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SYLLABUS

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POST-SCHOOL VOCATIONAL EDUCATION:
TECHNICAL COLLEGES

PERSONNEL MANAGEMENT N4

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TABLE OF CONTENTS

	Page
1. Aims	1
2. Resources required	1
3. Duration of instruction	2
4. Evaluation	2
4.1 Internal evaluation	2
4.2 Examining	3
5. Practical application and co-operative assignments	4
6. Didactic directives	5
7. Orientation	7
8. Module weights	8
9. Detailed syllabus	8

PERSONNEL MANAGEMENT N4

1. AIMS

1.1 General aims

To provide students with the necessary theoretical knowledge and attitudes as well as general and specific skills to equip them for careers in personnel management.

1.2 Specific aims

- * To orient students positively to the instructional offering and the place it holds in the instructional programme.
- * To equip students, in a structured manner, with knowledge of terminology and relevant communication skills for application in written and verbal communication in the instructional programme and in practice.
- * To provide students with insight into the structure, culture and perspective of an organisation and the value of organisational development.
- * To provide students with insight into the function of the human resources department in a business and the role the personnel manager plays therein.
- * To equip students with knowledge and cognitive skills that enable them to perform manpower planning and projections.
- * To equip students with knowledge of and cognitive skills in job design, which includes job analysis, description and specification, as well as in work study.

2. RESOURCES REQUIRED

2.1 Educational institutions wishing to present the instructional offering must enable students to carry out the prescribed literature research components of task charts. A selection of appropriate literature on labour relations should be made available in the media centre.

2.2 Practical task charts are prescribed. The following workbook is recommended:

Personnel Management (N4): Application in Practice. 1995. Edukit, Pretoria.
Fax (012) 348 3862.

2.3 The following textbooks on the theoretical component are recommended:

2.3.1 Gerber, P. D., Nel P. S. & Van Dyk, P. S. 1994 (3rd Edition). *Human Resources Management.* Southern Publishers, JHB.

2.3.2 Gerber, P. D., Nel P. S. & Van Dyk, P. S. 1994. *Instructors' Manual*. Southern Publishers, JHB. (For lecturer's use only, to be ordered free of charge from publishers, attention Ms J Kriek, Fax: 011 315 3810)

2.3.3 Andrews, Y. 1985. *The Personnel Function*. Kagiso Trust.

2.4 The following textbook (lecturer's use only) is recommended for orientation:

2.4.1 Van Schoor, W. A. 1994. *Study Management*. Van Schaik.

3. DURATION OF INSTRUCTION

Full-time: 1 semester (17 weeks)

5 hours per week, of which at least 1 hour must be simulated practice

Part-time: 1 semester (17 weeks)

At least 3 hours per week and at least two prescribed practical assignments.

4. EVALUATION

4.1 Internal evaluation

A semester mark out of 100 is compiled from marks obtained for internal theoretical tests and practical assignments. A minimum of 40% is required.

4.1.1 Theoretical component

A theoretical mark out of 50 is compiled from marks obtained for formal tests set on completion of each module.

4.1.2 Practical component

A practical mark out of 50 is obtained from the task charts. Evaluation is done according to evaluation sheets. The following guidelines should be observed:

- * The highest proportion of the mark should be allocated to collecting, organising, presenting and processing data.
- * Marks should also be allocated to correctness of information and completeness and representation.
- * Marks may also be allocated for making deductions, drawing conclusions and evaluating facts.
- * Complete records of evaluation must be kept by lecturers for moderation purposes.

4.2 Examining

4.2.1 One three-hour examination paper of 200 marks will be set, moderated and marked externally at the end of the semester.

The weight of the modules out of 100 indicates the relative importance of each module in the examination. The following weights are consequently awarded to each category:

KNOWLEDGE	INSIGHT	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
20-30	30-50	20-30	10-30

Lecturers should also take the cognitive level of the learning objectives into consideration in order to set tests of the required standard.

4.2.2 Pass requirements

A minimum of 40% is required to pass the examination. The final mark out of 100, is compiled as follows:

Examination mark : 60
Semester mark : 40

4.2.3 Examination papers

Nature of paper	External
Type of paper	Conventional
Number of papers	1
Duration of paper	3 hours
Total mark allocation	200
Number of sections	2
Elective questions (Section B)	4 out of 5
Mark allocation per section	
Section A (Compulsory)	1 x 40
Section B	4 x 40

The types of question for each section are as follows:

SECTION A: A compulsory question covering the learning content of the specific instructional offering as a whole will be set. This can comprise a case study, a data-response question and/or short objective questions.

