

**C 61107**

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**Name.....**

**Reg. No.....**

**FOURTH SEMESTER M.B.A. DEGREE EXAMINATION, MAY/JUNE 2019**

**(CUCSS)**

**M.B.A.**

**BUS 4E H 05—MANAGEMENT TRAINING AND DEVELOPMENT**

**(2016 Admissions)**

**Time : Three Hours**

**Maximum : 36 Weightage**

**Part A**

*Answer **all** questions.*

*Each question carries 1 weightage.*

1. What are the objectives of training ?
2. Define the term "learning".
3. What do you mean by competency mapping ?
4. Briefly explain the relationship between training and development.
5. How team building support organizational development ?
6. What do you mean by management development ?

**(6 × 1 = 6 weightage)**

**Part B**

*Answer any **four** questions.*

*Each question carries 3 weightage.*

7. Write a short note on reinforcement theory of learning.
8. What are the factors influencing transfer of training ? Explain.
9. Explain the qualities of a good trainer.
10. What are the different methods used for executive development ? Explain.
11. Discuss the process involved in training implementation.
12. What are the different need assessment techniques ? Explain.

**(4 × 3 = 12 weightage)**

**Turn over**

**Part C**

*Answer any **three** questions.*

*Each question carries 4 weightage.*

13. What are the various environmental factors influencing training ? Explain.
14. Discuss the benefits of VAK model of Learning.
15. Explain the process involved in selection of trainees for training.
16. What are the different costs associated in training program ? Explain.
17. Explain the four levels of Kirkpatrick's evaluation models.

(3 × 4 = 12 weightage)

**Part D**

**Compulsory question.**

18. Case :

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 auto-mobile manufacturer. The competition in the original equipment manufacturing (OEM) business is especially fierce. The major automobile manufacturers (Ford, GM, Chrysler, Toyota, Honda, etc.) now demand high-quality parts at extremely low costs, and they often play one supplier against the other in order to force the OEM industry to meet their standards.

A training needs analysis of middle- 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 labor 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 didn't really understand the machinery and equipment and had never operated it. Most of them use a confrontational style in dealing with their subordinates because they feel that if they took a gentler approach, the unionized workforce would take advantage of them. They were all selected on the basis of their 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.

**Questions :**

1. 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 ?
2. What types of competencies should be developed in the management training ? Give your rationale.
3. What types of training should be used to provide the different competencies ?

(1 × 6 = 6 weightage)