



2010 Administration

Advanced Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2010

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the External Print Team, Centre Services, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's External Print Team, Centre Services, at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

PART A – CASE STUDY

Question 1

Describe different leadership skills and justify their use, giving relevant examples.

10 Marks

Kurt Lewin and colleagues identified 3 different styles of leadership, in particular around decision making.

Autocratic/Authoritarian

- Leader has absolute authority.
- Leader has no consultation with subordinates on decisions.
- Leader discourages upward communication.
- Leader does not trust employees.
- Leader motivates through threat and punishment.
- Leader dictates employees what task and how to do it.
- Leader expects subordinates to obey orders without receiving any explanation.
- De-motivates certain employees.
- Often viewed as controlling, bossy and dictatorial.

Autocratic leadership is sometimes the most effective style to use. These situations can include when:

- the leader is the most knowledgeable member of the group
- there is little time for group decision-making
- there is no need for input on the decision
- new, untrained employees who do not know which tasks to perform or which procedures to follow
- effective supervision can be provided only through detailed orders and instructions
- employees do not respond to any other leadership style
- there are high-volume production needs on a daily basis
- there is limited time in which to make a decision
- a manager's power is challenged by an employee
- the area was poorly managed
- work needs to be coordinated with another department or organization.

Democratic/Participative

- Leader informs employees about work issues and gathers information from them.
- Leader shares problem solving responsibilities.
- Co-operation happens before a decision is made.
- Team members are involved in decision making, but leader has ultimate responsibility.
- Persuasive – leader makes decisions but takes time to explain why.
- Consultative – leader involves and consults employees before making the decision.
- Leader relies on specialised knowledge of team members.
- Leader encourages upward communication.
- Leader offers guidance to team members but also participates in the group.
- Leader recognises and encourages achievement.
- Group members feel engaged in the process and are more motivated and creative.
- Democratic decision making is usually appreciated by employees, but can be problematic when there is a wide range of opinions and there is no clear way of reaching an equitable final decision.

The democratic leadership style is most effective when:

- the leader wants to keep employees informed about matters that affect them
- the leader wants employees to share in decision-making and problem-solving duties
- the leader wants to provide opportunities for employees to develop a high sense of personal growth and job satisfaction
- there is a large or complex problem that requires lots of input to solve
- changes must be made or problems solved that affect employees or groups of employees
- the leader wants to encourage team building and participation
- successful when used with highly skilled or experienced employees
- successful when implementing operational changes or resolving individual or group problems.

Laissez Faire (Free Reign)/Delegative

- Leader does not interfere in group activities.
- Leader delegates authority and power to employees giving them a high degree of freedom.
- Leader provides little or no direction for the team.
- The team is largely self governing.
- The team is expected to set own goals. Resolve their own problems and make their own decisions.
- Employees feel trusted, respected and empowered increasing their commitment and collaboration, resulting in high quality performance.
- However, can lead to poorly defined roles and lack of motivation.

This is an effective style to use when:

- employees are highly skilled, experienced, and educated
- employees are motivated in making their own decisions
- employees have pride in their work and the drive to do it successfully on their own
- outside experts, such as staff specialists or consultants are being used
- employees are trustworthy and experienced.

Max 6 marks for description

Max 8 marks if no examples

Minimum of 2 leadership styles

Question 2

Apart from Belbin's team roles, examine other characteristics which contribute to a team's successful performance.

10 Marks

Common goals and plans

The team must have a specific purpose for its existence and the team members must be clear about the team's goals. They must be able to develop plans effectively so that they act in ways that support the team's overall mission. This will ensure that all team members work towards the same goal increasing the team's overall efficiency. This will also enable the team to focus on the future and see change as an opportunity for growth and development.

Clear roles of team members

Team members must have a clear understanding of their individual contribution to the team's goals. They should know their responsibility and authority, understand the roles that are played by others, and use everyone's skills and abilities. This will ensure that team members are aware about the connection between team goals and their day-to-day activities.

Shared responsibility

Team members must be aware of their interdependence and value synergism. They should have a clear understanding of acceptable performance, respect the contribution of the other team members and value each others' diversity. This will help the team realise that all members together are ultimately responsible for team achievement.

