

**HR 04/eHR04/ITM352
TRAINING AND DEVELOPMENT**

Time : Three Hours

Maximum Marks : 100

Note :

The paper is divided in three sections: Section A, Section B and Section C. There are seven questions in Section A, students are required to attempt any four. Section B has 5 questions, attempt any three. All the questions of Section C (Case Analysis) are compulsory.

Section A

(Each question is of 10 Marks. Attempt any four)

1. Discuss the role of HRD in strategic planning for realizing organizational objectives.
2. Training has assumed more importance in the changed economic scenario. Elaborate.
3. Write short notes on **any two** of the following:
 - i) T-group training
 - ii) Orientation Programme
 - iii) Off-the-job Training

(5+5)
4.
 - i) What are the steps involved in designing a training programme?
 - ii) What sequence of actions usually a training programme follows?

(5+5)
5. How do you conduct training need assessment (TNA) of a company in the service sector?
6. Training programmes are frequently the first items eliminated when management wants to cut costs.
 - (i) Why do you believe this occurs? Is it right?
 - ii) What are the types of training methods used for the development of executive employees? Briefly explain any two.

7. High degree of motivation and right set of abilities among employees are two primary requirements to ensure good performance on the job. How effective do you think training can be in raising employee motivation?

Section B

(Each question is of 15 Marks. Attempt any three)

8. i) Distinguish between training and development in the context of a business organization.
ii) What are the types of training methods used for the development of executive employees? Briefly explain any two. (7+8)
9. i) Discuss the various approaches for evaluating effectiveness of training.
ii) Why is the evaluation of training effectiveness important? (10+5)
10. i) What factors help and hinder in transfer of learning?
ii) If you are the training manager, what criteria would you adopt for measuring transfer of training of a learner? (7+8)
11. Assume you are the Head of HR. Performance problems seem all too common in your workplace. People do not seem to be putting forth the needed effort, and interpersonal conflict of the work teams seems to be a constant.
i) Is training the answer? If so, what kind of training should be done?
ii) What other actions may be appropriate? (7+8)
12. Training provides workers with skills needed in the workplace. However, many organizations have dynamic environments in which change is the norm. How can training requirements be identified when job duties are a moving target?

Section C (Compulsory)

Case : Learning First Means Unlearning

Jim, an operator of successful restaurants for nearly 30 years, has recently stated that the most critical step of adult education is not to learn but to unlearn. He contends that new behaviours will never be used until the old ones are unlearned. Many academic scholars agree with him.

As a simple example, let us say you are a restaurant manager and you want your wait-staff to provide customers with a stand-up list of appetizers. You bring in the staff, tell them what you want them to do, and present a video covering the correct way to use stand-up menus.

No doubt, you have provided training. Why, then, are the staff not using the stand-up appetizer menus a week later? The answer is simple. The training did not cover what needed to be unlearned-the habit of initially interacting with customers by asking whether they are ready to order. The workers need to replace the ingrained behavior with the new behavior of providing the stand-up menu.

Changing a typical way of doing something is difficult. Unlearning and replacing with a new behavior works best if there is motivating context. For example, the shift to providing stand-up menus might occur most quickly if the wait-staff is made aware of the slim profits in selling entrees versus appetizers. Now the staff is more likely to get on board with this simple change.

Questions:

13.
 - i) Do you think unlearning is an important step in learning? Why or why not?
 - ii) How can unlearning be accomplished? If you were responsible for training people in a new way of doing things, how would you go about the “unlearning” phase?
 - iii) Unlearning implies that trainees are not blank slates. However, most training programmes do not take this into account. At what stage of a training programme the step of unlearning should be added?

(6+6+3)