

# MANAGEMENT PROGRAMME

Term-End Examination

June, 2008

## MS-01 : MANAGEMENT FUNCTION AND BEHAVIOUR

Time : 3 Hours

Maximum Marks : 100

(Weightage 70%)

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**Note :**

- (i) There are two Sections A and B.
  - (ii) Attempt any three questions from Section A, each questions carrying 20 marks.
  - (ii) Section B is compulsory and carries 40 marks.
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### SECTION A

1. Briefly describe different skills required for a manager and discuss the role of a manager in Institution Building.
2. Describe different phases of decision making according to Mintzberg and their relevance. Discuss any two models of decision-making process.
3. Explain the process of conflict and different strategies of conflict management in organizational context. Give examples.
4. Describe and differentiate between delegation, decentralization and centralization. Discuss the problems in delegation and how to overcome them to make the process more effective.
5. Write short notes on any three of the following :
  - (i) Johari Window
  - (ii) Informal communication
  - (iii) Matrix structure
  - (iv) Kurt Lewin's model
  - (v) Domino effect
6. Read the following case and answer the questions given at the end.

The ABC Manufacturing company is a metal working plant under the direction of a plant manager who is known as a strict disciplinarian. One day a foreman noticed Bhola, one of the workers, at the time-clock punching out two cards – his own and the card of Nehru, a fellow worker. Since it was the rule of the company that each man must punch out his own card, the foreman asked Bhola to accompany him to the Personnel Director, who interpreted the incident as a direct violation of a rule and gave immediate notice of discharge to both workers.

The two workers came to see the Personnel Director on the following dat. Nathu claimed innocence on the ground that he had not asked for his card to be punched and did not know at the time that it was being punched. He had been offered a ride by a friend who had already punched out and who could not wait for him to go through the punch-out procedure. Nathu was worried about his wife who was ill at home and was anxious to reach home as quickly as possible. He planned to take his card to the foreman the next morning for reinstatement, a provision sometimes exercised in such cases.

These circumstances were verified by Bhola. He claimed that he had punched Nathu's card the same time he punched his own, not being conscious of any wrongdoing.

The Personnel Director was inclined to believe the story of the two men but did not feel he could reverse the action taken. He recognized that these men were good workers and had good records prior to this incident. Nevertheless, they had violated a rule for which the penalty was immediate discharge. He also reminded them that it was the policy of the company to enforce the rules without exception.

A few days later the Personnel Director, the Plant Manager, and the Sales Manager sat together at lunch. The Sales Manager reported that he was faced with the necessity of notifying one of their best customers that his order must be delayed because of the liability of one department to conform to schedule. The department in question was the one from which the two workers had been discharged. Not only had it been impossible to replace these men to date, but disgruntlement over the incident had led to significant decline in the cooperation of the other workers.

The Personnel Director and the Sales Manager took the position that the discharge of these two valuable men could have been avoided if there had been provision for considering the circumstances of the case. They pointed out that the incident was costly to the company in the possible loss of a customer, in the dissatisfaction within the employee group, and in the time and money that would be involved in recruiting and training replacements.

The Plant Manager could not agree with this point of view. "We must have rules if we are to have efficiency; and the rules are not good unless we enforce them. Furthermore, if we start considering all these variations in circumstances, we will find ourselves loaded down with everybody thinking he is in exception." He admitted that the grievances were frequent but countered with the point that they could be of little consequence if the contract agreed to by the union was followed to the letter.

#### Question

- (a) Identify the core issues in the case
- (b) Place yourself in the position of the Personnel Director. Which of the following courses of action would you have chosen and why?
  - (i) Would you have discharged both men?
  - (ii) Would you have discharged Bhola only?
  - (iii) Would you have discharged Nathu only?
  - (iv) Would you have discharged neither of them?Justify your choice of decision.
- (c) What policy and procedural changes would you recommend for handling such cases in future?

# MANAGEMENT PROGRAMME

Term-End Examination

Dec, 2008

## MS-01 : MANAGEMENT FUNCTION AND BEHAVIOUR

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(Weightage 70%)

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**Note :**

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  - (ii) Section B is compulsory and carries 40 marks.
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### SECTION A

1. 'To effectively cope with the demand of diversifying and expanding responsibilities, as a manager moves up in the hierarchy of the managerial positions, the manager needs to update his skills to do justice with the changing roles in an organizational set up'

Elaborate this statement and briefly discuss the underlying concepts with examples.

