



BSBCM412

ASSESSOR GUIDE

Lead difficult conversations

Assessment 2 of 2

Project

Assessment Instructions

Task overview

This assessment task is divided into three (3) parts. Read each question carefully before typing your response in the space provided.

Part A – Prepare and lead a difficult conversation#1

Part B – Prepare for and lead a difficult conversation#2

Part C – Feedback and Reflection

Additional resources and supporting documents

To complete this assessment, you will need:

- [CBSA Communication Policy](#)
- Appendix 1_Feedback and Evaluation Form for Assessor
- Appendix 2_Feedback and Evaluation Form for Participants

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: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

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Introduction

To be assessed as competent for this unit of competency, you must demonstrate skills and knowledge to facilitate and apply communication strategies in the workplace within any industry.

Instructions

Answer the following 14 questions, capturing your answer in the space provided.

Part A – Prepare for and lead a difficult conversation#1

Task 1: Plan for Difficult Conversation #1

You must review the scenario below and complete the **Conversation Planning Template** provided.

This includes the following:

- Summarise the key points to be addressed and the outcomes sought from the conversation.
- Emphasise the ground rules for the conversation at the outset of the discussion.
- Identify legislation, regulations and CBSA policies and procedures to be observed during the discussion.
- Identify resources, equipment and logistics required for conducting the conversation.
- Plan the delivery and communication style you will use during the conversation.

Scenario

Adrian Russo has come to you one Friday afternoon; he is frustrated, bordering on anger. He and the entire CBSA Sales and Marketing Team has been under pressure from Senior Management to improve their sales figures. To that end, Adrian has been working very long hours.

He has come to you to express his frustration regarding Kelly Munro. He feels very frustrated because despite the heavy workload and work pressure, Kelly spends what to Adrian seems to be an excessive amount of time taking personal phone calls. On multiple occasions this week alone, Kelly has held up meetings as she left the room to take a call or has been late for meetings due to a personal phone call. For Adrian, the tipping point this afternoon has been Kelly suddenly saying she must leave at 4:15 p.m. This means that a report due by 6:00 p.m. will need to be completed by Adrian, despite Adrian previously flagging with the team that he wanted to leave by 5:00 p.m. as he has theatre tickets.

You are aware that Kelly has several personal family issues at the moment. She has expressed this to you confidentially and asked that you not tell anyone.

You have decided that the best course of action will be to meet with Kelly to discuss how her personal issues impact the team and determine what can be done to support Kelly and address the concerns raised by Adrian.

[Approximate word count: 400-450 words]

Assessor Instructions:

The student must demonstrate the following:

Complete all parts of the Conversation Planning template. This must include:

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- completing all fields on the template
- planning, sequencing and prioritising tasks and activities to be undertaken as part of the discussion
- identifying conversational requirements
- identifying, gathering and developing materials required for the conversation according to organisational policies and procedures
- organising the logistics and stakeholders needed for the conversation
- selecting delivery style according to conversational context and stakeholder requirements according to legislative requirements and codes of practice.

Conversation Planning Template

Name	Zane O'Brien
Conversation between	Zane O'Brien & Kelly Munro
<p>Key points to address during the discussion.</p> <p>This must include the following key points:</p> <ul style="list-style-type: none"> • Recognise that Kelly is experiencing personal issues, and the company wishes to support her at this time. • Describe how Kelly's situation is impacting the team. • Describe feedback received from team members. • Explain Kelly's responsibility to respect the time/workload of others. 	
<p>Outcomes sought from the discussion.</p> <p>This must include the following outcomes sought:</p> <ul style="list-style-type: none"> • Allow Kelly to discuss how she feels and determine what the company can do to support her at this time. • Agree on how Kelly can be supported while recognising and responding to other employee concerns. • Get agreement from Kelly about respecting the time of others (while recognising that family issues must be responded to as well). • Discuss flexible working arrangements that allow Kelly to meet family needs. 	
<p>Ground rules for discussion.</p> <p>The student is to summarise ground rules for the conversation to be emphasised at the outset of the discussion. Responses must reflect the exemplar responses below.</p> <ul style="list-style-type: none"> • Focus on the outcomes. Don't blame others or make the discussion personal. • Reach an agreement about what aspects of Kelly's situation can be shared with others, i.e., respect for privacy and confidentiality. • Each person should listen without interruption when the other is speaking. • Use summarising and paraphrasing techniques. 	

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Provide three (3) pieces of legislation or codes relevant to the conversation.

List three pieces of legislation or code of practice, Responses must reflect the exemplar responses below.

