

L3 Lead Examiner Report 1901

January 2019

**L3 Qualification in Business/
Enterprise and Entrepreneurship:
Principles of Management
31588H**

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January 2019

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A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

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Unit 6/12 Principles of Management

| Grade | Unclassified | Level 3 | | | |
|---------------|--------------|---------|----|----|----|
| | | N | P | M | D |
| Boundary Mark | 0 | 16 | 32 | 51 | 70 |

Introduction

Unit 31588H Principles of Management is a Mandatory unit in the Diploma and Extended Diploma in Business and the Extended Diploma in Enterprise and Entrepreneurship.

This was the third opportunity for learners to take the external assessment set task for this unit.

The assessment is based on a case study that is issued in Part A pre-release one week before the supervised assessment. Part B contains the two activities set on the case study and is issued at the start of the supervised assessment. The pre-release period enables learners time to identify and understand the issues that the company's management have to face. It gives the learner the opportunity to familiarize themselves with the issues, the organisation, and the relevant sector.

The Part A pre-release case study involved a medium sized IT Cloud services company, *Anvil Cloud Ltd*, with organisation information. The case study also included benchmarking information relating to Google. There was also reference to the '*White paper: Engaging Generation Me: Competitive advantage through employee experience*'.

There are two activities in Part B. Activity 1 required learners to prepare a report on the need to manage motivation at *Anvil Cloud Ltd*. It also required the learner to make recommendations about effective financial and non-financial motivators for *Anvil Cloud Ltd*. Activity 2, a presentation, focused on the skills requirement issues that face management and leadership at *Anvil Cloud Ltd*. It also required the learner to recommend the actions to be taken to have effective financial and non-financial motivators at *Anvil Cloud Ltd*.

The assessment of the unit is based on 4 assessment focuses which are applied twice, once to the written report and once to the presentation. Each activity is marked out of 44 marks, giving a total of 88 marks for the set task. The assessment focuses are:

- Information/ data analysis and interpretation – 12 marks

- Key principles of management – 12 marks
- Suggested alternative management approaches – 12 marks
- Structure and presentation – 8 marks

Learners completed the assessment using a computer. Scripts were submitted as print outs or electronically on a USB memory stick.

A small number of centres submitted work without including signed authentication sheets and/or mark summary sheets. Centres are advised to review the administration guide for this unit which is available on the BTEC subject pages prior to submitting work to ensure that all administrative requirements are met.

Introduction to the Overall Performance of the Unit

Learners attempting this set task achieved between 0 and 85 marks out of the 88 available.

Learners took different approaches to the assessment. The majority of learners answered the two activities and produced a written report on motivation and employee engagement and a presentation on skills requirements and methods of filling skills gaps. However, some learners took an incorrect approach; having completed activity 1 they then produced a synopsis of that activity as a presentation for activity 2. This meant that most of the marks for activity 2 were not available to these learners. Learners who gave detailed speaker's notes on motivation but did not address skills requirements and filling skills gaps were limited to the top of mark band 2 across the assessment focuses for activity 2.

Many learners completed activity 1 using a word processing package such as Word and presentation software, such as PowerPoint, for activity 2. A small number of learners produced a presentation using word processing software whilst others, having produced slides in presentation software, word processed their speaker's notes. Some learners submitted only their speaker's

notes/script. This limited achievement on assessment focus 8. A very small number of learners only attempted activity 1.

Most learners had made an attempt to answer both activities. The majority of learners did limit their answers to motivation, financial and non-financial motivators, employee engagement and skills requirements. However, a number did try to include leadership and management styles, organisational structures and roles, and change management and wasted valuable time in writing about these topics.

A number of learners made assumptions about the company such as its CEO having an autocratic leadership style, it being a failing company, no managers besides the CEO being in place, lack of motivation of current staff and low productivity. None of these were aspects of the given information in the case study. Learners must focus on the given study and not add to it.

Some learners did not understand that not all organisations have an organisational structure that includes separate managers for all functions and that in many SMEs, management functions are carried out by the owners. A number of learners assumed that there was no one in charge of human resources or employee engagement as no human resources manager was listed in the workforce structure. Some did however, identify from the *'Engaging Generation Me'* that this function may be carried out by the Executive Board.

A major issue across both activities was that learners failed to apply their knowledge to the sector, organisation and organisational goals/objectives in the case study

A number of learners spent a lot of time copying out the case study into their answers but then not exploring it in relation to the activities. Some learners re-iterated case study information and data, and commented on the issues

they found without analysing the information in relation to the topics in the activities.

Some learners provided good answers linked to the organisation and its goals/objectives. These learners gave recommendations appropriate for a medium sized company, commenting that *Anvil Cloud Ltd* could not simply replicate Google due to difference in size of the organisations. These learners also used the quantitative management data effectively, correctly interpreting the way that staff turnover rates are reported on. These learners often made use of the '*White paper: Engaging Generation Me: Competitive advantage through employee experience*'.

Learners from some centres spent time producing a front cover to their report, and others produced Contents pages. This did not add to the marks for assessment focus 4, Structure/presentation.

It was evident from the structure of both the reports and presentations that the majority of learners had been well prepared for the set task.

Activity 1

Assessment Focus 1: Information/ data analysis and interpretation

The quality of the answers in this assessment focus varied in depth and relevance. When it was done well, the links to the case study were good and made sense and learners used the links well. However, at the lower end of the bands, context sometimes was an issue, with statements that were not supported and therefore not analytical preventing learners from accessing higher marks.

