
Chartered Institute of Personnel and Development

Advanced Level Qualification

Leading Managing and Developing People

January 2014

30 January 2014 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 coincidental.

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.**

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SECTION A – Case Study

Note: In your responses, you are allowed to improvise or add to the case study details provided below. However, the case study should not be changed or compromised in any way.

Over the past twenty years the long-established full service airlines have seen their competitive environment transformed by the arrival into the market of low-cost, budget airlines which have been hugely successful. In Europe especially, this development was made possible by a series of deregulatory measures that took place in the early 1990s. In the industry shake-up which followed, several established, national, flag-carrying airlines folded, while most others have seen their market share shrink. Among the major beneficiaries have been a number of newly-founded 'budget airlines' which offer a basic type of service. Based around Europe, many have expanded rapidly in recent years and now, between them, operate many hundreds of aircraft serving all manner of destinations across the continent, carrying hundreds of millions of passengers each year.

These airlines have pioneered an innovative form of low-cost/no frills business model which enable them to charge very low fares. They fly, in the main, between smaller airports based some distance from the major cities they serve. This enables the companies to negotiate very low landing charges and also to minimise the time that their aircraft spend on the ground in between flights. Profit margins are very slim indeed, averaging under £10 per passenger per flight. This means that the tickets are often sold at a loss. Commercial viability is only possible because passengers, on average, spend an additional £12 each on chargeable extras (e.g. travel insurance, putting bags in the hold, choosing their seat, boarding early, sandwiches, drinks and more controversial 'handling fees' of one kind or another). The airlines have excellent safety records and also tend to score highly on measures of reliability, but they have also gained something of a negative reputation in the media for poor customer service. In order to keep ticket prices very low, there is no room for the some of the niceties and customer-focused practices associated with traditional carriers.

HR policies and practices at budget airlines are necessarily focused on keeping costs to a minimum and maximising operational efficiency. The following have been widely reported:

- Many staff (both pilots and cabin crew) are employed on an agency contract basis. They are thus paid per flight that they operate and not an annual salary. They have low levels of job security.

- Cabin crew pay for their own training up-front (over £1000 for a five-week course) and are only then recruited if they pass an exam at the end of it. Training is almost entirely classroom-based, very little time being spent in planes. Increasing numbers of employees are being hired in Eastern Europe.

- Movement from agency employment onto permanent contracts is determined, in large part, according to how far cabin crew meet on-board sales targets.

- It is not unusual for cabin crew to work on shifts of 10 hours duration for five or six days in a row. Pilots work right up to the maximum levels permitted under EU regulations - namely 100 flying hours in a month and 900 flying hours in a year.

- Staff pay the airlines for their uniforms, security vetting, their criminal record checks and parking.

- Overall average remuneration is as good, if not better, than those of the full-service, traditional airlines, but there is a much bigger performance-related element and no pensions or other benefits. Staff pay for their own drinks and food while on duty.

- Permanent employees stand to benefit from profit-sharing schemes when their companies' share prices rise, as they have a good deal in recent years. Senior managers are also well-rewarded thanks to profit-sharing arrangements.

- No cleaning staff are employed to service aircraft in between flights, so these duties are carried out by cabin crew and pilots.

- Staff often complain that the budget airlines take much more of a macho-management approach to their dealings with staff. In some cases, it is claimed this amounts to a 'climate of fear' in which staff are bullied and which, effectively, removes from captains their traditional operational discretion about how to manage their own crews and aircraft. There tends to be only very limited employee involvement in the determination of company policy and practice.

- Trade union membership tends to be discouraged. The airline pilot's union, BALPA, has had to fight hard to gain recognition by most of the budget airlines that operate from UK airports, in one case, going to court in order to press its claim.

The largest of the budget airlines, Ryanair, continues to refuse to recognise any trade unions and takes a hostile approach to them. It has been accused of putting pressure on its pilots not to join or to seek recognition. In 2004 the following appeared in a letter sent to Ryanair's London-based pilots by a senior manager:

'We have no objection to any Ryanair pilot joining BALPA (the British Airline Pilots' Association), the Taliban, the Monster Raving Loonies or indeed the Moonies. Each individual is perfectly free to join whatever organisation he/she chooses. BALPA, in return for your membership, will charge you 1% of your total salary, a sum that will amount to up to £1000 – yes £1000 – each year. If you want to waste £1000 we recommend fast women, slow horses or even greyhound racing, at least you will have a few minutes of fun, which is more than you will have with BALPA.'

The extent to which the budget airlines can continue to grow using their existing business model is a matter of debate. Some argue that there remains plenty of room for them to expand within Europe, serving more destinations and transporting more people from place to place. Others think that the market is now reaching a mature phase and that there is limited room for further growth without diversification.

The two obvious ways forward would be to introduce:

i. a business class service of some kind on existing routes

ii. long-haul flights with rather more comfortable seating arrangements.

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1. **Managers in some budget airlines are often accused of ignoring every lesson that is taught to students at business schools. To what extent is this true as far as its HRM policies and practices are concerned? Justify your answer.**

2. **How far can published theories about motivation and commitment explain the ability of the budget airlines to operate very successfully, despite treating their staff so much less generously than most other leading employers choose to?**

3. **Why, and in what ways, might the budget airlines need to adjust their employment practices in the future in order to compete for:**

   i. **a significant share of the European business travel market**

      AND

   ii. **the custom of long-haul passengers.**

It is recommended that you spend an equal amount of time on each task.

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SECTION B

Answer FIVE questions in this section, ONE per subsection A to E. You may include diagrams, flowcharts or bullet points to clarify and support your answers, so long as you provide an explanation of each.

A

1. It has long been established by researchers that in order to achieve a high level of life satisfaction we need around seven hours of free time each day. In recent years, however, the amount of free time that the average full-time employee has each day has gradually decreased. In 2013 it was estimated to be just four hours and fourteen minutes. This is partly due to increased commuting time, partly due to people working longer hours in their workplaces and partly due to a failure on the part of employees to 'switch off' from their work when they are at home.

    i. Drawing on your own experience and reading explain why, despite the fact that our average contracted hours have hardly changed in forty years, we appear to work so much harder now than we used to?

    ii. To what extent do you agree that this should be seen as a worrying trend? Justify your answer.

OR

2. A CIPD research project published in August 2013 focused on female entrepreneurs. The study reported that there are twice as many self-employed men in the UK than women, and that men are much more likely than women to head up small businesses. However, the number of female entrepreneurs is now increasing at a rapid rate. Moreover, a large proportion of these women are experienced professionals who have decided to quit corporate life in order to start their own businesses.

    i. Why are so many more small businesses headed up by men than women?

    ii. Why are well-paid women with successful corporate careers apparently more attracted to the life of an entrepreneur than their male colleagues?

PLEASE TURN OVER

B

3. Would-be business leaders are often encouraged by coaches and mentors to base their leadership style on a well-known role model. The idea is that they can learn from and imitate the approach taken by a prominent and successful leader who they particularly admire. Often, however, the chosen role models are military, political or sporting figures who are obliged to lead people in very different types of situations.

   i. Assume that as part of your own leadership development you have been asked to identify a role model from the worlds of sport, politics or the military (past or present). Who would you choose and why?

   ii. To what extent do you agree that following the example of such role models has limited use in a business context? Justify your answer.

OR

4. Recent research into effective leadership has often stressed the existence of a fundamental problem that often develops in employing organisations. The problem is rooted in the way that in a workplace context those who are charged with leading also tend to exercise considerable power over those who they lead. As a result, when leaders make mistakes, subordinates are reluctant to raise the matter with them frankly. In fact, they are more likely to flatter the leader, reducing the chances that he or she will acknowledge the mistake, let alone take steps to put things right or avoid making similar errors in the future.

   i. To what extent do you recognise the existence of this 'fundamental problem' in your experience of working in organisations? Illustrate your answer with examples.

   ii. What steps can HRM and HRD managers take in order to address the problem where it exists?

C

5. In 2013 the results of the latest government-sponsored Workplace Employment Relations Survey (WERS) were published. These covered developments in UK workplaces between 2004 and 2011. Among the more striking findings were substantial increases during this time in the number of employees who work wholly from home and the number who are employed on zero-hours contracts.

    i. What different factors might explain the sharp increase in the number of homeworkers recorded after 2004?

    ii. What are the major advantages and disadvantages, from an employer's perspective, of employing staff on a zero-hours basis?

