



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE
NOVEMBER EXAMINATION
PERSONNEL MANAGEMENT N6

26 NOVEMBER 2014

This marking guideline consists of 11 pages.

SECTION A**QUESTION 1**

- | | | | | |
|-----|--------|-------|----------|------|
| 1.1 | 1.1.1 | True | | |
| | 1.1.2 | False | | |
| | 1.1.3 | True | | |
| | 1.1.4 | True | | |
| | 1.1.5 | False | | |
| | 1.1.6 | True | | |
| | 1.1.7 | False | | |
| | 1.1.8 | True | | |
| | 1.1.9 | True | | |
| | 1.1.10 | True | | |
| | | | (10 × 2) | (20) |
-
- | | | | | |
|-----|-------|---|-------------|-----|
| 1.1 | 1.1.1 | <ul style="list-style-type: none"> • Seeks creative thinking rather than practical analysis • Encourage everybody to take part (participation) in finding solutions for the 'problem' • No criticism allowed, must reach consensus on solution for problem • 'Free wheeling' thinking | (Any 2 × 1) | (2) |
| | 1.1.2 | <ul style="list-style-type: none"> • An indication of any negative or antagonistic action • It is destructive • Consumes organisational resources in hostility, spitefulness and bitterness | (Any 2 × 1) | (2) |
| | 1.1.3 | <ul style="list-style-type: none"> • All communication which takes place within the organisation; • Does not deal with business purpose of the enterprise; • Fastest and most efficient channel of communication | (Any 2 × 1) | (2) |
| | 1.1.4 | <ul style="list-style-type: none"> • Unity in the group • Members pull together in the same direction • Norms of the group adhere to the norms of the enterprise | (Any 2 × 1) | (2) |
| | 1.1.5 | The extent to which a group attracts individual members. | | (2) |
| | 1.1.6 | Sender of the message does not have all the information needed and therefore does not understand the behaviours, decisions and potentials of others. | | (2) |
| | 1.1.7 | Area where interpersonal communication is most successful, both sender and receiver of information have all the knowledge. | | (2) |
| | 1.1.8 | A human emotion that occurs whenever motivated individuals encounter barriers that prevent them from reaching a much-desired goal. | | (2) |

- | | | |
|--------|---|-------------|
| 1.1.9 | The performance of the members group is more than the sum total of the individual performances. | (2) |
| 1.1.10 | Rules that apply to group members, describe which behaviour is acceptable. | (2) |
| | | [40] |

TOTAL SECTION A: 40

SECTION B

QUESTION 2

- 2.1 Choosing the correct communication channel
- Channel 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 2-way communication
- Ensure that receivers see it as a two-way process where listening is actively pursued by both parties
- Actions must match the message
- Managers will lose their credibility completely if they say one thing and act in another way
 - Managers must therefore follow their own instructions communicated to employees and be seen to do so
- Personalised communication
- Communication should not be restricted to formal presentations, written policies and e-mails but allows individual employees the opportunity to speak their minds and to voice any frustrations they may have
- Using immediate supervisors as a communication channel within organisations
- Must keep middle and lower management levels involved in the transferring of information
 - People prefer to be given information by their immediate supervisors;
 - Supervisors who are bypassed often become a negative influence in organisations
- Dealing positively with bad news
- Hiding bad news does not improve communication
 - Passed on bad news without unnecessary filtering, this will make the communication process more credibility
- Shaping the message for the audience
- Give receivers of the message the information that is relevant to them and don't over or under communicate
 - Sender of the message must think ahead and plan the message in such a way that the receivers will fully understand the message

Communication must be on-going

- Whether or not there has been a change to the status of information it is important to continue communication
- 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
- Asking the sender to repeat the message helps to ensure that the receiver has understood the message correctly

Using direct, simple language

- 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 10 × 2) (20)

2.2 Formal leadership

- Every group has a formally appointed leader in the form of a manager, supervisor, etc.

