

# Business Explorer Programme

## Workbook



# Information about Explorer Programmes

Explorer Programmes are offered by Pearson to give learners who are considering a sector-based course a realistic idea of what the sector will be like to work in. This includes the vast opportunities the sector will present but also the challenges. Explorer Programmes are available in a variety of sectors, including business.

The Explorer Programmes are suitable for learners who are considering either BTEC or Apprenticeship routes. The purpose is for learners to find out if a career in business is one that will work for them and to plan for the future. We have also produced a video to support each course, including advice about career progression from the Pearson sector manager for business.

This course is split into the following four modules:

**Module 1: Finding out about yourself**

**Module 2: Finding out about the sector**

**Module 3: The business course**

**Module 4: Next steps towards your career**

Explorers are delivered as an accredited course using a regulated qualification or a single unit to support delivery, which can be certificated. The options are funded for 19+ learners under the local flexibility funding stream of the Adult Education Budget.

Centres can choose to deliver Explorers as:

- **Option 1:** An accredited qualification **or** unit. This means the learner will be certificated by Pearson for the Level 1 Award in WorkSkills, **or** a single sector unit. We have linked Explorers to the Level 1 Award in WorkSkills and in most cases to an individual sector unit, so learners can potentially take more than one Explorer in different sectors.
- **Option 2:** An accredited qualification **and** unit. This means the learner will be certificated by Pearson for the Level 1 Award in WorkSkills **and** a single sector unit. Centres should consider this option carefully as it may result in content duplication and affect funding.

The Business Explorer leads to achievement of the following full qualification or single additional unit:

- 601/9014/0 Pearson BTEC Level 1 30-GLH Award in Workskills. The qualification specification can be found [here](#), and the units can be found [here](#).
- [J/600/3172 How and Why Businesses Operate](#) (Level 1 unit from BTEC Workskills qualification) (10 glh/1 credit) (unit 49, page 260).
- [R/503/2888 Planning an Enterprise Activity](#) (Level 2 unit from BTEC Workskills qualification) (10 glh/1 credit) (unit 78, page 430) (this unit is not eligible for funding under the Adult Education Budget).

It is vital when delivering accredited courses, that the evidence is full. Centres need to refer to the qualification and/or unit specification. Learners need to follow specification instructions, for example, when 'describing', 'listing' or 'identifying'. The workbook signposts individual unit assessment criteria.

## What next?

Learners who have taken this Explorer Programme could potentially complete the following qualifications and apprenticeships in the sector:

### Apprenticeship

- Customer Service Practitioner Level 2 Apprenticeship
- Customer Service Specialist Level 3 Apprenticeship
- Business Administration Apprenticeship Level 2 (Framework)
- Business Administrator Level 3 Apprenticeship
- Sales and Telesales Apprenticeships Level 2 and Level 3 (Frameworks)
- Marketing Apprenticeships Level 2 and Level 3 (Frameworks)
- Contact Centre Operations Apprenticeships Level 2 and Level 3 (Frameworks)

### Qualifications, full-time study

- Pearson BTEC Level 2 Technical Certificate in Business Enterprise
- Pearson BTEC Level 2 Technical Certificate in Business Administration
- Pearson BTEC Level 2 Technical Certificate in Customer Service Operations
- Pearson BTEC Level 2 Technical Certificate in Retail Operations
- Pearson BTEC Level 2 Technical Certificate in Marketing
- Pearson BTEC Level 3 Nationals in Business
- Pearson BTEC Level 3 Nationals in Enterprise and Entrepreneurship
- Pearson BTEC Level 3 Nationals in Applied Law



## Business Sector Explorer Programme Workbook

What images come into your head when someone says the word 'business'?

Is it an image that portrays people in suits talking a language you don't understand? Or is it television programmes such as: 'The Apprentice' or 'Dragon's Den'? How do these images make you feel about a career in business?

Depending on how you feel about the word 'business' – excited at the prospect of earning a big salary or switched off as it just seems a bit dull– you may or may not be surprised about just how many opportunities there are available for people who have gained business skills.

Quite simply, a business is an organisation that buys, produces, and/or sells goods or services. So, in fact, every job is a job that works in business! Training in business gives you the opportunity to take your skills almost anywhere; without the skills of business specialists, products and services will sit on shelves. For every innovative product that comes to market, business skills are needed to get it there and to sell it.

Training in business provides you with a range of skills to perform business operational functions which might include:

- sales
- marketing
- finance
- operations
- customer service
- project planning
- administration
- leadership and management
- recruitment and human resources.

Whatever you decide to do it will be hard work, but it will be interesting. Every day will be different and you will be contributing towards the success of your organisation, and developing skills to progress your career.

## Module 1 – Finding out about yourself

The first step in this course is to consider the skills and aptitudes that you have and then match these to what is required in the sector.

