

## SQA Advanced Unit Specification

### General information for centres

**Unit title:** Developing the Individual within a Team

**Unit code:** HP3C 48

**Unit purpose:** This Unit is designed to enable the candidate to demonstrate the knowledge and skills required to participate effectively in team projects and to lead teams completing projects. This Unit would be suitable for anyone wishing to develop the skills required for effective team participation and leadership.

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

- 1 Investigate the skills required by team members to ensure effective team performance.
- 2 Analyse the membership, development, leadership and effectiveness of a team.
- 3 Evaluate own skills and roles through participation in, and leadership of, a team project.

**Credit points and level:** 1 SQA 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 National 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this is at the discretion of the centre. It would be beneficial if the candidate had completed the SQA Advanced Unit *Developing Skills for Personal Effectiveness*, or a similar qualification or experience.

**Core Skills:** The achievement of this Unit gives automatic certification of the following: *Working with Others* at SCQF level 6.

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

**Assessment:** Candidates are required to participate in the planning, implementation and evaluation of a team project. The associated activities should provide significant opportunities for candidates to gather and present evidence of their achievement of the Unit Outcomes. A holistic approach to the assessment of this Unit is recommended.

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The required performance evidence might be gathered using video recording, observation schedules, witness testimony, reflective log, self/peer evaluation and interviews. At SCQF level 8 candidates are expected to be pro-active and independent in their approach to learning.

## **Unit specification: statement of standards**

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

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**

Investigate the skills required by team members to ensure effective team performance

#### **Knowledge and/or Skills**

- ◆ Interpersonal conflict
- ◆ Interpersonal skills
- ◆ Conflict resolution skills
- ◆ Consultation, communication and interaction skills
- ◆ Evaluation criteria

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that for a given situation relating to working within a team, they can:

- ◆ evaluate a minimum of two different causes of interpersonal conflict and explain how they may impact on the individual team members and the project achievement
- ◆ select an appropriate strategy to resolve and/or reduce the identified causes of interpersonal conflict
- ◆ evaluate a minimum of three different interpersonal skills examining their positive or negative effect on team performance (one of which must relate to resolving conflict)
- ◆ analyse the importance of consultation, communication and interaction skills to effective team performance and identify a minimum of three possible problems that can be caused when these skills are not used effectively
- ◆ develop a minimum of five evaluation criteria that can be used to measure the effectiveness of team work, two of which must relate to conflict resolution.

This Outcome is integrated with Outcome 2. The evaluation criteria identified by the candidate in Outcome 1 must be used to evaluate the team work in Outcome 2.

#### **Assessment Guidelines**

The candidate may analyse a case study, a real-life work-based situation, the team project for Outcome 3, or a combination of these. Outcome 1 can be assessed independently or as an integrated assessment with Outcome 2 by using a case study. If Outcome 1 is to form part of an integrated assessment with Outcome 2 then the evaluation criteria should be produced in the early stages, ie planning, rather than during the implementation stage.

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If the candidate analyses a real situation, the candidate must present a sufficiently detailed description of the situation being analysed to allow the Assessor to draw appropriate conclusions.

### Outcome 2

Analyse the membership, development, leadership, and effectiveness of a team

#### Knowledge and/or Skills

- ◆ Team roles
- ◆ Auditing skills
- ◆ Stages of team development
- ◆ Leadership styles

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can analyse a given situation relating to working within a team. Candidates must:

- ◆ explain the role, responsibility and personal preferences of team members and the relationship between them
- ◆ conduct a skills audit and explain the strengths and development needs of both the team as a whole and the team leader
- ◆ explain the stages a team has progressed through and where it is at now with reference to the team's behaviour in the past and the present
- ◆ identify the leader of a task, appointed or naturally evolving; explain the leadership style, drawing on at least one theory, and analyse the impact this leader's style has had on team performance
- ◆ evaluate the effectiveness of team work using the evaluation criteria identified in Outcome 1, and justify the appropriateness of the choice of evaluation criteria.

