



**PAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION**

**DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

<b>QUALIFICATION : DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING : MANAGEMENT</b>	
<b>QUALIFICATION CODE: 06DTVM</b>	<b>LEVEL: 6</b>
<b>COURSE CODE: MOD620S</b>	<b>COURSE NAME: MANAGEMENT OF ORGANISATIONAL DEVELOPMENT AND LEARNING</b>
<b>SESSION: NOVEMBER 2025</b>	<b>PAPER: PAPER 1</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 100</b>

<b>FIRST OPPORTUNITY EXAMINATION PAPER</b>	
<b>EXAMINER(S):</b>	Mr. Benhardt U Kauteza
<b>MODERATOR:</b>	Dr. Independia de Waldt

<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"><li>1. Answer <b>all questions</b>.</li><li>2. Read all the questions carefully before answering.</li><li>3. This paper consists of Sections A and B with a total of six questions.</li><li>4. Make sure your name and surname, question number and the date appear on the answer script.</li><li>5. Number the answers clearly.</li><li>6. Please ensure that your writing is legible, neat and presentable</li></ol>	

**THIS MEMORANDUM CONSISTS OF 7 PAGES (Including this front page)**

## SECTION A: SHORT QUESTIONS

### QUESTION 1 - Multiple Choice Questions

[10]

Question 1 consists of 10 multiple-choice questions. For each question, there are four possible answers: A, B, C, and D. Choose only the one letter you consider correct. E.g., 1. D.

#### 1.1 Organisational Culture refers to:

(1 mark)

- A. The organisation's dress code
- B. The shared values, norms, and beliefs that shape behaviour
- C. The climate control systems in offices
- D. The legal structure of the organisation

#### 1.2 Organisational Climate mainly reflects:

(1 mark)

- A. Employees' perceptions and attitudes towards the work environment
- B. National weather patterns
- C. Long-term strategies and policies
- D. External political influences

#### 1.3 Leadership in OD is critical because:

(1 mark)

- A. Leaders handle only financial audits
- B. Leaders must enforce strict rules only
- C. Leaders influence culture, change adoption, and direction of development
- D. Leaders focus on external stakeholders only

#### 1.4 Which OD model emphasizes Unfreezing – Changing – Refreezing?

(1 mark)

- A. Kotter's 8-Step Model
- B. McKinsey 7-S Model
- C. Lewin's Change Model
- D. ADKAR Model

- 1.5 From an OD perspective, managing career paths effectively helps organisations to:** (1 mark)
- A. Reduce training costs by limiting employee growth
  - B. Improve employee retention and motivation
  - C. Keep career progression a secret to avoid competition
  - D. Increase dependence on external recruitment only
- 1.6 A structured career path benefits both the employee and the organisation primarily by:** (1 mark)
- A. Ensuring all employees follow the same promotion track
  - B. Matching employee competencies with future organisational needs
  - C. Preventing lateral career moves
  - D. Focusing only on senior management roles
- 1.7 An HR manager who aligns succession planning with training and performance reviews is demonstrating:** (1 mark)
- A. Managing career paths
  - B. Controlling operational costs
  - C. Implementing external recruitment
  - D. Downsizing initiatives
- 1.8 Which of the following is an *indirect benefit* of career path management in organisational development?** (1 mark)
- A. Reduced employee turnover
  - B. Higher workplace conflict
  - C. Increased absenteeism
  - D. Limited workforce adaptability
- 1.9 When evaluating a WIL strategic plan, which element is most critical?** (1 mark)
- A. How quickly students graduate
  - B. Alignment of WIL activities with employability and industry needs
  - C. The number of students in classrooms
  - D. The reduction of academic staff

**1.10 Which of the following is a *key procedural step* in implementing WIL programmes? (1 mark)**

- A. Establishing partnerships and formal agreements with industry stakeholders
- B. Allowing students to choose any workplace without supervision
- C. Ignoring feedback from employers
- D. Prioritising only theory-based assessments

