Teamwork and Personal Development in the Community



Cadet Vocational College

LEARNING GUIDE

for completing Unit 11

Version 3.2

Pearson BTEC Approved Centre

Unit 11: Developing Leadership Skills

On successful completion of this unit you will:

1. Understand the purpose and importance of leadership
2. Be able to work as an effective team leader
3. Be able to review and develop own leadership skills

Unit 11

Developing Leadership Skills

Being a member of a youth organisation can help you to develop your leadership skills.

Leadership skills that you develop within your youth organisation are transferable to different areas of your life. Leadership skills are particularly useful when searching and applying for employment, particularly as the job market is so competitive.

This unit will give you the opportunity to learn the theory of leadership, showcase your leadership skills through taking part in practical tasks, and review your performance to improve your skills.

Unit 11 has:



- Four tasks which require written answers.
- 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 own organisation will help you to develop your **leadership 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.

SCC: Leading Cadet (or higher)
RAFAC: Basic Leadership Bronze Badge (or higher)
CCF RAF: Basic Leadership Bronze Badge (or higher)
Scouts: Explorer Scouts Young Leader / Belt Buckle (completion of)
SJA: Cadet Leadership Course 2
SJA: Leadership and Teamwork
Fire Cadet: Unit 11 BTEC L2 FRS (within Award 2)
ILM Level 2: Young Leaders Award

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

LO

Learning Outcome 1

Understand the purpose and importance of leadership

This learning outcome will help you to develop your knowledge of the theory of leadership; its importance, the skills required and the different styles of leadership. This will help you to prepare for the practical part of the unit.

Q: What is a leader?



A:
"A person in control of a group, country or situation."

Cambridge Dictionary
www.dictionary.cambridge.org

A leader can be someone who people will follow. It can also be an individual who inspires or motivates you to meet a goal.

Q: What is leadership?



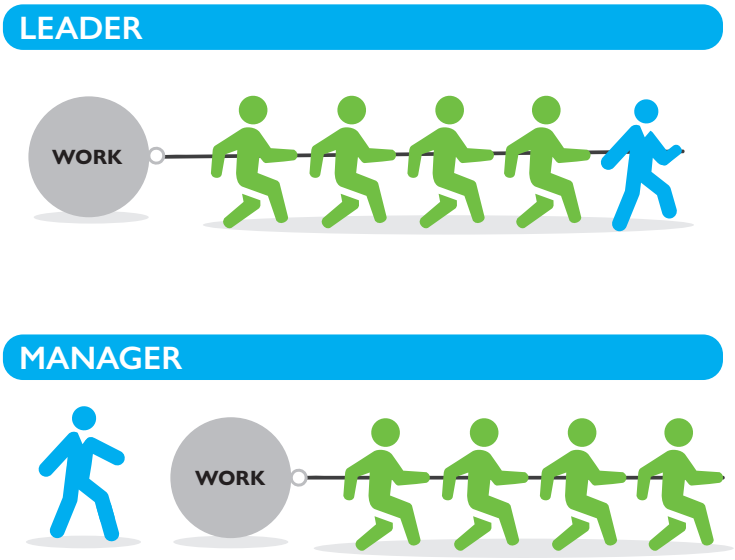
A:
"Leadership is generally defined simply as influence: the art or process of influencing people so that they will strive willingly towards the achievement of group goals."

Koontz and O'Donnell
www.businessmanagementideas.com

Leadership and Management

Look at the image below and consider the following points:

- What do you think the differences are between **leadership** and **management**?
- What does this image symbolise to you?



The image here summarises that a group of people can be **led** or **managed**.

When leading a group, it is not uncommon for there to be a crossover between leading and managing. The table below outlines a number of other differences.

