



## **COLLEGE OF BUSINESS AND ECONOMICS**

Department of Industrial Psychology & People Management  
Johannesburg Business School

### **SUPPLEMENTARY EXAMINATION 2018**

**Module:** Human Resource Management 2B

**Code:** MHB2B01/HRM22B2

**Date:** January 2018

**Duration:** 3 hrs

**Total marks:** 100

**Examiner/s:** Dr Roslyn De Braine

**Internal moderator:** Mrs Renjini Joseph

#### **INSTRUCTIONS TO CANDIDATES:**

- Please answer all questions.
- Question papers must be handed in.
- This is a closed book assessment.
- Read the questions carefully and answer only what is asked.
- Number your answers clearly.
- Write neatly and legibly.
- Structure your answers by using appropriate headings and sub-headings.
- The general University of Johannesburg policies, procedures and rules pertaining to written assessments apply to this assessment.

### QUESTION 1

The Association for Talent Development (ATD) competency model describes what it takes for an individual to be successful in the training and development field. List any 3 areas of expertise that a training practitioner can have according to this model.

[3]

### QUESTION 2

Illustrate through the use of a diagram the training design process as according to Noe (2016).

[7]

### QUESTION 3

South West Airlines in the USA used a **concentration strategy** to increase their market share, reduce their costs and to maintain a market niche in their products and services. They achieved this strategy through improving productivity and innovating technical processes. What do you think were their **key HR issues** (2) and the **training implications** as a result thereof? (2)

[4]

### QUESTION 4

Discuss the person characteristics that one would **assess** in the process for person analysis in needs assessment.

[9]

### QUESTION 5

What are the advantages of focus groups as a needs assessment technique?

[3]

### QUESTION 6

Compare and contrast the following learning theories: expectancy theory, social learning theory, reinforcement theory, information processing theory

[6]

### QUESTION 7

You train pilots. What **transfer of training theory** is most applicable here? As part of your answer, describe the **appropriate conditions** needed for this transfer of training to occur.

[3]

### QUESTION 8

Highlight a few points of how trainers can make a training site and instruction conducive to learning. [6]

### QUESTION 9

9.1. Identify and describe any two *evaluation outcomes*. In your answer indicate what method you would use to measure it. [6]

9.2. Name three *methods to control* for threats to validity. [3]

9.3. What are the *strengths and weaknesses* of each of the following *evaluation designs*: post-test only, pretest/post-test with comparison group, and Solomon four group design. [6]

### QUESTION 10

10.1. What are the strengths and weaknesses of the lecture, case study, and self-directed learning? [6]

10.2. Discuss the 3 components of team performance. [6]

### QUESTION 11

11.1. Assessment centres are used for employee development. Explain. [2]

11.2. What is the difference between a mentor and a coach? [2]

### QUESTION 12

12.1. What are the purposes of the Skills Development Act? [6]

12.2. Discuss 3 principles of the NQF. [6]

12.3. What does SAQA stand for?

[1]

### QUESTION 13

*The future of training and development is both exciting and scary as organisations grapple with quickly equipping their employees with knowledge, behaviours and skills to improve employee effectiveness and, by extension, organisational competitiveness to rapidly adapt to changing market conditions.*

Discuss training and development in the context of the above statement with due emphasis on any three of the following themes:

1. Increased use of new technologies for training delivery.
2. Breakthroughs in neuroscience about learning.
3. Increased emphasis on speed in design, focus on content
4. Increased emphasis on capturing and sharing intellectual capital and social learning
5. Increased use of just-in-time learning and true performance support.
6. Increased emphasis on performance analysis, Big Data, and learning for the business enhancement.
7. Increased use of stakeholder-focused learning, training partnerships, and outsourcing training.

[15]

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**END OF PAPER**

**TOTAL: 100 marks**