NOVEMBER 2013 EXAMINATION

DATE: 14 NOVEMBER 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 (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 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. A needs analysis aims to establish:
   (a) the actual needs.
   (b) the expected results.
   (c) the priority of needs.
   (d) All of the above.

2. The communication loop does not contain:
   (a) the information sender.
   (b) the information receiver.
   (c) feedback.
   (d) the translator.

3. Which statement best describes the evaluation of training materials by using the method 'operation try-out'?
   (a) The material developer observes while a student group completes the learning activity.
   (b) The developer tests the training material with a group of at least five average trainees with the aim of establishing the success of the programme.
   (c) The instructor who will be presenting the material tries it out in the actual training session.
   (d) The material developer discusses the material with a student.

4. 'Objectives' describe:
   (a) the job as it is performed by a highly skilled person.
   (b) all the steps carried out when performing a job.
   (c) the steps which the trainees do not know.
   (d) the performance that will be expected at the end of the course.

5. Which of the following is an evaluation method?
   (a) the rating method
   (b) the questionnaire method
   (c) the interview method
   (d) All of the above.
6. How many levels are on the National Qualifications Framework?
   (a) 8
   (b) 9
   (c) 5
   (d) 10

7. Which need is not an organisational need?
   (a) motivational need
   (b) physical need
   (c) financial need
   (d) human resource need

8. Which one of the following is not an activity of a trainer-manager?
   (a) planning and leading
   (b) controlling
   (c) delegating
   (d) organising

9. How many phases are there in a training intervention?
   (a) 1.
   (b) 5
   (c) 3
   (d) 7

10. The in-basket exercise used in training does not:
    (a) provide practice in decision making.
    (b) analyse the trainee's decision-making skills.
    (c) improve the understanding of management theories.
    (d) assess the trainee's aptitude. [10]

(ii) **TRUE OR FALSE QUESTIONS**

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

1. In the preparation phase the responsibility of the trainer is to ensure that the intervention is integrated with other interventions in the organisation.

2. The rating method is normally used with the other methods and is particularly useful because of the face-to-face situation.

3. Management games give learners the opportunity to act out certain roles in non-realistic situations.

4. U-shaped seating take the emphasis off the presenter and promotes participant interaction.

5. The correct identification of training needs will ensure that the evaluation of training is possible. [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. planning</td>
<td>(a) breaking down the work to be done into jobs, groups and departments</td>
</tr>
<tr>
<td>2. summative evaluation</td>
<td>(b) detailed investigation into situations throughout the organisation with the aim of improving current performance</td>
</tr>
<tr>
<td>3. rating method</td>
<td>(c) describes the job as it is performed by a highly skilled person</td>
</tr>
<tr>
<td>4. objective</td>
<td>(d) looking ahead to the future, setting goals and deciding on policies, procedures and methods for accomplishing goals</td>
</tr>
<tr>
<td>5. organising</td>
<td>(e) when the trainer identifies changes which have occurred as a result of the training</td>
</tr>
<tr>
<td>6. brainstorming</td>
<td>(f) sums up the results or outputs of a course</td>
</tr>
<tr>
<td>7. output evaluation</td>
<td>(g) outlay to develop and execute the training programme</td>
</tr>
<tr>
<td>8. input costs</td>
<td>(h) technique that is used to generate information</td>
</tr>
<tr>
<td>9. needs analysis</td>
<td>(i) evaluation method whereby the facts and results are rated</td>
</tr>
<tr>
<td>10. task analysis</td>
<td>(j) what the trainees will be able to do at the end of a given training session</td>
</tr>
</tbody>
</table>

[10]

[30]
SECTION B: SHORT QUESTIONS (10 MARKS)

ANSWER ALL THE QUESTIONS

QUESTION 1
What is the definition of training design? [3]

QUESTION 2
What are the possible consequences of structuring a training event too rigidly? [3]

QUESTION 3
What are the benefits of identifying training needs in an organisation? [4][10]
SECTION C: LONG ANSWER QUESTIONS (40 MARKS)

ANSWER ALL THE QUESTIONS

QUESTION 1
As the training officer of XYZ Furnishers, you have to source a training provider to conduct management training for all your new managers in the organisation. The training will be conducted over an eight-day period.

Outline the areas you would want included in the training programme. [10]

QUESTION 2
You are conducting a discussion in which participants relate the course theories to their jobs. One participant begins to talk about his job but soon begins to criticise his supervisor and the way the department operates. Other participants agree with him and start to suggest that you might do something about their work situation. The additional discussion means that you are already 10 minutes behind on your schedule.

Sum up what you would do in this situation [10]

QUESTION 3
The head of a training function is expected not only to stand in front of a group of trainees periodically but also to fulfil a number of other roles.

Explain in some detail what these roles are. [10]

QUESTION 4
Progressive feedback involves allowing for constructive engagement and intermediate feedback throughout the training process. Feedback is needed at three stages if training objectives are to be achieved. These three stages are before training, during training and after training.

Briefly discuss the feedback you will give during training. [10]
ANSWER ANY ONE OF THE QUESTIONS

**QUESTION 1**

Conduct a training needs analysis for an organisation using the Michalak and Yager model supplied in Addendum A attached at the back of this paper.

What are the four management functions that the trainer – manager will use with this approach to ensure that it becomes a powerful management tool? [20]

**OR**

**QUESTION 2**

Evaluating behaviour change on the job is critical to the results of effective evaluation of training programmes. Briefly discuss this statement. [20]

**OR**

**QUESTION 3**

In selecting alternative training programmes that suit the needs and objectives of the organisation, the trainer can draw on three approaches, namely past experience; the findings of research and experimentation; and the operations research approach (also known as the quantitative common-sense approach).

A good decision regarding training is based on the operations research approach. Discuss the successive steps in this decision analysis. [20]
ADDENDUM A

FLOWCHART FOR MICHALAK AND YAGER’S TRAINING NEEDS ANALYSIS MODEL

1. Behaviour Discrepancy Identification
2. Cost/Value Analysis
3. Skill/Knowledge Deficiency
   - Yes!
   - Can’t Do
   - Job Aid
   - Training
   - Practice
   - Change the Job
   - Transfer or Terminate
   - Don’t Do
   - Reward/Punishment Incongruence
   - Lack of or Inadequate Feedback
   - Obstacles in System

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