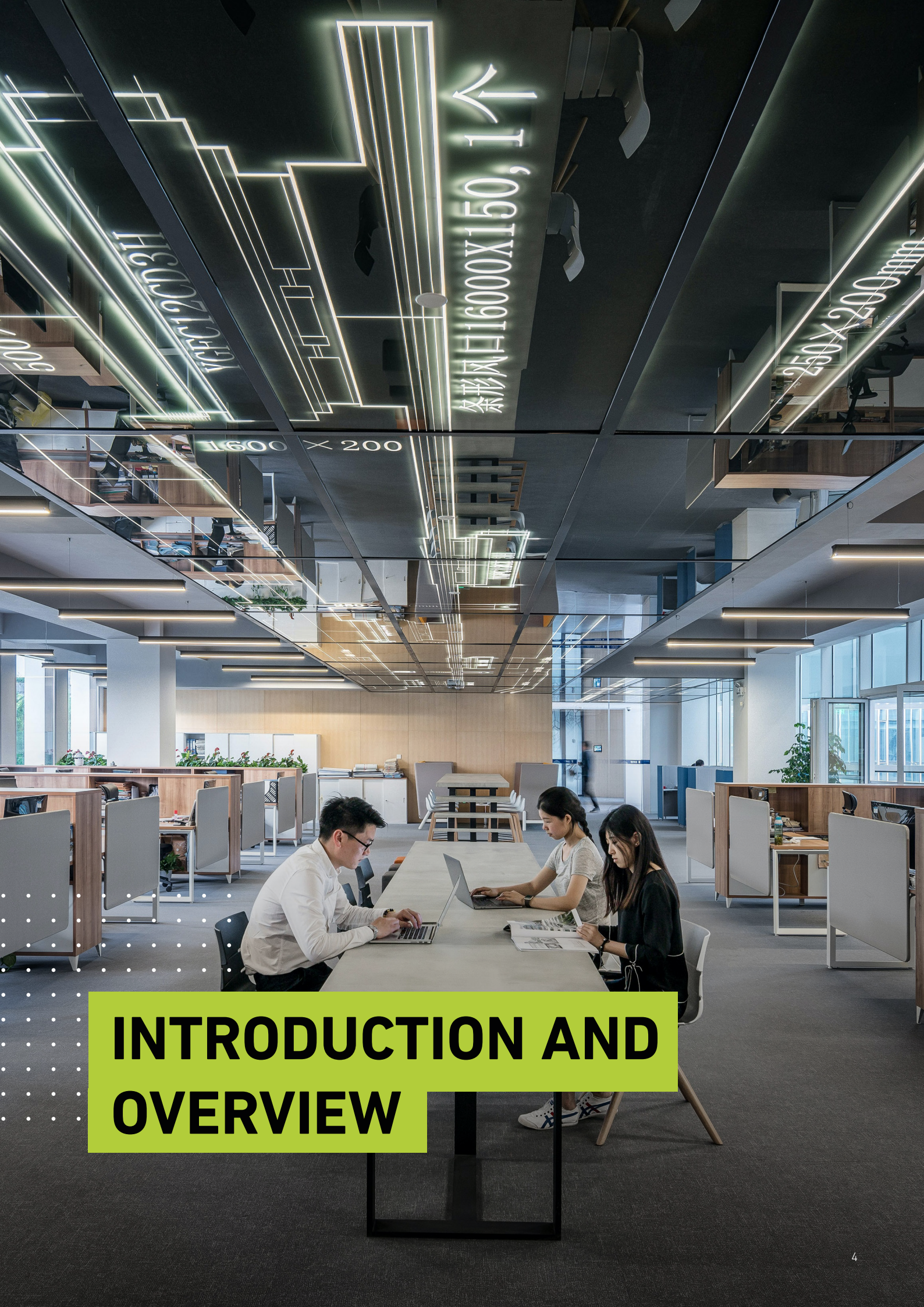# COLLABORATING WITH
BUSINESS TEAMS

BCS PRACTITIONER AWARD

This professional certification is not regulated by the following United Kingdom Regulators – Ofqual, Qualification in Wales CCEA of SQA.

CONTENTS

INTRODUCTION AND OVERVIEW

INTRODUCTION

With digital transformation at the forefront of many organisational strategies, digital professionals must collaborate with other business areas more than ever.

