

UNIVERSITY OF SWAZILAND

FACULTY OF COMMERCE

DEPARTMENT OF BUSINESS ADMINISTRATION

**MAIN EXAMINATION
ACADEMIC YEAR 2012/2013**

TITLE OF PAPER: Training Management

DEGREE AND YEAR: Bachelor of Commerce V

COURSE NUMBER: BA 514 /IDE BA 514

TIME ALLOWED: Three (3) hours

INSTRUCTIONS

1. THIS PAPER CONSISTS OF SECTION (A) AND (B)
2. THE CASE STUDY SECTION (A) IS COMPULSORY
3. ANSWER ANY THREE QUESTIONS FROM SECTION B

NOTE: You are reminded that in assessing your work, account will be given of the accuracy of language and the general quality of expression, together with the layout and presentation of your final answer.

THIS PAPER MUST NOT BE OPENED UNTIL THE INVIGILATOR HAS GRANTED PERMISSION.

GOOD LUCK!!!

SECTION A: Compulsory (40 MARKS)
(Read the case below and answer the questions that follow.)

CASE: Swaziland Postal and Telecommunication Services (SPTC) changes management Development

Swaziland Postal Telecommunication Services (SPTC) , a Swazi Postal and telecommunications service provider, discovered that its approach to management development was not working, and it turned to the corporate training and development (T&D) department for help. T&D serves as the primary internal source for developing supervisory personnel at SPTC.

The existing supervisory development course was voluntary. Generally, supervisors were promoted from the ranks of the 1,200 employees to serve as liaisons between employees and midlevel managers. Each had 12 to 40 employees reporting to a supervisor.

Corporate T&D decided that the supervisory development course was a good place to upgrade the development of supervisors. A survey found that supervisory skills needed to be more clearly defined. Only 25% of the supervisors had taken the course, there was no incentive to take the course, and there was no follow-up after the course.

First T&D created a checklist of successful supervisory behaviors based upon job descriptions. Then observer sessions were scheduled with the best supervisors wherein T&D observers noted what these supervisors did. The observations led to classifying necessary supervisory skills as the following:

- ... Employee communication
- ... Coaching
- ... Team building

... Motivation and performance counselling

Supervisors who already had taken the course were asked to rate the importance of the skills. Generally, the skills were considered of about equal importance. Further evaluation of the previously offered course identified effective and ineffective portions. T&D produced a report of its findings, and during a Saturday meeting of supervisory course, graduates presented its report. This session provided an opportunity for T&D and the supervisors to discuss how the course could be made more useful. For instance, revisions led to more sessions utilizing role-playing, case studies, and discussion.

Standard feedback forms are now used at the end of each course. In addition, a schedule for evaluation by supervisors six months after finishing the course provides further information. Using the evaluations to revise and improve course offerings is an ongoing process.

Required:

1. Evaluate the methods corporate T&D used to revise the supervisory development course. (20 marks)
2. Compare the findings of the T&D survey to what is done for supervisory development in organizations for which you have worked or are familiar with. (20 marks).

Total

(40 marks)

Case adapted from Sue Shellenbarger (1992) Work and family, *The Wall Street Journal*, June 24.

SECTION B (60 MARKS)

(Answer any three (3) questions from this section)

2. Why conduct skills audit? And how can skills audit benefit the organization? (20 marks)
3. Differentiate between career management and performance management. What are their implications to a Training and Development manager (20 marks)
4. There is increasing emphasis on integrating training with the overarching goals and objectives of the organization. With the aid of a diagram, discuss Strategic Training Management/ Strategic Human Resource Development. (20 marks)
5. The world is experiencing economic downturn. As such most organisations are encouraged to contain their operational costs; top on the list is cost for training and development. The training and development manager has called for an urgent meeting to challenge the status quo. He has consulted you as an expert in the area to advise on possible key points that could be presented in his counter arguments. Discuss typical reasons provided in your view points for training and development in organisations and the benefits associated with it. (20 marks)
6. Often training does not serve a useful purpose particularly if there is no proper plan. You have been approached by Swaziland post and telecommunication services to help design a training programme for their Supervisory and Senior management executives. In designing the training programme. What are key considerations to be made? (20 marks)