



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

PERSONNEL MANAGEMENT N6

22 NOVEMBER 2019

This marking guideline consists of 13 pages.

SECTION A**QUESTION 1**

1.1	1.1.1	J		
	1.1.2	I		
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	1.1.6	D		
	1.1.7	C		
	1.1.8	E		
	1.1.9	A		
	1.1.10	B		
			(10 × 2)	(20)
1.2	1.2.1	True		
	1.2.2	False		
	1.2.3	False		
	1.2.4	False		
	1.2.5	True		
	1.2.6	True		
	1.2.7	False		
	1.2.8	False		
	1.2.9	True		
	1.2.10	True		
			(10 × 1)	(10)
1.3	1.3.1	D		
	1.3.2	A		
	1.3.3	C		
	1.3.4	C		
	1.3.5	B		
			(5 × 2)	(10)
				[40]
			TOTAL SECTION A:	40

SECTION B

QUESTION 2

- 2.1
- Personal characteristics
 - Work environment
- (2)

- 2.2
- Job simplification:✓ dividing a job into small parts and allocating the responsibility of doing the job to less skilled employees.✓
 Job rotation:✓ giving all employees an opportunity to perform all the tasks in the department.✓

OR

This is often used in a situation where employees may become bored with normal tasks and, as a strategy, the organisation strives to provide employees with experience in various areas.✓

Job enlargement:✓ the process of combining many smaller jobs into larger, more stimulating ones which offers variety, and will be similar in level.✓

Job enrichment:✓ When an employee shows potential to assume responsibility for a more difficult task requiring creativity and decision-making, opportunities are purposefully added to the job.✓

OR

This ensures that the employee will be more independent and have authority to take job-related decision.✓ (Any 4 × 2) (8)

2.3

INTRINSIC MOTIVATORS	EXTRINSIC MOTIVATORS
<ul style="list-style-type: none"> • The feeling of self-fulfilment and enjoyment an individual gains. • Variety of tasks • Challenges and interesting work. • Responsibilities for own work • Personal control over work methods. • Control over the pace of work • Opportunities to use and develop skills and abilities. • Having a say in decision-making • Opportunities to use and develop skills and abilities. • Having a say in decision-making. (Any 5 × 1) 	<ul style="list-style-type: none"> • These are factors that are outside the job itself and are administered by someone else. • Financial reward. • Promotion. • Praise. • Job security. • Comfortable, safe and attractive working conditions. • Competent and fair leadership. • Reasonable instructions and direction. (Any 5 × 1)

(5 + 5) (10)

2.4

Characteristics	Description	Motivational effects when in place
Skill variety✓	The extent to which a particular job requires several skills and talents✓	Employees experience meaningfulness and therefore feel they are making an important contribution to the organisation utilising the variety of skills that they possess.✓
Task identity✓	Clarity about where a specific task that makes up a job starts and finishes✓	
Task significance✓	The important impact that a particular job has on others in the organisation as well as the significance of the role it plays in achieving organisational objective.✓	
Autonomy✓	The level of discretion and independence that an employee is given to determine how a particular job is to be performed.✓	Employees feel that they are responsible for job output and can make their own decisions independently.✓
Feedback✓	The extent to which results are directly linked to the individual's job performance and then clearly communicated to the individual concerned.✓	Employees are given regular feedback on results and thus gain sufficient knowledge of how to improve performance.✓

(Any FIVE from each column) (10)

- 2.5
- Understand basic human nature in terms of needs satisfaction. This will allow management to understand how individual need satisfaction will lead to a motivated and productive worker.
 - Understand that job content and work environment will influence the individual's work performance.
 - Approach every worker as a unique individual. People need to be motivated in different ways.
 - Communicate individually. Approach every worker individually. This will ensure that the needs, aspirations and problems of every employee become known and will be understood. This ensures a climate of trust and, as a result, more motivated employees.
 - Understand that change threatens people. Employees feel threatened by change. Ensure that they understand the reason for any change and that they are part of the process.

