NOVEMBER 2013 EXAMINATION

DATE: 13 NOVEMBER 2013

TIME: 09H00 – 12H00

TOTAL: 100 MARKS

DURATION: 3 HOURS

PASS MARK: 40%

(BUS-TM1)

HUMAN RESOURCES DEVELOPMENT 1

THIS EXAMINATION PAPER CONSISTS OF 4 SECTIONS:

SECTION A: CONSISTS OF:
(i) 10 MULTIPLE-CHOICE QUESTIONS (10 MARKS)
(ii) 5 TRUE OR FALSE QUESTIONS (10 MARKS)
(iii) 10 MATCHING-STATEMENT QUESTIONS (10 MARKS)

ANSWER ALL THE QUESTIONS

SECTION B: CONSISTS OF 3 SHORT QUESTIONS

ANSWER ALL THE QUESTIONS (10 MARKS)

SECTION C: CONSISTS OF 4 LONG ANSWER QUESTIONS

ANSWER ALL THE QUESTIONS (40 MARKS)

SECTION D: CONSISTS OF 2 INTERPRETATIVE QUESTIONS

ANSWER ONE OF THE QUESTIONS (20 MARKS)

INSTRUCTIONS:

1. Read the following instructions carefully before answering the paper, as failure to act upon them will result in a loss of marks.
2. Write your answers in your answer book, which is provided in the exam.
3. Ensure that your name and student number are clearly indicated on your answer book.
4. Write your answers in either blue or black ink in your answer book.
5. Read each question very carefully before you answer it and number your answers exactly as the questions are numbered.
6. Begin with the question for which you think you will get the best marks.
7. Note the mark allocations for each question – give enough facts to earn the marks allocated. Don't waste time by giving more information than required.
8. You are welcome to use diagrams to illustrate your answers.
9. Please write neatly – we cannot mark illegible handwriting.
10. Any student caught cheating will have his or her examination paper and notes confiscated. The College will take disciplinary measures to protect the integrity of these examinations.
11. If there is something wrong with or missing from your exam paper or your answer book, please inform your invigilator immediately. If you do not inform your invigilator about a problem, the College will not be able to rectify it afterwards, and your marks cannot be adjusted to allow for the problem.
12. This paper may be removed from the examination hall after the examination has taken place.
SECTION A (30 MARKS)

ANSWER ALL THE QUESTIONS

(i) MULTIPLE-CHOICE QUESTIONS

Choose the correct option for each of the following. Write only the question number and your chosen answer. For instance, if you think that the correct answer for number 1 is (a), then write it as 1. (a).

1. Identify the external factor which does not form part of the influence that the external environment has on training and development.
   (a) political environment
   (b) human resource environment
   (c) social environment
   (d) economic environment

2. Nadler's training model can be described as:
   (a) a trainers' national conference held annually.
   (b) a tool to assist learners.
   (c) a critical events model that contains nine steps.
   (d) a database of techniques that can be used during assessment.

3. The high-impact training model is a(n):
   (a) tool to assist managers in their performance.
   (b) six phase process that focuses on providing effective targeted training.
   (c) tool to increase the manager's income.
   (d) eight phase process that focuses on providing effective targeted training.

4. Strategic human resource development is:
   (a) analysis of organisational needs.
   (b) a business plan to help implement the human resource strategy by improving the knowledge and skills of employees.
   (c) an approach to assist the shareholders of an organisation to achieve their strategic goals.
   (d) All of the above.

5. A training practitioner can fulfill the following roles:
   (a) Manager role
   (b) Strategist role
   (c) Evaluator role
   (d) All of the above.
6. Identify which macro factor/s affect training in South Africa

(a) Technology  
(b) Political influences  
(c) Population profile  
(d) All of the above.

7. The national learning outcomes are important as they support:

(a) the maintenance of a satisfactory economic growth.  
(b) improving social welfare.  
(c) distributing the national income according to socially acceptable norms.  
(d) All of the above.

8. The National Training Board is responsible for:

(a) advising the minister with regard to policy matters arising from the application of the Act.  
(b) developing a competency based training model.  
(c) classifying research findings.  
(d) organising management levels in all industries.

9. Top management plays a vital role in the training process. Identify which role they will fulfil:

(a) Ensure staff are motivated to come to work.  
(b) Perform performance appraisals.  
(c) Allocate a sufficient budget for training.  
(d) Ensure the workforce is equipped to work on their PC's.

