Tutor Pack

Dealing With Work Situations

UNIT CODE – F789 10

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Thanks are also due to West Lothian College for their significant input to developing, quality and equality checking these materials.

Further information regarding this Course, including the Course and Unit Specifications, National Assessment Bank materials, Assessment Support Materials, Centre Approval and certification, can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

Assessment Materials

We strongly recommend that you utilise the SQA ASP materials for the assessment of this Award which can be accessed by SQA approved centres on their secure website. You can gain further information on this by contacting your SQA Business Manager

Whilst every effort has been made to ensure the accuracy of this Support Pack, tutors should satisfy themselves that the information passed to candidates is accurate and in accordance with the current SQA arrangements documents. SDS will accept no responsibility for any consequences deriving either directly or indirectly from the use of this Pack.

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UNIT SPECIFICATION

UNIT *Dealing with Work Situations* **(SCQF level 4)**

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 level4) [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.
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 they will need to cope with situations they 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 they might react when faced with a possible conflict situation e.g. 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 of 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 (e.g. 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 or 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:

1. 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:

2. 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

3. 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:

1. 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:

2. 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

3. 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, i.e. the teacher/lecturer will issue explicit instructions	Support, i.e. the teacher/ lecturer will offer advice
Level of participation: learners will	Participate in, i.e. agree to ideas, suggestions and plans	Contribute to, i.e. offer some ideas and/or suggestions
Level of understanding: learners will show	Basic knowledge, i.e. 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, i.e. routine and with which the learner may be familiar	Straightforward, i.e. contain some routine elements
Level of maturity displayed: learner will	Take account of some identified consequences of action	Identify and/or take account of some of the consequences of action/ inaction

Disabled learners and/or those with additional support needs

The additional support needs of individual learners 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**.

Assessment Materials

We strongly recommend that you utilise the SQA ASP materials for this Unit which can be accessed by SQA approved centres on their secure website. You can gain further information on this by contacting your SQA Business Manager

REPORT ON PRIOR VERIFICATION OF ASSESSMENT INSTRUMENTS

Unit Title: _____   **Delivering Lecturer(s):** _____

	Yes	No	N/A	Action	By when
Current unit specification/standard					
Staff information form fully completed and signed, including details of any assessment conditions and arrangements for remediation and re-assessment					
Scheme of Work/Delivery Plan					
Assessment instruments/test specifications for unit – internally verified, stamped and signed					
Marking scheme/marking guidelines/exemplar solutions - IV stamped for validity					
Alternative assessments – internally verified, stamped and signed					
Marking scheme/guidelines/solutions for alternative assessments – IV stamped for validity					
Assessment Schedule for unit (and assessment plan for programme/award, where appropriate)					
Assessment checklist(s) – space for learner's name, assessor's signature, date					
Actions completed from previous IV reports					
Actions completed from previous EV reports					
Teaching and learning materials meet QEID principles					

No action required ☐   **Action required** ☐

Signed ————————————————— (Internal Verifier)   Date _____

Required actions completed ☐

Signed ————————————————— (Internal Verifier)   Date _____

Copy: Control File

LESSON PLAN – Dealing With Work Situations

Date of lesson: **Time and duration:**

Lecturer's name:

Class name/programme:

No of learners in group:

Lesson context/ general aim:	**The aim of this course is to identify different roles within a team.** **Behaviours within a team and managing conflict.**
Lesson objectives/ specific learning goals	• Understand different roles within a staff team • Identify behaviours to be displayed within a team and how learner should expect to be treated. • Develop conflict management skills.
Methods to be used to judge if objectives have been met. How will you know?(include informal/ formative assessment and any summative)	**Learners will complete closed book assessment Task 1 and 2**
Resources required	Registers Flip Chart Pens and paper Choose team building activity and look at resources required.
Paperwork	Learner Pack

TIMED BREAKDOWN OF APPROACHES AND ACTIVITIES:

Approx. duration	Approaches and lesson activities	Involving whom
15 mins	Introductions Discussing aims and objectives	Lecturers
45 – 120 mins	Activity 1 – Team Building Choose 1 – 3 from additional materials	Lecturer and large group.
45 mins	Activity 2– Team Roles	Pairs/ small groups
45 mins	**Assessment Task 1**	**Individual Assessment Closed Book**
30 mins	Discuss Conflict Resolution	Large Group
30 mins	Activity 3 - Conflict	Small groups
45 mins	**Assessment Task 2**	**Individual Assessment Closed Book**

Activity 1 - Team Building.

There are three team building activities at the end of this pack (additional materials).

