

<b>HRES 7003</b>	<b>Principles and Practices of Management</b>	L	T	P	C
<b>Version 1.0</b>		2	0	0	2
<b>Pre-requisites/Exposure</b>	Basic knowledge of general management				
<b>Co-requisites</b>	Student must update themselves with the latest concepts of the subject.				

### Course Objectives

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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

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

**CO1: To develop the understanding of the concepts related to Business.**

**CO2: To demonstrate the managerial roles, skills and functions of management.**

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

**CO4: To analyze the complexities associated with management of human resources in the organizations**

### Catalog Description

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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**

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### **Unit I: 4 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: 4 lecture hours**

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

### **Unit III: 4 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: 4 lecture hours**

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

### **Unit VI: 4 lecture hours**

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

## **Text Books**

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

2. Ghuman, K & Aswathapa, K, (2017). *Management concepts and cases*, 10<sup>th</sup> Edition, Tata McGraw Hills, New Delhi.
3. Telsan, M.T. (2016). *Industrial and Business Management*, 4<sup>th</sup> Edition, S. Chand, New Delhi.

**Reference Books**

1. Robbins, S. (2017). *Management*, 13<sup>th</sup> Edition Pearson Education, New Delhi.
2. Ramaswamy, I. (2011). *Principles of Business Management*, 8<sup>th</sup> Edition, 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
Weightage (%)	Discussion=10 Assignment=10 Presentation=10 Case Analysis=10 Quiz=10 Total=50	50

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

<b>Mapping between COs and POs</b>		
	<b>COURSE OUTCOMES ( COs )</b>	<b>POs</b>
<b>CO 1</b>	<b>To develop the understanding of the concepts related to Business.</b>	PO 1,2, 3,4,7,8,9,10, 11,13, 14
<b>CO 2</b>	<b>To demonstrate the managerial roles, skills and functions of management.</b>	PO 1,2, 3, 7,8,9,10, 11,14
<b>CO 3</b>	<b>To analyze effective application of PPM knowledge to diagnose and solve organizational problems and develop</b>	PO 1,2, 3, 8,9,10,

	<b>optimal managerial decisions</b>	11, 13,14
<b>CO 4</b>	<b>To analyze the complexities associated with management of human resources in the organizations</b>	PO 4,5, 8,12,13, 14


**Program Outcome / Course Outcome mapping**

<b>Course Outcomes</b>	<b>CO 1</b>	<b>CO 2</b>	<b>CO 3</b>	<b>CO 4</b>
<b>PO 1</b>	3	3	3	2
<b>PO 2</b>	3	3	3	2
<b>PO 3</b>	3	3	3	2
<b>PO 4</b>	3	1	1	3
<b>PO 5</b>	2	2	1	3
<b>PO 6</b>	1	1	1	1
<b>PO 7</b>	3	3	1	2
<b>PO 8</b>	3	3	3	3
<b>PSO 9</b>	3	3	3	1
<b>PSO 10</b>	3	3	3	2
<b>PSO 11</b>	3	3	3	2
<b>PSO 12</b>	1	1	1	3
<b>PSO 13</b>	3	1	3	3
<b>PSO 14</b>	3	3	3	3

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 9	PSO 10	PSO 11	PS12	PSO 13	PSO 14
<b>HRE S 7003</b>	<b>Principles &amp; Practices of Management</b>	3	3	3	2	2	1	3	3	2	2	3	2	3	3
		Students will be able to develop and evaluate alternate managerial decisions and identify optimal solutions	Students will demonstrate effective application capabilities of their conceptual understanding to the real world business situations	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 building capabilities	Students will exhibit leadership and networking skills while handling business situations	Students will demonstrate sensitivity towards ethical and moral issues and have ability to address them in the course of business	Students will demonstrate employability traits in line with the changing dynamics of the industry	Students will demonstrate strong conceptual knowledge in the functional area of management as well as LSCM domain	Students will demonstrate effective understanding of relevant functional areas of management and their application in LSCM	Students will demonstrate analytical skills in identification and resolution of business problems pertaining to LSCM & general management	Students will exhibit the ability to integrate functional areas of management with domain perspective for the purpose of planning, implementation & control of LSCM	Students will have global perspective towards business situations in the area of LSCM	Students will exhibit deployable skills pertinent to the LSCM sector

