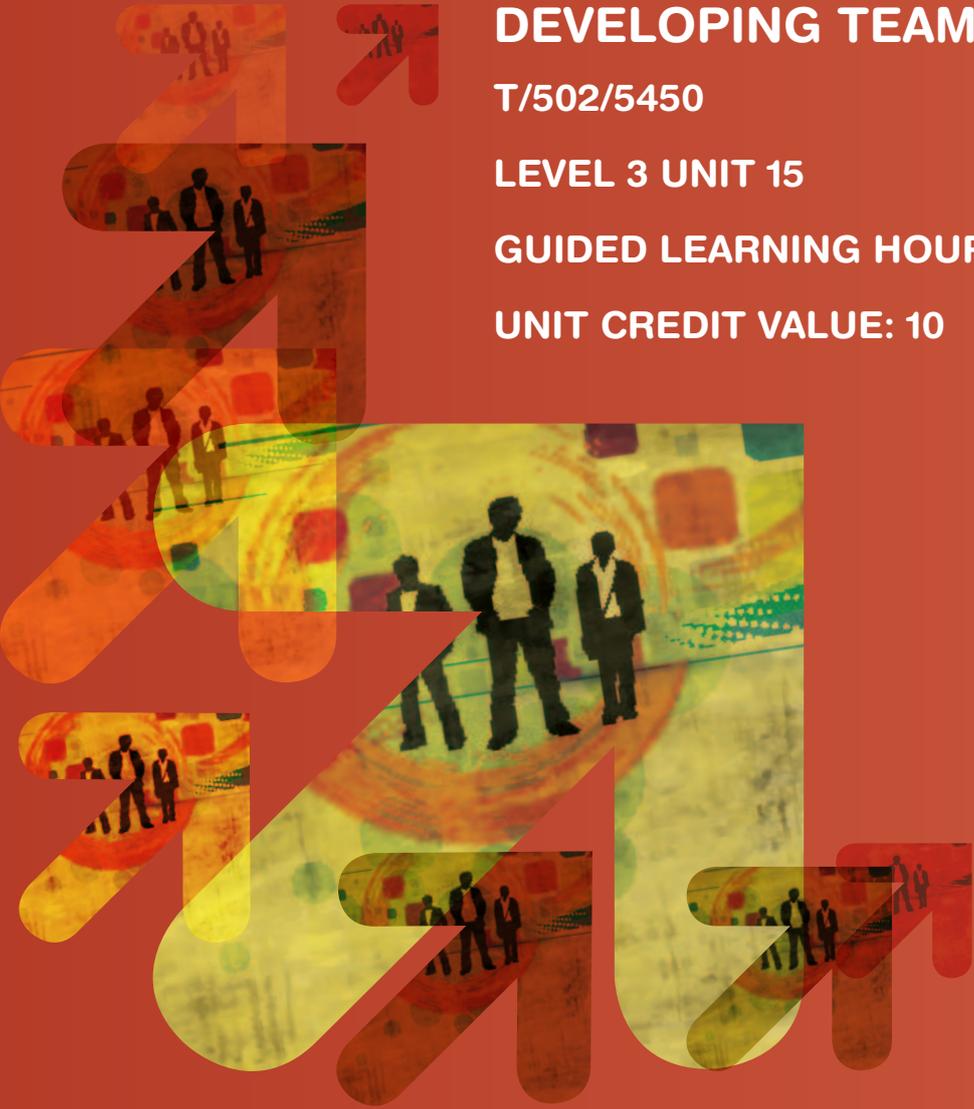




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# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



## DEVELOPING TEAMS IN BUSINESS

T/502/5450

LEVEL 3 UNIT 15

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# DEVELOPING TEAMS IN BUSINESS

T/502/5450

LEVEL 3 UNIT 15

## AIM OF THE UNIT

At some point in a business environment everyone will be in a team of some kind and will have to work with other team members in order to complete tasks. Teams are particularly important to business and can be the difference between the business making a profit or not. This unit will help learners to understand why teams are important to business and highlight some of the problems that may arise when working in teams.

In this unit, learners will experience team working as part of a team and as a leader in a given situation. This will help them to prepare for business in whatever sector they choose and to understand the skills and attributes needed both for cohesive teams and effective leaders. It will help them build confidence in their own ability as a team member and, as a leader, recognise the weakness and strengths of others and how team members can be supported.

