BTEC LEVEL 2

Teamwork and Personal Development in the Community



We are CVQO

LEARNING GUIDE

for completing Unit 1

Academic year 2021–22

BTEC
Approved Centre from Pearson

Contents

Outline to the learner 4
Important information 5
Appeals 5
Reflection 6
Icons 7
Plagiarism 8
Collusion 8
Referencing 8
Celebrating British values 8
Unit 1 Developing Effective Teamwork Skills 9
Learning Overview 50
Accreditation 51
Contact 51



Outline to the learner

1.

The Pearson BTEC Level 2 in Teamwork and Personal Development in the Community qualification can be taken alongside your youth organisation's training. Your training will cover a major proportion of the guided learning hours recommended for each unit and will complement the skills you have already acquired through your youth organisation.

Where possible, the assessment criteria have been mapped to activities you carry out as part of your organisation's syllabus. This is referred to as recognised prior learning (RPL). Where the assessment criteria cannot be covered by these activities, CVQO has produced assessment tasks for you to complete.

2.

The qualification is broken down into a number of units:

Unit 1 Developing Effective Teamwork Skills is a **mandatory** unit that **all** learners must complete. There are 14 other units to choose from so you can select the context for your own personal development.

- To achieve the Extended Certificate you must complete 3 units in total. (The mandatory unit and 2 others)
- To achieve the Diploma you must complete 6 units in total. (The mandatory unit and 5 others)

3.

There are three ways that you can complete your assessed work:

- New from Sept 2021, you can access the unit content via online learning packages and complete all assessments in Moodle.
- You can download an e-workbook and once completed upload it to your Moodle account (details will be provided when you register for the qualification)
- You can complete a written workbook and hand it to your BTEC/VQ Officer, bandmaster, teacher or instructor who will post it to our head office.

4.

However you decide to access the assessment you will have a learning guide or online learning content that will assist you in answering the workbook questions. They follow the same layout and are broken down into the same units, topics and tasks to make it easier for you to pinpoint the information you need for each section.

5.

Completing a level 2 qualification will allow many young people the opportunity to progress to Level 3 qualifications and beyond. Good luck with completing yours!



Appeals

1

When your work has been assessed, you have the right to appeal if you are unhappy with the grade or feedback you have received.

2

If you wish to appeal, you should email **appeals@cvqo.org**

3

The email should include your name and VQ number in the subject line. In the body of the email, you should state the unit number(s) and task number(s) you wish to appeal against and briefly give your reason for the appeal.

4

Your appeal will be investigated by CVQO and you will be informed when a decision has been made.

Important information

The following notes will help you complete the assessed tasks for the units you have selected to study:

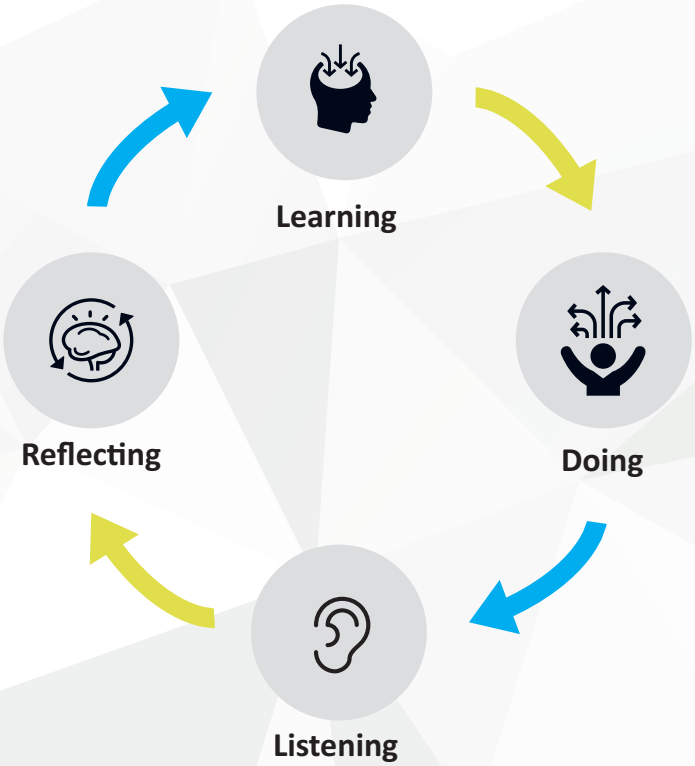
- You will have to complete a series of tasks based on the criteria given for each unit. These tasks may require a written/typed response or they may be practical.
- Make sure that you have read the criteria and fully understand the task before attempting it.
- You can enhance your work by using the resource material provided. You can also use other materials such as the internet, online forums and text books. If you do this, you must use quotation marks and name the source.
- You must pass each task to successfully complete the unit.

Reflection

Every experience that you have, be it as a member of your youth organisation, as a student in school or in your personal life, has the potential to help with your personal development.

Being able to reflect on an experience either positively or negatively and ask questions such as *'What went well?'*, *'Why did that happen'* or *'How could I change that next time?'* are key as they help you to really understand what happened and learn from it. This process is useful to use even if something didn't go as well as you would have hoped.

The tasks for this qualification naturally encourage you to reflect:







Icons

Throughout the learning guide, the following icons are used to draw your attention to specific things that will either help with your learning and understanding, or will be formally assessed.

Icon	Description
	**Learning** Learn the subject theory.
	**Doing** Put into practice what you have learnt.
	**Listening** Ask yourself how you performed. Listen to feedback from others, i.e. your tutor or peers.
	**Reflecting** Learn from the experience to improve next time.

	**Learning outcome** Each unit has a series of learning outcomes which indicate the knowledge you are expected to demonstrate when you complete the accompanying tasks or activities.
	**Literacy** This will assess your understanding of the task and demonstrate the quality of your English skills, particularly your use of correct spelling, punctuation and grammar.
	**Task** This requires a written response which links to each assessment criteria (AC).
	**Activity** This requires you to complete a practical activity.
	**Case study** This contains useful information that will help you to better understand how to respond to the various tasks.



Plagiarism

Plagiarism is the practice of taking someone else's work or ideas and passing them off as your own. In other words, copying. If you do copy the work of another learner, you will risk having your work cancelled.

Collusion

Copying, or working together with other learners, resulting in the same answers will result in your work not being accepted.

Referencing

Whilst you should try to use your own words in your workbook, there may be some tasks where a quote from somewhere else is acceptable. This is allowed, but must be shown by using quotations marks, for example, **"The purpose of the Fire and Rescue Service is to save life and reduce the damage done to property by fire."** You should also note the reference of where you have taken the quote from, for example: **CVQO learning guide, page 12**.

Celebrating British values

CVQO is committed to exemplifying British values in the way we operate as a learning provider. Within the learning environment, we encourage learners to explore and to understand what it means to celebrate British values by recognising the ideas and beliefs of the individual as well as the group. For example, when taking part in a lesson, you should respect the viewpoints of the other learners and give them the opportunity to contribute to any discussion that might take place.

More specifically, British values are defined as including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.

Unit 1

Developing Effective Teamwork Skills

Teamworking skills are extremely valuable in your organisation and when working in the community. They are also transferable to other areas of life.

Your experience within your own organisation will have given you an excellent understanding of teamwork and the chance to develop your skills. Think of all of the times you have had to work in a team, in different situations and with different people.

This unit will give you the opportunity to evidence those skills.

On successful completion of this unit you will:

1. **Understand the importance of effective teamworking**
2. **Be able to work effectively as a member of a team**
3. **Be able to review and develop teamwork skills**

In Unit 1, there are:

- Four tasks which require a written answer.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any case studies as they will help you understand and to complete each task.

- One practical activity, which will count towards your final grade.
- Depending on the practical activity you have completed, you may have to complete two further written tasks. Further details are on page 39.

LO

Learning Outcome 1

Understand the importance of effective teamworking

This learning outcome will help you prepare for practical teamworking tasks.

It will introduce you to the theory of teamworking, looking at different teamworking skills and the importance of them, the benefits and challenges team members may face, effective communication and the role it has in a team and the process of team development.

Q: What are teamwork skills?



A:
Qualities and skills that allow an individual to work well with others. Each person is unique and can bring different skills to the team but collectively, those skills can contribute to a successful team.



ALEX ANDERSON

Testimonial | Cadet perspective

As a cadet there are many opportunities available to you. Without teamwork the organisation wouldn't be able to provide the amazing opportunities available to young people that it does.

The Royal Air Force Air Cadets has enabled me to develop my discipline through time management and uniform presentation. As I climbed the ranks I had the opportunity to develop my problem solving and leadership skills to make decisions. I was also able to demonstrate my commitment and make a positive difference. The RAFAC not only developed my confidence but provided me with the building blocks to prepare me for my current career in the Royal Air Force.

Identifying teamwork skills

Having teamwork skills and the ability to work in a team is so important in all elements of your life, including employment, education and hobbies. They are skills that are transferable and help you cope in different situations. For example, socialising with friends, coping with an emergency situation, dealing with hurdles in life, and being resilient enough to cope.

Your experience of being in a youth organisation will have given you an excellent understanding of teamworking and the perfect opportunity to develop your skills.

In the word search you will find hidden teamwork skills.

Can you identify **9 teamwork skills**? As you find each one, consider how you could describe the skills and why it would be important for teamworking.

n	x	c	p	r	o	b	l	e	m	s	o	l	v	i	n	g
d	z	c	y	u	s	r	e	x	v	c	h	u	m	u	a	o
c	e	c	r	q	l	v	y	s	n	u	t	j	v	p	x	y
x	a	c	n	b	e	h	a	v	i	o	u	r	v	n	p	x
j	u	r	i	f	z	j	t	n	j	f	x	z	h	r	d	o
k	q	f	h	s	d	i	s	c	i	p	l	i	n	e	f	r
z	h	b	u	a	i	b	e	r	s	e	m	h	e	y	b	g
f	q	s	h	e	s	o	g	p	u	y	v	d	k	f	s	a
f	d	c	o	m	m	u	n	i	c	a	t	i	o	n	w	n
r	o	g	k	x	d	j	m	m	c	s	o	b	h	d	e	i
b	z	s	u	m	z	h	y	e	a	d	w	u	x	g	p	s
k	n	x	r	x	z	m	r	q	n	k	s	y	s	k	p	i
c	q	p	n	f	r	e	l	i	a	b	i	l	i	t	y	n
u	w	t	g	w	b	q	i	o	s	g	q	n	k	l	d	g
a	g	g	t	n	k	g	z	t	o	z	m	q	g	g	p	h
l	v	i	u	x	n	c	o	m	m	i	t	m	e	n	t	o
p	u	n	c	t	u	a	l	i	t	y	g	z	k	h	c	h

✔	
☐	discipline
☐	communication
☐	punctuality
☐	problem solving
☐	behaviour
☐	commitment
☐	decision making
☐	reliability
☐	organising

Teamwork skills

Discipline



Discipline is important for both the team and the individuals in the team; it has to be understood by all.

Good discipline will help both you and the team members work together and come through difficult situations.

Communication



The ability to communicate with team members is key and can be carried out in a number of ways, verbally, non-verbally, written or by listening.

After being briefed, a team will carry out a task, receive feedback and review progress made. Communication is key to all of these elements.

Punctuality and timekeeping



This means being ready on time. If an individual is late or misses a task deadline, this could impact on the others in the team and the whole operation might fail.

Problem solving



Members of a team need to use their initiative to solve problems quickly. This will help the team to manage situations and keep them under control. Individually, you might not have the answer but in a team, problems can be solved collectively.

Behaviour



Team members need to be respectful, kind and tolerant of each other, their beliefs, lifestyles and their opinions. If team members can work together successfully, then individuals can learn from each other and tasks can be achieved. This can be linked to British values.

Commitment



When tasks are challenging, it takes commitment from all team members to keep going and finish tasks that have been started.

If all team members are not committed, then tasks will become harder to complete and the team cannot function correctly.

Decision Making



The key to making a decision is communication. The experience, skills and knowledge of the team will all impact on decisions that are made.

Making good decisions will help the team to achieve their objective

Reliability



Having team members you trust is key to the success of any team.

If a team member commits to a task, carries it out and gains results, this will build trust in the group and strengthen the bond.

Organising



Team members need to be organised to achieve a task. Looking at what needs to be achieved and by when, who can complete specific tasks and how they can be carried out, will help to create a plan.

A leader can support a team to create a plan that is suitable for each task.

Skills



Individual team members will have their own skills. Those skills may be practical skills (for example, being able to construct or move items). Or they may have individual skills (for example, being supportive to others or having attention to detail).

An effective team would use the skills of the team to work well together and complete their aim.

Case studies

The two case studies below demonstrate teamwork skills (highlighted in blue) in action. One case study is linked to a youth organisation and one to a working environment. Both demonstrate the importance of teamwork skills and how they can be used in everyday life.



Sam

Sam has been a member for over two years and his personal development in that time has been incredible. Before Sam joined his organisation, he had very few friends and was lacking confidence.

Sam thrives under the routine of the organisation and his **commitment** to every task and opportunity offered to him is outstanding. Sam's **communication** is good with the staff and other members alike. He gives them respect for their instruction and guidance and his **behaviour** is as expected.

Sam's confidence has grown and he has now been asked to join a senior team to help train and mentor newer members and provide a positive influence.

Sam recognises that his **individual skills** and his personality are an asset and have a positive impact on the experience of the younger members. For example, he is positive and helpful to both staff and others and more specifically, he takes a lead in many activities and events.

Sam's **practical skills** also help the younger members to meet the required standards. He sets an excellent example through his drill technique and his uniform maintenance.

Sam is hoping to attend the next promotion board. Being a mentor, having a good level of discipline and regularly demonstrating teamwork skills to build the team of new recruits will prove very useful.



