

Pearson BTEC Uzbekistan Level 3 Award in

# Workskills

Teacher Resources

Issue 2



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This document is Issue 2 and includes *Unit 4 Developing Leadership Skills for the Workplace*.

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# Introduction

This resource booklet is a companion to the BTEC Uzbekistan Level 3 Award in Workskills 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 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 to cover the content 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, including:

- the structure of your qualification
- how you can build the qualification for your learners
- suggestions for how you might make contact with appropriate employers
- information on 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 a.

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

# Unit 1: Self-assessment for Work

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## Delivery guidance

### Approaching the unit

The purpose of this unit is to consider the knowledge, technical and transferable skills required for a range of job roles and linked careers. Learners will be able to assess their suitability for these roles, and create career plans to enable them to progress into these roles.

Learners should have access to the internet. The unit will be enhanced by using external guest speakers.

For learning aim A, learners will consider the knowledge, technical and transferable skills required in a range of job roles. Information could be obtained through the use of research of local job vacancies, and using career websites. Guest speakers from relevant organisations would allow learners to hear directly what skills employers are looking for.

For learning aim B, learners will be encouraged to seek support for areas of knowledge, technical or transferable skills. Learners should be encouraged to research and access a range of support services and materials. This research should consider physical and electronic resources, and those that can be provided outside of the school/college environment.

For learning aim C, learners should be introduced to the concepts of effective career planning. Learners could be encouraged to look at sample career plans and make judgements about how effective these plans are likely to be. Guest speakers who can share information on their career pathways will help to motivate learners to see the relevance of planning for a successful career.

## Getting started

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

<b>Unit 1: Self-assessment for Work</b>
<p>This unit supports learners in gaining an understanding of the knowledge, technical and transferable skills that employers are looking for when recruiting for roles. Learners will then have the opportunity to develop effective career plans to allow them to work towards these job roles and career destinations, based on effective reviews of their knowledge, technical skills and transferable skills.</p>
<b>Learning aim A – Understand how own knowledge, technical skills and transferable skills match what is needed in the workplace</b>
<ul style="list-style-type: none"> <li>● Learners need to be able to recognise the knowledge, technical skills and transferable skills that are commonly needed by employers. This awareness can be developed through:             <ul style="list-style-type: none"> <li>○ research, using careers websites and job applications</li> <li>○ receiving first-hand instruction via employers</li> <li>○ taking part in work-related simulations or team building activities</li> <li>○ using self-assessment tools, such as personality questionnaires.</li> </ul> </li> </ul>
<b>Learning aim B – Recognise areas for development needed to succeed in the workplace</b>
<ul style="list-style-type: none"> <li>● Learners need to be able to recognise their own strengths and areas for development to engage in effective career planning. This awareness can be developed through:             <ul style="list-style-type: none"> <li>○ researching opportunities to develop knowledge, technical skills and transferable skills in school/college and through books and online resources.</li> </ul> </li> </ul>
<b>Learning aim C – Plan to develop knowledge and skills for a chosen career</b>
<ul style="list-style-type: none"> <li>● Learners need to recognise the importance of career development and develop the skills to do this effectively. This recognition could be developed through:             <ul style="list-style-type: none"> <li>○ engaging with employers or viewing inspirational individuals on video clips</li> <li>○ reviewing career plans of others and making judgements about how effective these plans are likely to be.</li> </ul> </li> </ul>

## Resources

<http://www.edx.org>

This website contains useful skills check articles and international employability planning tools.

[www.mindtools.com](http://www.mindtools.com)

This website has information about setting and achieving personal goals.

*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

<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Guided Learning Hours</b>	20
<b>Number of lessons</b>	10
<b>Duration of lessons</b>	2 hours

Key to learning opportunities			
<b>AA</b>	Assessment Activity	<b>RS</b>	Revision Session
<b>GS</b>	Guest Speaker	<b>V</b>	Visit
<b>IS</b>	Independent Study	<b>WE</b>	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to the unit Terms, knowledge, transferable and technical skills	GS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> introduce the unit. Give an overview of the main topics covered in the unit and the assessment for the unit.</li> <li>• <b>Teacher-led discussion:</b> discuss with learners the definitions of knowledge, technical skills and transferable skills.</li> <li>• <b>Individual learner activity:</b> use job vacancy websites to identify common words used by employers.</li> <li>• <b>Teacher-led discussion:</b> discuss the words found and sort them into 'knowledge', 'technical skills' or 'transferable skills'.</li> <li>• <b>Guest speaker:</b> use a local employer to explain the transferable skills needed in the job roles in their organisation. (If it is difficult to get speakers, an individual in a human resources role in the college would be a good alternative.)</li> </ul>	<p>Access to internet-linked devices.</p> <p>Employer as guest speaker.</p>

#	Topic	Lesson type	Suggested activities	Resources
2	Transferable skills Knowledge and technical skills		<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of previous lesson.</li> <li>• <b>Teacher-led discussion:</b> provide definitions of the transferable skills given in the specification.</li> <li>• <b>Individual learner activity:</b> learners use career websites to identify how transferable skills relate to job roles they have an interest in.</li> <li>• <b>Teacher-led discussion:</b> explain the range of sources of information available to assist learners in finding information about knowledge and technical skills.</li> </ul>	Access to internet-linked devices.
3	Transferable skills Knowledge and technical skills	IS	<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of previous lesson.</li> <li>• <b>Individual learner activity:</b> learners to work in small groups to research job roles in specific industries and identify the transferable, knowledge and technical skills required.</li> <li>• <b>Group learner activity:</b> learners present findings to the class.</li> </ul>	Access to internet-linked devices.
4	Transferable skills Knowledge and technical skills Assessment of Learning aim A	AA	<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of previous lesson.</li> <li>• <b>Assessment of Task 1:</b> learners complete Task 1 in their Assessment Workbook.</li> </ul>	Access to internet-linked devices. Assessment Workbook.

#	Topic	Lesson type	Suggested activities	Resources
5	Using knowledge, technical skills, and transferable skills	IS	<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of previous lesson.</li> <li>• <b>Teacher-led demonstration:</b> introduce the outcomes expected and resources to be used in a 45-minute teamwork activity.</li> <li>• <b>Group activity:</b> learners complete a group activity.</li> <li>• <b>Teacher-led discussion:</b> highlight the knowledge, technical and transferable skills used in the lesson by learners.</li> <li>• <b>Individual/Group activity:</b> learners complete an audit of their own performance in the team task and then discuss this with group members.</li> </ul>	<p>Teamworking activity.</p> <p>Resources to support the teamworking activity.</p> <p>Teacher-devised audit tool.</p>
6	Self-assessment Assessment of learning aim A (continued)	AA	<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of previous lesson.</li> <li>• <b>Teacher-led demonstration:</b> introduce the range of methods that learners can use to self-assess, including online assessment tools.</li> <li>• <b>Assessment of Task 2:</b> learners complete Task 2 in their Assessment Workbook.</li> </ul>	<p>Access to online assessment tools.</p> <p>Assessment Workbook.</p>

#	Topic	Lesson type	Suggested activities	Resources
7	Areas for development Assessment of learning aim B	AA	<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of previous lesson.</li> <li>• <b>Teacher-led discussion:</b> on the importance of seeing areas for development as an opportunity. Introducing a range of opportunities to support the development of areas of weakness.</li> <li>• <b>Group activity:</b> learners do a jigsaw activity to research methods of developing knowledge, technical and transferable skills in a local and national context.</li> <li>• <b>Assessment:</b> learners complete Unit 1, Task 3 in their Assessment Workbook.</li> </ul>	Access to resources to support self-development.  Assessment Workbook.
8	Career development	IS	<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of previous lesson.</li> <li>• <b>Teacher-led discussion:</b> on the difference between a job and a career and on the concept and benefits of career progression, using specific examples (their own experience, through the use of a guest speaker or inspirational videos from the internet).</li> <li>• <b>Individual learner activity:</b> learners consider their job roles, chosen for assessment Tasks 2 and 3, and carry out research on the potential progression in that role and how that might be achieved, before presenting their findings to the class.</li> </ul>	Access to internet-linked devices.  Assessment Workbook.

#	Topic	Lesson type	Suggested activities	Resources
9	Setting goals and targets Assessment of learning aim C	AA	<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of previous lesson.</li> <li>• <b>Teacher-led discussion:</b> on key terms used in goal setting, focusing initially on long-term goals and the concept of realism of goals. Give examples of realistic and non-realistic goals, ask groups to determine which are realistic or not, giving reasons why.</li> <li>• <b>Group activity:</b> learners complete an exercise to define what is meant by the terms 'specific, measurable and time-bound', determining why they are important.</li> <li>• <b>Teacher-led discussion:</b> provide a realistic long-term goal and discuss with the class how to break it down into smaller targets. As the goal is broken down, discuss the importance of each term used and why it is important to measure progress.</li> <li>• <b>Assessment of Task 4:</b> learners complete Unit 1, Task 4 in their Assessment Workbook.</li> </ul>	<p>Predetermined lists of goals for discussion.</p> <p>Dictionaries.</p> <p>Assessment Workbook.</p>

#	Topic	Lesson type	Suggested activities	Resources
10	Review and feedback		<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of unit as a whole.</li> <li>• <b>Group activity:</b> learners use sticky notes to list aspects of unit that they found either most or least useful.</li> <li>• <b>Teacher-led discussion:</b> show that the 'least useful' aspects are still important.</li> <li>• <b>Individual learner activity:</b> learners review assessment feedback.</li> </ul>	<p>Assessment Workbook feedback.</p> <p>Sticky notes.</p>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Lesson number</b>	1
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the terms: knowledge, transferable and technical skills.</li> <li>• To introduce learners to the most common terms used by employers to define knowledge, transferable and technical skills.</li> <li>• To introduce learners to the practical application of transferable skills in the workplace.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to internet-linked devices.</li> <li>• Employer guest speaker.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• Introduce the unit and its main topics.</li> <li>• Check learners' basic understanding of the key requirements that employers look for when recruiting staff.</li> <li>• Explain how the unit will be assessed.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• Define the terms 'knowledge, technical skills and transferable skills'. (10 minutes)</li> <li>• Learners discuss examples of knowledge, technical and transferable skills that they feel employers will look for. (10 minutes)</li> <li>• Learners research local job vacancies to find the terms used by employers in defining the knowledge, technical and transferable skills they are looking for. (20 minutes)</li> <li>• Teacher-led discussion to decide whether each term can be labelled as knowledge, technical skills or transferable skills. (20 minutes)</li> <li>• Guest speaker explains the importance of transferable skills in their workplace. (30 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• Summary of the key points made by the guest speaker.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Lesson number</b>	2
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the main transferable skills wanted by employers.</li> <li>• To introduce learners to sources of information that will show the knowledge and technical skills required for specific job roles.</li> </ul>
<b>Resources checklist</b>	Access to internet-linked devices.
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
<p>Starter activity (20 minutes)</p>	<ul style="list-style-type: none"> <li>• Discuss the key points from the previous lesson, including key points raised by the employer guest speaker.</li> <li>• Recap and test knowledge, through questions and answers, of the terms 'knowledge, technical skills and transferable skills'.</li> </ul>
<p>Main activities (90 minutes)</p>	<ul style="list-style-type: none"> <li>• Introduce the transferable skills listed in the unit content. Discuss each term with learners before providing definitions. (20 minutes)</li> <li>• Introduce the activity. Learners research individually, using career websites, the requirements for transferable skills for three job roles in which they have an interest. (10 minutes)</li> <li>• Learners carry out the activity and report their findings to the class. (40 minutes)</li> <li>• Teacher-led discussion on other sources of information that learners could use to research the technical skills and knowledge required in specific industries. (20 minutes)</li> </ul>
<p>Concluding activity (10 minutes)</p>	<ul style="list-style-type: none"> <li>• Use learners' findings to illustrate some of the transferable skills they have shown in completing the individual activity.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Lesson number</b>	3
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the main transferable skills sought by employers.</li> <li>• To introduce learners to the similarities and differences in the transferable skills, technical skills and knowledge required for different industries.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to internet-linked devices.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• Discuss the key points of the previous lesson, including the key sources of information.</li> <li>• Recap and test knowledge, through questions and answers, of the definitions of transferable skills used in the specification.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• Present the objectives of the research activity. Learners are tasked to research, in small groups of two to three, the requirements for knowledge, technical and transferable skills in most common industries in the local area. Groups to be given one industry each. (10 minutes)</li> <li>• Learners research job roles in that industry, collating key terms and defining as knowledge, technical or transferable skills. Learners are encouraged to use the range of sources discussed in the previous lesson. (50 minutes)</li> <li>• Learners feed back their findings to the class, leading to discussion that highlights similarities and differences across industries. (30 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• Use learners' findings to illustrate some of the transferable skills they have shown in completing the activity.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Lesson number</b>	4

