Biyani's Think Tank

Concept based notes

Tanning and Development

MBA Part-III

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Preface

I am glad to present this book, especially designed to serve the needs of the students. The book has been written keeping in mind the general weakness in understanding the fundamental concepts of the topics. The book is self-explanatory and adopts the "Teach Yourself" style. It is based on question-answer pattern. The language of book is quite easy and understandable based on scientific approach.

Any further improvement in the contents of the book by making corrections, omission and inclusion is keen to be achieved based on suggestions from the readers for which the author shall be obliged.

I acknowledge special thanks to Mr. Rajeev Biyani, *Chairman* & Dr. Sanjay Biyani, *Director* (*Acad.*) Biyani Group of Colleges, who are the backbones and main concept provider and also have been constant source of motivation throughout this Endeavour. They played an active role in coordinating the various stages of this Endeavour and spearheaded the publishing work.

I look forward to receiving valuable suggestions from professors of various educational institutions, other faculty members and students for improvement of the quality of the book. The reader may feel free to send in their comments and suggestions to the under mentioned address.

Author

Syllabus

Section A

Introduction to Training & Development - Training and Training needs Assessment, Training Design and Administration, Training methods, Technique & Aids, Training Strategy.

Performance Appraisal & Training - Learning through training, Adult Learning (Andragogy), Learning theories and learning Curve, Learning Styles

Training Process: An Overview; Role Responsibility and Challenges to Training Managers; Organization and Management of Training Function; Training Needs Assessment and Action Research; Instruction Objectives and Lesson Planning; Learning Process; Training Climate and Pedagogy; Developing Training Modules.

Trainer & Training Institutions - Trainers Profile, Types of Training Institutions, Trainer as a change Agent, MDP and EDPs.

Evaluation of Training - Training evaluation & ROI, Trainer of Training, Measurement Tools & Technique, Feedback Mechanism

Training Methods and Techniques: Facilities Planning and Training Aids; Organizing the training Department, controlling training, Training Communication; Training Evaluation; Training and Development in India.

Section –B

Case Study.

Contents

Unit 1

Introduction to Training and Development

Q.1. What is training?

Ans. Training can be defined as *"The systematic acquisition of attitudes, concepts, knowledge, roles, or skills, that result in improved performance at work."* It refers to the process of teaching employees the basic skills they need to perform their jobs. Training refers to skill enhancement processes and activities designed to provide learners with the knowledge and skills needed for their present jobs.

Q.2. What is training needs assessment?

Ans. Training Needs Assessment consists of :
- ✓ Organizational Analysis :Examines systemwide factors that effect the transfer of newly acquired skills to the workplace
- ✓ Person Analysis: Who needs what kind of training
- ✓ Task Analysis: Provides statements of the activities and work operations performed on the job

Q.3. What is training design?

Ans. Training design refers to the content, methods, material etc. used for purpose of imparting training. It is based on the   following information:

Who needs what kind of training?
- ■ Needs analysis
- ■ Learning objectives
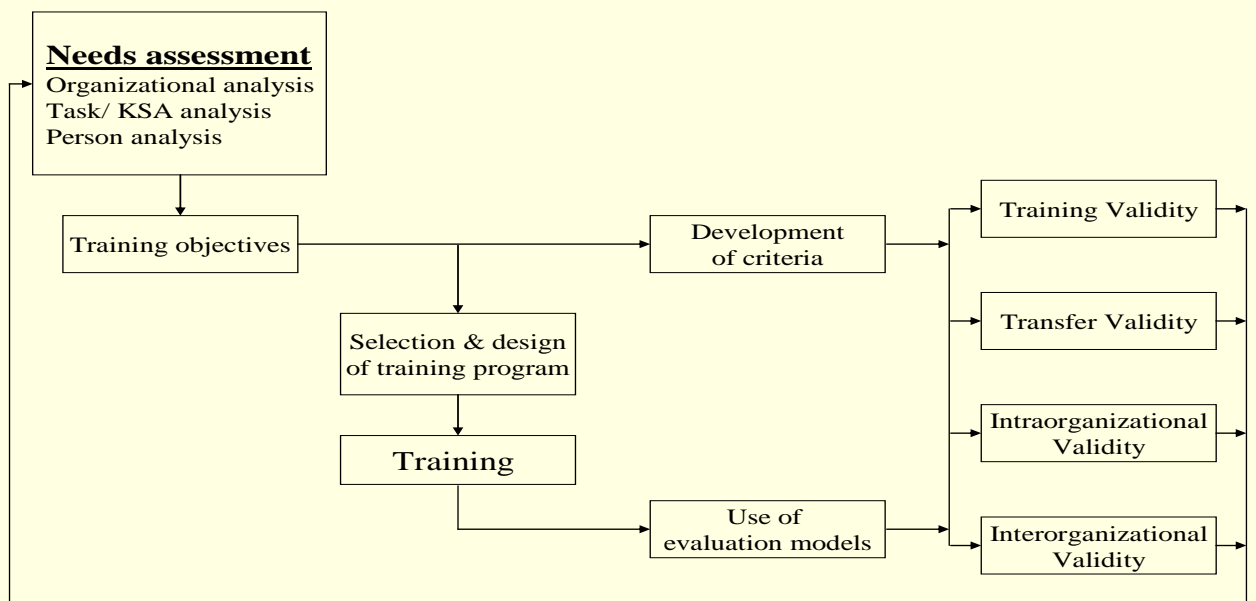- ■ Learning environment

How should training be delivered?
- ■ Instructional techniques

Was training effective?
- ■ Measuring criteria

- Experimental design (interpreting results)
- Training validity

The Classic Training System

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┌─────────────────────────┐
│ Needs assessment         │
│ Organizational analysis  │◄──┐
│ Task/ KSA analysis       │   │
│ Person analysis          │   │
└───────────┬─────────────┘   │
            ▼                   │
┌─────────────────────┐         │    ┌──────────────────┐    ┌────────────────────┐
│ Training objectives  ├────────────►│ Development       ├───►│ Training Validity   │
└───────────┬─────────┘         │    │ of criteria      │    └────────────────────┘
            ▼                   │    └──────────────────┘    ┌────────────────────┐
┌─────────────────────┐         │                           │ Transfer Validity   │
│ Selection & design   │         │                           └────────────────────┘
│ of training program  │         │                           ┌────────────────────┐
└───────────┬─────────┘         │                           │ Intraorganizational │
            ▼                   │                           │ Validity            │
┌─────────────────────┐         │    ┌──────────────────┐    └────────────────────┘
│     Training         ├───────────►│ Use of           ├───►┌────────────────────┐
└─────────────────────┘         │    │ evaluation models│    │ Interorganizational │
                                │    └──────────────────┘    │ Validity            │
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Q.4. **What are techniques and aids for training?**
Ans. Traditional Approaches
- ✓ Classroom Instruction
  - i. Lecture and Discussion
  - ii. Case Study
  - iii. Role Playing

- ✓ Self-Directed Learning
  - i. Readings, Workbooks, Correspondence Courses
  - ii. Programmed Instruction

- ✓ Simulated/Real Work Settings
  - i. Vestibule training

    ii.   Apprentice training
   iii.   On-the-job training
   iv.   Job Rotation/Cross Training

Q.5. **What is training strategy?**
Ans. The HR function must support and enhance the organization's corporate strategy. HRD is in the business of supporting the organization's strategies goals and objectives. Training strategy contributes to the organization's competitive position by ensuring that the employees have the necessary competencies to meet strategic performance demands and assisting in the removal of barriers to desired performance.

