

(DBUS37)

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M.B.A. DEGREE EXAMINATION, DEC- 2016

(Third Year)

C-HUMAN RESOURCE PLANNING AND DEVELOPMENT

Human Resource Planning & Development

Time : 3 Hours

Maximum Marks : 75

SECTION- A

(3 x 5 = 15)

Answer any 3 of the following

- Q1)** a) Objectives of HRD.
b) Service Industry.
c) Role of a counsellor.
d) HRD culture.
e) Line managers and HRD.
f) Need for HRP.

SECTION-B

(3 x 15 = 45)

Answer any 3 of the following

- Q2)** Explain the methods of forecasting HRD.
- Q3)** Examine the importance of HRD for workers.
- Q4)** Compare HRD practices in domestic and international industry.
- Q5)** What is HRD? Explain HRD approach to IR.
- Q6)** Explain the process of HRP.
- Q7)** Give an overview and recent trends of HRD in India.

SECTION-C

(15)

(Compulsory)

Q8) Case Study:

One of the largest NGOs in U.P and Uttaranchal in Environment Protection Agency . The management section of its water division was formed seven years ago. The main functions of this division are to review applications for grants, engineering designs and requests for change. It also inspects operation and maintenance of waste-water treatment facilities.

Four engineers, one technician one secretary-cum-programmer reported to Prem-Sharan, head of the section. Prem was thirty six years old and headed the section since its inception. He had earned good reputation for his technical acumen and dedication. Three of the engineers had joined the section recently. The senior engineer R. Sundharam has been working there for the last four years, Prem had personally trained him. Because of the expertise and skill of Sundharam, Prem had allotted him the areas with most complicated projects. The other three engineers were given regions with less complex problems. They were asked to work closely with Sundharam and learn all they could about the section's work.

At the beginning of the year Prem decided that new engineers had gained enough experience to undertake more difficult tasks. He divided the territory on a geographical basis. This section worked fine and the section was able to meet all its objectives. Three months ago Sharan accepted an offer with larger responsibilities and growth possibilities from a large organization in the private sector. He gave two months notice to the top management.

Time passed but the top management did not even advertise for a new section chief people in the section speculated as to who might take over. Most of them hoped Sundharam would take over. On the Monday of Prem's last week top executive met with him and the section employees and announced that they had decided to appoint a temporary section head till a new one could be hired. The person chosen was Shyam Mehrotra, a senior engineer from another EPA division. This came as quite a surprise to Sundharam and other people in the section. Shyam Mehrotra had no experience of the sections work his background was in technical assistance. In his previous job he was required to do research in certain treatment process so that he could provide more technical performance information to other divisions within the EPA.

Questions:

- a) What was the rationale behind Shyam Mehrotra's choice?
- b) If you were the CEO, what action you would have taken.
- c) Assess Prem's role as the section chief.



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M.B.A. DEGREE EXAMINATION, DEC - 2016

(Third Year)

C-HUMAN RESOURCE PLANNING AND DEVELOPMENT

Managing Change in Organisations

Time : 3 Hours

Maximum Marks : 75

SECTION– A

(3 x 5 = 15)

Answer any 3 of the following

- Q1)** a) Culture.
b) Problems of change.
c) Transactional and transformational change.
d) Features of diagnosis.
e) Is change invertable.
f) Need for consultation.

SECTION–B

(3 x 15 = 45)

Answer any 3 of the following

- Q2)** How to make cultural changes in an organization? Explain.
- Q3)** Explain the quantitative diagnosis method.
- Q4)** Explain the evaluation of organizational change programme.
- Q5)** How does organization manage resistance to change?
- Q6)** Explain the OD in an NGO.
- Q7)** What are interventions in organizational change?

SECTION-C

(15)

(Compulsory)

Q8) Case Study:

Mr. Avinash was appointed as general manager, administration in Phoenix Industries Limited. He joined the company only about two years back. Prior to joining this company, he served another company for two years. He did his M.B.A from a reputed institution. He considered himself as a high flier. After getting promotion as general manager, administration, he felt quite excited and was quite enthusiastic about his new job. The post of general manager was sufficiently at high level. However because of young age and lack of adequate experience, Mr. Avinash was considered as junior executive by most of his subordinates.

The administration department of the company had four major subunits: purchasing, record maintenance, printing and secretarial services. Each subunit was headed by a manager. These four managers were directly reporting to Mr. Avinash. They had combined experience of over 80 years with an average age of 45 years. Most of them had been with the company for a fairly long period of time and that too with their present units. Since Mr. Avinash was quite less experienced and young, these four managers viewed his appointment with hesitancy and suspicion. Also, they had liking for the previous general manager and were sorry to see him leave the company.

The new general manager, Avinash, started holding weekly meetings of the department. However, he noticed that managers were hesitant to speak in the meetings; he was the only one to speak. He made some changes in the operating procedures that he felt would increase efficiency and announced them in weekly departmental meeting. There were no reactions to the changes, but later he noticed that the managers continued to follow the old procedures. He talked to them individually but felt that they were not opening up to him. The problem continued.

