

(DBUS 37)

M.B.A. DEGREE EXAMINATION, DECEMBER 2019.

Third Year

HUMAN RESOURCE PLANNING AND DEVELOPMENT

Time : Three hours

Maximum : 70 marks

SECTION A — (3 × 5 = 15 marks)

Answer any THREE questions.

1. (a) Process of human resource planning.
- (b) Demand forecasting
- (c) Role of HR manager
- (d) HRD in service Industry
- (e) HRD culture
- (f) Counselling.

SECTION B — (3 × 15 = 45 marks)

Answer any THREE questions.

2. Define HRP. Explain various methods and techniques of HRP.
3. What is HRD? What are the elements involved in HRD?
4. What are the strategies to be used for developing Human resources?
5. Discuss about motivational aspects of HRD.
6. Write a brief note on HRD Experience in Government and public sector.
7. Explain the emerging trends and perspectives in HRD.

SECTION C — (10 marks)

8. Case study :

Toyota:

Toyota, valued at US \$188 billion or £ 98 billion, is the world's second biggest car maker, just behind General Motors of the US, but is expected to claim the top spot in 2009. The potential key competitors of the future are likely to be from South Korea, China and India where companies such as Hyundai, Kia and Tata are making cheap cars of a good quality. Toyota has been able to combine product quality and reliability with low pricing, fuel efficiency, and good design. It has

been successful at aligning its operational activities with strategic goals. The company is driven by what it terms the 'Toyota Way' rather than by cost reduction (which characterizes many Asian and Far East manufacturing companies). The 'Toyota Way' has been evolving since the company was originally founded in 1926. It is all about the culture of the company and emphasizes mutual trust and respect for everyone involved in and with the business. Toyota is regarded as one of the most efficient companies in the world because of the Toyota Production System (TPS) based on lean production and *kaizen* (Continuous improvement) principles. These are at the heart of its approach to business strategy. The approach adopted by Toyota has resulted in the institutionalization of lean manufacturing skills and *kaizen*. Over 20 million suggestions in 40 years have been generated by the company's suggestion system, which is only one aspect of its approach to continuous improvement. The company places great emphasis on teamwork that reflects to culture characterized by collaboration, cooperation, and trust. The company believes that teams are better at solving problems and that people learn from each other.

In terms of its approach to HRD the principal emphasis is on training. The HR function itself is viewed as playing a key leadership approach in the company's improvement processes and has a coordination role when it comes to training. The training and development team is a part of a broader 'Human System', which focuses on development, recruitment, and retention. The aim of the 'Human System' model is to make everyone a member of the Toyota culture. In the US a Corporate University (University of Toyota) has been created to provide training and consultancy on Toyota's business practices, particularly lean manufacturing. The principal strength of the company has always been its approach to on-the-job training although this has become increasingly supplemented with classroom training (although the latter was not greatly appreciated in the past). The company prefers the term on-the-job development because it is felt to be broader than training. This approach includes methods such as job rotation, which reflects this broader development. Team leaders are trained as facilitators and instructors and do most of this classroom training. It is a requirement that anyone in this role has production experience. The increase in classroom training reflects the influence of globalization on the company. Employees are able to identify personal training opportunities which are referred to as 'self-initiated development'. The training of general managers involves learning about business planning and policy. Toyota Business Practices and several other related issues. Most of this handled by the Toyota Institute in Japan although job rotation is also a characteristic of this level.

Toyota has always stressed the importance of recruiting people who not only have the capacity to learn but also possess the motivation and desire to do so. The company is always trying to find ways to improve the training methods it uses because people are trained without slowing down the line. This is a challenging situation for anyone new to the job. This is because the TPS is so interconnected that to slow down one part affects the whole system. Standardized instruction methods are used across the company. Recently, the company has been trying to drive down costs and there are concerns that this is harming its long-standing reputation for quality. In the past it has found ways of realigning its strategy and operations to cope with issues such as environmental concerns without resorting to a cost reduction strategy. It will be interesting to see how the next few years turn out.

Questions:

- (a) How would you describe Toyota's approach to HRD?
- (b) To what extent do HRD activities appear to be vertically and horizontally aligned?
- (c) What are the advantages and disadvantages of Toyota's approach to HRD?

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Third Year

MANAGING CHANGE IN ORGANISATIONS

Time : Three hours

Maximum : 70 marks

SECTION A — (3 × 5 = 15 marks)Answer any **THREE** of the following questions.

1. (a) Process of organisational change
- (b) Features of diagnosis
- (c) NGOs
- (d) Planned change
- (e) Internal change agent
- (f) Organisational culture.

SECTION B — (3 × 15 = 45 marks)Answer any **THREE** of the following questions.

2. Explain measures of manage resistance to change.
3. What are interventions in organizational change? Explain in detail.
4. What are the various qualitative techniques of diagnosis?
5. How to make cultural changes in an organization? Explain.
6. Discuss why change may fail in an organisation.
7. Briefly explain the models of organisational change.

