



**higher education  
& training**

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

# **MARKING GUIDELINE**

## **NATIONAL CERTIFICATE PERSONNEL MANAGEMENT N6 12 JUNE 2018**

**This marking guideline consists of 13 pages.**

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

1.1	1.1.1	C	(10 × 2)	(20)
	1.1.2	C		
	1.1.3	B		
	1.1.4	B		
	1.1.5	B		
	1.1.6	C		
	1.1.7	D		
	1.1.8	A		
	1.1.9	B		
	1.1.10	B		
1.2	1.2.1	True	(10 × 2)	(20)
	1.2.2	True		
	1.2.3	True		
	1.2.4	True		
	1.2.5	True		
	1.2.6	True		
	1.2.7	True		
	1.2.8	True		
	1.2.9	True		
	1.2.10	True		

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

- 2.1 Job design is the way in which work is structured into different tasks and responsibilities required to execute a particular job. (1)
- 2.2
- It has to ensure that the organisation is productive.
  - The needs of individual employees must be satisfied.
  - Jobs must be challenging and interesting so that employees feel they have accomplished something worthwhile. (Any 2 × 1) (2)
- 2.3
- Job simplification✓ – dividing a job into small parts and allocating the responsibility of doing the job to less skilled employees✓✓
  - Job rotation✓ – giving all employees an opportunity to perform all the tasks in the department✓✓
  - Job enlargement✓ – the process of combining many smaller jobs into a larger, more stimulating one which offers variety and will be similar in level✓✓
  - Job enrichment✓ – When an employee shows potential to take responsibility more difficult tasks requiring creativity and decision-making are purposefully added to the job✓✓ (4 × 3) (12)
- 2.4
- Physiological needs:✓ The satisfaction of these needs is essential for a human being's biological functioning and survival, for example a need for food, water and warmth.✓
  - Safety needs:✓ As soon as the physiological needs are satisfied, the next level of needs emerges and the importance of the previous level of needs diminishes for example people will start looking for shelter such as housing benefits.✓
  - Love/Belonging needs:✓ Once a person feels safe and in control of possible threats, social needs are activated, such as a need for love, acceptance and friendship.✓
  - Esteem needs:✓ These needs may be divided into two groups Self-respect and self-esteem,✓ which is the respect and approval from others.✓
  - They include the need for self-confidence, independence freedom, recognition, appreciation and achievement.✓
  - Self-actualisation:✓ If all the abovementioned needs are satisfied, people will start searching for new opportunities to discover and develop new talents.✓ It is the uninhibited expression of your true self and your talents.✓ (15)

- 25      2.5.1

  - Objective-setting✓ – specific, measurable, realistic, and understandable objective are set.
  - Participation✓ – employee are part of decision-making process in setting their objectives.
  - Time limit✓ – within which employee must accomplish their objectives.
  - Evaluation✓ – where employees are measured against the standards which they helped to establish.

(4)

2.5.2

  - Improved management, since it forces managers to think in terms of results, and not only to plan activities and delegate tasks. This ensures that objectives are realistic, that there are sufficient resources to implement these objectives and that control will be enhanced.
  - Higher productivity, since it allows management to discover problems in the organisation.
  - Enhanced communication between management and employees.
  - Personal commitment of individual employees to attaining personal objectives, and so contribute to the attainment of departmental objectives and ultimately organisational goals.
  - Effective control, since work is broken down into measurable units.
  - The opportunity for creative thinking and personal involvement on the part of employees.
  - Co-operation between different departments is promoted because objectives support a common vision.
  - Efficiency is enhanced because performance is monitored.

(Any 3 × 2)      (6)

**[40]**

### QUESTION 3: COMMUNICATION

- 3.1
- Noise
  - Filtering
  - Emotions
  - Language
  - Reference
  - Nonverbal communication
  - Physical communication
  - Fear and treat of change
  - Communication overload
  - Psychological
  - Perpetual
  - Semantic
  - Ethnocentricity
  - Physiological barriers
- (Any 5 × 1) (5)

- 3.2
- It may be a verbal message – spoken
  - A nonverbal message –written, email, text
  - From a sender – encoder of the message
  - By means of a chosen channel or medium
- (4)

