**NZQA**

**Approved**

EXPIRED

Achievement standard: 90973 Version 3

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

Level: 1

Credits: 5

Resource title: Supporting each other

Resource reference: Health VP-1.4 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90973-02-7251 |
| 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 the tourism 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 these enhance relationships in the scenario provided.

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)

Dave and Guy are seasonal workers, and want to work in the diving industry in the future. They have got themselves jobs in a scuba diving tourist business up the coast north of Auckland for the summer. Dave and Guy work hard in the business in the hope of being taken on full-time after the summer. If that happens the person taken on will also get further diving training paid for.

Guy is offered a full-time job and further paid training, but because there is only one position, Dave is not offered anything. Dave is upset that he is not chosen but is pleased for his friend and tells him so.

(Section 2)

As time passes, Guy starts thinking he is ‘better than’ Dave at the job, and often mocks Dave in front of other people at work. Dave is hurt by this, especially because he congratulated Guy for being chosen and wants to remain friends with him.

(Section 3)

Dave explains to Guy how he feels about the way Guy has been treating him, that their working relationship has changed, becoming less friendly. After some time, Guy admits to himself that the relationship as workmates has become less friendly. Guy realises that Dave has been good to work with and decides it’s time to put things right.

Guy texts Dave asking if they can 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 Dave and Guy’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 Dave and Guy’s relationship.

### Assertiveness

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

Include in your answer:

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

Explain why the assertive response would enhance Dave and Guy’s relationship.

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

Identify barriers and (recent) changes that are apparent in Dave and Guy’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 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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Vocational pathway: Services Industries

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 the tourism industry.

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 – Supporting each other

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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 Dave and Guy’s relationship
* describing some of the components of assertiveness, including non-verbal and verbal components, and how assertiveness can enhance Dave and Guy’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 Dave and Guy’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): *Dave describes how he is feeling, using ‘I’ statements. He explains the situation as specifically as possible. He spells out the change required. Dave describes the positive consequences of this change for Guy’s and/or their relationship/well-being. For example, ‘I am feeling annoyed and upset because …’ Dave’s confidence is improved and he is more likely to sort things out with Guy. 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. Dave 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 Guy and maintains a serious expression. Guy appreciates Dave’s mature approach and his honesty. This will help the working relationship get back on track and will ensure that future communication is open, therefore enhancing the relationship.*
* maintaining, managing changes to, and enhancing relationships: *Barriers to the work relationship could include Dave feeling mistreated by Guy. Dave could assertively talk to Guy about the situation. Dave will feel good for sticking up for himself, and Guy might realise that he needs to start valuing his workmate more. One change is that Guy got the job and Dave didn’t. Guy could include Dave in some of his activities, and share with him his learning from the extra training. The working relationship is maintained and both get to spend time together having fun.*
* listening skills: notes include body language (e.g. eye contact)*. The speaker could see that my partner 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 Dave and Guy’s relationship
* describing the components of assertiveness, including non-verbal and verbal components, and explaining how most of the components of assertiveness can enhance Dave and Guy’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 Dave and Guy’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): *Dave 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. Dave’s confidence is improved, and he is more likely to sort things out with Guy.*
* assertiveness: *Assertiveness is a way of communicating personal feelings, clearly outlining one’s own needs, and acknowledging the feelings and needs of others. Dave says ‘I feel concerned that you are not …’ He describes how he is feeling using ‘I’ statements. He explains the situation as specifically as possible. He spells out the change required. Dave describes positive consequences of this change for Dave, Guy and/or their relationship/well-being. For example, ‘I am feeling upset and annoyed because …’ Dave’s confidence is improved and he is more likely to sort things out with Guy. This enhances their collegiality as their relationship stays on track and they continue to be workmates.*
* maintaining, managing changes to, and enhancing relationships: *Barriers could include Dave feeling mistreated and no longer trusting Guy to be his friend. Dave speaks assertively to Guy and explains his feelings and opinions on how Guy has been treating him badly. Guy will begin to understand how Dave feels and realises that he has been selfish and thoughtless. He apologises and decides 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 Guy got the job and Dave didn’t. Guy decides to include Dave in some of his activities and sets aside time to spend just with him doing something fun. Dave will realise that Guy wants to make it up to him, and they will enjoy spending time together, and this will maintain their working relationship.*
* 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 Dave and Guy’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 Dave and Guy’s relationship by making clear and explicit links between the assertive response and how Dave and Guy’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 Dave and Guy’s relationship. Clear and explicit links are made between the skills and how Dave and Guy’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): *Dave describes how he is feeling, using ‘I’ statements. He explains the situation as specifically as possible. He spells out the change required. Dave describes positive consequences of this change for Dave, Guy 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 Dave and Guy so that each understands the other person’s point of view (especially Guy understanding the effect of his behaviour on Dave). 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. Dave says, ‘I feel upset when you mock me and I’d like to sort this out. That will help us to maintain our work relationship’. He speaks in an even and calm voice, not too loud. He looks directly at Guy and maintains a serious expression. Guy appreciates Dave’s mature approach and his honesty. Use of ‘I’ statements makes it obvious how Dave is feeling. This allows Guy to acknowledge the hurt he is causing and change his behaviour by treating Dave 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. Dave also feels empowered that he has communicated effectively with Guy.*
* maintaining, managing changes to, and enhancing relationships: *Barriers could include Dave feeling rejected about not being selected, leading to jealously. Dave could decide to get himself involved in a different course so he can experience success. He could look on the web for affordable diving courses. This will help to restore his feelings of self-worth, making him feel more capable and less jealous of Guy. This will enable Dave and Guy’s relationship to be less volatile if Dave is also meeting new people, thus enhancing their relationship. One change is that Guy got the job and Dave didn’t and he started to feel that he was better than Dave. They could spend more time on non-diving activities together, 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 jealousy and lack of support. This means their work relationship is enhanced.*
* 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.