

Unit 19: Developing Teams in Business

Unit code:	T/502/5450
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is for learners to understand the importance of effective team working to an organisation's success, and to develop skills and knowledge for working in team situations both as a team leader and a team member.

● Unit introduction

People working together in teams, this can benefit organisations greatly and help them to achieve their goals. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. If team members cooperate, they can inspire each other. This helps the team to solve problems and identifies the individual skills within the team. The work can be allocated within the team so that the complementary skills of team members can be used to best effect.

A team is a group of people working together to achieve common objectives, willing to commit to ensuring that the team objectives are achieved. In this unit learners will explore the benefits of team development and teamworking. They will examine the skills required by different team members and how an effective team leader can motivate and develop individuals within teams. Sometimes when people work in teams, they have their own types of communication, which can affect others and cause conflict or tension. In this unit learners will be able to demonstrate their own teamworking abilities identify the strengths they can bring to team activity and recognise the skills that could be developed

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the importance of teams
- 2 Understand team development
- 3 Understand leadership attributes and skills
- 4 Be able to work effectively in a team.

Unit content

1 Know the importance of teams

Types of team: formal; informal; size eg small, large; temporary project/task teams; permanent groupings

Benefits of teams: contribution to departmental and organisational productivity and effectiveness, targeting setting and monitoring, how performance is monitored; reduction of alienation; fostering innovation; sharing expertise; implementing change; roles; identification and development of talent, eg Belbin

2 Understand team development

Team building: recruitment; induction; motivation; training; coaching; mentoring; team knowledge eg awareness of team members' strengths; team roles, eg Belbin; team development eg Tuckman; weaknesses; sensitivities; supporting all team members

Team performance: performance indicators; target setting; monitoring; review; performance against targets; support and development of team members

Team cohesion: definition of team goals; group conflict (actual, potential); group turnover, eg opportunities for career progression, recognition of contributions; team leadership (strong, weak, leadership styles)

3 Understand leadership attributes and skills

Leadership: definitions; role of the leader; leadership styles eg autocratic, democratic, participative, laissez-faire; impact of styles on team performance; adapting leadership style according to situation; identifying own leadership style

Leadership skills: leadership qualities; power and authority, types of authority eg charismatic, legitimate, expert, reward, coercive (French and Raven); authority and responsibility; team, task and individual needs (Adair); model of different leadership styles eg the continuum of leadership behaviour (Tannenbaum and Schmidt)

4 Be able to work effectively in a team

Teamworking: purpose eg to achieve goals, increase efficiency and productivity

Skills as a team member: clarifying objectives, agreeing tasks, valuing people, being receptive to feedback; encouraging other team members to recommend improvements; conflict situations; interpersonal skills eg communication (active listening, questioning, body language, assertiveness)

Responsibilities as team leader: common purpose, integrity, fairness, consistency in decision making

Skills as a team leader: communicating (verbal and non-verbal methods), planning, team building, leading by example, providing and receiving feedback, setting objectives, motivating, consulting, problem solving, valuing and supporting others, stretching people's talents and managing aspirations; monitoring, preventing and resolving conflict; fostering creativity; adapting leadership style according to situation

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe different types of team and the benefits of teams for an organisation	M1 compare the roles of the different members of a team	D1 evaluate the team's overall effectiveness in meeting its objectives, making recommendations for improvements.
P2 explain how to build cohesive teams that perform well	M2 compare the effectiveness of different teams.	
P3 define the attributes and skills needed by a team leader		
P4 demonstrate working as part of a team towards achieving specific goals [TW]		
P5 demonstrate working as part of a team towards achieving specific goals, dealing with any conflict or difficult situations as a team leader		
P6 review the team's overall effectiveness, together with your contribution to achieving the goals, receiving and providing feedback to other team members. [RL]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Working in teams may be delivered using actual examples of workplace team operation. It can be introduced with team activities such as desert island survival exercises where each learner has to produce key items for their survival in a restricted time, and with materials likely to be available in the classroom. There are plenty of classroom simulation exercises which lend themselves to this type of task. After the allocated time, the items are totalled and survivors listed. The same exercise is repeated but with specialisation of labour, as decided by a number of competing groups. The benefits of team collaboration may then be discussed and compared with more individualised ways of working.

