

Higher National Unit Specification

General information for centres

Unit title: Dynamic Recreational Management and Teambuilding

Unit code: DP2H 35

Unit purpose: This unit is designed to enable candidates to develop their knowledge and understanding of sport and recreational management and leadership, team dynamics and self evaluation. The unit will allow candidates the opportunity to gain underpinning/theoretical knowledge of group dynamics, issues dealing with effective leadership, personal and group performance analysis through active participation. This unit is aimed at those candidates who will work as supervisors or managers in recreational and sports occupational areas.

On completion of the Unit the candidate should be able to:

1. Understand and evaluate theoretical background to management/leadership issues, the psychological contract, motivation and group/team dynamics.
2. Evaluate and participate in recreational teambuilding exercises.
3. Understand and explain self/peer evaluation.

The general principles in this Unit are about enabling candidates to develop their understanding of the problems associated with team/group situations in a sport and recreation occupational environment. The learning is through active experiential participation and evaluation.

Credit points and level: 1 HN Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this unit will be at the discretion of the centre. It would be useful, but not essential, if the candidate had completed the Foundations of Outdoor Activities as the skills gained there are relevant to participation in this unit. There are advantages to the delivery of this unit to inexperienced candidates. Candidates should have some competence in oral communication and be willing to develop this skill through active participation.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

General information for centres (cont)

Assessment: The unit may be assessed using four different methods of assessment. Outcome one may take the format of a closed book (approximately two hours) in class restricted response assessment paper with predetermined questions from the four required knowledge and skills areas. In outcome 2 candidates are recommended to attend and contribute in at least 3 different activities. Outcome 3 could take the format of a participative logbook and this can be integrated throughout outcome 2. Finally candidates could be required to deliver a 10 minute presentation to their peers emphasising the individual and team development experiences gained.

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

(If you think holistic assessment is the best assessment strategy for the Unit and you wish to state *Knowledge and/or Skills* and *Evidence requirements* for the Unit as a whole, please add the following statement here: ‘Please refer to *Knowledge and/or skills for the Unit* and *Evidence requirements for the Unit* after the Outcomes.’)

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Understand and evaluate theoretical background to management/leadership issues, the psychological contract, motivation and group/team dynamics

Knowledge and/or skills

- ◆ Components of team dynamics.
- ◆ Formation of groups.
- ◆ Group cohesion.
- ◆ Effective leadership and motivation.
- ◆ Psychological contract (nature and significance).

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Understand and evaluate team roles, teamwork, communications, trust and working with others.
- ◆ Understand and evaluate models (minimum of two) of small group development theory or other relevant theorists.
- ◆ Understand and evaluate leadership and motivation: situational leadership, styles and traits.
- ◆ Understand and describe the nature and significance of the psychological contract.

Assessment guidelines

Outcome one may take the format of a closed book (approximately two hours) in class restricted response assessment paper with predetermined questions from the four required knowledge and skills areas. As a guide it is recommended that 250 – 300 words are written for each set question within knowledge and skills area. This outcome 1 is a total of 1200 words. As a suggestion it is strongly recommended that candidates are provided with the underpinning theoretical knowledge to effectively participate in the practical activities and therefore it would be advantageous for candidates to attempt outcome 1 before outcomes 2 and 3.

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Should there be ambiguity regarding a candidate's response, oral questioning may be used to eliminate any doubt as to the candidate's understanding. The lecturer should note questions and responses.

Outcome 2

Evaluate and participate in recreational teambuilding exercises

Knowledge and/or skills

- ◆ Communication.
- ◆ Interpersonal skills.
- ◆ Solving of problems.

