



**2008 Administration**

**Advanced Higher**

**Finalised Marking Instructions**

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## PART A – CASE STUDY

### Question 1

Using Lewin's Force Field Analysis, analyse how Jim Wilson could effectively implement change in the Administration Department.

10

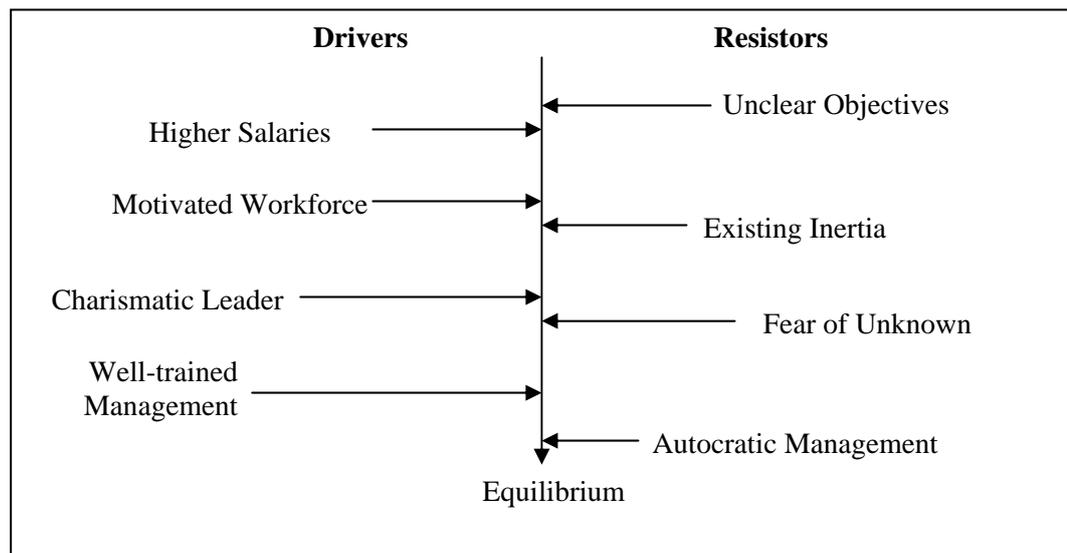
2 marks for diagram.

1 mark for every valid point made.

If no analysis of implementation – max 5 marks.

Kurt Lewin – Force Field Analysis

- View change in terms of Drivers and Resisters.



- Position of equilibrium - change would not be possible.
- The management in Wilson Electronics should manipulate and cultivate the drivers and reduce the strength of the resisters in order to implement change smoothly and quickly.

Lewin suggested the following procedure for implementing change.

- Recognising the need for change – Jim has realised this.
- Defining the problem – Jim needs to analyse the organisation and target specifically the problem areas that need improvement.
- Identify where the company is relative to the problem.
- Searching for alternatives.
- Defining where the company wants to be as a result of the change ie goals.
- Preparing for change.
- **Unfreezing** – breaking down belief and assumptions which currently exist and opening up need for change. Jim needs to make it clear to the employees that change is important, necessary for their benefit. They should be involved in the discussion and consultation and continually kept updated.
- **Changing** – Jim needs to support employees through the actual change eg training, rewarding the learning of new skills, behaviours etc. Continual direction and leadership will be needed by Jim and his management team.
- Arriving – realizing when the goals have been met.
- **Refreezing** – new systems will be stabilised and new working relationships are established. Jim must maintain an atmosphere where the change is accepted. Positive reinforcement will be needed. Technical problems and further resistance may develop so Jim will need to develop methods of overcoming these difficulties eg regular staff meetings to air any problems; have experts on hand to solve or advise on any problems etc.
- Evaluation – check the success of the change at achieving the desired goals.

## Question 2

**Evaluate the use of staff appraisal as a means of improving staff efficiency and motivation within the Administration Department.**

10

**1 mark per valid point made.**

**Maximum of 7 if only positive contribution discussed.**

Positive Contribution for improving efficiency and motivation.

