higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

PERSONNEL MANAGEMENT N6

11 NOVEMBER 2013

This marking guideline consists of 10 pages.

SECTION A (COMPULSORY)

QUESTION 1

1.1   1.1.1   True

         1.1.2   True

         1.1.3   True

         1.1.4   True

         1.1.5   False

         1.1.6   True

         1.1.7   True

         1.1.8   True

         1.1.9   False

         1.1.10   False

                                       (10 × 2)   (20)

1.2   1.2.1   E

         1.2.2   J

         1.2.3   C

         1.2.4   G

         1.2.5   H

         1.2.6   I

         1.2.7   K

         1.2.8   B

         1.2.9   D

         1.2.10   A

                                         (10 × 2)   (20)
                                                      [40]

                              TOTAL SECTION A: **40**

SECTION B

QUESTION 2

2.1   **THE ARENA**

- Where interpersonal communication is most successful;
- Both the sender and the receiver of the information have all the knowledge at their disposal for communication to be successful

THE BLIND SPOT

- The sender of the information does not have all the information needed and therefore does not understand the behaviours, decisions and potential of others
- The receivers have this knowledge and the sender is at a disadvantage

THE FAÇADE

- When the sender has the relevant information but the receiver do not;
- Sender withhold information due to fear, desire for power, etc;
- Communication will not be successful
- Shallow communication takes place.

THE UNKNOWN

- Here neither the sender nor the receiver of the message understand or know each other;
- Occurs where employees from specialist areas have to communicate with one another;
- Communication under these circumstances is still very poor   (4 × 3)   (12)

2.2
- Vertical communication;
- Horizontal/Laterally communication;
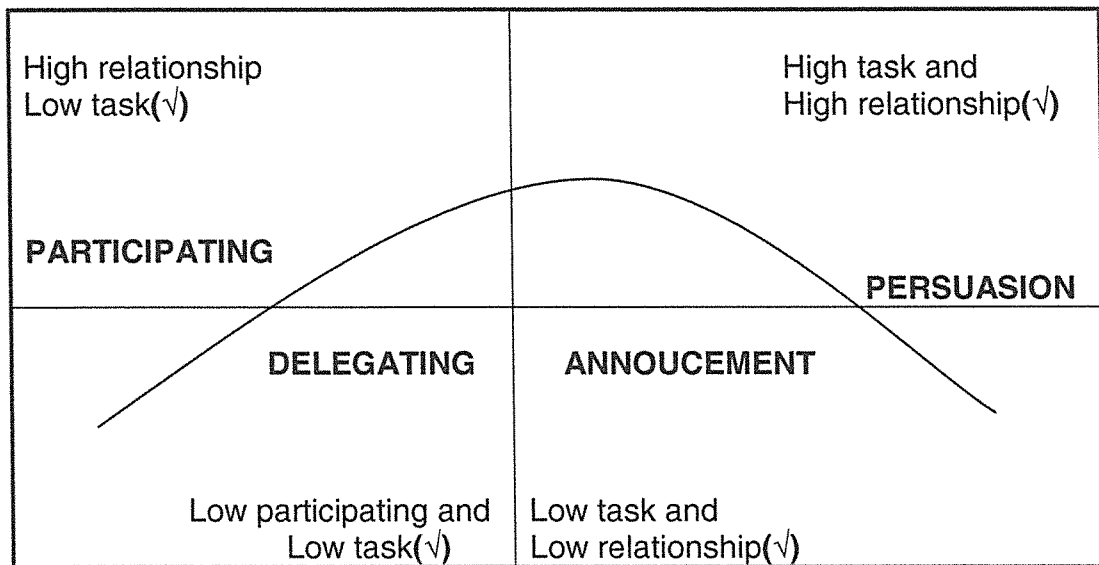- Diagonal communication   (3)

2.3
- Noise or distortion
- Filtering - can lead to miscommunication
- Selective perception - feeling of receiver when message is received
- Emotions
- Language in which message is send
- Reference groups
- Non-verbal communication
- Physical environment
- Fear and threat of change
- Time pressures
- Communication overload - to may messages are send   (Any 10 × 1)   (10)

