



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

**NATIONAL CERTIFICATE
NOVEMBER EXAMINATION
SUPERVISORY MANAGEMENT N6**

21 NOVEMBER 2016

This marking guideline consists of 6 pages.

QUESTION 1: LEADERSHIP MODELS

- 1.1
- ❑ **SET STANDARDS AND OBJECTIVES:** Include the participation of the employees to formulate objectives.✓
 - ❑ **INDICATE AUTHORITY AND RESPONSIBILITY:** Subordinates must understand the task and authority assigned to them, recognise their responsibility and be accountable for the result.✓
 - ❑ **INVOLVE SUBORDINATES:** Managers should motivate subordinates by including them in the decision-making process, informing them on time and improving their skills.✓
 - ❑ **DEMAND THE COMPLETION OF TASKS:** By providing the necessary direction and assistance, managers can see to it that employees complete the tasks assigned to them.✓
 - ❑ **PROVIDE TRAINING:**✓ The effectiveness of delegation depends on workers' ability to perform a task. Managers should continually evaluate the responsibilities delegated and provide training to help workers overcome shortcomings.
 - ❑ **APPLY ADEQUATE CONTROL MEASURES:**✓ Timely and adequate reports should be issued to workers on a regular basis to enable them to compare their performance with predetermined standards and thus overcome their shortcomings.

(Accept the heading OR an explanation of the heading for 1 mark)

(6 × 1)

(6)

1.2 **QUALITY**

- ❑ Ensure that quality standards are met.
- ❑ Analyse quality reports and take corrective action on defective work.
- ❑ Inspect incoming materials.
- ❑ Act on changes on quality standards.
- ❑ Cooperate with and coordinate quality assurance, engineering and inspection personnel.

(Any 4 × 1)

(4)

[10]

QUESTION 2

- 2.1
- ❑ To develop the skills of the South African workforce✓
 - ❑ To improve through development the quality of life, prospect of work✓ and labour mobility✓ to improve productivity✓ or promote self-employment✓ and improve the delivery of social services✓
 - ❑ To increase the level of investment in education and training✓
 - ❑ To encourage employees to use the workplace as an active learning environment✓ to allow employees to acquire new skills✓
 - ❑ To provide work opportunities✓ for entrants to the labour market✓
 - ❑ To employ persons who find it difficult to be employed✓

(Any 9 × 1)

(9)

2.2 Objectives of a contingency plan

- To ensure that the workers remain at work or return to work at the earliest possible opportunity
- To ensure that management retains the initiative when dealing with labour unrest
- To prevent injury to persons and damage to property
- To get the root of the problems causing dissatisfaction to gain a full picture
- To negotiate with the workers once the exact nature of the problem is known
- To arrive at a settlement which is acceptable to both management and workers and which conclusively settles the issue giving rise to the unrest

(6)
[15]**QUESTION 3: PERSONNEL CARE**

Value initiated behaviour✓

A subordinate's perspective✓

- **Belief✓ and values ✓** I do not believe I am✓ worthy (capable) (often unconsciously).✓
- **Lead to judgments ✓ and attitudes✓** I assume, therefore, that the feedback I get supports this belief. Thus, when I hear positive✓ feedback, e.g. 'Your last report was great,' I think that the other reports must have been awful.✓
- **Resulting in behaviour✓** I behave like a victim. I do not take responsibility or initiative✓ because I am afraid I will demonstrate my unworthiness. I will seek approval for everything I do.✓
- **Leading to a behavioural response ✓** My boss does not see me✓ as responsible and I must be closely supervised and told what to do.✓
- **Confirming beliefs ✓ and values✓** Consequently, my original belief is confirmed; I am unworthy. But I✓ do not want to be unworthy which creates tension (cognitive dissonance). I either resolve this changing beliefs (I am worthy) or keep to existing behaviour (proceed to demonstrate incompetence).✓

[20]

QUESTION 4: GROUP DYNAMICS

- Unites community, social and cultural values of members. Thus behaviour is directed and reinforced.
- Provides social satisfaction, status and security.
- Helps to get tasks completed.
- Helps to eliminate weaknesses in the formal system.
- Improves communication and creates communication channels apart from the formal structure.
- Extends the effective span of management.
- Encourages better management.
- Serves as source for problem solving and support for members.
- Problem solving and support mechanism for group member.
- Endorses improved management practice.

