

## Grading criteria

<b>PASSGRADE</b> To achieve a pass grade the evidence must show that the learner is able to:	<b>SUPERGRADE!</b> <i>Merit</i> To achieve a merit grade the evidence must show that the learner is able to:	<b>SUPERGRADE!</b> <i>Distinction</i> To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> <li>● explain the importance of teamwork in at least two different public services <span style="float: right;">26</span></li> <li>● describe at least five qualities of effective teamwork in the two different public services <span style="float: right;">27</span></li> <li>● actively participate in at least five different team activities <span style="float: right;">32</span></li> <li>● describe the importance of interpersonal skills and personal effectiveness for public service work <span style="float: right;">32</span></li> <li>● describe the importance of effective communication skills in the public services <span style="float: right;">41</span></li> <li>● demonstrate a range of communication skills used in the public services <span style="float: right;">46</span></li> </ul>	<ul style="list-style-type: none"> <li>● present considered comments and explanations on the five qualities of effective teamwork <span style="float: right;">29</span></li> <li>● demonstrate responsibility within roles during team activities <span style="float: right;">40</span></li> <li>● explain the importance of effective communication skills in the public services <span style="float: right;">44</span></li> </ul>	<ul style="list-style-type: none"> <li>● evaluate the use of teamwork and communication skills in public services <span style="float: right;">29</span></li> <li>● demonstrate exceptional teamwork, interpersonal, personal effectiveness and communication skills <span style="float: right;">40</span></li> <li>● critically analyse the importance of effective communication skills in the public services <span style="float: right;">45</span></li> </ul>

This unit shows you how to work effectively with other people.

## Teams

A team is a small group of people who work together.

The way they work together – helping, supporting, motivating and disciplining each other – is called teamwork.

The aims of teamwork are:

- (a) to achieve the best possible results
- (b) in the quickest possible time
- (c) with the least effort and expense
- (d) without cheating or breaking the rules
- (e) and without destroying the team.

## PASSGRADE

Explain the importance of teamwork in at least two different public services.

## Teamwork

All public services make use of teamwork in order to achieve their aims and carry out tasks. This is because people work faster and better in teams. Most people also prefer to work in a team, rather than as isolated individuals.

Teams come in many shapes and sizes in the public services. Large teams may consist of several smaller teams working together. Teams can be defined according to the kind of job they do, the public service they work in, the kind of leadership they have and the length of time they last. Types of teams which exist in the public services include:

- Crews. A crew is usually all the people who work on board a ship. It consists of officers and ratings. The officers provide leadership and management, and the ratings carry out their

commands. The crew remains a team as long as it remains together – and at least for as long as one voyage or operation. The word ‘crew’ is also used on aircraft, and for rescue teams – especially those which operate in helicopters.

- Shift work. A shift is a group of people who work for a certain number of set hours in the day. It might be from 9 to 5, but it might be between other hours of the day, or at night. In the public services shifts often change from week to week, so the team that works on a night shift one week will work on a day shift another week. People working the same shift work together as teams. The police and ambulance services use shift systems.
- Watches. A watch is a shift in the fire service. The same people always work together. Fire service watches are named after colours, e.g. ‘blue watch’.
- Regiments. A regiment is a large group of teams in the army. ‘The Regiment is often considered to be the most important unit in the British Army. It carries the spirit of the people who have gone before and would usually contain approximately 650 soldiers depending on its cap badge and role.’ (See [www.army.mod.uk/unitsandorgs/subsections/index.htm](http://www.army.mod.uk/unitsandorgs/subsections/index.htm))
- Multi-agency teams. These are teams consisting of members of more than one public service. For example, teams dealing with young offenders may consist of the police, probation workers, social workers and youth workers who all work together to help young people who have offended or are at risk of offending.
- Specialist teams. These have tasks which need special knowledge and skills. ‘The Art & Antiques Unit was set up in 1984 and is based at New Scotland Yard. The officers in the unit are trained to investigate offences involving art, antiques, collectibles and cultural property. The team works closely with similar units throughout the world to combat the illicit trade in stolen art and cultural property. Databases are maintained to gather intelligence on suspected art thieves and handlers, and also a stolen art database (ACIS).’ (Metropolitan Police; [www.met.police.uk/so/so6.htm](http://www.met.police.uk/so/so6.htm))

## The Army

Teamwork is essential:

- (a) for the success of the army
- (b) for the well-being of the people who work in it.

