Colab

BSBCRT412 ASSESSOR GUIDE

Articulate, present and debate ideas

Assessment 3 of 3

Case Study

Version 1.0

Assessment Instructions

Task overview

This assessment task is divided into three (3) parts. Read each part carefully before starting the assessment. This assessment requires you to create a portfolio of evidence to demonstrate that you have planned, presented and gathered feedback on a persuasive oral presentation to test your knowledge, understanding and skills required for this unit.

Additional resources and supporting documents

To complete this assessment, you will need:

- Appendix 1: The Company Style Guide
- Appendix 2: Audience Instructions

At the end of the assessment, you will be required to submit the following:

Files for Submission

Submit the following files:

- Assessment documents, including:
  - Part A: Planning your presentation.
  - Part C: Act on feedback.

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.

Task Instructions:

This assessment requires you to create a portfolio of evidence to demonstrate that you have facilitated a discussion and debated ideas on a workplace issue with the executive team of your workplace.

Scenario:

There are several workplace issues at your workplace that need to be addressed. These issues relate to:

- Workplace health and safety practices, for example:
  - How can we encourage compliance with COVID-19 safety requirements?
  - How can we make The Company a safer place to work?
  - What can we do to promote or protect mental health?
- Customer service, for example:
  - How can we improve our customer service?
- Environmental sustainability practices, for example:
  - How can we become more environmentally sustainable?
  - How can we reduce our waste?
  - What else can we do to recycle?
- Employee engagement, for example:
  - How can we keep our good staff from leaving?
  - How can we make The Company a better place to work?
  - What other benefits can we offer to attract and keep staff?

You may choose another workplace issue that you feel strongly about that you would like to offer ideas on how to address.

Choose one (1) issue to present at the following senior leadership meeting. You will have 10 – 15 min to hold this discussion.

Part A: Plan the discussion.

Complete the template below to address the following:

1. Clearly define the purpose and goal of the meeting.
2. Outline your views on the issue.
3. Analyse your audience (meeting participants). Discuss how this might impact how you conduct the meeting and discuss ideas.
4. How will you cater to those with these personality styles: Dominant, Intuitive, Steady and Conscientious?
5. Plan a story you can use to persuade your audience to take on your ideas.
6. Write two (2) ways you would identify and analyse methods to elicit responses from the audience in consultation with others.
7. What organisational communication guidelines will you need to follow?
8. List two (2) examples of relevant legislation you should consider regarding the planning and delivery of your oral presentation. How will you ensure that your presentation meets the relevant legislation?
9. Discuss at least three (3) communication challenges you might face when communicating your views to your team. How can you overcome these challenges?
10. List two (2) sources of your research; examples could include websites, books, blogs, articles or consulting with others. List two (2) research ideas for your presentation and document how you have used these ideas in your presentation.
11. Refer to the feedback you received and analysed from your last presentation. How specifically will you incorporate this feedback into this workplace discussion?

Assessor Instructions

Students must complete all 11 sections/questions in this template.

A sample answer is provided for each question below.

Your workplace issue:	
1. What is the purpose and goal of your meeting? (Approximate 40-50 words)	

Assessors note.
Students must identify the below in line with the presentation.
• The student identifies that the purpose of the meeting is to:
  ○ solve a workplace issue.
  ○ persuade the audience to their point of view.
  ○ share ideas about a solution to a problem.
• The goal is what the student wants the audience to do. For example, to take action, change behaviours, change their thinking, solve a problem, reach an agreement etc.	

2. What are your views on the issue?	
Assessors note. The student's views on the topic are expressed clearly, including possible solutions.	
3. Analyse your audience (meeting participants). Discuss how this might impact how you conduct the meeting and discuss ideas. (Approximate 50 – 60 words)	

Assessors note.

Students must identify the following:

- Number in the audience, current skills and knowledge, views on the topic, relationships with the speaker, information preference, communication style, life experiences, and job role.
- Impacts might include the need to formally conduct the meeting due to senior leaders in the room and tailor content to the seniority in the room.

4. How will you cater to those with these personality styles: Dominant, Intuitive, Steady, and Conscientious?

Assessors note.

Students must be able to identify the personality types of the audience and adapt their communication style, accordingly, tailoring it to match the individual personalities within the audience. For example:

- Dominant – be direct and to the point.
- Intuitive – have high energy and enthusiasm, demonstrate a passion for the topic, and don't overwhelm with too many details.
- Steady – take time to build rapport and show interest in them personally.
- Conscientious – provide details, lists, numbers, and facts, and give time to think.