The majority of the learners made references to the case study which covered Anvil Cloud Ltd, Google and '*The White Paper: Engaging Generation Me*'. Most learners referenced staff turnover data, intern turnover, the competitive market, the salary ranges, and benchmarking to Google. Learners managed to relate these references to the activity. However, many learners did not comment of the different sizes of Google and Anvil Cloud and the impact this would have on what they both did to engage staff.

Many learners performed well on this assessment focus, however some focused so much on packing their report with analysis from the case study that they left little time for providing key principles of management or recommendations.

Most candidate referred to the poor labour turnover but no always in the context of a competitive market. Some candidate attributed high staff turnover on poor management or poor leadership which was not indicated in the case study. Many learners attempted to calculate average staff turnover rates, with and without interns. A number calculated these rates incorrectly.

Some candidate commented on the link between higher salaries and lower turnover rates and the Junior graphic designers with lower salaries and higher turnover rates. This was often, incorrectly, attributed to lack of motivation rather than competitive market at the higher skills end of the market.

Most candidates referred to the poor labour turnover but no always in the context of a competitive market. Some candidate attributed high staff turnover on poor management or poor leadership which was not indicated in the case study.

Overall, learners correctly analysed the issues affecting Anvil Cloud, the fact that retention of staff/turnover rates were poor and that this related to motivation of staff to want to stay in the company. Most learners discussed this in context of the business being competitive and some were able to take this further by linking this part of the IT industry as being one where a competitive industry means that businesses must compete to recruit and retain good, qualified staff.

There were some instances where learners used the case study to fully construct their report, and used all references made in the case study to bolster their report. This did not always lead to balance conclusions being made and, in some cases, recommendations not being made, as the learner obviously ran out of time.

Although most learners made references to the case study few developed their analysis of these references to produce relevant and balanced conclusions.

Few learners referenced the location of Reading being the “Silicon Valley” of the UK.

Those learners who performed well on this assessment focus attempted to pull together several points from the case study and make correct conclusions from these references.

From the analysis from the figures it shows that Anvil Cloud Ltd have a high staff turnover as a lot of staff are leaving annually. It suggests that the employees are not leaving because of financial reasons like their salary but for non-financial reasons. Anvil Cloud have a problem with their employee experience and they need to solve it. Currently it shows that Pam is using financial motivators to motivate the staff this shown by the high salaries that is given to the employees. This is not motivating the staff as there is a high staff turnover and they are leaving because of the experience.

However, some learners added to the case study making unsupported assumptions about leadership styles:

“Anvil cloud currently use a free reign leadership style, allowing employees to work where they want, when they want and on what device they please. The free reign approach is a great way on encouraging creativity and gives every employee a voice within the business.”

Such assumptions could not be given any credit.

Many learners found the quantitative data difficult to analyse. They had difficulty in analysing management data.

This learner analysed, incorrectly, the annual staff turnover rates. An unrealistic conclusion that staff leaving were not replaced resulted in the following comment:

“Anvil Cloud Ltd pay this amount because there is an expected level of output for that job role however due to 60% of the of the staff leaving the job role it leaves the workforce for that department with four employees which is problematic for Anvil Cloud.

This is simply down to the fact that Anvil expect the level of work to equate to ten employees however at the end of the year only

four employees stay which is not good because they will not be able to match the expected level of output.”

This was typical of many responses. Many learners did not demonstrate an understanding of the dynamic state of data shown in static tabular format at a specific point in time.

Many candidates recognised the 100% turnover of interns but did not understand the nature of interns who are appointed on contracts to stay for a short period. Staff turnover data shows retention to specific job roles. It will show 100% turnover rates for interns. It will not show interns returning to new job roles. Many learners had misunderstandings of the role of interns and why they were unpaid.

A small number of learners who were usually in the higher bands for this assessment focus recognised the time constrained nature of intern contracts:

“Another job role which should be assessed by Anvil Cloud Ltd is the Interns. The interns have the worst average annual staff turnover rate out of all the departments. This is because the internships are only for six months to a year so when their time with Anvil Cloud Ltd is done they leave the business which is why the turnover rate is so high.

Furthermore, Interns should be seen as more than just people who are hired for six months to a year and should be offered a job once the internship is finished because these young people have their whole lives ahead of them and if they are motivated enough to stay can become the greatest assets in the future through training. Creating assets from nothing does take time however in the long run it will be cheaper for them rather than hiring new highly experienced staff.”

Some learners analysed the turnover rates and staff salary rates and came to unrealistic conclusions, not factoring in the dynamic nature of staff appointments and the replacement of staff:

“However this does save AC money as the specialists were earning £50,000-£70,000 each and the developers were earning £60,000-£70,000 each so for 2 to leave from each of the three roles saves

£320,000-£420,000 per year (not including the other roles). But for all of them, after multiplying the amount of people leaving by the salary they earned and adding up the answers from each place of (N = salary) 'N to N' we get £1.125m-£1.650m in salaries saved from those leaving. Which could go into training employees and interns, developing equipment or buying new equipment"

The learners achieving higher bands on this assessment focus did factor in other variables, besides motivation, into their analysis of staff turnover rates:

"...this being said we do not know the reasons for this due to it not being specified so it might not be as bad as looks, for example, some of the employees might be reaching their retirement age or when looking at the interns, they could have been promoted to another role in the company

Turnover in the IT industry for this level of job is very high. People can set their own salaries. They have the power."

Some learners did link the competitive nature of the market, high salaries for highly skilled roles, worker/employee power and employee engagement together:

From the analysis from the figures it shows that Anvil Cloud Ltd have a high staff turnover as a lot of staff are leaving annually. It suggests that the employees are not leaving because of financial reasons like their salary but for non-financial reasons. Anvil Cloud have a problem with their employee experience and they need to solve it. Currently it shows that Pam is using financial motivators to motivate the staff this shown by the high salaries that is given to the employees. This is not motivating the staff as there is a high staff turnover and they are leaving because of the experience.

