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M.B.A./M.B.A. (HRM) DEGREE EXAMINATION, APRIL/MAY 2020

FOURTH SEMESTER

PAPER II – TALENT AND KNOWLEDGE MANAGEMENT

Time : Three hours

Maximum : 70 marks

(No additional sheet will be supplied)

**PART A — (5 × 3 = 15 marks)**

Answer ALL questions.

Each question carries 3 marks.

Each answer should not exceed 1 page.

1. State the relationship between Data, Information, Knowledge and wisdom.
2. How to Design Talent Reservoir?
3. What are the stages of Knowledge Management process?
4. Explain the steps of Amrit Tiwana on Knowledge Management Road Map.
5. What are the challenges of Knowledge Management?

**PART B — (5 × 8 = 40 marks)**

Answer ALL questions.

Each question carries 8 marks.

Each answer should not exceed 5 pages.

6. Explain the importance and process of creating a talent management system.

Or

7. Explain the Talent Management Grid.
8. What is competency Management? What are the steps followed in developing a valid competency model?

Or

9. Define and Discuss Talent Management Information system (TMIS). How TMIS strategy development?

10. What are the characteristics of organizational knowledge? Explain its components.

Or

11. What is the role of Information Technology in Knowledge Management system?

12. Explain Knowledge Management in Manufacturing Industries.

Or

13. What is the role of Knowledge Management in Marketing?

14. Distinguish between Knowledge capital and physical capital.

Or

15. Explain the causes of brain drain of knowledge workers. How do you prevent it?

PART C – (1 × 15 = 15 marks)

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16. Case Analysis

Ms. Rani, a research scholar suggests that the privileging and prioritizing of what she calls expert or theoretical knowledge can result in local, contextual facit knowledge becoming so marginalized that it can be often neglected if not ignored.

One of the most vivid organizational examples she gives to illustrate her argument concerns the knowledge of some delivery drivers employed by a bakery

The owners of the bakery decided that they wanted to better understand to changing nature of the tastes and demands of the final customers who bought their goods (which they bought from the shops that were the bakery's direct customers).

Despite of the fact that the same of the bakery's own employees (the delivery drivers who took their goods to the shops) arguably possessed such knowledge, through the ongoing conservations they had with the shop's owners that happened when their deliveries were made, this sources of knowledge wasn't used.

Instead, the bakery's owner spent a significant amount of money employing external consultants to conduct some market research. For Rani, the reason that the delivery driver's knowledge was overlooked and not used was due to its character.

Fundamentally, this knowledge was facit, subjective, experience based and content specific and was possessed by the workers low down in the organizational hierarchy. For the owners of the bakery this was regarded as a less legitimate and less objective form of knowledge to that which the market research consultants could provide (which was regarded as objective, abstract, generalizable and scientific).

Rani suggests that this is far from an isolated example and that the privileging of theoretical knowledge over local contextual, facit knowledge is an attitude which is prevalent in many, if not majority of the organisations.

Questions:

- Do you agree with conclusion regarding the dominance of this perspective?
- Do you think potentially important and useful knowledge is overlooked and neglected due to its facit, contextual and experiential character?