



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY
FACULTY OF MANAGEMENT SCIENCES
DEPARTMENT OF MANAGEMENT**

QUALIFICATION: BACHELOR OF HUMAN RESOURCES MANAGEMENT	
QUALIFICATION CODE: 07BHRM	LEVEL: 7
COURSE CODE: PTD712S	COURSE NAME: PRINCIPLES OF EDUCATION, TRAINING AND DEVELOPMENT
SESSION: JANUARY 2019	PAPER: THEORY
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	Dr Andrew Jeremiah
MODERATOR:	Mr BU SHIKONGO

INSTRUCTIONS
<ol style="list-style-type: none">1. Answer ALL the questions.2. Write clearly and neatly.3. Number the answers clearly.

PERMISSIBLE MATERIALS

1. Examination paper.
2. Examination script.

THIS EXAMINATION QUESTION PAPER CONSISTS OF 3 PAGES (Including this front page)

Question 1:

Read the given case study and answer the questions that follow.

Programme design and development.

One afternoon at a farewell meeting, after everyone had a few drinks, Pedro (A line manager) and Ndapandula (the HR Manager) had a discussion on the value of training and development.

Peter said, "I believe employees should be trained to do their jobs. Trainers do not focus on the correct issues. They talk about motivation, but if an employee does not want to perform his/her job she must go. I attended a two-day Industrial Relations course organised by the Industrial Relations (IR) Department and presented by a consultant a few weeks ago- but what a mess it proved to be! I was not informed of the course details when I arrived. A Number of my juniors were also attending the same course!"

"However, this was not the worst. Listen to this. We started off with the principles of motivation for half an hour a day, after which the trainer began discussing the tripartite structure. We ended the day with a discussion on the environmental issues that influenced IR, followed by the tripartite system, and so on. But the problem was that there was no structure at all to this learning programme. What a joke! The trainer advised that we all had to use the same learning method and if we did well, everybody could have a day off and that should motivate all of us to do better on the next course. There seemed to be lack of design and no structure. I wondered if the trainer knew what he was doing. My whole section was negative about the training offered as well."

After Pedro's outburst, Ndapandula made an appointment with Pedro for the next day to discuss some of the issued raised.

Source: Erasmus et al. (1015, p. 193).

QUESTION 1:

- (a) List the complaints that Pedro gave to Ndapandula about how training was not being done well in their company. (5)

- (b) If you were the HR Manager (Ndapandula), how would you have planned to solve the accusation that "Trainers were not focusing on the correct issues," and that "there was lack of design and no structure in the training that trainers gave?" (15)

- (c) Imagine Ndapandula was designing training for mangers using on-the-job training methods which are the most popular approaches used in Namibia. Give a brief overview of methods such as Coaching, Mentoring, Committee Assignments; Job rotation, and Understudy assignments for the benefit of Ndapandula's understanding. (10)

Question 2:

List the requirements of a learning outcome and what it embodies. (10)

Question 3:

Identify and briefly discuss the nine (9) approaches to sequencing content and their benefits. (20)

Question 4:

Evaluation is not done just for the sake of doing it. It is done for a purpose or a good reason. Discuss purposes of programme evaluation (20)

Question 5:

You are responsible for training and development at XYZ Company and you are not sure of which assessment strategies to utilise when training staff members. Research on and analyse the importance all the types of assessment in outcomes-based learning. (20)

END OF EXAMINATION!!]