**NZQA**

**Approved**

Achievement standard: 91332 Version 2

Standard title: Evaluate leadership strategies that contribute to the effective functioning of a group

Level: 2

Credits: 4

Resource title: Leading an adventure

Resource reference: Physical Education VP-2.6 v2

Vocational pathway: Services Industries

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| Date version published | February 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91332-02-8205 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to evaluate at least two leadership strategies that contribute to the effective functioning of a group during camp adventure activities.

You are going to be assessed on how comprehensively you evaluate leadership strategies that contribute to the effective functioning of a group during camp adventure activities.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

## Part 1: Getting ready

As part of your training to be an outdoor recreation guide, you have been asked to lead a group of Intermediate school children participating in an adventure camp. Before you go to adventure camp you will need to get to know your group by leading them in at least two physical activities. Your outdoor recreation instructor will observe you taking on this leadership role and this observation will contribute to your final grade.

Choose activities that will help your group to work well together when at camp. Your assessor/educator will let you know the adventure activities that will be available, for example a day tramp, kayaking, orienteering, confidence course.

You will be allocated a group of four to six school children. Get to know them and understand how they work together by doing the following:

* Select activities that require them to work together, and observe them in action. Here are some questions that may guide your thinking:
	+ do they listen to each other
	+ do they communicate with each other
	+ is there one person that dominates more than others
	+ do all children have an opportunity for input
	+ do they make decisions and does the group go along with the decisions
	+ do each of the children know what it is they have to do
	+ do they complete the activity
	+ is the activity completed well?
* Once you have observed the group and formed ideas about how well they work together, hold a debrief with the children and collectively develop a framework for an effectively functioning group. You might like to use these three prompts:
	+ looks like
	+ feels like
	+ sounds like.
* Finalise at least two leadership strategies that you will apply to support the group in working effectively on the camp adventure activity.

## Part 2: The adventure

Apply the chosen leadership strategies at the camp by doing the following:

* Lead your group in the activities you have prepared.
* Apply the chosen leadership strategies so that your group functions effectively. Effective functioning of a group may include, but is not limited to:
	+ working towards a common goal
	+ achieving goals
	+ group members knowing their role in the team or group
	+ group support and/or encouragement
	+ groups or teams enjoying their challenge
	+ overcoming challenges
	+ problem solving
	+ negotiating.
* Take photographs and video footage of your group working together under your leadership (you may ask someone else to take these).

## Part 3: Evaluate

Before and during the camp, your outdoor recreation instructor will run feedback sessions (recorded digitally, for example) so you can reflect on the activities, the strategies you selected, what you did, why and how you used those strategies.

Complete your evaluation by doing the following:

* Answer these questions:
	+ What leadership strategy are you using?
	+ What example can you give to show how you apply it?
	+ Why did you select this strategy?
	+ How should this strategy contribute to the functioning of the group?
	+ Is it working (that is, is it contributing to the effective functioning of the group)?
	+ What evidence can you point to that shows this?
	+ What will you do next, and why?
	+ What other leadership strategies have you used? How effective were they compared with this strategy?
	+ If a strategy is not proving effective, why not? How have you tried to adapt it? What could you do differently next time?
* After the camp, present a summative evaluation of your leadership strategies, and how they contributed to the effective functioning of your group. This may be done through further oral feedback sessions with your assessor/educator. Collect feedback from your group about your leadership strategies to support your evaluation.
* Explain how and why:
	+ you selected your strategies
	+ the strategies were successful in terms of contributing to effective group functioning. Provide examples to support your explanation
	+ you adapted strategies, if necessary.
* Support your evaluation with examples, photographs and/or video evidence.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires the learner to evaluate comprehensively at least two leadership strategies that contribute to the effective functioning of a group of four to six Intermediate school children participating in an adventure camp.

Learners will use ongoing reflective discussion, and make adaptations where necessary.

# Conditions

The assessment activity needs to be carried out over several weeks of outdoor activities. Learners will work in small groups, but each learner needs to gather their own evidence, and will be assessed individually.

Decide on the format of the evaluations. You may wish to take learner preferences into account in deciding on this.

Throughout the unit of work, assessors/educators will observe how the learners apply their selected strategies, and will maintain a brief record of their observations.

# Resource requirements

Learners will require access to the internet.

This website has useful articles: [www.sportnz.org.nz/en-nz/young-people/growing-leaders](http://www.sportnz.org.nz/en-nz/young-people/growing-leaders)

The link to ‘Growing leaders resources’ provides resources for leadership learning. The ‘Leadership Experience Reflection’ pdf connects leadership strategies with evaluation processes.