SECTION C — (10 marks)

8. Case Study :

Emily who has the reputation of being an excellent worker, is a machine operator in a furniture manufacturing plant that has been growing at a rate of between 15 percent and 20 percent each year for the past decade. New additions have been built onto the plant, new plants opened in the region, workers hired, new product lines developed, lots of expansion, but no significant changes have occurred in overall approach to operations, plant layout, ways of managing workers, or the design processes. Plant operations as well as organizational culture are rooted in traditional Western management practices and logic, based largely on the notion of mass production and economies of scale. Over the past four years, the company has been growing in number and variety of products produced and in market penetration; however, profitability has been flattening and showing signs of decline. Therefore, in developing their strategic plans, management is beginning to focus on production operations (internal focus) rather than mainly focusing on new

market strategies, new products, and new market segments (external focus). They hope to get manufacturing costs down and improve consistency of quality and ability to meet delivery times while decreasing inventory and increasing flexibility.

One of several new programs initiated by management in this effort to improve flexibility and lower costs was to cross-train workers. However, when a representative from Human Resources explained this program to Emily's supervisor, Jim, he reluctantly agreed to cross-train most of his workers, but not Emily.

Jim explained to the Human Resources person that Emily works on a machine that is very complex and not easy to effectively operate. She has to "babysit" it much of the time. He has tried many workers on it, tried to train them, but Emily is the only one who can consistently get product through the machine within specification and still meet production schedules. When anyone else tries to operate the machine, which performs a key function in the manufacturing process, it ends up either being a big bottleneck or producing excessive waste, which creates a lot of trouble for Jim.

Jim goes on to explain that Emily knows this sophisticated and complicated machine inside and out after running it for five years. She likes the challenge, she says it makes the day go by faster, too. She is meticulous in her work, a very skilled employee who really cares about the quality of her work. Jim told the HR person that he wished all of his workers were like Emily. In spite of the difficulty of running this machine, Emily can run it so well that product piles up at the next workstation downstream in the production process - no one can keep up with her!

Jim was adamant about keeping Emily on this machine and not cross-training her. The HR person was frustrated. He could see Jim's point but he had to follow executive orders. "Get these people cross-trained".

Around the same period, a university student was doing a field study in the section of the plant where Emily worked. In her interview, Emily told the student that, in spite of the fact that the plant had some problems with employee morale and excessive employee turnover, she really liked working there. She liked the piece

rate pay system very much and hoped that she did not have to participate in the recent "Program of the Month", which was having operators learn each other's jobs. She told the student that it would just create more waste if they tried to have other employees run her machine. She told him that other employees had tried to learn how to operate her machine but couldn't do it as well as she could.

Emily seemed to take a special liking for the student and began to open up to him. She told him that her machine really didn't need to be so difficult and touchy to operate with a couple of rather minor design changes in the machine and better maintenance, virtually anyone could run it. She had tried to explain this to her supervisor a couple of years ago, but he just told her to "do her work and leave operations to the manufacturing engineers. "She also said that if workers upstream in the process would spend a little more time and care to keep the raw material in slightly tighter specifications, it would go through her machine much more easily and trouble-free, but they were too focused on going fast and making more piece rate pay. Emily expressed a lack of respect for the managers, who couldn't see this, and even joked about how "managers didn't know anything".

Questions:

- (a) Identify the sources of resistance to change in this case;
 - (b) Discuss whether this resistance is justified or could be overcome ; and
 - (c) Recommend ways to minimize resistance to change in this incident or in future incidents.
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M.B.A. (3 Year) DEGREE EXAMINATION,
DECEMBER 2019.

Third Year

ORGANISATIONAL DYNAMICS

Time : Three hours

Maximum : 70 marks

SECTION A — (3 × 5 = 15 marks)

Answer any THREE questions.

1. (a) Features of organisational dynamics.
- (b) Stress management
- (c) Decentralisation
- (d) Concept of ethics
- (e) Group alienation
- (f) Strategy

SECTION B — (3 × 15 = 45 marks)

Answer any THREE of the following questions.

2. Briefly explain the phases of group development.
3. What are the social responsibilities of an organisation?
4. Explain the process of learning organisations.
5. What is Delegation? How does it help to an organisation for achieving its goals? Explain.
6. Explain about the transformational leadership with examples.
7. Write about the concept of management of diversity.

SECTION C — (10 marks)

(Compulsory)

8. Case study :

The personnel office of Prashant chemicals Limited informed the Middle management, through a circular that a group of consultants would be calling on them later in the week to provide training on team building. The consultants would be emphasizing on how to develop team work and to build inter group relationships throughout the approach to be adopted by the consultants and explained the five steps process of team buildings ; problem sensing, examining differences, giving and receiving feedback, developing interactive skills, and follow up actions. The circular also included a note on the utility of team building in organizational effectiveness.

On receiving the circular, middle managers felt tense as they thought team building as an exercise involving a lot of hocus-pocus as they thought team sensitivity training exercises in which participants used to attack each other and let out their aggression by heaping abuse on those disliked.

“Therefore, the managers felt that the consultants were not needed for team building. One of the managers commented” now that we understand what is involved in team building we can go ahead and conduct session ourselves. All we have to do is to choose a manager who is liked by everyone and put him in the role of change agent / consultant. Alter all, you really do not need high priced consultants to do this team building stuff. You just have to have a good feel for human factor”. The other managers generally agreed however the corporate personnel director turned down their suggestions and proceeded with his original programmed to hiring consultants.

Questions:

- (a) Why did middle managers show resistance to team building approach of organization development?
- (b) Do you think the managers had accurate view of team building concept and role of external consultant in that?
- (c) Did corporate personnel office sell the concept of team building and its usefulness properly to middle managers? What actions that the department has taken?