



# higher education & training

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

## **MARKING GUIDELINE**

**NATIONAL CERTIFICATE**  
**APRIL EXAMINATION**  
**PERSONNEL MANAGEMENT N6**

**19 JUNE 2014**

**This marking guideline consists of 9 pages.**

**SECTION A****QUESTION 1**

1.1	1.1.1	True		
	1.1.2	True		
	1.1.3	True		
	1.1.4	False		
	1.1.5	False		
	1.1.6	False		
	1.1.7	False		
	1.1.8	False		
	1.1.9	False		
	1.1.10	True		
			(10 × 2)	(20)
1.2	1.2.1	D		
	1.2.2	A		
	1.2.3	E		
	1.2.4	B		
	1.2.5	C		
			(5 × 2)	(10)
1.3	1.3.1	Job enrichment is when an employee shows potential to take responsibility.		
	1.3.2	Cohesiveness means that there is unity in the group and that members pull together in the same direction.		
	1.3.3	Motivation refers to the action of humans which takes place as a result of something that humans react to in a conscious or unconscious way.		
	1.3.4	Job enlargement is the structural combining of many smaller jobs in a larger, more stimulating job which offers variety, without adding responsibility.		
	1.3.5	Leadership is the ability to influence a group towards the achievement of goals.		
			(5 × 2)	(10)
				<b>[40]</b>
<b>TOTAL SECTION A:</b>				<b>40</b>

**SECTION B****QUESTION 2**

- 2.1      2.1.1      John who was highly qualified was in charge of the Drawing Office and Documentation Centre. The draughtsmen in John section have been responsible for filing and classifying of documents that they create themselves. The volume of documentation has grown to such an extent, however that John has requested for a position of document controller to be created.
- 2.1.2      It was a great surprise to John when a representative came to see him a couple of months after Dolly has started to lodge a complaint.
- 2.1.3      The complaint from the draughtsmen was that Dolly created work for them by insisting on certain procedures and safety measures to be followed e.g. signing out documents that they needed to work on, inserting additional numbering on updated plans etc.
- 2.1.4      John should create a clerical position, so that the envisaged clerk can carry out the documental activities that the draughtsmen are complaining about.
- 2.1.5      This would improve the work flow and John should also train the draughtsmen so that they can get used to using documents correctly.

(5 × 4)      (20)

- 2.2      • Reducing intergroup conflict by determining a common goal
- Increasing communication to correct misunderstandings and develop positive intergroup feelings
- Organising intergroup problem-solving sessions which are not confrontational
- Negotiating and bargaining in order to reach an agreement or a compromise
- Spreading resources evenly amongst all members of the group
- Having an unbiased third party to mediate between the conflicting parties
- Changing the organisation structure when its scarce resources, status differences and power imbalances are the causes of the conflict
- Physically separating the conflicting parties by transfers in order to limit interaction between them
- Introducing authoritative command where one formally takes charge of the situation and manages it by means of discipline.
- Counselling employees who are often involved in conflict – using internal or external experts in the field.

(10 × 2)

(20)  
[40]

**QUESTION 3**

- 3.1      3.1.1      The Management Information System which is a component of the Human Resources Information System, is a formal system to gather, integrate, compare, analyse and disperse information (both internal and external), effectively and efficiently.
- 3.1.2      The Human Resources Information System is the largest part of any enterprise's expenditure (spending) on human resources in the form of salaries, wages, benefits, training etc. Since an enterprise cannot function without its human resources, it is therefore very important to manage it efficiently.
- (2 × 4)      (8)
- 3.2
  - Problem identification and determination of objectives.
  - Feasibility study: various systems/programmes must be investigated
  - System analysis: Examine the procedures, flow of information and the methods of work organisation and control of the available systems.
  - System design: Objectives and model of proposed system must be developed.
  - Detailed design: a system is chosen and specifications for the hardware and software are completed. Program specifications and test schedule must be drawn up.
  - Implementation: the proposed system is implemented. Hardware should be evaluated and selected, and security, control and test procedures developed.
  - Control the project: Monitor the project to ensure that it delivers what is required, on time and within the budget.
- (7 × 4)      (28)
- 3.3      3.3.1      Spreadsheet refers to computer programs which are designed to organise and manipulate data in row column format.
- 3.3.2      Graphical representation: people understand data more easily when the information is in the form of a picture.
- (2 × 2)      (4)
- [40]**

