



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

PERSONNEL MANAGEMENT N5

21 NOVEMBER 2014

This marking guideline consists of 11 pages.

QUESTION 1

- 1.1 D
- 1.2 J
- 1.3 G
- 1.4 C
- 1.5 A
- 1.6 M
- 1.7 E
- 1.8 N
- 1.9 I
- 1.10 L

(10 × 2) [20]

QUESTION 2

- 2.1 False
- 2.2 True
- 2.3 True
- 2.4 True
- 2.5 False
- 2.6 False
- 2.7 True
- 2.8 True
- 2.9 True
- 2.10 False
- 2.11 False
- 2.12 False
- 2.13 False
- 2.14 False
- 2.15 True
- 2.16 False
- 2.17 True
- 2.18 False
- 2.19 True
- 2.20 False

(20 × 1) [20]

TOTAL SECTION A: 40

SECTION B

Answer any FOUR questions from this section

QUESTION 3

- 3.1
- To maintain an adequate supply of employees to the organisation
 - To ensure employees have the necessary competencies to achieve the organisation's goals
 - Matching individual competencies with organisational requirements
 - Creating a positive image of the organisation in order to attract good potential employees
 - Contributing to the profitability of the organisation
 - Ensuring that the organisation does not lose out on opportunities to recruit quality candidates
- (Any 4 × 1) (4)
- 3.2
- The organisation's recruitment policy with regard to internal or external appointments
 - Importance of organisational culture
 - Organisation's image or climate
 - Recruitment standards
 - Government requirements and regulations
 - Affirmative action
 - Trade unions
 - Economic conditions
 - Technological changes
 - Pool of available labour outside the organisation
- (Any 5 × 2) (10)
- 3.3
- Step 1: Analyse the organisation's human resource needs at the three levels:
- functional
 - occupational
 - skills
- Step 2: Assess the organisation in terms of how attractive it is to potential employees
- Step 3: Analyse the vacancy
- Step 4: Obtain management approval for filling the vacancy in terms of:
- whether it is necessary; whether the organisation can afford it
- Step 5: Review the existing job descriptions and job specifications
- Step 6: Choose recruitment media, develop the advertisement; place the advertisement in the chosen media and set a closing date for responses

Step 7: Evaluate applications by comparing applicant experience and qualifications to the job requirements

Step 8: Compile a list of candidates for initial interviews

Step 9: Prepare for the selection process

(9 × 1) (9)

- 3.4
- A possibility of conflict arising from existing employees who are resentful about not being appointed to the position
 - High costs incurred in the advertising, interviewing and induction processes
 - Initial low productivity while the new employee finds his or her feet in the organisation
 - The very real possibility of employing a person who does not fit into the culture of the organisation
- (4 × 2) (8)

- 3.5
- Ensure that the job title is prominently displayed
 - Ensure that the advertisement is visually stimulating and attracts attention
 - Logo, organisation's mission must be clearly noticeable
 - Provide a factual job description based on the job specification
 - Provide information on the key characteristics of the job
 - Information on the qualifications and qualities sought of the applicant
 - Information on any other special requirements, for example, overtime work, shift work, etc
 - Advertisement must include remuneration information together with information on service
 - Benefits
 - Include reference to the organisation's commitment to employment equity
 - Describe the method of application, the name of a contact person and his contact details
 - Closing date for applications
 - Supply information about the organisation to increase the readers' interest in applying for the job
 - Communicate with applicants soon after their applications have been received
- (Any 9 × 1) (9)

[40]

QUESTION 4

- 4.1
- They will only attract the attention of people with the necessary qualifications, experience, abilities and attitudes
 - They will provide good information about the position and the organisation
 - They will motivate suitable prospective employees to apply (3 × 1) (3)
- 4.2
- 4.2.1 Reference check
- Background investigation;
 - to verify the truthfulness of the information provided in the application
 - Previous employees will be able to comment on the applicant as an employee in terms of personality, competencies and potential
 - This type of reference check is not always objective – don't want to reveal negative aspects about the employee
 - Provides valuable information if conducted professionally
 - Checks are usually run on academic qualifications – contacting the relevant educational institutions (6 × 1) (6)
- 4.2.2
- Only use trained and experienced interviewers
 - Clearly define the objectives of the interview and how these will be achieved
 - Be aware that interviewing is only one of the tools available for staff selection
 - Be aware of the 'halo' effect where one strong characteristic can outweigh all negative aspects
 - Ensure interviewers are well prepared by studying applications before interview
 - Preparing questions that will be asked
 - Ensure all interviewers establish a rapport with interviewees
 - Put the applicant at ease at the beginning of the interview and then move to general questions
 - Ensure that the applicant has a clear understanding of the requirements of the job, the conditions of employment, benefits, etc.
 - Ensure the applicant gives clear answers to specific questions
 - Organise for a tour around the organisation
 - Ensure that the interview is private and there is no interruptions
 - Indicate when the interview is reaching its end
 - Allow the opportunity for the applicant to ask questions
 - Explain to applicants when and how they can expect to be notified of the outcome
 - Ensure that any necessary information checks are done without delay
 - Write and interview report as soon as possible (Any 5 × 1) (5)

