



Unit title: Team Leadership (SCQF level 6)

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What is this unit about?

This unit is about providing direction to members of your team, motivating and supporting them to achieve the work objectives of the team and their personal work objectives. It will also involve reviewing the success of your team and leadership allowing you to outline your own future development as a team leader.

Leadership exists throughout all organisations from the Chief Executive, the heads of various functions in the organisation through to the various work teams that make up every organisation. This unit is designed to help you develop and demonstrate your team leadership skills.

The unit may be taken as a free-standing unit or as part of the PDA in Introductory Leadership and Management at SCQF level 6.

The unit is important because leadership is key to organisational success regardless of the business it may find itself in. All workplaces need skilled individuals to provide guidance and direction for employees and others to follow ensuring that the organisation meets its goals and objectives. You will find out the importance of establishing and communicating clear objectives to team members, how to help and influence others to achieve the objectives of the team and their own personal objectives and to review the team and your own success.

The unit will help you build confidence, new skills and understanding appropriate to the workplace and may improve your career opportunities.

While your tutor will support you in the achievement of this unit it will be your responsibility to lead, taking responsibility for your own progress and building the skills and knowledge required to attain the unit.

What should I know or be able to do before I start?

Think about your own work experiences where you have been led by others and also times where you have taken the lead in an activity. You may also wish to think of others you have read about, watched on TV or have met that you think are good leaders. This will help you as you work through the tasks.

What do I need to do?

You will need to carry out each of the following tasks:

Task 1

Plan for team success.

To do this you will have to:

- ◆ Analyse the factors that may influence team success. What is the purpose of the team? What is required? Who is involved? What resources are required?
- ◆ Communicate the purpose and agree SMART objectives with your team.
- ◆ Identify personal objectives and show how these contribute to team objectives.
- ◆ Outline why the achievement of team and personal objectives should align.
- ◆ Produce an agreed plan for your team over a set period of time.

Task 2

Support team achievement.

To do this you will have to:

- ◆ Identify leadership styles and select the most appropriate style(s) for your team.
- ◆ Provide support and advice to team members to help them meet objectives (eg encouragement, coaching, time).
- ◆ Identify difficulties and challenges that you as a leader may have to overcome and highlight strategies that could be used to help.
- ◆ Monitor on-going progress of team.

Task 3

Review success and plan future leadership development for self.

- ◆ Review team success in relation to the team purpose and the agreed objectives (eg were objectives met, did the team work deliver on time, did the team work smoothly).
- ◆ Review own performance in supporting the team (eg was the leadership style appropriate, what else could you have done, what would you have changed).
- ◆ Prepare a leadership development plan for future (what further study may you require, are there leadership opportunities that could help you, how can you access or take advantage of these opportunities).

Evidence requirements

For Task 1:

Plan for team success.

The following gives some indication of what the evidence could consist of.

Written or oral evidence covering:

- ◆ an analysis of the factors that will influence team success including an indication of what constitutes success, eg team performance indicators.
- ◆ the team objectives and personal objectives over a period of time and how these align.
- ◆ a plan that shows:
 - your leadership role within the team
 - the objectives, roles and responsibilities of the team and its members
 - outcomes, resources and timescales.

Performance evidence, supported by an assessor checklist, to show that the learner:

- ◆ communicated what had to be done to the team.
- ◆ negotiated roles and responsibilities of team members, taking account of their needs.

For Task 2:

Support team achievement.

The following gives some indication of what the evidence could consist of.

Written or oral evidence covering:

- ◆ a brief discussion of leadership styles and selection of an appropriate leadership style.
- ◆ monitoring team achievement at appropriate stages.
- ◆ strategies identified and/or deployed to overcome difficulties and challenges.

Performance evidence, supported by an assessor checklist, to show that the learner:

- ◆ provided on-going support and advice to others.
- ◆ conducted on-going monitoring of team achievement and taking appropriate action if and when required.

For Task 3:

Review success and plan future leadership development for self.

The following gives some indication of what the evidence could consist of.

Written or oral evidence covering:

- ◆ review team success in relation to the team purpose and the agreed objectives (eg were objectives met, did the team work deliver on time, did the team work smoothly).
- ◆ review of own performance in supporting the team (eg was the leadership style appropriate, what else could you have done, what would you have changed).

Performance evidence, supported by an assessor checklist, to show that the learner:

- ◆ reviewed activities and progress across the team, at the end of the set period of time, in relation to the team purpose, and the agreed objectives (eg were objectives met, did the team work deliver on time, did the team work smoothly).
- ◆ prepared a leadership development plan for future (what further study may you require, are there leadership opportunities that could help you, how can you access or take advantage of these opportunities).

How do I get this unit?

You will need evidence to show that you have successfully completed all three tasks in this unit.

What might this involve?

The unit can be achieved in a number of ways and can be achieved in ways that best suit your needs. The evidence can be produced in portfolio form and include personal statements, emails, correspondence, meeting agendas/minutes, etc.