- Australian Human Rights Commission Act 1986 (Cth)
- Work Health and Safety Act 2011 (NSW)
- Fair Work Act 2009 (Cth)
- Model Code of Practice: How to manage work health and safety risks
- Model Code of Practice: Work health and safety consultation, cooperation and coordination.

Stakeholders, resources, equipment & logistics are required for conversation.

The student must describe the stakeholders, resources, equipment and logistics needed for the discussion. Responses must reflect the following logistics:

- access to a meeting room or suitable meeting space
- a mutually suitable meeting time and duration
- access to relevant policies and procedures, pen and paper or laptop for taking notes
- Stakeholders must include Kelly Munro and Adrian Russo and may also include the sales and marketing team and HR Manager Glenda Williams.

Support services.

The student must suggest support services for Kelly that suit her situation and needs. Exemplar suggestions are provided below:

- a counsellor
- a psychologist
- GP
- employee assistance program
- family or friends
- church or community group.

Communication style.

The student must describe the communication style required for the meeting and their reason for this choice. This must include the following:

- students must use a collaborative style
- non-combative, understanding and empathetic approaches are needed; therefore, students should use a collaborative approach where the discussion will seek to understand and agree to outcomes as appropriate.

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Task 2: Seek Feedback on Conversational Content

You are to seek feedback from your Assessor on your Conversation Planning Template in Part A Task 1.

You will need to provide them with the **Feedback and Evaluation Form [Appendix 1]** by sending the form to your Assessor's email. Ensure you:

- use appropriate email software and conventions, e.g., using subject line and email signature
- clearly describe that the completed Conversation Planning Template is attached, and their feedback is required via the Feedback form attached
- complete the **Feedback Summary** section once your Assessor has returned the form.

[Approximate word count: 150 words]

Assessor Instructions:

The student must summarise the feedback provided by their Assessor. The response must:

- relate to the content from the feedback form
- be relatable to the actions/ improvements that follow.

Ensure students have your email address for submission of their completed template and feedback request. Once received, you will provide feedback on their plan in writing via return email using the Feedback form. Look for the following:

- Used appropriate email software and conventions, e.g., subject line and email signature.
- Clearly described that the completed template is attached, and feedback is required.
- Summarised feedback received and modified based on feedback received. This must include:
 - modifying the template to reflect the analysis of feedback received from the assessor
 - summarising the feedback received.

Feedback and Evaluation Form	
Record your name here	
Date	
Please provide feedback to the student on their Conversation Planning Template. Relevant points might include the following: <ul style="list-style-type: none">• Suggest additional/modified/expanded key points or conversation outcomes, particularly where summary or outcomes do not recognise empathy requirements.• Point out incorrect or additional legislation, policy or procedures.• Suggest modifications to stakeholders, resources or logistics required.• Suggest modifications to ground rules to recognise the requirement for privacy, confidentiality, listening etc.	
Feedback Question	Please comment in the spaces provided.
Conversational outcomes are addressed effectively, including:	

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<ul style="list-style-type: none"> recognising empathy requirements. 	
Legislation requirements: <ul style="list-style-type: none"> Is there any incorrect legislation, policy or procedures? Are there any additional policies that could be included? 	
Suggest any modifications required to: <ul style="list-style-type: none"> stakeholders resources logistics. 	
Suggest any modifications to ground rules, including: <ul style="list-style-type: none"> recognising requirements for privacy, confidentiality, listening etc. 	
Feedback Summary	
Name and date	Zane O'Brien
Summary of feedback received from your Assessor. <p>The student must summarise the feedback received from their Assessor provided from the feedback form. It must:</p> <ul style="list-style-type: none"> relate to the content from the feedback forms be relatable to the actions/ improvements that follow. <p>For example:</p> <ul style="list-style-type: none"> Include the Privacy Act. More information on how to convey empathy non-verbally. Choose a quieter area of the building. 	
Areas and actions for improvement in leading difficult conversations based on feedback from your Assessor.	

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The student must suggest or elaborate on actions that could be taken to improve their performance. The actions must relate directly to the feedback summary.

For example:

- I will include the Privacy Act and double-check if there is any other relevant information I should have.
- I will research non-verbal skills and include a few techniques on how I will convey empathy non-verbally.
- I will move the meeting space to one of the meeting rooms that are not being used so that the door can be closed and there is no chance of distractions.

Submission instructions:

- Save the completed Feedback and Evaluation Form as a PDF format and name the file using the following naming convention: yymmdd_yourname_BSBCMM412_02_Part A Feedback for Content
- Submit the PDF file together with your assessment.

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Task 3: Lead Difficult Conversation #1

You are to participate in a role play discussion with CBSA employee Kelly Munro as outlined and planned in Tasks 1 and 2.

