

Learning Assessment Guide

Unit Standard 1299 – Version 5

Be Assertive in a range of Specified Situations

Level 2 – 4 Credits

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

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:

- Define the purpose and identify barriers to assertive communication.
- Interact assertively in a one to one situation.
- Communicate assertively in a small group.

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- Observation checklists that the approved observer or assessor will use to record your performance.
- Assessment Guide that the assessor will use to assess your competence.

Special notes relating to this unit standard:

1. Evidence is required for three different situations from at least two of - the workplace, the family, other social situations.
2. Assertiveness is defined as the verbal and non verbal behaviours that enable individuals to maintain respect, satisfy their needs, and defend their rights in a manner that does not dominate, manipulate, abuse, or control others.
3. This unit standard may be assessed by non scripted simulation.
4. Assessment of this unit standard must take into account cultural differences in behaviour.
5. Hearing impaired people are able to use sign instead of verbal language and voice modulation for hearing impaired people will be demonstrated through a sign language interpreter voicing the message of the signer.

Assessment Task One – Element 1

Introduction

Assessment task one is designed to assess your ability to define the purpose of, and identify the barriers to assertive communication.

Instructions

- Answer the following questions in writing or orally to the assessor.
- Your assessor may wish to ask further questions to clarify or expand on your responses.

The completed assessment for task one will include:

All questions answered.

In questions 1 – 9 distinguish the assertive response from the others in the following situations. (Circle or highlight the right answers)

Question 1

You are an animal welfare inspector. During an animal welfare investigation an animal owner starts abusing you calling you a “power freak” Do you:

- a) Tell him he’s the power freak and only picking on his animals because they are defenceless creatures that are smaller than him
- b) Feel crushed because you are doing this in your spare time and can't he see you are only trying to help the animal.
- c) Tell him that if he looks after his animal then you have no power.
- d) Agree that you enjoy the power the job gives you but you don't like upsetting people so can he please be quiet.

Question 2

You have not budgeted and find yourself unable to pay your mortgage. Do you:

- a) Do nothing and ignore the problem.
- b) Blame your employer for not giving you a pay raise.
- c) Make an appointment to see someone at the budget advisory bureau.
- d) Ring up your best friend and plead to them to help you out like they did last time.

Question 3

You get the top score in the local golf club tournament, which means you will represent the club at the regional champs. When people congratulate you do you:

- a) Smile and say thank you, you worked really hard for it.
- b) Say it was a total fluke.
- c) Avoid people until the excitement had died down.
- d) Tell them you expected no less, it took sheer commitment and hard work which they obviously weren't prepared to put in.

Question 4

You are giving evidence in the witness box of a case where you witnessed an assault. The lawyer is insinuating that that it was a friendly exchange and you over-reacted.

- a) You respond that he and his client are creeps.
- b) You restate what you saw as impartially as you can.
- c) You refuse to answer further than a yes or no.
- d) You tell him that if he doesn't believe you he should ask other witnesses.

Question 5

Tracey is at a business function and finds herself with a group of professional associates who are discussing a topic in which Tracey has some detailed knowledge. However, their body language is telling her that “this is an in-group and others are not welcome”. How should she deal with the situation?

- a) Leave it; after all she is an outsider.
- b) Tell them they’re acting like know it all’s and they should be interested in including others in their discussion.
- c) Involve herself in the conversation, by responding spontaneously about the topic showing both her interest and knowledge in the area.
- d) Get upset to draw attention.

Question 6

You want to spend Easter with your friends but your partner wants to have a break from ‘friends’ and have a quiet Easter with just the two of you (and your children). You can’t think of anything more boring and really enjoy getting together with your friends. Do you:

- a) Say how you can’t think of anything more boring and “We’ll be having Easter with my friends and that’s the end of it”.
- b) Acknowledge your partners wishes, express your own and aim for a workable compromise.
- c) Have Easter “on your own”.
- d) Have Easter on your own but be moody and ‘miserable all day so your partner can see how selfish he/she’s being.

Question 7

You have received several complaints about the work of a colleague. You have just recently been made the supervisor of this person, and to date you have had no problems with their work. Do you:

- a) Talk to the colleague about the complaints and try to find if there is any substance to them.
- b) Ignore the complaints – you are the supervisor and you have no problems with the work being done.
- c) Tell your colleague that their work must improve and the complaints must stop.
- d) Observe your colleague more closely, but without saying anything, to see if you can find out if there is any justification for the complaints.