5. Plan a story you can use to persuade your audience to take on your ideas. Outline your story here.

Assessors note.

Stories will vary between students but must:

- be relevant to the topic/issue.
- have a definite structure.
- have a message.

6. Write two (2) ways you would identify and analyse methods to elicit responses from the audience in consultation with others.

Assessors note.

Students must list two (2) ways to elicit responses from the audience. Benchmark responses are provided below.

1. By asking valid open-ended questions. By asking the right kind of questions, you can gather better information about the ideas presented.
    - Tell me more about why you think that.
    - What are your views?
    - What do you think about what I've said?
    - Do you think you might like to try some of these ideas? Why/Why not?
2. By encouraging the audience to share their views and ideas. By doing this it will help in connecting with the audience and increase their engagement.
3. By acknowledging their contributions, feelings and emotions. This will keep them engaged, and they will be more receptive to the ideas and listen with interest.
4. By showing empathy by way of actively listening and acknowledging their concerns and feelings. Doing this will help in understanding audiences' emotions and will help build rapport with the audience.

7. What organisational communication guidelines will you need to follow?

Assessors note.

Students must identify the communication guidelines they will be using. Benchmark answers are provided below.

- The Company Style Guide

Refer to their relevant workplace guidelines, policies or procedures.

8.	List two (2) examples of relevant legislation you should consider regarding the planning and delivery of your oral presentation. How will you ensure that your presentation meets the relevant legislation?
Assessors note. Students must identify two (2) legislations from the list of three (3) provided below: • WHS laws – ensure the room is set up safely, eliminating trip hazards, providing sufficient lighting, breaks, etc. • Privacy laws – if the student is gathering personal information about the audience. • Anti-discrimination laws – ensuring communication is accessible to all, images and content are representative of a variety of ages, cultures, sex.	
9.	Discuss at least three (3) communication challenges you might face when communicating your views to your team. How can you overcome these challenges?
Assessors note. Students must identify three (3) of the four challenges listed below: • Language – ensure there is no complicated or technical language that only an expert in the topic would understand (no jargon), no slang, use language that everyone will understand. • Communication styles – cater to all styles (dominant, intuitive, steady, conscientious). • Learning preferences – cater to all preferences (visual, aural, reading/writing, kinaesthetic). • Perceptions and bias – be aware of the listener's current knowledge and views and find areas of commonality, be mindful of physical appearance, and be aware of non-verbal language and various biases that may influence people's thoughts.	
10.	List two (2) sources of your research; examples could include websites, books, blogs, articles or consulting with others. List two (2) research ideas for your presentation and document how you have used these ideas in your presentation.

Assessors note.
Students must use at least two (2) sources of research for their presentation from the list provided here.
• A range of desktop and primary research. For example:
  ○ Articles
  ○ Websites
  ○ Books
  ○ Blogs
  ○ ABS data, etc.
• Consulting with experts
• Conducting their own surveys.
They must document how they have used these research ideas in their presentation.	

11.	Refer to the feedback you received and analysed from your last presentation. How specifically will you incorporate this feedback into this workplace discussion?
Assessors note. Responses will vary depending on the student and feedback. Responses must state their actions to incorporate previous feedback into this facilitated discussion.	
End of Part A	

Assessor Instructions

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

Part A: Assessment marking criteria

The evidence submitted demonstrates that the student has satisfactorily:

		S	U
1	The student identified the purpose and the goal of the meeting.	☐	☐
2	The student outlined their views on the issue.	☐	☐
3	The student provided an analysis of the audience (meeting participants) and discussed how this might impact how they conduct the meeting and discuss ideas.	☐	☐
4	The student explained how they would cater to those with each of these personality styles: Dominant, Intuitive, Steady, and Conscientious.	☐	☐
5	The student outlined a story relevant to the topic, which they will use to persuade the audience.	☐	☐
6	Write two (2) ways you would identify and analyse methods to elicit responses from the audience in consultation with others.	☐	☐
7	The student named the organisational communication guidelines they applied to their written communication.	☐	☐
8	The student listed relevant legislation that applied to the planning or delivery of their presentation and explained how they would ensure legislation is followed.	☐	☐
9	The student outlined at least three (3) communication challenges and discussed how they would overcome them.	☐	☐
10	The student listed all sources of research used for the presentation.	☐	☐
11	The student outlined how they will incorporate the feedback received previously.	☐	☐

Part B: Facilitate the discussion.

