

# Learning Assessment Guide

## Unit Standard 11285 – Version 4

**Negotiate on a complex issue with an aggressive client in a compliance context.**

**Level 7 – 5 Credits**

<b>Assessment Summary</b>			
<b>Learner to complete</b>			
<b>Learner's name:</b>			
<b>Employer:</b>			
<b>NSN no. (ROL):</b>		<b>DOB:</b>	
<b>Signed:</b>		<b>Date:</b>	
<b>Assessor to complete</b>			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
<b>Assessor's name:</b>		<b>Assessor's No.</b>	
<b>Signed:</b>		<b>Date:</b>	

## Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- Plan to negotiate on a complex issue with an aggressive client in a compliance context.
- Negotiate to reach agreement on a complex issue with an aggressive client in a compliance context.

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- An Observation Checklist to be completed by your assessor or an approved observer.
- A Verification Form to be completed by your manager or team leader.
- An Assessment Schedule that the assessor will use to assess your competence.

Special notes relating to this unit standard:

- 1 To be considered complex, the issue must have at least three inter-related components.
- 2 Legislation covering the context of the communication must be adhered to.
- 3 As a wide variety of performance contexts apply to this unit standard, the communication must fit the situation eg face-to-face, radio, emergency or routine communication.
- 4 Range must cover at least three situations including one from a culture other than the learner's own.
- 5 A glossary of terms is provided in the unit standard.

## Assessment Task One – Element 1

### Introduction

Assessment task one is designed to assess your ability to plan to negotiate on a complex issue with an aggressive client in a compliance context.

### Instructions

- Consider three situations where you have planned to negotiate a complex issue with an aggressive client in a compliance context. These could be situations that have taken place within the last twelve months, or are about to take place. The scenario must have been observed if it is to be used for Task Two.
- At least one of these situations must involve an aggressive client from a culture other than your own. The situation can be simulated if necessary.
- Provide your plan for each situation. Be prepared to discuss your plans with your assessor. A copy of the Assessor Checklist has been provided.
- Each plan should describe the following points or answer the following questions.

#### *Communication*

How did you analyse the situation in terms of interpersonal communication ? This may include consideration of :

- barriers to communications
- people involved and their preferred approach to negotiation
- organisational policies and procedures
- any other communication issues

#### *Compliance*

How did you analyse the situation in terms of compliance ? This should include consideration of :

- acts and regulations
- local environment constraints
- safety
- proposals already made
- plans submitted
- disputed issues
- organisational policies and procedures
- matters agreed
- possible concessions

For each of the following points, justify a preferred outcome in compliance terms. Where possible, give at least two alternative approaches.

- acts and regulations
- local environment constraints
- safety
- plans submitted
- possible concessions and trade-offs

### *Negotiation*

What negotiation technique did you choose to use and why? Consider this in terms of:

- the people involved
- barriers to communication
- compliance requirements

### **The completed assessment for task one will include:**

- Three completed Plans
- Completed Assessor's Checklist.

## Assessor Checklist (For use by assessor)

<b>Name of learner:</b>	
<b>Name of observer assessor:</b>	
<b>Date:</b>	
<b>Client/context</b>	

Please indicate if the learner has met the criteria. Use the space to add comment for feedback to the learner and for moderation purposes.

Criteria	Plan 1	Plan 2	Plan 3
<i>Communication</i>			
Has the learner analysed each situation in terms of the interpersonal communication process? Consider... <input type="checkbox"/> Barriers to communication. <input type="checkbox"/> The people involved and their preferred approach. <input type="checkbox"/> Organisational policies and procedures			
Comments:			
Has the learner analysed each situation in terms of: <input type="checkbox"/> acts and regulations <input type="checkbox"/> local environment constraints <input type="checkbox"/> safety <input type="checkbox"/> proposals already made <input type="checkbox"/> plans submitted <input type="checkbox"/> disputed issues <input type="checkbox"/> organisational policies and procedures <input type="checkbox"/> matters agreed <input type="checkbox"/> possible concessions.			
Comments			

Criteria	Plan 1	Plan 2	Plan 3
<p>Has the learner justified their preferred outcome for each point in terms of compliance? Where possible have at least two alternative approaches been identified? Range:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> acts and regulations.</li> <li><input type="checkbox"/> local environment constraints</li> <li><input type="checkbox"/> safety</li> <li><input type="checkbox"/> plans submitted</li> <li><input type="checkbox"/> possible concessions and tradeoffs.</li> </ul>			
<p>Comments</p>			
<p>Has the client justified their rationale for the choice of negotiation technique? Consider..</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> people involved</li> <li><input type="checkbox"/> barriers to communication</li> <li><input type="checkbox"/> compliance requirement.</li> </ul>			

**Assessor / Observer:**

**Signature:**

## Assessment Task Two – Element 2

### Introduction

Assessment task two is designed to assess your ability to negotiate to reach agreement on a complex issue with an aggressive client in a compliance context.

