



**higher education
& training**

Department:
Higher Education and Training
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MARKING GUIDELINE

NATIONAL CERTIFICATE PERSONNEL MANAGEMENT N6

2 June 2021

This marking guideline consists of 13 pages.

SECTION A**QUESTION 1**

1.1	1.1.1	True	(10 × 1)	(10)
	1.1.2	False		
	1.1.3	False		
	1.1.4	True		
	1.1.5	False		
	1.1.6	False		
	1.1.7	True		
	1.1.8	False		
	1.1.9	True		
	1.1.10	False		
1.2	1.2.1	G	(10 × 2)	(20)
	1.2.2	J		
	1.2.3	F		
	1.2.4	E		
	1.2.5	C		
	1.2.6	H		
	1.2.7	B		
	1.2.8	D		
	1.2.9	H		
	1.2.10	A		
1.3	1.3.1	C	(5 × 2)	(10)
	1.3.2	A		
	1.3.3	D		
	1.3.4	B		
	1.3.5	C		
				[40]

TOTAL SECTION A: 40

SECTION B**QUESTION 2**

- 2.1 Motivation is the reason for people's actions, desires, and needs. Motivation is also one's direction to behaviour, or what causes a person to want to repeat behaviour. A motive is what prompts a person to act in a certain way, or at least develop an inclination for specific behaviour.

According to Maehr and Meyer, "Motivation is a word that is part of the popular culture as few other psychological concepts are".

(2)

- 2.2
- 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. This is often used in a situation where employees may become bored with normal tasks and, as a strategy, the organisation strives to provide employees with experience in many areas.✓
 - Job enlargement✓ – the process of combining many smaller jobs into a larger, more stimulating one which offers variety, without adding responsibility.✓ Job enlargement is used by 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.✓

(4)

- 2.3
- Making an employee part of the team but ensuring that the employee is wholly responsible for their part of the work performed.
 - Combining tasks so that individual employees perform all the task which make up a process and know how their task contribute to the finish product.
 - Delegating new and more difficult tasks to employees who have not preformed these task previously.
 - Allowing employees the opportunity to plan the work method, sequence, space, use and non-use of material in the execution of required tasks.
 - Involving employees in the analysis and change of physical aspects of the work environment, e.g. the temperature, lightning etc.

(5 × 2)

(10)

- 2.4
- Only jobs should be chosen where improved motivation will bring about a difference in productivity.
 - Do not involve the whole department in job enrichment – only selected individuals.
 - The new tasks must be specific.
 - New performance criteria and control measures must be put in place.
 - The focus must be on individual achievement and responsibility.

(5 × 2)

(10)

- 2.5
- The sophistication of technology could make it possible that work becomes interesting.
 - Jobs requiring low levels of skills are not easily enriched.
 - Some employees are not concerned with job enrichment, but only with increased pay and security.
 - Some employees fear that the changes could lead to job losses.
- (Any 2 × 2) (4)
- 2.6
- Understanding basic human nature in terms of needs satisfaction. This will allow management to understand how individual need satisfaction will lead to a motivated and productive worker.
 - Understanding that job content and work environment will influence the individual's work performance.
 - Approaching every worker as a unique individual. People need to be motivated in different ways.
 - Communicating individually. Approach every worker individually. This will ensure that the needs, aspirations and problems of every employee become known and will be understood. This ensures a climate of trust and, as a result, more motivated employees.
 - Understanding that change threatens people. Employees feel threatened by change. Ensure that they understand the reasons for any change and that they are part of the process.
- (5 × 2) (10)
- [40]**

QUESTION 3

- 3.1
- Noise
 - Filtering
 - Emotions
 - Language
 - Reference
 - Non-verbal communication
 - Physical communication
 - Fear and threat of change
 - Communication overload
 - Psychological
 - Perpetual
 - Semantic
 - Ethnocentricity
 - Physiological barriers
- (Any 2 × 1) (2)

- 3.2
- An open-door policy:✓ where employees can talk to their superiors at any time about any problems using attitudes, questionnaires and survey that are anonymous and managed by independent facilitators.✓
 - Participative methods:✓ Suggestion schemes, trade union/management meetings and quality circles allow employee to actively participates in the decision making of the organisation.✓
 - An ombudsman:✓ an independent person employed purely for the purpose of mediating between parties involved in conflict.✓ (3 × 2) (6)
- 3.3
- Choosing the correct communication channel:✓✓ the channel chosen must be appropriate to handle a very simple or very complex message; allowing for quick feedback.✓ Commitment to the importance of two-way communication:✓✓ Communication should ensure that receivers see it is 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 frustrations that they may have.✓
 - Using immediate supervisors as a communication channel within an 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. When these supervisors are bypassed, is 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 messages 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 it matches the receivers' vocabulary, interest and values and that the receivers fully understand the message.✓
 - 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 is essential as it enables the sender to correct or adjust the message if it was unsuccessful.✓ 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, adverb and sub-clauses help 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.✓

(14)

