higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

SUPERVISORY MANAGEMENT N6

1 April 2021

This marking guideline consists of 6 pages.

QUESTION 1: LEADERSHIP MODELS

1.1
- Ensure that the employees are fully competent before delegating.
- Ensure that sufficient authority is delegated (freedom to choose methods and solutions to carry out their tasks).
- Ensure that they understand that they will be accountable.
- Be specific in terms of tasks delegated to prevent overstepping authority on the part of the employee to whom tasks have been delegated.
- Set standards and objectives.
- Involve employee participation when setting standards and objectives.
- Establish a proper feedback system of reports and meetings so that process is monitored.
- Keep employees informed so they are continuously updated and included in decision-making.
- Demand the completion of tasks.
- Provide training to overcome shortcomings.   (Any 6 × 1)   (6)

1.2   1.2.1   Country club management emphasises relationships among people and creating an atmosphere of harmony and job satisfaction. Focus on output/production is minimal.

         1.2.2   Autocratic management ignores emphasis on relationships among people and creating a 'happy work environment'. Instead, it places a high value or focuses on, output and production.
                                                                  (2 × 2)   (4)
                                                                              [10]

QUESTION 2: ASSERTIVENESS

- Honest with him- or herself and others.
- Has self-confidence.
- Has a positive attitude.
- Shows understanding for the opinions of others.
- Shows respect and appreciation for others.
- Able to handle conflict situations.
- Says the right thing at the right time and right away.
- Feels good about the outcome.
- Able to listen attentively to others.   (Any 6 × 1)   **[6]**

QUESTION 3: LABOUR RELATIONS

3.1
- Economic needs – trade unions are included in wage negotiations and influence salary pay-outs.
- Job security and regulation – Unions represent workers and are involved with job protection.
- Political reasons – unions are often affiliated to political parties.
- Social needs – workers join to experience a sense of comradeship or fulfil a need for belonging.
- Self-fulfilment – unions can assist those with the ability to advance in their careers, for example through studying and/or promotions. (5)

3.2
- To ensure that workers remain at work and 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 to the root of the problem causing dissatisfaction and to resolve it.
- To negotiate with workers once the exact nature of the problem is known.
- To arrive at a settlement which is acceptable to management and workers. (6)

3.3   A strike is a partial or complete refusal by employees to work, or action taken by them, to obstruct the work of others✓to remedy a grievance or resolve a dispute.✓ A lockout is an exclusion by an employer of workers from the workplace premises✓ to compel the workers to accept demands✓ regarding matters of mutual interest. (4)
[15]

QUESTION 4: PERSONNEL CARE

- A sudden change of usual behaviour.
- Low energy levels.
- Increased fatigue.
- Becoming accident prone/increased accidents.
- Easily agitated, frustrated and moody, irritable.
- Losing control of themselves.
- Feeling worthless and depressed.
- Forgetfulness and being disorganised.
- Inability to focus and poor judgement.
- Procrastination and avoiding responsibilities.
- Increased absenteeism.
- Signs of substance abuse.
- Reduced production. (Any 10 × 1) **[10]**

QUESTION 5: CONFLICT

- Policies regarding salary and wage issues/compensation methods.
- Different leadership styles.
- Changes in an organisation that may cause agitation and insecurity.
- Size of an organisation: the more supervisory levels there are, the greater the probability of conflict.
- Working towards targets: targets for an individual versus group targets.
- Targets that inspire competition can also cause conflict.   **[5]**

QUESTION 6: PROBLEM-SOLVING AND DECISION-MAKING

6.1
- Time-consuming.✓ The result is that groups take more time✓ to reach a solution than would be the case if an individual were making the decision. This can limit management's ability to act quickly and decisively when necessary.✓
- The pressure to conform.✓ There are social pressures in groups.✓
- Domination by the few.✓ If this dominant coalition is also composed of members with low and medium ability, the group's overall effectiveness will suffer.✓
- Ambiguous responsibility.✓ Group members share responsibility,✓ but who is accountable for the outcomes?   (Any 3 × 2)   (6)

