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| Title: | | **Understanding effective team working** | | |
| Level: | | 2 | | |
| Credit value: | | 1 | | |
| Unit guided learning hours | | 3 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1 Understand effective working teams | | | 1.1  1.2  1.3  1.4 | Identify the characteristics of an effective team and the advantages of working in a team  Identify possible barriers to effective team working  Outline the possible effects of identified barriers on the team  Explain how to create and maintain an effective team |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To develop an understanding of effective teams. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: B5, D1 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration (CfA) | |
| Equivalencies agreed for the unit (if required) | | | M2.28 Understanding effective team working | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Differences between groups and teams, particularly in the workplace * Characteristics of a good team and the advantages of team working * How groups are formed (eg Tuckman) * How to identify team roles and their implications (eg Belbin); how personal values can affect the team * Possible types of problem behaviour and causes of disagreement and conflict * Role of self and others in organisation to deal with differences | | | |