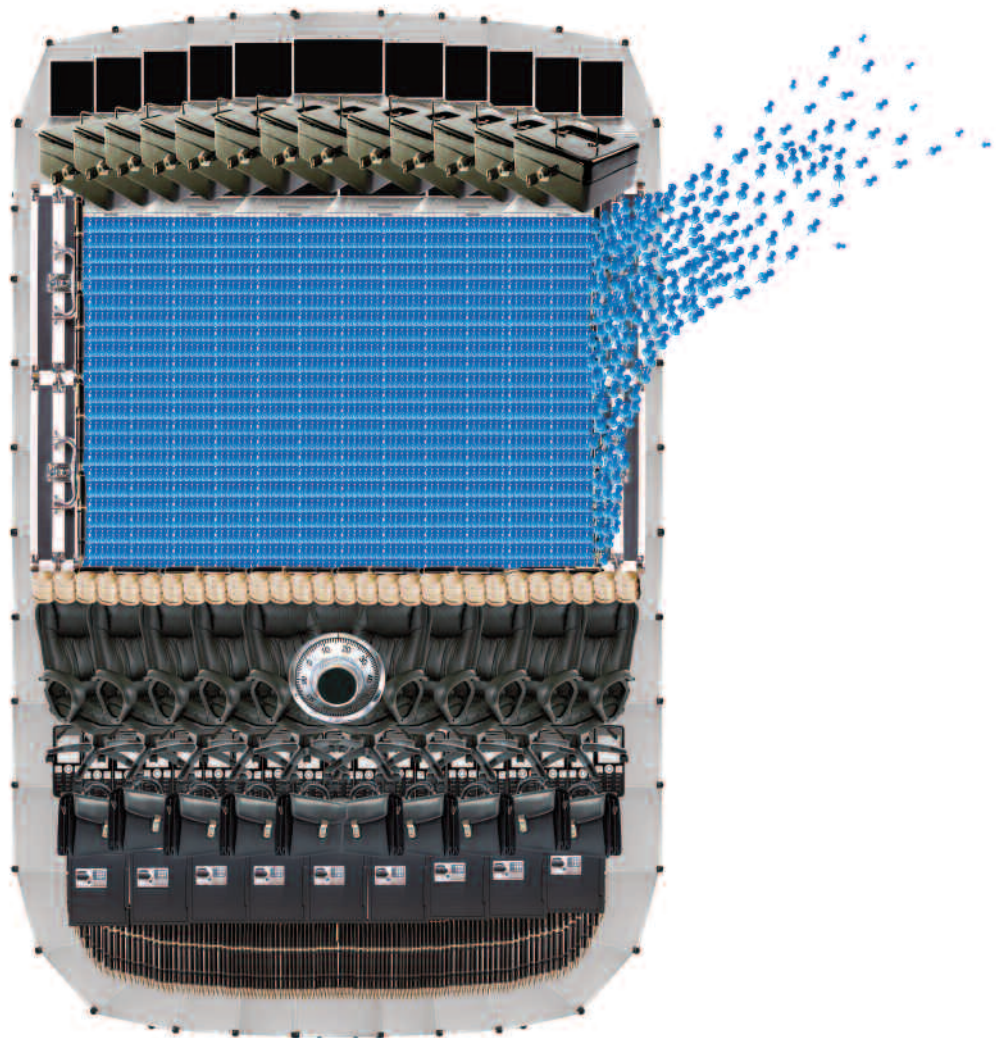


# BUSINESS, ADMINISTRATION AND FINANCE

## Unit 3: Teams and communication in business



## Business, Administration and Finance

### Level 1 Unit 3: Teams and communication in business

#### Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

This unit is assessed through a centre set and marked assignment, which will be externally moderated.

