



**2007 Administration**

**Advanced Higher**

**Finalised Marking Instructions**

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## **PART A – CASE STUDY**

### **Question 1**

**Describe and justify 3 internal training methods which E-Cash Ltd could use to equip staff with new skills.**

**Candidate must describe and justify 3 methods in order to gain the full 9 marks – there could be 2 marks for describe and 1 for justify or vice-versa**

#### **Sitting Next to Nellie**

- Traditional method – ‘Nellie’ the experienced worker shows the employee being trained exactly what to do.
- The trainee is learning first hand from an employee who uses the equipment or procedure in their job – practically they will learn helpful hints and tips from someone who knows what they are doing.
- They are learning on the equipment/in the actual environment in which they are going to be carrying out their duties – training is therefore more appropriate and effective.
- The training can be hands on – many people learn best by doing/moving – kinaesthetic learners.

#### **Coaching**

- A coach will guide the trainee through the use of equipment or in a process in the same way that swimmers are trained.
- The coach is a real motivator – they encourage and push the trainee through the training process.

#### **Job Rotation**

- The employee works in different departments for short periods – picking up skills and knowledge from each.
- Gives the employee an excellent working knowledge of how the overall organisation operates – very important for the new employees from the small rival.
- Will create a more flexible workforce – in today’s increasingly dynamic environment a flexible workforce is necessary.
- Excellent for training up employees for management positions – all managers need clear knowledge and understanding of how each section of the organisation operates, integrates, communicates and contributes to effectiveness.

#### **Mentoring**

- Trainees are paired with a more experienced member of staff – the trainee carries out the job but uses the ‘tutor’ to discuss problems that may occur.
- By pairing the new staff with an E-Cash employee this would help integrate the two workforces.
- New staff would feel less anxious over the new situation and new tasks/equipment as they know they have someone to turn to if they have a problem.
- Suits audio learners who like to hear and talk out their learning – this is achieved through discussion with their mentor.
- Provides a more long term support for the employee – they are not trained and then left to their own devices – it is not a one off event.

### **In-house Courses**

- E-Cash could run their own training sessions using their own staff as lecturers/trainers.
- Cheaper than sending employees on external training course – no course fee, travel expenses etc.
- Employees may feel more comfortable in their own surroundings and training is more relevant and appropriate as it uses the organisation's own resources – the actual resources that the employees will be using in their job.
- The trainers will be experts in how E-Cash operates and the procedures that it follows. The training will be designed based on these unlike an external training programme which would be much more generic.

**9 marks**

## Question 2

**“Integrating the two companies successfully would involve major change”.**

**Examine possible drivers and resistors to change within an organisation.**

**Candidates should be awarded one mark for each fully developed point made. There is a maximum of 7 marks for either drivers or resistors.**

### **Drivers**

- Advances in Technology.
- Globalisation.
- Competition.
- Changing customer expectations.
- New working practice.
- Economic climate.
- Legislation.
- Changing employee training/skills.
- Charismatic change agents.
- Enhanced company image.

### **Resistors**

*From the organisation:*

- costs
- organisational structure
- organisational culture
- lack of commitment from management.

*From individuals:*

- fear of redundancy
- new skills/training
- disruption to working practices/social relationships
- inability to cope with new situation
- loss of control/status
- resentment/resistance.

**11 Marks**

### Question 3

**Leading people is a highly complex task. Describe and evaluate the different leadership styles utilised by managers.**

**Candidates must describe at least 3 leadership styles. Marks should be awarded for fully developed points. If a candidate only does 2 styles then max mark is 7.**

#### **Autocratic**

- Tells employees what and how tasks are to be done.
- Often used by X Theory Managers who believe people are naturally lazy and only motivated by money.
- Generally has a negative effect on motivation and particularly self-motivation.
- Employees are dictated to therefore they have little job enrichment.
- Employees are not involved in decision making therefore low self-worth – feel they are not valued.
- Employees become very reliant on the leader so when they are absent, employee productivity is low.
- BUT... it is a highly effective style in motivating employees to perform in situations of crisis or when there is a short time limit.

#### **Democratic**

- Employees are involved in decision making – they have a say in what and how work is done.
- Two types persuasive – leader has made decision but takes the time to explain the reasons why and consultative – leader involves and consults employees before making the decision.
- Often used by Y Theory managers who believe employees enjoy their work and can be self-motivated.
- Generally has a positive effect on employees – they feel valued, feel involved, jobs are more enriched, they have more job satisfaction.
- BUT... not ideal in a crisis situation or where staff new or are working in new territory.

