HUMBUS5

JUNE 2013 EXAMINATION

DATE: 13 JUNE 2013

TIME: 09H00 – 12H00 TOTAL: 100 MARKS
DURATION: 3 HOURS PASS MARK: 40%

(BUS-TM2)

HUMAN RESOURCES DEVELOPMENT 2

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
     ANSWER ALL THE QUESTIONS (10 MARKS)

SECTION B: CONSISTS OF 3 SHORT QUESTIONS
     ANSWER ALL THE QUESTIONS (10 MARKS)

SECTION C: CONSISTS OF 3 LONG ANSWER QUESTIONS
     ANSWER ALL THE QUESTIONS (40 MARKS)

SECTION D: CONSISTS OF 3 INTERPRETATIVE QUESTIONS
     ANSWER ANY 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. If the structure of the training event it is too rigid there will be:
   (a) almost no opportunity for verbal intercourse.
   (b) no opportunity for individuals to contribute to the learning of others.
   (c) no opportunity for the participants to reflect on the learning process.
   (d) All of the above.

2. Which of the following are stages in designing instructional systems?
   (a) the analysis of needs, goals and priorities
   (b) determining course structure and sequence
   (c) preparing lesson plans
   (d) All of the above.

3. Review tests are also called:
   (a) post tests.
   (b) pre tests.
   (c) summative tests.
   (d) All of the above.

4. Even though audio-visual aids are useful, it is important to remember that:
   (a) they should be well planned.
   (b) they should enhance the presentation.
   (c) they should be used only where appropriate.
   (d) All of the above.

5. Evaluation of training is important as the objective is to assess:
   (a) the strengths and weaknesses of the training activity.
   (b) if the training was effective.
   (c) if the learning should be improved.
   (d) All of the above
6. The purpose of output evaluation is to:
   (a) ascertain whether trainees enjoyed the training or felt that it was useful.
   (b) ascertain to what extent trainees are doing things differently because of the training.
   (c) ascertain whether the training conducted is actually paying for itself in terms of improved business performance.
   (d) All of the above.

7. Which one of the following seating arrangements is normally used for courses that involve trainer and media presentations?
   (a) a formal U shape and modified U shape
   (b) a complete square or rectangle
   (c) a chevron style
   (d) a cabaret style

8. Which one of the following techniques is available to trainers to assist them in determining an organisation's specific training needs?
   (a) individual interviews
   (b) group interviews
   (c) questionnaires and survey instruments
   (d) All of the above.

9. Planning a learning system or training intervention involves:
   (a) conducting a task analyses.
   (b) identifying training needs.
   (c) writing learning objectives.
   (d) All of the above.

10. Which one of the following is a function of sector education and training authorities?
   (a) to advise the minister of labour on the national skills development policy
   (b) to create an integrated national framework for learning achievements
   (c) to collect and disburse the skills development levies in the sector
   (d) All the above.

   [10]

(ii) TRUE OR FALSE QUESTIONS

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

1. Knowledge is assessed by tests, examinations, and simulated situations.

2. Results are the practical and manageable outcomes of the training activity.

3. The input costs of training are the costs of developing the training material.

4. Output evaluation happens when the trainer must consider the appropriate approach to training before conducting the training.

5. Objectives describe all of the steps carried out when performing a job. [5 × 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. SDA</td>
<td>(a) the process during which the training specialist formulates an approach that will most effectively address the identified training needs and develop training material suitable to achieve this</td>
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<tr>
<td>2. design</td>
<td>(b) based on the assumption that learning particular kinds of application activities motivates learning</td>
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<td>3. experiential learning model</td>
<td>(c) a composite model for the design of training programmes</td>
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<tr>
<td>4. learning organisation</td>
<td>(d) the ability to work with, understand, and motivate other people, both individually and in groups</td>
</tr>
<tr>
<td>5. people skills</td>
<td>(e) process of utilising material and human resources to accomplish designated objectives</td>
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<tr>
<td>6. management</td>
<td>(f) the performance that will be expected at the end of the course</td>
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<td>7. Nadler's critical events model.</td>
<td>(g) stands for skills development act</td>
</tr>
<tr>
<td>8. knowledge</td>
<td>(h) can be assessed by tests, examinations and simulated situations</td>
</tr>
<tr>
<td>9. output evaluation</td>
<td>(i) an organisation that both learns and fosters learning</td>
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<tr>
<td>10. objectives</td>
<td>(j) when the trainer identifies visible changes which have occurred as a result of the training</td>
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SECTION B: SHORT QUESTIONS (10 MARKS)

ANSWER ALL THE QUESTIONS

QUESTION 1
Define the term 'task analysis'. [2]

QUESTION 2
Briefly explain why reinforcement exercises are used. [2]

QUESTION 3
(a) Give the reasons why objectives are valuable to a training designer. (3)
(b) Identify what an experienced training designer will concentrate on. (3) [6] [10]
SECTION C: LONG ANSWER QUESTIONS (40 MARKS)

ANSWER ALL THE QUESTIONS

QUESTION 1

Identify the eight-step TIPS model, based on Kolb’s model and its well-known learning principles, and briefly discuss the basis of these steps. [10]

QUESTION 2

Name and explain the five conflict resolution strategies, which is applicable to any organisation. Explain who is involved in the organisation’s training needs analysis and briefly discuss their roles. [10]

QUESTION 3

(a) Discuss why it is important to consider the design of training programmes with regard to adult learning. (10)

(b) Explain your understanding of ‘interpretation’ in the context of programme design. (10) [20]

[40]
SECTION D: INTERPRETATIVE QUESTIONS

(20 MARKS)

ANSWER ANY ONE OF THE QUESTIONS

QUESTION 1

Explain why it is important to review learning at the end of the programme and identify how you would do this. [20]

OR

QUESTION 2

Evaluation of training is such a difficult process and is it so often neglected.

Design an evaluation checklist that you will use in your organisation to determine if the training was linked to the needs analysis and specific performance objectives of the organisation. [20]

OR

QUESTION 3

Designing is the process whereby the training specialist formulates an approach that will most effectively address the identified training needs and develop material suitable to achieving this end.

(a) Discuss the process you would follow to collect the relevant information and materials. (15)

(b) Explain this process by means of a diagram. (5) [20]

[20]

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