



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

PERSONNEL MANAGEMENT N6

7 JUNE 2013

This marking guideline consists of 12 pages.

SECTION A**QUESTION 1 (COMPULSORY)**

- | | | | | |
|------|--------|------|----------|------|
| 1.12 | 1.1.1 | True | | |
| | 1.1.2 | True | | |
| | 1.1.3 | True | | |
| | 1.1.4 | True | | |
| | 1.1.5 | True | | |
| | 1.1.6 | True | | |
| | 1.1.7 | True | | |
| | 1.1.8 | True | | |
| | 1.1.9 | True | | |
| | 1.1.10 | True | (10 × 2) | (20) |
-
- | | | | | |
|-----|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 1.2 | 1.2.1 | Job enrichment: | | |
| | | <ul style="list-style-type: none">• when an employee shows potential to take responsibility;• more tasks on higher level requiring creativity;• vertical workload;• make own decisions | | |
| | 1.2.2 | Job enlargement: | | |
| | | <ul style="list-style-type: none">• combining of many smaller jobs into a larger, more stimulating job;• offers variety without adding responsibility;• horizontal workload;• used by management when it is found that an employee does a few tasks only and does not have enough work to fill the day | | |
| | 1.2.3 | Cohesiveness: | | |
| | | <ul style="list-style-type: none">• unity in the group;• members pull together in the same direction; | | |

1.2.4 Motivation:

- actions of humans, which take place in a conscious or unconscious way;
- behaviour of a person who has been motivated will be goal-directed and purposeful;
- to satisfy needs

1.2.5 Grapevine:

- all communication which takes place within the organisation;
- doesn't deal with business purpose of the enterprise;
- fastest and most efficient channel of communication

1.2.6 Leadership:

- influencing and directing the behaviour of others towards goal achievement;
- inspire other people to work enthusiastically and effectively to accomplish objectives

1.2.7 Group:

- two or more individuals who interact and are interdependent;
- individuals who are aware of each other and who influence one another;
- come together to achieve a particular goal

1.2.8 Communication:

- transferring of information from sender to receiver;
- understanding/interpretation of information by receiver;
- feedback from receiver to sender

1.2.9 Brainstorming:

- participants sharing ideas on how to solve a problem;
- encourage participation, no criticism to ideas offered;
- must reach consensus on solution

1.2.10 Comprehension:

- mental understanding

(10 × 2) (20)

TOTAL SECTION A: 40

SECTION B**QUESTION 2**

2.1 How to motivate employees:

- Pay attention to intrinsic motivating factor
- Pay attention to the extrinsic motivating factor
- Administer considerate supervision
- Ensure that employees work as members of a group
- Allow employees to experience success
- Ensure that the activities of the employee lead to the reaching of personal goals
- Do not compare employees with one another. Regarding each employee as a unique individual
- Be aware that changes in the enterprise may threaten employees
- Giving regular feedback
- Keep employees informed about things going on
- Behave in a professional manner towards employees
- Show trust in employees
- Healthy competition
- Set achievable goals

(Any 9 × 2) (18)

2.2 Intrinsic motivators refer to the feelings of self-fulfilment and enjoyment that individuals gain from the job itself

Examples are:

(2)

- Variety of tasks
- Challenging and interesting work
- Responsibility for own work
- Personal control over work methods
- Control over the pace of work
- Opportunities to use and develop skills and abilities
- Having a say in decision-making
- Opportunity for advancement

(Any 5 × 1) (5)

Extrinsic motivator refers to motivators outside the job itself and are administered (applied) by someone other than the individual concerned.

(2)

Extrinsic motivators include the following:

- Financial rewards
- Promotion
- Praise
- Job security
- Comfortable, safe and attractive working conditions
- Competent and fair leadership
- Reasonable instructions and directions
- Recognition

(Any 5 × 1) (5)

- 2.3
- Physiological needs or basic needs
 - Safety needs
 - Social needs
 - Esteem/ego needs
 - Self-actualisation needs
- (5 × 1) (5)
- 2.4 Hygiene factors do not motivate people at work, but if absent employee becomes very negative, dissatisfied (1)

Examples:

- Administration and policies
 - Job security
 - Status
 - Relationship within organisation
 - Salary and benefits
 - Work conditions
 - Supervision
- (Any 5 × 1) (5)
- Motivators present in work situation and motivate employee (2)

Examples:

- Achievement
 - Recognition
 - Work itself
 - Responsibility
 - Advancement/promotion
 - Personal growth
- (Any 5 × 1) (5)
[40]

QUESTION 3

- 3.1 Negative effects of conflict on groups:
- Groups regard each other as enemies and not opponents
 - The group perceptions become negative and distorted
 - Hostility increases
 - Strong and positive aspects are ignored
 - Interaction breaks down
 - Motivation lessens
 - Productivity suffers
- (Any 5 × 1) (5)

- 3.2
- Determining a common goal
 - Increasing communication
 - Organising inter-group problem solving sessions
 - Negotiating and bargaining
 - Spreading resources evenly
 - Having an unbiased third party to mediate between conflict parties
 - Changing the organisational structure
 - Physically separate the conflicting parties
 - Introducing authority command
 - Counselling employees
- (Any 8 × 1) (8)
- 3.3
- Legitimate power – power based on the leader's formal position in the organisation
 - Coercive power – power based on the leader's authority to punish or force followers to comply
 - Reward power – power based on the leader's authority to reward followers for performance
 - Expert power – power based on the leader's personal expertise in a given field or situation
 - Referent power – power based on the leader's personal traits that are admired by followers
- (5 × 2) (10)
- 3.4
- Physical and mental health
 - A positive and enthusiastic approach
 - High level of intelligence
 - A good understanding of human nature
 - Confident and is outgoing and extrovert
 - Determination, a strong will and dominant
 - Charisma and courage
 - A high level of energy and ambition
 - Honesty and integrity
- (Any 7 × 1) (7)
- 3.5
- Country Club Management or Democratic Management (1.9)
- paying attention to the needs of employees and focusing on creating a supportive, friendly work environment
- Autocratic/Authority Management (9.1)
- focusing on achieving desired results as efficiently as possible without allowing the human elements to interfere
- Middle of the Road/Organisation Man/Go-along-get-along Management (5.5)
- trying to balance the need to achieve results while maintaining employee morale at a satisfactory level

Impoverished/Laissez-faire Management (1.1)

- doing just enough to get the required work done without providing clear direction or support

Team Management (9.9)

- managing a team of committed people working towards common goals within a framework of mutual trust and respect

(5 × 2) (10)
[40]

QUESTION 4

4.1 4.1.1 Seven crucial steps to follow for the process of implementing a HRIS:

Step 1: Problem identification and determining objective

- current system must be examined critically and evaluated, objectives for new system must be set

Step 2: Feasibility study

- various systems must be investigated – feasibility study will help to define user requirements

Step 3: Systems analysis

- the preferred system must be analysed in terms of how it meets the requirements of the organisation

Step 4: System design

- a model of the proposed system must be developed, including any customisation requirements

Step 5: Detailed design

- a system is chosen and specifications for the hardware and software are completed – programme specifications and a test schedule must be drawn up

Step 6: Implementation

- do not take ownership immediately, because any system will have testing problems – system must be implemented in stages and handover must take place gradually

Step 7: Control the project

- project must be controlled to ensure that it delivers what is required, on time and within the budget

(7 × 2) (14)

- 4.1.2
- Saves time
 - Reduces routine administration
 - Improves communication
 - Improves decision-making
 - Increases productivity

(5 × 1) (5)

- 4.2
- The group has a common goal or objective;
 - Members of the group interact/communicate with one another to achieve the goal or objective;
 - Members of the group are aware of one another;
 - Members agree that they belong to the group;
 - Members of the group influence one another;
 - The group functions as a system with inputs, throughputs and outputs;
 - The group has a particular structure which is related to the function of the group
 - The activities of the group are directed by guidelines or procedures to achieve group objectives;
 - Group will have a leader;
 - The group handles conflict in a constructive way
- (Any 6 × 1) (6)
- 4.3 Stages in group development
- Stage 1: Forming
- individual group members are cautious, wary of each other and have lots of questions to ask
- Stage 2: Storming
- tension and conflict arise as group members “jockey for power” and some are isolated
- Stage 3: Norming
- cohesion and commitment develop and members impose group norms behaviour
- Stage 4: Performing
- team members function as a cohesive unit where the focus is genuine team performance
- Stage 5: Adjourning
- the team disbands but retain relationships built up during the project
- (5 × 2) (10)
- 4.4 Success:
- previous successes ensure that a group becomes even more cohesive
- Group size
- smaller groups are more cohesive than large groups
- close interpersonal contact is maintained in smaller groups
- smaller groups communicate more often and more effectively and will agree on matters more readily
- Stable membership:
- when people are constantly added to or removed from a group they will not have time to know one another
- the members of the group will therefore not be as cohesive and the communication not that successful

