

Pearson BTEC Level 3 Nationals Diploma, Extended Diploma

**May 2019**

Paper Reference **31588H**

**Business/Enterprise and Entrepreneurship**  
**Unit 6/12: Principles of Management**

**Part A**

**You must have:**

Calculator, note paper and pen

### Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** is given to learners one week before **Part B** is scheduled. Learners are advised to spend approximately six hours on **Part A**.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **Part B** materials must be issued to learners during the period specified by Pearson.

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## Instructions to Teachers/Tutors

This paper must be read in conjunction with the unit information in the specification and the *BTEC Nationals Instructions for Conducting External Assessments (ICEA)* document. See the Pearson website for details.

Learners should familiarise themselves with the specific case study given in this **Part A** booklet.

Learners are advised to spend approximately six hours on **Part A**.

Centres must issue this booklet at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetabled slots will be used for some or all of the preparation.

Learners are **not** permitted to take notes or any other materials into the supervised **Part B** assessment period.

The supervised assessment for **Part B** will take place in a timetabled period specified by Pearson.

Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Learner work for **Part B** must be completed on a computer.

Refer carefully to the instructions in this **Part A** booklet and the *BTEC Nationals Instructions for Conducting External Assessments (ICEA)* document to ensure that the preparatory period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

### Instructions for Learners

Read the Set Task Brief and **Part A** Set Task Information carefully.

In **Part B** you will be asked to carry out specific written activities, under supervised conditions, using the information in this **Part A** booklet.

At all times you must work independently and must not share your work with other learners.

Your teacher/tutor will clarify when you can undertake your preparation.

Your teacher/tutor must not give you guidance on the Set Task Brief or **Part A** Set Task Information.

Your teacher/tutor must not give you feedback on your preparation.

### Set Task Brief

You are a researcher for a management consultancy, which has been contracted by *Cookson Chemist Ltd (CCL)*.

Your manager has asked you to support her preparations before a meeting with the directors of *CCL*.

Your manager has sent you the text and data contained in the **Part A** Set Task Information. She has asked you to familiarise yourself with this information and will contact you next week when she finalises the tasks she needs you to complete.

Your manager has advised you to spend around six hours on this preparation.

## Part A Set Task Information

### Change

Organisational change occurs for a number of internal and external reasons. These include takeovers and mergers, changes of leadership, new technology, high staff turnover and business performance. Change is not always successful.

Research into initiatives that aim to deliver organisational change demonstrates that such initiatives have varied results. One survey found that only 25% of such initiatives relating to organisational change succeeded over the long term. Other research quotes success rates of similar initiatives ranging from 55% to 70%. However, management experts all agree that successful change relies on effective planning.

Change is necessary if a business is to continue to operate and be successful. However, organisational change, in particular, causes a lot of anxiety for businesses, including management, employees and other stakeholders. Organisational change will fail if not planned and managed effectively. The best outcomes result in organisations that meet the objectives of all their stakeholders.

Employees often resist change, usually because they are afraid of the unknown and the possibility of losing their jobs and income. Research into change in one large organisation asked employees to say whether or not certain factors influenced their response to change. Some of the outcomes of this research are given in Figure 1.

**Factors influencing employees' response to change**

Factor	Yes	No	Don't know
	%		
I understand the changes that I am being asked to make	50	44	6
I agree with the changes	35	39	26
I feel I need to protect my colleagues	65	15	20
I have had poor experience of past changes	40	53	7
There are too many changes	49	47	4

**Figure 1**

To be successful, organisational change must involve employees from the start of the planning process.

Organisations often plan to reduce the workforce when implementing change. Making staff redundant is not an automatic outcome of organisational change. There have been examples of successful change without a reduction in the number of employees. Owners and employers must consider whether or not reducing staff numbers will make the company more efficient.

In many of the cases where roles became redundant there were no cuts in staff numbers because there was redeployment within the organisation. Cutting staff does not always

result in a reduction in costs. One of the other impacts of redundancy is that it can also reduce motivation. Employees often say that they like their job because of the people they work with and, if these people leave, it will impact on the motivation of those who remain.