Learners who analysed the case study, rather than simply quoting from it, came to conclusions but, often, they did not look at arguments supporting and not supporting these conclusions. The lack of balance in conclusions stopped learners from achieving the mark band 4.

Centres are reminded that there are no marks for research in the mark scheme for this unit.

Assessment Focus 2: Key principles of management

Students' ability to discuss the key principles of motivation and financial and non-financial motivators was relatively limited, with some exceptions where students had a good overview of these concepts.

Key principles of management were addressed by many learners in the context of activity 1. This included motivation, employee experience, financial and non-financial motivators, highly competitive market, use of interns and employee engagement. Some learners included motivation theories with some application to Anvil Cloud. Relevant theories were integrated and explained in context by some learners. However, many students sometimes just reiterated theory and did not apply it in context. Some learners went off on a tangent and included theory that was not relevant. Assumptions were made, without any support, that the company lacked vision.

A number of Pass level learners added aspects to the case study, mainly management styles, management commitment, staff involvement and organisational structure. The development of these points, if linked through an appropriate rationale, could be rewarded. However, in most cases, these additions were statements without a rationale and so could not be credited.

Learners who performed well on this assessment focus usually referenced motivational theorists, Maslow, Herzberg, Taylor and Mayo – often two or three outlines or one (usually Maslow or Herzberg) in more detail. However, sometimes learners spent too much time on explaining the theory without applying it to the case study

The range of key management principles at borderline Pass is narrow but usually includes motivation/ motivators, management styles and some benchmarking to Google.

Many learners, knowledge of theory was not adequate for a level 3 qualification; descriptions and critique were limited. Application of theory was often incorrect for

example Herzberg's 2 factor theory often had mistakes of understanding between motivation and demotivation. Taylor was just about individuals being motivated by money without any reference to scientific management or piece work to indicate how the theory is limited by the case study's work environment

Some of those who did discuss Maslow failed to contextualise this to Anvil Cloud, so talked generically about basic human needs of food, shelter, safety, etc, with little relevant to the issues of motivation at Anvil Cloud. Some discussed the opportunity for promotion as an example of self-actualisation, indicating that understanding of the difference between esteem and self-actualisation was lacking. Similarly, some learners misunderstood Herzberg's theory, either confusing his hygiene factors for financial motivators or discussing hygiene factors and a clean office. There was excellent opportunity to demonstrate motivational theory learning alongside financial and non-financial motivators, but the majority of learners did not use this opportunity well.

At lower levels the work included generic comment and not related to Anvil Cloud. Across all levels there was also a lot of theory related to management and leadership styles, and assumptions made about the organisational structure and culture in Anvil Cloud. Some learners referred to human resource management practices. Students with higher marks gave analysis as to why non-financial motivators should be used. They also gave conclusions and arguments and related well to the case study.

Staff retention, motivators, issues that may cause the high turnover, the use of interns, internal progression routes, employee engagement and the working environment were usually covered at the higher end of achievement.

Usually, learners referenced theorists but showed little understanding and could not effectively apply these theories to the case study. Examples include:

(iii) Herzberg is also is another theorist of motivation, he developed the two factory theory on job satisfaction and job dissatisfaction. He argued that there were certain factors that a business could introduce that would directly motivate employees to work harder which he would call motivators and there were also factors that would de-motivate an employee if not present but would not in themselves actually motivate employees to work harder which he called hygiene factors. Anvil Cloud could use this in their business as this can help them motivate their staff so that they can lower their staff turnover rate. Herzberg's hygiene factors include working and pay conditions, job security and supervision. Pam can implement this in her business by spending more money on improving the environment and working space for example new computers and desks. Disadvantage of using this theory would be that factors that motivate can change during an individual lifetime for example job

Most learners recognised the need to recruit new staff was a goal in the competitive market where demand for labour exceeded supply. This was taken, in addition to employee engagement and growth, linked to new contracts, as the goals of the company.

Further development is required to the links made to business goals, to access makes at the top of this mark band.

Examples where learners have attempted to link principles to business goals but do not demonstrate understanding include:

needs to make sure that employees have flexible timing; flexibility aims to provide a business with an adaptable approach to its use of employees. At busy times, employees within a multi-skilled and adaptable workforce can be moved to deal with critical job tasks that are under pressure. Pam wants to expand the workforce immediately. She is having plans to recruit 10 new members of staff as the infrastructure specialist and front end developers; this would improve the workforce and bring in more skills workers which would improve the businesses outcome. There would be an increase of 80 employees all together

and

(ii) Anvil Cloud Ltd could develop and use some theories of motivation to increase their staff motivation. They could use Maslow theory, he argued that to successfully achieve goals in their business people need to have their basic needs met, he shows his hierarchy of needs as a pyramid with physical needs at the bottom, safety and security needs, social needs, self-esteem and self-actualisation at the top of the pyramid. Maslow also stated that people are driven by higher goals so that they are able to stay motivated and if they don't have their basic needs met they can't move on to the next level. An advantage of using this theory in Anvil Cloud Ltd would be that letting the employee take control of the task would be that it gives more time for

Assessment Focus 3: Suggested alternative management approaches

Often the evidence for this assessment focus was generic, especially leadership styles which needed adapting in order to motivate staff. All levels mentioned copying Google's practices, and some did provide clear reasons which could and could not be feasible for Anvil Cloud.