It is really important to consider what you are good at when planning your career path. The most successful people are usually well aware of what they are good at and how they can use these strengths. This section also considers weaknesses, but in planning your career it is most important that this matches with what you are comfortable and happy doing.

### Icebreaker Activity 1a – Myers-Briggs Personality test

Have you ever taken a personality test? It is informative and also a fun way of finding out about yourself. It is also interesting to compare similarities and differences between people and it will help you to get to know other people in the group. If you have taken it before try again to see if you get the same result.

**Task 1:** Take the test on this website: <https://www.16personalities.com/free-personality-test>

**Task 2:** Record the main outcomes of your test in the table below:

Personality type	
Individual traits	
Role	
Strategy	
Strengths	
Weaknesses	
Career paths	

### Task 3: Reflection

Discuss the following points as a group:

- Do you agree with the results of this test?
- Compare results to others – what are the similarities and differences?
- How do you think this result is useful?

Notes

### Activity 1b – Self-assessment (J/508/3479 1.1 ; 1.2)

The aim of this activity is to help you to understand what you are good at and enjoy. People are more successful in jobs that match the type of person that they are and what they are good at. To help you understand – a strength is something you are good at, and a weakness is something you are not so good at. While a skill is something you have learned (like riding a bike) but a quality is something you are born with, such as being a good listener.

**Fill in the table on the next page as honestly and as fully as you can, using bullet points. Don't be modest!**

**Task 1:** Fill in the table on the next page on your own. Aim for five points in each box.

**NB if you are claiming unit J/508/3479 the minimum requirement is two points.**

**Task 2:** Review the table with three people who know you well, such as a good friend, a work colleague, your supervisor, family, or a college tutor. Ask the people if they agree and whether they can think of any other points.

Describe your strengths?	What are your weaknesses?
What do you enjoy?	What do you dislike doing?
Describe the skills and qualities that you have?	What skills need developing?

### Activity 1c – What is needed in the business sector?

**Task 1:** The table below identifies some of the key skills/ values/ competencies for the business sector. Rate your own skills between 1 (low) and 5 (high) for each.

Personal skills, values and qualities	Score (1=low, 5=high)					Comments
	1	2	3	4	5	
Communication skills						
Able to delegate						
Able to follow instructions						
Willing to work hard and finish tasks						
Able to cope under pressure						
Analytical skills						
Flexible and adaptable						
Creative						
Able to process data						
Able to work in a team						
Able to use a range of IT						
Able to solve problems						
Able to work with financial information						
Able to research						
Able to speak in public						
Good levels of written communication						

**Task 2i:**

Having completed module 1, to what extent do you think that you are suited to working in the business sector? What do you think you need to develop to be successful and happy in this sector?

**Task 2ii:** (J/508/3496 1.1; 1.2)

Knowing what you are good at and considering your strengths, skills and qualities are important steps in planning for your future. It might seem odd to think about the jobs and activities you will be carrying out in years to come but a little bit of planning at this stage can make all the difference in the future.

Planning your career doesn't mean making choices that you are stuck with, but it does mean that you are able to recognise the skills and qualities you are developing so that you can move from job to job. This is known as career progression.

Working in pairs, discuss with your class partner why you think career progression might be important and how you will benefit from progressing. Then use the space below to describe the ways in which career progression will be important for you.

Describe **three ways** that career progression is important and describe at least **two benefits** to you of progressing in your career.

## Module 2 – Working in the sector

In this module you will find out more about the business sector and will start to think about what working in the sector will be like.

Try to be open-minded about what the sector is like to work in and the opportunities available to you.

### Activity 2a – Pearson business video

Watch the Pearson business video, which concentrates on the different options and career routes available in the business sector. Use the space below to make notes about the qualifications and career opportunities that the sector manager talks about.

Notes

## Activity 2b – True/false activity to get you thinking

**Task 1:** Place a tick by true or false for the questions below. If you aren't sure, then make your best guess, some may not even have an absolute correct answer.

Statement	True	False
Business is just about administration		
Working in the business sector can be stressful		
All business is carried out in an office		
New business workers are mentored and supported		
You need a degree to work in the business sector		
Business skills are used in every sector		
Working in the business sector is just about chasing profit		
Working in business is a 9 to 5 job		
Working in the business sector means having to wear a suit to work		
Working in the business sector can be fun		
Business is delivered by people working in many different roles		
All sales staff are aggressive		
Jobs in the business sector are at risk due to artificial intelligence		
Business professionals are all men		
You have to be good at digital design to work in marketing		
You need A levels to work in the business sector		
Working in the business sector stops you from supporting your community		
If you haven't attended a private school you can't do well in the business sector		

**Task 2:** Compare and discuss the answers that you have with another member of the group. Has this activity made either of you rethink anything? If there are answers you are unsure about, discuss these with your tutor.