This practitioner level award encourages individuals in digital and technical roles to enhance their skills by exploring different techniques, formats, and tools to communicate and understand the impact of their communication choices.

LEARNING OUTCOMES

By completing this certificate learners will be able to demonstrate a practical understanding of:

- The skills required to collaborate effectively with business teams.

- How to support others to collaborate and communicate well.

- How to gather and use feedback.

QUALIFICATION SUITABILITY AND OVERVIEW

There are no mandatory requirements for candidates to undertake this award, although candidates will need a good standard of written English. Centres must ensure that learners have the potential and opportunity to gain the award successfully.

This award is suitable for candidates who are currently in or working towards an IT or technical role and who want to improve how they communicate and collaborate with other business teams.

It can be taken as a standalone award which, combined with BCS Award in Business Skills for the IT Professional and the BCS Award in Leading with an IT Mindset, will allow the learner to progress onto the BCS Practitioner Certificate in Being an IT Business Professional.

This is an occupationally focused award that will:
- Encourage the learner to consider their communication and teamworking styles in various scenarios.
- Allow the learner to demonstrate a practical understanding of key concepts across the topic areas.
- Enable a learner to progress in their career.

Candidates can study for this award by attending a training course provided by a BCS accredited Training Provider or through self-study.

TOTAL QUALIFICATION TIME	GUIDED LEARNING HOURS	INDEPENDENT LEARNING	ASSESSMENT TIME
30 hours	20 hours	10 hours	45 minutes

TRAINER CRITERA

It is recommended that to deliver this award effectively, trainers should possess:

- Ten days of training experience or have a Train the Trainer qualification.
- A minimum of 3 years of practical experience in the subject area.

SFIA LEVELS

This award provides candidates with the level of knowledge highlighted within the table, enabling them to develop the skills to operate successfully at the levels of responsibility indicated.

LEVEL	LEVELS OF KNOWLEDGE	LEVELS OF SKILLS AND RESPONSIBILITY (SFIA)
K7		Set strategy, inspire and mobilise
K6	Evaluate	Initiate and influence
K5	Synthesise	Ensure and advise
K4	Analyse	Enable
K3	Apply	Apply
K2	Understand	Assist
K1	Remember	Follow

This syllabus supports learning around aspects of CITP standards as follows:

B1

Influences organisation, customers, suppliers, partners and peers on the contribution of their own specialism.

C3

Understands the relationship between their own specialism and the wider customer/ organisational requirements.

D7

Demonstrates leadership and facilitates collaboration between stakeholders who have diverse objectives.

B2

Builds appropriate and effective business relationships.

For further information regarding the SFIA Levels
Chartered IT Professional (CITP) | BCS

SFIA*PLUS*

This syllabus has been linked to the SFIA knowledge, skills and behaviours required at level 4 for an individual working in the following subject areas.

KSD22

Methods and techniques for running effective meetings and for understanding and influencing the roles played by participants.

KSB04

Identifying gaps in the available information required to understand a problem or situation and devising a means of resolving them.

KSB24

Working collaboratively with others to achieve a common goal.

KSB06

Taking account of new information or changed circumstances and/or business requirements and modifying response to a problem or situation accordingly.

KSD06

The functions or departments' activities, structure, and position provide services.

KSD85

Establishing relationships, analysing perspectives and managing stakeholders from a variety of backgrounds and disciplines. Adapting stakeholder engagement style to meet the needs of different audiences. The identification of key business stakeholders and an assessment of their level of power and interests, and their perspectives to inform the way(s) in which they should be considered and managed.

KSB23

Conveying a level of confidence and professionalism when engaging with stakeholders, influencing positively and persuading others to take a specific course of action when not in a position of authority.

KSD06

The functions or departments' activities, structure, and position provide services.

SYLLABUS

SYLLABUS

1. PURPOSE AND NEED FOR COLLABORATION (30%) K4

1.1 Explain the purpose and intention of communication.

Indicative content

a. To educate, to inform, to persuade.
b. Intended outcome.
c. Measures of success.

Guidance

Candidates should be able to explain why they are communicating and what they hope to achieve from doing so. The purpose of communication can be categorised as educating, informing or persuading.

