APPENDICES

Appendix I – PILOT STUDY QUESTIONNAIRE TO TEST FEASIBILITY OF UNDERTAKING THIS RESEARCH

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Teaching Methods

This questionnaire contains questions related to the teaching methods used in B-schools. The data is collected for education purpose only and is part of my Ph. D research.

* Required

1. Name

2. Institution *

3. Location *

4. Subject taught *
   Check all that apply.
   - [ ] HR
   - [ ] Finance
   - [ ] Marketing
   - [ ] Systems
   - [ ] Operations
   - [ ] Other: 

5. For how many years have you been a B-school faculty? *
   Mark only one oval.
   - [ ] < 2 years
   - [ ] 2 years to < 5 years
   - [ ] 5 years to < 10 years
   - [ ] 10 years and above
6. **Which teaching method do you use?** *

*Check all that apply.*

- [ ] Lecture
- [ ] Case Study
- [ ] Powerpoint presentation
- [ ] Co-operative / Collaborative (Groups)
- [ ] Constructive
- [ ] Art & Literature
- [ ] Other: ________________________________________________________________

7. **Which Co-operative / Collaborative teaching method do you use? (Select all the methods used by you)** *

*Check all that apply.*

- [ ] Group learning
- [ ] Workshops
- [ ] Team events
- [ ] Jigsaw technique
- [ ] Group assignments
- [ ] Do not use co-operative teaching methods
- [ ] Other: ________________________________________________________________
8. **Advantages / Disadvantage of Co-operative Teaching Methods (Select all those which are relevant)***

*Check all that apply.*

- [ ] Teacher centred
- [ ] Student centred
- [ ] Active student participation
- [ ] No or less student participation
- [ ] Good communications skill of faculty
- [ ] High preparation time
- [ ] Less preparation time
- [ ] Proper instructions to be given to students
- [ ] One way communication
- [ ] Two way communication
- [ ] Time consuming
- [ ] Difficult to implement
- [ ] Team building
- [ ] Interesting to students
- [ ] Lack of ready made material
- [ ] Do not use co-operative teaching methods
- [ ] Other: ........................................................................................................................................

9. **Which Constructive teaching method do you use? (Select all the methods used by you)***

*Check all that apply.*

- [ ] Research Project
- [ ] Field Trips
- [ ] Case Study
- [ ] Role Play
- [ ] Simulation
- [ ] Management Games
- [ ] Do not use constructive teaching methods
- [ ] Other: ........................................................................................................................................
10. **Advantages / Disadvantage of Constructive Teaching Methods (Select all those which are relevant)** *

*Check all that apply.*

- [ ] Teacher centred
- [ ] Student centred
- [ ] Active student participation
- [ ] No or less student participation
- [ ] Good communications skill of faculty
- [ ] High preparation time
- [ ] Less preparation time
- [ ] Proper instructions to be given to students
- [ ] One way communication
- [ ] Two way communication
- [ ] Time consuming
- [ ] Difficult to implement
- [ ] Team building
- [ ] Interesting to students
- [ ] Lack of ready made material
- [ ] Do not use constructive teaching methods
- [ ] Other:

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11. **Which form of Art & Literature do you use? (Select all the methods used by you)** *

*Check all that apply.*

- [ ] Novels
- [ ] Drama
- [ ] Films
- [ ] Poetry
- [ ] Book Critique
- [ ] None
- [ ] Other:

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12. Advantages / Disadvantage of using Art & Literature as a Management teaching tool (Select all those which are relevant) *

Check all that apply.

- Teacher centred
- Student centred
- Active student participation
- No or less student participation
- Good communications skill of faculty
- High preparation time
- Less preparation time
- Proper instructions to be given to students
- One way communication
- Two way communication
- Time consuming
- Difficult to implement
- Team building
- Interesting to students
- Lack of ready made material
- Do not use Art & Literature
- Other:

13. How do you rate using literature (fiction) as a Management teaching tool? *

Mark only one oval.

1 2 3 4 5

Difficult to implement

Interesting option

14. What are the issues in using literature (fiction) as a Management teaching tool?

Check all that apply.

- Lots of preparation required
- Time consuming
- Lack of ready made material
- Difficult to Implement
- Time bound to finish syllabus
- Other:

..............................................................................................................
Appendix III - Mumbai University MMS Syllabus

1.5 Organization Behaviour 100 marks

Course Content

2. Personality : Meaning and Determinants of Personality; Process of Personality Formation; Personality Types; Assessment of Personality traits for increasing Self Awareness.
5. Group Behaviour and Group Dynamics : Work Groups formal and informal groups and stages of group development; Concepts of Group Dynamics, Group conflicts and group decision making. Team Effectiveness; High Performance Teams, Team Roles, cross functional and self directed teams.
6. Organisational Design: Structure, size, technology, environment of organization; Organizational Roles : Concept of roles; role dynamics, role conflicts and stress, organizational conflicts.
7. Leadership: Concepts and skills of leadership; Leadership and Managerial roles, leadership styles and effectiveness; contemporary issues in leadership. Power and Politics; Sources and use of power; Politics at workplace; tactics and strategies.

Reference Text

1. Understanding Organizational Behaviour – Udai Pareek
2. Organizational Behavior – Stephen Robbins
3. Organizational Behavior – Fred Luthans
4. Organizational Behavior – L. M. Prasad (Sultan Chand)

** Note : As specified by Mumbai University
4.2 Business Ethics and Corporate Governance. 100 Marks

Course content:


2. Relationship between ethics and Corporation Excellence – Approaches for Developing Various Orientation towards Ethical business Behavior

3. Corporate Governance – including suggestions of the Adrian Cadbury report, the Kumarmangalam report and their ethical ramifications.

4. Ethics in International scenario – focusing on the unique nature of ethical dilemmas in a cross – cultural setup, guidelines for resolving and examples of corporate transgressions as well as corporate courage and ingenuity.

5. Moral Evolution of the firm – dealing with the stages of Ethical growth and Organizations and categorization of Indian trains – national corporate at various stages of growth.

Reference Text

1. Ethics of Management by Hosmer
2. Ethics of Management by Chakraborty
3. Ethics by Chandra Sekhar
4. What is Ethical in Ethics by John Henderson

**Note: As specified by Mumbai University**
## Appendix IV SAMPLE TEACHING PLAN - EXPERIMENTAL GROUP

<table>
<thead>
<tr>
<th>Module</th>
<th>Duration</th>
<th>Objectives</th>
<th>Methodology</th>
<th>Assurance of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Dynamics</td>
<td>3 hours</td>
<td>After studying this chapter, the student should be able to: 1. Define the term &quot;group&quot; and discuss why the study of groups is important in managing organizations. 2. Explain the differences between formal and informal groups. 3. Trace the stages of development of groups. 4. Summarize the key factors affecting group performance. 5. Describe the important dimensions of intergroup behavior. 6. Identify the key factors in managing conflict in groups and organizations. 7. Discuss the factors that managers must consider in managing groups in organizations.</td>
<td>Distribute the synopsis with key quotes, timelines, Tell the story highlighting key episodes Introduce the Management topic with Thematic Discussion / Student Activity</td>
<td>Caselets, Situational vignettes, Final summative assessment</td>
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</tbody>
</table>
## SAMPLE TEACHING PLAN - CONTROL METHOD

<table>
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<tr>
<th>Module</th>
<th>Duration</th>
<th>Objectives</th>
<th>Methodology</th>
<th>Assurance of Learning</th>
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<td>Lecture, Powerpoint Presentation, Case Study</td>
<td>Caselets, Situational vignettes, Final summative assessment</td>
</tr>
</tbody>
</table>

*Using Literature as a Management Teaching Tool*
Appendix V – SAMPLE MODULES

Several modules for selected Management topics from Organizational Behaviour and Business Ethics and Corporate Governance were prepared as specified in the lesson plan. A sample is attached from each of the novels. (in fulfillment of Aim 3 – to design teaching modules to augment and illustrate selected Management concepts using fictional literature)

THE LORD OF THE FLIES MODULE

POWER

Power can be defined as influence (French & Raven, 1959; Northouse, 2004). These authors were the first to identify the major types of power and define them systematically within the context of a dyadic relationship. They also recognized that power is not limited to a person but can come from a role, a norm, a group/organization, or a part of a group. Northouse (2004) discusses that in leadership it is not unusual for leaders to be viewed as having power and using power to reach goals. Burns (1978) emphasizes that power from a relational standpoint is used to benefit the collective whole. Power is a concern for both leader and follower in most situations as it can dictate the success of the relationships and organizational goals. Throughout Lord of the Flies exhibits examples of power and the use of power. Power is an inevitable part of being a leader. It can be good or bad, and comes in many different forms. Jack and Ralph demonstrate different kinds of power.

A  LEGITIMATE POWER

Power that is based on position

Ralph, the novel’s protagonist is a twelve year old, fair−haired and athletic in build. Naturally charismatic, he is initially elected chief of the island by popular majority vote and attempts to run the island democratically. Ralph is a strong leader because he sets goals for the group and expects them to meet them.

1. Ralph manages to keep the boys under control by holding meetings. At the meetings, a sense of order is instilled because the boys are not allowed to speak unless they have the conch shell. “I’ll give the conch to the next person to speak. He can hold it when he’s speaking.” (31) By enforcing this sense of order, he gains respect from the boys and becomes for confident as a leader.
2. He sets rules to use only the signal fire for cooking and build no other fires. A water arrangement of keeping coconut shells arranged in the shade is planned. The boys must use the rocks near the bathing pool for toilet purposes as the tide washes the place regularly.

3. Ralph uses his power to try and improve the boys’ civilization. He demonstrates his understanding of the boy’s needs by building shelters. “They talk and scream. The littuns. Even some of the others.” (p. 53) Ralph is referring to the fact that the boys need the shelters because they are afraid and the shelters will help the boys feel more secure.

4. His main focus throughout the book is getting rescued and he puts much emphasis on this. He instructs the boys to make a fire and to keep it burning as a distress signal. When the boys do not share his enthusiasm for getting rescued, he becomes exasperated. "The fire is the most important thing on the island. How can we ever be rescued except by luck, if we don't keep the fire going?" (Golding 88).

5. Ralph is very angry at Jack when he and his hunters let the fire go out and a ship passes by. “There was a ship. Out there. You said you’d keep the fire going and you let it out” (70)! He is also angry because no one has finished the shelter, Jack and the choir only want to kill pigs and that no one is pulling their own weight. Standing still and stoic, Ralph very simply commands them to rebuild the fire. In this, we are told, he reasserts his chieftainship; the choir boys are forced to rebuild the fire away from where Ralph stands, unmoving, which is a hell of a lot of work for them. He finally has to move to help them light the fire, using Piggy’s glasses.

6. After the ship passing fiasco, Ralph calls for a serious meeting. This meeting must not be fun, but business.

7. “I was chief, and you were going to do what I said.” (4.132-133)

   Although Ralph asserts his power here, he does for the sake of the signal fire and the prospect of getting rescued. For Ralph, power is a means to an end, not the end itself. “All this I meant to say. Now I’ve said it. You voted me for chief. Now you do what I say.”

8. When Sam and Eric tell the group about the beast, Ralph declares he will go and look for the beast because he’s the chief and it is his duty.
9. When Ralph & Piggy go to Jack’s camp to retrieve Piggy’s glasses, Ralph blows the conch and calls an assembly.

10. Even at the end of the novel, when they are rescued by a naval ship, when the officer asks “Who’s boss here?”, Ralph asserts “I am” despite the fact that he was being hounded by all the boys who had joined hands with Jack.

Jack, the antagonist is school choir leader and thus has legitimate power over the choir. He shouted an order and they halted. “Jack’s in charge of the choir. They can be – what do you want them be?” “Hunters”.

Jack declares that he should be chief because he’s the head boy of the choir and can sing a C sharp. Hearing Jack, Ralph realizes “this was the voice of one who knew his mind”. Jack is Ralph’s arch rival. Ralph senses the rising antagonism understanding Jack’s feeling when he ceases to lead. Jack challenges Ralph and democracy with these words “Why should choosing make any difference? Just giving orders that don’t make any sense –”

When Jack establishes his own tribe, he wears his chiefdom with all the pomp and circumstance that is notably absent from Ralph’s character. Jack understands the importance of making himself a real figurehead:

*Before the party had started a great log had been dragged into the centre of the lawn and Jack, painted and garlanded, sat there like an idol.*

Piggy’s glasses become the most powerful item on the island and Jack steals them to establish his supremacy. *The chief led them, trotting steadily, exulting in his achievement. He was a chief now in truth; and he made stabbing motions with his spear. From his left hand dangled Piggy’s broken glasses. (10.296-302)*
B COERCIVE POWER

Power that involves punishment when the follower does not adhere to the leader’s influence. The leader uses punishment to get a follower to do what he/she wants, needs or desires.

Jack uses coercive power throughout the novel which can be demonstrated in various instances:

1. He is leader of the choir group and orders them around. He is unconcerned about their discomfort and has no mercy for Simon who faints marching in the sun.
2. To light the fire the first time, he snatches Piggy’s glasses off his face.
3. “We will have rules. Lots of rules. Then when anyone breaks ‘em – “Jack wants to have rules to be able to punish those who do not adhere to them.
4. Jack uses the boys’ fear as a means to control them. “We’d better keep on the right side of him, anyhow. You can't tell what he might do.” The tribe considered this; and then were shaken, as if by a flow of wind. The chief saw the effect of his words and stood abruptly. (10.142-143)
5. Something strange was happening to Percival. He yawned and staggered, so that Jack seized and shook him. "Where does the beast live?" Percival sagged in Jack's grip.
6. There is a scene where Wilfred is tied up by Jack and beaten. Nobody knows the reason for this act. Roger receives this information as an illumination assimilating the possibilities of irresponsible behaviour.
7. Jack attacks Ralphs group and steals Piggy’s glasses. The chief led them, trotting steadily exulting in his achievement. He was chief now in truth.(168)
8. Jack bullies Sam and Eric “You got to join the tribe. What do you mean by coming with spears? What do you mean by not joining my tribe?”
9. Jack’s plans out the attack on Ralph because he does not want competition. Ralph realizes “there was the indefinite connection between himself and Jack; who would never let him alone; never.”

9. Although the twins didn't want Ralph dead, Jack forces the twins to tell where Ralph's hiding spot is by inflicting pain on them.
Roger is another person who uses coercive power.

1. He is introduced as “slight” and “furtive” and has an “inner intensity of avoidance and secrecy”.

2. He along with Maurice step on the sandcastles built by the littluns.

3. He throws stone at Henry from behind a tree.

4. Sam and Eric are initially allied to Ralph but Roger tortures them into submission to Jack.

5. He is the one who uses the lever to push the boulder to kill Piggy.

Roger and Jack share the same beliefs. Both are considered hostile by the twins. Their characters throughout the story follow the same outline, as both belong to the same choir in the start, and at the end, both hunt and think alike. Even though Roger has no point to hate Ralph, as Ralph has done him no harm, Roger still finds it in him because of what has happened between Ralph and Jack. Together they want to rid Ralph of his power, and take control of the island.

"'The Chief and Roger-'

'yes Roger-'

'They hate you, Ralph. They're going to do you.'

