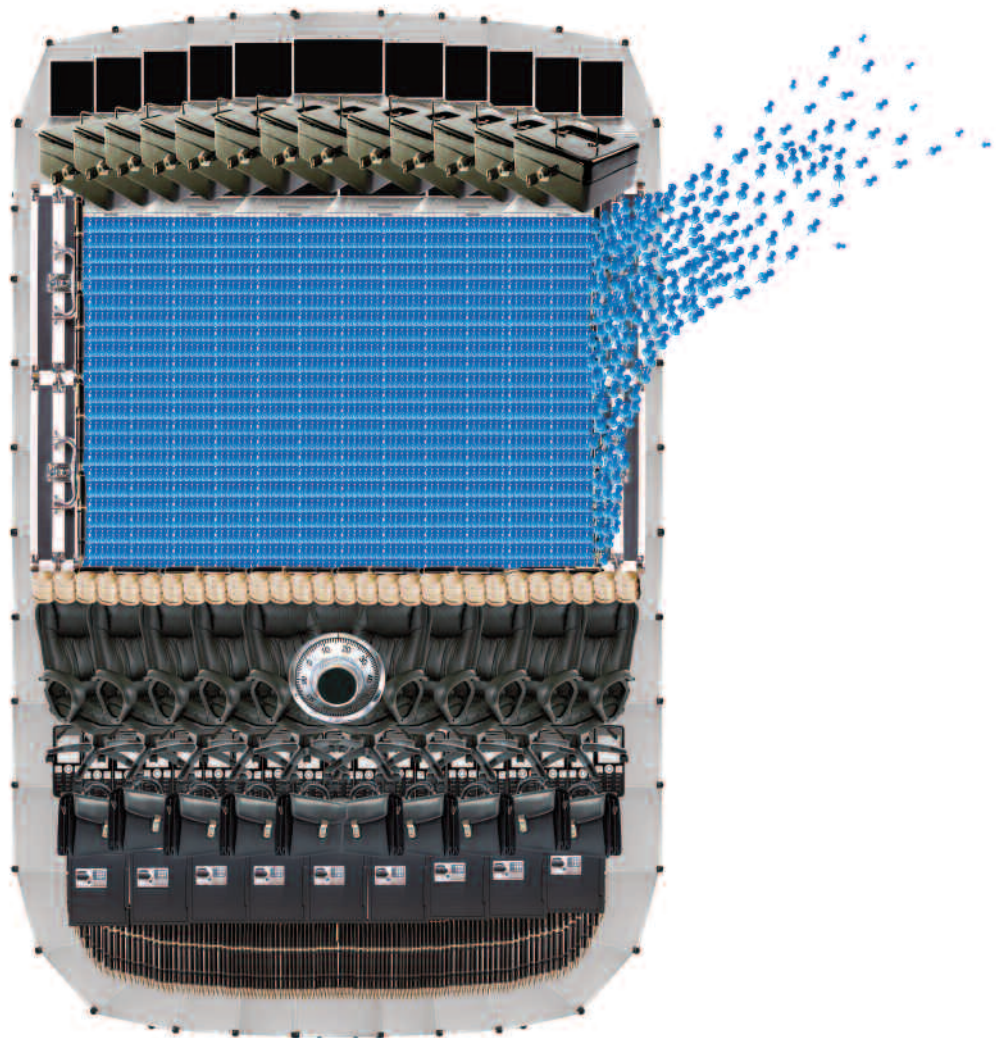


BUSINESS, ADMINISTRATION AND FINANCE

Unit 5: Managing a project




Business, Administration and Finance

Level 3 Unit 5: Managing a project

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. A sample assignment brief is available at www.diplomainfo.org.uk

Total GLH	60
Delivery model	<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>
Aim	<p>To enable learners to experience the stimulation that working as part of an effective and successful team can bring. Learners will:</p> <ul style="list-style-type: none"> • become effective team players through exploring issues associated with working in teams • examine team dynamics • understand the impact of team working on organisational performance.
Notes	<p>The assessment for this unit may 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
1 Essential characteristics of a team	<p>Learners must investigate the roles, responsibilities and interrelationships of an effective team.</p> <p>Survival games and role plays can be useful in illustrating very effectively the importance of teams and different leadership styles when working out strategies to solve problems. If used at the beginning of the course, this can be a useful ice-breaking activity to allow members of the class to get to know each other and to begin to work together.</p> <p>In the light of the activity, learners can consider examples of successful teams (not necessarily from the world of sport) and what makes them successful.</p> <p>Leadership lends itself to role plays. Brief 'leaders' to solve a group problem. Each leader is designated a style – autocratic, democratic, laissez-faire, etc. The effectiveness of the group and satisfaction of group members can be discussed after the role play. An example is the 'New Truck Dilemma' (although the truck is now over 40 years old).</p>	AC1a		*	4
2 Essential characteristics of a team (continued)	<p>Learners must investigate the techniques of leadership and management.</p> <p>Learners can use the survival game/role plays to consider the different leadership styles used by members of the group.</p> <p>Along with case studies and other examples this can be used to identify the strengths and weaknesses of different leadership styles and when they are appropriate.</p>	AC1b		*	4

