



Kot Bhalwal, Jammu



Model Institute of Engineering  
& Technology (Autonomous)  
Dr. Arun K. Gupta Teaching-Learning Centre

## School of Law

### Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Organizational Behavior
2.	Course Code	BBALLB-103
3.	Academic Year	2024-25
4.	Semester	1st
5.	Number of Lesson plans	29
6.	Faculty Assigned	Ms. Shivani Kanaria

Faculty Signature

Lesson Plan No. 1.0	Course Name: <b>Organizational Behavior</b> Topic- <b>Introduction</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> <li>1. Provide a thorough overview of Organizational Behaviour (OB), covering the nature of organizations and OB, contributing disciplines, organizational theories, individual behaviour, group dynamics, motivation, and leadership.</li> <li>2. Explain foundational concepts and their practical applications.</li> </ol>
<b>Teaching Aids (if any)</b>	1. Power Point Presentation
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes)</b> <ol style="list-style-type: none"> <li>1. Introduce the field of Organizational Behaviour and its significance in understanding and improving organizational effectiveness.</li> <li>2. Outline the main sections of the lesson: <ol style="list-style-type: none"> <li>1. Introduction to OB</li> <li>2. Individual Behaviour</li> <li>3. Group Behaviour and Decision-Making</li> <li>4. Motivation</li> <li>5. Leadership</li> </ol> </li> </ol> </li> <li>1. <b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>a. <b>Introduction to Organizational Behaviour:</b> <ol style="list-style-type: none"> <li>b. Define what constitutes an organization.</li> <li>c. Discuss types of organizations (formal vs. informal, hierarchical vs. flat).</li> <li>d. Define OB and its scope.</li> <li>e. Explain its role in enhancing organizational efficiency and employee satisfaction.</li> <li>f. Highlight key disciplines: Psychology, Sociology, Anthropology, Economics, and Management.</li> <li>g. Discuss how each contributes to OB.</li> <li>h. Overview of Classical, Human Relations, Systems, and Contingency Theories.</li> <li>i. Discuss challenges such as managing diversity, global competition, and ethical issues.</li> <li>j. Explore opportunities like enhancing employee engagement and fostering innovation.</li> </ol> </li> <li>k. <b>Individual Behaviour:</b> <ol style="list-style-type: none"> <li>l. Define personality and its significance in the workplace.</li> <li>m. Explore how personality traits influence work behaviour and performance.</li> <li>n. Define values and attitudes and their impact on employee motivation and job satisfaction.</li> <li>o. Discuss learning theories and their implications for employee development.</li> <li>p. Explain how perception and emotion affect workplace interactions and decision-making.</li> </ol> </li> <li>q. <b>Group Behaviour and Decision-Making:</b> <ol style="list-style-type: none"> <li>r. Discuss Tuckman's stages: Forming, Storming, Norming, Performing, and Adjourning.</li> <li>s. Importance of effective communication in groups.</li> <li>t. Types of groups (formal vs. informal) and their roles.</li> <li>u. Steps and models of decision-making in groups.</li> <li>v. Sources and resolution of conflicts within teams.</li> </ol> </li> <li>w. <b>Motivation:</b> <ol style="list-style-type: none"> <li>x. Define motivation and its importance in the workplace.</li> <li>y. Overview of key theories: Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and McClelland's Theory of Needs.</li> </ol> </li> </ol> </li> </ol>

	<p>z. Discuss cultural and contextual factors influencing motivation in India.</p> <p>aa. Importance of cooperation in achieving organizational goals.</p> <p>bb. Addressing and managing conflicts in the workplace.</p> <p>cc. <b>Leadership, Dynamics of Organizational Behaviour:</b></p> <ol style="list-style-type: none"> <li>1. Define leadership and its significance in OB.</li> <li>2. Brief overview of leadership theories: Trait Theory, Behavioral Theory, and Transformational Leadership.</li> <li>3. Different leadership styles and their effects on organizational performance.</li> <li>4. Factors influencing leadership effectiveness and common challenges leaders face.</li> <li>5. Distinguishing between success and effectiveness in leadership roles.</li> </ol> <p>2. Exercise (5 minutes) –  <b>Organizational Behavior Scenario Analysis</b>  <b>Short Scenario:</b> Imagine a company experiencing high turnover and poor morale among employees.</p>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. Spend 5 minutes to wrap up and consolidate the learnings.</li> </ol>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <ol style="list-style-type: none"> <li>6. What are the key characteristics of an effective organization?</li> <li>7. What are the core concepts of organizational behavior?</li> <li>8. Why is understanding organizational behavior crucial for managing employees effectively?</li> </ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 1.1	Course Name: <b>Organizational Behavior</b> Topic: <b>Nature of Organization</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: dd. Define what an organization is and understand its core characteristics. ee. Describe different types of organizational structures and their functions. ff. Analyze how the nature of an organization influences its operations and effectiveness.
<b>Teaching Aids (if any)</b>	2. Power Point Presentation
<b>Teaching Development</b>	<p>a. <b>Introduction</b> (5 minutes)</p> <p>gg. Introduce the topic: "The Nature of Organization."</p> <p>hh. Explain that the lesson will focus on understanding what constitutes an organization, its key characteristics, and how different organizational structures impact its functioning.</p> <p>ii. <b>Development</b> (30 minutes)</p> <p>jj. Defining the Nature of Organization:</p> <p>kk. Define an organization as a group of people who work together in a structured way to achieve specific goals.</p> <p>ll. Discuss core characteristics of organizations, including goals, structure, roles, and coordination.</p> <p>mm. Explain the concept of formal and informal organizations.</p> <p>nn. Types of Organizations:</p> <p>oo. Formal Organizations:</p> <p>9. Discuss characteristics such as defined roles, hierarchies, and formal communication channels.</p> <p>10. Informal Organizations:</p> <p>11. Explain the role of informal networks, relationships, and communication within formal structures.</p> <p>pp. Types of Organizational Structures:</p> <p>12. Hierarchical Structure:</p> <p>13. Describe the traditional pyramid-like structure with clear levels of authority and responsibility.</p> <p>14. Discuss advantages (e.g., clear chain of command) and disadvantages (e.g., rigidity).</p> <p>15. Flat Structure:</p> <ul style="list-style-type: none"> <li>- Explain the structure with fewer levels of hierarchy and more autonomy for employees.</li> <li>- Discuss benefits (e.g., faster decision-making) and challenges (e.g., potential role ambiguity).</li> </ul> <p>16. Matrix Structure:</p> <ul style="list-style-type: none"> <li>- Describe the structure where employees report to both functional managers and project managers.</li> <li>- Discuss the advantages (e.g., improved collaboration) and disadvantages (e.g., potential for confusion in reporting).</li> </ul> <p>17. Divisional Structure:</p> <ul style="list-style-type: none"> <li>- Explain the structure based on divisions or departments focused on specific products, services, or markets.</li> <li>- Discuss benefits (e.g., specialization) and challenges (e.g., duplication of resources).</li> </ul> <p>18. Network Structure:</p> <ul style="list-style-type: none"> <li>- Describe the decentralized, flexible structure with external partnerships and collaborations.</li> </ul>

	<ul style="list-style-type: none"> <li>- Discuss advantages (e.g., agility) and challenges (e.g., managing external relationships).</li> </ul> <p>qq. Influence on Operations and Effectiveness:</p> <ul style="list-style-type: none"> <li>- Discuss how the nature and structure of an organization affect its operations, efficiency, and ability to adapt to change.</li> <li>- Explore how organizational structure can impact communication, decision-making, and employee satisfaction.</li> </ul> <p>rr. Exercise (5 minutes) –</p> <p>19. Think: Reflect on the fundamental nature of an organization and its key functions.</p> <p>20. Pair: Discuss with a partner how organizational structure and culture impact its effectiveness.</p> <p>21. Share: Share an example of how understanding the nature of an organization can influence its success.</p>
<b>Closure</b>	<p>3. Summarize the Lesson Learning Outcomes and get affirmation from students on these. <a href="http://www.ideunom.ac.in/syllabus/DIP_MANAGEMENT.pdf">http://www.ideunom.ac.in/syllabus/DIP_MANAGEMENT.pdf</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <ul style="list-style-type: none"> <li>- What are the primary types of organizational structures, and how do they influence the efficiency and effectiveness of an organization?</li> <li>- What is the role of an organization's mission, vision, and goals in shaping its strategies and operations?</li> </ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 1.2	Course Name: <b>Organizational Behavior</b> Topic: <b>Nature of Organizational Behaviour</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: ss. Define organizational behavior and understand its key components. tt. Analyze the factors that influence organizational behavior. uu. Explore how understanding organizational behavior can enhance organizational effectiveness and employee satisfaction.
<b>Teaching Aids (if any)</b>	4. Power Point Presentation
<b>Teaching Development</b>	<p>b. <b>Introduction</b> (5 minutes)</p> <p>vv. Introduce the topic: "Nature of Organizational Behavior."</p> <p>ww. Explain that the lesson will cover what organizational behavior is, why it matters, and how it impacts both individuals and organizations.</p> <p>xx. <b>Development</b> (30 minutes)</p> <p>22. Definition and Scope:</p> <p>23. Define organizational behavior as the study of how people behave in organizational settings, including individual behavior, group dynamics, and organizational processes.</p> <p>24. Discuss the key components: individual behavior, group behavior, and organizational culture.</p> <p>25. Core Areas of Study:</p> <p>26. Individual Behavior:</p> <p>27. Explore topics such as motivation, perception, attitudes, and personality.</p> <p>28. Group Behavior:</p> <p>29. Discuss group dynamics, teamwork, communication, and leadership.</p> <p>30. Organizational Processes:</p> <p>31. Examine organizational culture, change management, and organizational structure.</p> <p>32. Internal Factors:</p> <p>33. Individual Differences:</p> <p>34. Discuss how personality, values, and perceptions influence behavior.</p> <p>35. Group Dynamics:</p> <p>36. Explore how group norms, roles, and cohesion affect behavior.</p> <p>37. Leadership Styles:</p> <p>38. Analyze how different leadership styles impact employee behavior and organizational culture.</p> <p>39. External Factors:</p> <p>40. Organizational Culture:</p> <p>41. Define organizational culture and its role in shaping behavior.</p> <p>42. Environmental Influences:</p> <p>43. Discuss how external factors like market conditions, technology, and social changes influence organizational behavior.</p> <p>44. Interplay of Factors:</p> <p>45. Discuss how internal and external factors interact to influence behavior in organizations.</p> <p>yy. Exercise (5 minutes) – Assign students different roles (e.g., manager, team member, customer) in a given scenario.</p>
<b>Closure</b>	5. Summarize the Lesson Learning Outcomes and get affirmation from students on these.  Spend 5 minutes to wrap up and consolidate the learnings.