External threats:

- when a group feels it is under attack by external groups, members will automatically become more cohesive in order to protect the group
- negative results of actions will also cause the members to become more cohesive, possibly to protect themselves against outside groups

(4 × 3) (12)
[40]

QUESTION 5

- 5.1 5.1.1
 - Objective setting
 - Participation
 - Time limit
 - Evaluation
- (4 × 1) (4)
- 5.1.2 Six disadvantages of MBO process:
- Over emphasis on individual objectives
 - Management might not be able to sufficiently reward employees for objectives achieved
 - Short term success is over emphasised
 - Employees might focus on output, regardless of the quality of their work
 - There are no quantifiable comparisons that can be made between employees
 - Many managers who are required to implement the strategy do not understand it
 - Difficulty in setting measurable objectives
 - A relatively inflexible system which does not allow for adaption to changing situations
 - Difficulty of translating organisational goals into individual objectives
 - Managers are burdened with too much paperwork and record keeping
 - Conflict can arise which will reduce the possibility of achieving objectives
- (Any 6 × 1) (6)
- 5.2 NINE problems/barriers effecting communication:
- Noise/distortion
 - Filtering
 - Selective perception
 - Emotions
 - Language
 - Reference group
 - Non-verbal communication
 - Physical environment

- Fear and threat of change
- Time pressures
- Communication overload

(9 × 1) (9)

5.3 Nine techniques to improve communication:

Choosing the correct communication channel:

- Channel must be appropriate to handle a very simple or a very complex message

Commitment to the importance of two-way communication:

- Ensure that receivers see it is a 2-way process where listening is actively pursued by both parties

Actions must match the message:

- Management will completely lose their credibility if they say one thing and act in another way

Personalised communication:

- Communication within organisations must not be restricted to formal presentations and written policies and e-mails;
- Informal conversations allows individual employees the opportunity to speak their minds and to voice any frustrations they may have

Using immediate supervisors as a communication channel within organisations:

- Keep middle and lower management involved in the transferring of information

Dealing positively with bad news:

- Hiding bad news does not improve communication – pass on bad news without unnecessary filtering;
- Will make the communication process more credible

Shaping the message for the audience:

- Give receivers of the message the information that is relevant to them and don't over- or under communicate

Communication must be on-going:

- Whether or not there has been a change to the status of information, it is important to continue communication

Feedback and reinforcement:

- Asking the receiver of the message to give feedback to enable the sender to correct or to adjust the message

Using direct, simple language:

- Keep the content of the message clear, relevant and understandable

Building trust:

- many communication problems can be overcome if the two parties trust each other
- Allowing employees in an organisation to communicate their grievances, allows employees who feel free to voice their unhappiness with management believe that communication is good

(Any 9 × 2) (18)

- 5.4
- Expectancy
 - Instrumentality or belief
 - Valence

(3 × 1) (3)
[40]

QUESTION 6

6.1 McGregor's theory X and theory Y

THEORY X	THEORY Y
<ul style="list-style-type: none"> • People inherently dislike work and whenever possible, will attempt to avoid it • Because they dislike work they must be forced to work • Threatened with punishment and controlled • They need direction to perform • Avoid responsibility if possible • Don't want to take part in decision-making or problem-solving • Don't have a lot of ambition, not creative or innovative • Only want to satisfy their lower-order needs 	<ul style="list-style-type: none"> • View work as natural as rest or play • No need to force employees to work • Punishment is irrelevant • Direct themselves towards goal achievement if committed to those goals • Accept responsibility and seek it • Want to participate in decision-making and problem-solving • Employees at all levels are innovative • Want to satisfy higher-order needs

(7 + 7) (14)

6.2	<ul style="list-style-type: none">• Diagnose and define the problem• Gather and analyse relevant data• Write down the real problem• Develop alternative solutions• Evaluate alternative solutions• Select the best alternative• Set criteria to evaluate solution• Determine consequences• Implement the decision• Evaluate effectiveness of decision	(10 × 1)	(10)
6.3	<ul style="list-style-type: none">• Job simplification• Job rotation• Job enlargement• Job enrichment	(4 × 1)	(4)
6.4	<ul style="list-style-type: none">• Reducing input/effort• Increasing input/effort to increase output/reward• Changing outcomes/rewards by confronting to management• Withdrawing from the situation• Convincing themselves that the other person in question is a special case and rather compete with other employees who are more equitable• Change the subject of comparison	(6 × 2)	(12) [40]
TOTAL SECTION B:			160
GRAND TOTAL:			200