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
3 Essential characteristics of a team (continued)	<p>Learners must investigate the team dynamics against performance.</p> <p>Once again, reference to earlier activities can be made, eg what made some teams particularly effective in achieving their goals. Consideration needs to be given as to how team dynamics can affect success and methods of motivation.</p> <p>If the unit is being completed in tandem with Unit 1 (Business Enterprise), this could be part of the review process at the end of the unit.</p> <p>Otherwise, learners could write a review of an event, taking into consideration the strengths and weaknesses of the team.</p> <p>Numerous resources exist on management styles but the TV Choice DVD <i>Leadership Styles I</i> is a humorous, but slightly dated option.</p>	AC1c		*	4
4 Principles of managing teams	<p>Learners must investigate the methods of setting clear and appropriate goals.</p> <p>This could be a teacher-led activity outlining the various techniques open to the learners. Use the internet to find the mission statements of leading organisations and discuss with the class.</p> <p>As a group, learners should agree a mission statement for their school or college, and decide how any targets are to be monitored.</p>	AC2a		*	3
5 Principles of managing teams (continued)	<p>Learners must investigate how effective team working contributes to organisational performance.</p> <p>This is a good area for debate and any episode of <i>The Apprentice</i> would be suitable for discussion around the topic.</p>	AC2b		*	3

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
6 Principles of managing teams (continued)	<p>Explain different management styles and techniques.</p> <p>Scenarios should be presented to learners where alternative management styles can be justified. They should present and justify their decision. Once again, episodes of <i>The Apprentice</i> can be used to illustrate different leadership styles and provide discussion opportunities.</p> <p>Learners need to consider the challenges of management where there is remote working or there are virtual teams. They need to consider the role of technology in managing these work situations.</p>	AC2c		* ☞	4
7 Principles of managing teams (continued)	<p>Learners must consider the advantages and disadvantages of being managed by different styles.</p> <p>If this unit is being completed in tandem with Unit 1 (Business Enterprise), this could be a reflection on an event and the management style used.</p>	AC2d			4
8 Principles of managing teams (continued)	<p>Learners should investigate the means of monitoring team performance.</p> <p>Raw data (real or fictional) could be given to learners as a basis for discussion. Relevant strengths and weaknesses of each technique should be considered.</p> <p>Performance can be reviewed on a regular basis at meetings against Key Performance Indicators (KPIs). An alternative system of Management By Objectives (MBO) might be employed.</p>	AC2e		*	3
9 Principles of project management	<p>Learners must consider how to resource and plan a project.</p> <p>Arrange for an internal or external guest speaker with experience of project planning to talk to learners.</p> <p>If the school or college has been subject to building works there may be information about how the project was managed, targets set and monitored, problems experienced and how these were resolved.</p> <p>Planning a project will be an important part of learners' work for Unit 1.</p>	AC3a			4

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
10 Principles of project management (continued)	Learners must investigate methods to report on a project. Practitioners should either use the Biz/Ed link in the Resources section or the evaluation in Unit 1 (Business Enterprise) as guidance for this learning outcome.	AC3b		*	3
11 Principles of project management (continued)	Learners must consider how to monitor a project. Practitioners should identify to learners the various options available for monitoring a project. There is once again an important link here with Unit 1 (Business Enterprise).	AC3c			3
12 Principles of project management (continued)	Learners must consider how to review and close a project. Practitioners should guide learners on how to review their own performance in relation to the team's performance. A detailed SWOT analysis could be used to review individual's performance in light of the team performance.	AC3d			3
13 Managing a team project for a business purpose	Plan and prioritise teams' activities to meet set deadlines. This could be held as a meeting where an agenda is set and minutes are kept.	AC4a	SM3	* ☺	3
14 Managing a team project for a business purpose (continued)	Learners should investigate how principles and techniques of project management are used, including negotiating and balancing conflicting views to reach workable project objectives. This could be recorded in any meetings held or as a personal reflection at the end of the process.	AC4b	EP5	*	3

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
15 Managing a team project for a business purpose (continued)	Learners must consider how they might contribute effectively to the team's achievement of objectives. Learners will review their performance in relation to the team roles identified by Belbin and the goals set initially by the team.	AC4c	TW5		3
16 Managing a team project for a business purpose (continued)	Learners should try to motivate and support other team members, providing constructive support when dealing with problems. Accurate minutes from meetings held will contribute to this learning outcome. This could also include the self-review process at the end of the project.	AC4d	TW6		3
17 Managing a team project for a business purpose (continued)	Learners must investigate how to review the progress of the team, communicating the findings in a relevant manner. Learners should carry out a self-review against the initial objectives and their progress towards them.	AC4e	RL3, 6	*	3
18 Managing a team project for a business purpose (continued)	Learners must consider how to evaluate the effectiveness of the project, identifying opportunities and achievements. Carry out an individual learner review of the project.	AC4f	RL1		3

RESOURCES

Topic 1

Websites

YouTube: www.youtube.com/watch?v=EKmDEDUdBKQ&feature=Playlist&p=F0F1338B61E3D3CB&index=0 (short video clips on the work of Belbin and his team roles)

MindTools: www.mindtools.com/pages/article/newLDR_83.htm (a summary of the work of Belbin)

Topic 2

Websites

Management-Resources.org: www.management-resources.org/universal.php?c=11&a=123 (the role of the manager)

ACAS: www.acas.org.uk/index.aspx?articleid=805 (the role of the supervisor and how it is changing)

Biz/Ed: www.bized.co.uk/educators/16-19/business/hrm/activity/leadertypes.htm (PowerPoint and activity on leadership)

BBC: www.bbc.co.uk/worldservice/learningenglish/work/handy/handy.shtml (radio programme or script of Charles Handy's ideas on leadership styles)

Businessballs: www.businessballs.com/tuckmanformingstormingnormingperforming.htm (background on factors influencing leadership styles)

Leadership Champions: <http://leadershipchamps.wordpress.com/2008/04/27/what-is-tannenbaum-schmidt-continuum-theory-says/> (summary of Tannenbaum and Schmidt's continuum of leadership)

Topic 3

Website

The Times 100: www.thetimes100.co.uk/case-study--creating-high-performance-culture--89-256-4.php (how Siemens created a high performance culture)

Topic 4

Websites

The Times 100: www.thetimes100.co.uk/case-study--using-aims-objectives-to-create-business-strategy--6-267-1.php: (case study on Kellogg's – translating aims and objectives into strategy)

The Times 100: www.thetimes100.co.uk/case-study--the-role-stakeholders--11-329-4.php (case study on Amway's stakeholders)

Real Business: www.realbusiness.co.uk/news/how-to/4788721/27-waysyou-can-learn-from-tesco.shtml (article on Tesco's strategy and its approach to stakeholders (the Tesco wheel))

Businessballs: www.businessballs.com/motivation.htm

Journals

Business Review

Volume 5, Number 3, February 1999, pages 2–3. (article about David McClelland)

Volume 14, Number 4, April 2008, pages 30–32. (article by Mike Mitchell on Cobra Beer – the main focus is on the entrepreneurial skills of its founder – Karan Bilimoria – but it refers to the mission statement and its influences.)

Volume 12, Number 4, April 2006, pages 16–18. (article on corporate strategy in the UK cigarette industry)

Volume 12, Number 4, April 2006, pages 26–28. (article by Robert Nutter on the corporate strategy of the EasyGroup)

Topic 5

Website

The Apprentice: www.bbc.co.uk/apprentice/videos.shtml

Topic 6

Websites

The Apprentice: www.bbc.co.uk/apprentice/videos.shtml

The Times 100: www.thetimes100.co.uk/case-study--flexible-working-patterns-at-audit-commission--79-249-5.php (case study relating to the problems of home working)

The Times 100: www.times100.co.uk/ (article in the 'Revision Theory' section on Motivation and Leadership)

Topic 7

Website

The Times 100: www.times100.co.uk/ (article in the 'Revision Theory' section on Motivation and Leadership)

Topic 8

Website

The Times 100: www.thetimes100.co.uk/downloads/nda/nda_12_2.pdf (information about Management by Objectives in the nuclear industry)

Journals

Business Review

Volume 9, Number 1, September 2002 – 'Lean Production'.

Volume 10, Number 2, November 2003 – 'Critical Path Analysis'.

Volume 10, Number 3, February 2004 – 'Zara'. (article on time based management in the context of fast fashion)

Topic 9

Website

The Times100: www.times100.co.uk (case study on how Tarmac plans and sets goals for its teams)

Topics 10 and 11

Website

Biz/Ed: www.bized.co.uk/educators/16-19/business/production/lesson/project1.htm (a link that is useful throughout this unit with resources for the equivalent BTEC unit)

Topic 12

Website

Businessballs: www.businessballs.com/swotanalysisfreetemplate.htm (a template for SWOT analysis of internal and external factors affecting corporate plans)

Topic 17

Website

The Times100: www.times100.co.uk (article on the communication process at the Building Society Association)

Topic 18

Website

Businessballs: www.businessballs.com/swotanalysisfreetemplate.htm (a template for SWOT analysis of internal and external factors affecting corporate plans)