2. Differentiate between individual and group Decision making. Briefly discuss how can the barriers to effective decision making be overcome, explain with the relevant examples.
3. What are the antecedents and the process of organizational change? Briefly discuss with suitable examples.
4. What are the elements, problems, and prerequisites of effective delegation, discuss with suitable examples.
5. Write short notes on any three of the following :
- (a) Types of Power
  - (b) Characteristics of Effective work group
  - (c) Sources of conflict
  - (d) Types of leaders
  - (e) Integration of organizational tasks and activities.

### SECTION B

6. Please read the case and answer the questions given at the end.

#### BELLASTI COMPANY LIMITED

Bellasti is a pioneer in the field of marketing surgical cotton, lint, adhesive plaster, and allied products. Started seventeen years ago with a couple of employees, in a hotel-room in New Delhi, the business had grown in size to over 132 employees in 1967, operating from the three cities of Delhi, Bombay, and Calcutta. The sales had grown from a negligible turnover at the start to over 12 million rupees in the northern zone in 1967, and to about 45 million rupees over the three zones.

During the period of growth, employee relationship in the organization had been exceedingly good, the main characteristics being informality. The Chief Executive was affectionately called "Daula" for Dowlat Ram, who liked it. He was the seniormost member of the family owning the company. Though

there was a Board of Directors, Dowlat Ram was everything in the company. He had professional people to assist him in the management of the company.

In 1967, there was some restlessness among the staff on the award of increments. Dowlat Ram had an individual, man-to-man talk with his officers and satisfied them to some extent by awarding increments. In 1968, the dissatisfaction repeated, which was solved amicably.

In January 1969, Dowlat Ram had a heart attack, and doctors advised him to retire from active work. But he had too much of life in him to retire. He continued to work till September 1969 when he had the second attack. Then he retired in the real sense of the term. He stopped even a casual talk about the business and made gardening and religious activities his hobby. The restlessness of the staff noticed in 1967 and 1968 did not recur in 1969, since the staff did not want to strain Dowlat Ram.

Harish, the Sales Development Manager, and the seniormost in status among the officers, succeeded Dowlat Ram as the Chief Executive. He was 36, a graduate with Statistics and Economics, with a post-graduate degree in Market Research from the United States. He had studied Industrial Engineering as an elective subject. He had been with the company for eleven years, and was elevated to the post of Sales Development Manager after five years. He held shares in the company, though he was not related to Dowlat Ram.

By January 1970, Harish realised that there were no job classifications or grades in the company and salaries were paid on an ad hoc basic. Therefore, he felt that the time had come for rationalizing the wage structure. He sought the help of Arvind, a management consultant. Arvind made a survey of the company and suggested job evaluation, using the point rating system. The Board of Directors accepted the suggestion of the consultant.

After that, within a week Harish appointed a Job Evaluation Committee consisting of the Administrative Officer, Arvind, and a clerk who was popular with the subordinate staff. There was no union. However, after the grades were worked out they were notified to the employees through a circular, with the proviso that employees were free to represent their objections, if any, to the revised grades. But there was no representation. The final proposals were ready by mid-March, i.e. ten weeks after the Committee was appointed. Which some employees derived larger benefits than some others as a result of the changes, in some cases there was no change.

The grades were given effect from 1 April 1970. Two weeks later, two steno-typists tendered their resignations, a month later, a clerk wanted to leave. Two officers represented to Harish that they had been effectively down-graded, since an officer junior to them for years had been placed in higher grade.

The company's monthly wage bill had gone up by over Rs.36,000.00 roughly eight per cent of the total wage bill – as a result of job evaluation and gradation.

The various jobs evaluated and classified under the scheme were as follows :

	Job Title	Points	Grades
1.	Development Engineer	280	I
2.	Area Manager	269	I
3.	Administrative Officer	240	I
4.	Sales Rep. – Tech	235	II

5.	Publicity and PRO	222	II
6.	Cashier and A/c Asst.	220	II
7.	Sales Rep. – Gen.	215	III
8.	Secretary to Chief Exec.	176	IV
9.	Sales Assistant	159	IV
10.	P.A. to Chief Accountant	121	V
11.	Stores Assistant	115	V
12.	Accounts Clerk-Purchase	113	V
13.	Steno to Area Sales Mgr.	111	V
14.	Accounts Clerk – Bank	111	V
15.	Steno – Typist	106	VI
16.	Accounts Clerk – Stock	95	VI
17.	Receptionist – cum – PABX – Tel. Op.	85	VI
18.	Statistical Assistant	85	VI
19.	Statistical Clerk	81	VI
20.	Typist – Clerk	78	VI
21.	Despatch Clerk	77	VI
22.	Godown Keeper	71	VI
23.	Telex Operator	71	VI
24.	General Clerk	71	VI

Messenger boys, peons, and attenders were not evaluated.

