

<b>HRES 7003</b>	<b>Principles and Practices of Management</b>	L	T	P	C
<b>Version 1.0</b>		3	0	0	3
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

## Course Objectives

---

1. To help the students gain understanding of the functions and responsibilities of managers.
2. To provide them tools and techniques to be used in the performance of the managerial job.
3. To enable them to analyze and understand the environment of the organization.
4. To help the students to develop cognizance of the importance of management principles.

## Course Outcomes

---

On completion of this course, the students will be able to

CO1: Understand the concepts related to Business.

CO2: Demonstrate the roles, skills and functions of management.

CO3: Analyze effective application of PPM knowledge to diagnose and solve organizational problems and develop optimal managerial decisions.

CO4: Understand the complexities associated with management of human resources in the organizations and integrate the learning in handling these complexities.

## Catalog Description

---

Principles and practices of management is an introductory course on management process from managers' perspective. The course seeks to help students acquire the requisite knowledge, skills and abilities needed to successfully manage the organization. The course examines the logic and working of organizations and outlines the major functions of management.

The main objective of this course is to help the students to get aware towards varied management principles and practices.

This course covers the explanations about the fundamentals of management discipline in organizational context. It details the different functions of management such as planning, organizing, staffing, directing, and controlling. The course also emphasizes on identification of critical issues and framing of strategies and scenarios required to execute management functions.

Classroom activities involving lectures, discussions and case studies (topped up with role-play) will be designed to encourage students to get involved, absorb and assimilate inputs. These activities will also be

supplemented by group discussions, cooperative group solving problems, analysis of video cases and debates.

Class participation is a fundamental aspect of this course. Students will be encouraged to actively take part in all group activities and to give an oral group presentation. Students will be expected to interact with media resources, such as, web sites, videos, DVDs, and newspapers etc.

## Course Content

---

### Unit I: 6 lecture hours

**Business Organization:** Introduction to business Forms of business organizations.

**Management:** Concept, Management: Art and Science, Management as a Profession, Management Vv. Administration, Management process, Managerial roles & skills, Levels of management, Ethical and best practices in management.

**Evolution of Management:** Taylor and Scientific Management, Fayol's Administrative Management, Bureaucracy, Hawthorne Experiments and Human Relations, Social System Approach, Decision Theory Approach.

### Unit II: 6 lecture hours

**Planning:** Nature, Objectives, Types and Levels, Process of Planning, Planning Premises and Forecasting, MBO, Decision Making.

### Unit III: 6 lecture hours

**Organizing:** Concept, Forms of Organizational Structure, Combining Jobs: Departmentalization, Span of Control, Delegation of Authority, Authority & Responsibility.

### Unit IV: 6 lecture hours

**Staffing:** Concept; Overview of - Manpower Planning, Job Design, Recruitment & Selection, Training & Development, Performance Appraisal.

### Unit V: 6 lecture hours

**Directing:** Concept, Direction and Supervision.

### Unit VI: 6 lecture hours

**Controlling:** Concept, Types of Control, Controlling Techniques.

## Text Books

---

### Text Books

1. Koontz, H, & Weihrich, H (2016). *Essentials of Management: An International Perspective* (8<sup>th</sup> ed.), Tata McGraw Hills, New Delhi.

- Ghuman, K & Aswathapa, K, (2017). *Management concepts and cases* (10th ed.), Tata McGraw Hills, New Delhi.
- Telsan, M.T. (2016). *Industrial and Business Management*, (4th ed.), S. Chand, New Delhi.

#### Reference Books

- Robbins, S. (2017). *Management*, (13th ed.), Pearson Education, New Delhi.
- Ramaswamy, I. (2011). *Principles of Business Management*, (8th ed.), Himalaya Publishing House, New Delhi.

#### Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Continuous Evaluation (Discussion/Assignment/Presentation/Case Analysis / Quiz )				ESE
	Presentations	Test/Quiz	Assignment	Case writing	
Weightage %	20%	20%	40%	20%	50%

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Program Outcomes (POs)		
	Course Outcomes (COs)	Program Outcomes (POs)
CO1	Understand the concepts related to Business.	1,7,8,13
CO2	Demonstrate the roles, skills and functions of management.	1,3,4,5,6,13
CO3	Analyze effective application of PPM knowledge to diagnose and solve organizational problems and develop optimal managerial decisions.	1,3,4,5,6,8,13
CO4	Understand the complexities associated with management of human resources in the organizations and integrate the learning in handling these complexities.	3,4,5,6,7,13

#### Program Outcome and Course Outcome mapping

Course Outcomes	CO 1	CO 2	CO 3	CO4
PO 1	3	3	3	1

<b>PO 2</b>	NA	NA	NA	NA
<b>PO 3</b>	1	3	3	3
<b>PO 4</b>	2	2	2	2
<b>PO 5</b>	1	3	2	2
<b>PO 6</b>	1	3	2	2
<b>PO 7</b>	2	1	1	2
<b>PO 8</b>	1	1	1	1
<b>PO9</b>	NA	NA	NA	NA
<b>PO10</b>	NA	NA	NA	NA
<b>PO11</b>	NA	NA	NA	NA
<b>PO12</b>	NA	NA	NA	NA
<b>PO13</b>	1	2	1	1

1=weakly mapped

2= moderately mapped

3=strongly mapped


Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13
HRES 7003	PPM	3	NA	3	2	2	2	1	1	NA	NA	NA	NA	1
		Students will be able to develop and evaluate alternate managerial choices and identify optimal solutions.	Students will demonstrate effective application capabilities of their conceptual understanding of power generation, transmission and distribution.	Students will be able to exhibit effective decision-making skills, employing analytical and critical thinking ability.	Students will demonstrate effective oral and written communication skills in the professional context.	Students will be able to work effectively in teams and demonstrate team-working capabilities.	Students will exhibit leadership and networking skills.	Students will demonstrate sensitivity towards ethical and moral issues and have ability to address them in the context of power management.	Students will demonstrate employability traits in line with the needs of changing dynamics of the power industry.	Students will demonstrate strong conceptual knowledge in fuel management, power generation, transmission, distribution, trading, energy management,	Students will demonstrate effective understanding of functioning of power sector.	Students will demonstrate analytical skills in identification and resolution of issues pertaining to fuel management, power generation, transmission, distribution, trading, energy management, financing and regulation, and sustainable development.	Students will exhibit the ability to integrate technical, economic, social and regulatory frameworks for power sector planning and resource management.	Students will exhibit deployable skills pertinent to the power sector.

1=weakly mapped

2= moderately mapped

3=strongly mapped

**Model Question Paper**

<b>Name:</b> <b>Enrolment No:</b>		
<b>Course: HRES7003 – Principles and practices of Management</b>		
<b>Programme: MBA -PM</b> <b>Time: 03 hrs.</b>		<b>Semester: ODD-2017-18</b> <b>Max. Marks:100</b>
<b>Instructions:</b> Attempt all questions from <b>Section A</b> (each carrying 2 marks); any <b>Four Questions</b> from <b>Section B</b> (each carrying 5 marks). Attempt all questions from <b>Section C</b> (each carrying 15 marks) and <b>Section D</b> is Compulsory (carrying 30 marks).		
<b>Section A ( attempt all)</b>		
<b>1. Define the following:</b>  (i) Business (ii) Functions of Management (iii) Ethical Behaviour (iv) Instrumental Values (v) Whistle-blower (vi) PESTEL (vii) Controlling (viii) Formula to calculate breakeven point (ix) Job analysis (x) Artifact	<b>[20]</b>	<b>CO1 CO2</b>
<b>SECTION B (Attempt any four)</b>		
<b>2. ‘What gets measured happens.’ Comment with an example where by controlling and standardizing, the company was able to achieve its objectives.</b> <b>3. What are key factors and process of departmentation? Name various types of departmentations.</b> <b>4. What are various constituents of staffing? Also differentiate between Recruitment &amp; Selection.</b>	<b>[20]</b>	<b>CO1 CO2 CO3</b>