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To provide opportunity for learners to complete Assessment Activity Task 1.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Access to internet-linked devices.</li> <li>Assessment Workbook.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Discuss the key points of the previous lessons, using questions to identify key terms and their application to the workplace.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Learners use the Assessment Workbook and their research to complete Task 1.</li> <li>Be available to support learners with questions and queries.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Explain the link between the learning assessed in Task 1 and the rest of the unit.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-Assessment for Work
<b>Lesson number</b>	5
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To provide opportunity for learners to recognise the application of knowledge, technical and transferable skills through a practical activity.</li> <li>• To introduce learners to the basics of self-assessment.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to internet-linked devices.</li> <li>• Activity sheet to support team activity.</li> <li>• Smartphones or digital cameras.</li> <li>• Modelling clay.</li> </ul>
Key: <b>AS:</b> Activity Sheet; <b>TF:</b> Template Form; <b>PS:</b> Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• Discuss the link between being aware of knowledge, technical skills and transferable skills, self-assessment and being able to secure employment effectively.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• Introduce the team activity. Learners work in groups of three or four. Each group is given the name of an animal, an object and a location. The groups need to find a photograph of one of the three items, to draw a picture of a different one of the three and to make a model in modelling clay of the remaining item. Each group should then create a short story that includes all three of the objects they have created. (10 minutes)</li> <li>• Learners complete the group activity (45 minutes) and then read out their short story, using the objects they created to illustrate it. (10 minutes)</li> <li>• Highlight the knowledge, technical and transferable skills that have been used by learners in completing the activity. (10 minutes)</li> <li>• Learners to complete peer and personal audits of their performance in team tasks. (15 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• Revisit the points made in the starter activity, to show learners that they have a basis to discuss their suitability for the careers in which they are interested.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Lesson number</b>	6

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To provide opportunity for learners to complete assessment activity Task 2.</li> <li>To introduce learners to a range of self- assessment methods.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Access to internet-linked devices.</li> <li>Teacher-selected self-assessment tools, to include online tools.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Recap the previous lesson, highlighting that the ability to self-assess will enable learners to apply for job roles effectively, as they will be able to give employers examples of their knowledge and skills. Ask learners to provide examples of the knowledge, technical and transferable skills they demonstrated in the team activity in the previous lesson.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Introduce a range of self-assessment methods that learners could use to determine their key knowledge, technical and transferable skills. (20 minutes)</li> <li>Learners complete Task 2 in their Assessment Workbook. (70 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Explain how having a clear understanding of key knowledge, technical and transferable skills can support effective career development.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Lesson number</b>	7
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To provide opportunity for learners to complete assessment activity Task 3.</li> <li>• To introduce learners to the importance of using self-assessment to develop areas of skills and knowledge that are not strengths.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to internet-linked devices.</li> <li>• Outcomes of self-assessments.</li> <li>• Access to library or similar.</li> <li>• Access to local newspapers.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● Recap the previous lesson, explaining that learners should now have a clearer picture of what they are good at and the areas they need to develop.</li> <li>● Introduce learners to the idea that identifying areas that need to be improved and developing strategies to overcome them is a natural and important process.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● Choose one transferable skill and explain to learners how that skill was developed. Try to use an example that has used different types of development such as training, a workplace activity, or leisure activities. (10 minutes)</li> <li>● Introduce group tasks.             <ul style="list-style-type: none"> <li>○ Put learners into industry interest groups of three or four.</li> <li>○ Each group should designate members to research development opportunities through one of categories below:                 <ul style="list-style-type: none"> <li>- books and other written material/ internet research</li> <li>- educational courses on the internet</li> <li>- educational courses in colleges</li> <li>- voluntary work</li> <li>- work experience or work shadowing.</li> </ul> </li> <li>○ Learners then form new groups to work together on the research depending on which category they are working on (for example all learners using books will work together)</li> <li>○ At the end of the activity, the industry-focused groups reconvene to share their knowledge. (60 minutes)</li> </ul> </li> <li>● Learners complete Task 3 in their Assessment Workbook. (20 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● Use themes obtained from all group research to demonstrate to learners the transferability of transferable skills and knowledge and technical skills. This will reinforce the idea that a career choice does not have to be a fixed path.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Lesson number</b>	8
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the concept of career planning.</li> <li>• To introduce learners to the difference between a job and a career.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to internet-linked devices.</li> <li>• Assessment Workbook.</li> <li>• Guest speaker or video case study describing the career path of a successful individual.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Recap the previous lesson, highlighting the concept of similarities in many aspects of knowledge, technical skills and transferable skills across a range of job roles. Ask learners to give examples of knowledge, technical and transferable skills training they have picked up in the previous lesson research, for example internet training on the use of spreadsheets could apply across a range of industries.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Explain the terms 'job' and 'career', and the difference between them. (10 minutes)</li> <li>Learners give three examples each of jobs and careers and report back to check their understanding. (10 minutes)</li> <li>Show learners (via a video case study or a guest speaker) a successful individual(s) who will discuss their career path and the stages they have gone through to get to where they are now. Learners make notes of key transition points and identify the gateway points, for example experience developed, opportunity, qualifications gained. (30 minutes)</li> <li>Learners work in pairs to plot the career path(s) of the individual(s) and research the ways that transitions were made. (20 minutes)</li> <li>Learners consider their own choice of career and produce a similar career plan journey that they will be aiming to follow. (20 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Discuss selected career plans with the class and explain that the next lesson will focus on putting effective steps in place to achieve desired career outcomes. Encourage learners to find out more about their chosen careers ahead of the next lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Lesson number</b>	9
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the concept of goal setting.</li> <li>• To introduce learners to effective methodologies to support goal setting practice.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Predetermined lists of goals for discussion.</li> <li>• Dictionaries.</li> <li>• Assessment Workbook.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Recap the concepts of career development and check learners' understanding of the terms 'job' and 'career', using examples from the previous lesson. Encourage learners to share their career plans and question them on the key milestones in their plans.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Discuss the term 'goal setting' and look at the concept of realism in goals. Give some examples of realistic and non-realistic goals. (10 minutes)</li> <li>Give learners a list of 10 goals and ask them to identify which of them are realistic and which are not. (10 minutes)</li> <li>Show learners that best practice in goal setting is to set specific, measurable and time bound goals. Learners use dictionaries to define the terms. (10 minutes)</li> <li>Discuss the importance of setting short-term goals, using an example and linking it to the career plans that learners created in the last lesson. (20 minutes)</li> <li>Learners complete Task 4 in the Assessment Workbook (40 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Discuss some examples of good practice created by learners and reinforce the idea that goal setting, career planning and self-assessment are not one-off activities but an ongoing method for focusing on career development.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 1: Self-assessment for Work
<b>Lesson number</b>	10
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To review learning from unit.</li> <li>• To introduce learners to concept of repeated self-assessment for career development.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assessment Workbook feedback.</li> <li>• Sticky notes.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Recap the concepts discussed throughout the unit, using a question and answer session to elicit learners' understanding of knowledge and definitions. Encourage learners to share their career plans and goals.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Learners consider the unit, firstly in small groups and then individually. Ask learners to give lists of areas they found the most and least useful, providing a written reason for their decision. (20 minutes)</li> <li>Learners individually select two useful and two less useful parts of the unit and write them on sticky notes (along with the reasons for their selection). These should then be placed on flipcharts/boards for all learners to see. (10 minutes)</li> <li>Go through the lists with the class and create categories of learners' responses. (20 minutes)</li> <li>Break down comments into categories. Reinforce those areas that learners found useful and explain to learners how areas they may have struggled with, or found less useful, can be used in career development by making suggestions on how these concepts could be simpler or addressed from a different perspective. (20 minutes)</li> <li>Learners correct any areas of assessment that need amendment following teacher feedback. (20 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Describe the next unit to be studied and its links to this unit.</li> </ul>

# Unit 2: Customer Service

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## Delivery guidance

### Approaching the unit

The purpose of this unit is to understand the key principles of customer service. Learners will consider what good and bad customer service is, and will develop a range of skills and knowledge to enable them to deal effectively with customers.

Learners should have access to internet-linked devices. The unit will be enhanced through external speakers and at least one visit to a large shopping mall or similar venue.

For learning aim A, learners will develop an understanding of the importance of good customer service. Learners need to be aware of what good customer service is and the impact on business of both good and poor customer service practices. This knowledge could be obtained through the use of research, using online reviews of products/services or by physical observation of customer service in action in a range of environments. Guest speakers allow learners to hear directly about the importance of customer service in successful business practice.

For learning aim B, learners will need to develop an understanding of the nature of customer requests, queries and problems. Learners should be encouraged to reflect on their experiences as customers. This could be supported by research and visually represented through role play.

For learning aim C, learners should be introduced to concepts of effective communication and situation management. Learners will need to be shown practically what is meant by a term such as 'active listening', and could support their development by engaging in peer coaching sessions to develop these skills.

## Getting started

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

<b>Unit 2: Customer Service</b>
<p><b>Introduction</b></p> <p>This unit should support learners in gaining an understanding of the principals and application of good customer service practice. Learners should have the opportunity to use their base knowledge and experience as a platform for developing skills in effective customer service practice.</p>
<b>Learning aim A – Understand the importance of good customer service</b>
<ul style="list-style-type: none"> <li>● Learners need to be able to recognise the features of good customer service and its benefits to an organisation. Learners should also be aware of the impact of poor customer service. This could be developed through: <ul style="list-style-type: none"> <li>○ reflection on their experiences of being a customer</li> <li>○ listening to employers describing the importance of customer service</li> <li>○ visiting a range of customer service providers and observing practice, which may be good or poor.</li> </ul> </li> <li>● Learners need to be aware of the range of methods that organisations use to measure customer service. This could be developed through: <ul style="list-style-type: none"> <li>○ undertaking mystery-shopper-style activities</li> <li>○ researching methods used by other organisations</li> <li>○ reflecting on any customer service feedback they have received.</li> </ul> </li> </ul>
<b>Learning aim B – Recognise the nature of customer queries, requests and problems</b>
<ul style="list-style-type: none"> <li>● Learners need to be aware of the common queries, requests, problems and complaints faced by customer service practitioners. This could be developed by: <ul style="list-style-type: none"> <li>○ pooling knowledge as a group of a range of situations and scenarios that they have been involved in as customers</li> <li>○ observing good practice.</li> </ul> </li> </ul>

**Learning aim C - Be able to interact positively with customers**

- Learners must be aware of, and be able to develop, their communication skills to support positive customer service relationships. This could be through:
  - direct observation of good practice
  - peer coaching of techniques.