(5 × 2)

(10)
[40]**QUESTION 3**

- 3.1 The transference and understanding of meaning; only when meaning has been transferred and understood can information and ideas be conveyed. (2)
- 3.2
- Choosing the correct communication channel:✓✓ The channel chosen must be appropriate to handle a very simple or very complex message as well as allowing for quick feedback.✓
 - Commitment to the importance of two-way communication:✓✓ Communication should ensure that receivers see it as a two-way process where listening is actively pursued by both parties and upwards communication in the context of an organisation is encouraged.✓
 - Action must match the message:✓✓ Particularly within organisations, managers will completely lose credibility if they say one thing and act in another way.✓
 - Personalised communication:✓✓ Applying sound two-way communication principles during informal conversation allows individual employees the opportunity to speak their minds and voice any frustration they may have.✓
 - Using immediate supervisors as a communication channel within the organisation:✓✓ Top management must keep middle and lower management levels involved in the transference of information, since most people prefer to be given information by their immediate supervisors. Those who are bypassed often become the negative influence in the organisation.✓
 - Dealing positively with bad news:✓✓ Bad news must be passed on without unnecessary filtering. This will make the communication process more credible.✓
 - Shaping the message for the audience:✓✓ Giving receivers of message the information that is relevant to them without over- or under-communicating.✓

OR

- This means that the sender of the message must think ahead and plan the message in such a way that it matches the receivers' vocabulary, interest and values and that the receivers will fully understand the message.✓
Communication must be ongoing.✓✓
- People react badly to long gaps in communication when they are expecting to hear a message.✓
- Feedback and reinforcement.✓✓ Asking the receiver of the message to give feedback to enable the sender to correct or adjust the message if it was unsuccessful, is essential.✓

OR

- Asking the sender to repeat the message also helps to ensure that the receiver has understood the message correctly.✓
- Using direct, simple language:✓✓ Not using an excessive number of adjectives, adverb and subclauses help to keep the content of the message clear and relevant.✓
- Building trust:✓✓ Most communication problems can be overcome if the two parties trust each other.✓✓
- Allowing employees in an organisation to communicate their grievances:✓✓ Employees who feel free to voice their unhappiness to management tend to believe that communication is good.✓
(Any 5 × 2) (10)

- 3.3 An open door policy:✓✓ Where employees can talk to their superiors at any time about any problems using attitudes questionnaires and survey that are anonymous and managed by independent facilitators.✓✓
Participative methods:✓✓ Suggestion schemes, trade union/management meeting and quality circle allows employee to actively participate in the decision-making of the organization.✓✓
An ombudsman:✓✓ An independent person employed purely for the purpose of mediating between parties involved in conflict (Any 2 × 4) (8)

3.4

LINE ORGANISATION	STAFF ORGANISATION
<ul style="list-style-type: none"> • It's the simplest organisation structure found in small businesses and in divisions of large company. • In a line organisation, the owner or specific senior staff member put in charge of specific junior staff in order to have instructions passed down directly and acted on in the shortest possible time. • The line authority flow directly from top to bottom and should be very efficient system. • To assign tasks to follow up on results and handle problems immediately. 	<ul style="list-style-type: none"> • In the line organisation structure, its where certain members of staff possess particular knowledge or skills, they are used in the area of staff function to assist in special fields. • They do not have authority to give instruction but they are able to offer advice to both juniors and senior in various departments. • This is based on the specialist knowledge of their experts or people like lawyers, accountants and language specialists who are often employed to carry out staff function. • Management has experts and specialist knowledge available immediately.

(4 + 4)

(8)

3.5

- Centralised networks ✓✓

All the communications are controlled by the manager whether it is:

- a chain-network – rigidly following the formal chain of command, ✓
- a wheel-network – focusing on the leader as the channel of communication or ✓
- a Y-network – less centralised with two communicators close to the network leader. ✓

- Decentralised networks ✓✓

Here no single individual controls the communication.

The networks used are:

- all-channel networks – where all groups members communicate freely with one another and no single individual has more power than the others.
- circle networks – where the chain network is closed into a circle to involve all employees in decision-making ✓
- Research has shown that, when centralised and decentralised network are compared, circle communication is very slow compared to a chain or wheel network and the flow of information may also be very inaccurate. ✓
- The morale of the employees is much higher when circle communication is used. The solving of problems is quicker and more effective when circle communication is used. ✓

(Any 12 × 1)

(12)
[40]

