

Q.P. code 35797
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ANSWER KEY SET B TRAINING AND DEVELOPMENT

A.1 A) FILL IN THE BLANKS. (ANY EIGHT)

1 MARKS EACH

1. Training
2. Questionnaire
3. Positive
4. Action
5. HPI
6. Exploratory
7. Job rotation
8. Observation
9. Effectiveness
10. Checklist

B) TRUE OR FALSE.(ANY SEVEN)

1 MARKS EACH

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. True
9. False
10. True

A.2) The **training** in this area aims at teaching the employees the physical acts or actions like operating a machine, working with a computer, using mathematical tools to take decisions, etc. It is somewhat like induction **training**. Social Skills: The **training** in this area is broader in **scope** embracing many aspects.

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Hesseling defined Training as “a sequence of experiences or opportunities designed to modify behaviour in order to attain a stated objective”.(any definition will do)

Scope of Training :

- 1) Organises Training Activities
- 2) Increases Productivity
- 3) Cost Effective
- 4) Improves Quality
- 5) Updated Knowledge
- 6) Globalisation

Importance of Training:

- 1) Helps in addressing employee weaknesses
- 2) Improvement in workers performance
- 3) Consistency in duty Performance
- 4) Ensuring worker satisfaction
- 5) Increased Productivity
- 6) Improved quality of services & products
- 7) Reduced Cost
- 8) Reduction in the need for supervision

OR

Criteria ,designing and implementation of Training programme:

Step 1: Define purpose of training and target audience • Be clear about what your training needs hopes to accomplish; prioritize • Be clear who your target audience will be.

Step 2: Determine Participants' needs The more accurately you know the needs of your participants the better your training design will be. Find out their needs and expectation by: • Get participants to complete a brief, written survey • Survey a random sample of participants by phone to collect more detailed information. Ask them: - current roles and responsibilities -

previous training on this topic - reasons for attendance - specific needs and expectation of event •
Review past evaluation and feedback forms

Step 3: Define training objectives Clearly defined objective provide criteria for: y Clarifying expect outcomes y Outlining training content y Planning specific training activities y Selecting/developing material y Designing evaluation procedures y Communicating program intent to participants & others y Ensuring training is realistic and appropriate

Step 4: Outline training content Wrap-up and evaluation component: Here 'pull it all together'. Highlight essential learnings; summarize central concepts and themes; describe next steps. Open up for questions, concerns, feedback. Trainings gave 3 components: an introduction; a learning component and a wrap-up and evaluation component. Learning component: Concepts and ideas taught and explored; skills demonstrated, practiced and discussed. Activities should actively involve participants in acquiring knowledge or practicing skills. Introduction: Establish a positive learning environment; stimulate interest; reduce anxiety and build bonds. Include some content into introductory activities.

Step 5: Develop instructional activities • Organize activities so that outcomes identified are achieved. Activities should have an introduction, a main segment and a wrap-up segment. • Select training strategies that meet objectives, e.g., skill development is best achieved through modeling, practice and feedback while information is achieved through discussion and collaborative group work. • Effective training design takes into account principles of adult learning; group size; participant learning style; prior experience/education level of participants, type of skill or information to be presented, and so on. 5 Strategies that promote active learning include brainstorming, games, mini-lectures, small work groups, simulations, role-playing, case studies, etc. 5 Remember you need to develop resource materials, e.g., handouts, case studies,, questionnaires, etc.

Step 6: Prepare the written training design • Write a detailed plan of the training session, including goals and objectives; the sequence of specific learning activities and time allotted to each; directions and key points to cover for each activity, and the trainer who will be responsible for the activity. • Consider the skill, expertise, training style, and comfort level of each trainer and who will lead in 'fleshing out' different sections.

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Step 7: Prepare participant evaluation form Evaluation determines if the training has achieved its objectives and to identify what needs to be improved. The evaluation form should ask the following: y Did participants acquire the skills and knowledge they were supposed to? y Were the trainers competent? y Were the activities interesting and effective? y Was the training format appropriate? y Was the training on this topic adequate?

Step 8: Determine follow-up activities for the event Follow-up activities provide continued support and feedback. Prepare follow-up activities as you develop your training design and these activities should make participants reflect on what they have learned and the process of implementation. Some activities include: y Newsletters and website postings y Peer observation and coaching y Mentoring y Study groups y Ongoing communication between participants and trainees

T-Group Therapy or Sensitivity Training is a psychological technique in which group discussions are used to help group members increase awareness in themselves and others. The leader of the T-Group is an individual who ensures that the environment is safe and secure for participants being that they should feel comfortable coming to the group and expressing their feelings with others. The discussions during training are brought up by members of the group and leaders will encourage individual thinking throughout the sessions. Sensitivity training increases individuality and interpersonal communication. This is a method that branched from psychotherapy and can be used toward many social problems to initiate trust and communication between members. Each group has its own goal and progress speed. The members who are attending the group will all benefit from self expression and interaction with others. The goal of T-group is to initiate social interaction, individuality and confidence in expression. The leader does not decide upon the topic of conversation. Since the members choose what is going to be talked about they will participate more and express feelings that pertain to the therapy matter. As sessions go on each member of the group will gain self awareness. They will learn from the other members who also express their feelings toward the subject matter. If controversy is present within the group this will only increase the social interaction and allow members to gain more self awareness.