1.2 Analyse the required level of information and modify information to fit your audience.

Indicative content

a. Job roles.
b. Experience level.
c. Level of interest.
d. Simplifying complex information.

Guidance

The requirements of an audience can vary significantly depending on their level of interest, knowledge and understanding of a topic or situation. Job roles may also present challenges around time and availability, which can impact the level of detail which can or should be provided. Candidates should consider whom their audience comprises and what their expectations are likely to be.

1.3 **Analyse the suitability of communication methods and collaboration tools.**

Indicative content

a. Communication methods.
   • Verbal, non-verbal.
   • Written, visual.
   • Instant, time-limited
b. Collaboration tools.
   • Virtual meeting software.
   • Project planning tools.

   • Cloud computing.

Guidance

Candidates should consider the suitability of different tools and techniques for a given task. Factors to consider in helping assess the suitability may include audience, timeliness, location, and the requirement to communicate in person or virtually.

COMMUNICATION
OUR GOAL IS TO BE AWARE OF THE INTENT OR PURPOSE OF OUR WORDS AND HOW THEY AFFECT OUR RELATIONSHIPS. THIS IS A CRITICAL ISSUE TO DISCUSS SINCE IT HAS AN ORGANISING ELEMENT. THE WAY WE COMMUNICATE IMPACTS OUR RELATIONSHIPS.

BCS COURSEWARE

1.4   **Demonstrate how to select the appropriate format to present data and information.**

Indicative content

a. Suitability of the data.
  • How much?
  • Intended audience.
b. Visualisation tools.
c. Level of detail required.

Guidance

Data and information can be presented in many different ways. Identifying the user of the information/data can help to select an appropriate format. Consideration should be given to simplifying information and ensuring that it is digestible. For example, large sets of numerical data which show a trend may be facilitated using a graph, or for senior colleagues, a summary overview of a project could be provided in place of a full report.

1.5   **Interpret information provided to you in a range of formats.**

Indicative content

a. Understanding the intention of communication.
b. Assessing the tone and level of formality.
c. Consider an appropriate response.

Guidance

Candidates should consider the probable intention of any communications received — factors to consider include who is communicating and their motivation, chosen method, and language. The tone and language used in communication can help understand the required level of formality. Assessing communications received should help to plan and create an appropriate response.

SYLLABUS

2. YOUR OWN COLLABORATION STYLE (30%) K4

2.1   **Analyse your own collaboration skills.**

Indicative content

a. Assertiveness.
b. Conciseness.
c. Strengths and areas of comfort.
d. Weaknesses and areas of fear.
e. Johari window model.

Guidance

Candidates should consider their strengths and weaknesses in working with others and assess these. Candidates should be familiar with the Johari window four-box model and use it to determine their relationship with themselves and their colleagues.

2.2   **Explain the importance of emotional intelligence (EQ) when collaborating.**

Indicative content

a. Empathy.
b. Social skills.
c. Self-awareness.
d. Motivation.
e. The impact of a lack of EQ.

Guidance

Being aware of a candidate's levels of emotional intelligence can help to understand and regulate the way they respond to an event and can improve working relationships with others. Understanding and articulating one's feelings can help deal with difficult situations such as change or conflict. An absence of emotional intelligence may lead to challenging relationships and difficulty building trust and positivity within a team.

2.3   Analyse the importance and use of personal branding.

Indicative content

a.   Characteristics of professionalism.
   • Work ethic.
   • Integrity.
   • Positivity.
   • Passion.
   • Coachability.
   • Preparedness.
   • Timeliness.
b.   Professional standards - BCS Code of Conduct.
c.   Perception – enabling or blocking.
d.   Credibility.
e.   Personality.

Guidance

Candidates should consider their brand in how they choose to present themselves to others, using the characteristics listed. Finding a balance between personality and professionalism is key to a successful team member and leader. Professional standards, such as the BCS Code of Conduct, can be valuable tools to help set expectations of ways of working.

2.4   Explain the impact of a positive attitude when collaborating with others.

Indicative content

a.   Improve engagement and manage expectations.
b.   Finding solutions quickly.
c.   Personal health and wellbeing.
d.   Helps to achieve desired outcomes.

Guidance

When communicating, maintaining a positive attitude can be challenging, and candidates are asked to consider the impact and benefits of aiming to uphold positivity in their collaborations with others. Approaching situations with a positive attitude can drive positive behaviours in others and help achieve goals and solutions more quickly and with fewer barriers.