Meeting role play: Lead Difficult Conversation #1

During this discussion, you must discuss the concerns raised by Adrian Russo regarding Kelly's personal situation impacting the work team. This will include:

- Describe the ground rules for the conversation. Discuss the key points to be addressed throughout the discussion, e.g., respect for Kelly's privacy, the confidentiality of points to be discussed, and the discussion's aims.
- Outline the concerns raised in a non-judgemental, sensitive and empathetic manner.
- Outline possible support services that may be of use to Kelly.
- Adapt your delivery, tone and non-verbal communication as required.
- Lead the discussion, ensuring Kelly has an opportunity for input and understands the conversation and its outcomes.
- Follow the CBSA Communication Policy and procedures for meetings.

Please note: take notes during your discussion as you will require this information in Part C.

During the demonstration, you will need to demonstrate the following:

- Lead a discussion with relevant stakeholders, providing an opportunity for input.
- Outline standard support services.
- Confirm stakeholder understanding and outcomes.
- Describe standard support services.
- Adapt your delivery style and tone according to the mood of the conversation.
- Understand and react to relevant personnel using conviction and empathy.

Before the meeting:

Following the CBSA Communication Policy and procedures for meetings, organise what you will say to Kelly, including the following key areas.

You will need to:

- Describe the ground rules for the conversation. Discuss the key points to be addressed throughout the discussion, e.g., respect for Kelly's privacy, the confidentiality of points to be discussed, and the discussion's aims.
- Outline the concerns raised in a non-judgemental, sensitive and empathetic manner.
- Outline possible support services that may be of use to Kelly.
- Adapt your delivery, tone and non-verbal communication as required.
- Lead the discussion, ensuring Kelly has an opportunity for input and understands the conversation and its outcomes.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

During the meeting:

At the meeting with Kelly, you will be required to demonstrate you can use effective communication skills to minimise employee relations conflict and be responsive to Kelly's issues including:

- Open the meeting by welcoming Kelly and clarifying the reason for the meeting.
- Speaking clearly.
- Using effective non-verbal communication to assist with understanding.
- Using active listening techniques.
- Responding to questions clearly and concisely.
- Showing sympathy towards Kelly's issues.
- Take meeting notes.

The role of the participant – Kelly

The following information is required for the role of Kelly:

- You are to play the role of Kelly Munro, a CBSA employee who has been experiencing personal / family problems that impact as follows:
- You regularly receive phone calls from various family members and service providers during office hours which you feel compelled to answer immediately.
- Family issues occasionally require you to arrive late to work or leave early. Sometimes you've said you had to leave to meet a client when attending to a personal matter.
- You're aware that your personal issues mean that sometimes you leave colleagues waiting while you attend to a personal call. You know this is unfair but don't know what else you can do as you are torn between work and personal responsibilities.
- Your demeanour during this discussion should be as follows upset and teary, demonstrating feelings of frustration.
- You are to be open to discussion with Adrian as you recognise that your situation impacts others but are anxious about how he will respond during the meeting. You have noticed he's been short and abrupt in dealing with you late.
- Be worried about what you can and cannot say in the meeting, particularly in relation to Jason's private details.

Please note: the student being assessed will be recording this meeting; they will submit the recording for Part A of this assessment.

Instructions

You will participate in a role-play with one other in this task. The role-play must include one (1) participant, must not exceed 10 minutes in duration and must address all elements of the Observation Checklist below.

The additional participant may be resourced using one of the following options:

A peer you are already working with within the industry your qualification relates to.
A fellow student who will play the role of a team member. Please contact your fellow student via the Discussion Forum and directly coordinate your role-play with them.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

If you cannot find a participant to play the other team member's role, contact your assessor via the Discussion Forum, who will discuss options for pairing up with another student to complete this task.

Option 1: Peer participant

Should you complete this task with your peer, you must fully brief the participant, providing them with the context of the role-play, a role outline to play and a copy of the observation checklist to prepare for the recording.

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

Option 2: Fellow student participant

A fellow student participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

The student 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 role-play must be recorded with your participant captured in a virtual room using a system such as Zoom, Skype or Teams.

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

"This session 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. The participants in this session will 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.

Submission instructions:

- Save the recording in mp4 format and name the file using the following naming convention: yymmdd_yourname_BSBCMM412_02_Part A_Role play
- Submit the recording together with your assessment.

Observation Checklist

Assessor Instructions:

The student must demonstrate the following:

- Lead a discussion with relevant stakeholders, providing an opportunity for input.
- Outline standard support services.
- Confirm stakeholder understanding and outcomes.
- Adapt your delivery style and tone according to the mood of the conversation.
- Understand and react to relevant personnel using conviction and empathy.

The student must cover all the criteria in the Observational Checklist below.

