JUNE 2013 EXAMINATION
DATE: 3 JUNE 2013
TIME: 14H00 – 17H00 TOTAL: 100 MARKS
DURATION: 3 HOURS PASS MARK: 40%

(BUS-PM2)
HUMAN RESOURCES MANAGEMENT 2

THIS EXAMINATION PAPER CONSISTS OF 3 SECTIONS:

SECTION A: CONSISTS OF:
(i) 5 TRUE OR FALSE QUESTIONS (10 MARKS)
(ii) 10 MATCHING-STATEMENT QUESTIONS (10 MARKS)
ANSWER ALL THE QUESTIONS

SECTION B: CONSISTS OF 5 SHORT QUESTIONS
ANSWER ALL THE QUESTIONS (50 MARKS)

SECTION C: CONSISTS OF 3 LONG ANSWER QUESTIONS
ANSWER ANY TWO OF THE QUESTIONS (30 MARKS)

INSTRUCTIONS:
1. Read the following instructions carefully before answering the paper, as failure to act upon them will result in a loss of marks.
2. Write your answers in your answer book, which is provided in the exam.
3. Ensure that your name and student number are clearly indicated on your answer book.
4. Write your answers in either blue or black ink in your answer book.
5. Read each question very carefully before you answer it and number your answers exactly as the questions are numbered.
6. Begin with the question for which you think you will get the best marks.
7. Note the mark allocations for each question – give enough facts to earn the marks allocated. Don't waste time by giving more information than required.
8. You are welcome to use diagrams to illustrate your answers.
9. Please write neatly – we cannot mark illegible handwriting.
10. Any student caught cheating will have his or her examination paper and notes confiscated. The College will take disciplinary measures to protect the integrity of these examinations.
11. If there is something wrong with or missing from your exam paper or your answer book, please inform your invigilator immediately. If you do not inform your invigilator about a problem, the College will not be able to rectify it afterwards, and your marks cannot be adjusted to allow for the problem.
12. This paper may be removed from the examination hall after the examination has taken place.
SECTION A (20 MARKS)

ANSWER ALL THE QUESTIONS

(i) TRUE OR FALSE QUESTIONS

Indicate whether the following statements are true or false. Motivate all your answers.

1. Employment equity is short term.
2. Mager and Pipe training needs assessment models focus on the can't do versus the won't do.
3. The difference between leadership and management is that leaders are more involved with the heart.
4. Without authority, no manager can manage.
5. Communication with suppliers is horizontal communication. [5 × 2 = 10]

(ii) MATCHING-STATEMENT QUESTIONS

Match the statements in Column B to the statements in Column A. Write down the answers only, for example 1. (a).

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the training objective of consistent results</td>
<td>(a) job specialisation</td>
</tr>
<tr>
<td>2. focuses on what</td>
<td>(b) Edwin Locke</td>
</tr>
<tr>
<td>3. job simplification</td>
<td>(c) employment equity</td>
</tr>
<tr>
<td>4. strategy to fight poverty</td>
<td>(d) management development</td>
</tr>
<tr>
<td>5. subordinate maturity</td>
<td>(e) reliability</td>
</tr>
<tr>
<td>6. meets legal requirements</td>
<td>(f) Hersey and Blanchard</td>
</tr>
<tr>
<td>7. strategic plan</td>
<td>(g) line staff</td>
</tr>
<tr>
<td>8. goal setting</td>
<td>(h) content theory of motivation</td>
</tr>
<tr>
<td>9. directly contributes to primary organisational objectives</td>
<td>(i) consultation</td>
</tr>
<tr>
<td>10. understanding wider management responsibilities</td>
<td>(j) affirmative action</td>
</tr>
</tbody>
</table>

[10]

[20]
SECTION B: SHORT QUESTIONS (50 MARKS)

ANSWER ALL THE QUESTIONS

QUESTION 1

Motivational theories are divided into content and process theories.

(a) Name and briefly describe Vroom's expectancy motivation theory variables. (6)

(b) Identify and briefly explain the approach Vroom's expectancy theory is associated with (content or process). (4) [10]

QUESTION 2

Medical and psychometric testing are contentious issues and are strictly covered in legislation. Discuss these two types of testing according to the Employment Equity Act 55 of 1998. [10]

QUESTION 3

Assessment techniques are used to identify employees who could be developed into supervisory and managerial positions.

(a) Define your understanding of ‘simulation’. (4)

(b) Identify and briefly discuss three simulation techniques. (3 × 2 = 6) [10]

QUESTION 4

Motivation-intensive job design methods entail job scope and / or job depth.

(a) i. Explain the term 'job scope'. (2)

ii. What job design approach specifically addresses job scope, but fails to increase the depth of the job? (2)

(b) i. Explain the term 'job depth'. (4)

ii. What job design method attempts to address both job scope and job depth? (2) [10]

QUESTION 5

Name and briefly describe the five main barriers to communication. [5 × 2 = 10] [50]
SECTION C: LONG ANSWER QUESTIONS (30 MARKS)

ANSWER ANY TWO OF THE QUESTIONS

QUESTION 1

The fundamental concept of situational leadership theory is that there is no 'best' style of leadership. Summarise the situational leadership approaches. [15]

AND/OR

QUESTION 2

Affirmative action, accepted constitutionally, attempts to increase participation of previously disadvantaged groups in the workplace.

(a) Define 'affirmative action measures' as legislated. (5)

(b) Define 'designated groups' with regard to affirmative action. (3)

(c) Briefly discuss the preparation phase of implementing affirmative action. (7) [15]

AND/OR

QUESTION 3

Maslow's hierarchy of needs is often displayed as a pyramid and is probably the most well known motivational theory.

(a) Maslow's hierarchy of needs motivation theory divides human needs into five main categories in order of importance. Identify each need and give a workplace example of each. (5 × 2 = 10)

(b) Summarise Maslow's theory with regard to money as a motivator. (5) [15]

[30]