

Pearson BTEC Uzbekistan Level 4 Qualifications in

Warehouse Supervision

Unit 2: Lead and Supervise a Team in a Warehouse
Environment

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision 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, ways 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 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 about:

- the structure of your qualification
- how you can build the qualification for your learners
- ways in which 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 assignments.

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

Unit 2: Lead and Supervise a Team in a Warehouse Environment

Delivery guidance

Approaching the unit

The aim of this unit is to learn how to build and lead a really effective team, whose members are motivated and want to get a good job done. Careful planning and allocation of tasks to the correct team members contribute to efficient warehouse operations. This unit gives learners the opportunity to show their leadership skills.

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

- class and small-group discussions on the differences between groups and teams, and team theory
- individual or group presentations covering characteristics of successful teams
- case studies illustrating teamwork in businesses
- media and journal articles relating to teamwork
- videos of talks about teams and team work
- actual team activities for evaluating performance
- visits to warehouses to observe and review team performance.

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

You can involve local employers in the delivery of this unit as:

- guest speakers
- providers of work experience for learners
- mentors for learners
- locations for workplace visits
- sources of business materials, such as documents which can be used as the basis for case studies and exemplars
- providers of relevant warehouse equipment.

Getting started

This section 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 2: Lead and Supervise a Team in a Warehouse Environment

Introduction

Begin by introducing the unit to learners through a group discussion. Then outline the learning aims of the unit and the assessment requirements.

Learning aim A - Understand the principles of leadership in a warehouse

- Begin by introducing the group to an activity that will enable them to form a team and provide opportunities to evaluate their performance through discussion. This evaluation should be recorded as it will be a useful reference throughout the unit.
- Give learners information on the purpose of a leader. Then apply this to an overview of the role and function of leadership in a warehousing environment, ensuring that learners record this new information.
- Learners use the experience of participating in the first activity to discuss, in general terms, successful leaders and what makes them successful. They record their ideas.
- Ask learners to work in small groups of three or four to share their thoughts on the previous discussion and apply their ideas to specific warehousing processes, including:
 - goods in
 - goods out
 - picking
 - packing
 - role allocation
 - equipment maintenance
 - relations with internal and external customers and suppliers.
- Use learners' examples to lead a discussion about the constraints of the leadership role.
- Extend the discussion to consider differences between warehouse team leader and warehouse supervisor roles. This should identify variances relating to:
 - organisational size
 - types of products/goods.
- Give learners information about the four main leadership styles. Then split learners into groups and ask each group to research one style, sharing their key findings with the rest of the group (using a flip chart if needed).

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- Lead a discussion about what motivates learners. Then use this information to explain the key motivators for teamwork.
- Introduce learners to a practical activity that involves giving personal compliments and reviewing reactions. Then lead a discussion on applying this to warehouse situations.
- Lead a discussion with learners about contributing factors that can prevent teams being motivated and therefore effective. Learners record key points.
- With learners, identify the organisational/business objectives of a logistics company. Ensure that this information is recorded.
- Ask learners to collaborate in small groups of three or four to share their thoughts on the objectives of a warehouse team and how they differ from the objectives of the organisation as a whole.
- Lead a discussion on the ways in which a warehouse supervisor can ensure these objectives are met, to cover:
 - set procedures
 - set standards
 - measuring performance using a Performance Management System (PMS).
- Give learners information on PMS.
- Relate all topics covered and notes to assessment tasks for learning aim A.

Learning aim B - Investigate how teams are managed in a warehouse environment

- It is strongly recommended that delivery of this learning aim includes a visit from one or more guest speakers. A guest speaker will be able to share with learners first-hand information relating to their own professional experience; they may talk about the key focuses of this learning aim or the discrete focuses of building a team.
- Introduce the topic of workforce planning and ask learners to write down their reasons for planning.
- Introduce learners to the benefits of planning and discuss how effective planning affects organisational and departmental objectives.
- Ask learners to work in pairs to identify one specific warehouse process that will contribute to one selected objective and justify why a plan is needed. Learners then present their ideas to the rest of the group.

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- Introduce the planning process. Then ask learners to apply this process to a group activity in which they select a new delivery service for any product that must start within 12 weeks. Learners then present their plan to the rest of the group, describing:
 - how they went about the planning task
 - what they had to consider
 - issues they had not considered.
 - All key points from these presentations should be recorded.
- Introduce learners to variances followed by contingencies that a supervisor has to deal with, and explain how these variances affect a warehouse team involving other departments.
- Ask learners to refer to the planning activity and identify any variances and contingencies that will affect the warehouse supervisor's management of the team.
- Introduce learners to the considerations relating to building a warehouse team.
- Select four learners at random to be team leaders.
- Lead a discussion in which the rest of the group identifies the characteristics/traits of effective team leaders and discusses whether the selected team leaders have these.
- Give each of the remaining learners a number, starting from one. Each learner keeps their number secret. In turn, the team leaders call numbers at random to select their team members.
- Following team selection, lead a whole group discussion into the effectiveness of this method of team building.
- Confirm the key points from the learner discussion and give information about team building considerations.
- Ask learners to work in their teams to complete a group practical activity, in which they make a safety shoe/helmet/glove within a timescale and then self-evaluate:
 - their team performance/allocation of roles (Belbin) skills
 - time management
 - communication
 - support
 - leadership.

Unit 2: Lead and Supervise a Team in a Warehouse Environment

- Lead a discussion based on the results of this evaluation, to identify characteristics of an effective 'dream team'. Then give learners specific details to compare with the key points from the discussion.
- Introduce learners to the focuses a 'dream team' should have, then ask learners to split into four groups. Each group selects one of the focuses and states how they would implement this focus in a warehouse team.
- Lead a discussion to introduce learners to the benefits of training and development when the dream team focuses may be challenging or the team lacks sufficient skills/knowledge.
- Ask learners to work in small groups to select one of the benefits identified in the previous discussion, identify its advantages and present their findings to the rest of the group.
- Introduce learners to the concept of a Personal Development Plan (PDP), outlining its importance and role in contributing to team member development.
- Ask learners to work in small groups to create a PDP for a warehouse team member who has only been employed for one month. This PDP should ensure they follow the correct procedures for one of three typical warehouse procedures. Groups then present their completed PDPs to the rest of the group.
- Once the main learning content has been covered, a visit to a warehouse is strongly recommended so that learners can observe and review teamwork being applied to a range of warehouse processes. A visit will also prepare learners for the practical assessment which follows in learning aim C.

Learning aim C - Manage team performance in the workplace

- Introduce learners to the learning aim and the practical assessment opportunity.
- Lead a discussion that:
 - reviews the recent warehouse visit
 - focuses on the role and importance of communication in a team
 - considers the different skills and methods used by a warehouse supervisor to make sure the team is operating efficiently
 - considers how a warehouse supervisor will communicate when challenged by a range of problems.
- Ask learners to form pairs, then give each pair one of four scenarios. Learners role play the scenarios and evaluate the effectiveness of their communication. This activity will naturally lead on to the process of allocating warehouse tasks.
- Introduce learners to the process of making changes to the ways in which warehouse tasks can be completed by team members. Outline the value of using benchmarking to contribute to changes.