<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <ul style="list-style-type: none"><li>a. What are the core concepts of organizational behavior, and how do they influence individual and group dynamics within an organization?</li><li>b. What are the benefits and challenges associated with implementing diversity and inclusion initiatives in organizations?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 1.3</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Contributing Disciplines to the Field of OB</b>	<b>Course No.: BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: c. Identify different personality traits and their impact on job performance and organizational outcomes. d. Apply psychological theories to address issues such as employee motivation, job satisfaction, and stress management.
<b>Teaching Aids (if any)</b>	zz. Power Point Presentation
<b>Teaching Development</b>	<p>e. <b>Introduction</b> (5 minutes)</p> <p>aaa. Explain that organizational behavior draws upon various disciplines to understand and analyze human behavior within organizations.</p> <p>bbb. Emphasize the interdisciplinary nature of organizational behavior and its relevance in addressing challenges related to individual, group, and organizational dynamics.</p> <p>ccc. Provide an overview of what will be covered during the lesson, including key disciplines and their contributions to organizational behavior.</p> <p>f. <b>Development</b> (30 minutes)</p> <p>46. Discuss the contribution of psychology to organizational behavior:</p> <p>47. Key concepts from psychology include perception, learning, attitude formation, motivation theories, and individual differences.</p> <p>48. Examples of psychological research applied in organizational behavior include studies on leadership effectiveness, employee motivation, and job satisfaction.</p> <p>49. Discuss the contribution of sociology to organizational behavior:</p> <p>50. Key concepts from sociology include socialization, group behavior, organizational culture, power dynamics, and social networks.</p> <p>51. Examples of sociological research applied in organizational behavior include studies on organizational culture, diversity and inclusion, and social networks in the workplace.</p> <p>52. Discuss the contribution of anthropology to organizational behavior:</p> <p>53. Key concepts from anthropology include cultural norms, values, rituals, and symbols, as well as cultural dimensions and cultural intelligence.</p> <p>g. Exercise (5 minutes) – Summarising Assign different disciplines (e.g., psychology, sociology, management) to groups &amp; Groups research how their assigned discipline contributes to understanding organizational behavior.</p>
<b>Closure</b>	6. Summarize the Lesson Learning Outcomes and get affirmation from students on these.  Spend 5 minutes to wrap up and consolidate the learnings.
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>54. How does psychology explain the impact of individual personality traits on employee behavior and performance within organizations?</p> <p>55. How does anthropology contribute to understanding and managing cultural differences in global organizations?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 1.4	Course Name: <b>Organizational Behavior</b> Topic: <b>Organizational Behavior Theories</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: h. Identify and describe key organizational behavior theories. i. Understand how these theories apply to real-world organizational scenarios. j. Analyze the strengths and limitations of different theories.
<b>Teaching Aids (if any)</b>	ddd. Power Point Presentation eee. Quiz
<b>Teaching Development</b>	<p>fff. <b>Introduction</b> (5 minutes)</p> <p>ggg. Explain that organizational behavior theories provide frameworks for understanding and explaining human behavior within organizations.</p> <p>hhh. Emphasize the importance of studying organizational behavior theories in gaining insights into individual and group dynamics, organizational culture, leadership, and change management.</p> <p>iii. Provide an overview of what will be covered during the lesson, including key theories and their practical implications.</p> <p>jjj. <b>Development</b> (30 minutes)</p> <p>kkk. Theory X and Theory Y (Douglas McGregor):</p> <p>lll. Explain the core concepts of Theory X (authoritarian management style) and Theory Y (participative management style).</p> <p>mmm. Discuss implications for management and employee motivation.</p> <p>nnn. Maslow's Hierarchy of Needs (Abraham Maslow):</p> <p>ooo. Describe Maslow's five levels of needs: physiological, safety, love/belonging, esteem, and self-actualization.</p> <p>ppp. Explore how understanding these needs can help managers motivate employees.</p> <p>qqq. Herzberg's Two-Factor Theory (Frederick Herzberg):</p> <p>56. Discuss the distinction between hygiene factors (e.g., salary, work conditions) and motivators (e.g., achievement, recognition).</p> <p>57. Explain how this theory can be used to enhance job satisfaction.</p> <p>rrr. Expectancy Theory (Victor Vroom):</p> <p>58. Explain the concept that motivation is based on expected outcomes and the relationship between effort, performance, and rewards.</p> <p>59. Discuss how managers can use this theory to set clear goals and rewards.</p> <p>sss. Equity Theory (John Stacey Adams):</p> <p>60. Describe how individuals assess fairness in the workplace by comparing their input-output ratio with that of others.</p> <p>61. Discuss implications for employee motivation and fairness.</p> <p>ttt. Situational Leadership Theory (Paul Hersey and Ken Blanchard):</p> <p>62. Introduce the idea that effective leadership depends on the maturity level of followers and the situation.</p> <p>63. Explain different leadership styles (directive, supportive, etc.) based on follower readiness.</p> <p>uuu. Comparison of Theories:</p> <p>64. Discuss the strengths and limitations of each theory.</p> <p>65. Explore scenarios where one theory might be more applicable than another.</p> <p>k. Exercise (5 minutes) –</p>

	<p>66. Think: Reflect on what organizational behavior theories aim to explain about workplace dynamics.</p> <p>67. Pair: Discuss with a partner one organizational behavior theory and its impact on employee motivation and performance.</p> <p>68. Share: Share how understanding this theory can improve management practices in organizations.</p>
<b>Closure</b>	<p>7. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>8. Suggested Reading  <a href="https://www.indeed.com/career-advice/career-development/what-is-organizational-theory">https://www.indeed.com/career-advice/career-development/what-is-organizational-theory</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<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. 1.5	Course Name: <b>Organizational Behavior</b> Topic: <b>Challenges and Opportunities of Organizational Behaviour</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: 69. Identify and describe the major challenges facing organizations in today's dynamic business environment, including globalization, technological disruption, workforce diversity, and remote work. 70. Identify potential opportunities for organizations to leverage these challenges as opportunities for growth, innovation, and competitive advantage.
<b>Teaching Aids (if any)</b>	71. Power Point Presentation 72. Quiz
<b>Teaching Development</b>	<p>l. <b>Introduction</b> (5 minutes)</p> <p>73. 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.</p> <p>74. Provide an overview of what will be covered during the lesson, including key challenges and opportunities for OB.</p> <p>m. <b>Development</b> (30 minutes)</p> <p>75. Emphasize the importance of addressing these challenges and leveraging opportunities to enhance organizational effectiveness and employee well-being.</p> <p>76. Discuss the following challenges for OB:</p> <p>77. <b>Managing Diversity and Inclusion:</b></p> <p>a. Addressing issues related to diversity, equity, and inclusion in the workplace.</p> <p>b. Managing diverse teams effectively and promoting a culture of inclusivity.</p> <p>78. <b>Adapting to Technological Changes:</b></p> <p>c. Embracing technological advancements and digital transformation.</p> <p>d. Managing the impact of automation, artificial intelligence, and remote work on organizational dynamics.</p> <p>79. <b>Navigating Globalization:</b></p> <p>e. Dealing with cultural differences, language barriers, and geographical dispersion.</p> <p>f. Managing virtual teams and cross-cultural communication effectively.</p> <p>80. <b>Addressing Work-Life Balance:</b></p> <p>g. Supporting employees' well-being and mental health.</p> <p>h. Promoting work-life balance initiatives and flexible work arrangements.</p> <p>81. Discuss the following opportunities for OB:</p> <p>82. Employee Engagement and Well-being</p> <p>83. Agile and Flexible Organizations</p> <p>84. Data-Driven Decision Making</p> <p>85. Leadership Development and Succession Planning</p> <p>86. Organizational Culture Transformation</p> <p>n. Exercise (5 minutes) – Quiz</p>
<b>Closure</b>	9. Summarize the Lesson Learning Outcomes and get affirmation from students on these.  Spend 5 minutes to wrap up and consolidate the learnings.
<b>Evaluation</b>	Reflective Questions (What, why, Who?). Allow students to answer and discuss.

