higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

PERSONNEL TRAINING N6

22 NOVEMBER 2013

This marking guideline consists of 8 pages.

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SECTION A (COMPULSORY)

QUESTION 1

Advanced facilitation skills:

- Empathy
- Immediacy
- Advance listening

Verbal facilitation skills

- Active listening
- Probing
- Paraphrasing and summarising
- Interpretation of verbal and non-verbal signals
- Minimal prompts
- Closed-ended questions
- Open-ended questions (10 x 2) **[20]**

QUESTION 2

2.1 Analyse task

2.2 Determine need

2.3 Formulate objectives

2.4 Select content

2.5 Select training method

2.6 Select media

2.7 Implement training programme

2.8 Assess trainees competencies

2.9 Evaluate training

2.10 Improvement of training (10 x 2) (20)

TOTAL SECTION A: 40

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SECTION B

QUESTION 3

3.1
- 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)

3.2

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 5 x 2) (10)

3.3
- Newly-employed employees
- Performance problems
- Low productivity
- High turnover figures
- Low morale
- New systems and technology
- Change in an enterprise
- Absenteeism and labour unrest
- Aspects in the work processes like wasted material
- Long adjustment time to a new job
- Variety of methods and rate of work amongst working groups
- Complaints about lack of knowledge and skills from supervisors and clients

(Any 5 x 2) (10)

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3.4
- It must control quality.
- It must be on-going and not only done at the end of the course.
- Accurate and appropriate measuring instruments must be used.
- It must evaluate students and the wider training systems as a whole.
- It should be done logically and be directed towards a specific goal and objectives.

(5 x 2) (10)
[40]

QUESTION 4

4.1
- 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)

4.2
- 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 10 x 1) (10)

4.3
- Determine the extent to which the course content was mastered
- Provide feedback to learners
- Remedial purposes, correct errors and improve learning performance (address learning problems

(3 x 2) (6)

4.4
- Basic/explanatory
- Operational/applied

(2 x 2) (4)

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4.5
- **S** – Square
- **O** – Open
- **L** – Leaning
- **E** – Eye-contact
- **R** – Relax

(5 x 2) (10)
[40]

QUESTION 5

5.1

NORM-BASED TRAINING	COMPETENCY-BASED TRAINING
• Emphasis is on the trainer. • Learning time is constant. • Testing takes place after completion of training. • Trainers motivate learners to achieve set objectives. • Objective-setting is seen as taking initiative away from the learner.	• Emphasis is on the trainee. • Learning time is varied. • Testing takes place during and after training. • Learners are positively motivated and are continually given recognition. • Objectives are reached by means of individualisation and trainee centred.

(5 x 2 x 2) (20)

5.2
- Better management, it forces managers to think in terms of results, and not only to plan activities and delegate tasks. This ensures that the goals are objective and realistic, that resources will be considered, and that control will be enhanced.
- Higher productivity, will allow management to discover problems and deficiencies in the enterprise.
- Enhanced communication between the management and the worker.
- Personal commitment, each individual employee needs to commit himself to attaining his goals, and also to contribute to attaining departmental goals and ultimately that of the organization.
- Effective control, work is broken into measurable units.
- Opportunity for creative thinking personal involvement on part of the employees.
- It promotes participation and co-operation between individual workers and different sections in order to reach a common goal.
- Efficiency is reached in tasks where the performance is being monitored.
- Co-ordination of the enterprise as a whole since all is working towards reaching the ultimate goals of the enterprise.

(Any 5 x 2) (10)

5.3
- 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)

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5.4
- Headaches
- High blood pressure
- Nauseas
- Skin rashes
- Shakiness
- Nail-biting
- Diarrhea
- Heart palpitations
- Sweatiness
- Painful neck and shoulder muscles
- Hollow feeling in the stomach
- Prickly sensation in the face (Any 2 x 2) (4)

[40]

QUESTION 6

6.1
- 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)

6.2
- 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. (Any 5 x 2) (10)

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6.3
- **Performance:**
- Stated in terms of what the learner will be able to do by the end of the training programme.
- **Condition:**
- Specifies the limitations under which the performance is expected to take place.
- **Criteria:**
- Indicate the acceptable level of performance the trainee should attain performing. (3 x 3) (9)

6.4
- 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)

6.5 Stress:
Fear and discomfort that is evoked because our perceived inability to handle the situation. (1)
[40]

QUESTION 7

7.1
- 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)

7.2
- **P – KD = N**

- **P:** represents the job performance/output in terms of skills, knowledge and attitudes that is required from the employee.
- **KD:** represents what the worker knows or can do in terms of skills, knowledge and attitudes.
- **N:** represents the training need.

(*Name* = 1, + *identify each:* 1 x 3 = 3, + *discussion 2 x 3* = 6) (10)

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7.3
- Ability of the learner to master specific work related skills.
- Trainer's 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.

(Any 5 x 2) (10)

7.4
- The objectives of training
- The participants
- The trainer
- Combination of methods
- Senses
- Time
- Cost-effectiveness
- Culture of the enterprise
- The nature of knowledge, skills and attitudes
- Equipment required for training, instructional space, facilities, material

(5 x 2) (10)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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