- 1 – Weakly mapped
- 2 – Moderately mapped
- 3 – Strongly mapped

**Model Question Paper**

<p><b>Name:</b></p> <p><b>Enrolment No:</b></p>		
<p align="center"><b>Course: HRES7003– – Principles and practices of Management</b></p> <p><b>Programme: MBA PSM I</b> <span style="float:right"><b>Semester: ODD-2017-19</b></span></p> <p><b>Time: 03 hrs.</b> <span style="float:right"><b>Max. Marks:100</b></span></p> <p><b>Instructions:</b>          Attempt all questions from <b>Section A</b> (each carrying 2 marks); all from <b>Section B</b> (each carrying 10 marks). Attempt any two questions from <b>Section C</b> (each carrying 10 marks) <b>Section D</b> is Compulsory (carrying 20 marks).</p>		
<p align="center"><b>Section A ( attempt all)</b></p>		
<p>1. Which of the following is not a managerial role as per Henry Mintzberg?</p> <p>A. Interpersonal role</p> <p>B. Informational role</p> <p>C. Technical role</p> <p>D. None of the above</p> <p>2. Which of the following is not a principle of Fayol’s Administrative theory?</p> <p>A. Order</p> <p>B. Equity</p> <p>C. Discipline</p> <p>D. None of the above.</p> <p>3. Joseph Duran is associated with</p> <p>A. Quality management</p> <p>B. Contingency approach of management</p> <p>C. Hawthorne experiment</p>	<p>[20]</p>	<p><b>CO1</b></p> <p><b>CO2</b></p>

<p>D. All of the above</p> <p>4. Which are the components of job characteristic model?</p> <p>A. Task identity</p> <p>B. Feedback</p> <p>C. Autonomy</p> <p>D. All of the above</p> <p>5. Which is true?</p> <p>A. All</p> <p>B. Managerial grid is a two-dimensional grid for appraising leadership styles</p> <p>C. Fiedler is a proponent of Ohio State University research on leadership</p> <p>D. Task structure is the extent to which job assignments are formalized and structured</p> <p>6. McGregor is a proponent of</p> <p>A. Equity theory of motivation</p> <p>B. Managerial grid of leadership</p> <p>C. Goal setting theory</p> <p>D. None of the above</p> <p>7. Which of the following is false?</p> <p>A. F. Taylor-Scientific management</p> <p>B. McClelland-Theroy X and Theory Y</p> <p>C. Fiedler- Contingency approach of leadership</p> <p>D. None of the above</p> <p>8. Low level of task structure and high level of relationship structure refers to</p> <p>A. Delegating</p>		
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	<p>B. Participating</p> <p>C. selling</p> <p>D. All of the above</p> <p>9. Which of the following is not an element of motivation?</p> <p>A. Persistence</p> <p>B. Dedication</p> <p>C. Effort</p> <p>D. Direction</p> <p>10. An attempt to build into jobs a higher sense of challenge and achievement is-</p> <p>A. Job enlargement</p> <p>B. Job rotation</p> <p>C. Job evaluation</p> <p>D. Job enrichment</p>		
	<b>SECTION B (Attempt all)</b>		
4.	<p>1. Differentiate between hygiene factors and motivators in light of Herzberg's two-factor theory.</p> <p>2. Differentiate between organizational culture and organizational climate.</p>	<b>[10]</b>	<b>CO1 CO2</b>
5.	<p>Leo Harris, one of your assistants in a fire insurance company, is in charge of a group of clerical workers who review changed policies, endorsements, and riders.</p> <p>He is very meticulous, and everything coming out of his group is perfect. He does not delegate authority and responsibility but rechecks in detail all the work turned out by his group. His workers have figured him out and are taking it easy. They do slap-dash work and correct it as often as he returns it. You are afraid that Harris is overworking and heading for a nervous breakdown. You have told him in general terms to delegate authority and responsibility and to discipline his group. He says that you just can't find people any more who have pride in their work or concern for the company and that if he fires any of his people or they quit the replacements would probably be worse.</p>	<b>[10]</b>	<b>CO3 CO4</b>



	<p><b>Questions</b></p> <p>1. What are some of the reasons why people do not delegate authority and responsibility?</p> <p>2. What are Harris' responsibilities as a supervisor?</p>		
6.	<p>Attempt any two question:</p> <p>a) Discuss different steps of an effective controlling process.</p> <p>b) Explain expectancy theory of motivation with a suitable example.</p> <p>c) Describe the various techniques to motivate contemporary diverse workforce.</p>	[20]	CO1 CO2
7	<p style="text-align: center;"><b>SECTION C</b></p> <p>Attempt any two question:</p> <p>1. Discuss the significance of management function in effective people management.</p> <p>2. <i>Analysing management practices is instrumental to create sustainable competitive advantage.</i> Discuss.</p> <p>3. Explain the effectiveness of taylorian principles of management in logistics sector in India.</p>	[20]	CO3 CO4
<b>SECTION D is Compulsory</b>			
	<p>John Parson, president of Terra Minerals Limited (Terra), Ontario, put down his cell phone slowly. Talk about a kick to the stomach! He had just heard from an old friend from business school days, Dave Stack, who had called him with some disturbing information. Apparently, his recently appointed vice-president of Exploration, Steve Bartlett, had been fired by one of his previous employers for a serious drug-abuse problem about six years ago. Bartlett had made no mention of this event, nor had it been revealed in reference checks, and the termination was not evident on Bartlett's original application for employment</p> <p>Steve Bartlett aged 35 and married with three children, Steve Bartlett had earned a degree in geophysics and had completed graduate work in geophysical engineering. Following graduate school, he had worked for three years with a major mining company but had left it to join Can-Ore Minerals (Can-Ore), a junior company involved in geophysical research. Bartlett had been highly valued and well paid by Can-Ore. When interviewed by the executives at Terra, he said he had been very satisfied with how he had been treated at Can-Ore. After four years with Can-Ore, Bartlett had decided to pursue his long-time ambition to return to business school to complete his MBA. He had graduated in the top quartile of his MBA class and was on the dean's list1 in both years of his program. While at the business school, Bartlett had come to the attention of one of the professors who also did some consulting work for Terra. Indeed, it was</p>		

