

UNIVERSITY OF SWAZILAND
FACULTY OF COMMERCE
DEPARTMENT OF BUSINESS ADMINISTRATION
MAIN EXAMINATION
ACADEMIC YEAR 2013/2014

TITLE OF PAPER: IDE BA 514 Training Management

DEGREE AND LEVEL: Bachelor of Commerce-Level VII

COURSE NUMBER: IDE - BA 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

(Read the case below and answer the questions that follow.)

Case: Diversity-Managers

Managing diversity in the modern workplace has become a full-time job for many managers. Some companies are naming "diversity managers" because diversity programs are too complex to be handled by human resource generalists or affirmative action officers. In fact, diversity managers tend to earn more E550 000 to E750 000 yearly and have broader duties than affirmative action managers. Among other duties, diversity managers conduct sensitivity training for male and female employees, look for new opportunities in a company's ethnically diverse customer base, and conduct institutional research on the effectiveness of company training and retention programs.

In the US, as of August 2002, about half of the Fortune 500 companies had diversity managers, and others were looking to hire them. But, before then, it was rare to find diversity managers anywhere. Colgate-Palmolive, the consumer-products giant, hired its first "global cultural diversity manager" from some 500 applicants. The company needed someone to help its managers integrate cultural diversity into its business practices, which, like many other large companies today, are becoming increasingly global. Today, diversity managers are also found in senior posts. At Hughes Aircraft, for example, the diversity manager holds a vice president's title. Moreover, diversity managers often report directly to the company's Chief Executive Officer, as in General Electric's -GE Capital Unit.

As more women and minorities join the labor force, top management

increasingly realizes that successfully managing diversity is a bottom-line issue. "It's all about instilling higher productivity in the work force," says Faith Wohl, who was named Du Pont's first diversity manager in 1989. "You get improved performance if you can get people to work better together."

Indeed, many diversity managers are revamping performance reviews to include monitoring of executives' diversity efforts. Both Colgate and GE Capital link managers pay for such efforts.

**Case adapted From Julie Amparano Lopez, "Firms Elevate Heads of Diversity Programs." Reprinted by permission of The Wall Street Journal, August 5, 1992
Dow Jones & Company, Inc.**

Required

- a. Why is it that all of sudden Diversity Management is a prominent issue in managing today's organizations? (20 marks)
- b. If it is so important, why is it that in Swaziland we do not have diversity managers other than the general managers and other functional managers? (10 marks)
- c. Provide brief guidelines for the effective implementation of Diversity management. (10 marks)

Total

(40 marks)

SECTION B (60 MARKS)

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

- 2. For effective training and development, needs assessment is an imperative. Discuss the different types of needs assessment (complements to each other) to be conducted for training purposes. (20 marks)
- 3. Describe the key components to include in the design of training material? (20 marks)
- 4. Explain fully the key factors that affect course development. (20 marks)
- 5. The Minister of labour and Social Services is strategizing on the overall country labour development action programme plan. With your expertise and your knowledge of the global deployments, identify and discuss macro trends that are likely to influence the direction of training and development. (20 marks)
- 6. Discuss the steps to be followed in developing a competency-based training programme? (20 marks)

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