

BUSINESS, ADMINISTRATION AND FINANCE

Unit 2: Business communication and administration



Business, Administration and Finance

Level 2 Unit 2: Business communication and administration

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.

A student's project along with the internal assessment commentary is available at www.diplomainfo.org.uk

Total GLH	60
Delivery model	This scheme is divided into topics and linked topics with an approximate indication of the GLH. The topics may then be split according to the duration of sessions and period of delivery. A list of resources is provided at the end of this document.
Aim	To develop learners' understanding of effective communication in business contexts and to give them an appreciation of how communication styles, methods and media can and should be adapted for different purposes and audiences. Learners will: <ul style="list-style-type: none"> • understand effective communication in the business environment • understand the benefits of electronic communication in the global business environment • understand the role of efficient administration to the success of businesses • be able to demonstrate effective communication skills • be able to carry out a range of administrative processes safely.


<p>Notes</p>	<p>The assessment for this unit may be included as part of another unit assessment. This unit could also be co-taught with Unit 4: Marketing, sales and customer service for business and Unit 5: Business administration and teams.</p> <p>Under FS (functional skills):</p> <ul style="list-style-type: none"> * 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
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Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>1 Understand effective communication in the business environment</p>	<p>Working in groups, learners will brainstorm methods of communication, providing benefits, drawbacks, problems and examples of the use of each.</p> <p>Learners will take part in a group activity to name a chocolate bar (see Resources: Books). Learners will examine how the channels of communication as suggested in situations 1, 2 and 3 have an impact on an individual's contribution to the discussion.</p> <p>Learners should record the methods of communication in a table using suitable headings, identifying messages that could be conveyed in a business and analysing the format and method of input and output for each message. How does the sender know that the message has been received and understood accurately?</p> <p>Learners will take part in a group activity demonstrating barriers to communication. Using examples of packaging that has Braille on it learners will demonstrate difficulties in communication.</p> <p>Invite visiting speaker(s) (eg local business, Connexions, careers teacher, parent, governor) to talk about effective communication in their particular business environment. Learners will design questions to ask them.</p> <p>Learners will devise a proforma to review some of the pitches given to the Dragons in <i>Dragons' Den</i>. Learners will analyse what makes a successful pitch and how they will recognise the effective communication of a sound business proposal.</p> <p>Using the Business Balls website (see Resources) learners will work in small groups to investigate a set of methods of non-verbal communication, eg use of the eyes to demonstrate active listening, and will explain the methods to the other groups.</p> <p>Learners will examine different companies' use of news media, comparing a news report from an independent website (eg www.ananova.com) with a particular company's website. Learners could also investigate the business section of the local newspaper and compare the</p>	AC1a–d	IE4 IE5	* + ☞	15

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
	<p>information there with the articles about businesses in the news section of the paper.</p> <p>Learners will collect several examples of business documents and analyse them in terms of their purpose, audience, content and design. Learners could also compare examples of similar documents from different companies and examine the similarities and differences.</p> <p>Activities from Chapter 7 of <i>Business and Communication Systems – ICT Systems in Business</i> (see Resources):</p> <ul style="list-style-type: none"> • p69; 2 – Using the unit’s context of Evolution Barbers, learners will produce an A3 display page about the importance of communication to the business. • p73; 1 and 2 – Learners will choose the correct media for solving problems and design a presentation to show how the correct choice of media could solve communication problems. • p75; 2, 3 and 4 – Learners to produce: <ul style="list-style-type: none"> ○ a DTP leaflet to explain the use of mobile phones, PowerPoint and email ○ a presentation about barriers to communication ○ a report to suggest and justify changes to improve communication at Evolution. 				