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ understand and evaluate the use of verbal, Non-verbal communication ie effective listening, body language for both the individual and the team
- ◆ understand and evaluate the use of confidence, assertiveness, people skills, people management skills for both the individual and the team
- ◆ understand and evaluate the use of decision making, delegation, consensus of opinion, negotiation for both the individual and the team

Assessment guidelines

For outcome 2 candidates are advised to attend and contribute in at least 3 different activities which are to be used as a vehicle for personal and group development. It is strongly recommended that evidence is required from participation in (1) A classroom based paper exercise which allows opportunity to make decisions by consensus e.g. Desert Survival. (2) An indoor practical problem solving exercise where candidates would have the opportunity to evaluate the components of team dynamics by the design, construction and manufacture of a physical product i.e a self propelled vehicle, a tower or a catapult and (3). An Outdoor based exercise which allows the opportunity for group discussion and to understand and evaluate the process within group dynamics. It is strongly recommended that candidates complete the logbook (Outcome 3) on the conclusion of each task. Tutors should emphasise the importance of the evaluation process and maximise the learning from the experiences gained in the selected tasks. The suggested time for the evaluation process is a minimum of 30 minutes per task. It is suggested that the minimum word count for each of the three tasks is 500 words

Time recommendations:

- ◆ Classroom based and Indoor practical problem solving exercise one and half to two hours (time will be determined by the specific nature of the selected task)
- ◆ Outdoor based exercise 1- 3 hours

Higher National Unit specification: statement of standards (cont)

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Outcome 3

Understand and reflect on self/peer evaluation

Knowledge and/or skills

- ◆ Self awareness.
- ◆ Group performance awareness/reflective learning.
- ◆ Oral presentation skills.

Evidence requirements

- ◆ Identify and explain personal limitations, personal S.W.O.T. (Strengths, Weaknesses, Opportunities and Threats) analysis.
- ◆ Identify and explain team S.W.O.T analysis, Team performance, debrief sessions following each activity.
- ◆ Evaluate, synthesise and present complex information in oral form.

Assessment guidelines

- ◆ Logbook
- ◆ 10 minute presentation

Outcome 3 could take the format of a participative logbook which candidates will evaluate the performance of both the individual and the group. The logbook should reflect the ongoing experiences of both the individual and team development, clearly presenting the learning experiences gained after each task. Therefore, Outcome 3 is integrated throughout outcome 2.

Following completion of all the activities candidates should prepare a reflective presentation on their personal development and group performance using S.W.O.T. analysis throughout this unit which will be presented to the group. There must be clear evidence of this 10 minute presentation. This may take the form of electronic evidence, ie floppy disc, CD Rom, overhead transparencies, handouts, etc.

Administrative Information

Unit code:	DP2H 35
Unit title:	Dynamic Recreational Management and Teambuilding
Superclass category:	AF
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Higher National Unit specification: support notes

Unit title: Dynamic Recreational Management and Teambuilding

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The purpose of this unit is to give candidates an opportunity to develop their understanding and knowledge of management and leadership, team dynamics and self evaluation using interactive problem solving activities as a vehicle. Candidates will be required to understand and study the theories of effective leadership, psychological contract, motivation, group/team dynamics and personal and group analysis techniques (S.W.O.T). Since the aim is to have a practical involvement in hypothetical team problem solving activities candidates should also have the prospect to develop their techniques for times when these issues do not go according to plan in the work place. The fundamental principal of ‘**Plan, Do, Review – Do Again**’ is to be introduced throughout this unit. Candidates will also have the chance to examine communication skills, people skills and develop their own interpersonal skills.

In Outcome 1 in relation to groups it is strongly recommended that the models of Tuckman (1965) and Homans (1951) are looked at in detail. Similarly, in relation to leadership and team roles the framework of Belbin (1970) and Hersey and Blanchard’s (1982) situational leadership approach could be examined. It also recommended that candidates’ knowledge and understanding of motivation and the nature and significance of the psychological contract are developed.

In Outcome 2 the skill of the facilitator to review the experience and maximise the learning is the fundamental most important aspect to be applied. It is through the tutors observations that individuals can start to identify both personal strengths and weaknesses and those of the team/group. It is important that clear guidelines are given at the beginning of the tasks and the candidates are then left to carry out the task unaided.

In Outcome 3 candidates identify their personal strengths and those of the teams (possibly aided by the tutor). It is very important that the reflective experience log books are kept up-to-date and are completed as soon as practical following a task or problem solving activity so that specific situations can be analysed and learning is developed on an ongoing basis. The unit should cumulate in a presentation by the candidates which clearly shows the personal and group development which has been achieved.

