UNIVERSITY OF PETROLEUM & ENERGY STUDIES
End Semester Examination – Dec , 2021

Program: MBA Core HR   **Semester   :   III**
Subject/Course: Training & Development   **Max. Marks: 100**
Course Code: HRES8006   **Duration   : 3 Hours**

S No	Questions:	10Qx2M=20 Marks	COs
	Section A		
	Each question carries 2 marks.		
Q1	One out of the following four options is a method of on-the-job training a. Supervision b. Case Study c. Role play d. Lecture	2	CO1
Q2	Which of the following framework built upon Philip's approach, expand focus of evaluation beyond measuring post-program effectiveness? a. Training Need Assessment Framework b. Organisation-Task-Person Model c. Five level ROI framework d. Performance Based Model	2	CO1
Q3	In general, Training is related to …………… a. Conceptual Skills b. Human Skills c. Technical Skills d. Behavioural Skills	2	CO1
Q4	____ is normally directed at operative employees and relates to technical aspects. a. Education b. Learning c. Training d. Development	2	CO1
Q5	Which of the following is not the tool for identifying/ analysing individual training need a. Attitude Survey b. Questionnaire c. Exit Survey d. Work sample	2	CO1
Q6	_____ is concerned more with career growth than immediate performance a. Training b. Education c. Development d. Instruction	2	CO1
Q7	Which of the below does not describe the nature of Training	2	CO1

	a. Application oriented b. Specific task c. Broad perspective d. None of the above		

Q8	___ reveals multiple needs that management and HR professions have to identify and prioritize.
	    a. Mini analysis
	    b. Industry analysis
	    c. Needs analysis
	    d. Job analysis
		2	CO1

Q9	Competencies that you want your team to achieve should be carefully -
	i) Identified
	ii) Verified
	iii) Made public in advance
	iv) Scanned
	Select your answer form the following choices:
	  a. i & ii
	  b. i and iii
	  c. i, ii and iii
	  d. i, ii and iv
		2	CO1

Q10	One out of the following four options is a method of off-the-job training
	    a. Supervision
	    b. Job instruction
	    c. Role play
	    d. Job rotation
		2	CO1

	Section B 1. **Each question carries 5 marks.** 2. **Instructions: Write short answers.**	4Qx5M= 20 Marks	
Q1	Enlist Three on the job and off the job training methods.	5	CO2
Q2	Enlist the steps in Training process.	5	CO2
Q3	What is the difference between Organisation-Task-Person (O-T-P) Model and Performance Based Models of Training Need Assessment (TNA).	5	CO2
Q4	Enlist the Key components in designing a training program.	5	CO2
	Section C Each Question carries 10 marks.	3Qx10M=30 Marks	
Q 1	Apply the concept of Learning Objective and draft learning objective statement for the following training program. Details of the training program: Focus: Training on Sexual Harassment Prevention Act Duration: 3 hours (1 day) Audience: Executives. Department: All	10	CO3
Q2.	What are the questions, which can be, ask at each level of Kirkpatrick model of training evaluation? What are the measures that can be use at each level of Kirkpatrick model of training evaluation?	10	CO3

Q 3	A company with 115 employees and 250 workers approaches you to explore the possibility of behavioral training. What all information would you need before you start. Justify your answer.	10	CO3

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Section D

Each Question carries 15 marks.

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| | | 2Qx15M= 30 Marks | |

THE CASE AT WESTERN UNION: As a truly global company, Western Union's need to adjust current business models to account for changes in international trends remains a constant challenge. Effectively connecting individuals and businesses in over 200 countries and territories required an employee. Training program to be comprehensive, structured, and individualized. In 2012, Western Union's training and development team was charged with the task of developing and rolling out a worldwide employee development program to over 3,500 global employees. The main objective was to identify the employee skills required by the change in company direction and then to create a specific training and development path that aligned with Western Union's overall strategic goals.

