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08MBAHR447

Fourth Semester MBA Degree Examination, June/July 2011
Learning and Development

Time: 3 hrs.

Max. Marks:100

Note: 1. Answer any FOUR full questions from Q No. 1 to Q No. 7.
2. Q. No. 8 is compulsory.

- 1
 - a. Bring out difference between learning and training. (03 Marks)
 - b. Describe the five categories of learned capabilities. (07 Marks)
 - c. How does business strategy influences the strategic training and development initiative? (10 Marks)
- 2
 - a. What is training design? (03 Marks)
 - b. Discuss the important features of a learning organization. (07 Marks)
 - c. Compare and contrast expectancy theory and information processing theory of learning. (10 Marks)
- 3
 - a. Distinguish between learning and transfer training. (03 Marks)
 - b. What are the factors involved in training practices? (07 Marks)
 - c. What is on –the –job training? Bring out its advantages. (10 Marks)
- 4
 - a. What is a learning organization? (03 Marks)
 - b. Discuss the process of behaviour modeling training. (07 Marks)
 - c. Briefly explain the out comes used in the evaluation of training programmes. (10 Marks)
- 5
 - a. What is the significance of training need assessment? (03 Marks)
 - b. Explain the various stages of career development. (07 Marks)
 - c. Discuss the characteristics of the most effective development strategy of a company. (10 Marks)
- 6
 - a. What is development planning process? (03 Marks)
 - b. Discuss how the technological change will impact training in future. (07 Marks)
 - c. Discuss the steps necessary to introduce a new training practice from a change model perspective. (10 Marks)
- 7
 - a. What is E – learning? (03 Marks)
 - b. Explain the factors which influence in choosing an evaluation design. (07 Marks)
 - c. Explain the different stages of the learning cycle. (10 Marks)

8 Case Study

It has been a long and eventful journey of almost a century across 21 countries. Starting in 1908 from a small building in Baroda to its new hi – rise and hi – tech Baroda corporate centre in Mumbai is a saga of vision, enterprise, financial prudence and corporate governance. It is a strong scripted in corporate wisdom and social pride. It is story crafted in private capital, princely patronage and state ownership. It is a story of ordinary bankers and their extraordinary contribution in the ascent of bank of Baroda to the formidable heights of corporate glory, it is a story that needs to be shared with all those millions of people – customers, state holders, employees and the public at large – who is ample measure, have contributed to the making of an institution.

Training interventions have a strong history since 1948 when a batch of Young officers was sent to UK for training. The joint staff training college with bank of India in Mumbai was set up in 1962 for imparting training to officers in banking skins. The bank of Baroda staff college at Ahmedabad was started in 1964 for training officers in banking and upgraded to conduct management development programme with residential facilities in 1978. The N.M. Chokshi college for international banking and new financial services was started in

Mumbai in 1989 for training officers in foreign exchange, international dealing and new financial services. The bank of Baroda college for information technology was started in 1999 at Baroda to impart advanced skills in the area of information technology. The first regional training centre was established at Baroda in 1970 to conduct job – oriented training programmes for clerical and subordinate staff members and the bank now has twelve regional training centers spread across the country to handle the basic training centers.

With over 46,000 employees in three cadres and ten pay scales spread across 3,000 and odd branches in 21 countries, analyzing the training needs is really a challenge to H.R professionals. The training needs are identified by analyzing the strategic, procedural and employee perspectives.

Level One : Every year around April – May, a corporate level meeting is conveyed by the chairman and managing director of the bank with the zonal heads to discuss the training needs. Zonal heads for their part collect the information from their offices and branches about training needs and make a presentation. The branch managers identify the needs by discussing with employees, by referring to the employee performance appraisals, by considering the audit and impact reports, by referring to the customer complaints, and by analyzing the business plans. The regional office compiles the said information and sends it to the zonal office. Regulatory agencies like the reserve bank of India and the ministry of finance may have issued guidelines for conducting mandatory training programmes like ‘reservation roster policy’, ‘harassment free policy’ etc., the corporate strategic decisions are also shared with the zonal managers to understand the overall training calendar along with the types of programmes to be conducted.

Level Two : the training calendar is sent to all the regional offices and very large branches apart from other administrative offices, the HR managers in regional offices go through the data available with them; about training requests made by branches, performance appraisal reports of employees, newly appointed employees needing training, existing employees posted to new job roles, employees promoted to new positions, the automation work to be initiated, the new kind of work to be performed and the statutory compliance to be met.

There may be employees who for personal reasons like family commitments may not want to attend training programmes in far-off places. For such employees the HR department of the region identifies the need to conduct location programmes at places which are nearest to them.

The trade unions may have requested for conducting particular type of training programmes for employees like ‘relational skills for HR offices’. The association for scheduled castes, scheduled tribes and other backward class employees may have requested for conducting additional training programmes for their members to enhance their skills.

Then there are special needs peculiar to certain branches. For example, 10 out of 50 branches in a region are moving towards core banking solutions. For such branches a programme as core banking solution may have to be organized.

Considering all these facts and circumstances discussed above, the HR managers at the regional office identify the employees to be sent for training by making sure from the official records that the concerned employees have not undergone the said programmes earlier.

Questions :

- a. What according to you the finer aspects of needs analysis in bank of Baroda? (05 Marks)
- b. If you were to work as an HR manager in Bank of Baroda, how would you go about identifying the training needs? (05 Marks)
- c. HR managers sitting in regional office cannot understand the needs of the branches. Therefore, branch managers should be empowered to identify and nominate employees for training. Discuss. (06 Marks)
- d. Provide your views, how managers should do training need analysis. (04 Marks)

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