10. The broad categories of training and development are:

(a) on-the-job training.  
(b) off-the-job training.  
(c) organisational development.  
(d) All of the above.  [10]

(ii) TRUE OR FALSE QUESTIONS

Indicate whether the following statements are True or False. Motivate all your answers.

1. Line managers need to be involved in the training process.

2. HIV/Aids is a macro-factor that affects training in South Africa.

3. A unit standard consists of (but is not limited to) a unit standard range.

4. ETQA's are responsible for the payment of assessors and moderators.

5. Creating a suitable leaning climate is not important to the success of a student's pass rate.  [5 x 2 = 10]
(iii) **MATCHING-STATEMENT QUESTIONS**

Match the statements in Column B to the terms in Column A. Write down the answers only, for example 1. (a).

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. administrator</td>
<td>(a) evaluating the impact of ETD on the effectiveness of individuals or enterprises</td>
</tr>
<tr>
<td>2. assessor</td>
<td>(b) assessing the competence status of individuals against the agreed quality standards</td>
</tr>
<tr>
<td>3. evaluator</td>
<td>(c) providing support and logistical backup to enable training</td>
</tr>
<tr>
<td>4. group learning facilitator</td>
<td>(d) formulating plans for training and development to accommodate the organisational vision and mission</td>
</tr>
<tr>
<td>5. individual learning facilitator</td>
<td>(e) identifying learners and / or developing the needs of individuals, groups and enterprises</td>
</tr>
<tr>
<td>6. learning experience designer</td>
<td>(f) guiding interventions that enable individuals and / or groups to learn in a group context</td>
</tr>
<tr>
<td>7. learning material developer</td>
<td>(g) guiding interventions that enable individual learning needs to be satisfied</td>
</tr>
<tr>
<td>8. manager</td>
<td>(h) ensuring that the structured learning process is effective through coordination of ETD related activities</td>
</tr>
<tr>
<td>9. needs analyst</td>
<td>(i) developing learning materials that will assist practitioners and learners in achieving learning outcomes</td>
</tr>
<tr>
<td>10. strategist</td>
<td>(j) designing interventions in terms of outputs or outcomes, learning opportunities and delivery to enable learning</td>
</tr>
</tbody>
</table>
SECTION B: SHORT QUESTIONS (10 MARKS)

**ANSWER ALL THE QUESTIONS**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>DESCRIPTION</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUESTION 1</strong></td>
<td>Identify three role players in the process of needs analysis.</td>
<td>3</td>
</tr>
<tr>
<td><strong>QUESTION 2</strong></td>
<td>Identify five roles of the training practitioner.</td>
<td>5</td>
</tr>
<tr>
<td><strong>QUESTION 3</strong></td>
<td>Give two methods of conducting a needs analysis.</td>
<td>2</td>
</tr>
</tbody>
</table>

[10]
SECTION C: LONG ANSWER QUESTIONS  

(40 MARKS)

ANSWER ALL THE QUESTIONS

QUESTION 1
List and briefly explain five principles of assessment that should be taken into consideration in outcomes-based assessments.  

[5 × 2 = 10]

QUESTION 2
What is the purpose of keeping training records?  

[5 × 2 = 10]

QUESTION 3
Identify five factors affecting learning.  

[5 × 2 = 10]

QUESTION 4
List and describe the characteristics of Adult Training.  

[5 × 2 = 10]

[40]
SECTION D: INTERPRETATIVE QUESTIONS  
(20 MARKS)

QUESTION 1

A workplace skills plan outlines which training and development requirements are needed for an organisation annually.

(a) Name three benefits of the workplace skills plan.  
(3)

(b) List seven requirements of what information would be contained in a workplace skills plan.  
(7)

(c) Give the definition of a skills audit.  
(2)

(d) List the eight systematic processes that need to be developed to create a workplace skills plan.  
(8) [20]

OR

QUESTION 2

(a) i. List and explain any five principles of the NQF.  
(5)

ii. The government's national learning outcomes are important for understanding the formation of the national labour policy.  
List any five learning outcomes.  
(5)

(b) i. Name two important aspects for creating a learning environment.  
(2)

ii. List and explain three criteria for selecting a training facility.  
(3)

iii. List and describe the general principles that apply to instruction.  
(5) [20]

[20]

Section A: 30 marks
Section B: 10 marks
Section C: 40 marks
Section D: 20 marks
TOTAL: 100 MARKS