EASTERN UNIVERSITY, SRI LANKA

FACULTY OF COMMERCE AND MANAGEMENT

Third Year Second Semester Examination in Bachelor of Business Administration
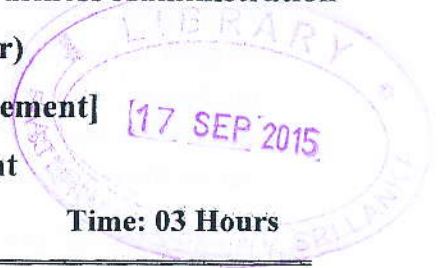
2012/2013 (July /August 2015) (Proper)

[Specialization in Human Resource Management]

HRM 3053 Training and Development

Answer all questions   Time: 03 Hours

Q1.   **Read the case study and answer the questions**

A System's Migration to New Skills

Background Information

Looking across the rows of men suits, Bob Williamson spots Pat Dekkar working with one of his employees, a sales associate. They are trying to complete a sales transaction on the new WIZARD information system. Bob watches as Pat again mistakes his way through another transaction. Almost instinctively, he rolls his eyes and shakes his head.

Bob Williamson manages the Men's Furnishing Group for the Northridge Mall store of the Dukes and Noble Department store chain. As one of the younger Group manager. Bob has charge of over 20 full-time and part-time sales and service representatives in four units: suits and outerwear, leisure clothes, shoes, and accessories. Bob has been with Dukes and Noble since joining their Management Associates Development Program after graduating from college. Pat Dekkar is about 15 years older than Bob, with about that many more years' experience in the retail trade. Pat Began his career in a floor sales position and, after years of hard work, was promoted to supervise the Leisure Clothes Unit.

Beginning about six month ago, Dukes and Noble began a "System migration" (as the Data Processing staff called it) of replacing the somewhat old-fashioned computer and information processing system with one that was more modernized. Under the new, integrated system, all the retail functions – Inventory, Sales and Customer Tracking, Returns and Adjustments, Accounting and Profitability Calculation –would be joined together and operated out of the same data base. Further, all stores would be linked together, giving headquarters better ongoing control of the company as a whole and of stores and departments in particular.

As a result of this "migration," virtually every job in the company was changed in some way. The jobs of the sales associates changed most: virtually every product, customer, or financial transaction was to be done differently. While the complexity of any one task might be small, the combined weight all the changes resulted in major learning stress on employees. They had to learn how to operate the system, access it, complete all transactions through it, and make any needed corrections directly on the point of sale terminal-all while the customer waited across the counter.

As the kick-off date for the conversion to the new system neared, all employees were brought in for a comprehensive four-day training program. Managers and supervisors were trained first so that they could serve as aides and coaches to the other employees once the WIZARD was operational. Bob and Pat attended one of the early programs together.

Bop was impressed by how much the program covered. The trainers went through every conceivable transaction and procedure, demonstrating and explaining them. Each participant in the class was able to practice some of the procedures on the demo terminal. The notebook provided in the program was reasonably through, even if it was poorly organized.

As was characteristic, Pat Dekkar approached the training with delight and enthusiasm. Pat had never worked much with computers before, and his anxiety about learning how to use the system was more than offset by his strong motivation to learn. Bop was particularly pleased with this matter because he was concerned that Pat's strong "people orientation" might not have a corresponding "technical" aptitude.

It has now been more than a month since the new system started up. All the associates in the store completed the system training shortly before the conversion date and by now, most are operating fairly well with it.

Indeed, that's what is so troubling to Bop. In spite of the training and the time on the system, Pat just hasn't made satisfactory progress mastering it. Bop sees Pat's problems in various ways, like the instance he has just witnessed. There was Pat, working with one of his sales associates, trying to complete a distinct, but not that unusual, procedure. It was clear that the associate actually could complete the procedure better than Pat. Pat was following a trial-and-error process of running through different key combinations to see if any worked. The customer was growing annoyed.

Bop thought about other instances. For example, Pat had asked Bop about how to complete the same procedure on four different occasions in the course of a ten-day period. At times, Bop would watch Pat refer a customer to another sales station or have the customer wait while he asked another associate to process a

complicated transaction. At one point, Bop asked Pat to check his manual, but Pat could only say it didn't help him that much, and besides, he wasn't sure where he had left it.

On top of it all, Bop is now sensing that Pat is becoming more frustrated and stressed by the situation. He now thinks that Pat trying to hide from Bop his discomfort with the system. In a way, this is Pat's method of signaling to Bop that Pat's knowledge of the new system cannot be discussed.

Bop wonders how much longer he can go without taking action. Already, there are some grumblings from the other associates that Pat cannot be counted on to help them with their problems. Bop has noticed Pat's unease with the process in putting some additional burdens on the other employees, as well as the customers. Bop knows that Pat is smart enough to learn this material, but cannot understand why it is so difficult. Bop wants to help but also feels that Pat needs to show some progress-and fairly soon- or else Bop may be forced to take some actions he would rather not take.

Answer the following questions:

i) Is there a training problem? Describe.

(07 Marks)

ii) Briefly explain what can Bop do to assist Pat in completing the learning process?

(07 Marks)

iii) What should Bop expect of Pat's performance in conducting and completing his own learning?

(07 Marks)

iv) How should Bop respond to Pat in the next few weeks?

(07 Marks)

(Total 28 Marks)

Q2. **i)** Define the term "Training" and briefly explain the purposes of the training programme.

(06 Marks)

ii) "Organizational climate will foster the continuous training and development in the organization". Explain the characteristics of the organizational climate with appropriate examples.

(06 Marks)

iii) Briefly elaborate the components of the training programme with examples.

(06 Marks)

(Total 18 Marks)

Q3. **i)** Briefly elaborate the objectives of the Development Programme and why the organization need the development for their potential managers.

(06 Marks)

ii) "Non-formal development makes life-long education a way of life for employees". Enlighten about two Non-formal development methods with its advantages.

(06 Marks)

iii) "All learning takes place within the brain, and as the understanding of the underlying structures and processes of the brain increases people begin to apply that knowledge to improve their construction of learning environments". Briefly elaborate one of the learning theories with its principles.

(06 Marks)

(Total 18 Marks)

Q4. **i)** "Needs identification provides an opportunity to consult with a variety of employees in the organization". Briefly elaborate the methods for identification of training and development need with examples.

(08 Marks)

ii) "Success of a training programme will depend on the system choose to deliver the things". Do you agree? Discuss.

(06 Marks)

iii) Briefly detail the reasons of why most managers are not engaging their employees into the training programme.

(04 Marks)

(Total 18 Marks)

Q5. **i)** Briefly elaborate the process of designing the training and development programme.

(08 Marks)

ii) "Training and development programmes can be much enhanced by the use of audio-visual aids". Discuss about two visuals aids used on training programme.

(06 Marks)

iii) "Formative evaluation is more useful than the summative evaluation". Justify your answer.

(04 Marks)

(Total 18 Marks)