BTEC LEVEL 2

Teamwork and Personal Development in the Community



Cadet Vocational College

LEARNING GUIDE

for completing Unit 2

Version 3.1

Pearson BTEC Approved Centre

Unit 2: Developing Effective Communication Skills

On successful completion of this unit you will:

1. Understand the role and importance of effective communication
2. Be able to communicate effectively with others using verbal and non-verbal communication
3. Be able to review and develop own communication skills

Unit 2

Developing Effective Communication Skills

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

Your experiences within your organisation will have given you an excellent understanding of the need to communicate effectively in many situations and you will have had the chance to practice and develop your skills. This unit will give you the opportunity to now evidence those skills, reflect and identify improvements that you can make.

Unit 2 has:



- Three 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 to complete each task.



- One practical activity, which will count towards your final grade.
- The activities and training that you undertake within your organisation will help you to develop **effective communication skills**. These experiences can also evidence a number of assessment criteria within this unit. You can find out more details as you read through the unit.

If you have achieved any of the following you **do not** need to complete the workbook as **all** of the assessment criteria can be evidenced.

SJA: Power of Communication
Fire Cadets: Unit 12 BTEC L2 FRS
ILM L2: Effective Team Member Skills

For more information on how to provide the necessary evidence please go to your learner handbook.

LO

Learning Outcome 1

Understand the role and importance of effective communication

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

It will introduce you to different communication methods, the importance of effective communication and potential barriers to communication. It will also explore the consequences of poor communication.

Role and importance of communication

Q: What is communication?



A:
Communication is the exchange of information. The exchange can be to:

- **share information** (e.g. equipment required for a task)
- **inform others** (e.g. a briefing about a weekend activity)
- **change behaviour** (e.g. promoting motivation)
- **express views and opinions** (e.g. managing a debrief after an activity)

Communication is the process where a **message** is sent (i.e. a briefing about a weekend activity). The message is **transmitted** using one or more different methods of communication (i.e. via verbal presentation). The message will be **received**.



ISABELLA SCANIO

Testimonial | Cadet perspective

Being in the ACF allowed me to develop my communication skills in two ways; firstly through the constant encouragement to tackle my fear of public speaking and secondly, being in a diverse environment. I was incredibly unconfident when I joined the ACF and it is thanks to the incredible officers and staff members who gave me constant advice and motivation to develop this skill that I was able to eventually teach cadets on my own. Due to the ACF being a diverse and inclusive environment, I felt comfortable talking to everyone, never feeling like an outsider and being able to always rely on others if I ever had a question.

Communication is used in every element of your life. From education or employment, completing daily tasks to solving problems and building relationships.

Why do you think communication is important? What does it enable you to do?

There are four reasons listed here, but there are others. Can you add another reason into the space provided?

Importance of Communication

- To develop (self or others)
- To confirm understanding
- To support
- To understand the full meaning (emotion and intentions)
- ...





The importance of effective communication

For any communication to be effective, the person transmitting the message must decide on the **best method** to transmit a message. This would depend on a number of factors, including the **details** of the message to be sent and the **audience** (who you want to send it to).

If the correct method is chosen and the information is well received, there will be a number of **benefits**:

- **the information will be understood**
- **relationships between the sender and the receiver will improve**
- **the team will be stronger and happier**
- **objectives will be achieved**

Identifying communication methods

Deciding on the most appropriate communication method is a life skill that can be learnt through experience. Individuals will make these decisions every day, often without realising. For example, when socialising with friends, in employment, coping in an emergency situation or dealing with hurdles in life.

Your experience within your own organisation will have given you an excellent understanding of communication, along with perfect opportunities to practice these skills.

Can you find four methods of communication and four examples below?

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

✔	
☐	written
☐	body language
☐	digital
☐	face-to-face
☐	verbal
☐	social media
☐	non-verbal
☐	letter

The communication method you choose can vary depending upon the situation. You will probably choose a combination of methods.

The table below identifies the benefits and drawbacks of different communication methods that you may use to transmit a message.

