



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE PERSONNEL MANAGEMENT N6

4 JUNE 2019

This marking guideline consists of 13 pages.

SECTION A**QUESTION 1**

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

SECTION B**QUESTION 2****2.1 Motivation**

A goal-directed, purposeful action that we intend to take to satisfy needs and, once satisfied, make the effort to satisfying new needs that arise.✓✓

OR

Motivation is the reason for people's actions, desires and needs. Motivation is also one's direction to behaviour, or what causes a person to want to repeat behaviour. Motivation is what prompts the person to act in a certain way, or at least develop an inclination for specific behaviour.✓✓

According to Maehr and Meyer, 'Motivation is a word that is part of the popular culture as few other psychological concepts are'.✓✓

(2)

- 2.2**
- Making an employee part of the team, but ensuring that the employee is wholly responsible for their part of the work performed.✓✓
 - Combining tasks so that employees perform all that makes up a process and how their tasks contribute to the finishing product.✓✓
 - Delegating new and more difficult tasks to employees, which they have not performed previously.✓✓
 - Affording employees the opportunity to plan the work method, sequence, space, use and non-use of material in the execution of required tasks.✓✓
 - Involving employees in the analysis and change of physical aspects of the work environment, e.g. the temperature, lighting, etc.✓✓
- (10)

2.3 The employee must:

- Want job enrichment.✓✓
- Have the potential to develop further.✓✓
- Have the required skills, knowledge and experience to perform the additional task OR be trained to do so.✓✓
- Believe that the tasks add importance to the existing job.✓✓
- Understand that all new tasks help to form a new cohesive job.✓✓
- See potential benefits.✓✓
- Be consulted before flexibility as to how required results are achieved.✓✓
- Be allowed sufficient flexibility as to how required results are achieved.✓✓
- Be given regular feedback on performance.✓✓

(5 × 2) (10)

- 2.4
- The sophistication of technology could possibly make work interesting.✓✓
 - Jobs requiring low skill levels are not enriched easily.✓✓
 - Some employees are not concerned with job enrichment, but only with increased pay and security.✓✓
 - Some employees fear that change could lead to a loss of jobs.✓✓ (8)
- 2.5
- Understand basic human nature in terms of needs satisfaction, which will allow management to understand how individual needs 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, which 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 Noise,✓ filtering,✓ emotions,✓ language,✓ reference,✓ non-verbal communication,✓ physical communication,✓ fear and threat of change,✓ communication overload,✓ psychological,✓ perpetual,✓ semantic,✓ ethnocentricity✓ or physiological barriers.✓ (Any 2 × 1) (2)
- 3.2 Communication process
- It is the process of sending a message✓
 - A verbal message (i.e. spoken)✓
 - A non-verbal message (i.e. written, email or text message)✓
 - From a sender (also referred to as the 'encoder' of the message) ✓
 - By means of a chosen channel or medium (i.e. face-to-face, telephone, computer, lecturer, etc.)✓ (Any 4 × 1) (4)

3.3 Wide span of control

- A wide span of control means that a manager is overextended in the sense that there are too many subordinates reporting to that manager.✓
- A wide span leads to a flat organisational structure, which aims to cut too many levels of management in the workplace.✓
- Too wide a span of control leads to subordinates receiving poor communication with consequences, such as
- too little guidance or control.✓
- Serious mistakes being made without the manager's knowledge.✓

Narrow span of control

- The span of control is usually related to the physical organisational structure and not to the type of structure. There is no ideal span of control and organisations may often have a narrow span of control in one department and a wide span of control in another.✓
- A narrow span of control means that managers have relatively few subordinates reporting to them, which tends to create a tall organisational structure with many levels of authority, a few people per level and a long chain of command.✓
- Too narrow a span means that there are relatively few subordinates reporting to the manager, leading to underutilisation and unnecessary costs.✓
- With a narrow span, communication is good at each level, but poor between top management and the lowest level of employees due to the many levels that tend to filter the message so that it changes substantially from the initial sender, e.g. the CEO to the final receiver, e.g. the cleaner.✓

(Any 3 of each) (3 × 2) (6)

3.4 Advantages of a functional organisation

- Ensures management's control of results.✓
- Makes it easier to develop specialised competencies.✓
- Enhances the operating efficiency in each functional area.✓
- Ensures that each employee has a clear understanding of where he or she fits in.✓
- Facilitates the development of a team spirit and good communication in each function.✓

Disadvantages of a functional organisation

- Creates barriers to cooperation between functional departments – often creates rivalry and conflict.
- Managers in charge of functional areas tend to be measured on functional performance indicators and may put these objectives ahead of those of the organisation as a whole.
- Limits profit responsibility to top management.
- Creates barriers to developing cross-functional competences.
- Slows down communication that moves up and down functional silos rather than across functions.