'They're going to hunt you to-morrow.'

Throughout the novel, they are compared as having the same power in hunting, and the same mean streak in them. They never opposed one another when Piggy was killed by Roger's hand. They are seen in the reader's eyes as both being cold blooded.

"'You don't know Roger. He's a terror.'

'and the Chief-they're both-'

'terrors'-"(6)

This quote emphasizes the fact that both Jack and Roger are feared among the others. Both thus have power over their tribe, and can throw commands at anyone in the group without problems. Both Jack and Roger have the power of never being asked a question about their abilities.
C REWARD POWER

Power whose basis is the ability to provide a positive reward to take away away negative consequences.

Jack gains the upper hand because his rewards were more visible and tangible (meat, excitement and safety from the beast) than Ralph’s long term and futuristic offering of the hope to be saved by maintaining the fire. Jack promises to protect his group from the beast. “I gave you food and my hunters protect you from the beast. Who will join my tribe?”

After the first hunt, Jack does not give any meat to Piggy under false pretences. When Piggy protests, Simon gives Piggy his share. Jack is furious and yells at Simon “Eat! Damn you!” He basically realizes he has no power over the boys unless they eat the meat he has got for them.

When Jack forms a separate group, he comes and invites the members of Ralph’s team to a feast thus enticing them away from Ralph.

D EXPERT POWER

Power whose basis is knowledge and expertise

Initially Ralph’s subordinates believe that he has knowledge about their situation and what they should be doing. Ralph has an idea on how to get rescued; he has the group build a fire on the mountain so that when a ship goes by they will see the fire. He puts Jack and the choir in charge of the fire. Ralph tries to have people to start building shelters knowing that the boys need the shelters because they are afraid and the shelters will help the boys feel more secure. Also he takes care of the neglected little ones. He sets rules. At meetings he has the conch represent the right to speak so, when someone holds it they have the right to speak in front of the group. Ralph manages to keep the boys under control by holding meetings. By enforcing this sense of order, he gains respect from the boys and becomes for confident as a leader. He sets rules to use only the signal fire for cooking and build no other fires. A water arrangement of keeping coconut shells arranged in the shade is planned. The boys must use the rocks near the bathing pool for toilet purposes as the tide washes the place regularly.
Ralph evolves as a leader and becomes a specialist in thought and begins to recognize thought in others. He also learns communication skills. He was searching for simple words, so that even the littluns would understand. Later perhaps, practised debaters would use their whole art to twist the meeting, but now at the beginning, the subject of the debate must be laid out carefully.

Jack quickly learns the art of hunting. He becomes so obsessed with killing a pig to the point of tracking down pig droppings. Jack is brave and climbs the mountain with Ralph to face the beast.

Jack says “We’re strong—we hunt! If there’s a beast, we’ll hunt it down! We’ll close in and beat and beat and beat!”

R – But there isn’t a snake

J - We’ll make sure when we go hunting

"I’m going off by myself. He can catch his own pigs. Anyone who wants to hunt when I do can come too.” (3)

Jack is obviously humiliated by his loss at being elected chief and lack of support for his revolt. After his secession from Ralph’s union, he declares to Ralph “See? They do what I want.”

To Jack, intelligence is incompatible with strength, and the latter is necessary for chiefdom. Because Ralph uses logic and reasoning like Piggy does, according to Jack, he can’t be fit to be the boys’ leader. Jack sets his views straight as he believes that hunting is good enough for a tribe to live off. He also tries to encourage others this way by bringing up fun in hunting, thus taking them away from the boring "working life" that Ralph has to offer. In the quote itself, Jack states that the others can go when he wants to go.
E  REFERENT POWER

Power that is based on the followers’ identification with the leader; an emotional influence due to the relationship between the leader and follower.

Ralph is elected the leader and that he is a very powerful leader because he boosts the boys hope up of being rescued, knows about the wilderness and has the respect of the other boys. In the first chapter of the book Ralph establishes his power by gaining the respect of the boys. He is elected leader because he gets all the boys together by using the conch. He treats everyone fair. He boosts everyone’s hope of being rescued by telling them, “We want to be rescued: and of course we shall be rescued” (37). The boys obey the summons of the conch “partly because Ralph blew it, and he was big enough to be a link with the adult world of authority; and partly because they enjoyed the entertainment” (59).

Intellectual superiority, physical inferiority is the governing principle for Piggy’s relationship with Ralph. Ralph is attractive, confident, and a natural-born leader. He’s smart enough, but he’s not on par with Piggy when it comes to brains. Ralph even admits this, and we repeatedly see Piggy help him out when he starts to go a little “barmy” as Piggy so delicately puts it. Piggy is essentially Ralph’s right hand man, but he’s still stuck in the role of an outcast. One of the relationships we watch develop over the course of the story is the one between Ralph and Piggy. Ralph gradually comes to accept him, to treat him better, to want him around, and Piggy, aware of this change, is beyond pleased.

Jack has power simply because he is liked by others because he is able to gratify the short term needs of the boys. It is through this power that he is able to take Ralph's followers away from him. Jack’s leadership qualities are immediately obvious. He has organized his choir to march in uniform, and he has possession of a knife. Jack intuitively grasps the younger children's need for a strong protector. He jumps in and claims that he'll hunt down and kill any beast that threatens them. The boys are impressed with Jack’s planning “He’s a proper chief, isn’t he? He’s going to take us hunting.”(159)
F INFORMATION POWER

A subset of Expert power based on the specificity of the information

Piggy, an overweight asthmatic boy about 8 years in age, who cannot see without his glasses represents physical weakness and mental strength. The glasses, however, help illustrate his intellectual strength, his ability to think situations over logically and use reason, rather than emotions to decide upon important dilemmas. Piggy has important information that the others would want.

1. He wants to take a census of the boys on the island “I expect we’ll want to know all their names... and make a list”
2. When Ralph suggests that his father who is a commander in the navy will rescue them, Piggy asks “How does he know we’re here?”
3. Piggy suggests “We got to find the others. We got to do something.”
4. When Ralph and Piggy find the conch, it is Piggy who suggests “We can use this to call the others Have a meeting. They’ll come when they hear us – “
5. Piggy’s glasses become the boys’ one technological advancement. The glasses are used to light a fire. Finally Jack steals the glasses to assert his being chief.
6. When Jack and the boys rush to start the fire, Piggy rants about how they should have built shelters first.
7. Piggy even wants to make a sundial.
8. Daunted by the beast, Piggy suggests they make the fire on the beach instead of the mountain top which is appreciated by the boys.
9. At one point, Ralph’s ability to think falls victim to the chaos of the island. Only Piggy remains a pillar of reason.
10. When Ralph & Piggy go to Jack to ask him to return the glasses, Ralph & Jack get into an argument and Piggy reminds Ralph “remember what we came for. The fire. My specs.” (11.159) While Ralph gets caught up in the heat of the moment, Piggy is able to ground him in reason.
Conclusion
As noted by Northouse (2004), “Power is a relational concern for both the leaders and the followers” (p. 7). Although the original theory is almost 50 years old, it is still relevant today. Being able to identify and recognize power bases is necessary in understanding the element of influence in leadership. This novel provides an avenue for all five power bases to be identified and for clear application to see the effects of a leader's influence.

Ralph and Jack are made similar by their desire for power, but differ in their treatment of that power. Ralph is willing to share power, but Jack wants it all for himself. Ralph is thus the assigned leader and Jack is the emergent leader who grabs power using two polar opposite bases of power, reward and coercive. The reward of meat and protection from the beast entices part of the group away from Ralph. Of the others who are left, Simon and Piggy are killed and the others are bullied and tortured to join. Ralph tries to resist every opportunity to fall prey to the temptation. Jack’s ability to punish creates an environment of intimidation.

