



Chartered Institute of Personnel and Development

Advanced Level Qualification

Leading Managing and Developing People

September 2014

25 September 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 and/or
- You achieve less than 50 per cent overall.

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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.

Almater College is a long-established, boys' private boarding school located on a big site in the countryside close to London. Steeped in hundreds of years of history and tradition the school is widely considered to be one of the very best public schools in the UK, providing an outstanding all-round education to the sons of upper class families who are able to afford its fees. Old boys almost all go on to university and forge successful professional and business careers. Many are high profile figures in politics and the media.

At present the school has places for 850 boys, all of whom live in one of Almater's twelve boarding houses during school terms. The pupils are an increasingly diverse group, around a quarter now flying in from overseas at the start of each term. The school employs 350 people principally to work either as teachers, support staff or in domestic roles.

While the school remains financially solvent its governing body has some growing concerns about its long-term future:

- In recent years the school has seen its position in league tables of academic performance slowly slip. It always used to feature in the top twenty as measured by GCSE and A level results. It has now fallen out of the top forty as the performance of rival day schools has steadily improved.
- The proportion of former pupils who are choosing to send their own sons to Almater is steadily falling. Alumni surveys suggest that this is partly due to its very high fees, partly due to a growing preference for day schools on the part of British parents and partly due to a perception that Almater is a little too tradition-bound and old-fashioned in its ethos.
- The school is attracting more and more unhelpful media coverage. It is portrayed as being elitist and as being so protective of its traditions as to be out-of-touch with contemporary social and technological developments. This appears to be having a negative impact on the school's ability to attract applications from the kind of outstanding teachers it relies on to maintain its excellent standards.

In response two radical, but controversial decisions have been taken. First the governors have decided that the school should open its doors to day pupils as well as boarders. Secondly, it has been decided to move towards the admission of girls as well as boys. Initially day girls will be admitted to the sixth form, but within five years it is intended that a number of new girls' boarding houses will be built on the school's site. Over time, these two developments will lead to a doubling of pupil numbers and will require a substantial investment to be made in new buildings and staff. They should help ensure the school's future, but both are vigorously opposed by a good proportion of the staff and many alumni who see them as likely to destroy what they see as the school's most cherished traditions and unique culture.

There are however some more immediate problems facing Almater College. Over a period of three months a number of very damaging stories about the school have appeared in the

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newspapers, creating an unfair but very real perception that it is an institution 'reeling from crisis to crisis.'

- Almater has been accused of being at the centre of a scheme aimed at fixing fee levels in the major British private schools. If proven this would be contrary to competition law and might lead to a criminal prosecution.
- A prominent former pupil who attended the school in the 1980s has written a memoir in which he implies that pupils at Almater were then routinely abused by two former teachers.
- Another prominent old boy has recently been imprisoned for five years having been found guilty of a serious fraud. Newspapers have revealed that he was a major donor to the school and are demanding that these donations are now returned to compensate his victims.
- A local newspaper has alleged that the school tried to 'cover up' a recent damning health and safety investigation into hygiene levels in its main kitchens.
- Last month the school's long-serving Headmaster resigned suddenly following the publication of newspaper articles about the breakdown of his marriage and supposed illegal drug taking.

Almater therefore faces very challenging times. Pressures are building which, if not managed well, may threaten its future existence. Aside from its fast developing poor ethical image, proposed changes are being met with active hostility among key stakeholder groups. In addition, the school's academic reputation is falling. It is also struggling to recruit good teachers and is currently without a Head Teacher.

You have been asked to advise Almater College's governing body about the following four HR-related matters:

- 1. Steps that should be taken to ensure that the highest professional ethics are re-established and then maintained at the school.**
- 2. The development of an evidenced-based plan for dealing effectively with resistance among staff to the major strategic changes that are planned for the coming five years.**
- 3. Initiatives aimed at improving the school's reputation as an employer with a view to improving its attractiveness to potential recruits.**
- 4. Key points to highlight in the advertisement that is currently being drawn up for the recruitment of a new Head Teacher.**

Drawing on research, state what advice you would give, justifying your main points.

