



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE PERSONNEL MANAGEMENT N5

27 May 2021

This marking guideline consists of 10 pages.

SECTION A

Mark all the questions in SECTION A.

QUESTION 1

- 1.1 True
- 1.2 True
- 1.3 False – Placement is the final step in the process of providing an organisation with flexible and committed people.
- 1.4 False – An unstructured interview allows participants to give as much information as they want to give.
- 1.5 False – An assessment centre is a programme which involves a variety of exercises to identify leadership potential/is a process where candidates are evaluated for their suitability for specific types of employment.
- 1.6 True
- 1.7 True
- 1.8 True
- 1.9 False – Take-home pay is the amount of money the employee receives after deductions.
- 1.10 True
- 1.11 False – A man or woman can retire at 60 years or 65 years. However, it may vary and the retirement age may be 70 years if a company states that retirement age in its contracts of employment.
- 1.12 False – Absenteeism refers to absence without leave, when employees fail to report for work without a good reason.
- 1.13 True
- 1.14 False – Bonus is the amount of money paid to an employee over and above the agreed remuneration.
- 1.15 True

(15 × 2) [30]

QUESTION 2

- 2.1 E
- 2.2 F
- 2.3 A
- 2.4 B
- 2.5 C

(5 × 2) [10]

TOTAL SECTION A: 40

SECTION B

Mark FOUR questions in SECTION B.

QUESTION 3

3.1 Basic or exploratory research

- It is concerned with the discovery of knowledge for its own sake.
- It is often the basis of theories.
- HR managers seldom become involved.
- Usually done at institutions such as the Human Sciences Research Council (HSRC).

Operational or applied research

- Takes place when information obtained is used to solve a particular problem.
- HR managers use information provided by the HSRC.
- It enables managers to reward newly appointed technologists in this field correctly and fairly.

(Any 2 × 2) (4)

3.2

- Historical studies
- Case studies
- Role plays
- Field studies
- Simulations
- Laboratory experiments
- Aggregate quantitative reviews
- Observation
- Questionnaires
- Surveys
- SWOT analysis

(Any 10 × 1) (10)

3.3 Reward management

- Paying what the employee is worth
- Adjusting for inflation
- Gathering wage and salary information
- Management of fringe benefits
- Determining the cost-effectiveness of human resource services and benefits

Separation

- Monitoring human resource turnover
- Providing counselling for retirement, retrenchment
- Monitoring retirement benefits
- Dealing with disciplinary matters

Staff selection

- Interviewing techniques
- Personality testing
- Measuring leadership potential
- Determining the validity of tests
- Selection methods and procedures
- Selecting the right candidate

Training and development

- Performance appraisals
- Determining training needs
- Determining the success of training
- Career development programmes
- Team-building
- Management by objectives

(4 × 5) (20)

- 3.4
- Attendance records or time sheets
 - Labour turnover data
 - Job applications from unsuccessful candidates
 - Payroll and salary data
 - Performance appraisals
 - Accident records

(6)
[40]**QUESTION 4**

- 4.1 4.1.1
- It is the process of acquiring applicants who are available and qualified to fill positions in the organisation.
 - It is also referred to as the art of gaining your workforce within the organisation.
 - It is the process of looking for persons with the necessary skills and qualifications to fill a vacancy.
 - It refers to the overall process of attracting, selecting and appointing suitable candidates for jobs within an organisation.
 - It involves all the activities to obtain sufficient suitable candidates to apply for employment with the organisation, from whom qualified candidates can be selected for the positions.
 - The timely and cost-effective search for and identification of a suitable number of candidates from within or outside an organisation from which to choose the suitable person to fill a job vacancy. (Any 2 × 1)
- 4.1.2
- Process whereby the organisation identifies the candidate
 - whose competencies are the best match for the job in question.
 - It is the process of interviewing and evaluating candidates for a specific job.
 - It is the process of picking the right candidate with prerequisite qualifications and capabilities to fill the vacant position in the organisation.
 - It means eliminating unsuitable applicants. (Any 2 × 1)

