Rewarding Learning

ADVANCED
General Certificate of Education

Professional Business Services

Assessment Unit A2 2

assessing

Leadership and Management

[APB21]

Assessment

MARK SCHEME

General Marking Instructions

Introduction
The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives
Below are the assessment objectives for **GCE Professional Business Services**.

Candidates should be able to:

AO1 Demonstrate knowledge and understanding of terms, concepts, theories, methods and models used by professional business services firms and their client businesses.

AO2 Apply knowledge and understanding of concepts, theories, methods and models used by professional business services firms and their client businesses.

AO3 Investigate, analyse and evaluate concepts, theories, methods and models as used by professional business services firms and their client businesses.

Quality of candidates' responses
In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17- or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking
Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking
Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17- or 18-year-old GCE candidate.

Awarding zero marks
Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations
In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes
Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response
In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- ***Threshold performance:*** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- ***Intermediate performance:*** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- ***High performance:*** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication
Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within either three or four levels of response.

Where there are three levels of response, quality of written communication is distinguished as follows:

Level 1: Quality of written communication is basic.
Level 2: Quality of written communication is good.
Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Where there are four levels of response, quality of written communication is distinguished as follows:

Level 1: Quality of written communication is basic.
Level 2: Quality of written communication is satisfactory.
Level 3: Quality of written communication is good.
Level 4: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below.

Level 1 (Basic): The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory): The candidate makes a satisfactory selection and use of an appropriate form and style of writing. Relevant material is organised with some degree of clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a satisfactory standard to make meaning evident.

Level 3 (Good): The candidate makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with good clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a good standard to make meaning clear.

Level 4 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard to make meaning absolutely clear.

AVAILABLE MARKS

1 (a) AO1, AO2

Responses may include:
- confirms the standards that should be met
- plans the meeting by setting date, time and venue
- collects information on appraisee's performance
- reviews appraisee's performance
- helps the appraisee set their objectives in line with business objectives
- agrees appraisee's objectives and completes paperwork regarding appraisal meeting
- reviews the effectiveness of the appraisal meeting
- circulates feedback to the appraisee regarding the meeting
- supports employee to undertake training
- confirms performance payments for appraisee
- forwards documentation of the meeting to the relevant people
- monitors and reviews the performance of the appraisee throughout the year.

All valid responses will be given credit

[1] identification of the role of a manager in the performance review process
[2] identification and explanation of the role of a manager in the performance review process
(3 × [2]) [6]

(b) AO1, AO2

Responses may include:
Advantages of a performance review for an employee may include:
- keeps appraisee/employee informed about work related matters
- involves appraisee/employee in the decision-making process
- helps to develop the appraisee's/employee's skills and confidence
- rewards appraisees/employees for their performance through a merit-based remuneration system
- provides the appraisee with an opportunity to discuss problems, clarify expectations, and set goals.

Disadvantages of a performance review for an employee may include:
- appraisee/employee perceives that time spent on appraisal reduces the time available for doing their job
- creates a negative experience for the appraisee/employee if the performance review is not conducted properly
- appraisee/employee perceives that unrealistic objectives are set for them
- appraisee/employee may feel that the review feedback does not reflect the value of their work.

All valid responses will be given credit

[1] basic explanation of an advantage
[2] good explanation of an advantage
(2 × [2])
[1] basic explanation of a disadvantage
[2] good explanation of a disadvantage
(2 × [2]) [8] 14

2 AO1, AO2

AVAILABLE MARKS

Responses may include:
The model consists of 3 stages:
Unfreeze
Change
Refreeze

- Unfreeze
  This involves preparing the organisation for change including:
  revising the production strategy; the current production processes, involving possible changes in technology and the impact on employees.
  It is important to have a clear rationale demonstrating why the existing way of doing things cannot continue.

- Change
  Having built a solid foundation during the unfreeze stage, the change stage involves actioning and implementing the changes to the production processes. This stage is characterised by people beginning to accept the change, though as a result of workforce planning, not every employee will be impacted positively. It is important that the necessary support is implemented, for example, through a learning and development programme. Communication and time are also important at this stage.

