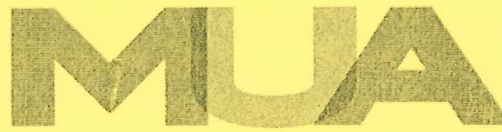


The
Management
University
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POST GRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF MASTER OF BUSINESS ADMINISTRATION

HCO 501: TRAINING AND DEVELOPMENT

DATE: 18TH JULY 2022

DURATION: 3 HOURS

MAXIMUM MARKS: 60

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **FOUR (4)** questions.
4. Question **ONE** is **compulsory**.
5. Answer any other **TWO** questions.
6. Question **ONE** carries **30 MARKS** and the rest carry **15 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided**

QUESTION ONE

Read the case study below carefully and answer the questions that follow

TRAINING AND DEVELOPMENT PROGRAMME AT TUMUTU ENTERPRISES

Initially, the director of administration recommended that a selection of managers complete a standard Internet-based training program provided by an online training organization. Managers who completed the online training would receive a certificate of achievement. Based on input from the HR manager, however, it was decided that a custom-designed program would be more appropriate because it would better meet managers' needs. A custom-designed program would also allow the school to relate the training back to their new performance management system and provide flexibility in the program's delivery.

There were a number of options available to determine who would design and deliver the program: The HR manager could design and deliver the training. The HR manager could design the content, and the training could be conducted by a member of the school's senior management team. An external consultant could design and deliver the training. An external consultant could design the content, and the HR manager could conduct the training. In the end, it was decided that the HR manager would design and develop the program with support from the senior management team, if necessary. The reasons for this decision was because the HR manager had developed the new performance management system and was therefore the most knowledgeable about it. The HR manager was also experienced in developing training programs and this was the least expensive option; no direct costs would be incurred. Similarly, it would be easier to include specifics about the new performance management system if the training was designed by an internal person. The sessions could be run at the times convenient to managers, which may have been more difficult to accommodate with an external trainer.

In designing the training a focus group was held with five managers to find out what they wanted from the training and to assess their concerns about performance

management. This was a useful process. The managers wanted to include training in how to deal with difficult people, which otherwise may not have been included in the program. Including this also assured managers that their views were important and had been considered in the program's design. The training would take place in-house and outside the normal workday. It was agreed that the most appropriate method was a two-hour workshop. The workshop would include various activities geared to develop the skills and knowledge of the participants: trainer-led interactive presentations, role play exercises, use of a specially designed case study and small-group exercises. By developing and delivering the session in-house, training materials specific to the new performance management system could be created, rather than relying on generic training materials. It was hoped that this would facilitate the transfer from training to the workplace. The training would be mandatory for all appraisers to ensure consistency. The trainer developed a plan for the two-hour session and included activities that would appeal to participants of various learning styles. Appropriate resources and handouts were designed. The trainer used the organization's generic training evaluation form to evaluate the program. The program would include the following: how to develop questioning and listening skills, how to complete the new performance management documents, how to develop SMART objectives and how to help employees identify training and development opportunities.

Participants were asked to read all the documents related to the new performance management system before the training. The session was held in a classroom with the necessary IT equipment during non-school hours. Eighty percent of appraisers attended this scheduled session; the remaining 20 percent participated in another presentation four weeks later.

Required

- a) Assess five advantages that accrued to the organization by engaging the human resource manager in the training at Tumutu **(10 marks)**

- b) Analyse the importance of involving managers in the design of leadership development programme design as presented in the case study of Tumutu Enterprises (10 marks)
- c) Assess five training methods that was used in carrying out the training at Tumutu Enterprises (10 marks)

QUESTION TWO

- a) Assess the importance of human resource development in an organization (10 marks)
- b) Evaluate five types of needs analysis that are useful in carrying out human resource development (5 marks)

QUESTION THREE

- a) Evaluate five factors that have a bearing on human capital development. (5 marks)
- b) Critique performance appraisal from a performance management point of view (5 marks)
- c) Evaluate the rationale for diversity training in organizations (5 marks)

QUESTION FOUR

- a) Using relevant examples, assess the objectives of career planning in an organization (5 marks)
- b) Analyse the five steps that are followed in the mentoring process (5 marks)
- c) Examine the merits of e-training (5 marks)