higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

SUPERVISORY MANAGEMENT N4

3 APRIL 2018

This marking guideline consists of 6 pages.

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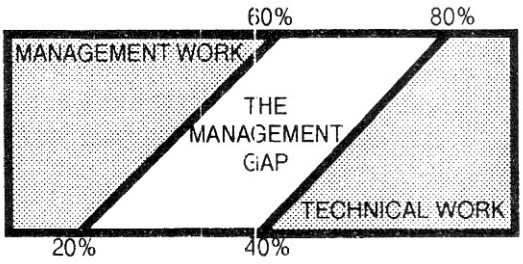
QUESTION 1: INTRODUCTION TO SUPERVISORY MANAGEMENT

1.1 Leader who manages scientifically (1)

1.2
- Specialises in management work
- Acts logically
- Promotes group interests
- Maintains effective communication
- Controls by means of exception.
- Organises rationally (Any 4 × 1) (4)

1.3

EXECUTIVES
DIVISION MANAGER
DEPARTMENTAL MANAGER
SUPERINTENDENT
SUPEVISOR



(5)
[10]

QUESTION 2: PLANNING

2.1
2.1.1 False
2.1.2 True
2.1.3 False
2.1.4 False
2.1.5 True

(5 × 1) (5)

2.2
- Identity the critical factors (money, customer demands, old or new product) that will influence the end result.
- Gather enough information to know what happened in the past and why it happened.
- Arrange your assumptions from the 'worst case', 'best case' to 'most likely' options. (After a good brainstorming session)
- Communicate the progress at regular planning meetings – people will want to know what became of the ideas they contributed.
- Prepare for adaption in case your forecasting diverges from the reality. (5)

[10]

QUESTION 3: ORGANISING

3.1
- A
- C
- E
- F (4)

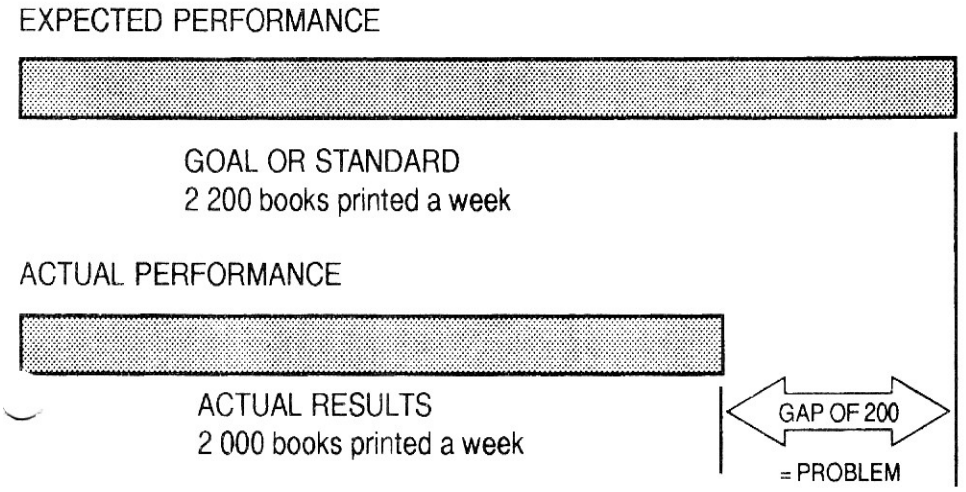
3.2
- The nature of the work
- The area
- The supervisor himself
- The type of subordinates (4)

3.3
- Authority is vested in one person and only
- One person is in control of a particular task or instruction.
- Lines of authority are clear and each person's task is clearly outlined

(Any 2 × 1) (2)
[10]

QUESTION 4: LEADING

4.1



(5)

4.2 4.2.1 When it is understood in the mind of both the sender and receiver (1)

4.2.2
- Distraction
- Distance fading the message
- Lack of understanding
- Emotions
- Language barriers
- Physical environment

(Any 4 × 1) (4)

4.3
- A whole job from beginning to end
- Regular contact with consumers or clients
- Use of a variety of tasks and skills
- Freedom of self-direction
- Direct feedback from the work itself
- A chance for self-development (Any 5 × 1) (5)

[15]

QUESTION 5: CONTROL

5.1 In any given group of occurrences✓ a small number of causes tends to give rise to the largest proportion of results.✓ (2)

5.2
- Ensuring that employees are at work on time
- Ensuring materials are not wasted or stolen
- Preventing some persons exceeding their authority
- Guiding production goals and quality standards
- Realising planning
- Evaluating planning and if necessary
- Making necessary adjustments
- Establishing that the actual activities are the same as the planned activities (8)

[10]

QUESTION 6: TRAINING

6.1
- 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 of life and philosophy, strengthening of the powers of body and mind. (3)

6.2
- Training is the organised procedure by which people learn knowledge and/or skills for a definite 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 abilities, or attitudes (4)

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

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

QUESTION 7: FINANCIAL COMPENSATION

7.1	Standard time plan	(1)
7.2	Measured day work	(2)
7.3	Standard time plan	(1)
7.4	Measured day work	(1)
7.5	Measured day work	(1)
7.6	Measured day work	(1)
7.7	Standard time plan	(1)
7.8	Measured day work	(1)
7.9	Standard time plan	(1)
		[10]

QUESTION 8: QUALITY

8.1	C
8.2	A
8.3	D
8.4	E
8.5	B

(5 × 1) **[5]**

QUESTION 9: LABOUR RELATIONS

9.1	9.1.1	Serious offences
	9.1.2	Less serious
	9.1.3	Very serious offences
	9.1.4	Serious offences
	9.1.5	Very serious offences

(5 × 1) (5)

9.2 Step 1: The employee verbally raises a complaint with his immediate supervisor.

Step 2: Should the supervisor's suggestions not be acceptable to the employee, the latter, with or without the assistance of a representative, lodges a formal written grievance for the attention of the supervisor or the next level of management, for example, the foreman.

Step 3: If, at this stage, the employee remains dissatisfied, the written grievance, together with the report of the supervisor or foreman, is forwarded to the next level of management, in the person of the department, section or factory manager.

Step 4: A grievance which remains unresolved is then channelled to the next level of management, for example, to the production manager.

Step 5: In the final stage the grievance is brought to the attention of top management. (5)
[10]

QUESTION 10: LOSS CONTROL AND INDUSTRIAL HOUSEKEEPING

10.1 Employer
10.2 Worker
10.3 Worker
10.4 Employer
10.5 Worker
10.6 Worker
10.7 Employer
10.8 Worker
10.9 Employer
10.10 Worker

(10 × 1) **[10]**

TOTAL: 100

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