

Demonstrate and apply knowledge of communication process theory

Trainee assessment portfolio

9694 V5 Level 3 Credits 5

Trainee name _____

NZQA number

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careerforce

Important information

People assessed as competent in this unit standard are able to:

- Demonstrate knowledge of at least six elements of communication process theory.
- Analyse two communication events in terms of communication process theory.

Special notes

- 1 Definition of *paralanguage*:
 - a All the characteristics of one's voice (pitch, loudness, rate, vocal variety, and vocal emphasis) can carry messages to a receiver. These factors are known as paralanguage, which refers to how something is said rather than what is said. Paralanguage also includes other aspects of spoken communication such as coughs, throat-clearing, "vocalised pauses" such as "ums" and "ers", yawning, sighing, and even the use of silence. (Sligo, F. (1997). *Effective communication in business*. Palmerston North: Software Technology (N.Z.) Ltd).

References

- Careerforce workbook – 9694 V5 Demonstrate and apply knowledge of communication process theory.
- The organisation's policies and procedures.

The trainee assessment portfolio contains

- Important information.
- Assessment tasks.
- Workplace assessment.
- Verification form for workplace assessment.
- Feedback form.
- Assessment record sheet.

Instructions

When you receive your trainee assessment portfolio back from your assessor, remember to include all the written material in your assessment file/portfolio.

Instructions

- Where documentation is not able to be included with the assessment, the assessor must complete the evidence verification statement at the end of this assessment portfolio.
- Where you use copies of original documents you will need to ensure that all identifying details are removed or fictionalised.
- Your assessor will discuss with you the ways in which you can achieve the expected outcomes from this assessment. If at any time you require assistance, please contact your assessor.
- Your responses may be presented as a separate document. This option may help you to present complete responses without being limited by the space provided in the trainee assessment portfolio.
- Attach all written material to your trainee assessment portfolio.
- When you receive your trainee assessment portfolio back from your assessor, remember to include all the written material in your assessment file/portfolio.
- If your responses include a reference to any theory or document that has guided you, you should acknowledge the published source of that theory or document. Careerforce recommends the APA referencing style, but other styles of referencing are acceptable as long as you apply them consistently. Information on the APA referencing style can be accessed from the website <http://www.apastyle.org/index.aspx>
- Please give your trainee assessment portfolio to your assessor so feedback and comments can be provided.
- On completion the results will be processed and sent to Careerforce for registering credits on the National Qualifications Framework.
- Trainees who wish to appeal against the assessment result or process must complete an "Appeal of Assessment Result" form which can be downloaded from the Quick links/Forms section of the Careerforce website: www.careerforce.org.nz

Overview of assessment

Activity	Description	Unit Standard
Assessment Task One (Blue)	Demonstrating knowledge of elements which form the basis of communication process theory.	Element 1
Workplace Assessment Task Two (Beige)	Analysing two communication events in terms of communication process theory.	Element 2

Written assessment task

Task One – Describing the theories and principles of quality assurance as they relate to diversional therapy practice. (1.1)

In this task, you will be addressing the key elements involved in the communication process. These elements include but are not limited to: encode, decode, sender, receiver, message, channel, feedback and context.

It is expected that you will discuss **at least six** of the elements. A full response for all eight elements will show that you have a sound understanding of the communication process.

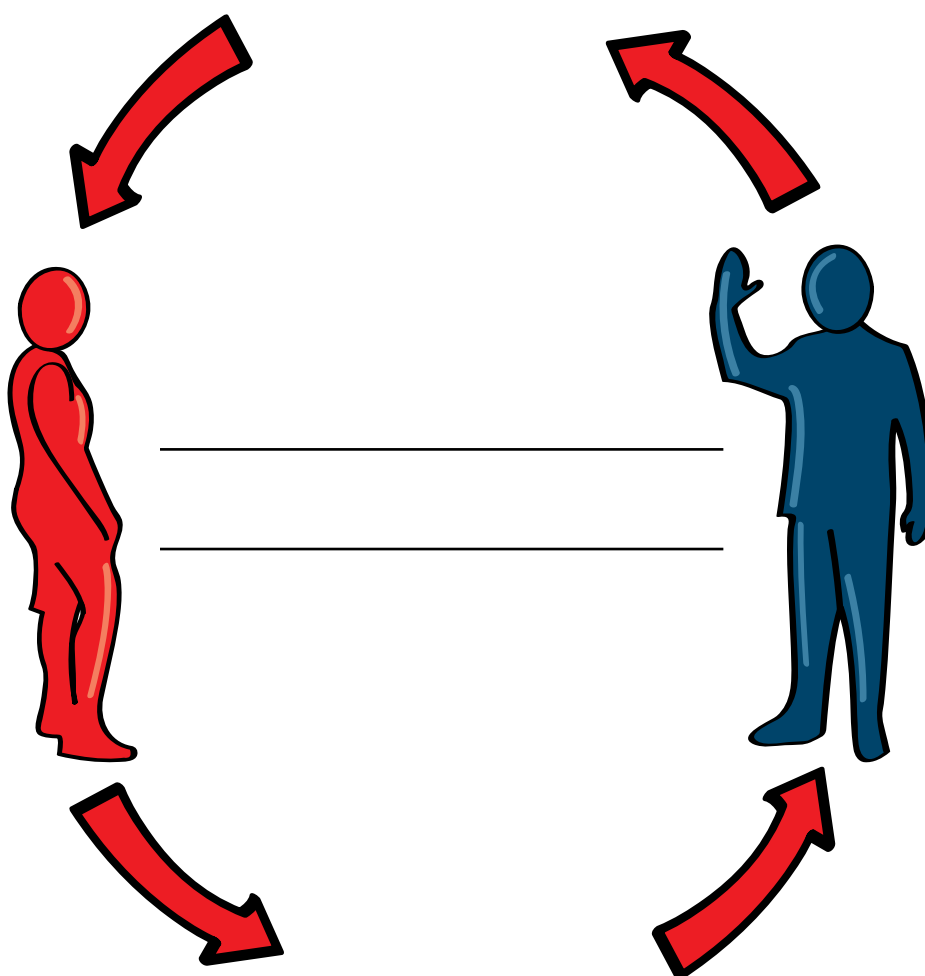
Throughout this task, you are expected to address four aspects of the communication process. These aspects are:

