



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

(4110476)

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09:00–12:00

This question paper consists of 6 pages.

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. Answer ALL the questions in SECTION A.
 2. Answer any FOUR questions in SECTION B.
 3. Read ALL the questions carefully.
 4. Number the answers according to the numbering system used in this question paper.
 5. Write neatly and legibly.
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SECTION A**QUESTION 1**

Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'True' or 'False' next to the question number (1.1–1.10) in the ANSWER BOOK.

- 1.1 Affective aims refer to changed emotions and beliefs (attitudes).
- 1.2 Burnout is when an individual becomes exhausted, suffers from depression and has a mental breakdown.
- 1.3 Reactive training means that training takes place after a need has been identified.
- 1.4 Stress means that we feel and think that we cannot handle aspects of a particular situation.
- 1.5 A facilitator is someone who guides and helps with the learning process.
- 1.6 Psychomotor abilities refer to the needs at an individual level.
- 1.7 Macro-level of needs refers to non-technical training needs.
- 1.8 Technical skills are also referred to as sequencing.
- 1.9 Empathy means that a person has the ability to do something.
- 1.10 Competency refers to a performance gap.

(10 × 2) **[20]**

QUESTION 2

Choose a description from COLUMN B that matches 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	Objective	A	done at the end of a training programme to determine the effectiveness of the programme, and to compare various training interventions with each other
2.2	Meso-level of needs	B	evaluation method often used in the process of performance appraisals and employee development, where supervisor and employees need to meet objectives
2.3	Role demands	C	specific problem area in terms of performance gap
2.4	Enterprise leadership	D	pressures placed on a person in a particular position
2.5	Management by objectives	E	needs of an organisation on a national or international level
2.6	Work-related effects of stress	F	includes changes in eating habits, sleeping disorders, etc.
2.7	Behavioural symptoms of stress	G	needs of the organisation as a whole or a group with the same job classification
2.8	Summative evaluation	H	poor productivity, high accidents and labour turnover, job dissatisfaction
2.9	Macro-level of needs	I	specific statement of what is to be achieved
2.10	Micro-level of needs	J	managerial style of the enterprise

(10 × 2)

[20]**TOTAL SECTION A:****40**

SECTION B: Answer any FOUR questions from this section.**QUESTION 3**

- 3.1 State any FIVE factors that would indicate to the training manager that a need for training exists. (5 × 2) (10)
- 3.2 Name TEN factors to be considered during the selection of training media. (10)
- 3.3 Training programmes should be evaluated.
Give FIVE evaluation guidelines that should be considered when evaluating training. (5 × 2) (10)
- 3.4 What value does training media hold for the trainee? (5 × 2) (10)
- [40]**

QUESTION 4

- 4.1 The venue where training takes place should be suitable and comfortable, since the trainees will be spending a number of hours in the room.
List TEN items that would be included in a checklist on the training venue. (10)
- 4.2 Give NINE steps to be followed when developing competency-based modular training. (9 × 2) (18)
- 4.3 Briefly define the term *objective*. (1 × 2) (2)
- 4.4 Name SEVEN different types of individual training needs that could be identified during the determination of needs. (7 × 1) (7)
- 4.5 State the formula that is used to determine training needs at an individual level. (3)
- [40]**

QUESTION 5

- 5.1 Name TEN items that would be included in a checklist on registration. (10)
- 5.2 Name TWO types of training research. (2 × 2) (4)
- 5.3 The individual approach, where a person takes responsibility for reducing his/her own stress level, is one of TWO approaches to manage stress.
State FIVE ways in which individuals can help themselves to overcome stress. (5 × 2) (10)

- 5.4 Name SIX enterprise factors that could be causes of stress. (6)
- 5.5 Name the non-verbal skills described by the acronym SOLER. (10)
[40]

QUESTION 6

- 6.1 Record-keeping is one of the most important aspects in the training department.
What types of information should be kept on record by the training manager? (10)
(5 × 2)
- 6.2 Give FIVE shortcomings (disadvantages) of the management-by-objectives approach. (10)
(5 × 2)
- 6.3 Briefly state FIVE aspects of the role of a facilitator. (10)
(5 × 2)
- 6.4 Indicate FIVE types of evaluation instruments that can be used for the evaluation of training interventions. (10)
(5 × 2)
[40]

QUESTION 7

- 7.1 List TEN steps in designing a training programme. (10 × 2) (20)
- 7.2 List EIGHT savings that could be generated when training programmes are offered by the enterprise. (8 × 1) (8)
- 7.3 Give any TWELVE guidelines that a facilitator can follow to ensure that meaningful learning takes place. (12)
[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200