Question 8

Your 'out of town' father rings to inform you that he is coming over for the day. However you have finally got a 'free day' and want to be left alone so you can finish painting the bathroom. Do you:

- a) Say "yes", as you don't want to offend him
- b) Say you're going out and won't be home.
- c) Tell him you're a busy person and he can't expect to just turn up whenever he feels like it.
- d) Say "No", that you really love his visits but it's not convenient, and then arrange another time to suit.

Question 9

You put your name forward to be on a committee, but lose out on the vote by a large majority. Do you:

- a) Stand up and tell them you are annoyed with the decision and leave.
- b) Sulk and later express how you have had a life long dream ruined.
- c) Resolve to not be a learner ever again.
- d) Consider the results, and evaluate why you were rejected, whether you really were rejected and what you can do to raise your profile for the next opportunity.

Question 11

Scenario

Dave and John are flatmates. John has just brought a new hockey sports bag, and has used it for the first time today. The next day Dave asks to borrow the new bag and John reluctantly lends it to him. Dave uses the bag again the next day and the following day. A couple of days later, John comes home from work to find Dave has just arrived in with John's new bag in his possession again. Dave explains he really needed the bag to take all his basketball gear for a lunchtime practice. And then floods John with compliments on his wonderful tastes. When the pattern repeats itself for a third time, Dave is really apologetic and changes the subject by offering John a couple of sports bags, Dave doesn't want any more.

However, Dave repeats the pattern a fourth time and this time John is really annoyed. John goes to see his sister and complains. His sister responds by scolding John for being so petty as Dave has given John two bags, and all Dave wants is a loan of the bigger bag.

Now John is really beside himself. Dave has effectively scored his new hockey bag and even though John has got two sports bags, he knows Dave only gave them to him because they were 'throw outs'. He feels cheated by Dave and upset that his sister took Dave's side on the matter.

- a) Who spoke assertively in this scenario?

- b) Who spoke aggressively in this scenario?

- c) Who spoke passively or indirectly in this scenario?

- d) What do you think were the barriers to assertive communication in this scenario?

- e) What would be the benefits of using assertive communication techniques in this situation?

Assessment Task Two – Element 2

Introduction

Assessment task two is designed to assess your ability to interact assertively in a one to one situation.

Instructions

You will be required to pair up with another person and role-play or take part in a one to one situation where you are required to interact assertively for each scenario.

The scenarios are provided, or you may use your own situations so long as they include at least two from the following situations - a workplace situation, a family situation or a social situation. You must have prior approval from the assessor for each scenario that you choose.

Behaviours or attitudes that should be expressed during role-plays:

- Messages sent by you must be clear and concise and match those received by the other person.
- You must communicate your thoughts, feelings, opinions and intentions in a manner, which fits the situation on at least one occasion.
- The other person must give constructive feedback on at least one occasion, which you will distinguish from negative feedback and use as an opportunity to improve communication.
- You must demonstrate at least one assertion technique, which fits the situation, occasion, medium and relationship between participants throughout the interaction.

The completed assessment for task two will include:

- Observation checklist for 3 role-plays completed.

Scenarios for Role Play

The gender and names in the following scenarios may be changed to suit the learner's situation.

Scenario 1 – Peter and Gary

Peter and Gary are good friends and have planned to spend their holidays together. Peter has \$5,000 saved and wants to go to Singapore. Gary has recently been made redundant; he has plenty of money but wants to go on a touring trip around New Zealand. He has always travelled on a budget and he thought it would be great to go with his mate and do the backpacker's thing and visit all the touristy places. Gary on the other hand has never had to short-change himself, and really wants a trip abroad staying at top hotels and going on exotic trips.

Scenario 2 – Heather and Lynne

Heather is a supervisor and Lynne is the manager at a local office of a Government department. Heather is reporting to Lynne on the outcome of a difficult performance management issue, which she believes she has settled satisfactorily. Lynne believes that Heather has been far too lenient and that a formal warning should have been issued.

Scenario 3 – Jason

While his wife is away on a weeklong business conference, Jason has a sudden creative impulse to buy her a new car. They had been talking about it for months, but Anne was always "too busy" to go and look. He dips into their joint savings, as they planned, and purchases a black four seater station wagon at a good price. Jason is excited with the bargain vehicle purchase and knows it will be handy for weekend trips away. He is sure Anne will be pleased with the surprise and the fact she doesn't have to worry about it now. Anne takes one look at the car and declares her dislike. Not only does she hate the colour scheme, but she never wanted a station wagon and is overall annoyed that he went ahead and purchased a car without her.

