



**ASSESSOR GUIDE**

**BSBCMM412**

# LEAD DIFFICULT CONVERSATIONS

## Assessment 1 of 2

### Short Answer Questions



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EDUCATION

## Assessment Instructions

### Task overview

This assessment task is divided into six (6) written 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:

- CBSA Communication Policy

## 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

Provide five (5) factors that might make a workplace conversation “difficult”.  
[Approximate word count: 50–60 words]

**Assessor Instructions:** Response must demonstrate awareness of factors that make a workplace conversation potentially difficult. Responses must be consistent with the following.

For example:

- where there may be a difference of opinion
- where the topic is personal
- where the discussion is delivering bad or critical news
- where an emotional response may be experienced
- where someone has made a complaint against another employee
- where you, as the person’s manager, require the employee to do something you know they will not want to do
- where an employee is going to be retrenched.

### Question 2

Provide three (3) examples of what you could need to prepare for a difficult conversation.  
[Approximate word count: 15-20 words]

**Assessor Instructions:** Responses must be consistent with the following exemplar responses about logistics.

- notes from previous meetings
- performance appraisals
- policies and procedures
- legislative materials
- evidentiary materials, e.g., examples of poor work performance.

### Question 3

According to the CBSA Communication Policy, how should you conduct the meeting to role model and show respect to the other attendees?

[Approximate word count: 70–75 words]

**Assessor Instructions:** Response must come from the CBSA Communication Policy covering these points.

- Ensuring attendees don’t speak over other attendees
- Ensuring that attendees act ethically as per the organisation’s Code of Ethics during the meeting
- Ensuring attendees answer questions posed to them openly and with honesty
- Managing disagreements between attendees ensures that differences of opinions are acknowledged and that rigorous examination of all options is explored to reach a compromise
- Keeping negotiations focused on key issues and moving forward toward a final resolution

## Question 4

Complete the following table by describing each conversational style, including when each should be used.

[Approximate overall word count: 90-100 words]

**Assessor Instructions:** Responses must reflect the exemplar descriptions provided below.

<b>Collaborative</b>	This is used when resolving understandings or differences of opinion. Seeks to achieve a mutual agreement in a non-combative manner. It looks to gain a win-win situation.
<b>Assertive</b>	This is used when addressing underperformance or where a specific response is required. Assertive approaches are about telling how it will be, not seeking to explore options.
<b>Directive</b>	This is used where specific rules or outcomes must be followed. Like assertive, this approach does not encourage reaching mutually generated conclusions but seeks to explain what needs to happen.

## Question 5

Explain why it is essential to consider verbal and non-verbal responses during a difficult conversation.

[Approximate word count: 140 words]

**Assessor Instructions:** Responses must be consistent with the following.

- Non-verbal responses may tell during a difficult conversation as people often subconsciously signal their true thoughts through their non-verbal cues. An example may be saying they understand what has been said, but by crossing their arms or looking away or frowning, they may show that that is not the case.
- By observing nonverbal cues, you can see whether someone is engaged in the discussion.
- People are often reluctant to verbalise their feelings, so non-verbal cues such as body language and facial expressions are very important to observe.
- **Paying attention to verbal responses is equally critical when dealing with a difficult conversation. This includes clarifying what the person is saying, listening for distractions to the topic and leading the discussion to stay focused, paying attention to verbal expressions of emotions and diffusing angry verbal responses.**

## Question 6

Explain what it means to communicate with conviction and empathy during a difficult conversation.

[Approximate word count: 70-80 words]

**Assessor Instructions:** Responses must be consistent with the following.

- Conviction [in communication] means communicating clearly and assertively. It shows that you are clear about what you want to express and why. Speaking with conviction means being prepared and using specific examples and information to highlight key points.
- Empathy means acknowledging another person's viewpoint and demonstrating awareness of their feelings. Using empathy shows the other person they have been heard and understood and that their feelings are valued.

**Assessment checklist:**

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

1	Six (6) short answer questions are to be 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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