**QUESTION 4**

- 4.1
- It ultimately determines the quality of life of all people.
  - It determines the performance of an enterprise.
  - It leads to success.
  - It results in goal setting and goal achievement
  - It is needed to face new challenges.
  - A group cannot function without a leader.
- (Any 5 × 3) (15)
- 4.2
- Technical skills – ability to do leadership work
  - Interpersonal process – refers to respect of one another
  - Communication skill – ability to communicate well
  - Problem-solving skill – ability to solve problems
  - Human relations skills – ability to relate to one another in respectful way, also to be empathetic and sympathetic
- (Any 4 × 3) (12)
- 4.3
- Legitimate power is a synonym for authority.
  - Withhold rewards.
  - Coercive power – refers to force. This type of power is exercised by means of fear – be it psychological or physical.
  - Referent power refers to personal qualities that a leader has.
  - Expert power refers to the amount of knowledge or experience that is admired or needed.
- (Any 4 × 2) (8)
- 4.4
- This approach concentrates on the observable behaviour of a leader and therefore the way in which the leader exercises his leadership over people. This approach assumes that behaviour can be taught and learned. A leader can therefore be made, by teaching him certain leadership behaviour.
- (5)  
[40]

**QUESTION 5**

- 5.1 The line structure is the traditional and simplest form of organisational structure. It is established to ensure that primary functions are realised in order to realise primary goals. Functions within the structure are set up around the primary tasks performed within the enterprise e.g. Finance, Marketing, Production, etc. The line structure is strictly hierarchical where a straight line of command flows from the top manager, connecting all other managers on the different functions, and ends with the operating level of the enterprise. Line structures are often seen in smaller enterprises such as one-man businesses, partnerships and small companies. The structure can functionally be described as a centralised structure, since authority is concentrated in a few individuals.

Regarding organisational structure, content theories such as those of Maslow and Hertzberg do not explain to us the process of how identifying and understanding the needs of employees leads to the desired result of performing enthusiastically and effectively. An example would be if an employee had a need for respect from his or her boss (an esteem need in Maslow's Hierarchy). How do we link the fact that the boss communicates well and provides positive feedback with meeting needs and thus motivating the employee to perform more effectively? Victor Vroom developed a model that linked the need (in this case 'respect') to the desired outcome ('performance').

(10)

- 5.2 5.2.1 It means that people are usually doing something, even if that act is non-moving e.g. when we sleep, we wake up refreshed and rested. Vroom's theory concentrates on the fact that we expect the result (outcome), therefore, when we go to sleep at night, we expect to wake up refreshed and rested.

Vroom also theorised that because people are thinking and reasoning, we anticipate some things in future. We are therefore able to choose what we are going to do. People can choose which result (outcome) they are going to experience.

(5 × 1)

(5)

- 5.2.2
- Expectancy: This refers to the first-level outcome that the person is expecting, being performance.
  - Instrumentality: This refers to the second-level outcome that the person is expecting, e.g. a student studies hard for a test and expects to pass the test and therefore reaches his second first-level outcome.
  - Valence: Valence refers to the expected satisfaction that a person will feel when he has achieved an outcome (result).

(3 × 3)

(9)

- 5.2.3 The implication for enterprise is that people will be motivated to work well if they expect that their efforts will result in high performance, and that they will be rewarded for the high performance. These results/outcomes can be intrinsic, which relate to the task; or the results/outcomes can be extrinsic, which relate to the job environment e.g. bonus that he/she receives for work well done.

