higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

22 September 2020

This marking guideline consists of 9 pages.

Copyright reserved

SECTION A

Mark all the questions in SECTION A.

QUESTION 1

1.1	1.1.1	C		
	1.1.2	D		
	1.1.3	A		
	1.1.4	B		
	1.1.5	B		
	1.1.6	C		
	1.1.7	A		
	1.1.8	B		
	1.1.9	B		
	1.1.10	B		
			(10 × 2)	(20)
1.2	1.2.1	True		
	1.2.2	False		
	1.2.3	True		
	1.2.4	False		
	1.2.5	False		
	1.2.6	False		
	1.2.7	True		
	1.2.8	True		
	1.2.9	False		
	1.2.10	True		
			(10 × 1)	(10)
1.3	1.3.1	Fourth		
	1.3.2	Help		
	1.3.3	Encourages participation		
	1.3.4	Facilitator		
	1.3.5	Nonverbal		
	1.3.6	Leaning		
	1.3.7	Closed-ended		
	1.3.8	Probing		
	1.3.9	Facilitation		
	1.3.10	Facilitator		
			(10 × 1)	(10)
				[40]

TOTAL SECTION A: 40

SECTION B

Mark any FOUR of the five questions in SECTION B.

QUESTION 2

2.1 2.1.1

- *A* process is a logical sequence of steps, events, phases or stages.
- A process takes place within a system and does not describe the specific and detailed instructions that a trainer and trainees need to follow.
- *A* procedure is a specific and detailed description of every step, stage, event or phase.
- An example is where a *process* includes all the steps in a situation but the procedure will explain each step in detail.

(2 × 2) (4)

2.1.2

- *A* goal is a broad or general statement of intent.
- A goal states the long-range aims of the training session and is therefore wide in scope and not specific.
- An objective is a narrower statement of intent.
- It describes what will be achieved by an activity. (2 × 2) (4)

2.2 2.2.1 Active listening refers to the ability of the facilitator to interpret the words of the trainee correctly by repeating the words of the trainee after the trainee has finished speaking.

2.2.2 Advanced listening means that a facilitator will hear what is not being said in words by not only listening to the words that the trainee is using, but to the emotion.

2.2.3 Immediacy means that the facilitator must react immediately and appropriately to what is being said to him/her.

2.2.4

- Empathy means the facilitator must be able to place himself/herself in the shoes of the person who is speaking to him/her.
- He/She must understand the other person's situation, and feel the emotion that that person is feeling in order to sympathise and help.

2.2.5 Paraphrasing and summarising is when the facilitator sums up the whole speech of a trainee in a few words.

2.2.6 Sequencing refers to the order in which the content has to be organised.

2.2.7 Proactive training means that training takes place ahead of the time when the skill, knowledge and attitude is needed.

(7 × 2) (14)

Copyright reserved

2.3
- Motivating the group so that all will participate.
- Directing the activities of the group members.
- Managing the group process.
- Keeping members involved as a group.
- Summarising and making the learning experience meaningful. (5 × 2) (10)

2.4
- P represents job performance in terms of skills, knowledge and attitudes that are 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. (3)

2.5
- Technical skills
- Nontechnical skills
- Knowledge
- Skills
- Attitude (5)

[40]

QUESTION 3

3.1
- Develop systematically.
- Standardise the steps of the development.
- Be comprehensive (not leave out anything).
- Ensure internal consistency (linking units).
- Be reliable.
- Be applicable to jobs.
- Be applicable to people.
- Be applicable to training needs.
- Be job-related.
- Have relevance to enterprise.
- Be effective. (Any 10 × 1) (10)

Copyright reserved

3.2
- Bear in mind the objective of the training session, whether it is to increase knowledge, improve skill or change an attitude. The method must be compatible with the training objective.
- The participants have to enjoy the method. The method must also ensure maximum involvement by the participants.
- The trainer must be able to use the method and also like the method.
- The senses must be involved as much as possible in combination.
- The time available for training.
- The combination of techniques to provide variety and to give the best results.
- The nature of knowledge, skills or attitudes will determine the choice of method.
- The culture of the enterprise will determine the methods used.
- The instructional space, facilities, equipment and material will determine which method is chosen.
- The cost effectiveness which could preclude a method if it is too expensive. (10 × 2) (20)

3.3
- Development of learning objective must take place consistently.
- Priorities must be determined.
- Development must also take place together with prospective trainees.
- Existing knowledge, skills and attitudes must also be considered before training takes place.
- It must be defined in terms of results expected.
- Avoid unfamiliar words.
- Do not confuse or misuse words.
- Be to the point.
- Seek simplicity.
- Test and adapt objectives.
- Objectives must be realistic. (Any 10 × 1) (10)

[40]

QUESTION 4

4.1
- A newly employed employee.
- Performance problems
- Low productivity
- High turnover figures
- Complaints 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 work process such as wasted material, etc.
- Absenteeism and labour unrest that cannot be explained
- Low morale
- New systems and technology
- Change in the enterprise (10 × 1) (10)

