped
Online Mode	Objective	40 %	36	20	Module 1	CO 1
					Module 2	CO 3
					Module 3	CO 3

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Tel.: 6730 8201 / 2, 2884 7147 / 445
Fax : 2887 3869
Email : timsr@thakureducation.org
Website : www.timsrmumbai.in • www.thakureducation.org

					Module 4	CO1

Semester End Examination

Mode of Exam	Type of Questions	Syllabus covered for Mid Term Exam	Number of Questions Covered	Number of Questions Assigned	Syllabus covered for Mid Term Exam	CO Mapped
Online Mode	Objective	100 %	40	40	Module 1	CO 1
					Module 2	CO 3
					Module 3	CO 3
					Module 4	CO1
					Module 5	CO2 CO3
					Module 6	CO3
					Module 7	CO1 CO3
					Module 8	CO3
					Module 9	CO1

Name of Faculty and Sign

Ms. Richal Tuscano

Asst. Professor - HR

Programme : MMS   Semester : I   Sp. : CORE

Course : Organizational Behaviour   Year : 2020-21

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]
	CO1, CO2, CO3	CO1, CO3	CO1, CO2, CO3	CO1, CO2, CO3	
M2022001	9	10	9	8	36
M2022002	8	9	9	8	34
M2022003	10	10	9	8	37
M2022004	8	10	10	9	37
M2022005	9	10	9	8	36
M2022006	9	9	9	8	35
M2022007	10	10	9	8	37
M2022008	10	8	10	9	37
M2022009	9	8	10	9	36
M2022010	8	10	8	7	33
M2022011	8	10	9	8	35
M2022012	8	10	9	8	35
M2022013	8	10	8	7	33
M2022014	8	10	7	6	31
M2022015	10	9	10	9	38
M2022016	8	10	8	7	33
M2022017	8	10	10	9	37
M2022018	8	10	8	7	33
M2022019	9	10	9	8	36
M2022020	8	10	9	8	35
M2022021	8	10	9	8	35
M2022022	8	10	8	7	33
M2022023	8	9	9	8	34
M2022024	8	9	10	9	36
M2022025	8	10	9	8	35
M2022026	8	9	9	8	34
M2022027	8	10	10	9	37
M2022028	8	10	9	8	35
M2022029	8	9	8	7	32
M2022030	9	9	10	9	37
M2022031	9	10	9	8	36
M2022032	9	10	9	8	36
M2022033	10	10	10	9	39
M2022034	8	10	8	7	33
M2022035	9	9	8	7	33
M2022036	10	9	10	9	38
M2022037	10	10	9		37

Examiner Name : Prof. Richal Tuscano   Examiner's Sign-   Date : Controller of Examination

INTERNAL ASSESSMENT RECORD

Programme : MMS   Semester : I   Sp. : CORE

Course : Organizational Behaviour   Year : 2020-21

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]
M2022038	9	10	10	9	38
M2022039	8	9	10	9	36
M2022040	8	10	8	7	33
M2022041	10	8	10	9	37
M2022042	9	7	10	9	35
M2022043	10	8	10	9	37
M2022044	9	10	10	9	38
M2022045	9	9	8	7	33
M2022046	9	10	9	8	36
M2022047	10	9	10	9	38
M2022048	9	10	8	7	34
M2022049	9	10	10	9	38
M2022050	9	9	9	8	35
M2022051	9	10	9	8	36
M2022052	8	10	10	9	37
M2022053	8	10	9	8	35
M2022054	9	9	9	8	35
M2022055	9	9	10	9	37
M2022056	9	10	10	9	38
M2022057	9	10	9	8	36
M2022058	9	10	10	9	38
M2022059	9	10	9	8	36
M2022060	8	9	9	8	34
M2022061	6	8	7	6	27
M2022062	9	9	10	9	37
M2022063	9	7	9	8	33
M2022064	9	9	9	8	35
M2022065	9	10	8	7	34
M2022066	10	9	9	8	36
M2022067	9	9	9	8	35
M2022068	9	9	10	9	37
M2022069	9	10	9	8	36
M2022070	9	10	8	7	34
M2022071	9	10	8	7	34
M2022072	9	9	7	6	31
M2022073	10	9	9	8	36
M2022074	9	10	9	8	36
M2022075	9	10	8		34
M2022076	9	10	9	8	36

Examiner Name : Prof. Richal Tuscano   Examiner's Sign-   Date : Controller of Examination

INTERNAL ASSESSMENT RECORD

Programme : MMS   **Semester : I**   **Sp. : CORE**

Course : Organizational Behaviour   Year : 2020-21

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]
M2022077	10	10	8	7	35
M2022078	9	9	8	7	33
M2022079	9	10	9	8	36
M2022080	10	9	9	8	36
M2022081	9	10	8	7	34
M2022082	9	9	8	7	33
M2022083	9	9	8	7	33
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M2022085	9	9	9	8	35
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M2022099	9	9	9	8	35
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M2022102	9	10	8	7	34
M2022103	10	8	9	8	35
M2022104	9	10	9	8	36
M2022105	9	9	9	8	35
M2022106	9	10	10	9	38
M2022107	9	8	9	8	34
M2022108	9	10	9	8	36
M2022109	9	9	8	7	33
M2022110	9	9	7	6	31
M2022111	9	9	7	6	31
M2022112	9	10	8	7	34
M2022113	9	9	10	9	37
M2022114	9	10	8		34
M2022115	9	9	8	7	33

Examiner Name : Prof. Richal Tuscano   Examiner's Sign-   Date : Controller of Examination

Programme : MMS   Semester : I   Sp. : CORE

Course : Organizational Behaviour   Year : 2020-21

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]
M2022116	9	10	7	6	32
M2022117	9	9	9	8	35
M2022118	9	10	10	9	38
M2022119	10	9	8	7	34
M2022120	9	10	9	8	36
M2022121	9	10	7	6	32
M2022122	9	9	10	9	37
M2022123	9	9	8	7	33
M2022124	9	9	9	8	35
M2022125	9	10	10	9	38
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M2022131	9	10	10	9	38
M2022132	10	10	9	8	37
M2022133	9	8	10	9	36
M2022134	7	7	9	8	31
M2022135	9	8	10	9	36
M2022136	9	8	8	7	32
M2022137	10	8	9	8	35
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M2022143	9	10	10	9	38
M2022144	10	9	8	7	34
M2022145	10	10	9	8	37
M2022146	7	0	7	0	14
M2022147	9	9	8	7	33
M2022148	9	9	8	7	33
M2022149	9	10	10	9	38
M2022150	10	9	8	7	34
M2022151	8	0	9	8	25
M2022152	9	10	9	8	36
M2022153	9	10	8	7	34
M2022154	7	8	8		30

Examiner Name : Prof. Richal Tuscano   Examiner's Sig   Date : Controller of Examination