- 3.4 3.4.1 • Research by Deborah Tannen reports that men talk to emphasise their status whereas woman talk to create connection; it means that men use conversation to establish their own importance in the situation, as well as to put across ideas which will set them apart from other men.
- Women use conversation to make a social and emotional connection between themselves and the people they talk to. Men are also more direct in their approach and with the words that they use. Women use indirectness and subtlety in their conversations. Women also tend to empathise more during a conversation. (Any 1 × 2)
- 3.4.2 • Word connotations which may create problems where someone from an American background might ask a Zulu person: "Do you understand this, or not?" and the Zulu- speaking person will answer "Yes". What the Zulu-speaking person is conveying is that he does not understand, but the American might interpret the answer as "Yes, I do understand".
- Tone and volume where some ethnic group speak more formally than others and where a quiet voice is a sign of respect, while a loud voice is acceptable when speaking to friends and yet, in other cultures, a very soft voice may be viewed as a problem, and too loud a voice as impolite.
- Perceptions where, for example, sarcasm from an English-speaking person might be lost on an Afrikaans-speaking person because it is not used as much in the communication process of Afrikaans-speaking people. (Any 1 × 2)
- 3.4.3 • Differences in age can complicate communication in two areas. Different age groups will interpret words in different ways e.g. a teenager could use the word "cool" to express satisfaction with something whereas an older person may simply understand the word to mean "not very cold". Secondly, younger people may place significance on some issues that older people view as superficial, pleasure-seeking activities.✓✓
- This can lead to poor communication in the workplace as an older supervisor communicates things in terms of time performing work and the younger person's frame of reference is much wider. For example, an employee who extends her lunch break for social interaction because her focus is achieving the day's output rather than being at her work station may get into trouble with the older supervisor who's focus is on watching the clock.✓✓ (Any 1 × 2)

(3 × 2)

(6)

- 3.5
- The arena✓ – this is the area where interpersonal communication is most successful. Both the sender and the receiver of information have all the knowledge at their disposal for communication to be effective.✓✓

OR

The two parties have similar feelings, assumptions and skills. As the degree of shared information becomes greater, the communication will become more effective.✓✓

- The blind spot✓ – the sender of the message does have all the information needed and therefore does not understand the behaviour, decisions and potential of others.✓✓

OR

The receiver has this knowledge and the sender is at a disadvantage. Communication cannot be successful under these circumstances.✓✓

- Façade✓ – The sender has the relevant information but the receivers do not, superficial communication take place. The sender can also withhold information due to fear, desire for power etc.✓✓

OR

The sender can also with holding up a façade to the receiver of the message. Consequently, the communication will not be successful.✓✓

- Unknown✓ – Neither the sender nor the receiver of the message understand or know each other.✓✓

OR

This type of situation often occurs where employees from specialist areas have to communicate with one another.✓✓ Communication would be very poor under these circumstances.

(4 × 3)

(12)

[40]

QUESTION 4

- 4.1 A number of individuals who are aware of each other and who influence one another.

OR

Two or more individuals who interact and are interdependent and have come together to achieve a particular objective.

(2)

- 4.2
- Members of a group always have a common objective.
 - The objective is decided through discussions and agreements between groups members.

(2)

- 4.3 Formal groups can be categorised according to how they interact. There are:
- Interacting groups (working together) – here the work of one group is the input for another, e.g. the human resources department employ people, and the finance department has to pay their salaries.
 - Co-acting groups (working at the same time) – the work carried out by one group does not influence the work of another group. For example, the work of machines operators is not influenced by the work done by public relations officers and vice versa.
 - Counter-acting groups (working on opposite sides) – groups on opposite sides work together to resolve differences, e.g. management and labour unions.

(8)

- 4.4
- Formal leaders✓ – 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.✓
 - Role✓ – Every individual has a role or part to play in the group. The behaviour which will determine the role will usually be stipulated. The stipulated behaviour will have to be consistent.✓
 - 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.✓

OR

Groups should therefore ideally be heterogeneous in nature, i.e. composed of individuals who bring diverse viewpoints and different abilities to the group in order to make it more effective. This diversity can, however, cause conflict.✓

(6 × 2)

(12)

- 4.5 Management should consistently:
- 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 inhibits the organisation reaching purposeful and legitimate goals

(6)

- 4.6
- By determining a common goal reduces the intergroup conflict.
 - Increasing communication to correct misunderstanding and develop positive intergroup feelings.
 - Organising inter-group problem solving sessions which are not confrontational.
 - Negotiating and bargaining in order to reach an agreement.
 - Spread resources evenly amongst all members of the group.
 - Having an unbiased third-party to mediate between the conflicting parties.
 - Changing the organizational structure if scarce resources, status difference and power imbalances are the cause of the conflict.
 - Physically separating the conflict parties by transfers in order to limit interaction between them.
 - Introducing authority and command where a formal leader takes charge of the situation and manage it by means of discipline.
 - Counselling employees who are often involved in conflict-using internal and external experts in the field.