Sophie

Sophie has a part time job at her local supermarket that fits around her studies and other regular commitments. She really enjoys her job and is a key member of the customer services team that keeps the supermarket running successfully.

Sophie is **reliable** as she is **punctual** for every shift allocated and often works additional hours when asked.

Approximately 150 people work in the supermarket and as such, Sophie can work with different people on every shift. She is able to **communicate** well, follows guidance and instruction from her team leader, and she is popular and well-liked by her colleagues and customers alike.

Sophie's team leader regularly gives her positive feedback as she is efficient in her work and a strong member of the team. For example, she is good at **organising** her workload and supports others when required. Sophie is particularly good at **problem solving**, dealing with customer queries, handling stock issues, helping her colleagues as and when required, and she is efficient in **decision making**.

Sophie has been asked to apply for a team leader position by her shift manager and she plans to do so.

All of the teamwork skills identified in the case studies are important. Each skill has a part to play in helping the team to be successful.

Take a moment to think about your strongest teamwork skills. **Note them down in the team members below.** This may be useful later.

Q: How can teamwork skills be developed?

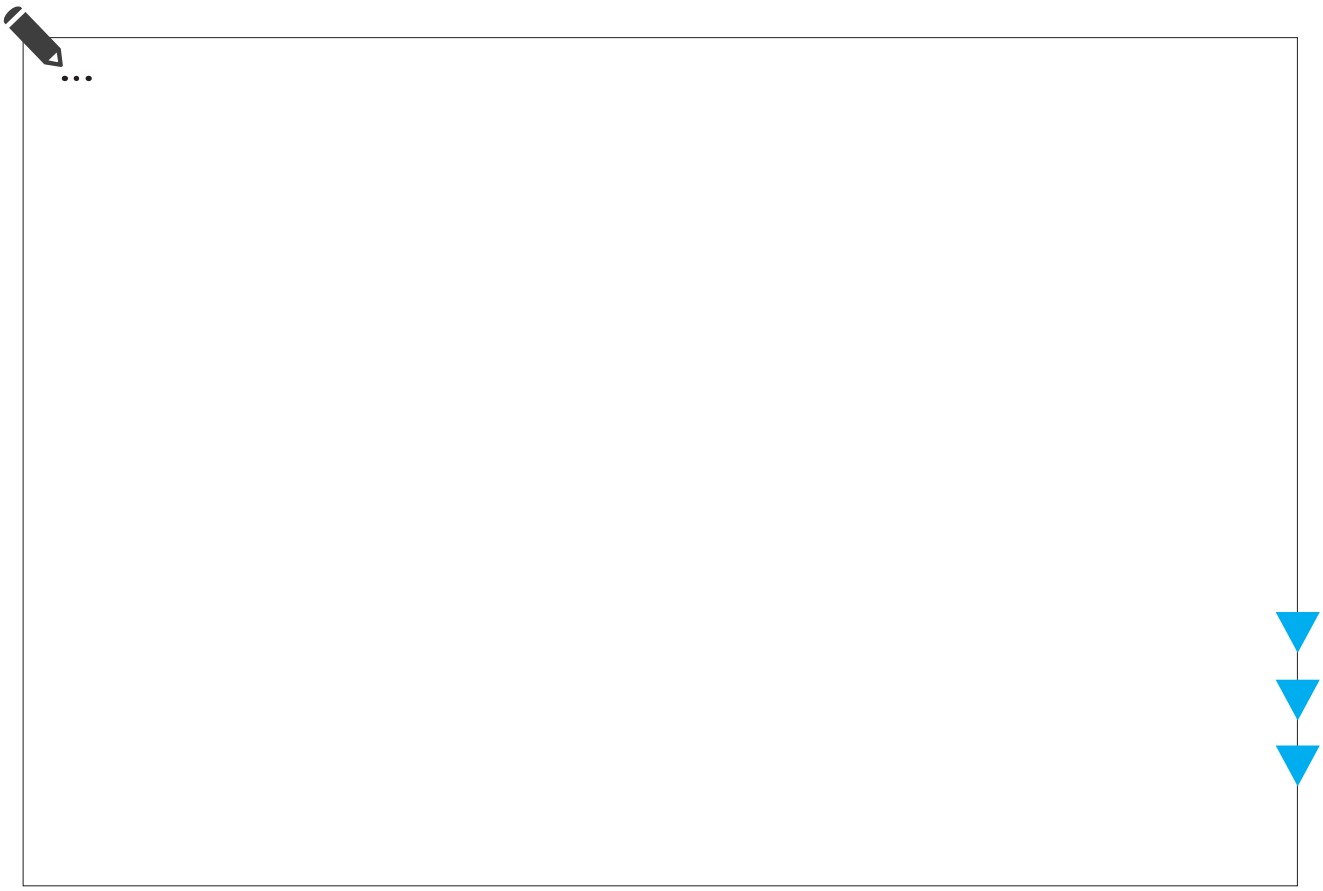


Everyday actions such as engaging in education, being employed, attending hobby groups (i.e. cadets or sports clubs) can help you to develop your teamwork skills.

Why are teamwork skills important?

Refer back to the case study of Sam and the positive impact joining his organisation had on his teamwork skills. Why are these teamwork skills so important to Sam? Why are they so important to the mentors on the team?

Use this space below to make a few notes:



How many of these points did you get?

Teamwork skills are important for not just Sam and Sophie, but everyone, including yourself.

There are many reasons why teamwork skills are important. They can:

- Strengthen the team
- Improve results
- Help with personal development (in work, education, hobbies etc.)
- Increase efficiency
- Develop friendship and loyalty

You may find your notes helpful when you are ready to complete Task 1.

Task 1: Explain the importance of teamwork skills

(AC 1.1)

To complete this task you need to EXPLAIN the importance of teamwork skills.

Identify three teamwork skills and for each one **explain WHY** it would be important when completing a teamwork task.

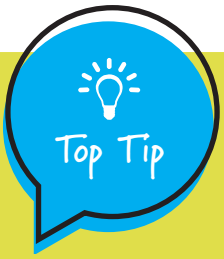
You **must** use specific examples within your answers to give the detail required. You may choose to refer to the case studies discussed in the learning guide (Sam: mentoring new members or Sophie: in the workplace) **or** you can link your answer to your own experiences of working in a team.

A four or five word response will not be sufficient as it will not contain the level of detail required.



For example:
"Problem solving would be important to achieve the task" **would not be an acceptable answer.**

Whereas:
"Problem solving would be important for Sophie as she needs to use her initiative to deal with stock issues in the supermarket to ensure the shelves are fully stacked" **would be an acceptable answer.**



Choose one of the teamwork skills from pages 12-13 and use an example to explain the importance of this skill in a team.

Remember you can refer to the case studies of Sam (mentoring new members), Sophie (in the workplace), or you can use an example from your own experience.

Working in a team

Q: What is a team?



A:
A group of individuals working towards a common goal or purpose.