#### **Laissez-Faire (Free Reign)**

- Employees are given a very high degree of freedom by the leader.
- Employees are permitted to carry out tasks within extremely broad limits – almost leaves them to plan, organise and conduct tasks themselves – laissez-faire means ‘let it be’.
- Excellent motivational consequences with highly skilled, competent, creative, self-motivated, independent working employees. Other styles stifle their enthusiasm as they feel untrusted and treated like inexperienced employees.
- Not appropriate with new employees, those that lack self-motivation or have low competence – these employees need more direction and guidance in order to be productive.

**10 marks**

**(30 marks)**

**PART B – ESSAY QUESTIONS**

**Question 1**

**Effective communication is at the heart of good management whereas poor communication breeds inefficiencies and conflict.**

- (a) Describe potential barriers to effective communication and suggest ways in which management could overcome them.**

**Candidate must describe and suggest – if no description/suggestion then max marks available is 6.**

<b>Barrier</b>	<b>Description</b>	<b>Strategy to Overcome</b>
Jargon	<ul style="list-style-type: none"> <li>• Words/phrases that have technical or specialist meaning.</li> <li>• If not understood, communication breaks down.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure meeting content is pitched and designed to be understood by everyone in the meeting.</li> <li>• If jargon has to be used it should be well explained.</li> </ul>
Perception	<ul style="list-style-type: none"> <li>• How the meetings are viewed.</li> <li>• Already a barrier as many view them as pointless.</li> </ul>	<ul style="list-style-type: none"> <li>• The importance and purpose of the meetings for them and the organisation needs to be highlighted.</li> <li>• How to improve the meetings could be discussed and changes made.</li> </ul>
Form of Message	<ul style="list-style-type: none"> <li>• How is the information delivered?</li> <li>• Is it conveyed in an exciting manner?</li> <li>• Does it suit the audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings should not be information overload.</li> <li>• It must be relevant and applicable to everyone present.</li> <li>• Delivered in an interesting, attention holding manner.</li> <li>• Incorporate many communication methods – audio, visual and written.</li> </ul>

Barrier	Description	Strategy to Overcome
Noise	<ul style="list-style-type: none"> <li>• Anything that interferes with the reception of the communication in the meeting.</li> <li>• Eg staff talking in the meeting, too many trying to talk at once, background noise, mobile phones ringing.</li> </ul>	<ul style="list-style-type: none"> <li>• All mobiles turned off.</li> <li>• Order kept in the meeting – everyone having their turn to speak in an orderly fashion.</li> <li>• Meetings at a quiet time of the day or in a room far away from office noise.</li> <li>• Keep questions to the end of the meeting.</li> <li>• Have agenda for all staff so that this can keep them focused even amid noise.</li> <li>• Time the meeting for a quiet time of the day.</li> </ul>
Skill of the leader	<ul style="list-style-type: none"> <li>• The ability of the leader or the person taking the meeting to attract and maintain the attention of the people at the meeting.</li> <li>• The competency of the meeting leader in speaking and in the content of what they are saying.</li> </ul>	<ul style="list-style-type: none"> <li>• Those taking part in the meeting should know what they are talking about and be respected by the other people in the meeting.</li> <li>• They should be confident and competent in speaking to a group of people in such a public setting.</li> <li>• Their tone and body language should keep staff interested in what they are saying.</li> </ul>
Breakdown in Technology	<ul style="list-style-type: none"> <li>• Many aspects of the meeting require technology – generation of agendas, minutes, projectors etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all technology is fully functional before the meeting.</li> <li>• Set up technology before the meeting rather than making employees in the meeting wait.</li> <li>• Have paper backups just in case the technology breaks down in the meeting.</li> </ul>

**10 marks**

**(b) Examine strategies which could be used by a manager to deal with conflict effectively**

**Candidates should be awarded one mark for each fully developed point made.**

- Promote open discussion and emphasise sensitivity and constructively criticise ideas not the person.
- Encourage team members who have been annoyed to be up front and deal with the issue and not resort to back biting ie covert conflict – “triangulation”.
- Set ground rules, the rule of engagement or rules to fight cleanly for all to follow.
- Have a respected leader in the group.
- Could also be manager and employee.