SYLLABUS

3. SKILLS FOR SUCCESSFUL COLLABORATION (25%) (K4)

3.1 Demonstrate active listening skills.

Indicative content

a. Conscious and unconscious body language.
b. Using mirroring and repetition.
c. Verbal and non-verbal cues.

Guidance

Candidates should recognise and show active listening skills through their verbal and non-verbal cues. Active listening improves rapport and can often help to elicit more information from the other party.

3.2 Analyse the purpose and benefits of storytelling in communication.

Indicative content

a. The importance of context.
b. Relatability.
c. Adding a narrative to a process.

Guidance

Candidates should consider storytelling as a technique to aid with understanding when communicating. By providing additional, familiar context, the audience is more likely to understand the message being conveyed and be more likely to be able to recall it at a later date.

3.3   **Explain the skills used in business networking.**

Indicative content

a. Introducing yourself and your organisation.
b. Asking relevant questions.
c. Follow up on actions and leads.
d. "What's in it for me?".

Guidance

Networking is essential for collaboration, often involving conversation and exchanging information with new or unfamiliar parties. To maximise networking, candidates should consider what they want to achieve from their interaction and could prepare some talking points around their role and their value to others.

3.4   **Analyse the need to adapt your collaboration and communication styles.**

Indicative content

a. Belbin's Team Roles.
b. Myers Briggs Types.
c. Using business language.
d. Learning style preferences.

Guidance

Candidates should consider the preferences and roles of others, including their personality type, their position within the team and how they prefer to receive information. The suitability of language used, including business jargon and acronyms, should also be considered.

NETWORKING

NETWORKING IS THE PROCESS OR ACTION OF MEETING NEW PEOPLE TO GAIN BUSINESS CONTACTS AND BUILD RELATIONSHIPS THAT CAN BENEFIT YOUR PROFESSIONAL GOALS.

BCS COURSEWARE

SYLLABUS

4.1 **Explain the need to seek clarity in communications.**

Indicative content

a. How to seek clarity.
- Verbal questioning.
- Repetition.
- Written confirmation.
b. Remove ambiguity.

Guidance

Candidates shall understand that clarity is vital to successful communication. Seeking clarity when communicating ensures that all parties understand the purpose of the communication and can help to avoid errors or misinterpretations.

4.2 **Analyse the suitability and effectiveness of methods of gathering feedback.**

Indicative content

a. Methods of gathering feedback.
- Verbal questioning.
- Surveys and questionnaires.
- 360 reviews.
b. Bitesize, appropriate, timely.

Guidance

Candidates should consider how and when to gather feedback on their communication or collaboration efforts. This could form part of a self-assessment or performance review or simply as a means to reflect on the success of a task. Candidates should assess the suitability of the method and format in which feedback can be gathered, including accessibility, time available and level of detail required.

4.3 **Interpret feedback to select a suitable response.**

Indicative content

a. Comparing feedback to objectives.
b. Source of the feedback.
c. Sharing responses and next steps.

Guidance

Candidates should use the feedback provided to them to compare against the objectives of the communication or collaborative task. Feedback can be used to identify common themes or issues, and these may be used to create new objectives or make changes to ways of working. Candidates should also consider if and when it is appropriate to share feedback received with other parties and how this can be achieved.

"ACCEPTING THAT THE WORLD IS FULL OF UNCERTAINTY AND AMBIGUITY DOES NOT AND SHOULD NOT STOP PEOPLE FROM BEING PRETTY SURE ABOUT A LOT OF THINGS."

– JULIAN BAGGINI

EXAMINATION FORMAT

This award is assessed by completing an invigilated online exam that candidates will only be able to access at the date and time they are registered to attend.

Adjustments and/or additional time can be requested in line with the BCS reasonable adjustments policy for candidates with a disability, or other special considerations including English as a second language.

TYPE

TEN KNOWLEDGE QUESTIONS AND TEN SCENARIO-BASED QUESTIONS

DURATION

45 MINUTES

SUPERVISED

YES

THIS AWARD WILL BE SUPERVISED

OPEN BOOK

NO

(NO MATERIALS CAN BE TAKEN INTO THE EXAMINATION ROOM)

PASSMARK

(70%)

21/30

DELIVERY

DIGITAL FORMAT ONLY

QUESTION WEIGHTING

Each primary subject heading in this syllabus is assigned a percentage weighting. The purpose of this is:

- Guidance on the proportion of content allocated to each topic area of an accredited course.

