

Unit 22: Collaborating with Other Departments

Unit reference number: J/506/4219

QCF Level: 3

Credit value: 4

Guided learning hours: 18

Unit aim

The aim of this unit is to give learners knowledge and understanding of how to collaborate effectively with other departments in an organisation.

Unit introduction

An organisation cannot overlook the importance of collaboration and communication between departments. Business innovation and improvement requires collaboration amongst a variety of departments.

In this unit, you will learn how to collaborate with other departments, including the need for collaboration, the potential implications of ineffective collaboration and the factors relating to knowledge management that should be considered when collaborating with other departments.

You will also learn how to collaborate effectively, including the importance of listening to, valuing and respecting the contributions of others, the importance of using language and body language to demonstrate respect and trust for others and the importance of moving on from initial positions and ideas.

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 the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to collaborate with other departments	1.1 Explain the need for collaborating with other departments 1.2 Explain the nature of the interaction between their own team and other departments 1.3 Explain the features of effective collaboration 1.4 Explain the potential implications of ineffective collaboration with other departments 1.5 Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2 Understand how to collaborate effectively	2.1 Analyse the importance of listening to, valuing and respecting the contributions of others 2.2 Explain the importance of using language and body language that demonstrates respect and trust for others 2.3 Explain the importance of moving on from initial positions and ideas

Unit content

1 Understand how to collaborate with other departments

Collaboration: definition; techniques, e.g. brainstorming, affinity sorting/affinity diagrams, ranking

Need for collaboration: reasons, e.g. cross-disciplinary skills and insight, innovation, builds trust, communication, stakeholder/team buy-in, greater productivity

Features: e.g. shared goals, respect for all perspectives, empowerment of individuals, open communication, equal access to information, a collective mind set

Potential implications of ineffective collaboration: e.g. conflict between individuals and departments, wasted resources, organisation's competitive ability is weakened, delays, inefficiencies, poor lines of communication

Knowledge management: e.g. strategies and processes designed to identify, capture, structure, value, leverage, and share an organisation's intellectual assets to enhance its performance and competitiveness

Factors to consider: tacit and explicit knowledge to be managed; availability of IT systems to support the process e.g. intranets, databases; organisational culture, e.g. trust and willingness to share knowledge; suitability of engagement approaches; intellectual property; collaborative technologies to manage knowledge, e.g. groupware

2 Understand how to collaborate effectively

Language and body language that demonstrates respect and trust: posture, e.g. standing tall; eye contact; hand and arm gestures; slow and clear speech, tone of voice; handshake; facial expressions

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on collaborating with other departments. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with collaborating with other departments.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as a written report or presentation. If a presentation is used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

This unit can be assessed holistically with other units within the qualification such as: Unit 2: *Communicating in a Business* and Unit 5: *Negotiation and Influencing in the Workplace*.

At the start of this unit, it would be beneficial for learners to be part of a project that involves collaborating with other departments, or setting up a role play that involves collaboration with other people. It would also benefit the learner to participate in discussion groups so that they can draw on their and others personal experiences.

For learning outcome 1, learners need to explain the need for collaborating with other departments (AC1.1), explain the nature of the interaction between their own team and other departments (AC1.2), explain at least three features of effective collaboration (AC1.3), explain at least three potential implications of ineffective collaboration with other departments (AC1.4) and explain the at least three factors relating to knowledge management that should be considered when collaborating with other departments.

Once learners have achieved learning outcome 1, they will find it easier to use examples from their experience in order to help achieve learning outcome 2. For learning outcome 2, learners need to analyse the importance of listening to, valuing and respecting the contributions of other (AC2.1), explain the importance of using language and body language that demonstrates respect and trust for others (AC2.2) and explain the importance of moving on from initial positions and ideas (AC2.3).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Websites

www.forbes.com – Forbes: has a useful article on the habits of collaborative organisations by Jacob Morgan titled *The 12 Habits of Highly Collaborative Organizations*

Other

How the workplace can improve collaboration – Steelcase has a 360 white paper publication on how the workplace can improve collaboration on their website at www.steelcase.com