

CANDIDATE DETAILS

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CIPD Advanced Level Examinations

Leading, Managing and Developing People

January 2021- Examiners Report

Date: 28 January 2021

Time: 09.50-14.00

- This exam starts at 09.50 (UK time) and finishes at 14.00 (UK time)
- The first 10 minutes of this exam is intended for reading and question planning
- Once complete, you must save this file with your Candidate Number as the file name and send to exams@cipd.co.uk by no later than 14.15 (UK time)
- You should only type in the answer boxes provided, do not make any changes to the exam question or other parts of the paper.

A note from your Chief Examiner:

1. Look carefully at each question and spend some time identifying exactly what is required.
2. Set out some brief notes that provide you with a structure for your answer.
3. Keep referring back to these notes and to the question(s) as you write your answer.
4. After writing each answer, check carefully that every part, both within and between the question(s) is answered.

RULES OF EXAMINATION

By submitting your work for marking you are agreeing to the below conditions

- Answer **all** of Section A.
- Answer **five** questions in Section B (**one** per subsection A to E).
- Read each question carefully before answering.

Information

- Equal marks are allocated to each section of the paper.
- Within Section B equal marks are allocated to each question.
- If a question includes reference to 'your organisation', this may be interpreted as covering any organisation with which you are familiar.
- The case study is not based on an actual organisation. Any similarities to known organisations are coincidental.

You will fail the examination if:

- You fail to answer five questions in Section B (one per subsection) **and/or**
- You achieve less than 40% in either Section A or Section B **and/or**
- You achieve less than 50% overall.

In accordance with the [CIPD Plagiarism Policy for Online Remote Examinations](#) you must:

- not have any assistance with the exam from friends, family, centre staff or any other person(s).
- not allow friends, family or any other person(s) to sit the exam in your place.
- not have access to or use unauthorised materials such as coursebooks, revision booklets, notes or pre-prepared templates during the exam.
- not use the internet (other than for sitting the exam), email or equipment during the exam. This includes potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wristwatch which has a data storage device.
- not be involved in any unfair or dishonest practice during the exam.

If any of these conditions are not met during the exam or are later found to be breached, an investigation will take place and could result in possible **disqualification**.

The only material you are allowed to bring to the exam is a printed copy of the case study provided it is free of notes.

You may only use your phone or email in order to contact CIPD if you experience any issues during the examination.

January 2021- 7LMP Examiners Report

Introduction

A total of 344 candidates sat the 7LMP examination in January. The overall pass rate was a very healthy 78%, with a good number of merits and distinctions achieved too. This cohort continued the impressive record of many in recent years. The final breakdown of marks was as follows:

Grade	7LMP	
Distinction	15	4%
Merit	97	28%
Pass	158	46%
Marginal Fail	19	6%
Fail	55	16%
Total	344	
Pass Rate	78%	

SECTION A

This is the case study that was released to you 4 weeks ago. You can read below and also open in a web browser using the link below to refer to when answering your questions:

<https://www.cipd.co.uk/learn/training/pre-2021-qualifications/advanced-exam-info/case-studies>

Note: In your responses, you are allowed to improvise or add to the case study details provided below. However, the case study should not be changed or compromised in any way.

Orange Tree Care Ltd is a well-established private provider of adult social care in a large English town. Most of its activity involves visiting elderly people in their own homes on a regular basis for the purpose of preparing meals, ensuring that they take the right medicines, assisting them to wash and helping them in and out of bed. Some clients are visited once each day, others twice a day and some more or less regularly. Much depends on whether they are living alone and their particular health needs.

Care packages vary considerably and inevitably change as peoples' medical conditions improve and worsen over time. Many of Orange Tree's 280 clients are living with different stages of dementia.

For many years Orange Tree has achieved ratings of 'good' following Care Quality Commission (CQC) inspections, but this has not been the case within the last year. Early in 2020 a CQC inspection occurred with 48 hours' notice resulting in an overall rating of 'inadequate' being given. Of the five headings, only the category 'is the service caring?' achieved a rating of 'good'. The inspection criterion for 'is the service safe?' was given a rating of 'requires improvement'. The remaining three criteria, 'is the service effective?', 'is the service responsive?' and 'is the service well led?' all received ratings of 'inadequate'.

A few months later a follow-up inspection was held at which the inspecting team noted that although some efforts had been made to improve management systems, an overall rating of 'inadequate' still remained appropriate.