### Details of links to other BTEC units

This unit has links to:

- Unit 3: Building Good Working Relationships with Colleagues

### Resources

#### Websites

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com)

The professional body for customer service offering membership, qualifications, training and case studies.

[www.worketiquette.co.uk](http://www.worketiquette.co.uk)

Contains information on how to behave at work; topics cover relationships and communications; resources include case studies and questionnaires.

*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

<b>Unit</b>	Unit 2: Customer Service
<b>Guided Learning Hours</b>	20
<b>Number of lessons</b>	10
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	Unit 3: Building Good Working Relationships with Colleagues

<b>Key to learning opportunities</b>			
<b>AA</b>	Assessment Activity	<b>RS</b>	Revision Session
<b>GS</b>	Guest Speaker	<b>V</b>	Visit
<b>IS</b>	Independent Study	<b>WE</b>	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Unit introduction Definitions of customer service	IS/GS	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> describe the unit and its application to a range of industries. Discuss range of learning experiences and assessment methodologies.</li> <li>• <b>Class discussion:</b> learners describe their experiences of customer service, including why they feel this is important and the industries it relates to.</li> <li>• <b>Paired activity:</b> pairs create lists of what they think are good customer service and bad customer service, and provide examples.</li> <li>• <b>Guest speaker:</b> a local employer describes what customer service means in their environment.</li> <li>• <b>Plenary:</b> summary of key aspects of customer service highlighted by the employer.</li> </ul>	Guest speaker.

#	Topic	Lesson type	Suggested activities	Resources
2	Good customer service and personal presentation	IS	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> remind learners about the issues raised by the guest speaker and provide key definitions used within customer service, to include: <ul style="list-style-type: none"> <li>○ customer</li> <li>○ product</li> <li>○ service</li> <li>○ loyalty</li> <li>○ reputation.</li> </ul> </li> <li>• <b>Class discussion:</b> learners give examples of when they have received good customer service.</li> <li>• <b>Group activity:</b> learners work in groups, using sticky notes and flipcharts to list what they think are the features of good customer service.</li> <li>• <b>Teacher-led activity:</b> group the class ideas together into themes, prompt learners to suggest why this is important.</li> <li>• <b>Paired activity:</b> each pair determines what contributes to the customer's first impression of an organisation. They share this with the rest of the class and create a definitive list.</li> <li>• <b>Plenary:</b> discuss the key themes addressed in the lesson and summarise them through creating a template for the perfect customer service environment.</li> </ul>	<p>Flipchart.</p> <p>Sticky notes.</p>

#	Topic	Lesson type	Suggested activities	Resources
3	<p>Why is customer service important?</p> <p>The impact of poor customer service and poor personal presentation</p>	IS	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> use questions to gauge understanding of the features of good customer service, using a case study.</li> <li>• <b>Paired activity:</b> working in pairs, learners use internet review sites to find an example of a good consumer review and a bad consumer review. Learners then discuss what impact this might have on the business.</li> <li>• <b>Teacher-led activity:</b> use the specification to discuss benefits to an organisation of good customer service. The groups use the examples they have found to identify which category their examples fall into.</li> <li>• <b>Group activity:</b> groups create lists of dos and don'ts for customer service and share these with the rest of the class.</li> <li>• <b>Plenary:</b> use an example of both good customer service and bad customer service when obtaining a product/service, and go through the consequences of both for the business.</li> </ul>	<p>Internet-linked devices and access to reviews of online products or local services.</p> <p>Flipchart paper.</p>

#	Topic	Lesson type	Suggested activities	Resources
4	Customer service in action	V	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> introduce the activity to be completed during the visit.</li> <li>• <b>Paired activity:</b> the group visits a local shopping mall. Working in pairs, one learner focuses on examples of good customer service and the other learner focuses on examples of poor customer service.</li> <li>• <b>Plenary:</b> pairs feed back their observations to the rest of the class.</li> </ul>	<p>Visit to shopping mall.</p> <p>Worksheet for learners that should allow them to measure:</p> <ul style="list-style-type: none"> <li>• good/bad customer service</li> <li>• nature of organisation (large/small/local etc.)</li> <li>• approximate number of customers</li> <li>• types of products sold.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
5	Customer service in action  Assessment of learning aim A	IS/AA	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> ask the class for the examples of good and poor customer service they observed on the visit in the last lesson.</li> <li>• <b>Teacher-led activity:</b> facilitate an activity that summarises learners' data and which looks for connections between the type of organisation and the type of customer service observed.</li> <li>• <b>Group activity:</b> groups identify ways that organisations could measure customer service.</li> <li>• <b>Plenary:</b> use questions to get ideas from the class on ways to measure customer service, and use this to summarise learning outcome 1 before the assessment activity.</li> <li>• <b>Assessment activity:</b> learners complete Unit 2, Task 1 (all four stages).</li> </ul>	Assessment Workbook.  Internet-linked devices.

#	Topic	Lesson type	Suggested activities	Resources
6	<p>Queries, requests and problems</p> <p>Assessment of learning aim B</p>	IS/AA	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> recap learning aim A, using questions and answers to check understanding.</li> <li>• <b>Class discussion:</b> on the types of questions that people might have about products and services.</li> <li>• <b>Group activity:</b> give groups one of three types of customer interaction (a query, a request, or a problem). The group then takes themes from the class discussion (which should be added to from the list from the specification) to come up with examples.</li> <li>• <b>Teacher-led plenary activity:</b> get feedback from the groups in order to create a visual list of common customer queries, requests and problems.</li> <li>• <b>Assessment activity:</b> learners complete Unit 2, Task 2 (stages 1 and 2 only).</li> </ul>	Assessment Workbook.

#	Topic	Lesson type	Suggested activities	Resources
7	Complaints Assessment of learning aim B (continued)	IS/AA	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap common areas that lead to queries, requests and problems.</li> <li>• <b>Class discussion:</b> of examples of when they have complained. Group these into the categories listed in the unit content.</li> <li>• <b>Group activity:</b> groups of three role play (without prompts) complaining. One person is the customer, one the staff member, and the third observes what is different about the individual as they start to complain. The groups should rotate so that everyone has chance to participate in all roles.</li> <li>• <b>Teacher-led plenary activity:</b> draw feedback from the groups to summarise the ways that a member of staff might recognise that a customer is unhappy.</li> <li>• <b>Assessment activity:</b> learners complete Unit 2, Task 2 (stage 3).</li> </ul>	Assessment Workbook.

#	Topic	Lesson type	Suggested activities	Resources
8	Communication skills	IS	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> use feedback from previous lesson to lead a class discussion about how individuals may present as being unhappy. Introduce the lesson aim of using communication skills to reduce the impact of a negative customer experience.</li> <li>• <b>Class discussion:</b> use discussion with learners to highlight situations where learners, as customers, have complained successfully. How did the staff member behave and act?</li> <li>• <b>Teacher-led presentation:</b> present examples of effective customer-questioning techniques. This should lead to a discussion on active listening and body language. Use practical demonstration as much as possible.</li> <li>• <b>Group activity:</b> in groups of three, give learners a common customer service scenario and ask them to role play how they would manage the situation. One learner should take the part of the staff member, one the role of the customer and the third acts as an observer. The 'observer' should act as a coach and identify when the techniques discussed in the teacher-led presentation have/should have been used.</li> <li>• <b>Plenary:</b> prepare learners for assessment of learning aim C. Give out the information about the customer service protocol (see Assessment Workbook) for learners to study in groups. They will use this in the next lesson. Go through the information to check understanding.</li> </ul>	Customer service protocol.

#	Topic	Lesson type	Suggested activities	Resources
9	Assessment of learning aim C	AA	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> introduce the role-play situations and how they are to be managed.</li> <li>• <b>Assessment activity:</b> learners complete the role-play activities for assessment for Unit 2, Task 3.</li> </ul>	Assessment Workbook, with role-play information.
10	Summary and feedback	IS	<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of course to target understanding.</li> <li>• <b>Group activity:</b> learners to use sticky notes to identify aspects of unit that they found the most and the least useful.</li> <li>• <b>Teacher-led discussion:</b> on the parts of the unit that learners have found least useful to reiterate the importance of effective customer service across a range of industries.</li> <li>• <b>Individual learner activity:</b> learners respond to assessment feedback and sign off that they have completed the unit.</li> </ul>	Assessment Workbook feedback. Sticky notes.

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	1

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to the concept of customer service.</li> <li>To introduce learners to idea that customer service affects all industries.</li> </ul>
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<b>Resources checklist</b>	Guest speaker.
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Discuss the unit aims and the assessment methods to be used.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>Learners discuss their experiences of customer service; they should identify which industries these experiences relate to. Collate the industries discussed by learners on a flipchart or similar. (10 minutes)</li> <li>Widen the conversation by discussing industries that have not been mentioned by learners. (10 minutes)</li> <li>Discuss, in an open classroom discussion, how customer service is delivered in the industries not previously discussed. (10 minutes)</li> <li>Learners produce lists, in pairs, of examples of good and bad customer service. (20 minutes)</li> <li>Guest speaker discusses the importance of customer service in their own business, and how they ensure that good customer service is delivered. At the end of the discussion, provide an opportunity for a question and answer activity. (50 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Present the key aspects of customer service, as highlighted by the guest speaker.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	2

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to good customer service practice.</li> <li>• To introduce learners to the importance of first impressions.</li> <li>• To introduce learners to effective personal presentation.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Sticky notes.</li> <li>• Flip chart.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● Remind learners of the key concepts raised by the guest speaker in the previous lesson. Use these as a platform for discussing the key definitions used in the unit:               <ul style="list-style-type: none"> <li>○ customer</li> <li>○ product</li> <li>○ service</li> <li>○ loyalty</li> <li>○ reputation.</li> </ul> </li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● As a class, learners discuss examples of good customer service, discussing why they felt the service was particularly good. (10 minutes)</li> <li>● In small groups, learners list on sticky notes what they feel are the features of good customer service. The sticky notes can then be stuck on a central flipchart for the rest of the class to see. (20 minutes)</li> <li>● Sort the class ideas into themes. These themes should ideally map to the items in the specification. (20 minutes)</li> <li>● Learners discuss themes, as a group, to agree why those themes are important for good customer service and business success. (20 minutes)</li> <li>● Working in pairs, learners discuss what contributes to a customer's first impressions of an organisation. Ideas are shared with the class, while you draw up a list to match those in the specification. (20 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● Summarise key themes by pulling together a template for a perfect customer service environment.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	3
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to issues that will create problems in customer service practice.</li> <li>• To introduce learners to why customer service is important to business success.</li> <li>• To introduce learners to the impact of poor customer service and poor personal presentation on business performance.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Internet-linked devices and access to reviews of online products or local services.</li> <li>• Flipchart paper.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>Use questions to gauge learners' understanding of the features of good customer service. Use 'case study' style walk-throughs, for example 'If I went into a café to order a coffee what would good customer service look like?' Use three or four examples.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Learners work in pairs, using online review sites to find examples of good and bad customer service reviews. They should try to find at least three of each. For each situation, learners should discuss the potential impact on the business. (30 minutes)</li> <li>Use feedback from pairs, focusing first on good customer service. Aim to elicit sufficient examples to reinforce the benefits of good customer service and the importance of personal presentation given in the unit content. (30 minutes)</li> <li>Groups of three or four then produce a list of dos and don'ts for customer service practice on flipchart paper and share this with the rest of the class. (30 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Use examples of good and bad customer service when obtaining products/services, to summarise the consequences of poor customer service for a business.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	4