A.3) OD is the practice of planned, systemic change in the beliefs, attitudes and values of employees for individual and company growth. ... 2) Increased Communication – One of the key advantages to OD is increased communication, feedback and interaction within the organization.

Organisational development is a technique used for bringing change in the entire aspect of the organisation, rather than focusing attention on the individuals, so that change is readily absorbed.

According to French and Bell, “Organisational development is a long range effort to improve an organisation’s problem- solving and renewal processes, particularly, through a more effective and collaborative management of organisation culture with special emphasis on the culture of formal work teams with the assistance of a change agent or catalyst and the use of the theory and technology of applied behaviour science, including action research.”

According to Burke, “Organisational development is a planned process of change in an organisation’s culture through the utilization of behavioural science technology, research and theory.”

Need and importance of OD:

Organisational development is a dynamic technique. It uses the behavioural science knowledge to assist the organisations in adjusting easily to the changes. Every organisation has a need to remain viable and to survive in the world of change. OD has grown rapidly in response to this need of the organisations. For this purpose it uses the systems approach.

There are two important factors which cause the use of OD for the purpose of implementing planned change:

(i) Training for Change:

Employees need training to adjust with the changes. Training for change does not work properly only through reward structure on the job. There should be a proper change in the environment of the organisation in which people work, to make the training work proper. Thus, the basic objective of OD is to bring about change in the organisational structure so that it supports training.

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(ii) To Help in Making the Organisational Culture More Responsive:

In a dynamic environment, changes take place very rapidly. This requires a highly receptive and effective organisation so that changes are implemented and absorbed to make organisations survive and grow. OD can help a lot in this direction. OD reaches into all aspects of organisation culture in order to make it more responsive.

OD interventions have high probability of success in bringing positive change in the organization. The following areas need to be focused:

- Human Resources
- Workplace culture & Climate
- Global Market Dimensions
- Accelerate pace of Change
- Creates Awareness
- Create Supportive values
- Increase Knowledge & Skills
- Encourage people to solve problems.

Importance:

- OD is very important in order to expand the productivity of the firm.
- It facilitates a change (for the better) in the organization by helping to analyze various problematic situations and finding efficient solutions.
- It is an important tool that drives corporate growth. This is achieved through the different phases of OD that help increase consumer demand, product quality, operation expansion, efficient use of company resources, etc.
- OD incorporates several new techniques for improvement, some of them which include development of technology, establishment of quality control, implementation of detailed plans, competitive analysis, extensive research of the target market, etc.

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For following reasons OD is important:

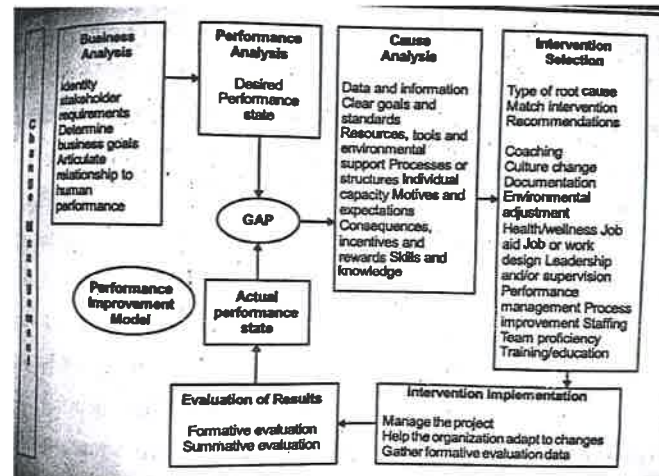
- Organisational Change
- Growth
- Work Processes
- Product Innovation
- Developing Contractual relationships
- Acceptance of Change Culture
- Organisation Self Renewal
- Increased Motivation

OR

Human Performance Improvement: Human performance improvement (HPI) is a practice that focuses on identifying root causes of **performance** issues, which may go beyond a lack of skills and knowledge. The **performance** consultant makes recommendations on solutions that address issues with the goal of continually **improving performance**.

- Process/Steps
 1. Business analysis
 2. Performance analysis
 3. Data collection
 4. Cause analysis
 5. Intervention selection
 6. Intervention implementation
 7. Evaluation.

