

MANAGEMENT

Professional 2
June 2001

MARKING SCHEME

Marking scheme statement

It is unlikely that the candidate will include all the issues identified in the suggested solutions, and in fact may raise many other, equally valid points. The marker should use their discretion when marking. However, it is important that marks given for a specific section do not exceed that section's allocated mark.

Additionally, any points raised that are not in the suggested solution must be relevant to the question. This is particularly important if the question refers to, for example, providing a solution to a problem with limited resources and the candidate's answer requires massive investment.

A candidate may make a number of assumptions at the beginning of their answer. Providing they appear appropriate then the marking scheme may be adjusted accordingly. However, the marker must be aware of the candidate who deliberately misinterprets a question to enable them to produce a more simplified answer, or a completely different answer from what is required.

Generally one mark should be awarded for each point made. However, consideration must be given to the relevance of the point and depth of answer.

Many of the answers are required in a specific format, eg a report, memo, etc. This is seen as good practice only for Professional 3. Unless specific guidance is given from CIPFA Education and Training Committee no marks should be added or deducted for meeting or failing to meet this requirement.

Note from the authors

Management is not an exact science, and therefore how a particular situation is resolved is not always going to be the same, or an individual response to a given situation may be different from another person.

This can cause a number of problems for examiners and candidates in an examination such as this. Nevertheless, the questions have been deliberately worded to try and provide a degree of reality. This, in the confines of an examination question, is not always possible. Therefore, some of the scenarios are a little false, and the answers do not always seem to take account of the day-to-day problems associated with management - the subject under examination!

To try to overcome this problem the suggested solutions are only to be treated as guidelines for the marker. It is important a degree of flexibility is maintained at all stages of the examination process.

Finally, all the questions (and suggested solutions) are based on the CIPFA Open Learning Material. At the beginning of each suggested solution is the Open Learning Material Study Unit reference.

The authors would be grateful for any comments or observations in respect of this examination paper, the suggested solutions and marking scheme.

Suggested solution to question 1 (SU 17)

Aims of the question

- To examine the candidates understanding of the barriers to change.
- To assess the candidates ability to identify methods to overcome the barriers to change

General

This is a relatively straightforward question that most candidates should be able to attempt with a degree of confidence providing they have followed the open learning material. The question has been given depth by asking for examples, thus testing understanding in addition to recall.

It is anticipated that most candidates will answer in a grid format, eg barrier, example, how to overcome, example, across one or two pages. This is an appropriate approach, however the marker must be aware of the candidates that offer repeat solutions, eg consultation, discussion, training etc for all the barriers.

Suggested solution

(a)

Management attitudes and practices that may inhibit the introduction of change:

- Suspicion of new ideas or suggestions, eg 'it's only being changed to reduce staff'
- Management through committee, eg no one person has responsibility, everything is a compromise
- Allowing one department to criticise or interfere with another's proposals, eg blocking change to reduce any impact on your department.
- Assuming senior managers know more than junior staff, eg not consulting, not listening.
- Assigning unpleasant tasks to junior staff, eg issuing redundancy notices
- Not involving staff in decisions, eg no consultation
- Telling staff they are not indispensable, eg threatening behaviour
- Regularly criticising staff, rarely praising, eg assuming you are always right, staff are nothing more than a means to an end.

*1 mark for each barrier – maximum of 5, and one mark for each example – maximum of 5.
(10)*

NOTE: Candidates may offer barriers not listed and/or examples not listed. Marks should be awarded if they are appropriate.

