

Unit Title:	Key Principles of Team Leading
OCR unit number	22
QN number	D/602/0379
Level:	2
Credit value:	4
Guided learning hours:	40

Unit purpose and aim

The aim of this unit is to provide the learner with the knowledge and understanding of the role of a team leader and the processes involved in leading a team.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Know the role of a team leader within a team</p>	<p>The Learner can:</p> <p>1.1 describe the attributes of a team leader</p> <p>1.2 outline the responsibilities of a team leader</p>	<p>This may include:</p> <ul style="list-style-type: none"> • attributes used to gain the respect and cooperation of team members by being, for example: <ul style="list-style-type: none"> - fair to all members of the team - open, honest and trustworthy - reliable and consistent - a good role model - approachable and flexible • different styles of leadership and how to determine the most appropriate style to meet the needs of the occasion <p>This may include:</p> <ul style="list-style-type: none"> • over-arching responsibilities of a team leader, for example: <ul style="list-style-type: none"> - planning - controlling resources - health and safety - communicating information - motivation

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	<p>1.3 outline the differences between a group and a team</p> <p>1.4 describe different roles in a team</p>	<ul style="list-style-type: none"> - problem solving - conflict resolution - quality control - internal and external customer service <p>This may include:</p> <ul style="list-style-type: none"> • making a group of people into a successful team • assessing the effectiveness of a team • value of diversity <p>This may include:</p> <ul style="list-style-type: none"> • contribution of individuals with different skills and talents to achieving team objectives. For example, some people: <ul style="list-style-type: none"> - have good IT skills - deal well with customers - are planners - are creative - have good attention to detail
<p>2 Know how to approach key issues in team leading</p>	<p>2.1 identify the responsibilities of a team leader under health and safety legislation</p> <p>2.2 outline the importance of good communications skills in team integration</p>	<p>This may include:</p> <ul style="list-style-type: none"> • key H & S regulations relevant to their environment, for example: <ul style="list-style-type: none"> - Health & Safety at Work Act, - Display Screen regulations • knowing who to approach for guidance regarding health and safety legislation • establishing personal responsibilities for health and safety in specific work environments • types of health and safety risks that might be experienced in different work environments <p>This may include:</p> <ul style="list-style-type: none"> • different methods of communication and how to choose the most appropriate form • importance of giving

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	2.3 identify ways of monitoring conflict in a team	<p>consistent messages, and what happens when team leaders don't do this</p> <ul style="list-style-type: none"> • good communication and how it can help a team to integrate and achieve its objectives <p>This may include:</p> <ul style="list-style-type: none"> • monitoring the team dynamic • recognising signs of conflict within teams • options for dealing with conflict • ensuring the performance of the team doesn't suffer as a result of conflict between team members • knowing when and who to ask for help and guidance
3 Know how to organise the work of a team	<p>3.1 outline methods of planning work with teams</p> <p>3.2 describe how to set objectives for team members</p> <p>3.3 outline methods of monitoring and reviewing the performance of a team</p>	<p>This may include:</p> <ul style="list-style-type: none"> • identifying team objectives • prioritising what needs to be done <p>This may include:</p> <ul style="list-style-type: none"> • allocating work fairly and setting individual, SMART objectives (specific, measurable, achievable, realistic and time-bound) • importance of ensuring team members understand what is expected of them <p>This may include:</p> <ul style="list-style-type: none"> • measuring performance against objectives • importance of regularly reviewing progress • recognising when things are going wrong and planning activities to resolve problems • reporting structures, levels of authority and when to seek advice
4 Know how to support team development	4.1 identify the stages of team development	<p>This may include:</p> <ul style="list-style-type: none"> • management theories which explore team development. For example

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	<p>4.2 describe ways of encouraging participation from team members</p> <p>4.3 Identify ways of improving team performance</p>	<p>Belbin or Tuckman</p> <ul style="list-style-type: none"> • sources of information in the workplace which can be used to measure the effectiveness of teams <p>This may include:</p> <ul style="list-style-type: none"> • importance of providing feedback to team members and encouraging two-way communication • involving people in identifying their own strengths and development needs <p>This may include:</p> <ul style="list-style-type: none"> • identifying skills and knowledge gaps within a team • different types of learning and development activities available to improve team performance • importance of taking into account individual learning styles

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and Centres must confirm to OCR that the evidence is authentic. An OCR Centre Authentication form is provided in the Centre Handbook and includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received.