Student Name: [Click or tap here to enter text.](#)

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Observation Checklist:

Meeting

The student being assessed must -		Assessor Comment
Open the meeting by: <ul style="list-style-type: none"> • welcoming Kelly • outlining the reason for the meeting. 	<input type="checkbox"/> <input type="checkbox"/>	For example, they introduced themselves, welcomed Kelly verbally, and described the purpose of the meeting.
Describe key points to be addressed.	<input type="checkbox"/>	The student needs to address the following key points: <ul style="list-style-type: none"> • Recognise that Kelly is experiencing personal issues, and the company wishes to support her at this time. • Describe how Kelly’s situation is impacting the team. • Describe feedback received from team members. Outline Kelly’s responsibility to respect the time/workload of others.
Describe outcomes sought as outlined in Tasks 1 and 2.		The student needs to address the following critical points for the outcomes sought: <ul style="list-style-type: none"> • Allow Kelly to discuss how she feels and determine what the company can do to support her at this time. • Agree on how Kelly can be supported while summarising and responding to other employee concerns. • Get agreement from Kelly regarding respecting the time of others [whilst summarising that family issues need to be responded to as well]. Discuss flexible working arrangements that allow Kelly to meet family needs.
Summarise ground rules for the conversation, completed at the outset of the discussion.	<input type="checkbox"/>	An exemplar response of how to summarise ground rules is below: <ul style="list-style-type: none"> • Focus on the outcomes, not blaming others or making the discussion personal. • Agree on what aspects of Kelly’s situation can be shared with others, i.e., respect for privacy and confidentiality. • Each person must listen without interruption when others are speaking. Use summarising and paraphrasing techniques.

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Outline concerns raised by Adrian in a non-judgemental manner.	<input type="checkbox"/>	<p>The student needs to address the following key points:</p> <ul style="list-style-type: none"> • Focus on the issues. Don't blame others or make the discussion personal. <p>Highlight how constant interruption of meetings and expecting others to manage work when she leaves early impacts them, particularly when they experience pressure from management regarding sales.</p>
Outline support services Kelly may wish to access.	<input type="checkbox"/>	<p>This may include:</p> <ul style="list-style-type: none"> • a counsellor • a psychologist • GP • employee assistance program • family or friends <p>church or community group.</p>
Adapt their tone, delivery and non-verbal communication as required.	<input type="checkbox"/>	<p>This must include the following key areas:</p> <ul style="list-style-type: none"> • Use a collaborative style • Ask open-ended questions that seek to improve understanding of Kelly's situation. • Paraphrase and summarise to check others' understanding. • Show empathy through verbal and non-verbal language. <p>Recognise and respond to negative body language or tone in others and adapt communication style to suit.</p>
<p>Lead the conversation to:</p> <ul style="list-style-type: none"> • Provide the opportunity for Kelly to provide input during the meeting. • Clarify Kelly's understanding of the conversation throughout the meeting. • Clarify Kelly's understanding of the outcomes of the meeting. <p>If required: Re-explain and confirm outcomes with Kelly until she confirms understanding.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>This must include the following key areas:</p> <ul style="list-style-type: none"> • Address all key points as outlined in Part A and B submission. • Regularly check for understanding and provide Kelly with the opportunity to contribute. • Ask open-ended and follow-up questions. <p>Recognise and respond to negative body language or tone in others and adapt communication style to suit.</p>
Follow the CBSA Communication Policy and procedures for meetings.		<p>The student followed the CBSA Communication policy and procedures on meetings to organise and conduct their meeting.</p>

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

Part B – Prepare for and lead a difficult conversation#2

Task 1: Plan for Difficult Conversation #2

You are to complete the **Conversation Planning Template** provided. This includes the following:

- Summarise the key points to be addressed and the outcomes sought from the conversation.
- Outline the ground rules for the conversation at the outset of the discussion.
- Plan the delivery and communication style to be used during the conversation.

Scenario

At your meeting with Kelly Munro, it was agreed that you, Kelly and Adrian would meet to address Adrian’s concerns regarding the impact of Kelly’s situation on the sales and marketing team.

During this meeting, you are to lead a discussion focusing on outcomes that can meet both parties’ needs. It is essential that this meeting focus on outcomes that help the team meet its work requirements rather than discuss Kelly’s personal situation.

During this meeting, you must:

- Ensure both Kelly and Adrian have the opportunity to express their concerns and viewpoints.
- Encourage them to contribute possible solutions or suggestions for how this situation may be resolved.

You have contacted Adrian and Kelly and set a time for the meeting. They have both agreed to attend and focus on outcomes with positive intent.