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

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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. In the CIPD research report 'Are We Working Harder than Ever?' (2014) it was stated that while working hours have not increased substantially in the past decade, employees nevertheless perceive themselves to be working much harder. In other words, work is becoming more intense and more demanding. The report concluded that while increased work intensity is not caused by poor people management, an improvement in the quality of management can make the pressure a great deal easier to bear.
 - i. What are the major reasons for increasing work intensity?
 - ii. What major steps can managers take to ensure that increased work intensity does not lead to reduced employee well-being?

OR

2. The HR department in your organisation is coming under increasing pressure to demonstrate how it 'adds value'. Your new Chief Executive Officer (CEO) has stated that unless the function can demonstrate each year that it is having a positive impact on the organisation's financial position, its long-term future will be in doubt.
 - i. In what major ways would you argue that the HR function in your organisation adds value? Justify your answer.
 - ii. What recommendations would you make as to ways in which its impact on the organisation's bottom line could be demonstrated?

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B

3. The CIPD's CEO, Peter Cheese, recently made the following observation about employee engagement:

'Even though managers and leaders cannot directly control the engagement of others, how they behave, the work environment they create, the support and encouragement they give to their teams, and the trust they engender are clearly all critical. Whilst much of these principles have been long understood, the trouble is that we have not always been doing a good job of applying this knowledge.'

- i. Why do managers often find it difficult to give effect to the principles of effective employee engagement so as to make high levels of engagement a reality in their organisations?
- ii. What practical advice would you give to senior managers in your own organisation about how levels of employee engagement could be raised over the coming year? Justify your answer.

OR

4. It has long been established in countless research projects that organisational performance is linked closely to the level of motivation among its employees. However, there remains considerable disagreement about what exactly managers should do in order to maximise motivation. Numerous theories have been advanced, all of which seem to have some merit. But they are very varied.

- i. Choose any **one** widely known motivation theory and explain what it can teach managers about maximising employees' performance in the workplace.
- ii. To what extent are people management policies in your own organisation reflective of the major findings of studies into human motivation at work? Justify your answer.

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5. The leading HR academic John Burgoyne (2010) recently joined the debate about how far leaders are born or made. His view is that while 'the will to lead is largely innatethe ability to do it well is largely learnt'. One implication for organisations is that leadership development programmes are worth investing in. Another is that the key criteria for selection on to such programmes should be the extent of someone's ambition to lead.
- i. To what extent do you agree with this point of view? Draw on your own observations when justifying your answer.
 - ii. What key attributes should would-be senior leaders of organisations learn as part of a leadership development programme?

OR

6. Recent studies looking at how workplace cultures vary across the world have shown that while some characteristics associated with successful senior leaders are shared universally, in the case of others there is very considerable diversity. All over the world it appears that we like leaders who inspire us and are honest. We also all seem to share a dislike of highly autocratic leaders who do not listen to their followers. But some cultures admire enthusiasm in a leader much more than others do. Risk-taking leaders are also appreciated far more in some countries than others, and the same is true of leaders who fail to hide their personal ambitions.
- i. What are the major implications of this research for the selection of people to lead global organisations and for the design of international management development programmes?
 - ii. Drawing on examples, set out what characteristics you most admire in senior leaders. Justify your answer.

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7. Minimising the rate of unauthorised absence is often a major stated goal for HR departments, yet people disagree markedly on how best to achieve it. Some argue passionately in favour of attendance incentive schemes which make the awarding of a bonus or a pay rise dependent on an individual having an excellent attendance record. Others disapprove of reward-based absence management systems as a matter of principle, preferring the use of alternative techniques.
- i. Why is HR opinion so divided on the issue of paying attendance incentives? Justify your answer.
 - ii. What practical advice would you give to an organisation which is suffering from unauthorised absence rates that are double its industry average?

OR

8. You work for a small/medium-sized enterprise (SME). The quality and perceived value of the customer service that your employees provide are central to your company's ongoing success. Until now it has operated a single site employing 400 people, but it plans to expand over the next two or three years. After this it will employ 2000 people at five geographically dispersed sites. At present there are no formal policies in place in respect of employee voice or participation. You are asked to review this situation, to make recommendations to senior management and to justify these.

What recommendations would you make and what justifications would you include in your report?