- Describing the function of the elements involved in the communication process.
- Describing barriers to successful communication and proposing solutions for those barriers.
- Describing cross-cultural issues which can arise during the communication process.
- Describing non-verbal communication and the impact that it has on the communication process.

A. Describing the function of the elements involved in the communication process.

Complete the diagram below using **all** of the following elements of the communication process: **encode, decode, sender, receiver, message, channel, feedback** and **context**.

It is expected that you will get **at least six** of the elements placed correctly on the diagram.



In the following table you are required to describe the function of each of the elements involved in the communication process.

You should provide a brief statement which shows that you have a clear understanding of the function of **at least six** of the elements you have identified in the diagram above.

You are not expected to write an essay response.

Describe the function of each of:

Encode	Decode
Sender	Receiver
Message	Channel
Feedback	Context

B Describing barriers to successful communication and proposing solutions for those barriers.

Barriers to an effective communication process impact on all of the elements which make up that process: encode, decode, sender, receiver, message, channel, feedback and context.

For **at least six** of the elements you are required to identify **one barrier** and provide **one solution** for that barrier.

Possible barriers you may consider relate to: culture, gender, age, ethnicity, family background, socio-economic factors, educational factors, ethics, jargon, other.

Complete the following table in sufficient detail to show your assessor that you can identify barriers to effective communication and offer potential solutions to overcome those barriers. An example is provided for you.

Element	Barrier Identify a barrier for each element, and provide a brief description of how this barrier impacts on the element.	Potential solution Describe a possible solution that you feel would overcome the barrier that you have identified and described.
Encode		
Decode		
Sender		
Receiver		

Element	Barrier Identify a barrier for each element, and provide a brief description of how this barrier impacts on the element.	Potential solution Describe a possible solution that you feel would overcome the barrier that you have identified and described.
Message		
Channel		
Feedback		
Context		

C. Describing cross-cultural issues which can arise during the communication process.

One area in which there can be some major issues associated with the communication process is when the sender and receiver are people from different cultures.

Expand on this statement above by discussing **at least two** cross-cultural issues that might arise between people from difference cultures, and the implications of these issues in terms of these people's communication. You will need you to show that you have a detailed understanding of each cross-cultural issue, and how you would address it.

For example, you may choose to discuss two cross-cultural issues which can arise when considering differences in people's beliefs, customs, behaviour and values such as: verbal styles (including the need to translate language), intimate closeness versus personal space, social distance, physical touching, tapu/ sacred parts of a person's body, youth versus aged, modesty, expression of emotion and gender etc. (This is not a complete list.)

Cross-cultural issue	Implication	How best addressed
1		
2		

D. Describing non-verbal communication and the impact that it has on the communication process.

It is claimed that the words we use form only a small component of the communication we carry out.

In this section of the assessment, you are required to describe many of the components which make up non-verbal communication.

These components include but are not limited to:

- Gesture
- Open body language
- Closed body language
- Eye contact
- Status indicators
- Nods
- Beckoning
- Use of space
- Time
- Paralanguage
- Adornment
- Posture

What does the theory say about the significance of non-verbal communication in the overall communication process? You will need to identify the contribution that non-verbal communication makes to the overall communication that is taking place. Your description will need to consider what you see and hear as well as what you feel.

You also need to describe three of the functions of non-verbal communication.

What is meant by non-verbal communication in general terms?

What is the significance of non-verbal communication in terms of communication process theory?

