Student work for 90973- Demonstrate understanding of interpersonal skills to enhance relationships

Student C

Problem solving

Individual (DESC)

- **Describe**: I feel upset when you say you are better than me and mock me…

*Critical explanation…:* After using this it will definitely affect their friendship. Sue will know what she has been doing to Kim and will know Kim’s feelings about this. They together will be able to sort this out and will know how one another feels, enhancing their friendship [4].

Joint

- **Identify problem and feelings**: Kim has expressed her feelings to Sue but now their friendship is less than friendly. Sue wants to talk things over.
- **Possible solutions**: Kim agrees to talk things through:
  - Sue apologises and they break the friendship.
  - Kim approaches Sue and decides to spend time with her.
- **Most suitable solution**: Kim agrees to talk thing through as Kim does not want to lose Sue as a friend.
- **Agree- timeframe**: Kim and Sue need to arrange a time. After school would be the best as they can go back home without having others around. When the day after when Kim texts.
- **Evaluate**: Kim and Sue walk home after school and go to Sue’s house. Kim says what she knows she has done wrong and Sue states how she feels and how does not want to lose her as a friend. They both apologise and agree to spend more time with each other and to communicate more [2].

*Critical explanation…:* Kim will now feel that she is being listened to. They will both feel appreciated and valued. Kim and Sue will now have a much happier and friendly friendship. They might start to gain/build more trust in their friendship again [4].

**Barriers and Changes**

**Barrier**: How Sue is acting towards Kim- her attitude by not cooperating. *How could this damage the relationship*: Kim will no longer feel she can talk or approach Sue. Sue will not be showing assertiveness. *Strategy to overcome*: Kim can ask to talk with her but if Sue still is carrying on the friendship may end. Sue needs to start thinking about Kim [3].

*Critical explanation…:* Sue
may realise what she has done, how it is affecting Kim, and how serious the problem is. Sue may decide she does want to talk it through and could change her actions towards Kim [4].

**Barrier:** Kim has said to Sue how….

**Rights and responsibilities**

**Right:** Sue has the right to be listened to when she is apologising…

**Responsibility:** Kim- to listen to Sue when she is apologising [3]. **Critical explanation…:** Kim and Sue are being honest with each other, listening to each other, and are both having a chance to say how they feel. They will both feel a sense of belonging and will be happy to know they have someone to talk to again. Kim will feel relieved it is sorted [4].

**Listening skills**

*The evidence provided (annotated checklist) indicated the student demonstrated a detailed and coherent practical application of listening skills.*

<table>
<thead>
<tr>
<th>Skill (abridged)</th>
<th>How my use of the skill… could enhance the relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body language</strong></td>
<td>This will ensure the listener is not being aggressive. It will show that you are listening and responding to the talk and paying attention.</td>
</tr>
<tr>
<td>Hand gestures, facing the speaker, relaxed posture, making eye contact.</td>
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<tr>
<td><strong>Reflected feelings</strong></td>
<td>The speaker will know that you have acknowledged. They are feeling and that they know the key factors of how and why they may be feeling this way.</td>
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<tr>
<td>That must have made you feel hurt</td>
<td></td>
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<tr>
<td>I'm sure you felt like an outcast</td>
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<tr>
<td><strong>Open questions</strong></td>
<td>The speaker will feel able to express their feelings and opinions honestly. The listener will know what the problem may be, how this made them feel and what they need to change. It will be more than just a yes or no answer [1].</td>
</tr>
<tr>
<td>How did this situation make you feel?</td>
<td></td>
</tr>
<tr>
<td>What was causing the problem?</td>
<td></td>
</tr>
<tr>
<td>What would you like to change?</td>
<td></td>
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**Being Assertive**

**Explain what it means to be assertive:** Being assertive means to stand up for what you believe is right and take actions towards it by talking to the person and making solutions [5]. **Assertive response:** "I feel really upset when you mock me and put me down, as it makes me feel less confident and not appreciated"…

*The evidence provided (annotated checklist and speaking notes) indicated the student demonstrated detailed and coherent practical application of assertiveness skills.*