(b)

Overcoming barriers to change:

- Stimulate positive attitude towards change, eg regularly discussing new ideas with staff, encouraging new ideas.
- Freely discuss changes as soon as possible, eg open meetings, encourage feedback, open door policy
- Encourage staff to facilitate change, eg promote ownership of the ideas, allow staff to seek solutions
- Make full use of employee's qualifications and experience, eg involve them in areas they have the appropriate skills
- Create an atmosphere in which issues are dealt with as they arise, eg do not put off difficult decisions
- Explain the benefits of change, eg how a new system will improve the efficiency and/or effectiveness of the organisation
- Be optimistic about change, eg do not fear change or complain about its consequences to your position

1 mark for identifying a way of overcoming the barrier – maximum 5, and 1 mark for giving an example – maximum 5 (10)

NOTE: Candidates may offer solutions and/or examples not listed. Marks should be awarded if they are appropriate.

(20)

Question 2 - suggested solution (SU 8)

Aims of the question

- To test candidates' understanding of what a group is and those situations where group working is appropriate for organisations.
- To test candidates' understanding of the attributes which contribute towards the forming of effective groups.

General

This aspect of group working has not been examined in the recent past, even though previous candidates have provided answers in this way even in unrelated questions! However, despite this appearing to be a popular subject with candidates, the marks do not come easily, especially in part (b) where candidates are required to draw from a number of sources including their own experiences.

Suggested solution

(a)

There are two main references to this in the Open Learning Materials; **psychological groups** and **suitable situations for group working**:

Psychological Groups – any number of people who interact with each other, are aware of each other and perceive themselves to be a group:

1

- Minimum membership of 2
- Shared communication network
- Collective identity
- Shared goals
- Group structure

2

Psychological groups can be either formal or informal (however formal groups do not necessarily in themselves have to be psychological groups).

1

Suitable situations for group working – Bowey and Connelly (1975)¹ gave the following:

- Co-operative working is likely to produce a better result than working separately
- Amalgamation of work would appear meaningful to those involved
- Different mix of skills and specialisms required by the task
- Frequent adjustment to systems and their co-ordination required
- Competition between individuals is less effective
- Stress levels for individuals are too high for effective activity

½ mark per point up to 2 marks

Part (b)

This part of the question asks candidates to draw together those aspects that are considered appropriate to the creation and operation of effective groups. There are a number of aspects covered in the Open Learning Materials and candidates are expected to draw from all of them and not just concentrate on one alone.

The group itself

- Group Development
 - Forming, Storming, Norming and Performing

½ mark each with explanation, to a maximum of 2 marks

- Group structure and organisation
 - Clear group and individual goals, participation encouraged, Ok for members to express feelings, group problems are diagnosed, members willing to take on (distributed) leadership, fully supported decisions, trust, flexibility (creativity and growth).

½ mark each with explanation, to a maximum of 4 marks

Group Membership

- Belbin Roles
 - Chair, Team Leader, Plant, Monitor, Company Worker, Team Worker, Completer, Resource Investigator, Specialist

½ mark each with explanation, to a maximum of 4 marks

- More than one role can appear in an individual at the same time and not all roles need be present in a group. Problems may arise if too many of one role are present in a group.

1

¹ A Bowey & R Connelly, 1975, Applications of the Concept of Group Working (SU8, p31)
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Individuals within groups

- Individuals will need to pass through three stages: inclusion, control and affection
- To participate effectively, individual group members also need to :
 - Clarify group roles, work out group processes, clarify their own roles, identify how the group recognises effective participation

1 mark per well explained point to a maximum of 3 marks

*The question also asks for candidates to use examples from their own experiences of group situations up to **4 marks are available** for this as long as the maximum marks awarded **do not exceed 14 for this section.***

(20)

Question 3 - suggested solution (SU 16)

Aims of the question

- To test students understanding of the meaning of quality and the difficulty of defining it in a public service context
- To examine the candidate's understanding of the quality process and specifically the importance of assessment within that process
- To test the candidate's understanding of the specific issues relating to the management of quality within a public service context.

General

This area has been examined in the past but from a different perspective. This question concentrates on assessment as part of the quality cycle. The management of assessment is a live issue for many public service bodies currently and as such the team feel this is an important area to examine. The marking scheme is framed around the open learning material, which in some respects has not kept pace with the rapid developments in this area. Markers should therefore see this as an assessment framework only. Candidates may bring other relevant material to the answer and due credit should be given provided such material clearly relates to the assessment requirements and falls within the balance of the question (ie the maximum marks for each section should not be exceeded).

