

DP04

Principles of Management

11 MAY 2000

1. Time allowed : Three (3) hours
2. Total number of questions : Six (6) questions
3. Number of questions to be answered : Four (4) questions [25 marks each]
4. Begin each answer to a new question on a fresh page.
5. Answer **all** questions in **English**.

ANSWER FOUR (4) QUESTIONS ONLY

1. (a) Discuss in detail, the Situational Leadership Model. [12]
- (b) It has been suggested that **three** important factors affect situational leadership. These **three** factors are the leader himself (or herself), the followers and the situation.
- Discuss the importance of these **three** factors in view of the Situational Leadership Model. [13]
(Total:25 marks)
2. Many organisational decisions are made in groups. While group decision making has its advantages, there are also disadvantages.
- Compare and contrast these advantages and disadvantages, giving examples of the situational factors that may affect the decision making process.
(Total:25 marks)
3. (a) Managers have been called upon to bring about change in their organisations. Explain what are the external and internal factors that have made change necessary. Illustrate your answer with examples. [15]
- (b) Describe the “calm waters” metaphor, which is best illustrated in Kurt Lewin’s change process. [10]
(Total:25 marks)
4. Discuss the factors that lead to effective delegation. In your answer, you should also discuss the resistance towards delegation and the benefits of effective delegation.
(Total:25 marks)
5. Frederick Taylor believed that there is “one best way” for a job to be done. Describe the works of Frederick Taylor, discussing in detail his **four** principles of management.
(Total:25 marks)
6. (a) Discuss the role of “control” in management and explain in detail, the control process. [15]
- (b) Describe the following in detail:
- feedforward control;
 - concurrent control; and
 - feedback control.
- [10]
(Total:25 marks)

OUTLINE ANSWERS

Question 1

The question on Situational Leadership Model was the most poorly attempted question. Only a few candidates marginally passed. These candidates got the model right but they failed to discuss, in detail, the four types of leadership styles (telling, selling, participating and delegating). The remaining candidates failed this question because they went totally off-course, by explaining the leadership styles and Fiedler's model instead.

1. (a) Students will be required to draw out the Situational Leadership Model (see page 505: Robbins 4th Edition) and then discuss, in detail, the four types of leadership mentioned. Students must be able to differentiate the leadership styles (Telling, Selling, Participating, Delegating). Students must also describe the maturity levels of the followers (M1, M2, M3, M4).
- (b) Students are required to look at the matter of flexibility on the part of the leader. The model actually focuses on the maturity state of the followers and successful leadership is achieved by selecting the appropriate leadership style that fits the maturity levels of these followers. Students will be required to discuss however sometimes, situational factors e.g. a crisis, may require leaders to adopt leadership styles that are not their dominant style. For example, a S3 leader may have to adopt the S1 leadership style in some situations (e.g. crisis situations).

Question 2

The most popular and well-answered question was on group decision-making. A majority of the candidates managed to score above 70% of the marks allocated for this question.

2. Students will be required to COMPARE AND CONTRAST these factors. Advantages that should be cited will include: more complete information, more alternatives, increased acceptance of solutions generated, increased legitimacy, increased motivation on the part of team members and so on.

Disadvantages would include: time consuming, possibility of domination by a minority of people, pressures to conform, ambiguity of responsibilities, the phenomenon of group think and so on.

A holistic answer should also include a discussion on whether or not group decision making is better than individual decision making and why this might be (or might not be) appropriate under some situations.

Question 3

Many candidates were able to compare and contrast macro and micro environmental factors. However, the majority, were unable to secure above average marks because they failed to do well in the second part of the question on Kurt Lewin's change process.

3. (a) Students will need to look at macro-environmental factors such as political factors, economic factors, socio-cultural factors and technological factors. They will be required to illustrate their answers with examples, e.g. political and governmental requirements on pollution control, expiry dating of products etc. have made new demands on production. Similarly, technological advances are so rapid that unless companies stay ahead in this area, the competition will just pass them by. This will then have dire motivational (or de-motivational) consequences on company personnel.
- (b) The question requires students to discuss the "Unfreeze – Change – Refreeze" model that Lewin expounds.

Question 4

Another popular question was on delegation. Many candidates scored above 60% of the marks allocated for that question.

4. Effective delegation is the assignment of authority to another person to carry out specific activities. It allows a subordinate to make decisions and in so doing, prepares the subordinate for future challenges and responsibilities. In order for effective delegation to take place, managers must understand the following factors:
- The size of the organisation.
 - The importance of the decision.
 - The complexity of the task.
 - Organisational culture.
 - The capability of the subordinate.

Having done so, the manager must then:

- Clarify the assignment.
- Specify the subordinate's range of discretion.
- Allow subordinate some level of freedom to participate.
- Inform others of the delegated task and the person delegated the job.
- Establish feedback control.

Resistance include fear of lose of control, lack of trust in subordinates, inability to delegate, fear that subordinates may actually do better than the manager, etc.

Benefits include frees up a manager's time, improve decision making, develop subordinates, enhances subordinate commitment, improves manager-subordinate relations, etc.

Question 5

Frederick Taylor's four principles of management was the least popular question. Most candidates scored above 60% of the allocated marks. The candidates, who performed badly, thought that this question was referring to the management processes, instead of Taylor's four principles of management.

5. Students should be able to describe the work that Taylor did at Midvale and Bethlehem Steel Companies in Pennsylvania. They should be able to discuss the pig iron experiment as well as the shovel experiment mentioned in his studies.

Furthermore, Taylor's four principles should be expounded:

- Develop a science for each element of an individual's work.
- Scientifically select and train and develop the worker.
- Heartily cooperate with workers.
- Divide work and responsibilities equally between management and workers.

Students should also discuss how these principles could still work for some industries today.

Question 6

Candidates who attempted the question on the “control process” and the three types of control had a sound understanding of the topic and performed generally well. A majority of these candidates managed to score above average marks for this question.

6. (a) The role of control in management must be discussed in depth. Students should start off with an overview of the Management Function (planning – organising – leading – controlling) and how controlling fits into the overall picture. They are then required to discuss the control process, i.e. measuring actual performance; comparing actual performance against an accepted standard and then taking managerial action to correct deviations or inadequate standards. Students should discuss what is being measured, how it is being measured, the range of variation that occurs in such measurements and how managerial action is then effected.
- (b) The student is then asked for the straightforward description of the three types of control, i.e. feedforward or proactive control, concurrent control which tackles problems as they occur and feedback control which corrects problems after they have occurred.