

Sfrito Assessment Guideline

Unit 1312

Version 3: Level 3: Credit 3

Interpersonal communication

**Give oral instructions in the
workplace**

Activity Instructions:

Candidates can be assessed in three ways.

- a). Written assessment
- b). Oral assessment
- c). Practical demonstration

Purpose statement:

People credited with this unit standard are able to

- identify the barriers to, and the characteristics of, oral instruction,
- give oral instructions to a specified audience in a business or workplace setting.

Special Notes:

1. Voice modulation for hearing impaired people will be demonstrated through a sign language interpreter voicing the message of the signer.
2. Small group means between 3-5 people.

Element 1: Identify the barriers to, and the characteristics of, oral instruction

Task: Written/Verbal

Performance Criteria		Evidence
1.1	Barriers, and their remedies, to one to one oral instruction are identified. Range: barriers verbal, non-verbal, culture, gender	<ul style="list-style-type: none">• Trainee needs to identify at least two barriers for each item in the range that relate to business or workplace.• All four barriers must be covered and corresponding remedies. Barriers can be:<ul style="list-style-type: none">- due to language/ jargon, mismatch of verbal and non verbal, in-active listening, environmental noise, term of reference.- para/body language- different meanings for gestures, social restrictions- -some men may not accept women in a role of responsibility, may not like to- shake hands with the opposite sex/ touch/ work in a close environment (visa versa)- employ active listening techniques ask questions, para -phrase,- be aware of the audience culture, frame of reference and be sensitive.

1.2	<p>Barriers, and their remedies, to oral instruction are identified for small groups in business and workplace settings.</p> <p>Range: barriers - verbal, non-verbal, culture, gender, number of people.</p>	<ul style="list-style-type: none"> • At least two examples/ideas for each item in the range. • Small group is considered to be 3 –5 people. • Related to oral instructions and in the business/work place. • Comments very similar to 1-1 but the problem of multiple signals and an increase in 'noise' due to: <ul style="list-style-type: none"> - more than one person speaking at a time, - misinterpretation/misunderstanding - many signals to read - may need to use a variety of non verbal communication to meet the needs of a variety of people which may in turn offend others e.g. speaking without eye contact • Restricting interactive questions which slow down progress, understanding. • Lack of empathy or patience by members of the group. • Continually check own non-verbal communication and channel of communication to see if the receiver has received the right message e.g. ask clarifying questions to ensure comprehension. • be aware of multiple needs • address the issues openly and appropriately, explain to the group the reason for your selected teaching style and ask for patience and offer opportunity for people to question and clarify any points raised.
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1.3	<p>Differences are identified between written and spoken language.</p> <p>Range: vocabulary, grammatical structure.</p>	<p>Need to clearly distinguish between the two aspects and in particular note the importance of the non verbal communication – (paralanguage / proxemic/kinesic) to send a full message.</p> <ul style="list-style-type: none"> - do not have to use terms but may use examples to support statements <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • written – more formal, slang can be used but overall, must meet the needs of the receiver. • spoken – faster, can cover more, may allow for better understanding as can discuss immediately any queries that arise, opportunity for sender to read audience from feedback so can adapt style to match. <p><u>Grammatical structure</u></p> <ul style="list-style-type: none"> • written –essential the style matches that of the receiver so that the message received was the one sent. - more important to use grammatical tools e.g. punctuation, sentence structure to ensure message is received as intended • spoken relies a lot on the paralanguage, proxemic and kinesic aspects to send the total message. May add considerably to message so the spoken part can be a lot shorter.
1.4	<p>Importance of voice projection, articulation, and modulation are identified, and recorded in the required format.</p>	<p>Must cover each aspect and give two examples for each.</p> <ul style="list-style-type: none"> • They can add/deduct value/context to a message by either adding inflexion for interest, speed to add spice, articulation can make a message clearer, they can reflect education/esteem/confidence. • When to use varies from situation to situation depending on the environment and the audience.