What are three functions of non-verbal communication? (You may wish to use a diagram.)

Define/describe what is involved with/what is meant by, each of the following components of non-verbal communication.

Non-verbal component	Definition/description
Gesture	
Open body language	
Closed body language	

Non-verbal component	Definition/description
Eye contact	
Status indicators	
Nods	

Non-verbal component	Definition/description
Beckoning	
Use of space	
Use of time	

Non-verbal component	Definition/description
Paralanguage	
Adornment	
Posture	

Workplace assessment task

Task Two – Analysing two communication events in terms of communication process theory. (PCs 2.1 and 2.2)

In this part of the assessment you are required to use the knowledge you have demonstrated above to analyse **two communication events** in which you have been a participant.

The two events are to be taken from communication events which have happened in your workplace. Or – if needed – you can arrange with your assessor to describe, reflect on and analyse communication events which have taken place within your family or socially.

Suggested communication events in your workplace may include interviews, team meetings, larger meetings, discussions with managers/supervisors, discussion with consumers, telephone conversations, teleconference meetings, distance conversations over the Internet using Skype or MSN Messenger etc.

Family or social communication events may include organising a function, holding a family meeting to make an important decision about a family member, dealing with the aftermath of an accident or bereavement, providing a speech at a function etc.

The record you create needs to ensure that the confidentiality and privacy of any individuals involved is maintained.

You will need to consider, in particular, the points you made at the very beginning of this assessment when you identified and discussed the following elements of the communication process:

- Encode
- Decode
- Sender
- Receiver
- Message
- Channel
- Feedback
- Context

When carrying out the analysis of each of the two communication events you will need to include detail about all of the following:

- What was effective communication?
- What was efficient communication?
- What was ineffective communication?
- What was inefficient communication?
- What barrier(s) arose during the communication process?
- What was done to overcome the barrier(s) during the communication process? (What solutions did you come up with?)
- Were the solutions to dealing with the barrier(s) relevant and practical?

Remember: all of the questions are to be considered in the context of the elements of communication theory you discussed at the start of this assessment: encode, decode, sender, receiver, message, channel, feedback, and context.

Please continue on a separate sheet if necessary.

Communication event number one

Communication event number two

Evidence Verification Statement (to be completed by workplace assessor)

Trainee's name

Name of workplace

Unit standard involved in this assessment: **9694 V5: Demonstrate and apply knowledge of communication process theory.**

The trainee is currently being assessed in the unit standard listed above. As part of the assessment requirements the trainee must include written documentation to support his/her responses to the assessment tasks. In some cases it may not be possible for the trainee to supply all the required documentation. In this situation you are asked to provide the following verification.

The trainee is unable to supply documentation to support the following tasks:

I confirm that the trainee is competent in the performance of these tasks and meets all the requirements of the Special notes, Instructions, and Evidence and Judgment statements in the assessment portfolios.

Workplace assessor's name

Signature

Date

9694 V5 – Demonstrate and apply knowledge of communication process theory

Level 3 Credits 5

Assessment record sheet

Trainee information		
Name		
Employer		
NZQA/NSI number (ROL)	Date of birth	
Trainee statement of authenticity		
I hereby state that the evidence submitted for assessment is my own work.		
Signature	Date	
Trainee performance summary (completed by assessor)		
Assessment tasks	No credit	Credit
Task One	<input type="radio"/>	<input type="radio"/>
Reassessment	<input type="radio"/>	<input type="radio"/>
Task Two	<input type="radio"/>	<input type="radio"/>
Reassessment	<input type="radio"/>	<input type="radio"/>
Comments/feedback to trainee		
Assessment result (completed by assessor)		
I have assessed the trainee and confirm:		
<input type="radio"/> The requirements have been met to demonstrate competency in 9694 V5.		
<input type="radio"/> Further evidence is required to demonstrate competency.		
Name	Assessor number	
Signed	Date	

On completion of the unit standard one copy of this assessment record sheet must be given to the trainee for his/her records and another copy sent to Careerforce so the credit can be registered on the NQF.

9694 V5 – Demonstrate and apply knowledge of communication process theory

Feedback form

Please help us to improve our trainee assessment portfolio.

Careerforce is always keen to review its materials to improve the quality of the learning experience. You can help us by telling us what you think of this assessment portfolio and by offering suggestions on ways it can be improved.

When you have answered the questions, please send this page to:

Quality Assurance Manager
Careerforce Ltd.
www.cssito.org.nz
PO Box 25 255
Christchurch
Fax (03) 371 9285

What I liked most about the portfolio and why?

What I liked least about the portfolio and why?

Please give your rating of the following topics by ticking the relevant yes, no, or maybe boxes.

Topics or aspects of the content of this document	Yes	Maybe	No
Assessment record sheet is useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment questions are easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment portfolio is well laid out and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments

Contact details (optional)

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