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|  | <ul style="list-style-type: none"><li>a. What are the key challenges organizations face when integrating a diverse workforce, and how can they address these challenges to foster an inclusive environment?</li><li>b. What are the most effective change management strategies for minimizing resistance and ensuring successful implementation of organizational changes?</li></ul> |
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Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.1	Course Name: <b>Organizational Behavior</b> Topic: <b>Personality- Type A and B</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: v. Gain a solid understanding of the concept of personality typologies, recognizing that personality traits can be categorized into various types or patterns of behavior.
<b>Teaching Aids (if any)</b>	10. Power Point Presentation 11. Quiz
<b>Teaching Development</b>	<p>o. <b>Introduction</b> (5 minutes) 87. Explain that today's lesson will focus on understanding the characteristics and differences between Type A and Type B personalities.</p> <p>p. <b>Development</b> (30 minutes) 88. Type A Personality: 89. Characteristics: Competitive, ambitious, driven, and often impatient. 90. High stress levels, high achievement orientation, and a tendency towards workaholism. 91. Impact on Work: 92. Discuss how Type A individuals may approach tasks, handle stress, and interact with colleagues. 93. Potential benefits: high productivity and drive. 94. Potential drawbacks: stress-related health issues and interpersonal conflicts. 95. Type B Personality: 96. Characteristics: 97. Relaxed, patient, easygoing, and less competitive. 98. Lower stress levels, more focus on work-life balance, and cooperative nature. 99. Impact on Work: 100. Discuss how Type B individuals may approach tasks, handle stress, and interact with colleagues. 101. Potential benefits: better work-life balance and improved interpersonal relationships. 102. Potential drawbacks: possible lack of urgency or ambition. 103. Behavioral Differences: 104. Explore how Type A and Type B personalities affect work styles, decision-making, and conflict resolution. 105. Discuss the potential for conflicts or synergies between Type A and Type B individuals in a team setting. 106. Work Performance: - Analyze how each personality type influences job performance, motivation, and job satisfaction. - Discuss strategies for managing and leveraging both types effectively in the workplace.</p> <p>q. Exercise (5 minutes) – - Think: Reflect on the characteristics of Type A and Type B personalities. - Pair: Discuss with a partner how these personality types might influence work behavior and stress levels. - Share: Share an example of how understanding these personality types can improve team dynamics and management.</p>
<b>Closure</b>	12. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 13. Suggested Reading:

	<p><a href="https://keydifferences.com/difference-between-type-a-and-type-b-personality.html">https://keydifferences.com/difference-between-type-a-and-type-b-personality.html</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <ul style="list-style-type: none"><li>- Are Type A and Type B personalities mutually exclusive, or can a person exhibit traits of both?</li><li>- How do Type A and Type B personalities handle stress differently?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 2.2	Course Name: <b>Organizational Behavior</b> Topic: <b>Personality and Behaviour</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: www. Understand their own personality traits can lead to increased self-awareness, allowing them to recognize their strengths, weaknesses, and areas for personal growth.
<b>Teaching Aids (if any)</b>	14. Power Point Presentation
<b>Teaching Development</b>	<p>r. <b>Introduction</b> (5 minutes)</p> <p>xxx. Explain that today's lesson will focus on the Big Five Model of Personality, which is a widely accepted framework for understanding human personality.</p> <p>s. <b>Development</b> (30 minutes)</p> <p>yyy. Introduce the Big Five Model of Personality:</p> <p>a. Explain that it consists of five broad dimensions or factors that encompass most of the variation in human personality traits.</p> <p>b. Briefly mention the acronym OCEAN to help students remember the five factors: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.</p> <p>zzz. Describe each of the five factors:</p> <p>a. Openness: Creativity, curiosity, imagination, willingness to try new experiences.</p> <p>b. Conscientiousness: Organization, reliability, self-discipline, goal-directed behavior.</p> <p>c. Extraversion: Sociability, assertiveness, positive emotionality, energy level.</p> <p>d. Agreeableness: Compassion, cooperativeness, trustworthiness, empathy.</p> <p>e. Neuroticism: Emotional stability, anxiety, moodiness, sensitivity to stress.</p> <p>aaaa. Personality in Organizational Context:</p> <p>i. Impact on Team Dynamics: Discuss how personality traits affect team roles, communication, and conflict.</p> <p>ii. Leadership and Motivation: Explore how different personalities influence leadership styles and motivational strategies.</p> <p>iii. Hiring and Development: Explain how understanding personality can aid in hiring decisions and professional development.</p> <p>bbbb. Exercise (5 minutes) – Students can role-play different personality types in various situations. For example, how would an introvert and an extrovert react to a job interview or a party?</p>
<b>Closure</b>	<p>15. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>16. Suggested Reading: <a href="https://www.healthline.com/health/big-five-personality-traits#test">https://www.healthline.com/health/big-five-personality-traits#test</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>a. How does personality influence behavior in social situations?</p> <p>b. How does an individual's level of openness to experience influence their behavior and decision-making?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 2.3	Course Name: <b>Organizational Behavior</b> Topic: <b>Values - Concept and types of values</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: cccc. Articulate a clear definition of values, understanding them as principles or beliefs that guide behavior and decision-making.
<b>Teaching Aids (if any)</b>	17. Power Point Presentation 18. Quiz
<b>Teaching Development</b>	<p>dddd. <b>Introduction</b> (5 minutes)  eeee. 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.</p> <p>ffff. <b>Development</b> (30 minutes)  107. <b>Concept of Values</b> (10 minutes):  gggg. Define values as enduring beliefs that guide behavior and decision-making, reflecting what individuals or groups find important.  hhhh. Discuss how values influence actions, goals, and interactions with others.  iiii. <b>Importance of Values:</b>  jjjj. Explore how values impact personal integrity, motivation, and alignment with organizational goals.  kkkk. Discuss the role of values in shaping organizational culture and decision-making processes.</p> <p>108. <b>Types of Values:</b>  llll. <b>Personal Values:</b>  mmmm. <b>Definition and Examples:</b>  nnnn. Define personal values as individual beliefs about what is important in life (e.g., honesty, respect, achievement).  oooo. Discuss how personal values influence behavior and choices in different contexts (e.g., career choices, relationships).</p> <p>pppp. <b>Organizational Values:</b>  109. <b>Definition and Examples:</b>  110. Define organizational values as the core principles and standards that guide behavior within an organization (e.g., innovation, customer focus, teamwork).  111. <b>Impact:</b>  112. Explore how organizational values shape company culture, employee engagement, and organizational success.</p> <p>qqqq. <b>Societal Values:</b>  113. <b>Definition and Examples:</b>  114. Define societal values as shared beliefs and norms that influence behavior within a society or community (e.g., equality, environmental sustainability).  115. <b>Impact:</b>  116. Discuss how societal values affect organizational practices, policies, and social responsibility.</p> <p>117. <b>Exercise</b> (5 minutes) –  Value Clarification Activity Students rank a list of values in order of importance and then discuss their choices. This can be followed by a group discussion on how values influence attitudes and behavior.</p>
<b>Closure</b>	19. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 20. Suggested Reading: <a href="https://ca.indeed.com/career-advice/career-development/types-of-values">https://ca.indeed.com/career-advice/career-development/types-of-values</a>

	Spend 5 minutes to wrap up and consolidate the learnings.
<b>Evaluation</b>	Reflective Questions (What, why, Who?). Allow students to answer and discuss. 118. How are personal values different from societal or cultural values? 119. In what ways can values change over time?  Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.4	Course Name: <b>Organizational Behavior</b> Topic: <b>Attitudes- Concept, Component of attitude</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: rrrr. Define attitudes as evaluative judgments or predispositions toward objects, people, groups, or ideas, which can be positive, negative, or neutral.
<b>Teaching Aids (if any)</b>	21. Power Point Presentation
<b>Teaching Development</b>	<p>ssss. <b>Introduction</b> (5 minutes)</p> <p>tttt. 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>uuuu. <b>Development</b> (30 minutes)</p> <p>vvvv. Define what attitudes are: Evaluative judgments or opinions that individuals hold about people, objects, events, or ideas.</p> <p>wwww. 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>xxxx. Discuss the ABC model of attitudes, which includes three components.</p> <p>yyyy. Discuss each component of attitudes in more detail:</p> <p>a. <b>Affective Component:</b></p> <p>zzzz. Discuss how emotions and feelings shape attitudes.</p> <p>aaaa. 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.</p> <p>a. <b>Behavioral Component:</b></p> <p>bbbbb. Explain how attitudes can influence behavior.</p> <p>ccccc. 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.</p> <p>a. <b>Cognitive Component:</b></p> <p>120. Discuss how beliefs and thoughts contribute to attitudes.</p> <p>121. Explain how individuals form attitudes based on their beliefs and perceptions of the world around them.</p> <p>122. Discuss the role of cognitive dissonance in attitude change when there is inconsistency between attitudes and beliefs.</p> <p>dddd. Exercise (5 minutes) – Present real-life scenarios or advertisements and ask students to identify the components of the attitudes portrayed. This could be done in small groups.</p>
<b>Closure</b>	<p>22. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>23. Suggested Reading: <a href="https://www.iedunote.com/components-of-attitudes">https://www.iedunote.com/components-of-attitudes</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>123. How does the cognitive component of attitude influence our beliefs and opinions?</p> <p>124. Can the components of attitude conflict with each other, and if so, what are the implications?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 2.5</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Learning - Concept and Learning theories</b>	<b>Course No.: BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: eeeee. Grasp the fundamental concepts related to learning, such as conditioning (classical and operant), cognitive processes, memory, motivation, and behaviorism.
<b>Teaching Aids (if any)</b>	24. Power Point Presentation
<b>Teaching Development</b>	<p>fffff. <b>Introduction</b> (5 minutes)</p> <p>ggggg. Ask students to share their understanding of what learning is. Encourage them to think about how they learn new things in their everyday lives.</p> <p>hhhhh. <b>Development</b> (30 minutes)</p> <p>iiii. Definition of Learning:</p> <p>jjjj. Define learning as a relatively permanent change in behavior or knowledge that occurs because of experience or practice.</p> <p>kkkkk. Discuss different types of learning, such as cognitive, behavioral, and experiential.</p> <p>llll. Explore why learning is crucial for personal growth, professional development, and organizational effectiveness.</p> <p>mmmmm. Discuss how learning contributes to problem-solving, innovation, and adapting to change.</p> <p>nnnnn. Major Learning Theories</p> <p>oooo. Behaviorism:</p> <p>ppppp. Emphasis on observable behaviors and reinforcement (positive and negative).</p> <p>qqqqq. Use of rewards and punishments in behavior modification (e.g., training programs, classroom management).</p> <p>rrrrr. Cognitivism:</p> <p>125. Focus on internal processes such as thinking, memory, and problem-solving.</p> <p>126. Learning as an active process of constructing knowledge.</p> <p>127. Techniques like scaffolding and cognitive development stages (e.g., instructional design, problem-based learning).</p> <p>128. Constructivism:</p> <p>129. Learning as an active, constructive process where learners build on prior knowledge.</p> <p>130. Importance of social interaction and context in learning.</p> <p>sssss. Exercise (5 minutes) –        Divide students into groups and assign each group a concept to teach to the rest of the class using a creative method (e.g., role-play)</p>
<b>Closure</b>	<p>25. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>26. Suggested Reading:  <a href="https://www.phoenix.edu/blog/5-educational-learning-theories-and-how-to-apply-them.html">https://www.phoenix.edu/blog/5-educational-learning-theories-and-how-to-apply-them.html</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	Reflective Questions (What, why, Who?). Allow students to answer and discuss.

