

EXTRACT FROM INTERVIEW QUESTIONNAIRE

Developed by Drotter Human Resources Inc. & Barry Venter.

INTRODUCTION

- We are trying to develop a more valid and accurate picture of the work that is done by supervisors and operators so we can build better:
 - development,
 - assessment,
 - performance management,
 - selection and
 - coaching tools.
- We need your input. Please give examples/evidence of what you say.
- You were chosen because it was felt you would do a good job of describing your work, that of your subordinates and some of the challenges you face. The names of people to provide us with input into this process have been gathered from many sources.
- Your answer will be anonymous. Answers will be aggregated by organisation layer.
- A standardised interview is being used in order to drive consistency. I will read the question to be sure that everyone is asking the same questions in the same way. Please feel free to ask for clarification or explanation, if necessary.

Interview questions – Let's start with <u>Positions that report to you</u> .		
Section A		
To be discussed with employees who have staff members reporting to them.		
	Questions/Probes	Listen for...
1 (I)	<p>How many employees report to you?</p> <p>Total number of direct reports:</p> <p>What is the most important job(s) that reports to you?</p> <p><i>Probe: If all are the same, which one did you come from? Let's talk about the one you came from.</i></p>	<p>* The job, not the person</p> <p>* Degree of conviction about which job(s) is/are appropriate</p>
2 (I)	<p>Give me a sense of scale for this job (i.e. most important).</p> <p>How many people do they manage? Number of people reporting to miner: e.g. ± 12 people per miner.</p>	<p>* Degree of complexity</p> <p>* Doing vs. managing (based on size)</p>
3 (A,H)	<p>Think broadly about results including operational, customer, leadership etc. What are the major results expected from this/these positions?</p> <p>E.g. broad KPI/results:</p> <ul style="list-style-type: none"> ▪ Safety target achievement – LTI's, incidents etc. ▪ Production target achievement – tons blasted, meters drilled, tons loaded ▪ Budgetary control ▪ Planning of staff, work <p>Are scorecards available for these positions?</p> <p>If so, please provide a copy.</p>	<p>* Results by performance category</p> <ul style="list-style-type: none"> - financial/operational - management - customer - relationships - leadership - social responsibility <p>* Nouns, not verbs</p> <p>* Clarity of understanding of the job</p> <p>* Results focus vs.</p>

	<p><i>Probe: Consider other aspects of your work such as externals or softer areas (like people).</i></p> <p><i>You've given me a short list, consider all the ways you measure this person.</i></p> <p><i>Note: Allow a little time for them to think.</i></p>	activity
4 (A,H)	<p>What are the most important tasks to be performed in order to achieve those results and what percentage of his/her time is spent on each task (must add up to 100%)? (Push for 5 or 6.)</p> <p>How much of your total percentage time available is spent on administration?</p> <p>Are job and competency profiles available? If so, please provide a copy.</p> <p><i>Probe:</i></p> <p><i>What does your subordinate actually do to achieve the results?</i></p> <p><i>I didn't hear any tasks associated with result XX. Tell me what tasks are required.</i></p>	<p>* Verbs, not adverbs</p> <p>* Connection to the results, e.g. sales require sales planning, sales calls, service visits</p>
5 (F)	<p>How would you rate the average level of competence of employees in these jobs?</p> <p>Rate on a scale of 1 – 5, where 1 is low and 5 is high. If the rating is below 3, what would you ascribe this to?</p>	<p>* Dissatisfaction with current state</p> <p>* Reasons for poor performance, i.e. training, not enough time for on the job training, supervision</p>

JOB PROFILE – FIRST LINE SUPERVISOR

Section A: Profile Description

Title:	First-line supervisor
Job purpose:	<p>To develop, lead and inspire a high performance team to attain business objectives.</p> <ul style="list-style-type: none">- Leader involved in obtaining resources and managing it.- Leader and team involved in setting own objectives and performance standards.- The team to take full ownership of its own performance.- Continuous assessment of the team's performance against set objectives.- Application of appropriate best practices and standards.- Provide efficient business processes to support team activities.
Level of work:	<p>Level 2: Work at this theme is concerned with providing a service to people at level 1 in framing and supporting their work, making their tacit knowledge explicit and ensuring safe working conditions. It is providing a service to customers/clients/situations by assessing the situation and making a sensitive response to their needs.</p>
Grade:	Paterson: C Lower – C Upper; Hay: 321 – 400 Peromnes: 8

Section B: Results Areas

1. Achieve Business, Financial and Technical Results

Key Results Area	Key Activities	Performance Indicators
Business and Financial results	Mini business management. Set vision of the future for area of responsibility – goal alignment. Understand upstream and downstream processes and impact on business and team performance (including cost). Recommends and incorporates cost saving initiatives into budgets and controls expenditure within approved parameters.	Level of integrated management Alignment to business plan Demonstrate understanding of value chain, decision criteria and risk.
Technical results	Achieve targets within boundaries (policies, processes) including: delivery (legal compliance and standards), cost, safety, health and environment, quality and productivity.	Target achievement