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to customer service in a practical environment.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Access to a shopping mall, or similar</li> <li>Worksheets for learners to complete</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Explain the practical activity and the health and safety arrangements that accompany a visit.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>In a shopping mall or similar environment, learners work in pairs to observe examples of good and poor customer service. One of the pair focuses on good service, and the other focuses on bad service. They are to note down the examples along with the:               <ul style="list-style-type: none"> <li>nature of the organisation (large, small, local etc.)</li> <li>approximate number of customers observed in the setting</li> <li>types of products/services sold by the organisation.</li> </ul> </li> <li>Pairs feedback their findings to the rest of the class.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Encourage learners' to tidy up their notes/data collected in preparation for the next lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	5
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To support learners in gaining an understanding of the impact on a situation of customer service delivery.</li> <li>• To introduce learners to ways that organisations can measure customer service.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to worksheets completed on visit</li> <li>• Assessment Workbook.</li> <li>• Internet-linked devices.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Learners share their best examples of good and bad customer service observed on visit.</li> </ul>
Main activities (70 minutes)	<ul style="list-style-type: none"> <li>Facilitate an activity that summarises learners' data for looking at connections between the type of organisation and the type of customer service observed. For example, the individual value of goods being sold, such as jewellery versus coffee. (20 minutes)</li> <li>Explain that the activity they took part in was just one way that organisations measure customer service. (10 minutes)</li> <li>Groups suggest and research ways that organisations can measure customer service. (30 minutes)</li> <li>Summarise learning by using questions to get feedback on customer service, link this to examples shown in the unit content. (10 minutes)</li> </ul>
Concluding activity (40 minutes)	<ul style="list-style-type: none"> <li>Learners complete Assessment Workbook, Task 1.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	6

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to common customer queries, requests and problems.</li> </ul>
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<b>Resources checklist</b>	Assessment Workbook.
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Use questions to recap the themes from learning aim A.</li> </ul>
Main activities (70 minutes)	<ul style="list-style-type: none"> <li>Facilitate a class discussion about the types of questions that people may have about products/services. Collate discussion content and theme to tie-in with the details in the specification, i.e. question, query or problem. (20 minutes)</li> <li>Groups of three or four are allocated one of three issues – query, request, problem – and are asked to provide examples of a query, a request and a problem in relation to: <ul style="list-style-type: none"> <li>features of a product or service</li> <li>business opening hours</li> <li>after-sales service</li> <li>refunds</li> <li>prices, discounts and offers. (30 minutes)</li> </ul> </li> <li>Draw feedback from the groups to provide a visual list of common customer, queries, requests and problems. (10 minutes)</li> </ul>
Concluding activity (40 minutes)	<ul style="list-style-type: none"> <li>Learners complete Unit 2, Task 2 (stages 1 and 2 only) in the Workbook.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	7

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to common issues that can lead to customer complaints.</li> <li>To introduce learners to the behaviours that indicate a customer is unhappy.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Assessment Workbook.</li> <li>Role-play materials.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Recap the queries, requests and problems from the previous lesson.</li> </ul>
Main activities (70 minutes)	<ul style="list-style-type: none"> <li>Facilitate a class discussion on examples of when learners have complained or have seen somebody complaining (video clips could be used to enhance this part of the lesson). Group the issues raised into the types of issues shown in the unit content. (20 minutes)</li> <li>Groups of three role play common situations (without prompts) that show somebody being unhappy and having to complain. One learner acts as the complainer, one as the staff member and the third learner observes and records the behaviours and body language that the 'customer' demonstrated in each situation. Groups rotate, to ensure each person has time in each role. Findings are then discussed. (40 minutes)</li> <li>Ask the groups for feedback and summarise the ways that a member of staff might recognise that an individual is unhappy. (10 minutes)</li> </ul>
Concluding activity (40 minutes)	<ul style="list-style-type: none"> <li>Learners complete Unit 2, Task 2 (stage 3) in the Assessment Workbook.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	8
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to ways of interacting positively with customers.</li> <li>• To introduce learners to strategies for managing problem situations.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assessment Workbook.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Use feedback from previous lesson to lead a discussion with the class about how customers may present when they are unhappy. Introduce the lesson aim of reducing the impact of negative customer experience.</li> </ul>
Main activities (80 minutes)	<ul style="list-style-type: none"> <li>Facilitate a discussion with learners to encourage them to share examples of where they have complained successfully and gained a positive result. In these situations, learners should reflect on how the staff member behaved and managed the situation. (10 minutes)</li> <li>Present a discussion on effective questioning techniques, with examples, along with a discussion on active listening and body language. Ask learners to say how they would feel if faced with these situations. (40 minutes)</li> <li>Give groups of three or four a common customer service situation. Ask groups to respond to a challenging situation by using the techniques you have just demonstrated. A similar set up to the previous lesson should be used, with one learner acting as customer, one as a member of staff and the third as an observer. The observer should act as a coach, identifying when techniques are being used or advising when they could have been used. (30 minutes)</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>Preparation learners for assessment of learning aim C. Give out the customer service protocol from the Assessment Workbook for learners to study in groups. They will use this in the next lesson. Go through the information to check learners' understanding.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	9

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To assess learners in practical role-play situations.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Assessment Workbook with role-play cards and observation records to record learners' performance.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Introduce the role-play situations and how they are to be managed.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Assessment: Unit 2, Task 3. Learners complete the role-play activities, using the instructions and role cards. Use the observation record in the Assessment Workbook to record learners' performance.</li> <li>Learners not being assessed should be encouraged to practice role playing in groups.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Give feedback on the role play, including where any learners may need to re-do any of the role-play scenarios because they have not shown the necessary skills.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 2: Customer Service
<b>Lesson number</b>	10
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To review learning from unit.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Assessment Workbook feedback.</li> <li>Sticky notes.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Recap the concepts discussed throughout the unit, using questions to check understanding of knowledge and definitions, and encouraging learners to share their views.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Learners consider the course in small groups. In this review, they are to list areas they found most and least useful, giving a written reason for their decision. (20 minutes)</li> <li>Working individually, learners select two useful and two less-useful parts of the unit and write them on sticky notes (with reasons); these are then to be placed on flipcharts/boards for all learners to see. (10 minutes)</li> <li>Go through the sticky notes with the class and create categories of learner response. (20 minutes)</li> <li>Use the categories to reinforce those areas learners found useful and why those they found less useful are also important. (20 minutes)</li> <li>Learners to correct any areas of assessment that require amendment following your feedback. (20 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Describe the next unit and its links to the unit completed.</li> </ul>



# Unit 3: Building Good Working Relationships with Colleagues

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## Delivery guidance

### Approaching the unit

The purpose of this unit is to introduce learners to the importance of good working relationships for both individuals and employer organisations. Learners will gain knowledge about the importance of these relationships and develop the people skills and communication skills necessary to form effective relationships in the workplace.

Learners should have access to internet-linked devices. The unit will be enhanced by the use of a range of practical team activities.

For learning aim A, learners must be able to understand the importance of having good working relationships with colleagues. This could be obtained through practical group activities based upon novel tasks that give learners the opportunity to recognise effective and ineffective practices.

For learning aim B, learners must be aware of the knowledge and skills that combine to developing a good working relationship. Learners should be introduced to the concepts of conflict and conflict resolution. This could be carried out by reflecting on situations where they have recognised conflict and discussing the strategies used to resolve the situation.

For learning aim C, learners must be able to learn a range of practical skills that will support them in developing good working relationships. These skills could be developed through experiencing and reflecting on a long-term (multi-session) group activity.

### Getting started

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

<b>Unit 3: Building Good Working Relationships with Colleagues</b>
<p><b>Introduction</b></p> <p>In this unit, learners will learn how to recognise good working relationships and about how they benefit organisations and individuals. They will learn how these relationships can be developed, the causes of conflict and how conflict can be resolved.</p>
<p><b>Learning aim A – Understand the importance of having good working relationships with colleagues</b></p> <ul style="list-style-type: none"><li>• Learners need to know the characteristics of good working relationships. This could be developed through practical group activities that allow learners to recognise effective and ineffective strategies. This could then help learners in recognising why good working relationships are beneficial in the workplace.</li><li>• Learners must be able to recognise the effects of poor attitudes and behaviours on workplace relationships. This could be developed through the use of manipulated group activities that create situations that make the group dysfunctional.</li></ul>
<p><b>Learning aim B – Know how to develop good working relationships</b></p> <ul style="list-style-type: none"><li>• Learners must be able to recognise and use strategies to improve and develop working relationships. This could be achieved through:<ul style="list-style-type: none"><li>○ instructional presentations that show the nature of communication and people skills</li><li>○ practical exercises that support the use of these skills.</li></ul></li><li>• Learners must be able to recognise conflict and potential conflict situations. This could be achieved through:<ul style="list-style-type: none"><li>○ the use of video-based instruction that shows learners conflict and conflict resolution techniques</li><li>○ reflecting on personal experience of conflict situations.</li></ul></li></ul>

**Learning aim C - Demonstrate the skills required to build good working relationships**

- Learners must be able to recognise and use people and communication skills effectively. These skills must be practised and could be developed through practical teamworking activities.
- Learners must be aware of the importance of reflection on practical activity. This could be developed through repeated opportunities to reflect on practical activities where feedback is given and received.

### Details of links to other BTEC units and qualifications

This unit has links to:

- Unit 2: Customer Service

### Resources

#### Websites

<https://www.huddle.com/blog/team-building-activities/>

A website with ideas for team building activities.

*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

<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Guided Learning Hours</b>	30
<b>Number of lessons</b>	15
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	Unit 2: Customer Service

<b>Key to learning opportunities</b>			
<b>AA</b>	Assessment Activities	<b>RS</b>	Revision Session
<b>GS</b>	Guest Speaker	<b>V</b>	Visit
<b>IS</b>	Independent Study	<b>WE</b>	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Experiencing team performance		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> describe the nature of the unit and its assessment.</li> <li>• <b>Group activity:</b> groups of at least four learners are given a newspaper (or similar), sticky tape and string. They need to create a bridge over a one-metre gap that will support a large toy car for one minute.</li> <li>• <b>Class discussion:</b> discussion of how the exercise was completed and how effective it was; looking at key headings from the specification in A1 and A2.</li> <li>• <b>Plenary:</b> summarise key learning from lesson.</li> </ul>	<p>Newspaper (or similar).</p> <p>Large toy car.</p> <p>Sticky tape.</p> <p>String.</p>

#	Topic	Lesson type	Suggested activities	Resources
2	Review of team activity to identify issues, barriers and effective working strategies		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> recap of previous lesson.</li> <li>• <b>Group activity:</b> groups from previous lesson look at the aspects of the team task that worked well and also those aspects that did not go well.</li> <li>• <b>Class discussion:</b> discussion that brings together feedback from individual groups. This should be used to create a list of those aspects that worked well and those that did not.</li> <li>• <b>Paired activity:</b> look at the lists created and theme aspects that worked well or did not, to create 'ground rules' for group working.</li> <li>• <b>Teacher-led activity and plenary:</b> take small-group presentations of ground rules and draw together, using the unit content to highlight the factors of good working relationships, poor attitudes and behaviours.</li> </ul>	

#	Topic	Lesson type	Suggested activities	Resources
3	<p>The characteristics of good working relationships</p> <p>Assessment of learning aim A</p>	AA	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> recap previous lesson outputs that characterise what makes a good working relationship and those that stop it from being effective.</li> <li>• <b>Teacher-led presentation:</b> on what creates good working relationships.</li> <li>• <b>Group activity:</b> give learners a task to ensure that an egg is held securely and cushioned as it is dropped from a first-floor window. The egg must not be carried by an individual or caught at the bottom. The group must use the materials provided to protect the egg. Deliberately manipulate group sizes, have one person working alone and a mix of other group sizes, with a maximum group size of six. Each group has only one test egg, but they will be provided with an egg for the final task. Observe as learners discuss their own successes and issues.</li> <li>• <b>Teacher-led presentation:</b> summarise what you have seen, based on group dynamics, to draw out the benefits of effective working relationships.</li> <li>• <b>Plenary:</b> summarise using the unit content and asking questions.</li> <li>• <b>Assessment activity:</b> learners complete Task 1 in their Assessment Workbook.</li> </ul>	<p>Two eggs per group.</p> <p>Variety of other materials such as foil, paper, sticky tape, plastic, card.</p> <p>Assessment Workbook.</p>

#	Topic	Lesson type	Suggested activities	Resources
4	The impact of poor relationships on team output		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap previous lesson, using questions and answers.</li> <li>• <b>Paired activity:</b> in pairs, learners identify the impact of poor relationships on team performance and feed back to the rest of the class.</li> <li>• <b>Group activity:</b> pre-determined groups of four are given jigsaws (50 pieces works well for time). Before the lesson, one group member is given a piece out of the box without the others knowing. Learners to be given 45 minutes to complete the jigsaw. The individual has to decide when to reveal they have the missing piece.</li> <li>• <b>Individual activity:</b> learners describe how they felt about the activity.</li> <li>• <b>Group activity:</b> teams to feed back what got in the way of them being productive.</li> <li>• <b>Teacher-led activity:</b> deliver a presentation on content from Topic A2, but encourage learners and groups to use examples from their team activity.</li> <li>• <b>Plenary:</b> summarise the lesson observations in relation to the specification content.</li> </ul>	50-piece jigsaws (one per group).

