

Unit Title:	Developing working relationships with team members
OCR unit number	21
QN number	D/602/0401
Level:	2
Credit value:	3
Guided learning hours:	30

Unit purpose and aim

This unit provides the learner with the knowledge and understanding to develop productive working relationships within teams to ensure a clear focus to achieve their objectives.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Know the characteristics of productive working relationships between a team leader and team members</p>	<p>The Learner can:</p> <p>1.1 describe the features of productive working relationships</p> <p>1.2 identify the benefits of productive working relationships</p>	<p>This may include:</p> <ul style="list-style-type: none"> • features of productive working relationships for example: <ul style="list-style-type: none"> - leading by example - importance of treating people fairly and accepting diversity - importance of demonstrating respect for team members - providing supportive feedback to team members - involving team members in decision making <p>This may include:</p> <ul style="list-style-type: none"> • benefits of productive working relationships, for example: <ul style="list-style-type: none"> - achieving objectives - motivation - meeting deadlines • ensuring the team are working towards common objectives • importance of being consistent when making

Learning Outcomes	Assessment Criteria	Teaching Content
		<p>decisions</p> <ul style="list-style-type: none"> • dealing with problems which might arise • ways that productivity can be affected when there is tension within a team
<p>2 Know how to develop working relationships with team members</p>	<p>2.1 describe how to behave in a professional way when working with team members</p> <p>2.2 describe how to successfully communicate knowledge and information to team members</p> <p>2.3 select the most appropriate methods for communication</p> <p>2.4 select the most appropriate techniques for communication</p>	<p>This may include:</p> <ul style="list-style-type: none"> • behaving in a professional way, for example <ul style="list-style-type: none"> - adopting the ethos of the organisation in which the team functions - recognising what is acceptable and unacceptable behaviour - adhering to quality standards - respecting diversity within a team <p>This may include:</p> <ul style="list-style-type: none"> • importance of being clear and delivering consistent messages • checking that team members have correctly understood communications <p>This may include:</p> <ul style="list-style-type: none"> • different methods of communication, for example: <ul style="list-style-type: none"> - formal or informal - verbal - face to face, on the telephone, etc. - non-verbal - written, email, letters, etc. <p>This may include:</p> <ul style="list-style-type: none"> • circumstances affecting selection, for example: <ul style="list-style-type: none"> - audience - situation - timeliness

Evidence can be produced either through real work or by means of simulated activities.

In cases where group working is suggested, it is vital to be able to identify individual contributions, perhaps by using personal logs, peer assessment, teacher/tutor witness statements, etc. At all times the teacher/tutor must ensure that each learner produces evidence of their individual achievement of each assessment criteria.

Guidance on assessment and evidence requirements

This unit and unit H/602/0402 'Developing a Team' (Level 2) share similar themes and could be taught in conjunction with each other.

If the unit is to be taught in a college or other learning environment, teachers/tutors could consider the following ways of helping learners to generate evidence:

- setting up simulated team working activities and providing experiential learning opportunities
- encouraging group discussion during which learners reflect on the team working experience
- the use of reflective journals
- providing case studies which either individuals or groups of learners are asked to evaluate and report on
- the use of evaluation tools or questionnaires which learners can complete in relation to teams they are familiar with (this doesn't have to be a work based team, it could for example, be a football team)
- engaging learners in researching management/team leading theories
- the use of role play with peer group observation and evaluation

Examples of how this unit can be achieved and assessed are shown below. However, it would remain the responsibility of the teacher/tutor to ensure all the Learning Outcomes and Assessment Criteria are met:

LO1 Teachers/tutors could facilitate a group discussion during which participants are encouraged to draw on their own experience of productive working relationships. For example this could be with family members, school teachers or friends. Key features and benefits could be identified and reinforced; learners could then be asked to write an informative guide for the 'team' they will be working with in LO2 (see below) describing how they would want working relationships to develop and why.

LO2 A substantial case study focussing on how to develop working relationships with team members, which learners addressed over a period of several weeks, could provide the scope to achieve all the Assessment Criteria. Learners could retain copies of naturally occurring outcomes from the case study such as written notes, minutes of team meetings, etc. The case study and team working scenario described as a means of achieving LO3 in unit H/602/0402 'Developing a Team' (Level 2), could also be used to provide evidence for this unit. See also LO3 (below)

LO3 Assessment Criteria 3.1 could also be achieved as part of the case study in LO2. For Assessment Criteria 3.2 teachers/tutors could design a series of work based, problem

scenarios with multi choice options for resolving the problems. Learners could work in groups to discuss and, by using the 'what if' approach, agree the most appropriate way of resolving the problems. (This activity could also provide evidence for 2.4 above)

If the unit is to be completed through real work, examples of appropriate sources of evidence are as follows:

- personal statements
- recorded question and answer sessions with assessor
- case studies, endorsed by someone from within the workplace who can attest to the accuracy
- outcomes from research, referenced to the source
- completed personal or team evaluation tools or questionnaires
- outcomes from real work activity such as minutes of meetings, power point presentations, copies of emails or letters, etc.

National Occupational Standards (NOS) mapping/signposting

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

The grid below maps the knowledge and understanding covered in this unit against the National occupational standards contained in the following NVQ Mandatory unit:

Occupational standards	Unit number	Title
MSC	D1	Develop working relationships with colleagues*
MSC	E11	Communicate information and knowledge*
MSC	D5	Plan, allocate and monitor work of a team* (Level 3 Mandatory unit)

* indicates partial coverage of the National Occupational Standard

Functional skills signposting

This section indicates where learners may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

- Stationery or a CD-rom.
- Access to a photocopier, PC and printer is desirable but not essential.
- Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but learners are not expected to reproduce other people's written work.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .