

Pearson BTEC Uzbekistan Level 4 Qualifications in

Administrative Support in the Public and Private Sectors

Unit 3: Supporting and Leading Teams

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning including practical activities, realistic scenarios, ways of involving employers in the delivery and management of independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the units in the qualification
- recommended resources to support the delivery of the units in the qualification
- schemes of work that show the topics, activities and assessments covered in all units across the qualification
- lesson plans with detailed guidance on how to deliver the lessons in the units.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the qualification. There is information on:

- the structure of your qualification
- how you can build the qualification for learners
- suggestions for how you might make contact with appropriate employers
- other support and resources available.

We have given you unit-by-unit guidance. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assessments.

We have included a list of carefully selected resources for each unit. These resource lists offer suggestions for books, websites and videos that you can direct learners to use and/or that you can use to complement delivery.

Unit 3: Supporting and Leading Teams

Delivery guidance

Approaching the unit

The purpose of this unit is to introduce the concept of teamwork to learners, and the benefits of work-based teams to organisations.

Learners will bring knowledge of teams through their experiences in school or college, participation in enterprise activities or through being part of a team in their part-time job or work experience.

Encourage learners to look at a variety of teams and understand that they come in many forms and exist for many purposes. Learners should become aware that, if properly managed, teams can contribute to improved business performance while helping to empower individuals and improve job satisfaction and engagement. Not all teams succeed, however, as there can be conflict in team situations and learners need an understanding of how conflict can be reduced.

Learners must have plenty of opportunities to practise their skills across a range of team situations in order to show their knowledge and understanding.

To complete this unit, learners will need access to a range of research materials, for example the internet, journals, magazines, books.

You can use a range of delivery methods in this unit, such as:

- discussions – class and small-group discussions on the differences between groups and teams, and the importance of collaboration
- individual or group presentations – covering the characteristics of successful teams
- case studies – illustrating teamwork in businesses
- media and journal articles – relating to teamwork
- video – providing talks on teams.

Group work is an acceptable form of delivery but you must ensure that each learner produces their own evidence that is sufficient for assessment.

Delivering the learning aims

For learning aim A, it is important that learners understand teamwork and the characteristics of an effective team. Ask learners to individually list different types of teams of which they have been a member, for example in school or college, outside activities or hobbies, then identify the purpose of the team and share with the class.

Expand on the topic by having learners share stories about their experiences in, and knowledge of, different teams, and what they believe contributes to the success of a team. There are many short video clips on the web that illustrate good and bad teamwork. Introduce a team game such as the 'marshmallow challenge', a simple team-building exercise, to find out who can build the tallest tower with dry spaghetti, masking tape and a marshmallow. You can then look at their success, analyse how others performed in this challenge, and discuss as a class the differences between their team experiences.

For learning aim B, it is important that learners understand team-building techniques and the dynamics of work-based teams, and that they are able to evaluate the effectiveness of a team. Examples should be given of effective and ineffective teams, the class can discuss these and add their own examples.

Guest speakers can be invited from local and national businesses to talk about teams. Learners can be tasked with preparing suitable questions, prior to the speaker's arrival, on the subject of teams and how they have been successfully developed. This should ensure that learners are getting the most out of this activity.

For learning aim C, ensure that learners have plenty of opportunities to work in teams. Activities can be given to highlight the advantages and disadvantages of teamwork, including following instructions, dealing with difficult people and an individual's own contribution to the team objectives. Learners should take on both the role of the team member and the team leader.

Learners should be encouraged to identify potential improvements in their own team-working skills and techniques. At the end of a group activity, learners should be asked to review how they performed and identify what they would do differently next time. Again, the internet has video clips that can be used to reinforce examples of good and bad team-working skills and behaviours.

Reflecting on own performance is a skilled task. Learners must be given a range of opportunities to test out their skills as a team member and as a leader, to help them identify the key areas to review and to support them in evaluating their contribution to a team.

Assessment guidance

This unit is internally assessed through a number of independent tasks. Each task should cover at least one entire learning aim and it is essential that a learning aim is assessed as a whole and not split into tasks or sub-tasks per criterion.

All learners must independently generate individual evidence that can be authenticated. The main sources of evidence are likely to be an individual written report, accompanied by individual research, plus a portfolio that includes details of learners' participation in team activities, supported by assessor/peer observation records and witness statements, and an individual logbook.

