

1 Public service skills

All public service workers, whether they work in the armed forces, emergency services or non-uniformed services, have a range of personal and teamworking skills that allow them to deliver the best possible service to the communities that they serve. These skills are important in the public services but also they are skills that can be transferred into other areas of employment.

The aim of this unit is to explore teamwork and communication skills via hands-on activities, so enabling you to meet the needs of public expectations. The unit is designed to assist you with areas such as teamwork skills, methods of instruction and development of interpersonal skills in order for you to build a portfolio of transferable skills that can be used in both the public services and wider employment.

Learning outcomes

After completing this unit you should:

1. know the purpose and importance of public services skills
2. understand various methods of instruction in public services
3. be able to use a range of interpersonal communication skills.

Assessment and grading criteria

This table shows you what you must do in order to achieve a pass, merit or distinction grade, and where you can find activities in this book to help you.

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 Describe public service skills Assessment activity 1.1 page 14		
P2 Outline the purpose and importance of public service skills using examples from at least two contrasting public services Assessment activity 1.1 page 14 and Assessment activity 1.2 page 14	M1 Explain the importance of public service skills in at least two contrasting public services Assessment activity 1.X	D1 Evaluate the importance of public service skills in a specified public service Assessment activity 1.1 page 14
P3 Contribute to different teambuilding activities Assessment activity 1.2 page 20		
P4 Explain the qualities of a good instructor and how they are used Assessment activity 1.2 page 20	M2 Demonstrate effective instruction skills Assessment activity 1.2 page 20	
P5 Report on the effectiveness of various methods of interpersonal communication skills Assessment activity 1.3 page 32	M3 Explain the application of interpersonal communication skills in a given public service Assessment activity 1.3 page 32	D2 Evaluate the effective use of interpersonal communication skills in a given public service Assessment activity 1.3 page 32
P6 Make use of interpersonal skills to communicate with personnel in given situations Assessment activity 1.3 page 32		

How you will be assessed

This unit will be assessed by an internal assignment that will be designed and marked by the staff at your centre. The assignment is designed to allow you to show your understanding of the public service skills learning outcomes.

Assignments can be quite varied and can take the form of:

- small group discussions
- posters
- leaflets
- reports
- keeping a journal or log
- practical tasks



Nicole 16, plays for a girls' football team

This unit has really helped me to see the importance of good communication and team skills. As a member of a football team I work closely with other people all of the time, without really thinking about it. As I completed this unit I became aware of the importance of teamwork and communication and how this could relate to my life.

By exploring different methods of instruction I was able to see how different styles are really important in different situations, particularly when working in a pressured environment like a public service.

The bit I enjoyed the most was when we had to take part in a number of different teambuilding activities. Our tutor made this very different so we could see at first hand how important it was to have effective communication and team skills.

It was really interesting when the RAF Motivational Team came into college because we had to work our way through a number of problem-solving case studies that helped us to reflect on our own skills as well as those of our team members.

This unit has definitely improved my performance in my football team – it has not improved by football skills but it has improved by teamwork and communication skills which will help our team go on to win the league this season, I hope!

Over to you!

Think about Nicole's experience. What areas of public service skills might you find interesting? How do you think what you learn about teamwork will relate to your own life? Have a chat in pairs then extend your chat to a group discussion to see if you can identify some common themes.

1 The purpose and importance of public service skills

Talk up ...

Are you in a team?

Think of what you do in your free time? Are you a member of a Sports Team? Social Club? Or is it just you and your friends? Think about your team or friends and how they work together.

Write down five factors (qualities) that you think are important to you and your team. You might consider: communication, combining individual skills or achieving aims and objectives.

Discuss your findings in small groups and compare the factors you have identified with those of the other groups.

From this, are you able to identify a list of the five most important factors a team should consider?

Key term

Public service skills – a general term given to a wide range of personal, professional and communications skills that employees of the public services develop and improve during their careers.

1.1 Public service skills

What do we mean by **public service skills** and why are they important? Are these special skills? Or are they skills that we could transfer during our working careers? Public service skills are a set of core skills that an individual will need to possess and develop to be effective in the public services but are also skills that any individual would find useful during their working life.

Communication

Good communication skills are vital for working in the uniformed public services. You are taught these skills from the moment you start basic training. Communication can take place in a number of ways, such as (1) non-verbal, your body language and sign language (2) verbal, giving an order from one person to another or direct speech using equipment such as a radio and (3) visual, such as writing or drawing pictures. All of these skills will be explained later in this chapter.

Professional and personal skills

This includes a number of skills that an individual can have initially but that can also be developed during your career to improve your skills not only for the public services but for the wider employment market. Listed below are just a few of these skills:

Punctuality/timekeeping. It is important to be on time and not be late. You must make sure you have given yourself enough time and/

or factored into your journey time for unforeseen circumstances that might delay you. Being punctual is a basic skill that everyone should try to maintain, particularly if you are a public service employee, because someone's life (or your own) could depend on you being at the right place at the right time.

Pride of appearance. In many ways this is a simple skill that can say a lot about you as a person and/or potential employee. Would you want a policeman to come and assist you if he was scruffy, unshaven and wearing a dirty uniform? You would probably think he wasn't taking his role seriously and that he would not be the best person to deal with your problem. In society today we very much judge people by the way they look, dress and speak. The public services want to ensure that our first judgement of their employees is a positive one. Uniform can be key to taking pride in your appearance. For example, having polished shoes, an ironed shirt, or pressed trousers shows that you are proud of your job and your position in society.

Behaviour. Your behaviour, the way you speak to people, interact with people is key to how well you are able to communicate and support them. If your behaviour is in-appropriate the public may not trust you, they may feel the service they receive is not always professional and feel let down by the public services. This can cause problems for the public service as a whole, for if the public lose faith in the service they may lose respect for them and the work they do.

Discipline. Within all public services success depends on teamwork. This generally comes from strong **leadership**, trust, vigorous training and **discipline**. Discipline is needed if a **team** is to be effective as every individual in that team must obey all lawful orders that are given. Self-discipline is often the best form of discipline. Self-discipline means self-control and having pride in yourself. It helps you to earn respect and trust from your colleagues and people that you come into contact with. Discipline and self discipline equip you with the skills to be able to deal with difficult decisions.

Key term

Discipline – a system of rules of conduct or method of practice.

Problem solving. In order to be effective as a team it is important that you are able to solve any problems or issues that might arise. You or your team should think of the best most effective way to tackle a problem and deal with it quickly and efficiently. Remember that many problems you may come across within the public services could be both dangerous to you and others, therefore solving problems quickly and efficiently is very important. For example, if there is a disagreement within the team over a task it is important to mediate, discuss the problem and seek a solution that both sides can agree on.

Cooperation. Within all teams cooperation is very important. This is about working together to achieve a common goal and supporting each other in achieving that goal. Team members have to cooperate with each other physically and mentally in order to complete a task quickly, particularly if someone's life depends on it.

Conflict management . Everyday the public services are required to deal with people who are aggressive, traumatised and frightened. These emotions can often lead to conflict. Think about when the police arrive on the scene after a traffic accident and people involved may be in dispute over who was at fault. The officers must deal with the dispute quickly to ensure it does not escalate. People may be injured further or evidence lost so it is important to deal with the conflict quickly. This is often by using listening and speaking techniques designed to calm down the situation.

When police officers are required to arrest a violent offender they too will use listening and speaking skills. If calming a situation down by trying various communication skills does not work, uniformed service staff are trained to use necessary force to restrain people to stop aggressive behaviour. This is used as a last resort if other techniques have been unsuccessful.

Activity: Public service skills

Working in pairs

Make a list of the public service skills outlined above. Look at different public services such as the Police/Fire/Army/Prison and list which skills you think would be important for each service. Would some skills be more important than others in different public services?

Working individually

Choosing one public service from above produce a spider diagram showing how these skills will benefit the uniformed public service.

Key terms

Team – a group of people who are working together towards a common goal or purpose.

Teamwork – a way of getting different people to work together and/or the work done by the team.

1.2 Teamwork and different types of public service teams

Most organisations work in teams and this is the case with the public services. They may have many different names such as departments, sections, watches, shifts, units, crews, regiments, task forces and offices. Although their names may be different, their main purpose is the same – to work together as a team towards an agreed common goal or purpose.

For a team to succeed it has to have:

- good communication
- positive leadership
- motivation
- discipline.

The main purpose of a team in any organisation is to do a job, quickly, efficiently, cost effectively, and to achieve the best possible results. If a team works well together it can bring with it some major advantages, particularly in the public services. Some of those advantages are:

- completing the task efficiently (to meet deadlines and to a high standard)
- Using the correct systems (at the right place and time and to minimise injury)
- Ensuring a safe environment (as colleagues will look out for and protect one another)
- Saving money (if people are working efficiently then they can be more productive and save on costs)
- Raising confidence and courage between the team (in public services this is known as **morale**. Good **teamwork** helps to make people feel good about themselves and the work they do).

In the Army for example, teamwork is valued very highly because:

- 1 it is seen as a tradition within the military. It can be traced back to Roman times when teams were formed to fight more effectively.
- 2 it boosts morale, which can be particularly important in stressful and hostile situations.
- 3 it brings job satisfaction, which means that people enjoy their work and have respect for their team members.
- 4 it is efficient, as it is all about combining the efforts of more than one person to achieve a common goal.

Activity: Is teamwork important?

Working individually

Think about the Police/Fire Services/Army/RAF/Navy /Prison Service and write down a list of reasons why you think teamwork might be important in these public services.

Share your findings with the rest of the class. Did you come up with the same reasons or were they different? Why do you think this is?

From this, are you able to identify a list of the five most important factors a team should consider?

There are many different types of teams that exist in the public services. Some types of teams include:

- **Crew.** A crew can describe a number of teams including an organised group of workmen, or an informal body of friends. From the perspective of the public services the most suitable definition is – a team of men and women who man a ship or aircraft.

Key term

Morale – the confidence within a team, the team spirit, the willingness to succeed and support each other.



Look at the image above of a team activity. Describe what they are doing. What kind of team skills would be needed to achieve this activity?

- **Shift/watch.** This is unique to the public services and involves a work pattern that means enough people are working at any given time to deal with the demand of the public. An example of this is a police officer on duty at a police station that needs to be staffed 24 hours a day. For example, in the police service your shift pattern could be 2 days (consisting of an 8-hour shift) followed by 2 nights (consisting of a 2-hour shift) followed by 4 rest days (days off). This pattern is then repeated.
- **Regiment.** A regiment is a military unit within the armed services that is made up of a variable numbers of battalions, commanded by a Colonel. A regiment can be broken into two categories (1) the administrative unit which is responsible for non-operational management of battalions (such as human resources, training and strategic reserve) and (2) a deployable combat arm varying from a battalion to a brigade. The size of a modern combat regiment can range from a few hundred to 5,000 soldiers.
- **Multi-agency.** A multi-agency team describes the coming together of different teams from the public services working on a project to achieve the same goal, objective or aim. They train together to become experienced as a team. For example, the police, local council, schools and neighbourhood watch working together to deal with anti-social behaviour on an estate is a multi-agency team.

Activity: Public service teams

Working individually

Visit the Army website (www.army.mod.uk) and try to find out the names and brief information about five different army teams and complete a table like the one below:

Team	Description of role
1. <i>Royal Corps of Signals</i>	<i>The Royal Corps of Signals are leaders in information technology and communications (ITC) for the British Army. They provide the Army with communications throughout the World.</i>
2.	
3.	
4.	
5.	

Share your findings with the class to see how many different teams you have been able to find in the Army.



Look at the image above. How many different public services can you see? Can you name them?

- **Specialists.** These teams are set up for a particular purpose and have special knowledge, training and skills. Other teams within the organisation do not usually possess these abilities, attributes and skills. For example, the Firearms Unit (SO19) within the Police Service.
- **Projects (for implementing new policies).** These teams are often government led and consist of individuals from a variety of public services who are working together on a specific project. These project teams may be used to assist in the implementation of new policies that could be applied across different public services.

1.3 The importance of teamwork

You can see from images like this that every single person in a team is important. There will never be a single person working in isolation dealing with an incident. It might be a team of two or three police officers who are dealing with a road traffic incident alongside colleagues from the ambulance services and fire and rescue services. Working closely and efficiently with other public services means that the job gets done quickly and efficiently, and most importantly to save lives.

Achieving organisational objectives

Every organisation has a purpose, a goal, an objective or a mission statement. This is the purpose of the organisation and what it sets out to achieve. The role of the armed forces is to defend the territories of the United Kingdom and to strengthen international peace and security. The role of the fire service is primarily to fight fire and take part in other rescue missions, as well as to promote fire safety to members of the community. Each of the different fire services across the country will have a slightly different mission statement but they are all working towards a common goal.

Did you know?

You can check out Merseyside Fire and Rescue Service at:
www.merseysidefire.gov.uk

Key term

Camaraderie – the feeling of closeness and bonding when people work closely together, and in particular when they face dangerous situations.

Merseyside Fire and Rescue Service state that they wish to work in partnership to provide an excellent, affordable service that will:

- Reduce risk throughout the community by protective community safety services
- Respond quickly to emergencies with skilful staff
- Restore and maintain quality of life in our communities.

It is clear from this mission statement that the core organisational objectives are part of the everyday work and training of the fire service.

In order to work together as an affective team and to achieve results, it is vital that everyone in the organisation knows and understands the aims and objectives of their own organisation. If colleagues are not aware of the aims and objectives there is a danger that members of the team may be 'off task' and this could affect progress towards the objectives as well as put the lives of team members and the public at risk. It is vital that if you and your team are working in dangerous situations that you all know what you are there to achieve and that you all feel suitably trained to perform efficiently and effectively. Many incidents that you might deal with in your public service career will involve life-threatening situations for you, your colleagues and the public. It is important, therefore, that your team is working together in an effective way. Achieving objectives and working together makes people feel a sense of pride, loyalty, camaraderie and part of something bigger.

Teamwork within an organisational structure

Teams exist in every organisation. For example, in the police service every police officer belongs to at least one team, usually more. Police teams are often quite specialist in their roles but they also do 'core' police work. For example, a police officer will be a member of:

- the police force they work for
- the division/area they work in
- the station they report to
- the shift they are working on.

Police teams do not work alone, they are advised and guided by senior officers who are in management teams and who themselves are guided by their senior officers. In all teams and organisations there is an organisational structure. If you look at the organisational chart in Figure 1.1 you can see these links more clearly.

You can see from this the structure within South Yorkshire Police Force that the more senior officers are at the top of the tree and the operational teams are below. This means that as important decisions are made they are fed down the chain of command until they are undertaken by the officers at ground level. For teams to work effectively, they need to have a formalised organisational structure that all team members are aware of and can work towards.