Q.6. **Enumerate the benefits derived by training and development in an organization.**
Ans. Training and development plays a very important role and brings many benefits to the organization.

➢ Optimum Utilization of Human Resources – Training and Development helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual goals.

➢ Development of Human Resources – Training and Development helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.

➢ Development of skills of employees – Training and Development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.

➢ Productivity – Training and Development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goal.

➢ Team spirit – Training and Development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.

➢ Organization Culture – Training and Development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.

➢ Organization Climate – Training and Development helps building the positive perception and feeling about the organization. The employees get these feelings from leaders, subordinates, and peers.

➢ Quality – Training and Development helps in improving upon the quality of work and work-life.

➢ Healthy work environment – Training and Development helps in creating the healthy working environment. It helps to build good employee, relationship so that individual goals aligns with organizational goal.

➢ Health and Safety – Training and Development helps in improving the health and safety of the organization thus preventing obsolescence.

➢ Morale – Training and Development helps in improving the morale of the work force.

➢ Image – Training and Development helps in creating a better corporate image.

➢ Profitability – Training and Development leads to improved profitability and more positive attitudes towards profit orientation.

➢ Training and Development aids in organizational development i.e. Organization gets more effective decision making and problem solving. It helps in understanding and carrying out organisational policies

➢ Training and Development helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.

Unit 2

Performance Appraisal & Training

Q.1. What is Performance appraisal?

Ans. A Performance Appraisal "is a formal structured system of measuring and evaluating an employee's job, related behavior and outcomes to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, organization and society all benefits."

Q.2. What is Learning through training?

Ans. Learning refers to a relatively permanent change in behaviour as a result of experience .Training is the systematic process of providing an opportunity to learn KSAs for current or future jobs.Training provides the opportunity for learning.

Q.3. What is Adult Learning (Andragogy)?

Ans. Andragogy is the art and science of helping adults to learn. The andragogic model asserts that five issues be considered and addressed in formal learning. They include (1) letting learners know why something is important to learn, (2) showing learners how to direct themselves through information, and (3) relating the topic to the learners' experiences. In addition, (4) people will not learn until they are ready and motivated to learn. Often this (5) requires helping them overcome inhibitions, behaviors, and beliefs about learning.

Q.4. Write notes on Learning theories and learning Curve,

Ans. Different theories explain the process by which we acquire patterns of behaviour.

Classical conditioning: A type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such a response.

Operant conditioning: A type of conditioning in which desired voluntary behaviour leads to a reward or prevents punishment.

Behaviourism : A theory that argues that behavior follows stimuli in a realatively unthinking manner.

Social Learning Theory: The view that people can learn through observation and direct experience.

Shaping behaviour: Systematically reinforcing each successive step that moves an individual closer to the desired response.

Learning Curve: A learning curve is a graphical representation of the changing rate of learning (in the average person) for a given activity or tool. Typically, the increase in retention of information is sharpest after the initial attempts, and then gradually evens out, meaning that less and less new information is retained after each repetition. The learning curve can also represent at a glance the initial difficulty of learning something and, to an extent, how much there is to learn after initial familiarity.

Q.5. **What are the different Learning Styles?**

Ans Learning styles are simply different approaches or ways of learning.People learn in different ways. And no one has a better learning style than anyone else. Simply put,there are three different Learning Styles:

- Listening learners
- Seeing learners
- Touch / experience learners

Auditory Learners:learn through listening... They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Tactile/Kinesthetic Learners:learn through , moving, doing and touching... Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for

long periods and may become distracted by their need for activity and exploration.

Unit 3

Training process

Q.1. What is the role of Training Managers?

Ans. Training managers in organizations are responsible for ensuring there is a pool of manpower of the required levels of expertise at the right place ,at the right time. Since the organizational effectiveness of depends on the performance of the employees, and the performance of the employees depends on their ability to perform, training managers are critical for the success of any organization.

Q.2. What is Action Research?

Ans. Action research is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It typically is designed and conducted by practitioners who analyze the data to improve their own practice. Action research can be done by individuals or by teams of colleagues. The team approach is called **collaborative inquiry**. Action research is problem centered, organization centered, and action oriented. It involves the organization in a diagnostic, active-learning, problem-finding, and problem-solving process. Data are not simply returned in the form of a written report but instead are fed back in open joint sessions, and the client and the change agent collaborate in identifying and ranking specific problems, in devising methods for finding their real causes, and in developing plans for coping with them realistically and practically. Scientific method in the form of data gathering, forming hypotheses, testing hypotheses, and measuring results, although not pursued as rigorously as in the laboratory, is nevertheless an integral part of the process.

Q.3. How is action research relevant to Organization development?

Ans. French and Bell define organization development (OD) at one point as "organization improvement through action research". Lewin believed that the motivation to change was strongly related to action: If people are active in

decisions affecting them, they are more likely to adopt new ways. " Lewin's description of the process of change involves three steps :

Unfreezing: Faced with a dilemma or disconfirmation, the individual or group becomes aware of a need to change.

Changing: The situation is diagnosed and new models of behavior are explored and tested.

Refreezing: Application of new behavior is evaluated, and if reinforcing, adopted.

Systems Model of Action-Research Process in the figure summarizes the steps and processes involved in planned change through action research.
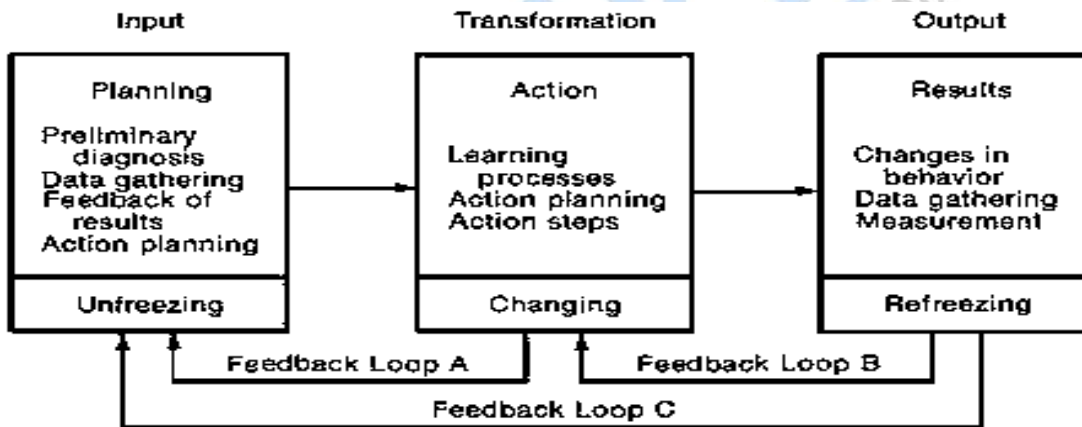
Action research is depicted as a cyclical process of change. The cycle begins with a series of planning actions initiated by the client and the change agent working together. The principal elements of this stage include a preliminary diagnosis, data gathering, feedback of results, and joint action planning. In the language of systems theory, this is the input phase .The second stage of action research is the action, or transformation, phase. This stage includes actions relating to learning processes (perhaps in the form of role analysis) and to planning and executing behavioral changes in the organization. As shown in Figure , feedback at this stage would move via Feedback Loop A and would have the effect of altering previous planning to bring the learning activities into better alignment with change objectives. Included in this stage is action-planning activity carried out

jointly by the consultant and members of the organization. Following the workshop or learning sessions, these action steps are carried out on the job as part of the transformation stage. The third stage of action research is the output, or results, phase. This stage includes actual changes in behavior (if any) resulting from corrective action steps taken following the second stage. Data are again gathered from the client system so that progress can be determined and necessary adjustments in learning activities can be made.

