BSBCMM411

# Make presentations

## Assessment 3 of 4

Presentation

## Assessment Instructions

### Assessment overview

This assessment consists of two (2) tasks.

- **Task 1: Deliver your presentations**

  In this task, you must develop slides to convey your ideas during your presentations and deliver two (2) presentations to two (2) participants playing the role of your target audience that is stipulated in the scenario of this assessment.

- **Task 2: Self-evaluate and seek feedback for presentations**

  In this task, you will need to respond to Lionel's email and attach the completed self-evaluation reports (one per presentation) and the two (2) feedback templates per presentation. You must also seek feedback from Lionel and ask for areas of improvement for your presentations.

### Additional resources and supporting documents

To complete this assessment, you will need:

- *Software package that supports presentation slides and virtual presentations with participants.*
- *BSBCMM411_03_Self-evaluation_Presentation_1* template
- *BSBCMM411_03_Self-evaluation_Presentation_2* template
- *BSBCMM411_03_Presentation 1_ Feedback1* template
- *BSBCMM411_03_Presentation 1_ Feedback2* template
- *BSBCMM411_03_Presentation 2_ Feedback1* template
- *BSBCMM411_03_Presentation 2_ Feedback2* template
- *BSBCMM411_02_Presentation_Plan_1* and *BSBCMM411_02_Presentation_Plan_2* from **Task 1** in the previously completed assessment *(BSBCMM411_02_Project)*

## 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.

## Task 1– Deliver your presentations

To begin this task, read the following scenario and email. Complete the instructions that follow.

> **Scenario**
>
> Lena has recently completed planning sessions for two (2) presentations requested by Lionel to help onboard the new staff members and align them with Fusion Graphix's new company values.
>
> Lionel has emailed Lena, providing her with instructions relating to the presentations.

**Fusion GraphiX**

| To: | Lena.Brown@Fusion Graphix.com.au |
|---|---|
| From: | Lionel.Boyle@Fusion Graphix.com.au |
| Date/time: | Monday 7th June |
| Subject: | Onboarding staff members |
| Attachments: | |

Dear Lena,

I hope you have been well. Thank you for sending your presentation plans for onboarding new staff, Josh, and Georgia. I have reviewed each presentation plan, and I am happy for you to proceed with delivery on the scheduled dates.

Firstly, you will need to present your ideas during each of your presentations using presentation slides of your choice. Each presentation slide that is created must convey the ideas and information to the participants in an engaging way, with both written and visual formats. Use these slides to support the verbal communications you deliver during your presentation.

After completing these slides, deliver the two (2) presentations you have planned to give the participants an understanding of Fusion Graphix's new company values. Remember that the intentions for these presentations during their onboarding are to:
- help ignite drive and motivate them to work effectively as a part of the Fusion Graphix team
- to align their work with our company's new values.

Deliver each of your presentations with your creative flair, ensuring it meets the intended outcomes using the prepared work of your previously completed *BSBCMM411_02_Presentation_Plan_1* and *BSBCMM411_02_Presentation_Plan_2*.

We must make Josh and Georgia feel welcomed at Fusion Graphix as this is the first time they are meeting.

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The presentations you will be delivering will go over two (2) morning sessions to cover parts of the onboarding process.  See the following details you will need to deliver for each presentation.

**Presentation 1:**
Date and time: Monday 7th of July at 9am.
Deliver this presentation to assist them in becoming familiar with the new company values to help excite them for their new roles at Fusion Graphix.
Time duration: 15-20 minutes

**Presentation 2:**
Date and time: Tuesday 8th of July at 9am.
Deliver this presentation to explain the importance of aligning the values (defined in presentation 1) to all work tasks, including marketing campaigns and its deliverables that are conducted at Fusion Graphix.
Time duration: 10-15 minutes

Please ensure you seek feedback from Josh and Georgia on each of your presentations at the end of your delivery using the following templates:
(one (1) template per participant for each presentation attended).

You will be using this feedback later to improve on the presentation.

- *BSBCMM411_03_Presentation 1_ Feedback1* template (attached)
- *BSBCMM411_03_Presentation 1_ Feedback2* template (attached)
- *BSBCMM411_03_Presentation 2_ Feedback1* template (attached)
- *BSBCMM411_03_Presentation 2_ Feedback2* template (attached)

I will be in touch after you have delivered each presentation to our new team of marketing specialists.

Regards,
Lionel Boyle

| | |
|---|---|
| F**us**ion GraphiX | 1 King Street, Sydney, NSW 2000 |
| | Phone: 02 987 654 |

## Part A- Develop slides

For this part, you will prepare slides to support your completed *BSBCMM411_02_Presentation_Plan* from assessment *BSBCMM411_02_Project.* These slides are to be used during **Part B** when delivering each of your presentations.

Your slides must:

1.1     include visual and written formats
1.2     support the content that is being delivered to your participants
1.3     help to deliver the content to the participants in an engaging way.

For this task, please submit two (2) slide presentations from your chosen business software package. This may include:

- Microsoft PowerPoint
- Google slides
- Canva

Save the two (2) slide presentations under the following naming conventions before submitting them.

- *yy_mm_dd_yourname_BSBCMM411_03_Slides_Presentation1_v1*
- *yy_mm_dd_yourname_BSBCMM411_03_Slides_Presentation2_v1*

## Part B- Deliver presentations

For this part, you will assume the role of Lena Brown and follow the instructions given to you by Lionel Boyle. This will involve two (2) role plays of two (2) presentations that will include two (2) participants for each presentation.

Using your previously completed *BSBCMM411_02_Presentation_Plan* from assessment *BSBCMM411_02_Project,* deliver two (2) planned presentations accordingly.