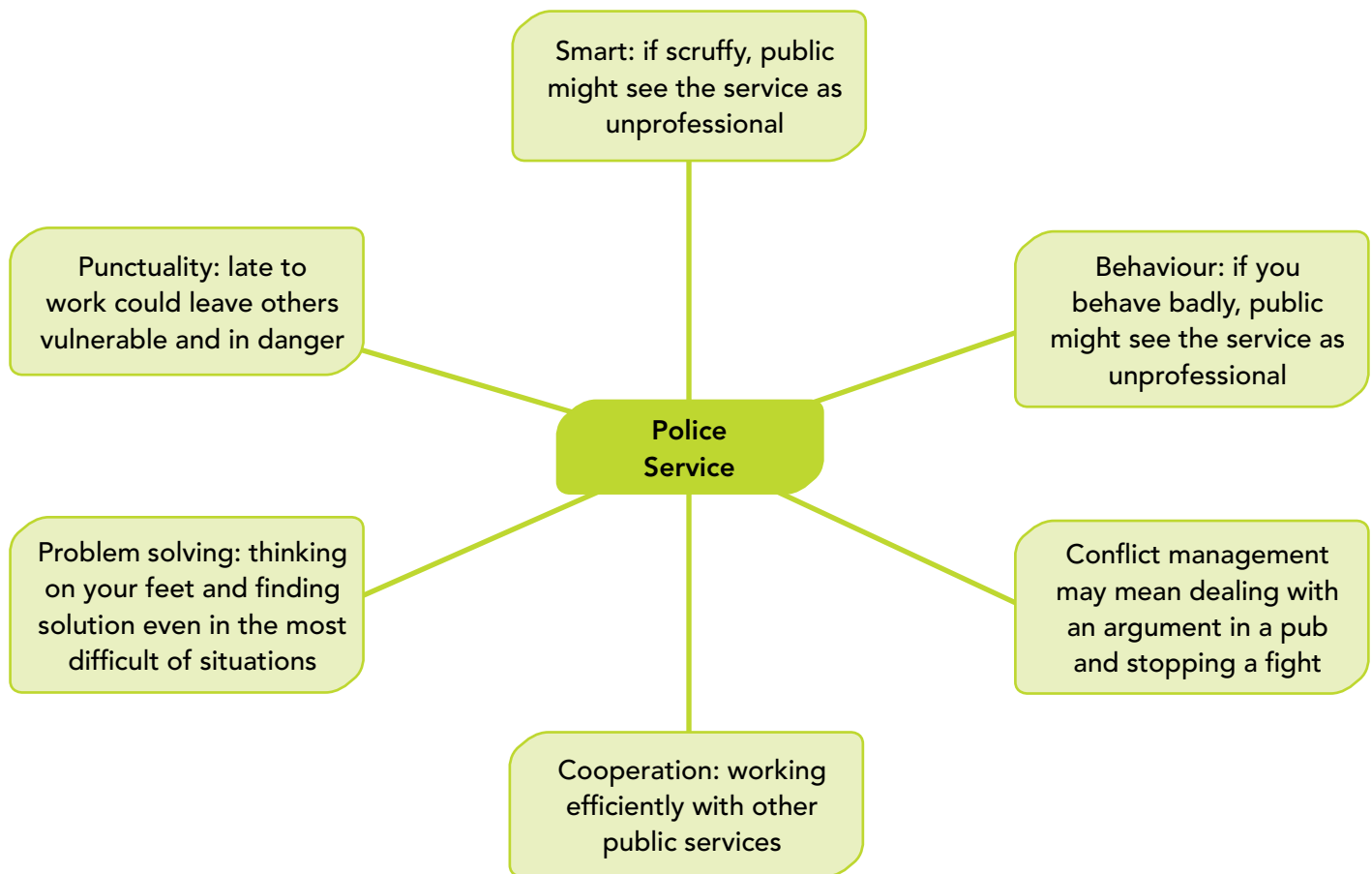


Figure 1.1 Have you seen an organisational chart?

Command and control

Often in the public services, the work you are required to undertake is physically and mentally demanding as well as dangerous. To be an effective team it is important to have a leader who is able to communicate within the team as well as outside the team. This is what is known as 'command'. Generally in most public services, the higher the rank of the leader the more commands they have to give, usually to a larger number of people or teams.

For example, there are a number of British forces operating in Afghanistan. In charge of these forces there is a commander-in-chief. He has a senior role in having an overview of what is going on at ground level and is responsible for managing and commanding the troops. To be able to do this job effectively he relies on information (intelligence) gathered by other colleagues. He may take the opinion of staff who are of lower ranks but who have the various skills and knowledge from working at ground level that are essential to the planning and success of carrying out any future operations. This reliance on gathering information from other staff is how the commander-in-chief will then begin to control the

situation. As information is gathered he is then able to read and understand the current situation. In order to keep the situation in control he may well need to give out different commands or orders as factors change. The skills and knowledge from everyone in the chain of command are important in planning and carrying out a successful operation.

Did you know?

Did you know the Dare Devils Team of the Indian Army Signal Corps achieved a motorcycle pyramid consisting of 201 men balanced on 10 motorcycles on 5 July 2001 at Gowri Shankar Parade Ground, Jabalpur, India. The pyramid travelled a distance of 129 m (424 ft). This is an amazing example of teamwork!

Case study: London bombings of 7/7

Four suicide bombers struck in central London on Thursday 7 July 2005, killing 52 people and injuring more than 770. The coordinated attacks hit the transport system as the morning rush hour drew to a close.

Three bombs went off at or around 8:50 am on underground trains just outside Liverpool Street and Edgware Road stations, and on another travelling between King's Cross and Russell Square. The final explosion was around an hour later on a double-decker bus in Tavistock Square, not far from King's Cross.

In the aftermath of this major incident the emergency services all had to rely on teamwork and training to save lives.

Group discussion

- 1 How do you think an incident such as this would affect the team and the way they worked?
- 2 In what ways can the rest of the team work together to support one another through this difficult time?
- 3 Do you think that working as a team in a situation like this is important? Explain your answer.

1.4 Qualities needed for effective teamwork

For a team to be effective there is a variety of skills that are important to ensure the team is operating efficiently. These are often skills that each person in the team holds to a greater or lesser extent but when the team comes together these skills are strengthened and help hold the team together but also help to support all members of the team. The main qualities that are important for an effective team are listed here.

Key term

Leadership – when a person takes charge or control of a situation and gives instructions to others to complete.

Leadership

This is more than just being the senior rank and giving orders. An effective leader must be able to lead the team to achieve goals in an effective and motivating way. Most people have the potential to be

leaders. It sometimes comes naturally or it may have to be taught. To be an effective leader you should:

- (1) remember that you are part of the team too and that you need every single person
- (2) be approachable and encourage your team
- (3) be confident in your abilities and those of your team
- (4) look after your team, ensure they receive the correct training and their welfare is looked after
- (5) learn how to communicate effectively and try to create a sense of identity for the team
- (6) reflect on the progress of the team and make changes if appropriate
- (7) be inspiring so others may follow your lead through example and loyalty.

Combining individual skills

A team is only as good as the individuals who make up that team. It is important that every team member plays a part and that the individual skills they bring to the team are used effectively to make the team a success. Such as, in the fire service an officer may have additional specialised skills that can be used in an incident such as the collapse of a building, or in the police service an officer may have undertaken additional medical training that could be used in an incident with large numbers of casualties.

Case study: Career interview

Your best friend Robert is only 16 and is considering a career in the army. As someone who is already a member of the Army Cadet Force you are aware that to be a good soldier he will need to develop his personal, social and communication skills. Robert is fairly confident that this is the right career for him and has been to the Army Careers Office and completed his BARB test. His interview is next week. To help him with this you have decided to do a little research and write some notes that will assist him at interview. Look at the Army website <http://www.army.mod.uk/join/join.aspx> for assistance with this.

Now answer the following questions:

- 1 What are the main public service skills that Robert will develop during his army career?
- 2 Describe three types of teams that Robert may come across during his career in the Army
- 3 Discuss three of the main qualities that Robert can develop to make him more effective as a team player?

Achieving aims

All teams are usually set aims, objectives and goals. To ensure your team is effective it is important that every member of the team is aware of what these are so that everyone is working towards a common theme. This then makes achieving the aims much easier.