Some of the comments made in the report were as follows:

Record keeping was poor and records were not accurate. For example, the rota showed that one person's lunch time call was scheduled to start at 11:30am and evening call was at 9pm. However, the daily care notes showed that staff regularly attended lunch time calls anytime from 1pm to 2pm and the evening call was carried out at 7pm.

People and relatives felt that staff were not always well trained or experienced. Staff had completed an induction and received ongoing training, however, there were inadequate checks to ensure staff understood what they had learned and were able to implement this in practice.

A person required food and fluids of a specific texture or consistency to minimise the risk of choking or aspiration. Risk assessment and management plans were not in place to direct staff as to how to manage these risks. We found the information to be incomplete or inaccurate.

Correct information was not available for staff about people's prescribed medicines to enable them to be administered correctly. A medicine with specific instructions to be given before food, was being given to people after their breakfast. Adequate time was not given in-between doses of some medications, such as paracetamol.

Some people had no confidence in the office or management addressing their concerns. Comments made included "When I first complained the office staff were not polite at all, were rude and I haven't phoned again", "I call the office and complain but no one comes back to me" and "I have called the office many times, but nothing changes".

The decline in CQC ratings has coincided with the period that a new operations manager – Mrs Valerie Goodhart – has been in post. A highly experienced nurse and care worker, she was appointed in 2019 and has done her best to turn things around. However, following the most recent CQC report she has decided to resign with immediate effect.

The staff who work for Orange Tree are devastated when they are told of Valerie's resignation. Their view is that she is not to blame for the problems highlighted in the report. Many say that she was the warmest, kindest and most committed manager they have ever worked under. She was a great listener, nothing was too much for her and she cared deeply for her staff's welfare as well as for that of their clients. She worked very long hours, took a welcome 'hands-on approach', had a great sense of humour and often stepped in to cover shifts herself at short notice when needed. She was much better to work for than her rather distant and autocratic predecessor.

At her exit interview Valerie explains that her problem at Orange Tree has always been a continual need to firefight rather than to get on top of the longer-term problems. She never had a vacancy rate under 10% or a staff turnover rate under 30%. Absence was a big issue and it was frequently stress-related. She could never recruit qualified people fast enough and was heavily reliant, by necessity, on agency and bank staff to conduct home visits.

Too many staff employed by Orange Tree are inexperienced and do not, in Valerie's view, always have the right values to do well as adult care workers. She also found the IT systems difficult to master and was herself continually tired as she always had to stay late in her office clearing e-mails and sorting out rota problems for the following day.

Please note that the comments and mark section are for CIPD use only.

SECTION A

Learning Outcomes:

LO3: Debate and critically evaluate the characteristics of effective leadership and the methods used to develop leaders in organisations.

LO6: Assess the contribution made by HRM and HRD specialists in different types of organisation.

It is recommended you spend equal time on each question in this section.

You have been hired by the company on a consultancy basis to provide advice about HR matters.

Chief Examiner general comments on Section A

A great deal has been written about the care sector in recent years, including reports commissioned by government ministers and published by bodies such as CQC and Care England which acknowledge the many challenges it faces and gives advice about which approaches work well in companies like Orange Tree. CQC inspection reports are all published on its website, most providers scoring much higher ratings than those discussed in the Case Study. So there was plenty of scope for candidates to undertake some relevant research ahead of the exam and I we saw good evidence of this in the stronger answers.

Some, however, as always, lost marks by making only limited reference to the care sector or even to the case study itself, writing in more general terms about good practice in fields such as leadership, recruitment and retention. This approach rather misses the point of Section A which is intended as an opportunity for candidates to apply their knowledge of the CIPD syllabus to practical challenges set out in a case which are of the kind they will themselves be facing as senior HR professionals. There also continue to be many examples of candidates writing only briefly when answering the Section A questions, sometimes devoting 75% or more space to Section B. This is not the best way to maximise marks, as each section carries equal weight when the marks are added up.

There were no right or wrong answers to these Section A questions and candidates were expected to take somewhat different approaches. This was fine and, as always, originality is something we look to reward when marking. Good, strong, and persuasive arguments justified effectively with evidence of wider reading were those which scored the highest marks.

Question 1

What key qualities and attributes should the board of Orange Tree Care prioritise when recruiting for a new operations manager to replace Valerie Goodhart and to lead the organisation in the future? Justify your answer.