3.3

INFORMAL STRUCTURE	FORMAL STRUCTURE
<ul style="list-style-type: none"> <li>• Informal structure is formed within the formal organisation as a network of interpersonal relationship, when people interact with each other.</li> <li>• It is created spontaneously by members.</li> <li>• The purpose is to satisfy their social and psychological needs/to serve the interest of the individual members</li> <li>• The nature of the structure is not stable.</li> <li>• Grapevine – employers believe the grapevine is more reliable than communication from management.</li> <li>• Norms, value and beliefs are used as a control mechanism.</li> </ul> <p>(Any FOUR)</p>	<ul style="list-style-type: none"> <li>• Formal structure is an organisation type in which the job of each is clearly defined, where authority, responsibility and accountability are fixed.</li> <li>• It is deliberately created by top management.</li> <li>• It fulfils the ultimate objectives of the organisation.</li> <li>• The nature of the formal structure is stable and continuous for a long time.</li> <li>• Communication is official.</li> <li>• Rules and regulations are the control mechanism used.</li> </ul> <p>(Any FOUR)</p>

(4 + 4) (8)

- 3.4
- Ensures management control of results
  - Makes it easier to develop specialised competences
  - Enhances operation efficiency in each functional area
  - Ensures that each employee has a clear understanding of where he/she fits
  - Facilitates the development of a team spirit and good communication within each function
- (Any 4 × 2) (8)

3.5

- Choosing the correct communication channel:✓✓ The channel chosen must be appropriate to handle a very simple or very complex message as well as allow for quick feedback.✓
- Commitment to the importance of two-way communication:✓✓ Communication should ensure that receivers see it as a two-way process where listening is actively pursued by both parties and upwards communication in the context of an organisation is encouraged.✓
- Action must match the message:✓✓ Particularly within organisations, managers will completely lose credibility if they say one thing and act in another way.✓
- Personalised communication:✓✓ Applying sound two-way communication principles during informal conversation allows individual employees the opportunity to speak their minds and voice any frustration they may have.✓
- Using immediate supervisors as a communication channel within organisation:✓✓ 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 immediate supervisors who are bypassed and it often becomes a negative influence in the organisation.✓
- Dealing positively with bad news:✓✓ Bad news must be passed on without unnecessary filtering. This will make the communication process more credible.✓
- Shaping the message for the audience:✓✓ Give receivers of message the information that is relevant to them and don't over- or under-communicate.✓

**OR**

This means that the sender of the message must think ahead and plan the message in such a way that the receivers will fully understand the message as well as matching their vocabulary, interest and values.✓

- Communication must be on-going:✓✓ People react badly to long gaps in communication when they are expecting to hear a message.✓
- Feedback and reinforcement:✓✓ Asking the receiver of the message to give feedback enables the sender to correct or adjust the message if it was unsuccessful is essential.✓

**OR**

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 subclauses helps to keep the content of the message clear and relevant.✓
- Building trust:✓✓ Most communication problems can be overcome if the two parties trust each other.✓
- Allowing employees in an organisation to communicate their grievances:✓✓ Employees who feel free to voice their unhappiness to management tend to believe that communication is good.✓ (Any 5 × 3)

(15)  
[40]

**QUESTION 4**

- 4.1
- Members of a group must have a common objective.
  - The common objective is decided upon by means of discussion and agreement.
- (2)
- 4.2
- Group regard each other as enemy
  - Perceptions become negative and distorted
  - Hostility increases
  - Positive aspects of the situation are ignored
- (4)
- 4.3
- Formal leadership✓  
Every group has a formally appointed leader in the form of a manager, supervisor, foreman, project leader, task force head, head of department or chairperson.✓✓
  - Roles✓  
Every individual has a role or a part to play in the group. The behaviour which will determine the role will usually be stipulated. The stipulated behaviour will to be consistent.✓✓
  - Norms ✓  
These are acceptable standards of behaviour of each of the 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 task but not necessarily as competent in solving problems as large group are.✓✓
  - Composition✓  
Most groups need a variety of different inputs in order to ensure really effective decision –making and problem – solving.✓✓
  - Diversity✓  
Groups should therefore ideally be heterogeneous in nature i.e. composed of individuals who bring divers viewpoints and different abilities to the group in order to make it more effective. This diversity can, however, cause conflict.✓✓
- (14)
- 4.4
- Forming:✓✓  
Each member is likely to have his or her own concerns, fears and aspirations. Some people will be looking to make friends rather than concentrating only on the task at hand.✓✓