Learners may contribute ideas on business scenarios where they have seen effective teams in operation, together with ideas on the 'key ingredients' of an effective team and how to build these into a group of workers who might otherwise have little in common. The use of a project or event will help illustrate many of these ideas. Discussion will also cover the formal and informal setting up of teams and these can be linked these back to different organisational requirements. Learners should also explore the characteristics of different team members and identify their own qualities and skills or traits ie drive, motivation, energy, determination, reliability, integrity, dedication, pride, analytical skills, efficiency. This could be through the activities devised by Meredith Belbin.

Teams need to be made up of people with different skills. It does not necessarily follow that a team of high performers will produce the best results: there needs to be a mix of qualities and a team cannot consist entirely of leaders.

Learners may then consider stages in the life of teams, recognising the processes involved from initial recruitment and induction to a fully functioning team. They need to be aware of the pressures on teams to meet performance targets, along with strategies for support and even discipline in the case of serious under-performance. Examples from industry and sport can be used to support delivery of the coaching and mentoring elements.

The teams understanding of the leader's accountability for performance and how performance can be monitored and reviewed against relevant measures are key issues. Occupationally-related television programmes such as *The Apprentice* and 'reality' TV programmes are useful in illustrating both effective and ineffective features of team activity, and also to highlight the how poor team cohesion impacts on team results. Carefully structured role play may also be used and the school or college drama department may be willing to liaise in sharing teaching ideas. Sporting analogies may be used but care should be taken to ensure that these are not gender biased.

Teamworking can be motivational and provide the stimulus needed in organisations for increasing output and productivity. This will link with motivational theory in *Unit 16: Human Resource Management in Business*; the theories of motivation can be examined in the light of teamworking activities. The importance of clear objectives and being able to discuss different strategies relating to the team's objectives needs to be examined. Team members should be clear about where they are going and how they are going to get there. The planning process also helps individuals to understand how their efforts contribute to the achievement of the team's goals. Once the planning stage has been completed, it is important to check progress and, if necessary, update targets and re-evaluate the outcomes.

The interpersonal skills of team members and leaders, are crucial to the team's success and it is important that learners have a good understanding of effective communication skills. These could be demonstrated through practical activity, such as role play, where learners can also explore the reactions when asked to carry things out in a positive way compared to negative instruction. Again, TV programmes could be used here to demonstrate the different ways of communicating.

For learning outcome 3, learners will explore 'what makes an effective team leader?' They will consider the barriers to effective leadership and evaluating performance. Learners should be encouraged to conduct an evaluation of themselves and of the team. Reflecting on own practice is a skilled task and learners must be given a range of opportunities to test out their own skills, for example the learner could initially be asked to evaluate their own performance using familiar situations, such as getting to class on time, preparing for a night out, planning for an assessment. This will help them to identify the key areas to review, how they could improve on their planning skills, and how they could evaluate the performance of the team. Learners should also explore the characteristics and style of different team leaders, and this could be through activities such as identifying the skills and traits of well-known leaders. It is important that the tutor stresses that an effective team needs to be a mix of capabilities and not consist entirely of those with leadership skills. Tutors should introduce learners to the well-known, action-centred leadership approach of John Adair, which can be represented as a three circle model showing the responsibilities of the leader in ensuring task, team and individual needs are satisfied. Learners could carry out activities positioning the circles from case studies or from their own experiences.

It is important that learners have plenty of opportunities to work in teams agreeing objectives and using teamworking skills to achieve them. There are different ways of delivering the content for learning outcome 3, including team challenges with follow-up analysis and evaluation, video clips, simulation/role play, reflection on learners own experiences and analysis of case study material. Learners should also build on their knowledge of Belbin's team roles to explore the characteristics of different team members and identify their own qualities, skills or traits in actual team situations.

Conflict within teams can be introduced through a group discussion on 'What is conflict?' with learners drawing on their own experiences. The tutor could highlight that not all conflict is negative, and provide examples of instances when it could have a positive effect. It would be useful for learners to have a guest speaker to explain how they prevent and diffuse conflict situations within teams: this would be an opportunity for centres to engage with local employers. The guest speaker should be briefed to give examples of different sources of conflict (organisation based and team member based) and how they were resolved. They should also explain the challenges facing team leaders of multi-cultural and virtual teams.

