
BUSINESS

9609/23

Paper 2 Data Response

October/November 2019

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **18** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks																										
1(a)(i)	<p data-bbox="316 248 963 282">Define the term ‘secondary research’ (line 20).</p> <table border="1" data-bbox="316 315 1313 573"> <thead> <tr> <th data-bbox="316 315 1114 378">Knowledge and Application</th> <th data-bbox="1114 315 1313 378">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 378 1114 443">A correct definition</td> <td data-bbox="1114 378 1313 443">2</td> </tr> <tr> <td data-bbox="316 443 1114 508">A partial, vague or unfocused definition</td> <td data-bbox="1114 443 1313 508">1</td> </tr> <tr> <td data-bbox="316 508 1114 573">No creditable content</td> <td data-bbox="1114 508 1313 573">0</td> </tr> </tbody> </table> <p data-bbox="316 611 440 645">Content: Existing data (1) which has already been gathered and organised for another purpose(1)</p> <p data-bbox="316 745 703 779">No examples to be credited</p> <p data-bbox="316 813 384 846">ARA</p> <table border="1" data-bbox="316 880 1313 1335"> <thead> <tr> <th data-bbox="316 880 890 943">Exemplar</th> <th data-bbox="890 880 1002 943">Mark</th> <th data-bbox="1002 880 1313 943">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 943 890 1041">Using existing data (1) Collected for another purpose/reason (1)</td> <td data-bbox="890 943 1002 1041">2</td> <td data-bbox="1002 943 1313 1041">Two separate defined points</td> </tr> <tr> <td data-bbox="316 1041 890 1142">already gathered (1) for another purpose (1)</td> <td data-bbox="890 1041 1002 1142">2</td> <td data-bbox="1002 1041 1313 1142">Two separate defined points</td> </tr> <tr> <td data-bbox="316 1142 890 1205">Gathered by another business</td> <td data-bbox="890 1142 1002 1205">1</td> <td data-bbox="1002 1142 1313 1205">One element only</td> </tr> <tr> <td data-bbox="316 1205 890 1267">Using existing data</td> <td data-bbox="890 1205 1002 1267">1</td> <td data-bbox="1002 1205 1313 1267">One element only</td> </tr> <tr> <td data-bbox="316 1267 890 1335">Second hand research/data</td> <td data-bbox="890 1267 1002 1335">0</td> <td data-bbox="1002 1267 1313 1335">Tautological</td> </tr> </tbody> </table>	Knowledge and Application	Marks	A correct definition	2	A partial, vague or unfocused definition	1	No creditable content	0	Exemplar	Mark	Rationale	Using existing data (1) Collected for another purpose/reason (1)	2	Two separate defined points	already gathered (1) for another purpose (1)	2	Two separate defined points	Gathered by another business	1	One element only	Using existing data	1	One element only	Second hand research/data	0	Tautological	2