INTERNAL ASSESSMENT RECORD

Programme : MMS   Semester : I   Sp. : CORE

Course : Organizational Behaviour   Year : 2020-21

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]
M2022155	10	10	9	8	37
M2022156	9	10	8	7	34
M2022157	9	10	10	9	38
M2022158	9	10	10	9	38
M2022159	9	9	9	8	35
M2022160	9	8	10	9	36
M2022161	9	9	8	7	33
M2022162	9	8	8	7	32
M2022163	9	9	10	9	37
M2022164	9	9	9	8	35
M2022165	9	10	9	8	36
M2022166	9	10	9	8	36
M2022167	9	9	9	8	35
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M2022169	9	10	9	8	36
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M2022171	9	10	10	9	38
M2022172	9	9	10	9	37
M2022173	9	7	8	7	31
M2022174	10	10	10	9	39
M2022175	9	8	7	7	31
M2022176	9	10	10	9	38
M2022177	9	10	9	8	36
M2022178	10	9	9	8	36
M2022179	9	10	10	9	38
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M2022182	9	8	9	8	34
M2022183	9	10	9	8	36
M2022184	9	9	9	8	35
M2022185	9	8	9	8	34
M2022186	9	9	9	8	35
M2022187	9	10	8	7	34

Examiner Name : Prof. Richal Tuscano   Examiner's Sign-   Date : Controller of Examination

INTERNAL ASSESSMENT RECORD

Programme : MMS   Semester : I   **Specialisation : CORE**

Course : Organizational Behaviour   Year : 2020-21

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]	MCQ [10/20]	Case Study [20/40]	Semester End Exam (Max/Min) [60/30]	Total Marks [100]
	CO1, CO2, CO3	CO1, CO3	CO1, CO2, CO3	CO1, CO2, CO3		CO1, CO3	CO1, CO2, CO3		
M2022001	9	10	9	8	36	18	26	44	80
M2022002	8	9	9	8	34	18	23	41	75
M2022003	10	10	9	8	37	18	31	49	86
M2022004	8	10	10	9	37	17	26	43	80
M2022005	9	10	9	8	36	17	27	44	80
M2022006	9	9	9	8	35	18	28	46	81
M2022007	10	10	9	8	37	16	27	43	80
M2022008	10	8	10	9	37	18	29	47	84
M2022009	9	8	10	9	36	16	27	43	79
M2022010	8	10	8	7	33	18	28	46	79
M2022011	8	10	9	8	35	18	28	46	81
M2022012	8	10	9	8	35	17	27	44	79
M2022013	8	10	8	7	33	15	27	42	75
M2022014	8	10	7	6	31	17	28	45	76
M2022015	10	9	10	9	38	19	28	47	85
M2022016	8	10	8	7	33	18	30	48	81
M2022017	8	10	10	9	37	18	27	45	82
M2022018	8	10	8	7	33	16	28	44	77
M2022019	9	10	9	8	36	17	30	47	83
M2022020	8	10	9	8	35	18	27	45	80
M2022021	8	10	9	8	35	18	25	43	78
M2022022	8	10	8	7	33	19	26	45	78
M2022023	8	9	9	8	34	17	25	42	76
M2022024	8	9	10	9	36	17	27	44	80
M2022025	8	10	9	8	35	18	26	44	79
M2022026	8	9	9	8	34	17	25	42	76
M2022027	8	10	10	9	37	16	27	43	80
M2022028	8	10	9	8	35	18	25	43	78
M2022029	8	9	8	7	32	17	26	43	75
M2022030	9	9	10	9	37	17	27	44	81
M2022031	9	10	9	8	36	19	26	45	81
M2022032	9	10	9	8	36	18	26	44	80
M2022033	10	10	10	9	39	18	27	45	84
M2022034	8	10	8	7		18	28	46	79

Examiner Name : Prof. Richal Tuscano   Examiner's Sign-   Date : Controller of Examination

INTERNAL ASSESSMENT RECORD

Programme : MMS   Semester : I   Specialisation : CORE

Course : Organizational Behaviour   Year : 2020-21

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]	MCQ [10/20]	Case Study [20/40]	Semester End Exam (Max/Min) [60/30]	Total Marks [100]
M2022035	9	9	8	7	33	18	28	46	79
M2022036	10	9	10	9	38	17	22	39	77
M2022037	10	10	9	8	37	18	28	46	83
M2022038	9	10	10	9	38	18	29	47	85
M2022039	8	9	10	9	36	18	28	46	82
M2022040	8	10	8	7	33	18	29	47	80
M2022041	10	8	10	9	37	18	26	44	81
M2022042	9	7	10	9	35	18	27	45	80
M2022043	10	8	10	9	37	18	27	45	82
M2022044	9	10	10	9	38	18	26	44	82
M2022045	9	9	8	7	33	18	27	45	78
M2022046	9	10	9	8	36	19	25	44	80
M2022047	10	9	10	9	38	18	29	47	85
M2022048	9	10	8	7	34	18	27	45	79
M2022049	9	10	10	9	38	18	30	48	86
M2022050	9	9	9	8	35	18	28	46	81
M2022051	9	10	9	8	36	18	29	47	83
M2022052	8	10	10	9	37	18	27	45	82
M2022053	8	10	9	8	35	17	26	43	78
M2022054	9	9	9	8	35	18	28	46	81
M2022055	9	9	10	9	37	18	27	45	82
M2022056	9	10	10	9	38	18	28	46	84
M2022057	9	10	9	8	36	18	28	46	82
M2022058	9	10	10	9	38	18	28	46	84
M2022059	9	10	9	8	36	18	25	43	79
M2022060	8	9	9	8	34	17	24	41	75
M2022061	6	8	7	6	27	16	21	37	64
M2022062	9	9	10	9	37	18	29	47	84
M2022063	9	7	9	8	33	18	28	46	79
M2022064	9	9	9	8	35	17	28	45	80
M2022065	9	10	8	7	34	17	28	45	79
M2022066	10	9	9	8	36	18	25	43	79
M2022067	9	9	9	8	35	17	25	42	77
M2022068	9	9	10	9	37	18	27	45	82
M2022069	9	10		8	36	19	28	47	83
M2022070	9	10		7	34	18	27	45	79

Examiner Name : Prof. Richal Tuscano   Examiner's Sign-   Date : Controller of Examination