Q.4. **What are instruction objectives?**

Ans. Instructional objectives describe skills, knowledge, abilities or attitudes students should possess after they complete the training. The starting point for designing a course of study should include these instructional objectives; this involves determining the intended outcomes of the training. Good instructional objectives describe an observable performance, one that can be observed and measured by an instructor or manager. In a nutshell, instructional objectives:

- ✓ Describe a skill that trainees are expected to possess after instruction
- ✓ Describe a measurable performance
- ✓ Describe the performance conditions

Instructional objectives are specific, measurable, short-term, observable student behaviors. The purpose of objectives is not to restrict spontaneity or constrain the vision of training but to ensure that learning is focused clearly enough that both trainer and trainee know what is going on, learning can be objectively measured.

Q.5. **What is lesson planning?**

Ans. A lesson plan is a trainer's detailed description of the course of instruction for an individual lesson. A daily lesson plan is developed by a trainer to guide class instruction. The detail of the plan will vary depending on the preference of the trainer and area being covered. While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

1. Title of the lesson
2. Time required to complete the lesson
3. List of required materials
4. List of objectives, which may be behavioral objectives (what the trainee can do at lesson completion) or knowledge objectives (what the trainee knows at lesson completion)

5. The set (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons

6. An instructional component that describes the sequence of events that make up the lesson, including trainer's instructional input and guided practice the trainees use to try new skills or work with new ideas

7. Independent practice that allows trainees to extend skills or knowledge on their own

8. A summary, where the trainer wraps up the discussion and answers questions

9. An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow

10. Analysis component the trainer uses to reflect on the lesson itself —such as what worked, what needs improving.

Q.6.   **Note on the learning process.**

Ans.   Learning is defined as a relatively permanent change in behavior that occurs as a result of experience. There are four critical elements of learning that must be addressed to ensure that people learn. These elements are

1. motivation
2. reinforcement
3. retention
4. transference

Q.7.   **How does motivation affect learning?**

Ans.   If the person/trainee does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain. The instructor must establish rapport with participants and prepare them for learning; this provides motivation. Instructors can motivate students via several means:

✓ The participant must be interested in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

✓ Set a feeling or tone for the lesson and try to establish a friendly, open atmosphere that shows the participants they will help them learn.

✓ Set an appropriate level of difficulty. The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.

✓ Set an appropriate level of concern. The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.

✓ Feedback. Participants must also see a **reward** for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material.

Q.8. **What is feedback?**
Ans. Knowledge of learning results is called **feedback**. Feedback must be specific, not general. Participants must also see a **reward** for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material.. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

Q.9. **What is Reinforcement?**
Ans. Reinforcement refers to the consequence of any action .It   is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance.

- **Positive reinforcement** is normally used by instructors who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behavior.
- **Negative reinforcement** is the contingent removal of a noxious stimulus that tends to increase the behavior. The contingent presentation of a noxious stimulus that tends to decrease a behavior is called Punishment. Reinforcing a behavior will never lead to extinction of that behavior by definition. Punishment and Time Out lead to extinction of a particular behavior, but positive or negative reinforcement of that behavior never will.

When trainers are trying to change behaviors (old practices), they should apply both positive and negative reinforcement .Reinforcement should be part of the training/learning process to ensure correct behavior. Trainers need to use it on a

frequent and regular basis early in the process to help the students retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.

Q.10. What is retention?
Ans. Learners/ trainees must retain information from classes in order to benefit from the learning. The trainer's job is not finished until they have assisted the learner in retaining the information. The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either. Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application.

Q.10. What is transfer of learning?
Ans. Transfer of learning is the result of training -- it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer : **positive** *and* **negative**.

- Positive transference, like positive reinforcement, occurs when the participants uses the behavior taught in the course.
- Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.

Q.11. How can the transfer of learning be maximized?
Ans.   Transference is most likely to occur in the following situations:

  - *Association* -- participants can associate the new information with something that they already know.
  - *Similarity* -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
  - *Degree of original learning* -- participant's degree of original learning was high.
  - *Critical attribute element* -- the information learned contains elements that are extremely beneficial (critical) on the job.

Q.13. Does adult learning have any significant role to play   ?
Ans. Although adult learning is relatively new as field of study, it is just as substantial as traditional education and carries and potential for greater success. Of course, the heightened success requires a greater responsibility on the part of the teacher.

Additionally, the learners come to the course with precisely defined expectations. Unfortunately, there are barriers to their learning. The best motivators for adult learners are interest and selfish benefit. If they can be shown that the course benefits them pragmatically, they will perform better, and the benefits will be longer lasting.

Q.14. **What is meant by Training climate ?**
Ans. Training climate   is what it feels like to work somewhere, how motivating that is, and consists of six clear elements; clarity, commitment, standards, responsibility, recognition and teamwork - all of which can be measured and managed.

Q.15. **What are the elements which make the training climate ?**
Ans. The elements which make the training climate are:
Managerial Support (MS):
1. Supervisors give recognition and credit to those who apply new knowledge and skills to their work.
2. Supervisors match associates' needs for personal and professional development with opportunities to attend training.
3. Independent and innovative thinking are encouraged by supervisors.
4. Top management expects high levels of performance at all times.
5. Top management expects continuing technical excellence and competence.

Job Support (JS):
1. Gaining new information about ways to perform work more effectively is important in this organization.
2. Job assignments are designed to promote personal development.
3. Learning new ways of performing work is valued in this organization.
4. Work assignments include opportunities to learn new techniques and procedures for improving performance.
5. There is a strong belief that continuous learning is important to successful job performance.

Organizational Support (OS):
1. There is a performance appraisal system that ties financial rewards to use of newly acquired knowledge and skills.
2. This organization offers excellent training programs.
3. Employees are provided with resources necessary to acquire and use new knowledge and skills.
4. There are rewards and incentives for acquiring and using new knowledge and

skills in one's job.

5. This organization rewards employees for using newly acquired knowledge and skills on the job.

Q.16. How to create   a training climate in the training room?

Ans.   Here are some guidelines for   creating   a training climate in the training room:

➢ **ENABLING OBJECTIVES :**
  • Identify characteristics of how people learn
  • Explain how groups form and develop
  • Use effective presentation skills
  • Introduce a presentation
  • Use questioning techniques
  • Summarize a presentation

➢ **CHARACTERISTICS OF LEARNERS**
  • Require learning to be relevant
  • Are highly motivated if they believe learning is relevant
  • Need participation and active involvement in the learning process
  • Desire a variety of learning experiences
  • Desire positive feedback
  • Have personal concerns and need an atmosphere of safety
  • Need to be recognized as individuals with unique backgrounds, experiences and learning needs
  • Must maintain their self-esteem
  • Have high expectations for themselves and their trainer
  • Have personal needs that must be taken into consideration

➢ **INVOLVING PARTICIPANTS**
  • Allowing participants to provide input regarding schedules, activities and other events
  • Questioning and feedback
  • Brainstorming and discussions
  • Hands-on work
  • Group and individual projects
  • Classroom activities

➢ **USE A VARIETY OF METHODS**
  • Audiovisual aids
  • Illustrated lectures

- Demonstrations
- Brainstorming
- Small group activities
- Group discussions
- Role plays and case studies
- Guest speakers

