



Unit 9: Team Building in Business

Delivery guidance

Approaching the unit

Learners will bring their knowledge of teams through their experiences in school or college, participation in sports or enterprise activities, or being part of a team in their part-time job or work experience.

You should encourage learners to look at a variety of teams, and understand that they come in many forms and exist for many purposes. They should become aware that if properly managed, teams can contribute to improved business performance while helping to empower individuals, and improve job satisfaction and engagement. Not all teams succeed, however, as conflict can appear in team situations, and learners need to understand how conflict can be reduced.

Learners must have plenty of opportunities to practise their skills across a range of team situations to show their knowledge and understanding of the unit.

To complete this unit your learners will need access to a range of research materials, which could include the internet, journals or magazines, and books.

You can use a range of delivery methods in this unit, such as:

- discussions – class and small group discussions on the differences between groups and teams, and teamtheory
- individual or group presentations – covering characteristics of successful teams
- case studies – illustrating teamwork in businesses
- media and journal articles relating to team work
- videos – providing talks on teams.

Group work is an acceptable form of delivery, but you must ensure that each learner produces their own evidence that is sufficient for assessment.

You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- providers of work experience for learners, and of business materials as basis for case studies and exemplars
- mentors for learners.



Delivering the learning aims

For Learning aim A, it is important that learners understand the differences between a group and a team, and the factors that contribute to an effective team. You could ask learners to individually list different types of teams they have been a member of, e.g. in school or college, outside activities, or hobbies, then identify the purpose of the team and share these with the class.

Expand on the topic by having learners share stories about their experiences in and knowledge of different teams, and what they believe contributes to the success of a team. There are many short video clips on video-sharing websites that illustrate good and bad teamwork. Introduce a team game such as the marshmallow challenge, a simple team-building exercise, to find who can build the tallest tower with dry spaghetti, masking tape and a marshmallow. You could then look at the short TED Talk video on 'Build a tower, build a team', which analyses how other people have performed in this challenge, and discuss as a class the differences between their experiences and these findings.
(http://www.ted.com/talks/tom_wujec_build_a_tower?language=en),

For Learning aim B, it is important that the learner understands the roles and dynamics of business teams and is able to make recommendations to improve team cohesiveness. To illustrate examples of effective and ineffective teams you can again show short video clips. These can also be used to introduce the role of the team leader and introduce a discussion on how leaders contribute to the overall effectiveness of the team. You may also want to mention team work in sports such as formula 1 racing or cycling. Team members perform in a way that is best for the team overall.

You can introduce the theory of Belbin Team Roles and Tuckman's theory of team development through activities and games available online, and this can lead to discussions on why an effective team needs to have a mix of capabilities and not consist entirely of those with leadership skills.

Guest speakers could be invited from local and national businesses to talk about teams. Learners could be tasked with preparing suitable questions prior to the speaker's arrival on the subject of teams and how they have been successfully developed. This should ensure that learners are getting the most out of this activity.

For Learning aim C, you should ensure that learners have plenty of opportunities to work in teams. Activities can be given to highlight the advantages and disadvantages of teamwork, including following instructions, dealing with difficult people, and an individual's own contribution to the team objectives. Learners should take on both the role of the team member and the team leader.

Learners should be encouraged to identify potential improvements in their own team working skills and techniques. At the end of a group activity learners should be asked to review how they performed and identify what they would do differently next time. Again, video clips can be used to reinforce examples of good and bad team working skills.

Reflecting on their own effectiveness is a skilled task. Learners must be given a range of opportunities to test out their own skills as a team member and leader to help them to identify the key areas to review, and how they could evaluate the performance of the team and their own contribution.



Learning aim	Key content areas	Recommended assessment approach
A Examine the benefits of teams in a business setting	A1 The difference between a group and a team A2 Types and purposes of business teams A3 Characteristics and benefits of an effective team	A report that examines teams in business settings. It should consider types of teams and their purpose, and the benefits of these teams to the businesses. A report that examines the effectiveness of a real team in a business setting. It should reflect on team theories, and make recommendations for improvement to the team.
B Investigate techniques and theories used for the development of an effective business team	B1 Team-building techniques B2 Theories of team development B3 Causes of team conflict	The evidence will focus on what went well and what did not in the team activities. Learners should evaluate and self-critique their performance in a team, the development of their skills, and evaluate the effectiveness of the team.
C Develop effective team skills through practical activities	C1 Being an effective team member C2 Being an effective team leader	The evidence will focus on what went well and what did not in the team activities. Learners should evaluate and self-critique their performance in a team, the development of their skills, and evaluate the effectiveness of the team.

Assessment guidance

This unit is internally assessed through two assignments. The first covers learning aims A and B and the second covers Learning aim C. The assignment for Learning aim C includes practical work. Learners need to evaluate their performance as members of a team. This evaluation need not be written, but must be recorded in some form.