- Refreeze
  At this stage the change has been implemented to take the organisation forward. Clarke's Engineering Ltd should work to consolidate this change to ensure that the new production processes are fully embedded. This involves the consistent application of the new policies, procedures and practices.
  It is Clarke's Engineering Ltd's responsibility to review and monitor that changes have been fully implemented.

All valid responses will be given credit

[1] identification of the stage of Kurt Lewin's Model
[2] identification and explanation of the stage of Kurt Lewin's Model
[3] identification, explanation and application of the stage of Kurt Lewin's Model to Clarke's Engineering Ltd.
(3 x [3]) [9] 9

3 AO1, AO2, AO3

Responses should include:
Forming, may include:
- At this stage the group is oriented to the task, develops work rules, and tests the limits for interpersonal and task behaviours. Group members form relationships with other group members.
- At the Forming stage, the PBS firm may clarify what the relationship is between the team(s) and the business strategy and human resource strategy/plan.
- The PBS firm could provide advice and training on setting standards, developing rules and processes, establishing trust (aspect of culture), and empowerment at the Norming stage.

Storming, may include:
- This stage entails a period of intragroup conflict.
- This stage witnesses a lack of unity and concentration around interpersonal issues.

- Group members become hostile toward one another.
- The PBS firm could develop the coaching capability of the team leader and cover areas such as conflict resolution, decision-making or managing people.
- Training could also be provided to team members on conflict resolution, decision-making, and working within a team.

Norming, may include:
- During this stage the group develops cohesion. Group members become familiar with the different characteristics and behaviours of other group members.
- Roles and norms are created and agreed.
- The group forms an identity and is unified in its actions.

Performing, may include:
- The team is fully operational and is focussed on achieving its goals.
- Team members seek to develop their knowledge and skills; this enhances the development and performance of the team.
- The PBS firm could offer advice and training on dealing with success and failure, reviewing and evaluating performance and planning for the future.

Adjourning/mourning is also an acceptable response but not a requirement.

All valid responses will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4]) Basic
- Basic knowledge and understanding of the Tuckman team development model.
- Limited or no relevant application to Clarke's Engineering Ltd.
- Analysis is basic.
- The quality of the candidate's written communication is basic.

Level 2 ([5]–[8]) Good
- Good knowledge and understanding of the Tuckman team development model.
- Good application to Clarke's Engineering Ltd.
- Analysis is good.
- The quality of the candidate's written communication is good.

Level 3 ([9]–[12]) Excellent
- Excellent knowledge and understanding of the Tuckman team development model.
- Excellent application to Clarke's Engineering Ltd.
- Analysis is excellent.
- The quality of the candidate's written communication is excellent. [12] 12

AVAILABLE MARKS

4 AO2, AO3

Responses may include:
Monitor, which addresses senior managers failing to gather relevant business information
- The manager regularly scans the external and internal environment for information and collects information from peers and employees within their team.

AVAILABLE MARKS

- The manager may design and use management information systems such as external networks and connections with regulators to gather information.
- Managers within Clarke's Engineering Ltd may have failed to gather information as they may not have management information systems in place to gather information or they are collecting the wrong information.
- Managers within Clarke's Engineering Ltd may not know what type of information they need to collect.
- Managers within Clarke's Engineering Ltd may not be motivated to collect the relevant information.
- Managers within Clarke's Engineering Ltd may not have the time to collect relevant information.
- Managers within Clarke's Engineering Ltd could be given training and resources to help them monitor effectively.

Disturbance handler, which addresses managers not dealing with customer complaints:

- The manager involuntarily responds to events, which could have a negative impact on Clarke's Engineering Ltd. The manager may have been unable to anticipate the complaints.
- Managers within Clarke's Engineering Ltd may have been taken by surprise by unexpected customer, supplier and competitor issues and may not have had time to respond to the issues.
- Managers within Clarke's Engineering Ltd may not have the resilience or skills to deal with customer complaints effectively.
- Managers within Clarke's Engineering Ltd could address customer complaints by having a clear policy in place.
- Managers within Clarke's Engineering Ltd could be given training and resources to help them deal with customer complaints effectively.