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1(b)(i)	<p data-bbox="316 248 1262 315">Refer to Table 1.1. Calculate the forecast gross profit margin on the retail sale of bicycles.</p> <table border="1" data-bbox="316 349 1313 707"> <thead> <tr> <th data-bbox="316 349 1023 414">Rationale</th> <th data-bbox="1023 349 1313 414">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 414 1023 479">Correct answer</td> <td data-bbox="1023 414 1313 479">3</td> </tr> <tr> <td data-bbox="316 479 1023 544">Formula and data used correctly (based on OFR)</td> <td data-bbox="1023 479 1313 544">2</td> </tr> <tr> <td data-bbox="316 544 1023 645">Attempt (e.g. formula or identifies data) or correctly calculated gross profit (\$180)</td> <td data-bbox="1023 544 1313 645">1</td> </tr> <tr> <td data-bbox="316 645 1023 707">No creditable content</td> <td data-bbox="1023 645 1313 707">0</td> </tr> </tbody> </table> <p data-bbox="316 745 368 779">e.g.</p> <p data-bbox="316 779 1313 857">formula: $\frac{(\text{Revenue} - \text{cost of goods sold})}{\text{Revenue}} \times 100$ (1 mark)</p> <p data-bbox="316 891 584 925">\$300 – \$120 = \$180</p> <p data-bbox="316 958 1313 1037">$\frac{\\$180}{300} (\times 100)$ (2 marks)</p> <p data-bbox="316 1070 1313 1104">= 60% (with or without working and % (3 marks)</p> <p data-bbox="316 1144 576 1178">Exemplar answers</p> <table border="1" data-bbox="316 1211 1313 1603"> <thead> <tr> <th data-bbox="316 1211 719 1276">Answer</th> <th data-bbox="719 1211 874 1276">Mark</th> <th data-bbox="874 1211 1313 1276">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 1276 719 1341">60 (%)</td> <td data-bbox="719 1276 874 1341">3</td> <td data-bbox="874 1276 1313 1341">Correct answer</td> </tr> <tr> <td data-bbox="316 1341 719 1406">0.6</td> <td data-bbox="719 1341 874 1406">2</td> <td data-bbox="874 1341 1313 1406">1 ,mistake – no $\times 100$</td> </tr> <tr> <td data-bbox="316 1406 719 1471">(180/300)*100</td> <td data-bbox="719 1406 874 1471">2</td> <td data-bbox="874 1406 1313 1471">Correct use of figures</td> </tr> <tr> <td data-bbox="316 1471 719 1536">(rev-COGS)/rev $\times 100$</td> <td data-bbox="719 1471 874 1536">1</td> <td data-bbox="874 1471 1313 1536">Formula</td> </tr> <tr> <td data-bbox="316 1536 719 1603">Gross profit/revenue $\times 100$</td> <td data-bbox="719 1536 874 1603">1</td> <td data-bbox="874 1536 1313 1603">Correct formula</td> </tr> </tbody> </table>	Rationale	Marks	Correct answer	3	Formula and data used correctly (based on OFR)	2	Attempt (e.g. formula or identifies data) or correctly calculated gross profit (\$180)	1	No creditable content	0	Answer	Mark	Rationale	60 (%)	3	Correct answer	0.6	2	1 ,mistake – no $\times 100$	(180/300)*100	2	Correct use of figures	(rev-COGS)/rev $\times 100$	1	Formula	Gross profit/revenue $\times 100$	1	Correct formula	3
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1(b)(ii)	Explain <u>one</u> function of John’s role as an operations manager.		3															
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<p>Content</p> <ul style="list-style-type: none"> • May mention one of Mintzberg’s functions of management (Figurehead, Leader, Liaison Monitor, Disseminator, Spokesperson, Entrepreneur, Disturbance Handler, Resource Allocator, Negotiator) but for context mark must refer to operations. • Operations manager functions such as producing the right amount of a good or service, at the right time, of the right quality and at the right cost to meet customer requirements. 																		