This Outcome is integrated with Outcome 1. The evaluation criteria identified by the candidate in Outcome 1 must be used to evaluate the team work in Outcome 2.

#### Assessment Guidelines

The candidate may analyse a case study, a real-life work-based situation, the team project for Outcome 3, or a combination of these. If using the team project and there is insufficient evidence of leadership, the candidate may be provided with a case study to enable evidence generating proof of appropriate application of Knowledge and/or Skills. Outcome 2 can be assessed independently or as an integrated assessment with Outcome 1 by using a case study.

If the candidate analyses a real situation, the candidate must present a sufficiently detailed description of the situation being analysed to allow the Assessor to draw appropriate conclusions.

### Outcome 3

Evaluate own skills and roles through participation in, and leadership of, a team project

#### Knowledge and/or Skills

- ◆ Project stages
- ◆ Interpersonal skills
- ◆ Leadership skills
- ◆ Roles
- ◆ Self-reflection
- ◆ Personal development plan

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that through participation in a team activity they can:

- ◆ contribute to the project stages (planning, implementation and evaluation) of a collaborative (team) project
- ◆ demonstrate appropriate application of a minimum of four interpersonal skills in complex interactions to enhance team effectiveness, at least one of which must contribute to reducing or resolving conflict
- ◆ evaluate personal opportunities for leading a task, personal leadership style and the impact this had on team performance
- ◆ evaluate own skills and roles in complex interactions and justify the evaluation drawing on evidence from other team members
- ◆ produce a reflective log\*
- ◆ make recommendations and justify them in relation to any future co-operative team working, one of which must relate to interpersonal skills relating to the prevention or resolution of conflict
- ◆ make one recommendation in relation to leading a team
- ◆ produce a personal development plan that identifies a minimum of three learning objectives to enhance any future personal contribution to teamwork; one learning objective must relate to conflict resolution and one to leadership. The personal development plan will include as a minimum the identified training need, the learning opportunity/activity to meet that need, a target date for achievement.

**\*Note:** the reflective log must contain detailed accounts of planning, analysis of roles/relationships, negotiation of working methods, examples of co-operative working and motivating others as well as actions taken, decisions made, achievements or otherwise, further evidence to show how the candidate adapted to positive/negative situations including reflection on any given feedback and advice — this is a significant document for providing evidence.

#### Assessment Guidelines

This Outcome requires candidates to work with others in a collaborative project, involving planning, implementation and evaluation stages.

Activities chosen might include one or more of the following: debates; panel presentations; production of a promotional video; leisure/social or community events; outward-bound style activities; or fund raising.

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Personal logs/diaries, individual/team profiles, written and/or oral evidence would satisfy Evidence Requirements which relate to candidates having participated in the full range of elements of the team project. However, candidates must produce a reflective log, and the log entries must provide sufficient detail to enable evaluation, conclusions and recommendations to be made on completion of the project.

Individual and team profiles arising from the group project; requiring candidates to produce a personal self-evaluation of their own contribution to the team project; and giving and receiving feedback and advice from peers, may yield important assessment evidence.

Performance evidence is most effectively provided through video recording but may also be available through observation schedules, witness testimony, self and peer evaluations, and interviews.

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### Administrative information

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<b>Unit title:</b>	Developing the Individual within a Team
<b>Superclass category:</b>	AF
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<b>Version:</b>	01

#### History of changes:

Version	Description of change	Date

**Source:** SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### Unit specification: support notes

#### Unit title: Developing the Individual within a Team

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

A sound understanding of the knowledge, skills and behaviours necessary for effective team participation has become an increasingly important requirement of life and work. This Unit is designed to enable candidates to develop and demonstrate their personal capacities in this respect. The Unit would be suitable for anyone wishing to enhance their ability to participate effectively in team and collaborative working.

