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Code: 19MBA1007

SET-2

**ADITYA INSTITUTE OF TECHNOLOGY AND MANAGEMENT, TEKKALI
(AUTONOMOUS)
I MBA I Semester Regular & Supplementary Examinations, August-2021**

LEGAL ENVIRONMENT OF BUSINESS AND INDIAN ETHOS

Time: 3 Hrs

Max. Marks: 60

**Answer any Five questions
All questions carry EQUAL marks
Question No. 8 is Compulsory**

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| 1. | a) | What do you understand by a 'contract'? Explain essentials of a valid contract. | 6M |
| | b) | Explain different methods of discharge of contract. | 6M |
| 2. | a) | Explain the rules under Sale of Goods Act regarding delivery of goods | 6M |
| | b) | What is a 'bill of exchange'? What are the parties to the bill of exchange? | 6M |
| 3. | a) | State the duties of principal to his agent. | 6M |
| | b) | State the duties of an agent to the principal. | 6M |
| 4. | a) | Elaborate the difference between ethics and ethos | 6M |
| | b) | Elaborate some management lessons that can be learned from ancient Indian books and Vedas | 6M |
| 5. | a) | What is the relevance of value based management | 6M |
| | b) | Elaborate on the trans cultural value system in management | 6M |
| 6. | a) | What are the techniques of self-management | 6M |
| | b) | Elaborate the role of Karma in the Indian management | 6M |
| 7. | a) | Explain conditions and warranties of sale of goods. | 6M |
| | b) | Define 'Promissory note'. What are its essential elements? | 6M |

In October 2008, Jet Airways (India) Limited one of India's leading domestic airlines, decided to lay off more than 1,000 employees to streamline its operations. The retrenchment was the second phase of its trimming operations. The first phase, which took place a day earlier, saw the airline showing the door to 850 cabin crew members. The second phase of retrenchment included employees from all operations - cabin crew, pilots, ground staff, airport services staff, and employees from management departments. The sudden decision not only took the employees by surprise but also caused alarm in the Indian aviation sector. Amidst great opposition by various organisations and political parties, Naresh Goyal (Goyal), chairman of Jet, reinstated the employees a day later amidst great emotional drama. He was quoted as saying he had been appalled by the retrenchments of his employees, which he claimed, he had come to know only through media reports. He added that he would "not be able to live as long as he lives" with the tough decision his management had taken and clarified that he was taking back the employees as they were "family to him" and as head of the family he would take care of them. A month later - in November 2008, Jet announced that it would consider serious salary cuts for its staff to handle the aviation crisis. While many industry analysts were surprised by the turn of events that had led to the reinstatement of the sacked employees, they opined that Jet had been forced to take drastic decisions such as laying off employees or initiating pay cuts because of the turbulent phase through which the aviation industry was passing. In September 2008, the International Air Transport Association (IATA) had predicted that world over the aviation industry would lose about US\$5.2 billion based on an average jet fuel price of US\$140. The rise in fuel prices had pushed the fuel bills of the aviation industry to US\$186 billion by the end of the year 2008. Background note Jet, with its headquarters in Mumbai, India, began as an air taxi operator in April 1992 and started its commercial operations a year later, in 1993. It operated with just 24 flights across 12 destinations initially, but showed exceptional growth with more than 357 daily flights to about 62 domestic and international destinations in 2008. It was first listed in the National Stock Exchange (NSE) in the year 2005. As of June 2008, it operated over 370 daily flights to about 68 destinations both in India and abroad including San Francisco, New York, Toronto, Singapore, Brussels, London (Heathrow), Hong Kong, Shanghai, Kuala Lumpur, Colombo, Bangkok, Kathmandu, Dhaka, Kuwait, Bahrain, Muscat, Abu Dhabi, Dubai, etc. HR issues, management and decision making at Jet According to the company, Jet paid the utmost importance to the composition of its senior management and its human resources with emphasis on teamwork as a key success factor. Being in the service-based industry, Jet gave priority to high quality, professional service to its customers. The retrenchment drama unfolds The retrenchment drama unfolded on October 16, 2008, when Jet announced that it would lay off nearly 1,100 of its staff a day after it had already laid off around 800 of its cabin crew members. The second phase of 1,100 employees included those from departments like management, flight attendants, and the cockpit crew. The company decided to lay off these employees with no prior notice but offered them a month's remuneration. 113/JNU OLE Reasons for retrenchment The growing challenges in the Indian aviation industry were the main reason for the layoffs at Jet, according to the company and other industry analysts.

Questions

1. Which decision lead to HR disputes? Answer Jet Airways (India) Limited (Jet), one of India's leading domestic airlines, decided to lay off more than 1,000 employees to streamline its operations. This sudden lay off lead to HR disputes.

When did Jet Airway dispute take place?

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(AUTONOMOUS)****I MBA I Semester Supplementary Examinations, August-2021****ORGANIZATIONAL BEHAVIOUR****Time: 3 Hrs****Max. Marks: 60**

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| 1. | Define organizational behavior? Explain the nature and scope of Organizational behavior. | 12M |
| 2. | State the components and functions of attitude. | 12M |
| 3. | a) Elaborate the contemporary any two theories of work motivation. | 6M |
| | b) Explain the different types of motivational needs with examples | 6M |
| 4. | What is learning? Explain the cognitive theories of learning. | 12M |
| 5. | a) Explain the different types of organizational stress. | 6M |
| | b) Distinguish interactive and interpersonal conflict with examples | 6M |
| 6. | a) Elaborate the sources and process of self efficacy | 6M |
| | b) Describe the implications of emotional intelligence & subjective well being. | 6M |
| 7. | Explain the socialization process in detail. | 12M |
| 8. | CASE STUDY: | 12M |

Process-Based Perspectives on Motivation

When the last student left Melinda Wilkerson's office at 5:30 p.m., the young English Professor just sat, too exhausted to move. Her desk was piled high with student papers, journals, and recommendation forms. "There goes my weekend," she thought to herself, knowing that just reading and commenting on the thirty journals would take up all of Saturday. She liked reading the journals, getting a glimpse of how her students were reacting to the novels and poems she had them read, watching them grow and change. But recently, as she picked up another journal from the bottomless pile or greeted another student with a smile, she often wondered whether it was all worth it.

Wilkerson had had such a moment about an hour earlier, when Ron Agua, whose office was across the hall, had waved to her as he walked past her door. "I'm off to the Rat," he announced. "Come join us if you ever get free." For a moment Wilkerson had stared blankly at the student before her, pondering the scene at the Rathskeller, the university's most popular restaurant and meeting place. Agua would be there with four or five of the department's senior members, including Alice Bordy, the department chair. All would be glad to have her join them . . . if only she didn't have so much work.

At the start of her first year as an assistant professor, Wilkerson had accepted her overwhelming workload as part of the territory. Her paycheck was smaller and her hours longer than she had expected, but Agua and the other two new faculty members seemed to be suffering under the same burdens.

But now, in her second semester, Wilkerson was beginning to feel that things weren't right. The stream of students knocking on her door persisted, but she noticed that Agua was spending less time talking and more time at his word processor than he had during the first semester. When asked, Agua told her he had reduced his course load because of his extra work on the department's hiring and library committees. He seemed surprised when Wilkerson admitted that she didn't know there was such a thing as a course reduction.

As the semester progressed, Wilkerson realized there was a lot she didn't know about the way the department functioned. Agua would disappear once a week or so to give talks to groups around the state and then would turn those talks into papers for scholarly journals—something Wilkerson couldn't dream of having time to do. She and Agua were still good friends, but she began to see differences in their approaches. "I cut down my office hours this semester," he told her one day. "With all those students around all the time, I just never had a chance to get my work done."

Wilkerson had pondered that statement for a few weeks. She thought that dealing with students was "getting work done." But when salaries for the following year were announced, she realized what Agua meant. He would be making almost \$1,000 more than she; the human resources committee viewed his committee work as a valuable asset to the department, his talks around the state had already earned him notoriety, and his three upcoming publications clearly put him ahead of the other first-year professors.

Wilkerson was confused. Agua hadn't done anything sneaky or immoral—in fact, everything he did was admirable, things she would have liked to do.

His trips to the Rat gave him the inside scoop on what to do and whom to talk to, but she couldn't blame him for that either. She could have done exactly the same thing. They worked equally hard, she thought. Yet Agua already was the highly paid star, whereas she was just another overworked instructor.

As she began piling all the books, papers, and journals into her bag, Wilkerson thought about what she could do. She could quit and go somewhere else where she might be more appreciated, but jobs were hard to find and she suspected that the same thing might happen there. She could charge sex discrimination and demand to be paid as much as Agua, but that would be unfair to him and she didn't really feel discriminated against for being a woman. The university simply didn't value what she did with her time as highly as it valued what Agua did with his.

Putting on her coat, Wilkerson spotted a piece of paper that had dropped out of one of the journals. She picked it up and saw it was a note from Wendy Martin, one of her freshman students. "Professor Wilkerson," it read, "I just wanted to thank you for taking the time to talk to me last week. I really needed to talk to someone experienced about it, and all my other professors are men, and I just couldn't have talked to them. You helped me a whole lot."

Sighing, Wilkerson folded the note, put it in her bag, and closed her office door. Suddenly the pile of journals and the \$1,000 didn't seem so important.

Case Questions

1. What do you think Melinda Wilkerson will do? Is she satisfied with the way she is being treated?
2. Explain the behaviors of Wilkerson and Agua using the motivation theories in this chapter.
