

Eastern University, Sri Lanka
Faculty of Commerce & Management
Third Year Second Semester Examination in BBA (Specialization in HRM)
2016/17 (July/August 2019)
(Proper/Repeat)
HRM 3053 Training and Development

Answer all five (05) Questions.

Time: Three Hours

Read the case study and answer the questions given below.

On the Job Video Gaming

Laura Holshouser's favorite video games include Halo, Tetris, and an online training game developed by her employer. A training game? That's right. The 24-year-old graduate student, who manages a Cold Stone Creamery ice-cream store in Riverside, California, stumbled across the game on the corporate Web site in October.

It teaches portion control and customer service in a cartoon-like simulation of a Cold Stone store. Players scoop cones against the clock and try to avoid serving too much ice cream. The company says more than 8,000 employees, or about 30 percent of the total, voluntarily downloaded the game in the first week. "It's so much fun," says Holshouser. "I e-mailed it to everyone at work."

The military has used video games as a training tool since the 1980s. Now the practice is catching on with companies, too, ranging from Cold Stone to Cisco Systems Inc. to Canon Inc. Corporate trainers are betting that games' interactivity and fun will hook young, media-savvy employees like Holshouser and help them grasp and retain sales, technical, and management skills. "Video games teach resource management, collaboration, critical thinking, and tolerance for failure," says Ben Sawyer, who runs Digital mill Inc., a game consultancy in Portland, Me.

The market for corporate training games is small but it's growing fast. Sawyer estimates that such games make up 15 percent of the "serious," or non-entertainment, market, which also includes educational and medical training products. Over the next five years, Sawyer sees the serious-games market more than doubling, to \$100 million, with trainers accounting for nearly a third of that. It's numbers like those that prompted Cyberlore Studios Inc., maker of Playboy: The Mansion, to refocus on training games—albeit based on its Playboy title. And training

games will be top of mind at the Game Developers Conference in San Jose, California next month.

Companies like video games because they are cost effective. Why pay for someone to a central training campus when you can just plunk them down in front of a computer? Better, employees often play the games at home on their own time. Besides, by industry standards, training games are cheap to make.

A typical military game costs up to \$10 million, while sophisticated entertainment games can cost twice that. Since the corporate variety doesn't require dramatic, warlike explosive complex 3D graphics, they cost a lot less. Break Away Games Ltd., which designs simple games for the military, is finishing its first corporate product, V-bank, to train bank auditors on a budget? Just \$500,000.

DRAG AND DROP

Games are especially well-suited to training technicians. In one used by repairmen must drag and drop parts into the right spot on a copier. As in the board game Operation, a light flashes and a buzzer sounds if the repairman gets it wrong. Workers who played the game showed a 5 percent to 8 percent improvements in their training compared with older training techniques such as manuals, says Chuck Reinders, who is technical support staff at Canon. This spring, the company will unveil 11 new training games. Games are also being developed to help teach customer service workers to be more empathetic. Cyberlore, now rechristened Minerva Software Inc., is developing a training tool for a role-playing game by rejiggering its Playboy Mansion game. In the original, guests had to persuade models to buy things. The new game requires players to use the art of persuasion to sell products. It simulates a store, down to the carpet and point-of-purchase display details.

Don Field, director of certifications at Cisco, says games won't entirely replace traditional training methods such as videos and classes. But he says they should be part of a toolbox. Last year, Cisco rolled out six new training games—some of them designed to teach technicians how to build a computer network. It's hard to imagine a drier subject. Not even in a virtual world. In one Cisco game, players must put the network together on Mars. In a simulation, "Our employees learn without realizing they are learning," says Field. Sounds suspiciously fun.

Study Questions

1. How can video games be used to enhance learning? Transfer of training?
(05 Marks)
2. What features does a video game need to have to be an effective training method?
(05 Marks)
3. Do you believe that some generations (e.g., baby boomers, Generation Y, Generation X) of employees will react more positively to video games used for training than other generations? Why? Explain your answer.
(07 Marks)
4. The article discusses the use of video gaming by Cold Stone and Canon. How would you evaluate the effectiveness of video gaming (choose either Cold Stone or Canon)? What outcomes would you collect? What evaluation design would you use?
(08 Marks)

(Total Marks- 25)

1. Describe **four (04)** forces affecting the workplace and learning. How can training help companies to deal with these forces?
(08 Marks)
2. Compare and contrast the Corporate University Model with the Faculty Model. How are they similar? How are they different?
(06 Marks)
3. "A competency refers to an area of personal capability that enables employees to successfully perform their jobs by achieving outcomes or accomplishing tasks." – Noe, 2015
How does job analysis differ when compare to competency models?

(05 Marks)

(Total marks – 19)

Q3

1. Assume that you have to prepare older employees with little computer experience attend a training course on how to use the World Wide Web. How will you determine that they have high levels of readiness for training? How will you determine readiness for training? (08 Marks)

2. Assume that you are training an employee to diagnose and repair a loose wire electrical socket. After demonstrating the procedure to follow, you let the trainee try you how to do it. The trainee correctly demonstrates the process and repairs connection on the first attempt! Has learning occurred? Justify your answer. (06 Marks)

3. Explain the **four (04)** modes of knowledge sharing with suitable examples. (06 Marks)

(Total Marks)

Q4

1. Describe **three (03)** obstacles in the Work Environment that inhibit Transfer of Training. (06 Marks)

2. A group of managers (N=25) participated in the problem-solving module of a leadership development program two weeks ago. The module consisted of two days in which the group focused on the correct process to use in problem solving. Each manager supervised 15 to 20 employees. The company is willing to change the development program if there is an increasing emphasis in the company to show that training expenses are justifiable. You are asked to evaluate this program. Your boss would like the results of the evaluation no later than six weeks from now. Discuss the outcomes from training that you would collect. (06 Marks)

3. How can the characteristics of the trainee affect self-directed learning? (06 Marks)

(Total Marks)

1. If you had to choose between adventure learning and action learning for developing an effective team, which would you choose? Defend your choice.

(06 Marks)

2. Discuss how new technologies make it easier to learn with suitable examples.

(06 Marks)

3. Compare and contrast any **two (02)** of the following learning theories:

- a) Expectancy theory
- b) Social learning theory
- c) Reinforcement theory
- d) Information processing theory

(06 Marks)

(Total Marks – 18)