The role plays consist of [1x] **Presentation 1** and [1x] **Presentation 2**, as requested in the email by Lionel Boyle.

During each presentation you must:

| | |
|---|---|
| 1.4 | Use the slides previously prepared in **Part A** of this task for the appropriate presentation |
| 1.5 | Summarise and present Fusion Graphix's new company values and explain the importance of aligning with them during work tasks to the participants using verbal and non-verbal techniques. |
| 1.6 | Use the main features and functions of digital tools to present your ideas. |
| 1.7 | Use aids and materials to support the presentations. |
| 1.8 | Use effective communication techniques to encourage interaction and present information. |
| 1.9 | Provide an opportunity for participants to seek clarification on the information presented |
| 1.10 | Interpret participants' reactions and change the delivery of words and non-verbal features accordingly. |
| 1.11 | Confirm the participant's understanding the learning objectives and that they have been achieved. |
| 1.12 | Distribute feedback templates following the instructions in Lionel's email. These include: |

- *BSBCMM411_03_Presentation 1_ Feedback1* template (attached)
- *BSBCMM411_03_Presentation 1_ Feedback2* template (attached)
- *BSBCMM411_03_Presentation 2_ Feedback1* template (attached)
- *BSBCMM411_03_Presentation 2_ Feedback2* template (attached)

**Please note:** Ensure the participant completes the feedback and returns this to you as you will be needing this feedback in **Task 2**.

See the following role play instructions.

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**Role Play Instructions**
Each role-play must include two (2) participants, must not exceed 15-20 minutes **in duration,** and must address all elements of the *Observation Checklist* [for Presentation 1/Presentation 2] in *Appendix A* of this assessment. The context of each role play must also be distributed to each participant of the role play. This can be found in *Appendix B* of this assessment.

In this task, you will participate in two (2) role-played presentations with two (2) participants. These may be resourced using one (1) of the following options:

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1. Peers to whom you are already working within the industry your qualification relates to.
2. Fellow students who will play the roles of Josh and Georgia. Please contact your fellow students via the Discussion Forum and coordinate your two (2) role plays with them directly.

If you are unable to find participants to play the roles of Josh and Georgia for both of the presentations, contact your Assessor via the Discussion Forum who will discuss options for organising other students to complete this task.

**Option 1: Peer participants**

Should you complete these presentations with your peers, you must fully brief each participant, providing them with the context of the presentations outlined in the scenario, the role outlines they will play, and a copy of the observation checklist so that they can prepare for the recording.

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

**Option 2: Fellow student participants**

The fellow students participating in the recording must be provided with context to their role and responsibilities in the presentations and have reviewed the assessment task 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.

**Please note**

The two (2) recordings are your submissions for this task (Task 1) of this assessment.

Save these two (2) recordings under the following naming conventions before submitting them.

- *yy_mm_dd_yourname_ BSBCMM411_03_Presentation1*
- *yy_mm_dd_yourname_ BSBCMM411_03_Presentation2*

## Appendix A: Observation Checklist (presentations for **Task 1**)

**Assessor Instructions**
The student must cover all the criteria in the Observation Checklist-Presentation 1 and Observation Checklist-Presentation 2.

| Observation Checklist: **Presentation 1** | | |
|---|---|---|
| The student being assessed must... | | Assessor Comment |
| 1.4    Use the slides previously prepared in **Part A** of this task for the appropriate presentation. *For example, Use a digital tool that has the functionality to present slides that can support visual and written formats.* | ☐ | |

| | | | |
|---|---|---|---|
| 1.5 | Summarise and present Fusion Graphix's new company values and the importance of aligning with them during work tasks to the participants using verbal and non-verbal techniques. *For example, presents key information using words and non-verbal features appropriate to the audience and context.* | ☐ | |
| 1.6 | Use the main features and functions of digital tools to present your ideas. *For example, the student uses software such as Teams to share screens, communicate and view participants. The student uses Microsoft PowerPoint to present slides. The student uses a laptop to deliver presentations. etc.* | ☐ | |
| 1.7 | Use aids and materials to support the presentations *For example: uses visual, audio, technology and software.* *Examples of visual aids and materials include:*<br>▪ *projectors*<br>▪ *physical objects*<br>▪ *photographs*<br>▪ *diagrams*<br>▪ *charts*<br>▪ *videos*<br>▪ *hand outs*<br>▪ *flipboards*<br>*Examples of audio aids and materials include:*<br>▪ *music*<br>▪ *microphones*<br>▪ *conversations*<br>▪ *recordings*<br>*Examples of technology and software aids and materials include:*<br>▪ *computers*<br>▪ *Microsoft PowerPoint*<br>▪ *overhead projectors*<br>▪ *lights*<br>▪ *microphones*<br>▪ *recorders* | ☐ | |
| 1.8 | Use effective communication techniques to encourage interaction and to present information. *For example, uses principles of effective communication including: persuasive communication techniques and verbal and non-verbal communications.* *Examples of effective communication include:*<br>▪ *use suitable and clear language*<br>▪ *no jargon*<br>▪ *communicate in a concise manner*<br>▪ *use informative aids and content*<br>▪ *use industry appropriate language and terminology throughout*<br>▪ *use body language to communicate messages such as smiling, nodding, eye contact.*<br>▪ *use listening and questioning techniques*<br>▪ *use persuasive methods, models and strategies.* | ☐ | |
| 1.9 | Provide opportunity for participants to seek clarification on the information presented. *For example, the student must allow time for questions to be answered during the presentation.* | ☐ | |