Read through these and choose the one that best fits the group size and stage.

There are discussion points at the end of each of the activities.

Now speak to the group about the vital role each person plays within a team.

Activity 2 – Team Roles – Need learner Pack.

Ask the group to research the industry they wish to enter or are going to on placement.

Ask them to write down an example of different staff members and the role they play.

Next ask them to complete the section regarding behaviours.

There is a table to complete within their learner pack.

Discuss the answers as a large group.

Now Complete Assessment Task 1

Conflict

Discuss Conflict Resolution

Ask the group if they know what is meant by the term conflict.

What is conflict?

> Conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people, which is sometimes characterised by physical violence.

Why is it so difficult to deal with conflict?

- Conflict is distasteful for many people
- Conflict is unsettling and unpredictable. If poorly handled, it can become negative and destructive.
- Confrontation causes many people to react in an unpleasant, defensive and/or emotionally intense manner. They may "break down," flee, or counter attack.

- Conflict often raises fundamental personal concerns about trust, commitment and acceptance in one's relationship to another.
- Effective communication is the key.

Steps for dealing with conflict;

- Plan, prepare and rehearse.
- Adopt a constructive attitude.
- Assertively state the message.
- Stay quiet while the receiving party processes the message.
- Patiently and actively listen to the reactions and response.
- Restate, clarify and recycle.
- Focus on solution.

Styles of managing conflict;

Two concerns come in to play in any conflict:

- Achieving our personal goals
- Keeping a good relationship with others.

How much importance we give each factor affects how we act in a conflict.

Ask the learner to read the following different styles. Ask them to think about the style that is closest to them.

Turtles

- Turtles hide from conflicts by withdrawing into their shells.
- They relinquish both personal goals and relationships, avoiding the conflict issues and the people with whom they disagree.
- They feel helpless and believe that trying to resolve the conflict is hopeless.
- They find it easier to withdraw, physically and psychologically from a conflict than to face it.

Sharks

- A shark is someone who tries to overpower opponents and force them to accept their solution.
- Sharks place much more importance on goals than relationships.
- They seek to achieve their goals at all costs and are unconcerned with others' needs or acceptance of them.
- They assume conflicts are settled by one person winning and the other losing.
- They want to win because it gives them a sense of pride and achievement. Losing leaves them with a sense of weakness, inadequacy and failure.
- They try to win by attacking, overwhelming and intimidating.

Teddy Bears

- Teddy bears are the opposite of sharks.
- They place great importance on relationships and little on their own goals.
- They want others to accept and like them.
- They believe that people cannot discuss conflicts without damaging relationships and they think conflict should be avoided to maintain harmony.
- They fear that if the conflict continues, someone will get hurt, ruining the relationships.
- They say, "I'll give up my goals and let you have what you want so you will like me."

Foxes

- Foxes moderately concern themselves with their own goals and with their relationships with others.
- They give up part of their goals to persuade their opponent to do likewise.
- They want a solution in which both sides gain something by arriving at a middle ground between two extreme positions.
- They willingly sacrifice part of their goals and relationships to find agreement for the common good.

Owls

- Owls value both goals and relationships highly.
- They see conflicts as problems to be solved and look for a solution that achieves the other person's goals as well as their own.
- To them, conflicts improve relationships by reducing tension between two people.
- Owls open a discussion that identifies the conflict as a problem, and they'll find a mutually beneficial solution that resolves tensions.

Discuss the question; is conflict management good or bad?

1. Conflict is a natural part of being a team, and as such, is neither good nor bad.
2. Successful conflict management creates effective teams.
3. Conflict helps teams to improve their organisation, as well as to arouse and improve discussion and creative thinking.
4. Conflict would however be detrimental to the team if handled wrong.

Activity 3 – Conflict Requires Learner Pack

The aim of this exercise is to draw attention to the number of conflicts and similar stressful situations experienced by learners in one week and use others in the group to come up with reasonable solutions for each conflict.

Learners to recall 3 conflicts they have experienced in the past 3 days and receive some solutions from others.

Setup

- Ask learners to complete the conflict table in their learner pack and record 3 conflicts that they were involved in, in the last 3 days.
- Ask learners to record the *'toxic words'* that triggered the conflicts and made them feel that they had to protest and defend themselves.
- Allocate 10 minutes for this part.
- Ask a volunteer learner to read the first conflict cases they have identified.
- The person on the left should then proceed to provide a solution to resolve the conflict.
- Ask this person to present his own conflict and again the next person on the left should provide the solution.
- Continue with this cycle until all cases have been presented.

