



General Certificate of Education

Applied Business 8616/8619

BS12 Managing People

Mark Scheme

2009 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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	Assessment Objectives
	The Assessment Objectives represent those qualities which can be demonstrated in candidates' work and which can be measured for the purposes of assessment.
AO1 Knowledge, skills and understanding	Candidates demonstrate knowledge and understanding of the specified content and relevant business skills.
AO2 Application of knowledge, skills and understanding	Candidates apply knowledge and understanding of the specified content and relevant business skills.
AO3 Research and analysis	Candidates use appropriate methods in order to obtain and select information from a range of sources to analyse business problems.
AO4 Evaluation	Candidates evaluate evidence to reach reasoned judgements
Quality of Written Communication	<p>The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:</p> <ul style="list-style-type: none"> • select and use a form and style of writing appropriate to purpose and complex subject matter • organise relevant information clearly and coherently, using specialist vocabulary when appropriate • ensure that text is legible, and that spelling, grammar and punctuation are accurate, so that meaning is clear. <p>The assessment of the quality of written communication is included in Assessment Objective 4.</p>

1**Total for this question: 23 marks**

(a) (i) What is meant by 'reactive decision-making' (lines 18–19)?	(2 marks)
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- a reactive approach is one in which you wait for events to happen and then plan how to cope with them.

1 mark for identification and 1 mark for explanation or development in context.

(a) (ii) Using Item A , describe a problem which reactive decision-making creates for <i>BCL</i> employees.	(4 marks)
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Level	Descriptor	Marks	Assessment Objective
3	Uses Item A to describe how the problems for staff of the reactive approach to planning staff workloads impact on their lives.	4	AO2
2	Uses Item A to describe the problems for <i>BCL</i> staff of the reactive approach to planning staff workloads.	3	AO2
1	Identifies some problems for the staff of the reactive approach to planning staff workloads.	1–2	AO1

Being reactive means that:

- staff never know where or when they will be working
- this makes it very hard for them to plan their lives as they do not know how much they will earn or when they need to be at work
- this is potentially very demotivating and hard to fit with their family or social commitments.

(b) *In addition to reactive decision-making, use **Item A** to analyse **two** other problems caused by BCL management.* (8 marks)

Use the grid below twice:

Level	Descriptor	Marks	Assessment Objective
3	Analyses how the problem caused by <i>BCL</i> management would affect the staff or the business.	4	AO3
2	Describes how the problem caused by <i>BCL</i> management would affect the staff or business.	2–3	AO2
1	Identifies one problem caused by <i>BCL</i> management.	1	AO1

Possible answers might include the following:

- staff do not feel they have contact with managers
- staff do not have regular work locations and never know when they will be working
- staff do not feel wanted when they are only ever contacted by text message
- staff do not feel they have a career path or training.

(c) *Use motivational theory to analyse the factors which may have contributed to Terry's resignation.* (9 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses how Terry's decision is supported by motivational theory.	6–9	AO3
2	Explains, using appropriate motivational theory concepts, why Terry would want to leave <i>BCL</i> .	3–5	AO2
1	Identifies some factors which motivated Terry to leave <i>BCL</i> .	1–2	AO1

Possible answers might include the following:

- Terry has been offered a new job which he perceives to have better terms and conditions
- his new job offers him guaranteed full-time employment which means his income is more stable and this allows him to plan his lifestyle more easily
- his new employer has offered to train him and send him on a college course, this will improve his self-esteem and make him more employable
- use appropriate motivational theory to support answers, eg Maslow's hierarchy of needs, Herzberg Two Factor theory.

2

Total for this question: 32 marks

(a) (i) Using **Item B**, describe **one** management role which Amanda would undertake if the plan is implemented. (4 marks)

Level	Descriptor	Marks	Assessment Objective
3	Uses Item B to explain how this management role would be undertaken by Amanda.	3-4	AO2
2	Explains how this management role is undertaken.	2	AO2
1	Identifies one management role.	1	AO1

Possible answers might include the following:

- identifies a management role from the specification, planning, organising, monitoring/evaluating or reporting
- explains how this role relates to Amanda's role at *BCL*.

(a) (ii) Using **Item B**, describe **one** management skill which the new supervisors would need to make their role successful. (4 marks)

Level	Descriptor	Marks	Assessment Objective
3	Uses Item B to describe in context how this skill would help the supervisors make their roles successful.	3-4	AO2
2	Describes how this skill helps managers fulfil their role.	2	AO2
1	Identifies a type of management skill the supervisors need.	1	AO1

Possible answers might include the following:

- the key skill needed would be communication, and organisational skills, but candidates may also identify interpersonal skills and develop these
- if candidates identify technical skills (expertise) they would have to show clearly how this relates to helping to manage the business.

(b) *Amanda's report would change the organisational structure at BCL by introducing additional layers of management.*

Discuss the extent to which the creation of additional layers of management might reduce the number of staff leaving. (12 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses how the change in structure will affect the number of staff leaving.	4–5	AO3
2	Explains how changing the organisational structure will affect the number of staff leaving.	2–3	AO2
1	Identifies some of the organisational structure factors which affects staff.	1	AO1

Possible answers might include the following:

- BCL has poor relationships between staff and managers as there is so little contact and managers do not know the staff well
- creating teams will allow managers and supervisors to meet each member of staff more regularly and ensure that they understand their issues
- staff have complained that managers do not understand them and found the previous management remote from their needs
- the team approach will allow more support to be provided to staff and they will be offered training and more regular work
- by being in smaller teams and knowing their manager, staff will feel that they are being supported, this should reduce the number of staff leaving.