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| 1.10 | Interpret participants' reactions and change the delivery of words and non-verbal features accordingly. *For example, the student must use evaluation techniques such as:* <br>• *inviting questions* <br>• *encourage discussions* <br>• *ask questions* <br>• *observe engagement.* | ☐ | |
|---|---|---|---|
| 1.11 | Confirm the participants' understanding of the learning objectives and that they have been achieved. *For example, the student uses questioning techniques to seek clarification of their understanding of the content presented.* | ☐ | |
| 1.12 | Distribute feedback templates following the instructions in Lionel's email. These include: <br><br>• *BSBCMM411_03_Presentation 1_ Feedback1* template <br>• *BSBCMM411_03_Presentation 1_ Feedback2* template <br>• *BSBCMM411_03_Presentation 2_ Feedback1* template <br>• *BSBCMM411_03_Presentation 2_ Feedback2* template <br><br>**Please note:** Ensure the participant completes the feedback and returns this to you as you will be needing this feedback in **Task 2.** <br><br>*The student must provide participants completed feedback forms. [one [1] feedback per student for each presentation attended].  This is a total of four [4] for the two [2] presentations.* | ☐ | |

<table>
<tr><td colspan="3" style="background:black; color:white; text-align:center">Observation Checklist:<br><b>Presentation 2</b></td></tr>
<tr><td style="text-align:center">The student being assessed must…</td><td>☐</td><td style="text-align:center">Assessor Comment</td></tr>
</table>

| 1.4 | Use the slides previously prepared in **Part A** of this task for the appropriate presentation. *For example,* *Use a digital tool that has the functionality to present slides that can support visual and written formats.* | ☐ | |
|---|---|---|---|
| 1.5 | Summarise and present Fusion Graphix's new company values and the importance of aligning with them during work tasks to the participants using verbal and non-verbal techniques. *For example, presents key information using words and non-verbal features appropriate to the audience and context.* | ☐ | |
| 1.6 | Use the main features and functions of digital tools to present your ideas. *For example, the student uses software such as Teams to share screens, communicate and view participants. The student uses Microsoft PowerPoint to present slides. The student uses a laptop to deliver presentations. etc.* | ☐ | |
| 1.7 | Use aids and materials to support the presentations *For example: uses visual, audio, technology and software. Examples of visual aids and materials include:* <br>• *projectors* <br>• *physical objects* | ☐ | |

| | | |
|---|---|---|
| ■ *photographs*<br>■ *diagrams*<br>■ *charts*<br>■ *videos*<br>■ *hand outs*<br>■ *flipboards*<br>*Examples of audio aids and materials include:*<br>■ *music*<br>■ *microphones*<br>■ *conversations*<br>■ *recordings*<br>*Examples of technology and software aids and materials include:*<br>■ *computers*<br>■ *Microsoft PowerPoint*<br>■ *overhead projectors*<br>■ *lights*<br>■ *microphones*<br>■ *recorders* | | |
| 1.8     Use effective communication techniques to encourage interaction and to present information.<br>*For example, uses principles of effective communication including: persuasive communication techniques and verbal and non-verbal communications.*<br>*Examples of effective communication include:*<br>■ *use suitable and clear language*<br>■ *no jargon*<br>■ *communicate in a concise manner*<br>■ *use informative aids and content*<br>■ *use industry appropriate language and terminology throughout*<br>■ *use body language to communicate messages such as smiling, nodding, eye contact.*<br>■ *use listening and questioning techniques*<br>■ *use persuasive methods, models and strategies.* | ☐ | |
| 1.9     Provide opportunity for participants to seek clarification on the information presented.<br>*For example, the student must allow time for questions to be answered during the presentation.* | ☐ | |
| 1.10    Interpret participants' reactions and change the delivery of words and non-verbal features accordingly.<br>*For example, the student must use evaluation techniques such as:*<br>■ *inviting questions*<br>■ *encourage discussions*<br>■ *ask questions*<br>■ *observe engagement.* | ☐ | |
| 1.11    Confirm the participants' understanding of the learning objectives and that they have been achieved.<br><br>*For example, the student uses questioning techniques to seek clarification of their understanding of the content presented.* | ☐ | |
| 1.12    Distribute feedback templates following the instructions in Lionel's email. These include: | ☐ | |

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- *BSBCMM411_03_Presentation 1_ Feedback1* template
- *BSBCMM411_03_Presentation 1_ Feedback2* template
- *BSBCMM411_03_Presentation 2_ Feedback1* template
- *BSBCMM411_03_Presentation 2_ Feedback2* template

**Please note:** Ensure the participant completes the feedback and returns this to you as you will be needing this feedback in **Task 2.**

*The student must provide participants with completed feedback forms. (One (1) feedback per student for each presentation attended).  This is a total of four (4) for the two (2) presentations.*

## Appendix B: Role play context for the participants (presentation for **Task 1**)

To prepare for each presentation, give the following Role Play Context to the meeting participants. This will allow them to prepare and contribute to the meeting.

**Role Play Context**

Lena Brown is a marketing specialist at Fusion Graphix, a Graphic design company. She has been working with the company for the past two (2) years and reports to Lionel Boyle, the managing director. Lena has been instructed by Lionel to deliver two (2) presentations to new recruits, Josh and Georgia.

In **Presentation 1,** Lena will be:

- offering motivation within their roles at Fusion Graphix to help them in working efficiently.

 In **Presentation 2,** Lena will be:

- aligning Fusion Graphix's new company values to how we work.

In each of the presentations, the student being assessed will be assuming the role of Lena Brown.

