

Pearson BTEC Uzbekistan Level 7 Professional Diploma in

Strategic Management

Unit 11: Delivering Strategy through Effective 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 7 Professional Diploma in Strategic Management and Leadership 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 delivery and of managing 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 unit
- recommended resources to support the delivery of the unit
- a scheme of work that shows the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit
- an assignment brief to support the assessment the unit.

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 unit. 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 assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for the unit. This resource list offers suggestions for textbooks, journals and websites that you can direct your learners to use and/or that you can use to complement delivery.

Unit 11: Delivering Strategy through Effective Teams

Delivery guidance

Approaching the unit

The purpose of this unit is to explore the concept of achieving effective team development through engagement with relevant theories, concepts and models which will underpin a learner's ability to build a balanced, effective and efficient team.

The success of any organisation is largely dependent on the success of the teams, which are established to deliver the organisation's strategic aims and objectives. However, developing and maintaining an effective team has many challenges where, for example, poor communication could result in conflict within a team.

To provide a high-level indicator of how to sequence teaching for this unit, teachers should consider Figure 1, below, as the overarching guide for how this unit is to be structured.

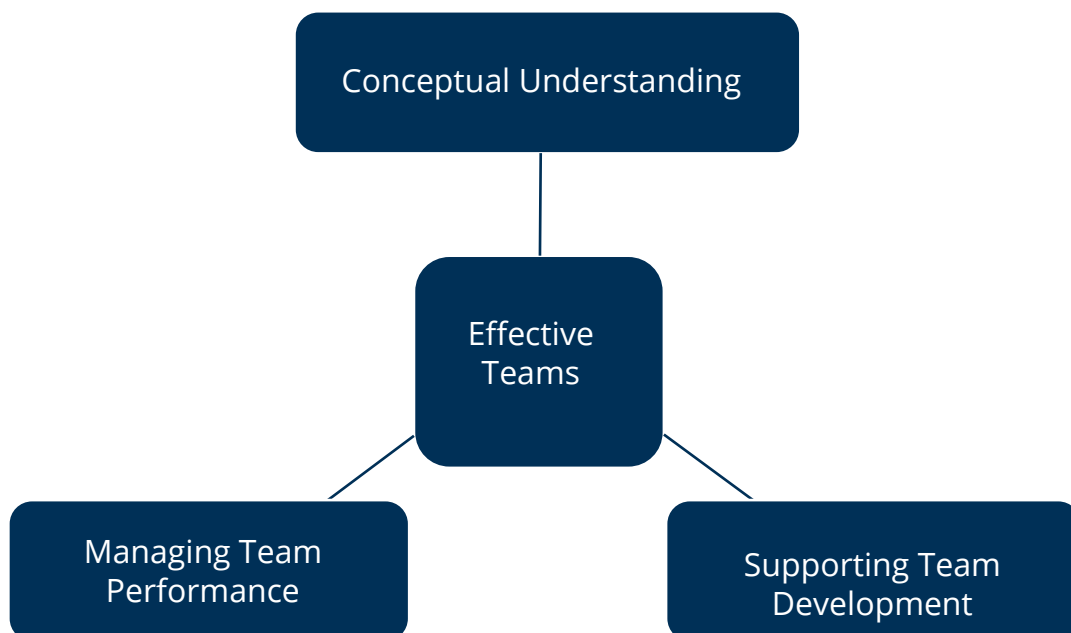


Figure 1: Influencing the development of effective teams

The model shows the three aspects of the unit for effective team development. Learners will gain conceptual understanding of teams and team development, which are supported by effective performance management to achieve the organisation's strategic goals.

Learning aim A addresses the conceptual understanding of team development, learning aim B focuses on how to support team development and learning aim C concentrates on the role of performance management in the development of an effective team.

For learners to be able to meet the requirements of each learning aim it is very important that the delivery for this unit follows the sequencing of the learning aims. Additionally, learners would benefit from a delivery programme in which this unit and Unit 1: Developing Strategic Management and Leadership Skills are delivered side by side as leadership is a key factor in the development of a team. Understanding leadership will help learners particularly with learning aim B.

Teaching and learning should be learner-centred so that the learner becomes an integral and active part of lessons. To support this, the scheme of work and lesson plans do not rely solely on teacher-led presentations, but on a combination of presentations, paired activities and class-based discussion. This approach will encourage interaction between learners and so improve confidence, communication skills and the ability of learners to work in an effective team.

As well as encouraging learners to engage in appropriate research, learners will, working in pairs, be required to deliver presentations based on knowledge gained during a lesson and from, for example, reading appropriate textbooks. This will encourage the further development of communication and teamworking skills. It is important to highlight here that level 7 learners will be required to engage in wider reading and research if they are to become inquisitive and enquiring learners, and ultimately, informed and confident strategic managers.