Problem solving and decision making

The team must be effective at identifying and resolving problems, as well as making successful group decisions, involving all members of the team. An effective team utilises the creativity, talents and experience of the individual members in order to arrive at a perfect solution. This will enable the team to focus on the task in hand and complete it in a timely and appropriate fashion.

Effective communication

The team must have open and clear communication channels, with regular formal and informal meetings to share information and ideas, to listen to and consult with each other, and provide positive, constructive feedback.

Positive relationship among members

Team members must respect, support, co-operate with and trust each other encouraging effective dialogue and minimising group conflict. Positive relationships will enhance the members' interaction, productivity and effectiveness and provide opportunities for development.

Commitment

High commitment to the goals and members of the team increases members' willingness to help each other, to share responsibility, to stay focused and motivated, enhancing job satisfaction and overall team performance.

Participative leadership

Team leaders should encourage active participation and sharing, facilitate collaboration among team members, delegate to and empower team members. This will inspire a sense of belonging to the team, and create a supportive team environment.

Size

The size of the team will also impact on the successful performance of the team.

Question 3

Evaluate the impact of ICT on internal communication within a company.

10 Marks

ICT will improve communication within the company greatly, increasing overall efficiency and productivity. However, ICT may also cause problematic issues which will have to be addressed.

Positive Impact

Speed	Increase in speed with e-mail, e-diaries, mobile phones, text messaging, bulletin boards, chat rooms, Internet, intranet, electronic diaries, plasma screens, presentation software, web cams etc – only a “click away”. Instant receipt and replies.
User-friendly	Ease of using various forms of electronic communication.
Access	Instant access: no time (24/7) and/or geographical barriers. Remote access to electronic diaries, forms etc.
Accuracy	Instant updating, improving planning and decision making. Central upgrading of software, corporate documents etc.
Volume	E-mails sent to a group of recipients simultaneously. Attachments of long documents possible. Simultaneous discussion on newsgroups and in chat rooms.
Collaboration	Collaboration and information sharing enhanced through intranet. Access to company rules, policies, documents etc.
Cost	Cheaper than sending paper-based communication. No need to print everything. Reduced meeting/travel/accommodation costs.
Clarity & Understanding	Increased clarity of information communicated in appropriate forms for the purpose, ie text, tabular, graphical, video, sound etc.
Record	Automatic recording of messages in inbox and sentbox. Automatic archiving of messages.
Security	Security enhanced through access controls, logons, passwords etc. Less likely to lose information/files due to above. Legislation ensures confidentiality and security of communication.
Flexibility	Increased flexibility in working practices, enabling home and teleworking, hot desking etc.

Negative Impact

Misuse	Employees could use e-mail, Internet, mobile phones for own personal use.
Unsolicited mail	Possible increase in chunk mail and mail not directed to certain individuals only.
Safety measures	Additional security controls such as virus protection, firewalls, access controls will have to be installed to deter hackers/crackers.
Lack of personal contact	Removal of social contact may decrease employee motivation and increase stress levels. Staff may be uncomfortable with increased electronic communication and online working practices.
Information overload	Time consuming and skills required to select relevant information and/or prioritise communication needs.
Technology	Partial or complete breakdown of electronic communication systems would prove disastrous to the company. Constant updating of technology and training would be time consuming and costly. Constant administration and maintenance of electronic systems requires expertise.
Work – Life Balance	Being constantly available/contactable can remove the border line between work and personal life increasing stress levels.

Max 6 marks if only positive or negative evaluated.

Part B – Essay Questions

Question 1

Staff competence, safety and welfare are crucial to any company.

- (a) **Contrast staff training and personal development as approaches used to improve employee effectiveness.** **5 Marks**

Training or re-training for specific skills and knowledge

- Training is of short term duration and with focused objectives.
- It is mainly initiated by management, ie it is the result of external motivation.
- Training usually takes place for a particular purpose and aims to meet the current requirements of the job and the individual, ie learning how to operate a new piece of equipment/software, training for selling skills.
- Training is formal and can include on- and off-the-job training.

Development of existing or new skills and knowledge

- Tends to be broader than training and is more about fine-tuning or expanding current knowledge and understanding or developing for future needs and aspirations, eg those wishing to go into management may undertake management development courses such as leadership skills.
- This may involve formal training sessions but is more expanded and deeper than training.
- Development is mostly informal.
- It is a continuous and ongoing process and the result of internal motivation.
- It is future oriented focusing on the personal growth of the employee.
- CPD is now often a requirement of employment and it is the responsibility of both the employer (to provide opportunity for development) and the employee (to make use of it).

- (b) **Explain the obligations of employers under legislation to specifically ensure that notebooks/laptops are used safely by employees.** **6 Marks**

If laptops are used regularly by people as a significant part of their day-to-day work, eg at home or on the move, employers must comply with the Health and Safety (Display Screen Equipment) Regulations 1992.

Under these Regulations, employers must:

- assess the computer environment, identify potential risks and take action to minimise these
- provide adequate equipment, eg for laptops: lightweight; large screen preferably detachable or height adjustable with adjustable controls; adjustable tilt keyboard; useable with a docking station; friction pads underneath to prevent it sliding across work surfaces; enough memory and speed for the software; long battery life
- provide comfortable working conditions where possible, ie in meeting rooms, eg for laptops adjustable and stable seating and suitable workstation surface
- adapt job roles to allow for variety of tasks away from VDU and regular breaks
- provide adequate information and training regarding health and safety in relation to computer work.

DSE Training must cover:

- the health risks of using DSE incorrectly
- how to position and adjust all equipment and furniture to make it comfortable
- the importance of good posture and the need to change position frequently
- the right techniques for using a keyboard, mouse etc
- how to use the hardware and software
- the need for short, frequent breaks away from screen work
- how to recognise the warning signs of health problems from DSE use
- how to report any problems
- entitlement to regular eyesight tests
- the need to clean and inspect DSE regularly to pick up any problems.

In addition to ordinary DSE training, **training for laptop** users should include:

- comfortable postures for using laptops, avoiding working with head and shoulders bent forward with an awkward arm, wrist and hand position, particularly in constricted environments such as trains, meeting rooms etc
- using the keyboard at the right height, ie adjusting the height of the chair to achieve optimal seating
- using a separate mouse instead of any integral device, eg ball-type device or how to best hold your hands/fingers
- adjusting the screen to reduce reflection and glare, and ideally using a free-standing monitor which can be used with or without a docking station
- the need for varying work positions and taking regular breaks
- how to report any problems that develop
- how to reduce the manual handling risk, eg by reducing the amount of extra equipment (printers) and paperwork carried, considering method of transport (briefcase, backpack etc).
- how to conduct a risk assessment of their workstation
- how to reduce the risk from theft or mugging, eg not to leave laptops visibly in parked cars, talking extra care in public places etc.

(c) **Suggest how different learning styles can be accommodated in an in-house training session on health and safety.**

9 Marks

Learning styles are different approaches or ways of learning. Everyone has a mix of learning styles, but some people find that they have a dominant/preferred style with less use of others. Others may find that they use different styles in different circumstances. There is no right mix, nor are learning styles fixed as they can be developed.

The 3 main learning styles are visual, audio and physical (kinaesthetic), but can also include verbal (linguistic), logical (mathematical), social (interpersonal) and solitary (intrapersonal).

Visual – learning through seeing pictures, reading text, looking at maps/charts, watching videos/movies.

Audio – learning through listening, speaking, hearing, explaining.

Physical/Kinaesthetic – learning through touching, handling objects, body movements, using their hands.

The trainer must address all different learning styles in order to achieve the best possible training result. Therefore, the following should be accommodated in the training session:

Visual

- Use body language and facial expressions.
- Use colourful illustrations and slide shows.
- Use flip charts and demonstrations.
- Show videos.
- Provide handouts with pictures and graphics.
- Allow note taking.
- Incorporate reading texts.
- Let them choose their own seating – visual learners like to sit at the front.

Audio

- Provide comments to any slideshows/overheads.
- Use clear, easy-to-understand language.
- Vary tone of voice, pitch, speed and volume to keep up interest.
- Ask questions and encourage trainees to ask questions.
- Allow for discussions, contributions by individual and listening to other trainees.
- Permit recording devices and/or provide recording of the training session.
- Let them choose their own seating – audio learners tend to sit further at the back where they can hear but need not see everything.

