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 11 WORKBOOK

Developing Leadership 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 11

This workbook is for you to submit your answers for the written tasks to complete Unit 11.

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.

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:

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.
Outline	A brief description setting out main characteristics or points.
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 of the 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 11. To find out more, please speak to your Teaching and Learning Manager or scan here for more details.

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Unit 11

Developing Leadership Skills

Who delivered this unit?

Task 1: Explain the importance of leadership

(AC 1.1)

For this task you need to **EXPLAIN why** leadership is important.

OUTLINE the need for leadership and provide **two** detailed reasons to support this.

You *can* include examples within your answer, or even refer to a specific scenario to give the detail required.

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Task 2: Explain the skills needed for leadership

(AC 1.2)

EXPLAIN three skills that a leader should have.

For each skill that you identify, you must give **at least one** detailed reason that supports **why** the skill is important. Giving an example from your own experience may help you to provide the detail required.

Skill 1:	

Skill 2:	

Skill 3:	

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Task 3: Explain different styles of leadership and when they should be used (AC 1.3)



EXPLAIN two leadership styles: Democratic and Autocratic.

Use the boxes below to:

- **OUTLINE** the leadership style
- provide an **example** of a situation that demonstrates **when** this style should be used
- give a detailed reason **why** this style should be used in the situation you have chosen

Democratic:

Autocratic:

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Task 4: Outline the role of a team leader in developing a team (AC 1.4)

OUTLINE the role a team leader has in developing a team.

As the command verb is **OUTLINE**, your answer should be a brief description that sets out the main characteristics or points.

...

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Activity 1: Be able to work as an effective team leader (AC 2.1, 2.2, 2.3 & 2.4)

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

- agree goals for a defined task with the team
- communicate effectively with the team
- demonstrate appropriate leadership skills and behaviours for the defined task
- monitor team progress to ensure goals are met

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	✓
Instructor type qualifications	*Level 3 Community Sports Leadership	
	*Level 1 Sports Leadership (or higher)	
	*BCU or RYA instructor qualification	
	*Lowland Expedition Leaders Award	
Scouts	*YouShape Award	
	*Chief Scouts Gold Award (or higher)	

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!

If you **have not** been able to tick one of the activities above, you **must** now evidence your leadership skills by completing Option 2 **or** Option 3.

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Option 2

Below is a list of recognised activities that can evidence your leadership skills. Please read through and tick **one** activity that you have completed and would like to review.

	Activity	✓
Sea Cadet Corps (SCC)	Rowing Coxswain	
	Rowing Instructor	
	Drill Instructor	
Royal Air Force Air Cadets (RAFAC)	*Foundation Leadership BLUE badge (or higher)	
	*MOI	
Army Cadets (ACF) and CCF (Army)	3 Star Fieldcraft (or higher) (ACS)	
	CFIT / MOI / JCIC / SCIC	
Royal Marine Cadets (RMC)	Sergeant (completion of S6-8)	
Boys Brigade (BB)	*Fundraiser Stage 4	
	*Health and Fitness Stage 4	
	*Queen's Badge	
Combined Cadet Force (CCF)	CCF ARMY (Phase 1 **or** Phase 2)	
	CCF NAVY Able Cadet	
	CCF RM (Phase 1 **or** Phase 2)	
	CCF RAF (MOI)	
	CCF RAF Foundation Leadership BLUE Badge (or higher)	
Scouts	*Explorers Leadership Activity Badge	
Other	ILM Level 2 Effective Team Member Skills	

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 5** in your workbook.

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Option 3 for all organisations

You can use another experience that demonstrates your ability to work as an **effective team leader**. 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 13-14 in this workbook.

When you have this evidence, **you will need to complete Task 5 to review your leadership experience.**

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

If you have evidence of leadership 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 suitable activity listed on page 8.

Task 5: Review own performance as a leader in a defined task and identify ways to develop own leadership skills from a defined task (AC 3.1 & 3.2)

There are two parts to this task.

Reflect on the leadership activity that you identified in Activity 1. The self-assessment survey you may have completed in the Learning Guide could provide you with a good starting point for this task.

To **REVIEW** your performance as a leader you **must**:

- identify your leadership style and its impact
- detail **three** areas **you** performed **well** in
- detail **three** areas **you** could **improve**
- provide an **overall** judgement of your leadership ability
- identify **three** leadership skills that you need to improve, and state **how** you will improve these skills

Part a.

What style of leadership did you use during the identified task?	☐ **Autocratic** ☐ **Democratic** ☐ **Laissez Faire**
What impact did this leadership style have on your team?	

Detail **three** areas that **you** performed well in as a leader	
1	
2	
3	

Task continued on the next page.

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Detail **three** areas where **you** could improve your leadership performance	
1	
2	
3	

Overall, how well do you think **you** did as a leader?

...

Part b.

Using the areas for improvement you have detailed above, **IDENTIFY three** leadership skills you can improve on to further develop as a leader, and **STATE how** you will improve these skills.

Leadership skill	**How I am going to improve this skill?** (what exactly will I do to improve)

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

Check your work before submitting for assessment!

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VQF 655
Version 3

BTEC Level 2 Teamwork and Personal Development in the Community
Unit 11: Developing Leadership Skills

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

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

This form can provide evidence that the learner has worked as an **effective team leader** and can:

- agree goals for a defined task within the team
- communicate effectively with the team
- demonstrate appropriate leadership skills and behaviours for the defined task
- monitor team progress to ensure goals are met

Details of a time when the learner was an effective leader:
What was the task/situation? What were the goals?

How did the learner communicate effectively with the team?
What communication skills did they use? Why were they effective?

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What leadership skills and behaviours did they demonstrate?
Why were they appropriate?

How did the learner monitor the team's leadership progress to ensure the goals were met?

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

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

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