Central to their control is a white sea-shell referred to as “the Conch.” This signifies who has the authority, since whoever held control of the Conch, had control over everyone in the democracy. That is the reason after Piggy falls to his death and the conch is smashed to smithereens, Jack rushes forward, screaming that he really is chief now because the conch is gone.

Piggy, whose real name is never revealed, is Ralph's chief advisor and "true, wise friend." He represents the role of intelligence, reason and civilization. He makes a final appeal for order and reason, and is horribly killed for his efforts. Ralph depends on Piggy. Ralph acknowledges the necessity of information power when he thinks “the trouble was, if you were chief, you had to think, you had to be wise ... Only ... I can’t think. Not like Piggy. After Piggy’s death, when hunted by Jack, Ralph misses Piggy “There was no Piggy to talk sense”. At the end when he is rescued, Ralph weeps for the death of a “wise friend”
THE DEVIL AND MISS PRYM – THE MODULE

To illustrate the module, a synopsis of the story is given followed by an interpretation which demonstrates ethical perspectives and is interspersed with relevant quotes from the novel.

Synopsis

A stranger arrives in the seemingly idyllic mountain village of Viscos and offers the villagers a devil's bargain: kill an innocent person in the next three days and earn a wealth in gold. The man, it turns out, is a former gun-runner whose wife and daughters were murdered by the same guns he sold, and ever since, he has been obsessed with testing the limits of human decency. Chantal Prym, the young bartendress, is the vessel chosen by the visitor to convey this bizarre challenge to the town. He will give one gold bar to her and ten gold bars to the villagers if they commit a murder within the next seven days. If they fall for the temptation, he’ll believe he was right; if not, then he would be proved wrong. Either way, he’ll leave with a definite answer to his question. He chooses Chantal to witness the gold treasure herself. She finds herself caught in the middle of this diabolical offer. What follows is the dilemma faced by the girl, who is afraid to follow her dreams when the moment arrives. Worse, the town, led by a greedy priest, decides to accept the deal, and Miss Prym is at the top of the list of sacrificial lambs. Finally they settle on an old widow Berta, an old woman with no friends, who makes no contribution to the growth of the village. The pusillanimous, nevertheless greedy, villagers decide to go ahead with the crime, but are finally convinced otherwise, by Miss Prym. The stranger realizes that people have both good and evil in them; it’s ultimately a matter of choice.

Interpretation

We begin by analogizing the small agricultural town of Viscos to a traditional Company with legacy systems facing the threat of obliteration by modernization. The workforce comprises of 108 women and 173 men all of whom are hard-working and trusting. “That was what Viscos was like: a half-empty cigarette packet had its owner, the button lost off a jacket had to be kept until someone came asking for it, every penny had to be handed over, there was never any rounding change. It was a wretched place, in which everything was predictable, organised and reliable.”(28-29)
The mayor is the CEO guided by his executive assistant wife. The board of directors comprises of the priest in the Managing Director’s role; the financer landowner, who is willing to offer another land and build a tourist summer home on the current cemetery because it has a lovely view, which the dead have no use for; the blacksmith whose only claim to fame is survival after being bitten by the rogue wolf; and the hotel landlady. Miss Chantal Prym is the ambitious upcoming executive who wants a change. Berta is the legacy system who can be scrapped to make a fortune.

There has been no recruitment in the recent past. While the perennial and good residents of Viscos have accepted its simple existence and acknowledge a terminal future, Chantal Prym's generation has moved away from their quiet hometown to pursue the complexities of the world around them. Chantal, as the youngest person in a town without children, develops a view of Viscos as a dead-end, lifeless place. Outsiders, however tend to view Viscos as a sort of paradise, a paradise where life is simple, easy, and good.

The stranger Carlos is the competition, bringing with him corruption and temptation. He was once a God fearing and an ethical man. As a highly paid director of a huge firm he personally checked all the company’s transactions; dismissing those who were corrupt. He had lost his wife and daughters at the hands of terrorists. He now needed to find out whether humans are good or evil. He brings with him Power which is purely financial, a challenge backed by the promise of eleven solid gold bars. His motive is Evil, but more pointedly to convince himself that all people are inherently evil, in order to justify the past wrong done unto him. He buries the gold in the forest and while returning, the first person he sees on his way back is a young woman, Miss Chantal Prym, sitting beside a river reading a book. Chantal is always looking for opportunities and strategically positions herself at a spot where the stranger would be sure to pass on his way back in the hope of a possible new love and a one-way ticket out of the valley where she was born. The Stranger makes two offers to Miss Prym: the first involving her knowing precisely where one of the gold bars lies and her ability to unearth it at any time, to leave Viscos and its people behind, and to be selfishly rich. The second is the exchange of the other ten bars for the murder of an innocent Viscos town-person, by community consent within seven days. If, at the end of seven days, someone in the village is found dead, the money would go to the villagers, and he would conclude that human beings are evil. However, should Chantal Prym steal the one
gold bar and the village resist the temptation, or vice versa, he would conclude that there are good people and evil people. This would mean that there's a spiritual struggle going on that could be won by either side. However, should he leave with all eleven gold bars, then he would conclude that life is good and that it prevails over evil.

Chantal is caught in this diabolical web where she is threatened by the stranger: “You may decide not to co-operate, in which case, I'll tell everyone that I gave you the chance to help them, but you refused, and then I'll put my proposition to them myself. If they do decide to kill someone, you will probably be their chosen victim.”(18)

Viscos, the company has a very strong grapevine which Carlos uses to his advantage. “That is the advantage of very small villages: without making the slightest effort, you can learn all there is to know about a person's life.”(6) Chantal is also very much aware of this. “Much as she would have liked to share her secret, she knew that if she revealed it to a single one of them, the rest of the village would be sure to know it before the morning was over.” (48)

Chantal, loyal to her company questions the stranger at the choice of her village to which the stranger replies that it is by chance he has decided on Viscos. He needed a small place with a close knit community where everyone knew each other and got on together. The moment they learnt about the reward, Good and Evil would once again be pitted against each other, and what had happened in that hiding place would be simulated in the village. The terrorists were already surrounded and defeated; nevertheless, they killed his family merely in order to carry out a useless, empty ritual. Viscos has a choice. They would be tempted by the desire for money and perhaps believe that they had a mission to protect and save their village, but even so, they would still retain the ability to decide whether or not to execute the hostage. The stranger wanted to decipher whether other people would react differently from the terrorists. According to him, “the story of one man is the story of all men.”(69) If the villagers were compassionate, he would accept that fate had been harsh with him, but that sometimes it could be gentle with others.

Chantal Prym holds onto the private information from Carlos for a few days, torn inside by the struggle between her inner demons and angels. By doing so she makes the stranger anxious and gains control over the situation. “The roles seemed to have been reversed: it was she who was in control of the situation, she who could choose the battlefield and the hour of the fight. That was
how all the most successful hunters behaved: they always arranged things so that the prey would come to them.” (57) She was already planning her strategy. “If she wanted to find out how to defeat him, she needed to get to know him better.” (58) “The best way to weaken one's enemy was to get him to believe that you were on his side.” (59)

The stranger tries to incite Chantal by quoting an anonymous philosopher “man needs what's worst in him in order to achieve what's best in him”(120). This is an attempt to convince Chantal that ending the life of one will dramatically enhance life for all, and to a point it works. Weighing her choices of fleeing town with her bar of gold, staying to deliver the stranger's message to the town and later being praised for the role she led in a community-wide revival, or remaining silent and then being accosted by the people for not having shared the opportunity with them at the earliest possible time, Chantal's decision-making process is motivated by probing into her loyalty and their implications. She tries to leave town, she tries to deliver the message, but always fails to follow through. She faces an ethical dilemma and good and evil play a tug-of-war, collaborating the influences of learned-values, personal desires, collective gains, and the pressure of being an object of involuntary manipulation.