OR

6. When organisations seek to implement top-down change (e.g. restructuring, introducing new technologies/work systems, promoting cultural change), senior managers tend to urge their employees 'to embrace change', to see it as an opportunity and to make themselves into 'change agents'. Yet in practice, the response of many employees tends to be sceptical, unenthusiastic and resistant.

    i. Drawing on your own experience and reading explain why employees tend to have a negative reaction to change of this kind?

    ii. What advice would you give to an organisation that wanted to minimise the extent of sceptism, lack of enthusiasm and resistance when planning a major change initiative.

PLEASE TURN OVER

D

7. Many long-established companies that operate chains of high-street retail outlets are now struggling to maintain commercial viability, while a number have gone out of business altogether. Profit margins have declined while the size of stores has contracted.

   i. What different factors explain the reversal in the commercial fortunes of high-street based retailers over the past decade? To what extent are these reversible? Justify your answer.

   ii. What are the major HR challenges that such organisations are likely to face, both now and in the future?

OR

8. According to Truss (2013) a common feature of HRM in the public sector - both in the UK and globally - has been an aspiration to achieve 'model employer status'. This means that all activities HR managers are involved in reflect a commitment to justice, fairness, equality, transparency and job security. Paternalism and collectivism are further typical, underpinning features of the approach.

   i. How far do you agree with the proposition that public sector employers should aspire to be 'model employers'? Justify your answer.

   ii. What different factors are currently leading senior managers in public sector organisations to question their future commitment to the 'model employer' ideal?

E

9. In his highly influential book called *The Acquisitive Society*, R.H. Tawney (1920) famously distinguished between managers working in industry and members of professions. The principal purpose of industry, in his view, was earning profit for shareholders. By contrast, the proper focus of a professional person should be 'the service which they perform, not the gains which they amass.'

   i. To what extent do you agree with Tawney that a contrasting attitude towards money-making is a proper and effective way of distinguishing 'professionals' from other groups of workers? Justify your answer.

   ii. What other criteria might be used to differentiate 'professional work' from other kinds of work?

OR

10. Robinson & Downson (2013) argue that there is currently 'little insight' into how HRD practices can be used to support Corporate Social Responsibility (CSR), sustainability and ethical goals. As a result, 'the potential of HRD has been underdeveloped as far as these key areas are concerned'.

    i. To what extent is this true of your own organisation and why? Justify your answer.

    ii. How might an organisation that wanted to demonstrate its seriousness of purpose in improving CSR, sustainability and business ethics make full use of its HRD function as a means of meeting this objective?

END OF EXAMINATION

Leading, Managing and Developing People

EXAMINER'S REPORT

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Introduction

The overall pass rate for this tenth cohort of candidates sitting Leading, Managing and Developing People was 70%, which is very much in line with the established trend. I was also pleased to see that over 40 candidates (15% or so) managed to score marks that were in the 60s, 70s and 80s and hence to pass the examination with merit or with distinction. Many congratulations to them all.

On the whole this appears to have been a straight forward paper with few ambiguities or unusual ways of reading a question's meaning. The candidates who failed largely did so because of insufficient relevant knowledge and understanding, although we also had a smattering who wrote far too little and often found it difficult to justify the points they had made. We also had to mark a fair number of answers which had strong and weak parts, candidates sometimes omitting to answer a part either fully or at all.

On this occasion the papers were marked by Gail Swift, Elisabeth Wilson, Alex Evans, Andrew Hambler, Claire Roberts, Graham Perkins, Esther Park and myself.

The overall breakdown of marks was as follows, but as always, these statistics obscure the marked differences we observe between groups of candidates sitting at different centres.

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Grade	**Number**	**Percentage of total** (to 1 decimal point)
Distinction	9	3.3
Merit	36	13.1
Pass	148	54.0
Marginal fail	35	12.8
Fail	46	16.8
Total	**274**	**100.00**

Section A

Learning outcomes: 2 and 5

On this occasion the two learning outcomes that we were aiming to test using the case study were number 2 and 5:

Learning Outcome 2: Understand, explain and evaluate major theories relating to motivation, commitment and engagement at work and how these are put into practice by organisations

Learning Outcome 5: Understand and explain the aims and objectives of the HRM and HRD functions in organisations and how these are met in practice.

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Task 1

This was quite challenging in many ways, not least because it would not be a question that many would have predicted would be asked. But by and large the candidates coped with it reasonably well and we took a pretty broad view of the type of points that people could choose to make and be rewarded for. In other words, we were not looking for candidates to make any specific points, but rather to make full use of the scope a question like this gives them to develop and justify their own arguments.

