

Cambridge TECHNICALS LEVEL 3

# ***BUSINESS***

Cambridge  
TECHNICALS  
2016

Unit 2 – Working in business  
DELIVERY GUIDE

Version 1

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# INTRODUCTION

**This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.**

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

Businesses today need employees, managers and entrepreneurs who are multi-skilled independent thinkers. When working in business you will have to work in accordance with organisational protocols, be able to prioritise work and communicate effectively with others in a meaningful way.

This unit will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities and communicating with stakeholders. The way that these activities are dealt with will vary according to the specific business protocols in place. Some of these will be specific to a functional area, however, many are common to almost all job roles.

The skills and understanding you will develop through this unit are critical to the success of any business and are highly valued in the business world; they are vital regardless of the role held within an organisation.

### Unit 2 Working in business

LO1	Understand protocols to be followed when working in business
LO2	Understand factors that influence the arrangement of business meetings
LO3	Be able to use business documents
LO4	Be able to prioritise business tasks
LO5	Understand how to communicate effectively with stakeholders

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-business-level-3-certificate-extended-certificate-foundation-diploma-diploma-05834-05837-2016-suite>

Cambridge  
TECHNICALS  
2016

### 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Business units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 2)	Title of suggested activity	Other units/LOs	
LO1	Theory of organisation structure	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses LO3 Understand the effect that different organisational structures have on how businesses operate
LO1	Controls on advertising	Unit 1 The business environment	LO6 Understand the external influences and constraints on businesses and how businesses could respond
LO1	Employment law	Unit 1 The business environment	LO6 Understand the external influences and constraints on businesses and how businesses could respond
LO1	Professional etiquette	Unit 3 Business decisions	LO3 Understand how human resource information informs business decisions
LO2	Arrangement of business meetings	Unit 1 The business environment	LO8 Be able to assess the performance of businesses to inform future business activities
		Unit 2 Working in business	LO3 Be able to use business documents LO5 Understand how to communicate effectively with stakeholders
LO2	Other factors that affect arrangement of business meetings	Unit 1 The business environment	LO8 Be able to assess the performance of businesses to inform future business activities
		Unit 2 Working in business	LO3 Be able to use business documents LO5 Understand how to communicate effectively with stakeholders
LO3	Use of business documents simulation	Unit 1 The business environment	LO4 Be able to use financial information to check the financial health of businesses LO8 Be able to assess the performance of businesses to inform future business activities
		Unit 2 Working in business	LO2 Understand factors that influence the arrangement of business meetings
LO3	Practical use of business documentation in a work situation	Unit 2 Working in business	LO1 Understand protocols to be followed when working in business
LO3	Purpose and interpretation of financial documents	Unit 3 Business decisions	LO2 Be able to use financial data to inform business activities
LO3	Meeting documentation	Unit 2 Working in business	LO2 Understand factors that influence the arrangement of business meetings
		Unit 3 Business decisions	LO2 Be able to use financial data to inform business activities
LO4	Prioritising at work – practical activities	Unit 1 The business environment	LO7 Understand why businesses plan
LO4	Changing priorities	Unit 1 The business environment	LO7 Understand why businesses plan
LO4	Factors that affect or influence task prioritising	Unit 2 Working in business	LO1 Understand protocols to be followed when working in business
LO4	Changes in the economy affecting priorities	Unit 1 The business environment	LO8 Be able to assess the performance of businesses to inform future business activities
		Unit 3 Business decisions	LO6 Be able to use information to make and justify business decisions
LO5	Choose appropriate communication methods	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
LO5	Characteristics of business communication	Unit 1 The business environment	LO5 Understand the relationship between businesses and stakeholders
LO5	Compare business communication	Unit 2 Working in business	LO3 Be able to use business documents
LO5	How and when to use recruitment documents	Unit 3 Business decisions	LO3 Understand how human resource information informs business decisions

