**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 clinic

Resource reference: Health VP-1.4 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90973-02-7252 |
| Authenticity of evidence | 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. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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 a veterinary clinic, 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 a veterinary clinic.

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)

Kim has worked hard to complete her diploma in veterinary nursing and today is her first day on the job at a busy inner-city veterinary clinic. She feels a combination of excitement and nervousness as she begins her first day on reception but is reassured because she did work experience in the clinic and it went really well. Another veterinary nurse Tessa has been asked to mentor her and help her with all of the routines and systems the clinic follows. Kim feels pleased that Tessa was chosen to be her mentor as they developed a good relationship when Kim was on work experience at the clinic.

A man enters the clinic carrying a young Labrador. In a state of panic he explains that the dog had been hit by a car. Kim quickly ushers the man and dog into an empty consultation room and goes out the back to get a vet.

Later in the morning Tessa is taking Kim through the clinic’s booking and client records system explaining what data is required and how to input it into the system. Kim realises she did not get all of the necessary contact details from the man that came in with the injured dog and tells Tessa. Tessa is annoyed and replies angrily that Kim should have known from her training and work experience about the type of information she needed to get.

(Section 2)

As time passes, Kim finds it awkward to work alongside Tessa and it is hard to ask her questions or advice. Tessa does not seem very approachable as a mentor because she is always rushing about doing the jobs that need to be done. If Kim does ask Tessa for advice she seems to put Kim down and doesn’t explain things clearly. Kim finds herself asking the other clinic staff when she is unsure as they seem more willing to help.

(Section 3)

Kim tried explaining to Tessa how she feels about the way Tessa has been treating her, but their working relationship has changed since Kim was on work experience and is becoming strained. After a period of time, Tessa admits to herself that the way she has treated Kim as a colleague and through the mentoring process was not fair or supportive. Tessa realises Kim is trying her best to be a good veterinary nurse.

Tessa decides she will speak to Kim the next day before they start work.

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 Kim and Tessa’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 Kim and Tessa’s relationship.

### Assertiveness

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

Include in your answer:

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

Explain why the assertive response would enhance Kim and Tessa’s working relationship.

### Maintaining, managing changes to and enhancing relationships

Identify barriers and (recent) changes that are apparent in Kim and Tessa’s working 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 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 veterinary clinic.

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 clinic

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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 Kim and Tessa's relationship
* describing some of the components of assertiveness, including non-verbal and verbal components, and how assertiveness can enhance Kim and Tessa’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 Kim and Tessa’s relationship
* demonstrating non-verbal and verbal listening skills in a role-play situation and describing how their use can enhance a relationship