The total number of jobs evaluated was 102. The thirty delivery boys, messengers, and such others felt that they had been left out from the scheme and were deprived of the benefits given to other categories.

At this juncture the Board of Directors asked Harish for his explanation.

Questions :

- (a) Identify the significant issues of the case.
- (b) Analyse the organizational structure.
- (c) What action plans could have been devised to avoid the problems?
- (d) What would you suggest to the Board of Directors?

# MANAGEMENT PROGRAMME

Term-End Examination

June, 2009

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(Weightage 70%)

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**Note :**

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- 

### SECTION A

1. Explain the concept of MBO. Describe its key features and critically analyse the extent of feasibility and usefulness of MBO in the present day business scenario.
2. Briefly describe various managerial processes and explain major elements of any two them with suitable examples.
3. How do conflicts get generated in an organizational situation? How does it impact the group behaviour and functioning of the organization? Explain with relevant examples.
4. What is differentiation? How is it done in an organizational set-up? Discuss briefly with examples the basis of differentiation and its relationship with the choice of structure.
5. Write short notes on any three of the following.
  - (a) Process of organization change
  - (b) Group Formation
  - (c) Johri Window
  - (d) Managerial values and Ethos
  - (e) Channels of communication

### SECTION B

6. (a) Read carefully the case and answer the questions given at the end.

Fine constructions was engaged in the fabrication of heavy structural's. The company had six shops besides engineering, accounts, personnel, sales and administrative departments. It employed 7000 men. The chief executive of the company what the General Manager.

In one of the shops employing 1000 men, 900 tons of structural were fabricated every month. The day-to-day management of the shop was entrusted to the Manager, who was assisted by the Senior Foreman. The three main sections of the shop were Preparation, Marketing and finishing.

In the Marketing and Finishing sections, the work was supervised by two foreman each. The Preparation Section was under the direct supervision of the Senior Foreman, who, in addition, planned and coordinated the work of all the three sections. The preparation section was responsible for the collection and classification of works orders, for reading intricate machine and

structural drawings, determination of priorities of execution orders, checking's bills of materials, and processing raw materials for fabrication. This section had 200 men on the rolls.

In 1981, the shop started receiving heavy orders, and as the work-load increased considerably, the Senior Foreman was unable to cope with it. On the Manager's recommendation, the General Manager sanctioned two new posts of Foreman for the preparation section. Two progress incharges themselves were not transferred to the Production Planning Department, as this had its own departmental men to take care of this work. They continued on the rolls of the shop, awaiting orders for transfer to vacancies of equivalent grade in other shops.

The minimum qualifications for the recently created posts of Foreman, prescribed by a Joint Committee, were a diploma in engineering and five years' experience in structural shop. The posts were advertised for in the organization but none of the applicants was found suitable for appointment. The Incharges concerned, who were non-matriculates, did not apply, as they did not possess the prescribed qualifications. The posts were therefore advertised in the press. Three outside candidates applied. Only one appeared for the interview and he was not considered suitable for appointment.

The case of the two surplus Incharges did not come within the purview of the grievance procedure in operation, in the company, as it involved a change in the minimum qualifications prescribed for the post of foreman. As, however, they were powerful members of the Union executive, the Secretary of the recognized trade union took up their case for appointment as foreman with the General Manager. The Union Secretary argued that they had been doing part of the foreman's job before the posts were created and, in the absence of suitable candidates they should be preferred for promotion.

The General Manager maintained that the men concerned were not qualified for the posts and did not possess the technical background required to perform the Foreman's duties. The written job-description of the posts of progress Incharge and Foreman prepared by the Joint Committee indicated that the job content of the former was only about 25% of that of a foreman, and only, on the administrative side. They did not supervise the work of the preparation section in any way, where there were mistries in line for promotion. The latter, though good in their own area, could not be promoted as they were not technically qualified to hold the higher position.

