

Unit 16: Working in a Team

QCF Level: Level 2

Credit value: 3

Guided learning hours: 30

Unit abstract

Teamworking skills are extremely valuable in the workplace and are also transferable to other areas of life. In this unit, learners will consider the advantages of teamwork and why varied skills and strengths are needed by team members to complete tasks successfully. Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will understand how to reflect on their own and the team's effectiveness in completing the task. They will consider their individual contribution to the team's performance and areas where the team could improve their teamworking skills.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the advantages and disadvantages of having a team complete a task	1.1 Explain the advantages and disadvantages of having a team complete a task
2 Understand the need for a team to work to an agreed code of conduct	2.1 Identify a code of conduct for effective team work 2.2 Explain the likely consequences of team members not following a code of conduct
3 Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1 Explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team 3.2 Identify some relevant strengths, skills and experiences that other members bring to a particular team

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
4	Understand how to allocate roles and responsibilities within the team in relation to a given task	4.1	Agree with other team members the roles and responsibilities of each member of the team
		4.2	Explain how each role contributes to the team's objectives and the completion of the team task
5	Work positively as a member of a team	5.1	Describe ways in which respect was shown for the ideas and suggestions of others
		5.2	Identify relevant ideas and suggestions which were given and which helped the team to complete their task
		5.3	Describe ways in which help, support or advice was given to team members where appropriate
		5.4	Explain why it is important to respond positively to advice or constructive criticism
		5.5	Complete tasks allocated to the required standard and on time
6	Reflect on the performance of a team	6.1	Discuss how their individual performance contributed to the overall performance of the team
		6.2	Outline ways in which the team as a whole performed effectively
		6.3	Outline areas in which the team could improve its team work skills

Unit content

1 Understand the advantages and disadvantages of having a team complete a task

Advantages of teamwork: employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued

Disadvantages of teamwork: needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task may be better completed by one person; task may require directing by a leader

2 Understand the need for a team to work to an agreed code of conduct

Code of conduct for teamwork: eg every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities

Consequences of team members not following code of conduct: team task not completed on time, team task not completed correctly or to appropriate standard, conflict between team members, confusion about individual tasks and responsibilities, team members feel let down, team members feel reluctant or anxious about working or learning with other team members in future

3 Be able to recognise the different strengths, skills and experiences different people bring to a team

Teamwork skills, strengths and experiences: practical skills eg ability to cook, paint, use a computer, good with numbers and money, interpersonal skills eg patient, friendly, enthusiastic, loyal, communication skills eg confident speaker, good listener, motivational skills eg good at encouraging or helping others, organisational skills

4 Understand how to allocate roles and responsibilities within the team in relation to a given task

Agree roles and responsibilities: on the basis of objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members; matching skills and strengths of team members to individual tasks eg confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online

5 Work positively as a member of a team

Respect ideas and suggestions of others: listen politely to ideas and suggestions of others, don't interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions

Offer ideas or suggestions for team task: offer ideas on ways to speed up time needed to achieve team task, make suggestions about how to improve quality of the item the team is making

Give help, support or advice to others: offer to help team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task whilst fellow team member is absent

Respond positively to advice or constructive criticism: value of the advice or constructive criticism from others eg creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintain positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism eg listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm, offensive remarks

Complete own task successfully and on time: carry out own task to appropriate standard within agreed timescale eg finished assembling two display boards with correct materials one day before the team presentation date, compared prices for baking ingredients and provided the pricing information to team at the time requested, obtained feedback sheets from customer and reported back to team within two days of the deadline

6 Reflect on the performance of a team

Individual performance as a team member: follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task

Performance of team: team worked well together, every team member made contribution, team task completed to satisfactory standard, team task completed on time

Essential guidance for tutors

Delivery

The unit has been designed to make the key topics practically based as learners will be participating in a team task.

To develop knowledge and understanding of the advantages and disadvantages of teamwork, guest speakers from colleges, schools, workplaces or other appropriate areas could be invited to speak about their experiences of teamwork. Learners could prepare questions to ask the speakers about the advantages and disadvantages of teamwork for learning outcome 1. In understanding this concept, learners might find it helpful to look at scenarios which give different examples of tasks which are suitable for teamwork and those which are better completed by individuals. Learners in the workplace might find it useful to ask questions of other colleagues regarding the advantages and disadvantages of teamwork or use the internet to find information about the experiences of other people.

Teams and teamwork tasks need to be agreed before considering learning outcomes 2, 3, 4, 5 and 6. Teams could be made up of around four to eight people who have the potential to complete the task that has been set. If the teamwork task is not assigned to an existing team known to the learner, the learner will need some time to get to know the other team members in order to be able to identify their relevant strengths, skills and experiences required for learning outcome 3. Learners could work in their teams to agree tasks which are manageable, achievable and match the skills and interests of the team.

For learning outcome 2, learners should use different methods to agree a code of conduct, for example group discussion, research and investigation. In particular, at this level, they should try to think through what might happen if aspects of the code of conduct were not followed. Learners will probably find it easier to come up with consequences of not following a team code of conduct if they do so in relation to different teamwork scenarios. Appropriate examples of different scenarios could be provided by the tutor or line manager for this purpose. Groups could work to design a poster or presentation which identifies the agreed code of conduct for their own task. The posters or presentations could be displayed in the class or work area for learners to refer to during the rest of the unit.

For learning outcome 4, learners could work in their teams to allocate roles and responsibilities to all team members. Each learner could individually analyse their own contribution to the whole task and report back for the team to agree.

Learners could compile a logbook which could include the agreed roles and responsibilities of all the team. The logbook will help the learner to monitor their performance which is required for learning outcome 5.

For learning outcome 6, learners could discuss both the performance of individuals and that of the team as a whole as part of a group exercise. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

Assessment

In order to achieve 1.1, the learner will need to explain three advantages and two disadvantages of teamwork. Practical examples of team work situations could be given to support the explanation.

For 2.1, the code of conduct could be produced in a leaflet or as a poster and could relate to a specific task or group work in general. The poster or leaflet must include three likely consequences of team members not following the code of conduct for 2.2.

3.1 requires the learner to describe how at least one of their own strengths, skills and experiences are relevant to some aspects of the agreed team task. The learner must identify at least two strengths, skills and experiences of other team members in order to meet 3.2. The evidence for 3.1 and 3.2 needs to be recorded in an appropriate format such as a logbook.

To achieve 4.1, the role played by the learner in agreeing the roles and responsibilities of the team members must be clearly evidenced. An observation record or witness statement could be completed by the tutor/line manager to show that the learner has played an appropriate role in this regard.

For 4.2, the learner must explain how each team member's role contributes to the team's objectives and the completion of the team task. The learner could compile a logbook to record the explanations for 4.2. The logbook could take a variety of formats, depending on the needs of the individual learner.

The evidence required for 5.1, 5.2, 5.3, 5.4 and 5.5 may be included in the logbook completed by the learner during the team task. The logbook will need to be verified by the tutor or line manager. Alternative methods of evidencing may be used for example witness statement or observation.

6.1, 6.2 and 6.3 may be evidenced in group discussion. Responses should be recorded for verification purposes.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 17: Working in a Team	Unit 15: Effectiveness at Work
Unit 13: Working in a Team	Unit 16: Positive Attitudes and Behaviours at Work	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	

Essential resources

Learners will need the opportunity to participate in a teamworking task.

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.projectsart.co.uk/team-building.html

www.worksmart.org.uk/career