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|  | <p>131. How does operant conditioning differ from classical conditioning, and who developed this theory?</p> <p>132. What are the key principles of social learning theory, and who proposed this theory?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p> |
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Lesson Plan No. 2.6	Course Name: <b>Organizational Behavior</b> Topic: <b>Perception and Emotions- Concept, Factors influencing Perception, perceptual errors and distortions</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: ttttt. 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.
<b>Teaching Aids (if any)</b>	27. Power Point Presentation
<b>Teaching Development</b>	uuuuu. <b>Introduction</b> (5 minutes) vvvvv.     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. wwwww. <b>Development</b> (30 minutes) xxxxx.     Define perception as the process of selecting, organizing, and interpreting sensory information to give meaning to the environment. yyyyy.     Define emotions as subjective responses involving physiological arousal, cognitive appraisal, and behavioral expressions, typically in response to stimuli or events. zzzzz.     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. aaaaa.     Discuss the factors that influence perception. bbbbbb.    Introduce common perceptual errors and distortions that can occur: a. <b>Selective Perception:</b> Discuss how individuals tend to perceive information selectively, focusing on certain aspects while ignoring others, based on their interests, beliefs, or expectations. b. <b>Stereotyping:</b> Explain how stereotypes can lead to oversimplified and distorted perceptions of individuals or groups, based on preconceived notions or biases. c. <b>Halo Effect:</b> Discuss how the tendency to generalize positive or negative impressions of a person or thing can influence perceptions of unrelated attributes or qualities. d. <b>Projection:</b> Explain how individuals may project their own thoughts, feelings, or characteristics onto others, influencing how they perceive and interpret others' behavior. ccccc.     Case Study Analysis – Sensory Branding: Oreo in the Indian context  ddddd.     Exercise (5 minutes) – Case study Have each group present their best solution and explain how it addresses the problem effectively.
<b>Closure</b>	28.     Summarize the Lesson Learning Outcomes and get affirmation from students on these. 29.     Suggested Reading: Sensory Branding: Oreo in the Indian Context <a href="https://hbsp.harvard.edu/product/IMB519-PDF-ENG">https://hbsp.harvard.edu/product/IMB519-PDF-ENG</a>  Spend 5 minutes to wrap up and consolidate the learnings.
<b>Evaluation</b>	Reflective Questions (What, why, Who?). Allow students to answer and discuss.

eeeeee. What is the "halo effect" in perception?

fffff. What are perceptual errors, and how do they occur?

Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.7	Course Name: <b>Organizational Behavior</b> Topic: <b>Emotional Intelligence</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: gggggg. 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.
<b>Teaching Aids (if any)</b>	30. Power Point Presentation 31. Quiz
<b>Teaching Development</b>	<p>hhhhh. <b>Introduction</b> (5 minutes)</p> <p>iiiiii. 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.</p> <p>jjjjj. Discuss the importance of emotions.</p> <p>kkkkkk. <b>Development</b> (30 minutes)</p> <p>a. Define emotional intelligence as the ability to recognize, understand, manage, and utilize emotions effectively in oneself and others.</p> <p>b. Components of EI (based on Daniel Goleman’s model):</p> <p>c. Self-Awareness: Understanding one’s own emotions and their impact.</p> <p>d. Self-Regulation: Managing one’s emotions in a healthy and productive manner.</p> <p>e. Motivation: Using emotions to drive achievement and goal setting.</p> <p>f. Empathy: Recognizing and understanding the emotions of others.</p> <p>g. Social Skills: Building and maintaining healthy relationships and effective communication.</p> <p>h. Importance of Emotional Intelligence:</p> <p>i. Personal Impact: Discuss how EI affects personal relationships, self-management, and overall well-being &amp; explore the role of EI in managing stress, conflict, and personal growth.</p> <p>j. Professional Impact: Examine how EI contributes to leadership effectiveness, teamwork, and organizational success &amp; Discuss examples of how high EI can enhance communication, conflict resolution, and career advancement.</p> <p>k. Self-Awareness Techniques: lllll. Journaling, mindfulness, and seeking feedback.</p> <p>a. Self-Regulation Techniques:</p> <p>a. Stress management practices, emotional regulation strategies, and impulse control.</p> <p>b. Active listening, perspective-taking, and engaging in diverse social interactions.</p> <p>c. Developing Social Skills: Effective communication techniques, conflict resolution skills, and relationship-building practices.</p> <p>mmmmm. Exercise (5 minutes) – Quiz</p>
<b>Closure</b>	<p>32. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>33. Suggested Reading: <a href="https://drive.google.com/file/d/1WLUZCQR0jq1b1AHA-gBM0PPbDCOMFARQ/view?usp=sharing">https://drive.google.com/file/d/1WLUZCQR0jq1b1AHA-gBM0PPbDCOMFARQ/view?usp=sharing</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	Reflective Questions (What, why, Who?). Allow students to answer and discuss.

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|  | <p>133. What are the main components of emotional intelligence according to Daniel Goleman?</p> <p>134. How does emotional intelligence impact leadership effectiveness?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p> |
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Lesson Plan No. 3.1	Course Name: Organizational Behavior Topic: Concept and stages of group development	Course No.: BBALLB-103
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<b>Objectives</b>	<p>At the end of the lesson the student shall be able to:</p> <ul style="list-style-type: none"> <li>- Understand the concept of group behaviour and its significance.</li> <li>- Identify the stages of group development.</li> <li>- Apply knowledge of group behaviour and development in real-life scenarios.</li> </ul>
<b>Teaching Aids (if any)</b>	34. Power Point Presentation
<b>Teaching Development</b>	<ul style="list-style-type: none"> <li>- <b>Introduction</b> (5 minutes) <ul style="list-style-type: none"> <li>○ Ask questions.</li> </ul> <p>What comes to your mind when you hear the term "group behaviour"?</p> <p>Have you ever been part of a group where you noticed specific behaviours or patterns?</p> <li>○ Introduce the term group behaviour as the actions, attitudes, and behaviours of individuals within a group setting.</li> </li></ul> <ul style="list-style-type: none"> <li>- <b>Development</b> (30 minutes)</li> </ul> <p>135. Group Behaviour</p> <ol style="list-style-type: none"> <li>a. Define group behaviour as the actions, attitudes, and behaviours of individuals within a group setting.</li> <li>b. Discuss the importance of understanding group behaviour in various contexts, including social, organizational, and educational settings.</li> <li>c. Highlight factors influencing group behaviour such as norms, roles, leadership, and cohesion.</li> </ol> <p>136. Stages of Group Development</p> <ol style="list-style-type: none"> <li>a. Introduce the classic model of group development proposed by Bruce Tuckman: forming, storming, norming, performing, and adjourning.</li> <li>b. Explain each stage:</li> <li>c. Forming</li> <li>d. Storming</li> </ol>