**5 marks**

**(c) With reference to The Sex Discrimination Act 1975, describe the measures that employers can take to minimise their liability arising from employee actions.**

**Candidates should be awarded one mark for each fully developed point made.**

- Under the Sex Discrimination Act 1975 the employer is **not** liable for any sexual harassment (which covers verbal and non-verbal behaviour which violates a person’s dignity) committed by their staff **IF** they can prove that they took reasonable practical steps to prevent this sort of communication.
- Develop a clear procedure for investigating complaints to handle them sensitively and in accordance with the procedure.
- Train staff who will be investigating complaints to deal confidently and compassionately.
- Provide support as necessary for the complainant, the alleged harassers and managers handling the complaint.
- An effective, well communicated policy.
- Train all staff and managers on the policy and their responsibilities under it.
- Make sexual harassment a disciplinary offence.
- Monitor the policy and its success regularly.
- Extent of steps depends on size and culture of the organisation and its specific needs.

**5 marks**

**(20 marks)**

## Question 2

The Administration Department of a manufacturing organisation is suffering from low productivity and is looking for ways to become more efficient.

- (a) Evaluate the effect of teamworking in the Administration Department on both the employee and the organisation.

Candidates should be awarded one mark for each fully developed point made. A maximum of 4 marks will be awarded if there is no attempt at evaluation.

### The Organisation

#### *Positive Results*

- More motivated, loyal and committed staff.
- Teams can handle more information and more complex problems than individuals – more work completed more quickly and effectively.
- More willing to consider more riskier decisions which may be more effective – individuals are less likely to want to take such risks on their own.

#### *Negative Results*

- Possibly slower decision making.
- Group conflict may lead to strife and ill-feeling in the team.
- Loss of individual accountability may open the mind to decisions that are too risky.
- Decisions could just be a result of compromise and not necessarily be the right decision.
- Strong personalities can dominate the team – the essence of teams with their mix of skills and personalities is lost.

### Individuals

#### *Positive Result*

- Satisfies need to feel belonged – social relationships – Maslow and Elton.
- Higher levels of job satisfaction/motivation.
- Training & development – teams' members can learn skills from each other.
- Specialisation – teams can specialise in the role and task that best suits their character – they are happier and more productive.
- Direct help and support from other team members.

#### *Negative Result*

- Group pressure could increase stress.
- Clash of personalities can make close working difficult.
- People can lose individual identity and just take on team/group status.
- Rewards linked to group performance can be less effective in motivating individuals.
- Lack of individual accountability can lead to some team members slacking.

**8 marks**

- (b) **Describe the benefits to the organisation of introducing a structured training programme.**

**Candidates should be awarded one mark for each fully developed point made.**

- To create a more flexible workforce.
- To increase the productivity, quality and capabilities of staff.
- To increase the motivation and satisfaction of staff.
- To match the workforce's skills and competencies with the needs of the organisation.
- To help retain staff & improve the image of the organisation.
- To reduce accidents and injuries – cover Health and Safety legislation.
- To ease staff into new changes.
- To create a workforce that has a competitive advantage over other rival businesses.

**6 marks**

- (c) **The organisation is considering homeworking to improve staff motivation. Discuss the employer's legal responsibilities towards homeworkers under Health and Safety legislation.**

**Candidates should be awarded one mark for each fully developed point made.**

**Candidates will only achieve 3 marks if no attempt to discuss. Max 2 marks for list.**

- Under the Health and Safety at Work Act 1974 employers have a duty/responsibility to ensure the safety of their employees at work **regardless** of where they are working ie the employer's responsibility even extends into the home if that's where the employee is working.
- This means that they have a responsibility to:
  - undertake an initial risk assessment of the person's work area in the house – identifying the hazards relating to the homeworker's work activities and decide whether enough steps have been taken to prevent harm to themselves or to anyone else who may be affected by their work
  - ensure that the home work area meets the conditions of the Health and Safety at Work Act and the Health and Safety (Display Screen Equipment) Regulations eg adjustable back and height chair, wrist rests etc
  - create an ergonomically sound work area in the home
  - ensure staff are educated in the legislation surrounding Health and Safety and in particular taking regular breaks, how to adjust their equipment to comfortable and safe positions/conditions etc
  - conduct regular safety inspection checks on the electrical equipment in the work area and on sockets. Also ensure that a proper cable management system is in place.
- The Health and Safety (First-Aid) Regulations 1981 – employer must ensure there is adequate first aid provision in the home.
- Have a specific Health and Safety Policy for Homeworking and ensure all staff are aware of it and what it says.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 – ensure employees report and keep a record of any injuries/accidents that occur at home while working.
- Period assessments must be made – it is not a one-off risk assessment. When any new equipment is used by the homeworker or there is a change in their homeworking environment a new assessment must be made.