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

Norms

- 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 the group affects the overall behaviour of the group. Smaller groups are faster in completing tasks, but not necessarily as competent in solving problems as large groups

Composition

- Most groups need a variety of different inputs in order to ensure really effective decision-making and problem solving;
- Composed of individuals who bring diverse viewpoints and different abilities to the group in order to make it more effective (Any 5 × 2) (10)

2.3 Formal groups

- Have specific task to perform in an organisation according to their job descriptions
- Behaviour of formal groups is directed by the organisations policies and procedures, norms, values and culture

Informal groups

- Not structured by the organisation
- Exist because of the need for social contact
- Purpose could be developing friendship, sharing information or simply relaxation (5)

2.4 Stage 1: Forming

- Individual group members are cautious, wary of each other and have lots of questions to ask

Stage 2: Storming

- Tension and conflict arise as group members “jockey for power” and some are isolated

Stage 3: Norming

- Cohesion and commitment develop and members impose group norms behaviour

Stage 4: Performing

- Team members function as a cohesive unit where the focus is genuine team performance

Stage 5: Adjourning

- The team disbands but retain relationships built up during the project

(5 × 1)

(5)

[40]**QUESTION 3**

3.1

- Goal-directed and purposeful actions
- To satisfy our needs
- Once satisfying the need to put effort into satisfying new needs that arise

(3 × 1)

(3)

3.2

- Intrinsic motivators – refer to the feelings of self-fulfilment and enjoyment that individual gain from the job itself
- Extrinsic motivators – refer to motivators outside the job itself and are administered (applied) by someone other than the individual concerned.

(2 × 1)

(2)

3.3

Inputs/Outcomes:

- Inputs refer to the efforts employees put into their jobs, namely, time, skills, training and previous experience
- Outcomes refer to what is received – good pay, job satisfaction, etc.

Inequity comparison process

- Where employees continually compare their own outcomes with
- those of colleagues, those who are doing the same work
- Employees may also compare the present situation with previous situations

Referents

- The 'other' persons that an employee will compare himself with. These referents will usually be colleagues on the same hierarchical level as the employee

(Any 3 × 3)

(9)

3.4 Hygiene factors – Do not motivate people at work, but if absent employee become very negative, dissatisfied (2)

Examples:

- Administration and policies
- Job security
- Status
- Relationship within organisation
- Salary and benefits
- Work conditions
- Supervision (Any 5 x 1) (5)

Motivators – present in work situation and motivate employee (2)

Examples:

- Achievement
- Recognition
- Work itself
- Responsibility
- Advancement/Promotion
- Personal growth (Any 5 x 1) (5)

3.5 Job simplification

- Dividing a job into small parts
- Allocating the responsibility of doing the job to less skilled employees

Job rotation

- Giving employees the opportunity to perform all the tasks in the department
- Used in a situation where employees may become bored with normal tasks
- Strive to provide employees with experience in many areas

Job enrichment

- when an employee shows potential to take responsibility
- more tasks on higher level requiring creativity
- vertical workload
- make own decisions

Job enlargement

- combining of many smaller jobs into a larger, more stimulating job
- offers variety without adding responsibility
- horizontal workload
- used by management when it is found that an employee does a few tasks only and does not have enough work to fill the day (4 x 3) (12)

[40]

QUESTION 4

- 4.1
- The group has a common goal or objective
 - Members of the group interact/communicate with one another to achieve the goal or objective
 - Members of the group are aware of one another
 - Members agree that they belong to the group
 - Members of the group influence one another
 - The group functions as a system with inputs, throughputs and outputs;
 - The group has a particular structure which is related to the function of the group
 - The activities of the group are directed by guidelines or procedures to achieve group objectives
 - Group will have a leader
 - The group handle conflict in a constructive way
- (Any 5 x 1) (5)
- 4.2
- Determining a common goal
 - Increasing communication
 - Organising inter-group problem solving sessions
 - Negotiating and bargaining
 - Spreading resources evenly
 - Having an unbiased third party to mediate between conflict parties;
 - Changing the organisational structure
 - Physically separate the conflicting parties
 - Introducing authority command
 - Counselling employees
- (10 x 1) (10)
- 4.3
- Step 1: Diagnose and define the problem
 Step 2: Gather and analyse relevant data
 Step 3: Write down the real problem
 Step 4: Develop alternative solutions
 Step 5: Evaluate alternative solutions
 Step 6: Select the best alternative
 Step 7: Set criteria to evaluate solution
 Step 8: Determine consequences
 Step 9: Implement the decision
 Step 10: Evaluate the effectiveness of decision
- (10 x 1) (10)
- 4.4
- 4.4.1
- Goal-setting technique with joint decision-making between management and subordinates;
 - Set realistic goals and determine the period of time the actual performance will be reviewed
- (Any 1 x 1) (1)
- 4.4.2
- Goal setting or objective setting
 - Participation
 - Time limit
 - Evaluation
- (4 x 1) (4)

