higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

NOVEMBER EXAMINATION

PERSONNEL TRAINING N6

27 NOVEMBER 2014

This marking guideline consists of 7 pages.

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SECTION A

QUESTION 1

1.1	Objective	(2)
1.2	Meso-level of needs	(2)
1.3	Reactive training	(2)
1.4	Immediacy	(2)
1.5	Cognitive aims	(2)
1.6	Psychomotor aims	(2)
1.7	Macro level of needs	(2)
1.8	Empathy	(2)
1.9	Technical skills	(2)
1.10	Competency	(2)

[20]

QUESTION 2.1

2.1.	J
2.2	I
2.3	H
2.4	G
2.5	F
2.6	E
2.7	D
2.8	C
2.9	B
2.10	A

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

TOTAL SECTION A: 40

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SECTION B

QUESTION 3

3.1
- 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 him 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 and 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)

3.2
- Headaches
- High blood pressure
- Nausea
- Skin rashes
- Shakiness
- Nail-biting
- Diarrhoea
- Heart palpitations
- Sweatiness
- Painful neck and shoulder muscles
- Hollow feeling in the stomach
- Prickly sensation in the face (Any 5 x 2) (10)

3.3	**ADVANCED FACILITATION SKILLS**		**FACILITATION SKILLS (VERBAL)**
3.3.1	Empathy	A	Active Listening
3.3.2	Immediacy	B	Probing
3.3.3	Advanced Listening	C	Minimal Prompts

(6 x 1) (6)

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3.4
- Improved working skill
- Higher productivity
- Less equipment failure
- Better safety records
- Fewer complaints from clients and customers
- Improved sales
- Increased knowledge
- Enterprise changes (Any 5 x 2) (10)

3.5 3.5.1 A logical sequence of steps, events, phases or stages.

3.5.2 It is a specific and detailed description of every step, stage, event or phase.

(2 x 2) (4)
[40]

QUESTION 4

4.1
- Saves training time
- Makes training productive
- Minimise misunderstandings
- Keeps and focuses on the attention of trainees
- Complements the training content
- Explains and avoids unnecessary questions
- Learners know exactly what the trainer wants to teach
- Replaces passive learning and leads to more dynamic learning
- Assists with communication, which results in better interaction

(Any 5 x 2) (10)

4.2
- Questionnaires/feedback
- Tests/examinations
- Interviews
- Observation
- Reports
- Peer/subordinate and self rating scales
- Structured exercises, case studies and simulations
- Projects (Any 5 x 2) (10)

4.3
- Career paths
- Skills inventory
- Needs analysis
- Purchase of material
- Evaluation of course (5 x 2) (10)

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4.4
- Includes audio-visual and other used equipment;
- Stimulate all senses of the trainees when training is in process. (2 x 2) (4)

4.5
- 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)

[40]

QUESTION 5

5.1
- 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)

5.2
5.2.1 Competency-based training

5.2.2 Norm-based training

5.2.3 Competency-based training

5.2.4 Norm-based training

5.2.5 Competency-based training (5 x 2) (10)

5.3
- Motivating the group so that all will participate
- Directing the activities of the group's members
- Managing the group processes
- Keeping the members involved as a group
- Summarising and making the learning experience meaningful (5 x 2) (10)

5.4
- 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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QUESTION 6

6.1
- **S** – Square
- **O**– Open
- **L** – Leaning
- **E** – Eye-contact
- **R** – Relax (5 x 2) (10)

6.2
- Planning
- Organising
- Controlling
- Directing/Leading/Supervising
- Staffing (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 **Checklist:**
Is called a pen and paper exercise used to list all the details that have to be dealt with. (1)

6.5
- **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)

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QUESTION 7

7.1
- Analyse task
- Determine need
- Formulate objectives
- Select content
- Select training method
- Select training media
- Implement training programme
- Assess trainees competencies
- Evaluate training
- Improvement of programme (10 x 2) (20)

7.2	NORM-BASED TRAINING		COMPETENCY BASED TRAINING
7.2.1	Emphasis is on the trainer.	A	Emphasis is on the trainee.
7.2.2	Learning time is constant.	B	Learning time is varied.
72..3	Testing takes place after completion of training.	C	Testing takes place during and after training.
7.2.4	Trainers motivate learners to achieve set objectives.	D	Learners are positively motivated and are continually given recognition.
7.2.5	Objective-setting is seen as taking initiative away from the learner.	E	Objectives are reached by means of individualisation and trainee centered.

(Any 5 x 2 x 2) (20)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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