In practice, many tended to focus on the idea of 'best practice HRM' or 'good practice HRM' and associated concepts, making reference in the process to the studies which link bundles of 'high performance work practices' to sustained levels of superior business performance. Others chose to write about 'employee engagement', 'discretionary effort' and the psychological contract and went on to develop arguments involving these concepts. In truth most aspects of many budget airlines' HR practices run contrary to the broad thrust of contemporary HRM research. Only in the areas of reward management and contingency or 'best fit' thinking is this not so. The strongest answers were clear about this, arguing essentially that they succeeded in spite of their HR practices and not because of them. However, we were also pleased to see that a good number of candidates had researched the industry prior to sitting the exam and were thus able to point out in what ways some HR practices vary from one airline to another. Such points were very relevant to this question.

Task 2

Here too there was scope for a good deal of original argument, drawing on the literature on motivation in particular. Budget airlines are not unusual in operating a people management regime which combines 'high control – low commitment' practices with relatively generous and competitive payment arrangements. If you are good at your job, work hard and refrain from challenging management decisions, you can do very well financially over time. This meets the requirements of expectancy, achievement and goal-setting theories. However, for the most part it is fair to argue that the approach goes contrary to most other motivation theories, and that commercial success has occurred in spite of this. That said, some candidates took the opportunity to develop some interesting perspectives on some of needs-based motivational models which had some merit when justified effectively.

Task 3

The key point here is the need, if excellence in customer service is to be achieved, for employees to be satisfied with their work. This is a pre-requisite for discretionary effort. Dissatisfaction leads to disengagement and that is widely understood to be incompatible with high levels of individual customer service. Stronger candidates also picked up on issues of employee involvement and, particularly, empowerment in this context. What we were not anticipating when we set this question was the number of answers that took a less strategic view of Task 3 and focused on operational matters, notably the need for new training interventions. We decided that this was a perfectly acceptable way of answering this question and therefore marked such answers as highly as those which took a more strategic perspective.

Section B

Question A1

Learning outcome: 1

This proved to be a very popular choice, being attempted by a good majority of the candidates. Most gave us good, well-argued answers to both parts of the question and picked up marks in the process. Our main concern in marking part 1 was that candidates acknowledged that there is more than one factor that explains the change. There is, for example, increased competitive intensity and a tendency for employers to expect more from staff in response (work intensification). Another factor is the presence in our lives of smart phones, home computers, tablets etc, which enable us to receive e-mails and respond to them at all hours – an issue that most picked up on effectively. Some also pointed to job insecurity driving a culture of presenteeism, while others cited research that suggests a degree of increased employee engagement and a desire to work beyond contract. Overtime payments also play a role in some industries. Part 2 was very straight forward. It was simply a matter of discussing the views of psychologists (in particular) who are deeply concerned about the long-term impact on physical and mental well-being, the impact on family life / relationships and a spill-over impact on the quality of judgements made while we are at work.

Question A2

Learning outcome: 1

As far as we can, we aim to include a question in the LM&DP paper that draws on recently published research that has either been conducted or sponsored by CIPD. This is signalled clearly in the 'indicative content' section relating to LO1 and is, moreover, clearly now something that tutors and students expect. A number of candidates were clearly familiar with this particular piece of research and were able to write about it with some authority. However, the questions were phrased in such a way as to allow candidates who were unfamiliar with this particular piece of CIPD research to answer them confidently and at some length. There was thus plenty of room provided for original argument and a range of possible answers were available for candidates to develop.

The truth is that more men head up small businesses than women for the same set of contested reasons that more men occupy senior management positions in all types of organisations. It is partly a question of gender bias/stereotyping (family firms passed to sons rather than daughters), partly related to men pushing harder for preferment than women, and partly related to career-breaks/childcare/elder care issues affecting more women than men. The second question was directly tackled in the CIPD research which involved interviewing female entrepreneurs. Dissatisfaction with corporate politics, search for a better work-life balance, glass ceilings/pay gaps etc were predictable points. A more surprising finding was that women who run SMEs are more highly paid, on average, than men – reversing the corporate pay gap. Those who could write about one or more of these with confidence were able to pick up plenty of marks here.

