



Institute of Management
JK Lakshmipat University, Jaipur
END TERM EXAMINATION NOVEMBER 2017
SET-1

BBA/B.Com Sem- III
MM: 50 Marks

Course: Managing Human Resources
Time: 3 Hours
Subject code: HR 11

Instructions:

1. Attempt any three questions from Section A.
2. Section B is compulsory.

Section A

- Q1. Explain the concept of performance appraisal and its objectives. Briefly discuss three methods of performance appraisal. (10)
- Q2. What is career planning? Outline the stages of career planning. Also indicate how career planning efforts could be initiated in successful way. (10)
- Q3. What do you understand by employee compensation? What is its significance? Bring out the components of employee compensation. (10)
- Q4. Define and differentiate between job analysis and job evaluation. Briefly explain the various methods of job evaluation. (10)
- Q5. Write Short note on: (10)
- a) HR Accounting
 - b) MBO

Section B

- Q6. The executive vice presidents of two corporations were exchanging ideas concerning the efficiency of management education and development within their companies. Both had considerable experience with various types of formal training. They had experimented over a ten-year period by sending selected people to universities for both individual courses and degree work. They had extensive and costly internal programs under their personal guidance, directed by their chief training officers. At one time or another, representatives of the various approaches to management theory were employed to present a series of conferences and seminars and to make individual speeches on the subject. I must say. Said Nischal hat our experience may be summed up as very expensive in time and fees, and no improvement in management skills has appeared skills has appeared beyond those, that one would see in any able manager who is ambitious. It is not that the trainers were incompetent or uninteresting. It is not that they didn't have something to say. In fact, our people had a good time and the reports they turned in were highly complementary. But I really don't think we made good money. A year ago I would have said the same thing, observed

Susheel. We had the same results, though we tried everything. And the funny thing about it was that our people thought every programme was great. They were unable to discern quality and productivity. I guess this was because they could see little of anything related to their jobs. But we changed that. What did you do? inquired Nischal. One thing we did was to stop these programmes that wander all over human experience, on one hand, and on the other hand, we dropped those long lectures. We decided to identify a particular aspect of managing that was rather poorly, practiced. For instance, we thought our coaching of subordinates was being neglected, or at least poorly done. We called together a group of department heads, explained why we wanted a better coaching job done, explained how to go about it, and asked them all to confer with their managers concerning the need for coaching, individual supervisors, the techniques to be used, and a later review of results. This way, we thought we had a direct line on a management need, and we insisted that the line managers do the training. On the whole, we feel we have got something that will work. I see, said Nischal, who was now in a thoughtful mood. It is not enough for top managers to show and interest in the development programme. They actually have to train their own subordinates.

Questions:

- (i) Do you agree to the fact that all supervisors/managers have leadership qualities? What they require through training is only conceptual clarity for effective decisions to be taken? Comment. (8)
- (ii) What are the different methods of training which would help in developing the competence in managers? (8)
- (iii) Discuss the role of training by lecture method in a training session. Why do you think Susheel stated that they had dropped the long lectures? (4)