Unable to make the town's decisions for it, Miss Prym concedes to issue the stranger's challenge in front of a normal weekend crowd at the hotel's bar. Her presentation skills come to the forefront. But first she provides the required resources for achieving an ethics-centric culture by beginning with the narration of how Ahab, Viscos’ local hero – once the region’s most notorious criminal who later converted to Christianity and transformed Viscos to an important trading center and a home for men and women of good will by using the method of strategic influence. Besides setting laws, Ahab had a newly constructed gallows unveiled in the town square which is never mentioned directly but represents a silent incentive to do good and weighs on the minds of past evil-doers. Ahab's understanding of human nature propelled Viscos forward, and influenced them to act in mimic of the iconic good St. Savin. The true purpose of the gallows was to invoke the fear of punishment in town residents, the laws themselves not quite enough to drive the people to behave as society required.

Miss Prym also reminds them that Ahab had said that there are two kinds of idiots--those who don't take action because they have received a threat, and those who think they are taking action because they have issued a threat. “Today, at the stranger's request, I am pulling down the cross

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and erecting another gallows in the middle of the square.”(77) Her communication skills are highlighted by the stranger’s comment “The girl tells a good story.”(83) Most of the villagers, at first, find the proposal to be unbelievable, but the simple nod of confirmation from the stranger starts the ball rolling. They are all shocked, and some asks the stranger to leave the village at once, while others suggest calling the police.

In a coup de etat she successfully negotiates and convinces the stranger to give the ten gold bars to the village as a reward for the integrity of its inhabitants if, after three days, no one is murdered. As a reward for her participation in this sordid game, she even claims her gold bar in such circumstances. When the stranger expresses doubts that she will divulge the deal to the villagers, she explains that she is so sure about her team that “these men and women are used to working hard, to earning every penny with the sweat of their brow; they would never even admit the possibility of gold just falling from heaven like that.” (81) She is betting on “the fact that people were basically good, despite all the Evil in the world.”(81)

Here comes the twist in the tale. Chantal Prym is sure that there is no way her fellow villagers would be capable of committing a murder for money. “Chantal knew that she lived in a village of decent men and women who honoured their commitments; people who walked with their heads held high and were respected throughout the region.”(23). She was sure that the inhabitants of Viscos would not be capable of committing a murder for money. No man or woman could take the initiative alone as it would be risking themselves for community gain Secondly, any single person protesting would halt the proceedings and she was sure there would be many dissenters. “Better to be poor and honourable than rich and in jail.”(92) But the villagers actually are contemplating murder. Those people who had never agreed about anything in their lives before were, for the first time ever, in complete accord. They felt Chantal was the guilty one. “In other words, each one of those people, in their heart of hearts, was thinking the unthinkable, imagining the unimaginable.”(95) Berta convinces her that she is not the problem. “The rest of them know that too, but they need someone to blame.”(96)

The mayor and the priest become important characters at this juncture. An overflowing congregation gathers at the church to seriously consider the murder, the priest having made up his mind before hand. Here we have an instance of an unethical leader justifying the dastardly act. The priest is busy trying to usurp the CEO’s position. “He had wanted to be wise, but had
been lacking in political skills. He had wanted to be just, but had lacked wisdom. He had wanted to be a politician, but had lacked courage.”(150) He is now set on murder, and manages to convince the rest of the congregation. He even plays an extremely good plan when in the same breathe, he offers himself as victim and warns them of the fury of God in killing a pious man. He cites biblical stories to influence the villagers to justify their unethical act. “If one day we have to accept a wager with the devil, let us remember that our Father who is in heaven did exactly the same in order to save the soul of His servant Job.” (128) In the story of Job, God takes a wager with the devil, allowing the devil to strip Job of his wealth, killing his children, and inflicting a horrible disease on his body, just to see whether Job would continue to love and worship Him. “The only thing I know well is my religion, in which the sacrifice of one individual saved all humanity.” (150) He cites the instance of Jesus asking Judas to commit a sin and explains that Evil has to manifest itself and fulfill its role, so that ultimately Good could prevail. “If there was no betrayal, there could be no cross, the words of the scriptures would not be fulfilled, and Jesus' sacrifice could not serve as an example.”(150) The unethical strategies of the priest are at a peak when the priest proposes that all the shotguns from the villagers should be kept in the church, where he would take out the lead out of eighty-seven of the cartridges and leave the other shotguns with live ammunition in them. He uses the analogy of a firing squad, where the seven soldiers chosen to shoot the condemned man, are handed guns, but only six of them are loaded with real bullets, the seventh contains a blank. All the weapons would go off at the same time, but none of the soldiers knows which rifle contains the blank. In that way, each of them believes he is innocent. The villagers greet the priest's idea with a huge sigh of relief. They are rejuvenated and the entire situation is successfully transformed into a simple treasure hunt. “Every man was convinced that his gun would carry the blank ammunition, and that he would not therefore be guilty; he was simply showing solidarity with his fellows, who wanted to change their lives and where they lived.”(167). The priest commits to sharing the gold equally because he is aware that “There was no other choice: everyone had to take part and bear the same responsibility and receive the same reward, otherwise it would not be long before someone denounced the crime - either out of jealousy or vengeance.”(164) He is also aware that “If you want to control someone, all you have to do is to make them feel afraid.”(152)

Not wanting the priest to hog the spotlight, the town mayor calls for a nighttime meeting in the square. He also has his plans. “When this business was over, he would have to re-impose his
authority in whatever way was necessary. Now, like a good politician, he would let the priest take the lead and expose himself to risk.”(165) The mayor does not like the way the priest offers to keep his weapon loaded because he can't choose for himself nor the fact that the priest claims that he does not intend to keep his share of the gold. He feels the priest is attempting a takeover bid by impressing on the people of Viscos his courage, generosity and capability of sacrifice. The mayor tries to influence the villagers with unethical promises of the incentives of economic plusses, and a movement toward an idyllic future He senses authority slipping away from him when questions regarding the sacrifice are directed to the priest. In a bid to regain power, the mayor has his plans ready of announcing a steep increase in tax on the church that it would be impossible for the priest to stay on in the village.

The intended target is old Berta who lives on the edge of town and does not produce anything or provide any value for the community. Some of the gatherers at the square advocate for Miss Prym's murder alternatively, but the mayor’s wife does not want Chantal to be the prey because as the priest explains “That way the guilt falls on the head of the one who precipitated the tragedy. She will bear that burden for the rest of her days and nights. She might even end up like Judas, who betrayed Jesus and then committed suicide, in a gesture of despair and futility, because she created all the necessary preconditions for the crime.” (135) Not a single voice in the crowd is raised against the choice. The mayor is glad because he feels that his authority has been accepted, but the shrewd priest knows that this could be a good or a bad sign, because “silence does not always mean consent usually all it meant was that people were incapable of coming up with an immediate response. If someone did not agree, they would later torture themselves with the idea that they had accepted without really wanting to, and the consequences of that could be grave.”(145) He gets each and everyone to commit acceptance vocally.

Chantal goes out to steal the gold but has qualms about it. At that point the rogue wolf attacks her. The stranger joins the fight and guided by Chantal manages to save both of them. “Get down from the tree, keep a firm hold on the torch and walk towards the wolf!' The stranger could not move. 'Do it!' she yelled again and, when he heard her voice, the man understood the force of authority behind her words - an authority derived from terror, from the ability to react quickly.” (115) Chantal discovers two things that afternoon that she had always considered herself to be different, and now she saw that she was just the same as them. She had dug up the gold bar three
times, but had been incapable of actually running off with it. She had committed the crime in her soul, but had been unable to carry it out in the real world. She also had realized that “Evil never brings good”.

