



BSBCMM511

ASSESSOR GUIDE

Communicate with influence

Assessment 1 of 5

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into seven questions. Read each question carefully before typing your response in the space provided.



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. Handwritten 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.

Assessor Instructions For Assessment Task 1

Purpose of the Task

This task requires students to answer a set of written questions to demonstrate that they understand the knowledge required for this unit.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. Students can be given the opportunity to answer questions verbally if appropriate.

Record the outcome of this assessment in the Assessment Record Tool.

Benchmark responses for each question have been provided.

Question 1

Identify at least four communication principles that can be used to communicate to a cross-cultural audience.

[Approximate word count: 50 words]

Assessor Instructions: Students must include any four of the examples below or other reasonable communication principles.

A sample answer is provided below.

Responses must be similar to the following and identify at least four:

- avoiding slang and jargon
- avoiding long or complex wording
- slowing down the speed of your voice
- being careful with humour
- frequently checking for understanding
- avoiding ambiguous words
- keeping the communication message simple
- adopting a formal delivery approach (as opposed to an informal approach)
- avoiding the use of negative questions.

Question 2

Describe at least three techniques for conflict resolution and de-escalation.

[Approximate word count: 25 words]

Assessor instructions: Students' responses must be similar to the following and describe at least three.

A sample answer is provided below.

Responses must be similar to the following and describe at least three:

- staying calm
- avoiding the blame game
- use effective active listening to gain an understanding of other's position
- stick to the facts, not opinions
- try for a win-win solution

- being creative.

Question 3

Describe at least three negotiation techniques.

[Approximate word count: at least 20 words]

Assessor instructions: Students' responses must be similar to the following and describe at least three:

A sample answer is provided below.

- use effective active listening to gain an understanding of other's position
- focus on a win-win solution
- stick to the facts, not opinions
- ask open-ended questions
- take time-outs if emotions are running high
- use empathy
- clarify misconceptions
- be prepared to compromise.

Question 4

Summarise the key features of legislation designed to protect personal information in Australia.

[Approximate word count: 100 words]

Assessor instructions: Students' responses must be similar to the following:

A sample answer is provided below.

- Privacy Act 1988
- organisations must adhere to the 12 Australian Privacy Principles (APPs) if they handle personal information
- it is mandatory that organisations notify the Australian Information Commissioner of any privacy breaches.

Question 5

Compare at least two main differences between mediation and negotiation; use the table below for your answer.

[Approximate word count: 100 words]

Assessor instructions: Students' responses must be similar to the following and cover at least two key points for each:

A sample answer is provided below.

| Mediation | Negotiation |
|-----------|-------------|
|-----------|-------------|

| | |
|--|---|
| <p>Mediation means the process in which a neutral (means not supporting any one side) the third party assists the parties in conflict to reach a solution.</p> <ul style="list-style-type: none"> • The third party is called the mediator, and the mediator facilitates communication between the parties. • The mediator manages the communication process between the parties fairly, honestly and impartially. The mediators do not take sides, give legal advice or provide counselling. • They do not act as Judge or arbitrator. They assist by clarifying the issues in dispute and identifying the underlying concerns. • They assist each party in understanding the other party's interests. • Mediators sometimes have the parties meet face to face. Other times, a mediator may shuttle back and forth between parties in separate locations. • They also assist in the searching for a resolution (a formal expression of opinion or intention made) to the problem but will not impose a solution. • Mediation is a formal process and requires a trained mediator. • Mediation has an end date. | <p>Negotiation is a process where two parties in a conflict or dispute (fight) reach a settlement between themselves that they can both agree on.</p> <ul style="list-style-type: none"> • Negotiations are reached through discussions made between the parties or their representatives without the involvement of the third party. • A Negotiator will take on an advisory and persuasive role and will recommend justified solutions. • Negotiations have no definite end date. • Informal process, no training required. |
|--|---|

Question 6

In the table below are listed organisational policies and procedure documents, relevant presentations and meetings. Next to each document, describe its purpose and also how this document impacts presentations and meetings.

