

Sfrito Assessment Guideline

Unit 3501

Version 3: Level 1: Credit 4

Interpersonal communication

Apply listening techniques

Activity Instructions:

Candidates can be assessed:

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

Purpose statement:

People credited with this unit standard are able to

- demonstrate knowledge of listening techniques
- apply listening techniques in a specific context.

Special Notes:

Special note – This version of this unit standard replaces unit standard 1305

Element 1: Demonstrate knowledge of listening techniques

Task: Observation

Performance Criteria		Evidence
1.1	Barriers that impact on personal listening are identified.	<p>The candidate recognises two valid barriers to listening. Examples of barriers to listening may include but are not limited to:</p> <ul style="list-style-type: none"> • External noise – environmental or cluttered sound for example a mix of languages or too many people talking at once – • Culture – misinterpreting body language, gesture, colloquial sayings or meanings • Prejudice – Distrust language/body language signals – knee-jerk reaction to something that has been said – either like, [I really like this person, they must be good/know!] or dislike of speaker, preconceived ideas of what speaker will say/mean [authority figure] • Blocking – thinking of what you will say next rather than listening to what is being said – switching out either not interested, want to concentrate on something else, can't be bothered, prefer your own opinions, to used to the sound of the voice. – More concerned with how you will be accepted or with imparting your own advice or experience. • Self: - arguing/disagreeing with speaker, going to any lengths to prove self right or changing the subject to avoid being proven wrong. Agreeing with everything so that the speaker will like you.
1.2	Personal strengths and weaknesses in listening performance are identified.	<ul style="list-style-type: none"> • two personal strengths and two personal weaknesses are identified.

1.3	Ways in which listening performance can be improved are identified.	Two ways to improve listening performance are identified. Examples of listening techniques may include but are not limited to: <ul style="list-style-type: none"> • Questioning – using open questions to gain more information and closed ones to verify facts • Repeating back own understanding of what has been said in order to gain mutual understanding • Use of speech [“go-on”, “uh huh”, “yes”, “and”] and/or body language/gesture to indicate interest and encouragement. • Maintenance of rapport through body language, facial expression, eye contact etc. • Showing respect - No butting in until person has finished speaking – recognising their right to their opinion – voicing you own in a spirit of rapport.
1.4	A plan to improve personal listening performance is produced in the required format and style.	<ul style="list-style-type: none"> • A plan is produced in the required format/style that identifies the purpose of listening and ways to improve own listening skills in 3 situational contexts during which improvement of own listening performance can be monitored.

Element 2: Apply listening techniques in a specific context.

Range: at least three separate contexts and/or situations.

Task: Observation

Performance Criteria		Evidence
2.1	The purpose of listening is identified for each context.	<ul style="list-style-type: none"> • Listening techniques are applied to three separate contexts and/or situations and performance observed to determine improvement. • For each context the purpose of listening is identified. • A summary of main points is provided to ascertain accuracy of understanding.
2.2	Open questions are asked to clarify understanding. Range: meaning, speaker's point of view.	Open questions are used.
2.3	Feedback is used to show interest and opinion, and to encourage speaker to elaborate. Range: verbal, non-verbal.	Feedback is given verbally and non-verbally to show interest and opinion and to encourage the speaker to elaborate.
2.4	Main points of the communication are summarised and validated for accuracy.	A summary of main points is provided to ascertain accuracy of understanding.

Unit 3501v3 Checklist			
Apply listening techniques			
Assessor Name: _____			
Organisation name: _____			
Element 1: Demonstrate knowledge of listening techniques			
1.1	Barriers that impact on personal listening are identified.		
1.2	Personal strengths and weaknesses in listening performance are identified.		
1.3	Ways in which listening performance can be improved are identified.		
1.4	A plan to improve personal listening performance is produced in the required format and style.		
Element 2: Apply listening techniques in a specific context			
2.1	The purpose of listening is identified for each context.		
2.2	Open questions are asked to clarify understanding. Range: meaning, speaker's point of view.		
2.3	Feedback is used to show interest and opinion, and to encourage speaker to elaborate. Range: verbal, non-verbal.		
2.4	Main points of the communication are summarised and validated for accuracy.		
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.

Assignment

The following assignment may be used as an alternative to or for collection of additional evidence to naturally occurring evidence for assessment of this unit standard. Candidates may complete the theory component orally or in written format.

Element 1 – performance criteria 1.1, 1.2, 1.3, 1.4.

1. [1.1] Effective listening skills are an important part of good interpersonal communication processes however there are many different factors that impact on people's ability to listen with complete understanding, these may be physical internal, external or environmental. In the spaces below name any two barriers that can make listening difficult.

a _____

b _____

- 2 [1.2] Using your knowledge of listening skills and thinking about your own abilities, identify in the spaces below two listening skills that you consider are personal strengths and two that are personal weaknesses

Strengths:

a _____

b _____

Weaknesses:

a _____

b _____

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- 3-[1.3] Thinking back to your previous answers, identify in the spaces below two different ways in which your listening skills can be improved

a _____

b _____

- 4 – [1.4] Plan to improve your listening skills
[2.1] Identify the purpose of listening

- ✓ In the planning sheet provided, identify three situations when assessment of your listening skills can take place for element 2 [you may discuss these with your assessor].
- ✓ Identify the reason why you need to listen for each situation
- ✓ Complete the planning section for the skills you want to improve, [1.3]. Use the example as a guide.
- ✓ Your assessor will monitor your planned improvements while assessing your listening skills in the situations that you have described and agreed to.

Example

Situation	Sales presentation for ????
Purpose	I need to listen actively to determine exactly what the customer's needs are before I can make a recommendation.
Plan to improve	Most often, I am too enthusiastic about showing the customer how much product knowledge I have so I tend to butt in before I really know what they want. In situation 1 and 3 I am going to try to ask more open questions to help me determine their needs, this will help me recommend the right product for them instead of covering all the products.
Situation 1	
Purpose of listening	
Skill that you plan to improve	
Situation 2	
Purpose	
Skill that you plan to improve	

Situation 3	
Purpose	
Skill that you plan to improve	