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- Ask learners to form small groups of three or four and, in their groups:
 - identify one warehouse process
 - identify one change that this process needs
 - explain how they identified what needed to change.
- Groups then present their ideas and justifications to the rest of the class.
- Give learners key ideas on how to improve team member performance so that the improved/changed process can be implemented. This will include training, mentoring and other developmental methods.
- Introduce learners to analysis of the change process, including:
 - how they came to identify the change/s
 - any resources that were needed
 - the constraints
 - the SWOT analysis format to identify strengths, weaknesses, opportunities and threats relating to the change or improvement.
- Then lead a discussion on the effects of improved team performance on: changes to processes; efficiency; and team and organisational objectives.
- Introduce the practical element of the learning aim and the demands of the assessment by encouraging learners to discuss what they would like to be observed on. From this discussion, define and set out key observation standards in the form of an observation checklist.
- Make a schedule of times and performances, and allow learners to rehearse if possible. It is good practice to involve a representative who works in a warehouse environment or who is involved in logistics.
- Split learners into groups of three to role play a typical warehouse scene in which a supervisor allocates another team member to a specific task involving another department. Learners will swap roles, so that every learner has the opportunity to be assessed fairly on the relevant aspects of leading and supervising a team.
- You and the rest of the group will observe the role play and make notes. You will need to record the appropriate information on the relevant document for assessment and verification purposes. It is also recommended that these performances are recorded to allow assessment of communication skills.
- Each performance will last approximately 5–7 minutes per learner.

Details of links to other BTEC units and qualifications

This unit links with the following units of this qualification:

- Unit 3: Manage Warehouse Processes.

Resources

Textbooks

Jones, S. and Schilling, D. – *Measuring Team Performance*, Jossey-Bass Inc (2000), ISBN 978-0-787-94569-5

Kozlowski, S. and Salas, E.(ed.) – *Learning, Training and Development in Organizations*, Routledge (2010), ISBN 978-0-805-85559-3

Littlejohn, S. and Foss, K. – *Theories of Human Communication tenth edition*, Waveland Press Ltd (2011), ISBN 978-1-57766-706-3

Scheme of work

Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	Unit 3: Manage Warehouse Processes

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 Components of an effective team		<ul style="list-style-type: none"> • Lead in: teacher introduces the unit, giving an overview of the main topics covered. Teacher explains the different assessment processes for the unit and issues Assessment Workbooks to learners. • Teacher-led discussion: teacher explains tasks and expectations for the unit. • Group learner activity: learners play the 'Group stand game' and identify effective team leaders. • Group discussion: after the game, learners identify key traits of effective leaders. 	Unit specification. Assessment Workbook. Introductions for the 'Group Stand' game. Presentation slides. Recording method such as flip chart/smart board.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led presentation: teacher introduces leadership roles. • Learner discussion: learners discuss the importance of effective team leadership in a warehouse environment. • Group discussion: recap lesson content and check understanding. 	
2	Leadership styles	AW	<ul style="list-style-type: none"> • Question and Answer: teacher leads recap of previous lesson. • Paired activity: learners list what they think are the key differences between a warehouse team leader and a warehouse supervisor. • Teacher-led discussion: teacher leads a discussion to consolidate learners' ideas, while learners record this information in a table with two columns headed 'Team leader' and 'Supervisor'. • Group activity: teacher divides learners into four groups. Each group researches one of the following leadership styles, identifying its benefits and drawbacks: <ul style="list-style-type: none"> ○ laissez-faire ○ affiliative ○ autocratic ○ democratic. 	Unit specification. Presentation slides. Recording method such as smart board/flip chart. Assessment Workbook. Internet access.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led activity: teacher gives a presentation to summarise the key points from learners' research into the four different leadership styles, while learners review their findings and add any additional information. • Teacher-led discussion: teacher recaps lesson content and checks learner understanding. • Assessment activity: learners begin work on Task 1. 	
3	Check learning and monitor learner progress	AW	<ul style="list-style-type: none"> • Question and Answer: teacher leads a recap of content from the previous lesson. • Teacher-led discussion: learners consider the question, 'What is motivation and what motivates you?' • Teacher-led discussion: learners discuss the definition and principles of motivation; teacher defines the key motivators. • Group activity: learners play the 'Give a compliment game'. • Teacher-led activity: teacher gives a presentation about ways of motivating a warehouse team. • Question and Answer: teacher outlines the requirements for Task 2, asking and answering questions to check learners' understanding. • Assessment activity: learners begin Task 2 and review progress on Task 1. 	Unit specification. Presentation slides. Instructions for the 'Give a compliment' game. Recording method such as flip chart /smart board. Assessment Workbook. Internet access.

#	Topic	Lesson type	Suggested activities	Resources
4	Performance management	IS	<ul style="list-style-type: none"> • Question and Answer: teacher leads a recap of content from the previous lesson. • Small- group activity: learners list warehouse processes that require teamwork. • Teacher-led discussion: learners consider the organisational/business objectives of a logistics company and how they differ from the objectives of a warehouse team. • Individual learner activity: learners identify ways in which a warehouse supervisor ensures these objectives are met. • Teacher-led discussion: teacher introduces performance management and components of a Performance Management System (PMS). • Teacher-led discussion: teacher recaps lesson content and checks understanding. 	Unit specification. Presentation slides. Recording method such as flip chart/smart board. Assessment Workbook. Internet access.
5	Learning aim A, check learning and monitor learner progress	AW	<ul style="list-style-type: none"> • Question and Answer: teacher leads a recap of content from the previous lesson. • Teacher-led activity: teacher gives a presentation outlining the requirements of analysis and review for learning aim A. • Teacher-led discussion: teacher guides learners to identify reasons for reviewing individual learner progress and to create a progress review schedule for the unit. 	Unit specification. Progress review records. Presentation slides. Recording method such as flip chart/smart board. Assessment Workbook.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led discussion: teacher outlines the differences between analysis and review and challenges learners with an 'Analysis vs. Review' quiz. • Teacher-led activity: teacher holds an individual progress review with each learner, while the other learners work independently on Task 1. • Teacher-led activity: teacher recaps lesson content and checks learner understanding. 	Internet access.
6	Workforce planning	AW	<ul style="list-style-type: none"> • Question and Answer: teacher leads a recap of content from the previous lesson. • Teacher-led discussion: teacher introduces learning aim B, Purpose of planning. • Teacher-led activity: teacher demonstrates planning processes and describes variances, legislation and impacts. • Group activity: learners identify one warehouse operation that will involve planning and present a suitable plan. • Individual activity: learners continue with Task 1. • Teacher-led activity: teacher recaps lesson content and checks learning. 	Unit specification. Presentation slides. Assessment Workbook. Recording/presentation method such as flip chart/smart board. Internet access.