(3 × 2)

(6)

## 5.3 Country club or democratic management

- Pay attention to needs of employees, create a supportive work environment

## Autocratic/authority management

- Focus on achieving results, cash and not on well-being of employees

## Middle of the road/organisation

- Balance the need to achieve results, maintain employee morale

## Impoverished management/laizes faire

- Do just enough to get required work done

## Team management

- Team of committed people, work towards common goals, mutual trust

(5 × 2)

(10)  
[40]**QUESTION 6**

- 6.1
- Noise (distortion): This noise may be internal e.g. the receiver is not listening when the sender is communicating or it may be external and can therefore not be controlled by the sender or the receiver.
  - Filtering: When a message is drawn up by the sender to make it more acceptable to the receiver which could result in the wrong impression or incorrect assumptions being created.
  - Selective perception: When receivers 'translate' the message according to their own need, motivation, experience, background, interest, expectations and other personal characteristics.
  - Emotions: The feelings of the receiver at the time of receiving the message will influence their interpretation. Extreme emotions will negatively influence communication, and the interpretation of the message will not be objective.
  - Language: When the age, education and cultural background of the sender and the receiver are not similar, the correct interpretation of a message may not be successful, because they will have different patterns of speech. Jargon and technical language used by different groups and departments could also hinder messages from being interpreted correctly.
  - Reference groups: The groups with which we identify on various levels e.g. family, ethnic background, values, beliefs, etc. all influence the way in which we translate and interpret the message.
  - Non-verbal communication: People do not only listen to words when they try to understand the message, they also look at non-verbal signs.
  - Physical environment: The actual physical environment may cause barriers to understanding and comprehension e.g. a room that is too large, in which sound is not carried to everyone.

- Fear and threat of change: Receiver of a message about change might be fearful of the consequences of this change and then decide to ignore the message. This is particularly so if distrust exists due to past bad experiences of change.
- Time pressure: When time is severely limited, individuals within the context of an organisation may be left out of the communication process,
- Communication overload: One of the most important tasks of people in organisations, particularly managers, is decision-making. Decisions require information. Developments in technology over the past decade have opened the door to a vast amount of knowledge and information. However this has led to many people feeling that they are 'drowning' under all the information to the extent that they cannot effectively absorb it all. The result is that they "switch off" when new information is presented to them.

(Any 9 × 2)

(18)

6.2

- Choosing the correct communication channel: The channel chosen must be appropriate to handle a very simple or a very complex message; as well as allowing for quick feedback.
- Commitment to the importance of two-way communication: Communication should ensure that the receivers see it as a two-way process where listening is actively pursued by both parties and upward communication in the context of an organisation is encouraged.
- Action must match the 'message': Particularly within the organisation, managers will completely lose credibility if they say one thing and act in different way. Managers must therefore follow their own instructions communicated to employees and be seen to do so.
- Personalised communication: Communication within the organisations must not be restricted to formal presentations and written policies and e-mails. Apply sound two-way communication principles and during informal conversation allow individual employees the opportunity to speak their minds and to voice any frustrations they may have.
- Using immediate supervisor as a communication channel within organisations: Top management must keep middle and lower management levels involved in the transferring of information, since most people prefer to be given information by their supervisors. Supervisors who are bypassed often become a negative influence in organisations.
- Dealing positively with bad news: Hiding bad news does not improve communication – bad news must be passed on without unnecessary filtering. This will make the communication process more credible.
- Shaping the message for the audience: Give the receiver of the message the information that is relevant to them and do not over- or under communicate.
- Communication must be ongoing: Whether or not there has been a change to the status of information, it is important to continue communicating. People react badly to long gaps in communication if they are expecting to hear a message.



- Feedback and reinforcement: It is essential to ask the receiver of the message to give feedback which enables the sender to correct or adjust the message if it was initially unsuccessful. Asking the sender to repeat the message also helps to ensure that the receiver has understood the message correctly.
- Using direct, simple language: Not using an excessive number of adjectives, adverbs and sub clauses helps to keep the content of the message clear and relevant.
- Building trust: Most communication problems can be overcome if two parties trust each other.
- Allowing employees in an organisation to communicate their grievances: This will go a long way toward the goal of effective communication. Employees who feel free to voice their unhappiness to management tend to believe that communication is good.

(Any 11 × 2)

(22)

[40]

<b>TOTAL SECTION B:</b>	<b>160</b>
<b>GRAND TOTAL:</b>	<b>200</b>