



PG – 694

III Semester M.B.A. (Day) Examination, January 2013  
(2007-08 Scheme)

MANAGEMENT

H.2 : Employee Relationship Management

Time : 3 Hours

Max. Marks : 75

**Instruction :** Answer all Sections.

SECTION – A

1. Answer **any six**, each carries 2 marks. (6x2=12)
- Who are the parties to industrial relations ?
  - What are the principles of trusteeship ?
  - Why do workers join Unions ?
  - What is retrenchment ?
  - Distinguish between lay-off and lock-out.
  - What are career anchors ?
  - What are the pre-requisites of collective bargaining ?
  - What are quality circles ?

SECTION – B

Answer **any three** questions. Each question carries eight marks. (3x8=24)

- Examine the different approaches to Industrial Relations.
- Discuss the provisions of registration and rights to recognition of Trade Unions.
- Discuss the importance and pre-requisites of collective bargaining.
- Explain the factors affecting career choices.
- Describe the various forms of worker participation in management.

P.T.O.



## SECTION – C

Answer **any two** questions. **Each** question carries **12** marks.

**(2x12=24)**

7. Explain the machinery for settlement of Industrial disputes.
8. Examine the problems and explain the functions of Trade Union.
9. Explain grievance and disciplinary procedure adopted by industrial organizations.

## SECTION – D

10. **Compulsory** – Case :

15

Sudhakar Rao and Prakash Goyal, both consultants with 'Far Reaching Heights' had just finished teaching an all-day management development session for the Research and Development Division of the Hammond Engine Company, one of the nation's largest manufacturers of diesel engines. Participating in this particular day's programme were upper and middle level managers from the division, as well as Dinesh Garg, the division head, and Raja Khan, the personnel manager.

In the morning Sudhakar and Prakash had conducted some formal training. In the afternoon, the upper and middle managers were separated into two groups to discuss the implications for practicing what they had learned that day and how their relationships with the other group of managers could be improved. At the end of the afternoon, the two groups of managers, together, decided on policy and procedure changes for the division.

The whole change effort was planned by Sudhakar Rao, who worked with other consultants on the project. It was designed to in response to a survey of all managers and professionals that Sudhakar had done months earlier. The survey had identified a number of problems in this division. There was high stress among the managers and professionals due in part to the considerable ambiguity about each individual's major responsibilities and because of a lack of sufficient structure in the organization. The training programme design involved the development of



materials that focused on the causes of the organizations' problems as revealed by the survey. This material was first used in working with the top management group. These managers were asked to determine how they could change the practices and how they could change their own behaviour to solve these problems. A good deal of time was spent on developing the acceptance and commitment to these changes by the top group. Then they worked on developing a new set of relationships with lower levels of management. A similar process would occur for each lower management level, until all organizational levels were trained and had worked out their relationship with the next lower level.

**Case Study Questions :**

- 1) Evaluate the effectiveness of the change programme, according to the concepts discussed in this chapter.
- 2) Can a training programme be designed to reduce stress and ambiguity identified in the survey ?