Cadet Vocational College

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SUBMISSION DEADLINE: 4 weeks after delivery is complete

BTEC LEVEL 2

Teamwork and Personal Development in the Community

UNIT 1 WORKBOOK

Developing Effective Teamwork Skills

LEARNER NAME:	REFERENCE: VQ
EMAIL ADDRESS:	GROUP OR UNIT NAME:

Affix label here
(for Cadet Vocational College use)

LEARNER DECLARATION

The declaration must be signed by you (the learner). Unfortunately, any unsigned work cannot be accepted for marking.

"I certify that the work submitted in this workbook is my own."

SIGNED:

DATE:

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VERSION 3.1

Pearson Approved Centre. Centre number 01383

Welcome to the workbook

for Unit 1

This workbook is for you to submit your answers for the written tasks to complete Unit 1.

Further instructions are contained in the Learning Guide, which you should use to help you learn and understand how to complete the tasks. If you feel that you need support or assistance with completing the workbook please ask your VQO, your tutor or email tpd@cvcollege.org and we will get back to you.

Using resources and referencing

You **must** use your own words to answer the tasks.

There may be an occasion when a quote from a resource (e.g. a website or a Cadet Vocational College learning resource) can be used to *support* your written answer. If you do this, you **must** use quotation marks, name the source and if applicable, state a page number. For example, "Having team members you trust is key to the success of any team." (Learning Guide, page 5).

Glossary

The following command verbs introduce the different tasks in this workbook and their meanings are given below:

Define	Give the meaning of a word or phrase.
Describe	Think of it as answering the question 'what is it?' Include a series of relevant points to 'paint a picture with words'.
Explain	Think of it as 'how does something work?' You need to provide an explanation first and then give your reasons for doing so. Using words such as 'because' or 'therefore' will help you to do this.
Identify	This usually tests your skill of remembering information. You might select from a list of options, point something out, or give a list of main features.
Recommend	Suggest or put forward as being the best choice, giving your reasons why.
Review	Look back over the topic or activity to provide a detailed evaluation with conclusions and decide what was effective or not. Using specific examples will add strength to answers.

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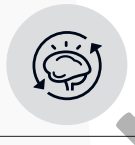
Icon key

Icon	Description
	**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.

	**Learning** Learn the theory behind the topic.
	**Doing** Put into practice what you have learnt.
	**Listening** Listen to feedback from others, i.e. your tutor or peers.
	**Reflecting** Learn from the experience to improve next time.

Teaching and learning

There are a number of teaching sessions for Unit 1. To find out more, please speak to your Teaching and Learning Manager or scan here for more details.

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Unit 1

Developing Effective Teamwork Skills

This is a mandatory unit that you must complete in order to achieve the qualification.
There are also optional units that you will select after you submit this assessment. Look out for your email!

Who delivered this unit? ...

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 is important when completing a team task.

You *can* include examples within your answers to give the detail required. Your examples can be from the case studies discussed in the Learning Guide (Sam: mentoring newer members or Sophie: in the workplace) or from your own experiences of teamworking.

Teamwork skill 1:	
Why is it important?	

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Teamwork skill 2:	
Why is it important?	

Teamwork skill 3:	
Why is it important?	

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



In the case studies found in the Learning Guide, Sam is part of the senior mentor team and Sophie is part of the supermarket support team. Think back to a time when **you** have been part of a team: perhaps it was on a DofE expedition, during a team task, or as part of a sports team. You will have found that there are benefits and challenges to working in a team.

In the table below DESCRIBE three benefits and three challenges of working as a team.

As the command verb is **DESCRIBE** you can include reference to the experiences of Sam or Sophie **or** you can use your own experiences of teamworking to help you to provide the detail required.

Benefits of working as a team *What does good teamwork enable you or the team to do?*	Benefits
1	
2	
3	

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Challenges to working as a team *What problems could you or the team face?*	Challenges
1	
2	
3	

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

Effective communication between team members is important when working as a team.

Both studies in the Learning Guide show how a variety of communication methods can be used. They include verbal and non-verbal styles, along with listening and questioning skills.

Part a. Use the space below to DEFINE the term 'effective communication' in your own words.

...

Part b. EXPLAIN why 'effective communication' is important when working as a member of a team to complete a team activity.

Use the space below to give **three** detailed reasons. You should refer to the case studies of Sam (mentoring new members), or Sophie (in the workplace), or you can use your own experiences of teamworking to help you form your answers.

1	
2	
3	

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Task 4: Describe the stages of team development



(AC 1.5)

For a team to work effectively it will take time and effort from everyone. The theorist Bruce Tuckman created a model to describe five stages of team development, which a team will progress through.

Use the boxes below to **DESCRIBE** in your own words the features of each stage of team development.

You *can* include an example, either from the case studies in the Learning Guide or from your own experience to help you add the detail required.

