Course File

Learning and Development

Prepared by:Syed Mansoor Pasha

S.NO	TOPIC	REFERENCE	NO. OF CLASS
	UNIT I -Introduction : Training & Development		1
1	Define training scope, importance of training	RAYMOND A NEO & UDAI PAREK	1
2	Methods of training		1
3	Assumption prevailing and alternative concepts of training		1
4	Training needs analysis		1
5	Action through or action through force		1
6	Culture and others contexts,training strategy		1
7	Overview of training process ,establishing objectives and preparing the partners		2
8	Organizational collaboration through clarifying needs		1
9	Two dilemmas of development		1
10	Clarifying individual motivation for training		1
11	Seven system functions with candidates for training		1
12	Cases		1
	TOTAL		15
	UNIT II- Designing The program		1
13	Designing the successive approximations		1
14	Five steps in program design		1
15	Outlining program sequences and themes		1
16	Composing the detailed syllabus		1
17	Modular approach to program Design		1

18	Building in flexibility		2
19	Monitoring and improving training program		1
20	Training schedules **and** timetables		1
	TOTAL		10
	Unit III Training Methods		1
21	Two faulty juxtapositions		1
22	Events –reflections-experience		1
23	Learning on th ejob		1
24	Nine training methods		1
25	Training methods compared with objectives		1
26	Learning process and facilities		1
27	Developinmg group and climate		1
28	The social process-three aspects		1
29	Indicators of group development		1
30	The training climate		1
31	Traininers and training style		1
32	Personal needs of trainers		1
33	Power and influence		1
34	Trainers realness under pressure		1
35	Trainers role		1
36	Trainers style		1
	TOTAL		17
	Unit IV Evaluation of training		1
37	Issues for evalauation		1
38	Role of the training system with evaluators from other constituencies		1
39	Training and training system with evaluators from other constituencies		1
40	Training and system development goals and approaches		1
41	Tasks of the training sytem		1

42	The dynamics of developing training sytems		1
43	Training cventre and like institutions-characteristics,dilemmas		1
44	Consistent learning environment for participants		1
45	Institutional climate for trainers		1
46	Trainers language of resistance		1
47	Crises dilemmas and resolution in institution development		1
48	The training centre in its environment		1
49	Action research by trainers		1
50	Some questions for trainers to study		1
51	Trainers-Researchers		1
52	Cases		1
	TOTAL		14
	Unit –V training instruments		1
53	Exercises on self –Assessment		1
54	Self awareness questionnaires		1
55	Fundamental interpersonal relations orientation		1
56	Behaviour(FIRO_B)		2
57	Setting goals for sobordinates		1
58	Coaching ,counseling and mentoring		2
59	Empowering people through delegation		1
60	Working with teams		1
61	Creative problem solving		1
62	Cases		2
	TOTAL		15
	Total No Of Classes		71

Short Questions

Unit I:

1. Methods of training
2. Training strategy
3. Two dilemmas of development
4. Define culture
5. Counselling

Unit II:

1. Training schedules
2. Modular approach
3. Building in flexibility
4. Objectives of training and development

Unit III:

1. Training Methods
2. Learning on the job
3. training climate
4. Trainers role
5. Trainers style
6. Two faulty juxtapositions

Unit IV:

1. Trainers language of resistance
2. Learning environment?
3. Tasks of the training system
4. Institutional climate for trainers
5. Learning process

Unit V:

1. Creative problem solving
1. Mentoring
2. Empowering people.
3. costs in training
4. Training instrument

Essay Questions

Unit I:

1. Define Training .Explain the Scope & Importance of Training in today s' Business
1. Context
2. what are the seven system functions with candidate for training
3. Explain about the overview of training process?
4. Explain Training needs analysis and Elaborate Methods of Training?
5. Steps in programme design

Unit II:

1. Mention designing the Successive approximations along with necessary steps in Program design
2. Discuss about monitoring & improving training during the program
3. How a training schedule and timetable need to be drawn. What are the precautions to be taken in this regard.
4. What are the constraints in designing a training programme and how to overcome the same
5. How to compose the detailed program syllabus for a traning program.

Unit III:

1. Explain how Post training support in required for improving performance of an individual employee at work.
2. Define Training style? Explain Nine training requirement methods
3. How to choose most effective training methods. Substantiate your answers with suitable examples
4. What is post training support? And what kind of post training support has to be provided for improved performance at work
5. Explain about trainers and training styles?

Unit IV:

1. Discuss the role of the training system with respect to evaluators from other constituencies.
2. Explain why and how to evaluate a training programme.
3. Give necessary reasons to explain why Action Research is better Training technique
4. How an organization could create a consistent learning environment for the participants? What is trainer's role in this?
6. What are the issues for evaluation of training & role of training system with evaluators?