<p>ARA Example of how responses should be marked</p>																		
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Question	Answer				Marks
1(c)	Analyse <u>two</u> methods which could be used to improve the motivation of BB's sales staff				8
	Level	Knowledge and Application (4 marks)	Marks	Analysis (4 marks)	Marks
	2b	Shows understanding of two motivation methods could be used for BB's sales staff	4	Developed analysis of two motivational methods that BB could use to motivate its sales staff	4
	2a	Shows understanding of one motivation method could be used for BB's sales staff	3	Developed analysis of one motivational method that BB could use to motivate its sales staff	3
	1b	Shows knowledge of two motivation methods	2	Limited analysis of two motivational methods that BB could use to motivate its sales staff	2
	1a	Shows knowledge of one motivation method	1	Limited analysis of one motivational method that BB could use to motivate its sales staff	1
	0	No creditable content			0
<p>ARA May mention financial and/non-financial motivators.</p> <p>Content:</p> <ul style="list-style-type: none"> • Salaried employees so could change to include commission payments • Set sales target with a bonus for meeting target • Offer a profit-sharing scheme • Re-train as sales staff rely on repeat custom so training in attracting new customers • Encourage participation in identifying new outlets especially if go ahead with the new design • Fringe benefits such as a company car to go and meet new customers • Provide more promotion opportunities • May refer to needs such as self-actualisation 					

Question	Answer				Marks
1(c)	K	APP*	AN	DEV	
	Targets & bonus	For the new foldable bike/ To find new (ind) bike retailers	Which would provide financial incentives	But may lead to mis-selling/ hard sales tactics	
	Commission	Based on how many bikes sold	Which would reduce the safety of a salary	And force staff to look for new customers	
	Retraining	To upskill selling skills to new bike retailers	So employees would be more confident approaching new customers	And building a wider customer base	
	Fringe benefits	Provide company cars to approach new bike retailers	But may be expensive	And reduce 50% gross profit margins	
*For app, 'customer' is too vague, needs reference to 'bike retailers'					

Question	Answer				Marks
1(d)	Recommend which proposal for increasing revenue the Directors of BB should choose. Justify your recommendation.				11
	Knowledge and Application (4 marks)	Marks	Analysis and Evaluation (7 marks)	Marks	
			Justified recommendation based on arguments in context	7	
			Developed recommendation based on arguments in context	6	
			An evaluative statement/ recommendation based on arguments in context	5	
	Understanding of two factors in decision making in context	4	Argument based on two factors of decision making in context	4	
	Understanding of one factor in decision making in context	3	Argument based on one factor of decision making in context	3	
	Knowledge of two factors of decision making by firms	2	limited analysis of two factors of decision making by firms	2	
	Knowledge of one factor of decision making by firms	1	limited analysis of one factor of decision making by firms	1	

Question	Answer				Marks														
1(d)	<p><i>Context must be explicit not just implied based on the 3 proposals – new product/market, stock management and/or motivation of sales employees</i></p> <p>Context/content:</p> <ul style="list-style-type: none"> • Moneeb – Change inventory control to JIT, retail sales, improved gross profit margin, utilise spare capacity. Is the location suitable for retail? How easy to re-organise stock system? Implied criticism of stock manager. Requires investment. • Lia – new design of foldable bike/bicycle/cycle, growing niche market, premium prices could lead to higher profit. Risky as not known in that market. Will require marketing campaign – extra costs. Needs more research. Requires investment. • Allow candidates to use Johns contribution as a proposal <table border="1" data-bbox="316 824 1315 1317"> <thead> <tr> <th data-bbox="316 824 488 889">K</th> <th data-bbox="493 824 665 889">APP</th> <th data-bbox="670 824 810 889">AN</th> <th data-bbox="815 824 1043 889">DEV</th> <th data-bbox="1048 824 1315 889">EVAL</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 889 488 1088">gross profit margin</td> <td data-bbox="493 889 665 1088">50% for the folding bike</td> <td data-bbox="670 889 810 1088">More stock – already high inventory</td> <td data-bbox="815 889 1043 1088">Opportunity cost of stock held (Re-purpose of existing stock)</td> <td data-bbox="1048 889 1315 1317" rowspan="2">Should choose folding bikes because area of expertise and has existing sales channels, may not have enough capital to invest in new shop</td> </tr> <tr> <td data-bbox="316 1088 488 1317">Marketing knowledge</td> <td data-bbox="493 1088 665 1317">B2B only – no knowledge of consumer sales</td> <td data-bbox="670 1088 810 1317">Risky as have to start from nothing</td> <td data-bbox="815 1088 1043 1317">Have to compete against established companies.</td> </tr> </tbody> </table>				K	APP	AN	DEV	EVAL	gross profit margin	50% for the folding bike	More stock – already high inventory	Opportunity cost of stock held (Re-purpose of existing stock)	Should choose folding bikes because area of expertise and has existing sales channels, may not have enough capital to invest in new shop	Marketing knowledge	B2B only – no knowledge of consumer sales	Risky as have to start from nothing	Have to compete against established companies.	