Question B3

Learning outcome: 3

Roughly equal numbers of candidates chose to answer questions 3 and 4, and in both cases good, original points were made. There was plenty of scope here for candidates to develop their own arguments and also to justify them. There were clearly no right or wrong answers, but some wrote at greater length, more fully and convincingly than others. Part one gave plenty of opportunity for the development of entirely personal perspectives and the answers were hugely varied. Part two could be argued either way quite easily, and that was fine provided the chosen argument was properly justified. It can, for example, be argued that leading in a business context is wholly different from leading a football team, a government department or a military squadron. However, it can equally be argued that leadership traits are essentially the same across contexts, and that the same 'natural leaders' tend to emerge in all walks of life. In both cases examples strengthened the argument in the better answers and led to more marks being awarded.

Question B4

Learning outcome: 3

This question seems to have hit a raw nerve for some candidates who consequently leapt at the opportunity to write about leaders in their own organisations quite critically. The phenomenon is clearly one that many recognise and accept is potentially problematic.

This is not surprising as sucking up to and/or flattering leaders whether they are right or wrong is a reality of organisational life everywhere. It is inevitable given power relationships, even if it involves essentially dishonest behaviour on the part of team members. Any number of examples could be given here from everyone's work experience, and even examples of quite minor mistakes were used by way of illustration.

As far as part two was concerned, the major requirement was that the issue was recognised in the first place. HRD interventions can be most helpful here as the issue can be raised in PDR/coaching sessions/formal management training, highlighted and also discussed. Longer term it is a question of HR interventions which serve to build an organisational culture which is characterised by openness, trust and professionalism. Careful recruitment and selection of managers plays a part here, as does effective appraisal. Most candidates who attempted this question focused on these kinds of points and wrote convincingly as a result.

Question C5

Learning outcome: 4

The publication of the latest WERS represented the most important release of research with HR significance last year, but again it was not necessary to be familiar with the detailed findings in order to write a good, sound answer to this question. It was attempted by a reasonable minority of all candidates, most of whom did rather better on part two than part one.

For a long time it has been predicted that home-working would increase, but until recently recorded growth was stubbornly slow. 2004-11 saw a change, many more people now working from home either all the time or some of the time than used to be the case. Recession and cost cutting by employers looking to cut rents and introduce hot desking is a partial explanation. In fact, however, most analysts stress other factors such as labour market demand (that is, people actively looking to work from home) and the spread of broadband, Skype and other IT innovations which enable more people to operate from home more effectively than in the past. Those who appreciated that a range of factors are at work here scored the highest marks.

Zero hours contracts are controversial and are currently spreading fast. The arguments in their favour relate to efficient deployment of staff, no need to pay overtime and more general points about volatility and unpredictability in product markets. The arguments against relate primarily to employee preference for greater security and hence potential recruitment/ retention problems, low morale, lower levels of engagement and negative publicity/ reputational damage for the employing organisation. Many gave a robust defence of casual work, arguing that for many it represents a second additional stream of income and that much of the criticism made of zero hours contracts is over-generalised. Key here as far as gaining marks was concerned is that an employer perspective was clearly taken as required by the question. Not all did this and lost marks as a result.

Question C6

Learning outcome: 4

Questions on change management always prove quite popular on the LM&DP paper, particularly when they give candidates an opportunity to write about their own experiences. This was no exception, although some answers to part two were rather disappointing.

Cynicism and negativity are, of course, partly born of experience. Major change initiatives are increasingly common, and people have often been through them before with differing results when they are exhorted to 'embrace' a further round of changes. Because the real lived experience is so often at odds with the positive accompanying management rhetoric, it is understandable that cynicism is the typical response. Research also demonstrates how often change programmes fail to meet their objectives in practice, further generating cynicism. In addition, of course, people often also fear for their own positions / future careers or just feel that they have not been involved at all in the decision-making processes that precede top-down change. This tends to reduce trust and lead to resistance. The mantra 'people support what they help to create' is widely quoted, but also widely ignored by managers when faced with the need to lead change.

There is no shortage of models and theories relating to the effective management of change, and the best answers drew on academic studies when answering part two. Some, however, lost marks here by being far too descriptive, simply setting out what the major models contain, without analysing them or including any original perspectives at all. Others took a less theoretical approach, stressing the importance of involving people (genuinely not via pseudo-consultation exercises), making the case effectively and taking care to implement change in as thoughtful and people-friendly a manner as possible. When these points were justified effectively, and especially when backed up with examples, high marks were awarded.

