



BSBCRT412

ASSESSOR GUIDE

Articulate, present and debate ideas

Assessment 1 of 3

Short Answer Questions

Assessment Instructions

Task overview

This assessment task is divided into sixteen short answer questions. 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 learning content in LMS



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.

Question 1

Name four (4) ways individuals can prefer to receive information, depending on their learning preferences, and briefly explain each.

(Approximate word count: 20-50 words)

Assessor Instructions

Students must list and describe the four (4) learning preferences. The student's response must reflect the sample answer below.

Question 1

- Visually – through diagrams, charts, shapes, graphs, patterns.
- Aurally – through listening and discussing.
- Reading/writing – through reading articles and books and writing activities.
- Through doing (kinaesthetically), we need to be hands-on.

Question 2

You are presenting to your team about how to make a cup of tea. Briefly outline how you could present your information so that each of the learning preferences is catered for.

(Approximate word count: 20-50 words)

Assessor Instructions

Students must describe how the information would be presented to each of the learning styles. The student's response must reflect the sample answer below.

Question 2

- Visually – show them pictures of the process.
- Aurally – tell them how to do it.
- Reading/writing – give them a handout they can read.
- Kinaesthetically – get them to do it themselves as you step them through the process.

Question 3

List the four (4) communication styles and briefly describe how each style prefers to receive and respond to communication.

(Approximate word count: 80-100 words)

Assessor Instructions

Students must list and briefly describe the four (4) communication styles. The student's response must reflect the sample answer below.

Question 3		
Styles of communication	Receive communication	Respond to communication
Dominant	Like communication that is direct and to the point	Their responses are also direct and to the point. They may come across as demanding as they are result-focused.
Intuitive	They don't like details, and they enjoy the 'big picture' discussion.	They are passionate and enthusiastic in their responses but can miss minor details when responding.
Steady	Connection is important to them, so they prefer to build rapport before communicating and discussing work.	Once they have made connections and built rapport, they show interest and are good with their responses.
Conscientious	They are logical thinkers who like details, logic, and facts. They are very organised and like communication that includes logic and facts.	They prefer to be given time to respond to a situation.

Question 4

List three (3) factors that can influence the way we respond to communication.

Assessor Instructions

Students must list three (3) factors from the list below that influence how we respond to communication.

Question 4
<ul style="list-style-type: none"> • Our current knowledge or experience about the subject. • Our biases. • The assumptions we make. • Our understanding of the language being used. • How we interpret the speaker's non-verbal language. • Our communication style. • Our learning preferences. • Our perceptions of the speaker. • Our culture.

Question 5

You are trying to persuade your partner to go to a different holiday destination this year. You always go to the Gold Coast, but you want to try the Sunshine Coast instead. Your partner is being resistant, saying, 'But we always go to the Gold Coast, and we love it!'. What cognitive bias is your partner likely to be influenced by? Name the bias, briefly explain it, and explain what you can do to overcome it.

(Approximate word count: 50 words)

Assessor Instructions

Students must identify and explain the bias and briefly describe how they can overcome it. The student's response must reflect the sample answer below.

Question 5

The status quo bias influences my partner – people like it when things stay the same.
I can overcome this by reinforcing the benefits of the Sunshine Coast and explaining why going there will be better.

Question 6

Name three (3) common methods of communication you would use in a workplace and outline the advantages and disadvantages of each.

(Approximate total word count: 150 words)

Assessor Instructions

Students must name three (3) common methods for communication in the workplace out of the 5 (five) methods provided below and describe the advantages and disadvantages of each one of the chosen communication methods in the list below.

