

Colab



BSBCMM511

ASSESSOR GUIDE

Communicate with influence

Assessment 4 of 5

Project/ Case Study

Version 1.0

Assessment Instructions

Task overview

This assessment task is divided into two parts.

- In Part A, you will prepare for a meeting following organisational guidelines.
- In Part B, you will lead and finalise the meeting you have prepared.

Read each question carefully before typing your response in the space provided.

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 Word or other equivalent software.
- Access to the following documents:
 - IM002 Document Management Policy & Procedures
 - IM003 Communication Policy & Procedures
 - IM005 Information Technology Policy & Procedures
 - IM007 Confidentiality Policy
 - TM001 Email Template
 - TM006 Meeting Agenda Template
 - TM007 Meetings Minute Template.

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

Read the following email and then complete the tasks that follow.

Task A: Prepare a meeting following organisational guidelines



To: Dallas O'Connor (Dallas.oconnor@cbsa.com.au)
From: Gavin Stead (gavin.stead@cbsa.com.au)
Date/time: Monday 10:30 a.m.
Subject: Sustainability Initiatives

Good morning, Dallas,

It's great to have you on board, and as a starting point, I would like to get some sustainability initiatives happening in CBSA. We need to be walking the talk if we are going to consult with businesses and give them the best information we can.

I would like you to organise a meeting to brainstorm some ideas that would work well in the office. It is important you focus on staff working on the front end of the business as they will make or break your initiatives.

Include Sammie Fischer from IT; Sammie knows what's happening in the business, Darian Gibbins from Accounts can give you some of our overhead figures, although keep in mind these are confidential, and Aubrey Smith from Training has great ideas and is always looking for something new.

You need to identify a couple of key things that are:

- practical
- easy to implement as well as easy to maintain
- cost-effective.

Keep me informed as once you have these formulated, I can get accurate costings. Then I will want you to present these initiatives to the whole company, including practical steps to follow so everyone can get started straight away. This is the beginning of our sustainability procedure.

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



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Based on the email message, you are to prepare for the meeting by following the 'Meeting preparation' procedure in the Communication Policy & Procedures and review the confidentiality policy as financial figures could be disclosed at the meeting and will need to be excluded from the meeting minutes using percentages instead.

1. Develop a meeting agenda using the TM006 Meeting Agenda Template. Save it with the file name 'Agenda Assessment Task 4 - your name'. The agenda needs to:
 - identify the location, date, and time of the meeting
 - identify the attendees of the meeting
 - Specify the meeting agenda items, emphasising that they will need to bring along some ideas to the meeting, and some costings if they have them
2. Review the following procedures to identify any possible improvement areas:
 - Document Management Policy & Procedures
 - Communication Policy & Procedures
 - Information Technology Policy & Procedures.
3. Develop meeting notes and any supporting materials that you will be utilising during the meeting. Save it with the file name 'Meeting notes Assessment Task 4 - your name'. Your meeting notes should identify:
 - potential ideas that address any problems you have noticed in our current procedures or how we are currently working
 - supporting arguments that you will need to make.
4. Develop an email using the TM001 Email Template to distribute the Meeting Agenda to the attendees and cc Gavin Stead – Managing Director, for information only. Save it with the file name 'Email Agenda Assessment Task 4 - your name'. The email must:
 - specify who the email is to
 - specify who the email is from
 - specify the date and time you sent the email
 - specify the subject
 - specify the Meeting Agenda as the attachment
 - contain a body part of the email detailing why you are sending this email
 - complete the email footer specifying the job position you are role-playing.

Note: all documents must be submitted for assessment at a time specified by your assessor

Assessor instructions: Part A

Purpose of the Task

This part is designed to ensure that the student can prepare for a meeting.

Guidance to Assessors About this Task

The following provides guidance on expected student answers:

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1. Use the following checklist to ensure that the student has developed a Meeting Agenda to meet the necessary requirements:

Meeting Agenda
The student must use the Meeting Agenda Template.
The student must specify a location, date, and time for the meeting.
The student must identify the attendees of the meeting, which are: Sammie Fischer, Darian Gibbins, and Aubrey Smith).
The student must specify the meeting agenda items. At a minimum, the student should specify the Sustainability Initiatives' outcome.