# KEY TERMS





## Explanations of the key terms used within this unit, in the context of this unit



Key term	Explanation
<b>Budget</b>	An amount of money given to a person or department to spend.
<b>Confidentiality</b>	Knowing what and when information should be kept to oneself e.g. personal or sensitive business information.
<b>Legislation</b>	Laws that affect a business e.g. health and safety.
<b>Prioritising</b>	Understanding the relative importance of tasks or events.
<b>Protocols</b>	A set of rules, expectations or etiquette in business e.g. business dress.
<b>Stakeholders</b>	People or organisations that affect or are affected by a business e.g. customers, community.

# MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>Gross pay and net pay</b>	Gross pay is the amount prior to tax withholdings and net pay is the 'take-home' amount after taxes have been withheld. The best way to overcome this is to use the learners' personal experience as many of them will have jobs. Also asking them to calculate net pay from given information is very helpful.	There are free resources on the pfeg website and you can also subscribe and register with them. <a href="http://www.pfeg.org/resources/details/money-management-first-payslip?tid_2[0]=14&amp;tid_17=All">http://www.pfeg.org/resources/details/money-management-first-payslip?tid_2[0]=14&amp;tid_17=All</a>
<b>Stakeholders and shareholders</b>	As the two words are very similar, learners often confuse them. Shareholders are just one of many possible stakeholders. Asking students to draw a spider diagram to list all the stakeholders, including owners and shareholders, often helps.	<a href="http://www.investopedia.com/ask/answers/08/difference-between-a-shareholder-and-a-stakeholder.asp">http://www.investopedia.com/ask/answers/08/difference-between-a-shareholder-and-a-stakeholder.asp</a>
<b>Debit cards and credit cards</b>	Learners need to know credit is 'buy now pay later'. There are many good explanations out there on YouTube and all the banks have an explanation – the Nationwide has good resources.	<a href="https://www.nationwideeducation.co.uk/public/uploads/pdf/currency_forms_of_money_and_payment_2014_11_06_10_46_48.pdf">https://www.nationwideeducation.co.uk/public/uploads/pdf/currency_forms_of_money_and_payment_2014_11_06_10_46_48.pdf</a>
<b>Job description and person specification</b>	Learners could look up job adverts on the internet and highlight the tasks and duties in one colour and the personal requirements in another. They could also devise their own for given jobs.	<a href="http://keydifferences.com/difference-between-job-description-and-job-specification.html">http://keydifferences.com/difference-between-job-description-and-job-specification.html</a>  <a href="https://www.youtube.com/watch?v=XJmgOlnAqU8">https://www.youtube.com/watch?v=XJmgOlnAqU8</a>

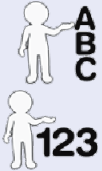
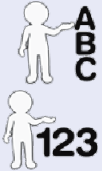
# SUGGESTED ACTIVITIES