➢ **USE THE POSITIVE FEEDBACK**
- Give verbal praise either in front of other participants or in private
- Use positive responses during questioning
- Recognize appropriate skills while coaching
- Let the participants know how they are progressing toward achieving learning objectives

➢ **TREAT PARTICIPANTS AS INDIVIDUALS**
- Use participant names as often as possible
- Involve all participants as often as possible
- Treat participants with respect
- Allow participants to share information with others

➢ **MAINTAIN SELF-ESTEEM**
- Reinforce those practices and beliefs embodied in the course content
- Provide corrective feedback in an appropriate manner
- Provide training that adds to their sense of competence and self-esteem
- Recognize participants' own career accomplishments

➢ **INDIVIDUALS BECOME GROUP**
- They share a common purpose
- They share a common experience in attending the course
- Each member's contributions and questions are valued and respected
- An open and trusting climate develops
- The members pay attention to how they work together

➢ **UNDERSTAND GROUP DYNAMICS**
- Observe
- Develop increased awareness
- Discuss observations with cotrainers

- Develop options to support the group

➢ **TO MOVE TOWARDS LEARNING GOALS**
- Structure
- Direction
- Leadership

➢ **EFFECTIVE PRESENTATION SKILLS**
- Follow a plan and use trainer's notes
- Communicate in a way that is easy to understand
- Maintain eye contact with participants
- Project your voice
- Avoid the use of slang or repetitive words, phrases or gestures
- Display enthusiasm
- Move around the room
- Use appropriate audiovisuals
- Be sure to ask both simple and more challenging questions
- Provide positive feedback
- Use participant names
- Display a positive use of humor
- Provide smooth transitions between topics
- Be an effective role model

➢ **PURPOSE OF INTRODUCTION**
- Capture interest
- Make participants aware of the clinical trainer's expectations
- Help foster a positive training climate

➢ **INTRODUCTION TECHNIQUES**
- Reviewing the objectives
- Asking a series of questions about the topic
- Relating the topic to previously covered content
- Sharing a personal experience
- Relating the topic to real-life experiences
- Using a case study or problem-solving activity
- Using a videotape or other audiovisual aid
- Using an imaginative transparency
- Making a provocative statement

- Giving a classroom demonstration
- Using a content expert

- Using a game, role play or simulation
- Relating the topic to future work experiences

➢ **QUESTIONING TECHNIQUES**
- Ask a question of the entire group
- Target the question to a specific participant
- State the question, pause and then direct the question to a specific participant
- The key in asking questions is to avoid a pattern
- Use participant names during questioning
- Repeat a participant's correct response
- Provide positive reinforcement

➢ **PARTICIPANTS RESPONSES**
- Use participant names during questioning
- Repeat a participant's correct response
- Provide positive reinforcement

Q.17. What is pedagogy?

Ans. Pedagogy is the art or science of being a teacher or trainer. Pedagogy is the strategies, techniques, and approaches that teachers /trainers can use to facilitate learning also sometimes referred to as the correct use of teaching strategies.The word "peda" refers to children , which is why some like to make the distinction between :
➢ Pedagogy:-.(teaching children) and
➢ Andragogy :-(teaching adults).

Q.18. What is Andragogy?

Ans. Andragogy is the art and science of helping adults learn. Andragogy is based on crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners. As persons mature,
➢ their self concept moves from being a dependent personality toward one of being a self-directing human being,
➢ they accumulate a growing reservoir of experience that becomes an increasing resource for learning ,
➢ their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles, and

> their time perspective changes from one of postponed application of knowledge to immediacy of application.

Q.19 **How are training modules developed?**
Ans. The process for developing performance-based training includes the following steps. The first four steps constitute the task analysis that is necessary to design and develop relevant,useful training materials. Steps 5–10 constitute the design and development process.

1. Define the target population for training.
2. List the tasks to be performed by the target population on the job.
3. List the skills and knowledge needed to do the tasks.
4. Select the skills and knowledge to be taught. (These make up the "training objectives.")
5. Organize the selected skills and knowledge into suitable teaching units (modules) and develop the training design (including brief outlines of module content and planned training methods).
6. Draft expanded outlines of modules, including instructional objectives, main body of text, and descriptions of training methods, examples and exercises.
7. Experts provide realistic examples and information for use in exercises.
8. Draft the complete modules, facilitator guidelines, and course director guidelines.
9. Field-test the training materials.
10. Revise and finalize training materials based on the field test.

Unit 4

Trainer & Training Institutions

Q.1. **What is Trainers Profile?**

Ans. A person who imparts training is a trainer. Effective trainers :
- ➤ Know their subject matter.
- ➤ Take the time to get to know their audience.
- ➤ Are nonjudgmental
- ➤ They respect differences of opinion and life choices.
- ➤ Are culturally sensitive.
- ➤ Are self-aware.
- ➤ Are inclusive.
- ➤ Are lively, enthusiastic and original.
- ➤ Use a variety of vocal qualities
- ➤ Use "body language" effectively.
- ➤ Make their remarks clear and easy to remember.
- ➤ Illustrate their points.
- ➤ Understand group dynamics and are comfortable managing groups.
- ➤ Are flexible.
- ➤ Are open to new ideas and perspectives.
- ➤ Are compassionate.
- ➤ Are receptive to feedback.
- ➤ Continuously work to improve their teaching and training.

Q.2. **Write a short note on   Trainer as a change Agent.**

Ans. The term "Change Agents" refers to people in the organization who can be counted on to champion the change to their departments and peers. They serve as the liaisons between the organization and the project team. There have been changes in responsibility in line with the growth of HRM, delayering and divisionalization.

Trainers are now seen more as facilitators and agents of change than as instructors.

Q.3. **What is the emerging role of the HR manager?**
Ans. Human resource management is a process of bringing people and organizations together so that the goals of each other are met. The role of HR manager is shifting from that of a protector and screener to the role of a planner and change agent.

Q.4. **Can the trainer help managers in changing times?**
Ans. Training and development extends beyond information and orientation training to include sensitivity training and field experiences that will enable the manager to understand cultural differences better.

Q.5. **Why is there a growing demand for training and development?**
Ans. The main reasons for the rapidly growing demand for training and development are

- ➢ **self-enrichment** and
- ➢ **survival** in response to the chaos of the current workplace.

In most organizations, employees are realizing that the knowledge and skills they acquired in college are becoming obsolete, and they need to constantly stay flexible, marketable, and competitive. Training improves over all organizational growth along with personal growth, which enables fulfillment to the individual as well as the organization. Earlier, training used to be focused more on enabling an employee to perform his/her current job effectively and efficiently and the evaluation used to be based on whether it contributes to current strategic goals. **In the modern era as globalization and competition increase training systems have to change focus**. With the knowledge economy enveloping the world, the traditional hierarchical organizational structures are giving way to flatter and flexible organizational structures. Work pressures are on the increase due to the increasing stresses and strains. Organizations now work with flexible teams and an employee is a member of different teams simultaneously. Employees expectations in terms of responsibility as well as rewards have changed dramatically. Rewards come when the organizations starts identifying the relationship between the training and bottom line performance. For example, in India, **Infosys** is imparting leadership training by setting up a training institute for future leader. From a policy, which began from an assessment of current, needs of the organization it will now have to encompass even emerging needs of organization.

Q.6. **How can we say that training benefits organizations?**

Ans. There **is evidence from industry** that, when companies have embraced some of the principles of training and development, they have reaped rich rewards. Motorola claims that for every dollar that it spends on training it gets back 33 dollars as benefits. GE uses its training programs to identify the high flyers and develop best inter personal relations among managers and senior managers. Pepsi views training seriously and the chairman himself involves in the conduct of workshops for senior executives. Unless organizations follow a holistic approach towards training and development they may end up as dysfunctional organizations.