(Approximate word count: 150 words)

Assessor instructions: Students' responses must include key points of the following information. Responses in the table are based on the organisation Business Solutions Australia (CBSA); however, answers may vary if the student answers based on another organisation

A sample answer is provided below.

| DOCUMENT TITLE | PURPOSE | HOW IT IMPACTS PRESENTATIONS AND MEETINGS |
|----------------|---|---|
| Code of Ethics | This Code of Ethics is designed to outline the Standard of behaviour expected by employees of Complete Business | <p>CBSA staff are expected to adhere to the following values:</p> <ul style="list-style-type: none"> ▪ Be inclusive: ensure that all internal and external customers are treated the same. |

| DOCUMENT TITLE | PURPOSE | HOW IT IMPACTS PRESENTATIONS AND MEETINGS |
|--|---|---|
| | <p>Solutions Australia (CBSA).</p> | <ul style="list-style-type: none"> ▪ Be honest: ensure that you in business representations with internal and external customers. ▪ Be accountable: promise what you say you will deliver. ▪ Be sustainable: ensure that sustainability plays an important part in any work activities that you undertake. ▪ Be professional: ensure that you act with integrity at all times. ▪ This is the core of ethical behaviour that all employees must follow. |
| <p>Access, Equity and Anti-Discrimination Policy</p> | <p>The purpose of this policy is to outline Complete Business Solutions Australia's (CBSA) commitment to access, equity and anti-discrimination principles, namely:</p> <p>Access and equity principles are applied to all aspects of its operations, promoting full and equal opportunities for all employees, prospective employees and clients.</p> <p>No person is discriminated against, harassed or treated unfairly in their dealings with CBSA.</p> <p>Each employee has access to the level of support required to enable them to reach their full potential without it causing unjustifiable hardship to the organisation.</p> <p>It complies with the following legislation:</p> <ul style="list-style-type: none"> ▪ Sex Discrimination Act 1984 ▪ Racial Discrimination Act 1975 ▪ Disability Discrimination Act 1992 | <ul style="list-style-type: none"> ▪ Diversity <p>CBSA recognises and values the individual differences of its employees and the community and recognises that employees come into its service with a wealth of personal knowledge and life experiences.</p> <p>CBSA recognises that diversity is an opportunity to enrich and extend opportunities for all by creating an inclusive environment for all people regardless of their background.</p> ▪ Discrimination <p>In accordance with legislation, no person or organisation will be treated unfairly or discriminated against on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason.</p> ▪ Harassment <p>CBSA is committed to providing all people with an environment free from all forms of harassment. CBSA will not tolerate any behaviour that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.</p> ▪ Fairness <p>The principles and practices adopted by CBSA aim to ensure that current and prospective employees, clients and other stakeholders are treated fairly and equitably in their dealings with CBSA.</p> <p>All people will be treated courteously and expeditiously throughout the process of enquiry, selection and employment and throughout their induction into the organisation.</p> |

| DOCUMENT TITLE | PURPOSE | HOW IT IMPACTS PRESENTATIONS AND MEETINGS |
|----------------------------|--|---|
| | <ul style="list-style-type: none"> ▪ Age Discrimination Act 2004 ▪ Australian Human Rights Commission Act 1986. | <ul style="list-style-type: none"> ▪ Equity in access All employees are supported in a manner that enables them to achieve their full potential and success in their job requirements. All employees are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training. ▪ CBSA provides equitable access to its services by: <ul style="list-style-type: none"> – offering culturally appropriate resources that are relevant to employees needs and circumstances – encouraging employees to be involved in their own feedback and decision-making processes to ensure realistic training goals and progress. – Ensuring equality and inclusion in meeting attendees and presentation audiences. Ensuring media used is acceptable and not offensive to anyone. – Learning from feedback to develop skills. |
| Document Management Policy | This policy defines Complete Business Solutions Australia's (CBSA) approach to the development, review, naming and version control of all documents, including tools, forms, resources, policies and procedures. | <ul style="list-style-type: none"> ▪ All staff must ensure that they use the current version of all documents. ▪ Electronic files will be saved centrally for access by staff in the organisation's cloud-based storage system. ▪ All document authors or reviewers must follow a consistent approach to the development of documents and follow all guidelines as set out in the procedures section. Document authors or developers must also ensure that prior to the development or revision of any document, approval to commence revision or development is granted by their immediate manager or by the Managing Director. ▪ All documents are subject to approval prior to use by any staff member. Approval must be given for every document by the authorised person specified within the procedure section. ▪ This avoids confusion and errors as it ensures everyone is using the most current documents for meeting minutes, agenda, presentations and supporting documents. |

