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| **L3 4** | | | **Apply communication skills and styles to lead a task or activity** | |
| **Kaupae |** Level | 3 | |
| **Whiwhinga |** Credit | 10 | |
| **Whāinga |** Purpose | This skill standard is intended for aspiring or new leaders.  This skill standard will provide learners with the knowledge and skills to apply and adapt tools, methods and communication styles to lead a task or activity.  This skill standard can be used in a range of qualifications and micro-credentials where there is a requirement of applying communication skills and styles to lead a task or activity. | |

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

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
| --- | --- |
| 1. Apply communication skills and styles to lead a task or activity. | 1. Apply tools and methods of communication to achieve the task or activity. |
| 1. Identify any barriers to communication and apply steps to reduce barriers. |
| 1. Adapt the communication using appropriate style to the task or activity’s purpose and the recipient. |
| e. Reflect on the response and effectiveness of the communication used for the task or activity. |

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

*Assessment specifications:*

The communication task or activity must be in a socially and culturally responsible manner and in a leadership context. It 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.

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.

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.

Assessment materials should allow for learner, regional, cultural, or community contexts.   
For example, a learner may wish to be assessed in a context that includes te ao Māori perspectives such as mātauranga, and tikanga specific to them.

The task or activity may relate to Te Tiriti o Waitangi. For guidance on Te Tiriti o Waitangi, please see [programme guidance documents](https://ringahora.nz/qualifications-and-assurance/programme-endorsement/programme-guidance-documents-for-providers-developing-programmes/).

Evidencemust include2 different techniques, 2 different methods, and 2 different styles of communication.

*Definitions*

*Assessment materials* refer to the assessment activities, judgement statements, learner evidence, model answers, and any other material that supports assessment to this standard.

*Recipient* refers to the receiver of the communication and may be an individual, team, or group.

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

*Achieved*

**Ihirangi waitohu |** Indicative content

Communication techniques

* active listening
* questioning techniques.

Communication methods

* written
* visual
* oral
* social media
* online communication.

Communication styles

* passive
* assertive
* aggressive
* verbal
* non-verbal.

Communication purposes

* whanaungatanga
* inspirational
* instructional
* receiving and passing on feedback such as recognition or constructive feedback
* conflict management frameworks
* socially acceptable communication
* cultural appropriate communication.

Reflection

* feedback cycle
* reflection questions
* reflection journals.

**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)
* Ministry for Pacific Peoples- [Yavu – Foundations of Pacific Engagement Tool](https://www.mpp.govt.nz/publications-resources/resources/yavu/#:~:text=Yavu%20is%20the%20Pacific%20engagement,be%20affected%20directly%20or%20indirectly.)

**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 | 0112 |

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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.