



# AQA Level 3 Applied General Managing and leading people

Unit Number: H/507/6698

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## Mark Scheme

**SPECIMEN MARK SCHEME – MANAGING AND LEADING PEOPLE**

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the learners' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation, each associate analyses a number of learners' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk))

## SPECIMEN MARK SCHEME – MANAGING AND LEADING PEOPLE

## SECTION A

Total for this section: 40 marks

The following list indicates the correct answers used in marking learners' responses to the multiple choice questions:

## KEY LIST

- |   |   |
|---|---|
| 1 | B |
| 2 | D |
| 3 | C |
| 4 | D |

**05** Explain **one** way in which moving from a centralised to a decentralised organisational structure might **improve** decision making within an organisation. **[3 marks]**

**1 mark** for identifying **any** feature of a centralised **or** decentralised organisational structure eg where decisions are made or lines of communication

**1 mark** for a valid observation of the **identified** feature on decision-making eg within a centralised structure, decision making is largely carried out by senior management at head office

**1 mark** for a valid reason **from the question** eg moving to a decentralised structure might improve decision-making as middle managers have immediate access to relevant information eg local market needs

Example:

In a centralised structure, decisions are made 'at the top' (1 mark). However, a decentralised organisational structure delegates authority to make some decisions to middle management (1 mark). This might improve decision making because the middle managers could have a better understanding of local needs (1 mark).

**06** Explain **one** benefit to a business of using a cross-functional team when developing a new product. **[3 marks]**

**1 mark** for identifying **any** valid feature of a cross-functional team eg comprised of members from different functional areas or departments

**1 mark** for a valid observation of the **identified** feature on the functioning of a cross-functional team eg a wider range of views and expertise are available within the team

**1 mark** for a valid reason **from the question** eg more likely to develop a product that is profitable (can be produced at a reasonable cost and will sell at sufficiently high price)

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Example:

A cross-functional team is made up of employees from different functional areas (1 mark). This means that you are likely to get a wider range of ideas and experiences (1 mark). This would be very important when developing a new product as the cross-functional team would take both the views of operations and marketing into account (1 mark).

07

Explain **one** way in which the different personality types of team members could cause **poor** team performance.

[3 marks]

**1 mark** for identifying **any** valid feature of personality types eg Myers-Briggs aspects

**1 mark** for a valid observation of the **identified** feature of personality types on team performance eg clash of personalities such as two dominant team members

**1 mark** for a valid reason **from the question** eg the clashes resulting from two dominant team members could detract the team from its purpose and result in poor outcomes

Example:

Personality types can be described by Myers-Briggs eg thinking v feeling and extraversion v introversion (1 mark). If you have two strong personality types with the same personality make-up, then they might be in conflict with each other (1 mark). This could harm the team's ability to function and stop it doing what it was supposed to do (1 mark).

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**08** Use the data to analyse the impact of a **changing external environment** on Jenny's management of the nursery.

**[9 marks]**

| Level | Descriptor                                                                                              | Marks |
|-------|---------------------------------------------------------------------------------------------------------|-------|
| 3     | Uses the data to analyse the impact of external environment forces on Jenny's management of the nursery | 9–7   |
| 2     | Uses the data when explaining the meaning of external environment forces                                | 6–4   |
| 1     | Demonstrates generic understanding of external environment forces                                       | 3–1   |

| Knowledge and Understanding (L1)                                                                                                                                                                               | Application (L2)                                                                                                                                                                                                 | Analysis (L3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>External environment forces include: economic, social and ethical, technological, legal and political.<br/>Force field analysis is a way of considering the impact of these external environment forces</i> |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Economic                                                                                                                                                                                                       | Rising incomes might have brought about an increase in the number of tablet computers in the home                                                                                                                | As a manager of a nursery school, the trends are both positive and negative. On the one hand they would seem to offer a different way in which basic skills can be developed within the nursery and might mean that some children already have these skills having developed them at home. Alternatively, the trend is a worrying one and might mean that Jenny should plan to increase the scope of physical activities and social interaction within the nursery. Either way, an analysis of these forces could inform the planning, organising and monitoring roles of Jenny eg by planning for the use of tablet computers or organising more physical activities. |
| Social and ethical                                                                                                                                                                                             | Tablet computers could be blamed for a number of negative social trends eg reduced physical activity, addiction to tablet computers at the expense of interacting with friends                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Technological                                                                                                                                                                                                  | Technological developments could have made tablets less expensive to purchase; the range of software available might have been increasing eg for basic reading skills, problem solving games and simple research |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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**09** Use the data to analyse how the coffee shop's **organisational culture** might have affected the motivation of its employees.

