

Unit 2: Leadership and Teamwork in the Public Services

Unit code:	J/600/5987
QCF Level 3:	BTEC National
Credit value:	15
Guided learning hours:	90

● Aim and purpose

The aim of this unit is to enable learners to develop a knowledge of leadership style and an understanding of teams and teamwork activities within the public services. Learners will also gain the skills needed to communicate with, and lead, teams.

● Unit introduction

The ability to lead teams is critical to the public services. This unit introduces learners to the principles of team leadership and teamwork in a public services context.

It focuses on helping learners to put theory into practice, ensuring that their teams achieve the required objectives. It is important that team leaders are adaptable and able to develop their own skills to deal effectively with team members, encouraging and supporting them.

This unit is designed to help learners understand the importance of leading a team. Learners will investigate the different styles of leadership and how they are used in the public services. Learners will explore effective communication skills and have the opportunity to demonstrate them.

Learners will explore the other skills needed to lead a team and to get the best out of its members. In a stressful work situation, learners will need to demonstrate that they are able to remain professional and motivated at all times and can lead their team through difficult situations. Learners will find out about the many barriers to good teamwork and consider how to overcome them.

A team is a group of people working together to achieve common objectives and willing to commit the energies necessary to ensure that those objectives are achieved. Effective and efficient teams are an essential element of the work conducted by the public services. When people work together in teams, it improves the service provided and helps them to achieve their goals. A motivated team is more likely to be efficient and therefore motivation can contribute to success. If a team has members who cooperate, they can inspire each other. This helps the team to solve problems and also identifies the individual skills within the team.

Learners will explore the importance of team development and the benefits of teamworking. They will examine the skills required by different team members and how an effective team leader can motivate and develop individuals within teams.

Learners will explore their own abilities to work as team members and identify their individual skills and recognise the contribution they can make to the team.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the styles of leadership and the role of a team leader
- 2 Be able to communicate effectively to brief and debrief teams
- 3 Be able to use appropriate skills and qualities to lead a team
- 4 Be able to participate in teamwork activities within the public services
- 5 Understand team development.

Unit content

1 Understand the styles of leadership and the role of a team leader

Leadership styles: authoritarian; democratic; *laissez-faire*; transactional; transformational; bureaucratic; people orientated; task orientated; appropriate style for situation; leadership styles used in the uniformed public services

Team leader role: position, commanding officer; responsibilities, coordinate multi-agencies; leadership qualities, decisiveness, adaptability, courage, compassion; leadership skills, communication, organisation, multi-tasking, planning, motivating

2 Be able to communicate effectively to brief and debrief teams

Communication: verbal, tone; non-verbal, body language, listening skills; articulation of ideas; self-presentation; building, morale/confidence; questioning; defusing and resolving conflict; tact; sincerity

Briefing teams: ground orientation; safety points; summary of situation; primary aim; method to achieve aim; designated roles; timings; equipment; team motivation; check understanding

Debriefing teams: feedback; acknowledge success; identify strengths and weaknesses; development/action points for future

3 Be able to use appropriate skills and qualities to lead a team

Skills and qualities: time management, commitment, motivational, delegation skills

Implementing a plan: identify primary aim(s); consider factors, available resources, team member capabilities; select course of action

Leading the team: brief team; check understanding including overall aim, individual roles; execute plan; ongoing quality control, of safety, of performance; achieve aim; debrief team; review and evaluation, goals achieved, identification of skills gap; recommendations for future; reflect on own practice

Personal organisation: preparation (organising information/equipment, diary/calendaring events); identification of issues; scheduling activities; responsibility; accountability; responsiveness; adaptability; consideration of options; maintaining focus; openness to criticism; importance of personal organisation in teamwork within the uniformed public services

4 Be able to participate in teamwork activities within the public services

Types of team: formal, informal; size, small, large; temporary project/task teams; permanent groupings

Benefits of teams: contribution to organisational productivity and effectiveness; reduction of alienation; fostering innovation; sharing expertise; implementing change; identification and development of talent, Belbin

Types of teamwork activities: paper-based exercises, disaster, logistics; activity based, physical training activities, team-building exercises, military/emergency exercises; work-related team activity, achieving work objectives, planning and achieving a project

Types of teams in the public services: divisional; departmental; sectional; geographical; multi-disciplinary; regiment; brigade; force; multi-agency/services teams; specialist teams, search and rescue, project teams, emergency services

5 Understand team development

Roles in teams: leader; expert; team player; theories of team roles, Belbin, Honey

Team building: recruitment; induction; motivation; training; coaching; mentoring; team knowledge, awareness of team members' strengths; team development, Tuckman; weaknesses; sensitivities; supporting all team members; how team building is conducted in the uniformed public services

Team performance: performance indicators; target setting; monitoring; review; performance against targets; support and development of team members; how team performance is evaluated in the uniformed public services

Team cohesion: definition of team goals; group conflict (actual, potential); group turnover, opportunities for career progression, recognition of contributions

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:
P1 describe the different leadership styles used in the public services	M1 compare the different leadership styles used in the public services	D1 evaluate the effectiveness of different leadership styles used in the public services
P2 identify the role of the team leader in the public services [IE3]		
P3 brief and debrief a team for a given task	M2 brief and debrief a team for a given task using effective communication	D2 evaluate own ability to lead a team effectively
P4 carry out a team task using the appropriate skills and qualities [TW5]	M3 effectively lead a team task using the appropriate skills and qualities	
P5 describe the different types of teams that operate within a selected public service	M4 appraise own performance in team activities	D3 evaluate team members' performance in team activities.
P6 participate in team activities [TW1]		
P7 explain how team building leads to team cohesion in the public services, with reference to relevant theorists.	M5 analyse the impact of good and poor team cohesion on a public service, with reference to relevant theorists.	

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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

To teach learners about the different leadership styles and personal qualities of leadership it may be useful to discuss as a group different leadership styles and qualities, using examples of well-known political or public service leaders to reinforce the teaching.

Learners need to understand what a structured plan would look like in the public services from a team leader's perspective. It may be useful to have a lesson on how to plan logically and write clearly, using a structured approach to achieve a given task. It is suggested that the following headings are used: Aim, Planning Factors, Courses of Action Available, Final Plan.

In this unit learners will learn how to brief and debrief a team. The approaches for briefing and debriefing a team can be taught in the classroom and followed by practical activities to implement the approaches. It would be useful to focus on how teams can be encouraged and empowered through the briefing to contribute to the successful implementation of the plan. The tutor should provide guidance and feedback on how a clear, effective briefing can be the key to success. Peer-group feedback may also be useful to discuss whether the learner's briefing is sufficiently clear and detailed.

Learners also need to understand the skills and qualities required to lead a team and be able to apply them appropriately. Visiting speakers from the public services may be able to provide a context of when such skills may be used and examples of how relevant skills are used. Role-play exercises where learners apply and test the skills would also be useful. Scenarios which require the implementation of a plan would provide some useful group-work exercises.

Learners could be encouraged to conduct their own evaluation of themselves and of the team. Reflecting on own practice is a skilled task and therefore learners must be given a range of opportunities to test out their own skills. Initially the learner could be asked to evaluate their own performance using familiar situations, such as getting to class on time, preparing for a night out, planning for an assessment. This will help them to identify the key areas to review, how they could improve on their planning skills, and how they could evaluate the performance of the team.

Teamwork could be delivered with reference to actual examples of workplace team operations. Learners contribute ideas on scenarios where they have seen effective teams in operation, together with ideas on the key ingredients of an effective team and ways of building them into a group of workers who might otherwise have little in common.

Learners should explore the different types of teams in the public services. The types of factors they may question are: how they work in a team, how they are developed and the importance of working in such teams. The use of a project or event for such purposes helps to illustrate many of these ideas. Discussion should also cover the formal and informal setting up of teams and these could be linked back to different public service requirements.

Learners' own teamworking skills should be explored and they should be given an appropriate scenario where they have worked together in teams and are able to identify their key strengths and how they contributed to the team's goals and activity.