Chief Examiner comments on Question 1

Sufficiently strong hints were given in the case study to suggest that the new operations manager needs, if possible, to combine some of Valerie's personal attributes (ie: caring, warm, personable) with some of her predecessor's apparent strengths (ie; organised, efficient, effective). Both are required to do this role well.

Experience in a similar role and a record of achievement will be the other key attributes because this organisation cannot afford to get a third poor review from CQC in a row. Most candidates were able to put forward a case in favour of a number of distinct attributes along these lines without much difficulty, although a number failed to mention experience in the care sector at all.

Question 2

What advice would you give to the new manager regarding how to approach the task of improving Orange Tree Care's capacity to retain more good performers in the future?

Chief Examiner comments on Question 2

In the short term the need will be to steady the ship. The new operations manager needs to talk to each member of staff to gain a good understanding of why people are leaving and why there are always so many unfilled vacancies. Is this because Orange Tree are doing things wrong, or are people being attracted away by a more positive offer from alternative employers. Is it a question of pay, or career development or hours – what is the main root of the problem? Some will not be short-term fixes, but things can be improved rapidly by listening and stating firmly that steps will be taken to improve matters in the future.

Exit interviews will be helpful, as will confidential approaches made to former staff to establish why they left and what might have been done to persuade them to stay. There is a suggestion in the case study that training is inadequate in some respects and that staff are stressed. Signalling an intention to address these issues should be done soon. Some stronger answers discussed staff turnover statistics for the care sector and / or cited specific literature on this topic when developing and justifying their arguments. This was good to see.

Question 3

What steps would you advise the new manager to take in the area of recruitment and selection?

Chief Examiner comments on Question 3

The need here is clearly to be more selective about who to recruit so that over time, more reliable people can be brought into the operation and dependence on agency and bank staff reduced. There are no short cuts here and it is important not to hire anyone willing simply to fill vacancies quickly.

Ultimately it will be necessary to create an attractive employee value proposition (EVP) which combines competitive terms and conditions with career advancement opportunities and the opportunity to work in a well-regarded operation. Pay levels in this industry are poor, but there is considerable opportunities for people to work flexibly and a lot can be done in terms of non-pay forms of reward to motivate and engage people. A good number of answers discussed 'values-based recruitment' when answering this question. Where this was explained fully and applied to the specifics of the case, marks were earned.

Question 4

What further problems would you advise should be tackled as a matter of priority?
Justify your answer.

Chief Examiner comments on Question 4

Absence is clearly a major issue, and much of it appears to be stress related. The need here is to communicate regularly with absentees and to bring them back to work in stages. The issues leading to undue stress need to be addressed and this may involve some training (including management training) as well as the development of rotas that can be completed on time.

There are also a number of more immediate, practical HRD issues raised in the CQC report that need to be tackled. The apparent rudeness reported on the part of administrative staff also needs to be dealt with as a matter of priority. This will involve identifying the individuals responsible and insisting that they meet set standards when communicating with clients and family members.

SECTION B

Answer **FIVE** questions in this section, **ONE** per subsection A to E.

For example, you need to answer either:

A1 OR A2

B3 OR B4

C5 OR C6

D7 OR D8

E9 OR E10

DO **NOT** ANSWER BOTH QUESTIONS IN EACH SUBSECTION

SECTION B

Please only answer A1 OR A2.

A1

Learning Outcome 1: Review and critically evaluate major contemporary research and debates in the fields of human resource management (HRM) and human resource development (HRD).

In October 2020 the CIPD published a research report entitled 'Revamping labour market enforcement in the UK'. Its key conclusion was that government should invest in building up a national team of some 3000 inspectors who would regularly visit employer premises to check that they are complying with employment regulations.

The suggestion is that they should operate in a similar way to health and safety inspectors, taking a constructive approach, concentrating on employers who are perceived to be the worst offenders and only using their powers of enforcement after first seeking to persuade employers of the need to address problems.

- i. To what extent would you support the introduction of a labour market inspectorate along the lines proposed in this report? Justify your answer.

AND

- ii. How far do you think that the creation of such an inspectorate would affect the way that your organisation manages HR and employee relations issues? Justify your answer.