After prolonged discussion, the General Manager conceded that in the circumstances, the Incharges would be given an opportunity to prove their fitness of the job. It was also agreed that in the first place, test specifications for the posts of Foreman would be worked out by a Joint Committee and given to the men concerned. If they wished, they would also be given guidance for a period of three months, to learn the job. They would then be subjected to a test by the Training Officer, and if they passed the test, they would be promoted to Foreman.

The Manager communicated this decision to the Senior Foreman in the presence of the two men. He readily agreed to give them the necessary guidance whenever they requested it. However, they maintained that the decision was not only to give them guidance when asked for, but full-time training and guidance in order to enable them to pass the test. On hearing this, the Senior foreman remarked: I have no one to spare primarily for the purpose of training them to pass the test.

Questions:

1. What is the main problem in the case?

2. Identify and discuss the stage and action required to tackle the problem before it became a grievance. Comment on the role of the management.
  3. Critically evaluate the grievance and the follow-up action. Evaluate the union-management compromise and its possible consequences with your own point of view, in detail.
  4. If you were the manager of the shop, how would you handle the exception, after the Senior Foreman's remark about sparing the 'Incharges' for the three months?
- (b) Read the case given below and answer the questions given at the end.

Ms. Renu had graduated with a degree in foreign languages. As the child of a military family, she had visited many parts of the world and had travelled extensively in Europe. Despite these broadening experiences, she had never given much thought to a career until her recent divorce.

Needing to provide her own income, Ms. Renu began to look for work. After a fairly intense but unsuccessful search for a job related to her foreign language degree, she began to evaluate her other skills. She had become a proficient typist in college and decided to look into secretarial work. Although she still wanted a career utilizing her foreign language skills, she felt that the immediate financial pressures would be eased in a temporary secretarial position.

Within a short period of time, she was hired as a clerk/typist in a typing pool at Life Insurance Company. Six months later, she became the top typists in the pool and was assigned as secretary to Mrs. Khas, Manager of marketing research. She was pleased to get out of the pool and to get a job that had more variety in the tasks to perform. Besides, she also got a nice raise in pay.

Everything seemed to proceed well for the next nine months. Mrs. Khan was pleased with Renu's work and she seemed happy with her work. Renu applied for a few other more professional jobs in other areas during this time. However, each time her application was rejected for lack of related education and/or experience in the area.

Over the next few months, Khan noticed changes in Renu. She did not always dress as neatly as she had in the past, she was occasionally late for work, some of her lunches extended to two hours, and most of her productive work was done in the morning hours. Khan did not wish to say anything because Renu had been doing an excellent job and her job tasks still were being accomplished on time. However, Renu's job behaviour continued to worsen. She began to be absent frequently on Mondays or Fridays. The two-hour lunch periods became standard, and her work performance began to deteriorate. In addition, Khan began to suspect that Renu was drinking heavily, due to her appearance some mornings and behaviour after her two-hour lunches.

Khan decided that she must confront Renu with the problem. However, she wanted to find a way to help her without losing a valuable employee. Before she could set up a meeting, Renu burst through her door after lunch one day and said:

"I want to talk to you Mrs. Khan"

"That's fine," Khan replied. "Shall we set a convenient time?"

"No I want to talk now."

"Ok, why don't you sit down and let's talk?"

Khan noticed that Renu was slurring her words slightly and she was not too steady.

“Mrs. Kahn, I need some vacation time.”

“I am sure we can work that out. You’ve been with the company for over a year and have two weeks vacation coming.”

“No, you don’t understand. I want to start it tomorrow.”

“But, Renu we need to plan to get a temporary replacement. We can’t just let your job go for two weeks.”

“Why not? Anyway anyone with an IQ above 50 can do my job. Besides, I need the time off.”

“Renu, are you sure you are all right?”

“Yes, I just need some time away from the job”.

Khan decided to let Renu have the vacation, which would allow her some time to decide what to do about the situation.

Khan thought about the situation the next couple of days. It was possible that Renu was an alcoholic. However, she also seemed to have a negative reaction to her job. May be Renu was bored her job. She did not have the experience or job skills to move to a different type of job at present. Khan decided to meet with the Personnel Manager and get some help developing her options to deal with Renu’s problem.

