

**ADVANCED LEVEL EXAMINATIONS**

**7LMP- Leading Managing and Developing People**

**EXAMINER'S REPORT**

**May 2011**

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**Chartered Institute of Personnel and Development**

**Advanced Level Qualification**

**Leading Managing and Developing  
People**

**May 2011**

**26 May 2011 09:50 –13:00 hrs**

**Time allowed – Three hours and ten minutes  
(including ten minutes' reading time)**

**Answer Section A and FIVE questions in Section B (one per subsection A to E).**

**Please write clearly and legibly.**

**Questions may be answered in any order.**

**Equal marks are allocated to each section of the paper.  
Within Section B equal marks are allocated to each question.**

**If a question includes reference to 'your organisation', this may be interpreted as covering any organisation with which you are familiar.**

**The case study is not based on an actual organisation. Any similarities to known organisations are accidental.**

**You will fail the examination if:**

- You fail to answer five questions in Section B (one per subsection) and/or**
- You achieve less than 40 per cent in either Section A or Section B.**

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

#### SECTION A – Case Study

**Note: It is permissible to make assumptions by adding to the case study details given below provided the case study is neither changed nor undermined in any way by what is added.**

Janet is excited but also daunted by the task that lies in front of her. She has just achieved a long-standing ambition, having been appointed to the post of HR Director at the company she has worked at for the past ten years. It is her first day in the new post. Last week she moved her files and books along the corridor into the Director's spacious, corner office with its familiar meeting table and views across the city. In an hour or two she will be addressing the thirty-strong team of HR officers, trainers and administrators that she is now tasked with leading for the first time.

Many have been colleagues of hers for years. She knows them well, but realises that these relationships will now have to change. She worries that they will find it difficult to accept her in her new role. She needs to think carefully about what she is going to say to them at the meeting. Today is her big opportunity to make a positive impression and set the tone for what she hopes will be a long and successful tenure in the HR Director's chair.

Janet decides to reflect on the experience she had working for her predecessor as HR Director, Paul and his predecessor, Margaret. Her aim is to build on their achievements, but also to do the job better than either of them could manage.

Janet remembers working for Margaret very fondly. She recalls being appointed by her when she first left university and being congratulated on achieving the two promotions that followed in subsequent years. She remembers how understanding Margaret had been when her first child fell sick and how helpful she was in easing her return to work after a difficult time. But Margaret had not just been a supportive manager; she had also pushed Janet to take on new responsibilities and challenges. They had become good friends and remained so after Margaret retired.

As HR Director, Margaret had always taken difficult issues in her stride, using her strong personality and wicked sense of humour to dispel tension. What she lacked in formal, professional qualifications, she more than made up for with a lifetime's experience in a variety of management roles. Her approach was no-nonsense and pragmatic, having no time for theories or fashionable ideas. Always brimming with ideas herself, Margaret challenged her team continually to think about new ways of doing things.

Margaret always reached conclusions about people and situations rapidly, and having done this, rarely changed her view subsequently. For this reason she was by no means universally liked. She made many enemies and enjoyed fighting with them. People either seemed to like her or hate her, including members of her own team. Janet, unlike some

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

of her colleagues, had always remained in Margaret's good books and responded by working hard.

Paul had taken over after Margaret's retirement. At first Janet remembers finding the adjustment very difficult to deal with because things changed so quickly. Paul was a quieter, more introverted person. He was less approachable and harder to read. He maintained a distance from those who worked for him, rarely asking them anything about their home lives and avoiding social activities of all kinds. Janet felt that she lost influence when Paul assumed the HR Director's role. There were fewer team meetings held and fewer one-to-one talks held with individual team members. Instead communication tended to be carried out by memo or e-mail, meaning that little discussion took place before decisions were made.

Janet never learned to like Paul as she had Margaret, but over time he had earned her respect. She admired the way that he gathered as much evidence together as he could before taking decisions and issuing new policies. She was impressed by his expertise and conscientiousness, and by the way that he maintained good relations with other senior managers.

Paul had a command of detail and always worked long hours. Everyone always knew what was expected of them because he set them objectives and targets which he expected them to meet. If they failed to do this, they would be in no doubt that he was unhappy with their performance. He could be very critical at times and was hard to please, but he took pleasure in the achievements of his department and always took care to thank people formally for a job well done.

