



Personnel Training N6 T3

Human resource management (Northern Technical College)



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SECTION A

QUESTION 1

1.1 Complete the following sentences by writing only the missing word or words next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

- 1.1.1 The term ... means that both the trainer and trainee will be involved in the learning process.
- 1.1.2 A ... refers to a specific and detailed description of every step, stage, event or phase.
- 1.1.3 ... is also called advanced understanding.
- 1.1.4 A facilitator uses ... questions to prompt trainees to offer their interpretations and ideas.
- 1.1.5 ... means that the facilitator will interpret the words of the trainee correctly.
- 1.1.6 ... skills of a facilitator refer to the way in which the facilitator uses his/her body during facilitation.
- 1.1.7 A ... refers to a logical sequence of steps, events, phases or events.
- 1.1.8 To ensure that discussions flow during the learning process, the facilitator must add ... or a fun exercise if the discussion becomes too slow.
- 1.1.9 ... means that the facilitator will hear what is not being said in words.
- 1.1.10 ... means that the facilitator must react immediately and appropriately to what is being said to him/her.

(10 × 1) (10)

- 1.2 Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.2.1–1.2.15) in the ANSWER BOOK.
- 1.2.1 The letter L in the acronym SOLER represents learning.
 - 1.2.2 A trainer allows trainees to follow their own pace while a facilitator commands the trainees to follow his/her pace.
 - 1.2.3 A facilitator assesses the needs of trainees while a trainer assesses trainees through tests or assignments.
 - 1.2.4 To ensure meaningful learning, facilitators need to do adequate preparation, encourage participation and not overload trainees with facts
 - 1.2.5 It is not important for a trainer to maintain eye contact with the trainees throughout the training session.
 - 1.2.6 The term facilitation means independence.
 - 1.2.7 Nonverbal skills of a facilitator refer to using language and words in different ways during training.
 - 1.2.8 During the learning process, the facilitator assists trainees to set goals or objectives.
 - 1.2.9 The output from the learning process that returns back to the beginning of the system as feedback is called the feedback loop.
 - 1.2.10 During facilitation, the facilitator must be able to verbally describe both the verbal and nonverbal signals or cues from trainees.
 - 1.2.11 Advanced listening means that the facilitator selects a word from the trainee's speech and turns it into a question.
 - 1.2.12 The facilitator must always appear relaxed and approachable.
 - 1.2.13 The process of training must be structured.
 - 1.2.14 One of the roles of a facilitator is to keep trainees involved as a group.
 - 1.2.15 Macro level refers to the second level of training needs of an enterprise.

(15 × 1) (15)

- 1.3 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A-Q) next to the question number (1.3.1–1.3.15) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.3.1	Affective aims	A	acquired manual skills
1.3.2	Cognitive aims	B	analysis of individual jobs to determine training to be provided
1.3.3	Comparable needs	C	arise from a situation that a person finds himself/herself in
1.3.4	Implied needs	D	assists management to identify the performance gap of employees
1.3.5	Jobneeds assessment	E	changing emotions and beliefs
1.3.6	Macro level of needs	F	contain information regarding job analyses, job specifications and employee performance ratings
1.3.7	Meso level of needs	G	first level of training needs in the enterprise
1.3.8	Nontechnical needs	H	identified when the job analysis is done to determine training needs
1.3.9	Normative needs	I	individual/group compares himself/herself with others, feels that he/she lacks a skill and requests training in that area
1.3.10	Personnel records	J	knowledge an employee must attain
1.3.11	$P - KD = N$	K	needs additional to the specific job that the employee needs to do
1.3.12	Psychomotor aims	L	needs directly related to the job
1.3.13	Sequencing	M	order in which content has to follow
1.3.14	Stated needs	N	performance of a group/individual falls short of the acceptable standards
1.3.15	Technical needs	O	needs of the enterprise
		P	competency-based training
		Q	norm-based training

(15×1) (15)
[40]

TOTAL SECTION A: 40

SECTION B

Answer any FOUR questions in this section.

QUESTION 2

2.1 State whether the following characteristics belong to a trainer or facilitator by writing only the word 'Trainer' or 'Facilitator' next to the question number (2.1.1–2.1.7) in the ANSWER BOOK.

2.1.1 Main goal is teamwork

2.1.2 Expert in guiding discussions

2.1.3 Gives assignments

2.1.4 Stands in front of the group

2.1.5 Sets goals/objectives

2.1.6 Makes trainees aware of the learning process and others

2.1.7 Initiates change

(7 × 1) (7)

2.2 Rearrange the nine steps that a programme developer should follow when developing a competency-based modular training programme in the correct order:

Step 1: Develop the modules.

Step 2: Develop the management system of the implementation of the Programme.

Step 3: Train the group.

Step 4: Apply remedial methods to those who do not reach competency.

Step 5: Describe the measurable skills, units of knowledge and attitudes applicable to the duties and tasks in terms of training objectives.

Step 6: Analyse the duties and tasks of a job.

Step 7: Sequence the skills, units of knowledge and attitude in a logical order.

Step 8: Test the modules.

Step 9: Choose a group to train.

(9)

2.3 Define each of the following terms:

2.3.1 Training

2.3.2 Training module

2.3.3 Competence

2.3.4 Elements of competence

2.3.5 Performance criteria

(5×2) (10)

2.4 List THREE characteristics that each training module must have for logical progression to the ultimately desired outcome.

(3×2) (6)

2.5 Indicate whether the following skills are verbal, nonverbal or advanced facilitation skills by writing only the word 'Verbal', 'Nonverbal' or 'Advanced' next to the question number (2.5.1–2.5.8) in the ANSWER BOOK.

