higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

PERSONNEL TRAINING N6

6 JUNE 2014

This marking guideline consists of 9 pages.

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SECTION A (COMPULSORY)

QUESTION 1

1.2 Analyse task
1.2 Determine need
1.3 Formulate objectives
1.4 Select content
1.5 Select training method
1.6 Improvement of the programme
1.7 Assess trainee's competencies
1.8 Evaluate training
1.9 Select training media
1.10 Implement training programme

(10 x 2) **[20]**

QUESTION 2

2.1 2.1.1 False
2.1.2 False
2.1.3 True
2.1.4 True
2.1.5 True (5 x 2) (10)

QUESTION 2

2.2 2.2.1 **Affective aims:** Affective aims refer to changed beliefs (attitudes).

2.2.2 **Psychomotor aims:** It refers to acquired manual skills.

2.2.3 **Macro level of needs:** Needs of the organisation on a national or international level.

2.2.4 **Reactive training:** Training takes place after a need has arisen.

2.2.5 **Immediacy:** The facilitator must react immediately and appropriately.

(5 x 2) (10)
[20]

TOTAL SECTION A: 40

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SECTION B

QUESTION 3

3.1

- **Occupational level**

Macro-level: Refers to the needs on a national and international level, determine the aims and objectives of the enterprise.

- **Organisational level**

Meso-level: Refers to the needs of the enterprise as a whole, OR
To a group with the same job classification.

- **Individual level**

Micro-level: Refers to the needs of the individual or a very small group. Determine the specific problem area in terms of the 'performance gap'.

(3 x 3) (9)

3.2

- Observations
- Job analysis
- Questionnaires/attitude survey
- Personnel records
- Supervisors recommendations
- Individual interviews/discussions
- Production/output records
- Test results
- Employee's requirements
- Analysis of the performance appraisal ratings (Any 5 x 2) (10)

3.3

- Manage time better by means of time management
- Relaxation techniques
- Talking to friends/family/colleagues.
- Attacking the problem directly, by avoiding it or changing jobs
- Changing to a healthier diet
- Laughter
- Develop self-esteem and self-confidence
- Developing outside interest and hobbies
- Non-competitive physical exercises
- Admit that you are experiencing stress
- Becoming aware of how one functions in stressful situations and what particularly causes stress in oneself (Any 5 x 2) (10)

3.4

- Creates interest
- Limits explanation by the trainer
- Combines different senses
- Illustrates abstract concepts
- Different aptitudes can be catered for
- Results in variation and motivation
- Encourages creative thinking
- Keeps the attention and interest of trainees (Any 5 x 2) (10)

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3.5 Burnout: Is when an individual will become exhausted, will suffer from depression and will have a mental break-down. (1)
[40]

QUESTION 4

4.1
- Ability of the learner to master specific work related skills.
- Trainers facilitate and motivate learners.
- Learners get continuous feedback.
- Different training methods are used to achieve competency.
- Provide for practice and revision.
- Clearly defined learning objectives.
- Principle of individualization is followed.
- Learners determine their own pace of learning.
- Learners are held responsible for mastering of their learning skills.
- Emphasis is on the exit requirements (achievement of competency) rather than admission requirements. (10 x 2) (20)

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TRAINER	FACILITATOR
• Presents information • Expects the right answer • Gives assignments • Sets goals • Is in the focus point • Pushes change • Speaks alone and trainees listen • Uses training aids to illustrate learning point • Assesses tests/assignments • Groups are cohesive • Stands in front of the group • Learners follow the trainer's pace • Is subject expert • Trainees are unaware of process/others	• Guides group discussions • Asks the right questions • Co-ordinates learning activities • Facilitates/assists group to set goals • Is in the background • Initiates change • Encourages open communication • Uses flip charts to receive learners attention • Assesses needs of the trainees • Main goal is teamwork • Stands amongst the group • Learners follow their own pace • Is expert in guiding discussions • Makes trainees aware of processes

(Any 10 x 2) (20)
[40]