Question 6

Communication method	Advantages	Disadvantages
Presentations/meetings: Face-to-face communication.	Advantages include: <ul style="list-style-type: none">• being able to read body language.• everyone getting the same information at the same time.• there is an opportunity for questions and discussion.• visual aids can be used (e.g., charts, images)• feedback being immediate.	Disadvantages include: <ul style="list-style-type: none">• the presenter's nerves may detract from the message.• it can be time-consuming.• not everyone may be able to attend.• questions could derail the presentation if not handled well.
Emails	Advantages include: <ul style="list-style-type: none">• emails are a quick way to get information out.• there is a consistent message when sending information to a group.• it reaches a broad audience.• there is a written record of discussions.	Disadvantages include: <ul style="list-style-type: none">• people get lots of emails, so they can be missed.• difficult to judge tone (non-verbal) and easily misinterpreted.• impersonal and feedback can be slow.
Reports	Advantages include: <ul style="list-style-type: none">• lots of information can be presented.• ability to draw on and present research and data.• can be read at any time.	Disadvantages include: <ul style="list-style-type: none">• people can be reluctant to read it (time constraints, effort)• impersonal• slow to get feedback on content.
Telephone calls	Advantages include: <ul style="list-style-type: none">• one-on-one communication.• personal.	Disadvantages include:

	<ul style="list-style-type: none"> tailored specifically to the other person. confidential. 	<ul style="list-style-type: none"> no visual input for non-verbal (need to rely on vocal/audio non-verbal language only, no record of the discussion.
PowerPoint slides	Advantages include: <ul style="list-style-type: none"> supports the presentation visual can engage those with visual preferences engaging 	Disadvantages include: <ul style="list-style-type: none"> poor design detracts from the speaker.

Question 7

Communications policies and guidelines are a vital component of an organisation. Briefly explain the following in relation to the organisation's Accessible Communication Guidelines.

- Explain the purpose of Accessibility Guidelines.
- Why is it important to follow an organisation's accessible communication guidelines?
- Provide examples of how these guidelines apply in practice.

(Approximate total word count: 90-100 words)

Assessor Instructions

Students must describe the purpose of Accessible Communication Guidelines and why they should be followed. They must also provide examples of how to ensure their communication is accessible.

A sample answer is provided below.

Question 7	
Questions	Answer
a) Explain the purpose of Accessibility Guidelines.	The purpose of accessibility guidelines is to simplify organisations' policies and procedures and ensure everyone easily understands communication materials produced by an organisation.
b) Why is it important to follow an organisation's accessible communication guidelines?	It is important to follow organisations' accessible guidelines to create easily accessible and readable materials for a range of people, such as people with disabilities, who are ageing and who have English as a second language, to understand what is being communicated quickly.
c) Provide examples of how these guidelines apply in practice.	Write materials in plain English, using headings and short paragraphs. Increasing font size, using bold text for emphasis, lots of white space, use bullet points where possible.

Question 8

What laws (legislative frameworks) might need to be considered when preparing and delivering communication in a workplace? List 3.

Assessor Instructions

Students must list three (3) legislative frameworks given below to consider when delivering communication in the workplace. The student's answer must only include the laws given in the list below.

Question 8

- WHS laws
- Privacy laws
- Anti-discrimination legislation/Equal opportunity laws – e.g., Age Discrimination, Disability discrimination etc.

Question 9

Explain Aristotle's three (3) elements of persuasion and how you can incorporate these elements in a persuasive presentation.

(Approximate word count: 100 words)

Assessor Instructions

Students must explain Aristotle's three (3) elements of persuasion and describe how they can incorporate them into a persuasive presentation. The student's response must reflect the sample answer below.

Question 9

- Ethos – about the credibility of the speaker. We can increase our credibility by looking professional, being well-prepared, talking about our experience, and having someone introduce us.
- Pathos – this refers to the emotional connection the speaker has with the audience. We can increase our connection to the audience by building rapport, showing we have things in common, making content relevant to their existing knowledge, using humour, and telling stories.
- Logos – refers to the facts and figures (data) that support our argument. When trying to persuade others, research the topic and present data in the form of charts, graphs, and facts.

Question 10

What are Cialdini's six principles of persuasion? Briefly define each one.

(Approximate word count: 100 words)

Assessor Instructions

Students must briefly define Cialdini's principles of persuasion. The student's response must reflect the sample answer below.

Question 10

- Reciprocity – people feel obligated to return a favour.
- Scarcity – people are persuaded to want something if there is a limited supply of it.
- Authority – people are persuaded by those who are in authority or appear to be experts.
- Commitment and consistency – people are persuaded to act in ways that are consistent with previous behaviour or self-image.
- Liking – people will do things for people they like.
- Consensus or social proof – people will do things that other people similar to them have done.