- 4.2.3 Structured interview
- Interviewer asks specific, direct, pre-planned questions in specific order
 - Based on the job specification
 - Record the applicant's responses
 - Person interviewed is not given the opportunity to elaborate on an answer or to interpret the question in a different way
 - Questions are close-ended
 - Questions allow for specific answers and no spontaneous exchange may take place
 - Collect information in a uniform way
 - All interviewees are treated the same
 - Results are more valid
- (Any 5 × 1) (5)
- 4.2.4 • Semi-structural interview
- Unstructured interview
 - Panel interview
 - Selection boards
- (Any 3 × 1) (3)
- 4.3 Reasons for conducting a medical examination
- Assess whether the prospective employee meets the medical requirements for the job
 - Ensure that the prospective employee is physically capable of performing the job in question
 - Establish a health record of employees
 - Protect organisation against unfair workers' compensation claims in futures
 - Cost for medical examination must be carried by the organisation
- (5 × 1) (5)
- 4.4 4.4.1 Induction comprises the following:
- Process of receiving and welcoming employees when they first join the organisation
 - Giving them the basic information
 - Explain the values and expected attitudes of the organisation
 - Help employees to settle down and commence/start with their work
 - Employee introduced to the organisation as a whole
 - Introduced to their tasks, superiors, work group and colleagues
- (Any 5 × 1) (5)

- 4.4.2 Guidelines for effective induction programme
- To satisfy the need of a new employee in a working environment
 - Plan to do induction individually if possible
 - Appoint a mentor for the new employee
 - Mentor must assist the new employee with any queries
 - Mentor must be available to answer queries throughout the working day
 - Introduce new employees to their work colleagues gradually
 - Do not expect a new employee to be productive right from the start
 - Allow new employees to find their feet
 - Allow new employees time to get to know the process and procedures
 - Only if new employees know the work environment they can be held responsible
 - Induction must always be systematic and gradual
 - Induction to the organisation
 - Induction to specific department
 - Then the personal task of the new employee
 - Follow-up must take place
 - Further information may be given to the new employee

(Any 4 × 2)

(8)

[40]**QUESTION 5**

- 5.1 Successful employment equity plan
- Have objectives for each year of the plan
 - Include affirmative action measures
 - Have numerical goals for achieving equitable representation
 - Have a timetable for each year
 - Have internal monitoring and evaluation procedures, including internal dispute resolutions
 - Identify specific people, including senior managers, to monitor and implement the plan
- (6 × 1) (6)
- 5.2
- Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination
 - Implementing affirmative action measures to reduce disadvantages in employment
 - To ensure equitable representation in all occupational categories and levels in the work force
- (3 × 1) (3)

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- 5.3 5.3.1
- To make the first, strange days in an organisation easier, will make employee feel less anxious
 - To create a positive attitude about the organisation
 - Create a low staff turnover and less absenteeism
 - To ensure that employees become productive as soon as possible
 - To help create realistic expectations on the part of the new employees
 - To prevent accidents, wastage of materials and time and damage to machinery
 - To promote the culture of continuous training for the future
 - To save the time of existing employees because the new employee is informed and requests less help from them
- (Any 6 × 2) (12)
- 5.3.2
- Employees
 - Managers and supervisors
 - HR department
- (3 × 1) (3)
- 5.3.3 Evaluation of the wrong elements
- Only focus on personal characteristics of an individual rather than on achievements
 - Too much focus on recent behaviour and performance
 - Previous good or unsatisfactory behaviour might be forgotten when focussing only on recent behaviour
- Subjectivity
- Basing performance appraisal on facts
 - Halo-effect
 - Evaluator so aware of one prominent characteristic of employee, blind to see everything
- Position effect
- An evaluator might give a senior employee a good appraisal because of senior position
- Ego effect
- Evaluator's appraisal may be influenced by how employee makes him/her feel
- Similarity error
- Evaluator might appraise employees who share similar views on aspects
- Central tendency
- Evaluators do not use entire evaluation scale; put people close to middle of scale
 - Forcing information to match non-performance criteria
 - Formal evaluation is done after decision about person's performance has been made
- Evaluator too lenient or too strict
- Evaluator easily gives a high score or is too strict, negatively influencing the score of the candidate
- (Any 8 × 2) (16)
[40]