	<p>e. Norming</p> <p>f. Performing</p> <p>g. Adjourning</p> <ul style="list-style-type: none"> <li>- Exercise (5 minutes) –</li> </ul> <p>Group Simulation Activity</p> <ul style="list-style-type: none"> <li>- Divide students into small groups and assign them a task or problem to solve.</li> <li>- Encourage students to observe and analyse the group dynamics as they progress through the stages of development.</li> </ul>
<b>Closure</b>	<p>137. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>138. Suggested Reading</p> <p><a href="https://www.ifioque.com/career-workshop/group-development">https://www.ifioque.com/career-workshop/group-development</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <ul style="list-style-type: none"> <li>- How can leaders facilitate smooth transitions between stages?</li> <li>- What are some strategies for managing conflicts during the storming stage?</li> </ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 3.2	Course Name: Organizational Behavior Topic: Communication	Course No.: BBALLB-103
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<b>Objectives</b>	<p>At the end of the lesson the student shall be able to:</p> <ul style="list-style-type: none"> <li>- Understand the fundamental components of effective communication.</li> <li>- Identify and practice key communication skills to improve personal and professional interactions.</li> </ul>
<b>Teaching Aids (if any)</b>	35. Power Point Presentation
<b>Teaching Development</b>	<p>139. <b>Introduction</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>a. Ask questions.</li> </ul> <p>Recap the previous class.</p> <p>What is communication, and why is it essential in human interaction?</p> <p>What are verbal and non-verbal communication models?</p> <ul style="list-style-type: none"> <li>b. Explain the term "communication."</li> </ul> <p>140. <b>Development</b> (30 minutes)</p> <ul style="list-style-type: none"> <li>- Introduction to Communication Types:</li> <li>- Verbal Communication: Spoken or written words.</li> <li>- Non-Verbal Communication: Body language, facial expressions, gestures, and tone of voice.</li> <li>- Written Communication: Emails, reports, letters, and other written documents.</li> <li>- Verbal Communication:</li> <li>- Spoken: Face-to-face conversations, phone calls, presentations.</li> <li>- Written: Emails, text messages, reports.</li> <li>- Examples and Techniques:</li> <li>- Clarity: Use simple, precise language.</li> <li>- Tone: Match the tone to the context (formal or informal).</li> <li>- Activity: Briefly role-play a conversation demonstrating effective verbal communication.</li> <li>- Non-Verbal Communication:</li> </ul>

	<ul style="list-style-type: none"> <li>- Body Language: Posture, eye contact, gestures.</li> <li>- Facial Expressions: Emotions conveyed through facial movements.</li> <li>- Tone of Voice: Pitch, volume, and speed of speech.</li> <li>- Examples and Techniques:</li> <li>- Alignment: Ensure non-verbal signals match verbal messages.</li> <li>- Awareness: Be mindful of cultural differences in non-verbal communication.</li> <li>- Activity: Show a series of non-verbal cues and have participants interpret the emotions or messages conveyed.</li> <li>- Written Communication:</li> <li>- Formal and Informal Writing: Memos, reports, emails, and letters.</li> <li>- Importance: Clear structure, grammar, and tone.</li> <li>- Examples and Techniques:</li> <li>- Structure: Use a clear and logical format.</li> <li>- Conciseness: Be direct and to the point.</li> </ul> <p><a href="https://www.youtube.com/watch?v=5a9AQeSF11Y">https://www.youtube.com/watch?v=5a9AQeSF11Y</a></p> <p>141. Exercise (5 minutes) –</p> <ul style="list-style-type: none"> <li>- Divide participants into small groups and give each group a scenario where they need to use a mix of verbal, non-verbal, and written communication (e.g., giving feedback on a project).</li> <li>- Each group will plan and present their approach, addressing all three types of communication</li> </ul>
<b>Closure</b>	<p>142. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>143. Suggested Reading</p> <p><a href="https://www.brosix.com/blog/communication-models/">https://www.brosix.com/blog/communication-models/</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p>

	<ul style="list-style-type: none"><li>- What is the role of non-verbal communication in interpersonal interactions?</li><li>- How does feedback contribute to effective communication?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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Lesson Plan No. 3.3	Course Name: <b>Organizational Behavior</b> Topic: <b>Groups in Organization</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: 144. Understand the different types of groups within organizations. 145. Explore the roles, functions, and dynamics of these groups. 146. Identify how effective group work can enhance organizational performance
<b>Teaching Aids (if any)</b>	36. Power Point Presentation
<b>Teaching Development</b>	<p>147. <b>Introduction</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>- Introduce the topic of organizational groups.</li> <li>- Explain the significance of understanding group dynamics and roles in improving organizational effectiveness.</li> </ul> <p>148. <b>Development</b> (30 minutes)</p> <ul style="list-style-type: none"> <li>- Formal Groups: <ul style="list-style-type: none"> <li>- Definition: Groups established by the organization to achieve specific objectives.</li> <li>- Examples: Departments (e.g., Marketing, HR), project teams, committees.</li> </ul> </li> <li>- Informal Groups: <ul style="list-style-type: none"> <li>- Definition: Groups formed naturally based on personal relationships or shared interests.</li> <li>- Examples: Social clubs, friendship circles, unofficial work teams.</li> </ul> </li> <li>- Roles: <ul style="list-style-type: none"> <li>- Task Roles: Focus on completing specific tasks and achieving group goals (e.g., leader, coordinator).</li> <li>- Maintenance Roles: Support group cohesion and relationships (e.g., mediator, encourager).</li> </ul> </li> <li>- Functions: <ul style="list-style-type: none"> <li>- Problem-Solving: Groups work together to find solutions to challenges.</li> <li>- Decision-Making: Groups contribute diverse perspectives to make well-rounded decisions.</li> <li>- Support: Provide emotional and practical support to members.</li> </ul> </li> <li>- Group Dynamics (10 minutes): <ul style="list-style-type: none"> <li>- Concept: The study of how people interact within groups and the impact of these interactions on group performance.</li> <li>- Key Dynamics: <ul style="list-style-type: none"> <li>- Communication: Effective communication within the group is crucial for success.</li> <li>- Conflict Resolution: Addressing and managing conflicts constructively.</li> <li>- Group Cohesion: The strength of relationships and sense of belonging among group members.</li> </ul> </li> </ul> </li> </ul> <p>149. Exercise (5 minutes) – Group Scenario Role-Play:</p> <ul style="list-style-type: none"> <li>- Divide participants into small groups and give each group a scenario related to group dynamics (e.g., resolving a conflict between team members, planning a project).</li> <li>- Each group will role-play their scenario, focusing on applying effective communication, conflict resolution, and role management.</li> </ul>
<b>Closure</b>	<p>37. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>38. Suggested Reading: <a href="https://www.taxmann.com/post/blog/group-dynamics-meaning-features-and-types-of-group">https://www.taxmann.com/post/blog/group-dynamics-meaning-features-and-types-of-group</a> Spend 5 minutes to wrap up and consolidate the learnings.</p>

<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <ul style="list-style-type: none"><li>- How do groups enhance productivity in an organization?</li><li>- Can you provide examples of formal and informal groups within an organization?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 3.4</b>	<b>Course Name: Organizational Behavior</b>	<b>Course No.: BBALLB-103</b>
	<b>Topic: Concept and nature of decision-making process</b>	

<b>Objectives</b>	<p>At the end of the lesson the student shall be able to:</p> <ul style="list-style-type: none"> <li>- Understand the concept and nature of the decision-making process, including its stages, factors influencing decisions, and types of decisions.</li> <li>- Develop a deeper understanding of how decisions are made in various contexts.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>39. Power Point Presentation</p> <p>40. Quiz</p>
<b>Teaching Development</b>	<ul style="list-style-type: none"> <li>- <b>Introduction</b> (5 minutes) <ul style="list-style-type: none"> <li>o Ask questions.</li> </ul> <p>What they understand by the term "decision-making."</p> <p>Discuss briefly why decision-making is important in personal, professional, and societal contexts.</p> <li>o Define decision-making.</li> <li>o Importance of decision-making.</li> </li></ul> <li>- <b>Development</b> (30 minutes) <p>150. Definition and Concept</p> <ul style="list-style-type: none"> <li>a. Define decision-making as the process of selecting the best course of action from among multiple alternatives.</li> <li>b. Discuss the importance of decision-making in everyday life and various fields such as business, politics, and healthcare.</li> <li>c. Introduce the concept of bounded rationality and discuss how individuals make decisions under constraints.</li> </ul> <p>151. Stages of the Decision-Making Process</p> <ul style="list-style-type: none"> <li>a. 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.</li> </ul> </li>

	<p>b. Discuss each stage in detail, highlighting the key considerations and challenges.</p> <p>c. Provide examples to illustrate each stage of the process.</p> <p>152. Factors Influencing Decisions</p> <p>a. Discuss various factors that can influence decision-making, including cognitive biases, emotions, values, beliefs, and environmental factors.</p> <p>b. Explain how cognitive biases such as confirmation bias, anchoring bias, and availability heuristic can lead to suboptimal decisions.</p> <p>c. Use examples to demonstrate how these factors can impact decision-making in different situations.</p> <p>- Exercise (5 Minutes) - Quiz</p>
<b>Closure</b>	<p>153. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>154. Suggested Reading</p> <p><a href="https://theintactone.com/2019/04/12/pom-u2-topic-6-decision-making-nature-and-process/">https://theintactone.com/2019/04/12/pom-u2-topic-6-decision-making-nature-and-process/</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <ul style="list-style-type: none"> <li>- How do group decision-making processes differ from individual decision-making processes?</li> <li>- What are some common challenges faced during the decision-making process, and how can they be addressed?</li> </ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