**6 marks**

**(20 marks)**

### Question 3

The results of a staff survey in a large insurance company indicated that satisfaction in the Administration Department was below average.

- (a) Using Herzberg's Two-Factor Theory, explore the ways in which the Administrative Manager could improve the motivation of staff.

Candidates should be awarded one mark for each fully developed point made.

- Not all factors surrounding a job motivate. There are 2 groups of factors: hygiene factors and motivators.

#### Hygiene Factors

- Extrinsic factors of the job: salary, job security, working conditions, level and quality of supervision, company policy and administration, interpersonal relationships.
- If these were weak in the workplace employees would feel dissatisfied. Employees would not be happy if they felt these factors were not adequate.
- If they were happy with these factors then they would be satisfied but they would not actually motivate them to any great extent.
- Satisfaction required in order for motivators to have a positive effect.

#### Motivators

- Intrinsic factors of the job: nature of the work, sense of achievement, recognition, personal growth and achievement.
- These would actually motivate workers to higher levels of productivity IF the employees were first of all happy with the external factors ie the hygiene factors.

Conclusion: a manager must first ensure that employees are content with the extrinsic factors of the job before they use the intrinsic factors as motivators.

**8 marks**

- (b) (i) Justify the introduction of Staff Appraisal considering both the department and employees.

Candidates should be awarded one mark for each fully developed justification made.

- Feedback on performance can motivate staff.
- Build a better relationship between managers and subordinates.
- Allows training needs to be identified.
- Allows good behaviour and achievement to be recognised and rewarded.
- Viewed as a more 'fair' means of distributing rewards.
- Setting targets provides a clear path for the employee and a concrete target to work towards – motivational.
- Helps successive planning and identifying potential for promotion.
- Identifies under-performance providing more evidence for disciplinary action if necessary.
- Employees feel more valued – that they are seen as a valuable asset to the business and that their performance and development in the organisation is important.

**8 marks**

**(b) (ii) Evaluate 2 different forms of Staff Appraisal.**

**Results-based Appraisal**

- Based on an employees output/actual performance eg sales targets, achievement of qualification/certificate, level of waste, number of deadlines met/missed.
- An easy form of appraisal for the employee and the manager – concrete evidence – more unbiased – factual – less debatable – performance is more easily assessed.
- Often viewed as more fair than Qualities Appraisals.
- Easier to set targets and for the employee to unbiasedly self-evaluate their performance between appraisals meetings.

**Qualities Appraisal**

- The persons abilities, character and qualities are being appraised rather than concrete results/output eg leadership skills, interpersonal skills, management ability etc.
- Much more difficult to assess objectively – it is very subjective and up to a person's opinion and can therefore be viewed as unfair.
- Appraisee and appraiser can often differ in their view points.
- Much more difficult for the employee to self-appraise – people can either think too well of themselves or be too hard on themselves.

**360° Appraisal**

- Provides a more rounded, fairer assessment of the employee from all angles.
- Questionnaires completed are confidential so comments are more truthful and honest – better understanding of employee's strengths and weaknesses and departmental needs.
- Employees may feel there is less of a personal attack from one person.
- Encourages a more open culture – everyone is assessed by each other.
- Gives employees better understanding of how their performance/behaviour influences all parties not just their manager/department.
- Can be administratively complex to conduct and consolidate feedback – can be conflicting opinions from different parties.

**4 marks**

**(20 marks)**

#### Question 4

To remain competitive in today's dynamic markets, organisations continually strive to improve performance. "Nobody is perfect but a team can be."

- (a) Using Belbin's team roles, discuss how each role effectively contributes to the performance of the team.

Candidates should be awarded one mark for each fully developed point made. If no attempt at discussion then max marks available is 5.

