



**Dealing with Work Situations**

**SCQF level 4**

**Unit Code: F789 10**

**10 hour Unit**

## What is this Unit about?

This Unit is designed to prepare you to enter the world of work. It is about helping you to understand the types of situations you could meet when you are working and how you can deal with them. You will work with support from your tutor. This means your tutor will be able to provide you with advice.

This Unit is part of an Award in Employability (G9CY 44). The other Units in the Award are:

- ◆ F786 10 *Preparing for Employment: First Steps* (SCQF level 4) [10 hour Unit]
- ◆ F787 10 *Building Own Employability Skills* (SCQF level 4) [20 hour Unit]
- ◆ F788 10 *Responsibilities of Employment* (SCQF level 4) [10 hour Unit]

This Unit is important because it will help you when you move into employment. The world of work is not the same as school, college or home. At work you will have to work alongside other people. Some of them may be doing the same job as you are but you will also come into contact with people doing different jobs. Some of them will have lots of experience in the workplace. At work, you can come across situations that you may not have met before. It will help you to stay in a job if you are prepared for working with other people. It will help you too if you know the kind of situations that could occur and if you know what to do when they happen.

The knowledge and skills involved in this Unit will make you more confident as you start thinking about getting a job. They will also help you when you get a job. As you complete this Unit you may make use of the work you did in the Units *Preparing for Employment: First Steps* and *Building Own Employability Skills*. As a result you should have a better chance of getting a job that is right for you. You should also be in a better position to keep the job.

This Unit is closely related to *Responsibilities of Employment* (SCQF level 4). Both of them are about identifying what it is like to be at work and how you should react to the situations you will meet at work. This Unit is about working with other people such as those who do the same job as you do. *Responsibilities of Employment* (SCQF level 4) is about what employers will expect of you and what happens if you do not behave in the way they wish.

This Unit is about finding out what type of situations you could meet at work. Work situations can be different from ones you may have met in other places like school or college. This Unit is also about helping you to deal with these work situations.

Your tutor will explain anything in this Unit which you do not understand.

## What should I know or be able to do before I start?

It will help you if you have thought about some of the following:

- ◆ The personal skills and qualities that you have developed
- ◆ The kind of jobs that fit in with the skills and qualities you have
- ◆ The skills you will need to get a job
- ◆ What employers expect of you as an employee and how you should be treated as an employee
- ◆ Differences between the workplace and places like school and college
- ◆ Unacceptable behaviour in the workplace

You will have done most of these if you have completed the *Preparing for Employment: First Steps* Unit at SCQF level 3 or 4 and the *Building Own Employability Skills* Unit at SCQF level 3 or 4.

## What do I need to do?

**You will need to carry out each of the following two tasks:**

### Task 1

Know how to interact with others at work

### Task 2

Develop skills you will need to cope with situations you could meet at work

## How do I get this Unit?

You will need to show that you have achieved both the tasks in this Unit.

For task 1 **know how to interact with others at work** you will have to:

- ◆ identify the different types of people you could work with
- ◆ know how to behave towards other people at work
- ◆ know how other people at work should behave towards you

To show that you have met this task you might gather evidence from listening to employers and to people in employment. You may also talk to people who are in employment. You may have made a video or an audio recording which shows your knowledge. You may have made some notes on them or kept a blog. Your tutor may ask you questions and make notes or a recording of what was said.

For task 2 **develop skills you will need to cope with situations you could meet at work** you will have to:

- ◆ know what to do when you have to discuss with someone else how to tackle a work related task
- ◆ know how you can cope with conflict at work
- ◆ draw conclusions about the consequences for you if you do not deal with situations at work in an acceptable way

To show that you have met this task you might gather evidence from things that you have done such as taking part in role plays or working with others to act out situations that you might meet at work. You may also talk to employers or people who are in employment, especially those who have recently entered the world of work. You may have seen videos of workplace situations and talked about what happened. You may make your own video or audio recording of what you have found out. You may make some notes or keep a blog. Your tutor may ask you questions and makes notes or a recording of what was said.

## **What might this involve?**

The Unit can be achieved in many ways. Examples of activities you might do are:

- ◆ Go on work experience to find out what being in a workplace is like
- ◆ Listen to talks from employers and ask questions of employers
- ◆ Go on visits to workplaces and see what is happening there
- ◆ Listen to others who have recently entered the world of work and ask questions of them
- ◆ Talk to people that you know who are in employment or who have been in employment
- ◆ Talk about case studies of workplace situations
- ◆ Take part in role plays of workplace situations

Evidence of these activities may be gathered together in a folio

As you work through this Unit you will be given support by your tutor but you will be expected to contribute by offering some ideas and suggestions of your own.

