



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**N1300(E)(N23)H
NOVEMBER EXAMINATION
NATIONAL CERTIFICATE
PERSONNEL MANAGEMENT N6**

(4110466)

**23 November 2016 (X-Paper)
09:00–12:00**

This question paper consists of 8 pages.

DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA
NATIONAL CERTIFICATE
PERSONNEL MANAGEMENT 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 of the five questions from SECTION B.
 3. Read ALL the questions carefully.
 4. Number the answers according to the numbering system used in this question paper.
 5. Rule off on completion of each question.
 6. Start each question on a NEW page.
 7. Write neatly and legibly.
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SECTION A

Answer ALL the questions in SECTION A.

QUESTION 1

1.1 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (1.1.1–1.1.15) in the ANSWER BOOK.

- 1.1.1 An example of Herzberg's motivator is the working conditions.
- 1.1.2 When employees compare themselves with other employees and experience inequity, they tend to withdraw from the comparison.
- 1.1.3 The facade, blind spot and the unknown are examples of windows in Johari's Window.
- 1.1.4 Age, education and cultural background help to improve effective communication.
- 1.1.5 According to Adams, an employee strives towards basic needs which are a need for achievement, a need for affiliation and a need for security.
- 1.1.6 The HRIS disperses information throughout the organisation.
- 1.1.7 An effective leader relies on goal achievers and team builders to add value to decisions taken and work against power seekers.
- 1.1.8 The computerised HRIS help with up-to-date skills inventories of staff and with human resources planning.
- 1.1.9 Blake and Mouton's managerial grid focuses on their concern for people and their concern for good relationships.
- 1.1.10 A characteristic of theory X person is that they don't want responsibility and are not innovative.
- 1.1.11 Less educated individuals might become frustrated when failing to communicate effectively and may withdraw from the communication process.
- 1.1.12 The effect that the presence of group members has on the behaviour of individual members is called conformity.
- 1.1.13 Informal groups can be categorised as social groups, interacting groups and interest groups.
- 1.1.14 An effective leader must have traits such as physical and mental strength, determination and a strong will.
- 1.1.15 Valence, as a variable of Vroom's expectancy theory of motivation, refers to the satisfaction of an employee when receiving his/her reward.

(15 × 1) (15)

- 1.2 Choose an item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–P) next to the question number (1.2.1–1.2.15) in the ANSWER BOOK.

COLUMN A		COLUMN B
1.2.1	Gather, compare and analyse information in a timely and effective manner	A Blake and Mouton
1.2.2	The system must be user-friendly	B HRIS
1.2.3	Stop dominant individuals from taking over and get quieter members involved	C referent power
1.2.4	Diagnose and define the problem	D dominators and blockers
1.2.5	Power seekers in a team	E telling leadership style
1.2.6	High task and low relationship	F MIS
1.2.7	Managerial leadership grid	G reward power
1.2.8	Position power of a leader	H gatekeepers
1.2.9	Power-based on the leader's personal traits	I first step in decision making
1.2.10	The achievement of a specific purpose through others	J interest group
1.2.11	Guideline for identifying potential conflict	K take note of patterns of behaviour
1.2.12	A factor that influences group cohesion	L stable membership
1.2.13	Example of an informal group	M leadership
1.2.14	A distinct part of MBO	N criteria for evaluating a computerised HRIS
1.2.15	People always have needs and it follows a hierarchical pattern	O Maslow's hierarchy of needs
		P objective setting

(15 × 1) (15)

- 1.3 Explain Herzberg's two-factor theory of motivation and add any THREE examples of each factor.

(4 + 6) (10)

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

SECTION B

Answer any FOUR of the five questions in SECTION B.

QUESTION 2

Lonmin Platinum Mine near Rustenburg was economically crippled in 2014 due to a five-month wage dispute between the trade union, Amcu, and the Management of Lonmin (the employer). The strike ended very badly when conflict broke out between the SAPS and the mine workers. The result was the tragic death of 34 people. The South African Government appointed Judge Fagan to investigate the Lonmin incident. His report was made public on 30 June 2015 and some of the findings of his report were:

- Lack of communication between the trade unions (Amcu and NUMSA) and their members
- Poor leadership from Lonmin management
- Bad communication and control within the SAPS
- Inexperienced manner in which the SAPS reacted

2.1 Explain the factors that have caused conflict at the mine, according to your knowledge and at the same time take into account what happened at Lonmin Platinum Mine. (5 × 3) (15)

2.2 The Fagan report also criticised the management/leadership of the mine and specifically pointed a finger to the autocratic style and the non-involvement of workers on lower levels in the management of the mine. According to the Fagan report it is clear there that Lonmin must change their management/leadership style in order for the mine to be successful and to minimise strikes and worker unhappiness as they experienced in 2014. Mine management invited the two prominent trade unions, Amcu and Numsa and other role players to a workshop to discuss management's role forward.