QUESTION 4: GROUP DYNAMIC

- 4.1
- Group norms are standard of behaviour that is expected by members of the group.
 - Group norms are rules that apply to group members. (Any 1 × 2) (2)
- 4.2
- Members of a group will always have a common objective.
 - A common objective is decided upon by means of discussion and agreement. (2 × 2) (4)

4.3

FORMAL GROUP	INFORMAL GROUP
<ul style="list-style-type: none"> • Formal groups are directed by the organisation policies and procedures, norms, values and culture. • Formal group categories are: Interacting groups (working together). The work of one group is the input of the other. • Coacting groups (working at the same time). The work carried out by one group does not influence the work of another group. • Counteracting groups (working on opposite sides). Groups on opposite sides work together to resolve differences. • Formal groups can be categorised according to the reason for their existence: <ul style="list-style-type: none"> • Group based on the structure of the organisation • Group based on the work flow • Group based on needs 	<ul style="list-style-type: none"> • Informal groups exist because of the need for social contact for the purpose of developing friendship, sharing information or relaxation. Informal groups are not formally determined by the organisation. • Informal groups exist so that individual employees may get advice, share information, discuss common interest, et cetera. • Informal groups are categorised according their interaction, such as: <ul style="list-style-type: none"> • Reference group – Members have the same values and attitudes. • Social group – Members gather together for friendship and relaxation. The human need for friendship, support, security will be satisfied. • Interest group – Members seek to affiliate with others who have a common interest. • Social interaction within a group affects behaviour and performance of individuals. • Informal strengthen the norms and values of the group members. This has a positive implication. • Informal groups also supplement lack of information from the formal communication channel.

(Any 6 × 2) (12)

- 4.4
- Groups regard each other as enemies.
 - Perceptions become negative and distorted.
 - Hostility increases.
 - Positive aspects of the situation are ignored.
- (4)

- 4.5 Negative consequences of conflict
- Groups regard each other as enemies and not opponents.
 - The group's perceptions become negative and distorted.
 - Hostility increases.
 - Strong and positive aspects are ignored.
 - Interaction breaks down.
 - Motivation lessens.
 - Productivity suffers.
- (Any 6 × 1)

Positive consequences of conflict

- New values, norms and subsystems can be created, ✓ by means of which technical improvement and better working methods can be introduced. ✓
- Conflict in bureaucratic structures can lead to the abolishment of this type of structure. ✓
- Problems can be aired and timeous solutions can be found. ✓
- It can be educational for all the participants ✓ who will become aware of and understand the other party's functions and problems. ✓

(2 × 6) (12)

- 4.6
- Determining a common goal to reduce the intergroup conflict.
 - Increasing communication to correct misunderstanding and develop positive intergroup feelings.
 - Organising intergroup problem-solving sessions which are not confrontational.
 - Negotiating and bargaining in order to reach an agreement.
 - Spreading resources evenly amongst all members of the group.
 - Having an unbiased third party to mediate between the conflicting parties.
 - Changing the organisational structure if scarce resources, status difference and power imbalances are the cause of the conflict.
 - Physically separating the conflict parties by transfers in order to limit interaction between them.
 - Introducing authority and command where a formal leader takes charge of the situation and manages it by means of discipline.
 - Counselling employees who are often involved in conflict by using internal and external experts in the field.
- (Any 3 × 2)

(6)
[40]

QUESTION 5: LEADERSHIP

5.1 Leadership is the capacity to translate vision into reality. (2)

- 5.2
- Country Club Management
 - Impoverished Management
 - Team Management
 - Authority Management
 - Middle of the Road Management
- (Any 4 × 1) (4)

5.3

MANAGEMENT	LEADERSHIP
<ul style="list-style-type: none"> • Management requires a position of power. • Managers <ul style="list-style-type: none"> • are concerned with effectiveness and efficiency. • administer. • ask how and when. • focus on system. • maintain. • rely on control. • keep an eye on the bottom line. • react to change. • have good ideas. • direct groups. • communicate to people. <p style="text-align: right;">(Any 3 × 2)</p>	<ul style="list-style-type: none"> • Leadership is built primarily on personal power. • Leaders <ul style="list-style-type: none"> • are concerned with inspiring other people to work enthusiastically. • innovate. • ask what and why. • focus on people. • develop. • inspire trust. • have their eyes on the horizon. • create change. • implement ideas. • create teams. • persuade people. <p style="text-align: right;">(Any 3 × 2)</p>

