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| <b>Unit Title:</b>     | <b>Developing Successful Business Teams</b> |
| OCR unit number:       | 7   |
| Sector unit number:    | 15.3 Business Management                    |
| Level:                 | 5   |
| Credit value:          | 5   |
| Guided learning hours: | 30  |
| Unit reference number: | D/602/1466                                  |

## Unit aim and purpose

The unit aims to enable learners to understand what constitutes a successful business team and the stages that groups of people progress through in order to become a successful team. Learners will have the opportunity to study established theories relating to individual motivation and team development and evaluate the significance of these. They will also be helped to understand what causes conflict within teams and how to recognise and address this. In addition the unit addresses objective setting, performance management and methods of improving team performance.

| Learning Outcomes   | Assessment Criteria   | Teaching Content   |
|---|---|--|
| <p><b>The Learner will:</b></p> <p>1 Understand the features of successful business teams</p> | <p><b>The Learner can:</b></p> <p>1.1 describe the characteristics of successful business teams</p> <p>1.2 assess the importance of team roles in successful business teams</p> <p>1.3 analyse the value of using theoretical models when building successful business teams</p>        | <p>This may include:</p> <ul style="list-style-type: none"> <li>• what constitutes a successful team</li> <li>• the importance of clarifying team objectives</li> <li>• job and skills analysis</li> <li>• theories relating to team working such as, John Adair's Action Centred Leadership, Belbin's Team Roles, etc.</li> <li>• how to apply theory to familiar, real life situations and evaluate the concepts</li> </ul>  |
| <p>2 Be able to support team development</p>  | <p>2.1 explain the stages of team development</p> <p>2.2 plan how to motivate team members to achieve given objectives</p> <p>2.3 encourage open communication between team members to support team development</p> <p>2.4 evaluate ways of resolving conflict between team members</p> | <p>This may include:</p> <ul style="list-style-type: none"> <li>• theoretical concepts such as Tuckman's four stage model</li> <li>• what differentiates a 'group' from a 'team'</li> <li>• analysing familiar, real life teams and identifying their process of development</li> <li>• linking motivation theories such as Maslow and Herzberg to familiar individuals within teams</li> <li>• how to encourage open and honest communication and the most appropriate leadership style for doing this</li> </ul> |

| Learning Outcomes                             | Assessment Criteria   | Teaching Content   |
|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>• developing a culture of positive reinforcement</li> <li>• recognising the signs of conflict</li> <li>• acknowledging personal tendencies for example, by means of the Thomas-Kilmann Conflict Mode Instrument</li> <li>• options for addressing conflict</li> <li>• organisational requirements</li> </ul>  |
| 3 Be able to monitor the performance of teams | 3.1 monitor the performance of a team against given objectives<br><br>3.2 recommend how to improve performance against given objectives | This may include: <ul style="list-style-type: none"> <li>• involving individuals in agreeing achievable objectives</li> <li>• being clear about what is expected and the consequences of not achieving</li> <li>• key performance indicators and performance review systems</li> <li>• incentives and rewards</li> <li>• understanding what motivates individuals</li> <li>• training needs analysis</li> <li>• support and development planning</li> <li>• the importance of balanced feedback</li> <li>• McGregor's Theory X and Theory Y</li> </ul> |

## Assessment

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This unit is centre assessed and externally verified. In order to achieve the unit the learner must produce a portfolio of evidence which, on request, should be made available to the OCR external verifier for sampling.

Portfolios of work must be independently produced by individual learners and Centres must confirm to OCR that the evidence is authentic. The OCR 'evidence record sheets' (or similar) should be completed and signed by the learner and the assessor to confirm this.

It is a requirement of the Ofqual Common Criteria for all qualifications that proof of authentication is provided.

## Evidence requirements

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In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria.

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

## Guidance on assessment and evidence requirements

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**If the unit is to be taught in a college or other learning environment, tutor/assessors could consider the following examples of how this unit could be achieved and assessed:**

It is recommended that this unit be addressed in conjunction with unit 6, Managing Projects and evidence produced holistically.

LO1 Tutor/assessors could introduce learners to the concept of team working using the theories highlighted in the teaching content (above). Learners could then be split into groups and given a realistic and substantial project which they should be asked to work on over a period of months. (See unit 6.) Their first task should be to analyse the project in terms of the skills, talents and capabilities of the group members and allocate roles accordingly.

LO2 and LO3

Throughout all stages of the project learners should maintain a reflective account which tracks the stages of development of the team and addresses all of the assessment criteria. Tutor/assessors should facilitate as necessary. For example, if conflict does not arise naturally, causes could be introduced.

LO3 In addition to the reflective accounts produced by learners the tutor/assessor could also provide evaluation questionnaires for individual learners to complete. (See unit 6.) In addition constructive, incisive feedback should be provided and discussed.

**NOTE:** Where learners are asked to work in groups, it is important that outcomes can be attributable to individuals within the groups.

**If the unit is to be completed through real work, examples of appropriate sources of evidence could include:**

- written report describing effective teams
- outcomes of research into team development models and theories
- records of assessor questioning
- records of performance review meetings
- records of objectives agreed with individuals
- real examples of training needs analysis and individual development plans
- testimony from line managers, peers or team members

## National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

| Occupational standards    | Unit number | Title   |
|---------------------------|-------------|---|
| Management and Leadership | CFAM&LBA2   | Provide leadership in your area of responsibility             |
| Management and Leadership | CFAM&LBA3   | Lead your team  |
| Management and Leadership | CFAM&LDB1   | Build teams   |
| Management and Leadership | CFAM&LDB4   | Manage people's performance at work                           |
| Management and Leadership | CFAM&LDB8   | Manage conflict in teams                                      |
| Management and Leadership | M&LDC5      | Help individuals address problems affecting their performance |

## Functional skills signposting

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This section indicates where candidates 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

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Stationery or a CD-rom.

Access to 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 the learner is not expected to reproduce other people's written work.

For example;

GOLD, J. THORPE, R. and MUMFORD, A. (April, 2010) Leadership and Management Development. ISBN: 1843982447

MacBeath, J. (ed) (2008) Connecting Leadership and Learning: Principles for Practice ISBN-10: 0415452953

Northouse G., (2009) Leadership: Theory and Practice [Paperback] ISBN-10: 1412974887  
Collins, J. Drucker, P and Maciariello, (2009) J A Management ISBN-10: 0007312113  
Johnson, C. and Keddy, J (2010) Managing Conflict at Work: Understanding and Resolving Conflict for Productive Working Relationships ISBN-10: 0749459522

<http://www.acas.org.uk/>

Virtual Leadership Development <http://www.dalecarnegie.com/kc/>

Leadership Skills you can Learn <http://www.what-are-good-leadership-skills.com/>

## Additional information

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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](http://www.ocr.org.uk).