## What can I do next?

You could think about doing other related Units at SCQF level 4 which would help you gain employment such as:

- ◆ F786 10 *Preparing for Employment: First Steps*
- ◆ F787 10 *Building Own Employability Skills*
- ◆ F788 10 *Responsibilities of Employment*

You could move on to the National Progression Award in *Enterprise and Employability* at SCQF level 4 (G976 44) or at SCQF level 5 (G9AH 45).

Your tutor can advise you about this.

## Guidance for tutors

For this Unit learners are expected to be able to:

- ◆ know how to interact with others at work
- ◆ develop skills you will need to cope with situations you could meet at work

Tutors will provide support to learners by offering advice to them but learners will be expected to contribute by offering some ideas and suggestions of their own. They could do this for example when considering how to cope with the situations they could meet at work. Learners could, for example, suggest ways how they could react when faced with a possible conflict situation eg when someone asks them to do something that they think they ought not to do; when asked what others expect of them at work. Tasks and activities for learners should be straightforward in that they should consist of some routine elements. Learners may, for example, be familiar with asking questions of others. They could, therefore, participate in an activity where they had to ask questions of someone with experience of employment. They could, if they are used to it, be asked to give their reactions to a case study which could be a video of a workplace situation such as a disagreement among two people.

Learners should show a basic knowledge of key points some of which will be factual such as the kind of people they are likely to have to interact with at work. Learners should also be able to identify and/or take account of the consequences of action or inaction. For example, learners could point out what could happen to them if their behaviour at work was unacceptable to others or they could identify the benefits to them, as learners, of getting on with their work colleagues.

Delivery of the Unit should take account of the needs and aspirations of each individual learner. The aim should be to develop self confidence and self esteem among learners. This Unit is largely about helping learners to recognise how they can deal with everyday situations at work. In particular it is about how they interact with others with whom they have to work such as those doing the same job. It is intended to help learners realise that being in contact with others can be a major part of being in employment. As a result it is important to behave appropriately towards other people. These people have expectations about how others should behave. They may not always be the same as the expectations that employers have but they are an important aspect of the workplace environment.

Learners may well find this difficult because for many the workplace may be a very unfamiliar environment and one which is quite different from other environments with which they are familiar. Learners may, for example, be unused to being in day to day contact with more experienced people who are not in positions of some authority such as parents, teachers or lecturers. They may not realise that it may be appropriate to behave differently with colleagues than with managers or supervisors. They may not realise either that colleagues may be able to make working life very difficult for them so it is important to develop strategies to deal with them.

Delivery will need to be sensitive to the background of learners to ensure that raised awareness does lead to increased confidence among learners about their ability to cope with the demands of being in work. Any changes in self confidence and self esteem can be fragile and may be difficult to sustain. Delivery should, therefore, be structured to provide as many opportunities as possible to recognise and reinforce progress.

Ideally this Unit should include experience of being in a workplace environment. This may not always be possible and delivery methods could include the use of video case studies of places of employment. It may also be possible to use role plays to explore interactions between people at work. Role plays and case studies are particularly good ways to help learners realise what is involved in discussing work issues with others and dealing with conflict. They can help learners to realise also what they can do to prevent conflict happening.

Depending on available resources, it may be possible to make use of actors to illustrate the situations that learners might encounter at work. Learners can discuss their responses to the scenarios which are acted out and what they have learned from them. It may also be possible for learners to take part in scenes with actors.

It is possible to combine aspects of the two tasks. For example learners may disagree with a more experienced employee about the quality of their work. They could consider how they would deal with this. It may be possible to arrange delivery so that learners build up to more complex scenarios. This may help them begin to appreciate the complexities of being at work.

Assessment for the Unit will consist of gathering evidence to show that the learner is able to meet both the tasks of the Unit. Learners should be able to gather evidence as they work through the Unit. Just as delivery of the two tasks can be integrated, there is considerable scope to combine aspects of the two tasks. For example, discussing how to carry out a work related task could involve a more experienced work colleague. This scenario could also bring in elements of what others expect of the learner at work and how learners might expect others to behave towards them.

Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Evidence may be paper based, recorded, oral or visual (eg: photographs or video footage). Learners may be able to present evidence for both tasks together in a folio of work, which could cover more than one Unit.

Learners may make use of performance evidence such as visits to employers, discussion with people who are, or have been, in employment and work experience. They may also take part in role plays or act out situations which they might encounter at work. It may be possible to make a video record of activities like these. Learners may also be able to use product evidence that they have produced themselves such as audio or video diaries. Where appropriate, performance and product evidence can be supplemented by observation checklists and/or recorded oral questions and answers.

Evidence for the Unit can take a variety of forms depending on the learner's situation and the delivery approach adopted. Learners can be encouraged to present their evidence in a manner which reflects skills and qualities they may possess. They could, for example, produce a blog or make use of video or audio diaries or material they have posted on social networking sites or uplifted on to other internet sites. They could use a log book or notes. Observation checklists may be important sources of evidence if delivery is slanted towards participative activities in which learners simulate workplace situations. Evidence could be naturally generated while the learner works through the Unit.

