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higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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JUNE EXAMINATION

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

(4110476)

28 May 2013 (X-Paper)
09:00–12:00

This question paper consists of 6 pages.

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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. SECTION A, (QUESTION 1 and 2), is compulsory and must be answered by ALL candidates.

2. Answer any FOUR questions from SECTION B.

3. This question paper consists of TWO sections.
   SECTION A: 40 marks
   SECTION B: 160 marks
   GRAND TOTAL 200 marks

4. Start each section on a NEW page.

5. Read ALL questions carefully.

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

7. Write neatly and legibly.

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SECTION A

QUESTION 1

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 Psychomotor abilities refer to an individual's proficiency in executing a specific task.

1.2 Macro level of needs refers to the needs at the individual level.

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

1.4 Technical skills means that training takes place after a need has arisen.

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

1.6 Affective aims refer to changed emotions and beliefs (attitudes).

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

1.8 Reactive training means that training takes place after a need has arisen.

1.9 Stress means we feel and think we cannot handle aspects of a particular situation.

1.10 Facilitator is someone who guides and helps with the learning processes.

(10 × 2) **[20]**

QUESTION 2

2.1 Briefly define the following terms.

2.1.1 Type A individual

2.1.2 Process

2.1.3 Checklist

2.1.4 Procedure

2.1.5 Type B individual

(5 × 2) **[10]**

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2.2 Choose a description from COLUMN B that matches an item in COLUMN A. Write only the letter (A–G) next to the question number (2.2.1–2.2.5) in the ANSWER BOOK.

	COLUMN A		COLUMN B
2.2.1	Management by objectives	A	evaluation method often used in the process of performance appraisals and employee development, where supervisor and employee jointly decide on what the employee needs to accomplish
2.2.2	Objective	B	specific statement of what is to be achieved
2.2.3	Graphic programmes and multimedia software	C	transparency-like presentations, for example Microsoft PowerPoint
2.2.4	Spreadsheets	D	analyse summaries and compare numerical data, for example statistics of training courses
2.2.5	Summative evaluation	E	done at the end of a training programme to find out about the effectiveness of the programme, and to compare various training interventions with one another
		F	poor productivity, high accidents and labour turnover, job dissatisfaction
		G	includes changes in productivity, absence and labour turnover

(5 × 2) **[10]**

TOTAL SECTION A: 40

SECTION B

Answer any FOUR questions from this section.

QUESTION 3

3.1	List the steps in the research process.	(8 x 2)	(16)
3.2	Name the TWO types of training research.	(2 x 2)	(4)
3.3	Of what value is the training media for the trainer?	(5 x 2)	(10)
3.4	Briefly explain the learning level of evaluation.	(2 x 2)	(4)
3.5	Briefly discuss the summative evaluation method used to evaluate the effectiveness of training.	(3 x 2)	(6)
			[40]

QUESTION 4

4.1	List FIVE characteristics of competency-based modular training.	(5 × 2)	(10)
4.2	Training involves costs. Distinguish between the following:		
4.2.1	Direct costs	(2 x 2)	(4)
4.2.2	Indirect costs	(2 x 2)	(4)
4.3	Define the term *stress.*		(2)
4.4	Name the FIVE management functions/activities that a training manager should use.	(5 × 2)	(10)
4.5	Record-keeping is one of the most important aspects in the training department. What type of information should be kept on record by the training manager?	(5 x 2)	(10)
			[40]

QUESTION 5

5.1	To operate a training programme there has to be an opening and closing. State FIVE facts that the trainer needs to give attention to in closing the programme.	(5 x 2)	(10)
5.2	List FIVE facilitation techniques in the adult-learning process.	(5 x 2)	(10)
5.3	State the verbal skills that the facilitator may use to communicate with the group.	(5 x 2)	(10)

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5.4 Indicate which of the following statements are the factors of competency-based training or norm-based training. Choose the answer and write only 'Competency-based' or 'Norm-based' next to the question number (5.4.1–5.4.5) in the ANSWER BOOK.

5.4.1 It is measured against the previously set standards.

5.4.2 Test results are compared with the group's results.

5.4.3 It is directly task-related.

5.4.4 Objective-setting is seen as taking the initiative away from the learner.

5.4.5 The principle of individualisation is followed.

(5 x 2) (10)
[40]

QUESTION 6

6.1 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)

6.2 List the steps in designing a training programme. (10 × 2) (20)

6.3 Name FIVE anticipated training needs when drawing up a training budget. (5 × 2) (10)
[40]

QUESTION 7

7.1 Briefly discuss the THREE components of the learning objectives. (3 × 3) (9)

7.2 Define the term *checklist*. (2)

7.3 List specific aspects of the role that the facilitator plays. (5 × 2) (10)

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

7.5 Briefly discuss the THREE levels for determining the training needs. (3 × 3) (9)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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