2. Achieve Management results

Plan and monitor	Resource planning, allocation and management – ensure availability (including time management). Process monitoring.	
Communication	Reporting. Make information available. Communicate, share information with manager and team.	
Compliance	Ensure policy and standard compliance in team.	
Decision making	Analyse and interpret information. Continuously identify opportunities for improvement. Anticipate and solve problems.	
Communication and relationship building	Engagement and change management. Make message understandable for all. Communicate relevant messages both up and down. Boundary manager – interpreting environment and communicate implications to team. Build workplace relations with manger, team and other relevant teams. Conflict resolution/negotiation.	

Project management	Function as a member of a project and co-ordinate or perform project activities or provide input in terms of project's resource allocation.	Adheres to project deadlines, products delivered in time.
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3. Lead an empowered work team

People management	<p>Prioritise and assign work to allocated resources to ensure delivery according to client needs.</p> <p>Monitor individual performance according to company requirements.</p> <p>Input in selection of team members – not just HR and unions.</p> <p>Motivate and lead team. Obtain buy-in from team.</p> <p>Set objectives and performance standards.</p> <p>Recognise and reward team members.</p> <p>Build team capability. Train, coach and develop confidence.</p> <p>Create a culture of learning; knowledge sharing.</p> <p>Get team to take full responsibility of area of responsibility and performance.</p> <p>Manage discipline in team.</p> <p>Ensure team wellness.</p>	<p>Regularly review objectives with subordinates.</p> <p>Review and redefine action plans with subordinates to achieve goals.</p>
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Mine safety, security and environmental effectiveness.	<p>Implements safety and security programmes to ensure adherence to procedures.</p> <p>Implement specific environmental applications according to the environmental management programme.</p>	<p>Safety and Health Lost Time Injuries (LTI's) and Lost Time Injury Frequency Rate (LTIFR's)</p> <p>Adherence to the provisions of the Diamond Act.</p>
Project management	Function as a member of a project and co-ordinate or perform project activities or provide input in terms of project's resource allocation.	Adherence to project deadlines; products delivered in time.
Diversity management	<p>Understand and acknowledge differences.</p> <p>Work well together. Tolerate differences.</p> <p>Manage diversity.</p> <p>Apply diversity to leverage results. Use diversity to your advantage; various perspectives/inputs.</p>	

4. Customer and Relationship Results

Customer and Relationship management	Customer and supplier knowledge. Develop and maintain customer and supplier relationships. Manage service level delivery by suppliers and to customers. Assign work and monitor the adherence by service provider according to the scope of work as determined in service level agreements.	% adherence to service level commitments with all customers.
Knowledge management	Knowledge sharing with customers and suppliers.	

Section C: Person Specification

Education requirements for job (Qualifications and subject / NQF Equivalent)

Grade 12 or NQF level 4 equivalent (with mathematics), and
Discipline related qualification where applicable, for example blasting certificate,
and
NQF accredited level 3 Supervisory Learnership or equivalent

Certification (Legal requirements)

As required for legal appointment in terms of the Mines and Works Act

Experience Requirements for Job

Meeting assessment criteria related to the competency profile
Minimum of 5 years' practical/relevant application of knowledge post technical qualification.

Leadership and Business Competence

Competence	Proficiency Level
Creating and Conceptualising	Understands the link between team's role and overall strategic direction. Looks for ways to ensure that the team's functioning focuses on areas of strategic importance.
Enterprising and Performing	Identifies ways to increase competitive advantage in area of responsibility, exploiting those that will bring the greatest return within an acceptable level of risk. Acts quickly to secure opportunities.

Interacting and Presenting	Develops and maintains an effective network of relationships with immediate colleagues and line managers to achieve work objectives.
Adapting and Coping	Recognises implications and likely impact of changing circumstances, develops and implements strategies to address the change despite obstacles.
Knowledge Management/Organisational learning focus	Participates in the collection and distribution of knowledge and information.
Leading and Deciding	Sets clear targets, principles and objectives for subordinates.
Supporting and Co-operating	Builds rapport with team members and works collaboratively toward team goals.
Managing diversity	Recognises the contributions of a diversity of people in a management context and uses their diversity to enhance outputs.
Coaching/mentoring	Coaches direct reports in area of expertise.
Negotiating and Influencing	Establishes commitment to common outcomes in individual negotiations. Gains acceptance for concepts, strategies and directions. Parameters are clearly laid down.
Organising and Executing	Contributes to the development of a plan for won team and team's customers, co-ordinates all resources and prioritises own and others' activities. Monitors work unit to achieve goals.
Financial Management	Demonstrates an understanding of how to prepare a budget and monitor and control expenditure.

Analysing and Interpreting	Analysis and interprets information to identify key issues and assesses broad impact in order to take or recommend decisions.
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