

LEADERSHIP AND MANAGEMENT

Diploma stage examination

7 June 2006

From 2.00pm to 5.00pm
plus ten minutes reading time from 1.50pm to 2.00pm

Instructions to candidates

Answer all **three** questions. The marks available for each question are shown in italics in the right-hand margin.

Where a question asks for a specific format or style, such as a letter, report or layout of accounts, marks will be awarded for presentation and written communication.

1

"Why do public services have to be so bureaucratic?" grumbled Ray Burke as he sat in the queue to be seen at the social security office. He complained to the officer, Jill Jacobs, when he was finally called to be seen. "I've been coming in here for years. You all know me and why I've come, and I still have to wait to be seen along with everybody else. And I have to fill in all these forms every time. It's all red tape and it's so inefficient."

Jill decided not to respond to Ray's complaint herself but to refer him to the complaints procedure forms in another part of the office. "There you go again," he said. "More forms to fill in and more bureaucracy."

Jill mentioned the incident to Ben Dalton, her manager, at the end of the day. She said that dealing with clients' exasperations can be frustrating for staff. "I want to deal effectively with as many people I can in a day and I do the best I can within the rules to do this," she told Ben. "I don't see why I should get complaints directed at me when I'm just doing my job as well as I can. I can get very demotivated sometimes. I feel a duty to help people as much as I can but I sometimes can't do that when things get on top of me."

Jill and Ben discussed the notion of public service in general and how that is an important thing in itself. "I think that there is a distinctive public service ethos," said Ben, "and you are demonstrating that in the way you feel about dealing with the incident you described."

• **Requirement for 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. 14
- (b) Explain Herzberg's theory of motivation and how it can be applied to motivating staff like Jill in their jobs. 12
- (c) Distinguish between process and content theories of motivation. 6
- (d) Explain what 'public service ethos' means. 8

(40)

2

The group of 'senior learners' – retired people wishing to keep their minds sharp and continue learning into their old age – that met weekly in the public library were expecting the arrival of a new 'facilitator'. The local authority was keen to encourage initiatives of this sort and found some of the money to pay the facilitator who in turn, helped the learners find areas of interest and the educational resources they needed to further their learning. The remainder of the financial support and the leadership of the 'senior learners' project were provided by 'Great Age', a charity concerned with the elderly and their needs. The previous facilitator, the very popular Ed Side, had moved on due to family commitments and when Sally Lowe arrived, her style could barely have been more different to Ed's.

Sally addressed the group at their first meeting together. "What is important is for you all to learn how to learn," she said. "I'm not here to teach you but to develop your conceptual skills so you can go off and learn yourselves. Then you aren't limited by what I know. You can learn until you are 'full' of learning. Once you have found your own learning style you can work within that style to develop cognitively in whatever area you like. It's great fun!"

Some of the longstanding members of the group grumbled. One member noted that Ed had been more of a teacher than a 'facilitator' and he preferred that approach. Others thought that they liked the sound of Sally's ideas and would reserve judgement on her. One member said over coffee that Sally was "intense but enthusiastic" in her approach. "She seems quite opinionated but bright" said another. "I hope she can keep the group together because we had a nice time when Ed was leading the group."

• **Requirement for question 2**

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| (a) Identify and explain the stages in Kolb's learning cycle. | 8 |
| (b) Sally mentioned learning styles. Identify and briefly describe Honey & Mumford's learning styles. | 8 |
| (c) Comment on Sally's apparent belief that people may have only one learning style. | 4 |
| (d) Explain some of the problems that might arise with Sally's approach to facilitating learning in the group. | 10 |

(30)

3

Gerry Docherty decided the time had come to retire and, after several months of hard work, had recruited the person he hoped would become his successor as chief executive of the small building society head office (with 80 employees) he had led for the past 20 years. Bob Walters had been 'poached' from a local rival building society and came with very good recommendations and, although younger, had enjoyed a similar career path to Gerry's up to that point.

"When I retire next year," said Gerry to Bob on Bob's first day, "all this will be yours. I thought it might be worth letting you in on a few things I've learned over the years. Firstly, remember that you are in charge of strategy and that strategic thinking will always be the most important part of your job. As a small building society, our strategic positioning is vital and as the years go by, you will need to keep a sharp eye on it. Secondly – be a good leader as well as a good manager. I've always found that the job is easier if people actually like you as well as respecting you. Finally, the people here prefer to be coached than coerced. You get more from them that way."

When Bob was taken into meet Bronwen Weeks, the HR manager, she told Bob that he might like to undergo a period of induction. "It's up to you Bob," she said. "I would obviously recommend a different induction programme for yourself compared to a new employee completely unfamiliar with working in a building society."

• **Requirement for 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? 8
- (b) Explain what 'induction' is and what it typically contains. 10
- (c) Why might Bronwen design a different induction programme for Bob compared to a less experienced new recruit? 4
- (d) Describe what the term 'management' means. 8

(30)