Reflecting back now Janet has mixed feelings about what her two predecessors achieved during their time in the HR Director's chair. In her view neither had been able to motivate the whole team as effectively as they might have done. Under Margaret's leadership some people, including Janet herself, had been highly engaged, while others had been actively disengaged. Poor performance had not been tackled effectively. By contrast, under Paul's more downbeat leadership, a firmer grip on standards had been achieved, but the HR team had never demonstrated much by way of pride in or commitment to their work.

As a result, in Janet's view, the HR department has underperformed for too long and has never enjoyed sufficient influence at senior levels in the organisation. It is her intention to reverse this situation.

**PLEASE TURN OVER**

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

1. Drawing on published research about leadership, how would you categorise the respective leadership styles adopted by Margaret and Paul?
2. Explain why neither was ever able to lead a team that was both united and highly motivated to perform to a high level. Draw on published research in developing your argument.
3. What should Janet take from her experiences working for Margaret and Paul as she embarks on the task of addressing the underperformance of the HR department? Justify your answer.

*It is recommended that you spend an equal amount of time on each of the above tasks.*

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

#### SECTION B

Answer FIVE questions in this section, ONE per subsection A to E. To communicate your answers more clearly, you may use whatever methods you wish, for example diagrams, flowcharts, bullet points, so long as you provide an explanation of each.

#### A

1. The authors of the CIPD's 'Shaping the Future' research report (2011) argue that an effective human resource management (HRM) function prepares for the long-term challenges that organisations are likely to face in the future. However, researchers found that, in practice, nowadays HR professionals tend to place 'too much focus on the operational needs of today rather than the organisational imperatives of tomorrow'.
  - i. Drawing on your own experience, explain why it has become particularly difficult for HR people to focus on longer-term issues in recent years.
  - ii. Assume you have been asked to put together a business case for more resources in your organisation to be devoted to 'the organisational imperatives of tomorrow'. What points would you make and why?

#### OR

2. It has often been observed that the most successful organisations invest a great deal in human resource development (HRD) initiatives of various kinds. For many the aim is to become an 'employer of choice' and to that end a 'best practice' approach to HRD is adopted.
  - i. Drawing on research, how would you define 'best practice' in the field of HRD?
  - ii. To what extent does your organisation meet 'best practice' standards in its HRD activities? Give reasons for your response.
  - iii. What changes would you recommend are introduced in order to improve HRD provision in your organisation? Justify your answer.

**PLEASE TURN OVER**

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

#### B

3. The recession of 2008-10 was one of the deepest the UK has experienced. Our economy lost 6% of its value in 18 months. Unemployment rose during this time, but by nowhere near as much as it did in previous, much shallower recessions. The main reason was the adoption of flexible working practices which have enabled firms to minimise compulsory redundancies.
- i. Why does flexible working tend to move up the HR management agenda during periods of recession?
  - ii. In what ways can flexible working initiatives be used to minimise compulsory redundancies?
  - iii. Why has total unemployment in the UK continued to rise after the recession, despite the economy resuming growth again?

#### OR

4. It is often argued that the main published models of effective change management are fundamentally flawed because they assume that the process is rational, whereas in practice it is an emotional and highly political process.
- i. Why are change processes often political in nature and people's responses to them seen as being irrational?
  - ii. Identify a change management episode that you have observed or participated in. To what extent did political considerations govern the way in which it was handled by managers? Justify your answer.

**ADVANCED LEVEL EXAMINATIONS**

**7LMP- Leading Managing and Developing People**

**EXAMINER'S REPORT**

**May 2011**

---

**C**

5. 'People do not leave their organisations, they leave their managers'. This is a widely-held view about voluntary resignations from organisations.
- i. Drawing on your own experience and on published research, state to what extent you agree with this point of view and why.
  - ii. What steps can HR managers take in order to reduce the likelihood that good, valued staff will leave because of an inability to work with their line manager?

**OR**

6. Older workers in organisations frequently find that they are given fewer developmental opportunities than younger colleagues. It is often argued that this is because managers perceive older people to be 'difficult to train, less willing to learn and afraid of new technology.'
- i. How far do you agree that negative stereotypes of older workers are the major reason that they are provided with fewer developmental opportunities by organisations? Justify your answer.
  - ii. What arguments would you put in favour of an HRD strategy which is explicitly aimed to target older workers?