Questions:

1. What is the problem in your opinion? Elaborate.
2. How would you explain the behaviour of Renu and Mrs. Khan? Did Mrs. Khan handle the situation timely and properly?
3. Assume that you are the Personnel Manager. What are the alternatives available with Mrs. Khan?
4. What do you consider the best alternative? Why?

# MANAGEMENT PROGRAMME

Term-End Examination

Dec, 2009

## MS-1: Management Functions and Behaviour

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**Note :** There are two Section A and B. Attempt any two questions from Section A. Each question carries 30 marks. Section B is compulsory and carries 40 marks.

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### SECTION A

1. “When conflict level is too low, the performance is likely to be low, a manager can stimulate conflict to enhance the performance of the group. When the level of conflict is too high, conflict needs to be resolved to restore its optimum level and maintain high performance”.

Elaborate this statement and discuss the underlying concepts with relevant examples.

2. Why is developing a successful working relationship important for dynamics of an organization? Briefly discuss various stages of developing inter-personal relationship. Explain with suitable examples.
3. Define controlling and discuss the control process. Explain with examples the pre-requisites and characteristics of an effective control system and the method of exercising control in a structured set-up.
4. What managerial skills are required at different levels of management and why? Briefly discuss the roles of top level executives in an organization.
5. Write short notes on any three of the following:
- (a) Determinants of organizational culture and climate.
  - (b) Antecedents of organizational change
  - (c) Leadership Styles
  - (d) M.B.O.
  - (e) Models of Decision Making

### SECTION B

6. Please read the case and answer the questions given at the end.
- Major Mohanty, a retired man from the army, joined as MD in Sunrise Limited, when the company was passing through a very bad period with declining production and productivity, heavy losses and low morale of the employees. Major Mohanty, after having made in-depth, logical and strategic studies of the situation, immediately flagged on what he called 'operation rejuvenation', with exclusive thrust on production and productivity related issues. People related matters were of no consequence for him, for he believed that people, by and large, are dull, lazy, shirkers and non-starters and as such work should be extracted from them only through constant watch, close supervision, complete and rigorous command and control. His style of functioning did yield some results, but before any impact could be seen, he abruptly left the organisation, having got a better assignment in the United States of America.

Major Mohanty was immediately succeeded by Mr. Soni, a man who had made a name for his balanced approach to people and production through participative style of management in his immediate position as the Deputy MD of a large organisation in a similar product line. He was, in fact, commended for his maximum concern for both people and production, and for bringing about an ideal integration and harmony between the needs of the employees and those of production.

In the present company also, Mr. Soni continued his policies of participative management with equal concern for both production and people. With a view to reviving the company back to health, he instituted some major changes. First of all, he decentralised the organisation so that the subordinates could exercise their discretion and initiative in decision making, as also their imagination and creativity in performing other managerial functions. Further he empowered the junior managers to incur expenditure upto an approved limit without seeking prior approval of the higher management. The communication system was also improved to facilitate free flow of upward and downward communication.

Mr. Soni also adopted several measures to reduce costs and wasteful expenditure. He banned donations to charitable institutions, but increased the amount being spent on the welfare activities of the employees.

Will Mr. Soni's managerial style prove to be effective in ensuring a bright future of the company ? Some employees are of the view that a lot of things are being done, but they might not be effective in the long run. Others disagree with them, and say, 'Okay, we will give it a trial'.

Questions :

- (a) Was Major Mohanty a theory 'X' or a theory 'Y' Manager ? Explain with reasons.
- (b) Is Mr. Soni a theory 'X' or a theory 'Y' Manager ? Will you advise Mr. Soni to change his presumptions about the nature of people at work ? Give reasons in support of your advice.
- (c) How do you describe Mr. Soni's managerial style in the light of 'Managerial Grid' of Blake and Mouton ? Can it be regarded as the best style of management ? Support your answer with arguments.
- (d) Identify the possible problems that can arise from Mr. Soni's way of institutionalizing the changes in rules and regulations.



# MANAGEMENT PROGRAMME

Term-End Examination

June, 2010

## MS-1: Management Functions and Behaviour

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**Note :** There are two Section A and B. Attempt any two questions from Section A. Each question carries 30 marks. Section B is compulsory and carries 40 marks.

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### SECTION A

1. 'An organization structure designed to suit its requirements through efficient groupings only, may not achieve the desired goals. Functional integration of these efficient groupings directed towards organizational objectives, therefore, assumes greater significance.'

