

## Listen to gain information in an interactive situation

**Level** 3

**Credits** 3

**Purpose** People credited with this unit standard are able to select listening techniques, listen to gain information, and respond to information received.

This unit standard is for people who use listening in an interpersonal communication context.

**Subfield** Communication Skills

**Domain** Interpersonal Communications

**Status** Registered

**Status date** 25 July 2006

**Date version published** 25 July 2006

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**Entry information** Open.

**Replacement information** This unit standard replaced unit standard 3502.

**Accreditation** Evaluation of documentation by NZQA.

**Standard setting body (SSB)** NZQA Communications Skills

**Accreditation and Moderation Action Plan (AMAP) reference** 0023

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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### Special notes

This unit standard applies to listening in an interactive situation in an interpersonal communication context, and could include but is not limited to problem-solving situations and carrying out instructions. The situation must involve listening to and interacting with a live speaker. The same situation must be used for all assessment activities for this unit standard.

## **Elements and performance criteria**

### **Element 1**

Select listening techniques.

Range listening techniques may include but are not limited to – attending, paraphrasing, summarising, questioning, reflective listening, responding to non-verbal cues.

#### **Performance criteria**

- 1.1 Own perceptions that influence selection of listening techniques are identified.
- 1.2 Purpose for the listening is identified and set into context.
- 1.3 Listening techniques that fit the situation, the subject matter, and the speaker are selected.

### **Element 2**

Listen to gain information.

#### **Performance criteria**

- 2.1 Communication is analysed to identify implicit messages.
- 2.2 Information is clarified by paraphrasing, summarising, and questioning.
- 2.3 Information is analysed to determine content.

### **Element 3**

Respond to information received.

#### **Performance criteria**

- 3.1 Message is recalled to check for accuracy and meaning.
- 3.2 Responses, in terms of actions, match the purpose of the communication.
- 3.3 Feedback used is appropriate to the cultural context in terms of language and protocol.
- 3.4 Speaker's emotions are responded to in a manner that fits the context and the subject matter.

### **Please note**

Providers must be accredited by the Qualifications Authority, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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### **Comments on this unit standard**

Please contact the NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.