It is important, therefore, that learners are provided with, or directed to, centre- and/or locally-based resources that will support researching activity and teamworking skills. The scheme of work requires learners to engage in post-lesson reading to reinforce learning and to prepare for future lessons.

Learners should have access to the world of work at a strategic level. Guest speakers who are able to focus on a specific aspect of the unit will add real value to teaching and learning; for example, by talking about how leading effective teams helps to achieve their organisation's strategic aims and objectives. Learners could be encouraged to engage in some research about

the speaker and his/her organisation so that relevant questions can be prepared in advance.

In summary, teaching and learning for this unit must be logical and systematic, support classroom interaction and encourage learners to explore the concepts, theories and models introduced in formal settings through their own independent research and reading.

Assessment model

Table 1 below provides an overview of key content areas for each learning aim. It is noticeable that there is a single assessment for this unit.

The assessment puts the learner in the role of a newly-appointed senior leader who has been presented with a problem to solve where the problem relates to underperforming teams.

It is very important for learners to understand that all assessment criteria, and therefore all learning aims, must be met to achieve a pass.

Learning aim	Key content areas	Recommended assessment approach
A Understand the concept of successful teams	A1 Characteristics of successful teams A2 Individual and team roles A3 Theories, concepts and models	The creation of an informed, well-developed report that provides recommendations to a senior leadership team of what makes an effective team in an organisation.
B Understand how to support the development of a team	B1 Stages in team development B2 Motivation B3 Communication B4 Conflict management	
C Understand how performance management supports the development of teams	C1 Performance monitoring C2 Improving individual performance	

Table 1: Assessment overview by learning aim

Assessment guidance

This guidance explains what learners must include in the assessment tasks if they are to achieve the assessment criteria and learning aims.

Learning aims A to C

The report must be produced in such a way that its recommendations are fully supported and justified. Part of this justification will be to demonstrate that the author (the learner) understands the fundamental requirements for effective teams in organisations. The assessment requires learners to demonstrate an understanding of the characteristics that are associated with a successful team, the tools that can be used to create a balanced team, and those theories, concepts and models that will underpin ways in which to develop an effective team.

Newly-acquired knowledge must be used to establish and critically analyse and evaluate relationships between concepts, theories and models. It is important that learners make connections between theories, concepts and models when producing their reports.

Finally, learners should be able to develop and establish links between the concepts underpinning effective teams and how effective teams are developed and supported, with improving performance management through teams and teamwork.

The report must be produced for a high-level, strategic audience. The report must provide enough information and enough evidence, supported by appropriate justification and recommendations so that a well-informed decision can be taken by the senior leadership team of what the criteria are for the development of effective teams.

Note:

Where assessment criteria require learners to be critical, this will need to be adequately demonstrated. Learners must reach their own conclusions based on an informed understanding of the unit's content and relevant theories, concepts and models.

Getting started

The following guidance provides a recommended outline for the delivery of this unit.

Guidance advice on the delivery of the end-of-unit assessment

As you teach this qualification, you will notice that some of the units take a different approach to others for how to deliver the end-of-unit assessment. Some units suggest introducing the unit assessment during the course of the programme of study, while others suggest you introduce the assessment at the end of the programme of study.

If you would like to have the opportunity to feed back to your learners during the teaching of the unit, it is suggested that you make some time during lessons later in the unit programme to introduce the assessment (for example, about lesson seven of a ten-lesson unit). This way you can give guidance, make clear the assessment requirements and also mark the unit and give feedback to your learners to help with their progress.

Alternatively, you can give out the assessment in the final lesson, mark the unit and give feedback once the programme for that unit is complete.

Unit 11: Delivering Strategy through Effective Teams

Introduction

Learners should be encouraged to engage in wider reading through those sources stated in the unit descriptor and this guide, and through sources identified by the learners themselves. This is necessary if learners are to be able to fully justify the recommendations that will form part of the assessment.

Learners will need to understand key concepts and models as stated in the SOW and LPs. They will need to critically analyse and evaluate these models before using them to demonstrate a deep understanding of a model's benefits, appropriateness to the context/situation and weaknesses.

The lessons are organised into a range of different activities. Note that during class discussions you should:

- encourage interaction from all learners using questions and answers if necessary.
- record key learner comments on the whiteboard.

During teacher presentations and class discussions, learners should make note.

Lesson 1 of the programme is to be used to introduce the unit and the concept of effective team development as well as key theories and models.

Unit 11: Delivering Strategy through Effective Teams

Learning aim A: Understand the concept of successful teams

The theme of this learning aim is to understand the conceptual understanding of effective teams by critically examining theories, concepts and models for building effective teams in a strategic environment.

In the first lesson, learners are introduced to the learning aim and to topic A1, the characteristics of successful teams, which is explored further in lesson 2, through a combination of teacher-led presentation, paired activity, group activity and class discussions.

