



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

APRIL EXAMINATION

SUPERVISORY MANAGEMENT N4

15 APRIL 2015

This marking guideline consists of 6 pages.

QUESTION 1

- 1.1
- Planning – setting goals and establishing plans and procedures to attain them
 - Organising – arranging jobs to be done in such a way as to make them more effective
 - Staffing – selecting and placing just the right number of people in the most appropriate jobs
 - Activating (Directing) – motivating, communicating and leading.
 - Controlling – regulating the process, its costs and the people who carry it out
- (½ mark for heading and ½ mark for description) (5)
- 1.2
- Energy and good health
 - Ability to get along with people
 - Job know-how and technical competence
 - Self-control under pressure.
 - Dedication and dependability
 - Teachability
 - Problem-solving skills
 - Leadership potential
 - A positive attitude towards management
- (Any 5 x 1) (5)
[10]

QUESTION 2

- 2.1
- | | | | |
|-------|----------------|--|--|
| 2.1.1 | Planning | | |
| 2.1.2 | Targets | | |
| 2.1.3 | Organisational | | |
| 2.1.4 | Methods | | |
| 2.1.5 | Rules | | |
| 2.1.6 | Enterprise | | |
- (6 × 1) (6)
- 2.2
- It involves mainly choosing between various alternatives
 - Before making a decision
 - The supervisor should evaluate the situation
 - He/she should evaluate the various ways of acting
- (4)
[10]

QUESTION 3

- | | | | | |
|-----|-------|---|---------|-----|
| 3.1 | 3.1.1 | B | | |
| | 3.1.2 | A | | |
| | 3.1.3 | E | | |
| | 3.1.4 | D | | |
| | 3.1.5 | C | | |
| | | | (5 × 1) | (5) |
-
- | | | | | |
|-----|-------|---|--|-------------|
| 3.2 | 3.2.1 | <ul style="list-style-type: none"> • While there are limits to what a supervisor can safely delegate, he/she can delegate all technical work and • all the routine and detail work of managing | | (2) |
| | 3.2.2 | <ul style="list-style-type: none"> • A supervisor cannot delegate the work and the authority for which only he/she has the skills. • He/she cannot delegate final management decisions. • He/she cannot delegate work which subordinates cannot perform effectively. | | (3) |
| | | | | [10] |

QUESTION 4

- | | | |
|-----|---|-----|
| 4.1 | <ul style="list-style-type: none"> • Problem solving and decision making are so interrelated that they are part of the same process. • Most decisions are made to solve problems. • As most problems have a host of possible solutions, • a decision has to be taken as to which solution to adopt. • In many ways, problem solving is decision making. | (5) |
| 4.2 | <ul style="list-style-type: none"> • We tend to think with our emotions. • This means that appealing to emotions seems to be more effective than appealing to reason. • If people's emotions are involved, by relating emotions to their personal interests, jobs and families, there is usually greater interest because emotions rule reason and therefore a person's attention is more easily held. | (3) |
| 4.3 | <ul style="list-style-type: none"> • The more an idea is put to use, the better it tends to be understood and remembered. • This is particularly important in communicating with members of a team. • If they start using an idea, they will tailor it to their own requirements and make it part of their own mental repertoire. | (3) |

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4.4 Job enlargement:

- Extend the boundaries of his/her job.
- Add different tasks at the same level of expertise.

Job enrichment:

- Expand the job vertically
- by adding higher skill activities and by delegating greater authority.

(4)
[15]

QUESTION 5

- 5.1
- 5.1.1 Indirect control
 - 5.1.2 Direct control
 - 5.1.3 Direct control
 - 5.1.4 Indirect control
 - 5.1.5 Direct control
 - 5.1.6 Indirect control
 - 5.1.7 Direct control

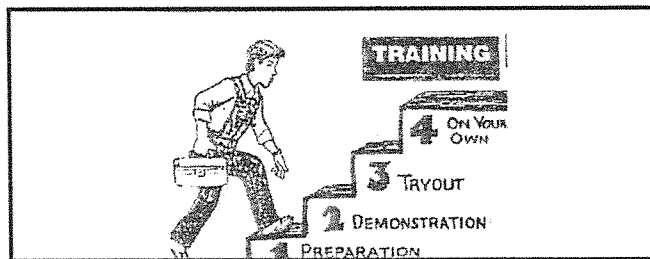
(7 × 1) (7)

- 5.2
- Emphasise the value of control to employees.
 - Avoid arbitrary or punitive standards.
 - Be specific: use numbers if possible.
 - Aim for improvement rather than punishment.
 - Avoid threats that you cannot or do not want to carry out.
 - Be consistent in the application of control.

(Any 3 × 1) (3)
[10]

QUESTION 6

6.1



1 mark for man and 1 mark for each of 5 labels (6)

- 6.2
- The students should have some knowledge of the subject before coming to the conference.
 - This can be obtained from assigned readings or/and previous experience.
 - The instructor must, by the skillful use of questions, make sure that the class analyses the topic thoroughly.
 - He will summarise progress throughout the session.

(4)
[10]

QUESTION 7

- 7.1 C
- 7.2 E
- 7.3 A
- 7.4 B
- 7.5 D
- 7.6 F
- 7.7 J
- 7.8 I
- 7.9 H
- 7.10 G

(10 × 1) [10]

QUESTION 8

- Lack of training
- Poor communication
- Inadequate tools and equipment
- Insufficient planning
- Incomplete specifications and procedures
- Lack of attention or concern

[5]

QUESTION 9

- 9.1 9.1.1
- A grievance arises when a worker is of the opinion that he/she is being unfairly treated,
 - sustained damage, was prejudiced or offended or
 - when his/her feelings have been hurt or he/she feels slandered. (3)
- 9.1.2 The employee (1)
- 9.1.3
- Provision must be made to enable workers to bring grievances to the attention of management.
 - It should be a simple grievance procedure (1)
- 9.2 9.2.1 Procedurally unfair
- 9.2.2 Procedurally unfair
- 9.2.3 Substantively unfair
- 9.2.4 Substantively unfair
- 9.2.5 Procedurally unfair

(5 × 1) (5)
[10]

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QUESTION 10

- 10.1
- An accident is an unintended or unplanned happening
 - that may or may not result in personal injury, property damage, work process stoppage or interference or any combination of these situations
 - under such circumstances that personal injuries might have resulted. (3)
- 10.2
- The term *physical harm* includes injuries
 - and disease, as well as adverse mental, neurological or systemic effects
 - resulting from exposure or circumstances encountered in the course of employment. (3)
- 10.3
- Overall safety of people
 - Equipment
 - Material
 - The environment (4)
- [10]

TOTAL: 100