The student needs to read through the procedures to identify any possible improvement areas. Possible ideas could be:

- default two-sided and black and white printing or default print to pdf
 - swipe card for printer – to avoid unnecessary and accidental printing, allows for confidential printing, so minimise the number of printers, minimise costs such as consumables and leas and repair of printers
 - paperless office
 - document control system – electronic – no printing needed, changes and approvals fully tracked, full version control history can sit in the cloud, easily accessed.
2. Student needs meeting notes and any supporting materials that they might utilise during the meeting. Saved as 'Meeting notes Assessment Task 4 - your name'. The meeting notes should identify:
 - potential ideas that address any problems you have noticed in our current procedures or how we are currently working
 - supporting arguments that you will need to make.
 3. Use the following checklist to ensure that the student has developed an email to the necessary requirements:

Meeting Agenda
The student must use the Email Template.
The student must specify who the email is to (Sammie Fischer, Darian Gibbins, Aubrey Smith, cc Gavin Stead – Managing Director for information only).
The student must specify who the email is from (themselves).
The student must specify the date and time they sent the email.
The student must specify a relevant subject (Sustainability Initiatives Meeting, for example).
The student must specify the Meeting Agenda as the attachment.
The student must specify the body of the email detailing why they are sending this email (at a minimum, organising a meeting to brainstorm suitable sustainability initiatives strategies and that they will need to bring some ideas along to the meeting).
The student must complete the email footer specifying the job position they are role-playing

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Assessment marking criteria: Part A:

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	<p>Develop a meeting agenda using the appropriate Meeting Agenda Template? This includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specifying the location, date, and time at which the meeting is to take place. <input type="checkbox"/> Identifying the personnel required to attend the meeting – Sammie Fischer, Tim Gibbins, Aubrey Smith, Dallas O'Connor. <input type="checkbox"/> Outlining the items to be discussed throughout the meeting, including: <ul style="list-style-type: none"> ▪ sustainability initiatives for CBSA ▪ front end sustainability initiative ideas ▪ cost estimations. 	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Develop meeting notes and any other supporting materials to be used throughout the meeting? At a minimum, this includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suggestions for sustainability improvement based on their assessment of the Document Management, Communication, and Information Technology Policies and Procedures. For example, default two-sided black and white printing, default print to PDF, swipe card for the printer to avoid unnecessary or accidental printing, paperless office, document control systems, etc. <input type="checkbox"/> Specification and details surrounding potential issues and problems. For example, tasks required may need more input from other teams, specialist knowledge required, staff may not be happy with tasks assigned to them, etc. <input type="checkbox"/> Outlining any supporting arguments that may be required. For example, a handout detailing the organisation's use of consumables, waste management ideas, graphs, etc. 	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>Compose an email for the purpose of distributing the completed Meeting Agenda to attendees? This includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using the Email Template provided on the CBSA website <input type="checkbox"/> specifying that the email is addressed to Sammie Fischer, Tim Gibbins, and Aubrey Smith <input type="checkbox"/> specifying that the email is from Dallas O'Connor <input type="checkbox"/> including an appropriate subject, such as 'CBSA Sustainability Initiatives Meeting' or similar <input type="checkbox"/> identifying the Meeting Agenda as an attachment <input type="checkbox"/> clear and concise email body explaining the purpose of the email <input type="checkbox"/> Correct CBSA email footer specifying, at a minimum, that the sender is Dallas O'Connor, and their position is Sustainability Expert. 	<input type="checkbox"/>	<input type="checkbox"/>

Commented [JE2R1]: Ammended

Commented [SC1]: As per previous comment. Make this explicit so S and U can't be mistaken. Thanks

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Part B: Meeting

In Part B, you will lead and finalise the meeting you have prepared.

Read the following email and then complete the tasks that follow.