[Approximate word count: 300–350 words]

Assessor Instructions:

The student must demonstrate the following:

- Identify conversational requirements.
- Select delivery style according to conversational context and stakeholder requirements according to legislative requirements and codes of practice.

Conversation Planning Template

Name:	Zane O’Brien
Conversation between	Zane O’Brien, Kelly Munro, Adrian Russo
Key points to be addressed during the discussion: The student is to summarise the key points to be addressed and the outcomes sought from the conversation. This must include the following:	
<ul style="list-style-type: none">• Recognise that Kelly is experiencing personal issues, and the company wishes to support her at this time.• Recognise that Kelly’s personal issues impact other members of the team.	

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- Recognise that Adrian and others feel frustrated at the added burden that Kelly's situation places on them.
- Recognise that Kelly feels torn between work and personal responsibilities.
- Ensure Kelly knows of her responsibility to respect the time/workload of others.

Outcomes sought from the discussion:

Outcomes sought:

- Agree how Kelly can be supported whilst at the same time recognising and responding to other employee concerns
- Get agreement from Kelly regarding respecting others' time [while recognising that family issues must also be addressed].
- Discuss flexible working arrangements that allow Kelly to meet family needs.
- Discuss how Adrian and others may be supported to ensure Kelly's situation does not impact their workload.

Ground rules for discussion:

The student is to summarise ground rules for the conversation to be emphasised at the outset of the discussion. An exemplar response to ground rules is below:

- Focus on the outcomes, not blaming others or making the discussion personal.
- Agree to respect privacy and confidentiality during the meeting.
- Each person must listen without interruption when the other is speaking.
- Use summarising and paraphrasing techniques.

Communication style:

The student is to describe the communication style required for the meeting and their reason for this choice. This must include the following:

- Students must use a collaborative style.
- A non-combative, understanding and empathetic approach are needed; therefore, students should use a collaborative approach, where the discussion will seek to understand and agree to outcomes as appropriate. It should not be seen as a process of determining who is right or wrong.

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Task 2: Lead Difficult Conversation #2

Meeting role play: Lead Difficult Conversation #2

You are to participate in a role play discussion with CBSA employees Kelly Munro and Adrian Russo as outlined and planned in Task 1.

During this discussion, you must discuss the concerns raised by Adrian Russo regarding Kelly's personal situation impacting the work team. You will be observed leading conversation as follows:

- Describe the ground rules for the conversation. Outline the key points to be addressed throughout the discussion, e.g., respect for Kelly's privacy, the confidentiality of points to be discussed and the aims of the discussion.
- Outline the concerns and possible solutions in a non-judgemental, sensitive and empathetic manner.
- Adapt your delivery, tone and nonverbal communication as required.
- Lead the discussion, ensuring Kelly and Adrian have an opportunity for input and understanding of the conversation and its outcomes.
- Provide the participants with the Feedback and Evaluation form provided with this task. Describe to the participants the purpose of the forms.
- Ask the participants to fill in the form after the role play and return it to you. This can be sent via email or the chat room in the virtual meeting room.
- You will use their forms later in Part C of this assessment.

You will be required to demonstrate the following:

- Lead a discussion with relevant stakeholders, providing an opportunity for input.
- Confirm stakeholder understanding and outcomes.
- Adapt your delivery style and tone according to the mood of the conversation.
- Understand and react to relevant personnel using conviction and empathy.
- Follow the CBSA Communication Policy and procedures for meetings.

Before the meeting:

Following the CBSA Communication Policy and procedures for meetings, organise what you will say to Kelly and Adrian, including the following key areas.

- Lead a discussion with relevant stakeholders, providing an opportunity for input.
- Confirm stakeholder understanding and outcomes.
- Adapt your delivery style and tone according to the mood of the conversation.
- Understand and react to relevant personnel using conviction and empathy.
- Ensure you have the Feedback and Evaluation Forms available for your participants at the end of the meeting.

During the meeting:

At the meeting with Kelly and Adrian, you will be required to demonstrate you can use effective communication skills to lead a difficult conversation. This will include:

- Open the meeting by welcoming Kelly and Adrian and clarifying the reason for the meeting.
- Speaking clearly.

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- Using effective non-verbal communication to assist with understanding.
- Using active listening techniques.
- Responding to questions clearly and concisely.
- Showing sympathy towards Kelly's issues.
- Take meeting notes.

The role of the participant – Kelly

The following information is required for the role of Kelly:

The role of Kelly Munro, a CBSA employee who has been experiencing personal / family problems that impact as follows:

- You appreciate that your situation affects others and are very sorry about that, but you are not sure what can be done.
- You're to be open to suggestions as to possible solutions.
- You're to use negative body language (crossed arms, shaking head etc.) when Adrian suggests Kelly should be more forthcoming about her personal problems. You are to state that you won't be expanding on what the problems are, and you wish people would stop asking.
- You are open to discussing working from home and feel this may help.
- You are to agree to be more open about the fact that you're experiencing problems and the impact this has on others (without expanding on the issues).
- Your demeanour during this discussion should be less upset and teary than in the earlier meeting, more defiant and frustrated, and ultimately willing to explore options.

