



BSBCMM511

ASSESSOR GUIDE

Communicate with influence

Assessment 5 of 5

Project/ Case study

Assessment Instructions

Task overview

This assessment task is divided into two parts

- In Part A, you will prepare for the presentation.
- In Part B, you will deliver the presentation.

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 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.



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.](#)

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

This task refers to the meeting you lead in the previous assessment task. Read to the following email and then complete the tasks that follow.

Part A: Prepare for a presentation

In Part A, you will prepare for a presentation.



To: Dallas O'Connor [Dallas.oconnor@cbsa.com.au]
From: Gavin Stead [gavin.stead@cbsa.com.au]
Date/time: Monday 9:20 a.m.
Subject: Sustainability Initiatives

Good morning Dallas,

You did a great job identifying two key initiatives we can easily implement at CBSA. What I would like you to do next is prepare and deliver a presentation to everyone. The presentation should take no longer than 20 minutes and needs to include:

- Some of the drivers for the initiatives, for example, the savings for the company, reduced impact on the environment, easier way of working, etc.
- Practical steps to follow so everyone can get started straight away. This might be a handout or poster to use as a reminder, so everyone knows what to do.
- A combination of verbal and media can keep the audience interested.

Remember, we need to sell this and get everyone on the same page. If CBSA can't walk the talk, how can we advise our clients? Sometimes staff can be very resistant to change, so you need to be ready and have an answer for any negative reactions.

I would like you to provide a copy of the presentation, so I may review it prior to giving authority to organise a time to deliver the presentation.

Kind Regards,
Gavin Stead

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



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

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

Steps

Based on the email, complete the following tasks.

1. Using PowerPoint or other equivalent presentation software or tool of your choice, develop a presentation based on the selected forum and your stakeholders. The presentation must:
 - cover at least two key initiatives that will be implemented
 - include your recommendations on how they are to be implemented
 - use language that is appropriate for the audience
 - use a mix of verbal and media
 - meet the needs of the audience by creating an engaging presentation that:
 - there is a logical flow to the presentation: introduction, topic information and conclusion or call to action
 - keep the text on the slides to a minimum
 - use a clear and easy-to-read font
 - use relevant images
 - images, diagrams, graphs, and smart art is clear and easy to read from the back of the room
 - pitched at the right level, not too technical and not so simple it comes across as patronising
 - adheres to the organisational style guide.
2. Develop the supporting materials requested by Gavin, which might be a handout or poster to use as a reminder, so everyone knows what to do.
3. Email a copy of your presentation, file name 'Presentation Assessment Task 2 - your name' and supporting materials to Gavin Stead [your assessor] for approval.
4. Write delivery notes to support your presentation, so you have a structured and professional delivery. Notes need to include: an introduction, address key points to be discussed so that information on the slides is minimal, and include possible questions and answers, where attendees can go for further information and have a conclusion or call to action.
5. Create a short feedback form that you can use after the presentation to gather information to enable you to evaluate the presentation and your delivery skills, as well as any areas for improvement. The feedback form can be created as either a hard copy or electronic document or alternatively as an online questionnaire using sites such as SurveyMonkey
Key areas you might address are:
 - about the presenter, for example:
 - the presenter was approachable
 - the presenter was well organised
 - the presenter seemed knowledgeable about the subject matter
 - the presenter covered information in a clear and understandable way.
 - about the presentation, for example:
 - the topic matched my expectations

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

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

- the amount of content was appropriate for the time available
- the materials and visual aids were easy to read and helpful.

Submission instructions

Submit your assessment for part A via the LMS.

Assessor Instructions Part A:

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

Review all evidence and mark using the assessment checklist and assessment marking criteria listed below.

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 presentation on potential marketing strategies for CBSA using PowerPoint or other similar presentation development software? This includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cover a minimum of two sustainability initiatives to be implemented, as agreed upon in Assessment Task 4: Part B, and justifications for how these will benefit the organisation. For example, savings for the company, reduced impact on the environment, easier way of working, etc. <input type="checkbox"/> Including their own recommendations on how these initiatives should be implemented. <input type="checkbox"/> Using a combination of verbal presentation and media, such as graphs, charts, infographics, videos, etc. <input type="checkbox"/> Ensuring the presentation meets the needs of the audience, including: <ul style="list-style-type: none"> ▪ Keeping a logical flow to the presentation to ensure it makes sense. For example, introduction, topic information, conclusion, and questions. ▪ Keeping text on the slides relevant, concise, and professional. ▪ Using a clear, appropriately sized, and easy-to-read font. ▪ Any visual media is clear and easy to read. ▪ Avoiding the use of unnecessary jargon and inappropriate and complicated language. <p>Ensuring the presentation adheres to the organisational Style Guide. For example, colours used match the specified colour palette; headers and text are of appropriate font, size, and colour; where applicable, lists are correctly formatted and numbered or bulleted appropriately; where applicable, tables are correctly formatted; appropriate logo image(s) provided were used.</p>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Develop supporting materials? This includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creating a document detailing the practical steps to be taken in the implementation of the initiatives. For example step by step instructions, departmental changes, implementation phases, etc. <p>Developing any other necessary supporting materials, such as handouts, posters, graphs, infographics, etc.</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	Email the presentation they developed to the assessor for initial approval?	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>Compose delivery notes to support the presentation? This includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An introduction addressing key points to be discussed. 	<input type="checkbox"/>	<input type="checkbox"/>