Observer Checklist – Scenario 1

Learner being observed: _____

Name of Observer: _____

Observer's phone number: _____

Date of Assessment: _____

Place of Assessment: _____

Learner actions observed	Comments	Yes / No
Sends clear and concise messages, which were targeted to recipient.		
Messages sent match those received by recipient.		
Communicates thoughts, feelings, opinions and intentions in a manner that fits the situation.		
Distinguishes constructive feedback from negative feedback on at least one occasion.		
Uses constructive feedback as an opportunity to improve assertive communication.		
Uses assertion techniques which fit the situation, occasion, medium and relationship between participants throughout the interaction.		
Assertion techniques include: <ul style="list-style-type: none"> • Vocabulary • Articulation • Voice modulation and projection • Non-verbal communication 		

I am satisfied the learner is able to communicate assertively in a one to one situation.
 I am aware I may be contacted in relation to my observation of the learner.

Observer's signature: _____ Date: _____

Observer Checklist – Scenario 2

Learner being observed: _____

Name of Observer: _____

Observer's phone number: _____

Date of Assessment: _____

Place of Assessment: _____

Learner actions observed	Comments	Yes / No
Sends clear and concise messages, which were targeted to recipient.		
Messages sent match those received by recipient.		
Communicates thoughts, feelings, opinions and intentions in a manner that fits the situation.		
Distinguishes constructive feedback from negative feedback on at least one occasion.		
Uses constructive feedback as an opportunity to improve assertive communication.		
Uses assertion techniques which fit the situation, occasion, medium and relationship between participants throughout the interaction.		
Assertion techniques include: <ul style="list-style-type: none"> • Vocabulary • Articulation • Voice modulation and projection • Non-verbal communication 		

I am satisfied the learner is able to communicate assertively in a one to one situation.
 I am aware I may be contacted in relation to my observation of the learner.

Observer's signature: _____ Date: _____

Observer Checklist – Scenario 3

Learner being observed: _____

Name of Observer: _____

Observer's phone number: _____

Date of Assessment: _____

Place of Assessment: _____

Learner actions observed	Comments	Yes / No
Sends clear and concise messages, which were targeted to recipient.		
Messages sent match those received by recipient.		
Communicates thoughts, feelings, opinions and intentions in a manner that fits the situation.		
Distinguishes constructive feedback from negative feedback on at least one occasion.		
Uses constructive feedback as an opportunity to improve assertive communication.		
Uses assertion techniques which fit the situation, occasion, medium and relationship between participants throughout the interaction.		
Assertion techniques include: <ul style="list-style-type: none"> • Vocabulary • Articulation • Voice modulation and projection • Non-verbal communication 		

I am satisfied the learner is able to communicate assertively in a one to one situation.
 I am aware I may be contacted in relation to my observation of the learner.

Observer's signature: _____ Date: _____

Assessment Task Three – Element 3

Introduction

Assessment task three is designed to assess your ability to communicate assertively in a small group.

Instructions

You will need to role-play or take part in a group discussion. If you use the provided scenarios, you must role-play the main part. You may also change the gender and names used in the role play to suit your situation.

Using **one** of the provided scenarios, or an approved situation of your own, you are required to communicate assertively in a small group. The group must consist of between 3 and 7 people.

Behaviours or attitudes that should be expressed during role play:

- You must send your messages clearly, concisely and targeted towards the group, on at least one occasion.
- You must be able to contribute your ideas and responses spontaneously, clearly and concisely on at least one occasion.
- At least one other person must give constructive feedback, which you will distinguish from negative feedback and use as an opportunity to improve communication.
- You must maintain the focus of the dialogue in a way, which fits the situation, occasion, medium, and relationship between the participants on at least one occasion throughout the interaction.
- You must use at least one assertion technique, which fits the context, medium, and relationship between the participants on at least one occasion.

Scenario 1 – Rosemary

Rosemary is an animal welfare inspector with 10 years in the field. She has been asked to sit on a subcommittee to draft a Code of Welfare and Minimum standards for handling Bobby Calves going for slaughter. She feels that the transport of calves on a truck for 12 hours is too long and that if they aren't killed at the works straight away then they should be fed.

Jack is a meat processor and states that he doesn't have staff or facilities to feed calves, and that the calves are worth so little that there would be no profit left if the industry had to do so.

Jill is a dairy farmer and, although she agrees it is tough, believes it is better to let the practice carry on than risk farmers trying to kill the calves on the farm.

Ralph is a researcher who has not had a lot of experience in this field so is listening to get a feel for the situation.

Cameron is on the Producer Board and has worries about consumer perception but also about the viability of the industry if dairy farmers or processors have more costs to carry.