- 4.1.3
- The elimination of applications of people whose characteristics do not match the minimum requirements of the job
 - May involve holding preliminary interviews with a number of candidates who appear suitable from their applications
- 4.1.4
- It is the final step in the process of providing the organisation with capable, flexible and committed people.
 - It may also be seen in a wider context in which an applicant is considered for more than one job, or for a different job within the organisation after a period of time.
- 4.1.5
- It is the process of receiving and welcoming employees.
 - It involves giving them basic information of the organisation.
 - It explains values and expected attitudes of the organisation.
 - It is the process of integrating the new employee into the organisation.
- (Any 2 × 1)
(5 × 2) (10)
- 4.2 External source of recruitment/Advertisement in newspaper (2)
- 4.3
- Competency test or physical skills. Tasks are carried out in simulated situations and objective information is provided as to whether the applicant is able to perform a specific task.
 - Motor skills. Only used where behaviour can be observed.
 - Aptitude test. Tests the ability of a person to perform a particular task.
 - Cognitive reasoning ability test. To assess the potential of applicants to apply cognitive reasoning in a job.
 - Interest inventories. A multiple-choice questionnaire is used to determine what the applicant's interests are and what kind of job he/she would enjoy doing.
 - Assessment centre. It provides a programme which involves a variety of simulation exercises that provide a very close resemblance to real life organisational problems.
- (Any 5 × 2) (10)
- 4.4
- To gather information about candidates in order to establish their suitability for the position
 - To compare candidates
 - To exchange information between candidates and potential employers
 - To project a positive image of the organisation, whether or not the applicant is successful
- (4 × 2) (8)
- 4.5
- Organisational induction
 - Personal induction
 - Departmental induction
 - Functional induction
- (4)

4.6 Stage 1: Prearrival

- Starts when employee accepts the offer of employment.
- The first telephonic contact between employee and organisation takes place and the letter of appointment and employment contract is provided.
- The mentor is appointed to meet and guide the new employee once he/she arrives.
- Office space is prepared for the new employee.

Stage 2: Encounter stage

- The employee gets a general overview from the HR department
- Provide information about the organisation's history, functions and structure
- Provide information on working conditions and employment contract
- An induction manual or guide is given to the employee
- The employee is familiarised with the physical layout of the building
- It aims to ensure that the employee is positively orientated towards the organisation and manages his/her expectations
- Introduction to the person's immediate manager and colleagues and the specific tasks and activities related to the job

Stage 3: Metamorphosis

- The new employee begins to sort out any problems that he/she has encountered in the new working environment.
- He/she will begin to fit in with the culture of the organisation and feel at home in his/her job at the end of this stage.
- The employee feels accepted and trusted by fellow employees.
- He/she has a sense of self-confidence in the job.
- He/she will receive training and accept the norms and systems of the organisation.

(Any 3 × 2)

(6)

[40]**QUESTION 5**

5.1 Step 1: Setting performance objectives and standards. Managers and supervisors set annual performance objectives and standards together with individual subordinates.

Step 2: Day-to-day performance coaching. Managers and supervisors give regular feedback to employees on their work performance.

Step 3: Formal performance review and appraisal. Managers and supervisors review and evaluate the performance of each individual compared to the performance standards set and then conduct formal appraisal interviews.

Step 4: Annual performance appraisal. Managers and supervisors perform the same task as in step three but each employee receives a final performance appraisal rating for the year.

Step 5: Forward appraisal ratings to the HR department. Managers complete information on individual employee performance and forward this documentation to the HR department.

(5 × 2)

(10)

- 5.2
- Employees are responsible for performing to the best of their ability utilising the system to improve their own performance.
 - Managers and supervisors manage the performance of employees, report to them and communicate about past performance and future plans.
 - The HR department assists managers and supervisors to set meaningful performance objectives and standards, conducts training courses and workshops to assist managers and supervisors to apply the performance appraisal system, provides guidance to managers on appraisal profiles in order to ensure fairness in the interest of both individual employees and the organisation and administers/manages the system for the organisation.
- (3 × 2) (6)
- 5.3
- Evaluation of the wrong elements – An evaluator focuses on the personal characteristics of an individual rather than on achievement of good job performance.
 - Too much focus on recent behaviour and performance – Previous good or unsatisfactory behaviour might be forgotten when focusing on recent behaviour.
 - Subjectivity – Performance appraisal should be based on facts, rather than personal opinion.
 - Halo effect – An evaluator might be aware of one prominent characteristic of the employee, positive or negative, and then is 'blind' to everything else.
 - Position effect – An evaluator may give a senior employee a good appraisal because of his/her senior position.
 - Ego effect – Evaluator's appraisal may be influenced by how the employee makes him/her feel.
 - Similarity error – Evaluator might appraise employees similarly who share similar views on certain aspects.
 - Central tendency – Evaluators do not use the entire evaluation scale.
 - Forcing information to match nonperformance criteria – Formal evaluation is done after a decision about a person's performance has been made.
- (Any 8 × 2) (16)
- 5.4
- Goal-setting – Goals that are set must be objective, measurable, specific and understandable.
 - Participation – Employees are part of the process of reaching the goals of the enterprise.
 - Time limit – Employees must accomplish certain goals in a specific time.
 - Assessment – Employees are measured against the standards which they helped to establish.
- (4 × 2) (8)