Role	Effective Contribution
Implementer	<ul style="list-style-type: none"><li>• Eager to get results.</li><li>• Focused on actions.</li><li>• Turns decisions and strategies into defined and manageable tasks, sorting out objectives and pursuing them logically.</li><li>• Systematic, with common sense, methodical, hard working.</li></ul>
Co-ordinator	<ul style="list-style-type: none"><li>• The social leader of the group.</li><li>• Ensure individuals contribute fully.</li><li>• Ideal chairperson.</li><li>• Able to get others working to a shared aim.</li><li>• Are confident and mature.</li><li>• Clarify objectives, set agendas, establish priorities, select problems, sums up and is decisive but does not dominate.</li></ul>
Completer/Finisher	<ul style="list-style-type: none"><li>• They concentrate on detail and finishing the task.</li><li>• They give attention to detail, have high standards are quality orientated, deliver to schedule and specification.</li><li>• Maintain a permanent sense of urgency with relentless follow through.</li><li>• Makes sure the team delivers on time.</li><li>• Reliably sees things through to the end, ironing out wrinkles.</li></ul>

Role	Effective Contribution
Resource Investigator	<ul style="list-style-type: none"> <li>• They are a good communicator, networker, outgoing, seeks and find opinions, a negotiator.</li> <li>• They are the team's salesperson, diplomat, liaison officer.</li> <li>• They go outside the team to bring in ideas, information and development to it.</li> <li>• Explores new ideas and possibilities with energy and with others.</li> <li>• Bringing in new contracts and spreads the word of the group's activities.</li> </ul>
Team worker	<ul style="list-style-type: none"> <li>• They are supportive, sociable, flexible, a good listener, a calming influence and a mediator.</li> <li>• They operate against division and disruption in the group like cement, particularly in times of stress and pressure.</li> <li>• They provide an informal network of communication and support that spreads beyond the formal activities of the team.</li> </ul>
Plant	<ul style="list-style-type: none"> <li>• They are innovative, inventive, creative, imaginative but not keen on detail.</li> <li>• They are the source of original ideas, suggestions and proposals that are usually original and radical.</li> <li>• Solves difficult problems with original and creative ideas.</li> </ul>
Shaper	<ul style="list-style-type: none"> <li>• They are motivated, energetic, achievement-driven, assertive and competitive.</li> <li>• They challenge others to move forward.</li> <li>• They give the team shape, looking for a pattern in discussion and practical considerations regarding the feasibility of the project.</li> <li>• They challenge inertia, ineffectiveness and complacency.</li> <li>• Good leaders of rapid-response or start-up teams.</li> </ul>

Role	Effective Contribution
Monitor/Evaluator	<ul style="list-style-type: none"> <li>• They are serious, prudent, a critical thinker, analytical.</li> <li>• They see the big picture and thinks carefully about plans.</li> <li>• They contribute a measured and dispassionate analysis and stops the team committing itself to misguided tasks.</li> <li>• Good at assessing proposals and monitoring performance.</li> </ul>
Specialist	<ul style="list-style-type: none"> <li>• They are technical experts, highly focused capability and knowledge.</li> <li>• Driven by standards and dedication to their personal expert area.</li> <li>• Provide the essential expert knowledge for the completion of specific tasks.</li> </ul>

**9 marks**

- (b) **Team members may have different learning styles. Suggest how an on-line learning course could be designed to cater for these styles.**

**Candidates will gain one mark for the description of each learning style and one mark for how the on-line course could address the learning style.**

#### Visual Learners

- Learning by reading, seeing, picturing and watching.
- An on-line course by its very nature caters well for this type of learner. The learner will extensively read notes on the screen, watch video clips, pod-cast lectures etc.
- On-line courses can overdo text on a web page. This could be information overload. They need to ensure that there is a good mix of diagrams, pictures, videos, demonstrations etc in order to keep the visual learner engaged.

#### Audio Learners

- Learning by hearing, verbalizing and listening.
- Lectures could be given on MP3 form.
- Video and pod casts will also attract the audio learner.
- They could have audio conferences with other people on the on-line course to discuss the tasks, assignment or even just any area of the course they are struggling with.

#### Kinaesthetic Learners

- Learning by being hands on, feeling, touching and handling.
- The hardest for an on-line course to cater for – they will need to set the learner tasks where they move from their PC and actually undertake a physical task.
- Put learners into work groups who meet up once a month or who complete group tasks. Moving from their normal position and working with others on a practical assignment.
- Assign learners with mentors – have regular meetings with the mentor – have the mentor may meet up with groups for practical tasks.
- Provide computer simulations where the learner takes on a role and undertakes decision making etc.

