higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

PERSONNEL MANAGEMENT N6

8 JUNE 2016

This marking guideline consists of 11 pages.

SECTION A

QUESTION 1

1.1   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   False
        1.1.10   False
        1.1.11   False
        1.1.12   False
        1.1.13   False
        1.1.14   False
        1.1.15   True
                                                        (15 x 1)   (15)

1.2   1.2.1   Intrinsic
        1.2.2   Intrinsic
        1.2.3   Extrinsic
        1.2.4   Intrinsic
        1.2.5   Extrinsic
        1.2.6   Intrinsic
        1.2.7   Extrinsic
        1.2.8   Extrinsic
                                                        (8 x 1)   (8)

1.3   • Noise (distortion)
        • Filtering of information
        • Selective perception – translate message according to their own needs
        • Emotions – feeling of receiver at the time of receiving the message
        • Language – age, education and cultural background of the sender and receiver is not similar
        • Reference group
        • Non-verbal communication
        • Physical environment
        • Fear and threat of change
        • Time pressures
        • Communication overload   (Any 9 x 1)   (9)

1.4   1.4.1   • Motivation comes from the Latin concept *movere*
                • Goal-directed and purposeful actions
                • Intend to satisfy our need
                • Need once satisfied, put effort into satisfying new needs that
                  arise
                • No two people will have the same need or react in the same
                  way

       1.4.2   • A formal system used in the organisation
                • Gather, integrate, compare, analyse and disperse both internal
                  and external information
                • Throughout the organisation
                • In a timely and effective manner

                                                                (2 x 4)   (8)
                                                                              [40]

                                              TOTAL SECTION A: 40

SECTION B

QUESTION 2

2.1

HYGIENE FACTORS (DISSATISFIERS)	MOTIVATION (SATISFIERS)
• Work security • Status • Relationships • Salary and benefits • Working conditions • Supervision • Administration and policies	• Achievement • Recognition and praise • Work itself • Responsibility • Advancement • Personal growth or progress • Interesting and meaningful work

                                                                (Any 12 x 1)   (12)

2.2 LOWER ORDER NEEDS

Physiological needs
- Needs that refer to the basic needs a person wants to satisfy
- Needs such as: food, water, heat

Safety or security needs
- The importance a person places on not being threatened physically
- Person wishes to feel secure, protection from harm
- Secure in terms of a pension fund, medical security and personal security

HIGHER ORDER NEEDS

Social needs
- Also called affiliation or acceptance needs
- A need for love, acceptance and friendship
- Make friends at workplace, chat to other people

Ego or esteem needs
- Needs refer to a person's self-esteem and self-respect
- As well as the respect and esteem pf other people around him/her
- Person must like himself and be happy about his/her circumstances and will engage in activities to satisfy this need

Self-actualisation needs
- Reaching this level means a person has achieved most of what he wants
- Strive now to do whatever he does to the best of his ability
- Start to look for opportunities where he/she can assist others with his knowledge and skills   (Any 5 x 4)   (20)

2.3 Job enlargement
- Process of combining many smaller jobs into a larger, more stimulating ones
- Which offers variety, without adding responsibility
- Used in organisations when it is found that an employee is able to cope with an increased volume of work
- Tasks will be added on a horizontal level and will be similar in level

Job enrichment
- When an employee shows potential to take responsibility
- More difficult tasks requiring creativity and decision-making opportunities are purposefully added to the job
- Ensures that the employee will be more independent; and
- Have authority to take job-related decisions   (4 + 4)   (8)
[40]

QUESTION 3

3.1   3.1.1   Adhering to the hierarchy of objectives
* Strategic goals are set at top management level to ensure the organisation achieves its vision and mission.
* Departmental objectives are set that support these strategic goals.
* Individual objectives are set that support departmental objectives.

Following a specific cycle of:
* Setting objectives and standards
* Day-to-day coaching
* Formal review and evaluation of performance
* Taking action to improve performance   (9 x 1)   (9)

3.1.2
* Objective setting – Where specific, measureable, realistic and understandable objectives are set
* Participation – Where employees are part of the decision-making process in setting their objectives
* Time limit – Within which employees must accomplish their objectives
* Evaluation – Where employees are measured against the standards which they helped to establish   (4 x 3)   (12)

3.1.3
* Over emphasis on individual objectives to the detriment of departmental objectives.
* Management might not be able to sufficiently reward employees for objectives that are 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 since each job varies.
* Many managers who are required to implement the strategy do not understand it.
* Difficulty in setting measureable objectives.
* A relatively inflexible system which does not allow for adaptation 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 9 x 1)   (9)

3.2
- Choosing the correct communication channel
- Commitment to the importance of two-way communication
- Actions must match the message
- Personalised communication
- Using immediate supervisors as a communication channel within the organisation
- Dealing positively with bad news
- Shaping the message for the audience
- Communication must be on-going
- Feedback and reinforcement
- Using direct, simple language
- Building trust
- Allowing employees in an organisation to communicate their grievance

(Any 10 x 1)   (10)

[40]

QUESTION 4

4.1
- The capacity to translate vision into reality
- The process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation
- Using power to influence the thoughts and actions of other people
- Interpersonal influence, exercise in a situation, and directed through the communication process towards the attainment of a specific goal
- The process of influencing the behaviour of other towards goal directed behaviour   (Any 3 x 1)   (3)