# Additional information

The assessor/educator will inform learners of possible leadership strategies for effective group functioning.

There are useful outdoor adventure locations and information to be found on the Department of Conservation website: [www.doc.govt.nz/parks-and-recreation](http://www.doc.govt.nz/parks-and-recreation).

# Assessment schedule: Physical Education 91332 – Leading an adventure

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner evaluates leadership strategies that contribute to the effective functioning of a group by: * explaining how and why strategies are applied and, using ongoing reflection, explaining how the strategies contribute to the effective functioning of the group in a physical activity context

At least two strategies must be consideredFor example:*All knew what it was that they needed to do: listen to each other’s ideas, have a plan that they all agreed with. So I decided that the leadership strategies I would use were: group management (more specifically communication), goal setting and action planning.**When I observed the group working on some of the first activities, I noticed that while they were enthusiastic and keen to get into the activity, they all seemed to have a different understanding of what they were trying to achieve, and so they ended up arguing about how to do the activity. I decided that I would get the group to work on listening skills so that they all had a chance to give their version of what they thought they needed to do. I used the talking stick idea where the person that held the stick was the only person who could talk. This meant that the others had to listen. I then got the pairs to summarise what the person had said to really get them to understand about the need to listen carefully to each other. This meant that the group heard from each person and they realised that there were slightly different ideas about what needed to be done. This helped the group work better together because everyone felt that they had a chance to talk, and they also realised that they had not been listening to everyone in the group. Because they had now listened to each other, they were able to make sure that everyone had the same idea about the activity.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner evaluates, in-depth, leadership strategies that contribute to the effective functioning of a group by: * providing explanations, based on careful consideration and investigation, of the impact of the strategies on the group, using ongoing reflection and making appropriate adaptations where necessary

At least two strategies must be consideredFor example:*All knew what it was that they needed to do: listen to each other’s ideas, have a plan that they all agreed with. So I decided that the leadership strategies I would use were: group management (more specifically communication), goal setting and action planning.**When I observed the group working on some of the first activities, I noticed that while they were enthusiastic and keen to get into the activity, they all seemed to have a different understanding of what they were trying to achieve and so they ended up arguing about how to do the activity. I decided that I would get the group to work on listening skills so that they all had a chance to give their version of what they thought they needed to do. I used the talking stick idea where the person that held the stick was the only person who could talk. This meant that the others had to listen. What I noticed was that a couple of people looked a bit scared of talking in front of the group, and didn’t know what to say. To try and make them feel a bit more comfortable I said that for the next time they used the talking stick, they could pass and didn’t have to say anything if they didn’t want to. I am hoping that they will start to get a bit more confident as we work more together. I then got the pairs to summarise what the person had said to really get them to understand about the need to listen carefully to each other. This meant that the group heard from each person, and they realised that there were slightly different ideas about what needed to be done. This helped the group work better together because everyone felt that they had a chance to talk and they also realised that they had not been listening to everyone in the group. Because they had now listened to each other, they were able to make sure that everyone had the same idea about the activity.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner evaluates comprehensively leadership strategies that contribute to the effective functioning of a group by: * making judgements about the application of the strategies in relation to the effective functioning of the group with the aim of using ongoing reflection and making appropriate adaptations where necessary. Judgements are coherent and show some insight

At least two strategies must be consideredFor example:*All knew what it was that they needed to do: listen to each other’s ideas, have a plan that they all agreed with. So I decided that the leadership strategies I would use were: group management (more specifically communication), goal setting and action planning.**When I observed the group working on some of the first activities I noticed that while they were enthusiastic and keen to get into the activity, they all seemed to have a different understanding of what they were trying to achieve, and so they ended up arguing about how to do the activity. I decided that I would get the group to work on listening skills so that they all had a chance to give their version of what they thought they needed to do. I used the talking stick idea where the person that held the stick was the only person who could talk. This meant that the others had to listen. What I noticed was that a couple of the group (Mat and Sarah) looked a bit scared and didn’t know what to say. To try and make them feel a bit more comfortable I said that for the next time they used the talking stick they could pass, and didn’t have to say anything if they didn’t want to. I am hoping that they will start to get a bit more confident as we work more together. I think this is working better because I noticed that while Mat and Sarah passed the first time they had a group discussion, Sarah did talk the second time. What I have noticed is that listening is not great. I think I need to take this further. This strategy of encouraging everyone to have a say, and to listen has been really effective as the group now all know what they have to do, and when they were doing the activity they all seemed to know what they needed to do, and they finished it more quickly than the first one they did.**The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.