higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

PERSONNEL MANAGEMENT N6

23 NOVEMBER 2016

This marking guideline consists of 10 pages.

SECTION A

Answer ALL the questions in SECTION A.

QUESTION 1

1.1   1.1.1   False
              1.1.2   True
              1.1.3   True
              1.1.4   False
              1.1.5   False
              1.1.6   False
              1.1.7   True
              1.1.8   True
              1.1.9   False
              1.1.10   True
              1.1.11   True
              1.1.12   False
              1.1.13   False
              1.1.14   True
              1.1.15   False

                        (15 × 1)   (15)

1.2   1.2.1   F
              1.2.2   N
              1.2.3   H
              1.2.4   I
              1.2.5   D
              1.2.6   E
              1.2.7   A
              1.2.8   G
              1.2.9   C
              1.2.10   M
              1.2.11   K
              1.2.12   L
              1.2.13   J
              1.2.14   P
              1.2.15   O

                        (15 × 1)   (15)

1.3

HYGIENE FACTORS	MOTIVATORS
These factors, if they are present, will not motivate the individual, but if absent they will make the individual negative. (1 × 2)	These factors, if present in the work area, will motivate individuals. (1 × 2)
Examples: • Security • Status • Relationships • Salary • Work conditions • Supervision (Any 3 × 2)	Examples: • Achievement • Recognition • Work itself • Responsibility • Advancement • Personal growth (Any 3 × 2)

(6)

[40]

TOTAL SECTION A: 40

SECTION B

Answer any FOUR of the five questions in SECTION B.

QUESTION 2

2.1 A win-lose situation
  • Two parties pursue the same goal, only one can win.
  • Mine workers go on strike for better salaries and working conditions – workers get their salary increase at the cost of enormous production losses at the mine.

Where two parties disagree
  • Unions and management disagree about the salary demands, because management knows that the mine, with its current production levels, will not be able to afford their demands.

Where senior employees abuse their authority over employees.
  • Mine workers and unions accused management of Lonmin using their positions to declare bonuses for themselves.

Where two parties have different perceptions
  • Workers believed that 'all their hard work ended up in the pockets of management' and that management did not care about their conditions and situation.
  • Management must ensure that the mine maintain a certain level of production for the mine to stay competitive on international markets and for financial survival.

When change is implemented and people feel threatened by it
  • Lonmin management added the latest technology which created a feeling of discomfort amongst workers.
  • Workers are afraid of losing their jobs.
  • Lonmin also employed a number of foreigners (from Zimbabwe) – this could lead to job losses for current staff. (5 × 3) (15)

2.2   2.2.1   (a)   Process
                          Leadership is not an 'event' or once-off conduct, it must be
                          continuous.

                   (b)   Influence
                          The leader must have influence to be followed.

                   (c)   Individual/group
                          People must be willing to follow as individuals but also as a
                          team working together.

                   (d)   Goal achievement
                          Followers need something specific to strive for.

                   (e)   Activities
                          Only with practical actions will goals be achieved.
                                                                          (5 × 2)   (10)

         2.2.2   •   It ultimately determines the quality of life of all people involved.
                    •   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.   (6 × 1)   (6)

         2.2.3   Leaders
                    •   Concerned with inspiring people
                    •   To work enthusiastically

                   Managers
                    •   Concerned with the effectiveness and
                    •   Efficiency with which organisational processes are implemented
                    •   In-order to accomplish objectives   (5 × 1)   (5)

         2.2.4   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   (2 × 2)   (4)
                                                                                      [40]

QUESTION 3

3.1 M1 (✓) = Workers are unable and unwilling to do the work. (✓✓)
- Telling leadership style

M2 (✓) = Workers are unable to do the work but are willing to learn and to take part. (✓✓)
- Selling leadership style

M3 (✓) = Workers are able, with necessary skills and education but are unwilling to participate. (✓✓)
- Participative leadership style

M4 (✓) = Workers are able and willing and skilled and experienced. (✓✓)
- Delegating leadership style (4 × 4) (16)

3.2 3.2.1
- Main focus on achieving the desired results as efficiently as possible.
- Without following the human element to interfere
- Maximum concern for the task and minimum concern for people

❖ From the perspective that mine workers are not well-trained and skilled, it is the given that management had to be autocratic and the outcome of production is more important than building relationships. (3 + 2) (5)

3.2.2 Participative style as explained by Hersey and Blanchard
- Workers are settled into their jobs and take on more responsibility.
- Managers feel secure in delegating tasks to employees.
- Managers remain involved in order to facilitate decisions.
- Employees began to share in decision making.
- Expected from workers to take responsibility to make decisions and to take control.

❖ Workers at Lonmin are all experienced mine workers with years of production behind them, therefore management will involve workers more and more in making decisions and taking control, to participate. (5 + 2) (7)

3.2.3 Team management (9.9)
- Managing a team of committed people
- Working towards common goals
- Within the framework of mutual trust and respect

❖ If mine workers are committed and work as a team, management will definitely apply team management (3 + 2)

(5)

3.3
- Ensure that employees work as members of a group/team.
- Allow employees to experience and enjoy success.
- Ensure that the activities of the employee lead to the reaching of personal goals through hard work.
- Do not compare employees with one another and regard each employee as a unique individual.
- Give regular feedback on their performance.
- Keep employees informed about organisational activities and changes (things going on).
- Treat employees with respect and manage them in a professional way, behave in a professional manner towards employees.
- There should be on-going advice and job coaching.
- Show trust in employees.