You and one (1) other participant will be playing the roles of the new recruits, Josh and Georgia. Your allocated role will be communicated to you by the student being assessed to prepare for the role play presentation.

As a participant in this presentation, you will need to ensure the student addresses all elements of this demonstration task listed in the *Observation Checklist* (for Presentation 1/Presentation 2) in *Appendix A*.

This may include your active participation in discussions and questions related to the presentations that are being delivered.

Questions and discussions that you can participate in may include:

- seeking clarification on the information presented
- confirming your understanding
- having an input (if appropriate).

To prepare for this presentation, you are required to review the students' Task 1 instructions of this assessment (*BSBCMM411_03_Presentation*) prior to the commencement of each of the presentations being role-played.

**Please note**

The student that is being assessed will be recording the following and submitting each recording for Task 1 of this assessment:
<u>Presentation 1:</u>

one (1) 15-20 minute presentation

<u>Presentation 2:</u>

one (1) 10-15 minute presentation.

## Assessor instructions:

## Purpose of the Task

The student must demonstrate their ability to:

- Convey ideas and information to the target audience in an engaging way using slide presentations that includes both visual and written formats.
- Deliver two (2) presentations to the target audience, Josh and Georgia.
- Summarise key concepts and learning outcomes stipulated in the scenario to the two (2) participants, Josh and Georgia.
- Provide opportunities for the participants to seek clarification on the information being presented.
- Confirm that the two (2) participants understand the company values, and that identified presentation objectives have been achieved.
- Seek feedback and any reactions to the presentations from participants

## Guidance to Assessors about this task

- Slides must be in accordance with the previously submitted *BSBCMM411_02_Presentation_Plan_1* and *BSBCMM411_02_Presentation_Plan_1* from the *BSBCMM411_02_Project*.

- Slides must be delivered using a software package of their choice suitable for online delivery.

- Presentation slides must be submitted in **Part A** and must be used in the delivery of presentations in **Part B.**

- Each role play must be delivered using an appropriate method for online delivery within a simulated workplace environment.

- The role plays consist of *(1x) Presentation 1* and *(1x) Presentation 2,* as requested in the email by Lionel Boyle.

## Part A- Develop slides

## Assessor instructions:

The student must develop slides *in accordance with their BSBCMM411_02_Presentation_Plan_1* and *BSBCMM411_02_Presentation_Plan_1 from the* BSBCMM411_02_Project.

The presentation slides submitted must address the following:

1.1    include visual and written formats
*For example, images, graphs, textual information, headings, bullet points, punchy statements.*

1.2    support the content that is being delivered to your participants
*For example, have slides that aid in conveying Fusion Graphix's new company values.*

1.3    help to deliver the content to the participants in an engaging way.
*For example, the layout of text and images, keep it simple, colour pallets chosen, visual aesthetics.*

## Part B- Deliver presentations

## Assessor instructions:
The student must cover all the criteria listed in the **Appendix A,** Observation Checklist-Presentation 1 and Observation Checklist-Presentation 2.

## Task 2– Self-evaluate and seek feedback for presentations

To begin this task, read the following email. Complete the instructions that follow.



| To: | Lena.Brown@Fusion Graphix.com.au |
|---|---|
| From: | Lionel.Boyle@Fusion Graphix.com.au |
| Date/time: | Wednesday 9th July |
| Subject: | Onboarding staff members |
| Attachments: | |

Dear Lena,

Thank you for supporting our two (2) new recruits and delivering the two (2) presentations as requested.
Review the effectiveness of your two (2) presentations that you have delivered by conducting a self-evaluation and gathering feedback from the audience that you have previously distributed at the end of each presentation.
Please see the following documents:

- *BSBCMM411_03_Self-evaluation* (attached)
  Use this document to self-evaluate the effectiveness of your own presentation. (Complete one (1) self evaluation per presentation delivered).
- *BSBCMM411_03_Presentation 1_ Feedback1* template (attached)
- *BSBCMM411_03_Presentation 1_ Feedback2* template (attached)
- *BSBCMM411_03_Presentation 2_ Feedback1* template (attached)
- *BSBCMM411_03_Presentation 2_ Feedback2* template (attached)
  Use these documents to retrieve feedback from the two (2) participants.

Please reply and attach the completed forms by COB Wednesday the 14th of July.

Thank you.
Lionel Boyle

| | 1 King Street, Sydney, NSW 2000 |
| | Phone: 02 987 654 |

## Part A- Self-evaluation

Review the email provided by Lionel Boyle and complete the *BSBCMM411_03_Self-evaluation* template *(one per presentation delivered)* addressing the sections outlined below. Communicate each section below using a suitable grammatical structure and clear, logical language within the self-evaluation document provided in the email from Lionel.

Your template must include responses to the following questions with reasons for each response (if appropriate):

2.1 Were you well prepared with your resources?
2.2 Did you run to schedule?
2.3 Did you invite questions?
2.4 Did you ask questions to seek clarification?
2.5 Did you encourage input and discussion?
2.6 Did you observe the engagement of the audience?
2.7 Did you modify presentations to suit the responses from the audience?
2.8 Did you use persuasive communication techniques?
2.9 Did you use verbal communication techniques?
2.10 Did you use non-verbal communication techniques?
2.11 Did you cover all topics that you planned for?
2.12 Did you miss any key concepts or ideas?
2.13 Did the audience seem engaged?
2.14 Did the audience actively participate in discussions and questions?
2.15 Did the audience understand?
2.16 Do you feel you met the learning objectives of the presentation?
2.17 Did the presentation strategies, format and delivery methods work well?
2.18 Did you provide an opportunity for the audience to seek clarification?
2.19 Send and collect feedback from each participant?