>> TRUST >> EFFECTIVE >> PLAN
>> SUCCESS >> TOGETHER >> COMMITMENT
>> DIFFERENT SKILLS >> COMMON GOAL
>> COMMUNICATION >> RESPECT FOR EACH OTHER
>> USING SKILLS OF THE TEAM MEMBERS

It is key that you understand what a team is.

Top Tip

The earlier case studies gave two examples of teamworking: Sam as part of a mentoring team and Sophie as part of a work based team. As a member of your organisation you will have worked as a team on many occasions to achieve a goal.

Some examples may be:

- **a sports team** – playing together to win a game
- **a DofE expedition** – to safely travel a distance whilst being self-sufficient
- **a leadership task** – to work with others to complete an objective
- **a volunteering project** – to support a community litter picking project







Working with others in a team has its own benefits as well as its challenges.

The benefits of working in a team
Team members will have different strengths and weaknesses
Team members can be motivated and supported by others
Team members will have a variety of skills
Responsibilities can be shared between members
Team members can feel valued and feel like they belong

Benefits

The challenges of working in a team
Team members may not agree or co-operate with others so planning and making decisions may take longer
Tasks could take longer to complete
The team should be focused on the completion of the task, but each member has their own individual contribution to make
A leader is responsible for the task, but would also need to manage the team, the individual team members and the task to achieve the best outcome
Any communication must be clear and suit the needs of the team members and the task

Challenges

Task 2: Describe the benefits and challenges of working as a team (AC 1.2 & 1.3)

To complete Task 2, you need to **DESCRIBE** three benefits and three challenges of working as a team.

Benefits of working as a team
What would good teamwork enable you or the team to do?

Challenges to working as a team
What problems might you or the team face?

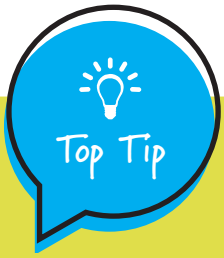
As the command verb is **describe**, it is expected you will write a detailed sentence for each answer.

A four or five word response will not be acceptable as it will not contain the level of detail required.



For example:
"Having a variety of skills in a football team" **would not be an acceptable answer.**

Whereas:
"A football team will have a variety of skills within their team, some players may defend well, whilst others players may have speed to attack" **would be an acceptable answer.**



You may choose to make reference to the case studies of Sam or Sophie or your own experiences in your answers.

This will help you to structure your answer and give the detail that it needs.

Communication

Q: What is communication?



A:
Communication is the exchange of information and the expression of feeling that can result in understanding: *Cambridge dictionary*

Communication can take many different forms, verbal, non-verbal, listening, written.

This table shows four different styles of communication with different methods. The third column gives a few examples that you may be familiar with in your own organisation.

Verbal	**Spoken language:** • Talking → Briefing others about an activity • Shouting → Delivering a drill session • Whispering • Radio • Manners → Addressing staff (sir or ma'am) **Questioning:** • Asking • Answering	
Non-verbal	**Body language:** • Attitude → Showing enthusiasm • Gestures → Standing to attention and saluting • Eye contact	

Listening	• Listening to instructions	• Listening to a brief
Written	• Whiteboard **Handwritten** • Letter • Noticeboards **Electronic** • Portal • Emails • Social Media	• Reading a poster about an upcoming event • Registering for activities and courses

- **How many of these methods would you experience on a typical evening session?**
- **How many would you experience whilst completing an outdoor leadership task?**
- **Can you think of any styles of communication that aren't listed?**

Now that you understand the basics of what communication is, why does a team need to communicate effectively?

The role of **COMMUNICATION** in teamworking is so important because it enables the team to:

- Give or get information
- Share ideas and opinions
- Change someone's behaviour
- Ensure everyone has the same information.

Can you identify an example of each of these from the table above?

For example, using a portal would ensure that everyone has the same information.

In order for any information to be **EFFECTIVE** it is important that you choose the most appropriate method of communication. When making your decision you need to consider:

- the task or situation
- level of understanding of the audience
- the level of information that needs to be given
- the time you have available

It may be that you use a variety of methods to ensure your message is delivered effectively. You may consider individuals' preferred learning styles and whether they are Visual, Aural, Read/write or Kinaesthetic learners (VARK).

Effective communication in teamworking

Case studies

The two case studies below show Sam who is mentoring new members of his organisation, and Sophie in the workplace using a variety of communication skills and methods to communicate effectively.



Sam

Sam is now actively working with others to mentor new members through a 12 week training programme. The mentors are passionate about their role and work hard to ensure that they are trained well and ready to progress. Effective communication is key to this.

Sam ensures that his **verbal communication** is clear and in a manner they understand, making sure that the volume and tone of his voice are appropriate (e.g. projecting his voice when running a drill session).

As part of a basic introduction, Sam introduces the level of discipline required and protocols to follow. For example, how to address staff **(sir/ma'am)** and how to show respect **(standing-to-attention** and **saluting)**. Sam demonstrates these regularly, setting a good example to the younger members.

When teaching the new recruits Sam is always aware of how influential he could be as a role model, so he is both confident and enthusiastic, using positive and open **body language**. Sam **listens** to them to ensure that they are enjoying their experience and he asks **questions** to ensure that they understand everything.



Sophie

Sophie is now a new team leader in the supermarket.

The first task of every shift is for her to deliver a **briefing** to her staff where she outlines the priorities for the shift and allocates tasks. The staff need to **listen** to Sophie's verbal instructions to understand what she expects them to achieve and they are invited to ask additional **questions** if they need to. **Written** notes are recorded on the **whiteboard** in the stockroom should staff need to be reminded of their allocated tasks.

As a team leader, Sophie works hard to develop her team; she is polite, maintains **eye contact**, is respectful and works with enthusiasm. This has started to have a positive impact on the team.

At the end of each shift, Sophie gives a **verbal** update to the duty manager so that any tasks not completed can be handed over to the next shift.

Task 3: Explain the importance of effective communication for teamworking (AC 1.4)



There are two parts to this task. Completing both parts will enable you to **EXPLAIN** the importance of effective communication for teamworking.

Part a. asks you to define the term effective communication in your own words. What does this term mean to you?

Part b. asks you to explain why effective communication will be important for a team and their activity giving three detailed reasons.

As the command verb is **explain**, it is expected you will write a detailed sentence for each answer. A four or five word response will not be acceptable as it will not contain the level of detail required.



For example:
"Sophie delivers a verbal briefing to her team" **would not be an acceptable answer.**

Whereas:
"Effective communication is important to pass information on clearly, for example to deliver a verbal briefing to staff at the beginning of a work shift. The information can then be understood and staff can complete tasks correctly as planned." **would be an acceptable answer.**



You may choose to make reference to the case studies of Sam or Sophie or you can use your own experiences to help you form your answers. Please do whatever you find the easiest.

