



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

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

QUALIFICATION : BACHELOR OF HUMAN RESOURCES MANAGEMENT DEGREE	
QUALIFICATION CODE: 07HRM	LEVEL: 7
COURSE CODE: PTD712S	COURSE NAME: PRINCIPLES OF TRAINING AND DEVELOPMENT
DATE: JANUARY 2026	PAPER: 1
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY QUESTION PAPER	
EXAMINER(S)	Ms. Fiina Shimaneni
MODERATOR:	Ms. Ilenimutale N. Haiduwa

INSTRUCTIONS
1. Write clearly and neatly. 2. ALL questions are compulsory

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

SECTION A

[10]

Question 1

[5]

Choose the most appropriate answer.

1.1 How does Human Resource Development (HRD) contribute to building a learning organisation?

- a) By enforcing rigid job roles and responsibilities
- b) By promoting continuous learning and knowledge sharing among employees
- c) By focusing only on annual performance reviews
- d) By reducing employee training initiatives

1.2 In the context of international assignments, HRD primarily supports employees through:

- a) Technical training only
- b) Cross-cultural and expatriate training
- c) Replacing local employees with expatriates
- d) Reducing training to save costs

1.3 How does training and development link to performance management?

- a) Training identifies and addresses performance gaps revealed during appraisals
- b) Training is unrelated to performance appraisals
- c) Performance management replaces the need for training
- d) Training only applies to new employees, not performance improvement

1.4 Effective HRD programs for international deployment should primarily focus on:

- a) Domestic workplace policies
- b) Local legal compliance only
- c) Basic job functions without context to the foreign environment
- d) Developing intercultural communication and adjustment skills

1.5 Training and development promote workplace ethics by:

- a) Offering compliance-based, values-driven training programmes
- b) Avoiding difficult ethical topics
- c) Leaving ethical decisions solely to line managers
- d) Focusing only on legal requirements

Question 2

[5]

State whether the following statements are True/False.

2.1 Technical training functions are unaffected by rapid technological changes, since employees learn new systems informally on the job.

2.2 HRD in the 4IR context focuses exclusively on digital skills, with no need to develop human-centric capabilities.

2.3 The success of HRD interventions in international assignments depends more on post-arrival support and continuous learning than on pre-departure training.

2.4 Ethical lapses in organisations often indicate HRD failure, since technical competence can exist without moral competence, and both require structured development.

2.5 HRD's contribution to change management is limited because resistance to change is a psychological issue that cannot be addressed through training interventions.

Question 3:

Read the scenario below and answer questions that follow:

Namibia Electronics (NE) is a company that manufactures and distributes consumer furniture. In recent years, the company has faced challenges with high staff turnover, inconsistent management performance, and complaints about ineffective training initiatives.

The HR Department recently introduced a Management Development Programme (MDP) aimed at strengthening leadership capacity and improving employee performance. A needs assessment revealed gaps in middle managers' emotional intelligence (EI), delegation skills, and strategic thinking. Clear learning outcomes were formulated, and training content was sequenced from self-awareness modules to team leadership and finally strategic planning.

MDP facilitators used interactive workshops, role-playing, and case discussions. However, some managers reported that sessions were too rushed and that trainers relied heavily on PowerPoint slides. Participants were given reflective journals, group presentations and quizzes to assess knowledge gained. At the end of the MDP, NE used participant feedback forms, post-training performance appraisals, and turnover statistics to evaluate effectiveness.

Six months later, turnover decreased by 15%, and employee engagement surveys showed improved ratings for communication and leadership. However, some managers still struggled with handling conflict effectively, suggesting that emotional intelligence needed more focus.

- 3.1 State the main objective of the MDP at NE? (2)
- 3.2 In the context of NE, differentiate between training and management development. (5)
- 3.3 Identify two areas of emotional intelligence that NE managers struggled with. (2)
- 3.4 Suggest EI strategies managers could adopt to improve conflict handling. (6)
- 3.5 Mention various approaches to management development used in NE's programme. (4)
- 3.6 Explain why content sequencing was important in the design of NE's MDP? (6)
- 3.7 Which summative assessment methods were used for participants in the MDP? (3)

3.8 NE evaluated the programme using multiple methods. Identify these methods and explain the importance of each method. (12)

SECTION C

Question 4: Long and structured questions. [50]

4.1 Outline the key stages of programme design and development. Apply your discussion to how NE designed its Management Development Programme (MDP). (20)

4.2 Explain the importance of both learner assessment and programme evaluation in training. How did NE apply these, and what were the outcomes? (20)

4.3 Evaluate the effectiveness of the instructional methods used by NE facilitators. Suggest improvements to enhance delivery. (10)

End of Paper!