Method	✓	✗
 **Written** **For example, a letter**	• Creates a permanent record • Same message received by all	• Cost and time to print and dispatch • Unknown response
 **Verbal** **For example, a face to face discussion**	• Speed to relay message • Can ask additional questions at the time	• A message may be misunderstood • No record of message
 **Digital** **For example, an email**	• Permanent record • Can send to high numbers of people at the touch of a button	• Requires internet connection • Message can be shared more widely than intended
 **Non-verbal** **For example, eye contact**	• Can support verbal communication • Can help individuals to understand a message	• There are no rules on how to use • May be difficult to understand

Below are a number of activities that you may have taken part in within your organisation. These activities will use a variety of different communication methods.

>> APPLYING FOR A COURSE OR AN ACTIVITY

>> EXPEDITION TRAINING >> TEACHING OTHERS

>> FUNDRAISING IN THE COMMUNITY

>> TEAM TASKS >> PLAYING TEAM SPORTS

>> VOLUNTEERING >> HELPING AT COMMUNITY EVENTS

Take a moment to think of an activity that **you** have taken part in within your organisation.

Consider the different **communication methods** that you used (were they appropriate and if so, why?) and use the space below to record any notes. They will help you later on.



Task 1: To understand the role and importance of effective communication (AC 1.1 & 1.2)

There are two parts to this task.

Part a.

STATE in three brief but clear sentences **why** *effective* communication is important.

An acceptable answer would be:
"Effective communication is important so that information can be shared and understood by the person who is receiving the message."

An answer that would not be accepted:
"Effective communication is important to get a message across."

Top Tip for Part a.

Think of your own experiences here.

How do you communicate and **why** is it so important that it is delivered effectively?

Part b.

DESCRIBE four different methods of communication.

As the command verb is **DESCRIBE**, you should include relevant points and you **must** give an example within each answer.

An acceptable answer would be:
"Written communication is sending a message using words that can be read by an individual. Examples of written communication are letters and leaflets."

An answer that would not be accepted:
"Written communication is sending a letter."

Barriers and consequences

Case study

Sophie has recently been promoted to a team leader within her local supermarket, and as part of her role she has to hold daily meetings with her staff. The case study below shows the potential barriers to effective communication and the consequences that could be faced when Sophie is communicating with her staff.



Sophie

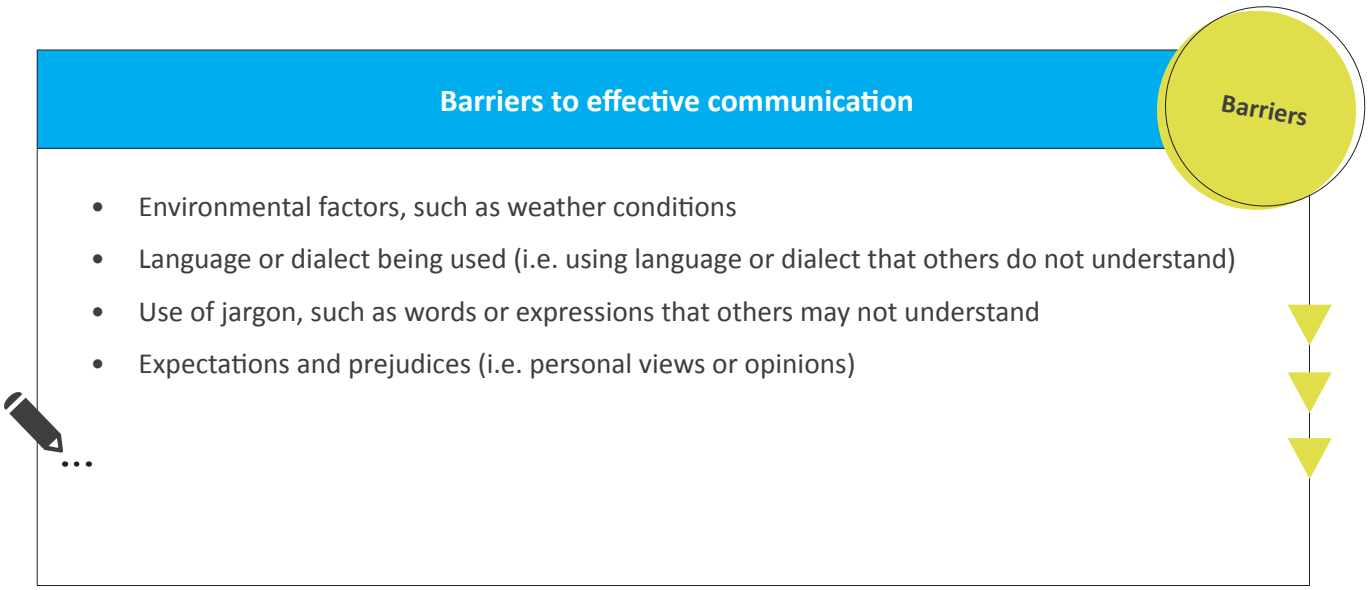
When holding the meetings, Sophie has to ensure her verbal communication is clear and precise and she alters her tone of voice depending on the message she wants to convey to her team.

