**NZQA**

**Approved**

Achievement standard: 90973 Version 3

Standard title: Demonstrate understanding of interpersonal skills used to enhance relationships

Level: 1

Credits: 5

Resource title: At the vineyard

Resource reference: Health VP-1.4 v2

Vocational pathway: Primary Industries

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Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to demonstrate your understanding of four interpersonal skill areas (including their components) using a three-section conflict scenario related to working in the vineyard industry, and demonstrate your ability to use the skills in practice.

You are going to be assessed on how comprehensively you demonstrate your understanding of interpersonal skills used to enhance relationships. Your critical explanations will make explicit links between the components of the skills, and how they enhance relationships in the scenario related to working in the vineyard industry.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

Read the scenario below and answer the questions that follow.

(Section 1)

Tom and Evan are workmates. They both have part-time jobs at the same vineyard and aspire to learn all aspects of wine making.

They both enjoy earning their own money and they have developed a good relationship as workmates. They work well together helping each other to get their jobs done quickly.

A while back their supervisor asked them if they knew anything about how the rear wheel hub of the ATV was damaged. They both said they had not used it.

Tom thought it was a bit strange at the time because he was sure Evan had used it to move some posts to where they were digging them in, but decided not to say anything about it in front of the supervisor.

Tom asked Evan about it when they were away from the other workers. Evan got quite defensive and said he wasn’t going to talk to the supervisor because he needed the job and Tom shouldn’t be a nark either.

(Section 2)

As time passes, Evan starts to distance himself from Tom at the job, not working alongside him and volunteering to work with a different gang at the vineyard. He begins to mock Tom in front of other people at work calling him the ‘good boy’ and ‘be careful or he might nark’. Tom is hurt by this, especially because he didn’t talk to anyone, has let the problem go and wants to remain friendly with him.

(Section 3)

Tom explains to Evan how he feels about the way Evan has been treating him, but their working relationship has changed, becoming less friendly. After some time, Evan admits to himself that the way he treated Tom was not fair or kind. Evan realises that Tom has been a good workmate.

Evan texts Tom asking to meet and talk things over.

In relation to the three sections of the above scenario, demonstrate your understanding of four interpersonal skill areas, and their components:

* problem-solving skills (for solving individual and joint problems)
* assertiveness skills
* skills for maintaining, managing changes to, and enhancing relationships
* listening skills (including non-verbal and verbal communication).

Produce written work and take part in role-play demonstrations of listening and assertiveness skills.

## Part 1: Explain

### Problem-solving strategies

Select, apply, and explain an individual and a joint problem-solving strategy that could be applied to the conflict situations in Tom and Evan’s relationship that would enhance their working relationship. You may use your learning journal or notes on problem-solving strategies.

Include in your answer:

* the steps of the problem-solving strategy you are using
* how each step will be applied to solve the problem in the above scenario
* an explanation of how the use of the problem-solving strategy to solve the specific conflict can enhance Tom and Evan’s relationship.

### Assertiveness

Tom needs to be assertive to resolve the problems described in the scenario. Explain what it means to be assertive. Provide an assertive response that Tom could make.

Include in your answer:

* what Tom might say to Evan
* a description of the tone of voice Tom could use
* a description of the body language Tom could use (for example eye contact, hand gestures, posture, and facial expressions).

Explain why the assertive response would enhance Tom and Evan’s relationship as workmates.

### Maintaining, managing changes to, and enhancing relationships

Identify barriers and (recent) changes that are apparent in Tom and Evan’s work relationship.

Explain the interpersonal skills that can be used to overcome the barriers and manage the changes, in order to maintain or enhance the relationship. Describe what is involved in each skill, and justify why the relationship would be maintained or enhanced by their use.

## Part 2: Demonstrate

### Listening skills

In a group of three (speaker, listener, and peer-assessor or assessor/educator), choose a conversation topic and demonstrate your use of listening skills in a conversation.

The topic chosen will need to give you (as the listener) opportunities to demonstrate detailed, coherent, and highly effective use of listening skills. Listening skills include:

* body language
* minimal encouragers
* reflecting feelings
* paraphrasing or summarising
* asking open questions.

After the demonstration both the listener (you) and the speaker will complete self-reflection and comment on what was detailed, coherent, and highly effective.

In your written work:

* describe specific examples of listening skills that you used in your practical demonstration as the listener
* explain how your use of each skill could enhance a relationship now and/or in the future.

### Assertiveness skills

Work with a partner and a peer-assessor to demonstrate your ability to use assertiveness skills in a role-play.

Choose a topic/s that will give you opportunities to demonstrate coherent and highly effective application of assertiveness skills.

Demonstrate your understanding of both giving and receiving feedback, which can be positive (for example compliments) or negative (for example criticism).