| DOCUMENT TITLE | PURPOSE | HOW IT IMPACTS PRESENTATIONS AND MEETINGS |
|---|---|---|
| Communications Policy | <p>The purpose of this policy is to specify the various channels of communication within Complete Business Solutions Australia (CBSA), determine their intended purpose, and the roles and responsibilities of staff in accessing and using them.</p> | <ul style="list-style-type: none"> ▪ Ensuring that information disseminated to staff is valid, reliable, relevant, easy to access, and appropriate. ▪ Staff are actively encouraged to share information within the workplace. CBSA expects that staff will use the communication channels and associated tools for business work practices and in compliance with this and other relevant policies and procedures. ▪ CBSA has a number of communication channels for intended purposes. ▪ This ensures the team members are using the appropriate form of communication to avoid confusion and errors. |
| Conflict Resolution Policy & Procedures | <p>Complete Business Solutions Australia (CBSA) is committed to sustaining a positive work environment in which employees work constructively together.</p> <p>This policy is intended to:</p> <ul style="list-style-type: none"> ▪ provide the opportunity to resolve a conflict or complaint quickly, fairly and without reprisal ▪ improve communication and understanding between employees; and between employees and their manager ▪ support a positive work environment by allocating manager responsibility for preventing and resolving conflicts and complaints ▪ identify organisation policies and procedures which need to be clarified or modified. | <ul style="list-style-type: none"> ▪ Employees who are experiencing a work-related conflict or have a complaint are encouraged to resolve it through discussions with their manager whenever possible. ▪ All requests for conflict resolution, complaints and appeals shall be fully investigated, and a reply will be given as quickly as possible. ▪ Penalty or retaliation against an employee who initiates conflict resolution or makes a complaint, or participates in a problem resolution investigation will not be tolerated and will be subject to disciplinary action. ▪ It is important to discuss any conflict in meetings and presentations or to get an amicable solution. |
| Confidentiality Policy | <p>To ensure that confidentiality is maintained in relation to Complete Business Solutions Australia (CBSA) and client information where necessary.</p> | <ul style="list-style-type: none"> ▪ Keep the Confidential Information confidential and preserve its confidential nature. ▪ Not use or disclose or permit the use or disclosure of Confidential Information for any purpose other than the purpose. |

| DOCUMENT TITLE | PURPOSE | HOW IT IMPACTS PRESENTATIONS AND MEETINGS |
|----------------|---|--|
| | | <ul style="list-style-type: none"> This relates to not sharing or disclosing organisational financial data and confidential information in written documents that can't be restricted to authorised access only. |
| Style guide | For standardisation of all communication media for a professional image | <ul style="list-style-type: none"> List document styles, fonts, and logos to be used in presentations and supporting documents. Using the formatted templates provided for minutes, agenda, email, and PowerPoint presentations. |

Question 7

Explain the impact your communication tone, structure and style have on others during a meeting or presentation, which also includes verbal and non-verbal communication. Give an example of how you can adjust it to suit the meeting participants or presentation attendees.

[Approximate word count: 200 words]

Assessor instructions: Students' responses should include information similar to some of the following; however not expected to cover all of the information listed:

A sample answer is provided below.

Tone can be formal/informal – depending on the situation and audience; it needs to match your audience and your subject to gain rapport and get your message across. Being over-familiar in a corporate/professional environment will lose your credibility, and being too formal with young or casual audiences will disengage. It can also be technical or non-technical, structured or unstructured. Verbal: professional language or casual language, limit jargon, no swearing or inappropriate language. Use culturally inclusive language. Voice volume and clarity in articulating your words. Limit ums/errs, active listening. Variation in pitch and tone to give interest. Encourage words and tone to promote participation and safety in sharing.

Different tones in written or verbal can be:

- benevolent – sympathetic, tolerant, generous, caring, well-meaning
- bitter – angry, acrimonious, antagonistic, spiteful, nasty
- callous – cruel disregard, unfeeling, uncaring, indifferent, ruthless
- candid – truthful, straightforward, honest, unreserved.

Body language – displaying a confident stance, making eye contact, and open body posture to help with rapport building.

Dress code – formal clothes and casual clothes impact the importance of your message.

Styles of Communication can be:

- Assertive communication style.
 - Behavioural characteristics:
 - achieving goals without hurting others
 - protective of own rights and respectful of others' rights
 - socially and emotionally expressive
 - making your own choices and taking responsibility for them
 - asking directly for needs to be met while accepting the possibility of rejection

- accepting compliments.
- Non-verbal behaviour:
 - voice – medium pitch and speed and volume
 - posture – open posture, symmetrical balance, tall, relaxed, no fidgeting
 - gestures – even, rounded, expansive
 - facial expression – good eye contact
 - spatial position – in control, respectful of others.
- Aggressive communication style.
 - Behavioural characteristics:
 - frightening, threatening, loud, hostile
 - willing to achieve goals at the expense of others
 - out to 'win.'
 - demanding, abrasive
 - belligerent
 - explosive, unpredictable
 - intimidating
 - bullying.
 - Non-verbal behaviour:
 - voice – volume is loud
 - posture – 'bigger than' others
 - gestures – big, fast, sharp/jerky
 - facial expression – scowl, frown, glare
 - spatial position – invade others' personal space, try to stand 'over' others.
- The Passive-Aggressive Communication Style.
 - Behavioural characteristics:
 - Indirectly aggressive.
 - Sarcastic.
 - Devious.
 - Unreliable.
 - Complaining.
 - Sulky.
 - Patronising.
 - Gossips.
 - Two-faced – Pleasant to people to their faces, but poisonous behind their backs (rumours, sabotage, etc.) People do things to actively harm the other party, e.g. they sabotage a machine by loosening a bolt or putting too much salt in their food.
 - Non-verbal behaviour:
 - voice – often speaks with a sugary sweet voice
 - posture – often asymmetrical, e.g. standing with hand on hip and hip thrust out (when being sarcastic or patronising)
 - gestures – can be jerky, quick

- facial expression – often looks sweet and innocent
 - spatial position – often too close, even touching other as pretends to be warm and friendly.
 - The Submissive Communication Style.
 - Behavioural characteristics:
 - apologetic (feel as if you are imposing when you ask for what you want)
 - avoiding any confrontation
 - finding difficulty in taking responsibility or decisions
 - yielding to someone else's preferences (and discounting own rights and needs)
 - opting out
 - feeling like a victim
 - blaming others for events
 - refusing compliments
 - inexpressive (of feelings and desires).
 - Non-verbal behaviour
 - voice – volume is soft
 - posture – make themselves as small as possible, head down
 - gestures – twist and fidget
 - facial expression – no eye contact
 - spatial position – make themselves smaller/lower than others
 - submissive behaviour is marked by a martyr-like attitude (victim mentality) and a refusal to try out initiatives, which might improve things.
 - The Manipulative Communication Style.
 - Behavioural characteristics:
 - cunning
 - controlling of others in an insidious way, for example, by sulking
 - asking indirectly for needs to be met
 - making others feel obliged or sorry for them
 - uses 'artificial' tears.
 - Non-verbal behaviour:
 - voice – patronising, envious, ingratiating, often high pitch
 - facial expression – can put on the 'hang dog' expression.
- <http://www.clairenewton.co.za/my-articles/the-five-communication-styles.html>
- Examples will vary from the student as this will relate to their experience and industry.

Assessment checklist:

Students must have completed all seven questions within this assessment before submitting. This includes:

| | | |
|---|--|--------------------------|
| 1 | Seven short answer questions are to be completed in the spaces provided. | <input type="checkbox"/> |
|---|--|--------------------------|



Congratulations, you have reached the end of Assessment 1 of 5!

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