The Association of Business Executives

NQF

Managing People

Mark Scheme

Unit Title:	Managing People
Unit Code:	4.02 MP
Session:	June 2015

Question 1

(a) [1.1] Explain the term 'employability'. **(10 marks)**

*Award up to **1-2 marks** for each points defined and its explanation, depending upon detail, up to a maximum of **10 marks**.*

- Employability refers to the propensity of the employee to be ready for new challenges, new skill requirements and new types of working.
- Employability is helped through the acquisition of readily transferable knowledge and skills, e.g., interpersonal competence, IT capabilities, etc.
- Many organisations help in the process of making their employees more 'employable' not principally to make it easier for them to obtain employment elsewhere, but in order to get them ready for projected changes in the organisation itself (e.g. as technology becomes obsolescent).
- The skills of employability are typically those which are wide-ranging rather than narrowly specialised.
- Employability also refers to the readiness of school-leavers to enter the world of work.

Maximum Marks for (a) **10 marks**

(b) [1.1, 1.4] Outline the reasons why employability is important to **both** employers and employees. **(15 marks)**

*Award up to **1-2 marks** for each reason outlined, depending upon detail, up to a maximum of **15 marks**.*

- It promotes multi-skilling
- Prepare for change
- Maintain competitive advantages
- Personal development
- It demonstrates personal flexibility on the part of the job-holder. Support flexibility.
- It requires the job-holder to work with different people at different times, hence promotes team-building and team-work capabilities.
- It develops personal disciplines about work, especially when flexible working takes the form of home-working or teleworking to support employability
- Flexible working, especially at home, requires sophisticated IT skills.

Maximum Marks for (b) **15 marks**
Total Maximum Marks for Q1 **25 marks**

Question 2

(a) [1.4, 1.5, 4.1] Describe the elements of an approach to managing people that can lead to an empowered workforce. **(12 marks)**

*Award up to **1-2 marks** for each element identified, depending upon detail, up to a maximum of **12 marks**.*

- Tolerance of errors
- Enhanced communication
- Generalist managers and staff
- Giving yourselves time to develop confidence in each other
- Sufficient resources to deliver some of the solutions that are generated
- Performance evaluations drawn from a variety of sources
- Variable rewards, including some group elements

Maximum Marks for (a)   **12 marks**

(b) [1.4, 2.1] Outline the ways that team leaders and managers may deal with conflict to maintain team effectiveness.   **(13 marks)**

*Award up to **1-3 marks** for each way outlined, depending upon detail, up to a maximum of **13 marks**.*

- Clarify the goals and reinforce those that are agreed
- Renegotiate the use of resources
- Clarify the work of individuals by having a serious appraisal
- Redesign the job and change their level of responsibility
- Change the nature of relationships to a more co-operative structure
- Re-examine the formal structures of the organisation to see if they are appropriate, changing them where they are not and reinforcing them where they are. Examples are such things as organisation charts, communication channels, reporting relationships, and co-ordinating devices such as meetings.

Maximum Marks for (b)   **13 marks**
Total Maximum Marks for Q2   **25 marks**

Question 3

(a) [2.2] Explain the reasons why training and development is an important factor in improving organisational performance.   **(15 marks)**

*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.

Maximum Marks for (a)   **15 marks**

(b) [2.5] Outline the contribution of Continuous Professional Development (CPD) to achieving effective people management.   **(10 marks)**

*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.

Maximum Marks for (b)   **10 marks**
Total Maximum Marks for Q3   **25 marks**

Question 4

(a) [3.1] Identify the features of poorly performing organisations.   **(14 marks)**

*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.

Maximum Marks for (a)   **14 marks**

(b) [2.8, 3.3] Describe the methods managers can use to communicate with poor performers in order to improve their performance.   **(11 marks)**

*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

Maximum Marks for (b)   **11 marks**
Total Maximum Marks for Q4   **25 marks**

Question 5

(a) [2.6] Describe five different ways an employee's performance can be assessed as part of the performance appraisal process. **(13 marks)**

*Award **1 mark** for each type identified and award up to **2 marks** for its further description, depending upon detail, up to a maximum of **13 marks**.*

- Self-assessment. Where individuals decide whether they are having difficulty or not with some required behaviour, and this can then be the basis of discussion
- Peer assessment –not usually done formally unless in examining how effective the team is. But a great deal of informal measurement is done.
- Line manager (boss) assessment. The most common technique in the workplace. This may include observation, exercises and collecting evidence. Usually it does not involve such systematic measures, and is much more informal
- Assessment by others who come into contact with the job holder. In 360 degree, some assessment by is by job holder's customer/clients or other contacts would be logical. This includes people working for the job holder.
- Assessment by outsiders. This is sometimes used to give a certain objectivity, for example in assessment centres. It can be expensive, and there is the question of confidentiality.