This Unit is very closely linked to *Responsibilities of Employment* (SCQF level 4). There may be opportunities to combine aspects of the delivery and assessment across the two Units. For example, the same case study may enable learners to discuss what employers may expect of them in the workplace and enable them to think about how they interact with colleagues and others they may encounter while at work.

For Task 1 **know how to interact with others at work** evidence should show that the learner has completed the three parts of the task. Learners should show, therefore, that they are able to identify the different types of people they could work with; that they know how to behave towards other people at work and that they know how other people at work should behave towards them. Two distinct points for each part would be sufficient and they may be combined in a single piece of evidence such as a single oral or recorded discussion. Learners who can identify more points may find it personally beneficial to do so.

The following gives an indication of what the evidence should consist of:

- ◆ Written and/or recorded oral evidence covering:
  - knowledge and understanding of the different types of people that the learner might work with such as older people, colleagues, supervisors
  - knowledge and understanding of how the learner should behave at work in interactions at work with colleagues
  - knowledge and understanding of the behaviour that the learner can expect from others at work such as being treated with respect and co-operation

This evidence could be supported by additional product and/or performance evidence such as:

- ◆ Product evidence such as:
  - examples of employee handbooks
  - notes made by the learner including blogs
  - video or audio diaries made by the learner
  - postings by the learner on social networking sites and on other websites
- ◆ Performance evidence, supported where appropriate by observation checklists such as:
  - visits to employers
  - work experience

For Task 2 **develop skills you will need to cope with situations at work** evidence should show that the learner has completed the three parts of the task. Learners should show, therefore, that they know what to do when discussing work related tasks such as division of work with others, that they know how to cope with conflict, and draw conclusions about what might happen if they do not cope effectively with situations at work. Two distinct points for each part would be sufficient. It would be possible to infer that learners have grasped relevant points from their behaviour during role plays or other practical activities. For all three parts of the task, learners who can recognise more points may find it personally beneficial to do so. Evidence for different parts of the task (and for parts of Task 1 if appropriate) may be combined in a single piece of evidence such as a single oral or recorded discussion.

The following gives an indication of what the evidence should consist of:

- ◆ Written and/or recorded oral evidence covering:
  - knowledge and understanding of how to behave when interacting with others for example to divide up work
  - knowledge and understanding of how to cope with conflict such as keeping calm, avoiding a hasty reaction
  - knowledge and understanding of possible consequences for them of their behaviour such as being ignored, losing respect, taking action to make their working situation difficult

This evidence could be supported by additional product and/or performance evidence such as:

- ◆ Product evidence such as:
  - examples of employee handbooks
  - notes made by the learner including blogs
  - video or audio diaries made by the learner
  - postings by the learner on social networking sites and on other websites
- ◆ Performance evidence, supported where appropriate by observation checklists such as:
  - visits to employers
  - work experience

Further information about delivery, assessment and Evidence Requirements for this Unit can be found in the corresponding support pack. The support pack also contains examples of the type and amount of activities that meet the standards of this Unit. Sample recording documentation is also included.

## **Core Skills**

There is no automatic certification of Core Skills or Core Skill components in this Unit.

## Differentiation between levels

The following guidance is intended to help assessors make assessment judgments. It explains how the generic level descriptors at SCQF level 3 and SCQF level 4 may be applied in the context of this and related Units.

Differentiation between the two SCQF Levels is based on five main principles.

They are the:

- ◆ Amount of support learners receive
- ◆ Level of participation by learners
- ◆ Level of understanding of learners
- ◆ Complexity of tasks given to learners
- ◆ Level of maturity displayed by learners

The table below outlines how each principle may apply at SCQF level 3 and SCQF level 4 for this Unit and for *Dealing with Work Situations* (SCQF level 3).

Principle	SCQF level 3	SCQF level 4
Support: learners will work with	Directive support, ie the teacher/lecturer will issue explicit instructions	Support, ie the teacher/lecturer will offer advice
Level of participation: learners will	Participate in, ie agree to ideas, suggestions and plans	Contribute to, ie offer some ideas and/or suggestions
Level of understanding: learners will show	Basic knowledge, ie a small number of key facts	Basic knowledge of a number of key points some of which will be factual
Complexity of tasks: learners will be involved in activities which are	Simple, ie routine and with which the learner may be familiar	Straightforward, ie contain some routine elements
Level of maturity displayed: candidate will	Take account of some identified consequences of action	Identify and/or take account of some of the consequences of action/inaction

## Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).



## Administrative information

### Credit value

1.5 SCQF credit points at SCQF level 4

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