To: Dallas O'Connor (Dallas.oconnor@cbsa.com.au)
From: Gavin Stead (gavin.stead@cbsa.com.au)
Date/time: Wednesday 4:35 p.m.
Subject: Upcoming Meeting

Good afternoon, Dallas,
Thanks for organising the meeting in regard to the Sustainability Initiatives. I look forward to hearing how the meeting went and what the outcomes of the meeting are.

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



Steps

Based on the email, undertake and finalise the meeting following the meeting procedures detailed in the Communication Policy & Procedures. Your assessor and two students will role-play the meeting attendees. You must:

You will participate in a role/play meeting with two or more students who will role-play the meeting attendees, recording your meeting for assessment.

Before the meeting:

Assign roles of Sammie Fischer from IT, Darian Gibbins from Accounts, and Aubrey Smith from Training to your role play partners.

Tell your role play partners they will need to respond professional during the meeting, and be prepared to ask questions and seek clarification about your presentation. You will also need them to challenge the strategies you outline to help you display your negotiating skills.

5. Lead the meeting as per the Meeting Agenda and use the Meeting delivery procedures, including:

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- using the meeting agenda as a guide to delivering the meeting
 - varying communication and adapting to feedback from attendees so that they are encouraged to participate
 - using active listening to seek attendees' input to achieve a balanced exchange of views
 - acknowledge any differences of opinion and examine options to ensure common ground and compromise are sought
 - respond to any question openly and honestly
 - ensure outcomes are agreed upon by the attendees, which might include further research.
6. Document the meeting outcomes using the TM007 Meeting Minutes Template. Save it with the file name 'Meeting Minutes Assessment Task 4 - your name'. The minutes must:
- specify the location, date, and time of the meeting
 - specify the attendees and any absences
 - specify the agenda items of the meeting
 - specify the action items of the meeting, including who is responsible for the action, the deadline, and its current status
 - financial figures are displayed as percentages to prevent breaching the confidentiality of company financial information.
7. Develop an email using the TM001 Email Template to distribute the Meeting Minutes to the meeting attendees as well as Gavin Stead – Managing Director. Save it with the file name 'Email Meeting Minutes Assessment Task 4 - your name'. The email must:
- specify who the email is to
 - specify who the email is from
 - specify the date and time you sent the email
 - specify the subject
 - specify the meeting minutes as the attachment
 - contain a body part of the email detailing why you are sending this email and any actions to be followed up
 - complete the email footer specifying the job position you are role-playing.

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Reasonable adjustment

If you are unable to find a participant to play the role of Sammie Fischer from IT, Darian Gibbins from Accounts, and Aubrey Smith from Training, 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 meeting with 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 g must include at least number 3 participant/s, must not exceed 5 minutes in duration and must address all elements below.

If you are unable to find a participant/s to play the role of the other team member/s, contact your assessor via the Discussion Forum, who will discuss options for pairing up with another student/s to complete this task.

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

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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.

"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.

Assessor Instructions: Part B

Purpose of the Task

This part is designed to ensure that the student can lead a meeting and document the meeting outcomes.

Guidance to Assessors About This Task

The following provides guidance on expected student answers:

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.

4. *The assessor should use the following checklist to ensure that the student has led the meeting successfully:*

Meeting
<i>The student must follow the Meeting Agenda in leading the meeting.</i>
<i>The student must hand out meeting support materials appropriately.</i>
<i>The student must use active listening to seek attendee input to achieve a balanced exchange of views.</i>
<i>The student must acknowledge differences of opinion and encourage the rigorous examination of all options.</i>
<i>The student must seek mutually beneficial solutions by establishing areas of common ground and potential compromise.</i>
<i>The student must keep attendees focused on key issues and moving forward towards a final resolution.</i>

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The student must respond to questions openly, honestly, and in accordance with the organisation's Code of Ethics.

The student and attendees must agree on meeting outcomes to action.

5. Use the following checklist to ensure that the student has documented the meeting correctly:

Meeting Minutes

The student must use the Meeting Minutes Template.

The student must specify the location, date, and time of the meeting.

The student must specify the attendees and any absences.

The student must specify the agenda items of the meeting.

The student must specify the outcomes of the meeting, including the actions to be taken, who is responsible for the actions, their expected completion date, and their current status.