To reinforce their learning, learners will be directed to read from two different texts relating to teams and teamwork.

Topic A2, delivered in lesson 3, is a combination of teacher-led presentations, paired activity and class discussions.

The theme for lesson 3 is individual and team roles, making use of the theories of Tuckman, and Leigh and Maynard's team development models. Learners will be required to conduct two self-assessments to help them understand how they could positively contribute to a team. Through a discussion in pairs, learners will be able to share the results of their assessments before debating the value of personality assessments to the development of an effective team.

To reinforce this learning, learners will be directed to read from two different texts relating to the importance of having a balanced team to enable team effectiveness.

Lesson 4 brings to a close the teaching and learning for this learning aim about what makes successful teams. Topic A3 looks at the theories, concepts and models that underpin teams' development. The focus of this lesson is to critically analyse the learning about theories, concepts and models before discussing their value in supporting the development of teams.

Learners will be directed to read one chapter from two different texts about leadership and leadership styles, in preparation for the next lesson.

Learning aim B: Understand how to support the development of a team

This learning aim puts the learner in a leadership role in order to consider how effective teams develop, and the importance of the tools of motivation and communication for effective team development.

For lesson 5, the topic B1 is about the stages in team development. Learners will look more critically at Tuckman, and Leigh's and Maynard's team development models, which have been discussed in lesson 4.

Based on this critical understanding of the models, learners will begin to explore the relationship between the models and two other aspects of team development: delegation and leadership.

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Learners will prepare and deliver a presentation on the relationship between the models and leadership before the class collectively discusses the content of the presentations and how well the presentations have linked the models to team development and team leadership.

To prepare for the next lesson, learners will be directed to reflect on ways in which they were motivated or demotivated by an employer, a leader, or a manager.

Following a class discussion based on motivation at the start of lesson 6, presentations will introduce key motivational theorists including Maslow and McGregor, while further discussions will encourage learners to critically evaluate the concepts, theories and models.

To reinforce this learning, learners will be directed to read from two different texts where the topic is how to motivate a team for the development of effectiveness and success.

Lesson 7 is focused on communication and targets topic B3. Being aware of the underpinning concepts of formal and informal communication will lead to a set of activities and discussions that focus on barriers to effective communication and leadership and how to overcome those barriers.

To reinforce this learning, learners will be directed to read from two different texts relating to the importance of effective communication within and between teams.

Finally, for this learning aim, lesson 8 is focused on topic B4, which is about conflict management. Initially learners will be required to reflect on situations in a workplace where there has been conflict. Teacher-led presentations will introduce the key concepts of conflict management and their styles and explore conflict avoidance as an alternative to conflict management.

Learners will reflect on their own experiences in conflict situations, considering if and how these conflicts could have been avoided and, if unavoidable, how the conflict could have been better managed.

The final topic in this lesson is the issue of negative and positive conflict. Learners will consider the value of effective conflict management in a team, and whether some conflict is both unavoidable and can even be helpful.

Learners will be directed to read one chapter from two different relating to performance management in preparation for the next lesson.

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Learning aim C: Understand how performance management supports the development of teams

The theme of this learning aim is concerned with the relationship between team development and performance management.

In lesson 9 (topic C1), learners will build on their pre-lesson reading and explore performance management and associated systems.

Through a combination of teacher-led presentations, a class discussion and paired activities learners will consider qualitative and quantitative monitoring techniques.

This is followed by a teacher-led presentation about how to monitor individual and team performance by using individual and team objectives as the monitoring benchmarks.

To reinforce this learning, learners will be directed to read from two different texts relating to performance monitoring.

The final lesson for this unit, lesson 10, will have two themes. Firstly, through a combination of teacher-led presentations and a paired activity, learners will consider how to improve individual performance by considering how skills gap analysis can form the starting point for individual performance. Next, learners will consider the relationship between gap analysis and performance improvement strategies (topic C2).

Secondly, the lesson and the teaching for this unit will end with a review of the learning in this unit and a discussion on the requirements for the assessment.

Details of links to other BTEC units and qualifications

This unit links to:

- Unit 1: Developing Strategic Management and Leadership Skills.

Resources

Textbooks

Burow P – *The Neuroscience of Building High Performance Teams* Copernicus Publishing (2012), ISBN-13: 9780992513528

Dufrene D and Lehman C – *Building High-Performance Teams*, (4th Edition) South-Western, Division of Thomson Learning (2010), ISBN-13: 9780324782196

Leigh A and Maynard M – *Leading your Team* (2nd Edition) Issue (2013), ISBN-13:9781857883046

Loftesness D and Grosse A – *Scaling Teams*, O'Reilly Media (2017), ISBN-13: 9781491952276

Tuckman B – Developmental Sequence in Small Groups, *Group Facilitation: A Research and Applications Journal* 71-72, Spring 2001

Journals

Leader to Leader (Frances Hesselbein Leadership Institute)

