

JANUARY 1996

SYLLABUS

REPUBLIC OF SOUTH AFRICA

POST-SCHOOL VOCATIONAL EDUCATION:
TECHNICAL COLLEGES

PERSONNEL MANAGEMENT N5

CODE NUMBER: 04110435

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INSTRUCTIONAL OFFERING: PERSONNEL MANAGEMENT N5

1. AIMS

1.1 General aims

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

1.2 Specific aims

- * To equip students, in a structured manner, with knowledge of subject terminology and relevant communication skills for application in written and verbal communication in the instructional programme and in practice.
- * To equip students with analytical and evaluation skills in order to carry out research into personnel matters.
- * To equip students with knowledge and skills necessary for personnel provision.
- * To equip students with knowledge of compensation management and skills in the procedures involved.
- * To provide students with insight into factors influencing the quality of work life.

2. RESOURCES REQUIRED

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

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

Personnel Management (N5): 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 lecturers' 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.

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 as well as 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

The 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 take the cognitive level of the learning objectives into consideration 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, application and relevant skills will also be set.

5. PRACTICAL APPLICATION AND CO-OPERATIVE ASSIGNMENTS

5.1 The following task charts are prescribed:

TOPIC	GENERAL AIM
5.1.1 Research in personnel practice	<p>Students must be provided the opportunity to</p> <ul style="list-style-type: none"> * discover more about research methods and instruments used in personnel practice; * develop research skills; * develop knowledge and relevant skills on statistical analysis;
5.1.2 Elements of human resources provision	<ul style="list-style-type: none"> * develop relevant knowledge, skills and attitudes on screening, selection and placement procedures as applied in practice using data collected during interviews of applicants for an imaginary business;
5.1.3 Compensation management	<ul style="list-style-type: none"> * develop relevant knowledge, skills and attitudes on job evaluation and compensation administration as applied in practice; and
5.1.4 Health and family care as a business concern	<p>develop relevant knowledge and attitudes on the factors influencing quality of work life as it is manifested in the work environment.</p>

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

CONTENT	LEARNING OBJECTIVES
	Students must be able to do the following:
1. Need for research	1. Give reasons why personnel research must be conducted in practice
2. Research methods	2. * Explain different research methods and instruments to be used when conducting research in practice * Explain briefly the procedure to be used when conducting research by referring to the steps to be taken in getting a project under way
2.1 Survey	2.1 Demonstrate practically how to do a survey
2.2 SWOT analysis	2.2 Prepare an elementary SWOT analysis in practice
3. Statistical analysis	
3.1 Averages	3.1 Calculate and use averages based on relevant information as applicable in personnel practice
3.2 Percentages	3.2 Calculate and add percentages based on relevant information as applicable in personnel practice
3.3 Trends and regressions	3.3 Compare in an elementary way different trends and regressions as used in personnel practice
3.4 Indexes	3.4 Assess indexes of relevant information presented in personnel practice
3.5 Ratios	3.5 Calculate ratios based on relevant information as applicable in personnel practice
4. Graphic representations	4. Assess graphic representations based on relevant information as applicable in personnel practice.

CONTENT	LEARNING OBJECTIVES
1. Recruitment	Students must be able to do the following:
1.1 Definition	1.1 Explain briefly in their own words what is meant by recruitment in work practice
1.2 Recruitment policy	1.2 Describe in a pragmatic way the importance of a recruitment policy
1.3 Factors which influence recruitment	1.3 Indicate which factors influence recruitment in an organisation in the South African context
1.4 Sources of recruitment	1.4 Identify internal and external sources of recruitment and the practical implications thereof
1.5 Recruitment processes	1.5 Use recruitment processes as applicable in the South African work environment
1.6 Evaluation of recruitment process	1.6 Discuss how and why the recruitment process of an organisation is evaluated for effectiveness in practice
2. Screening and selection	
2.1 Definition	2.1 Explain briefly in their own words what is meant by screening and selection in personnel recruitment practice
2.2 Factors which affect the screening process	2.2 Identify which factors of the internal and external environment affect the screening of candidates
2.3 Screening process	2.3 Demonstrate the steps in the screening process in a pragmatic way
2.4 Screening strategies	2.4 Differentiate between different screening techniques
2.5 Techniques for conducting interviews	2.5 Demonstrate how to conduct interviews in the screening process to ensure effective selection in practice

