

Jagan Institute of Management Studies
End-Term Examination, September-October, 2017
Trimester IV – PGDM 2016-18

Training & Development
ET_PG_T&D_2909

Time: 3 Hrs.

M. Marks: 70

INSTRUCTIONS: Attempt any FIVE questions including Q1 & Q7 which are compulsory.

- Q 1** Comment on the following :
- a) HRM and HRD are used interchangeably by the practicing managers.
 - b) Training and development go hand in hand in the organization.
 - c) While assessing the training needs we keep only organizational requirements in mind.
 - d) Kirkpatrick model of measuring the effectiveness of the HRD programs is not effective. **14**
- Q 2** All efforts of HRD are to make people challenge the existing state and realize to set new goals in life. It becomes imperative to learn in order to achieve this. In the light of this, discuss the role of learning theories contributing to developing an effective training programme. **14**
- Q 3** For honing a specific skills in training and development activities a theoretical grounding is must. Do you agree? If yes, choose a learning theory and develop a program for training IT professional for building interpersonal skills. **14**
- Q 4** There may be different approaches to address the issue of HRD, but assessment of HRD needs is inevitable. Build your argument in favor of this statement and describe the process and strategies for assessment of HRD needs of an organization. **14**
- Q 5** In your opinion measurement of development intervention programs is needed or not? Build your argument with plausible reasoning. Also discuss various methods of assessing effectiveness of HRD programs and build arguments in favor of one method suitable for growing virtual organizations. **14**
- Q 6 a)** Discuss the factors responsible for designing and implementing training programs.

- b) Discuss concept and role of assessment centers in overall development of organization.

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Q 7

Read the case and answer the questions given at the end.

The first-year training program for professional staff members of a large national accounting firm consists of classroom seminars and on-the-job training. The objectives of the training are to ensure that new staff members learn fundamental auditing concepts and procedures and develop technical, analytical, and communication skills that, with further experience and training, will help them achieve their maximum potential with the organization. Classroom training is used to introduce concepts and theories applicable to the work environment. It consists of three two-day and two three-day seminars presented at varying intervals during the staff member's first year. Although new staff members do receive this special training, actual work experience is the principal means by which they develop the many skills necessary to become good auditors.

Teams supervised by the senior member perform most of the firm's audits. This individual is responsible for conducting the review and producing the required reports. Normally teams are assembled on the basis of member availability. For this reason, a senior auditor may be assigned one or more first-year employees for a team that must undertake a complex assignment. Because senior auditors are measured on productivity, their attention is usually focused on the work being produced. Therefore, they assign routine tasks to new staff employees, with little or no thought to furthering the career development of these employees. Most senior auditors assume the next supervisor or the individuals themselves will take care of their training and development needs.

Recently the firm has lost several capable first-year people. The reason most gave for leaving, was that they were not learning or advancing in their profession.

Questions:

- a) What, if anything, do you think the company should do to keep its young employees?
- b) Do you think on-the-job training will work in a situation such as the one described?

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