Many learners were able to recommend alternative management approaches for Anvil Cloud this included implementation of financial and non-financial motivators, recruitment of appropriately trained staff, and some included training. Learners were able to distinguish between financial and non-financial motivators. For financial motivators many mentioned bonuses or salary increases. Few mentioned employee share ownership. For Non-financial motivators better learners concentrated on the employee experience. However, there was limited links to the business goals. Many learners included the generic recommendations such as leadership this was covered in some depth by learners.

The majority of recommendations were linked to training, reskilling and upskilling. Some recommendations on outsourcing and recruitment and selection were made. At Pass boundary, development and justifications were weak, and students failed to clearly link their recommendations directly back to goals of employee engagement, meeting new and current contracts, and growth.

Learners scoring highly on this criterion were able to justify their recommendations linked to training, reskilling and upskilling outsourcing and recruitment. These were in context and linked to goals. Learners suggested the introduction of a good range of financial and non-financial motivators, with reference to the case study and the requirements of the company. These were well developed and considered the financial cost to the company.

At borderline Distinction, the justifications were not fully balanced.

Incorrect conclusions made earlier in the report were carried through to this assessment focus.

The retention of interns was seen as a priority, and the main reason was often they would leave and work for the competition.

“Anvil cloud Ltd should aim to persuade interns to continue their careers at anvil. In the hopes that with training they will become great assets to the company. This will result in saving money from the experienced workers that they would have otherwise hired”

The majority of learners understood what financial and non-financial motivators were and explained it well. Many referred back to Google and the motivators they used but didn't always recognise that some of Google's motivators would be unrealistic for a smaller company.

“I recommend that Pam Grainer should implement some of Google's motivation strategies which are mainly non-financial methods. I believe that this will work effectively for Anvil Cloud as their current motivation strategy to offer increase wages is not working...”

Better candidates could link back to Anvil and their business goals with justified reasoning. They also attempted to give balance to their recommendations. Examples are shown below:

should undoubtable work with her 70 members of staff. The biggest advantage of offering non-financial motivators is that it will improve the quality of life for the employees of Anvil Cloud which is very important for example if Pam Grainer would offer free lunch and dinners every day for their employees than it will improve their experience at Anvil Cloud and increase the chance of Pam Grainer achieving her goal to “recruit 10 new members of staff” as not many organisations offer non-financial motivators. The biggest disadvantage for this method is that it is very costly as Anvil Cloud is a smaller business compared to google and by paying for their employees lunches and dinners everyday it will be a continues cost for Anvil Cloud which can become affect their profitability in the future.

Anvil are not a fully developed business who has lots of money like google so to add non-financial motivators it would only be one as costs are not high, the main couple things that google do which is non-financial, Anvil could adopt one which would be free lunch and dinner every day this would be very good because the workers would feel that they are being treated and well looked after. A positive of using this would be that it would benefit the staff health wise and keep them energetic and ready to work, this will make people feel motivated as well and just love what they are doing, which makes the work much more easier. However a drawback would be that it may not appeal to all staff and they may prefer other places where they have been eating before, which may have been outside the

Recommendations were often generic, eg pay bonuses, give them flexible working etc. There was little relation to case study and were generic and apply to any business.

Recommendations were often unrealistic for Anvil Cloud, eg develop an HR department, hire an employer engagement officer, suggesting all that Google provides.

Assessment Focus 4: Structure and presentation

Overall, the structures of the reports were generally good. Most had a natural flow, paragraphs, in most cases headings separated key areas and most had a conclusion.

Marks were lost on this assessment focus mainly for lack of relevant management principles and/or concepts and lack of management terminology.

Many learners started the set task with introductions giving a clear statement of the purpose of the report.

1. Introduction

1.1 The purpose of this report is to analyse Anvil Cloud Ltd and study the current challenges that they face and the recommendations to fix the current challenges so that Anvil Cloud can succeed as a business.

(i) To propose a set of new strategic priorities so that Anvil Cloud Ltd can innovate their current strategies so that they are able to operate correctly and achieve their goals.

(ii) Also to analyse the impact of the current management challenges faced by Anvil Cloud Ltd so that them as a business can improve themselves.

Some learners gave a conclusion statement.

5. Conclusion

To conclude Anvil Cloud Ltd should mainly focus on motivating their staff and increasing the employee experience because Pam is already aware that the market is highly competitive and it may be difficult for her to recruit new staff. I suggest that

Other learners did not conclude their reports and simply finished after recommendations which stopped them from gaining full marks for the assessment focus.

A number of learners spent time on producing front covers and contents pages for their reports. These did not add to the structure of the report and so did not gain any additional marks.

There was evidence that learners had been well prepared for the set task. The majority of learners offered well-presented and structured reports containing clear headings, clarity of communication and use of relevant management terminology.

Activity 2

Assessment Focus 5: Information/ data analysis and interpretation

Many learners were able to extract in Information from the case study, however, there was very little analysis of the data and interpretation in relation to the context of activity 2 which was skills requirements.

A number of candidates did not analyse the information in the case study in the context of skills requirements, they repeated or amplified their findings for Activity 1. Motivation, and financial/non-financial motivators were often cited as the most important factors for improving retention at the expense of focussing on the skills needed, the existing skills gap and methods to fill the skills gap. These learners achieved in the lower bands.

As in previous assessment windows, some learners did a synopsis of their Activity 1 as a presentation and did not address activity 2. The poorer performing learners cut and pasted much of their report into the speaker's notes. Better performing learners recognised the differences between the two activities and applied this to their findings and analysis.

Where learners used the same content as the report in the speakers notes of activity 2, they missed the focus of the activity and so scored low marks.