**QUESTION 2 - Matching Questions**

**[10]**

**Match each of the Key Concepts with its corresponding Descriptions in the table below:**

e.g. 1. E

Key Concepts	Descriptions
1. Organisational Change	A. A series of interactive sessions designed to improve career skills and knowledge.
2. Talent Management	B. Opportunities for employees to rotate roles to gain broader skills and experience.
3. Succession Planning	C. Documenting outcomes and experiences of students after completing WIL programmes.
4. Mentorship Programmes	D. Structured process to prepare future leaders and key role successors in an organisation.
5. Career Workshops	E. Learning approach where students gain hands-on experience in real work environments.
6. WIL Placement	F. Coordinating agreements between educational institutions and industry for practical training.
7. Monitoring WIL Activities	G. Identifying the difference between current employee skills and organisational needs.
8. WIL Stakeholder Engagement	H. Involving students, employers, and academic staff in planning and decision-making for WIL.
9. Skills Gap Analysis	I. The process of tracking student progress during work-integrated learning.
10. Career Progression Reviews	J. Measuring whether career interventions are achieving desired results.
	K. Regular evaluation of employee performance and career development opportunities.

## SECTION B: STRUCTURED QUESTIONS

### QUESTION 1 - Key Concepts in Organisational Development (OD) and Career Management [20]

- 1.1 Explain why *planned change* is considered a key concept in Organisational Development. (4)
- 1.2 Define career management and explain its relevance to a TVET graduate. (2 marks for definition and 2 marks for explanation) (4)
- 1.3 State briefly how networking can support career development for young professionals. (2)
- 1.4 A final-year TVET student in your institution is preparing for workplace after graduation. As part of career management, advise the student on five practical strategies they can apply to manage their career path effectively in a dynamic labour market. (10)

### QUESTION 2 - Develop and Manage Career Path [20]

**You are a Human Resource Officer in a mid-sized company. The organisation is facing high employee turnover because staff feel uncertain about their future growth opportunities.**

- 2.1 As part of your duties, explain how you would develop career paths in the organisation to support employee retention and professional growth. (10)
- 2.2 After developing the career paths, outline how you would manage these career paths to ensure employees continue progressing and remain motivated. (10)

### QUESTION 3 - Impact of WIL on Stakeholders and Implementation Procedures of WIL [20]

3. A TVET college partners with a local manufacturing company to place students on a six-month job attachment.
- 3.1 Discuss two benefits of Work Integrated Learning (WIL) for (a) the student and (b) the employer in this case. (8)
- 3.2 In a healthcare training programme, nursing students are placed in hospitals for practical rotations. Analyse the impact of WIL on the community and the TVET institution in this situation. (6)

**3.3** A TVET Centre is planning to roll out a new WIL programme in the hospitality sector. Outline three key steps the college should follow to successfully implement this WIL programme.

**(6)**

**QUESTION 4 - Implementation Procedures and Evaluation of WIL Programmes**

**[20]**

**CASE STUDY**

**Read the Case Study below and answer the questions which follow.**

**Background**

The Polytechnic of Southern Africa recently launched a **Work Integrated Learning (WIL) programme** for final-year Diploma in Business Administration students. The programme was designed to bridge the gap between classroom theory and workplace practice by placing students in partner companies for six months.

The implementation procedures followed included:

- Signing formal agreements with host companies.
- Preparing students with pre-placement workshops on professional conduct and workplace expectations.
- Assigning academic supervisors to monitor progress and conduct site visits.
- Requiring students to submit reflective journals and monthly reports.

After the first intake, the Polytechnic conducted an evaluation of the WIL programme. Key findings included:

- **Strengths:** Students reported gaining valuable practical skills, improved confidence, and professional networks. Employers noted that students contributed fresh ideas.
- **Weaknesses:** Some students lacked adequate preparation in workplace communication. Certain companies did not provide structured mentorship. Academic supervisors found it challenging to monitor all students effectively due to workload.
- **Recommendations:** Enhance pre-placement training on soft skills, allocate smaller supervisor-student ratios, and establish clearer mentorship guidelines for companies.

**Answer the following questions:**

- 4.1** Explain the importance of *implementation procedures* in ensuring the success of WIL programmes, using examples from the case study. (2 marks for explanation and 4 marks for examples) **(6)**
- 4.2** Identify and discuss *two key challenges* in the evaluation findings of the WIL programme and suggest practical solutions. (2 marks for identification and 4 marks for challenges) **(6)**
- 4.3** Based on the evaluation findings, propose a comprehensive revised implementation procedure that addresses at least three weaknesses identified in the WIL programme. Provide detailed strategies for how each weakness can be resolved effectively. (5 marks for the weaknesses and 3 marks for the strategies) **(8)**

**TOTAL [100 MARKS]**

**[End of Paper]**