The role of the participant – Adrian

The following information is required for the role of Adrian:

- The sales and marketing team have been under pressure from senior management to improve sales figures.
- Several team members have noticed that Kelly appears distracted and spends a lot of time on the phone. No one knows quite what the issue is, but it appears personal.
- Adrian is to be understanding but also frustrated that he and the others are picking up the slack for Kelly without knowing what the issue is. He feels she should be more forthcoming about her problems if she expects others to pick up the load.
- He thinks it's unfair that Kelly keeps people waiting while she attends to her personal business.
- When asked for possible solutions, he is to suggest that Kelly might like to work from home a couple of days a week if that were to help.
- He is to suggest that Kelly might open up a bit to her colleagues rather than "sneak around" coming in late and "hiding" outside to take phone calls.

Please note: the student being assessed will be recording this meeting; they will submit the recording for Part B of this assessment.

Instructions

You will participate in a role-play with two others in this task. The role play must include two [2] participants, must not exceed 10 minutes in duration and must address all elements of the Observation Checklist below.

The additional participants may be resourced using one of the following options:

A peer you are already working with within the industry your qualification relates to.

A fellow student who will play the role of a team member. Please contact your fellow student via the Discussion Forum and directly coordinate your role-play with them.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

If you cannot find participants to play the other team member's roles, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief the participants, providing them with the context of the role-play, a role outline to play and a copy of the observation checklist to 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 student participants

Fellow students participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

The 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 role-play must be recorded with your 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 the participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with the participants replying to their name and job title to inform consent.

"This session 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. The participants in this session will 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.

Submission instructions:

- Save the recording in mp4 format and name the file using the following naming convention: yymmdd_yourname_BSBCMM412_02_Part B_Role play
- Submit the recording together with your assessment.

Observation Checklist

Assessor Instructions:

The student must demonstrate the following:

- Lead a discussion with relevant stakeholders, providing an opportunity for input.
- Confirm stakeholder understanding and outcomes.
- Adapt delivery style and tone according to the mood of the conversation.
- Understand and react to relevant personnel using conviction and empathy.

The student must cover all the criteria in the Observational Checklist below.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

Observation Checklist:

Meeting

The student being assessed must -		Assessor Comment
Open the meeting by: <ul style="list-style-type: none"> • welcoming Kelly and Adrian • outline the reason for the meeting. 	<input type="checkbox"/> <input type="checkbox"/>	For example, they introduced themselves, welcomed Kelly and Adrian verbally, and described the purpose of the meeting.
Describe key points to be addressed.	<input type="checkbox"/>	This must include the following key points: <ul style="list-style-type: none"> • Recognise that Kelly is experiencing personal issues, and the company wishes to support her at this time. • Recognise that Kelly’s personal issues impact other members of the team. • Recognise that Adrian and others are feeling frustrated at the added burden that Kelly’s situation places on them. • Recognise that Kelly feels torn between work and personal responsibilities. • Ensure Kelly knows the responsibility to respect the time/workload of others.
Describe the outcomes sought as outlined in Task 1.		The student needs to address the following critical points for the outcomes sought: <ul style="list-style-type: none"> • Agree on how Kelly can be supported while recognising and responding to other employee concerns. • Get agreement from Kelly regarding respecting others’ time (while recognising that family issues must also be addressed). • Discuss flexible working arrangements that allow Kelly to meet family needs. • Discuss how Adrian and others may be able to be supported to ensure Kelly’s situation does not impact their workload.
Summarise ground rules for the conversation, completed at the outset of the discussion.	<input type="checkbox"/>	An exemplar response on what to focus on for ground rules is below: <ul style="list-style-type: none"> • Focus on the outcomes, not blaming others or making discussion personal. • Agree to respect privacy and confidentiality during the meeting. • Each person must listen without interruption when the other is speaking.