Centres must ensure that learners understand that Activity 2 is not a synopsis of Activity 1 and that it covers a different topic.

Some learners spent time copying out data that was not relevant to the activity. A small number of learners wasted time in converting data from tables into graphs and charts. This did not add to their marks achieved.



Learners from a small number of centres misinterpreted the activity to be in relation to the skills needed for an effective managers and leaders. This restricted learners to the lower bands.

Skills required by a Leader

- Inspire
- Engage
- Envision

Some students were able to appropriately summarise the need for achieving a skilled workforce in an industry where businesses are competing amongst themselves for those few skilled staff available. These learners identified that finding ways to fill this gap is key to Anvil’s continued success.

Skill requirement issues that face management and leadership at Anvil LTD / Recommendation

- IT technologies are always evolving- needs more specialised workers
- Difficult and expensive to recruit
- Machinery and software used will need updating with newer applications.

These three factors make a huge difference to how the business can perform as a whole. For example if Anvil do not have the right amount of specialised workers, then they will lack productivity. If Anvil was compared to another IT solution company with more employees but with the same amount of experience, it will clearly show that the other company are performing to a higher standard as there are more members that can work at a time.

It is also difficult and expensive to recruit the staff members, as there are “more demand than supply” this means that the amount of staff at Anvil are limited, and are unable to get the highest amount of work possible. Through the use of the recruitment and selection process, it is costly to find the correct staff, advertising through the use of posters and using private vacancies will cost money, and be time-consuming due to the demand.

Those learners who were able to identify issues relating to skills requirements and skills gaps did not always develop these sufficiently and did not provide a detailed analysis and balanced conclusions. This stopped learners achieving in the top bands. However, some learners did achieve in Band 4, making references to the case study and analysing the need for having a skilled workforce in a sector where businesses are competing amongst themselves for a small pool of highly skilled people.

Skills Requirements Issues Faced By Management And Leadership (Anvil Cloud Ltd):

- The staff turnover is high with annual 48.57% staff leaving yearly which is 34 employees leaving.
- Interns and Junior Digital Graphic Designer have high proportion of staff leaving.
- Market is highly competitive.
- High demand for well-trained and experience staff.
- Demand outweighs supply
- Employers compete aggressively for staff
- High demand – compete to recruit and retain staff.
- Employee experience is extremely important for helping to retain staff.

Market is highly competitive for high demand for well-trained and experienced staff and need to ensure they differentiate from competitors as demand outweighs supply and need to move away from extrinsic motivators to intrinsic motivators and change the model to keeping the staff and retaining them. 'move away employers compete aggressively for staff" to retaining them with the right skills set at the right time in the right place.

As there is a high demand to compete to recruit and retain staff, need to ensure employee experience is extremely important for helping to retain staff as Google are a successful company doing this.

These learners concluded that achieving that skilled workforce was vital for the success of Anvil Cloud and went onto make recommendations on how to do so.

Assessment Focus 6: Key principles of management

Many learners did provide some detail on methods which could be used to close skills gaps. Most methods referred to upskilling and training. Although there was understanding of the methods and their benefits, these were not always applied to Anvil Cloud and its goals and often would have been unrealistic for a company in Anvil Cloud's situation.

Techniques to meet skill requirements

- Online courses
- Paid-for training
- One to one meetings
- Staff discussions

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A vote could be put in place at Anvil Cloud for staff to choose how they would like to improve their skills. This could include online courses, physical courses such as training, one to one meetings and staff discussions. This would improve skill requirements across the board and team building activities could be put in place for that aspect of skill. Training towards better skill requirements allows staff to be independent and improve on current skills. These could be held regularly for staff to ensure that they are also up to date with new skills and always improving their current ones. These type of skill techniques are great for not only improving staff skills but so that they can continue to pass them on to other people. This allows all members of staff to be knowledgeable and skilful. Staff discussions would help combine skills and progress onto new developing ideas for improving skills, along with sharing skills. Management needs to describe what techniques are needed and give feedback to those who need improvement. Training needs to be paid for by Anvil Cloud as they cannot expect staff to pay for it themselves. Improving skills is successful for the progression of a business, along with the success. Employees cant remain on the same skills throughout otherwise nothing will be improved.

Learners discussed a range of training methods, eg on site, off site, upskilling, restructuring etc. however this was usually theory and not applied to the case study. Many learners produced slides and speaker notes with the main focus on skills needs and skills gaps but this was mainly generic and not related to Anvil Cloud, except for references to the use of interns.

Issue 4:

- Anvil Cloud do not offer enough training to less experienced staff.
- Lack of training.

