

4/H-65 (xii)(b) (Syllabus-2015)

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(May/June)

BUSINESS ADMINISTRATION

(Honours)

(**Human Resource Development**)

[BBAH-403(b)(HR)]

Marks : 75

Time : 3 hours

*The figures in the margin indicate full marks
for the questions*

PART—A

(*Marks : 15*)

UNIT—I

1. State three points of differences between HRM and HRD.

3

Or

How can human resource utilization help to achieve Human Resource Development?

(2)

UNIT—II

2. For effective implementation of HRD, what are the essential requirements needed by organizations? 3

Or

What are the qualities needed by an HRD Manager?

UNIT—III

3. There are different types of employees in an organization. What kind of training will you provide to an employee who is not able to work with others? 3

Or

How is training different from development?

UNIT—IV

4. What is the basic difference between a case study and an incident method of training? 3

Or

What is transactional analysis? Name the three ego states.

(3)

UNIT—V

5. What is HRD Audit? 3

Or

Differentiate between HR Audit and HRD Audit.

PART—B

(Marks : 50)

UNIT—I

6. Elaborate on the importance of Human Resource Development. 10

Or

What is a developmental climate? What can an organization do to ensure that they can develop such a climate? 2+8=10

UNIT—II

7. Elaborate on how performance appraisal and potential appraisal help in the development of human resources in an organization. 10

Or

How is feedback and counselling same or different from each other? How does it work in ensuring the development of human resources? 6+4=10

(4)

UNIT—III

8. Briefly describe the different ways in which one can identify the need for training the employees. 10

Or

Describe the processes involved in designing a training programme.

UNIT—IV

9. What is team development? Why is it important in organizations? 10

Or

What is sensitivity training? When is such training required to be imparted to employees in an organization? 4+6=10

UNIT—V

10. Briefly describe about the methodologies adopted for HRD Audit. 10

Or

Why should organizations implement HRD Audit? 10

(5)

PART—C

(Marks : 10)

11. Read the following situation and answer the questions given below :

The Hansen Group is one of the UK's largest construction groups. Traditionally, the company has been involved primarily in civil engineering but it has recently begun to diversify, partly through acquiring local government contracts, for example—street maintenance and cleaning and the facilities management of publicly owned buildings, such as universities. Therefore, the company is now involved in a wide range of diverse activities and employs an increasingly diverse workforce, from street cleaners to highly qualified civil engineers.

The three years since the Credit Crunch of 2008 have been incredibly difficult for the construction industry in the UK. As a result of the economic downturn, many construction firms have decreased their spending on learning and development. Hansen Construction has, however, increased its investment in these activities, notably introducing a new apprenticeship scheme for construction team leaders, expanding online learning provision and continuing to recruit and develop significant numbers of graduates. Hansen recognizes that talented individuals are the lifeblood of the firm and, therefore, sees investment in workforce development as a key dimension of its employment proposition.

This approach is felt to be in line with its commitment to sustainability in its corporate activity.

The learning and development (L&D) team at Hansen drives learning and development innovations, provides analysis of business learning requirements and manages the delivery of cost-effective learning solutions to support the achievement of business goals. Learning solutions at Hansen include traditional off-the-job classroom programmes, short courses, online learning interventions, workbooks and mentoring. The firm has recently recruited two new team members specifically to design in-house e-learning solutions, and to upgrade the company's online learning management system.

As well as the learning and development team located at the company's headquarters, Hansen employs a further 12 learning and development professionals who are located throughout the country and work directly with particular business units and clients, many of whom have diverse needs in respect of employee development.

Traditionally, training needs for Hansen staff have been identified centrally and on the basis of the employee group. This has been consistent with its traditional approach to training for large groups in classroom settings. However, with an increasingly diverse workforce, the company has sought to introduce a new performance management system that

focuses on individual performance and the competencies behind that performance.

In 2010, the L&D team sought to supplement its traditional classroom-based training programmes with a series of 'bite-sized' (typically half an hour) interactive learning modules for construction site staff that were linked together to form part of a meaningful programme of activities. These were known as 'toolbox talks', and were delivered by site managers, using materials developed to support them by the central team. The talks are mainly devoted to site management and health and safety issues. In addition, a significant part of Hansen's revised approach to learning and development is to increase the amount of on-the-job coaching employees receive and to create a coaching culture within its management community.

Hansen has made significant investment in technology-based learning (or e-learning), particularly software that enables e-learning specialists within the learning and development team to produce online training programmes, several of which are compulsory for all employees. The learning and development team is exploring other technological solutions, such as the use of mobile phones and DVDs, to deliver learning to its maintenance workers, street cleaners and other employees who do not have ready access to the Internet.

Historically, the evaluation of learning and development interventions at Hansen has tended to focus on the initial reactions of employees by asking them to complete evaluation forms after having attended a training programme. However, as part of the wider changes to learning and development at the company, longer-term evaluation of interventions is now in place. This involves the learning and development centre asking the manager sponsoring any new programme to define what a positive outcome would look like in order to determine an appropriate metric for assessment, such as employee engagement or productivity, and involves contacting recipients of training 3-6 months after they have completed a programme and asking them whether they are doing anything differently as a result of what they have learned.

Questions :

- (a) Why do you think that Hansen Construction has increased its investment in learning and development activities despite the tough economic climate? 5
- (b) What are likely to be the benefits of introducing the 'bite-size' training programme delivered by site managers, a renewed focus on coaching and substantial investment in e-learning at Hansen? 5