Suggested Solution

(a) What is quality?

"Quality is conformance to specifications".

"Quality is meeting customer requirements, that is the degree of customer satisfaction with the product or service".

ie that it is a service that is doing what it is supposed to be doing and responding to the needs of users.

However, customer expectation is much more difficult to define in the public services than in manufacturing industry.

1

The Dimensions of Quality

Framework:

- The core service – does the service meet the requirements for whom it is provided?
- The service relationship – does the service relationship (between provider and user) support and enhance the service experience?
- The service surroundings – do the surroundings within which the service is provided support and enhance the service experience?

Dimensions of quality:

- Speed of delivery;
- Reliability of provision;
- Accuracy of information;
- A capacity for choice;
- Ease of access;

- Freedom from mistakes;
- Effective use of technology;
- Welcoming surroundings;
- Helpfulness in contact;
- Courtesy and respect for the users;
- Redress;
- Competence in performance;
- Understanding of the needs and problems of those using the service;
- Knowledge;
- Credibility;
- Security.

*¼ mark for each item identified up to a maximum of 4
(5)*

(b) The quality cycle

Phase 1: quality design and specification

To be systematic a starting point is to analyse the purpose of the service, who are the users and what are their needs and then to determine how far those needs can be met within available budgets, skills, knowledge, information and management.

Phase 2: organising for quality of service

Processes will have to be developed to ensure that the required quality levels are achieved (will have to consider – structures, systems, personnel, training, equipment, staffing, resources and quality control procedures).

Questions to consider:

- Are staff adequately trained?
- Do they have sufficient back up?
- Is contribution to quality considered in the recruitment and selection process?
- Are there unnecessary restrictions on the timing of the service?
- How much choice do users have?
- What procedures will be used to deliver the service and how will quality control be built in?
- What kind of supervision will be necessary?
- Does the environment complement the quality of the service?
- How will service users be monitored?

Phase 3: Quality Assessment

Should the judgement of standards be made by the provider, the user or by an independent third party?

Examples of quality assessment:

- 1 Direct measurement of quality – eg length of waiting time, number of errors in the calculation;
- 2 Observation;
- 3 Performance indicators;
- 4 Inspection;
- 5 Surveys;
- 6 Self/peer review.

½ mark for each valid point up to a maximum of 2 for each phase of the cycle up to a maximum of 6

(c) Checklist for designing and improving a quality assessment system

- How will the assessment be carried out?
- What records should be kept?
- How will the assessment be reported?
- To whom will the assessment be reported?
- What methods will be used to address failure to meet standards?
- How will the assessment results be used by the organisation?
- Will performance trends be analysed?

The quality assessment should relate directly to the service and the conditions in which it is provided and should not be considered as an end in itself.

½ mark for each point up to a maximum of 4

(d) Is quality necessary in the public services?

Problems:

- Won't solve all problems and will not work without commitment, time and resources.
- Quantifiable targets may be achieved but other aspects of quality may be overlooked.
- May not be regarded as a priority issue by senior management.
- Implicit criticism of previous achievements of staff.
- Possibly unachievable raised expectations.

Gains

- Delivery of service in accordance with clearly communicated standards will improve customer satisfaction and staff morale and a better and more efficient service should result from the matching of customer requirements to delivery.

½ mark available for each basic point made with a further ½ marks available for sound reasoning up to a maximum of 5

(20)

Suggested solution - question 4 (SU 12,17,4)

Aims of the question

- To test candidates' understanding of top down and bottom up approaches to management and their ability to apply a bottom up approach in the context of objective setting.
- To test candidates' awareness and understanding of the stages of the objective/strategy cycle.
- To test candidates ability to identify appropriate roles for different levels of management within the objective/strategy cycle.
- To test candidates ability to identify problems associated with changing the approach to organisational objective setting.