Lesson Plan No. 3.5	Course Name: <b>Organizational Behavior</b> Topic: <b>Conflict</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: 155. Understand the nature and sources of conflict in organizations. 156. Explore effective conflict resolution strategies and techniques. 157. Practice applying conflict management skills in various scenarios.
<b>Teaching Aids (if any)</b>	41. Power Point Presentation
<b>Teaching Development</b>	<p>158.       <b>Introduction</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>- Introduce the topic of conflict in organizations.</li> <li>- Explain that understanding and managing conflict effectively is crucial for maintaining a productive and harmonious work environment.</li> </ul> <p>159.       <b>Development</b> (30 minutes)</p> <ul style="list-style-type: none"> <li>- Understanding Conflict:</li> <li>- Definition: Conflict is a disagreement or clash between individuals or groups due to differing interests, values, or beliefs.</li> <li>- Types of Conflict:</li> <li>- Interpersonal Conflict: Occurs between individuals (e.g., personality clashes).</li> <li>- Intrapersonal Conflict: Internal conflict within an individual (e.g., conflicting values or goals).</li> <li>- Intergroup Conflict: Occurs between different groups or teams (e.g., competition for resources).</li> <li>- Sources of Conflict:</li> <li>- Resource Scarcity: Limited resources leading to competition.</li> <li>- Role Ambiguity: Unclear job roles and responsibilities.</li> <li>- Communication Breakdown: Misunderstandings or lack of information.</li> <li>- Conflict Resolution Strategies:</li> <li>- Conflict Resolution Styles:</li> <li>- Avoiding: Ignoring the conflict or withdrawing.</li> <li>- Accommodating: Giving in to the other party's needs.</li> <li>- Competing: Asserting one's own position strongly.</li> <li>- Compromising: Finding a middle ground where both parties make concessions.</li> <li>- Collaborating: Working together to find a solution that satisfies all parties.</li> <li>- Steps in Conflict Resolution:</li> <li>- Identify the Issue: Clearly define what the conflict is about.</li> <li>- Understand Perspectives: Listen to all parties involved to understand their viewpoints.</li> <li>- Explore Solutions: Brainstorm possible solutions and evaluate them.</li> <li>- Agree on a Solution: Reach a consensus on the best course of action.</li> <li>- Implement and Follow-Up: Put the solution into action and review its effectiveness.</li> <li>- Case study Analysis - Brewing Barista Discontent at Starbucks</li> </ul> <p>160.       <b>Exercise</b> (5 minutes) – Case study Have each group present their best solution and explain how it addresses the problem effectively.</p>
<b>Closure</b>	<p>42. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>43. Suggested Reading: Brewing Barista Discontent at Starbucks <a href="https://hbsp.harvard.edu/product/7964-HTM-ENG?Ntt=conflict%20management">https://hbsp.harvard.edu/product/7964-HTM-ENG?Ntt=conflict%20management</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>

<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <ul style="list-style-type: none"><li>- What are the main types of conflict that can occur in organizations?</li><li>- What are the different styles of conflict management, and when might each be appropriate?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No. 4.1</b>	<b>Course Name: Motivation</b> <b>Topic: Meaning of Motivation</b>	<b>Course No.: BBALLB-103</b>
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<b>Objectives</b>	<p>At the end of the lesson the student shall be able to:</p> <ul style="list-style-type: none"> <li>44. Understand the concept of motivation.</li> <li>45. To differentiate it from discipline.</li> <li>46. Understand the importance of Motivation.</li> <li>47. Understand the need of Motivation in achieving the personal and organizational goals.</li> </ul>
<b>Teaching Aids (if any)</b>	48. Power Point Presentation
<b>Teaching Development</b>	<p>49. <b>Introduction</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>1. Ask questions.</li> <li>2. What is motivation?</li> <li>3. What are the things which motivate you to achieve your daily goals?</li> <li>4. What is the importance of motivation?</li> <li>5. Which one is more important to you-Discipline or Motivation?</li> </ul> <p>6. <b>Development</b> (30 minutes)</p> <ul style="list-style-type: none"> <li>7. Introduce the concept of Motivation with examples.</li> <li>8. Explain that motivation plays a crucial role in our everyday lives, influencing our behavior, thoughts, and emotions.</li> <li>9. Defining Motivation <ul style="list-style-type: none"> <li>1. 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."</li> <li>2. Discuss the components of motivation: needs, drives, and goals.</li> <li>3. Use examples to illustrate different types of motivation, such as intrinsic (internal) and extrinsic (external) motivation.</li> </ul> </li> <li>10. Importance of Motivation</li> </ul>

	<ol style="list-style-type: none"> <li>1. Discuss why motivation is important in various aspects of life, including:</li> <li>2. Academic success: How motivation affects students' learning, performance, and persistence.</li> <li>3. Career success: How motivation influences job satisfaction, productivity, and career advancement.</li> <li>4. Personal development: How motivation drives individuals to pursue personal goals, overcome challenges, and grow.</li> <li>5. Share inspiring stories or case studies of motivated individuals who have achieved success despite obstacles.</li> </ol> <ol style="list-style-type: none"> <li>11. Exercise (5 minutes) –</li> <li>12. Think: Reflect on a recent experience where you were highly motivated. What specific factors contributed to that motivation?</li> <li>13. Pair: Discuss your thoughts with a partner, focusing on the key factors that drove your motivation.</li> <li>14. Share: Share one key insight or common factor from your discussion with the larger group.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>15. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</li> <li>16. Suggested Reading   <a href="https://www.lsbf.org.uk/blog/news/business-economy/what-role-does-motivation-play-in-managing-an-organisation">https://www.lsbf.org.uk/blog/news/business-economy/what-role-does-motivation-play-in-managing-an-organisation</a> </li> </ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <ol style="list-style-type: none"> <li>17. How do intrinsic and extrinsic motivation impact employee performance and job satisfaction?</li> <li>18. What impact does leadership have on employee motivation?</li> </ol> <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.: BBALLB-103
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<b>Objectives</b>	<p>At the end of the lesson the student shall be able to:</p> <ol style="list-style-type: none"> <li>19. Understand and compare early theories of motivation, including Theory X and Y and Herzberg's Two-Factor Theory.</li> <li>20. Analyse how these theories explain human motivation and behaviour.</li> <li>21. Apply the concepts of these theories to real-life scenarios.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>22. Power Point Presentation</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li>23. <b>Introduction</b> (5 minutes) <ol style="list-style-type: none"> <li>24. Ask questions.</li> <li>25. 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?</li> <li>26. How do early theories of motivation differ from contemporary theories? What role do individual differences play in motivating employees according to early theories?</li> </ol> </li> <li>27. <b>Development</b> (30 minutes) <ol style="list-style-type: none"> <li>28. Define the term Motivation.</li> <li>29. Discuss briefly why motivation is important in both personal and organizational contexts.</li> <li>30. Herzberg's Two-Factor Theory <ol style="list-style-type: none"> <li>1. Introduce Frederick Herzberg and his Two-Factor Theory (also known as Motivation-Hygiene Theory).</li> <li>2. Explain the distinction between hygiene factors (which prevent dissatisfaction) and motivators (which lead to satisfaction).</li> <li>3. Use examples to help students understand the practical implications of Herzberg's theory.</li> </ol> </li> </ol> </li> <li>31. McGregor's Theory X and Theory Y <ol style="list-style-type: none"> <li>1. Introduce Douglas McGregor and his Theory X and Theory Y.</li> </ol> </li> </ol>

	<p>2. Explain the contrasting assumptions about human nature in each theory.</p> <p>3. Discuss how these theories influence management styles and organizational behaviour.</p> <p>32. Exercise (5 minutes) – Motivation Spectrum Activity:</p> <p>33. <b>Scenario:</b> "Consider a task you need to complete—like preparing a report, exercising, or studying. Imagine a spectrum where 1 is 'completely unmotivated' and 10 is 'extremely motivated.'"</p> <p>34. <b>Task:</b> "Rate your current level of motivation for this task on the spectrum and jot down one factor that influences your motivation (e.g., deadlines, interest in the task)."</p> <p>35. <b>Share:</b> "Briefly share your rating and influencing factor with a partner or the group and discuss how understanding your motivation level might impact your approach to the task."</p>
<b>Closure</b>	<p>36. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>37. Suggested Reading</p> <p>- <a href="https://www.studysmarter.co.uk/explanations/business-studies/human-resources/herzberg-two-factor-theory/#:~:text=Herzberg's%20two%2Dfactor%20theory%20is%20a%20motivation%20theory%20that%20suggests,not%20met%2C%20can%20cause%20dissatisfaction.">https://www.studysmarter.co.uk/explanations/business-studies/human-resources/herzberg-two-factor-theory/#:~:text=Herzberg's%20two%2Dfactor%20theory%20is%20a%20motivation%20theory%20that%20suggests,not%20met%2C%20can%20cause%20dissatisfaction.</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>38. How does the concept of equity from Adams' Equity Theory affect employee motivation?</p> <p>39. How can early motivation theories be applied in contemporary organizational practices?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No. 4.3</b>	<b>Course Name: Organizational Behavior</b>	<b>Course No.: BBALLB-103</b>
	<b>Topic: Contemporary Theories of Motivation</b>	

<b>Objectives</b>	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> <li>a. Understand, explore and analyse contemporary theories of motivation, including Self-Determination Theory, Expectancy Theory, Goal-Setting Theory, and Equity Theory.</li> </ul>
<b>Teaching Aids (if any)</b>	40. Power Point Presentation
<b>Teaching Development</b>	41. <b>Introduction</b> (5 minutes) <ul style="list-style-type: none"> <li>42. Ask questions.</li> <li>43. What is motivation, and why is it important in organizational behavior?</li> <li>44. What are some key principles or ideas from early theories of motivation that you think are still relevant today?</li> <li>45. How do you think advancements in technology and globalization have impacted the way we understand motivation in organizational settings?</li> <li>46. How do early theories of motivation differ from contemporary theories?</li> </ul> 47. <b>Development</b> (30 minutes) <ul style="list-style-type: none"> <li>48. Reinforcement Theory <ul style="list-style-type: none"> <li>1. Introduce Reinforcement Theory, also known as Operant Conditioning, developed by B.F. Skinner.</li> <li>2. Explain the concepts of positive reinforcement, negative reinforcement, punishment, and extinction.</li> <li>3. Provide examples of how these concepts can be applied in real-life situations, both in personal and organizational contexts.</li> </ul> </li> <li>49. Equity Theory <ul style="list-style-type: none"> <li>1. Introduce Equity Theory, developed by J. Stacy Adams.</li> <li>2. Explain the concept of equity and how individuals compare their own input-output ratio to that of others.</li> <li>3. Discuss the implications of perceived inequity and how individuals may react to restore equity.</li> <li>4. Use examples to illustrate how Equity Theory operates in workplace settings and other social contexts.</li> </ul> </li> </ul>

