Managing People

NQF

Subject Examiner's Report

Unit Title:	**Managing People**
Unit Code:	**4.2MP**
NQF Level:	**3**
Session:	December 2016

Q1 **(a)** Identify and explain the effect of technological innovation on employees in an organisation.

(15 marks)

(b) Outline seven steps for managing change at work. **(10 marks)**
(Total 25 marks)

1. Mark scheme

(a) **Award up to *1-3 marks* for each effect defined and its explanation, depending upon detail, up to a maximum of *15 marks***

- The specific design of a particular job: the nature and variety of activities and the degree of
- autonomy for any particular worker
- The physical mobility of those doing a task: and whether they work in groups or not will affect the relationships they have with each other
- The status and pay of the operator: will depend on the difficulty of acquiring a particular skill.
- The way people are dressed: people may require special clothing
- The physique of the worker: people may need special physical skills
- Managing change when new technology is introduced is important, as the workers may not only be asked to work differently but the technology may also be affecting the nature of their relationships with each other.

(b) **Award up to *2 marks* for each step outlined, up to a maximum of 10 marks**

- Establish the project. Decide what's going to be done
- Set goals. Set targets and deadlines
- Identify a solution. Consider the methods, processes and how to get there
- Prepare for implementing. Analyse the resources needed.
- Implement the project. Consider the methods to influence people and deal with the unexpected situation
- Review progress. Check the processes and outcomes
- Monitor the project. Check the problems during the process
- Communications

3. Comments on learners' performance

This was a popular question.
Part "a" was generally answered well, most students identifying both positive and negative aspects of technological innovation. The change in status and pay of those able to adapt to change compared with those who lost their jobs as a result of machines taking over and deskilling the operatives were discussed and deemed an acceptable answer.
Part "b", implementing change caused problems for some students but most could identify the main issues of setting goals, preparation and training, and monitoring and reviewing.

4. Recommendations

Ensure students know both the negative and positive aspects of technological innovations.

Examiner's tips

Ensure you know about managing change

Question 2

Q2 **(a)** Identify the features of poorly performing organisations. **(14 marks)**

(b) Describe the methods managers can use to communicate with poor performers. **(11 marks)**
(Total 25 marks)

1. Comments on learners' performance

This was a very popular question and generally answered well. In part "a" most students could identify low productivity, high absenteeism and LTO, poor leadership and communication. In part "b" most students could identify the common ways of communication – briefings, face to face meetings, training and appraisals.

2. Mark scheme

(a) Award up to *1-2 marks* for each feature identified, depending upon detail, up to a maximum of *14 marks*.

- Low productivity
- Low innovation
- High turnover
- Less training and development for employees
- Higher rate of customer complaints
- Cannot meet customer demands
- High absence
- Insufficient recruitment and selection
- Poor leadership
- Poor communications between managers and staff
- Employees are not involved in decision making
- Employees are not informed or not aware of organisational change

(b) Award up to *1-2 marks* for each way described, depending upon detail, up to a maximum of *11 marks*.

- Contracts of employment with an outline of duties
- Formal rule books
- Job descriptions
- Training manuals
- Lists of standards
- Procedures
- Briefings
- Training sessions
- Meetings
- Individual conversations
- Professional training and monitoring

3. Recommendations

Ensure students are well aware of communication in all its aspects

Q3 **(a)** Explain the term 'employability'. **(10 marks)**

(b) Describe the methods organisations can use to promote employee engagement. **(15 marks)**
(Total 25 marks)

1. Comments on learners' performance

"Employability" caused problems for some students but most could identify the need for skills in communication, problem solving and team work, especially for school and college leavers.

Most students answered part "b" well, identifying involving employees in decision making, giving more autonomy and reward and recognition systems that were fair and equitable.

2. Mark scheme

(a) Need for skills in communication, problem solving and team work, especially for school and college leavers.