General

Parts (a) and (b) are relatively descriptive and as such do not carry the bulk of the marks on this question. Candidates are asked to give the benefits of a bottom up approach and identify the stages of the objective/strategy cycle. The suggested solution refers to the model given in the learning materials although the examiners accept that other similar models may also be used.

Part (c) and (d) require the candidate to think further about the practical application of the objective/strategy cycle within an organisation and then to consider the problems associated with implementing such a change. At part (d), a range of problems may be identified by the candidates and as such marks may be awarded for relevant points not referred to in the marking scheme.

Suggested solution

(a) Why a bottom up approach to objective setting might benefit the organisation.

A bottom up approach to objective setting recognises that managers at all levels of the organisation have a contribution to make to the planning process. 1

Such involvement is likely to result in greater motivation and commitment to the resulting plan/objectives. 1

The participation of managers from all levels within the organisation means that the plan and associated objectives are likely to be better informed and as such realistic and achievable. 1

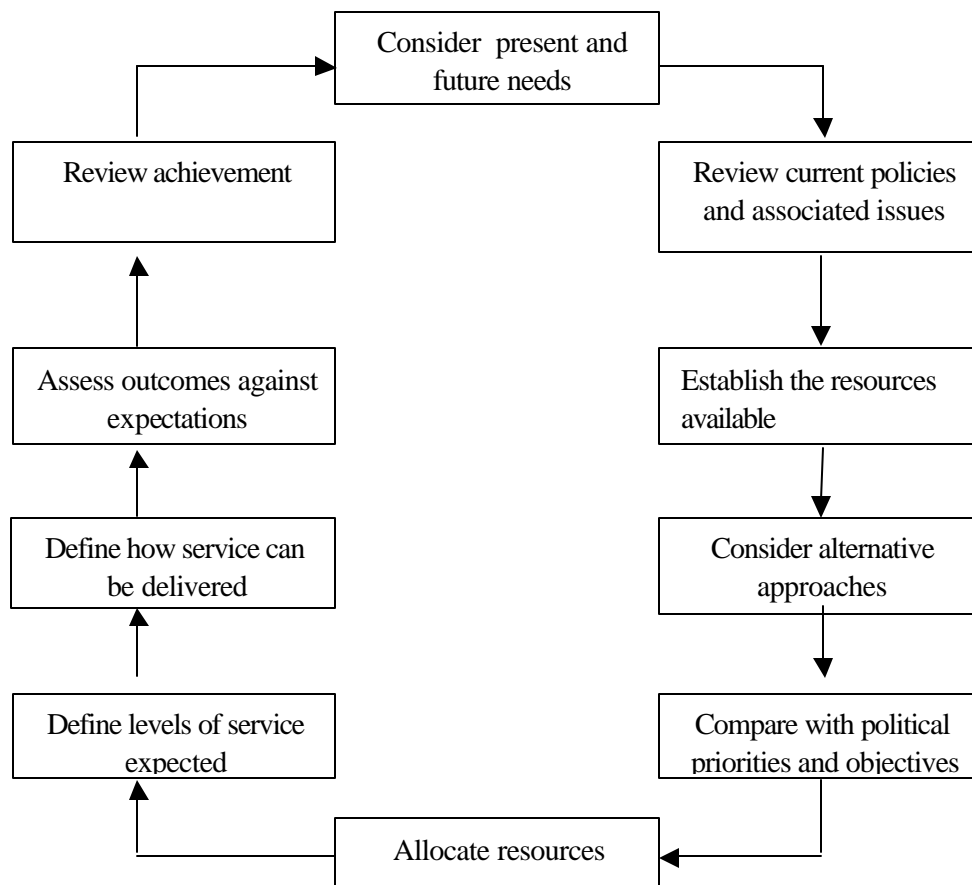
Once implemented decision making during the year against the objectives will be better informed and quicker. 1

