AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Applied Business 8616/8619

BS12 Managing People

Mark Scheme

2007 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

	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	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: • 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. The assessment of the quality of written communication is included in Assessment Objective 4.

1 **Total for this question: 22 marks**

(a)	Using **Item A**, describe **two** management roles which Sarah fulfils in the business.
	(4 marks)

For each part:

One mark for identifying a management role and one mark for development.

Selects two of:

- planning/forecasting
- organising/coordinating/controlling/commanding
- monitoring/evaluation/reviewing/checking up
- reporting/briefing.

Describes the role managers perform. Reporting and monitoring are specifically flagged in the item.

(b)	Reserve B has discovered a rare wild plant and wants to protect it.
	Using **Item A**, explain how the Reserve Manager might deal with this within the organisation's matrix structure. (6 marks)

Level	Descriptor	Marks	Assessment Objective
3	Explains how in this situation two or more managers with different roles or skills collaborate to make decisions.	5–6	AO3
2	Describes how in this situation two or more managers with different roles or skills collaborate to make decisions.	3–4	AO2
1	Identifies how the Reserve Manager might deal with this situation.	1–2	AO1

Relevant answers might include the following:

- in such a structure decisions are made by cross functional teams
- in this case the Reserve Manager will seek the advice of the national specialist plants adviser in making decisions about the protection of the plant
- how to manage the discovery will thus be a decision made jointly by the Reserve Manager and a subject expert
- Sarah's role as Chief Executive is to oversee the team which makes the decision.

(c) (i) Using **Item A**, analyse why the expansion of WRT is causing problems for Sarah.

(6 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses why the expansion would be causing a problem for Sarah.	5–6	AO3
2	Explains why the expansion of *WRT* is causing problems for Sarah.	3–4	AO2
1	Identifies why the growth of a business can create problems for managers.	1–2	AO1

Relevant answers might include the following:

- as the organisation has grown Sarah has had more and more people to supervise and support
- in addition to 10 managers who report directly to her, she also has to keep her trustees happy and informed
- this is a very wide span of control and Sarah will be finding it hard as the item states to manage everything and to allow enough time for managers to talk to her.

(ii) Suggest how Sarah could deal with one of the problems caused by the expansion of WRT. *(6 marks)*

Level	Descriptor	Marks	Assessment Objective
3	Analyses how the proposed solution might rectify the problem.	5–6	AO3
2	Explains how the approach proposed would help to solve the problem.	3–4	AO2
1	Identifies a way in which Sarah could address the problem.	1–2	AO1

To address the problem Sarah will have to find a way to reduce her span of control.

Relevant answers might include the following:

- introducing an assistant Chief Executive to work alongside her who would manage some aspects of the Trust for her
- or grouping the reserves together with a lead Reserve Manager to oversee each group of reserves – in many organisations this would be achieved by creating two or more regions of reserves each with a Regional Manager.

The more reserves the Trust creates the more pressing this issue will become.

2   **Total for this question: 26 marks**

(a)	*The Reserve Managers need technical skills to fulfil their management roles successfully. Identify and describe **two** other management skills that they should have.*
	(6 marks)

Apply the marking grid below twice.

Level	Descriptor	Marks	Assessment Objective
2	Describes a skill in context.	2–3	AO2
1	States a skill needed.	1	AO1

Key skills might include:

- the management of the volunteers (organisation and supervision) to ensure that the main workforce is motivated
- skills in organisational management (planning, monitoring and reviewing and reporting)
- interpersonal skills/people skills.

Candidates need to explain how these skills would be important in managing the reserves successfully.

(b) Using **Item B**, analyse the factors which motivate the volunteers to work for WRT. Use motivational theory to support your analysis. (8 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses the factors that motivate the volunteers at *WRT* using motivational theory.	7–8	AO3
2	Explains the factors that motivate the volunteers at *WRT*.	4–6	AO2
1	Describes the factors that motivate the workers or describes factors in context.	1–3	AO1

Relevant answers might include the following:

- the volunteers will not be motivated by basic needs such as pay as they have pensions or incomes from other sources
- they will, however, probably expect good workplace conditions and the provision of appropriate safety and work equipment
- they will also expect professional management and management indecision or lack of focus will annoy and frustrate them
- other than this all their motivation will be based on higher level needs such as:
    - ego, self-esteem and empowerment
    - workplace, friendship and the sense of belonging
    - doing something they value
    - learning new skills
    - doing something which they feel makes a difference.

Their positive motivation is thus all based on the mid and higher levels in Maslow's hierarchy or the motivators side of the Two Factor Theory.

