Cadet Vocational College

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SUBMISSION DEADLINE: 4 weeks after delivery is complete

BTEC L2

# 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**

I certify that the evidence submitted for this assessment is my own. I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that false declaration is a form of malpractice.

**SIGNED:**

**DATE:**

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VERSION 3.2

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**<br>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**<br>This requires a written response which links to each of the assessment criteria (AC). |
|  | **Activity**<br>This requires you to complete a practical activity. |
|  | **Learning**<br>Learn the theory behind the topic. |
|  | **Doing**<br>Put into practice what you have learnt. |
|  | **Listening**<br>Listen to feedback from others, i.e. your tutor or peers. |
|  | **Reflecting**<br>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 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 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) | |
| | 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.

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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 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.

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**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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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 3.2

## 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?**<br>*Why were they appropriate?* |
|---|

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

| | | | |
|---|---|---|---|
| Witness signature: | *"I confirm that this is a true and accurate account"* | | |
| Witness 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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## NOTES

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