(b) Identify the stages of the Objective/Strategy Cycle

The open learning materials give the following model:

The process is continuous as represented in the diagram below

1



½ mark for each stage to a maximum of 5 marks

(c) Identify the contribution of the SMT and the Service Managers at each stage of the Objective/Strategy Cycle under such an approach

Who would be involved (an example would be)

Stage	Senior Management Team	Service Managers
Consider present and future needs	Decide on present and future needs, linked to strategic needs and vision/mission, using info provided by service managers	Detailed consideration of policy, legislation, internal and external environments etc. Report to SMT
Review current policies and associated issues	Decide whether policy changes required	Identify stakeholder needs and other potential changes. Report performance against current policies
Establish the resources available	Determine overall resource constraints	Identify current resources, and problem areas (eg gaps).
Consider alternative approaches	Enable service managers to generate alternatives	Benchmarking, Challenge, Creativity to generate alternative methods of provision
Compare with political priorities and objectives	Decide/authorise new approaches etc	Submit alternative approaches to SMT
Allocate Resources	Decide on the allocation of resources	Contribute through bidding linking inputs to outputs
Define the levels of service expected	Set service level output objectives through discussion and negotiation with service managers	Discuss and negotiate service level objectives with SMT
Define how service can be delivered	Give authority to service managers for carrying out services	Identify detailed implementation issues within resource constraints and other objectives
Assess outcomes against expectations	Receive reports of service managers performance	Report outcomes to SMT
Review achievement	Review Service Managers performance	Self review of performance

1 mark for identifying the two roles at each stage to a maximum of 10 marks

- (d) The problems that the organisation might face if it were to implement the recommendations of the management consultants
- Even though it is a bottom up approach key decisions will be made by the SMT and as such managing the expectations of service managers is crucial.
 - Some Service Managers may prefer the top down approach and as such may be unwilling to be involved
 - Service Managers may resist the change – fear of the unknown, lack of familiarity with new role etc
 - SMT may resist the change – fear of relinquishing power, uncertainty about their future role etc
 - There may be a gap in the skills of the SMT – they may need training in, for example, delegation
 - There may be a gap in the skills of the Service Managers – they may need training and coaching in their new role
 - Systems may not be adequate at the current time
 - There will be additional costs associated with the change
 - Implementation will take time and may not be feasible at this time due to other pressures. A plan/timetable for change needs to be established
 - Learning curve effect will mean that initially decision making may take longer than previously. This may in turn increase resistance to change
 - Quality - mistakes may be made and there needs to be acceptance that this may occur with appropriate support and coaching for service managers.

1 mark per relevant point to a maximum of 10 marks

Suggested solution – question 5

Study unit 1 – Why study management in the public service?

Block 1 - Offprint 2 – The managers job folklore and fact

Study unit 7 – Individuals in organisations

Study unit 8 – Groups in organisations

Block 3 – Offprint 3 – Dr Belbin’s key management Team roles

Study unit 14 – Leadership.

Aims of the question

- To assess the candidate’s knowledge of the functions of the manager and of the leader.
- To determine the candidate’s ability to link the two separate areas of study and to distinguish between them.
- To assess the candidate’s knowledge and understanding of the many and disparate theories which may undermine the notion that management and leadership can be developed.
- To require the student to consider the case for the development of management and leadership.

General

In the previous examination we moved away from the scenario based question and therefore the use of an abstract should not be a difficulty for students.

Whilst the question may initially appear to be a straightforward appraisal of management and leadership (and indeed some marks are available for the display of basic knowledge of these topics), the requirement is in fact quite complex.

Students are required not only to link subjects given only discrete consideration in the OLM, but in both parts of the question to compare and evaluate those topics in a way that has not previously been required in the material or assessment.