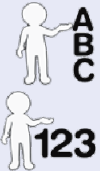
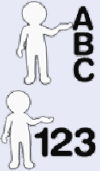
LO No:	1		
LO Title:	Understand protocols to be followed when working in business		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Theory of organisation structure</b>  	<p>Tutors could cover the theory of organisational structure through a case study such as this one: <a href="http://businesscasestudies.co.uk/unison/developing-responsiveness-through-organisational-structure/job-roles-within-a-trade-union.html#axzz3ojqB3ngc">http://businesscasestudies.co.uk/unison/developing-responsiveness-through-organisational-structure/job-roles-within-a-trade-union.html#axzz3ojqB3ngc</a></p> <p>This will enable learners to review work covered in Unit 1 and understand the main features of organisation charts and job roles.</p> <p>Learners could produce an organisational chart for a company they are familiar with. This could be from their work experience placement or part-time job. This would demonstrate their understanding of structures and job roles.</p> <p>This Unit would certainly be brought to life if learners were to be able to relate it to real businesses. Learners could put a questionnaire together to cover much of the content of the Unit and then they could interview two businesses and compare the answers for each through a presentation. It would be important to identify what protocols each business has and why they are important to that business. Learners could work in pairs. Many will have work placements organised or part-time jobs that they can use or tutors may have links with a local employer who could come in to answer the questions. Research on job roles, authority, confidentiality, constraints, checks and IT would certainly be easily covered this way.</p>	1 hour	Unit 1 LO2, LO3
<b>Controls on advertising</b>  	<p>Learners could look at the constraints on advertising by looking at examples that have been rejected on the ASA website: <a href="https://www.asa.org.uk/?gclid=Cj0KEQjwwIKxBRDkhOz7ytT30vkBEiQAT1NaPfJ1ANolneN0bU8qQeynEjZxsrsMjQKQINAU9IRPekwaAsLu8P8HAQ">https://www.asa.org.uk/?gclid=Cj0KEQjwwIKxBRDkhOz7ytT30vkBEiQAT1NaPfJ1ANolneN0bU8qQeynEjZxsrsMjQKQINAU9IRPekwaAsLu8P8HAQ</a></p> <p>Learners could write their own set of simple guidelines to demonstrate that they understand the controls on advertising.</p>	1 hour	Unit 1 LO6
<b>Employment law</b>     See Lesson Element Employment protocols and legislation	<p>Learners could be asked to prepare a visual presentation on employment law such as health and safety, equal opportunities, maternity/paternity leave etc.</p> <p><a href="https://www.youtube.com/watch?v=m6m1DPVJC7s">https://www.youtube.com/watch?v=m6m1DPVJC7s</a></p> <p><a href="https://www.gov.uk/employment-contracts-and-conditions/overview">https://www.gov.uk/employment-contracts-and-conditions/overview</a></p> <p><a href="http://www.legislation.gov.uk/ukxi/1999/3312/contents/made">http://www.legislation.gov.uk/ukxi/1999/3312/contents/made</a></p> <p><a href="https://www.rbkc.gov.uk/business-and-enterprise/regulation/health-and-safety/safety-work/health-and-safety-work-act">https://www.rbkc.gov.uk/business-and-enterprise/regulation/health-and-safety/safety-work/health-and-safety-work-act</a></p>	1 hour	Unit 1 LO6

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Professional etiquette</b></p>   <p>See Lesson Element Employment protocols and legislation</p>	<p>For professional behaviour learners could be split into groups – each group could be given pictures of different professions, e.g. teacher, driver, dentist, doctor, shop-worker, and they would have to annotate each picture with what they believe to be the professional behaviour and etiquette.</p> <p><a href="http://businessculture.org/northern-europe/uk-business-culture/business-etiquette/">http://businessculture.org/northern-europe/uk-business-culture/business-etiquette/</a>  <a href="http://businessculture.org/business-culture/business-etiquette/">http://businessculture.org/business-culture/business-etiquette/</a></p>	1 hour	Unit 3 LO3