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Strategy and Leadership (Emerald Insight)

Websites

www.managers.org – Chartered Management Institute

www.iod.com – Institute of Directors

www.belbin.com – Belbin Associates

www.i-l-m.com – Institute of Leadership & Management

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 so as 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	Unit 11: Delivering Strategy through Effective Teams
Guided Learning Hours	30
Number of lessons	10
Duration of lessons	3 hours
Links to other units	Unit 1: Developing Strategic Management and Leadership Skills

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	<p>Introduction to the unit and its assessment</p> <p>Introduction to the concept of team development</p> <p>Introduction to key theories, concepts and models</p>		<ul style="list-style-type: none"> • Lead in: Introduction to the unit descriptor's content, assessment criteria and additional resources • Teacher presentation (PS1): Definitions of teams, team development and individual/team/organisational performance. • Teacher-led discussion: The role and importance of effective teams to the strategic effectiveness of an organisation operating in Uzbekistan. 	<p>Unit descriptor</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: Learners answer the question: What is the relationship between the way in which teams are developed, perform and are led, and the definitions of teams, team development and individual/team/organisational performance? • Teacher-led discussion: Based on the paired activity. • Teacher presentation (PS2): An overview of relevant key theories, concepts and models, including the role of team leader. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners are to reflect on situations when they have worked in a team(s), to determine why the team(s) was effective and why the team(s) was not effective. 	
2	Topic A1 Characteristics of successful teams		<ul style="list-style-type: none"> • Lead in: Review of lesson 1. • Teacher-led discussion: Based on the homework task – reflecting on situations when learners have worked in a team(s) to determine why the team(s) was effective and why the team(s) was not effective. 	Presentation slides and notes Whiteboard and pens Flipchart and pens

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: Building on the class discussion, each pair of learners to explore the question – what are the characteristics of effective teams and why are these characteristics important? • Group activity: Working in groups of four, learners discuss their paired answers to the same question before presenting their findings to the rest of the class. • Group activity: Each group of learners to present their findings from the activity to the class. • Teacher-led discussion: Review the findings shared through each of the presentations. • Teacher presentation (PS3): Based on the indicative content for this learning aim, the presentation will add to the paired and group activities. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts on individuals in teams and teamwork, to reinforce learning. 	

#	Topic	Lesson type	Suggested activities	Resources
3	<p>Topic A2</p> <p>Individual and team roles</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 2. • Teacher-led discussion: Based on the homework task about teams and teamwork. • Teacher presentation (PS4): Belbin’s team roles. • Individual activity: Learners to complete a Belbin Team Role assessment. • Teacher presentation (PS5): Myers Briggs Type Inventory (MBTI). • Individual activity: Learners to complete an MBTI assessment. • Teacher-led discussion: Based on the assessments. • Paired activity: Each pair of learners to discuss the value of using the assessments when developing an effective team and how these assessments can support effective empowerment and delegation. • Teacher-led discussion: Based on the discussions. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. 	<p>Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Flipchart and pens</p> <p>Belbin Team Role assessment template</p> <p>MBTI assessment template</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: Learners to read one chapter from two different texts about the importance of having a balanced team, to reinforce learning of team effectiveness. 	
4	<p>Topic A3</p> <p>Theories, concepts and models of effective teams</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 3. • Teacher-led discussion: Based on the homework task about the importance to strategic organisational effectiveness of having a balanced team. • Teacher presentation (PS6): Tuckman’s Team Development model and Leigh and Maynard’s Team Development Stages model. • Teacher-led discussion: Critically analysing the two models. • Teacher presentation (PS7): The concepts of Action Centred Leadership and Situational Leadership. • Teacher-led discussion: Critically analysing the two concepts. • Teacher presentation (PS8): The concepts of Transactional and Transformational Leadership. • Teacher-led discussion: Critically analysing the two concepts. • Teacher presentation (PS9): The value of using concepts and models to support team development. 	<p>Lesson 3 homework task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about leadership and leadership styles, in preparation for the next lesson. 	
5	Topic B1 Stages in team development and the role of leadership		<ul style="list-style-type: none"> • Lead in: Review of lesson 4. • Teacher-led discussion: Based on the homework task about leadership and leadership styles. • Teacher presentation (PS10): The relationship between Tuckman’s Team Development model and Leigh and Maynard’s Team Development Stages model. • Teacher presentation (PS11): The relationship between Tuckman’s model, Leigh and Maynard’s stages and delegation/empowerment. • Paired activity: Learners explore the relationship between Tuckman’s model, Leigh and Maynard’s stages and leadership styles. • Paired activity: Each pair of learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations. 	Lesson 4 homework task suggested answer Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to reflect on ways in which learners were motivated or demotivated by an employer/leader/manager, to prepare for the next lesson. 	
6	Topic B2 Motivation		<ul style="list-style-type: none"> • Lead in: Review of lesson 5. • Teacher-led discussion: Based on the homework task on ways in which learners were motivated or demotivated by an employer/leader/manager. • Teacher presentation (PS12): Maslow's Hierarchy of Needs theory and Herzberg's Two Factor theory. • Teacher-led discussion: Critically analysing the two theories. • Teacher presentation (PS13): Expectancy theory and equity theory. • Teacher-led discussion: Critically analysing the two theories. • Teacher presentation (PS14): McGregor's X/Y theory and Alderfer's ERG theory. • Teacher-led discussion: Critically analysing the two theories. 	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led discussion: The value of using motivational theories to support team development. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about the importance to team success of motivating a team, to reinforce learning. 	
7	<p>Topic B3</p> <p>Communication</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 6. • Teacher-led discussion: Based on the homework task about the importance to team success of motivating a team. • Teacher presentation (PS15): Communication model and formal and informal communication. • Paired activity: Discuss the relationship between leadership styles and communication. • Paired activity: Each pair of learners to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations. • Teacher presentation (PS16): Barriers to effective communication in teams. 	<p>Lesson 6 homework task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: Learners to answer the question: how can leaders overcome barriers to effective communication in teams? • Teacher-led discussion: Based on the paired activity. • Teacher presentation (PS17): The impact of intra-team relationships on communication. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about the importance to team success of effective communication within and between teams, to reinforce learning. 	
8	Topic B4 Conflict management		<ul style="list-style-type: none"> • Lead in: Review of lesson 7. • Teacher-led discussion: Based on the homework task about the importance to team success of effective communication within and between teams. • Teacher-led discussion: Based on learners' experiences of being in conflict situations while working in a team where the focus is on the causes of conflict. • Teacher presentation (PS18): Conflict management styles and strategies. 	Lesson 7 homework task suggested answer Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher presentation (PS19): Conflict avoidance and conflict management. • Teacher-led discussion: Based on learners' experiences of being in conflict situations while working in a team, answer the questions: <ul style="list-style-type: none"> ○ could these situations have been avoided and how? ○ if they couldn't be avoided, how could they have been managed better? • Teacher presentation (PS20): Positive and negative conflict. • Teacher-led discussion: Based on the value, to a team, of effective conflict management. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about performance management, to prepare for the next lesson. 	