(Any 4 of each) (4 × 2) (8)

3.5

FORMAL STRUCTURE	INFORMAL STRUCTURE
<ul style="list-style-type: none"> • A type of organisation in which the job of each is clearly defined when authority, responsibility and accountability are fixed.✓ • Deliberately created by top management.✓ • To fulfil the ultimate objectives of the organisation.✓ • Stable and continuous for a long time.✓ • Communication is official.✓ • Rules and regulations are used as control mechanisms.✓ 	<ul style="list-style-type: none"> • Formed in the formal organisation as a network of interpersonal relationships when people interact with each other.✓ • Created spontaneously by members.✓ • To satisfy their social and psychological needs or to serve the individual members' interests.✓ • The nature of the structure is not stable.✓ • Employees believe that grapevine communication is more reliable than communication from management.✓ • Norms, values and beliefs are used as control mechanisms.✓

(Any 4 of each) (4 × 2)

(8)

3.6

- The arena✓ – area where interpersonal communication is most successful. The sender and the receiver of information have all the knowledge at their disposal for communication to be effective.✓✓

OR

- The two parties have similar feelings, assumptions and skills. As the degree of shared information becomes greater, communication will become more effective.✓✓
- The blind spot✓ – the sender of the message has all the information needed and, therefore, does not understand the behaviours, decisions and potentials of others.✓✓

OR

- The receivers have knowledge and the sender is at a disadvantage. Communication cannot be successful under these circumstances.✓✓
- Façade✓
The sender has the relevant information, but the receivers do not. Superficial communication takes place. The sender can also withhold information due to fear, desire for power, etc.✓✓

OR

- The sender can also put up a façade to the receiver of the message. Consequently, communication will not be successful.✓✓
- Unknown✓
Neither the sender nor the receiver of the message understands or knows each other.✓✓

OR

- This type of situation often occurs where employees from specialist areas have to communicate with one another.✓✓
- Communication will be very poor under these circumstances.

(12)
[40]**QUESTION 4: GROUP DYNAMICS**

- 4.1 A number of individuals who are aware of each other and influence one another. (2)
- 4.2
- A group has a common goal or objectives.
 - Members of a group are aware of one another.
 - Members agree that they belong to one another.
 - Members of a group influence one another.
 - A group functions as a system with input, throughput and output.
 - A group has a particular structure which is related to the function of the group.
 - The activities of a group are directed by guidelines or procedures to achieve the group's objectives.
 - A group has a leader.
 - A group handles conflict in a contractive way. (Any 4 × 1) (4)
- 4.3
- Interacting groups (work together):✓ The work of one group is the input for another, e.g. the human resource department employs people and finance department must pay their salaries✓
 - Co-acting group (working at the same time):✓ The work done by one group does not influence the work of another group, for example, the work of machine operators is not influenced by the work done by public relations officers and vice versa.✓
 - Counter-acting groups (working on opposite sides):✓ Groups on opposite sides work together to resolved differences, e.g. management and labour unions.✓ (3 × 2) (6)

- 4.4
- Success✓
Previous success ensures that a group becomes even more cohesive.✓
 - Size of group✓
Smaller groups are more cohesive than larger groups.✓
Close interpersonal contact is maintained in small groups.✓
Small groups communicate more often and more effectively.✓
Agree on matters more readily, because the members influence each other more easily.✓
 - Smaller groups
Share responsibility✓
Have personal discussions more often to ensure that participation is more frequent.✓
 - Groups with more than seven members
Have a lot of individual participation✓
Stops members from being open✓
Are dominated by aggressive or dominant members✓
 - Stable membership✓
External threats✓
When a group feels it is under attack by an external group, the members will automatically become more cohesive in order to protect the group.✓
Negative results of actions will also cause the members to become cohesive, possibly to protect themselves from ridicule from the external group.✓
- (Any 12 × 1) (12)

