



Lesson Plan No. 1.1	Course Name: Organizational Behavior Topic: Organizational Behavior – Concept, Nature & Significance	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concepts, nature & significance of Organizational Behavior.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Ask Questions: What do you understand by organizational behavior & its importance. - Explain the importance of organizational behavior in understanding human behavior, interpersonal dynamics, and organizational performance. - Explain that the lesson will explore the concept, nature, and significance of organizational behavior in the context of management and leadership. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> a) Discuss the concept of organizational behavior. b) Highlight the interdisciplinary nature of organizational behavior, drawing insights from psychology, sociology, anthropology, and management theory to understand human behavior in organizations. c) Discuss the nature of organizational behavior. d) Discuss the significance of organizational behavior in management and leadership. e) Highlight the role of organizational behavior in addressing challenges such as workplace conflicts, employee turnover, diversity and inclusion, and organizational change management. <p>3. Exercise (5 minutes) – Summarising</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <p>https://theintactone.com/2019/06/18/mpob-u3-topic-1-concept-and-nature-of-organizational-behavior/</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss.



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Spend 5 minutes to evaluate student assimilation of the lesson contents





Lesson Plan No. 1.2	Course Name: Organizational Behavior Topic: Organizational behavior levels & elements of organizational behavior	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a) Identify and explain key factors influencing individual behavior in organizations, including personality traits, attitudes, motivation, perception, and learning styles. b) Analyze group dynamics, including stages of group development, roles, norms, and cohesion, to understand how they influence behavior and performance within work groups and teams.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Power Point Presentation b. White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Explain that organizational behavior encompasses various levels of analysis, from individual behavior to group dynamics and organizational culture. - Emphasize the importance of understanding these levels and elements in managing and leading organizations effectively. - Explain that the lesson will explore the different levels of organizational behavior and the key elements within each level. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> a) Discuss the three levels of organizational behavior: <ul style="list-style-type: none"> - Individual Level - Group Level - Organizational Level b) Explain how each level influences organizational performance and effectiveness. c) Discuss the key elements within each level of organizational behavior. d) Provide examples to illustrate how these elements manifest in organizational behavior and impact organizational performance. <p>3. Exercise (5 minutes) – Summarising</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss.



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Lesson Plan No. 1.3	Course Name: Organizational Behavior Topic: Organizational Behavior Theories	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: a) Evaluate the implications of organizational theories for managerial practice and decision-making, considering how theoretical insights can inform organizational design, leadership strategies, and performance management practices.
Teaching Aids (if any)	a) Power Point Presentation b) White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Explain that organizational behavior theories provide frameworks for understanding and explaining human behavior within organizations. - Emphasize the importance of studying organizational behavior theories in gaining insights into individual and group dynamics, organizational culture, leadership, and change management. - Provide an overview of what will be covered during the lesson, including key theories and their practical implications. <p>2. Development (30 minutes)</p> <p>a) Discuss classical management theories, including:</p> <ul style="list-style-type: none"> - Scientific Management approach - Weber's Bureaucratic approach - Administrative theory <p>b) Discuss human relations theories/ neoclassical theories.</p> <p>c) Discuss contemporary organizational behavior theories, including:</p> <ul style="list-style-type: none"> - Systems approach - Contingency or Situational approach <p>d) Exercise (5 minutes) – Summarising</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <p>https://www.indeed.com/career-advice/career-development/what-is-organizational-theory</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss.



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	Spend 5 minutes to evaluate student assimilation of the lesson contents
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Lesson Plan No. 1.4	Course Name: Organizational Behavior Topic: Organizational Behavior disciplines	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a) Identify different personality traits and their impact on job performance and organizational outcomes. b) Apply psychological theories to address issues such as employee motivation, job satisfaction, and stress management.
Teaching Aids (if any)	<ul style="list-style-type: none"> a) Power Point Presentation b) White Board
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Explain that organizational behavior draws upon various disciplines to understand and analyze human behavior within organizations. - Emphasize the interdisciplinary nature of organizational behavior and its relevance in addressing challenges related to individual, group, and organizational dynamics. - Provide an overview of what will be covered during the lesson, including key disciplines and their contributions to organizational behavior. 2. Development (30 minutes) <ul style="list-style-type: none"> a) Discuss the contribution of psychology to organizational behavior: <ul style="list-style-type: none"> - Key concepts from psychology include perception, learning, attitude formation, motivation theories, and individual differences. - Examples of psychological research applied in organizational behavior include studies on leadership effectiveness, employee motivation, and job satisfaction. b) Discuss the contribution of sociology to organizational behavior: <ul style="list-style-type: none"> - Key concepts from sociology include socialization, group behavior, organizational culture, power dynamics, and social networks. - Examples of sociological research applied in organizational behavior include studies on organizational culture, diversity and inclusion, and social networks in the workplace. c) Discuss the contribution of anthropology to organizational behavior: <ul style="list-style-type: none"> - Key concepts from anthropology include cultural norms, values, rituals, and symbols, as well as cultural dimensions and cultural intelligence. 3. Exercise (5 minutes) – Summarising
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>



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Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss. Spend 5 minutes to evaluate student assimilation of the lesson contents
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Lesson Plan No. 1.5	Course Name: Organizational Behavior Topic: Models of Organisation Behaviour	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: a) Describe and explain the key models of organizational behavior, including their theoretical foundations, key concepts, and practical implications. b) Apply models of organizational behavior to analyze and interpret real-world organizational situations, such as leadership challenges, team dynamics, and organizational change initiatives.
Teaching Aids (if any)	a) Power Point Presentation b) White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none">- Explain that models of organizational behavior are theoretical frameworks used to understand and analyze the complexities of human behavior within organizations.- Emphasize the importance of studying these models in gaining insights into how organizations function and how individuals and groups interact within them.- Provide an overview of what will be covered during the lesson, including key models and their practical implications. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none">a) Autocratic Model:<ul style="list-style-type: none">- Characteristics of the Autocratic Model- Leadership Style- Communication Patterns- Examples of Organizations or Situationsb) Custodial Model:<ul style="list-style-type: none">- Characteristics of the Custodial Model- Leadership Style- Communication Patterns- Examples of Organizations or Situationsc) Supportive Model:<ul style="list-style-type: none">- Characteristics of the Supportive Model- Leadership Style- Communication Patterns- Examples of Organizations or Situationsd) Collegial Model:<ul style="list-style-type: none">- Characteristics of the Collegial Model- Leadership Style- Communication Patterns