Elaborate this statement and discuss the underlying issues with suitable examples.

2. Explain the term 'Boundary Rationally'. What are the factors leading to bounded rationally and satisfying decisions? Discuss.
3. Discuss how the importance of characteristics of managerial ethos helps in maintaining culture in an organizational set-up?
4. What are the methods of control? Discuss the policies and design choices available in control. Explain with suitable example.
5. Write short notes on any three of the following:
- (a) Modes of conflict Management
  - (b) Process of organizational change
  - (c) Types of groups
  - (d) Communication Process
  - (e) Inter personal relations

### SECTION B

6. Read the following case carefully and answer the questions given at the end :

Robert, one of the field sales managers of Major Tools Ltd., had been promoted to his first headquarters assignment as an assistant product manager for a group of r products with which he was relatively unfamiliar. Shortly after he had taken over this new assignment, one of the company's vice-presidents, Smith, called for a meeting of product managers and other staff to plan marketing strategies. Robert's superior (the product manager) was unable to attend, so the director of marketing, Reynolds, invited Robert to the meeting to help and orient him to his new job.

Because of the large gathering, Reynolds was rather brief in introducing Robert to Smith. After the meeting began, Smith — a crusty veteran with a reputation for bluntness — began asking a series of probing questions, which most of the product managers were unable to answer in detail. Suddenly, he turned to Robert and questioned him quite closely about his group of products. Somewhat confused, Robert confessed that he really did not know the answers.

It was immediately apparent to Reynolds that Smith had forgotten or had failed to understand that Robert was new to the job and was attending the meeting more for his own orientation than to contribute to it. He was about to offer a discreet explanation when Smith, visibly annoyed with what he took to be Robert's lack of preparation, snapped, "Gentlemen, you have just seen an example of sloppy staff work, and there is no excuse for it."

Reynolds had to make a quick decision. He could interrupt Smith and point out that he had judged Robert unfairly, but that might embarrass both his superior and his subordinate. Alternatively, he could wait until after the meeting and offer an explanation in private. As Smith quickly became engrossed in another conversation, Reynolds followed the second approach. Glancing at Robert, Reynolds noted that his expression was one of mixed anger and dismay. After catching his eye, Reynold winked at Robert as a discreet reassurance that he understood and that the damage could be repaired. After an hour, Smith, evidently dissatisfied with what he termed the "inadequate planning" of the marketing department in general, abruptly declared the meeting over. As he did so, he turned to Reynolds and asked him to remain behind for a moment. To Reynolds' surprise, Smith immediately raised the question of Robert himself. In fact, it turned out to have been his main reason for asking Reynolds to remain behind. "Look," he said, "I want you to tell me frankly, do you think I was too rough with that kid?" Relieved, Reynolds said "Yes, you were. I was going to speak to you about it."

Smith explained to Reynolds that Robert was new to his job had not registered in his mind adequately when they had been introduced, and that it was only some time after his own outburst that the nagging thought began to occur to him that what he had done was inappropriate and unfair. "How well do you know him?" he asked. "Do you think I hurt him?"

For a moment Reynolds took the measure of his superior. Then he replied evenly, "I do not know him very well yet, but, yes, I think you hurt him."

"Damn, that is unforgivable," said Smith. He then telephoned his secretary to call Robert and ask him to report to his office immediately. A few moments later, Robert returned, looking perplexed and uneasy. As he entered, Smith came out from behind his desk and met him in the middle of the office. Standing face to face with Robert, who was 20 years and four organization levels his junior, he said, "Look, I have done something stupid and I want to apologize. I had no right to treat you like that. I should have remembered that you were new to your job, but I did not. I am sorry/"

Robert was somewhat flustered. He muttered his thanks for the apology. "As long as you are here, young man," Smith continued, "I want to make a few things clear to you in the presence of your boss's boss. Your job is to make sure that people like myself do not make stupid decisions. Obviously, we think you are qualified for your job or we would not have brought you in here. But it takes time to learn any job. Three months from now I will expect you to know the answers to any questions about products. Until then," he said, thrusting out his hand for the younger man to shake, "you have my complete confidence. And thank you for letting me correct a mistake."

### **Questions :**

- (a) What do you think was the effect on Robert and the other managers of Smith's outburst at the meeting?
- (b) Was Smith right to apologize to Robert? What do you think the apology meant to Robert?
- (c) How does Smith define Robert's responsibilities as an assistant product manager?

