

Cambridge AS & A Level · Business 9609 · Notes

Management AS

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Read first: [Human resource management \(HRM\)](#)

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What you need to know

By the end of this topic you should be able to:

1. **Explain the traditional functions of a manager:** planning, organising, directing and controlling.
2. **Explain the role of managers** using the ideas of **Fayol** (what managers should do) and **Mintzberg** (the roles managers actually play), and judge how useful each view is.
3. **Explain and judge how managers contribute to a business's performance.**
4. **Compare the four management styles:** autocratic, democratic, laissez-faire and paternalistic, with their advantages and disadvantages, and judge which suits a business or situation.
5. **Explain McGregor's Theory X and Theory Y:** what each kind of manager assumes about workers, and how those assumptions shape the way they manage.

How to recruit, train and keep employees is in human resource management; motivation theories and payment methods are in motivation.

Understand it

What a manager is

A **manager** is someone responsible for getting a business's objectives achieved **through other people and resources**: employees, money, equipment, time and materials. A supervisor running one shift, a department head and a managing director are all managers; they work at different levels and with different amounts of authority.

Managers matter because a business is a group of people who must work towards the same objectives. Someone has to decide what to aim for, divide up the work, keep people working well and check that the results are coming. Those four jobs are the traditional functions of management.

The four traditional functions of management

Function	What it means	Example: the manager of a garden centre
Planning	Setting objectives and deciding how to reach them: targets, budgets, forecasts, strategies	Sets a target to raise spring plant sales by 10% and plans a promotion
Organising	Arranging the people and resources needed: who does what, structures, rotas, equipment, materials	Draws up weekend rotas and orders stock in time for spring
Directing	Leading, instructing, communicating with and motivating employees so they carry out the plan	Briefs staff on the promotion and praises the team that sells most
Controlling	Measuring results, comparing them with the plan and acting when they differ	Compares weekly sales with the target and moves staff to the busiest area

The functions form a cycle: what controlling finds out feeds into the next round of planning. A business whose managers skip one of them pays for it: no planning means no direction, poor organising means wasted resources, weak directing means unmotivated staff, and no controlling means problems are spotted too late.

Fayol: what managers should do

Henri Fayol, a French mining engineer and director writing in the early 1900s, was one of the first to describe management as a set of functions that can be taught. His list of what every manager does:

- **forecasting and planning:** looking ahead and drawing up a plan;
- **organising:** building the structure of people and resources;
- **commanding:** giving instructions so the work gets done;
- **coordinating:** making sure departments and people work together, not against each other;
- **controlling:** checking that everything happens as planned.

The four traditional functions come from this list (commanding and coordinating are now usually grouped as "directing"). Fayol's view is **logical and orderly**: management is a rational, planned activity, done from the top of a clear hierarchy.

Usefulness: it tells a business what to expect from a manager, so it can be used to write a manager's job description, train new managers and judge whether a manager is doing the job. **Limits:** it describes what managers *should* do, not what they really spend their days doing; it says little about people skills, motivation or dealing with sudden problems.

Mintzberg: the roles managers actually play

Henry Mintzberg studied what managers really did by watching chief executives at work (he followed five of them closely in the late 1960s). He found their days were nothing like Fayol's orderly picture: short, fragmented tasks, constant interruptions, and most of the time spent talking to people. He grouped what they did into **ten roles in three groups**:

Mintzberg's roles of a manager

Interpersonal	Informational	Decisional
Figurehead	Monitor	Entrepreneur
Leader	Disseminator	Disturbance handler
Liaison	Spokesperson	Resource allocator
		Negotiator

Interpersonal roles (dealing with people):

- **Figurehead:** represents the business at formal and ceremonial events (opening a branch, greeting important visitors).
- **Leader:** motivates, guides and develops the people they manage.
- **Liaison:** builds contacts inside and outside the business (other departments, suppliers, worker representatives).

Informational roles (handling information):

- **Monitor:** gathers information about the business and its environment (sales figures, competitors' prices, staff problems).
- **Disseminator:** passes information on to the people inside the business who need it.
- **Spokesperson:** speaks for the business to people outside it (the media, customers, investors).

