

JAIPURIA INSTITUTE OF MANAGEMENT, NOIDA

PGDM / PGDM (M) / PGDM (SM)

FIFTH TRIMESTER (Batch 2024-26)

END TERM EXAMINATIONS, JANUARY 2026

SET-1

Course Name	Learning and Development	Course Code	20329
Max. Time	2 hours	Max. Marks	40 MM

INSTRUCTIONS:

- All questions are Compulsory
- Answer the questions with proper justifications.

Case-let A

In the hospitality industry, service quality and customer experience depend heavily on frontline employee behaviour. A large hotel chain recently introduced a mandatory customer-service training program for newly recruited front-office and restaurant staff. The workforce included a diverse mix of fresh graduates, experienced hires from smaller hotels, and contractual staff with varying educational backgrounds. The training was designed as a three-day interactive program led by an internal trainer. While delivering the sessions, the trainer encountered multiple challenges. Fresh graduates actively participated but lacked confidence in handling real guest complaints. Experienced employees resisted role plays, claiming that the content was “theoretical” and did not reflect real-world situations. Contractual staff struggled with language and found the pace of training overwhelming. The trainer faced difficulty balancing the needs of different trainee groups within a limited time frame. When the trainer slowed down to support weaker participants, senior employees became disengaged. When sessions focused on practical simulations, less experienced trainees felt anxious and hesitant to participate. Despite completing the program, supervisors later reported inconsistent service behaviour and uneven application of training on the job. The training department now faces a dilemma: how to design and deliver training that accommodates diverse learner profiles while ensuring consistent service standards across the organization.

Question

Critically examine the trainer’s dilemma in handling diverse trainees in this industry context and justify suitable training strategies that could enhance learner engagement and performance (10 Marks)

Case-let B

Sameer Kulkarni is the Learning & Development Manager at Axis Retail Pvt. Ltd, a nationwide retail chain with over 200 stores. To prepare store supervisors for leadership roles, Sameer designed a three-day leadership development program focusing on communication, team motivation, conflict management, and decision-making. The program was well-received by participants. Feedback forms showed high satisfaction scores, and many supervisors appreciated the interactive activities and trainers. Sameer presented these results to senior management, expecting approval for future batches. However, six months later, top management raised concerns. Store performance metrics showed inconsistent results. Some stores showed improvements in employee engagement and customer service, while others showed no visible change. Attrition rates remained largely unchanged, and customer complaints continued in several regions. Senior leadership asked Sameer to provide concrete evidence of the program's impact on performance and business results. They wanted to know whether the training justified the investment and whether it should continue. Sameer realized that while he had data on participant reactions, he lacked a structured evaluation framework to assess learning transfer, behavioral change, and organizational impact.

Question

Justify the effectiveness of the leadership development program by evaluating it using the Kirkpatrick Model of Training Evaluation **(15 Marks)**

Case-let C

Arvind Mehta is the Head of Organizational Development at TechNova Solutions, a fast-growing software services firm. The company recently faced challenges related to inconsistent onboarding, delayed productivity of new hires, and early attrition among fresh graduates. Arvind proposed designing a structured induction and technical training program. However, due to time pressure, departments rushed into content creation without a formal framework. Training modules were created independently by subject experts, focusing heavily on information delivery. Sessions were overloaded with content, assessments tested only factual recall, and there was no clear alignment between learning objectives, training activities, and job requirements. Within three months, managers complained that new hires still struggled with real project tasks. While trainees could recall concepts, they found it difficult to apply knowledge in live projects. Arvind realized that the training lacked systematic planning and progression from basic understanding to higher-order skills. Management asked Arvind to redesign the program in a way that ensures structured development of competencies and alignment between objectives, instruction, and assessment.

Question

Explain how integrating the ADDIE model and Bloom's Taxonomy would strengthen the planning and delivery of the training program **(15 Marks)**