



Kot Bhalwal, Jammu



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

## Department of BBA

### Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Organizational Behavior
2.	Course Code	BBAMJ – 402
3.	Academic Year	2024-2025
4.	Semester	4 <sup>th</sup>
5.	Number of Lesson plans	48
6.	Faculty Assigned	Dr. Swati Samnotra

Faculty Signature



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



Please Do Not Print Unless Necessary



Lesson Plan No. 1	Course Name: Organizational Behavior Topic: First day Introduction	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Know about the faculty b. Understand the basics of the course c. Get acquainted with the rules to be followed in the class d. Recognise the importance of the course
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (5 minutes)</li><li>2. Greet the class warmly and introduce yourself. Share your background, qualifications, and teaching philosophy to establish rapport.</li><li>3. Briefly explain the course's focus, including what students will learn and how it connects to their future careers.</li><li>4. Outline the teaching methodology, including lectures, discussions, assignments, and exams, and emphasize the interactive nature of the course.</li><li>5. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>a. Getting to Know Each Other (10 Minutes)<ul style="list-style-type: none"><li>• Conduct a quick round of introductions where students share their name, background, and one expectation from the course.</li><li>• Use icebreaker activities such as asking students to pair up and introduce each other to the group.</li></ul></li><li>b. About the Course (10 Minutes)<ul style="list-style-type: none"><li>• Explain the course objectives in detail using the syllabus and/or slides.</li><li>• Discuss the evaluation criteria, including assignments, quizzes, participation, and exams.</li><li>• Outline the classroom rules (e.g., attendance policy, participation expectations, deadlines).</li></ul></li><li>c. Importance of the Course (10 Minutes)<ol style="list-style-type: none"><li>a. Explain why understanding organizational behaviour is critical for success in any organization.</li><li>b. Share real-world examples of how effective the efforts have been to date.</li></ol></li></ol></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Recap the day's key points: what the course covers, why it's important, and classroom expectations.</li><li>2. Discuss the relevance of the course in the broader context of</li></ol>



	<p>business and management. (5 minutes)</p> <p>3. Homework/Assignments:</p> <p>Encourage students to reflect on the handout</p> <p>4. Video Link: <a href="https://www.youtube.com/watch?v=EQ-6_KxcTFg">https://www.youtube.com/watch?v=EQ-6_KxcTFg</a></p>
<b>Evaluation</b>	<p>1. Reflective questions to assess student understanding of the key concepts</p> <ul style="list-style-type: none"><li>- What did you learn about organizational behavior today?</li><li>- Why is organizational behavior important in the workplace?</li><li>- Who is responsible for creating a positive organizational culture?</li></ul> <p>Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 2</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Concept of organizational behavior</b>	<b>Course No.: BBAMJ - 402</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>a. Define organizational behavior.</li> <li>b. Explain the importance of OB in understanding and managing people in organizations.</li> <li>c. Identify the key levels of analysis in OB (individual, group, organizational).</li> <li>d. Recognize the main disciplines contributing to the field of OB</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>a. Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>- Ask questions.</li> <li>- Share an experience where their behavior at work was influenced by a colleague, supervisor, or company culture. Briefly discuss these experiences.</li> <li>- Introduce the concept of organizational behavior: Define OB as the study of human behavior in a work environment.</li> </ul> </li> <li>2. <b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>a. Importance of OB:               <ul style="list-style-type: none"> <li>- Explain how understanding OB helps managers</li> <li>- Improve employee motivation and performance.</li> <li>- Foster effective communication and teamwork.</li> <li>- Create a positive and productive work environment.</li> <li>- Make informed decisions about human resource management practices.</li> </ul> </li> <li>b. Levels of Analysis in OB:               <ul style="list-style-type: none"> <li>- Individual Level: Focuses on how individual characteristics, abilities, and attitudes influence behavior.</li> <li>- Group Level: Examines group dynamics, communication, leadership, and conflict resolution.</li> <li>- Organizational Level: Analyzes organizational culture, structure, power dynamics, and change management.</li> </ul> </li> </ol> </li> <li>3. <b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>- Think-Pair- Share</li> </ul> </li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.           <ul style="list-style-type: none"> <li>- Briefly discuss the relevance of OB in today's workplace and different career paths where understanding OB can be valuable.</li> </ul> </li> </ol>



	<p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, Stephen P Robbins, Timothy A Judge, Pearsons Education, Edition 18th (2018), Page No- 2</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>1. Reflective questions to assess student understanding of the key concepts</p> <ul style="list-style-type: none"><li>- What is organizational behavior?</li><li>- Why is understanding OB important for managers?"</li></ul> <p>Allow students to answer and discuss.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 3</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Theories of organizational behavior</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define organizational behavior and its significance b. Explain the core theoretical perspectives in organizational behavior c. Apply theoretical concepts to organizational issues and challenges
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask questions. What factors influence behavior in organizations? How do organizations function effectively? Why is it important to understand employee behavior?</li><li>- <b>Briefly introduce organizational behavior:</b> Explain that it is the study of individual and group behavior within organizations.</li></ul></li><li>2. <b>Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Define organizational behavior: Clearly define organizational behavior and its scope.</li><li>b. Core theoretical perspectives: Discuss major theoretical perspectives in organizational behavior, such as: Classical, Human Relations, and Systems Theory Contingency Theory Cognitive Behavioral Theory Social Exchange Theory</li><li>c. Explain key concepts: Elaborate on key concepts within each perspective and provide examples.</li></ol></li><li>3. <b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- One Minute Paper</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<ul style="list-style-type: none"><li>- Recap the key points covered in the lesson: definition of organizational behavior, core theoretical perspectives, and their application.</li></ul></li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Book- Organizational Behavior- An Evidence-based Approach, Fred Luthans, Mc Graw Hill, Edition 11th (2015), Page No- 24</li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>



<b>Evaluation</b>	<p>1. Reflective questions to assess student understanding of the key concepts</p> <ul style="list-style-type: none"><li>- What did you learn about organizational behavior and its theoretical foundations?</li><li>- How can understanding these theories help you analyze organizational issues?</li><li>- Which theoretical perspective resonates most with you and why?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 4</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Relationship between management and organizational behavior</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define and differentiate between management and organizational behavior. b. Identify key areas where organizational behavior principles are applied in management practices. c. Analyze how understanding organizational behavior can improve managerial effectiveness.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>- Ask questions.</li><li>- What is management?</li><li>- Introduce the topic of organizational behavior and its significance in the management context.</li></ul></li><li>2. <b>Development</b> (20 minutes)<ol style="list-style-type: none"><li>a. Define Management: Discuss the key functions of management (planning, organizing, leading, controlling).</li><li>b. Define Organizational Behavior: Explain the scope and significance of organizational behavior.</li><li>c. Relationship between Management and OB:</li><li>d. Emphasize how understanding individual behavior, group dynamics, and organizational culture is crucial for effective management.</li><li>e. Discuss how OB principles can be applied to improve employee motivation, teamwork, leadership, and decision-making.</li><li>f. Examples: Provide real-world examples of how managers apply OB concepts in their daily work.</li></ol></li><li>3. <b>Exercise</b> (15 minutes) – Think-Pair-Share<ul style="list-style-type: none"><li>- Divide students into small groups and assign them different dimensions of diversity. Each group researches and presents on their assigned dimension, including its importance and strategies to manage it effectively.</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<ul style="list-style-type: none"><li>- Briefly discuss the importance of creating a culture of respect</li></ul></li></ol>



	<p>and valuing diversity for organizational success.</p> <p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Book- Organizational Behavior- An Evidence-based Approach, Fred Luthans, Mc Graw Hill, Edition 11th (2015), Page No- 78</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>1. Reflective questions to assess student understanding (e.g., "What are some benefits of managing diversity?" or "How can companies create a more inclusive workplace?").</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 5</b>	<b>Course Name: Organizational Behavior Topic: Ethics and Ethical Behavior in Organizations</b>	<b>Course No.: BBAMJ -402</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>Define ethics and ethical behavior in an organizational context.</li> <li>Identify the key principles of ethical conduct for organizations.</li> <li>Explain the benefits of ethical behavior for organizations.</li> <li>Recognize common ethical challenges faced by organizations.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask questions.</li> <li>Share an experience (real or hypothetical) where they faced an ethical dilemma in a work or school setting. Briefly discuss these experiences.</li> <li>Introduce the concept of ethics and ethical behavior: Define ethics as the moral principles that guide our decisions and behavior. Discuss how ethics apply to organizations, emphasizing ethical conduct.</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li><b>Principles of Ethical Conduct:</b> Discuss key principles of ethical conduct for organizations, such as:               <ul style="list-style-type: none"> <li>Honesty and transparency</li> <li>Accountability</li> <li>Fairness and justice</li> <li>Respect for stakeholders (employees, customers, society)</li> </ul> </li> <li><b>Benefits of Ethical Behavior:</b> Explain how ethical behavior can benefit organizations:               <ul style="list-style-type: none"> <li>Enhance reputation and brand image</li> <li>Increase employee trust and morale</li> <li>Reduce legal risks and regulatory compliance issues</li> <li>Improve customer loyalty and attract top talent</li> </ul> </li> <li><b>Common Ethical Challenges:</b> Identify common ethical challenges faced by organizations, such as:               <ul style="list-style-type: none"> <li>Conflicts of interest</li> <li>Workplace discrimination</li> <li>Environmental sustainability issues</li> <li>Accounting fraud and misleading information</li> </ul> </li> </ol> </li> <li><b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>Use a real-world news article or case study to present an ethical dilemma faced by an organization. Ask students to analyze the</li> </ul> </li> </ol>



	<p>situation using the principles of ethical conduct discussed earlier.</p> <ul style="list-style-type: none"><li>- Alternatively, present students with hypothetical ethical dilemmas and ask them to propose solutions based on their understanding of ethical behavior.</li></ul>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<ul style="list-style-type: none"><li>- Briefly discuss the role of leadership in fostering a culture of ethics within organizations.</li></ul></li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Book- Organizational Behavior- An Evidence-based Approach, Fred Luthans, Mc Graw Hill, Edition 11th (2015), Page No- 86</li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Ask reflective questions to assess student understanding of the key concepts<ul style="list-style-type: none"><li>- What are some key principles of ethical conduct for organizations?</li><li>- Why is ethical behavior important for businesses?</li></ul></li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 6	Course Name: Organizational Behavior Topic: Contributing Disciplines to Organizational Behavior (OB)	Course No.: BBAMJ -402
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Objectives	At the end of the lesson the student shall be able to: a. Identify the main disciplines that contribute to the field of Organizational Behavior (OB). b. Explain how each discipline helps us understand and predict human behavior in organizations.
Teaching Aids (if any)	a. Power Point Presentations
Teaching Development	<ol style="list-style-type: none"><li><b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>Ask questions</li><li>Briefly discuss the importance of understanding human behavior at work.</li><li>Ask students if they can think of any disciplines that might be relevant to studying this topic.</li></ul></li><li><b>Development (30 minutes)</b><ol style="list-style-type: none"><li>Contributing Disciplines to OB:<ul style="list-style-type: none"><li>Introduce the concept that OB is an interdisciplinary field, drawing on knowledge from various social sciences.</li></ul></li><li>Discuss the main contributing disciplines and their key contributions to OB:<ul style="list-style-type: none"><li>Psychology: Understanding individual behavior, motivation, personality, perception, and learning.</li><li>Sociology: Analyzing group dynamics, social structures, communication patterns, and organizational culture.</li><li>Anthropology: Examining the impact of culture on work values, attitudes, and behaviors.</li><li>Economics: Exploring decision-making processes, incentives, and resource allocation within organizations.</li><li>Political Science: Understanding power dynamics, leadership styles, and conflict resolution in organizations.</li></ul></li><li>Use clear explanations and real-world examples to illustrate how each discipline contributes to OB.</li></ol></li><li><b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>Present students with a hypothetical scenario related to workplace behavior (e.g., employee resistance to change). Ask them to identify which contributing discipline (psychology, sociology, anthropology, etc.) would be most helpful in understanding the situation and why.</li><li>Alternatively, provide a list of behavioral issues in organizations (e.g., leadership conflict, lack of motivation) and have students match them with the relevant contributing</li></ul></li></ol>