In order to gather information, learners can prepare a checklist or questionnaire for a question and answer session with the guest speaker. It is important that learners are able to identify situations where conflict may arise and give reasons why it occurred. As well as case studies, learners can practise role-play exercises to develop their conflict resolution skills. Tutors should introduce the key features of the main types of behaviour which contribute to conflict within a team, including aggressiveness, assertiveness, avoidance, submissiveness. Emphasis should be on body language, in particular what to look for in other people's body language (gestures, facial expressions, posture, eye contact), how to use body language to respond to other people, and effective and ineffective use of body language in different situations. Videos can be used which show examples of different behaviours and the interpersonal skills used to diffuse conflict. Learners can then work in groups to research articles and case studies of inappropriate behaviour in the workplace, and discuss the cause of the conflict.

When providing constructive and positive feedback on their peers' team performance, learners can practise adapting the way they communicate to meet the needs of others. If they are to give feedback to one another, care should be taken to ensure that they are fully aware of the types of feedback (positive, negative, constructive, destructive) and how to give constructive feedback before they are permitted to practise on one another. Learners should be encouraged to identify how they could improve their own communication techniques and team skills. Video clips and DVDs can be used to show examples of good and bad communication skills when working in teams.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and structure of the programme/assignments
Theory components of types of team
Theory components of benefits of teams
Research and group work
Assignment 1: What Makes an Effective Team?
Theory components of team development and team roles
Group activities on stages of team development
Learner activities on team role analysis
Theory components of leadership attributes and skills
Group activity on leadership qualities
Theory components of interpersonal skills/verbal/non verbal
Role-play activities on interpersonal skills
Assignment 2: Working in a Team
Theory components of conflict management
Role-play activities on handling conflict and giving feedback
Teamworking activities
Analyse the success of team activities
Supervised assignment work
Non-supervised study time and completion of assignments

Assessment

Learners could be put into teamworking situations to explore and demonstrate the skills and qualities required by different teams.

P1 asks learners to describe different types of team and benefits of teams when used in different situations in the workplace. Learners can look at functions that naturally lend themselves to team activity. Learners' own teamworking skills should be explored and they should be given an appropriate scenario where they work together in teams and are able to identify their key strengths and how they contributed to the team's goals and activity.

For P2, learners go on to look at key stages in the development of an effective cohesive team. Simulations can be used for this as snapshots of different stages in the life of a team. Learners could develop an activity through a teamwork approach and this will enable them to experience and understand team development.

For P3, covering the attributes and skills required of a team leader, learners can use examples of well-known leaders and draw on the importance of adapting leadership style to suit the particular situation.

P4 and P5 require learners to work effectively in a team situation, and each learner will need to take turns as the team leader. As a team member they will be expected to make a positive contribution for example gather information necessary for the completion of the group task. As a team leader they will be expected to show leadership qualities for example monitoring performance through giving constructive feedback. Conflict may arise naturally as the activity is happening, and how it is dealt with can be witnessed by the tutor. However, conflict situations should not be manufactured in a real teamworking situation,. If it doesn't occur naturally, then learners could be assessed via role play in which they play a range of roles related to a selected theme such as negotiation or conflict resolution. The learner's performance can be evidenced through an observation record signed by both tutor and learner, detailing what has been carried out and how.

The review of the teamworking activity for P6 can be presented in any appropriate written form and must be carried out individually. The review should incorporate the characteristics and roles within the team, the leadership/management style of the team leaders, causes (or possible causes) of conflict and how it is/would be resolved. This can be followed by how performance is monitored and an overall judgement of how well the team and team leaders performed. Feedback between team members and the team leader may arise naturally as the activity is happening, but it could be carried out immediately after the team activities have finished (as a full group or in sub-groups or pairs), and witnessed by the tutor. If there is an absence of evidence feedback being given and received during the activity, the tutor must ensure that it takes place after the event.

For a M1, learners must extend their knowledge of the features of an effective team and compare roles of different team members. These ideas can be taken forward as learners compare the different roles of team members and how they complement each other. Learners should be able to recognise how a high-achieving team contributes to the accomplishment of strategic aims and objectives. For M2, one of the teams that learners compare, should be their own team(s). The other team could be another within the class or from a different class, or it could be another team, for example one that the learner can study through their work experience or are involved in outside the classroom. In their comparison, they should refer to one, or more than one, of their own team leaders, which could be the learner themselves or someone else. They could assess the other team either as an outsider or from working within it (either currently or in the past). The emphasis here should be on analysis ie of the key elements of effective team operation. This could include constructive collaboration over resource creation, shared strategies for dealing with particular issues, willingness to solve problems together, sharing of expertise, recognition of distinctive talents and a measure of humour.

