higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

SUPERVISORY MANAGEMENT N4

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This marking guideline consists of 6 pages.

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QUESTION 1

1.1
- B
- E
- A
- G
- C (Sequence must be correct) (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 × 1) (5)

[10]

QUESTION 2

2.1
- Consider the goals of the whole organisation, not only those of your department.
- Estimate the strengths and weaknesses of your department.
- Do not jump to conclusions at this early stage.
- Consult with those who will help you carry out your plans and with those who can offer you their support along the way.
- Pick a reasonable set of goals.
- Arrange your department's goals in a hierarchy of objectives to be used in the most effective and best way.
- Keep limitations in mind. (7)

2.2
- It predetermines future purposes.
- It is the starting point of the management action.
- It provides time for reflection.
- It causes the supervisor to think continually about set objectives.
- It can lead to the better utilisation of people and resources.
- It reduces the chances of overlapping.
- It ensures better control. (Any 3 × 1) (3)

[10]

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QUESTION 3

3.1
- Organising is concerned with grouping tasks (the decision of work) in such a way that planning is made easy.
- It is concerned with allocating duties, authority and responsibility without abdicating final responsibility.
- It is concerned with determining relationships between various people to promote collaboration by means of coordination and job and duty descriptions.
- It is concerned with a common effort to achieve set goals.
- Organising is in essence, intellectual work or work that involves thought processes which carry out the planning process and therefore involves desk work. (5)

3.2
- A good knowledge of the process of delegation.
- The right attitude on the part of the supervisor.
- Willingness to entrust responsibility and to transfer authority to subordinates.
- Willingness to delegate in order to strengthen the organisation by training replacements in all facets of the work.
- Willingness to allow subordinates to make decisions.
- Knowledge of the difference between the allocation of work and delegation.
- Understanding that delegation begins with simple steps.
- Knowing the set of controls that would ensure effectiveness of delegation.
- Understanding that it is human to make mistakes arid that subordinates can sometimes make the wrong decisions.
- An appreciation for the difference between operating and management work.
- Knowing when a subordinate is trained sufficiently enough to take the responsibility and authority of the position.
- The knowledge of what to delegate and how much. (Any 5 × 1) (5)

[10]

QUESTION 4

4.1
- Problem solving and decision making are so interrelated they are really part of the same process.
- Most decisions are made to solve problems and
- 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 Principle of the power of emotion (2)

4.3 Principle of application (2)

4.4 Job enlargement:
- Extend the boundaries of a 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.

(2 × 3) (6)
[15]

QUESTION 5

5.1 When exercising control, the educational leader can be sure that tasks are carried out effectively. (1)

5.2
- First find the cause
- of the gap or deviation from the standard.
- Then take action
- to remove or minimise the cause. (4)

5.3
- If customers are waiting too long in the airline's ticket line,
- the supervisor may notice that there is an unusually high number of travellers
- due to the holiday.
- The corrective action would be
- to add one or two ticket clerks.

(The example must depict a problem, the cause of the problem and the action that was taken to correct the problem.) (5)
[10]

QUESTION 6

6.1
- Training is the organised procedure by which people learn knowledge and/or skills for a specific purpose.
- Training is often distinguished from education.
- The objective of training is to achieve a change in the behaviour of those trained.
- In the industrial situation this means that the trainees shall acquire new manipulative skills, technical knowledge, problem-solving ability or attitude. (4)

6.2
- The purpose of education is to develop the individual.
- Education is considered to be formal in a school, college or university.
- Education includes the fundamental principles in life and philosophy, strengthening of the powers of body and mind. (3)

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6.3 • Knowledge is information that can be learned from reading, listening to an expert or from keen observation. (1)

6.4 • Skill is a combination of relevant knowledge and physical abilities.
• Skill is acquired through guided practice. (2)
[10]

QUESTION 7

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

(10 × 1) **[10]**

QUESTION 8

- Quality must be built into a product. No one can inspect it in.
- Refuse to allow commonly accepted levels of delay or of mistakes, defective material or defective workmanship.
- Search continually for problems and seek ways to improve the system.
- Focus supervision on helping people to do a better job.
- Provide the tools and techniques that will enable people to have pride in their workmanship.
- Eliminate fear.
- Encourage two-way communication.
- Break down barriers between departments.
- Encourage problem solving through teamwork.
- Implement a vigorous program of education and training to keep people abreast of new developments in materials, methods and machinery. (Any 5 × 1) **[5]**

QUESTION 9

9.1 9.1.1 Procedurally unfair
9.1.2 Substantively unfair
9.1.3 Procedurally unfair
9.1.4 Procedurally unfair
9.1.5 Substantively unfair

(5 × 1) (5)

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9.2 9.2.1
- A grievance arises when a worker is of the opinion that he/she is being unfairly treated,
- caused damage, prejudiced, offended or
- when his/her feelings have been hurt or he/she feels slandered. (3)

9.2.2 Employee/Worker (1)

9.2.3 Provision must be made to enable workers to bring grievances to the attention of management. (1)
[10]

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 conditions under such circumstances
- that personal injury might have resulted. (3)

10.2
- The term 'physical harm' in this definition includes both injury
- 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
- People
- Equipment
- Material
- The environment (4)
[10]

TOTAL: 100

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