# Unit 13: Recruitment and Selection in Business

**Unit code:** A/502/5434

**QCF Level 3:** BTEC National

**Credit value:** 10

**Guided learning hours:** 60

## ● Aim and purpose

The aim of this unit is to introduce learners to recruitment and the importance of ensuring that the best people are selected to work in organisations. Learners will study selection and recruitment techniques and will set up, and take part in, a selection interview.

## ● Unit introduction

Recruiting the right people is the key to the success of many organisations. These organisations ensure that the processes and procedures involved in recruitment and selection meet their needs and are legal. In this unit, learners will develop an understanding of the impact of the regulatory framework on the recruitment process.

Potential applicants may decide to apply for a post based on the quality of information that they receive. Details of the post will usually be the first communication they have with the organisation. It is important that the organisation makes a good first impression on potential applicants to ensure that they attract sufficient applicants of the right calibre. Learners will develop their knowledge of the types of documentation used in an interview process.

A structured and planned selection procedure is crucial to the success of the selection process. The impression a business makes may determine an applicant's decision to accept an offer of appointment. Staff conducting the interview will also be forming their impressions of the applicant.

It is important that interviewers are well organised and prepared. They will need to be familiar with the details supplied by the short listed applicants, and use effective communication and listening skills during the interview. In this unit, learners will gain experience of the interview process through taking part in an interview.

Organisations with effective recruitment and selection processes and practices in place are more likely to make successful staffing appointments. In competitive labour markets this is a major advantage that well organised-businesses will have over their competitors.

## ● Learning outcomes

**On completion of this unit a learner should:**

1    Know the processes involved in recruitment planning

2    Understand the implications of the regulatory framework for the process of recruitment and selection

3    Be able to prepare documentation involved in the selection and recruitment process

4    Be able to participate in a selection interview.

# Unit content

## 1 Know the processes involved in recruitment planning

*Recruitment planning*: reason for vacancy eg employee leaving, increased volume of business, different work, maternity cover, sickness; decision to recruit; internal recruitment; external sources of recruitment (use of job centres, consultants, recruitment agencies); cost and time considerations of external sourcing

*Recruitment advertising*: internal advertising; external advertising (choice of media, use of external agencies, format and type of advertisement, cost implications, legal considerations of recruitment advertising); methods of application, (eg letter, online, telephone)

## 2 Understand the implications of the regulatory framework for the process of recruitment and selection

*Current UK and EU legislation*: Sex Discrimination Act 1995/97; Race Relations Act 1992; Equal Pay Act 1970; Disability Discrimination Acts 1995 and 2005; European Working Time Directive; Employment Act 2002; national minimum wage; Data Protection Act 1998 (together with any future amendments)

*Ethical issues*: asking candidates the same questions; interviewers not related to candidates; gender and ethnic balance on panels

## 3 Be able to prepare the documentation involved in the recruitment process

*Job description*: purpose and standard formats; job title; department and location of post; broad terms of job; responsible to whom; responsibilities; scope of post; education and qualifications; name of compiler and approver; date of issue

*Person specification*: purpose and standard formats eg job title and reference number; location in management line; essential and desirable attributes; physical characteristics required; attainments and qualifications; previous experience; general intelligence; special aptitudes; temperament and personality; hobbies and interests; personal circumstances

*Application documentation*: letter; application form; curriculum vitae

## 4 Be able to participate in a selection interview

*Pre-interview*: selection criteria for short listing; application packs and information for candidates; references; types of interview (group, individual, team, panel, telephone, multi-stage); tasks and tests used to complement the interview process eg occupational preference tests, attainment tests, aptitude tests, psychometric tests; use of specialists in the interview; Assessment and interview questions; procedure for informing candidates of interview decisions

*Interview*: interview protocol; confidentiality; fairness; interview environment; agreed questions; checking of personal information; interview checklist; control of interview; decision criteria and documentation; communicating the decision to candidates; communication and listening skills; body language; questioning techniques; barriers to communication; analysing and summarising

*Post interview*: informing candidates; making a job offer; verbal/non-verbal offers; contents of job offer, eg start date, wage or salary rate, hours of work, holiday entitlements; other conditions eg references, medical test, passing specific qualifications; expense claims; candidate's feedback; taking up and checking references; police and/or medical checks; rejection of unsuccessful candidates

# Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
| --- | --- | --- |
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| **P1** identify how two organisations plan recruitment using internal and external sources [CT] | | |
| **P2** explain the impact of the legal and regulatory framework on recruitment and selection activities [IE] | | |
| **P3** prepare the documents used in selection and recruitment activities [CT] | **M1** compare the purposes of the different documents used in the selection and recruitment process of a given organisation | **D1** evaluate the usefulness of the documents in the interview pack for a given organisation, in facilitating the interview process |
| **P4** plan to take part in a selection interview [SM, RL] | **M2** analyse your contribution to the selection process in a given situation. | **D2** evaluate your experience of planning and participating in the recruitment and selection process. |
| **P5** take part in a selection interview. [TW, EP] | | |

**PLTS**: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
| --- | --- | --- | --- |
| | CT – creative thinkers | TW – team workers | EP – effective participators |

# Essential guidance for tutors

## Delivery

This unit is designed to be delivered and assessed using a practical programme where learners need to set up interviews, from the job analysis stage right through to selecting a suitable candidate. Learners will prepare documents to be used at interviews which will give them the opportunity to practise appraising CVs, personal statements and letters of application, and completing application forms.

In this unit there is an emphasis on the importance of all types of communication including non-written communication, body language, appearance, verbal communication, face-to-face communication and electronic communication. Tutors will need to spend time discussing in order to develop good practice.

The importance of equal opportunities to an organisation, allowing it to select recruits from the broadest possible range of potential talent should be stressed. The implications for individuals and society of confronting prejudice, lessening social exclusion, widening participation and recognising ability and potential will be key and sensitive subjects for many learners. Providing information on, and allowing discussion about, legal and social issues concerning race, gender, disability, religion, age and other situations where discrimination, either positive or negative, may occur will help learners to develop awareness of and sensitivity to employee and employer standpoints.

Learners need to have a broad understanding of the regulatory framework involved in recruitment and selection. However learners will not need detailed knowledge of the legislation as this is covered in other units. They should be aware of the key implications of the relevant legislation and the ethical issues involved in recruiting and selecting staff.

