higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

JUNE EXAMINATION

PERSONNEL TRAINING N6

3 JUNE 2016

This marking guideline consists of 12 pages.

Copyright reserved

SECTION A

QUESTION 1

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

(15 × 1) (15)

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

(15 × 1) (15)

Copyright reserved

1.3 Management request the training manager to draw a list of cost directly related to a specific training project. In practice the training team make use of a different term when they refer to the cost elements directly related to training. Name the term for 'cost directly related to training' and list NINE examples of cost directly related to training.

- Variable costs (1)

Examples:

- Training materials needed to draw up the content of the training
- Stationery
- Photocopy costs
- Travel and accommodation for representatives attending the training session
- Travel, accommodation and payment for guest speaker
- Registration and course fees of representatives
- Media which might have to be rented specially
- The salary of the representative who is attending the course
- Refreshments

(9 × 1) (9)

TOTAL SECTION A: 40

SECTION B

QUESTION 2

2.1
- Computer equipment
- Overhead projector
- Extension cords
- Flip-charts with enough paper
- White-boards
- Pointers, pens and dusters
- Video-recorder and television set
- Required number of notes
- Telephones
- Recording equipment
- Public address system, microphone
- Participant files, writing pads, pens, marketing material, et cetera
- Flowers, plants
- Photographer
- Assignment of someone to clear room and lock away equipment after training
- Guards
- Method of dealing with lost property

(Any 15 × 1) (15)

Copyright reserved

2.2 Explain formative and summative evaluation

Formative evaluation

- Trainees learning performance must be evaluated;
- Determine the extent to which the course content was mastered;
- Provide feedback to trainees;
- Assist trainees to correct mistakes and improve the learning performance;
- The learning experience will be continuously controlled;
- Formative evaluation takes place of various aspects during and on completion of the training session;
- In order to correct mistakes made immediately;
- It is often undertaken before a new course, lesson or unit is added to the curriculum;
- Formative evaluation is often done in traditional teaching situations, such as schools;
- Formative evaluation is the first step in the evaluation process since it concentrates on the results of the training only;
- The main purpose is to improve the process and the application of methods and media to influence the product of training positively;

- Formal techniques – observation and questioning
- Informal techniques – performance appraisal records and follow-up visits

(Any 10 × 1) (10)

Summative evaluation

- Also known as product evaluation;
- Directed at the final examination of a specific training course;
- Takes place after the completion of a course;
- Usually undertaken in formal format, e.g. an examination;
- Summative evaluation will also be done on areas such as methods, media cost-effectiveness, etc;
- Training programmes are compared to one another a a result of summative evaluation

Trainee performance is measured in two ways, namely:

- Norm-orientated measurement;
- Criterion-orientated measurement
- Summative evaluation shuld follow formative evaluation because it includes the evaluation of the use of content, methods and media for the particular target-group;

Copyright reserved

Method of summative evaluation is as follows:

- Evaluate all training materials after being assessed according to formative norms
- Observe an instructor deliver the training session
- Administer a test after training to measure the trainee achievement of objectives
- Administer a reaction questionnaire to determine the level of 'liking' for the course
- Compare job performance with those who underwent training and with a group who did not undergo training

(10 × 1) (10)

2.3
- It must be ongoing and not only done at the end of a course
- It should be done logically and be directed towards a specific goal and objectives
- Accurate and appropriate measuring instruments must be used
- It must control quality
- It must evaluate students/trainees and the wider training system as a whole

(5 × 1) (5)
[40]

QUESTION 3

3.1 3.1.1
- MBO is an evaluation method which is often used in the process of performance appraisal and employee development
- Supervisor and employee will jointly decide on what the employee needs to accomplish
- Standards and criteria will be agreed on jointly
- Supervisor and employee will jointly evaluate the performance of the employee against the goals that had been set
- Goals not achieved are areas where improvement is necessary
- The improvement will be attained by means of training and coaching
- If goals are achieved the employee will experience job satisfaction and further goals will be set
- MBO does not evaluate personality and individual personality factors
- Evaluation will also be done for the department as a whole and eventually the enterprise
- MBO is applied during training and assessment where employees are measured against the standards which they helped to establish