**[9 marks]**

| Level | Descriptor                                                                                    | Marks |
|-------|-----------------------------------------------------------------------------------------------|-------|
| 3     | Uses the data to analyse the possible impact of organisational culture on employee motivation | 9–7   |
| 2     | Uses the data when explaining aspects of the coffee shop's organisational culture             | 6–4   |
| 1     | Demonstrates generic understanding of organisational culture                                  | 3–1   |

| Knowledge and Understanding (L1)                                                                                                                                                                                                                                        | Application (L2)                                                                                                                                                                                                                                 | Analysis (L3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Organisational culture relates to the 'how we do things around here'.</i></p> <p><i>Johnson and Scholes cultural web considers 6 aspects of this: stories, rituals and routines, symbols, organisational structure, control systems and power structures.</i></p> |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Stories (Anita)                                                                                                                                                                                                                                                         | The stories told within the organisation would seem to revolve around 'good old days' before Starbucks opened. Presently, the coffee shop is never going to be able to compete.                                                                  | <p>The cultural web of the coffee shop, considering stories, rituals/routines and power structures, would seem to reinforce limited expectations of employees and customers. Anita's influence is significant and she appears to hold the most convincing story about the coffee shop. Anita has significant power but uses this to limit any visions about the future of the coffee shop. Jaz is compliant and looks like he just turns up to work and does as he's told. Nothing wrong with this in itself, but Ingrid's description of power structures indicates that expectations will remain low which is potentially demotivating for both Anita and Ingrid. Vroom's expectancy theory would indicate that motivational force is low because expectancy is low. Doris needs to change this!</p> |
| Rituals and routines (Jaz)                                                                                                                                                                                                                                              | The rituals and routines are about low expectations. It's acceptable to do as you're told and just get things done as quickly as possible – no need to think. Customers don't expect much – just serve them low priced coffee quickly!           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Power structures (Ingrid)                                                                                                                                                                                                                                               | In terms of power, it seems that Anita holds it all. She has been delegated operational control by the previous manager. Jaz defers to her and Ingrid has almost given up, especially as Anita has so much experience – why bother fighting her? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|           |                                                                                                             |
|-----------|-------------------------------------------------------------------------------------------------------------|
| <b>10</b> | Use the data to analyse how Chris could use <b>empowerment</b> to increase his profits.<br><b>[9 marks]</b> |
|-----------|-------------------------------------------------------------------------------------------------------------|

| Level | Descriptor                                                       | Marks |
|-------|------------------------------------------------------------------|-------|
| 3     | Uses the data to analyse the influence of empowerment on profits | 9–7   |
| 2     | Uses the data when explaining how Chris could use empowerment    | 6–4   |
| 1     | Demonstrates generic understanding of empowerment                | 3–1   |

| Knowledge and Understanding (L1)                                                                                                                                                           | Application (L2)                                                                                                                                                                                                                                                                                                      | Analysis (L3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Empowerment should be considered in terms of sharing information, rewards and power with employees. Can help to motivate employees if the empowerment enhances a motivating factor.</i> |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Information                                                                                                                                                                                | Chris seems to keep his office staff in the dark – ‘seldom updates them’ – and he could empower them by keeping them more up to date/informed on how he has dealt with issues                                                                                                                                         | Key issue would seem to be the negative complaints and Chris’s lack of delegation/communication. Given the complaints posted on the website, sales might start to fall off and probably won’t grow. By empowering his employees and staff, Chris could improve his communication and provide a more responsive/flexible service to prospective and current customers – he might not have lost the £20 000 sale, the existing customer who got fed up waiting for a response and lost additional income from the current customer who wanted more flexibility on dates. In terms of profits, Chris would have to be careful not to delegate too much decision making power as this might end up generating more work but at a lower profit (price discounted too much, bonuses too high, too many jobs taken on etc). In addition, we don’t really know whether the staff/employees want to take on responsibilities – Chris needs to proceed carefully with this. |
| Rewards                                                                                                                                                                                    | 10 employees are paid by jobs completed and they simply complete what’s given to them. Office staff are salaried and have no reason to consider anything beyond day to day work. Chris could pay the office staff a bonus related to sales. Difficult to see how this would work for the 10 employees.                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Power                                                                                                                                                                                      | None of his employees/office staff seem to have any power to make decisions. 10 employees could be given authority to negotiate dates for work – within limits – and maybe prospect for jobs. Office staff could be delegated some decision making power to deal with issues eg discounts, dates, routine complaints. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## SPECIMEN MARK SCHEME – MANAGING AND LEADING PEOPLE

## SECTION B

**11** Tina has been given the responsibility of developing BCA's corporate events and sponsorships.

Considering the information in **Item A**, evaluate how Tina might use ADKAR and leadership styles to successfully implement organisational change.