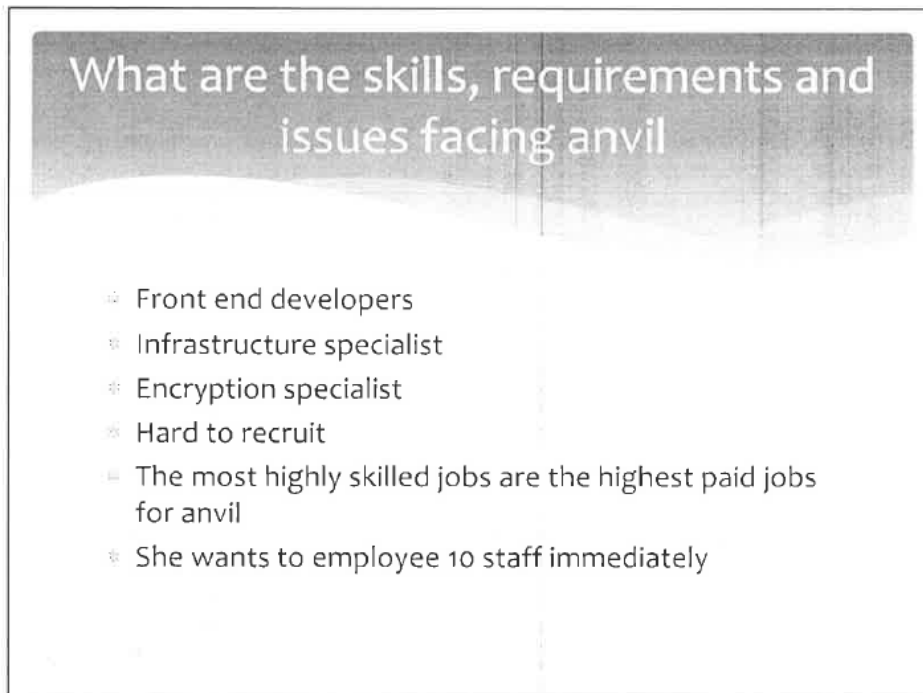
This means that you are decreasing the quality of work, because you are expecting someone with less experience to do the same, if not a better job than more experienced employees. Interns should also be trained at the end of their time with the business and offered a job if they have impressed, to reward them for their hard work.

The learners who wrote about recruitment, upskilling, reskilling, training, outsourcing, changing job roles and restructure found it hard to relate these principles to the case study.

Skills requirement issues

- Computer software support requires a wide range of skills and knowledge related to IT.
- There's a continued development in the technology industry that Anvil Cloud must keep up with to meet the needs of clients.
- There's a demand for well trained members of staff that have
- You have to compete to recruit and retain staff in the market which is difficult

Some learners did write about skills requirements in relation to the Anvil Cloud and its goals/ objectives and scored in the higher bands



The main issues for anvil is that they are losing a lot of its worker force. A main concern would be that the front end developer, infrastructure specialist and the encryption specialist all have the fewest amount of workers '6' and each year they are losing '33%' of these workers which means that every year they are losing 2 workers from each listed job area. This is a big issue for them because unlike any other job where you could hire a worker with very little experience and qualifications you cant just do that in this industry this is why this is such a big problem for anvil. In this industry workers are hard to recruit and there is a shortage of workers so if anvil continue to have a high percentage of staff turnover then they could find themselves spending a lost of money training workers for them to fit these job roles. Additionally just hiring workers and training up new workers will not just be enough for anvil for the reason that if anvil are having a consistent staff turnover that are certain amount of workers are leaving on average then training and hiring new staff will only solve the problem in the short term but they need to work out the problem that is making the business have this high staff turnover rate in the first place if they want to make sure that they solve this problem in the long term. And this knock on effects of this would be that if they lose these workers

Another problem for anvil would be that the most highly skilled jobs are the highest paid jobs and pam wants to hire 10 of these workers immediately but the main issue is that these staff are hard to recruit because there are not a lot of staff that have the required skills to fit this job role and when you do find these workers they are not cheap to employee so this would mean that the business will be spending a lot of

However often, learners who did make recommendations for meeting the skills requirements at Anvil Cloud Ltd. did not apply their knowledge of relevant management and leadership principles to the skills requirement of the organisation. A

significant number of learners presented what they knew about management generally, particularly leadership styles. These learners achieved in the mid mark range.

Learners achieving low scores included limited evidence of management principles related to skills requirements and instead concentrated on leadership styles and motivation.

Assessment Focus 7: Suggested alternative management approaches

Many learners did not give clear recommendations on how skills could be improved, however, they usually discussed training methods as the way to meet skills requirements.

Recommendations were often generic or unrealistic for Anvil Cloud with learners recommending highly skilled jobs, eg Front End Developer or Infrastructure Specialist, be offered to interns when they had completed their internship. Other unrealistic suggestions, given the specialist nature of job roles in the company, included job rotation and restructuring to develop a Human Resources Department.

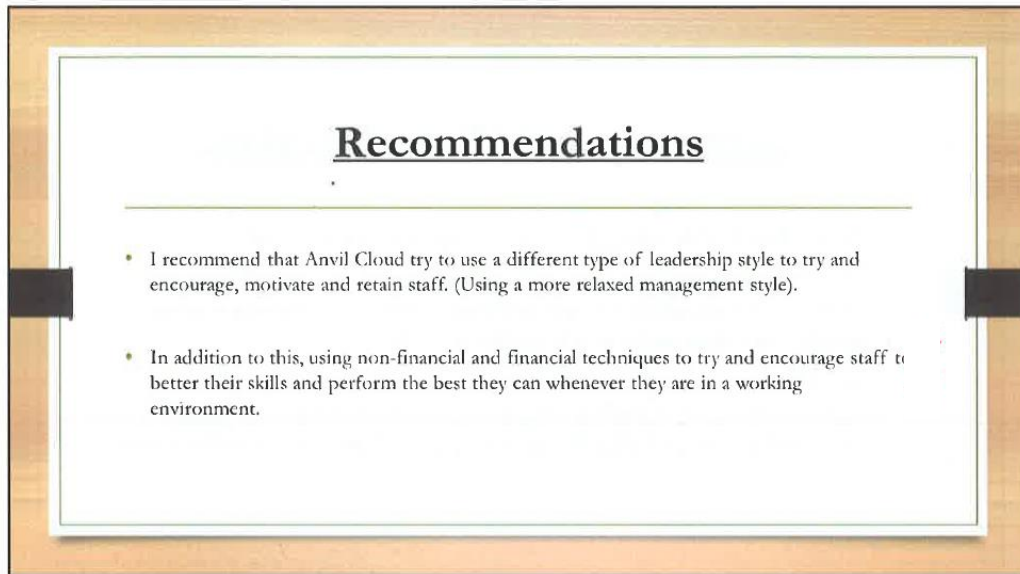
Those learners who repeated activity 1 in activity 2 used the recommendations on improving motivation given in activity 1.