Physical/Kinaesthetic

- Use hands-on activities such as adjusting computer workstations.
- Incorporate manipulation and exploration of learning objects.
- Allow frequent breaks for trainees to move about.
- Use a number of rooms for learners to move into.
- Communicate and encourage by touching and patting on shoulders.
- Encourage note taking to keep them occupied while listening to the presenter.
- Let them choose their own seating – they may want to vary between sitting, walking and standing.

Must use a minimum of 2 learning styles

If only use 1 style – max 5 marks

Question 2

Leadership provides staff with vision, direction and motivation. “Where there is no leadership, the people fail”.

- (a) Using Taylor’s Scientific Management, discuss financial incentives as a means of motivating staff in the Administration Department. 8 marks**

It can motivate

- Taylor believed humans were motivated by financial gain – the economic or rational man who sought to maximise their own wealth.
- Work should be organised and structured into simple repetitive tasks to help workers work more quickly and then link pay to productivity/output. This would encourage them to work harder/faster.

Bethlehem Steel Works Experiments

- Steel workers jobs simplified and pay given according to output – workforce was reduced from 500 to 140 yet output increased by 60%, ie proved these people were motivated by money.
- Within 40 years it is claimed that productivity increased by an average 122%, ie staff were motivated to work harder.
- Henry Ford widely adopted the financial incentives as a means of motivating with great success. Many businesses have since found that yes money does motivate, but...

Criticisms

- Not everyone is motivated purely by money.
- When Taylor’s ideas are fully implemented, tasks become monotonous and repetitive and in the long run staff become bored and unmotivated and money was no longer the strongest motivator. Some businesses that focused purely on money as a motivator experienced industrial unrest and strikes.
- For the Administrative staff, implementing Taylor’s theory may be difficult. It may be hard to link pay specifically to the level of Administrative tasks undertaken.

But

- In Taylor’s day people had little money therefore they were very motivated to increase their pay. Money therefore worked as a motivator. Today as the economy moves into recession money may indeed become more motivating than it has in the past and so may work well for Administrative staff.

1 mark per valid point

Max 2 marks for theories description

Max 5 marks if no discussion

(b) Justify the use of praise from the Administrative Manager as a means of motivating staff, based on other motivational theorists.

7 marks

Maslow Hierarchy of Needs – Praise can be a motivator for those employees who have needs in the following levels:

- Safety and security needs – staff will feel more job security when they know they are working well and being praised.
- Social needs – praise will create positive interaction and communication with the line managers/leaders and meet some social needs.
- Esteem needs – praise will probably meet this need the most. Praise will give people good self-esteem and confidence. It helps them feel valued and important and that they are an asset to the workplace – a strong motivator for some.
- Self-actualisation – praise and recognition or achievement will help some employees mark their successes as they progress and feed their self-actualising needs.

Hertzberg 2 Factor Theory

- Some factors are simply hygiene factors – they do not motivate, however they are needed in order for the motivators to actually work. These tend to be environmental aspects of the workplace.
- Praise is not a hygiene factor but is an actual motivator. Hertzberg maintained that only psychological growth and development/challenge in a job will provide a means of motivating people.
- People needed challenges and rewards which includes praise in order to taste the pleasure of accomplishment.
- Praise will only act as a motivator IF the Administrative Department has the hygiene factors in place, ie a good working environment, job security, good colleague relations etc.

McGregor Theory X and Y

- McGregor maintained there were two types of people – Theory X people and Theory Y people.
- Praise as a means of recognition would only motivate Theory Y.
- Theory Y people had a degree of financial security so money did not really motivate. They naturally enjoyed work and were responsible people. These people would be spurred on by praise.

1 mark per valid point

Max 4 marks if only 1 theorist used

(c) Describe how a leader could support members in the “formation” stage of group development.

5 marks

1 mark per valid point

- Encourage the team to get to know each other – organise team building activities.
- Create a relaxed and friendly atmosphere to ease anxieties.
- Clarify role and responsibilities of members.
- Give guidance and direction to the group.
- Set the goals of the team.

Question 3

A training programme is to be introduced to develop new employees and encourage change within the Administration Department.