**Total for this section: 20 marks**

| Level | Descriptor                                                                                                                                                                                                                     | Marks |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5     | Uses <b>Item A</b> to develop a balanced analytical response.<br>Analyses factors affecting the use of ADKAR <b>and</b> leadership styles when implementing organisational change at BCA.<br>Evaluation supported by analysis. | 20–17 |
| 4     | Uses <b>Item A</b> to develop an analytical response.<br>Analyses factors affecting the use of ADKAR <b>or</b> leadership styles when implementing organisational change at BCA.<br>Two-sided judgement supported by analysis. | 16–13 |
| 3     | Uses <b>Item A</b> to develop an explanatory response.<br>Explains possible use of ADKAR <b>or</b> leadership styles to implement organisational change at BCA.<br>Judgement supported by explanation.                         | 12–9  |
| 2     | Uses <b>Item A</b> to support the response.<br>Describes ADKAR <b>or</b> leadership styles in context.                                                                                                                         | 8–5   |
| 1     | Demonstrates generic understanding of ADKAR <b>or</b> leadership styles.                                                                                                                                                       | 4–1   |

### Example responses:

#### Understanding (L1):

- **ADKAR**  
'This relates to the stages employees need to be taken through in order to successfully implement change – Aware of need for change; Desire to participate and support change; Knowledge of how to change; Ability to use skills and behaviours required by the change; Reinforcement provided to sustain change.'
- **Leadership styles**  
'These are described by Tannenbaum and Schmidt continuum and relates to the extent to which a manager should control decisions as opposed to delegating responsibility. This could also be described in terms of autocratic v consultative etc.'

#### Description (L2):

- **ADKAR**  
'It looks like people are aware of the need for change eg Alison as she already came up with a different way of dealing with the cuts (by sacking an employee!). But the rest of ADKAR is

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missing – I don't think Alison has a desire to change, not when she ruins the meeting by talking about 'cheating bankers'.

- **Leadership style**

'Tina seems to be more towards the 'tell' side of the leadership continuum, but she has tried to sell. It doesn't look like she talked to Alison before the meeting. That would be consultative. So, yes, she's 'Tell/Sell'.

### Explanation (L3):

- **ADKAR**

'Tina could use ADKAR to take Alison, the employees and the volunteers through the steps necessary for success. For example, Tina could hold workshops with the employees to get them to understand what goes on in business conferences (how to change). She could set up a small team which thinks about how to use the extra money from sponsorship (eg the £15 000) to support painting and music classes (desire to change).'

- **Leadership style**

'Tina is just tell/sell at the moment. Tina should adopt a more consultative approach. For example, she could consult more with Alison by holding regular meetings with her and demonstrate that she is willing to 'jointly manage' BCA's employees and volunteers.'

### Analysis (L4 and L5):

- **ADKAR**

'In this situation, it would seem that Tina just went a step too far – she assumed that everybody wanted to support the development of commercial events. However, the meeting showed strong negative feelings to the idea – with Alison talking about 'cheating bankers'. Tina needs to consider the best way to give employees and volunteers a desire to change and develop their ability to change. To do this, Tina has to understand what motivates them eg they enjoy offering the art and music classes, so why not show how this could be used in commercial events. Tina also needs to educate them about commercial events – help them to see the possibilities and the financial benefits.'

- **Leadership style**

'Tina has been placed in quite a difficult position. Whilst Bill might think she has leadership skills, the employees and volunteers don't know her and, as it says in the item, look to Alison for answers and direction. Alison is problematic for Tina – of course Alison took that approach in the meeting as she probably feels threatened! Considering the leadership continuum, Tina's position within the organisation is not sufficiently strong for her to assume that she can make decisions – such as seeking sponsorship from a Bank – and she needs to adopt a more consultative approach, certainly with Alison. Without allowing Alison, and probably the employees, some aspect of decision making I can't see how Tina can implement the change.'