**Please note**

For this task, you will be completing an email response to Lionel in **Part C**. This email will incorporate your completed attached documents required from each part.

Save the templates under the following naming conventions before submitting them.
<u>Part A</u>

- *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_1*
- *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_2*

<u>Part B</u>

- *yy_mm_dd_yourname_BSBCMM411_03_Presentation 1_ Feedback1*
- *yy_mm_dd_yourname_BSBCMM411_03_Presentation 1_ Feedback2*
- *yy_mm_dd_yourname_BSBCMM411_03_Presentation 2_ Feedback1*
- *yy_mm_dd_yourname_BSBCMM411_03_Presentation 2_ Feedback2*

This will be the complete submission for this task.

## Part B– Seek feedback from participants

Review the email provided by Lionel Boyle and gather the feedback from your two (2) participants that were previously sought in **Task 1: Part B**, using the feedback templates below:
[Gather One (1) feedback per participant for each presentation they attended.]

- *BSBCMM411_03_Presentation 1_ Feedback1* template
- *BSBCMM411_03_Presentation 1_ Feedback2* template
- *BSBCMM411_03_Presentation 2_ Feedback1* template
- *BSBCMM411_03_Presentation 2_ Feedback2* template


For this part, you must:

2.20    Gather the feedback and submit the attached forms with an email response to Lionel (in **Part C** of this task).

## Part C– Seek feedback from Lionel

Review the email provided by Lionel Boyle and respond to her email with the complete tasks for evaluating the effectiveness of the two (2) presentations. (**Part A** and **Part B** of this task**)**

2.21    Using the following email template, write a short email response to Lionel (80-90 words).
Include the following in your email:
   a)  Attach the completed templates **Task 2: Part A:**
      - *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_1*
      - *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_2*

   b)  Attach the completed feedback templates from **Task 2: Part B**. (One (1) per participant for each presentation attended). These include:
      - *BSBCMM411_03_Presentation 1_ Feedback1* template
      - *BSBCMM411_03_Presentation 1_ Feedback2* template
      - *BSBCMM411_03_Presentation 2_ Feedback1* template
      - *BSBCMM411_03_Presentation 2_ Feedback2* template

   c)  Advise Lionel that you also wish to seek feedback from her based on the documents that have been completed and attached
   d)  Ask Lionel for any additional suggested changes or improvements.
      Be sure to use correct spelling, language, and terminology.

For task submission, complete the following email template with your written-up email and submit:

- This assessment document. *(BSBCMM411_03_Presentation)*
- Attach the completed Self-evaluation template (one (1) per presentation)
      - *BSBCMM411_03_Self-evaluation_Presentation_1*
      - *BSBCMM411_03_Self-evaluation_Presentation_2*
- Attach the completed feedback templates from **Task 2: Part B**. (One (1) per participant for each presentation attended). These include:

      - *BSBCMM411_03_Presentation 1_ Feedback1* template
      - *BSBCMM411_03_Presentation 1_ Feedback2* template

## Fusion GraphiX

Email Template

| To: | <<Add name(s) and position title of main email recipients here>> |
|---|---|
| From: | <<Add your name and position title here>> |
| CC: | <<Add names and position titles of carbon copy email recipients here>> |
| Date/time: | <<Add the time and date of the email here>> |
| Subject: | <<Add the subject of the email here>> |
| Attachments: | <<Add the name of any attachments here>> |

Dear <<Add email recipient(s) name here>>,

<<Add message here>>

Regards,
<<Add your name here>>
<<Add your job position here>>

| | 1 King Street, Sydney, NSW 2000 |
|---|---|
| Fusion GraphiX | Phone: 02 987 654 |

## Assessor instructions

## Purpose of the Task

- Evaluate feedback from the two (2) participants and any reactions to the two (2) presentations.
- Discuss the feedback from the two (2) participants and self-evaluation with Lionel
- Seek feedback from Lionel based on the feedback received.

| Presentation |
|---|
| *(Insert the title and number of the presentation you delivered)*<br>*For example,*<br>*Title: Make Presentations*<br>*Number: Presentation 1* |
| |
| Planning and organisation |

| 2.1 Were you well prepared with your resources?<br>*The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain how they did/did not prepare their resources for their presentations.*<br>*Sample answers below.* | Yes ☐ No ☐ |
|---|---|

| Reason for your response (10-55 word count) |
|---|
| *Sample answer for 'Yes'*<br>*I felt I could have been more organised with my resources and did not have all of them on hand when I started.  I could have followed the plan more closely and ensured I was able to utilise the resources more effectively.*<br><br>*Sample answer for 'No'*<br>*I felt I could have been more organised with my resources and did not have all of them on hand when I started.  I could have followed the plan more closely and ensured I was able to utilise the resources more effectively.* |

| 2.2 Did you run to schedule?<br>*The student must tick either yes or no in their response and provide a reason for their answer.*<br>*Reasons will vary, however, the student must explain if they did/did not run to schedule.* | Yes ☐ No ☐ |
|---|---|

| _Sample answers below._ | |
|---|---|

| Reason for your response (10-55 word count) |
|---|

_**Sample answer for 'Yes'**_
_I followed the planning document created and this enabled me to run to schedule, even with the inclusion of discussions. I kept my eye on the time as I went through each topic sequence, ensuring I maintained the communications within that schedule and to the main point._