- ❖ There should be healthy competition.
- ❖ Set achievable goals.
- ❖ Administer considerate supervision.
- ❖ Be aware that changes in the enterprise may threaten employees.
- ❖ Pay attention to intrinsic motivating factors.
- ❖ Pay attention to extrinsic motivating factors.   (7 × 1)   (7)
[40]

QUESTION 4

4.1
- Views work as natural as rest or play
- No need to force employee to work
- Threat of punishment is irrelevant
- Directs himself towards goal achievement if committed to those goals
- Accepts responsibility and seeks it
- Wants to participate in decision making and problem solving
- Employees at all levels are innovative, creative
- Wants to satisfy higher-order needs
- Ambitious and goal-driven   (Any 8 × 2)   (16)

4.2
- Intergroup conflict was reduced by **determining a common goal.**
- **Communication increased** to correct misunderstandings and develop positive intergroup feelings.
- **Inter-group problem-solving sessions were organised** which were not confrontational – this helped the group identify and solve problems.
- **Negotiating and bargaining** were done in order to reach an agreement or a compromise – all parties needed to 'win' by considering the other's situation, focusing on the problem and not on the person and keeping the entire process structured, positive, logical, objective and goal-orientated.
- **Resources were spread** evenly amongst all members of the group – these resources can be anything from salaries to available undercover parking.
- An unbiased **third-party took part in mediation** between the conflicting parties.
- **The organisational structure was changed where** scarce resources, status difference and power imbalances were the causes of the conflict.
- **The conflicting parties were physically separated** by transfers in order to limit interaction between them.
- **Authoritative command was introduced** where a formal leader took charge of the situation and managed it by means of discipline.
- **Employees** who were often involved in conflict were **counselled,** using internal and external experts in the field, an approach which was very slow and expensive but the results were not only a reduction in conflict in the workplace but also a reduction of conflict in the personal life of the individual.   (10 x 2)   (20)

4.3   Cohesion
- There is unity within the group and members are pulling in the same direction.
- The more attractive the goals of the group are to an individual, the more loyal the individual will be to the group and this will lead to good cohesiveness.   (1 × 1)   (1)

Influence on conformity
- It happens when an individual becomes a member of a group.
- An individual wishes to be accepted by the other members of the group and not to be obviously different.
- An individual will only be accepted when that individual in turn, accepts the norms of the group.
- Individual employees normally belong to more than one group and will not always conform totally to the norms of all the groups.
- Individuals may sometimes have conflicting norms due to this variety of group memberships.
- This may cause extreme stress when his/her own norms differ greatly from those of the other members of the group.
- The group members will put pressure on the individual to accept the norms of the group.   (3 × 1)   (3)
                                                                              [40]

QUESTION 5

5.1
- Noise/distortion
- Filtering
- Selective perception
- Emotions
- Language
- Reference group
- Non-verbal communication
- Physical environment
- Fear and threat of change
- Time pressures
- Communication overload   (Any 10 × 1)   (10)

5.2
- Choosing the correct communication channel
  The channel must be appropriate to handle a very simple or a very complex message.

- Commitment to the importance of two-way communication
  Ensure that receivers see it is a 2-way process where listening is actively pursued by both parties.

- Actions must match the message
  Management will completely lose their credibility if they say one thing and act in another way.

- Personalised communication
  Communication within organisations must not be restricted to formal presentations and written policies and e-mails.
  Informal conversations allow individual employees the opportunity to speak their minds and to voice any frustrations they may have.

- Use immediate supervisors as a communication channel within organisations.
  Keep middle and lower management involved in the transferring of information.

- Dealing positively with bad news
  'Hiding bad news' does not improve communication. Pass on bad news without unnecessary filtering.
  This will make the communication process more credible.

- Shaping the message for the audience
  Give receivers of the message the information that is relevant to them and do not over- or under-communicate.

- Communication must be ongoing
  Whether or not there has been a change to the status of information, it is important to continue with communication.

- Feedback and reinforcement
  Asking the receiver of the message to give feedback to enable the sender to correct or to adjust the message.

- Using direct, simple language
  Keep the content of the message clear, relevant and understandable.

- Building trust
  Many 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 communication is good. (10 × 3) (30)
  [40]

QUESTION 6

6.1 • Stage 1: Forming
Individual group members are cautious and wary of one another 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 during the project. (5 × 3) (15)

6.2 6.2.1 • A standard of behaviour that is expected by members of a group
• Referred to as rules that apply to group members
• Rules may be enforced with group disciplinary measures
• Person who violates these rules can be expelled from the group
• Norms are developed over time (5 × 1) (5)

6.2.2 • They describe which behaviour is acceptable.
• They set the limits of behaviour for group members. (2 × 1) (2)

6.2.3
- They rebel and reject the norms.
- They accept all the norms and change their behaviour to fit in with the group.
- They accept the main norms and ignore those norms they consider to be less important – will help the group to achieve work goals but will not join the group in social activities. (3 × 2) (6)

6.3
- General improvement of working conditions of mine workers
- Greater focus on health and safety – regular safety information sessions and safety drills
- Risk allowances for workers who work in risk areas, for example underground
- Funeral benefit for families of the deceased when an accident happens
- Medical testing of mine workers – health protection
- Transportation to families when mine closes for festive season
- Skills training
- Profit sharing for mine workers if annual production goals were achieved
- Upgrading of hostel facilities (Any 8 × 1) (8)

6.4
- Problem solving
- Behaviour standards
- Goal achievement
- Leadership development (4 × 1) (4)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200