



Programme overview

Employers are looking to appoint people who have a head start and something more to offer when appointing new employees to their business. This programme provides young people with the opportunity to acquire the skills and experience needed to secure and maintain the career they want and deserve.

This ILM qualification has been created for all individuals whether in work or seeking work. It is also suitable for NEETs and other non-engaged groups through to Graduates. Each successful participant receives a team working accreditation, and for those who excel during the programme we offer the opportunity for further development and an ILM qualification in leading teams.

The Benefits

- ◇ Short duration learning programmes (2-3 days each).
- ◇ Every person improves their teamworking skills and gains accreditation



for demonstrating the application of these skills.

- ◇ Each programme that follows the previous one is led by attendees who took part as trainees on an earlier programme.
- ◇ New leaders become very positive role models for new trainees.
- ◇ Significantly improved self-confidence, self-esteem and status for the participants and new leaders on each programme.
- ◇ Leaders improve their skills and gain a nationally recognised level 2 qualification in leading teams.

Who is it for?

- ◇ Any organisation which works with young people.
- ◇ People who learn best through practical participation and experiential learning.
- ◇ Those who need to be motivated or re-motivated to get into or back into mainstream employment.
- ◇ People who need to add practical elements to enhance and underpin their academic programmes.

How it Works (Level 1)

- ◇ Team-working activity is used as the delivery 'vehicle' including outdoor activities, the arts etc. This can include using the client's own existing activities or any situation where people work as part of a team.
- ◇ Individuals reflect and write a summary report on the team working skills they are using, we provide support to do this when required.
- ◇ Review and validation is carried out by the facilitators, successful participants receive the ILM award. We provide every opportunity for all participants to succeed.

How it Works (Level 2)

- ◇ Potential leaders (over 16) are selected from level 1, they then lead other groups through Level 1 - or other suitable programmes.
- ◇ New intakes gain the team worker accreditation and the leaders gain a ILM level 2 nationally recognised qualification in leading teams.

Talk to us to discuss how this programme will help develop the team member skills all businesses are seeking and how we can bring success to life.



How does it work?

Team member skills

The programme is based around a situation where young people can come together in groups and work together as a team, to solve problems, communicate, deal with team conflicts or inappropriate behaviour, and to manage themselves effectively to achieve tasks. Provided this happens, we can run the team skills programme in almost any setting and with any group.

As team activities are taking place we work with the young people to help them self-reflect on their experiences and their performance in the teams. In particular we help them identify the specific team skills they are using, evaluate themselves in relation to those skills, and identify strengths and areas for further improvement. To do this we use a user-friendly ‘experience logging’ process which asks the right questions to prompt them to make brief notes and analyse what went on at each stage of each activity.

The result is a set of evidence which demonstrates each young person’s role in the team and their contribution. We then use this to accredit everyone who completes the process with an ILM (Institute of Leadership and Management for team working skills. The certificate is proof positive that they can work in teams and contribute effectively as a team member. For this stage there are no exams or formal tests, attending the programme, taking a full part in team activities and then reflecting on that, is all that is required.

What sort of activities are needed for the delivery vehicle?

The above process can be carried out based upon almost any activity, providing it involves young people working together in teams. There are two main ways to generate an appropriate programme of activity, either: a) we organise a programme (usually over 3 days), where young people can work as a team, b) we come into the client’s existing activity and work alongside the client’s own staff as they run the event. In both cases, we help the young people to reflect on and write up the experience to gain the award.

If the client decides to let us organise the team activities, we use several options. a) Offer a range of activities including: outdoor centre-based activities; water sport centre-based activities; drama-based, film-making-based; or more traditional classroom-based version (though still very interactive, and absolutely minimal ‘chalk and talk’!).

How does it work in practice?

E.g. a client contracts us to run a programme and wants us to use an outdoor activity centre as the vehicle, we identify a suitable outdoor centre (local or otherwise as required) and organised a contract with that centre to provide a programme of varied outdoor team activities (typically over 3 days non-residential). We then take a group between 8-14 young people (age 14+) to that centre for the programme, which could involve canoeing, raft building, orienteering, caving etc. and the trainees work in teams to achieve given tasks and deal with problems encounter them. All tasks are fully supervised. During the time they are carrying out their tasks we work with them at appropriate stages to help identify the team skills they are using, and to ‘write up’ their reflections.

By contrast, let’s look at an alternative option. The client asks us to come in and work alongside its own staff already running team activities for young people. In



this case we meet the staff and agree times and dates where we will come in and observe these activities. At suitable points we bring the young people together and help them self-reflect and write up their team working experiences. The end result is the same, in terms of acquiring increased awareness of team skills, gaining the accreditation and having a personal portfolio record of the event.

Is there any further progression?

Yes – **Team leading skills.** Taking any of the 'team member skills' cohorts who have completed one of the above programmes, we work with the client (using our own observations plus the personal evaluations generated by the trainees) to select the 'best of the group' (who must be age 16 or over) i.e. who have showed most promise. They will become the 'leaders' of further courses. Typically this will be 2-3 individuals from any given 'team member' group.

We give the selected 'young leaders' a task, to run two more of the same team member programmes they have completed, for other new trainee groups. This time acting as the programme leaders (with support from RAL). They lead the activities, helping in the self-reflect process and recording the experience. While the 'young leaders' are running the programmes, we work with them to 'write up' their leadership experience in the form of a personal reflective log, identify the team leading skills being used, and where improvements could be made

Delivery goal

- ◇ All the new incoming trainees (age 14-19) will be led by peers from an earlier course.
- ◇ The new incomers will all gain the team working skills accreditation.
- ◇ The selected 'young leaders' who have led them, will gain a national level 2 nationally recognised qualification in leading teams.

The benefits:

- ◇ Generating a culture whereby new incomers have very positive role models – i.e. those who took the programme earlier and are now 'leaders'.
- ◇ Enhanced self-confidence, self-esteem and status for the 'leaders'
- ◇ Improved awareness of the importance of team working, and improved team skills in all participants, plus accreditation for those skills
- ◇ Ability to 'roll it out' as far and wide as needed, and into any youth activity where team working takes place
- ◇ Provision of a significant addition /alternative to, traditional learning programmes for those who need something very practical and with minimal paperwork'; maximum 'learning by doing'

What sort of youth activities will it work with?

The example given above uses outdoor centre activities – orienteering, caving, climbing etc. But this programme works with any activity where young people have work in teams; and where there are opportunities for some of them to become leaders of others.

RAL can offer the following other variations: water sports (canoeing, yachting and sail boating); rehearsing, preparing and delivering a play including front and back-of-house activities; developing and making a short film to be shown on a full-size cinema screen. Another alternative is for us to deliver a programme that is entirely 'classroom-based' (although the actual activities are still very interactive and 'action-learning' based).