(6 × 2) (12)

5.4

Theory X assumptions (Negative)	Theory Y assumptions (Positive)
<ul style="list-style-type: none"> • People inherently dislike work and will attempt to avoid it, whenever possible. • Because employees dislike work, they must be forced or threatened to achieve goals. • Employees need direction to perform and avoid responsibility, whenever possible. • Employees do not have a lot of ambition – they are more interested in job security. • Most people are not capable of solving problems. (Any 3 × 2) 	<ul style="list-style-type: none"> • People are able to view work as natural as rest or play. • Employees will direct themselves towards goal achievement if committed to those goals. • Most employees accept responsibility and many actively seek it. • Employees at all levels are innovative – not only at management level. • People are problem-solvers by nature. (Any 3 × 2)

(6 × 2) (12)

- 5.5 Step 1: Diagnose and define the problem by dividing it into subproblem. i.e. identify the central problem.
- Step 2: Gather information and analyse relevant data by using all possible sources.
- Step 3: Formulate the real problem in writing.
- Step 4: Develop alternative solutions based on all the information that has been gathered.
- Step 5: Evaluate the different alternative solutions by considering the consequences, advantages and disadvantages of every alternative.
- Step 6: Select the best alternative which will make the difference between success and failure.
- Step 7: Set criteria to evaluate the chosen alternative.
- Step 8: Determine the possible consequences of the decision.
- Step 9: Implement the decision taking financial affordability as well as human resources, facilities, equipment and training required into account beforehand.
- Step 10: Evaluate the effectiveness of the decision on an ongoing basis (ensuring that the decision taken is goal-directed at all time).
- (10 × 1) (10)
[40]

QUESTION 6 MISCELLENOUS

- 6.1 6.1.1 Data are unprocessed and not yet manipulated information. (2)
- 6.1.2 Information is facts or knowledge provided or learned as a result of research or study. (2)
- 6.2
- Saves time.
 - Reduces routine administration.
 - Improves communication.
 - Improves decision-making.
 - Increases productivity.
- (Any 3 × 2) (6)
- 6.3
- Speeding up the provision of accurate data
 - Reducing the number of people required to perform routine administration
 - Allowing training employees in the HR department to perform functions that are more meaningful to the whole organisation (3 × 2) (6)

6.4 Step 1: Problem identification and determining objectives. The current system must be examined critically and evaluated. Objective for the new system must be set.

Step 2: Various systems must be investigated. The feasibility study will help to define user requirement, if necessary. Alternatively, if a strong in-house information department exists, a system could be developed internally or it might be decided that it is not feasible to implement a computerised HRIS at this time

Step 3: The preferred system must be analysed in terms of how it meets the requirements of the organisation's HR procedures, flow of information and the methods of work organisation. At this point, the potential system could be implemented on a pilot basis so that the decision-makers in the organisation can evaluate the system in-house.

Step 4: A model of the proposed system must be developed, including any customisation requirements. A cost-benefit analysis to evaluate economic implementation of each alternative must be undertaken.

Step 5: A system is chosen for the hardware and software is completed. Programme specification and a test schedule must be drawn up.

Step 6: The system must be implemented in stages and handover must take place gradually, as the client becomes satisfied with the systems and customisation requirements. The development of the training programme and the provision of detailed written documentation for the user of the system are extremely important and must be carried out during implementation phase. The eventual end user must be extremely involved at this step.

Step 7: Control of project

The project must be controlled to ensure that it delivers what is required, on time and within the budget. This includes suppliers support and any adjustments required to make the system more accessible and relevant for the organisation. The users of the system play a major role here in identifying problem areas and must be encouraged to report any small deficiencies immediately.

(7 × 2) (14)

- 6.5
- Ensure that the organisation is productive
 - Ensure that the needs of individual employees are satisfied i.e. that they experience their job as challenges and interesting and that they feel they have accomplished something worthwhile.

(2 × 2) (4)

- 6.6
- Ensure profit responsibility is delegated to the divisional head.
 - Make it easier to develop and focus on brand marketing.
 - Create promotional opportunities for junior and middle managers.
 - Provide a training ground for top management.
 - Create improved understanding of the division's products. (Any 3 × 2) (6)
- [40]**

TOTAL SECTION B: 160
GRAND TOTAL: 200