(b) Award up to *3 marks* for each relevant method identified, up to *15 marks*.
     Alfes et al [CIPD, 2010] propose six drivers for engagement:
- Meaningfulness of work – jobs that are more intrinsically rewarding
- Employee voice – the opportunity to become involved in decisions which the workforce regards as important
- Senior management communication and vision – a willingness to share thinking and ideas
- Line management reinforcement – through positive leadership
- Person-job fit – so individuals are comfortable about their occupations
- Supportive work environment – pleasant operational conditions

Students may also address this question by briefly reviewing the principal areas for people management and leadership in the organisation:
- Managerial leadership – a positive stimulant for engagement
- Recruitment and selection – taking care to attract individuals whose psychological propensities indicate some readiness to become engaged
- Learning, training and development – encouragement for self-managed learning and general provision for self-development
- Reward and recognition – systems that celebrate progress, achievement and success
- Customer-related performance-management processes

3. Recommendations

Ensure "employability" is understood by all students

Examiner's tips

Learn about "employability"

Question 4

Q4 **(a)** Outline the role played by financial reward (or 'money') in any two theories of motivation.

(10 marks)

(b) Explain why an organisation may wish to invest in job design. **(15 marks)**

(Total 25 marks)

1. Comments on learners' performance

In part "a" the favourite theories were Maslow and Hertzberg (with various spellings!) and most students could describe the theories in detail. This was a question about the role played by money, an aspect often overlooked. Whilst a mere description of the theories did attract some marks, the critical factor was often omitted.

For part "b" too many students did not understand the term "job design", and the perennial favourites of job rotation, job enlargement and job enrichment all made an appearance!

2. Mark scheme

(a) Award up to *5 marks* for a single motivation theory which is properly identified and its supporting information about the significance of money is accurate, up to *10 marks*.

McGregor's Theory X and Theory Y does not constitute a "motivation theory", but the following possibilities should be viewed as acceptable:

- Maslow's hierarchy of needs. Money is valuable for what it will buy, but also has symbolic significance as a measure of status and self-actualisation.
- Herzberg's Motivation-Hygiene model. Money is largely a "hygiene" factor, but can retain its symbolic status as an indirect test of achievement and growth
- McClelland's Need-for-Achievement framework. Money is linked to achievement.
- Expectancy Theory. Money is one of the factors involved because individual feelings about monetary reward will depend on the extent to which the reality equates with the expectation.

(b) Award up to *3 marks* for each relevant reason identified, up to *15 marks*.

- Job design affects the motivation and commitment of the job-holder in the sense that undemanding, low-level, routinized and highly-disciplined tasks will produce mechanistic and instrumental attitudes.
- Clegg et al [Managing and Organisations, Sage, 2008] refers to "grunge jobs", comprising work carried out at the lower reaches of the supply chain supporting global business, and also jobs performed by an underclass of sometimes illegal workers operating in very poor conditions outside the formally recognised and regulated job market. See Rees and French, [Leading Managing and Developing People, CIPD, 3rd edition, 2010, p. 158]
- Valuable to include in any answer to this part of the question will be a reference to Hackman and Oldham [Work redesign, Addison-Wesley, 1980] who propose that there are five key characteristics which help determine whether a job can be motivating:
- Skill variety – if different and diverse activities demand the exercise of a range of skills and abilities
  - Task identity – the extent to which a job involves a whole and identifiable piece of work with a tangible end result
  - Task significance – the perceived value and effect of a job on other people
  - Autonomy – where a worker is free to schedule the pace of his or her work, have some choice in how the work is carried out and is relatively independent of supervision
  - Feedback – the degree to which a worker gets information about the effectiveness of his or her performance
- Low-level roles are more likely to be process-constrained, involve very limited discretionary powers and limited technological freedom. Individuals may be required to work collaboratively with others, and comply with job routines dictated by external pressures.
- Higher-level roles are more likely to contain powers of autonomous decision-making (about both process and outcomes), where individuals make qualitative choices about results and priorities; on the other hand, technological system may continue to dictate timescales and working methods to a large degree.
- For workers who are instrumentally motivated, job design may have little impact on their attitudes.

- For employees seeking self-actualisation, job design is very important, but its positive impact may be negated if management adopts a command-and-control philosophy focusing on errors, mistakes and omissions rather than success, progress and improvement.
- Jobs that are intrinsically boring or tedious may equally be made more tolerable if management is sympathetic, supportive, sensitive and helpful, e.g., for office cleaning.