**OR**

It is characterised by uncertainty. They don't know what is expected of them and they are scared that they will not be accepted by the group members. They are unsure of structure, leadership and subordinates.✓✓

- Storming✓✓  
It is characterised by interpersonal conflicts. Conflicts are likely to arise as these individual differences are manifested in behaviour.✓✓

**OR**

A group member may put forward a suggestion and finds it blocked, not because it is a poor idea, but because the person blocking it has not been part of generating the idea.✓✓

- Norming✓✓  
It is marked by cooperation and collaboration. Each group member is aware of what behaviour is acceptable. Individual members start to behave according to certain (rules) and impose these on everyone as an expected norm of group behaviour. A sense of 'this is the way things are done here' starts to become entrenched.✓✓

**OR**

This is where leadership qualities emerge – certain individuals begin to display the ability to move from endless debates towards action, and to take other team members with them.✓✓

- Performing✓✓  
It is characterised by full participation of all group members. This is where the (group) really becomes a team. Energy and efforts are spent on the task at hand. Higher levels of effectiveness and creativity are reached continuously. The success of this stage is marked by goal attainment.✓✓
- Adjourning stage.✓✓  
This marks the end of the group's existence. Members look back at what they have achieved and assess their experiences in the group. Emotions vary from satisfaction with achievements to a feeling of loss of friendship.✓✓

(5 × 4)

(20)  
**[40]**

## QUESTION 5

- 5.1      • Team dynamics  
            • Decision and techniques (2)
- 5.2      • Physical and mental health  
            • Positive and enthusiastic approach  
            • High level of intelligence  
            • Good understanding of human nature  
            • Confident outgoing and extrovert  
            • Determination, a strong will  
            • Charisma and courage  
            • High level of energy and ambition  
            • Honesty and integrity  
            • Credibility, ability to foster trust by acting fairly and honest  
            • Ability to inspire others  
            • Ability to communicate a vision  
            • Ability to participate fully at all levels  
            • Open-mindedness: the ability to detect positive qualities in others  
            • Resilient: the strength to resist peer pressure and confidence to stand for what is right

(Any 10 × 1)      (10)



5.3

MANAGEMENT	LEADERSHIP
<ul style="list-style-type: none"> <li>• Management requires position power.</li> <li>• Managers are concerned with effectiveness and efficiency.</li> <li>• Managers administer.</li> <li>• Managers ask how and when.</li> <li>• Managers focus on system.</li> <li>• Managers maintain.</li> <li>• Managers rely on control.</li> <li>• Managers have an eye on the bottom line.</li> <li>• Managers react to change.</li> <li>• Managers have good ideas.</li> <li>• Managers direct groups.</li> <li>• Managers communicate to people.</li> </ul> <p>(Any SIX)</p>	<ul style="list-style-type: none"> <li>• Leadership is built primarily on personal power.</li> <li>• Leaders are concerned with inspiring other people to work enthusiastically.</li> <li>• Leaders innovate.</li> <li>• Leaders ask what and why.</li> <li>• Leaders focus on people.</li> <li>• Leaders develop.</li> <li>• Leaders inspire trust.</li> <li>• Leaders have an eye on the horizon.</li> <li>• Leader creates change.</li> <li>• Leader implements ideas.</li> <li>• Leader creates teams.</li> <li>• Leader persuades people.</li> </ul> <p>(Any SIX)</p>

(6 + 6)

(12)

5.4

- Telling leadership style✓✓

The leader explains by means of task behaviour to his or her subordinates what to do, how, where, and when without explaining why a certain procedure has to be followed. Communication is mainly one way. This style is used with newly appointed, inexperienced employees who lack confidence. The best approach is to define the employee's role clearly, and tell him or her how, when and where to perform job tasks.✓✓

- Selling leadership style✓✓

It involves high task behaviour with high relationship behaviour. The leader provides guidance to subordinates and tries by means of two-way communication and socio-emotional support to persuade his/her subordinates.✓✓

OR

As the person settles in, becomes more confident and responds positively to on-the-job training. The leader also starts providing support to the employee as well as asking for the employee's opinion.✓✓

- Participating leadership style✓✓

This style is characterised by high relationship behaviour with low task behaviour. The leader and subordinate takes decisions together by means of two-way communication.✓✓