Discuss the following points that were discussed at the workshop, with specific reference to the future of the mine:

2.2.1 Hersey and Blanchard define leadership as: *'the process of influencing the activities of an individual or a group in their efforts towards goal achievement in a given situation.'*

Explain to the people at the workshop the following key elements a leader should possess to be effective

- (a) Process
- (b) Influence
- (c) Individual/group
- (d) Goal achievement
- (e) Activities

(5 × 2) (10)

- 2.2.2 Explain to the people at the workshop why there is a need for good management/leadership at the mine. (6 × 1) (6)
- 2.2.3 The Fagan report strongly mentioned that the Lonmin management must act as managers as well as leaders.
Explain to the people at the workshop the difference between *leaders* and *managers*. (5 × 1) (5)
- 2.2.4 It was also emphasised at the workshop that leadership should not be built on position power only, but leaders should also have personal power.
Explain to the people at the workshop the personal powers of a leader. (2 × 2) (4)
- [40]**

QUESTION 3

- 3.1 Lonmin management agreed that the leadership style must change. They requested at the workshop that the workers employed at Lonmin should first be defined before a decision can be made on a suitable leadership style. They decided to define the workers according to Hersey and Blanchard's explanation of worker maturity and place them in four categories. The maturity level will decide the suitable leadership style for that specific group of workers.
Analyse the FOUR categories of workers and state the leadership style applicable to each category of workers. (4 × 4) (16)
- 3.2 The three potential leadership styles below were identified at the workshop.
Explain the following THREE styles and also indicate why each style can work or not at the Lonmin mine:
- 3.2.1 Autocratic style (3 + 2) (5)
- 3.2.2 Participative style as explained by Hersey and Blanchard (5 + 2) (7)
- 3.2.3 Team management (3 + 2) (5)
- 3.3 The conclusion that was reached at the workshop is that a suitable leadership style will help to solve the problem, but the importance of motivation was also emphasised.
Explain what should be done to motivate the staff at Lonmin mine. (7 × 1) (7)
- [40]**

QUESTION 4

- 4.1 Six months later, a follow-up workshop was held and here management emphasised the importance of converting workers from the traditional approach of 'force and control workers to ensure the outcome' to an approach where workers participate.

Explain the behaviour of a converted worker to the role players that were present at the workshop (8 × 2) (16)

- 4.2 A year after the Fagan proposals were implemented at Lonmin, the Department of Labour investigated the situation and was surprised by the way in which management had managed conflict the past year.

Explain to the department as a representative of management at Lonmin, what was done to manage conflict effectively. (10 × 2) (20)

- 4.3 The improved working relationship between Lonmin management and other role players was due to the mutual goal to become a strong team. This brings cohesion between management and the role players.

Explain what cohesion means and what the influence of cohesion is on conformity. (4 × 1) (4)
[40]

QUESTION 5

It was clear that the lack of communication between management, unions and employees played a very important role in the Lonmin tragedy.

Discuss this statement under the following points:

- 5.1 Name TEN factors that are barriers towards good communication. (10 × 1) (10)

- 5.2 During the Fagan hearing, the management of Lonmin acknowledged that communication within the company was very poor.

Discuss, from the perspective of Lonmin's management, what can be done to make communication more effective. (10 × 3) (30)
[40]

QUESTION 6

The mine workers at Lonmin were divided into groups who were working in shifts – how a group was formed was never a question. Management decided to explain to the mine workers a few interesting aspects about groups.

- 6.1 Explain to the workers the various stages in group formation and group development. (5 × 3) (15)
- 6.2 Group success depends on strict discipline within the group.
Discuss group norms under the following points:
- 6.2.1 What is a group norm? (5 × 1) (5)
- 6.2.2 Name the purposes of group norms. (2 × 1) (2)
- 6.2.3 Explain how group members react to norms within a group. (3 × 2) (6)
- 6.3 Lonmin's management decided to reward their workers for changing their behaviour and their help to rebuild Lonmin to bring production back to the levels the mine was known for.
Make suggestions on how Lonmin can reward its mine workers (note that the rewards are not applicable to management). (8 × 1) (8)
- 6.4 Groups play a meaningful role in any organisation, therefore Lonmin management decided to discuss this role with their workers.
Name the roles the workers/groups play in the Lonmin mine. (4 × 1) (4)

[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200