	<p>- Examples of Organizations or Situations</p> <p>3. Exercise (5 minutes) – Summarising</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <p>https://egyankosh.ac.in/bitstream/123456789/21312/1/Unit-4.pdf/</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.6	Course Name: Organizational Behavior Topic: Challenges and Opportunities for OB & Relationship between management and organizational behavior	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a) Identify and describe the major challenges facing organizations in today's dynamic business environment, including globalization, technological disruption, workforce diversity, and remote work. b) Identify potential opportunities for organizations to leverage these challenges as opportunities for growth, innovation, and competitive advantage. c) Gain a comprehensive understanding of the principles of management, including planning, organizing, leading, and controlling, and how these principles influence organizational behavior
Teaching Aids (if any)	<ul style="list-style-type: none"> a) Power Point Presentation b) White Board
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Explain that OB deals with understanding and managing human behavior in organizations, and it faces various challenges and opportunities in today's dynamic business environment. - Emphasize the importance of addressing these challenges and leveraging opportunities to enhance organizational effectiveness and employee well-being. - Provide an overview of what will be covered during the lesson, including key challenges and opportunities for OB. 2. Development (30 minutes) <ul style="list-style-type: none"> a) Discuss the following challenges for OB: <ul style="list-style-type: none"> - Managing Diversity and Inclusion: <ul style="list-style-type: none"> - Addressing issues related to diversity, equity, and inclusion in the workplace. - Managing diverse teams effectively and promoting a culture of inclusivity. b) Adapting to Technological Changes: <ul style="list-style-type: none"> - Embracing technological advancements and digital transformation. - Managing the impact of automation, artificial intelligence, and remote work on organizational dynamics. c) Navigating Globalization: <ul style="list-style-type: none"> - Dealing with cultural differences, language barriers, and geographical dispersion. - Managing virtual teams and cross-cultural communication effectively. d) Addressing Work-Life Balance: <ul style="list-style-type: none"> - Supporting employees' well-being and mental health. - Promoting work-life balance initiatives and flexible work arrangements.



	<p>e) Discuss the following opportunities for OB:</p> <ul style="list-style-type: none">- Employee Engagement and Well-being- Agile and Flexible Organizations- Data-Driven Decision Making- Leadership Development and Succession Planning- Organizational Culture Transformation <p>f) Discuss the relationship between management and organizational behavior.</p> <p>3. Exercise (5 minutes) – Summarising</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.1	Course Name: Organizational Behavior Topic: Personality- Type A and B	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Gain a solid understanding of the concept of personality typologies, recognizing that personality traits can be categorized into various types or patterns of behavior.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> ○ Explain that today's lesson will focus on understanding the characteristics and differences between Type A and Type B personalities. 2. Development (30 minutes) <ul style="list-style-type: none"> a) Define Type A and Type B personalities: b) Discuss the origins of the Type A and Type B theory, including the research by cardiologists Meyer Friedman and Ray Rosenman in the 1950s. c) Present common traits and behaviors associated with each personality type: <ul style="list-style-type: none"> ○ Type A: High levels of stress, multitasking, competitiveness, perfectionism, impatience, time urgency, and a tendency towards hostility. ○ Type B: Relaxed attitude, lower stress levels, patience, flexibility, and a more laid-back approach to life. d) Explore the role of coping mechanisms and stress management techniques in mitigating the negative effects of Type A behavior. 3. Exercise (5 minutes) – Summarising
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading: https://keydifferences.com/difference-between-type-a-and-type-b-personality.html <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



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Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



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Lesson Plan No. 2.2	Course Name: Organizational Behavior Topic: Big Five Model of Personality	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Understand their own personality traits can lead to increased self-awareness, allowing them to recognize their strengths, weaknesses, and areas for personal growth.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes) Explain that today's lesson will focus on the Big Five Model of Personality, which is a widely accepted framework for understanding human personality.Development (30 minutes)<ol style="list-style-type: none">Introduce the Big Five Model of Personality:<ul style="list-style-type: none">Explain that it consists of five broad dimensions or factors that encompass most of the variation in human personality traits.Briefly mention the acronym OCEAN to help students remember the five factors: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.Describe each of the five factors:<ul style="list-style-type: none">Openness: Creativity, curiosity, imagination, willingness to try new experiences.Conscientiousness: Organization, reliability, self-discipline, goal-directed behavior.Extraversion: Sociability, assertiveness, positive emotionality, energy level.Agreeableness: Compassion, cooperativeness, trustworthiness, empathy.Neuroticism: Emotional stability, anxiety, moodiness, sensitivity to stress.Exercise (5 minutes) – Summarising
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading: https://www.healthline.com/health/big-five-personality-traits#test Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss.



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Spend 5 minutes to evaluate student assimilation of the lesson contents





Lesson Plan No. 2.3	Course Name: Organizational Behavior Topic: Values - Concept and types of values	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Articulate a clear definition of values, understanding them as principles or beliefs that guide behavior and decision-making.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	1. Introduction (5 minutes) <ul style="list-style-type: none">○ Ask students to think about a time when they had to make a difficult decision and what factors influenced their choice. Encourage them to consider if values played a role in their decision-making process. 2. Development (30 minutes) <ul style="list-style-type: none">a) Define what values are: Core beliefs or principles that individuals or groups deem important and worth pursuing or upholding.b) Discuss the role of values in shaping attitudes, behaviors, and decision-making processes.c) Explain that values can be influenced by various factors including culture, family upbringing, personal experiences, and societal norms.d) Provide examples of common values such as honesty, integrity, respect, kindness, justice, equality, freedom, loyalty, and responsibility.e) Introduce different typologies of values.f) Encourage students to reflect on their own values and consider which types of values are most important to them personally, socially, and culturally. 3. Exercise (5 minutes) – Summarising
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading: https://ca.indeed.com/career-advice/career-development/types-of-values Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 2.4	Course Name: Organizational Behavior Topic: Attitudes- Concept, Component of attitude	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Define attitudes as evaluative judgments or predispositions toward objects, people, groups, or ideas, which can be positive, negative, or neutral.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <p>Ask students to think about a recent situation where they had a positive or negative reaction, and to consider what influenced their feelings and behaviors in that situation.</p> <p>2. Development (30 minutes)</p> <p>a) Define what attitudes are: Evaluative judgments or opinions that individuals hold about people, objects, events, or ideas.</p> <p>b) Explain that attitudes can be positive, negative, or neutral, and they influence how we think, feel, and behave towards the things we have attitudes about.</p> <p>c) Discuss the ABC model of attitudes, which includes three components.</p> <p>d) Discuss each component of attitudes in more detail:</p> <ul style="list-style-type: none"> o Affective Component: Discuss how emotions and feelings shape attitudes. Provide examples of how positive or negative emotions can influence attitudes, such as fear leading to negative attitudes towards certain animals or exhilaration leading to positive attitudes towards adventure sports. o Behavioral Component: Explain how attitudes can influence behavior. Discuss the concept of attitude-behavior consistency and inconsistency, and factors that may influence whether attitudes translate into behaviors, such as social norms, situational factors, and individual characteristics. o Cognitive Component: Discuss how beliefs and thoughts contribute to attitudes. Explain how individuals form attitudes based on their beliefs and perceptions of the world around them. Discuss the role of cognitive dissonance in attitude change when there is inconsistency between attitudes and beliefs. <p>3. Exercise (5 minutes) – Summarising</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading:</p> <p>https://www.iedunote.com/components-of-attitudes</p>



	Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 2.5	Course Name: Organizational Behavior Topic: Learning - Concept and Learning theories	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Grasp the fundamental concepts related to learning, such as conditioning (classical and operant), cognitive processes, memory, motivation, and behaviorism.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	1. Introduction (5 minutes) Ask students to share their understanding of what learning is. Encourage them to think about how they learn new things in their everyday lives. 2. Development (30 minutes) a) Define learning as the process of acquiring knowledge, skills, attitudes, or behaviors through experience, study, and practice. b) Discuss the importance of learning in personal development, education, and adaptation to the environment. c) Introduce various learning theories that explain how learning occurs and the factors that influence it: <ul style="list-style-type: none">○ Classical Conditioning Theory○ Operant Conditioning Theory○ Cognitive Learning Theory○ Social Learning Theory 3. Exercise (5 minutes) – Summarising
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading: https://mdu.ac.in/UpFiles/UpPdfFiles/2021/Jul/4_07-01-2021_12-32-15_Organizational%20Behaviour.pdf Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss. Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 2.6	Course Name: Organizational Behavior Topic: Perception and Emotions- Concept, Factors influencing Perception, perceptual errors and distortions	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Develop an understanding of the mechanisms involved in perception, including sensory processes such as vision, hearing, taste, smell, and touch and grasp concepts such as sensation, perception, and how the brain interprets sensory information to construct our perception of the world.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> ○ Ask students to recall a recent experience where their perception influenced their emotions, or vice versa. Encourage them to briefly share their experiences with the class. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> a) Define perception as the process of selecting, organizing, and interpreting sensory information to give meaning to the environment. b) Define emotions as subjective responses involving physiological arousal, cognitive appraisal, and behavioral expressions, typically in response to stimuli or events. c) Discuss the interplay between perception and emotions, explaining how our perceptions can influence our emotional responses, and how our emotions can, in turn, influence our perceptions. d) Discuss the factors that influence perception. e) Introduce common perceptual errors and distortions that can occur: <ul style="list-style-type: none"> ○ Selective Perception: Discuss how individuals tend to perceive information selectively, focusing on certain aspects while ignoring others, based on their interests, beliefs, or expectations. ○ Stereotyping: Explain how stereotypes can lead to oversimplified and distorted perceptions of individuals or groups, based on preconceived notions or biases. ○ Halo Effect: Discuss how the tendency to generalize positive or negative impressions of a person or thing can influence perceptions of unrelated attributes or qualities. ○ Projection: Explain how individuals may project their own thoughts, feelings, or characteristics onto others, influencing how they perceive and interpret others' behavior. <p>3. Exercise (5 minutes) – Summarising</p>



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.tutorialspoint.com/factors-that-affect-the-perception-of-an-individual <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.7	Course Name: Organizational Behavior Topic: Emotional Intelligence	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Identify and understand their own emotions, including their triggers, strengths, and weaknesses. They should develop insight into how their emotions influence their thoughts, behaviors, and interactions with others.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	1. Introduction (5 minutes) <ul style="list-style-type: none">○ Ask students to reflect on the importance of emotions in their daily lives and how they perceive the role of emotions in relationships, decision-making, and personal well-being.○ Discuss the importance of emotions. 2. Development (30 minutes) <ul style="list-style-type: none">a) Define emotional intelligence as the ability to perceive, understand, regulate, and use emotions effectively to guide thoughts and behaviors.b) Discuss the components of emotional intelligence:<ul style="list-style-type: none">○ Self-awareness: The ability to recognize and understand one's own emotions, strengths, weaknesses, and values.○ Self-regulation: The ability to manage and regulate one's own emotions, impulses, and reactions in various situations.○ Social awareness: The ability to understand and empathize with others' emotions, needs, and perspectives.○ Relationship management: The ability to effectively manage and navigate social interactions, communicate clearly, resolve conflicts, and build positive relationships. 3. Exercise (5 minutes) – Summarising
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading: https://drive.google.com/file/d/1WLUZCQR0jq1b1AHA-gBM0PPbDCOMFARQ/view?usp=sharing Spend 5 minutes to wrap up and consolidate the learnings.
Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss.



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Lesson Plan No. 3.1	Course Name: Organizational Behavior Topic: Group Behavior concept and stages of group development	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of group behaviour and its significance. b. Identify the stages of group development. c. Apply knowledge of group behaviour and development in real-life scenarios.
Teaching Aids (if any)	a. PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What comes to your mind when you hear the term "group behaviour"?Have you ever been part of a group where you noticed specific behaviours or patterns?What do you think are the typical stages a group goes through from formation to maturity?- Introduce the term group behaviour as the actions, attitudes, and behaviours of individuals within a group setting. <ol style="list-style-type: none">2. Development (30 minutes)<ol style="list-style-type: none">a. Group Behaviour<ul style="list-style-type: none">- Define group behaviour as the actions, attitudes, and behaviours of individuals within a group setting.- Discuss the importance of understanding group behaviour in various contexts, including social, organizational, and educational settings.- Highlight factors influencing group behaviour such as norms, roles, leadership, and cohesion.b. Stages of Group Development<ul style="list-style-type: none">- Introduce the classic model of group development proposed by Bruce Tuckman: forming, storming, norming, performing, and adjourning.- Explain each stage:<ul style="list-style-type: none">- Forming- Storming- Norming- Performing- Adjourning3. Exercise (5 minutes) – Group Simulation Activity<ul style="list-style-type: none">- Divide students into small groups and assign them a task or problem to solve.