TIMSR

INTERNAL ASSESSMENT RECORD

Programme : MMS   Semester : **I**   **Specialisation : CORE**

Course : Organizational Behaviour   **Year : 2020-21**

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]	MCQ [10/20]	Case Study [20/40]	Semester End Exam (Max/Min) [60/30]	Total Marks [100]
M2022071	9	10	8	7	34	18	26	44	78
M2022072	9	9	7	6	31	18	26	44	75
M2022073	10	9	9	8	36	15	27	42	78
M2022074	9	10	9	8	36	18	28	46	82
M2022075	9	10	8	7	34	18	29	47	81
M2022076	9	10	9	8	36	18	28	46	82
M2022077	10	10	8	7	35	18	27	45	80
M2022078	9	9	8	7	33	17	27	44	77
M2022079	9	10	9	8	36	17	26	43	79
M2022080	10	9	9	8	36	16	27	43	79
M2022081	9	10	8	7	34	19	25	44	78
M2022082	9	9	8	7	33	16	25	41	74
M2022083	9	9	8	7	33	18	25	43	76
M2022084	9	10	9	8	36	19	26	45	81
M2022085	9	9	9	8	35	18	27	45	80
M2022086	10	9	7	8	34	17	27	44	78
M2022087	9	10	9	8	36	17	28	45	81
M2022088	9	10	10	9	38	19	26	45	83
M2022089	10	9	9	8	36	18	26	44	80
M2022090	9	10	10	9	38	19	29	48	86
M2022091	8	10	9	8	35			0	35
M2022092	9	10	9	8	36	16	28	44	80
M2022093	9	10	8	7	34	18	29	47	81
M2022094	9	9	8	7	33	16	28	44	77
M2022095	10	10	9	8	37	17	25	42	79
M2022096	10	10	9	8	37	19	28	47	84
M2022097	8	10	9	8	35	17	27	44	79
M2022098	10	10	8	7	35	18	28	46	81
M2022099	9	9	9	8	35	19	27	46	81
M2022100	9	10	10	9	38	16	26	42	80
M2022101	9	10	9	8	36	18	26	44	80
M2022102	9	10	8	7	34	18	26	44	78
M2022103	10	8	9	8	35	15	27	42	77
M2022104	9	10	9	8	36	17	29	46	82
M2022105	9	9	9	8	35		26	43	78
M2022106	9	10	10	9	38	18	30	48	86

Examiner Name : Prof. Richal Tuscano   Examiner's Sign-   Date : Controller of Examination

Programme : MMS Semester : I Specialisation : CORE

Course : Organizational Behaviour Year : 2020-21

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]	MCQ [10/20]	Case Study [20/40]	Semester End Exam (Max/Min) [60/30]	Total Marks [100]
M2022107	9	8	9	8	34	18	28	46	80
M2022108	9	10	9	8	36	18	26	44	80
M2022109	9	9	8	7	33	17	27	44	77
M2022110	9	9	7	6	31	17	26	43	74
M2022111	9	9	7	6	31	15	26	41	72
M2022112	9	10	8	7	34	18	25	43	77
M2022113	9	9	10	9	37	19	26	45	82
M2022114	9	10	8	7	34	16	27	43	77
M2022115	9	9	8	7	33	17	27	44	77
M2022116	9	10	7	6	32	18	29	47	79
M2022117	9	9	9	8	35	17	26	43	78
M2022118	9	10	10	9	38	17	26	43	81
M2022119	10	9	8	7	34	17	29	46	80
M2022120	9	10	9	8	36	18	26	44	80
M2022121	9	10	7	6	32	17	26	43	75
M2022122	9	9	10	9	37	18	27	45	82
M2022123	9	9	8	7	33	17	27	44	77
M2022124	9	9	9	8	35	16	26	42	77
M2022125	9	10	10	9	38	17	26	43	81
M2022126	9	10	9	8	36	18	27	45	81
M2022127	9	9	9	8	35	17	26	43	78
M2022128	9	8	9	8	34	17	28	45	79
M2022129	9	10	8	7	34	16	27	43	77
M2022130	9	10	8	7	34	17	27	44	78
M2022131	9	10	10	9	38	18	29	47	85
M2022132	10	10	9	8	37	20	29	49	86
M2022133	9	8	10	9	36	19	27	46	82
M2022134	7	7	9	8	31	18	24	42	73
M2022135	9	8	10	9	36	18	29	47	83
M2022136	9	8	8	7	32	18	26	44	76
M2022137	10	8	9	8	35	18	27	45	80
M2022138	9	9	8	7	33	17	26	43	76
M2022139	9	10	9	8	36	17	24	41	77
M2022140	10	9	10	9	38	18	25	43	81
M2022141	9	10	8	7	34	18	27	45	79
M2022142	9	9	9	8		17	28	45	80

Examiner Name : Prof. Richal Tuscano Examiner's Sign Date : Controller of Examination

INTERNAL ASSESSMENT RECORD

Programme : MMS   **Semester : I**   **Specialisation : CORE**

Course : Organizational Behaviour   **Year : 2020-21**

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]	MCQ [10/20]	Case Study [20/40]	Semester End Exam (Max/Min) [60/30]	Total Marks [100]
M2022143	9	10	10	9	38	15	27	42	80
M2022144	10	9	8	7	34	17	28	45	79
M2022145	10	10	9	8	37	17	29	46	83
M2022146	7	0	7	0	14	0	0	0	14
M2022147	9	9	8	7	33	18	24	42	75
M2022148	9	9	8	7	33	18	26	44	77
M2022149	9	10	10	9	38	18	29	47	85
M2022150	10	9	8	7	34	18	27	45	79
M2022151	8	0	9	8	25	10	15	25	50
M2022152	9	10	9	8	36	18	26	44	80
M2022153	9	10	8	7	34	18	28	46	80
M2022154	7	8	8	7	30	18	24	42	72
M2022155	10	10	9	8	37	18	28	46	83
M2022156	9	10	8	7	34	18	27	45	79
M2022157	9	10	10	9	38	18	28	46	84
M2022158	9	10	10	9	38	18	25	43	81
M2022159	9	9	9	8	35	16	26	42	77
M2022160	9	8	10	9	36	17	26	43	79
M2022161	9	9	8	7	33	18	29	47	80
M2022162	9	8	8	7	32	17	26	43	75
M2022163	9	9	10	9	37	18	28	46	83
M2022164	9	9	9	8	35	18	30	48	83
M2022165	9	10	9	8	36	18	29	47	83
M2022166	9	10	9	8	36	18	27	45	81
M2022167	9	9	9	8	35	18	27	45	80
M2022168	9	10	9	8	36	17	30	47	83
M2022169	9	10	9	8	36	18	27	45	81
M2022170	9	10	10	9	38	19	31	50	88
M2022171	9	10	10	9	38	18	27	45	83
M2022172	9	9	10	9	37	18	27	45	82
M2022173	9	7	8	7	31	18	26	44	75
M2022174	10	10	10	9	39	18	28	46	85
M2022175	9	8	7	7	31	18	26	44	75
M2022176	9	10	10	9	38	15	26	41	79
M2022177	9	10	9	8	36		28	46	82
M2022178	10	9	9	8			28	45	81

Examiner Name : Prof. Richal Tuscano   Examiner's Sign-   Date : Controller of Examination

TIMSR
INTERNAL ASSESSMENT RECORD

Programme : MMS   **Semester : I**   **Specialisation : CORE**

Course : Organizational Behaviour   **Year : 2020-21**

Roll No	Attendance & Participation [10]	Periodical Test (Mid Term) [10]	Presentation [10]	Case Study Analysis [10]	Internal Total (Max/Min) [40/20]	MCQ [10/20]	Case Study [20/40]	Semester End Exam (Max/Min) [60/30]	Total Marks [100]
M2022179	9	10	10	9	38	18	26	44	82
M2022180	9	7	8	7	31	18	29	47	78
M2022181	9	8	9	8	34	17	25	42	76
M2022182	9	8	9	8	34	17	26	43	77
M2022183	9	10	9	8	36	18	30	48	84
M2022184	9	9	9	8	35	16	27	43	78
M2022185	9	8	9	8	34	15	25	40	74
M2022186	9	9	9	8	35	18	26	44	79
M2022187	9	10	8	7	34	17	25	42	76