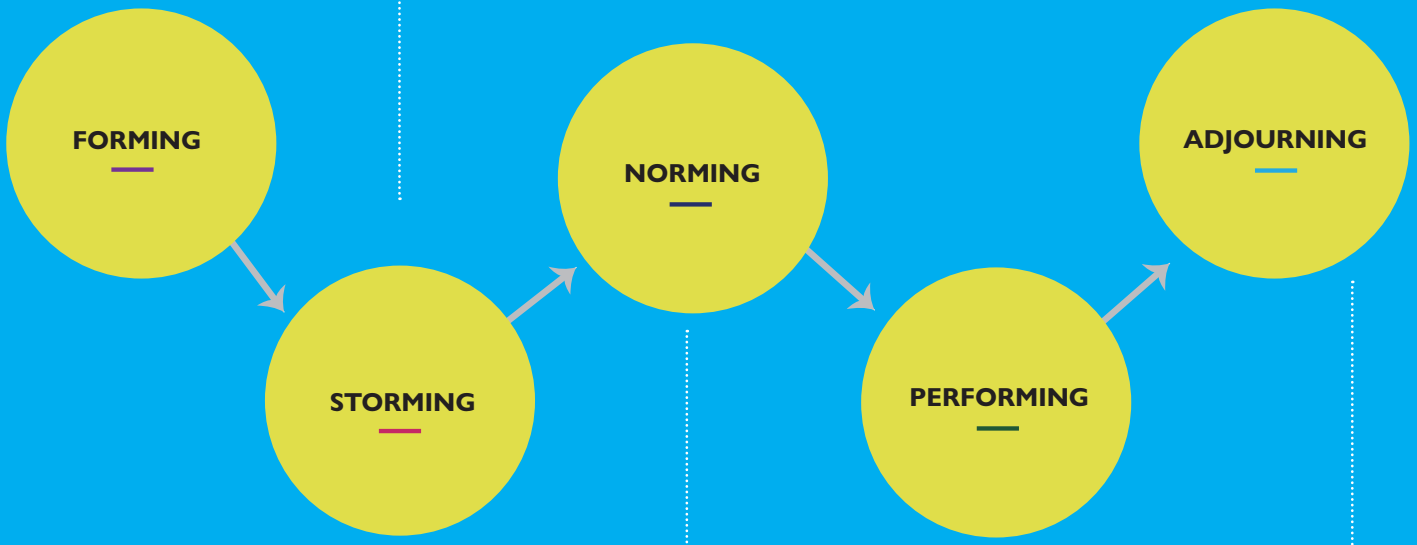
Team development

For a team to work effectively it will take time and effort from all involved. The theorist Bruce Tuckman, created a model of team development that described a five stage process that a team will progress through. This can be linked to any team (for example, a cadet NCO team, a sports team, or a class in school or college).

The image below shows the process a team goes through and depending on the individual team, the stages can be any length of time.

Forming: The team comes together. A process of getting to know each other and gaining an understanding of the task. People may ask a lot of questions and at this stage they are not committed.

Storming: There are conflicts within the team over roles or personalities. There may be resistance, conflict and anxiety as people try to establish the group 'norm'.



Norming: The team becomes comfortable sharing both feelings and information. Trust is built and there is more individual motivation.

Adjourning: The team disbands as the mission is completed and for individuals, having grown close as a team, there may be a period of mourning.

Performing: The team is able to work independently with high levels of trust between team members who are motivated and keen to meet to succeed.

There are many resources available on the internet if you want to know more on this subject.

Have a look at this video, produced by CVQO that will explain the theory.

Scan me!

To put this theory into action we can relate this to Sam, who has recently become a mentor to support new members. Sam will have gone through this very process.



Sam

FORMING	The newly created team felt a little apprehensive about starting their new role and eager to find out what their area of responsibility would be. The more experienced senior member offered support to the new **team** and held discussions with them to allocate job roles.
STORMING	The **team** spent some time getting to know each other and listened to each other's ideas. Ideally it should have been easy to introduce new mentors to the established team but there was some potential for personality conflict.
NORMING	The new **team** settled down and everyone was able to work together to deliver the training required to the new members.
PERFORMING	After a period of time, the members of the **team** were able to excel in their roles, deliver the training effectively and work together to ensure they had a positive experience.
ADJOURNING	One mentor left the team to become a member of staff. The **team** broke up.

Task 4: Describe the stages of team development

(AC 1.5)

To complete Task 4, you need to **DESCRIBE** the features of each of the five stages of team development. You must write this in your own words.

As the command verb is describe, it is expected you will write a detailed sentence for each answer in your own words. A four or five word response will not be acceptable as it will not contain the level of detail required.



For example:
"Forming is where the team come together" **would not be an acceptable answer.**

Whereas:
"Forming is where the team come together and get to know each other. Team members may be a little nervous and may ask lots of questions to try and settle down" **would be an acceptable answer.**



You may choose to make reference to the experiences of Sam or Sophie, or draw on your own experiences to help you develop your answers. When writing about "Forming" for example, Sam would need to understand his role, how he fits in with the team and what his specific tasks would be.

Why are teamwork skills important?

Education / employer perspective

The University of Reading identified that employers are looking for a number of desirable skills in prospective employees, they include teamwork skills. In no particular order they are:

- Teamworking
- Initiative
- Communication skills
- Ability to work under pressure
- Adaptability
- Taking responsibility and decisions
- Forward planning
- Technical skills
- Ability to ask questions
- Ability to pick up the phone and communicate



GAVIN WILLIAMSON

Testimonial | MP - Secretary of State for Education

"I have seen first-hand the fantastic opportunities and experience that being a cadet can bring to young people.

"Skills such as teamwork, communication and leadership are vital, practical skills that are so valued by employers, whichever path you choose.

"CVQO are rightly recognising the skills and abilities of our cadet forces with qualifications that will help set them on their path to success."

Do you have any of these skills at the moment? What do you need to work on developing over the coming months or years? Unit 3 of this qualification will look at preparation for employment in a little more detail.



Recap

To check your understanding you may wish to answer the following questions:

- **List one benefit of working as a team**
- **If you were leading a team to complete a leadership task, what methods of communication would you use?**
- **In your opinion, what would be the top three teamwork skills?**

If you want to check your answers, they are located on page 48.

LO **Learning Outcome 1 - complete** ✓

LO

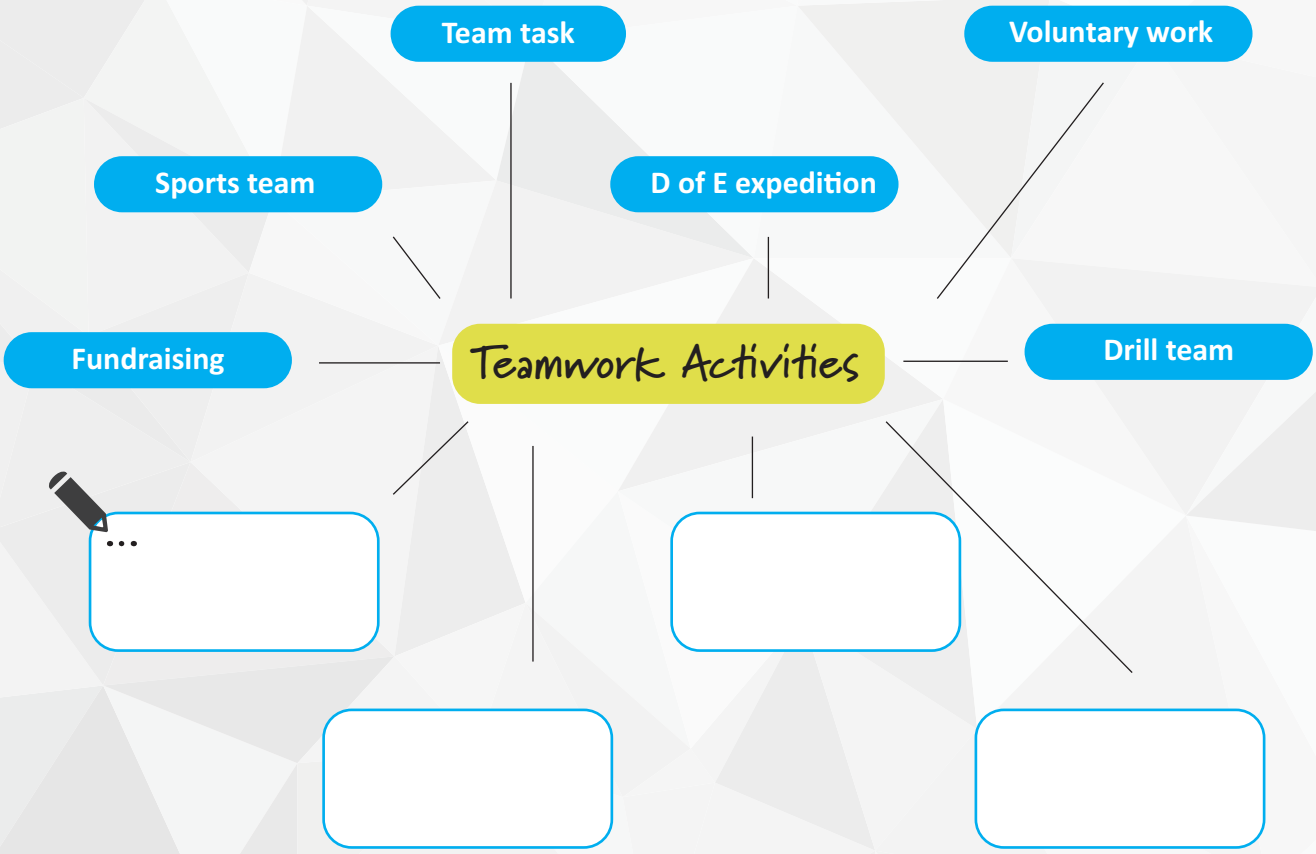
Learning Outcome 2

Be able to work effectively as a member of the team

This learning outcome requires you to take part in a practical teamworking activity. This is something you will do naturally as a member of a youth organisation.

Teamwork activities

There are numerous teamworking activities that you may have taken part in. Some have been included below, but there are also blank spaces for you to record any additional activities you can think of.



Planning

In order to work **effectively** as a team and achieve a task, whatever that may be, planning will be important. The following points will need to be considered:

>> WHAT

- What do the team need to do?
- What equipment or resources will be needed?
- What are the priorities to make sure the outcome is achieved?

>> WHO

- Who will be in the team?
- Who will take on specific roles and responsibilities?
- Who has specific skills, strengths or previous experience?

>> HOW

- How will the team complete the task and what is the plan?
- How long do the team have?
- How can the team communicate effectively to ensure the team feel involved and valued?

Taking the time to plan effectively and consider the points above will increase the likelihood of success.

Working as a team

Below are a number of examples of effective teams.









Successful teams:

- plan well
- allocate roles
- prepare for and practice their tasks
- use their personal strengths and skills
- communicate effectively with and listen to each other

If you were to take part in a teamworking activity that has been **well planned**, consider how you would feel?

Tick all that apply.

✔		✔	
☐	**Confident** I believe that I can contribute to this task and that the team can achieve the task.	☐	**Apprehensive** I can't see how this task can be completed and I feel nervous.
☐	**Prepared** I would know what my role is and what I need to do.	☐	**Alone** Others in the team seem to be doing their own thing.
☐	**Part of the team** Everyone is involved in this, we all have a key part to play if we are to be successful.	☐	**Frustrated** Due to the lack of decisions being made.
☐	**Supported** I know that if I am struggling, I can ask for help.		

There are 4 correct answers.

If you want to check your answers, they are located on page 48.

Your role in the team

Consider the impact that your actions had on the success of the team.

- How **active** were you in the teamwork activities you have taken part in?
- What did you do?
- What character traits did you show?
- Did you help with the planning?
- Did you do any practical tasks?
- How did you support the team?

Making a positive contribution to a teamworking activity

If you are involved in a teamworking activity, in addition to getting involved and being an active member of the team, you should make every effort to make a **positive contribution.**

P	**Professional** behaviour. Ensure you act appropriately during a task
O	**Offer** practical help and advice to others who may be struggling
S	**Show** your teamwork skills (i.e. problem solving)
I	**Initiate** ideas and contribute to the planning
T	**Take** an active part in the task
I	**Include** every team member in the activity and be respectful
V	**Voice.** If you need help, don't be afraid to ask
E	**Effectively** communicate with the team

C	**Conflict.** Be aware that conflict can happen. Be prepared to respond to it and manage it
O	Consider **other** team members – what are their strengths?
N	**No-one** is perfect. Recognise areas that you have difficulty with and ask for help to develop them
T	**Take** the time to listen to team members and don't interrupt when others are sharing their ideas - stay focused
R	**Respect** differences of opinion within the team
I	**Identify** problems
B	**Be positive** if you are given advice or constructive criticism – this will help with your personal development long term
U	**Undertake** tasks as asked and listen to team members
T	**Timescales** must be followed
I	**Inappropriate** comments or sarcasm can affect the success of a team – avoid this
O	**Operate** as a team. Work together and work hard to achieve the best possible result
N	Take the **necessary** action – don't be afraid to change a plan if it isn't working, but remember to update the team

Feedback





Often, when you have undertaken a teamworking activity, you will receive feedback from others (whether it went well or not). This may be from your peers or from a teacher or even both. Within your own organisation, this may be feedback from your Commanding Officer, your Training Officer, your peers or members of the public.

Positive feedback is often easier to hear than developmental feedback. Feedback that details *'what didn't go well'* or *'what needs to be improved',* should be structured and delivered with consideration.

Hearing feedback can test an individual's resilience and impact on their 'drive' or determination to improve.

Activity 1: Work effectively as a member of a team (AC 2.1, 2.2, 2.3 & 2.4)

To complete the next part of the unit, you need to show that you can:

- Work with other team members to plan and complete tasks on time
- Make a positive contribution within the team
- Complete your own tasks, successfully and on time
- Respond positively to advice and constructive criticism

This is something that will usually be carried out as part of the activities within your organisation.

