



# higher education & training

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

**T1340(E)(N21)T**  
**NOVEMBER EXAMINATION**  
**NATIONAL CERTIFICATE**  
**SUPERVISORY MANAGEMENT N4**

(4110504)

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

**Calculators may NOT be used.**

**This question paper consists of 9 pages.**

**DEPARTMENT OF HIGHER EDUCATION AND TRAINING**  
**REPUBLIC OF SOUTH AFRICA**  
NATIONAL CERTIFICATE  
SUPERVISORY MANAGEMENT N4  
TIME: 3 HOURS  
MARKS: 100

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**INSTRUCTIONS AND INFORMATION**

1. Answer ALL the questions.
  2. Read ALL the questions carefully.
  3. Number the answers according to the numbering system used in this question paper.
  4. Start each question on a NEW page.
  5. Keep subsections of questions together.
  6. Write neatly and legibly.
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**QUESTION 1: INTRODUCTION TO SUPERVISORY MANAGEMENT**

- 1.1 The executive should spend about 80% of working time doing management work. Even at the first supervisory level, 40% of the time should be spent on management work.

With the temptation to perform too much technical work in mind, how can you best build a productive team? (4)

- 1.2 The actions of the natural leader are of short service and he/she must learn to multiply himself/herself so that he/she only gets results through and with other people to achieve all his/her objectives.

When the natural leader does not change his/her natural leadership style, there are problems or symptoms that could follow.

State SIX of these problems or symptoms. (6)

[10]

**QUESTION 2: PLANNING**

- 2.1 According to Allen (1964:122), the definition of a goal is the starting point of management activity. A supervisor wanting to manage effectively must have clearly defined goals.

State FIVE guidelines that you would apply to goals that you set. (5)

- 2.2 A standard is a specific performance goal that a product, a service, a machine, an individual, or an organisation is expected to meet, in other words, the criteria by which work and results are evaluated.

State FIVE requirements of a standard. (5)

[10]

**QUESTION 3: ORGANISING**

- 3.1 Choose a description from COLUMN B that matches a principle in COLUMN A. Write only the letter (A–E) next to the question number (3.1.1–3.1.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1.1	The principle of span of control	A	if a person is responsible to or has to report back to more than one person, confusion arises
3.1.2	The principle of willingness and proficiency	B	individuals and not groups are accountable for the results; errors can be pinpointed quickly for corrective steps
3.1.3	The principle of unity of command	C	one can only delegate confidently if the person to whom one delegates, can handle the work; it is important that there should be certain guidelines for delegation, like clearly-formulated goals and an understanding of what is expected
3.1.4	The principle of corresponding authority	D	a task should not be delegated to a person who is unwilling or not qualified to complete it successfully
3.1.5	The principle of accountability	E	the authority given to a person should be related to (and be of the same kind as) the responsibility delegated to him/her

(5 × 1)

(5)

3.2 What should a supervisor delegate?

(2)

3.3 What should a supervisor NOT delegate?

(3)

**[10]**

**QUESTION 4: LEADING**

4.1 How can one define a *problem*? (2)

4.2 Which THREE questions must be asked when establishing the cause of a problem in a manufacturing environment? (3)

4.3 Complete the following sentences by filling in the missing word(s). Write only the word(s) next to the question number (4.3.1–4.3.5) in the ANSWER BOOK.

To accomplish improved communication, an effort should be made to create (4.3.1 ...).

Use simple (4.3.2 ...) and words which the audience usually use, and give an explanatory example.

The more people there are through whom a message has to pass, the (4.3.3 ...) the danger that the message will be distorted.

We tend to think with our (4.3.4 ...). The more an idea is put to use, the better it tends to be (4.3.5 ...) and remembered. (5)

- 4.4 Choose a description from COLUMN B that matches an item in COLUMN A. Write only the letter (A–E) next to the question number (4.4.1–4.4.5) in the ANSWER BOOK.