Examiner Name : Prof. Richal Tuscano   Examiner's Sign-   Date : Controller of Examination

Academic Year	2020-21		
Program	MMS	Batch:	2020-22
Specialization	FMHO		
Semester	I		
Course	Organizational Behaviour		
Faculty	Prof. Richal Tuscano		

Note: *Name of the file should be "Batch-MMS-Sem-Spl-Course"*

Table - 1 (CO-PO Mapping)				
	PO 1	PO 2	PO 3	PO 4
CO 1	S	S	S	M
CO 2	S	S	S	S
CO 3	S	M	M	S
CO 4				
CO 5				

Table - 2 (Auto Generated)				
	PO 1	PO 2	PO 3	PO 4
CO 1	3.00	3.00	3.00	2.00
CO 2	3.00	3.00	3.00	3.00
CO 3	3.00	2.00	2.00	3.00
CO 4				
CO 5				
Average	3.00	2.67	2.67	2.67

Table - A (Mapping CCEs and Exam with COs)					
	Course Outcome (CO)				
CCEs	CO1	CO2	CO3	CO4	CO5
Attendance & Participation	*	*	*		
CCE1 - Presentation	*	*	*		
Mid Term	*		*		
CCE2 - Case Study Analysis	*	*	*		
Semester End Exam	*	*	*		

Table - B *(Values coming from mark sheet)*					
Course Outcome Attainment Level(CO)					
CCEs	CO1	CO2	CO3	CO4	CO5
Attendance & Participation	3.00	3.00	3.00		
CCE1 - Presentation	3.00	3.00	3.00		
Mid Term	3.00		3.00		
CCE2 - Case Study Analysis	3.00	3.00	3.00		
Semester End Exam	3.00	3.00	3.00		
Average	3.00	3.00	3.00		

Table - 3 (Product of CO & PO)				
CO's	PO 1	PO 2	PO 3	PO 4
CO 1	9.00	8.00	8.00	8.00
CO 2	9.00	8.00	8.00	8.00
CO 3	9.00	8.00	8.00	8.00
CO 4				
CO 5				
Average	9.00	8.00	8.00	8.00
Attainment %	1.00	0.89	0.89	0.89
PO Attainment Level	3.00	2.67	2.67	2.67

Benchmark Level	2.00	2.00	2.00	2.00
Reason Analysed if any PO attainment Level is less than benchamrk Level	Po attained			
Remarks by Faculty	Richal			
Remarks by HOD				
Remarks by HOI				

PO Attainment - 3 Years Analysis
Course   Organizational Behavior

Course Outcome:
CO1: Define basic organizational behavior principles, and describe how these influence behavior in the workplace
CO2: Illustrate critical thinking and analysis skills through the use of management case studies and small group exercises
CO3: Articulate own management style as it related to influencing and managing behavior in organization system

Organizational Behavior				
	PO1	PO2	PO3	PO4
2020-22	3.00	2.67	2.67	2.67
2018-20	2.62	2.04	2.33	2.33
2017-19	2.47	1.92	2.19	2.19
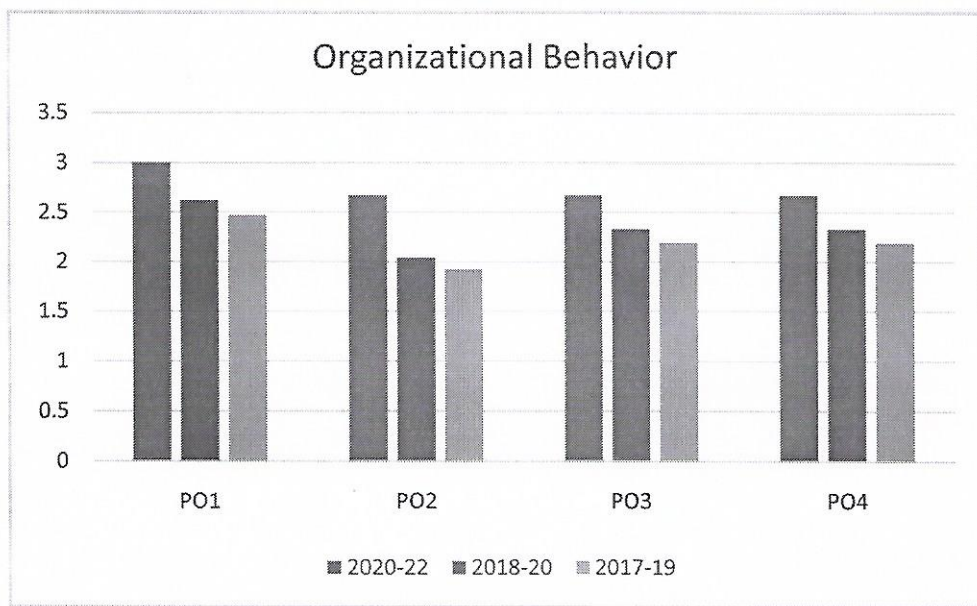
LYING IN BUSINESS

Do you think it's ever okay to lie? If you were negotiating for the release of hostages, most people would probably agree that if lying would lead to the hostages' safety, it's okay. What about in business, where the stakes are rarely life or death? Business executives such as Martha Stewart have gone to jail for lying (submitting a false statement to federal investigators). Is misrepresentation or omitting factors okay as long as there is no outright lie?

Consider the negotiation process. A good negotiator never shows all his cards, right? And so omitting certain information is just part of the process. Well, it may surprise you to learn that the law will hold you liable for omitting information if partial disclosure is misleading or if one side has superior information not accessible to the other.

In one case (*Jordan v. Duff and Phelps*), a company (Duff and Phelps) withheld information from an employee (Jordan) about the impending sale of the company. The problem: Jordan was leaving the organization and therefore sold his shares in the company. Ten days later, when the sale of the company became public, those shares before worth much more. Jordan sued his former employer

on the grounds that it should have disclosed this information to him. Duff and Phelps countered that it had never lied to Jordan. The Court of Appeals argued that in such situations, one party cannot take "opportunistic advantage" of the other. In the eyes of the law, sometimes omitting relevant facts can be as bad as lying.

Questions

1. In a business context, is it ever okay to lie? If yes, what are those situations? Why is it okay to lie in these situations?

2. A recent survey revealed that 24 percent of managers said they have fired someone for lying. Do you think it's fair to fire an employee who lies, no matter what the nature of the lie? Explain.