this professor who had suggested to Parson that Bartlett was “a young man whose career was well worth watching.” Parson contacted Bartlett in the middle of his second year of the MBA program and suggested that they meet to discuss his career interests.

**THE INTERVIEW AND JOB OFFER** Parson met with Bartlett and three other members of the Terra management team. They were all impressed. Bartlett’s analytical skills were excellent. He was obviously competent and, while somewhat reserved and a little withdrawn, he had a pleasantly effective manner about him. Bartlett had explained his decision to 1 This distinction was awarded to those students whose academic performance was in the top 10 per cent of the class. Page 2 leave the major mining company and join Can-Ore as a move from a bureaucratic to an entrepreneurial environment, one where he could make a great personal contribution and be rewarded accordingly. This explanation fit perfectly with what Parson and the other Terra executives were looking for in a company employee, and they thought that he would blend in well with the Terra operation. Parson offered Bartlett a position at Terra as manager of Exploration, subject to the usual medical examination and reference checks. The vice-president of Human Resources checked Bartlett’s references from the business school and also checked with his previous employer, Can-Ore. The vice-president of Exploration at Can-Ore described Bartlett as a first-rate person, one they would like to have return as an employee to their firm.

**BARTLETT AT TERRA** In his three years with Terra, Bartlett’s performance had exceeded all of Parson’s and other executives’ expectations. He was an excellent manager: he had the intuitive judgement essential to the exploration business, had helped to build a good staff of young geologists and geophysicists, and had maintained excellent control of his operations. During these years, Bartlett had earned four consecutive highly satisfactory performance appraisals. When Tom Camp, the vice-president of Exploration at Terra for 15 years, decided to retire, there was no hesitation in promoting Bartlett to the position.

**THE TELEPHONE CALL** It was the day after Bartlett’s picture had appeared in the business press with the announcement of his appointment that Parson had received the call from his friend, Dave Stack. Stack was now the president of the mining company where Bartlett had started his career, and the company was also one of Terra’s major clients. Parson recalled his conversation with Stack on the phone:

Stack: I didn’t know that you had hired Steve Bartlett. He’s really come up in the world since he used to work for me.

Parson: Well, you guys never could hold onto the good ones! Life is too boring for anyone with some “get up and go.” You train them and we reward them! (The well-intentioned ribbing went on for a few minutes before Stack got to the point.) Look, John, this may come as a bit of a shock to you, but Bartlett didn’t exactly “get up and go.” We had to give him a push to help him on his way.

Parson: What do you mean? What for?

Stack: Well, we were concerned about a few things. His performance on the job wasn’t bad; in fact, he was a good guy, technically. But he seemed to be tired a lot and, well, kind of moody and miserable. We did some checking around, asked a few people, you know the kind of thing. Several people told us that he

	<p>was into drugs in a pretty serious way. I spoke with him about it — he was pretty evasive at first, but after a while, he didn't deny it. We let him go. He never pushed back on this decision. Perhaps we should have handled it differently and given him a leave of absence to attend a rehab program of some kind. Parson: Why didn't this surface when Can-Ore hired him?</p> <p>Stack: I'm not sure, John. I'm not even sure that Can-Ore checked out Bartlett with us. Sometimes these small companies are pretty sloppy about those kinds of things. After we fired him, I think Bartlett went to Europe for several months. Maybe he spun some kind of yarn to them about the gap in his résumé.</p> <p>Parson: Well, I'm not sure whether I should thank you for this information or not. I don't know what I'm going to do about it. Do me a favour, keep this between us. I'd hate for rumours to start flying around.</p>		
8.	Should Terra employ a senior executive officer with this kind of past?	[10]	CO3
9.	Do you think Terra's recruitment and selection team was at fault to hire Bartlett? Explain with reason	[10]	CO4

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