- Feedback – allows staff to know how well they have performed – allows them to know what they have done well and what areas they need to address to improve making them more efficient. Keeps their performance and activities in line with organisational requirements and expectations.
- Set Targets – goals to work towards motivates action – goals are agreed through negotiation between manager and subordinate, therefore increasing commitment from the subordinate towards achieving them.
- On-going – continuous monitoring encourages continued effort and commitment to improving performance.
- Rewards – linking achievements to rewards increases efforts to achieve goals.
- Fairness – rewarding employees through appraisals is often viewed as a more objective means of distributing rewards, keeping employees happy and motivated.
- Increased dialogue with manager – creates a closer relationship with manager. When a subordinate feels the manager is there to help and support and is genuinely concerned about their contribution to the workplace, motivation increases.
- Career planning – appraisal can identify areas where training is required, helping to improve performance in the job/task. Training in the key areas required shows that employee that the business is concerned about their specific needs – they feel more valued.
- Helps match employee performance/activities with organisational requirements.
- Identifies unsatisfactory work – at its worse appraisals can quickly identify people who are not suited to the organisation or to the work of that position and can therefore be re-deployed to another area or let go.
- Managers know staff better and can use this knowledge to improve efficiency.

However, appraisals can have possible negative effects on motivating and directing:

- if seen as a one off event, or a paper exercise it will be seen as pointless and have detrimental effects on motivation and direction.
- if the appraiser is not skilled in conducting appraisals and the appraisee has a bad experience, they will be unmotivated to do their job.
- if they feel the appraiser was biased they will lose respect for their manager. If they feel they were unfair then employees will be unmotivated and be unconcerned about the direction of their efforts.
- if conducted improperly they waste time and are in effect inefficient.

### Question 3

**Jim Wilson must ensure that staff within the organisation always comply with data handling legislation. Using 2 pieces of legislation, describe the legal obligations of staff.**

10

**1 mark for each valid obligation.**

**Max of 5 marks for each legislation.**

Computer Misuse Act 1990	Employees must not: <ul style="list-style-type: none"><li>• breach confidentiality by unauthorised access</li><li>• use another person's ID and password to access a computer, use data or run a programme</li><li>• alter, delete, copy or move a programme or data</li><li>• lay a trap to obtain a password</li><li>• commit theft by eg re-directing funds illegally, entering fraudulent data, modifying software/data, stealing company computer/Internet time</li><li>• deliberately introduce viruses.</li></ul>
Regulation of Investigatory Powers Act 2000	Employees must not: <ul style="list-style-type: none"><li>• use company Internet and e-mail for personal purposes unless allowed in certain circumstances</li><li>• transmit confidential information unless encrypted</li><li>• keep e-mail messages too long</li><li>• use inappropriate messages</li><li>• use inappropriate language and grammar in e-mail messages</li><li>• access and/or download inappropriate material from the Internet</li><li>• infringe copyright when downloading materials or forwarding it to others.</li></ul>
Data Protection Act	Employees must follow the Principles: <ul style="list-style-type: none"><li>• fairly and lawfully obtained and processed</li><li>• keep data accurate and up-to-date</li><li>• keep info secure</li><li>• used for registered purpose</li><li>• destroyed when not needed</li><li>• adequate, relevant and not excessive</li><li>• not transferred to countries outside the EU unless there is adequate protection.</li></ul>

## PART B – ESSAY QUESTIONS

### Question 1

**A motivated workforce leads to high productivity, high quality output and low absenteeism.**

- (a) **Using Maslow's Hierarchy of Needs , examine the ways an Administrative Manager could improve the motivation of their employees.**