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		<ul style="list-style-type: none"> Use summarising and paraphrasing techniques.
Outline concerns raised by Adrian in a non-judgmental manner.	<input type="checkbox"/>	<p>This must include the following:</p> <ul style="list-style-type: none"> Focus on the issues. Don't blame others or make the discussion personal. <p>Highlight how the constant interruption of meetings and expecting others to manage work when Kelly leaves early impacts others, particularly when they experience pressure from management regarding sales.</p>
Adapt their tone, delivery and nonverbal communication as required.	<input type="checkbox"/>	<p>This must include the following:</p> <ul style="list-style-type: none"> Use a collaborative style: Ask open-ended questions that seek to improve understanding of Kelly's situation and explore solutions offered. Paraphrase and summarise to check understanding. Show empathy through verbal and nonverbal language. <p>Recognise and respond to negative body language or tone in others and adapt communication style to suit.</p>
Understand and react to relevant personnel using conviction and empathy.	<input type="checkbox"/>	<p>This must include the following:</p> <ul style="list-style-type: none"> Use a collaborative style Ask open-ended questions that seek to improve understanding of Kelly's situation. Paraphrase and summarise to check others' understanding. Show empathy through verbal and non-verbal language. <p>Recognise and respond to negative body language or tone in others and adapt communication style to suit.</p>
<p>Lead the conversation to:</p> <ul style="list-style-type: none"> ensure Adrian and Kelly have the opportunity for input understand the conversation understand the outcomes provide the participants with the Feedback and Evaluation form seeking their feedback at the end of the meeting. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>This must include the following:</p> <ul style="list-style-type: none"> Address all key points as outlined in Task 1. Regularly check for understanding and provide Kelly with the opportunity to contribute. Ask open-ended and follow-up questions. Recognise and respond to negative body language or tone in others and adapt communication style to suit. Reach agreement regarding possible solutions and outcomes, such as: <ul style="list-style-type: none"> The possibility that Kelly may work from home.

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		<ul style="list-style-type: none"> - Kelly may agree to be more open about her situation. - Adrian agrees not to press about the nature of Kelly's problems. <p>Provided participants with the Feedback and Evaluation form describing its purpose.</p>
Follow the CBSA Communication Policy and procedures for meetings.	<input type="checkbox"/>	The student followed the CBSA Communication policy and procedures on meetings to organise and conduct their meeting.

Feedback and Evaluation Form	
Name of participant	
Date	
<p>Please provide feedback to the student on their performance during the role play discussion you completed with them. It would be best if you gave feedback as you see fit.</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> • The student needs to keep conversations on track and address the discussion points, not veering off into personal accusations. • The student needs to use verbal and nonverbal cues better to demonstrate empathy and understanding. • The student recognised signs of distress/lack of understanding/upset/frustration in others and responded accordingly. 	
Feedback Question	Please comment in the spaces provided.
They effectively lead the conversation in a manner suitable to the context of each discussion.	
Their skill in modifying their communication style as needed, including: <ul style="list-style-type: none"> • responding to verbal and nonverbal cues from others. 	
Their use of verbal and nonverbal communication	

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demonstrates conviction and empathy.	
<p>Present ideas and information using appropriate verbal and nonverbal communication throughout the discussion. For example:</p> <ul style="list-style-type: none"> • Maintain eye contact, nodding to demonstrate listening/understanding. • Use business-appropriate terminology. • Use language when discussing role play discussions. 	

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Task 3: Summary of Lead Difficult Conversation #2

After the role play in Task 2, you must document the discussion and its outcomes in the **Summary of Conversation Template**.

You must summarise both discussions from Part A Task 3 and Part B Task 2 and the outcomes that were agreed upon by both parties.

(Approximate word count: 150 words)

Assessor Instructions: The student must summarise both discussions from Part A Task 3 and Part B Task 2 and the outcomes that were agreed upon by both parties. Sample responses are provided below.

Summary of Conversation	Date:
Names of all parties present at the meeting: <ul style="list-style-type: none">• Zane O'Brien• Kelly Munro• Adrian Russo	
Key points addressed during both discussions: <ul style="list-style-type: none">• Impact of Kelly's situation both on Kelly and the wider team.• The requirement is to meet CBSA business needs while supporting team members during difficult times.• Kelly is a valued member of the CBSA team	
Outcomes from the discussion: <ul style="list-style-type: none">• The possibility that Kelly may work from home.• Kelly agrees to be more open about her situation (without going into detail).• Adrian agrees not to press as to the nature of Kelly's problems.• Any agreed-upon follow-up actions, for example, a review meeting.• Referral processes discussed in Task 2, such as:<ul style="list-style-type: none">- discussion with GP, counsellor, psychologist- referral to EAP- discussion with family/community.	

Student Name: [Click or tap here to enter text.](#)

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Part C – Feedback and Reflection

Task 1: Reflect on Own Performance

You are to reflect on your performance during the difficult conversations undertaken in Task 2. This includes completing the **Self Reflection Template** provided.

You must:

- Evaluate your effectiveness in leading the conversation in a manner suitable to the context of each discussion.
- Evaluate your skill in modifying your communication style as needed, including responding to verbal and nonverbal cues from others.
- Evaluate your use of verbal and nonverbal communication to demonstrate conviction and empathy.