Chief Examiner comments on Question A1

This was selected by a minority of candidates, but those who opted for it tended to write thoughtful and nicely justified arguments in response to the questions. Views were very diverse, but surprisingly many more supported the proposition than opposed it. Some argued that a general inspectorate is unnecessary as we already have inspectors who enforce the National Living Wage / National Minimum Wage, modern slavery etc as well as health and safety. The danger they drew attention to was the possibility that an inspection system could easily become overly bureaucratic and focused on box-ticking rather than really improving HR in organisations. It could end up costing a lot of time and achieving little real consequence. Others pointed to the widespread use of these kinds of labour inspectors in other European countries and to the successes they have in improving working conditions, forcing employers to address issues in fields such as equal pay and raising employment standards generally. There were plenty of middle way positions that candidates chose to take also. What mattered was that, whatever is being argued, a thoughtful, coherent and well-informed answer was presented.

Answers to part two also varied hugely depending on the extent that the candidates' employers already comply conspicuously with all employment regulation. Most argued that the proposed system would have limited impact for them as they are already strong in terms of compliance. That was fine, but to earn high marks they needed to present a persuasive justification and not just state this as a fact.

SECTION B

Please only answer A1 OR A2.

A2

Learning Outcome 1: Review and critically evaluate major contemporary research and debates in the fields of human resource management (HRM) and human resource development (HRD).

You are asked to speak at an event which will be attended by 250 entrepreneurs, most of whom are growing their businesses and starting to employ more people. The subject you are asked to talk about for twenty minutes is as follows:

“The attributes I would expect to observe in a well-managed HR function that adds real value to its organisation.”

What key points would you make? Justify your choice with reference to published research.

Chief Examiner comments on Question A2

There was plenty of opportunity here for candidates to develop original arguments and to demonstrate their understanding of the research which links effective HRM to superior organisational performance. It was important that candidates focused on the HR function here and not very generally on people management across an organisation. Good answers mentioned administrative excellence but did not focus only on transactional processes.

Some of the strongest answers cited published research on High Performance Working and specifically that which points to the contribution made by HR functions in promoting sophisticated, progressive, people-centred approaches to management. Most also cited a variety of distinct points such as fairness, employee involvement, investment in training, formal selection and excellent communication. As always, some candidates lost marks by simply providing a list, often in the form of bullet points, without justifying their answers in the manner required by the question.

SECTION B

Please only answer **B3** OR **B4**.

B3

Learning Outcome 2: Evaluate major theories relating to motivation, commitment and engagement at work and how these are put into practice by organisations.

You receive the following e-mail from your Chief Executive Officer (CEO):

RE: The need to better motivate our staff.

“I am at a conference and a speaker has just impressed us by arguing that there are big potential wins to be gained in terms of motivation at work by putting more effort into ‘diversity and inclusion’. She did say, however, that this will not occur if employers only focus on improving diversity. It is inclusion that makes the real difference.”

“Could you write me a briefing paper explaining:”

- i. What the difference is between ‘diversity’ and ‘inclusion.’

AND

- ii. Why committing more effort and resources to diversity and inclusion may improve levels of motivation in our organisation?

What key points would you make in your briefing paper?

Chief Examiner comments on Question B3

The distinction between diversity and inclusion is straight forward, but not always so easy to articulate. A number of candidates used the metaphor distinguishing being invited to the party (diversity) and being asked to dance (inclusion). This works well as a means of beginning to explore the differences but is not really sufficient in itself.

Diversity is essentially focused on the make-up of an organisation’s workforce in terms of characteristics such as gender, race, disability, sexual orientation, religion, social background etc. A truly diverse organisation is one which employs people at all levels with this broad range of characteristics and thus reflects the make-up of the society in which it operates. In becoming more diverse an organisation demonstrates that it values people from all backgrounds in a broad sense and this can improve levels of motivation.

But the speaker referred to in the e-mail is right to say that unless diversity is supplemented by genuine inclusion, its impact is likely to be less in terms of motivation. This is because inclusion refers to actively welcoming people, listening to them, providing them with opportunities (ie: not just employing them) and taking steps to treat them in a conspicuously fair manner. It is the means by which organisations demonstrate that they value each person's individual contribution. This is more motivating because it serves to cement high-trust relationships. People feel that their efforts and experiences that they bring to their employment are genuinely appreciated.

SECTION B

Please only answer **B3** OR **B4**.

B4

Learning Outcome 2: Evaluate major theories relating to motivation, commitment and engagement at work and how these are put into practice by organisations.

It has become common for employers to encourage their employees to 'have fun at work' as a means of improving employee engagement.

Examples of initiatives include:

- providing facilities that encourage team-building (e.g: table football, pool, darts etc) and encouraging employees to make use of them for periods during the working day.
- setting up competitions between individuals or teams and providing non-financial rewards for the best performers.
- organising social and sports events for employees.
- using 'gamification' at training events to make learning more exciting and enjoyable.

- i. To what extent do you agree with the view that encouraging people to 'play hard' leads them to 'work hard' in a workplace? Justify your answer.

AND

- ii. Set out and justify **THREE** initiatives which might make your own workplace more fun and bring about greater levels of employee engagement.

Chief Examiner comments on Question B4

There was plenty of opportunity here in part 1 for candidates to develop and justify original arguments. It is certainly true that some very prominent organisations have claimed to have achieved improvements in productivity through engagement in 'fun activities' of this kind. There is also plenty of research evidence to show that in general terms 'a happy team is a more productive team'. The complication comes from their being such variety in organisation cultures and in the preferences of individual staff. What may be fun for one person, may be a deeply unattractive prospect for another. It can be counter-productive if people feel forced to participate in activities that they do not enjoy and have to pretend they are enjoying it when they are not. Many would prefer to get on with their jobs and go home to spend more time with their families. So 'fun' activities have to be voluntary and organised from the bottom up if they are to lead to increased engagement generally.

Answers to part 2 were most interesting to read and varied greatly. It was important here that a justification was advanced to show why a proposal will lead to improved engagement – not just a ‘fun’ activity.

The main weakness we observed when marking answers to this question was a tendency simply to write about employee engagement generally rather than to focus fully on the question itself. We would again advise candidates not to write rehearsed answer about topics they know about. Marks cannot be awarded if they answer the question they would have liked to appear on the paper, however brilliantly, rather than the one that was actually there.

SECTION B

Please only answer C5 OR C6.

C5

Learning Outcome 4: Contribute to the promotion of flexible working and effective change management in organisations.

During 2020 as a direct result of the Covid-19 pandemic some 14 million employees in the UK (46%) worked from home for the first time on an extended basis.

The experience has been much more positive for some than others, but it has demonstrated that when supported by the right technologies, homeworking can work very effectively in many organisations.

Drawing on the experience of your own organisation and industry, or others that you have read about, provide fully justified answers to the following questions:

- i. What grounds are there for anticipating greater demand for homeworking on the part of employees and their employers in the wake of the Covid-19 pandemic?

AND

- ii. Why might any adjustment towards increased homeworking have some negative consequences that will need to be addressed?

Chief Examiner comments on Question C5

In the past candidates have frequently shown an inclination to debate the merits and demerits of homeworking when sitting the 7LMP paper, but on this occasion we were specifically asking them to do in the light of the Covid-19 experience. This has brought issues to the fore that were not so apparent when relatively few people were homeworking or doing so on one or two days each week. A good majority of candidates took this opportunity and wrote thoughtful and well-informed answers.

For employees the major advantage is the removal of a requirement to commute into work and thus make considerable savings in terms of money and time. Depending on individual circumstances it can improve work-life balance too and hence make work more attractive and engaging. Longer-term remote working becomes more plausible, allowing people to base themselves domestically out of commuting distance from their workplaces. For employers there is also a huge, potential financial saving to be made over the long term from the need to provide less office space and, potentially, car parking and canteens. Rent and energy bills can thus be reduced very considerably.

Homeworking does, however, have its drawbacks. It makes direct supervision harder and, in many cases, relies heavily on technologies that do not always work 100% reliably. For some employees the isolation from co-workers in a physical sense is alienating and de-motivating, particularly for people living alone. There is also some evidence that it thwarts the building of trusted relationships between colleagues and with managers that make operations less efficient and possibly have a negative impact on creativity, innovation and knowledge sharing. There are also major issues relating to working hours and the ease with which homeworking can become more stressful as people can more readily work late and at weekends.

SECTION B

Please only answer C5 OR C6.

C6

Learning Outcome 4: Contribute to the promotion of flexible working and effective change management in organisations.

Leading a team through a period of change in uncertain times is a major challenge that is faced by a great number of managers. The process can be difficult to achieve well, is often messy, and involves dealing with people who are uncertain about, or resistant to, that which is being proposed.