	<ul style="list-style-type: none">- Encourage students to observe and analyse the group dynamics as they progress through the stages of development.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://www.ifioque.com/career-workshop/group-development3. Homework<ul style="list-style-type: none">- Case study on Group Cohesion <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.2	Course Name: Organizational Behavior Topic: Concept and nature of decision-making process	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept and nature of the decision-making process, including its stages, factors influencing decisions, and types of decisions, to develop a deeper understanding of how decisions are made in various contexts.
Teaching Aids (if any)	a. PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What they understand by the term "decision-making." Discuss briefly why decision-making is important in personal, professional, and societal contexts.- Define decision-making.- Importance of decision-making.2. Development (30 minutes)<ol style="list-style-type: none">a. Definition and Concept<ul style="list-style-type: none">- Define decision-making as the process of selecting the best course of action from among multiple alternatives.- Discuss the importance of decision-making in everyday life and various fields such as business, politics, and healthcare.- Introduce the concept of bounded rationality and discuss how individuals make decisions under constraints.b. Stages of the Decision-Making Process<ul style="list-style-type: none">- Explain the typical stages of the decision-making process: identification of the problem, gathering information, evaluating alternatives, making the decision, and implementing and evaluating the decision.- Discuss each stage in detail, highlighting the key considerations and challenges.- Provide examples to illustrate each stage of the process.c. Factors Influencing Decisions<ul style="list-style-type: none">- Discuss various factors that can influence decision-making, including cognitive biases, emotions, values, beliefs, and environmental factors.- Explain how cognitive biases such as confirmation bias, anchoring bias, and availability heuristic can lead to suboptimal decisions.- Use examples to demonstrate how these factors can impact decision-making in different situations.3. Exercise (5 minutes) – The Decision Dilemma



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://theintactone.com/2019/04/12/pom-u2-topic-6-decision-making-nature-and-process/ <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.3	Course Name: Organizational Behavior Topic: Individual versus group decision making. Nominal group technique	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. understand the differences between individual and group decision-making processes, explore the advantages and disadvantages of each approach, and learn about the Nominal Group Technique (NGT) as a method for group decision making.
Teaching Aids (if any)	a. PPT b. Video on Nominal Group technique
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What do you mean by the term "individual decision making" and "group decision making." Why decision making is important in both personal and organizational contexts.- Define decision-making.- Importance of decision-making.2. Development (30 minutes)<ol style="list-style-type: none">a. Individual Decision Making<ul style="list-style-type: none">- Explain the process of individual decision making, including problem recognition, information search, evaluation of alternatives, and decision implementation and review.- Discuss the advantages (e.g., efficiency, autonomy) and disadvantages (e.g., limited perspectives, potential biases) of making decisions individually.- Use examples to illustrate the individual decision-making process and its outcomes.b. Group Decision Making<ul style="list-style-type: none">- Introduce the concept of group decision making and its various forms, such as brainstorming, consensus building, and voting.- Discuss the advantages (e.g., diverse perspectives, creativity) and disadvantages (e.g., time-consuming, groupthink) of making decisions in groups.- Provide examples of situations where group decision making might be beneficial or problematic.c. Nominal Group Technique (NGT)<ul style="list-style-type: none">- Introduce the Nominal Group Technique (NGT) as a structured method for group decision making.- Explain the five steps of NGT: silent idea generation, round-robin sharing, clarification and discussion, voting, and ranking.- Discuss the advantages of NGT, such as ensuring equal participation, reducing dominance, and combining individual



	<p>and group input.</p> <ul style="list-style-type: none">- Use examples to demonstrate how NGT can be applied in various settings, such as business meetings, community planning, or healthcare decision making. <p>Exercise (5 minutes) – The Decision Dilemma</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://hrone.cloud/hr-glossary/nominal-group-technique-ngt/- https://www.youtube.com/watch?v=q2yfS2n1n <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.4	Course Name: Organizational Behavior Topic: Delphi technique Communication and Feedback	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. understand the Delphi technique as a method for group communication and feedback in decision-making processes. b. They will explore its application in various contexts and practice its use through a simulated exercise.
Teaching Aids (if any)	a. PPT b. Video on Delphi technique
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. Recap the previous class. What is the Delphi method, and what are its origins? How does the Delphi method differ from other decision-making or forecasting techniques? What are the key steps involved in conducting a Delphi study?- Explain the importance of effective communication and feedback in decision-making processes.- Introduce the Delphi technique as a method for systematically gathering and synthesizing opinions from a panel of experts.2. Development (30 minutes)<ol style="list-style-type: none">a. Delphi Technique<ul style="list-style-type: none">- Present an overview of the Delphi technique, including its history, purpose, and key characteristics.- Explain the sequential rounds of questioning and feedback, anonymity of participants, and the role of a facilitator.b. Applications of the Delphi Technique<ul style="list-style-type: none">- Discuss various contexts in which the Delphi technique is commonly used, such as forecasting, policy-making, and consensus-building.- Provide examples of real-world applications to illustrate the versatility of the technique.c. Advantages and Limitations<ul style="list-style-type: none">- Facilitate a class discussion on the advantages and limitations of using the Delphi technique.- Encourage students to consider factors such as anonymity, diversity of expertise, time commitment, and potential biases <p>Exercise (5 minutes) – The Decision Dilemma</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://www.youtube.com/watch?v=ESXuolCePZI



	<p>- https://corporatefinanceinstitute.com/resources/economics/delphi-method/</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.5	Course Name: Organizational Behavior Topic: Models of Communication	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. understand various models of communication, including linear models, interactive models, and transactional models. b. understand how communication processes function in different contexts.
Teaching Aids (if any)	a. PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions.Recap the previous class.What is communication, and why is it essential in human interaction?What are verbal and non-verbal communication models?- Explain the term "communication."- Discuss briefly why effective communication is important in personal, professional, and social contexts.2. Development (30 minutes)<ol style="list-style-type: none">a. Linear Models of Communication<ul style="list-style-type: none">- Introduce the Linear Model of Communication, also known as the Transmission Model.- Explain the sender-receiver model and the linear flow of communication from sender to receiver.- Discuss the limitations of the linear model in capturing the complexity of communication processes.b. Interactive Models of Communication<ul style="list-style-type: none">- Introduce Interactive Models of Communication, such as the Schramm Model or the Dance Model.- Explain the feedback loop between sender and receiver, highlighting the interactive nature of communication.- Discuss how noise and context influence the effectiveness of communication in interactive models.c. Transactional Models of Communication<ul style="list-style-type: none">- Introduce Transactional Models of Communication, including the Shannon-Weaver Model and the Barnlund Transactional Model.- Explain the simultaneous encoding and decoding process between communicators.- Discuss the concept of fields of experience and how they shape the interpretation of messages in transactional models. <p>Exercise (5 minutes) – Telephone Game</p>



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://www.youtube.com/watch?v=5a9AQeSF11Y- https://www.brosix.com/blog/communication-models/ <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.6	Course Name: Organizational Behavior Topic: Transactional Analysis	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. understand the fundamentals of Transactional Analysis (TA) and its application in organizational behaviour, including communication, conflict resolution, and leadership.
Teaching Aids (if any)	a. PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. Recap the previous class. What do you mean by Transactions? What do you mean by ego states?- Explain Transactional Analysis as a theory of personality and communication developed by Eric Berne.- Explain the three ego states: Parent, Adult, and Child, and how they influence behaviour and interactions.- Provide an overview of key concepts such as transactions, games, and life scripts.2. Development (30 minutes)<ol style="list-style-type: none">a. Ego States in Organizational Behavior<ul style="list-style-type: none">- Discuss how the three ego states manifest in organizational settings.- Explain how the Parent ego state includes learned behaviors, rules, and attitudes from authority figures or societal norms.- Describe the Adult ego state as rational, objective, and analytical, focusing on problem-solving and decision-making.- Define the Child ego state as spontaneous, emotional, and creative, influenced by past experiences and feelings.b. Life Positions<ul style="list-style-type: none">- Introduce the concept of life positions, which are fundamental beliefs about oneself and others.- Explain the four life positions: I'm OK-You're OK, I'm OK-You're not OK, I'm not OK-You're OK, and I'm not OK-You're not OK.- Discuss how life positions influence interpersonal relationships and communication patterns.c. Strokes<ul style="list-style-type: none">- Explain the concept of strokes as units of recognition or acknowledgment exchanged between individuals.- Differentiate between positive strokes (affirmations, compliments) and negative strokes (criticism, reprimands).- Discuss the importance of giving and receiving strokes in maintaining healthy relationships.