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

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

	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The main points supporting their arguments for potential marketing strategies, including their own recommendations.</i> <input type="checkbox"/> <i>Possible questions from the audience and answers to these. For example: preparing for the audience to ask about the ramifications to their workflow and having an answer ready with a cost versus benefit analysis.</i> <input type="checkbox"/> <i>Sources of information that attendees may access for further information. For example, websites, governing bodies, intranet, etc.</i> <p>The conclusion summarises the content of the presentation and provides final arguments to support their recommendation(s).</p>		
5	<p>Develop a short feedback form to distribute following the presentation to elicit audience feedback? This includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Questions relating to the effectiveness of their communication and personal presentation. For example, were they approachable, were they well organised, did they appear to be knowledgeable about the subject matter, did they cover the information in a clear and understandable way, were they professional in manner and appearance, etc.</i> <input type="checkbox"/> <i>Questions relating to the effectiveness of the presentation. For example, did the topic match the expectations of participants, was the content clear and concise, was it easy to understand, were the visual aids and media easy to read, were the visual aids and media helpful to provide context and information to the presentation, etc.</i> 	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Part B: Deliver the presentation

In Part B, you will deliver the presentation.



To: Dallas O'Connor [Dallas.oconnor@cbsa.com.au]
From: Gavin Stead [gavin.stead@cbsa.com.au]
Date/time: Tuesday 3:30 p.m.
Subject: Deliver Presentation

Good morning Dallas,

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 deliver the presentation to each department; you might be able to get some departments available at the same time, so that will reduce the number of times you have to deliver. I will attend the first one myself (role played by a minimum of three students and your assessor). Can you schedule this for Thursday at some point?

After the presentation, it is imperative that you allow time for questions to seek their feedback on your presentation and gather their thoughts. There will also be a follow-up in a few weeks' time to see how the initiative is going.

Kind Regards,

Gavin Stead

Managing Director

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



Steps

Before the meeting:

Assign roles of CBSA Staff members to your role play partners.

Tell your role play partners they will need to respond professionally 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.

Based on the email approval to proceed, you are to:

6. 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

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

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

- 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.
7. 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.
 8. Using the feedback from the presentation and self-reflection, evaluate your effectiveness and how you have improved from the last presentation you delivered in Assessment Task 2: Part B. 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 have I improved on since the last presentation?
<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>

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

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

Reasonable adjustment

If you are unable to find a participant to play the role of 3 department heads, 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.

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

Your role play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

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

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

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 gives a presentation using a variety of communication styles and negotiates and agrees on an outcome.

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.

Review all evidence and mark using the assessment checklist and assessment marking criteria listed below.

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
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"/> <i>Demonstrating the use of a range of communication styles. For example, non-verbal, media, questioning, aggressive, passive, etc.</i> <input type="checkbox"/> <i>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.</i> <input type="checkbox"/> <i>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.</i> <input type="checkbox"/> <i>Keeping negotiations focused on key issues.</i> <input type="checkbox"/> <i>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.</i> <input type="checkbox"/> <i>Responding to questions openly, honestly, and in accordance with the organisation's Code of Ethics.</i> 	<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"/>
3	Review the feedback received, including evaluating the effectiveness of the presentation and identifying potential areas for improvement? This includes: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Detailing a minimum of two strengths, they determined from the feedback received. For example, the</i> 	<input type="checkbox"/>	<input type="checkbox"/>

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

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

	<p><i>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></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Detailing a minimum of one way in which they improved since the presentation delivered in Assessment Task 2: Part B. For example, I improved on my articulation and was more easily understood this time; I was better at active listening and giving eye contact when someone else was speaking, etc.</i> <input type="checkbox"/> <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> 		
--	---	--	--

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

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

Assessment Checklist

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

Part A:	
1 Presentation	<input type="checkbox"/>
2 Supporting materials	<input type="checkbox"/>
3 Email	<input type="checkbox"/>
4 Feedback form document	<input type="checkbox"/>
Part B:	
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 5

© 2020 Precision Group (Australia)

No part of this resource may be reproduced in any form or by any means, electronic or mechanical, including photocopying or recording, or by an information retrieval system without written permission from Precision Group (Australia). Legal action may be taken against any person who infringes their copyright through unauthorised copying.

These terms are subject to the conditions prescribed under the Australian Copyright Act 1968.

© UP Education Australia Pty Ltd 2024

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.

House of Learning (Provider Number 21583) ABN 21 144 869 634 trading as Colab.

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

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