#	Topic	Lesson type	Suggested activities	Resources
7	Workforce planning		<ul style="list-style-type: none"> • Question and Answer: teacher recaps previous lesson. • Group activity (continued from Lesson 6): learners identify one warehouse operation that will involve planning and present their plan. • Teacher-led presentation: discuss aspects of planning. • Group activity (continued): learners identify and discuss aspects of their plan. • Group activity: learners plan for new service. • Teacher-led presentation: discuss planning with variances. • Group activity: using work from the first group activity, learners identify variances and impacts and then present findings. • Teacher-led activity: teacher recaps lesson content and checks learning. • Private study: learners continue work on Task 1. 	Unit specification. Presentation slides. Assessment Workbook. Recording method such as flip chart/smart board. Internet access.
8	Building effective warehouse teams	GS	<ul style="list-style-type: none"> • Question and Answer: teacher recaps previous lesson and introduces guest speaker. • Guest speaker: guest speaker gives presentation on building an effective warehouse team. • Group activity: learner Question and Answer with guest speaker. 	Unit specification. Presentation slides. Assessment Workbook. Guest speaker.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led activity: teacher recaps lesson content and checks learning. • Individual learner activity: learners familiarise themselves with Task 3 in the Assessment Workbooks. 	<p>Recording method such as flip chart/smart board.</p> <p>Internet access.</p>
9	Building effective warehouse teams		<ul style="list-style-type: none"> • Question and Answer: teacher recaps previous lesson. • Teacher-led discussion: discuss difference between a group and a team. • Teacher-led presentation: teacher presents team-building and the characteristics of roles. • Learner discussion and activity: learners select four leaders. • Teacher-led presentation: teacher presents 'What?', 'How?', 'When?', 'Where?'. • Group activity: learners make a safety shoe, helmet or glove within a timescale and do a performance analysis. • Teacher-led activity: teacher recaps lesson content and checks learning. 	<p>Unit specification.</p> <p>Presentation slides.</p> <p>Assessment Workbook.</p> <p>Notes from guest speaker visit.</p> <p>Recording method such as flip chart/smart board.</p> <p>Internet access.</p> <p>Paper, adhesive, scissors and other craft materials.</p>

#	Topic	Lesson type	Suggested activities	Resources
10	Team building and dynamics Effective teams		<ul style="list-style-type: none"> • Q and A: teacher recaps previous lesson. • Teacher-led discussion: discuss characteristics of an effective team. • Group activity: learners identify the characteristics of their dream team. • Teacher-led presentation: teacher presents dream team components. • Teacher-led discussion: compare group and teacher conclusions. • Teacher-led presentation: teacher presents the focuses of a dream team. • Group activity: learners identify dream team group needs. • Teacher-led activity: teacher uses Question and Answers to check learning. 	Unit specification. Presentation slides. Assessment Workbook. Recording method such as flip charts/smart board. Internet access.
11	Benefits of training and development	IS	<ul style="list-style-type: none"> • Question and Answers: teacher recaps previous lesson. • Group discussion: learners discuss benefits of developing staff. • Teacher-led presentation: teacher presents benefits of developing staff. • Individual learner activity: learners identify the benefits of one aspect of developing warehouse staff. 	Unit specification. Presentation slides. Assessment Workbook. Recording method such as flip chart/smart board.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led presentation: teacher presents individual development and the role of the personal development plan (PDP). • Teacher-led presentation: teacher presents training and development techniques. • Small-group activity: learners create a PDP that can be used for a warehouse employee for one of the case studies, then present PDPs. • Teacher-led activity: teacher recaps lesson content and checks learning. 	
12	Learning aims A and B, Assessment Workbook	AW	<ul style="list-style-type: none"> • Question and Answers: teacher recaps previous lesson. • Teacher-led presentation: teacher gives presentation on analysis, visit documentation and preparation. • Paired activity: learners create a checklist for a visit to a large warehouse, focusing on observation of warehouse supervisor and team. • Assessment activity: learners work on Task 3. 	Unit specification. Presentation slides. Assessment Workbook. Visit documentation. Recording method such as flip chart/smart board. Internet access.

#	Topic	Lesson type	Suggested activities	Resources
13	Learning aims A and B, Assessment Workbook	AW	<ul style="list-style-type: none"> • Assessment activity: learners complete and submit Assessment Workbook Tasks 1–4 (learning aims A and B). • Teacher-led activity: teacher reminds learners about warehouse visit. 	Unit specification. Assessment Workbook. Visit documentation. Internet access.
14	Visit	V	<ul style="list-style-type: none"> • Group activity: Visit to warehouse. 	Visit documentation. Visit checklist.
15	Managing communication		<ul style="list-style-type: none"> • Question and Answers: teacher recaps warehouse visit. • Teacher-led discussion: analyse warehouse supervisor and team performance. • Teacher-led presentation: teacher presents the assessment requirements of Task 5. • Teacher-led discussion: discuss the importance of and using communication in a warehouse environment. • Group activity: learners role play the communication skills for four different scenarios. • Group activity: learners evaluate communication skills in role play activity. • Teacher-led activity: teacher recaps lesson content and checks learning. 	Unit specification. Checklists and notes from visit. Presentation slides. Scenarios for communication skills activity. Assessment Workbook. Internet access.

#	Topic	Lesson type	Suggested activities	Resources
16	Allocate and confirm the quality of work Assessor feedback on Assessment Workbook tasks for Learning aims A and B		<ul style="list-style-type: none"> • Question and Answers: teacher recaps previous lesson. • Teacher-led presentation: teacher presents allocating tasks to warehouse team members and creating SMART targets. • Small-group activity: learners identify one warehouse process and one change that needs to be made to it, then create SMART targets. • Assessment activity: teacher and learner progress reviews on individuals' assessment feedback for learning aims A and B tasks. 	Unit specification. Lesson 15 teacher notes. Presentation slides. Assessed Assessment Workbooks for Tasks 1–4. Assessment records Learner progress reviews
17	Using performance management techniques		<ul style="list-style-type: none"> • Question and Answers: teacher recaps of previous lesson. • Teacher-led presentation: present using benchmarking as a performance management technique. • Small-group activity: learners identify a warehouse process that needs change and present how the change to the process was identified. • Teacher-led presentation: teacher presents ideas for improving performance. • Small-group activity (continued): learners continue activity to identify ways to improve warehouse process. • Teacher-led activity: teacher recaps lesson content and checks learning. 	Unit specification. Lesson 16 teacher notes. Presentation slides. Assessment Workbook. Recording method such as a smart board.

