



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION
DEPARTMENT OF GOVERNANCE MANAGEMENT SCIENCES

QUALIFICATION: BACHELOR OF HUMAN RESOURCES MANAGEMENT HONOURS	
QUALIFICATION CODE: 07BHRM	LEVEL: 8
COURSE CODE: CMD812S	COURSE NAME: CAREER MANAGEMENT AND DEVELOPMENT
SESSION: NOVEMBER 2022	PAPER: THEORY
DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
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MODERATOR:	Dr S. Amunkete

INSTRUCTIONS
1. Answer ALL the questions. 2. You are expected to apply your subject knowledge to the questions. 3. Write clearly and neatly. 4. Number your answers clearly.

PERMISSIBLE MATERIALS

1. Pen
2. Ruler

THIS QUESTION PAPER CONSISTS OF 5 PAGES (Including this front page)

SECTION A (answer all the question)

(50 marks)

Question 1

1. Schreuder & Cotzee, (2013) suggested future trends influencing the 21st century world of work significantly. Multi-generations working side-by side has been cited as one of those trends. Drawing from your understanding/research and lived experiences, discuss in detail how the five workforce generations can work side-by side in the 21st century world of work. **(20)**

2. Identify ten implications of the changing organisation for careers. **(10)**

3. The 21st Century career model planning is based on the quest for personal development and is facilitated by the interaction with factors that are relevant to career planning. Design your own career using the 21st Century career-planning model. **(20)**

SECTION B**(50 marks)****Question 1**

Read the following case study and answer all the questions that follows.

“Bill,” 29 years of age, had been diagnosed with anxiety and depression while in high school. In college, he majored in community wellness and exercise science. Bill contacted the VCU Career Connections Program after reading an article published in the local newspaper. He had experienced difficulties getting an internship site for his senior year and had chosen not to receive support through the college’s services for students with disabilities. Bill participated with the Career Connections staff to develop an Individualized Career Plan that focused first on securing an internship site. His work preferences were based on his recognised abilities, and he was provided with direct assistance to secure a suitably appropriate internship. When the employer asked about learner accommodations, Bill was taught to indicate how important it was for him to repeatedly practice a new skill and to proceed at a moderate pace. He communicated how he could become easily stressed and that he dealt with stress through physical reactions.

Previously, Bill had held a position as a grocery bagger for 2 years before being fired for a public outburst. Bill was not aware of stress management techniques and was unsure of what strategies to apply when under stress. The VCU staff supported Bill and provided him with appropriate coaching to secure an internship at a local athletic club. On the second day of work, Bill asked the fitness director if he could go home, as he was not “feeling well.” On the third day, the VCU Career Connections staff came on-site to assist Bill in structuring his time at work. They identified specific duties that could be completed throughout the day, such as helping at the front desk or cleaning the equipment. It soon became apparent to the Career Connections staff that when Bill had any idle time, he became agitated and wanted to leave the workplace. To alleviate this problem, the staff modelled certain strategies for Bill including greeting customers, talking to co-workers, and taking a break in the staff office. VCU staff again intervened when Bill had difficulty explaining how exercise machines worked. After repeated observations of workouts, Bill still could not explain how the machines worked. The Career Connections staff recommended Bill actively participate. To help him learn about the weight machines, Bill was asked to write the name of each machine and muscle group

strengthened by it on a 3" x 5" card. He would then identify something important to remember about the specific machine and note it on the card. A refined strategy was later developed in which VCU staff modelled the explanation and demonstration of each machine, followed by Bill performing the same functions. The VCU staff also brought in customers to participate in sharpening Bill's skills. Later in the year, Bill walked out of the club after a verbal exchange with the fitness director. Bill was frustrated with his inability to understand a specific job function he needed to complete.

VCU staff encouraged Bill to identify potential stress management strategies including exercise, taking a break, and reading. With support from the VCU staff, Bill initiated a discussion with the fitness director about his disability and his need for accommodations when feeling stressed. He selected the tactic of excusing himself for a few minutes and walking outside in the parking lot as one primary strategy for coping with stress. The VCU Career Connections staff modelled this behaviour for Bill and he later initiated this strategy independently while prodding a student with an introduction to the weight machines. Another useful strategy suggested for Bill by VCU staff was keeping a daily log of his activities and feelings to identify potential stressors. He was taught to review the previous day's entries and to remember the frequent stress-free days he had experienced to support his growing self-efficacy.

As Bill neared the completion of his internship, the VCU staff and the Virginia Department of Rehabilitative Services helped Bill to arrange informal interviews at health clubs, YMCAs, and recreational centers to network with employers and provide opportunities to practice his interviewing skills. He also received services from a job coach. Bill obtained a part-time position as a program assistant at a local YMCA near his home. Bill and the Career Connections staff discussed successful support strategies identified during Bill's internship at an informal meeting with his job coach. They then modified these effective strategies to fit the environment of Bill's new job in the aquatic department. For example, Bill's stress management technique of taking walks was modified at his new site to include swimming laps in the pool between aquatic sessions. Bill also maintained a journal and received one-on-one instruction from his job coach. Overall, Bill enjoyed his new job, demonstrated consistent attendance, and participated in various employee social activities on the weekends.

Source: Dowrick et. al. (2004).

Questions

1. Having read the case study, within the context of career development and management, how would you describe the above scenario? **(18)**
2. Bill was not aware of stress management techniques and was unsure of what strategies to apply when under stress. From the case study, identify five stress management techniques which was used to help Bill cope under stress. **(10)**
3. Psychological well-being consists of the various dimensions. Discuss these dimensions in detail. **(18)**
4. Bill obtained a part-time position as a program assistant at a local YMCA near his home. Would you say Bill is engaged and enjoying his work? **(4)**

End of test paper!

Good luck

Genial