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2(a)(i)	<p>Define the term ‘social enterprise’ (line 5).</p> <table border="1" data-bbox="320 315 1315 577"> <thead> <tr> <th data-bbox="320 315 1114 380">Knowledge and Application</th> <th data-bbox="1114 315 1315 380">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 380 1114 448">A correct definition</td> <td data-bbox="1114 380 1315 448">2</td> </tr> <tr> <td data-bbox="320 448 1114 515">A partial, vague or unfocused definition</td> <td data-bbox="1114 448 1315 515">1</td> </tr> <tr> <td data-bbox="320 515 1114 577">No creditable content</td> <td data-bbox="1114 515 1315 577">0</td> </tr> </tbody> </table> <p>Content</p> <ul data-bbox="320 680 1233 745" style="list-style-type: none"> • A business that uses profit (1) for the benefit of the community (1) • ARA <table border="1" data-bbox="320 781 1315 1240"> <thead> <tr> <th data-bbox="320 781 879 846">Exemplar</th> <th data-bbox="879 781 979 846">Mark</th> <th data-bbox="979 781 1315 846">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 846 879 981">Profits are used for the community/beneficiary and not just for shareholder dividends</td> <td data-bbox="879 846 979 981">2</td> <td data-bbox="979 846 1315 981">Two points made</td> </tr> <tr> <td data-bbox="320 981 879 1081">Profit is not the main aim, main aim is to benefit society/beneficiary</td> <td data-bbox="879 981 979 1081">2</td> <td data-bbox="979 981 1315 1081">Two points made</td> </tr> <tr> <td data-bbox="320 1081 879 1182">Triple bottom line: social, environmental and financial</td> <td data-bbox="879 1081 979 1182">1</td> <td data-bbox="979 1081 1315 1182">Only one element; not explicit</td> </tr> <tr> <td data-bbox="320 1182 879 1240">The business does not make profits</td> <td data-bbox="879 1182 979 1240">0</td> <td data-bbox="979 1182 1315 1240">incorrect</td> </tr> </tbody> </table>		Knowledge and Application	Marks	A correct definition	2	A partial, vague or unfocused definition	1	No creditable content	0	Exemplar	Mark	Rationale	Profits are used for the community/beneficiary and not just for shareholder dividends	2	Two points made	Profit is not the main aim, main aim is to benefit society/beneficiary	2	Two points made	Triple bottom line: social, environmental and financial	1	Only one element; not explicit	The business does not make profits	0	incorrect	2
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2(a)(ii)	<p>Explain the term “crowd funding’ (line 6).</p> <p>Award one mark for each point of explanation</p> <table border="1" data-bbox="316 344 1313 775"> <thead> <tr> <th></th> <th>Rationale</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>C</td> <td>E.g. or some other way of showing good understanding; Often using the internet ; may be incentives; Many small investors</td> <td>3</td> </tr> <tr> <td>B</td> <td>Each investor contributes a small amount</td> <td>2</td> </tr> <tr> <td>A</td> <td>Source of finance/investment</td> <td>1</td> </tr> <tr> <td></td> <td>No creditable content</td> <td>0</td> </tr> </tbody> </table> <p>B and C does not require the A mark to be present</p> <p>Answers could include:</p> <p>Raising money for a project or venture, (A) from a large number of people, who each contribute a relatively small amount, (B) typically via the Internet. (C)</p> <table border="1" data-bbox="316 1077 1313 1505"> <thead> <tr> <th></th> <th>Mark</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td>A source of finance, where many small investors each contribute a small amount for benefits such as being able to buy the first production run</td> <td>3</td> <td>All three elements covered</td> </tr> <tr> <td>A source of finance where many small investors each contribute a small amount for benefits</td> <td>2</td> <td>Point A and B</td> </tr> <tr> <td>Many small investors</td> <td>1</td> <td>Point C only</td> </tr> </tbody> </table>		Rationale	Marks	C	E.g. or some other way of showing good understanding; Often using the internet ; may be incentives; Many small investors	3	B	Each investor contributes a small amount	2	A	Source of finance/investment	1		No creditable content	0		Mark	Rationale	A source of finance, where many small investors each contribute a small amount for benefits such as being able to buy the first production run	3	All three elements covered	A source of finance where many small investors each contribute a small amount for benefits	2	Point A and B	Many small investors	1	Point C only	3
