

LEADERSHIP AND MANAGEMENT

Diploma stage examination

6 June 2007

MARKING SCHEME



Question 1

(a) Describe the causes of the Derek's stress. (OLM session 7)

Relevant points are likely to include the following:

- Overwork.
- Unable to say no to offers – taking on extra duties with inadequate thought as to the consequences.
- Unwillingness to delegate.
- Tension/conflict with Hannah and other subordinates.
- Recent change of job and working environment.
- The felt need to control everything (perhaps a function of his personality).

1 mark for each relevant point made. 1 further mark for describing how each cause mentioned might increase Derek's stress up to a maximum of 2 marks in total per cause described

(12)

(b) Define 'conflict' and explain the positive and negative outcomes that the conflict between Derek and his subordinates might achieve. (OLM 11.1)

- Forcing people to think of new ways of working.
- Clarifying each person's views.
- Resolving long-standing problems.

Up to 3 marks for positive outcomes

Negative outcomes

- Creating winners and losers.
- Developing a climate of mistrust and suspicion.
- Increasing staff turnover by making staff dissatisfied.

Up to 3 marks for negative outcomes and up to 2 marks for definition of conflict

(8)

(c) In the context of the case, define 'span of control' and explain the factors that can influence the correct span in any given situation. (OLM 12, Mullins chapter 6)

- Nature of the organization.
- Complexity of work.
- Ability to manage.
- Time available to spend with subordinates.
- Abilities and level of training of subordinates.
- Motivation levels of subordinates.
- Physical location and distance between manager and subordinates.
- Length of the total scalar chain and the 'height' of the organisation.

Up to 2 marks for definition and up to 8 marks for influences

(10)

(d) Advise Derek on what changes he might make to increase his overall effectiveness at work. (Not in OLM)

Relevant point may, but need not, include:

- Reorganising his department so as to reduce his span of control.
- Delegating additional responsibility either in his department or on the upgrade project.
- Learning to say no to some opportunities that are presented to him.
- Being more strategic about his career so as to prioritise which responsibilities he develops and which he de-emphasises.
- Becoming less demanding and 'bossy' in his management style.

Up to 2 marks for each relevant point identified and explained up to a maximum of (10)

(40)

Question 2

(a) With reference to the case as appropriate, explain some of the reasons why job advertisements might receive a poor response rate. (OLM 15)

- Pre-specified too high or too low.
- Inappropriate wording.
- Inappropriate media/channels used.
- Market conditions.

*Up to 2 marks for each relevant point identified and related to the case
up to a maximum of (6)*

(b) Advise Annette on the main points of the seven point plan for interviews. (OLM 15. Page 666 of OLM)

- Physical make up.
- Attainments.
- General intelligence.
- Special aptitudes.
- Interests.
- Disposition.
- Circumstances.

*Up to 2 marks for each relevant point identified and described up to a
maximum of (14)*

(c) Explain the roles of a human resource manager in an organisation such as Good Systems. (OLM 14)

Relevant points are likely to include:

- Appointments.
- Disciplinary and grievances.
- Promotions and succession planning.
- Compliance and legal issues.
- Managing staff in the HR department itself.

Up to 2 marks for each role identified and briefly explained up to a maximum of (10)

(30)

Question 3

- (a) **Explain what is meant by a ‘stakeholder’ and give examples of eight stakeholders in a university such as St George’s University and their interest in the university. (OLM 2.1)**

Stakeholders and their claims:

- Academic staff.
- University management.
- Students.
- Students’ families.
- Government (that makes policies for universities).
- Potential students.
- Potential academic staff.
- Competitor universities.

Up to 2 marks for definition and, 1 mark for each stakeholder identified and briefly discussed up to an overall maximum of (10)

- (b) **Explain how an organisation such as St George’s University can be understood as an open system. (OLM 2.4, p. 57)**

- Aims and objectives defining inputs.
- Inputs into the system.
- Transformation or value adding.
- Outputs from the system.
- Achievement of goals through outputs.

Up to 2 marks for each element identified and explained in the context of the case and up to 2 marks for relating the above to the context of the case up to an overall maximum of (12)

- (c) **Explain two potential advantages and two potential disadvantages of the proposal to develop the remote campus in the Far East. (OLM 1, OLM 12)**

Potential advantages:

- New revenue streams resulting from additional student numbers.
- Enhanced reputation in the region (and possibly elsewhere).

Up to 2 marks for each one identified and briefly explained

Potential disadvantages: explained.

- Financial risk from such a large investment.
- Loss of control over teaching quality, etc. as a long way from UK.

Up to 2 marks for each one identified and briefly

(8)

(30)