Roleplay instructions

This meeting must include at least three (3) participants, must not exceed 15 minutes in duration and must address all elements of the Observation checklist.

In this task, you will be presenting a workplace issue to your executive team. Participants may be resourced using one of the following options:

1. Peers who you are already working with in the industry your qualification relates to.
2. Fellow students who will play the role of the executive team. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

If you are unable to find participants to play the role of your executive team, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peers

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the presentation, Appendix 2 – Audience instructions and a copy of the observation checklist so that they can prepare for the recording.

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

Option 2: Fellow students

Fellow students participating in the recording must be provided with *Appendix 2 – Audience instructions* for context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

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.

Recording instructions

Your role play must be recorded with all participants captured in a virtual room using an application such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

"This session is being recorded for assessment purposes for my course with Colab. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and the role they are going to play."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention,

Unit Code_StudentName_yymmdd_A3 Part B_Role-play.

Include this role-play recording as part of your assessment submission.

Task instructions

1. Present the workplace issue to your executive team and discuss your views using persuasive techniques. Ensure you address all elements of the Observation checklist.

Part B: Observation checklist

During the presentation, the student must:

1 a)	Clearly state the purpose and goal of the meeting.
b)	Clearly state your views on the issue.
c)	Engaged the audience by tailoring content to personality styles, interests, skills and knowledge of the audience.
d)	Use open and engaging non-verbal language.
e)	Tell your story related to the workplace issue you have chosen.
f)	Provide evidence of the research (information, data, facts) you have done that supports your views.
g)	Encourage your audience to engage with you and share their views by asking relevant questions, acknowledging their contributions, showing empathy or summarising. Asking open questions to keep the conversation going and summarising.
h)	Respectfully challenge views that differ from your own.
i)	Respond to audience questions with relevant information.
k)	Reach a consensus on how the issue will be resolved.
l)	Demonstrate that you have incorporated feedback from your previous presentation.

Assessor Instructions

The student must deliver a 15-minute presentation to the executive team on a selected workplace issue of their choice. During the presentation meeting, they must discuss their views using persuasive techniques.

Use the following Observation Checklist to record your observations while you watch the video. In the Student Assessment Feedback Form, write a general comment where all criteria are demonstrated. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

Observation Checklist *(to be completed by the Assessor)*	
Use this checklist while reviewing the recorded role-play:	
Did the student...	**Satisfactory/Not Yet Satisfactory**
a. Stated the purpose and goal of the meeting. Assessors note: • The student states that the purpose of the meeting is to • solve a workplace issue. • persuade the audience to their point of view. • share ideas about a solution to a problem.	☐Satisfactory ☐Not Yet Satisfactory

• The student states the goal - the audience will do. For example, to take action, change behaviours, change their thinking, solve a problem, reach an agreement.	
b. Clearly stated their views on the issue. Assessors note: The student clearly stated what they believe about the issue, where they stand	☐Satisfactory ☐Not Yet Satisfactory
c. Engaged the meeting participants by tailoring content to information and communication preferences, interests, skills, and knowledge. Assessors note. The student incorporates techniques to cater for each personality style (Dominant, Intuitive, Steady, Conscientious) o Dominant – be direct and to the point. o Intuitive – have high energy and enthusiasm, demonstrate a passion for the topic, and don't overwhelm with too many details. o Steady – take time to build rapport and show interest in them personally. o Conscientious – provide details, lists, numbers, and facts, and give time to think.	☐Satisfactory ☐Not Yet Satisfactory
d. Used open and engaging non-verbal language. Assessors note. • Confident stance. • Eye contact. • Natural gesturing, using hands to emphasise important points. • Smiling when appropriate. • Confident movement. • Engaging use of voice – tone, pacing, and volume all used to support the presentation.	☐Satisfactory ☐Not Yet Satisfactory
e. Effectively told a relevant story to engage and persuade the meeting participants? Assessors note. The student tells a story that engages the audience: • the story is relevant to the topic/issue. • the story has a definite structure. • the story has a message.	☐Satisfactory ☐Not Yet Satisfactory
f. Provided information, data and facts to support the presentation. Assessors note. The student uses information, data and facts derived from research to support views.	☐Satisfactory ☐Not Yet Satisfactory
g. Encouraged the audience to discuss their views by asking relevant questions. Assessors note. • The student asks a range of questions to elicit a response from the audience, for example: o What do you think? o I'm interested in your views. o Do you think this could work? Why/Why not?	