#	Topic	Lesson type	Suggested activities	Resources
9	Topic C1 Performance monitoring		<ul style="list-style-type: none"> • Lead in: Review of lesson 8. • Teacher-led discussion: Based on the homework task about performance management. • Teacher presentation (PS21): Performance management and performance management systems. • Teacher presentation (PS22): Qualitative and quantitative monitoring techniques. • Paired activity: Discuss the use of qualitative and quantitative monitoring techniques in a performance management system. • Paired activity: Each pair to present findings from the activity to the class. • Teacher-led discussion: Based on the presentations. • Teacher presentation (PS23): Monitoring individual and team performance using individual and team objectives as the benchmarks. • Plenary: Teacher to confirm understanding and set the scene for the next lesson. • Private study: Learners to read one chapter from two different texts about performance monitoring, to reinforce learning. 	Lesson 8 homework task suggested answer Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
10	<p>Topic C2</p> <p>Improving individual performance</p> <p>Unit Review</p> <p>Assessment workshop</p>		<ul style="list-style-type: none"> • Lead in: Review of lesson 9. • Teacher-led discussion: Based on the homework task about performance monitoring. • Teacher presentation (PS24): Gap analysis. • Teacher presentation (PS25): Strategies for improving performance. • Paired activity: Discuss the relationship between gap analysis and performance improvement strategies. • Teacher-led discussion: Based on the paired activity. • Teacher-led discussion: To discuss the unit as a whole and to deal with any queries and concerns. • Teacher-led discussion: To consider the assessment. • Plenary: Teacher to confirm understanding and set the scene for the self-directed assessment research. 	<p>Lesson 9 homework task suggested answer</p> <p>Presentation slides and notes</p> <p>Whiteboard and pens</p>

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	1 (180 minutes)
Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the unit, its assessment and the resources which will support their learning • become familiar with the concept of team development • be aware of the key theories, concepts and models relating to teams and teamworking.
Resources checklist	<ul style="list-style-type: none"> • Unit descriptor • PS1 and PS2: Presentation slides and notes • Whiteboard and pens
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"> ● Lead in: Introduction to the unit descriptor's content, assessment criteria and additional resources. Ensure all learners' questions and concerns are addressed before moving on to the main activities.
<p>Main activities (150 minutes)</p>	<ul style="list-style-type: none"> ● Teacher presentation (PS1): Definitions of teams, team development and individual/team/organisational performance: <ul style="list-style-type: none"> ○ present a range of definitions by different authors using textbooks, journals and websites ○ definitions to demonstrate how different authors have different views based on their perceptions and research ○ demonstrate how the definitions can be contradictory ○ demonstrate how some definitions support each other. ● Teacher-led discussion: The role and importance of effective teams to the strategic success of an organisation operating in Uzbekistan. <ul style="list-style-type: none"> ○ Key topics to discuss in the Uzbek context include: <ul style="list-style-type: none"> ○ the difference between groups and teams ○ the characteristics of a balanced team ○ leadership of teams ○ empowerment v delegation ○ examples of organisations, which have effective and efficient teams. ● Paired activity: Learners answer the question: What is the relationship between the way in which teams are developed, perform and are led, and the definitions of teams, team development and individual/team/organisational performance, including the role of team leader? ● Teacher-led discussion: Based on the paired activity.