Decisional roles (making decisions):

- **Entrepreneur:** spots opportunities and starts changes and new projects.
- **Disturbance handler:** deals with unexpected problems and conflicts (a machine breakdown, a dispute between staff, a supplier failing).
- **Resource allocator:** decides who gets what: money, people, equipment, time.
- **Negotiator:** bargains with suppliers, customers and employee representatives.

Usefulness: it is closer to real managerial work than Fayol's list, and it shows the skills a manager needs. A business recruiting a manager can use the roles to decide which matter most for the post (a factory manager who must introduce new machines needs the entrepreneur and disturbance-handler roles; one who meets union representatives needs liaison and negotiator), then build the job description, interview questions and training around them. **Limits:** the roles overlap and are hard to separate; how much each matters depends on the manager's level and the business; the model describes roles but does not say how to do them well; and it was built from a very small number of senior managers.

	Fayol	Mintzberg
Question answered	What should managers do?	What do managers actually do?
Picture of management	Planned, orderly, top-down	Fragmented, reactive, people-centred
Main content	Five functions: plan, organise, command, coordinate, control	Ten roles: interpersonal, informational, decisional
Most useful for	Setting what a manager is responsible for; checking performance	Seeing the skills a manager needs; recruiting and training managers

The two views fit together: Fayol's functions say **what** has to be achieved, Mintzberg's roles show **how** managers spend their time achieving it.

How managers contribute to business performance

Business performance means the results a business gets: whether it is hitting its targets, and at what cost. It is measured by indicators such as profit and profit margins, revenue and market share, **productivity** (output per worker), quality and customer satisfaction, and **labour turnover**. A non-profit organisation such as a public hospital or a charity measures it in its own terms: patients treated, waiting times, recovery rates, money raised.

Managers affect performance through each function:

- **Planning:** clear objectives and strategies, so everyone pulls the same way and resources go where they matter.
- **Organising:** an efficient structure, the right number of people with the right skills, and the right equipment, so work flows without waste.
- **Directing:** a suitable management style and good communication, so staff are motivated, which raises productivity and quality and lowers labour turnover.
- **Controlling:** budgets, targets and checks, so costs are kept down and problems are fixed early.
- **Mintzberg's roles:** handling crises, negotiating good deals with suppliers, spotting opportunities, representing the business well.

But managers are **not the only influence** on performance:

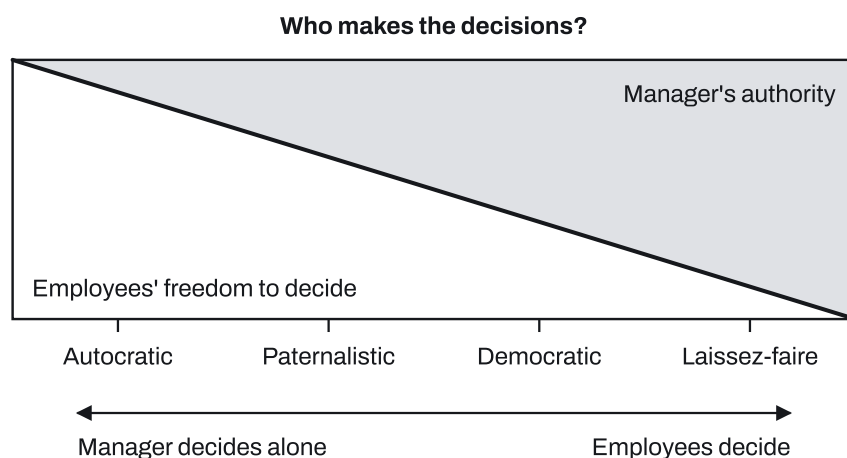
- **The skills of the workforce:** in businesses that depend on highly trained professionals (doctors, engineers, chefs, software developers), much of the result depends on the professionals themselves.
- **The product, marketing, finance and technology:** a well-run business with a poor product or out-of-date equipment still struggles.
- **External factors:** the state of the economy, competitors, government rules, changes in technology or tastes. These can lift or sink performance whatever managers do.

And managers can **harm** performance: poor managers make bad decisions; too many managers add cost and slow decisions (bureaucracy); a style that does not suit the staff demotivates them.

The fairest judgement is usually that managers and other employees **depend on each other**: managers create the conditions (resources, structure, motivation) in which skilled staff perform well. How much the managers matter depends on their competence, on the stage the business has reached (setting up a new business or rescuing a failing one needs strong management), and on how complex the business is.

Management styles

A **management style** is the way a manager makes decisions and deals with the people they manage. The four styles differ in **who makes the decisions**:



Autocratic. The manager makes decisions **alone** and tells employees what to do; there is little or no consultation, communication is one-way (top-down), and employees are closely supervised.

- *Advantages:* quick decisions, which matters in a crisis or emergency; clear instructions, so everyone knows exactly what to do; consistent standards; works with large numbers of unskilled, new or temporary staff who need direction.
- *Disadvantages:* employees feel undervalued and untrusted, so morale and motivation fall; no ideas come from the people who do the work, so creativity and innovation are lost; staff depend on the manager and cannot act when the manager is absent; resentment, stress and higher labour turnover; the manager carries all the pressure.

Paternalistic. The manager acts like a parent: decides **on the staff's behalf**, aiming to **look after their welfare** (good conditions, security, support). They may explain decisions and ask for views, but the decision stays theirs.

- *Advantages:* staff feel looked after and secure, so loyalty is high and labour turnover is low; decisions are still made quickly by the manager.
- *Disadvantages:* employees are not trusted to decide, which frustrates skilled or ambitious staff; staff may become dependent on the manager; the manager may misjudge what employees really want; welfare costs money.

Democratic. The manager **involves employees** in decision-making: discusses problems, asks for ideas and may let the group vote; communication is two-way. The manager still has the final responsibility.

- *Advantages:* employees feel valued, so motivation rises and labour turnover falls; more and better ideas, especially from skilled staff who know the job better than the manager; staff are more committed to decisions they helped make, so changes are easier to introduce.
- *Disadvantages:* decisions take longer, which is a problem in a crisis; discussion takes working time; disagreements can cause conflict; the decision may follow the majority rather than the best argument; a manager can use consultation to avoid responsibility.

Laissez-faire. The manager steps back: there is **little supervision**, and **staff choose how to do their own work**, making most day-to-day decisions themselves. The manager agrees the broad goals and checks the team has what it needs.

- *Advantages:* suits highly skilled, self-motivated staff (designers, researchers, specialists); freedom encourages creativity and initiative; decisions are made quickly by the people closest to the work; the manager's time is freed for strategy.
- *Disadvantages:* without direction, staff who lack skills or motivation drift and productivity falls; no one coordinates the work, so departments may duplicate or contradict each other; conflict when employees disagree and no one settles it; problems may go unnoticed because no one is checking.

Examiners report that many students confuse the styles. Keep the test simple: **who decides?** The manager alone (autocratic); the manager, for the employees' good (paternalistic); the manager with the employees (democratic); the employees (laissez-faire).

Choosing a style

No style is best in every situation. The right style depends on:

- **The employees:** their skills, experience and motivation. Skilled, motivated staff suit democratic or laissez-faire; new, unskilled or temporary staff need more direction.
- **The task:** routine tasks with fixed standards (cleaning, assembly, safety procedures) suit clear instructions; creative or complex tasks (design, research, marketing) need freedom and ideas.
- **The time available:** a crisis or emergency needs a fast decision, so autocratic; long-term decisions benefit from consultation.
- **The number of people managed:** a manager with many staff cannot consult each one on every decision, nor supervise each one closely.
- **Change:** introducing a big change (new machines, a new product) may need firmer direction and coordination; involving staff early makes them accept it more easily.
- **The manager's personality and the business's culture:** a co-operative owned by its workers expects a democratic approach; a manager who is used to controlling may struggle to let go.

So one business may need **different styles for different departments or situations**, and good managers switch between them.

McGregor's Theory X and Theory Y

Douglas McGregor argued that how managers manage depends on what they **assume about workers**.

