

<b>Title</b>	<b>Be assertive in a range of specified situations</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	People credited with this unit standard are able to: outline the purpose of assertive communication and describe barriers; interact assertively in one-to-one situations; and communicate assertively in a small group.
----------------	---

<b>Classification</b>	Communication Skills > Interpersonal Communications
-----------------------	---

<b>Available grade</b>	Achieved
------------------------	----------

### Explanatory notes

- 1 **Definition**  
*Assertive communication* is verbal and non-verbal behaviour that enables individuals to maintain respect, satisfy their needs, and defend their rights in a manner that does not dominate, manipulate, abuse, or control others.
- 2 **Ranges**  
 A small group is three to seven people.  
*Assertion techniques* may include but are not limited to – vocabulary, articulation, voice modulation and projection, non-verbal communication.
- 3 Candidates may be assessed against this unit standard in a real-life context using naturally occurring evidence or in simulated conditions that relate as closely as possible to a situation relevant to the candidate.
- 4 Assessment against this unit standard must take into account cultural differences in behaviour.
- 5 For participants from the deaf community, New Zealand Sign Language (NZSL) may be used between signing individuals and a signing group in order to demonstrate the requirements for this unit standard. A sign language interpreter must not be used in a group where all participants are using NZSL.  
  
 For mixed groups of hearing and deaf participants, an interpreter may be used to interpret spoken and signed language only when NZSL users are interacting with hearing participants.
- 6 In any group presentation, each candidate must have a role significant enough to be able to provide sufficient evidence for the assessment of individual performance.

---

## Outcomes and evidence requirements

### Outcome 1

Outline the purpose of assertive communication and describe barriers.

#### Evidence requirements

- 1.1 Assertive responses are distinguished from other responses in terms of aggressive, passive, and indirect behaviours.
- 1.2 Purpose is stated for using assertive communication.
- 1.3 Barriers to assertive communication are described in terms of their causes and impact.  
  
Range            barriers may include but are not limited to – culture, status, gender, age, bias;  
                         evidence of three different types.

### Outcome 2

Interact assertively in one-to-one situations.

Range    evidence is required for two different contexts, which may include but are not limited to – workplace, family, social, wider community.

#### Evidence requirements

- 2.1 The communicated message is clear, concise, and targeted to the recipient.
- 2.2 Responses are communicated in a manner that fits the situation.
- 2.3 Constructive feedback is demonstrated.
- 2.4 Assertion techniques are used that fit the context, medium, and relationship between participants throughout the interaction.

### Outcome 3

Communicate assertively in a small group.

#### Evidence requirements

- 3.1 The communicated message is clear, concise, and targeted to the group.
- 3.2 Ideas and responses are contributed clearly and concisely.
- 3.3 Constructive feedback is demonstrated.
- 3.4 Assertion techniques are used that fit the context, medium, and relationship between participants throughout the interaction.

<b>Planned review date</b>	31 December 2021
----------------------------	------------------

#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	26 January 1995	31 December 2014
Review	2	9 August 1996	31 December 2014
Review	3	24 March 1998	31 December 2014
Revision	4	2 November 2000	31 December 2014
Revision	5	11 February 2004	31 December 2014
Review	6	17 April 2009	31 December 2014
Revision	7	16 October 2009	31 December 2016
Rollover and Revision	8	24 October 2014	31 December 2020
Review	9	16 February 2017	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0113
--	------

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

#### Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR 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.

---

#### Comments on this unit standard

Please contact 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.