

higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

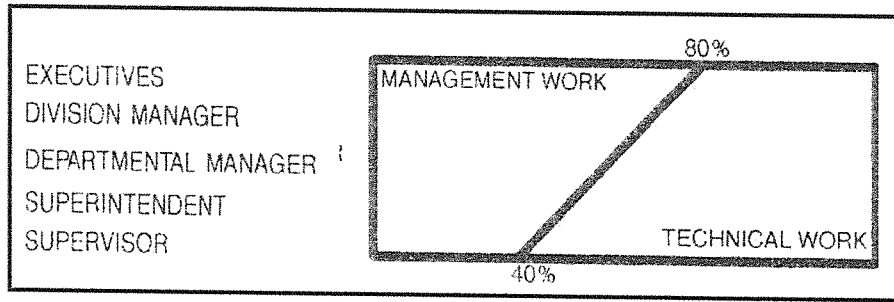
MARKING GUIDELINE

NATIONAL CERTIFICATE
NOVEMBER EXAMINATION
SUPERVISORY MANAGEMENT N4
27 NOVEMBER 2014

This marking guideline consists of 7 pages.

QUESTION 1

1.1



A MORE EFFECTIVE WAY OF MANAGING TIME

(5)

1.2

- Very few are born leaders.
- Most leaders learn their skills.
- They do so mainly through hard work and careful study of their employees and the situations in which they do their jobs.
- Visualise that you were given a formalised leadership position for the first time; and were put in charge of a group of people to guide and direct their efforts.
- At this specific stage in your career as leader, you tended to do things that came naturally.
- So we all began as natural leaders.

(Any 5 x 1)

(5)
[10]

QUESTION 2

- 2.1
- | | |
|-------|-------|
| 2.1.1 | False |
| 2.1.2 | True |
| 2.1.3 | False |
| 2.1.4 | True |
| 2.1.5 | False |

(5 x 1)

(5)

2.2 End point scheduling' used is used when the final date for a project is known before-hand.

(1)

- 2.3
- Predetermine the minimum time needed to complete a step.
 - Predetermine the maximum time needed to complete a step.
 - Decide on a realistic time between the minimum and maximum times.
 - Various manners of determining time-commitments exist:

(4)
[10]

QUESTION 3

- 3.1
- Line organisation (functional organisation)
 - Line and staff organisation
 - The information organisation
- (3)
- 3.2
- A good knowledge of the process of delegation.
 The right attitude on the part of the supervisor.
 Willingness to entrust responsibility and to transfer authority to subordinates.
 Willingness to delegate in order to strengthen the organisation by training replacements in all facets of the work.
 Willingness to allow subordinates to make decisions.
 Knowledge of the difference between the allocation of work and delegation.
 The realisation that delegation begins with simple steps,
 The realisation of the need for a set of controls to ensure effectiveness of delegation.
 The realisation that it is human to make mistakes and that subordinates can sometimes make the wrong decisions.
 An appreciation for the difference between operating and management work.
 A knowledge that the subordinate is well trained to take the responsibility and authority of the position.
 A knowledge of what to delegate and how much.
- (7)
[10]

QUESTION 4

- 4.1
- 4.1.1
- A disturbance of an unsettled matter
 - That demands a solution for productive functioning of an organisation
- (2)
- 4.1.2
- Is the present operator different from the old one?
 - Was a power source less regular than before?
 - Did the specifications change?
- (3)
- 4.2
- 4.2.1 understanding
- 4.2.2 language
- 4.2.3 greater
- 4.2.4 emotions
- 4.2.5 understood
- (5 x 1) (5)

4.3	4.3.1	A
	4.3.2	C
	4.3.3	B
	4.3.4	A
	4.3.5	D

(5 x 1) (5)
[15]

QUESTION 5

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.
- By catching problems 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 the biggest 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.
- Such '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.

[10]

QUESTION 6

- 6.1 Concepts
 - 6.2 Classroom
 - 6.3 Prepared
 - 6.4 Knowledge
 - 6.5 Large
 - 6.6 Passive
 - 6.7 Doing
 - 6.8 Communication
 - 6.9 Feedback
 - 6.10 Attention
- [10]

QUESTION 7

- 7.1 The term service applies to such items as a company newspaper, athletic field or Christmas party for which a direct money value for the individual employee cannot be readily established. (2)
- 7.2 To recruit people to the firm ✓
Firms must be reasonably competitive in their rates to entice job applicants to the employment office door. ✓
- To control payroll costs
Supervisors are not allowed to pay their people above the job rate.
- To satisfy people - to reduce quitting, grievances, and friction over pay
The pay must be fair and favoritism and discrimination should not play any part in the allocation of money.
- To motivate people to superior performance
Those who produce more should be paid more
- (8)
[10]

QUESTION 8

- 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 some of your own time for inspection, a certain amount of time 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 of 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 co-operation 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 post-quality records, scrap percentages, and so forth, to keep employees informed of the department's performance.

(Any 5 x 1)

[5]**QUESTION 9**

- | | | |
|-----|-------|---|
| 9.1 | 9.1.1 | C |
| | 9.1.2 | E |
| | 9.1.3 | D |
| | 9.1.4 | A |
| | 9.1.5 | B |

(5 x 1)

(5)

- 9.2
- To hear the relevant evidence concerning the alleged breach of discipline.
 - To reach as just and as balanced a verdict as possible, given the evidence.
 - To obtain a clear picture of the worker's disciplinary history.
 - To try to get the worker to accept responsibility for modifying his/her unacceptable behaviour, by passing an appropriate sentence.
 - To prevent a recurrence of incorrect behaviour or practices, and/or to decide whether any managerial/worker action could prevent such a recurrence.

(5)
[10]

QUESTION 10

- 10.1
- Injury prevention
 - Total accident control
 - Fire prevention
 - Industrial health
 - Hygiene and pollution
- (5)

- 10.2
- | | | | |
|--------|-----------|--|--|
| 10.2.1 | Condition | | |
| 10.2.2 | Act | | |
| 10.2.3 | Act | | |
| 10.2.4 | Condition | | |
| 10.2.5 | Act | | |
- (5 x 1) (5)
[10]

TOTAL: 100