



**higher education  
& training**

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

# **MARKING GUIDELINE**

## **NATIONAL CERTIFICATE SUPERVISORY MANAGEMENT N6**

**24 JULY 2018**

**This marking guideline consists of 6 pages.**

**QUESTION 1**

- Fire Department
- Ambulance Service
- Police Department
- Emergency Rescue Squad (NSRI)
- Civil Defence
- Hospital
- Company Doctor
- Facility Doctor
- Safety Coordinator
- Hazardous Material Spill Officer

**[10]****QUESTION 2**

- A. PRIVATE VICTORY ✓
- ✓Habit 1 BE PRO ACTIVE  
Principle of personal vision
- ✓Habit 2 BEGIN WITH THE END IN MIND  
Principle of personal leadership
- ✓Habit 3 PUT FIRST THINGS FIRST  
Principles 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 co-operation
- C. SELF-RENEWAL ✓
- ✓Habit 7 SHARPEN THE SAW  
Principle of balanced self-renewal

**[10]****QUESTION 3**

- 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

**[10]**

**QUESTION 4**

## Skills:

- **Persuasion**  
Some would call this sales ability. It is the ability to assemble and present to others a good case for what you think should be done. Persuasive talent alone will not make you a leader.
- **Influence**  
This is the ability to exert power over others. Many people possess or are given power, but few learn how to use it. Supervisors, for example, have the power and authority of their position. They have the power of greater knowledge of departmental company operations than is possessed by their employees. They also have the power that comes from the prestige that is commonly associated with their work. None of this, however, will make you a leader until you learn to use this power to move others.
- **Rapport**  
In this sense, rapport is the art of creating among others a willingness to cooperate. It has a great deal to do with what behavioural scientists call interpersonal skills. It requires a deep understanding of motivation and the ability to perceive the needs of others. Leaders first establish rapport; then they use their powers of influence and persuasion to activate individuals and groups in the pursuit of worthwhile goals.

## Qualities:

- **Sense of mission**  
This is a belief in your own ability to lead, a love for the work of leadership itself, and a devotion to the people and the organisation you serve.
- **Self-denial**  
This essential of leadership is too often played down. It means a willingness to forgo self-indulgences (such as losing your temper) and the ability to bear the headaches the job entails.
- **High character**  
Few persons become successful leaders who aren't honest with themselves and with others, who can't face hard facts and unpleasant situations with courage, or who fear criticism or their own mistakes, or who are insincere or undependable.
- **Job competence**  
There's been too much talk about the insignificance of technical job skill for the supervisor. A person who knows the job that is being supervised has one of the best foundations for building good leadership.
- **Good judgment**  
Common sense, the ability to separate the important from the unimportant, tact, and the wisdom to look into the future and plan for it are all ingredients that tend to make the best leaders.
- **Energy**  
Leadership at any level means rising early and working late. It leaves little time for relaxation or escape from problems. Good health, good nerves, and boundless energy make this tough job easier.

**[30]**

**QUESTION 5****Define objectives**

A clear definition of the aims of the mentoring programme is the first step in the launching of such a programme. It should be clear what the end results of such a programme would be.

**Define the role and functions of mentors**

It should be clear what the responsibilities of the mentors will be (role clarification) which they should perform for the achievement of goals stated in step 5.1 above.

**Obtain support of management**

The mentoring programme may involve costs and increase productivity – support of management should therefore be acquired.

**Appoint a senior manager to co-ordinate the mentoring programme**

This manager's duties will be evaluate the performance against objectives of the programme and liaise with other people concerned or affected by the mentoring programme.

**Identify mentors**

Performance and potential appraisals can be used to identify mentors as part of the career management programme. The trainees for whom mentors will be appointed should be listed.

**Select mentors based on the following attributes**

- Level of seniority
- Knowledge of company and structure
- Ability to encourage and motivate
- Good interpersonal skills
- Good training and development record
- Skilled on wide range of skills
- Good network contacts and influence
- Ability to create an open, candid atmosphere
- Interested in mentoring and willingness to spend time in doing it well

**Provide training for mentors**

Mentors should be trained in counselling, coaching and teaching technique and must understand their role and how to perform it.

**Get support from middle management**

Collaborate with managers of protégés on what will happen and how that could benefit the protégés and their respective departments.

**Allocate protégés to mentors**

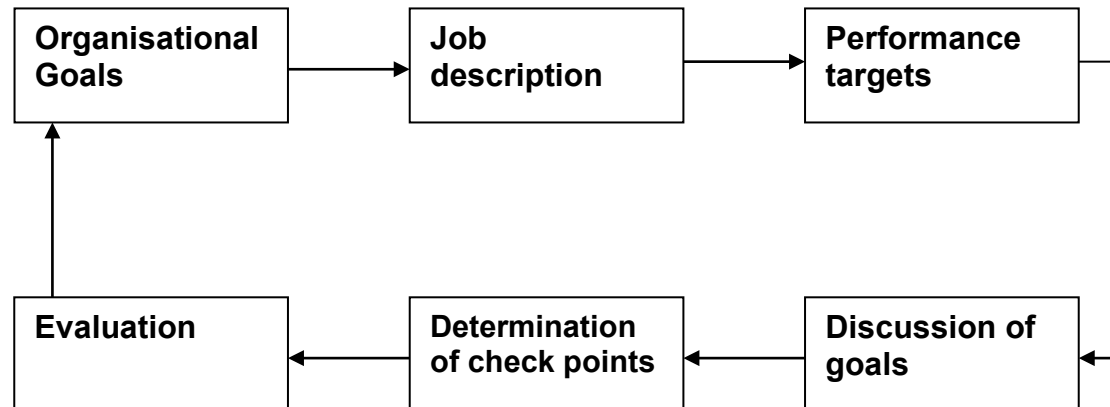
Allocate trainees according their needs for development to be mentors.

**Evaluate the system**

Follow up continuously to ensure that the aims of the programme are being fulfilled.

(½ marks)

**[20]**

**QUESTION 6****Planning Premises****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.✓

**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 his own goals.✓

**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. ✓

**Performance targets✓**

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

**Discussion of goals✓**

- During this step the subordinate meets with his 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 both 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. ✓

**Determination of check-points✓**

The subordinate's progress needs to be measured periodically and check-points therefore need to be established for this purpose. If the goals are established for a one-year period, it may be a good idea for subordinate and superior to meet on a quarterly basis to discuss progress to date.✓

**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 actually achieved.✓
- The success and failures of the subordinate should be diagnosed to link specific subordinate actions to specific performance outcomes.✓

**[20]****TOTAL: 100**