Discussion

How did recalling a conflict make you feel? Could you have handled that particular situation differently? What was the trigger word that made you feel you are in a conflicting situation? How helpful were others' suggestions? Could you use the new suggestions to resolve your conflict or prevent them from happening in the first place?

Now Complete Assessment Task 2

Your tutor will provide this.

ASSESSMENT RECORD SHEETS

Learner Unit assessment record

Employability: Dealing with Work Situations (SCQF Level 4)

Class		Group	
Learner name		Learner ID	
Record of performance			

Tasks	*Achieved/ not achieved	Comments
Instrument of Assessment 1 All parts of this task completed. A single piece of evidence may be adequate.		
Instrument of Assessment 2 All parts of this task completed. A single piece of evidence may be adequate.		

*(Enter A or NA in the box to indicate whether the learner has achieved or not achieved each Outcome. The comments column can be used to highlight any reassessment that may be needed.)

Overall comments

Assessor name	
Assessor signature	**Date**

UNIT ASSESSMENT CLASS RECORD

Employability: Dealing with Work Situations (SCQF Level 4)

Class		Group Date	

	Learner surname	Learner forename	Learner ID	Tasks 1	2	Overall achievement*
1						A N/A
2						A N/A
3						A N/A
4						A N/A
5						A N/A
6						A N/A
7						A N/A
8						A N/A
9						A N/A
10						A N/A

* Mark A or N/A as appropriate

INTERNAL VERIFICATION REPORT ON ASSESSMENT SAMPLE

To: _____ Lecturer/Assessor

Unit Title_____ Unit No _____

Programme Name_____

	Yes	No	Comments
Assessment evidence and materials available			
All learners work verified			
Standards consistently applied			

If no, list learners where standards applied were inconsistent

Learners' Names	Reason for inconsistency

Materials satisfactorily verified   Yes/No

Undernoted action required by _____ (date)

_____ Internal Verifier   _____ Date

Above action satisfactorily completed   Yes/No

_____ Internal Verifier   _____ Date

ADDITIONAL MATERIALS

Three team building activities, you can use one or all of them.

Discussion – Speak to the group about the importance of team working.
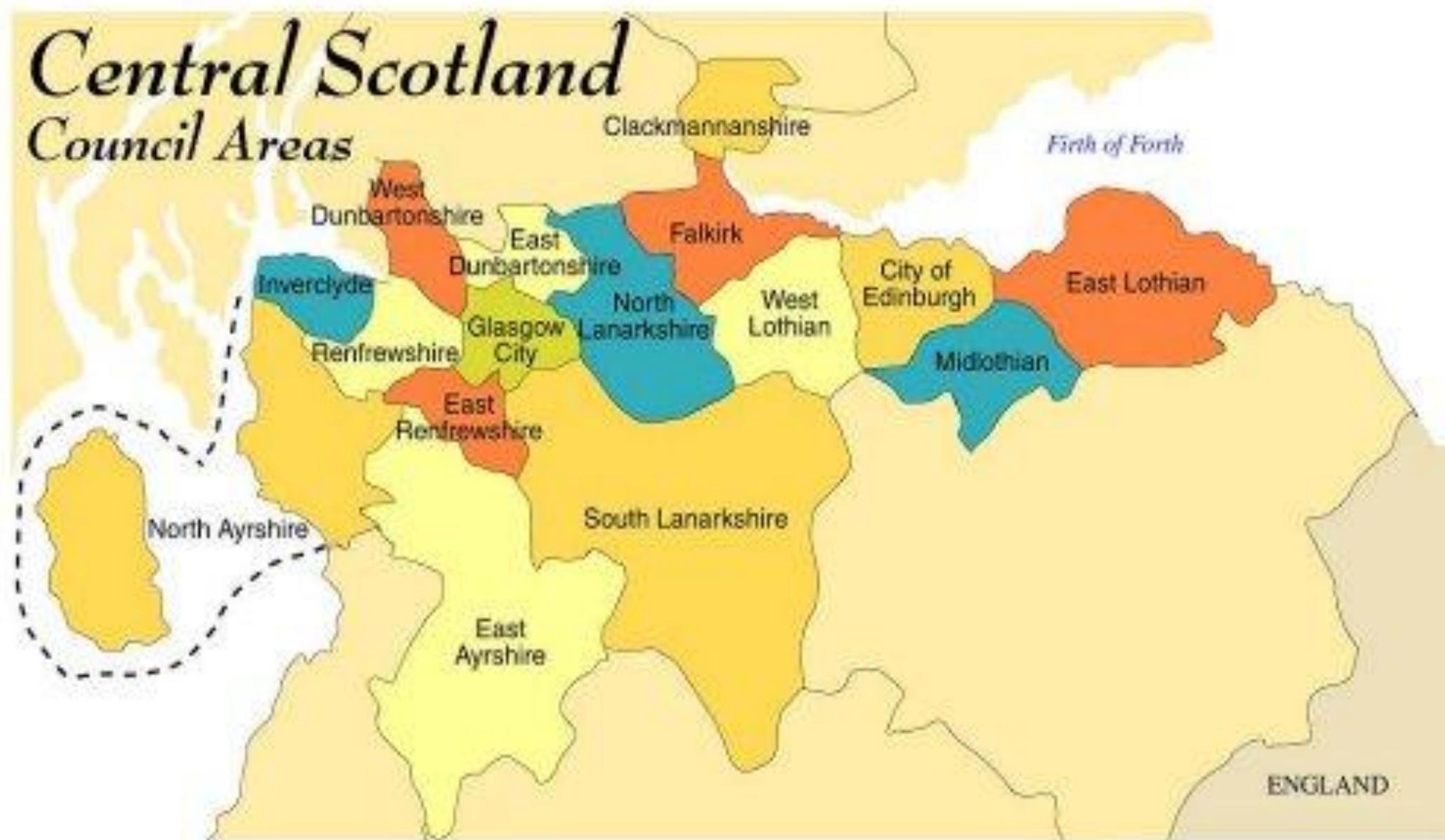Facilitate discussion on what they think makes a good team.

