

PGDM, (2017- 19)
Managing People & Performance in Organizations
DM-424
Trimester – IV, End – Term Examination: September 2018

Time allowed: 2.5 Hours

Max Marks: 50

Roll No: _____

Instruction: Students are required to write Roll No on every page of the question paper, writing anything except the Roll No will be treated as **Unfair Means**.

SECTION - A

[Marks: 3*5 = 15]

There are 5 questions in this section. Attempt any 3 questions. Each question carries 5 marks.

1. What are the aims and objectives of Performance Management?
2. Differentiate between Performance Appraisal & Performance Management.
3. Write two developmental roles of PMS.
4. What is the inbuilt fault in the design of Bell Curve that makes it a controversial method of Performance appraisal?
5. How does technological advancement and use of computer software affect Performance management?

SECTION - B

[Marks: 2*10 =20]

There are 3 questions in this section. Attempt any 2 questions. Each question carries 10 marks.

1. What sources of data collection and methods could be used to evaluate the performance of people working in the following roles :
 - a) Sales representative
 - b) TV repairer
 - c) Director of nursing in a hospital
 - d) HR manager
 - e) Air traffic controller
2. Do you really think that 360 degree feedback is a successful method of performance management in India? Support your answer with examples.
3. What are the problems involved with the performance review process? Write specific Dos and Dont's of an effective formal process of reviewing performance and giving feedback.

SECTION – C

Please analyze the situation, and answer the questions mentioned in the case.

[Marks: 3*5=15]

Management Development: The I-MBA Request

Warren Vander, HR director, and Delane Beck, general manager at Nipigon Mining Products Corporation, were meeting to discuss an important request they had just received from Thomas Williams, a control engineer. Williams had a BS in Electrical Engineering from a well-known Western university and had been with the firm for eight years. He had read an advertisement in the local paper regarding a new I-MBA program offered by State University and wanted to know if the firm would pay the tuition. The two-year program would cost close to \$50,000, is limited to 50 students, and requires that students take approximately 20 online classes and attend two one-week residency experiences. The advertisement stated that the program offers an integrated curriculum and focuses on leadership, strategic planning, marketing, management information systems, human resource administration, and production management. Since Williams's request was the first of its kind at the firm, any decision made would be precedent setting for employees who want to take classes offered through the Internet.

The meeting focused on a number of topics. First and foremost was the \$50,000 price tag. Vander was somewhat shocked by the cost and wondered if there was not a cheaper alternative. He knew that many universities were now offering programs through the Internet and that they were not cheap, but he questioned why this program would cost so much. He wondered whether the firm should spend such a large sum on one person and whether Williams should be required to pay some, or most, of the cost. Vander noted that \$50,000 would pay for a lot of classes for many employees at the nearby community college and that the firm could hire outside trainers to conduct a management development program at the company for that same amount. He reasoned that even if the firm needed to pay outsiders \$2,000 per day, it could buy 25 days of management development training for up to 30 employees. He figured this might be more beneficial to the firm than spending a large sum on just one person.

Furthermore, Vander questioned whether the firm should spend such a large sum on Williams. He knew that Williams had been with the firm for eight years and had always received high performance ratings. He also knew that Williams held a critical position in the firm and was always on-call, meaning that if equipment failed at any time, the firm reserved the right to ask him to come to work above and beyond his normal work hours. This precluded Williams from taking regular classes at any university. While Williams was technically competent, he was also a "computer geek." He lacked strong interpersonal skills and tended to be arrogant and defensive. Vander also wondered whether Williams would remain with the company once he finished his degree. He worried that Williams would finish the program and then, with a new credential in hand, leave for a better opportunity elsewhere. By the same token, Vander was concerned with how Williams might react if the firm did not grant his request. Would he quit the firm and join one that would pay for an Internet-based program?

Beck was skeptical regarding the quality of the program and whether it was as rigorous and as educationally sound as a traditional one. She knew that the State University's College of Business had an excellent reputation, but this program was new and untested. She wondered if the program would be fraught with problems given that the faculty would be offering it for

the first time. She also wondered if the program would sufficiently improve Williams's weak interpersonal skills to make him capable of being promoted to plant manager, to vice president of manufacturing, or to an even higher position. Beck noted that if Williams completed this program, he would have face-to-face contact with other students for just the two one-week residencies. She questioned whether this would be sufficient to improve his interpersonal skills. On the other hand, she reasoned that spending \$50,000 to improve Williams's overall management skills might be worth it to the firm if he was capable of assuming ever-increasing responsibilities, even if the program did not vastly improve his interpersonal skills.

After discussing Williams's request for some time, Beck and Vander concluded that the firm had sufficient funds to pay for employees to complete I-MBA programs out of its training and development budget. They felt that under the right conditions, it might be beneficial for the firm to do so, given that it did not presently have any formalized management development programs. However, in order to be consistent, they would need to develop a comprehensive policy that would spell out criteria for determining whether the firm should grant I-learning requests. What they did not know was what those criteria should be and whether Williams's request should be granted in light of these criteria. They also did not know if there would be a better alternative for developing management skills.

QUESTIONS

1. What other management development approaches, other than the I-MBA program, could Nipigon Mining Products Corporation use to improve managerial skills?
2. What criteria should the firm use to determine if it will pay for employees to enroll in any degree program offered on the Internet, including an I-MBA program?
3. Should the firm grant Thomas Williams's request?