Activities	Teaching notes
	<ul style="list-style-type: none"> ● Teacher presentation (PS2): An overview of relevant key theories, concepts and models. Teacher to explain that the following are a selection of theories, concepts and models which will be explored further throughout the unit: <ul style="list-style-type: none"> ○ Belbin’s Team Roles model ○ Tuckman’s Team Development model ○ Action centres leadership ○ Transactional and transformation leadership.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to reflect on situations when they have worked in a team(s), to determine why the team(s) was effective or why the team(s) was not effective.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	2 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the characteristics of an effective team • why some teams are effective • why some teams are ineffective.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 1 private study task, suggested key points • PS3: Presentation slides and notes • 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: Review of lesson 1. Ensure all learners' questions and concerns about lesson 1 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the private study task: <ul style="list-style-type: none"> ○ reflect on situations when learners have worked in a team(s) to determine why the team(s) was effective and why the team(s) was not effective. <p>Note: Teacher to have prepared suggested key points to ensure all key points are discussed.</p> • Paired activity: Building on the class discussion, each pair of learners to explore the question: <ul style="list-style-type: none"> ○ what are the characteristics of effective teams and why are these characteristics important? • Group activity: Working in groups of four, learners to discuss their paired answers to the same question. • Group activity: Each group to present findings from the activity to the class. • Teacher-led discussion: Review the findings shared through each of the presentations. • Teacher presentation (PS3): The presentation is to include the following topics: <ul style="list-style-type: none"> ○ effective communication ○ goal focus ○ individual strengths ○ effective team roles ○ supporting colleagues ○ effective leadership ○ effective time management ○ individual and team problem solving.
Concluding activity (20 minutes)	Teacher to confirm understanding and set the scene for the next lesson.
Private study	Learners to read one chapter from two different texts about teams and teamwork, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	3 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand teams and teamwork • understand the importance to an organisation of teams and team roles • understand how assessment tools support effective empowerment and delegation.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 2 private study task, suggested key points • PS5: Presentation slides and notes • Whiteboard and pens • Belbin team role assessment template (TF1) • MBTI assessment template (TF2)
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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: Review of lesson 2. Ensure all learners' questions and concerns about lesson 2 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about teams and teamwork. Note: Teacher to have prepared suggested key points to ensure all key points are discussed. ● Teacher presentation (PS4): Belbin's team roles. ● Individual activity (TF1): Learners to complete a Belbin Team Role assessment. Notes: <ul style="list-style-type: none"> ○ Ensure all learners fully understand the concept of the model and how to effectively complete the assessment. ○ Supervise the learners to ensure all complete the template correctly. ● Teacher presentation (PS5): Myers Briggs Type Inventory (MBTI) ● Individual activity (TF1): Learners to complete a MBTI assessment. Notes: <ul style="list-style-type: none"> ○ Ensure all learners fully understand the concept of the model and how to effectively complete the assessment. ○ Supervise the learners to ensure all complete the template correctly. ● Teacher-led discussion: Based on the assessments. ● Paired activity: Each pair of learners to discuss the value of using the assessments when developing an effective team, and how these assessments support empowerment and delegation. Note: It may be necessary to inform learners about the difference between empowerment and delegation. ● Teacher-led discussion: Based on the paired activity.