◦ Tell me more. ◦ Tell me why you disagree with me. • The student acknowledges audience contributions, for example: ◦ I appreciate you telling me. ◦ Thanks – I can understand why you would think that. ◦ I can see you feel strongly about this - can you tell me why? • The student shows empathy, for example: ◦ I understand. This is important to you. ◦ I appreciate why you feel that way. ◦ I think I can understand why you prefer that way. • The student asks open questions to keep the conversation going, for example: ◦ How would you do this? (not 'Will you do this?') ◦ What would you like to see happen? (not 'Would you be happy to see this happen?' ◦ Why is that important to you? (not 'Is this important to you?') ◦ Why do you think this won't work? (not 'Do you think this won't work?') • The student summarises, for example: ◦ Let me see if I've understood—you said... [summarise what they heard]. Is that right?	☐Satisfactory ☐Not Yet Satisfactory
h. Respectfully challenged views of participants Assessors note. The student challenges others' points of view. This is done respectfully.	☐Satisfactory ☐Not Yet Satisfactory
i. Responded to audience questions with relevant information. Assessors note. The student answers audience questions confidently, using relevant information (facts, data) to support the answer.	☐Satisfactory ☐Not Yet Satisfactory
j. Reached a consensus on how the issue will be resolved. Assessors note. There is a consensus, a plan for the next steps, and a resolution to the problem.	☐Satisfactory ☐Not Yet Satisfactory
k. Demonstrated that previous feedback was incorporated. Assessors note. The student incorporates feedback from their previous presentation. For example, they might speak more confidently, improve their appearance, manage their nerves, etc.	☐Satisfactory ☐Not Yet Satisfactory

Assessor Name:	
Date:	

Part C: Act on feedback

Complete the template below to address the following:

1. Gather feedback on the way you facilitated the discussion and presented your views. What were the main areas for improvement? What did you do well?

2. Reflecting on your thoughts on your presentation – what did you do well, and what will you do differently next time?

3. Taking on board all feedback (from your audience and your reflections), how will you improve your communication next time?

Assessor Instructions

Students must complete all three sections/questions in this template.

A sample answer is provided for each question below.

1. Gather feedback on the way you facilitated the discussion and presented your views. What were the main areas for improvement? What did you do well? (Approximate 60-75 words)
Assessors note. When they are gathering feedback from their audience, the student must provide a: • Summary of feedback received. • Summary of what the audience perceived was well done/worked well in both content and delivery. • Summary of potential areas to improve in both content and delivery.
2. Reflecting on your thoughts on your presentation – what did you do well, and what will you do differently next time? (Approximate 50-60 words)
Assessors note. The student must outline their thoughts about their presentation – what was well done (content/delivery) and what needs to be improved for next time (content/delivery).
3. Taking on board all feedback (from your audience and your own reflections), how will you improve your communication next time? (Approximate 40-50 words)
Assessors note. The student must create a plan to take on feedback to improve and refine communication next time. Specific actions must be outlined in the plan.
End of Part C

Part C: Assessment marking criteria

Assessor Instructions

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

		S	U
1	The student summarised the feedback received, outlining what the audience thought the student did well and needed to improve next time.	☐	☐
2	The student provided a self-reflection on their presentation.	☐	☐
3	The student outlined how they will refine and improve their communication based on feedback.	☐	☐

Appendix 1 – The Company Style Guide

Style Guide – Written Communication

Policy

The Company is conscious of maintaining our corporate image in all written communications. To ensure consistency, we have developed a Style Guide that provides staff with clear instructions on the layout and presentation requirements of all written correspondence.

Our Style Guide provides our business with a distinct personality, and all staff must align their written communications with this guide.

Corporate Style

Templates

Templates have been designed for a variety of commonly used business documents, including (but not limited to):

- Letterhead
- Fax Headers
- Reports
- Invoices
- Meeting minutes
- Meeting agenda

Staff must use these templates when creating business documentation on behalf of The Company.

Writing Style

All written documentation and compositions should project a friendly and professional tone. In addition, documents should be visually appealing and use clear, unambiguous language.

In all business documentation, plain English should be used to ensure that the information is easily understood and free from jargon or another technical language.

Company Logo

The Company logo must appear on all documentation. All templates include the company logo and do not require additional logos to be inserted.

Where a document is created where no existing template exists or is suitable, a company logo must be included in the document.

When using company logos, the logo/s must not be varied in any way (e.g., ratio, colour etc.).

