



**higher education  
& training**

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

# **MARKING GUIDELINE**

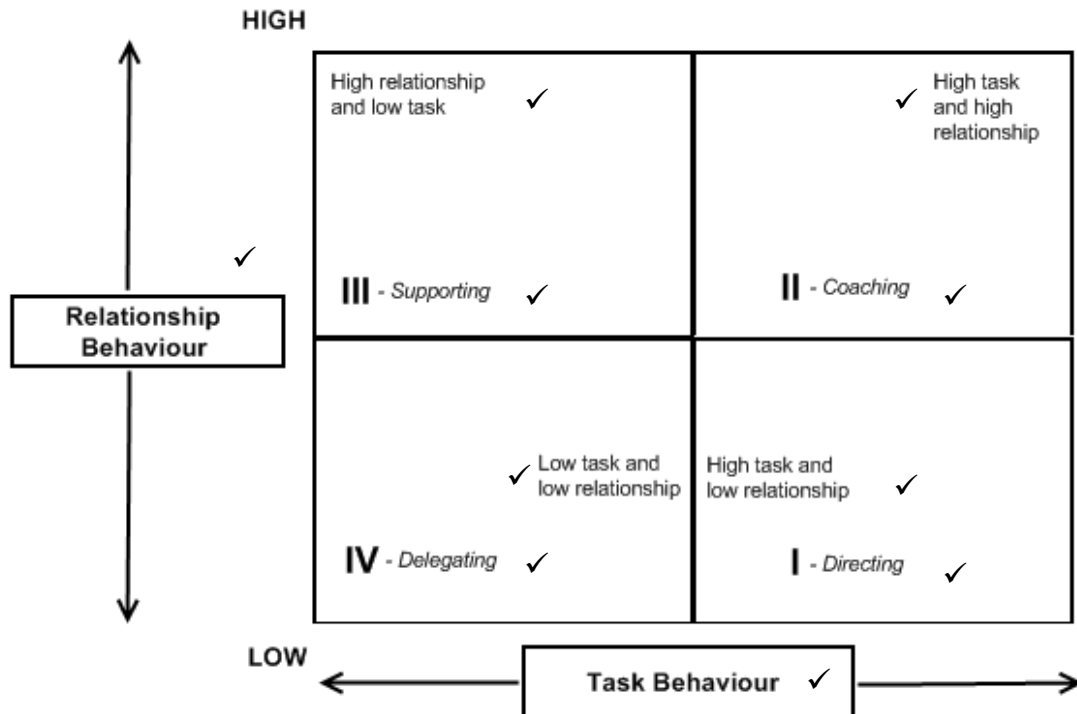
## **NATIONAL CERTIFICATE SUPERVISORY MANAGEMENT N6**

**26 July 2021**

**This marking guideline consists of 5 pages.**

**QUESTION 1: LEADERSHIP MODELS**

**HERSEY AND BLANCHARD'S MODEL**



[10]

**QUESTION 2: ASSERTIVENESS**

- This technique ensures that you are listened to
- That your message is received without nagging or moaning
- It is important to repeat the message so that it is not ignored
- Use the same words in different sentences/say the same thing in a different way
- The purpose is to bring your point home

[5]

**QUESTION 3: LABOUR RELATIONS**

- 3.1 The settlement of a labour dispute or employee grievance ✓ by an impartial umpire selected ✓ by mutual agreement of the company and the union. ✓ The arbitrator reviews all the evidence ✓ and makes a legally binding decision to settle the dispute. ✓
- 3.2 The process of negotiation between two parties, ✓ usually employer and employee, ✓ in order to reach mutual agreement ✓ on wages, benefits, working conditions and relationships. ✓ Trade unions normally represent workers/employees ✓
- 3.3 A formal process/procedure ✓ for employees ✓ to bring their complaints ✓ to management ✓ using a structured ✓ method.

(3 × 5) [15]

**QUESTION 4: PERSONNEL CARE**

A career path maps out the most logical✓ and practical roadway✓ to a position,✓ or series of positions, that an individual✓ believes holds the most attractive occupational✓ and personal✓ rewards. As stated earlier, you may decide that your career lies in your✓ present job. If so, you'll be mainly concerned with the improved performance,✓ broader scope of responsibilities,✓ larger salary,✓ and heightened✓ personal satisfaction. If, however, your sights are on a career beyond your present position✓, you'll need to develop a more complex plan✓.