You have been asked to advise a newly appointed leader about how she should prepare for a planned period of major structural change later in the year. You may write about any organisation you are familiar with.

Set out and justify **THREE** distinct pieces of advice that you would give the new leader.

Chief Examiner comments on Question C6

Because so many candidates were attracted by Question 5, this was a less common choice. The key to doing well here was to avoid simply citing change management theory, or worse still describing one. To do well candidates needed to take account of the situation that is described in the question. We have a newly appointed manager here in a leadership role and several months before the structural changes will occur. There is thus an opportunity to prepare the ground effectively. Stronger answers reflected on the need for the new leader to gain trust and to nurture a culture in the organisation which characterised by a degree of optimism and resilience. There is then going to be a need to communicate effectively, plan the change carefully, think through where resistance is most likely to come from and to seek, as far as is possible, to build support and understanding before it happens. The main need is to get the employees into a state of change readiness through extensive consultation and involvement.

SECTION B

Please only answer **D7 OR D8**.

D7

Learning Outcome 5: Critically discuss the aims and objectives of the HRM and HRD function in organisations and how these are met in practice.

As part of a review of HR strategies and policies in your organisation you have been asked to lead the part of the exercise evaluating practice in the area of pay and benefits.

Initially your brief requires you to:

- i. Explain what major strategic objectives the pay and benefits policies in your organisation are intended to meet.

AND

- ii. Show how far in practice these are, or are not, being met.

What key points would you make? Justify your answer.

Chief Examiner comments on Question D7

In most organisations the main objectives of pay and reward practices are first to recruit staff with the required knowledge, skills and experience and then, secondly, to retain them. A third objective is to ensure reasonable levels of motivation and engagement. These can easily be diminished if pay is perceived to be unfair. Fourthly performance-based pay arrangements are often in place to encourage people to meet specific individual objectives which are linked to the business strategy / priorities. The final objective is, of course, to achieve these things while keeping a lid on costs and ensuring that the pay bill remains affordable. Stronger answers developed these kinds of points while focusing on those that are particularly relevant in their workplaces. What mattered from a marking perspective was that both parts of the question were fully addressed and that the points made are justified persuasively. Weaker answers tended to be descriptive, very brief, or limited in terms of justification. Providing a list of bullet points without further explanation is never going to garner high marks at M level.

SECTION B

Please only answer **D7** OR **D8**.

D8

Learning Outcome 5: Critically discuss the aims and objectives of the HRM and HRD function in organisations and how these are met in practice.

For many years surveys have demonstrated that employees' experiences of 'induction' or 'onboarding' when they first join a new organisation are often unsatisfactory.

The result is that first impressions are negative and that these poor early experiences go on to colour the whole subsequent relationship. New starters fail to get up to speed in their jobs as fast and effectively as they might, while in some organisations an 'early leaver' problem develops with 40% or 50% of new recruits resigning before they have completed a year's service.

- i. Drawing on published research and your own observations, explain why organisations so often fail to provide new starters with a really effective onboarding / induction experience.

AND

- ii. Set out and justify **FOUR** core principles that you think should underpin the design of an effective onboarding / induction programme.

Chief Examiner comments on Question D8

This was chosen by a majority of candidates and most wrote thoughtful and well-informed responses to the two questions. There were plenty of points that could be made here. The main problem seems to be that leading inductions, while generally perceived as important, is also seen by managers (including HR managers) as being routine work that is thus accorded low status. A second problem is that line managers are often just too busy and stressed focusing on getting their tasks completed to give induction the focus and effort it really deserves. It tends therefore to become a low priority and new recruits are left to find their own feet and to 'sink or swim'. It is because it is not challenging to do and because it is repetitive that it tends not to be done really well despite its acknowledged importance. Tick-box approaches that fail to engage people properly also appear common and are a further reason why inductions are so often so poor when seen from a new employees' perspective.

The key principles to a good induction would be:

1. to start prior to the first day of employment with extensive communication and as much involvement as is practicable
2. to ensure that new starters have buddies or mentors allocated to them who can provide help and assistance in the first weeks and answer questions
3. attend a formal welcome event early on in their employment at which senior managers are present
4. that an individual onboarding programme is set up ahead of the first day so that meetings with key colleagues and required training can take place in a timely fashion
5. that new starters are included in team discussions, meetings and social events from the start so that they can figure out how they are going to fit in
6. that line managers take the trouble to check on their new recruit's frequently during the first days and weeks of employment.