6.2
- More complete information and knowledge.✓ By collecting the resources of several individuals, we bring more input into the decision-making process.✓
- Increased diversity of views.✓ This creates the opportunity for more approaches and alternatives to be considered.✓
- Increased acceptance of a solution.✓ Participate in the decision-making itself. This translates into more support for the decision and higher satisfaction among those required to implement it.✓
- Increase legitimacy.✓ Our society values democratic methods.✓ The group decision-making process is consistent with democratic ideas, and consultation is the key.✓   (Any 3 × 2)   (6)
                                                                               [12]

QUESTION 7: PERFORMANCE APPRAISAL

Planning premises: For an MBO programme to be successful, the process should start at the top of the organisation and should have the active support of the top managers.   (1)

Organisational goals: Having adopted the MBO philosophy in an organisation, it is necessary that each subordinate involved in the MBO process should have a clear understanding of the organisation's purpose, mission, long-term goals, and strategy. These should always guide the subordinates in the establishment of their own goals.   (3)

Job description: The goal-setting process starts with the initial discussion between the manager and the subordinate regarding the content and relative importance of the subordinate's major duties – the activities that the subordinate is accountable for and is paid to do. (2)

Performance targets: The subordinate establishes potential performance targets in agreed-upon areas of responsibility for a forthcoming period. Each goal should be as quantitative as possible, specific, concise, and time-related. The goals should also be in written form. (2)

Discussion of goals:
- During this step, the subordinate meets with his/her superior on a one-to-one basis to discuss potential performance targets. The purpose of this meeting is to arrive at a set of objectives for each subordinate that the subordinate and superior have jointly developed and to which both are committed.
- Superiors play the particularly important role of counsellors in the goal-setting discussion. They should ensure that, inter alia, the subordinate's goals are indeed attainable and that these goals will facilitate the departmental and organisational goals.
- The discussion between subordinate and superior should also spell out the resources that the subordinate needs to work effectively towards goal attainment. (3)

Determination of checkpoints: The subordinate's progress needs to be measured periodically and checkpoints, therefore, need to be established for this purpose. If the goals are established for one year, it may be a good idea for subordinate and superior to meet quarterly to discuss progress to date. (2)

Evaluation:
- At the end of the predetermined performance period, the superior should meet with the subordinate to review the degree of goal attainment. The focus of this meeting should be on goal analysis and the discussion of results achieved.
- The success and failures of the subordinate should be diagnosed to link specific subordinate actions to specific performance outcomes. (2)
[15]

QUESTION 8: ACCIDENTS AND RISK CONTROL

8.1   Loss analysis should reveal hazards that need to be investigated more carefully. It cannot be limited to the hazards that have caused the accidents; it is necessary to investigate the possible existence of other hazards that have caused losses to the firm in earlier loss-analysis periods. Loss control specialists help a lot when they discover new hazards and report it, even if these hazards have not yet caused a loss or accident. (6)

8.2   Class A hazards – A condition or practice likely to cause permanent disability, loss of life, or body part.
        Example: a wall falling on a worker.

        Class B hazards – A condition or practice likely to cause serious injury or illness. Temporary disability or property damage that is disruptive.
        Example: Acid burn from leaking pipe.

        Class C hazards – A condition or practice likely to cause minor injury or illness, or non-disruptive property damage.
        Example: worker handling substances without using gloves.   (Any applicable 3 × 2)   (6)
                                                                                                                              [12]

QUESTION 9: OCCUPATIONAL HEALTH AND SAFETY

9.1   The Occupational Health and Safety Act provides for:
        - The health and safety of persons at work.
        - Health and safety of employees who use plant and machinery.
        - The establishment of advisory councils for health and safety.
        - Protection of other people who may be exposed to hazards to their health and safety arising out of the workplace.   (4)

9.2   - A nylon freezer suit or equivalent, and where the temperature is below -34°C, a double-layer freezer suit.
        - A woollen balaclava.
        - Fur-lined leather gloves (or equivalent).
        - Waterproof outer gloves with knitted woollen inners as well as a waterproof apron where wet, thawing substances are handled.
        - Woollen socks.
        - Waterproof industrial boots (or equivalent).   (6)
                                                                                                    [10]

QUESTION 10: MANAGEMENT AND INFORMATION SYSTEMS

- Make users part of the design team.
- Carefully consider the costs of the system.
- Consider alternatives to in-house software development.
- Favour relevance and selectivity of information over sheer quality.
- Train the operators and users of the system carefully.   **[5]**

                                                                                    TOTAL: 100