

# Learning Assessment Guide

## Unit Standard 7125 – Version 3

### Negotiate on own behalf

### Level 4 – 3 Credits

<b>Assessment Summary</b>			
<b>Learner to complete</b>			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
<b>Assessor to complete</b>			
<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.

This Learning Assessment Guide is made up of:

- written tasks for you to complete
- questions for you to complete
- the Learner Observation Form the assessor will use to assess your competence
- the assessment results the assessor will use to assess your competence.

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

- 1 Prepare for one-to-one negotiation in relation to a personally defined objective.
- 2 Carry out the negotiation.
- 3 Evaluate the negotiation.

## Assessment Task One – Element 1

This assessment task is designed to assess your ability to:

- prepare for one-to-one negotiation in relation to a personally defined objective.

Special note 1 defines the term *personally defined objective* as relating to negotiating on one's own behalf in relation to need(s) and/or want(s).

### **Task One instructions**

- You will need to identify an upcoming negotiation in which you can be observed or your activity verified by an appropriately qualified person who is not the other party in the negotiation.
- The negotiation may be an actual or simulated negotiation but it must involve an element of opposition and the use of unfair tactics by the other party.
- Answer the Task One questions orally or in writing.  
These questions concern your preparation for your selected on-to-one negotiation.
- In your answers / planning you will need to
  - define your objective and range of acceptable outcomes
  - identify the consequences of non agreement
  - describe the other party in terms of power relationships to you
  - prepare a case taking into consideration all of the above.

Task One comprises a series of questions associated with your preparation for this one-to-one negotiation.

Please answer the Task One Questions on a separate sheet of paper and attach them to this Learning Assessment Guide.

Alternatively you could ask your assessor if you could complete this task orally. If this option is agreed to, it is likely that your assessor will wish to record the conversation for moderation purposes using a dictaphone or tape recorder.

## Task One Questions

### Part A Prepare for one-to-one negotiation.

1. Who are you going to carry out the negotiation with?
2. What do you want to achieve from the negotiation?
3. What are the other person's needs in terms of this negotiation?
4. What is their relationship to you in terms of power?
5. If you do not achieve what you would prefer from your negotiations, what would be acceptable outcomes? List at least two possible outcomes.
6. If you do not manage to reach any agreement, what are the consequences for you, and for the other person?
7. What is the best alternative to achieving a negotiated agreement?

### Part B Prepare the case for negotiation.

Prepare your case ready for negotiation. You must address:

- all the issues identified in the questions above
- actions you will need to demonstrate in the actual negotiation
- how to deal with obstructive, offensive, and deceptive tactics
- how you will preserve the relationship between you and the other person.

## Assessment Task Two – Element 2

This assessment task is designed to assess your ability to:

- carry out the negotiation.

### ***Task Two instructions***

- You will need to carry out a one-to-one negotiation demonstrating the actions and meeting the performance standards of the Learner Observation Form.
- Before you begin your negotiation, agree with your assessor on an acceptable observer if your assessor is unlikely to be available to observe the negotiation.
- Your observer should be observing from a distance, but close enough to be able to hear the negotiation without embarrassing participants or disturbing the negotiation.
- You will need to brief the observer on the content of this unit standard and their evidence collection role.
- You will need to ask permission of the other party to the negotiation to have the observer present.

### **In particular you will need to:**

- use win-win negotiation skills
- handle any obstructive, offensive or deceptive tactics from the other party so you can still reach a fair agreement
- preserve the relationship in terms of further negotiation.

### Learner Observation Form – Unit Standard 7125 Version 3

<b>Name of learner:</b>	
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This learner is currently being assessed toward unit standard 7125 – Negotiate on own behalf. You have been asked to observe the learner demonstrating a good understanding and application of negotiating on their own behalf in the workplace.

Please complete this form and arrange for it to be passed on to the learner’s assessor.

Did the learner demonstrate an understanding of the processes and principles of negotiating on their own behalf?	<b>Yes</b>	<b>No</b>
Did the learner seek an agreed negotiation process with the other person?	<b>Yes</b>	<b>No</b>
Did the learner tell the other person their desired outcome?	<b>Yes</b>	<b>No</b>
Did the learner present their own case clearly and briefly?	<b>Yes</b>	<b>No</b>
Did the learner identify and acknowledge points of agreement and disagreement?	<b>Yes</b>	<b>No</b>
Did the learner acknowledge the other person’s opinions and, where applicable, their feelings?	<b>Yes</b>	<b>No</b>
Did the learner focuses on interests rather than positions?	<b>Yes</b>	<b>No</b>
Did the learner state and check with the other person the result of the negotiation, including any follow-up actions and responsibilities?	<b>Yes</b>	<b>No</b>
Did the learner demonstrate that they can handle obstructive / offensive / deceptive tactics from the other person in such a way as to preserve the relationship between the two parties, and not prejudice a fair agreement being reached?	<b>Yes</b>	<b>No</b>
Did the learner demonstrate that they can preserve the relationship in case of further negotiations being required?	<b>Yes</b>	<b>No</b>

/cont

**Learner Observation Form – Unit Standard 7125 Version 3****Comments:**

<b>Name:</b>		<b>Phone:</b>	
<b>Position:</b>		<b>Date:</b>	
<b>Email:</b>			

## Assessment Task Three – Element 3

This assessment task is designed to assess your ability to:

- evaluate the negotiation.

### ***Task Three instructions***

This task requires you to evaluate the negotiation, which you completed for your Task Two assessment.

Use the Task Three Questions to help you structure your evaluation. If completing this assessment task in writing you may do so on a separate piece of paper.

### **Task Three questions:**

Please answer the Task Three Questions on a separate sheet of paper and attach them to this Learning Assessment Guide.

Please complete the following questions to evaluate your negotiation.

- 1 Did you reach agreement with the other person?
- 2 If yes, do you both agree that it is a fair result?
- 3 If no, list the points of failure.
- 4 Check out the content of the Observation Checklist for Task Two. Did you do all of these? If not, why not?
- 5 List what you would do differently in your next negotiation.

## Assessment Results

These are the judgements that your assessor will use to assess you.

Are the learner's answers to the task complete and have appropriate and sufficient examples been supplied?	<b>Yes</b>	<b>No</b>
Were the objectives of the planned negotiation defined and the range of acceptable outcomes identified?	<b>Yes</b>	<b>No</b>
Were consequences of non-agreement identified for self and other party?	<b>Yes</b>	<b>No</b>
Has the learner identified, and described the other party in terms of power relationship to learner and anticipated their needs.	<b>Yes</b>	<b>No</b>
Did the learner carry out the negotiation?	<b>Yes</b>	<b>No</b>
Were the learner's demonstrated actions consistent with a win-win negotiation?	<b>Yes</b>	<b>No</b>
Has the learner identified obstructive, offensive or deceptive tactics used by the other party and did they give responses that contributed to a fair agreement being reached to preserve the relationship in terms of further negotiation?	<b>Yes</b>	<b>No</b>
Did the learner correctly evaluate the negotiation?	<b>Yes</b>	<b>No</b>
Has the learner identified an outcome that is deemed to be fair by both parties where an agreement has been reached and where an agreement has not been reached, the point(s) of failure have been identified?	<b>Yes</b>	<b>No</b>
Has the learner made clear conclusions based on evidence from the negotiation in terms of improving own future performance?	<b>Yes</b>	<b>No</b>
Has the learner observation form been correctly completed and the observations recorded?	<b>Yes</b>	<b>No</b>