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9. You are asked to advise a new and well-funded charity about HRM and HRD issues. Once fully established it is anticipated that the organisation will operate all over the country, delivering care-related services through a small team of paid employees and a much larger 750-strong voluntary workforce. Line managers will be recruited for their business expertise and are unlikely to have much experience of managing volunteers.

You are asked to develop and deliver a half-day training programme for newly appointed managers which will help them to manage a volunteer workforce more effectively. In particular, you are asked to cover the following two areas:

- i. Ways in which the employment of voluntary workers differs from the employment of paid staff and ways in which it is similar.
- ii. What voluntary workers may be looking to gain from their work and how this can be used to attract and retain them successfully.

What major points would you wish to make? Justify your answer.

OR

10. An extensive body of published research demonstrates that in most countries the public sector has a considerably better record than the private sector in the field of equality and diversity. Women are more likely to be paid equally to men in the public sector and are much more likely than is the case in the private sector to sit on senior management boards. By some distance, the public sector also has the better record when it comes to equal opportunities monitoring, the provision of childcare facilities, family-friendly initiatives, the employment of people with disabilities, the employment of officers with responsibility for promoting equality and the adoption of a wide range of other practices aimed at actively promoting diversity.

- i. Why do the public and private sectors differ so much in their apparent commitment to equality and diversity at work?
- ii. To what extent do you agree with the view that private sector employers should be required by law to meet the same standards as the public sector in these areas? Justify your answer.

END OF EXAMINATION

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Introduction

The overall pass rate for this twelfth cohort of candidates sitting Leading, Managing and Developing People was 65%, which was a little disappointing given that so many recent cohorts have collectively passed the 70% barrier by some margin. There is no single, obvious explanation. It was simply a case of too many candidates failing to demonstrate sufficient knowledge and understanding, failing to justify their points effectively or failing to address the questions asked either fully or directly enough.

That said we did, as always, have the privilege of marking some outstanding papers and awarding marks in the merit and distinction categories. The standard that some candidates are able to achieve is remarkable given the breadth of the syllabus that they cover and the limited time that we allow them to write their answers. We were particularly impressed by the capacity of some candidates to write answers which are both rich in their academic content and also mature and thoughtful on practical HRM matters, both a strategic and operational.

This cohort's papers were marked by Gail Swift, Elisabeth Wilson, Graham Perkins and myself.

The overall breakdown of marks was as follows:

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Grade	Number	Percentage of total (to 1 decimal point)
Distinction	5	2.2
Merit	28	12.2
Pass	118	51.5
Marginal fail	25	10.9
Fail	53	23.1
Total	229	100

Section A

Learning outcomes: 4 and 7

For the most part candidates answered these questions reasonably well. Some stated with apparent confidence that the case was based on a certain school that they went on to name and write about. This was certainly not so. On this occasion the case was entirely made up, although it drew on media reports about a variety of organisations, including some schools. The aim, principally, was to test knowledge and understanding relating to:

Learning Outcome 4: Understand and contribute to the promotion of flexible working and effective change management in organisations.

and

Learning Outcome 7 Promote professionalism and an ethical approach to HRM and HRD practice in organisations.

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Task 1

The need here is to embark on a high profile programme aimed at raising awareness of ethical issues and improving professionalism at the school. There is a need not only to take action of this kind, but also to be seen to be doing so. Most candidates took a broadly strategic perspective, many starting by recommending that a code of ethics or conduct was drawn up with the participation of a range of stakeholders. They then went on to recommend a series of appropriate HRD initiatives aimed at achieving these outcomes, also pointing out the significance of including ethical matters in on-going performance management activities. There is also, of course, a case for tightening up management systems and appointing a new senior management team. Stronger answers went further in recommending initiatives such as more effective media management and the bringing forward of various CSR or charitable initiatives aimed at rebuilding the school's ethical reputation. The weaker answers tended to avoid these points, focusing instead on recommending particular immediate responses to each of the issues identified in the case study. On occasions these answers were persuasive, but too often they never really got round to answering the question (which is more future focused) sufficiently directly.