Working with others

Your team will be made up of a number of individuals, all of whom will be different. They may have come from different cultures, different countries or different public services but they will all share a common goal. It is important for the success of teams that people are able to put aside any personal differences and work together efficiently and effectively to get the job done.

PLTS

This assignment may be useful for your reflective learner part of your PTLS course when you consider what skills are important for the public services

PLTS

This assignment may be useful for your creative thinker part of your PTLS course when you consider the purpose and importance of teamwork using examples from at least two contrasting public services

Functional skills

This assignment may also help you to develop your functional skills in ICT if you word process your posters and include images or tables



Assessment activity 1.1

P1 P2 M1 D1

Public service skills and teamwork are both essential parts of working in the public services.

- 1 To assist in the development of your team skills it is important that you can describe what is meant by public service skills. In small groups discuss the issues raised **P1**

Grading tip

To help you present this information you need to think about the different skills we have talked about that can be included in the phrase 'public service skills'

- 2 Select two contrasting public services and produce a poster that outlines the purpose and importance of teamwork using examples **P2**

Grading tip

Remember this task is asking you to identify the purpose and importance of teamwork in two different public services you could draw up your results in a table. If you want to achieve the higher grades you need to give a more detailed explanation **M1** of the importance of teamwork in the services you have identified as well as being able to draw conclusions and analysis **D1** about the importance of these skills in one chosen public service.

1.5 Teambuilding

In order for you to develop your teamworking skills it is important that you practise through teambuilding activities. Teambuilding activities are used by the public services as well as many other organisations to help train new recruits and improve teamwork skills.

A teambuilding activity usually starts with a group of people who have not worked together being given a shared task to complete. The purpose of this is to force them to work together, cooperate, and communicate so they can begin to work as members of a team. Teambuilding activities often require a problem-solving task which enables all members of the team to participate in the activity with the shared goal of solving the problem.

PLTS

As a team member you will contribute to different teambuilding activities

Remember

In order for a teambuilding activity to be successful it is important that all members of the team are involved in the decision making process as well as putting into action the agreed plan or solution to your exercise

Activities: Teambuilding

In order to pass this unit, it is important that you participate in a number of team activities that will allow you to develop your own team skills.

Here are a few examples of teambuilding activities:

1 Your class will need to form teams

Scatter objects around your classroom. Blindfold one member of your team and then guide that person around the obstacles using only verbal instructions from the team. You could do this in two teams and see which team can get their person across the room the quickest with the least number of obstacle bumps.

2 Your class will need to form teams

Take a list of 10 things to collect (scavenge hunt) and spend 20 minutes on collecting all the items on the list. The winning team is the one that manages to get most or all of the items. If there is a draw, the winners are those who complete the task in the quickest time.

3 Work as a whole class

Write your own name on a label. Your tutor will mix up the labels from the class and put one on the back of you (and each learner) without you seeing the name on the label. You must ask different yes/no questions to try to find out who you have become. Mingle with the whole class as much as you need to.

4 Work as a whole class

Sit in a circle with 10 wrapped sweets each (you cannot eat the sweets until the end of the game). Taking it in turns a learner must tell the team/class something unique they have done or experienced. Anyone who has NOT done the same thing must give one sweet to the learner speaking. Continue like this until everyone has had a turn. You can eat the sweets you have collected at the end of the game.

5 Work in teams of six to thirty

Your tutor will find a large open space and make a line across the centre to divide it into two areas. Half the class should move to one side of the line and the other half to the opposite side. No team should cross the line. Your tutor will give each team a bag of marshmallows. On the signal 'go' the members of each team try to eliminate the members of the opposite team by hitting them with marshmallows. If a marshmallow is thrown at you and you are hit, you must go to the sideline and form a line with any other members of your team who have been hit. When a member of your team catches a marshmallow that was thrown by a member of the other team, the first person in line may return to the game. The object is to eliminate the other team entirely!

Characteristics within teams

There are often a number of characteristics that teams share. These characteristics should develop as the team works together and aims to be successful.

Team culture. This means the members of the team share the same values with regards to the team and the tasks set.

Team identity. This is what makes each team different, it helps give a sense of pride to the team members and is often displayed through the team strip, a uniform or badges, for example.

Mutual support. In the armed forces, this might consist of physical back-up when under attack or that everyone does their fair share of heavy and boring work, such as loading trucks. Mutual support of a different kind may be given in a close-knit team when dealing with shocking or stressful events.

Trust. This means knowing that you and your team members are going to do the right thing in a difficult situation. High levels of trust are needed in dangerous working conditions such as warfare or disasters. Trust is linked to knowledge and skill, and ordinary qualities such as punctuality and reliability.

Commitment to aims/objectives/mission. This means determination to succeed within the team and effective teams show commitment under difficult or dangerous situations such as an emergency call-out.

Recognition of effort. This means team members respect each other and offer praise for good work and leaders value their team's work and make this apparent.

2 Methods of instruction in public services

Instruction is a form of teaching which is used very widely in the public services as well as many other organisations. Instruction can vary and can sometimes be aimed at a large group of learners or be on a one to one basis. It is vital in the public services that employees are able to give instructions in a variety of ways that best fit the situation. It is important to have good communication skills as an **instructor** so that your instructions are clear and concise and your learners are able to understand what is required of them easily and without confusion.

2.1 Instruction

The first step when instructing is to select the topic carefully to ensure that it is relevant to the people you are going to instruct. You also need to plan carefully what you are going to do. The best way to plan your session is to use a lesson plan. This is a document where you can make

Key terms

Instructor – a person who teaches you a new skill or knowledge. This might be practical or job-related.

Order – this means making a request for you to do something, such as someone in a senior position giving you instructions to do something or a command from a superior

detailed plans on why you are doing the lesson (objective) , who you will be instructing (audience), how long you have to teach them (timing).

It is good practice to include a variety of instructional techniques in your lesson to keep your audience interested. This could be:

Ask the audience to demonstrate something. For example, if you are trying to teach someone how to make a cup of tea then it is easiest for them to learn by copying you and showing you, step by step, what they would do and the equipment they might use for the task.

Discuss a topic you have raised. For example, as the instructor you could lead a discussion on a subject related to what you are going to teach in order to see the level of knowledge your audience have prior to the instruction. This can then be expanded and developed as a longer more detailed discussion to embed the learning further.

Look at some case studies to apply the learning. For example, if you were going to show your audience how different teams work together you could give them a number of case studies to read through and identify examples within them where teamwork has occurred.

Role play. This is the opportunity to give your audience the chance to 'practise' something you have taught them. For example, if you were trying to teach your audience how to resolve a conflict you could set up a role play of two people who are arguing and a third person, using the skills they have learnt on conflict management, to show how they would resolve the situation..

By using varied methods of instruction methods, everyone in your audience will have learnt something.

Activity: Methods of instruction

Working in small groups

Think about a skill that you could teach someone, for example, how to ride a bike, how to do a stunt on a skateboard, how to cook something and so on.

Now start to work out a plan by thinking through the objective, the audience and the timing as well as the steps needed to demonstrate the skill/activity. Also think about the best techniques to use to achieve your objective.

Once you have worked through the tasks above, create a lesson plan designed to demonstrate the skill you wish to teach. Remember you could use role play or ask someone to demonstrate the skill as you talk through the instructions.

To pull the tasks together, discuss as a class the different methods of instruction that each group used. Try to identify the good and bad points of what each group did.

2.2 Qualities of a good instructor

Think about the time you were at school. Without naming a specific person, recall a tutor who you really liked and who was good at teaching. Why were they good at teaching?