In the end, it is multiple pressures, multiple influences, and of course the power of gold that leads a mob of shotgun-bearing, torch-toting Viscosians to the Celtic monolith, a rock slab. A sedated Berta is tied to the rock, and the firing line of townspeople prepared to do the deed. Plagued by doubts about winning, since “she had always lost every other battle in her life,” Miss Prym changes her strategy. She proves her brilliance in Change Management. Change is what everyone craves and fears the most. She realizes that there were two things that prevent us from achieving our dreams; believing them to be impossible or seeing those dreams turn to reality by a stroke of fortune, when one least expects it. At that moment, all our fears suddenly surface: “the fear of setting off along a road heading who knows where, the fear of a life full of new challenges, the fear of losing for ever everything that is familiar.”

“People want to change everything, and at the same time, want it all to remain the same”

Using the advice of old Berta's late husband "whenever you want to achieve something, keep your eyes open, concentrate and make sure you know exactly what it is you want," Miss Prym adopts an objective approach and decides to restore the goodness of her fellow peoples' hearts. She narrates the story of King Midas' misery to the would-be murderers, which ends with Midas being surrounded by nothing but gold and falling victim to the basic human needs of food and water. The mayor tries to intervene but Miss Prym takes over full control. Her leadership qualities at the fore, she asks him to shut up. “These words from Chantal startled everyone. None of them dreamed that anyone in Viscos could say what they had just heard.”

The mayor gives her five minutes and she replies ”I'll talk for as long as I like.” She is determined not to give an inch and speaks with an authority no one had ever seen before. She displays her foresightedness and communicates the problems of arousing the suspicions of the authorities, if every Viscos inhabitant were suddenly to turn up bearing a small gold bar. Conversely she tells them if the mayor takes the ten gold bars, which bear a seal and date, and goes to the bank, and asks them to exchange them for money, queries would be forthcoming. By this time, the stranger would be far away. Any large withdrawal would be regarded as suspicious; and the bank authorities would like to confirm the origin of the gold bars. The consequences would be dire if the gold turned out to be stolen or belonging to drug peddlers Even if the mayor were to accept stealing the gold
from the stranger, the villagers would not benefit. Miss Prym's storytelling fills her listeners with doubt, dampened the prevailing Evil, and turns the Good people of Viscos back to their homes. A murder was about to be committed for something they could never have. The villagers were convinced, and the noise of the first shotgun being disarmed was heard, followed by all the rest!

Chantal Prym has a dream, which she is unable to comprehend fully, of an angel handing her the eleven gold bars and asking her to keep them. Chantal reminds the angel that, for this to happen, someone had to be killed but the angel tells her that it is not so. She converts her dreams to reality by proving her business acumen when she convinces the stranger to transfer the ownership of the entire gold to her as she saved the villagers from committing a wrong deed and for helping him find an answer. The mayor and priest agree to set up a fountain in Berta’s honour as a price for her silence.

Coelho is trying to convey to us the message that we are all good and evil; that good and evil have the same face. He recounts two stories to illustrate this. The first story is about The Last Supper, painted by Leonardo da Vinci. When Leonardo was creating this picture, he had to depict good in the person of Jesus and evil in the figure of Judas. In his search for models, he was quickly able to find a choirboy for the face of Jesus. Three years went by, and the Last Supper was almost complete, but Leonardo had still not found the perfect model for Judas. After searching high and low, he came across a prematurely aged youth, in rags and lying drunk in the gutter. He had the beggar taken to the church and immediately starts copying the lines of impiety, sin and egotism so clearly etched on the beggar's features. When he had finished, the beggar, who had sobered up slightly, exclaimed with a mixture of horror, "I've seen that picture before!" Leonardo was astonished and asked him for details. The beggar replied, "Three years ago, before I lost everything I had, at a time when I used to sing in a choir and my life was full of dreams. The artist asked me to pose as the model for the face of Jesus." As the stranger narrates the story he tells Chantal "Good and Evil have the same face; it all depends on when they cross the path of each individual human being." (37)

Chantal narrates the other story about the history of Viscos. St. Savin, the hermit, one day, came down from his cave to spend the night at Ahab’s house. Ahab was the regions most notorious criminal. Ahab was determined to kill St. Savin. But before St. Savin went to sleep, Ahab challenged him. He asked St Savin if the most beautiful prostitute in the village came in the cave
that night, would he be able to see her as neither beautiful or seductive? To which St. Savin replies, “No, but I would be able to control myself.” Ahab continues to ask if he offers St Savin a pile of gold coins to join him and the other outlaws, would he be able to see the gold as pebbles instead? To which again St Savin replies, “No, but I would be able to control myself.” As a last challenge, he asks St. Savin if two brothers approached him, one who hated him and the other who revered him, would he be able to feel the same towards them both? To which St Savin replied, “It would be very hard, but I would be able to control myself sufficiently to treat them both the same.” That night, Ahab fails to kill St. Savin because he realizes that he and St Savin had something in common. Good and Evil struggled in both of them, just as it did in every soul on the face of the earth. “It was all a matter of control. And choice. Nothing more and nothing less.”(197) It is well put in Berta’s Husband words “the fight between Good and Evil is raging all the time in every individual's heart, which is the battleground for all angels and devils; they would fight inch by inch for thousands of millennia in order to gain ground, until one of them finally vanquished the other. (161)

Use of Literature in Teaching Ethical Leadership

Learnings from the story

1. We could consider the stranger as the competition or conversely, we could also consider him the resource person brought from outside who generates closer examination of the discrepancies between values and practice and draws on a wider knowledge of instances and intellectual frameworks than the group can. He uncovers the dramatic differences between the values and the practicality of their implementation.

2. The stranger asks the villagers to break one of the Ten commandments “Thou shalt not kill.”

3. One has to consider long range plans and short term budgets simultaneously. The ethical colouring of a business is affected by time which can alter circumstances drastically. This is exactly what happens to Viscos with the seven day deadline.

4. Every executive faces conflicts of loyalty pitting self interests against corporate interest. Chantal's decision-making process is motivated by probing into her loyalty and their implications.
5. Knowing that a full examination of how the situation occurred and what the traditional solutions have been may reveal the real significance and ethics of the problem, Miss Prym narrates the story of the gallows before putting forward the wager.

6. Realizing that a decision that is based on blind or convenient ignorance is hardly defensible the priest makes each village confirm his assent to the murder.

7. The priest and the mayor advocate the benefits of the profit motive and a better future thus promoting the complacency, carelessness and impersonality that have characterized some of the most injurious actions of corporations. They realign various competing moral claims with the financial objectives of the company. The community falls prey, wanting to believe, wanting to stay Good while being Evil.

8. “In deciding the ethics of a situation it is important to distinguish the symptoms from the disease. Great profit pressures with no sensitivity to the cycles in a particular industry may force managers to be ruthless with employees.”(Nash, 2003, 30) “Almost no one in the crowd believed that Viscos would regain its former glory; all they wanted were the riches they had always deserved, but had never had.” (166) Nash (2003,30) states that “violations of corporate and social values usually occur inadvertently because no one recognizes that a problem exists till it becomes a crisis. The tendency towards initial trivialization seems to be the biggest ethical problem in business.”

9. The story reveals how executives draw on their private self to the enhancement of the company. Miss Prym explores of the likely consequences of the proposal. It would be apt to apply Socrates's metaphor of the gadfly to Miss Prym, who stings her fellow citizens into a critical examination of their conduct. She prevents the villagers from becoming sulggish and careless and intolerant.