Notes

**Activity 2ci – Would I like/be good at this job? (J/600/3712 1.1; 1.2)**

As you have seen business is a very wide term, with a huge range of jobs in a large number of areas.

To decide which careers are for you, it is important to gain an idea of the types of organisations that you could work in. Organisations in business are placed into three broad categories: public sector, private sector and voluntary sector.

In the space below, describe the three categories of business. Give at least two examples of each business type, and give two factors that will motivate businesses in these sectors.

Category	Description	Type of business	Motivation(s)
Public	1.	1.	1.
	2.	2.	2.
Private	1.	1.	1.
	2.	2.	2.
Voluntary	1.	1.	1.
	2.	2.	2.

**Activity 2cii – Matching your skills to the sector (J/600/3172 2.1; 2.2)**

When you looked at your skills and interests in Activity 1, you might have started to see a match between the business sectors and the things that you are interested in. This task will help you start to make decisions about careers. You should choose a business from one sector you are interested in, and a business from one of the other sectors for the task.

The types of jobs available in business are very broad and fitted to a number of job functions. Finding out what these functions and roles are will test one of the skills you will need to work in the business sector – the ability to research.

For each of the different sectors you have chosen to research, select a business (company) within that sector. Use their website to obtain their company’s organisational chart (make sure you have two different types of chart, one for each sector). Copy the chart in the space below and describe two ways that the company structures and business functions help each of the businesses to operate.

Business	Organisational chart	How structures/functions help business to operate
1		1
		2
2		1
		2

### Activity 2ciii – A common business function (J/600/3172 4.1)

Often the commonest function of a business is to make a profit (or a surplus for public sector or voluntary organisations). Use the space below to describe this concept. What does it mean? How is it achieved?

### Activity 2d – Career case studies

**Task 1:** You will have seen that the sector is a wide one, including private sector businesses, public sector businesses, charitable and voluntary organisations.

Your research about company organisational charts for Activity 2c should have shown you key business functions. Choose three of these functions, for example sales, marketing, administration and management, and find three specific job roles within these functions.

Use this website to help you:

<https://nationalcareersservice.direct.gov.uk/job-profiles/home>

Function	Job role
1	1
	2
	3
2	1
	2
	3
3	1
	2
	3

**Task 2:** Pick two of the job roles from the different functions – for example, one from function 1 and one from function 2 – read the information on the website link provided to help you choose.

Summarise the main tasks of each of the two roles and, using the tables provided, identify things that you would like and would not like about each.

#### A. Role 1

Job title	
Main tasks	
What you would like	
What you would dislike	

#### B. Role 2

Job title	
Main tasks	
Career path	
What they are doing now	
What you would like	
What you would dislike	

### Activity 2e – Where can I find out about jobs? (J/508/3479 2.1)

Finding the right job for you is based on knowing where to look. There will be a number of places where you can find jobs available in the local area. Use the space below to list different sources of local job information.

### Activity 2f – Can I do this job?

Find out the following information about jobs in the business sector. Feel free to include anything else that you find that is of interest.

- Normal working patterns once qualified
- Contract status (zero hours/permanent etc.)
- Pay rates
- Requirements in relation to health and fitness/reasonable adjustments for disability
- Any other requirements, e.g. criminal record/insolvency
- Anything else of interest

#### Use the following links to help you:

- Indeed – <https://www.indeed.co.uk/?sq=1>
- Reed – <https://www.reed.co.uk/>
- Total Jobs – <https://www.totaljobs.com/>

Notes

### Activity 2g – Available jobs

Find three job adverts for the business role you are interested in, either in your local area or in the area in which you will want to work. Collect printouts of the roles you have looked at and write on each one where you found it, (these should be from different places). For each job, fill in the information in the table below.

	Role 1	Role 2	Role 3
Job title			
Description of job			
Work pattern			
Salary			
Benefits			

Qualifications needed			
Other requirements			
Employer information			
Skills needed			
Qualities needed			

## Module 3 – The business course

In this section you will find out more about the different routes into the industry and it will help you to decide what the best course of action is for you.

There is a range of options, including classroom-based courses and work-based apprenticeships where you learn on the job. You will also take part in explorer activities that will give you an idea about the types of activity that you might complete on a business programme.

### Activity 3a – Finding out about the options

This activity concentrates on you understanding what the options are for entering the business sector.

**Task 1:** Watch the section of the Pearson business video where the Pearson sector manager explains the differences between the qualifications.

Notes

**Task 2:** Referring to the Business progression routes on the webpage, identify the career route and level you think would suit you best and explain why in the box below.

- Apprenticeships – Opportunity to earn while you learn
- Technical – College-based learning
- Applied – Full time college-based learning

Notes

### Activity 3b – Administration explorer activity (J/600/3172 3.1; 3.2)

#### Employment rights and responsibilities

You have been asked by your manager to help put together a presentation to support the Human Resources department to deliver staff induction.