[Approximate word count: 300-350 words]

Assessor Instructions:

The student must demonstrate that they can evaluate their effectiveness in difficult conversations. The student must complete all parts of the Self-Reflection template

Self-Reflection	
Name	Zane O'Brien
<p>Evaluate your effectiveness in leading the conversation in a manner suitable to the context of each discussion.</p> <p>The student must summarise their effectiveness during the discussions undertaken in Part B Task 2. The response must:</p> <ul style="list-style-type: none">• relate to the content from the discussion• be relatable to the actions/ improvements that follow. <p>For example:</p> <ul style="list-style-type: none">• I felt I could lead the conversations well and ensure all key points and planned outcomes were achieved.• I felt I lead the conversation with Kelly alone better than the second one, as I found it challenging to manage Kelly and Adrian's differing views.• I felt I did not manage the conversations well as I did not feel equipped to deal with Kelly's competing demands.	
<p>Evaluate your skill in modifying your communication style as needed, including responding to verbal and non-verbal cues from others.</p> <p>The student must evaluate their skill in modifying their communication style as needed, including responding to verbal and nonverbal cues from others. The response must:</p> <ul style="list-style-type: none">• relate to the content from the discussion• be relatable to the actions/ improvements that follow.	

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For example:

- I was able to modify my communication style as needed. I recognised when both Kelly and Adrian were becoming agitated/emotional/frustrated and was able to bring the conversation back to the issues and away from the personal aspects.
- I recognised when Kelly was using body language that suggested she was becoming defensive and shifted the conversation away from anything she might perceive as a personal attack.

Evaluate your use of verbal and non-verbal communication to demonstrate conviction and empathy.

The student must evaluate their use of verbal and nonverbal communication to demonstrate conviction and empathy. The response must:

- relate to the content from the discussion
- be relatable to the actions/ improvements that follow.

For example:

- I constantly reminded myself to use nonverbal communication, such as nodding and smiling, to encourage Adrian and Kelly to continue what they were saying.
- I prefer to sit with my arms crossed, so I had to remind myself not to do that, as Kelly and Adrian may have perceived that as an aggressive or defensive position.

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Task 2: Seek Feedback on Performance

Use the Feedback and Evaluation forms from your participants in the role play in Part B Task 2 to reflect on your performance in leading difficult conversations.

You are to summarise the outcomes in the **Feedback Summary Template** and reflect on areas of action you will do based on their feedback.

(Approximate word count: 150 words)

Assessor Instructions:

The student must demonstrate the following:

- Evaluate their effectiveness.
- Seek and respond to feedback.
- Identify areas for improvement for undertaking difficult conversations based on the feedback received.
- Use feedback from others and analytical and lateral thinking to review current practices and develop new ideas.

Feedback Summary	
Name and date	
Summary of feedback received from peers. The student must summarise the feedback provided by peers. The response must: <ul style="list-style-type: none">• relate to the content from the feedback forms• be relatable to the actions/ improvements that follow. For example:<ul style="list-style-type: none">• need to keep the conversation on track• make better use of nonverbal/verbal cues to demonstrate empathy and understanding• modifying communication style to respond to others' responses.	
Areas and actions for improvement in leading difficult conversations based on feedback from peers. The student must suggest or elaborate on actions that could be taken to improve their performance. The actions must relate directly to the feedback summary. For example: <ul style="list-style-type: none">• I will engage in role playing/practising managing conversations to improve my leadership skills in leading difficult conversations.• I will do some short courses to support the development of communication skills in difficult conversations.• I will dedicate time to reading/self-guided study on communication skills and leading difficult professional conversations.	

Submission instructions:

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

- Save your peer's Feedback and Evaluation Forms as a PDF format and name the file using the following naming convention: yymmdd_yourname_BSBCMM412_02_Part C_Feedback and Evaluation forms
- Submit the PDF file together with your assessment.

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Assessment Checklist

Students must have completed the following in the spaces provided in this assessment.

Part A		
1	Conversation Planning Template	<input type="checkbox"/>
2	PDF file Feedback from Assessor	<input type="checkbox"/>
3	Role Play #1 mp4.Recording	<input type="checkbox"/>
Part B		
1	Conversation Planning Template	<input type="checkbox"/>
2	Role Play Recording #2 mp4.Recording	<input type="checkbox"/>
3	Summary of Conversation template	<input type="checkbox"/>
Part C		
1	Self-Reflection Template	<input type="checkbox"/>
2	PDF file Feedback from Participants.	<input type="checkbox"/>

Congratulations you have reached the end of Assessment 2

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