[40]

QUESTION 6

- 6.1
- Individual interviews
 - Observation
 - Structured questionnaires
 - Self-report
 - Diaries
 - Logbooks
 - Check lists
- (Any 5 × 1) (5)
- 6.2
- Pension schemes
 - Personal security benefits
 - Personal needs
 - Financial assistance
 - Company cars and petrol
 - Improvement in standard of living
- (Any 5 × 1) (5)
- 6.3
- High costs involved with hiring of new employees
 - High costs with the training of new employees
 - Loss of production during recruitment period
 - Higher accident rates with new employees
 - Loss of skills and experience
 - Wastage is higher for new employees
 - Too many separations will cause problems in meeting delivery dates
 - Production equipment will not be used to full capacity during the training period
- (Any 5 × 2) (10)
- 6.4
- Ensure there is a policy in place.
 - Seek accreditation with bodies responsible for occupational safety.
 - Develop a safety awareness programme.
 - Ensure there are medical facilities on site to monitor the employees' health.
 - Implement programmes to assist employees who suffer from alcoholism or other problems.
 - Reduce unsafe conditions.
 - Reduce unsafe acts through correct selection and placement.
 - Pay special attention to the cleanliness and hygiene of all facilities.
 - Keep confidential and complete medical records.
 - Make regular formal inspections.
 - Acknowledge the contribution of employees to safe and healthy working conditions.
 - Maintain ongoing training to keep interest in safety and health alive.
 - Implement accident prevention competitions by means of billboards, publicly displaying how many accident-free days there have been since the last incident.
 - Put health and safety representatives in place.
- (Any 10 × 2) (20)
[40]

QUESTION 7

- 7.1
- Accept that there will be some irreconcilable conflicts.
 - Accept that management are not essentially concerned with individual career ambitions.
 - Analyse personal goals, strengths, weaknesses, etc.
 - Learn to engage with company politics.
 - Plan career development.
 - Implement the plan and charting progress.
 - Carry out your plan.
 - Analyse assets and liabilities.
 - Analyse the opportunities. (Any 6 × 2) (12)
- 7.2
- Keep up with the skills needed for developing technology
 - Meet the organisation's internal needs when they downsize, restructure or re-engineer
 - Continuously update employees' skills and knowledge
 - Prepare employees for promotion
 - Recruit and retain talented and competent employees
 - Effectively meet affirmative action targets that are part of their equity plan
 - Create a motivated corps of employees
 - Orientate new employees
 - Increase job satisfaction
 - Solve enterprise problems (Any 7 × 2) (14)
- 7.3
- Reduced efficiency in carrying out tasks
 - Increased conflict with colleagues in the workplace
 - Accidents as a result of substance abuse which are three times higher than the average causes
 - Increased damage to machinery and equipment
 - A very high rate of absenteeism
 - Costs to the organisation for medical treatment
 - Additional costs in terms of time and money of having to send employees for rehabilitation
 - Increased labour turnover with the subsequent costs of termination and finding a replacement (8 × 1) (8)

- 7.4
- Assure victims that advice and assistance will be given
 - Allow them reasonable time away from work
 - Provide in-house counselling
 - Support their right to full confidentiality
 - Support them in returning to their job
 - Provide rehabilitation programmes
 - Provide referrals to specialists
 - Put employee assistance programmes in place
 - Establish educational programmes
 - Ensure that repeated substance abuse is addressed in the disciplinary code of the organisation
 - Recognise that a substance abuser cannot take an addictive substance in moderation.
- (Any 6 × 1) (6)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200