	discipline.
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<ul style="list-style-type: none"><li>- Briefly discuss the value of interdisciplinary knowledge in OB and how it helps us develop a comprehensive understanding of human behavior at work.</li></ul></li><li>2. Suggested Reading:<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, Stephen P Robbins, Timothy A Judge, Pearsons Education, Edition 18th (2018), Page No-12</li><li>- <a href="https://www.geeksforgeeks.org/disciplines-contributing-to-organisational-behaviour-ob/">https://www.geeksforgeeks.org/disciplines-contributing-to-organisational-behaviour-ob/</a></li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Ask reflective questions to assess student understanding<ul style="list-style-type: none"><li>- What are the main disciplines that contribute to OB?</li><li>- How does psychology help us understand employee motivation?</li></ul></li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 7	Course Name: Organizational Behavior Topic: Models of Organization Behavior	Course No.: BBAMJ -402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Explain the purpose and benefits of using models in organizational behavior. b. Identify the key components of a comprehensive OB model. c. Analyze existing OB models (e.g., The Three-Level Model) to understand their strengths and limitations. d. Apply the concept of model development to a specific organizational challenge.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations b. You Tube Video
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask questions What is the definition of OB?</li><li>- Share an example of how a model (e.g., scientific model, business model) is used in a different field.</li><li>- Briefly discuss the benefits of using models.</li><li>- Introduce the concept of models in OB: Explain how models help us understand complex organizational phenomena by simplifying and organizing key factors.</li></ul></li><li>2. <b>Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Benefits of OB Models: Discuss how OB models can help:<ul style="list-style-type: none"><li>- Identify key variables influencing behavior in organizations.</li><li>- Explain relationships between these variables.</li><li>- Predict potential outcomes of different situations.</li><li>- Guide decision-making and interventions.</li></ul></li><li>b. Introduce the essential components of a strong OB model, such as:<ul style="list-style-type: none"><li>- Levels of analysis (individual, group, organizational)</li><li>- Individual factors (personality, emotions, etc.)</li><li>- Group dynamics (leadership, communication, conflict)</li><li>- Organizational factors (culture, structure, policies)</li><li>- Environmental factors (economic climate, technology)</li></ul></li><li>c. Analyzing Existing OB Models:<ul style="list-style-type: none"><li>- Present a well-known OB model (e.g., The Three-Level Model) and explain its components and how they interact. Discuss the strengths and limitations of this model (e.g., comprehensiveness, generalizability).</li></ul></li></ol></li><li>3. <b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- Think- Pair- Share</li></ul></li></ol>



	<p>Explain how models help us understand complex organizational phenomena by simplifying and organizing key factors.</p>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<ul style="list-style-type: none"><li>- Discuss the importance of considering different models and adapting them to specific contexts. Briefly mention the ongoing development of new OB models and the role of research in this field.</li></ul></li><li>2. Suggested Reading:<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, Stephen P Robbins, Timothy A Judge, Pearsons Education, Edition 18th (2018), Page No-26</li><li>- Video Link- <a href="https://www.youtube.com/watch?v=YBZggoravMw">https://www.youtube.com/watch?v=YBZggoravMw</a></li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Ask reflective questions to assess student understanding<ul style="list-style-type: none"><li>- What are the benefits of using models in OB?</li><li>- What are the key components of The Three-Level Model?</li></ul></li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 8</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Factors Influencing Organizational Behavior (OB)</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Identify the major categories of factors influencing organizational behavior (OB). b. Explain how individual factors affect behavior at work. c. Describe the influence of group factors on OB. d. Analyze the impact of organizational factors on employee behavior.
<b>Teaching Aids (if any)</b>	a. Whiteboard
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>- Briefly recap the concept of organizational behavior (OB) from the previous lesson.</li><li>- Ask students to brainstorm different factors that might influence how people behave at work.</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>a. Categories of Factors Influencing OB: Introduce the major categories of factors influencing OB:<ul style="list-style-type: none"><li>- Individual Factors: Personality traits, abilities, values, attitudes, emotions, etc.</li><li>- Group Factors: Team dynamics, communication styles, leadership, conflict resolution, etc.</li><li>- Organizational Factors: Structure (hierarchy, departments), culture (values, norms), technology (tools, communication platforms), policies, work environment, etc.</li></ul></li><li>b. Impact of Individual Factors: Explain how individual characteristics can influence behavior, such as:<ul style="list-style-type: none"><li>- Personality: Traits like conscientiousness or extroversion impacting work ethic and communication.</li><li>- Abilities: Skills and knowledge affecting job performance and learning new tasks.</li><li>- Values and Attitudes: Beliefs and feelings shaping motivation, job satisfaction, and commitment.</li></ul></li><li>c. Impact of Group Factors: Discuss how group dynamics influence behavior, including:<ul style="list-style-type: none"><li>- Communication: Effective communication fostering collaboration and reducing conflict.</li><li>- Leadership styles: Leadership impacting team motivation, performance, and decision-making.</li><li>- Conflict: Managing conflict constructively for better team outcomes.</li></ul></li></ol></li></ol>



	<p>d. Impact of Organizational Factors: Analyze how organizational factors influence behavior, such as:</p> <ul style="list-style-type: none"><li>- Structure: Clear hierarchy affecting communication and decision-making.</li><li>- Culture: Values and norms shaping employee behaviors and attitudes.</li><li>- Technology: Tools and platforms influencing communication, collaboration, and work processes.</li></ul> <p><b>3. Exercise (5 minutes) –</b></p> <ul style="list-style-type: none"><li>- Present students with a scenario involving a workplace situation. Ask them to identify the relevant category of factors (individual, group, or organizational) influencing the behavior in the scenario and explain how.</li><li>- Alternatively, provide students with a list of behaviors and ask them to match them with the most likely influencing factor (individual, group, or organizational).</li></ul>
<b>Closure</b>	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <ul style="list-style-type: none"><li>- Summarize the key categories and their impact on OB.</li><li>- Briefly discuss the importance of considering these factors when managing people and creating a positive work environment.</li></ul> <p>2. Suggested Reading:</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, Stephen P Robbins, Timothy A Judge, Pearsons Education, Edition 18th (2018), Page No-29</li></ul> <p>Spent 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the main categories of factors influencing OB?</li><li>- How can managers consider individual differences to improve employee motivation?</li></ul> <p>Spent 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 9</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Historical Development of Organizational Behavior (OB)</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Explain the historical development of the field of organizational behavior (OB). b. Identify key figures and events that shaped the evolution of OB thinking. c. Analyze the impact of major societal and technological changes on OB practices.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students To brainstorm what factors might influence how people behave at work. Briefly discuss their ideas.</li><li>- Introduce the concept of the historical development of OB: Explain how studying the past helps us understand the present and future of managing people in organizations.</li></ul></li><li>2. <b>Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Major Eras in OB Development:<ul style="list-style-type: none"><li>- Industrial Revolution: Discuss the rise of factories, scientific management (e.g., Frederick Winslow Taylor), and the human relations movement (e.g., Elton Mayo). Highlight the shift from efficiency to employee well-being.</li><li>- The Hawthorne Studies: Briefly explain the Hawthorne studies and their impact on understanding the social and psychological factors influencing work behavior.</li><li>- Post-WWII Era: Discuss the rise of behavioral science, Maslow's hierarchy of needs, Herzberg's two-factor theory, and the emergence of organizational development (OD).</li><li>- Modern OB: Explore the growing focus on globalization, diversity, technology, and new workplace trends like remote work and virtual teams.</li></ul></li></ol></li><li>3. <b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- Present students with a historical scenario from OB (e.g., working conditions during the Industrial Revolution) and ask them to discuss how OB practices might have been different then compared to today.</li><li>- Alternatively, provide historical quotes on work and management and ask students to analyze them from a modern OB perspective.</li></ul></li></ol>
<b>Closure</b>	1. Summarize the key stages and turning points in the development of



	<p>OB.</p> <ul style="list-style-type: none"><li>- Discuss the ongoing evolution of OB and how it adapts to changing workplaces.</li></ul> <p>2. Suggested Reading:</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, Stephen P Robbins, Timothy A Judge, Pearsons Education, Edition 18th (2018), Page No-16</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding of the historical timeline and key developments in OB</p> <ul style="list-style-type: none"><li>- What impact did the Industrial Revolution have on OB?</li><li>- How has technology changed the way we think about work behavior?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 10</b>	<b>Course Name: Organizational Behavior Topic: Contemporary Challenges and Opportunities in Organization Behavior</b>	<b>Course No.: BBAMJ - 402</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>Identify key contemporary challenges faced in organizational behavior.</li> <li>Explain how these challenges impact individuals and organizations.</li> <li>Discuss potential opportunities that arise from these challenges in OB.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask students To briefly discuss current events related to the workplace (e.g., remote work trends, skills gap). Ask students how these trends might impact organizations and employee behavior.</li> <li>Introduce the concept of contemporary challenges and opportunities in OB: Explain that OB must adapt to address ever-changing workplace dynamics.</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li><b>Key Challenges in OB:</b> Discuss several contemporary challenges, such as:               <ul style="list-style-type: none"> <li>Managing a diverse workforce: Accommodating cultural differences, generational gaps, and inclusion.</li> <li>Technological advancements: Impact of automation, artificial intelligence, and the need for continuous upskilling.</li> <li>The rise of the gig economy: Managing a more flexible workforce with less traditional employment structures.</li> <li>Work-life balance issues: Blurred lines between work and personal life, employee burnout.</li> <li>Global competition: Adapting to a globally connected workforce and diverse work cultures.</li> <li>Ethical considerations: Data privacy, artificial intelligence bias, and ethical leadership.</li> </ul> </li> <li><b>Impact of Challenges:</b> Explain how these challenges can impact individuals (stress, job insecurity) and organizations (reduced productivity, high turnover).</li> </ol> </li> <li><b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>Divide students into small groups and assign a specific challenge. Each group should discuss how this challenge can be turned into an opportunity for OB (e.g., utilizing technology for better communication and collaboration).</li> </ul> </li> </ol>



