higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

16 NOVEMBER 2018

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 True
1.2 True
1.3 True
1.4 False
1.5 False
1.6 True
1.7 True
1.8 False
1.9 False
1.10 False

(10 × 2) **[20]**

QUESTION 2

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

(10 × 2) **[20]**

TOTAL SECTION A: 40

SECTION B

QUESTION 3

3.1
- Square: The facilitator must squarely face the person he/she is communicating with. The facilitator's body must face the body of the person that he/she is communicating with.
- Open: The facilitator must appear approachable. The facilitator must not stand or sit behind a desk or a lectern, fold his/her arms or hold an object like a book or file in front of his/her body.
- Leaning: The facilitator must lean towards the trainees. His/her body must appear to come towards the trainees. This ensures that the trainees feel that the facilitator is assisting them and is not merely in the same room.
- Eye contact: The facilitator must attain eye contact throughout the training session. This ensures that the trainees feel that the facilitator is giving them his/her undivided attention and that they are being heard, no matter what they are saying.
- Relax: The facilitator must appear relaxed at all times. A relaxed attitude will ensure that the communication is open, friendly and positive. (5 × 3) (15)

3.2
- A newly employed employee.
- Performance problems.
- Low productivity.
- High turnover figures.
- Complains 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 process like wasted material, etc.
- Absenteeism and labour unrest that cannot be explained.
- Low morale.
- New systems and technology.
- Change in enterprise. (Any 10 × 1) (10)

3.3 Sequencing refers to the order in which the content has to follow. (2)

3.4 P represents 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. (2 + 2 + 2) (6)

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3.5
- Improved working skill
- Higher production
- Less equipment failure
- Better safety records
- Fewer complaints from clients and customers
- Improved sales
- Increased knowledge
- Enterprise changes (Any 7 × 1) (7)

[40]

QUESTION 4

4.1
- 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 and the wider training system as a whole. (5)

4.2
- Creates interest
- Keeps the attention and interest of the trainees
- 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
- Results in variation and motivation
- Encourages creative thinking (Any 10 × 2) (20)

4.3
- Task design including task variety, level of decision-making, level of automation, etc. It also includes the working conditions and the physical work layout. Working where there are high levels of noise, temperatures and pollutants could lead to stress. Work overload or under load are common examples.
- Role demands are the pressures that are placed on a person in this particular position. This could include pressure to complete tasks in a limited period, or when a person is not sure what they are supposed to do. Persons with too much responsibility also fall into this category.
- Interpersonal demands are the problems relating to other employees. Lack of support, unpleasant peers, etc. is included here.
- Enterprise structure which establishes the different levels, rules and regulations of the enterprise. Too many rules and a lack of participation can cause stress. Power struggles between different managers also fall into this category.
- Enterprise leadership is the managerial style of the enterprise. A demanding and insensitive boss could make life very stressful. Some managers create tension, fear and anxiety in employees. Unrealistic pressures to avoid errors, too much control and humiliating encounters cause stress.
- Enterprise life stage. The establishment and decline stages are especially stressful. (5 × 3) (15)

[40]

QUESTION 5

5.1
- Not too many goals can be set, since the employee will become confused about the importance of the individual goals.
- There could be emphasis on the individual and not the attaining of departmental goals; the individual is therefore not helped and supported enough.
- Management might not be able to reward the employee for goals achieved.
- Short term success is overly stressed.
- Employee might understand that they need to do more, regardless of the quality of the work.
- There are no quantifiable comparisons that can be made between employees, since each job content varies.
- Many supervisors do not understand the strategy, and yet have to implement it.
- Difficulty in setting goals in measurable terms.
- Goals are seldom adapted as a situation changes.
- MBO is a strict and rigid strategy which does not allow for deviation, and will therefore make employees negative.
- Difficulty in translating enterprise goals into individual goals.
- Supervisory staffs are burdened with too much paperwork and record-keeping.
- Conflict can arise which will reduce the possibility of reaching he goals of the enterprise. (10 × 2) (20)