Learners should also explore the characteristics of different team members and identify their own qualities, skills or traits – drive, motivation, energy, determination, reliability, integrity, dedication, pride, analytical skills and efficiency.

This could be carried out through activities such as those devised by Meredith Belbin. What type of person are they: creative, people skills, manual/practical skills, mathematical, problem solving? Teams need to be made up of people with different skills; it does not necessarily follow that a team consisting of high performers will produce the best results. There needs to be a mix of qualities and teams cannot consist entirely of those with leadership capabilities.

Learners could then consider stages in the life of teams, recognising the processes encountered from initial recruitment and induction to a fully functioning team. They need to be aware of the pressures on teams to meet performance targets, along with strategies for support and even correction in the case of serious under performance.

Television programmes such as *The Apprentice* and other 'reality' TV programmes are useful in illustrating both effective and ineffective features of team activity and also to highlight how poor team cohesion impacts on the results of the team. Carefully structured role play could also be used and if the centre has a drama department it may be willing to liaise in sharing teaching ideas.

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
Introduction to unit and content of unit.
Leadership styles – theory.
Guest speakers.
Assignment 1: Leadership Styles (P1, P2, M1, D1)
Includes learner-initiated private study.
Leadership practical.
Team leader role.
Communication theory.
Communication role play/practical.
Briefing and debriefing theory.
Briefing and debriefing practical.
Guest speakers.
Leadership skills and qualities.
Personal organisation.
Leading the team – worksheets.
Assignment 2: Leading the Team (P3, P4, M2, M3, D2)
Types of teamwork activities.
Teamwork practical and leading the team practical.
Public service visits or personnel conducting activities.
Types of teams – theory.
Visit or guest speakers.
Teamwork practical and leading the team practical.

Topic and suggested assignments/activities and/assessment

Assignment 3: Team Activities (P5, P6, M4, D3)

Team development – theorists.

Team building, performance and cohesion – theory.

Team building practical.

Assignment 4: Team Building (P7, M5)

Review of unit and assignment.

Assessment

To achieve P1, learners must describe different leadership styles listed in the unit content with particular reference to those used in public services. They should know in which public services situation each style may be used.

For P2, learners should identify the role of a team leader. To gain P3, learners must demonstrate the skills needed to brief and debrief teams.

To achieve M1, learners must expand on P1 to compare different leadership styles in the public services sector. They should point out the similarities and differences in the styles used, noting any impacts that these styles may have on the roles they perform.

To achieve D1, learners must evaluate the effectiveness of the leadership styles utilised in the sector, and draw conclusions about why this is the case.

Expanding on P3 to gain M2, learners must demonstrate their own communication skills in briefing and debriefing a team. Evidence for M2 should be witnessed by the assessor or another appropriate observer, and an observation sheet should be completed and signed by the assessor detailing evidence that was presented for this criterion, ie how and when effective communication skills were used, and ensuring that the correct procedures have been followed. The briefing and debriefing assessment could be related to the team-leading exercise but does not have to be.

For P4, learners need to demonstrate their skills and qualities in leading a team in the practical implementation of a plan. Learners must demonstrate that they are leading the team to a specific plan to meet a specified aim. Learners should lead a team of no fewer than five people, ensuring that they are correctly briefed and debriefed. An example of a practical task could be the planning and execution of a long expedition (Duke of Edinburgh's Award), with each learner planning an expedition and later taking turns to be the team leader, or they could plan an event in college such as raising money for charity.

For M3, learners must show a higher level of skill than for P4, ie that of effective command and control techniques when leading the team. They should be able to lead the team to implement a plan showing a level of critical and creative thinking as a team leader.

For D2, learners must self-reflect and evaluate their effectiveness in leading a team to implement a plan. A key component is the learner's ability to make realistic and achievable recommendations for their future development and improvement in providing team leadership and supervision.

P5 asks learners to describe the types of teams that operate within a named public service, using examples from different team activities. Learners can look at functions that naturally lend themselves to team activity.

To achieve P6 learners should participate in at least five team activities. These should include a range of activities as suggested in the unit content for learning outcome 4. It is possible that the use of public service visiting teams may provide some evidence for this criteria, and the evidence may be supported through the use of a tutor validated observation .

Evidence for M4 can come from the activities undertaken for P6. To achieve this criterion, learners must appraise their performance in the five team activities, making reference to the learning undertaken as part of this unit, for example they may make reference to the roles they played, linking this back to Belbin's group roles.

Learners need to go on to look at key stages in the development of an effective cohesive team for P7. Simulations can be used for this as snapshots of different stages in the life of a work group. The learners could be developing an activity through a teamwork approach and this will enable them to experience and understand team development.

Learners should refer to how team building and performance is conducted in the public services and relate how teams are developed to relevant theorists.

For M5, learners need to analyse the importance of team cohesion in effective team performance with reference to relevant theorists. They should provide examples to support their analysis from at least two named uniformed public services. This is an extension of P7. Learners should, therefore, include how personal organisation and communication skills can contribute to developing a cohesive team.

This leads to the related distinction criteria (D3), where the learners are to evaluate others' performance in the team. This will require them to review the information that they have gathered and draw conclusions about the contribution of others, supported by evidence. They should make, recommendations for future teamwork activities, highlighting areas of personal improvement with regard to the communication skills and personal organisational skills demonstrated. Learners could make reference to the learning arising from the completion of this unit, for example looking at the stages of the team development as put forward by Tuckman. It may be possible to use a blog to gather information for the evaluation.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the 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, D1	Leadership Styles	Delivering a presentation to new officer recruits in a selected public service.	Presentation and case studies.
P3, P4, M2, M3, D2	Leading the Team	Developing your own leadership skills and qualities.	Practical, witness statements and write up.
P5, P6, M4, D3	Team Activities	Developing your ability to work as part of a team.	Practical, witness statements and write up.
P7, M5	Team Building	Producing a booklet which will be used to justify the need to spend money on team-building activities within the public services.	Booklet.

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 Services sector suite. This unit has particular links with the following unit titles in the Public Services suite:

Level 1	Level 2	Level 3
Personal Skills for the Public Services	Public Services Skills	Physical Preparation, Health and Lifestyle for the Public Services
Practical Teamwork in the Public Services	Employment in the Uniformed Public Services	Command and Control in the Uniformed Public Services
Developing Personal Skills for Leadership	Employment in the Non-uniformed Public Services	Outdoor and Adventurous Expeditions
	Adventurous Activities and Teamwork for the Public Services	

It also links to the Level 3 National Occupational Standards in Management and Leadership:

- Unit B05: Provide leadership for your team
- Unit D01: Develop productive working relationships with colleagues
- Unit D02: Develop productive working relationships with colleagues and stakeholders
- Unit D05: Allocate and check work in your team.

Essential resources

Video and television programmes would be an ideal resource for learners. Access should also be given to a library and the internet.

Indicative reading for learners

Textbooks

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 2009) ISBN 9780330504232

Belbin M – *Team Roles at Work* (Butterworth-Heinemann, 2010) ISBN 9781856178006

Stanley M – *How to be a Civil Servant* (Politico's publishing Ltd, 2004) 9781842750971

Journal

Business Review Magazine (Philip Allan Updates)

Websites

Belbin team roles	www.belbin.com
British Army Officer Selection Board	www.army.mod.uk/aosb
Business Balls	www.businessballs.com
Peter Honey Publications – learning and behaviour	www.peterhoney.com
Public Service	www.publicservice.co.uk
Public Service Leadership	www.publicserviceleadership.co.uk

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	identifying the role of the team leader in the public services
Team workers	participating in team activities carrying out a team task using appropriate skills and qualities.

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 ...
Effective participators	participating in team activities.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	producing a presentation on leadership styles
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	producing a presentation on leadership styles
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing a presentation on leadership styles
Bring together information to suit content and purpose	producing a presentation on leadership styles
Present information in ways that are fit for purpose and audience	delivering a presentation on leadership styles
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	doing leadership practicals
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	producing a team-building booklet
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a team-building booklet.