Maximum Marks for (a)   **13 marks**

(b) [1.1, 2.6, 4.3] Describe three business reasons for organisations exceeding the legal requirements on unfair discrimination and thereby creating a more diverse workforce. **(12 marks)**

*Award up to **1-3 marks** for each reason explained, depending upon detail, up to a maximum of **12 marks**.*

- People issues. Creating an open and inclusive workplace culture in which everyone feels valued helps to recruit and retain good people. People aspire to work for employers with sound employment practices and to feel valued at work. To be competitive, organisations need to derive the best contributions from everyone. Skills shortages and difficulties in filling vacancies are forcing organisations to recruit from more diverse pools and to offer different working arrangements in the war for talents. Managing diversity creates a recruitment pool that improves the chances of getting the right person for the right job. Diversity also creates engaged employees working in a climate of productivity and commitment, with low turnover and sickness absence rates. In turn, creativity and innovation are increase.
- Product market competitiveness. A diverse workforce can help to inform the development of new or enhanced products or services, open up new market opportunities, improve market share and broaden and organisation's customer base.
- Corporate reputation. Healthy businesses flourish in healthy societies and the needs of people, communities and business are interrelated. Social exclusion and low economic activity rates limit business markets and their growth. Thus businesses need to consider corporate social responsibility in the context of diversity. The overall image of an organisation can be important in attracting and retaining both customers and employees.

Maximum Marks for (b)   **12 marks**
Total Maximum Marks for Q5   **25 marks**

Question 6

(a) [4.3] Describe three principles that underpin most of the law in relation to recruitment and selection matters. **(9 marks)**

*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.

Maximum Marks for (a)   **9 marks**

(b) [4.1, 4.3] Outline the components of a standard induction programme for retail check-out operators.   **(8 marks)**

*Award **1 mark** for each component outlined, up to a maximum of **8 marks**.*

- The organisation, its history, development, management and activity
- Personnel policies
- Terms of conditions of employment
- Employee benefits and services
- Physical facilities in the workplace
- An outline of the different jobs and work entailed in the organisation
- Health and safety measures
- Social interaction with other employees
- Physical orientation to the workplace
- Focus on till procedure
- Focus on customer service.

Maximum Marks for (b)   **8 marks**

(c) [2.6, 4.3] Identify five fair reasons for dismissal.   **(8 marks)**

*Award up to **1-2 marks** for each effect identified and its explanation, depending upon detail, up to a maximum of **8 marks**.*

- Misconduct, for example, where an employee breaks company disciplinary rules
- Lack of capability, which is concerned with the employee's work performance
- Redundancy
- Statutory bar to employment; for example, where a company driver is disqualified from driving
- Some other substantial reasons, which might include an employee's refusal to accept changes to their contractual terms in times of business difficulty.

Maximum Marks for (c)   **8 marks**
Total Maximum Marks for Q6   **25 marks**

Question 7

(a) [3.3] Explain the reasons for an organisation investing heavily in communicating with employees.   **(13 marks)**

*Award up to **1-2 marks** for each reason defined and its explanation, depending upon detail, up to a maximum of **13 marks**.*

- As a softer retention territory.
- Communication is an explicit part of the Investors in People framework and it is an important facet of employee development.
- Employees who feel they are well communicated with and have the opportunity readily to contribute their views and feedback are much more likely to identify with the organisation's goals and direction.
- Employees are better motivated than those who are not communicated with well.
- Good communications have a mercurial attraction for most organisational analysts.
- The organisations that having good communication frameworks and networks do repeatedly well in recruitment and retention.
- Good employee retention and morale.
- To improve employee engagement.

Maximum Marks for (a)　　　　**13 marks**

(b) [3.3] Describe the different forms of communication employers can use to communicate with employees. 　　　　　　　　　　　　　　　　　**(12 marks)**

*Award up to **1-3 marks** for each forms defined and its explanation, depending upon detail, up to a maximum of **12 marks**.*

- Written communication in the form of in-house journals, magazines and briefing.
- Team briefing, the cascade system for briefing from the top down to the bottom of the organisation
- Staff appraisal and personal development planning on a cyclical and systematic basis
- Staff forums and consultation linked to representation by trade unions in the workplace
- Staff development groups and employee networks which build on the top-down communication basis.

Maximum Marks for (b)　　　　**12 marks**
Total Maximum Marks for Q7　　**25 marks**

Question 8

(a) [2.1] Identify three main factors that determine the leader's effectiveness in contingency models of leadership. 　　　　　　　　　　　　　　　　　**(6 marks)**

*Award up to **1-2 marks** for each factor identified and its explanation, depending upon detail, up to a maximum of **6 marks**.*

- Relationship between leader and member. How well is the leader accepted by the other members
- Task structure. Are the jobs of the members routine and precise or vague and undefined
- Position power. What formal authority does the leader's position confer
(Fiedler, 1967 in Weightman, 2004)

Maximum Marks for (a)　　　　**6 marks**

(b) [2.3] Describe six leadership behaviours. 　　　　　　　　　　**(12 marks)**

*Award up to **1-2 marks** for each leadership behaviour defined and its explanation, depending upon detail, up to a maximum of **12 marks**.*

- Self-management
- Role modelling
- Coaching and mentoring
- Formal support
- Internal exposure
- Expressing a vision
- Communicating sensitively
- Trusting people
- Giving praise
- Spotting talent and stretching it
- Talking responsibility
- Walking the talk
- Establish integrity and ethics
- Inspire people
- Establish organisational values and culture

Maximum Marks for (b)   12 marks

(c) [2.3, 2.7, 3.1] Identify seven methods that organisations might use in order to develop motivation at work.   **(7 marks)**

*Award up to **1 mark** for each way identified, up to a maximum of **7 marks**.*

- Give individuals and teams responsibility for the results of their work.
- Give people clear, challenging but achievable goals.
- Ensure there are sufficient resources to do the job
- Give feedback to support, not control
- Stimulate through variety
- Have fair systems and procedures
- Give people complete processes to do, not parts of tasks.

Maximum Marks for (c)   7 marks
Total Maximum Marks for Q8   25 marks