Unit V:

1. Define Mentoring? Discuss as how to empower people through delegation working with teams.
2. Explain Fundamental Interpersonal relations Orientation –Behavior (FIRO-B)
3. What is a training instrument? Explain the different exercises on self assessment.
4. How to set the goals for subordinates? Explain role of coaching in improving subordinates performance.
5. Explain about FIRO-B

Model Paper-1
Subject: Training and Development

Time: 3 Hours   **Max.Marks:60**

Section – A (Short Answer type questions)   (5X4=20 Marks)

- Answer all questions, each question carry equal marks

1. Training Strategy
2. Modular Approach
3. Learning Process
4. Creative Problem Solving

5. Two faulty juxtapositions

Section – B (Essay Type Questions)   **(5x8=40 Marks)**

- **Answer all the questions. Each question carries equal marks**

6. a) . Explain in brief Training Choices and their Dynamics

OR

b) Explain Training need analysis and Elaborate Methods of Training?

7. a Write short notes of the following a) Training strategy b) Establishing objective and preparing partners

OR

b) What is meant by Training Style? Briefly explain personal needs, power and

influence of Trainer?

8.a) Describe the need for evaluators and the issues of Evaluation in detail

OR

b) Define Training style? Explain Nine training requirement methods.

9.a) Discuss the role of the training system with respect to evaluators from other

constituencies.

OR

b) Give necessary reasons to explain why Action Research is better Training

Technique.

10.a) Define Mentoring? Discuss as how to empower people through delegation

working with teams.

OR

b) Describe the need for evaluators and the issues of Evaluation in detail

Model Paper-2

Subject: Training and Development

Time: 3 Hours   **Max.Marks:60**

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Section – A (Short Answer type questions)   (5X4=20 Marks)

- Answer all questions, each question carry equal marks

    1. Trainers style
    2. Learning Process
    3. Sensitivity training
    4. Training Centre in its Environment
    5. Mentoring

Section – B (Essay Type Questions)   **(5x8=40 Marks)**

- **Answer all the questions. Each question carries equal marks**

6.a) . Define Training .Explain the Scope & Importance of Training in today s' Business Context?

OR

b) what are the seven system functions with candidate for training

7.a) How a training schedule and timetable need to be drawn. What are the precautions to be taken in this regard?.

OR

b) What are the constraints in designing a training programme and how to overcome the same?

8. a) How to choose most effective training methods. Substantiate your answers with suitable examples?

OR

b)What is post training support? And what kind of post training support has to be

provided for improved performance at work?

9. a)Discuss the role of the training system with respect to evaluators from other

constituencies.?

OR

b)Explain why and how to evaluate a training programme.

10.a) Define Mentoring? Discuss as how to empower people through delegation working

with teams.

OR

b)Explain Fundamental Interpersonal relations Orientation –Behavior (FIRO-B

Pervious Question Papers

Subject Code: R12E21MB07

ANURAG GROUP OF INSTITUTIONS

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School of Business Management

II-M.B.A-I-Semester End Examinations, March - 2015

Subject: TRAING AND DEVELOPMENT \ **Time: 3 Hours Max.Marks:60**

Section – A (Short Answer type questions)   (10X2=20 Marks)

 Answer all questions, each question carry equal marks.

- **I SHORT ANSWERS:**   **10*2=20M**
 1. Training strategy.
 2. Monitoring.
3. Power & Influence.
 4. Crisis Dilemma.
5. Counseling & Mentoring.
 6. Two Dilemmas of development.
 7. Self assessment & Self awareness.
 8. Building in flexibility
 9. Trainers language of resistance.
10. Two faulty juxtapositions.

Section – B (Essay Type Questions)   **5x8=40 marks**

• Answer all the questions.

11. a) Discuss the methods of training. Explain its need analysis and action through culture. (or)

 b) What is individual motivation for training? Explain the system functions with candidates for training.

12. a) Describe about designing the programme – its steps and outlining program sequences and themes.

(or)

b) Explain about the training schedules and timetables and composing of detailed syllabus.

 13. a) Discuss about personal needs of trainers and training styles.

(or)

b) Explain about learning on the job and training requirement methods compared with objectives.

14. a) How the training center and its environment should be and the way the 'Action research' helps for better training?

(or)

b) How the training and training system development help the Godrej industries Ltd.,

15. a) Exercise Fundamental Interpersonal relationship oriented behavior (FIRO-B) and set goals for subordinate.

(or)

b) Empower people through delegation and work with teams for creative problem solving.