BTEC assessors can complete observation records, staff in organisations such as learners' work placements or part-time work can complete witness statements. Note that observation records alone are not sufficient sources of evidence; the original learner-generated evidence must support them.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 3: Supporting and Leading Teams
Introduction Begin by introducing the unit to learners through a group discussion. This can be followed by outlining the learning aims of the unit.
Learning aim A - Examine the benefits of working in teams in a public sector or business setting
<ul style="list-style-type: none">• Begin by asking learners to think about the differences between a group and a team. Then ask them to give examples of different teams they have been part of, for example in school or college, as part of a sporting or leisure activity or in employment.• Use learners' examples to lead a discussion on these teams and the use of teamwork in business.• Give learners a number of classic team quotes used to motivate or encourage, for example 'there is no I in team' or 'Together Everyone Achieves More'. Lead class discussions on what they think the benefits of teamwork are.• Introduce a team game. In groups of four or more, ask learners to take on the 'marshmallow challenge' to find out who can build the tallest tower with dry spaghetti, masking tape and a marshmallow. Each team should be given 20 sticks of spaghetti, one metre of tape, one metre of string and one marshmallow.• As a class, discuss team performance, looking at communication, leadership, team dynamics, collaboration, innovation, problem-solving strategies and conflict prevention/resolution.• Ask learners to collaborate in small groups to share their thoughts on teams, then list what they consider are the three key ingredients for team success before feeding back to the class.

Unit 3: Supporting and Leading Teams

Learning aim B - Investigate techniques used for the development of an effective work-based team

- To introduce the topic of team-building techniques, ask learners to name some teams they know of and discuss the successes and failures of these teams. The teams could be any teams with which learners are familiar, e.g. work teams, sports teams, teams involved in entertainment etc..
- Lead a discussion on the role of team members and team leaders then, using video evidence or their own experiences, ask learners to write down examples of how team dynamics contribute to the overall effectiveness of a team. Discuss the findings with the class.
- Learners can take part in a class discussion using the quote 'nobody's perfect, but a team can be' to stress that an effective team needs to have a mix of capabilities and should not consist entirely of those with leadership skills, and how supporting each team member can benefit the team as a whole.
- Guest speakers can be invited to talk about teams. Learners can ask questions about teams and how they have been successfully developed. The speaker could explain how they prevent and diffuse conflict situations in teams, giving examples of different sources of conflict and leading discussions on how they could be dealt with, for example a team member not taking a fair share of the workload.

Learning aim C - Develop effective team skills through practical activities

- It is important that learners have plenty of opportunities to work in teams and/or groups, agreeing objectives and using team-working skills to achieve them.
- There are different ways of delivering the content for learning aim C, including team challenges with follow-up analysis and evaluation, video clips, simulation/role play, reflection on learners' own experiences and analysis of case-study material. You should ensure that everyone has a chance to lead a team for part of an activity as well as be a team member.
- Direct learners to identify their own skills and behaviours in actual team situations and take part in peer reviews.
- Encourage learners to keep records of their team-working experiences, such as a logbook, to help them reflect on their own performance. Evidence will also include observation records and witness statements confirming how assessment criteria have been achieved, from you or an experienced witness.

Details of links to other BTEC units and qualifications

Resources

Textbooks

Wheelan, S. A. – *Creating Effective Teams: A Guide for Members and Leaders* (5th edition), SAGE Publications, Inc (2015), ISBN: 9781483346120

A practical guide for building and sustaining teams.

Websites

www.businessballs.com

Free materials, articles and ideas for team roles and leadership.

www.businesscasestudies.co.uk

The Times 100 Business Case Studies has economics and business case studies on topics such teamwork. The site also has a selection of theory notes aimed at learners.

www.mindtools.com

Free materials on team management, including the causes of conflict.

<http://study.com/academy/lesson/the-difference-between-groups-and-teams-definition-contrasts.html>

Free materials on groups and teams.

www.teamtechnology.co.uk/teambuilding.html

Free articles on the basics of team building and other team-related themes.

www.youtube.com

Free access to videos on team building, team skills etc.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Supporting and Leading Teams
Guided Learning Hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	All other units