### Instructions

- You will be required to provide evidence of your ability to negotiate an agreement on a complex matter with an aggressive client on three separate occasions. At least one of these situations must involve an aggressive client from a culture other than your own.
- To gather this evidence, you will need to arrange for an Observation Checklist to be completed for each negotiation. Ideally, these negotiations will be the same as those described in the plans provided for this assessment.
- The Observation Checklist can be completed by the assessor, your manager or a colleague. The person completing the checklist must have been present at the negotiation.
- If the observer is not the assessor, please give the observer an overview of the assessment process and requirements.

### The completed assessment for task two will include:

- Completed Observation Checklists.

**Observation Checklist**  
(For use by assessor or approved observer)  
Use one per client

<b>Name of learner:</b>	
<b>Name of observer assessor:</b>	
<b>Date:</b>	
<b>Client/context</b>	

Please indicate if the learner has met the criteria. Use the space to add comment for feedback to the learner and for moderation purposes.

<b>Observed that the learner:</b>	<b>Observer comments</b>	<b>Yes / No</b>
<p>Makes contact with the client for the first time and explains the purpose of the contact to achieve compliance. This includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Their identification and authority</li> <li><input type="checkbox"/> Plans submitted</li> <li><input type="checkbox"/> Matters agreed</li> <li><input type="checkbox"/> Disputed matters.</li> </ul>		
<p>Promotes progression towards compliance agreement. This may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specifications of client's plans.</li> <li><input type="checkbox"/> Description of proposals.</li> <li><input type="checkbox"/> Identification of possible concessions.</li> <li><input type="checkbox"/> Provision of information about the constraints of the local environment.</li> <li><input type="checkbox"/> Acts and regulations.</li> <li><input type="checkbox"/> Safety requirements.</li> </ul>		
<p>Uses an appropriate style of communication:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> form of address</li> <li><input type="checkbox"/> vocabulary</li> <li><input type="checkbox"/> phraseology</li> <li><input type="checkbox"/> paralanguage</li> <li><input type="checkbox"/> non-verbal communication</li> <li><input type="checkbox"/> articulation</li> <li><input type="checkbox"/> Voice modulation and</li> </ul>		

Observed that the learner:	Observer comments	Yes / No
projection <input type="checkbox"/> number of interruptions <input type="checkbox"/> exercise of authority <input type="checkbox"/> promotion of compromise		
Confirms agreed points and next steps with client when they are reached and at the end of the negotiation.		
Time taken fits the situation.		

**Assessor / Observer:**

**Signature:**

## Assessment Task Three – Elements 1 and 2

### Introduction

Assessment task three is designed to assess your ability to plan and negotiate to reach agreement on a complex issue with an aggressive client.

### Instructions

- Ask your manager or team leader to complete the following Verification Form. This is to confirm that your performance meets the requirements of the organisation and that your performance consistently meets the required standard.
- Give the completed form to your assessor.

### The completed assessment for task three will include:

- Completed Verification Form.

**Task Three Verification Form**

<b>Name of Learner:</b>			
<b>Name of Verifier</b>			
<b>Position</b>		<b>Phone</b>	

\_\_\_\_\_ (name of learner) is currently being assessed toward Unit Standard 11285 Negotiate on a complex issue with an aggressive client in a compliance context.

Please verify that the learner can:

**Part One**

Plan to negotiate on a complex issue with an aggressive client in a compliance context.

- Analyses the situation in terms of the process of interpersonal communication and compliance.
- Justifies the preferred outcome on each point and identifies alternatives.
- Justifies their reasons for their choice of negotiation technique.

**Part Two**

Negotiates with aggressive client to reach an agreement in a compliance context.

