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UNIVERSITY OF JOHANNESBURG

FACULTY/COLLEGE	College of Business and Economics
SCHOOL	School of Economics
DEPARTMENT	INDUSTRIAL PSYCHOLOGY AND PEOPLE MANAGEMENT
CAMPUS(ES)	SWC
MODULE NAME	Management of Training 1B
MODULE CODE	BOL11B1 / MOT01B1
SEMESTER	Second
ASSESSMENT OPPORTUNITY, MONTH AND YEAR	**SSAO** – Supplementary Summative Assessment Opportunity January 2020

ASSESSMENT DATE	January 2020	SESSION	
ASSESSOR(S)	MR TT Chingono		
MODERATOR(S)	MR S Ngcobo		
DURATION	2 hours (120 min)	TOTAL MARKS	100

NUMBER OF PAGES OF QUESTION PAPER (Including cover page)	5

INFORMATION/INSTRUCTIONS:
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- 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.

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SECTION A: (20 Marks)

QUESTION 1. MULTIPLE CHOICE (20 MARKS)

SELECT THE CORRECT ANSWER FROM THE LIST PROVIDED

1.1 What does outcome based education curriculum involve? (2)

(a) Determining the purpose of the learning programme.
(b) Determining the purpose of the training aids.
(c) Determining the outcome of the assessment.
(d) Determining the outcome of the training needs.
(e) Determining the outcome of the learning programme.

1.2 What is the aim of competency-based training programmes ? (2)

(a) To provide skills and knowledge required for completion of management tasks.
(b) To provide skills and knowledge required for completion of difficult tasks.
(c) To provide skills and knowledge required for completion of daily (or future) tasks.
(d) To provide skills and knowledge required for completion of non-routine tasks.

1.3 What are the types of assessment in outcome-based learning? (2)

(a) Initial, formative, summative, and future assessment.
(b) Initial, formative, summative, and follow-up assessment.
(c) Initial, formative, summative, and final assessment.
(d) Initial, formative, summative, and continuous assessment.

1.4 What is succession planning? (2)

(a) Process of identifying and tracking newly-employed staff
(b) Process of identifying and tracking high-potential employees.
(c) Process of identifying and tracking poor-performing employees.
(d) Process of identifying and tracking retiring-employees.

1.5. With regards to management development approaches, which one involves gathering information about the managers' behaviour and skills, in order to give them feedback for improvement? (2)

(a) Formal education.
(b) Job experiences
(c) Interpersonal relationships.
(d) Assessment.

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1.6 What is the role of HR regarding talent management? **(2)**

(a) Solely responsible for talent management.
(b) Source training as part of talent management.
(c) Facilitator for talent management.
(d) Develop a talent management policy.

1.7 What is a learning outcome? **(2)**

(a) End product of the learning process, and includes social skills.
(b) End product of the learning process, and includes academic skills.
(c) End product of the learning process, and includes language skills
(d) End product of the learning process, and includes numeric skills.

1.8 What are some the things involved in planning the structure of the training? **(2)**

(a) Establish training resources, and divide training into theory and practical.
(b) Establish training completion time, and divide training into theory and practical.
(c) Establish training needs, and divide training into theory and practical
(d) Establish training costs, and divide training into theory and practical.

1.9 What is a collaborative style of organisational change? **(2)**

(a) Represents soft management style, and it is very people oriented.
(b) Represents soft management style, and has little people inclusivity.
(c) Represents soft management style, and it is used when there's no support.
(d) Represents soft management style, and it is used when there is no time for large scale consultation.

1.10 Which ones of the following are technology based training and development methods? **(2)**

(a) Intranet and internet, e-learning and classroom discussions.
(b) Intranet and internet, e-learning and record keeping.
(c) Intranet and internet, e-learning and distance learning.
(d) Intranet and internet, e-learning and mentorship.

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SECTION B   **[80 Marks**

QUESTION 1:   **(20 MARKS)**

STUDY THE CASE STUDY BELOW AND THEN ANSWER ALL THE QUESTIONS THAT FOLLOW.

CUSTOMER COMPLAINTS AT COMPANY-A

Company-A sells cellphone products, and also provides after-sales support service to its customers. The support is provided through a team of call centre agents. The company was experiencing problems such as an increase in customer complaints, and reduced levels of profit. The following are complaints mentioned by customer against call centre agents:

   i.   Inability to answer questions on products

  ii.   Inability to diagnose customer needs

 iii.   Being impatient with customers in teleponic discussions.

In response, management appointed an HR expert to conduct research and identify the causes of the problems. It was discovered that call centre agents, who are recruited with varying levels of knowledge and experience, are placed in jobs without product training. The only training they received is on company mision, vision and values, as well as how they are expected to behave at work. Each time a call centre agent's name was mentioned in a customer complaint, the supervisor would then give the agent time-off to go and conduct his or her own internet research on the company's products. That is, irrespective of the nature of the customer's complaint. Thereafter the agent would then be placed back in his / her role. The supervisors would not follow up to check if the agents were able to gain the knowledge required to improve performance.

Source: Examiner

1. Using examples from the case study, identify the three (3) causes of customer complaints at Company-A under the following criteria:

1.1 **Knowledge**, and   (2)
1.2 **Attributes**.   (2)
2. Discuss the problems experienced at Company-A, using the 4-stage Systems Model of Training and Development. You are required to provide examples from the case study for each of the four stages.   (16)

Question 2:   **(30 Marks)**

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2.1 Discuss Bloom's taxonomy and list the modifications that Anderson-Krathwohl

   added   (10)

2.2 List 7 criteria that should be used in selecting content   (7)

2.3 Name at least 7 approaches to sequencing.   (7)

2.4 List 6 behavioral characteristic factors that affect course development   (6)

QUESTION 3   (20 MARKS)

Answer the following short essay-type questions

3.1 'The key word in outcome-based assessment is demonstration.' Discuss three
other requirements of outcomes-based assessment.   (6)

3.2 Discuss the management development approach referred to as **'job
experiences'**, and give an example.   (6)

3.3 Describe a **'learning organisation',** and give one example of such an
organisation.   (4)
3.4 Discuss management development as an agent of change.   (4)

QUESTION 4   (10 MARKS)

Answer the following short essay-type questions

4.1 When setting learning outcomes, Discuss the 4 classifications that can be used.
   .   (8)

4.2 Name 2 things that the trainer should do when facilitating group discussion?   (2)

-The end: 100 Marks-

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