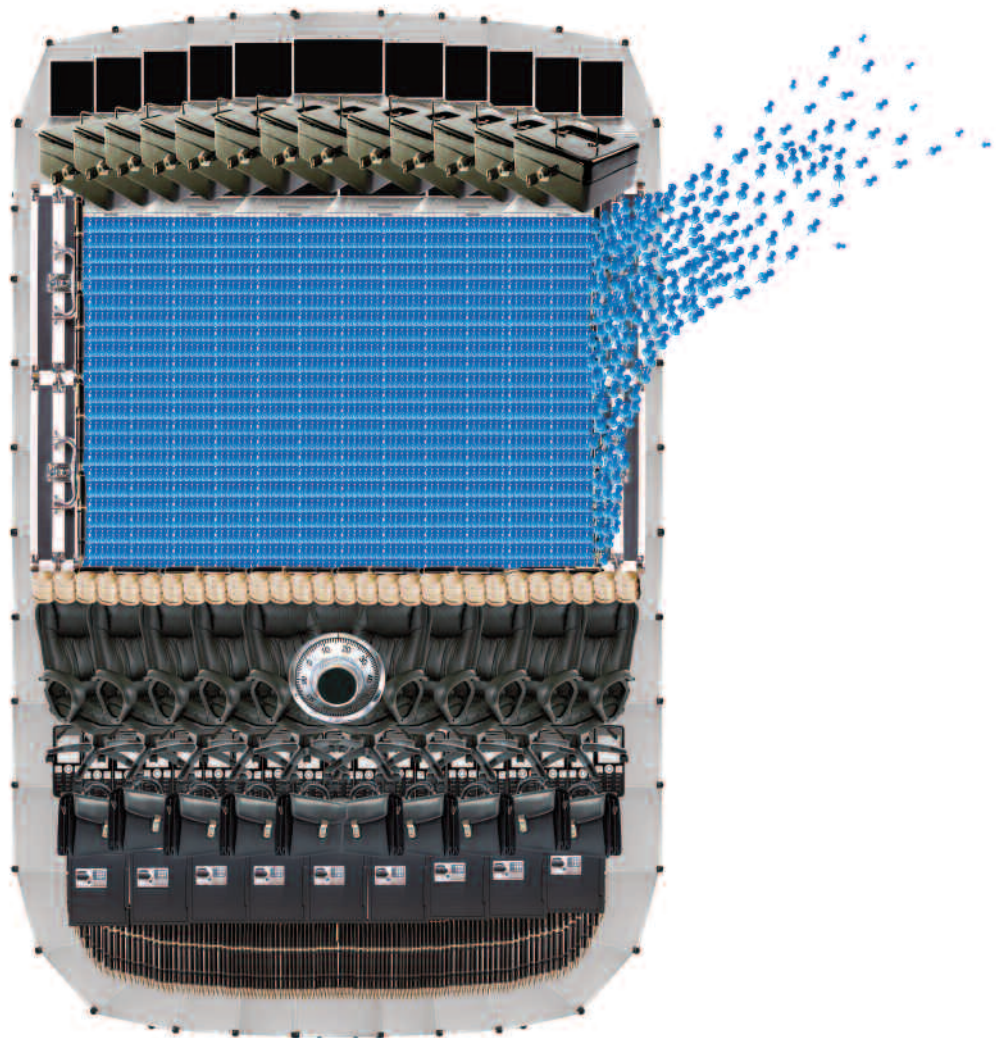


BUSINESS, ADMINISTRATION AND FINANCE

Unit 5: Business administration and teams



Business, Administration and Finance

Level 2 Unit 5: Business administration and teams

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.

