

# **Learner Assessment Guideline**

## **Unit 9704**

### **Manage interpersonal conflict**

**Level 4: Credit 6: Version 2**

## **Learner Assessment Instructions**

This is your Learner Assessment Pack for 'Manage interpersonal conflict'. This is a Level 4 Unit Standard. This unit is worth 6 Credits.

### **This pack contains**

- Written task sheets for you to complete.
- An 'Evidence Verification Form' for use by your Manager or Team Leader.
- The evidence guide summary that the assessor will use to assess your competence.

### **Assessment Tasks**

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

- Identify and clarify areas of personal conflict.
- Develop strategies to resolve conflict.
- Implement resolution.
- Evaluate resolution.

### **This is an integrated assessment.**

Unlike some assessments where four elements would have four corresponding tasks, the three tasks in this assessment each assess nearly all four elements.

*Sfrito would like to acknowledge the Public Services Training Organisation (PSTO) for the use of their Evidence Guides.*

### **What do I do now?**

- ✓ Read through all the information contained in this Pack.
- ✓ Familiarise yourself with each Assessment Task and the instructions.
- ✓ Contact your assessor, if necessary, to clarify anything you are unsure of.
- ✓ Complete the assessment tasks as agreed on with your assessor.
- ✓ Contact your assessor when you have finished the assessment tasks.
- ✓ Make sure you keep a written copy of your completed assessment task if you are sending the original copy to your assessor.

**KIA KAHA AND GOOD LUCK**

## **Task One: Introduction**

This assessment activity is designed to assess your ability across all four elements of the unit standard. That is, ability to:

- Identify and clarify areas of interpersonal conflict.
- Develop strategies to resolve conflict.
- Implement resolution.
- Evaluate resolution.

## **Task One: Instructions**

- The accompanying task sheet has eight questions designed to help you to record key aspects of your thoughts on the conflict resolution process.
- It may be helpful to you to have a conflict scenario from your own experience in mind when you answer these questions.
- Answer the questions. You may use your own paper or answer them on a word processor if you wish.
- If you wish to complete this task verbally, please discuss this option with your assessor.
- Your assessor may wish to discuss your responses with you, either to clarify what you have written, or to gather further evidence to meet sufficiency requirements.

## **Your completed assessment for Task One will include:**

- Provision to your assessor of written or verbal responses to all eight questions of the Task Sheet for Task One.
- Provision of responses that, in the view of your assessor, demonstrate knowledge of a strategy for the identification and resolution of interpersonal conflict.

## Task Sheet for Task One

Learner: \_\_\_\_\_

Assessor: \_\_\_\_\_

1. What are some examples of types of conflict that can occur in the workplace?  
(4 examples required.)

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2. Why is it necessary to take into account the views of all parties when resolving conflict?

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3. What are two of the best strategies to resolve conflict in the workplace?

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4. When deciding on a resolution strategy what are some of the considerations that must be taken into account? (Name three.)

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5. What would you do if you were working on a resolution and discovered the issues were outside your area of expertise/knowledge?

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6. What is your obligation to the parties involved once you have initiated a resolution process?

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7. Why is it important to evaluate the resolution process that you have used?

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8. When deciding on an evaluation process, what are your obligations to the participants in the resolution? For each response explain why. (Minimum of 3 responses required.)

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## **Task Two: Introduction**

As with the previous task, this activity is designed to assess your ability across all four elements.

## **Task Two: Instructions**

- This assessment task requires you to obtain evidence verification from your Manager or Team Leader relating to your ability to manage interpersonal conflict in the workplace.
- This assessment will only be possible if you have been observed managing interpersonal conflict on a number of occasions.
- Agree with your assessor on a suitable person in your workplace to complete the accompanying evidence verification form. Ideally it should be a Manager or Team Leader.
- Approach the proposed evidence verifier and brief them on the unit standard in which you are being assessed and what is required of them.
- Invite them to return the completed form directly to the assessor if they should wish to do so, rather than to you.
- When you introduce your evidence verifier to the 'Evidence Verification Form', encourage them to write examples that support the rating that they circle. This will increase the amount of evidence that you submit to your assessor, increasing the likelihood of meeting sufficiency requirements.