Recommendations and Actions

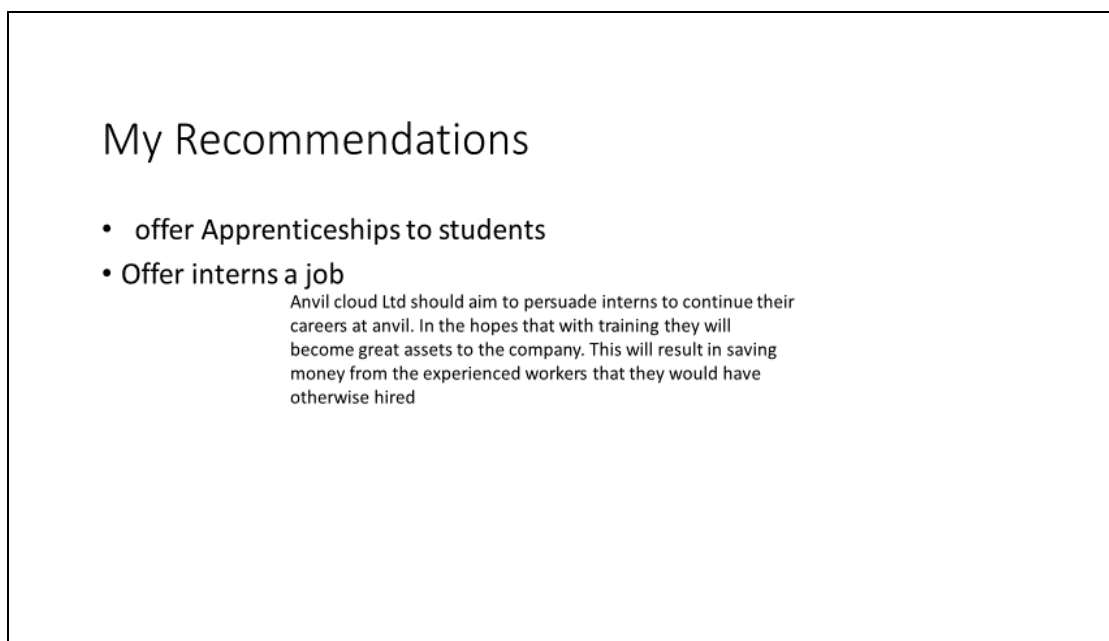
- **Recommendations-** motivate staff to work and not leave. To do this use financial, non financial and also managerial motivation to make it work
- Set objectives and goals for employees to achieve. This will help them reach maximum potential.
- Differentiate Anvil by competitors. Do this by giving customer 24/7 data solutions or a help line to comply with clients.

AT7

Use motivational theory to help employees to stay and become loyal to anvil. Use Maslow hierarchy of needs to fulfil workers basic, safety, esteem and



The majority of learners recommended that interns should be offered roles when they completed their internship. These learners had concluded that all interns left the company. This was based on the incorrect analysis of the staff turnover data which showed that interns did not return to the role of intern after they had completed their training period. There was a misconception that 100% turnover was a bad thing, rather than recognising that interns are expected to progress to jobs within the company or elsewhere if not required by Anvil Cloud.



Those learners who scored highly did recognise that interns would not return to the same role and would have been offered jobs in the Anvil Cloud. These learners reinforced the need to keep interns and linked this to the business goals/ objectives.

Interns

- Ensure interns are motivated to stay in their new job roles
- Internal progression routes to fill the 10 new jobs starting moving people up one level and back filling from lower levels down to interns
- Replace internships with apprenticeships

Recommendations from learners scoring in the higher bands focused on the skills requirements techniques of recruitment and selection, reskilling, upskilling, training, outsourcing, changing job roles or restructuring. Some had realistic and appropriate ideas, however some learners made generic or unrealistic recommendations such as recruiting from universities, which would not be suitable for finding experienced highly skilled candidates for the posts needed.

Many learners suggested training and development methods but did not develop these beyond basic definitions nor link them, in context, to the business goals/ objectives. This limited their achievement to the mid bands.

Some learners could define the different techniques to meet skills requirements and made an attempt to link these to the goal of appointing 10 staff immediately. Some attempts to give balanced justifications were also given. However, these were not always developed and so learners could not achieve the top band.

**Developmental Techniques Available
(Anvil Cloud Ltd):**

Techniques to meet skills requirements:

Recruitment – recruiting more staff if understaffed.

Upskilling – use current knowledge and building on existing skills gained

Re-skilling - training again to be more effective and efficient

Mentoring – more experienced colleagues provides advice and support in similar position.

Coaching – process of helping individuals learn to improve their skills and meet required goals.

