



**Gyanmanjari**  
Innovative University

Course Syllabus

Gyanmanjari Institute of Commerce

Semester-7 (B.COM)

**Subject:** Organizational Behaviour – BCOXX17404

**Type of course:** Minor

**Prerequisite:** Students should have a basic understanding of management principles and organizational behavior to effectively analyze leadership, workplace dynamics, and professional development.

**Rationale:** This course equips students with essential leadership, emotional intelligence, and behavioural strategies to navigate complex workplace dynamics effectively and drive sustainable organisational success.

**Teaching and Examination Scheme:**

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P		C	SEE	CCE	
			MSE			ALA	
4	0	0	4	100	30	70	200

*Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE – Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.*

4 Credits \* 25 Marks = 100 Marks (each credit carries 25 Marks)

SEE 100 Marks will be converted into 50 Marks

CCE 100 Marks will be converted into 50 Marks

It is compulsory to pass in each individual component



**Course Content:**

Sr. No	Course content	Hrs.	% Weight age
1	<b>Decision Making, Creativity, and Leadership</b> Decision-making models (rational & behavioral), Biases in decision-making, Problem-solving techniques, Creativity and innovation at workplace, Factors affecting creativity, Leadership theories (trait, behavioral, contingency), Transformational vs transactional leadership, Ethical leadership, Leadership effectiveness, Role of leadership in organizational success.	15	25
2	<b>Emotions, Stress, and Workplace Behavior</b> Emotional Intelligence (EI), Components of EI, Workplace emotions and mood, <b>Stress:</b> meaning and causes, Stress management techniques, Work-life balance, Emotional labour, Conflict: types and sources, Conflict management strategies, Negotiation skills	15	25
3	<b>Power, Politics, Diversity, and Culture:</b> Meaning and sources of power, Power vs. Authority, Organisational Politics, Influence practices, Impression management, <b>Organizational culture:</b> meaning & types, Culture and performance, Workplace diversity, Gender issues in organizations ,Inclusion and Positive Organisational Behaviour	15	25
4	<b>Self-Management, Teams, and Organizational Effectiveness:</b> Self-awareness and personality, Attitudes and job satisfaction, Motivation theories (Maslow, Herzberg, etc.), Communication process, Barriers to communication, Group behavior and team dynamics, Stages of group development, Team effectiveness, Time and goal management, Organizational change and development	15	25

**Continuous Assessment:**

Sr. No	Active Learning Activities	Marks
1	<p><b>Case Study Analysis on Decision Making and Leadership</b> Students engage in an active learning process to evaluate various decision-making models and identify the cognitive biases that influence professional judgment. By examining real-world scenarios, learners analyze the effectiveness of different leadership styles and develop the critical problem-solving techniques necessary to address complex organizational challenges..</p>	10
2	<p><b>Group Discussion</b> Students engage in group discussions focused on stress, leadership, or teamwork to refine their interpersonal capabilities. By actively sharing ideas and practicing empathetic listening, learners strengthen their clear communication and teamwork skills, fostering a practical environment for professional and personal growth.</p>	10
3	<p><b>Poster Making Activity</b> Students design visual posters on emotional intelligence, leadership, or organizational culture to synthesize complex theories into accessible formats. This exercise empowers learners to present ideas visually and enhance their creativity, ensuring a deeper, simplified understanding of core organizational concepts.</p>	10
4	<p><b>Team Activity on Group Behavior</b> Students engage in real-time problem-solving to observe and analyze group dynamics in action. By collaborating to reach a solution, learners actively improve teamwork, practice essential communication skills, and strengthen their collective problem-solving abilities in a practical, hands-on environment.</p>	10
5	<p><b>Classroom Presentation (Skill Development)</b> Students deliver short presentations on syllabus topics to build professional confidence and refine their communication skills. By teaching their peers, learners develop the ability to explain complex concepts clearly and master the art of public speaking in an academic setting.</p>	10
6	<p><b>Personal Development Plan (Self-Management)</b> Students engage in a self-reflective process to better understand their personality and identify areas for growth. This activity enables learners to apply motivation concepts, master time management, and implement strategic self-improvement goals, ultimately enhancing their overall personal and professional effectiveness.</p>	10
7	<b>Attendance</b>	10
Total		70



**Suggested Specification table with Marks (Theory):100**

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	10%	20%	20%	20%	20%	20%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.

**Course Outcome:**

After learning the course, the students should be able to:	
CO1	Understand and apply various decision-making models, identify biases, and use problem-solving techniques while demonstrating knowledge of creativity and leadership concepts in organizational settings.
CO2	Analyze workplace emotions, stress, and conflict, and apply emotional intelligence, stress management, and negotiation skills to improve individual and organizational effectiveness.
CO3	Develop self-management, communication, teamwork, and motivational skills to enhance personal effectiveness and contribute to organizational success.
CO4	Apply theoretical concepts of organizational behaviour to real-life situations and demonstrate critical thinking and analytical abilities in solving workplace problems.

**Instructional Method:**

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, moocs etc. From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory. The internal evaluation will be done on the basis of Active Learning Assignment. Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.



**Reference Books:**

- [1] Dorfman, M. S., & Cather, D. A. (2013). *Introduction to risk management and insurance* (10th ed.). Pearson.
- [2] Harrington, S. E., & Niehaus, G. (1999). *Risk Management and Insurance*. McGraw-Hill/Irwin.
- [3] Rejda, G. E. (2008). *Principles of risk management and insurance*. Pearson/Addison Wesley.
- [4] Thoys, R. (2010). *Insurance Theory and Practice*. Routledge.