**PLEASE TURN OVER**

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

#### D

7. Writing about the prospects for HRM in the private service sector in 1995, Karen Legge noted that 'a company which chooses to compete in a labour intensive, high volume, low cost industry, generating profits through increasing market share' is inevitably going to find that it has to treat its staff as a 'variable cost' that has to be minimised. This leaves little room for investment in sophisticated HRM and HRD practices.
- i. To what extent do you agree with Karen Legge's view that progressive HR practices are never likely to be widespread in the private service sector? Justify your answer.
  - ii. What alternative HR strategies are available to managers in private service organisations when faced with the need to minimise wage costs while also attracting and retaining effective performers?

#### OR

8. International companies are usually keen to harmonise reward management practices across their global operations. However, this can pose difficulties when some staff are based in a country which has an individualist culture, and others work in a country with a collectivist culture.
- i. What are the major advantages for multinational corporations in operating a single reward policy and employing a single set of reward practices across all their global operations?
  - ii. Why is this problematic when some staff who are employed by the company share a collectivist culture, while others work in countries where an individualistic culture prevails? Draw on published research when developing your argument.

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

#### E

9. Some HR managers argue that their approach towards employees is ethical simply because it complies with all the expectations of employment law.
- i. To what extent do you agree with this conception of HR ethics and why?
  - ii. Drawing on **up to three** examples, explain how employment regulations sometimes permit employers to act unethically, while still staying firmly within the law.

#### OR

10. Despite some reduction in recent years, it remains the case in the UK that 28% of men and 10% of women work more than 45 hours a week, sometimes much more. The longest working hours are found in professional services firms where 'presenteeism' is often a problem. Such a situation develops when the management culture of an organisation is one in which people feel obliged to work long hours and be seen to do so, even when they could fulfil their roles in less time.
- i. To what extent do you agree that presenteeism should be seen as an ethical problem by managers? Justify your answer.
  - ii. In what ways is a culture of presenteeism harder for some groups to comply with than others? What are the consequences?
  - iii. What can HR managers do to help tackle these issues in practice?

**END OF EXAMINATION**

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

#### Introduction

This was the second cohort to sit the new LM&DP exam and they did very well. Following in the steps of January's first 15-strong cohort, 251 sat the exam in May, achieving a collective overall pass rate of 73%.

The breakdown of marks was as follows:

May 2011		
Grade	Number	Percentage of total (rounded up)
Distinction	11	4
Merit	41	16
Pass	131	52
Marginal fail	29	12
Fail	39	16
<b>Total</b>	<b>251</b>	<b>100</b>

The papers were marked and moderated by myself, Krystal Wilkinson, Gail Swift, Elisabeth Wilson and Alex Evans.

It is still early days, but we can make a few useful observations from marking these papers that may be useful for future candidates and their tutors, many of which are very similar to those that CIPD examiners have habitually made in countless reports written over many years.

#### Section A

As in January, Section A questions related to a seen case, a copy of which candidates received four weeks or so before the exam. The two learning outcomes that they were intended to test were:

Learning Outcome: 2 (Evaluate theories relating to motivation, commitment and engagement at work and how these are put into practice by organisations)

and

Learning Outcome: 3 (Debate and critically evaluate the characteristics of effective leadership and the methods used to develop leaders in organisations).

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

#### Task 1

Pretty well all the major categorisations of leadership style could be drawn upon to answer this question. Margaret is 'people-focused', relatively informal, positive and charismatic in her approach. By contrast Paul is 'task-focused', formal, can be negative on occasions and transactional. Paul leads by example and takes care to treat his team equally. Margaret appears to have favourites and leads by force of personality. Paul avoids organisational politics, Margaret is a political player. Margaret is a proponent of 'close' leadership, Paul of 'distant leadership'. The best answers were derived from a knowledge of a variety of different theories relating to leadership style. Attempting to do this proved straight forward for most candidates.