3. Recommendations

Ensure students understand the term "job design"

Question 5

Q5 **(a)** Explain six factors that can influence leadership styles. **(12 marks)**

(b) Describe the characteristics of effective leadership. **(13 marks)**
(Total 25 marks)

1. Comments on learners' performance

Part "a" – this was a question that required students to identify factors that **influence** leadership styles – too many merely described the various leadership styles.
Part "b" – students performed much better in this part – most being able to describe good communication skills, team working, risk, experience and vision as the major characteristics of a good leader.

2. Mark scheme

(a) Award *1-2 marks* each for the factor outlined, up to a maximum of *12 marks*.

- Nature of the group-size and purpose
- Type of task-environment (work place/home)
- Nature of decisions (simple or complex)
- Gender expectations
- Culture
- Experience

(b) Award *1-2 marks* for each characteristic described, up0 to a maximum of *13 marks*. Award marks for appropriate alternatives to those listed below.

- Communication – good communications skills do not just relate to speaking ability, although a powerful orator can achieve a lot and lead simply by expressing themselves clearly and with confidence; in fact many favour leaders had brilliant oratory skills. However, good communication skills also involve the ability to listen – and to listen not only to facts but also to feelings. Successful leaders ask and pay attention.
- Knowledge & Understanding – an effective leader will understand their organisation or group and especially the purpose of the group (why it exists), its goals or long-term plans and its objectives or short-term plans.
- Team Work – good leadership involves knowing how to build a team because a leader cannot achieve success alone. In fact, a leader is not at the top of the pyramid, as is often commonly believed, but involved and in touch with group members at every level. Effective leaders think in terms of "we" and not "I".
- *Recognition and Encouragement – closely linked to team-building is taking the time and making the effort to recognise and reward group members for their contributions. This helps to inspire and motivate the group, especially when the goal aimed for is challenging. Effective leadership is showing a genuine concern, interest and respect for team members.
- Vision – an effective leader not only develops a clear vision of the group's future but is also able to communicate this vision to the members within the group, as well as allowing them to respond and contribute to the visioning process. Vision should be a collaborative effort in the best circumstances – this will produce more commitment and ownership from the team members within the group.
- *Risk and Innovation – effective leaders have to be willing to take risks and to be open to new ideas and innovations, whether these come from themselves or from others within the group. In fact, a good leader should recognise valuable ideas and actively support and encourage them, even if this involves an element of risk and challenge.
- Ethics – to gain the respect of others, a good leader must be ethical and have a clear sense of morals.
- Flexibility with leadership styles – an effective leader will also make use of different leadership styles depending on the situation and the group members involved – and the goals to be achieved. A good leader will assess a situation and use an appropriate leadership style or combination of styles.
- Commitment – a good leader gives of himself/herself to the group and in doing so, inspires others by example.

Marks can also be awarded if candidates mentioned items from the list below:

- They are honest. This gives them credibility, resulting in the trust and confidence of their people. Credible leaders foster greater pride in the organization, a stronger spirit of cooperation and teamwork, and more feelings of ownership and personal responsibility.
- They do what they say they will do. They keep their promises and follow through on their commitments.
- They make sure their actions are consistent with the wishes of the people they lead. They have a clear idea of what others value and what they can do.
- They believe in the inherent self worth of others.
- They admit to their mistakes. They realize that attempting to hide a mistake is damaging and erodes credibility.
- They create a trusting and open climate.
- They help others to be successful and to feel empowered.
- *They don't push too much. They encourage members to do more, but know when it's too much.
- They roll up their sleeves. They show the members they aren't just the figurehead or decision maker. Members respect leaders more when they show the willingness to work alongside them.
- They avoid phrases that cause resentment, reluctance and resistance. For instance, instead of saying members have to do something, effective leaders request or recommend that members do something.

3. Recommendations

Ensure students understand what influences leadership styles, as well as the styles themselves.

Question 6

Q6 **(a)** Identify the significance of the psychological contract to employees and employers. **(16 marks)**

(b) Describe three principles that underpin most of the law in relation to recruitment and selection matters. **(9 marks)**
(Total 25 marks)

1. Comments on learners' performance

For part "a" most students knew that the psychological contract was unwritten and could not be used in a court of law. Most students could also list the expectations of both employer and employee but few mentioned the changes that have occurred due to changes in the world of work.

In part "b" too many students gave a detailed account of the recruitment and selection process, and did not discuss the underlying principles of equity, fairness and objectivity.