_**Sample answer for 'No'**_
_I could have followed the plan more closely and stuck to the time schedule, some of my topics that I discussed took longer and it had an effect on the rest of the presentation._

| What evaluation techniques did you use during your presentation. Did you: |
|---|

| 2.3 invite questions? | Yes ☐ No ☐ |
|---|---|
| _The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain if they did/did not invite the audience to ask questions during the presentations._ _Sample answers below._ | |

| Reason for your response (10-55 word count) |
|---|

_**Sample answer for 'Yes'**_
_During the check in with the audience, I invited the participants to ask questions and engaged in discussions based on their questions. I allowed time for this in my planning._

_**Sample answer for 'No'**_
_I did not invite questions because I was concerned the questioning would take time and I would not be able to get through all of the content. I was already running off schedule._

| 2.4 ask questions to seek clarification? | Yes ☐ No ☐ |
|---|---|
| _The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain if they did/did not ask questions to ensure the audience is understanding the content being delivered._ _Sample answers below._ | |

| Reason for your response (10-55 word count) |
|---|

_**Sample answer for 'Yes'**_
_I asked questions specific to the content delivered to ensure the participants were understanding the topics that were being covered._

_**Sample answer for 'No'**_
_I was running very late in my presentation so I just asked them to email me any questions after the presentation if there were any areas that they had not understood and I will respond to them later._

| 2.5 encourage input and discussion? | Yes ☐ No ☐ |
|---|---|
| _The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain if they did/did not encourage the participants to provide input and discuss the topics during the presentations._ _Sample answers below._ | |

| | |
|---|---|
| | |

| Reason for your response [10-55 word count] | |
|---|---|

| 2.6 observe the engagement of the audience? | Yes ☐ No ☐ |
|---|---|
| *The student must tick either yes or no in their response and provide a reason for their answer.* *Reasons will vary, however, the student must explain if they did/did not ask questions to use their evaluating techniques to observe the engagement of their audience.* *Sample answers below.* | |

| Reason for your response [10-55 word count] | |
|---|---|

| 2.7 modify presentations to suit the responses from the audience? | Yes ☐ No ☐ |
|---|---|
| *The student must tick either yes or no in their response and provide a reason for their answer.* *Reasons will vary, however, the student must explain how they did/did not modify their presentations to suit the responses from the audience for their presentations.* *Methods to modify the presentation include:* <br> ▪ *Change approach communication techniques* <br> *Sample answers below.* | |

| Reason for your response [10-55 word count] | |
|---|---|

| Communication techniques <br> Did you use the following effective communication techniques? | |
|---|---|

| 2.8 persuasive | Yes ☐ No ☐ |
|---|---|
| *The student must tick either yes or no in their response and provide a reason for their answer.* *Reasons will vary, however, the student must explain how they did/did not use persuasive communication techniques such as, methods, models and strategies* | |

- ▪ *effective*
- ▪ *comprehensive*
- ▪ *clarity*
- ▪ *attention and style*
- ▪ *coherency*
- ▪ *timeliness and urgency.*

*Sample answers below.*

| Reason for your response [10-55 word count] |
| --- |

*Sample answer for 'Yes'*

*The persuasive techniques I used helped support the audience engagement. They were responsive to points after I had covered them and were enthusiastic when engaging in the discussions.*
*I kept my content clear and concise and used punchy statements and images in my slides to further persuade them to being aligned with Fusion Graphix's company values.*

*Sample answer for 'No'*

*I think I could have used persuasive techniques more effectively. I rambled on a bit, did not look at the audience and did not use verbal and non-verbal techniques to engage them.*

| 2.9 verbal | Yes ☐ No ☐ |
| --- | --- |
| *The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain how they did/did not use verbal communication techniques such as pitch, speed, consistency and varying of tone, emotion, and volume, for their presentations.* *Sample answers below.* | |

| Reason for your response [10-55 word count] |
| --- |

*Sample answer for 'Yes'*

*I used a range of verbal techniques including changes in tone, volume and adding emotion on certain points to keep the audience engaged and interested. I was able to improvise where necessary and not rely on my slides.*

*Sample answer for 'No'*

*As I read from my notes so I may have been monotoned. I did not have enough time for questions.*

| 2.10 Non-verbal | Yes ☐ No ☐ |
| --- | --- |
| *The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain how they did/did not use non-verbal communication techniques such as body language for their presentations.* *Sample answers below.* | |

| Reason for your response [10-55 word count] |
| --- |

*Sample answer for 'Yes'*

*Yes, I waved hello and goodbye to everyone, smiled as I was presenting and made eye contact by looking at their faces on my screen when speaking with each participant.*

## Summary of key concepts

| 2.11 Did you cover all topics that you planned for?<br>*The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain if they did/ did not cover all topics for their presentations.*<br>*Sample answers below.* | Yes ☐ No ☐ |
|---|---|

### Reason for your response (10-55 word count)

| 2.12 Did you miss any key concepts or ideas?<br>*The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain if they did/did not miss any key concepts or ideas during their presentations such as the company values and how they should align with their work tasks.*<br>*Sample answers below.* | Yes ☐ No ☐ |
|---|---|

### Reason for your response (10-55 word count)

## Audience engagement

| 2.13 Did the audience seem engaged?<br>*The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must use their evaluation techniques and explain if the audience did/ did not seem engaged during their presentations based on their observations.*<br>*Sample answers below.* | Yes ☐ No ☐ |
|---|---|

