



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

**MANAGEMENT PRACTICE
NQF LEVEL 4**

(3021004)

**18 November 2019 (X-Paper)
09:00–12:00**

This question paper consists of 9 pages.

TIME: 3 HOURS
MARKS: 150

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. Start each section on a NEW page.
 5. Use only BLUE or BLACK ink.
 6. Write neatly and legibly.
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SECTION A**QUESTION 1**

1.1 Complete the following sentences by filling in the missing word(s). Write only the word(s) next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

1.1.1 ... is the process of deciding on appropriate objectives for an organisation five to ten years into the future. 

1.1.2 ... is a process of accepting change and managing the process of change.

1.1.3 After an employee disobeys the rules of the company or fails to meet the performance standard set for the employee's task he/ she must be ...

1.1.4 The maximum ordinary weekly hours for an employee are ... hours.

1.1.5 ... is the process of establishing performance targets and then regularly comparing actual performance against these targets to see how well everything is working. 

1.1.6 ... is the breakdown of how a task is accomplished including all detailed description of the task and all its elements.

1.1.7 A ... is a written article containing testimonials and references that is given by the employer to an employee after termination of contract of service.

1.1.8 One of the tasks of a ... is to manage the implementation of the change process.

1.1.9 In terms of the ... Act the employer must keep a record of time worked by each employee and their remuneration. 

1.1.10 ... identifies the gap between what resources we need and which of these resources we already have.

(10 × 1) (10)

- 1.2 Choose a/an word or item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–N) next to the question number (1.2.1–1.2.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.2.1	The ability of the leader to influence other people. 	A	manager
1.2.2	Plans that are made when management recognises a problem and then plans to do something about it in an orderly manner	B	coordination
1.2.3	The process of integrating the objectives and activities of the separate units to achieve the department's goals efficiently	C	labour market
1.2.4	This theory concentrates on the situational needs of the employee, not the inner needs of the individual	D	planned change
1.2.5	A group of available people in a community who have the competencies to do the tasks required which form part of a vacant position	E	skills
1.2.6	The expertise or talent needed in order to do a job or task	F	power
1.2.7	It includes taking the actual results and comparing these to the goals and objectives set out in the strategic plan	G	reactive change
1.2.8	Everyone is involved in decision making and has a chance to voice their opinion. 	H	on-the-job training
1.2.9	Trainees receive training in their work environment	I	Maslow's theory 
1.2.10	A person who exercises daily management functions in an organisation and who holds a formal position of authority in the organisational hierarchy	J	off-the-job training
		K	control
		L	Herzberg's theory
		M	leader
		N	democratic

(10 × 1)

(10)

1.3 Give ONE word/term for each of the following descriptions by choosing a word/term from the list below. Write only the word/term next to the question number (1.3.1–1.3.10) in the ANSWER BOOK.

mentoring; skills gap; SAQA; risk management; facilitation; human resources department; responsibility; production department; SETA; resources; decision making; delegation; recognition; coordination

1.3.1 Department part of every company that deals with staff issues such as hiring, paying salaries and training 

1.3.2 Appreciating or being appreciated for the work one has done

1.3.3 Hand over authority to someone else-in business usually to a junior employee

1.3.4 Considering alternative solutions to a problem and then choosing the best

1.3.5 A company set up by the government to provide skills training and support to companies in a particular industrial sector

1.3.6  Gap between the existing skill level of an employee and the level demanded by the job

1.3.7 Guiding and developing employees while they are doing their work

1.3.8 Stock or supply of money, materials, staff and other assets that can be drawn on by a person or organisation in order to function effectively

1.3.9 Identifying potential risks in advance, analysing them and taking precautionary steps to reduce or curb the risk 

1.3.10 Opportunity or ability to act independently and take decisions without needing authorisation from a senior person

(10 × 1) (10)
[30]

TOTAL SECTION A: 30

SECTION B**QUESTION 2**

Read the case study below and answer the questions.

'HONDA MOTOR MANUFACTURING COMPANY, Midrand branch'

In late 2004, Walter Bernard, the manager of the production department for Honda Motor Manufacturing company in Midrand, South Africa, was notably frustrated with the way in which his section operated. There were quality and conformance issues with the rear suspension cradle for Honda's new Suprima crossover. With the installation of the rear suspensions a number of faults crept in. Bernard, an expert in Honda's production principles, was given the responsibility to figure out the problem and to make relevant decisions.



Through his research, he figured out that some of his staff members were not committed in providing services they were hired to perform and most staff members in his department were still new in the field. Most staff members were under a training programme sponsored by merSETA (Manufacturing, Engineering and related services SETA) and lacked the skills needed by Honda Motor industry.