Below is a list of recognised activities. Please read through and tick one activity that you have completed. Evidence of activities marked with an * MUST be submitted with your workbook (i.e. screenshots, copies of certificates, etc.) This evidence will be verified by CVQO.

	Activity	✓
SCC	Able Cadet	
RMC	Lance Corporal (overnight practical and CAP)	
RAFAC	Blue Badge Leadership	
ACF	2 Star Expedition	
CCF	ARMY (BASIC)	
	RAF (as above)	
	NAVY (Able Cadet 2 Star)	
	RM (BASIC)	
SJA	*Cadet of the Year Event	
	*Cadet Leadership Course 1	
Fire Cadets	*Award 1	
	*Unit 11 BTEC L2 FRS	
	*Unit 13 BTEC L2 FRS	
	*Unit 20 BTEC L2 FRS	
Other opportunities	*Bronze DofE expedition training (or higher)	
	ILM Young Leaders Award	
	Effective Team Member Skills (L2)	

If you **have** been able to tick one of the recognised activities above you **do not** need to complete **Task 5 or 6 in your workbook**.

If you **have not** been able to tick one of the recognised activities on page 39 there are two other options for you to complete:

Option 1 for ACF, RAFAC, SCC and CCF cadets

Please read through the list below and choose a teamwork activity you have completed.

Evidence of this activity will need to be verified by CVQO but to support this evidence **you will need to complete Tasks 5 and 6 in your workbook** to review your performance and make recommendations.

	Activity	✓
Representing your unit at a **TEAM** event (in a **competition** type event)	**Team sports competition** (e.g. netball, football)	
	Other competitions (e.g. drill, band competition)	
	Team water events (e.g. fixed seat rowing sports, rowing coxswain)	
	This may include area specific team challenges (e.g. Dorset cadet challenge, Ten Tors)	
Any event you choose **MUST** be recorded on Westminster or Bader. You can also submit additional evidence (i.e. screenshots, copies of certificates, etc.) with your workbook.		

Option 2 for all organisations

You can use another teamwork experience you have completed away from your organisation, (i.e. at school) or at another organisation (e.g. sports team or leadership task).

As CVQO cannot gain evidence of this achievement, you will need to ask a tutor to complete a witness statement. You will also need to collect peer feedback on your performance. When you have this evidence **you will need to complete Tasks 5 and 6**.

Further information can be found at the back of your workbook.

Recap

To check your understanding you may wish to answer the following questions:

- **If you have planned a team task well, the team would feel prepared, confident, part of the team and supported. True or false?**
- **How would you describe being an active team member?**
- **If you don't make a 'positive contribution' to a teamworking activity, what could the impact be?**

If you want to check your answers, they are located on page 48.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO

Learning Outcome 3

Be able to review and develop teamwork skills

Having now taken part in a practical teamworking activity this learning outcome will encourage you to review your performance.

You will be encouraged to listen to feedback, reflect on your performance and make recommendations for development in the future.

Personal development

Being a member in any organisation will give you fantastic opportunities. Taking part in regular training such as leadership and team activities, first aid, field craft, volunteering, will help your personal development, particularly your teamworking skills.







Case studies

The experiences Sam and Sophie have had have helped them to develop their teamworking skills.

Commitment – having responsibility for younger members.

Listening skills – listening to advice and guidance from more experienced members.

Communication skills – listening to staff and asking the correct questions.

Organisational skills – looking at the best ways to achieve tasks.



Sam

Sophie



Behaviour – as a role model behaviour is so important.

Self-discipline, individual skills and practical skills have all improved.

Decision-making – briefing staff on tasks to be completed.

Reliability, punctuality, problem solving, self-discipline, individual and practical skills have all improved.

Reflecting on your performance in a team

Being able to review your own performance as a team member when you have worked as a team is a good skill to have. Answering some of the following questions honestly, may help you to do that.

What was the outcome?
If you didn't achieve this, what could you or the team have done differently?

What teamwork skills did you demonstrate?
Did they help the team's performance?

What role did you have in the team?
How important was this to the team?

What was your attitude like towards the rest of the team?
Was it appropriate?

Were you an active team member?
How much did you contribute to the outcome of the task?

What were your strengths?

If others (peers or a leader) gave you feedback, did you respond appropriately to it?

What areas of your performance could you have developed?

To learn from any experience, it is important to **listen to feedback, review** and **reflect**.

When you have undertaken an activity within your organisation, the directing staff may debrief you and the team. A debriefing is a form of reflection.



RUTA DUBINSKAITE

Testimonial | Cadet perspective

The teamwork skills that I was able to develop during the time in the cadet forces were invaluable to me but even more so was the feedback given by my peers and instructors that would ultimately help me succeed.

For example, one of the most influential notes I received was about my communication. I learned that good communication in practice was not about proving yourself correct or to merely get a point across, in terms of teamwork, good communication is being able to **adapt** the delivery of information so that it is understood by all. This would then benefit the whole team.

Improving team performance

Listening to feedback, reflecting on your own performance and identifying how **you** can improve is important. Equally important is looking at the performance of the **team** and considering how **they** can improve.

There isn't a fixed way to develop a team. Every team is unique and team members will contribute different skills, abilities, ideas and experiences to a task.

There are a number of different ways to **improve** team performance and they may include:

1. **Seeking advice from others**
2. **Producing a personal development plan (to identify goals, identify actions, set tasks, set timescales)**
3. **Reflecting on your own performance with each other (what went well, what went less well, areas for improvement)**
4. **Sharing good practice, experiences and ideas with other teams.**

Task 5: Review own performance as a team member and identify improvements (AC 3.1 & 3.2)



To complete Task 5 you need to **REVIEW** your own performance and **IDENTIFY** improvements **you** can make.

Take a moment to reflect on the teamwork activity you have completed. You then need to:

- Detail **three** areas that **you** performed **well in**
- Detail **three** areas that you could **improve on**
- Provide an **overall judgement**: how would you judge **your** performance during this teamworking activity?

You should **identify three** teamworking skills **you** need to improve on and **how** you are going to improve each skill.

You must reflect on the teamwork activity you completed as part of Activity 1. This will help you to give the level of detail required for this answer.



Remember this task is all about YOU. How did **you** perform and what can YOU do to improve your performance?

Complete every part of the task to complete the **full** review that is needed.

Task 6: Recommend ways to improve the work of the team (AC 3.3)



To complete Task 6, you need to consider the performance of the **team** during the activity you undertook.

You need to make **three** recommendations, giving reasons how the **team** as a whole could work better in a future teamwork activity.



For example:
"The team needs to improve their communication"
would not be an acceptable answer.