Subject Code: R12E21MB10

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School of Business Management

II-M.B.A-I-Semester End Examinations, March - 2014

Subject: Training and Development

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Time: 3 Hours   **Max.Marks:60**

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Section – A (Short Answer type questions)   (10X2=20 Marks)

- Answer all questions, each question carry equal mark

1. Training Strategy
2. Training Context
3. Modular Approach
4. Training Schedules
5. Learning Process
6. Trainer's Role
7. Creative Problem Solving
8. Training Centre in its Environment
9. Training system Development
10. Counseling

Section – B (Essay Type Questions)   **(5x8=40 Marks)**

- **Answer all the questions. Each question carries equal marks**

11. a) Define Training .Explain the Scope & Importance of Training in today s' Business context?

OR

b) Explain Training need analysis and Elaborate Methods of Training?

12. a) Mention designing the Successive approximations along with necessary steps in Program design?

OR

b) Discuss about monitoring & improving training during the program.

13. a) Explain how Post training support in required for improving performance of an individual employee at work.

OR

b) Define Training style? Explain Nine training requirement methods.

14. a) Discuss the role of the training system with respect to evaluators from other Constituencies.

OR

b) Give necessary reasons to explain why Action Research is better Training Technique.

15. a) Define Mentoring? Discuss as how to empower people through delegation working with teams.

OR

b) Explain Fundamental Interpersonal relations Orientation –Behavior (FIRO-B)

CASE STUDIES

Unit-I:

Siemens -Training and development as a strategy for growth

Introduction

Siemens is a leading technology business and one of the largest electrical and electronics engineering companies in the world. In the UK, it employs over 20,000 people and is in the top three electrical and electronics companies in the world. It has been a pioneer in innovation since 1843 when Siemens installed the first street light in Godalming, Surrey. In 2006, Siemens UK invested over £74.4 million on research and development. The company designs and manufactures products and services for both industrial customers and consumers. It operates in three main sectors:

• In industry, Siemens develops systems for transport, for example, London's traffic monitoring for its congestion charge scheme. It is also the second largest provider of trains for major UK rail companies like FirstGroup. Siemens also provides lighting and electrical systems for major construction projects.

• In energy, Siemens' work is wide-ranging. It makes systems for transmitting and distributing power for power companies including building power stations and wind farms. It also provides energy metering services, for example, water meters for businesses and consumers.

• In healthcare, it specialises in equipment to help medical diagnosis, such as MRI scanners and imaging technology. It also provides equipment for testing blood in laboratories.

Siemens' technology appears in every aspect of everyday life, for example:

• the electronic 'eye' (Hawk Eye) helps umpires in tennis and cricket matches

• 9 out of 10 cars contain Siemens products

• 20,000 domestic products like toasters are used in homes every day

• systems such as Pelican crossings keep people safe - car parking systems help guide traffic quickly to free spaces, keeping traffic moving and reducing pollution on the roads.

To keep its world-leading position and grow in a competitive environment, Siemens aims to deliver quality products and services. To do this, it needs people with first class levels of skill, knowledge and capability in engineering, IT and business. The size and varied nature of its business means that Siemens requires many different types of people to fill a wide range of roles across the company. These include skilled factory workers, trade apprenticeships, designers and managers. This case study explores how Siemens manages its ongoing need for skills through training and development.

Identifying training needs

For a business to be competitive, it is important that it has the right number of people with the right skills in the right jobs. Workforce planning enables Siemens to audit its current staff numbers and the skills it has in place as well as identify where it has skills gaps needed to meet its business objectives. For instance, Siemens is relocating its main plant in Lincoln to a bigger site outside the main city. This will require new skills for the work to be done there. A plan has been constructed to analyse which skills the company has and what training will be needed for staff to use the new technology in the new location.

Siemens needs new skills for many reasons:

• maintain competitive advantage, in ensuring Siemens has people with the right skills to develop new technologies and innovations

• ensure Siemens has a pipeline of talent and minimal knowledge gaps, for example, due to retirement

• fill a gap following the promotion of existing employees.

Siemens is a business focused on innovation. This means it needs to anticipate and respond to rapid changes in the external business environment. For example, climate change and the growing emphasis on its carbon footprint has massively increased Siemens focus on wind turbines and renewable energy sources to address this. Siemens needs to attract employees with the appropriate skills, either by recruiting people into the organization or by training existing employees to develop more skills. A recent example of opportunities is the forthcoming 2012 Olympic Games in London. Siemens helped advise the Olympic bid and has great opportunities in providing security, healthcare provisions, media and communications technology for the Games. If it wins the bid for these provisions it will need to ensure it has the right people to deliver results.

Training

Training involves teaching new skills or extending the skills employees already have. There are two forms of training.

As well as induction training, where new employees learn the basic information they need to begin working. Siemens has three main development programmes designed for 'Entry Level Talent' i.e. those beginning their career with Siemens after education.