#	Topic	Lesson type	Suggested activities	Resources
5	Methods to develop good working relationships		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> utilise the previous lesson plenary to structure questions on the factors that contribute to good working relationships.</li> <li>• <b>Teacher-led presentation:</b> learners identify what they could do to develop good working relationships.</li> <li>• <b>Group activity:</b> in groups, learners research top hints for developing working relationships. Individual learners need to research different topics from one of the following (all topics should be covered):                             <ul style="list-style-type: none"> <li>○ creating first impressions</li> <li>○ managing personal versus working relationships</li> <li>○ recognising the skills and abilities of others</li> <li>○ communicating with others.</li> </ul> </li> <li>• <b>Group activity:</b> learners come back together to produce a top ten list of things to do to support effective working relationships and share it with the rest of the class.</li> <li>• <b>Teacher-led presentation and plenary:</b> synthesise the group discussion, using unit content B1 as a framework.</li> </ul>	Internet-linked devices.

#	Topic	Lesson type	Suggested activities	Resources
6	Working effectively with others		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> use questions to recap and draw learning from previous lesson.</li> <li>• <b>Teacher-led-presentation:</b> to capture full depth of content from B1, using examples from previous practical activity.</li> <li>• <b>Group activity:</b> learners are placed in randomised groups, drawn from a hat. Learners are instructed to build the tallest and most stable tower from spaghetti and marshmallows. Groups are instructed to apply what they have learned from previous lessons when planning the activity.</li> <li>• <b>Individual activity:</b> after the task, learners are given time to reflect on the activity.</li> <li>• <b>Group activity:</b> groups bring feedback together into a group activity that considers what went well, what didn't and which skills they had been instructed about but weren't used.</li> <li>• <b>Teacher-led presentation and plenary:</b> feed back your personal observations on group activities in relation to unit content B1.</li> </ul>	<p>Marshmallows* and spaghetti (one pack of each per group) with one additional set.</p> <p>*If marshmallows are not available, other suitable substitutes would include dried figs or dates.</p>

#	Topic	Lesson type	Suggested activities	Resources
7	Conflict and conflict management		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> use examples from team activities completed to date that have resulted in conflict situations. This could be supported by video clips that relate to examples of conflicts.</li> <li>• <b>Paired activity:</b> learners consider group situations that they have been involved in that have resulted in conflict, to highlight what potential causes were and how they were resolved effectively. This is fed back to the rest of the class.</li> <li>• <b>Teacher-led activity:</b> summarise feedback from paired activity, to show common causes of conflict and resolution techniques.</li> <li>• <b>Teacher-led presentation:</b> use of unit content B2 to deliver a presentation on common causes of conflict and resolutions.</li> <li>• <b>Group activity:</b> in threes, learners consider conflicts from group tasks and identify what the potential causes were and what could have been done differently to resolve the situation.</li> <li>• <b>Plenary:</b> produce a top five list of dos and don'ts for conflict resolution.</li> </ul>	Video examples of conflict and conflict resolution.
8	Assessment of Learning aim B	AA	<ul style="list-style-type: none"> <li>• <b>Assessment activity:</b> Learners complete Unit 3 Task 2 in their Assessment Workbook.</li> </ul>	Assessment Workbook.

#	Topic	Lesson type	Suggested activities	Resources
9	People skills and communication skills	IS	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> describe how effective working relationships are driven by good communication and people skills, using examples of when groups have worked successfully in the past.</li> <li>• <b>Teacher-led presentation:</b> to explain the background to communication and its key components in relation to working relationships.</li> <li>• <b>Paired activity:</b> in pairs, learners produce posters for the classroom that summarise effective people skills.</li> <li>• <b>Class discussion:</b> posters are peer reviewed to identify anything that is missing or particularly useful.</li> <li>• <b>Teacher-led activity:</b> discuss the benefits of performance reviews and feedback on developing for the future. The class suggests methods that could be used to collect this type of information within group activities.</li> <li>• <b>Plenary:</b> summarise key learning from the unit ahead of practice and assessment activities.</li> </ul>	<p>Internet-linked devices.</p> <p>Poster-making equipment.</p>

#	Topic	Lesson type	Suggested activities	Resources
10	Practising people and communication skills	IS	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> create working groups.</li> <li>• <b>Group activity:</b> give learners a treasure-hunt activity that encourages them to collect images from around the school site, which they will collate into a storyboard for an advertisement.</li> <li>• <b>Group activity:</b> learners reflect on the activity, using methods discussed in previous lesson.</li> <li>• <b>Plenary:</b> summarise what learners must ensure they show in the assessment activities that are covered in lessons 11 onwards.</li> </ul>	Treasure-hunt clues.  Devices that can take and edit photographs.
11	Practical skills Assessment of learning aim C	AA	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> explain the activity and put learners in teams. Tell each team which sector they are working on.</li> <li>• <b>Group activity:</b> learners work towards the assessment for Assessment Activity Task 3.</li> </ul>	Internet-linked devices.  Word-processing software.  Assessment Workbook.
12	Practical skills Assessment of learning aim C	AA	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> identify issues that may affect completion of the activity.</li> <li>• <b>Assessment activity:</b> learners work towards the assessment for Task 3.</li> </ul>	Internet-linked devices.  Word-processing software.  Assessment Workbook.

#	Topic	Lesson type	Suggested activities	Resources
13	Practical skills Assessment of learning aim C	AA	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> identify issues that may affect completion of the activity.</li> <li>• <b>Assessment activity:</b> learners work towards the assessment for Task 3.</li> </ul>	Internet-linked devices. Word-processing software. Assessment Workbook
14	Review and assessment Assessment of learning aim C	AA	<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> provide feedback on the activity completed, at both group and individual level.</li> <li>• <b>Group activity:</b> learners produce feedback sheets for their peers, and have a class discussion on the task.</li> <li>• <b>Assessment activity:</b> learners complete the review aspect of Task 3 in their Assessment Workbook.</li> </ul>	Assessment Workbook.
15	Unit review	AA	<ul style="list-style-type: none"> <li>• <b>Question and answer activity:</b> recap of the unit.</li> <li>• <b>Group activity:</b> learners use sticky notes to identify aspects of the unit that they found the most useful and the least useful.</li> <li>• <b>Teacher-led discussion:</b> discuss those aspects that learners' have found least useful, to reiterate the importance of effective working relationships with colleagues.</li> <li>• <b>Individual learner activity:</b> learners respond to assessment feedback and sign off that the unit is complete.</li> </ul>	Assessment Workbook feedback. Sticky notes.



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	1

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the unit aims and assessment methodology.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Newspaper (or similar).</li> <li>• Large toy car.</li> <li>• Sticky tape.</li> <li>• String.</li> </ul>
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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"> <li>• Explain unit aims and assessment methods.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• Provide the instructions for the team tasks and create working groups for them. It is best to select the teams randomly. (10 minutes)</li> <li>• Learners, in groups of at least four people, are given:                             <ul style="list-style-type: none"> <li>○ newspaper (or similar)</li> <li>○ sticky tape</li> <li>○ string</li> <li>○ large toy car.</li> </ul> </li> <li>• Each group must construct a bridge over a one-metre gap that will support a large toy car in its centre for one minute. Observe the exercise and record the main points of discussion for later description. (60 minutes)</li> <li>• Discussion of how the exercise was completed and how effective it was. (10 minutes)</li> <li>• Use the key headings from the unit content to frame learner feedback, discussing:                             <ul style="list-style-type: none"> <li>○ mutual respect and welcoming diversity</li> <li>○ trusting colleagues</li> <li>○ effective communication</li> <li>○ attitudes and behaviours. (10 minutes)</li> </ul> </li> </ul>
Concluding activity (10minutes)	<ul style="list-style-type: none"> <li>• Present the key observations from the task and the impact they had on group performance.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	2

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to the characteristics of good working relationships.</li> <li>To introduce learners to the benefits of good working relationships.</li> </ul>
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<b>Resources checklist</b>	Notes taken in previous practical lesson.
Key: <b>AS:</b> Activity Sheet; <b>TF:</b> Template Form; <b>PS:</b> Presentation Slide	

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Recap the activity from the previous lesson, picking out both the highlights and lowlights of the group activity.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>In groups from the previous lesson, ask learners to look at the aspects of the team task that worked well and those aspects that did not go well. (30 minutes)</li> <li>Lead a class discussion that brings together feedback from the groups, to create a list of those aspects that worked well in the team activity and those that did not. (30 minutes)</li> <li>In pairs, learners review the lists created of what worked well or did not to create 'rules' for group working. (30 minutes)</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>Provide an opportunity to draw together the small-group presentations of 'rules'. Using the unit content, identify what makes good working relationships, and what are poor attitudes and behaviours.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	3
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the characteristics of good working relationships.</li> <li>• To provide opportunity for learners to complete assessment activity Task 1.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Two eggs per group.</li> <li>• Variety of other materials such as foil, paper, sticky tape, plastic, card.</li> </ul>
Key: <b>AS:</b> Activity Sheet; <b>TF:</b> Template Form; <b>PS:</b> Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● Recap the previous lesson outputs, to characterise what makes a good working relationship and what stops it from being effective.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● Deliver a presentation that covers all unit specification content on the characteristics of good working relationships. This should link to the positive examples viewed in previous group activities.</li> <li>● Give learners the task of ensuring that an egg is held securely, and cushioned, as it is dropped from a first-floor window.                         <ul style="list-style-type: none"> <li>○ Group sizes should be deliberately manipulated, to have one person working alone and a mix of other group sizes.</li> <li>○ Each group is to have only one test egg. They will be provided with an egg for the final task.</li> <li>○ Learners must not carry the egg downstairs nor should they catch it at the bottom</li> <li>○ You should observe the activity to offer feedback later in lesson.</li> <li>○ Learners discuss their successes and issues with the task. (60 minutes)</li> </ul> </li> <li>● Highlight to the class the group dynamics that you have observed. This observation should seek to highlight that the most effective groups had:                         <ul style="list-style-type: none"> <li>○ better morale for individuals and the team</li> <li>○ better teamworking</li> <li>○ improved productivity for the individual and the team</li> <li>○ people were more willing to share their knowledge and experience. (20 minutes)</li> </ul> </li> <li>● Plenary activity to summarise the lesson and learning in context of the specification, highlighting the long-term benefits of good working relationships. (10minutes)</li> </ul>
Concluding activity (20 minutes)	Learners complete Task 1 in the Assessment Workbook.