3. In business, is withholding information for your own advantage the same as lying? Why or why not?

4. In a business context, if someone has something to gain by lying, what percentage of people, do you think, would lie?

Case 12.1: A Qualified but Hesitant Teacher

Vikram earned his Post-Graduate Degree from a University in the North-East India. He hails from a poor farming family with rural background. Vikram studied with great hardship. For him, it was 'earn while you learn'. He used to walk on foot ten kms. Village road while he was pursuing his Graduation Degree. He proved "where there is a will, there is a way." With his self-help, the God also helped him. Vikram, just after the declaration of his Post-Graduation result, got a regular teaching post in the same college. For Vikram, one battle was over but new and more challenging battle just started.

Though Vikram was hard working, but not ready to accept challenges of new environment. Some of his faults were to enter the class often five to ten minutes late, to get irritative when the students ask questions while he teaches, not update his knowledge in the subject he teaches, and bringing petty and routine matters to the Head of his Department or to peers for decisions. Somuchso, when ever he does anything even preparing his class lecture, brings it to the Head of the Department. Complaints about Vikram from the students started pouring even written complaints to the Head of the Department that the students are not getting any thing meaningful from ...... In fact, it became a real problem for the Head how to tackle the same.

The Head, over the six months period, found Vikram as plain and innocent by heart. He therefore, decided to motivate Vikram by saying that "each new teacher, even myself, faces such problem. These are overcome over the period through sincere efforts. Be more objective and specific in I am sure that you are doing the same and keep it up.

your efforts. I see potential in you to emerge as a very effective teacher in days to come." Vikram imbibed all this and assured the Head to honour his advices. He, then left for his class with new challenge and determination to excel in his task. Just within a week, Vikram improved his teaching and the students reported their satisfaction to the Head of the Department over Vikram's teaching.

QUESTIONS

1. If you were the Head of the Department, how would you improve Vikram?
2. In your opinion, which motivation theory can help motivate Vikram?

Topic – Johari Window
(Topic covered to bridge the gap)
MMS batch – 2020-2022
Semester – I
Faculty Name – Prof. Richal Tuscano.

9/16/2021

Johari Wondow

Johari Window

➢ The Johari Window is a simple and useful tool for illustrating and improving self-awareness and mutual understanding between individuals within a group

➢ This model can also be used to assess and improve a group's relationship with other groups

➢ This model is particularly useful in team development

➢ It was devised by American psychologists Joseph Luft and Harry Ingham in 1955 while researching group dynamics at the University of California Los Angeles

➢ The model was first published in the Proceedings of the Western Training Laboratory in Group Development by UCLA Extension Office in 1955, and was later expanded by Joseph Luft

➢ Luft and Ingham called their Johari Window model 'Johari' after combining their first names, Joe and Harry

Johari Window

➢ Today the Johari model is especially relevant due to modern emphasis on, and influence of: soft skills, behaviour, empathy, cooperation, inter-group development, interpersonal development

➢ The Johari window actually represents information – feelings, experience, views, attitudes, skills, intentions, motivation etc. within or about a person – in relation to their group from four perspectives

➢ The four Johari Window perspectives are called 'regions' or 'areas' or 'quadrants'. Each of these regions contains and represents the information – feelings, motivation etc.

• Known about the person, in terms of whether the information is known or unknown by the person, and whether the information is known or unknown by others in the group

Johari Window – Four quadrants

➢ What is known by the person about him/herself and is also known by others – open area, open self

➢ What is unknown by the person about him/herself but which others known – blind area, blind self

➢ What the person knows about him/herself that others do not know – hidden area, hidden self

➢ What is unknown by the person about him/herself and is also unknown by others – Unknown area or unknown self

The Johari Window
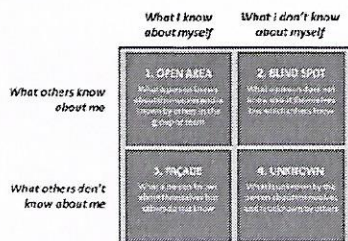
Johari Window – Four quadrants

➢ Johari region 1 is also known as the "area of free activity". This is the information about the person – behaviour, attitude, feelings, emotion, knowledge, experience, skills, views etc. – known by the person ('the self') and known by the group ('others')

➢ Johari region 2 is what is known about a person by others in the group but is unknown by the person him/herself

➢ What is known to ourselves but kept hidden from, and therefore unknown to others

➢ It contains information, feelings, talent abilities, aptitudes, experiences etc. that are unknown to the person him/herself and unknown to others in the group

Program - MMS
Course - OB
Semester - I
Batch - 2020-2022
A.Y. - 2020-2021
Annexure - CCE I

10/5/2021

KALA BHARAT

"लोगों से, लोगों तक"
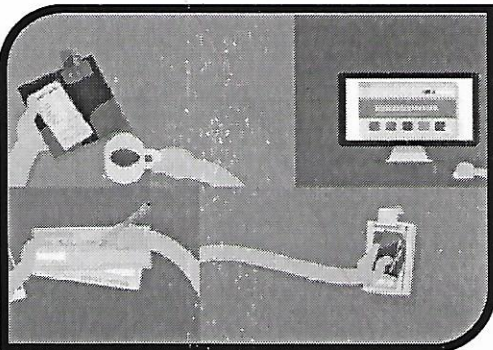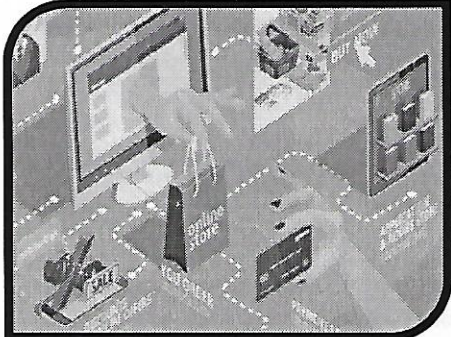
Group No. 5

Devisaac Nadar	M2022165
Nilambar Pansare	M2022163
Sumit Jha	M2022140
Divil Shetty	M2022171
Vashisht Thaker	M2022173
Vivek Bharushali	M2022125
Akash Leckate	M2022135

E-COMMERCE INDUSTRY

KB
KALA BHARAT
"लोगों से, लोगों तक"

ABOUT US

KB
KALA BHARAT
"लोगों से, लोगों तक"
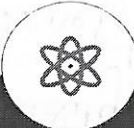
To promote the heritage and culture of our country

Vision

MISSION

KB
KALA BHARAT
"लोगों से, लोगों तक"

Creating demand and expanding market

01

Encouraging the artisans of rural India

02

Desire to be the best in industry

03

VALUES

Diversity → Accountability → Integrity → Transparency

CULTURE OF KALA BHARAT

We have chosen Clan culture as we are a people based organisation and our motto is "WE GROW TOGETHER"