For **AO4**, you should award marks using the scheme below.

Note that AO4 also assesses candidates' quality of written communications. When deciding on the AO4 level to be awarded, consider the degree to which the candidate orders and communicates his/her ideas.

Level	Descriptor	Marks	Assessment Objective
E3	Assesses the impact of the change in organisational structure on the number of staff leaving. Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.	6–7	AO4 and Quality of written communication
E2	Partly assess the impact of the change in organisational structure on the number of staff leaving. Ideas are communicated using a logical structure, with some appropriate technical terms. There are occasional errors in accepted conventions of written communication.	3–5	
E1	Identifies some reasons why the change in business structure will affect the number of staff leaving. Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	1–2	

(c) *Amanda's reorganisation defines different management roles for herself, Team Managers and Supervisors.*

*If this reorganisation is implemented, what types of decisions would each of them now make? Use **Item B** and **Figure 1** to justify your answer. (12 marks)*

Level	Descriptor	Marks	Assessment Objective
3	Analyses how the types of decision relate to the management role of each layer of management.	4–5	AO3
2	Explains how the types of decision relate to the management role of each layer of management.	2–3	AO2
1	Identifies the types of decisions made by the layers of management.	1	AO1

Possible answers might include the following:

- Amanda would be making strategic, pro active and, to some extent, tactical decisions mainly for planning and business development purposes
- the Team Managers would make mainly tactical decisions to ensure that their team delivered results and profitability
- the Supervisors would make operational decisions on the day-to-day allocation of resources.

Note that AO4 also assesses candidates' quality of written communication. When deciding on the AO4 level to be awarded, consider the degree to which the candidate orders and communicates his/her ideas.

Level	Descriptor	Marks	Assessment Objective
E3	Judges the impact of the change on <i>BCL</i> . Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.	6–7	AO4 and Quality of written communication
E2	Partly judges why the roles will change how <i>BCL</i> is run. Ideas are communicated using a logical structure, with some appropriate technical terms. There are occasional errors in accepted conventions of written communication.	3–5	
E1	Identifies the differentiation of roles within the new structure. Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	1–2	

3

Total for this question: 25 marks

(a) Using **Item C**, describe the type of power which Sue is proposing to use to manage the business. (4 marks)

Level	Descriptor	Marks	Assessment Objective
3	Using Item C describes how this type of power works.	4	AO2
2	Describes how this type of power works.	3	AO2
1	Identifies a type of power.	1–2	AO1

Sue is proposing to:

- use a coercive, or position (legitimate) type of power which is based on her position as manager
- this power relies on being in absolute control and staff doing as they are told because the manager is seen as being more important or powerful than them.

Other types of power can be used if developed in context.

(b) Using **Item C**, analyse why, despite her power, Sue may not be able to exert her authority over the engineers. (9 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses why Sue may not succeed in exerting her authority.	6–9	AO3
2	Explains why Sue would struggle to exert her authority.	4–5	AO2
1	Identifies some reasons for the staff to be unhappy with Sue exerting her authority.	1–3	AO1

Possible answers might include the following:

- the staff are experienced and highly skilled so they would expect to have an input into decision making
- they are a well established team and would work to ensure success jointly and not expect to be told what to do all the time
- they would not expect to be supervised closely as they would see themselves as being professional and experienced
- their previous manager has been very supportive and worked closely with them to keep their commitment and they would be annoyed if they felt this was changing
- they also have concerns about Sue's knowledge of the business and would be concerned about being led by someone they felt lacked expertise
- they would fear that mistakes would be made over which they would have no control and which could lead to big problems for them and the company.

(c) *Select and justify a leadership style which Sue could adopt to ensure that she keeps the engineers at ERS happy and committed to the business.* (12 marks)

Level	Descriptor	Marks	Assessment Objective
3	Selects an alternative leadership style and analyses how it could regain the confidence of the staff.	4–5	AO3
2	Explains how this leadership style would improve the situation.	2–3	AO2
1	Identifies one alternative leadership style which Sue could adopt.	1	AO1

Sue could adopt:

- a more consultative leadership style in which she consults with the experts the business employs on the decisions they are making
- this could be by using participative, democratic or consultative leadership styles.

If she does this it will lead to:

- staff being happier as they would be involved
- more committed as they would feel that the business valued their input, would make better decisions and thus be more successful.

For **AO4**, you should award marks using the scheme below:

Note that AO4 also assesses candidates' quality of written communication. When deciding on the AO4 level to be awarded, consider the degree to which the candidate orders and communicates his/her ideas.

Level	Descriptor	Marks	Assessment Objective
E3	Judges the likelihood of success in regaining the confidence of the staff and prioritises a range of evidence from Item C . Ideas are communicated in a coherent structure with consistent and appropriate use of technical terms. There are few errors in accepted conventions of written communication.	6–7	AO4 and Quality of written communication
E2	Judges with some justification, the likelihood of success in regaining the confidence of the staff and prioritises some evidence from Item C . Ideas are communicated using a logical structure, with some appropriate technical terms. There are occasional errors in accepted conventions of written communication.	3–5	
E1	Identifies the issues which will affect the likelihood of success in regaining the confidence of the staff and prioritises some evidence from Item C . Ideas are communicated with some structure evident with occasional use of appropriate technical terms. There are some errors in accepted conventions of written communication.	1–2	