

Code: 17BA3T5HB

**II MBA - I Semester – Regular/Supplementary Examinations  
March - 2021**

**TRAINING AND DEVELOPMENT**

Duration: 3 hours

Max. Marks: 60

**SECTION – A**

**1. Answer the following** **5 x 2 = 10 M**

- a) Importance of Training and Development?
- b) Distinguish between Training & Development?
- c) Explain the Brainstorming Technique?
- d) T – Training?
- e) Role of Technology in Training?

**SECTION – B**

**Answer the following:** **5 x 8 = 40 M**

2. a) Define training and explain the training functions?

(OR)

b) Describe the concepts of education and explain types of training?

3. a) Elaborate the training process in an organizational context?

(OR)

b) How do you assess the training needs and role of trainer?

4. a) Give the detail explanation of on the job and off the job training?

(OR)

b) Explain transactional analysis and exceptional analysis?

5. a) Explain the cost and benefit analysis in training.

(OR)

b) Compare the training evaluation models of CIRO and Kirkpatrick?

6. a) Describe the importance of learning and advantages of learning?

(OR)

b) Explain the new trends in learning technologies?

## **SECTION – C**

### **7. Case Study**

**1 x 10 = 10 M**

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 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 manually- 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 analyse 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:

- i) What are the new rules of corporate training and education, as stated in given case?
- ii) How training was imparted in the given firm? Was it successful or not?
- iii) How important is analyzing problems and then communicate them?
- iv) Summarize the training provided to employees in given firm.