2. Mark scheme

(a) Award up to *4 marks* for each relevant significance identified and its further explanations, up to *16 marks*.

- The complexity of the relationship between employer and employee can never be satisfactorily described solely in terms of a written, legalistic document.
- The formal employment contract has limitations: it can only deal with the minimal contractual obligations on both sides, but increasingly employers want employees to go beyond the contract and exhibit 'discretionary behaviour' which by definition cannot be explained comprehensively.
- As the world of work has changed, so the previous unspoken and unwritten commitments of the psychological contract – based on lifetime employment – have been removed, to be replaced by notions of making employees 'employable' in order to prepare them for the future needs of the organisation and their future employment elsewhere.
- The employees these days are more demanding and have aspirations about, e.g., involvement in decision-making.
- Changing employer expectations, e.g., about the need for functional flexibility, multi-skilling, acceptance of change, etc.

(b) Award up to *1-3 marks* for each principle described, depending upon detail, up to a maximum of *9 marks*.

- Objectivity. The need for those recruiting and selecting staff to demonstrate objectivity and transparency in their decision making and not to show undue favour or bias to any particular individual or group of individuals.
- Equity. Following the same procedures and adopting sound equal opportunities policies in the recruitment and selection processes.
- Fairness. As an extension of the above ensuring a level playing field particularly in the treatment of internal staff versus external candidates, between men and women particularly in terms of remuneration and terms and conditions of employment. These threads run throughout the main legislative framework that governs this branch of HR.

3. Recommendations

Students must keep up to date with developments in the HR/personnel function

Question 7

Q7 **(a)** Explain the reasons why training and development is an important factor in improving organisational performance. **(15 marks)**

(b) Outline the contribution of Continuous Professional Development (CPD) to achieving effective people management. **(10 marks)**
(Total 25 marks)

1. Comments on learners' performance

A popular question.

In part "a" students generally gave a good answer, writing about increasing skills leading to improved performance, higher quality goods and fewer mistakes. Most students also identified the motivational aspect of training leading to lower absenteeism and LTO.

In part "b" some students were confused about what CPD was, writing about internal training and development rather than identifying keeping up to date with your profession.

2. Mark scheme

(a) Award up to *1-3 marks* for each reason described, depending upon detail, up to a maximum of *15 marks*.

- The organisations (employers) see training and development as the way to upgrade the skills of the workforce in order to meet new challenges from competitors and overseas.
- Trade unions see training and development as a way of helping members to keep their jobs.
- The induction and training of a junior, the development of an experienced member of staff, or the 'switching on' of a jaded member of staff to adapt to the changes are ways of ensuring one is up to date and employable.
- To reduce mistakes and be more productive.
- It is considered as an important part of motivating employees to give a committed performance.
- The employees are able to have the appropriate skills and competencies to be able to perform well.
- Some governments exhort organisations to train through initiatives such as NVQs and LiP

(b) Award up to *1-2 marks* for each contribution outlined, depending upon detail, up to a maximum of *10 marks*.

- For individuals to develop and learn throughout their lives so they can cope with the rising speed of change.
- The more learning that is undertaken, the easier it becomes, and the more confident the individual will be in facing change and be multi-skilling.
- Team leaders and managers have to learn to manage talent, and this includes developing staff so that they build careers to suit themselves.
- It is part of many people's motivation at work to feel that they are developing into skilled ones at the forefront of the profession.
- It involves ensuring that employees have a variety of opportunities and experiences.

3. Recommendations

Students must understand the concept of CPD

Examiner's tips

Learn about CPD

Q8 **(a)** Explain the reasons for the growing significance of women in the labour market. **(13 marks)**

(b) Describe the key points to be considered by line managers when handling disciplinary interviews. **(12 marks)**

1. Comments on learners' performance

Though not a popular question, it was generally answered well by those that chose it. Most could identify the impact of education and laws outlawing discrimination on women in the workforce. The impact of technology, often eliminating the need for physical strength also contributed to women being able to perform jobs previously deemed to be "male" jobs.

Part "b" was answered very well by most students who identified the major points as a thorough investigation, the right to be accompanied and the right of appeal. Fairness, being non-judgemental prior to the hearing and confidentiality were all mentioned as well.