#	Topic	Lesson type	Suggested activities	Resources
18	Using performance management techniques Assessment Workbook	AW	<ul style="list-style-type: none"> • Question and Answers: teacher recaps previous lesson. • Teacher-led presentation: teacher introduces Task 5 and explains observing a role play. • Small-group activity: learners rehearse practical performance and review others' performances. 	Unit specification. Lessons 15–17 teacher notes. Assessment Workbook. Presentation. Recording method such as flip chart/smart board.
19	Learning aim C assessment	AW	<ul style="list-style-type: none"> • Small-group assessment activity: learners complete Task 5 during practical performance/role play and submit completed Task 5. 	Unit specification. Assessment Workbook. Lessons 15–17 teacher notes. Schedule of role play for assessment. Teacher witness statement for observing role play. Internet access

#	Topic	Lesson type	Suggested activities	Resources
20	Unit review and assessment feedback		<ul style="list-style-type: none"> • Assessment activity: teacher and learners look through assessor feedback in individual tutorials. • Teacher-led discussion: hold a group progress review and discuss group areas of strengths and areas for improvement. • Teacher-led discussion: discuss learners' feedback on the unit and confirms grades. 	

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	1 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • Unit 2 requirements • the assessment and achievement criteria • the characteristics of an effective warehouse team leader.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Assessment Workbook (AA). • Instructions for the 'Group Stand' Game: <div data-bbox="486 1093 1350 1536" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>'Group Stand' Game</p> <p>In groups (teams) of six minimum.</p> <ul style="list-style-type: none"> • Team members sit in a circle, facing outwards and link arms. • Together, the team should develop a strategy that will allow them to stand up simultaneously, keeping their arms linked. • Communication in teams is allowed. </div> • Presentation on the role and function of leadership in a warehousing environment (PS) • Recording method such as flip chart/smart board
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
<p>Starter activity (45 minutes)</p>	<ul style="list-style-type: none"> • Teacher: <ul style="list-style-type: none"> ○ introduces the lesson aims ○ introduces the unit and gives an overview of the main topics ○ explains the two different assessment approaches (theory and practical) required for the unit ○ explains knowledge tasks and expectations including unit content, employer involvement and plagiarism.
<p>Main activities (120 minutes)</p>	<p>(45 minutes)</p> <ul style="list-style-type: none"> • Learners play the 'Group Stand' game. • After the game, teacher leads a whole-group discussion on lessons learned from the activity, to consider the following questions: <ul style="list-style-type: none"> ○ Were there any communication issues? ○ Were there any personality issues? ○ Was a clear leader identified? ○ Was a clear strategy presented? ○ Had anyone done this before?
	<p>(30 minutes)</p> <ul style="list-style-type: none"> • Teacher gives a presentation on the role and function of leadership in a warehousing environment. • Individual learners identify what makes a successful leader and why particular leaders are successful. • Teacher makes notes on smart board or flip chart, consolidating key information and encouraging learners to participate and take notes.

Activities	Teaching notes
	<p>(45 minutes)</p> <ul style="list-style-type: none"> • Teacher gives a presentation on the definition of leading, while learners take notes. • In small groups of three or four, learners discuss teams in a warehouse context, to cover: <ul style="list-style-type: none"> ○ a range of processes, e.g. available resources ○ constraints, e.g. working hours, staffing levels. • Learners present their ideas using a recording method such as a flip chart or smart board. • Teacher consolidates key information.
<p>Concluding activity (15 minutes)</p>	<ul style="list-style-type: none"> • Teacher leads a Question and Answer session on good vs bad leaders to check understanding. • Teacher leads a discussion on Assessment Workbook Task 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	2 (3 hours)

Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> • role of the supervisor as an effective team leader • four main leadership styles, their benefits and drawbacks • aims and objectives for Task 1.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation slides from Lesson 1 (PS). • Presentation on the four main leaderships styles (PS). • Recording method such as flip chart/smart board. • Assessment Workbook (AA). • Internet access.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps content from the previous lesson, using the presentation slides from Lesson 1. • Teacher introduces Task 1, including the vocational scenario. • Teacher leads a Q and A session on the five key traits of an effective leader.
Main activities (150 minutes)	(45 minutes) <ul style="list-style-type: none"> • Teacher introduces the aims of this lesson. • In pairs, learners list what they think are the key differences between a warehouse team leader and a warehouse supervisor. • Teacher leads a discussion to consolidate the key ideas from each pair. Learners record this information in a table with two columns headed 'Team leader' and 'Supervisor'.
	(45 minutes) <ul style="list-style-type: none"> • Teacher gives a presentation to recap key leadership traits and define the term 'styles' (in the sense of 'leadership styles'). • Teacher divides learners into four groups and each group uses the internet to research one leadership style (laissez-faire, affiliative, autocratic, democratic). Learners should also find examples of their allocated leadership style. • Learners share their findings with the rest of the class via a whole-group discussion, while the teacher records key findings on a flip chart.
	(60 minutes) <ul style="list-style-type: none"> • In the same or different groups, learners use the internet to research the benefits and drawbacks of one leadership style. (This can be a different style to the one in the previous activity.) They record their key findings on a flip chart. • Each group presents their findings to the rest of the class. • Teacher records the key ideas from each group, then leads a discussion to consolidate this learning, while learners take notes.

Activities	Teaching notes
Concluding activity (15 minutes)	<ul style="list-style-type: none">• Teacher leads a Question and Answer session to check understanding of the four different leadership styles and their benefits and drawbacks.• Teacher introduces Task 1 from the Assessment Workbook.
Private study	<ul style="list-style-type: none">• Learners begin work on Task 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	3 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • principles of motivation • the aims and objectives for Task 2 • progress reviews.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation slides from Lesson 2 (PS). • Presentation on key motivators and ways of motivating warehouse staff (PS). • Instructions for the 'Give a compliment' game: <div data-bbox="486 1198 1348 1720" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Give a compliment game</p> <p>Aim: learners feel better about themselves by sharing compliments.</p> <ul style="list-style-type: none"> • Each learner has a piece of A4 paper attached to their back. • Each learner writes a compliment on the paper on the back of every other learner – they cannot miss a single one. • Once everyone has complimented everyone else, learners read all the compliments they have been given. </div> • Recording method such as flip chart/smart board. • Assessment Workbook (AA). • Internet access.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps content from the previous lesson, using the presentation slides from Lesson 2. • Learners refer to their notes from Lesson 2.
Main activities (90 minutes)	<p>(45 minutes)</p> <ul style="list-style-type: none"> • Teacher introduces the aims of this lesson. • Teacher leads a whole group discussion in which learners consider: 'What is motivation and what motivates you?' • Individual learners define motivation, for example: <ul style="list-style-type: none"> ○ the process that initiates, guides and maintains goal-oriented behaviours ○ it causes you to act. • Learners recall a time when they were motivated to carry out a task: <ul style="list-style-type: none"> ○ What action/s did they take? ○ What made them so determined to complete the task? ○ How did they keep their focus? • Teacher leads a discussion to consolidate key findings. • Teacher gives a presentation on the key motivators: physiological needs, safety needs, social belonging, self-esteem, self-actualisation. • Learners take notes.
	<p>(45 minutes)</p> <ul style="list-style-type: none"> • Teacher introduces the 'Give a compliment' game. • After the game, teacher asks learners how they feel about the compliments they received. • Teacher gives a presentation about other methods of motivating a warehouse team, for example: <ul style="list-style-type: none"> ○ incentives – pay, time off ○ recognition – internal communication ○ promotion/given more responsibility.