	Theory X manager	Theory Y manager
Assumes workers	dislike work and avoid it if they can; avoid responsibility; want security and to be told what to do; are motivated mainly by money and the threat of punishment	can enjoy work; will accept and seek responsibility; are creative and can solve problems; are motivated by achievement and recognition as well as pay
So the manager	supervises closely, sets targets, controls, uses pay and penalties	delegates, consults, gives responsibility and challenging work
Linked style	Autocratic	Democratic or laissez-faire

Theory X and Theory Y describe **managers' beliefs**, not two kinds of worker. The assumptions tend to **fulfil themselves**: workers who are never trusted stop showing initiative, which seems to prove the Theory X manager right; workers given responsibility often rise to it.

Theory X is not all bad for employees. Some benefit from it:

- **Clear instructions and targets:** they know exactly what is required, with no confusion, so they can meet targets and earn any bonus linked to them.
- **No burden of decisions:** employees who do not want responsibility, or who must act in a crisis, can rely on the manager to decide, so they feel less stress.
- **Support for new or inexperienced staff:** close guidance helps them learn the job quickly and settle in, so they are less likely to fail or leave.
- **Rewards for money-motivated staff:** pay linked to output suits workers whose main aim is to earn more.
- **Close supervision keeps everyone on track**, so fewer fall behind and face disciplinary action.

Key facts and formulas

There is no formula list for this subject in the exam, and this topic has no formulas. "Learn it" means you must remember it.

Fact	Status
Traditional manager functions: planning, organising, directing, controlling	Learn it
Fayol's functions of management: forecasting and planning, organising, commanding, coordinating, controlling	Learn it
Mintzberg's interpersonal roles: figurehead, leader, liaison	Learn it

Fact	Status
Mintzberg's informational roles: monitor, disseminator, spokesperson	Learn it
Mintzberg's decisional roles: entrepreneur, disturbance handler, resource allocator, negotiator	Learn it
Management styles by who decides: autocratic = the manager alone; paternalistic = the manager, on the staff's behalf; democratic = the manager with employees; laissez-faire = employees	Learn it
McGregor's Theory X manager assumes workers dislike work and need control; Theory Y manager assumes workers seek responsibility and can be trusted	Learn it

How to do it

We have tagged 15 questions on this topic (2021–2026), on Papers 1 and 2. 3 of them have parts of more than one type, so the counts add up to 18.

Question type	Questions
Explain or analyse advantages/disadvantages of a named management style	5
Judge the importance of managers' contribution to business performance	4
Evaluate whether a given style suits a business / will bring success	3
Evaluate a manager's roles (Fayol, Mintzberg) or the most important role	2
Define or explain a management term	2
Analyse factors that influence the choice of management style	1
Analyse benefits of McGregor's Theory X (or Y) management	1

The marks are for four skills: **K** (knowledge: a correct point or definition), **App** (application: using the business or industry in the question), **An** (analysis: a chain of causes and consequences) and **Eval** (evaluation: a supported judgement). Below, (K), (App), (An) and (Eval) after a sentence show the mark it earns.

1. Explain or analyse advantages/disadvantages of a named management style (5 questions)

Autocratic has been set four times out of five, democratic once.

Paper 1 or Paper 2, analyse two [8]: 2 K, 2 App, 4 An. On Paper 1 Section B this is 4 marks a point: 1 K, 1 App, 2 An.

- 1. Read the target.** "To employees" needs the employees' gain or loss (morale, stress, no say, no chance to develop); "to a business" or "to [the case business]" needs the business's (productivity, costs, quality, revenue, profit). Examiners report answers about the business when the question asked about employees,

which lost marks. Managers are employees too: the pressure an autocratic style puts on the manager counts.

2. **K**: name the advantage or disadvantage in a few words: "autocratic management gives employees no say in decisions".
3. **App**: use the case or the type of business: who is managed (how many, how skilled, what work), what they must achieve. With no case (Paper 1), say what kind of employee or business the point applies to.
4. **An**: carry each point through two or more links to an end result: no say → employees feel undervalued → morale falls → they stop suggesting improvements and some leave (for employees: frustration, stress, no development).