It is wise to set aside a reasonable budget for induction-related activities and that, as far as possible, the experience of starting in a new organisation is tailored to meet the needs of each individual person. A nice quote from David D'Souza of CIPD is 'Effective onboarding is dead simple, ultimately it just entails one human thinking for five minutes about what another might need to feel settled in an organisation.'

SECTION B

Please only answer E9 OR E10.

E9

Learning Outcome 7: Promote professionalism and an ethical approach to HRM and HRD practice in organisations.

In a much-cited paper entitled “Reducing Bounded Ethicality: How to help individuals notice and avoid unethical behavior”, Zhang et al (2015) made a number of suggestions as to how organisations might encourage ethical behaviours at work amongst employees by taking small steps that serve to regularly nudge people in the right direction. Their suggestions include:

- Setting goals and key performance indicators (KPIs) which are attainable without the need to make short cuts or engage in ethically questionable activities.
- Regular e-mails and texts sent to staff reminding them to give consideration to ethics when making decisions and giving advice to others.

- i. Drawing on examples from your reading and / or observation of working environments explain how far you agree that these suggested approaches would improve business ethics if widely applied.

AND

- ii. Suggest a further nudge-like approach that might bring about an improvement in ethical conduct at work? Justify your answer.

Chief Examiner comments on Question E9

There was plenty of scope here for the development of original arguments. Most agreed with the Zhang et al paper. If managers avoid tempting people into taking ethical shortcuts by making their work and personal achievements stretching but readily achievable, the likely outcome will be less unethical conduct. There are numerous possible examples but putting pressure on subordinates or suppliers to overwork and potentially compromise their welfare or safety would be good ones to cite.

Similarly with Zhang et al’s second suggestion, any number of examples might apply here. One of relevance to HR might be a regular reminder of the importance of acting ethically when interviewing or shortlisting candidates for new jobs, ensuring that people are selected only on merit and not for other reasons. Other nudge-like initiatives relating to ethics at work might include praising people or even rewarding them in small ways when they act ethically, suggestion box

schemes which specifically invite contributions relating to corporate ethics, whistle-blowing schemes etc.

A very wide variety of such points and examples featured in answers and were rewarded with marks. The main weakness here was less the content, but as always, the fact that candidates tended to attempt this question at the end when they were tired and running out of time. Some answers were thus too short and thin content-wise to earn high marks.

SECTION B

Please only answer **E9 OR E10**.

E10

Learning Outcome 7: Promote professionalism and an ethical approach to HRM and HRD practice in organisations.

People often confuse terms such as 'a profession', 'professional' and 'professionalism' as they can have subtly different meanings and are often used in different ways. It is important to recognise these differences and to accept that 'professional conduct' in a workplace is something that everyone can and should aspire to, irrespective of whether they consider themselves to be members of a profession.

Set out and justify **FIVE** distinct ways in which people can choose to act in a professional fashion in any workplace context.

You may write about work in a specific industry or focus on workplaces more generally when giving examples.

Chief Examiner comments on Question E10

There were plenty of examples that candidates could use here. What was important was that they can reasonably be considered attributes associated with professional behaviour and that a justification was provided and not, as did occur quite often, a list of bullet points without further explanation.

The kinds of points candidates discussed were dispassionate approaches to decision-making, acting in accordance with expert judgement, taking responsibility for one's own work (and results and mistakes), not being late, carrying out tasks to the best of your ability without taking short cuts, using appropriate language, smart appearance, refraining from unpleasant gossip, avoiding organisational politics, being honest and trustworthy, treating all colleagues in the same way, listening to advice, always striving to improve, prioritising customer needs etc. There were numerous possibilities here. For high marks we needed to see five that were distinct from one another and were explained effectively.

GENERAL COMMENTS

This was the second paper to be sat over a longer period and typed up at home rather than in a traditional exam room setting. I think that this has worked pretty well as an alternative approach during the pandemic and it does not seem to have impaired performance in any significant way.

The results for this cohort were impressive and very much in line with others in recent years.

Stephen Taylor (Chief Examiner LMP)
and on behalf of the CIPD Team of Examiners

----- END OF EXAMINATION -----

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