Scenario 2 – William

William is sitting amongst a group of immediate and extended family members organising a celebration of his parent's 50th Wedding anniversary. He wants everyone to contribute for a trip to the islands so the couple can have their first overseas holiday. He is the oldest in the immediate family and believes this gives him ultimate authority.

His sister Sally wants everybody to shout them a new T.V and stereo system as they have never owned these items and their mother loves music and their father is a keen sports follower. She usually manages to get her own way by being so dramatic and demanding that they listen to her.

The younger two in the immediate family want a big party with loads of friends and family. They both tend to be passive but are united on this issue and this gives them a lot of confidence.

Mum's sister, Auntie Mary is in agreement with the younger two about a party. She believes they should hire the local restaurant, so it's less effort to organise.

Cousin Trudy is keeping her thoughts to herself at the moment to see what happens. At the moment she is uncertain, though she does like the sound of Aunt Mary's idea.

Scenario 3- Gordon

Gordon is part of a community group who have got together to discuss the demolition of the old school buildings (used as a community centre) to make way for a new supermarket. Gordon has been a key player in supporting the community centre youth training programmes and providing activities for the younger generation during school holidays.

Kate is in opposition to Gordon. She has a young family and the new supermarket would mean she could walk to get her groceries, instead of the half hour drive to the city.

Another representative at the meeting is part of the local employment bureau. He is for the idea as well as it will bring new employment opportunities to the area.

Other members of the group are:

Jim – A member from the senior citizens who supports the idea of the supermarket because it will mean cheaper groceries and less travel for the older folk.

Kim – A teenager who wants to work stacking shelves at the supermarket to earn money to pay for her university studies.

Jeremy – A member of the historic buildings society who wants to see the old school building preserved.

The completed assessment for task three will include:

A completed observer checklist.

Observer Checklist – Scenario or own situation

Learner being observed: _____

Name of Observer: _____

Observer's phone number: _____

Date of Assessment: _____

Place of Assessment: _____

Learner actions observed	Comments	Yes / No
Sends clear and concise messages, which were targeted to recipient.		
Messages sent match those received by recipient.		
Communicates thoughts, feelings, opinions and intentions in a manner that fits the situation.		
Distinguishes constructive feedback from negative feedback on at least one occasion.		
Uses constructive feedback as an opportunity to improve assertive communication.		
Uses assertion techniques which fit the situation, occasion, medium and relationship between participants throughout the interaction.		
Assertion techniques include: <ul style="list-style-type: none"> • Vocabulary • Articulation • Voice modulation and projection • Non-verbal communication 		

I am satisfied the learner is able to communicate assertively in a small group.
I am aware I may be contacted in relation to my observation of the learner.

Observer's signature: _____ Date: _____

Assessment Guide

These are the evidence and judgements that your assessor will use to assess your competence in unit standard 1299.

Task / Element	Evidence Required	Judgement
<p><i>Task 1 / Element 1</i></p> <p>Define the purpose of and identify barriers to assertive communication.</p>	<p>Answers for questions 1 -9</p> <p>Answers for questions 10 -12</p>	<p>Each assertive response is correctly distinguished from the other situations (see model answers).</p> <p>Answers are correct (see model answers).</p>
<p><i>Task 2 / Element 2</i></p> <p>Interact assertively in a one to one situation.</p>	<p>Completed observation checklists for 3 role-plays or 3 naturally occurring one-to-one situations.</p> <p>Role plays or alternatives must be drawn from three different situations that include at least two of – the workplace, the family, other social situations.</p>	<p>Messages sent by learner are clear and concise and match those received by the other person.</p> <p>Learner communicates thoughts, feelings, opinions and intentions in a manner, which fits the situation on at least one occasion.</p> <p>Learner distinguishes constructive feedback from negative feedback and uses the opportunity to improve communication.</p> <p>Learner demonstrates at least one assertion technique, which fits the situation, occasion, medium and relationship between participants throughout the interaction.</p>

<p><i>Task 3 / Element 3</i></p> <p>Communicate assertively in a small group.</p>	<p>Completed observation checklist for a role-play or naturally occurring small group discussion.</p>	<p>Messages sent by learner are clear and concise and match those received by the other person.</p> <p>Learner communicates thoughts, feelings, opinions and intentions in a manner, which fits the situation on at least one occasion.</p> <p>Learner distinguishes constructive feedback from negative feedback and uses the opportunity to improve communication.</p> <p>Learner demonstrates at least one assertion technique, which fits the situation, occasion, medium and relationship between participants throughout the interaction.</p>
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