- 4.4.3 Advantages:
- Improved management
 - Higher productivity
 - Enhanced communication
 - Personal commitment
 - Effective control
 - Opportunity for creative thinking
 - Co-operation between different departments
 - Efficiency is enhanced
- (Any 5 × 1) (5)
- Disadvantages:
- Over emphasis on individual objectives
 - Management might not be able to sufficiently reward employees for objectives achieved
 - Short-term success is over-emphasised
 - Focus on output, regardless the quality of their work
 - No quantifiable comparisons
 - Managers not understanding MBO
 - Difficulty in setting measureable objectives
 - Inflexible system
 - Difficulty of translating organisational goals into individual objectives
 - Too much paperwork
 - Conflict can arise which will reduce the possibility of achieving objectives
- (Any 5 × 1) (5)
- [40]

QUESTION 5

- 5.1
- Legitimate power
 - power based on the leader's formal position in the organisation
 - Coercive power
 - power based on the leader's authority to punish or force followers to comply
 - Reward power
 - power based on the leader's authority to reward followers for performance
 - Expert power
 - power based on the leader's personal expertise in a given field or situation
 - Referent power
 - power based on the leader's personal traits that are admired by followers
- (5 × 3) (15)

- 5.2
- Physical and mental health
 - A positive and enthusiastic approach
 - High level of intelligence
 - A good understanding of human nature
 - Confidence and is outgoing and an extrovert
 - Determination, a strong will and dominant
 - Charisma and courage
 - A high level of energy and ambition
 - Honesty
 - Integrity

(10 × 1) (10)

5.3

THEORY X	THEORY Y
<ul style="list-style-type: none"> • Subordinates inherently dislike work and will attempt to avoid it at all costs • Subordinates must be begged to work and controlled • Threat with punishment to achieve goals • They have no ambition Subordinates will avoid responsibility and want instructions all the time • Subordinates want to secure work and have no ambition to work hard • Want to satisfy their lower order needs 	<ul style="list-style-type: none"> • Subordinates like work and see it as a pleasant activity • They want control and responsibility over their work • Punishment is not necessary • Every person wants and seeks responsibility • Person has the ability to make good decisions • Operate at their maximum capacity • Capable of imagination, creative • Want to satisfy their higher-order needs
(Any 5 × 2)	(Any 5 × 2)

(10)

5.4

Country Club Management/Democratic Management

- paying attention to the needs of employees and focusing on creating a supportive, friendly work environment

Autocratic/Authority Management

- focusing on achieving desired results as efficiently as possible without allowing the human elements to interfere

Middle of the Road/Organisation Man/Go-along-get-along Management

- trying to balance the need to achieve results while maintaining employee morale at a satisfactory level

Impoverished/Laissez-faire Management

- doing just enough to get the required work done without providing clear direction or support

Team Management

- managing a team of committed people working towards common goals within a framework of mutual trust and respect

(5)

[40]

QUESTION 6

- 6.1 Telling leadership style:
- 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)
- Selling leadership style:
- 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 stills provides direction, but not in such detail
 - starts providing support to the employee
 - as well as asking the employee's opinion (4)
- Participating leadership style:
- 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 (4)
- Delegating leadership style:
- manager has total confidence in the employee
 - to perform 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)
- 6.2 6.2.1
- To speed up the provision of accurate data
 - To reduce the amount of people required to perform routine administration
 - To allow trained employees in the HR department to perform functions that are more meaningful to the organisation as a whole (3 × 2) (6)
- 6.2.2
- The HRIS saves time
 - The HRIS reduces routine administration
 - The HRIS improves communication
 - The HRIS improves decision-making
 - The HRIS increases productivity (5 × 1) (5)

- 6.2.3 Examples of intrinsic motivators:
- The system must be cost-effective
 - The system must meet the needs for which it is being purchased
 - The system must be user-friendly
 - Installed a pilot system to get known with it and to identify any unwanted applications
 - The system must have adequate supplier support maintenance from the supplier
 - The system must have adequate security (6 × 1) (6)

- 6.3
- Variety of tasks
 - Challenging and interesting work
 - Responsibility for own work
 - Personal control over work methods
 - Control over the pace of work
 - Opportunities to use and develop skills and abilities
 - Having a say in decision-making
 - Opportunity for advancement (Any 7 × 1) (7)
- [40]**

TOTAL SECTION B: 160
GRAND TOTAL: 200