



BSBMM511

ASSESSOR GUIDE

Communicate with influence

Assessment 2 Part B of 5

Project/ Case Study

Assessment Instructions

Task overview

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

- In Part A, you will have prepared for the presentation and submitted a copy of your presentation for assessment via the LMS. **Your assessor will have needed to confirm it is satisfactory before you can move on to [Part B], the delivery of the presentation.**
- In Part B, you will deliver the presentation

Additional resources and supporting documents

To complete this assessment, you will need:

- Access to your learning materials.
- Access to a computer, the Internet, and a web browser.
- Access to Microsoft PowerPoint or other equivalent software.
- Access to a word processing application, such as Microsoft Word or similar software.

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.

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Please consider the environment before printing this assessment.

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

In Part B, you will deliver the presentation.

Before you begin this part of the assessment, you will need to ensure you have:

- Submitted Part A via the LMS
- Received feedback and a satisfactory determination

Part B: Deliver the presentation

When you are ready to proceed, read the following email and then complete the tasks that follow:



To: Shae Hughes (Shae.hughes@cbsa.com.au)

From: Gavin Stead (gavin.stead@cbsa.com.au)

Date/time: Wednesday 2:06 p.m.

Subject: Deliver Strategy Presentation

Good afternoon Shae,

Thanks for developing the presentation so quickly. I formally give my authority for you to proceed with the presentation.

I would like you to now undertake the presentation to the managers of each department and myself *[role played by a minimum of three students]*. Can you schedule this for tomorrow at some point?

After the presentation, it is imperative that you seek their feedback on your presentation and gather their thoughts with the aim of securing agreement on how the \$10,000 budget should be spent.

Given that there may be some pushback from some of the audience, it is imperative that you develop supporting arguments in advance of the likely expectations of this pushback.

Kind Regards,
Gavin Stead
Managing Director
300 Fictional Way, Sydney, NSW 2000
Phone: 1800 111 222
www.cbsa.com.au



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Steps

When you have received feedback and a satisfactory determination from your assessor, you are to participate in a role/play presenting to three others and recording your presentation for assessment.

1. Undertake delivery of the presentation, ensuring you:
 - deliver the presentation using a range of communication styles
 - use active listening to seek intra-organisational input to achieve a balanced exchange of views once the presentation has concluded
 - acknowledge differences of opinion to encourage the rigorous examination of all options
 - seek mutually beneficial solutions by establishing areas of common ground and potential compromise
 - keep negotiations focused on key issues and move forward toward a final resolution
 - respond to questions openly, honestly, and in accordance with the organisation's Code of Ethics.
2. At the conclusion of the presentation, distribute feedback forms or an online survey so that you can evaluate the presentation and identify any areas for improvement.
3. Using the feedback from the presentation and self-reflection, evaluate your effectiveness and identify any areas of improvement by completing the following statements in the table below:

What I did well, my strengths are:
<i>The student should specify at least two strengths as it is important for them to recognise what they do well so they can build on this.</i>
What I need to improve on is/are:
<i>The student should specify at least one area that needs to be improved on or that further development is required.</i>
What I need to do to develop my skills are:
<i>The student should specify at least one action they can take further develop the areas that need improvement identified above.</i>

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Reasonable adjustment

If you are unable to find a x2 participants to play the role of team members please advise your trainer, who will discuss options to complete this task.

Resources you need

- A device with recording capability (audio and video)
- Internet access
- One (1) participant for your role play
- A quiet indoor location.

Role Play Instructions

In this task, you will participate in a role/play presentation to others. These may be resourced using one of the following options:

1. Peer/s who you are already working with, in the industry your qualification relates to.
2. Fellow student/s who will play the role of a team member. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

The role-play/presentation must include at least number 3 participant/s, must not exceed 5 minutes in duration and must address all elements below.

Option 1: Peer/s participant

Should you complete this task with your Peer/s, you must fully brief all participant/s, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peer/s will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student/s participant

Fellow student/s 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.

Student/s 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 all participant/s 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 participant/s 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 their name and job title to inform consent.

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"This session/presentation 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 participant/s 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.

Submission instructions

Submit your assessment for part B via the LMS.

Purpose of the Task

This part is designed to ensure that the student can prepare for a presentation based on organisational policies and procedures and the objective of the presentation.

Guidance to Assessors About This Task

The assessor may need to facilitate additional students to act as the audience for the student's meeting. This presentation is to be recorded via video-conferencing software.

The assessor will need to assess part A (the presentation) before part B is submitted

Review all evidence and mark using the assessment checklist and assessment marking criteria listed below. The following provides guidance on expected student answers:

Assessment marking criteria: Part B:

The evidence submitted demonstrates that the student has satisfactorily:

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

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria or the evidence is unsatisfactory (U) and requires resubmission

		S	U
1	Deliver the presentation developed in Part A in line with the instructions provided? This includes: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrating the use of a range of communication styles. For example, non-verbal, media, questioning, aggressive, passive, etc. <input type="checkbox"/> Demonstrating active listening skills during question time following the conclusion of the presentation to elicit input from attendees. For example: include giving eye contact with the speaker, facing the audience when discussions are taking place, nodding, verbal affirmations, paraphrasing, etc. <input type="checkbox"/> Facilitating discussion and negotiation to move towards mutually agreeable outcomes. For example: include asking leading questions, asking open questions, asking audience members for further opinions, etc. <input type="checkbox"/> Keeping negotiations focused on key issues. <input type="checkbox"/> Acknowledging differences of opinion and encouraging further exploration of opinions to examine all options. For example: mediating between attendees where there are disagreements, facilitating discussion of all aspects of the topics, discussing pros and cons, etc. <input type="checkbox"/> Responding to questions openly, honestly, and in accordance with the organisation's Code of Ethics. 	<input type="checkbox"/>	<input type="checkbox"/>
2	Distribute feedback forms developed in Part A, allowing time for the audience to complete them, including collecting them once completed?	<input type="checkbox"/>	<input type="checkbox"/>
	Review the feedback received, including evaluating the effectiveness of the presentation and identifying potential areas for improvement? This includes:	<input type="checkbox"/>	<input type="checkbox"/>

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	<ul style="list-style-type: none"> <li data-bbox="327 159 1278 241">□ <i>Detailing a minimum of two strengths, they determined from the feedback received. For example, the audience seemed to enjoy my presentation, stating that it was interesting and kept them engaged; I spoke clearly and loudly enough for the audience to understand, etc.</i> <li data-bbox="327 248 1278 331">□ <i>Detailing a minimum of one area in which further development or improvement is required. For example, the audience stipulated that I was slouching and appeared disinterested when they were speaking, etc.</i> <li data-bbox="327 338 1278 421">□ <i>Specifying a minimum of one action, they could take to further develop their skills and improve on the issue they identified. For example, I need to work on my posture and focus on developing my active listening skills to ensure I appear engaged with the discussion, etc.</i> 		
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Assessment Checklist

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

1. Audience feedback responses	<input type="checkbox"/>
2. Personal evaluation	<input type="checkbox"/>
3. Recording	<input type="checkbox"/>

Congratulations you have reached the end of Assessment 2 Part B

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