As is usual the marking scheme draws purely on the OLM but as with other section b questions there are many other valid theories and viewpoints which could be presented. Provided they are well presented and explained and are relevant to the question and requirements, valid points should be rewarded, usually on the basis of 1 mark per well reasoned point. Available marks for each section of the requirement should not be exceeded.

Suggested solution

(a)

The role of the manager:

- Forecasting and planning
- Organising
- Commanding
- Controlling
- Co-ordinating

The role of the leader:

- Communicate objectives
- Remind the group of objectives and provide guidance in achieving these when necessary
- Help define group roles
- Eliminate duplication of effort
- Motivate the group
- Communicate a clear vision
- Establish clear goals and markers and inform the group when they have been achieved
- Minimise conflicts within the group
- Set clear timescales and priorities
- Act as an ambassador to those outside the group

1 mark per point made and explained up to a maximum of 10 (where points are merely listed only 1/2 mark should be given)

Characteristics of a good leader:

- Motivating people
- Criticising
- Putting organisational needs first
- Sharing the vision
- Taking criticism
- Acting as an ambassador
- Making quick decisions
- Delegating tasks
- Taking risks
- Being approachable
- Coping with setbacks
- Being accountable
- Coping with pressure
- Coping with unpopularity
- Prioritising work
- Being determined to succeed

1/2 mark per point identified up to 3 (there is a maximum of 3 marks available for the simple identification of these characteristics because the main emphasis of the question is intended to be the consideration of which if any of these characteristics is distinct)

Many of these characteristics could be said to be equally applicable to managers and leaders eg being accountable, delegating tasks, prioritising work etc. However some set leaders apart. The ability to share a vision, determination etc may be selected from the list in the OLM but students may make many other valid points and discuss for example charisma, helicopter capability etc

Many valid arguments may be presented here
General guidance is to award one mark per valid and well explained point up to 5
(18)

(b)

For this part of the question students are expected as a minimum to draw upon SU 1; and 14 but will need to have studied these areas in depth. The most relevant material in SU1 is contained within an offprint and an activity (4).

Consideration could also be given to personality, role and learning theories (SU 7) and to Belbin's team roles (SU 8).

There are many points which may be made. Those in the OLM should be viewed as the minimum and may include:

- Mintzberg's argument that management is not a science and not even a true profession. He concluded that it was impossible to place management training on an equivalent professional footing with medical or legal training because no one can adequately specify what managers need to learn to perform the jobs they actually do, rather than some overtly abstract notion of it.
- He also stated that the manager's job is extremely complicated and difficult. The conflicting and unremitting demands on managers' attentions means that their work is characterised by fragmentation, superficiality and informal verbal communication. These characteristics tend to foil efforts to make management work more scientific or systematic.
- The trait approach to leadership is based on the idea that leaders are born and not made, with great emphasis placed upon finding and promoting natural leaders.
- Under this approach innate personal characteristics such as physical appearance, intelligence, abilities, drive, self-assurance, initiative etc were singled out as being most important.
- Belbin argued that irrespective of functional roles within an organisation individuals will display a consistent personality type which will tend to a preferred management style or "team role".
- Within Belbin's theory the role of Chairperson was identified. Belbin argued the "...the Chairman may not be the leader of the management team. Leadership is, however, what Chairmen are best fitted for"
- One approach to describing and categorising personality, the nomothetic approach, is based on the assumption that personality is primarily inherited and cannot therefore be learned.

Up to 2 marks for each well presented point to a maximum of 8

A further 4 marks are then available for the candidate's own concluding arguments. Clearly each response will be unique. Students may agree or disagree with the theories presented. Many may argue that the development of management and leadership relies on both inherent and learned characteristics (similar to the ideographic approach to personality classification or the rational approach to learning). Although management and leadership education may concentrate on specific aspects of the tasks and competencies involved that does not constitute an argument for dismissing the development potential of such learning.

1 mark per valid point made up to 4

Note that particularly well argued concluding comments may attract more than 4 marks in total provided that the overall marks available for part (b) ie 12, are not exceeded.

(30)