Learners' own experiences should be called on, although younger learners may be working in situations with informal employment practices. Learning should take account of learner experiences while indicating professionally appropriate practice. Textbook case studies will be useful but there will be current cases in the media revolving around employment issues and legislation, which should enable practical application of the theory. The websites of large employers such as Asda, Boots, Sainsbury's and Tesco are good sources of sample material and provide examples of current practice where comparative practices are relatively simple to access.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
|---|
| Introduction to unit and structure of the programme |
| Introduction to recruitment and selection and its importance to organisations |
| Pair work on the role of recruitment and selection for a range of organisations. This will be supported by some tutor input on technical topics. Learners: <br><br> • investigate recruitment planning from case study materials or from supportive organisations <br><br> • identify the reasons for planning the required workforce in organisations <br><br> • gather information on recruitment advertising and the legal aspects of advertising for employees <br><br> There may still be formal input during group work |

| Topic and suggested assignments/activities and/assessment |
|---|
| **Assignment 1: Recruitment** |
| Pair work on the role of recruitment and selection for a range of organisations. This will be supported by some tutor input on technical topics. Learners:<br><br>• investigate and collect job descriptions<br><br>• analyse job descriptions and their content<br><br>• investigate and collect person specifications<br><br>• analyse person specifications and their content<br><br>• investigate and collect application documentation<br><br>• analyse application documentation and its content<br><br>• prepare own CV<br><br>• complete application documentation<br><br>There may still be formal input during group work |
| Presentations on the selection interview processes |
| Pair work on the role of recruitment and selection for a range of organisations. This will be supported by some tutor input on technical topics. Learners:<br><br>• identify pre-interview material<br><br>• assess the purpose of pre-interview material in specific instances<br><br>• prepare pre-interview material for the selection process<br><br>• identify pre-interview material<br><br>• assess the purpose of interview materials and activities in specific instances<br><br>• prepare interview material for the selection process<br><br>• plan interviews for job vacancies<br><br>• take part in selection interviews<br><br>• identify post-interview material<br><br>• assess the purpose of post-interview material in specific instances<br><br>• prepare post-interview material from the selection process |
| Pair work on the role of recruitment and selection for a range of organisations. This will be supported by some tutor input on technical topics. Learners:<br><br>• identify the range of legislation that applies to selection interviews and their conduct<br><br>• assess the impact of legislation that applies to selection interviews and their conduct<br><br>Identify the range of ethical issues that apply to selection interviews and their conduct |
| **Assignment 2: Selection** |
| Supervised assignment work |
| Non-supervised study time and completion of assignments |

# Assessment

For P1, learners will need to understand the reasons why vacancies occur, and the factors which influence organisations to recruit. Vacancies may be filled internally or externally. External sources, if used will have time and cost implications. The vacancy may be advertised internally or externally, and for external advertising, the choice of media is important. The organisations selected, could link to P3, and the evidence for P1 could be in the form of an introductory planning sheet.

For P2, learners will explain the key legal and ethical requirements of selection interviews. This could be done by providing a concise, but detailed guide for interviewers.

For P3, learners will prepare the documentation for an identified vacancy. This will encompass a job advert, job description and person specification. The completion of these three documents to an appropriate standard will provide the evidence for this criterion.

For P4, learners will plan all aspects of their interview(s) for P5.

For P5, learners should adopt the role of either an interviewee or an interviewer in a mock selection interview. Learners should demonstrate through role play that they have prepared for the interview. They should have the necessary documentation available and be able to conduct the proceedings. Roles can then be reversed to give all learners the opportunity to see the recruitment process from the perspectives of both the applicant and the interviewer. Evidence is likely to come from a copy of the documentation and a witness statement from the assessor.

For M1, learners must be able to identify the documents used in the three stages of the selection process. They should know the purpose of the key documents. They should be able to explain the purpose of the information that the completed documents will provide for the interviewers. They should be able to draw comparisons between the purposes of appropriate documents.

For M2, learners must show that they can prepare for and perform in a role-play situation. Learners should ensure that an application pack is prepared and that all the necessary documentation is provided for the interviewee and the interviewers. The interview should be organised and conducted in a professional manner. Observers will be looking for evidence that the participants have prepared for the interview. This can be judged by observing how the learners organise and manage the sequence of the interview, the ability of the participants to ask appropriate questions, the quality of their participation and whether they have used communications and listening skills to good effect. Evidence will come from supporting documentation such as interview questions that the interviewers and interviewees have prepared. The evidence will be supported by a witness statement on the role play of each participant. In addition the learner must prepare an analysis of their contribution.

For D1, learners must make judgements on the usefulness of documents that they have collated in the interview pack. This will be informed by a mix of theory and practice. They must be able to demonstrate that they are able to assess the usefulness of documents that belong to a real organisation or that they have used in the role play exercise. In what ways did the documentation contribute to the organisation, management and conduct of the interview and the process of making a selection decision?

For D2, learners must be able to demonstrate that they can critically reflect on their experience and draw lessons from it. Evidence will require an evaluation of the role play and this should be linked to the feedback in the witness statement. Learners must also be able to critically evaluate their experiences of planning stages of the interview.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|---|---|---|---|
| P1, P2, P5, M1, D1 | Recruitment. | Advertising and preparing documents for a job role. | Newspaper or Magazine advert for job role. Job specification. |
| P3, P4, M2, D2 | Selection. | Applying and being interviewed for a job. | Role play. |

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Business sector suite. This unit has particular links with the following unit titles in the Business suite:

| Level 3 |
|---|
| The Business Environment |
| Business Communication |
| Aspects of Employment Law |
| Development Planning for a Career in Business |
| Human Resource Management in Business. |

This unit links to the Level 3 National Occupational Standards for Management and Leadership, particularly Unit D3.

This unit also links to the National Occupational Standards in Human Resources, particularly Units HR15 and HR16.

It also links with the following units of the Level 3 National Occupational Standards in Personnel:

● Unit P31: Operate recruitment procedures

● Unit P32: Operate selection procedures.

## Essential resources

For this unit learners should have access to a suitable business teaching environment with access to the internet to do research. Tutors may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information across a range of business types and sectors.

Learners can generate evidence from a work placement or from work experience. Other learners may have access to information relating to family owned and run businesses.

## Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and chambers of commerce want to promote local business so are often willing to provide work placements, visit opportunities, information about businesses and the local business context, and visiting speakers.

*www.businessbritainuk.co.uk/* provides information about business in Britain and has extensive links to other business and business news sites.

*www.fsb.org.uk* The Federation of Small Businesses provides information, support and guidance about small businesses in the UK.