(a) Describe and justify the following as training methods for new employees

- (i) Mentoring**
- (ii) Job Rotation**

10 marks

Mentoring

- The new recruits will benefit from a member of staff who has experience both in their job and the running/procedures of the organisation.
- If the new recruit has a concern or question then they have a designated person who can help – they do not feel like they are pestering other people.
- It will act as a ‘security blanket’ for the new recruits and help them feel more comfortable and relieve their fears/worries/nerves.
- The Mentor will help motivate the new recruit.
- The system ensures that the work of new recruits is more closely monitored, helping to keep them on the right track and improving their performance.
- The Mentor can help introduce the new recruit into the social aspects of the organisation. The new recruit does not feel completely on their own when they turn up to meetings/ events.

Job Rotation

- New recruits will gain an overall understanding of how each part of the organisation works and the role they play in providing administrative support to them.
- It increases the flexibility of the new recruits.
- They will gain an understanding of how their final position contributes with the other areas of the organisation therefore helping them work and communicate better with the necessary departments.
- They will be able to ‘get a feel’ for the area they find the most interesting and want to specialise in.
- If the recruits gain promotion and reach management level they will have a broad range of experiences from across the organisation helping them make better organisation-wide decisions.

1 mark per valid justification

Max 5 if only one method justified

(b) Examine driving forces for change in an Administration Department.

6 marks

1 mark for each valid point

Driving forces

- Increasing telecommunications – has “shrunk” the world substantially, provides ways of operating more effectively and efficiently.
- Increasing diversity of workers – this brought in a wide array of differing values, perspectives and expectations among workers that encourage/expect change.
- Desire to increase profitability – the drive to increase profits and keep shareholders happy drive management to seek ways to cut costs and improve financially.
- State of the economy – economic slumps drive management to seek ways of reducing outgoing expenses and more cost effective working practices.
- Legislation – changes in health and safety and data handling legislation would force the department to change to adhere to the amendments or new laws.
- Customer demands – changes in customer needs may drive a business to change their administrative procedures to ensure that the customer’s service is improved.
- Technological obsolescence – outdated technology may drive a department to modernise.
- Competition – changes by competitors in their administrative function could drive a rival business to change also so as to remain competitive.
- Worker benefits – staff may be pushing for change as they feel that it would result in benefits for them, eg promotion, better working conditions, better pay.
- Growth – the business may be naturally growing and this may necessitate change to accommodate the needs of a larger organisation.

(c) Describe the responsibilities of both the employer and the employees under the Design, Copyright and Patents Act 1988.

4 marks

1 mark per valid point

Max 4 for only employer or only employee responsibilities

Responsibilities for the employee and employer in handling copyrighted information.

They should not:

- copy the work (including scanning or storing electronically) or issue copies to others
- perform, show or play the work in public
- broadcast the work or include it in a cable programme
- make an adaptation of the work.
- If work is to be copied then the permission is to be obtained from the individual owner and a fee paid.

Employer’s responsibilities

- To organise the payment of a blanket fee to a specialist agency if copying of written work is frequent – this allows them to copy extracts from materials without individual permission being sought.
- Ensure all staff are aware of the requirements of the Act.
- To display details of the licence agreement at appropriate locations eg at the photocopier, near workstations.
- To inform all staff of the responsibilities of the Act.
- To have details of their copying policy and ICT policy in the staff handbook.

Question 4

Foreign competition has forced organisations to seek ways of encouraging a more efficient and productive workforce.

- (a) **Evaluate training in the Administration Department as a means of specifically solving inefficiency and low productivity.** **10 marks**

1 mark per valid point

Max 6 marks if no evaluation

Helps reduce inefficiency and increase productivity

- Improved skill and knowledge for employees – increases the productivity, quality and capabilities of staff.
- More flexibility of workforce – more ease of movement with staff.
- Reduced need for supervision as employees are more competent.
- Increases employee satisfaction and motivation.
- Staff become more loyal and committed to an organisation that is willing to invest money in them – retaining staff improves consistency of output/quality.
- It helps match the skills and competencies of the workforce to the organisation's needs in their competitive market.
- It helps improve the image of the organisation attracting good applicants.
- Helps reduce errors and accidents that feed inefficiencies.

Is only a limited solution

- Leadership and management may not be good – training may help them however personalities of leadership may not be positive.
- Actual job design may be feeding inefficiencies.
- Ineffective or inefficient equipment will restrict the benefits of training.
- Poor recruitment procedures or job advertising will limit the caliber of applicant attracted and then employed.