#### Task 2

This was generally answered well too, although some issued the significance of equity and fair dealing as a prerequisite for positive motivation. In order to motivate a team positively there is a need to treat people equally well and to be seen to do so. Margaret motivates some people, but de-motivates others and hence is not a uniting force. She communicates well, and can be very encouraging in a positive way. However, it would appear that she lacks good judgement and actively enjoys battling with her enemies. She also lacks the expertise to lead by example. By contrast, Paul works hard and does lead by example. He is also very clear in his direction and treats everyone fairly. However, he is unable to inspire positively and lacks the personal qualities needed to engage people, to celebrate achievement and to motivate people to achieve more.

#### Task 3

The advice needed is to take the best from each of her two predecessors' approaches. Janet needs to combine Margaret's enthusiasm, ability to communicate and motivate others with Paul's focus on detail, preparedness to lead by example and avoidance of favouritism.

Most candidates addressed all three questions directly and wrote extensively when answering them. I was also very pleased to observe the ease with which candidates were able to apply leadership and motivation theories to a practical scenario – the essence in many ways of what answers to the case study are intended to achieve.

A minority of candidates, however, fell into the trap of writing what they wanted to write (and had presumably rehearsed) rather than answering the questions asked directly. Task 3 was a particular problem here, many answers avoiding all mention of learning from Margaret and Paul, preferring instead to tell us about a variety of other things that they thought Janet should now do. This was a major reason that marks were lost.

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

#### Section B

The new paper design requires examiners to focus the questions in Section B directly on the five learning outcomes that were not covered in Section A. Two questions relate to each learning outcome, giving ten in total, from which candidates must choose five – one from each pair. I was pleased to see that only a small handful of candidates failed to follow the instructions and managed to answer both Questions 1 and 2 or Questions 7 and 8.

Answers to the Section B questions were inevitably less assured and full than those to the Section A questions. Unseen questions are always going to be tougher than those that relate to a seen case. There was also considerable variation in the choices of questions made by candidates. On this occasion Questions 2, 3, 7 and 10 proved a lot more popular than Questions 1, 4 8 and 9. Only in the case of Questions 5 and 6 did a broadly equal number of candidates choose to answer the two paired questions. I guess this too is inevitable, however hard the examiner tries to write questions that are equally challenging.

#### Question 1

*Learning Outcome: 1*

'Shaping the Future' reports the results of the CIPD's flagship research programme undertaken from 2008-2011. Candidates should have been broadly familiar with this research and its main findings.

- i) The main reason that short-term objectives tend to crowd out longer-term activities is because the near time horizon makes them more important. Limited time and the presence of deadlines inevitably mean that we tend to priorities urgent work, leaving longer term thinking and preparation for a later date. The CIPD research also found that people are more comfortable dealing with what they see as the certainties of today, rather than bothering with the uncertainties of the future.

Merit/distinction answers explained these general truths, but also reflected critically on more specific causes by drawing on their own organisational experience.

- ii) The better answers here focused in part on the recent recession and the turbulence that has followed in its wake. HR departments have tended to be cut back, while workload has increased. The result, inevitably, has been a greater focus on the short-term at the expense of the long. Strong answers also reflected more generally on uncertainties created by globalisation, technological advances and increased competitiveness more generally. This makes long-term planning

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

harder and, according to some influential voices (for example, Henry Mintzberg) largely futile. This last point was often made well.

- iii) A variety of points could be made here - the more organisation-specific, the better. The very best answers drew on the 'Shaping the Future' report and its emphasis on the role of HR in supporting the achievement of sustainable performance in an uncertain world. But many made similar points and justified them well. The absence of a clear business case was, however, a widespread problem here.

The poorer answers here tended to miss the point of the question or avoid answering one of the parts. Some were entirely anecdotal, referring only to their own organisations when addressing the key points.

#### Question 2

*Learning Outcome: 1*

- i) The most successful organisations tend to be those which devote a great deal of thought and resources to the development of their staff. Each individual will be given extensive opportunities for self-development on a very regular basis. The starting point here is the presence of a formal system of developmental reviews, making sure that opportunities are provided for everyone regularly to discuss development needs and wishes with their managers.

A whole variety of training and development initiatives are then provided for employees to take up. These will range from training programmes of different duration delivered via a mix of approaches to suit all learning styles, to secondments and career development opportunities such as working on a project team. The extensive use of formal mentoring and coaching schemes is also most likely to be found in successful, larger organisations.