OR

After six months, the employee has settled down to the job and has taken on more and more responsibilities. The employee has now begun to share in decision making as the manager applies.✓✓

- Delegating✓✓  
It is characterised by low relationship behaviour with low task behaviour. The leader allows subordinates to take independent decision by delegating authority to them.✓✓

**OR**

The supervision is of a general nature which means that subordinate work is not checked continuously, subordinates are viewed as fully capable of executing their tasks and having the necessary confidence.✓✓ (4 × 4)

(16)  
**[40]**

## QUESTION 6

- 6.1
- Speeding up the provision of accurate data
  - Reducing the amount of people required to perform routine administration
  - According trained employee in the HR department to perform functions that are more meaningful to the organisation as a whole. (3)
- 6.2
- The system must be cost-effective.✓  
This means that the 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 a system cannot be customised to the specifications of the organisation, the system should not be purchased.✓
  - The system must be user-friendly.✓  
If it is not, users in the organisation will most likely bypass the new system and continue with the existing system, which will lead to great confusion, misinformation and conflict. This is one of the reasons why end-users must be included in the design of the system.✓
  - A pilot system being installed.✓  
A pilot system is where only one application is implemented, e.g. leave manipulations. This allows the organisation's HR department to get to know the system and identify any unwanted applications.✓
  - The system must have adequate supplier support and maintenance.✓  
The support from the supplier must be readily available on a permanent basis. Even after a successful hand-over the system will still need adjustments and might need to be expanded or further adapted to fit in with the growth of the organisation.✓
  - 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.✓ (Any 4 × 2) (8)

- 6.3      Step 1:  
Problem identification and determining objectives. The current system must be examined critically and evaluated. Objective for the new system must be set.
- Step 2:  
Various systems must be investigated. The feasibility study will help to define user requirements if necessary. Alternatively, if a strong in-house information department exists, a system could be developed internally or it might be decided that it is not feasible to implement a computerised HRIS at this time.
- Step 3  
The preferred system must be analysed in terms of how it meets the requirements of the organisation's HR procedures, flow of information and the methods of work organisation. At this point, the potential system could be implemented on a pilot basis so that the decision makers in the organisation can evaluate the system in-house.
- Step 4:  
A model of the proposed system must be developed, including any customisation requirements. A cost-benefit analysis to evaluate economic implementation of each alternative must be undertaken.
- Step 5:  
A system is chosen for the hardware and software are completed. Program specification and a test schedule must be drawn up.
- Step 6:  
The system must be implemented in stages and handover must take place gradually as the client becomes satisfy with the systems any customisation requirements. The development of the training program and the provision of detailed written documentation for the user of the system are extremely important and must be carried out during the implementation phase. The eventual end-user must be involved at this step.
- Step 7:  
The project must be controlled to ensure that it delivers what is required on time and within the budget. This includes suppliers' support and any adjustments required to make the system more accessible and relevant for the organisation. The users of the system play a major role in identifying problem areas and must be encouraged to report any small deficiencies immediately.
- (7 × 2)      (14)

6.4

INTRINSIC MOTIVATORS	EXTRINSIC MOTIVATORS
<ul style="list-style-type: none"> <li>• The feeling of self-fulfilment and enjoyment of individual gains</li> <li>• Variety of tasks</li> <li>• Challenges and interesting work</li> <li>• Responsibilities for own work</li> <li>• Personal control over the methods of work</li> <li>• Control over the pace of work</li> <li>• Opportunities to use and develop skills and abilities</li> <li>• Having a say in decision making</li> <li>• Opportunities to use and develop skills and abilities (Any FOUR)</li> </ul>	<ul style="list-style-type: none"> <li>• These are factors that are outside the job itself and are administered by someone else</li> <li>• Financial reward</li> <li>• Promotion</li> <li>• Praise</li> <li>• Job security</li> <li>• Comfortable, safe and attractive working conditions</li> <li>• Competent and fair leadership</li> <li>• Reasonable instructions and direction (Any FOUR)</li> </ul>

(4 + 4)

(8)

6.5

- Where possible, communicate in the management process.
- Instructions and explanation must be clear, simple and specific.
- Repeat the communication where necessary.
- Allow for questions to ensure that the communication is a two-way process.
- Listen carefully to the feedback from the receiver of the message.
- A climate of trust must always exist.
- Reinforce verbal communication by following up in writing.

(7)

**[40]**

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