6. Use the following checklist to ensure that the student has distributed the meeting minutes by email successfully:

Email

The student must use the Email Template.

The student must specify who the email is to (Sammie Fischer, Darian Gibbins, Aubrey Smith, cc Gavin Stead – Managing Director for information only).

The student must specify who the email is from (themselves).

The student must specify the date and time they sent the email.

The student must specify a relevant subject (Sustainability Initiatives Meeting Minutes, for example).

The student must specify the Meeting Minutes as the attachment.

The student must specify the body of the email detailing why they are sending this email (at a minimum, to distribute the meeting minutes recently attended).

The student must complete the email footer specifying the job position they are role-playing

Assessment marking criteria: Part B:

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

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

		S	U
1	Participate in and lead the meeting in line with the Meeting Agenda developed in Part A and the organisation's Communication Policy and Procedures? This includes:	<input type="checkbox"/>	<input type="checkbox"/>

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	<ul style="list-style-type: none"> <input type="checkbox"/> Following the meeting agenda template, discuss items in order. For example, introduction, an overview of current sustainability practices at CBSA, focus on front-end sustainability, ideas and discussion, task allocation, etc. <input type="checkbox"/> Using appropriate and effective communication techniques. For example: include speaking clearly and concisely, using professional business-appropriate language, not speaking over others or interrupting, etc. <input type="checkbox"/> Using active listening techniques to elicit opinions and facilitate open discussion of meeting topics. For example: asking open questions, making eye contact, nodding, paraphrasing, positive affirmations, facing the speaker, etc. <input type="checkbox"/> Adapting communication techniques in response to attendees' feedback to encourage them to participate. For example: asking leading questions, asking what they think of each other's suggestions, using supporting documents to further explain a point, etc. <input type="checkbox"/> Responding to questions openly and honestly. <input type="checkbox"/> Ensuring negotiations remain focused on key issues. For example: where discussion moves off-topic, bringing the issue back to the discussion, asking attendees to stay focused, etc. <input type="checkbox"/> Ensuring an agreeable outcome is achieved. For example: confirming the plan of action, summarising decisions that have been made, asking 'does everyone understand?' or similar, etc. 		
2	<p>Document meeting outcomes using the appropriate Meeting Minutes template? This includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specifying the location, date, and time the meeting took place. <input type="checkbox"/> Listing the attendees as Sammie Fischer, Tim Gibbins, Aubrey Smith, and Dallas O'Connor. <input type="checkbox"/> Listing the agenda items of the meeting as per the Meeting Agenda developed in Part A. <input type="checkbox"/> Outlining the action items based on the negotiations and outcomes achieved – including who is responsible for the action, the deadline by which completion is required, and its current status. For example, an overview of overhead costs of paper and printer ink is ordered to be provided by Tim G by 15/01/2021, etc. 	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>Compose an email for the purpose of distributing the completed Meeting Minutes to attendees? This includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using the Email Template provided on the CBSA website <input type="checkbox"/> specifying that the email is addressed to Sammie Fischer, Tim Gibbins, Aubrey Smith <input type="checkbox"/> specifying that the email is from Dallas O'Connor <input type="checkbox"/> including an appropriate subject, such as 'CBSA Sustainability Initiatives Meeting Minutes' or similar <input type="checkbox"/> identifying the Meeting Minutes as an attachment <input type="checkbox"/> clear and concise email body explaining the purpose of the email <input type="checkbox"/> Correct CBSA email footer specifying, at a minimum, that the sender is Dallas O'Connor and their position is Sustainability Expert. 	<input type="checkbox"/>	<input type="checkbox"/>

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Assessment Checklist

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

Task A	
1. Meeting Agenda.	<input type="checkbox"/>
2. Meeting supporting materials.	<input type="checkbox"/>
3. Email.	<input type="checkbox"/>
Task B	
1. Meeting Minutes.	<input type="checkbox"/>
2. Email.	<input type="checkbox"/>
3. Recording.	<input type="checkbox"/>

Congratulations you have reached the end of Assessment 4

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