WESTERN UNION'S CHALLENGE: The organizational challenge at Western Union relates to the company's overall change of culture, from being historically focused on telegram delivery to now branching out into more customer-service and consumer-relations ventures. Becoming customer-centric, when previously the company was known as primarily transaction based, could not just be a talking point at the top; it needed to be embraced by all levels of employees and enforced through training (Bingham & Galagan, 2013). Reaching a dispersed employee base and training across global boundaries, while aligning training to fit in with the company's larger corporate culture, created a distinct barrier. Moreover, many service-level or call-center employees could not attend off-site training sessions that would take them away from their daily obligations. In fact, in 2011 it was uncovered that approximately half of Western Union's employees were not receiving any cohesive training or ongoing developmental support, mainly because employees were in disparate locations and the existence of language differences. Furthering the training disparity, a large amount of the global learning that was being facilitated was via internal, on-the-job tasks. Finally, Western Union also recognized the need for ongoing, just-in-time tools and resources that employees would require during the transformative time, as well as the obstacles that hindered accomplishing this (personal communication, 2014).

THE RESULTS OF TRAINING: Western Union's CEO Hikmet Ersek is a metrics-driven person, and one of his main messages to the company's human resources division involves enabling financial growth. He was recently quoted as saying, "I tell HR you are going to be measured just like any of the [other] business lines. One of my key concerns is top-line growth, so your training and development focus needs to be on revenue generation" (as cited in Bingham & Galagan, 2013). Accountability is therefore a key factor when new training ventures are undertaken. At each element throughout the employee-development program, Western Union evaluated the content, the training facilitator, and where changes in behavior were evidenced. The finding was that 98% of the approximate 3,500 employees participating in the aforementioned training program would recommend that their peers and managers complete the system as well (Emergenetics International,

2014a). Similarly, using a Likert scale of 1–5 to gauge employees' perceptions of learning effectiveness and quality of content (where 5 is the highest possible rating), the overall training program averaged 4.26 out of 5, according to participant surveys (see summary by feedback in Table 1). Specific areas of the post-training evaluation questioned whether or not the Emergenetics-led development program was a good use of training resources, whether tip-sheets were valuable, and whether actual knowledge was gained that would positively affect job behaviors. The feedback that Western Union received was encouraging, allowing the organization to hear about the value of the endeavor from the front-line employees. In addition to internal satisfaction with the results of their new training initiatives, Western Union has also received external accolades for its recent endeavors. *Training* magazine, a leading management and human resources publication of the Lakewood Media Group, annually publishes a list of the top 125 companies that use predominantly employer-sponsored workforce training and development. The magazine uses an independent outside research and statistical data company to assess organizations based on influencing factors such as training that is tied to business objectives, demonstrable results, technology and infrastructure, and training budget as a percentage of payroll, among other things. In 2014, after the successful implementation of the new employee development initiatives that were developed with Emergenetics, Western Union was recognized as number 110 on the training top 125 list. Notable ranking indicators include Western Union's need to comprehensively train over 9,000 global employees and its training budget of $11.7 million, which is a relatively low sum when shown as a minor percentage (2.3%) of its overall payroll budget ("Training Top 25," 2014).

TABLE 1	TIERED FEEDBACK STATISTICS BASED ON KIRKPATRICK'S FOUR LEVELS OF EVALUATION			
	SUMMARY BY FEEDBACK CATEGORY			
TIER	I	II	III	MEAN
Facilitator	4.50	4.32	4.46	4.43
Materials/content	4.27	4.23	4.29	4.26
Learning effectiveness	4.39	4.27	4.38	4.35
Job impact	4.23	4.09	4.22	4.18
Business results	4.11	3.99	4.17	4.09
ROI	4.28	4.17	4.30	4.25
Logistics	4.05	3.99	4.16	4.07
Overall rating	4.27	4.18	4.31	4.26
Percent recommendation	97%	99%	97%	98%

Case Source: Rosendale A Joseph (2014) Toward Worthy Performance: A Case Study on Western Union's Training Program https://doi.org/10.1002/pfi.21431

Q1	What are the challenges related to operationalization of the training in the above case. b) The company has taken up some solution and got returns too. Visualize if the similar challenges would have arisen now in Post COVID situation as an HR specialist what tentative solutions, you suggest to each challenge to convert it into an opportunity.	**15**		**CO3**
Q2	How you think the case of western union relates to the Kirkpatrick Model and the fifth level of RoI. Or Can we measure the impact of training, Explain in the light of Philip's Model of RoI.	**15**		**CO3**