Sophie ensures her **language** is appropriate and free from **jargon** so her team will understand. In team meetings, Sophie briefs the team verbally but uses written communication by using a whiteboard to create a record of what has been discussed. Sophie has found that this helps to avoid any **confusion** and **frustration** in the team as the whiteboard is a record that can be referred to during the shift.

Sophie understands that if she does not communicate effectively with her team, this could result in incomplete tasks and **reduced efficiency** of the team, which would both have an impact on the success of the supermarket.

For any message to be received **effectively**, it is important to choose the most suitable method. It is also important to consider a number of other factors.

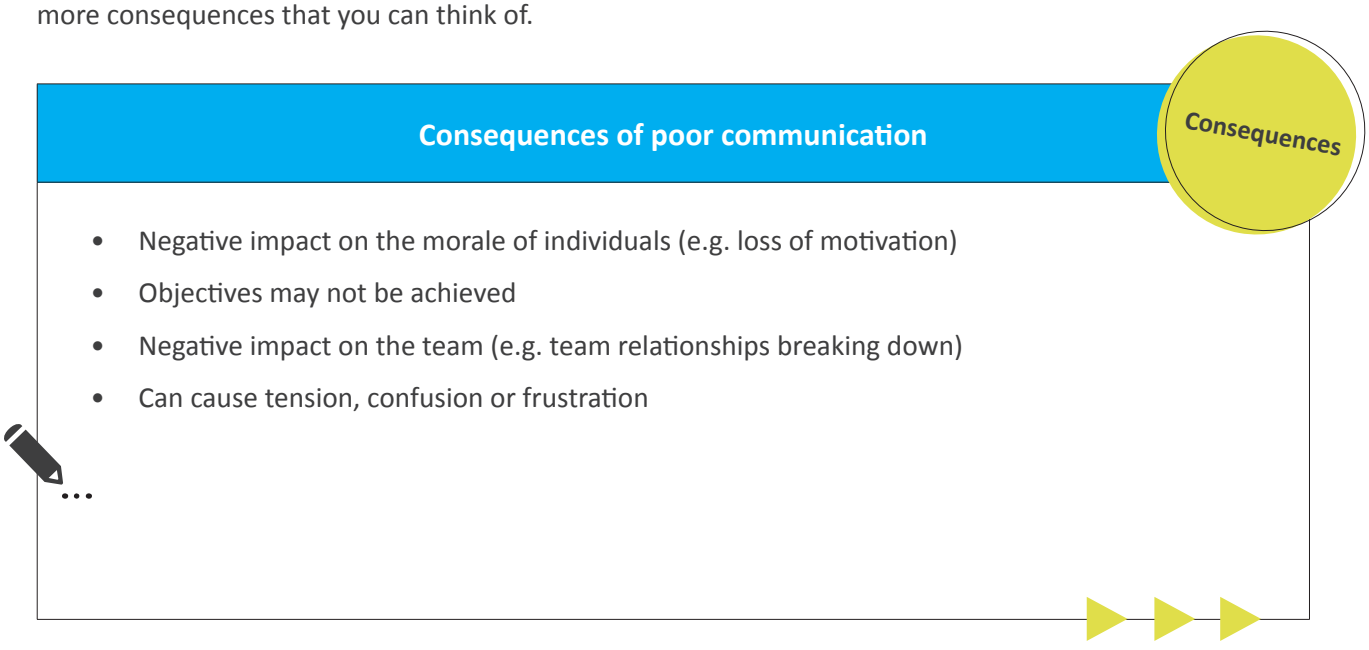
The table below identifies four **barriers** to effective communication. There is space for you to add any more barriers that you can think of.