Task 2

Most candidates grasped that by using the term 'evidence-based plan' we were inviting them to draw on their studies of change management theory when answering this part of the question. This led a good majority of candidates to make reference to research on the most effective ways to meet legitimate resistance to change, be it Lewin (unfreezing – refreezing), Kotter or CIPD (a planned approach), Rodgers (adopters, laggards etc.) or more recent research that stresses the significance of political strategies for overcoming resistance. All of these argue in favour of understanding the source of anxiety, of communicating persuasively with appropriate messages and listening to resisters. Employee involvement is also always important in this context, particularly when the proposed change is being phased in over time rather than being introduced very rapidly. The strongest candidates then put meat on these bones by suggesting what kinds of message needed to be communicated and how, over time, pressure could be put on resisters to bring them round. There were some most impressive answers which took a model such as Kotter's and explained exactly how it could be used in this particular context to pilot change through successfully. Weaker answers tended either simply to cite a change theory without explaining it, or omitted to include any evidence-base of any kind when answering the question.

Task 3

This was the part that some candidates struggled with. Some simply failed to grasp that we were asking here about the school's reputation as an employer, going on to make a range of points about reputation management more generally. Some of these answers were interesting and well-written, but we can only award marks when a question is answered directly. The strongest answers here tended to argue in favour of some form of employer branding exercise, the starting point being gaining a full understanding of what makes the experience of teaching at Almater both positive and distinct from that provided by other institutions. This led them to consider using focus groups or staff attitude surveys and then to build on the results via effective corporate communications. Others made reasonable recommendations about communication initiatives and improving the experience of working at the school (developmental opportunities, CSR, work-life-balance, being there at the start of a new chapter etc.), but were less specific about the strategic steps necessary to get to them.

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Task 4

This was intended to be very straightforward. The new Head Teacher will evidently have to be an outstanding figure with considerable experience of leadership in elite schools, who is capable of inspiring staff and rebuilding morale, able to introduce change sensitively, preside effectively during a period of expansion and turn round a difficult current situation. In other words what is called for is a genuinely transformative leader. Most candidates made points of this kind, often drawing on recent writing on leadership to justify their points. Authentic leadership was also often mentioned along with 'lemon squeezing' and emotional/cultural intelligence which was all good and effective. The major weaknesses here were a tendency for some to omit any mention of experience when drawing up their preferred attributes and a tendency to focus on the administrative aspects of drawing up the advertisement (closing date, who to apply to etc.) at the expense of a full discussion of what attributes were required in a new head and why.

Section B

Question 1

Learning outcome: 1

This question was answered by a sizeable minority of candidates and most of those who attempted it answered it pretty well. Part 1 tended to be answered at greater length and with more originality than part 2. Most correctly identified the recent period of recession and slow growth as having played a part in the work intensification process by reducing job security and increasing the workload carried by many individuals. The best answers justified this point by making observations about their own experiences. Weaker candidates were not so good at going on to identify further causes that are longer-term in nature. The CIPD report focuses in particular on technological change and increased competitive intensity more generally. A particular issue appears to be more demanding customers, while in some cases, but by no means all, there is also evidence of some reduced autonomy/discretion which leads to increased stress through a sense of loss of control. A lot of candidates made interesting points about flexible working and the way that it gives people more free time, but intensifies their working hours in the process. Again some good points were made here, backed up by personal experience and observation.

The major steps that managers can take all relate to increasing levels of engagement and increasing autonomy so that employees have more discretion about how they manage their own workloads. There is also scope for improving the way that line managers communicate with their teams and for improvements to job design and workplace environments. The report concludes that with sound and thoughtful people management in place, it is possible to increase work intensity while also increasing levels of well-being and job satisfaction. The stronger candidates made a range of points of this nature.

Question 2

Learning outcome: 1

This question focused on the links between HRM and business performance. It was selected by a majority of the candidates, but was only answered really well by relatively few.

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Evaluating the HRM contribution is specifically included in the indicative content for learning outcome 1, so students should have been well-prepared to answer questions in this area.

Answers to part 1 obviously varied depending on the organisation, but in the case of stronger answers the focus was on recruiting and retaining superior people, engaging and motivating them so as to maximise their performance, managing change in a people-focused manner and ensuring that necessary administrative tasks/training interventions are carried out more effectively and efficiently than competitors. Absence was also mentioned a lot as was the avoidance of expensive employment tribunal cases, while some wrote about wider reputational issues and the role played by HR in improving standards of customer service. The better justified the answer, the higher the mark that was to be awarded. Unfortunately too many candidates did little more here than describe what their HR function did, sometimes citing the mere fact that it had been restructured along Ulrich's three-legged model as evidence that was adding value. In order to pick up marks we required students to state how their activities added value, but too often they just made the assumption without offering any such explanation.