	<p>50. Exercise (5 minutes) – Motivation Matrix</p> <p>51. Draw the Matrix: Create a 2x2 grid with "Internal vs. External" on the Y-axis and "Positive vs. Negative" on the X-axis.</p> <p>52. Place a Task: Choose a task and place it in one of the four quadrants based on whether it's motivated by internal or external factors and whether the motivation is positive or negative.</p> <p>53. Discuss Briefly: Share your placement with a partner and discuss how understanding this motivation can impact your approach to the task.</p>
<b>Closure</b>	<p>54. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>55. Suggested Reading</p> <p><a href="https://www.myorganisationalbehaviour.com/contemporary-motivation-theories/">https://www.myorganisationalbehaviour.com/contemporary-motivation-theories/</a></p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>56. How do contemporary theories of motivation integrate into the concept of employee engagement?</p> <p>57. What is the role of "Organizational Justice" in contemporary motivation theories, and how does it affect employee behavior?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



# Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Kot, Bhalwal, Jammu



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



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Lesson Plan No. 4.4	Course Name: <b>Organizational Behavior</b> Topic: <b>Motivation Pattern in Indian Organization</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: nnnnnn. Understand common motivation patterns in Indian organizations. oooooo. Explore culturally relevant factors influencing employee motivation in India. pppppp. Identify effective strategies for enhancing motivation in the Indian organizational context.
<b>Teaching Aids (if any)</b>	58. Power Point Presentation
<b>Teaching Development</b>	<p>qqqqqq. <b>Introduction</b> (5 minutes)</p> <p>161. Introduce the focus on motivation patterns specific to Indian organizations.</p> <p>162. Explain that understanding these patterns helps tailor motivational strategies to fit cultural and organizational contexts.</p> <p>rrrrrr. <b>Development</b> (30 minutes)</p> <p>163. Cultural Influences on Motivation:</p> <p>164. Hierarchy and Respect: Indian organizations often have a strong hierarchical structure, where respect for seniority and authority is paramount.</p> <p>165. Family Values: Family-oriented benefits and work-life balance are highly valued, influencing motivation.</p> <p>166. Collectivism: Emphasis on group harmony and collective success can impact individual motivation.</p> <p>167. Motivation Factors in Indian Organizations:</p> <p>168. Job Security: Stable employment and long-term career prospects are significant motivators.</p> <p>169. Recognition and Rewards: Public recognition and rewards, such as promotions and bonuses, are highly motivating.</p> <p>170. Work-Life Balance: Flexibility and support for personal and family responsibilities are important.</p> <p>171. Career Development: Opportunities for professional growth and skill development are valued.</p> <p>ssssss. <b>Exercise</b> (5 minutes) – Group Discussion</p> <p>172. Divide participants into small groups. Each group will develop a motivational strategy tailored for an Indian organization, considering cultural factors discussed.</p> <p>173. Debrief: Groups briefly present their strategies.</p> <p>174. Discuss how they align with Indian motivational patterns.</p>
<b>Closure</b>	<p>59. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>60. Suggested Reading: <a href="https://timesofindia.indiatimes.com/readersblog/spiritedparagons/employee-motivation-perspectives-and-strategies-55229/">https://timesofindia.indiatimes.com/readersblog/spiritedparagons/employee-motivation-perspectives-and-strategies-55229/</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <p>175. How do Indian organizations approach employee recognition and rewards?</p> <p>176. How do motivational patterns in Indian organizations compare to those in Western organizations?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



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Kot, Bhalwal, Jammu



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



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<b>Lesson Plan No. 4.5</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Interpersonal Cooperative Behaviour</b>	<b>Course No.: BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: tttttt. Understand the principles of interpersonal cooperative behavior. uuuuuu. Explore the benefits and challenges of cooperation in personal and professional settings. vvvvvv. Practice skills that enhance cooperative interactions.
<b>Teaching Aids (if any)</b>	61. Power Point Presentation
<b>Teaching Development</b>	<p>wwwwww. <b>Introduction</b> (5 minutes)</p> <p>177. Ask participants to think of a time when cooperation led to a successful outcome and briefly share their experience with the group.</p> <p>178. Introduce the topic of interpersonal cooperative behavior.</p> <p>xxxxxx. <b>Development</b> (30 minutes)</p> <p>179. Understanding Interpersonal Cooperative Behavior:</p> <p>180. Definition: Interpersonal cooperative behavior involves working together harmoniously with others to achieve common objectives.</p> <p>181. Key Elements:</p> <p>182. Mutual Respect: Valuing and acknowledging each other's contributions.</p> <p>183. Effective Communication: Sharing information clearly and listening actively.</p> <p>184. Shared Goals: Aligning individual and team objectives.</p> <p>185. Benefits:</p> <p>186. Enhanced Problem-Solving: Diverse perspectives lead to better solutions.</p> <p>187. Improved Team Dynamics: Strengthens relationships and team cohesion.</p> <p>188. Increased Efficiency: Streamlines efforts towards common goals.</p> <p>189. Strategies for Enhancing Cooperation:</p> <p>190. Establish Clear Roles: Define responsibilities to avoid confusion and overlap.</p> <p>191. Facilitate Open Communication: Encourage regular and transparent dialogue.</p> <p>192. Encourage Participation: Involve all members in decision-making and problem-solving.</p> <p>193. Recognize and Reward Contributions: Acknowledge efforts and achievements to motivate continued cooperation.</p> <p>194. Challenges to Cooperation:</p> <p>195. Common Challenges:</p> <p>196. Conflicts of Interest: Differing personal goals or agendas.</p> <p>197. Communication Barriers: Misunderstandings or lack of clarity.</p> <p>198. Trust Issues: Previous negative experiences affecting current interactions.</p> <p>199. Solutions:</p> <ul style="list-style-type: none"> <li>- Conflict Resolution: Address disagreements through mediation and negotiation.</li> <li>- Active Listening: Ensure all voices are heard and understood.</li> <li>- Building Trust: Foster an environment of reliability and openness.</li> </ul> <p>yyyyyy. Exercise (5 minutes) – Cooperative Scenarios</p> <ul style="list-style-type: none"> <li>- Divide participants into small groups and provide each group with a scenario that requires cooperation (e.g., planning a team event, resolving a group conflict).</li> <li>- Each group role-plays their scenario, focusing on applying cooperative strategies and overcoming challenges.</li> <li>- Debrief: Have each group share their approach and discuss the effectiveness of their strategies and any insights gained.</li> </ul>



<b>Closure</b>	52. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 53. Suggested Reading: <a href="https://theintactone.com/2019/06/28/mpob-u3-topic-9-interpersonal-behavior">https://theintactone.com/2019/06/28/mpob-u3-topic-9-interpersonal-behavior</a>  Spend 5 minutes to wrap up and consolidate the learnings.
<b>Evaluation</b>	Reflective Questions (What, why, Who?). Allow students to answer and discuss. <ul style="list-style-type: none"><li>- How does interpersonal cooperation differ from interpersonal competition?</li><li>- What strategies can organizations use to encourage interpersonal cooperative behavior among employees?</li></ul> Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 4.6	Course Name: <b>Organizational Behavior</b> Topic: <b>Interpersonal Conflicting Behaviour</b>	Course No.: <b>BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: zzzzzz. Understand the nature and causes of interpersonal conflict. aaaaaaa. Explore strategies for managing and resolving conflicts effectively. bbbbbbb. Practice skills for addressing and resolving conflicts through interactive exercises.
<b>Teaching Aids (if any)</b>	64. Power Point Presentation 65. Quiz
<b>Teaching Development</b>	<p>cccccc. <b>Introduction</b> (5 minutes)</p> <p>200. Ask participants to briefly share a situation where they experienced conflict with someone and how they felt about it.</p> <p>201. Introduce the topic of interpersonal conflicting behavior.</p> <p>ddddddd. <b>Development</b> (30 minutes)</p> <p>202. Understanding Interpersonal Conflict (10 minutes):</p> <p>203. Definition: Interpersonal conflict arises when individuals have disagreements, opposing interests, or incompatible goals.</p> <p>204. Types of Conflict:</p> <p>205. Task Conflict: Disagreements about the content and outcomes of the work.</p> <p>206. Relationship Conflict: Disputes based on personal differences or emotional issues.</p> <p>207. Process Conflict: Disagreements about how tasks should be completed or resources allocated.</p> <p>208. Causes of Conflict:</p> <p>209. Miscommunication: Lack of clear or effective communication.</p> <p>210. Resource Scarcity: Competition for limited resources or opportunities.</p> <p>211. Differing Values: Conflicting personal values or goals.</p> <p>212. Conflict Resolution Strategies (10 minutes):</p> <p>213. Avoiding: Ignoring or withdrawing from the conflict.</p> <p>214. Accommodating: Giving in to the other party's needs or desires.</p> <p>215. Competing: Asserting one's own position strongly, often at the expense of others.</p> <p>216. Compromising: Finding a middle ground where both parties make concessions.</p> <p>217. Collaborating: Working together to find a solution that satisfies all parties involved.</p> <p>218. Steps for Effective Resolution:</p> <p>219. Identify the Issue: Clearly define the conflict and its underlying causes.</p> <p>220. Listen Actively: Understand the perspectives of all parties involved.</p> <p>221. Explore Solutions: Brainstorm possible solutions and evaluate their feasibility.</p> <p>222. Agree on a Solution: Reach a consensus and implement the agreed-upon solution.</p> <p>eeeeeee. Exercise (5 minutes) – Conflict Resolution Scenario</p> <ul style="list-style-type: none"> <li>- Divide participants into small groups and provide each group with a conflict scenario (e.g., two team members disagreeing on project priorities, a manager and employee having a performance-related dispute).</li> <li>- Each group role-plays their scenario, focusing on applying conflict resolution strategies and techniques.</li> </ul>



