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**UNIVERSITY**

(Karunya Institute of Technology & Sciences)

(Declared as Deemed-to-be University under Sec.3 of the UGC Act, 1956)

Reg.No. \_\_\_\_\_\_\_\_\_\_\_\_

**End Semester Examination – April / May – 2017**

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| --- | --- | --- | --- |
| **Code :** | **15MS3048** | **Duration :** | **3hrs** |
| **Sub. Name :** | **HUMAN RESOURCE DEVELOPMENT** | **Max. marks :** | **100** |

**ANSWER ALL QUESTIONS (5 x 20 = 100 Marks)**

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| Q. No. | | Sub Div. | Questions | Course outcome | Marks |
| 1. | | a. | Present the framework for the HRD process with a suitable figure and briefly describe the same. | CO1 | 16 |
| b. | Give an overview on the relationship between HRM & HRD. | CO1 | 4 |
| (OR) | | | | | |
| 2. | |  | As a HRD professional, how would you design a training program? | CO2 | 20 |
|  | |  |  |  |  |
| 3. | | a. | The best way to learn any skill is to learn it on the job. Say true/false and justify your answer with suitable explanation. | CO2 | 10 |
|  | | b. | Classroom training approaches are still very much found in larger organizations like McDonald’s and Motorola. Write a description on such approaches. | CO3 | 10 |
| (OR) | | | | | |
| 4. | | a. | Define career planning and career management. | CO1 | 4 |
|  | | b. | Write in detail about an individually oriented career management model. | CO2 | 16 |
|  | |  |  |  |  |
| 5. | | a. | Give a brief account on management development. | CO1 | 4 |
|  | | b. | What type of HRD programs can organization use to develop and promote a culturally diverse workforce? | CO2 | 16 |
| (OR) | | | | | |
| 6. | | a. | It is critical that new employees make a positive start with the organization. Write briefly about the process of becoming an insider. | CO2 | 16 |
|  | | b. | Give your views on the orientation roles in an organization. | CO1 | 4 |
|  |  | |  |  |  |
| 7. |  | | Managing employee performance effectively requires managers and supervisors to become coaches rather than controllers. Explain the HRD actions on conduct of relevant analysis. | CO3 | 20 |
| (OR) | | | | | |
| 8. |  | | EWPs and HPPs are gaining popularity in this knowledge era. Give a detailed description about them. | CO2 | 20 |
|  |  | |  |  |  |
| 9. | | | **Case Study(Compulsory):**  Bolland bottle company had approximately 800 employees. Dave, the director of HRD at Bolland planned and executed a robust training schedule every year. They had periodic on-the-job training programs and also classroom training twice a year. Bolland company was very progressive and doubled in size in just four years. Huge investment was made on HRD and training interventions. Dave wanted to show to the top management that the time, money and effort devoted to training actually made a difference. When he took up the matter to the board of directors, they understood that was important but they wanted to know what evidence was available on the positive impact of training.  Dave took this as a challenge and promised the top management that he would bring enough tangible evidence that the company’s training programs were producing a measurable return on the company’s investment. The top management ended their conversation in the board meeting with the two questions to Dave,  “What are you going to do about this?”  “How are you going to do this?” |  |  |
|  | a. | | How can Dave evaluate training and HRD interventions? | CO1 | 4 |
|  | b. | | Is there one best model/framework to evaluate training? Explain. | CO1 | 4 |
|  | c. | | What can evaluation of training really help to determine? | CO2 | 4 |
|  | d. | | How can Dave do the evaluation of training costs? | CO2 | 4 |
|  | e. | | Can evaluation of training justify the link between training and organization effectiveness? | CO3 | 4 |