higher education & training

Department:
Higher Education and Training
**REPUBLIC OF SOUTH AFRICA**

N1180(E)(N27)H

# NOVEMBER EXAMINATION

# NATIONAL CERTIFICATE

# PERSONNEL TRAINING N6

(4110476)

**27 November 2014 (X-Paper)**
**09:00–12:00**

**This question paper consists of 7 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 are compulsory.
2. Answer any FOUR questions in SECTION B.
3. This question paper consists of TWO sections.
4. SECTION A: 40 marks
   SECTION B: 160 marks
   GRAND TOTAL: 200 marks
5. Start each section and question on a NEW page.
6. Read ALL the questions carefully.
7. Number the answers according to the numbering system used in this question paper.
8. Write neatly and legibly.

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## SECTION A (COMPULSORY)

## QUESTION 1

Give ONE word/term for each of the following descriptions by choosing a word/term from the list below. Write only the word/term next to the question number (1.1–1.10) in the ANSWER BOOK.

| objective; meso-level of needs; reactive training; immediacy; cognitive aims; competency; technical skills; empathy; macro level of needs; psychomotor aims. |
|---|

1.1 A specific statement of what is to be achieved. (2)

1.2 Needs of the organisation as a whole or to a group with the same job classification. (2)

1.3 Training takes place after a need has arisen. (2)

1.4 The facilitator must react immediately and appropriately. (2)

1.5 Refers to the knowledge that an employee must attain. (2)

1.6 It refers to acquired manual skills. (2)

1.7 Needs of the organisation on a national or international level. (2)

1.8 It is also advanced understanding, to be able to place yourself in someone's shoes. (2)

1.9 Refers to an individual's proficiency in executing a specific task. (2)

1.10 A person has the ability to do something. (2)
**[20]**

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## QUESTION 2: MATCHING ITEMS

Choose a description from COLUMN B that matches a word/an item in COLUMN A. Write only the letter (A–J) next to the question number (2.1–2.10) in the ANSWER BOOK.

| COLUMN A | | COLUMN B | |
|---|---|---|---|
| 2.1 | Work-related effects of stress | 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 | Objective | | |
| 2.3 | Behavioural symptoms of stress | | |
| 2.4 | Meso-level needs | | |
| 2.5 | Summative evaluation | B | specific problem area in terms of 'performance gap' |
| 2.6 | Spreadsheets | C | transparency-like presentations, for example Microsoft PowerPoint |
| 2.7 | Macro-level needs | D | needs of the organisation on a national or international level |
| 2.8 | Graphic programmes and Multimedia Software | E | analyse summaries and compare numerical data, for example statistics of training courses |
| 2.9 | Micro-level needs | F | 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 |
| 2.10 | Management by objectives | G | needs of the organisation as a whole or a group with the same job classification |
| | | H | includes changes in productivity, absence and labour turnover, changes in eating habits, sleeping disorders |

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| | | |
|---|---|---|
| | I | Specific statement of what is to be achieved |
| | J | Poor productivity, high accidents and labour turnover, job dissatisfaction |

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

**TOTAL SECTION A: 40**

## SECTION B

Answer any FOUR questions in this section.

### QUESTION 3

3.1 State FIVE advantages of management by objectives. (5 x 2) (10)

3.2 State FIVE physical effects of stress. (5 x 2) (10)

3.3 With the information given (skills) below:

Empathy
Immediacy
Active Listening
Probing
Minimal Prompts
Summarising

Copy the table and complete in the ANSWER BOOK and place the facts under the respective skills, in a column format. For example:

| | ADVANCED FACILITATION SKILLS | FACILITATION SKILLS |
|---|---|---|
| E.g. | Advanced listening | E.g. Close-ended questions |
| 3.3.1 | | A |
| 3.3.2 | | B |
| 3.3.3 | | C |

(6 x 1) (6)

3.4 List common outcomes of the training intervention. (5 x 2) (10)

3.5 Define the following concepts:

3.5.1 Process

3.5.2 Procedure

(2 x 2) (4)
**[40]**

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## QUESTION 4

4.1 State FIVE values of the training media for the trainer. (5 x 2) (10)

4.2 Name FIVE evaluation instruments used by the trainer in collecting data systematically. (5 x 2) (10)

4.3 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)

4.4 Briefly explain the term *training media*. (2 x 2) (4)

4.5 Briefly discuss the formative evaluation method used to evaluate the effectiveness of training. (3 x 2) (6)
**[40]**

## QUESTION 5

5.1 Name FIVE guidelines that should be followed when evaluating training programmes. (5 x 2) (10)

5.2 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (5.2.1–5.2.5) in the ANSWER BOOK.

5.2.1 Test results of training programmes are compared with the group's results.

5.2.2 Training programmes are measured against the previously set standards.

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

5.2.4 Training programmes are directly task-related.

5.2.5 In training programmes the principle of individualisation is followed.
(5 x 2) (10)

5.3 List specific aspects of the role that the facilitator plays. (5 x 2) (10)

5.4 List the factors that would indicate to the training manager that there is a need for training. (5 x 2) (10)
**[40]**

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## QUESTION 6

6.1 List the non-verbal skills described in terms of the acronym SOLER. (5 x 2) (10)

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

6.5 Briefly discuss the THREE components of the learning objectives. (3 x 3) (9)
**[40]**

## QUESTION 7

7.1 List the steps in designing a training programme. (10 x 2) (20)

7.2 In table format, differentiate between the characteristics of competency-based training and norm-based training.

| | **COLUMN A** COMPETENCY-BASED TRAINING | **COLUMN B** NORM-BASED TRAINING |
|---|---|---|
| 7.2.1 | | A |
| 7.2.2 | | B |
| 7.2.3 | | C |
| 7.2.4 | | D |
| 7.2.5 | | E |

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

**TOTAL SECTION B: 160**
**GRAND TOTAL: 200**

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