Apprenticeships

Siemens offer a variety of technical apprenticeships, aimed at school leavers who want to 'earn as they learn'. Apprentices can join a variety of engineering/IT apprenticeships across a variety of locations in the UK, although the majority starts their working life from their home town working at their local Siemens site. Apprenticeship training is a combination of off-the job

college training and on-the-job work experience. Apprentices work to achieve their HND qualifications in their related field. Entry requirements vary depending on the programme, but fundamentally applicants require good communication skills and the ability to work in a team.

Siemens believes apprenticeships provide a clear route in developing staff for the future growth of the organization.

Paul Thomson started with Siemens in July 2002 as a trainee traffic signal engineer. His mentor ensured he acquired the skills he needed. Over three years, he received 'on the job' and educational training. He recently became a Traffic Design Engineer. Paul's view is that: 'the feeling of responsibility and trust of the company and fellow employees was amazing. The experiences I had and the new friends I made whilst training were excellent and I would recommend it to anyone!'

Siemens Commercial Academy

The Siemens Commercial Academy was launched in 2005 to further enhance the pipeline of financial and commercial capability within Siemens. The programme lasts four years and is regarded as an alternative to going directly to university. Aimed at students who have a keen interest in Business and Finance, the programme enables students to rotate around various finance and commercial placements including Accounting, HR, Procurement and Corporate areas. The trainees who join the programme split their time between studying towards an HND in Business with Finance and working at Siemens. Students study towards the degree at the European College of Business Management, as well as take part in personel development training such as communication and presentation skills. IT courses and German language training are also available.

Siemens Graduate Programmes

Siemens recruits graduates into three core areas of the business:

• Engineering – including electrical/electronic, mechanical/**mechatronic systems**, broadcast, process and manufacturing

• IT – covering research, development, design and consultancy

• Business – including finance, HR, sales, project and operational management.

All Siemens graduate recruits are treated as individuals. They enter the business with relevant skills, knowledge and experience and the potential to do many different roles. Each graduate has a discussion with his or her line manager when they start, to decide on their individual training and development plan.

Where appropriate Siemens supports graduates to gain further qualifications. These include ngaining chartered engineer status through institutions such as IET or IMechE. The typical graduate profile is varied.

Craig Finlayson graduated from the University of Paisley with a degree in Information Technology. He worked on the BBC account in London within the project finance team. He now works in Sales Support and Portfolio on various projects.

Anna Carder, HR Graduate, joined Siemens in 2006 from Aston University with a BSc in Managerial and Administrative Studies. Anna is currently in her third and final placement in the Recruitment & Sourcing team of Global Shared Services. She has previously worked in two other placements in Corporate Personnel where she worked as part of the Talent Management team followed by an HR operational placement within Siemens Traffic Controls in Poole. Siemens are currently supporting Anna in her studies for her CIPD qualification through distance learning.

Development

The costs of recruiting staff are high. It is far more cost effective to keep good staff. Siemens need well-trained employees with good key skills and capabilities, especially communication and team working skills. This gives Siemens a competitive advantage as employees will be more flexible, adaptable to change and be more creative and innovative. They do their jobs better and are able to develop into other roles in the future.

Siemens implemented the Siemens Graduate Development Programme in 2005, as a means of developing graduates with the essential skills set they need in their everyday role and to equip

them for a long-term career at Siemens. Every graduate that joins Siemens, regardless of role or location joins the 2 year programme. This consists of 9 modules including team working, customer focus, project management, communication skills, and business writing. The training is hosted at a number of Siemens sites, so graduates get exposure to different parts of Siemens, learn about the business, and network amongst the graduate population.

Chris Mason has worked for Siemens for 10 years and is a metering technician for Siemens Energy Services. He has benefited from Siemens training and enjoys working with new equipment and technology. He says, "You never know what to expect, who you'll meet or what you will have to deal with".

By improving the development opportunities, employees feel the company values them.

Gavin Leslie is a Contracts Supervisor for Siemens Traffic Controls. He says, "The most enjoyable part of the job is solving problems, no two faults are the same. So you almost need to be able to regularly train yourself. It is very satisfying sharing with my colleagues the new things I learn".

The motivation theories of Herzberg and Maslow show that staff work better when valued. This delivers long-term commitment and ensures benefits to the company.

Paul Smith is a lead engineer for Siemens Building Technologies. He plans work for himself and others to meet the needs of his customers. He says, My biggest challenge is making sure that my customers stay happy. Sometimes that's just by arriving on time, but mostly it's keeping clients informed and doing what we say we'll do. Siemens has always looked after me and boosted my confidence in what I do."

Evaluation of training and development

Well-trained employees provide a number of benefits that contribute to a business's competitive advantage.