Question 11

You are attempting to persuade a friend to try the new restaurant that's opened in your area. Write the six (6) Cialdini's principles and briefly explain how these principles would apply in the given situation.

(Approximate word count: 100 words)

Assessor Instructions

Students must apply Cialdini's principles to the scenario and describe how they would use them to persuade a friend to try the new restaurant.

A sample answer is provided below.

Question 11

- Reciprocity – say, 'How about we'll go with your suggestion this week, and next time, we'll try mine!' or 'I'll pay for dinner!' or 'Remember when you suggested that new Thai place and we went there...'
- Scarcity – say, 'They only have a few tables left for tonight...'
- Authority – say, 'I read a great review about this restaurant by Jamie Oliver. If he says it's good, it must be!'
- Commitment and consistency – say, 'I know you love to try new things...' or 'You're a real foodie, you'll love it...'
- Liking – say, 'We've been friends for decades. You know you trust me!'
- Consensus or social proof – 'This restaurant has over 300 5-star reviews on Trip Advisor!'

Question 12

Storytelling is a powerful persuasion technique. Write five (5) key features of storytelling as a persuasive communication technique.

(Approximate word count: 50-60 words)

Assessor Instructions

Students' answers must include all the five (5) key features of storytelling listed below; however, students' wordings may vary.

Question 12

1. Before starting or constructing the story, define its clear purpose and message.
2. Open the story with an attention grabber.
3. Tell the story vividly using descriptive language, drawing on all our five senses where you can.
4. Help the audience see their part in the story – how they contribute to the problem, how they can be part of the solution, or why they should even care.
5. Give them some simple, actionable things they can do (remember, keep it simple).

Question 13

Outline three (3) ways we can persuade others by the way we deliver our message (our non-verbal language).

(Approximate word count: 50 words)

Assessor Instructions

Students must briefly outline three (3) ways we can persuade others through our non-verbal language. Students answer must include three (3) options from the list below.

Question 13

- Eye contact – look directly at the audience as if you are having a conversation with each one.
- Gestures – use your hands to emphasise key ideas.
- Facial expressions – smile at the audience and look relaxed.
- Posture and movement – stand confidently, don't hide behind a podium, walk and move purposefully.
- Voice – vary your tone (don't speak in a monotone), volume, speak slowly for emphasis, use pauses, don't speak too quickly.
- Appearance – dress appropriately for the presentation.

Question 14

What is desktop research, and what does it include? Provide two (2) examples.

(Approximate word count: 10-15 words)

Assessor Instructions

Students must provide two (2) examples of desktop research. The examples must come from the seven (7) options provided below.

Question 14

Desktop research is using research that already exists.

- Examples: statistics from the ABS, customer service surveys, websites, books, blogs, articles, Google Scholar

Question 15

What is primary research? Write four (4) methods of conducting primary research by consulting with experts.

Assessor Instructions

Students must define primary research and methods for conducting the research by consulting with experts.

Question 15	
a) What is primary research?	This research is designed for yourself.
b) Method of conducting primary research by consulting with experts	The method of conducting primary research includes: <ol style="list-style-type: none">1. Identifying the experts2. Designing and conducting a survey3. Designing questionnaires4. Conducting interviews and workshops with the consultants to discuss and validate the researched ideas and facts.

Question 16

How can you tailor your presentation to your audience? Provide three (3) examples.

(Approximate word count: 50 words)

Assessor Instructions

Students must provide three (3) examples describing how to tailor a presentation to their audience. Students' answers must include 3 out of 5 options provided below.

Question 16
<ul style="list-style-type: none">• Use examples that are relevant to them and their interests.• Understand their current knowledge and views about your topic.• Use language that suits their communication style (dominant, intuitive, steady, compliant)• Present information that suits their learning preference style (visual, aural, reading/writing, kinaesthetic)• Build rapport.

Assessment checklist

Students must have completed all questions within this assessment before submitting. This includes:

1	Sixteen (16) short answer questions completed in the spaces provided.	<input type="checkbox"/>
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Congratulations! You have reached the end of Assessment 1.

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