	<ul style="list-style-type: none"><li>- Debrief: Groups present their approach and discuss what strategies were effective and what could be improved.</li></ul>
<b>Closure</b>	<p>56. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>57. Suggested Reading: <a href="https://psychologywriting.com/interpersonal-conflicts-at-workplace-types-and-resolution-strategies/">https://psychologywriting.com/interpersonal-conflicts-at-workplace-types-and-resolution-strategies/</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<p>Reflective Questions (What, why, Who?). Allow students to answer and discuss.</p> <ul style="list-style-type: none"><li>- How does interpersonal conflict impact relationships and organizational dynamics?</li><li>- What proactive measures can be taken to prevent interpersonal conflicts from arising?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 5.1</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Concept &amp; Importance of Leadership</b>	<b>Course No.: BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: 223. 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.
<b>Teaching Aids (if any)</b>	68. Power Point Presentation 69. White Board
<b>Teaching Development</b>	<p>ffffff. <b>Introduction</b> (5 minutes)</p> <p>224. Ask students to share their perceptions of what makes a good leader. Encourage a brief discussion to gather diverse perspectives.</p> <p>225. Introduce the importance of leadership in organizational behavior, highlighting its role in motivating employees, driving change, and fostering innovation.</p> <p>ggggggg. <b>Development</b> (30 minutes)</p> <p>hhhhhhh. Discuss key Leadership Concepts.</p> <p>iiiiiii. 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.</p> <p>jjjjjjj. Discuss the role of effective leadership in driving organizational performance, motivating employees, and fostering a positive work culture.</p> <p>kkkkkkk. Present an overview of key leadership concepts, such as:</p> <ol style="list-style-type: none"> <li>Leadership styles: Autocratic, democratic, laissez-faire, transformational, transactional, servant leadership, etc.</li> <li>Leadership traits and skills: Communication, decision-making, emotional intelligence, adaptability, resilience, etc.</li> <li>Leadership behaviors: Task-oriented vs. people-oriented leadership, initiating structure vs. consideration, etc.</li> </ol> <p>lllllll. Exercise (5 minutes) – Summarising</p>
<b>Closure</b>	<p>70. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>71. Suggested Reading: <a href="https://www.toppr.com/guides/business-studies/directing/leadership">https://www.toppr.com/guides/business-studies/directing/leadership</a></p> <p>Spend 5 minutes to wrap up and consolidate the learnings.</p>
<b>Evaluation</b>	<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>



<b>Lesson Plan No. 5.2</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Theories of Leadership</b>	<b>Course No.: BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: mmmmmmm. Understand and explain key theories of leadership. nnnnnnn. Identify the strengths and weaknesses of each leadership theory. ooooooo. Apply leadership theories to real-world scenarios to analyze and improve leadership practices.
<b>Teaching Aids (if any)</b>	72. Power Point Presentation 73. White Board
<b>Teaching Development</b>	<p>ppppppp. <b>Introduction</b> (5 minutes)          qqqqqqq. Briefly explain the significance of leadership theories in understanding how effective leaders influence and manage teams.</p> <p>rrrrrrr. <b>Development</b> (30 minutes)</p> <ol style="list-style-type: none"> <li>Trait Theory:</li> <li>Explain the concept that effective leaders possess certain inherent traits (e.g., confidence, intelligence, charisma).</li> <li>Discuss the limitations and criticisms of trait theory.</li> <li>Ohio State Studies:</li> <li>Describe the two key dimensions: Initiating Structure and Consideration.</li> <li>University of Michigan Studies:</li> <li>Contrast with Ohio State, focusing on Employee-Oriented vs. Production-Oriented behaviors.</li> <li>Discuss how these theories emphasize leadership behaviors rather than traits.</li> <li>Fiedler’s Contingency Theory:</li> <li>Explain the concept of matching leadership style with the situational context.</li> <li>Hersey-Blanchard Situational Leadership Theory:</li> <li>Describe the model’s focus on adapting leadership style based on the maturity level of followers.</li> <li>Discuss the importance of situational factors in leadership effectiveness.</li> <li>Transformational Leadership:</li> <li>Explain how transformational leaders inspire and motivate followers to achieve higher levels of performance and personal development.</li> <li>Transactional Leadership:</li> <li>Describe the focus on exchanges and rewards for performance.</li> <li>Compare and contrast transformational and transactional leadership styles.</li> </ol> <p>sssssss. Exercise (5 minutes) – Summarising</p>
<b>Closure</b>	74. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 75. Suggested Reading:  Spend 5 minutes to wrap up and consolidate the learnings.
<b>Evaluation</b>	Reflective Questions (What, why, Who?). Allow students to answer and discuss.  Spend 5 minutes to evaluate student assimilation of the lesson contents



# Model Institute of Engineering & Technology (Autonomous) Lesson Plan

Kot, Bhalwal, Jammu



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



Please Do Not Print Unless Necessary



<b>Lesson Plan No. 5.3</b>	<b>Course Name:</b> Organizational Behavior <b>Topic:</b> Styles of Leadership	<b>Course No.:</b> BBALLB-103
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<b>Objectives</b>	At the end of the lesson the student shall be able to: tttttt. Identify and describe different styles of leadership, understand their characteristics and effects on organizational behavior, and evaluate their applicability in various contexts.
<b>Teaching Aids (if any)</b>	76. Power Point Presentation 77. White Board
<b>Teaching Development</b>	uuuuuuu. <b>Introduction</b> (5 minutes)  vvvvvvv. 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.  wwwwwww. Introduce the concept of leadership styles as different approaches or behaviors that leaders adopt to influence their followers and achieve organizational goals.  xxxxxxx. <b>Development</b> (30 minutes)  yyyyyyy. Present an overview of common leadership styles, including: a. Autocratic leadership: Leaders make decisions without input from subordinates, focusing on authority and control. b. Democratic leadership: Leaders involve subordinates in decision-making processes, encouraging participation and collaboration. c. Laissez-faire leadership: Leaders provide minimal guidance or direction, allowing subordinates to make decisions independently. d. Transformational leadership: Leaders inspire and motivate followers to achieve higher levels of performance by articulating a compelling vision and fostering personal growth. e. Transactional leadership: Leaders use rewards and punishments to motivate followers, focusing on achieving specific goals and maintaining order. zzzzzzz. Describe the characteristics, advantages, and limitations of each leadership style, using examples to illustrate their application in real-world scenarios. aaaaaaa. 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.  bbbbbbb. Exercise (5 minutes) – Summarising
<b>Closure</b>	78. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 79. Suggested Reading: <a href="https://papertyari.com/general-awareness/management/leadership-styles-autocratic-democratic/">https://papertyari.com/general-awareness/management/leadership-styles-autocratic-democratic/</a>  Spend 5 minutes to wrap up and consolidate the learnings.



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<b>Evaluation</b>	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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<b>Lesson Plan No. 5.5</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Successful Versus Effective Leadership</b>	<b>Course No.: BBALLB-103</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: ccccccc. Distinguish between successful leadership and effective leadership. dddddddd. Analyze characteristics and behaviors that contribute to each type of leadership. eeeeeeee. Apply concepts of successful and effective leadership to real-world scenarios.
<b>Teaching Aids (if any)</b>	80. Power Point Presentation 81. White Board
<b>Teaching Development</b>	ffffffff. <b>Introduction</b> (5 minutes) gggggggg. Explain that the lesson will explore the nuances between being successful as a leader and being effective in leadership roles. hhhhhhhh. <b>Development</b> (30 minutes) iiiiiii. Characteristics of Successful Leadership: jjjjjjj. Discuss how success in leadership is often measured by achieving goals, obtaining promotions, or gaining recognition. kkkkkkkk. Highlight traits such as ambition, goal orientation, and resilience. llllllll. Present examples of leaders known for their success (e.g., CEOs who have driven significant business growth). mmmmmmmm. Analyze what factors contributed to their success. nnnnnnnn. Characteristics of Effective Leadership: 226. Define effectiveness in terms of the impact on team performance, employee satisfaction, and achieving long-term organizational goals. 227. Discuss traits such as emotional intelligence, communication skills, and adaptability. 228. Present examples of leaders known for their effectiveness (e.g., leaders who have successfully built cohesive teams or fostered positive work cultures). 229. Analyze what factors contributed to their effectiveness. oooooooo. Comparing and Contrasting Success and Effectiveness: 230. Discuss how successful leadership is often more outcome-oriented, while effective leadership focuses on the quality of interactions and long-term impact. 231. Explore how a leader might be successful in achieving goals but ineffective in building relationships or fostering a positive work environment, and vice versa. pppppppp. Exercise (5 minutes) – Summarising
<b>Closure</b>	82. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 83. Suggested Reading:  Spend 5 minutes to wrap up and consolidate the learnings.
<b>Evaluation</b>	Reflective Questions (What, why, Who?). Allow students to answer and discuss.  Spend 5 minutes to evaluate student assimilation of the lesson contents