higher education & training

Department:
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REPUBLIC OF SOUTH AFRICA

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NATIONAL CERTIFICATE

SUPERVISORY MANAGEMENT N4

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
SUPERVISORY MANAGEMENT N4
TIME: 3 HOURS
MARKS: 100

INSTRUCTIONS AND INFORMATION

1. Answer ALL the questions.
2. Read ALL the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Write neatly and legibly.

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QUESTION 1: INTRODUCTION TO SUPERVISION

1.1 Draw a chart representing the amount of time the different persons on the different management levels should spend on management work and on technical work so as to avoid the so-called management gap.

1.2 'Are good leaders born or made?' Motivate your answer.

(2 × 5) **[10]**

QUESTION 2: PLANNING

2.1 Complete the following sentences by filling in the missing word or words. Write only the missing word or words next to the question number (2.1.1–2.1.6) in the ANSWER BOOK.

You intend to draw up plans and programmes in future. Before you can develop these, however, you must set (2.1.1) … (end results) which are called goals or objectives.

Plans are what come out of the (2.1.2) … process.

Procedures are standardised (2.1.3) … are prescribed by management, for proper and consistent forms, sequence and channels to be followed.

Policies are, in effect, master plans that have been derived from (2.1.4) … objectives.

Strategies are the determination of the basic long-term goals and objectives of a/an (2.1.5) … and the adoption of courses (general programmes) of action and the allocation of resources necessary to carry out these goals.

Regulations are special (2.1.6) …, limits or controls within which employees are free to do the job their own way.

(6 × 1) (6)

2.2 Decision making is regarded by many researchers as the most important of management actions.

Briefly describe, in approximately 25 words, what is involved in decision making. (4)

[10]

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QUESTION 3: ORGANISING

3.1 An organisational structure is a specific framework of established posts in which people carry out certain actions and are so grouped that they can pursue a common goal.

State FOUR requirements of a formal organisational structure. (4)

3.2 Complete the following sentences by writing only the missing word or words next to the question number (3.2.1–3.2.6) in the ANSWER BOOK.

The following are the characteristics of a line organisation:

Authority is vested in one (3.2.1) ... and staff only receive (3.2.2) ... from the head and report back to him/her.

One person is in (3.2.3) ... of a particular task or (3.2.4) ...

Lines of (3.2.5) ... are clear and each person's task is clearly outlined as well as the (3.2.6) ... of each person.

(6 × 1) (6)
[10]

QUESTION 4: LEADING

4.1 Explain what *communication* is. (3)

4.2 Discuss the principle of 'line loss' as a guide in promoting effective communication. (4)

4.3 Name THREE principles of motivation which a supervisor should use to inspire and encourage his/her team to achieve the objectives of the company. (3)

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4.4 Choose a description from COLUMN B that matches an item in COLUMN A. Write only the letter (A–E) next to the question number (4.4.1–4.4.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
4.4.1	Job enlargement	A	to move an employee on a routine, repetitive job, from one routine job to another and back again, every few hours a days, has been found in some instances to relieve boredom and monotony
4.4.2	Job enrichment		
4.4.3	Job rotation		
4.4.4	Satisfaction	B	requires an appropriate job structure in terms of content, function and relationships and affects productivity, employee motivation and morale
4.4.5	Job design		
		C	to extend the boundaries of a job by adding different tasks at the same level of expertise
		D	expands a job vertically by adding higher-skill activities and by delegating greater authority
		E	comes from truly motivating factors such as interesting and challenging work, utilisation of one's capabilities, opportunities to do something meaningful, recognition of achievement and responsibility for one's own work

(5 × 1) (5)
[15]

QUESTION 5: CONTROL

Supervisors should look for key places (make-or-break points) in their operations and then focus most of their attention on these areas.

Name and describe THREE places where control can be applied. **[10]**

QUESTION 6: TRAINING

6.1 The foundation of systematic, structured job training has FOUR cornerstones.

Draw a diagram that illustrates the process of structured job instruction. (6)

6.2 A conference is a meeting of a small group of people (15–20 persons) in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation from trainees or students. Learning is facilitated through building upon the ideas contributed by the conferees.

Briefly describe TWO requirements of a successful conference. (2 × 2) (4)
[10]

QUESTION 7: FINANCIAL COMPENSATION

The methods of calculating the pay of different kinds of workers are usually referred to as incentive pay plans.

Indicate whether the following statements are MEASURED DAY WORK or STANDARD TIME PLAN. Choose the answer and write only 'Measured day work' or 'Standard time plan' next to the question number (7.1–7.9) in the ANSWER BOOK.

7.1 This involves simply a fixed rate of pay by the hour for a defined and agreed standard of daily performance. (1)

7.2 With the influence of scientific management, management began to look for 'more efficient' methods of working, and offered to pay, not what had been agreed upon as the price for the job, but what was a 'fair' price based on some technique such as work study or time measurement. (2)

7.3 Provided that the worker meets the targets set, he/she is guaranteed a regular weekly wage. If he/she fails consistently to reach the required standard, the worker is transferred to a less demanding job at a lower payment rate. (1)

7.4 There is no incentive to exceed the predetermined level of output. (1)

7.5 The workers can either spread out the work and stay busy as the day wears on or stop working altogether when they have done their quota for the day. (1)

7.6 Not only could a rate be fixed per piece, but also an acceptable rate of production. (1)

7.7 Work measurement is used to establish the time standards for each job. (1)

7.8 This 'acceptable rate' is called the 'standard time' and attracts a 'base rate payment'. (1)

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7.9 This plan is essentially the same as piecework with a guaranteed minimum, with the exception of the fact that the standard is expressed in time instead of money. (1)

[10]

QUESTION 8: QUALITY CONTROL

The measure of the degree to which a process, product or service conforms to the requirements that have been established for it is generally understood to be quality.

Describe FIVE points to be kept in mind by the supervisor when checking for quality. **[5]**

QUESTION 9: LABOUR RELATIONS

9.1 Describe the difference between *disciplinary procedures* and *grievance procedures*. (5)

9.2 Indicate which of the following situations would be regarded as PROCEDURALLY UNFAIR or SUBSTANTIVELY UNFAIR reasons for an unfair dismissal. Choose the answer and write only 'Procedurally unfair' or 'Substantively unfair' next to the question number (9.2.1–9.2.5) in the ANSWER BOOK.

9.2.1 After the imposition of the sanction, there was no consideration of the special circumstances such as the previous record of the employee.

9.2.2 The employee is unaware of the nature of his/her offence.

9.2.3 The sanction imposed on the employee is inconsistent with the treatment of other employees who committed the same or an equal offence.

9.2.4 There is no clear reason for the dismissal of the employee.

9.2.5 The employee was not given the opportunity to state his/her case.

(5 × 1) (5)

[10]

QUESTION 10: LOSS CONTROL

Indicate whether the following situations are caused by the EMPLOYER or by the WORKER. Choose the answer and write only 'Employer' or 'Worker' next to the question number (10.1–10.10) in the ANSWER BOOK.

10.1 Working at an unsafe speed

10.2 Working without authority

10.3 Unsafe construction

10.4 Failure to secure machinery and materials

10.5 Rendering safety devices inoperative

10.6 Unsafe lighting

10.7 The unsafe arranging or placing of objects

10.8 Fooling, teasing and abusing workmates

10.9 Lack of machines and safety guards

10.10 Using equipment or limbs unsafely instead of using the equipment supplied

(10 × 1) **[10]**

TOTAL: 100

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