Employers of choice tend to develop their managers in large part through internal promotion. Succession planning thus tends to be carried out, there being formal plans drawn up to ensure that future leaders are bred internally and have a wide range of appropriate experience to draw on as they make their way up the corporate hierarchy. Effective management development is a particular feature HRD in of such organisations,

Organisations which are strong in the area of HRD have every reason for boasting about this and making sure that employees as well as potential employees are aware of the development opportunities available to them. One way that this is achieved is by getting courses formally accredited by awarding bodies and other agencies. Many organisations go further and have their whole

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

HRD operations formally evaluated in a bid to achieve the Investors in People Award.

- ii / iii) Answers here varied greatly depending on the organisation and its established approach. Distinction and merit answers were largely analytical rather than descriptive, critiquing their organisations' approaches and where appropriate arguing convincingly for a different approach. Some argued, for example, that a 'best practice' approach would be inappropriate for a particular organisation and justified this point of view.

The weaker answers again failed to answer a part of the question adequately. It was also common for weaker candidates not to focus on HRD as the question required, but to write much more widely about HRM and the 'best practice / best fit' debate. These were sometimes well-informed and quoted key studies, but they were off-target and therefore could not be rewarded with many marks.

#### Question 3

*Learning Outcome: 4*

This was the most popular question on the paper, being attempted by over 80% of all the candidates. Answers varied considerably in quality, particularly in the case of part iii.

- i) Flexible working moves up the agenda during periods of recession because organisations are looking to cut costs by improving their efficiency. They do this because business levels drop, making it harder to maintain profit margins. Moreover, the future becomes less certain. The survival of some organisations becomes a matter of doubt. In such situations there is a need to cut fixed costs so that they reflect business levels. Wages are a major, if not the major, cost for many organisations. It therefore follows that enhancing flexibility will reduce the impact of a recession.
- ii) Flexible working is a preferable alternative to redundancies. It achieves cost reductions without forcing an organisation to lay staff off.

The main varieties promoted in the 2008-10 period were:

- reduced working hours
- increased holiday entitlements (with reduced pay)
- sabbaticals
- part-time contracts / job sharing
- overtime bans

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

- iii) Unemployment always rises for a few years following a period of recession. The main reason is caution on the part of employers who are influenced by recent events and to remain risk averse for a period. They put off hiring new people until they are confident that a sustained recovery is likely.

In the UK, at present, much new unemployment is a result of reduced headcounts across the public sector. This is occurring as government reduces its spending in order to bring down its deficit (£140 billion or so a year). Other measures associated with this process – such as increased taxes, serve to reduce confidence and delay hiring decisions. Businesses also currently have a problem in accessing finance from banks to expand or cover themselves for short periods in between orders. This too is having a negative impact on employment levels.

A number of candidates demonstrated a strong degree of HR naivety here, failing for example to mention cost-control at all as a motivation for increasing flexibility, or failing to demonstrate any real understanding of notions such as business confidence and its role in determining unemployment levels. Too often the answers were far too employee-focused, stating for example that improving staff morale was the major motivation for increasing flexibility during the recession.

#### Question 4

##### *Learning Outcome: 4*

In setting this question I thought I was focusing on the biggest contemporary debate in the field of change management. Evidently this was not the view of the candidates who avoided this in large numbers. Whether it was the requirement to explain a theory or to argue about irrationality I am not sure. But few liked the look of it.

- i) Students could choose any one of the well-known published models here. Most of those who attempted an answer choose Lewin's, Rodgers' or Kotter's. Others used the CIPD's own model or one of the less commonly quoted approaches. What was important was that the model is explained as well as described. The best students also offered a critique and backed it up too.
- ii) They are political because there are usually winners and losers. People gain or win power, get promoted or sidelined, see their budgets rise or fall, gain or lose influence. This is particularly true of structural change, but also arises from cultural change programmes which fit some interests more than others. Situations of this kind create conflict and often stress. This is why they almost inevitably become political. I was very surprised how few could articulate this very straight forward idea.

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

- iii) Answers here varied depending on the type of change episode chosen. What was important was that candidates did more than simply explain its political side. We wanted to know how and why it had a political character too. Some chose episodes that were not particularly political in nature. Here too we needed an explanation as to why that was the case.