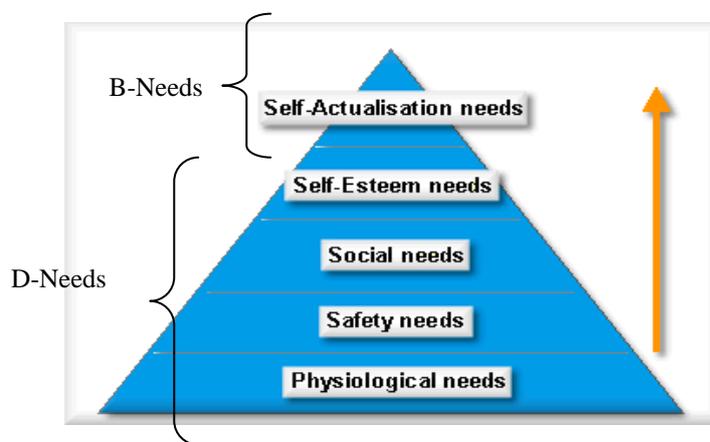
8

**1 mark for each stage.**

**Max 2 marks for diagram.**

**1 mark for explanation of how Hierarchy works.**

**1 mark per development point.**



- First 4 stages are deficient needs – employees are motivated by the desire to satisfy a deficiency they feel. Once the deficiency is no longer felt they are motivated by the next level of deficiency.
- Last stage is a B-Need – Being Need – such a need can never be fully satisfied.

Stages:

- Physiological Needs – Pay, working conditions
- Safety – Job security, contract, secure premises, health & safety
- Social – Groups/teams, manager-subordinate relationships, staff events/outings
- Self-esteem – Recognition, job title, feedback, rewards
- Self-Actualisation – Challenging job, opportunities for creativity, promotional ladder

- (b) Describe the characteristics and qualities of leaders who create a motivated and loyal workforce.

7

1 mark for each characteristic fully explained.

Charisma	Great enthusiasm creates a trickle-down effect.
Integrity	Makes people trust a leader. 'Integrity' means both personal wholeness and adherence to values outside yourself – especially goodness and truth.
Toughness	Leaders are demanding people, have high standards. Push people to their limits – lead by example.
Fairness	Treat individuals differently but equally, no favourites. Impartial in giving rewards and penalties for performances or people will lose trust and dislike leader.
Warmth	Leadership involves your heart as well as your mind. Makes leaders approachable/respected.
Humility	Willingness to listen and a lack of an overweening ego. Arrogant leaders will find it difficult to get employees on board.
Confidence	A positive self image, backed up with a genuine ability and realistic aspirations.
Competence	A good leader's actions will be based on reason and moral principles, not on childlike emotional desires or feelings.
Honesty	To gain respect a leader must be honest and ethical. They must display sincerity, integrity and candour in all their actions. Deceptive and back handed behaviour will not inspire trust.
Caring	Increases loyalty to leader. Employees will work harder and be much more committed and co-operative.
Courage	Perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Displaying a confident calmness when under stress will be the gel that keeps a team together in the midst of the storm.
Imaginative	Good leaders make timely and appropriate changes in their thinking of new and better goals, ideas and solutions to problems.

(c) **Discuss the impact of conflict on an organisation's performance.**

5

**1 mark for each valid point.**

**Max of 3 if only negative or positive aspects are discussed.**

### **Negative Consequences**

- Conflict is inevitable in teams – teams are a combination of different people, with different experience, skills and opinions leads to better decision making so conflict **WILL** occur.
- Conflict can be detrimental – can reduce a team's performance and productivity as conflict can cause stress, hostility and resentment among team members.
- Conflict can become personal – people emotionally hurt and the relationship between members in the team can break down – the focus is not on the work but on the argument.

### **Positive Consequences**

But... if handled properly:

- conflict **CAN** and **WILL** create better decisions. Conflict enables different perspectives to emerge around an issue or a problem which then expands the way of looking at the problem and thus opening up a larger range of possible solutions
- conflict can help team members build their arguments or support for an idea which will unearth potential roadblocks that could be thrown in its path. As the team determines ways to overcome these roadblocks the idea is strengthened and the implementation is likely to be more successful
- conflict can be a source of creativity within the team. Often ideas will be built out of conflict or concepts developed that may never have seen the light if it were not for the energy of the conflict.