(d) What is the most important aspect of the relations between management levels in this company?

**DOTCOM**

# MANAGEMENT PROGRAMME

Term-End Examination

December, 2010

MS-1: Management Functions and Behaviour

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**Note :**

- (i) There are two Section A and B.
  - (ii) Attempt any three questions from Section A each question carrying 20 marks.
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- 

## SECTION A

1. What are the various skills a manager requires in an organisational set up. Briefly describe with suitable examples.
2. What are the different steps in Decision-making ? Discuss various road blocks and ways to overcome these barriers for effective managerial decision-making. Explain with examples.
3. How does conflict impact the functioning of individuals, groups and organisations. Briefly explain with examples.
4. Identify the formal and informal organisations ? Discuss the bases for differentiation of tasks and activities within an organisation ? Explain with suitable examples.
5. Write short notes on any three of the following :
  - (a) The MBO Process
  - (b) Mission and Objectives
  - (c) Any two leadership styles
  - (d) Channels of Communication
  - (e) Pre-requisites for effective delegation

## SECTION B

6. Please read the case and answer the questions given at the end :

### CASE

One afternoon in June 1972, Seth, the industrial engineer of ABC Company, was called to the office of his immediate superior Kapil, the production manager. Kapil said, "Seth, I want to discuss a situation in the production department. A lot of people feel that Joshi is not the right man for the Assistant Superintendent's position. The President and others have decided that I have got to fire Joshi or at least move him out of production. Everyone wants to fire Joshi, but I won't do it to him. I was talking with Bhal this morning, and we decided that you might be able to make use of Joshi in your department."

Seth was surprised by both the information, and the proposal.

Kapil concluded his comments with “Seth I am asking you to take Joshi. You can say ‘No’. But then he gets fired. I have told Joshi this. Also, Joshi knows that if he goes with you he will take a pay cut. However, I think you can make use of him both to your own and his satisfaction. You are, anyway, carrying out an in-process quality control, and you might be able to make good use of Joshi in view of his long technical experience of production work. Think it over, and let me know by tomorrow.”

Seth thought over the matter.

ABC Company had been a successful enterprise until March 1972 at which time it suffered a sharp decline of profits : sales had fallen off, and production costs had risen. The President adopted three measures which he hoped would improve the condition. First, by creating an Industrial Engineering department for establishing work standards on all production operations, to determine which manufacturing costs were out of line and where remedial action should be taken. Seth, 28 years old, who had been with the company for two years in the Purchasing department, was selected. Seth had B.E. and M.B.A. degrees to his credit. What he lacked in his business experience he made up by his eagerness to learn. He was ambitious and liked by his associates. He wanted a transfer from Purchasing to Production for better opportunities for advancement.

Secondly, he consulted a Management Consultation firm to make a study of the Production Department. They pointed out that the chain of command was too long from Production Manager through Plant Superintendent through Assistant Superintendent to Foremen. They recommended the elimination of the position of Assistant Superintendent.

Thirdly, he engaged an Industrial Psychologists to appraise all the Supervisory Personnel.

Joshi had been with the Company for 20 years since its founding, and during this period had worked on every production operation, and his last 11 years had been in supervisory capacity. His manners were rough and aggressive, and he had little formal education. The Industrial Psychologist’s report about Joshi contained the following points :

- (a) Evaluation for the position of Assistant Superintendent : Not good enough.
- (b) Capacity for good human relations in supervision : Will have friction frequently.
- (c) Need for development counselling : Counselling greatly needed.
- (d) General evaluation : Joshi had a good ability profile. He suffers from a sense of inferiority. He does not like the responsibility of making decisions. His supervision is that of Autocratic type. Though he has the ability, as far as his personality make-up is concerned, he is out of place in the present position.

Questions :

- (i) What is the core problem in the case ? Explain.
- (ii) Explain Joshi’s behaviour and work experience vis-à-vis the psychologist’s report.
- (iii) How do you see Kapil’s suggestion to Seth ? Give reasons.
- (iv) What are Seth’s consideration in taking a decision ? What should he do ? Explain.