(10 × 1) (10)

Copyright reserved

3.1.2 (a) Goal-setting
- Where the goals that are set must be objective, measureable, specific and understandable

(b) Participation
- Where employees are part of the process of reaching the goals of the enterprise;

(c) Time limit
- Within which the employee must accomplish the goals;

(d) Assessment
- Where employees are measured against the standards, which they helped to establish

(4 × 3) (12)

3.1.3
- Better management
- Higher productivity
- Enhanced communication between management and the workers
- Personal commitment – employee commit himself to attain his personal goals
- Effective control
- Opportunity for creative thinking and personal involvement on part of employees
- It promotes participation and co-operation between individual workers and different sections in order to reach a common goal
- Efficiency is reach in tasks where the performance is being monitored
- Co-ordination of the enterprise as a whole since all are working towards reaching the ultimate goals of the enterprise

(8 × 1) (8)

3.2
- Desire to change
- Knowledge of correct behaviour
- Positive enterprise culture and climate
- Assistance to apply training programme information
- Rewards for changing behaviour (5 × 2) (10)

[40]

QUESTION 4

4.1 4.1.1 Motivating the group so that all will participate

- The facilitator must remember that the trainees are more important than the subject matter.
- Facilitator must set an example for the group and must therefore appear to be interested, willing and motivated.

4.1.2 Directing the activities of the group members

- Facilitator must use the active listening skill to interpret what a member of the group has said.
- He/She will stop wrong perceptions being made.
- He/She must also interpret the verbal and non-verbal signals of the trainees for better participation to be established.

4.1.3 Managing the group process

- He/She must ensure that all members of the group participate in the discussion, suggesting of alternative solutions, pushing and pulling the members towards a solution by throwing ideas into the discussion.
- He/She must keep the group going by getting it 'unstuck'.

4.1.4 Keeping the members involved as a group

- The facilitator must help the group to be sensitive/understanding towards one another.
- He/She must set guidelines which will allow the group to function effectively.

Summarising

- He/She must make the learning experience meaningful (processing).

(5 × 3) (15)

4.2

FACILITATOR		TRAINER	
4.2.1	Guides discussion to discover facts	4.2.1	Gives facts or information
4.2.2	Asks the right questions	4.2.2	Expects the right answer
4.2.3	Co-ordinates group's learning activities	4.2.3	Gives assignments
4.2.4	Assists group to set goals	4.2.4	Sets goals/objectives
4.2.5	Stays on the background	4.2.5	Trainees focus on trainer
4.2.6	Initiates change	4.2.6	Pushes change
4.2.7	Encourages participation	4.2.7	Speaks alone, trainees listen
4.2.8	Assesses needs of trainees	4.2.8	Assesses tests and assignments
4.2.9	Main goal is teamwork	4.2.9	Groups are not cohesive
4.2.10	Stands amongst the group	4.2.10	Stands in front of the group
4.2.11	Learners follow their own pace	4.2.11	Learners follow the trainer pace
4.2.12	Facilitator is expert in guiding discussions	4.2.12	Trainer is subject expert
4.2.13	Makes trainees aware of process/others	4.2.13	Trainees unaware of process/others

(6 × 2 × 2) (24)

4.3 SOLER (1)
[40]

QUESTION 5

5.1 5.1.1 Stress:

- A dynamic condition
- Individual is confronted with an opportunity, constraint or demand related to what he/she desires
- For which the outcome is perceived to be both uncertain and important
- Stress not always bad for a person because it can also have positive value
- Some people actually only work well under modest stress and are more productive as a deadline approaches
- Different individuals deals with stress differently
- Type-A individual is usually very aggressive and competitive and will experience more stress
- Type-B individual is more relaxed

(Any 6 × 1) (6)