Rewards

2 way communication

Diversity

Values
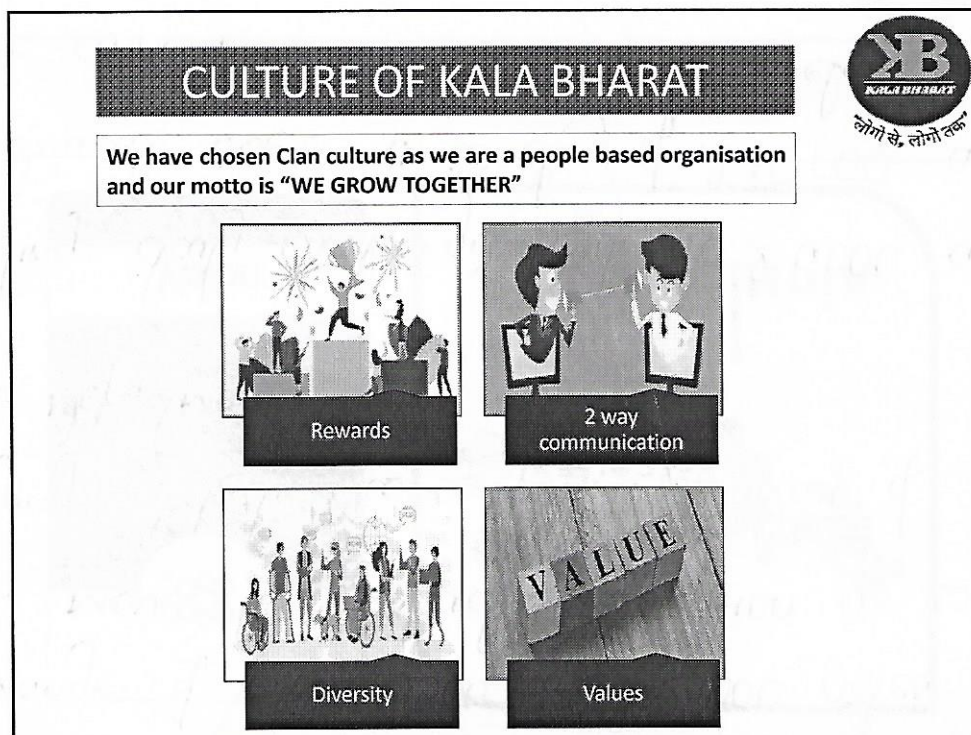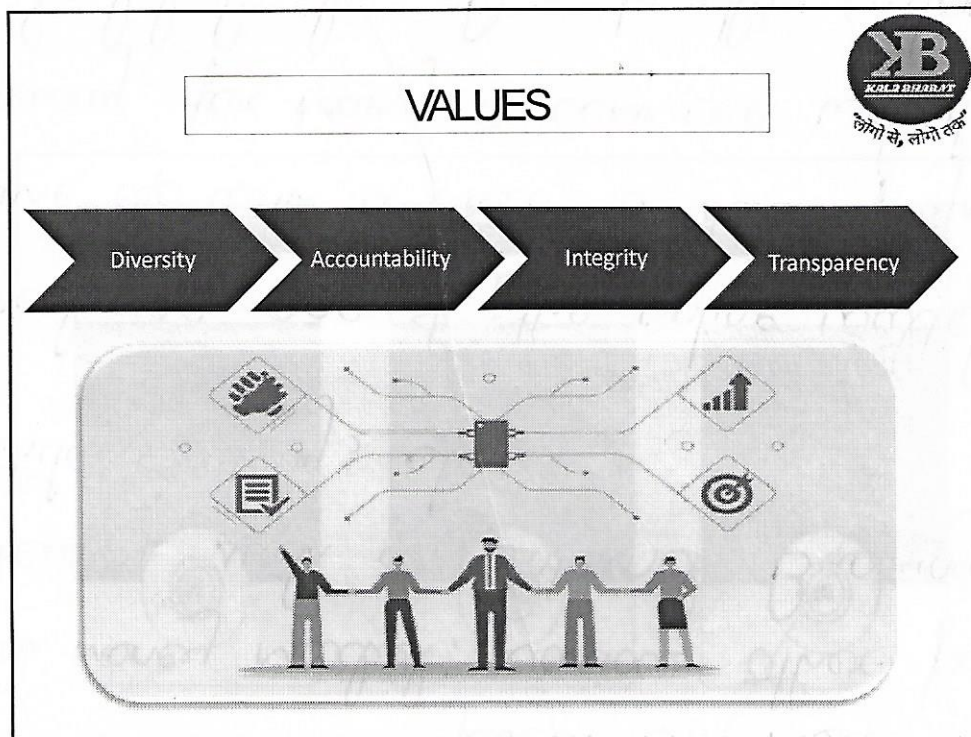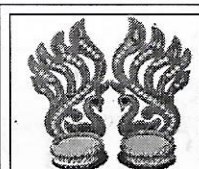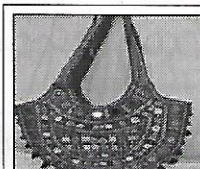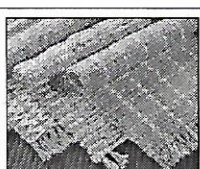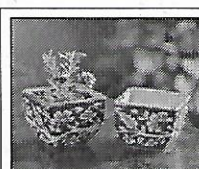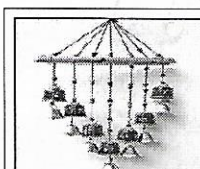
PRODUCT CATEGORY

Clothing	Jewellery	Paintings
Sculptures	Dolls	Wooden crafts

Shawls & Blankets	Candle Holders	Bags
Rugs	Pots and Planters	Wall Decors

EMPLOYEE STRENGTH

Departments	Strength
Operations	150
Marketing	50
Customer Service	61
Human Resource	35
Finance	25
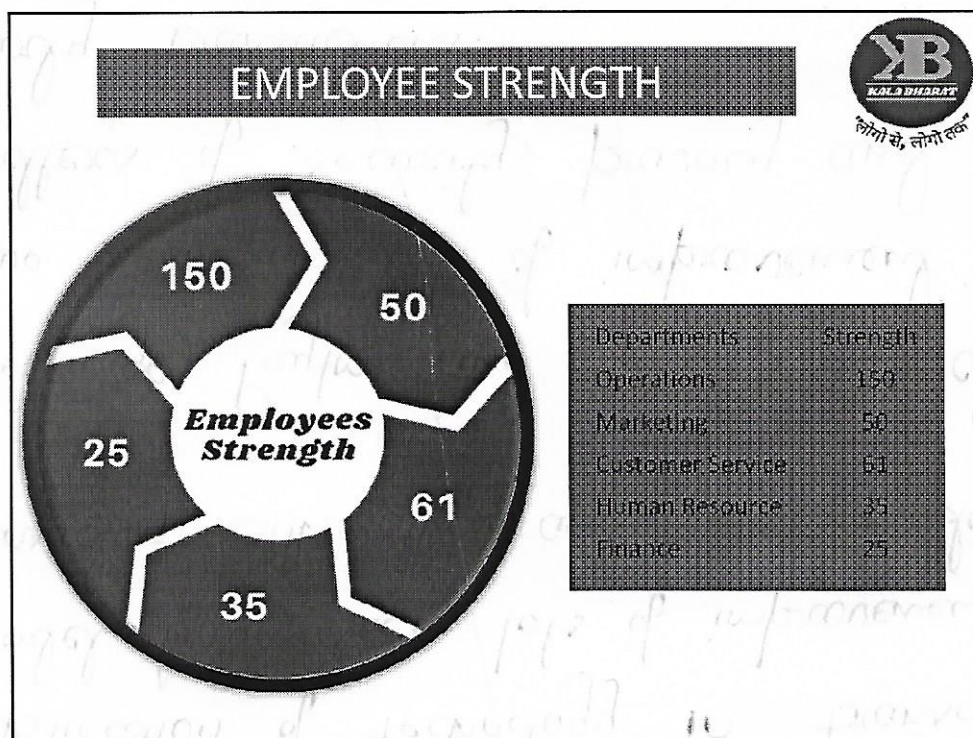
COMPETITIVE ADVANTAGE