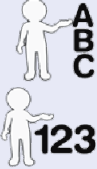



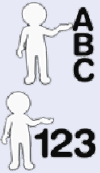

# SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Understand factors that influence the arrangement of business meetings		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Arrangement of business meetings</b>	<p>Learners could be asked to organise a business breakfast at their school/college, given a budget – they would find a suitable date, time, venue, refreshments, guests etc. Local businesses, governors, businesses that host work placements could be invited in; this would give the school/college the opportunity to thank the business for its involvement with the students. Learners should produce a short personal introduction to read to the businesses. The main purpose would be to foster links between the school/college and local business, using the learners as ambassadors.</p> <p>As the group will be organising the event, they will need to negotiate an appropriate venue within their organisation, an appropriate time, send out and collate invitations and replies, organise refreshments. Following the event they can produce an individual presentation, identifying the factors that affected the success of their meeting.</p> <p> Useful resources:  <a href="http://www.seedsforchange.org.uk/meeting">http://www.seedsforchange.org.uk/meeting</a>  <a href="http://livingsta.hubpages.com/hub/Plan-and-Organise-Meetings-NVQ-Level-3-Diploma-in-Business-and-Administration">http://livingsta.hubpages.com/hub/Plan-and-Organise-Meetings-NVQ-Level-3-Diploma-in-Business-and-Administration</a>  <a href="http://www.businessballs.com/meetings.htm">http://www.businessballs.com/meetings.htm</a></p>	3 hours	Unit 1 LO8 Unit 2 LO3, LO5
<b>Other factors that affect arrangement of business meetings</b>	<p>Learners could be given a range of business criteria e.g. a small organisation such as a school, a large multinational such as Ford, and be asked to suggest the most efficient way of organising a meeting.</p> <p>For example: a business with offices around the world wants to arrange for sales managers in each country to discuss sales; a small bakery wants to meet all part time staff; a school wants its heads of department to meet to discuss results. Learners could produce a table to explain the factors such as importance, cost, time, method, etc.</p> <p> Useful resources:  <a href="http://livingsta.hubpages.com/hub/Plan-and-Organise-Meetings-NVQ-Level-3-Diploma-in-Business-and-Administration">http://livingsta.hubpages.com/hub/Plan-and-Organise-Meetings-NVQ-Level-3-Diploma-in-Business-and-Administration</a>  <a href="http://www.seedsforchange.org.uk/meeting">http://www.seedsforchange.org.uk/meeting</a>  <a href="http://www.wikihow.com/Take-Minutes">http://www.wikihow.com/Take-Minutes</a>  <a href="http://www.bizmove.com/skills/m8l.htm">http://www.bizmove.com/skills/m8l.htm</a></p>	2 hours	Unit 1 LO8 Unit 2 LO3, LO5

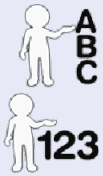

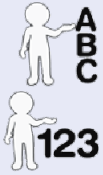
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Business travel arrangements</b>  	<p>Tutors could give learners a set of travel criteria. For example:</p> <ul style="list-style-type: none"> <li>• one person needing to travel to London for a 9.00 am meeting</li> <li>• 4 people needing to go to a neighbouring town/city for a conference</li> <li>• 25 people going to a hotel for a social event</li> <li>• 2 people going to Paris for a weekend.</li> </ul> <p>Learners need to investigate the cost of travel, by different methods, of getting to each venue, showing they can interpret timetables. They could present three alternatives for each situation and select the best in terms of time, cost, convenience, suitability etc.</p>	2 hours	
<b>Accommodation arrangements</b>  	<p>Learners could be given a number of scenarios involving accommodation.</p> <p>Learners would need to show they understand the factors that influence business accommodation arrangements. This could be a follow-up to the previous task – where learners now find suitable accommodation for various scenarios, taking into account:</p> <ul style="list-style-type: none"> <li>• grade of hotel</li> <li>• meals</li> <li>• dietary requirements</li> <li>• car parking</li> <li>• facilities, such as health suite</li> <li>• type of rooms, number of rooms, access arrangements.</li> </ul> <p>Learners would have to investigate three different accommodation locations for each scenario and select what they believe to be the best.</p>	2 hours	


# SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Be able to use business documents		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Use of business documents simulation</b></p> 	<p>Tutors could invite the school business manager into the lesson to explain the processes involved in completing the various documents for the purchase of something that the school has recently bought, such as equipment, or computers. A simulation could then be set up whereby the learners have to complete a set of documents. For example they might have to buy some equipment from various suppliers. They would work in pairs where one student is the supplier and one is the purchaser – therefore completing an order form, invoice, credit note, statement of account, delivery note, etc.</p> <p>Useful resources:  <a href="http://www.tidyforms.com/invoice-template.html">http://www.tidyforms.com/invoice-template.html</a></p>	1–2 hours	Unit 1 LO4, LO8 Unit 2 LO2
<p><b>Practical use of business documents in a work situation</b></p> 	<p>Learners could take it in turns, perhaps in small groups, to be the administrative assistant for the department – completing reprographic forms, IT booking forms, books and stationery order forms etc. This would need to be organised on a rolling programme in order to cover the whole group. Learners could write a report or produce a presentation demonstrating the forms they have used, the purpose, any issues experienced etc.</p> <p>Although there can be some privacy issues, getting learners work placements in the school/college office is another good way for them to understand the importance of completing documents in a professional way. Again, this would need to be organised on a rolling programme – learners may have non-contact or study lessons and the experience could be built around these – each learner completing the equivalent of two full days and completing a diary to show what documents and tasks they have completed.</p> <p>Useful resources:  <a href="https://www.barclayslifeskills.com/downloads/organising-work-experience.pdf">https://www.barclayslifeskills.com/downloads/organising-work-experience.pdf</a>  <a href="https://www.barclayslifeskills.com/downloads/work-experience-log.pdf">https://www.barclayslifeskills.com/downloads/work-experience-log.pdf</a>  <a href="https://www.cityandguilds.com/~/_media/Documents/Courses-and-Quals/Traineeships/work-experience-support-tools/work-placement-learner-logbook%20pdf.ashx">https://www.cityandguilds.com/~/_media/Documents/Courses-and-Quals/Traineeships/work-experience-support-tools/work-placement-learner-logbook%20pdf.ashx</a></p>	Equivalent of 1–2 days spread over a period of time	Unit 2 LO1

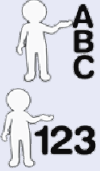
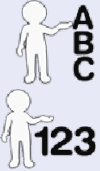
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Purpose and interpretation of financial documents</b></p>  <p>See Lesson Element Interpretation of business financial documents</p>	<p>Learners could make a presentation on the advantages and disadvantages of the various methods of payment – such as cheque, credit card etc – with annotated examples.</p> <p>Useful resources:  <a href="http://connectability.ca/2013/01/18/different-ways-to-buy-things-like-goods-and-services/">http://connectability.ca/2013/01/18/different-ways-to-buy-things-like-goods-and-services/</a>  <a href="https://www.nationwideeducation.co.uk/public/uploads/pdf/currency_forms_of_money_and_payment_2014_11_06_10_46_48.pdf">https://www.nationwideeducation.co.uk/public/uploads/pdf/currency_forms_of_money_and_payment_2014_11_06_10_46_48.pdf</a></p>	1 hour	Unit 3 LO2
<p><b>Meeting documentation</b></p> 	<p>Learners could work in small groups to plan a school or college trip. They would need to produce their own agenda for the meeting, an attendance register and then minutes of the meeting to show what was discussed. They could then follow up this meeting with a larger meeting of the whole group to discuss the various proposals from the smaller groups. Again, the group would need to decide on an agenda, take an attendance register, take minutes etc.</p> <p>If tutors decide to run the business breakfast (see activity on arrangement of business meetings), a meeting or series of small meetings could be arranged to allow learners to discuss the arrangements for the breakfast – learners would need to decide on an agenda (what they need to discuss), write up minutes, decide how to invite guests, provide joining instructions for guests, specify if they would like guests to introduce themselves or not. Small groups of three or four could meet at first and then the whole group can be brought together for a wider discussion.</p> <p>Useful resources:  <a href="http://www.sqa.org.uk/e-learning/ProjTeam01CD/page_13.htm">http://www.sqa.org.uk/e-learning/ProjTeam01CD/page_13.htm</a>  <a href="http://www.clubhelp.org.au/governance/meeting-documentation">http://www.clubhelp.org.au/governance/meeting-documentation</a>  <a href="http://www.wikihow.com/Take-Minutes">http://www.wikihow.com/Take-Minutes</a></p>	2 hours	Unit 2 LO2 Unit 3 LO2

# SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to prioritise business tasks		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Prioritising at work – practical activities</b>  See Lesson Element Prioritising business tasks	<p>Tutors can make this section very practical and can make reference to learners' experience of work and school/college. There are many in-tray exercises and activities that could be used in order for learners to experience prioritising tasks and reasons for prioritising. Tutors can select one of the following in-tray exercises for learners to complete.</p> <p>Useful resources:</p> <p><a href="https://www.assessmentday.co.uk/in-tray-exercise.htm">https://www.assessmentday.co.uk/in-tray-exercise.htm</a>  <a href="https://www.jobtestprep.co.uk/free-in-tray-exercise">https://www.jobtestprep.co.uk/free-in-tray-exercise</a>  <a href="http://www.insidecareers.co.uk/career-advice/in-tray-exercises/">http://www.insidecareers.co.uk/career-advice/in-tray-exercises/</a>  <a href="https://www.elitetraining.co.uk/time-management/in-tray-exercise-time-management-game">https://www.elitetraining.co.uk/time-management/in-tray-exercise-time-management-game</a></p>	2 hours	Unit 1 LO7
<b>Factors that affect or influence task prioritising</b> 	<p>Many learners will either have part-time work or will have had work experience – tutors can draw from this experience to allow learners to explain the factors that affect their own decisions. Learners could produce a mind map of priorities in their own life – school/college work, paid work, learning to drive, social life etc.</p> <p>Useful resources:</p> <p><a href="http://www.kent.ac.uk/careers/sk/adaptability.htm">http://www.kent.ac.uk/careers/sk/adaptability.htm</a>  <a href="http://www.icaew.com/en/archive/library/subject-gateways/business-management/strategy-and-planning/small-business-update/10-ways-to-prioritise-your-workload">http://www.icaew.com/en/archive/library/subject-gateways/business-management/strategy-and-planning/small-business-update/10-ways-to-prioritise-your-workload</a></p>	1 hour	Unit 2 LO1
<b>Changing priorities</b> 	<p>Learners could discuss a number of situations that would cause business priorities to change and the actions that businesses have to take as a result, such as:</p> <ul style="list-style-type: none"> <li>• the ash cloud caused by the Icelandic volcano in 2011</li> <li>• terrorist concerns on airlines</li> <li>• natural disasters such as the floods in Somerset and Pakistan, tsunamis etc.</li> </ul> <p>Useful resources:</p> <p><a href="http://www.bbc.co.uk/news/uk-13513981">http://www.bbc.co.uk/news/uk-13513981</a></p>	1 hour	Unit 1 LO7

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Changes in the economy affecting priorities</b></p> 	<p>Tutors can use the most up-to-date budget information to explore how businesses will need to react to changes. There are some case studies here to show how businesses react to changes in the economy.</p> <p>Useful resources:</p> <p><a href="http://businesscasestudies.co.uk/jessops/responding-to-changes-in-the-market-environment/economic-factors.html#axzz3qFF6FrTQ">http://businesscasestudies.co.uk/jessops/responding-to-changes-in-the-market-environment/economic-factors.html#axzz3qFF6FrTQ</a></p> <p><a href="http://www.telegraph.co.uk/finance/budget/11726603/Budget-2015-How-will-it-affect-small-and-medium-sized-businesses.html">http://www.telegraph.co.uk/finance/budget/11726603/Budget-2015-How-will-it-affect-small-and-medium-sized-businesses.html</a></p> <p><a href="http://www.bbc.co.uk/news/uk-politics-33440315">http://www.bbc.co.uk/news/uk-politics-33440315</a></p>	1–2 hours	Unit 1 LO8 Unit 3 LO6