### Reason for your response (10-55 word count)

| 2.14 Did the audience actively participate in discussions and questions?<br><br>*The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain if the audience did/did not actively participate in discussions and questions.*<br>*Sample answers below.* | Yes ☐ No ☐ |
|---|---|

| Reason for your response (10-55 word count) |
|---|
| *Sample answer for 'Yes'*<br>*The audience were provided with allocated times for questions, they also interacted during the presentation to share their excitement on Fusion Graphix's company values.*<br><br>*Sample answer for 'No'*<br>*The audience was quiet through most of the presentations and had no input or questions.* |

| 2.15 Did the audience understand what you presented?<br><br>*The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain if the audience did/ did not understand the topics being presented based on their observations and listening.*<br>*Sample answers below.* | Yes ☐ No ☐ |
|---|---|

| Reason for your response (10-55 word count) |
|---|
| *Sample answer for 'Yes'*<br>*Yes, they were listening, providing input and asked questions to seek clarification on points. I was able to listen and respond.*<br><br>*Sample answer for 'No'*<br>*They did not seem to understand what the presentation was about. They showed disinterest and they did not ask any questions.* |

| Content and topics covered |
|---|

| 2.16 Do you feel you met the learning objectives of the presentation?<br><br>*The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain how they did/did not meet the learning objectives of their presentations stipulated in the email and scenario of this assessment.*<br>*Sample answers below.* | Yes ☐ No ☐ |
|---|---|

| Reason for your response (10-55 word count) |
|---|
| *Sample answer for 'Yes'*<br>*Absolutely, everyone seemed keen to be onboarding with Fusion Graphix and were motivated by the company Values that had been implemented.*<br><br>*Sample answer for 'No'*<br>*I do not think so as many people had questions left unanswered.* |

| 2.17 Did the presentation strategies, format and delivery methods work well? *The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary however, the student must justify if the presentation strategies, format and delivery methods worked effectively or ineffectively.  These may include strategies, format and methods for:*<br>• *Preparation (sequencing, timing, resources, presentation slides and other aids or materials)*<br>• *resources*<br>• *communication techniques (persuasive, verbal and non-verbal)*<br>• *evaluation techniques (to interpret the audience engagement).*<br>*Sample answers below.* | Yes ☐ No ☐ |
|---|---|

| Reason for your response (10-55 word count) |
|---|

*Sample answer for 'Yes'*
*I was able to present my strategies in an engaging way, using a variety of visuals and communication techniques to deliver information.*

*Sample answer for 'No'*
*Unfortunately, my delivery method did not achieve a clear understanding of how the values aligned to their work. This is because I wasn't clear and to the point and started veering off topic.*

| 2.18 Did you provide an opportunity for the audience to seek clarification? *The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain if they did/did not provide a time during the presentation for the audience to ask questions for clarification.*<br>*Sample answers below.* | Yes ☐ No ☐ |
|---|---|

| Reason for your response (10-55 word count) |
|---|

*Sample answer for 'Yes'*
*Yes, I allocated time in the presentation for all participants to ask questions. I listened to questions and responded to help clarify some of the content I delivered.*

*Sample answer for 'No'*
*No, I ran out of time to deliver the information, I told the participants to email me if they had any pending questions.*

| 2.19 Send and collect feedback from each participant? *The student must tick either yes or no in their response and provide a reason for their answer. Reasons will vary, however, the student must explain if they did/did not provide feedback to the participants.*<br>*Sample answers below.* | Yes ☐ No ☐ |
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|---|---|
| | |

**Reason for your response [10-55 word count]**

## Part B- Seek feedback from participants

### Assessor instructions:

The students will review the email provided by Lionel Boyle and gather the feedback from your two [2] participants that were previously sought in **Task 1: Part B**, using the feedback templates below:
[Gather One [1] feedback per participant for each presentation they attended.]

- *BSBCMM411_03_Presentation 1_ Feedback1* template
- *BSBCMM411_03_Presentation 1_ Feedback2* template
- *BSBCMM411_03_Presentation 2_ Feedback1* template
- *BSBCMM411_03_Presentation 2_ Feedback2* template

*The students' answers may vary. However, the responses must use suitable grammatical structure and clear, logical language and must address the following:*

2.20    Gather the feedback and submit the attached forms with an email response to Lionel (in **Part C** of this task).

*The student must gather one [1] completed feedback form per participant for each presentation they attended. The feedback must include the participants honest feedback on their experience during the delivery of the presentation.*

### Please note

*There will be a total of four [4] feedback forms for the two [2] presentations. Two [2] for Presentation 1 and two [2] for Presentation 2. These will be attached to the email in **Part C** of this task.*

- *BSBCMM411_03_Presentation 1_ Feedback1* template
- *BSBCMM411_03_Presentation 1_ Feedback2* template
- *BSBCMM411_03_Presentation 2_ Feedback1* template
- *BSBCMM411_03_Presentation 2_ Feedback2* template

## Part C- Seek feedback from Lionel

### Assessor instructions:

The student is to write a short email to Lionel to seek feedback. The email response will include the completed tasks for evaluating the effectiveness of the two [2] presentations. [Part A and Part B of this task]
The student response will vary; however, the responses must use suitable grammatical structure and clear, logical language and must address the following:

2.21 Using the following email template, write a short email response to Lionel (80-90 words).
Include the following in your email:
a) Attach the completed templates **Task 2: Part A:**
  - *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_1*
  - *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_2*

b) The completed templates of **Task 2: Part B.**
  - *BSBCMM411_03_Presentation 1_ Feedback1* template
  - *BSBCMM411_03_Presentation 1_ Feedback2* template
  - *BSBCMM411_03_Presentation 2_ Feedback1* template
  - *BSBCMM411_03_Presentation 2_ Feedback2* template

c) Advise to Lionel that you also wish to seek feedback from her based on the documents that have been completed and attached
d) Ask Lionel for any additional suggested changes or improvements.
Be sure to use correct spelling, language, and terminology.

