

Q-1 B Define Terms	4
1) Human capital	
2) Performance management	
3) Career Development	
4) Employee Training	
Q-1 C Explain how organizations and individuals can benefit from a well designed career management system.	4
Q2A Explain the purpose of HRD evaluation with Kirkpatrick's model of evaluation.	7
Q2B Write definition and evolution of HRD and also explain functions of HRD	7
OR	
Q2B Why should HRD needs, once identified be prioritized? What are the benefits if, any, of obtaining Participation of a variety of organization members in the prioritization process?	7
Q3A Identify two ways that advances in information technology have affected organizations today. What are the implications of these advances for HRD professionals in ensuring that workers will be able to make the most of them?	7
Q3B During the coaching discussion, explain why it is necessary for the supervisor to get the employee to verbally agree that a performance problem exists.	7
OR	
Q3A Identify & describe three potential problems with using self report measures in HRD Evaluation. How can these problems be minimized?	7
Q3B Compare and contrast management training, on-the-job experiences how can these be combined in a strategic management development program?	7
Q4A What are the advantages of designing a HRD program in-house versus purchasing program from vendors?	7
Q4B What sorts of skills and knowledge do you think computer-based training methods are well suited for? Poorly suited for?	7
OR	
Q4A Using your knowledge of the stages of life and career development, explain how the career of a Twenty-seven-year-old differs from those of a forty-five-year-old. What are the organizational Implications of the issues you identified?	7
Q4 B Which challenges are faced by HRD professionals while performing his role in an organization?	7
Q5 Case Study	14

Rockwell Collins is a manufacturer of electronic controls and communications devices. The company is headquartered in Cedar Rapids, Iowa, and employs over 14,000 employees. Almost half of these employees work in Cedar Rapids, with other large operations in California, Florida, Texas, and Mexico. Rockwell Collins also has subsidiaries in Europe and Australia, as well as service locations around the world. In 2001, it was spun off from Rockwell International to become a publicly traded company.

Rockwell Collins has long maintained a strong commitment to employee training and development. However, until 1998, all Rockwell Collins training was being conducted via classroom instruction. Twelve in-house trainers provided much of this training. One difficulty was that most of the employees who worked outside of Cedar Rapids had very limited access to training. In that same year, 28 percent of those who signed up for training within the company did not attend that training, citing work demands in a majority of the cases as the reason for canceling. In an effort to provide more training to a greater number of employees, the Learning and Development group at Rockwell Collins considered making increased use of outside training vendors, as well as changing the types of methods used to deliver training.

Questions

1) If you were manager of learning and development at Rockwell Collins, where would you start in your efforts to improve the availability and effectiveness of company-sponsored training efforts?

OR

Q5 Case Study: Changes in HRD at Hansen Group

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The Hansen Group is one of the UK's largest construction groups. Traditionally, the company has been involved primarily in civil engineering but it has recently begun to diversify, partly through acquiring local government contracts, for example for street maintenance and cleaning and the facilities management of publicly owned buildings, such as universities. Therefore, the company is now involved in a wide range of diverse activities and employs an increasingly diverse workforce, from street cleaners to highly qualified civil engineers.

The three years since the Credit Crunch of 2008 have been incredibly difficult for the construction industry in the UK. As a result of the economic downturn, many construction firms have decreased their spending on learning and development. Hansen Construction has, however, increased its investment in these activities, notably introducing a new apprenticeship scheme for construction team leaders, expanding online learning provision and continuing to recruit and develop significant numbers of graduates. Hansen recognizes that talented individuals are the lifeblood of the firm and, therefore, sees investment in workforce development as a key dimension of its employment proposition. This approach is felt to be in line with its commitment to sustainability in its corporate activity.

The learning and development team at Hansen drives learning and development innovations, provides analysis of business learning requirements and manages the delivery of cost-effective learning solutions to support the achievement of business goals. Learning solutions at Hansen include traditional off-the-job classroom programmes, short courses, online learning interventions, workbooks and mentoring. The firm has recently recruited two new team members specifically to design in-house e-learning solutions, and to upgrade the company's online learning management system.

As well as the learning and development team located at the company's headquarters, Hansen employs a further 12 learning and development professionals who are located throughout the country and work directly with particular business units and clients, many of whom have diverse needs in respect of employee development.

Traditionally, training needs for Hansen staff have been identified centrally and on the basis of the employee group. This has been consistent with its traditional approach to training for large groups in classroom settings. However, with an increasingly diverse workforce, the company has sought to introduce a new performance management system that focuses on individual performance and the competencies behind that performance.

In 2010, the L&D team sought to supplement its traditional classroom-based training programmes with a series of bite-sized (typically half an hour) interactive learning modules for construction site staff that were linked together to form part of a meaningful programme of activities. These were known as 'toolbox talks', and were delivered by site managers, using materials developed to support them by the central team. The talks are mainly devoted to site management and health and safety issues. In addition, a significant part of Hansen's revised approach to learning and development is to increase the amount of on-the-job coaching employees receive and to create a coaching culture within its management community.

Hansen has made significant investment in technology-based learning (or e-learning), particularly software that enables e-learning specialists within the learning and development team to produce online training programmes, several of which are compulsory for all employees. The learning and development team is exploring other technological solutions, such as the use of mobile phones and DVDs, to deliver learning to its maintenance workers, street cleaners and other employees who do not have ready access to the Internet.

Historically, the evaluation of learning and development interventions at Hansen has tended to focus on the initial reactions of employees by asking them to complete evaluation forms after having attended a training programme. However, as part of the wider changes to learning and development at the company, longer-term evaluation of interventions is now in place. This involves the learning and development centre asking the manager sponsoring any new programme to define what a positive outcome would look like in order to determine an appropriate metric for assessment, such as employee engagement or productivity, and involves contacting recipients of training 3–6 months after they have completed a programme and asking them whether they are doing anything differently as a result of what they have learned.

Questions

1. Why do you think that Hansen Construction has increased its investment in learning and development activities despite the tough economic climate? 5
2. What are the likely benefits associated with the introduction of an individualized performance management system, and an associated competency framework, to inform learning and development at Hansen? 5
3. Explain why you think Hansen has decided to change the way it evaluates learning and development interventions. 4