While you remember who was a good instructor (tutor) you are sure to remember a really bad one! It is very important in the public service that those personnel given the task of instructing others need to do this job well. In many cases people's lives may depend on instructions made in very difficult circumstances when everyone is under enormous pressure. In these situations it is even more important that the person giving out the instructions has the confidence and suitable skills to do the job efficiently. What are some of the qualities of a good instructor?

Being a confident instructor means that you understand what you are talking about and you can communicate in a clear and effective way. This means talking clearly and freely, perhaps changing your voice by varying the tone or speed. It also includes standing and facing the group, making eye contact, using positive body language, moving around the room to make all those listening feel included. Appropriate dress is also important, for example if you are giving instruction on how to put up a tent outside, you would need to be wearing outdoor shoes and clothing appropriate to what you are teaching. If you are in a classroom, a suit or formal clothing is more suitable. The times to consider your dress relates to who your audience is. For example, if you are instructing senior staff your appearance and dress is likely to be very formal whereas if you are giving instruction to your peers you may dress more casually.

A good instructor also needs to be sympathetic to their audience. You need to treat your listeners fairly and equally whilst still taking into account the individual needs of the audience (for example, some people may need a more thorough explanation of something than others). An instructor should be firm, fair and friendly and this way model the behaviour they expect in return. It is important to be hard-working and conscientious when you are giving out instructions as well as respecting any confidential information you might receive about your audience.

It is important that an instructor is both knowledgeable and enthusiastic about their subject. Enthusiasm and a passion for a subject will often then spill out and inspire those you are teaching and assist their learning. An instructor needs to enjoy teaching and motivating their audience through praise and regular assessment. This also helps the audience keep on track with their learning.



Look at the image above. Can you identify the type of instruction involved here?

2.3 Facts/skills for instruction

We can see there are a number of qualities that are important for a good instructor but these alone cannot make a good instruction or lesson. For the lesson to work, a number of processes need to be completed and these will assist learners about 'what' and 'why' as they learn something new. We have touched on these processes already with the lesson plan, but it is important to go through them in a little more detail.

Time – how long have you got? You need to consider this when you are planning your lesson so you know how much you can teach, you do not want to overload the lesson and have to whizz through quickly so that at the end no one can remember anything!

Parts and content – do you know what you are teaching? Are you sure of the content, do you need to check anything or refresh your own knowledge before you teach the lesson?

Notes – are these allowed? Notes are allowed, especially if you are teaching a very technical subject as you can use your notes to assist you with this.

Objectives – the reasons why. It is important to tell your learners your objectives, what you expect they should learn by the end of the lesson. This is important for you as well so you don't go off track and forget what you are meant to be teaching.

Beginning/introduction – what should you start with? Always introduce your lesson with a quick run through of what you will be doing. This is like providing a 'taster' for the learner and will hopefully make them look forward to what is coming next.

Incentives – not every lesson will come with **incentives**. In some situations if you complete a course of study and gain a qualification you might be entitled to a promotion, which could bring extra pay.

Middle teaching points – the middle of the lesson. As an instructor you have to be careful that you do not concentrate on the beginning and the end of the lesson and forget about the middle. The way you use this part of your lesson will depend on the time available. It is always good practice to swap styles of delivery in the middle part of a lesson. For example, 10 minutes of practical activity, 10 minutes of PowerPoint slides then 10 minutes of discussion.

Explain, Demonstrate, Imitate, Practice (EDIP) – a way to assist learners to gain a deeper understanding of the topic. By following this cycle where you **explain** and **demonstrate**, followed by the learners **imitating** (copying) what you have done then **practising** their skill then their knowledge of the subject will grow. For example, if you wanted to teach someone to ride a bicycle you would explain and demonstrate how to do it, they would copy what you did with your support and then practice until they could ride the bike without your help.

End of lesson – summary. After each lesson or instruction it is important to summarise what you have taught and ensure some learning. This could be

Remember

To be a good instructor it is important to be organised, have a clear lesson plan, know your subject, keep cool and most of all don't panic!

Key term

Incentive – this is some kind of positive motivational thing or reason. It could be more money or extra time off. It is something extra you will get over and above what you normally receive

Did you know?

Did you know as human beings we only remember about 10% of what we read? The best way to learn is by saying and doing something over and over. Using this style we remember 90%.

as simple as asking questions about the lesson to make sure learners have listened, understood and gained some knowledge about the subject.

Handouts – give out at the right time. If you have handouts you must make sure you give them out at the appropriate time. This may be during the lesson for the learners to undertake an activity or at the end of the lesson to help learners retain the knowledge.

Case study: A training session

You work as a supervisor at a local fast-food takeaway on weekends and evenings. Mike, your colleague has just been promoted. This means that he will now be assisting you in the training of new staff on the basic health and safety that employees need to use. To try to assist Mike you have decided to put together a short guide to methods of instruction to help him with his first training session.

Try to include the following in your guide for Mike:

- 1 The importance of a lesson plan and its main elements
- 2 The qualities of a good instructor
- 3 Some basic hints and tips to help him with his instruction
- 4 An explanation of EDIP

PLTS

This assignment may be useful for your effective participator part of your PTLS course when you keep a log of your participation in team activities

PLTS

This assignment may be useful for your reflective learner part of your PTLS course when you explain the qualities of a good instructor and how they are used



Assessment activity 1.2

P2 M2 P3

To develop your public service skills it is important that you practise these skills on a regular basis and learn from them. An interesting and fun way to do this is through participating in team activities. To assist with achieving P2 you need to:

- 1 Contribute to different teambuilding activities **P2**. Keep a log of these activities and then reflect on your performance so you can see your own areas of improvement.

Grading tip

To make this easier you should keep a log of your participation in the teambuilding activities along with the notes and lesson plan from when you undertook the role of the leader. You should easily be able to write a report that includes (1) Confidence and Manner (2) Attitude (3) Enthusiasm and Interest.

- 2 For at least one of these activities you could take the role of the leader, which will allow you to demonstrate effective instruction skills to the rest of your team as well as your tutor. This evidence could then be used towards achieving **M2**.

Grading tip

In order to achieve the M criteria you will need to arrange with your tutor which lesson you are going to lead so you can prepare the relevant paperwork, such as a lesson plan to help you present this information. You need to think about the different skills we have talked about that can be included in the phrase 'public service skills'.

- 3 Explain the qualities of a good instructor and how they are used **P3**.

Grading tip

To help you with achieving P3 think about someone who you feel is a good instructor. What do they do? What skills and qualities do they have that helps them to be a good instructor? Make a list of the skills you have identified and use this to help you complete P3.

Functional skills

This assignment may also help you to develop your functional skills in ICT if you word process a lesson plan when you are demonstrating effective communicational skills

3 A range of interpersonal communication skills

Interpersonal communication skills are incredibly important as a public service employee. Being able to develop these skills and improve them will help you to progress your career within any organisation.

Key term

Interpersonal communication skills
– these include reading and writing skills as well as listening and speaking skills plus all forms of non-verbal communication.

3.1 Reading

As you would expect, the public services want their staff to be able to read to an acceptable standard. For example, a police recruit or trainee prison officer will be expected to have high reading levels as a large portion of their role involves digesting a large amount of written materials.

There are generally three different ways of reading a document, these are (1) skim reading (2) scan reading and (3) detailed reading. All of these reading skills are important for the public services particularly if you work in the police, courts and probation services as you will deal with a large volume of paperwork that you will need to process quickly.

Skimming. This is when you look through something quickly to see what it contains. We often do this when we buy a newspaper or magazine. In the public services people will skim a document to decide on its importance and prioritise their reading from this. You may have received a letter in the post, skimmed it to decide in its importance, and from there decided to read it or throw it away.