2.6 Evaluation of the screening and selection process	2.6 Describe the measures which can be used to evaluate the screening and selection process
3. Affirmative action	
3.1 Meaning and implications	3.1 * Describe the meaning of affirmative action as a strategy in the recruitment process and the practical implications thereof * Discuss affirmative action as a means of employee development in the South African work environment
3.2 Formulation and implementation of the process	3.2 Explain briefly the formulation and implementation of such a process in practice
4. Placement and induction	
4.1 Definition of placement	4.1 * Explain briefly in their own words what is meant by placement as part of personnel recruitment practice * Describe in their own words the aim of placement in the work environment
4.2 Placement strategies	4.2 Differentiate between different placement strategies in practice
4.3 Implementation of placement strategies	4.3 Explain the different methods or techniques for placement which are currently applied in the work environment
4.4 Definition of induction	4.4 Explain briefly in their own words what is meant by induction
4.5 Aim of induction	4.5 Discuss the aim of effective induction in the work environment
4.6 Induction programme	4.6 Explain in a pragmatic way the different components of an induction programme, including general orientation of the new employee
4.7 Evaluation of induction programme	4.7 Explain how and why evaluation of the effectiveness in practice of the induction process of an organisation is done regularly.

**MODULE 3: HUMAN RESOURCES MAINTENANCE
COMPENSATION MANAGEMENT**

3 weeks

(25)

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

1. Evaluating achievement

1.1 Defining terminology

1.1 Differentiate between different terms pertaining to employee achievement such as *performance appraisal, personnel ratings, rating scales* and *work standards*

1.2 Use of achievement awards

1.2 Explain in their own words the use of achievement awards in practice

1.3 Problems in achievement evaluation

1.3 Describe potential problems related to performance appraisal which may prevent its effectiveness in practice

1.4 Techniques

1.4 Differentiate between different achievement evaluation techniques/methods used in practice in South Africa

2. Personnel compensation

2. Define basic terms pertaining to remuneration such as *nett wages, take-home pay, salaries, commission, bonuses* and *fringe benefits*

2.1 Components of compensation administration

2.1 * Explain the reason for the importance of personnel compensation in the work environment

* Explain the basic processes in wage and salary administration in a pragmatic way

* Describe the different components of a personnel compensation system briefly

* Compile a compensation package according to principles used in South African labour practice

2.2 Job evaluation

2.2 * Discuss the nature and purpose of job evaluation in practice

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- * Describe the different job evaluation systems briefly
 - * Explain how job evaluation data is used to develop the pay structure of an organisation
3. Incentive scheme
3. * Differentiate between different kinds of incentive schemes used in practice in addition to the basic wage structure
- * Indicate the purpose and advantages of incentive schemes in the effective management of a compensation policy in practice
4. Termination of service
4. Discuss the procedures to be followed when terminating the service of an employee and the problems experienced in this regard.

MODULE 4: HUMAN RESOURCES MAINTENANCE
QUALITY OF WORK LIFE

4 weeks

(25)

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

1. Job satisfaction	1. * Explain the impact of job satisfaction and its relation to worker productivity/effectiveness and commitment * Explain how the job satisfaction of employees can be measured or assessed by management
1.1 Factors influencing job satisfaction	1.1 Explain the major causes of job satisfaction in practice
1.2 Job enrichment	1.2 Indicate the relevance of job enrichment for job satisfaction
1.3 Job rotation	1.3 Review the influence of job rotation as a method of training for job satisfaction
2. Personnel turnover and absence	
2.1 Definitions	2.1 Explain in their own words the meaning of relevant terms such as <i>absenteeism</i> , <i>personnel turnover</i> , <i>employee morale</i> , <i>productivity</i> , <i>absentee rates</i> and <i>averages</i>
2.2 Formula for calculating these	2.2 Demonstrate how to measure absenteeism and labour turnover and its cost in practice
2.3 Factors exerting an influence on these	2.3 Describe the factors which exert an influence on employee absenteeism and labour turnover in practice
2.4 Methods of countering these	2.4 Describe methods of countering personnel turnover and absenteeism, referring to effective record systems, careful analysis and good supervision
3. Health and safety	3. * Recognise the importance of employee health for employee effectiveness in practice

- * Explain the importance of health and family care benefits and retirement benefits as part of a remuneration package
- * Discuss briefly the implications of substance abuse in the workplace

4. Career development

4.1 Definition

- 4.1 * Describe briefly in their own words the meaning of career development in the work environment
- * Discuss in a pragmatic way the importance of career development to both employers and employees
 - * Explain briefly the responsibilities of the employee and the manager to career development in practice

4.2 Methods

- 4.2 Explain briefly some career development opportunities provided in practice by South African organisations

4.3 Practical enhancement of career management

- 4.3 Explain a practical strategy for management to follow to ensure effective career development in their organisations.