SECTION B: Subsequently a choice will be given of four out of five questions. Questions will require paragraph-length answers whereby knowledge and insight are tested. Data-response questions testing insight and application will also be set.

5. PRACTICAL APPLICATION AND CO-OPERATIVE ASSIGNMENTS

5.1 The following task charts are prescribed:

TOPIC	GENERAL AIM
5.4.1 Discovering more about organisations	Students must be provided the opportunity to * discover - how organisations function, - how they are structured, - the influence of organisational culture, and - how to manage change; * apply this knowledge in simulated practice; * develop relevant skills and attitudes;
5.4.2 Planning and forecasting human resources needs	* develop relevant knowledge of and skills in manpower planning and forecasting and apply these in simulated practice, using given data about an imaginary business enterprise as well as collected data;
5.4.3 Job designing	* learn about job design in practice by either designing or re-designing a specific job, using given data as well as collected data; and * develop relevant skills and attitudes.

5.2 Simulated practice forms an important component of the Human Resources Management instructional programme. It is based on task charts which, as a written instructional strategy, create a specific learning situation relevant to the workplace.

5.3 Through a co-operative educational *on-site* approach to certain components of practical assignments, students are provided experiences that enable them to develop occupational knowledge, attitudes and skills and also acquaint them with the world of work.

5.4 The task charts provide for learning experience by means of a combination of the following activities:

- * Data collection
- * Record keeping
- * Making deductions
- * Reaching conclusions
- * Application of knowledge and skills
- * Evaluation

5.5 Students are involved with the learning material, either individually or in group context, by carrying out instructions which form an integral part of the task chart. A task chart should be completed by students individually.

5.6 As a complete instructional strategy, the task chart also functions as a tool for evaluation.

5.7 Lecturers must serve as resources, lending support on procedural and technical matters, arranging and coordinating contacts with businesses and facilitating the group learning activities. They should meet periodically with students to see what progress is being made and to offer encouragement and suggestions.

5.8 Guidelines to be followed when establishing contacts with business in co-operative assignments:

- * When students are expected to contact businesses individually, they should do it according to prescribed procedures and by using letters of introduction.
- * Where larger businesses are involved in co-operative assignments, students should not be allowed to contact businesses individually. A lecturer should be identified to take responsibility for the liaison function in conjunction with the PRO of the college, where applicable.
- * Specific firms should be identified as being of assistance in co-operative assignments.
- * Where corresponding activities are applied by other disciplines, liaison should be coordinated.
- * If colleges are situated in urban areas where more than one institution is situated in the same area, colleges should arrange to liaise with different firms.
- * Liaison should be established in a professional manner, including
 - written agreements for co-operative assignments;
 - time schedules; and
 - written acknowledgements.

5.9 If properly managed the completed task charts can serve as a portfolio for students to submit as prospective job applicants.

6. DIDACTIC DIRECTIVES

6.1 Each theme is divided into two components, namely a theoretical component and a practical component based on task charts. The task charts provide for

- * experiential learning or simulated practical application; and
- * student-centred learning with the lecturer observing in the background.

6.2 The facilitating function of the lecturer is important. The lecturer is responsible for structuring discussions, teams and task groups and their activities to allow for achieving learning objectives especially in the development of relevant attitudes and communication skills such as innovation and decision making. The lecturer must also encourage and motivate students. When working in groups, students should

- be encouraged to develop satisfactory relationships;
- be encouraged to strive for consensus;
- develop flexible attitudes;
- participate in and contribute to activities;
- listen actively; and
- maintain team focus.

6.3 The theoretical component of the instructional offering should be presented in an interesting and stimulating way to students of varying abilities.

6.3.1 Recommended didactic approach

- * It is important to teach practically and realistically. Consequently an active approach must be applied where applicable.
- * Student involvement is important.
- * Professionalism must be promoted actively.
- * The didactic principle of socialisation should be applied through discussions and group work in order to develop a more critical approach, better thinking habits, flexibility of attitude and a willingness to learn.
- * The students' ability to approach problems and tasks methodically must be developed.