<p>5. What is organizing? Explain it with the help of its process and functions in an organization.</p> <p>6. Explain motivation with different types of content, process and reinforcement theories.</p>		
<b>SECTION C</b>		
<p>7. Radhika opens a jewelry showroom in Jaipur after completing a course in jewelry designing. She has employed eleven persons in her showroom. For greater productivity, she divides the work into small tasks and each employee is trained to perform his/her specialized job. The sales persons are allowed to close a deal with a buyer by giving a maximum of 10% discount, whereas the decision to given any further discount rests with Radhika as the final authority. In the earlier days of starting of the business, five of her employees were asked to put in extra hours of work. In return she had promised to give them a special incentive within a year. Therefore, after six months when the business was doing well, she awarded a cash bonus to each of these employees to honour her commitment. However, when it comes to setting the conflicts among her employees, she tends to be more biased towards her female employees.</p> <p><i>(a) Identify and explain the various principles of management that are being applied by Radhika by quoting lines from the paragraph.</i></p> <p><i>(b) Identify and explain the principle of management which is being violated by Radhika.</i></p> <p><i>(c) State the after-effects of the violation.</i></p> <p><i>(d) If you were the manager, how you would have improved the working environment? State your strategies.</i></p> <p>8. A company ‘M’ Ltd. is manufacturing mobile phones both for domestic Indian market as well as for export. It has enjoyed a substantial market share and also had a loyal customer following. But latterly it has been experiencing problems because its targets have not been met with regard to sales and customer satisfaction. Also mobile market in India has grown tremendously and new player have come with better technology and pricing. This is causing problems for the company. It is planning to revamp its controlling system and take other steps necessary to rectify the problems it is facing.</p> <p><i>(a) Identify the benefits the company will derive from a good control system.</i></p> <p><i>(b) How can the company relate its planning with control in this line of business to ensure that its plan are actually implemented and targets attained?</i></p> <p><i>(c) Give the steps in the control process that the company should follow to remove the problems it is facing.</i></p>	<p>[15]</p> <p>[15]</p>	<p>CO1 CO2 CO3 CO4</p>

<b>SECTION D is Compulsory</b>		
<p><b>9. Case study:</b></p> <p>On his first day back after his training, the plant manager noticed a Technical Service Executive in the lab having a discussion with an external contractor. While she was wearing safety glasses, the contractor was not. The manager has a no tolerance policy as far as safety is concerned and his normal response would be to call the technician to his office and in his words, “read her the riot act.”</p> <p>According to the manager’s self-assessment: <i>“I am known to blow a fuse (or two) when safety rules are flouted, however, I managed to keep my cool and decided to test my training.”</i></p> <p>He asked the technician to his office and could see that she was worried about his reaction. But instead of leading with his dismay and disappointment, he started by explaining that he had just received some training on motivation. He shared key concepts with her. He then asked her if she thought that the rule to wear safety glasses, even when there was no experiment on, was “stupid” as there is no danger to the eyes. Did she feel imposed upon to wear safety glasses as she had no choice?</p> <p>Since the technician was invited to have a discussion rather than “dressing down,” she was open and candid. She explained that she had a two-year old child and she was extremely concerned about lab safety as she wanted to reach home safe every evening. To the manager’s great surprise, she also shared that in certain areas, she would prefer even more, not less, stringent safety measures. For example, she suggested that safety shoes should be required for lab experiments that are conducted at elevated temperatures.</p> <p>But when it came to wearing safety glasses when no experiments were being conducted, she just could not understand the rationale and did, indeed, resent the imposed rule. As a result, she didn’t feel compelled to enforce it, especially with an external contractor. The manager said he understood her feelings and went on to provide the rationale that the intention was that wearing glasses would become a force of habit, just like wearing a safety belt in the car.</p> <p>The manager said he saw the light dawn in her eyes.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>(i) Can you determine at least three important take-away in this story from a plant manager who recently learned the skill of conducting Motivational Outlook Conversations?</li> <li>(ii) If you were at his place, what leadership and motivational style you would have followed?</li> <li>(iii) What managerial skills the plant manager has presented in the case and what he missed?</li> </ul>	[30]	<b>CO2</b> <b>CO3</b> <b>CO4</b>