To measure the effectiveness of its training and development, Siemens uses an appraisal system, known as a Performance Management process. Employees and their line managers agree objectives at the beginning of a placement and progress is then monitored formally and

informally throughout the placement. This helps to focus everyone on the developing needs of the business. Annually, the results form the basis of a staff dialogue where the employee's manager reviews the progress towards the objectives that have been set. Feedback is discussed with the employee and any development needs are captured in order to decide appropriate training. Together, new objectives for the following year ahead are set. In some instances, appraisals are linked to pay reviews. In these cases, pay rises depend on employees meeting or exceeding their objectives.

There are several benefits for Siemens in using appraisal. It can

• ensure that all training is being used well and for the best interests of the company

• keep all staff up-to-date in a fast changing business

• make sure that staff are well motivated

• get feedback from staff on changes

• make sure staff are involved in changes.

Conclusion

Training and development helps the growth of a business. Siemens has a clear focus on having a well-motivated and trained workforce. The company needs to have motivated and confident staff who have up-to-date skills in order to remain competitive. In addition, well-trained staff are an asset to the business and help to retain customers. Well-trained staff who remain with the business mean that customers enjoy continuity. This contributes to customer loyalty and leads to repeat business.

Staff who feel valued stay longer in a company. This means that Siemens' costs of recruitment can be reduced, resulting in cost savings across the organisation.

Questions

1. Identify four benefits to Siemens of its in-depth training and development of workers.

2. Explain how an appraisal system can help to motivate employees.

3. Using your understanding of the work of Herzberg, which motivators can you see in action at Siemens?

4. Analyse how Siemens uses training and development to ensure growth in its business.

Unit-II

Case : Where The Person Happened To Be Hard-Working In The Beginning But Turned Out To Be A Failure In The End.

Modern Industries Ltd. (MIL) In Bangalore Is An Automobile Ancillary Industry. It Has Turnover Of Rs. 100 Crores. It Employs Around 4,000 Persons.The Company Is Professionally Managed. The Management Team Is Headed By A Dynamic Managing Director. He Expects Performance Of High Order At Every Level. It Is More So At The Supervisory And Management Levels. Normally The People Of High Calibre Are Selected Through Open Advertisements To Meet The Human Resource Requirements At Higher Levels. However, Junior-Level Vacancies Are Filled Up By Different Types Of Trainees Who Undergo Training In The Company.

The Company Offers One-Year Training Scheme For Fresh Engineering Graduates. During The First Six Months Of The Training, The Trainees Are Exposed To Different Functional Areas Which Are Considered To Be The Core Training For This Category Of Trainees. By Then, The Trainees Are Identified For Placement Against The Available Or Projected Vacancies. Their Further Training In The Next Quarter Is Planned According To Individual Placement Requirements.

During The Last Quarter, The Training Will Be On-The Job. The Trainee Is Required To Perform The Jobs Expected Of Him After He Is Placed There. The Training Scheme Is Broadly Structured Mainly Keeping In Mind The Training Requirements Of Mechanical Engineering Graduates.

Mr. Rakesh Sharma Joined The Company In The Year 1983 After His B. Tech . Degree In Paint Technology From A Reputed Institute. He Was Taken As A Trainee Against A Projected Vacancy In The Paints Application Department In MIL, The Areas Of Interest For A Trainee In Paint Technology Are Few. Hence, Mr. Sharma's Core Training Was Planned For The First 3 Months Only. Thereafter, He Was Put For On-The-Job Training In The Paints Application

Department. He Took Interest And Showed Enthusiasm In His Work There. The Report From The Shop Manager Was Quite Satisfactory.

The Performance Of The Trainee Is Normally Reviewed Once At The End Of Every Quarter. The Training Manager Personally Talks To The Trainee About His Progress, Strengths And Shortcomings. At The End Of The Second Quarter, The Training Manager Called Mr. Sharma For His Performance Review. He Appreciated His Good Performance And Told Him To Keep It Up. A Month Later Mr. Sharma Met The Training Manager. He Requested That His Training Period Be Curtailed To 7 Months Only And To Absorb Him As An Engineer. He Argued That He Had Been Performing Like A Regular Employee In The Department For The Last One Quarter. As Such, There Was No Justification For Him To Be Put On Training Anymore. Further, He Indicated That By Doing So, He Could Be More Effective In The Department As A Regular Engineer. He Would Also Gain Seniority As Well As Some Monetary Benefits As The Trainees Were Eligible For A Stipend Only. The Regular Employees Were Eligible For Many Allowances Like Conveyance, Dearness, House Rent, Education, Etc. This Was A Substantial Amount As Compared To The Stipend Paid To A Trainee.

The Training Manager Turned Down His Request And Informed Him That It Was Not A Practice Of The Company To Do So. He Told Him That Any Good Performance Or Contribution Made By The Trainees During The Training Period Would Be Duly Rewarded At The Time Of Placement On Completion Of One Year Of Training. Further, He Told Him That It Would Set A Wrong Precedence. Quite Often, Some Trainees Were Put On The Job Much Earlier Than The Normal Period Of Three Quarters For Several Reasons.