Many businesses provide information about themselves. For example, Unilever, can be found at: *www.unilever.co.uk.*

## Indicative reading for learners

### Textbooks

Bartol K M and Martin D C – *Management* (Irwin, 2001) ISBN 0072515015

Edenborough R – *Effective Interviewing: A Handbook of Skills and Techniques* (Kogan Page, 2002) ISBN 0749437553

Fowler A – *Writing Job Descriptions* (Management Shapers) (CIPD, 2000) ISBN 0852928661

Gillespie A – *Business in Action* (Hodder Arnold, 2002) ISBN 0340848200

Grout J and Perrin S – *Recruiting Excellence: An Insider's Guide to Sourcing Top Talent* (McGraw Hill, 2002) ISBN 0077099680

Kay F, Guinness H and Stevens N – *Making Management Simple* (How to Books, 2003) ISBN 1857038118

Ridderstrale J and Nordstrom K – *Funky Business* (FT Prentice Hall, 2001) ISBN 0273659073

### Journal

*Personnel Today* (Reed Business Information) is a useful journal which often has up-to-date and relevant articles on selection and recruitment practice.

### Newspapers

Quality newspapers – especially the business sections.

## Websites

| | |
|---|---|
| www.bbc.co.uk/business | BBC Business website |
| www.bbc.co.uk/learning/subjects/business_studies.shtml | A changing bank of learning resources and up-to-date case studies. This site also has links to other useful sites |
| www.bbc.co.uk/news | BBC News website |
| www.bized.co.uk | Includes a number of pertinent case studies |
| www.careers-in-business.com | Information on a variety of business careers |
| www.cipd.co.uk | Chartered Institute of Personnel and Development |
| www.direct.gov.uk | Gateway to public services |
| www.lsda.org.uk | Learning and Skills Development Agency |
| www.learnthings.co.uk | Providers of interactive digital resources |
| www.thetimes100.co.uk | Free materials and case studies |

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are … |
|---|---|
| Independent enquirers | investigating jobs advertised by business organisations |
| Creative thinkers | generating ideas about advertisements, documentation and questions |
| Reflective learners | reflecting on the questions to ask and answer at interview |
| Team workers | working with others in a group environment |
| Self-managers | organising time and resources and prioritising actions whether working on their own or in a group |
| Effective participators | taking part in group activities, working with colleagues, supervisors and managers. |

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are … |
|---|---|
| Independent enquirers | planning and carrying out research into the different types of job role |
| Creative thinkers | looking at how different qualifications and skills fit together in job roles to ensure business purposes are met<br><br>adapting their skills as circumstances change |
| Reflective learners | setting goals with success criteria<br><br>inviting feedback on their own work and dealing positively with praise, setbacks and criticism<br><br>evaluating their experiences and learning to inform progress |
| Team workers | working in a group to discuss ideas and prepare materials for presentations<br><br>taking responsibility for their own role<br><br>managing activities to reach agreements and achieve results |
| Self-managers | seeking out challenges or new responsibilities and showing flexibility when priorities change<br><br>dealing with competing pressures, including personal and work-related demands<br><br>responding positively to change, seeking advice and support when needed |
| Effective participators | taking part in group activities, working with colleagues, supervisors and managers. |

## Functional Skills – Level 2

| Skill | When learners are … |
|---|---|
| **ICT – Use ICT systems** | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching organisations and their jobs |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used | tabulating information about organisations/jobs |
| **ICT – Find and select information** | |
| Select and use a variety of sources of information independently for a complex task | finding illustrative materials for presentations and tabulations about organisations

creating diagrams, presentations and tabulations about the functional areas in businesses |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | exploring, extracting and assessing the relevance of information from websites about business organisations and job roles |
| **ICT – Develop, present and communicate information** | |
| Enter, develop and format information independently to suit its meaning and purpose including:<br>• text and tables<br>• images<br>• numbers<br>• records | bringing together a variety of materials gathered through research

preparing information to present to others about job roles |
| Bring together information to suit content and purpose | |
| Present information in ways that are fit for purpose and audience | |
| Evaluate the selection and use of ICT tools and facilities used to present information | |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | communicating with other members of a group |

| Skill | When learners are ... |
|---|---|
| **Mathematics** | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | using numerical data in relation to business an job roles |
| Identify the situation or problem and the mathematical methods needed to tackle it | |
| Select and apply a range of skills to find solutions | |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | |
| Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations | |
| Draw conclusions and provide mathematical justifications | |
| **English** | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | carrying out work investigating organisations and their job roles |
| | working with others in investigating businesses and job roles (employees, colleagues, teachers, class mates) |
| | attending team meetings |
| | making presentations about job roles |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | reading about jobs |
| | reading about organisations to obtain data to compare jobs |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing materials to provide information about jobs |
| | producing labelled charts and diagrams showing the structure of organisations and the links between sections within organisations. |

# Unit 4: Business Communication

**Unit code:** H/502/5413

**QCF Level 3:** BTEC National

**Credit value:** 10

**Guided learning hours:** 60

## ● Aim and purpose

The aim of this unit is to show learners that the collection and management of business information, and the successful communication of that information throughout a business, is critical for the future prosperity of the organisation.

## ● Unit introduction

A business needs accurate and relevant information from internal and external sources in order to operate profitably. Proper collection of data creates an environment where informed decisions can be taken for the benefit of the business. In order to manage information effectively, there must be good communication systems within the organisation. Staff must possess good verbal and written skills in order to communicate and share information

Business information can be used to obtain competitive advantage and promote efficiency. Organisations generate information internally, recording details of products manufactured, purchased and sold, and their associated costs. Businesses use information to manage not only what is currently happening in the organisation but also to plan for the future and ensure their survival. Information is collected, stored, manipulated, analysed and reported to those who need to use it. People need to become skilled manipulators and users of information to ensure organisations become more efficient and succeed in achieving their stated purposes. Since the development of the personal computer and more recently the internet, communication methods have changed significantly. Gathering relevant information from a range of sources is a skill that needs to be developed using electronic and non-electronic sources.

## ● Learning outcomes

**On completion of this unit a learner should:**

1      Understand different types of business information

2      Be able to present business information effectively

3      Understand the issues and constraints in relation to the use of business information in organisations

4      Know how to communicate business information using appropriate methods.

# Unit content

### 1 Understand different types of business information

*Types of information*: verbal; written; onscreen; multi-media; web based

*Purpose of information*: updating knowledge; informing future developments; strategic direction; SWOT analysis; offering competitive insight; communicating sales promotions; inviting support for activities

*Sources of information*: internal, eg financial, human resources, marketing, purchasing, sales, manufacturing, administration; external, eg government, trade groupings, commercially provided, databases, research; reliability of data sources

### 2 Be able to present business information effectively

*Presentation methods to meet the needs of the user*: eg document, use of style, verbal presentations, role plays, onscreen multi-media presentation, use of images, web-based presentation, multi-lingual support

*Output requirement*: eg resolution of images, page layout, text formatting, use of tables, combining information from a range of applications, use of specialist software and hardware