The best answers to part 2 developed points relating to HR metrics, human asset accounting and the use of balanced scorecards – techniques which seek to quantify in financial terms (or at least make a reasonable estimate) of the value added by specific types of HR intervention. Others focused on the more established evaluation techniques such as benchmarking, setting and meeting goals, HR audits linked to good practice and the wide range of survey-based evaluations that are regularly carried out, including surveys of managers which ask specifically about the added value they perceive the HR function as providing. Many solid answers suggested measuring outcomes that were not currently measured and which could be quantified in financial terms - absence and staff turnover were the most commonly discussed.

Question 3

Learning outcome: 2

This question was answered by fewer than half the candidates, most of whom made solid points without demonstrating much by way of original thinking.

Answers to part 1 varied greatly and that was fine because there were many potential ways of answering it and no clearly right or wrong answers. What mattered was that a good, clear argument was advanced and then justified. Some focused on contextual factors which are increasing the pressure on managers at all levels to meet increasingly challenging, short-term financial objectives and which create an environment in which macho-management cultures can develop. Others focused on the lack of competence of line managers and senior managers on the people side of management, at inadequate management development and promotion criteria. It was also common for candidates to argue with some conviction that time pressures are mainly responsible and that managers are kept too busy ensuring that short-term targets are met. Others simply argued that effective management of people is very challenging and that it is much easier to do it badly than to do it really well. Creating high levels of trust and a sense of shared purpose are easier said than done.

Answers to part 2 also varied depending on the organisation concerned, but those that passed comfortably were rooted in accepted research findings. Many focused most on measures designed to build trust across the organisation and to improve opportunities for

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employee voice, communication generally and increased autonomy/discretion. Well-being initiatives also formed part of good answers as did initiatives designed to improve collective employee relationships and improved developmental opportunities.

Question 4

Learning outcome: 2

In the indicative content for learning outcome 2 specific mention is made of 'major theories relating to motivation' so students should be familiar with the major contemporary schools of thought about motivation at work (that is: needs based theories, goal-based theories, equity, expectancy, job design theories etc.) if not some of the more specific research studies - and most demonstrated that they were. Concepts such as intrinsic/extrinsic motivation and hygiene factors/motivators and Theory X/Y were all commonly cited and explained when answering this question. What mattered was that the student both demonstrated good understanding of the theory chosen, and was able to go on to explore its practical management implications in a contemporary context with some authority. Some weaker candidates failed to cite any particular theory, but a more common problem was explaining what a theory could teach us about maximising performance. Answers here tended to be a bit unconvincing, sometimes doing little more than simply referring to the theory. Hence, Herzberg's Maslow's or Vroom's theory would be described, and assumed to be self-explanatory.

Answers to part 2 also varied a lot. Some argued that there was little obvious linkage in their own workplaces and that people were not performing very highly as a result. Others made similar points to those they had made in answering part 1. The better answers argued that there was a link of some kind and went on to demonstrate how theory and practice met in their organisations. What mattered was that a credible argument was advanced and justified. Specific motivation theories needed to be referred to in the process and a broad understanding of these demonstrated.

Question 5

Learning outcome: 3

Unfortunately this was the one question on this paper which a lot of students struggled with. Part 1 caused particular problems. Observations were made, but too many candidates failed to address all of John Burgoyne's arguments directly. In particular we marked a great number of answers which failed to address his point about the will to lead bring innate, or only to do so very briefly and hesitantly.

The best answers tended to agree with the first of the two implications set out in the question, but to be much more circumspect about the second. It has frequently been demonstrated that the art of effective leadership is something that people develop over time with experience and training. It does not come naturally to all, and least of all to highly ambitious people who have a strong urge to lead others. Many stronger candidates had no difficulty coming up with examples from their working and non-working lives to illustrate this effectively. Some agreed with the second implication, but on the whole this was less widely agreed with. The leadership research now frequently concludes that the best leaders often have to be persuaded by their teams to take up their roles because they often lack personal

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ambition. This appears to render them more effective because they possess other leadership qualities and enjoy a lot of support from their followers.