	<p>d. Script Analysis</p> <ul style="list-style-type: none">- Introduce script analysis as the process of uncovering and understanding the unconscious life plan or story that individuals develop early in life.- Explain how early experiences and interactions shape individuals' beliefs, values, and behaviours.- Discuss how script analysis can be used in counselling and psychotherapy to help individuals identify and change self-limiting patterns. <p>Exercise (5 minutes) – Transactional Analysis Icebreaker</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://www.youtube.com/watch?v=NfluXG8AN9Y&t=47s- https://www.matrix.in/blogs/transactional-analysis <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.7	Course Name: Organizational Behavior Topic: Johari Window	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. understand of the Johari Window model and its application in improving self-awareness, communication, and interpersonal relationships.
Teaching Aids (if any)	a. PPT b. Video on Johari Window
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Ask questions. Recap the previous class. What is self-awareness. Why is self-awareness important in the context of organizational behaviour? - Introduce the Johari Window model as a framework for understanding self-awareness and interpersonal communication. - Explain the four quadrants of the Johari Window: Open, Blind, Hidden, and Unknown. - Provide a brief overview of how information moves between these quadrants through self-disclosure and feedback from others. <p>2. Development (30 minutes)</p> <p>a. Exploring the Quadrants</p> <ul style="list-style-type: none"> - Dive deeper into each quadrant of the Johari Window: - Open Area: Discuss how this quadrant represents information known to both the individual and others, including strengths, talents, and behaviors. - Blind Area: Explain how this quadrant contains aspects of the individual's personality or behavior that are known to others but unknown to the individual. -Hidden Area: Discuss how this quadrant represents information known to the individual but hidden from others, such as fears, insecurities, or past experiences. - Unknown Area: Explain how this quadrant contains aspects that are unknown both to the individual and others, such as undiscovered talents or unconscious biases. <p>b. Application of the Johari Window</p> <ul style="list-style-type: none"> - Discuss the practical applications of the Johari Window in personal and professional development: - Self-awareness: Explain how the model can help individuals become more aware of their strengths, weaknesses, and blind spots. - Communication: Explore how understanding the Johari



	<p>Window can improve communication by increasing transparency and reducing misunderstandings.</p> <ul style="list-style-type: none">- Feedback: Discuss the role of feedback in expanding the Open Area and reducing the Blind Area.- Conflict resolution: Explain how the model can facilitate conflict resolution by promoting empathy and understanding. <p>Exercise (5 minutes) – Johari Window Reflection</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://www.youtube.com/watch?v=FQq06rPHnro&t=21s- https://www.mindtools.com/au7v71d/the-johari-window <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 4.1	Course Name: Motivation Topic: Meaning and Importance of motivation	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of motivation. b. To differentiate it from discipline. c. Understand the importance of Motivation. d. Understand the need of Motivation in achieving the personal and organizational goals.
Teaching Aids (if any)	a. Video on Motivation b. PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What is motivation? What are the things which motivate you to achieve your daily goals? What is the importance of motivation? Which one is more important to you-Discipline or Motivation?- Introduce the concept of Motivation with examples.- What drives people to take action or pursue their goals?"- Explain that motivation plays a crucial role in our everyday lives, influencing our behavior, thoughts, and emotions.2. Development (30 minutes)<ol style="list-style-type: none">a. Defining Motivation<ul style="list-style-type: none">- Introduce the concept of Motivation refers to the internal and external factors that stimulate desire and energy in people to be continually interested and committed to achieving a goal."-Discuss the components of motivation: needs, drives, and goals.-Use examples to illustrate different types of motivation, such as intrinsic (internal) and extrinsic (external) motivation.b. Importance of Motivation<ul style="list-style-type: none">- Discuss why motivation is important in various aspects of life, including:<ul style="list-style-type: none">- Academic success: How motivation affects students' learning, performance, and persistence.- Career success: How motivation influences job satisfaction, productivity, and career advancement.- Personal development: How motivation drives individuals to pursue personal goals, overcome challenges, and grow.- Share inspiring stories or case studies of motivated individuals who have achieved success despite obstacles.3. Exercise (5 minutes) – Motivation Reflection Cards



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://www.lsbf.org.uk/blog/news/business-economy/what-role-does-motivation-play-in-managing-an-organisation3. Homework<ul style="list-style-type: none">- A short reflection essay or journal entry on the following prompt: "Describe a time when you felt highly motivated to achieve a goal. What factors influenced your motivation, and how did it impact your actions and outcomes?" <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 4.2	Course Name: Organizational Behavior Topic: Early Theories of Motivation	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. Understand and compare early theories of motivation, including Maslow's Hierarchy of Needs, Alderfer's ERG Theory, and Herzberg's Two-Factor Theory. b. Analyse how these theories explain human motivation and behaviour. c. Apply the concepts of these theories to real-life scenarios.
Teaching Aids (if any)	a. Video on Maslow's Hierarchy of Needs b. PPT
Teaching Development	1. Introduction (5 minutes) - Ask questions. What is motivation, and why is it important in organizational behaviour? Can you name some early theorists who contributed to the study of motivation in organizational behaviour? What were their key ideas? How do early theories of motivation differ from contemporary theories? What role do individual differences play in motivating employees according to early theories? - Define the term Motivation. - Discuss briefly why motivation is important in both personal and organizational contexts. 2. Development (30 minutes) a. Maslow's Hierarchy of Needs - Present Maslow's theory, emphasizing the hierarchy of five basic needs: Physiological needs Safety needs Love and belongingness needs Esteem needs Self-actualization needs - Discuss each level of the hierarchy and how individuals progress through these needs. - Provide examples to illustrate how different needs motivate behaviour. b. Alderfer's ERG Theory - Introduce Alderfer's theory, which proposes three core needs: Existence needs (similar to Maslow's physiological and safety needs) Relatedness needs (combines love and belongingness needs) Growth needs (combines esteem and self-actualization needs) - Discuss how these needs can interact and influence each