*Presenting corporate communication*: methods; mission statements, advertising, packaging, logos, livery, strap lines, endorsements, sponsorship

### 3 Understand the issues and constraints in relation to the use of business information in organisations

*Legal issues*: relevant data protection legislation eg Data Protection Act 1998, Freedom of Information Act 2000; other relevant legislation, eg Computer Misuse Act 1990

*Ethical issues*: codes of practice, eg on use of email, internet, 'whistle blowing'; organisational policies; information ownership

*Operational issues*: security of information; backups; health and safety; organisational policies; business continuance plans; costs, eg additional resources required, cost of development; impact of increasing sophistication of systems, eg more trained personnel, more complex software

### 4 Know how to communicate business information using appropriate methods

*Audience requirements*: eg age, gender, ethnicity, special needs, readability, legibility, attention span, accessibility, interest, distraction avoidance, business experience and knowledge, industry-related experience and knowledge

*Methods of written communication*: eg letter, memorandum, fax, invoice, flow charts, publicity material, email and screen based, SMS (short message service), www (worldwide web)

*Methods of non-written communication*: eg telephone call, video conferencing

*Technologies*: computers; touch screens; digital broadcasting; DVD (digital versatile/video disc); mobile phones; the internet and WAP (wireless application protocol)

*Communication skills*: formal/informal; verbal/non-verbal; listening; understanding; seeking clarification; responsiveness; eye contact; facial expressiveness; body language; use of appropriate professional language; ability to adapt communication techniques to audience requirements; presentation skills; ability to invite commitment to shared goals

# Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| **P1** explain different types of business information, their sources and purposes [IE, CT] | **M1** analyse different types of business information and their sources | **D1** evaluate the appropriateness of business information used to make strategic decisions |
| **P2** present complex internal business information using three different methods appropriate to the user's needs [IE,CT] | | **D2** evaluate the effectiveness of business information and its communication as key contributors to the success of an organisation, using examples to illustrate your points. |
| **P3** produce corporate communications [SM] | | |
| **P4** evaluate the external corporate communications of an existing product or service [CT, RL] | | |
| **P5** explain the legal and ethical issues in relation to the use of business information [IE, CT] | **M2** analyse the legal, ethical and operational issues in relation to the use of business information, using appropriate examples. | |
| **P6** explain the operational issues in relation to the use of business information [IE, CT] | | |

| Assessment and grading criteria | | |
| --- | --- | --- |
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| **P7** outline electronic and non-electronic methods for communicating business information, using examples for different types of audience. [IE] | | |

**PLTS**: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
| --- | --- | --- | --- |
| | CT – creative thinkers | TW – team workers | EP – effective participators |

# Essential guidance for tutors

## Delivery

The unit enables learners to explore the various types of information used in business organisations which will develop their understanding as the unit progresses. By discussing the variety of communication media available and drawing on their work experience or part-time employment, learners will gain a broad introduction to the study of business communication and information. Learners can then expand these ideas to consider the purpose and variety of sources of information.

Tutors should encourage learners to investigate how businesses communicate internally and externally. The presentation of information needs to be explored and how careful selection of the presentation methods meets the needs of the user. Learners should examine the use of documents, style and verbal presentations as well as the range of electronic methods available. Learners should also be encouraged to investigate a number of business organisations and research how their corporate communications are presented. This could involve reviewing mission statements, advertising and other methods of marketing communications, and identifying how these differ from one organisation to another. Displays could be created from learner's research to show the variety of corporate communications being used. This will provide a visual stimulus that can be used to enhance understanding of the importance that business organisations attach to their corporate communications.

Business organisations face a number of issues and constraints in relation to the use of business information and learners need to understand the relevant legislation that controls the use of information in businesses. There are also ethical issues related to the use of email and the internet, as well as the development of codes of practice and organisational policies to give guidance on ethical issues. Similarly, there are organisational policies that cover the security of information and associated health and safety issues. Case studies and newspaper reports can be used to extend learners understanding of issues and constraints in relation to the use of information in business organisations. Television programmes and DVD/videos can also be useful formative tools especially when followed with class discussion or written summary. The internet can be a useful tool, as many larger organisations provide web pages, specifically for learners, on how they control information and their corporate communications strategies.

Tutors may find it useful for learners, working individually or in pairs, to investigate local businesses that may be able to give examples of the types of communication and information that they manage. Learners will need input on how to communicate using appropriate methods and should be encouraged to explore the different types of audience which helps in making decisions on the most appropriate method for a particular situation. Similarly, tutor input will be needed to provide an understanding of methods of written and non-written communication. Learners can obtain examples to appreciate the range of methods available. Finally, learners need to investigate formal and informal and verbal/non verbal methods of communication. Role play will be a useful in helping learners understand the importance of verbal communication and the use of body language.

Tutors may use this unit to convey a range of ideas about business information, for example financial accounts, stock levels or promotional messages. Tutors may, therefore, wish to deliver this unit by following given themes, for example the role of quantitative financial information or qualitative textual information. At each stage, crucial questions can be asked such as What is the central message of this information? What audience is it intended for? What difference should it make to business behaviour? Why is it being presented? Could it be presented more successfully? The emphasis is on developing learners' critical faculties in understanding, interpreting, selecting and applying business information.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
|---|
| Introduction to unit and structure of the programme |
| Different types of information<br><br>Learners will receive or participate in:<br><br>● formal theory input<br><br>● a group exercise on information types<br><br>● pair work on written information<br><br>● a case-study exercise on sources of information in groups<br><br>● a guest speaker on information management<br><br>● a visit to local business – communication and information<br><br>● an individual exercise searching the internet for types of information<br><br>● a class discussion on information management<br><br>● a group exercise on reliable data sources<br><br>There may still be formal tutor input during group work |
| **Assignment Task 1: Types and Purpose of Information** |
| Presentation of information<br><br>Learners will receive or participate in:<br><br>● formal theory input<br><br>● a group exercise on presentation methods<br><br>● a DVD/video on presentations<br><br>● a group exercise on types of output<br><br>● a class discussion on the use of images<br><br>● an individual exercise on corporate communications<br><br>● a class discussion on corporate communications<br><br>There may still be formal tutor input during group work |

| Topic and suggested assignments/activities and/assessment |
|---|
| **Assignment Task 2: Corporate Communications** |
| Issues and constraints in use of information<br><br>Learners will receive or participate in:<br><br>• formal theory input<br><br>• a class discussion on legal issues<br><br>• a guest speaker on ethical issues and information<br><br>• a DVD/video on ethical issues<br><br>• individual exercise on operational issues – security of information<br><br>• group exercise – searching the internet to identify information systems<br><br>There may still be formal tutor input during group work |
| **Assignment Task 3: Legal and Ethical Issues** |
| Communication using appropriate methods<br><br>Learners will receive or participate in:<br><br>• formal theory input<br><br>• a class discussion on types of audiences<br><br>• individual research into methods of written communication<br><br>• a five minute individual presentation on the findings from the research<br><br>• an exercise on non-written communication in groups<br><br>• a case study on use of technology in communication<br><br>• a review of the unit |
| **Assignment Task 4: Electronic and Non-Electronic Communication** |
| Supervised assignment work |
| Non-supervised study time and completion of assignments |

## Assessment

For P1, learners need to investigate a business organisation in order to explain the different types of information that are being used, where this information originates and its purpose.