Question E7

Learning outcome: 6

Answers to part one had to mention the recent economic downturn as a factor, and nearly all did, but that was not in itself sufficient. At least one other factor had to be cited and developed (in addition) in order for high marks to be awarded here. Competition from online/ mail order alternatives, the presence of price-comparison websites, the cost of fuel and car parking, the rise of out-of-town retail parks and the growth of supermarkets were all examples of commonly cited factors that help to provide an explanation. Much of the media coverage of the issue focuses on rising costs of renting retail space, but few candidates seemed to be aware of this factor.

The issue of reversibility is controversial, and this was reflected in the answers here. Some argued that high street chains are dying and that independent shops/food outlets will steadily replace them alongside more residential accommodation in high streets. Others, took the kind of line that is articulated by the government's 'retail tsar', Mary Portas, who passionately believes that with hard work and greater USPs etc, high-street retailing can be revived. What matters as far as marks were concerned, was that a good argument was developed and justified.

The HR implications are reduced job security, pressure on wages, pressure to sell more/ harder and pressure to improve standards of customer service. These are hard to achieve at the same time because greater employee commitment/engagement are sought with little being offered in return. Hence the 'particular HR challenges. Those who developed and justified points of this kind picked up plenty of marks.

Question E8

Learning outcome: 6

This question tapped into the most significant contemporary debate about HRM in the public sector and the challenge to traditional approaches by adherents of a 'new public management' alternative focused primarily on achieving greater efficiency and productivity.' Views differed as far as answers to question one are concerned, but it was noticeable that the model employment ideal was one to which a good number of candidates addressed positively. There are, however, good arguments to be made both ways (and for some blended position in the middle), and all were acceptable provided they were effectively justified.

As far as part two was concerned the main point concerns deficit levels and the need in many countries to cut public expenditure and to achieve greater value for money. Another common argument relates more generally to inefficiency in the public sector, bureaucracy, a failure to add value, and the general assertion that the traditional public sector model with its pensions, hierarchies and long-term employment is old fashioned / outdated. This part was often answered quite briefly and with limited apparent confidence as is always the case when we ask questions which touch on regulation and public policy.

Question E9

Learning outcome: 7

This question aimed to test knowledge and understanding of Learning Outcome 7:

"Promote professionalism and an ethical approach to HRM and HRD practice in organisations".

This was by far the least commonly answered question on the paper, presumably in part because of the age of quotation used. In fact the question is very straight forward and where it was answered, it was addressed knowledgeably.

Debates about how to define professionalism in the Twenty First Century take a prominent place in the HR textbooks and ought therefore have been familiar to most students sitting this paper. Many have opted to write answers to questions on this issue when we have set them in the past, so I assume that their reluctance to here may have been due to a positive pull towards answering Question 10 as an alternative. The key here was that students advanced a good, convincing argument and justified it effectively. Most saw Tawney's definition as over simplistic, arguing that there are other features of 'professionalism' which distinguish it such as specialist expertise, recognised qualifications, membership of a professional body and adherence to codes of conduct/ethics. Some disputed Tawney's view altogether, arguing that there is no necessary distinction in their experience between maximising returns and professional approaches to work.

Question E10

Learning outcome: 7

The vast majority of candidates attempted this, and most did it well – especially part 1 which was a matter many seemed to be primed to write about quite effectively. Answers here naturally varied greatly depending on the organisation and the extent of its genuine commitment to CSR. Those whose organisations have taken steps in this direction were thus able to explain the contribution made by the HRD function. By contrast, those whose organisations have not been able to establish much by way of a CSR agenda struggled more. However, most passed comfortably

Good answers to part two focused on the role of HRD in raising awareness and developing attitudes/cultures that are supportive. There is also a role in building competence so that people know what they can do/contribute to a sustainability/CSR/ethical agenda. Good answers should made particular mention of management and leadership development programmes and the need for these matters to form a major part of them.

The main problem here, as is so often the case with the LM&DP paper, was a failure on the part of too many candidates to distinguish effectively between HRM and HRD. Tutors need to remind candidates of the importance of this distinction and to warn them that they will lose marks if they write about HRM generally in answer which should be restricted to HRD matters.

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General Comments

Overall the performance of this cohort was very satisfying. The level of marks awarded varied hugely from candidate to candidate and centre to centre, but the final pass rate was high and very much in line with expectations in the case of big cohorts.

The reasons that some candidates fell below pass level were the same as always. That is, a failure to demonstrate that they are sufficiently well-informed and a failure to answer particular questions either fully or directly.

Stephen Taylor
Chief examiner