<b>Total GLH</b>	30
<b>Delivery model</b>	<p>This scheme of work is divided into topics and each topic is assigned an approximate number of hours. The topics can then be split according to the duration of sessions and the period of delivery.</p> <p>A list of resources is provided at the end of this document.</p>
<b>Aim</b>	<p>To help learners understand why businesses use teams and the various roles individuals can play in a team. Learners will be able to appreciate how a group of people can work together successfully, making use of individual strengths and skills. Learners will:</p> <ul style="list-style-type: none"> <li>• know the importance of effective teamwork</li> <li>• know the importance of appropriate styles of communication and when to use these</li> <li>• be able to communicate in a team</li> <li>• be able to work as part of a team to achieve specified goals.</li> </ul>
<b>Notes</b>	<p>The assessment for this unit can be included as part of another unit assessment. This unit has close links with the rest of the qualification and, as such, it is suggested that learners are introduced to this topic at the start of the learning programme and that it is taught concurrently with the remaining units.</p> <p>Under FS (functional skills):</p> <p>* indicates opportunities for assessment in English of speaking and listening and/or written communication          + indicates opportunities for use of mathematics in analysing, interpreting and presenting information          🖥 indicates opportunities for assessment in ICT.</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p><b>1</b> The importance of effective teamwork</p>	<p>Provide an overview of the learning objectives and the tasks to be carried out for this unit.</p> <p>Explain what is meant by the word 'team' in a business context and the different ways in which teams are constructed (eg combining different skills, roles and responsibilities and the role of the leader) (AC1a).</p> <p>As a class, discuss how people with different skills combine to make a successful team (eg working towards a common goal, no duplication of resources, differing expertise and providing support).</p> <p>Ask learners to brainstorm their individual experiences of teamworking activities, including team sports. Learners should then try to identify the components of a successful team (AC1b).</p> <p>Learners can then complete a personal SWOT on team skills.</p> <p>Devise an activity to help learners identify how the behaviour of an individual can impact on the whole team (AC1c). Follow with a brainstorm on positive and negative behaviour in teams and ways of improving morale.</p> <p>This work links to Unit 5: Working and personal financial planning in Business, Administration and Finance.</p>	AC1a–c			6

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p><b>2</b> The importance of appropriate styles of communication and when to use these</p>	<p>Explain why communication is important in teams (AC2a). Ask learners to brainstorm their individual experiences of being given misleading information and instructions.</p> <p>Support learners in identifying the different styles of communication and when to use them (AC2b).</p> <p>Ask learners to compare a text or email message to a friend with a sample covering letter for a job application.</p> <p>Ask them to then write a letter of complaint about a faulty product.</p> <p>Explain and discuss why body language is important.</p> <p>Working in groups, ask learners to find images showing different types of body language, interpret these and produce a wall display of the results (AC2c).</p> <p>For assessment, ask learners to produce a two-page magazine article explaining the importance of body language and giving tips on how to use body language effectively.</p> <p>Allow one hour's controlled assessment time to write up the task for LO2.</p>	AC2a–c		* ⌚	6
<p><b>3</b> Communicating in a team</p>	<p>Explain and discuss how to:</p> <ul style="list-style-type: none"> <li>• adapt communication styles</li> <li>• take advice and respond positively to feedback (AC3b)</li> <li>• use clear verbal and non-verbal communication</li> <li>• adapt individual behaviour.</li> </ul> <p>Ask learners to use a case study approach to explain team communication styles and individual behaviour (AC3a).</p> <p>Devise role play activities using potential conflict or sensitive communication scenarios.</p>	AC3a, b	TW3 RL4	*	9

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p><b>4</b> Working as part of a team to achieve specified goals</p>	<p>For the assessment, divide learners into groups. Each group will need to identify a team to investigate. Learners will need to allocate roles within the team and share minute-taking duties (AC4a).</p> <p>Learners should then present their findings. You can provide a witness statement on individual performance. Learners to take part in a team meeting (chaired by you) to review the effectiveness of their presentation.</p> <p>Learners should then produce a report on the effectiveness of their presentation and their individual performance, including responding positively to feedback (AC4b).</p> <p>Allow four hours of controlled assessment time to write up the task for LO1, LO3 and LO4.</p>	AC4a, b	TW3	*	9

## RESOURCES

### Websites

Businessballs: [www.businessballs.com/presentation.htm](http://www.businessballs.com/presentation.htm) (tips for effective presentations)

Compassion-in-business: [www.compassion-in-business.co.uk/after/effcom1.php](http://www.compassion-in-business.co.uk/after/effcom1.php) (communication styles quiz)

Mind Tools: [www.mindtools.com/page8.html](http://www.mindtools.com/page8.html) (articles and activities to improve communication skills)

Mind Tools: [www.mindtools.com/pages/article/Body\\_Language.htm](http://www.mindtools.com/pages/article/Body_Language.htm) (articles on body language)

Positivity.com: [www.positivity.com](http://www.positivity.com) (self-help blog; ways to improve body language)

Teachingexpertise: [www.teachingexpertise.com/e-bulletins/developing-pupils-social-skills-improve-teamwork-part-1-5076](http://www.teachingexpertise.com/e-bulletins/developing-pupils-social-skills-improve-teamwork-part-1-5076) (articles on developing team working skills)

The better world campaign: [www.btbetterworld.com/developing\\_skills/free\\_resources/searchresults.ikml?i=440](http://www.btbetterworld.com/developing_skills/free_resources/searchresults.ikml?i=440) (resources about communication)

Wiki Job: [www.wikijob.co.uk/wiki/teamwork](http://www.wikijob.co.uk/wiki/teamwork) (information on team working from an employment perspective)