<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly discuss the importance of continuous learning and adaptability in the workplace.</li></ul></li><li>2. Suggested Readings<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, Stephen P Robbins, Timothy A Judge, Pearsons Education, Edition 18th (2018), Page No-15</li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ol style="list-style-type: none"><li>3. What are some key challenges faced by organizations today?</li><li>4. How can OB help address the work-life balance issue?</li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 11</b>	<b>Course Name: Organizational Behavior Topic: Contemporary Challenges and Opportunities in Organization Behavior</b>	<b>Course No.: BBAMJ - 402</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>Explain how these challenges impact individuals and organizations.</li> <li>Discuss potential opportunities that arise from these challenges in OB.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Whiteboard</li> <li>Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask students To briefly discuss current events related to the workplace (e.g., remote work trends, skills gap). Ask students how these trends might impact organizations and employee behavior.</li> <li>Introduce the concept of contemporary challenges and opportunities in OB: Explain that OB must adapt to address ever-changing workplace dynamics.</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li><b>Key Challenges in OB:</b> Discuss several contemporary challenges, such as:               <ul style="list-style-type: none"> <li>Managing a diverse workforce: Accommodating cultural differences, generational gaps, and inclusion.</li> <li>Technological advancements: Impact of automation, artificial intelligence, and the need for continuous upskilling.</li> <li>The rise of the gig economy: Managing a more flexible workforce with less traditional employment structures.</li> <li>Work-life balance issues: Blurred lines between work and personal life, employee burnout.</li> <li>Global competition: Adapting to a globally connected workforce and diverse work cultures.</li> <li>Ethical considerations: Data privacy, artificial intelligence bias, and ethical leadership.</li> </ul> </li> <li><b>Impact of Challenges:</b> Explain how these challenges can impact individuals (stress, job insecurity) and organizations (reduced productivity, high turnover).</li> </ol> </li> <li><b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>Divide students into small groups and assign a specific challenge. Each group should discuss how this challenge can be turned into an opportunity for OB (e.g., utilizing technology for better communication and collaboration).</li> </ul> </li> </ol>
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student



	<p>understanding.</p> <ul style="list-style-type: none"><li>- Briefly discuss the importance of continuous learning and adaptability in the workplace.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are some key challenges faced by organizations today?</li><li>- How can OB help address the work-life balance issue?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 12</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Case Study of Organization Behavior</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Identify the primary organizational behavior issues affecting NovaTech. b. Analyze the role of leadership in creating the current organizational climate. c. How can NovaTech improve employee morale and job satisfaction?
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	1. Exercise (50 minutes) – - Discussion of the case of NovaTech, a young tech startup aiming to revolutionize the online learning platform.



<b>Lesson Plan No. 13</b>	<b>Course Name: Organizational Behavior Topic: Individual differences- Learning</b>	<b>Course No.: BBAMJ - 402</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>Define learning.</li> <li>Explain the different theories of learning</li> <li>Identify the key factors that influence learning</li> <li>Describe different learning styles</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask students To share an experience where they learned something new. Briefly discuss the different ways people learn.</li> <li>Introduce the concept of learning: Define learning as the process of acquiring knowledge, skills, or attitudes.</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li><b>Theories of Learning:</b> <ul style="list-style-type: none"> <li><b>Behaviorism:</b> Focuses on observable behavior changes through reinforcement and punishment.</li> <li><b>Cognitivism:</b> Emphasizes mental processes involved in learning, such as memory, information processing, and problem-solving.</li> <li><b>Constructivism:</b> Highlights the active role of learners in constructing their own understanding through experience and interaction with the environment.</li> </ul> </li> <li><b>Factors Influencing Learning:</b> <ul style="list-style-type: none"> <li><b>Motivation:</b> The desire and willingness to learn.</li> <li><b>Prior Knowledge:</b> Existing knowledge that provides a foundation for new learning.</li> <li><b>Practice:</b> Repetition and active engagement with the learning material.</li> <li><b>Feedback:</b> Providing information about performance to guide improvement.</li> <li><b>Environment:</b> Creating a supportive and stimulating learning environment.</li> </ul> </li> <li><b>Learning Styles:</b> Briefly introduce different learning styles (visual, auditory, kinesthetic) and how catering to different styles can enhance learning.</li> </ol> </li> <li><b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>One minute Paper</li> </ul> </li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the key learning outcomes and ensure student understanding.</li> </ol>



	<ul style="list-style-type: none"><li>- Briefly discuss the importance of lifelong learning and how understanding learning processes can help students approach learning more effectively.</li></ul> <p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 137</li><li>- <a href="https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000023MA/P001407/M028290/ET/1521799776Module13-TextLearning.pdf">https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000023MA/P001407/M028290/ET/1521799776Module13-TextLearning.pdf</a></li></ul> <p>3. Homework</p> <ul style="list-style-type: none"><li>- Ask students to reflect on their own learning habits and identify strategies they can use to improve their learning in a specific subject or skill area.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding of the key concepts</p> <ul style="list-style-type: none"><li>- What are the main learning theories?</li><li>- How can you improve your motivation to learn?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 14	Course Name: Organizational Behavior Topic: Individual differences- Attitude	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define attitude. b. Identify the three main components of an attitude
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students To share their attitudes towards a familiar object, activity, or person. Briefly discuss the reasons behind their attitudes.</li><li>- Introduce the concept of attitude: Define attitude as a learned predisposition to respond in a certain way to an object, person, or idea.</li></ul></li><li>2. <b>Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Components of Attitude: Introduce the tripartite model of attitude:<ul style="list-style-type: none"><li>- Cognitive component: Beliefs and thoughts associated with the attitude.</li><li>- Affective component: Feelings and emotions associated with the attitude.</li><li>- Behavioral component: Observable actions and tendencies related to the attitude.</li></ul></li><li>- Use examples to illustrate each component (e.g., attitude towards homework - cognitive: "it's boring," affective: feeling frustrated, behavioral: procrastinating).</li><li>- Explain how these components interact and influence overall attitude.</li></ol></li><li>b. Functions of Attitudes (optional): Briefly discuss the different functions of attitudes:<ul style="list-style-type: none"><li>- Adjustment function: Helps us cope with our environment and navigate social situations.</li><li>- Egotistic function: Protects self-esteem and self-image.</li><li>- Knowledge function: Provides a framework for understanding the world.</li><li>- Value-expressive function: Reflects our values and beliefs.</li></ul></li></ol> <li>3. <b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- Provide students with a list of attitudes and ask them to generate examples that illustrate each component (cognitive, affective, behavioral).</li></ul></li>
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student



	<p>understanding.</p> <ul style="list-style-type: none"><li>- Briefly discuss the impact of attitudes on behavior and the possibility of changing attitudes.</li></ul> <p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 169</li></ul> <p><a href="https://testbook.com/ugc-net-commerce/attitude-in-organisational-behaviour">https://testbook.com/ugc-net-commerce/attitude-in-organisational-behaviour</a></p> <p>3. Homework</p> <ul style="list-style-type: none"><li>- Ask students to choose an attitude they hold and analyze it using the tripartite model. They can reflect on the origin of this attitude and consider factors that might influence it.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the three components of an attitude?</li><li>- How do thoughts, feelings, and behaviors influence attitudes?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 15	Course Name: Organizational Behavior Topic: Individual differences- Attitude	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Explain the relationship between thoughts, feelings, and behaviors in shaping attitudes. b. Recognize the different functions of attitudes.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>- Ask students</li><li>- What is attitude?</li></ul></li><li>c. Introduce the relationship between thoughts, feelings, and behaviors in shaping attitudes : Define attitude as a learned predisposition to respond in a certain way to an object, person, or idea.</li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>a. What are thoughts, feelings, and behaviors?</li><li>b. What is the relationship between them?</li><li>c. How does these impact our attitudes?</li><li>d. Functions of Attitudes: Briefly discuss the different functions of attitudes:<ul style="list-style-type: none"><li>- Adjustment function: Helps us cope with our environment and navigate social situations.</li><li>- Egotistic function: Protects self-esteem and self-image.</li><li>- Knowledge function: Provides a framework for understanding the world.</li><li>- Value-expressive function: Reflects our values and beliefs.</li></ul></li></ol></li><li>3. <b>Exercise (5 minutes)</b> –<ul style="list-style-type: none"><li>- Provide students with a list of attitudes and ask them to generate examples that illustrate each component (cognitive, affective, behavioral).</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly discuss the impact of attitudes on behavior and the possibility of changing attitudes.</li></ul></li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 169</li></ul></li></ol>



	<p><a href="https://testbook.com/ugc-net-commerce/attitude-in-organisational-behaviour">https://testbook.com/ugc-net-commerce/attitude-in-organisational-behaviour</a></p> <p>3. Homework</p> <ul style="list-style-type: none"><li>- Ask students to choose an attitude they hold and analyze it using the tripartite model. They can reflect on the origin of this attitude and consider factors that might influence it.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the three components of an attitude?</li><li>- How do thoughts, feelings, and behaviors influence attitudes?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 16</b>	<b>Course Name: Organizational Behavior Topic: Individual differences- Personality</b>	<b>Course No.: BBAMJ - 402</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>Define personality.</li> <li>Identify the key characteristics of personality.</li> <li>Explain the major theories of personality</li> <li>Recognize the factors that influence personality development</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask students To describe themselves using personality traits. Briefly discuss how these traits influence their behavior and interactions with others.</li> <li>Introduce the concept of personality: Define personality as the unique and enduring patterns of thoughts, feelings, and behaviors that characterize an individual.</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li><b>Characteristics of Personality:</b> <ul style="list-style-type: none"> <li>Relatively stable over time: Personalities tend to remain consistent, but can also show some change over time.</li> <li>Influences thoughts, feelings, and behaviors: Personality shapes how individuals perceive, interpret, and react to situations.</li> <li>Unique to each person: While some traits are shared, the specific combination creates a unique personality.</li> </ul> </li> <li><b>Theories of Personality:</b> <ul style="list-style-type: none"> <li><b>Trait Theory:</b> Focuses on identifying and measuring fundamental personality traits</li> <li><b>Psychoanalytic Theory:</b> Emphasizes the role of unconscious mind, childhood experiences, and internal conflicts in shaping personality</li> <li><b>Humanistic Theory:</b> Focuses on individual potential, self-actualization, and the striving for personal growth (e.g., Maslow's Hierarchy of Needs).</li> </ul> </li> <li><b>Factors Influencing Personality:</b> <ul style="list-style-type: none"> <li>Briefly discuss the nature vs. nurture debate and how both genetics and environment contribute to personality development.</li> </ul> </li> </ol> </li> <li><b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>Provide students with hypothetical scenarios and ask them to predict how individuals with different personality types might behave.</li> </ul> </li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the key learning outcomes and ensure student</li> </ol>



	<p>understanding.</p> <ul style="list-style-type: none"><li>- Briefly discuss the impact of attitudes on behavior and the possibility of changing attitudes.</li></ul> <p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 89</li><li>- <a href="https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_personality.htm">https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_personality.htm</a></li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding of the key concepts</p> <ul style="list-style-type: none"><li>- What is personality?</li><li>- How do different theories explain personality development?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 17</b>	<b>Course Name: Organizational Behavior Topic: Individual differences- Personality</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Explain the major theories of personality b. Recognize the factors that influence personality development
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<p>1. <b>Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>- Ask students To describe themselves using personality traits. Briefly discuss how these traits influence their behavior and interactions with others.</li> <li>- Introduce the concept of personality: Define personality as the unique and enduring patterns of thoughts, feelings, and behaviors that characterize an individual.</li> </ul> <p>2. <b>Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>a. Characteristics of Personality: <ul style="list-style-type: none"> <li>- Relatively stable over time: Personalities tend to remain consistent, but can also show some change over time.</li> <li>- Influences thoughts, feelings, and behaviors: Personality shapes how individuals perceive, interpret, and react to situations.</li> <li>- Unique to each person: While some traits are shared, the specific combination creates a unique personality.</li> </ul> </li> <li>b. Theories of Personality: <ul style="list-style-type: none"> <li>- Trait Theory: Focuses on identifying and measuring fundamental personality traits</li> <li>- Psychoanalytic Theory: Emphasizes the role of unconscious mind, childhood experiences, and internal conflicts in shaping personality</li> <li>- Humanistic Theory: Focuses on individual potential, self-actualization, and the striving for personal growth (e.g., Maslow's Hierarchy of Needs).</li> </ul> </li> <li>c. Factors Influencing Personality: <ul style="list-style-type: none"> <li>- Briefly discuss the nature vs. nurture debate and how both genetics and environment contribute to personality development.</li> </ul> </li> </ul> <p>3. <b>Exercise (5 minutes) –</b></p> <ul style="list-style-type: none"> <li>- Provide students with hypothetical scenarios and ask them to predict how individuals with different personality types might behave.</li> </ul>
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student understanding.



	<ul style="list-style-type: none"><li>- Briefly discuss the impact of attitudes on behavior and the possibility of changing attitudes.</li></ul> <p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 89</li><li>- <a href="https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_personality.htm">https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_personality.htm</a></li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding of the key concepts</p> <ul style="list-style-type: none"><li>- What is personality?</li><li>- How do different theories explain personality development?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 18	Course Name: Organizational Behavior Topic: Individual differences- Perception	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define perception. b. Explain the difference between sensation and perception. c. Identify the key factors influencing perception d. Describe different perceptual illusions and explain their causes.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>Ask students To share an experience where their perception of something differed from reality. Briefly discuss these experiences.</li><li>Introduce the concept of perception: Define perception as the process of interpreting and organizing sensory information to create a meaningful experience of the world around us. Briefly distinguish between sensation (detection of stimuli by sensory organs) and perception (interpretation of those sensations).</li></ul></li><li><b>Development (30 minutes)</b><ol style="list-style-type: none"><li><b>Factors Influencing Perception:</b><ul style="list-style-type: none"><li>Sensory information: The raw data received through our senses (sight, sound, touch, taste, smell).</li><li>Past experiences: Our knowledge and understanding of the world influence how we interpret new information.</li><li>Expectations: What we anticipate seeing or experiencing can bias our perception.</li><li>Attention: We selectively focus on certain stimuli while ignoring others.</li><li>Motivation and emotions: Our needs and desires can influence how we perceive situations.</li></ul></li><li><b>Perceptual Illusions:</b><ul style="list-style-type: none"><li>Misinterpretations of sensory information that lead to inaccurate perceptions.</li></ul></li></ol></li><li><b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>Present students with an ambiguous image or situation and ask them to describe their interpretations. Discuss how different factors might influence their perceptions.</li></ul></li></ol>
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student



	<p>understanding.</p> <ul style="list-style-type: none"><li>- Briefly discuss the real-world implications of perception, e.g., optical illusions affecting driving safety, advertising strategies using perceptual principles.</li></ul> <p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 117</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What is the difference between sensation and perception?</li><li>- Describe an example of how expectations can influence perception?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 19</b>	<b>Course Name: Organizational Behavior Topic: Perception Errors and Distortions</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define perception and identify common perceptual errors. b. Analyze how perceptual errors can impact decision-making and interpersonal relationships. c. Apply strategies to minimize the impact of perceptual errors.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>Ask students "Have you ever misjudged someone based on first impressions?".</li><li>Brief Overview: Introduce the concept of perception and its importance in our daily lives.</li></ul></li><li><b>Development (30 minutes)</b><ol style="list-style-type: none"><li>Define perception as the process of interpreting and organizing sensory information.</li><li>Common Perceptual Errors:</li><li>Selective Perception: Noticing and interpreting information that confirms existing beliefs.</li><li>Halo/Horn Effect: Forming a general impression of someone based on a single trait.</li><li>Stereotyping: Making generalizations about a group of people.</li><li>Self-Serving Bias: Attributing successes to internal factors and failures to external factors.</li><li>Projection: Attributing one's own characteristics to others.</li><li>First Impression Error: Forming lasting judgments based on initial impressions.</li></ol></li><li><b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>Present students with an ambiguous image or situation and ask them to describe their interpretations. Discuss how different factors might influence their perceptions.</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>Briefly discuss the real-world implications of perception, e.g., optical illusions affecting driving safety, advertising strategies using perceptual principles.</li></ul></li><li>Suggested Reading</li></ol>



	<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 117</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What is the difference between sensation and perception?</li><li>- Describe an example of how expectations can influence perception?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 20	Course Name: Organizational Behavior Topic: Meaning, Characteristics and Components of Emotion	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Explain about the feelings and emotions b. Discriminate between feelings and emotions c. Identify the characteristics of emotions d. Enumerate the types of emotions e. Explain about the components of emotions
<b>Teaching Aids (if any)</b>	a. Power Point Presentation
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>Ask questions.</li><li>Discussion about personal experiences with strong emotions.</li><li>Ask students to share a time when they felt extremely happy, sad, angry, or scared.</li><li>Introduce the topic of emotions as a natural and essential part of human experience.</li></ul></li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Define emotion: "A complex state of feeling that results in physical and psychological changes that affect how we think and act."</li><li>Differentiate between emotions and moods.</li><li>Discuss the characteristics of emotions:<ul style="list-style-type: none"><li>Physical</li><li>Psychological</li><li>Behavioral</li></ul></li><li>Explain the three components of emotion:<ul style="list-style-type: none"><li>Cognitive</li><li>Physiological</li><li>Behavioral</li></ul></li><li>Provide examples of each component for different emotions.</li></ol></li><li><b>Exercise</b> (5 minutes) –<ul style="list-style-type: none"><li>Divide students into small groups.</li><li>Assign each group an emotion (e.g., happiness, sadness, anger).</li><li>Ask groups to create a short skit demonstrating the cognitive, physiological, and behavioral components of their assigned emotion.</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the key points about emotions, their characteristics, and components. Emphasize the importance of understanding and managing emotions. Encourage students to reflect on how emotions influence their daily lives.</li><li>Suggested Reading</li></ol>



	<ul style="list-style-type: none"><li>- Emotional intelligence by Steven J. Stein, Publisher, Willey, Edition 1<sup>st</sup> (2009), Page no- 11</li></ul> <p>3. Homework Write a short reflection on a personal emotional experience, identifying the components involved.</p> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Ask reflective questions:<ul style="list-style-type: none"><li>- What did you learn about emotions today?</li><li>- Why is it important to understand emotions?</li><li>- How can you apply what you learned about emotions to your life?</li></ul></li></ol> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 21	Course Name: Organizational Behavior Topic: Emotional Intelligence	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define emotional intelligence and its components. b. Understand the importance of emotional intelligence in personal and professional life. c. Identify and manage emotions effectively.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ul style="list-style-type: none"><li>- <b>Introduction</b> (5 minutes)</li><li>- Ask questions.</li><li>- What does it mean to be "intelligent"?</li><li>- How do you think emotions play a role in our lives?</li></ul> <p>Introduce the concept of emotional intelligence as the ability to understand and manage one's own emotions and the emotions of others.</p> <ul style="list-style-type: none"><li>- <b>Development</b> (35 minutes)</li><li>- Define <b>emotional intelligence</b>: Explain the components of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills).</li><li>- <b>Discuss the importance of emotional intelligence</b>: Highlight the benefits of emotional intelligence in personal relationships, career success, and overall well-being.</li><li>- <b>Identify and manage emotions</b>: Teach students techniques for identifying and managing emotions, such as mindfulness, deep breathing, and positive affirmations.</li><li>-</li></ul>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly discuss the ongoing nature of self-awareness development and the importance of continuous learning and feedback.</li></ul></li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 222</li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<ol style="list-style-type: none"><li>1. Ask reflective questions:<ul style="list-style-type: none"><li>- What is emotional intelligence?</li><li>- Why is emotional intelligence important?</li><li>- Who can benefit from developing emotional intelligence?</li></ul></li></ol>



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**Lesson Plan**

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	<p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 22</b>	<b>Course Name: Organizational Behavior Topic: Emotional Intelligence (EI) - Concept, Components and Benefits</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define emotional intelligence (EI) b. Identify the key components of EI c. Explain the benefits of high EI
<b>Teaching Aids (if any)</b>	a. Power Point Presentation
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>Ask questions. Is IQ enough for success? Encourage students to share their thoughts and experiences. Introduce the concept of emotional intelligence as a complement to IQ.</li></ul></li><li><b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>Define Emotional Intelligence (EI)</li><li>Explain EI as the ability to understand, use, and manage emotions effectively.</li><li>Differentiate between IQ and EI.</li><li>Components of EI: Discuss the four key components:<ul style="list-style-type: none"><li>Self-awareness: Understanding one's own emotions and how they affect others.</li><li>Self-regulation: Managing one's emotions and impulses.</li><li>Social awareness: Understanding the emotions of others and building empathy.</li><li>Relationship management: Building strong relationships through effective communication and cooperation. Provide examples of each component and real-life scenarios.</li></ul></li><li>Explain how EI contributes to personal and professional success.</li><li>Discuss the positive impact of EI on relationships, leadership, and problem-solving.</li></ol></li><li>Exercise (5 minutes) –<ul style="list-style-type: none"><li>Divide students into small groups.</li><li>Assign each group a real-life scenario (e.g., conflict resolution, teamwork, job interview).</li><li>Ask groups to discuss how EI can be applied to the given situation.</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the key points<ul style="list-style-type: none"><li>Recap the definition, components, and benefits of EI.</li><li>Ask students to share key takeaways from the lesson.</li></ul></li></ol>



	<p>2. Suggested Reading</p> <ul style="list-style-type: none"><li>- Emotional intelligence by Steven J. Stein, Publisher, Willey, Edition 1<sup>st</sup> (2009), Page no- 12</li><li>- Video Link-</li><li>- <a href="https://www.youtube.com/watch?v=D6_J7FfgWVc">https://www.youtube.com/watch?v=D6_J7FfgWVc</a></li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>1. Ask reflective questions:</p> <ul style="list-style-type: none"><li>- What did you learn about emotional intelligence today?</li><li>- Why is emotional intelligence important?</li><li>- Who can benefit from developing emotional intelligence?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 23</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Group Behavior:</b> <b>Classification of groups, stages of groups development</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Classify groups according to different criteria b. Explain the stages of group development and their characteristics. c. Identify the factors that influence group dynamics.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students What are some examples of groups you belong to? How do these groups differ from each other?</li><li>- Briefly introduce the concept of group behavior and its importance in various aspects of life (e.g., teamwork, social interaction).</li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li><b>a. Classification of Groups:</b><ul style="list-style-type: none"><li>- Define formal and informal groups.</li><li>- Discuss different types of groups based on size (e.g., small groups, large groups).</li></ul></li><li><b>b. Stages of Group Development:</b><ul style="list-style-type: none"><li>- Introduce the Tuckman model with the five stages: forming, storming, norming, performing, and adjourning.</li></ul></li><li><b>c. Explain the characteristics and key dynamics of each stage.</b></li></ol></li><li><b>3. Exercise (5 minutes) – Think-Pair-Share</b><ul style="list-style-type: none"><li>- If you are a part of a new project team, identify the stage the group might be in and explain their reasoning?</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly discuss the real-world applications of understanding group behavior (e.g., leadership, communication, conflict resolution).</li></ul></li><li>2. Suggested Reading:<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 329</li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	Ask reflective questions to assess student understanding



	<ul style="list-style-type: none"><li>- What are the different ways to classify groups?</li><li>- Explain the stages a group goes through in its development.</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 24</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Group Behavior:</b> <b>Group structure</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define group structure and its different b. Explain how group structure impacts decision-making processes. c. Identify strengths and weaknesses of different group structures for decision-making
<b>Teaching Aids (if any)</b>	a. Whiteboard b. Power Point Presentations
<b>Teaching Development</b>	1. <b>Introduction (5 minutes)</b> - Ask students To think about a recent group project or activity. Briefly discuss what made the experience successful or challenging. - Briefly explain the importance of understanding group structures and how they influence decision-making.  2. <b>Development (30 minutes)</b> a. Define group structure and its different types b. Discuss how group structure impacts decision-making processes  3. <b>Exercise (5 minutes) –</b> Think-Pair-Share - If you are a part of a new project team, identify the stage the group might be in and explain their reasoning?
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student understanding. - Briefly recap the main points of the lesson, emphasizing the connection between group structure and decision-making effectiveness.  2. Suggested Reading: - Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 329 - <a href="https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/group-decision-making">https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/group-decision-making</a>  Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	Ask reflective questions to assess student understanding - What are the different types of group structures?