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	4

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to the impact of poor attitudes and behaviours on group working relationships.</li> </ul>
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<b>Resources checklist</b>	50-piece jigsaws (one per group).
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Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	
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Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● Recap the previous lesson activities and main observations from group activities</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>● In pairs, learners identify the impact of poor relationships on team performance and feedback to the rest of the class. (10 minutes)</li> <li>● In pre-determined groups of four, learners are given jigsaws (50-piece works well for time) to complete. <ul style="list-style-type: none"> <li>○ Before the lesson, one group member is given a single piece out of the box, but the others in the group are not to know.</li> <li>○ Learners are given 45 minutes to complete the jigsaw. The individual has to decide when to reveal that they have the missing piece.</li> <li>○ Record key observations from the activity. (50 minutes)</li> </ul> </li> <li>● Learners describe how they felt about the activity. (10 minutes)</li> <li>● In groups, learners provide feedback about what got in the way of them being productive. (10 minutes)</li> <li>● Deliver a presentation on content from unit topic A2. Encourage learners and groups to use examples from their team activity to highlight the effects of poor attitudes and behaviours on group relationships. To cover: <ul style="list-style-type: none"> <li>○ why individuals may feel they are not part of the team</li> <li>○ how morale is lowered</li> <li>○ why individual and team productivity may decrease</li> <li>○ why individuals may choose not to work with each other or share information</li> <li>○ why individuals may not feel valued, or may be affected mentally or physically by the attitudes and behaviours of others. (20 minutes)</li> </ul> </li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● Plenary to summarise the lesson observations in relation to the unit content.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	5

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to the ways that can be used to develop good working relationships.</li> </ul>
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<b>Resources checklist</b>	Internet-linked devices.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Use the plenary from the last lesson to create a question and answer activity about the factors that contribute to good working relationships.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Assist learners to identify what they could do to develop good working relationships. (10 minutes)</li> <li>In groups, learners research top hints for developing working relationships. Individual learners within the group should be tasked with researching one of the following topics:                             <ul style="list-style-type: none"> <li>creating first impressions</li> <li>managing personal versus working relationships</li> <li>recognising skills and abilities of others</li> <li>communicating with others. (50 minutes)</li> </ul> </li> <li>Learners come back together in their groups to produce a 'top ten' list of things to do to support effective working relationships. (20 minutes)</li> <li>Learners share their top ten lists with the rest of the class. (10 minutes)</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>Summarise the group discussion, using unit content B1 as a framework.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	6
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to developing good working relationships in a practical situation, applying theory from the previous lesson.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>One bag of large marshmallows* per group and one bag. (*If marshmallows are not available, other suitable substitutes would include dried figs or dates.)</li> <li>One packet of spaghetti per group and one bag.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● Use questions to recap and draw learning from previous lesson.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● Present the full depth of content from B1, using observed examples from the previous practical activity. (20 minutes)</li> <li>● Put learners into randomised groups, drawn from a hat. Give learners the instructions for the team activity:               <ul style="list-style-type: none"> <li>○ they are to build the tallest and most stable tower from spaghetti and marshmallows</li> <li>○ when planning the activity, they must use what they have learned from previous lessons. (45 minutes)</li> </ul> </li> <li>● Give learners time to reflect individually on the activity. (10 minutes)</li> <li>● Working in their groups again, ask them to feed back on:               <ul style="list-style-type: none"> <li>○ what went well</li> <li>○ what did not go well</li> <li>○ which skills they had been instructed on but did not use in the activity. (15 minutes)</li> </ul> </li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● Provide feedback on what you observed in the group activities, using unit content B1 again.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	7
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the concept of conflict and its causes.</li> <li>• To introduce learners to techniques to manage and avoid conflict situations.</li> </ul>
<b>Resources checklist</b>	Video examples of conflict and conflict resolution, sourced from the internet.
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• Use examples from the team activities completed in earlier lessons that have resulted in conflict situations. This could be supported by video clips that relate to examples of conflicts.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• Learners work in pairs to discuss group situations which have resulted in conflict that they have been involved with. Discussions should focus on:               <ul style="list-style-type: none"> <li>○ what the potential causes were</li> <li>○ how conflict was resolved.</li> </ul> <p>Pairs feed back to the rest of the class. (20 minutes)</p> </li> <li>• Summarise feedback from the paired activity to identify potential causes of conflict and conflict resolution techniques. (20minutes)</li> <li>• Present B2 content, which looks at causes of conflict and conflict resolution. (20 minutes)</li> <li>• In groups of three, and using learning from your presentation of B2 content, ask learners to consider conflicts from group tasks to identify:               <ul style="list-style-type: none"> <li>○ what the potential causes of the conflicts were</li> <li>○ what could have been done differently to resolve the situation. (30 minutes)</li> </ul> </li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• Work with class to provide a top five list of dos and don'ts for conflict resolution.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	8

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To provide opportunity for learners to complete Assessment Activity Task 2.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Access to internet-linked devices.</li> <li>Assessment Workbook.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Discuss the key points of previous lessons.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Learners use the Assessment Workbook and research to complete Task 2.</li> <li>Be available to support learners with questions.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>Identify links between learning assessed in Task 2 and the remaining parts of the unit.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	9

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to definitions and practical examples of people skills.</li> <li>• To introduce learners to definitions and practical examples of communication skills.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Internet-linked devices.</li> <li>• Poster-making equipment.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• Describe how effective working relationships are driven by good communication and people skills, using examples of when the group has worked successfully in the past.</li> </ul>
Main activities (85 minutes)	<ul style="list-style-type: none"> <li>• Explain the background to communication and its key components in respect of working relationships, including:               <ul style="list-style-type: none"> <li>○ being persuasive</li> <li>○ listening to other people's opinions</li> <li>○ demonstrating appropriate body language</li> <li>○ keeping others informed of progress</li> <li>○ managing potential conflict situations. (15 minutes)</li> </ul> </li> <li>• In pairs, ask learners to carry out research to produce posters for the classroom, as memory aids for a later practical activity, that identify effective people skills. (45 minutes)</li> <li>• Learners then review each other's posters to identify any aspects that have been missed or that are particularly useful examples. (10 minutes)</li> <li>• Discuss the benefits of performance reviews and feedback on developing for the future. Ask the class to suggest methods that could be used to collect this type of information within group activities. (15 minutes)</li> </ul>
Concluding activity (15 minutes)	<ul style="list-style-type: none"> <li>• Summarise key learning from the unit before practice and final assessment activities.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	10

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To give learners the chance to apply their people skills and communication skills.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Treasure-hunt clues.</li> <li>Devices that can take photographs and edit them.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Introduce the group activity and create groups.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Put learners into groups of four or five, to take part in a treasure-hunt activity that will require them to:                             <ul style="list-style-type: none"> <li>take photos or images from around the school site</li> <li>collate the images into a storyboard for an advertisement for the school</li> <li>present the storyboard to the rest of the class. (70 minutes)</li> </ul> </li> <li>Learners then reflect on the activity, using the methods discussed in the previous lesson. (20 minutes)</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>Summarise the learning observed, which learners must keep in mind in the assessment activities that follow.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	11

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To assess learners' abilities to work effectively with others (learning aim C).</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Internet-linked devices.</li> <li>Word-processing software.</li> <li>Assessment booklet.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Introduce Assessment Activity Task 3, describing the nature of the activity and how it works, applied over the next three lessons.</li> </ul>
Main activities (110 minutes)	<ul style="list-style-type: none"> <li>Learners use instructions in the Assessment Workbook to prepare a careers guide for a named industry. Use the observation record in the Assessment Workbook to record learners' performance</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	12

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To assess learners' abilities to work effectively with others (learning aim C)</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Internet-linked devices.</li> <li>Word-processing software.</li> <li>Assessment booklet.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Discuss progress on Assessment Activity Task 3, identifying issues that may affect completion of the activity.</li> </ul>
Main activities (110 minutes)	<ul style="list-style-type: none"> <li>Learners review the activity so far and continue to follow instruction from the Assessment Workbook to prepare a careers guide to a named industry. Use the observation record in the Assessment Workbook to record learners' performance.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	13

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To assess learners' abilities to work effectively with others (learning aim C)</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Internet-linked devices'</li> <li>Word-processing software.</li> <li>Assessment Workbook.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>Discuss progress on Assessment Activity Task 3, identifying issues that may affect completion of the activity.</li> </ul>
Main activities (110 minutes)	<ul style="list-style-type: none"> <li>Learners review the activity so far, and continue to follow instruction from the Assessment Workbook to prepare a careers guide to a named industry. Use the observation record in the Assessment Workbook to record learners' performance</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	14

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To provide learners with the opportunity to review their performance in the group task.</li> <li>To provide learners with the opportunity to identify areas for development for future practice.</li> </ul>
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<b>Resources checklist</b>	Assessment Workbook.
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (30 minutes)	<ul style="list-style-type: none"> <li>Provide feedback on the activity, both at group and at individual level.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Learners provide feedback to other team members, followed by a class discussion about the task.</li> <li>Learners complete the review stage of Assessment Activity Task 3 in the Assessment Workbook.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 3: Building Good Working Relationships with Colleagues
<b>Lesson number</b>	15
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To review learning from unit.</li> <li>• To introduce learners to the wider applications of good working relationships.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assessment Workbook feedback.</li> <li>• Sticky notes.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Recap the concepts discussed throughout the unit, and encourage learners to share their views.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>Learners consider the course, firstly in small groups and then individually. In this review, they must provide lists of areas that they found the most and the least useful, giving a written reason for their decision. (20 minutes)</li> <li>Learners select two parts of the unit that they considered to be useful and two that they considered to be less useful and write them on sticky notes (with their reasons). The sticky notes are then placed on flipcharts/boards for all learners to see. (10 minutes)</li> <li>Go through the lists with the class and create categories of learner response. (20 minutes)</li> <li>Use the categories to reinforce those areas that learners found the most useful and why the areas they found less useful are also important. (20 minutes)</li> <li>Learners to respond to your feedback and correct any areas of assessment that require amendment. (20 minutes)</li> </ul>

# Unit 4: Developing Leadership Skills for the Workplace

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## Delivery guidance

### Approaching the unit

The purpose of this unit is to develop knowledge of the characteristics of effective leaders and the importance of demonstrating leadership. The unit is largely practical, offering learners the opportunity to experience the impact of various approaches to leadership. Learners will then engage in a teamwork activity that will assess leadership potential but develop skills in a practical manner.

Learners should have access to internet-linked devices. The unit will be enhanced by the use of a range of practical team activities.

For Learning aim A, learners must be able to understand definitions of leadership and be able to recognise the characteristics shown by effective leaders. Learners will be introduced to differing leadership styles and should be given the opportunity to practise these within practical team activities.

For Learning aim B, learners must be aware of the skills required to lead others, in particular:

- allocation of tasks and activities
- supporting team members to achieve tasks
- giving and receiving feedback
- decision making.

Learners must have the opportunity to develop those skills ahead of the practical assessment of this Learning aim.

For Learning aim C, learners must be able to make clear judgements on their practical leadership performance. The completion of a successful task is not a pre-requisite, but learners must have access to a range of feedback sources to identify areas for development in their leadership performance. Learners should be shown a range of opportunities to develop future leadership performance.

