



# **LEADERSHIP AND MANAGEMENT**

**Diploma Stage Examination**

**7 June 2006**

## **MARKING SCHEME**

**Question 1**

- (a) Evaluate Ray's view on bureaucracy. Your answer should include a definition of bureaucracy and a comment on Ray's understanding of bureaucracy. (OLM 1.1).**

Definition of bureaucracy.

- Division of labour based on specialism.
- Hierarchical approach to authority.
- Rules driven to ensure uniformity and fairness.
- Impersonal approach to all decisions.
- Advancement and seniority based on contribution and technical competence.

*Up to 2 marks for each relevant point made up to a maximum of 10*

Comment on bureaucracy and 'red tape'.

- Ray is wrong in his understanding of bureaucracy.
- His belief that he should be seen before others because of his familiarity to staff is unfair and unreasonable.
- Red tape describes the *appearance* of bureaucracy from some perspectives.
- Bureaucracy is intended to withstand 'strongarm' tactics, lobbying etc. to provide fairness and protect individuals. Contrary to Ray's opinion, bureaucracy best serves efficiency and fairness.

*1 mark for each relevant point made up to a maximum of 4 marks  
(14)*

- (b) Explain Herzberg's theory of motivation and how it can be applied to motivating staff like Jill in their jobs. (OLM 8; Mullins p. 431-432)**

Explanation of Herzberg's two factor theory.

*Up to 2 marks*

Recognition of the two factors.

Description of hygiene factors – relevant points are likely to include:

- Prevent dissatisfaction.
- Relate to the working environment.
- Include things such as working relationships, quality of management and pay.
- Need to be met in full before any motivation can occur.

*Up to 4 marks*

Description of motivating factors – relevant points are likely to include:

- Growth factors that motivate rather than prevent dissatisfaction.
- Relate to the content of the job rather than the working environment.
- Include opportunities for advancement, recognition and excitement.
- Need to be part of a work life as much as hygiene factors.

*Up to 4 marks*

Application to motivating public sector workers like Jill – relevant points may, but need not, include the following.

- Receiving complaints from clients will create hygiene issues
- Varied job content might create stronger motivation.

*Up to 2 marks  
(12)*

**(c) Distinguish between process and content theories of motivation. (OLM 8; Mullins p. 426).**

Description of content theories – relevant points are likely to include:

- Attempt to explain specific things that motivate the individual.
- Concerned with identifying needs and wants and how they can be satisfied.
- Includes theories by Maslow and Herzberg.

*Up to 3 marks*

Description of process theories – relevant points are likely to include:

- Attempt to describe motivation.
- Concerned with how behaviour is initiated, directed and sustained.
- Includes Vroom's expectancy theory and those by Porter and Lawler.

*Up to 3 marks  
(6)*

**(d) Explain what 'public service ethos' means. (OLM 3, Rose & Lawton, chapter 15).**

Defining public sector ethos – relevant points may, but need not, include:

- A belief that human value cannot be conceived of in terms of financial value.
- A belief that it is a worthwhile and moral duty to protect the vulnerable and those seeking state support.
- A belief that it is the role of the State rather than private companies to deliver public goods such as health, education and social services.
- The public service ethos is common to all providers of public services and marks them out from employees in other types of enterprise.

*Up to 2 marks for each point made  
(8)*

**(40)**

**Question 2**

**(a) Identify and explain the stages in Kolb's learning cycle OLM 9.1**

Concrete experiences stage.  
Observational and reflective stage.  
Abstract conceptualisation stage.  
Active experimentation stage.

*Up to 2 marks for identifying and explaining each stage.*  
**(8)**

**(b) Sally mentioned learning styles. Identify and briefly describe Honey & Mumford's learning styles OLM 9.1**

Activist.  
Reflector.  
Theorist.  
Pragmatist.

*Up to 2 marks for identifying and explaining each style.*  
**(8)**

**(c) Comment on Sally's apparent belief that people may have only one learning style OLM 9.**

Relevant points are likely to include the following:

- The learning styles are not compartmentalised and people may adopt more than one.
- The way people learn can change with age and experience.
- Learning styles may change with the area of knowledge being explored (comparing, for example, science and philosophy).
- Believing oneself to have 'only one' learning style may cut off otherwise fruitful learning experiences in other areas.

*Up to one mark for each relevant point made*  
**(4)**

**(d) Explain some of the problems that might arise with Sally's approach to facilitating learning in the group.**

Relevant points may, but need not, include the following.

- Assumption that all learners will be capable of self-development in the way she described.
- Belief that all members will want to learn in the way she described may be mistaken. Some may not be seeking to embark on the journey Sally has in mind.
- Rapid change in learning culture from Ed to Sally may be difficult for some members.
- Sally's forceful ('intense') personality may be too intense for some members.
- Failure to account for the differing motivations of people in the group. Some will be there for intellectual stimulation. For others it may be more of a social occasion.

*Up to 2 marks for each relevant point made*  
**(10)**

**(30)**

**Question 3**

- (a) Compare and contrast the approaches of the coercive (authoritarian) leader to the coaching (consultative) leader. Why might Gerry think coaching leadership to be the more appropriate in his case? (OLM 5. Mullins, p. 283).**

Coercive/authoritarian leadership.

- Associated with authoritarianism.
- Demanding unquestioning compliance.
- Unconcerned with people's feelings or opinions.

*Up to 3 marks*

Coaching/consultative leadership

- Concerned with developing people.
- Invites involvement from those who will carry out decisions.
- Believes that people work best when they have been invited to contribute to the decision.

*Up to 3 marks*

Gerry believes coaching to be more appropriate:

- It is a fairly small organisation and relationships are important
- He likes to be liked and not just respected

*Up to 2 marks  
(8)*

- (b) Explain what 'induction' is and what it typically contains (OLM 15.1, Mullins p. 754-755).**

Definition of induction – relevant points are likely to include:

- A number of procedures undergone shortly after beginning service at a new employer.
- Typically overseen by HR function but takes place in both HR and at the place where the new employee will be based.

*Up to 2 marks*

Contents of an induction programme – relevant points are likely to include the following.

- Conveying organisational goals and objectives.
- Legal, regulatory and compliance issues (eg health and safety).
- Introducing the culture and ways of working.
- Meeting colleagues and familiarisation with hierarchy and leadership.

*Up to 2 marks for each relevant point made  
(10)*

**(c) Why might Bronwen design a different induction programme for Bob compared to a less experienced new recruit? OLM 15.**

Relevant points may, but need not, include the following.

- Bob is already familiar with life in a building society.
- He is likely to be familiar with the content of a 'normal' induction programme.
- Bob is likely to only want or need to know about how his new employer differs from his previous one.
- As a senior manager, his time will be more valuable to the Society than a more junior employee and value would not be best served by Bob undergoing induction that is unnecessary.

*1 mark for each relevant point made*  
(4)

**(d) Define what 'management' is. (OLM 4.1, Mullins p. 166)**

Relevant points are likely to include:

- Takes place within an organisational setting.
- Directed towards the attainment of aims and objectives.
- Achieved through the efforts of other people.
- Uses systems and procedures.

*Up to 2 marks for each relevant point made*  
(8)

**(30)**