

BOTSWANA COLLEGE OF DISTANCE AND OPEN LEARNING

In collaboration with

ZIMBABWE OPEN UNIVERSITY

**Bachelor of Commerce (Human Resources Management and Industrial
Relations)**

Training & Development

TD231

Sessional examination

Marks – 100

Time Allowed: 3 hours

Instructions to candidates:

1. The examination consists of **Four** Sections: A, B, C and D.
2. Begin each answer to a new question on a new page.
3. Answer questions according to instructions given in each section.
4. Write answers in the answer booklet provided.
5. Write in grammatical English.

SECTION A- MULTIPLE CHOICE QUESTIONS.

[10 MARKS]

Answer ALL Questions. Each question carries ONE (1) mark

1. Training concentrates on _____.

- A. Coaching the members of an organisation how to perform effectively in their current jobs
- B. Expansion of the knowledge and skills of the members of an organisation
- C. Preparing the employees to take on new responsibilities
- D. None of the above

2. Which of the following is not true about training?

- A. It is a short-term duration exercise
- B. It is technical in nature
- C. It is primarily for managers and executives
- D. It is concerned with the specific job skills

3 Why should the management be concerned about the content of a training programme?

- A. It contributes to the organisation's goals and objectives.
- B. Competitors are using the training.
- C. Concern about national pressure about employee training.
- D. It has been highly advertised.

4. The training needs analysis aims to _____.

- A. Identify the training objectives
- B. Produce selection criteria
- C. Establish the training resources required
- D. Identify the trainer

5. _____ is a source of assessing training needs.

- A. Performance evaluation
- B. Attitude survey
- C. Advisory panel
- D. All of the above

6. The major difference between training and education is that _____.

- A. Education refers more to acquiring specific skills
- B. Education is more closely related to learning a particular job
- C. Training narrows the range of responses while education broadens the range
- D. Training provides more general knowledge

7. _____ is widely used for human relations and leadership training.

- A. Business games
- B. Case study
- C. Role playing
- D. Job rotation

8. The systems model of training contains three phases; namely _____, training and development, and evaluation.

- A. Preparation
- B. Assessment
- C. Introduction
- D. Organising

9. In an economic downturn, training budgets are likely to be cut and the case for training needs to be strongly made. Anderson (2007) research has confirmed that few organisations do thorough evaluations. Why could this be?

- A. A threat of union action
- B. Managers do not want to be associated with a training programme that could be assessed as a waste of resources
- C. Training success is obvious and no detailed assessment is required
- D. None of the above

10. Evaluation forms the final stage of the training programme and various models of evaluation have been produced to meet this aspect. Whose model has the four levels of Reaction, Learning, Behaviour and Results?

- A. Goldstein
- B. Kirkpatrick
- C. Cooper and Robertson
- D. Alleger and Janak

SECTION B: TRUE/FALSE QUESTIONS. [10 MARKS]

Answer ALL questions.

State whether each of the following statements is TRUE or FALSE.

1. In today's volatile business environment, organisations must train and develop employees in order to remain competitive.
2. Training is done based on current needs for job-specific tasks with the view to improve employee performance in that job.
3. Use of a wrong training approach is not a barrier attributable to the trainer.
4. Changes in technology, products and legislation can all cause need for training.
5. Formulating training objectives is best done through the collaboration of management, trainers and trainees.
6. Training methods can be off-the-job or on-the-job or blended.
7. An evaluation criterion must not be valid, relevant, practical and reliable.
8. Noise, heat, cold, ventilation and space available are all psychological barriers to learning.
9. The humanistic psychologist views learning as student-centred and personal and the trainer's role is that of a facilitator with both feelings and knowledge seen as important to learning.
10. Training needs analysis is done with the aim to identify the training objectives.

SECTION C- SHORT ANSWER QUESTIONS.

[30 MARKS]

Answer ALL questions.

Question 1

Boydell identifies three factors that influence performance. List the three factors. **(3 marks)**

Question 2

Compare and contrast the terms training and development. **(6 marks)**

Question 3

Sensitivity training is also known as laboratory or T-group training. Sensitivity training program comprises three steps: unfreezing the old values, development of new values and refreezing the new ones. Synthesize a diagram showing the three steps linked chronologically. **(6 marks)**

Question 4

Training in an organisation can be divided into on-job-training and off-job-training.

(a) Outline two (2) differences between on-the-job-training and off-the-job-training.

(4 marks)

(b) Give two examples of the on-job-training and one example of off-job-training

(3 marks)

(c) State two advantages and two disadvantages of each of on-job-training and off-job-training.

(8 marks)

SECTION D- ESSAY-TYPE QUESTIONS

[50 MARKS]

Answer any two questions from this section.

Question 1

Donald Kirkpatrick developed the Kirkpatrick Evaluation Model for evaluating training during the 1950s. Identify the FOUR levels and critically discuss the objectives and focus of each evaluation level, showing what each level evaluates. **(25 marks)**

Question 2

Dick and Carey (1985), Rose (1979) and Sork and Caffarella (1989) all developed systematic training models. Compare and contrast any two of the models **(25 marks)**

Question 3

Kolb, Rubin and McIntyre (1974) designed a four-stage model of learning styles.

- (a) Examine the four stages identified in their model **(16 marks)**
- (b) Giving real life examples, briefly describe the learning styles of each of the following:
- I. Converger **(3 marks)**
 - II. Diverger **(3 marks)**
 - III. Assimilators **(3 marks)**

END OF THE PAPER