## **The completed assessment for Task Two will include:**

- Completion of the 'Evidence Verification Form' by your Manager or Team Leader.
- Ratings and comments that your assessor judges to be evidence of your helpful facilitation of conflict resolution on the workplace.

# Evidence Verification Form

To be given to Evidence Verifier (e.g. Manager/Supervisor) to verify Learner's evidence.

Evidence Verifier's name: \_\_\_\_\_

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

Organisation name: \_\_\_\_\_

Learner's name: \_\_\_\_\_

Learner's ROL: \_\_\_ / \_\_\_ / \_\_\_ and/or Date of birth: \_\_\_ / \_\_\_ / \_\_\_

Unit standard(s) number & title: \_\_\_\_\_

National Certificate (level & version): \_\_\_\_\_

Please complete the verification form, rating the learner's performance as you have observed it in the workplace. Please provide examples wherever possible of how the learner has acted to manage and resolve conflict to support your ratings. The person assessing this unit may contact you to discuss your comments.

The ratings are:

Never          Rarely          Sometimes          Often          Always          Don't Know

Please circle the appropriate rating for each question.

## Questions

1. Does the learner identify and clarify issues contributing to interpersonal conflict, and in doing so take into account the views of opposing parties?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

2. Does the learner ensure that suggested negotiation and/or consultation strategies:

(a) Take into account the requirements of all parties?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

(b) Are legal, ethical, and respect the confidentiality of all parties?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

(c) Are realistic, can be implemented by all parties, and take into account impact on others?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

3. Does the learner accurately document complete records of the resolution, in an agreed format?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

4. Does the learner identify areas of conflict which fall outside their area of expertise and refer these to specialists for assistance in a timeframe which reflects the degree of urgency of the conflict?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

5. Does the learner provide conflict solutions which meet the needs of identified individuals, and/or teams, and the organisation, and satisfy all legal requirements?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

6. Does the learner avoid giving offence and maintain respect for all parties when resolving conflict?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

7. Does the learner implement their conflict resolution in accordance with the agreed strategy and plan?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

8. Does the learner keep all parties involved in the resolution informed of progress?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

9. Does the learner review any changes to the resolution strategy with all parties in the agreed timeframe?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

10. Does the learner evaluate the performance of individuals and teams against the agreed resolution, in the agreed timeframe, using agreed evaluation procedures?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

11. Does the learner ensure selected evaluation methods are relevant, fair, and known to the individual and/or team being evaluated?

Never          Rarely          Sometimes          Often          Always          Don't Know

Example(s):

12. Does the learner ensure that evaluation policies and procedures are complete, relevant, and meet organisation standards?

Never            Rarely            Sometimes    Often            Always            Don't Know

Example(s):

13. Does the learner ensure that collected evaluation information is complete, current, and agreed with the individual or team being evaluated and is recorded in the agreed format?

Never            Rarely            Sometimes    Often            Always            Don't Know

Example(s):

I verify that the Learner has following evidence has been provided/observed from the learner, within an acceptable timeframe.

I verify that the collection of evidence meets unit standard requirements and organisational standards for content and layout.

I agree to comply with the requirements of the Privacy Act 1993 and any subsequent amendments.

Evidence Verifier signature: \_\_\_\_\_

Assessor name: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date received by assessor: \_\_\_\_\_

### **Task Three: Introduction**

As with the two previous tasks, this activity is designed to assess your ability across all four elements.

### **Task Three: Instructions**

- Read the accompanying scenario.
- You are required to:
  - Develop a strategy to resolve the conflict; and
  - Describe a process for evaluating the success of your strategy.
- This activity will be completed verbally with your assessor, allowing your assessor to ask for clarification and elaboration of your strategy and approach to evaluation if necessary.
- Your assessor will record the main steps and activities in your strategy and proposed evaluation process. S/he will compare these with a model answer in the Assessor Evidence Guide.
- Make an appointment with your assessor when you are ready to discuss the scenario.

### **The completed assessment for Task Three will include:**

- Provision to your assessor of a strategy to resolve the conflict presented in the scenario, along with a process for the evaluation of your strategy.
- Provision of a strategy and evaluation process that is consistent with the model answer.