Outcomes 1 and 2 concentrate on the underpinning knowledge required for effective team performance examining the necessary interpersonal and leadership skills together with an appreciation of team development and team roles. Outcome 3 provides candidates with opportunities to develop, apply and demonstrate their ability in this respect by contributing to the planning, implementation and evaluation of an appropriately challenging team project.

#### Outcome 1

The interpersonal skills the candidate covers could be, for example:

- ◆ Building supportive/counselling relationships with colleagues, friends, clients and customers examples of supportive relationships would include: offering encouragement, valuing diversity, modifying behaviour to meet the differing needs of colleagues, customers and situations, motivation of others, co-ordination of others tasks/skills to enhance team performance
- ◆ Being assertive — by dealing with difficult people; returning work which is incorrect; saying no to excessive demands; keeping to agreed deadlines and contracts, ability to step in when problems arise and adopt a problem-solving approach to issues rather than blaming/criticising individuals
- ◆ Using social skills — introducing oneself, being appropriately attentive to names/interests of others, attending meetings and contributing etc, networking skills, such as maintaining useful contacts etc
- ◆ Using facilitation skills — running effective meetings, chairing discussions, supporting collaborative problem solving, using effective negotiation skills, listening skills and questioning skills to ensure the conveyed information/task has been correctly interpreted

This list is not exhaustive and there may be other interpersonal skills identified as relevant by the candidate. Other interpersonal skills may be used as long as the explanation clearly shows that the identified skills support effective teamwork.

Candidates will also demonstrate they can analyse the importance of consultation, communication and interaction skills to effective team performance and identify possible problems that can be caused when these skills are not used effectively. The analysis may focus on team morale, misunderstandings, lack of direction, deadlines and the ultimate effect these things have on overall team performance.



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Conflict is a barrier to team achievement. Candidates will evaluate the impact of possible interpersonal conflict on the performance of individual team members and how this may affect, or has affected, the final project result. Candidates may cover the following:

- ◆ Causes of conflict — disagreements, hostility and aggression
- ◆ Consequences of conflict — in individuals, working relationships and organisational climate/effectiveness
- ◆ Strategies for resolving and/or reducing potential and actual conflict, including how to adopt a problem-solving approach to issues and how this approach can support team working when encountering possible barriers to achievement.

Finally, having examined the importance of interpersonal skills, consultation, communication and interaction, candidates will develop a minimum of five evaluation criteria that can be used to measure the effectiveness of team work. Candidates will use the evaluation criteria to evaluate the effectiveness of team work in Outcome 2. Examples could include building supportive relationships with colleagues; setting and meeting agreed deadlines; communicating issues that may affect the achievement of tasks by agreed deadlines; sharing out tasks, etc.

### Outcome 2

To achieve Outcome 2 candidates must demonstrate they can accurately apply the underpinning knowledge relating to team development, leadership, and effectiveness in a given situation, which could be a case study, a real-life work situation, the team project in Outcome 3, or a combination of these.

Candidates will explain team roles and preferences, and can use team role models such as Belbin, Myers-Briggs, MTR-i, but again, these are not exhaustive. The explanation will allow candidates to develop an appreciation of how they and others may tackle a task differently. In an effective team, recognising that people are all different and have differing needs/strengths means that tasks/support can be allocated appropriately. Where this is dealt with positively then the effectiveness of the team is enhanced, but where individual skills/needs are not recognised this could result in artificial barriers being created that have a negative impact on the team and team performance.

Conducting a skills audit is one of the ways in which an individual and teams are able to identify skills/knowledge gaps/strengths. It is a way of developing an objective approach to personal development. Candidates can learn to both give and receive constructive guidance — in the workplace individuals are often subject to performance reviews/appraisals and this is a useful place for candidates to learn how to handle receiving constructive criticism and also how to give it in a way that is constructive not destructive. Remembering to present both strengths and areas for development enables a balanced approach.