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HPI diagram

A.4) **Management development** is the overall concept that describes the many ways in which organizations help employees **develop** their personal and organizational skills, either as **managers** in a **management** job or with an eventual **management** job in mind. MDP is a dynamic systemwide training **program** that's designed to enhance and strengthen your leadership capabilities in the UC core competencies and ensure you have the skills, knowledge and resources to effectively lead, engage, and **develop** your team.

PROCESS OF MDP:

- (i) Looking at organisational Objectives—The first step in management development programme is to identify the organisation's objectives. The objectives tell "Where we are going" and will develop a framework from which the executive needs can be determined.
- (ii) Ascertaining Development Needs—Next step is ascertaining development needs which requires forecast its needs for present and future growth. This is based upon a comprehensive job analysis with particular reference to the kind of management work performed, the kind of executives needed and the kind of education, experience, Training, special knowledge, skills personal traits, etc, required for such work.
- (iii) Appraisal of present Management talents—Appraisal of present management talent is made with a view to determining qualitatively the type of personnel available

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within an organisation itself. The performance of a management individual is compared with the standard expected of him. His personal traits are also analysed so that a value judgment may be made of his potential for advancement.

(iv) Management power Inventory—Now a management power inventory is prepared for the purpose of getting complete information about each management individual's bio-data and educational qualifications the results of tests and performance appraisal. From these it can be known that several capable executives are available for training for higher positions. An analysis of the information will bring to the attention of the management the potential obsolescence of some of the present executives, the inexperience or shortage of managers in certain functions and skill deficiencies relative to the future needs of the organisation.

(v) Individual Development Programme—The planning of individual development programmes is undertaken to meet the needs of different individuals, keeping in view the differences in the attitudes and behaviour, and in their physical, intellectual and emotional qualities. The weak and strong points of an individual are known from his performance appraisal reports and on this basis, training programmes are framed and launched.

(vi) Establishment of training and Development Programmes—This job is done by the personnel department. A comprehensive and well-conceived programme is prepared, containing concentrated brief courses in different fields viz. human relations, decision making, leadership etc.

(vii) Evaluating Development Programmes—Evaluation of training is any attempt to obtain information (feedback) on the effects of a training programme and assess the value of training. The most important means of evaluating development programmes are observation, ratings, trainee surveys, trainee interview sets.

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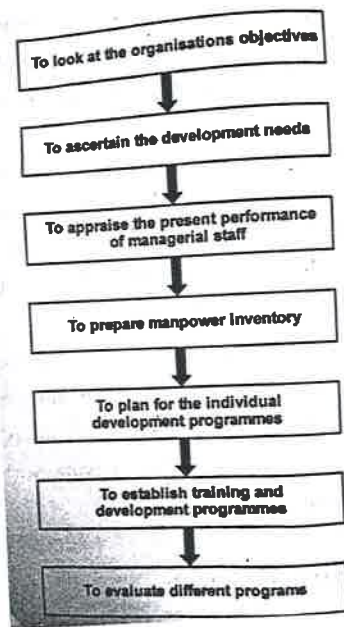


Diagram: process/steps of MDP

OR

Importance & Evaluation of MDP :

The Importance of Management Development. Management development is important to businesses who want to take a proactive approach to growth. Training opportunities increase employee retention and motivate employees, resulting in a knowledge and driven workforce. According to Edwin Flippo, "No organisation has a choice of whether to develop employees or not, the only choice is that of method." The need for management development is well accepted in the present business, which is fast changing due to technological and social developments.

Following points stresses the importance of MDP :

- Competition for talent that is capable of development
- The continuous growth & development of business
- Increasing complexity of business

- Probable, continued, unsettled, political, & social conditions-Both domestic and foreign that adds to the demands of the managers
- The need to press for continually improving performance despite these complicating factors.
- The need to compress the time taken for the managers to become fully competent

Evaluation :

- MDP should be evaluated in order to find out whether the objectives are achieved or not.
- Management should delegate the responsibility of evaluation to senior manager in HRD department.
- The evaluation specialist should be clear of the objectives and goals.
- The areas of evaluation include different managerial skills, knowledge, technical skills and conceptual skills.
- Evaluation can be conducted regarding the training methodology, input/output/content, Infrastructure and physical facilities, training aids etc.

A.5)

a) Talent management:

Talent management is the science of using strategic human resource planning to improve business value and to make it possible for companies and organizations to reach their goals. Everything done to recruit, retain, develop, reward and make people perform forms a part of talent management as well as strategic workforce planning. A talent-management strategy should link to business strategy to function more appropriately.

Talent management is an organization's commitment to recruit, hire, retain, and develop the most talented and superior employees available. Talent management is a business strategy that organizations hope will enable them to retain their top most talented and skilled employees. Just like employee involvement or employee recognition, it is the stated business strategy that will ensure the attraction of top talent in competition with other employers.