Why would each of the above be a barrier to effective communication?

Not selecting the most appropriate method of communication or considering potential barriers may result in poor communication.

The table below identifies four **consequences** of poor communication. There is a space for you to add any more consequences that you can think of.



Take a moment to think about the real impact of poor communication. Can you think of a specific example?

Task 2: Explain the potential barriers to effective communication and consequences of poor communication (AC 1.3 & 1.4)



For this task you need to **EXPLAIN** the potential barriers to effective communication and consequences of poor communication.

IDENTIFY two barriers to effective communication and for each barrier you must:

- give **one** reason to **OUTLINE why** it is a barrier to effective communication
- give **one** reason to **OUTLINE** the consequences of that barrier



If you selected **weather** as a potential barrier, the following **would be an acceptable answer**:

Potential barrier 1:	Weather
Why is this a barrier?	If individuals are listening to a brief outside, they could be distracted by the noise of the wind.
What is the consequence?	Individuals might not hear the instructions clearly and miss key information being given.



Think of your own experience's! When have you had an issue with communication? What was the barrier and why was it a barrier? what happened as a consequence?

Why are communication skills important?

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

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

Recap

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

- **What is the role of communication?**
- **'Face to face' would be an example of which method of communication?**
- **What impact can poor communication have on a team?**

If you want to check your answers, they are located on page 24.

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Be able to communicate effectively with others using verbal and non-verbal communication

You will be asked to demonstrate your verbal and non-verbal communication skills and show that you can adapt your language and terminology to meet the needs of others.

Communicating effectively with others

Case study

The case study of Sam below shows how communication can impact on how a message is received by others. Sam has been successful in a recent job application and has been invited to attend an interview.



Sam

Through his experiences within his organisation, Sam is aware that *how* he communicates can impact on how a message is received by others, particularly the importance of **tone** and **pitch** of his voice and the **speed** he speaks.

In the interview Sam wants to come across as **professional**, **friendly** and **confident** in his abilities. He will control the **speed** he speaks to ensure that his points are **clear** and **concise**, avoid **slang** words, and he will alter the **tone** and **pitch** of his voice to engage the employer when answering the interview questions.

Sam has spent time practising interview questions and making sure that his **non-verbal communication** complements his answers. He wants to make a good impression at the interview and will demonstrate confidence by **sitting upright**, **making eye contact** and **offering a firm handshake.**

In his interview, Sam should consider his body language (as it can be interpreted differently by different cultures) and avoid the use of **slang** and **inappropriate references** to age, race, culture or religion.

Sam can demonstrate positive body language through his **facial expressions**, **posture** and **movement**. If Sam sits upright and leans forwards, it will demonstrate that he is attentive and interested.

Body language

Body language is a type of non-verbal communication that we can use to help express or convey information. It can help to tell us a lot about how a person is feeling.

