

# Unit 18: Behaviour in Public Sector Employment

<b>Unit code:</b>	<b>D/600/6093</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>5</b>
<b>Guided learning hours:</b>	<b>30</b>

## ● Aim and purpose

The aim of this unit is to enable learners to develop a knowledge of the approaches to psychology and behaviour and its management.

## ● Unit introduction

Public service organisations have to deal with all types of people and provide their services with impartiality. To achieve this, public service personnel need to understand human behaviour and be able to deal with the public effectively. This unit enables learners to explore theories of behaviour and how behaviour can be managed.

Employment in public service organisations such as the uniformed services, central government or local government often requires an individual to adapt both their thinking and behaviour from that of their day-to-day life outside work. Because of the nature of much of the work in the public sector it is expected that personnel will demonstrate exemplary behaviour at all times, working in a disciplined and structured environment.

This unit will introduce learners to the different psychological approaches to understanding human behaviour and the theorists who developed them.

Learners will explore a range of studies in psychology and apply them to public services and their personnel.

Learners will explore the range of assertive and non-assertive behaviours and when they should be used. They will also explore the ideas developed by Betari and Thomas-Kilmann to help individuals understand their own behaviour and how it impacts on individuals and situations.

Learners will develop an awareness of the benefits to organisations and individuals of developing an understanding of human behaviour and how behaviours can be managed.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the approaches to psychology
- 2 Know behaviour and its management.

# Unit content

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## 1 Know the approaches to psychology

*Approaches:* behaviourist including classical conditioning (learning by association), operant conditioning (learning from the consequences of behaviour), scientific methodology; psychodynamic including unconscious mind, defence mechanisms, id, ego, superego; humanistic including freewill; cognitive psychology including perception, attention, memory (problem solving, reasoning) and language; social psychology including group behaviour, prosocial behaviour, social influence; cognitive

*Theorists:* eg Maslow, John B, Watson, Carl Rogers, Freud

*Studies in psychology:* eg Asch (1951) Conformity, Sherif (1935) Conformity, Crutchfield (1955) Conformity, Milgram (1963) Experiment, Hofling (1966) Obedience, Moscovici (1969) Blue Green Study, Zimbardo (1973) Stanford Experiment, Jane Elliott (1968) Brown Eyes, Blue Eyes

## 2 Know behaviour and its management

*Behaviours:* aggression including physical and verbal, poor listening skills, lack of self-esteem, places own rights above the rights of others; avoidance including avoiding confrontation; submissive including allowing own views to be misconstrued; assertive including protecting own rights whilst upholding rights of others, finding workable compromise, acknowledging other's point of view, clear direct communication; appropriate and inappropriate use of assertive and non-assertive behaviours

*Behaviour management techniques:* prevention of conflict eg team building with colleagues; conflict resolution including Betari's Box, Thomas-Kilmann; using assertive behaviour

*Benefits of understanding behaviour:* for individuals including public service personnel, customers and the general public; for teams; for public service organisations including staff motivation, conflict reduction, understanding of range of customer needs

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> identify approaches to psychology and their theorists	<b>M1</b> analyse one approach to psychology	
<b>P2</b> describe two studies in psychology		
<b>P3</b> outline different types of behaviour and how these can be managed.	<b>M2</b> assess the benefits of understanding behaviours for public services and their personnel.	<b>D1</b> evaluate how an understanding of psychology and behaviour can benefit public services and their personnel.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

This unit should be delivered so that it focuses on active and experiential learning and the opportunities for learners to research aspects of the content and contribute to classroom discussion, both with their tutor and with appropriate public service personnel.

Delivery is enhanced where groups of learners take responsibility for researching specific aspects of the unit content (as agreed with the tutor) and presenting their findings to other learners in the peer group using presentation slide shows, posters, leaflets, exhibitions, quizzes and other activity-based approaches. This helps learners to develop the personal, learning and thinking skills (PLTS) which are an essential part of their overall programme, in particular teamworking, independent enquirer and creative thinking skills.

Learners need to study the approaches listed in the unit content and some of the theorists associated with each of those approaches. They will also research a range of studies in psychology – it is suggested that these are selected with regard to the interests of the particular learner group or in conjunction with *Unit 4: Understanding Discipline in the Uniformed Public Services*, if learners are also studying this unit.

One approach is to ask different pairs of learners to investigate each of the suggested studies listed in the unit content and to present the study to the rest of the learner group and explain how that particular study could be used by public service personnel to aid their understanding of human behaviour. For example, Jane Elliott's Brown Eyes, Blue Eyes experiment (1968) is a powerful illustration of the way prejudice and discrimination develops.

Learners will also study the benefits of assertiveness and the issues surrounding non-assertive behaviours. They will examine behaviour management approaches and theories underlying these including Betari's Box and the Cycle of Conflict and the Thomas-Kilmann Conflict Mode Instrument (TKI).

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduces the unit and outlines the assessment.
Approaches to psychology – tutor input on key approaches and theorists including behaviourist (classical conditioning/operant conditioning, scientific methodology); psychodynamic including unconscious mind, defence mechanisms, id, ego, superego; humanistic including free will; cognitive including perception, attention, memory and language. (P1, M1)
Internet research on tutor-directed sites. Classroom discussion.
<b>Assignment 1: Approaches to Psychology and Psychological Studies</b>
Includes learner-initiated private study. (P1/M1/P2)
Studies in psychology from a range of those relevant to public services (including conformity, obedience, prejudice, influence). Internet research on tutor-directed sites. Case study approach. Classroom discussion and presentation of findings to peers. (P2)
Different types of behaviour (assertive, aggressive, submissive, avoidance) and how these can be managed including Betari and Thomas-Kilmann. Tutor input. Internet research on tutor-directed sites. Case study approach. Classroom discussion. (P3)
<b>Assignment 2: The Benefits of Understanding Psychology and Behaviour for Public Services</b>
Includes learner-initiated private study. (P3, M2, D1)
Review of unit and assignment.

## Assessment

A number of assessment activities can be used to measure the achievement of learning outcomes in this unit. Assignment evidence could be in the form of reports or summaries, role play, learner presentations, case studies or written assignments.

When using group activities to evidence learning outcomes, the tutor needs to ensure that each learner contributes to the assessment. Individual learner tutorials are an appropriate method for monitoring progress. It is essential to give individual learner feedback. If assessment includes a practical activity, it must be assessed and not simply a written account of the practical activity. Witness statements will record and verify evidence and learner achievement. A tutor witness statement will give appropriate detail of the activity undertaken and must be signed and dated.

To achieve P1, learners must identify approaches to psychology linked to some of the theorists who developed each theory. It is not intended that learners cover all theorists but that they show a basic knowledge of the main approaches listed in the unit content (behaviourist; psychodynamic; humanistic; cognitive; social psychology). This is then further developed in M1 when learners must select and analyse one approach, considering it in detail. Learners must look at the theorist(s) involved in developing the approach and the historical context within which they were working.

For P2, learners have to describe two studies in psychology. This could be assessed as a development of a research activity and could be formally presented by the learner to their peers and should be linked to similar studies if the learner is also studying *Unit 4: Understanding Discipline in the Uniformed Public Services*. The list in the content has been left as examples deliberately as learners should be encouraged to investigate a study they find of particular interest.

M2 requires learners to relate their understanding of psychology and behaviour to public service employment, assessing the benefits to the organisation and its personnel of having an understanding of behaviour.

D1 requires learners to evaluate the benefits of understanding behaviours to public services and their personnel.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Approaches to Psychology and Psychological Studies	As a human resources adviser, you have been asked to examine some approaches to psychology and the theorists who developed them.	Report, presentation or exhibition. Interview.
P3, M2, D1	The Benefits of Understanding Psychology and Behaviour for Public Services	As a human resources adviser, you have been asked to assess the benefits of understanding behaviour for public services and their personnel.	Report, presentation or exhibition. Interview.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Public Service suite. This unit has particular links with the following unit titles in the Public Service suite:

Level 3
Understanding Discipline in the Uniformed Public Services
Command and Control in the Uniformed Public Services

### Essential resources

Learners will need access to ICT including the internet.

## Employer engagement and vocational contexts

It is vital that this unit is delivered using a range of real case studies and scenarios drawn from real public services. Delivery of this unit will be greatly enhanced if learners have the opportunity to visit a range of public service organisations and discuss how the personnel working for those organisations develop skills to manage the behaviour of colleagues and customers.

Talks from relevant public service personnel are vital for learners to be able to relate the content of this unit to real public service scenarios. Public service personnel should be asked to contribute to the design and assessment of assignments including setting real assignment briefs and attending events and presentations where the outcomes of learner work are reviewed.

The use of public service websites and literature is also essential for successful delivery of this unit.

## Indicative reading for learners

### Textbooks

Birch A – *Developmental Psychology, 2nd Edition* (Palgrave Macmillan, 1997)  
ISBN 9780333669594

Butler-Bowdon T – *50 Psychology Classics: Who We Are, How We Think, What We Do* (Nicholas Brealey Publishing, 2006) ISBN 978-1857883862

Cash A – *Psychology for Dummies* (Hungry Minds, 2002) ISBN 9780764554346

Eysenck MW – *Simple Psychology, 2nd Edition* (Psychology Press, 2002) ISBN 9781841693095

Glassman W E and Hadad M – *Approaches to Psychology, 5th Edition* (Open University Press, 2008)  
ISBN 9780335228850

Hayes N – *Psychology (Teach Yourself Educational)* (Teach Yourself, 2003) ISBN 9780340859896

Hepburn A – *An Introduction to Critical Social Psychology* (Sage Press, 2002)  
ISBN 9780761962106

Irwin S – *Reshaping Social Life* (Routledge, 2005) ISBN 9780415339377

Warr P – *Psychology at Work* (Penguin Books, 2002) ISBN 9780141000107

### Websites

Asch [www.psywww.com/intropsych/ch15\\_social/asch\\_1951\\_conformity.html](http://www.psywww.com/intropsych/ch15_social/asch_1951_conformity.html)

Assertiveness [www.businessballs.com/self-confidence-assertiveness.htm](http://www.businessballs.com/self-confidence-assertiveness.htm)

Betari's Box [www.mindtools.com/pages/article/new\\_C5\\_82.htm](http://www.mindtools.com/pages/article/new_C5_82.htm)

Blue Eyes, Brown Eyes [www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html](http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html)

Milgram (1963) [www.psywww.com/intropsych/ch15\\_social/milgram\\_1963\\_obedience.html](http://www.psywww.com/intropsych/ch15_social/milgram_1963_obedience.html)

Simply psychology [www.simplypsychology.org](http://www.simplypsychology.org)

Psychology theories [www.psychology.about.com/od/psychology101/u/psychology-theories.htm](http://www.psychology.about.com/od/psychology101/u/psychology-theories.htm)

Thomas-Kilmann Conflict Mode Instrument [www.home.ipat.com/TKI](http://www.home.ipat.com/TKI)

## Delivery of personal, learning and thinking skills (PLTS)

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	evaluating how an understanding of psychology and behaviour can benefit public services and their personnel
<b>Team workers</b>	working with other learners to research information and public service organisations
<b>Self-managers</b>	completing assignment work for submission
<b>Effective participators</b>	taking part in classroom discussions.



## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	evaluating how an understanding of psychology and behaviour can benefit public services and their personnel
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching information and public service organisations
<b>ICT – Develop, present and communicate information</b>	
Present information in ways that are fit for purpose and audience	presenting their assignment evidence
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting their assignment evidence
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information and public service organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting their assignment evidence.