- Guidance on the proportion of questions in the exam.
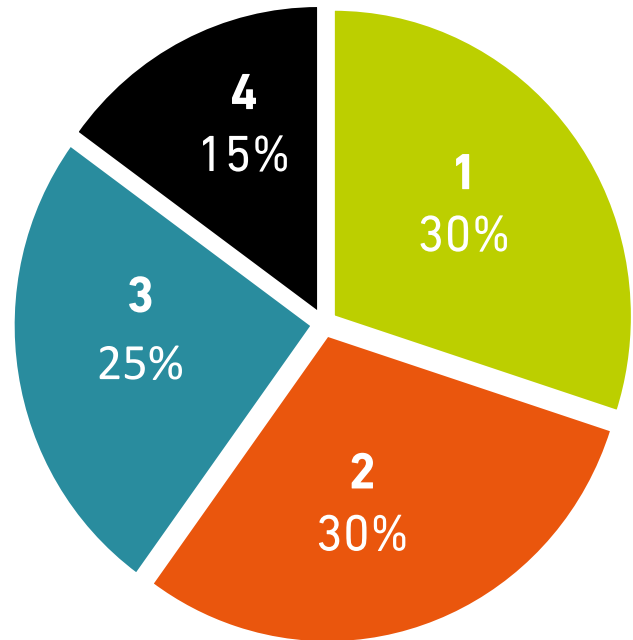
Syllabus Area

1   Purpose and need for collaboration.

2   Understanding your own collaboration style.

3   Skills for successful collaboration.

4   The value of feedback.

Question Type

Multiple choice, Multiple responses, Scenario-based multiple answers.

RECOMMENDED READING

The following titles are suggested reading for anyone undertaking this award.
Candidates should be encouraged to explore other available sources.

TITLE: The Human Touch
AUTHOR: Philippa Thomas, Debra Paul, James Cadle
PUBLISER: BCS
PUBLISHER DATE: *13 Dec 2012*
ISBN: *9781906124915*

TITLE: Business Analysis (4th Edition)
AUTHOR: Debra Paul and James Cadle
PUBLISER: BCS
PUBLISHER DATE: *July 2020*
ISBN: *9781780175102*

TITLE: Information Security and Employee Behaviour
AUTHOR: Angus McIlwraith
PUBLISER: Routledge
PUBLISHER DATE: *August 23, 2021*
ISBN: *9781032055916*

Information Security and Employee Behaviour

How to Reduce Risk Through Employee Education, Training and Awareness

SECOND EDITION

Angus McIlwraith
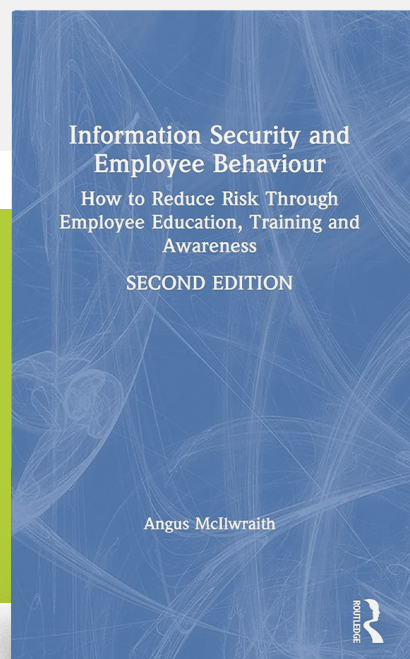
USING BCS BOOKS

Accredited Training Organisations may include excerpts from BCS books in the course materials. If you wish to use quotes from the books, you will need a license from BCS. To request an appointment, please get in touch with the Head of Publishing at BCS outlining, the material you wish to copy and the use to which it will be put.

DOCUMENT CHANGE HISTORY

Any changes made to the syllabus shall be clearly documented with a change history log. This shall include the latest version number, date of the amendment and changes made. The purpose is to identify quickly what changes have been made.

VERSION NUMBER	CHANGES MADE
Version 1.0	