(c) Discuss why a consultative approach might be more successful in managing the volunteers who work on the WRT reserves. (12 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses why a consultative approach might be successful in managing the volunteers.	4–5	AO3
2	Explains the principles of a consultative approach to the volunteers in **Item B**.	2–3	AO2
1	Identifies some features of a consultative approach.	1	AO1

Relevant answers might include the following:

- the volunteers do not need to work at *WRT*
- they have secure incomes from elsewhere and thus they need to feel involved to help their motivation
- the item also states that many of them have lots of management experience and previously had professional jobs, they would thus be used to being involved in decision making
- they would feel that they had ideas which could help the reserves and be enthused by being allowed to be involved in decision making.

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	Evaluates the suitability of a consultative approach. 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 an aspect of the suitability of a consultative approach. 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 advantage(s) and disadvantage(s) of a consultative approach. 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: 32 marks**

(a)	*If Stephen's proposal for the shelf stackers was implemented, explain what type of decisions would be made by:*	
	the Senior Shelf Stackers	*(4 marks)*

Level	Descriptor	Marks	Assessment Objective
2	Explains what these decisions mean in practice.	2–4	AO2
1	Identifies the decision(s) they can make.	1	AO1

The Senior Shelf Stackers will be allowed to:

- make operational (day to day) and tactical decisions to plan how it is best to undertake the job
- they will be able to be proactive in addressing the most pressing jobs and not just be governed by the computer as before
- supervise junior staff and so will have the right to make operational decisions for them.

	the Junior Shelf Stackers	*(4 marks)*

Level	Descriptor	Marks	Assessment Objective
2	Explains what these decisions mean in practice.	2–4	AO2
1	Identifies the decision(s) they can make.	1	AO1

The Junior Shelf Stackers:

- will only make routine decisions which do not have any long-term impact as they will still be required to follow the work list on the computer printout
- will still not be able to decide what needs to be done, only the detail of the order in which to do it
- all their decisions are thus routine operational decisions.

(b) To what extent might the attitude of Lucy Parker towards delegating decision making be justified? Use **Item C** to illustrate your answer. (12 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses Lucy's attitude towards the staff.	3–5	AO3
2	Explains Lucy's attitude towards the staff.	2	AO2
1	Identifies some features of Lucy's attitude towards the staff.	1	AO1

Lucy's concern may be valid on one level in that:

- there always tend to be teething problems when devolution of decisions is first tried
- staff and managers both need time to adapt to the new situation in which they find themselves
- she may also be correct to speculate that in the short term the staff may make some mistakes in restocking which will affect customer satisfaction and potentially sales.

However, it could also be argued that the staff:

- can be responsive to customer needs if given the chance
- that allowing them to think for themselves will make them feel more valued and trusted
- if successful this will increase staff satisfaction and hence performance
- ultimately leading to more satisfied customers and higher sales.

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	Evaluates Lucy's attitude towards delegating the decision and prioritises a range of evidence. 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 an aspect of Lucy's attitude and prioritises some evidence. 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	Supports answer showing some judgement in context and prioritises some evidence. 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) Discuss the extent to which it might be difficult for the Senior Shelf Stackers to exercise authority over the Junior Shelf Stackers as proposed. (12 marks)

Level	Descriptor	Marks	Assessment Objective
3	Analyses potential problems which might be caused by allowing the Senior Shelf Stackers authority over their colleagues as proposed.	3–5	AO3
2	Explains potential problems which might be caused by allowing the Senior Shelf Stackers authority over their colleagues as proposed.	2	AO2
1	Identifies a potential problem in relation to the Senior Shelf Stackers authority.	1	AO1

The Senior Shelf Stackers:

- will not be used to supervising staff
- will therefore potentially lack the skills to do so
- as most of them are only temporary staff they will also be less experienced than would normally be the case for such positions
- may lack power in the eyes of the junior staff due to lack of experience, expertise or charisma having not fulfilled these roles before.

The Junior Shelf Stackers may:

- also resent their peers managing them and may feel that they can do a better job
- there is a danger of confusion between what the computer tells the junior staff to do and what the Senior Shelf Stackers suggest.

On balance it depends on:

- how the new system is introduced
- the individuals involved
- some Senior Shelf Stackers will probably be more successful due to a better style of management or attitude at the role.

Please turnover for AO4.

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	Evaluates the ability of the Senior Shelf Stackers to exercise authority. 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 the ability of the Senior Shelf Stackers to exercise authority. 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	Supports a viewpoint showing some judgement. 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	