(Any 8 × 1)

[8]**QUESTION 5: CONFLICT**

- L = Listen without interference✓ (do not interrupt)
- I = Invite✓ to speak ('open door policy')
- S = Seek information✓ (who, what, where and how things happened)
- T = Tacit listening✓ (with interest and being aware of body language)
- E = Evaluate insight✓ (to ensure that you and the other person are on the same wave length)
- N = Nod✓ as acknowledgement response and reflect paraphrasing messages (react now and then with a 'yes', 'I understand', nod, etc, and give feedback in own words.
- E = Encourage✓ to keep on talking until finished.
- R = Reflect,✓ paraphrasing messages and give feedback in own words.

[8]**QUESTION 6: PROBLEM SOLVING AND DECISION MAKING**

- A. **PRIVATE VICTORY**✓
- Habit 1 *BE PROACTIVE*✓
Principle of personal vision
- Habit 2 *BEGIN WITH THE END IN MIND*✓
Principle of personal leadership
- Habit 3 *PUT FIRST THINGS FIRST*✓
Principle of personal management
- B. **PUBLIC VICTORY**✓
- Habit 4 *THINK WIN/WIN*✓
Principle of interrelationship
- Habit 5 *SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD*✓
Principle of empathic communication
- Habit 6 *SYNERGISE*✓
Principle of creative cooperation
- C. **SELF-RENEWAL**✓
- Habit 7 *SHARPEN THE SAW*✓
Principle of balanced self-renewal

[10]

QUESTION 7: PERFORMANCE APPRAISAL**HALO EFFECT✓**

This is a generalisation whereby one aspect of performance or a single quality✓ of an individual's nature is allowed to overshadow everything else about that person.✓

LENIENCY OR STRICTNESS✓

Managers/supervisors differ in their rating style. Some rate harshly/strict, others rate easily/liberal.✓ The lack of uniform rating standards is unfair to employees, who can become confused about where they stand.✓

CENTRAL TENDENCY✓

Some supervisors are reluctant to rate people at the outer ends of the scale. Quite frequently this central tendency is caused by lack of knowledge of the behaviour of the persons being rated.✓ The supervisor is unfamiliar with some of the individuals, therefore he/she may play it safe by neither condemning nor praising.✓

INTERPERSONAL RELATIONS-BIAS✓

How a supervisor feels about each of the individuals working for him/her (personal likes and dislikes) has a tremendous effect upon rating of their performance.✓ These biases may be a gross prejudice regarding not only sex, colour, race or religion, but also other personal characteristics, such as age, style of clothing or political viewpoint.✓

ORGANISATIONAL INFLUENCES✓

Here the subjectivity of performance evaluation is more glaring than when ratings change according to the way they are going to be used by management.✓ Fundamentally supervisors tend to take into consideration the end use of the appraisal data when they rate their subordinates. If they know promotions and pay hinge on ratings, they tend to rate on the high side. (5 × 3)

[15]

QUESTION 8

- 1.1 **Fire detection and alarm systems**✓
• Testing certificate✓
- 1.2 **Sprinkler systems**✓
• Clearance for type storage✓
- 1.3 **Fire evacuation**✓
• Emergency drills✓
- 1.4 **Portable extinguishers**✓
• Type, accessibility and maintenance of serviceability✓
- 1.5 **Fire prevention**✓
• Programme adequacy✓
- 1.6 **Fire containment**✓
• Fire control doors✓
- 1.7 **Fire notification**✓
• Telephone and alternate systems✓
- 1.8 **Fire services**✓
• Compatible with local fire unit equipment and tested for serviceability✓
- 1.9 **Fire equipment**✓
• Colour coding and access✓

(Any 7 × 2) [14]

TOTAL: 100