The Company has two logo styles that can be used. They are:

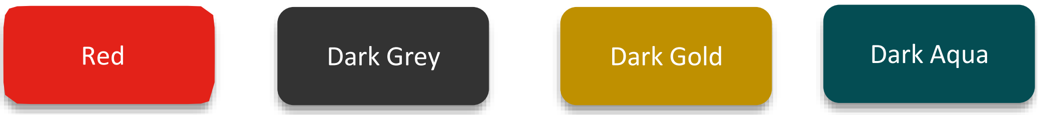
Logo 1 – Black text

For use on white backgrounds

Logo 1 – White text

For use on dark backgrounds

Company Colours



The Company has two official colours:

- Red, RGB: R227/ G34/ B25
- Dark Grey, RGB: R51/ G51/ B51

Secondary/complementary colours:

- Dark Gold, RGB: R202/ G162/ B111
- Dark Aqua, RGB: R4/ G77/ B83

RGB is used to reproduce colours by taking different amounts of 3 colours red (R), green (G) and blue (B); represented by the numbers above.

You can create these colours in MS Word as follows: Select Colour Palette » More Colours » Custom » RGB » put in numbers as above.

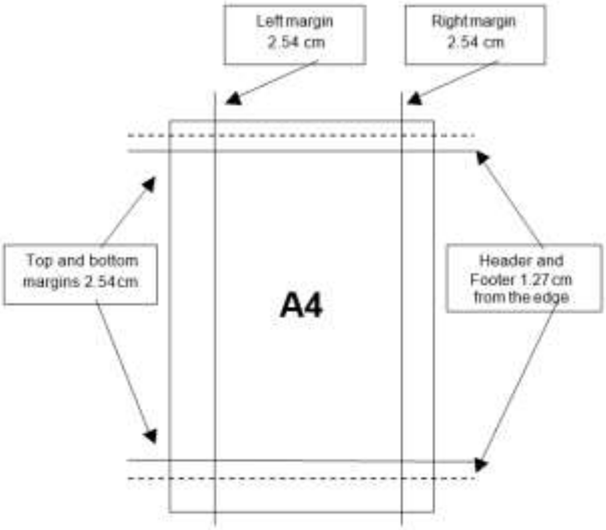
When creating diagrams, charts, or other graphics, select colour schemes that complement or include the above colours.

You may also use different shades of these colours. To do this in MS Word: Select Colour Palette » More Colours » Custom » use the sliding colour scale to achieve a lighter or darker shade of the established corporate colours.

Document formatting.

Margins

Only A4 paper is to be used for our business documentation. The page margins are shown in the following diagram.



Headers and footers

Headers

Headers are used for all documents of more than one page. They should contain The Company's logo – centred in the header.

Footers

Footers are used for all documents and must contain the file name, document number and version. Page numbering should be right aligned. Refer to the footer on this document as an example.

Text and layout

Bullets

Five levels of bullets are used where necessary. They are as follows:

- First level
- Second level
- Third level

Styles

Word Styles used for our documentation are shown below:

Style Name	Typeface	Size (pts)	Attributes	Used for:
Title	Simplon	26	Bold, centred, 12pts before and after paragraph, dark grey	Cover pages (reports only)
Subtitle	Simplon	22	Bold, centred, 12pts before and after paragraph, burnt orange	Subtitle on cover page (reports only)
Heading 1	Simplon	20	Bold, centred, 12 pts before and 6pts after paragraph, dark grey	First-level headings
Heading 2	Simplon	18	Bold, centred, 12 pts before and 6pts after paragraph, burnt orange	Second-level headings
Heading 3	Simplon	16	Bold, centred, 6pts before and after paragraph, dark gold	Third level headings
Heading 4	Simplon	14	Bold, italic, left-aligned, 6pts before and after paragraph, blue	Fourth level headings
Heading 5	Simplon	12	Bold, left-aligned, 6pts before paragraph, black	Fifth level heading
Normal	Simplon	11	Left aligned, 6pts before paragraph, black	Normal body text for most word processing tasks, long bodies of text in reports, submissions, etc.
Footer	Simplon	11	Combination of burnt orange and black Row 1 – Document name (left-aligned, Page number (right-aligned) Row 2 – Document number and version (left aligned) black only	Footers
Bullet	Simplon	11	Outline bulleted to five levels.	Bulleted lists
Numbering	Simplon	11	Outline numbered to three levels	Numbered lists
Table Text	Simplon	11	Left aligned, 6pts before paragraph, black	Tables

Business letters

Stationary	Use company letterhead for the first page of every business letter Subsequent pages should be printed on plain A4 paper
Font / Typeface	Simplon 11pt font (black/automatic)
Letter Format	Block style. Open Punctuation
Multi-page document footer	Where a business letter is more than one page, a footer should be inserted with page numbering centred (Simplon 8pt font)
Layout	Refer to the layout example

Tips on Business Letter Formatting

Block style.