COLUMN A		COLUMN B
4.4.1	Job enlargement	<p>A having an employee on a routine, repetitive job move from one routine job to another and back again every few hours a days, has been found in some instances to relieve boredom and monotony</p> <p>B this requires an appropriate job structure in terms of content, function and relationships; it affects productivity, employee motivation and morale</p> <p>C to extend the boundaries of a job by adding different tasks at the same level of expertise</p> <p>D expands a job vertically by adding higher-skill activities and by delegating greater authority</p> <p>E this comes from truly motivating factors such as interesting and challenging work, utilisation of one's capabilities, opportunities to do something meaningful, recognition of achievement and responsibility for one's own work</p>
4.4.2	Job enrichment	
4.4.3	Job rotation	
4.4.4	Satisfaction	
4.4.5	Job design	

(5 × 1)

(5)  
[15]

### QUESTION 5: CONTROLLING

- 5.1 Explain the basic purpose of controlling. (8)
- 5.2 What is meant by the *principle of the critical few*? (2)

[10]

**QUESTION 6: TRAINING**

Complete the following paragraphs by filling in the missing word(s). Write only the word(s) next to the question number (6.1–6.10) in the ANSWER BOOK.

In 'on-the-job-training' the instructor (supervisor or a designated experienced non-supervising employee) must break down the (6.1 ...) to be learnt into meaningful packages and present them to the employee in a systematic sequence. The instructor (6.2 ...) the work himself/herself and carefully guides and observes the trainee as he/she performs the work. (6.3 ...) will be given as required.

On-the-job training has the following advantages:

- It (6.4 ...) the trainee to learn on the (6.5 ...) equipment and in the environment of the job,
- This results in an actual feeling of (6.6 ...) because he/she produces useful products.
- It is (6.7 ...) for the employer, because only a few get the training.
- Knowledge and skills can be learnt in a relatively (6.8 ...) time.
- A great depth of (6.9 ...) can be acquired, compared to a (6.10 ...) situation.

[Source: *Beach*: 1985:250-2511]

[10]

**QUESTION 7: FINANCIAL COMPENSATION**

The following are examples of kinds of benefits and services commonly found in work organisations.

- Pension
- Life insurance
- Hospitalisation et cetera

Give TEN reasons why a company would adopt benefit and service programs?

[10]

**QUESTION 8: QUALITY**

A colleague comes to you for advice as to what the reasons could be for his/her workers making so many errors in his/her division.

Give FIVE possible causes of errors you would advise him/her to investigate.

[5]

**QUESTION 9: LABOUR RELATIONS**

- 9.1 A number of workers in any organisation perform a variety of tasks and work under many different circumstances. It is therefore difficult to satisfy all workers in such circumstances, or to keep them satisfied.

Distinguish between a *grievance* and a *grievance procedure*.

(5)

- 9.2 Complete the following sentences by filling in the missing word(s). Write only the word(s) next to the question number (9.2.1–9.2.5) in the ANSWER BOOK.

The application of discipline is a fundamental (9.2.1 ...) and management responsibility.

It can rightly be required of supervisors and managers to develop the necessary knowledge and skills, in order to accomplish this important management function effectively.

The right to exercise discipline, however, does not authorise management to (9.2.2 ...) unfairly, inconsistently, or arbitrarily.

Moreover, the purpose of discipline is not to punish a worker, but to help a worker to overcome (9.2.3 ...) with respect to behaviour or work achievement.

Only when attempts to reach this are not successful, or when (9.2.4 ...) is so serious that it cannot reasonably be expected of an employer to retain an employee, is (9.2.5 ...) considered.

(5)  
[10]

**QUESTION 10: LOSS CONTROL AND INDUSTRIAL HOUSEKEEPING**

Indicate whether the following situations are caused by the EMPLOYER or the WORKER. Write only 'Employer' or 'Worker' next to the question number (10.1–10.10) in the ANSWER BOOK.

- 10.1 Working at unsafe speeds
- 10.2 Working without authority
- 10.3 Unsafe construction
- 10.4 Failure to secure machinery and materials
- 10.5 Rendering safety devices inoperative
- 10.6 Unsafe lighting
- 10.7 Arranging or placing objects unsafely

- 10.8 Fooling, teasing, and abusing workmates
  - 10.9 Lack of machine and other guards
  - 10.10 Using equipment unsafely or using limbs instead of equipment supplied
- (10 × 1)    **[10]**
- TOTAL:    100**

