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| **L4 5** | **Communicate to promote effective relationships as a leader** |

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| **Kaupae |** Level | 4 |
| **Whiwhinga |** Credit | 10 |
| **Whāinga |** Purpose | This skill standard is intended for people looking to build their leadership skills to lead people and manage processes efficiently and effectively.  This skill standard will provide learners with the knowledge and skills to communicate to promote effective relationships as a leader.  This skill standard can be used in a range of qualifications and micro-credentials where there is a requirement of communicating to promote effective relationships as a leader. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
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| 1. Communicate to promote effective relationships as a leader. | 1. Assess communication tools and techniques required to promote effective relationships. |
| 1. Explain situations where communication is required to promote effective relationships. |
| 1. Use communication tools and techniques as appropriate to a situation to promote effective relationships. |
| e. Reflect on the use of communication tools and techniques in terms of its effectiveness. |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Activity must relate to leadership or management, may be a short term or long term, or repeated activity. It could be leading an individual or group, community, or project, and may include thought-leadership, leading an idea or kaupapa. The communication activity may be used to promote effective relationships with team members or other parties.

This skill standard may be assessed in a role where leadership is demonstrated, when appropriate situations arise, or in a training environment if simulated conditions are able to be provided that reflect the standards of a workplace and/or leadership context.

Evidence of assessment must reflect where applicable, any workplace policies and procedures such as standard operating procedures, safety procedures, equipment operating procedures, codes of practice, quality management practices and standards, procedures to comply with legislative and local body requirements.

Assessment against this skill standard, where appropriate, should incorporate te āo Māori. This may include differences in dialect, mātauranga, tikanga among different iwi, hapū, rohe.

All activities must, as relevant to learners and/or this skill standard, reflect the peoples of the Pacific and other cultures, and their world views.

The task or activity may relate to either the articles or the principles of te Tiriti o Waitangi, and multi-culturalism in Aotearoa New Zealand.

For the purpose of this standard, *the kaupapa (articles) of te Tiriti o Waitangi* can refer to a tika interpretation, that te Tiriti o Waitangi is underpinned by three written articles, and the unwritten 4th article which are kawanatanga (governership), tino rangatiratanga (self-determination), oritetanga (equity), and the oral fourth (wairuatanga) religious freedom.

*The principles of the Treaty of Waitangi* can refer to participation, partnership and protection.

Evidence of 2 different communication tools and techniques is required.

*Definitions*

*Tools* refers to something tangible and used to support self-reflection.

*Techniques* refers to the use of the tool, series of procedural steps of the tool.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Communication tools and techniques

* verbal and non-verbal
* voice modulation
* active listening such as the 3 Levels of Active Listening
* feedback loops
* inclusive language
* generational and cultural language and awareness
* check-in conversations
* appropriate digital applications.

Situations requiring communication to promote effective relationships

* courageous/difficult conversations
* mentoring
* coaching
* tasking/ delegating
* managing conflict.

Reflection

* observations
* feedback
* surveys
* results of tasks
* comparison of behaviours and outputs.

**Rauemi |** Resources

* Groundwork.org.nz - [Te Tiriti articles in practice](https://groundwork.org.nz/resources/te-tiriti-articles-in-practice/)
* Te Ara – [Principles of The Treaty of Waitangi](https://teara.govt.nz/en/principles-of-the-treaty-of-waitangi-nga-matapono-o-te-tiriti-o-waitangi/page-1)
* Te Whare Tapa Wha [Te whare tapa whā and wellbeing | Healthify](https://healthify.nz/hauora-wellbeing/t/te-whare-tapa-wha-and-wellbeing/)

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | Ringa Hora Services Workforce Development Council |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Business > Business Operations and Development > People Development and Coordination |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0113 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information | N/A | | |
| **Rā arotake |** Planned review date | 2030 | | |

Please contact Ringa Hora Services Workforce Development Council at [qualificaitons@ringahora.nz](mailto:qualificaitons@ringahora.nz) to suggest changes to the content of this skill standard.