Q.7. **What are MDP and EDPs ?**

Ans. Management Development Programmes (MDP) refer to the activities involved in enhancing leaders', managers' and supervisor's abilities to plan, organize, lead and control the organization and its members. Consequently, many view the term "management development" to include executive development (developing executives), leadership development (developing leaders), managerial development (developing managers) and supervisoral development (developing supervisors).Management development is an effort that enhances the learner's capacity to manage organizations (or oneself). Managing includes activities of planning, organizing, leading and coordinating resources. A critical skill for anyone is the ability to manage their own learning.

Executive development Programmes(EDP) refer to the activities involved in enhancing one's ability to carry out top-level roles in the organization. Some key skills for executives to have include understanding the external environment of the organization, leadership, strategic planning, financial forecasting and analysis, organizing, program planning and human resource management, etc.

Q.8. **What are different types of training institutions?**

Ans. In India, there is a large network of ITIs, Vocational schools, institutions,Export promotion councils, commodity boards, community polytechnics, extension, universities, NGOs, professional bodies and associations, Chambers of commerce and Industries, Confederation of industries at district,state,regional and national levels etc., conducting a large variety of formal and non formal training

Unit 5

Evaluation of Training

Q.1. **What is Training Evaluation?**

Ans. The process of examining a training program to assess whether training has had the desired effect is called training evaluation. Training evaluation ensures whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.The five main purposes of training evaluation are:

1. **Feedback**: It helps in giving feedback to the candidates by defining the objectives and linking it to learning outcomes.

2. **Research**: It helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the work place, and training

3. **Control:** It helps in controlling the training program because if the training is not effective, then it can be dealt with accordingly.

4. **Power games**: At times, the top management (higher authoritative employee) uses the evaluative data to manipulate it for their own benefits.

5. **Intervention**: It helps in determining that whether the actual outcomes are aligned with the expected outcomes.
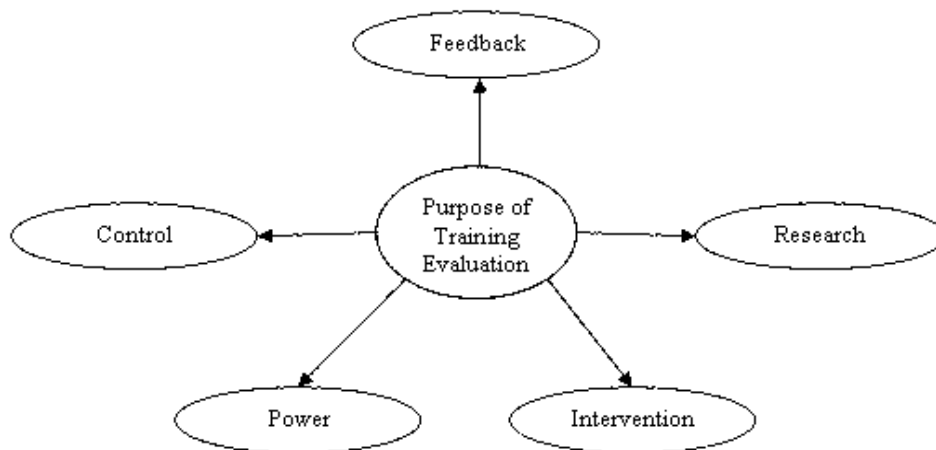
Q.2. **What are the methods of training evaluation?**
Ans. The various methods of training evaluation are:

- Observation
- Questionnaire
- Interview
- Self diaries
- Self recording of specific incidents.

Q.3. **How is training evaluation a useful process?**
Ans. It is not good enough for a trainer to feel self-satisfied with his or her training performance without evaluating it. All effective trainers not only evaluate or measure the degree of success of their course, they also evaluate their personal performance at the conclusion of each session or at least at the end of each training day. Evaluation is an integral part of effective training. **The main purpose of training evaluation is to improve training by discovering which training processes are successful in achieving their objectives (to "sort out the good from the bad")**.There are two aspects of evaluation:
1. Course evaluation
2. Trainer evaluation (self-evaluation).

Q.4.   Suggest guidelines   for course evaluation.

Ans.   Guidelines for course evaluation: Break the process of evaluation into clear, achievable steps:

> **Evaluating reaction:** Find out how well the trainees liked a particular training session or sessions or the course as a whole

> **Evaluating learning:** What principles, facts and techniques were learned? Written test questions, oral test questions, skill tests .

> **Evaluating behaviour:** What changes in job behaviour resulted from the training

> **Evaluating results:** What were the tangible results of the training in terms of improved job performance?

Q.5.   How are the four levels of Kirkpatrick's evaluation model useful in evaluating learning in the organizations?

Ans.   The four levels of Kirkpatrick's evaluation model essentially measure:

> reaction of trainee- what they thought and felt about the training;

> learning - the resulting increase in knowledge or capability;

> behaviour - extent of behaviour and capability improvement and implementation/application;

> results - the effects on the business or environment resulting from the trainee's performance. All these measures are recommended for full and meaningful evaluation of learning in organizations.

Q.6.I   llustrate the four levels of Kirkpatrick's training evaluation   .

Ans.   This grid illustrates the basic Kirkpatrick structure at a glance.

level	evaluation type (what is measured)	evaluation description and characteristics	examples of evaluation tools and methods	relevance and practicability
1	Reaction	Reaction evaluation is how the delegates felt about the training or learning experience.	'Happy sheets', feedback forms. Verbal reaction, post-training surveys or questionnaires.	Quick and very easy to obtain. Not expensive to gather or to analyse.
2	Learning	Learning evaluation is the measurement of the increase in knowledge - before and after.	Typically assessments or tests before and after the training. Interview or observation can also be used.	Relatively simple to set up; clear-cut for quantifiable skills. Less easy for complex learning.
3	Behaviour	Behaviour evaluation is the extent of applied learning back on the job - implementation.	Observation and interview over time are required to assess change, relevance of change, and sustainability of change.	Measurement of behaviour change typically requires cooperation and skill of line-managers.

4	Results	Results evaluation is the effect on the business or environment by the trainee.	Measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee.	Individually not difficult; unlike whole organisation. Process must attribute clear accountabilities.

Q.7. **What is the concept of ROI in Training evaluation?**

Ans. Since Kirkpatrick established his original model, other theorists (for example Jack Phillips), and indeed Kirkpatrick himself, have referred to a possible fifth level, namely ROI (Return On Investment)**.** ROI can easily be included in Kirkpatrick's original fourth level 'Results'. Return on Investment - shows the cost versus benefits of an initiative.Such a study will discover the linkage between learning and improved profitability, efficiency and effectiveness. If you wish to score 10 out of 10 ,training must demonstrate that it helps a business become more sustainable while also contributing to the customer and society.

Q.8. **Briefly discuss the role of a Trainer .**

Ans The trainer's role is to determine what the trainee is capable of learning at any given time and then present the training and development activities in a clear and logical manner so the trainee is capable of performing all required job tasks A trainer must be provided means of training subordinates so that they are competent, productive and can safely, effectively and efficiently perform their jobs. The trainer's role is extremely important when you consider the changes that are taking place in the working environment today, aging workforces, shortages of skilled workers, technological advancements, increasing global competition . The trainer is often referred to as one of the most important players in the process because they are responsible for guiding the trainee through the learning process

Q.9. What are training managers responsible for?