- Makes first contact and describes the situation to the client.
- Promotes progression towards agreement.
- Uses appropriate styles of communication.
- Confirms points of agreement and next steps with client when reached and at the end of the negotiation.
- Takes an appropriate time for the situation.

/ cont

Comments

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Position: \_\_\_\_\_

Contact telephone number: \_\_\_\_\_

Thank you for your assistance

## Assessment Guide

The table below will be used to assess your competence in unit standard 11285.

<b>Task / Element</b>	<b>Evidence required</b>	<b>Judgement</b>
<p><i>Task 1 / Element 1</i></p> <p>The learner must plan for three communications with aggressive clients.</p>	<p>Three completed Plans</p> <p>Three completed Assessor's Checklists.</p>	<p>The learner completes three plans for negotiating a complex issue with aggressive clients. The context must involve a compliance issue.</p> <p>At least one client must be of a culture other than the learner's own.</p> <p>The learner must correctly analyse the interpersonal communication processes that will apply to each situation. This may include:</p> <ul style="list-style-type: none"> <li>• Barriers to communication.</li> <li>• The parties' preferred approach to negotiation.</li> <li>• Organisational policies and procedures.</li> </ul> <p>The learner must correctly analyse each occasion in terms of compliance. This will include:</p> <ul style="list-style-type: none"> <li>• Acts and regulations.</li> <li>• Local environment constraints.</li> <li>• Safety.</li> <li>• Proposals already made.</li> <li>• Plans submitted.</li> <li>• Disputed issues.</li> <li>• Organisational policies and procedures.</li> <li>• Matters agreed.</li> <li>• Possible concessions.</li> </ul> <p>The learner must justify the preferred outcome for each point. If possible, a minimum of two alternative approaches must be identified. The following must be considered:</p> <ul style="list-style-type: none"> <li>• Acts and regulations</li> <li>• Local environment constraints</li> <li>• Safety</li> <li>• Plans submitted</li> <li>• Possible concessions and tradeoffs.</li> </ul>

<b>Task / Element</b>	<b>Evidence required</b>	<b>Judgement</b>
		<p>The learner justifies their choice of negotiation technique. This must consider:</p> <ul style="list-style-type: none"> <li>• The people involved.</li> <li>• Barriers to communication.</li> <li>• Compliance requirement.</li> </ul>
<p><i>Task 2 / Element 2</i></p> <p>The learner is observed negotiating with aggressive clients to reach an agreement on a compliance issue.</p>	<p>Three completed Observation Checklists.</p> <p>Assessor's notes where relevant.</p>	<p>The learner must be observed negotiating with three aggressive clients in a compliance context.</p> <p>At least one client must be from a culture different to the learner's culture.</p> <p>The following must be observed in all three situations.</p> <p>The entire contact must be in accordance with the organisation's policies and procedures.</p> <p>The learner makes first contact in an appropriate manner and describes the situation to the client. This must include:</p> <ul style="list-style-type: none"> <li>• Providing their identity and authority</li> <li>• Plans submitted</li> <li>• Matters agreed and in dispute.</li> </ul> <p>The learner promotes progression towards agreement at all times. This may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Specification of client's plans</li> <li>• Description of proposals</li> <li>• Identification of possible concessions</li> <li>• Provision of information about the constraints of the local environment</li> <li>• Acts and regulations</li> <li>• Safety requirements.</li> </ul> <p>The learner uses a style of communication that fits the situation and the context.</p> <ul style="list-style-type: none"> <li>• Form of address</li> <li>• Vocabulary</li> <li>• Phraseology</li> <li>• Paralanguage</li> <li>• Kinesic and proxemic communication</li> </ul>

<b>Task / Element</b>	<b>Evidence required</b>	<b>Judgement</b>
		<ul style="list-style-type: none"> <li>• Articulation</li> <li>• Voice modulation and projection</li> <li>• Number of interruptions</li> <li>• Exercise of authority</li> <li>• Promotion of compromise.</li> </ul> <p>The learner confirms points of agreement and next steps, both when reached and at the end of the negotiation.</p> <p>The communication takes an appropriate amount of time.</p> <p>The Verification Form states that the learner has met all of the above criteria consistently.</p>
<p><i>Task 3 / Elements 1 &amp; 2</i></p> <p>The learner must show verification of the tasks.</p>	<p>Completed Verification Form.</p> <p>Assessor's notes where relevant.</p>	<p>The Verification Form states that the learner has met all of the above criteria consistently.</p>