



BSBTWK401

Build and maintain business relationships

Assessment 4 of 4

Project



Assessment Instructions

Task overview

This assessment has one (1) activity. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need:

- Assessment 3



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.

Case Study

For the purpose of this assessment, you will play the role of Lionel Boyle, the Marketing Manager of Fusion Graphix.

This is a continuation of Assessment 3.

The issue:

A person with a disability is a new business contact who attended the marketing training and has now lodged a formal complaint about the venue not having a ramp.

He says that providing wheelchair access is mandatory in all public spaces and is outraged that you selected this venue, knowing his disability. He is highly dissatisfied with Fusion Graphix and his treatment as a fee-paying client. He is threatening to report Fusion Graphix to the Department of Fair Trading.

John Lewis, the Studio Manager, has called you to a meeting where he wants to negotiate your proposed solutions to address the situation. You need to be ready to discuss your solutions, respond to questions and consider alternative solutions from John.

John also wants to discuss your overall performance on your skills to maintain relationships with your business contacts. You must use this time to ask for his guidance on how you could have better handled your business relationships.

Activity 1

1. You need to participate in a role play with John Lewis, the Studio Manager. You will play the role of Lionel Boyle, Marketing Manager at Fusion Graphix. During the role play you must:
 - a. negotiate solutions to the identified situation
 - b. discuss the quality of your relationships with business contacts by giving one [1] example of what you did well and one [1] example of where to improve your skills
 - c. ask questions to confirm your understanding of John's feedback on the problem and the quality of your relationships
 - d. use persuasive language and non-verbal cues to achieve an agreeable outcome for both parties.

Assessor instructions: Students must participate in a role play with one [1] other following the role play instructions below.

Role play instructions

In this task, you will participate in a role/play meeting with one [1] other. These may be sourced using one of the following options:

- peers who you are already working with, in the industry your qualification relates to.
- fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

The role play/meeting must not exceed 10 minutes in duration and must address all elements of the Observation Checklist below.

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

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

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

Option 2: Fellow student participants

Fellow students participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

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.

Participant's briefing instructions:

John Lewis, Studio Manager:

- You will need to ask the student to explain his proposed solutions to the problem
- Provide feedback.

Recording instructions

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

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

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

Include this recording as part of your assessment submission.

ASSESSOR OBSERVATION CHECKLIST

Students are required to upload a video of themselves, and one [1] other engaged in a short meeting.

The participants must be fully briefed as outlined in the role play instructions.

The meeting should be a maximum of 10 minutes.

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY YES / NO	ASSESSOR COMMENTS
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Task checklist

Did the student:		
<ul style="list-style-type: none"> negotiate solutions to the identified situation 		
<ul style="list-style-type: none"> discuss the quality of your relationships with business contacts by giving one [1] example of what you did well and one [1] example of where to improve your skills 		
<ul style="list-style-type: none"> ask questions to confirm your understanding of John's feedback on the problem and the quality of your relationships 		

Skills checklist

Did the student:		
<ul style="list-style-type: none"> use problem-solving techniques to negotiate solutions to the two identified situations [a complaint about wheel-chair access and threatened to report to the Department of Fair Trading] 		
<ul style="list-style-type: none"> participate in the discussion, questioning, listening and exchanging ideas and views 		
<ul style="list-style-type: none"> use active listening and questioning techniques to confirm understanding 		
<ul style="list-style-type: none"> use appropriate communication to suit the purpose of the meeting and audience [manager] 		
<ul style="list-style-type: none"> use persuasive language and non-verbal cues to achieve an agreeable outcome for both parties. 		

Assessment checklist:

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

Assessment 4		
1	Activity 1	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 4!

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