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

Student D

Problem solving

Individual (DESC)

- **Describe:** I am feeling upset because Sue is starting to make fun of me because she thinks she is better because she got chosen for the team...

Joint

- **Identify problem and feelings:** Sue has been selected for the team but Kim has not. Kim feels happy for Sue and congratulates her but Sue later thinks that she is better than Kim and starts to mock her. Kim feels upset and the issue has made their friendship change.
- **Possible solutions:** Kim and Sue could sit down and talk about it.
  - Kim could decide that Sue isn’t a friend that she needs.
  - Kim decides to ignore Sue and be mean back.
- **Most suitable solution:** Kim and Sue could sit down and discuss the issue. Sue could understand where Kim is coming from and apologise and then they would build back their friendship.
- **Agree-timeframe:** They both sit down at lunchtime and discuss it and become friends again.
- **Evaluate:** Kim is now happy that Sue understands her feelings. Sue is happy with what Kim said and now they are friends again and the conflict has been solved [1].

*Critical explanation…:* Their talk together let them both share their feelings while being listened to. They now can accept the consequences. It enhances their friendship because they are now back as friends and have overcome a barrier. It will also enhance the friendship by them being mature and encouraging which will make them both feel happy [3].

**Barriers and Changes- edited, only one example has been included for this annotation.**

| Change: Sue realises that Kim has been a good friend and decides to put things right. | Barrier: Sue will find a new friend and ignore Kim. |
| How could this damage the relationship: Sue will sit down to talk to Kim and they will share how they feel. | How could this damage the relationship: Kim will feel left out and their friendship will be lost. |
| Strategy to overcome: Sit down somewhere quiet and alone. | Strategy to overcome: Kim could try to talk to Sue by herself and try to sort out the issue. |
Critical explanation...: They will agree with each other and build their relationship back up [7].

Critical explanation...: They will understand their feelings and can keep talking more. They will become closer [7].

**Listening skills**

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

**Skills from demonstration:** The listening skills that I demonstrated made the talker feel more comfortable and encouraged to speak more and be open to talk to someone who is being assertive and inviting. I used my paraphrasing to make sure I understood what the speaker was saying. As the speaker was talking I used words such as ‘mmm’ and ‘yeah’ to show that I was engaged in the conversation. I reflected their feelings and asked open ended questions to understand the topic better. By choosing my words and using them in an assertive way it made sure I was not jumping to conclusions. My paraphrasing helped me be sure of where the conversation was going and by asking open ended and reflecting their feelings it helped me to understand the topic [6]. Using these skills will enhance the friendship by making my friends feel confident and comfortable to speak to me. It shows I am understanding and respectful towards their topic/issue. It also can enhance it by having more time to know the person but in my video it enhanced the speakers and I relationship because I feel really open and confidence to talk to the speaker in the future [5].

**Being Assertive**

*Explain what it means to be assertive:* Assertiveness means to be able to respect yourself and others feelings. To communicate with others clearly while understanding both sides of the story. *Assertive response:* “I feel upset because you were mocking me because you got into the team and I didn’t. I want to overcome this and be friends again”. *Tone of voice:* Soft yet serious tone, as she needs to sound confident. *Body language:* Direct eye contact with a serious, soft facial expression [2]. *Explain how the use of assertiveness enhances the relationship:* It won’t sound negative or angry. It will enhance it because Sue won’t feel intimidated and will listen to Kim about what Kim is saying. They will have effective listening skills and understand one another [4].

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