Develop a script or speaking notes for both you and your partner in order to ‘set up’ the situations that require the assertive responses. Include details of:

* what will be said (including ‘I’ statements and DESC − Describe, Explain, Specify, Consequences − scripts)
* how it will be said (tone of voice)
* the body language you will use (for example eye contact, facial expressions, hand gestures, and posture).

Role-play the situation with your partner.

After the demonstration, with your partner complete self-reflection and comment on what was detailed, coherent and highly effective.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to demonstrate comprehensive understanding of four interpersonal skill areas (including their components) using a three-section conflict scenario related to working in a vineyard.

Learners will produce written work and take part in role-play demonstrations of listening and assertiveness skills.

# Conditions

The practical demonstrations can be undertaken in a group, and could be completed as a peer assessment under assessor/educator supervision. The written work will be individually assessed.

This is an open-book activity during which learners may refer to their learning journal and notes.

The peer-assessor or assessor/educator will observe the role plays and complete notes on the listening skills and assertiveness skills observed. A checklist could be set up for this purpose.

# Resource requirements

Access to:

* recording equipment (if applicable)
* notes or learning journal.

# Additional information

None.

# Assessment schedule: Health 90973 – At the vineyard

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of interpersonal skills used to enhance relationships by describing their use and how aspects can enhance relationships, and demonstrating the ability to use them by:* applying some steps of an individual and a joint problem-solving model to conflict situations, and describing how using problem-solving skills can enhance Tom and Evan’s relationship
* describing some of the components of assertiveness, including non-verbal and verbal components, and how assertiveness can enhance Tom and Evan's relationship. Some components of assertiveness are demonstrated when giving and receiving feedback in a role-play situation
* describing interpersonal skills for maintaining, managing changes to, and enhancing relationships and how their use can enhance Tom and Evan's relationship
* demonstrating non-verbal and verbal listening skills in a role-play situation, and describing the listening skills they have applied and how their use can enhance a relationship

For example:* + problem solving (individual): *Tom describes how he is feeling. He explains the situation as specifically as possible. He specifies the change he wants and says why he thinks this would work. Tom’s confidence is improved, and he is more likely to sort things out with Evan.*
	+ assertiveness: *Assertiveness is a way of communicating personal feelings and needs, and acknowledging those of others. Tom says ‘I feel upset when you mock me and I’d like to sort this out’. He uses an even and calm voice. He looks directly at Evan and maintains a serious expression. Evan appreciates Tom’s mature approach and his honesty. This will help the relationship get back on track.*
	+ maintaining, managing changes to, and enhancing relationships: *Barriers to the relationship could include Tom feeling mistreated by Evan. Tom could assertively talk to Evan about the situation. Tom will feel good for sticking up for himself, and Evan might realise that he needs to start valuing his workmate more. One change is that Evan is not working alongside Tom at the vineyard. Evan could include Tom in some of his activities outside work. The work relationship is maintained* *and both get to spend time together having fun.*
	+ listening skills − notes include body language: eye contact: *The speaker could see that he/she had my attention. This means our conversation will continue and we’ll develop our working relationship by getting to know each other more.*

*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates in-depth understanding of interpersonal skills used to enhance relationships by explaining their use and how they enhance relationships, and demonstrating the ability to use them by:* applying most steps of an individual and a joint problem-solving model to conflict situations, and explaining how using problem-solving skills can enhance Tom and Evan’s relationship
* describing the components of assertiveness, including non-verbal and verbal components and explaining how the use of assertiveness can enhance Tom and Evan’s relationship. Most components of assertiveness are demonstrated in a purposeful, clear and appropriate manner when giving and receiving feedback in a role-play
* explaining interpersonal skills for maintaining, managing changes to, and enhancing relationships and how their use can enhance Tom and Evan's relationship
* demonstrating detailed and coherent non-verbal and verbal listening skills in a role-play situation, and explaining how their use can enhance a relationship

For example:* + problem solving (individual): *Tom describes how he is feeling, using ‘I’ statements. He explains the situation as specifically as possible. He spells out the change required. Tom describes positive consequences of this change for Tom, Evan and/or their working relationship/well-being. For example, ‘I am feeling upset and annoyed because …’ Tom’s confidence is improved and he is more likely to sort things out with Evan. This enhances their collegiality as their working relationship stays on track.*
	+ assertiveness: *Assertiveness is a way of communicating personal feelings, clearly outlining one’s own needs, and acknowledging the feelings and needs of others. Tom says ‘I feel upset when you mock me and I’d like to sort this out’. He speaks in an even and calm voice, not too loud. He looks directly at Evan and maintains a serious expression. Evan appreciates Tom’s mature approach and his honesty. This will help the relationship get back on track and will ensure that future communication is open, therefore enhancing the friendship.*
	+ maintaining, managing changes to, and enhancing relationships: *Barriers could include Tom feeling mistreated and no longer trusting Evan to be his workmate. Tom speaks assertively to Evan and explains his feelings and opinions on how Evan has been treating him badly. Evan will begin to understand how Tom feels and realise that he has been selfish and thoughtless, apologise, and decide to make a change to his behaviour. This will be positive for both of them because they can work on rebuilding the loss of trust and still be workmates. One change is that Evan is not working alongside Tom and has been volunteering to work with another gang at the vineyard. Evan decides to include Tom in some of his activities and sets aside time to spend just with him doing something fun. Tom will realise that Evan wants to make it up to him, and they will enjoy spending time together, and this will maintain their working relationship.*
	+ listening skills - notes on body language: eye contact: *My use of eye contact made the speaker feel that I was interested and wanted him/her to continue and this meant that we kept talking and learnt more about the other person, bringing us closer.*