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 understand what makes an effective team worker, giving them opportunities to review their own qualities and relate them to their personal contribution to a successful team. Learners will:</p> <ul style="list-style-type: none"> • know the importance of teamwork and goal setting • know the health and safety requirements relevant to the business environment • be able to make effective contributions to a team in order to achieve objectives • be able to assess the effectiveness of a team.
Notes	<p>The assessment for this unit can be included as part of another unit assessment. This unit could be co-taught with Unit 1: Business enterprise and Unit 2: Business communication and administration.</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
<p>1 Importance of teamwork and goal setting</p>	<p>Use some team-building games to introduce learners to the topic of teamwork.</p> <p>Working in groups, ask learners to choose a team, such as a sports team, and analyse why the team works, the roles within the team and why individuals could not achieve so much (LO1a, b).</p> <p>Input where necessary to consolidate learners' understanding of the importance of teamwork (eg using specialist abilities, sharing workloads, shared knowledge and skills, support).</p> <p>Discuss factors that make teams work effectively (eg behaviour, communication, obligations).</p> <p>Discuss management styles (eg autocratic, democratic, laissez-faire).</p> <p>Conduct individual activities such as quizzes, questionnaires and skills audits, so that each learner can discover what type of team member s/he is.</p> <p>Introduce ways in which teams can set achievable goals, eg by setting SMART objectives, writing vision and mission statements, setting up meetings, etc (LO1c).</p> <p>As a class or in small groups, ask learners to match a series of given businesses to their mission statements.</p> <p>For assessment, ask learners to produce a report or magazine article to describe the importance of teamwork to an identified team. This work should be done individually.</p> <p>Allow learners about an hour of controlled assessment time to write up the task for LO1.</p>	LO1a–c		* ☞	15

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>2 Health and safety requirements relevant to the business environment</p>	<p>Provide an overview of health and safety in the workplace, including how to identify risks, to whom they should be reported and the roles and responsibilities of employers and employees as outlined by legislation, policies and in procedures.</p> <p>Introduce how risks are assessed and reported, eg through risk assessments and reporting procedures.</p> <p>With your support, ask learners to design a risk assessment. Then, working in small groups, learners should carry out a risk assessment in school and report real or simulated risks using the school's reporting procedure.</p> <p>Introduce Health and Safety legislation (LO2b), in particular:</p> <ul style="list-style-type: none"> • the Health and Safety at Work Act 1974 • the Disability Discrimination Act 1995 • the Health and Safety (Display Screen Equipment) Regulations 1992. <p>Working in groups, ask learners to design a poster identifying the responsibilities of employers using one Act.</p> <p>Introduce the safety procedures for dealing with emergencies, such as a fire or bomb, and the use of first aid.</p> <p>Working individually, learners can either</p> <ul style="list-style-type: none"> • interview a first aider or fire marshal • make a presentation on how to deal with an emergency (choose one only) • complete a first aid course. <p>For assessment, a health and safety risk assessment must be carried out at the planning stage of the event. Findings should be reported back to a planning meeting.</p> <p>Allow learners about an hour of controlled assessment time to write up the task for LO2.</p>	LO2a–c		* ⌚	18

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
3 Making effective contributions to a team in order to achieve objectives	As part of organising the event, learners will need to set up team meetings, have detailed plans, prioritise and allocate tasks, run the event, and so on. Stress the importance of collaborating with others when working towards team goals.	LO3a-c	TW1 TW4 SM3	*	15
4 Assessing the effectiveness of a team	Bring together the outcomes of the event and assess the effectiveness of team and individual contributions. Working in groups, learners must set up team meetings, peer appraisals, view and discuss videos of the event. Working individually, learners will need to analyse their logs or diaries and witness statements. Allow learners 2.5 hours of controlled assessment time to write up the task for LO3 and LO4.	LO4a, b	RL1 RL5	*	12

RESOURCES

Websites

Businessballs.com: www.businessballs.com/meetings.htm (guidance on running meetings)

Businessballs.com: www.businessballs.com/performanceappraisals.htm (guidance on conducting performance appraisals)

Businessballs.com: www.businessballs.com/teambuildinggames.htm (ideas for team-building games)

The Chartered Institute of Personnel and Development: www.cipd.co.uk/subjects/maneco/general/teamwork.htm

The Health and Safety Executive: www.hse.gov.uk

Mind Tools: www.mindtools.com/CommSkill/RunningMeetings.htm (guidance on running meetings)

St John Ambulance: www.sja.org.uk

The Times 100: www.thetimes100.co.uk/case-study--how-training-development-supports-business-growth--132-359-1.php
(case study on Tesco)