Don't define the style first: examiners report that a definition earns nothing here, because the knowledge shows in the points. Don't evaluate either: an "analyse" question has no marks for judgement.

Variations you will meet:

- **One advantage and one disadvantage [8]**: the same 4 marks per point. Using the case's different groups of staff gives strong answers: a style can suit routine staff and frustrate creative ones.
- **Paper 1, 2021–22: explain two benefits or disadvantages [3]**: two points, each with a short reason ("autocratic: decisions are quick because no time is spent consulting staff"). Two clear explanations earn 3; a list of two points earns 1.
- **Democratic in a small business where staff know more than the owners**: the strongest point is better decisions from the employees' expertise → better or faster service → customer satisfaction and profit; and motivation → staff stay → no recruitment and training costs.

2. Judge the importance of managers' contribution to business performance (4 questions)

Paper 1 Section B (b) [12] (2 K, 2 App, 2 An, 6 Eval): a view that managers matter more (or less) than something else in a named kind of business: a hospital, a hotel chain, a car maker. Older papers set it as a 20-mark "Discuss".

1. **K**: what managers do (the four functions; Fayol and Mintzberg by name), and how **performance** is measured for this business (profit, productivity, quality, customer or patient satisfaction, labour turnover).
2. **App**: the industry. A hospital: doctors, nurses, porters and cleaners; operations and emergencies; expensive medical equipment; budgets and waiting lists. A hotel chain: room occupancy, reviews, staff in many countries. A car maker: production lines, teams, robots, quality targets. Examiners want explicit references to the activity of the business, not just its name.
3. **An**: how managers raise performance (each function → effect) and how the other factor does (skilled professionals treat the patients; the product and marketing sell the cars).
4. **Eval**: judge, in context, and say what it **depends on**: the managers' competence; the stage the business is at (a new hospital needs managers to set everything up); whether managers support or get in the way of professionals (bureaucracy); the fact that the two depend on each other. A one-sided answer cannot reach the top band.

Variations you will meet:

- **Cooperation between management and the workforce as the most important factor:** weigh it against product quality, marketing, technology and external factors (human resource management covers cooperation).
- **Good leaders against effective managers:** leaders give vision and inspire; managers plan, organise and control to put plans into action. Strong answers note that in practice the two overlap. Examiners report long descriptions of styles that did not answer the question.

3. Evaluate whether a given style suits a business / will bring success (3 questions)

Paper 2 (d) [12] on the case's manager, or an older Paper 1 essay comparing two styles in a named kind of business.

1. **K** (2): define the named style; one more mark is available for another style, as a comparison.
2. **App** (2): use the case's facts: how many staff the manager runs, their departments, skills and pay methods, the kind of work, any change coming, how the case describes the manager's behaviour.
3. **An** (2): chains for and against the style in this business: laissez-faire → specialists decide quickly and use their expertise → better product → sales; against: staff who need direction drift → productivity falls → costs rise.
4. **Eval** (6): first a clear judgement on **the named style**, then what it depends on: the ability and motivation of each group of staff, the tasks, urgency, coming change, the manager's ability to change, and how staff would react to a new style. A strong answer may recommend different styles for different departments (staff on results-based pay with creative work might suit freedom; staff paid by the hour on routine work might need more direction) or a mix.

Examiners report three faults: confusing laissez-faire with democratic; analysing other styles at length (use them only to support the judgement); and recommending another style without first saying whether the named one is appropriate.

Variations you will meet:

- **A manager described by behaviour, not by a style name:** decide which style the behaviour shows (spending time keeping everyone happy suggests paternalistic or democratic; deciding by staff votes is democratic) and link the weaknesses to the **functions** (no long-term plans = weak planning; not noticing threats = weak controlling).
- **Democratic against autocratic in an organisation with emergencies:** democratic suits teamwork and sharing expertise in normal work; autocratic suits life-or-death decisions; different groups of staff respond to different styles. Strong answers conclude that no single style fits every situation.