10. Defining fully the factual implications of a decision determines to a large degree the quality of one’s subsequent moral position. Chantal has the foresight and puts across the facts. A truly moral decision is an informed decision.

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11. “Disclosure is a way of sounding those submarine depths of conscience and of searching out loyalties. It is also a way of keeping the corporate character cohesive.” (Nash, 2003, 38) Miss Prym uses this tool to convince the villagers to change their stance.

12. Inquiring into the history is as important as deciding the ethics of the situation. Indeed, the final story of Ahab and St. Savin of Viscos gives a clue to solving the stranger’s dilemma.

13. Miss Chantal Prym is thus a true leader who acts as an energiser, catalyst and visionary equipped with a set of tools (communication, problem-solving, people management, decision making, change management etc.) She has the leaders’ ability to respond and adapt her style to different circumstances. She displays excellent information processing, and delivery skills, along with proven business and political acumen. She demonstrates innovation, creativity and thinks “outside the box”. She does the right thing for the right reasons and not for short-term gain and is a harbinger of open communication, integrity, ethical behavior and business values. She is an entrepreneur who identifies opportunities and is prepared to take risks. As a leader she shows a true concern for people that is drawn from a deep level of self-awareness and personal reflection. She is a transformational ethical leader. The priest and mayor on the other hand are unethical team builders who have no qualms about unethical communication.

Note: 1. The number in paranthesis indicated page numbers in the novel.

Appendix VI - PERFORMANCE TEST

QUESTION PAPER – ORGANIZATION BEHAVIOUR

Date: 17/11/2012

General Instructions
(i) Question no.1 is compulsory and carries 30 marks
(ii) Question no.6 is compulsory and carries 10 marks
(iii) Attempt any two questions from the remaining 4 questions. Each question carries 10 Marks

Q1 Case study

Navya Products Ltd, a Mumbai based company manufacturing agro product, was established by Ajay Sinha in 1994. By 2000, the company & its brand were popular throughout India. Sinha believed that it was hard work & commitment of his management team & that led to the success of company. In order to keep his employee motivated Sinha offered awards on an annual basis for the best manager, best employee, best PR executive & the most productive department. He also gave awards to encourage quality initiatives in the organization. The marketing manager of the company, Ravinder Shah won the best PR executive. He maintained the good relationship with the customers. Shah ensured that once the company obtained a contract from a customer for supply of products, the customers continued to source his entire requirement from Navya. Shah had joined the company as a marketing trainee when it was established & none of his client had ever shifted loyalty to other companies.

In 2001, Navya diversified into FMCG & pharmacy products, & acquired many companies .The Company that started with 30 employees has now become the workforce of 3000 people. There was an increase in the levels of hierarchy. Many people who reported directly to Sinha did not do any more. They had to report to a senior manager, who in turn report to Sinha. With this restructuring of the company, a new person, Arvind Kapoor was appointed as the head marketing division. Previously Shah reported directly to Sinha, but after restructuring, he had to report to Kapoor.

Sinha gradually expanded the company & established new units in places across the country & the company soon had branches throughout in India. He also had planned to start overseas. He made a beginning by exporting agro products to the US & various other countries in Middle East & Europe. He also began to look for a strategic partner to venture into international business. This discussion was also attended by Kapoor & the heads of production & finance division. Sunil Devgun & Rajni Mehata prior to restructuring, Shah & some other colleague were always invited in strategic meet. In-fact, they believed they played crucial role in various discussions that led to

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the recent acquisitions by the company. Now, seeing their role in the company diminishing, Shah & his affected colleague began to feel neglected.

In 2002, for the first time Sinha observed that Navya was beginning to lose customers. Most of them were customer brought by Shah. He also heard that the reason for the customer shifting their loyalty to other companies was the aggressive manner in which Shah behaved with them. It also came to light that in last few months Shah had not visited to client. Kapoor also complained to Sinha that Shah was not cooperative & was aggressive. There were reports that during management meeting Kapoor & Shah had opposite views & argued too. Sinha also heard from some source that Shah was planning to resign.

**Q1 Answer the following questions with reference to the Case Study.**

a. What leadership traits / style do you find in Sinha?

b. How do you think the conflict between Arvind Kapoor & Ravinder Shah can be resolved?

c. Is it wise for the company to lose Shah? Discuss the factor that led to conflict between Shah & Kapoor.

d. What impact has organization restructuring have on employes?

**Q2** Examine the need hierarchy theory of motivation. Also show its international findings in this regard.

**Q3** Change is inevitable, justify the statement in business environment. Discuss in details, how the three steps of Levin’s change process model is applied in change management?

**Q4** Distinguish between Coercive and Legitimate power.

**Q5** When we use the Myers Briggs system, we define the term personality type as the combination of qualities or preferences that we exhibit as we approach a situation and work on a decision. Explain.

**Q6** Write short notes [any two].


b. Role conflicts.

c. Management by Objectives.

d. Autocratic leadership

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Q.1. Case Study

Sudhir bought a small struggling computer company. After several difficult years, revenues started to grow and it seemed profit were growing as well according to the financial statements. In reality, there was a major cash crunch.

The company’s key stakeholders were applying pressure on Sudhir to improve earnings and cash flow. They threatened to take over the business, if major changes were not made. At the same time, the company was on the verge of losing several contracts, constituting 25% of his top line revenues, to the competition.

Sudhir responded by laying off people, freezing wages and closing several marginal operations, but these efforts were not enough. He was badly in need of more cash and professional management. To remain viable he had three options:

1. He could negotiate a “capital for control” type exchange with the investor and the banks whereby the banks would help recruit new talent and offer interim financing to support the company while restructuring occurred. On the down side, his status would change from being owner to more of a senior manager.

2. Sudhir could maintain control and hire turnaround management, explaining to them that the company was in a critical turnaround phase and that the organization’s future depended on the new manager’s ability to generate credibility and positive performance within a year. He would have to disclose the wage freezes for the past 2 years and explain that he could initially offer competitive salaries or traditional benefits. If he took this option, Sudhir would find it difficult to recruit skilled managers because they would not want to come to such a situation. But if this option succeeds, this option would allow Sudhir to keep control and save his reputation.

3. Sudhir could remain in control and hire turnaround management without fully explaining the serious situation. He might say that the company was one of the fastest growing companies in the industry, that it had just completed an operational turnaround, had regained profitability and was upgrading staff to take the company to the next level. He could support the positive picture by representing proforma financial information as if it was actual. With this stance, he would
probably get new staff initially but they might join only to leave soon afterward. They would probably not develop into loyal, long term employees because of Sudhir’s dishonesty. This option would allow Sudhir the opportunity to maintain control and keep all his workers employed.

Q1. Answer the following with reference to the case study
   a. Of the three options available to Sudhir, which is the most ethical?
   b. How does egoism come into play in this case? In which of the three options is altruism most apparent?
   c. Which option would provide the greatest good for the greatest number? From an ethical perspective, what is Sudhir’s duty in this situation?
   d. What pressure does Sudhir face regarding honesty and telling the truth about this situation?

Q2. Answer any 2 questions from following (2x5)
   a. What is meaning of term ‘Corporate Governance’? Explain defining Principles of ‘Corporate Governance’?
   b. What are the factors contributing to Good Corporate Governance?
   c. Explain stages of Kohlberg’s Model of Moral Development?

Q3. Explain with examples the various theories of Corporate Governance?

Q4. What are the various sources of ethical norms? Give examples.

Q5. For every ethical sin, there is an ethical antidote. Discuss your understanding of this statement in terms of ethical leadership.

