



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

SUPERVISORY MANAGEMENT N6

26 JULY 2019

This marking guideline consists of 5 pages.

QUESTION 1

Leadership relies✓ upon providing✓ direction✓ that satisfies✓ the motivational needs of others,✓ and the direction chosen reflects a supervisor's✓ assumptions about these needs.

Motivation is a power✓ that arises✓ within an individual to satisfy✓ a need. Needs cover a broad span,✓ from the need for survival and safety✓ to the need for self-esteem and fulfilment,✓ and from the need for achievement to the need for affiliation and power. Leaders act to provide satisfaction✓ or to offer a means of satisfaction for the needs of others. Leaders do not really motivate.✓ A leader succeeds by first understanding the needs of others✓ and then applying persuasion and influence to show✓ others that they will get the most satisfaction from following the leader's views.

A person can have motivation✓ without another person's leadership. Leadership,✓ however, cannot succeed without motivation✓ on the follower's✓ part.

[20]**QUESTION 2**

- Time-consuming:✓ It takes time to assemble a group. The interaction that takes place once the group is in place is frequently inefficient. The result is that groups take more time than an individual to reach a solution. This can limit management's ability to act quickly and decisively when necessary.✓
- Pressures to conform:✓ The desire of group members✓ to be accepted and considered as an asset to the group can result in squashing any overt disagreement, thus encouraging conformity of viewpoints.✓
- Domination by a few:✓ Group discussion can be dominated by one or a few members. If this dominant coalition is also composed of low- and medium-ability members, the group's overall effectiveness will suffer.✓
- Ambiguous responsibility:✓ Group members share responsibility,✓ but who is actually accountable for the final outcome? In an individual decision it is clear who is responsible. In a group decision, the responsibility of any single member is watered down.✓

[10]

QUESTION 3

- People tripping over loose objects on the floor✓
- Articles dropping from above✓
- People slipping on greasy, wet or dirty floors✓✓
- People bumping against projecting, poorly piled or badly placed material✓✓
- Hands or other parts of the body cut on projecting nails, steel strapping, splinters✓✓✓
- Fires✓

[10]**QUESTION 4**

- Provides a forum for the representation✓ of all employees at the workplace, with the exception of senior management already in a position of policy making✓ and decision making over employee selection and dismissals✓
- Facilitates a shift from adversarial bargaining✓ at the workplace to joint problem solving by employees and employers✓
- Promotes employee participation in the workplace✓
- Provides employees with an institutionalised voice✓ in managerial decision making✓
- Benefits employers by raising productivity and profitability✓

[8]**QUESTION 5**

- At the request of an employee in the workplace to assist✓ and represent✓ the employee in grievance and disciplinary proceedings
- To monitor✓ the employer's compliance✓ with the workplace-related provisions✓ of this act, any law regulating terms and conditions of employment and any collective agreement binding on the employer✓
- To report any alleged✓ contravention of the workplace-related✓ provisions of this act, any law regulating terms and conditions of employment and any collective✓ agreement binding on the employer to:
 - the employer✓
 - the representative trade union✓
 - any responsible authority or agency✓
- To perform any other function agreed between✓ the representative trade union✓ and the employer✓

[15]

QUESTION 6

Only those employees employed in a full-time capacity at a specific workplace and who are acquainted with conditions and activities at the workplace or section thereof, as the case may be, shall be eligible for designation as health and safety representatives for that workplace or section.

[8]**QUESTION 7**

- To develop the skills of the RSA 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 employers to use the workplace as an active learning environment✓
- To allow employers✓ to acquire new skills
- To provide work opportunities✓ for entrants to the labour market
- To employ persons who find it difficult to be employed✓

[12]**QUESTION 8**

L = Listen without interference✓ (do not interrupt)

I = Invite to speak✓ (open-door policy)

S = Seek information✓ (who, what, where and how things happen)

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 wavelength)

N = Nod as acknowledgement response and reflect paraphrased messages✓ (react now and then with a 'yes', 'I understand'✓, nod and give feedback in own words)

E = Encourage other person to keep on talking until finished✓

R = Reflect paraphrased messages and give feedback in own words✓

[9]

QUESTION 9

- Prepare the employee and yourself to come to the meeting expecting to compare notes.✓ That way you have your facts at hand and the employee has the same opportunity to recollect performance during the previous period.✓
- Compare accomplishments with specific targets.✓ Do not be vague or resort to generalisations. Be specific✓ about what was expected and how close the employee has come to meeting these expectations.✓
- Be sure to give adequate credit for what has been accomplished.✓ Do not take for granted those things that have been done well and do not concentrate on the deficiencies.✓
- Review those things that have not been accomplished.✓ Emphasise where improvement is needed. Discuss how this can be done and why it is necessary for the employee to improve.✓
- Avoid the impression of sitting in judgement.✓ If there is blame to be shared, acknowledge it. Do not talk in terms of mistakes or weaknesses.✓ Never compare the employee with a third person.✓ Stick to a mutual explanation for the facts and what they imply to both of you.✓
- Agree on targets to be met during the period ahead.✓ Be specific about them.✓ Relate them to what has not been accomplished during the current period.✓ This sets the stage for a more objective appraisal discussion next time.
- Review what you can do to be of greater help.✓ Improvement is almost always a mutually dependent activity.✓ An employee who knows that you share responsibility✓ will approach the task with greater confidence and enthusiasm.✓

(Any 8 × 1)

[8]**TOTAL: 100**