## Scenario

Based on the following scenario outline your conflict resolution process.

### Scenario

Alison is the team leader of a small production team. Four times each year she individually calls in each of her five staff members for a formal discussion about their performance. This time, Tom was going to be a problem. He had been in the organisation for eighteen months and had already been in three different teams. His previous team leader had warned Alison he was hard work. During her last discussion with Tom she had specifically asked that he improve on an aspect of his performance. In the intervening three months she had not noticed any discernible improvement. Alison was not looking forward to the upcoming discussion with Tom, as she found him flippant and unfocused. He did not appear to care at all about the importance of the work, and contributing as a member of the team.

Tom was dreading his upcoming chat with Alison. She was so serious about everything and she always seemed so tense. At their last discussion she had asked that he focus on his teamwork more, by contributing at meetings and taking on more administrative responsibility. Tom was happy that he had been doing this, and he was now getting on better with his teammates. But he was wondering what Alison was going to come up with this time. She always seemed to be picking on him, no matter what he did.

At their meeting they had the following discussion:

Alison: You've been doing good work and your productivity is higher than when we last met. And overall I've been impressed with the quality of the work you've been doing.

Tom: Thanks, I've been happy with the way things have been going.

Alison: I would like to focus on one area where I think you could make more of an improvement, and that's to do with your contribution to the team. We discussed this last time, but I'm not certain that you took my comments seriously.

Tom: But I have been doing more with the team; of course I took what you said seriously. I've been trying to make a real contribution and I think I've made lots of progress.

Alison: I haven't noticed much change in your behaviour. You still seem to be goofing around during team meetings, and making wisecracks all the time. I think this restricts the input of the other team members.

Tom: Sure I like to have a little fun and enjoy what I'm doing. What's wrong with that? I think you're being a little uptight. The meetings are so stuffy and formal; people are too bored to contribute. And I am taking on more responsibility, which is what we agreed last time.

Alison: I am not uptight! And my staff are not too bored at the meetings. I suggest you sharpen up your attitude if you want to qualify for a bonus this year.

Tom: I don't think I should be penalised for having a sense of humour, and I think the Union will agree.

Alison: I don't think we'll make any more progress if that's your attitude.

The interview ends and Tom storms out of the room. Alison approaches her manager to report on what happened. Tom speaks to the Union representative.

When the Union contacted the manager, they agreed that an external mediator would be required to resolve this conflict. They hire you.

Your job is to develop:

- A strategy to resolve this conflict (explain the reason behind each part of your strategy);  
and
- A process to evaluate the success of your strategy.

During your discussion with the assessor they will ask you how you would go about implementing your strategy.

## Unit 9704v2 Learner Evidence Guide

### Manage interpersonal conflict

Element/Task	
<b>Task 1, Element 1-4</b>	<b>Evidence required</b>
This task involves the learner answering questions about strategies for the identification and resolution of interpersonal conflict.	<ul style="list-style-type: none"><li>➤ The learner answers eight questions on the identification and resolution of interpersonal conflict in the workplace.</li><li>➤ Questions may be answered in writing or verbally.</li></ul>
<b>Task 2, Element 1-4</b>	<b>Evidence required</b>
This task involves the learner in obtaining a verification from his/her Manager or Team Leader confirming the demonstration of skills in conflict management in the workplace.	<ul style="list-style-type: none"><li>➤ The learner requests the completion of the 'Verification Form' by his/her Manager or Team Leader.</li><li>➤ Ratings and comments on the 'Verification Form' confirm that the learner regularly demonstrates skills in conflict management in the workplace.</li><li>➤ The assessor may discuss verifier ratings and comments with the verifier.</li></ul>
<b>Task 3, Element 1-4</b>	<b>Evidence required</b>
This task involves the learner in a verbal discussion with the assessor based on the scenario provided.	<ul style="list-style-type: none"><li>➤ The learner must develop a strategy for resolving the conflict presented in the scenario, which is consistent with the model answer.</li><li>➤ The learner must also describe a process for evaluating the success of the strategy, which is consistent with the model answer.</li></ul>