Q6. Write short notes -any 2 (2x5)
   a. Deontology
   b. Stakeholders
   c. Virtue ethics.
   d. Whistle Blowing.
Appendix VII - FEEDBACK FORM

Faculty Feedback Form (MMS)

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Please rate the parameters on a 1-5 scale where
1 = Unsatisfactory 2 = Satisfactory 3 = Good 4 = Very Good 5 = Excellent

Using Literature as a Management Teaching Tool
Appendix VIII

RETENTION TEST

QUESTION PAPER – ORGANIZATION BEHAVIOUR

Date: 20/12/2012  Duration: 3Hours

Organizational Behavior

General Instructions
(i) Question no.1 is compulsory and carries 30 marks
(ii) Question no.6 is compulsory and carries 10 marks
(iii) Attempt any two questions from the remaining 4 questions. Each question carries 10 Marks

Q1 Case study

José has been appointed chair of a steering task force to design the primary product line for a new joint venture between companies from Japan, the United States, and South America. The new joint venture company will make, sell, and service pet caskets (coffins) for the burial of beloved pets, mostly dogs and cats. One month earlier, each company had assigned personnel to the task force:

From the Japanese company, Furuay Masahiko from Yokohama, assistant to the president of the Japanese company; Hamada Isao from Tokyo, director of marketing from its technology group; and Noto Takeshi from Tokyo, assistant director of its financial management department.

From the United States company, Thomas Boone from Chicago, the top purchasing manager from its lumber and forest lands group; Richard Maret from Buffalo, the codirector of the company’s information systems group; and Billy Bob "Tex" Johnson from Arizona, the former CEO, now retired and a consultant for the company.

From the South American company, Mariana Preus from Argentina, the head of product design for that company’s specialty animal products group; Hector Bonilla from their Mexico City division, an expert in automated systems design for wood products; and Mauricio Gomes, in charge of design and construction for the plant, which will be located in southern Chile to take advantage of the vast forest there.

These members were chosen for their expertise in various areas and were taking valuable time away from their normal assignments to participate in the joint venture.

As chair of the task force, José had scheduled an initial meeting for 10:00 A.M. José started the meeting by reviewing the history of the development of the joint venture and how the three company presidents had decided to create it. Then, José reviewed the market for the new high-end, designer pet coffins, stressing that this task force was to develop the initial design...
parameters for the new product to meet increasing demand around the world. He then opened the meeting for comments and suggestions.

Mariana Preus spoke first: "In my opinion, the current designs that we have in production in our Argentina plant are just fine. They are topnotch designs, using the latest technology for processing. They use the best woods available and they should sell great. I don’t see why we have to design a whole new product line." Noto Takeshi agreed and urged the committee to recommend that the current designs were good enough and should be immediately incorporated into the plans for the new manufacturing plant. José interrupted the discussion: "Look, the council of presidents put this joint venture together to completely revolutionize the product and its manufacture based on solid evidence and industry data. We are to redesign the product and its manufacturing systems. That is our job, so let’s get started." José knew that the presidents had considered using existing designs but had rejected the idea because the designs were too old and not easily manufacturable at costs low enough to make a significant impact on the market. He told the group this and reminded them that the purpose of the committee was to design a new product.

The members then began discussing possible new design elements, but the discussion always returned to the benefits of using the existing designs. Finally, Tex spoke up: "I think we ought to do what Mariana suggested earlier. It makes no sense to me to design new caskets when the existing designs are good enough to do the job." The others nodded their heads in agreement. José again reminded them of the task force’s purpose and said such a recommendation would not be well received by the council of presidents. Nevertheless, the group insisted that José write a memo to the council of presidents with the recommendation to use existing designs and to begin immediately to design the plant and the manufacturing system. The meeting adjourned and the members headed to the golf course at 10:45 A.M.

José returned to his computer and started to write the memo, but he knew it would anger the presidents. He hoped he would not be held responsible for the actions of the task force, even though he was its chair. He wondered what had gone wrong and what he could have done to prevent it.

Q1 Answer the following questions with reference to the Case Study.

a. Which characteristics of group behavior can you identify in this case?

b. How did the diverse nature of the group affect the committee’s actions?

c. If you were in Jose’s position, what would you have done differently? What would you do now?

Q2 According to you which Leadership approach is more important People Centric or Process Centric – Explain with pros and cons with each of them.

Using Literature as a Management Teaching Tool
Q3 What are the different ways in which conflict can be resolved?

Q4 Explain with Examples: The Autocratic Style of Leadership: Bureaucratic Style of Leadership, their applicability in the Industrial Setup

Q5 “Group development happens in stages.” What are your views on this statement?

Q6 Write short notes [any two].

a. Group cohesiveness

b. Laissez faire

c. Causes of leadership failure

d. Path goal theory
Q.1. Case Study

Nike Inc produces footwear, clothing, equipment and accessory products for the sports and athletic market. It is the largest seller of such garments in the world. It sells to approximately 19,000 retail accounts in the US, and then in approximately 140 countries around the world. Just about all of its products are manufactured by independent contractors with footwear products in particular being manufactured in developing countries. The company manufactures in China, Taiwan, Korea, Mexico, as well as in the US and in Italy. Apart from this they also have contract factories in several developing countries.

Nike has around 700 contract factories, in various developing countries like Pakistan, Indonesia etc. within which workers are creating Nike products. Conditions for these workers has been a source of heated debate, with allegations made by campaigns of poor conditions, with commonplace harassment and abuse. Nike has sought to respond to these allegations by putting into place a code of conduct for all of its suppliers, and working with the Global Alliance to review around 21 of these factories, and to pick up and respond to issues.

In Indonesia, the following was reported: 30.2% of the workers had personally experienced, and 56.8% had observed, verbal abuse. An average of 7.8% of workers reported receiving unwelcome sexual comments, and 3.3% reported being physically abused. In addition, sexual trade practices in recruitment and promotion were reported by at least two workers in each of two different factories, although a subsequent investigation was unable to confirm this. 73.4% of workers are satisfied with their relationship with direct line supervisors, 67.8% are satisfied with management.

Far and away, the main concerns expressed by workers relate to their physical working environment. A further report has been produced also relating to a site in Mexico, which has experienced serious problems leading to labour disputes.
Naomi Klein, in her widely read book "No Logo" deals quite extensively with Nike, accusing them of abandoning developing countries where labour is cheap countries as they developed better pay and employment rights in favour of countries like China, where these are less of a cost. She points to a photo published in 1996 showing children in Pakistan stitching Nike footballs as an example of the use of child labour. Other critics have suggested that Nike should publicise all of its factories, and allow independent inspection to verify conditions there. Any auditing carried out by Nike should be made public. A lot of focus is given to wage rates paid by the company’s suppliers. By and large, audits have found that wage rates are above the national legal minimum, but critics contend that this does not actually constitute a fair living wage.

Q1. Answer the following with reference to the case study

a. What are major issues of concern? What do you think of Nike as an employer? Justify

b. Do you think Nike should be held responsible for employment conditions and wages of workers in their contractor’s factory as well? Why?

c. What should be remedial measures taken by Nike to rectify their mistake –if any

d. Analyse the possible impact of above situation on Nike’s future business from perspectives of various stakeholders

e. Give your comments on this case –with respect to Corporate governance.

Q2. Differentiate between altruism, ethical egoism and Utilitarianism

Q3. Ethical Dilemmas are a result of Mind Over matter discusses any Five Ethical Dilemmas.

Q4. A. Write different ways in which human beings justify their unethical behaviour.

B. What are the factors which affect good Corporate Governance.

Q5. Discuss any two models of ethical decision making.

Q6. Write short notes - any 2 (2x5)

a. Teleology

b. Good Corporate Governance

c. Ethical management of employees in workplace

d. Ethics and Morality