*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates comprehensive understanding of interpersonal skills used to enhance relationships by critically explaining their use and how they enhance relationships, and demonstrating the ability to use them by:* applying the steps of an individual and a joint problem-solving model to conflict situations, and critically explaining how using problem-solving skills can enhance Tom and Evan's relationship. Clear and explicit links are made between the application of problem-solving and how the relationship is enhanced
* critically explaining how the components of assertiveness can enhance Tom and Evan’s relationship by making clear and explicit links between the assertive response and how Tom and Evan’s relationship is enhanced. All components of assertiveness are demonstrated in a highly effective manner that is likely to secure the desired outcome when giving and receiving feedback in a role-play situation
* explaining comprehensively interpersonal skills for maintaining, managing changes to, and enhancing relationships and critically explaining how their use can enhance Tom and Evan's relationship. Clear and explicit links are made between the use of the skills and how Tom and Evan's relationship is enhanced
* demonstrating detailed, coherent, and highly effective non-verbal and verbal listening skills in a role-play situation. The application of the skills is deliberate and the desired outcome is met. These listening skills are critically explained showing how their use can enhance a relationship. Clear and explicit links are made between the listening skills and how a relationship is enhanced

For example:* + problem solving (individual*)*: *Tom describes how he is feeling, using ‘I’ statements. He explains the situation as specifically as possible. He spells out the change required. Tom describes positive consequences of this change for Tom, Evan and/or their relationship/well-being. For example, ‘I am feeling upset and annoyed about the distance in our work relationship recently. Since you …’ This will open up healthier communication between Tom and Evan so that each understands the other person’s point of view (especially Evan understanding the effect of his behaviour on Tom). This will allow them to be honest and open in the future, which increases self-confidence and confidence in the relationship. This improves the relationship by allowing positive communication rather than bullying behaviour.*
	+ assertiveness: *Assertiveness is defined as a way of communicating personal feelings, clearly outlining one’s own needs, and acknowledging the feelings of others. It involves respect for self and others. Tom says, ‘I feel upset when you mock me and I’d like to sort this out. That will help us to maintain our working relationship’. He speaks in an even and calm voice, not too loud. He looks directly at Evan and maintains a serious expression. Evan appreciates Tom’s mature approach and his honesty. Use of ‘I’ statements makes it obvious how Tom is feeling. This allows Evan to acknowledge the hurt he is causing and to change his behaviour by treating Tom in a more respectful manner. This will help the relationship get back on track and will ensure that future communication is open, therefore enhancing and strengthening the relationship and developing trust. Tom also feels empowered that he has communicated effectively with Evan.*
	+ maintaining, managing changes to, and enhancing relationships: *Barriers could include Tom feeling disappointed that Evan was not honest about the damage to the ATV, leading to Tom feeling he cannot trust Evan. Tom could decide to speak to Evan to explain how he felt when he didn’t own up about the damage and how he knows it was not done on purpose. Tom could say to Evan he would go with him to speak to their supervisor and support him because he is his workmate and that is what being a workmate is about. By Tom supporting Evan to do the right thing means that Evan is given an opportunity to put things right in a non-threatening and supported way. This will help to restore his faith and respect for Evan because they are sorting out the original conflict and the supervisor will know what actually happened. This will enable the trust to be re-built in Tom and Evan’s relationship and Tom has shown how he values their relationship by supporting Evan, thus enhancing their working relationship. One change is that Evan is not working alongside Tom and has been volunteering to work with another gang at the vineyard. They could spend more time together doing activities outside work, to improve the relationship in a non-competitive way (e.g. movies, sports). By spending more time together doing other activities they both enjoy, their relationship can grow again without the complication of being at work where the conflict occurred. This means their relationship is enhanced.*
	+ listening skills – notes on body language: eye contact: *In the conversation, my good use of eye contact showed the speaker that I was interested in what he/she had to say. During the conversation this made me feel like I was being a good listener, and made him/her feel valued and respected. This encouraged them to tell me more about the conflict which meant I had a greater understanding and our bond was strengthened.*

*The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.