	<ul style="list-style-type: none"><li>- Why does group structure matter in decision-making?</li><li>- Who plays a key role in different group structures?</li><li>- Encourage students to answer and discuss their understanding.</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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Lesson Plan No. 25	Course Name: Organizational Behavior Topic: Group Behavior: Group decision making	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define group decision making. b. Identify different group decision-making techniques. c. Evaluate the advantages and disadvantages of group decision making. d. Participate effectively in group decision-making processes.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students Have you ever made a decision as a group? What were the challenges and benefits of group decision making in that situation?</li><li>- Introduce the concept of group decision making and its importance in various settings.</li></ul></li><li>2. <b>Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Definition and Importance:<ul style="list-style-type: none"><li>- Define group decision making as a process where multiple individuals work together to reach a consensus.</li><li>- Discuss the benefits of group decision making</li></ul></li><li>b. Group Decision-Making Techniques:<ul style="list-style-type: none"><li>- Explain various group decision-making techniques: Authority Rule Minority Rule Majority Rule Consensus Unanimity Delphi Technique Nominal Group Technique</li></ul></li><li>c. Advantages and Disadvantages:<ul style="list-style-type: none"><li>- Discuss the advantages of group decision making (increased creativity, diverse perspectives, shared responsibility).</li><li>- Discuss the disadvantages of group decision making</li></ul></li></ol></li><li>3. <b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- Divide students into small groups. Present a group decision-making scenario. Ask each group to choose a decision-making technique and justify their choice.</li><li>- Have each group share their decision and reasoning with the class.</li></ul></li></ol>
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student



	<p>understanding.</p> <ul style="list-style-type: none"><li>- Briefly review the concept of group decision making, different techniques, and their advantages and disadvantages.</li></ul> <p>2. Suggested Reading:</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 329</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the different group decision-making techniques?</li><li>- Why is it important to consider the advantages and disadvantages of different techniques?</li><li>- How can you effectively participate in a group decision-making process?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 26	Course Name: Organizational Behavior Topic: Transactional Analysis: Ego States	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define ego states in the context of Transactional Analysis. b. Identify the three main ego states. c. Explain the characteristics and behaviors associated with each ego state.
<b>Teaching Aids (if any)</b>	a. Whiteboard b. Power Point Presentations
<b>Teaching Development</b>	1. <b>Introduction (5 minutes)</b> - Ask students To describe a situation where they felt they were acting like a "child," an "adult," or a "parent" (without using these terms). Briefly discuss these experiences. - Introduce Transactional Analysis (TA) as a theory of personality and communication.  2. <b>Development (30 minutes)</b> a. Ego States: - Define ego states as psychological states that influence our thoughts, feelings, and behaviors. - Introduce the three main ego states: Parent: Contains internalized rules and attitudes from caregivers. (Critical Parent, Nurturing Parent) - Adult: Focuses on objective reality and problem-solving. - Child: Encompasses emotions, impulses, and experiences from childhood. (Adapted Child, Natural Child) b. Explain the characteristics and behaviors associated with each ego state  3. <b>Exercise (5 minutes) –</b> - Present students with real-life communication examples and ask them to identify the ego states involved and the likely outcome of the transaction (complementary or crossed).
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student understanding. - Briefly discuss the applications of TA in communication, self-awareness, and improving interpersonal relationships.  2. Suggested Reading - Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 312



	Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	Ask reflective questions to assess student understanding <ul style="list-style-type: none"><li>- What are the three ego states in TA?</li><li>- How can understanding life positions help us improve communication?</li></ul> Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 27</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Transactional Analysis: Life Positions and Transactions</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Describe the four life positions in TA b. Recognize the concept of transactions in TA and differentiate between complementary and crossed transactions.
<b>Teaching Aids (if any)</b>	a. Whiteboard b. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students To describe a situation where they felt they were acting like a "child," an "adult," or a "parent" (without using these terms). Briefly discuss these experiences.</li><li>- Introduce Transactional Analysis (TA) as a theory of personality and communication.</li></ul></li><li>2. <b>Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Life Positions:<ul style="list-style-type: none"><li>- Introduce life positions as basic beliefs about oneself and others</li><li>- Discuss the four main life positions:<ul style="list-style-type: none"><li>- I'm OK - You're OK (healthy, balanced)</li><li>- I'm OK - You're Not OK (superiority complex)</li><li>- I'm Not OK - You're OK (low self-esteem)</li><li>- I'm Not OK - You're Not OK (depression, hopelessness)</li></ul></li></ul></li><li>b. Transactions:<ul style="list-style-type: none"><li>- Define transactions as communication exchanges between ego states.</li><li>- Explain the difference between complementary transactions (flowing smoothly) and crossed transactions (leading to misunderstandings).</li></ul></li></ol></li><li>3. <b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- Present students with real-life communication examples and ask them to identify the ego states involved and the likely outcome of the transaction (complementary or crossed).</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly discuss the applications of TA in communication, self-awareness, and improving interpersonal relationships.</li></ul></li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 312</li></ul></li></ol>



	Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	Ask reflective questions to assess student understanding <ul style="list-style-type: none"><li>- What are the three ego states in TA?</li><li>- How can understanding life positions help us improve communication?</li></ul> Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 28	Course Name: Organizational Behavior Topic: The Johari Window Model	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define the Johari Window Model and its four quadrants b. Explain how the Johari Window Model helps improve self-awareness and communication c. Identify strategies for increasing the Open area and reducing the Blind Spot in the Johari Window.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students Briefly discuss the importance of self-awareness in communication. Ask students to share an example of a communication challenge they faced due to a misunderstanding.</li><li>- Introduce the Johari Window Model: Briefly explain the concept of a Johari Window as a tool for understanding self-awareness and communication.</li></ul></li><li>2. <b>Development (30 minutes)</b><ol style="list-style-type: none"><li>a. The Four Quadrants:<ul style="list-style-type: none"><li>- Open: Information known by both you and others.</li><li>- Hidden: Information you know but keep from others.</li><li>- Blind Spot: Information others know about you that you are unaware of.</li><li>- Unknown: Information unknown to both you and others.</li></ul></li><li>b. Benefits of the Johari Window: Explain how the Johari Window helps improve self-awareness and communication by:<ul style="list-style-type: none"><li>- Increasing understanding of how others perceive you.</li><li>- Identifying areas for self-disclosure and feedback seeking.</li><li>- Building stronger and more trusting relationships.</li></ul></li><li>c. Strategies for Growth: Discuss strategies for increasing the Open area and reducing the Blind Spot:<ul style="list-style-type: none"><li>- Self-disclosure: Sharing information with others about yourself.</li><li>- Seeking feedback: Actively asking for feedback from others.</li><li>- Active listening: Paying close attention to understand others' perspectives</li></ul></li></ol></li><li>3. <b>Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- Ask students to reflect on their own communication experiences and identify areas for growth based on the Johari Window.</li></ul></li></ol>



<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly discuss the ongoing nature of self-awareness development and the importance of continuous learning and feedback.</li></ul></li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 222</li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the four quadrants of the Johari Window?</li><li>- How can the Johari Window Model help improve communication?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 29	Course Name: Organizational Behavior Topic: Nominal group technique	Course No.: BBAMJ-402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Understand Nominal Group Technique b. Identify Nominal Group Technique (NGT) as a method for group decision making.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>- Ask students</li><li>- Define decision-making.</li><li>Importance of decision-making.</li><li>- What do you mean by the term "individual decision making" and "group decision making."</li><li>- Why decision making is important in both personal and organizational contexts.</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>a. Nominal Group Technique (NGT) Introduce the Nominal Group Technique (NGT) as a structured method for group decision making.</li><li>b. Explain the five steps of NGT: silent idea generation, roundrobin sharing, clarification and discussion, voting, and ranking.</li></ol></li><li>3. <b>Exercise (5 minutes)</b> –<ul style="list-style-type: none"><li>- Use examples to demonstrate how NGT can be applied in various settings, such as business meetings, community planning, or healthcare decision making.</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly revisit the objectives and ensure students understand their applications.</li></ul></li><li>2. Suggested Reading:<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 423</li><li>- <a href="https://www.verywellmind.com/leadership-theories-2795323">https://www.verywellmind.com/leadership-theories-2795323</a></li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	Ask reflective questions to assess student understanding



	<ul style="list-style-type: none"><li>- What is Nominal method?</li><li>- Why it is important in Management?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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Lesson Plan No. 30	Course Name: Organizational Behavior Topic: Delphi Technique	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define the Delphi Technique and explain its purpose. b. Identify the key steps involved in conducting a Delphi study. c. Analyze the advantages and disadvantages of the Delphi Technique. d. Apply the Delphi Technique to a hypothetical decision-making scenario.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students "How can we effectively gather expert opinions on complex issues where consensus is difficult to achieve?"</li><li>- Brief Overview: Introduce the Delphi Technique as a structured method for eliciting expert opinions.</li><li>-</li></ul></li><li><b>2. Development (30 minutes)</b><ul style="list-style-type: none"><li>• Defining and understanding the Delphi Technique:<ol style="list-style-type: none"><li>a. Define the Delphi Technique and its key characteristics (anonymity, iteration, controlled feedback).</li><li>b. Discuss the potential benefits of anonymity in eliciting unbiased opinions.</li><li>c. Analyze how the iterative process helps to refine expert judgments.<ul style="list-style-type: none"><li>• The Delphi Process:</li></ul></li><li>d. Describe the key steps involved in conducting a Delphi study.</li><li>e. Create a simple flowchart or diagram to illustrate the process.</li><li>f. Discuss a real-world example of the Delphi Technique in action.<ul style="list-style-type: none"><li>• Advantages and Disadvantages:</li></ul></li><li>g. Discuss the strengths and weaknesses of the Delphi Technique compared to other decision-making methods (e.g., brainstorming, voting).</li></ol></li><li><b>3. Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- <b>Group Activity:</b> Divide students into small groups and have them brainstorm a hypothetical scenario where the Delphi Technique could be applied (e.g., choosing the location for a new campus building).</li></ul></li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly review the key concepts of the Delphi Technique, including its definition, key steps, and advantages/disadvantages.</li></ul></li></ol>