For P2, learners need to present information using three different methods. This could be a verbal presentation combined with a report on the information they obtained. The information could be a financial report from a business which the learner could manipulate into a spreadsheet or chart. Alternative methods could include a web page and a leaflet. Learners can then submit the information, indicating the nature of its intended audience and its likely purpose. The information could be from the business organisation used for P1.

For P3, learners need to produce a corporate communication for a business organisation which could be an advert for a poster or a leaflet communicating information about the business or one of its products or services. The communication could be the information to be incorporated on a product's packaging or a design for the livery on delivery vehicles. The same business organisation used for P1 and P2 can be used.

For P4, learners will evaluate existing corporate communications for a product or service.

For P5, learners need to explain the legal and ethical issues relating to the use of business information. Learners can use the same business, organisation or any other organisation, especially if it is difficult to obtain the necessary information. Learners need to try and obtain the business organisation's policies on ethical issues in relation to business information and explain how that organisation complies with their legal obligations.

For P6, for the same or any other business organisation, the learner needs to explain the operational issues in relation to business information. This would include how the organisation ensures their information is secure. In addition, learners need to explain the health and safety issues associated with information management and also the development of new systems to manage information, the possible need for more complex software and staff training.

M1 requires learners to analyse different types of information and their sources. Again this can be based on the information obtained from the business organisation that they have chosen to research and builds on the work undertaken for P1.

M2 requires learners to analyse the legal, ethical and operational issues in relation to the use of information. Again, learners will need to obtain information from a local organisation and build on the work for P5 and P6.

For D1, the learner has to evaluate the appropriateness of information used to make important strategic decisions. They could look at marketing decisions made in an organisation and evaluate whether the information used to make these decisions was appropriate. Similarly, financial performance of the company can lead to strategic decisions being made. The learner should evaluate at least two sets of information which have been used to make strategic decisions.

D2 requires learners to evaluate the effectiveness of business information and its communication as key contributors to the success of a business organisation. Learners need to use illustrative examples as part of their evaluation and should be encouraged to investigate organisations who have excellent communication and information management systems. Comparisons can then be made with the situation in the organisation that they have studied.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|---|---|---|---|
| P1, P2, M1, D1 | Assignment Task 1<br><br>Individual work describing types of information, where the information originates from and the purpose of the information. | All three tasks are related to research carried out on a business organisation and how they manage and communicate information. | Written report.<br><br>Presentation of information using two methods. |
| P3, P4, M2, D2 | Assignment Task 2<br><br>Individual work on corporate communications of chosen business. | As above. | Production and evaluation of two examples of corporate communications. |
| P5, P6, M3 | Assignment Task 3<br><br>Individual work on the legal and ethical issues of their chosen organisation and explanation of their operational issues. | As above. | Written report. |
| P7 | Assignment Task 4<br><br>Individual exercise outlining electronic and non-electronic communication. | As above. | Written report. |

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Business sector suite. This unit has particular links with the following unit titles in the Business suite:

| Level 2 | Level 3 |
|---|---|
| Business Purposes | The Business Environment |
| Customer Relations in Business | |
| Business Online | |
| Business Enterprise | |
| Starting a Small Business | |

This unit also links to the following National Occupational Standards for Business and Administration, particularly Units 301, 310, 318, 320.

## Essential resources

For this unit learners should have access to a suitable business teaching environment with access to the internet to carry out research. Tutors may consider building a bank of resource materials to ensure there is a sufficient supply of relevant information on the subjects of business communication and information management. Learners can generate evidence from a work placement or work experience.

## Employer engagement and vocational contexts

Centres should develop links with local businesses. Many businesses and chambers of commerce are often willing to provide work placements, visit opportunities, information about businesses, and provide visiting speakers.

## Indicative reading for learners

### Textbooks

Bevan J, Dransfield R, Coupland-Smith H, Goymer J and Richards C – *BTEC Level 3 National Business Student Book 1* (Pearson, 2009) ISBN 9781846906343

Bevan J, Goymer J, Richards C and Richards N – *BTEC Level 3 National Business Student Book 2* (Pearson, 2009) ISBN 9781846906350

Coupland-Smith H and Mencattelli C – *BTEC Level 3 National Business Teaching Resource Pack* (Pearson, 2009) ISBN 9781846906367

Argenti P – *Corporate Communication* (Irwin McGraw-Hill, 1998) ISBN 0256-21723-8

Davies C – *Finding and Knowing: psychology, information and computers* (Routledge, 2004) ISBN 0851424546

Lowe M – *Business Information at Work* (Europa Publications, 1999) ISBN 0851424031

Niederst J – *Web Design in a Nutshell: A Desktop Quick Reference* (O'Reilly, 2001) ISBN 0596001967

### Websites

| | |
|---|---|
| news.bbc.co.uk/1/hi/business | The business pages of the BBC website |
| www.bized.co.uk | A business education resource site |
| www.thetimes100.co.uk | The Times 100 case studies |

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are … |
|---|---|
| Independent enquirers | planning to carry out research into a chosen organisation |
| | identifying questions to ask and problems to solve when researching their chosen organisation |
| Creative thinkers | asking questions to extend their thinking when researching their chosen organisation |
| Reflective learners | reviewing progress and acting on the outcomes when obtaining information from an organisation |
| Effective participators | planning and carrying out research into communication in organisations. |

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are … |
|---|---|
| Independent enquirers | planning and carrying out research into communication and information within organisations |
| Creative thinkers | looking at how different businesses communicate |
| Reflective learners | setting goals, with success criteria, for researching business communication and information |
| | inviting feedback on their own work and dealing positively with praise, setbacks and criticism |
| | evaluating their experiences and learning to inform future progress |
| Team workers | working in groups to discuss communication |
| | managing activities to reach agreements and achieve results |
| Self-managers | seeking out challenges or new responsibilities and showing flexibility when priorities change |
| | dealing with competing pressures, including personal and work-related demands |
| | responding positively to change, seeking advice and support when needed |
| Effective participators | planning and carrying out research into communication in organisations. |