Resource allocator, which addresses staff shortages during peak production periods:

- The manager decides who will receive human, financial and physical resources within the business.
- The manager decides who they will allocate time to.
- The manager decides how work is to be divided and managed.
- Managers within Clarke's Engineering Ltd should ensure that jobs are advertised in good time.
- Managers within Clarke's Engineering Ltd should keep a close eye on employee absenteeism and labour turnover.
- Managers within Clarke's Engineering Ltd should ensure that they offer a competitive rate of pay.

All valid responses will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[5]) Basic

- Basic knowledge and understanding of Mintzberg's managerial roles.
- Basic or no relevant application of Mintzberg's managerial roles to address the issues in Clarke's Engineering Ltd.
- Analysis is basic.
- The quality of the candidate's written communication is basic.

Level 2 ([6]–[10]) Good
- Good knowledge and understanding of Mintzberg's managerial roles.
- Good application of Mintzberg's managerial roles to address the issues in Clarke's Engineering Ltd.
- Analysis is good.
- The quality of the candidate's written communication is good.

Level 3 ([11]–[15]) Excellent
- Excellent knowledge and understanding of Mintzberg's managerial roles.
- Excellent application of Mintzberg's managerial roles to address the issues in Clarke's Engineering Ltd.
- Analysis is excellent.
- The quality of the candidate's written communication is excellent. [15] 15

AVAILABLE MARKS

5 AO1, AO2, AO3

Responses may include:
- The importance of leadership in managing change is, in part, dependent on a number of variables: the context of the business (internal and external factors); the impact of change on the business strategy (new products and markets); the vision; the type and scale of change required; the time and resources available to implement the change; the change strategy/programme; the level of support for change; the degree of resistance to change; the capability of the leader; the capability of employees.
- The success of the change programme can be measured against the change objectives and the metrics such as annual income and costs, employee productivity, quality levels, profitability, return on investments, market share and market growth rates.

Coalition
- Brenda Conti should build a team that helps to develop and coordinate the change.
- This could include employees at different levels and positions within the business. These employees represent functions including: human resources; marketing; finance; operations and information technology.
- This team provides information to assist in the execution of the change programme and is committed to ensuring the success of the change programme.

Create the vision and rationale for change
- Brenda Conti should develop a vision that shows how the business will be different in the future and how this will be achieved. The leader develops a strategic vision which should be: communicable; desirable; a creatable verbal picture; flexible; feasible; imaginable and simple.
- Brenda Conti should ensure that the vision is translated into a verbal format that can be communicated to all stakeholders. For example, Brenda Conti wants to sell new products into North America and China.
- Stakeholders are able to translate the vision into a picture of what the business will look like and what they will be doing in the future (selling products in North America and China).
- Brenda Conti's vision should be flexible whereby it can be adaptable to changing business circumstances. The vision should be feasible in that it is possible to achieve. The vision should be imaginable whereby the stakeholders can: visualise that the vision can happen; what it will look like, how they can contribute to the vision; where they will be as the vision is realised.

AVAILABLE MARKS

- The vision should motivate people to action and ensures that their actions are co-ordinated. The leader confirms how their vision is different from the past and what needs to happen for it to become a reality.
- Brenda Conti should ensure that the vision relates directly to the business opportunity.

Deal with issues and problems effectively
- Barriers such as ineffective systems, rules and regulations and layers within Clarke's Engineering Ltd's structure should be removed by Brenda Conti.
- Barriers can take the form of systems and processes, rules and procedures, complacency, and constrained access to key leaders and stakeholders.
- Brenda Conti should create a forum and environment for employees to operate across boundaries and functions that have an impact on organisational performance.

Communicate the vision
- Brenda Conti should confirm and reinforce the relationship between new work behaviours and the achieved changes.
- Brenda Conti should clarifiy and communicate the links between the new organisation behaviours and the success of the organisation.
- Brenda Conti should understand and accept that the establishment of cultural change occurs well into the change programme and not at the start of the programme.
- Brenda Conti should realise that people's actions need to be changed and then the new behaviours need to be linked to improved performance.
- Brenda Conti should maintain the implemented changes well into the future through clearly articulated, documented and communicated practices.
- Brenda Conti should also ensure that the link between the organisational structure and the 'volunteer' network is clearly mapped out.

