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Unit Title:	**Principles of working with and supervising others in a business environment**
OCR unit number	34
QN number	H/601/7645
Level:	3
Credit value:	3
Guided learning hours:	24

Unit purpose and aim

This unit is about the knowledge and understanding needed to work effectively with others in a business environment, including communication, working in and supervising a team.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will:	**The Learner can:**	This may include:
1 Understand the purpose of working with others in a team	1.1 Describe how team working can help to achieve goals and objectives	• theories relevant to team working, such as Belbin • what is meant by team working • how people with different skills and talents can contribute in a team working situation • how overall team objectives can be shared amongst individuals
	1.2 Explain the purpose of sharing work goals and plans when working in a team	This may include: • how having a common purpose can impact on relationships within teams • how to involve people in setting their own objectives • potential impact on a team of individuals not pulling their weight • supporting other team members • helping the team develop and grow
2 Understand how to behave in a way that supports positive working with	2.1 Explain the purpose of agreeing and setting standards for own work	This may include: • who to consult with to confirm relevant standards

Learning Outcomes	Assessment Criteria	Teaching Content
others	and the work of a team	to be achieved for own work and work of team • how the work of a team fits in with the overall objectives of the organisation • to ensure standards comply with relevant legislation • what happens if deadlines are not met • how meeting expectations can have a positive impact on morale within teams
	2.2 Identify how to allocate work to a team so the best use is made of strengths and abilities	This may include: • making the best use of diversity within teams • how to identify individual strengths, skills and talents • how to engage people in agreeing their own objectives
	2.3 Explain the purpose of treating others with honesty and consideration	This may include: • treating people fairly • how to gain the respect of colleagues and team members • ways of developing supportive working relationships • how the team leader's behaviour towards people can impact on team results
3 Understand the purpose and methods of communicating effectively with others in a team	3.1 Explain the purpose of effective communication with other people in a team	This may include: • people understand what is expected of them • how effective communication can encourage team members to feel valued and respected, and work at their optimum level • importance of clarity and ensuring understanding • how efficiency can be improved when people work towards a common purpose • how mis-information can lead to conflict in teams • how encouraging and demonstrating open

Learning Outcomes	Assessment Criteria	Teaching Content
		communication can lead to early recognition of issues

	3.2 Compare different methods of communication within and to teams and when to use them	This may include:
		• types of communication, for example:
		  - formal or informal
		  - verbal or written
		  - body language
		  - meetings and news letters
		• appropriateness of communication method and potential effect on others

	3.3 Explain the purpose of encouraging contributions from others	This may include: • how involving people can boost their confidence • how involving people can increase 'ownership' • ideas generation • using others' strengths and skills
4 Understand how to assess own work and the work of a team	4.1 Explain the purpose of assessing own work and the work of a team	This may include: • to ensure work is completed to deadlines • to ensure work is carried out at the standard required • how individuals and teams contribute to achieving organisational objectives • the relevance of 'key performance indicators' in assessing work
	4.2 Describe ways of assessing own work and the work of a team	This may include: • SMART objectives (specific, measurable, achievable, realistic and time-bound) which are regularly monitored • performance appraisal/review
	4.3 Explain the purpose of giving and receiving constructive feedback	This may include: • ensuring people understand if they are meeting the required standard and how to improve • what is meant by constructive feedback
	4.4 Describe ways of giving and receiving constructive feedback	This may include: • key things to consider when

Learning Outcomes	Assessment Criteria	Teaching Content
		giving feedback, for example:
		- when and where it should be done
		- how people may react
		- specifics that need to be covered
		- consequences of non compliance
		- support that can be provided
		- feedback can and should be positive, not just negative
		- feedback to teams can be an opportunity to celebrate success
		• how being given feedback can help individuals to improve their performance
		• accepting feedback as a means of support, not as a criticism

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and Centres must confirm to OCR that the evidence is authentic. An OCR Centre Authentication form is provided in the Centre Handbook and includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is provided.

Evidence requirements

In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria. The assessor will need to ensure learners have a clear grasp of the principles of working with and supervising others, as detailed in the 'Teaching Content' section of the unit.

Evidence can be produced either through real work or by means of simulated activities.

In cases where group working is suggested, it is vital to be able to identify individual contributions, perhaps by using personal logs, peer assessment, teacher/tutor witness statements, etc. At all times the teacher/tutor must ensure that each learner produces evidence of their individual achievement of each assessment criteria.

Guidance on assessment and evidence requirements

This unit provides a natural follow-on from unit R 602/0413 Key Principles of Management and Leadership (Level 3 mandatory unit), and could be taught sequentially.

If the unit is to be taught in a college or other learning environment, teachers/tutors could consider the following ways of helping learners to generate evidence:

- engaging learners in researching management/team leading theories

- encouraging learners to analyse and report on real teams with which they are familiar (this does not have to be in a work environment, for example it could be a football team or voluntary organisation)

- providing case studies which either individuals or groups of learners are asked to evaluate and report on

- setting up role play scenarios to enable learners to practice communication/feedback skills

Examples of how this unit can be achieved and assessed are shown below. However, it would remain the responsibility of the teacher/tutor to ensure all the Learning Outcomes and Assessment Criteria are met:

LO1 and LO2   Whilst working on the case study which may have been introduced during unit R/602/0413, Key Principles of Management and Leadership (Level 3 mandatory unit), learners could maintain a reflective journal and use this to achieve all the assessment criteria attached to these learning outcomes.

LO3   Building on the case study, above, learners could be asked to select the most appropriate method of communicating given information. In the example of verbal communication, role plays could be set up to simulate team meetings and the teacher/tutor could observe and give feedback (specific to individuals). Written communication may be selected as an appropriate method of communicating other information, and a copy of this could be included in the learner's portfolio, together with evidence of the reason for selecting this method.

LO4   For assessment criteria 4.1 and 4.2 learners could be asked to reflect on their personal contribution to the team working activity carried out during the case study and produce a written critique. Assessment criteria 4.3 and 4.4 could be met by introducing the concept of 360° feedback, providing a suitable recording template and having learners complete these for each other. This activity could be followed up with role plays to deliver and discuss feedback.

If the unit is to be completed through real work, examples of appropriate sources of evidence are as follows:

- personal statements

- reflective journal

- recorded question and answer sessions with assessor

- case studies, endorsed by someone from within the workplace who can attest to the accuracy

- outcomes from research, referenced to the source

- witness testimony/feedback from colleagues and/or line manager

- work product such as records of performance review meetings, copies of team plans and objectives, minutes of team meetings, copies of written communications, etc.

National Occupational Standards (NOS) mapping/signposting

NOS. can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

The grid below maps the knowledge and understanding covered in this unit against the National occupational standards contained in the following NVQ Mandatory unit:

Occupational standards	Unit number	Title
MSC	D5	Plan, allocate and monitor work of a team*
MSC	B5	Set objectives and provide support for team members*

* indicates partial coverage of the National Occupational Standard

Functional skills signposting

This section indicates where learners may have an opportunity to develop their functional skills.

Link to functional skills standards http://www.qcda.gov.uk/15565.aspx

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

- Stationery or a CD-rom.

- Access to a photocopier, PC and printer is desirable but not essential.

- Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but learners are not expected to reproduce other people's written work.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk