



BSBCRT412

Articulate, present and debate ideas

Assessment 3 Of 3

Case Study



Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Assessment Instructions

Task overview

This assessment task is divided into three (3) parts. Read each part carefully before starting the assessment. This assessment requires you to create a portfolio of evidence to demonstrate that you have planned, presented and gathered feedback on a persuasive oral presentation to test your knowledge, understanding and skills required of this unit.

Additional resources and supporting documents

To complete this assessment, you will need:

- Appendix 1: The Company Style Guide
- Appendix 2: Audience Instructions

At the end of the assessment, you will be required to submit the following:

Files for Submission

Submit the following files:

- Assessment documents, including:
 - Part A: Planning your presentation
 - Part C: Act on feedback

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Task Instructions:

This assessment requires you to create a portfolio of evidence to demonstrate that you have facilitated a discussion and debate ideas on a workplace issue with the executive team of your workplace.

Scenario:

There are several workplace issues at your workplace that need to be addressed. These issues relate to:

- Workplace health and safety practices, for example:
 - How can we encourage compliance with COVID safe requirements?
 - How can we make The Company a safer place to work?
 - What can we do to promote or protect mental health?
- Customer service, for example:
 - How can we improve our customer service?
- Environmental sustainability practices, for example:
 - How can we become more environmentally sustainable?
 - How can we reduce our waste?
 - What else can we do to recycle?
- Employee engagement, for example:
 - How can we keep our good staff from leaving?
 - How can we make The Company a better place to work?
 - What other benefits can we offer to attract and keep staff?

You may choose another workplace issue that you feel strongly about that you would like to offer ideas on how to address.

Choose one (1) issue to present at the following senior leadership meeting. You will have 10 – 15 min to hold this discussion.

Part A: Plan the discussion

Complete the template below to address the following:

1. Clearly define the purpose and goal of the meeting
2. Outline your views on the issue
3. Analyse your audience (meeting participants). Discuss how this might impact how you conduct the meeting and discuss ideas.
4. How will you cater to those with these personality styles: Dominant, Intuitive, Steady, Conscientious?
5. Plan a story you can use to persuade your audience to take on your ideas
6. Write two (2) ways you would identify and analyse methods to elicit responses from the audience in consultation with others.
7. What organisational communication guidelines will you need to follow?
8. List two (2) examples of relevant legislation you should consider regarding the planning and delivery of your oral presentation. How will you ensure that your presentation meets the relevant legislation?
9. Discuss at least three (3) communication challenges you might face when communicating your views to your team? How can you overcome these challenges?
10. List two (2) sources of your research example these could include websites, books, blogs, articles or consulting with others. List two (2) research ideas for your presentation and document how you have used these ideas in your presentation.
11. Refer to the feedback you received and analysed from your last presentation. How specifically will you incorporate this feedback into this workplace discussion?

Assessor instructions: Students must complete all 11 sections/questions in this template.

A sample answer is provided for each question below.

Your workplace issue:	<input type="text"/>
1. What is the purpose and goal of your meeting?(Approximate 40-50 words)	
Assessor note: Student must identify the below in line with the presentation.	
<ul style="list-style-type: none">• The student identifies that the purpose of the meeting is to:<ul style="list-style-type: none">○ solve a workplace issue○ persuade the audience to their point of view○ share ideas about a solution to a problem.• The goal is what the student wants the audience to do. For example, to take action, change behaviours, change their thinking, solve a problem, reach an agreement etc.	
2. What are your views on the issue?	
Assessor note:	
<ul style="list-style-type: none">• The student's views on the topic are expressed clearly, including possible solutions.	

3. Analyse your audience (meeting participants). Discuss how this might impact how you conduct the meeting and discuss ideas.(Approximate 50 – 60 words)

Assessor note students must identify the below:

- Number in the audience, current skills and knowledge, views on the topic, relationships with the speaker, information preference, communication style, life experiences, job role.
- Impacts might include the need to formally conduct the meeting due to senior leaders in the room and tailor content to the seniority in the room.

4. How will you cater to those with these personality styles: Dominant, Intuitive, Steady, Conscientious?

Assessor note: Students must be able to identify the personality types of the audience based on below and cater to the correct communication style as per audiences individual personalities as per below.

- Dominant – be direct and to the point.
- Intuitive – have high energy and enthusiasm, demonstrate passion for the topic, don't overwhelm with too many details.
- Steady – take time to build rapport, show interest in them personally.
- Conscientious – provide details, lists, numbers, facts, and give time to think.

5. Plan a story you can use to persuade your audience to take on your ideas. Outline your story here.

Assessor note: Stories will vary between students but must:

- be relevant to the topic/issue
- have a definite structure
- have a message.

6. Write two (2) ways you would identify and analyse methods to elicit responses from the audience in consultation with others.

Assessor note: Students must list two ways(2) ways to elicit responses from the audience . Benchmark responses are provided below.

1. By asking valid open-ended questions. By asking the right kind of questions you can gather better information about the ideas presented.
 - Tell me more about why you think that
 - What are your views?
 - What do you think about what I've said?
 - Do you think you might like to try some of these ideas? Why/Why not?
2. By encouraging the audience to share their views and ideas. By doing this it will help in connecting with the audience and increase their engagement.
3. By acknowledging their contributions, feelings and emotions. This will keep them engaged and they will be more receptive to the ideas and listen with interest.
 - By showing empathy by way of actively listening and acknowledging their concerns and feelings. Doing this will help in understanding audiences' emotions will help built rapport with the audience.

7. What organisational communication guidelines will you need to follow?

Assessor note: The student correctly answers, 'The Company Style Guide', or refers to their relevant workplace guidelines, policies or procedures.

8. List two (2) examples of relevant legislation you should consider regarding the planning and delivery of your oral presentation. How will you ensure that your presentation meets the relevant legislation?

Assessor note: Students must identify at least two (2) legislations from the list of three (3) provided below

- WHS laws – ensure the room is set up safely, eliminating trip hazards, providing sufficient lighting, breaks etc
- Privacy laws – if the student is gathering personal information about the audience
- Anti-discrimination laws – ensuring communication is accessible to all, images and content are representative of a variety of ages, cultures, sex.

9. Discuss at least three (3) communication challenges you might face when communicating your views to your team? How can you overcome these challenges?

Assessor note: Students must identify at least three (3) of four challenges listed below.

- Language – ensure there is no complicated or technical language that only an expert in the topic would understand (no jargon), no slang, use language that everyone will understand
- Communication styles – cater to all styles (dominant, intuitive, steady, conscientious)
- Learning preferences – cater to all preferences (visual, aural, reading/writing, kinaesthetic)
- Perceptions and bias – be aware of the listener's current knowledge and views and find areas of commonality, be mindful of physical appearance, be aware of non-verbal language and various biases that may influence people's thoughts.

10. List two (2) sources of your research example these could include websites, books, blogs, articles or consulting with others. List two (2) research ideas for your presentation and document how you have used these ideas in your presentation.

Assessor note: Students must use at least two (2) sources of research for their presentation from the list provided here. A range of desktop and primary research – articles, websites, books, blogs, ABS data, etc.; consulting with experts, conducting their own surveys. They must document how they have used these research ideas in their presentation.

11. Refer to the feedback you received and analysed from your last presentation. How specifically will you incorporate this feedback into this workplace discussion?

Assessor note: Responses will vary depending on the student and feedback. Responses must state their actions to incorporate previous feedback into this facilitated discussion.

End of Part A

Part A: Assessment marking criteria

Assessor instructions: All sections/questions must be completed. Refer to appendix 1 for sample answers and benchmarks.

		S	U
1	The student identified the purpose and the goal of the meeting.	<input type="checkbox"/>	<input type="checkbox"/>
2	The student outlined their views on the issue.	<input type="checkbox"/>	<input type="checkbox"/>
3	The student provided an analysis of the audience (meeting participants) and discussed how this might impact how they conduct the meeting and discuss ideas.	<input type="checkbox"/>	<input type="checkbox"/>
4	The student explained how they will cater to those with each of these personality styles: Dominant, Intuitive, Steady, Conscientious.	<input type="checkbox"/>	<input type="checkbox"/>
5	The student outlined a story relevant to the topic, which they will use to persuade the audience.	<input type="checkbox"/>	<input type="checkbox"/>
6	Write two (2) ways you would identify and analyse methods to elicit responses from the audience in consultation with others.	<input type="checkbox"/>	<input type="checkbox"/>
7	The student named the organisational communication guidelines they applied to their written communication.	<input type="checkbox"/>	<input type="checkbox"/>
8	The student listed relevant legislation that applied to the planning or delivery of their presentation and explained how they would ensure legislation is followed.	<input type="checkbox"/>	<input type="checkbox"/>
9	The student outlined at least three (3) communication challenges and discussed how they would overcome them.	<input type="checkbox"/>	<input type="checkbox"/>
10	The student listed all sources of research used for the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
11	The student outlined how they will incorporate the feedback received previously.	<input type="checkbox"/>	<input type="checkbox"/>

Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>

Part B: Facilitate the discussion

Roleplay instructions

This meeting must include at least number 3 participants, must not exceed 15 minutes duration and must address all elements of the Observation checklist.

In this task, you will be presenting a workplace issue to your executive team. Participants may be resourced using one of the following options:

1. Peers who you are already working with, in the industry your qualification relates to.
2. Fellow students who will play the role of the executive team. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find participants to play the role of your executive team, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peers

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the presentation, Appendix 2 – Audience instructions and a copy of the observation checklist so that they can prepare for the recording.

Your peers will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow students

Fellow students participating in the recording must be provided with *Appendix 2 – Audience instructions* for context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

Students will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your meeting must be recorded with all participants captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This meeting is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

1. Present the workplace issue to your executive team and discuss your views using persuasive techniques. Ensure you:
 - a) clearly state the purpose and goal of the meeting
 - b) clearly state your views on the issue
 - c) engaged the audience by tailoring content to personality styles, interests, skills and knowledge of the audience

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

- d) use open and engaging non-verbal language
- e) tell your story related to the workplace issue you have chosen
- f) provide evidence of the research (information, data, facts) you have done that supports your views
- g) encourage your audience to engage with you and share their views by asking relevant questions, acknowledging their contributions, showing empathy, asking open questions to keep the conversation going and summarising
- h) respectfully challenge views that differ from your own
- i) respond to audience questions with relevant information
- j) reach a consensus on how the issue will be resolved
- k) demonstrate that you have incorporated feedback from your previous presentation.

Part B: Observation checklist

During the demonstration of skills, the student satisfactorily facilitated a discussion and debate on ideas with the executive team, and:

		S	U
1 a)	<p>Stated the purpose and goal of the meeting.</p> <p>Assessor note:</p> <ul style="list-style-type: none"> • The student states that the purpose of the meeting is to <ul style="list-style-type: none"> ○ solve a workplace issue ○ persuade the audience to their point of view ○ share ideas about a solution to a problem • The student states the goal - the audience will do. For example, to take action, change behaviours, change their thinking, solve a problem, reach an agreement. 	<input type="checkbox"/>	<input type="checkbox"/>
b)	<p>Clearly stated their views on the issue</p> <p>Assessor note:</p> <ul style="list-style-type: none"> • The student clearly stated what they believe about the issue, where they stand 	<input type="checkbox"/>	<input type="checkbox"/>
c)	<p>Engaged the meeting participants by tailoring content to information and communication preferences, interests, skills, and knowledge.</p> <p>Assessor note:</p> <ul style="list-style-type: none"> • The student incorporates techniques to cater for each personality style (Dominant, Intuitive, Steady, Conscientious) <ul style="list-style-type: none"> ○ Dominant – be direct and to the point ○ Intuitive – have high energy and enthusiasm, demonstrate passion for the topic, don't overwhelm with too many details ○ Steady – take time to build rapport, show interest in them personally ○ Conscientious – provide details, lists, numbers, facts, and give time to think 	<input type="checkbox"/>	<input type="checkbox"/>
d)	<p>Used open and engaging non-verbal language.</p> <p>Assessor note:</p> <ul style="list-style-type: none"> • Confident stance • Eye contact • Natural gesturing, using hands to emphasise important points • Smiling when appropriate • Confident movement • Engaging use of voice – tone, pacing, volume all used to support the presentation • Professional appearance 	<input type="checkbox"/>	<input type="checkbox"/>
e)	<p>Effectively told a relevant story to engage and persuade the meeting participants?</p> <p>Assessor note:</p> <ul style="list-style-type: none"> • The student tells a story that engages the audience: <ul style="list-style-type: none"> ○ the story is relevant to the topic/issue ○ the story has a definite structure ○ the story has a message 	<input type="checkbox"/>	<input type="checkbox"/>
f)	<p>Provided information, data and facts to support the presentation.</p> <p>Assessor note:</p>	<input type="checkbox"/>	<input type="checkbox"/>

Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>

During the demonstration of skills, the student satisfactorily facilitated a discussion and debate on ideas with the executive team, and:

S U

		S	U
	<ul style="list-style-type: none"> The student uses information, data and facts derived from research to support views. 		
g)	<p>Encouraged the audience to discuss their views by asking relevant questions.</p> <p>Assessor note:</p> <ul style="list-style-type: none"> The student asks a range of questions to elicit a response from the audience, for example: <ul style="list-style-type: none"> What do you think? I'm interested in your views Do you think this could work? Why/Why not? Tell me more. Tell me why you disagree with me The student acknowledges audience contributions, for example: <ul style="list-style-type: none"> I appreciate you telling me Thanks – I can understand why you would think that I can see you feel strongly about this - can you tell me why? The student shows empathy, for example: <ul style="list-style-type: none"> I understand. This is important to you. I appreciate why you feel that way. I think I can understand why you prefer that way. The student asks open questions to keep the conversation going, for example: <ul style="list-style-type: none"> How would you do this? (not 'Will you do this?') What would you like to see happen? (not 'Would you be happy to see this happen?') Why is that important to you? (not 'Is this important to you?') Why do you think this won't work? (not 'Do you think this won't work?') The student summarises, for example: <ul style="list-style-type: none"> Let me see if I've understood—you said... [summarise what they heard]. Is that right? 	<input type="checkbox"/>	<input type="checkbox"/>
h)	<p>Respectfully challenged views of participants</p> <p>Assessor note:</p> <ul style="list-style-type: none"> The student challenges others' points of view. This is done respectfully. 	<input type="checkbox"/>	<input type="checkbox"/>
i)	<p>Responded to audience questions with relevant information.</p> <p>Assessor note:</p> <ul style="list-style-type: none"> The student answers audience questions confidently, using relevant information (facts, data) to support the answer. 	<input type="checkbox"/>	<input type="checkbox"/>
j)	<p>Reached a consensus on how the issue will be resolved</p> <p>Assessor note:</p> <ul style="list-style-type: none"> There is a consensus, plan for the next steps, a resolution to the problem 	<input type="checkbox"/>	<input type="checkbox"/>
k)	<p>Demonstrated that previous feedback was incorporated</p> <p>Assessor note:</p> <ul style="list-style-type: none"> The student incorporates feedback from their previous presentation. For example, they might speak more confidently, improve appearance, manage nerves etc. 	<input type="checkbox"/>	<input type="checkbox"/>

Part C: Act on feedback

Complete the template below to address the following:

1. Gather feedback on the way you facilitated the discussion and presented your views. What were the main areas for improvement? What did you do well?
2. Reflecting on your thoughts of your presentation – what did you do well, and what will you do differently next time?
3. Taking on board all feedback (from your audience and your reflections), how will you improve your communication next time?

Assessor instructions: Students must complete all three sections/questions in this template.

A sample answer is provided for each question below.

1. Gather feedback on the way you facilitated the discussion and presented your views. What were the main areas for improvement? What did you do well?(Approximate 60-75 words)
<p>Assessor note: Students must include the below when they are gathering feedback from the audience.</p> <ul style="list-style-type: none">• Summary of feedback received.• Summary of what audience perceived was well done/worked well in both content and delivery.• Summary of potential areas to improve in both content and delivery.
2. Reflecting on your thoughts of your presentation – what did you do well, and what will you do differently next time?(Approximate 50-60 words)
<p>Assessor note: The student outlines their thoughts about their presentation – what was well done (content/delivery), what needs to improve for next time (content/delivery)</p>
3. Taking on board all feedback (from your audience and your own reflections), how will you improve your communication next time?(Approximate 40-50 words)
<p>Assessor note: The student creates a plan to take on feedback to improve and refine communication next time. Specific actions are outlined.</p>
End of Part C

Part C: Assessment marking criteria

Assessor instructions: All sections/questions must be completed. Refer to appendix 2 for sample answers and benchmarks.

		S	U
1	The student summarised the feedback received, outlining what the audience thought the student did well and needed to improve next time.	<input type="checkbox"/>	<input type="checkbox"/>
2	The student provided a self-reflection on their presentation.	<input type="checkbox"/>	<input type="checkbox"/>
3	The student outlined how they will refine and improve their communication based on feedback.	<input type="checkbox"/>	<input type="checkbox"/>

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Appendix 1 – The Company Style Guide



Style Guide – Written Communication

Policy

The Company is conscious of maintaining our corporate image in all written communications. To ensure consistency, we have developed a Style Guide that provides staff with clear instructions on the layout and presentation requirements of all written correspondence.

Our Style Guide provides our business with a distinct personality, and all staff must align their written communications with this guide.

Corporate Style

Templates

Templates have been designed for a variety of commonly used business documents, including (but not limited to):

- Letterhead
- Fax Headers
- Reports
- Invoices
- Meeting minutes
- Meeting agenda

Staff must use these templates when creating business documentation on behalf of The Company.

Writing Style

All written documentation and compositions should project a friendly and professional tone. In addition, documents should be visually appealing and use clear, unambiguous language.

In all business documentation, plain English should be used to ensure that the information is easily understood and free from jargon or another technical language.

Company Logo

The Company logo must appear on all documentation. All templates include the company logo and do not require additional logos to be inserted.

Where a document is created where no existing template exists or is suitable, a company logo must be included in the document.

When using company logos, the logo/s must not be varied in any way (e.g., ratio, colour etc.).

The Company has two logo styles that can be used. They are:



Logo 1 – Black text

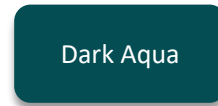
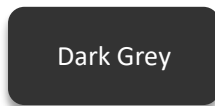
For use on white backgrounds



Logo 1 – White text

For use on dark backgrounds

Company Colours



The Company has two official colours:

- Red, RGB: R227/ G34/ B25
- Dark Grey, RGB: R51/ G51/ B51

Secondary/complementary colours:

- Dark Gold, RGB: R202/ G162/ B111
- Dark Aqua, RGB: R4/ G77/ B83

RGB is used to reproduce colours by taking different amounts of 3 colours red (R), green (G) and blue (B); represented by the numbers above

You can create these colours in MS Word as follows: Select Colour Palette » More Colours » Custom » RGB » put in numbers as above

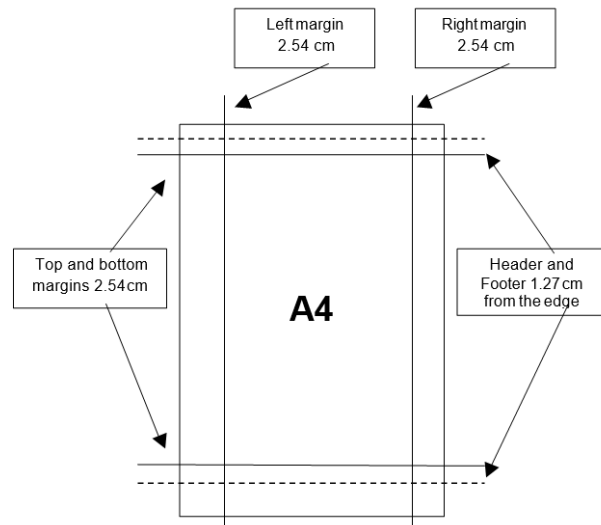
When creating diagrams, charts, or other graphics, select colour schemes that complement or include the above colours.

You may also use different shades of these colours. To do this in MS Word: Select Colour Palette » More Colours » Custom » use the sliding colour scale to achieve a lighter or darker shade of the established corporate colours.

Document formatting

Margins

Only A4 paper is to be used for our business documentation. The page margins are shown in the following diagram



Headers and footers

Headers

Headers are used for all documents of more than one page. They should contain The Company's logo – centred in the header

Footers

Footers are used for all documents and must contain the file name, document number and version. Page numbering should be right-aligned. Refer to the footer on this document as an example.

Text and layout

Bullets

Five levels of bullets are used where necessary. They are as follows:

- First level
- Second level
- Third level

Styles

Word Styles used for our documentation are shown below:

Style Name	Typeface	Size (pts)	Attributes	Used for:
Title	Simplon	26	Bold, centred, 12pts before and after paragraph, dark grey	Cover pages (reports only)
Subtitle	Simplon	22	Bold, centred, 12pts before and after paragraph, burnt orange	Subtitle on cover page (reports only)
Heading 1	Simplon	20	Bold, centred, 12 pts before and 6pts after paragraph, dark grey	First-level headings
Heading 2	Simplon	18	Bold, centred, 12 pts before and 6pts after paragraph, burnt orange	Second-level headings
Heading 3	Simplon	16	Bold, centred, 6pts before and after paragraph, dark gold	Third level headings
Heading 4	Simplon	14	Bold, italic, left-aligned, 6pts before and after paragraph, blue	Fourth level headings
Heading 5	Simplon	12	Bold, left-aligned, 6pts before paragraph, black	Fifth level heading
Normal	Simplon	11	Left aligned, 6pts before paragraph, black	Normal body text for most word processing tasks, long bodies of text in reports, submissions, etc.
Footer	Simplon	11	Combination of burnt orange and black Row 1 – Document name (left-aligned, Page number (right-aligned)) Row 2 – Document number and version (left aligned) black only	Footers
Bullet	Simplon	11	Outline bulleted to five levels.	Bulleted lists
Numbering	Simplon	11	Outline numbered to three levels	Numbered lists
Table Text	Simplon	11	Left aligned, 6pts before paragraph, black	Tables

Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>

Business letters

Stationary	Use company letterhead for the first page of every business letter Subsequent pages should be printed on plain A4 paper
Font / Typeface	Simplon 11pt font (black/automatic)
Letter Format	Block style Open Punctuation
Multi-page document footer	Where a business letter is more than one-page, a footer should be inserted with page numbering centred (Simplon 8pt font)
Layout	Refer to layout example

Tips on Business Letter Formatting

Block style

Block style is a letter format where all the text is aligned to the left margin.

- Block style has no indentations
- All text, including addresses, dates, salutations, and the main body, is aligned to the left margin.
- Paragraphs are separated and clearly defined by the spacing between paragraphs (this may be achieved by entering a blank line between each paragraph or using the paragraph function within word processing software to define a space before or after each paragraph)
- If the letter has a subject line – this line may be centred. This is the only exception to the left-justified rule.

All paragraphs and headings are aligned to the left margin, there are no indentations, and the spacing between paragraphs clearly defines each paragraph.

Open Punctuation

Open punctuation is a writing style commonly used for business letters and communication. It simplifies punctuation, minimising the use of many commonly used punctuation marks and symbols, and should be used in all our business letter correspondences.

Open Punctuation Example	Close Punctuation Example Do not use
Mr John Smith 10 Jones Street PYRMONT NSW 2002	Mr. John Smith, 10 Jones Street, PYRMONT, N.S.W., 2002
25 February 2017	25th February, 2017
Dear John	Dear John,

Courtesy Protocols

- Use courtesy titles (Mr, Ms, etc.) in the inside address of external correspondence. Use the addressee's first name if the person is well-known to you.
- Do not use courtesy titles in internal correspondence (e.g., emails).
- Letters must close with Yours sincerely if the addressee's name is shown in the inside address; Yours faithfully if the addressee's name is not shown in the inside address.

Assessment checklist:

Students must have completed all activities within this assessment before submitting it. This includes:

Part A: Plan the discussion		
1	Clearly define the purpose and goal of the meeting.	<input type="checkbox"/>
2	Outlined your views on the issue.	<input type="checkbox"/>
3	Provided an analysis of the audience and discussed how this might impact how you conduct the meeting and discuss ideas.	<input type="checkbox"/>
4	Provided examples for how you will cater for those with Dominant, Intuitive, Steady and Conscientious personality styles.	<input type="checkbox"/>
5	Planned a story to persuade your audience to take on your ideas	<input type="checkbox"/>
6	Provided three (3) questions to ask the audience to encourage them to respond and discuss their views.	<input type="checkbox"/>
7	Named the organisational communication guidelines applied to written communication.	<input type="checkbox"/>
8	Listed relevant legislation applicable to the planning or delivery of your presentation and explained how you would ensure the legislation is followed.	<input type="checkbox"/>
9	Outlined three (3) communication challenges and discussed how they would be overcome.	<input type="checkbox"/>
10	Listed all sources of research used for the presentation.	<input type="checkbox"/>
11	Outlined how feedback will be gathered from the audience and submitted a copy of the feedback tool.	<input type="checkbox"/>
Part B: Facilitate the discussion		
1	Presented the workplace issue to the executive team and used persuasive techniques to discuss your views.	<input type="checkbox"/>
Part C: Act on feedback		
1	Provided a summary of the feedback gathered, outlining what you did well and the areas for improvement.	<input type="checkbox"/>
2	Provided a self-reflection on your presentation.	<input type="checkbox"/>
3	Outlined how you will refine and improve your communication based on feedback.	<input type="checkbox"/>

Congratulations, you have reached the end of Assessment 3!



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