	Description of the features
Forming	
Storming	
Norming	
Performing	
Adjourning	

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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

For Activity 1, you **must** complete **one** of the options below (**either** Option 1, **or** Option 2, **or** Option 3). This is something that will usually be carried out as part of the activities 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)	Able Cadet (or higher)	
Royal Marine Cadets (RMC)	Lance Corporal (overnight practical and CAP)	
Royal Air Force Air Cadets (RAFAC)	*Foundation Leadership BLUE badge (or higher)	
Army Cadets (ACF) and CCF (Army)	1 Star Expedition (or higher) (ACS)	
Combined Cadet Force (CCF)	CCF Army Basic Expedition and Exercise	
	CCF RAF (as above)	
	CCF Navy (Ordinary Cadet)	
	CCF RM (Basic)	
St John Ambulance (SJA)	*Cadet of the year	
	*Cadet Leadership Course 1 (or higher)	
	*Leadership and Teamwork	
Fire Cadets	*Award 1	
	*Unit 11, 13 **or** 20 BTEC L2 FRS	
Scouts	*Chief Scouts Gold Award (or higher)	
	*Explorer Scouts Explorer Belt	
Nursing Cadets	*Welcome module	
Other opportunities	*Bronze DofE expedition training (or higher)	
	ILM Level 2 Award for Young Leaders	
	*NCFE Level 2 Sport	

If you **have** been able to tick one of the recognised activities above you **do not** need to complete any further tasks in this workbook. Please submit your work for assessment!

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If you **have not** been able to tick one of the recognised activities on page 11, you **must** now evidence your teamwork skills by completing one of the options below.

Option 2

Choose **one** teamwork activity you have completed and would like to review.

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.

	Activity	✓
For ACF, RAFAC, SCC and CCF cadets 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)	
Army Cadets (ACF) only	1 Star Adventurous training (or higher)	
	Attendance at CCAT	
CCF (Army) only	Phase 2 Leadership Development	

		Activity	✓
For other organisations	**Scouts**	*Explorer Scouts Young Leader	
		*Teamwork Challenge Award	
	Boys Brigade	*Building Your Skills	
		*President's badge (or higher)	
		*Fundraiser Stage 3	
	St John Ambulance	*Adventure Skills	
		*Volunteering in my Community	

If you **have** been able to tick one of the recognised activities then **you will now need to complete Tasks 5 and 6** in your workbook.

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Option 3 for all organisations

You can use another teamwork experience that you have completed outside of your organisation, for example being in a team 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 17-18 in your workbook.

When you have this evidence **you will need to complete Tasks 5 and 6 to review this experience.**

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

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

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Remember you **do not** need to complete this **if** you have completed a recognised activity listed on page 11.

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



When you completed the teamwork activity identified in **Activity 1**, you will have received feedback from staff involved and from your peers. You will also have had an opportunity to self-reflect.

You should now **REVIEW your** performance during this activity by completing the following table.

Identify **three** areas where **you** performed well during the activity

Identify **three** areas where **you** could improve following the activity

Overall, how would you judge **your** performance during this teamworking activity?
You must give a reason to support your answer.

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Now you have reviewed your own performance in this teamwork activity, the next logical step is to identify specific teamworking skills you need to improve.

You should now **IDENTIFY three** teamworking skills you need to improve and **EXPLAIN how** you are going to improve each one.

Teamwork skill 1:	
How am I going to improve this skill? *What exactly will I do to improve?*	

Teamwork skill 2:	
How am I going to improve this skill? *What exactly will I do to improve?*	

Teamwork skill 3:	
How am I going to improve this skill? *What exactly will I do to improve?*	

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Remember you **do not** need to complete this **if** you have completed a recognised activity listed on page 11.

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



You should now consider the performance of the **team** during this activity.

Use the box below to make **three** recommendations explaining how the **team** could work better together in a future teamworking activity.

*To give a detailed recommendation, you must consider: **WHAT** the team could do to improve and **HOW** this would help.*

...

Congratulations - you have now completed all of the tasks in this unit.

Check your work before submitting for assessment!

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VQF 647
Version 3

BTEC Level 2 Teamwork and Personal Development in the Community
Unit 1: Developing Effective Teamwork Skills

Witness statement - for completion by the VQ Officer or an appropriate assessor

Reference:	**VQ**
Learner name (CAPS):	

This form can be used to provide evidence that the learner has:

- worked with other team members to plan and complete tasks on time
- made a positive contribution within the team
- completed own tasks, successfully and on time
- responded positively to advice and constructive criticism

Teamwork task undertaken:
What was the teamwork activity? What was the objective of the task? Who was involved?

How did the learner work with others?
Did the team have a plan? What was the plan? What was the role of the learner in the plan?

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What positive contribution did the learner make to the team?

What did they do?

How did the learner respond positively to advice and constructive criticism from yourself and two peers?

Tutor signature:	*"I confirm that this is a true and accurate account"*		
Tutor name (CAPS):			
Job role:		Date:	

Learner comment:			
Learner signature:		Date:	

When completed, this witness statement must be passed to the learner. The learner should then sign, date and comment on your feedback. The completed form must be submitted at the same time as the learner's work.

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