The table below identifies a range of positive and negative body language that we can display:

Positive body language *(open)*	**Negative body language** *(closed)*
• Smiling	• Folded arms
• Having erect posture	• Sluggish posture
• Leaning forward	• Finger tapping
• Making eye contact	• Fiddling with objects
• Firm handshake	• Shaking head

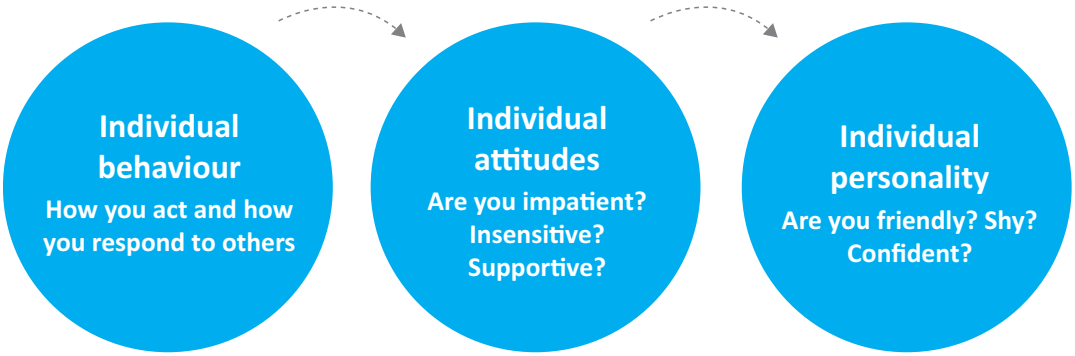
Listening skills

You can demonstrate **effective** listening skills by:

- Being attentive
- Allowing individuals to speak without interruption
- Taking notes
- Repeating back to confirm your understanding

In summary

There are **three** factors that can impact on the overall effectiveness of our communication with others.

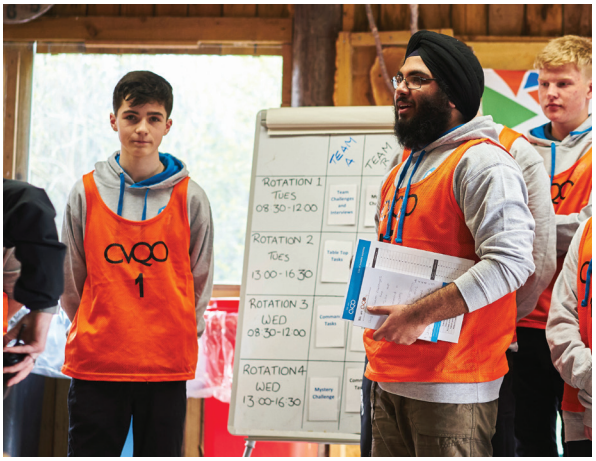


Adapting communication skills

It is important that we can learn to adapt our **verbal** and **non-verbal** communication skills to fit different situations. There will be occasions through your experience within your youth organisation where you have had to do this. For example, when you have to communicate with large groups and there may be differing levels of understanding within the group.

You can adapt your communication skills by:

- listening and assessing your audience's reactions
- repeating and summarising your messages
- changing use of language, tone and pace so that it is appropriate to your audience.



Imagine you are running a leadership lesson with a group of your peers and plan to repeat the same task with new recruits.

What will you consider when preparing your lesson? How will you adapt your communication skills for each audience?

Writing a few notes in the box below will help you with later tasks.

Activity 1: Communicate effectively with others using verbal and non-verbal communication

(AC 2.1, 2.2, & 2.3)



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

- use effective listening skills to fully understand the information given
- use verbal and non-verbal communication techniques to effectively communicate with others
- use language and terminology that is clear and concise, adapting it to meet the identified needs of others

You need to take part in **two** different communication scenarios to demonstrate your verbal and non-verbal communication skills. You may use the activity you completed in Unit 1 (Effective Teamworking Skills) as evidence for one of the scenarios. The second scenario may be an activity that you take part in within your organisation.

Option 1

Tick one of the recognised activities below that you have completed. Evidence of activities marked with an asterisk (*) **MUST** be submitted with your assessment. For example this could be screenshots, copies of certificates, etc. This evidence **MUST** show your name.

