1. Explain the concept of organizational effectiveness. Discuss in detail the determinants of organizational effectiveness.

**Ans:** Organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. Organizational Effectiveness groups in organizations directly concern themselves with several key areas. They are talent management, leadership development, organization design and structure, design of measurements and scorecards, implementation of change and transformation, deploying smart processes and smart technology to manage the firms' human capital and the formulation of the broader Human Resources agenda. If an organization has practices and programs in the areas above, the OE group does many or all of the following roles:

- Examines alignment between the areas and improves them
- Improves trade-offs between reliability, speed and quality in the above areas
- Strategizes for higher adoption rates in these areas
- Facilitates/initiates/catalyzes capability building: structure, process and people

Rapid advances in social sciences and technology aided by clever experimentation and observation is bringing several truths to the light of society. There are several disciplines of social sciences that help the OE Practitioner be successful. Four of them are outlined below:

- Decision Making - Ways in which real people make decisions, enabling them real time to make good decisions, improving quality of decisions by leveraging adjacent disciplines (for example- Behavioral economics) and replicating relevant experiments, creating new ones and implementing their results to make organizations effective
- Change & Learning – Ways in which real people learn, change, adopt and align, get “affected” by dynamics in the environment and leveraging this knowledge to create effective organizations that are pioneers of change and learning
- Group Effectiveness – Ways in which real people work well together, especially in bringing new ideas and innovation, working of people to people protocols, impact of digitization and virtualization in organizations on these protocols
- Self-Organizing & Adaptive Systems– Ways in which self-organizing systems and highly networked systems work, learnings from them and the tangible ways by which they can be put to play to make organizations more effective

The broader idea of organizational effectiveness is applied for non-profit organizations towards making funding decisions. Foundations and other sources of grants and other types of funds are interested in organizational effectiveness of those people who seek funds from the foundations. Foundations always have more requests for funds or funding proposals and treat funding as an investment using the same care as a venture capitalist would in picking a company in which to invest.

According to Richard et al. (2009) organizational effectiveness captures organizational performance plus the myriad internal performance outcomes normally associated with more efficient or effective operations and other external measures that relate to considerations that are broader than those simply associated with economic valuation (either by shareholders, managers, or customers), such as corporate social responsibility.

2. Discuss the operant conditioning theory learning. How does it differ with the classical conditioning theory of learning?

**Ans:** Operant conditioning (also called instrumental conditioning) is a learning process through which the strength of a behavior is modified by reinforcement or punishment. It is also a procedure that is used to bring about such learning. Although operant and classical conditioning both involve behaviors controlled by environmental stimuli, they differ in nature. In operant conditioning, stimuli present when a behavior is rewarded or punished come to control that behavior. For example, a child may learn to open a box to get the candy inside, or learn to avoid touching a hot stove; in operant terms, the box and the stove are "discriminative stimuli". Operant behavior is said to be "voluntary": for example, the child may face a choice between opening the box and petting a puppy.

In contrast, classical conditioning involves involuntary behavior based on the pairing of stimuli with biologically significant events. For example, sight of candy may cause a child to salivate, or the sound of a door slam may signal an angry parent, causing a child to tremble. Salivation and trembling are not operants; they are not reinforced by their consequences, and they are not voluntarily "chosen".

The study of animal learning in the 20th century was dominated by the analysis of these two sorts of learning, and they are still at the core of behavior analysis.

Operant and classical conditioning are two different ways in which organisms come to reflect the order of the environment around them. They are not perfect processes and they certainly cannot explain facet of human and non-human behavior. That said, they are surprisingly reliable processes, and they can explain much, much more about human and non-human behavior than anyone would have thought before extensive study of those processes began.

It is probably best to think about operant and classical conditioning as offering two different types of developmental stories. They are not stories about what a behavior is, now, but rather stories about how that behavior got to be that way. Classical conditioning stories are about things happening around the animal, no matter what the animal does. Operant conditioning stories involve consequences of the animal's action, i.e., what happens when the animal operates upon the world as an active agent. There is some debate about whether we need two types of stories. There are good reasons to go either way, including some recent genetic evidence that they can be disentangled. None of that really matters here; all that matters is that you understand the two types of stories and their consequences for future behavior.