5.1.2 Burnout:

- Prolonged exposure to stress uses up available energy
- Individual will become exhausted
- Will start to suffer from depression
- Have a mental breakdown (known as burnout)
- Individual will be extremely exhausted/tired and will feel too much pressure has been placed on him/her
- No moments of relief
- The individual will have no physical and mental resources left
- This type of person becomes increasingly cynical and irritable
- Goals will be unobtainable
- Individual will continue working at whatever is causing his/her stress
- Burnout victims are usually workaholics who are over dedicated to whatever they undertake
- Burnout is brought on by specifically job-related stress

(Any 6 × 1) (6)

5.2 5.2.1 Environmental (working environment) factors:

- Changes in the enterprise create uncertainty in the economy
- New technological innovations which could make the employee's skills and experience useless
- Political uncertainty
- Noise, pollution

5.2.2 Enterprise factors:

- Task design
- Role demands
- Interpersonal demands
- Enterprise structure
- Enterprise leadership
- Enterprise life stage

5.2.3 Individual factors:

- Family and personal relationship problems
- Economic problems
- Personality of employee
- Health condition of employee

(3 × 5) (15)

Copyright reserved

5.3
- Admit that he/she is experiencing stress
- Manage time better by means of time management
- Non-competitive physical exercises, e.g. walking
- Relaxation techniques such as meditation
- Talking to friends, family or colleagues
- Attacking the problem directly, by avoiding it or changing jobs
- Becoming aware of how one functions in the stressful situations and what particularly causes stress in one and consciously changing it
- Developing outside interests and hobbies
- Developing self-esteem and self-confidence
- Changing to a healthier diet
- Laughter

(Any 7 × 1) (7)

5.4
- Improve selection and job placement strategies
- Realistic goal-setting
- Redesigning of jobs;
- Increased employee involvement
- Improving enterprise communication by opening up the channels
- Establishment of corporate wellness programmes
- Training
- Team-building exercises
- Day care facilities
- Employee assistance programmes
- Mentoring

(Any 6 × 1) (6)
[40]

QUESTION 6

6.1
- Fewer errors
- Reduced customer turnover
- Less equipment downtime
- Increased revenue collection
- Faster equipment startup time;
- Reduced employee turnover when turnover is attributable to poor supervision
- Proper implementation of new customer strategies
- Higher workplace morale through more effective management practices
- Less time lost to grievance hearings and work stoppages because of ineffective supervision
- Reduced recruitment costs
- Maximum productivity of new employees through efficient orientation training

(Any 8 × 1) (8)

Copyright reserved

6.2 Training budget:

- Necessary because costs which relate to training must be controlled;
- If not, the enterprise might find that they have wasted vast amounts of money.
- Training budgets are usually drawn up bi-annually or annually.
- Should be flexible to provide for unknown factors/cost.

6.2.1 Budget methods:
Central budget

- Drawn up and controlled by the training manager.
- Advantage is that standardisation and control can be effected.
- Disadvantage is that line management might require certain training and that it could not have been planned/budgeted for.

6.2.2 Individual training budget

- Done by line managers

6.2.3 Shared budgets

- Where the training department budgets for the generic expenses
- Line managers budget for specific training courses for their employees.

(12 × 1) (12)

6.3

- A newly-employed employee
- Performance problems
- Low productivity
- High turnover figures
- Complaints about a lack of knowledge and skills from supervisors and clients
- Variety of methods and rate of work amongst a group of workers doing the same or similar work
- A long adjustment time to a new job
- Aspects in the work process like wasted material
- Absenteeism and labour unrest that cannot be explained
- Low morale
- New systems and technology
- Change in enterprise

(Any 10 × 1) (10)

Copyright reserved

6.4
- Creates interest
- Keeps the attention and interest of the trainee
- Limits explanations by trainer
- Illustrates abstract concepts
- Combines different senses
- Involves the trainee and leads to creative learning
- Individualised sessions can lead to differentiation
- Different aptitudes can be catered for
- Result in variation and motivation
- Encourages creative thinking

(10 × 1) (10)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

Copyright reserved