To manage conflict to create a positive outcome:

- there must be open discussion, sensitivity and constructive criticism
- clear ground rules, the rule of engagement or rules to fight agreed and accepted by employees
- have a respected leader
- use team building to enable staff to better understand each other's strength and weaknesses and to give employees practice working together.

**(20)**

**Question 2**

**The Administrative and Customer Services Departments are being restructured. A new team has been formed to deal with customer complaints.**

- (a) **Describe the 5 stages of team development and suggest strategies that a team leader could use to support their team through each stage.**

**10**

**1 mark for each stage explained.**

**1 mark for strategies to support each stage fully explained.**

<b>Key Facts of Stages (Tuckman 1965)</b>	<b>Key Strategies to Support</b>
<p><b>Forming</b></p> <ul style="list-style-type: none"> <li>• Team/group first come together.</li> <li>• Many anxious/nervous therefore often little conflict.</li> <li>• Behaviours driven by desire to be accepted.</li> <li>• Members learn about each other, nature and purpose of team.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the team to get to know each other – team building.</li> <li>• Create relaxed and friendly atmosphere to ease anxieties.</li> <li>• Clarify roles and responsibilities of members.</li> <li>• Give guidance and direction to the group.</li> <li>• Set the goals of the team.</li> </ul>
<p><b>Storming</b></p> <ul style="list-style-type: none"> <li>• People are now ready to establish themselves.</li> <li>• Battle for position, authority and influence among members.</li> <li>• Views are more openly expressed.</li> <li>• One of the most uncomfortable stages.</li> <li>• Often much criticism and much questioning of group goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict management strategies.</li> <li>• Coach/mentor team through problems – encourage constructive criticism, open dialogue – not destructive.</li> <li>• Help find compromise between team and individual needs.</li> <li>• Concentrate on issues about the tasks not about members.</li> </ul>

<b>Key Facts of Stages (Tuckman 1965)</b>	<b>Key Strategies to Support</b>
<p><b>Norming</b></p> <p>Strive in Stage 2 resolves – each member understands each other better and experience which allows:</p> <ul style="list-style-type: none"> <li>• “Rules of Engagement” set.</li> <li>• Sense of shared expectations.</li> <li>• Mutual support and co-operation to increase.</li> <li>• Responsibilities to be divided – who does what mode.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate group discussion.</li> <li>• Help to ensure everyone has a shared vision, goal and identifies with the team.</li> <li>• A less hands on approach than in storming.</li> </ul>
<p><b>Performing</b></p> <p>The boundaries (a relatively stable structure) have been set so the group can get onto the actual task.</p> <ul style="list-style-type: none"> <li>• Work together as a cohesive group.</li> <li>• People respected enough to get on with their task.</li> <li>• Commitment to success and individuals are valued by colleagues.</li> <li>• Collaboration increases group productivity and decision making.</li> <li>• Group identity, loyalty and morale are all high.</li> <li>• Everyone is task and people-orientated.</li> </ul>	<ul style="list-style-type: none"> <li>• Take a step back – allow the group to complete their task – only observe.</li> <li>• Intervene only when absolutely necessary eg conditions change, new member etc.</li> <li>• Monitor performance, from a distance, just to ensure sufficient progress.</li> </ul>
<p><b>Adjourning</b></p> <ul style="list-style-type: none"> <li>• Completion and disengagement of task and group.</li> <li>• Task is accomplished, goals achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise team and individual success – feedback.</li> <li>• Distribute rewards eg praise, promotion, ‘employee of the month’, ‘star team player’, bonuses etc.</li> </ul>

- (b) **Describe reasons why staff may resist change and explain how management could minimise this resistance.**

**10**

**1 mark for each stage explained.**

Reasons for Resistance

- Fear of redundancy.
- New skills/training.
- Disruption to working practices/social relationships.
- Inability to cope with new situation.
- Loss of control/status.

Strategies to Overcome – Change Management Programme

- Negotiating and agreement.
- Education and communication.
- Support and training.
- Gradual introduction.
- Manipulation and co-option.
- Threats.