QUESTION 6

- 6.1
- Not to many goals can be set – will confuse the employee
 - Emphasis on the individual and not the attaining of departmental goals
 - Management might not be able to reward employee for goals achieved
 - Short-term success is overly stressed
 - Employees might understand they need to do more, regardless of the quality of work
 - No quantifiable comparisons – each job content varies
 - Many supervisors do not understand the strategy and therefore do not implement it
 - Difficulty setting goals in measurable terms
 - Goals are seldom adapted as a situation change
 - MBO is a strict and rigid strategy, not allowing for deviation
 - Difficulty in translating enterprise goals into individual goals
 - Supervisory staff are burdened with too much paperwork and record-keeping
 - Conflict can arise which will reduce the possibility of reaching the goals of the enterprise
- (Any 6 × 1) (6)
- 6.2
- To assist in drawing up job descriptions and job specifications which are objective
 - To develop a fair and equitable remuneration structure in accordance with applicable legislation
 - To set up a logical job hierarchy to which a system of employee benefits and services can be linked
 - To determine objective remuneration criteria for new jobs
 - To assist in remuneration negotiations and to justify the existing reward management system
 - To ensure a reasonable link between organisational salary scales and salaries in other organisations
- (Any 5 × 2) (10)
- 6.3
- Mental requirements
 - Skills requirements
 - Physical requirements
 - Responsibilities
 - Working conditions
- (5 × 1) (5)
- 6.4
- Salary – remuneration paid to a permanent member of staff; employee is paid a similar amount at regular intervals (monthly).
- Take-home pay – the amount of money that the employee receives after deductions, such as income tax, unemployment insurance, etc.
- (2 × 2) (4)

- 6.5
- Organisations still have to pay salaries and wages to those who are absent
 - Overtime pay may be necessary for those who do the work of absent employees
 - Production facilities may be under-utilised
 - The quality of products and services may drop
 - There may be costs associated with contracts and tasks not completed on time
 - Important decisions may have to be delayed, because of important role-players being absent
- (Any 5 × 2) (10)
- 6.6
- Increased motivation among affected employees
 - The provision of opportunities for achievement, recognition, responsibility, advancement and growth
 - Increased productivity
 - Lower absenteeism
 - Lower staff turnover
 - Improved quality of work
 - Increased job satisfaction
- (Any 5 × 1) (5)
[40]

QUESTION 7

- 7.1
- Illness
 - Industrial accidents
 - Occupational diseases
 - Job dissatisfaction
 - Substance abuse
 - Repetitive and boring jobs
 - Problems in the relationships at work
 - Personal problems
 - Transport problems
 - Age and gender
 - Political unrest/Strikes
 - Attending funerals (more than the number of days allowed for family responsibility leave)
- (8 × 2) (16)

- 7.2
- Implement a formal absenteeism policy
 - Ensure effective administrative systems
 - Analyse absenteeism data
 - Ensure effective supervision
 - Ensure professional selection
 - Maintain effective orientation and induction programmes
 - Maintain sound reward management
 - Employer sponsored day-care for children
 - Following up absenteeism with personal contact
 - Implementing flexitime
- (10 × 1) (20)
- 7.3
- Absence of or faulty protective devices
 - Ineffective specifications for safety clothing
 - Failure to comply with safety regulations
 - Inadequate ventilation or presence of dangerous fumes
 - The presence of hazardous or unauthorised materials
 - Using wrong tools, materials or supplies for the job
 - Absence of a safety standard for the operation
 - A lack of safety training for specific task
 - Inadequate instructions
 - Lack of enforcement of safety rules
 - Putting wrong person on particular task
 - Poor housekeeping or sanitation at workplace
 - Applying pressure to disregard safe procedures in the interest of higher output
- (Any 4 × 1) (4)
[40]
- TOTAL SECTION B: 160**
GRAND TOTAL: 200