Scanning. This is when you are looking for a particular piece of information in a document. You are looking for key words. People often scan books, reports and documents. In many cases you are looking for a specific piece of information, key words and/or phrases and do not have the time to read the whole document in full. Again, this is another key way of reading in the public services but it is important that you do not miss a vital piece of evidence or information. You will need to be 100 per cent sure that you have taken all the information you need from a document after scanning it.

Detailed reading. This is about reading something carefully, in full, and taking in all the information held within the document. In the public services there will be many times when you will need to read something in detail so that you are aware of all the information it contains. For example, if you are working as a police officer you would read a witness statement in detail to make sure you, have all the relevant information. Detailed reading will also help you understand the information and possibly pick up on any hidden meanings or inconsistencies that there may be between documents that you read. It might be that there are some detailed and precise instructions that you need to follow so you need to understand them fully to know exactly what you are meant to do. Reading in detail is important and you may need to find some quiet time where you can concentrate your efforts on the task at hand.

Barriers to effective reading. Reading is often difficult, this may be because you do not feel the topic is interesting, you find the language and words that are used difficult to understand or you do not feel in the mood to read. Some of the most common barriers are often categorised into three areas (1) personal barriers, such as being tired, not in the mood, lack of concentration, bored and so on, (2) barriers to the text, such as long complicated words or language used, poor layout or grammar, and (3) environmental barriers, such as distractions like noise, other people, bad light, uncomfortable chair etc.

3.2 Writing

An ability to write is needed in most employment, not least as a public service employee. The quality of your writing is of utmost importance, particularly if the written work you have completed could be crucial in a court case. All written work should be '**fit for purpose**'.

The amount of written work undertaken in the public services can and does vary. For example, at operative level in the police service you will be required to undertake a wide range of written work, such as writing personal and witness statements, completing various documents whilst on duty such as search reports, vehicle defect forms and so on, as well as completing reports and preparing files to go to court. At management level in the police service you will have a larger volume of written work to complete that includes much of the written work completed at operative level as well as management and government reports.

Key term

Fit for purpose – this means it is in a suitable format, is written clearly and accurately and is relevant to the situation

Within the public services there are often rules regarding the format of written documents that you are required to follow. This is so that the service has a '**uniformed approach**' to written material.

Letters. In the public services letters are usually fairly formal and are typed. They are polite, friendly but still have a business-like tone to them. If you know the person you are writing to you should write a semi-formal letter where you can end with 'yours sincerely'. If you know nothing about the person you are writing to your letter will be formal and you will end with 'yours faithfully'. For example, you might write a formal letter if you were requesting an application pack for a job vacancy in a public service.

Key term

Uniformed approach – this means everyone using the same approach. The phrase is taken from the fact that people who wear a uniform are dressed in the same way so a uniformed approach to writing means the same style of writing

Activity: Writing a semi-formal letter

Your tutor wants to take your class to visit the local police station. They know that the person in charge of these visits is called Mr Braithwaite because they have arranged class visits before. As your tutor knows the person they are writing to they need to compile a semi-formal letter.

Your task is to write a semi-formal letter to Mr Braithwaite about the proposed visit to include:

- 1 The station you would like to visit
- 2 The number of pupils in your class
- 3 Some proposed dates for the visit

Your tutor will provide you with the basic information but it is up to you to produce a letter in an appropriate format.

Internal memorandums. These are sent within public service organisations and generally give out information or instructions to people. They are very informal and are usually sent through the internal postal system of the organisation. Many organisations do not use internal memorandums anymore as they have been replaced by emails, which can be delivered more quickly. For example, as a police officer you might receive an internal memorandum informing you of a change to your shift pattern.

Report writing. Longer documents may be called briefs, submissions or reports. In general they are long and often split into sections, which are used to outline a situation, give information about it and suggest what ought to be done. An example could be report from a PCSO (Police Community Support Officer) to other police officers from his/her station who has been dealing with some criminal damage on the estate they all patrol. The PCSO could be informing the other officers of the issues that have risen and what he/she is proposing as a solution to the problem for the officers to consider. Some reports can be hundreds of pages long and include research about a particular problem. Generally

reports follow the same format and include (1) title of the report, who wrote it, when it was written and who will read it (2) content of the report, usually a list of the sections and page numbers (3) a brief introduction to the report, what it is about (4) the main findings of the report, what has been discovered (4) conclusion, what the writer thinks, and (5) recommendations, what should be done about it.

Note-taking. Notes need to be quick and easy to understand. Often people take notes (minutes) at meetings to keep a record of what has been said and decisions that have been made. One of the most important things about notes is that they are readable; they are useless if after taking them you cannot read what you have written. For example, as a police officer you may well need to take notes while talking to a witness or a suspect and these must be legible as they can be admissible as evidence.

Email. Email is widely used now for both internal and external communications. Email might be used internally to get information out quickly to different offices, branches or externally to other public service organisations both in the UK and across the world. The ability to send information through a computer quickly to anywhere in the world is hugely powerful in communicating urgent information. The format of emails can vary but generally they are fairly brief and concise containing only the relevant information. It is also important to think about what you are sending via email and consider the issue of confidentiality.

3.3 Verbal communication

The way we use our voice, its tone and how we emphasise words make it a very powerful tool. Verbal communication is the use of sound, words, language and speech to create sense and meaning between people. Verbal communication is very important in the public services because it is the most form of communication and therefore it is vital to execute this correctly. For example at a road traffic collision if a person is trapped in a car and you are unable to reach them it is vital to be able to verbally communicate with them effectively. You may well need to calm the casualty down, reassure them as well as give concise and accurate information about the incident to the fire service to allow them to free the casualty as well as to a paramedic so they are able to give basic first aid advice to you at the scene in order for you to treat the casualty the best possible way. This may be in addition to giving verbal instructions to colleagues to close roads, take statements etc.

Subject Link

We have already looked in detail at techniques and qualities of a good instructor and these are examples of one-way communication

Types of verbal communication

One-way communication. This usually takes the form of a briefing, a lecture, a speech, a presentation or instruction. In these situations one person is speaking and the other person/ people are listening. There is usually an opportunity for questions to be asked at the end of the session.

Two-way communication. This can cover a wide range of situations such as discussions, debates, arguments, conversations, meetings, chats and so on. It is by far the most common use of verbal communication used at work and in our daily lives. Some types of two-way communication are formal and others are not.

Activity: Two-way communication

Working in pairs

Discuss the different types of two-way communication identified above and complete the table below;

Type	Brief description	Formal or informal?
Discussions		
Debates		
Arguments		
Conversations		
Meetings		
Chats		

Try to see if you can identify which of these are formal and informal. Think about the situations where you might use these different types of communication during the day and give an example for each type.

Questioning skills. Good questioning skills is very important in the public services. For example, as a fire officer attending a house fire you will need to be able to ask effective questions that can be understood and answered easily, such as 'Is there anyone inside the house?'. How often you will use questioning will depend on the public service that you are considering joining. For example as a police officer you will use questioning skills on a daily basis through speaking to the public and dealing with their complaints and questions. There are generally two types of questions and these are known as open questions and closed questions.

Closed questions. You would expect a 'yes' or 'no' answer from a closed question. They usually begin with a verb like 'Did', 'Are', 'Have' or 'Do' and are more easy to answer. For example, 'Have you eaten today?' These questions don't take any time to ask or answer and do have a place in the public services, usually in surveys or questionnaires where statistics are going to be compiled.