**(20)**

### Question 3

**Training and development should be viewed as a wise investment in the future of an organisation.**

- (a) (i) **Compare the costs and benefits of internal training with external training.** 5

**1 mark for each valid point.  
Max 3 marks if no evaluation given.**

Benefits

- Much cheaper – no course fees, accommodation, enrolment fee etc.
- Staff continue to work – less of a drop in productivity.
- In their actual working environment – not an artificial setting.
- Easier to fit the training into the organisation's time and commitment – timing of external courses are dependent on external agencies.
- Designed specifically for the organisation and its needs – not a generic training programme.
- Staff may feel more comfortable in their own environment with fellow colleagues.

Costs

- Bad habits inherited.
- Less skilled deliverers.
- Training can take a long time as it can be conducted as staff work.
- Less focused on the actual training – mind is on both the training and the job.

- (ii) **Justify when different methods of internal training would be most appropriate.** 5

**1 mark per justification.**

- Sitting Next to Nellie – where an existing employee is a specialist or has a specialist skill that they need to impart to another employee eg when they are leaving or being promoted and another employee is taking over that position.
- Mentoring – when the person being trained needs ongoing support and a guide throughout the learning process. Often good when the employee is brand new – helps them settle in and have someone to turn to for help.
- Job Rotation – creates a very well rounded employee who has an excellent understanding of how different areas of the business work and fit together. Excellent for those reaching management as they will have a better understanding how their decisions will affect different functions.
- In-house courses – cheaper than external, perfect for induction training, easier to plan around the business' needs.
- Coaching – excellent for showing employees how to use a piece of machinery or follow a procedure. An employee with experience of using that equipment or procedure shows others how to use it. Staff are using the exact equipment they will use day to day. Hands on training.

**(b) Explain how ICT has positively contributed to the effective delivery of training. 6**

**1 mark per positive point.**

- Smartboards and Powerpoints – allows interest to be maintained.
- Internet improves the potential and usage of distance learning – this increases the feasibility for geographically spread trainees to be trained and allows staff who cannot commit to a framed/structured training programme to train in their own time.
- Forums – allows people being trained to discuss issues and work assignments.
- Podcasts – allows for study in a more interactive manner and can be used outwith traditional learning environments.
- E-mail – assignments can be e-mailed to tutors in seconds, comments made on the electronic documents and e-mailed back.
- Video Conferencing/Web cam – the trainees can communicate easily when not in the one location and lecturers can be recorded and watched on-line.
- Specialist Programmes/Simulations – technology can simulate real life problems without major expense and health and safety issues.
- Notes can be placed on-line and downloaded by those being trained.
- Websites can provide help and advice for supporting those being trained when the official training sessions are over.

**(c) Explain the legal obligations of employers with regard to staff training. 4**

**1 mark for each legal obligation mentioned.**

- Sex discrimination – in selection, no preference can be made with regard to gender or martial status.
- Disability discrimination – in selection, those with disability cannot be left out of training opportunities. They have to, as far as is reasonable, provide facilities that will allow employees with disabilities to be accommodated on training programmes.
- Health and safety – the training environment must be free from potential hazards; risk assessments completed etc.
- Race discrimination – when selecting staff for training, race must not be a deciding factor.
- Data Protection – any personal details held, concerning those on training, must be dealt with under the principles of the Data Protection Act eg kept secure, up-to-date, concise etc.