Kala Mudra	User Friendly	Tezz Delivery	Cost Efficient
Arogyam Dhan Sampada	Diversified Product	Upbhaektav Sevanam	Quality Assurance

ADVERTISING STARTEGIES
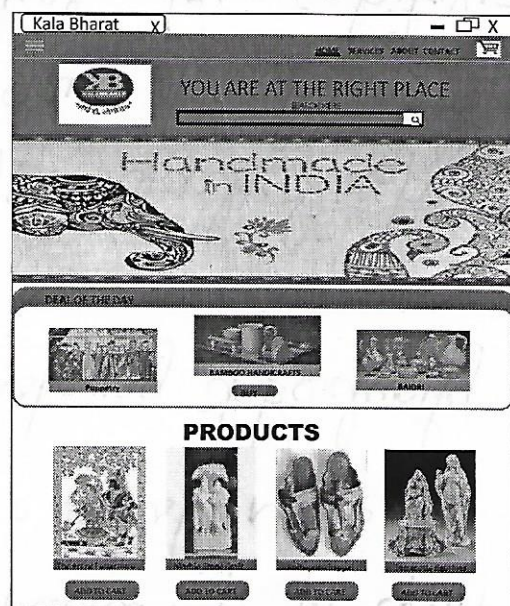
OUR E-COMMERCE PLATFORM

OUR E-COMMERCE PLATFORM

ORGANIZATIONAL HIERARCHY

Devisaac Nadar
C.E.O, Co-Founder

Nilambari Pansare
Managing Director

Sumit Jha
Marketing Head

Divij Shetty
C.F.O

Vashisht Thaker
H.R Head

Vivek Bhanushali
C.R.M

Aakash Deokate
Operations Head

1
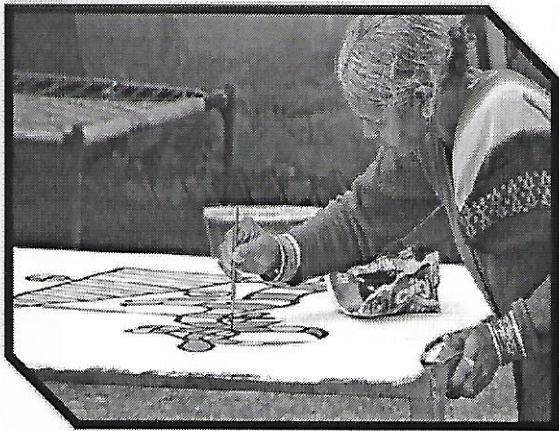
Art is not what you see, But
what you make other's see.
-Edgar Degas

Thank you!

CCE 1: ORGANIZATIONAL BEHAVIOUR

NAME: Jha Sumit Bhavnath   DIVISION: C (MH)

ROLL NO: M2022149

"Kala Bharat – Logo se Logo tak" – LOR

Kala Bharat is a fictitious company created with the idea of connecting the rural India with the Urban India by becoming a bridge between them. Kala Bharat is a platform where the artisans from the rural India can sell their products directly to the urban population.

In terms of **Knowledge,**

- **Supply chain and operation management**, which plays a very crucial role in the E-commerce industry as delivering the products to the right customer at the promised time, is important for customer satisfaction.
- There are a lot of challenges that are faced by the E-commerce platforms such as delivering the right product, managing the supplies, maintain good relations with its vendors, etc.
- The legalities that need to be followed for an e-commerce platform

In terms of **Skills,**

- Communication skills
- Research and Analysis skills
- Team building skills
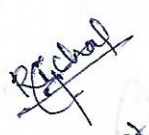
In terms of **Attitude,**

- Positive attitude
- Problem solving attitude
- Adaptability
- Professionalism

Sumit Bhavnath Jha

Div. C - MH

Prof. Richol Tuscano

CCE 2: ORGANISATIONAL BEHAVIOUR

NAME: Shaikh Anam Mohammed Ali   **DIVISION:** C (MH)

ROLL NO.: M2022170

"The Dabbawalas of Mumbai"

Dabbawalas are recognized as a textbook example of efficiency and organization but, instead of using a complex, technology-driven administrative system, they have built a giant business on trust, experience and, above all, the knowledge and intelligence of families.

Q1. What are the main learnings of the case?

The dabbawalas have an overall system whose basic pillars - **Organization, Management, Process,** and **Culture** - are perfectly aligned and mutually reinforcing. In the corporate world, it's uncommon for managers to strive for that kind of synergy. While most, if not all, pay attention to some of the pillars, only a minority address all four. Culture, for example, often gets short shrift: Too few managers seem to recognize that they should nurture their organizations as communities—not just because they care about employees but because doing so will maximize productivity and creativity and reduce risk. The takeaway: Managers shouldn't think of themselves merely as leaders or supervisors; they also need to be architects who design and fine-tune systems that enable employees to perform at optimal levels.

Q2. What team and inter-team processes are reflected in the operation of the dabbawala system?

A key to the dabbawalas operations is the Mumbai Suburban Railway, one of the most extensive, complex, and heavily used commuter lines in the world. Its basic layout allows delivery people with bicycles and handcarts to travel short distances between the stations and customers' homes and offices.

In the morning a dabbawala worker picks it up from the customer's home and takes it (along with other dabbas) to the nearest train station, where it is sorted and put onto a wooden crate according to its destination. It is then taken by train to the station closest to its destination. There it is sorted again and assigned to another worker, who delivers it to the right office before lunchtime. In the afternoon the process runs in reverse, and the dabba is returned to the customer's home.

To perform their work most efficiently, the dabbawalas have organized themselves into roughly 200 units of about 25 people each. These small groups have local autonomy. Such a flat organizational structure is perfectly suited to providing a low-cost delivery service.

For the dabbawalas, having the right process in place means more than simply implementing efficient work flows. It also entails just about everything in the organization, including the way information is managed, the use of built-in buffers, and a strict adherence to standards.

Q3. How has the dabbawala system responded to the changing context of the life of office-goers in Mumbai?

Mumbai being the city of corporates and office goers, not everybody can afford to eat out, economically or health wise. The value of home cooked food is paramount and thus, who deliver it, become equally important.