**Task 1:** You are to carry out research into:

- the rights and responsibilities of employees at work
- the rights and responsibilities of employers in the UK.

**Task 2:** You are to produce two presentation slides, with attached notes pages, that explain:

- at least two rights and two responsibilities of employees at work in the UK
- at least two rights and two responsibilities of an employer in the UK.

### Activity 3c – Teamwork work-related explorer activity (R/503/3288)

#### Taking a product or service to market

Taking products or services to market is a key aim of all businesses and is one that draws on the skills of all business functions. In this activity, you will need to take on multiple business roles as you and your team plan to take a product or service idea to market.

**Task 1:** In groups, look around your school/college/training provider. What services or products do you need but are not provided? Record as many ideas as you can in the space below.

**Task 2:** Narrow your list down to, say, two or three ideas. Create a questionnaire that you can use at your school/college/training provider to find out if there is a market for your product or service ideas. You should carry out your research as individuals (each member of the team should aim to speak to 10 different people) and feedback your findings to the rest of the group. Record your findings in the space below.

**Task 3:** By now you should have a clear idea about what your product or service is, but what would you need to do to take it to market? Complete the table below to **describe** the key features that would need to be undertaken to make the product viable. **(1.1)**

Business function	What would this function need to do to make product/service viable?
Marketing	
Product/service development	
Sales	
Customer services	
Finance	
Human resources	

**Task 4:** Research similar products/services provided in other areas. Who do you think your customers are likely to be? Use the space below to **describe** why people might want to buy/use your product or service. **(1.2)**

**Task 5:** You should be now clear about the types of role necessary to take a product or service to market. Use your knowledge to **describe** below the key tasks that would be necessary to take your product or service to market. **(2.1)**

**Task 6:** The ability to plan projects is essential in business and it is one of the key skills that recruiters often look for. Demonstrate your project management skills by producing a plan showing clear timelines, and all of the tasks discussed in Task 5, that would be needed to take your product/service to market. **(2.2 and 2.3)**

**Task 7:** Finally, you would need to pitch for support with your project. Successful pitches not only discuss the positives of the plan but are also honest about risks of project failure, and provide suitable strategies that can reduce the likelihood of these risks having an impact. Use the space below to record the main findings of a group discussion about at least **two** risks to the success of your project, including discussion about how these risks can be minimised. **(3.1 and 3.2)**

Risk 1
Risk 2

## Module 4 – Next steps towards your career

**This section is where you put plans together to enter the business sector. This includes reflecting on the course so far, and planning your next steps by setting goals to work towards.**

### Activity 4a – Reflecting on the Explorer Programme (J/508/3479 1.3; 2.2; 2.3 J/508/3496 2.1; 2.2; 2.3)

Take an hour to reflect individually on what you have learned about yourself, the sector and potential courses. Write some notes/thoughts in response to the prompts below.

Explain how your own skills, qualities and interests help you in your personal life, and how they can be transferred to support you in work.

Use the information you have gained to choose two suitable career paths within the business industry and describe the skills and experience that will be needed to succeed in that area.

How do your skills and experience match up to these career paths, note where you have suitable skills and experience already and identify where there is not a match.

Make a list of potential jobs that interest you within your chosen career paths.

Choose one role that you think offers you the best chance of success should you apply for it and match your strengths, skills and qualities against the role, identifying any gaps that you would need to develop before you could apply.

Is it something that practically fits with your life? Explain how your lifestyle might be affected by the career choice that you make. Think about impacts on your health, your working conditions, your hours of work, travelling time and the impact on your family and social life.

What are you looking forward to/worried about?

### Activity 4b – Planning next steps (J/508/3479 3.1; 3.2; 3.3 J/508/3496 3.1; 3.2; 3.3)

To plan next steps, you need to set yourself goals based on what you need to develop in order to be successful in the business sector. In order to do this, you need to set one long-term goal, two medium-term SMART goals and two short-term SMART goals, and include a plan about how you are going to achieve them. Make sure you include career and course options.

**SMART** goals are:

**S** = Specific – well defined and clear

**M** = Measurable – able to monitor/measure ‘the journey’

**A** = Achievable – goals should be possible, don’t set yourself up to not achieve

**R** = Realistic – is the objective relevant and appropriate to your overall objective?

**T** = Time bound – is there enough time available to enable you to achieve the objective?

Long-term goals (in the next 3 years)	
Goals	How I will achieve this
1	

Medium-term goals (in the next year)	
Goals	How I will achieve this
1	
2	

Short-term goals (in the next 2 months)

Goals	How I will achieve this
1	
2	
3	

For more information please contact your Pearson Subject Advisor

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