Evidence requirements

In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria. The assessor will need to ensure learners have a clear grasp of the principles of team leading, as detailed in the 'Teaching Content' section of the unit.

Evidence can be produced either through real work or by means of simulated activities.

In cases where group working is suggested, it is vital to be able to identify individual contributions, perhaps by using personal logs, peer assessment, teacher/tutor witness statements, etc. At all times the teacher/tutor must ensure that each learner produces evidence of their individual achievement of each assessment criteria.

Guidance on assessment and evidence requirements

This unit and unit H/602/0402 – Developing a team (Level 2 optional unit) share similar themes and could be taught in conjunction with each other.

If the unit is to be taught in a college or other learning environment, teachers/tutors could consider the following ways of helping learners to generate evidence:

- setting up simulated team working activities and providing experiential learning opportunities
- encouraging group discussion during which learners reflect on the team working experience
- the use of reflective journals
- providing case studies which either individuals or groups of learners are asked to evaluate and report on
- the use of evaluation tools or questionnaires which learners can complete in relation to teams they are familiar with (this doesn't have to be a work based team, it could for example, be a football team)
- engaging learners in researching management/team leading theories
- completing a risk assessment of their learning environment

Examples of how this unit can be achieved and assessed are shown below. However, it would remain the responsibility of the teacher/tutor to ensure all the Learning Outcomes and Assessment Criteria are met:

LO1 Groups of learners could take part in role play scenarios, with observers giving feedback on team leading skills. Learners could then reflect on this experience and complete written reports addressing each of the Assessment Criteria.

LO2 For Assessment Criteria 2.1 and 2.2 learners could be asked to research current Health and Safety legislation and select the most appropriate method of communicating their findings to the rest of the group. Copies of the research and written communications could be presented as evidence and supplemented by the learners' written rationale. Feedback on verbal communication would also represent good quality evidence.

For Assessment Criteria 2.3 teachers/tutors could provide a case study which learners are asked to evaluate and report on.

LO3 A substantial case study focussing on a team working scenario, which learners addressed over a period of several weeks, could provide the scope to achieve all the Assessment Criteria. Learners could retain copies of naturally occurring outcomes from the case study such as written notes, minutes of team meetings, etc. In addition teachers/tutors could provide templates which learners could use to record overall plans, individual SMART objectives and outcomes of review meetings. Added value could be achieved by regular review meetings facilitated by the teacher/tutor during which 360° feedback was encouraged.

LO4 In order to achieve this LO participants in the case study, above, could be encouraged to reflect and report on the performance of the team. This could be followed up by researching alternative management theories and assessing these in the light of the real experience just

completed. A final learning point could be achieved by setting up role play scenarios during which learners practiced the one to one skills required when giving feedback and engaging people in identifying their own strengths and development needs.

If the unit is to be completed through real work, examples of appropriate sources of evidence are as follows:

- personal statements
- recorded question and answer sessions with assessor
- case studies, endorsed by someone from within the workplace who can attest to the accuracy
- outcomes from research, referenced to the source
- completed personal or team evaluation tools or questionnaires

National Occupational Standards (NOS) mapping/signposting

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

The grid below maps the knowledge and understanding covered in this unit against the National occupational standards contained in the following NVQ Mandatory unit:

Occupational standards	Unit number	Title
None applicable		

* indicates partial coverage of the National Occupational Standard

Functional skills signposting

This section indicates where learners may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

- Stationery or a CD-rom.
- Access to a photocopier, PC and printer is desirable but not essential.
- Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but learners are not expected to reproduce other people's written work.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .