higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

N1230(E)(J6)H
JUNE EXAMINATION

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

(4110476)

6 June 2014 (X-Paper)
09:00–12:00

This question paper consists of 6 pages.

BUSINESS STUDIES

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
PERSONNEL TRAINING N6
TIME: 3 HOURS
MARKS: 200

NOTE: If you answer more than the required number of questions, only the required number of questions will be marked. All work you do not want to be marked must be clearly crossed out.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections.

SECTION A:	40 marks
SECTION B:	160 marks
GRAND TOTAL:	200 marks

2. SECTION A, QUESTION 1 and QUESTION 2, are compulsory and must be answered by ALL candidates.

3. Answer only FOUR questions in SECTION B.

4. Read ALL the questions carefully.

5. Number the answers according to the numbering system used in this question paper.

6. Start each section and question on a NEW page.

7. Write neatly and legibly.

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SECTION A (COMPULSORY)

QUESTION 1

Given below are the TEN steps in designing a training program. Arrange them in their correct sequence/order using the numbering from ((i)–(x)) in your ANSWER BOOK.

(i) Select training media
(ii) Implement training programme
(iii) Assess trainee's competencies
(ix) Evaluate training
(v) Improvement of the programme
(vi) Select training method
(vii) Select content
(viii) Formulate objectives
(ix) Determine need
(x) Analyse task

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

QUESTION 2

2.1 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (2.1.1–2.1.5) in the ANSWER BOOK.

2.1.1 Empathy means that a person has the ability to do something.

2.1.2 Competency means an advanced understanding, to be able to place yourself in someone's shoes.

2.1.3 Burnout is when an individual will become exhausted, will suffer from depression and have a mental breakdown.

2.1.4 Facilitator is someone who guides or helps in the learning processes.

2.1.5 Stress means we feel and think we cannot handle aspects of a particular situation. (5 x 2) (10)

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2.2 Define the following terms:

2.2.1 Affective aims

2.2.2 Psychomotor aims

2.2.3 Macro level of needs

2.2.4 Reactive training

2.2.5 Immediacy

(5 x 2) (10)
[20]

TOTAL SECTION A: 40

SECTION B

Answer only FOUR questions in this section.

QUESTION 3

3.1 Name and explain the levels of the training needs analysis. (3 x 3) (9)

3.2 To establish specific training needs there are various ways to collect data.

Name FIVE ways in which data can be collected. (5 x 2) (10)

3.3 Stress can be managed from two approaches. The individual approach, where a person takes responsibility for reducing his/her own stress level.

State the ways in which the individual can help him-/herself to overcome stress. (5 x 2) (10)

3.4 Of what value is the training media for the trainee? (5 x 2) (10)

3.5 Define the term *burnout*. (1)
[40]

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QUESTION 4

4.1 State TEN characteristics of Competency Based Management Training (CBMT). (10 x 2) (20)

4.2 Distinguish in a TABULAR form between *trainer* and *facilitator*. (10 x 2) (20)

[40]

QUESTION 5

5.1 State FIVE management functions/activities that the training manager engages in. (5 x 1) (5)

5.2 The objectives of the training and development function are to help the organisation to become more efficient and effective through satisfied employees.

State FIVE aims of the training department. (5 x 2) (10)

5.3 State TEN facilitation techniques in adult learning process. (10 x 2) (20)

5.4 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (5.4.1–5.4.5) in the ANSWER BOOK.

5.4.1 Competency-based modular training focuses on demonstrations and instruction.

5.4.2 Norm-based training compares the learner's standards with performance requirements.

5.4.3 In competency-based training the learner is allowed limited repetition of tests.

5.4.4 In norm-based training the setting of skills objectives is not necessarily defined in measurable terms.

5.4.5 In competency-based training every module is viewed as a separate unit of learning. (5 x 1) (5)

[40]

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QUESTION 6

6.1 Explain the THREE components of the learning objectives. (3 x 3) (9)

6.2 After the training needs have been identified, a training programme would have to be developed. To operate a training programme there has to be an opening and the closing.

State FIVE facts that the trainer needs to give attention to in the closing of the programme. (5 x 2) (10)

6.3 Name FIVE anticipated training needs when drawing up a training budget. (5 x 2) (10)

6.4 Define *a checklist.* (2)

6.5 When delegates arrive at a training session, conference or seminar they must be made familiar with the day's proceedings. All available information and assistance must be rendered to them.

List NINE items that would be included in a checklist for registration. (9)
[40]

QUESTION 7

7.1 Training involves costs. Distinguish between the following:

7.1.1 Direct costs

7.1.2 Indirect costs

(4 x 2) (8)

7.2 Give FIVE guidelines the facilitator needs to follow to ensure that effective learning takes place. (5 x 2) (10)

7.3 Name the verbal skills the facilitator may use to communicate with the group. (5 x 2) (10)

7.4 Discuss summative evaluation as the method used to evaluate the effectiveness of training. (3 x 2) (6)

7.5 Explain the term *reaction of level of evaluation* (3 x 2) (6)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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