

PGDM, 2020-22
Learning & Development
DM-321
Trimester – III, End-Term Examination: April 2021

Time allowed: 2 Hrs 30 Min
Max Marks: 50

Roll No: _____

Instruction: Students are required to write Roll No on every page of the Answer Sheet. All other instructions on the question paper / notifications should be followed meticulously.

Sections	No. of Questions to attempt	Marks	Total Marks
A	Minimum 3 question with internal choices and CILO (Course Intended Learning Outcome) covered	3*10	30
B	Compulsory Case Study with of 2 questions	2*10	20
			50

SECTION A

(10 marks * 3 questions) = 30 Marks

A1a (CILO 1) What does, 'managing diversity', means to you? Assume you are in charge of developing a diversity training program. What would you include as the content of the program?

OR

A1b (CILO 1) "Training is not a one sort affair; rather it is a step-by-step process that is required to be carried out meticulously for obtaining better results". Even though the statement holds true, still it is not being implemented in the right way and hence adds more expenditure to the organization. Critically analyze.

A2a (CILO 2) You are designing a training programme on "HR for NON HR Employees". This training need to be conducted for junior level Non HR executives of the organization. These executives are having 2-3 yrs. of work experience. Using Bloom's Taxonomy write one learning objective for each level.

OR

A2b (CILO 2) Prepare a training design and select and sequence training methods for a day long training program on the topic, 'Conducting employment Interview'?

A3a (CILO 3) (i) Explain Kirkpatrick's four different levels of Training Evaluation. (5 marks)

A3a (CILO 3) (ii) The training evaluation process in an organization starts with Developing/ reviewing the objectives of Training programme and ends with impact study report. With suitable example explain how you as a Training Head would be carrying out the process of Training Evaluation in your organization. (5 marks)

OR

A3b (CILO 3)

Royal Bank of India has an excellent reputation for having a strong sales culture. Further to improve the result, the branch managers of different part of India thought of offering Sales Training Programme to its employees. Through the sales training programme, all branch personnel learned how to aggressively pursue new customers and cross sell existing customers in a variety of product lines. The bank used sales training coupled with incentives, management reinforcement etc. to ensure that ambitious sales goals were met.

After research the branch managers found out that there are several other factors that influenced the score card results i.e. monthly increase in Credit Card Accounts. To understand the impact of training as well as the other factors on increase in credit card accounts, the branch managers in the target metro were asked to obtain estimates of percentage of improvement that could be attributable to each of the factors. (Refer Table-1)

The table-1 Summarizes the average impact on results and average confidence level for each factor.

Sl. No.	Contributing Factors	Average Impact on Results (Percent)	Average Confidence Level (Percent)
1	Sales Training Programme	34%	83%
2	Incentive Systems	39%	87%
3	Management Reinforcement	14%	62%
4	Marketing	11%	75%
5	Others	2%	91%
	Total	100%	

The total cost incurred in this Sales Training Programme was Rs. 35, 000, 00/ and after the training programme the branch could make an increase of 175 in credit card accounts and each credit card account is of worth Rs.1lakh.

A3b (i) Calculate the new numbers of credit card accounts per month that can be attributed to the different factors based on the data provided. (5 marks)

A3b (ii) Also calculate the ROI (Return on Investment) of Sales Training programme based on data given. (5 marks)

SECTION B – CASE STUDY
(10 marks * 2 questions = 20 Marks)

(Combination of CILO 1, 2 & 3)

In 1987, Ms. Rosy was hired by IMP to work in Hangar 3 at North American International Airport as seamstress in their fabric shop. After six months, the workload dropped, so Ms. Rosy approached her supervisor and asked for additional responsibilities. He sent her to the sheet metal shop. A number of months passed and she approached the supervisor and asked if her classification could be changed from fabric worker to sheet metal technician; he complied.

At 20, years of age, she was the only women out of about 100 employees working in Hangar 3. She often received special attention in terms of help and guidance, which she indicated she appreciated. But it was a male dominated environment and the language was crude and vulgar. Having objectionable pictures in the locker room was prohibited, but some pictures were posted and little was done about it. There was also evidence that in apprenticeship programs men received extensive training, whereas women in the same programs received minimal training.

Mr. Albert was a long-time employee at IMP. In 1989, Ms. Rosy was assigned to work for him, and he was to provide her with on the job training. The first problem arose when Ms. Rosy made a mistake. Mr. Albert erupted in a torrent of verbal abuse directed at her. No one had ever heard him act so inappropriately. The incident caused Ms. Rosy to ask if she could be reassigned; the request was granted. When Mr. Albert was working in other hangars, things went fine. But when Mr. Albert was in her vicinity, he always made snide comments and insinuations. On one occasion, he screamed at her, calling her a tramp and trouble maker. He said, she was not welcome in the workplace. Whenever he went by her, he would say something derogatory. By 1990, everyone in Hangar 3 knew of the situation between the two employees.

In late 1990, a series of meetings between Albert, Rosy, a company representative, and a union representative were held, in an attempt to defuse the situation. But Mr. Albert refused to admit he had done anything wrong. The union representative and manager involved agreed that a warning letter would be placed in Mr. Albert file relating to his treatment of Ms. Rosy , and it would remain there for two years. In response, Mr. Albert went to see Mr. Ivan, the President and CEO of IMP, and convinced him to remove the letter. Mr. Albert then went around the hanger bragging to everyone that he had won.

All this had a devastating effect on Ms. Rosy and in early May of 1991, she went on long term disability for a few months. When she returned, she met with the HR manager to discuss the difficulty with Mr. Albert. He suggested she take more time off, which she did.

In January of 1992, Ms. Rosy was transferred to another hangar, where she was involved with airframe construction. In the nine months she was there, the supervisor often complimented her on the quality of her work. None of her works was ever rejected. Then she received word that she was being transferred back to Hangar 3. Even though her own supervisor had nothing but praise of her work, the Director of Aircraft Maintenance had given the order because, "her work was not up to the standard". When she questioned the Director, he gave no specifics. When she indicated the problem regarding going back to Hangar 3, he promised to look into it. Nothing happened and she was sent to Hangar 3.

She filed a complaint with the Nova Scotia Human Rights Commission. As a result of the commission's findings, IMP had to pay Ms. Rosy about \$ 30,000. IMP was also ordered to provide training to all employees, on company time.

Answer the following questions assuming you have been contacted to provide this training:

- 1) Would a TNA be needed in this situation? Why or why not? If yes, who would you want to talk to and collect relevant information? What KSAs need to be trained?
- 2) Why has the commission insisted on training for the whole company when the problem is clearly only Mr. Albert? Elaborate. For the training to be effective, what other things so you think need attention? What would you suggest in the way of evaluation of the training?