Teamwork benefits the army because it:

- 1 achieves organisational objectives.** The work of the army – training, peacekeeping, relief work and operations – is done by teams who work closely together, and get the maximum results for the effort they put in. Using teamwork, more work is done by fewer people so the work gets done faster and lives and money are saved.
- 2 is good for camaraderie, morale and discipline.** Camaraderie is ‘team spirit’ – the pleasure of working with people who you like and respect. Morale is a mixture of enthusiasm, courage, confidence and determination, and an army which has good morale will always fight better than one which has poor morale. Discipline is good organisation, high standards and a willingness to follow orders. It is based on the respect which team workers have for each other and for their leaders.
- 3 is good for command and control.** Teams have leaders who communicate with the leaders of other teams, and with officers higher up the rank structure. An effective team is good at carrying out orders, but it is also good at feeding information up the organisation to the officers in charge. This means that decisions are based on knowledge, not ignorance. Within the team there should be good communication between the leader and the team members, and between the team members themselves. People therefore know what they should be doing, and an organisation made of effective teams can react quickly and firmly to any challenge.
- 4 is good for problem solving.** Good teamwork encourages people to share their knowledge and ideas. It often happens that different team members have different strengths and skills. They can pool their knowledge and ideas to solve problems. This is sometimes called ‘combing individual skills’.

- 5 enables team members to support each other.** Members look out for each other, because they know them personally. This is important in dangerous situations – above all when the army is fighting. Team members can help each other at times of stress, giving encouragement and comfort – since, at times, a team can work a bit like a family. Teamwork also supports people by allowing them to develop skills, such as leadership skills, in a real-life setting. Belonging to a team also helps to get rid of ethnic, cultural and class differences, and tends to stop bullying and discrimination.

### CHECKPOINT ...

- For this outcome you have to look at two public services.

Using similar key points to those given above, make notes on the importance of teamwork in another public service.



*Teamwork is essential in the armed forces*

## PASSGRADE

Describe at least five qualities of effective teamwork in the two different public services.

Effective teamwork is teamwork that brings good results. In the public services, it also benefits the public.

The aim of this outcome is to help you recognise effective teamwork when you see it.

## Seven qualities of effective teamwork in the fire service

### 1 Good leadership

A fire service team is called a 'watch' and is led by a leading firefighter. The role of the leading firefighter is to direct, organise and motivate the team, and communicate with the 'bosses' higher up the organisation. The leading firefighter has to:

- know the team
- share their aims
- have knowledge, expertise and experience which the team can use
- have a character which the team can respect and admire
- have the ability to listen to the team
- be able to make good decisions
- be steady and trustworthy
- be caring and helpful towards team members
- encourage high professional standards
- be a good communicator
- have good management skills – motivating, disciplining and rewarding the team as appropriate.

### 2 Commitment

Commitment is determination – sticking at a task until it is finished. This is very important in the fire service where, if a fire is not properly put out, it starts again. In major fires, explosions and chemical leaks, firefighters have to work for long periods of time in hard conditions (sometimes taking numerous short breaks to recover from heat, dehydration or exhaustion before going back to work).

### 3 Loyalty/Trust

These are similar to camaraderie. Loyalty means sticking up for your colleagues and for the organisation you work for. Where a team is loyal, the members can trust each other. Trust means

knowing that other team members will behave and respond to challenges by always giving of their best, and not letting anybody down.

### 4 Cooperation

A team – such as watch in the fire service – needs people who work together, not individualists who are just looking for a chance to show off. Cooperation means 'working together'. Sometimes this means physical work, because there are many jobs in the fire service which cannot be done by one person alone – one person wouldn't be strong enough (carrying a stretcher is a simple example). Cooperation is also needed to get a fast response – everyone in the watch has to know their job and do it, in order to save time in those vital first minutes.

### 5 Identity

A watch has an identity – its colour – and members of the watch share a loyalty to each other as well as the fire service. This identity is a 'team spirit' which shows itself in a determination to be better than other teams. This is why watches in the fire service often compete in a friendly manner – for example in sport, but also in their speed and standard of work.