When Walter Bernard realised that the main problem was a lack of skills, he motivated his workers to concentrate on the installation of the rear suspensions. Furthermore he made the following changes:

- Additional qualified and experienced staff were employed
- The employer provided a training programme for the trainees
- He changed business strategies and methods of production
- Motivated staff by management
- Enforced a Code of conduct for everyone



[Translated from: *Journal on Management*. Vol. 4. July 2009]

- 2.1 Bernard is the manager of production department at Honda Motor manufacturing, Midrand branch.
- 2.1.1 Is Walter Bernard position in the production department part of top management or middle management? Motivate the answer. (2)
- 2.1.2 Differentiate between *top* and *middle* management in an organisation with relevant examples. (2 × 2) (4)
- 2.1.3 Explain FIVE responsibilities that must be carried out by Bernard as a manager of the production department at Honda Motor Manufacturing Company. (5 × 2) (10)

- 2.2 For the success of Honda Motor manufacturing company, business strategy is essential.
- 2.2.1 Discuss how business strategy assists in achieving business objectives in an organisation.  (2 × 2) (4)
- 2.2.2 Identify FOUR factors from the case study that could prevent Honda Motor manufacturers in fulfilling the objectives of the production department strategy. (4 × 1) (4)
- 2.2.3 Explain the steps that Honda Motor manufacturing could take to minimize the negative impact of a failure to achieve the objectives of the business strategy. (4 × 2) (8)
- [32]**

QUESTION 3

- 3.1 Bernard, as a manager in Honda's production section, was given the responsibility to figure out production problems and to make relevant decisions. 
- 3.1.1 Define the term *decision making*. (2)
- 3.1.2 Explain the steps that Bernard need to follow when making decisions. (6 × 2) (12)
- 3.2 Through his research, Bernard realised that most staff members of the production department were under a training programme sponsored by merSETA.
- Explain the role of the SETAs in terms of the legislated relationship between the SETAs and employers. (5 × 1) (5)
- 3.3 Describe TWO kinds of reports that need to be submitted to SETA by employers each year in terms of the skill development legislation.  (2 × 2) (4)
- 3.4 In terms of SDLA (Skills Development Levies Act), an employer must pay skills development levies at a rate of 1% of the leviable amount to SARS.
- 3.4.1 Explain the purposes of the use of 1% levies payable by the employer to SARS. (3)
- 3.4.2 Describe TWO requirements that must be met to claim back levies. (2 × 2) (4)
- [30]**

QUESTION 4

- 4.1 Due to the problem the company face, Walter Bernard was forced to make changes in his section so that his department can deliver the required items. One of the changes was to organise and make provision for training programmes to all staff members to enable them to obtain specific skills and knowledge.
- 4.1.1 Which department can Walter Bernard approach and work with in order to identify training programmes to be conducted.  (1)
- 4.1.2 When making decisions about what training programs need to be conducted, what are the main factors that the department mentioned in QUESTION 4.1.1 need to consider? (5 × 1) (5)
- 4.1.3 Explain TWO ways in which both Bernard and the department can identify and obtain the skills that are required. (2 × 2) (4)
- 4.2 One of the changes suggested by Walter Bernard was to organise and make provision of training programmes to all staff members.
-  Explain the importance of organising. (2 × 2) (4)
- 4.3 When the training is completed, there is a need to get feedback from everyone that was trained.
- Explain THREE reasons why it is necessary for the trainees to give feedback. (3 × 2) (6)
- 4.4 Business strategies are valuable in each company and all staff members must be honest and be able to keep confidentiality.
- Explain the following principles of the code of conduct and ethics:
- 4.4.1 Confidentiality  (2 × 2) (4)
- 4.4.2 Honesty and integrity (2 × 2) (4)
- [28]**

QUESTION 5

- 5.1 Walter Bernard encourages motivation amongst staff members, both individually and collectively, so that they can develop and maintain a productive workplace and at the same time derive satisfaction from their jobs.
- 5.1.1 Explain FIVE positive effects that motivating employees have in an organisation.  (5 × 2) (10)
- 5.1.2 Identify SEVEN elements that negatively affect motivation of employees. (7)
- 5.2 When Walter Bernard realised that the main problem was a lack of skills, he suggested change in working methods.
- 5.2.1 State whether Walter made a planned change or reactive change. Motivate your answer.  (3)
- 5.2.2 Discuss the reasons why organisations often fail to apply changes when required. (5 × 2) (10)
- [30]**
- TOTAL SECTION B: 120**
GRAND TOTAL: 150