



<b>FACULTY/COLLEGE</b>	College of Business and Economics
<b>SCHOOL</b>	School of Economics
<b>DEPARTMENT</b>	INDUSTRIAL PSYCHOLOGY AND PEOPLE MANAGEMENT
<b>CAMPUS(ES)</b>	SWC
<b>MODULE NAME</b>	MANAGEMENT OF TRAINING 1B
<b>MODULE CODE</b>	BOL11B1 / MOT01B1
<b>SEMESTER</b>	Second
<b>ASSESSMENT OPPORTUNITY, MONTH AND YEAR</b>	FSAO – Final Summative Assessment Opportunity November 2019

<b>ASSESSMENT DATE</b>	9 November 2019	<b>SESSION</b>	12.30– 14:30
<b>ASSESSOR(S)</b>	MR TT Chingono		
<b>MODERATOR(S)</b>	MR S Ngcobo		
<b>DURATION</b>	2 hours (120 min)	<b>TOTAL MARKS</b>	100

<b>NUMBER OF PAGES OF QUESTION PAPER (Including cover page)</b>	6
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#### INFORMATION/INSTRUCTIONS:

- Answer all the 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.

**SECTION A:**

**(20 Marks)**

**QUESTION 1. MULTIPLE CHOICE**

**(20 MARKS)**

**SELECT THE CORRECT ANSWER FROM THE LIST PROVIDED**

**1. Every course must have a clear purpose. The purpose of a course is \_\_\_\_\_ ? (2)**

- (a) A statement of why the course exists and what certificate the students will obtain.
- (b) A statement of why the course exists and what is its NQF level.
- (c) A statement of why the course exists and how much it will cost.
- (d) A statement of why the course exists and what is required for successful

**2 What is a learning outcome?**

**(2)**

- (a) The competencies that students must achieve as a result of the learning opportunity.
- (b) The assessment mark that students must achieve at the end of the learning opportunity.
- (c) The qualification that students must achieve as a result of the learning opportunity.
- (d) The recognition that students must achieve as a result of the learning opportunity.

**1.3 What are the categories under which course content can be organised? (2)**

- (a) Additional, helpful, and peripheral.
- (b) Essential, helpful, and peripheral
- (c) Practical, helpful, and peripheral.
- (d) Theoretical, helpful, and peripheral.

**1.4 What are some of the benefits of sequencing course content? (2)**

- (a) It helps the students to make the transition from one skill element to another.
- (b) It helps the students to make the transition from one course to another.
- (c) It helps the students to make the transition from one NQF-level to another.
- (d) It helps the students to make the transition from one approach to another.

**1.5 What is one of the actions that could be introduced by management to overcome resistance to change in an organisation? (2)**

- (a) Education and company policy.
- (b) Education and training interventions.
- (c) Education and job-rotation.
- (d) Education and performance management.

**1.6 Career management: what is one of the outcomes that could result from failure by management to motivate employees to plan their careers? (2)**

- (a) Frustration and strikes.
- (b) Frustration due to lack of growth.
- (c) Frustration and resignations.
- (d) Frustration and low productivity.

**1.7 What is one of the aims of performance management? (2)**

- (a) Identify and dismiss poor performing employees in an organisation.
- (b) Pay bonuses and salary increases in an organisation.
- (c) Focus employees' tasks on the right things in an organisation.
- (d) Justify cost of training and development activities in an organisation.

**1.8 What are some of the behavioural characteristics that affect course and learning development? (2)**

- (a) The learning curves, saturation and course content.

- (b) The learning curves, saturation and programme outcomes.
- (c) The learning curves, saturation and programme sequence.
- (d) The learning curves, saturation and fatigue.

**1.9 What are the purposes of assessment in training and development? (2)**

- (a) To measure the achievement of learning outcomes, and improve the curriculum.
- (b) To measure the achievement of learning outcomes, and improve course validity.
- (c) To measure the achievement of learning outcomes, and improve course reliability.
- (d) To measure the achievement of learning outcomes, and improve course objectivity.

**1.10 What is management development...? (2)**

- (a) Preparing managers to manage subordinates successfully and implement company strategies.
- (b) Preparing managers to manage subordinates successfully and implement own development plans.
- (c) Preparing managers to manage subordinates successfully and implement discipline.
- (d) Preparing managers to manage subordinates successfully and implement performance management.

**SECTION B [80 Marks]**

**Question 2: (20 marks)**

**Answer the following short essay-type questions**

- 2.1 Discuss the management development approach referred to as '**job experiences**', and give an example. (6)
- 2.2 Describe a '**learning organisation**', and give one example of such an organisation. (4)
- 2.3 Discuss management development as an agent of change. (4)

2.4 Describe the '**Interpersonal relationships**' management development approach, and give an example. (6)

**QUESTION 3**

**(20 MARKS)**

**Answer the following short essay-type questions**

3.1 The key word in outcome-based assessment is demonstration.' In order to facilitate fair assessment, students should be assessed against criteria of the unit standard or outcomes of the course.

- (a) Discuss three (3) other requirements of outcomes-based assessment. (6)
- (b) List and discuss four (4) principles of assessment. (8)

3.2 Discuss purposes of the following three (3) types of assessments.

- (a) Formative evaluation. (2)
- (b) Summative evaluation. (2)
- (c) Post-instructional evaluation. (2)

**QUESTION 4.**

**(20 MARKS)**

**Answer the following short essay-type questions**

4.1 'Organisations are required to change in response to technological, and environmental change, as well as competition.

- (a) Discuss management development as an agent of change. (4)
- (b) Using own examples, discuss the following two (2) types of changes faced by organisations and provide an example for each:
  - **1st order change**  
(2)
  - **2nd order change**  
(2)

4.2 Discuss the management development approach referred to as 'interpersonal relationships', and give an example. (4)

4.3 Describe a 'learning organisation'. (2)

4.4 List any six (6) of the characteristics of a '**learning organisation**'. (6)

**QUESTION 5**

**(20 MARKS)**

**ANSWER THE FOLLOWING SHORT ESSAY-TYPE QUESTIONS**

5.1 Describe the following two (2) effective presentation skills.

5.1.1 Instructional design. (4)

5.1.2 Learning transaction skills. (4)

5.2 Broad-based black economic empowerment (BBBEE) in South Africa is regulated by the Broad-based economic empowerment (BBBEE) Act (No. 53 of 2003). Define Broad-based economic empowerment? (2)

5.3 List and describe the five (5) elements (criteria) of the revised generic BEE scorecard. (10)

**-THE END: 100 MARKS-**