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2(c)	Analyse <u>two</u> ways in which emotional intelligence may help Nadia be an effective leader.				8
	Level	Knowledge and Application (4 marks)	Marks	Analysis (4 marks)	Marks
	2b	Understanding of two elements of emotional intelligence in context	4	Developed analysis of two ways a leader can use emotional intelligence in context	4
	2a	Understanding of one element of emotional intelligence in context	3	Developed analysis of one way a leader can use emotional intelligence in context	3
	1b	Shows knowledge of two elements of emotional intelligence	2	Limited analysis of two ways a leader can use emotional intelligence	2
	1a	Shows knowledge of one element of emotional intelligence	1	Limited analysis of one way a leader can use emotional intelligence	1
	0	No creditable content			0
<p>Knowledge – Emotional Intelligence (EI)</p> <ul style="list-style-type: none"> • recognising and managing your emotions and those of others. • Goleman’s four competencies of emotional intelligence: <ul style="list-style-type: none"> – self-awareness, – self-management, – social awareness, and – social skills. <p>Application and analysis– linked to one aspect of knowledge</p> <ul style="list-style-type: none"> • Nadia’s leadership of a start-up internet business employing a young staff – lack of experience. • All staff are part-time so important to manage well, keep happy and ensure good customer relations. • Staff unlikely to have many opportunities to meet as working from home which can be alienating and a leader should recognise this and take action to help develop a team spirit/engage employees. 					

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2(c)	<table border="1" data-bbox="320 282 1310 645"> <thead> <tr> <th data-bbox="320 282 512 347">K</th> <th data-bbox="517 282 762 347">APP</th> <th data-bbox="767 282 1013 347">AN</th> <th data-bbox="1018 282 1310 347">DEV</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 353 512 510">Self-awareness</td> <td data-bbox="517 353 762 510">Has identified laissez faire management style</td> <td data-bbox="767 353 1013 510">Which may not be suitable for a growing business</td> <td data-bbox="1018 353 1310 510">So can adapt to a more suitable method</td> </tr> <tr> <td data-bbox="320 517 512 645">Awareness of employee needs</td> <td data-bbox="517 517 762 645">Tutors are remote workers and</td> <td data-bbox="767 517 1013 645">may not feel a connection with the business</td> <td data-bbox="1018 517 1310 645">Which could lead to poor tutor engagement</td> </tr> </tbody> </table> <p data-bbox="316 680 1318 813">1. Self–Awareness without any obstruction. She will be able to recognise emotions as they arise in response to an action or situation. As a result, she will be in a better position to address problems/future complications.</p> <p data-bbox="316 848 1222 981">2. Self–Management Will help Nadia stay in control so that she is unlikely to make hasty decisions or let her anger take over her behavior. This will help her to maintain respect from her employees.</p> <p data-bbox="316 1016 1318 1216">3. Social Awareness Nadia should be aware of the emotions of others and able to pick up on what is going on around her. She should be able to sympathise with others and give helpful feedback. This is a critical skill for leaders, who work closely to inspire and motivate a team. If the leader is unable to empathise with their employees, she will find it difficult to obtain respect or loyalty.</p> <p data-bbox="316 1252 1289 1518">4. Social skills Nadia should be able to clearly convey directions and know what to say in order to inspire and motivate others. An important skill for leaders, communication can be a deciding factor in whether the team listens or not. She should be able to handle any disagreements that arise between employees, customers, and other parties. In conjunction with the above skills, leaders can use their emotional intelligence to develop a more effective workplace.</p>				K	APP	AN	DEV	Self-awareness	Has identified laissez faire management style	Which may not be suitable for a growing business	So can adapt to a more suitable method	Awareness of employee needs	Tutors are remote workers and	may not feel a connection with the business	Which could lead to poor tutor engagement	1
