

EASTERN UNIVERSITY, SRI LANKA  
FACULTY OF COMMERCE AND MANAGEMENT

Third Year Second Semester Examination in Bachelor of Business Administration -

2011/2012 (August / September 2014) (Proper)

[Specialization in Human Resource Management]

HRM 3053 Training and Development

Answer all questions

Time: 03 Hours

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Q1. Read the Case study and answer the questions given below.

**Kodak gets the Picture in the Executive Education**

Eastman Kodak is changing dramatically to compete in the world of new technologies, emerging markets, and global customers. As a result, Kodak's efforts in executive education have pushed the limits to create innovative "Learning Events" for senior management. According to Jube Delaho, Kodak's director of executive education and development, these learning events are designed to be as dynamic and future-oriented as the company's business environment.

In the past, the highly successful Kodak was a citadel of stability. It enjoyed market dominance, worldwide brand recognition, extraordinary customer loyalty, and enviable profits. Understandably few workers (or managers) wanted to do anything to upset the status quo as most of them looked forward to a lifetime of employment and security.

Then things changed. The company restructured in order to go head-to-head with competitors in a much tougher digital market place and, in the process; there has been one third reduction in executive positions. These events have been driven by a complacency far from the environment of Rochester, New York, Kodak's head quarters city. "Agility" has replaced "stability" as the watch word of the future.

**Executive Education**

As a consequence of Kodak's transformation not to mention the personnel changes – the majority of senior managers have been in their positions for less than three years. Executive education is reviewed as a critical tool for improving the managerial ranks.

But Jube Delaho believed that the development programmes needed to be active, innovative and future oriented as a company. Off the self materials were out, as were case studies, lectures, and other passive learning approaches. A new approach meant inventing from scratch, letting go out of control, and taking monumental risks. Skills in anticipating the business, pushing the culture, and networking were demanded. Jube Delaho wanted executive education to optimize opportunities to think collectively and to experiment and explore implications as a team. These objectives led to the creation of their new programmes for the senior management team.

**a. The Kodak Prosperity Game**

This programme was developed in partnership with the prosperity institute and was conducted in June 1996 using staff drawn from industries and academia, focusing on the imaginary industry. Then programme innovatively teamed fifty Kodak executives with twenty-five peer executives from other companies. These “reality – based” teams worked on meaningful, implementable strategies, alliance and deals.

**b. The Digital Executive**

The programme was held in October 1996. Its framework was a “Scavenger Hunt” exploring Kodak’s digital present and future. Using digital products and the internet, special teams researched digital competitors and interact with a consumer focus group via video conferencing. One innovative feature of this programme was the upward mentoring of the participants by technology “Whiz Kids”.

**c. The Future of the Company**

This was a two-part programme, developed in partnership with the global business network and focused on learning about possible futures for the industry and the company. Part I was a two way “conversation” about Kodak and its environment in the year 2007.

Industry scenarios for growth were developed in small team discussions involving Kodak executives and customers, alliance partners and futurists.

The resulting scenarios launched part II, in which the participants involve in a group activity. The outcomes were set of new ideas and potential strategies for the Kodak businesses.

It is difficult at this point to quantify the results of these new programme in concrete terms, but there have been observable behavior changes and changes in the focus of executives were energize by working together on issues and rated the programmes as valuable for achieves future growth and increasing market share.

**Questions:**

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- i) What can you tell about how Kodak did need assessment for executive education?  

**(05 Marks)**
  - ii) What recommendations will you give to Jube Delaho to improve the analysis?  

**(05 Marks)**
  - iii) Do you believe that the company's profitability should be used as a criterion? Explain.  

**(05 Marks)**
  - iv) How would you go about evaluate the effectiveness of these educational experiences?  

**(05 Marks)**
  - v) From what you read, what principles of learning you believe are imbedded in the three new programmes?  

**(08 Marks)**
- (Total 28 Marks)**

**Q2. i)** Define the term “Training” and briefly explain the aims of the training programme.

**(06 Marks)**

**ii)** “Training may be organization specific as well as general, depending on needs of the organization, job and the employees”. Explain the types / content of training with appropriate examples.

**(06 Marks)**

**iii)** What did you mean by “Management Development” and discuss the importance of development of management in an organization.

**(06 Marks)**

**(Total 18 Marks)**

**Q3. i)** “Trainers work from learning goals to design a training system that learners and trainers can implement to meet the learning goals”. Briefly elaborate how an organization will design a training programme effectively.

**(06 Marks)**

**ii)** What did you meant by “Learning” and explain Kolb's Learning Cycle with appropriate example.

**(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". Elaborate the training and development need identification process 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 detailed the advantages of designing and conducting a training and development programme.

**(04 Marks)**

**(Total 18 Marks)**

Q5. i) "Through the evaluation an organization can identify the drawbacks and unintended outcomes and is helpful in revising the plan and structure of training and development programmes to suit the needs of the situation". Explain Raab's classification of evaluation with examples.

**(06 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) "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)**

**(Total 18 Marks)**