Unit 6: Principles of Management – sample mark grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which the marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1 - a report for Catherine Emile to present to the Board of Directors at Lilidays Centre.
Your report should:
- show your understanding of the ways management and leadership functions have
been carried out at Lilidays Centre and the impact on achieving its business goals

AO1: potential data/ information –

Current Issues: Broadly - programme tired and dull, venue not covering operating costs and needs to make a profit, managing director too busy

Specific analysis

- Board of Directors feel programme is tired and dull directly linked to MD being too busy to consider a diverse programme and new ideas. Has adverse effect on achievement of Goal 1.
- Table 1 analysis would show that the number of shows in both halls is reducing year on year, though follows a similar trend of being busier in the winter and early summer quarters. Not only is the number of shows reducing, the average number of visitors is dropping each year, which backs up the view of the Board and challenges Goal 4.
- Table 1 figures show an increase in visitor numbers (but not shows) in Oct-Dec 2017 and Jan-Mar 2018 in both venues. Likely reason that the venue was taken over by the new owner in September 2017, so extra publicity regarding the change of ownership would have drawn more customers in for six months. This reverted back to numbers reducing further, after the six month period. Challenges Goal 4.
- Table 1 - those who want to calculate it could establish that ticket sales have dropped 14% in 2 years. Adverse achievement of Goal 4.
- Catherine and senior management team well-respected by owner, promoters and staff. Known to work hard and be passionate about the business, inferring that the business culture is one of working hard and caring for customers and promoters. Insufficient time to network and identify new shows. Impact for Goals 1 and 3.
- Management style - hands on approach - very transactional. Customer focused approach - management style influences staff to follow this approach. Working as the recent customer survey score very high customer satisfaction ratings. Positive achievement of Goal 2.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Information/data analysis and interpretation	0	1–3	4–6	7–9	10–12
	No rewardable material.	• References will be made to the case study but they will lack detail and relevance to the context. • Analytical approach is limited and any conclusions provided are generic.	• References will be made to the case study but in places will lack direct relevance to the context. • Analytical approach leads to conclusions being provided but may lack balance and/or relevance in places.	• References will be made to the case study which are relevant to the context. • Detailed analytical approach leads to relevant and balanced conclusions.	• Sustained references will be made to the case study which are entirely relevant to the context. • Detailed analytical approach leads to entirely relevant and balanced conclusions.

AO2: Potential principles:

Key principles of management: (A1, A3, maybe A2, B1, B2)
- Catherine is highly transactional leader - getting job down, processes and procedures, short-term goal focused - explains high praise from all.
- Catherine's focus is on the management functions but not the leadership functions - nobody is focusing on the leadership side, so the business is going backwards.
- Uses delegation to ensure tasks are achieved (staff generally type Y workers) but without longer-term strategy, it limits the ability to use Management by Objectives to achieve all the goals.
- To improve business Catherine needs to become transformational - considers bigger picture, strategic view towards greater goals, Long-term goals. Targets to push employees to aspire to greater things.
- If more transformational, Goal 1 of having a more varied and current programme could be achieved, which would also support goal 4 of 5% profit margin, as the programme would become more attractive and inclusive to the whole community
- Catherine seems to be fulfilling an action-centred approach as she is highly focused on achieving the short term task (with the exception of setting longer-term strategy), managing the group (promoters are happy with senior staff) and managing individuals (delegates responsibility well). Contributes to great customer experience.
- Catherine uses good situational and contingency leadership skills in managing staff - she delegates to highly competent staff members whilst giving time and guidance to less competent staff who need more support to do their job well. All contributes to great customer experience.
- Business culture - seems very positive and customer-centric. Management style welcomed by promoters who see managers as driven, determined, aiming for smooth processes, passionate. Excellent place to move forwards. Staff model the way that management act, positively affecting customers who rate their service highly and 'feel part of the family'
- Good positive values or ethos
- Students might identify Catherine as
  - a transactional leader (path-goal theory Robert House to adapt behaviour to suit situation and employees abilities, or Vroom - changing behaviour to cover gaps in and introduce contingencies to make business run smoothly) or
  - a charismatic leader (pushes boundaries, engages and motivates people through personal attitude and approach to business).
- Leadership styles
- Students might look at functions of leadership being lacking (envisioning, determining best path/route to achieve success).
- Students might look at management skills (motivating, team-building, leading by example, valuing and supporting others)

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Key principles of management	**0**	**1–3**	**4–6**	**7–9**	**10–12**
	No rewardable material.	• Learners provide some key management principles but there is little development/ explanation relevant to context.	• Learners provide relevant key management principles, with development/ explanation relevant to context and business goals.	• Learners provide relevant key management principles, with clear linkage to context and business goals.	• There is comprehensive coverage of relevant rationalised key management principles in context and linked to business goals.

AO3: Recommendations/ suggested approaches:

At basic level: students should following the proposal that
- Catherine takes standard leadership functions (inspiring, energising, influencing stakeholders, envisioning, determining best path/route to achieving success) and
- Alex takes standard management functions (planning, organising, coordinating, controlling, monitoring, delegating). (A2)

Higher grades could be achieved through bringing these into reality eg influencing stakeholders would be networking with those in the entertainment industry to identify the new shows and concepts in entertainment and becoming a leading venue to launch these types of shows, pushing Goal 1 and ultimately Goal 4. Potentially it could go beyond the immediacy of changing roles, into the future, when Catherine has envisioned and passed the strategic direction down to Alex to make happen. Ideas to improve Goal 2 (promoter/customer satisfaction). Ideas to support Goal 3 through inspiring and energising

Students could add B2 - Management and leadership skills (setting objectives, motivating, decision making, leading by example, team building, valuing and supporting others).