Leadership	Management
Lead a group to a common goal	Plan, organise and coordinate tasks
Influence and inspire others to share your vision	Allocate tasks and provide structure
Give individuals a sense of direction and inspire independent thinking	Control people, resources and outcomes
Focus on verbal communication	Focus on written communication
Listen to your team to understand their needs	Provide feedback, offer direction, and give order to the team

Think back to a team activity you have taken part in, such as a practical leadership task. During the task, were you **led** or **managed** or was it a **combination** of both?

Scan the QR code below to find out more about the differences between leadership and management.

Scan me!

https://www.youtube.com/watch?v=t-XTtyiWhKg

The importance of leadership

Leadership is an important transferable skill. You will follow the leadership of staff within your organisation, but over time you will also develop and demonstrate your own leadership skills through regular training which may include attending leadership courses, volunteering and adventurous training. Developing your leadership skills can help you to progress within your youth organisation.

Having strong leadership within your youth organisation, workplace, school or college is important to help you to achieve objectives.

Leadership is important as it can help to:

- set a clear vision that can be communicated effectively to team members
- motivate team members and inspire them to achieve their very best
- provide guidance and give direction
- instil confidence in your team members
- increase motivation and efficiency in your team





Self-leadership

"Self-leadership is the ability to influence your 'self' to achieve your objectives."
(Bryant & Kazan, 2012)
https://www.selfleadership.com/

The first stage of leadership is learning to lead yourself, as well as leading others. It is important to understand who you are, where you want to go and what you can accomplish, so that you can achieve your personal, work or youth organisation goals. In order to be a good leader, you must have the ability to **lead by example.**

Having good self-leadership skills can help you:



Setting clear objectives

As a leader, it is important to create and set **leadership goals**. This ensures your success as a leader and also for your team. In order for leadership goals to be effective, they need to be S.M.A.R.T.



Support and guidance

As a leader, you aim to **guide**, **inspire** and **motivate** team members to achieve objectives. Leaders will offer guidance to all members of their team to help them to fulfil their roles and complete their tasks to the best of their ability.

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.

? Example

An acceptable answer with one detailed reason, would be:
"Leadership is important to help a team achieve their goal. For example, a leader will set goals for their team and make sure that everyone understands what their role is. This helps give the team members direction so that they understand and can complete the tasks set."

An answer that would not be accepted:
"Leadership is important to help a team achieve their goal."

Top Tip

The above example only gives one reason. You need to ensure that your answer gives **two** detailed reasons about **why** leadership is important.

You can include specific examples within your answers to help you give the level of detail required.

Being a leader

Case study

The case study about Sam below illustrates some of the skills and qualities required to be a successful leader.

Sam was a member of his youth organisation for five years. Sam decided to take some time away for personal study but has now returned as an adult volunteer to give something back to the organisation. In that time he has developed a number of skills (highlighted in **green**) and qualities (highlighted in **blue**).



Sam

An adult volunteer role will suit Sam perfectly as he has excellent **teamworking** and **communication skills.** Using his previous experience, he is able to **problem solve** and **delegate jobs** effectively.

Sam has demonstrated some **qualities** that he possesses as a leader through his previous role as a mentor. Sam is **dedicated** and **reliable** in his role, turning up each week to instruct the young people. He is **professional** and **approachable** in his delivery methods and remains **patient** and **empathetic** towards new recruits.

As an adult volunteer, Sam is a team leader who motivates and provides feedback so that members can improve their performance and achieve their goals.

Take a moment to reflect:
Who have you been led by? What made this person a good leader? What do you think it takes to be a successful leader?

There are a number of skills listed below that a leader should have. You may be able to think of some others.

>> EMOTIONAL INTELLIGENCE

>> DELEGATION SKILLS >> CONFLICT MANAGEMENT

>> EFFECTIVE LISTENING >> PROBLEM SOLVING

>> GIVING AND RECEIVING FEEDBACK

>> DECISION MAKING >> TIME MANAGEMENT

>> VERBAL AND NON-VERBAL COMMUNICATION

In the boxes below list the top four skills that you think a leader should have.