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<p>2 Understand the benefits of electronic communication in the global business environment</p>	<p>Learners should investigate the following:</p> <ul style="list-style-type: none"> • Websites, in particular those with online ordering systems • E-catalogues and their search facilities • Email versus telephone • Automated payment systems • Attachments • Fax <p>They could then use a range of communication methods to share their findings with the rest of the group.</p> <p>Using The Times 100 Case Studies (see Resources) learners will examine:</p> <ul style="list-style-type: none"> • communication in a building society context • how ASOS communicates with its customers • using effective communication (Unison) • communication channels and barriers (Vodafone) • how to meet customers' needs through the Internet, combining offline and online business and using communication to develop online business (Amway). <p>Learners should examine the house styles of a range of organisations (see Resources), collecting examples and producing a report on the contribution of house style to the business's success.</p> <p>Activities from Chapter 9 of <i>Business and Communication Systems – ICT Systems in Business</i> (see Resources):</p> <ul style="list-style-type: none"> • p91, 93, 95 – Using the context of Evolution Barbers learners should look at using a website as a source of up-to-date information, the opportunities provided by a website and the risks involved. 	AC2a, b		* + ✓	8

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>3 Understand the role of efficient administration to the success of businesses</p>	<p>Using the induction training checklist from the Business Balls website (see Resources), learners should extract the elements of induction training and use these to create a PowerPoint presentation. There should be one slide per element, summarising the detail and purpose of each element in bullet points.</p> <p>Learners will interview visiting speakers who work in administration about roles, responsibilities, skills, internal and external communication, and contribution to business. Students could organise the visits, undertaking the communication and administration required. The visitors could come from school/college, business links, parents, governors, volunteers, ambassadors.</p> <p>Activities from Chapter 2 of <i>Business and Communication Systems – ICT Systems in Business</i> (see Resources):</p> <ul style="list-style-type: none"> • p17 – Learners will investigate the various tasks that comprise the administration system at the learners' school or college. They should report on the information flow through each task. • p19 – Case Study: Learners will examine the administration activities of Cottage Jams and consider a trouble-shooting scenario. 	AC3a, b		+ ✓	8

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>4 Be able to demonstrate effective communication skills</p>	<p><i>This LO could be addressed alongside LO2 and LO3 – producing documents, induction programmes and presentations to summarise content information and design house styles for the case study businesses (or other businesses).</i></p> <p>Role play scenarios:</p> <ul style="list-style-type: none"> • Record discussions and circulate documentation to other members of the group • Simulation activities <ul style="list-style-type: none"> ○ Produce documentation for meetings, recruitment, ordering and providing information (notices, leaflets, newsletters, etc) ○ Telephone booking, ordering and information giving ○ Email ○ Face to face communication – interviews, presentations and video ○ Make use of feedback from peers, teachers, other adults <p>Learners will build on their own work experience and report on the communication systems in place, suggesting possible improvements.</p> <p>Learners will communicate a proposed change to an administration task, using a range of methods appropriate to the situation.</p> <p>Using PowerPoint, learners will design and deliver presentations to the rest of their group.</p> <p>Learners will plan a team-building activity such as a visit, careers convention, meeting or lecture. Learners could deliver this as a pitch to take on the organisation of the event.</p> <p>As a group learners will create a class podcast. The teachers could select a range of topics from the unit and divide these so that each learner can contribute to the whole class outcome.</p> <p>In small groups learners will plan the house style for a given organisation, holding meetings to consider the merits of individual contributions. Learners could create sample documents and definition documents. (See Resources for Topic 2)</p>	AC4a–c	TW3 TW4 TW5	* + 	15

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>5 Be able to carry out a range of administrative processes safely</p>	<p>Learners could take part in activities including:</p> <ul style="list-style-type: none"> • Simulations of administrative processes • School or college attachments, eg offices, library, resource centre, departments • Work experience or other short-term placements <p>Learners will organise the visits. This should include liaising with the External Visit Coordinator and producing risk assessments, documentation, itineraries, etc.</p> <p>Assessment tasks</p> <p>Learners should create an example of each of the following types of communication:</p> <ul style="list-style-type: none"> • Electronic internal communication (Learners should retain a printed copy of the email or internal newsletter as evidence, or in electronic format for an e-portfolio.) • Non-electronic communication to external business customers 	AC5a, b	SM3	* + 	14

RESOURCES

Topic 1

Websites

Freemind: http://freemind.sourceforge.net/wiki/index.php/Main_Page (free mind mapping software or similar. Excellent resource for summarising topics, organising ideas with examples in diagrammatic format)