Candidates will explain the stages of team development, and could cover the forming, storming, norming and performing stages observed and/or experienced. Candidates may be introduced to the earlier and later models of team development identified by Tuckman and Jensen (the later models having one further stage, adjourning/mourning).

Candidates will identify where leaders emerged, whether naturally or appointed by the team, and summarise what happened. The case study or team project may have different individuals emerging as leaders at different stages of the project or for a specific task. It is NOT assumed that there will be ONE leader for the lifetime of the project. Candidates will have considered leadership models and examined the strengths and weaknesses of the different styles within these leadership models. Candidates will then use these models to analyse the leadership style adopted and the impact this may have had on team performance. Theorists could include Likert, Goleman and his Emotional Leadership styles and Lewin to name a few. Other models may also be used.

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Candidates will evaluate the effectiveness of team work using the evaluation criteria identified in Outcome 1 and justify the appropriateness of the choice of evaluation criteria.

### **Outcome 3**

Team projects need to provide a wide range of challenges and offer all candidates adequate opportunities to develop and demonstrate their achievement of the assessment requirements. Projects might include one or more of the following: debates; panel presentations; production of a promotional video; leisure/social or community events; outward bound style activities; or fund raising.

Working in teams candidates should plan and implement their project. The size of the team has not been set but should be appropriate to allow all candidates the opportunity to develop the Knowledge and/or Skills considered in Outcomes 1 and 2.

At this level, candidates will be expected to demonstrate independent action, reflection and autonomous learning. They should be encouraged to ensure that this is reflected in the assessment evidence they generate and present.

Candidates should provide evidence (see assessment guidance for the wide range of ways this evidence could be recorded) — derived from a range of sources including self-evaluation and peer assessment – of significant levels of development and application in respect of their interpersonal skills and roles in complex interactions, together with an accurate awareness of the ways in which she/he can further enhance these.

After the project has concluded, regardless of the result, candidates will then be expected to evaluate their personal application of interpersonal skills and roles. On completion of the evaluation, the candidates will make recommendations and justify them in relation to any future co-operative team working, preventing/resolving conflict between team members and leading others in a task. This takes two forms, one in terms of making recommendations on how/what they should do if faced with a similar situation in future and, two, identifying additional learning/skills development that could be completed in preparation for any future team working. The candidates will produce a personal development plan for the additional learning and/or skills development. The minimum requirements for the personal development plan are listed in the Evidence Requirements, but candidates will need to source possible learning opportunities and may provide additional information such as provider, duration and nature of learning/skills development as well as any potential costs. They will not need to complete the identified learning to achieve this Unit, but learning how to source support is beneficial for anyone preparing to enter the world of work.

## **Guidance on the delivery and assessment of this Unit**

This Unit requires candidates to work in teams to plan, implement and evaluate a team project (Outcome 3). The skill and knowledge requirements of Outcomes 1 and 2 should help the candidates work together in planning and implementing the team project. It is therefore helpful to view delivery and assessment of the three Outcomes as complementary.

Outcome 1 is integrated with Outcome 2. The evaluation criteria identified by the candidate in Outcome 1 must be used to evaluate the team work in Outcome 2.

Delivery and assessment formats for Outcome 1 could include case studies, research tasks, scenario analysis and development, ‘in-tray’ exercises and self-assessment. Assertiveness/negotiation training, problem-solving, conflict identification and resolution and personal/communication skill building activities can also provide effective delivery and assessment mechanisms — helping candidates to

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develop their own team working behaviours and enhancing their understanding of the behaviour of others.

Delivery and assessment formats for Outcome 2 could also include case studies, scenario analysis and development, which focus on team development, roles and responsibilities of individual team members and leadership styles. Candidates should develop analytical skills for identifying impact of behaviours and problems within team working as well as developing auditing/analytical skills for identifying strengths/development needs within team working.

Outcome 3 is centred on the way candidates interact with others whilst undertaking a team project. The tutor's role should be limited to that of facilitator. She/he should encourage candidates to apply what they have learned about effective team working.