Copyright reserved

4.3
- The content must be applicable to the subject which is being taught.
- The level of trainees must be considered.
- Material must be interesting and trainees must be motivated.
- Material must reflect reality.
- The trainer must be able to deliver the content and must therefore know the subject.
- A decision must be made whether the content will cover the training of a skill, an attitude or knowledge.
- The compiler must make a distinction between which type of information is indispensable, helpful, peripheral or unrelated.
- The content must link up with previous modules and form a complete whole. (Any 5 × 2) (10)

4.3
1. Determination of enterprise and individual needs
2. Determine the collection of data, analysis of data and type of data
3. Determine training programme/syllabus
4. Formulate aims and objectives
5. Select content
6. Select methods
7. Select media
8. Develop material
9. Pilot programme
10. Evaluation and feedback (10)

4.4
- Stated needs:✓ These needs are identified when the job analysis is done and consequently the needs will become the needs of a person employed in the position.✓
- Implied needs:✓ These needs arise from a situation in which a person finds himself/herself.✓
- Felt needs:✓ These needs are 'felt' by the individual when he/she realises that he/she does not have the necessary competencies to do a particular job.✓
- Normative needs:✓ When performance of a group or individual falls short of the acceptable standard.✓
- Needs based on demand:✓ This need arises when employees want something and will create a demand for it.✓
- Comparable needs:✓ When a person compares himself/herself with others and feels that he/she is missing out on knowledge that others have, he/she may request training in that area.✓
- Future/Anticipated needs:✓ The training department foresees a future need.✓ (Any 5 × 2) (10)

[40]

QUESTION 5

5.1
- Computer equipment for computerised integrated presentations
- Overhead projector
- Extension cords
- Flip charts with enough paper
- Whiteboards
- Pointers, pens and dusters
- Video recorder and television set
- Required number of notes
- Telephones
- Recording equipment
- Public address/microphone system
- Participant files
- Flowers, plants, etc.
- Photographer
- Assignment of someone to clear the room and lock away equipment after the training sessions
- Security guards
- Method of dealing with lost property (Any 10 × 1) (10)

5.2
- Invitation to the speaker
- Confirmation from the speaker
- Subject matter/topic of presentation
- Program made available to the speaker
- Length of presentation
- Media and materials available
- Type of audience/trainees
- Total of trainees
- Presentation fees/honorarium
- Accommodation and transport
- Person to meet the speaker on arrival and to act as assistant during his/her stay
- Curriculum vitae and photograph of the speaker
- Someone to introduce the speaker
- Specific requirements from the speaker
- Is the speaker's spouse attending
- Alternative speaker (Any 12 × 1) (12)

Copyright reserved

5.3
- Admit that he/she is experiencing stress
- Manage time better by means of time management
- Non-competitive exercise
- Relaxation techniques such as meditation
- Discuss it with friends, family or colleagues
- Attend to the problem directly, avoid it or change jobs
- Becoming aware of how one functions in the stressful situations and what particularly causes the stress and consciously making changes
- Developing outside interests and hobbies
- Developing self-esteem and self-confidence
- Changing to a healthier diet
- Laughter (Any 10 × 1) (10)

5.4
- Statistical analysis of before and after appraisals of behaviour.
- Appraisals by trainer, trainee, trainee's subordinates and trainee's superiors and trainee's peers by means of direct and indirect observation and reporting.
- Post-training appraisal three months after training.
- Use control groups. (4 × 2) (8)

[40]

QUESTION 6

6.1
- Measure the learning of each individual trainee for quantitative results.
- Measure before and after training.
- Use a control group to compare with the experimental group for the purpose of comparison.
- Analyse results statistically. (Any 3 × 2) (6)

6.2
- Better management, since it forces management to think in terms of results and not only to plan activities and delegate tasks.
- Higher productivity, since it allows management to discover problems and deficiencies in the enterprise.
- Enhanced communication between management and workers.
- Personal commitment, as each individual employee needs to commit himself/herself to attaining his/her personal goals and so contribute to the attainment of the department's and ultimately the enterprise's goals.
- Effective control, since work is broken down into measurable units.
- Opportunity for creative thinking and personal involvement on the part of employees.
- It promotes participation and cooperation between individual workers and different sections in order to reach a common goal.
- Efficiency is reached in tasks where the performance is being monitored.
- Coordination of the enterprise as a whole as all are working towards reaching the goals of the enterprise. (9 × 2) (18)

Copyright reserved

6.3 Research is the systematic, continuous and scientific gathering of information. (2)

6.4
- *Basic/exploratory research* is concerned with the discovery of knowledge and facts for its own sake.
- *Operational/applied research* is when information that has been obtained, is used to solve a particular problem. (2 × 2) (4)

6.5
- Historical studies
- Case studies
- Field studies/descriptive or analytical surveys
- Laboratory experiments/observations
- Aggregate quantitative reviews (5)

6.6
- Planning
- Leading
- Organising
- Controlling
- Staffing (5)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

Copyright reserved