Research into organisational change that resulted in redundancies showed that the change was not always successful. Some of the outcomes of this research are given in Figure 2.

<b>Outcomes of organisational change that resulted in redundancies</b>
Costs of redundancies and change management were often greater than salary savings
56% of employees reported a loss of motivation following redundancies
51% of employees reported doubts about whether the correct people were chosen for redundancy
48% of employees reported a loss of respect for their employer
Productivity increased in 20% of organisations surveyed
65% of employees reported that the change was badly communicated to them BUT 63% of employers/owners reported that the change was clearly communicated to employees

**Figure 2**

When deciding which staff will go into a redundancy pool, organisations use data on staff performance, skills and expertise. This information will nearly always be collected at performance appraisal. However, many employees say they are unclear about the reasons for the choice of people who are made redundant.

There have been recent changes in the way a number of organisations, both multinationals and small and medium-sized organisations, conduct their performance appraisals. There is a growing movement away from annual performance appraisals towards the development of continuous performance management. This includes weekly 'check-ins' and 'on-the-job conversations'. Organisations leading the way in changing performance appraisal include Adobe, Deloitte and Google.

Some organisations are combining regular 'on-the-job conversations' with less structured annual reviews. General Electric is one of these organisations and calls these conversations 'touchpoints'.

Organisations that have changed their approach to performance appraisal have reported increased productivity and performance. Adobe reported a decrease of 30% in voluntary staff turnover.

### **Cookson Chemist Ltd (CCL)**

*CCL* is a small regional chain of chemist shops with its headquarters in Shirevale. *CCL* was originally set up by James and Victoria Cookson. Its shares are now owned by family and friends of Nick Cookson, the current Managing Director. Two other directors manage the company with Nick.

Over an 18-month period *CCL* expanded by taking over independent chemist shops in local towns and villages. *CCL* now has 11 shops including the main shop in Shirevale. As part of the expansion plans an online prescription ordering service was introduced. A prescription delivery service to customers' homes or local shops was introduced at the same time. This service is run from *CCL*'s headquarters in Shirevale.

The expansion through takeovers and the introduction of the online prescription ordering service resulted in restructuring changes within *CCL*. These included:

- a reduction in the number of senior pharmacists
- a reduction in the number of shop manager roles
- a reduction in the number of shop assistant roles
- an increase in the number of pharmacists
- an increase in the number of delivery driver roles
- the introduction of one senior pharmacist based in the Shirevale shop
- the introduction of one deputy senior pharmacist based in the Shirevale shop.

Each of the other 10 shops now has one pharmacist. The larger shops will also have a shop manager. In the smaller shops, the pharmacist will also act as the shop manager.

At the time of the restructuring, the directors of *CCL* used the information from the previous two annual performance appraisals to help them decide which staff would be made redundant and/or offered redeployment within the company.

This approach was problematic because of the way the performance appraisals had been implemented. Problems included:

- some appraisal records were missing
- some appraisal records were not fully complete
- some appraisal records were more detailed than others
- some employees had not received any feedback after the appraisal
- there was an inconsistent approach to implementing the appraisal process by managers
- employees approached the performance appraisal process differently.

The restructuring was not popular with the employees. They felt that the reasons for the change, the need for the reorganisation of staff and the final staffing structure were badly communicated to them.

Nick Cookson and his two fellow directors thought that the letters sent to staff and the notices on the staff notice boards in each shop clearly communicated the reasons for the reorganisation and the new structure that was to be put in place.

The restructuring process caused a period of uncertainty among staff. The staff also experienced a loss of motivation and a loss of trust in Nick Cookson and his two fellow directors. There was an increase in voluntary staff turnover, including the loss of pharmacists. *CCL* then had unexpected recruitment and selection costs.

There were other additional costs, including:

- relocation costs for the senior pharmacist and deputy senior pharmacist
- training costs for pharmacists who also became shop managers
- training costs for delivery driver roles.

A number of the staff who retained their job roles had originally been employed in the shops before the takeover by *CCL*. Some of these staff were not very flexible and were resistant to any change in their job role.