Allocated required resources

Systems and structures in place

Monitor and control

Leadership style to situation

All valid responses will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[5])
- Basic knowledge and understanding of the importance of leadership in managing change in Clarke's Engineering Ltd.
- Limited or no relevant application of managing change in Clarke's Engineering Ltd.
- Analysis is basic.
- The quality of the candidate's written communication is basic.

Level 2 ([6]–[10])
- Satisfactory knowledge and understanding of the importance of leadership in managing change in Clarke's Engineering Ltd.
- Satisfactory application of managing change in Clarke's Engineering Ltd.
- Analysis is satisfactory.
- The quality of the candidate's written communication is satisfactory.

Level 3 ([11]–[15])
- Good knowledge and understanding of the importance of leadership in managing change in Clarke's Engineering Ltd.
- Good application of managing change in Clarke's Engineering Ltd.
- Analysis is good.
- The quality of the candidate's written communication is good.

Level 4 ([16]–[20])
- Excellent knowledge and understanding of the importance of leadership in managing change in Clarke's Engineering Ltd.
- Excellent application of managing change in Clarke's Engineering Ltd.
- Analysis is excellent.
- The quality of the candidate's written communication is excellent. [20] 20

AVAILABLE MARKS

6 AO1, AO2, AO3

Responses may include:
Advantages of an autocratic leadership may include:
- The autocratic style offers a quick solution to business crises situation.
- Decisions can be taken quickly.
- Employees have no responsibility for taking decisions.
- Leader ensures that employees spend their time working as opposed to discussing how work should be completed.
- Ensures new staff know what they need to do.
- Style is easy to apply.
- Style can be effective in a high risk work environment.

Disadvantages of an autocratic leadership style may include:
- Micro management approach means the leader spends a large amount of their time monitoring employees.
- Employees may object to being closely supervised.
- Leader makes themselves fully accountable for the work completed by employees.
- Leader may not possess the knowledge and skills to tell an employee what to do.
- Trust between the leader and the employees may be undermined.
- Employee has no opportunity to take on additional responsibility which can limit their career development.
- Employees deprived of the opportunity to develop their decision making capability.
- Knowledge and competencies of the employees is not fully utilised.

All valid responses will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[5])
- Basic knowledge and understanding of the impact of an autocratic leadership style in the Production Department of Clarke's Engineering Ltd.
- Limited or no relevant application of the impact of an autocratic leadership style employed in the Production Department of Clarke's Engineering Ltd.
- Analysis and evaluation are basic.
- Basic judgement made.
- The quality of the candidate's written communication is basic.

Level 2 ([6]–[10])

- Satisfactory knowledge and understanding of the impact of an autocratic leadership style in the Production Department of Clarke's Engineering Ltd.
- Satisfactory application of the impact of an autocratic leadership style employed in the Production Department of Clarke's Engineering Ltd.
- Analysis and evaluation are satisfactory.
- Satisfactory judgement made.
- The quality of the candidate's written communication is satisfactory.

Level 3 ([11]–[15])

- Good knowledge and understanding of the impact of an autocratic leadership style in the Production Department of Clarke's Engineering Ltd.
- Good application of the impact of an autocratic leadership style employed in the Production Department of Clarke's Engineering Ltd.
- Analysis and evaluation are good.
- Good judgement made.
- The quality of the candidate's written communication is good.

Level 4 ([16]–[20])

- Excellent knowledge and understanding of the impact of an autocratic leadership style in the Production Department of Clarke's Engineering Ltd.
- Excellent application of the impact of an autocratic leadership style employed in the Production Department of Clarke's Engineering Ltd.
- Analysis and evaluation are excellent.
- Excellent judgement made.
- The quality of the candidate's written communication is excellent. [20] | 20

	AVAILABLE MARKS
Total	**90**