#### Question 5

*Learning Outcome: 5*

Plenty attempted this, grabbing the opportunity to write about Purcell's work on black boxes and the central role played by line managers in effective HR practice. The fact that those studies are more concerned with performance than retention did not put people off, and I was impressed by the way that the two objectives were linked by candidates, often making use of the concept of 'engagement' in doing so.

- i) Most agreed with the proposition in the case to a certain extent. A great deal of recent research on the reasons people leave jobs suggest that while there are a mix of reasons in many cases, dislike of supervisors plays a major role. This is particularly the case when a manager is overbearing, disrespectful or bullying in their approach, but also applies in the case of ineffective managers or those who are simply incompetent managers of people. However, the best answers also pointed to the significance of wider, organisational factors such as pay rates, lack of career development opportunities, insecurity about the future and poor selection decisions.
- ii) There are many initiatives that can be brought forward or improved which should result in improved quality of supervision. The key ones are more effective selection mechanisms for first line supervisors, more attention to people management skills in performance management and, most importantly of all, extensive investment in effective management development. Any or all of these could form the basis of a good answer here. The strongest answers also referred to diagnostic tools (to establish precisely why people are leaving) and provided evidence to back up the argument that was being made (from own experience or published literature).

There were few really poor answers here. Those who were uncomfortable writing about 'published research' appear to have opted for Question 6 instead rather than struggle with this one.

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

#### Question 6

*Learning Outcome: 5*

Another widely-answered question that was generally done pretty well. Again, as with Question 2, some missed the requirement to focus on HRD specifically.

- i) Research into the experiences of older workers provides evidence to back up the claim that they are seen in many organisations as being development-resistant. Indeed, according to the Grey and Macgregor study carried out in New Zealand (2003) this was a view commonly held by older workers themselves. It is thus very likely to be the case that the stereotype influences HRD practice in organisations and that older workers are denied developmental opportunities as a result. The best answers, however, also discussed other factors too. Of these the most important relate to likely returns from investment in training/development for older staff, the length of time to retirement being significant here.
- ii) The case for a change of view is based on the evolution of an ageing workforce, looming skills shortages and the lifting of retirement ages / the state pension age. These developments point to a situation in the future in which older staff will play a bigger role and will be actively sought by employers. A more general case based on strength through diversity could also be made. Weaker candidates again missed the types of points and took a worryingly narrow perspective that focused purely on employee needs and preferences – that is, we need to change for essentially ethical reasons in order to please our older workers. In other words, no credible business case was advanced.

#### Question 7

*Learning Outcome: 6*

This was not hugely well-answered. I think it was answered by so many not because it attracted them hugely, but because they fancied Question 8 even less. This was a shame as it was not intended to be particularly challenging. The main problem was a tendency simply to rattle off a bundle of 'best practices' when answering part ii without going on to develop a decent argument in favour of their adoption.

- i) Karen Legge's point is widely debated in the HR literature. On the one hand it explains very neatly the continuation of poor employment practices in many hotels, restaurants, call centres, shops and hair salons. On the other, it fails to explain the considerable efforts that have been made in some larger, private services companies to introduced highly sophisticated, best-practice approaches to HRM. This is done because over time the investment can pay off in reduced staff turnover rates, increased quality of job applicants and improved productivity.

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

It is also possible to criticise Karen Legge's view as only being relevant to some parts of the private services sector. At the higher, knowledge-intensive end, HR policies and practices are among the most sophisticated found in any organisation. The best answers developed and justified distinct arguments of these kinds.

- ii) There were two main points to make here. Highly marked answers included both in some shape or form.

First it is the case that wage costs can be reduced while not reducing wage levels. Indeed it is quite possible to increase wages while also reducing wage costs. This is done by improving productivity, so that fewer, more productive staff are employed on higher rates.

Secondly, it is possible to adopt a progressive management style even when money is tight, developmental opportunities limited and wages have to be kept at relatively low levels. For example, emotionally intelligent, consultative, adult to adult employment relationships can be established. Flexible working practices and informal approaches to supervision are also possible as a means of attracting and retaining staff.

Rather too few managed to articulate points of this type.

#### Question 8

*Learning Outcome: 6*

I don't know whether it was the reference to international organisations here or to reward management which threw people. But the net result was very few answers. On the positive side, those who did have a go tended to make persuasive, credible points and to justify them effectively.