Open questions. You would expect these to begin with verbs like 'Where', 'What', 'Why', 'Who' and encourage the person who is answering to speak at length. It is usually a more open ended question and more difficult to give a simple 'yes' or 'no' reply. For example, 'Why

Key terms

Jargon – this means key words, phrases or acronyms that are used specifically within the organisation. Such as 'refs' which means breaktime for the Police or 'ablutions' which means bathroom in the Army

Acronyms – this means using the first letters of the words as a shortened version of the name of something. For example, BBC (British Broadcasting Association) or ADSO (Army Development and Selection Officer) or IPLDP (Initial Police Learning and Development Programme)

Slang – this means words that we use informally, including swear words that are inappropriate for use in a more formal setting. For example in rhyming slang 'apples and pairs' means stairs and 'deep see diver' means a fiver (£5)

Abbreviations – these are shortened forms of a word or phrase such as 'don't' instead of 'do not'. Other examples are 'aren't' instead of 'are not' or 'they're' instead of they are.

Subject Link

We have already looked in detail at personal discipline and its importance as a public service skill.

did you run away when the policeman stopped you?' These types of questions are very important in all public services. In the police force, it allows officers to establish what has happened at an incident and if anyone is to blame. For a paramedic, it enables them to find out what injuries a person may have sustained, what their medical history is and if they are taking any medication.

The way in which we speak can contribute meaning to what we are saying. The tone of our voice and the way we emphasise words can make the sentences and words we speak mean different things. Even the same sentence said in a different way can take on a different meaning. By varying the volume of what we say we can communicate emotions and feelings. We can shout, whisper, talk gently or sternly and give insight into how we are feeling, which could be anger, excitement, sadness or impatience, for example.

When we speak we often change how we speak according to who is listening. You may use a different tone and style of language to speak to your friends compared to how you might speak to a stranger or a person in authority. Depending on the audience or who we are speaking to, we might use different words or phrases, speak more formally or informally, or even change our volume or tone. Other factors that influence the way we speak might be the age of the listener, the subject matter, or the situation that we are in. For example, if you were attending an interview you would ensure that you spoke politely, avoiding any **slang** or **jargon**. The tone you used would be more formal whilst calm to try to show your prospective employers that you can stay calm under pressure. In contrast to this when you are back with your friends telling them how the interview went your tone and language would probably be quite different because you are in a more relaxed atmosphere.

When we speak we frequently use jargon, slang and **abbreviations**. This is fine when we are speaking with friends but in other situations it would be more appropriate to use formal language. Not everyone can understand jargon or slang and so in some situations using these may get in the way of good and effective communication. For example, at the scene of a fire it is very important that the fire chief who is taking charge of the incident does not use language and jargon that staff from other public services are not familiar with. If this occurred it may affect the performance of the team as a whole as officers from the police or paramedics may not fully understand the instructions and what is required of them.

Another type verbal communication is participation in group discussions. Group discussion is a vital part of many organisations. It allows all personnel to be involved and express their thought and opinions. To do this effectively it is important to be able to organise your thoughts logically so that you can share your views and opinions with others efficiently. Some people find that making notes prior to a group discussion helps them to put their points across better

without forgetting anything. It is important when participating in a group discussion for only one person to speak at a time.

In many situations in life and in a career in the public services you may be required to do a verbal presentation. A verbal presentation is more than reading straight from a written document. It is a non-written way of conveying information to an audience. You need to remember to speak clearly, concisely and slowly. It is always good to have a short introduction and a short conclusion. It is very important to keep your audience's attention. Before you give a verbal presentation think about factors such as (1) can everyone see and hear you? (2) how big is the audience? (3) have you planned your presentation fully? (4) have you got all the **visual aids** you need? (5) who are the audience? Are they colleagues, friends or management? All of these factors need to be considered when you prepare and present verbally, to ensure that you and your intended audience get the best out of your presentation.

Barriers to verbal communication

There can be a number of things that stand in your way when you communicate verbally. These can generally be categorised into three areas (1) problems with you as the speaker (2) problems with your audience (the listener) (3) problems with the environment (where you are).

Key term

Visual aids – this refers to things that you might use in your presentation to show the audience what you are discussing as well as speaking on the topic. For example, if you are speaking about how a new mobile phone works you would have examples to hand out to your audience so they could see, at first hand, what you are referring to.

Subject Link

We have already looked in detail at some of the skills and qualities that are important in verbal presentations when we looked at methods of instruction.

Activity: Barriers to verbal communication

Working individually

Try to identify four barriers to verbal communication from each area that you can, I have given you an example from each area to get you started. Now try to complete a table like the one below;

Problems with the speaker	Problems with the listener	Problems with environment
Not loud enough – very quiet voice so listener cannot hear what is being said	Bored and distracted because not interested in what speaker has to say	Other people are talking therefore it's too noisy to hear what is being said

Working in pairs

Try to think about these barriers, can you suggest ways that they can be avoided? Write some of your answers down and share them with the rest of your class.

Barriers like the ones described above can exist in both operation and non-operational situations. Operational situations would depend upon the public service involved. For example, an operational situation for the police force might be attending a car crash and for the army it might be a unit in Afghanistan involved in a skirmish with the Taliban. An example of a non-operational situation might be when a police officer attends a briefing.

Extension activity: Operational and non-operational communication

Working in pairs

Think about the operational and non-operational situations above. Which barriers to communication would be involved in a police officer attending a car crash or the case of a soldier on active duty in Afghanistan?

Problems with the speaker?

Problems with the listener?

Problems with the environment?

Which barriers to communication would be involved in police officer attending a briefing?

How do the barriers you have identified differ in operational and non-operational situations?

Make a few notes that you can use in a group discussion.

3.4 Listening

Listening skills are very important in daily life and are very important in the public services. You will need to have good listening skills, for example when attending a briefing, a meeting, answering questions or dealing with a complaint or request. It is a definite skill to be able to listen to someone and absorb the information they tell you and remember the details. In many situations taking notes is vital to ensure that you do not forget anything or make a mistake with what you have heard. When looking at listening skills there are a number of things to consider:

Effective listening skills. Vital information can be picked up at any time through a conversation, therefore it is important that you pay attention to what is being said. Do not let your mind wander away and do not talk over the person you are listening to. This helps them stay calm and encourages them to open up to you.

Information collation. As you are listening, if there is a lot of information to take in, do not be afraid to take notes. Ask the person you are listening to if this is OK and then you can keep a record of the

information you are receiving accurately. You want to avoid having to keep asking the person speaking to repeat what they are saying over and over as this could make you look inefficient. Also, it may make the person you are listening to feel vulnerable or worried that you are not taking things seriously. Using this technique allows you to ensure that you have collected the correct information. Once this is done, you can then collate the information. This means collecting up the information and putting it into an appropriate order so you can then make comparisons between the notes you have taken. For example, if you made notes from two witnesses at a road traffic accident you could then compare the notes to see if they can confirm a similar sequence of events that occurred and which vehicle might have been at fault and so on.

Receiving orders and directions. In many cases things that you are tasked to do will be given to you verbally as **orders** and/or directions. It is very important that you listen carefully to orders and directions so that you are able to complete them accurately and efficiently. As a member of a team everyone needs to know the orders. You may need to relay orders to other members of the team, so repeating accurately what has been said is important.

Activity: Chinese whispers

Working as a class

Your tutor will sit you all in a circle and whisper an order/direction into the ear of one of the learners. That learner will then whisper into the ear of the learner to their left and so on until the order/direction has gone right round the class to the last learner. This learner will then come to the front of the class and write the order/direction on the board.

Has the order/direction changed? Discuss what happened and try to identify what went wrong.

Taking statements. Within a number of public services, especially the police you are required to take verbal statements from witnesses, victims or even suspects. These need to be recorded accurately as they may form the basis of a future court case. Within the police service you will be given specific training on how to improve your listening skills and your writing skills to ensure the statements you take are of good quality and can stand up to scrutiny in court.

Intelligence gathering. In today's volatile world intelligence gathering is of utmost importance. Much evidence is gathered through people listening carefully to the conversations of others and the sharing of information between organisations. This is sometimes done through



Look at the image above. Why is it important to write down what you see at the scene?