	<p>Suggested Reading:</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 423</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the key characteristics that distinguish the Delphi Technique from other decision-making methods?</li><li>- How can the Delphi Technique be used to improve organizational decision-making?</li><li>- What are the potential limitations of the Delphi Technique in real-world applications?</li><li>- Allow students to answer and discuss these questions to assess their understanding.</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 31</b>	<b>Course Name: Organizational Behavior Topic: Models of Communication</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define and explain the key components of the linear model of communication. b. Compare and contrast the linear and transactional models of communication. c. Analyze the strengths and limitations of different communication models. d. Apply communication models to real-life scenarios.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students "How do we communicate with each other? What are the different ways we send and receive messages?"</li><li>- Briefly introduce the concept of communication models as frameworks for understanding the communication process.</li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li><b>a. Linear Model:</b> Introduce the basic components of the linear model (sender, message, channel, receiver, noise). Use a diagram to illustrate the model. Discuss the limitations of the linear model (e.g., one-way communication, limited feedback).<ul style="list-style-type: none"><li>• <b>Transactional Model:</b></li></ul></li><li><b>b. Introduce the key concepts of the transactional model (simultaneous sending and receiving, feedback loops, context).</b></li><li><b>c. Use a diagram to illustrate the transactional model.</b></li><li><b>d. Discuss the strengths of the transactional model in capturing the dynamic nature of communication.</b><ul style="list-style-type: none"><li>• <b>Interactive Model: (If applicable)</b></li></ul></li><li><b>e. Briefly discuss other models (e.g., interactive model) and their key features.</b></li></ol></li><li><b>3. Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- <b>Group Activity:</b> Divide students into small groups.</li><li>- Provide a real-life communication scenario (e.g., a conversation, a social media post).</li><li>- Ask groups to analyze the scenario using different communication models.</li><li>- Have groups present their findings to the class.</li></ul></li></ol>
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student



	<p>understanding.</p> <ul style="list-style-type: none"><li>- Briefly review the key features of the linear and transactional models.</li><li>- Emphasize the importance of understanding communication as a dynamic and interactive process.</li><li>- Suggested Reading: Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 423</li><li>- <a href="https://www.verywellmind.com/leadership-theories-2795323">https://www.verywellmind.com/leadership-theories-2795323</a></li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- "What are the key differences between the linear and transactional models of communication?"</li><li>- "How can understanding communication models help you improve your own communication skills?"</li><li>- "How do these models apply to different forms of communication (e.g., face-to-face, online)?"</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 32	Course Name: Organizational Behavior Topic: Communication and Feedback	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define communication and its key components. b. Identify different communication channels and their effectiveness. c. Explain the importance of effective feedback in communication. d. Differentiate between constructive and destructive feedback. e. Apply active listening skills in a simulated communication scenario.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	1. <b>Introduction</b> (5 minutes) - Ask students "How do you think miscommunication can impact our daily lives?" or "What makes a conversation truly effective?"  2. <b>Development</b> (35 minutes) • Definition and Components of Communication: a. Define communication and its key elements (sender, message, channel, receiver, noise, feedback). b. Discuss different communication models (e.g., linear, transactional). • Channels of Communication: c. Explore various communication channels (verbal, nonverbal, written, electronic) and their advantages/disadvantages. d. Discuss the impact of technology on communication. • Importance of Feedback: e. Emphasize the role of feedback in the communication process. f. Explain the difference between constructive and destructive feedback. g. Provide guidelines for giving and receiving effective feedback (e.g., be specific, be timely, be respectful).
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student understanding.  - Emphasize the importance of effective communication in personal and professional life.  2. Suggested Reading:  3. Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 423



	<p>4. <a href="https://www.toppr.com/guides/fundamentals-of-economics-and-management-cma/leadership-and-management/leadership-effectiveness/">https://www.toppr.com/guides/fundamentals-of-economics-and-management-cma/leadership-and-management/leadership-effectiveness/</a></p> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the most important aspects of effective communication?</li><li>- How can you improve your own communication skills?</li><li>- How can you apply the concepts of feedback in your personal and professional life?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 33</b>	<b>Course Name: Organizational Behavior Topic: Role Playing on Communication Skills</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Identify Different communication styles b. Impact of effective communication on Organizational Culture
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<p>1. <b>Introduction (5 minutes)</b> Ask students "What are some situations where effective communication is crucial?" (e.g., job interviews, customer service, presentations, team meetings). - Briefly introduce the concept of role-playing as a learning and training method.</p> <p>2. <b>Exercise (40 minutes) –</b></p> <p>- Role-playing: Divide students into pairs and provide them with a short communication scenario (e.g., a conflict situation, a job interview).</p> <p>- Divide students into pairs or small groups.</p> <p>- Assign each group a specific role-playing scenario.</p> <p>- Allow students 5-10 minutes to prepare for their roles.</p>
<b>Closure</b>	<b>Closure (5 minutes)</b>  - Get affirmation from students on the achievement of learning objectives.  - Discuss any challenges faced during the role-playing exercise.
<b>Evaluation</b>	Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 34</b>	<b>Course Name: Organizational Behavior Topic: Motivation-Concept, Types, Importance</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Explain the concept of motivation in their own words and differentiate it from related terms. b. List and describe the main types of motivation Discuss the role of motivation in learning, behavior, and achieving goals.
<b>Teaching Aids (if any)</b>	Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students To activate prior knowledge and pique students' interest in motivation. What makes you want to learn something new? Have you ever struggled to stay motivated for a task?</li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Define and discuss intrinsic and extrinsic motivation:<ul style="list-style-type: none"><li>- Explain the key differences between internal and external motivators.</li></ul></li><li>b. Explore the role of motivation in goal setting and achievement:<ul style="list-style-type: none"><li>- Discuss how motivation helps set goals, overcome challenges, and persevere through difficulties.</li></ul></li><li>c. Explore the impact of motivation on learning:<ul style="list-style-type: none"><li>- Explain how motivation enhances focus, engagement, and information retention.</li></ul></li></ol></li><li><b>3. Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- Present a situation where motivation plays a role (e.g., studying for a test, practicing a sport).</li><li>- Ask students to identify the type of motivation involved (intrinsic/extrinsic) and explain their reasoning.</li></ul><p>Encourage group discussion and sharing of perspectives.</p></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly restate the key points covered (definition, types, importance of motivation).</li><li>- Get affirmation from students: Ask if there are any remaining questions or areas needing clarification</li></ul></li><li>2. Suggested Reading</li></ol>



	<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 217</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- Ask students to define motivation in their own words.</li><li>- Ask students to explain the importance of motivation in achieving goals.</li><li>- Ask students to identify someone they find motivational and explain why.</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 35	Course Name: Organizational Behavior Topic: Early Theories of Motivation	Course No.: BBAMJ - 402
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Explain the difference between content theories and process theories of motivation. b. Identify and describe several key motivational theories Apply motivational theories to real-world scenarios, such as understanding employee motivation or personal goal setting
<b>Teaching Aids (if any)</b>	a. Power Point Presentations Youtube Video
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students What makes you feel motivated? What makes you lose motivation?</li><li>- Briefly introduce the concept of motivation and its importance in our personal and professional lives.</li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li><b>a. Content Theories:</b><ul style="list-style-type: none"><li>- Introduce the concept of content theories and explain how they focus on what motivates people (their needs and desires).</li><li>- Discuss Maslow's Hierarchy of Needs, using a diagram to illustrate the different levels.</li><li>- Briefly mention other content theories like Alderfer's ERG theory and McClelland's Needs Theory.</li></ul></li></ol></li><li><b>3. Exercise (5 minutes) –</b> Present a real-world scenario (e.g., a student struggling to stay motivated in a challenging class) and ask students to discuss which motivational theories could be applied and why.</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly revisit the objectives and ensure students understand the main content and process theories of motivation.</li></ul></li><li>2. Suggested Reading<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 217</li><li>- <a href="https://unacademy.com/content/upsc/study-material/public-administration/theories-of-motivation/">https://unacademy.com/content/upsc/study-material/public-administration/theories-of-motivation/</a></li><li>- Video Link - <a href="https://www.youtube.com/watch?v=rRFIqyhvz5c">https://www.youtube.com/watch?v=rRFIqyhvz5c</a></li></ul></li></ol>



	Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	Ask reflective questions to assess student understanding <ul style="list-style-type: none"><li>- What are the different categories of motivational theories?</li><li>- Why is understanding motivation important?</li><li>- Who can benefit from applying motivational theories?</li></ul> Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 36</b>	<b>Course Name: Organizational Behavior Topic: Contemporary Theories of Motivation</b>	<b>Course No.: BBAMJ - 402</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>Explain the difference between content theories and process theories of motivation.</li> <li>Identify and describe several key motivational theories</li> <li>Apply motivational theories to real-world scenarios, such as understanding employee motivation or personal goal setting</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Power Point Presentations</li> <li>YouTube Video</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask students               <ul style="list-style-type: none"> <li>What makes you feel motivated?</li> <li>What makes you lose motivation?</li> </ul> </li> <li>Briefly introduce the concept of motivation and its importance in our personal and professional lives.</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>Process Theories:               <ul style="list-style-type: none"> <li>Introduce the concept of process theories and explain how they focus on how motivation works (the thought processes behind our actions).</li> </ul> </li> </ol> </li> <li><b>Exercise (5 minutes) –</b> Present a real-world scenario (e.g., a student struggling to stay motivated in a challenging class) and ask students to discuss which motivational theories could be applied and why.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the key learning outcomes and ensure student understanding.           <ul style="list-style-type: none"> <li>Briefly revisit the objectives and ensure students understand the main content and process theories of motivation.</li> </ul> </li> <li>Suggested Reading:           <ul style="list-style-type: none"> <li>Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 217</li> <li><a href="https://unacademy.com/content/upsc/study-material/public-administration/theories-of-motivation/">https://unacademy.com/content/upsc/study-material/public-administration/theories-of-motivation/</a></li> <li>Video Link- <a href="https://www.youtube.com/watch?v=rRFIqyhvz5c">https://www.youtube.com/watch?v=rRFIqyhvz5c</a></li> </ul> </li> </ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>



<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the different categories of motivational theories?</li><li>- Why is understanding motivation important?</li><li>- Who can benefit from applying motivational theories (individuals, organizations)?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 37</b>	<b>Course Name: Organizational Behavior Topic: Integrating Contemporary Theories of Motivation</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Explain the difference between content theories and process theories of motivation. b. Identify and describe several key motivational theories c. Apply motivational theories to real-world scenarios, such as understanding employee motivation or personal goal setting
<b>Teaching Aids (if any)</b>	a. Power Point Presentations b. You Tube Video
<b>Teaching Development</b>	1. <b>Introduction</b> (5 minutes) - Ask students What makes you feel motivated? What makes you lose motivation? - Briefly introduce the concept of motivation and its importance in our personal and professional lives.  2. <b>Development</b> (30 minutes)  a. Discuss expectancy theory (e.g., Vroom's expectancy theory) and equity theory (e.g., Adams' equity theory), explaining the factors that influence our motivation in these models.  3. <b>Exercise (5 minutes)</b> – Present a real-world scenario (e.g., a student struggling to stay motivated in a challenging class) and ask students to discuss which motivational theories could be applied and why.
<b>Closure</b>	1. Summarize the key learning outcomes and ensure student understanding. - Briefly revisit the objectives and ensure students understand the main content and process theories of motivation.  2. Suggested Reading:  - Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 217  - <a href="https://unacademy.com/content/upsc/study-material/public-administration/theories-of-motivation/">https://unacademy.com/content/upsc/study-material/public-administration/theories-of-motivation/</a>  - Video Link- <a href="https://www.youtube.com/watch?v=rRFIqyhvz5c">https://www.youtube.com/watch?v=rRFIqyhvz5c</a>



	Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the different categories of motivational theories?</li><li>- Why is understanding motivation important?</li><li>- Who can benefit from applying motivational theories (individuals, organizations)?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 38</b>	<b>Course Name: Organizational Behavior Topic: Behavior modification-Identify Behavior Problem</b>	<b>Course No.: MBA-104</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>Define behavior modification and its key principles.</li> <li>Identify and describe different types of observable behaviors in an organizational setting.</li> <li>Recognize the importance of accurately identifying and defining target behaviors for modification.</li> <li>Analyze case studies to identify potential behavior problems in an organizational context.</li> <li>Apply observation methods to collect data on specific employee behaviors.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction</b> (5 minutes)           <ul style="list-style-type: none"> <li>Ask students "How can we improve employee performance and address workplace challenges through behavior modification?"</li> </ul> <p>Briefly introduce the concept of behavior modification and its applications in organizational settings.</p> </li> <li><b>Development</b> (20 minutes)           <ol style="list-style-type: none"> <li>Define behavior modification and its core principles (operant conditioning, reinforcement, punishment).</li> <li>Discuss the importance of identifying and defining target behaviors:</li> <li>Specificity: Clearly and objectively define the behavior. (e.g., "Arriving late to meetings" vs. "Being punctual")</li> <li>Observability: Ensure the behavior can be easily observed and measured.</li> <li>Measurability: Establish clear criteria for measuring the frequency, duration, or intensity of the behavior.</li> <li>Explore different types of observable behaviors in the workplace:               <ol style="list-style-type: none"> <li>Performance-related: Productivity, quality of work, meeting deadlines</li> <li>Interpersonal: Communication, teamwork, conflict resolution</li> <li>Safety: Following safety protocols, using safety equipment</li> <li>Analyze case studies: Present real-world or hypothetical scenarios and have students identify potential behavior problems.</li> </ol> </li> </ol> </li> </ol>



	<p><b>3. Exercise (15 minutes) –</b> - Think – Pair- Share</p>
<b>Closure</b>	<p>1. Summarize the key takeaways from the lesson (importance of identifying and defining target behaviors, application of behavioral principles).</p> <p>2. Suggested Reading:</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 519</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What: What are the key challenges in identifying and defining target behaviors?</li><li>- Why: Why is it crucial to accurately define target behaviors for effective behavior modification?</li><li>- Who: How can you apply the principles of behavior identification to improve your own behavior or the behavior of others?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 39</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: OB mod inpractice</b>	<b>Course No.: MBA-104</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define Organizational Behavior Modification (OB Mod) and its key principles. b. Identify and describe the steps involved in the OB Mod process. c. Apply OB Mod principles to analyze and address workplace behavior issues. d. Discuss the ethical considerations and potential challenges of implementing OB Mod. e. Evaluate the effectiveness of OB Mod interventions in different organizational contexts.
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li>1. <b>Introduction</b> (5 minutes)<ul style="list-style-type: none"><li>- Ask students "How can organizations effectively change employee behavior?" "What are some ways to encourage desired behaviors and discourage undesired ones?"</li><li>- Briefly introduce the concept of Organizational Behavior Modification (OB Mod) as a systematic approach to changing behavior in the workplace.</li></ul></li><li>2. <b>Development</b> (30 minutes)<ol style="list-style-type: none"><li>a. • Define OB Mod: Explain OB Mod as the application of behavioral learning principles (operant conditioning) to improve workplace performance.</li><li>b. Key Principles:<ul style="list-style-type: none"><li>- Reinforcement: Positive reinforcement, negative reinforcement, punishment.</li><li>- Extinction: Withholding reinforcement to decrease the frequency of a behavior.</li><li>- Schedules of Reinforcement: Continuous, intermittent (fixed interval, variable interval, fixed ratio, variable ratio).</li></ul></li><li>c. Steps in the OB Mod Process:<ul style="list-style-type: none"><li>- Identify target behaviors: Observe and document specific behaviors that need improvement.</li><li>- Conduct a functional analysis: Determine the antecedents and consequences of the target behavior.</li><li>- Develop and implement an intervention: Design and implement a plan to modify behavior using reinforcement techniques.</li><li>- Evaluate the effectiveness: Monitor the impact of the intervention and make adjustments as needed.</li></ul></li></ol></li></ol>



	<p><b>3. Exercise (5 minutes) –</b> - Think-Pair- Share</p> <p>Provide students a short scenario and tell them to discuss within groups, considering the process stages and addressing potential issues.</p>
<b>Closure</b>	<p>1. Summarize the key learning outcomes and ensure student understanding.</p> <ul style="list-style-type: none"><li>- Briefly discuss the key concepts of OB Mod and its applications in the workplace.</li></ul> <p>2. Suggested Reading:</p> <ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 521</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What: What are the key principles of OB Mod?</li><li>- Why: How can OB Mod be used to improve employee performance and organizational effectiveness?</li><li>- Who: How can managers effectively apply OB Mod principles in their own work settings?</li><li>- Allow students to answer and discuss these questions in pairs or small groups. Observe student participation and the quality of their responses to assess their understanding and application of the concepts.</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 40</b>	<b>Course Name: Organizational Behavior Topic: Leadership- Concept and Approaches and styles</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define leadership and its key components. b. Identify and differentiate between various leadership approaches and styles. c. Analyze the strengths and weaknesses of different leadership styles. d. Evaluate the most effective leadership approach for specific situations
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students What does leadership mean to you? Can you think of any leaders you admire? Why?</li><li>- Briefly introduce the concept of leadership and its importance in various contexts.</li></ul></li><li><b>2. Development (35 minutes)</b><ol style="list-style-type: none"><li>Define the meaning and concept of leadership<ul style="list-style-type: none"><li>- What is leadership</li><li>- Characteristics of leadership</li><li>- Importance of leadership</li></ul></li><li>Discuss different approaches to leadership:<ul style="list-style-type: none"><li>- Trait approach</li><li>- Behavioral approach</li><li>- Situational approach</li></ul></li><li>Introduce common leadership styles with clear explanations and examples:<ul style="list-style-type: none"><li>- Autocratic (Authoritarian)</li><li>- Democratic (Participative)</li><li>- Laissez-faire</li><li>- Transformational</li><li>- Servant Leadership</li></ul></li></ol></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>Summarize the key learning outcomes and ensure student understanding. Recap the different leadership approaches and styles.</li><li>Suggested Reading:<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 423</li></ul></li></ol>



	<ul style="list-style-type: none"><li>- <a href="https://hbr.org/2024/04/6-common-leadership-styles-and-how-to-decide-which-to-use-when">https://hbr.org/2024/04/6-common-leadership-styles-and-how-to-decide-which-to-use-when</a></li></ul> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the different leadership styles?</li><li>- Why is it important to understand different leadership styles?</li><li>- Who might benefit from using a particular style?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 41</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Theories of Leadership</b>	<b>Course No.: BBAMJ - 402</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>Identify and explain the major theories of leadership</li> <li>Analyse the strengths and weaknesses of different leadership styles.</li> <li>Apply leadership theories to real-world scenarios</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask students What does leadership mean to you? Can you think of any famous leaders?</li> <li>Briefly discuss the importance of leadership in various aspects of life</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>Introduce and explain major leadership theories:               <ul style="list-style-type: none"> <li>Trait Theory</li> <li>Behavioral Theory</li> </ul> </li> </ol> </li> <li><b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>Divide students into small groups and assign them a scenario that reflects a leadership challenge.</li> <li>Ask them to discuss which leadership style would be most effective in that situation and why.</li> </ul> </li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the key learning outcomes and ensure student understanding.       <ul style="list-style-type: none"> <li>Briefly revisit the objectives and ensure students understand the main theories and their applications.</li> </ul> </li> <li>Suggested Reading:       <ul style="list-style-type: none"> <li>Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 423</li> <li><a href="https://www.verywellmind.com/leadership-theories-2795323">https://www.verywellmind.com/leadership-theories-2795323</a></li> </ul> </li> </ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"> <li>What are the different leadership theories we discussed today?</li> <li>Why are leadership theories important?</li> <li>Can you think of an example of a leader who embodies a specific style?</li> </ul>



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	Spend 5 minutes to evaluate student assimilation of the lesson contents
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<b>Lesson Plan No. 42</b>	<b>Course Name: Organizational Behavior Topic: Theories of Leadership</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Identify and explain the major theories of leadership b. Analyze the strengths and weaknesses of different leadership styles. c. Apply leadership theories to real-world scenarios
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students What does leadership mean to you? Can you think of any famous leaders?</li><li>- Briefly discuss the importance of leadership in various aspects of life</li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Introduce and explain major leadership theories:<ul style="list-style-type: none"><li>- Situational/Contingency Theories</li></ul></li></ol></li><li><b>3. Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- Divide students into small groups and assign them a scenario that reflects a leadership challenge.</li><li>- Ask them to discuss which leadership style would be most effective in that situation and why.</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.<ul style="list-style-type: none"><li>- Briefly revisit the objectives and ensure students understand the main theories and their applications.</li></ul></li><li>2. Suggested Reading:<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 423</li><li>- <a href="https://www.verywellmind.com/leadership-theories-2795323">https://www.verywellmind.com/leadership-theories-2795323</a></li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	Ask reflective questions to assess student understanding <ul style="list-style-type: none"><li>- What are the different leadership theories we discussed today?</li><li>- Why are leadership theories important?</li><li>- Can you think of an example of a leader who embodies a specific style?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



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**Lesson Plan**

Kot Bhalwal, Jammu



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



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<b>Lesson Plan No. 43</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Theories of Leadership</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Identify and explain the major theories of leadership b. Analyze the strengths and weaknesses of different leadership styles. c. Apply leadership theories to real-world scenarios
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>- Ask students What does leadership mean to you? Can you think of any famous leaders?</li> <li>- Briefly discuss the importance of leadership in various aspects of life</li> </ul> </li> <li>2. <b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>a. Introduce and explain major leadership theories:           <ul style="list-style-type: none"> <li>- Transformational/Transactional Leadership</li> </ul> </li> </ol> </li> <li>3. <b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>- Divide students into small groups and assign them a scenario that reflects a leadership challenge.</li> <li>- Ask them to discuss which leadership style would be most effective in that situation and why.</li> </ul> </li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Summarize the key learning outcomes and ensure student understanding.           <ul style="list-style-type: none"> <li>- Briefly revisit the objectives and ensure students understand the main theories and their applications.</li> </ul> </li> <li>2. Suggested Reading:           <ul style="list-style-type: none"> <li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 423</li> <li>- <a href="https://www.verywellmind.com/leadership-theories-2795323">https://www.verywellmind.com/leadership-theories-2795323</a></li> </ul> </li> </ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"> <li>- What are the different leadership theories we discussed today?</li> <li>- Why are leadership theories important?</li> <li>- Can you think of an example of a leader who embodies a specific style?</li> </ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 44</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Leadership Effectiveness</b>	<b>Course No.: BBAMJ - 402</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>Define leadership effectiveness and its key components.</li> <li>Identify different leadership styles and their strengths and weaknesses.</li> <li>Explain the importance of effective communication for leaders.</li> <li>Analyze real-world examples of effective and ineffective leadership.</li> <li>Develop a plan to improve their own leadership skills</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask students What are some qualities of a good leader? Have you ever had a leader you admired? Why?</li> <li>Briefly introduce the concept of leadership effectiveness</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>Define leadership effectiveness and its key components</li> <li>Discuss different leadership styles and their impact on team dynamics.</li> <li>Highlight the importance of effective communication for leaders</li> </ol> </li> <li><b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>Provide a short leadership scenario and ask students to identify the leadership style being used and its potential consequences.</li> <li>Alternatively, have students brainstorm qualities of an effective leader in their field of interest.</li> </ul> </li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the key learning outcomes and ensure student understanding.</li> <li>Suggested Reading:           <ul style="list-style-type: none"> <li>Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 423</li> <li><a href="https://www.toppr.com/guides/fundamentals-of-economics-and-management-cma/leadership-and-management/leadership-effectiveness/">https://www.toppr.com/guides/fundamentals-of-economics-and-management-cma/leadership-and-management/leadership-effectiveness/</a></li> </ul> </li> </ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"> <li>What did you learn about leadership effectiveness today?</li> <li>Why are these skills important for leaders?</li> </ul>