### Judgement (L3 and L4):

- **ADKAR:**

- o The change is a significant one – disruptive and not at all incremental – so it will require considerable thought and action to move through stages 2, 3 and 4
- o Most significant stage is establishing a desire to change and Tina's meeting really hasn't helped here

- **Leadership styles:**

- o Tina's assumption that her expertise would be sufficient is worrying – can she adopt a more consultative style?

- **Alison and Tina:**

- o To what extent can Tina implement any change within BCA without developing a

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- working relationship with Alison?
- o Will Alison ever accept the use of sponsorship?
- o Can Alison and Tina work together as instructed by Bill?

**Evaluation (L5):**

- o The direction of BCA has been determined – corporate sponsorship and commercial events will be implemented and this has to be recognised
- o Tina and Alison must develop a working relationship and collectively consider how employees and volunteers can be taken through the ADKAR stages
- o Together, Tina and Alison will probably need to use a more consultative leadership style with employees/volunteers, but this could only be achieved after Tina and Alison have agreed on ways forward ie Tina to recognise that she needs Alison; Alison to recognise that she no longer has the power she once had

## SPECIMEN MARK SCHEME – MANAGING AND LEADING PEOPLE

Assessment outcomes coverage

| Assessment Outcomes                                                                      | Marks available in section A | Marks available in section B | Total Mark |
|------------------------------------------------------------------------------------------|------------------------------|------------------------------|------------|
| AO1: Investigate the roles of managers and leaders in a changing environment             | 12 marks<br>20%              | 0 marks<br>0%                | 12         |
| AO2: Investigate the factors affecting the performance of employees within organisations | 18 Marks<br>30%              | 0 marks<br>0%                | 18         |
| AO3: Assess the ability of managers to lead and empower employees                        | 9 Marks<br>15%               | 9 marks<br>15%               | 18         |
| AO4: Assess the use of leadership and empowerment to implement organisational change     | 1 Mark<br>2%                 | 11 marks<br>18%              | 12         |
| <b>Total</b>                                                                             | <b>40 marks</b>              | <b>20 marks</b>              | <b>60</b>  |

| Question      | Assessment Outcome 1 | Assessment Outcome 2 | Assessment Outcome 3 | Assessment Outcome 4 |
|---------------|----------------------|----------------------|----------------------|----------------------|
| <b>1</b>      | 1                    |                      |                      |                      |
| <b>2</b>      | 1                    |                      |                      |                      |
| <b>3</b>      | 1                    |                      |                      |                      |
| <b>4</b>      |                      |                      |                      | 1                    |
| <b>5</b>      |                      | 3                    |                      |                      |
| <b>6</b>      |                      | 3                    |                      |                      |
| <b>7</b>      |                      | 3                    |                      |                      |
| <b>8</b>      | 9                    |                      |                      |                      |
| <b>9</b>      |                      | 9                    |                      |                      |
| <b>10</b>     |                      |                      | 9                    |                      |
| <b>11</b>     |                      |                      | 9                    | 11                   |
| <b>Totals</b> | <b>12</b>            | <b>18</b>            | <b>18</b>            | <b>12</b>            |

## SPECIMEN MARK SCHEME – MANAGING AND LEADING PEOPLE

**Assessment objectives coverage**

| <b>Question</b> | <b>Knowledge and Understanding</b> | <b>Application</b> | <b>Analysis and Evaluation</b> | <b>Total</b> |
|-----------------|------------------------------------|--------------------|--------------------------------|--------------|
| <b>1</b>        | 1                                  |                    |                                | 1            |
| <b>2</b>        | 1                                  |                    |                                | 1            |
| <b>3</b>        |                                    | 1                  |                                | 1            |
| <b>4</b>        |                                    |                    | 1                              | 1            |
| <b>5</b>        | 1                                  | 2                  |                                | 3            |
| <b>6</b>        | 1                                  | 2                  |                                | 3            |
| <b>7</b>        | 1                                  | 2                  |                                | 3            |
| <b>8</b>        | 3                                  | 3                  | 3                              | 9            |
| <b>9</b>        | 3                                  | 3                  | 3                              | 9            |
| <b>10</b>       | 3                                  | 3                  | 3                              | 9            |
| <b>11</b>       | 4                                  | 4                  | 12                             | 20           |
| <b>Totals</b>   | <b>18</b>                          | <b>20</b>          | <b>22</b>                      | <b>60</b>    |