

UNIVERSITY OF SWAZILAND
FACULTY OF COMMERCE
DEPARTMENT OF BUSINESS ADMINISTRATION
MAIN EXAMINATION
ACADEMIC YEAR 2009/2010

TITLE OF PAPER: BA 514 Training Management

DEGREE AND YEAR: Bachelor of Commerce V

COURSE NUMBER: BA 514/IDE 514

TIME ALLOWED: Three (3) hours

INSTRUCTIONS

1. THIS PAPER CONSISTS OF SECTION (A) AND (B)
2. THE CASE STUDY SECTION (A) IS COMPULSORY
3. ANSWER ANY THREE QUESTIONS FROM SECTION B

NOTE: You are reminded that in assessing your work, account will be given of the accuracy of language and the general quality of expression, together with the layout and presentation of your final answer.

THIS PAPER MUST NOT BE OPENED UNTIL THE INVIGILATOR HAS GRANTED PERMISSION.

GOOD LUCK!!!

SECTION A CASE: COMPULSORY (40 MARKS)

Read the case below and answer the questions that follow.

CASE: What a Training Programme!

One afternoon at a farewell meeting, after everyone had had a few drinks, Peter (a foreman) and Thabo (an HR manager) discussed the value of training. Peter said, "I believe employees should be educated to do their job. Trainers do not focus on the correct issues. They talk about motivation, but if an employee does not want to do her job, she must go."

"I attended a two-day IR training session organised by the IR department and presented by a consultant a few weeks ago-but what a mess! I was not informed about the course details and when I arrived, I saw a number of my juniors attending. But that wasn't the worst. Listen to this: We started with the principles of motivation for half a day, after which the instructor began to discuss the tripartite structure, and we ended the day with a discussion on the value of grievance procedures. I thought we could have started with a discussion on the environment issues influencing IR, followed by the tripartite system, and so on-but there was no structure at all. What a laugh! The instructor said we all had to use the same learning method and if we did well, everybody could have a day off and that shall motivate all of us to do better on the next course. There seemed to be a lack of design, and no structure. I wonder if the instructor knows what he is doing. My whole section is negative about the training as well".

After Peter's outburst, Thabo made an appointment with him for the next day to discuss some of the issues raised here.

Case questions:

1. What would you recommend to Thabo before his appointment with Peter? 20 marks
2. What principles of course design are involved? Do you think Thabo should explain them to Peter? Why? (20 marks)

Total**40 marks**

(Source: Erasmus et al. (2006) Managing Training and Development in South Africa. Oxford University Press. Pp.186-87.

SECTION B (60 MARKS)

Answer **three (3) Questions** from this section

2. What are the purposes and principles of assessment and evaluation? (20 marks)
3. The effectiveness of learning depends on one's understanding of the learning process.
Distinguish between learning, training and development, with reference to the learning principles and any learning theory of your choice. (20 marks)
4. Briefly, comment about "learning organisations". In your comments indicate the different dimensions and characteristics of typical learning organisations. (20 marks)
5. Different training approaches have been suggested by different training practitioners; discuss them, presenting circumstances under which you can recommend each of them. (20 marks)
6. Discuss how training and development aid Human Resource Managers in executing the various HR functions. (20 marks)