	<p>other.</p> <ul style="list-style-type: none">- Compare and contrast Alderfer's theory with Maslow's hierarchy. <p>3. Exercise (5 minutes) – The Marshmallow Challenge</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://www.youtube.com/watch?v=O-4ithG_07Q- https://www.iedunote.com/motivation-theories3. Homework<ul style="list-style-type: none">- Compare and contrast the similarities and differences between the chosen theories in terms of their fundamental principles, implications for organizational behaviour, and practical applications.- Evaluate the strengths and limitations of each theory in explaining employee motivation and behaviour. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 4.3	Course Name: Organizational Behavior Topic: Early Theories of Motivation	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Understand and compare early theories of motivation, including Theory X and Y and Herzberg's Two-Factor Theory. b. Analyse how these theories explain human motivation and behaviour. c. Apply the concepts of these theories to real-life scenarios.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. Video on Herzberg's Two Factor Theory b. PPT
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Ask questions. What is motivation, and why is it important in organizational behaviour? Can you name some early theorists who contributed to the study of motivation in organizational behaviour? What were their key ideas? How do early theories of motivation differ from contemporary theories? What role do individual differences play in motivating employees according to early theories? - Define the term Motivation. - Discuss briefly why motivation is important in both personal and organizational contexts. 2. Development (30 minutes) <ol style="list-style-type: none"> a. Herzberg's Two-Factor Theory <ul style="list-style-type: none"> - Introduce Frederick Herzberg and his Two-Factor Theory (also known as Motivation-Hygiene Theory). - Explain the distinction between hygiene factors (which prevent dissatisfaction) and motivators (which lead to satisfaction). - Use examples to help students understand the practical implications of Herzberg's theory. b. McGregor's Theory X and Theory Y <ul style="list-style-type: none"> - Introduce Douglas McGregor and his Theory X and Theory Y. - Explain the contrasting assumptions about human nature in each theory. - Discuss how these theories influence management styles and organizational behaviour. 3. Exercise (5 minutes) – Motivation Spectrum Activity
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <ul style="list-style-type: none"> - https://www.studysmarter.co.uk/explanations/business-studies/human-resources/herzberg-two-factor-theory/#:~:text=Herzberg's%20two%2Dfactor%20theory%20is%20a%20motivation%2



	<p>Otheory%20that%20suggests,not%20met%2C%20can%20cause%20dissatisfaction.</p> <p>3. Homework</p> <ul style="list-style-type: none">- Compare and contrast the similarities and differences between the chosen theories in terms of their fundamental principles, implications for organizational behaviour, and practical applications.- Evaluate the strengths and limitations of each theory in explaining employee motivation and behaviour. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 4.4	Course Name: Organizational Behavior Topic: Contemporary Theories of Motivation	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. Understand, explore and analyse contemporary theories of motivation, including Self-Determination Theory, Expectancy Theory, Goal-Setting Theory, and Equity Theory.
Teaching Aids (if any)	a. Video on contemporary theories b. PPT
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Ask questions. What is motivation, and why is it important in organizational behaviour? What are some key principles or ideas from early theories of motivation that you think are still relevant today? How do you think advancements in technology and globalization have impacted the way we understand motivation in organizational settings? How do early theories of motivation differ from contemporary theories?Define the term Motivation.Provide a brief overview of the evolution of motivation theories.Discuss the strengths and weaknesses of early theories of motivation.Introduce the concept of contemporary theories of motivation and explain how they differ from earlier perspectives.Development (30 minutes)<ol style="list-style-type: none">Cognitive Evaluation Theory<ul style="list-style-type: none">Introduce Cognitive Evaluation Theory developed by Edward Deci and Richard Ryan.Explain the distinction between intrinsic and extrinsic motivation.Discuss the factors that influence intrinsic motivation, such as autonomy, competence, and relatedness.Provide examples to illustrate how intrinsic motivation can be fostered or undermined in various situations.Use examples to help students understand the practical implications of Herzberg's theory.Goal Setting Theory<ul style="list-style-type: none">Introduce Goal Setting Theory developed by Edwin Locke and Gary Latham.Explain the importance of setting specific, challenging goals for motivating individuals.



	<ul style="list-style-type: none">- Discuss the mechanisms through which goals influence performance, such as directing attention, mobilizing effort, and fostering persistence.- Provide examples of how goal setting can be effectively applied in educational, professional, and personal settings. <p>3. Exercise (5 minutes) – Motivation Reflection</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://www.myorganisationalbehaviour.com/contemporary-motivation-theories/3. Homework<ul style="list-style-type: none">- Compare and contrast the similarities and differences between the chosen theories in terms of their fundamental principles, implications for organizational behaviour, and practical applications.- Evaluate the strengths and limitations of each theory in explaining employee motivation and behaviour. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 4.5	Course Name: Organizational Behavior Topic: Contemporary Theories of Motivation	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. Understand, explore and analyse contemporary theories of motivation, including Self-Determination Theory, Expectancy Theory, Goal-Setting Theory, and Equity Theory.
Teaching Aids (if any)	a. Video on contemporary theories b. PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What is motivation, and why is it important in organizational behaviour? What are some key principles or ideas from early theories of motivation that you think are still relevant today? How do you think advancements in technology and globalization have impacted the way we understand motivation in organizational settings? How do early theories of motivation differ from contemporary theories?- Define the term Motivation.- Provide a brief overview of the evolution of motivation theories.- Discuss the strengths and weaknesses of early theories of motivation.- Introduce the concept of contemporary theories of motivation and explain how they differ from earlier perspectives.2. Development (30 minutes)<ol style="list-style-type: none">a. McClelland's Need Theory<ul style="list-style-type: none">- Introduce David McClelland and his Need Theory.- Explain the three primary needs identified in the theory: Achievement, Affiliation, and Power.- Discuss how individuals with different dominant needs may be motivated by different factors.- Provide examples to illustrate how McClelland's theory can be applied in educational, professional, and personal settings.b. Bandura's Self-Efficacy Theory<ul style="list-style-type: none">- Introduce Albert Bandura and his Self-Efficacy Theory.- Explain the concept of self-efficacy as the belief in one's ability to succeed in specific situations or accomplish tasks.- Discuss the factors that influence self-efficacy, such as mastery experiences, social modeling, social persuasion, and physiological states.- Provide examples to help students understand how self-