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners to read one chapter from two different texts about the importance of having a balanced team to support team success, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	4 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • be able to critically analyse and evaluate leadership team development theories, concepts and models • understand seminal models of leadership • understand the concepts of transactional and transformational leadership.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 3 private study task, suggested key points • PS6, PS7, PS8 and PS9: Presentation slides and notes • 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: Review of lesson 3. Ensure all learners' questions and concerns about lesson 3 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the homework task about the importance of having a balanced team for team success. Note: Teacher to have prepared suggested key points to ensure all key points are discussed. • Teacher presentation (PS6): Tuckman's Team Development model, and Leigh and Maynard's Team Development Stages model. • Teacher-led discussion: Critically analysing the two models, considering the strengths and weaknesses, and advantages and disadvantages of each model. • Teacher presentation (PS7): The concepts of Action Centred Leadership and Situational Leadership. • Teacher-led discussion: Critically analysing the two concepts considering the strengths and weaknesses, and advantages and disadvantages of each model. • Teacher presentation (PS8): The concepts of Transactional and Transformational Leadership. • Teacher-led discussion: Critically analysing the two concepts, considering their strengths and weaknesses and the arguments for and against each model. • Teacher presentation (PS9): The value of using concepts and models to support team development.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners to read one chapter from two different texts about leadership and leadership styles, in preparation for the next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	5 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the concept of leadership • leadership styles • conceptual relationships when developing a team.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 4 private study task, suggested key points • PS10 and PS11: Presentation slides and notes • 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: Review of lesson 4. Ensure all learners' questions and concerns about lesson 4 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the homework task about leadership and leadership styles. Note: Teacher to have prepared suggested key points to ensure all key points are discussed. • Teacher presentation (PS10): The relationship between Tuckman's Team Development model and Leigh and Maynard's Team Development Stages model. • Teacher presentation (PS11): The relationship between Tuckman's model, Leigh and Maynard's stages and delegation/empowerment. • Paired activity: Learners to discuss the relationship between Tuckman's model, Leigh and Maynard's stages and leadership styles. • Paired activity: Each pair of learners to produce and deliver a presentation which relates to the paired activity. • Teacher-led discussion: Based on the presentations.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners to reflect on ways in which learners have been motivated or demotivated by an employer/leader/manager.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	6 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the concept of motivation • be able to critique motivational concepts and models • understand the value of using motivational theories to support team development.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 5 private study task, suggested key points • PS12, PS13 and PS14: Presentation slides and notes • 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: Review of lesson 5. Ensure all learners' questions and concerns about lesson 5 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the homework task on ways in which learners are motivated or demotivated by an employer/leader/manager. Note: Teacher to have prepared suggested key points to ensure all key points are discussed. • Teacher presentation (PS12): Maslow's Hierarchy of Needs theory and Herzberg's Two Factor theory. • Teacher-led discussion: Critically analysing the two theories considering the strengths and weaknesses, and advantages and disadvantages of each model. • Teacher presentation (PS13): Expectancy theory and equity theory. • Teacher-led discussion: Critically analysing the two theories considering the strengths and weaknesses, and advantages and disadvantages of each model. • Teacher presentation (PS14): McGregor's X/Y theory and Aldermen's ERG theory. • Teacher-led discussion: Critically analysing the two theories considering the strengths and weaknesses, and advantages and disadvantages of each model. • Teacher-led discussion: The value of using motivational theories to support team development.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners to read one chapter from two different texts about the importance to team success of motivating a team, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	7 (180 minutes)
Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • formal and informal communication • barriers to effective communication • the relationship between leadership styles and communication • the impact on communication of team relationships within and between teams.
Resources checklist	<ul style="list-style-type: none"> • Lesson 6 private study task, suggested key points • PS15, PS16 and PS17: Presentation slides and notes • 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: Review of lesson 6. Ensure all learners' questions and concerns about lesson 6 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the private study task, about the importance of motivating a team for team success. Note: Teacher to have prepared suggested key points to ensure all key points are discussed. • Teacher presentation (PS15): Communication model and formal and informal communication. • Paired activity: Learners to discuss the relationship between leadership styles and communication. • Paired activity: Each pair of learners to present findings from the activity. • Teacher-led discussion: Based on the presentations. • Teacher presentation (PS16): Barriers to effective communication in teams. • Paired activity: Learners answer the question: how can leaders overcome barriers to effective communication in teams? • Teacher-led discussion: Based on the paired activity. • Teacher presentation (PS17): The impact of intra-team relationships on communication.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners to read one chapter from two different texts about the importance to team success of effective communication within and between teams, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	8 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • conflict in the workplace • sources of conflict • how to avoid and manage conflict • positive and negative conflict.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 7 private study task, suggested key points • PS18, PS19 and PS20: Presentation slides and notes • 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: Review of lesson 7. Ensure all learners' questions and concerns about lesson 7 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the private study task, the importance of effective communication within and between teams for team success. Note: Teacher to have prepared suggested key points to ensure all key points are discussed. • Teacher-led discussion: Based on learners' experiences of being in conflict situations while working in a team, where the focus is on the causes of conflict. • Teacher presentation (PS18): Conflict management styles and strategies. • Teacher presentation (PS19): Conflict avoidance and conflict management. • Teacher-led discussion: Based on learners' experiences of being in conflict situations while working in a team. Answer these questions: <ul style="list-style-type: none"> ○ Could these situations have been avoided and how? ○ If they could not be avoided, how could they have been managed better? • Teacher presentation (PS20): Positive and negative conflict. • Teacher-led discussion: Based on the value of effective conflict management to a team.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson.