Ans. Training Managers are responsible for setting up a training program that has a clearly defined structure and objectives that are understood by everyone involved with the development process.

Q.10. What should a good trainer be like?

Ans. Trainers must be competent, have good communication and strong inter-personal skills. Trainers must determine what the trainee is capable of learning at any given time and then present the training and development activities in a clear and logical manner so the trainee is capable of performing the required tasks. In order to do this the Trainer must ensure :

- ➢ each trainee understands what is expected of them,
- ➢ how the work should be accomplished and
- ➢ what criteria will be used to measure and evaluate the trainee's efforts.

Q.11.   How can you ensure your training activities are successfully implemented?

Ans. Listed below are steps that will help ensure your training activities are successfully implemented:

1. Plan the Training - The Trainer must decide what training activities will take place. Once the plan is established the Trainer will also be responsible for discussing the assignment with the trainee so that an orderly approach is taken. During the planning phase the Trainer should also review all appropriate documentation and material related to what they are going to teach the trainee. This way any changes in operating policies or procedures are reviewed prior to discussing the material with the trainee.

2. Schedule the Training Sessions - The Trainer should review the trainee's ability and match it against the current operational requirements in order to determine the appropriate time to conduct training activities.

3. Conduct Training Activities - The Trainer should start the training session by explaining the objectives of the training activity to the trainee and explain why they need to learn the material. The Trainer must then demonstrate the proper way of completing the task or operation. This demonstration needs to follow all operational and safety requirements exactly - do not leave out any step or any action. It is always easier to do something right the first time rather than try to make a trainee "unlearn" a process. This is why good Trainers ensure students

immediately practice the skills they have learned under the Trainer's supervision. The Trainer also needs to allow the Trainee enough time to practice the tasks before being evaluated. The amount of practice that is needed depends on the trainee's ability and the nature and complexity of the task.

Q.12. **How does the process of Training evaluation work?**
Ans . The Training Evaluation Process requires a determination of whether or not a program has fulfilled its objectives, and to what extent .Evaluating Training Program Effectiveness must be done systematically through a process that documents the end results of training.

>   a. Compare behavior before and after training.
>   b. Determine relevance of training for accomplishment of objectives.

At a basic level, evaluation consists of:

> ➢ defining objectives,
> ➢ specifying those objectives measurably, and
> ➢ assessing the extent to which learners have mastered those objectives.

To determine the results of training, management must establish baseline performance metrics based on the needs assessment.

Evaluating the impact of training and ROI**:**This is the process of determining the impact of training on organizational productivity, improved customer satisfaction and the organization's strategic business plan. What is the change in business metrics attributable to training? What is the return on the training investment (typically calculated by dividing the net currency value of the benefit by the costs of training)?

Q.13. **What are the two types of output from   evaluation of training?**
Ans. For evaluation of training effectiveness, the evaluator should know when and what to evaluate.

The two types of output from the evaluation phase are process and outcome evaluation.

> ➢ Process evaluation compares the developed training to what actually takes place in the training programme .
> ➢ Outcome evaluation determines how well the training has accomplished its objectives.

Q. 14. What are the stages of training evaluation?

Ans.   Hamblin(1970) defined evaluation of training as   "Any attempt to obtain information (feedback) on the effects of training programme   and to assess the value of training in the light of that information for improving further training ".
The stages of evaluation are:

PRE- TRAINING EVALUATION:
- Identification of training needs
- Evaluate performance standards
- Evaluate training objectives
- Evaluate trainee 's
- Input evaluation

EVALUATION DURING TRAINING
- Observation
- Behaviour analysis
- Course audits
- Session assessment

POST TRAINING EVALUATION
- Reaction evaluation
- Learning evaluation.

Q. 15. What is the relevance of Feedback Mechanism?

Ans.   Providing feedback (Knowledge of results) to a trainee is important to learning and the transfer of training back to the job. Feedback performs three functions:

1.   It tells the trainees whether their responses are correct, allowing for necessary adjustments in their behaviour.
2.   It makes learning more interesting, encouraging trainees to continue.
3.   It leads to specific goals for maintaining or improving performance.

Feedback indicating that a trainee can master the task improves a person's self efficacy ,and trainees with high self efficacy would be able to achieve more by virtue of being more motivated. As an organization seeks to improve its performance, feedback helps it to make required adjustments. Feedback serves as motivation for many people in the work place. When one receives either negative or positive feedback, they decide how they will apply it to his or her job. To find the greatest level of success in an organization, working with other people, a person should learn how to accept any kind of feedback, analyze it in the most positive manner possible, and use it to further impact future decision making.

Unit 6

Training Methods and Technique

Q.1. **Write about Facilities   Planning and Training Aids.**

Ans. Facilities   mean infrastructure   required for training   programs. These training programs could be:

On-Site Training
• On-the-job training
• Apprentice training
• Coaching/mentoring
• Job rotation
• On-line help (as needed)

Off-Site Training
• Lectures/seminars
• Multi-media presentations
• Programmed/Computer-assisted instruction
• Simulation
• Cases studies/management games
• Role-playing
• Behaviour modeling

The planning of training programmes would include use of infrastructures like
  ➢ Physical facilities such as the location ,settings ,conference room, seating arrangements ,case study rooms etc .
  ➢ Conference room facilities such as the equipments required ,stationery required, dining / coffee room facilities ,writing materials etc .
  ➢ Training Teaching materials such as the training agenda , trainer's manual, participants' manual ,case studies ,role plays etc .

The training aids are the basic methods and delivery systems used for meeting training objectives. Training aids differ in their ability to influence knowledge, skills, attitudes, so the trainer must be able to evaluate a method's strengths and weaknesses to make good decisions about its use. Audio visual aids consist of any physical, mechanical or electronic media used to provide or assist instruction. Typically they are used as a supplement to other methods rather than as a standalone.

Q.2. **What are the different types of Audio Visual aids?**

Ans. The AV aids can be grouped under:

STATIC(material presented is stationary)	**DYNAMIC(create sequentially moving stimuli)**
Presentations of fixed, stationary text or images such as :Printed matter, Overhead transparencies, Pictures/slides, Computer generated projections. E.g.Newsprint,charts,posters;projected text and images.	The information is presented in a continuously moving progression from beginning to end. E.g.audiotapes,moving picture film,videos,computergenerated presentations.

Q.3. **Discuss the advantages and limitations of a range of AUDIO VISUAL aids.**

Ans. A wide range of AV alternatives can be used depending on the suitability with reference to the training objective.

1.White boards, with color markers**:** Flip charts are quick, inexpensive visual aids for briefing small groups. The charts, felt-tip markers and graphic materials are readily available, and with a modest ability at lettering, the presenters can compose the desired visual aid in-house.

Flip Charts are useful as they :
➤ Help the speaker proceed through the material
➤ Convey information
➤ Provide the audience with something to look at in addition to the speaker
➤ Can be prepared prior to, as well as during, the presentation
➤ Demonstrate that the speaker has given thought to his or her remarks s
➤ Can be used to record audience questions and comments
➤ Can be converted to slides

Limitations*:*

- ➢ May require the use of graphics talent
- ➢ Are not suitable for use in a large audience setting
- ➢ May be difficult to transport

2.Overhead Transparencies : Overhead transparencies are useful for audience settings of 20 to 50 people and can be produced quickly, easily, and inexpensively. The only piece of hardware required is an overhead transparency projector. Speaker can use an overhead projector with significant light in the room, thereby enabling the speaker to maintain eye contact with the audience.