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Four categories :

- Stars
- Lone wolves'
- Corporate citizens
- Apathetic employees

You can include the following systems when you approach talent management as your overall business strategy to recruit and retain talented employees.

- Recruitment planning meeting
- Job description development
- Job post writing and recruiting location placement for the posting
- Application materials review
- Phone or online screening interview
- In-house interviews that can involve multiple meetings with many of your current employees
- Credential review and background checking
- Making the job offer to the selected person
- Agreeing on the amount of the offer
- Employee starting day and onboarding process
- New employee welcome information and introductions
- On-the-job training
- Goal setting and feedback
- Coaching and relationship building by the manager

b) Assessment centres: An **assessment centre** is any combination of more than one objective selection technique used to measure suitability for a job. It usually involves attending a venue along with other candidates for a day or a half day. **Assessment centres** use a combination of objective selection methods to measure suitability for a job. The term '**Assessment Centre**' can be defined as:

‘A method for assessing aptitude and performance; applied to a group of participants by trained assessors using various aptitude diagnostic processes in order to obtain information about applicants' abilities or development potential.’

As you can see, this does not refer to a location, but to a process that is being increasingly used by organisations to assess staff, either as part of the recruitment process or for internal development and promotion. The ‘Aptitude Diagnostic processes’ referred to in this definition are the exercises and tests that you will undertake during your assessment centre.

The assessment centre focuses on a set of varied exercises, which are designed to simulate different aspects of the work environment. These **assessment centre exercises** assess how closely your behaviours, that are required for the role, match.

c) Knowledge management:

Introduction for Knowledge Management, Definition.

- KM Consists of following stages.
- 1. Information technology.
- 2. HR and corporate culture.
- 3. Taxonomy and content management

d) Future of Talent management: The **Future of Talent Institute** is a consortium of organizations and individuals who explore emerging issues in **talent management**, staffing, recruiting, employee **development**, retention and leadership **development**.

Talent management just isn't what it used to be. Thanks to smartphones, job sites like Indeed, and of course LinkedIn, the way we source and manage fresh talent has undergone some radical changes over the past decade. The talent pool is getting larger as the internet removes borders and the amount of data we have on potential new recruits is incredible. However, as technology continues to progress, especially in the areas of data analytics and artificial intelligence, some people are left wondering if the need for talent managers is going to enter a sharp decline.

In the future most people's work will be documented online. This will create a super competitive market for attracting top talent because of the increased transparency. Companies will know who the top performers are, and employees will know which companies offer the best opportunities. Because of this increase in competition, organizations will need to build a culture that helps employees grow and meet their professional goals. When employees feel their work is recognized and given the training and tools they need to grow, they will be more likely to perform well and stick with the company longer."

- e) **Behaviourally Anchored Rating Scales:** BARS are normally presented vertically with **scale** points ranging from five to nine. It is an appraisal method that aims to combine the benefits of narratives, critical incidents, and quantified **ratings** by anchoring a quantified **scale** with specific narrative examples of good, moderate, and poor performance.

Behaviorally Anchored Rating Scale (BARS) is a scale used to rate the performance of employees. It is an appraisal mechanism that seeks to combine the benefits of narratives, critical incidents and quantified ratings by anchoring a quantified scale with specific narratives of performance ranging from good, satisfactory and poor performance.

BARS is designed to bring the benefits of both quantitative and qualitative data to employee appraisal process.

It compares an individual's performance against specific examples of behavior that are tied to numerical ratings of 5 to 9. BARS is usually represented as a vertical rating graph.

These behavioral anchor points are collected using Critical Incident Techniques (CIT), which are procedures used for documenting human behavior that are of significance in a particular arena.

Steps in BARS:

- Write critical incidents (CIT): Ask Jobholders or supervisors to describe behavior (critical incidents) that have a significant impact on the performance.

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- **Develop performance dimensions:** It involves grouping the behaviors in different dimension sets, then define each dimension.
- **Recheck:** It refers to verifying these groupings by a different group of jobholders and supervisors.
- **Scale the critical incidents:** This second group then rates how effective or ineffectively these behaviors affect the performance on a scale.
- **Develop a final instrument:** About 7-8 of these dimensions are chosen as behavioral anchors.

Advantages of BARS:

- **Consistency:** They are reliable as the appraisals remains the same even when different raters rate them.
- **Clear standards:** The critical incidents clearly list the behaviors upon which an employee is appraised.
- **Accuracy:** The incidents are described by jobholders and supervisors, who know and do the job. This leads to accuracy in the appraisal method. Thereby increasing the reliability.
- **Independent dimensions:** Clustering different behaviors into 7-8 dimensions help to make the performance dimension more independent of one another.
- **Feedback:** The clear listing of critical incidents, based on which an employee is appraised, makes it easier to explain the ratings.