higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

(4110476)

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
PERSONNEL TRAINING N6
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Read all the questions carefully.
2. Answer all the questions in SECTION A.
3. Answer any FOUR of the five questions in SECTION B.
4. Number the answers according to the numbering system used in this question paper.
5. Start each section on a new page.
6. Use only a black or blue pen.
7. Write neatly and legibly.

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SECTION A

Answer all the questions in SECTION A.

QUESTION 1

1.1 Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

1.1.1 In training, the acronym CBMT refers to …

A career basic management technology.
B computer-based management training.
C competency-based modular training.
D compensation-based management training.

1.1.2 This type of training concentrates on the training of an employee in a specific situation to achieve a specific set of skills:

A Action learning training approach
B Problem-centred training
C Both A and B
D Competency-based modular training

1.1.3 … is/are actions, behaviour or outcomes that a person must be able to demonstrate after training.

A Elements of competence
B Performance criteria
C Training
D None of the abovementioned

1.1.4 The acronym NBT represents … training.

A natural basic
B norm-based
C non-basic
D normal basic

1.1.5 … is/are descriptions of previously set standards against which the performance of a person is measured and judged.

A Competence
B Performance criteria
C Elements of competence
D All the abovementioned

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1.1.6 … is the process of transferring knowledge, skills and attitude in order to develop competency.

A Analytic approach
B Educational approach
C Training
D Competency

1.1.7 In … training, learners must achieve competency to continue to the next objective.

A competency-based
B norm-based
C Both A and B
D None of the abovementioned

1.1.8 … training provides for practice and revision.

A Norm-based
B Competency-based
C Learning by exposure
D All the abovementioned

1.1.9 The … refers to a small part of a complete training programme.

A facilitation process
B training module
C Both A and B
D None of the abovementioned

1.1.10 The conditions … describe the controlled situation under which the learner is being trained.

A of employment
B under which the performance is required
C Both A and B
D None of the abovementioned

(10 × 2) (20)

1.2 Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.2.1–1.2.10) in the ANSWER BOOK.

1.2.1 In competency-based training, competency is measured against previously set standards.

1.2.2 In norm-based training, competency is directly task-related.

1.2.3 In norm-based training the emphasis is on the trainer.

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1.2.4 In competency-based training, learners are allowed to continue with a higher level, as long as they have achieved the minimum level of competency.

1.2.5 In competency-based training, instructors are evaluated according to the syllabus completed within the allowed time and according to the marks of the individual trainees.

1.2.6 In norm-based training, trainers are responsible for achieving learning objectives.

1.2.7 In competency-based training, the emphasis is on exit requirements rather than on admission requirements.

1.2.8 In norm-based training, learning time is kept constant.

1.2.9 In norm-based training, objectives are reached by means of individualisation.

1.2.10 The competence approach to training describes the outcome needed for a specific job.

(10 × 1) (10)

1.3 Choose the correct term from those in brackets. Write only the answer next to the question number (1.3.1–1.3.10) in the ANSWER BOOK.

1.3.1 Developing modules is the (third/fourth) step to be taken when developing a competency-based modular training programme.

1.3.2 The term facilitation means to (engage/help).

1.3.3 During training, the facilitator (speaks alone/encourages participation).

1.3.4 During training, the (facilitator/trainer) allows learners to follow their own pace.

1.3.5 The (verbal/non-verbal) skills of a facilitator are those skills which refer to the way in which the facilitator uses his/her body.

1.3.6 The letter L in the acronym SOLER refers to (leaning/learning).

1.3.7 (Open-ended/Closed-ended) questions refer to questions to which the answers are 'Yes' or 'No'.

1.3.8 (Active listening/Probing) refers to the facilitator prompting trainees to discuss ideas by selecting a word or phrase from the trainee's speech and turning it into a question.

1.3.9 (Feedback-loop/Facilitation) means that both the trainer and the trainee will be actively involved in the learning process.

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1.3.10 During the learning process, the (facilitator/trainer) assists the group to set goals and objectives. (10 × 1) (10)

[40]

TOTAL SECTION A: 40

SECTION B

Answer any FOUR of the five questions in SECTION B.

QUESTION 2

2.1 Distinguish between the following terms:

2.1.1 Process and procedure (2 × 2) (4)

2.1.2 Goal and objective (2 × 2) (4)

2.2 Define each of the following terms:

2.2.1 Active listening

2.2.2 Advanced listening

2.2.3 Immediacy

2.2.4 Empathy

2.2.5 Paraphrasing and summarising

2.2.6 Sequencing

2.2.7 Proactive training

(7 × 2) (14)

2.3 State FIVE aspects of the role of the facilitator. (5 × 2) (10)

2.4 Management uses the formula, P – KD = N to assist with the identification of the performance gap of employees.

Write down what each letter of the formula represents. (3 × 1) (3)

2.5 Training needs must be analysed to determine what type of training must take place.

State FIVE types of training needs based on the above statement. (5)

[40]

QUESTION 3

3.1 A number of guidelines may be used when developing a training programme.

State 10 guidelines to follow when determining a training programme/syllabus. (10)

3.2 Training media should complement training methods in order to increase the knowledge and skills of employees.

State and explain 10 factors and guidelines to be considered when selecting training methods. (10 × 2) (20)

3.3 Learning objectives must contain three components, namely performance, condition and criteria.

State 10 guidelines to be followed when developing learning objectives. (10 × 1) (10)

[40]

QUESTION 4

Answer the following questions regarding training:

4.1 State 10 indicators that employees need training. (10 × 1) (10)

4.2 State FIVE guidelines to be followed when selecting training content. (5 × 2) (10)

4.3 'Nadler's model is a general model for training which describes training as a process which has to undergo ten steps.'

State the 10 steps to be followed based on the above statement. (10)

4.4 Training can be done to equip the individual with the skill, knowledge or attitude needed for good job performance.

State FIVE types of individual training needs and describe how each is different from the other. (5 × 2) (10)

[40]

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QUESTION 5

Read the scenario below and answer the questions.

Excitement fills the office. The time that everybody has been waiting for is near. Training is scheduled to take place at the end of the week. Trainers, trainees, equipment, sound and all relevant media are ready. The training department of MMC Holdings (Ltd) is congratulated for excellently planning this training intervention.

5.1 It is important to thoroughly check the presentation room where training will take place in order to ensure that all necessary equipment is present and that it works.

Name 10 items to be included on the checklist of equipment. (10 × 1) (10)

5.2 Individuals involved in training must ensure that a guest speaker or trainer is invited to present the training. However, the best speakers usually have a very full calendar. Therefore, it is important to invite the speaker months in advance of the training.

State 12 items to be included in the checklist for a speaker. (12)

5.3 Stress may negatively affect the performance and productivity of workers in the workplace. However, management and individuals may use certain approaches to deal with stress.

State 10 individual approaches that can help individuals to reduce stress. (10)

5.4 The trainees' behaviour must be evaluated after training.

State FOUR guidelines to be followed when evaluating training programmes dealing with behaviour. (4 × 2) (8)

[40]

QUESTION 6

6.1 The objectives of a training course must be achieved for learning to take place. Skills or competencies must be evident after training and knowledge must have been transferred.



State THREE guidelines that evaluators should follow when evaluating learning. (3 × 2) (6)

6.2 State NINE benefits of using the management by objectives approach when evaluating training. (9 × 2) (18)

6.3 Define the term *research*. (2)



6.4 Name and explain TWO main types of research. (2 × 2) (4)

6.5 Name FIVE different research methods that can be used. (5)

6.6 Name FIVE management functions of training managers that are similar to the management functions of all other managers. (5)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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