PROGRAM : NATIONAL DIPLOMA
            MINERAL SURVEYING
            MINING ENGINEERING

MODULE : ENGINEERING MANAGEMENT II

CODE : MGN21-1

DATE : SUPPLEMENTARY FINAL SUMMATIVE ASSESSMENT
       28 JULY 2016

DURATION : (SESSION 2) 11:30 - 14:30

WEIGHT : 40: 60

TOTAL MARKS : 100

EXAMINER : MS D KOHALY

MODERATOR : MR R SIBANDA

NUMBER OF PAGES : 6 PAGES

INSTRUCTIONS:
1. READ INSTRUCTIONS IN EACH SECTION CAREFULLY
2. WRITE YOUR LECTURER’S NAME ON YOUR ANSWER SHEET
3. PLAN YOUR TIME CAREFULLY

2/...
SECTION A

Read the article “Women still getting a raw deal, status report finds” (August 2015) before answering the questions 1-10. Questions 11-20 relate to your syllabus. Choose the most correct answer and write down only the question number and correct letter. e.g. 1C

WOMEN STILL GETTING A RAW DEAL, STATUS REPORT FIND

Although inroads have been made, females are lagging in various sectors of the economy

1. The status of women in the South African Economy report by the Department of Women in the Presidency, released on Women’s Day yesterday, paints a mixed picture about the country’s women.

2. The report found:

2.1. Education: Due to a lack of money, girls were considerably more vulnerable to family commitments and “may be sacrificing their education for others”, as teenage pregnancy was another factor keeping young women out of school. At higher education levels, more women continued to choose health, welfare, education and services fields rather than those in engineering, mathematics or science.

2.2. Labour market: As women’s employment was concentrated in a smaller number of sectors compared to men, they were more vulnerable to cyclical downturns. Despite educational gains, women remained more likely to be employed in low-skilled occupations. They also earned less than men. On average, African women’s income was 64.5 percent that of their male counterparts, compared with 92.8 percent among Indian women, 84.4 percent among coloured women and 83.3 percent among white women.

2.3. Access to credit: Women had “relatively equal” access, but barriers to business financing remained because of a lack of collateral as well as lower financial literacy levels. Land and property ownership: The emerging ownership patterns were interwoven with “geographical and cultural contexts”, especially in rural areas. Between 2005 and 2010 women constituted only 9 percent of land restitution beneficiaries and 35.9 percent of land redistribution beneficiaries. Yet women represented 59 percent of the 16.5 million people living in rural areas.

2.4. Poverty and inequality: Women were more likely to be poor than men and live further below the poverty line than men. Rural, or peri-urban, women were comparatively worse off than their counterparts. While social grants significantly reduced poverty levels, women-headed households were considerably more reliant on grants than men-headed households.

2.5. Unpaid work: women spend more hours doing unpaid work, including household chores and caring for relatives. To raise women’s participation in the economy, there needed to be childcare and relegated services, and or a change of social norms.

3. The report recommended:

3.1. Reprioritizing women in the government’s land reform, restitution and redistribution programmes. Guidelines to collect better data on women’s land and property ownership. A concerted effort to encourage young women to enter so-called male fields of study like the sciences and engineering.

3.2. Annual data on how many girls returned to school after dropping out due to pregnancy and family commitments. Increased efforts to ensure girls remained in education after the age of 15, among them providing care facilities to release girls from such obligations.
Section A (Continued)

3.3. Increase women’s participation in the formal economy by for example, ensuring the availability of accessible and affordable childcare facilities. A national conversation on sharing household and care responsibilities away from stereotypes of what was defined as women’s or men’s work to enable women to enter the labour market.

Adapted from The Star, 10 August 2015

1. The title of the article conveys information about:
   A. Gender equality
   B. Gender discrimination
   C. Feminist protests
   D. South African legislation

2. A possible reason for educational differences relating to gender could be:
   A. Women are more talented in the sciences
   B. Women are more talented at domestic chores
   C. Women are traditionally childminders
   D. Women often lack financial resources

3. Men generally earn more money than women since:
   A. Men work harder than women
   B. White women work harder than African women
   C. Men are most often better managers
   D. Gender discrimination is still problematic in South Africa

4. Financial literacy (paragraph 2.3) refers to:
   A. Understanding mathematics
   B. Information relating to money
   C. Social grants for women
   D. Economic degrees

5. The status of women in the South African economy report identifies women as the poorest in the population because:
   A. Women do not use birth control
   B. Women do not want to be educated
   C. Women wish to stay in rural areas
   D. Women’s work is largely not remunerated

6. Solutions to the report include:
   A. Promoting the education of women
   B. Educating the population about gender
   C. Providing social grants
   D. Providing access to credit
Section A (Continues)

7. Childcare services are of significance as:
   A. Women may focus on educational obligations
   B. Men do not need to provide money for childcare
   C. Women will be in better health if they are assisted
   D. Women no longer feel abused

8. The article mentions a discussion about traditional gender stereotypes in the conversation necessary to:
   A. Embrace changing gender roles
   B. Emphasize that times have changed
   C. Encourage men to do housework
   D. Encourage women to have planned pregnancy

9. A synonym for “lagging” in the subtitle of the article is:
   A. Competing
   B. Fighting
   C. Falling
   D. Nagging

10. Land ownership is mentioned as it is indicative of:
    A. Employment
    B. Gender equality
    C. Financial security
    D. Education

The following questions are from your knowledge of the management syllabus:

11. In conducting a meeting where there is a conflict a manager should:
    A. Openly discuss the conflict and allow debate
    B. Not tolerate any conflict at all
    C. Reschedule a meeting to discuss the conflict
    D. Allow a controlled debate but end the meeting positively

12. Active listening in meetings means that a manager will:
    A. Allow everyone to speak informally
    B. Summarize the various viewpoints
    C. Dominate the meeting’s agenda
    D. Write down minutes

13. Visualization is used in goal setting. To be effective, visualizations must be:
    A. Done to music
    B. Done when relaxed
    C. Done whilst sleeping
    D. Done frequently
Section A (Continues)

14. Affirmations involve:
   A. Associating with positive people
   B. Teaching others about success
   C. Frequency, vividness and intensity
   D. Presenting the subconscious mind with positive verbalisations

15. When praising employees, a manager should:
   A. Praise efforts as well as achievement
   B. Praise everyone everyday generously
   C. Praise a diversity of activities
   D. Praise occasionally and in public

16. The self-fulfilling prophecy is useful to the manager as it contributes to:
   A. Employees having high self-esteem
   B. Employees motivation by believing in your confidence in them
   C. Employees leaving the company if they are poor
   D. Employees working as a team of workers

17. In “Who moved my cheese” the character that shows the most growth is:
   A. Sniff
   B. Scurry
   C. Haw
   D. Hem

18. In “Who moved my cheese” the names of the characters reflect:
   A. Metaphorical verbs
   B. Cartoon characters
   C. Primitive activities
   D. Attitudes to change

19. The writing on the wall in “Who moved my cheese” reflects:
   A. The characters’ fear of change
   B. People’s deepest desires
   C. The deeper lessons of the book
   D. Enjoyable pictures

20. According to “Who moved my cheese”, the best way to deal with change is with:
   A. Resistance
   B. Denial
   C. Acceptance
   D. Fear
SECTION B

1. As a graduate from the University of Johannesburg, you interact with many experienced Miners and Surveyors in your place of work. Certain older employees may feel animosity towards you. Write a paragraph of ± 10 lines where you explain why they might feel this way and how you will deal with this hostility. (15)

2. Despite great strides in gender equality, women in mining, might still feel marginalised. As a manager how could you deal with this issue? (5)

3. Do you believe that women in mining should be restricted to certain jobs and activities? Justify your answer. (5)

4. As a manager you are required to mentor staff members. Why is mentoring required in the workplace? (5)

[30]

SECTION C

Write an essay of approximately ONE page in length on one of the following topics below. Indicate rough work as preparation. Marks will be awarded for both content and style.

1. Discuss when you would use both X and Y management styles as described by Mcgregor in the Mining workplace. Provide examples. (50)

OR

2. Identify why Herzberg calls salary a hygiene factor in the motivation of workers. Do you support this viewpoint in explaining motivation in the industry? (50)

[50]

GRAND–TOTAL = 100