	<p>- How can you apply this knowledge to improve your own leadership potential? Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 45</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Case Stud- The Rise of a Tech Titan: The Leadership of Steve Jobs at Apple</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Identify Different leadership styles b. Impact on Organizational Culture
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<p><b>1. Exercise (40 minutes) –</b> Steve Jobs, a visionary entrepreneur, played a pivotal role in shaping the modern technology landscape through his leadership at Apple. This case study delves into his organizational behavior and leadership strategies, examining how his unique approach influenced Apple's success and cultural identity.</p> <p><b>Organizational Behavior and Leadership Styles</b></p> <ol style="list-style-type: none"><li><b>1. Charismatic Leadership:</b> Jobs possessed a charismatic personality that inspired and motivated employees. His ability to articulate a compelling vision for the future of technology fueled a sense of purpose and excitement within the organization.</li><li><b>2. Transformational Leadership:</b> Jobs was a transformational leader, challenging the status quo and driving innovation. He fostered a culture of creativity and experimentation, encouraging employees to think outside the box and pursue groundbreaking ideas.</li><li><b>3. Autocratic Leadership:</b> While Jobs often exhibited autocratic tendencies, his decisions were often based on his deep understanding of technology and consumer needs. This approach, while sometimes controversial, allowed him to make swift and decisive decisions.</li><li><b>4. Perfectionism and Attention to Detail:</b> Jobs had an unwavering commitment to quality and perfection. His insistence on attention to detail led to the creation of products that were not only functional but also aesthetically pleasing.</li></ol> <p><b>Impact on Organizational Culture</b></p> <ol style="list-style-type: none"><li><b>1. Innovation and Creativity:</b> Jobs fostered a culture of innovation and creativity by encouraging employees to take risks and experiment with new ideas. This culture led to the development of groundbreaking products like the iPod, iPhone, and iPad.</li><li><b>2. Customer-Centric Focus:</b> Jobs instilled a customer-centric focus within Apple. He believed that understanding the needs and desires</li></ol>



	<p>of customers was essential to creating successful products.</p> <p>3. <b>Intense Work Environment:</b> The high standards set by Jobs often led to a demanding and intense work environment. While this approach could be challenging for some employees, it also motivated many to strive for excellence.</p> <p><b>Challenges and Lessons Learned</b></p> <p>1. <b>Micromanagement:</b> Jobs' tendency to micromanage could sometimes stifle creativity and innovation. This approach could also lead to conflicts with employees who felt their autonomy was being restricted.</p> <p>2. <b>Conflict and Controversy:</b> Jobs' personality and leadership style often led to conflicts and controversies within the organization. His confrontational approach could alienate employees and partners.</p> <p>3. <b>Succession Planning:</b> The lack of a clear succession plan during Jobs' tenure created uncertainty and challenges for Apple after his passing. This case highlights the importance of developing a robust succession plan to ensure organizational continuity.</p> <p>-</p>
<b>Closure</b>	<p><b>Conclusion</b></p> <p>Steve Jobs' leadership at Apple was marked by his visionary thinking, charismatic personality, and unwavering commitment to quality. While his approach had its challenges, his leadership played a crucial role in transforming Apple from a struggling company into a global tech giant. His legacy continues to inspire entrepreneurs and leaders around the world.</p>
<b>Evaluation</b>	<p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No. 46</b>	<b>Course Name: Organizational Behavior Topic: Power Tactics</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define power and its different b. Identify various power tactics used to influence others c. Explain how power dynamics function within groups and how groups influence power structures
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b><ul style="list-style-type: none"><li>- Ask students What does "power" mean in a social context? Have you ever been in a situation where someone influenced you? How did they do it?</li></ul></li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Define power and its different bases (legitimate, reward, coercive, expert, referent) with clear explanations and examples.</li><li>b. Explain different tactics like rational persuasion, consultation, coalition building, etc.</li><li>c. Provide examples of how these tactics are used in real-life scenarios.</li><li>d. Explain how power is distributed within groups and how individuals can influence group decisions.</li><li>e. Discuss how groups can lobby or advocate for change based on their collective power.</li></ol></li><li><b>3. Exercise (5 minutes) –</b><ul style="list-style-type: none"><li>- Divide students into small groups and present them with a case study (provided beforehand or created on the spot) that involves power dynamics in a group or organization.</li><li>- - Ask them to analyze the situation, identify the different power bases and tactics at play, and propose solutions or strategies for influencing the outcome</li></ul></li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.</li><li>2. Suggested Reading:<ul style="list-style-type: none"><li>- Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 397</li></ul></li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	Ask reflective questions to assess student understanding



	<ul style="list-style-type: none"><li>- What are the different sources of power?</li><li>- How can someone use rational persuasion to influence others?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>
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<b>Lesson Plan No. 47</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Bases of Power</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Define power and its different b. Identify various power tactics used to influence others c. Explain how power dynamics function within groups and how groups influence power structures
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"><li><b>1. Introduction (5 minutes)</b> - Ask students What does "power" mean in a social context? Have you ever been in a situation where someone influenced you? How did they do it?</li><li><b>2. Development (30 minutes)</b><ol style="list-style-type: none"><li>a. Define power and its different bases (legitimate, reward, coercive, expert, referent) with clear explanations and examples.</li><li>b. Explain different tactics like rational persuasion, consultation, coalition building, etc.</li><li>c. Provide examples of how these tactics are used in real-life scenarios.</li><li>d. Explain how power is distributed within groups and how individuals can influence group decisions.</li><li>e. Discuss how groups can lobby or advocate for change based on their collective power.</li></ol></li><li><b>3. Exercise (5 minutes) –</b> - One minute paper -</li></ol>
<b>Closure</b>	<ol style="list-style-type: none"><li>1. Summarize the key learning outcomes and ensure student understanding.</li><li>2. Suggested Reading: - Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 397</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learning's</p>
<b>Evaluation</b>	Ask reflective questions to assess student understanding - What are the different sources of power? - How can someone use rational persuasion to influence others? Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 48</b>	<b>Course Name: Organizational Behavior</b> <b>Topic: Conflict- Types of Conflict,</b> <b>Conflict Process</b>	<b>Course No.: BBAMJ - 402</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: a. Identify different types of conflict (task, relationship, process). b. Explain the stages of the conflict process
<b>Teaching Aids (if any)</b>	a. Power Point Presentations
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>- Ask students What is conflict? Have you ever been in a conflict? What kind of conflict was it?</li> <li>- Briefly explain the importance of understanding conflict and how to resolve it effectively.</li> </ul> </li> <li>2. <b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>a. Define and explain different types of conflict with examples:           <ul style="list-style-type: none"> <li>- Task Conflict</li> <li>- Relationship Conflict</li> <li>- Process Conflict</li> </ul> </li> <li>b. Conflict Process:           <ul style="list-style-type: none"> <li>- Potential Opposition or Incompatibility</li> <li>- Cognition and Personalization</li> <li>- Intentions</li> <li>- Behavior</li> <li>- Outcomes</li> </ul> </li> </ol> </li> <li>3. <b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>- Divide students into small groups. Present a short conflict scenario (written or role-played).</li> <li>- Ask each group to identify the type of conflict and discuss a possible solution for each stage of the conflict process.</li> <li>- Have a group spokesperson share their findings with the class.</li> </ul> </li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Summarize the key learning outcomes and ensure student understanding.           <ul style="list-style-type: none"> <li>- Briefly review the different types of conflict and the conflict process stages.</li> </ul> </li> <li>2. Suggested Reading:           <ul style="list-style-type: none"> <li>- Book- Organizational Behaviour, LM Prasad, Pearsons</li> </ul> </li> </ol>



	Education, Edition 18th (2018), Page No- 501
	Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	Ask reflective questions to assess student understanding <ul style="list-style-type: none"><li>- What are the different types of conflict?</li><li>- Why is it important to understand the stages of the conflict process?</li><li>- How can identifying the type of conflict help in resolving it?</li></ul> Spend 5 minutes to evaluate student assimilation of the lesson contents



<b>Lesson Plan No. 49</b>	<b>Course Name: Organizational Behavior Topic: Conflict Resolution Strategies</b>	<b>Course No.: BBAMJ - 402</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>Identify different conflict resolution strategies (competition, collaboration, compromise, avoidance, accommodation).</li> <li>Explain the strengths and weaknesses of each strategy.</li> <li>Choose the most appropriate strategy for a given conflict scenario.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>Power Point Presentations</li> </ol>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li><b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>Ask students How do you usually handle conflict situations? What are some challenges in resolving conflicts?</li> </ul> </li> <li><b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>Define and explain different conflict resolution strategies with examples and visual aids:               <ul style="list-style-type: none"> <li>Competition (Win-Lose)</li> <li>Collaboration (Win-Win)</li> <li>Compromise (Partial Win-Partial Win)</li> <li>Avoidance (Withdrawing)</li> <li>Accommodation (Giving In)</li> </ul> </li> <li>Selecting the Right Strategy :               <ul style="list-style-type: none"> <li>Discuss factors to consider when choosing a conflict resolution strategy</li> </ul> </li> </ol> </li> <li><b>Exercise (5 minutes) –</b> <ul style="list-style-type: none"> <li>Provide a short written case of a conflict situation.</li> <li>Ask students to identify the type of conflict and recommend the most suitable resolution strategy with a justification.</li> </ul> </li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the key learning outcomes and ensure student understanding.       <ul style="list-style-type: none"> <li>Briefly review the different conflict resolution strategies and their applications.</li> </ul> </li> <li>Suggested Reading:       <ul style="list-style-type: none"> <li>Book- Organizational Behaviour, LM Prasad, Pearsons Education, Edition 18th (2018), Page No- 501</li> </ul> </li> </ol>



	Spend 5 minutes to wrap up and consolidate the learning's
<b>Evaluation</b>	<p>Ask reflective questions to assess student understanding</p> <ul style="list-style-type: none"><li>- What are the different conflict resolution strategies?</li><li>- Why is it important to consider the strengths and weaknesses of each strategy?</li><li>- How can you choose the most appropriate strategy for a specific conflict situation?</li></ul> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>