2.4
- The system must be cost-effective - the cost to buy the system as well as the upkeep, must not be more than the advantages of the system.
- The system must meet the needs for which it was purchased - the system must apply to the specifications of the client.
- The system must be user-friendly - the user must be part of the buying process of the system.
- First installed a pilot system to give the client/user exposure to the system and to understand the working of the system better.
- The system must have a sufficient maintenance plan to ensure proper and regular maintenance.
- The system must be properly secured to prevent unauthorised people to access the system. (6 × 1)   (6)

2.5
- Work experience - list tasks done in current organisation, as well as other organisations.
- Product knowledge - employer desposes knowledge of product lines which opens the door for promotion in this specific area of knowledge (expertise).
- Industrial capabilities – list of related capability
- Formal education from a reputable organisation - level of skill
- Training courses completed
- Language skills - able to speak more than one languages international language.
- Relocation/Transfer
- Career interests - where workers is happy
- Performance appraisals
- Personal information - address, et cetera. (Any 9 × 1)   (9)
[40]

QUESTION 3

3.1
- Legitimate power – power based on the leaders formal position in the organisation
- Despotism – powers based on the leaders authority to punish or force followers to comply
- Reward power – power based on the leaders authority to reward followers for performance (3 × 3)   (9)

3.2
- Personal power
- Expert power
- Referent power (3 × 1)   (3)

3.3

High relationship Low task(√)	High task and High relationship(√)
PARTICIPATING	**PERSUASION**
DELEGATING	**ANNOUCEMENT**
Low participating and Low task(√)	Low task and Low relationship(√)

(4)

HIGH	MODERATE		LOW (√)
M4	**M3**	**M2**	**M1** (√)
ABLE AND CONFIDENT(√) WILLING	**ABLE BUT INSECURE(√)**	**UNABLE BUT UNWILLING(√)**	**UNABLE AND UNWILLING(√)**

(6)

ANNOUNCEMENT

- 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 (4)

PERSUASION

- Person/Employee becomes more confident and responds positively to on-the-job training
- He/She become 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 (5)

PARTICIPATING

- After the employee has settled into the job he will take 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 (5)

DELEGATING

- Manager has total confidence in the employee
- To perform not only his/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 independently completed (4)

[40]

QUESTION 4

4.1 **REFERENCE GROUPS**
- Where members have the same values and attitudes
- e.g. a religious group

SOCIAL GROUPS
- Where members gather together for friendship and relaxation e.g. a soccer club
- Individual members will usually have one or more common characteristics

INTEREST GROUPS
- Where members seek to affiliate with others who have a common interest
- Employees want management to re-assess their performance evaluation

(3 x 3) (9)

4.2
- Social interaction within these groups affects the behaviour and performance of individuals positively and negatively.
- The mood of the group members is used by management as a tool to establish if workers are happy or to identify possible problems.
- Informal groups tend to strengthen the norms and values of its members, which have positive implications if aligned to an organisation with positive value systems, but negative if the organisation lacks in this area.
- Group members attain social satisfaction, status and security from informal groups.
- Informal groups help supplement the lack of information from formal communication channels – the result of this so-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 2) (10)

4.3   • Members experiencing less work-related stress
       • Members tend to be absent less often
       • Members experiencing more job satisfaction
       • Productivity improvement as long as group objectives are the same as that
         of the organisation
       • Sharing of knowledge that allows individual members to develop their
         potential   (5 × 2)   (10)

4.4   4.4.1   • New values, norms and sub-systems can be created such as
                  technical improvement and better working methods;
                • Conflict in bureaucratic structures can lead to the abolishment
                  of this type of structure;
                • Problems can be aired and timeous solutions can be found;
                • Can be educational for all the participants – can understand
                  others parties problems and functions   (4 × 1)   (4)

