higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE

SUPERVISORY MANAGEMENT N4

XX AUGUST 2019

This marking guideline consists of 6 pages.

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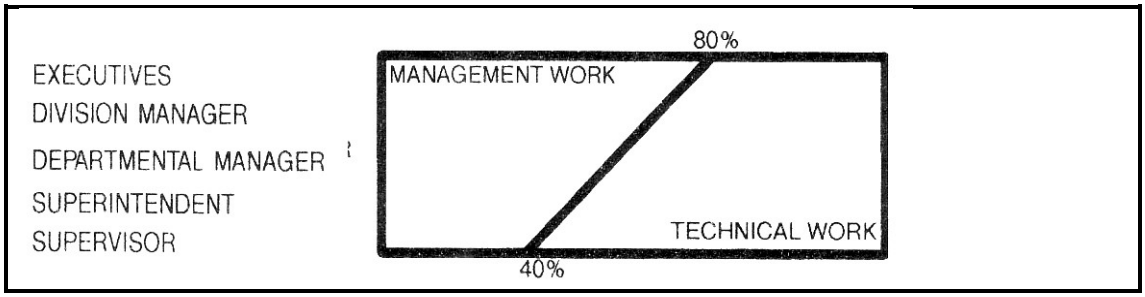
QUESTION 1: INTRODUCTION TO SUPERVISION

1.1



(5)

1.2
- Very few people are born leaders.
- Most leaders learn their skills.
- They do so mainly through hard work and careful study of their employees and the situations that arise while they are doing their jobs.
- When a person is given a leadership position for the first time after years in a job and is put in charge of a group of people to guide and direct their efforts,
- taking charge will come naturally. (5 × 1) (5)

[10]

QUESTION 2: PLANNING

2.1
2.1.1 Targets
2.1.2 Planning
2.1.3 Methods/ways
2.1.4 Organisational
2.1.5 Enterprise/company/organisation/institution
2.1.6 Rules

(6 × 1) (6)

2.2
- It involves mainly choosing between various alternatives
- before making a decision.
- The supervisor or leader should evaluate the situation
- and the various ways of acting. (4)

[10]

QUESTION 3: ORGANISING

3.1
- There should be no overlapping or duplication of work.
- Tasks should be logically grouped.
- People should be utilised according to their abilities in the execution of a certain task.
- Everyone should have an overall picture of the field in which the organisation operates. (4)

3.2
3.2.1 Person
3.2.2 Instructions/directives/orders
3.2.3 Control/charge
3.2.4 Instruction/job
3.2.5 Authority
3.2.6 Responsibilities/duties

(6 × 1) (6)
[10]

QUESTION 4: LEADING

4.1
- Communication is the mutual exchange of ideas,
- the interpretation of messages
- between two or more persons
- which are directed at achieving a specific purpose
- by means of different media. (Any 3 × 1) (3)

4.2
- The more the people are that pass on a message,
- the greater the danger that the message will be distorted.
- The process of transferring messages causes misunderstanding.
- Direct person to person communication is far more effective. (4)

4.3 Principle of:
- Participation
- Communication
- Recognition
- Delegated authority (Any 3 × 1) (3)

4.4
4.4.1 C
4.4.2 D
4.4.3 A
4.4.4 E
4.4.5 B

(5 × 1) (5)
[15]

QUESTION 5: CONTROL

Preventive control
- This takes place at the input stage before the process begins.
- Materials are inspected.
- Machinery undergoes inspection.
- Employees are selected for each assignment.
- Problems are detected before they can affect later operations. Therefore, preventive control has the greatest potential for savings.

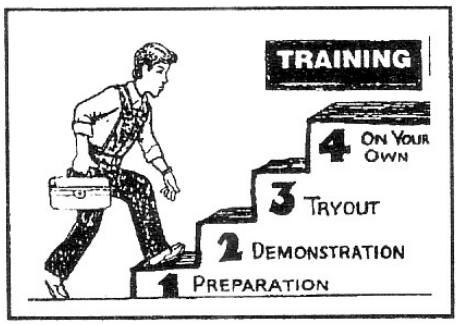
Concurrent control
- This control takes place during the conversion phase of a supervisor's operations.
- Pressures and temperatures are checked and on-line inspections are made as partially converted products flow through the process.
- Concurrent control makes a big contribution by catching and correcting problems before they get out of hand.

Corrective control
- This takes place at the output-stage after an operation is completed, a product is finished, or a service is delivered.
- These final inspections occur too late to do much good for what has already happened.
- The value of this type of control is in alerting supervisors to ongoing performance problems to be avoided in the future.

(1 mark for each heading) (3 × 1)
(7 marks for any 7 points of description under the headings) (7 × 1) (3)
(7)
[10]

QUESTION 6: TRAINING

6.1



(1 mark for man and 1 mark for each of 5 labels) (6)

6.2
- The students should have some knowledge of the subject before coming to the conference.
- This can be obtained from assigned readings or/and previous experience.
- The instructor must, by the skillful use of questions, make sure that the class analyses the topic thoroughly.
- He will summarise progress throughout the session. (4)

[10]

QUESTION 7: FINANCIAL COMPENSATION

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

QUESTION 8: QUALITY CONTROL

- Dimensions and appearance should be set up as specific quality standards. Keeping examples of acceptable and non-acceptable work on exhibit will be of great value.
- Put specifications in writing and see to it that employees get a copy to guide them.
- Allocate a certain amount of your own time for inspection each day.
- Pick spots where quality can best be made or lost. There is no point in spending your time checking operations where nothing much can go wrong.
- Make inspection rounds from time to time. Change the order of your trips frequently.
- Select at random pieces produced (5 or 10%)✓ at a particular station to inspect them carefully.
- Correct operating conditions immediately✓ where your inspection shows material to be off-grade or equipment to be faulty.
- Consult with employees to determine the reason for poor workmanship or unacceptable products. It is important to get their cooperation for quality improvement.
- Check the first piece on a new setup or a new assignment. Don't give the green light for production until you are satisfied with the quality.
- Use postquality records, scrap percentages and so forth, to keep employees informed of the department's performance. (Any 5 × 1) **[5]**

QUESTION 9: LABOUR RELATIONS

9.1
- Disciplinary procedures are initiated by management
- with the purpose of acting in the interest of the company
- taken to correct/change the behaviour of the employee.
- Grievance procedures are initiated by the employee
- to protect his/her rights in the workplace.
- Action is taken by an employee to resolve his/her dissatisfaction.

(Any 5 × 1) (5)

9.2
9.2.1 Substantively unfair
9.2.2 Procedurally unfair
9.2.3 Substantively unfair
9.2.4 Substantively unfair
9.2.5 Procedurally unfair

(5 × 1) (5)
[10]

QUESTION 10: LOSS CONTROL

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

(10 × 1) **[10]**

TOTAL: 100

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