**(20)**

#### Question 4

**A manufacturing organisation is suffering from poor leadership and inefficiency.**

- (a) **Using Fiedler's leadership theory, explain how the organisation can ensure leadership is effective.**

6

**1 mark for each valid point.**

- Leadership effectiveness was based on leader's personal characteristics and the nature of the situation.
- Leader personal characteristic would be either relationship motivated or task motivated.
- Nature of the situation depended on leader-member relationship, task structure, position power.
- Leaders cannot easily change their personality and the situation is also hard to change therefore the type of leader should be matched with the correct type of situation for leadership to be effective.
- Fielder maintained leaders who are more tasks orientated are good leaders in extreme situations ie either extremely favourable (high trust between team members and the leader, there is a clear structure to the task and the leader has much authority/power) or extremely unfavourable (low trust between team members and the leader, there is no structure to the task and the leader has little authority/power).
- Leaders who are more relationship orientated are good leaders in situations where there is average trust, structure and power.
- Examples – task leadership in emergencies eg virus crashing the network – the situation is unstructured, management-subordinate relations and position power can be low.
- Mailroom operator – highly structured job, may have good relationship with leader due to rewards, pay etc and therefore high degree of leadership power – task leadership.

- (b) **Describe and justify 3 ways in which an organisation could identify staff training needs.**

6

**1 mark for each method suggested.**

**1 mark for each justification.**

- Performance Appraisal – both subordinate and manager work together on areas for training after an investigation of past performance – helps identify needs specific to the individual and the organisation.
- Questionnaires for Staff – not as time consuming as other methods. Less inhibited if no manager watching and discussing areas with the employee.
- Information from managers – they have a good idea of the future needs and demands in the department and what skills their team will need.
- Analysis of Job Descriptions against staff performance – training gap quickly identified.

- (c) **Assess the impact that ICT has had on the characteristics of good quality information.**

8

**1 mark for each of the qualities – must be illustrated.**

**1 mark for developed points – max of 3.**

**1 mark for conclusion.**

**Max of 4 if not discussion attempted.**

### **Timely**

- Up-to-date information available at the time.
- ICT - greatly improve the ability to source and receive timely information.
- ICT- improved both speed of access to information and an organisation's ability to process it.

For example:

- e-mail can transmit information to a person in seconds
- a database can query a huge number of records based on a complex criteria and present the results in seconds
- the Internet allows instant 24/7 access to a wealth of information
- wireless technology and PDAs allow staff access to information, even on networks at any time, from any location
- mobile phones allow access to human intelligence 24/7 generally no matter where.

### **Accuracy**

- Accuracy depends on the way information was gathered and handled.
- ICT – eased the ability of having access to information with a higher accuracy level.

For example:

- software has increased the ease of applying housestyles/templates across organisations, minimising errors
- primary keys in databases eliminate duplication
- information can be quickly checked or questioned by contacting the producer using e-mail, mobile phones, even video conferencing.
- However a problem occurs when people assume that computer generated information is free from error as this is wrong. The accuracy of information produced by software for example, will only be accurate if it was originally keyed in accurately.

Accuracy depends on tight systems being used and spot checks being carried out to determine if there is a margin of error.

## **Cost Effective**

- Main area where ICT has contributed to the most.
- Although ICT can be initially expensive, in long run has dramatically reduced the costs of gathering, processing, presenting and transmitting information.

For example:

- software from general word processing packages to Desktop Publishers to complex management decision making systems, process and provide information at a fraction of the cost of outsourcing such activities
- video conferencing, web cams etc permit employees to hold meetings from remote locations, dramatically saving money on not having to travel, accommodation and hire of conference facilities. The cost of time travelling is also saved
- e-mail permits information to be sent to numerous people at the one time saving multiple letters and envelopes. Documents, reports etc can be attached to e-mails. The receiver can open the attachment, make amendments, even track their changes, and send the report back. This cuts out the cost of posting bulky documents back and forward through snail mail
- interactive white boards allow a presenter to deliver a very interesting and attention grabbing presentation. Although these boards are expensive, the cost of dis-interested and bored staff could be much higher.

## **Relevant**

- Irrelevant information can overload reader and waste their time and energy.
- ICT – increases ease of cutting out irrelevant information than in the past.
- Software – easily allows a person to cut out text, move information around etc.
- Databases – searches many records and produces only the information that the person requires.

However:

- some forms of ICT, eg Internet and e-mail, can lead itself to exposing user to irrelevant information
- searching the Internet can often involve trawling through many websites, scanning the information and selecting relevant pages
- ease of e-mail can also encourage people to send mass e-mails to large groups
- junk e-mail.