Use the table below to **identify** a leader and **two** skills they have. Consider **why** your leader needs each skill.

Completing this table will help you as you progress through the unit.

My chosen leader:	

Skill:	Why should a leader possess this skill?

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.



An acceptable answer would be:
"As a leader, communication skills are important because you need to be able to share your ideas and opinions. It is important to communicate clearly with your team so that they know exactly what to do. If you don't, it could lead to the team being confused or the wrong outcome being reached."

An answer that would not be accepted:
"Communication skills are important so that your team know what to do."



Using your personal experiences of leadership from within your organisation or elsewhere will help you to write your answer.

Leadership styles

There are three main leadership styles. These are **autocratic** (also known as authoritarian), **democratic** and **laissez-faire**.

Autocratic

Autocratic Leadership	
Definition	Leaders have very little input from others and base decisions on their own experiences or beliefs.
Characteristics	• Confident in their skills and abilities • Clear communicator • Dictate all working methods and rules so can be seen as bossy • Discourages creativity
 **Positives**	• Allows for quick decision-making because only the leader has a say in the decision-making process • Can manage large number of team members • Communication is direct and one-way • Removes pressure from the team as they do not have to make decisions
 **Negatives**	• Team morale can decrease as the team is not involved in the decision-making • The leader takes responsibility for both the team's failures and achievements which can make the team members feel unvalued • Leaves team members feeling like they are not trusted with decisions or important tasks
Example	• Drill instructor • Delivering a safety or adventurous activity briefing

Scan below to find out more about **autocratic leadership style**.

Scan me!

https://www.youtube.com/watch?v=yO1NcAR5MGY

Democratic Leadership	
Definition	This is an open leadership style where team members are involved in the decision-making process.
Characteristics	• Team members are encouraged to share ideas and opinions • Decision-making is balanced, even though the leader retains the final say in the decisions • Leader is open and honest in their communication • Encourages the team to work without direct supervision
 **Positives**	• Encourages contributions from team members • Team members feel engaged which will increase motivation • Improves team morale which can make teams more productive • Develops confidence in team members and they feel valued
 **Negatives**	• Decision-making takes longer • Relies on different knowledge and skill levels as it involves everyone's opinion • It can be time consuming to oversee team members and organise discussions
Example	• Collaborating ideas during a leadership task • Team planning meeting

Democratic

Scan below to find out more about **democratic leadership style**.

Scan me!

https://www.youtube.com/watch?v=rRiIFBvG5_8

Laissez-faire Leadership	
Definition	This is a French term which means *"Let them do"*. Laissez faire leadership style allows the team members to make their own decisions. This is a more 'hands off' leadership style.
Characteristics	• Leaders provide all training and support required • Leaders are able to regain control when needed • Team members are expected to solve problems on their own • Very little guidance is given by the leader
 **Positives**	• Team members can work independently • The freedom team members have can encourage creativity as they do not feel restricted • Helps team members to develop their knowledge and skills • Faster decision-making as team members are allowed to make the decisions
 **Negatives**	• Can be damaging to a team if they do not have the skills and knowledge to complete tasks • Not suitable for new or inexperienced team members as they need guidance • Team members who need direction will struggle
Example	• Subject matter experts being left to get on with their jobs without direct supervision i.e. a practice drill session.

Scan below to find out more about **laissez-faire leadership style**.

Scan me!

https://www.youtube.com/watch?v=0VpAJTEDdZY

If you wish to read about other leadership styles please visit:

Scan me!

https://www.verywellmind.com/leadership-styles-2795312

Summary exercise

Take a look at the phrases below, and based on what you have learnt about the leadership styles above, match the leadership style to phrases that may be used as part of that style. One has been completed for you as an example.

Autocratic

Democratic

Laissez-faire

“What do you think?”

“This is our goal, it’s your choice how we get there”

“Come with me”

“Do what I do, now”

If you want to check your answers, they are located on page 26.