For example:* + problem solving (individual): *Kim describes how she is feeling. She explains the situation as specifically as possible. She specifies the change she wants and says why she thinks this would work. Kim’s confidence is improved, and she is more likely to sort things out with Tessa.*
	+ assertiveness: *Assertiveness is a way of communicating personal feelings and needs and acknowledging those of others. Kim says ‘I feel upset when you put me down and I’d like to sort this out’. She uses an even and calm voice. She looks directly at Tessa and maintains a serious expression. Tessa appreciates Kim’s mature approach and her honesty. This will help the relationship get back on track.*
	+ maintaining, managing changes to, and enhancing relationships: *Barriers to the relationship could include Kim feeling mistreated by Tessa. Kim could assertively talk to Tessa about the situation. Kim will feel good for sticking up for herself, and Tessa might realise that she needs to start valuing her colleague more. One change is that Tessa is now Kim’s mentor. Tessa could allocate time each day to meet with Kim to answer any questions Kim might have. The relationship between Tessa and Kim is maintained and both feel that they can move forward in their work together at the clinic.*
	+ listening skills:notes include body language (e.g.eye contact). *The speaker could see that he/she had my attention. This means our conversation will continue and we’ll develop our 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 Kim and Tessa's relationship
* describing the components of assertiveness including non-verbal and verbal components and explaining how most of the components of assertiveness can enhance Kim and Tessa’s relationship. Most components of assertiveness are demonstrated in a purposeful, clear and appropriate manner when giving and receiving feedback in a role-play situation
* explaining interpersonal skills for maintaining, managing changes to, and enhancing relationships, and how their use can enhance Kim and Tessa'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): *Kim describes how she is feeling, using ‘I’ statements. She explains the situation as specifically as possible. She spells out the change required. Kim describes positive consequences of this change for Kim, Tessa and/or their relationship/well-being. For example, ‘I felt upset when you were angry with me when I said that I had not recorded all of the client details. I would appreciate it if you could…’ Kim’s confidence is improved and she is more likely to sort things out with Tessa and future clients. This enhances their collegiality as their working relationship stays on track and Kim feels she can approach Tessa in the future if she needs advice.*
	+ assertiveness: *Assertiveness is a way of communicating personal feelings, clearly outlining one’s own needs, and acknowledging the feelings and needs of others. Kim says ‘I feel upset that you put me down when I am asking questions about how to do things…’ She speaks in an even and calm voice, being not too loud. She looks directly at Tessa and maintains a serious expression. Tessa appreciates Kim’s mature approach and her honesty. This will help the relationship get back on track and will ensure that future communication is open and non-emotive, therefore enhancing the relationship.*
	+ maintaining, managing changes to, and enhancing relationships: *Barriers could include Kim feeling mistreated by Tessa as she is meant to be her mentor and she does not have enough time for her. Kim speaks assertively to Tessa and explains her feelings and opinions on how and why Tessa needs to be more supportive of her. Tessa will begin to understand how Kim feels and realise she has not been approachable. She apologises and decides to make a change to her behaviour. This will be positive for both Kim and Tessa because they can work on rebuilding their relationship. One change in Tessa and Kim’s relationship is that Tessa is now Kim’s mentor. Tessa could sit down with Kim to organise times that they could meet together that suit them both. During this time Tessa could answer any questions Kim might have. Tessa and Kim’s working and mentoring relationship is improved as they feel that they can move forward. Tessa will be a good mentor and colleague and Kim knows she will get the help and support she needs.*
	+ listening skills: notes include body language (e.g. 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, in a detailed manner, the steps of an individual and a joint problem-solving model to conflict situations and critically explaining how using problem-solving skills can enhance Kim and Tessa's relationship. Clear and explicit links are made between the application of the problem-solving model and how the relationship is enhanced
* critically explaining how the components of assertiveness can enhance Kim and Tessa’s relationship by making clear and explicit links between the assertive response and how Kim and Tessa’s relationship is enhanced. All components of assertiveness are demonstrated in a highly effective manner that is likely to get 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 Kim and Tessa’s relationship. Clear and explicit links are made between the skills and how Kim and Tessa’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): *Kim describes how she is feeling, using ‘I’ statements. She explains the situation as specifically as possible. She spells out the change required. Kim describes positive consequences of this change for Kim, Tessa and/or their relationship/well-being. For example, ‘I felt upset when you were angry with me when I said that I had not recorded all of the client details. I would appreciate if you could…’ This will open up healthier communication between Kim and Tessa so that each understands the other person’s point of view (especially Tessa understanding the effect of her behaviour on Kim). This will allow them to be honest and open in the future, which increases self-confidence and confidence in the relationship, both as colleagues and through the mentoring process. This improves the relationship by allowing positive communication rather than aggressive behaviour and with working so closely together this will mean things are not unresolved in the future.*
	+ 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. Kim says ‘I feel upset when you put me down when I am asking questions about how to do things….’ She speaks in an even and calm voice, being not too loud. She looks directly at Tessa and maintains a serious expression. Tessa appreciates Kim’s mature approach and her honesty. Use of ‘I’ statements makes it obvious how Kim is feeling. This allows Tessa to acknowledge the hurt she is causing and change her behaviour by treating Kim 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. Kim also feels empowered that she has communicated effectively with Tessa and feels less anxious if she has to deal with another angry colleague or client at the clinic in the future.*
	+ maintaining, managing changes to, and enhancing relationships: *One change in Tessa and Kim’s relationship at the clinic is that Tessa is now Kim’s mentor. Tessa could sit down with Kim to organise times that they could meet together that suit them both. During this time Tessa could explain to Kim that she realises she has not been supporting her enough and in the future will use this time to train Kim and answer any questions Kim might have. Tessa and Kim’s working and mentoring relationship is improved as they have set a system in place so Kim feels that she is supported in the workplace. She can openly ask Tessa for advice and help as she requires it. Kim will regain respect for Tessa because Tessa has acknowledged how she was not being a good mentor and not treating Kim in a fair way. It will also develop trust in the relationship because Tessa has admitted that she has made mistakes and is willing to put time and effort into developing a positive working relationship.*
	+ listening skills: notes include body language (e.g. 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.