FACULTY OF MANAGEMENT

November Examination 2015

DEPARTMENT	Industrial Psychology and People Management

MODULE	HUMAN RESOURCE MANAGEMENT 2B
CODE	MHB2B01
DATE	2 NOVEMBER 2015
DURATION	3 HOURS
TIME	08H30
TOTAL MARKS	100

EXAMINERS	Dr. R. De Braine Mr. J. Erikson
EXTERNAL MODERATOR	Mr. N. Dhanpat
NUMBER OF PAGES	5

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

Describe, compare and contrast behaviour modelling and role playing in training. **[9]**

QUESTION 2

What are trainees usually required to do when they are given a case study in a training session? **[3]**

QUESTION 3

"Adventure learning and team training are 'training fads', they are very expensive, and their impact in the work place is, at best, very limited and short-lived."

Describe the characteristics of both adventure learning and team training in a way that will refute the negative elements of the above statement. **[7]**

QUESTION 4

Describe the components of team performance. **[6]**

QUESTION 5

What are some of the benefits of using technology in training? **[5]**

QUESTION 6

The notion of a 'virtual world' which is far removed from reality is becoming the reality of the training practitioner and the training environment.

Explain how virtual reality and virtual worlds can be used in training. Do such applications confirm the above statement, or not? Explain. **[9]**

QUESTION 7

What is a Learning Management System? **[3]**

QUESTION 8

Read the article below and answer the questions that follow in relation to the case study where applicable:

Through mergers and acquisitions, BP, a global energy company, has doubled in size in just five years. BP has more than 97 000 employees who work in over 100 countries throughout the world. BP is involved in gas stations and the exploration and production of crude oil and natural gas; in refining marketing, supply, and transportation; in the manufacture and marketing of petrochemicals; and in solar power generation. You may be familiar with some BP's brands, which include the Wild Bean Café, am/pm, Castrol, ARCO, Amoco, and ARAL (in Germany).

BP developed a First Level Leaders Development Program to provide a common skill set for BP's leaders. First –level leaders work in every BP business, including retail operations, chemical plants, refineries, and drilling platforms. They also lead different numbers of employees. Some lead teams of more than 10 employees, others work with just a few employees in functional areas such as research and development. Despite these differences, the decisions the first-level leaders make influence BP's turnover, costs, quality, safety, innovation, and environmental performance. The program includes a four-day leadership course that focuses on how to lead teams, the role of first-level leaders, and expectations of leaders at BP. E-learning modules were used for helping first-level leaders understand safety, health, security legislation, ethics, and financial decisions. A two and one-half day course focused on performance goals, BP's company structure, an understanding of the BP brand, and BP's global and regional strategy.*(Source: Based on J.Brown, R. Eager, and P. Lawrence, "BP Refines Leadership," T + D (March 2005): 33-41)*

8.1. BP may have used a blended learning approach. How does blended learning minimise the negative features of pure online learning and classroom delivery?

[2]

8.2. What is social media? Explain how it can be used for training at BP.　　**[6]**

8.3. What type of job experience is being used at BP to develop their first level leaders?

[1]

8.4. Illustrate and explain through the use of a diagram the steps and responsibilities of the employee and the company in the development planning process that BP could use in their first-level leaders development programme. **[12]**

8.5. BP may have also considered using mentoring as a development tool for their first-level leaders. Briefly explain to them what the difference between mentoring and coaching. Also discuss what benefits they would yield if they had mentoring programs at BP. **[4]**

QUESTION 9

The Human Resource Development Strategy and the National Skills Development Strategy are important frameworks in South Africa which can make a contribution at a number of levels in the country.

Briefly describe, compare and contrast each of these two strategies and their underlying principles in the context of the above statement. **[8]**

QUESTION 10

9.1. The NQF is a single integrated system which comprises of three co-ordinated qualification sub-frameworks. Name each of these frameworks. **[3]**

9.2. What are the purposes of the Skills Development Act? **[8]**

9.3. What are the 2 main functions of SAQA? **[2]**

QUESTION 11

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 three (3) of the following themes:

1. The need to contribute to sustainability.
2. Increased use of new technologies for training delivery.
3. Increased demand for training for virtual work arrangements.
4. Increased emphasis on speed in design, focus on content and use of multiple delivery systems.
5. Increased emphasis on capturing and sharing intellectual capital.
6. Increased use of true performance support.
7. Increased emphasis on performance analysis and learning for the business environment.
8. Increased use of training partnerships and outsourcing training.

Also indicate any three implications of the future trends for trainer's skills and competencies. **[12]**

END OF PAPER   TOTAL: 100 MARKS