4. Evaluate a manager's roles (Fayol, Mintzberg) or the most important role (2 questions)

[11] or [12]: how useful a model is to a business (often when recruiting a manager), or whether one role is the most important.

1. **K**: name the roles in their groups (Mintzberg's ten) or Fayol's functions. Examiners report answers that confused Mintzberg with motivation theorists such as Maslow: they scored very little.
2. **App**: match roles to the job in the case: a manager responsible for many workers and supervisors (leader, disseminator, disturbance handler), meetings with worker representatives (liaison, negotiator), new processes (entrepreneur, monitor), inventory and budgets (resource allocator).
3. **An**: how using the roles helps: a better job description and person specification → interview questions that test the right skills → the right appointment → the change is introduced smoothly.
4. **Eval**: usefulness against limits (roles overlap; importance varies with the post; describes roles but not how to do them well; built from few managers), and a judgement for this business.

"Is X the most important role of a [kind of] manager?": weigh X (for example motivating staff in a labour-intensive service business) against the other functions and roles (planning, controlling costs, recruiting, handling complaints), then judge what matters most for that business and why.

5. Define or explain a management term (2 questions)

Paper 1 "Define the term ..." [2]: two elements.

Term	Two elements
Autocratic management	The manager makes decisions alone (1) and gives instructions, with little or no consultation of employees (1)
Democratic management	The manager involves employees in decision-making (1), discussing and asking for their ideas before deciding (1)
Laissez-faire management	Little supervision from the manager (1); staff choose how to do their own work and decide about it themselves (1)
Paternalistic management	The manager decides on the staff's behalf (1), aiming to look after their welfare , as a parent would (1)
Traditional manager functions	The main tasks of every manager (1): planning, organising, directing and controlling (1)

Paper 2 "Explain the term ..." [3]: 1 K (the term: for the functions, name them) + 1 explanation (what one of them involves) + 1 context (an example from the case or a real kind of business, or why businesses need it).

6. Analyse factors that influence the choice of management style (1 question)

[8]: 2 K, 2 App, 4 An. Two **factors** (not two styles: examiners report answers that analysed styles instead and missed the point).

1. **K**: a factor: skills and motivation of staff, the nature of the task, urgency, the number managed, change, the manager's personality, the culture.
2. **App**: the case: the staff's skills and motivation now, the change coming (more automation, departments that must work together, less individual freedom).

3. **An:** how the factor pushes the style one way: skilled, motivated staff → freedom works → laissez-faire now; but closer coordination between departments and routine production → more direction needed → a move towards democratic or autocratic.

No definitions and no more than two factors: extra ones earn nothing.

7. Analyse benefits of McGregor's Theory X (or Y) management (1 question)

[8], two benefits, 4 marks each (1 K, 1 App, 2 An). The question may ask for benefits **to the workforce**, so stay with employees.

1. **K:** a benefit: clear instructions and targets; no pressure to decide; guidance for new or inexperienced staff; rewards for staff motivated by money; supervision that keeps people on track.
2. **App:** who it helps and when: a new starter, a crisis, a worker who wants to earn more.
3. **An:** the chain to the employee: knows exactly what to do → meets the target → earns the bonus and avoids disciplinary action; no decisions in an emergency → less stress → copes better at work.

For Theory Y, the benefits are those of democratic and laissez-faire styles: responsibility, recognition, development, motivation.

Worked examples

Example 1

(a) Define the term paternalistic management. [2]

(b) Explain one way the manager of a restaurant could carry out the controlling function. [3]

(a) The manager keeps decisions in their own hands, taking them for the staff (1), with the aim of protecting the staff's welfare, much as a parent would (1).

(b) Controlling means checking actual results against the plan and acting on any difference (K). The manager could compare each week's food costs with the budget (App); if costs are above budget because dishes are wasted, the manager can change portion sizes or order less, which protects the restaurant's profit margin (App).

Example 2

Orchard Fresh (OF) makes fruit juices in one factory. Its 48 production workers run the bottling lines, and its 6 product developers create new flavours. Lena, the factory manager, uses a paternalistic style: she makes every decision herself, explains that each one is for the staff's own good, and provides free meals and health checks. OF plans to install faster bottling machines next year.

Analyse two disadvantages to OF of Lena's paternalistic management style. [8]

Staff depend on Lena for every decision. Employees are not trusted to decide, so they wait to be told (K). On the bottling lines, a minor problem such as a jam or a wrong label must wait until Lena is found (App), so lines stand idle, output per worker falls and unit costs rise (An); with faster machines next year, each minute of waiting will lose even more output (An).

Skilled staff are frustrated. Decisions are made for employees, not with them, which demotivates people who want responsibility (K). OF's 6 product developers are paid to have ideas, but Lena decides which flavours go ahead (App), so they stop putting forward new ideas and the best may leave for rivals (An); OF then launches fewer successful flavours and loses sales in a market where customers want variety (An).

Each disadvantage earns K + App + a developed chain, so $2K + 2\text{App} + 4\text{An} = 8$. No definition of the style is needed; the knowledge shows in the points.

Example 3

Meadow Vets (MV) runs three veterinary clinics. It appointed a new general manager, Tomas, at the start of 2024. He set targets for each clinic, reorganised appointment booking, and holds a monthly meeting at which vets and nurses suggest improvements. In 2024 MV also bought a new digital X-ray machine, and in 2025 a rival clinic in the same town closed.

	2023	2025
Appointments per vet per week	80	92
Clients rating the service good or excellent	71%	84%
Vets and nurses who left during the year	9	4
Average number of vets and nurses	45	50

Evaluate whether Tomas's contribution as manager was the main reason for the improvement in MV's performance. [12]

Knowledge. Managers plan, organise, direct and control the business's resources to meet its objectives (K). Performance can be measured by productivity, customer satisfaction and labour turnover (K).

Tomas's contribution. Productivity rose from 80 to 92 appointments per vet per week, $\frac{92-80}{80} \times 100 = 15\%$ (App). Reorganising the booking system is the organising function: less time is lost between appointments (An), so each vet treats more animals, raising revenue without hiring more vets (An). His monthly meetings are a democratic approach: staff feel valued and stay. Labour turnover fell from $\frac{9}{45} \times 100 = 20\%$ to $\frac{4}{50} \times 100 = 8\%$ (App), so MV spends less on recruiting and training, and clients see the same vet each visit, which helps explain satisfaction rising from 71% to 84% (An).

Other reasons. The new X-ray machine lets vets diagnose faster and more accurately, which also raises appointments per vet and client satisfaction (Eval). The rival's closure in 2025 would have brought extra clients whatever MV's managers did, so some of the improvement is external (Eval). And the treatment itself is done by the vets and nurses: their skill is what clients judge most (Eval).

Judgement. Tomas's contribution was probably the main reason, but not the only one (Eval). The fall in labour turnover from 20% to 8% is hard to explain by the X-ray machine or the rival's closure; it points to his style and the way he organised the work (Eval). Still, the rival closing in the same year makes it impossible to separate his effect fully. A fairer test would compare MV's 2025 results with 2024, before the rival closed, and look at whether the clinics where his changes started first improved first (Eval). In the end, in a business that depends on skilled professionals, Tomas's main contribution was to create the conditions in which the vets and nurses could work more effectively (Eval).

The marks: 2 K, 2 App, 2 An, and 6 Eval for a judgement in MV's context that weighs his contribution against the equipment, the market and the staff's skills, and says what the judgement depends on.