(Any 5 × 2)

(10)

[40]**QUESTION 5**

- 5.1 5.1.1 A formal description of what an organisation would like to achieve in future, intended as a guide for future decisions✓✓

OR

A vision statement focus on tomorrow and what an organization want to achieve

OR

An aspirational description of what an organisation would like to achieve or accomplished in the mid-term or long-term future

OR

A vision statement outline what a company wants to be in the future.

- 5.1.2 An expression made by its leaders, of their desire and intent for the organisation

OR

Is a concise explanation of the organization's reason for existence. It describes the organisations purpose and its overall intentions.

OR

The mission supports the vision and serve to communicate purpose and direction to employees, customers, vendors and other stakeholders.

OR

Focus on today and what an organisation does to achieve a vision. It describes what a company want to do now.

(Any 2 × 2)

(4)

- 5.2 5.2.1 • Executives and managers in organisations have power vested in the positions that they hold. At school, teachers follow the instructions of the principal because of the authority that his or her position holds.
• They don't have to like or agree with the principal, but they are expected to comply with the instructions given. (2 × 2) (4)
- 5.2.2 • Two primary bases of power identified by French and Raven, have to do with the individual concerned – irrespective of his or her position of power within the organisation.
• A CEO and his or her board of Executive Directors are grappling with an IT problem. The IT managers do as the CEO suggests. Why? Because he or she is the expert in this specialised field! An example of what French and Raven term Expert Power. (2 × 2) (4)
- 5.3 • Physical and mental health
• A positive and enthusiastic approach
• A high level of intelligence
• A good understanding of human nature
• Confidence and an outgoing and extroverted personality
• Determination, strong-willed and dominant
• Charisma and courage
• A high level of energy and ambition
• Honesty and integrity
• Credibility, ability to foster trust by acting fairly and honestly
• 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
• Resilience: not giving in to peer pressure and having confidence to stand for what is right. (Any 10 × 1) (10)
- 5.4 • Initiating structure is used to describe the extent to which a leader is likely to define roles and take responsibility, and to schedule activities for team members in order to achieve organisational objectives.
• Consideration is used to describe the extent to which a leader is likely to create a supportive, friendly work environment where team members feel that there is mutual trust and respect. (2 × 2) (4)

- 5.5
- The manager who is driving output-focused individuals continually making demands on team members to work harder and more productively will find him or herself at point (A). This might make the manager in question very popular with senior executives, who are keen to see an improvement in productivity, but not with his or her subordinates.✓✓✓✓
 - The manager whose leadership approach is plotted at position (B) will be well-liked by subordinates but will not ensure that their efforts are directed towards goal-achievement.✓✓
 - This research tends to support the contention that managers found at point (C), i.e. high or both structure AND consideration, were more likely to achieve positive performance as well as employee satisfaction.✓✓✓✓
 - The leadership approach uses task-oriented behaviour (initiating structure) and relationship-oriented behaviour (consideration). Effective leaders use a participative style; they manage at the group level as well as individually, e.g. using team meetings to share ideas and involve the team in group decisions and problem-solving.✓✓✓✓

(14)
[40]

QUESTION 6

- 6.1 A database is a collection of information that is organised so that it can be easily accessed, managed and updated. (2)
- 6.2 Data are unprocessed and not yet manipulated information gathered.✓✓
Information is processed and manipulated information relevant for decision making.✓✓ (4)
- 6.3
- Step 1: Problem identification and determining objectives. The current system must be examined critically and evaluated. Objectives for the new system must be set.
 - Step 2: Various systems must be investigated. The feasibility study will help to define user requirement 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 in the 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 to be completed. Programme specifications and a test schedule must be drawn up.

(7)

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- Step 6: The system must be implemented in stages and handover must take place gradually, as the client becomes satisfied with the systems and any customisation requirements. The development of the training programme and the provision of detailed written documentation for the use of the system are extremely important and must be carried out during the implementation phase. The eventual end user must be extremely involved at this step.
- Step 7: Control of project. 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 here in identifying problem areas and must be encouraged to report any small deficiencies immediately.

- 6.4
- First and foremost, a 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 was 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 not, users in the organisation will most likely by pass the new system and continue with the existing system, which will lead to great confusion, misinformation and conflict. This is one of the reason why end users must be included in the design of the system.
 - There should be an insistence on 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, which means that support from the supplier must be really available on a permanent basis. Even after a successful hand over the system will still need adjustments and might need to be expanded or adapted to fit the growth of the organisation.
 - The system must have adequate security, since all HRIS information is considered confidential. No unauthorised individual must be able to access the main pool of information. (6 × 2) (12)
- 6.5
- Objective✓ – where specific, measurable, 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✓✓ (Any 3 × 3) (9)

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- 6.6
- A need for achievement – a desire to excel in comparison to others and to be seen as successful.
 - A need for affiliation – a desire to have close relationship, feel accepted and to be liked by others.
 - A need for power – a desire to make other people behave in a way that they would not without this influence.

(3 × 2) (6)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200