# MANAGEMENT PROGRAMME

Term-End Examination

June, 2011

MS-1: Management Functions and Behaviour

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**Note :**

- (i) There are two Section A and B.
  - (ii) Attempt four questions from Section A, all carrying 15 marks each.
  - (iii) Section B is compulsory and carries 40 marks.
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## SECTION A

1. 'Merely designing the organisation structure with efficient groupings to suit its specific requirements may not achieve the desired goals. However, ensuring functional integration of these differentiated groups towards the organisational objectives assumes great significance. Elaborate this statement and discuss the underlying concept with suitable examples.
2. Enumerate various leadership styles, discuss any two of these, and their significance in the present day context of globalisation. Explain with example.
3. How do Traditional, Behavioural and Interactionist views explain the process of conflict ? Evaluate the changes which take place within and between the groups as a result of long standing inter group conflict.
4. 'A decision maker may not have complete knowledge about decision alternatives and outcome of the chosen alternative. These conditions of knowledge are often referred to as "the states of Nature". Discuss this statement and highlight the underlying concepts with suitable examples.
5. Write short notes on any three of the following :
  - (a) Barriers to effective communication
  - (b) Managerial skills
  - (c) MBO
  - (d) Control Process
  - (e) Types of Power

## SECTION - B

6. Read the case carefully and answer the questions given at the end.

[ 40 ]

Please refer Case June-2005.

# MANAGEMENT PROGRAMME

Term-End Examination

December, 2011

MS-1: Management Functions and Behaviour

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**Note :**

- (i) There are two Section A and B.
  - (ii) Attempt four questions from Section A, all carrying 15 marks each.
  - (iii) Section B is compulsory and carries 40 marks.
- 

## SECTION A

1. What is the impact of Organisation Structure and Organisation Chart in the functioning and efficiency of an organisation ? Discuss with examples the factors which influence the choice of the structure of an Organisation. [ 20 ]
2. What is the role of Communication in the functioning of an organisation ? Explain with examples various channels of communication in an organisational set-up. [ 20 ]
3. Why do people generally resist change ? Do personal factors of employees play role in this process ? Briefly discuss the common coping strategies for change. Explain with examples. [ 20 ]
4. Define delegation. What are the basic assumptions of delegation of authority, and problems faced in doing so in an organisational set-up ? Explain with suitable examples. [ 20 ]
5. Write short notes on any three of the following : [ 20 ]
  - (a) Group formation
  - (b) Conflict handling strategies
  - (c) Span of control and managerial levels
  - (d) Building Inter-personal skills
  - (e) Determinants of organisational climate

## SECTION - B

6. Please read the case and answer the questions given at the end. [ 40 ]

A Sr. Design Engineer, Ashok Pillai was transferred to Textile Dyeing Unit in Vardhman Texoknit Pvt. Ltd. As a Manager (Production). He was finding managing workmen in the unit increasingly difficult. There were 45 workmen under him. These workmen were from different states. On one hand he was finding and experiencing difficulty in communicating with them which resulted in mistakes in issuance of instructions by him to the workmen and consequent problems on the production front and loss of production due to low morale. Secondly due to improper communication between Ashok Pillai as Manager and workmen as Subordinates, various misconducts like late coming, insubordination, delay in execution, wrongful execution, absence, indiscipline etc. started taking place. Complaints of Ashok's inefficiency reached his boss. Because of his miscommunication and inappropriate language used, some workers got provoked, and took the matter to the worker's union. The union issued a notice to the Management for

removal of Mr. Pillai on the grounds of intimidating behaviour. He realised that if he had to manage his work-front and remain in control, he had to quickly take some corrective steps.

The management asked the General Manager Mr. Naveen Srivastava to immediately look into the matter and sort out the issue at the earliest. Mr. Srivastava called Mr. Ashok and wanted a full account of what had happened. When Ashok explained, Mr. Srivastava could see that a number of factors were responsible for misunderstanding, like use of very strong words sometimes amounting to foul language, not being able to communicate appropriately both orally and / or through written Office Memorandums, poor listening habit, impatience and very offensive body language. Whenever he went to give instructions to workmen, his facial expression would be stern, his tone and voice quality very aggressive, his behaviour very rude and he would stand very close with red bleary eyes, and shout instructions using a high pitched voice. All this created a very dynamic frightening impact on the workmen resulting in lowering their morale.

Questions :

- (a) What corrective steps should be taken by Ashok Pillai to make his behaviour more positive ?
- (b) What steps should Management take to bring the workmen's unrest under control ?
- (c) What do you perceive as barriers to effective communication in this case ? Identify.