Suggested Reading

Huczynski, A and Buchanan, D (2001) Organizational Behaviour: An Introductory Text (4th Ed.)
Pearson Education Ltd, Essex

Thomas, N (2004) The John Adair Handbook of Management and Leadership, Thorogood, London

Adair, J. (1988) Effective Leadership: How to Develop Leadership Skills

Adair, J. (1987) Effective Teambuilding: How to make an Effective Team

Higher National Unit specification: support notes (cont)

Unit title: Dynamic Recreational Management and Teambuilding

Armstrong, M. (2003) *A Handbook of Human Resource Management Practice* (9th Edition). Kogan Page, London.

Reynolds, L. (1997) *The Trust Effect. Creating the High Trust High Performance Organisation*. Nicholas Brealey Publishing, London.

Langmuir, E. (1995) *Mountaincraft and Leadership* (3rd Ed.)

Guidance on the delivery and assessment of this Unit

This unit can be delivered in the traditional college way ie two hours per week over a period of time. However, it lends itself to being delivered in a succinct manner through the use of a residential experience. Both delivery methods have advantages and disadvantages and for this reason a combination of the two would work best for the quality of the learning experience of the participating candidates.

Questions should be written in such a way as to guide the candidate response without having the requirement of identifying each skill area.

Open learning

The opportunity to deliver the unit through open learning may exist however, it is difficult to envisage how the practical performance aspects of this unit could be delivered and assessed through this route.

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

General information for candidates

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This unit is designed to enable you to develop your knowledge and understanding of sport and recreational management and leadership, team dynamics and self evaluation. The unit will allow you the opportunity to gain underpinning/theoretical knowledge of group dynamics, issues dealing with effective leadership, personal and group performance analysis through active participation. This unit is aimed at those students wishing to work as supervisors or managers in recreational and sports occupational areas. On completion of the Unit you should be able to: Understand theoretical background to management/leadership issues and group/team dynamics. You will be given the opportunity to actively participate in recreational teambuilding exercises and to undertake self/peer evaluation of performances.

The general principles in this Unit are about enabling students to develop their understanding of the problems associated with team/group situations in a sport and recreation occupational environment. The learning is through active experiential participation and evaluation.

The unit may be assessed using four different methods of assessment:

- ◆ Outcome one may take the format of a closed book (approximately two hours) in class restricted response assessment paper with predetermined questions. (1200 words)
- ◆ Outcome 2 you are required to attend and contribute in at least 3 different problem solving/team activities. (1500 words)
- ◆ Outcome 3 could take the format of a participative logbook and is integrated throughout outcome 2. Finally you are required to deliver a 10 minute presentation to your peers, where you will emphasise the individual and team development gained.

In order to provide students with a comprehensive knowledge and understanding of team/group dynamics, group formation and leadership, the following indicative reading list is applicable for this Unit:

Bibliography

Suggested Reading

Huczynski, A and Buchanan, D (2001) Organizational Behaviour: An Introductory Text (4th Ed.) Pearson Education Ltd, Essex

Thomas, N (2004) The John Adair Handbook of Management and Leadership, Thorogood, London

Adair, J (1988) Effective Leadership: How to Develop Leadership Skills

Adair, J (1987) Effective Teambuilding: How to make an Effective Team

Langmuir, E (1995) Mountaincraft and Leadership (3rd Ed.)

Other Sources of information

<http://www.johnadair.co.uk/>

<http://www.see.ed.ac.uk/~gerard/MENG/ME96/index.html>

General information for candidates

Unit title: Dynamic Recreational Management and Teambuilding

http://assessing-groupwork.ulst.ac.uk/resource_11.htm

<http://www.chimaeraconsulting.com/tuckman.htm#top>

<http://www.chimaeraconsulting.com/adair.htm>

http://www.canberra.edu.au/uc/lectures/mantech/manpol/sem982/unit3609/Formation_and_Structure_of_Groups.html

<http://www.drnadig.com/listening.htm>