



MOI UNIVERSITY

OFFICE OF THE CHIEF ACADEMIC OFFICER

UNIVERSITY EXAMINATIONS 2012/2013 ACADEMIC YEAR

END OF SEMESTER I EXAMINATIONS

**FOR THE DEGREE OF
EXECUTIVE MBA**

EXAM CODE:- MBA 820

COURSE TITLE:- HUMAN RESOURCE MGT

DATE:- 12TH FEBRUARY, 2013 TIME:- 9.00A.M. - 12.00NOON.

INSTRUCTION TO CANDIDATES

> SEE INSIDE.

THIS PAPER CONSISTS OF (2) PRINTED PAGES

PLEASE TURN OVER

Instructions: Answer Question One and Any other Three Questions

QUESTION ONE

Read the following case and answer the questions that follow:

Konza University

Konza (new) university is in a process of change in order to promote more effective service delivery to its customers within tight budget constraints. Teaching staff have increasingly taken on higher teaching hours as the staff to student ratio has increased from 1:18 to 1:28 over the past 12 years. The decrease in staff members has been managed through the non replacement of leavers and a limited level of early retirement. In addition, they have resorted to engage in commercial work and in research to a much greater extent and to complete PhDs. The staffs have increasingly felt under pressure, but have on the whole been dedicated workers. Those staff who were most seriously disillusioned by the changes taking place were generally those opting for early retirement, although this process also meant that much expertise was suddenly lost to many departments.

The pressure of work seems to increase and the goodwill and relatively high performance of staff are increasingly at risk. In the current circumstances, departments have found it difficult to recognize the goodwill of staff by promotion which has been the traditional approach. Many departments have tried to deal with this by holding out the hope of future promotion and by recognition of a good job done. Some departmental heads were more effective in this than others.

The university as a whole has decided to introduce a performance management system (PMS). Standards forms were produced for all departments to use and guidelines were produced relating to the purpose and frequency of the appraisal. All departments conformed in terms of carrying out the appraisals, but there were great difference in how this was handled in different departments. Those heads who had experience of successful systems elsewhere, or who were enthusiastic about this change, carried out the appraisals in a more thorough and committed way they did try to integrate them into the running of the department and link them to departmental goals. Other heads failed to do this, and some were positively against the system as they saw it as impinging on academic freedom and in any case had never seen themselves as true managers.

The reaction of staff was mixed, often depending on their past employment experiences and length of time employed by the university. In general staffs were resistant and skeptical. The culture of the university had been easy going with staff able to do their own things and relied on to focus on work that was important for the university and to organize themselves. Those who had come to the university from industry had been attracted by the opportunity to control the nature and content of their own work. The new system was perceived as wresting control away from the individual and as an indication that they were not trusted.

Managers have the impression that short term sickness absence has substantially increased, possibly as a result of work intensification and stress but also possibly as a result of declining staff morale. Historically, however, there have been no formal systems for monitoring absence and no procedures for dealing it. The PMS addresses performance issues but no conduct issues such as sickness absence. There is growing dissatisfaction among staff about

the impact of increasing absenteeism on their workloads. There is also a growing cynicism as to the value of attempting to manage performance against a backdrop of poor attendance from a position of staff.

Questions

- a) To what extent is the PMS likely to succeed given the wider context? (10 Marks)
- b) What role do you think leadership has to play in the successful implementation of this scheme? (10 Marks)
- c) What should you recommend to the university in terms of its approach to monitoring and managing staff absence? (10 Marks)

QUESTION TWO

Employee motivation is a function of intrinsic, extrinsic and social satisfaction at work. Explain each of them illustrating with practical examples. (10 Marks)

QUESTION THREE

It has often been argued that the high employee turnover witnessed in the corporate setup and emergence of “Y Generation” (a generation of employees which doesn’t seem to be satisfied with anything) in Kenya is the inability of organizations to create motivating work environments and provide competitive working conditions.

- (a) Critique the above statement. (2 Marks)
- (b) Outline any four practical actions that organizations can use to manage and contain the “Y Generation” employees. (4 Marks)
- (c) What would you describe as the four main organizational factors affecting employee job satisfaction and engagement in the modern business environment? (4 Marks)

QUESTION FOUR

Employee industrial action was witnessed more frequently in Kenya for the better part of 2012. Suggest HRM related issues responsible for this and recommend what need to be done to address these issues. (10 Marks)

QUESTION FIVE

- (a) Explain the strategic role of the human resource management function and its relationship with other functions in a modern organization. (5 Marks)
- (b) What would you describe as the core business of the human resource management function in a modern organization? (5 Marks)

QUESTION SIX

- (a) Explain the relationship between employee development and organizational succession planning. (4 Marks)
- (b) Suggest three main challenges to succession planning in the Kenyan corporate sector and suggest ways to overcome them. (6 Marks)

- END -