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Suggested alternative management approaches	**0**	**1–3**	**4–6**	**7–9**	**10–12**
	No rewardable material.	• Suggested alternative approaches to management are generic and/or unrealistic in the context of the scenario. • Any justifications for alternative approaches are limited in the context of business goals.	• Suggested alternative approaches to management are appropriate but may occasionally be generic and/or unrealistic in the context of the scenario. • Justifications for alternative approaches are provided and generally in the context of business goals.	• Suggested alternative approaches to management are appropriate and applied mostly in context. • Justifications for alternatives offered are mostly balanced and in the context of business goals.	• Suggested alternative approaches to management are entirely appropriate and applied in context. • Balanced justification for alternative suggestions made and in context of business goals.

AO4: Usually - Introduction, scene setting, issues, possible solutions, recommendations, conclusions
OR, Introduction, scene setting, issue 1, possible solution 1, issue 2, possible solution 2, etc., recommendations, conclusions
Does it flow logically?
Main principles covered?
Communication errors – 4 is not perfect but not intrusive
Management terminology used?
No, few, some, lots (reverse for communication errors)

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Structure/ Presentation	**0**	**1–2**	**3–4**	**5–6**	**7–8**
	No rewardable material.	• The response lacks structure, with isolated references to management principles and/or concepts. • Contains many communication errors. • Uses generic management terminology of limited relevance.	• The response has a basic structure and attempts to apply relevant management principles and/or concepts. • Contains occasional communication errors. • Contains references to appropriate management terminology.	• The response has a logical structure and applies a variety of relevant management principles and/or concepts. • Contains few communication errors. • Uses relevant management terminology.	• The response is well written and has a logical structure. Applies a variety of relevant management principles and concepts. • Contains no communication errors. • Appropriate management terminology is used throughout.

Activity 2: potential data/ information:

A presentation to be given by Catherine Emile to Lilidays' Board of Directors.

Your presentation should:

-       show your understanding of how the introduction of different types of employment contract will impact on Lilidays Centre achieving its business goals

AO5: General:

Current Issues: Broadly - venue not covering operating costs and needs to make a profit, contract types currently used mainly full-time and part-time, moving to subcontracted and zero hours for some staff. Possible implications on customer service and absenteeism

Specific analysis
- Same staff employed for many years - assumed they work hard and are passionate, as customer service rating and staff survey results indicate an enjoyment of working there.
- Going to face a period of uncertainty with new contracts
- Possible impact - Table 2 uses Heron Theatre figures for analysis to show that IF NOT WELL MANAGED, staff with zero hours contracts may be more prone to sickness absence.
- Table 3 with Table 2 indicate that sickness absence in theatre/entertainment is less than national average for full-/part-time employees. May be because they are naturally more engaged with the industry (work in theatre because you love the vibe).
- Table 4 indicates that customer satisfaction with staff at Heron fell post change to zero hours. Friendliness and helpfulness remained low - less caring due to personal situation. Efficient service dipped then regained ground, possibly because it is easier for coerce staff to be efficient, than to be friendly and helpful, if they are unhappy with their new contractual arrangements.

Few/ if any references & no detail, some references lacking detail, regular references, sustained references

Generic, partially generic, relevant, entirely relevant

No conclusions, Lacks balance in conclusions, balanced conclusions, balanced conclusions

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AO6: Potential principles:

- Theory around flexible workforce (cuts costs, drives efficiency). Especially supports Goal 4 - achieve 5% profit margin.
- Full-time contracts (benefits/disadvantages)
- Part-time contracts (benefits/disadvantages)
- Zero hours contracts (benefits/disadvantages)
- Sub-contracting (benefits/disadvantages)
- Impact - on business culture when contracts change and staff are unhappy (can we maintain excellent customer service levels, promoter confidence, staff survey results? And keep on track with Goal 2 - maintain excellent customer service)
- Impact - on business culture when staff work for different organisation - can they retain the values/ethos of business?
- Impact - conflict between staff - management on different contract type than front of house staff. Some teams on different contract types.
- Culture and motivation
- Leadership styles
- Staff retention and staff satisfaction
    - make recommendations about how employee engagement with business culture can
    - be maintained and improved after new employment contracts are introduced.

Little or no development, some development, developed
Generic, some application, applied, fully applied
Not linked to goals, some links to goals, clear links to goals, good links to goals

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AO7: Recommendations/ suggested approaches:

- Create new vision - share with staff
- Embed organisational values - how?
- Management practice to celebrate positive contribution to the business goals (eg incentives to work harder, awards to celebrate individuals, initiative to praise team achievement.
- Team building to ensure all teams are on board
- Acknowledgement of different contract types creating differences in how staff on different contracts feel about organisational culture - how to manage so that all staff feel valued?

- Credit recommendations to contracts - zero hours, sub contracting, part time contracts
    - staff rotas in advance
- Impact on the business goals - employee engagement
- Impact on the business culture
- Policies and procedures
- Credit recommendations to attract new events, new customers, more diverse target market - advertising, networking - linked to Catherine's new more strategic role
- Justified

If just do culture they can get to the top of MB4 but if they only make recommendations to contracts then capped at top MB2

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