6.3.2 Recommended teaching methods

- * Well-prepared lectures, integrated with relevant hand-outs and visual and audio-visual aids
- * Question-and-answer method/structured discussions (learning conversations) supplemented with chalkboard summaries
- * Case studies/problem solving
- * Class discussions/group discussions/buzz groups/fish bowl
- * Team work/dyad/group work/workshop
- * Role-play/simulation/interactive modelling/games/exercise

6.3.3 Recommended teaching aids

- * Chalkboard/flip chart
- * Videos/slides/videotape/recordings
- * Overhead projector and transparencies
- * Reading matter such as newsprint, graphs, charts and tables
- * Workbooks
- * Computers

6.3.4 Field trips should be organised, when applicable.

6.3.5 Guest speakers should be invited, when applicable.

6.3.6 Great emphasis should be placed on developing the following skill areas of students:

- * Interpersonal skills
- * Communication skills
- * Group process skills
- * Problem-solving skills

7. ORIENTATION

Students entering N4 should be oriented to the course and the institution in the first week (or two weeks). This orientation module will assist them to deal with academic and non-academic problems generally experienced by entry-level students.

7.1 Guidance on instructional programme

7.1.1 Framework of instructional programme

7.1.2 Aims of programme

7.1.3 Instructional offerings in the field of human resource management

7.1.4 Practical application

7.2 Study management

7.2.1 Study process questionnaire to identify possible study problems

7.2.2 The study process

- * Exploration
- * Fixation
- * The testing phase
- * Memory strategies
 - Organisation or reorganisation of subject matter
 - Process of association
 - Repetition

7.2.3 Planning the study process

7.3 Written communication skills

7.3.1 Techniques for writing examinations and tests

- * Preparing for examinations
- * Writing examinations
- * Dealing with academic anxiety

7.3.2 Written assignments

7.3.3 Taking notes

7.4 Verbal communication skills

7.4.1 Asking questions

7.4.2 Class discussions

7.4.3 Case studies

7.4.4 Group dynamics

8. MODULE WEIGHTS

The instructional offering *Personnel Management N4* comprises the following modules (weighted values between brackets):

Module 1: Introduction to Personnel Management	4/5 weeks(30)
Module 2: Human Resources Planning	3 weeks (30)
Module 3: Job Design	6/7 weeks(40)

The weight of the module out of 100 indicates the relative importance of the examination value of each module.

9. DETAILED SYLLABUS

The detailed syllabus for *PERSONNEL MANAGEMENT N4* is as follows:

MODULE 1: INTRODUCTION TO PERSONNEL MANAGEMENT 4/5 Weeks (30)

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

1. Scope of management studies

1.1 Basic management tasks

1.1 * Explain the following basic elements of the management task in their own words:

- Planning
- Organising
- Leading
- Controlling

* Define the following five additional management tasks briefly:

- Decision making
- Communication
- Motivation
- Co-ordination
- Delegation

1.2 Enterprise functions

1.2 Summarise the following eight enterprise activities according to functional classification:

- General management
- Personnel management
- Purchasing management
- Production management
- Administrative management
- Marketing management
- Financial management
- Public relations management

2. The organisation

2. Explain the following concepts pertaining to an organisation in a pragmatic manner:

- Mission of an organisation
- Policy
- Objectives

2.1 Organisational structure and design

2.1 * Give an overview of what organisation structure means in the context of human resources management

* Explain the external environment within which organisations function in a pragmatic manner

- * Explain the following key concepts relating to organisation design by illustrating their relevance in practice:
 - Division of labour
 - Task specialisation
 - Span of management
 - Power, control, authority and delegation
- 2.1.1 Formal organisation structure
- 2.1.1 * Define the formal organisational structure and identify the ways in which an organisation can be structured, such as line, line and staff, functional and product organisation structures
- * Identify strengths and weaknesses of such structures (advantages and disadvantages)
- * Illustrate the uses of organisational charts in practice by developing organisational charts indicating alternative ways of organising
- 2.1.2 Informal organisation
- 2.1.2 * Define informal organisation by referring to the types and dynamics of informal organisations
- * Determine the effect of an informal organisation on enterprise activities
- 2.2 Organisational culture
- 2.2 Explain the meaning of organisational culture by referring to the effect on organisational planning and effectiveness
- 2.2.1 Factors determining organisational culture
- 2.2.1 Define briefly the factors determining organisational culture in practice
- 2.2.2 Types of organisational culture
- 2.2.2 * Differentiate between types of organisational culture by illustrating with practical examples
- * Explain the consequences of cultural differences that apply to the South African work environment
- 2.3 Organisational perspective