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5.2
- Identify relationships between tasks from the job specification.
- Identify which tasks are subordinate to others.
- Identify which tasks are prerequisites to other tasks.
- Schedule tasks that have to be performed first, early in the sequence.
- Place easy tasks early in the sequence.
- Place general concepts which influence the understanding of later concepts early in the sequence.
- Place application of concepts close to the point of its teaching/introduction.
- Provide for practice and review later in the course.
- Move from the general to the specific.
- Summarise at the end.
- Move from the concrete to the abstract.
- Move from the known to the unknown. (10 × 2) (20)

[40]

QUESTION 6

6.1
- Determine what you want to find out.
- Use a comment sheet covering the items determined in the first step.
- Design the form so that the reactions can be tabulated and quantified.
- Obtain honest reactions by making the forms anonymous.
- Encourage the trainees to write additional comments not covered by the questions. (5 × 2) (10)

6.2
- Central budget is drawn up and controlled by the training manager. The advantage of this type of this type of budget is that standardisation and control can be affected. The disadvantage is that the line managers might require certain training and training and that it would not have been planned, and therefore budgeted for.
- Individual budgets are done by line managers.
- Shared budgets where that training department budgets for the generic (general and usually overhead-type) expenses and the line manager's budget for specific courses for their employees. (3 × 3) (9)

6.3 Cost benefit analysis (2)

6.4 Step 1: Identify and define the problem by describing the problem in detail/determine that need for the information. Do not attempt to do anything else but describe the actual problem/need.
Step 2: Describe the reason for the research. This reason is then the objective of the research.
Step 3: Analyse the situation and decide and plan which procedure/method/sources will be used to get more information.
Step 4: Collect data by writing down all the information from the personnel records and interviews.
Step 5: Analyse and process the information acquired from the personnel records and interviews.
Step 6: Interpret/process/analyse that data by making deductions.
Step 7: Compile all the information into a report to be presented.
Step 8: Solve the problem by proposing ways to solve the problem.
(8 × 2) (16)

6.5
- Obtain data
- Analyse data
- Organise data
- Storage, retrieval and processing of data to information (Any 3 × 1) (3)

[40]

QUESTION 7

7.1
- Number of rooms
- Type of rooms
- Room rates
- Number of VIP rooms
- Method of paying for rooms
- Available meeting/conference areas
- Confirmation of reservation
- Date of arrival and departure
- Type and frequency of meals and refreshments
- Transport to town/city
- Reservation of transport confirmed
- Transport to venue if venue is not at hotel
- Type of parking required (Any 10 × 1) (10)

7.2
- It must be simple and easy to understand
- It must be unambiguous (only one outcome/objective described)
- It must be clear, concise and applicable (3 × 2) (6)

7.3
- Motivating the group so that all will participate: The facilitator must remember that the trainees are more important than the subject matter. The facilitator must be aware of the verbal and non-verbal signals that trainees are sending and must also be consciously sending positive signals to the group. The facilitator must set an example for the group and must therefore appear to be interested, willing and motivated. The facilitator ensures that group members are sensitive to fellow members.
- Directing the activities of the group's members: The facilitator must use the active listening skill to interpret what a member of the group has said. This activity will stop wrong perceptions being made. The facilitator must also interpret the verbal and non-verbal signals of the trainees for better participation to be established.
- Managing the group process: This includes ensuring that all members of the group participate in the discussion, suggesting of alternative solution, pushing and pulling the members towards a solution by throwing ideas into the discussion and continuously reminding the group to develop a plan of action. It therefore keeps the group going by getting it unstuck.
- Keeping the members involved as a group to function effectively.
- Summarising and making the learning experience meaningful (processing).

(5 × 2) (10)

7.4
- Always review the training that has happened during the previous year.
- Review whether general training should be concurrent.
- Take into account the new employees that have been employed.
- 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 6 × 1) (6)

7.5
- Advise on training procedures to be followed.
- Ensure that training and development is included in the culture of the enterprise.
- Keeping aims/objectives of the training department in line with the aims and objectives of the enterprise.
- Assign planned activities of the department to responsible persons.
- Advise, supervise and support to ensure that all training is carried out successfully.
- Motivate trainers/facilitators continuously. (Any 4 × 2) (8)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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