Whereas:
"The team need to listen to each other and the ideas that are being shared. Team members can then try the ideas and develop their skills. The team would then be more efficient." **would be an acceptable answer.**



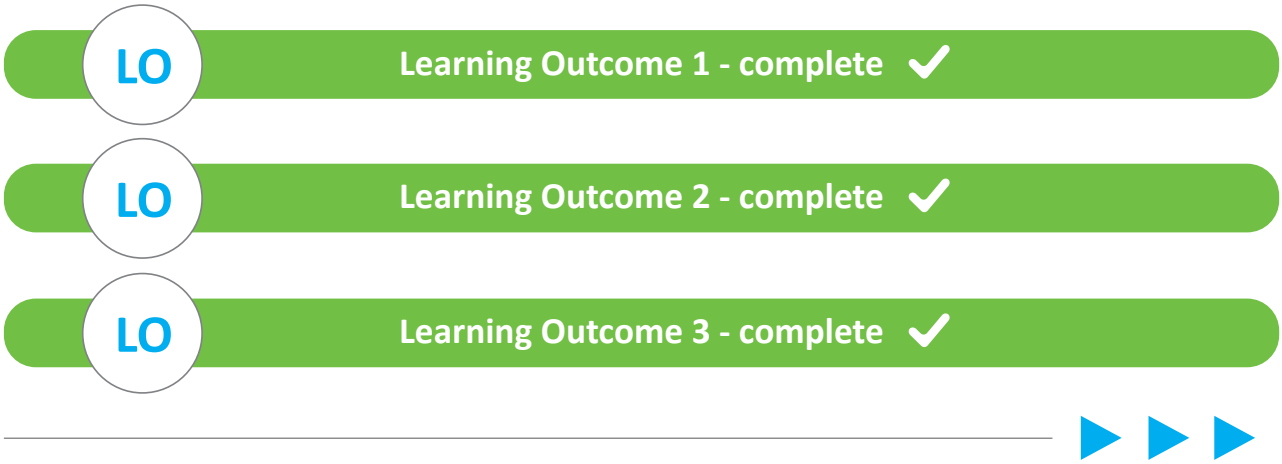
For each recommendation you make you should include details on **WHAT** the **team** can do and **HOW** the recommendation that you are making would help.

Recap

To check your understanding you may wish to answer the following questions:

- **List two ways you could improve your own performance in a team**
- **Explain how a personal development plan would help to improve performance**
- **How would you feel if you received positive feedback compared to negative feedback?**

If you want to check your answers, they are located at the bottom of the page.



Answers

LO 1 Understand the importance of effective teamworking

Q1: Team members will have different strengths and weaknesses (other answers are available).
Q2: Methods may include spoken language, questioning, body language, listening, paper instructions.
Q3: This question is based on your own opinion but may include teamwork skills listed on pages 12 and 13 of the learning guide.
How would you feel exercise (pg.36) Confident. Prepared. Part of the team. Supported.

LO 2 Be able to review and develop teamwork skills

Q1: True.
Q2: Doing something to help the team and contribute to the success of the task.
Q3: The task may not be achieved in an efficient way. Relationships within the team may be affected.

LO 3 Be able to review and develop teamwork skills

Q1: Seeking advice from others or sharing good practice (other answers are available).
Q2: Having a set goal, with detailed actions or tasks detailed against a deadline would provide a focus.
Q3: Positive feedback can boost your confidence. Negative feedback would test an individual's resilience.

Additional reading

Should you wish to know more about this subject area, the following resources may be useful:
www.mindtools.com
www.youthemployment.org.uk
www.skillsyouneed.com

Additional units of interest:

As part of this qualification there are 14 other units of study. A number of them have clear links with developing teamworking skills and include:

- **Unit 2:** Developing Effective Communication Skills
- **Unit 3:** Preparing for Employment
- **Unit 11:** Developing Leadership Skills

Further guidance on evidencing Unit 1 Learning Outcome 2:

There are a number of recognised activities you can use to evidence your ability to work effectively as a member of a team. CVQO can gain evidence of those listed on page 39.

You may need to use an alternative example of your teamworking skills. You might include an activity you completed away from your organisation, (e.g. at school) or as a member of another organisation. (e.g. a sports team or youth organisation).

If this is the case, CVQO would need a witness testimony to provide evidence and feedback from **TWO** peers who were with you at the time. You should ask your tutor to complete VQF647 included in the workbook or you can access the form here:

Scan me!

LO Learning Overview

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Evidence (page no.)
Learning Outcome 1: Understand the importance of effective teamwork			
1.1	Explain the importance of teamwork skills	Task 1	WB Pages 4-5
1.2	Describe the benefits of working as a team	Task 2	WB Page 6
1.3	Describe the challenges of working as a team	Task 2	WB Page 6
1.4	Explain the importance of effective communication for teamworking	Task 3	WB Page 7
1.5	Describe the stages of team development	Task 4	WB Page 8
Learning Outcome 2: Be able to work effectively as a team			
2.1	Work with other team members to plan and complete tasks on time	Activity 1	WB Pages 9-10
2.2	Make a positive contribution within the team	Activity 1	WB Pages 9-10
2.3	Complete own tasks, successfully and on time	Activity 1	WB Pages 9-10
2.4	Responds positively to advice and constructive criticism	Activity 1	WB Pages 9-10
Learning Outcome 3: Be able to review and develop teamwork skills			
3.1	Review own performance as a team member	Activity 1 **or** Task 5	WB pages 9-10 **or** 11-12
3.2	Identify how own teamworking skills can be improved	Activity 1 **or** Task 5	WB pages 9-10 **or** 11-12
3.3	Recommend ways to improve the work of the team for future tasks	Activity 1 **or** Task 6	WB pages 9-10 **or** 13

Additional study

A link to our current prospectus can be found on our website **www.cvqo.org**.

Accreditation

Pearson is the world's leading learning company with 20,000 employees delivering products and services in nearly 200 countries to help everyone achieve their potential through learning. Providing high quality, digital content and learning experiences, as well as assessments and qualifications helps people build their skills and grow with the world around them.

From world-class assessment to virtual learning and beyond – Pearson creates the products and services that help tens of millions of people reach their goals each year. This is achieved through three key sustainability targets – to make learning accessible to everyone, to lead responsibly, and to give the next generation the skills they need to shape a better world.
The time for learning is now.

Source: https://plc.pearson.com/en-GB/company

Pearson

In the UK, Pearson is the largest awarding organisation offering academic and vocational qualifications that are globally recognised and benchmarked, with educational excellence rooted in names like Edexcel, BTEC, EDI and LCCI.

For more information: https://qualifications.pearson.com/en/home.html

BTEC
Approved Centre from Pearson

Contact

Learner Support Services: TPD@cvqo.org
CVQO: 01276 601701



Ofsted Good Provider

All material contained in this Learning Guide is copyright CVQO Ltd.

Users may make one copy or download once for personal use, but must not distribute or reproduce its content without the prior consent of CVQO. It may not be reproduced under any circumstances by any other Educational Establishment, BTEC Delivery Centre or Commercial Organisation without the express permission of CVQO.

Copyright © CVQO 2021

CVQO, 3 Archipelago, Lyon Way, Camberley, Surrey GU16 7ER

01276 601701 | tpd@cvqo.org | www.cvqo.org

Charity Registered in England & Wales No. 1115234
Charity Registered in Scotland No. SC039261
Company Registered in England & Wales No. 5736932