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to unit	Teacher-led, plus paired and group activities	<ul style="list-style-type: none"> • Teacher presentation: issue unit content and discuss the learning aims and the mode of assessment. Introduce useful resources. • Paired activity: learners come up with examples of different businesses they have experience of. • Class discussion: use these examples as the basis of a class discussion. • Teacher presentation: give learners a template of how they should record the outcome of their discussions and the main learning points. 	Unit specification. Whiteboard and pens. Presentation Slides 1 and 2. Template Form 1.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and start to compile the glossary of key terms. • Plenary session: confirm the main learning points. 	
2	Teamwork and collaboration Features and benefits of teams (Aim A: Topic A1)	Teacher-led, plus group activities	<ul style="list-style-type: none"> • Teacher presentation: introduction to the topic of teamwork and the features and benefits of teams. Learners are given access to case studies on teams. • Small-group activity: learners prepare and give a short presentation on a given case study. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. 	Unit specification. Teacher prepared case studies on teams. Whiteboard and pens. Presentation Slides 3. Activity Sheet 1.
3	Teamwork and collaboration Features of effective collaboration (Aim A: Topic A1)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: the features of effective collaboration. • Individual learner activity: learners write up notes and update the glossary of key terms. • Plenary session: confirm the main learning points. 	Unit specification. Whiteboard and pens. Presentation Slide 4. Activity Sheet 2.
4	Teamwork and collaboration (Aim A: Topic A1)	Group activity	<ul style="list-style-type: none"> • Lead in: teacher puts learners into teams and runs a team quiz. • Group activity: learners participate in a trivia quiz. 	Unit specification. Whiteboard and pens.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms. • Group discussion: on how working in a team helped learners to answer questions – what were the advantages and disadvantages of being in a team? • Plenary session: how can team collaboration help organisations? 	<p>Teacher-prepared quiz.</p> <p>Learner activity sheets.</p>
5	<p>Types and purposes of work-based teams</p> <p>Structure, size and types of teams and their purpose</p> <p>(Aim A: Topic A2)</p>	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: structure, size and types of teams and their purpose. • Individual learner activity: learners write up notes, update the glossary of key terms and, for the next lesson, research organisations that use teams. • Plenary session: confirm the main learning points. 	<p>Unit specification.</p> <p>Whiteboard and pens.</p> <p>Presentation Slide 5.</p>
6	<p>Types and purposes of work-based teams</p> <p>Structure, size and types of teams and their purpose</p> <p>(Aim A: Topic A2)</p>	Group and individual learner activities	<ul style="list-style-type: none"> • Lead in: teacher to recap on the previous lesson and lead a class discussion on the structure, size and types of teams and their purpose. • Class discussion: what types of teams do organisations have, and why? 	<p>Unit specification.</p> <p>Whiteboard and pens.</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points. 	
7	Characteristics and benefits of an effective team Characteristics of effective teams (Aim A: Topic A3)	Teacher-led, plus small group discussion and individual learner activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: the characteristics of effective teams. • Small-group discussion: what characteristics do you think you have? • Individual learner activity: learners write up their notes. • Plenary session: ask groups for feedback on their characteristics. Confirm the main learning points. 	Unit specification. Whiteboard and pens. Presentation Slide 6.
8	Characteristics and benefits of an effective team Benefits of effective teams (Aim A: Topic A3)	Group activity	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. Give examples of effective and ineffective teams. • Group discussion: how can an effective team benefit an organisation? • Individual learner activity: Learners write up their notes. • Plenary session: confirm the main learning points. 	Unit specification. Teacher-produced examples of effective and ineffective teams. Whiteboard and pens.

#	Topic	Lesson type	Suggested activities	Resources
9	The benefits of working in teams in a public sector or business setting – A3	Paired activity	<ul style="list-style-type: none"> • Lead in: preparing for a guest speaker in next session. • Paired activity: learners compile a list of questions to ask the speaker on how team members collaborate with others. • Individual learner activity: learners write up their notes. • Plenary session: class discussion of questions and their suitability. Learners decide who will ask which question and how they will record the answers. 	Unit specification. Whiteboard and pens.
10	The benefits of working in teams in a public sector or business setting – A3	GS	<ul style="list-style-type: none"> • Lead in: welcome and introduce the guest speaker to the class. • Input from guest speaker on teams in their organisation: learners ask pre-prepared questions. • Individual learner activity: learners write up their notes. • Plenary session: class discussion of answers to questions. 	Unit specification. Learner-prepared question sheets. Whiteboard and pens.
11	Working in a team – A3	Group activities	<ul style="list-style-type: none"> • Lead in: teacher gives an overview of the challenge, breaking the class into groups and distributing materials. • Group activity – ‘Marshmallow Challenge’: to build the tallest tower possible that will support a marshmallow. • Class discussion: learners discuss how the dynamics of their team allowed them to succeed, or otherwise. 	Challenge rules. Materials for the challenge: tape, string, strands of dry spaghetti, marshmallows. <i>[Suitable alternatives can be used if required.]</i>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: recap on what was learned. 	
12	Working in a team - A3	Teacher-led, plus group activities	<ul style="list-style-type: none"> • Lead in: provide an overview of learning aim A, summarising the key points. • Small-group activity: each group researches and prepares a fact sheet on at least two large businesses to be shared with the class. • Class activity: learners share their factsheets. Each learner writes a short report on the types of teams that would operate in one of these organisations. • Plenary session: learners write up their notes. 	Unit specification. Computers with internet access. Whiteboard and pens.
13	Working in a team - A3	Teacher-led, plus paired and group activities	<ul style="list-style-type: none"> • Lead in: preparing for a visit to an organisation. • Paired practical activity: learners devise a set of questions to be taken to an organisation on an independent or accompanied primary research trip, to find out more about teamwork in business. • Class activity: learners share their proposed questions with the class. • Individual learner activity: learners write up their notes and glossary of key terms. 	Unit specification. Whiteboard and pens.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary session: each learner makes a final set of questions to take to a business. 	
14	Working in a team - A3	V	<ul style="list-style-type: none"> • Independent learning activity: independent or accompanied primary research visit to an organisation using the questions prepared in class. • Individual learner activity: each learner writes a short report on the types of teams that would operate in the organisation. • Plenary session: confirm the main learning points from the visit. 	Unit specification. Whiteboard and pens.
15	Working in a team - A	Teacher-led, plus group learning activities	<ul style="list-style-type: none"> • Lead in: gathering results from the visit to an organisation. • Group discussion: learners share the findings of their research visit. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points from the visit. 	Unit specification. Whiteboard and pens. Learner-devised questionnaires.
16	Teamwork review - A1, A2, A3	Teacher-led, plus group and individual learner activities AW	<ul style="list-style-type: none"> • Lead in: provide an overview of content from learning aim A, summarising the key points; question and answer session to confirm understanding. Present Practice Assessment 1 on teams in organisations. • Group learner activity: learners discuss the scenario and the tasks identified in Assessment 1. 	Unit specification. Practice Assessment 1. (Teacher prepared Whiteboard and pens.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners prepare a short presentation. • Individual learner activity: learners write up their notes. • Plenary session: teacher assesses presentations and gives feedback. 	
17	Team-leading and team-building techniques Team dynamics and team communication (Aim B: Topic B1)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: team dynamics and team communication. • Small group activity: Learners work in small groups to discuss team dynamics and communication and how this could be effective in different situation. • Teacher-led discussion: Groups feedback findings from their discussions to whole class. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	Unit specification. Whiteboard and pens. Presentation slide 7.
18	Team motivation and rewards (Aim B: Topic B1)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: team motivation and rewards, including a scenario for group activities. The scenario should 	Unit specification. Whiteboard and pens. Presentation Slide 8.

