

Name:  
Enrolment No:



**UNIVERSITY OF PETROLEUM AND ENERGY STUDIES**  
**End Semester Examination, May 2019**

**Course: Psychology**  
**Programme: BA Public Policy**  
**Time: 03 hrs.**

**Semester: II**  
**Course Code: CLNL1028**  
**Max. Marks: 100**

**Instructions: Attempt all questions of Section A carrying 20 marks; each question carries 4 marks..  
Attempt any 4 Short Answer Questions from section B; Each question carries 5 marks.  
Section C and Section D are compulsory and carry 30 marks each.**

**SECTION A**

S. No.		Marks	CO
Q 1	Define the following:  (i) Intrinsic and extrinsic motivation (ii) Frustration-Regression Principle (iii) Types of emotions (iv) Punishment (v) Process of group formation	20	CO1

**SECTION B**

Q 2	“Non-financial incentives are as strong motivators as the financial ones”. Critically examine this statement in the light of Maslow’s and Herzberg’s theories of motivation.	5	CO1 CO2
Q 3	What is the value of emotions in one’s life and how can one measure them?	5	CO1 CO2
Q 4	What is learning? Explain any two learning theories you are familiar with.	5	CO1 CO2
Q 5	What does the term group cohesiveness mean? Explain the factors influencing group cohesiveness.	5	CO1 CO2
Q 6	Critically examine the different approaches to the study of the leadership behavior. Is there one best style of leadership?	5	CO1 CO2

**SECTION-C**

Q 7	<p>For Several months, employees of a large corporation have been very dissatisfied with the new division head. Before the arrival of the new division head, the department had functioned as a cohesive, effective unit, combining hard work with equal amount of leisure. The new division head has very strong idea about the types of environment his employees should have. As one supervisor puts it, it resembles a full-scale military operation. No longer are occasional informal gatherings during office hours. The bottom line has become productivity first, with the employees’ feelings being considered as an afterthought. Grass-root employees as well as supervisory personnel are very upset about the changes in structure, and their dissatisfaction is beginning to show up in their performances. Because of the decreased productivity levels, the supervisors have been informed that if they do not shape up their subordinates, “the axe will fall on several heads”. The frustration and anger is now beginning to come to a full boil and the supervisors have decided to meet to discuss the situation.</p> <p><b>Questions:</b></p> <p>(i) Identify the leadership style of the division head from the angle of Managerial Grid.</p> <p>(ii) From the viewpoint of theory of X and Y, what assumption did the new head make about the way in which people work most effectively?</p>	20	CO2 CO3
Q 8	<p>In the corporate world, a four-second outburst can tarnish a leader’s career. It is what becomes chiseled in others mind about the individual and this situation is known as Amygdala Hijack. How does this happen and what can a person do to prevent this loss of rational thought and reputation?</p>	10	CO2 CO3
<b>SECTION-D</b>			
Q 9	<p><b>Case Study: Emotional Intelligence</b></p> <p>Aurora was excited about living in a residence hall, but she had never shared a room with anyone. On move-in day, Aurora met her new roommate, Liz. It was immediately obvious that the two new students did not share a common idea of how their room would look. Liz put her furniture and belongings all over the room and ignored Aurora’s unhappy comments and disgruntled looks. Aurora blew up at Liz and broke a picture frame. She called her mother and begged her to call the director of residence life.</p> <p><b>DISCUSSION QUESTIONS:</b></p> <p>(i) What kinds of emotions is Aurora experiencing in this case study?</p> <p>(ii) How could Aurora have responded differently?</p>	30	CO3 CO4

	(iii) Which EI competencies does Aurora need to work out? Identify two ways Aurora could improve her relationship with her new roommate.		
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**SECTION A**

S. No.		Marks	CO
Q 1	Define the following: (i) Prosocial behaviour (ii) Types of Reinforcement (iii) Formation of attitude (iv) Higher order conditioning (v) Observational learning	20	CO1

**SECTION B**

Q 2	Discuss the modern perspectives in psychology.	5	CO1 CO2
Q 3	Define Learning and discuss operant conditioning in detail.	5	CO2
Q 4	Explain hygiene factors and their role in motivating people.	5	CO1 CO2
Q 5	Discuss behavior modification. Explain the role of reinforcement in shaping behavior.	5	CO2
Q 6	Explain the Plutchik's Three-dimensional Circumplex Model with its importance.	5	CO1 CO2

**SECTION-C**

Q 7	With profile of today's employees advancing from skills to high-professional knowledge, the organizations are finding it more and more challenging to motivate them with traditional motivators like salary, perquisites, incentives etc. Discuss in detail a few contemporary innovative motivators, including 'empowerment' as one at the top of such agenda.	20	CO2 CO3
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Q 8	<p>Radhika is the manager at a medium sized consultancy service organization in Delhi. While she understand that today employees need to be motivated through hosts of innovative motivators, as compared to skilled workers of the past decades, she is facing a big challenge to keep employees motivated with truly simulating work ambience. Her employees are highly qualified, have lucrative remunerations and derive satisfaction from their jobs. Suggest for Radhika some recent employee-oriented approaches in motivating employees.</p>	10	CO2 CO3
<b>SECTION-D</b>			
Q 9	<p><b>Case Study: Emotional Intelligence</b></p> <p>It's late afternoon on a Thursday, and the only thing between Josh and the weekend is a big biology test at 10:00 a.m. on Friday. There's a lot at stake on this test: It will count for one-third of his final grade. His cell phone rings. It's Susie with an invitation. "A group of us are planning to go out tonight. We thought about an early dinner and a movie. We won't be late," she says. The last time Josh went out on a night before a big test, he came home late. This time he is committed to coming home by 9:00 p.m. to review for the test. Josh goes out with Susie and her friends. He is having a wonderful time, and every time he thinks about going home, he says to himself, "Just a little longer and I will go." Before he knows it, it's 2:00 a.m., and the test is only eight hours away. Josh is exhausted and stressed. He has to decide whether he should sleep a few hours or pull an all-nighter to pass the test. He decides to sleep. He sets the alarm for 4:00 a.m., when he wakes up groggy and out of sorts. Josh starts to study, but his roommate's alarm goes off at 6:00 a.m. His roommate keeps hitting snooze, so the alarm goes off every 15 minutes. Josh is annoyed. He doesn't want to leave the room, but he has to concentrate. He complains, "I'm trying to study. Will you please be quiet!" His stress is getting worse, and now it's 8:30 a.m. His cell phone rings. It's Josh's mother reminding him about his grandmother's birthday. He snaps, "Mom, please don't bother me now. I am studying." He quickly hangs up; he has had it. This is his worst nightmare. He is stressed, on edge, and exhausted, and he feels a big headache coming up.</p> <p><b>QUESTIONS</b></p> <ul style="list-style-type: none"> <li>(i) If you were in Josh's place, what would you have done?</li> <li>(ii) How would you evaluate Josh's emotional intelligence?</li> <li>(iii) What could he have done differently and what competencies does he need to improve?</li> </ul>	30	CO3 CO4