The best answers to the second part of the question focused on learned skills and not on innate leadership qualities such as charisma, charm, stature etc. - and too often students confuse these or fail to distinguish adequately between them. Many students to focus on the fashionable post-modern leadership traits that are most written about such as emotional intelligence, cultural awareness, self-awareness, understanding of how different personalities tick etc. But there was also a strong case here for students to focus on the need to develop more traditional traits such as strength of character, self-belief and simple knowledge of the relevant organisation/industry.

Question 6

Learning outcome: 3

Fewer candidates attempted this than Question 5, but those that did tended to fare rather better.

The first part invited candidates to argue in favour of culturally-sensitive leaders who are aware of how expectations vary from culture to culture, and hence in favour of management development programmes which encourage the development of these characteristics. That might include some classroom-based or e-based training on cultural diversity and its significance. More importantly the research strengthens the case for international career planning, expatriation and inpatriation of people with senior management potential and for the development in international organisations of a culturally diverse senior leadership team. The stronger candidates wrote quite broadly about all these implications, while the weaker answers tended to focus only on the traits themselves.

The second part of the question was more straightforward. In the past we have asked candidates to name leader figures both from inside and outside work who they most admire. Here it was the leadership traits that formed the focus of the question rather than the individuals. Stronger answers nevertheless discussed named figures credibly and effectively while developing and justifying an original argument.

Question 7

Learning outcome: 5

Questions on absence management have often proved popular choices in the past, so candidates were not expected to struggle too much with these questions. In practice most answered part 2 with plenty of confidence. It was part 1 that the weaker candidates found tough. The major argument in favour of attendance incentives is simply that they can be shown to work very effectively, particularly when first introduced. Moreover, the level of incentive need not be particularly high for such interventions to have quite a dramatic impact on unauthorised absence rates. Indeed, some of the most successful schemes that have been researched have been those that only reward 100% attendees with the right to enter a lottery – and hence guaranteeing no financial reward at all. The argument against these tools of absence control is more one of principle. The view is widely held that attendance incentives, in effect, pay people twice for doing their work. People should turn up to work 100% of the time when they are not sick, and this should not require any particular bribe to

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make it happen. They also encourage presenteeism and wrongly provide incentives for genuinely sick people to come into work risking infecting others. There are also issues relating to recording absence and to the definition of 'authorised' and 'unauthorised' absence, which can make these schemes divisive in practice if not managed very carefully and fairly. The best answers dealt with a range of these points and developed an original argument by way of justification.

Answers to part 2 focused on a variety of alternative methods of absence control. The main ones are the use of disciplinary sanctions, programmes aimed at improving job design and the working environment, schemes which privilege the selection of people with excellent attendance records and a range of well-being initiatives which seek to improve mental and physical fitness. The majority focused on the need to conduct return-to-work interviews and to operate a firm but fair disciplinary policy on unauthorised absence. What mattered was that a case was made convincingly, drawing on published evidence wherever possible as well as organisational experience.

Question 8

Learning outcome: 5

Most students sitting this paper will not have studied employee relations in any great depth and were not therefore expected to be able to demonstrate depth of understanding here. But the LM&DP syllabus does include an introduction to 'managing employee relations' so candidates should be familiar with what is meant by the terms 'employee voice' and 'employee participation'. They should also be familiar with the aims of such approaches from an HRM perspective and have a reasonable idea about the range of initiatives that can be deployed in this field. The key to gaining high marks here was thus for candidates to demonstrate an understanding of what 'voice' can achieve for employers (for example, ideas for improvement of systems, understanding of customer experiences and perceptions, upward communication mechanisms for employees, a channel through which collective grievances can be dealt with, higher levels of engagement/motivation etc.). Practical recommendations included specific proposals (for example, staff attitude surveys, suggestion schemes, joint consultation, works councils etc.). The best answers incorporated some understanding of the costs associated with such schemes and included some form of cost-benefit analysis by way of justification. The weaker answers touched on these issues, but were often unconvincing or else in large part not really focused on issues of voice at all. We were particularly disappointed to read many answers which were only really concerned with downward communication and information giving - not the same thing at all as providing employees with a voice or a serious opportunity to participate.