4.2
- It ultimately determines the quality of life of all people.
- It determines the performance of an employee.
- 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.
- A leader motivates a group.
- Managers are the key factors in creating and maintaining the enterprise culture.   (8 x 1)   (8)

4.3
- A person with good physical and mental health
- Having a positive approach
- Having a willingness to serve
- Having language skills
- Having administrative ability (organisation, delegation)
- Understanding of human nature
- Confident and extrovert
- Having determination and dedication to a cause
- Strong-willed and dominant
- Charismatic and inspiring
- Enthusiastic
- Courageous and unselfish
- Ambitious
- Energetic
- Having the desire to lead
- Honest and full of integrity
- Self-confident
- Intelligent and competent
- Having job-relevant knowledge
- Very flexible
- Willing to change   (Any 9 x 1)   (9)

4.4 Telling
- Newly appointed, inexperienced employee
- Who lacks confidence
- Leader/manager has to clearly define the employee's role
- Tell him or her how, when and where to perform job tasks

Selling
- Person/employee becomes more confident and responds positively to on-the-job training
- He/she becomes irritated with constantly being told how to do each task or not do anything without first being instructed to do so
- Manager still provides direction, but not in such detail
- Starts providing support to the employee
- As well as asking the employee's opinion

Participating
- After the employee has settled in very nicely into the job and has taken more and more responsibilities
- Manager feels secure in delegating tasks to the employee.
- Remains involved in order to facilitate decisions.
- The employee has now begun to share in decision-making.

Delegating
- Manager has total confidence in the employee.
- Performs not only his or her own job function but also many of the manager's own responsibilities.
- They meet from time to time to review projects that the employee has completed independently.   (4 x 5)   (20)

[40]

QUESTION 5

5.1   Definition of a group
- A number of individuals
- Who are aware of each other
- And who influence one another
- Two or more individuals who interact
- Are interdependent
- Who have come together to achieve a particular objective

Formal group:
- Have specific tasks to perform in any organisation
- According to their job description
- The behaviour of the formal group is directed by the organisation's policies and procedures, norms, values and culture.

Informal group
- Not structured by the organisation
- But exists because of the need for social contact
- Whether the group is developing friendships, sharing information or simply relaxation   (Any 11 x 1)   (11)

5.2
- Social interaction within these groups affects the behaviour and performance of individuals positively and negatively – mood of group serves as a yardstick for management to know whether or not employees are happy
- Informal groups tend to strengthen the norms and values of the members which have positive implications if aligned to the organisation's value system but negative if not.
- Group members attain social satisfaction, status and security from informal groups.
- Informal groups help supplement the lack of information from formal communication channels – result of this called grapevine can be positive or negative
- Informal groups provide individuals with a reference to which individuals may compare themselves and thus learn more about their strengths and weaknesses.   (Any 5 x 1)   (5)

5.3   Formal leadership
- Every group has a formally appointed leader in the form of a manager, foreman, et cetera.

    Roles
- Every individual has a role or part to play in the group, the behaviour which will determine the role will usually be stipulated.

    Norms
- These are the acceptable standards of behaviour of each member of the group.

    Status
- This is the stipulated importance of each person in the group – it refers to the position or rank of the individual member.

    Size
- The size of a group affects the overall behaviour of the group – smaller groups are faster at completing tasks, but not necessarily as competent in solving problems as large groups are.

    Composition
- Most groups need a variety of different inputs in order to ensure really effective decision-making and problem-solving. Groups should therefore ideally be heterogeneous in nature, example, composed of individuals who bring diverse viewpoints and different abilities to the group in order to make it more effective.   (6 x 3)   (18)

5.4
- Observe subordinates.
- Take note of patterns of behaviour.
- Establish suggestion boxes to identify and resolve problems before they grow out of proportion.
- Establish an open-door policy which allows employees to informally discuss problems with higher-level managers.
- Accept that conflict will happen.
- Minimise actions which inhibit the organisation reaching purposeful and legitimate goals.   (6 x 1)   (6)
                                                                    [40]

QUESTION 6

6.1 Objectives of HRIS

- Speeding up the provision of accurate data
- Reducing the amount of people required to perform routine administration
- Allowing trained employees in the HRIS department to perform functions that are more meaningful to the organisation as a whole

Advantages of HRIS

- Saves time
- Reduces routine administration
- Improves communication
- Improves decision-making
- Increases productivity   (8 x 1)   (8)

6.2   Step 1:   Problem identification and determining objective
- Current system must 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 x 2)   (14)

6.3
- The system must be cost-effective – system must not cost more to purchase and maintain than the value of the benefits that can be attained by using it
- The system must meet the needs for which it is being purchased – if the system cannot customised to the specifications of the organisation the system should not purchase
- The system must be user-friendly – if the system is not user-friendly users in the organisation will most likely by-pass the new system and continue with the existing system which will lead to great confusion, misunderstanding and conflict
- Installed a pilot system to get known with it and to identify any unwanted applications – allows the organisation's HR department to get to know the system and identify any unwanted applications
- The system must have adequate supplier support maintenance from the supplier – must be readily available on a permanent basis even after the hand-over because a need for adjustments can develop over time
- The system must have adequate security – all HRIS information is considered confidential, no unauthorised individual must be able to access the main pool of information (6 x 2) (12)

6.4
- Maintaining up-to-date skills inventories
- Human resource planning
- The management of training and development
- Employee compensation
- Organisational health (Any 3 x 2) (6)
  [40]

TOTAL SECTION B: **160**
GRAND TOTAL: **200**