- 4.5
- Forming:✓
Each member is likely to have his or her own concerns, fears and aspirations. Some people will be looking to make friends rather than concentrating only on the task at hand.✓✓

OR

It is characterised by uncertainty. They do not know what is expected of them and they are scared that the members of the group will not accept them. They are unsure of structure, leadership and subordinates.✓✓

- Storming✓
Characterised by interpersonal conflict, which is likely to arise as these individual differences are manifested in behaviour.✓✓

OR

A group member may put forward a suggestion and find that it has been blocked, not because it is a poor idea, but because the person blocking it has not been part of generating the idea.✓✓

- Norming✓
Marked by cooperation and collaboration. Each member of the group is aware of what behaviour is acceptable. Individual members start to behave according to certain rules and impose these on everyone as an expected norm of group behaviour. A sense of 'this is the way things are done here' starts to become entrenched.✓✓

OR

This is where leadership qualities emerge. Certain individuals begin to display the ability to move from endless debates towards action, and to take other team members with them.✓✓

- Performing✓
It is characterised by the full participation of all group members. This is where the group really becomes a team. Energy and efforts are spent on the task at hand. Higher levels of effectiveness and creativity are reached continuously. The success of this stage is marked by goal attainment.✓
- Adjourning stage.✓
This marks the end of the group's existence. Members look back at what they have achieved and assess their experiences in the group. Emotions vary from satisfaction with achievements to a feeling of loss of friendship.✓✓

(16)
[40]

QUESTION 5: LEADERSHIP

- 5.1 The ability to inspire other people to work enthusiastically and effectively in order to accomplish objectives.✓✓ (2)
- 5.2 A leader influencing his or her subordinates.✓✓ (2)

5.3 Personal power

- The other two primary bases of power identified by French and Raven have to do with the individual concerned, irrespective of his or her position of power in the organisation. Let us look at the scenario of a CEO and his or her board of executive directors grappling with an information technology problem. The information technology manager is the leader in this situation as he or she is the expert in this specialised field. This is an example of what French and Raven term expert power.✓✓
- Have you been to parties or social gatherings where someone has walked into the room and immediately other people have gravitated towards that person? They seem to have a charisma that attracts other people, which has a strong influence on their decisions and actions. This is an example of **referent power**.✓✓
- Finally, although not included under their initial proposal, it will be valuable to include resource power as a sixth base of power. Often people without legitimate power or personal power still have an influence on others in the world of work as they have control over valuable information or resources. Examples include a financial analyst (information) and buyer (making supplies available to the production department).✓✓
- It is important for us to understand that these bases of power are not isolated from each other. A manager with legitimate power may be an expert in his or her field and be well-liked and admired by other people who are motivated to follow that manager, no matter what.✓✓

Position of power

- Executives and managers in organisations have powers vested in the positions that they held at school. Teachers follow the instructions of the headmistress because of the authority that his or her position holds. They do not have to like or agree with the head, but they are expected to comply with their instructions.✓✓
- The same applies to the world of work. Employees who accept a contract of employment with an organisation agree to obey all directives given by their managers and team leaders, as long as they are considered fair and reasonable within the framework of the organisation's policies. This is what French and Raven termed legitimate power.✓✓

(Any 2 of each) (2 × 4)

(8)

- 5.4
- Good physical and mental health
 - Positive and enthusiastic approach
 - High level of intelligence
 - Good understanding of human nature
 - Confident and an extrovert
 - Determine, strong-willed and dominant
 - Charismatic and courageous
 - High level of energy and ambition
 - Honesty and integrity
 - Credibility and the ability to foster trust by acting fairly and honest
 - Ability to inspire others
 - Ability to communicate a vision
 - Ability to participate fully at all levels
 - Open-mindedness: The ability to detect positive qualities in others
 - Resilient: The strength to combat peer pressure and confidence to stand for what is right.
- (Any 8 × 1) (8)
- 5.5
- The first step in the management process is planning and deciding what the organisation will do.
 - The second step is deciding how the organisation will implement the plans.
 - Leading is the third step, ensuring that people in the organisation are willing and able to implement the required plans in order to achieve goals.
 - The fourth step is controlling and measuring how well the organisation is doing in the implementation of the plans and instituting corrective measures if plans are not adhered to.
- (4)
- 5.6
- Telling leadership style✓✓
The leader explains by means of task behaviour to his or her subordinates what to do, how, where and when without explaining why a certain procedure must be followed. Communication is mainly one way. This style is used with newly appointed, inexperienced employees who lack confidence. It is evident that the best approach is to clearly define the employee's role and tell him or her how, when and where to perform job tasks.✓✓
 - Selling leadership style✓✓
It involves high task behaviour with high relationship behaviour. The leader provides guidance to subordinates and tries to persuade his or her subordinates by means of two-way communication and socio-emotional support.

OR

As the person settles in, he or she becomes more confident and responds positively to on-the-job training. The leader also starts providing support to the employee, as well as asking for the employee's opinion.✓✓

- Participating leadership style
This style is characterised by high relationship behaviour with low task behaviour. The leader and subordinates make decisions together by means of two-way communication.✓✓

OR

After six months, the employee has settled into the job and has taken on more responsibilities. The employee starts to share in decision-making with the manager.✓✓

- Delegating✓✓
This style is characterised by low relationship behaviour with low task behaviour. The leader allows subordinates to take complete control. Independent decisions are made by delegating authority to them.✓✓

OR

Supervision is of a general nature, which means that subordinates' work is not checked continuously. Subordinates are fully capable of executing their tasks and have necessary confidence.✓✓

(Any 4 × 4)

(16)
[40]**QUESTION 6: MISCELLANEOUS**

- 6.1 Formal system used in an organisation to gather, integrate, compare, analyse and disperse internal and external information throughout the organisation in a timely and effective manner.✓✓ (2)
- 6.2 Data:✓ Unprocessed and not-yet-manipulated information.✓✓
Information:✓ Processed and manipulated information relevant for decision-making.✓✓ (6)
- 6.3
- Operational HRIS✓✓
This system should be designed to perform tasks that assist the employees in the human resource department to perform their actual work, such as writing manuals and controlling employee attendance.✓✓
 - Tactical HRIS✓✓
This system should be designed to maintain a database that may be used to manage, monitor and control employees' activities in the organisation, e.g. maintaining employees' records in terms of leave taken and studies completed.✓✓
 - Strategic HRIS✓✓
This system should be designed to assist top management with human resource planning for the entire organisation up to 10 years into the future and be able to focus on issues, such as skills audit, potential of employees to be promoted and forecasting human resource needs for every functional unit of the organisation.✓✓ (12)

- 6.4
- Improved management forces managers to think in terms of results and not only to plan activities and delegate tasks, which ensures that objectives are realistic and that there are sufficient resources to implement these objections and controls.✓✓
 - Higher productivity allows management to discover problems in the organisation.✓✓
 - Enhances communication between management and the employees.✓✓
 - Personal commitment of individual employees to attain personal objectives and contribute to the attainment of departmental objectives and ultimately organisational goals.✓✓ (Any 4 × 2) (8)
- 6.5
- Managerial styles and subsequent communication styles are related to different types of interpersonal communication styles.✓✓
 - Some managers withhold information and do not share with their subordinates. These managers are seen as being aloof and cold towards their subordinates. Communication in the departments managed by people with an autocratic style will be ineffective and individuals will not be creative.✓✓
 - Other managers want to communicate effectively, but their personalities do not allow them to open up to their subordinates. They create façades and rely on their subordinates to provide information via feedback.✓✓
 - Subordinates will trust these managers, but will lose that trust when they realise that information, opinions and ideas are being withheld.✓✓
 - Some managers are only interested in sharing their own opinions and not listening to the opinions and ideas of others. All the parties will find themselves in a blind spot. The subordinates will be resentful, angry and feel insecure.✓✓
 - The most effective manager will provide information, opinions and ideas, and accept the information and ideas from subordinates as valued. The more information is shared, the more successful the organisation.✓✓ (Any 6 × 2) (12)
- [40]**
- TOTAL SECTION B: 160**
- GRAND TOTAL: 200**