**[10]****QUESTION 5: GROUP DYNAMICS**

- 5.1 This dimension refers to the atmosphere,✓ energy level, openness during group discussions.✓
- 5.2 This measure refers to the group's level of self-direction, self-management,✓ shared initiative, degree of commitment and motivation.✓
- 5.3 When observing for progress on this dimension, look for connections between individual group members✓ and the group.✓
- 5.4 Over time, an effective team will develop a sense of cohesion. Team members begin to think in terms of 'we' rather than 'I'✓ and almost instinctively function as a unit.✓
- 5.5 When the four preceding dimensions are well developed, a group typically becomes more productive,✓ which leads to measurable achievements.✓

(5 × 2)

**[10]****QUESTION 6: CONFLICT**

Conflict is natural in any organisation.✓ The supervisor's responsibility✓ is to try to understand the causes of these conflicts✓ and to resolve them✓ in a way that will contribute to meeting the objectives of the work group and the organisation.✓ Conflict is best resolved by focusing on mutually beneficial goals,✓ by seeking areas of compromise, by examining facts,✓ and by keeping personality differences out of the discussion.✓

**[8]**

**QUESTION 7: PROBLEM SOLVING**

- Ensure that everyone understands how brainstorming works
- Spell out the rules to the team
- Ensure that everyone understands what the topic of the session is
- Use a flipchart or white board to write down ideas
- Aim for quantity not quality, i.e., accept all ideas – discussion will follow afterwards
- Don't criticise any idea – it may discourage people from contributing
- Don't be conventional/conservative – sometimes ideas that seem strange and out of the ordinary lead to finding solutions
- Don't discuss ideas. Leave this for after the session
- Motivate everyone to participate for example by praising contribution
- Assist those who struggle to express themselves by putting their ideas into words that can be written onto the flipchart or whiteboard
- Ensure that no ideas are missed
- Take a short break, if necessary, to allow people to reflect and think

**[10]****QUESTION 8: PERFORMANCE APPRAISAL**

- 8.1
- To encourage good behaviour or to correct and discourage below standard performance.✓ Good performers expect a reward, even if it is only praise.✓ Poor performers should recognise that continued substandard behaviour will at the very least stand in the way of advancement.✓
  - To satisfy employees' curiosity about how well they are doing.✓ Each of us has a fundamental drive to know how well we fit✓ into the organisation. An employee may dislike being judged✓, but the urge to know is very strong.
  - To provide a firm foundation for later judgements that concern an employee's career.✓ Such matters as pay raises, promotions.✓ Transfers, or separation can be handled more smoothly if the employee is aware of the possibilities beforehand.✓
- 8.2
- Many raters avoid rating on the extremes of a rating scale.✓
  - This means that they neither rate very high nor very low scores.✓
  - The reason for this is that they often don't know the employees' capability✓ and they do not want to make an error so they 'play it safe'. ✓
  - Raters also do not want to open themselves to criticism or disputes from employees.✓
  - Thus, they neither condemn nor praise.✓

(9)

(6)  
**[15]**

**QUESTION 9: OCCUPATIONAL HEALTH AND SAFETY**

In the case of shops and offices there shall be at least one✓ health and safety representative for every 100 employees✓ or part thereof, and in the case of all other workplaces at least one✓ health and safety representative for every✓ 50 employees or part thereof. Employees performing work at a workplace other than✓ where they ordinarily report for duty✓, shall be deemed to be working✓ at the workplace where they so report✓ for duty.

**[7]****QUESTION 10: ACCIDENT AND RISK CONTROL**

- Select people who meet physical demands of the job
- See that safety induction is done for new employees
- Check that training in proper and safe job techniques are implemented
- Evacuation procedures must be practiced and understood
- Ensure that disciplinary action is taken to enforce safety when workers do not comply
- Work towards accident prevention being key and becoming a culture
- Acknowledge and/or reward individual contributions to accident prevention
- Invest in safety equipment, infrastructure and protective clothing
- Make sure that all accidents are reported; do not have a 'don't care' attitude
- Provide training in writing accident reports and make it user friendly
- Review accident reports to see that they are done correctly/effectively
- Enter all accident reports onto a data base
- Use past statistics on accident reports for future accident prevention
- Emphasise good housekeeping principles
- Lead by example
- Engage in consistent training with regards to good housekeeping
- Monitor loss control programs regularly
- Do risk control consistently

(Any 10 × 1)

**[10]****TOTAL:****100**