	<p>efficacy impacts motivation and performance in various domains.</p> <p>3. Exercise (5 minutes) – Motivation Matrix</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <ul style="list-style-type: none">- https://www.myorganisationalbehaviour.com/contemporary-motivation-theories/ <p>3. Homework</p> <ul style="list-style-type: none">- Compare and contrast the similarities and differences between the chosen theories in terms of their fundamental principles, implications for organizational behaviour, and practical applications.- Evaluate the strengths and limitations of each theory in explaining employee motivation and behaviour. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 5.1	Course Name: Organizational Behavior Topic: Concept & Importance of Leadership	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Demonstrate an understanding of key leadership traits (e.g., integrity, empathy, resilience) and behaviors (e.g., communication, decision-making, conflict resolution) that contribute to effective leadership.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Ask students to share their perceptions of what makes a good leader. Encourage a brief discussion to gather diverse perspectives. - Introduce the importance of leadership in organizational behavior, highlighting its role in motivating employees, driving change, and fostering innovation. <p>2. Development (30 minutes)</p> <ol style="list-style-type: none"> a) Discuss key Leadership Concepts. b) Briefly discuss the importance of leadership development in organizations and strategies for developing leadership skills, such as mentorship programs, leadership training, and experiential learning opportunities. c) Discuss the role of effective leadership in driving organizational performance, motivating employees, and fostering a positive work culture. d) Present an overview of key leadership concepts, such as: <ul style="list-style-type: none"> - Leadership styles: Autocratic, democratic, laissez-faire, transformational, transactional, servant leadership, etc. - Leadership traits and skills: Communication, decision-making, emotional intelligence, adaptability, resilience, etc. - Leadership behaviors: Task-oriented vs. people-oriented leadership, initiating structure vs. consideration, etc. <p>3. Exercise (5 minutes) – Summarising</p>
Closure	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading: https://www.toppr.com/guides/business-studies/directing/leadership/ <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss.



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	Spend 5 minutes to evaluate student assimilation of the lesson contents
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Lesson Plan No. 5.2	Course Name: Organizational Behavior Topic: Styles of Leadership	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Identify and describe different styles of leadership, understand their characteristics and effects on organizational behavior, and evaluate their applicability in various contexts.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Begin the lesson by asking students to define what leadership means to them and to share examples of leaders they admire. Encourage discussion to elicit diverse perspectives on leadership. - Introduce the concept of leadership styles as different approaches or behaviors that leaders adopt to influence their followers and achieve organizational goals. <p>2. Development (30 minutes)</p> <p>a) Present an overview of common leadership styles, including:</p> <ul style="list-style-type: none"> - Autocratic leadership: Leaders make decisions without input from subordinates, focusing on authority and control. - Democratic leadership: Leaders involve subordinates in decision-making processes, encouraging participation and collaboration. - Laissez-faire leadership: Leaders provide minimal guidance or direction, allowing subordinates to make decisions independently. - Transformational leadership: Leaders inspire and motivate followers to achieve higher levels of performance by articulating a compelling vision and fostering personal growth. - Transactional leadership: Leaders use rewards and punishments to motivate followers, focusing on achieving specific goals and maintaining order. <p>b) Describe the characteristics, advantages, and limitations of each leadership style, using examples to illustrate their application in real-world scenarios.</p> <p>c) Facilitate a discussion on the strengths and weaknesses of each leadership style, encouraging students to consider factors such as organizational culture, task complexity, and employee preferences.</p> <p>3. Exercise (5 minutes) – Summarising</p>



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://papertyari.com/general-awareness/management/leadership-styles-autocratic-democratic/ <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
Evaluation	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 5.3	Course Name: Organizational Behavior Topic: Behavioral approach	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Understand the behavioral approach to leadership, identify key theories and models within this approach, and analyze their application in organizational settings.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Begin the lesson by asking students to define what they believe constitutes effective leadership behavior. Encourage discussion to elicit various perspectives on what behaviors leaders should exhibit. - Introduce the behavioral approach to leadership as a focus on observable behaviors and actions of leaders, rather than innate traits or characteristics. <p>2. Development (30 minutes)</p> <p>a) Present an overview of key behavioral theories and models of leadership, including:</p> <ul style="list-style-type: none"> - Ohio State Studies: Initiating structure and consideration as dimensions of leadership behavior. - University of Michigan Studies: Employee-oriented and production-oriented leadership styles. - Blake and Mouton's Managerial Grid: Identifying leadership styles based on concern for people and concern for production. - Situational Leadership Theory (SLT): Adapting leadership behavior based on the readiness or maturity of followers. <p>b) Describe the key concepts and principles of each theory/model and discuss how they have contributed to our understanding of leadership behavior.</p> <p>3. Exercise (5 minutes) – Summarising</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading:</p> <p style="text-align: center;">https://in.sagepub.com/sites/default/files/upm-assets/67536_book_item_67536.pdf</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>



Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss. Spend 5 minutes to evaluate student assimilation of the lesson contents
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Lesson Plan No. 5.4	Course Name: Organizational Behavior Topic: Situational approach	Course No.: BBAMJ - 402
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Objectives	At the end of the lesson the student shall be able to: Understand the situational approach to leadership, identify its key principles and models, and analyze its application in various organizational contexts.
Teaching Aids (if any)	a. Power Point Presentation b. White Board
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Begin the lesson by asking students to share their thoughts on what factors influence effective leadership. Encourage discussion to elicit various perspectives on the importance of adaptability in leadership. - Introduce the situational approach to leadership as a model that emphasizes the need for leaders to adjust their leadership style based on the specific demands of the situation and the readiness of their followers. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> a) Present an overview of the Situational Leadership Theory (SLT) developed by Hersey and Blanchard. b) Discuss the historical context of the situational approach, highlighting its development by researchers such as Hersey and Blanchard. c) Describe how leaders should adapt their leadership style based on the readiness level of their followers, moving from more directive behaviors to more supportive behaviors as followers become more capable and committed. d) Facilitate a discussion on the benefits and challenges of using situational leadership in practice, considering factors such as the dynamic nature of situations, the need for flexibility, and the importance of accurately assessing follower readiness. <p>3. Exercise (5 minutes) – Summarising</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading:</p> <p>https://www.cliffsnotes.com/study-guides/principles-of-management/leadership-and-management/situational-approaches-to-leadership</p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>



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Evaluation	Reflective Questions (What, why, Who?). Allow students to answer and discuss. Spend 5 minutes to evaluate student assimilation of the lesson contents
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Lesson Plan No. 5.5	Course Name: Organizational Behavior Topic: Leadership effectiveness	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. Define leadership effectiveness and identify its significance. b. Identify and analyze key factors contributing to leadership effectiveness.
Teaching Aids (if any)	a. PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What do you mean by leadership? stored?- Introduce the topic of leadership effectiveness.- Engage the class with a question: "What qualities or traits do you think make a leader effective?"2. Development (30 minutes)<ol style="list-style-type: none">a. Definition of Leadership Effectiveness<ul style="list-style-type: none">- Define leadership effectiveness as the ability of a leader to achieve desired outcomes while maintaining positive relationships with their team members.- Discuss why leadership effectiveness is important in various contexts, such as business, politics, and community organizations.- Provide examples of effective leaders and their impact on their respective fields.b. Factors Contributing to Leadership Effectiveness<ul style="list-style-type: none">- Present a list of key factors that contribute to leadership effectiveness, such as:<ul style="list-style-type: none">- Goal Achievement- Influence and Impact- Communication skills- Emotional intelligence- Decision-making ability- Vision and strategic thinking- Integrity and ethical behavior- Adaptability and resilience- Discuss each factor in detail, providing examples and real-life scenarios to illustrate their importance.3. Exercise (5 minutes) –<ul style="list-style-type: none">- Leadership Effectiveness Scenarios
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation



	<p>from students on these.</p> <ol style="list-style-type: none">2. Suggested Reading-3. Homework <ul style="list-style-type: none">- Assign students to research a famous leader and analyze their leadership style and effectiveness. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 5.6	Course Name: Organizational Behavior Topic: Challenges to Leadership construct	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. understand the various challenges to the leadership construct and develop strategies to address them effectively. b. various challenges to traditional leadership constructs, including cultural, societal, and situational factors, and explore alternative approaches to effective leadership.
Teaching Aids (if any)	a. PPT
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. What do you mean by leadership?- Discuss the importance of effective leadership in today's dynamic world.- Introduce the concept that challenges to the leadership construct can arise from various sources, such as organizational dynamics, societal changes, and evolving expectations.- Provide an overview of the common challenges to leadership outlined in the lesson plan.2. Development (30 minutes)<ol style="list-style-type: none">a) Present various leadership constructs such as transformational, transactional, servant, authentic, and situational leadership.b) Facilitate a discussion on the challenges leaders may face in applying different leadership constructs.c) Some common challenges to discuss may include:<ul style="list-style-type: none">- Resistance to change: When leaders attempt to implement a new leadership style, they may face resistance from team members accustomed to a different approach.- Inconsistency: Leaders may struggle to consistently apply a particular leadership construct, leading to confusion and lack of trust among team members.- Cultural differences: Certain leadership constructs may be more effective in specific cultural contexts, posing challenges for leaders operating in diverse environments.- Limited self-awareness: Leaders may have blind spots or biases that hinder their ability to effectively utilize certain leadership constructs.- External pressures: External factors such as organizational constraints or market dynamics may impose challenges on leaders trying to implement their preferred leadership style.



	<p>3. Exercise (5 minutes) – Ask each group to share their list of challenges with the rest of the participants.</p>
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading:</p> <p>https://engagedly.com/blog/common-leadership-challenges-at-workplace/</p> <p>-</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 5.7	Course Name: Organizational Behavior Topic: Power- Bases of power, power tactics	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. introduce students to the concept of power and its significance in organizational behavior. b. explore the different bases of power and tactics used to influence others in organizational settings. c. analyze real-life examples of power dynamics in organizations.
Teaching Aids (if any)	a. PPT b. Video on Power
Teaching Development	1. Introduction (5 minutes) - Ask questions. what they understand by the term "power" in the context of organizations. - Define power as the ability of an individual or group to influence the behavior or attitudes of others. - Discuss why power is important in organizational behavior and how it affects relationships and decision-making within organizations. 2. Development (30 minutes) a. Bases of Power - Present the six bases of power: - Legitimate Power: Derived from a person's position or role within the organization. - Reward Power: Arises from the ability to provide rewards or incentives. -Coercive Power: Based on the ability to administer punishment or negative consequences. - Expert Power: Derived from knowledge, skills, or expertise. -Referent Power: Based on admiration, respect, or identification with the influencer. - Informational Power: Arises from control over valuable information. - Provide examples of each base of power to illustrate how they operate in organizational settings. - Encourage students to discuss which bases of power they have encountered personally or observed in organizations. b. Power Tactics - Introduce common power tactics used by individuals to influence others: - Rational Persuasion: Using logical arguments and evidence to convince others. - Inspirational Appeal: Appealing to values, emotions, or ideals to gain support.



	<ul style="list-style-type: none">- Consultation: Involving others in decision-making to gain their commitment.- Ingratiation: Using flattery, compliments, or favors to win favor.- Exchange: Offering favors or resources in exchange for compliance.- Coalitions: Forming alliances with others to gain support or influence.- Pressure: Using threats, demands, or intimidation to achieve compliance.- Discuss the effectiveness and ethical implications of each tactic. <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none">- Role-playing exercises where students enact scenarios involving power dynamics.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://open.lib.umn.edu/organizationalbehavior/chapter/13-3-the-power-to-influence/- https://www.youtube.com/watch?v=bnLv4RTg1F83. Homework<ul style="list-style-type: none">- Case Study Analysis <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 5.8	Course Name: Organizational Behavior Topic: Conflict- Sources of conflict, Conflict Process, Conflict Resolution Strategies	Course No.: BBAMJ-402
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Objectives	At the end of the lesson the student shall be able to: a. Understand the sources of conflict in organizational settings. b. Analyze the conflict process from initiation to resolution. c. Explore various conflict resolution strategies in the context of organizational behavior.
Teaching Aids (if any)	a. PPT b. Video on Conflict
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. Can you share any personal experiences with workplace conflict? How was it resolved, if at all? What are some common sources or triggers of conflict that you've observed in organizational settings? How do you think conflict impacts team dynamics and productivity within a workplace?- Understand the sources of conflict in organizational settings.- Analyze the conflict process from initiation to resolution.- Explore various conflict resolution strategies in the context of organizational behavior.2. Development (30 minutes)<ol style="list-style-type: none">a. Sources of Conflict<ul style="list-style-type: none">- Discussion on common sources of conflict in organizations, including:<ul style="list-style-type: none">- Differences in goals and objectives- Limited resources- Differences in values and beliefs- Role ambiguity- Communication barriers- Interdependence- Organizational structure and culture- Provide examples or case studies to illustrate each source of conflict.b. Conflict Process<ul style="list-style-type: none">- Breakdown of the conflict process:<ul style="list-style-type: none">- Stage 1: Potential Opposition or Incompatibility- Stage 2: Cognition and Personalization- Stage 3: Intentions- Stage 4: Behavior- Stage 5: Outcomes- Discuss each stage in detail, highlighting key factors and behaviors involved.- Use real-life examples or scenarios to illustrate each stage.



	<p>c. Conflict Resolution Strategies</p> <ul style="list-style-type: none">- Introduce various conflict resolution strategies commonly used in organizational settings, such as:- Accommodation- Collaboration- Compromise- Avoidance- Competition- Describe each strategy, including its advantages, disadvantages, and appropriate usage.- Facilitate a discussion on the effectiveness of each strategy in different situations.- Provide examples or case studies to demonstrate the application of these strategies in practice. <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none">- Role playing Conflict Scenarios
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- https://www.pon.harvard.edu/daily/conflict-resolution/conflict-resolution-strategies/- https://www.youtube.com/watch?v=D--X9-726bk <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>