## **Conclusion**

- Overall ICT has improved the access to good quality information.
- Can negatively affect the characteristics of good quality information but these are minimised if the ICT is used sensibly and properly.

(20)

## Question 5

**The Management Development Programme, run by a multinational company, largely focuses on managing, structuring and directing staff.**

- (a) **Describe different types of formal teams and explain the ways in which effective teamworking can add value to an organisation.**

**10**

### Formal Teams

Set up specifically to carry out a task or to solve a problem. They have been established by management.

#### **Permanent**

Hierarchical/Functional	Departments of the company dealing with day-to-day business activities eg marketing, administration etc
Specialist teams serving whole company	Human resources, H7S committee, TU

#### **Temporary**

Cross Functional	Individuals from different parts of the organisation for a common issue. Cross-functional teams consider their impact on the whole organisation and are not limited by functional concerns only. In effect they exist to open up the communication barriers between departments. In doing so they exist to: <ul style="list-style-type: none"><li>• look for innovative solutions</li><li>• develop new ideas</li><li>• share information openly.</li></ul>
Project	Bring together people from different parts of the organisation with specific skills, expertise and abilities needed for a particular purpose eg New Product Development.
Employee Improvement Teams/Quality Circles	Groups of workers who meet on a regular basis to solve workplace problems, using their experience to achieve continuous improvement.  Common form – quality circle, where the focus is primarily on improving work quality.

<p>Autonomous/Self Managing Teams</p>	<p>Have complete authority to make decisions about how they go about sharing and completing their work. They can make decisions including:</p> <ul style="list-style-type: none"> <li>• planning and scheduling workload</li> <li>• training members on tasks</li> <li>• allocating tasks</li> <li>• achieving performance targets</li> <li>• attaining quality standards</li> <li>• solving operational issues</li> <li>• selection of members.</li> </ul> <p>A fundamental principle is that all members are collectively accountable for results.</p>
<p>Virtual</p>	<p>Individuals work together and solve problems largely through computer- mediated rather than face-to-face interactions.</p> <p>Location is no longer a barrier and global organisations can utilise teams that are physically dispersed throughout the world.</p> <p>These virtual teams have many potential advantages including:</p> <ul style="list-style-type: none"> <li>• save time and money travelling to meet</li> <li>• avoid interpersonal conflict</li> <li>• can be easily expanded or contracted to accommodate business need</li> <li>• information and discussions can be stored and recorded safely and accurately.</li> </ul>

#### How teams add value

- Enhanced motivation, morale and job satisfaction (Elton Mayo, Maslow).
- Higher levels of performance.
- Greater productivity.
- Better use of skills, expertise and resources.
- Better decision making.
- Reduced staff turnover.
- Improved communication.
- Better working atmosphere (Hertzberg).

- (b) **Describe the criteria that could be used to evaluate the effectiveness of a presentation given to Trainee Managers.** **6**

**1 mark for each valid criteria fully explained.**

- Venue
- Seating
- Temperature
- Lighting
- External noise
- Visual Impact
- Pace & Tone
- Body Language
- Enthusiasm

- (c) **Explain the role of the employee in ensuring the maximum benefit is derived from their staff appraisal.** **4**

**1 mark for each role explained.**

- The employee needs to self-analyse, listing their achievements, strengths and areas of improvement over the period of time under analysis in relation to the targets set at the last appraisal.
- Identify any areas where there have been problems and if possible establish why the problems have occurred.
- Complete the required paperwork with as much detail as possible.
- Arrive on time to the meeting and be attentive and co-operative.
- Be open and honest.
- Identify areas of work or the workplace that they are unhappy with.
- Think about where they would like to see their career headed and what goals they would like to achieve in the future.
- Work with the interviewer to establish new goals in the meeting.
- Constantly refer to the goals until the next appraisal striving to ensure they are completed.

**(20)**

[END OF MARKING INSTRUCTIONS]