Centre Number: 666218, Learner Number: K999948, Surname:
Gonzalez, Forename Alrich Agnelo

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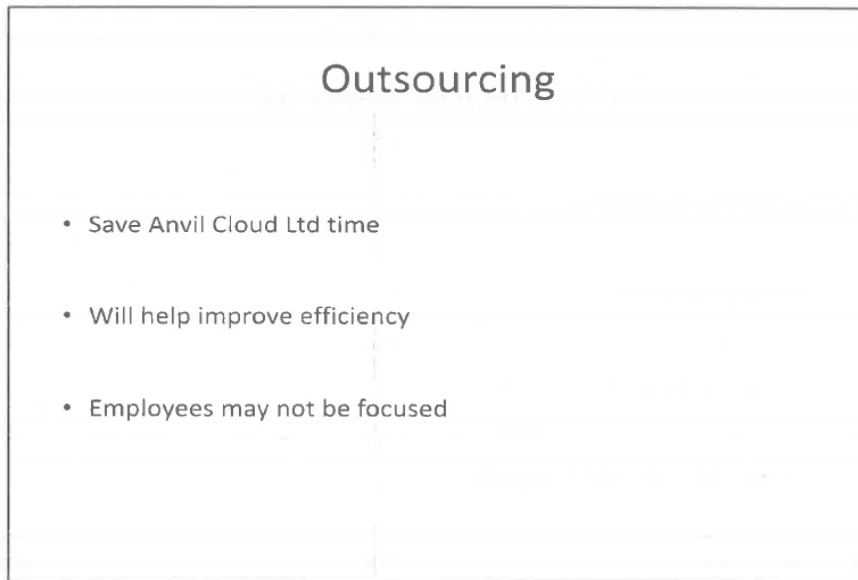
As the founder of Anvil Cloud Ltd, Pam grainer wants to expand the workforce immediately. This will involve recruitment and selection process. As she plans to 'recruit 10 new members of staff', Infrastructure Specialists and Front End Developers to deal with the new contracts that Anvil Cloud Ltd has won. Recruitment can be expensive as it is costly for the business and therefore training staff. It has benefits and drawbacks but retaining the existing staff with current knowledge and skills helps to make current workforce effective and efficient to run the processes accurately.

Upskilling and re-skilling the current job roles could potentially improve the existing skills at the bottom of the hierarchy of job roles because they tend to leave at first instance rather than the top end of the job roles with highest paying salaries.

Mentoring and coaching would be useful for interns definitely because they need some advice and support and devising a strategy and programme to have in place.

Other solution offered included out sourcing. The best responses identified this as a short term answer to the skills requirement problems. Learners providing the best responses on outsourcing also linked it to the period of recruitment of the 10 new job roles and thus linked the recommendation to the business goals.

The following example shows the short term nature of this recommendation, a link to the goal of recruiting the 10 new staff and an attempt at giving a balanced justification.



Outsourcing

I will recommend that Pam Grainer should outsource during the period that Pam Grainer is trying to recruit 10 new members of staff because during that period it will take a long time to find the staff for the two job roles that Pam Grainer is looking to recruit for, so outsourcing will mean that tasks within Anvil Cloud will be done whilst Pam Grainer is recruiting for the job roles. The biggest advantage of this is that it will improve the productivity as outsourcing will fill in the gap of the period where the staff is not in the business yet so it will also release stress levels for Pam Grainer as she will not have to worry about losing her competitive advantage in the “highly competitive market”. The biggest disadvantage is that the person within the business may not be dedicated to the business as they will not be loyal towards Anvil Cloud Ltd which can affect the quality of the work produced by the Anvil Cloud Ltd. However this depends on Anvil Cloud’s profitability as outsourcing is very expensive which can cause potential cash flow problems.

Assessment Focus 8: Structure and presentation

Generally, the structure of the presentations was good. Some learners used different designs, but the majority were on plain slides. The majority had a good structure and were error free.

Most learners produced a basic presentation with bulleted points and lengthier speaker notes. Some learners presented this appropriately with clear headings and clear structure to the presentation. Some used the speaker notes to confirm who their audience.

Many learners provided clear, well designed slides with the detail in the speaker's notes. The structure of the presentation varied but most were in a logical order with an introduction to the issues followed by recommendations. Management terminology was appropriate. The limiting factor in this assessment focus for this set task was the variety of relevant management principles and concepts used and applied in the activity.

A number of learners produced an introductory slide and speaker's notes identifying the purpose of the presentation as well as the audience. This added to the structure of the presentation.

In this presentation, will be all about the skills requirements that is faced by management and leadership to be given to the owners of Anvil Cloud Ltd.

Will be to inform discussion about recommendations available for Anvil Cloud Ltd to be discussed in the meeting to the owners.

The following PowerPoint Presentation slides will comprise the following information related to Anvil Cloud Ltd such as; key proposed strategic objectives, skills requirements issues faced by management and leadership, developmental techniques and recommendations techniques to meet skills requirements by Anvil Cloud Ltd.

Some learners also included a conclusion, usually in the form of a summary slide:

Summary:

- Employee experience is vitally and fundamentally important in helping keeping existing internal employees through developmental and progression opportunities to different job roles.
- Offering different and variety of different skills requirements for employees to feel motivated and valued in the organisation of Anvil Cloud Ltd.

Summary

Based on the performance of learners in this January series learners should:

- Use the pre-release time to become familiar with the industrial/ commercial context as well as issues in the case study
- Contextualise their responses to the sector, organisation and business goals/objectives given within the case study to enable them to achieve in higher bands
- Divide their time equally between activities 1 and 2
- Ensure that they answer activity 2 on the separate topic given and not on the same topic as that covered by activity 1
- Be familiar with a range of management data in different formats and how to interpret that data
- Be able to use qualitative and quantitative information
- Understand how to use benchmark information
- Make reference to a range of relevant management and leadership principles and terminology in their responses
- Ensure they provide recommendations or alternative approaches
- Provide logical structures to both the report and the presentation.

Centres are reminded that there are no marks awarded to research in the mark scheme for this paper.

Additionally, centres should read and use the Administrative Support Guide for the assessment window.

Finally, centres are reminded that no notes are allowed to be taken into the Past B supervised assessment period.



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