       4.4.2   • Groups regard each other as enemies and not opponents
                • The group's perceptions become negative and distorted
                • Hostility increases
                • Strong and positive aspects are ignored
                • Interaction breaks down
                • Motivation lessens
                • productivity suffers   (7 × 1)   (7)
                                                                              [40]

QUESTION 5

5.1   • It is important that actions and reactions of a group is well managed to
         ensure harmony and productivity in the work environment
       • Make suggestions that can help management to identify potential conflict
       • Observe subordinates
       • Be aware of certain behaviour patterns
       • Use suggestion boxes to identify problems and to find solutions
       • Use an open-door policy to encourage employees to discuss problems
         with management
       • Accept that there will be conflict
       • Minimise actions which can negatively influence the achievement of the
         goals of the organisations.   (Any 5 × 2)   (10)

5.2   • Employees view work as natural – as to play
       • No need to force workers to work or to control them
       • Threat of punishment is irrelevant
       • Direct themselves to goal achievement and committed to those goals
       • Employees seeks responsibility
       • Employees very creative, innovative
       • Take part in decision making and solving of problems
       • Wants to satisfy their higher-order needs
       • Ambitious and goal-driven   (Any 7 × 1)   (7)

5.3 Management by objectives (MBO) is a goal setting technique, joint decision-making between management and their subordinates (2)

OBJECTIVE SETTING
* Where specific measurable, realistic and understandable objectives are set

PARTICIPATION
* Where employees are part of the decision-making process in setting their own objectives

TIME LIMIT
* Within which employees must accomplish their objectives

EVALUATION
* Where employees are measured against the standards which they helped to establish (4 × 2) (8)

5.4
* Financial rewards
* Promotion
* Praise
* Job security
* Comfortable, safe and attractive working conditions
* Competent and fair leadership
* Reasonable instructions and directions (7 × 1) (7)

5.5 **NEED FOR ACHIEVEMENT**

* A desire to excel in comparison to others and to be seen as successful

NEED FOR AFFILIATION

* A desire to have close relationships, feel accepted and to be liked by others

NEED FOR POWER

* A desire to make other people behave in a way that they would not without this influence (3 × 2) (6)

[40]

QUESTION 6

6.1

MASLOW'S HIERARCHY OF NEEDS		HERZBERG'S TWO-FACTOR THEORY OF MOTIVATION	
HIGHER ORDER NEEDS(√)	Need for self actualisation(√)	Achievement(√) Work itself(√) Growth(√)	MOTIVATION FACTORS(√)
	Esteem needs(√)	Recognition(√) Advancement(√)	
↑			↓
LOWER ORDER NEEDS(√)	Social needs(√)	Relationships(√) Supervision(√) Security(√)	HYGIENE FACTORS(√)
	Security needs(√)	Working conditions(√)	
	Basic or Physiological needs(√)	Salary and wages(√) Administration and policies(√) Status	

(20)

6.2   6.2.1
- Employee compare himself with a comparable employee to determine if there is equity
- Comparison in terms of input and outcome s received comparing with inputs and outcomes received by comparable employee

(2)

6.2.2

$$\frac{\text{Perception of own outcomes}}{\text{Perception of own input}(\sqrt{}\sqrt{})} = (\sqrt{}) \frac{\text{Perception of others outcomes}}{\text{Perception of others inputs}(\sqrt{}\sqrt{})}$$

(5)

6.2.3   **INPUTS**
- Efforts employees put into their jobs;
- Time skills training and previous experience

OUTCOMES
- What the employee received from the input he made
- Positive or negative inputs can be experienced

POSITIVE OUTCOMES
- Includes a compensation package, work satisfaction, etc

NEGATIVE OUTCOMES
- Boring work, lack of work satisfaction, etc.

(10)

6.3   ● Equity – state of equality
       ● Inequity – dissatisfied, underpaid
       ● Inequity – dissatisfied, overpaid   (3)
                                                                                 [40]

                                                        TOTAL SECTION B: 160
                                                        GRAND TOTAL: 200