

SCHEME OF WORK



COURSE TITLE: An Introduction to Leadership Skills
COURSE OUTLINE: A course to support learners to develop their leadership skills
DURATION: 1.5 hours
AIMS: To equip learners with the skills needed to enhance their leadership skills
LEVEL: E3

Health and Safety Issues	Equal Opportunities Issues
The tutor should ensure that all learners are aware of health & safety issues.	The tutor should ensure that learners have appropriate equipment should they have any specific difficulties.

Obj. No.	VOCATIONAL SKILLS OBJECTIVES
V1	Identify individual skills & qualities needed to be an effective leader.
V2	Match skills & qualities to current employment.
Obj. No.	ESSENTIAL SKILLS OBJECTIVES (CURRICULUM SUB-SECTIONS COVERED)
ES1	Speaking & Listening (SLlr. SLc. SLd)
ES2	Writing texts (Wt)

Session No.	Topic Covered	Objective covered
1	<ul style="list-style-type: none"> • Identify individual skills and qualities. • Working together as a team. • Communication Skills • Understanding Body Language • Key points • Giving Instructions 	<p>V1/ES1</p> <p>V2/ES1</p> <p>V2/ES1</p> <p>V2/ES1</p> <p>V1/ES1</p> <p>V1/ES1.ES2</p>

STEP-UP SESSION PLANNER

<p>COURSE TITLE: An Introduction to Leadership Skills</p> <p>LESSON No.: 1</p> <p>DURATION: 1.5 hrs</p> <p>AIMS: To equip learners with the skills needed to enhance their leadership skills</p>	Obj.No.	VOCATIONAL SKILLS OBJECTIVES	CURRICULUM REF. (If relevant)
	V1	Identify individual skills & qualities needed to be an effective leader.	
	V2	Match skills & qualities to current employment	
	Obj.No.	ESSENTIAL SKILLS OBJECTIVES	CURRICULUM REF.
	ES1	Speaking and Listening	SLlr/E3.3.4.5. SLc/E3.3 SLd/E3.2
ES2	Plan and draft writing. Sequence chronological writing.	Wt/E3.1.3.	

Time	Topic	Activity	Resources/ human resources to include use of SLA s and volunteers	Method of assessment	Additional Information	Obj. No.
20 mins	Introduction	Welcome learners to course. Housekeeping to include fire procedures. Enrolment. Student icebreaker. Aims & objectives.	Refer to Tutor Notes throughout. Enrolment forms			
15 mins	Good Communication	<u>Task 1</u> - Tutor to lead discussion on good communication.	Flip/Chart/Whiteboard. Communication for Supervisors - Suffolk County Council.-Handouts 1 & 2	Discussion and completion of Handout 1	For a good source of tips & ideas on leadership skills go to www.businessballs.com	V1/ES1
10 mins	Be A Good Listener	<u>Task 2</u> - Group discussion on 'Tips for Listening'	Whiteboard/pens Handouts 3 - pages 24-27 of Communication for Supervisors - Suffolk County Council.	Observation Discussion Completed page 25.		V2/ES1

Time	Topic	Activity	Resources/ human resources to include use of SLA s and volunteers	Method of assessment	Additional Information	Obj. No.
15 mins	Body Language	<u>Task 3</u> - In pairs carryout body language activity - Handout 4 and then complete Handout 5. <u>Task 4</u> - Discuss and compare work with answers - Handout 6	Pages 28-31 of Communication for Supervisors - Suffolk County Council.	Observation Completion of handouts		V2/ES1
5 mins	Key Points	<u>Task 5</u> - In small groups learners to re-cap on session and confirm what 'communication means' Handout 7	Page 33 of Communication for Supervisors - Suffolk County Council.	Completed page 33.		V2/ES1
15 mins	Giving Instructions - Verbal & Written	<u>Task 6</u> - Tutor led discussion on how instructions should be written or given verbally - Handout 8 <u>Task 7</u> - Learners to complete exercise - Handout 9 and then make a note of anything that went wrong - Handout 10 <u>Task 9</u> - Extension exercises - Handout 11	Flipchart/Whiteboard Handouts 8,9,10,11 - Pages 38,39 & 41 of Communication for Supervisors - SCC. See Tutor Notes	Discussion Observation	www.bbc.co.uk/skillswise/ writing instructions factsheet.	V2/ES1 /ES2
10 mins	Be a Lifelong Learner	Next steps completion of Lifelong Learner proforma. Evaluation Questions & answers	Handouts 12 & 13 Evaluation Forms		Course on Report Writing/Form Filling	