All learners must independently generate individual evidence that can be authenticated. The main sources of evidence are likely to be an individual written report accompanied by individual research, plus a portfolio that includes details of the learner’s own participation in team activities, supported by assessor/peer observation records and witness statements, and an individual logbook/diary.

BTEC assessors could complete observation records and learner’s work colleagues in placements or part-time work could complete witness statements. Note that observation records alone are not sufficient sources of learner evidence, the original learner-generated evidence must also support them.

Getting started

This gives you a starting place for one way of delivering the unit, based around the specification.

Unit 9: Team Building in Business
<p>Introduction</p> <p>Begin by introducing the unit to learners through a group discussion. This can be followed by outlining the learning aims of the unit.</p>
Learning aim A – Examine the benefits of teams in a business setting
<ul style="list-style-type: none"> You could begin by asking learners to give examples of different teams that they have been part of, for example in school or college, as part of a sporting or leisure activity, or in employment. Use the learners' examples to lead a discussion on these teams and the use of teamwork in business. The discussion should also consider the difference between teams and groups. Give the learners a number of classic team quotes that are used to motivate or encourage, for example 'There is no I in team' or 'Together Everyone Achieves More'. Lead class discussions on what they think the benefits of teamwork are. Introduce a team game. In groups of four or more ask learners to take on the 'marshmallow challenge', to find who can build the tallest tower with dry spaghetti, masking tape and a marshmallow. You could then look at the short Ted Talks video on 'Build a tower, build a team' (http://www.ted.com/talks/tom_wujec_build_a_tower?language=en) that analyses how other people have performed in this challenge, and as a class discuss their team performance against these findings. Ask learners to collaborate in small groups to share their thoughts on teams, then list what they consider are the three key ingredients for team success before feeding back to the class.
Learning aim B – Investigate techniques and theories used for the development of an effective business team
<ul style="list-style-type: none"> To introduce the topic of team building techniques you can show short video clips and discuss the success and failures of teams in different settings. Lead a discussion on the role of the team leader, then, using the video evidence or their own experiences, ask learners to jot down examples of how leaders contribute to the overall effectiveness of a team before discussing them with the class. Introduce the theory of Belbin Team Roles through the use of a self-assessment questionnaire that asks the learner to find their role in a team. To introduce Tuckman's theory of team development you can introduce the 'stage coach game'. In groups, learners discuss a handout on Tuckman's stages of group development and group behaviours. Learners then attempt to correctly classify the behaviours. Learners can be asked to take part in a class discussion using the quote 'nobody's perfect, but a team can be' to stress that an effective team needs to have a mix of capabilities and should not consist entirely of those with leadership skills.



- Guest speakers could be invited to talk about the role and importance of teams in a business setting. Learners could ask questions about team roles and how they have been successfully developed. The speaker could be asked to explain how they prevent and diffuse conflict situations within teams in their own individual work role, giving examples of different sources of conflict and lead discussions on how these could be dealt with, e.g. a team member not taking a fair share of the workload.

Learning aim C – Develop effective team skills through practical activities

- It is important that learners have plenty of opportunities to work in teams and/or groups, agreeing objectives and using team-working skills to achieve them. There are different ways of delivering the content for Learning aim C, 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. You should ensure that everyone has a chance to lead a team for part of an activity as well being a team member.
- You could direct learners to build on their knowledge of the theories of team development, i.e. Belbin's Team Roles and Tuckman's four stages of group development to explore the characteristics of different team members, and identify their own qualities and skills or traits in actual team situations.
- You should encourage learners to keep records of their team-working experiences, such as diaries or logs, to help them reflect on their own performance. Evidence will also include observation records and witness statements confirming how assessment criteria have been achieved, from you or an experienced witness.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC International Level 3 Qualifications in Business:

- Unit 4: Managing an Event.
- Unit 6: Principles of Management.
- Unit 7: Business Decision Making.
- Unit 8: Human Resources.
- Unit 21: Training and Development.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International in Business. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Videos

- www.ted.com – TED offers online videos of short, powerful talks (18 minutes or less) covering almost all topics, including teamwork.
- www.videoarts.com/teamwork/the-apprentice-case-studies-on-teamwork – A video using *The Apprentice* as a case study on teamwork, and how to work as part of a team.

Factsheets and articles

- www.cipd.co.uk/hr-resources/guides/managing-conflict-work-line-managers.aspx – Guidance on managing conflict in the workplace. Membership is required for full access.
- <https://ess220.files.wordpress.com/2008/02/tuckman-exercise-corrected.pdf> – Instructions for the 'stage coach game' to introduce Tuckman's four-stage model of group development.



Websites

- www.belbin.com – Information from Belbin Associates on Belbin’s Team Roles.
- www.bized.co.uk – Business education resources with case studies, simulations and worksheets.
- www.businessballs.com – Free materials, articles and ideas for team roles and leadership.
- www.mindtools.com – Free materials on team management to include Tuckman’s model and Bell and Hart’s eight causes of conflict.
- www.teamtechnology.co.uk/teambuilding.html – Free articles on the basics of team building and other team related themes.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.