## Functional Skills – Level 2

| Skill | When learners are … |
|---|---|
| **ICT – Use ICT systems** | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching communication and information in business organisations |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used | tabulating information about finance or marketing |
| **ICT – Find and select information** | |
| Select and use a variety of sources of information independently for a complex task | finding illustrative materials for presentations and tabulations about business communication and information<br><br>creating diagrams, presentations and tabulations for information presentation |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | exploring, extracting and assessing the relevance of information from websites about business information and communication |
| **ICT – Develop, present and communicate information** | |
| Enter, develop and format information independently to suit its meaning and purpose including:<br><br>• text and tables<br><br>• images<br><br>• numbers<br><br>• records | bringing together a variety of materials gathered through research<br><br>preparing information to present about business information |
| Bring together information to suit content and purpose | |
| Present information in ways that are fit for purpose and audience | |
| Evaluate the selection and use of ICT tools and facilities used to present information | |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists | communicating with other members of a group |

| Skill | When learners are … |
|---|---|
| **Mathematics** | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | using numerical data in relation to business information |
| Identify the situation or problem and the mathematical methods needed to tackle it | |
| Select and apply a range of skills to find solutions | |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | |
| Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations | |
| Draw conclusions and provide mathematical justifications | |
| **English** | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | carrying out group work investigating business communication and information<br><br>making presentations about business information |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | reading about business information and communication |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing reports about business information<br><br>producing labelled charts and diagrams showing business information. |

# Unit 19: Developing Teams in Business

**Unit code:** T/502/5450

**QCF Level 3:** BTEC National

**Credit value:** 10

**Guided learning hours:** 60

## ● Aim and purpose

The aim of this unit is for learners to understand the importance of effective team working to an organisation's success, and to develop skills and knowledge for working in team situations both as a team leader and a team member.

## ● Unit introduction

People working together in teams, this can benefit organisations greatly and help them to achieve their goals. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. If team members cooperate, they can inspire each other. This helps the team to solve problems and identifies the individual skills within the team. The work can be allocated within the team so that the complementary skills of team members can be used to best effect.

A team is a group of people working together to achieve common objectives, willing to commit to ensuring that the team objectives are achieved. In this unit learners will explore the benefits of team development and teamworking. They will examine the skills required by different team members and how an effective team leader can motivate and develop individuals within teams. Sometimes when people work in teams, they have their own types of communication, which can affect others and cause conflict or tension. In this unit learners will be able to demonstrate their own teamworking abilities identify the strengths they can bring to team activity and recognise the skills that could be developed

## ● Learning outcomes

**On completion of this unit a learner should:**

1   Know the importance of teams

2   Understand team development

3   Understand leadership attributes and skills

4   Be able to work effectively in a team.

# Unit content

## 1 Know the importance of teams

*Types of team*: formal; informal; size eg small, large; temporary project/task teams; permanent groupings

*Benefits of teams*: contribution to departmental and organisational productivity and effectiveness, targeting setting and monitoring, how performance is monitored; reduction of alienation; fostering innovation; sharing expertise; implementing change; roles; identification and development of talent, eg Belbin

## 2 Understand team development

*Team building*: recruitment; induction; motivation; training; coaching; mentoring; team knowledge eg awareness of team members' strengths; team roles, eg Belbin; team development eg Tuckman; weaknesses; sensitivities; supporting all team members

*Team performance*: performance indicators; target setting; monitoring; review; performance against targets; support and development of team members

*Team cohesion*: definition of team goals; group conflict (actual, potential); group turnover, eg opportunities for career progression, recognition of contributions; team leadership (strong, weak, leadership styles)

## 3 Understand leadership attributes and skills

*Leadership*: definitions; role of the leader; leadership styles eg autocratic, democratic, participative, laissez-faire; impact of styles on team performance; adapting leadership style according to situation; identifying own leadership style

*Leadership skills*: leadership qualities; power and authority, types of authority eg charismatic, legitimate, export, reward, coercive (French and Raven); authority and responsibility; team, task and individual needs (Adair); model of different leadership styles eg the continuum of leadership behaviour (Tannenbaaum and Schmidt)

## 4 Be able to work effectively in a team

*Teamworking*: purpose eg to achieve goals, increase efficiency and productivity

*Skills as a team member*: clarifying objectives, agreeing tasks, valuing people, being receptive to feedback; encouraging other team members to recommend improvements; conflict situations; interpersonal skills eg communication (active listening, questioning, body language, assertiveness)

*Responsibilities as team leader*: common purpose, integrity, fairness, consistency in decision making

*Skills as a team leader*: communicating (verbal and non-verbal methods), planning, team building, leading by example, providing and receiving feedback, setting objectives, motivating, consulting, problem solving, valuing and supporting others, stretching people's talents and managing aspirations; monitoring, preventing and resolving conflict; fostering creativity; adapting leadership style according to situation

# Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 describe different types of team and the benefits of teams for an organisation | M1 compare the roles of the different members of a team | D1 evaluate the team's overall effectiveness in meeting its objectives, making recommendations for improvements. |
| P2 explain how to build cohesive teams that perform well | M2 compare the effectiveness of different teams. | |
| P3 define the attributes and skills needed by a team leader | | |
| P4 demonstrate working as part of a team towards achieving specific goals [TW] | | |
| P5 demonstrate working as part of a team towards achieving specific goals, dealing with any conflict or difficult situations as a team leader | | |
| P6 review the team's overall effectiveness, together with your contribution to achieving the goals, receiving and providing feedback to other team members. [RL] | | |

**PLTS**: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
|---|---|---|---|
| | CT – creative thinkers | TW – team workers | EP – effective participators |

# Essential guidance for tutors

## Delivery

Working in teams may be delivered using actual examples of workplace team operation. It can be introduced with team activities such as desert island survival exercises where each learner has to produce key items for their survival in a restricted time, and with materials likely to be available in the classroom. There are plenty of classroom simulation exercises which lend themselves to this type of task. After the allocated time, the items are totalled and survivors listed. The same exercise is repeated but with specialisation of labour, as decided by a number of competing groups. The benefits of team collaboration may then be discussed and compared with more individualised ways of working.

Learners may contribute ideas on business scenarios where they have seen effective teams in operation, together with ideas on the 'key ingredients' of an effective team and how to build these into a group of workers who might otherwise have little in common. The use of a project or event will help illustrate many of these ideas. Discussion will also cover the formal and informal setting up of teams and these can be linked these back to different organisational requirements. Learners should also explore the characteristics of different team members and identify their own qualities and skills or traits ie drive, motivation, energy, determination, reliability, integrity, dedication, pride, analytical skills, efficiency. This could be through the activities devised by Meredith Belbin.