The evidence should be generated in respect of a team in which you have some responsibility. Ideally this will be a workplace team but could also include a voluntary team or charity team or a team setting assigned by your tutor. The team should have an overarching purpose and it should be possible to generate a series of related objectives from this.

Examples could include:

- ◆ Customer Service Team
- ◆ Action Response Team
- ◆ Accounts Team
- ◆ Organising an event
- ◆ Project Team
- ◆ Office team

What can I do next?

This unit is part of the PDA in Introductory Leadership and Management at SCQF level 6. Successful achievement of the PDA could allow progression to the SVQ in Management at SCQF level 7 or further PDAs in Leadership and Management.

Guidance for tutors

For this unit learners are expected to be able to:

- ◆ plan for team success.
- ◆ support team achievement.
- ◆ review success and plan future leadership development for self.

Tutors will provide non-directive supervision to learners. This means that learners will take responsibility for their own progress throughout the unit. However, tutors may provide appropriate guidance, explanation and interpretation where required.

Assessment for the unit will consist of gathering work based evidence generated over an agreed period of time (minimum six weeks) to show that the learner is able to meet the three tasks of the unit. Learners should be able to gather evidence as they work through the unit. Assessment evidence can be presented in any form appropriate to the learner and the work team setting.

- ◆ written records
- ◆ recordings of interviews
- ◆ emails
- ◆ blogs
- ◆ assessor records
- ◆ review sheets
- ◆ diaries
- ◆ log books
- ◆ evaluation sheets
- ◆ electronic presentations
- ◆ electronic journals
- ◆ videos
- ◆ photographs

Evidence may be paper based, recorded, oral or visual. Learners may be able to present evidence for all three tasks in a folio of work.

Evidence can take a variety of forms depending on the learner's situation and the delivery approach taken. Ideally the evidence will relate to a workplace team, this could also include a voluntary team or charity team or a team setting assigned by your tutor/assessor. The team may be an on-going work team or a project team in any case the team should have an overarching purpose and it should be possible to generate and realise a series of related team and team member objectives over a period of time.

Advice on Generating Evidence

There is no end of unit assessment, evidence should be gathered as learners progress through the unit.

Evidence may be generated holistically and it may be appropriate for a cross referencing matrix to be used in order to match and track evidence. Tutors may have to provide learner support in building their folio of evidence. In any case records of assessment should be maintained and kept up to date in order to track learner progress and to provide evidence for verification.

For Task 1:

Plan for team success.

To generate the evidence required learners should be in a team leadership role within an organisation this may include a charity and/or voluntary organisation. The team should be responsible for an area of work, eg Customer Service Team, Action Response Team, Accounts Team, events team, Project Team or Office team. It will therefore be necessary to discuss with learners their role and whether it will be possible to generate appropriate evidence in order to meet the evidence requirements. The evidence may be generated from the ongoing work of a team, eg weekly/monthly reports, team performance indicators and/or a project team with a specific task, eg reviewing a work process or organising an event, and/or a sub division of a larger work based task.

For Task 2:

Support Team Achievement.

To generate evidence to meet task two learners must show how their leadership has contributed to the success of the team over a period of time or the period of the project. Learners must show how they agreed tasks, maintained progress towards team tasks and the approaches they have taken to ensure that the team achieves its objectives, eg through minutes, group/sub-group meetings, tool box talks, presentations or discussions. It may be useful for learners to maintain diaries, blogs or journals to support and monitor their own progress.

Learners must show they have offered support and advice to others in their team. On occasion, this may be because a team member has asked for support; on other occasions it may be because they have been identified as needing support. Again, notes of meetings, 1:1 discussions may be useful, however, learners must be aware of the obligations they have to their team members and organisations with regard to confidentiality and disclosure of information and tutors should provide appropriate advice as to how these aspects may be managed.

Task 3:

Review success and plan future leadership development for self.

Learners will need to generate evidence to show how they have achieved team success, reflect on their part in achieving that success and create a leadership development plan for themselves. In reviewing the success of the team learners may ask themselves the following questions:

- ◆ Was the team successful?
- ◆ Did the team achieve its objectives?
- ◆ Could it have been better?
- ◆ What did I do that worked?
- ◆ What did I do differently?
- ◆ What were the challenges
- ◆ How did I manage the challenges?
- ◆ What was my impact on the work of the team?
- ◆ Was I an effective leader?
- ◆ Are there areas that I should work on to become a more effective leader?
- ◆ How will I develop my knowledge and skills in these areas?

To help in generating the evidence for this task, learners should seek feedback from a member of their team, their line manager and/or tutor.

Learners must provide a personal development plan that considers how they can further develop their leadership skills and knowledge. The plan should be clear in terms of objectives and be set over a reasonable time period, eg 6–12 months.

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.

History of changes to unit

Version	Description of change	Date

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