Homework	<ul style="list-style-type: none"> • Paired activity: Learners to read one chapter from two different texts about performance management, to prepare for the next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	9 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the concept of performance management and performance management systems • qualitative and quantitative monitoring techniques • how individual and team objectives are used as performance benchmarks.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 8 homework task, suggested key points • PS21, PS22 and PS23: Presentation slides and notes • 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: Review of lesson 8. Ensure all learners' questions and concerns about lesson 8 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Based on the private study task about performance management. Note: Teacher to have prepared suggested key points to ensure all key points are discussed. • Teacher presentation (PS21): Performance and performance management. • Teacher presentation (PS22): Qualitative and quantitative monitoring techniques. • Paired activity: Discuss the use of qualitative and quantitative monitoring techniques in a performance management system. • Paired activity: Each pair to present findings from the activity to the class. • Teacher presentation (PS23): Monitoring individual and team performance using individual and team objectives as the benchmarks.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher to confirm understanding and set the scene for the next lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners to read one chapter from two different texts about performance monitoring, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Lesson no	10 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • how to improve individual performance • the use of gap analysis as a starting point to improve individual performance • the unit's assessment requirements.
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Resources checklist	<ul style="list-style-type: none"> • Lesson 9 private study, suggested key points • PS24, PS25: Presentation slides and notes • Whiteboard and pens • Unit authorised assignment brief • Unit specification
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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: Review of lesson 9. Ensure all learners' questions and concerns about lesson 9 are addressed before moving on to the main activities.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: Based on the private study task about performance monitoring. Note: Teacher to have prepared suggested key points to ensure all key points are discussed. ● Teacher presentation (PS24): Gap analysis. ● Teacher presentation (PS25): Strategies for improving performance. ● Paired activity: Learners discuss the relationship between gap analysis and performance improvement strategies. ● Teacher-led discussion: Based on the paired activity. ● Teacher-led discussion: To discuss the unit as a whole and to deal with any questions or concerns. ● Teacher-led discussion: To consider the assessment.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: Teacher to confirm understanding and set the scene for the assessment.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners to prepare for the assessment.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 7 Diploma in Strategic Management and Leadership
Unit	Unit 11: Delivering Strategy through Effective Teams
Learning aim(s)	<p>A Understand the concept of successful teams</p> <p>B Understand how to support the development of a team</p> <p>C Understand how performance management supports the development of teams</p>
Assignment title	Improving Organisational Performance through Effective Teams
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p><i>This assignment must be answered in relation to the organisation you currently work in or an organisation of which you have knowledge.</i></p> <p>You have been promoted to a senior leadership role within an organisation.</p> <p>Prior to your promotion, your Managing Director held discussions with other members of the organisation's senior leadership team. The discussions focused on the reduction in performance across the organisation as a whole.</p> <p>The key findings from the discussions are as follows:</p> <ul style="list-style-type: none"> ● individuals are confused about their role within their team ● team dynamics are significantly affected when someone new joins the team ● there is poor motivation ● there is poor communication within and between teams
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	<ul style="list-style-type: none"> • there are frequent instances of conflict between individuals within the teams. <p>The senior leadership team concluded that the main reason for a fall in productivity was the lack of teamwork within teams and a lack of enthusiasm by junior and middle-level leaders to recognise the issues and put into place corrective measures.</p> <p>One of the first tasks in your new role is to provide the senior leadership team with recommendations that, if accepted and implemented, could improve productivity through the development of teams which deliver results through an increase in effectiveness and efficiency.</p>
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Task 1	<p>You are required to produce a report which will be presented to the senior leadership team. The report must include</p> <ul style="list-style-type: none"> • supported recommendations for how the issues identified in their discussions could be corrected • recommendations as to how effective performance management could be used to support the development of teams.
Checklist of evidence required	<ul style="list-style-type: none"> • A report of between 3500 and 4000 words produced in a recognised and appropriate format. • A reference list in an appropriate format. The reference list is not included in the word count.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Analyse the characteristics of effective teams.
A.P2	Critically evaluate the importance of individual and team roles to the success of a team.
A.P3	Critically evaluate theories, concepts and models which inform the development of effective teams.
B.P1	Analyse the stages of team development.
B.P2	Critically analyse how motivation supports the development of an effective team.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
B.P3	Evaluate the role of communication between team members as a way in which to support the development of an effective team.
B.P4	Evaluate approaches to conflict management that support the development of an effective team.
C.P1	Analyse approaches to performance monitoring that support the development of a team.
C.P2	Critically evaluate methods to improve the performance of individuals to help develop an effective team.

Sources of information to support you with this assignment	<ul style="list-style-type: none"> • Refer to the suggested resources in the unit descriptor for this unit. • Refer to the suggested resources in the unit descriptor for Unit 1: Developing Strategic Management and Leadership Skills.
Other assessment materials attached to this assignment brief	None

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