Limitations:
- ➢ The projected image size is sometimes too small to be seen from the back of a large room.
- ➢ Sometimes, the image does not sit square on the screen, as the head of the projector is tilted to increase the size of the image.
- ➢ It is difficult to write on the transparency while it is on the projector.
- ➢ Sometimes the projector head gets in the audience's way.
- ➢ Some speakers feel captive to the machine, because they must change each transparency by hand.

3.Posters: Posters are prepared graphic devices that can be made of a variety of materials and media - photographs, diagrams, graphs, word messages, or a combination of these. Posters work best in smaller audience sizes. Posters are permanent and portable. Posters can be simple or very elaborate. Posters can be used alone or in a series to tell a story.

Limitations:
- ➢ Posters tend to contain too much detail.
- ➢ Transporting them can be difficult.
- ➢ The more elaborate posters require extensive preparation and can be quite costly.

4.Videotape :Videotape electronically carries both a picture and a sound track. Its features of sound, movement, vivid image, color, and variety hold an audience's attention the way film does. Videotape can be used to program an entire presentation, or to support a speaker's remarks by highlighting certain topics.

Limitations:

➢ Videotape productions can be expensive to create and require experienced production teams.
➢ In large meetings, the audience may not be able to see the monitor. (If resources permit, video projectors are available.)

Q.4.   How to go about Organizing the training Department?

Ans.   Training departments should be fairly coordinated and run smoothly. Coordination and discipline are very important. The three major steps to organizing a training department are:

1. **Assessment of areas that need attention**: Take a good look at your department and find out what areas need improvement or change to make the department run more efficiently by looking at how the department handles communication, organization, and scheduling.

2. **Designing a plan of action**: Decide what to do to fix each problem, how much it will cost in time and money, and how to delegate responsibility for each correction.

3. **Implement the plan**: Assess the corrections, see if they are working by monitoring performance, reassess any problems that need a second look, and make the final changes.

Q.5 .   How would you conduct needs analysis assessment in the training department in   an organization?

Ans.   To analyse the needs of the training department ,assess the current state of the department and understand its strengths and weaknesses ,it would be important to focus on:

➢ **Communication within the department** : How is information shared within the department? Is there a written policy for voicing ideas, complaints, and suggestions that is easy to follow and not intimidating? There should be an atmosphere that encourages trainers to share suggestions and information and keeps fresh ideas flowing with an awareness of what's new within the industry.)

➢ **Organization of materials and classroom**:Are all training materials located in a centralized, easy-to-find place, and are they in order, properly labeled, and filed in an organizer that makes it easy to access materials?

➢ **Schedules of classes and trainers**. Does someone maintain and post the training schedule to keep track of who is teaching what class, when they are teaching it, and where?

Q.6.   How do we scan the environment for training areas?
Ans.   An effective training system must be responsive to the needs and demands of its environment because the environment provides the input needed for the system to replenish itself.

   External Environment
   ➢ anticipated   demand for products,[which may require new knowledge/skills].
   ➢ anticipated   demand for services,[which may require new knowledge/ skills.]
   ➢ local labor market situation [lack of skills in the workers]
   ➢ customer requirements [new skills requirements]
   ➢ changes in government regulations [changes in work conditions/methods]
   ➢ changes in competitive situation[new knowledge/ skills]

Q.7.   How can we identify training areas?
Ans.   In order to accomplish the task of identifying training areas ,we can conduct:
   ✓ primary research
   ✓ secondary research, and compare the market needs with-the internal organizational / individual needs:
   After determining the gap,we can develop an action plan of training/development of skills/knowledge.

Q. 8.   Note on   Effective   Communication.
Ans.   Communication can be compared   to the way a radio transmission takes place.

   There is a
   ➢ Transmitter (Speaker/writer)
   ➢ Message
   ➢ Receiver (Listener/reader)

   Three types of transmission are identified:
   ➢ Spoken
   ➢ Written

➢ Gesture/ "body language"

Transmission is in code:

1. Spoken language
2. Written language
3. Gestures

Effective communication depends on the message being received by the receiver intact and interpreted by the receiver to have the same meaning as when transmitted.

Q.9. What is interference?
Ans. The message frequently suffers from interference. That is, something interferes with the message between its transmission and reception and distorts it. The following are some types of interference.

➢ Weak transmission:· Speaking too softly, speaking in a flat voice , scrambled message so that the facts it contains are not in logical order and often appear unrelated ,etc.

➢ Wrong language: The transmitter may use words, terms and expressions unknown to the receiver.

➢ Pitching message at the wrong level**:** The speaker may transmit information in a context beyond the experience of the receiver (talking over the receiver's head").

➢ **Receiver not receiving:**· Receiver not receiving, tuned into another transmitter,· lack of interest – boredom, receiver fatigued etc.

➢ **Competing transmissions:** The receiver may be unable to select between transmissions (too many people talking at once).

➢ **Overloading the message.**

Q.10. Suggest ways of avoiding interference.
Ans . Ways of avoiding interference :
➢ Speak up and out

> ➢ Speak slowly and deliberately
> ➢ Use a language that the receiver understands
> ➢ Do not talk over the receiver's head
> ➢ Ensure you have the attention of the receiver
> ➢ Only transmit your message in suitable surroundings where there is no, or little, competition
> ➢ Make the message succinct (as few words as possible) and transmit it in the simplest terms
> ➢ Plan the message in logical order

Q.11. How can you be a successful communicator?
Ans. To be a successful communicator do the following:
> ➢ Prepare your message carefully
> ➢ Arrange your points logically
> ➢ Display interest and enthusiasm
> ➢ Sound convincing and sincere
> ➢ Use your voice effectively
> ➢ Know your subject
> ➢ Know what you want to say

Q.12. Note on Training and Development   in India.
Ans. The ILO has called upon governments world over to accord priority to training in new skills to be able to keep up with the rapid and continuous pace of globalization and technological changes. The government agencies that administer the employment and training in the country are a network of employment exchanges, industrial training institutes and other specialized institutions. The Directorate General of Employment and Training in the Ministry of Labour is operating a number of schemes to ensure a regular supply of skilled manpower at different levels. The Central Government is responsible for laying down the policies,training standards trade testing and certification. A network of 1,724 Industrial aTaining Institutes Centres spread all over the country trains caftsmen in various Engineering and non engineering trades.

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Roll No. : _____

3M6311

M.B.A. (Sem. III) (Main & Back) Examination, December-2010
M-311 : Training and Development (Minor Elective)

Time : 3 Hours   Total Marks : 70
                                                                 Min. Passing Marks : 28

The question paper is divided in **two** sections. There are sections A and B. Section A
contain 6 questions out of which the candidate is required to attempt any 4 questions.
Section B contains short case study/application base 1 question which is **compulsory.**
All questions are carrying equal marks.

Use of following supporting material is permitted during examination.
(Mentioned in form No.205)

1._____Nil_____   2._____Nil_____

SECTION-A

1.   Why training needs arise? How will you assess the training needs of a
        multinational Company?

2.   Describe learning theories. Explain how would you apply knowledge of learning
        theories to foster effective learning in trainers?

3.   Write note on the following:

        (i)   Learning process

        (ii)   Training climate and Pedagogy

4.   A trainer is basically a change agent. Do you agree or not? Comment. What are the challenges that trainer face while acting as a change agent?

