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MBA DEGREE EXAMINATIONS: APRIL / MAY 2023

(Regulation R2021A)

Second Semester

MASTER OF BUSINESS ADMINISTRATION

P21MBE0170: Learning & Development

COURSE OUTCOMES

CO1: Describe the key concepts associated with Learning & Development.

CO2: Explain the training process and the various methods of training for various categories of employees in a variety of organizational contexts.

CO3: Design a training programme for various categories of employees in a variety of organizational contexts.

Time: Three Hours   **Maximum Marks: 100**

PART A (1Q x 20 Marks = 20 Marks) Case Analysis

1   **Training Needs Analysis at Bank of Baroda:**   20   CO3 [K$_5$]

It has been a long and eventful journey of almost a century across 21 countries. Starting in 1908 from a small building in Baroda to its new hi-rise and hi-tech Baroda Corporate Centre in Mumbai is a saga of vision, enterprise, financial prudence and corporate governance. It is a story scripted in corporate wisdom and social pride. It is a story crafted in private capital, princely patronage and state ownership. It is a story of ordinary bankers and their extraordinary contribution in the ascent of Bank of Baroda to the formidable heights of corporate glory. It is a story that needs to be shared with all those millions of people — customers, stakeholders, employees and the public at large — who in ample measure, have contributed to the making of an institution. Training interventions have a strong history since 1948 when a batch of young officers was sent to United Kingdom for training. The Joint Staff Training College with Bank of India at Mumbai was set up in 1962 for imparting training to officers in banking skills. The Bank of Baroda Staff College at Ahmedabad was started in 1964 for training officers in banking and upgraded to conduct management development programme with residential facilities in 1978. The N.M. Chokshi College for International Banking and New Financial Services was started in Mumbai in 1989 for training officers in foreign exchange, international dealing and new financial services. The Bank of Baroda College for Information Technology was started in 1999 at Baroda to impart advanced skills in the area of information technology. The first regional training centre was established at Baroda in 1970 to conduct job-oriented training programmes for clerical and subordinate staff members and the bank now has twelve regional training centres spread across the country to handle the basic training courses. With over 46,000 employees in three cadres and ten pay scales spread across 3,000 and odd branches in 21 countries, analysing the training needs is really a challenge to HR professionals pre and post pandemic. The training

needs are identified by analysing the strategic (which challenges of the business have to be met through training), procedural (which training programmes are required for efficient performance of given job roles), and employee perspectives (which training programme should be given to whom).

Level One: Since 2017 -Every year around April-May, a corporate level meeting is conveyed by the Chairman and Managing Director of the bank with the Zonal heads to discuss the training needs. Zonal heads for their part collect the information from their offices and branches about training needs and make a presentation. The Branch Managers identify the needs by discussing with employees, by referring to the employee performance appraisals, by considering the audit and inspection reports, by referring to the customer complaints, and by analyzing the business plans. The regional office compiles the said information and sends it to the zonal office. Regulatory agencies like the Reserve Bank of India and the Ministry of Finance may have issued guidelines for conducting mandatory training programmes like 'reservation roster policy' 'harassment-free policy', etc. The corporate strategic decisions are also shared with the zonal managers to understand the overall training needs of the Bank. All these exercises result in preparing a training calendar along with the types of programmes to be conducted. Level Two: The training calendar is sent to all the regional offices and very large branches apart from other administrative offices. The HR managers in regional offices go through the data available with them; about training requests made by branches, performance appraisal reports of employees, newly appointed employees needing training, existing employees posted to new job roles, employees promoted to new positions, the automation work to be initiated, the new kind of work to be performed and the statutory compliance to be met. There may be employees who for personal reasons like family commitments may not want to attend training programmes in far-off places. For such employees the HR department of the region identifies the need to conduct locational programmes at places which are nearest to them. The trade unions may have requested for conducting particular type of training programmes for employees like 'relational skills for HR officers'. The Association for scheduled castes, scheduled tribes and other backward class employees may have requested for conducting additional training programmes for their members to enhance their skills. Then there are special needs peculiar to certain branches. For example, 10 out 50 branches in a region are moving towards core banking solutions. For such branches a programme on core banking solution may have to be organized. Considering all the facts and circumstances discussed above, the HR Managers at the regional office identify the employees to be sent for training by making sure from the official records that the concerned employees have not undergone the said programmes earlier.

Questions:

1. What, according to you, are the finer aspects of needs analysis in Bank of Baroda? Examine.

2. If you were to work as an HR manager in Bank of Baroda, how would you go about identifying the training needs?

3. HR managers sitting in regional office cannot understand the needs of the branches. Therefore, branch managers should be empowered to identify and nominate employees for training. Discuss.

PART B (6Q x 5 Marks = 30 Marks)

2		Define the objectives of learning and who are the beneficiaries of learning.	5	CO1	[K$_1$]
3		How do make use of types of learning HRD department work for realizing the business goals.	5	CO2	[K$_3$]
4		What are the factors that determine the training need of an organization?	5	CO1	[K$_1$]
5		List the elements in HRD training budget.	5	CO1	[K$_1$]
6		List the categories of costs involved in designing a training.	5	CO1	[K$_1$]
7		What is mentoring? List the important factors that influence mentoring.	5	CO1	[K$_1$]

Part – C (5Q x 10 Marks = 50 marks)

8	a)	Explain the data required to design the training need analysis process.	10	CO2	[K$_5$]
		OR			
	b)	Explain the training need assessment with a suitable flowchart.	10	CO3	[K$_5$]
9	a)	Asses the important components of an effective training program.	10	CO2	[K3]
		OR			
	b)	Explain the advantages of designing training and development Programme.	10	CO2	[K$_1$]
10	a)	Examine the various direct cost and indirect cost involved in Training of HRD activities.	10	CO2	[K$_4$]
		OR			
	b)	Explain the factors affecting the selection of training method in an organization.	10	CO2	[K$_5$]
11	a)	Evaluate Kirkpatrick model of evaluation of training.	10	CO2	[K$_5$]
		OR			
	b)	Appraise the factors considered in HR Cost-Benefit Analysis	10	CO2	[K$_5$]
12	a)	Explain the meaning and significance of e-learning.	10	CO2	[K$_5$]
		OR			
	b)	Explain in detail the various factors affecting learning. How does each factor differ from the another in terms of influence?	10	CO2	[K3]

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