Tutor Evaluation:

(strengths, weaknesses, changes, improvements)

Student progress:

An Introduction to Leadership Skills

Tutor Notes

Tutor to welcome learners to the course. Go through housekeeping procedures to include fire precautions. Icebreaker - students to introduce themselves and tell the rest of the group one fact about themselves that no-one else would know. Students to complete enrolment forms. Tutor to introduce aims and objectives of the course taken from the Scheme of Work.

Task 1 - Tutor to lead discussion on good communication skills. Tutor to ask the learners "What does the word 'Communication' mean to you?" Tutor to write learners responses on flip-chart/whiteboard. Learners to complete Handout 1 and then feedback their ideas to the group.

Tutor to write on the flipchart/whiteboard -

"COMMUNICATION IS PASSING ON IDEAS, FEELINGS OR INFORMATION"

Tutor to distribute Handout 2 (page 23) of **Communication for Supervisors - Suffolk County Council resource**, to learners to compare with their own ideas.

Task 2 - Group discussion on tips for listening. Learners to write their ideas on the flipchart/whiteboard. Compare ideas with Handout 3 - Pages 24-27 - of **Communication for Supervisors - Suffolk County Council resource**.

Task 3 - In pairs choose one learner to act out the body language pictures while the other learner guesses what they might be saying. Handout 4 - page 29 of **Communication for Supervisors - Suffolk County Council resource**. Together complete Handout 5 - Page 30 of CfS

Task 4 - Still in their pairs discuss and compare their ideas with the answers - Handout 6 - Page 31 of CfS.

Task 5 - In small groups learners to re-cap on session and confirm that 'Communication means' Handout 7 - Page 33 of CfS.

Task 6 - Tutor to lead discussion on how instructions should be written or given verbally. - Handout 8 - Page 38 of CfS

Task 7 - Learners to complete Handout 9 - Page 41 of Cfs and then Handout 10 - "What went wrong".

Task 8 - Extension exercises

1. Learners to think of a task carried out regularly in their department and write out a set of instructions for that task.
2. In small groups one member of the group to give a verbal message to other team members. Without making any notes the learners are required to answer questions on Handout 11.

At the end of the course tutor to give out Handouts 12 (Next Steps) (**only to do this task if it is their last course**) & 13 (Record of Achievement) for students to read and complete. Give any further advice on local learning opportunities as requested.

Handout Evaluation forms and collect when completed.

Take any further questions.

HANDOUT 1

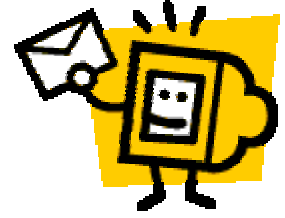
Suggest some ways in which you, as a team leader, communicate with those you work with.

I communicate to:

1. encourage my staff
- 2.
- 3.
- 4.



HANDOUT 2



You may have suggested some of the following:

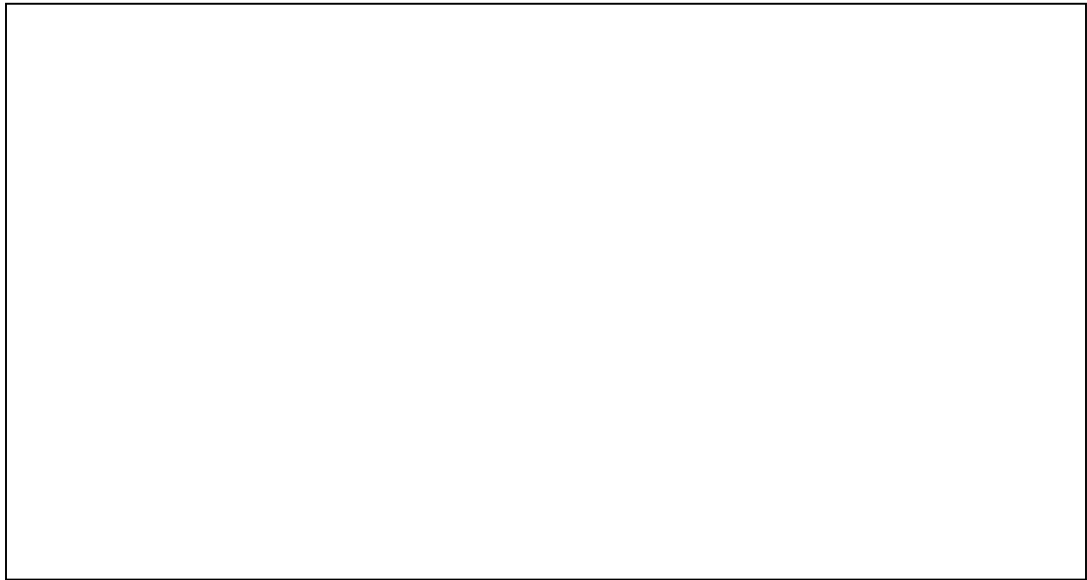
I communicate to:

- Encourage my staff
- Maintain good relationships
- Build confidence and motivation
- Keep staff informed
- Listen to their worries and to their ideas
- Organise the workload
- Liaise with colleagues and managers
- Form good relationships with customers.

You could probably add to this list, but it shows what an important part effective communication plays in your working day.



HANDOUT 10



HANDOUT 11



Answer **True, False or Don't know:**

1. Six councillors will be coming with the Mayor ()
2. Seven people will be coming in all ()
3. Susan Peters is the Mayor's secretary ()
4. The visitors will arrive at 11 a.m. ()
5. They will not come if it rains ()
6. All the directors must attend ()

Listening Exercise



In small groups one learner to read this message out. The other learners should listen **only** to this message.

Once the message has been read out the learners are to answer the questions on Handout 11. This confirms their listening skills.

The message is:

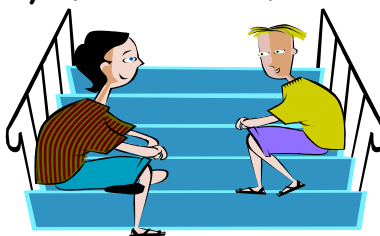
"Susan Peters phoned, from the Mayor's office. Mr. Peters, the Mayor, will be bringing some people from the funding committee to have a look round on Wednesday. Six of them are councillors. Mrs. Peters won't be coming.

They will stay about an hour and will want coffee, but not lunch. They would like to see round the grounds if the weather is OK.

Please let the directors know."

Handout 12 - Introduction to Leadership Skills

So, What's Next For You?



A Guide to Next Steps in Study

Congratulations, you have nearly finished your course. If you have enjoyed it, don't stop now. Why not think about other courses that you could join? There are all sorts of courses out there, so there's bound to be one for you. Choose from:

- Courses for fun such as crafts or sport
- Courses for work such as NVQs, which are mostly carried out in the workplace
- Higher level courses in maths or English such as the national tests, key skills or GCSEs
- Learndirect courses in a whole bunch of subjects, which you learn about using the computer
- Family Learning which will help you to support your child with their reading and maths.

There are all sorts of ways to find out more about what is out there:

- Talk to your tutor
- Ask to see a list of courses offered - most colleges have a brochure
- When you have decided on the course you think you would like to take, ask to see a course description to make sure you have made the right choice
- Book an appointment with someone to talk about your options - your tutor will tell you how
- Phone link2learn on 01329 227559. There are all sorts of ways they can help you. They will chat to you on the phone about what is out there, or arrange for someone to sit with you to talk through your options.
- Go to www.essu.org

We hope this helps you to find out more about your options. Why not complete the form below to help you plan your learning?

NAME: _____

SECTION 1

Use the box below to list the courses you have already attended since leaving school. Don't forget to include the course you are on now.

Course	Date Attended	Qualification

SECTION 2

Use column 1 below to list the further skills you would like to develop. For example, you may like to improve your word processing skills or your spelling. Now think about a course, which would help you to develop that skill. Your tutor can help you here, or you may even like an interview with our information and advice expert. When you have decided on the course, fill out the details in column 2. In column 3 give details of your plans. Are you going to enrol on the course? If so when? How much will it cost? Where is it?

1:Skills required	2:Course to address skills needs	3:Actions