- 2.3.1 Organisation policy
- 2.3.1 * Explain how organisation policy influences decisions on human resources management
- * Explain how policy is formulated in practice and why
- * Describe factors which influence organisational policy by referring to the task environment within the external environment
- * Explain the importance of strategic planning (management) for human resources strategies
- 2.3.2 Image of organisation
- 2.3.2 Highlight the niche of the organisation in its task environment within the external environment
- 2.3.3 Managing change
- 2.3.3 * Explain how organisations can adapt to economic change, technological development and social and political change by using practical examples from the South African work environment
- * Describe approaches to planned change in a pragmatic manner
- * Describe factors affecting organisational change processes within an organisation and discuss potential blocks to or constraints in the implementation of change in practice
- 2.4 Organisational effectiveness
- 2.4.1 Individual effectiveness
- 2.4.1 * Explain the concepts, relations and interactions of individual effectiveness and indicate how these effect policy in practice
- 2.4.2 Group effectiveness
- 2.4.2 * Explain the concepts, relations and interactions of group effectiveness and indicate how these effect policy in practice

2.4.3 Development of organisation

2.4.3 * Explain how the development of organisations contributes to organisational effectiveness in practice

* Explain techniques of organisational development

DIDACTIC DIRECTIVE

For learning objective 2.3.2, corporate videos should be viewed to establish how the image of the companies is portrayed. (Corporate videos can be obtained from local companies or by borrowing from the National Film Library, Catalogue number VEEZ003, Title: *Case studies: Business Profiles. Volume 1.*)

MODULE 2: HUMAN RESOURCES PLANNING

(3 Weeks(30)

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

1. The human resources function

1.1 Objectives of the personnel department

1.1 Explain briefly the objectives of the personnel department

1.2 Task of the personnel manager

1.2 Describe the task of the personnel manager in practice

1.3 Authority of the personnel manager

1.3 Define the authority of the personnel manager as a staff role in an organisation

1.4 Activities of the personnel department

1.4 Summarise the activities of the personnel department under the following headings:

- Human resources provision
- Human resources maintenance
- Human resources utilisation
- Human resources development

2. Human resources planning and projections

2.1 Reasons for human resources planning

2.1 Explain the necessity for human resource planning in an organisation by giving practical reasons

2.2 Factors influencing human resources planning

2.2 Describe the factors which influence human resource planning in practice by an organisation

2.3 The process of human resources planning

2.3 Illustrate the process of human resource planning step by step in a logical manner

DIDACTIC DIRECTIVE

For learning objective 1.2, a personnel manager or practitioner should be invited as a guest speaker.

CONTENT	LEARNING OBJECTIVES
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Students must be able to do the following:

1. Job analysis

1.1 Description

1.1 Explain the term *job analysis* in their own words

1.2 Uses of job analysis

1.2 Describe the uses of job analysis in practice

1.3 Steps in the process of job analysis

1.3 Apply the different steps in the job analysis process in practice

1.4 Methods of job analysis

1.4 Demonstrate how the different methods of job analysis are followed in practice

2. Job description

2. * Describe job roles within structures, for example, director, manager, team member

* Apply job description in practice

3. Job specification

3. Apply job specification in practice

4. Productivity and work study

4. Define productivity in a pragmatic manner

4.1 Productivity

4.1 * Explain how productivity can effectively be measured

* Explain the link between productivity and the human element in the work environment

4.2 Work study

4.2 * Define work study in a pragmatic manner

* Explain how work study techniques can be applied in practice

* Summarise the basic procedure of work study in a logical manner

4.3 Method study

4.3 * Define method study in a pragmatic manner

15

- * Describe briefly the objectives of method study
- * Explain how method study techniques are applied in practice
- * Summarise the basic procedure of method study in a logical manner

4.4 Work measurement

- 4.4 * Define work measurement in a pragmatic manner
- * Describe briefly the objectives of work measurement
- * Explain uses of work measurement in practice
- * Explain how work measurement techniques are applied in practice
- * Summarise the basic procedure of work measurement in a logical manner

4.5 Form design

- 4.5 Design forms and relevant documentation to be used in job design (not for examination purposes).