



FACULTY OF MANAGEMENT

Supplementary Examination

DEPARTMENT Department of Industrial Psychology and People Management

MODULE LEARNING AND DEVELOPMENT

CODE HRM8X12/MHB03X7

DATE NOVEMBER 2015 SUPPLEMENTARY EXAMINATION

DURATION 3 HOURS

TIME 09:00-12:00

TOTAL MARKS 100

EXAMINER MS. KAREN HINRICHS

EXTERNAL MODERATOR MS. JEAN GRUNDLING

NUMBER OF PAGES 6 PAGES

INSTRUCTIONS TO CANDIDATES:

- Please answer all questions/ *Beantwoord alle vrae*
- Question papers must be handed in. / *Vraestelle moet ingehandig word.*
- This is a closed book assessment. / *Hierdie is 'n toe-boek eksamen.*
- Read the questions carefully and answer only what is asked. / *Lees die vrae aandagtig en beantwoord slegs wat gevra word.*
- Number your answers clearly. / *Nommer jou antwoorde duidelik.*
- Write neatly and legibly. / *Skryf netjies en leesbaar.*
- Structure your answers by using appropriate headings and sub-headings. / *Struktureer jou antwoorde deur toepaslike opskrifte te gebruik.*
- The general University of Johannesburg policies, procedures and rules pertaining to written assessments apply to this assessment. / *Algemene Universiteit van Johannesburg beleide, prosedures en reëls aangaande geskrewe toetse en eksamens is van toepassing op hierdie eksamen.*

...Cont/Vervolg...

QUESTION 1 (20)

1.1 Critically discuss the following statement:

“Cattell (2004) states that findings from literature reviews and questionnaires agree that HRD professionals are currently functioning in their traditional roles at an operational level. In addition, they do not seem to be involved in or have a significant understanding of emerging business imperatives which lead to their organisations gaining strategic competitive advantage. Whilst their organisations are involved in new and emerging business areas, they do not appear to be.”
(Meyer et al 2012: 531)

(10)

1.2 Reflect on your current work situation, and critically discuss whether the environment/circumstances for learning as generally **supportive** or **inhibiting/constraining**? Give reasons **and** practical examples to substantiate your point of view.

(10)

20

QUESTION 2 (30)

Read the case study and answer the questions that follow.

When the training team at RMB Private Bank was assigned the task of rolling out a comprehensive training solution to the organisation – it was an exciting challenge that lay ahead. One of the first tasks was to define the overall approach to delivering a solution that would promote competence on various levels of understanding within the organisation and the private banking industry as a whole. The team started by considering the competencies required for each role in the organisation.

A role-based methodology was used to ensure that the required knowledge, skills and attitudes/behaviours relating to all tasks in a role are identified and form a curriculum of learning for that particular role. This process starts with interactive analysis sessions held with teams of employees in the various roles to understand and interrogate the tasks and related learning required of the individuals in each role. These sessions also establish the important business buy-in to the learning process and form a part of the change management function of rolling out a project of this nature.

...Cont/Vervolg...

In the early years of e-learning, perceptions were widespread that e-learning would replace other forms of corporate training. The panic around this perception continued until the term “blended learning” became more widely used. Blended learning refers to learning programs and/or curriculums where a variety of learning delivery methods is used. The needs of the audience determine the way that the content will be delivered for each component of the learning programme. In most instances the learning programme may include a technology-enabled component such as e-learning content or a simulation and a facilitator-led component, such as a workshop. All of these components are “blended” at RMB for the optimal learning experience.

The training team identified various delivery methods that would be suitable for their learning environment. These include facilitated sessions, business practicals, process workshops, online simulations and various forms of support and reference material.

Workshops with the analysis teams and the instructional design teams were then held to link the appropriate delivery methods to the knowledge, skills and attitudes identified to compile a list of all the learning objects to be developed.

Customised templates were designed for all learning documentation and online content to ensure instructional design principles were applied to all learning material to be developed. The team of developers worked closely with the business to ensure that all material developed was relevant and comprehensive in delivering the fundamental content required for each learning object identified. At the same time assessments, both practical and through online delivery were designed and developed.