### 6 Norms

Norms are types of behaviour that people in a team often share. If the team works well these norms are good qualities – such as efficiency and determination. But it is possible for teams to work less well (for example, if the leadership is poor). Standards of behaviour and achievement drop – and it may be that laziness and sloppiness become norms. But this rarely happens in the fire service.

### 7 Good communication

This means giving and receiving information quickly, clearly and accurately. In the fire service most communication takes the form of listening and speaking. Good communication in a watch must be:

- (a) between all the members of the watch. They must understand each other well and quickly

when working together in an emergency, and be able to learn from each other during training.

- (b) between the watch and the public. They must listen to complaints, questions, appeals for help, etc, and give clear instructions and advice.
- (c) between the watch and other people in the fire service – e.g. divisional.
- (d) between firefighters and other public services such as the police and ambulance services headquarters, firefighters from other divisions and retained (volunteer) firefighters.

### CHECKPOINT ...

Take five of the teamwork qualities described above, and show how they are used in a public service other than the fire service.

## SUPERGRADE! Merit

Present considered comments and explanations on the five qualities of effective teamwork.

A 'considered comment' can be:

- an example
- a clarification (e.g. of a difficult word or idea)
- a reason
- an explanation
- anything which shows that you have 'considered' (thought carefully about) the qualities of effective teamwork.

### CHECKPOINT ...

There are already some considered comments in the descriptions of qualities of effective teamwork given above.

- (a) Identify these.
- (b) Add others of your own.

## SUPERGRADE! Distinction

Evaluate the use of teamwork and communication skills in public services.

**LINK!** Communication skills come under 'Describe the importance of effective communication skills in the public services', page 41.

## SUPERGRADE! POWER

'Evaluate' means 'judge', 'assess' or 'work out the value of'. If you evaluate the use of teamwork skills you:

- say whether you think it is good, bad (or a bit of both)
- give reasons for your opinion
- support your opinion with quotations or examples if you can.

Evaluations usually give both good and bad points. No public service is perfect, and none are all bad.

It is hard to evaluate the use of teamwork and communication skills in public services:

- (a) because it is hard to get a true picture of a team unless you belong to it
- (b) because, especially in the armed forces, the real work of many teams is kept secret
- (c) most of us lack the experience and knowledge to evaluate teamwork and communication skills.

You will therefore have to depend on other people's evaluations for this outcome. The best methods are to:

- (a) ask someone who works in a public service to evaluate the service's use of teamwork and communication skills for you. (Your job is to take good notes!)
- (b) use a news story about failures of teamwork and communication in the public services. One – the tragic story of Victoria Climbié – is outlined below.

## FOCUS

On 24 July 1999 Victoria Climbié first came to the attention of an agency in Haringey when she was brought to the Accident and Emergency Department of North Middlesex Hospital by Marie-Therese Kouao. Ms Kouao said that Victoria had poured boiling water over her head to relieve the itching from a scabies infection. Subsequently, Victoria came to the attention of a number of agencies within Haringey. She died of multiple organ failure on 25 February 2000. Marie-Therese Kouao and Carl Manning (her boyfriend) were found guilty of her murder at the Central Criminal Court.

### THE KEY ISSUES ARISING FROM THE CASE

- The need for a Case Review Sub-Committee to oversee all case reviews.
- Failure of all agencies to carry out a proper and comprehensive assessment or investigation of the child's needs.
- Failure of all agencies to implement fully the child protection procedures.
- The adequacy of record keeping practices.
- Communications between professionals and between agencies.
- The need for clarity about each agency's responsibilities.
- The standard of interviewing of children.
- The adequacy of management oversight of child protection enquiries.

Source: Haringey Area Child Protection Committee  
February 2002

This is a case where it appears that teamwork in more than one public service broke down. The need for a Case Review Sub-Committee was not recognised – and it seems that there was therefore a lack of teams to deal with the case.

There was 'a failure of all agencies to carry out a proper and comprehensive assessment or investigation of the child's needs'. It may be that this is because teams were overworked, and did not have the time or staff to assess Victoria Climbié's needs. Teamwork needs people and resources to work properly, and it may be that the government, the local authority, or someone else did not recognise this fact. On the other hand, the problem could be that the teams did not work effectively because they had not been well-trained, or the members didn't communicate well.

'The adequacy of record keeping practices' was apparently poor. This suggests that team leadership may have been poor, or again, that there was neither the time nor the staff to do work which might not have seemed urgent at the time.