The size and composition of the team(s) can be negotiated and agreed to suit local circumstances. However, care must be taken to ensure that every candidate has sufficient opportunities to develop and demonstrate achievement of the Evidence Requirements for each Outcome.

The event chosen may be, for example, an open day, a community project, a residential experience, a diversity day, or fund-raising for a specific cause like *Children in Need*. Alternatively it could be an event where specially designed games may test leadership, teamwork, co-operation and confidence building.

Other activities that could support the overall project and provide development and assessment opportunities might include tasks involving confidence building, team working, counselling, debating, group interviews, etc. Fishbowl techniques of group discussion can be utilised, role playing of counselling and negotiation scenarios; debates, committee, video recordings and the use of observation schedules can also be used to provide assessment evidence.

Candidates should be encouraged to gather and use evidence from a full range of sources — self-assessment, peer assessment, tutor assessment and personal reviews, product evidence, records of meetings, observations, video/audio records, etc.

### *Opportunities for developing Core Skills*

#### **Working with Others at SCQF level 6 (embedded)**

##### Working Co-operatively with Others (level 6)

Candidates will cover this component of *Working with Others* through participation in the team project in Outcome 3. As candidates plan the team project, they will work co-operatively with others towards a common goal. They should demonstrate and record actions taken and detail any involvement/interaction with others in their reflective logs (see Evidence Requirements for Outcome 3). Examples may include:

- ◆ how they contributed to the planning, ie analysing the various roles and responsibilities required to complete the task and which roles need to work together, work before/after each other etc
- ◆ how they negotiated with each other and agree deadlines to ensure each stage is met
- ◆ if conflict situations arose, how these were handled and how effective was the Outcome
- ◆ how they monitored progress/achievement of Outcomes
- ◆ how they related to others, eg positively/indifferently/negatively
- ◆ how they negotiated access to the necessary resources to ensure they are available at the appropriate stage
- ◆ evidence of working co-operatively and positively.

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### Reviewing Co-operative Contribution (level 6)

The final requirement in Outcome 1 is to develop evaluation criteria for future use. These criteria will be used to evaluate the team work in Outcome 2. As they work through the team project in Outcome 3, candidates will give and receive feedback and advice from their peers. This should be recorded in their reflective log. Candidates are required to produce an evaluation of their own skills and roles in Outcome 3. Finally candidates should make recommendations and justify them in relation to any future co-operative team working, and produce a personal development plan identifying the key learning objectives they need to undertake to enhance their team working abilities.

### **Open learning**

This Unit could be delivered by distance learning, however the team project requires candidates to participate with other people in collaborative planning, implementation and evaluation activities.

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### General information for candidates

#### **Unit title:** Developing the Individual within a Team

The ability to work effectively with other people in team situations has become an increasingly important requirement of life and work. This Unit will enable you to develop the knowledge and skills you need to work effectively as part of a team and the skills required for effective team leadership.

You will learn about the importance of consultation, communication and interaction skills, and you will learn about the interpersonal skills that support effective team work. You will also learn about conflict resolution and the skills required for leadership of a team.

In learning about the membership, development, leadership, and effectiveness of a team, you will be looking at team roles and preferences, the different stages of team development, and leadership styles.

Working collaboratively with other members of your group you will plan, implement and evaluate a team project. This could involve organising an event or team activity. By working as a member of the team, and completing the project, you will have an opportunity to experience first hand team development and team dynamics. You will evaluate your leadership style and skills in leading a task. You will also make recommendations in relation to your own involvement in future team work.

The result of the project does not influence whether or not you achieve this Unit, the focus is on your contribution to the project, the skills you demonstrate, and your subsequent evaluation.

Through working cooperatively with others as part of the team project and evaluating both your contribution and the contribution of other team members, you will be able to develop the Core Skill of *Working with Others*. Achievement of this Unit means that you will automatically gain the Core Skill of *Working with Others* at SCQF level 6.