Thereafter, Mr. Sharma's Behaviour In The Department Became Different. His Changed Attitude Did Not Receive Any Attention In The Initial Period. However, By The End Of The Third Quarter, His Behaviour Had Become Erratic And Unacceptable. When He Was Asked By The Department Manager To Attend To A Particular Task, He Replied That He Was Still On Training And Such Task Shouldn't Be Assigned To A Trainee. According To Him, Those Jobs Were Meant To Be Attended By Full-Time Employees And Not By Trainees.

The Paintshop Manager Complained To The Training Manager About Mr. Sharma's Behaviour And He Was Summoned By The Training Manager. During The Discussions, Mr. Sharma

Complained That While All The Remaining Trainees Were Having A Comfortable Time As Trainees, He Was The Only One Who Was Put To A Lot Of Stress And Strain; The Department Was Expecting Too Much Room Him. He Felt That He Should Be Duly Rewarded For Much Hardwork; Otherwise, It Was Not Appropriate To Expect Similar Work Output From Him. The Training Manager Tried To Convince Him Again That He Shouldn't Harp On Rewards As He Was A Trainee; His Sole Concern Should Be To Learn As Much As Possible And To Improve His Abilities. He Should Have A Long-Term Perspective Rather Than Such A Narrow-Minded Approach. He Also Informed Him That His Good Performance Would Be Taken Into Account When The Right Occasion Arose. He Warned Him That He Was Exhibiting Negative Attitude For Which He Would Be Viewed Seriously. His Demand For Earlier Placement Was Illogical And He Should Forget It As He Had Already Completed 8 Months And Had To Wait Only For 4 Months. He Advised Mr. Sharma That The Career Of An Individual Had To Be Seen On A Long-Time Perspective And That He Should Not Resort To Such Childish Behavior As It Would Affect His Own Career And Image In The Company.

Mr. Sharma Apparently Seemed To Have Been Convinced By The Assurance Given By The Training Manager And Remained Passive For Some Time. However, When The Feedback Was Sought After A Month, The Report Stated That He Had Become More Perverted. He Was Called Again For A Counseling Session and Was Given Two Weeks Time To Show Improvement. At The End Of Those Two Weeks, The Training Manager Met The Department Manager, To Have A Discussion About Mr. Sharma. It Was Found That There Was Absolutely No Reason For Mr. Sharma To Nurture A Grievance On Poor Rewards. It Was Decided That He Should Be Given A Warning Letter As Per The Practice Of The Company And, Accordingly, He Was Issued A Warning Letter.

This Further Aggravated The Situation Rather Than Bringing About Any Improvement. He Felt Offended And Retaliated By Thoroughly Disobeying Any Instruction Given To Him. This Deteriorated The Situation More And The Relationship Between The Manager Of The Department And The Trainee Was Seriously Affected

In Cases Of Rupture Of Relationship, Normally The Practice Was To Shift The Trainee From The Department Where He Was Not Getting Along Well So That He Would Be Tried In Some Other Department Where He Could Have Another Lease For Striking Better Rapport. But

Unfortunately, In The Case Of Mr. Sharma, There Was No Other Department To Which He Could Be Transferred, Since That Was The Only Department Where His Specialization Could Have Been Of Proper Use. By The Time He Completed His Training, He Turned Out To Be One Who Was Not At All Acceptable In The Department For Placement. His Behaviour And Involvement Were Lacking. In View Of This, The Department Manager Recommended That He Be Taken Out Of The Department. When Mr. Sharma Was Informed About It, He Was Thoroughly Depressed.

One Of The Primary Objectives Of The Training Department Is To Recruit Fresh Graduates Who Have Good Potential And Train Them To Be Effective Persons, In Different Departments. They Are Taken After A Rigorous Selection Process Which Includes A Written Test, A Preliminary And A Final Interview. During The Training Period, Their Aptitudes, Strengths And Weaknesses Are Identified. Their Placement In Departments Is Decided Primarily On The Basis Of Their Overall Effectiveness There.

Here Is A Case Where The Person Happened To Be Hard-Working In The Beginning But Turned Out To Be A Failure In The End.

The Training Manager Was Conscious Of This Serious Lapse And Was Not Inclined To Recommend His Termination. But At The Same Time It Was Difficult To Retain A Person Whose Track Record Was Not Satisfactory. He Still Felt That A Fresh Look Be Given Into This Case But He Was Unable To Find A Way Out. He Was Now Faced With The Dilemma Whether To Terminate Or Not To Terminate Mr. Rakesh Sharma.

Questions:
(A) Where Did The Things Go Wrong?

(B) What Options Are Open For The Training Manager Other Than Termination Of Mr. Sharma?
(C) How Could You Put Mr. Sharma Back On The Right Track?

Unit-III

Case – Measuring the ROI from Training – Beyond the Happy Sheet!

Introduction

This major organisation in the pharmaceutical industry has been running a one day management coaching workshop which has been attended by over 100 Key Account Managers (KAMs) over the past two years.

One of the challenges was the attendance of this workshop and taking KAMs off the road for a day who are under increasing pressure to achieve KPIs. It was therefore important to demonstrate the financial value and impact of this workshop to justify the benefits of attending not only to the KAMs but also to the business.

Our Involvement

We agreed to conduct a small feasibility study using our '*proof*' evaluation methodology on the workshop in order to give an indication of both the quantitative and qualitative returns which could be expected. This information would then allow them to make key decisions, based on the return on their investment, such as:

- Should they continue to run the workshop?

- Are the right people attending the training?

- What is the expected financial ROI and does it matter?

- How does the workshop add value to the business?

- What impact does it have on the people?

- Could the workshop be improved to deliver a greater return?

The '*proof*' process involved gathering key information including direct and indirect costs, efficiencies and hard and soft measures such as behavioural change from 3 key areas of the business:

Organisation: Establishing the business drivers for the workshop and how it aligned with the business plan and strategy.

Processes: Looking at the internal training processes from inception through to review and follow-up. What metrics were in place to measure the effectiveness of the training and also how the learning was embedded on an on-going basis.

People: What impact did the training have on behaviour, activity and subsequent results.

Impact/Results: As a consequence of conducting the feasibility study, gathering evidence and analysing the data we were able to demonstrate the following:

- A specific ROI figure and comparison against best practice so a judgement could be made regarding potential adaptions or changes in order to increase the ROI.

- A specific financial uplift in sales which had been achieved due to direct application of the sales process outlined in the workshop.

- The valuation of 'soft' factors, including optimism and confidence.

- Longitudinal factors were identified including those areas which would generate continuing ROI and those where the impacts would decrease over time.

- Specific examples of good practice so that these can be reinforced in future and applied to other courses.

- Specific improvement points which would generate increased ROI – these included the process of embedding learning and the quantity of materials delivered by the training company.

- Improvements in both the sales and training processes were suggested as a result of the feedback.

- 'Lessons learned' were fed back and compared against best practice

Unit-IV

Case :Training Effectiveness Evaluation Process

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:

Is the stand taken by the HR manager of not changing the policy is justified?

What would be your course of action had you been in the place of the HR manager?

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?

Unit-V

Case : Godrej Industries Ltd.

Introduction

In January 2002, Godrej Industries Ltd. (GIL) bought a 26% stake in "Personalitree Academy Ltd." Personalitree provided interactive soft skills training programmes online to corporates. Personalitree's training modules have since been a part of Godrej's training and development initiatives.

It all started in 1996 with the break-up of the joint venture between Godrej Soaps Ltd (GSL) and Proctor and Gamble (P&G). Post break-up, GSL was bereft of a distribution system and had to start from scratch. As part of the rebuilding exercise, GSL recruited about 250 new employees

who had to be aligned with its corporate culture. In 1997, GSL conducted a Total Quality Management (TQM) workshop for all its 5000 employees to help them connect to their job.

Parivartan2 was launched in September 2000 in GSL to train new as well as existing employees on various aspects of the business and to motivate them. In 2001, new initiatives like Young Entrepreneurs Board (YEB), Red and Blue Teams, Mentoring and Reverse Mentoring were introduced in the Godrej Group, (Godrej) to encourage the involvement of youth in strategic decision-making.

In early 2002, a need was felt among the top brass of Godrej to instil a performance- driven culture in the company. In addition to upgrading the talents of existing employees, Godrej had to train new recruits.

 Thus, Godrej developed a comprehensive and innovative training programme for management trainees and named it Godrej Accelerated Learning Leadership and Orientation Programme (GALLOP).

The objective of GALLOP was to develop a newcomer into a professional by giving him or her exposure to various departments and inculcate in him or her, a sense of belonging.

Later, in September 2002, GIL introduced Spark, a training programme for managers to help them become effective coaches. Towards the end of 2002, E-gyan was introduced in GIL to increase the learning potential of employees.

In January 2003, a special HR programme on honing the interpersonal and negotiation skills of officer- level employees was launched in GIL. Further, in October 2003, an English language training programme was held for floor workers of Godrej and Boyce Manufacturing Company Ltd (GBML), so that they could follow all instructions issued in that language independently.

Background Note

The Godrej story started in 1897, when Ardeshir Burjorji Godrej (Ardeshir) gave up his legal practice and started manufacturing locks in a small shed at Lalbaug near Mumbai. Thus was

GBML born. His brother, Phirozshah Godrej (Phirozshah), carried on the pioneering work and in 1905 GBML built its first safe, thus entering the security equipment business.