Activities	Teaching notes
Private study (60 minutes)	<ul style="list-style-type: none"> • Teacher gives a presentation to outline the aims and objectives of Task 2. • Learners begin work on Task 2.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher leads a Question and Answer session to check understanding of motivation and methods of motivating a warehouse team. • Learners review their progress on Task 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson no.	4 (3 hours)

Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> objectives of a logistics organisation specific responsibilities of a warehouse supervisor ways in which the role of a warehouse team supervisor affects organisational objectives.
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Presentation slides from Lesson 3 (PS). Presentation on performance management systems (PS). Assessment Workbook (AA). Recording method such as flip chart/smart board. Internet access.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps content from the previous lesson. • Learners refer to their notes from Lesson 3 – key points relating to motivation.
Main activities (150 minutes)	(30 minutes) <ul style="list-style-type: none"> • Teacher introduces the focus of this lesson: managing the performance of a warehouse team. • In small groups, learners list warehouse procedures, processes and situations that require teamwork. • Teacher leads a group discussion to consolidate key findings.
	(30 minutes) <ul style="list-style-type: none"> • Teacher leads a discussion about factors that can prevent teams from being effective, including: <ul style="list-style-type: none"> ○ available physical resources: equipment, storage space, staffing levels, stock levels ○ constraints – staff-working hours, staff skills, trading hours. • Learners take notes.
	(30 minutes) <ul style="list-style-type: none"> • In groups of three to four, learners list the organisational/ business objectives of a logistics company, for example to: <ul style="list-style-type: none"> ○ make a profit ○ satisfy customers to ensure loyalty ○ promote a good reputation ○ adhere to legislation. • Teacher leads a whole-group discussion to consolidate learners' key findings, while learners take notes. • In groups of three to four, learners identify objectives of a warehouse team (e.g. safely and securely move goods, store goods and break bulk; keep accurate records of goods, people, premises and money) and ways in which they differ from the objectives of the organisation. • Teacher leads a whole-group discussion to consolidate key learner findings, while learners take notes.

Activities	Teaching notes
	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Learners work individually to identify ways in which a warehouse supervisor ensures these objectives are met, e.g. <ul style="list-style-type: none"> ○ by having set procedures/standards ○ by using a performance management system (PMS). • Teacher gives a presentation about PMS: <ul style="list-style-type: none"> ○ allows staff to perform to the best of their ability ○ enables staff to work towards team-, departmental- and organisational objectives ○ allows the warehouse supervisor to track and monitor individual performance against all objectives ○ ensures availability of ongoing training, education and feedback on individual's performance.
<p>Concluding activity (15 minutes)</p>	<ul style="list-style-type: none"> • Teacher leads a Question and Answer session to recap lesson content and checks understanding.
<p>Private study</p>	<ul style="list-style-type: none"> • Learners continue work on Task 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	5 (3 hours)

Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> • teacher progress review • requirements of analysis and evaluation for learning aim A.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Progress review records. • Presentation slides from Lesson 4 (PS). • Presentation on the role of the learner progress review (PS). • Assessment Workbook (AA). • Recording method such as flip chart/smart board. • Internet access.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> Teacher recaps content from the previous lesson and leads a group discussion on progress with Task 1.
Main activities (60 minutes)	<p>(30 minutes)</p> <ul style="list-style-type: none"> Teacher introduces the focus of this lesson by leading a discussion on the role of the progress review to: <ul style="list-style-type: none"> monitor progress identify any progress issues support learners to achieve the assessment task(s) motivate learners to present evidence that is Sufficient, Current, Contextualised and Responds to the assessment task requirements. Teacher leads a discussion on how to create a progress review schedule for the unit. <p>(30 minutes)</p> <ul style="list-style-type: none"> Teacher leads a discussion on how learners can analyse and review their progress when completing assessment tasks, especially Task 4. Learners take part in a quiz that challenges them to identify the differences between analysis and review. For instance, what would they do differently if asked to 'Analyse the impact of different leadership styles in different contexts (AP.2)' compared with if they were asked to 'Review how the application of leadership styles and performance management contributes to a warehouse supervisor's role (AP.4)'?
Private study with individual progress reviews (90 minutes)	<ul style="list-style-type: none"> Learners continue working on Task 1. Teacher takes individual learners for individual progress reviews.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> Teacher leads a Question and Answer session to check understanding of the differences between analysis and review. Teacher reviews assessment requirements for Task 1 and Task 4.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson no.	6 (2 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the purpose of planning • ways in which planning affects organisational objectives.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation slides from Lesson 5 (PS). • Presentation on the benefits of planning and how planning for warehouse operations affects organisational objectives (PS). • Assessment Workbook (AA). • Recording method such as flip chart/smart board. • Internet access.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps content from the previous lesson: progress review of Task 1 and differences between analysis and review.
Main activities (90 minutes)	(45 minutes) <ul style="list-style-type: none"> • Teacher leads a discussion to introduce learning aim B and explain where it fits into the assessment. • In pairs, learners discuss the question, 'Why plan?' and write down their reasons for planning, for example to: <ul style="list-style-type: none"> ○ set direction ○ prioritise tasks ○ identify timescales ○ identify and allocate resources. • Teacher gives a presentation on the benefits of planning, for example: <ul style="list-style-type: none"> ○ saves time ○ saves money ○ allows tasks to be performed properly ○ allows for repetition of task(s) ○ makes it far easier to explain to others what is required.