2.5.1 Active listening

2.5.2 Advanced listening

2.5.3 Open

2.5.4 Paraphrasing and summarising

2.5.5 Minimal prompts

2.5.6 Immediacy

2.5.7 Square

2.5.8 Probing

(8×1) (8)
[40]

QUESTION 3

3.1 List 10 guidelines to follow when a pilot programme is presented according to Nadler's model. (10)

3.2 List and explain SEVEN individual training needs. (7×3) (21)

3.3 Explain the value of using training media for the trainer. (9)
[40]

QUESTION 4

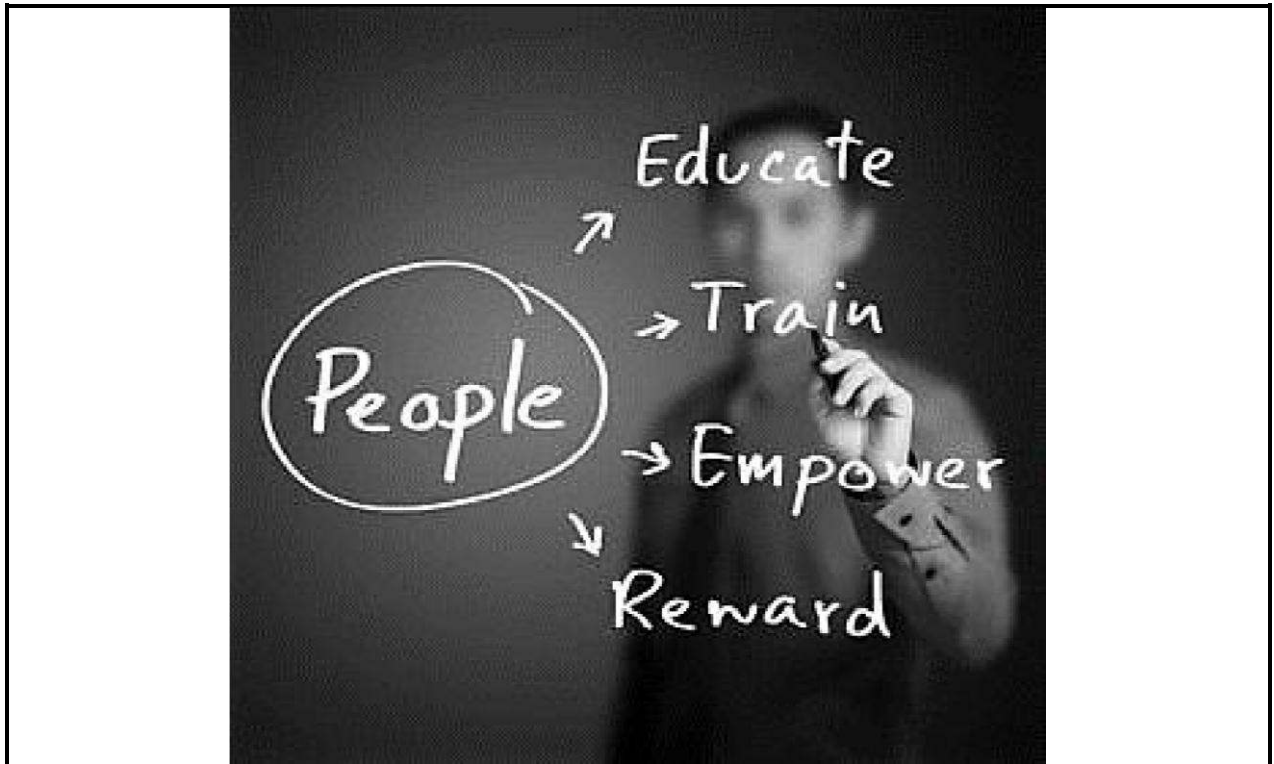
Mrs Khoza: 'Brutus, I have noticed that you have been treating our customers very badly for the past few weeks and we are losing profits because of that. I need you to change your behaviour.'

Brutus: 'Okay, I hear you, but how am I supposed to be good to our customers while I am being overloaded with work and not paid enough? Even the training that was promised to us has never happened as you promised. And ...'

Mrs Khoza: 'Don't worry. I know you desperately need training. I will work on it. In the meantime, promise me you will improve your behaviour here at work.' Brutus: 'Okay.'

- 4.1 List 10 indicators that training is needed. (10)
- 4.2 List SEVEN activities that can be used to collect data for conducting needs analysis. (7)
- 4.3 List 10 steps to design a training programme according to Nadler. (10)
- 4.4 It is important to formulate broad aims for training related to knowledge, skills and attitude.
Explain THREE types of aims, based on the given statement. (3×2) (6)
- 4.5 List SEVEN factors to consider when selecting training media. (7)
- [40]**

QUESTION 5



[Source: www.pinterest.com]

- 5.1 Give FIVE guidelines to follow when closing the training programme. (5×2) (10)
- 5.2 Differentiate between a *type A individual* and a *type B individual* in terms of dealing with stress. 2+2) (4)
- 5.3 Briefly discuss SIX enterprise factors that are regarded as the cause of stress in individuals. (6 × 2) (12)
- 5.4 List SIX items that should be included in a checklist for registration. (6)
- 5.5 Explain, in FOUR sentences, how the evaluation of training impacts on an enterprise. (4×2) (8)
- [40]**

TOTAL SECTION B: 160

GRAND TOTAL: 200