At the conclusion of this process each individual role was assigned a curriculum that would ensure all functional areas of competence required were addressed. The role clarification also included any courses needed, to ensure that competencies identified in the analysis phase, not necessarily related to the functional areas, were included as part of the development of individuals to ensure their effectiveness in each role. Additionally, any compliance requirements were linked and industry specific courses were sourced to ensure a comprehensive curriculum was in place. Any new employee joining the organisation in roles developed can review their curriculum. They can then immediately understand all the areas of learning and development required to perform

...Cont/Vervolg...

their specific role within the organisation and begin their learning journey.

Furthermore, to facilitate the hosting and delivery of all available material, curricula and online content the organisation introduced a learner management system (LMS). The LMS enables new employees to log on and see the curriculum assigned to their role in the organisation. They can immediately begin to self-study using the online simulations developed as well as accessing all product, process and systems support material provided. They can use the system to view what facilitated sessions are offered and book onto these sessions. Throughout their career with RMB Private Bank, learners can assess their progress against the curriculum assigned and also take any additional courses made available as they are developed and rolled out to the organisation.

One of the highlights of the new e-learning environment was an online module developed in partnership with a large software development company based in India. The key focus of the content is to enable new employees to take an interactive multimedia tour through the organisation and experience the values and culture as well as be exposed to a simulation of the live environment. Photographs and storyboards were developed in South Africa and e-mailed to India for graphical rendering and content design and development. The final result won the team a place in the finals of the 2006 FNB Innovators Awards – an annual competition to encourage innovation in the whole of First Rand Bank. It was great to have a training initiative presented at the finals and a cherry on top for the team's hard work in implementing a training solution within the organisation.

To round off the total solution the team will be focusing on the areas of coaching and mentoring. This will underpin the formal learning material now in place and ensure close interaction with employees on a more individual basis to ensure effective on-the-job implementation of the new knowledge and skills gained and enable consistent assessment of the learning process in place.

2.1 The senior management team of your own organisation cannot make a final decision on the implementation of a blended learning approach. The management team has requested you to do a presentation to motivate the

...Cont/Vervolg...

implementation of a blended learning approach.

For this presentation, you need to:

- 2.1a. Prepare/plan three (3) slides showing the specific content/learning points you intend to cover to demonstrate the advantages of a blended learning approach.
- 2.1b. Draft notes for each slide that will guide you through your presentation on the day.

3 X 5

(15)

- 2.2 The last paragraph in the RMB case, makes reference to rounding off the total solution with the team focusing on the areas of coaching and mentoring to underpin the formal learning material now in place. in your own opinion, explain how coaching and mentoring could add value to the results of the training initiative presented at RMB.

(5)

- 2.3 Your study of the Learning and Development Module has been largely self-directed. Analyse the advantages and disadvantages of self-directed learning, for the adult learner, such as yourself. Provide practical examples to illustrate your viewpoint.

(10)

30

QUESTION 3 (30)

- 3.1 Critically evaluate the following statement and illustrate your answer with examples from your own work context:

"Although the content of what is delivered (whether in the classroom or on the screen) may be similar across organisations, the learning process is heavily dependent on the context of the learning and on learner motivation"

(10)

- 3.2 With reference to the concept of 'team learning' in an organisational context: explain the role and impact that different levels of individual power and authority within a (work) team or group have on the team learning process and give two

...Cont/Vervolg...

(2) practical examples from your own experience, to illustrate your answer.

(10)

3.3 Single-loop learning and double-loop learning may be defined as follows:

- **Incremental (Single-Loop) Learning** refers to learning new skills and capabilities through incremental improvement, doing something better without examining or challenging underlying beliefs and assumptions.
- **Reframing (Double-Loop Learning)** occurs by fundamentally reshaping the underlying patterns of our thinking and, arguably, also our behaviour, so we are capable of doing different things”

Keeping the definitions of single-Loop and Double-Loop Learning in mind, critically evaluate the following statement (attributed to Einstein) and make two (2) practical recommendations for moving your own organisation to double-loop learning.

“The significant problems we face cannot be solved at the same level of thinking we were at when we created them. You have to rise above it to the next level”

(10)

(30)

QUESTION 4 (20)

Make four (4) practical recommendations for your own organisation to ensure that the transfer of training (learning) back-on-the-job happens consistently.

4 X 5

(20)

Total: [100]

--- oOo ---