For D1, learners must further their evidence by evaluating their performance in the team. They can make justified suggestions on overall team performance such as improvements to communication, performance monitoring, or the limitations of the team leader role to diffuse conflict within the team. When explaining how individuals and the team leader contributed to the team's effectiveness, learners should give examples based on their chosen teams rather than just general statements about team leaders and individuals.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, M2	What Makes an Effective Team?	Brief from Business Link wanting to host half-day management training sessions on teams and leadership for local businesses.	Prepare a presentation on features of teams, the benefits of different types of team, and leadership qualities.
P3, P4, P5, M2, D1	Working in a Team.	'Apprentice'-style challenges.	Witness testimonial from tutor confirming ability to work in team both as a member and leader. Learner review (either one-to-one with tutor or written document) on the team's effectiveness and their contribution to the activities.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Business sector suite. This unit has particular links with the following unit titles in the Business suite:

Level 2	Level 3
People in Organisations	Human Resource Management in Business
Working in Business Teams	Training in the Business Workplace
	Managing a Business Event

This unit also links with the following Level 3 National Occupational Standards.

Management and Leadership:

- Unit B5: Provide leadership for your team
- Unit D1: Develop productive working relationships with colleagues
- Unit D2: Develop productive working relationships with colleagues and stakeholders
- Unit D5: Allocate and check work in your team.

Business and Administration:

- Unit 321: Provide leadership for your team.

Essential resources

Many of the outcomes for this unit require learners to undertake research. To enable research skills to be developed effectively learners should be introduced to as many different forms of information as possible, for example libraries and other research facilities including the internet.

Employer engagement and vocational contexts

Visits to businesses and from guest speakers will be useful for delivery of this unit. Training or human resource managers who can talk about approaches to developing teams will be invaluable.

Indicative reading for learners

Textbooks

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 1987) ISBN 0330298097

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 1996) ISBN 0750626755

Honey P – *Teams and Teamwork* (Peter Honey, 2001) ISBN 1902899156

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey, 2004) ISBN 1857883047

Websites

www.bized.ac.uk	Business education website including learning materials and quizzes
www.businessballs.com	Free materials, articles and ideas for team roles and leadership
www.cfa.uk.com	Council for Administration
www.cipd.org.uk	The Chartered Institute of Personnel and Development
www.google.com	Search for team-working sites and textbooks
www.managers.org.uk	Chartered Management Institute
www.thetimes100.co.uk	A number of case studies on teams

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Reflective learners	reviewing the team's overall effectiveness and their contribution to achieving the goals, receiving and providing feedback to other team members
Team workers	demonstrating working in a team as a leader and member towards achieving specific goals, dealing with any conflict or difficult situations.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	identifying and clarifying which problems have to be resolved in order to succeed at the team-working task
Creative thinkers	questioning their own and others' assumptions while attempting to solve the team working task while trying out alternative approaches and then adapting these approaches as circumstances change
Reflective learners	preparing for the team activity, setting goals and success criteria for the task; inviting feedback on their team performance
Team workers	reaching agreements and managing discussions while taking part in a team activity adapting their behaviour to suit different roles and situations as team leader and team member taking responsibility when acting as a team leader, showing confidence in themselves
Self-managers	taking on the challenge and responsibility of being a team leader working towards goals as part of the team activity, showing initiative, commitment and perseverance managing their time during the team activity dealing with competing pressures
Effective participators	discussing issues of concern during the teamworking task presenting a case for action during the teamworking task proposing practical ways forward as a means of resolving the team working task influencing others in the team activities as team member and team leader.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching leadership attributes
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	creating a presentation on features of teams and team leaders
Bring together information to suit content and purpose	preparing a presentation preparing a review on teamworking activities
Present information in ways that are fit for purpose and audience	preparing a presentation
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	working as a team member and team leader taking part in team discussions during the team activities/challenges providing feedback to team members
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching characteristics of team leaders
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing review of team's effectiveness and own contribution.