Key term

Intelligence gathering – this refers to things that you might use in your presentation to show the audience what you are discussing as well as speaking on the topic. For example, if you are speaking about how a new mobile phone works you would have examples to hand out to your audience so they could see, at first hand, what you are referring to.

tracing a person's movements through tapping their telephone calls and so on. As members of the public we are asked to consider the actions of others and to listen and look out for behaviour that we feel may be suspicious. It should always be remembered, however, that we must conform to human rights legislation in the ways we monitor and gather intelligence.

Case Study: National counter-terrorism campaign

In March 2009 the government launched a five-week advertising campaign asking the public to 'trust their instincts' and come forward with any information that may have heard or seen with regards to terrorist activity. The public were asked to look and listen out for the unusual and report anything they felt uncomfortable about, however small, via the Anti-Terrorist hot line.

Working as a group

Use the following topics discussion within your group:

- Do you think that campaigns like the one described above are a good idea? Give reasons for your answer

- Listening to others is key to this campaign as it wants people to report anything they hear that concerns them. What problems do you think this might lead to? Think about when you hear things at college, does the story change? Does it get more exaggerated?
- Part of our human rights is a right to privacy. If someone is listening to your conversations, tapping your phone and so on, they are breaching this right. How do you feel about this? Is it OK in some circumstances to breach our human rights?

As with every form of communication, there are often a number of barriers that prevent effective listening. If someone uses too much slang or jargon it may be difficult to listen to and understand what they are saying. If someone speaks with a very strong accent it can make it very difficult to understand and absorb what is being said. The people you are listening to may be in distress, upset or scared and it may be difficult to understand fully what they are saying. There may be loud background noise, such as sirens or people shouting. In all cases you must try to listen and concentrate in order to obtain their trust. This may help to calm the situation allowing you to listen more effectively.

3.5 Non-verbal communication

Non-verbal communication (or NVC) is another very important area of interpersonal communication skill. It is about communicating by sending and receiving a number of wordless messages. When we meet someone for the first time we can often learn a lot about them by reading the signs and signals given away by their body. NVC includes a number of things such as:

Body language. This is our posture, the way we stand or sit, the way we have our arms folded or open. A person's body language can often communicate more than their spoken words. How a person is sitting or

standing can tell us if they are feeling angry or sad or if they are relaxed or feeling nervous.

Gestures and facial expressions. We use our hand and facial expressions to communicate how we feel or to emphasise a point. For example, when you are happy you smile or when you don't like something you may frown.

Eye contact. How often we make it, if we make it. Police may use body language to detect if someone is telling the truth. It is believed that if someone is not telling the truth then they tend to avoid making eye contact with you.

A basic understanding of NVC is very important in the public services. In some cases it means you can be one step ahead of the people you are dealing with – their body language may tell you something that they are not revealing directly. Being aware of your own body language can also help make a good impression on those you are dealing with. If you use relaxed and open body language a person may feel more secure with you. This can help you in many ways as people will feel more comfortable around you and may trust you more. .

Activity: Non-verbal communication in the public services

Working in pairs

Undertake some research into different types of non-verbal communication and produce a poster showing examples of different NVC and how they may be used in a public service of your choice. Once you have done your research try to complete a table like the one below.

Body language	Meaning
Arms crossed in front of body	Someone is defensive/not listening
Smiling	
Someone doodling whilst you speak	
Someone who nods whilst you are speaking to them	
Not keeping any eye contact	
Shifting on their chair, not sitting still	
Sitting with legs crossed	

Discuss your list with the rest of your class and share your findings. Were there some types of body language that could have more than one meaning?

PLTS

This assignment may be useful for your team worker part of your PTLS course when you demonstrate the use of interpersonal and communication skills

PLTS

This assignment may be useful for your reflective learner part of your PTLS course when you report on the effectiveness of various methods of interpersonal communication skills

Functional skills

This assignment may also help you to develop your functional skills in ICT if you word process your booklet and include images or tables

**Assessment activity 1.3****P6 P5 D2 M3**

In order for you to report on and demonstrate your interpersonal communication skills you will need to undertake a number of practical assessments. These can be linked to the teambuilding activities that you have undertaken in Assessment Activity 2. You are required to:

- 1 Demonstrate use of interpersonal skills to communicate with personal in a given situation **P6**

Once you have demonstrated these skills you are then required to produce a booklet that:

- 2 Reports on the effectiveness of various methods of interpersonal communication skills **P5**

Grading tip

To achieve the higher grades you must include in your booklet a more detailed explanation **M3** of the application of interpersonal communication skills in a given public service as well as being able to draw conclusions and evaluate **D2** the effective use of interpersonal communication skills in a given public service.

Phil Hunter

Firefighter

<V907210_ph_007 (@
work case study image
of fireofficer) >
please supply

I work on Red Watch at A2 Station North Hull. I have been in the job for 8 months now and I am really loving it. Today is my first day duty of this tour of 4 shifts (2 day and 2 nights). I always make sure I get to work in plenty of time to get ready for the start of the shift. My shift starts at 9.00 am but for this time I need to be in my fire kit and ready for roll call. At roll call we are given our riding positions on the fire appliance (pump) and detailed our duties for the day. Once roll call is over we then check every piece of equipment on the pump is in working order and that our breathing apparatus sets (BA) work correctly. There are 12 personnel on Red Watch who man two fire appliances. As you can imagine we have become a very close team as we work together at all times during our tour of 4 shifts.

Our first call out (shout!) was to a sheltered housing complex where a resident had forgotten to remove a pan from the cooker and the smoke had set off the alarm. As soon as we arrived our training came into play.

Two colleagues had to wear their BA and go in, turn off the heat, remove the pan and ventilate the flat. The rest of the team (including me) had to make sure all the residents were accounted for and reassure them that everything was OK. It is nice to be able to put someone's mind at ease, however small the job might be.

Once back at the station the team have to clean and service out the BA and then get on with our station work duties which include ensuring every piece of equipment is tested regularly to ensure it is on tip top condition ready for use.

After team break we got our second call which was a road traffic collision (RTC) between a lorry and a car. We had to release two people from the car so they could be taken to hospital. It takes good teamwork between us, the police, the paramedics, and the local council highways department to deal with an incident like this and to ensure that the casualties are taken to hospital as soon as possible as well as making sure the police can investigate the cause of the accident and keep the rest of the traffic flowing.

Once back at the station we have to service the equipment we just used before we can have our lunch.

After lunch we are having a training session to set up and test procedures and practices at a simulated fire.

You never stop learning in this job, even long serving firefighters are involved in this training because it is important that the team are able to work together effectively at all times. This is particularly important when individuals within the team might change from time to time. Once our training is finished I get some time to do private study. Before we leave at 6.00 pm we have to make sure that everything is clean and ready for the night watch to take over from us.

Think about it!

- What areas have you covered in this unit that provide you with the knowledge and skills needed to become a firefighter? Think about the public service skills you have learned about, demonstrated and evaluated. Write a list and discuss it with your peers.
- What further skills might you need to develop? For example, you might consider here how you would continue developing your interpersonal communication skills. You might like to consider the specific skills required by a firefighter that you would need training for such as ... <to come from author>. Write a list and discuss in small groups.

Just checking

- List two advantages of working in teams.
- Explain two types of teams that may exist in the public services.
- Discuss two of the qualities needed for good teamwork.
- Lesson plans are important when giving instructions, explain why.
- Explain three qualities of a good instructor.
- Name three skills that instructors need to consider when delivering a lesson.
- Explain two types of verbal communication skills.
- Explain two types of written communication skills.
- What are NVC? Give two examples.

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Assignment tips

<Still to come from author>