# SUGGESTED ACTIVITIES

LO No:	5		
LO Title:	Understand how to communicate effectively with stakeholders		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Choose appropriate communication methods</b>  	<p>Tutors can give learners a variety of business scenarios and ask them to select and justify the most appropriate method of communication for each. Learners need to understand the theoretical model for communication and then apply it to real situations.</p> <p>Useful resources:</p> <p><a href="https://www.youtube.com/watch?v=VuUS6yKKo6U">https://www.youtube.com/watch?v=VuUS6yKKo6U</a>  <a href="http://strategicmodularity.com/2013/07/effective-communication-at-work-part-1-choosing-the-right-tool/">http://strategicmodularity.com/2013/07/effective-communication-at-work-part-1-choosing-the-right-tool/</a>  <a href="http://www.completeitprofessional.com/how-to-choose-the-right-communication-method-and-why-its-important/">http://www.completeitprofessional.com/how-to-choose-the-right-communication-method-and-why-its-important/</a>  <a href="http://www.tutorialspoint.com/management_concepts/communication_methods.htm">http://www.tutorialspoint.com/management_concepts/communication_methods.htm</a></p>	1–2 hours	Unit 1 LO2
<b>Characteristics of business communication</b>  	<p>Learners could analyse a variety of business communication methods and produce a poster to compare the audience, content, purpose etc. 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.</p> <p>Useful resources:</p> <p><a href="https://www.boundless.com/business/textbooks/boundless-business-textbook/business-writing-5/means-of-communication-43/choosing-the-right-method-for-the-message-220-1217/">https://www.boundless.com/business/textbooks/boundless-business-textbook/business-writing-5/means-of-communication-43/choosing-the-right-method-for-the-message-220-1217/</a>  <a href="http://www.businessstudiesonline.co.uk/AsA2BusinessStudies/TheoryNotes/2880/2Hr/PDF/02%20Communication.pdf">http://www.businessstudiesonline.co.uk/AsA2BusinessStudies/TheoryNotes/2880/2Hr/PDF/02%20Communication.pdf</a></p>	2 hours	Unit 1 LO5

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Compare business communication</b></p> 	<p>Learners should be encouraged to investigate a number of business organisations and research how their corporate communications are presented and analyse how these differ from one organisation to another. Learners could present their research findings.</p> <p>Here are some case studies about choosing the correct communication given a scenario.</p> <p>Useful resources:</p> <p><a href="https://www.boundless.com/quizzes/week-2-business-communication-quiz-87875/">https://www.boundless.com/quizzes/week-2-business-communication-quiz-87875/</a>  <a href="https://www.melcrum.com/research/strategy-planning-tactics-intranets-digital-social-media/choosing-right-communication">https://www.melcrum.com/research/strategy-planning-tactics-intranets-digital-social-media/choosing-right-communication</a>  <a href="http://businesscasestudies.co.uk/hmrc/getting-the-message-across-the-importance-of-good-communications/methods-of-communication.html#axzz3yZO0qWP">http://businesscasestudies.co.uk/hmrc/getting-the-message-across-the-importance-of-good-communications/methods-of-communication.html#axzz3yZO0qWP</a>  <a href="http://www.bbc.co.uk/education/guides/zypsb9q/revision/1">http://www.bbc.co.uk/education/guides/zypsb9q/revision/1</a></p>	1 hour	Unit 2 LO3
<p><b>How and when to use recruitment documents</b></p> 	<p>Job descriptions and person specifications – learners could devise recruitment documents for given jobs, ensuring that they tailor the job descriptions and person specifications to each job.</p> <p>Useful resources:</p> <p><a href="http://keydifferences.com/difference-between-job-description-and-job-specification.html">http://keydifferences.com/difference-between-job-description-and-job-specification.html</a>  <a href="https://www.youtube.com/watch?v=XJmgOlnAqU8">https://www.youtube.com/watch?v=XJmgOlnAqU8</a></p>	1–2 hours	Unit 3 LO3





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