#	Topic	Lesson type	Suggested activities	Resources
			<p>deal with a talented but ineffective team in a given situation, that requires motivation to improve.</p> <ul style="list-style-type: none"> • Small group activity: learners use scenario provided by teacher to devise a plan to improve the motivation of the team. • Teacher-led discussion: Groups feedback findings from their discussions to whole class. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points. 	
19	<p>Supporting teams (Aim B: Topic B2)</p>	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners, to confirm understanding. • Teacher presentation: supporting teams, including a scenario for group activities. The scenario should deal with an ineffective team in a given situation, that needs to improve. Issues with the team will include: knowledge and understanding of work and goals, organisation, communication, collaboration, ethical behaviours, insufficient skills for the job. • Small group activity: learners use scenario provided by teacher to devise a plan to improve the performance of the team. • Teacher-led discussion: Groups feedback findings from their discussions to whole class. 	<p>Unit specification. Whiteboard and pens. Presentation Slide 9.</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points. 	
20	Learning aim B Investigate techniques used for the development of an effective work-based team.	Teacher-led, plus group and individual learner activities. AW	<ul style="list-style-type: none"> • Lead in: provide an overview of learning aim B, summarising the key points; question and answer session, to confirm understanding. Present Workbook Assessment Task 1. • Individual learner activity: learners complete Workbook Assessment Task 1 • Group discussion activity: learners feedback ideas discussed in assessment task. • Plenary session teacher summarises key points from discussions. 	Unit specification. Workbook Assessment Task 1 Whiteboard and pens.
21	Being an effective team member Skills and behaviours (Aim C: Topic C1)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: skills and behaviours within a team. • Small group activity: learners are divided into small teams each required to achieve a specific goal devised by the teacher. Learners must organise themselves to assign roles and work tasks that enable the goal to be reached. • Teacher led discussion: learners feedback to the class on the outcome of their teamwork, discussing what went well and what needed improvement in order to achieve the goal. 	Unit specification. Whiteboard and pens. Presentation Slide 10.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points. 	
22	Being an effective team member Skills and behaviours (Aim C: Topic C1)	Group activity	<ul style="list-style-type: none"> • Lead in: teacher gives an overview of the challenge, breaking the class into groups. • Group activity – ‘Lost!’: learners show creativity as a team member while listening to the opinions of others. • Plenary session: learners discuss how the dynamics of their team allowed them to succeed or otherwise. 	Challenge rules. Whiteboard and pens. Activity Sheet 4
23	Being an effective team leader (Aim C: Topic C2)	Teacher-led, plus paired and group activities	<ul style="list-style-type: none"> • Lead in: preparing for a guest speaker. • Paired activity: learners compile a list of questions to ask the speaker (visit in next lesson). • Class discussion: proposed questions and their suitability. • Individual learner activity: learners write up their notes. • Plenary session: learners decide who will ask which question and how they will record the answers. 	Unit specification. Whiteboard and pens.
24	Being an effective team leader (Aim C: Topic C2)	GS, plus individual learner activity	<ul style="list-style-type: none"> • Lead in: welcome and introduction to the guest speaker. • Guest Speaker: input from guest speaker on teams within their organisation, and learners ask pre-prepared questions. • Individual learner activity: learners write up their notes. 	Unit specification. Pre-prepared questions. Whiteboard and pens.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary session: confirm the main learning points from the speaker. 	
25	Conflict in teams Types of conflict (Aim C: Topic C3)	Teacher-led, plus paired and group activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: types of conflict within a team. • Paired activity: learners discuss conflicts in teams that they are familiar with. • Group discussion: learners share their findings. • Individual learner activity: Learners write up their notes. • Plenary session: confirm the main learning points. 	Unit specification. Whiteboard and pens. Presentation Slide 10.
26	Conflict in teams Reducing the potential for conflict in a team (Aim C: Topic C3)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: reducing conflict in a team, including scenarios detailing situations where teams could potentially come in to conflict. • Small group activity: learners work in groups to devise plans that will help to avoid conflicts suggested by the scenarios. • Teacher-led discussion: learners feedback their ideas to the class and discuss the effectiveness of the plans they have devised. 	Unit specification. Whiteboard and pens. Presentation Slide 11.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points. 	
27	Conflict in teams Dealing with conflict in a team (Aim C: Topic C3)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: dealing with conflict in a team, including scenarios detailing situations where teams are ineffective because of conflict. • Small group activity: learners work in groups to devise plans to deal with the conflict suggested by the scenarios. • Teacher-led discussion: learners feedback their ideas to the class and discuss the effectiveness of the plans they have devised. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points. 	Unit specification. Whiteboard and pens. Presentation slide 12.
28	Conflict in teams Dealing with conflict (Aim C: Topic C3)	Paired and group activities	<ul style="list-style-type: none"> • Lead in: teacher gives an overview of the challenge, breaking the class into pairs. • Group activity – ‘Ugli Orange Challenge’: to purchase all the Ugli Oranges grown this year. • Paired activity: the ‘rivals’ have 15 minutes to come to an agreement. 	Challenge rules. Private instructions from Dr Abdulov and Dr Yuldashev.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Class discussion: learners discuss the agreements, compromises and conflicts that occurred. • Individual learner activity: learners write up their notes • Plenary session: recap on the importance of two-way communication to resolve conflict. 	
29–30	<p>Learning aim C Develop effective team skills through practical activities</p> <p>Team Performance</p>	Group activity	<ul style="list-style-type: none"> • Lead in: introduction to practical activities required for Workbook Assessment Tasks 2 and 3. • Group learner activity: learners take part in practical activities to demonstrate being an effective team member and an effective team leader. • Plenary session: feedback on individual performance. 	<p>Workbook Assessment Tasks 2 and 3 – learner logs.</p> <p>Teacher observation records.</p> <p>Peer observation records.</p>