## ASSESSMENT AND GRADING CRITERIA

| Learning Outcome (LO)                         | Pass  | Merit   | Distinction  |
|---|---|---|--|
| The learner will:                             | The learner can:  |   |  |
| 1 Know the importance of teams                | P1 describe different types of team and the benefits of teams for an organisation   |   |  |
| 2 Understand team development                 | P2 explain how to build cohesive teams that perform well  |   |  |
| 3 Understand leadership attributes and skills | P3 define the attributes and skills needed by a team leader   | M1 analyse the impact of different team leading styles        |  |
| 4 Be able to work effectively in a team       | P4 demonstrate working as part of a team towards achieving specific goals   |   |  |
|   | P5 demonstrate working as part of a team towards achieving specific goals, dealing with any conflict or difficult situations as a team leader             | M2 analyse strengths and weaknesses of own team leading style | D1 evaluate own team leading skills and performance, incorporating this into a personal development plan |
|   | P6 review the team's overall effectiveness together with your contribution to achieving the goals, receiving and providing feedback to other team members |   |  |

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### Learning Outcome 1 Know the importance of teams

- **Types of team:** formal (e.g. command groups, committees, temporary project/task teams, work teams); informal (e.g. horizontal, vertical, lateral)
- **Roles within teams:** leaders and followers, shapers, chair, innovator, consolidator, task completer; Belbin (e.g. implementer, shaper, resource investigator, team worker, co-ordinator, plant, monitor/evaluator, completer/finisher)
- **How teams contribute to organisations:** productivity, innovation, support, sharing skills and knowledge, functionality, providing progression routes.

### Learning Outcome 2 Understand team development

- **Building a team:** awareness of team members' strengths, weaknesses, sensitivities to support all team members; Tuckman stages of team development - forming, storming, norming, performing, coaching, mentoring
- **Monitoring team performance:** performance indicators and targets; target setting; review methods; development methods
- **Cohesion techniques:** dealing with conflict; team goals, impact of leadership styles (e.g. autocratic, democratic, persuasive, consultative, laissez-faire); team size; changes in membership of team; recognition of individual contribution.

### Learning Outcome 3 Understand leadership attributes and skills

- **Attributes:** positive self image, vision, commitment, integrity, creativity, consistency, innovative, sense the need for change and respond, authority (e.g. charismatic, legitimate, coercive)
- **Styles:** (e.g. autocratic, democratic, persuasive, consultative, laissez-faire);

- **Skills:** target setting (e.g. identifying objectives, strategies for raising achievement, review and evaluation of outcomes against targets, planning, organising/structuring, prioritising, controlling, scheduling of work); monitoring (e.g. milestones, responsibilities, accountability, renegotiation/rescheduling of objectives/targets, maintaining team focus, review and evaluation of team working, revision of individual responsibilities; problem solving; preventing and resolving conflict; recognising and utilising talent; managing aspirations; assertiveness.

### Learning Outcome 4 Be able to work effectively in a team

- **Communication and effective teams:** expressing ideas; self-presentation; building morale/confidence; questioning; defusing and resolving conflict; tact; sincerity; effective listening; concern for team members; active listening; giving and receiving feedback effectively
- **Personal organisation and effective teams:** preparing for meetings (e.g. agenda, organising information, scheduling events/activities); responsibility; accountability; responsiveness; adaptability; consideration of options; maintaining focus; openness to feedback
- **Professional methods of providing and receiving feedback:** objectivity; focusing on performance; avoiding the personal; being open to new viewpoints and ideas.

## DELIVERY GUIDANCE

Learners should be encouraged to draw from their own experiences and the experiences of others whilst leading and/or working as part of a team. This unit could be linked to other units within this qualification for example Unit 14 Managing a Business Event or Unit 10 Market Research in Business.

Before starting the delivery of this unit tutors could select suitable team building games that can be used to highlight team dynamics. Tutors should ensure that every learner has the opportunity to be a leader. These activities should be carefully managed to ensure that both the giving and receiving of feedback is constructive and team building games and activities should build confidence and provide opportunities to develop feedback skills in a fun and non-threatening way.

### Learning Outcome 1

In small groups learners could discuss the teams/groups they belong to. They could reflect on the type of teams they belong to and what their roles are within the team. A speaker from a local business could be invited in to discuss how working in teams can benefit an organisation. Learners could be encouraged to research Belbin and produce a report on a range of roles within teams.

### Learning Outcome 2

A speaker from a Human Resources department could discuss the process of team building and development in an organisation. In small groups learners could carry out various teambuilding activities and identify the role they carried out and why, referring back to Belbin. In their groups learners could discuss the following questions:

Was there conflict in the group?

What were the causes of the conflict?

How well did the group communicate with each other?

Was there a leader? How did the leader go about performing his/her role?

How well did the leader perform his/her role?

In small groups learners could plan and hold a meeting to discuss the strengths and weaknesses of team working. The group could assign team roles and a chair for the meeting, and record minutes of the meeting. *The meeting could contribute towards group activities taking place in other units*

*e.g. Unit 14 Managing a Business Event.* Following the meeting learners could record how their team worked together and how the team performance could be measured. Other group activities may also be reflected on in order to highlight team development. A group discussion – using findings from previous group activities could be used to identify how a team's performance can be improved and the different leadership styles used.

Learners could research leadership styles and produce a report with a conclusion as to the leadership style of the learner or research Tuckman and produce notes about team development.

### Learning Outcome 3

Tutors should introduce the concept of "leadership". Learners could identify and discuss leadership qualities, both positive and negative, of famous leaders from various periods of history or areas of life for example from sports, politics and business. Speakers from local business or a head of department could be asked to discuss with the learners the attributes and skills of a leader in their organisation.

Tutors could use the team building activity in LO2 to discuss the attributes and skills of the leader. Learners could discuss what they think each other's attributes and skills are when they lead group activities.

### Learning Outcome 4

Learners must be able to work effectively in teams and tutors should emphasise the importance of communication and organisation when working in teams. In small groups learners could carry out activities with specific goals, rotating the role of the leader, and the leadership duties required. When each activity is completed the learners could create a list on what made the team effective in terms of how they communicated and organised themselves, and how effective the leader was at dealing with any conflict or difficult situations.

Review activities could be independent or as a group, but each learner must be able to review the performance of both the team and their own individual contribution.

When learners carry out feedback activities they should appreciate that the giving and receiving of feedback must be constructive and handled professionally and sensitively. An initial group activity setting some ground rules could be useful to ensure the focus is on performance and achieving goals, rather than personal matters.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

These suggested assessment scenarios could be linked to other units within this qualification for example Unit 14 Managing a Business Event or Unit 10 Market Research in Business

### P1, P2 and P3

Scenario

You are working as part of an administrative team to deliver a business event. The event manager knows that team working enables the event to run effectively and this would be beneficial for other areas of her business. She asks you to provide information to convince her other managers of the benefits of team working.

Task

Produce a report for the managers that includes:

- a description of the different types of teams, with examples, in a range of contexts, including the benefits to the organisation of team working
- an explanation of how to build a cohesive team that performs well – detailing the different stages of team formation.
- a table to show the attributes and skills needed by a team leader and for each attribute/skill a short definition.

Guidance

The learners could use a case study or a scenario from a local organisation to base their explanation on.

M1 To further illustrate the above, produce an analysis of the impact of a range of different team leading styles. You could use real leaders who may be from business or politics.

Guidance:

Before the learner starts work on the analysis, check that their chosen leaders provide sufficient material to meet the criteria.

### P4, P5, P6

Scenario

You must work as part of a team to deliver the business event. As part of this you will review your own and the team's performance.

Tasks

Demonstrate working as part of a team to include:

- working towards achieving specific goals both as a team member and team leader
- dealing with any conflict or difficult situations as a team leader
- reviewing the team's overall effectiveness together with your contribution to achieving the goals, receiving and providing feedback to other team members

### M2

Building on P5 produce a report that includes an analysis of the strengths and weaknesses of your own leadership whilst completing a task and how it affected the team.

### D1

Evaluate your own team leading skills and performance. Use the evaluation to produce a personal development plan identifying areas for improvement.

## LINKS to NOS

**CfA BAD322** Analyse and report data (Partial)

**CfA M&LD9** Build and manage teams (Partial)

**CfA M&LD5** Allocate and check work in your team (Partial)



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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