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QUESTION 5

5.1
- Planning
- Organising
- Controlling
- Directing/Leading/Supervising
- Staffing

(5 x 1) (5)

5.2
- Decrease in labour turnover
- Decrease in absenteeism
- Decrease in accidents
- Decrease in wastage
- Increase in quality of output
- Increase in quantity of output (higher productivity)
- Increase in job satisfaction amongst employees
- Develop every member of staff to his full potential

(Any 5 x 2) (10)

5.3
- Use different methods.
- Add to statements by means of examples.
- Immediately diffuse a contentious statement.
- Ask the trainee to explain him/herself fully if there is a misunderstanding.
- Summarise and write down the final ideas from the discussions.
- Summarising what a trainee has said in order to check that the correct assumptions have been made.
- Compliment an interesting or well thought out statement.
- Suggest alternatives to statements to stimulate further discussion.
- Add humour, or fun exercises if the discussion gets too slow or if the trainees get stuck in the discussion.
- Put different ideas together to show how the group can reach a solution together.

(10 x 2) (20)

5.4
5.4.1 False
5.4.2 False
5.4.3 True
5.4.4 True
5.4.5 True

(5 x 1) (5)

[40]

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QUESTION 6

6.1
- **Performance:** (1)

Stated in terms of what the learner will be able to do by the end of the training programme. (2)

- **Condition:** (1)

Specifies the limitations under which the performance is expected to take place. (2)

- **Criteria:** (1)

Indicate the acceptable level of performance the trainee should attain performing. (2)

6.2
- Closing the programme should be well planned.
- Consolidation and reinforcement should take place.
- The training experience should continue to the actual working situation and that all new knowledge, skills and attitudes needs to be applied.
- Recognition should be given to participants in the form of an attendance certificate and a ceremonial closing ceremony.
- The trainer must be thanked and acknowledged by means of a letter if external, a report and a letter of appreciation to the immediate superior.

(5 x 2) (10)

6.3
- Always review the training that has happened during the previous year
- Review whether general training should be concurrent (repeated routinely)
- Take into account the new employees
- Consider that innovation in many areas might require re-training
- Plan for training of employees that are being transferred and promoted
- Keep in touch with all supervisors and managers who undertake performance appraisals
- Be actively involved in employee development programmes.

(Any 5 x 2) (10)

6.4 Is called a pen and paper exercise used to list all the details that have to be dealt with. (2)

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6.5
- Registration cards/forms
- Tables for filling out forms
- Bulletin boards
- People to assist at the registration table/personnel with knowledge
- Stationery (pens, paper)
- Details about the programme
- Name tags
- Refreshments (water and glasses)
- Signs
- Wastepaper baskets
- Handling of guest speakers/trainer (Any 9 x 1) (9)

[40]

QUESTION 7

7.1 7.1.1 **Direct costs**
Costs that are related to a specific training project and are referred to as variable costs.
For example: training material, stationary, photocopy. (2 x 2) (4)

7.1.2 **Indirect costs**
Cost that is unavoidable which are recurrent in training.
For example: Indirect costs of errors made, utilities, and salaries of training staff. (2 x 2) (4)

7.2
- Do adequate preparation
- Do not overload with facts
- Take frequent breaks
- Remind the trainees to take notes
- Encourage participation by all
- Do not judge any statement
- Be aware of non-verbal behavior
- Ask open-ended questions
- Do not ask close-ended questions (Any 5 x 2) (10)

7.3
- Minimal prompts
- Open-ended questions
- Close-ended questions
- Probing
- Listen actively
- Paraphrasing
- Summaries
- Interpretation of verbal and non-verbal signals (Any 5 x 2) (10)

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7.4
- Known as product evaluation and directed at final examination of the training course. (Takes place at the end of the training course).
- Determine the effectiveness of the training programme as a whole.
- To compare various training programmes with one another.

(3 x 2) (6)

7.5
- Reaction of the participant after the training programme.
- Information is normally collected at the end of the training session/ programme.
- This information is obtained through questionnaires. (3 x 2) (6)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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