

Extra

INDIAN INSTITUTE OF TECHNOLOGY KHARAGPUR
Mid-Autumn Semester 2018-19
Department: Humanities and Social Sciences

Subject No.: HS 60039
Marks: 30

Subject: Human Resource Development
Time: 2 Hours

Instructions: Attempt all questions. Be brief, to the point and specific in your answers. Each question carries 6 marks.

1. KPMG with over 17,000 employees provides audit, tax, risk, and advisory services. Especially during tax season, stress and long hours are common for the majority of KPMG employees. KPMG worked with two organizations, Ceridian and WellCall, to provide an integrated program dealing with employee assistance, work-life issues, as well as health and wellness issues. The goal was to create a healthy workforce and to empower KPMG's workforce to maximize functioning in all four domains of wellness: physical, spiritual, mental, and emotional". A "Passport to Wellness" pilot program was created that included 20-30 activities in each of the four domains (physical, spiritual, mental, and emotional). Barbara KPMG's Director of Workplace Solutions, states, "The program was run like a travel program that included mileage awards, and when participants completed a pre-determined number of activities, they won bonus points. The program was a great incentive for many people to get involved in their own wellness". Employees could only achieve the status of "wellness athlete" after they logged activity across all four domains. This program gave KPMG wellness data at the level of their individual offices for the first time. The goal was to target health management activities where they would be most effective. Barbara states that through this program, KPMG saw a rise in the number of employees who sought both preventive, as well as needed care. "Our hopes are that some of our employees with high risk factors for disease might have caught it in time. The Wellness Pilot was a worthwhile initiative as well as exciting and rewarding on many levels,"

Questions: 1) What do you like or find interesting about KPMG's efforts here?

2) What concerns or questions do you have about how KPMG employees might respond to this program?

3) Would you like to have access to a program such as this in your next full-time job? Why or why not?

4) If you were an HRD professional at KPMG working to expand the Passport to Wellness program to other parts of the organization, what issues or questions would you want to address?

2. What would be the main difficulties in carrying out a training needs analysis of system analysts of a software company and receptionist of a five star hotel? How would you minimize them?

3. Asha, who works in marketing, indicates that she would like to learn more about her company's human resources function. She isn't sure if she wants to change career, but would like the opportunity to make an informed choice. Asha talks to Sudesh, her team leader, about the possibility of a secondment in HR. Sudesh approaches Richa from the HR department, to whom he introduces to Asha as a potential mentor. He bears in mind the need for compatibility between mentor and protégé. Richa and Asha agree some overall objectives and a timeframe for Asha's HR secondment. They arrange a flexible timetable of practical experience for Asha within HR. Asha and Sudesh also discuss what should be done about her marketing workload during her secondment. Asha goes on secondment in HR, with Richa as her mentor. Richa then receives feedback from Asha and helps her to weigh up her career choices and decide what to do next. What could be the possible role of Richa as a mentor and Asha as a mentee in this case and how they can achieve stated objectives?

4. Nira, a call center worker, needs to improve her interpersonal skills with customers. Rohit, his team leader, arranges for Nira to be coached by Ali, an experienced, popular colleague. Ali talks to Nira to explain why her behaviour is seen as problematic. Nira has the opportunity to put her side of the story. Ali and Nira then agree the standards of acceptability that Nira must achieve. They decide on a time limited coaching programme for Nira. She will observe examples of best practice during 'on the job' coaching. Nira will be able to discuss issues as they occur, so she can work towards practical solutions. During the coaching programme, Nira has regular reviews with Ali and Rohit to ascertain her progress. When the programme finishes, there is a de-briefing session to determine how far Nira has met the agreed objectives and to evaluate the programme's overall success. What does the coaching role of Ali involve and how they can achieve success?

5. Eastman Kodak is changing dramatically to compete in a world of new technologies, emerging markets, and global customers. Kodak's efforts in executive education have pushed the limits to create innovative "learning events" for senior management. These learning events are designed to be as dynamic and future-oriented as the company's business environment. In the past, the highly successful Kodak was a citadel of stability. It enjoyed market dominance, worldwide brand recognition, extraordinary customer loyalty, and enviable profits. Understandably few employees (or managers) wanted to do anything to upset the status quo as most of them looked forwards to a lifetime employment and security. Then things changed. The company restructured in order to go head-to-head with competitors in a much tougher digital marketplace, and, in the process, there has been a one-third reduction in executive positions. These events have driven complacency far from the environs of Rochester, New York, Kodak's headquarters city. "Agility" has replaced "stability" as the watchword of the future.

As a consequence of Kodak's transformation-not to mention the personnel changes-the majority of senior managers have been in their positions for less than three years. Executive education is viewed as a critical tool for improving the managerial ranks. But Delano

believed that the development programs needed to be as active, innovative, and future-oriented as the company. Off-the-shelf materials were out, as were case studies, lectures, and other passive learning approaches. A new approach meant inventing from the scratch, letting go of control, and taking monumental risks. Skills in anticipating the business, pushing the culture, and networking were demanded. Delano wanted executive education to optimize opportunities to think collectively and to experiment and explore implications as a team. These objectives led to the creation of three new programs for the senior management team:

The Kodak Prosperity Game: This program was developed in partnership with the Prosperity Institute and was conducted in June 1996 using staff drawn from industry and academia. Focusing on the imaging industry, the program innovatively teamed fifty Kodak executives with twenty-five peer executives from other companies. These “reality-based” teams worked on meaningful, implementable strategies, alliances, and deals.

The Digital Executive: This program was held in October 1996. Its framework was a “scavenger hunt” exploring Kodak’s digital present and future. Using digital products and the Internet, small teams researched digital competitors and interacted with a customer focus group via videoconferencing. One innovative feature of this program was the upward mentoring of the participants by technology “whiz kids”.

The Future of the Company: This was a two-part program, developed in partnership with the Global Business Network and focused on learning about possible futures for the industry and the company. Part I was a two-day “conversation” about Kodak and its environment in the year 2007. Industry scenarios for growth were developed in small team discussions involving Kodak executives and customers, alliance partners, and futurists. The resulting scenarios launched Part II, in which additional outsiders and provocative thinkers mixed ideas with the participants. The outcomes were a set of new ideas and potential strategies for the Kodak businesses. It is difficult at this point to quantify the results of these new programs in concrete terms, but there have been observable behavior changes and changes in the focus of executive conversations. In addition, the executives were energized by working together on real issues and rated the programs as valuable tools for achieving future growth and increasing market share.

- a. What can you tell about how Kodak did need assessment for executive education? What recommendations would you give June Delano for improving this analysis?
- b. How would you go about evaluating the effectiveness of these educational experiences? Do you believe that company profitability should be used as a criterion?