In the last paragraph the management of teams is criticised, suggesting poor communication or some other failure of teamwork.

This tragic case is not typical of the public services, which, most of the time, do an excellent job in difficult conditions. It shows how difficult public service work can be, and how necessary effective teamwork is. The case also shows how breakdowns in communication can cost a child her life.

There are many cases in public service work where outstanding teamwork brings success. One case, on an international scale, was the involvement of different countries and NATO in resolving the Kosovo crisis in 1999.

Another case, closer to home, was the foiling by the Metropolitan Police of the Millennium Dome robbery.

## FOCUS

The date of the robbery, 7 November 2000, marked the climax of months of planning in two separate schemes.

The first was the attempt to snatch the millennium jewels by a gang of south London villains.

The second was the police surveillance operation. Officers disguised as tourists, dome workers and passers-by had monitored the gang for months.

Hundreds were posted at the dome throughout October and November as Scotland Yard waited for the men to strike.

Without the Flying Squad's intervention, the raid would have been the world's biggest ever – “the robbery of the millennium”, the prosecution said.

Source: © *The Guardian*, ‘Dome's day of drama’, Tania Branigan and Nick Hopkins (Monday 18 February 2002)

Teamwork and communication skills are of vital importance in the public services. This is where many of their successes come from, and they are normally of a consistently high standard. But when the public services fail, it is usually the result of a failure of teamwork and communication.

## CHECKPOINT ...

- (a) Search through prison service inspection reports and the website of the Police Complaints Authority to find examples of areas in which teamwork or communication in the public services has sometimes broken down.
- (b) Talk to someone who works in a uniformed or non-uniformed public service, and ask them to tell you about the good and bad points of teamwork and communication in their service. Teaching is a non-uniformed public service, so try asking your tutor!
- (c) Do you know of any cases, perhaps within your own college, at work, or within a sports team that you play for or support, where teamwork has been very good – or has gone wrong?



## PASSGRADE

Actively participate in at least five different team activities.

You will be surprised at how many team activities you will be asked to take part in, during your First Diploma year. Here are some of them:

- **Classroom exercises and groupwork.** These include role-plays, meetings or group assignments. Group assignments may last weeks or even months – and involve things such as writing a careers booklet or advice leaflets, or carrying out mock arrests and trials.
- **Team sports.** If you play football, cricket, basketball, rugby or any other team game, then you are actively participating in a team activity. You are also actively participating if you referee or officiate at such games, or if you help to organise them.
- **Outdoor activities.** Camping, going on group expeditions, potholing, rock-climbing and canoeing are team activities. So are tasks such as building rope bridges or rafts, finding ‘bodies’ and doing group (not individual) orienteering exercises.
- **Work.** If you do part-time or holiday work, for example at a restaurant, a football ground, on a building site or in a nursing care home, you will be part of a team. The same is true on work placement if you are working, but not if you are observing or shadowing.

## PASSGRADE

Describe the importance of interpersonal skills and personal effectiveness for public service work.

## POWER

## Providing evidence

For this outcome you need *evidence* of active participation in five different team activities. Just doing it is not enough.

The evidence can be:

- Written assignment feedback (‘cover sheets’, ‘feedback sheets’, etc) from your tutors, proving you have met the outcome and giving you a grade. These must be for team assignments, outdoor or sporting activities in which this outcome (grading criterion) is clearly covered.
- Photographs.
- Video, or perhaps tape recordings, of a team activity. These should be backed up by written witness statements or feedback from your tutor.
- Authentic (genuine) letters or written feedback from work placement supervisors, employers or voluntary work supervisors – such as youth leaders. These are sometimes called ‘witness statements’. They must show that you have actively participated in team activities. They should not come from family members.

Your evidence must show that you participated *actively*, that there were *at least five* activities, and that they were *team activities*. The activities must be of different kinds. For example, they should not all be team sports.

If in doubt about the evidence you need to provide, ask a tutor!



## Interpersonal and personal effectiveness skills

Interpersonal skills help you to get on with other people. They include:

- assertiveness (getting what you want without being nasty)
- dealing with conflict (i.e. disagreement and aggression)
- using body language
- communication skills (listening, speaking, reading, writing and non-verbal communication).

Personal effectiveness skills help you to get the best out of yourself. They include:

- problem-solving techniques
- decision-making
- goal-setting
- stress management
- time management.

## Interpersonal skills

### Assertiveness

This means sticking up for yourself in a straightforward way, so that you get what you want from a situation, without hassle or aggression.

The three main rules of assertiveness are:

- State what you want, clearly, without exaggeration and without understatement (i.e. be straightforward and honest).
- Give one good reason why you want it (giving lots of reasons makes you sound unsure of yourself and weakens your position).
- State what you will do if you don't get what you want. This must be something that you are prepared to do. Don't make empty threats (or threats of violence).

### Importance for public service work

Assertiveness is necessary for all work with people, and that means all public service work. Why?

- It is the most effective way of getting other people to do what you want. For example, if you are a firefighter at a road accident, and you use techniques of assertiveness to keep

bystanders out of the way, they are more likely to obey you.

- Assertiveness shows confidence and gives confidence to others. Victims of crime, injured people, and others who are suffering gain confidence if the public service worker dealing with their case is assertive.
- Assertiveness gets respect. For example, if prison officers are passive (too soft) the prisoners may give them a hard time. If, on the other hand, officers are aggressive, the prisoners may not cooperate. But an assertive prison officer will be seen as firm but fair.
- Assertiveness saves time. You say what you mean, people understand you, and the job gets done faster.
- It makes the job less stressful, since it cuts down conflict and gets results.

### Dealing with conflict

Conflict means aggression, disagreement and violence. There is plenty of it about. We have all heard of people getting aggressive at places like benefit offices, job-centres, hospitals and prisons.

Often, it's somebody in the public services who has to sort it out.

There are six main ways of dealing with conflict. Here they are, together with their importance in public service work.

#### 1 Running away

This is the right thing to do in some situations. If an army unit faces death from a more powerful enemy, it's better to run away, and come back later with reinforcements. Police or others who try to 'go it alone' can get hurt – or killed. But running away from a conflict does not really 'deal with' it – it leaves it for another day.

#### 2 Ignoring the conflict

A trivial disagreement in an office is still a conflict. But some conflicts are too small to bother with. In the public services minor conflicts with, say, workmates, might be best ignored. But if the conflict starts causing unhappiness, something has to be done about it.

### 3 Fighting

Everybody, including people working in the public services, has the right to use ‘necessary force’ in self-defence. But starting a fight creates a conflict – it doesn’t solve it.

### 4 Control and restraint

This is a skilled way of dealing with physical conflict. It is used in the prison service and the police as a way of dealing with violent people without injuring them. It involves holds like those used in judo and other martial arts. Occasionally it still leads to injuries and deaths, and it doesn’t deal with the cause of the conflict (which is usually inside someone’s mind).

### 5 Talking your way out of trouble

A police officer once said that his way of dealing with conflict was ‘getting people to do what you want them to do, while letting them think that they are doing what they want to do.’ This is an interpersonal skill which comes from understanding human nature, understanding what you want, and trying to solve the problem by using your brains, rather than your muscles. This doesn’t just deal with conflict; it deals with the *causes* of conflict.

### 6 Listening

Talking is no good without listening. Listening is the interpersonal skill which enables you to understand the cause of conflict. When a police officer has to mediate between people who are in conflict (it might be neighbours who hate each other, or communities in Northern Ireland) he or she has to listen before they can act to deal with the conflict. And if the conflict is personal – whether it is a disagreement with a workmate, or somebody is threatening to kill you – it pays to listen!

#### CHECKPOINT ...

Which of these skills for dealing with conflict is most useful in the public service you want to join. Why?

### Use of body language

Body language means things like facial expressions, eye-contact, the way you stand or sit, the way you move your arms, and the amount of space you choose to have between yourself and another person.

Psychologists believe that each bit of body language means something. Here are some examples.

Gesture, expression, etc	Meaning
Raised eyebrows	Surprise; an unspoken question; recognising someone who is coming towards you
Narrowed eyes	Doubt; aggression (in some cultures)
Nodding head	Yes (in British culture) No (in Saudi Arabia)
Frowning	Pretending to think Anger (in some cultures)
Standing close to someone	Intimacy Aggression Possessiveness Belonging to certain cultures
Touching cheeks	Flirting
Touching lips or lower part of face	Dishonesty; the person has something to hide