Team building Exercise.1

1. Photocopy the image of Scotland (see below) x 2
2. Cut one image into equal pieces (the amount of pieces should match the amount of participants) and give one piece to each participant.
3. Do not let the group see the full picture.
4. Give the group an A4 piece of paper and ask them to recreate the same image onto a large piece of paper.
5. When all finished use the floor space to try and match it all together like a jigsaw.

Now facilitate the following discussion points

- How would the group have responded to and met the task if the task leader simply asked the whole group to 'Create a copy of the picture ten times original size'?
- If the assembled big version is not right in any area, where did the task fail and for what reasons?
- If anyone has embellished their particular piece how did this alter the final result, and what does this teach us about local interpretation and freedom? Does it depend on the task and the aims (and customer needs) as to whether the result is improved or weakened? (Probably)
- The activity demonstrates that each person (represents a team or department) working on their own part (representing specialisms), all of which contribute to an overall group aim and result. What are the main factors determining success for working like this?
- Does each individual person need to know what everyone else is doing?
- Does each individual person (which represents a team or department) necessarily need to know what the end aim is in order to achieve the overall task? (Not necessarily, but arguably it's helpful if they do - it depends very much on how well the individual activities are managed and how accurately they represent the part of the whole.)

Central Scotland
Council Areas

Clackmannanshire

Firth of Forth

West Dunbartonshire

East Dunbartonshire

Falkirk

City of Edinburgh

East Lothian

Inverclyde

Renfrewshire

Glasgow City

North Lanarkshire

West Lothian

Midlothian

East Renfrewshire

South Lanarkshire

North Ayrshire

East Ayrshire

ENGLAND

Team Building Exercise 2 - How well do you know your team mates?

1. Split into small groups.
2. Give every individual a sheet of paper to write their name on and leave on the table
3. Give each person three sticky notes and ask everyone to write one word to describe themselves for each sticky note (three in total) but to keep this secret from everyone else.
4. Ask the groups to put their sticky notes on table (should now be nine in total).

Go to each group and ask the full class if they can agree on who they think each descriptor belongs to. Ask them to explain why they think they are making this choice.

Team Building Activity 3

Tin Foil team work. A fun activity (might be messy).

Split the group into four small groups. (Four or five)

One is the boss/ architect

One is the presenter

The rest are builders.

Choose a scene for them to build using the materials; available examples could be Alien Planet, Fairground, Monster World, The Land Before Time; the list is endless. (Put scenes in a hat).

Now get the team to work together to make the scene.

Once built it is then up to each presenter to speak to the larger group about what they have built. This should be quite light-hearted however, have good team work at the core of what you are trying to demonstrate. Discussion after this could include questions such as

What worked in the team?

What could be better?

What would you do differently?

Discussion – What can badly affect a team? Encourage the group to think about team members not pulling their weight, turning up late for work, not turning up for work at all, being negative, causing conflict etc.

Can you think of any examples of poor team work which you have experienced which you can share with the team? Can the group think of any examples either at school, at work or a team sport? How did they feel?