### Getting started

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

<b>Unit 4: Developing Leadership Skills for the Workplace</b>
<p><b>Introduction</b></p> <p>In this unit, learners will be introduced to the styles of leadership and the key characteristics of successful leadership. They will be encouraged to recognise and demonstrate effective leadership while completing a multi-session practical activity. This activity will then be used to recognise those aspects of leadership that can be improved or further developed.</p>
<p><b>Learning aim A – Know the main features of leadership</b></p> <ul style="list-style-type: none"><li>• Learners need to understand the term ‘leadership’ and be able to recognise successful leaders. The use of well-known leaders as case studies will help learners to recognise effective performance; they should be encouraged to suggest how these leaders would respond to a range of situations.</li><li>• Learners must be able to recognise the effects of different approaches to leadership. This understanding could be developed through the use of group activities that create situations that amplify the characteristics shown by specific leadership tasks. For example, short deadline tasks often amplify the use of authoritarian styles of leadership.</li></ul>
<p><b>Learning aim B – Be able to demonstrate effective leadership skills</b></p> <ul style="list-style-type: none"><li>• Learners must be able to recognise and use a range of leadership skills. This could be achieved through:<ul style="list-style-type: none"><li>○ presentations that show the nature of leadership</li><li>○ practical exercises that support the use of leadership skills.</li></ul></li><li>• Learners must be able to demonstrate a range of leadership skills, so must be engaged in practical activities of a suitable duration to enable them to:<ul style="list-style-type: none"><li>○ allocate tasks and activities to others</li><li>○ support team members to achieve their designated tasks</li><li>○ give and receive feedback</li><li>○ make decisions.</li></ul></li></ul>

**Learning aim C - Be able to review own leadership performance**

- Learners must be able to gain and use feedback from a number of sources. Learners must be aware that effective reflection requires a range of viewpoints and should not be based purely on the success or not of an activity.
- Learners must be aware of the importance of reflection on practical activity. This could be developed through repeated opportunities to reflect on feedback given and received during practical activities.

### Details of links to other BTEC units and qualifications

This unit has links to:

- Unit 3: Building Good Working Relationships with Colleagues.

### Resources

#### Websites

<https://www.huddle.com/blog/team-building-activities/> – this website provides ideas for team building activities.

[https://www.mindtools.com/pages/article/newLDR\\_84.htm](https://www.mindtools.com/pages/article/newLDR_84.htm) – this website provides a basic introduction to leadership.

*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

<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Guided Learning Hours</b>	30
<b>Number of lessons</b>	15
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	Unit 3: Building Good Working Relationships with Colleagues

<b>Key to learning opportunities</b>			
<b>AA</b>	Assessment Activities	<b>RS</b>	Revision Session
<b>GS</b>	Guest Speaker	<b>V</b>	Visit
<b>IS</b>	Independent Study	<b>WE</b>	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	What is a leader?		<ul style="list-style-type: none"> <li>● <b>Teacher lead in:</b> Describe the nature of the unit and its assessment.</li> <li>● <b>Class discussion:</b> Group to discuss what is meant by the term 'leader' and how leadership is demonstrated.</li> <li>● <b>Individual, then group activity:</b> <ul style="list-style-type: none"> <li>○ Learners, working on their own, identify who they see as an ideal leader, obtain images of that individual, and provide a short description of who their chosen leader is and why they are a successful leader.</li> <li>○ These ideas are then discussed in groups of 3 or 4, and a 'super leader' hybrid created.</li> </ul> </li> <li>● <b>Class activity:</b> Groups describe their 'super leaders' to the class, and a class 'super leader' is created based on discussion of the different roles of leaders.</li> <li>● <b>Plenary:</b> Summarise key learning from the lesson.</li> </ul>	Newspapers, magazines (or similar) Ability to print digital images Glue Poster paper or flipchart

#	Topic	Lesson type	Suggested activities	Resources
2	What characteristics do leaders show?		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> Start with a recap of the previous lesson, detailing the key roles that leaders play.</li> <li>• <b>Group activity:</b> Randomly selected groups (aim for even numbers of around 4 per group) must get a ball bearing across a gap of 1 metre, with one person in each group acting as observer.</li> <li>• <b>Group discussions:</b> Observers feed back within groups those aspects of 'leadership' they saw during the group activity.</li> <li>• <b>Classroom discussion:</b> Observers feed back to the class, with the teacher recording key phrases linked to leadership. Discuss as a class the different aspects of successful leadership.</li> <li>• <b>Teacher-led activity and plenary:</b> Describe the key characteristics of effective leaders to the class, with reference to the unit content.</li> </ul>	<p>Notes taken in previous session (Lesson 1)</p> <p>Paper</p> <p>Weighted round objects, one per group (all items should be of same style and weight, e.g. large marbles or ball bearings)</p> <p>Chairs</p> <p>Thin card</p>

#	Topic	Lesson type	Suggested activities	Resources
3	The impact of leadership approaches on team output		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> Recap previous lesson outputs.</li> <li>• <b>Teacher-led presentation:</b> Lewin's definitions of leadership.</li> <li>• <b>Group activity:</b> In three groups, learners try to get across a 'toxic swamp' (the space used for the session). The designated leaders are told to use one of Lewin's three leadership styles, but not to share this information with group members. The teacher observes the activity to offer feedback later in the lesson.</li> <li>• <b>Classroom discussion:</b> Group members feed back on leadership in their groups (what worked well, what didn't) and discuss the style of leadership they think was adopted.</li> <li>• <b>Plenary:</b> Summarise using the unit content and through questioning, to determine what the most effective leadership style was in the group activity session.</li> </ul>	A variety of objects that will take the weight of multiple classroom participants, e.g. chairs, benches, tables, wooden planks

#	Topic	Lesson type	Suggested activities	Resources
4	How leadership is affected by different situations		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Recap the previous lesson, using questions and answers.</li> <li>• <b>Group activity:</b> Each group leader looks at a 'final' lego model and then goes back to their groups to replicate it within a 20-minute period.</li> <li>• <b>Group discussion:</b> Learners see the 'complete' model and compare it to their own, reviewing the impact of the leadership style used.</li> <li>• <b>Group activity: Lead</b> the class in revisiting the leaders they chose in lesson 1. Ask learners to describe the leadership style used most often by their chosen leader. Can they provide examples of when leaders show each leadership style?</li> <li>• <b>Plenary:</b> Summarise the lesson observations in relation to the unit content.</li> </ul>	Lego® or similar building equipment

#	Topic	Lesson type	Suggested activities	Resources
5	Methods used to motivate teams to perform		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> Use the previous lesson plenary to reinforce the idea that leadership styles may not be fixed. Refer to topical examples that learners will be familiar with (sporting examples are usually easy to find).</li> <li>• <b>Teacher-led presentation:</b> Explain the importance of motivation as a key leadership characteristic, using topical examples (ideally from video clips).</li> <li>• <b>Group activity:</b> In groups, learners move ten balls from one side of a room to another. The balls must be carried on flat planks. Each group is assigned a leader, but the leader cannot physically take part in the activity.</li> <li>• <b>Group discussion:</b> Groups discuss the strengths and weaknesses of their team and leadership performance. They also discuss how easy they found feedback and what issues can occur when receiving feedback this. The teacher should emphasise that receiving feedback is an important element of leadership.</li> <li>• <b>Teacher-led presentation and plenary:</b> Synthesise the group discussion, using unit content A1 to A4 as a framework.</li> </ul>	Presentation of leadership case studies Per group: <ul style="list-style-type: none"> <li>• ten tennis balls (or similar)</li> <li>• two planks of wood around 30 cm long and wide enough to carry a ball</li> <li>• two buckets</li> </ul> Prize for winning team
6	Assessment of Learning aim A	AA	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> Learners time to complete Task 1 in their assessment workbooks.</li> </ul>	Assessment workbooks

#	Topic	Lesson type	Suggested activities	Resources
7	Leadership skills		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> Recap of Learning aim A</li> <li>• <b>Individual activity:</b> Learners produce an individual coat of arms (emblem) that will demonstrate their leadership characteristics and skills, and then share with others in the class.</li> <li>• <b>Teacher-led activity:</b> Use the outputs of the previous activity to detail the content of Learning aim B, and to illustrate the leadership characteristics learners will be assessed on.</li> <li>• <b>Group activity:</b> Working in groups of three, learners create a combined coat of arms and come up with a representative team name. (If class numbers are indivisible by three, choose one or two of the strongest candidates to act as overall team leader and manage the project activity of all groups.)</li> <li>• <b>Plenary:</b> Recap the leadership characteristics that learners are to be assessed on in lessons 8-12 and how they will be assessed.</li> </ul>	<p>Large sheets of paper, such as flip chart paper</p> <p>Coloured pens</p>
8-12	Assessment of Learning aim B	AA	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> Learners work on Task 2 in their assessment workbooks. The teacher observes and monitors the group, in particular the leadership skills demonstrated.</li> </ul>	Assessment workbooks

#	Topic	Lesson type	Suggested activities	Resources
13	The importance of feedback		<ul style="list-style-type: none"> <li>• <b>Teacher lead in:</b> Provide overall feedback on Task 2 from lessons 8-12. Explain that this session is intended to provide a break for reflection.</li> <li>• <b>Group activity:</b> Learners work in groups of three (A, B and C): A and B sit back-to-back; A draws a picture; B has a blank page; C describes what B should draw based on A's picture. Discussion is allowed between artists and observers only, and must never name the object drawn.</li> <li>• <b>Teacher-led discussion:</b> Explain that the last group activity relied upon feedback, and the better the quality of feedback the better the outcomes.</li> </ul>	Drawing materials
14	Assessment of Learning aim C	AA	<ul style="list-style-type: none"> <li>• <b>Teacher-led and Group activity:</b> Learners produce feedback sheets for their peers, and provide feedback to each other on their leadership skills from Task 2. While this is happening, the teacher also gives feedback to individuals one after another.</li> <li>• <b>Assessment activity:</b> Learners complete Task 3 in their assessment workbook.</li> </ul>	Assessment workbooks

#	Topic	Lesson type	Suggested activities	Resources
15	Unit review	AA	<ul style="list-style-type: none"> <li>• <b>Teacher-led question and answer session:</b> Use questioning to recap learning during Unit 4.</li> <li>• <b>Group activity:</b> Learners use sticky notes to identify which aspects of Unit 4 they found most useful and which least useful.</li> <li>• <b>Teacher-led discussion:</b> Discuss those aspects of Unit 4 that learners found least useful</li> </ul>	<p>Assessment workbook feedback</p> <p>Sticky notes</p>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	1

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the unit aims and assessment methodology</li> <li>• To provide insight into the concept of leadership</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Newspapers, magazines or similar</li> <li>• Ability to print digital images</li> <li>• Sticky tape or glue</li> <li>• Poster paper or flipchart</li> </ul>
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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"> <li>• Explain the unit aims and assessment methods.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• Class discussion about the term ‘leader’ and what it means to learners. (10 minutes)</li> <li>• Class discussion on the ways that leadership is demonstrated. (10 minutes)</li> <li>• Working as individuals, learners:                             <ul style="list-style-type: none"> <li>○ choose a leader they admire</li> <li>○ obtain images and background information about their chosen leader</li> <li>○ create a short summary about the leader, explaining their key leadership characteristics, with examples that show this.</li> </ul>                             (20 minutes)                         </li> <li>• In groups of 3 or 4, learners discuss their chosen leaders and then create a poster of a group ‘super leader’, who is an amalgamation of the different leaders. They should explain the super leader’s key leadership characteristics. (30 minutes)</li> <li>• Groups share their work with the class and a class ‘super leader’ is created. (10 minutes)</li> <li>• Refer learners to the key headings from the unit content that illustrate leadership roles. The class then works together to identify the ‘super-leader’ best suited to demonstrate those leadership roles. (20 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• Present the key observations from the task and go over the key roles that leaders play. Emphasise that the most successful leaders are able to show strengths in all roles, but that even these leaders will have areas for development.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	2