Most of the office-goers have to catch early morning trains and it is not possible for people at home to cook food so early. Dabbawalas provide ease in such situations, by picking up lunch boxes from their homes and deliver them at the lunch time at the office.

Q4. Which behavioral sciences are relevant for understanding the dynamics of the dabbawala system?

Trust - On payday many clients keep their salaries in their lunch boxes, which are safely delivered home by the dabbawalas, in order to avoid the risk of pickpocketing on local trains. Dabbawalas add value in other ways. Dabbawalas have built brand loyalty and trust in Mumbai society.

Time management - Dabbawalas believe that since they can't control the train schedules, they have to follow strict discipline to make timely deliveries. A dabbawala works for eight-to-nine hours a day, which includes a three-hour period of so-called "war time" in the morning. This is because they have to adhere to the lunch timings of the offices of their clients and make timely deliveries no matter what happens.

Commitment to quality service - Dabbawalas depend on the local train system where they travel in the luggage compartments, but the trains are hardly ever on time. Does that mean the dabbawalas also face delays in their delivery? Never! They have made a commitment to timely delivery, and they make sure they keep their word. Dabbawalas believe that if they miss lunch hours, then clients will go without food. If the delivery is not on time and something happens, the dabbawalas would feel responsible.

Experienced Leadership - Each area is divided into several small distribution sectors, and each sector is handled by a person known as a mukadam (group leader). The elder-most member of the group gets the job of the mukadam, which comes with no extra pay, but the management of 12 to 14 other dabbawalas and an opportunity to lead the men in white. Many new employees work for months under the guidance of their seniors.

Thus we can say, behavioral sciences in this case may include, **Psychology, Sociology** and **Cultural Anthropology.**

CCE 2: ORGANISATIONAL BEHAVIOUR

NAME: Shaikh Anam Mohammed Ali   **DIVISION:** C (MH)

ROLL NO.: M2022170

"The Dabbawalas of Mumbai" – LOR

Dabbawalas are recognized as a textbook example of efficiency and organization but, instead of using a complex, technology-driven administrative system, they have built a giant business on trust, experience and, above all, the knowledge and intelligence of families.

There are various aspects that we can learn from this case study,

In terms of **Knowledge**,

1. An overall system has 4 basic pillars - **Organization, Management, Process,** and **Culture** – which are perfectly aligned and mutually reinforcing.
2. Managers shouldn't think of themselves merely as leaders or supervisors; they also need to be architects who design and fine-tune systems that enable employees to perform at optimal levels.

In terms of **Skills**,

1. Time management.
2. Critical Thinking.
3. Analytical Skills.

In terms of **Attitude**,

1. Building Trust.
2. Commitment to quality service.
3. Right process in place means more than simply implementing efficient workflows. It also entails just about everything in the organization, including the way information is managed.

Anam Mohammed Ali Shaikh
Div. C - MH

Course - OB
Batch - 2020-22
Academic Year - 2020-21
Faculty - Prof. Richal Tucano.

Assignment

List at least 2 values in each of the following areas:

- Social

- Family

- Career

List at lease 2 values in each of the following areas:

- Social – Justice, Freedom, Respect, Community, Responsibility

- Family – Being honest, Never give up, Being patient, Taking personal responsibility

- Career – Work ethics, self motivated, self-confidence, Motivated to grow and learn

Program – MMS

Semester – I

Course – Organizational Behavior

Batch – 2020-2022

Academic Year – 2020-2021

Faculty – Ms. Richal Tuscano

One pager Report

Assignment on Values

Objectives – This activity gives students an opportunity to understand the concept in a better way

Description – Students were asked to identify their individual values in the areas of social, family and career. Further students were asked to share their experience related to values mentioned by them.

Learning Outcome – The activity was designed to enhance the following skills in the students

- Self-awareness
- Integrity

Annexure - Assignment

Name- Sakshi Amit Gandhi

Class- F2

Roll No- M2022075

Organizational Behavior Assignment-1

List at least 2 values in each of the following areas?

1) **Family Values:**

➢ **Being Honest-** I have always being honest with everyone in my life. For me it is very important to live a good life. Honesty is when you speak the truth and act truthfully. For me honesty is not just about telling the truth. It is also about being real with myself and others about who I am, and what I want and how I need to live in most authentic way in my life. Honesty promotes me openness, and empowers me to develop consistency.

➢ **Being Patient-** I always have the patience in myself to do a particular thing and if one have patience in themselves that they can achieve anything in life. The resourcefulness, calm, and empathetic behaviour and self-control of my own self helps me to make my life better. It also gives me inner peace and the ability to keep smiling despite being in bad situations.

2) **Social Values:**

➢ **Respect-** Respect is one of my values which not only helps me grow myself but it also helps me to gain respect. Because if we give someone respect then that person also gives respect to us in return. Respect involves honoring the rights, privacy, dignity, entitlements and diversity of those contributing to society. Respect, also called esteem, is a positive feeling or action shown towards someone or something considered important, or held in high esteem or regard. It conveys a sense of admiration for good or valuable qualities.

➢ **Responsibility –** I am a kind of person who is always ready to take any responsibility. I try my best to fulfill the tasks which I have taken from anyone. For me if we are responsible, then we are capable of making rational or moral decisions on our own, and that we are ready to be answerable to others for our

Richal
Prof. Richal Tuscano.

behaviour. It means that we can be trusted and depended on that our word to others, and to ourselves, is good and can be relied on.

Responsibility is important because it provides a sense of purpose, in addition to building resilience among adversity on an individual and societal level.

3) Career Values:

➤ **Work Ethics**- Work ethic is an attitude of determination and dedication toward one's job. I feel that those with a strong work ethics in work place can gain professional success and they exhibit moral principles that make them outstanding employees in any position. I believe that one must work ethically with the organization where they would be working in future.

➤ **Self Confidence**- I always feel that whatever tasks we have to do in life one must have self confidence to do it. Confidence is about the faith you have in your abilities, the person you are, and how you view your most important relationship the one with yourself. Self-confidence is understanding that you trust your own judgment and abilities, and that you value yourself and feel worthy, regardless of any imperfections or of what others may believe about you.

Richal

Prof. Richal Tuscano.

Date : 4th May 2021

Batch: 2020 - 2022

Programme & Semester: MMS , Semester - I

Name of the Course: Organisational Behaviour.

1. Review and suggestion of existing programme structure / course content:

   Addition: Johari Window

   Deletion: _____

2. Suggestion on teaching pedagogies: _____

3. Suggestion on changes in evaluation criteria: _____

4. Recommended Reference Books: Dr - S.S. Khanka

Respondent : Faculty ✓ /   Student ☐ /   Alumni ☐ /   Corporate ☐ / Employer ☐

Personal Details* :
Alumni / Corporate / Parents   Faculty   Students
Employer
Name : _____   Name: Richal Tuscano Name:_____
Designation: _____   Designation : Asst · Profess Roll No. _____
Organization : _____   Department: HR   Programme
                                                         & Semester:_____

Signature Richal

*The information provided here will be kept confidential and will be used only for academic purpose. Please write NA in case not applicable