

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF COMMERCE**  
**DEPARTMENT OF BUSINESS ADMINISTRATION**  
**MAIN EXAMINATION**  
**ACADEMIC YEAR 2010/2011**

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**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: Compulsory (40 MARKS)**  
**(Read the case below and answer the questions that follow.)**

**CASE: Swaziland Postal and Telecommunication Services (SPTC) changes management Development**

Swaziland Postal Telecommunication Services (SPTC) , a Swazi Postal and telecommunications service provider, discovered that its approach to management development was not working, and it turned to the corporate training and development (T&D) department for help. T&D serves as the primary internal source for developing supervisory personnel at SPTC.

The existing supervisory development course was voluntary. Generally, supervisors were promoted from the ranks of the 1,200 employees to serve as liaisons between employees and midlevel managers. Each had 12 to 40 employees reporting to a supervisor.

Corporate T&D decided that the supervisory development course was a good place to upgrade the development of supervisors. A survey found that supervisory skills needed to be more clearly defined. Only 25% of the supervisors had taken the course, there was no incentive to take the course, and there was no follow-up after the course.

First T&D created a checklist of successful supervisory behaviors based upon job descriptions. Then observer sessions were scheduled with the best supervisors wherein T&D observers noted what these supervisors did. The observations led to classifying necessary supervisory skills as the following:

- ... Employee communication
- ... Coaching
- ... Team building
- ... Motivation and performance counselling

Supervisors who already had taken the course were asked to rate the importance of the skills. Generally, the skills were considered of about equal importance. Further evaluation of the previously offered course identified effective and ineffective portions. T&D produced a report of its findings, and during a Saturday meeting of supervisory course, graduates presented its report. This session provided an opportunity for T&D and the supervisors to discuss how the course could be made more useful. For instance, revisions led to more sessions utilizing role-playing, case studies, and discussion.

Standard feedback forms are now used at the end of each course. In addition, a schedule for evaluation by supervisors six months after finishing the course provides further information. Using the evaluations to revise and improve course offerings is an ongoing process.

**Required:**

1. Evaluate the methods corporate T&D used to revise the supervisory development course. (20 marks)
2. Compare the findings of the T&D survey to what is done for supervisory development in organizations for which you have worked or are familiar with. (20 marks).

**Total (40 marks)**

**Case adapted from Sue Shellenbarger (1992) Work and family, *The Wall Street Journal*, June 24.**

**SECTION B (60 MARKS)**

**(Answer any three (3) questions from this section)**

2. Why conduct skills audit? And how can skills audit benefit the organization?  
(20 marks)
3. What are the key dimensions for designing training material? (20 marks)
4. Explain fully the “high impact” training model. (20 marks)
5. Identify and discuss future trends that are likely to influence the direction of training and development. (20 marks)
6. Often training and development programmes fail because of the approaches used to it. Advise on how this situation can be counteracted using the systems approach to training and development. (20 marks)