	Activity	✓
Sea Cadet Corps (SCC) / Royal Marine Cadets (RMC)	Basic Peer Educator	
	PD03 Presentation skills	
	Rowing instructor	
Royal Air Force Air Cadets (RAFAC)	*MOI	
	*Basic Leadership BRONZE badge (or higher)	
Army Cadets (ACF) and CCF (Army)	CFIT / MOI / JCIC / SCIC	
	2 Star CIS (or higher) (ACS)	
Combined Cadet Force (CCF)	CCF RAF MOI	
Nursing Cadets	*Working in the health sector	

	Activity	✓
St John Ambulance (SJA)	*Demonstrator	
Fire Cadets	*Award 1	
Coaching / instructor type qualifications	*Level 2 Community Sports Leadership	
	*Level 1 Sports Leadership (or higher)	
	*BCU/RYA instructor qualification	
Scouts	*Explorer Scout Young Leaders (completion of)	
	*Explorer Scouts Explorer Belt	

If you **have** been able to tick one of the recognised activities on pages 16-17, you **do not** need to complete any further tasks. Please submit your work for assessment!

If you **have not** been able to tick one of the recognised activities on pages 16-17, you **must** now evidence your communication skills by completing Option 2 **or** Option 3 on the next pages.

Option 2

Below is a list of recognised activities that can evidence your communication skills. Choose **one** that you have completed and would like to review.

	Activity	✓
Royal Air Force Air Cadets (RAFAC)	*Youth First Aid (Bronze) (or higher)	
	*Radio Operator (Bronze) (or higher)	
Army Cadets (ACF) and CCF (Army)	1 Star CIS (or higher) (ACS)	
	2 Star First Aid (or higher) (ACS)	
Sea Cadet Corps (SCC)	Basic CIS Radio (or higher)	
	Rowing Coxswain	
	Drill Instructor	
Royal Marine Cadets (RMC)	Lance Corporal	
St John Ambulance (SJA)	*Operational First Aid	
Boys Brigade	*Stage 3 (or higher)	
	*First Aid Stage 4	
	*Health and Fitness Stage 4	
Combined Cadet Force (CCF)	CCF Army (Phase 1 MOI)	
	CCF RM (Phase 1 MOI)	
	CCF Navy (Able Cadet or higher)	
Scouts	*Platinum Award (or higher)	
Police Cadets	*National Leadership Programme	
	*Emergency First Aid	
Other	*Bronze Duke of Edinburgh Expedition (or higher)	
	ILM Level 2 Award for Young Leaders	
	ILM Level 3 (Unit 307)	

Evidence of the activities will need to be checked, either from Westminster / Bader (if applicable) or by you uploading evidence for those marked with an asterisk (*). For example this could be screenshots, copies of certificates, etc. This evidence **MUST** show your name.

If you **have** been able to tick one of the recognised activities above then **you will now need to complete Task 3.**

Option 3 for all organisations

You can use another experience that demonstrates your **ability to communicate effectively** with others, for example being involved in a fundraising activity, delivering a presentation or mentoring others. This may have been **within** your own organisation **or** elsewhere, for example, at school.

As we 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. Further information can be found, along with the witness statement on pages 15-16 in your workbook or with the assessment questions in Moodle.

When you have this evidence **you will need to complete Task 3 to review your communication skills.**

Scan here for an updated version of the Recognised Prior Learning activities (RPL)

If you have evidence of communication skills that you wish to be considered for RPL, please contact tpd@cvcollege.org

---

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO

Learning Outcome 3

Be able to review and develop own communication skills

This learning outcome will encourage you to listen to feedback, reflect on your performance and make recommendations for development in the future.

Personal development

Being a member of any organisation will give you fantastic opportunities. Taking part in regular training such as leadership and team activities, first aid, fieldcraft or volunteering will help your personal development and your **communication skills**.







Case studies

Sophie's and Sam's experiences have helped them to develop their communication skills.



Sophie

Can select the most appropriate **method** to communicate with her team

Tries to reduce any **barriers** to communication so that the team receive the message with ease

Is aware that **adapting** her communication skills can get the best results from her team



Sam

Is aware of how positive **body language** can complement verbal answers in an interview

Knows the importance of **non-verbal** communication and how it can create a good impression

Understands how the speed, volume and tone of **verbal** communication can impact on the clarity of a message

Reviewing your communication skills

Being able to review your communication skills is important. The table below includes six questions that you could use to help you to reflect upon your communication skills.