GBML expanded its range of products by manufacturing office equipment, typewriters, tool-room equipment, etc. In the early 1920s, GBML started making soaps from vegetable oils and incorporated GSL in 1928.

In 1958, GBML started manufacturing refrigerators, its first home appliance product. GSL ventured into animal feed in 1971 to help dairy and poultry farmers rear healthier livestock. Godrej Pacific commenced operations in 1982 as the Electronic Business Equipment (EBE) Division of GBML.

In 1985, GBML ventured into Computer Aided Designing services as part of its EBE division. In 1990, Godrej Properties & Investments Limited (GPIL) was incorporated to provide meticulously planned townships. In 1991, the Godrej group entered the processed food and edible oil segment by incorporating Godrej Foods Ltd (GFL).

The animal feed division was spun off into a distinctly focused animal- feed and agricultural input company in 1991-92 and was named Godrej Agrovet Limited (GAVL). In 1993, GBML entered into a joint venture with General Electric (GE), US and Godrej-GE Appliances was formed.

It went on to manufacture washing machines and air conditioners. GE exited from the joint venture in 2001 and the appliances business became a division of GBML. In 1993, Godrej entered into a manufacturing and marketing alliance with Proctor & Gamble (P&G). A new company P&G-Godrej Ltd, with each company holding 50%, was incorporated.

The entire distribution network of Godrej was transferred to this company and the joint venture was entrusted with the task of marketing both Godrej and P&G's toilet soap and detergents brands.

The EBE division was spun off into Geometric Software Solutions Ltd in 1994 to offer complete

solutions to customers. In 1994, Godrej ventured into the insecticide market through GSL, which bought 75% stake in Transelektra Domestic Products Pvt Ltd (TDPL), the manufacturer of the "Good Knight" brand.

In 1995, Godrej entered into a joint venture with the US multinational, Sara Lee and the new concern was called Godrej-Sara Lee. The venture was the world's largest manufacturer of mosquito repellents. In August 1996, P&G-Godrej Ltd, terminated the arrangement and Godrej re-took charge of marketing its soap & detergent brands but without a distribution network of its own.

In 1999, GSL sold 22.5 per cent of its shareholding in Godrej-Sara Lee to the group holding company GBML for Rs 994.7 million. Godrej Infotech Ltd was incorporated in 1999 to offer software solutions. In March 2001, GSL got de-merged and its consumer products division came to be known as Godrej Consumer Products Ltd (GCPL)...

Total Quality Management (TQM) Workshops

Godrej started total quality management (TQM) workshops in 1995, to inculcate a `positive work culture' in the company. In 1997, all the 5,000 employees of GSL were put through a three-day workshop as part of the "visioning" session of TQM...

'Parivartan'

In 2000, 'Parivartan' was launched in GSL with the objective of motivating employees as well as imparting knowledge about the sales functions of GSL. A team of 18 senior executives from all divisions spanning sales, logistics and HR were called on to provide necessary inputs...

Economic Value Added (EVA) Training

In 2001, Godrej introduced Economic Value Added (EVA) in all its group companies. An extensive training program was undertaken for various managerial and officer levels. Over 500 employees were trained to manage EVA by making appropriate decisions involving investments and/or trade-offs between the income statement and the balance sheet. This training programme

was conducted by Stern Stewart, New York based management consultancy who had pioneered the concept of EVA...

GALLOP

GALLOP was instituted in early 2002 as a structured and organised induction-training programme at Godrej. GALLOP aimed at nurturing the new recruits into leaders and dynamic performers through this one-year programme. The programme started with an induction speech by the chairman, followed by the speeches by the CEOs of all the group companies.

The trainees were rotated in four departments other than their primary department including a compulsory sales stint. This mandatory rotation in sales enabled the trainees to get a hands-on experience in understanding the market...

Spark

The objective of the Spark programme, initiated by GIL in September 2002, was to "train the trainers". The training programme was aimed at equipping the managers to become successful coaches. GIL, in association with a Delhi-based HR consultant, conducted a host of workshops to enable the managers assume the role of a coach...

E-Gyan

E-Gyan was the e-learning initiative of GIL launched in the second half of 2002. It was an attempt to move away from traditional training methods of workshops and help sharpen the intellect of the employees by self- learning initiatives. Initially, Satyam Education Services Ltd was the content provider and rendered the entire gamut of learning resources through its e-learning portal -learnatsatyam.com. Internal communication measures like 'enrolment on a first-come-first-serve basis' and 'be the first e-gyanee' were circulated...

Criticisms

One criticism against the training and development programs at Godrej was that there were no measurement techniques to judge the effectiveness of the programs. For example, no specific

measures were developed to determine the extent to which the interpersonal and negotiation skills training aided the employees to develop a more robust business concept...