*The email must include the following completed templates:*

**Task 2: Part A**

- *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_1*
- *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_2*

**Task 2: Part B**

- *BSBCMM411_03_Presentation 1_ Feedback1 template*
- *BSBCMM411_03_Presentation 1_ Feedback2 template*
- *BSBCMM411_03_Presentation 2_ Feedback1 template*
- *BSBCMM411_03_Presentation 2_ Feedback2 template*

*The students' email must also*
- *Seek feedback from Lionel based on the documents that have been completed and attached*
- *Ask Lionel for any additional suggested changes or improvements.*
*Sample answer below:*

| Email | |
|---|---|
| To: | Lena.jones@Fusion Graphix.com.au |
| From: | Lionel.browne@Fusion Graphix.com.au |
| Date | Wednesday 14th July |
| Subject: | Re: Onboarding staff members |

*Dear Lionel,*

*I have conducted a self-evaluation and received feedback from Josh and Georgia in regard to my delivered presentations.*
*Please see the attached documentation*
*Self-evaluations:*

- *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_1*

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- *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_2*

*Feedback from participants:*

- *BSBCMM411_03_Presentation 1_ Feedback1 template*
- *BSBCMM411_03_Presentation 1_ Feedback2 template*
- *BSBCMM411_03_Presentation 2_ Feedback1 template*
- *BSBCMM411_03_Presentation 2_ Feedback2 template*

*Kindly provide feedback on the self-evaluation and the feedback from the two (2) participants.*
*Please provide me with some suggestions and possible changes for further improvements that I can implement into my preparation and delivery of future presentations.*

*Regards,*

*Lena Brown.*

## Assessment checklist:

Students must have completed all tasks in this assessment before submitting it. This includes:

| Task 1- Deliver your presentations | | |
|---|---|---|
| **Part A- Developed slides** | | |
| 1 | Developed **two (2)** presentation slides from your chosen business software package. | ☐ |
| 2 | Submitted the **two (2)** presentation slides that you have developed using the following naming conventions:<br><br>- *yy_mm_dd_yourname_BSBCMM411_03_Slides_Presentation1_v1*<br>- *yy_mm_dd_yourname_BSBCMM411_03_Slides_Presentation2_v1* | ☐ |
| **Part B- Deliver presentations** | | |
| 2 | Delivered and recorded **two (2)** presentations in accordance with the email instructions by Lionel Boyle. | ☐ |
| 3 | Submitted the **two (2)** recordings of the presentations using the following naming conventions:<br><br>- *yy_mm_dd_yourname_ BSBCMM411_03_Presentation1*<br>- *yy_mm_dd_yourname_ BSBCMM411_03_Presentation2* | ☐ |
| Task 2- Self-evaluate and seek feedback for presentations | | |
| **Part A- Self-evaluation** | | |
| 1 | Submitted the two (2) self-evaluations (one (1) per presentation) using the following naming conventions:<br><br>- *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_1*<br>- *yy_mm_dd_yourname_BSBCMM411_03_Self-evaluation_Presentation_2* | ☐<br>☐ |
| **Part B- Seek feedback from participants** | | |
| 1 | Sought feedback from the participants for each of the presentations by having them complete the following templates: (one template per participant for each presentation attended) | ☐ |
| 2 | Gathered a total of four (4) feedback templates from each of the participants. (One (1) feedback per participant for each presentation attended.) Submit each feedback using the following naming conventions: | ☐ |

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| | yy_mm_dd_yourname_BSBCMM411_03_Presentation 1_ Feedback1 | |
| | yy_mm_dd_yourname_BSBCMM411_03_Presentation 1_ Feedback2 | |
| | yy_mm_dd_yourname_BSBCMM411_03_Presentation 2_ Feedback1 | |
| | yy_mm_dd_yourname_BSBCMM411_03_Presentation 2_ Feedback2 | |

| Part C– Seek feedback from Lionel | | |
|---|---|---|
| 1 | Written an email to Lionel seeking feedback | ☐ |
| 2 | Submitted this assessment document (*BSBCMM411_03_Presentations*) with completed email template in **Task 2:** Part C | ☐ |
| 3 | Submitted completed documents from **Task 2**: Part A and **Task 2**: Part C | ☐ |

**Learning material:** MODULE 15, TOPIC 15.1, SUBTOPIC 15.1.1: ORGANISATIONAL AND LEGISLATIVE OBLIGATIONS

**Learning material:** MODULE 15, TOPIC 15.1, SUBTOPIC 15.1.3: PREPARING FOR A PRESENTATION

**Learning material:** MODULE 15, TOPIC 15.1, SUBTOPIC 15.1.4: CATERING FOR LEARNING STYLES

**Learning material:** MODULE 15, TOPIC 15.1, SUBTOPIC 15.1.5: KNOW YOUR AUDIENCE

**Learning material:** MODULE 15, TOPIC 15.2, SUBTOPIC 15.2.1: PRESENTATION SKILLS

**Learning material:** MODULE 15, TOPIC 15.2, SUBTOPIC 15.2.2: IDENTIFY AND MANAGE COMMUNICATION BARRIERS

**Learning material:** MODULE 15, TOPIC 15.2, SUBTOPIC 15.2.3: VERBAL AND NON-VERBAL COMMUNICATION TECHNIQUES

**Learning material:** MODULE 15, TOPIC 15.2, SUBTOPIC 15.2.5: PRESENTATION AIDS AND MATERIALS

**Learning material:** MODULE 15, TOPIC 15.2, SUBTOPIC 15.2.6: DURING THE PRESENTATION

**Congratulations you have reached the end of Assessment 3!**