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| **L5 4** | **Use interpersonal and influencing techniques to support an entity’s performance** |

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| **Kaupae |** Level | 5 |
| **Whiwhinga |** Credit | 15 |
| **Whāinga |** Purpose | This skill standard is intended for people who work or want to work in leadership positions at an operational level.  This skill standard will provide learners with the knowledge and skills to communicate using interpersonal and influencing techniques to support an entity’s performance.  This skill standard can be used in a range of qualifications and micro-credentials where there is a requirement of communicating using interpersonal and influencing techniques to support an entity’s performance. |

**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. Use interpersonal and influencing techniques to support an entity’s performance. | a. Apply appropriate communication, interpersonal, and influencing technique for a communication purpose. |
| b. Identify types of communication techniques used for different communication purposes. |
| c. Adapt communication technique to the purpose of the communication and the recipient. |
| d. Analyse the effectiveness of the communication technique applied in terms related to the entity’s performance goals. |

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

*Assessment specifications:*

Activity must relate to leadership, 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.

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 any applicable 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 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/).

An entity’s performance may relate to profit, organisational objectives, organisational values, efficiency, and effectiveness, wellbeing, customer/client satisfaction.

*Definitions*

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

An *entity* can be an organisation, or a commercial or other enterprise, not necessarily for profit, a community organisation, and can be a discretely managed business unit within a larger organisation.

*Recipient* refers to the receiver of what is being communicated. Recipients could be team members, other staff members, mentees, project team members, or contracted staff.

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

Achieved

**Ihirangi waitohu |** Indicative content

Communication purpose

* mentoring
* coaching
* influencing
* meeting facilitation
* performance-based conversations
* difficult conversations
* lobbying
* selling.

Communication technique

* digital tools
* storytelling
* presentation skills
* technical writing.

Communication influencing techniques

* active listening
* persuasion
* negotiation
* questioning such as Socratic, open, probing, clarifying.
* motivation.

Communication interpersonal techniques

* emotional intelligence
* building relationships
* empathy
* teamwork skills
* transparency
* adaptability.

**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)
* Jeff Evans ( 2021) *Reawakened- Traditional navigators of Te Moana-nui-a-Kiwa. Massey University Press*
* [Mind Tools - GROW model (Goal, Reality, Options, Will or WAY Forward)](https://www.mindtools.com/an0fzpz/the-grow-model-of-coaching-and-mentoring).

**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] |
| **Arotakenga |** Review | <type here> | [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 [Qualifications@ringahora.nz](mailto:Qualifications@ringahora.nz) to suggest changes to the content of this skill standard.