After about two months, Avinash started receiving complaints from other departments about the services they received from the administration department. These complaints mostly related to printing and purchasing. Avinash believed that his department should provide the best possible services and, therefore, admonished his managers in a weekly departmental meeting. He still received little response from them. He continued to receive complaints and was becoming increasingly frustrated. On one day, he became very upset at the third complaint that week over jobs done in the printing unit. He stormed out of his office down to the printing unit. The manager of the printing unit was out. Avinash called over the chief print operator, chewed him out, and told him to re-do the job on the same day. When printing unit manager returned and learned what happened, he immediately called a meeting with the three other managers and described the events to them. On this, commented the manager - purchasing unit, "We have to do something. Avinash is too young, incompetent, and is a tyrant." "I agree, he dictates to us in departmental meetings, and now he goes behind our back to our employees. He shows no confidence in us. I am

fed up with this situation," said manager - secretarial services. Finally the manager - maintenance chimed in, "I don't think we have much choice. Avinash is regarded high by top level management. We can't talk to him and higher up, and if we continue doing things this way, our careers will be ruined. Therefore, I think that we should look for some other job opportunities." They all reluctantly agreed with this statement and the meeting ended.

Questions:

- a) Describe the nature of problems in this case,
- b) Explain what could be changed to prevent these problems.
- c) Outline the means you would propose to solve the problems.



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M.B.A. DEGREE EXAMINATION, DEC - 2016

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C-HUMAN RESOURCE PLANNING AND DEVELOPMENT

Organisational Dynamics

Time : 3 Hours

Maximum Marks : 75

SECTION– A

(3 x 5 = 15)

Answer any 3 of the following

- Q1)** a) Features of Organisational dynamics.
b) Burnout.
c) Transformational leadership.
d) Organisational ethics.
e) Need for ethics.
f) Advantages of delegation.

SECTION–B

(3 x 15 = 45)

Answer any 3 of the following

- Q2)** What measures are required for understanding groups?
- Q3)** Explain how to cope with stress and burnout?
- Q4)** What are the social responsibilities of organisations?
- Q5)** Write a note on strategic alliances.
- Q6)** Explain the process of learning organisations.

Q7) How do you assess role efficiency? Explain.

SECTION-C

(15)

(Compulsory)

Q8) Case Study:

Xerox decided in 1989 to design a residential management development programme on strategic management for its senior managers and floated what some believed was a crazy idea a self-managing Temporary Learning Institute (TLI), drawing resources from Indian Institute of Management, Culcutta (IIMC) and Xerox into which the participants would be inducted. The TLI would have three concurrent primary tasks: management of the institution and its interface with IIMC and Xerox, learning about strategic management from interaction with faculty members and developing process - analysis skills from reflecting on intra-group processes with a process consultant within the institution.

The basic idea was that by systematically structuring the roles and interlocking the relevant resources of IIMC and Xerox into an organization for pre-agreed learning objectives, for a period of two weeks the system design and structure would place authority and responsibility with the TLI participants, individually and collectively, for their learning. The significant meta-learning experience from such a design would be experiential understanding of the complexity involved in managing boundaries for oneself and the TLI since learning horizons change but are in nobody's control.

The first TLI was set up in August 1991 and has since been repeated. Participants join the TLIs with their own learning horizons, which continue to evolve during and after the TLI. The learning horizons of individuals influence the learning horizons of the TLI as well as the learning horizons of Xerox and IIMC by introducing many new dimensions in the synergy and interfaces.

Further, as organizations increasingly represent points of contact between networks of roles, enterprises that view themselves as learning organizations are beginning to invest (in time, task, technology, space and sentience terms) in enabling new learning, so that individual and organizational boundaries can be managed and developed harmoniously.

The design of TLIs provides an effective method of managing individual and organizational boundaries and a solution to the transient nature of new learning horizons. It also represents the hope that institutions can be created within and around institutions. At points of contact between institutions, it enables individuals and organizations to examine appropriate ways of learning and doing-learning while doing and doing while learning.

HRD in TLIs promotes competencies and organizational capabilities. These outcomes and processes are impossible to arrange or procure through any other means such as compensation, participation or education. Values, norms, attitudes and beliefs are tested in the process of actual functioning.

It is possible to design educational and experiential institutions to simultaneously focus on content and process. These may also be designed as Temporary Learning Institutions (TLIs) where two or more organizations link resources to create and sustain a TLI to raise learning thresholds to new levels of endeavour. The experience to TLIs suggests that institutions can be created within and around institutions and that the greatest attention in the process of competence building needs to be given to learning about interfaces of roles and systems.

Questions:

- a) What is the purpose of TLI and what does it promote?
- b) What is the content and process of TLI?
- c) What is needed to be given to learning in the process of competence building?

