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M. B. A. III Sem. (Main/Back) Exam., Jan. 2016
M-330 Training & Organisational Development
(Major-II)

Time: 3 Hours

Maximum Marks: 70

Min. Passing Marks: 28

Instructions to Candidates:

- (i) The question paper is divided in two sections.
- (ii) There are sections A & B. Section A contains 6 questions out of which the candidate is required to attempt any 4 questions. Section B contains short case study / application based question which is **compulsory**.
- (iii) All questions carry **equal** marks.

1. NIL

2. NIL

SECTION-A

- Q.1 Suppose you are going to design a training programme for newly hired fast lined sales managers. Results from the need assessment indicate that they will need training on company policies and procedures, handling customer complaints & motivating sales personnel. What learning principles will you built in the programme? What training methods will you choose? Explain your choices. [14]
- Q.2 Explain in detail the various methods of training. Which of the method do you consider the best for training of employees in pharmaceutical sector? [14]
- Q.3 (a) How does participation and empowerment model help in OD. [14]
(b) Discuss parallel learning structures.
(c) Briefly explain third wane consulting.

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[800]

Q.4 (a) What is the importance of evaluation of training programmes? What are the problems in evaluation? [7]

(b) What are the various methods of employee development? How are the development programmes designed. [7]

Q.5 What short notes on the following [14]

(a) Resistance to training

(b) Training budget

(c) OD in global settings

(d) Behavior modeling

(e) Virtual teams

Q.6 (a) Describe the organizational restructuring strategies and discuss the new perspectives on organizational development.

(b) Survey feedback can be a problematic OD technique because it permits people who are affected by organizational policies to generate data that speaks against those policies". Comment. [14]

SECTION-B

Q.7 Case Study [14]

An automobile parts manufacturer (APM) was attempting to institute employee problem-solving teams to improve quality. This action was strongly encouraged by its biggest customer, a major automobile manufacturer. The competition in the original equipment manufacturing (OEM) business is especially fierce. The major automobile manufacturers (Ford, GM, DaimlerChrysler, Toyota, Honda, etc) now demand high-quality parts at extremely low costs, and they often play supplier against the other to force the OEM industry to meet their standards.

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A training needs analysis of middle-level and first-level production managers was conducted. These managers were responsible for the operation of the parts production system, a system that is highly mechanized and somewhat automated. The labour force in this area is primarily high-school graduates, but many have less education. The managers' responsibility prior to the change was to ensure that the hourly workers did their jobs in the proper manner and that the right amount and type of parts were produced to meet the production schedule.

The TNA showed low technical knowledge among these managers because they had been hired to monitor the hourly employees. They did not really understand the machinery and equipment and had never operated it. Most of them used a confrontational style in dealing with their subordinates because they felt that if they took a gentler approach, the unionized workforce would take advantage of them.

They managers were all selected on the basis of the 1r high need to control their environment, high need to achieve, and willingness to work with others to get the job done. These traits still characterize this group of managers.

Case questions:

- (a) What is the managerial context in which these managers will be operating? Do you think training designed to help managers understand the context they will be operating in will be helpful? Why or why not?
- (b) What types of competencies should be developed in the management training? Give your rationale.
- (c) What type of training should be used to provide the different competencies? How long will it take to provide this training? Give your rationale.
- (d) What are the alternatives to management development? Do you think one of these alternatives should be used? Why or why not?