**6 marks**

**(c) Explain the role of a change agent in implementing change within an organisation.**

- A change agent may be a full time external professional, a leader of a department or a middle manager charged with the responsibility of bringing about change in their area.
- Change agents can perform a number of tasks:
  - diagnosing what the real issues are – potential resistors to change
  - educating employees in the reasons/benefits for the change
  - educating employees in what to expect from the change and the process of change so as to reduce fear of the unknown
  - inspiring individuals to embrace change
  - setting out/proposing through consultation clear goals and targets for change
  - designing and implementing a Change Management Programme
  - buying in experts who may be able to facilitate change
  - co-ordinate performance management, incentives and reward systems in order to reward individuals for positive behaviour towards the changes
  - managing the change ‘project’ by co-ordinating the activities of key players
  - monitoring progress towards the change goal regularly and providing feedback to all parties involved.

**5 marks**

**(20 marks)**

## Question 5

A new Administrative Manager has recently been appointed in a local College.

- (a) Describe and justify the use of both formal and informal communication methods within the college.

The candidate must justify each of the methods described – in no justification max 5 marks.

### Formal Communication

- Recognised and approved by employers and employee representatives.
- Reliable and accurate and more trustworthy as they are hearing through official channels.
- Provides a more concrete record of the communication between staff.

### Vertical Downward Communication

- Keep subordinates informed about a variety of work/organisation related issues.
- Give out instructions.
- Provide feedback on performance.
- Empower employees to take on own responsibility.
- Consult employees on a range of issues.
- Delegate authority and decision making.
- Ensures action is consistent and co-ordinated down through each level.
- Should lead to greater efficiency and productivity as staff are fully aware of what is expected and where the organisation is going.

### Vertical Upward Communication

- Inform/query regarding task.
- Share feelings, aspirations and attitudes.
- Helps managers understand employee's views and concerns – helping them manage the workforce better increasing productivity.
- Can alert managers to potential problems with staff, systems or procedures.
- Can help managers with information that they need for decision making and gives good feedback on the effects of previous decisions.
- It helps employees to feel that they are involved and so motivates.

### Horizontal/Lateral Communication

- Allows employees on the same level to work and communicate together.
- Official meetings can be arranged for teams.
- Help and assistance can be requested from fellow colleagues.
- Essential for an effective organisation – employees in different departments need to communicate – a breakdown in lateral communication will stifle overall organisational performance.

### Informal Communication

- Channels of communication established through friendship groups – grapevine.

Benefit/Use – if managed and manipulated **properly**

- Managers can ‘leak’ ideas and proposals to gauge staff’s reaction before making a final decision.
- It is a very fast method of communication – often spreads faster than formal communication.
- Satisfies the human need for social interaction – Elton Mayo, Maslow Social needs.
- Management can use it to ease employee worry about organisational decisions/activities – people often believe the grapevine more than the formal channel therefore this should be used by management to their advantage.
- Can be used to create a common organisation culture.
- Can help work groups, departments and inter-departmental relationships be more cohesive.
- Can be used to support and reinforce formal statements.

**10 marks**

- (b) **Evaluate the effectiveness of a Plasma/LCD screen as a communication tool in the reception area of the College.**

**Candidates should be awarded one mark for each fully developed point made. A maximum of 3 marks will be awarded if there is no attempt at evaluation.**

### Positive Contribution

- Interesting and entertaining way to transmit information – combination of visual and sound – eases the waiting time.
- Creates a good image for the organisation.
- Visual images can convey more information in a more effective and lasting manner than written information.
- Captive audience.
- Will grab and hold the attention of the audience more than a poster or notice.
- Great way to publicise the achievements of the organisation and its employees and remind students of events, deadlines etc.

### Negative Contribution

- Only one way communication tool.
- Requires regular updating or tool becomes ineffective and creates a bad image.
- Faults or technical problems may hinder the transition of information.
- If the presentation on display was of poor quality this would create a even worse image than not having an LCD screen in the first place.

**6 marks**

**(c) Describe the responsibilities of the College under the Freedom of Information Act 2000.**

General public have the right to access information to give them a better understanding of:

- how the college carries out their duties
- why they make their decisions
- how they spend their money.

Therefore the college need to:

- be pro-active in providing the public with access to information by printing information and making these easily accessible to the public eg annual reports, policy documents, investigatory reports etc.
- publish a 'Publication Scheme' which lists all the existing information sources that the public can access and easily see what information already exists.
- respond within 20 days to a request for information either by sending the information to the person requesting (with an admin charge) OR
- inform the person requesting the information that their request has been denied for legitimate reasons eg it may compromise national security or cause harm or annoyance. The exemption must be made clear.

**4 marks**

**(20 marks)**

[END OF MARKING INSTRUCTIONS]