**JAIPURIA INSTITUTE OF MANAGEMENT, INDORE**

**PGDM**

**FIFTH TRIMESTER (Batch 2020-22)**

**END TERM EXAMINATION, JAN-2022**

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| Course Name | Learning & Development | Course Code | HR504 |
| Max. Time | **2 hours** | Max. Marks | **40** |

**INSTRUCTIONS: All questions are compulsory.**

**Questions.1 (6+6=12 Marks)**

XYZ was established in 1985 as a joint venture between various foreign companies. The company has grown from a capacity of 15,000 AC units in 1985 comprising of largely an assembly operation, into the largest and only integrated manufacturing unit in India for Auto Air Conditioning systems. The company has the capability to manufacture compressors, condensers, heat exchangers and all the connecting elements that are required to complete the AC Loop. The company has three plants in Noida, one in Manesar and one in Pune. It also has a R&D centre and Tool room in Noida. The manufacturing capacity has grown to a level of 7,50,000 AC units per annum and there is a plan to go to a level of 1,000,000 per annum by 2008.

The HR department of the company has its well-developed training and development process but wants to move one step ahead with the training effectiveness evaluation process and make it more competitive. For the same they have implemented a policy wherein the employees are asked to take up a project based on the training which they had undergone and should have the practical application of learning in training. The employees are then to be evaluated for 'On-the-job training effectiveness evaluation' on their performance accordingly.   In simple words, to show how they are applying their learning in their job. They give employees a duration of three months to evaluate themselves and for doing a project on the basis of his/her learning. Then employees rate themselves as per their learning. After that the employee is rated by his/her HOD (Head of the department) on the basis of the project and his learning and on the basis of application of that learning. Finally HOD rates his employees against the rating given by the employees themselves. HOD then writes remarks and provides recommendations to the HR department, which gives the HR dept. information to check whether there is any requirement of re-training or if their investment on the   training of the employee is successful or not. This is how HR dept. conducts on the job evaluation of training effectiveness. But the problem which the HR dept. faces is that the employee takes this project work as a burden on their daily routine work and they escape from it. They do not understand the importance of the filling of the Training Effectiveness Form and taking up a project. Till the date of HR Audit the HR people keep on running after the employee to collect the Training Effectiveness forms. And finally when those forms are compiled it is observed that the employees just do it for formality sake.

 After a lot of discussion on this topic, the AGM (HR) of the company conveys that if the company keeps on changing policies then it will create a wrong impression among employees. This wrong impression implies that the HR department will change the policies as and when a problem arises. AGM follows a school of thought that policies are not meant to be changed frequently. On the contrary the surprising fact is, while employee interacts with the HR Dept. the issue is never raised, from the employee side.

 AGM says that today if only 10-12% employees take this exercise seriously then in future then only he will be on motivating his employees and make this policy successful, ignoring the fact that majority of employees escape from this exercise. He is adamant on his stand but still strives to find a solution for successful execution of this policy.

**QUESTIONS:**

1. What would be your course of action had you been in the place of the HR manager?
2. Is the method implemented by the HR dept. to evaluate on-the-job training effectiveness proper? If 'NO', then what is the alternative as per your perception?

**Questions.2 (08 Marks)**

Lou McGowen was worried as she approached the training director’s office. She is the supervisor of six punch press operators at Keller-Globe, a maker of sheetmetal parts for the industrial refrigeration industry. She had just learned that her punch presses would soon be replaced with a continuous-feed system that would double the speed of operations. She was thinking about how the workers might feel about the new system when the training director, Bill Taylor, opened the door and said, “Come on in, Lou. I’ve been looking forward to seeing you.”

After a few pleasantries, Lou told Bill of her concerns. “The operators really know their jobs now. But this continuous-feed system is a whole new ball game. I’m concerned, too, about how the workers will feel about it. The new presses are going to run faster. They may think that their job is going to be harder.”

Bill replied, “After talking with the plant engineer and the production manager, I made a tentative training schedule that might make you feel a little better. I think we first have to let the workers know why this change is necessary. You know that both of our competitors changed to this new system last year. After that, we will teach your people to operate the new presses.” “Who’s going to do the teaching?” Lou asked. “I haven’t even seen the new system.”

“Well, Lou,” said Bill, “the manufacturer has arranged for you to visit a plant with a similar system. They’ll also ship one of the punch presses in early so you and your workers can learn to operate it.” “Will the factory give us any other training help?” Lou asked.

“Yes, I have asked them to send a trainer down as soon as the first press is set up. He will conduct some classroom sessions and then work with your people on the new machine.”

After further discussion about details, Lou thanked Bill and headed back to the production department. She was confident that the new presses would be a real benefit to her section and that her workers could easily learn the skills required.

Q. *Describe Keller-Globe’s approach to training*.

**Questions.3 (5+5=10Marks)**

**Q3(a).**“Most behaviors are learned; some from the experience of the self and some from the experience of the others.” Discuss this statement and explain it with the help of various theories of learning.

**Q3(b).** Your boss says, “Why do I need to tell you what type of learning capability I’m interested in? I just want a training program to teach employees how to give good customer service!” Explain to the boss how “good customer service” can be translated into different learning outcomes.

**Questions.4 (10 Marks)**

A manufacturing company employs several maintenance employees. When a problem occurs with the equipment, a maintenance employee receives a description of the symptoms & is supposed to locate and fix the source of the problem. The company recently installed a new, complex electronic system. To prepare its maintenance workers, the company provides class-room training. The trainer displayed electrical drawings of system components and posed problems about the system. The trainer would point to a component in a drawing & ask, “What would happen if this component were faulty?” Trainees would study the diagrams, describe the likely symptoms and discuss how to repair the problem. If you were responsible for this company’s training, how would you evaluate the success of this training program?