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Total No. of Pages : 03

Total No. of Questions : 15

MBA (2016 to 2017) (Sem.–3)

TRAINING AND DEVELOPMENT

Subject Code : MBA-962

M.Code : 70755

Time : 3 Hrs. Max. Marks : 60

INSTRUCTIONS TO CANDIDATES :

1. **SECTION-A contains SIX questions carrying FIVE marks each and students has to attempt any FOUR questions.**
2. **SECTION-B consists of FOUR Subsections : Units-I, II, III & IV. Each Subsection contains TWO questions each, carrying EIGHT marks each and student has to attempt any ONE question from each Subsection.**
3. **SECTION-C is COMPULSORY and consists of ONE Case Study carrying EIGHT marks.**

SECTION-A

Q1. Distinguish between training and development.

Q2. What is the role of external agency in training and development?

Q3. What are the principles of learning?

Q4. What is the significance of having training and development centers?

Q5. What is CIRO Model?

Q6. Explain the Team Building Exercises.

SECTION-B

UNIT-I

Q7. Explain the benefits of training from the viewpoint of an enterprise and its employees.

Q8. What is training need identification? Discuss the significance of training need identification.

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UNIT-II

Q9. Distinguish between on the job training and off the job training.

Q10. Describe the popular methods of :

a) Resistance in Training

b) Training for change

UNIT-III

Q11. Describe various steps involved in organizing a Training Program.

Q12. Discuss the various approaches to management development with their merits and demerits.

UNIT-IV

Q13. Describe the current practices followed in India in assessing training and development.

Q14. Explain the cost and benefit analysis in training.

SECTION-C

Q15. CASE STUDY: TRAINING AND DEVELOPMENT

At Manaviour Ltd. we require three things of our manufacturing employees. They must have communication and computation skills at the seventh grade level, soon going up to eighth and ninth. They must be able to do basic problem solving—not only as individuals but also as members of a team. And they must accept our definition of work and the workweek: the time it takes to ship perfect product to the customer who's-ordered it. That can mean a workweek of 50 or even 60 hours, but we need people willing to work against quality and output instead of a time clock. These requirements are relatively new. Ten years ago, we hired people to perform set tasks and didn't ask them to do a lot of thinking. If a machine went down, workers raised their hands, and a trouble-shooter came to fix it. Ten years ago, we saw quality control as a screening process, catching defects before they got out the door. Ten years ago, most workers and some managers learned their jobs by observation, experience, and trial and error. When we did train people, we simply taught them new techniques on top of the basic math and communication skills we supposed they brought with them from school or college. Then all the rules of manufacturing and competition changed, and in our drive to change with them, we found we had to rewrite the rules of corporate training and education. We learned that line workers had to actually

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understand their work and their equipment, that senior management had to exemplify and reinforce new methods and skills if they were going to stick, that change had to be continuous and participative, and that education—not just instruction—was the only way to make all this occur. Finally, just as we began to capitalize on the change we thought we were achieving, we discovered to our utter astonishment that much of our work force was illiterate. They couldn't, read. They couldn't do simple arithmetic like percentages and fractions. At one plant, a supplier changed its packaging, and we found in the nick of time that our people were working by the colour of the package, not by what it said. In Illinois, we found a foreign-born employee who didn't know the difference between the present tense and the past. He was never sure if we were talking about what was happening or what had happened. These discoveries led us into areas of education we had never meant to enter and into budgetary realms we would have found unthinkable ten years earlier. From the kind of skill instruction we envisioned at the outset, we moved out in both directions: down, toward grade school basics as fundamental as the three Rs; up, toward new concepts of work, quality, community, learning, and leadership. From a contemplated total budget of $35 million over a five-year period, a sum many thought excessive, we came to spend $60 million annually—plus another $60 million in lost work time—and everyone thought it was money well invested. Today we expect workers to know their equipment and begin any troubleshooting process themselves. If they do need an expert, they must be able to describe the malfunction in detail. In other words, they have to be able to analyze problems and then communicate them. Today we see quality as a process that prevents defects from occurring, a common corporate language that pervades the company and applies to security guards and secretaries as well as manufacturing staff.

Questions :

a) What are the new rules of corporate training and education, as stated in given case?

b) How training was imparted in the given firm? Was it successful or not?

c) How important is analyzing problems and then communicate them?

d) Summarize the training provided to employees in given firm.

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NOTE : Disclosure of Identity by writing Mobile No. or Making of passing request on any page of Answer Sheet will lead to UMC against the Student.

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