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Question	Answer				Marks
2(d)	Evaluate whether Nadia should form a business partnership with Emma				11
	Knowledge and Application (4 marks)	Marks	Analysis and Evaluation (7 marks)	Marks	
			Justified evaluation based on arguments in context	7	
			Developed evaluation based on arguments in context	6	
			An evaluative statement based on arguments in context	5	
	Shows understanding of two characteristics of legal ownership in context	4	Arguments based on changing legal ownership in context	4	
	Shows understanding of one characteristic of legal ownership in context	3		3	
	Shows knowledge of two characteristics of legal ownership	2	limited analysis of changing legal ownership	2	
	Shows knowledge of one characteristic of legal ownership	1		1	

Question	Answer					Marks															
2(d)	<p><i>Context must be explicit not just implied and based on the leadership styles, structure of the firm and changing from sole trader to partnership</i></p> <p>Context/content:</p> <ul style="list-style-type: none"> • Leadership styles may clash – autocratic v laissez-faire/Loss of control/Conflict may arise • Nadia will have to share profits (forecast only \$30k/45k profit) • Emma may not want to form a business partnership with Nadia. She may have a job she is happy with or she may have her own business • Emma could contribute additional capital but does she have enough resources to 'buy-in'? • Emma's skills and expertise could complement Nadia's / Decision making shared • Shared risks • Help Nadia to expand the business • Running a business is not the same as leading a group project – Emma may not be as skilled in business <table border="1" data-bbox="316 869 1315 1570"> <thead> <tr> <th data-bbox="316 869 497 934">K</th> <th data-bbox="502 869 639 934">APP</th> <th data-bbox="644 869 858 934">AN</th> <th data-bbox="863 869 1035 934">DEV</th> <th data-bbox="1040 869 1315 934">EVAL</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 940 497 1198">Sole trader makes all business decisions</td> <td data-bbox="502 940 639 1198">Emma often takes charge</td> <td data-bbox="644 940 858 1198">And an autocratic leadership style could disenfranchise casual employees</td> <td data-bbox="863 940 1035 1198">Which may affect employee retention and recruitment</td> <td data-bbox="1040 940 1315 1198">Nadia should form a business partnership as she has identified her leadership style is not appropriate (EVAL)</td> </tr> <tr> <td data-bbox="316 1205 497 1570">Partnership profits are shared</td> <td data-bbox="502 1205 639 1570">Nadia will have to share profits (forecast only \$30/45k profit)</td> <td data-bbox="644 1205 858 1570">So Emma may want to charge more</td> <td data-bbox="863 1205 1035 1570">Which could take the focus away from the social enterprise.</td> <td data-bbox="1040 1205 1315 1570">And Emma could take control of employee and task management (EVAL EVAL) Leaving Nadia free to concentrate on other aspects such as marketing and growth.</td> </tr> </tbody> </table>					K	APP	AN	DEV	EVAL	Sole trader makes all business decisions	Emma often takes charge	And an autocratic leadership style could disenfranchise casual employees	Which may affect employee retention and recruitment	Nadia should form a business partnership as she has identified her leadership style is not appropriate (EVAL)	Partnership profits are shared	Nadia will have to share profits (forecast only \$30/45k profit)	So Emma may want to charge more	Which could take the focus away from the social enterprise.	And Emma could take control of employee and task management (EVAL EVAL) Leaving Nadia free to concentrate on other aspects such as marketing and growth.	
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