- (b) **Examine the role of the appraiser and the appraisee during the interview stage of a staff appraisal.** **6 marks**

1 mark per valid point

Max 4 marks if only one party examined

Appraiser

- Make the Appraisee feel relaxed and comfortable – physical setting of the interview should create a relaxed atmosphere.
- Provide positive and constructive feedback to the Appraisee.
- Ensure that good work is well praised and recognised.

Appraisee

- Be ready and open to explaining their strengths and illustrating their own good practice.
- Openly discuss their areas of weakness and accept any constructive criticism.
- Work with the Appraiser to set targets and actions to improve on the areas of weakness.
- Be willing to air any problems or concerns that they may have with the work, workplace or other colleagues etc.

- (c) Explain how “information overload” can lead to inefficient workflow and suggest strategies to overcome this. **4 marks**

1 mark per valid point

Information Overload

- When too much information is sent to the receiver and they are overwhelmed by the amount.
- The receiver cannot process/take in all the information and so may miss important detail leading to tasks being wrongly undertaken and bad decisions being made, ie major inefficiencies in workflow.

Strategies to overcome

- Carefully process all the information and transmit only what is exactly necessary for the reader.
- Select an appropriate method of communication for the amount of detail in the message, eg little detail could be given face-to-face, moderate detail in a memo and lots of detail in a newsletter, report or some written form.
- Transmit the information in stages, only sending what is needed at each stage.
- Ask for feedback to ensure that the reader has processed and understood the information, that overload has not occurred. If so corrective action is necessary.

Question 5

A high street bank has been taken over by one of their largest rivals. This will cause fundamental change for both banks.

(a) Evaluate the use of a change management programme.

10 marks

1 mark per valid point

Max 6 marks if no evaluation

A change Management Programme is critical for the following reasons.

- Good communication will ensure individuals know what will happen and when – this increases the success and speed of change.
- Staff will be consulted and involved in the change process – this helps them ‘buy into’ the change process and accept the changes more.
- Good communication will help to minimise the informal communication that can start rumours and result in resistance from staff.
- Staff will be aware of how their roles and responsibilities have changed and know exactly what is expected of them.
- There will be a smoother transition to the new environment.
- The new changes and its systems will be better understood.
- The new organisation will support the changes made.
- The success of the programme can be measured and monitored to ensure change is implemented successfully.
- Change will be introduced gradually to allow staff time to take on board the changes.
- The benefits for the staff will be highlighted and communicated and this will help ease the minds of the staff.
- Key characteristic will be used to help influence the workforce to work for the change not against.
- Drivers will be increased and resisters will be minimised.

- (b) **Justify different vertical and horizontal communication methods that could be used within the new organisation.** **6 marks**

1 mark per valid point

Max 4 marks if only horizontal or only vertical given

Vertical Methods

Management/Whole staff meetings

- A more personal approach.
- Leaves no employees out – no favouritism.
- Allows staff to ask for clarification and to ask questions, to raise concerns and have their voice heard.

Intranet

- Accessible by all staff and changes or updates can be highlighted to staff as soon as they log on to the work's network.
- A quick and easy means to communicate and quickly updated.

Newsletter

- More detail can be placed in this than at a meeting.
- It can be referred to at a later date if employees forget any information.

Horizontal Methods

- Team meetings where colleagues can discuss the issues of the change – feel their voices are heard and among like-minded people who have the same concerns.
- If employees have a problem or do not understand their role or duties they can ask a colleague for help.

- (c) **Assess “charisma” as an effective leadership quality during change.** **4 marks**

1 mark per valid point

Max 3 marks if no assessment

Positives

- Enthusiasm for the changes will become infectious and trickle down through the organisation and help increase acceptance by the subordinates.
- Charisma will inspire and help subordinates believe the changes are for the better and that they will work. If the leader believes in the changes it will help the organisation to believe too.
- Charisma will help lift the spirits and motivation of workers who are worried or afraid of change.

Negatives

- Over dependence on the leader can result in sheep-like subordinates who follow the changes rather than buy into them.
- Over dependence on the leader can cause major problems if the leader makes a mistake, as subordinates can feel disillusioned, or if they fail to deliver on their promises or achieve targets subordinates will lose faith.

[END OF MARKING INSTRUCTIONS]