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	1 (120 minutes)
Lesson objectives	<p>To enable learners to understand:</p> <ul style="list-style-type: none"> • the requirements of the unit • how they can use local organisations as a basis for their research • the way in which they should record their notes, research activities and key terms in the form of a portfolio of evidence, including a glossary of key terms.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS1 and PS2: Teacher presentation slides and notes. • TF1: Template for recording the outcome of key learning points drawn from the lesson.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
<p>Starter activity (10 minutes)</p>	<ul style="list-style-type: none"> ● Teacher presentation (PS1): issue unit content to allow learners to discuss the requirements of the unit and how organisations from the local area could help. Look at the: <ul style="list-style-type: none"> ○ unit learning aims ○ unit content ○ the mode of assessment ○ useful online resources.
<p>Main activities (90 minutes)</p>	<ul style="list-style-type: none"> ● Paired activity: ask learners to work in pairs and to come up with examples of different businesses they have experience of that might use teams. ● Class discussion: learners share their examples with others and discuss how they may use local organisations to help their understanding of teams.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson. ● Teacher presentation (PS2): give learners a template of how they should record the outcome of their discussions and the main learning points. This should include an active glossary of the key terms identified in a lesson.
<p>Private study</p>	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and start to compile the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	2 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the features and benefits of teams.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS3: Teacher presentation slides and notes. • Teacher prepared case studies on teams. • AS1: Template for recording their findings from the case studies.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS3): introduction to the topic of teamwork and the features and benefits of teams.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher-led: learners are given access to case studies on teams. They can be from the world of work or from, for example, sporting teams etc. • Small-group activity: learners prepare and give a short presentation on their given case study.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: group discussion on what they have learned about teams.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	3 (120 minutes)

Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand the features of effective collaboration.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS4: Teacher presentation slides and notes. • AS2: Template for recording their findings from the case studies.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS4): the features of effective collaboration. • Class discussion: what would happen without collaboration? Learners discuss how collaboration works using real-life examples from their experience as a member of a team in school or at work.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	4 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand teamwork and collaboration.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • AS3: Template for recording their answers.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: teacher explains how the class will undertake a team quiz. Learners are put into teams chosen by the teacher. The quiz will consist of a number of generic quiz questions across a number of different categories. The team with the most points wins.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Small-group activity (AS3): the teacher as 'host' asks a multiple-choice trivia question and teams are given 60 seconds to discuss and agree on an answer. • Group discussion: discussion on how working in a team helped learners to answer questions – what were the advantages and disadvantages of being in a team?
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: how can team collaboration help organisations?
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	5 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the structure, size and types of teams and their purpose.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS5: Teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation (PS5): structure, size and types of teams, and their purpose. • Individual learner activity: learners write up notes.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners update the glossary of key terms and, for the next lesson, research organisations that use teams.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	6 (130 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> understand the structure, size and types of teams and their purpose.
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Whiteboard and pens.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> Lead in: teacher to recap on previous lesson and lead a discussion with the whole class.
Main activities (90 minutes)	<ul style="list-style-type: none"> Class discussion: what types of teams do organisations have, and why?
Concluding activity (30 minutes)	<ul style="list-style-type: none"> Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	7 (130 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand the characteristics of effective teams.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS6: Teacher presentation slides and notes.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: teacher to recap on the previous lesson and lead a discussion with the whole class.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: the characteristics of effective teams. • Small-group discussion: what characteristics do you think you have?
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary session: ask groups for feedback on their characteristics. Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	8 (130 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand how effective teams can benefit an organisation.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Examples of effective and ineffective teams.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: teacher to recap on previous lesson and give examples of effective and ineffective teams. Lead discussion with the whole class.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Group discussion: how can an effective team benefit an organisation?
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	9 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand how effective teams can benefit an organisation.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: preparing for a guest speaker.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Paired activity: learners compile a list of questions to ask the speaker (in the next lesson), for example: <ul style="list-style-type: none"> ○ the role of teams in the guest speaker’s organisation ○ the types of teams in the organisation ○ the purpose of these teams ○ how team members work together ○ how team members collaborate with others.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: class discussion of questions and their suitability. Learners decide who will ask which question and how they will record the answers.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	10 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand how effective teams can benefit an organisation.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Learner-prepared question sheets.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: welcome and introduce the guest speaker to the class
Main activities (90 minutes)	<ul style="list-style-type: none"> • Input from guest speaker on teams within their organisation: learners ask pre-prepared questions.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: class discussion of answers to the pre-prepared questions.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	11 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the benefits of working in a team.
Resources checklist	<ul style="list-style-type: none"> • Challenge rules. • Materials for the challenge: tape, string, strands of dry spaghetti, marshmallows.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: overview of the team challenge. Teacher breaks class into teams of four and explains the rules of the 'Marshmallow Challenge', to build the tallest tower while working as a team.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Group activity - 'Marshmallow Challenge': each team has to work together to construct a spaghetti tower that has a marshmallow on the top. The winning team will have the tallest tower standing unassisted. ● Rules <ul style="list-style-type: none"> ○ The team may use only the materials provided. This includes one metre of tape, one metre of string, 20 strands of spaghetti and one marshmallow. ○ No other materials may be used to assist in the support of the tower. ○ There are 10 minutes to plan and 20 minutes to build. ○ The marshmallow must be on the top of the tower when time is called and the tower must be standing unassisted. ○ Measurement is a vertical measurement from the table-top up. ○ Spaghetti may be broken into smaller pieces. However, once broken, pieces will not be replaced by the teacher. ● Teacher chooses the winner. ● Class discussion: learners discuss how the dynamics of their team allowed them to succeed or otherwise.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: recap on what was learned.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	12 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand how organisations use teams.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computers with internet access. • Whiteboard and pens.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: provide an overview of learning aim A, summarising the key points.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Small-group activity/class discussion: in small groups, using knowledge gained from lessons so far, learners carry out secondary online research of larger businesses through their websites (for example 'about us' pages). <ul style="list-style-type: none"> ○ Allocate each group a theme – private, public, profit, not for profit. ○ Each group prepares a fact sheet on at least two large organisations, to be shared with the class. ● Class activity: learners share their factsheets with the class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: learners write up their notes.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: each learner writes a short report on the types of teams that would operate in one of these organisations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	13 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand how organisations use teams.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> • Lead in: preparing for a visit to an organisation.
Main activities (80 minutes)	<ul style="list-style-type: none"> • Paired practical activity: learners devise a set of questions to be taken to an organisation on an independent or accompanied primary research trip to find out more about teamwork in business. • Class activity: learners should share their proposed questions with the class and discuss their suitability.
Concluding activity (35 minutes)	<ul style="list-style-type: none"> • Plenary session: each learner makes a final set of questions to take to a business.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	14 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand how organisations use teams.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Main activities (90 minutes)	<ul style="list-style-type: none"> • Independent learning activity: independent or accompanied primary research visits to an organisation using the questions prepared in class.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points from the visit.
Private study	<ul style="list-style-type: none"> • Individual learner activity: each learner writes a short report on the types of teams that would operate in one of these organisations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	15 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand how organisations use teams.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Learner-devised questionnaires.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: gathering results from visit to an organisation.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Group discussion: learners share the findings of their research visit and discuss different types of teams.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points from the visit.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	16 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand how organisations use teams.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Workbook Assessment Task 1.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: provide an overview of learning aim A, summarising the key points; question and answer session to confirm understanding. Present Practice Assessment 1 on teams in organisations.
Main activities (80 minutes)	<ul style="list-style-type: none"> • Group learner activity: learners discuss the scenario and the tasks identified in Assessment 1. • Individual learner activity: learners prepare a short presentation. • Individual learner activity: learners write up their notes. • Plenary session: teacher assesses presentations and gives feedback.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher assesses learner tasks and provides feedback.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	17 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand teams.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS7: Teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners, to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS7): team dynamics and team communication. • Small group activity: Learners work in small groups to discuss team dynamics and communication and how this could be effective in different situation. • Teacher-led discussion: Groups feedback findings from their discussions to whole class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	18 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand team rewards.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS8: Teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners, to confirm understanding.
Main activities (90minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS9): team motivation and rewards, including a scenario for group activities. The scenario should deal with a talented but ineffective team in a given situation, that requires motivation to improve. • Small group activity: learners use scenario provided by teacher to devise a plan to improve the motivation of the team. • Teacher-led discussion: Groups feedback findings from their discussions to whole class. Learners discuss the merits of their plan and the plans produced by other groups.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	19 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand team rewards.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS9: Teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners, to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS9): supporting teams, including a scenario for group activities. The scenario should deal with an ineffective team in a given situation, that needs to improve. Issues with the team will include: knowledge and understanding of work and goals, organisation, communication, collaboration, ethical behaviours, insufficient skills for the job. • Small group activity: learners use scenario provided by teacher to devise a plan to improve the performance of the team. • Teacher-led discussion: Groups feedback findings from their discussions to whole class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	20 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand Learning aim B.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Workbook Assessment Task 1.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of learning aim B, summarising the key points; question and answer session to confirm. Present second practice assessment.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners complete Workbook Assessment Task 1 • Group discussion activity: learners feedback ideas discussed in assessment task. • Plenary session teacher summarises key points from discussions.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher assesses learner reports and gives feedback.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	21 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand team skills and behaviours.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS10: Teacher presentation slides and notes.
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Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	
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Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS10): skills and behaviours in a team. • Small group activity: learners are divided into small teams each required to achieve a specific goal devised by the teacher. Learners must organise themselves to assign roles and work tasks that enable the goal to be reached. • Teacher led discussion: learners feedback to the class on the outcome of their teamwork, discussing what went well and what needed improvement in order to achieve the goal.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	22 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand the skills and behaviours in teams.
Resources checklist	<ul style="list-style-type: none"> • Challenge rules. • Whiteboard and pens. • AS4 Template for recording their choices.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: overview of the team challenge. Teacher breaks class into teams of four and explains the rules of the 'Lost!' challenge: <ul style="list-style-type: none"> ○ An air crash on to a desert island has left alive just you and three of your worst enemies. The plane fell into the sea, so there is not much debris. You are barefoot, with just enough clothing to cover your embarrassment. There is no sign of other people; all you can see is sea and jungle. ○ Between you all, you now own only the following items: <ul style="list-style-type: none"> ○ mixed currencies worth 9 million UZS ○ a disposable razor ○ a designer watch ○ a plastic bottle full of water ○ a pair of trainers ○ a Smart Phone (but no signal) ○ a pen ○ a penknife.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Team challenge - 'Lost!': learners must divide up the items, one at a time. Once they know who is choosing first, they must jot down in secret what they think will be the order in which the items will be chosen and use this to help them decide which item to go for. They have five minutes to plan and to get ready to explain their reasoning to the class. ● Individual activity: the teacher will randomly pick learners to ask their reasons why they chose their items, and the class will be asked to make comments on their choice. ● Class discussion: <ul style="list-style-type: none"> ○ Did you value the opinions of others? ○ Did you demonstrate effective communication? ○ Was everyone receptive to feedback?

Activities	Teaching notes
	<ul style="list-style-type: none"> ● Some thoughts on the items <ul style="list-style-type: none"> ○ Mixed currencies worth 9 million UZS: perhaps the most useless item of all – or did someone see a use for it? ○ A disposable razor: contains blades that could be invaluable, as being able to cut things will be important, so although probably not as sturdy or useful as a penknife, if you cannot get the penknife, the razor will be a priority. ○ A designer watch: rivalling currency for redundancy. ○ A bottle of water: vital for hydration, but the bottle is even more important if there is spring or stream somewhere (and eventually for sending that message in a bottle, if you also get the pen!). ○ A pair of trainers: very useful (if they fit) for getting around the island, collecting water, chasing after wild animals etc. ○ A Smart Phone without a signal: also virtually redundant, unless its components can be used to construct a tiny transmitter (any engineers about?). ○ A pen: any value other than writing a message in a bottle or writing Desert Diaries (but the ink will not last long, and there is no paper...). ○ A penknife: probably the most useful item. Will be useful for every aspect of survival: food, shelter, boat-building etc.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: discussion – how would the teams have benefitted from working as a team, rather than as individuals, while stranded on the island?
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	23 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand how to be an effective team leader.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: preparing for a guest speaker. This could be from an external organisation or from the college.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Paired activity: learners compile a list of questions to ask the speaker (in the next lesson), for example: <ul style="list-style-type: none"> ○ the role of teams in the guest speaker's organisation ○ the types of teams in the organisation ○ the purpose of these teams ○ how the teams are led ○ how team members collaborate with others. ● Class activity: discussion of questions and their suitability.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: learners decide who will ask which question and how they will record the answers.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	24 (120 minutes)

Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand how to be an effective team leader.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Pre-prepared questions.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: welcome and introduction to the guest speaker.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Guest Speaker: input from guest speaker on teams within their organisation, and learners ask pre-prepared questions. • Individual learner activity: learners write up their notes.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	25 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand types of conflict.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS14: Teacher presentation slides and notes.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners, to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS10): types of conflict in a team. • Paired activity: learners discuss conflicts in teams with which they are familiar. Conflicts could be in a sporting team, in a workplace team or in a team at college. • Group discussion: learners share their findings.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	26 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand how the potential for conflict in a team can be reduced.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS11: Teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners, to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS15): reducing conflict in a team, including scenarios detailing situations where teams could potentially come in to conflict. • Small group activity: learners work in groups to devise plans that will help to avoid conflicts suggested by the scenarios. • Teacher-led discussion: learners feedback their ideas to the class and discuss the effectiveness of the plans they have devised. • Individual learner activity: learners write up their notes.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	27 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • understand how to deal with conflict in a team.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS12: Teacher presentation slides and notes.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: overview of the previous lesson and question and answer session with learners, to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS16): dealing with conflict in a team, including scenarios detailing situations where teams are ineffective because of conflict. ● Small group activity: learners work in groups to devise plans to deal with the conflict suggested by the scenarios. ● Teacher-led discussion: learners feedback their ideas to the class and discuss the effectiveness of the plans they have devised. ● Individual learner activity: learners write up their notes.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	28 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • deal with conflict.
Resources checklist	<ul style="list-style-type: none"> • Challenge rules. • Private instructions from Dr Abdulov and Dr Yuldashev.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: learners are informed that Dr Abdulov and Dr Yuldashev are two biological research scientists, representing rival pharmaceutical companies, each seeking to purchase the entire crop of Ugli Oranges grown in the world this year. The teacher gives each learner a number and then sends odd and even numbers to either side of the room. The left side are working for Dr Abdulov; the right side for Dr Yuldashev.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Team activity - 'Ugli Orange Challenge': the teacher gives each learner secret instructions from Dr Abdulov or Dr Yuldashev and asks them to speak with their rival to develop a joint proposal to purchase Ugli Oranges from the only supplier in the world. <ul style="list-style-type: none"> ○ Secret instructions: you have five minutes to read: Dr Abdulov is interested in the Ugli Oranges because the juice of the orange can be used to create a serum to protect pregnant mothers from a deadly disease that is ravaging the area. Without it, all the expectant mothers will become tragically ill and die. You need to purchase all the Ugli Oranges for their juice. Dr Yuldashev is interested in the Ugli Oranges because of a recent leak of nerve gas from old chemical warfare bombs stored on a small island. The peel of the orange can be made into a synthetic chemical gas by Dr Yuldashev's company to neutralise the nerve gas. Thousands of people will die or suffer serious brain damage if the nerve gas is not neutralised. You need to purchase all the Ugli Oranges for their peel. ○ In pairs: you have 15 minutes to come to an agreement. ● Group discussion <ul style="list-style-type: none"> ○ Did any pairs not come to an agreement? What were the problems? ○ Did any pairs compromise? How? ○ Did any groups discover that one wanted the juice and one wanted the peel? How did you find out?

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none">● Plenary session: recap on the importance of effective two-way communication for conflict resolution.
Private study	<ul style="list-style-type: none">● Individual learner activity: learners write up their notes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 3: Supporting and Leading Teams
Lesson number	29 and 30 (2 × 120 minutes)
Lesson objectives	To enable learners to demonstrate being an effective: <ul style="list-style-type: none"> • team member • team leader.
Resources checklist	<ul style="list-style-type: none"> • Records of activity. • Logbooks.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Main activities (2 × 120 minutes)	<ul style="list-style-type: none"> • Lead in: introduction to practical team activities. These could be, for example, an orienteering event, a fundraising event for a local charity, such as a dance contest, or social events such as an annual summer fête or an afternoon tea party for the elderly. • Group learner activity: learners take part in practical activities to demonstrate being an effective (1) team member and (2) team leader.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Workbook Assessments log book – learners reflect on their own performance, as both team members and team leaders, and use this to plan improvement.

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