Activities	Teaching notes
	<p>(45 minutes)</p> <ul style="list-style-type: none"> • Teacher leads a discussion about the ways in which planning for warehouse operations affects organisational objectives, for example by enabling the organisation to: <ul style="list-style-type: none"> ○ meet short- and long-term targets ○ meet environmental objectives ○ make decisions about staffing ○ develop staff members. • In pairs, learners select one of the ideas above and: <ul style="list-style-type: none"> ○ identify one specific warehouse process that will contribute to the selected objective ○ justify why a plan is needed for the process they have identified. • Each pair presents their ideas to the rest of the group.
<p>Concluding activity (15 minutes)</p>	<ul style="list-style-type: none"> • Teacher leads a Question and Answer session to recap the purpose of planning and the ways in which planning for warehouse operations affects organisational objectives.
<p>Private study</p>	<ul style="list-style-type: none"> • Learners continue with Task 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	7 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • learning aim B • the planning for warehouse operations • variances that can occur when planning for warehouse operations.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation slides from Lesson 6 (PS). • Presentation on planning variances (PS). • Assessment Workbook (AA). • Recording method such as flip chart/smart board. • Internet access.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps the previous lesson using notes from Lesson 6. • Learners review work carried out so far on the planning activity from previous lesson.
Main activities (150 minutes)	(45 minutes) <ul style="list-style-type: none"> • Teacher re-sets activity from Lesson 6: <ul style="list-style-type: none"> ○ select one objective (to meet short-term targets, to meet long-term targets, to meet environmental objectives, to make decisions on staffing, to develop the staff) ○ identify one specific warehouse process that will contribute to your selected objective ○ justify why a plan is needed. • Learners continue with the learner activity (approximately 20 minutes). Learners then create a plan to instigate the process and present their plan to the group (approximately 20 minutes). • Teacher leads discussion on learners' plans.
	(45 minutes) <ul style="list-style-type: none"> • Learners create a plan of a new delivery service for any product that must start within 12 weeks (approximately 30 minutes). • Learners present their plans to the group (approximately 15 minutes): <ul style="list-style-type: none"> ○ how they went about this task ○ what they had to consider ○ issues they had not considered ○ the basic content of their plan. • Teacher leads discussion to consolidate key findings.

Activities	Teaching notes
	<p>(30 minutes)</p> <ul style="list-style-type: none"> ● Teacher presents and leads a discussion on variances, including: <ul style="list-style-type: none"> ○ legislation such as health and safety regulations, working hours regulations, equipment-loading restrictions ○ specific product requirements such as temperature and storage ○ customer rights ○ contracts, including suppliers' contracts ○ contingencies, such as staff absence, unexpected quantities, infestation, weather/temperature fluctuations, lack of space, power cuts, inaccurate data and documentation or supplier issues ○ other departments, some of which may overlap, including maintenance (equipment checks and availability), facilities (internal and external space, storage capacity, utilities such as power), human resources (staff, recruitment, induction, training and development, wages for overtime, absenteeism , hours), finance (wages, costs, invoices), IT (systems analysis, checks, capacity) and distribution (vehicles, drivers, consignments, suppliers). ● In small groups and referring to the teacher-led presentation, learners identify any variances that will affect the warehouse supervisor's management of the team. ● Learners present findings to group and take notes on others' findings.
<p>Concluding activity (15 minutes)</p>	<ul style="list-style-type: none"> ● Teacher leads Question and Answer session to recap, using notes from Lessons 6 and 7, including activities.
<p>Private study</p>	<ul style="list-style-type: none"> ● Learners continue with Task 1 of the Assessment Workbook.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	8 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • learning aim B • how warehouse teams are built • a sector guest speaker.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation slides from Lessons 1, 2, 6 and 7 (PS). • Assessment Workbook (AA). • Guest speaker. • Recording method such as flip chart/smart board. • Internet access.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps the previous lesson using notes from Lesson 7.
Main activities (60 minutes)	(15 minutes) <ul style="list-style-type: none"> • Teacher introduces lesson aims: <ul style="list-style-type: none"> ○ how warehouse teams are built (recap Lessons 1 and 2) ○ the sector guest speaker.
	(45 minutes) <ul style="list-style-type: none"> • Guest speaker gives talk on warehouse teams. • Learners take notes. • Question and Answer session for the whole class to ask the guest speaker questions.
Private study (90 minutes)	<ul style="list-style-type: none"> • Learners familiarise themselves with the assessment requirements for Task 3 in Assessment Workbook.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher to lead Question and Answer to recap Lessons 6 and 7 and key points from the guest speaker's talk.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	9 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the difference between a group and a team • team-building and the characteristics of a warehouse team • practical teamwork.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation slides from Lesson 7 (PS). • Presentation on team building and characteristics of roles (PS). • Assessment Workbook (AA). • Notes from guest speaker talk in Lesson 8. • Recording method such as flip chart/smart board. • Internet access. • Paper, adhesive, scissors and other craft materials.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps the previous lesson using notes from Lesson 7 and notes on the guest speaker from Lesson 8.
Main activities (150 minutes)	(30 minutes) <ul style="list-style-type: none"> • Teacher introduces the lesson objective: the difference between a group and a team. Learners take notes. • Teacher gives a presentation and leads a discussion on team-building: <ul style="list-style-type: none"> ○ 'Who?' – roles ○ 'What?' – task or procedure, goals and targets ○ 'How?' – support and feedback ○ 'When?' – timeframe for targets ○ 'Where?' – which warehouse procedure. • Learners take notes.
	(45 minutes) <ul style="list-style-type: none"> • Teacher gives a presentation and leads a discussion on team building and the characteristics of roles. • Learners take notes. • Learners take part in an activity: <ul style="list-style-type: none"> ○ teacher selects four leaders from the class ○ learners discuss which of the four leaders have which characteristics outlined in teacher-led presentation ○ teacher gives each of the remaining learners a number, which each learner keeps private ○ each leader calls a number and all learners with that number are now in their team. • Teacher leads a class discussion on the effectiveness of this team selection method.

Activities	Teaching notes
	<p>(30 minutes)</p> <ul style="list-style-type: none"> ● Teacher gives a presentation and leads a discussion on how building an effective team depends on: <ul style="list-style-type: none"> ○ 'What?' – tasks, goals and targets ○ 'How?' -- giving support and feedback ○ 'When?' – dealing with time ○ 'Where?' – which warehouse procedure. ● Learners take notes. <p>(45 minutes)</p> <ul style="list-style-type: none"> ● Learners use craft materials to make a safety shoe, helmet or glove within a given timescale. ● Group evaluates their performance, including: roles, skills, time, communication, support and leadership.
<p>Concluding activity (15 minutes)</p>	<ul style="list-style-type: none"> ● Teacher leads Question and Answer session to recap 'Who?', 'What?', 'How?', 'When?' and 'Where?'.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	10 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the characteristics of an effective warehouse team • reviewing techniques on motivating a warehouse team.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation slides from Lesson 9 (PS). • Presentation slides on what makes a dream team (PS). • Assessment Workbook (AA). • Recording method such as flip chart/smart board. • Internet access.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps the previous lesson. • Learners revisit evaluation of their performance in activity from Lesson 9, including roles, skills, time, communication, support and leadership.
Main activities (150 minutes)	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher introduces the topic: characteristics of an effective team. • Learners discuss what makes their idea of a 'dream team' and share their views. • Teacher leads presentation on 'The Dream Team', consisting of: <ul style="list-style-type: none"> ○ 100 per cent staff contribution ○ a very clear chain of command ○ trained staff ○ everyone showing a sense of purpose ○ success being shared amongst all ○ good communication ○ team goals with priorities ○ dealing with conflict openly. • Learners compare their ideas with the teacher's presentation and take notes. <p>(30 minutes)</p> <ul style="list-style-type: none"> • Teacher gives a presentation and leads a discussion on the focuses of a dream team: <ul style="list-style-type: none"> ○ being motivated ○ being given constant feedback ○ being involved with collaborative decision making ○ having valued work tasks ○ having access to training. • Learners take notes.