Teams need to be made up of people with different skills. It does not necessarily follow that a team of high performers will produce the best results: there needs to be a mix of qualities and a team cannot consist entirely of leaders.

Learners may then consider stages in the life of teams, recognising the processes involved from initial recruitment and induction to a fully functioning team. They need to be aware of the pressures on teams to meet performance targets, along with strategies for support and even discipline in the case of serious under-performance. Examples from industry and sport can be used to support delivery of the coaching and mentoring elements.

The teams understanding of the leader's accountability for performance and how performance can be monitored and reviewed against relevant measures are key issues. Occupationally-related television programmes such as *The Apprentice* and 'reality' TV programmes are useful in illustrating both effective and ineffective features of team activity, and also to highlight the how poor team cohesion impacts on team results. Carefully structured role play may also be used and the school or college drama department may be willing to liaise in sharing teaching ideas. Sporting analogies may be used but care should be taken to ensure that these are not gender biased.

Teamworking can be motivational and provide the stimulus needed in organisations for increasing output and productivity. This will link with motivational theory in *Unit 16*: *Human Resource Management in Business*; the theories of motivation can be examined in the light of teamworking activities. The importance of clear objectives and being able to discuss different strategies relating to the team's objectives needs to be examined. Team members should be clear about where they are going and how they are going to get there. The planning process also helps individuals to understand how their efforts contribute to the achievement of the team's goals. Once the planning stage has been completed, it is important to check progress and, if necessary, update targets and re-evaluate the outcomes.

The interpersonal skills of team members and leaders, are crucial to the team's success and it is important that learners have a good understanding of effective communication skills. These could be demonstrated through practical activity, such as role play, where learners can also explore the reactions when asked to carry things out in a positive way compared to negative instruction. Again, TV programmes could be used here to demonstrate the different ways of communicating.

For learning outcome 3, learners will explore 'what makes an effective team leader?' They will consider the barriers to effective leadership and evaluating performance. Learners should be encouraged to conduct an evaluation of themselves and of the team. Reflecting on own practice is a skilled task and learners must be given a range of opportunities to test out their own skills, for example the learner could initially be asked to evaluate their own performance using familiar situations, such as getting to class on time, preparing for a night out, planning for an assessment. This will help them to identify the key areas to review, how they could improve on their planning skills, and how they could evaluate the performance of the team. Learners should also explore the characteristics and style of different team leaders, and this could be through activities such as identifying the skills and traits of well-known leaders. It is important that the tutor stresses that an effective team needs to be a mix of capabilities and not consist entirely of those with leadership skills. Tutors should introduce learners to the well-known, action-centred leadership approach of John Adair, which can be represented as a three circle model showing the responsibilities of the leader in ensuring task, team and individual needs are satisfied. Learners could carry out activities positioning the circles from case studies or from their own experiences.

It is important that learners have plenty of opportunities to work in teams agreeing objectives and using teamworking skills to achieve them. There are different ways of delivering the content for learning outcome 3, including team challenges with follow-up analysis and evaluation, video clips, simulation/role play, reflection on learners own experiences and analysis of case study material. Learners should also build on their knowledge of Belbin's team roles to explore the characteristics of different team members and identify their own qualities, skills or traits in actual team situations.

Conflict within teams can be introduced through a group discussion on 'What is conflict?' with learners drawing on their own experiences. The tutor could highlight that not all conflict is negative, and provide examples of instances when it could have a positive effect. It would be useful for learners to have a guest speaker to explain how they prevent and diffuse conflict situations within teams: this would be an opportunity for centres to engage with local employers. The guest speaker should be briefed to give examples of different sources of conflict (organisation based and team member based) and how they were resolved. They should also explain the challenges facing team leaders of multi-cultural and virtual teams.

In order to gather information, learners can prepare a checklist or questionnaire for a question and answer session with the guest speaker. It is important that learners are able to identify situations where conflict may arise and give reasons why it occurred. As well as case studies, learners can practise role-play exercises to develop their conflict resolution skills. Tutors should introduce the key features of the main types of behaviour which contribute to conflict within a team, including aggressiveness, assertiveness, avoidance, submissiveness. Emphasis should be on body language, in particular what to look for in other people's body language (gestures, facial expressions, posture, eye contact), how to use body language to respond to other people, and effective and ineffective use of body language in different situations. Videos can be used which show examples of different behaviours and the interpersonal skills used to diffuse conflict. Learners can then work in groups to research articles and case studies of inappropriate behaviour in the workplace, and discuss the cause of the conflict.

When providing constructive and positive feedback on their peers' team performance, learners can practise adapting the way they communicate to meet the needs of others. If they are to give feedback to one another, care should be taken to ensure that they are fully aware of the types of feedback (positive, negative, constructive, destructive) and how to give constructive feedback before they are permitted to practise on one another. Learners should be encouraged to identify how they could improve their own communication techniques and team skills. Video clips and DVDs can be used to show examples of good and bad communication skills when working in teams.

# Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
| --- |
| Introduction to unit and structure of the programme/assignments |
| Theory components of types of team |
| Theory components of benefits of teams |
| Research and group work |
| **Assignment 1: What Makes an Effective Team?** |
| Theory components of team development and team roles |
| Group activities on stages of team development |
| Learner activities on team role analysis |
| Theory components of leadership attributes and skills |
| Group activity on leadership qualities |
| Theory components of interpersonal skills/verbal/non verbal |
| Role-play activities on interpersonal skills |
| **Assignment 2: Working in a Team** |
| Theory components of conflict management |
| Role-play activities on handling conflict and giving feedback |
| Teamworking activities |
| Analyse the success of team activities |
| Supervised assignment work |
| Non-supervised study time and completion of assignments |

## Assessment

Learners could be put into teamworking situations to explore and demonstrate the skills and qualities required by different teams.

P1 asks learners to describe different types of team and benefits of teams when used in different situations in the workplace. Learners can look at functions that naturally lend themselves to team activity. Learners' own teamworking skills should be explored and they should be given an appropriate scenario where they work together in teams and are able to identify their key strengths and how they contributed to the team's goals and activity.

For P2, learners go on to look at key stages in the development of an effective cohesive team. Simulations can be used for this as snapshots of different stages in the life of a team. Learners could develop an activity through a teamwork approach and this will enable them to experience and understand team development.

For P3, covering the attributes and skills required of a team leader, learners can use examples of well-known leaders and draw on the importance of adapting leadership style to suit the particular situation.