What was the outcome?	**Were the communication methods you used appropriate?**
What feedback did your audience give you on your performance?	**What elements of your communication worked well?**
What elements of your communication could have been improved?	**Would you change or adapt any of your communication methods to get a better result next time?**

To learn from any experience, it is important to listen to feedback, then review and reflect. When you have undertaken an activity within your organisation, the directing staff may give a debrief. A debriefing is a form of reflection.

Improving your skills

Listening to feedback, reflecting on your own performance and identifying how you can improve is important. There is no fixed way to develop your communication skills, but key points can include:

1. **Being self-aware and honest with yourself**
2. **Pinpointing what you need to improve**
3. **Setting yourself a personal development plan to identify what you wish to improve, how you are going to do it, and by when**

Task 3: Review and develop own communication skills (AC 3.1 & 3.2)

For this task you need to **REVIEW** the effectiveness of your communication skills. You should reflect on the activity that you identified and completed as part of Activity 1 on pages 18-19 and the practical teamworking activity you completed in Unit 1.

In order to complete the review you need to:

- **DESCRIBE two** areas that **you** performed **well** in
- **DESCRIBE two** areas that **you** could **improve**
- provide an **overall** judgement of how well **you** did

? Example

An acceptable answer would be:
"I could improve my communication skills by slowing down the speed of my voice. When I was communicating with my team I spoke very fast, which meant I had to repeat my messages to the team to avoid confusion."

An answer that would not be accepted:
"Speed of my voice."

Top Tip

Remember the review is about the **communication** skills that **you** used during the activity. The overall judgement **must** include a reason.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO **Learning Outcome 3 - complete** ✓

Answers

LO 1 Understand the role and importance of effective communication

Q1: To share information, to inform others, to change behaviour and to express views and opinions.
Q2: Verbal.
Q3: The group may not understand, objectives might not be achieved, can cause frustration and tension, relationships in the team could break down.

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

Additional units of interest

As part of this qualification there are other units of study. A number of them are clearly linked with communication skills, they include:

Unit 1: Developing Effective Teamwork Skills
Unit 3: Preparing for Employment
Unit 11: Developing Effective Leadership Skills

Contact

Learner Support Services: tpd@cvcollege.org
Cadet Vocational College: 01276 601701

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 role and importance of effective communication			
1.1	State why effective communication is important	Task 1	WB Pages 4-5
1.2	Describe different methods of communication	Task 1	WB Pages 4-5
1.3	Explain potential barriers to effective communication	Task 2	WB Page 6-7
1.4	Explain potential consequences of poor communication	Task 2	WB Page 6-7
Learning Outcome 2: Be able to communicate effectively with others using verbal and non-verbal communication			
2.1	Use effective listening skills to fully understand the information given	Activity 1	WB Pages 8-11
2.2	Use verbal and non-verbal communication techniques to effectively communicate with others	Activity 1	WB Pages 8-11
2.3	Use language/terminology that is clear and concise, adapting it to meet identified needs of others	Activity 1	WB Pages 8-11
Learning Outcome 3: Be able to review and develop own communication skills			
3.1	Review the effectiveness of own communication skills used	Activity 1 **or** Task 3	WB Pages 8-11 **or** 12-13
3.2	Identify improvements that could be made to own communication skills based on review	Activity 1 **or** Task 3	WB Pages 8-11 **or** 12-13



All material contained in this Learning Guide is copyright.

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

Cadet Vocational College
3 Archipelago, Lyon Way, Camberley, Surrey GU16 7ER

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

CVQO Ltd, operating as Cadet Vocational College
Charity Registered in England & Wales No. 1115234
Charity Registered in Scotland No. SC039261
Company Registered in England & Wales No. 5736932

Copyright © 2024

Ofsted Good Provider