- i) MNCs have a natural preference for harmonising things generally across their organisations, including reward arrangements. It is partly for reasons of administrative efficiency, partly because it gives senior managers at corporate HQ a measure of control over wage costs and also, importantly, for reasons of equity. Why should managers based in one place be paid on a different basis from those doing the same job, in the same way elsewhere in the world? There are other possible reasons too which stronger candidates considered, For example, it helps to facilitate the development of a single (hopefully high trust) global culture.
- ii) It is problematic because employee expectations differ as do their responses when confronted with reward systems that jar against their cultural norms. This can lead to significant de-motivation. Individualists are likely to respond well to

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

---

individual pay negotiation, to personalised reward (for example, PRP) and to the absence of trade union negotiators. Collectivists, by contrast have different expectations. Rewards must be fairly distributed across all those who have contributed. They also prefer collective bargaining and respond better to intrinsic rewards.

Getting the reward system wrong for the culture in which a workplace is based thus tends to reduce productivity. Good potential staff may not be attracted to the jobs being offered, while existing staff will be irritated and possibly de-motivated.

#### Question 9

*Learning Outcome: 7*

Another question that was avoided by most,, but which was not answered at all badly by those who attempted it. Some did not quite seem to appreciate the point behind the first question, but most nonetheless wrote solid answers overall.

- i) Most argued that the law and ethics are different things. While the law is aimed at balancing power relationships within organisations, it is not intended to be, nor could it ever be, the determinant of what is considered ethical.

Organisations wishing to attain a reputation for integrity' and ethical conduct, must thus go much further than mere legal compliance. The best answers explained this and gave examples to back them up. It was, for example, argued that ethics require proactive initiatives to be taken such as philanthropy or engagement with the wider CSR agenda.

- ii) There are many possible examples here. One might be the absence of regulations requiring employers to pay minimum wage rates to some groups such as trainees and those who work on a piece-work basis. Another might be the way that organisations can dismiss staff for no good reason or indeed, no reason at all without any justification when they have served less than a year's service or where they are employed on an agency basis. All manner of examples were provided, many rooted in candidates' own experience of situations in which ethically doubtful decisions had been taken and justified legally.

#### Question 10

*Learning Outcome: 7*

This was a very popular question answered by a good majority, and generally done well. Some, however, failed to engage adequately with the ethical ideas here or to state which groups tend to suffer in career terms as a result of a presenteeist culture.

## ADVANCED LEVEL EXAMINATIONS

### 7LMP- Leading Managing and Developing People

#### EXAMINER'S REPORT

May 2011

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- i) Presenteeism can be seen both as a practical, business problem and an ethical one. Issues of ethics arise because of the presence of a workplace culture which pushes people into working more hours each week than is good for them, or their families. It is therefore an important staff welfare matter. Failing to deal with it not only leads to poorer business outcomes (turnover, absence, tiredness on the job etc), but also to breakdowns and examples of burnout.
- ii) Women with children appear to be the major group who lose out personally in a presenteeism culture, but all people with young children or caring responsibilities are affected. They either comply, and spend too much time away from their young children, or else they do not, in which case they may restrict their career prospects.
- iii) It is difficult to tackle because it is often a deeply ingrained part of a corporation's culture. The key is to get support from senior managers. In order to do this a compelling business case must be made. The next stage involves getting role models to lead by example. Central is the need to communicate with staff and to ensure that promotions and pay rises are not linked to unnecessary presenteeism.

#### General observations

I was very pleased to see how well this cohort of candidates performed, given the new structure of the paper and the presence of relatively few past papers for them to use in preparing for it. I hope that tutors are happy with the design of the paper, the seen case element and that the questions are sufficiently pitched at M level.

The weaknesses that the poorer papers exhibited were very much those that we are familiar with from marking the PDS and even PQS papers over many years. The key problem remains, and no doubt always will remain, a failure to address the question asked both directly and fully. Where this is due to a lack of knowledge or understanding it is understandable, but we still find ourselves having to mark down answers from apparently well-informed candidates of some ability who still manage to miss points or misconstrue the ideas behind a question. References were generally made to appropriate published studies, while arguments were generally justified effectively with reference to research findings or personal experience.

**Stephen Taylor**

Chief examiner