P4 and P5 require learners to work effectively in a team situation, and each learner will need to take turns as the team leader. As a team member they will be expected to make a positive contribution for example gather information necessary for the completion of the group task. As a team leader they will be expected to show leadership qualities for example monitoring performance through giving constructive feedback. Conflict may arise naturally as the activity is happening, and how it is dealt with can be witnessed by the tutor. However, conflict situations should not be manufactured in a real teamworking situation,. If it doesn't occur naturally, then learners could be assessed via role play in which they play a range of roles related to a selected theme such as negotiation or conflict resolution. The learner's performance can be evidenced through an observation record signed by both tutor and learner, detailing what has been carried out and how.

The review of the teamworking activity for P6 can be presented in any appropriate written form and must be carried out individually. The review should incorporate the characteristics and roles within the team, the leadership/management style of the team leaders, causes (or possible causes) of conflict and how it is/would be resolved. This can be followed by how performance is monitored and an overall judgement of how well the team and team leaders performed. Feedback between team members and the team leader may arise naturally as the activity is happening, but it could be carried out immediately after the team activities have finished (as a full group or in sub-groups or pairs), and witnessed by the tutor. If there is an absence of evidence feedback being given and received during the activity, the tutor must ensure that it takes place after the event.

For a M1, learners must extend their knowledge of the features of an effective team and compare roles of different team members. These ideas can be taken forward as learners compare the different roles of team members and how they complement each other. Learners should be able to recognise how a high-achieving team contributes to the accomplishment of strategic aims and objectives. For M2, one of the teams that learners compare, should be their own team(s). The other team could be another within the class or from a different class, or it could be another team, for example one that the learner can study through their work experience or are involved in outside the classroom. In their comparison, they should refer to one, or more than one, of their own team leaders, which could be the learner themselves or someone else. They could assess the other team either as an outsider or from working within it (either currently or in the past). The emphasis here should be on analysis ie of the key elements of effective team operation. This could include constructive collaboration over resource creation, shared strategies for dealing with particular issues, willingness to solve problems together, sharing of expertise, recognition of distinctive talents and a measure of humour.

For D1, learners must further their evidence by evaluating their performance in the team. They can make justified suggestions on overall team performance such as improvements to communication, performance monitoring, or the limitations of the team leader role to diffuse conflict within the team. When explaining how individuals and the team leader contributed to the team's effectiveness, learners should give examples based on their chosen teams rather than just general statements about team leaders and individuals.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|---|---|---|---|
| P1, P2, M1, M2 | What Makes an Effective Team? | Brief from Business Link wanting to host half-day management training sessions on teams and leadership for local businesses. | Prepare a presentation on features of teams, the benefits of different types of team, and leadership qualities. |
| P3, P4, P5, M2, D1 | Working in a Team. | 'Apprentice'-style challenges. | Witness testimonial from tutor confirming ability to work in team both as a member and leader. Learner review (either one-to-one with tutor or written document) on the team's effectiveness and their contribution to the activities. |

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Business sector suite. This unit has particular links with the following unit titles in the Business suite:

| Level 2 | Level 3 |
|---|---|
| People in Organisations | Human Resource Management in Business |
| Working in Business Teams | Training in the Business Workplace |
|  | Managing a Business Event |

This unit also links with the following Level 3 National Occupational Standards.

Management and Leadership:

- Unit B5: Provide leadership for your team
- Unit D1: Develop productive working relationships with colleagues
- Unit D2: Develop productive working relationships with colleagues and stakeholders
- Unit D5: Allocate and check work in your team.

Business and Administration:

- Unit 321: Provide leadership for your team.

## Essential resources

Many of the outcomes for this unit require learners to undertake research. To enable research skills to be developed effectively learners should be introduced to as many different forms of information as possible, for example libraries and other research facilities including the internet.

## Employer engagement and vocational contexts

Visits to businesses and from guest speakers will be useful for delivery of this unit. Training or human resource managers who can talk about approaches to developing teams will be invaluable.

## Indicative reading for learners

### Textbooks

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 1987) ISBN 0330298097

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 1996) ISBN 0750626755

Honey P – *Teams and Teamwork* (Peter Honey, 2001) ISBN 1902899156

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey, 2004) ISBN 1857883047

### Websites

| | |
|---|---|
| www.bized.ac.uk | Business education website including learning materials and quizzes |
| www.businessballs.com | Free materials, articles and ideas for team roles and leadership |
| www.cfa.uk.com | Council for Administration |
| www.cipd.org.uk | The Chartered Institute of Personnel and Development |
| www.google.com | Search for team-working sites and textbooks |
| www.managers.org.uk | Chartered Management Institute |
| www.thetimes100.co.uk | A number of case studies on teams |

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are ... |
|-------|------------------------|
| Reflective learners | reviewing the team's overall effectiveness and their contribution to achieving the goals, receiving and providing feedback to other team members |
| Team workers | demonstrating working in a team as a leader and member towards achieving specific goals, dealing with any conflict or difficult situations. |

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|-------|------------------------|
| Independent enquirers | identifying and clarifying which problems have to be resolved in order to succeed at the team-working task |
| Creative thinkers | questioning their own and others' assumptions while attempting to solve the team working task while trying out alternative approaches and then adapting these approaches as circumstances change |
| Reflective learners | preparing for the team activity, setting goals and success criteria for the task; inviting feedback on their team performance |
| Team workers | reaching agreements and managing discussions while taking part in a team activity<br>adapting their behaviour to suit different roles and situations as team leader and team member<br>taking responsibility when acting as a team leader, showing confidence in themselves |
| Self-managers | taking on the challenge and responsibility of being a team leader<br>working towards goals as part of the team activity, showing initiative, commitment and perseverance<br>managing their time during the team activity<br>dealing with competing pressures |
| Effective participators | discussing issues of concern during the teamworking task<br>presenting a case for action during the teamworking task<br>proposing practical ways forward as a means of resolving the team working task<br>influencing others in the team activities as team member and team leader. |

## Functional Skills – Level 2

| Skill | When learners are … |
|---|---|
| **ICT – Find and select information** | |
| Select and use a variety of sources of information independently for a complex task | researching leadership attributes |
| **ICT – Develop, present and communicate information** | |
| Enter, develop and format information independently to suit its meaning and purpose including:<br>• text and tables<br>• images<br>• numbers<br>• records | creating a presentation on features of teams and team leaders |
| Bring together information to suit content and purpose | preparing a presentation<br>preparing a review on teamworking activities |
| Present information in ways that are fit for purpose and audience | preparing a presentation |
| **English** | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | working as a team member and team leader<br>taking part in team discussions during the team activities/challenges<br>providing feedback to team members |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching characteristics of team leaders |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing review of team's effectiveness and own contribution. |