Block style is a letter format where all the text is aligned to the left margin.

- Block style has no indentations.
- All text, including addresses, dates, salutations, and the main body, is aligned to the left margin.
- Paragraphs are separated and clearly defined by the spacing between paragraphs (this may be achieved by entering a blank line between each paragraph or using the paragraph function within word processing software to define a space before or after each paragraph)
- If the letter has a subject line – this line may be centred. This is the only exception to the left-justified rule.

All paragraphs and headings are aligned to the left margin, there are no indentations, and the spacing between paragraphs clearly defines each paragraph.

Open Punctuation

Open punctuation is a writing style commonly used for business letters and communication. It simplifies punctuation, minimising the use of many commonly used punctuation marks and symbols, and should be used in all our business letter correspondences.

Open Punctuation Example	Close Punctuation Example **Do not use**
Mr John Smith 10 Jones Street PYRMONT NSW 2002 25 February 2017 Dear John	Mr. John Smith, 10 Jones Street, PYRMONT, N.S.W., 2002 25th February, 2017 Dear John,

Courtesy Protocols

- Use courtesy titles (Mr, Ms, etc.) in the inside address of external correspondence. Use the addressee's first name if the person is well-known to you.
- Do not use courtesy titles in internal correspondence (e.g., emails).
- Letters must close with Yours sincerely if the addressee's name is shown in the inside address; Yours faithfully if the addressee's name is not shown in the inside address.

Appendix 2 – Audience instructions (Assessment 3)

You are a senior executive, and one of your staff will present their views on a current workplace issue and facilitate a discussion about how to address it.

You will be listening to one of your team members presenting their views on a topic that's important to them. Your role as an audience member requires you to participate as an executive in the discussion by:

1. Asking questions on information or ideas you are unsure of
2. Respectfully challenging information or ideas that might differ from your own
3. Presenting your views on the issue and how it can be solved
4. Agreeing on a way forward.

Observation checklist

During the presentation, the student must:

1 a)	Clearly state the purpose and goal of the meeting.
b)	Clearly state your views on the issue.
c)	Engaged the audience by tailoring content to personality styles, interests, skills and knowledge of the audience.
d)	Use open and engaging non-verbal language.
e)	Tell your story related to the workplace issue you have chosen.
f)	Provide evidence of the research (information, data, facts) you have done that supports your views.
g)	Encourage your audience to engage with you and share their views by asking relevant questions, acknowledging their contributions, showing empathy or summarising. Asking open questions to keep the conversation going and summarising.
h)	Respectfully challenge views that differ from your own.
i)	Respond to audience questions with relevant information.
k)	Reach a consensus on how the issue will be resolved.
l)	Demonstrate that you have incorporated feedback from your previous presentation.

Assessment checklist

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

Part A: Plan the discussion		
1	Clearly define the purpose and goal of the meeting.	☐
2	Outlined your views on the issue.	☐
3	Provided an analysis of the audience and discussed how this might impact how you conduct the meeting and discuss ideas.	☐
4	Provided examples for how you will cater for those with Dominant, Intuitive, Steady and Conscientious personality styles.	☐
5	Planned a story to persuade your audience to take on your ideas	☐
6	Provided three (3) questions to ask the audience to encourage them to respond and discuss their views.	☐
7	Named the organisational communication guidelines applied to written communication.	☐
8	Listed relevant legislation applicable to the planning or delivery of your presentation and explained how you would ensure the legislation is followed.	☐
9	Outlined three (3) communication challenges and discussed how they would be overcome.	☐
10	Listed all sources of research used for the presentation.	☐
11	Outlined how feedback will be gathered from the audience and submitted a copy of the feedback tool.	☐
Part B: Facilitate the discussion		
1	Presented the workplace issue to the executive team and used persuasive techniques to discuss your views.	☐
Part C: Act on feedback		
1	Provided a summary of the feedback gathered, outlining what you did well and the areas for improvement.	☐
2	Provided a self-reflection on your presentation.	☐
3	Outlined how you will refine and improve your communication based on feedback.	☐

Congratulations! You have reached the end of Assessment 3.