Activities	Teaching notes
	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Learners split into four groups and each group selects one of the focuses listed above (except for having access to training) and state how they would implement their focus in a warehouse team. • Learners present their ideas and findings. • Teacher compares groups' findings with presentation. • Learners take notes.
<p>Concluding activity (15 minutes)</p>	<ul style="list-style-type: none"> • Teacher leads Question and Answer session to check learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	11 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the benefits of team development • the importance of individual development • a range of training and development techniques.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation slides from Lesson 10 (PS). • Presentation on the importance of individual development and the role of the PDP (PS). • Assessment Workbook (AA). • Recording method such as flip chart/smart board.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher recaps the previous lesson.
Main activities (150 minutes)	<p>(30 minutes)</p> <ul style="list-style-type: none"> ● Teacher introduces topic: training and development. ● Learners identify the benefits of developing warehouse staff. ● Teacher records ideas and then presents the following benefits: <ul style="list-style-type: none"> ○ improved outputs ○ positive staff attitudes ○ increase in job satisfaction ○ increased interest in new staff ○ agreed staff target setting ○ giving continuous feedback. ● Teacher leads discussion on learners' ideas and compares with benefits listed in the presentation. ● Learners take notes. <hr/> <p>(45 minutes)</p> <ul style="list-style-type: none"> ● Learners choose one of the following and identify its advantages: <ul style="list-style-type: none"> ○ improved outputs ○ positive staff attitudes ○ increase in job satisfaction ○ increased interest in new staff ○ agreed staff target setting ○ giving continuous feedback. ● Learners discuss the advantages they have identified.

Activities	Teaching notes
	<p>(45 minutes)</p> <ul style="list-style-type: none"> ● Teacher gives a presentation and leads a discussion on the importance of individual development and the role of the personal development plan (PDP) such as: <ul style="list-style-type: none"> ○ enables skills that need to be met ○ encourages more training ○ encourages self-development by the staff member ○ provides a structure to manage training ○ ensures that targets and dates are agreed and reviewed. ● Teacher gives presentation and leads discussion on a range of training and development techniques. ● Learners take notes. <hr/> <p>(30 minutes)</p> <ul style="list-style-type: none"> ● In small groups, learners select one of the following processes and create a PDP for a warehouse team member who has only been employed for one month in order to ensure that they follow the correct procedures for the selected process: <ol style="list-style-type: none"> 1. manually handling packages using correct techniques 2. evacuating the building 3. ensuring the correct waste disposal of packaging (approximately 15 minutes). ● Learners present PDPs (approximately 15 minutes).
<p>Concluding activity (15 minutes)</p>	<ul style="list-style-type: none"> ● Teacher leads Question and Answer session to check learners' understanding of: <ul style="list-style-type: none"> ○ the benefits of staff development ○ techniques for training and development ○ the importance of individual development. ● Teacher reminds learners that Lesson 13 will focus on the completion of Tasks 1-4 in the Assessment Workbook.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	12 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • analysis and review skills for Task 3 • the dos and don'ts of visiting a warehouse.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation slides from Lesson 11 (PS). • Presentation on analysis for assessment tasks (PS). • Presentation on dos and don'ts of visiting warehouses (PS). • Assessment Workbook (AA). • Recording method such as flip chart/smart board. • Visit documentation. • Internet access.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher recaps the previous lesson using teacher notes for Lesson 11 and a Q and A on training and development.
Main activities (105 minutes)	(30 minutes) <ul style="list-style-type: none"> ● Teacher introduces topics: <ul style="list-style-type: none"> ○ visit to a warehouse ○ working on Task 3 of the Assessment Workbook.
	(30 minutes) <ul style="list-style-type: none"> ● Teacher gives presentation on analysis for how the training and development of warehouse teams impacts on performance and objectives. ● Learners take notes.
	(45 minutes) <ul style="list-style-type: none"> ● Teacher presents the dos and don'ts of visiting a warehouse. ● Don't: <ul style="list-style-type: none"> ○ leave the group ○ touch anything ○ obstruct any warehouse workers ○ forget your checklist ○ walk anywhere that is not a designated area ○ talk to the warehouse workers unaccompanied. ● Do: <ul style="list-style-type: none"> ○ make sure you have suitable footwear – trainers are ok ○ make sure you are at the appointed meeting place 10 minutes before departure time ○ walk only within the designated areas ○ remember to bring your checklist and a pen ○ think about how the visit will help you with your assessment ○ give all warehouse workers priority.

Activities	Teaching notes
	<ul style="list-style-type: none"> • Teacher distributes visit documentation. • In pairs, learners create a checklist for a visit to a large warehouse, focusing on observation of the warehouse supervisor and team. • Teacher presents the final checklists.
<p>Concluding activity (15 minutes)</p>	<ul style="list-style-type: none"> • Teacher leads Question and Answer session to check understanding of dos and don'ts. • Teacher reminds learners that the next lesson (Lesson 13) will focus on completion of Tasks 1–4 of the Assessment Workbook.
<p>Independent study (45 minutes)</p>	<ul style="list-style-type: none"> • Learners work on Task 3.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	13 (3 hours)

Lesson objective	Learners to complete Tasks 1-4.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Assessment Workbook (AA). • Visit documentation. • Internet access.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps the previous lesson and visit documentation. • Teacher introduces lesson objective: to complete Tasks 1–4 in the Assessment Workbook. • Recap preparation for warehouse visit.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Learners independently complete Tasks 1–4 in the Assessment Workbook.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher leads Question and Answer to check understanding of dos and don'ts. • Teacher reminds learners about visit to warehouse.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	14 (3 hours)

Lesson objective	Learners to visit a warehouse to observe warehouse teams in action.
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Resources checklist	<ul style="list-style-type: none"> • Visit documentation. • Visit checklist.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher ensures that all visit documentation is available and that all learners have their checklists.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Learners observe warehouse teams and use checklists to make notes.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher leads Question and Answer session to check learning. • Teacher checks that all learners have gathered sufficient information.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson no.	15 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the requirements of learning aim C • managing communication.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Checklists and notes from visit. • Presentation on the assessment requirements of Task 5 (PS). • Presentation on communication within a logistics organisation and within a warehouse (PS). • Scenarios for communication skills activity. • Assessment Workbook (AA). • Internet access.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Teacher recaps the previous session with a review of the warehouse visit and the observed teams' performances.
Main activities (150 minutes)	(30 minutes) <ul style="list-style-type: none"> ● Teacher leads discussion on warehouse supervisor and team performance observed during the visit, focusing on learners reviewing their observations of warehouse teams and identifying their key findings. ● Learners take notes.
	(30 minutes) <ul style="list-style-type: none"> ● Teacher gives presentation and leads discussion to introduce the assessment requirements of Task 5. ● Learners refer to Assessment Workbook and learning aim C assessment criteria and take notes.
	(45 minutes) <ul style="list-style-type: none"> ● Teacher gives presentation and leads discussion on managing communication within a logistics organisation. ● Teacher gives presentation and leads discussion on the importance of communication in warehouse environment, including: <ul style="list-style-type: none"> ○ warehousing communication situations ○ using communication methods and skills when leading and supervising ○ how the supervisor communicates effectively when dealing with problems. ● Learners take notes.