Question 9

Learning outcome: 6

This was the first time that a question focusing specifically on voluntary working has appeared on the LM&DP paper, so it may have surprised some candidates. However, the subject is specifically listed in the indicative content for learning outcome 6, so they should have been prepared to answer questions on this, even if they are not familiar with the detail of relevant published research. The key idea that candidates should have had in mind when addressing the first of the two points is that because voluntary workers are not paid there is the world of difference between their status and that of colleagues who are paid staff. There

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are no formal/legal employment rights, no contracts of employment and hence no reciprocal obligations either. The institutional side of the employment relationship is thus fundamentally different. That said, it is clear from all the published research that voluntary workers often develop strong psychological contracts with the organisations they work for. They frequently become very loyal, deeply committed and are keen to influence policy and practice – something that is particularly likely to occur in a care-related organisation such as this one. The way that they are managed is thus just as important if they are to be successfully attracted, retained, motivated and engaged. Most candidates put together a series of points along these lines, but often some of the key points were missed.

The best answers recognised when addressing part two that voluntary workers are not always entirely selfless in their aims and ambitions. They may not expect to be paid for their time, but their motives for volunteering are often career-related (for example, gaining work experience, gaining an opportunity to exercise a skill) or otherwise personally significant (ego, social status, social opportunities, self-esteem). This needs to be understood by managers who can then tailor their approaches accordingly. Another key point relates to values, ethics and identifying strongly with the organisation's purpose. This also has very significant management implications because it means that staff are likely to be a great deal less tolerant or understanding of any perceived ethical/moral slips on the part of their managers. Again, these kind of points were developed clearly and effectively in the stronger answers. Here the weaker ones tended simply to assume that voluntary workers were all entirely altruistic in their motives and hence simply wanted an opportunity 'to serve'. That is too simplistic.

Question 10

Learning outcome: 6

The answers to this question were very much a mixed bag. As always when we ask questions that compare the public and private sectors, some candidates appear to be unsure about what the distinction is, let alone how it might matter practically. And too often answers demonstrated remarkably little understanding of even the most basic differences. So, unfortunately, there were quite a lot of poor answers here. They were however counterbalanced by some very strong answers which included original arguments and well-informed justification.

In the UK the main reasons for the differences are partly legal. Public sector bodies are placed under a legal duty to monitor and report on their diversity record and actively to promote equal opportunities. There is also a long-standing cultural difference dating from pre-new public management days when the public sector set out to be 'a model employer' and to set an example to the private sector on matters of 'good practice'. Another reason may simply be the large proportion of women who are employed in the public sector and the presence of relatively strong trade unions who are able to demand better treatment for minorities than is the case in most private sector organisations. Public sector organisations also remain accountable to elected government bodies (local and central) and are subjected to a stronger degree of media scrutiny than is the case for most private sector organisations. This brings with it a need both to act ethically and be seen to do so, and that has a major impact on the high profile that is given to equality and diversity issues too. A number of candidates also correctly pointed out that a lot of private sector workplaces are small and struggling to survive. It follows that matters such as diversity management inevitably have to fall somewhat down the management agenda.

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On part 2 views varied greatly as it is essentially a political question. Good arguments can be put either way, based either on commercial / competitiveness arguments or on fairness/ ethical grounds. Some married the two together and argued that a greater commitment to diversity in the private sector would lead to a stronger commercial performance. All views were acceptable provided the case they made out was credible and effectively justified. Alas, too often very little justification was provided and otherwise solid answers lost marks.

Conclusions

It was not intended that this should be a tougher paper than usual and I hope that the rather lower pass rate does not lead students or tutors to conclude that it was. My advice to candidates who failed to pass on this occasion would be to approach the re-sit exam with a few basic golden rules in mind. First, it is always necessary to attempt all parts of a question and to answer each part as fully and directly as you can. Secondly, try to develop your own argument when answering a question rather than simply reporting to us what you have read in a descriptive manner. Thirdly, please remember always to justify the points you make. Do not assume that the justification is self-evident.

Stephen Taylor

Chief examiner