Business Balls: www.businessballs.com/body-language.htm (comprehensive section on body language that examines the meanings of a huge range of non-verbal communications)

Is4profit: www.is4profit.com/business-advice/employment/communicating-with-employees.html (free advice on communicating with employees – useful to support work on the Evolution Barbers tasks)

YouTube: www.youtube.com/watch?v=ZfNoVo0F25E&feature=related (a light-hearted introduction to body language)

Enterprise Zone: www.enterprise-zone.co.uk/teachers/ (case studies eg BT Case Study 2 provides an opportunity to apply learners' knowledge of communication methods to a business context)

Enterprise Zone: www.enterprise-zone.co.uk/worksheets/teachers-notes.pdf (teachers' notes)

Biz/Ed: www.bized.co.uk/learn/business/hrm/communication/index.htm (communication resources – presentations to contribute to knowledge; worksheets to aid understanding)

Yacapaca Communication: <http://yacapaca.com/py/teacher/assignment/new/step2/subject/79/0/> (short, straight-forward multiple choice quizzes covering several topics)

Chalkface: www.chalkface.com/products/KeySkills/PCSF/ (their products have several activities set in business contexts)

IW Chameleon: www.iw-chameleon.co.uk/student/scom_01.html (the communication section has useful information and a Health and Safety activity)

Books

Ashley, V and Ashley, S. (2nd Edition 2009) *Business & Administration Standards Student Handbook Level 2*. CFA. (standard text to support the knowledge required; signposts to indicate readiness for assessment against the standards)

Warrilow, V. (1993) *Business Administration, NVQ Level 1, Student Handbook*. Heinemann Educational Publishers. (Chapter 2)

Mansell, D. and Taylor, K. (2009) *Business and Communication Systems – ICT Systems in Business*. Nelson Thornes. (Chapter 7 – Purpose and importance, systems, choosing the right medium, barriers)

Parsons, C and Cain, J. (1990) *Investigating Business*. Longman. (p8–11 – the chocolate bar task examines channels of communication and their impact on an individual's input)

Business and Communication Systems Workbook. CGP. (Section 4 – a series of written tasks to aid understanding of the topic)

Topic 2

Websites

The Times 100: www.times100.co.uk/ (in particular Building Societies Association (Edition 14), ASOS (Edition 13), Unison (Edition 12), Vodafone (Edition 12), Amway (Editions 9, 8 and 3 – use the search facility to find these case studies) **plus** theory sections and quizzes (Unison, Amway))

The following resources demonstrate the range and depth of the house style specifications set by a business to ensure the consistency of their public persona.

Cambridge University: www.admin.cam.ac.uk/offices/communications/services/identityguidelines/;

Surrey County Council: www.surreycc.gov.uk/sccwebsite/sccwspages.nsf/LookupWebPagesByTITLE_RTF/House+style?opendocument#mistaken (also includes meetings, etc)

The Arts Council: http://old.artscouncil.org.uk/downloads/module_three_house_style.pdf (also includes information about grammar and the use of English)

Books

Mansell, D. and Taylor, K. (2009) *Business and Communication Systems – ICT Systems in Business*. Nelson Thornes. (Chapter 9 – purpose of a website, opportunities provided by website, risks)

Business and Communication Systems Workbook. CGP. (Section 5)

Topic 3

Website

Business Balls: www.businessballs.com/inductiontrainingchecklist.htm (induction checklist)

Book

Mansell, D. and Taylor, K. (2009) *Business and Communication Systems – ICT Systems in Business*. Nelson Thornes. (Chapter 2 – functions, roles and responsibilities, planning and prioritising)

*Topic 4***Websites**

Audacity: <http://audacity.sourceforge.net/> (free sound files for podcasting/presentations)

BT: www.btbetterworld.com/media/free%20resources/assignment%20podcast/APSeptember08.swf (podcast information)

BT: www.btbetterworld.com/media/free%20resources/personal%20skills%20journey/pdfs/BT%20PSJ_06%20Effective%20communication.pdf (effective communication)

Business Balls: www.businessballs.com/salestraining.htm (description of AIDA)