# November 2012 Examination

**Date:** 15 November 2012  
**Time:** 09h00 – 12h00  
**Total:** 100 Marks  
**Duration:** 3 Hours  
**Pass Mark:** 40%

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**(BUS-TM2) Human Resource 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 (10 Marks)

Answer all the Questions

**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.

**Note:** This is an open-book examination. You are allowed to use the prescribed textbook, your study material or your own notes.

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Examiner: J Burjins
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. Which one of the following methods is often used for training?
   (a) interviews
   (b) lectures
   (c) speeches
   (d) meetings

2. The main elements of training design are:
   (a) the identification of training and training objectives.
   (b) the selection and design of training programmes.
   (c) the conducting of training and evaluation feedback loops.
   (d) All of the above.

3. An example of on-the-job training is:
   (a) job instruction.
   (b) temporary assignments.
   (c) learner centred training.
   (d) All of the above.

4. The structure of the training event should be neither rigid nor too lax. If it is too rigid there will be:
   (a) almost no opportunity for verbal interaction.
   (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.

5. Someone who has developed skills and techniques to facilitate the improvement of individual and overall company performance is called:
   (a) an instructor.
   (b) a lecturer.
   (c) a trainer.
   (d) a teacher.
6. The purpose of output evaluation is to determine if:

(a) trainees found the training useful.
(b) trainees are doing things differently as a result of the training.
(c) the training is paying off 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 a modified U shape
(b) a complete square or rectangle
(c) a chevron style
(d) a cabaret style

8. Which one of the following are techniques available to trainers 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 task analyses.
(b) identifying training needs.
(c) writing learning objectives.
(d) All of the above.

10. A job is:

(a) characterised as one of the employee's main responsibilities.
(b) a coherent set of activities, which lead to measurable results.
(c) a collection of duties performed by an employee.
(d) the smallest component into which a work task can be subdivided to conduct a task analysis. [10]

(ii) TRUE OR FALSE QUESTIONS

Indicate whether the following statements are True or False. Correct the false statements.

1. A task is a collection of duties performed by an employee.

2. Organisational needs can be divided into human resource needs, financial needs and training needs.

3. People skills means having the ability to work with, understand, and motivate other people, both individually and in groups.

4. Output evaluation takes place 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 statements 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. ETQA</td>
<td>(a) education and training quality assurance</td>
</tr>
<tr>
<td>2. strategic business planning</td>
<td>(b) sums up the results or outputs of a course</td>
</tr>
<tr>
<td>3. extrinsic rewards</td>
<td>(c) an evaluation practice with a cumulative character through which the facilitator builds up a profile of the learner's ability, performance and attitude</td>
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<tr>
<td>4. learning organisation</td>
<td>(d) how an organisation will compete</td>
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<tr>
<td>5. action learning</td>
<td>(e) taking the material and transforming the content into a plan for learning</td>
</tr>
<tr>
<td>6. summative evaluation</td>
<td>(f) loss of production because of workers attending a course</td>
</tr>
<tr>
<td>7. continuous assessment</td>
<td>(g) stems from the actions of other people and includes salary increases, etc.</td>
</tr>
<tr>
<td>8. lesson plan</td>
<td>(h) designing interventions in term of output and outcomes, learning opportunities and delivery to enable learning</td>
</tr>
<tr>
<td>9. overhead costs</td>
<td>(i) organisation that both learns and fosters learning</td>
</tr>
<tr>
<td>10. learner experience designer</td>
<td>(j) continuous process of learning and reflection with an intention of getting things done</td>
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</tbody>
</table>
SECTION B: SHORT QUESTIONS (10 MARKS)

ANSWER ALL THE QUESTIONS

QUESTION 1
Define the term 'outcomes based education'.

QUESTION 2
Define the term 'systems approach'.

QUESTION 3
(a) i. Identify one example of discrimination as mentioned in the Employment Equity Act. (1)
     ii. Identify the main role of the facilitator. (2)
(b) List the three types of task analyses. (3) [6]

[10]
SECTION C: LONG ANSWER QUESTIONS

ANSWER ALL THE QUESTIONS

QUESTION 1

(a) You are doing a presentation and one of the participants interrupts by asking a question. The question relates to something you are about to cover. Discuss your response. (5)

(b) The final goal of training evaluation is to establish the reasons for a programme not achieving its goals and objectives. Identify any five reasons for failed training. (5) [10]

QUESTION 2

Nadler (1982:128 -129) and Tracy (1984: 225) identified three factors that influence curriculum content decisions and affect information presentation.

Name and briefly discuss the three factors. [10]

QUESTION 3

(a) i. Identify the five techniques used for assessing learners at level two, as outlined by Reid. (5)

ii. Mentoring has become an important method in South Africa for empowering individual persons for a particular job. Identify the five steps to ensuring a successful mentorship programme. (5)

(b) After conducting a situational analysis in your organisation, you find that workers are unhappy. As the course designer, you realise that this problem can be addressed by training, but the results of previous courses were unsatisfactory.

Identify and discuss the three options available when deciding on a training course. (10) [20]

[40]
SECTION D: INTERPRETATIVE QUESTIONS

ANSWER ONE OF THE QUESTIONS

QUESTION 1

(a) Discuss the function of the line manager, training function and trainee in the needs analysis. (10)

(b) You have to do a presentation on customer care. Discuss eye contact, pitch and speed of delivery, and natural gestures as an important part of preparation. (10) [20]

OR

QUESTION 2

A task analysis is a device trainers use to determine the specific components of a job in order to identify what an employee does. Identify and discuss the five reasons for conducting a task analysis. [20]

OR

QUESTION 3

(a)  
   i. Identify the five factors to be addressed by the needs analysis before an effective training strategy can be implemented. (5)

   ii. Identify the five factors that determine the responsibilities of the training manager, training officers and training instructors. (5)

(b) You are the training manager of Skills Consulting and have done a training needs analysis. You have to present the information to management. Discuss the process of submitting a needs analysis. (10) [20]