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the characteristics of effective leadership</li> <li>• To develop and recognise key aspects of leadership performance</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Notes taken in previous session</li> <li>• Paper</li> <li>• Weighted round objects, one per group (all items should be of same style and weight, e.g. large marbles or ball bearings)</li> <li>• Chairs</li> <li>• Thin card</li> </ul>
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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"> <li>Recap the activity from the previous lesson, detailing the key roles that leaders play.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>Divide the class into groups, ideally four learners per group. (5 minutes)</li> <li>Explain to groups that they need to move a ball bearing across a 1-metre gap. The gap must be bridged using only paper and card. The ball bearing must stay in contact with the paper/card at all times. Each group should have a non-participating observer. (40 minutes)</li> <li>Groups demonstrate their solutions. (5 minutes)</li> <li>Observers feed back to groups on what they perceived as being more successful and less successful leadership. (10 minutes)</li> <li>Learners participate in a class discussion, to review the lists created by the observers and develop a class list of the characteristics of good leadership. (30 minutes)</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>With reference to the unit content, identify the characteristics shown by good leaders, using examples from the group activity.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	3
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to styles of leadership</li> <li>• To provide opportunity for learners to utilise different leadership styles and reflect upon their impact</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• <b>PS</b> on Lewin's leadership styles</li> <li>• A variety of objects that will take the weight of multiple classroom participants, e.g.             <ul style="list-style-type: none"> <li>○ chairs</li> <li>○ benches</li> <li>○ tables</li> <li>○ wooden planks</li> </ul> </li> <li>• Large open classroom space or sports hall</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• Teacher to recap previous lessons and reflect on the different approaches that leaders have shown.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• Deliver a presentation that covers Lewin’s (1939) leadership styles, with reference to the summary given in the specification. Ask learners to provide examples of each leadership style. (20 minutes)</li> <li>• Divide learners into three evenly sized groups (with no less than three learners in each group). Instruct learners that they must cross the open space without touching the ‘toxic swamp’ on the floor.                         <ul style="list-style-type: none"> <li>○ All group members must cross the ‘swamp’ without touching the floor.</li> <li>○ Make a range of equipment available to learners; however, limit the amount of equipment available, so groups will have to choose quickly.</li> <li>○ Designate a leader to each group, and allocate one of Lewin’s three main leadership styles to each leader.</li> <li>○ Observe the activity to offer feedback later in the lesson.</li> </ul>                     (40 minutes)                 </li> <li>• Highlight to the class the group dynamics that you have observed. Groups then discuss:                         <ul style="list-style-type: none"> <li>○ how they felt during the task</li> <li>○ the leadership style their leader adopted</li> <li>○ the impact of that leadership style on their team’s performance.</li> </ul>                     (20 minutes)                 </li> <li>• Summarise the lesson and learning in context of the specification, highlighting the benefits/successes of each leadership style, and agree what the most effective leadership style was. (10 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• Return to the lesson’s opening presentation, and use examples from the group activity to illustrate key aspects of Lewin’s three leadership styles.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	4

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to the impact that different situations can have on a leadership approach</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>A completed Lego® or similar style model, hidden from the group</li> <li>Enough Lego (or similar) for each group to replicate the completed model</li> <li>Prescribed leadership behaviour flashcards</li> <li>A prize for the winning team</li> </ul>
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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"> <li>● Recap the previous lesson's activities and main observations from group activities.</li> </ul>
Main activities (80 minutes)	<ul style="list-style-type: none"> <li>● Place learners into groups of 3 or 4 with pre-designated leaders:                             <ul style="list-style-type: none"> <li>○ Leaders must be briefed before the activity about which leadership behaviours they need to adopt.</li> <li>○ Only the leaders are to be shown a 'completed' model.</li> </ul>                             (10 minutes)                         </li> <li>● Team leaders instruct their group on how to recreate the final model within a time limit of 20-minutes. Award a prize to the most successful team. (20 minutes)</li> <li>● Teams look at each other's models and compare it to the original. (10 minutes)</li> <li>● The 'winning' group explains to the class why they were most successful and the impact of their leadership style on their success. Other groups then suggest what did and did not work well in their groups. (10 minutes)</li> <li>● Learners now revisit the leaders they looked at in lesson 1. Using specific examples, they explain to a partner the leadership style used most often by that leader. (15 minutes)</li> <li>● Pairs feed back the outcomes of their discussions to the main group. To demonstrate understanding, each learner should report on what their partner has said. (15 minutes)</li> </ul>
Concluding activities (20 minutes)	<ul style="list-style-type: none"> <li>● Hold a plenary session to summarise the lesson observations in relation to the unit content.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	5

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the ways that leaders can motivate others to perform</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• PS of leadership case studies that learners should be familiar with (the more topical the better; sporting examples are usually the easiest to find)</li> <li>• Per group:             <ul style="list-style-type: none"> <li>○ ten tennis balls (or similar)</li> <li>○ two planks of wood around 30 cm long and wide enough to carry a ball</li> <li>○ two buckets</li> </ul> </li> <li>• Prize for winning team</li> <li>• Large open space</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● Use the plenary from the last lesson to reinforce that leadership style may not be fixed. Use the case studies to illustrate the situational change in leadership.</li> </ul>
Main activities (80 minutes)	<ul style="list-style-type: none"> <li>● Deliver a pre-prepared presentation utilising video clips to illustrate the ways that leaders can motivate others to perform. These can often be found in films of sporting events. (20 minutes)</li> <li>● Divide the class into an equal number of teams.                             <ul style="list-style-type: none"> <li>○ Assign a leader to each team. The leader cannot participate in the task, and must not touch any of the equipment, but should provide the team with instructions and motivation.</li> <li>○ Each group is given two planks, two buckets and ten balls.</li> <li>○ Groups must get all ten balls from one bucket to the other as fast as possible using only the planks. When they have finished, they return the full bucket to the start. There is no limit to the number of balls that can be carried on the planks at any one time.</li> <li>○ The safety of all participants must be considered when deciding how to complete the task, e.g. planks cannot be used as bats.</li> <li>○ To increase task pressure, you may want to provide a prize as an incentive.</li> </ul> </li> <li>(20 minutes)</li> <li>● Groups discuss what went well and what didn't go so well during the task. (10 minutes)</li> <li>● Groups discuss the style of leadership and approach to motivation within their group, and prepare to feed back. (10 minutes)</li> <li>● Groups share their results with the class. (10 minutes)</li> <li>● Summarise findings and steer discussion to feedback on leadership approaches. Review the quality of the feedback provided, and discuss issues that can arise when giving and receiving feedback. (10 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● Summarise the class discussion, using unit content A1 to A4 as a framework.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	6

<b>Lesson objectives</b>	To provide opportunity for learners to complete Assessment Activity Task 1
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to internet-linked devices</li> <li>• Assessment workbooks</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• Lead learners in a discussion of the key points of the previous sessions, using questioning to clarify key terms and their application to the workplace.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• Learners complete Assessment Activity Task 1 in their assessment workbook.</li> <li>• The teacher should be available to support learners with questions during the assessment activity.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• Explain the links between the learning assessed in Assessment Activity Task 1 and the rest of the unit.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	7
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the key leadership skills they will be assessed on</li> <li>• To introduce learners to the nature of Assessment Activity Task 2</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Large sheets of paper, such as flip chart paper</li> <li>• Colouring pens</li> </ul>
Key: <b>AS:</b> Activity Sheet; <b>TF:</b> Template Form; <b>PS:</b> Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● Recap the previous sessions in the context of Learning aim B</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● Learners produce an individual coat of arms (emblem) to represent what they think is their own leadership style. (20 minutes)</li> <li>● Learners share their coat of arms with the group. (20 minutes)</li> <li>● Form teams for the assessment activity that will take place in lessons 8-12. Teams should consist of three members each; however, if class numbers are indivisible by three, options could include: <ul style="list-style-type: none"> <li>○ creating an overall project manager role for a stronger member of the class</li> <li>○ having an overall manager in each group, with section heads taking on key task management</li> <li>○ having cross-group section heads with responsibilities such as budget, time management and resource management.</li> </ul> </li> </ul> <p>(10 minutes)</p> <ul style="list-style-type: none"> <li>● Each group then creates a representative team name and a combined coat of arms for their group. (40 minutes)</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● Conclude the session with a class question and answer session on the leadership characteristics they will be assessed on in the next 5 sessions and the assessment methods to be used.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	8–12 (10 hours)

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To provide opportunity for learners to complete Assessment Activity Task 2</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Access to internet-linked devices</li> <li>Assessment workbooks</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>Learners use the assessment workbook to complete the group activity described in Task 2.</li> <li>The teacher observes the assessment activity and is available to support learners with questions and queries during the session.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	13
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To reinforce the importance of effective feedback</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Drawing materials</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● Explain the importance of feedback to the development of leadership skills. Stress that feedback should be accepted as well as delivered. (10 minutes)</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● Organise learners into groups of three or four and allocate the following roles: artist 1; artist 2; observer(s).                             <ul style="list-style-type: none"> <li>○ Artist 1 has to draw an object, while sitting back-to-back with artist 2.</li> <li>○ Artist 1 should develop the drawing in three stages: outline; colour; final detail.</li> <li>○ After each stage, the observer should direct artist 2. The observer provides instructions to artist 2 that will help them to replicate what artist 1 has drawn without naming the object.</li> <li>○ Discussion is allowed between artists and observers only, and must never name the object drawn.</li> </ul> <p>(30 minutes)</p> </li> <li>● Learners now compare drawings within their groups and discuss what would have helped artist 2 get closer to artist 1's finished drawing. (20 minutes)</li> <li>● Learners then swap roles and repeat the drawing task. (20 minutes)</li> <li>● Hold a final class discussion on the importance of effective feedback. (20 minutes)</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● Lead a class discussion of group findings on the quality of feedback, then create a list of do's and don'ts for how to give effective feedback.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	14

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To provide learners with the opportunity to review their performance in the group task</li> <li>• To provide learners with the opportunity to identify areas for development for future practice</li> </ul>
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<b>Resources checklist</b>	Assessment workbooks
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

<b>Activities</b>	<b>Teaching notes</b>
Main activities (120 minutes)	<ul style="list-style-type: none"> <li>• Learners provide feedback to other team members. Meanwhile, the teacher also gives feedback to individuals.</li> <li>• Learners complete the review stage of Assessment Activity Task 3 in their assessment workbook.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Award in Workskills
<b>Unit</b>	Unit 4: Developing Leadership Skills for the Workplace
<b>Lesson number</b>	15

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To review learning from Unit 4</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Assessment workbook feedback</li> <li>Sticky notes</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>Recap the concepts discussed throughout Unit 4 and encourage learners to share their views.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>Learners consider the course, firstly in small groups and then individually. In this review, they must provide lists of areas that they found the most and the least useful, giving a written reason for their decision. (20 minutes)</li> <li>Learners select two parts of the unit that they considered to be useful and two that they considered to be less useful, then write them on sticky notes (with their reasons). The sticky notes are then placed on flipcharts/boards for all learners to see. (20 minutes)</li> <li>Go through the lists with the class and create categories of learner response. (20 minutes)</li> <li>Use the categories to reinforce those areas that learners found the most useful, and to explain why the areas they found less useful are also important. (20 minutes)</li> <li>Learners respond to your feedback and correct any areas of assessment that require amendment. (20 minutes)</li> </ul>

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