Choosing a leadership style

As a leader, it is important for you to be able to **adapt** your leadership style when required. The style of leadership you choose can depend on:

- the situation
- the experience of the team
- the ability of the team
  (i.e. their knowledge and skills)



Case study

Below is an example of leadership in action. Read the scenario and consider the questions below.



Andy

Andy is an experienced community based police officer who is involved in a new initiative to reduce the amount of youth crime occurring in the city. He has called a meeting to discuss what the current problems are and how effectively they are dealt with. The idea of the meeting, being to create a plan to move forward in reducing these issues.

Many organisations will be involved in this initiative such as social care, youth groups, the probation service, victim support and local business owners. All of them will send a representative to attend the meeting.

Thinking about the case study above, answer the following questions:

- **Which leadership style do you think Andy should employ for his meeting?**
- **Why do you think he should employ this style of leadership?**

Leadership style	Why?
...	

If you want to check your answers, they are located on page 26.

Task 3: Explain the 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



An acceptable answer would be:
"Autocratic leadership style is where the leader has full control of their team and does not involve them when making decisions. This could be used when a new team is formed in a workplace. A new team may not have the necessary experience and skills at first, so the leader can make the decisions, while the team members learn the skills needed."

An answer that would not be accepted:
"Autocratic leadership style is based on control. This could be used when a new team is formed, so that the leader can control the team."



One sentence will not be enough to meet the detail required for this answer. Using the words 'because' or 'therefore' may help you to explain your reasons why each style should be used. You may find it useful to refer to your own experiences within your answer.

The role of a team leader in developing a team

A team leader should review the team's performance against the original goal. Doing this will help to identify ways that the team can improve. For example, developing individuals' skills (upskilling), practicing skills or implementing motivational activities.

Team leaders play a role in helping to develop their teams by:

- delegating roles based on people's strengths and abilities
- encouraging open communication
- being an active listener and building up rapport within a team to maximise individuals' performances
- using feedback to resolve any issues
- motivating team members
- encouraging team members to reflect on their performances, to allow for further improvements

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



For this task you will need to **OUTLINE** the role a team leader has in developing a team.

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



An acceptable answer would be:
"A team leader can help to develop a team through communicating and listening well to their team members. The team leader can make sure that everyone understands what to do and motivate their team to complete the job."

An answer that would not be accepted:
"A team leader can help to develop a team through communicating."



To help you with your answer, consider the benefits of having a team leader. You may find it useful to reflect on your own experiences when you may have taken on the role of a team leader.

Recap

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

- **Leadership is important as it can help to motivate the team and can inspire members to think outside of the box. True or false?**
- **Which style of leadership involves team members in the decision-making process?**
- **Andy has a highly motivated team who are experts in their fields of work. Which style of leadership would be most suited to this scenario?**
- **Potential employers would love to hear about your leadership experience. True or false?**

If you want to check your answers, they are located on page 26.

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Be able to work as an effective team leader

This learning outcome will require you to demonstrate your leadership ability. You will take on the role of a team leader in an observed task and demonstrate the appropriate skills and qualities to lead a team as part of a task.



Case study

The following case study looks at Sophie who we introduced in Unit 1 and works in a supermarket. Sophie applied for a promotion to a team leader role in store and was successful.



Sophie

As a team leader, Sophie ensures that all her team members are working at their best to help the day to day operations in store run smoothly. Sophie has to demonstrate excellent **time management** and **delegation** skills to ensure that the workload is shared among the members of her team. Sophie can then monitor her team to ensure the work is completed.

As part of her role, Sophie has to be **confident** in **making decisions**, **communicating** with staff and customers and have a **welcoming-attitude**. Sophie has to take care of any problems immediately and manage conflict so that it does not impact on the customer. Sophie is professional in her approach and understands how important it is to **lead by example**. She is **committed** to being the best she can be in her role, and is **assertive** whilst still being **approachable** and **fair** in her manner towards the staff she leads.