Common mistakes

- **Mixing up the styles.** Examiners report students confusing democratic with autocratic, and laissez-faire with democratic, every few sessions. Ask "who decides?": the manager alone, the manager for the staff, the manager with the staff, or the staff.
- **Answering for the wrong person.** "Disadvantages to employees" needs the employees' loss (morale, stress, no say), not the business's lower profit; "to a business" needs the business's.
- **Defining the style in an analyse question.** In an 8-mark analyse answer a definition earns nothing; the knowledge mark comes from the points themselves.
- **Evaluating in an analyse question.** "Analyse" has no evaluation marks. Save judgement for "evaluate", "discuss" and "recommend".
- **Analysing styles when asked for factors.** "Factors that influence the choice of style" needs factors (staff skills, the task, urgency, change), each linked to the style it leads to.
- **Confusing Mintzberg with motivation theorists.** Mintzberg's roles are about managers' work, not about what motivates employees; answers about Maslow scored very little.
- **Generic answers.** Describing the four styles in general without the business in the question (a hospital's emergencies, a hotel's room occupancy) earns very few marks, however accurate.
- **Judging the wrong thing.** When asked whether a named style is appropriate, judge that style first; suggesting another style is evaluation only once you have said why the named one does or does not fit.
- **Stopping at "employees are demotivated".** Carry the chain on: lower productivity, more mistakes, staff leaving, lower sales or profit (or, for employees, stress and no development).

How to get the marks

- **Command words.** *Define*: the precise meaning, both elements. *Explain*: a point, then why or how. *Analyse*: points developed through chains of cause and effect, no judgement needed. *Evaluate* or *Discuss*: both sides, then a supported judgement.
- **[2] define**: two elements. For laissez-faire, any two of "hands-off", "little supervision" and "employees trusted to make decisions" earn both marks; one alone earns 1.

- **[3] explain the term (Paper 2):** the term, what it involves, and an example from the case or a real kind of business.
- **[8] analyse two:** exactly two points, each with knowledge, a case fact and a chain of two or more links. Extra points earn nothing.
- **[12] evaluate:** 2 K, 2 App, 2 An, 6 Eval. The top band needs a **judgement in context**: say clearly whether the style suits (or whether managers matter most) **for this business**, and what it depends on (the staff, the task, urgency, change, the managers' competence, external factors). Evaluative comments without a final judgement, or a judgement that could apply to any business, stay below the top band. Judgements can come anywhere in the answer, not only at the end.
- **Use the theorists by name** when the question is about managers' roles or contribution: Fayol's functions and Mintzberg's roles are the knowledge the mark scheme rewards.
- **Use the case's details:** how many staff the manager runs, which departments, their pay methods and skills, what the case says about the manager's behaviour.

Quick check

1. For each action, name the traditional management function: (a) a hotel manager compares this month's room bookings with the target; (b) she writes next year's budget; (c) she draws up the cleaners' rota; (d) she briefs the reception team on a new check-in procedure and thanks them for good reviews.
2. Name Mintzberg's three groups of roles and give one role from each.
3. A manager believes most staff only work when watched and want to be told exactly what to do. Which of McGregor's theories does this manager hold, and which management style is the manager most likely to use?
4. Which style fits each case best? (a) A fire officer at a blaze. (b) A team of experienced games designers. (c) A small family firm whose owner decides everything but pays for staff health insurance.
5. A software firm's manager has switched to a democratic style. Explain one benefit to the firm's programmers of this style. **[3]**

Answers

1. (a) Controlling. (b) Planning. (c) Organising. (d) Directing.
2. Interpersonal (figurehead, leader or liaison); informational (monitor, disseminator or spokesperson); decisional (entrepreneur, disturbance handler, resource allocator or negotiator).
3. Theory X; an autocratic style (close supervision, clear instructions, rewards and penalties).
4. (a) Autocratic: a fast decision is needed and there is no time to consult. (b) Laissez-faire (or democratic): skilled, motivated, creative staff work best with freedom. (c) Paternalistic: the owner decides, but in what she sees as the staff's interests.
5. Democratic management gives employees a say in decisions that affect them (K). Because their ideas are asked for and used, they feel valued and trusted, so their job satisfaction rises (App). The programmers know the code better than the manager, so they can shape how projects are planned, and the decision-making experience they gain helps them win promotion to lead developer (App).

Past questions to try

- **9609/13/O/N/24 Q6:** part (b), whether managers will be the biggest influence on a new hospital's performance.
- **9609/23/M/J/21 Q2:** part (d), how useful Mintzberg's roles are when recruiting a factory manager.
- **9609/21/O/N/22 Q1:** part (c), two factors that influence the choice of leadership style.
- **9609/23/M/J/23 Q2:** part (d), whether a managing director's style will bring future success.