Recently Nick Cookson has refitted part of the Shirevale shop as a section selling cards, gifts and glassware. This has proven to be a success and Nick now wants to introduce similar sections into each of the 10 other shops. This development will impact on current job roles and will involve another restructuring.

Nick is aware of the problems associated with his last restructuring. He has contracted your management consultancy to help with the planning of this change.

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Pearson BTEC Level 3 Nationals Diploma/Extended Diploma

**Tuesday 7 May 2019**

Supervised hours: 3 hours

Paper Reference **31588H**

**Business/Enterprise and  
Entrepreneurship**

**Unit 6/12: Principles of Management**

**Part B**

**You must have:**

Calculator, note paper and pen

### Instructions

- **Part A** will have been used in preparation for completion of **Part B**.
- **Part B** contains material for the completion of the set task under supervised conditions.
- **Part B** must be undertaken in 3 hours during the date and time and under the conditions specified by Pearson.
- **Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series. It is to be issued at the beginning of their timetabled supervised period.
- **Part B** should be kept securely until the start of the 3 hour supervised assessment period.

### Information

- The total mark for this paper is 88.

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## Instructions to Teachers/Tutors and/or Invigilators

This booklet must be read in conjunction with the unit information in the specification, the Administrative Support Guide for the unit, and the *BTEC Nationals Instructions for Conducting External Assessments (ICEA)* document. See the Pearson website for details.

The **Part B** set task is undertaken under supervision in a single session of three hours on the timetabled day specified by Pearson. Centres may schedule supervised rest break(s) during this session.

Centres must schedule all learners in the same session and must release **Part B** to individual learners only for their scheduled sessions.

Learner work for **Part B** must be completed on a computer.

All learner work must be completed independently.

Each learner's work must be authenticated by the learner and the teacher/tutor and/or invigilator using the authentication form provided in the Administrative Support Guide for this unit before being submitted to Pearson by the teacher/tutor and/or invigilator.

Refer carefully to the instructions in this booklet, the Administrative Support Guide for the unit, and the *BTEC Nationals Instructions for Conducting External Assessments (ICEA)* document to ensure that the assessment is supervised correctly.

Learners must not bring anything into/take anything out of the supervised environment that is not specified in the Administrative Support Guide for this unit.

Learners are **not** permitted to take notes into the **Part B** supervised assessment.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

### Maintaining security

- During supervised assessment periods, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- During any break materials must be kept securely.
- Learner work must be backed up regularly.
- Any work learners produce under supervision must be kept securely.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

### Outcomes for submission

Each learner will submit:

- a report
- a presentation with speaker's notes.

A fully completed authentication sheet must be submitted by each learner.

## Instructions for Learners

Read the **Part A** Set Task Information carefully.

This session is three hours.

Your teacher/tutor and/or invigilator will tell you if there is a supervised break.

Plan your time carefully.

You have prepared for the set task given in this **Part B** booklet.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and you must not share your work with other learners.

### Outcomes for submission

You will need to submit the following documents on completion of the supervised assessment period:

- a report
- a presentation with speaker's notes.

A fully completed authentication sheet must also be submitted.

## Set Task

**You must complete BOTH activities.**

### Activity 1

With reference to the information and data in the **Part A** Set Task Information, you are to prepare a report for your manager to give to the owners of *Cookson Chemist Ltd (CCL)*.

Your report should:

- show your understanding of the need to manage the proposed change at *CCL* successfully, including the factors and stakeholders that will influence this change
- make recommendations about the actions *CCL* needs to take to manage the proposed change.

The report should be word processed and in a minimum size 12-point font.

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**(Total for Activity 1 = 44 marks)**

### Activity 2

With reference to the information and data in the **Part A** Set Task Information, you are to prepare a presentation for your manager to give to the owners of *CCL*. The presentation must be accompanied by speaker's notes/script.

The presentation should:

- show your understanding of the purpose, types and impact of performance appraisals that *CCL* could use
- recommend improvements that *CCL* could make in its performance appraisal processes.

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**(Total for Activity 2 = 44 marks)**

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**TOTAL FOR PAPER = 88 MARKS**

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