2. Mark scheme

(a) Award *1-3 marks* for each trend and prospect explained and discussed, depending upon detail of the explanation and discussion given, award up to a maximum of *13 marks*. Equivalent credit can be awarded for other responses if the examiner thinks this to be appropriate.

- Gender proportion. There are fewer woman managers than male in the labour market. Woman managers have less pay compared with men. There are bigger gaps between women and male managers in older age groups. (Report, International Labour Organisation)
- Gender gap and fair treatment. The need to narrow the gender gap and to have fair treatment of men and women in the labour market has become a high priority for policy makers in recent years. Regulations of successive governments have resulted in a series of actions to promote better job opportunities for women.
- Education and qualification. There are much more number of women which have almost reached equality of proportions in the current labour market. There are more women in the labour market highly educated and as well-qualified as men (Labour Market Trends). Governments and policies promote to help more highly educated and professional women securing senior positions in the organisations.
- Job satisfaction. Women in labour market are growing less satisfied with their jobs compared to men. Their lack of satisfaction is caused by their feelings towards the level of pay, career prospects, working hours, well-beings and benefits, job certainty, their leadership/senior management, their status/value at work and the nature of their work.
- Other issues for women workers, such as child care and family responsibilities. Women in less privileged and poorer paid jobs with dependent children are finding it much more difficult to balance their work and family responsibilities due to finance and time management. Emphasis on supporting those women and concerns on these issues are increasing. There are less such difficulties in women managers and professionals.
- Issues and policy support. It is necessary to encourage women with dependants into paid employment with a more generous and comprehensive strategy and policies. It is essential but still a long way from setting up a publicly funded national child care programme to encourage those lower income women into paid employment. It is considered as a priority to resolve these issues where the government wants to narrow the gender gap and reduce occupational discrimination in labour market.

(b) Award *1-2 marks* each outlined for, up to a maximum of *12 marks*. Award marks for appropriate alternatives to those listed below.

The key points to consider are:
- Ensure all the facts are investigated in advance (including consulting the individual's personnel file for relevant information) and plan how the meeting is to be approached.
- Make sure the employee knows from the letter inviting them to the meeting why they have been asked to attend and that they have a right to have a companion present.
- Make sure the individual has reasonable notice, ideally more than 72 hours.

- Provide appropriate statements from people involved in advance of the meeting, together with any key information.
- Make sure another member of management can be there to take detailed notes and help conduct the interview.
- Never pre-judge the outcome of the interview before hearing the employee's perspective.
- Start the interview by stating the complaint to the employee and referring to appropriate statements from people involved.
- Give the employee ample opportunity to put forward their side of the story and call any supporting witnesses.
- Employers can also call witnesses, but they can only be in the room for the relevant part of the interview – not the duration.
- Make use of adjournments: always take a break to consider and obtain any extra information you need before reaching a decision. Adjournments can be useful if things become heated or people are upset during the interview.
- Deliver the decision (and give reasons, taking into account any mitigating circumstances), confirm review periods and ensure details of how to appeal are given.
- Confirm the decision in writing.
- It is important that everyone involved in disciplinary action understands the importance of following the correct procedure. Even if the case against an employee seems proven, they can still be deemed to have been treated unfairly if the correct procedures are not followed.

An individual is entitled to be accompanied by a work colleague or trade union official at formal disciplinary and grievance interviews. It would be good practice for an employer also to offer this at any purely investigatory meeting. Employers do not usually have to allow other companions (for example family members or lawyers) but may do so if they wish.

3. Recommendations

Students must keep up to date with changes in the workforce, especially the role of women

Examiner's tips

Ensure you keep up to date with HR/personnel issues

Question 9

Question wording

Learning Outcome x

1. Comments on learners' performance

2. Mark scheme

3. Recommendations

4. Model Answer

Examiner's tips

Question 10

Question wording

Learning Outcome x

1. Comments on learners' performance

2. Mark scheme

3. Recommendations

4. Model Answer

Examiner's tips

Question 11

Question wording

Learning Outcome x

1. Comments on learners' performance

2. Mark scheme

3. Recommendations

4. Model Answer

Examiner's tips

Question 12

Question wording

Learning Outcome x

1. Comments on learners' performance

2. Mark scheme

3. Recommendations

4. Model Answer

Examiner's tips