1.5	Characteristics of oral instruction are identified in terms of pace, tone, environment, and audience.	<p>Need to demonstrate understanding that use of range examples will enhance the learning.</p> <ul style="list-style-type: none"> • Pace: <ul style="list-style-type: none"> - too fast/ slow you may lose message - pace can however add to a message e.g. speaking slowly to add importance (address of important issue) or anxiety (ghost story). <p>Require a minimum of two examples for each characteristic of oral instruction.</p> <ul style="list-style-type: none"> • Tone: <ul style="list-style-type: none"> - can change a meaning totally e.g. "SHUT UP!!" vs. "shut up" the paralanguage is the total message, can show love, aggression, compassion, inquiry ...feeling. • Environment: <ul style="list-style-type: none"> - are you at a secondary/ primary or tertiary school, e.g. are you addressing 1,2,10,30 or 100+people. - is there a public address system, - inside or outside. - threatening or non threatening e.g. in an unfamiliar environment. • Audience: <ul style="list-style-type: none"> - consider audience analysis 'why are they there?' e.g. there for knowledge, compulsory , voluntary. - what is the expectation of the receiver/sender e.g. are they expecting you to allow interaction. - what status is their authority/power/ gender/ culture. - what is their feedback from your delivery.
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Element 2: Give oral instructions to a specified audience in a business or workplace setting.

Range: one to one or small group.

Task: Practical

Performance Criteria		Evidence
2.1	Goal of the instruction is clearly indicated to the receiver.	<ul style="list-style-type: none"> • Stated simply • Avoids multiple message • Uses clear oral communication • May check to see if correct message has been received • Instruction has a goal and is clear. • Instruction clearly given to the receiver
2.2	The sequence of the instruction meets the needs of the receiver.	<ul style="list-style-type: none"> • Instruction may build on previous knowledge or recent knowledge. • Instruction has a sequence • Sequence is progressive or logical
2.3	Instruction is given concisely using language which fits the communication needs of the receiver.	<ul style="list-style-type: none"> • Instruction is concise. • Not ambiguous. • May repeat instructions to individuals, ask reflective questions, use different styles for some individuals –visual, directness.
2.4	Feedback is encouraged and used to clarify ambiguity or misinterpretation in a manner that meets identified needs.	<ul style="list-style-type: none"> • Asks for feedback regularly to individuals and group. • Directly spoken instruction and clear demonstrations. open/closed questions. • Encourages feedback by expressing its value • Will revisit content to ensure message is clear. • Is open and welcoming to client to encourage feedback. • Will rephrase/demonstrate to clarify any ambiguity/ misinterpretation.
2.5	Instructions are summarised at the end in a manner which clearly identifies the main components of the instructions.	<ul style="list-style-type: none"> • Paraphrases main components of instructions • All main components of message summarised
2.6	Visual aids and equipment used support the instruction.	<ul style="list-style-type: none"> • Equipment relevant • Does not distract the client • Demonstration flows well • Uses visual aids and equipment don't detract from instruction

Unit 1312v3 Checklist			
Give oral instructions in the workplace			
Assessor name: _____			
Organisation name: _____			
Element 1: Identify the barriers to, and the characteristics of oral instruction.			
1.1	Identify barriers and their remedies to 1-1 oral instruction		
1.2	Identify barriers and their remedies for small group instruction		
1.3	Identify differences between spoken and written language		
1.4	Importance of voice projection, articulation modulation		
1.5	Identify characteristics of oral instruction		
Element 2 : Give oral instruction to a specified audience in a business or workplace setting			
2.1	Goal of instruction is clear		
2.2	Sequence of instruction meets needs of receiver		
2.3	Instruction is concise and meets communication needs of receiver		
2.4	Feedback encouraged to clarify ambiguity		
2.5	Instructions summarised to clearly identify the main components of the instructions		
2.6	Visual aids and equipment support the instruction		
DATE	CANDIDATES SIGNATURE	ASSESSORS SIGNATURE	C/NYC
Comments:			

Note: the assessor needs to ensure **sufficiency** of performance and knowledge. Therefore the assessor needs to know that the Candidate has performed the tasks competently many times before and will be competent in the future. Ticking/ dating the boxes more than once, having 2 checklists for different assessment occasions or observing workplace performance over a period of time can show this.