Activities	Teaching notes
	<p>(45 minutes)</p> <ul style="list-style-type: none"> • Teacher leads discussion on using communication in a warehouse environment role-play activity. • Learners take part in a group role play activity about communication skills using two or three scenarios (minimum of 10 minutes each): <ol style="list-style-type: none"> 1. communicating a new process relating to the correct disposal of packaging materials 2. conducting a new employee induction on fire evacuation procedures 3. communicating the details to prepare the goods in area for a very large consignment due in 15 minutes' time 4. communicating to a team who have to reorganise a storage area to cater for the very large consignment in the third scenario. • Learners evaluate the supervisor's effectiveness of communication.
<p>Concluding activity (15 minutes)</p>	<ul style="list-style-type: none"> • Teacher leads Question and Answers to check learning on: <ul style="list-style-type: none"> ○ warehouse teams in action ○ the requirements of learning aim C.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson no.	16 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the importance of allocating work to the correct staff • teacher feedback on Tasks 1–4 of the Assessment Workbook.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Lesson 15 teacher notes. • Presentation on allocating tasks and setting SMART targets (PS). • Assessed Assessment Workbooks for Tasks 1–4 (AA). • Assessment records. • Progress reviews.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15minutes)	<ul style="list-style-type: none"> • Teacher recaps the previous lesson about managing communication as a warehouse supervisor.
Main activities (150 minutes)	<p>(30 minutes)</p> <ul style="list-style-type: none"> • Teacher introduces lesson topics: <ul style="list-style-type: none"> ○ allocating tasks and confirming quality of work in a warehouse environment ○ feedback on Tasks 1–4 of the Assessment Workbook.
	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher gives presentation and leads discussion on: <ul style="list-style-type: none"> ○ who does what ○ how to communicate task allocation ○ keeping records ○ if changes have to be made • Learners take notes. • Teacher gives presentation on creating SMART targets. • In small groups, learners identify one warehouse process and one change that needs to be made to that process, then create SMART targets to achieve the change. • Learners present their group’s process, change and targets to class.
	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher goes through assessment feedback for Tasks 1–4 with each learner individually. • Learners work on case studies while other learners are receiving individual feedback
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher leads Question and Answer to check learning on: <ul style="list-style-type: none"> ○ different ways of managing communication ○ learners working on case studies.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	17 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the importance of using performance management techniques • appropriate ways of changing or improving processes.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Lesson 16 teacher notes. • Presentation on benchmarking and improving performance (PS). • Assessment Workbook (AA). • Recording method such as flip chart/smart board.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps the previous lesson on allocating work tasks and assessment feedback using teacher notes from Lesson 16.
Main activities (150 minutes)	<p>(45 minutes)</p> <ul style="list-style-type: none"> • Teacher introduces session topic: using performance management techniques. • Teacher gives presentation and leads discussion on benchmarking as a performance management technique: <ul style="list-style-type: none"> ○ defining benchmarking ○ types of benchmarking ○ when benchmarking is used. • Learners take notes.
	<p>(45 minutes)</p> <ul style="list-style-type: none"> • In small groups, learners identify: <ul style="list-style-type: none"> ○ one warehouse process ○ one change that needs to be made to it ○ how they identified the fact that it needed change. • Learners present their findings to the rest of the group and discuss.
	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher gives presentation on ideas for improving performance. • Learners continue previous activity, still focusing on the same change/improvement: <ul style="list-style-type: none"> ○ identify which areas (of the identified change) need improving ○ identify any resources that are needed ○ assess the improvement using a SWOT analysis ○ identify any constraints on the change. • Learners present findings to the group and discuss.

Activities	Teaching notes
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher leads Question and Answer session to check learning on: <ul style="list-style-type: none"> ○ allocating work tasks ○ confirming work tasks ○ using benchmarking ○ ideas to improve/change performance.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	18 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the requirements for Task 5 • observing a role-play situation.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Lessons 15–17 teacher notes. • Assessment Workbook (AA). • Presentation on observing a role-play activity. • Recording method such as flip chart/smart board.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher recaps the previous lesson on using performance management techniques.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher introduces lesson topic: Assessment Workbook Task 5. • Teacher gives presentation on observing a role play. • Learners take part in an activity as an assessment practice in groups of three: <ul style="list-style-type: none"> ○ learner 1 plays role of supervisor ○ learner 2 plays team member ○ learner 3 plays other departmental role. • In their groups, learners act out a typical warehouse scene that requires a supervisor to allocate the team member to one specific task involving another department. The rest of the group observe each role play and answer the following questions. <ul style="list-style-type: none"> ○ Was the warehouse task clearly identified? ○ Was the work allocated according to the abilities of the team member? (The role play could include team member creating obstacles.) ○ Did the supervisor clearly allocate the resources needed for the task? ○ Did the supervisor set and record the task deadlines? ○ Did the supervisor clearly communicate to the team member using appropriate methods? ○ Did the supervisor clearly communicate to the departmental employee, using appropriate methods? • Learners in each role-play situation swap roles with others in their group. • Learners review own and others' performance and record their review notes.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Teacher leads Question and Answer session to check progress on Task 5.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	19 (3 hours)

Lesson objective	To introduce learners to the Task 5 assessment requirements.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Assessment Workbook (AA). • Lessons 15–17 teacher notes. • Schedule of role play for assessment. • Teacher witness statement for observing role play. • Internet access.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher introduces lesson topic: completion of Task 5. • Teacher ensures that learners have all relevant notes and observation recording documentation.
Main activities (165 minutes)	<ul style="list-style-type: none"> • Learners complete Task 5 during role-play activity. • Learners submit Assessment Workbook, following completion of role-play activity.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 2: Lead and Supervise a Team in a Warehouse Environment
Lesson number	20 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • assessment feedback for Task 5 • teacher assessment of the group's areas of strengths and areas for improvement • feedback process.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Assessment Workbook (AA). • Assessment feedback documents. • Unit grading records. • Recording method such as flip chart/smart board.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher introduces lesson topic: Assessment Workbook Task 5. • Teacher ensures that learners have all relevant notes.
Main activities (165 minutes)	<p>Note: if any learners were unable to complete their role-play activity in the previous lesson, they can continue with the assessment activity during this lesson.</p> <ul style="list-style-type: none"> • Teacher gives summative assessment feedback for unit to each learner individually. • Teacher confirms and records grades (subject to assessment and internal verification).

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