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**Roll. No.: .....**

**First Semester**

**MBA (General)**

**End Semester Examination**

**Nov. / Dec. 2019**

**Paper Code: MGT: 11**

**Title of Paper: Management Process and Organizational Behaviour (MPOB)**

**Time: 3 Hours**

**Maximum Marks: 60**

**Note:** (i) Answer in all 5 Questions.  
(ii) Question Number 1 is compulsory which carries 20 marks and any 04 from questions 2 to 7.  
(iii) Questions 2 to 7 carry 10 marks each.

**Q. No. 1.** Read the following case study and answer the questions given at the end of the study:

**Lastly Stress and Strain Brokedown**

Alok Tiwari left his home in East Delhi at 5.20 A. M. and moved for the 30- mile drive to Gurgaon. He hoped he had left early enough to be in front of the rush hour traffic entering the city. He was not thinking about distance, but only for a job opportunity he had to pursue, as Mr. Tiwari had not been employed full-time for nearly two years. Though he was an electrician with over seven years of experience, he had failed the licensing test to become a master electrician three times. Although he had had more time to study and prepare for test in recent months because of lack of work, many days he did not work were occupied with house-hold chores and caring for his two young children-a daughter and a son. Both were of school age.

Alok's wife, Sushma was teaching Science and Math at middle school standard in the Ahlcon Public School, Delhi for the last twelve years. Her work had been interrupted two times for the birth of their children. When Alok was employed full time and Sushma was teaching, their daily lives were very hectic. Both had to get up very early in the morning to get sufficient time to wake up the children, give them bath, feed them and get them dressed, and take them to school and day care. As Alok had to report for work by 7.00 A.M., Sushma used to handle the children and arrive at her school by 8.30 A.M. Alok's finishing time to his work day was also unpredictable than Sushma's. Many days Alok was required to work

beyond 6.00 P.M. Naturally, only Sushma had to pick up the children from day care, prepare evening meal, help the children in their home works, and perform other household tasks without Alok's assistance. The fact remains that both Alok and Sushma were obviously extremely busy and nearly exhausted by early in the evening. Moreover, Sushma usually had school work (assignments, tests to evaluate, and students' other performance to evaluate) also to complete in the evening itself because she did not get time in the morning. Though she enjoyed teaching very much, but she was becoming increasingly frustrated. The reason being more of her teaching day was taken up with student discipline problems, meetings with parents, and other non-teaching tasks. She along with her other colleagues had concluded that 13- and 14- year olds were undoubtedly the toughest age group to teach effectively.

Despite the difficulties Alok and Sushma had while both worked full-time, neither of them anticipated the problems associated with Alok's under-employment. For the last year Alok has worked, on average, two days a week. On Sundays, he would arrange for repair and other minor electrical works for neighbours and others. Uncertainty of his future work and irregularity of his work not only reduced family income but also created much disruption of their daily lives. Their already complicated situation culminated to the breaking point shortly after Alok arrived home from Gurgaon at 7.15 P.M. from his first full day of work in nearly four weeks.

As Alok pulled the gateway of his home, he was greeted by a police inspector: What happened late today in the school day, a seventh class student, namely, Bharat Dogra, who had not only been difficult, but at times abusive also, badly confronted Sushma and struck her with his belt. By this time, the school medical officer gave first aid and had bandage on Sushma's forehead. The police inspector had come to their home to gather additional information for the filing of the charges against the difficult boy-Bharat Dogra. When Alok entered the house, he found Sushma in a very emotional and distraught condition. Her face turned bright red. The moment Sushma saw Alok, she broke down and started sobbing. She told Alok that she could not go to the school the next day and that she wanted to quit teaching. Later in the night, Alok concluded that she might be having a nervous breakdown backed by heavy work stress and strain.

*Answer the following questions:*

1. Identify and analyse sources of stress for both Alok and Sushma.
2. Briefly outline a programme of preventive stress management you will suggest for Sushma.

Q. No. 2. Discuss the major functions of modern management. What are the key skills that make a manager effective? Also distinguish manager from leader.

Q. No. 3. Compare and contrast Maslow's need hierarchy theory with Herzberg's two-factor theory of motivation. Which one, in your opinion, is more applicable to Indian context and why?

Q. No. 4. Discuss the main styles of leadership applied by corporate leaders in India. Which one style do you consider the most suitable for leading Gen Y employees and why?

Q. No. 5. "Just persons have personality, organizations have culture" In the light of this statement, appreciate the importance of organizational culture. Elaborate, with suitable examples, how organizational culture is created, sustained and changed. You can consider the culture of a real organization.

Q. No. 6. "Resistance to change is a normal part of the process of change." In the light of this statement, discuss the reasons for employee resistance to organizational change. What techniques would you use as change manager in overcoming such resistance?

Q. No. 7. "Job stress can have physiological, psychological, and behavioural effects." Elaborate with suitable examples. Also suggest the major individual and organizational strategies helpful in coping with job stress.

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