5.   Evaluate the effectiveness of a training programme through a model.

6.   Write a critical note on training and development practices practising in India.

SECTION-B

7.   Read the case carefully as given below:

TRAINING NEEDS OF EMPLOYEES

Mr.A.P. Jain has been working as HRD Executive in a Tea Estate near, Jalpaiguri (West Bengal) where nearly 2500 employees are working. The Company has started business activities five year back. The Head Office of the Tea estate is in Kolkata. The Company has no arrangement to impart training to its employees for improving their skill, ability and attitude. The Company has introduced attractive compensation package, scheme to provide fringe benefits and social security to its employees. It has also designed a career planning and development programme for its employees. After spending a colossal amount towards social security, welfare benefits, recreational activities and various employee benefit programmes the Company observes that production of some workers remain static, no improvement in quantity and quality is noticed, rate of accidednt and wastes is on the higher side. It is now felt that the Company should defvelop a system to train its employees. Mr. S.P. Dey Managing Director of the Company wants a detailed report from Mr. Jain to this effect for placing the ksame before the Board. Mr. Dey also Mr. Jain.

        (i)   to give his views whether treaining of employees will bring any change in behaviour and performance activities of employees.

        (ii)   to submit suggestion in respect of training method he recommends for introduction.

(iii)   to submit action plan for acertaining effectiveness of training programmes.

(iv)   Let him know the mechanism he suggests for identification of training needs of employees.

Now, as HRD Executive of the above company, in place of Mr. A.P. Jain how would you react to all queries made by MD?

Reply to all the questions in seriatim and also submit a report on the usefulness of training.

Roll No. : _____

3M6311

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1. _____Nil_____   2. _____Nil_____

SECTION-A

1- (a) Explain the meaning and significance of training needs analysis.

   (b) 'Training programmes are helpful to avoid personal obsolescence. While elucidating this statement , explain importance of training

2- Explain whether and how the effectiveness of training programmes can be evaluated. Explain Donald Kirkpatrick's model of evaluation. Explain how you

will measure Return on Investment (ROI) for a training   programme.

3-   Write short notes on : (any two, 250 word for each)
   (a) Mentoring
   (b) Adult learning
   (c) Training Department and its organization

4-   (a) Explain the meaning and significance of training design.
         (b) What is leasson plan ? Explain.
         (c)   Explain a few traits of successful trainers.

5-   Explain the principal executive development training methods and suggest a
         suitable training package for middle level executives of a large organization

6-   Write short notes on : (any two . 250 words for each)

         (a) Training aids
         (b) Training modules
         (c) Difference between training , development and education.

SECTION - B

Case Study   :

          The Loha Manufacturing Compnay is in a very competitve metal product
business .It employes 400 people .Because of the similarity in the product design
and competitive prices with those of tis competitors,it manitains its slaes by
emphasising quality and service .About a year ago the company lost two   of its
major customers, who has been dissatisfied with excessive manufacturing
defects. After studying the problem, the company decided that its basic
engineering was sound but carelessness and lack of quality consciousness on the
part of production workers, inspectors, and manufacturing supervision were a
prime cause of the trouble. Accordingly, it introduced a quality control
programme to solve the problem. The course was given after working hours,
from 7.00 to 9.00 p.m. each Thursday for 10 weeks. Employees were not paid
any additional amount to attend the classes. Technically,attendance was

voluntary; however, management intimated that employees who attended sincerely would have the fact recorded in their personnel records. This fact would be considered in future pay rise and promotions. The course was taught by a staff engineer from the quality control department. The course methodology mainly consisted of lectures, and at times movies on quality control and some discussions. The course covered g such topics as the need for high quality, "quality can't be inspected into a product, it must be built in", conditions affecting quality, costs of poor quality, inspection standards,inspection procedures and methods, statistical quality control, sampling inspection, and control chart procedures. The course was open to all interested employees in the plant, including supervisors. Attendance at the early sessions averaged around fifty. Toward the end of the course it has declined to about twenty-five.

The training manager made the following comment at the conclusion of the course : "Rajan (the instructor) did a good job of lecturing. He was interested, informative, and spiced his talks with humour at appropriate times. It was not his fault that attendance fell off."

Discussion Questions :
(1)   Do you think this training programme was organised and administered properly ?
(2)   Are there any other training methods that could properly have been used ?
{3}   Evaluate the merits and demerits of the approach followed in improving product quality.

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Roll No. : _____

3M6311

M.B.A. (Sem. III) Examination, January-2009
(Elective Major – 311) Training & Development
Group : Human Resource Management

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Time: 3 Hours

Total Marks: 70
Min. Passing Marks: 28

The question paper is divided in **two** sections. There are sections A and B. Section A
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All questions are carrying equal marks.

Use of following supporting material is permitted during examination.
(Mentioned in form No.205)

1. _____ Nil _____   2. _____ Nil _____

SECTION-A

1.   "Training for the sake of training is pointless and the planning of who is going
to receive the training is essential." How do you conduct the Training Needs
Assessment in an Enterprise?

2.   Compare and contrast the "Pedagogical" and "Andragogical" approach of
instruction. Explain the relevance of these approaches to Adult Learning
Dimensions.

3. Discuss the importance of 'Learning Strategies' and 'Styles' in enhancing the learning capabilities.

4. When internal members are likely to be more successful as change agents, as compared with external consultants as change agents? If both are involved in the same training session to advocate the required interventions, what kind of problems would arise? How far do you think these problems can be solved?

5. Discuss the various models for 'evaluating training'. If you are the training manager, which model would you adopt for evaluating a training program for your won company?

6. "A good manager should be a successful counseller, coach and a mentor of other managers." Discuss the statement, with suitable examples.

SECTION-B

7. Case study :

Developing managers

The executive vice presidents of two corporations were exchanging ideas concerning the efficiency of management education and development within their companies. Both had considerable experience with various types of formal training. They had experimented over a ten-year period by sending selected people to universities for both individual courses and degree work. They had extensive and costly internal programs under their personal guidance, directed by their chief training officers. At one time or another, representatives of the various approaches to management theory were employed to present a series of conferences and seminars and to make individual speeches on the subject.

"I must say." Said Nischal hat our experience may be summed up as very expensive in time and fees, and no improvement in management skills has appeared skills has appeared beyond those, that one would see in any able manager who is ambitious. It is not that the 'trainers' were incompetent or uninteresting. It is not that they didn't have something to say. In fact, our people had a good time and the reports they turned in were highly complementary. But I really don't think we made good money."

"A year ago I would have said the same thing", observed Susheel. "We had the same results, though we tried everything. And the funny thing about it was that our people thought every programme was great. They were unable to discern quality and productivity. I guess this was becauses they could see little of anything related to their jobs. But we changed that".

"What did you do?" inquired Nischal.
"One thing we did was to stop these programmes that wander all over human experience, on one hand, and on the other hand, we dropped those long lectures. We decided to identify a particular aspect of managing that was rather poorly, practiced. For instance, we thought our coaching of subordinates was being neglected, or at least poorly done. We called together a group of department heads, explained why we wanted a better coaching job done, explained how to go about it, and asked them all to confer with their managers concerning the need for coaching, individual supervisors, the techniques to be used, and a later review of results. This way, we thought we had a direct line on a management need, and we insisted that the line managers do the training. On the whole, we feel we have got something that will work."

"I see", said Nischal, "Who was now in a thoughtful mood." It is not enough for top managers to show and interest in the development programme. "They actually have to train their own subordinates". Answer the questions.

(a)   Do you agree to the fact that "all supervisors/managers have leadership qualities? What they require through training is only conceptual clarity for effective decisions to be taken? Comment.
(b)   What are the different methods of training which would help in developing the competence in managers?
(c)   Discuss the role of training – by lecture method in a training session. Why do you think Susheel stated that "they had dropped the long lectures?"

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