The jobs of a team leader can vary, but in this case Sophie's daily tasks can include:

- holding team meetings to update her staff on best practices and expectations for the tasks ahead
- setting objectives and communicating these to team members
- allocating workloads and delegating responsibilities to her team members based on their strengths
- monitoring progress against the targets set
- handling complaints from both staff and customers
- helping with training and development
- answering team members' questions and helping with problems

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 2 Community Sports Leadership	
	*Level 1 Sports Leadership (or higher)	
	*BCU or RYA instructor qualification	
	*Lowland Expedition Leaders Award	
Girl Guides	*Young Leader	
Scouts	*YouShape Award (Lead)	
	*Chief Scouts Gold Award (or higher)	

Correct at time of print

If you **have** been able to tick one of the recognised activities above, you **do not** need to complete any further tasks in your 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.

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)	
	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 NAVY Able Cadet	
	CCF RM Leadership and MOI Cadre: Phase 1 **or** Phase 2	
	CCF RAF MOI / Instructor Cadet	
	CCF RAF Foundation Leadership BLUE Badge (or higher)	
Scouts	*Explorers Leadership Activity Badge	
NHS Cadet	*Witness statement required (available from your TLM)*	
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.

Correct at time of print

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 on pages 13-14 in your workbook. You will also need to collect peer feedback on your performance, this feedback will support you with completing the next written Task 5.

Scan here for a full and updated version of our 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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LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO

Learning Outcome 3

Be able to review and develop own leadership skills

This learning outcome will require you to review your performance as a team leader in a defined task and identify areas for improvement.



BALJODH SINGH

Testimonial | Cadet perspective

Being a cadet has allowed me to develop my leadership skills and step out of my comfort zone. Not having any self-confidence to lead a team to start off, I developed new leadership styles and techniques. Now, as a Cadet Adult Volunteer, I can confidently lead team meetings and teach lessons. These are valuable skills that will allow me to have a great career ahead as a Medical Professional.

Reviewing own performance

As a leader, being able to review your own performance is essential. The questions below can help you to do this.

- What was the impact of your actions?
- What skills did you demonstrate?
- What was the quality of your work?
- Did you achieve your original objectives or aims?
- What feedback did you receive?
- How did you cope with the results of the task (successful or not)?

Self-assessment survey

Use the template below to complete an audit of your own leadership practices. This will prove useful and help you to complete Task 5.

You should consider your strengths and areas for development in relation to the statements below. Tick the relevant box that you feel best describes how you rate yourself for each point.

	I do this well	I am ok at this, but I need some more practice	I don't do this well
I work hard to develop the skills within my team			
I communicate well with others			
I am good at motivating others			
I treat team members with respect			
I can manage conflict in a team			
I am happy to listen to other people's ideas and take these on board			
I am a good delegator			
I am resilient as a leader when things go wrong			
I am able to admit my mistakes and take responsibility			

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.

Take a moment to reflect on the leadership activity that you identified in Activity 1. The self-assessment survey you may have completed as part of your learning, could provide you with a good starting point for this task.

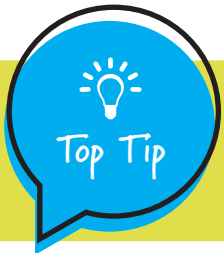
To **REVIEW** your performance as a leader you **must**:

- 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



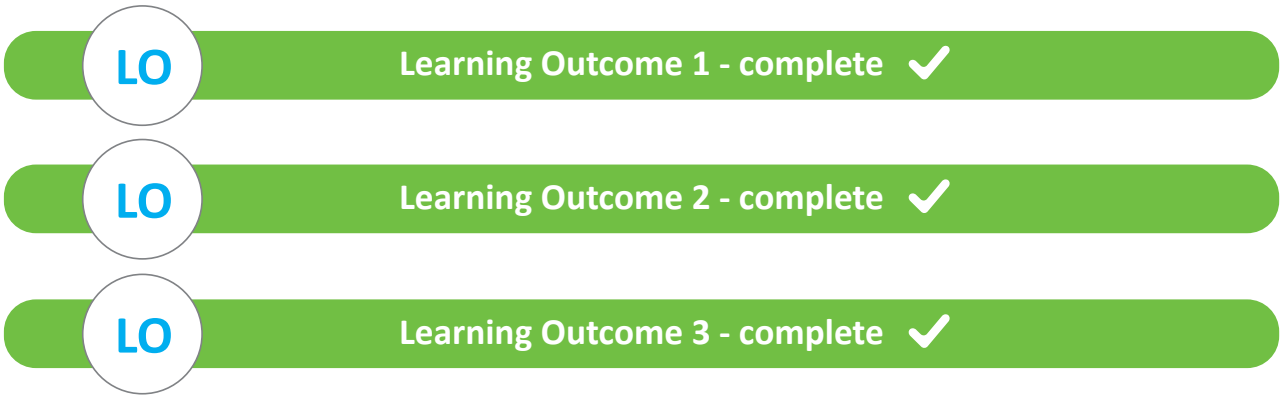
For example, if you gave an overall judgement, an acceptable answer would be:
"Overall, I think I did well as a leader because I was confident when communicating, I delegated jobs to ensure the task ran smoothly and no one was left out. When things went wrong I was able to listen to feedback and change plans so that the team completed the task."

An answer that would not be accepted:
"Overall, I think I did well as a leader."



Consider the impact your leadership style had on your team, was it positive or negative? Did your leadership style aid the team's performance in any way?

Remember that the review is about **you**. How well did **you** perform and what can **you** do to improve your performance as a leader?



Answers

Summary exercise

Autocratic: Do what I do, now | Come with me
Democratic: What do you think?
Laissez-faire: This is our goal, it's your choice how we get there

Andy

Democratic. There are many different skilled professionals involved in the meeting with experience to share.

LO 1 Understand the purpose and importance of leadership

Q1: True.
Q2: Democratic.
Q3: Laissez-faire.
Q4: True. Often they will ask evidence-based questions where they will expect you to provide detail. Studying Unit 3 will help you to reflect on your experiences and provide solid answers. If you want to register for a workshop, see page 27 for more details.

Additional reading

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

Additional units of interest

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

Unit 2: Developing Effective Communication Skills

Unit 3: Preparing for Employment
(You can attend the teaching session for Unit 3 even if you don't choose it as an optional unit of study)

Unit 5: Personal Development through Adventurous Activities

Speak to your Teaching and Learning Manager for more details on each unit or sign up for a webinar via our website **www.cvcollege.org/events-awards**

Contact

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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	Workbook Page No.
Learning Outcome 1: Understand the purpose and importance of leadership			
1.1	Explain the importance of leadership	Task 1	4
1.2	Explain the skills needed for leadership	Task 2	5
1.3	Explain the different styles of leadership and when they should be used	Task 3	6
1.4	Outline the role of a team leader in developing a team	Task 4	7
Learning Outcome 2: Be able to work as an effective team leader			
2.1	Agree goals for a defined task with the team	Activity 1	8-10
2.2	Communicate effectively with the team	Activity 1	8-10
2.3	Demonstrate appropriate leadership skills and behaviours for the defined task	Activity 1	8-10
2.4	Monitor team progress to ensure goals are met	Activity 1	8-10
Learning Outcome 3: Be able to review and develop own leadership skills			
3.1	Review own performance as a leader in a defined task	Activity 1 **or** Task 5	8-10 **or** 11-12
3.2	Identify ways to develop own leadership skills from a defined task	Activity 1 **or** Task 5	8-10 **or** 11-12

NOTES



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